



FOLLOW-UP TEACHER REPORTS TO QUESTIONS ABOUT CHILDREN IN CLASSROOM

The purpose of the Follow-up Teacher Report on Children is to capture children's social and behavioral outcomes (i.e., positive social behaviors, challenging behaviors, and approaches to learning) based on teacher observation and interaction during routine classroom activities at the end (follow-up) of the impact evaluation and process study. Lead teachers will be asked to complete a report on selected children in their classroom. This will be handed out as the same time as the follow-up teacher survey.

A. Introduction

Thank you for participating in the Variations in Implementation of Quality Interventions (VIQI) Project! As part of this study, we would like you to answer some questions about some children in your classroom. This information is crucial to helping us understand the impacts of early care and education centers on children.

Your participation is completely voluntary, and you may skip any questions you do not wish to answer. You may stop the survey at any time. Your responses to these questions will be kept private to the extent permitted by law and will not be shared with your supervisor or other staff. There are no direct benefits to you for participating. Participation does not involve any risks other than what you would encounter in daily life. There is a small risk that your information could be lost, stolen, or misused, even though we follow strict rules to protect your information. The study team will follow strict procedures to protect your responses, and your responses will only be used for research and program improvement purposes. Your responses will be stored in password protected computer files and in locked research facilities. The data will be used only by the research team and other researchers bound by the same security requirements described here. We also may share de-identified responses with researchers looking at other education research topics who agree that they will protect your information.

Please complete this questionnaire within the next [X] days. Once complete, please send it back to [ADDRESS]. It will take approximately 10 minutes per child to complete. If you have any questions, please contact your project liaison at [PHONE] or [email].

Thank you!

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-0508 and the expiration date is XX/XX/XXXX. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [Contractor Contact Name]; [Contractor Contact Address].

NOTE: THE ITEMS LISTED HERE ARE PLACEHOLDERS. MANY OF THESE ITEMS ARE DRAWN FROM SURVEYS OF EARLY CHILDHOOD TEACHERS PREVIOUSLY USED IN STUDIES OF CURRICULUM-BASED INTERVENTIONS. THE SURVEY INCLUDES MULTIPLE ITEMS AND SCALES FOR CERTAIN CONSTRUCTS. ONCE PROJECT EXPERTS ARE CONSULTED AND PRE-TESTING IS COMPLETED, DECISIONS WILL BE AND SCALES WILL BE ADJUSTED.

DRAFT

PLACEHOLDERS FOR ITEMS ABOUT CHILDREN’S POSITIVE SOCIAL SKILLS

How well do you know [child name]?

- Not well
- Moderately well
- Very well

I have known [child name] for _____ months.

Instructions: Please rate [child name] on each of the following items. Ratings should be based on your observations of this child’s behavior during the past 3 months. The rating points after each item appear in the following format:

- Never: If the child does not exhibit a specified behavior, or if you have not had an opportunity to observe it, select 0, which indicates Never.
- Rarely: If the child exhibits a specified behavior or characteristic, but only very infrequently, select 1, which indicates Rarely.
- Sometimes: If the child occasionally exhibits a specified behavior or characteristic, select 2, which indicates Sometimes.
- Often: If the child frequently exhibits a specified behavior or characteristic, select 3, which indicates Often.

Social Skills Scale (Preschool and Kindergarten Behavior Scales – Second Edition)	Never	Rarely	Sometimes	Often
1. Works of plays independently	O ₀	O ₁	O ₂	O ₃
2. Is cooperative	O ₀	O ₁	O ₂	O ₃
3. Smiles and laughs with other children	O ₀	O ₁	O ₂	O ₃
4. Plays with several different children	O ₀	O ₁	O ₂	O ₃
5. Tries to understand another child’s behavior (“Why are you crying?”)	O ₀	O ₁	O ₂	O ₃
6. Is accepted and liked by other children	O ₀	O ₁	O ₂	O ₃
7. Follows instructions from adults	O ₀	O ₁	O ₂	O ₃
8. Attempts new tasks before asking for help	O ₀	O ₁	O ₂	O ₃
9. Makes friends easily	O ₀	O ₁	O ₂	O ₃
10. Shows self-control	O ₀	O ₁	O ₂	O ₃
11. Is invited by other children to play	O ₀	O ₁	O ₂	O ₃
12. Uses free time in an acceptable way	O ₀	O ₁	O ₂	O ₃
13. Is able to separate from parent without extreme distress	O ₀	O ₁	O ₂	O ₃
14. Participates in family or classroom discussions	O ₀	O ₁	O ₂	O ₃
15. Asks for help from adults when needed	O ₀	O ₁	O ₂	O ₃
16. Sits and listens when stories are being read	O ₀	O ₁	O ₂	O ₃
17. Stands up for other children’s rights (“That’s his!”)	O ₀	O ₁	O ₂	O ₃
18. Adapts well to different environments	O ₀	O ₁	O ₂	O ₃
19. Has skills or abilities that are admired by peers	O ₀	O ₁	O ₂	O ₃
20. Comforts other children who are upset	O ₀	O ₁	O ₂	O ₃

21. Invites other children to play	O ₀	O ₁	O ₂	O ₃
22. Cleans up his or her messes when asked	O ₀	O ₁	O ₂	O ₃
23. Follows rules	O ₀	O ₁	O ₂	O ₃
24. Seeks comfort from an adult when hurt	O ₀	O ₁	O ₂	O ₃
25. Shares toys and other belongings	O ₀	O ₁	O ₂	O ₃
26. Stands up for his or her rights	O ₀	O ₁	O ₂	O ₃
27. Apologizes for accidental behavior that may upset others	O ₀	O ₁	O ₂	O ₃
28. Gives in or compromises with peers when appropriate	O ₀	O ₁	O ₂	O ₃
29. Accepts decisions made by adults	O ₀	O ₁	O ₂	O ₃
30. Takes turns with toys and other objects	O ₀	O ₁	O ₂	O ₃
31. Is confident in social situations	O ₀	O ₁	O ₂	O ₃
32. Responds appropriately when corrected	O ₀	O ₁	O ₂	O ₃
33. Is sensitive to adult problems (Are you sad?)	O ₀	O ₁	O ₂	O ₃
34. Shows affection for other children	O ₀	O ₁	O ₂	O ₃

Please rate each of the listed behaviors according to how well it describes [CHILD NAME].

Prosocial Behavior Subscale from the Social Competence Scale (CPPRG, 1995)	Almost Never	Rarely	Sometimes	Often	Very Often	Almost Always
Shares with others	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Is helpful to others	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Resolves problems with other children on his or her own	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Listens to other people's point of view	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Cooperates	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Understands other people's feelings	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Expresses needs and feelings appropriately	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Emotion Regulation Subscale from the Social Competence Scale (CPPRG, 1995)						
Copes well with disappointment or frustration	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Accepts things not going his or her way	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Feelings are easily hurt (R)	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Whines or complains (R)	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆
Controls temper when there is a	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆

disagreement						
Stops and calms down when frustrated or upset	O ₁	O ₂	O ₃	O ₄	O ₅	O ₆

DRAFT

PLACEHOLDERS FOR ITEMS ABOUT CHILDREN’S CHALLENGING BEHAVIORS

Please rate [child name] on each of the following items. Ratings should be based on your observations of this child’s behavior during the past 3 months. The rating points after each item appear in the following format:

- Never: If the child does not exhibit a specified behavior, or if you have not had an opportunity to observe it, select 0, which indicates Never.
- Rarely: If the child exhibits a specified behavior or characteristic, but only very infrequently, select 1, which indicates Rarely.
- Sometimes: If the child occasionally exhibits a specified behavior or characteristic, select 2, which indicates Sometimes.
- Often: If the child frequently exhibits a specified behavior or characteristic, select 3, which indicates Often.

Problem Behavior Scale (Preschool and Kindergarten Behavior Scales – Second Edition)	Never	Rarely	Sometimes	Often
1. Acts impulsively without thinking	O ₀	O ₁	O ₂	O ₃
2. Becomes sick when upset or afraid	O ₀	O ₁	O ₂	O ₃
3. Teases or makes fun of other children	O ₀	O ₁	O ₂	O ₃
4. Does not respond to affection from others	O ₀	O ₁	O ₂	O ₃
5. Clings to parent or caregiver	O ₀	O ₁	O ₂	O ₃
6. Makes noises that annoy others	O ₀	O ₁	O ₂	O ₃
7. Has temper outbursts or tantrums	O ₀	O ₁	O ₂	O ₃
8. Wants all the attention	O ₀	O ₁	O ₂	O ₃
9. Is anxious or tense	O ₀	O ₁	O ₂	O ₃
10. Will not share	O ₀	O ₁	O ₂	O ₃
11. Is physically aggressive (hits, kicks, pushes)	O ₀	O ₁	O ₂	O ₃
12. Avoids playing with other children	O ₀	O ₁	O ₂	O ₃
13. Yells or screams when angry	O ₀	O ₁	O ₂	O ₃
14. Takes things away from other children	O ₀	O ₁	O ₂	O ₃
15. Has difficulty concentrating or staying on task	O ₀	O ₁	O ₂	O ₃
16. Disobeys rules	O ₀	O ₁	O ₂	O ₃
17. Has problems making friends	O ₀	O ₁	O ₂	O ₃
18. Is afraid or fearful	O ₀	O ₁	O ₂	O ₃
19. Must have his or her own way	O ₀	O ₁	O ₂	O ₃
20. Is overly active – unable to sit still	O ₀	O ₁	O ₂	O ₃
21. Seeks revenge against others	O ₀	O ₁	O ₂	O ₃
22. Defies parent, teacher, or caregiver	O ₀	O ₁	O ₂	O ₃
23. Complains of aches, pain, or sickness	O ₀	O ₁	O ₂	O ₃
24. Resists going to preschool or day care	O ₀	O ₁	O ₂	O ₃
25. Is restless and fidgety	O ₀	O ₁	O ₂	O ₃
26. Calls people names	O ₀	O ₁	O ₂	O ₃
27. Is difficult to comfort when upset	O ₀	O ₁	O ₂	O ₃
28. Withdraws from the company of others	O ₀	O ₁	O ₂	O ₃
29. Bullies or intimidates other children	O ₀	O ₁	O ₂	O ₃

30. Seems unhappy or depressed	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
31. Has unpredictable behavior	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
32. Is jealous of other children	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
33. Acts younger than his or her age	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
34. Destroys things that belong to others	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
35. Is moody or temperamental	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
36. Is overly sensitive to criticism or scolding	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
37. Whines or complains	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
38. Gets taken advantage of by other children	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
39. Disrupts ongoing activities	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
40. Tells lies	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
41. Is easily provoked – has a “short fuse”	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃
42. Bothers and annoys other children	<input type="radio"/> O ₀	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃

Please rate the frequency that [child name] shows each behavior.

Aggressive/Oppositional Items from the Teacher Observation of Child Adaptation-Revised (TOCA-R) (Werthamer-Larsson, Kellam, & Wheeler, 1991)	Almost Never	Rarely	Sometimes	Often	Very Often	Almost Always
Breaks things on purpose	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Stubborn	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Yells at others	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Knowingly breaks rules	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Fights with other children	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Ignores or refuses to obey adults	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Hits, pushes or shoves	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Internalizing/Withdrawn Items (from TOCA-R and other behavior problem scales developed for young children)						
Invites others to play (R)	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Low energy, lethargic or inactive	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Keeps to him or herself, tends to withdraw	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Sad, unhappy	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
Avoids playing with other children	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆

PLACEHOLDERS FOR ITEMS ABOUT CHILDREN'S APPROACHES TO LEARNING/ENGAGEMENT

Please report on whether each behavior describes [child name] *not at all, a little, moderately well, well, or very well*. Please select the most appropriate response to each question.

	Not at all	A little	Moderately well	Well	Very well
a) Completes work.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
b) Well organized.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
c) Functions well even with distractions.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
d) Works well without adult support.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
e) A self-starter.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅

Approaches to Learning (Bierman et al., 2008) – 9 items similar to those used by Birrell et al. (1985). Example items include being able to sit at a table and do work, being ready for the cognitive demands of school, able to work independently. Items rated on a 6-point scale ranging from strongly disagree to strongly agree.

For each statement, please rate how much you agree or disagree.

Approaches to Learning (REDI Project, Bierman et al., 2008)	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This child will be successful in meeting the demands of school	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
This child is ready for the cognitive demands of school	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
This child is careful with his or her work	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
This child can work independently	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
This child is able to sit at a table and do work	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
This child is able and willing to follow teacher instructions	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
This child seems enthusiastic about learning new things	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
This child has the self-control necessary to do well in school	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
This child can follow the rules and routines that are part of the school day.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆

Approaches to Learning (items from ECLS-K)

The teacher indicates how frequently the child exhibited the following behaviors or characteristics. The response scale included four points ranging from “1 = never” to “4 = very often,” and there was also a “7 = no opportunity to observe” option.

- Keeps belongings organized.
- Shows eagerness to learn new things.
- Works independently.
- Easily adapts to changes in routine.
- Persists in completing tasks.
- Pays attention well

Classroom Engagement (Fitzpatrick & Pagani, 2013; Pagani et al., 2010)

Response scale is 1 (never) to 3 (always)

- Works neatly and carefully
- Follows rules and instructions
- Follows directions
- Listen attentively
- Completes work on time
- Works autonomously
- Works and plays cooperatively with other children

Child Engagement (adaptation from Lee & Reeve, 2012)

Response scale is 1 (strongly disagree) to 7 (strongly agree)

- Extent to which this child is often highly engaged -- meaning they show relatively high on-task attention and concentration. This can include showing active listening during activities and tasks, sharing of ideas and responding to questions as the activity or task calls for it, and putting in high effort and high persistence, especially on difficult tasks.
 - In the following content areas:
 - Literacy
 - Math
 - Science
 - Social-emotional learning
 - In the following activities:
 - Whole group
 - Small group
 - Read aloud
 - Centers

Cooper-Farran Behavior Rating Scales is composed of 37 items in two subscales. The Interpersonal Skills subscale (IPS) includes 21 items and the Work-Related Skills (WRS) subscale includes 16 items. The IPS subscale measures how well children get along with peers and the teacher. The WRS subscale includes items about independent work, compliance with instructions, and memory for instructions. Items are rated on a 1-7 scale with descriptive phrases to “anchor” points 1,3,5, and 7.

COOPER-FARRAN BEHAVIORAL RATING SCALES

Student's Name _____ School _____
first last

Teacher's Name _____ Date Tested _____
first last

EACH ITEM HAS BEHAVIORAL DESCRIPTORS FOR POINTS ALONG THE SCALE, AS SHOWN IN THE TWO EXAMPLES. PLEASE READ THE DESCRIPTORS AND THEN CIRCLE THE NUMBER THAT BEST DESCRIBES THE CHILD ON THAT ITEM. YOU MAY USE THE EVEN-NUMBERED POINTS IF THE CHILD'S SKILLS FALL BETWEEN THE BEHAVIORAL DESCRIPTORS (shown in Example 2).

