

## Interpersonal Negotiations Strategies (INS)

|                                  |  |
|----------------------------------|--|
| Availability                     | Please email the authors for information about obtaining the instrument:<br><a href="mailto:robert_selman@gse.harvard.edu">robert_selman@gse.harvard.edu</a>   |
| Classification:                  | <b>Supplemental:</b> Traumatic Brain Injury (TBI)  |
| Short Description of Instrument: | The Interpersonal Negotiations Strategies (INS) measures social cognition through semi-structured interview. Four scenarios are presented to the subject, who must employ social problem-solving skills to work through four steps: defining the problem, generating alternative strategies, selecting specific strategy, and evaluating outcome.  |
| Scoring:                         | For each task, the child's response is scored on a scale from 1-4 (impulsive = 1 point, unilateral = 2 points, reciprocal = 3 points, or collaborative = 4 points). An average score is obtained from the four problems. Higher scores indicate better interpersonal negotiation strategies.   |
| References:                      | <p>Yeates, K., Schultz, L., and Selman, R. (1990). Bridging the gaps in child-clinical assessment: Toward the application of social-cognitive development theory. <i>Clin Psychol Rev</i> 10, 567-588.</p> <p>Janusz, J., Kirkwood, M., Yeates, K., and Taylor, H. (2002). Social problem-solving skills in children with traumatic brain injury: Long-term outcomes and prediction of social competence. <i>Child Neuropsychol</i> 8, 179-194.</p> <p>Yeates, K., Schultz, L., and Selman, R. (1991). The development of interpersonal negotiation strategies in thought and action: A social cognitive link to behavioral adjustment and social status. <i>Merrill Palmer Q</i> 37, 369-406.</p> <p>Hanten, G., Wilde, E., Menefee, D., Li, X., Lane, S., Vasquez, C., Chu, Z., Ramos, M., Yallampalli, R., Swank, P., Chapman, S., Gamino, J., Hunter, J., and Levin, H.(2008). Correlates of social problem solving during the first year after traumatic brain injury in children. <i>Neuropsychology</i> 22(3), 357-370.</p> |