

| | |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Measure | Social Performance Survey Schedule (SPSS) |
| Sensitivity to Change | No |
| Population | Adult |
| Domain | Social Role Participation and Social Competence Behavioural Function |
| Type of Measure | Informant-report, self-report |
| ICF-Code/s | d7 |
| Description | <p>The SPSS is a measure of social skill that assesses a wide variety of social behaviours. The SPSS contains separate subscales to assess positive social behaviours (Part A: Appropriate Social Skills and Communication Skills) and negative social behaviours (Part B: Inappropriate Assertion and Sociopathic Behaviour). It is assumed that the higher the Part A score and the lower the Part B score, the higher the respondent's level of social competence.</p> <p>Subjects are asked to rate the frequency with which they engage in each of the 100 behaviours on a 5-point Likert scale. In Part A, ratings of "very much" receive 4 points, "much" 3 points, and so on to "not at all," which is assigned 0 points. The opposite point assignments are made in Part B. Total subscale scores are obtained by adding the 50 item scores which comprise each subscale; total SPSS scores (maximum=400) are derived by summing the two subscales.</p> <p>Sample items include: 'Has eye contact when speaking'; 'Puts self down'; 'Demonstrates concern for other's rights'; 'Tells people what he/she thinks they want to hear'; and 'Takes advantage of others.'</p> |
| Properties | <p><u>Internal consistency</u>: Lowe & Cautela (1978) administered the SPSS to 303 college students and reported unadjusted and adjusted coefficient of .94 and .88, respectively.</p> <p><u>Test-retest</u>: (de Lowe & Cautela, 1978) The SPSS evidenced considerable stability over time (4 weeks) with a test-retest correlation between first and second administration of $r = .87$.</p> <p><u>Criterion validity</u>: Miller and Funabliki (1984) compared high- and low-scoring college students on behavioral measures derived from a simulated social interaction test. The high-scoring group demonstrated a greater level of skill on seven of 10 indices, including specific behavioral measures and judges' global ratings of social skill and social anxiety.</p> <p>Similarly, Lowe (1985) demonstrated that high skill subjects and low skill subjects on Part A differ significantly on most convergent validity criteria (i.e., Social Contact Monitoring, number of friends, peer rating form, Social Avoidance and Distress Scale and in vivo interactions)</p> <p>Lowe (1985) evaluated the discriminability of Part A scores of the SPSS</p> |

| | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>from general of Psychopathology by comparing high skill and low skill subjects on their Hopkins Symptom Check List scores. There was no difference found between the groups ($F = 1.02$, $p > .3$), supporting Part A's discriminant validity.</p> <p>Covey (cited in Miller and Funabiki, 1984) found that the SPSS was only weakly correlated with the Crowne-Marlowe Social Desirability Scale.</p> <p><u>Construct validity</u>: The SPSS correlated negatively with a measure of social anxiety (Lowe & Cautela, 1978) and an abbreviated version of the SPSS correlated positively with objective observers' ratings of patients' social skill during the Simulated Social Interaction Test (Curran, 1982).</p> |
| Advantages | <ul style="list-style-type: none"> • Provides a measure of positive as well as negative behaviours, which is something that (to our knowledge) is not assessed by any other scale. |
| Disadvantages | <ul style="list-style-type: none"> • Lengthy to administer. • In 2 studies where the SPSS was administered to individuals with TBI, findings were unexpected. It was found that informant ratings for TBI participants were better than controls on the SPSS-n (suggesting they exhibited less negative behaviours than controls) (McDonald, Flanagan, Martin, & Saunders, 2004). In another study, the TBI group were not significantly different to controls on the SPSS-n (Long, McDonald, Tate, Togher, & Bornhofen, 2008). • Does not correlate with performance on the TASIT (McDonald et al., 2004). • Qualitatively, many of the items appear to assess negative social behaviours that require a level of cognitive functioning that is higher than would be expected for a TBI population (e.g. manipulative behaviour). |
| Reviewers | <p>Robyn Tate Jenny Fleming</p> |

References

- Curran, J. P., & Monti, P. M. (1982). *Social skills training: A practical handbook for assessment and treatment*: Guilford Press New York.
- Long, E., McDonald, S., Tate, R., Togher, L., & Bornhofen, C. (2008). Assessing Social Skills in People With Very Severe Traumatic Brain Injury: Validity of the Social Performance Survey Schedule (SPSS). *Brain Impairment*, 9(3), 274-281.
- Lowe, M., & D'Ilio, V. (1985). Factor analysis of the social performance survey schedule. *Journal of Psychopathology and Behavioral Assessment*, 7(1), 13-22. doi: 10.1007/bf00961843
- Lowe, M. R. (1985). Psychometric Evaluation of the Social Performance Survey Schedule: Reliability and Validity of the Positive Behavior Subscale. *Behavior Modification*, 9(2), 193-210. doi: 10.1177/01454455850092004
- Lowe, M. R., & Cautela, J. R. (1978). A self-report measure of social skill. *Behavior Therapy*, 9(4), 535-544. doi: [http://dx.doi.org/10.1016/S0005-7894\(78\)80126-9](http://dx.doi.org/10.1016/S0005-7894(78)80126-9)
- McDonald, S., Flanagan, S., Martin, I., & Saunders, C. (2004). The ecological validity of TASIT: A test of social perception. *Neuropsychological Rehabilitation*, 14(3), 285-302. doi: Doi 10.1080/09602010343000237
- Miller, L., & Funabiki, D. (1984). Predictive validity of the Social Performance Survey Schedule for component interpersonal behaviors. . *Behavioural Assessment*, 6(1), 33-44.