

Development Evaluation of Social and Interpersonal Skills

*Please have someone who knows about the child's daily life fill this out.

*Please check whether there are applicable items everyday life of children.

*Please answer all 30 items.

1. Makes eye contact when speaks to him/her (i.e., obviously reacts to a person's words and faces him/her)
2. Displays strong reactions when he/she is spoken to (e.g., moves his/her body)
3. Evidences happiness when someone does something for him/her (e.g., happy facial expression)
4. Shows his/her feelings through facial expressions (e.g., pleasure, discomfort, joy, or anger)
5. Expresses appropriate greeting to others (i.e., uses more than two greeting expressions such as "good morning" and "thank you"; replies to greetings from other people)
6. Initiates talk with another person (i.e., actively moves closer to people when speaking to them)
7. Makes eye contact when speaking with others (i.e., see a partner's face when the subject talks to him/her.)
8. Participates in a play group (companies) when asked (i.e., plays with other children even if he/she cannot ask them to play)
9. Shows compassion to others (e.g., some indications include consideration, cherishing something, and comfort)
10. Does not throw temper tantrums in public (i.e., does not behave disorderly or shout)
11. Says his/her first name and last name (i.e., responds with both names when asked)
12. Speaks what he/she has seen or heard (e.g., describes everyday life; reports what happened earlier that same day; describes an event roughly without prompting)
13. Waits patiently after asking for something might be a better phrase (i.e., if he/she wants something but has not received permission, he/she can wait quietly—does not mean giving up)
14. Share toys or food with others (e.g., sweets, toys, or clay)
15. Does not interrupt another's speech (i.e., although he/she wants to say something, he/she only vocalizes when others stop speaking)
16. Wait for his/her turn (i.e., after receiving instructions from adults, he/she can wait for his/her turn or give the turn to the next person)
17. Borrows toys from others (i.e., without receiving instructions from adults, he/she can set priorities with other children and play with toys in turn)
18. Behaves well as required by the situation (e.g., when adults are talking, he/she can keep quiet and behaves well for about 1 hour)
19. Postpones gratification when requested (i.e. when shopping or going out, the child can give up what

- he/she wants_after adults talk to them;_if they give up easily it cannot be counted)
20. Don't shows complain in public (e.g., behaves_well in public transportation or in crowd; even if he/she cannot normally tolerate it, he/she can restrain himself/herself in public)
 21. Helps friends when friends gets hurt (e.g., ask if a friend is okay after falling down or asks a teacher for help)
 22. Brings cheer to friends who look lonely (e.g., asks friends if they are okay or asks them to play)
 23. Cheers up and comforts those who fail (e.g., cheers up friends by asking if they are okay)
 24. Happy when friends succeed (e.g., smile)
 25. Praises friend's success
 26. Applauds friend who has done something well
 27. Helps friends when asked (i.e., answers a friend's request)
 28. Helps friends without having to be asked (i.e., volunteers to help without prompting)
 29. Asks if he/she can help (i.e., asks if there is anything he/she can do to help)
 30. Follows what everyone's opinion even if he/she is different (i.e., follows the group rules even against his/her will)

Scoring

Each item is assessed on a 3-point scale (2 = always/very often, 1 = sometimes, 0 = never). The sum of all items provides the overall score. A higher score indicates a higher level of social competence.