



New Tools for Social-Emotional Assessment

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Objective: Evaluate the technical adequacy of the SEAM for Infants and Toddlers

What is the SEAM?

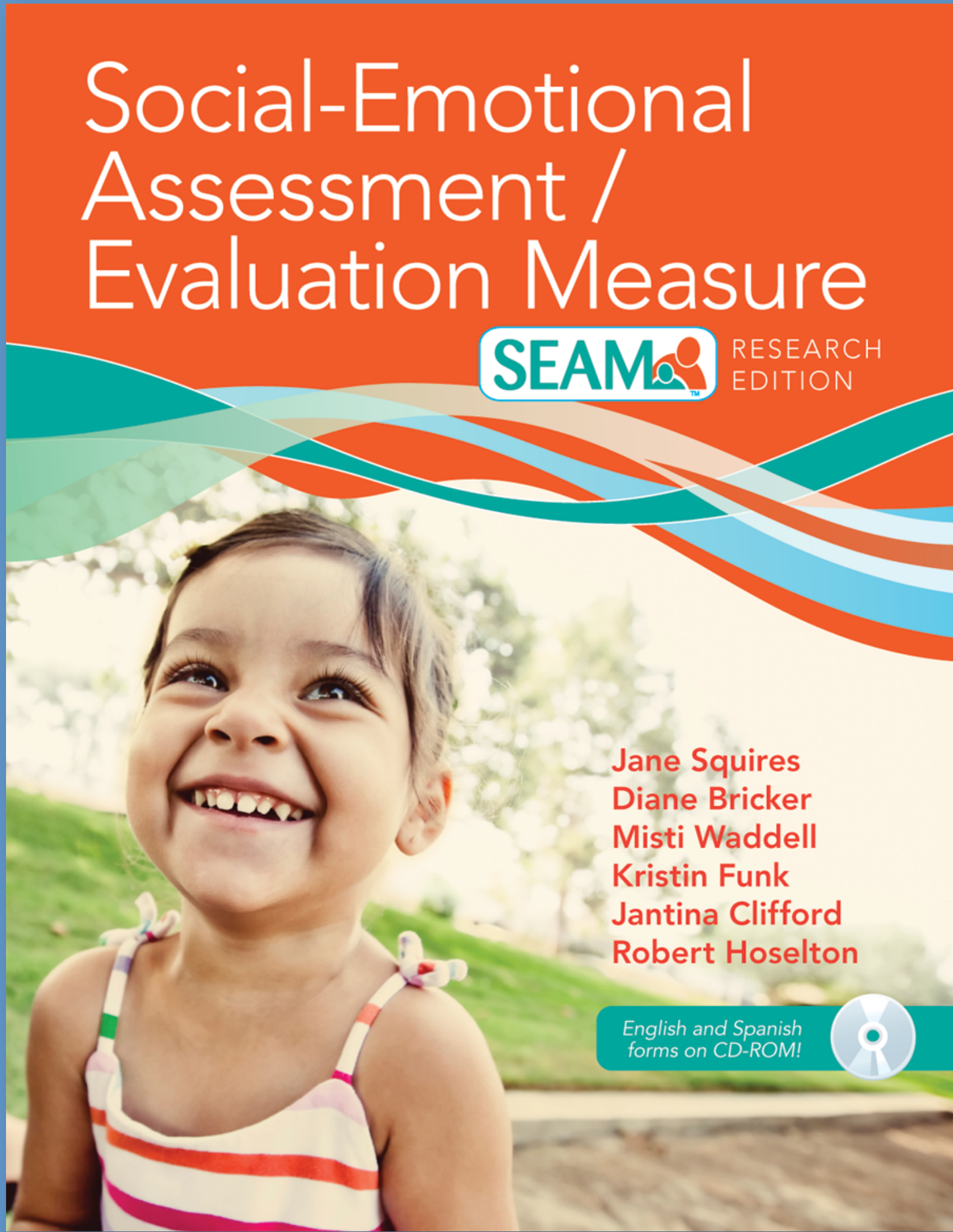
- Social Emotional Assessment/Evaluation Measure for Infants, Toddlers, and Preschoolers
- Programmatic assessment measure focused on **both child** and **caregiver** competence skills.
- Can be used by **teachers, home visitors, interventionists, and consultants.**

Purpose of the SEAM

- Assist in the **prevention** and **early identification** of social emotional and behavioral difficulties.
- Assist interventionists in the support of **positive parent-child interactions.**
- Assist in the development of functional, meaningful, measurable, high-quality **goals** and **intervention** content.