EXAMPLE 1. BEHAVIOR IN THE CAFETERIA						
1	2	3	4	5	6	7
THROWS FOOD; NEEDS CONSTANT SUPERVISION		CLOWNS AROUND; MESSY AND BOISTEROUS		EATS QUIETLY THEN SOCIALIZES		EATS PROMPTLY; HELPS CLEAN UP VOLUNTARILY
EXAMPLE 2. ATTENDANCE						
1	2	3	4	5	6	7
PERFECT ATTENDANCE		FEW ABSENCES; ALWAYS LEGITIMATE		SOMETIMES ABSENT WITHOUT A GOOD EXCUSE		MISSES MANY DAYS WITHOUT LEGITIMATE EXCUSES

1. RESPONSE TO HELPFUL CRITICISM FROM TEACHER

1	2	3	4	5	6	7
ACCEPTS CRITICISM EASILY, USES IT TO IMPROVE PERFORMANCE		ATTENDS TO CRITICISM, BUT DOES NOT APPLY IT		IGNORES OR PRETENDS NOT TO HEAR CRITICISM		ANGRILY REJECTS TEACHER'S ATTEMPTS TO HELP

2. PERFORMANCE OF DAILY NONACADEMIC TASKS

1	2	3	4	5	6	7
CHEERFULLY DOES OWN CHORES, THEN TAKES ON EXTRA DUTIES		INDEPENDENTLY ATTENDS TO ROUTINES		WILL DO CHORES, BUT ONLY WITH PRODDING		OFTEN REFUSES TO PERFORM DAILY CHORES

3. CONFORMITY TO NOISE LEVEL OF CLASSROOM

1	2	3	4	5	6	7
EXTREMELY LOUD; SEEMS NOT TO RECOGNIZE APPROPRIATE SOUND LEVEL		VOICE CAN OFTEN BE HEARD JUST ABOVE THE REST OF THE CLASS		INFREQUENT INSTANCES OF LOUD TALKING, NOT DISRUPTIVE		ALWAYS ADJUSTS VOLUME TO APPROPRIATE LEVEL

4. RELEVANT PARTICIPATION IN GROUP DISCUSSIONS

1	2	3	4	5	6	7
OFTEN CONTRIBUTES ORIGINAL IDEAS; RELEVANT AND RESPONSIVE TO OTHERS' COMMENTS AND INTERESTS		MAKES AN OCCASIONAL RELEVANT COMMENT; ATTENTIVE		INATTENTIVE TO OTHERS; QUIET BUT UNINVOLVED		MAKES IRRELEVANT REMARKS; INTERRUPTS THE FLOW

5. PHYSICAL INTERACTIONS WITH PEERS

1	2	3	4	5	6	7
IS NEVER PHYSICALLY AGGRESSIVE		WILL FIGHT ONLY IN SELF-DEFENSE IF CLEARLY AND REPEATEDLY PROVOKED		USES PHYSICAL AGGRESSION TO RESOLVE DISPUTES OR WHEN ANGERED		ATTACKS; INFLECTS PAIN FOR NO APPARENT REASON

6. BEHAVIOR DURING DESIGNATED WORK TIME

1	2	3	4	5	6	7
FINISHES ALL ASSIGNED TASKS		TAKES OCCASIONAL BREAKS FROM WORK, AND RETURNS PROMPTLY		REQUIRES PERIODIC REMINDERS OR DIRECTIVES IN ORDER TO STAY ON TASK		NEEDS CONSTANT SUPERVISION TO REDIRECT ATTENTION FROM PLAY TO WORK

7. BEHAVIOR IN LINE

1	2	3	4	5	6	7
IS EQUALLY HAPPY IN ANY POSITION IN LINE		ENJOYS BEING FIRST, BUT WILL ACCEPT OTHER POSITIONS		STRIVES TO BE FIRST; UNHAPPY WITH LESSER POSITION		BREAKS OFTEN; RECKLESSLY DISREGARDS OTHERS

(Continued)

