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Beyond Content: Incorporating Social and Emotional Learning into the StriveTogether Framework

Volume III: A Compendium of Social and Emotional Competency Measures

August, 2013



Table of Contents

Introduction.....	i
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Academic Self-Efficacy

Collective Teacher Beliefs Scale (CTB)	1
Patterns of Adaptive Learning Scales (PALS) subscale: Personal Teaching Efficacy (Teacher Survey)	2
Patterns of Adaptive Learning Scales (PALS) subscale: Academic Self-Efficacy (Student Survey)	3
Harter's Self-Perception Profile for Children subscale: Scholastic Competence.....	4
Parental Self-Efficacy for Helping the Child Succeed in School Scale.....	5
Teacher Perceptions of Parent Efficacy for Helping Children Succeed in School.....	6
Student Self-Report of Academic Self-Efficacy	7
Academic Self-Concept Scale	8
Children's Self-Efficacy Scale subscales: Self-Efficacy for Academic Achievement and Self-Regulated Learning	9
Children's Perceived Self-Efficacy Scales (CPSE) subscale: Perceived Academic Efficacy	10
The Problem Solving and Logical Reasoning Survey (PSLR).....	11
Personal and Academic Self-Concept Inventory (PASCI) Student Self-Concept Inventory subscales: Academic Ability, Verbal Ability, Math Ability	12
The School Attitudes Assessment Survey subscale: Academic Self-Perception.....	20
Parental Self-Efficacy Scale subscale: Efficacy to Influence School-Related Performance	21
The Morgan-Jinks Student Efficacy Scale (MJSES)	26
College-Going Self-Efficacy Scale (CGSES)	28
College-Going Outcome Expectations Scale (CGOES)	29
The Motivated Strategies for Learning Questionnaire (MSLQ) subscale: Student Motivation Self-Efficacy.....	30
Teachers' Efficacy Beliefs.....	31
Self-Efficacy Questionnaire for Children (SEQ-C) subscale: Academic Self-Efficacy	35
The Student Approaches to Learning subscale: Perceived Self-Efficacy	38
The Perceptions of Educational Barriers Scale- R (PEB-R) "My Perceptions of Barriers"	39
The Children's Multidimensional Self-Efficacy Scales: Self-Efficacy for Self-Regulated Learning Scale and Self-Efficacy for Academic Achievement Scale.....	42
Math Self-Efficacy and Math Self-Concept subscales of the Programme for International Student Assessment (PISA)	43

Perceived Academic Control Scale.....	45
Self-Efficacy For Learning Form - Abridged (Zimmerman et al)	46
The Motivated Strategies for Learning Questionnaire (MSLQ) subscale: Self-Efficacy for Learning and Performance.....	53
Academic Self-Efficacy subscale created from both the Academic Milestones Scale and the College Self-Efficacy Inventory (CSEI)	54
Teacher's Self-Efficacy Scale (Bandura, 2006)	56
Teacher Sense of Efficacy Scale (TSES), aka Teacher Beliefs Scale (TBS) or the Ohio State Teacher Efficacy Scale (OSTES)	60
Teacher's Self-Efficacy Scale (Schwarzer, 1999)	65
Principal Sense of Efficacy Scale (PSE)	66

Growth Mindset or Mastery Orientation

Implicit Theories of Math.....	67
Achievement Goal Orientation	68
Effort-Related Belief Scale	69
PALS Mastery Goal Orientation Scale	70
Personal Beliefs Survey	71
Achievement Goal Questionnaire.....	72
Goal Orientation	74
Self-Regulated Learning subscales: Intrinsic and Extrinsic Goal Orientation	75
Motivated Strategies for Learning Questionnaire (MSLQ) subscale: Motivation	76
Goal Orientation Scale	78
Goal Orientation (Sales) Items.....	79

See also:

Student Self-Report of Academic Self-Efficacy	7
---	---

Grit or Perseverance

Devereux Early Childhood Assessment for Infants.....	80
Devereux Early Childhood Assessment for Toddlers.....	85
Brief Infant Toddler Social Emotional Assessment (BITSEA)	87
Devereux Early Childhood Assessment for Preschoolers Clinical Form	88
Devereux Early Childhood Assessment for Preschoolers Second Edition	92
Devereux Student Strengths Assessment (DESSA)	94
Devereux Student Strengths Assessment-mini (4 forms plus a progress monitoring form)	101
Persistence Scale for Children	110
Grit and Ambition Scales.....	112
The Resilience Scale™ (RS™)	113
Student Approaches to Learning (SAL) Instrument subscale: Effort and Perseverance	115
Self-Reported Persistence / Effort Items	116
Locomotion Scale	117

Emotional Competence

Brigance Early Childhood Assessment	118
Developmental Indicators for the Assessment of Learning (DIAL-4)	122
Social Skills Improvement System (SSIS) (replaces the Social Skills Rating System (SSRS) ..	123
Concern for Others – Teacher Observation Scale (Grades K-1)	124
Altruistic Behavior-Elementary	125
Emotion Recognition Questionnaire	126
Assessment of Children's Emotion Skills (ACES)	129
Prosocial Behaviors of Children-Teachers' Perceptions	130
Concern for Others – Teacher Observation Scale (Grades 2-3).....	133
Social Acceptance: part of the Self-Perception Profile for Children.....	135
Classmate Support subscale: part of the Social Support Scale for Children	137
Children's Self-Efficacy in Peer Interactions	139
Concern for Others – