

Assessment of Social and Emotional Learning Milestones

This tool is meant to gain a holistic knowledge for a student and aspects that may impact learning in physical education. It can lead to identifying accommodations to support learning. It should always be used in combination with assessments of other developmental areas.

Student: Student's Name

School: School's Name

Assessor: Name

Date of Birth: MM/DD/YYYY

ID Number: #####

Grade: XX

Self-Awareness: Individual's understanding of themselves in relation to others and the world.

☐ Body Awareness (0 – 6 Months): reaching for objects, grabbing, and sucking their hands or feet.	☐ Body Awareness (4-6 Years): Safely moves through the environment without bumping into people or the environment.
☐ Body Awareness (0-6 Months): Reflexive movements gradually shifting to intentional body actions.	☐ Body Awareness (4-6 Years): Changes body position in relation to environment to go through, under, over, between, and around objects.
☐ Self-recognition (9-18 Months): Moving their body with intention and self-directed touching parts of their body.	☐ Awareness of Physical Appearance and Social Comparison (6-9 Years): Adjusts behavior and movements to fit in with peers.
☐ Imitative Movements (12-24 Months): Mimic the physical actions of others with intention and control.	☐ Refinement of Motor Skills and Self-Evaluation (9-12 Years): Increased understanding of their body capabilities and limitations. Compares their abilities to others (feeling proud of winning or embarrassed about being slower)
☐ Self-Control and Regulation (2-4 years): Follows basic community rules; stops or adjusts behavior base on feedback.	☐ Focuses on Body Image (13-18 Years): More conscious of body changes, dressing, grooming that leads to physical expressions of confidence or insecurity.
☐ Emotional Awareness (2-4 years): Use their bodies intentionally to express emotions such as stomping feet or hugging.	☐ Development of Autonomy (16-18 Years): Begins to assert independence and makes their own decisions.

Self-Management: Ability to regulate one's emotions, behaviors, and thoughts in order to achieve personal goals, adapt to changing circumstances and navigate social and environmental challenges.

☐ Basic Emotional Regulation (0-6 Months): Primarily focused on the regulation of basic physical needs like sleep, feed, and sooth.	☐ Physical Self-Control (4-6 Years): Waits turn, stands in line, and increased self-regulation.
☐ Improved Motor Control and Exploration (6-12 Months): Uses their body to explore their environment.	☐ Masters Physical Self-Control (6-12 Years): Follows complex instructions and game rules, resists urge to act out.
☐ Beginning Stage of Impulse Control (12-24 Months): Following simple directions, but still prone to acting impulsive to satisfy personal desires.	☐ Increased Control of Physical Impulses (13-18 Years): Suppress physical reactions like aggression or anxiety and managing feelings through more controlled actions.
☐ Emotional Control (2-4 Years): Understands rules and expectations for behavior; showing physical restraint based on community norms.	☐ Managing Stress and Emotions (15-18 Years): Uses strategies like exercise, mindfulness, or relaxation techniques to manage emotional state.

Social Awareness: Ability to understand and empathize with others, comprehend social cues, recognize social norms, and appreciate diverse perspectives.

☐ Early Social Engagement (0-6 Months): Shows eye contact and smiles to the presence and interaction of others.	☐ Personal Space and Boundaries (4-6 Years): Moves safely and with respect of the personal space of others.
☐ Imitates Facial Expressions and Gestures (6-12 Months): Watches others and provides a physical response (waving, smile, turning head)	☐ Nonverbal Communication and Interpretation (6-12 Years): Comprehends facial expressions, gestures, and body language. Offers high-fives or thumbs up.
☐ Imitation of Actions (12-24 Months): Copies the actions of another such as clapping or waving.	☐ Coordination of Physical Behavior (8-12 Years): Demonstrates understanding for social rules

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	(waiting turn, working with peers, controlling impulsivity).
Relationship Skills: Ability to establish healthy and meaningful connections with others through the use of skills for communication, cooperation, conflict resolution, active listening, and empathy.	
☐ Attachment and Bonding (0-6 Months): Reach out to trusted adults for comfort or attention.	☐ Conflict Resolution (4-6 Years): Controls impulse to react and will use words instead of physical actions.
☐ Interactive Play (6-12 Months): Moves toward others to engage in parallel play.	☐ Collaboration in Group Activities (6-12 Years): Work together by using strategy in complex games/sport.
☐ Turn Taking (12-24 Months): Engages in a give and receive activity with another person.	☐ Problem-Solving and Negotiation (8-12 Years): Resolve disagreement about rules and how to proceed with game play.
☐ Sharing and Cooperative Play (2-6 Years): Following the same activity rules to achieve a common goal for the task.	☐ Acts of Inclusive Practices (13-18 Years): Turns body toward peers, uses gestures that are welcoming and inviting of all to join the activity.

Responsible Decision Making: Ability to make choices based on ethical standards, safety concerns, social norms, and the consideration of possible consequences. This involves the use of problem-solving, critical thinking, reflection, evaluating options, and considering the well-being of others and oneself.	
☐ Basic Impulse Control and Responses (0-12 Months): Reaches and grabs objects that pull the student's attention without thought for consequence.	☐ Evaluating Consequences (6-8 Years): Makes decisions that consider personal safety and rules during games or sport.
☐ Movement Based on Guidance (12-24 Months): Understands and follows basic instructions such as stopping when told to do so; makes a choice between two options.	☐ Considerations for Others (8-12 Years): Makes decisions that consider the needs and well-being of others.
☐ Delayed Gratification and Emotional Restraint (2-4 Years): Delay actions and provides thought before reacting. May point or request their want.	☐ Self-Regulation in Complex Situations (13-15 Years): Resists to peer pressure, walking away and making choices that avoid risky behavior.
☐ Physical Regulation in Conflict Situations (4-6 Years): Uses positive communication and seeks help to address conflicts.	☐ Managing Conflict (15-18 Years): Refrains from aggressive gestures or outbursts and resolves issues through compromise.

Suggested Instructional Accommodations and Supports	
☐ First-Then board ☐ Token economy board ☐ Routine and structure ☐ Visual schedule board ☐ One-Step directions ☐ Repeated directions ☐ Frequent and/or immediate feedback ☐ Frequent reinforcement that fades with progress ☐ Short duration of instructional lesson segments ☐ Repetitive practice opportunities ☐ Sensory breaks ☐ Arrive to the learning environment prior to peers ☐ Decrease brightness of lighting in the room ☐ Decrease size of open space	☐ Provide student choice opportunities ☐ Peer models ☐ Adult close proximity ☐ Verbal cues ☐ Physical guidance to experience a movement ☐ Decrease auditory input (reduction headphones) ☐ Visual identifier (i.e: poly spot) for calm body ☐ Functional Behavior Assessment (FBA) ☐ Use of concrete object to explain a concept ☐ Extra processing time (wait time) ☐ Individualized seating accommodations ☐ Clear expectations ☐ Decrease visual stimuli (visual distractions) ☐ Provide heavy work opportunities

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Notes: