

6.18 Social Competency

Unlike many ADL/IADLs, Social Competency is a skill that continues to develop throughout childhood for all children. As a result, the questions contained in the CLTS FS that aim to measure delays in Social Competency require that the screener consider the child’s development to that of their same age peers. As children age, the skills required for social competency become much more sophisticated and subtle.

If a child is unable to develop the social skill due to a physical or communication or learning impairment, then they will demonstrate delays in social competency. If the item under Social Competency asks for the child’s ability to perform the subtle social act but the child in question cannot perform the primary social act, then select that item for the child. For example, one of the Social Competency questions asks, “Does not control his/her temper in disagreements with other children”. If the child does not have the ability to have disagreements with other children, then this is selected for them even though the question is designed to address the more advanced skill of controlling his/her temper.

6.18 Social Competency
 The ability to form relationships, interest in and skills needed to maintain positive relationships with adults and children, ability to understand the perspective and feelings of others, and skills needed to get along well in a group setting (for example, conflict resolution skills).

| 0-6 mos | 6-12 mos | 12-18 mos | 18-24 mos | 24-36 mos | 36 mos-4 yrs | 4-6 yrs | 6-9 yrs | 9-12 yrs | 12-14 yrs | 14-18 yrs | 18 yrs + | |
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| | | | | | | | | | | | | <input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked. <input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked. |
| | | | | | | | | | | | | <p>Does not offer a social smile to immediate family. <i>A social smile occurs in response to a noise, something within baby's sight or another person's smile.</i></p> <p><input checked="" type="checkbox"/> Does not smile.</p> <p><input checked="" type="checkbox"/> Only offers spontaneous smiles like those that happen while asleep, or when becoming awake, or while staring at the fabric pattern on a car seat.</p> <p><input type="checkbox"/> Smiles in response to a noise, something in their sight or another person's smile.</p> |

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| | | | | | | | | | | | | <p>Does not calm down within a half an hour when soothed by a parent. <i>Unable to respond to comforting actions from familiar adults.</i></p> <p><input checked="" type="checkbox"/> Continues to cry for more than a half an hour after all efforts to meet the baby's needs have been exhausted.</p> <p><input type="checkbox"/> Cries frequently but calms after comforting (fed a bottle, changed a diaper, snuggled).</p> |
| | | | | | | | | | | | | <p>Does not enjoy being picked up and held by family members. <i>Stiffens and arches his/her back when picked up.</i></p> <p><input checked="" type="checkbox"/> Reacts adversely to being touched by family members.</p> <p><input type="checkbox"/> Occasionally will resist being picked up or held by family members.</p> <p><input type="checkbox"/> Doesn't like one particular family member touching them.</p> |
| | | | | | | | | | | | | <p>Does not demonstrate separation anxiety. <i>Does not become upset or cry when primary caregivers/parents leave.</i></p> <p><input checked="" type="checkbox"/> Is not concerned when his/her parents leave them in a <u>new</u> environment.</p> <p><input type="checkbox"/> No longer cries or becomes upset when parents leave because s/he has become accustomed to the setting (e.g., daycare).</p> <p><input type="checkbox"/> Cries or becomes upset when parents leave because s/he is emotionally attached to them.</p> |

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| | | | | | | | | | | | | <p>Does not show an interest in what others around them are doing. <i>Ignores other people in his/her immediate environment.</i></p> <p><input checked="" type="checkbox"/> Interacts with people as if they were a piece of furniture. Doesn't show more interest in a person than they do for a refrigerator for example.</p> <p><input checked="" type="checkbox"/> Does not react to an adult trying to engage with them (e.g., being silly, playing with a toy near them, and offering to play a game).</p> <p><input type="checkbox"/> Is involved in an activity that holds their complete attention (such as TV) and does not notice when others enter the room.</p> <p><input type="checkbox"/> When given the opportunity to watch a toy or watch a person, generally child would rather watch other people.</p> |
| | | | | | | | | | | | | <p>Does not want to play near or be with immediate family members. <i>Prefers to be alone rather than near those s/he trusts.</i></p> <p><input checked="" type="checkbox"/> Backs away from others or shows a preference to be alone.</p> <p><input type="checkbox"/> Won't actively play or interact with others but enjoys being near others.</p> |
| | | | | | | | | | | | | <p>Does not play simple interactive games (e.g., So Big, Peek-a-Boo, Pat-a- Cake). <i>Does not respond to other's attempts to engage in playful exchange.</i></p> <p><i>To avoid cultural differences, this question is general to capture any type of interactive games played with young children.</i></p> <p><input checked="" type="checkbox"/> Regardless of encouragement from trusted adults, or other children, s/he will not play simple games.</p> <p><input type="checkbox"/> Plays some interactive games but doesn't like other ones.</p> |

