

## Survey of Common Characteristics Emotionally Impaired vs. Socially Maladjustment

<b>Area of Functioning</b>	<b>Characteristics of Emotional Impairment (when rating 1=not at all true, 2=slightly true, 3=neutral, 4=fairly true, 5=very true)</b>	<b>Characteristics of Social Maladjustment (when rating 1=not at all true, 2=slightly true, 3=neutral, 4=fairly true, 5=very true)</b>
School Behavior	Seen as able to comply; inconsistent achievement; expects help or has difficulty asking for help.  _____ 1   2   3   4   5	Seen as unwilling to comply; generally low achievement; excessive absences; not due to anxiety/depression; rejects help; callous disregard for rights/needs of others.  _____ 1   2   3   4   5
Attitude Toward School	Is a source of confusion and anxiety; often responds to structure.  _____ 1   2   3   4   5	Dislikes school except for social contacts; rebels rules/structure.  _____ 1   2   3   4   5
School Attendance	Misses school due to emotional issues or psychosomatic issues.  _____ 1   2   3   4   5	Chooses to be truant.  _____ 1   2   3   4   5
Educational Performance	Achievement is often uneven; attention and concentration are impaired by anxiety/depression and/or emotion.  _____ 1   2   3   4   5	Often avoids school achievement; even if competent.  _____ 1   2   3   4   5
Peer Relations	Ignored or rejected.  _____ 1   2   3   4   5	Generally accepted by sociocultural group.  _____ 1   2   3   4   5
Type of Friends	Younger or no real friends.  _____ 1   2   3   4   5	May be part of delinquent sub-culture, same age or older; may be liked by peers.  _____ 1   2   3   4   5
Perception by Peers	Bizarre or odd.  _____ 1   2   3   4   5	Cool; tough; delinquent; charismatic.  _____ 1   2   3   4   5
Social Skills	Poorly developed; difficulty reading social cues.  _____ 1   2   3   4   5	Well attuned; well developed.  _____ 1   2   3   4   5
Interpersonal Relationships	Inability to establish and maintain social relationships; avoidance of people or severely withdrawn behavior; wants friendships but cannot seem to maintain.  _____ 1   2   3   4   5	Extensive peer relationship within a select peer group; exploitive/manipulative; lacks honesty in relationships, frequent lying; exploits others with charm to achieve.  _____ 1   2   3   4   5

## Survey of Common Characteristics Emotionally Impaired vs. Socially Maladjustment

Physical Presence	Awkward; "goofy"; clumsy; may be uncomfortable with physicality. _____ 1 2 3 4 5	Coordinated; agile; could also be clumsy or uncomfortable with physicality. _____ 1 2 3 4 5
Group Participation	Withdrawn; unhappy. _____ 1 2 3 4 5	Outgoing. _____ 1 2 3 4 5
Interpersonal Dynamics	Often is characterized by a pervasively poor self-concept; often overly dependent or impulsively defiant; is generally anxious, fearful; mood swings from depression to high activity; frequent inappropriate affect; frequent denial and confusion; often distorts reality without regard to self-interest. _____ 1 2 3 4 5	Independent: appears self-assured; generally reacts toward situation with appropriate affect but lacks appropriate guilt (underdeveloped conscience; may show courage, even responsibility and imagination, but toward socially unacceptable ends; often blames others for problems, but otherwise is reality oriented; demonstrates knowledge of social expectations in school & chooses not to conform anyway. _____ 1 2 3 4 5
Adaptive Behavior	Consistently poor. _____ 1 2 3 4 5	More situation dependent. _____ 1 2 3 4 5
Aggression	Hurts self or others as an end. _____ 1 2 3 4 5	Hurts others as a means to an end. _____ 1 2 3 4 5
Anxiety	Tense; fearful. _____ 1 2 3 4 5	Appears relaxed; "cool". _____ 1 2 3 4 5
Emotional Well-Being	Limited capacity for pleasure, rarely experiencing truly satisfied feeling; may experience depression, suicide ideation, self-mutilation and the like. _____ 1 2 3 4 5	Generally inflated positive self-concept. _____ 1 2 3 4 5
Conscience Development	Self-critical; unable to have fun; guilty and remorseful. _____ 1 2 3 4 5	Little remorse; seeks pleasure; lacks empathy; knows right/wrong but chooses wrong _____ 1 2 3 4 5
Reality Orientation	Fantasy; naïve; gullible; may have thought disorder, hallucinations and the like. _____ 1 2 3 4 5	"Street-wise". _____ 1 2 3 4 5

## Survey of Common Characteristics Emotionally Impaired vs. Socially Maladjustment

Developmental Appropriateness	Inappropriate for age. _____	Appropriate for age or above. _____
	1 2 3 4 5	1 2 3 4 5
Risk Taking	Avoids risks. _____	Prone to thrill seeking behavior. _____
	1 2 3 4 5	1 2 3 4 5
Consequences	Responds to consequences in consistent, structured settings. _____	Ability to ignore anyone who tries to alter socially unacceptable behavior. _____
	1 2 3 4 5	1 2 3 4 5
Locus of Control	Internalizing; blames self. _____	Externalizing; blames others. _____
	1 2 3 4 5	1 2 3 4 5
Rules	Has difficulty understanding rules. _____	Understands but chooses to violate rules; violates the law deliberately. _____
	1 2 3 4 5	1 2 3 4 5
Motivation of Behavior	Fear and flight; anxiety. Avoiding something. _____	Power and control. Gaining something. _____
	1 2 3 4 5	1 2 3 4 5

Total Points Emotional Disturbance\_\_\_\_\_

Total Points Socially Maladjustment\_\_\_\_\_

Adapted from: Wayne County Regional Educational Service Agency (2001). Social Maladjustment: A guide to Differential Diagnosis and Educational Options.

If further guidance is needed, please consider utilizing the Differential Scales of Social Maladjustment and Emotional Disturbance- available through the Pupil Appraisal member of the RTI team.