



# Survey of Young Children's Social and Emotional Learning Skills



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# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

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The survey that is presented in the following pages can be duplicated and used to survey the social-emotional development of children 3 to 6 years of age. You will notice it is very comprehensive. Experience has shown that with practice the survey becomes easier to complete as you become quickly familiar with the different criteria. It is an excellent framework for reporting to parents and teachers of subsequent grade/year levels.

As this survey is designed for use with 3-, 4-, 5- and 6-year olds, the typical developmental tasks and types of social interactions on which you base your judgments will vary across areas such as art, gross motor development, dramatic play, using manipulatives, concept and language developmental activities, and for some but not all children in their early years of learning, pre-reading and pre-mathematics instruction.

In the survey that follows, the term "school" refers to the following types of early childhood education environments: Early Childhood Centre, Preschool, Kindergarten, Play Centre, and Creche. The word "classroom" refers to the inside area of the early childhood education environment.

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School	Date
Child's Name	Child's ID #
Teacher's Name	Child's Age years                      months
Classroom	

This survey has been designed to enable you to evaluate the extent of development of a young child's development of five social and emotional skills that research indicates directly impacts their rate of learning and social-emotional well-being: Confidence, Persistence, Organisation, Getting Along, and Emotional Resilience.

You are asked to evaluate the development of a child's social and emotional learning skills in one of four categories.

- 1 = Emerging                      Child beginning to demonstrate skill
- 2 = Developing                      Child demonstrates capability but does so inconsistently and not in all areas
- 3 = Consolidating                      Child demonstrates capability most of the time but not in all areas
- 4 = Strongly Consolidating                      Child strongly demonstrates capability most of the time in all areas

You can show your perceptions of a child's capabilities by circling one of the following categories:

Emerging                      Developing                      Consolidating                      Strongly                      Consolidating

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## CONFIDENCE

### Work Confidence

Evaluate the child relative to the extent to which s/he shows capability when faced with new or difficult developmentally appropriate tasks or activities (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Attempts new tasks but gives up easily.</p> <p>Avoids activities s/he believes s/he cannot do.</p> <p>Is bothered by mistakes when learning something new.</p> <p>Asks for help immediately when s/he does not understand something or stops trying altogether. Is hesitant even with teacher support.</p>	<p>Attempts new tasks.</p> <p>However, gives up quickly except for those tasks s/he is interested in.</p> <p>May ask teacher/peer to complete task for him/her rather than asking for assistance in completing task. Displays confidence when doing something s/he is capable of but not in other areas.</p>	<p>Mostly stays on task even when frustrated.</p> <p>Occasionally gives up when s/he becomes frustrated.</p> <p>Most of the time asks teacher/peer for assistance after having attempted a difficult task.</p> <p>Is generally confident in most areas.</p>	<p>Consistently stays on task even when task becomes difficult.</p> <p>Keeps trying when s/he makes mistakes.</p> <p>Asks for help when having worked on his/her own on a difficult subtask, then completes task on his/her own.</p> <p>Appears very confident in his/her ability to be successful in all areas.</p>

### Social Confidence

Evaluate the child relative to the extent to which s/he shows capability when interacting with peers during a typical school day (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Occasionally can be seen seeking peer interaction.</p> <p>Generally plays alone or parallel to groups of children.</p> <p>Only speaks a few words to other children.</p> <p>Does not interact when other students seek them out.</p>	<p>May seek peer interaction during day.</p> <p>Interacts with one or two specific peers exclusively.</p> <p>Sometimes uses appropriate social skills when joining pre-existing groups. Conversation skills emerging.</p>	<p>Often seeks playmates during day.</p> <p>May ask appropriately to join pre-existing games.</p> <p>Interacts with a small group of peers on an ongoing basis.</p> <p>Often uses appropriate social skills during interactions.</p>	<p>Consistently seeks playmates during day. Asks if s/he can join in pre-existing games.</p> <p>Interacts with variety of children on an ongoing basis.</p> <p>Uses appropriate social skills during interactions.</p>

