SEO: Assessment of Socio-Emotional Development and Needs
Domain 1 - Relating to His/Her Own Body

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Level	Primary Emotional Needs and Issues	Behaviour/Characteristics/Abilities	Yes
SEO 1 0-6 months	**Symbiosis** Discovering the body, processing sensory stimuli	1 Is aroused by physical sensations / environmental stimuli 2 Is soothed by repeated exposure to familiar sounds, faces, smells or tastes 3 Is soothed by physical contact (e.g. touch, caresses, massages) 4 Explores his/her body haphazardly by touching, grasping, (thumb) sucking	☐ ☐ ☐ ☐
SEO 2 6-18 months	**Attachment** Using the body to explore the environment	1 Uses his/her body deliberately for the purpose of exploration, i.e. grasping, touching and handling objects 2 Communicates with his/her entire body; few specific gestures 3 Uses his/her mouth as a primary means of exploration (e.g. putting things in his/her mouth, thumb sucking etc.) 4 Smears faeces	☐ ☐ ☐ ☐
SEO 3 1.5-3 years	**Autonomy** Deliberate engagement with the environment	1 Deliberately draws on means in the environment to assert his/her will 2 Deliberately uses gestures as a means of communication 3 Is not capable of keeping clothing clean; clothes are usually soiled after meals 4 Shows no recognizable sense of shame	☐ ☐ ☐ ☐
SEO 4 3-7 years	**Social Roles** Identity based on physical characteristics	1 Deliberately uses specific gestures to communicate 2 Begins to select clothing according to the occasion and personal taste 3 Can manage adequate personal hygiene without help 4 Sense of shame and gender identity (e.g. closes door when using the toilet, wants to shower alone)	☐ ☐ ☐ ☐
SEO 5 7-12 years	**Social Contexts** Realistic assessment of physical characteristics	1 Wants to demonstrate physical prowess to impress peers 2 Displays modesty/sense of shame in respect to sexuality 3 Displays marked personal preferences in choosing outfit 4 Is able to assess his/her physical appearance and abilities realistically in relation to the environment	☐ ☐ ☐ ☐

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Domain 2 - Relating to Attachment Figures

Level	Primary Emotional Needs and Issues		Behaviour/Characteristics/Abilities	Yes
SEO 1	**Symbiosis**	1	Interaction arises when meeting basic needs (food, hygiene)	
0-6 months	Establishing contact via the proximal senses	2	Is soothed by physical contact (sense of security)	
		3	Makes contact via the proximal senses (touch, smell and taste)	
		4	Is fascinated by (sniffs, touches etc.) specific parts of caregivers' body	
SEO 2	**Attachment**	1	Begins to interact with others deliberately (e.g. smiles, returns smile)	
6-18 months	Establishing contact via the proximal and distal senses	2	Establishes an emotional hierarchy, fixation on attachment figures	
		3	Breaking off contact induces responses ranging from tension to agitation	
		4	Interaction possible via objects (e.g. passing a ball back and forth)	
SEO 3	**Autonomy**	1	Demands attention and tests limits	
1.5-3 years	Establishing contact via the distal senses, objects and language	2	Objects, desires and contradiction are frequent reasons for initiating contact	
		3	Demonstrates and (stubbornly) insists on his/her will (emergence of the ego / ideas of grandiosity)	
		4	Varies emotions directed at attachment figures	
SEO 4	**Social Roles**	1	Begins to regard attachment figures as authority figures (group leaders, teachers etc.)	
3-7 years	Guided peer group	2	Wants to assume the role of authority figures ("deputy sheriff")	
		3	Increasingly identifies with authority figures, even when they are not physically present	
		4	Solicits the opinion/ seeks the approval of authority figures	
SEO 5	**Social Contexts**	1	Is able to navigate within familiar social contexts without guidance from an authority figure	
7-12 years	Establishing contact using social and cognitive skills	2	Can manage transitions between familiar social contexts alone	
		3	Can identify different social contexts without help & meet situational demands (e.g. find his/her way around a train station)	
		4	Can assume simple responsibilities	

SEO: Assessment of Socio-Emotional Development and Needs
Domain 3 - Interaction Patterns (Differentiation of Self)