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| | | | | | | | | | | | | <p>Does not enjoy interacting with immediate family members. <i>Does not like family time looking at books, listening to songs, or rough and tumble play.</i></p> <p><input checked="" type="checkbox"/> Resists activities with family members and would rather be alone.</p> <p><input type="checkbox"/> Is apprehensive about interacting with other children or familiar adults outside of their immediate family.</p> |
| | | | | | | | | | | | | <p>Does not like to be around other children. <i>Prefers to spend time alone even when other children are around.</i></p> <p><input checked="" type="checkbox"/> Typically chooses a space in a room with other children where s/he can be away from the other children.</p> <p><input type="checkbox"/> Enjoys the opportunity to sit near or play in the vicinity of other children, although may not interact with the other children or parallel play.</p> <p><input type="checkbox"/> Doesn't have opportunity to be around other children due to complex or fragile health condition.</p> |
| | | | | | | | | | | | | <p>Does not make sure his/her parents are nearby when exploring new places. <i>Approaches new environments without fear or caution.</i></p> <p><input checked="" type="checkbox"/> Investigates all new surroundings boldly without making sure his/her parents are around.</p> <p><input type="checkbox"/> Checks in, at least visually, with a parent as they begin a journey into new places.</p> <p><input type="checkbox"/> Doesn't continuously seek a parent during their exploration.</p> |

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| | | | | | | | | | | | | <p>Does not enjoy interacting with non-family members. <i>Would prefer to avoid trusted adults or children outside of his/her immediate family.</i></p> <p><input checked="" type="checkbox"/> Refuses to interact with familiar people outside of his/her immediate family. This may include neighbors, sitters, and extended family members like grandparents, cousins or others they do not live with.</p> <p><input type="checkbox"/> Doesn't interact with strangers.</p> <p><input type="checkbox"/> Willing to test the waters by interacting with people not in their immediate family.</p> |
| | | | | | | | | | | | | <p>Does not show an interest in a variety of toys. <i>Does not enjoy playing with a number of toys designed for his/her developmental level.</i></p> <p><input checked="" type="checkbox"/> Shows interest in fans, lights, doors, etc in absence of playing with toys designed for their developmental level.</p> <p><input type="checkbox"/> Has a favorite toy that they prefer to play with but shows some interest in other toys as well.</p> |
| | | | | | | | | | | | | <p>Does not parallel play with other children. <i>Is not comfortable playing with similar toys next to other children.</i></p> <p><input checked="" type="checkbox"/> Watches other children play from a distance but does not try to engage in similar activities near other children.</p> <p><input type="checkbox"/> Engages in cooperative play (e.g., building a block tower) with other children. This demonstrates a more advanced social skill.</p> <p><input type="checkbox"/> Doesn't have opportunity to be around other children due to complex or fragile health condition.</p> |

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| | | | | | | | | | | | | <p>Does not assume different roles in play. <i>Does not engage in make believe or pretend play (e.g., pretends to play a mom, dad, cat or dog).</i></p> <p><input checked="" type="checkbox"/> Is not able to pretend to be someone/something other than themselves.</p> <p><input type="checkbox"/> Will pretend but doesn't want others to watch. Child can often be over heard playing make believe by themselves in their room.</p> <p><input type="checkbox"/> Is able to play make believe games but doesn't like to. Would prefer to play something else.</p> <p><input type="checkbox"/> Does not initiate pretend play but will participate if others are engaged in the activity.</p> <p><input type="checkbox"/> Does not engage in multiple roles but is able to pretend to be someone/something other than themselves.</p> |
| | | | | | | | | | | | | <p>Does not play in group games with adult supervision. <i>Will not play games lead by trusted adults such as hokey pokey, circle games, or Simon says.</i></p> <p><input checked="" type="checkbox"/> Refuses to engage in group games even with adults directing the play.</p> <p><input type="checkbox"/> Demonstrates initial hesitation and watches for awhile before joining in.</p> |
| | | | | | | | | | | | | <p>Does not take turns in play. <i>Does not share toys, or wait for his/her turn in a group game.</i></p> <p><input checked="" type="checkbox"/> Is unable to play games like duck-duck-goose because only one person is "it" and others have to wait their turn.</p> <p><input type="checkbox"/> Will not share their own toys but will share toys typically shared in group settings (e.g., shovels in the sandbox, swings on the playground).</p> |

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| | | | | | | | | | | | | <p>Does not insist on trying to do things independently. <i>Willingly allows others to help him/her in all activities throughout the day.</i></p> <p><input checked="" type="checkbox"/> Does not have the “me do” or “I can do it myself” attitude to activities that s/he has the physical ability to accomplish.</p> <p><input checked="" type="checkbox"/> Does one activity on their own but is unwilling to try to complete other activities independently.</p> <p><input type="checkbox"/> Has the attitude and willingness to do many activities of daily living throughout the day but doesn’t like to put away their toys or other activities that may be more like a chore.</p> <p><input type="checkbox"/> Has the interest in doing things for themselves but does not have the physical or cognitive ability to complete the task.</p> <p><input type="checkbox"/> Wants to do things by themselves, but gets frustrated to verge of tantrums when problems arise: paint that drips, paper airplane that will not fold right.</p> |
| | | | | | | | | | | | | <p>Does not have an awareness of another child’s need for help or feelings. <i>Does not recognize when another child is happy, sad or hurt.</i></p> <p><input checked="" type="checkbox"/> Is oblivious to the feelings of others.</p> <p><input checked="" type="checkbox"/> Is not aware when another child needs help.</p> <p><input type="checkbox"/> Knows the other child needs help but doesn’t know what to do to meet that other child’s need.</p> <p><input type="checkbox"/> Can acknowledge the other child is happy, sad or hurt but doesn’t feel empathy for the child.</p> |

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| | | | | | | | | | | | | <p>Does not identify one special friend. <i>Will play with anyone but does not have a best friend.</i></p> <p><input checked="" type="checkbox"/> Plays with anyone who will play with them but does not seek out a particular friend for whom they are more compatible.</p> <p><input checked="" type="checkbox"/> Does not have any friends.</p> <p><input type="checkbox"/> His/her best friend changes from week to week due to disagreements or any other reason. We are not measuring long term relationships.</p> |
| | | | | | | | | | | | | <p>Does not participate in groups at play. <i>Prefer to play by himself/herself rather than be part of a group.</i></p> <p><input checked="" type="checkbox"/> When welcomed to join a group activity (e.g., game of tag, make believe games, building with blocks) chooses to play alone instead.</p> <p><input type="checkbox"/> Is not invited to join a group at play.</p> <p><input type="checkbox"/> Doesn't know how to ask permission to join a group or initiate a group activity with others.</p> <p><input type="checkbox"/> Doesn't have opportunity to be around groups due to complex or fragile health condition.</p> |
| | | | | | | | | | | | | <p>Does not seek information or assistance from parents or teachers. <i>Does not ask for help (verbally or non-verbally) or seek information from a trusted adult.</i></p> <p><input checked="" type="checkbox"/> Does not ask teachers when s/he has a question or needs help.</p> <p><input type="checkbox"/> Is shy and needs encouragement to talk to adults other than parents or teachers but can ask his/her teacher questions in school.</p> |

