

**Teacher Report -- Part II**

**SSRS-T Form**

# Teacher Report (Part II)

## LESSONS IN CHARACTER STUDY

Social Skills Questionnaire - TEACHER FORM  
Grades 1-5

Thank you, in advance, for responding to the following questions. This instrument is being administered as part of a long-term research project by WestEd to examine the impact of the *Lessons in Character Program* (LIC) — an English language arts-based character education program — on student academic performance, attendance, school motivation, and endorsement of universal values consistent with character education. WestEd, a research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

This survey is designed for you to rate the social skills (Part A) and academic competence (Part B) of specific children in your classroom. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0826. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Rafael Valdivieso, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 506E, Washington, D.C. 20208.

Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Please contact Dr. Barbara Dietsch with any questions at 562.799.5126 or by email at [bdietsc@wested.org](mailto:bdietsc@wested.org).

**Part A.**

For items 1-48, read each item and think about this student's behavior during the past month or two. Decide **how often** the student does the behavior described.

- If the student **never** does this behavior, mark the **1**<sup>1</sup>
- If the student **sometimes** does this behavior, mark the **2**
- If the student **very often** does this behavior, mark the **3**

Here are two examples:

	How Often?		
	Never	Sometimes	Very Often
Shows empathy for peers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>
Asks questions of you when unsure of what to do in schoolwork.	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>
<i>This student <b>very often</b> shows empathy for classmates. Also, this student <b>sometimes</b> asks questions when unsure of schoolwork.</i>			

**Please do not skip any items.**

In some cases you may not have observed the student perform a particular behavior. Make an estimate of the degree to which you think the student would probably perform that behavior.

**Social Skills**

	How Often?		
	Never	Sometimes	Very Often
1. Controls temper in conflict situations with peers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
2. Introduces herself or himself to new people without being told.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
3. Appropriately questions rules that may be unfair.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Compromises in conflict situations by changing own ideas to reach agreement.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
5. Responds appropriately to peer pressure.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
6. Says nice things about himself or herself when appropriate.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
7. Invites others to join in activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
8. Uses free time in an acceptable way.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
9. Finishes class assignments within time limits.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
10. Makes friends easily.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
11. Responds appropriately to teasing by peers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
12. Controls temper in conflict situations with adults.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
13. Receives criticism well.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
14. Initiates conversations with peers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
15. Uses time appropriately while waiting for help.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
16. Produces correct schoolwork.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
17. Appropriately tells you when he or she thinks you have treated him or her unfairly.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
18. Accepts peers' ideas for group activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
19. Gives compliments to peers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
20. Follows your directions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

<sup>1</sup> If bubble font is used in this survey administration, "mark" will be replaced with "bubble in".

### ***Social Skills***

	How Often?		
	Never	Sometimes	Very Often
21. Puts work materials or school property away.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
22. Cooperates with peers without prompting.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
23. Volunteers to help peers with classroom tasks.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
24. Joins ongoing activity or group without being told.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
25. Responds appropriately when pushed or hit by other children.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
26. Ignores peer distractions when doing class work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
27. Keeps desk clean and neat without being reminded.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
28. Attends to your instructions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
29. Easily makes transition from one classroom activity to another.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
30. Gets along with people who are different.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

### ***Problem Behaviors***

	How Often?		
	Never	Sometimes	Very Often
31. Fights with others.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
32. Has low self-esteem.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
33. Threatens or bullies others.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
34. Appears lonely.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
35. Is easily distracted.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
36. Interrupts conversations of others.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
37. Disturbs ongoing activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
38. Shows anxiety about being with a group of children.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
39. Is easily embarrassed.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
40. Doesn't listen to what others say.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
41. Argues with others.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
42. Talks back to adults when corrected.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
43. Gets angry easily.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
44. Has temper tantrums.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
45. Likes to be alone.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
46. Acts sad or depressed.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
47. Acts impulsively.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
48. Fidgets or moves excessively.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

**Part B.**

The next nine items (49-57) require your judgments of this student's academic or learning behaviors as observed in your classroom. Compare the student with other children who are in the same classroom.

Rate all items using a scale of 1 to 5. Mark the number that best represents your judgment. The number **1** indicates the lowest or least favorable performance, placing the student in the lowest 10% of the class. Number **5** indicates the highest or most favorable performance, placing the student in the highest 10% compared with other students in the classroom.

	Lowest 10%	Next Lowest 20%	Middle 40%	Next Highest 20%	Highest 10%
49. Compared with other children in my classroom, the <b>overall academic performance</b> of this child is:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
50. In <b>reading</b> , how does this child compare with other students?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
51. In <b>mathematics</b> , how does this child compare with other students?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
52. In terms of grade-level expectations, this child's skills in <b>reading</b> are:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
53. In terms of grade-level expectations, this child's skills in <b>mathematics</b> are:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
54. This child's <b>overall motivation</b> to succeed academically is?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
55. This child's <b>parental encouragement</b> to succeed academically is?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
56. Compared with other children in my classroom this child's <b>intellectual functioning</b> is:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
57. Compared with other children in my classroom this child's <b>overall classroom behavior</b> is:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**<Repeated for each child in the SSRS sample>**