



## **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

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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].*

**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.

How often does this child attend school?

- This child has nearly perfect attendance
- This child is sometimes absent
- This child misses many days

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 <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Is helpful to others  | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Resolves problems with other children on his or her own                           | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Listens to other people's point of view   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Cooperates  | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Understands other people's feelings   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Expresses needs and feelings appropriately  | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| <b>Emotion Regulation Subscale from the Social Competence Scale (CPPRG, 1995)</b> |                |                |                |                |                |                |
| Copes well with disappointment or frustration                                     | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Accepts things not going his or her way   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Feelings are easily hurt (R)  | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Whines or complains (R)   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Controls temper when there is a disagreement                                      | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |
| Stops and calms down when frustrated or upset                                     | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> | O <sub>6</sub> |

**ITEMS ABOUT CHILDREN'S CHALLENGING BEHAVIORS**

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

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

**ITEMS ABOUT CHILDREN'S APPROACHES TO LEARNING/ENGAGEMENT**

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

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