

**VINELAND**  
Social-  
Emotional  
Early Childhood Scales



# Record Form and Profile Booklet

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## ABOUT THE CHILD

Name Joseph Matthews

Identification number \_\_\_\_\_

Mother's name \_\_\_\_\_

Father's name \_\_\_\_\_

Known uncorrected vision problem \_\_\_\_\_

Known uncorrected hearing problem \_\_\_\_\_

Personal or physical characteristics that may affect test results \_\_\_\_\_

Medication ☐ N ☐ Y (please specify) \_\_\_\_\_

School/Clinic/Facility \_\_\_\_\_

Present classification or diagnosis \_\_\_\_\_

Referred by \_\_\_\_\_

Reason for referral \_\_\_\_\_

Sex: ☐ Female ☐ Male

Gestation (in weeks) \_\_\_\_\_

Birth weight \_\_\_\_\_

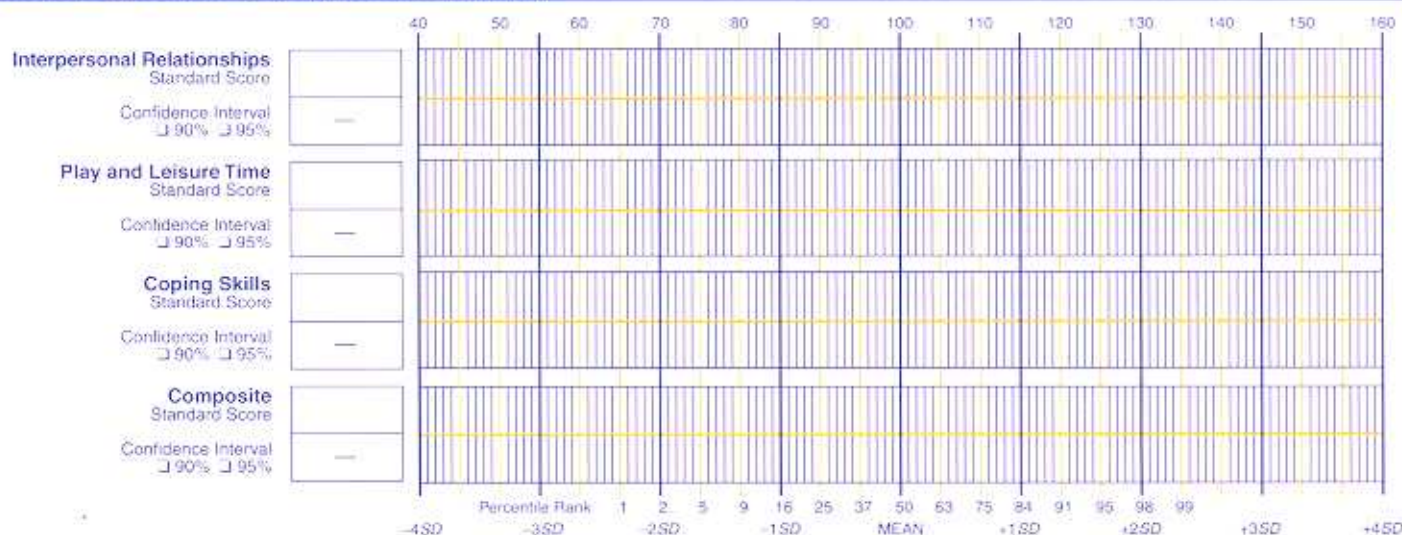
Apgars 1 min. \_\_\_\_\_ 5 min. \_\_\_\_\_

	Year	Month	Day
Interview date	_____	_____	_____
Birth date	_____	_____	_____
Chronological age	_____	_____	_____
Adjusted age	_____	_____	_____

## SCORE SUMMARY (Before completing the Score Summary, read Chapter 3 in the manual.)

SCALES	Raw Score	Standard Score (Table C.1)	Band of Error <input type="checkbox"/> 90% <input type="checkbox"/> 95% (Table C.1)	Confidence Interval <input type="checkbox"/> 90% <input type="checkbox"/> 95%	Percentile Rank (Table C.3)	Stanine (Table C.3)	Descriptive Category (Table C.3)	Age Equivalent (Table C.4)
Interpersonal Relationships								
Play and Leisure Time								
Coping Skills								
SOCIAL-EMOTIONAL COMPOSITE	Sum of Scale Standard Scores		Band of Error <input type="checkbox"/> 90% <input type="checkbox"/> 95% (Table C.2)	Confidence Interval <input type="checkbox"/> 90% <input type="checkbox"/> 95%	Percentile Rank (Table C.3)	Stanine (Table C.3)	Descriptive Category (Table C.3)	
	Composite Standard Score (Table C.2)							

## SCORE PROFILE (See Chapter 3 in the manual.)





# INTERPERSONAL RELATIONSHIPS SCALE

Suggested  
Starting  
Point

SCORING KEY: 2=Usually performs 1=Sometimes or partially performs 0=Never performs N=No opportunity DK=Don't know

Less Than  
Age 1

## Cluster A. Beginning responsiveness

1. Looks at face of caregiver
2. Responds to voice of caregiver or another person
3. Follows with eyes a person moving at crib side or bedside
4. Stops fussing when touched or picked up by caregiver
5. Stops fussing when spoken to by caregiver
6. Distinguishes caregiver from others

Cluster A SUM

## Cluster B. Expressing emotions

1. Expresses two or more recognizable emotions, such as pleasure, sadness, fear, or distress
2. Shows anticipation of being picked up by caregiver
3. Smiles or vocalizes to make social contact
4. Shows affection toward familiar people

Cluster B SUM

## Cluster C. Responding to familiar people

1. Responds selectively to family or other familiar people
2. Looks for familiar person when in need of attention
3. Reaches for familiar person

Cluster C SUM

## Cluster D. Imitating phrases and movements

1. Imitates simple adult movements, such as clapping hands or waving good-bye, in response to a model
2. Imitates a relatively complex task as it is being performed by another
3. Imitates a relatively complex task several hours after it was performed by another
4. Imitates adult phrases heard on previous occasions

Cluster D SUM

## Cluster E. Recognizing emotions

1. Shows desire to please caregiver
2. Recognizes happiness, sadness, fear, and anger in others
3. Labels happiness, sadness, fear, and anger in self

Cluster E SUM

## Cluster F. Identifying others

1. Addresses at least two familiar people by name
2. Verbalizes interest in environment
3. Says names of people seen only occasionally
4. Identifies people by characteristics other than name, when asked

Cluster F SUM

## Cluster G. Responding to social communication

1. Laughs or smiles appropriately in response to positive statements
2. Responds verbally to social small talk initiated by adults
3. Responds verbally and positively to good fortune of others

Cluster G SUM

## Cluster H. Friendship

1. Shows a preference for some friends over others
2. Makes own friends
3. Has a preferred friend of either sex
4. Stays overnight at friends' residences and has friends stay overnight
5. Has a best friend of the same sex

Cluster H SUM

## Cluster I. Giving gifts

1. Knows particular likes and dislikes of others
2. Asks parent or caregiver to buy gifts for others on special occasions
3. Makes or buys small gifts for caregiver or family member on major holidays, on own initiative
4. Remembers birthdays or anniversaries of immediate family members and special friends

Cluster I SUM

## Cluster J. Initiating social communication

1. Converses with others on topics of mutual interest
2. Initiates social small talk when meeting acquaintances
3. Initiates conversations on topics of particular interest to others

Cluster J SUM

## Cluster K. Cooperative interactions

1. Has cooperative relationships with friends
2. Places only reasonable demands on friendship
3. Responds to hints or indirect cues in conversation

Cluster K SUM

## Cluster L. Belonging to groups

1. Has a group of friends
2. Forms or joins social "clubs" with others

Cluster L SUM

Add the cluster SUMS. (Score each N or DK as 1.)

Transfer the result to the RAW SCORE box below.

Interpersonal Relationships RAW SCORE  
Transfer this score to the Score Summary box on page 1.



# PLAY AND LEISURE TIME SCALE

Suggested  
Starting  
Points

SCORING KEY: 2=Usually performs 1=Sometimes or partially performs 0=Never performs N=No opportunity DK=Don't know

Ages  
Birth-1

## Cluster A. Playing with toys

1. Plays with toy or other object alone or with others
2. Plays very simple interaction games with others
3. Plays with toy or other object for at least five minutes without breaking, pulling apart, or otherwise damaging it
4. Uses common household objects for play

Cluster A SUM

## Cluster B. Interest in environment

1. Shows interest in novel objects or new people
2. Shows interest in familiar toys or other objects
3. Shows interest in children or peers other than siblings
4. Moves to explore new situations
5. Shows interest in activities of others

Cluster B SUM

## Cluster C. Playing with others

1. Plays with others with minimal supervision
2. Asks others over to play or goes to others' residences to play
3. Participates in at least one game or activity with others

Cluster C SUM

## Cluster D. Make-believe activities

1. Uses common household objects or other objects for make-believe activities
2. Engages in simple make-believe activities alone
3. Engages in simple make-believe activities with others
4. Engages in elaborate make-believe activities, alone or with others

Cluster D SUM

## Cluster E. Sharing and cooperating

1. Shares toys or possessions with others when asked by caregiver
2. Honors a simple bargain with caregiver
3. Asks permission to play with or use a toy or object being used by another
4. Shares toys or possessions without being told to do so

Cluster E SUM

## Cluster F. Watching television

1. Chooses between two television programs when asked (N may be scored)
2. Operates television independently (N may be scored)
3. Names one or more favorite television programs when asked, and tells on what days and channels the programs are shown (N may be scored)

Cluster F SUM

## Cluster G. Following game rules

1. Takes turns while playing games, when asked
2. Plays simple group games in which someone wins but score is not kept
3. Takes turns while playing games without being reminded
4. Follows rules in simple games without being reminded

Cluster G SUM

## Cluster H. Playing games

1. Plays simple card game
2. Plays simple board game based only on chance
3. Plays simple game which requires keeping score
4. Plays more than one board or card game requiring skill and decision making

Cluster H SUM

## Cluster I. Beginning group activities

1. Goes places with friends
2. Goes places with friends during the day without adult supervision
3. Goes to evening school or facility events with friends, when accompanied by an adult (N may be scored)

Cluster I SUM

## Cluster J. Hobbies

1. Collects and saves things
2. Trades possessions with friends
3. Has a hobby

Cluster J SUM

## Cluster K. Extracurricular and nonschool activities

1. Goes to extracurricular class or activity (N may be scored)
2. Participates in nonschool sports (N may be scored)

Cluster K SUM

## Cluster L. Using television and radio for entertainment and information

1. Listens to radio for entertainment (N may be scored)
2. Watches television or listens to radio for information about a particular area of interest (N may be scored)

Cluster L SUM

## Cluster M. Going places with friends independently

1. Refrains from frequently asking what to do
2. Does things with friends spontaneously
3. Plans ahead to meet friends

Cluster M SUM

Add the cluster SUMS. (Score each N or DK as 1.)  
Transfer the result to the RAW SCORE box below.

Play and Leisure Time RAW SCORE

Transfer this score to the Score Summary box on page 1.



# COPING SKILLS SCALE (Do not administer this scale if child is below age 2-0.)

Suggested  
Starting  
Point  
▼

Age 2  
through 6

SCORING KEY: 2=Usually performs 1=Sometimes or partially performs 0=Never performs N=No opportunity DK=Don't know

## Cluster A. Following rules

1. Follows household rules
2. Follows school rules
3. Follows safety rules in recreational activities
4. Follows community rules

Cluster A SUM

## Cluster B. Beginning politeness

1. Says "thank you" when given something
2. Says "please" when asking for something
3. Responds appropriately when introduced to strangers

Cluster B SUM

## Cluster C. Using manners in conversation

1. Participates in conversation involving both peers and adults, without monopolizing it
2. Permits conversation to continue without interruption
3. Ends conversations appropriately

Cluster C SUM

## Cluster D. Being responsible for time

1. Informs family, housemates, or caregiver of plans
2. Follows time limits set by caregiver

Cluster D SUM

## Cluster E. Being sensitive to others

1. Refrains from publicly commenting about physical or ethnic characteristics of others
2. Refrains from talking about personal family occurrences outside the home
3. Refrains from asking questions or making statements that might embarrass or hurt others

Cluster E SUM

## Cluster F. Keeping secrets or confidences

1. Keeps secrets or confidences for half an hour
2. Makes secrets or confidences
3. Keeps secrets or confidences for more than one day
4. Keeps secrets or confidences for as long as appropriate

Cluster F SUM

## Cluster G. Using table manners

1. Uses napkin to wipe face and hands during meals
2. Chews food with mouth closed
3. Says "please" when requesting that food be passed
4. Does not talk with food in mouth
5. Uses appropriate table manners without being told (Do not score 1)

Cluster G SUM

## Cluster H. Controlling impulses

1. Controls anger or hurt feelings when plans are changed for unavoidable reasons
2. Controls anger or hurt feelings when denied own way
3. Controls anger or hurt feelings at constructive criticism
4. Independently weighs consequences of actions before making decisions

Cluster H SUM

## Cluster I. Apologizing

1. Apologizes for unintentional mistakes
2. Apologizes for hurting feelings of others
3. Apologizes for unintentional slights
4. Apologizes for mistakes or errors in judgment

Cluster I SUM

## Cluster J. Borrowing and returning

1. Returns borrowed toys, possessions, or money to peers, or returns borrowed books to library
2. Repays money borrowed from caregiver

Cluster J SUM

Add the cluster SUMS. (Score each N or DK as 1.)  
Transfer the result to the RAW SCORE box below.

Coping Skills RAW SCORE

Transfer this score to the Score Summary box on page 1.

# PROGRAM PLANNING PROFILE

Instructions for using the Program Planning Profile are given in Chapter 3 of the manual.

## INTERPERSONAL RELATIONSHIPS SCALE

Note: Cluster K is not graphed.

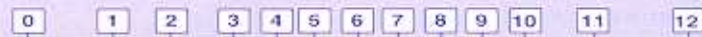
## PLAY AND LEISURE TIME SCALE

Note: Clusters K, L, and  
M are not graphed.

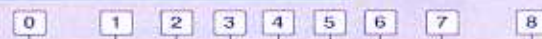
## COPING SKILLS SCALE

Note: Clusters D and J  
are not graphed.

A. Beginning responsiveness ☐



B. Expressing emotions ☐



C. Responding to familiar people ☐



D. Imitating phrases and movements ☐



E. Recognizing emotion ☐

F. Identifying others ☐

G. Responding to social communication ☐

H. ☐

A. Playing with toys ☐



B. Interest in environment ☐



C. Playing with other ☐

D. Make-believe activities ☐

E. Sharing and cooper ☐

F. Watchin ☐

G. Following game ☐

B. Beginn ☐

C. Using ☐

F. Keeping ☐

G. Using ☐

0-0

0-6