8. EFFECT ON OTHER CHILDREN						
1	2	3	4	5	6	7
DOES NOT PURPOSEFULLY ANNOY ANYONE		TEASES OTHERS BUT STOPS SHORT OF ACTUAL ANNOYANCE		OCCASIONALLY TRIES TO GET ATTENTION BY PLAYFUL BUT ANNOYING BEHAVIOR		REPEATEDLY IRRITATES OTHERS BY HOSTILE TOUCHING, POKING, VERBALLY INSULTING, ETC.
9. STATEMENTS TO TEACHERS						
1	2	3	4	5	6	7
REFRAINS FROM DEROGATORY STATEMENTS TO OR ABOUT TEACHERS; ALWAYS POLITE		MAY OCCASIONALLY AND PLAYFULLY INSULT TEACHER; GENERALLY POLITE		VERBALLY INSULTS TEACHER WHEN ANGERED OR FRUSTRATED		REPEATEDLY INSULTS TEACHERS FOR NO APPARENT REASON
10. LEAVING ROOM OR PLAYGROUND						
1	2	3	4	5	6	7
OFTEN WANDERS AWAY OR HIDES; DIFFICULT TO LOCATE		GOES JUST OUT OF SIGHT; APPEARS TO WANT TO BE PURSUED; EASILY FOUND		OCCASIONALLY LEAVES ON AN ERRAND BUT FORGETS TO TELL TEACHER		NEVER LEAVES WITHOUT TEACHER'S KNOWLEDGE AND PERMISSION
11. USE OF PROFANITY						
1	2	3	4	5	6	7
DOES NOT USE PROFANITY		OCCASIONALLY UTTERS MILD PROFANITIES WHEN ANGERED OR IN PRIVATE CONVERSATIONS		USES EXPLICIT AND INSULTING PROFANITY TO EXPRESS ANGER TOWARD SOMEONE		USES HARSH, EXPLICITLY PROFANE WORDS WITHOUT APPARENT PROVOCATION
12. INFLUENCE ON BEHAVIOR OF OTHERS						
1	2	3	4	5	6	7
IMPOSES ON OTHER CHILDREN; USES THEM TO DO HIS/HER "DIRTY WORK"		BOSSES OTHERS WHO ARE LESS ASSERTIVE; ACTS LIKE SELF-APPOINTED TEACHER'S AIDE		DIPLOMATICALLY PREVAILS UPON OTHERS TO GAIN THEIR SUPPORT OR COMPLIANCE		DOES NOT ATTEMPT TO CONTROL OR MANIPULATE OTHER CHILDREN
13. TEMPER						
1	2	3	4	5	6	7
EXPLODES IN ANGER FOR NO EASILY DISCERNIBLE REASON		BECOMES ENRAGED OVER LITTLE THINGS		GETS MAD WHEN BELIEVES TREATED UNFAIRLY; NEEDS HELP TO CALM DOWN AND DEAL WITH ISSUE		EXPRESSES APPROPRIATE ANGER THEN FOCUSES ON PROBLEM SOLVING
14. PARTICIPATION IN OUTDOOR GAMES						
1	2	3	4	5	6	7
SUPERIOR PLAYER; TAKES LEADERSHIP ROLE		PLAYS MOST GAMES ADEQUATELY		IS A SLUGGISH AND UNWILLING PARTICIPANT		DISRUPTS OTHERS' PLAY; HOARDS EQUIPMENT; CHEATS AT GAMES
15. CARE OF MATERIALS						
1	2	3	4	5	6	7
OFTEN DESTROYS OR DEFACES MATERIALS INTENTIONALLY		DAMAGES MATERIALS BY CARELESS USE OR NEGLIGENCE		OCCASIONALLY DAMAGES MATERIALS BY ACCIDENT; USUALLY CAREFUL		ALWAYS TAKES CARE WITH MATERIALS
16. MOVEMENT IN THE SCHOOL BUILDING						
1	2	3	4	5	6	7
OFTEN RUNS IN THE CLASSROOM, HALL, OR CAFETERIA IN SPITE OF REMINDERS		WILL RUN IN THE BUILDING UNLESS EXPLICITLY REMINDED NOT TO DO SO		OCCASIONALLY NEEDS TO BE REMINDED NOT TO RUN		DOES NOT RUN IN BUILDING
17. USE OF MATERIALS						
1	2	3	4	5	6	7
SELFISHLY MAINTAINS CONTROL OVER MATERIALS; REJECTS OTHERS' BIDS TO SHARE		VERY RELUCTANTLY ALLOWS CERTAIN PEERS TO USE MATERIALS		CAN BE PERSUADED TO SHARE BY POLITE REQUESTS FROM TEACHER OR CHILDREN		GENEROUSLY SHARES VOLUNTARILY
18. EXPRESSION OF FEELINGS AND IDEAS DURING DISCUSSIONS						
1	2	3	4	5	6	7
VERY OPEN AND EXPRESSIVE; REVEALS PERSONAL INSIGHTS		EXPRESSES SELF ADEQUATELY; SHARES FEELINGS AND IDEAS		MAKES MINIMAL STATEMENTS WHEN ENCOURAGED		CLOSED; DEFIES EFFORTS TO ELICIT SELF-EXPRESSION
19. RESPONSE TO OTHERS' MISTAKES OR MISFORTUNE						
1	2	3	4	5	6	7
ACTIVELY EXPRESSES SYMPATHETIC DESIRE TO HELP OTHERS		TAKES INTEREST IN OTHERS' PROBLEMS; CAN BE PERSUADED TO HELP		APPEARS TO IGNORE OTHERS' PROBLEMS; DOES NOT HELP OR SHOW SYMPATHY		OPENLY RIDICULES OTHERS; ADDS INSULT TO INJURY

(Continued)

20. STATEMENTS TO PEERS						
1	2	3	4	5	6	7
REFRAINS FROM INSULTING OTHERS EVEN WHEN PROVOKED		WILL RETURN ANOTHER'S INSULT WHEN CLEARLY AND REPEATEDLY PROVOKED		RESPONDS WITH VERBAL ABUSE TO REJECTION, FRUSTRATION, CRITICISM, ETC.		REPEATEDLY INSULTS OTHERS FOR NO APPARENT REASON
21. CONFLICT RESOLUTION						
1	2	3	4	5	6	7
DEPENDS ON TEACHER TO INTERVENE IN DISPUTES OR TRIES TO USE PHYSICAL FORCE		TRIES TO DISCUSS DIFFERENCES BUT INEVITABLY ESCALATES TO AN ARGUMENT		CONTROLS ANGRY FEELINGS WHEN TRYING TO RESOLVE DIFFERENCES, SOMETIMES SUCCESSFUL		WORKS OUT COMPROMISES THAT ARE REASONABLE AND FAIR
22. REPORTING OTHERS' MISBEHAVIOR						
1	2	3	4	5	6	7
REPORTS OTHERS' MISBEHAVIOR ONLY WHEN SPECIFICALLY ASKED TO DO SO		ASKS FOR TEACHERS' ASSISTANCE ONLY AFTER UNSUCCESSFUL ATTEMPT TO REDIRECT OTHERS		COMPLAINS ABOUT OTHERS' BEHAVIORS THAT COULD BE EASILY IGNORED		QUICKLY REPORTS OTHERS' MISBEHAVIOR ALTHOUGH NOT PERSONALLY INVOLVED OR WRONGED
23. ACTIVITY LEVEL IN GROUP ACTIVITIES						
1	2	3	4	5	6	7
FIDGETY; EXTREMELY ACTIVE; SITS FOR 5 MINUTES OR LESS		CAN SIT FOR 5-10 MINUTES BUT ONLY FOR CERTAIN INTERESTING ACTIVITIES (films, etc.)		SITS 10-20 MINUTES FOR MOST TYPES OF LESSONS OR ACTIVITIES		SITS QUIETLY FOR 30 MINUTES OR MORE
24. WORK AND PLAY WITH PEERS						
1	2	3	4	5	6	7
IS COMFORTABLE PLAYING AND WORKING WITH MOST CHILDREN, BOTH FAMILIAR AND UNFAMILIAR		PLAYS OR WORKS WELL WITH A CONSISTENT GROUP OF CHILDREN		SHOWS A PREFERENCE FOR ONE OTHER CHILD; PREFERS TO BE WITH THAT CHILD OR ALONE		WORKS OR PLAYS ALONE; REJECTS OTHERS' EFFORTS TO DO THINGS TOGETHER
25. LISTENING TO TEACHER GIVING INSTRUCTIONS TO GROUP						
1	2	3	4	5	6	7
SEEMS TO IGNORE THE TEACHER; IS VERY DISTRACTED AND DISTRACTING		CAN MAINTAIN ATTENDING BEHAVIOR WITH FREQUENT REMINDERS FROM THE TEACHER		OCCASIONALLY INATTENTIVE; ATTENTION IS EASILY REGAINED BY A CUE FROM TEACHER		ATTENDS TO THE TEACHER WITHOUT REMINDERS
26. BEHAVIOR WHEN OTHERS ARE SPEAKING						
1	2	3	4	5	6	7
OFTEN INTERRUPTS GROUP DISCUSSIONS WITH IRRELEVANT COMMENTS OR NONVERBAL DISRUPTIONS		BLURTS OUT RELEVANT COMMENTS BEFORE OTHERS ARE FINISHED SPEAKING		OCCASIONALLY INTERRUPTS; WAITS WHEN REMINDED		SELF-CONTROLLED; WAITS FOR TURN TO SPEAK
27. COMPLIANCE WITH TEACHER'S INSTRUCTIONS RELATING TO WORK						
1	2	3	4	5	6	7
INDEPENDENTLY FOLLOWS INSTRUCTIONS		PERFORMS TASKS AS INSTRUCTED WITH MINIMAL SUPERVISION		DEMANDS THAT INSTRUCTIONS BE REPEATED; OR DOES THE RIGHT TASK IN THE WRONG WAY		SEEMS TO DISREGARD INSTRUCTIONS; DOES THE WRONG TASK OR NOTHING AT ALL
28. SOCIAL INTERACTION						
1	2	3	4	5	6	7
APPEARS WITHDRAWN, TOTALLY CLOSED TO THE SOCIAL ENVIRONMENT		CAN BE COAXED TO INTERACT AT A MINIMAL LEVEL WITH CERTAIN CHILDREN; SLOW TO WARM UP		SOCIALIZES ADEQUATELY WITH A VARIETY OF CHILDREN		INITIATES FRIENDLY SOCIAL INTERACTIONS
29. COMPLETION OF GAMES AND ACTIVITIES						
1	2	3	4	5	6	7
FINISHES ANY ACTIVITY THAT IS BEGUN		GENERALLY PERSISTENT; RARELY QUILTS		LOSES INTEREST IN GROUP GAMES AND ACTIVITIES BEFORE A LOGICAL CONCLUSION IS REACHED		ABRUPTLY DISENGAGES FROM COOPERATIVE ACTIVITY TO BEGIN SOMETHING ELSE
30. RESPECT FOR OTHER CHILDREN'S FEELINGS						
1	2	3	4	5	6	7
COMPLETELY EGOCENTRIC; SELFISHLY DISREGARDS PEERS' FEELINGS AND RIGHTS		FORGETS TO CONSIDER OTHERS; NEEDS TO BE REMINDED TO EMPATHIZE		RESPONDS APPROPRIATELY WHEN PEERS EXPRESS SPECIFIC FEELINGS OR NEEDS		EMPATHETIC; CONSIDERS CONSEQUENCES TO OTHERS OF HIS/HER BEHAVIOR

