



Analyzing the Link Between Language Skills and Perception

of Social Skills in Children

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Introduction

- Extensive research has been conducted on the relationship between social skills and language impairment in children with developmental language disorder (DLD) (Rice et al., 1991)
- It is widely accepted that language plays a role in social skills (Fujiki et al., 1996), and past studies have utilized behavior analysis to confirm this link (Aro et al., 2012)
- There is less understanding of the relationship between *language skills* and a child's **self-perception of their social skills** across language levels
- The Clinical Evaluation of Language Fundamentals - Fourth Edition (CELF-4) thoroughly evaluates a child's *language skills*
- A child's **self-perception of their social skills** can be determined based on self-rankings of their **strengths** and **weaknesses** with additional elaboration

Purpose: Provide insight into the role of *language skills* in a child's **self-perception of their social skills**

Research Question

How are general *language skills* related to children's **perceptions of their social skills?**

Participants

- 19 Participants
- 9- to -12 year olds, $M= 10;9$, $SD= 1;0$
- 10 females, 9 males
- 15 Monolingual (English), 4 Bilingual (English/Spanish)
- 15 without DLD, 4 with DLD
- 12 Non-Hispanic/Latino, 7 Hispanic/Latino

Methods

- Participants completed the CELF-4 and a survey
 - CELF-4 includes four subtests
 - A score below 80 suggests DLD
 - The survey asked participants to list the top two easiest and most difficult school-related activities from math, reading, writing, talking, listening, and making friends
 - Participants were prompted to explain their response

Subtest	Ability Tested	Task
Sentence Comprehension	Understanding of spoken sentences	Child selects illustrations that depict increasingly more complex sentences
Recalling Sentences	Short-term memory for language	Child reproduces increasingly longer and more complex sentences
Formulated Sentence	Forming complete and grammatically correct spoken sentences	Child creates sentences about an illustration
Word Structure	Ability to change word meanings by applying grammatically correct suffixes and to use appropriate pronouns	Child fills in incomplete sentences that describe accompanying illustrations

Table 1: Descriptions and associated tasks of CELF-4 subtests

Explanations from children who identified making friends as a strength :	“It is easy because people like me and I'm funny.”	“I make friends [at] school. It's easy to talk.”	“Making friends is easy because it is fun to play with someone new.”
Explanations from children who identified making friends as a weakness :	“I feel like they are going to turn down on my offer and I feel shy.”	“Because [it] is hard to ask people if I could be their friend.”	“I always need my friends to be there with me when I make new friends.”

Table 2: Participants' explanations for listing “making friends” as a **strength** or **weakness**

Findings

- For every 1-point increase in CELF-4 score, the odds of a child listing their **ability to make friends** as a **strength** decreased by **1.8%**
- However, there is only a non-significant trend of this inverse relationship between a child's *language skills* and **perception of their ability to make friends**
 - There is no statistically significant link between a child's *language skills* and their **perception of their ability to make friends** in this group ($p = .067$)
- More children with low *language skills* (e.g., children with DLD) listed their **ability to make friends** as a **strength** than as a **weakness**

- Although *language skills* do not appear to be a significant predictor of **self-perceived ability to make friends** in this sample, there is a trend suggesting that higher CELF-4 scores might predict that a child is more likely to **perceive their ability to make friends** as a **weakness**

Implications

- This study supports collecting data with a larger sample size to explore further whether *language skills* are a predictor of **self-perception of ability to make friends**
- This study's findings also align with other work investigating children with DLD's self-perceptions of word learning (Goussak et al., 2022), suggesting children with DLD's self-perceptions are not in line with their skill levels

Future Directions

- Future research should investigate children with DLD's self-perception of **other skills** to see whether the inverse relationship between self-perception and *language skills* persists

Results

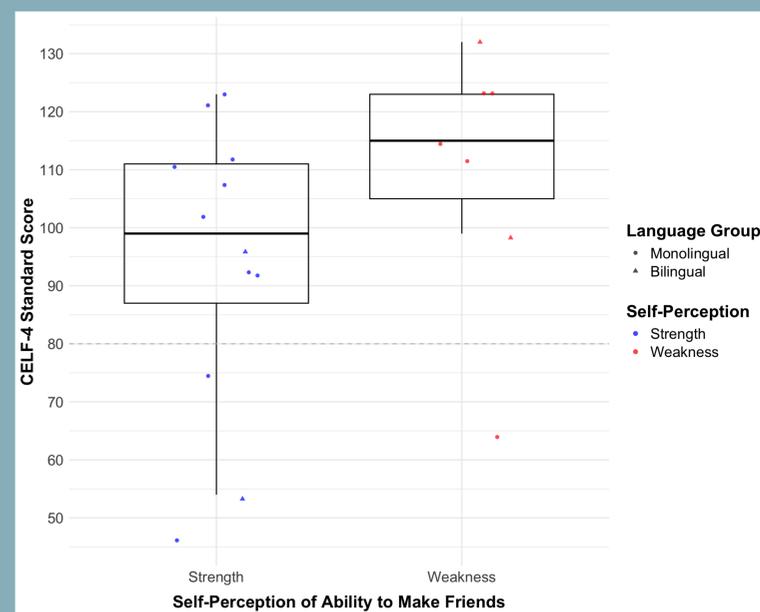


Fig. 1: Self-perception of ability to make friends (**strength/weakness**) and CELF-4 scores

	This Group (n=19)	Normative Sample
Mean CELF-4 score	99.89	100
SD in CELF-4 score	25.50	15

Table 3: CELF-4 score statistics for this group compared to the normative sample

Predictor of Perceived Ability to Make Friends	Estimate	Standard Error	p
Intercept	1.69	0.41	.033
CELF-4	0.98	0.01	.067
Gender	1.22	0.29	.404
Age	0.89	0.10	.302
Language	0.61	0.19	.119
Language Development	2.55	1.43	.095
Ethnicity	0.75	0.16	.178

Table 4: Results from logistic regression of CELF-4 scores on **self-perception of making friends** (**strength/weakness**)

Acknowledgements & References

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