

FROM: Bentzen, W. R. (1993). SEEING YOUNG CHILDREN: A GUIDE TO  
OBSERVING AND RECORDING BEHAVIOR. Albany: Delmar.

## **appendix II**

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# Social-Emotional Checklist

### 1. Initiation of Activity:

- ☐ Almost always involves self in constructive activity of own choice; often rejects suggestions.
- ☐ Occasionally needs help in initiating activity; accepts it readily.
- ☐ Frequently spends long period before initiating activity; sometimes may reject suggestion.
- ☐ Rarely initiates activities, or usually rejects suggestions.

### 2. Attention Span:

- ☐ Can stay with a chosen activity for very long periods, even returning the next day.
- ☐ Can remain with an age-appropriate task until it is finished.
- ☐ Needs encouragement to stay with task until complete.
- ☐ Rarely finishes task. Moves rapidly from one to another.

### 3. Curiosity:

- ☐ Interested in new ideas—words and relationships as well as things.
- ☐ Actively explores any new things in the room.
- ☐ Can be intrigued by really exciting things, but usually uninterested.
- ☐ Shows little or no interest in anything new.

### 4. Frustration Tolerance:

- ☐ Is inventive in solving practical problems. If he is completely blocked, shows mature behavior.
- ☐ Usually tries hard and accepts failure well, but if severely frustrated may behave immaturely.
- ☐ Sometimes reacts to mild frustrations by giving up, crying, or behaving aggressively.

- ☐ Unable to tolerate any level of frustration; gives up, cries, or behaves aggressively.

5. Relationship with Teacher:

- ☐ Self sufficient; may volunteer help or support to teacher.
- ☐ Warm relationship, but asks for help or attention only when appropriate.
- ☐ Sometimes requires unusual amount of help or physical contact; or seeks attention through silly or wild actions; or is occasionally aggressive toward teacher.
- ☐ Continually seeks help, contact, or attention, or frequently behaves aggressively; or ignores teacher entirely (but clings to avoid some situations).

6. Acceptance of Routines and Limits:

- ☐ Understands and obeys intelligently even when teacher is not present.
- ☐ Usually conforms to limits and routines but can deviate easily when appropriate.
- ☐ Frequently tests limits; or fails to follow routines; or somewhat anxious about changes in routine.
- ☐ Testing of limits and resisting of routines continuous problem; or compulsive about routine, becomes anxious at any deviation from schedule.

7. Reactions to Adults Other Than Teacher:

- ☐ Interested in new adults; will take lead in conversation but not try to monopolize.
- ☐ Does not initiate contact but will accept it and leave room with adult if teacher tells him to do so.
- ☐ Will not respond to initiation, or refuses to leave room until he knows person well; or overly eager for attention from strangers.
- ☐ Cries or hides when stranger approaches; or makes immediate demands for exclusive attention from new adults.

8. Interaction with Other Children:

- ☐ Initiates cooperative play regularly.
- ☐ Occasionally initiates play and usually accepts initiation from others.
- ☐ Often rejects advances of others; or plays more alone than with others.
- ☐ Avoids other children most of the time.

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