(Continued)

31. COMPLIANCE WITH TEACHER'S INSTRUCTIONS REGARDING BEHAVIOR						
1	2	3	4	5	6	7
ANTICIPATES TEACHER'S REQUESTS; NEEDS ONLY MINIMAL CUES		COMPLIES WITH EXPLICIT AND CLEARLY STATED INSTRUCTIONS		RESISTS, COMPLAINS, BARGAINS BEFORE FOLLOWING INSTRUCTIONS		SEEMS TO DISREGARD INSTRUCTIONS; REACTS BY DEFIANTLY ACTING OUT OR BY PASSIVE NONCOMPLIANCE
32. INDEPENDENT WORK						
1	2	3	4	5	6	7
WORKS INDEPENDENTLY WITHOUT SUPERVISION		WORKS ALONE WITH MINIMAL SUPERVISION		DISORGANIZED; TRIES TO WORK BUT REQUIRES MUCH ASSISTANCE OR PROMPTING		LACKING IN SELF-MOTIVATION; TEACHER PROMPTING HAS ONLY SLIGHT IMPACT ON WORK HABITS
33. MEMORY FOR INSTRUCTIONS						
1	2	3	4	5	6	7
SEEMS TO QUICKLY FORGET INSTRUCTIONS RELATING TO WORK; NEEDS FREQUENT REMINDERS		RETAINS INSTRUCTIONS FOR UP TO AN HOUR, THEN NEEDS THEM REPEATED		CAN RECALL DETAILED SERIES OF INSTRUCTIONS FOR SEVERAL HOURS		REMEMBERS ALL INSTRUCTIONS, REGARDLESS OF TIME INTERVAL
34. HAND-RAISING						
1	2	3	4	5	6	7
DOES NOT RAISE HAND; TALKS OUT FREQUENTLY NEARLY EVERY DAY		RAISES HAND BUT OFTEN DOES NOT WAIT UNTIL RECOGNIZED BEFORE SPEAKING		WHEN REMINDED WILL RAISE HAND AND WAIT FOR SEVERAL MINUTES FOR RECOGNITION		ALWAYS RAISES HAND AND WAITS FOR RECOGNITION BEFORE SPEAKING
35. BEHAVIOR IN DISCUSSIONS						
1	2	3	4	5	6	7
TALKS SO MUCH THAT OTHERS CANNOT CONTRIBUTE		OFTEN TAKES LARGER SHARE OF DISCUSSION TIME THAN OTHER CHILDREN		OCCASIONALLY TAKES SLIGHTLY DISPROPORTIONATE SHARE OF DISCUSSION TIME		CONTRIBUTES TO DISCUSSIONS; RARELY DOMINATES
36. ORGANIZATION OF WORK PRODUCTS						
1	2	3	4	5	6	7
TOTALLY DISORGANIZED; WORK IS SLOPPY; OFTEN MISPLACED		SLIGHTLY DISORGANIZED; OCCASIONALLY PRODUCES MESSY WORK		USUALLY ORGANIZED; WORK IS GENERALLY NEAT		METICULOUS; PRODUCES NEAT WORK CONSISTENTLY, RARELY LOSES MATERIAL
37. FUNCTIONING WITHIN DESIGNATED TIME PERIODS						
1	2	3	4	5	6	7
NEVER CONCLUDES ACTIVITIES AT DESIGNATED TIME, LATE STARTING NEXT ACTIVITY		OFTEN SLIGHTLY OUT OF SYNCH WITH GROUP AS THEY END AND BEGIN ACTIVITY PERIODS		CONCLUDES MOST ACTIVITIES ON TIME; USUALLY READY TO START NEXT ACTIVITY		IS SYNCHRONOUS WITH BEGINNINGS AND ENDINGS OF ALL ACTIVITIES

Behavior Rating Inventory of Executive Functioning-Preschool (BRIEF-P; Gioia, Espy, & Isquith, 2002) is a 63-item parent/ teacher completed rating scale for children aged from 2 to 5 years with items composing five executive domains: Inhibit (16 items), Shift (10 items), Emotional Control (10 items), Working Memory (17 items), and Plan/ Organize (10 items). The scales are summarized in three overlapping indexes: Inhibitory Self-Control (Inhibit and Emotional Control), Flexibility (Shift and Emotional Control), and Emergent Metacognition (Working Memory and Plan/Organize). Teachers are asked to rate each item as to whether it is never, sometimes, or often a problem for the child (e.g., "Is impulsive").

