UAMS Schmieding Developmental Center

# SOCIAL FUNCTIONING QUESTIONNAIRE

**Identifying Information:**

Child's Name: _____ Date: _____

Form Completed by:_____ Relationship: _____

School:_____

**Instructions:**

Listed below are statements that describe the child's social interactions, verbal and nonverbal communication skills, areas of interest, sensory experiences, behavior, and anxiety. Please read each of the following statements carefully and check the answer that best describes the child. Indicate whether the statement describes current and/or past concerns by checking the appropriate box.

| **Category RC** | **Current** | **Past** | **Rarely** | **Some-times** | **Often** | **Almost Always** |
|---|---|---|---|---|---|---|
| Would rather be alone than with others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does not join group activities unless told to do so. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Avoids initiating social interaction with others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is unresponsive to emotions of others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Avoids people who want to be close to the child. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Seems to use people as if they are objects. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Aloof or emotionally distant. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does not offer comfort to others when they are sad. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| **Category SK** | **Current** | **Past** | **Rarely** | **Some-times** | **Often** | **Almost Always** |
|---|---|---|---|---|---|---|
| Has difficulty making friends, even when trying to do so. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does not play appropriately with children of the same age. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Socially awkward even when trying to be polite. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Regarded by other children as odd or weird. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Difficulty "relating" to adults. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Difficulty "relating" to peers. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Gets teased a lot. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| **Category VB** | **Current** | **Past** | **Rarely** | **Some-times** | **Often** | **Almost Always** |
|---|---|---|---|---|---|---|
| Has trouble communicating feelings to others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Has trouble keeping pace with the flow of a normal conversation. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does not recognize humor when it is present or does not understand jokes. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Interprets things too literally or confused by colloquialisms or clichés (e.g., “Looks can kill” or Eat your words”) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Awkward or slow in turn-taking interaction with other children, such as in conversations. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Gets frustrated trying to get ideas across in conversations. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Asks strange questions or gives unusual reasons for doing things. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Has trouble answering questions directly (talks around the subject or communicates ideas unrelated to the question). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| When in a conversation, appears uninterested in your side of the conversation (e.g., does not ask about or comment on your thoughts or opinions on the topic”). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Speech is over-precise or pedantic (e.g., talks in a formal way or like a “walking dictionary”). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| **Category NV** | **Current** | **Past** | **Rarely** | **Some-times** | **Often** | **Almost Always** |
|---|---|---|---|---|---|---|
| Facial expressions don’t match content of conversations. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Overly serious facial expressions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Avoids eye contact or has unusual eye contact. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Has trouble understanding the meaning of other people’s body language, tone of voice, facial expressions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is unaware of (or uninterested in) what others are thinking and feeling. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Stares inappropriately or does not direct gaze toward the appropriate focus of attention. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is unaware of being too close to others or of invading someone’s space. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Walks in between two people who are talking. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Has unusual tone of voice. For example, speaks in a monotone voice that lacks emphasis on key words. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Lacks subtlety or precision in expression of emotion (e.g., shows distress or affection out of proportion to the situation). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| **Category CG** | **Current** | **Past** | **Rarely** | **Some-times** | **Often** | **Almost Always** |
|---|---|---|---|---|---|---|
| Has difficulty with imagination or pretending (without losing touch with reality) or does not include other children in imaginary play. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Abilities in few specific areas are vastly superior to overall level of functioning. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reads books primarily for information and is less interested in fiction (e.g., prefers science books over adventure stories). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Has exceptional long-term memory for events, facts, or unusual details. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Dependence on step-by-step learning procedures (disorientation occurs when a step is assumed, deleted, or otherwise overlooked in instructions). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Inappropriately concentrates on parts of things rather than seeing the whole picture. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Category AW | Current | Past | Rarely | Some-times | Often | Almost Always |
|---|---|---|---|---|---|---|
| Is unable to recognize when something is unfair. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Easily exploited by other children (i.e., doesn't recognize when peers are trying to take advantage of the child). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does not direct attention to things that others nearby are interested in. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is unaware of talking too loud or making too much noise. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Has poor personal hygiene. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Doesn't seem to mind being out of step or "out of sync" with others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Category OB | Current | Past | Rarely | Some-times | Often | Almost Always |
|---|---|---|---|---|---|---|
| Has a restricted range of interest. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| The child seems obsessive or thinks and talks about the same thing over and over. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Difficulty with being open-minded. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can't get mind off of something once the child starts thinking about it. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Overly sensitive to touch, texture, sound, or taste. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can't get mind off of distressing thoughts (worries about germs, doing things perfectly, etc.). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Excessive concern with illness, disease, body part, or appearance. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Category CP | Current | Past | Rarely | Some-times | Often | Almost Always |
|---|---|---|---|---|---|---|
| Has more difficulty than other children with changes in routine. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Inflexible. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Exhibits repetitive odd behavior such as hand flapping or rocking. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| When stressed, child resorts to rigid or inflexible patterns of odd behavior. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Shows unusual sensory interests (such as spinning or mouthing objects) or strange ways of playing with toys. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Feels compelled to perform unusual habits (hand washing, checking locks, repeating things a set number of times). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Hoards things or collects useless objects. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Compelling need to finish one task completely before starting another. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Compulsively counts things (e.g., objects, certain numbers, and words) or arranges things in a certain way or in specific patterns. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Category BH | Current | Past | Rarely | Some-times | Often | Almost Always |
|---|---|---|---|---|---|---|
| Seems more fidgety in social situations than alone. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Exhibits strange or bizarre ideas or behavior. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Has difficulty imitating other people's actions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Aimless or passively wanders from one activity to another. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Too silly or laughs inappropriately. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Clumsy or has poor coordination (e.g., odd gait when running). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Inappropriately touches others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does unusual movements for no apparent reason (eye blinking, twitching, lip licking, head jerking, etc.). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Makes vocal sounds for no apparent reason (coughing, throat clearing, sniffing, grunting, etc.). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Category SC | Current | Past | Rarely | Some-times | Often | Almost Always |
|---|---|---|---|---|---|---|
| Does not seem self assured or confident when interacting with others. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Clings to adults and seems too dependent on them. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does not have confidence in self. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is overly suspicious. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Seems overly sensitive. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Has difficulty separating from caregivers. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Becomes easily overwhelmed by things going on around the child. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Overly tense in social settings. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Submit Form