

SCALE FOR ASSESSING THE DEVELOPMENT OF SOCIAL SKILLS OF 5-6-YEAR-OLD CHILDREN IN VIETNAM RESEARCH OVERVIEW AND SUGGESTIONS FOR VIETNAM

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Abstract: *This research used the scale which is an important tool in monitoring and evaluating the social skills of 5-6-year-old children to determine the level of development of these life skills of children and from there made recommendations. Appropriate and timely impacts, helping children feel confident and ready to enter grade 1. The purpose of this article is to use qualitative methods to collect and systematize research evidence on building an assessment scale. Social skills of 5-6-year-old children from typical research works were found in databases and search engines. The results of this study have (1) shown the advantages and limitations of existing social skills assessment scales for 5-6-year-old children and (2) proposed to build a Social Skills Scale of 5-6-year-old children by the current context in Vietnam. From here, future research can be conducted to determine the reliability, validity, validity, and objectivity of the scale to assess children's social skills at 5-6-year-old, from then on it will be used in assessment activities for 5-6-year-old children in Vietnam.*

Keywords: *Toolkit, social skills assessment, social skills of 5-6-year-old children, preschool teachers.*

1. INTRODUCTION

Regarding assessing the development of preschool children, according to Pennsylvania's Departments of Education and Public Welfare Harrisburg (2005), there are two conceptual streams. First, it is the process of determining the level of implementation of educational program goals, systematically collect and interpret evidence to judge values from an action perspective. Phuc, H.D. N.L.D. (1996) believed that the timely systematic collection and explanation of the current status, possibilities or causes of educational quality and effectiveness, based on educational goals, is the basis for policies, next measures and actions. Second, assessing a child's development is a method or a way of collecting evidence such as test exercises, questionnaires... to describe the child's characteristics, or an analytical method, and describes the child's outcome or level of achievement of developmental expectations (Dowd, 1993). According to NAEYC and NAESC/SDE, (1992), "Assessment is the process of observing, recording, and recording what children do and why they do it" "Children's assessment - the process of seeing how children learn and develop development, acknowledge its importance and respond to children's needs to promote their learning. It means recording what children can do and how they do it in order to learn" (Jane Bertrand, 2007).

Therefore, it can be understood that assessing a child's development is the process of collecting information, analyzing, processing, and explaining the current state of the child's abilities (what the child can and can do), and determining the causes proposed measures to improve children's educational activities, gradually increasing children's achievements towards educational goals.

Assessing child development with the purpose of providing necessary information to plan teaching to promote child progress. There are 8 specific purposes: (1) Find out what the child is interested in, (2) Find out the child's strengths and difficulties, (3) Make decisions about interventions, (4) Explore the child's development, (5) Find out what the child is capable of in special areas, such as reading, (6) Provide appropriate guidance and response methods to what children can and cannot do, (7) As a basis for reporting to parents. Assessment aims: To support learning - to help children learn; To determine special needs (medical and special services); (8) Combined with program evaluation; Evaluate children's academic achievements to make teachers and schools more responsible. Assessment is the basis for many educational decisions affecting children, including planning for groups and individual children, and communication with parents (NAEYC & NAECS/SDE, USA, 1992). These are important foundations for assessing the development of social skills of 5-6-year-old children.

In current reality, in Vietnam, there is a need for important theoretical foundations as a foundation to build a toolkit to assess social skills of 3-6-year-old children, including a scale to measure the level of social skills development of children 5-6-years-old, helping organize effective assessment activities for children. This poses requirements for scientists to (1) Overview of research in the world and in Vietnam on social skills assessment scales of 5-6-year-old preschool children at preschools; (2) Point out and analyze the advantages and limitations of these assessment scales when applied in Vietnam in the current context, and (3) Proposal to develop a new assessment scale for 5-6-year-old children.

2. RESEARCH RESULTS

2.1. Introduction and analysis of social skills assessment scales for 5-6-year-old children

Through document research, it has been shown that to build a toolkit to assess social skills of children under 6 years old, we can choose to combine 06 tools to collect assessment information: (1) Observation of behavior, (2) Using behavioral rating scales, (3) Interviewing, (4) Using self-report tools, (5) Using expressive techniques and (6) Using sociological techniques. According to Nguyen T.D.H (2022), statistics of research by scientists have many in-depth studies on assessing the social skills of children in the world such as Ronald E., (1986); Riggio, Ronald E., (1986), Elliott, S. N., & Gresham, F. M. (1987), Bierman K.L., Montminy HP (1993), Michelle K. Dtrearay et al (1995), Gresham Frank M. (1981, 1996, 2016), there are 12 social skills assessment scales, of which 04 social skills assessment scales are suitable for use with 5-6-year-old children and can be summarized in the following table.

Table 1. Social skill assessment scales that are suitable for 5-6-year-old children

| SC assessment scale | The process of formation and development | Characteristics of each SC assessment scale |
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| 1/ Vineland Adaptive Behavior Scales - Vietnamese Edition, V-VSMC | <p>The Vineland Adaptive Behavior Scale Vietnamese Version (V-VSMC) is a translation and adaptation of the original Vineland Social Maturity Scale (VSMS) and the subsequent Vineland Adaptive Behavior Scale (V-Vineland).</p> <p>VSMS (1960s): Original Vineland Social Maturity Scale, developed by Stanley C. Silverstein and Robert S. Bricker.</p> <p>V-Vineland (1980s): Updated and comprehensive version of VSMS, with four areas: Communication, Socialization, Daily Living Skills, and Motor Skills.</p> <p>V-VSMC: Vietnamese translation and adaptation from V-Vineland, designed specifically for the Vietnamese context in 2005 and then Nguyen Duc Son and his colleagues carried out Vietnameseization and research on effectiveness and reliability 2012.</p> <p>Applicable subjects: Children aged 3-18 years old. Teenagers: 19-21 years old. Adults: From 22 years old.</p> | <p>V-VSMC includes four main domains, each divided into sub-domains and specific sections:</p> <p>Communication (4 indicators, 30 indicators): Receptive language, Expressive language, Reading, Writing, Nonverbal communication, Social communication</p> <p>Socialization (Social Skills) (5 indicators, 30 indicators): Social interaction, Personal responsibility, Self-care, Self-awareness, Rule-following, Community participation</p> <p>Daily living skills (6 indicators, 46 indicators) Personal living skills, Eating skills, Dressing skills, Movement skills, Toilet use skills, and Safety skills.</p> <p>Motor skills (4 indicators, 18 indicators) Motor skills, Fine motor skills, Visual-motor skills, Coordination skills.</p> <p>Overall, V-VSMC includes a total of 16 indices and 124 indicators. These indexes and indices provide a comprehensive assessment of a child's adaptive behavior across various aspects of daily functioning. Each item in V-VSMC is scored on a 3-point scale (0, 1, 2) based on the individual's performance level.</p> |