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| | | | | | | | | | | | | <p>Does not make transitions from one activity to another without disrupting others. <i>Unable to make transitions without having his/her discomfort affect others in the group.</i></p> <p><input checked="" type="checkbox"/> Cannot end an activity when it is time to move onto something else without making a scene and bothering others.</p> <p><input checked="" type="checkbox"/> Is provided extra time in their school day to make transitions when other children can be in separate space so this child does not disrupt the process for others. For example – leaves classroom 5 minutes early to go to another class or lunch so they are alone in the hallways because they would otherwise make it difficult for the other children to get to their next class on time.</p> <p><input type="checkbox"/> Doesn't like making a transition but does not have their disappointment affect others in the group.</p> |
| | | | | | | | | | | | | <p>Does not question rules or punishments viewed as unfair. <i>Unable to express his/her sense of unfairness or simply doesn't care when things are unfair.</i></p> <p><input checked="" type="checkbox"/> Has no understanding of rules.</p> <p><input checked="" type="checkbox"/> Cannot tell someone that they believe that they were treated unfairly.</p> <p><input checked="" type="checkbox"/> Cannot challenge decisions pertaining to discipline, household rules, or societal rules such as homework must be done before watching TV, a set bed time, that certain kids are disciplined more at school than others or that girls may be treated differently than boys.</p> <p><input type="checkbox"/> Child gets upset when they don't win a game or get to go first and think that this is always unfair.</p> <p><input type="checkbox"/> Can tell their parent that their teacher has unfair rules but is not able to tell their teacher that they think the rules are unfair. Important skill is to be able to assert that they were wronged, not confront the person who made the rule.</p> <p><input type="checkbox"/> Even though their perception of wrong doing may be incorrect, they are able to express their sense of unfairness.</p> |

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| | | | | | | | | | | | | <p>Does not control his/her temper in disagreements with other children. <i>Cannot disagree with peers without escalating into a temper tantrum or running away from the situation.</i></p> <p><input checked="" type="checkbox"/> Cannot express his/her own opposing view in disagreements with friends without losing control and either having a temper tantrum reaction that is inappropriate for their age or running away from the confrontation.</p> <p><input checked="" type="checkbox"/> Cannot engage in disagreements with their peers due to significant limitations in cognition or communication.</p> <p><input type="checkbox"/> Loses his/her temper on occasion when disagreeing with other children.</p> <p><input type="checkbox"/> Loses his/her temper in conflicts with parents.</p> <p><input type="checkbox"/> Can express conflicting opinions while managing his/her emotions in disagreements with peers.</p> |
| | | | | | | | | | | | | <p>Does not maintain a friendship with at least one person. <i>Does not demonstrate the interpersonal give-and-take necessary to keep a friendship.</i></p> <p><input checked="" type="checkbox"/> Unable to have long term friendships because the moment s/he doesn't get his/her way, the friendship is over.</p> <p><input checked="" type="checkbox"/> Has only superficial friendships with classmates but has not tested the waters of reciprocity with one particular friend. Could be due to cognitive or physical limitations.</p> <p><input type="checkbox"/> Has friends that they have known for a long time.</p> |

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| | | | | | | | | | | | | <p>Does not express an interest in spending time with similar aged peers. <i>Isolates himself/herself from peers.</i></p> <input checked="" type="checkbox"/> Does not want to participate in activities with other children. <input checked="" type="checkbox"/> Only participates in activities because their parents make them and would rather be left alone. <input type="checkbox"/> Has an interest in participating in activities like after school programs, scouts, 4-H, sports, music groups or clubs. |
| | | | | | | | | | | | | <p>Does not show concern for the feelings of friends. <i>Does not notice another person's feelings and offer care or comfort.</i></p> <p>Note: It is not enough to recognize the feelings of another person. This item requires that a child also know how to demonstrate the ability to offer care or comfort to another person.</p> <input checked="" type="checkbox"/> Does not recognize that a peer's feelings have been hurt. <input checked="" type="checkbox"/> Can identify that someone else's feelings have been hurt but doesn't know what to do to provide comfort. <input type="checkbox"/> Can identify that someone else's feelings have been hurt but doesn't know what to do to provide comfort because they were the person who caused the hurt feelings in the first place. <input type="checkbox"/> Demonstrates concern for other's when their feelings are hurt but the effort s/he makes doesn't result in the other person feeling happy again. |