Features of the SEAM

- Completed by professional through **interview** with caregiver or **independently** by caregiver
- Age appropriate **examples** are suggested to assist caregivers in understanding and assessing the different ways their child may (or may not) display specific social-emotional behaviors.
- Includes assessment for parents: **SEAM Family Profile** assists in identifying areas where parents may need more support and resources to foster their child's social-emotional skills.



10 Benchmarks

- 1 Participates in **healthy interactions**
- 2 Expresses a **range of emotions**
- 3 Regulates **social-emotional responses**
- 4 Shows **empathy** for others
- 5 **Shares attention and engages** with others
- 6 Demonstrates **independence**
- 7 Displays a positive **self-image**
- 8 Regulates **attention and activity level**
- 9 **Cooperates** with daily routines and requests
- 10 Shows a range of **adaptive skills**

SEAM Toddler (page 2 of 8)

Please read each item carefully and check the box ☒ that best describes your child's behavior. Check the circle ☒ if this item is a concern. Check the triangle ☒ if this item will become a focus area for your child.

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
C-1.0 TODDLER PARTICIPATES IN HEALTHY INTERACTIONS						
1.1 Toddler lets you know if he needs help, attention, or comfort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>
Some examples might be						
Asks for a drink of water by pointing or showing you						
Pulls on you or other adult or raises arms to be picked up						
Goes to you or other familiar adults when hurt						
Seeks attention from you and other familiar adults;						

Results



Reliability and Validity Studies

Test-retest Reliability

	Infant SEAM	Toddler SEAM
Pearson Correlation	.987**	.968**
N	43	42

** $p < .01$, two-tailed.

Inter-rater Reliability

Correlation	Infant Classroom	Toddler Classroom		
	N=12	Group #1 N=7	Group #2 N=7	Group #3 N=8
Pearson	.776**	.668	.948**	.640
Intraclass	.564*	.657*	.932**	.324

* $p < .05$. ** $p < .01$. Note: Pearson correlations are two-tailed; Intraclass Correlations used a two-way random effects model with a consistency definition.

Concurrent Validity

SEAM Interval	DECA 2-12 months	ITSEA 12-36 months			ASQ:SE 3-36 months
	Total score	Compliance	Negative Emotion	Pro-social	Total score
Infant	.754**	.628**	-.415*	.651**	-.557**
N	13	27	26	24	860
Toddler	NA	.564**	-.261**	.652**	-.516**
N		119	120	120	162

* $p < .05$, Pearson two-tailed. ** $p < .01$, Pearson two-tailed.



Utility

What Users are Saying about SEAM

From Parents:

- “The SEAM allowed me to put my thoughts out there.”
- “(Our conversation) felt non-judgmental because of the tool.”
- “If there is a concern it can be a helpful way to bring a parent on board.”

From Providers:

- “I liked having a tool to build from...”
- “The SEAM helped me explain what to expect.”
- “It felt more like a discovery tool than judgment.”
- “Using the SEAM took out the emotions and allowed us to be objective—it brings the parent up to the ‘expert’ level.”
- “The SEAM makes it easier for the professional to ask the right questions.”



References:
Carter, A., & Briggs-Gowan, M. (2006). *ITSEA Infant-Toddler Social Emotional Assessment*. MA: University of Yale.
Squires, J., Bricker, D., & Twombly, E., with assistance from Yockelson, S., Schoen Davis, M., & Kim, Y. (2002). *Ages and Stages Questionnaires: Social-emotional. A Parent-completed, Child-Monitoring System for Social-emotional Behaviors*. Baltimore, MD: Paul Brookes Publishing.
Squires, J. & Bricker, D. (2007). *An Activity-based Approach to Developing Young Children's Social and Emotional Competence*. Baltimore, MD: Paul Brookes Publishing.

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