

APPENDIX III
TEACHER REPORT ON STUDENTS

A. Responsibility Scale

Citation: IES/CDC constructed scale

Respondent: Teacher Report on Student

Items:

1. Asks before borrowing or taking something
2. Takes responsibility for own actions.
3. Apologizes when he/she has done something wrong.
4. Takes care of borrowed belongings or materials.
5. Denies wrongdoing even when confronted with evidence.
6. Tries to get away with things that he or she knows are wrong.
7. Returns borrowed belongings or materials.
8. Takes care of own things.

Scale: 1: Never
2: Sometimes
3: Often
4: Almost always

Revisions and Notes:

- The responses are based on the child's behavior in the past 30 days.

B. Social Competence

Citation: Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. *Journal of Consulting and Clinical Psychology, 67*, 631-647.

Respondent: Teacher Report on Student

Items:

1. Can accept things not going his/her way.
2. Copes well with failure.
3. Accepts legitimate imposed limits.
4. Expresses needs and feelings appropriately.
5. Thinks before acting.
6. Resolves peer problems on his/her own.
7. Can calm down when excited or all wound up.
8. Can wait in line patiently when necessary.
9. Is very good at understanding other people's feelings.
10. Is aware of the effect of his/her behavior on others.
11. Works well in a group.
12. Plays by the rules of the game.
13. Controls temper when there is a disagreement.
14. Shares materials with others.
15. Cooperates with peers without prompting.
16. Is helpful to others.
17. Listens to others' points of view.
18. Can give suggestions and opinions without being bossy.
19. Acts friendly towards others.

Scale: 1: Never
2: Sometimes
3: Often
4: Almost always

Revisions and Notes:

- The original 5-point response scale (*Not at all, A little, Moderately well, Well, Very well*) was not time-dependent and was constructed for teacher report
- The responses are now based on the child's behavior in the past 30 days.

C. BASC Aggression Subscale; Teacher

Citation: Reynolds, C.R., & Kamphaus, R.W. (1998). *Behavioral Assessment System for Children*. Circle Pines, MN: American Guidance Service Inc.

Respondent: Teacher Report on Student

Number of items: 13

Items:

The items in the Aggression Subscale are part of a copyrighted instrument and thus not displayed in this package. The scale consists of 13 items to which the respondent reports how often the child engages in physical, verbal, and relational aggressive acts. Items are rated on a scale ranging from 0 (Never) to 3 (Almost Always).

Revisions and Notes:

- Items from the BASC are copyrighted. Permission required from the American Guidance Service for use and reproduction. Administration fee required.

D. BASC Conduct Problems Subscale; Teacher

Citation: Reynolds, C.R., & Kamphaus, R.W. (1998). *Behavioral Assessment System for Children*. Circle Pines, MN: American Guidance Service Inc.

Respondent: Teacher Report on Student

Number of items: 11

Example Items:

The items in the Conduct Problems Subscale are part of a copyrighted instrument and thus not displayed in this package. The scale consists of 11 items to which the respondent reports how often the child engages in socially deviant and disruptive behaviors. Items are rated on a scale ranging from 0 (Never) to 3 (Almost Always).

Revisions and Notes:

- Items from the BASC are copyrighted. Permission required from the American Guidance Service for use and reproduction. Administration fee required.

E. ADHD Symptomology (Iowa Connors Teachers Rating Scale and DSM IV Criteria)

Citation: Loney, J. & Milch, R. (1982). Hyperactivity, inattention, and aggression in clinical practice. *Advances in Developmental Behavioral Pediatrics*, 3, 113-147.

Respondent: Teacher Report on Student

Items:

1. Fidgets
2. Hums and makes other odd noises
3. Is excitable or impulsive
4. Is inattentive or easily distracted
5. Interrupts and intrudes on others
6. Fails to finish things he or she starts (short attention span)
7. Loses things necessary for tasks and activities
8. Has difficulties organizing tasks and activities
9. Is always on the go as if "driven by a motor"
10. Blurts out answers before questions have been completed

Scale: 0: Never

1: Sometimes

2: Often

3: Almost Always

Revisions and Notes:

- The original IOWA Connors scale consists of 16 items.
- Some items from the original IOWA Connors were left out, some were re-worded, and additional items were constructed based on the DSM IV criteria for ADHD.
- The original 7-point scale (*Never...Always*) was revised.

F. Altruism Scale

Citation: Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. *Social Psychology of Education, 4*, 3-51.

Respondent: Teacher Report on Student (adapted from Child Report)

Number of items: 8

Items:

1. Helped someone who was hurt.
2. Cheered up someone who was feeling sad.
3. Helped someone who was being picked on.
4. Helped someone who fell down.
5. Got help for someone who was hurt.
6. Helped an older person.
7. Stopped a child from hurting another child.
8. Helped a younger child who was lost.

Scale: 0: Never

1: Sometimes

2: Often

3: Almost Always

Revisions and Notes:

- This scale was developed as a child report, but has been adopted for use as a Teacher report for the SACD study.
- Items for the child report were obtained from the authors for use in the Social and Character Development Evaluation only. For item and scale information, contact Dr. Victor Battistich, Division of Educational Psychology, Research, and Evaluation, College of Education, University of Missouri – St. Louis.

G. Academic Competence and Motivation

Citation: None. IES/CDC constructed this scale based on: Gresham, F.M., & Elliott, S.N. (1990). Social Skills Rating System. Circle Pines, MN: American Guidance Service. Also based on: Achenbach, T. M. (1991). Manual for the Teacher's Report Form and 1991 profile. Burlington, VT: University of Vermont, Department of Psychiatry.

Respondent: Teacher Report on Student

Items:

1. In reading, how does this child perform?
2. In mathematics, how does this child perform?
3. Overall, this child's intellectual functioning is:
4. Overall, this child's academic performance is:
5. Compared to the average 3rd grade student, this child's overall motivation to succeed academically is:

Revisions and Notes:

- For items 1-4, teachers rate each child's performance as compared to grade-level standards, a modification of the SSRS obtained from the Achenbach TRF: *Far below grade level, Somewhat below grade level, At grade level, Somewhat above grade level, Far above grade level.*
- For item 5, teachers rate each child's motivation as compared to the average third-grade child: *Extremely low, Low, Average, High, Extremely high.*

H. Parent and Teacher Involvement Measure; Teacher

Citation: CPPRG (1991). Parent-Teacher Involvement Measure (Online). Available: <http://www.fasttrackproject.org/>

Respondent: Teacher Report on Student

Items:

Since the beginning of this school year, how often have this child's parents or guardians done the following actions?

1. Called you on the phone
2. Volunteered at school
3. Written you a note or email
4. Asked questions or made suggestions about this child
5. Been invited to a parent-teacher conference
6. Attended a parent-teacher conference

Scale: 0: Never, 1: Once or twice, 2: Almost every week, 3: More than once a week, 4: Cannot judge

7. How well do you feel you can talk to and be heard by this child's parents or guardians?

Scale: 1: Not at all, 2: A little, 3: Somewhat, 4: Well, 5: Very well, D: Cannot judge

8. How involved is this child's parent or guardian in his/her education and school life?

Scale: 1: Not at all, 2: A little, 3: Somewhat, 4: Involved, 5: Very involved, D: Cannot judge

9. Compared to the parents of other children in your class, how would you rate the encouragement to succeed academically that this child receives from his/her parents or guardians?

Scale: 1: Very low, 2: Somewhat low, 3: About average, 4: Somewhat high, 5: Very high, 6: Cannot judge

Revisions and Notes:

- Item 9 was constructed by IES/CDC. Item 3 did not contain a reference to email in the original version of the scale.
- Some items in the original measure were dropped because of concerns about a teacher's ability to report about specific behaviors and about generalization to diverse populations, and the items did not reflect the primary caregiver's degree of involvement.
- The original 5-point response scale for items 1-6 (*Never, Once or twice a year, Almost every month, Almost every week, More than once per week*) was based on the past year; this was changed to a 4-point response scale based on the past 30 days. For items 7 and 8 the original response scale was: *Not at all, A little, Some, A lot, A great deal*.

I. Minor Truancy and Discipline Problems (added for Spring 2007 data collection).

Citation: None. IES/CDC constructed this scale.

Respondent: *Teacher Report on Student*

Items: *Thinking about the entire school year, was this child:*

1. *Frequently late for school?*
2. *Frequently absent from school?*
3. *Sent to the office for behavior or discipline problems?*
4. *Given an in-school suspension or detention?*
5. *Suspended from school?*

Scale: 1: Yes, 0: No