BRIEF-P (63 items) - Parent and Teacher Reported Versions	Never	Sometimes	Often
1. Overreacts to small problems	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
2. When given two things to do, remembers only the first or last	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
3. Is unaware of how his/her behavior affects or bothers others	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
4. When instructed to clean up, puts things away in a disorganized, random way	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃

5. Becomes upset with new situations	O ₁	O ₂	O ₃
6. Has explosive, angry outbursts	O ₁	O ₂	O ₃
7. Has trouble carrying out the actions needed to complete tasks (such as trying one puzzle piece at a time, cleaning up to earn a reward)	O ₁	O ₂	O ₃
8. Does not stop laughing at funny things or events when others stop	O ₁	O ₂	O ₃
9. Needs to be told to begin a task even when willing to do it	O ₁	O ₂	O ₃
10. Has trouble adjusting to new people (such as babysitter, teacher, friend, or day care worker)	O ₁	O ₂	O ₃
11. Becomes upset too easily	O ₁	O ₂	O ₃
12. Has trouble concentrating on games, puzzles, or play activities	O ₁	O ₂	O ₃
13. Has to be more closely supervised than similar playmates	O ₁	O ₂	O ₃
14. When sent to get something, forgets what he/she is supposed to get	O ₁	O ₂	O ₃
15. Is upset by a change in plans or routine (for example, order of daily activities, adding last minute errands to schedule, change in driving route to store)	O ₁	O ₂	O ₃
16. Has outbursts for little reason	O ₁	O ₂	O ₃
17. Repeats the same mistakes over and over even after help is given	O ₁	O ₂	O ₃
18. Acts wilder or sillier than others in groups (such as birthday parties, play group)	O ₁	O ₂	O ₃
19. Cannot find clothes, shoes, toys, or books even when he/she has been given specific instructions	O ₁	O ₂	O ₃
20. Takes a long time to feel comfortable in new places or situations (such as visiting distant relatives or new friends)	O ₁	O ₂	O ₃
21. Mood changes frequently	O ₁	O ₂	O ₃
22. Makes silly mistakes on things he/she can do	O ₁	O ₂	O ₃
23. Is fidgety, restless, or squirmy	O ₁	O ₂	O ₃
24. Has trouble following established routines for sleeping, eating, or play activities	O ₁	O ₂	O ₃
25. Is bothered by loud noises, bright lights, or certain smells	O ₁	O ₂	O ₃
26. Small events trigger big reactions	O ₁	O ₂	O ₃
27. Has trouble with activities or tasks that have more than one step	O ₁	O ₂	O ₃
28. Is impulsive	O ₁	O ₂	O ₃
29. Has trouble thinking of a different way to solve a problem or complete an activity when stuck	O ₁	O ₂	O ₃
30. Is disturbed by changes in the environment (such as new furniture, things in room moved around, or new clothes)	O ₁	O ₂	O ₃
31. Angry or tearful outbursts are intense but end suddenly	O ₁	O ₂	O ₃
32. Needs help from adult to stay on task	O ₁	O ₂	O ₃
33. Does not notice when his/her behavior causes negative reactions	O ₁	O ₂	O ₃
34. Leaves messes that others have to clean up even after instruction	O ₁	O ₂	O ₃

35. Has trouble changing activities	O ₁	O ₂	O ₃
36. Reacts more strongly to situations than other children	O ₁	O ₂	O ₃
37. Forgets what he/she is doing in the middle of an activity	O ₁	O ₂	O ₃
38. Does not realize that certain actions bother others	O ₁	O ₂	O ₃
39. Gets caught up in the small details of a task or situation and misses the main idea	O ₁	O ₂	O ₃
40. Has trouble "joining in" at unfamiliar social events (such as birthday parties, picnics, holiday gatherings)	O ₁	O ₂	O ₃
41. Is easily overwhelmed or overstimulated by typical daily activities	O ₁	O ₂	O ₃
42. Has trouble finishing tasks (such as games, puzzles, pretend play activities)	O ₁	O ₂	O ₃
43. Gets out of control more than playmates	O ₁	O ₂	O ₃
44. Cannot find things in room or play area even when given specific instructions	O ₁	O ₂	O ₃
45. Resists change of routine, foods, places, etc.	O ₁	O ₂	O ₃
46. After having a problem, will stay disappointed for a long time	O ₁	O ₂	O ₃
47. Cannot stay on the same topic when talking	O ₁	O ₂	O ₃
48. Talks or plays too loudly	O ₁	O ₂	O ₃
49. Does not complete tasks even after given directions	O ₁	O ₂	O ₃
50. Acts overwhelmed or overstimulated in crowded, busy situations (such as lots of noise, activity, or people)	O ₁	O ₂	O ₃
51. Has trouble getting started on activities or tasks even after instructed	O ₁	O ₂	O ₃
52. Acts too wild or out of control	O ₁	O ₂	O ₃
53. Does not try as hard as his/her ability on activities	O ₁	O ₂	O ₃
54. Has trouble putting the breaks on his/her actions even after being asked	O ₁	O ₂	O ₃
55. Unable to finish describing an event, person, or story	O ₁	O ₂	O ₃
56. Completes tasks or activities too quickly	O ₁	O ₂	O ₃
57. Is unaware when he/she does well and not well	O ₁	O ₂	O ₃
58. Gets easily sidetracked during activities	O ₁	O ₂	O ₃
59. Has trouble remembering something, even after a brief period of time	O ₁	O ₂	O ₃
60. Becomes too silly	O ₁	O ₂	O ₃
61. Has a short attention span	O ₁	O ₂	O ₃
62. Plays carelessly or recklessly in situations where he/she could be hurt	O ₁	O ₂	O ₃
63. Is unaware when he/she performs a task right or wrong	O ₁	O ₂	O ₃