

The Taylor S/E/A (Social/Emotional/Academic) Adjustment Checklist

John F. Taylor, Ph.D.

Student being rated _____ Grade _____ School _____ Person rating student _____ Class _____ Date _____

ONLY ONE (✓) IN EACH SUB-CATEGORY

1. ACADEMIC EXPRESSION

Achievement Concern

- ☐ Works near capacity, concerned with quality, enthusiastic
- ☐ Usually tries, sometimes needs reminding
- ☐ Underachieves, slipshod work
- ☐ Ignores assignments, doesn't bring material

Creative Initiative

- ☐ Contributes ideas, brings in outside materials, curious
- ☐ Occasionally uses new ideas or materials
- ☐ Little imagination, doesn't question, plods
- ☐ Copies others' ideas, follows or apathetic

Independence

- ☐ Seeks only necessary help
- ☐ Fairly self-sufficient
- ☐ Too frequently demands help
- ☐ Needs one-to-one help, doesn't function alone

2. ACADEMIC RESPONSE

Alertness

- ☐ Pays attention, "tuned in"
- ☐ Follows most of class work
- ☐ Daydreams, often needs prompting
- ☐ Oblivious, often not reachable

Attendance

- ☐ Nearly always present
- ☐ Recurring legitimate absences
- ☐ Excessive unexcused absences
- ☐ Skips, truant, or rarely attends

Comprehension

- ☐ Retains and applies new materials
- ☐ Knows enough to get by
- ☐ Understands little of the material
- ☐ Rarely or never knows the material

Attention Span

- ☐ Sustains concentration, organized
- ☐ Attentive for most of class
- ☐ Doesn't stay with tasks, needs reminding
- ☐ Restless, short attention span, disorganized

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3. EMOTIONAL ADJUSTMENT

Self-Confidence

- ☐ Realistically accepts own best efforts
- ☐ Occasionally self-critical, responds to encouragement
- ☐ Too self-critical, perfectionistic
- ☐ Gives up, fearful, won't try

Self-Discipline

- ☐ Cooperative, well-behaved
- ☐ Requires minor behavior prompting
- ☐ Often disturbs class or teacher
- ☐ Constant discipline problem

Emotionality

- ☐ Stable, self-controlled, not excitable
- ☐ Occasionally upset for short periods
- ☐ Moody, impatient
- ☐ Unpredictable, explosive, quick temper or tears

4. SOCIAL ADJUSTMENT

Relationships with Peers

- ☐ Popular, well-liked, many friends
- ☐ Generally accepted, some friends
- ☐ Withdrawn or annoying, few friends
- ☐ Alienates, rejected, or fights often

Relationships with School Staff

- ☐ Friendly, well-liked
- ☐ Generally accepted
- ☐ Aggravates or is tolerated, but not popular among staff
- ☐ Alienates, makes enemies

5. STRENGTHS AND INTERESTS _____

6. OTHER COMMENTS _____

ACAD EXPRESSION			ACAD RESPONSE				EMOTIONAL ADJ			SOCIAL ADJ	
AC	CI	IN	AL	AT	CO	AS	SC	SD	EM	PE	ST
•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•	•	•

Ratings involving the third and fourth options within each of the twelve areas indicate adjustment difficulties. Ratings can be shown by circling the appropriate dots in the box. The line separates the first two options from the third and fourth options. Circled dots **below the line** indicate problem areas. This is an unnormed form for quick general screening only.