Social Competence Series: Assessment
Go To Meeting Instructions

• Microphones should be muted
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• Content questions can be typed in the chat tool on right side of screen
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Social Competence Series: Assessment
Outcomes

Participants will:

- Define social competence
- Define the purpose of assessment as related to social competence
- Identify three methods for assessing social competence
Social Competence

The ability to interact successfully with peers and adults; social effectiveness
Social Competence

The ability to interact successfully with peers and adults; social effectiveness

Assumes a certain set of expectations:

• Knowing the rules
• Reading facial expressions and body language of other people
• Reacting consistently to your own and others’ emotions
• Communicating appropriately with different groups
Social Competence
Description

“[S]ocial [competence] means one is able to adapt to an ever-changing landscape that takes into consideration the environment, the people in it, the thoughts, beliefs and needs of the individual and others who share the environment—whether or not they are in direct communication—as well as individual and collective history of knowledge and experience.”

(Winner, 2002, p. 21)
Definition of Assessment

Assessment is the practice of collecting and analyzing information from multiple and diverse sources in order to determine an individual’s areas of strengths and/or specific areas of challenge. As such, it is often used to evaluate the individual’s performance in relation to a set of standards to guide intervention and practice.
Meaningful assessment utilizes both formal and informal information. Assessment should result not only in a score or a set of data, but interpretation of the assessment information for the individual and his or her program and future. Therefore, assessment is most beneficial when it is used to inform the development and modification of an individual’s program.
What is Keeping your Student from Establishing and Sustaining Successful Social Relationships?
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Keep in Mind…

IQ ≠ Social Intelligence
Purpose of Assessment

• To gain information about individual’s current level of functioning in social competence areas
• To recognize strengths
• To identify areas of need
• To target skills that require tailored intervention
• To identify appropriate interventions
• To monitor progress
The Importance of Team When Assessing

Different Perspectives

Different Settings
Methods to Assess Social Competence

- Interviews with people who regularly interact with the individual
- Social skill rating forms from the individual, the parent, and teacher/staff
- Observations in typical/natural settings and in structured settings

Bellini, 2006
Interviews

• Typically includes individual’s parents/guardians and teachers/staff

• Should also include individuals who observe the person in non-structured settings (ie: playground monitor, cafeteria personnel, transportation personnel)

• May also include the individual
Interview Question Examples
Parent Interview of Social Functioning

• “How does your child play with other children?”
• “Does your child ask many questions?”
• “Is your child able to give information about other people who are familiar?”
• “How would you describe your child’s conversation abilities?”
• “What are your child’s interests?”
Interview Question Examples

Parent Interview of Social Functioning

- “How does your child play with other children?”
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Bellini, 2006
Interview Question Examples

Teacher Interview of Social Functioning

- “What does the student typically do at recess?”
- “What are the student’s interests?”
- “Does the student initiate interactions?”
- “Does the student appear argumentative when disagreeing with others?”
- “Does the student ask others to join him?”

Bellini, 2006
Interview Question Examples

Interview of Social Functioning with Individual

• “What is a friend?”
• “Do you ever get teased or bullied?”
• “What kinds of things make you happy? sad? angry?”
• “Does it bother you when you have to switch from one activity to another?”
• “What kinds of things do you like to do?”

(Bellini, 2006)
Rating Scales

- Gather information about social behavior
- Can be informal or standardized
- Can be completed by individual, parent/s, or staff
- Provide information on areas such as social functioning, anxiety and self-esteem
Examples of Rating Scales

Possible instruments include:

• Social Skills Improvement System (Gresham & Elliot, 2008)
• Assessment of Social and Communication Skills for Children with Autism (Quill, 2000)
• Social Responsiveness Scale (Constantino & Gruber, 2005)
• Profile of Social Difficulty (Coucouvanis, 2005)
• Autism Social Skills Profile (Bellini, 2006)

More Rating Scales

• Social Anxiety Scale for Children-Revised (La Greca, 1993)
• Pervasive Developmental Disorder Behavior Inventory (Cohen & Sudhalter, 2005)
• Ohio’s Employability/Life Skills Assessment (Weaver & DeLuca, 1987)
• Rubrics for Transition III: for Autism Spectrum Students (Wessels, 2006)
Social Skills Improvement Systems Rating Scales

Examples of Questions:

- Has stereotyped motor behaviors
- Is preoccupied with object parts
- Has nonfunctional routines or rituals
- Makes eye contact when talking
- Starts conversations with peers

(Gresham & Elliot 2008)
Assessment of Social and Communication Skills for Children with Autism

Examples of Questions:

• Does the child play with peers
• Does the child communicate using gestures
• Does the child appear passive
• Does the child use eye gaze to maintain social interaction
• Does the child imitate in novel contexts
• Does the child attend to activity until completed

(Quill, 2000)
Social Responsiveness Scale

Example of Questions:

• Seems much more fidgety in social situations than when alone
• Expressions on his or her face don’t match what he or she is saying
• Has good self-confidence
• Offers comfort to others when they are sad
• Avoids people who want to be emotionally close to him or her

(Contantion & Gruber, 2005)
Profile of Social Difficulty

Areas Include:

• Staying on task
• Reading body language
• Dealing with “No”
• Using humor
• Playing by the rules
• Disagreeing politely
• Giving encouragement

(Coucouvanis, 2005)
Autism Social Skills Profile

Examples of Questions:
• Invites peers to join him/her in activities
• Maintains personal hygiene
• Interacts with groups of peers
• Talks about or acknowledges the interests of others
• Understands the jokes or humor of others
• Considers multiple viewpoints
• Initiates greetings with others

(Bellini, 2006)
Social Anxiety Scale for Children-Revised

Examples of Questions:

• I worry about being teased
• I feel shy around kids that I don’t know
• I feel nervous when I am around certain kids
• It’s hard for me to ask other kids to play with me
• I only talk to kids I know really well
• I am quiet when I’m with a group of kids

(La Greca, 1993)
Behavior Assessment System for Children (BASC-2)

Categories include:
- Academic problems
- Adaptability
- Aggression
- Anxiety
- Attention problems
- Conduct problems
- Depression
- Functional communication
- Hyperactivity
- Leadership/social skills

Tuesday, May 10, 2011
Pervasive Developmental Disorder Behavior Inventory

Domains included on the teacher/parent standard forms:

- Sensory/perceptual approach
- Ritualisms/resistance to change
- Social pragmatic problems
- Semantic pragmatic problems
- Social approach behaviors
- Expressive language

(Cohen & Sudhalter, 2005)
Ohio’s Employability Life Skills Assessment

Areas include:
• Self help skills
• General work habits
• Task related skills
• Quantity of work
• Quality of work
• Relationship to supervisor/teacher
• Work attitudes

(Weaver & DeLuca, 1987)
Rubrics for Transition III:
For Autism Spectrum Students

Examples of Questions:

• Advocates for self
• Takes the perspective of others
• Shows respect for self and others
• Willing to “Give and Take”
• Solves problems effectively
• Accepts consequences
• Uses good judgement

(Wessels, 2006)
Observations

• Provide information pertaining to individual’s social performance across settings, persons and social contexts

• Provide an avenue to collect data on areas of need identified through interviews and rating scales
Observations

- Naturalistic observation: playground, cafeteria, baseball game, park, break room
- Structured settings: play area, office of observer, structured play groups, structured social groups
Lending Library Assessment Tools

Lending Library Assessment Tools


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In Summary

• Assessment is absolutely paramount in the development of appropriate interventions to address social competence concerns.

• Multiple methods of assessment should be used when assessing social competence.

• Multiple informants should provide information to assist in determining strengths and needs.
Thanks for Learning with OCALI.

For further information on this topic, contact:
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Next Webinar in the Series:
Social Competence Play and Friendship
References


