



**Dream, Believe, Achieve, Succeed**

## **SEMH scale children with social, emotional and behavioural difficulties**

This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area.

It is a specific, quantitative assessment tool to help analyse behaviour and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

**Allocate a score of between 1 and 4 to each of the statements as follows:**

- **1= rarely fulfils this criterion**
- **2= sometimes fulfils this criterion**
- **3= frequently fulfils this criterion**
- **4= almost always fulfils this criterion**

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score below 218 (70%) gives an indication that the pupil clearly has a deficit in terms of ability to engage in a mainstream environment.

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform person-centred planning.



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Can accept discipline without argument or sulking.	1	2	3	4
Can arrive in classroom and settle down quietly and appropriately.	1	2	3	4
Does not leave the room without permission.	1	2	3	4
Can accept changes to plans or disappointments with an even temper.	1	2	3	4
Shows some self-discipline when others try to encourage bad behaviour.	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unrestricted times e.g. break	1	2	3	4
Behaves in socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the classroom routine is disrupted	1	2	3	4
Will abide by accepted rules of an organised game	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall, etc	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
<b>Score</b>	<b>/52</b>			

## 1. Self-Control and Management of Behaviour



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Can cope with large numbers of people.	1	2	3	4
Can accept that teacher time needs to be shared.	1	2	3	4
Can ask a question and wait for the answer.	1	2	3	4
Has appropriate communication skills e.g. asking questions and listening.	1	2	3	4
Can work alongside others in a group situation without disruption.	1	2	3	4
Interacts in positive ways with peers.	1	2	3	4
Apologises without reminder.	1	2	3	4
Asks permission to use objects belonging to another person.	1	2	3	4
Shows empathy for and comforts peers in distress.	1	2	3	4
Chooses own friends and maintains appropriate friendships.	1	2	3	4
Makes and accepts normal physical contact with others.	1	2	3	4
Accommodates other children who ask to join in an activity.	1	2	3	4
Is self-reliant in managing own hygiene and basic needs.	1	2	3	4
Shows genuine interest in the news and activities of another child.	1	2	3	4
Contributes actively to games with two or more children.	1	2	3	4
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc.	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue.	1	2	3	4
Addresses adults and children appropriately by name and with eye contact.	1	2	3	4
Shares legitimately required equipment with another pupil.	1	2	3	4
Can take turns in question and answer sessions.	1	2	3	4
<b>Score</b>	<b>/80</b>			

## 2. Social Skills



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Willing to ask for help.	1	2	3	4
Can accept responsibility for actions without denial.	1	2	3	4
Can acknowledge own problems and is willing to discuss them.	1	2	3	4
Can risk failure.	1	2	3	4
States feelings about self, e.g. happy angry, sad, etc.	1	2	3	4
Maintains appropriate eye contact.	1	2	3	4
Contributes to class discussions.	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas.	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc.	1	2	3	4
Participates in large class activities e.g., role plays, performances, etc.	1	2	3	4
Accepts public praise and congratulations appropriately e.g. when good work is shown to peers, etc.	1	2	3	4
Shows pride in achievements and presentation of work.	1	2	3	4
Has self-esteem for self.	1	2	3	4
<b>score</b>	<b>/52</b>			

### **3. Self-awareness and confidence**



Can work alone without constant attention for brief periods.	1	2	3	4
Can attempt to listen to explanations and instructions and attempt to act on them.	1	2	3	4
Understands the structure of the day.	1	2	3	4
Understands the role of the teacher and other adults in the room.	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc.	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, hall, off site activities and can behave appropriately.	1	2	3	4
Can constructively use unstructured time in the classroom.	1	2	3	4
Can organise him/herself if help is not immediately available.	1	2	3	4
Responds appropriately to personal request from teacher.	1	2	3	4
Will work alongside another pupil without attempting any distractions.	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately.	1	2	3	4
Shows appropriate levels of curiosity when changes to the room routines are observed.	1	2	3	4
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support.	1	2	3	4
Shows a willingness to improve own literacy and numeracy.	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks.	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks.	1	2	3	4
Does not get up and wander around the classroom without a purpose.	1	2	3	4
Needs a mainstream curriculum.	1	2	3	4
Does not get impatient if help is not immediately forthcoming.	1	2	3	4
Is willing to try complete a task independently.	1	2	3	4
Pays attention to class discussion and instructions.	1	2	3	4
<b>Score</b>	<b>/84</b>			

#### 4. Skills for learning



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Is prepared to work in lessons.	1	2	3	4
Uses appropriate language and gestures.	1	2	3	4
Wants to be reintegrated.	1	2	3	4
Has parent/carers support.	1	2	3	4
Is courteous, and shows positive attitude towards staff.	1	2	3	4
Can show an interest in lessons.	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class explanations.	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity.	1	2	3	4
Will sit appropriately without causing a disturbance in both class and general school areas on request.	1	2	3	4
Shows a sense of humour.	1	2	3	4
<b>Score</b>	<b>/44</b>			

**5. Approach to learning**



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## **TOTAL SCORES**

<b>AREA</b>	<b>SCORE ( / 70% of total available)</b>	<b>GREEN if towards possible total AMBER if at or just above 70% of total RED if below 70% of total</b>
<b>Self-Control and Management of Behaviour</b>	<b>/ 37</b>	
<b>Social Skills</b>	<b>/ 56</b>	
<b>Self-Awareness and Confidence</b>	<b>/ 37</b>	
<b>Skills for learning</b>	<b>/ 59</b>	
<b>Approach to learning</b>	<b>/ 31</b>	
<b>Overall total</b>	<b>/ 218</b>	