

A Rating Scale to Assess a Student's Social Relationships

School: _____ Date: _____

Classroom: _____ Focus Student(s): _____

Ratings: Frequently Sometimes Never No Opportunity to Observe (NO)

Assessment Question	Rating	Ideas for Improvement
<i>Ghost/Guest:</i> Does the focus child frequently get "passed over" as if he or she were not there (ghost)? Do staff members talk about another placement as soon as there is a problem (guest)?	Frequently Sometimes Never NO	
<i>Inclusion child:</i> Does the teacher say "I have 27 students plus 2 included students"?	Frequently Sometimes Never NO	
<i>I'll help:</i> Do classmates use the words "work with" or "help" whenever they refer to time spent with the focus child?	Frequently Sometimes Never NO	
<i>Just another child:</i> Is the child expected to participate in class activities along with everyone else?	Frequently Sometimes Never NO	
<i>Regular friend:</i> Has the child ever been invited to a party by a classmate?	Frequently Sometimes Never NO	
<i>Best friend:</i> Does the focus child have one or more friends who call him or her on the telephone at home and/or who visit him or her after school or on weekends?	Frequently Sometimes Never NO	

(From Meyer, L.H., Minondo, S., Fisher, M., Larson, J.J., Dunmore, S., Black, J.W., & D'Aquanni, M. [1998]. Frames of friendship: Social relationships among adolescents with diverse abilities. In L.H. Meyer, H. Park, M. Grenot-Scheyer, I.S. Schwartz, & B. Harry [Eds.], *Making friends: The influences of culture and development* [pp. 189-218]. Baltimore: Paul H. Brookes Publishing Co.; adapted by permission.)

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