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## Non-Verbal Confidence

Evaluate the child relative to the extent to which s/he shows capability when demonstrating voice tone, posture, and eye-contact (if child comes from a culture where eye contact with adults is not encouraged, judge appropriate eye contact relative to peers only) (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Does not speak in an audible tone or only speaks with an inappropriate voice.</p> <p>Consistently slouches at table, lies on rug, or looks at floor when standing.</p> <p>Does not engage eyecontact.</p>	<p>Uses appropriate voice tone on a self-selected basis.</p> <p>Demonstrates appropriate posture only when asked.</p> <p>Occasionally engages eye-contact with known adults/peers only.</p>	<p>Often uses appropriate voice tone during whole group, small group, and peer interactions.</p> <p>Uses appropriate posture when reminded.</p> <p>Engages eye-contact when interacting with known adults/peers.</p>	<p>Consistently uses appropriate voice during whole group, small group, and peer interactions.</p> <p>Sits and stands up straight with appropriate postures.</p> <p>Engages eye-contact within a variety of verbal interactions.</p>

## PERSISTENCE

### Work Persistence

Evaluate the child relative to the extent to which s/he shows persistence when faced with frustrating, time consuming tasks and/or activities that for this child are not fun and exciting (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Just beginning to show signs of persevering at completing tasks.</p> <p>Will continue to participate only after repeated requests from teacher.</p> <p>Makes minimal effort even with activities that are not new or difficult.</p> <p>Easily distracted and drawn off task.</p>	<p>Showing signs of perseverance when moderately frustrated but can still be seen to give up.</p> <p>Asks someone else to complete activity.</p> <p>May continue to participate after teacher request in activities that require a skill s/he has not mastered.</p> <p>Attention can wander.</p>	<p>Often stays engaged in tasks s/he finds frustrating.</p> <p>Gives best effort when comfortable, but may need occasional teacher support.</p> <p>Participates in activities that require skills s/he has not mastered upon teacher request.</p> <p>For many tasks, demonstrates good concentration.</p>	<p>Consistently perseveres in completing tasks. When frustrated in learning something new, continues to stay engaged without giving up.</p> <p>Willingly participates in activities that require skills s/he has not mastered with or without teacher request. Consistently shows good concentration.</p>

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## Chore Persistence

Evaluate the child relative to the extent to which s/he shows persistence when faced with routine or uninteresting chores part of a typical school day (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Occasionally participates in classroom management.</p> <p>Does not regularly clean up after self, even if asked to or reminded; or does so sullenly or reluctantly.</p> <p>Does not remember on own to do simple tasks that are part of daily routine.</p>	<p>Participates in classroom management only when asked or encouraged to.</p> <p>Will clean up after self when reminded or asked with little negative reaction.</p> <p>Sometimes remembers to perform simple tasks that are part of daily routine.</p>	<p>Participates in classroom management on an ongoing basis.</p> <p>Cleans up after self without being asked to.</p> <p>Routinely performs simple daily tasks.</p>	<p>Participates in classroom management and politely encourages others to do so.</p> <p>Consistently cleans up after self and helps peers without being asked.</p> <p>Performs all simple daily tasks and willingly assists teacher and others throughout the day.</p>

## ORGANISATION

### Goal Orientation

Evaluate the child relative to the extent to which s/he shows the desire to do his/her best in developmentally appropriate tasks and activities (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Often does not seem to care whether s/he can do something or not.</p> <p>Only occasionally takes pride in accomplishments even with teacher encouragement.</p>	<p>Shows signs that s/he wants to do his/her best by asking for help and not rushing work.</p> <p>Will take pride in accomplishments with teacher encouragement.</p>	<p>For many tasks and activities, appears to want to do his/her best.</p> <p>Takes pride in most accomplishments.</p>	<p>Consistently shows that s/he wants to do his/her best in all tasks and activities.</p> <p>Takes pride in accomplishments</p>

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## Active Listening

Evaluate the child relative to the extent to which s/he shows active listening skills (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Occasionally listens to his/her teacher without interrupting or doing something else.</p> <p>On an ongoing basis in most classroom venues including small group settings, appears to have difficulty listening to his/her teacher's instructions/directions.</p>	<p>Has trouble listening to teacher in a variety of settings.</p> <p>Engages in active listening best in smaller group settings.</p> <p>Is beginning to listen to his/her teacher for important details about what s/he is to do next.</p>	<p>Listens to teacher in most venues (large and small group time, play time, direct instruction).</p> <p>Has some trouble in large group settings.</p> <p>On a more regular basis, listens for important details about what s/he is supposed to do next.</p>	<p>Consistently listens to teacher in a variety of venues (large and small group time, play time, direct instruction).</p> <p>Consistently listens for important details about what s/he is supposed to do next.</p>

## Time Management

Evaluate the child relative to the extent to which s/he shows time management skills (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Occasionally completes tasks within allotted time, even under direct teacher supervision.</p> <p>Generally distracted by peers or interruptions.</p> <p>Only occasionally is ready to sit down and listen to his/her teacher.</p> <p>"Fools around" when teacher wants children to begin an activity.</p>	<p>Beginning to complete tasks with teacher prompting often with extra time given.</p> <p>Is easily distracted by peers or interruptions.</p> <p>Beginning to show signs of knowing it is important to sit down and be ready to listen to his/her teacher.</p>	<p>Completes tasks in allotted time but sometimes can be distracted by peers or interruptions.</p> <p>On a more regular basis is ready to begin a task without having to be reminded by his/her teacher to settle down.</p>	<p>Completes tasks in allotted time without distraction from peers or interruptions. Consistently is ready to begin a task without having to be reminded by his/her teacher to settle down.</p> <p>Does not "fool around" when teacher asks class to begin an activity.</p>

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## Taking Care of Things

Evaluate the child relative to the extent to which s/he shows management of him/herself and materials (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Parent/teacher intervention needed in order to keep materials in order.</p> <p>Demonstrates need for extra attention during the day to put things in their proper places.</p> <p>Needs teacher or peer support to find his/her own materials during the day.</p> <p>Is messy and does not take pride in appearance.</p>	<p>May need teacher or peer support to find his/her own materials during day.</p> <p>Comes to school prepared with materials in order with parent/teacher support and assistance.</p> <p>Is a little messy. Beginning to put things in their proper places.</p>	<p>Is generally independent in being able to put things away in their proper places.</p> <p>Is able to find his/her own materials during day with occasional days when support is needed. Usually comes to school prepared with materials in order.</p> <p>Cleans up after him/herself and seems to take pride in personal appearance.</p>	<p>Is able to readily find his/her own materials during day.</p> <p>Consistently puts things away in their proper places without prompting from his/her teacher.</p> <p>Comes to school prepared with materials in order.</p> <p>Consistently takes pride in personal appearance.</p>

## GETTING ALONG

### Peer Interaction

Evaluate the child relative to the extent to which s/he plays and interacts with peers appropriately (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Interacts with peers in a negative, aggressive, or passive manner.</p> <p>Only occasionally takes his/her turn when playing.</p> <p>Does not tend to help others.</p> <p>Tends to put his/her needs ahead of other children's needs.</p>	<p>Is beginning to play and work cooperatively with other children in small groups.</p> <p>Sometimes interacts with peers in negative manner, employing aggressive or passive behaviours.</p> <p>Can say mean things.</p>	<p>Regularly interacts with peers in a generally positive and friendly manner.</p> <p>Shows signs of wanting to help other children when help needed.</p> <p>Only rarely says something mean to someone else. Generally can be seen waiting his/her turn and helping others.</p>	<p>Consistently interacts with peers in positive and friendly ways.</p> <p>Shares materials and toys with other children.</p> <p>Helps other children when help needed.</p> <p>Willingly passes out materials to be used in small group work.</p>

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## Behavioural Responsibility

Evaluate the child relative to the extent to which s/he behaves responsibly towards others (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>While sometimes is nice to other children, at other times can say or do mean things.</p> <p>Engages in "tattletale" behaviour, even though not involved in dispute.</p> <p>Consistently denies wrongdoing and will blame others for mistakes.</p> <p>Sometimes tells lies. Often plays unfairly.</p>	<p>Sometimes is inconsiderate and disrespectful of others.</p> <p>Engages in "tattletale" behaviour when someone has wronged them.</p> <p>May tell "truth" when confronted with mistake or wrongdoing, although may generally deny or blame another child.</p> <p>Not as yet really concerned with helping a peer feel better.</p>	<p>Sporadically engages in "tattletale" behaviour but only when involving self.</p> <p>Generally tells "truth" when confronted with mistake or wrongdoing.</p> <p>Is often considerate and respectful of others.</p> <p>Sometimes approaches other children who seem unhappy with a desire to help them feel better.</p>	<p>Does not engage in "tattletale" behaviour.</p> <p>Tells "truth" when confronted with mistake or wrongdoing.</p> <p>Plays fairly and acts considerately towards others.</p> <p>Is nice to someone who has hurt feelings.</p>

## Conflict Resolution

Evaluate the child relative to the extent to which s/he solves disagreements without fighting (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Still learning to get what s/he wants without fighting.</p> <p>Uses aggressive physical behaviour/verbal messages in an attempt to solve problems.</p> <p>Usually unable to solve problem even with teacher interference.</p>	<p>Sometimes uses aggressive behaviour/verbal messages in an attempt to solve problems. However, can come to resolution with immediate teacher guidance.</p>	<p>Beginning to use positive/assertive verbal messages to solve disagreements without teacher prompting.</p> <p>Generally refrains from fighting.</p>	<p>Consistently refrains from fighting when having a disagreement with someone else.</p> <p>Consistently uses positive/assertive verbal messages to solve disagreements without teacher prompting.</p>

