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Scenario

Using the SEAM™ and the SEAM™ Family Profile

The following scenario provides an illustration of how caregivers and practitioners might collaborate in using the SEAM system to assess a child and family and plan for subsequent intervention efforts based on SEAM results.

Sunshine Center is a neighborhood early child care facility that supports the education and general development of toddlers. The mission of the Sunshine Center includes a commitment to helping children develop positive social-emotional competence. In support of this mission, all caregivers complete a social-emotional assessment—the SEAM—at regular intervals while their children are enrolled at the Sunshine Center.

Maria and Samuel have a 2-year-old daughter, Rose, who attends the Sunshine Center; her teacher is Ms. Sanchez. After getting to know Rose and her parents, Ms. Sanchez visits their home to complete the Toddler Interval of the SEAM. She plans to ask them later to complete the SEAM Family Profile. Rose's parents are offered several alternative methods for completing the SEAM, and they select the interview option. Ms. Sanchez reads each item and some of the examples while Maria and Samuel read along from their copy of the SEAM protocol. Maria and Samuel indicate the response option for each item that best represents Rose's behavior (e.g., *very true*).

When Ms. Sanchez asks about Rose's ability "to settle herself down after periods of exciting activity" (Item 3.2), Maria describes the family ritual of after-dinner playtime when Rose and Samuel wrestle and play chase together. Although this activity takes place well before bedtime, Rose often has difficulty calming down afterward and "falling asleep without a problem" (Item 10.3). Bedtime has become a long, drawn-out, and frustrating process. Rose's parents agree that this is a concern, and they want to know how to help Rose calm down. Figure 6.1 shows how Rose's parents completed Item 3.2 on the Toddler Interval of the SEAM.

Ms. Sanchez and Rose's parents agree to focus on helping Rose settle down following vigorous play. Ms. Sanchez agrees to provide classroom strategies designed to help all children in her classroom calm down after exciting activities and make the transition into new ones. She also helps Maria and

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
3.2 Toddler can settle self down after periods of exciting activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input checked="" type="checkbox"/>
Some examples might be						
Calms self with your help after a game of chase						
Sits down and calms self after an exciting activity						

Figure 6.1. Item 3.2 of the Toddler Interval of the Social-Emotional Assessment Evaluation Measure (SEAM™) completed for Rose.

Samuel create strategies to help Rose get to sleep at night. Ms. Sanchez gives Maria and Samuel the Toddler Interval of the SEAM Family Profile to complete and review at a later time.

During the weeks following her initial meeting with Rose's parents, Ms. Sanchez monitors Rose's progress at calming down following exciting or stimulating activities during the day. Maria and Samuel monitor Rose's progress at home before bedtime.

Ms. Sanchez and Rose's parents compare notes at their next home visit and agree that Rose's ability to calm down before bed has improved somewhat, but they decide to continue working on this goal with her. Samuel and Maria also identify a second focus area, indicating that Rose does not consistently "accept changes in routines and settings" (Item 10.2). In fact, at home Rose often cries and becomes frustrated when asked to stop one activity and begin another. It is difficult to leave the house to go somewhere, and Rose's parents do not understand what she wants and why she is upset. Ms. Sanchez has also noticed that Rose continues to struggle with making transitions between classroom activities.

In addition, Ms. Sanchez and Rose's parents review the completed SEAM Family Profile. Maria and Samuel have checked *sometimes* for the following: "I understand my child's nonverbal communication and know how to respond" (Item 1.1), "I know how to successfully redirect my child's inappropriate behaviors" (Item 1.5) and "I understand why my child engages in inappropriate behaviors and know how to modify the environment" (Item 1.6). Maria and Samuel checked the Focus Area triangle for all three of these items to indicate that they would like them to be areas of focus in their work with Rose. They also checked *sometimes* for "I provide my child with predictable limits and consequences" (Item 3.3), and they say they would like this to be a focus area as well. Figure 6.2 shows Items 1.4, 1.5, and 1.6 from the Toddler Interval of the SEAM Family Profile completed by Maria and Samuel.

Maria and Samuel indicate at the conclusion of the meeting that they would like to keep working on Rose's ability to calm herself and to make transitions, as well as to work on understanding and redirecting Rose's inappropriate behavior and modifying their home environment in ways that will support positive behaviors and successful transitions. Maria, Samuel, and Ms. Sanchez develop a plan together to address these concerns. Ms. Sanchez agrees to focus on communication and social-emotional skill building with her class. Maria and Samuel thank Ms. Sanchez for acknowledging their concerns, validating their feelings, and working on these issues together. They express their enthusiasm and hope that with additional support Rose will be less frustrated and more able to communicate with them about her wants and needs.

Using the SEAM and the SEAM Family Profile

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	Most of the time	Sometimes	Not yet	Not sure/ need more info	Focus area
1.4 I use positive comments and language with my child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some examples might be <i>I comment on how gentle my child is being when he is petting the cat.</i> <i>I give my child a high-five when he picks up his toys.</i>					
Please give examples of positive language you use and comments you say to your child: I often tell Emma, "You did it!" when she has done something like putting on her shoes or her coat all by herself.					
1.5 I know how to successfully redirect my child's inappropriate behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Some examples might be <i>I give my child her favorite doll before she pokes her baby sister.</i> <i>I remind my child to walk indoors when she begins to run, or I take her outside to play.</i>					
Please give examples of ways you redirect your child's inappropriate behaviors: When Emma does something naughty, I usually tell her, "That's not okay," and pick her up and move her, but sometimes it doesn't work. It makes her mad.					
1.6 I understand why my child engages in inappropriate behaviors and know how to modify the environment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Some examples might be <i>I prepare my child for a long bus ride by providing him with art and other enjoyable activities to keep him occupied during the trip.</i> <i>I let my child choose one grocery item at the store before a tantrum occurs.</i>					
Please give examples of ways that you prevent inappropriate behaviors: When Emma cries and doesn't want to go to bed, I think she is scared, so I turn on a light for her. Sometimes she will go to sleep, but other times she keeps crying, and I don't know what to do for her.					

Figure 6.2. Items 1.4–1.6 of the Toddler Interval of the Social-Emotional Assessment Evaluation Measure (SEAM™) Family Profile completed by Rose's parents, Maria and Samuel.