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| <p>2/ Scale for assessing social skills of Vietnamese children (V-SSRS)</p> | <p>VSSRS was developed based on the Social Skills Rating Scale (SSRS) by Gillham & Carter (1985).</p> <p>VSSRS was standardized and adapted into Vietnamese by the research team of the National Institute of Mental Health under funding from the Rockefeller Foundation in 2002.</p> <p>Applicable subjects: Children from 02-16 years old.</p> | <p>VSSRS includes 3 main indexes, each index is divided into specific indicators, including:</p> <p>Positive social skills index: Includes 5-6 indicators: Communication, Cooperation, Compliance, Responsibility and Confidence. Assess your child's ability to communicate effectively, interact positively, cooperate, and follow rules.</p> <p>Problem behavior index: Includes 5-6 indicators: Aggressive behavior, Opposition, Anxiety, Depression and Internalizing. Assess the child's level of aggressive behavior, oppositional behavior, anxiety, and depression.</p> <p>Learning index: Includes 2 indexes: Attention and Exercise completion. Assess your child's ability to pay attention, concentrate, and complete assignments.</p> <p>VSSRS is available in two versions: Teacher Edition and Parent Edition. Each version of the VSSRS includes 5 sub-scales, divided into 25 indicators (for teachers) or 20 indicators (for parents) to evaluate the frequency with which children demonstrate each behavior on a scale of 1. to 5 (1 = "never" to 5 = "always").</p> |
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| <p>3/Vietnam Adaptive Behavior Assessment Scale, V-ABAS) hay Vineland II</p> | <p>The Vietnam Adaptive Behavior Assessment Scale (V-ABAS) is adapted from the Adaptive Behavior Assessment Scale (ABAS) by Harrison & Oakland (2003). VABAS was standardized and adapted into Vietnamese by the research team of the National Institute of Mental Health under the sponsorship of the Bill & Melinda Gates Foundation in 2012.</p> <p>The current version of VABAS is widely used in schools, hospitals, psychological counseling centers, and special education facilities in Vietnam.</p> <p>Applicable objects:</p> <p>Children: From 3 months to 18 years old.</p> <p>Teenagers: From 19 to 21 years old.</p> <p>Adults: From 22 years old and up.</p> <p>People with disabilities: V-ABAS can be used to assess the level of functioning of people with intellectual, physical, or emotional disabilities.</p> <p>Individuals with developmental disorders: V-ABAS can be used to assess the functioning level of children with autism spectrum disorders, learning disorders, or other developmental disorders.</p> | <p>VABAS includes 04 main areas. Each area is divided into 21 sub-areas, and each sub-area includes a number of specific indicators. In total, V-Vineland has 21 indices and 115 indicators.</p> <p>Communication (4 indicators, 29 indicators): Ability to communicate verbally and nonverbally.</p> <p>Self-care (6 indicators, 36 indicators): Ability to care for oneself, including personal hygiene, eating, and dressing.</p> <p>Social integration (5 indicators, 30 indicators): Ability to interact with others and participate in social activities.</p> <p>Learning (4 indexes, 20 indicators): Ability to learn and absorb knowledge.</p> <p>VABAS is divided into 3 levels: 0-1-2. Each level is described as follows: Level 0: Children cannot perform the skill independently. Level 1: Children can perform the skill with assistance or supervision. Level 2: Children can perform skills independently. Additionally, VABAS is available in two versions:</p> <p>Short form (VABAS-SF): used for quick screening or when time is limited.</p> <p>Full form (VABAS-FF): used for more detailed assessment.</p> <p>Each version of the VABAS includes six subscales, divided into a total of 75 indicators (VABAS-SF) or 150 indicators (VABAS-FF). Indicators are statements that describe specific adaptive behaviors. Raters rate how often the child or adolescent exhibits each behavioral behavior on a scale of 1 to 5 (1 = “never” to 5 = “always”).</p> |
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| 4/ Preschool and Kindergarten Behavior Scales - PKBS) | <p>The scale was developed by Joan E. Pagani and Carolyn G. Reschly in 1991 and has version 2 in 2010, version 3 in 2019 including teacher version and parent version.</p> <p>Applicable subjects: Children under 6 years old.</p> <p>But not standardized and translated into Vietnamese yet.</p> | <p>PKBS scale version 3 in 2019 includes 6 indicators (Cooperation, Adaptability, Autonomy, Self-regulation, Communication skills, Problem solving skills) including 24 indicators for teacher version and 18 indicators for parent version. PKBS is performed by filling out a questionnaire. The teacher or parent will rate how often the child exhibits the behaviors described in the indicators. This frequency is rated on a scale of 1 to 5-6 (1 being “never” and 5 being “always”).</p> |
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In addition to the relevant scales for assessing social skills listed above, currently, in Vietnam, experts are using the Vietnamese children’s behavior and social skills assessment scale (VBSC), adapted from the Behavior Assessment System for Children (BASC) by Reynolds & Kamphaus (1990). VBSC is used to assess children’s communication, cooperation, problem-solving and self-confidence. VBSC includes 02 main assessment scales listed above:

a/ Vietnam Adaptive Behavior Assessment Scale, V – ABAS or Vineland II: Assesses children’s behaviors in different areas

b/ The Vineland Social Skills Rating Scale - Vietnamese Edition, V - SSRS.