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## Positive Classroom Behaviour

Evaluate the child relative to the extent to which s/he follows classrooms rules (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Just beginning to be aware of classroom rules.</p> <p>Generally, is unable to follow classroom rules, even with teacher prompting.</p> <p>Only able to follow rules under direct teacher guidance.</p>	<p>Follows some classrooms rules.</p> <p>Is able to change behaviour under direct teacher guidance.</p>	<p>Most of the time follows most classroom rules without teacher prompting.</p>	<p>Follows all classroom rules without teacher prompting.</p>

## Social Responsibility

Evaluate the child relative to the extent to which s/he takes initiative in keeping classroom and school safe and clean (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Occasionally helps to clean up.</p> <p>Does not appear to take pride in appearance of early learning environment.</p> <p>May break, throw or misuse classroom items or outside equipment.</p> <p>Often disregards safety of other children.</p>	<p>Beginning to take pride in early learning environment.</p> <p>Does not overtly destroy items.</p> <p>Engages in some cleaning up without having to be constantly reminded prompted by his/her teacher.</p> <p>Beginning to show regard for the physical safety of other children.</p>	<p>Shows that he/ she takes pride in appearance of early learning environment.</p> <p>Sometimes helps to clean up and straightens up messes without teacher prompting.</p> <p>Generally takes care of classroom items and outside equipment.</p> <p>Generally does not push or run after other children.</p>	<p>Constantly displays pride in early learning environment.</p> <p>Helps clean up after activities, straightens up messes, and takes good care of classroom items and outside equipment without having to be asked.</p> <p>Shows regard for the physical safety of other children.</p>

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## RESILIENCE

### Emotional Self-Regulation

Evaluate the child relative to the extent to which s/he is able to regulate the intensity of his/her negative emotions (calm down) within 10 minutes of an upsetting event (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Sometimes can calm down with the help of a teacher.</p> <p>At other times, when extremely angry, sad or worried, unable to calm down within 10 minutes even under direct teacher support and guidance.</p>	<p>Can calm down when upset.</p> <p>However, generally needs direct teacher support and guidance in order to effectively regulate negative emotions (sad, angry, worried).</p>	<p>In some but not all situations, can calm down (less angry, sad, worried) independently without teacher support and guidance.</p>	<p>Demonstrates consistent ability to become less angry, sad or worried in the face of an upsetting event without the guidance and support of a teacher.</p>

### Behavioural Self-Control

Evaluate the child relative to the extent to which s/he can control his/her behaviour when upset (circle a category).

Emerging	Developing	Consolidating	Strongly Consolidating
<p>Still learning how to control his/her behaviour (fighting, withdrawal) when he/she gets extremely angry, sad or worried.</p> <p>Behavioural control rarely shown, even with teacher guidance or support.</p>	<p>When extremely angry, sad or worried, is sometimes able to modify behaviour (fighting, withdrawal) under teacher guidance and support.</p>	<p>On a more regular basis, demonstrates the ability to control aggressive behaviour such as fighting or yelling. Shows increasing ability to return to work or play after having been upset.</p> <p>Shows increasing ability to engage in tasks even when very worried or nervous.</p> <p>Behavioural control often accomplished without immediate teacher guidance and support.</p>	<p>Consistently can control aggressive behaviour such as fighting or yelling when angry. Consistently returns to work or play after having been upset.</p> <p>Consistently chooses to engage in tasks or activities, even when very worried or nervous.</p> <p>Behavioural control achieved without much teacher guidance and support.</p>

# SURVEY OF YOUNG CHILDREN'S SOCIAL AND EMOTIONAL LEARNING SKILLS

## PROFILE OF A CHILD'S SOCIAL AND EMOTIONAL LEARNING SKILLS

**Instructions:** You can use this recording sheet to summarise your ratings of the child's development of the various social and emotional learning skills.

	Degree of Development			
	Emerging	Developing	Consolidating	Strongly Consolidating
<b>Confidence</b>				
Work Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Verbal Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Persistence</b>				
Work Persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chore Persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>				
High Goal Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking Care of Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Getting Along</b>				
Peer Interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Classroom Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Resilience</b>				
Emotional Self-Regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioural Self-Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>