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Level	Primary Emotional Needs and Issues	Behaviour/Characteristics/Abilities	Yes
SEO 1 0-6 months	**Symbiosis** Unspecific interaction in response to various stimuli	**1** Interaction is only possible with direct physical contact or within a radius of two metres **2** Is hypersensitive to sensory overload **3** Is primarily occupied with processing internal and external stimuli **4** Proximal stimuli are dominant, unfocused exploration of things within reach	
SEO 2 6-18 months	**Attachment** Simple, rigid interaction patterns	**1** Begins to develop simple situational interaction patterns **2** Is upset when interaction patterns are interrupted **3** Is unable to modify interaction patterns according to situational demands **4** Repeats interaction patterns without regard to the situation	
SEO 3 1.5-3 years	**Autonomy** Assertion of will and independence; consolidation of the ego	**1** Thinks egocentrically and expresses his/her will **2** Increasingly distinguishes between self and others **3** Modifies interaction patterns solely according to his /her own will and aims **4** Opposes demands/requests from others	
SEO 4 3-7 years	**Social Roles** Guided social interaction	**1** Modifies interaction patterns in accordance with authoritative demands **2** Imitates authority figures in interaction patterns **3** Adapts interaction patterns according to his/her (frequently gender-specific) self-image **4** Adapts interaction patterns to the dynamic of the peer group rather than social norms	
SEO 5 7-12 years	**Social Contexts** Independent interaction	**1** Is able to apply standard interaction patterns in different social contexts **2** Independently and appropriately adapts interaction patterns to familiar social contexts **3** Is able to transfer interaction patterns to new, but similar social contexts **4** Is able to combine overlearned interaction patterns	

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Domain 4 - Dealing with Changes in the Environment

Level	Primary Emotional Needs and Issues	Behaviour/Characteristics/Abilities	Yes
SEO 1 Symbiosis 0-6 months	Dependence on the situation: "What I can't see or feel doesn't exist."	1 Perceives the environment via the proximal senses (touch, smell and taste) 2 Explores the environment via the proximal senses 3 No object permanence - objects/people only "exist" when they are perceived directly 4 Is upset when soothing objects disappear	
SEO 2 Attachment 6-18 months	"Things exist even if I can't see or feel them."	1 Environment is perceived and explored with proximal and distal senses 2 Is only aware of people/objects not perceived directly if they are relevant to his/her immediate needs 3 Increasingly distinguishes between objects and people 4 Is upset when emotionally charged objects/people disappear	
SEO 3 Autonomy 1.5-3 years	Navigating familiar environments with reassurance	1 Can transfer attachment to objects (transitional/comfort objects) 2 Consistently distinguishes between people and objects; deliberate engagement with objects 3 Displays basic emotions at the appearance/loss of highly emotionally charged objects 4 Understands that people/objects exist even when they cannot be perceived directly	
SEO 4 Social Roles 3-7 years	Navigating familiar environments without reassurance/guidance	1 Is able to part with transitional object in a familiar environment 2 Social aspects of the environment become increasingly important 3 Can relate to others in his/her environment in ways appropriate to the situation 4 Needs to be accompanied by an authority figure in unfamiliar surroundings (e.g. when taking the bus)	
SEO 5 Social Contexts 7-12 years	Navigating unfamiliar but similar environments without guidance	1 Can navigate within familiar social contexts without guidance 2 Recognizes what behaviour is appropriate in a given situation 3 Can apply familiar behavioural principles to unfamiliar contexts according to social conventions 4 Can combine familiar behavioural principles as required by the situation	

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Domain 5 - Anxiety/Fears

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Level	Primary Emotional Needs and Issues		Behaviour/Characteristics/Abilities	Yes
SEO 1	**Symbiosis**	1	Feeding alleviates anxiety	
0-6 months	Unfamiliar and/or intense stimuli provoke fear and anger	2	Is afraid of loud noises	
		3	Responds to new visual stimuli with fear	
		4	Anxiety is alleviated by intensive physical contact	
SEO 2	**Attachment**	1	Lack/loss of contact with attachment figures induces anxiety and anger	
6-18 months	Fear of abandonment	2	Is anxious anxiety in unfamiliar/confusing environments	
		3	Is afraid of being alone	
		4	Anxiety is assuaged by contact with attachment figures	
SEO 3	**Autonomy**	1	Anxiety and fear in reaction to specific situations	
1.5-3 years	Situational fears	2	Is afraid of the dark	
		3	Is not capable of regulating anxiety cognitively	
		4	Develops strategies to manage fear/anxiety (transitional object, seeking reassurance from attachment figure)	
SEO 4	**Social Roles**	1	Is anxious when self-esteem/self-image are threatened	
3-7 years	Fear of failure	2	Is afraid of doing something wrong	
		3	Is afraid of disapproval from authority figures/ role models	
		4	Is capable of regulating anxiety using cognitive means	
SEO 5	**Social Contexts**	1	Is afraid of punishment	
7-12 years	Social anxieties	2	Anticipated danger or loss induces anxiety	
		3	Is afraid of being unable to cope with demands	
		4	Is afraid of being criticized or not being accepted by peers	

