

Social Behavior Checklist

Predominant affect: Categories are mutually exclusive. Affect may be fleeting, but we want to capture the *target child's* predominant facial expression during each one minute interval. Predominant affect is ALWAYS coded for each minute.

1. Negative is checked if the target child displays anger or protest; whines in the absence of physical injury, has a tantrum (pronounced upset and lack of control), or if the child cries when hurt.
2. Neutral is checked if the target child has a flat unresponsive face and looks emotionally absent.
3. Positive is checked if the target child smiles or laughs even minimally.
4. Shared positive is checked if the target child and peer partner/playmate **both** smile or laugh together.

Social Play Behavior: Categories are mutually exclusive. The intent is to code the *target child's* highest level of play during each interval. Therefore, if when you begin the one-minute segment and the child's level of play changes during that time period, code the highest level (i.e.. In effect cooperative social play and pretend play are the *highest* categories).

1. Unoccupied is coded if the child is not playing, and is not focused on any activity. Wandering around, sitting staring out in space.
2. Solitary is coded if the child is playing and there is no peer within three feet, no eye gaze, no mutual interest in objects.
3. Parallel is coded if the child and a peer are engaged in the same or very similar activity; within three feet of each other, but there is no social or verbal interaction (classic example is digging in a sandbox together; constructing leggo block structures; pouring water from one cup to another— but the activity **MUST** take place without conversation or interaction).
4. Cooperative social play is coded if the child and peer are engaged in activity which includes mutual awareness, some conversation (although the conversation does not have to make *sense* per se), or an activity demonstrating a role-reversal or turn-taking structure (i.e., playing catch; rolling a ball back and forth).
5. Pretend play is defined as using objects in an “as if” manner— i.e., a block is used *as if* it were a cup in a sequence of “eating lunch,” or behaving in an “as if” manner— George has a piece of fabric tied around his neck and he is running around the yard with his arms outstretched to the side *as if* he were “flying.” Pretend play should be coded either as solitary SOL (e.g.,

“Flying George” above) or SOCIAL (meaning that involves other children, who are engaged in some kind of thematic pretend play or scripted role play (mommies and big sisters; doctors and nurses in the medical corner; etc.).

6. Rough and tumble play is defined as “seemingly” aggressive behavior (i.e., hitting chasing, wrestling, but is accompanied by smiling faces on the part of **both** the target child and peer(s)). The intent is to have fun, and there is no intent to hurt or harm each other, or to take someone’s property. If someone gets hurt, the players apologize, assure the child there was no intent to harm. Sometimes, r & t can escalate to full blown aggression, and should be coded as such (see below for peer conflict). (If possible please note somewhere it began as r&T and escalated.)

7. With adult is coded if the child is interacting with a teacher or other adult... (commonly holding the teachers’ hand; standing next to her/him)...

Play initiations— target child attempts to engage peer

Play initiations can be made by either the target child or the peer (these are recorded separately in different sections) And both the kind of initiation and the type of response must be coded. These are mutually exclusive categories. Either the potential child is alone or engaged in interaction with another child(ren). To qualify as a play initiation the children (target and peer) must make eye contact at the beginning of the overture and immediately after. That is, they need to be *aware* of the each other. Initiations can be verbal and nonverbal indicated by a V or N:

Verbal includes a request to play, (Can I play?); Suggestion of a game (Hey, let’s play...; Come on guys lets go!); A question (What are you guys doing?; what is that?; Can I have a shovel?); or a statement (Hey, I could do that; I like your sand castle, I can make one like that).

Non-verbal includes behaviors directed toward the peer such as offering an object, showing or pointing to an object, or a child more or less silently tries to join the ongoing activity without really saying anything. (For example, a child is digging in the sandbox with a shovel; another child walks over, (children look at each other), sits down, picks up a shovel and starts digging in the sand.

Although there may be more than one initiation and one response to the initiation in a one-minute segment, only the first approach counts.

Play Responses: Responses made by either the target or the peer must be coded. These are mutually exclusive categories.

Cooperate is coded if the child who has been asked to play smiles, makes a positive verbal comment, accepts the offered toy, or joins in the suggested game.

Ignore is coded if the child who has been approached to play makes no response to the initiation.

Reject is coded if the child who has been approached to play turns his/her back, pushes away the offered toy, or says no to the verbal request to play, or refuses to join the game or activity.

Aggress is coded if the child who has been approached to play hits, pushes, bites, kicks or says something to hurt (e.g., No you can't play cause we don't like you, No! Get away; Go away! etc)..

Peer conflict: Here we want to try to tell you initiated the conflict if at all possible and therefore it needs to be recorded on the correct line. We want to know if the conflict involved Verbal or physical aggression.

(If you are unsure who started it, but write "unsure" in the column but still try to code the interaction for the following possible behaviors:

Verbal aggression is coded when a child says something to another child with the intent to hurt. For example, telling another child he/she is stupid; they don't like the child, etc. this can also include any attempt to alter the behavior of a peer without using aggression, per se. Example: a child is on a swing, another child demands that he get off. These attempts can also be verbal: Give me the swing. You get off!

Physical Aggression is coded when a child engages in a behavior with the intent of obtaining a distress reaction from the victim, it may be spontaneous and unpredictable, or without apparent cause. For example: threatening another child with a shovel as the child entered the play area; kicking another child who is on the cross-bars of the jungle gym, pushing another child off a swing. It may also involve taking another child's possession(s) forcibly...

Play Partners : List target child's play partners for each one minute interval. If you cannot see their name tags, write a little description and then ask the teacher later. Be sure to record this!!!

9. On the reverse side of the observation page please rate the child's behavior during the period you observed him or her using the 4- point scale at the top.

Please rate child's behavior during the previous five minute observation using this scale:

	0 NEVER occurred	1 Occurred once	2 occurred twice	3 Occurred nearly the entire five minutes
1. Bossed or dominated other children	0	1	2	3
2. Sought out adults rather than peers	0	1	2	3
3. Child was alone	0	1	2	3
4. Aggressive; hit; pushed; etc. other children	0	1	2	3
5. Was a spectator rather an participator in activities	0	1	2	3
6. Behaved shy or timid with peers	0	1	2	3
7. Other children initiated social contact with him/her	0	1	2	3
8. Other children bossed or dominated, teased, or picked on him/her	0	1	2	3
9. Initiated positive social contact with peers	0	1	2	3
10. Engaged in cooperative play with peers.	0	1	2	3
11. Other children hit or pushed this child	0	1	2	3
12. Teacher corrected this child's behavior	0	1	2	3

Notes: please note anything unusual