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| | | | | | | | | | | | | <p>Is not self confident in social situations. <i>Is not comfortable enough to express his/her opinion in everyday peer interactions.</i></p> <input checked="" type="checkbox"/> Unable to express his/her own view in conversations with friends. <input checked="" type="checkbox"/> Does not have the cognitive or communication skills necessary to engage in this type of conversation. <input type="checkbox"/> Is comfortable expressing his/her opinion with peers who have a similar disability but not with the general population. <input type="checkbox"/> Is able to assert his/her opinions in their own social circle but not in large or unfamiliar groups. <input type="checkbox"/> Is socially assertive and takes the initiative in social situations. |
| | | | | | | | | | | | | <p>Does not assert social autonomy from parents. <i>Does not make decisions about interests, activities or ideas independent from his/her parents.</i></p> <input checked="" type="checkbox"/> Unable to make decisions affecting his/her own daily life. <input checked="" type="checkbox"/> Completely dependent on parents to make all decisions for them. <input type="checkbox"/> Able to make and follow through with his/her own decisions, live by his/her own set of rules about right and wrong and be less emotionally dependent on their parents. <input type="checkbox"/> Consults with parents to help make decisions but ultimately makes final decision for themselves. |

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| | | | | | | | | | | | | <p>Repeatedly does not avoid situations that are likely to result in trouble. <i>Gets involved in situations that have caused trouble in the past or does not avoid peer pressure in going along with a bad idea.</i></p> <p><input checked="" type="checkbox"/> Has received correction or redirection to avoid dangerous or risky situations but continues to participate again and again.</p> <p><input checked="" type="checkbox"/> Demonstrates excessive familiarity with strangers.</p> <p><input checked="" type="checkbox"/> Unable to resist going along with a peer group even though they know the activity is dangerous or risky and should be avoided.</p> <p><input type="checkbox"/> Able to avoid peer pressure by giving a reason why it is a bad idea to go along, making an excuse as to why s/he can't participate, simply saying no, suggesting an alternative activity or just leaving the situation all together.</p> |
| | | | | | | | | | | | | <p>Does not show respect for other people. <i>Does not get along with a variety of people, use pro-social manners, and show gratitude towards others.</i></p> <p><input checked="" type="checkbox"/> Unable to interact positively with others except for those in their own specific cultural group.</p> <p><input type="checkbox"/> Able to demonstrate basic acts of kindness towards others. This includes but is not limited to saying please and thank you.</p> <p><input type="checkbox"/> Able to interact positively with people who have different values and opinions than his/her own.</p> <p><input type="checkbox"/> Able to interact positively with children and adults with special needs or from different ethnic groups.</p> |

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| | | | | | | | | | | | | <p>Does not demonstrate the capacity for intimacy with another. <i>Has not established close relationships that are open, honest, caring and trusting.</i></p> <p><input checked="" type="checkbox"/> Unable to establish same-sex friendships that involve being open, honest, caring and trusting.</p> <p><input type="checkbox"/> Has close same-sex friendships but does not have a romantic relationship with anyone.</p> |
| | | | | | | | | | | | | <p>Does not avoid situations that may get him/her into trouble. <i>Makes unhealthy and unsafe decisions concerning drinking alcohol, using drugs, safe driving, safer sex, use of the internet, and other comparable situations.</i></p> <p><input checked="" type="checkbox"/> Repeatedly makes poor choices in situations that may cause harm to him/herself or others.</p> <p><input type="checkbox"/> Smokes cigarettes, although it is considered unhealthy and may get them into trouble.</p> <p><input type="checkbox"/> Has a legal guardian due to a severe cognitive impairment.</p> <p><input type="checkbox"/> Has experimented with unsafe situations but does not persist in them.</p> <p><input type="checkbox"/> Has made some mistakes along the way but in general makes healthy and safe decisions.</p> |

SOCIAL COMPETENCY