CIRCLE Progress Monitoring System
Social & Emotional Checklist

Instructions: Please consider your observations of children’s behaviors within the classroom and school to complete this checklist. Read each item and evaluate whether a behavior is:

1. Emerging – the child never or rarely demonstrates the behavior
2. Developing – the child sometimes demonstrates the behavior, but it inconsistent or requires assistance
3. Proficient – the child consistently demonstrates the behavior

### Positive Social Behaviors

<table>
<thead>
<tr>
<th>The child…</th>
<th>BOY</th>
<th>MOY</th>
<th>EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks to and interacts positively with adults</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>Talks to and interacts positively with peers</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>Initiates conversation and activities with peers</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>Participates cooperatively in group activities</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>Shares materials with peers</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>Assists or comforts peers in need</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>Begins to solve problems in conflicts with peers</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>Asks for adult help when cannot resolve peer conflict</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>Accepts compromise and input from others to solve problems</td>
<td>E</td>
<td>D</td>
<td>P</td>
</tr>
</tbody>
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Name:  
Birth Date:  
School:  
Teacher:  
BOY Date:  
MOY Date:  
EOY Date:  

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<table>
<thead>
<tr>
<th>Classroom Community &amp; Safety</th>
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<tbody>
<tr>
<td>Follows the classroom and school rules</td>
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<tr>
<td>Follows two- and three-step instructions</td>
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<tr>
<td>Complies when redirected by an adult</td>
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<tr>
<td>Appropriately uses and takes care of classroom materials</td>
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<tr>
<td>Respects others’ space and materials</td>
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<tr>
<td>Assists adults with classroom jobs or setup/cleanup of activities</td>
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<table>
<thead>
<tr>
<th>Emotion and Behavior Regulation</th>
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<tbody>
<tr>
<td>Uses emotion words to explain own feelings (e.g., sad, mad)</td>
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<tr>
<td>Begins to identify and understand other’s feelings</td>
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<tr>
<td>Transitions from one activity to another without becoming upset</td>
</tr>
<tr>
<td>Waits for their turn in activities</td>
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<tr>
<td>Takes pride in own accomplishments (e.g., shows work to others)</td>
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<tr>
<td>Expresses frustration/anger verbally during peer conflict, without harming others or materials</td>
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<tr>
<td>Makes wants and interests known to teachers and adults</td>
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<tr>
<td>Says “excuse me” or waits, rather than interrupting others</td>
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<table>
<thead>
<tr>
<th>Self-Care</th>
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<tbody>
<tr>
<td>Dresses and toilets without help (except for shoe tying/zippers that require assistance through age 5)</td>
</tr>
<tr>
<td>Uses good hygiene practices (e.g., hand washing, cover mouth when cough)</td>
</tr>
<tr>
<td>Approaches to Learning</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Completes an activity before moving on to another activity</td>
</tr>
<tr>
<td>Focuses on cleanup of materials until the job is done</td>
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<tr>
<td>Listens attentively to an entire story of age-appropriate length</td>
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<tr>
<td>Concentrates when working with classroom materials (e.g., blocks, puzzles)</td>
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<tr>
<td>Sticks with tasks that are challenging</td>
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<tr>
<td>Sets goals, develops plans, and follows through to completion.</td>
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