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Domain 6 - Relating to Peers

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Level	Primary Emotional Needs and Issues	Behaviour/Characteristics/Abilities		Yes
SEO 1 0-6 months	**Symbiosis** No interaction with peers	1	Is entirely self-absorbed	
		2	No interaction with peers	
		3	Cannot distinguish between caregivers and peers	
		4	Forced contact leads to pronounced inner tension	
SEO 2 6-18 months	**Attachment** Beginning interest in interaction with peers, but attachment figure is still primary	1	Distinguishes between caregivers and peers	
		2	No deliberate interaction with peers	
		3	Is unable to adapt interaction patterns to peers; turns to attachment figure for reassurance	
		4	Interaction with peers requires initiation by caregivers	
SEO 3 1.5-3 years	**Autonomy** Self-centred in interaction with peers	1	Interaction with peers possible when caregivers are present	
		2	Shows no consideration for what peers want	
		3	Interaction with peers frequently leads to conflict	
		4	Is unable to regulate proximity/distance in interaction with peers appropriately	
SEO 4 3-7 years	**Social Roles** Guidance required in interaction with peers	1	Increasingly focused on peers; seeks and maintains regular contact	
		2	Seeks to establish his or her role/position within the peer group	
		3	Meets demands of his/her assigned role only when an authority figure is present	
		4	Seeks approval of peers without regard to normative behaviour	
SEO 5 7-12 years	**Social Contexts** Independent interaction with the peer group	1	Assumes a consistent role within the peer group even when no authority figure is present	
		2	Adapts his/her role according to the dynamics of the peer group	
		3	Seeks approval of peers, but with consideration for normative behaviour	
		4	Begins to assert his/her independence from the peer group	

SEO: Assessment of Socio-Emotional Development and Needs
Domain 7 - Relating to Objects

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Level	Primary Emotional Needs and Issues	Behaviour/Characteristics/Abilities	Yes
SEO 1 0-6 months	**Symbiosis** Coincidental exploration of objects	1 Does not actively seek out objects 2 Stereotypical handling of objects 3 Does not attempt to determine objects' function 4 Interaction with objects is haphazard and brief	☐ ☐ ☐ ☐
SEO 2 6-18 months	**Attachment** Exploring objects within reach	1 Deliberately seeks out and explores objects 2 Explores shapes and characteristics of objects and substances 3 Tears paper/pillows etc. into shreds to produce amorphous masses 4 Uses/operates objects with simple functions, often repetitively (e.g. faucets, switches, toilet flush)	☐ ☐ ☐ ☐
SEO 3 1.5-3 years	**Autonomy** Exploring structure and function of objects	1 Uses objects to represent animals, people, cars etc. 2 Can operate objects with a simple function (e.g. radio) 3 Takes functional objects apart 4 Requires guidance when using items whose function is not immediately apparent	☐ ☐ ☐ ☐
SEO 4 3-7 years	**Social Roles** Using objects creatively and appropriately	1 Understands objects' purpose and uses them accordingly 2 Draws representationally and builds functional objects 3 Puts objects to use in new functional contexts 4 Understands items' value	☐ ☐ ☐ ☐
SEO 5 7-12 years	**Social Contexts** Purposefully working to achieve a specific result	1 Varies the use of objects and employs them more effectively 2 Specifically collects certain things 3 Can delay gratification to work toward a goal; the final result is important (productive employment possible) 4 Recognition for the final product is primary	☐ ☐ ☐ ☐

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Domain 8 - Communication

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Level	Primary Emotional Needs and Issues	Behaviour/Characteristics/Abilities	Yes
SEO 1 0-6 months	**Symbiosis** No verbal communication	**1** Communication is spontaneous, non-verbal and not addressed to anyone in particular **2** Communicates using basic facial expressions and his/her entire body **3** Unspecific vocalizations **4** Physical and emotional states are expressed spontaneously	☐ ☐ ☐ ☐
SEO 2 6-18 months	**Attachment** Individual words are used, but most communication is non-verbal	**1** Communicative repertoire covers basic everyday situations (greeting, food, going to the toilet) **2** Utterances consist of one or two words **3** Uses a small number of words fairly unspecifically in a wide range of situations **4** Repeats words without reference to the given situation	☐ ☐ ☐ ☐
SEO 3 1.5-3 years	**Autonomy** Language is the primary means of communication	**1** Short ungrammatical utterances **2** Uses names and first- and second-person singular pronouns ("I" and "you") **3** Most communication is verbal **4** Communicates specifically to express needs, feelings, wants (usually related to the given situation)	☐ ☐ ☐ ☐
SEO 4 3-7 years	**Social Roles** Personal experience and imagination are drawn on when communicating	**1** Uses complete sentences and all personal pronouns, understands requests addressed to the group **2** Asks numerous questions (why...?), shows interest in others' stories **3** Makes up stories **4** Deliberately engages others in dialogue	☐ ☐ ☐ ☐
SEO 5 7-12 years	**Social Contexts** Topics are discussed from a wider perspective	**1** Uses language grammatically **2** Engages in dialogue on everyday and/or situational topics **3** Can hold conversations on simple abstract topics (e.g. football, giving opinion of a film) **4** Initiates conversations on subjects of his/her choosing	☐ ☐ ☐ ☐