During the research process and standardizing the scale, converting it into Vietnamese, and using it, there are some issues as follows.

First, about ways to assess the frequency of performing social skill behaviors of 5-6-year-old children.

Most rating scales use a scale of 1 to 5 to rate the frequency of behaviors. Specifically: 1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always. However, it should be noted that the maximum number of points for each behavior may vary depending on the version used. For example, some versions of PKBS use a 5-point scale, while others use a 6-point scale. In addition, the way the score scale is interpreted may also vary depending on the PKBS version. Some versions of PKBS use a descriptive scale, while others use a quantitative scale. Therefore, it is important to carefully read the user manual for the specific version of PKBS you are using to understand how the scale is evaluated and interpreted. Here are some examples of how to interpret the PKBS scale: Behavior 1: Children share toys with friends. 1: Children never share toys with friends. 2: Children rarely share toys with friends. 3: Children sometimes share toys with friends. 4: Children often share toys with friends. 5: Children always share toys with friends. For Behavior 2: Children follow the

teacher's instructions. 1: Children never follow the teacher's instructions. 2: Children rarely follow teachers' instructions. 3: Children sometimes follow the teacher's instructions. 4: Children regularly follow the teacher's instructions. 5: Children always follow the teacher's instructions.

For the V-Vineland II assessment scale, it is divided into 3 levels: 0-1-2. Each level is described as follows: Level 0: Children cannot perform the skill independently. Level 1: Children can perform the skill with assistance or supervision. Level 2: Children can perform skills independently. Specifically as follows, *Communication skills*: Level 0: Children do not understand any words. Level 1: Children understand some simple words. Level 2: Children understand most words and phrases. *Daily living skills*: Level 0: Children need help with eating, dressing, and personal hygiene. Level 1: Children can eat, dress, and clean themselves with assistance. Level 2: Children can eat, dress, and clean independently. *Socialization skills*: Level 0: Children have no friends and do not participate in social activities. Level 1: Children have a few friends and participate in some social activities with help. Level 2: Children have many friends and participate in social activities independently. *Motor skills*: Level 0: Children cannot walk or grasp objects. Level 1: Children can walk and grasp objects with assistance. Level 2: Children can walk and hold objects independently. Thus, a 3-level scale will be more convenient for experts and educators when evaluating children.

However, for the assessment of social skills, it is a comprehensive skill that is related to the component skills in the group of social skills, communication skills, and daily living skills. Therefore, the Vietnam Adaptive Behavior Assessment Scale VABS version 2 is not a suitable scale that can help comprehensively and accurately assess the level of social skills development of 5-6-year-old children. In addition, it is worth noting that some words of this scale can cause difficulties for preschool teachers in the process of assessing children. Specifically, the phrase "independently" can be understood as children can perform operations by themselves without the need for suggestions or help from others. However, for "Level 0: Children cannot perform skills independently" and "Level 1: Children can perform skills with assistance or supervision." are understood with equivalent meanings. Specifically, children cannot perform the operations of this skill by themselves.

This requires the development of a scale to assess the social skills of 5-6-year-old children with detailed instructions for use, helping educators, especially preschool teachers, to more conveniently apply it in their classrooms.

Second, about the effectiveness of applying social skills assessment of 5-6-year-old children in Vietnam

The Vietnamese social skills assessment scale, VSSRS, was developed based on the Social Skills Assessment Scale (SSRS), focusing on assessing the Positive Social Skills Index, which is suitable for 5-6-year-old children because of its characteristics. Children's psychology, physiology, and cognition still have many limitations. This scale includes 5 indicators: Communication, Cooperation, Compliance, Responsibility, and Confidence. Assess your child's ability to communicate effectively, interact positively, cooperate, and

follow rules. Therefore, VSSRS has not comprehensively and detailedly assessed the social skills of children at this age.

The Vietnam Adaptive Behavior Assessment Scale VABS version 2, also known as Vineland II in 2005, was Vietnameseized and researched for validity and reliability by author Nguyen Duc Son and his colleagues. Then, this scale was used to evaluate the adaptive behavior of 80 children aged 3 - 6 years old. Cronbach α index for 5 fields also reached over 0.9. Thus, the scale has good reliability when evaluated on Vietnamese children within the scope of the study. Author Nguyen T.V (2015) believes that the Vietnameseized Vineland II scale can be used to assess the level of psychological development of Vietnamese children in research and practice. However, the process of Vietnameseizing and using the scale also revealed some cultural and linguistic issues, requiring research on a larger and more diverse sample to gradually standardize the scale.

The PKBS preschool and kindergarten social skills assessment scale used in Vietnam is mainly the original English version or translations made by organizations/children that have not been officially standardized. Some information about the use and translation of PKBS in Vietnam is as follows: In 2015, the study “Evaluating the standardization of the PKBS assessment scale on 5-year-old preschool children in Hanoi” by the author group Nguyen Thi Minh Nguyet, Vu Thi Ngoc Mai, and colleagues used the original English version of the PKBS scale to evaluate 300 5-year-old preschool children in Hanoi. This study shows that the PKBS scale has high reliability and validity when used with Vietnamese preschool children. However, this study is only for reference and cannot confirm the standardization of the PKBS scale for Vietnamese children. In 2019, Hanoi University of Education 2 implemented the research project “Translating and standardizing the Vietnamese version of the PKBS Assessment Scale. However, information about the results of this research has not yet been published. Because there is no officially standardized Vietnamese version of PKBS, the use of this assessment scale should be done with caution and careful consideration.

Therefore, up to now, experts recommend using the assessment results from the assessment scales listed in Table 1 for reference only and need to be combined with the 6 other assessment tools mentioned above to have a comprehensive assessment of children’s social skills, especially 5-6-year-old children, preparing to enter grade 1.

2.2. Proposal to develop a social skills assessment scale for 5-6-year-old children suitable for the Vietnamese context

From the above analysis, it is shown that the problem is to build a new scale that can measure the component skills of Social Skills of 5-6-year-old children in Vietnam in a more comprehensive and detailed way.

In the study of author Nguyen T.D.H (2024), it was determined that the Social Skills of 5-6-year-old children in Vietnam include 3 groups of social skills expressed in 10 component skills with 29 specific manifestations.

Table 2. Summary of criteria for assessing social skills of 5-6-year-old children

| Skills | Description | Manifestations |
|---|--|--|
| a/ Social cognitive skills group | | |
| 1. Identify social norms and rules of social communication | A skill that helps children observe and recognize rules and instructions in places where they participate in activities (family, classroom and public places). This is an important skill that helps children consciously comply with social rules in communication and activities such as being polite to elders, giving in to children, pouring water to invite guests,... and rules such as: Waiting in line for your turn, not picking flowers, disposing of trash properly, storing belongings in the right place in class, at home, in public places. Children understand these rules through teaching or example from adults. | 1.1 Children recognize simple social communication methods (greeting, thanking, apologizing). 1.2 Children understand cultural behaviors |
| 2. Identify and discover problems that need to be solved; State solutions and options | A skill that helps children recognize the problems they have to solve, on that basis, come up with solutions, explain the results of each solution and finally know how to choose the optimal solution/solution. This skill is extremely important for children to proactively solve situations in life, because if they do not recognize problems and solutions, children will not know what to do and become passive and indifferent. life. For example: a friend in class has a very pretty hairpin. During nap time, he takes it off and puts it in his closet. Children really want to try it on their head. But it's your clip, the child knows he can't arbitrarily grab it and clip it. Children know their needs and desires, they can state problems and reasons why they are not met. | 2.1 Children recognize needs and know how to compare desires and needs with rules and regulations or practical conditions to determine the ability to meet needs. 2.2 Children discover what the problem is that needs to be solved. In addition to understanding needs, desires or problems, children also need to recognize the problem that needs to be solved to satisfy and meet needs and desires. 2.3 Children can propose ways to solve the problem and choose the optimal way. After recognizing the problem that needs to be solved, children propose ways to solve the problem. |
| 3. Evaluation comments | A skill that is a youth skill based on correct awareness of issues in social life, based on existing knowledge and experiences to form their own opinions to analyze and explain right and wrong, should or should not. This skill is extremely important when observing real life, observing what happens around children, so that children know right from wrong, and learn lessons for themselves. For example, when observing a situation where a child asks his mother to pick flowers at the park, he knows that such action is not recommended or not allowed. In this situation, children will look at the flowers but not pick them because picking flowers is prohibited here. | 3.1 Children recognize right and wrong actions, should and should not be done by themselves, their friends, and others. 3.2 Know how to evaluate the level of their actions and those of people around them through the words: should - should not; praiseworthy - blameworthy; lovable. 3.3 Children know how to put themselves in that situation/ circumstance and say how to solve/act correctly. |

| b/ Group of behavioral and social communication skills | | |
|--|---|---|
| 4. Children can express their own emotions in accordance with social rules | A skill that helps children correctly assess the emotions of others and know how to express their own emotions in accordance with relationships/situations. This skill plays an important role for children to communicate successfully in daily interactions. For example: Children know how to act, care positively such as finding out why that person has that feeling, and know how to interact appropriately to share, empathize, comfort or share joy with relatives and friends and know how to display behavior and attitudes that positively impact the emotions of others. Or when receiving gifts, being cared for and loved, when doing good deeds, children will express happy emotions, but when parents are sick, teachers are unhappy, or friends have sad things, children will be sad and ask questions. | 4.1 Children recognize other people's emotions: happy, sad, angry, ... Children know other people's feelings through their facial expressions, eyes, gestures, movements, ..., and know how to explain emotions correctly. 4.2 Children know how to express behaviors and attitudes that affect other people's emotions: comfort, encourage ... with appropriate words and actions. 4.3 Children know how to express positive emotions appropriate to the circumstances, situations and objects. |
| 5. There are ways to show gratitude and concern for and help others | Gratitude helps children appreciate the positive things in their lives and recognize and appreciate what others do for them. Gratitude helps children understand how others do things for them and teaches them that they themselves can do good things for others, meaning they not only "receive" but also know how to "give". | 5.1. Children know and say what others do for them. 5.2 Children know how to express gratitude appropriately through words, actions, and emotional attitudes. Know how to do good things for others, know how to care for and help others. |
| 6. Practice cultural communication behavior | A skill that helps children express themselves through speech, behavior, and appropriate, civilized and polite attitudes when interacting with others. This skill greatly affects children's success in life. To have cultural communication behavior requires the coordination of many other skills such as: self-awareness skills, negotiation skills, critical thinking skills, sharing/ sympathy skills, and communication skills. restrain,... Children also know how to use some words: <i>hello, goodbye, thank you, sorry, please excuse me, yes, etc.</i> appropriately to the communication situation, without swearing, cursing or using use inappropriate language. | 6.1 When meeting new friends, new people, children know how to make friends, know how to make a good impression on the person they are talking to. 6.2 Can listen actively and respond with appropriate gestures, facial expressions, and eye contact. Know how to wait for their turn in communication, conversation, and discussion. 6.3 Can adjust their voice (volume, intonation, and tone) to suit the communication situation. 6.4 Can express, present, and discuss simple, specific issues in a logical, clear, and coherent manner. 6.6 Can use polite words and polite communication behaviors |
| c/ Group of social adaptation skills | | |
| 7. Skills to adapt to new situations | A skill that helps children integrate into new lives/situations. This skill is very important for children 5-6-6 years old, the age of preparation for big changes when entering grade 1. When facing a new environment, if children have adaptive skills, they will be confident, agile, happy to participate, cooperate and integrate into the new environment and so children will succeed in activities. | 7.1 Children are aware of the rules and instructions of the new environment. 7.2 Children know how to actively and voluntarily comply with the rules and instructions of the new environment. 7.3 Children are active in the new environment. 7.4 Know how to seek/request necessary help when arriving in the new environment |

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| 8. Control emotions when changing the social environment | When coming to a new environment, the unfamiliarity can easily make children feel stressed and even scared. To adapt to new situations, the child must be able to control their emotions, be calm, and not be stressed or afraid. When listening to adults talking about change, children listen and obey, they have a cooperative accepting attitude, do not cry, protest or demand, set conditions, etc. | 8.1 Accept change positively. When having to change to a new environment such as: to another class, new teacher, new bedroom, new friends, children have a positive attitude. 8.2 Can control negative emotions. Children know how to stay calm in the face of events, control emotions. Children can stop and think before reacting to the situation to behave appropriately. |
| 9. Handle/resolve conflicts | This skill helps children to resolve conflicts peacefully, play easily with others, take turns and accept responsibility for their actions, and be able to seek help when encountering unwanted situations. Without the skills to control emotions and cope with stress, children will fall into a state of panic, cry in fear, and act unsafely such as running around, following strangers, etc. In addition, children can agree, even compromise to resolve conflicts and meet the wishes of both sides (even if only partially). | 9.1 can calm down, avoid the action of flour, rushing causing bad consequences, 9.2 Finding methods of processing and resolving. 9.3 can negotiate and negotiate without hurting anyone. |
| 10. Cooperate with everyone | This skill helps children to be confident, willing, sociable and active when participating in organizations or social groups. Can build trust, affection, share love to maintain relationships, can share experiences, tools, and toys to successfully carry out activities. Be willing to help when others are in trouble. This skill is often expressed in the family environment, friends in class, in school and in organizations and activities in society. | 10.1 Proactive, confident, cheerful, actively coordinate to perform tasks with others 10.2 Accept the assignment of the group, of adults, properly implement the requirements and regulations of the place where children participate in interaction. 10.3 Listen to the opinions of friends, of adults. Can exchange opinions with friends, adults, have critical thinking 10.4 Agree, negotiate to resolve conflicts that arise during cooperative activities in a positive way. |

The scale of social skills level of 5-6-year-old children is shown in the Questionnaire for preschool teachers and parents and in the Exercise form for children. The social skills assessment scale of 5-6-year-old children is divided into 3 levels: 0-1-2 with corresponding scoring methods.

Level 0 (0 points): Cannot perform. The child never or very rarely performs the activity, or never performs it without physical assistance or reminders. If the child fails to perform the activity, a score of 0 will be given regardless of the reason.

Level 1 (1 point): Can perform occasionally but requires a lot of time and prompting. When performing occasionally or partially without support or reminders.

The child sometimes performs the behavior correctly but not often. The child only performs part of the activity successfully.

Level 2 (2 points) Can perform the activity quickly, completely and often. Performs it often or regularly without support or reminders.

This index 3 includes 03 indicators. 3.1 Children recognize right and wrong actions, should or should not, of themselves and of you and others. 3.2 Know how to evaluate the level of actions of yourself and those around you through sentences: should - shouldn't; worthy of praise - worthy of criticism; lovely. 3.3 Children know how to put themselves in that situation/circumstance and say how to solve/act correctly.

