

6.16 Social Competency/Self-Direction

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 (e.g., 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 +	
												<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> <input checked="" type="checkbox"/> Does not smile <input checked="" type="checkbox"/> Does not react to another's social smile. <input type="checkbox"/> Smiles in response to a noise, something in their sight, or another person's smile.
												<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> <input checked="" type="checkbox"/> Continues to cry after all efforts to meet the baby's needs have been exhausted. <input type="checkbox"/> Cries frequently but calms after comforting (fed a bottle, changed a diaper, snuggled). <input type="checkbox"/> Colicky/fussy babies
												<p>Does not enjoy being picked up and held by family members. <i>Stiffens and arches back when picked up.</i></p> <input checked="" type="checkbox"/> Reacts adversely to being touched by family members. <input type="checkbox"/> Occasionally will resist being picked up or held by family members. <input type="checkbox"/> Doesn't like one particular family member touching them.

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 +	<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 demonstrate separation anxiety. <i>Does not become upset or cry when primary caregivers or parents leave.</i></p> <p><input checked="" type="checkbox"/> Is not concerned when their parents leave them in a <i>new</i> environment.</p> <p><input type="checkbox"/> No longer cries or becomes upset when parents leave because they have become accustomed to the setting (e.g., day care).</p> <p><input type="checkbox"/> Cries or becomes upset when parents leave because they are emotionally attached to them.</p>
												<p>Does not show an interest in what others around them are doing. <i>Ignores other people in immediate environment.</i></p> <p><input checked="" type="checkbox"/> Does not interact or initiate interaction with others.</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 they trust.</i></p> <p><input checked="" type="checkbox"/> Avoids others or shows a preference to be alone.</p> <p><input checked="" type="checkbox"/> Does not bring toys to share with caregiver.</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><input checked="" type="checkbox"/> Regardless of encouragement from trusted adults, or other children, will not play interactive 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 checked="" type="checkbox"/> Does not repeat activities that elicit laughter/positive responses from family.</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, when in the presence of other children, chooses to play away from them.</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 their 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 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 nonfamily members. <i>Would prefer to avoid trusted adults or children outside of immediate family.</i></p> <p><input checked="" type="checkbox"/> Refuses to interact with familiar people outside of 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 their developmental level.</i></p> <p><input checked="" type="checkbox"/> Shows interest in items like fans, lights, and doors 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>
												<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 or something other than themselves.</p> <p><input type="checkbox"/> Will pretend but doesn't want others to watch. Child can often be overheard 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>

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												<p>Does not play in group games with adult supervision. <i>Will not play games led 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 checked="" type="checkbox"/> Does not play interactively with other children.</p> <p><input type="checkbox"/> Demonstrates initial hesitation and watches for a while before joining in.</p>
												<p>Does not take turns in play. <i>Does not share toys or wait for their 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>
												<p>Does not insist on trying to do things independently. <i>Willingly allows others to help 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 they have 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 putting away their toys or other activities that may be more like a chore.</p> <p><input type="checkbox"/> Wants to do things by themselves but gets frustrated to the 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 person needs help.</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 with whom they are more compatible.</p> <p><input checked="" type="checkbox"/> Does not have any friends.</p>
												<p>Does not participate in groups at play. <i>Prefers to play by self 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 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 nonverbally) or seek information from a trusted adult.</i></p> <p><input checked="" type="checkbox"/> Does not ask teachers when they have a question or need help.</p> <p><input type="checkbox"/> Is shy and needs encouragement to talk to adults other than parents or teachers but can ask teacher questions in school.</p>

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												<p>Does not make transitions from one activity to another without significant difficulty. <i>Unable to make transitions without having their 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 disruption.</p> <p><input checked="" type="checkbox"/> Cannot adapt to change without great distress.</p> <p><input checked="" type="checkbox"/> Is provided extra time in their school day to make transitions when other children can be in a separate space so this child does not disrupt the process for others (e.g., leaves classroom five 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 with encouragement.</p>

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												<p>Does not question rules or punishments viewed as unfair. <i>Unable to express their sense of unfairness or simply doesn't care when things are unfair. Conversely, child frequently feels they are being treated unfairly to an extent that it effects participation in activities.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has no understanding of rules. <input checked="" type="checkbox"/> Cannot tell someone that they believe they were treated unfairly. <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 bedtime, that certain kids are disciplined more at school than others, or that girls may be treated differently than boys. <input checked="" type="checkbox"/> Child gets upset when they don't win a game or get to go first and think that this is always unfair. <input checked="" type="checkbox"/> The child's belief that everything is unfair results in an inability to participate in age-appropriate activities due to constant disagreement and opposition. <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. <input type="checkbox"/> Even though their perception of wrongdoing may be incorrect, they are able to express their sense of unfairness.
												<p>Presenting behaviors interfere with ability to form/maintain relationships.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cannot express 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. <input checked="" type="checkbox"/> Cannot engage in disagreements with their peers due to significant limitations in cognition or communication. <input type="checkbox"/> Loses temper on occasion when disagreeing with other children or parents. <input type="checkbox"/> Can express conflicting opinions while managing own emotions in disagreements with peers.

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												<p>Does not have the ability to compromise in relationships.</p> <input checked="" type="checkbox"/> Does not demonstrate interpersonal give-and-take necessary to keep a friend. <input checked="" type="checkbox"/> Has only superficial friendships with classmates but has not tested the waters of reciprocity with one particular friend. <input type="checkbox"/> Has friends that they have known for a long time.
												<p>Does not express an interest in spending time with similar aged peers.</p> <i>Isolates himself/herself from peers.</i> <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.</p> <i>Does not notice another person's feelings and offer care or comfort.</i> <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"/> Demonstrates concern for others when their feelings are hurt, but the effort they make 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 their own opinion in everyday peer interactions.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unable to express 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 checked="" type="checkbox"/> Difficulty coping with social fears, anxieties, or frustrations. <input type="checkbox"/> Is able to assert own opinions in their own social circle but not in large or unfamiliar groups.
												<p>Does not assert social autonomy from parents. <i>Does not make decisions about interests, activities, or ideas independent from parents such as social outings, daily schedule, or taking medication.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unable to make decisions affecting 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 own decisions, live by 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 they 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 prosocial manners, and show gratitude towards others.</i></p> <p><input checked="" type="checkbox"/> Unable to interact positively with others.</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 their own.</p>
												<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 friendships that involve being open, honest, caring, and trusting.</p> <p><input type="checkbox"/> Has close friendships but does not have a romantic relationship with anyone.</p>

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												<p>Does not avoid situations that may get them 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 self or others.</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>