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Domain 9 - Recognizing Emotions

Level	Primary Emotional Needs and Issues		Behaviour/Characteristics/Abilities	Yes
SEO 1	**Symbiosis**	1	Emotions are diffuse and unfocused	
0-6 months	Primary emotions in response to stimuli	2	Displays pleasure and displeasure in response to physical states	
		3	Negative emotions are primarily manifested as anger	
		4	Positive emotions are primarily manifested as smiling/laughter	
SEO 2	**Attachment**	1	Can distinguish basic emotions (happiness, affection/liking, fear, anger)	
6-18 months	Directed, recognizable emotions	2	Directs his/her own emotions at attachment figures and mirrors their emotions	
		3	Responds to loss of attachment figure with anxiety or other negative emotions	
		4	Is unable to label his/her own emotions clearly	
SEO 3	**Autonomy**	1	Is able to name his/her basic emotions (fear, sadness, anger, happiness, affection/liking, pride)	
1.5-3 years	Distinguishing basic emotions in self and others	2	Recognizes basic positive/negative emotions in others	
		3	Wants attachment figures to him-/herself (jealousy)	
		4	Projects his/her own emotions onto attachment figures	
SEO 4	**Social Roles**	1	Emotions are influenced by interaction with the environment	
3-7 years	Empathy, guilt, shame; emotions are no longer tied solely to attachment figures	2	Empathy begins to develop	
		3	Feels ashamed/guilty in accordance with the situation (e.g. when caught doing something wrong)	
		4	Can modulate his/her emotions by referring to role models	
SEO 5	**Social Contexts**	1	Emotions are linked to abstract considerations	
7-12 years	Emotions can be induced by hypothetical situations	2	Increasingly sees things from others' perspective and empathizes with how they feel	
		3	Examines his/her negative emotions (introspection) and applies cognitive strategies to evade them (reflection)	
		4	Conscience (regret, shame) and a moral frame of reference develop (obeys rules, right/wrong)	

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Domain 10 - Regulating Aggression

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Level	Primary Emotional Needs and Issues		Behaviour/Characteristics/Abilities	Yes
SEO 1 0-6 months	**Symbiosis** Aggression is unregulated and undirected	1 2 3 4	Has no means of regulating aggression autonomously Auto-aggressive behaviour is often triggered by internal dysregulation (e.g. pain, constipation) Sensory overload can lead to (auto-)aggression Limited possibilities for others to regulate aggression	☐ ☐ ☐ ☐
SEO 2 6-18 months	**Attachment** Aggression is regulated externally	1 2 3 4	Aggression is preceded by irritability Aggression is aimed directly at the trigger/cause Severe inner tension may erupt in undirected aggression Aggression is regulated externally by contact with attachment figures	☐ ☐ ☐ ☐
SEO 3 1.5-3 years	**Autonomy** Aggression is regulated internally	1 2 3 4	Can modulate the intensity of his/her aggression autonomously The focus/target of aggression is determined independently of the triggering situation Aggression is directed against objects/people that impose limits Has difficulty expressing aggression consistently using verbal means	☐ ☐ ☐ ☐
SEO 4 3-7 years	**Social Roles** Aggression is modulated according to balance of power	1 2 3 4	Aggression is specifically directed at certain peers Assesses the balance of power in a given situation and regulates aggression accordingly Can consistently express aggression using verbal means Is able to discuss the causes and effects of his/her aggressive behaviour	☐ ☐ ☐ ☐
SEO 5 7-12 years	**Social Contexts** Aggression is modulated according to the specific situation	1 3 4	Is able to vary and control the intensity and expression of his/her aggressive impulses Regulates aggression out of fear of negative consequences Can draw on strategies to circumvent aggression Aggression can arise due to factors unrelated to the immediate situation	☐ ☐ ☐ ☐