Table 3. Scale for measuring the level of social skills of 5-6-year-old children - Initial construction

| Component capacity | Expression | Levels of expression | | |
|------------------------|--|---|--|---|
| | | 0 | 1 | 2 |
| 3. Evaluation comments | 3.1. Identify and state right and wrong actions | Not recognizing and not pointing out right or wrong actions | Recognize and point out right and wrong actions, but it takes a lot of time and requires the questioner's suggestion. | Recognize and point out right and wrong actions quickly and completely. |
| | 3.2. Comment on the level of actions of yourself and those around you through sentences: should - shouldn't; worthy of praise - worthy of criticism; lovely. | Do not comment on the level of your actions or those around you | Comment on the level of actions of yourself and people around you, but it takes a lot of time and requires suggestions from the questioner. | Comment on your actions and those around you quickly and completely. |
| | 3.3 Children know how to put themselves in situations and talk about solutions | If you don't put yourself in the situation and can't say how to solve it, you won't be able to solve it | Putting yourself in the situation and coming up with a solution is possible, but it takes a lot of time and requires the questioner's suggestions. | Put yourself in the situation and figure out how to solve it |

Situational exercises: Present the situation and invite children to solve the situation. If the child answers correctly, they will achieve Level 2. If the child does not answer or answers incorrectly, then give suggestions. If the child continues to not answer, give instructions to summarize the situation and provide knowledge for the child.

Situation: Mai goes to the park with her mother. There is a sign prohibiting picking flowers and breaking branches in the park. Mai sees a beautiful flower and keeps asking her mother to pick the flower. What do you think about Mai's action?

Answer: That action is not advisable or not allowed. In this situation, children will look at the flowers but not pick them because there is a sign prohibiting picking flowers.

1/ Question: What do you think about Mai's action? The child answers correctly (Level 2)

2/ Suggestion: That action is not advisable or not allowed. In this situation, children will look at the flowers but not pick them because there is a sign prohibiting picking flowers. (Level 1)

3/ Instructions: Do you agree or disagree? If you were me, what would you do? (Level 0)

| Component capacity | Expression | Levels of expression | | |
|------------------------|--|---|---|--|
| | | 0 | 1 | 2 |
| 3. Evaluation comments | 3.1. Identify and state right and wrong actions Situation: Mai went to the park with her mother. There was a sign prohibiting picking flowers in the park. Mai saw a beautiful flower and asked her mother to pick it. What do you think about Mai's action? Answer: This action is not recommended or not allowed. In this situation, children should look at the flowers but not pick them because there is a sign prohibiting picking flowers. | Not recognizing and not pointing out right and wrong actions. | Recognizing and pointing out right and wrong actions but it takes a lot of time and requires the questioner's suggestion. | Recognizing and pointing out right and wrong actions quickly and completely. |

Skill Classification: The total assessment scores of the 3 groups with 10 indexes and 29 indicators are averaged and then considered as follows.

Score from 0 to 1: Social skills of 5-6-year-old children are at a low level.

Score from 1.5 to 2: Social skills of 5-6-year-old children are at an average level

Score from 2 to 3: Social skills of 5-6-year-old children are at a high level.

Thus, the Scale for assessing social skills of 5-6-year-old children in Vietnam can be considered a practical suggestion for educators in assessing the development of 5-6-year-old children in Vietnam.

3. CONCLUSION

The results of this study have introduced scales to assess the social skills of 5-6-year-old children in the world and in Vietnam. At the same time, the results of the article were analyzed to point out the advantages and limitations of existing social skills assessment scales for 5-6-year-old children and from there to propose to build a social skills scale for children aged 5-6 years old. 5-6-year-old children are suitable for the current context in Vietnam. The limitation of this study is that testing has not been conducted to determine the reliability, validity, validity, and objectivity of this scale to assess the social skills of 5-6-year-old children. This is considered a gap for further research. In addition, in the future, it is possible to consider transferring the toolkit into a smartphone application for wider, national use.

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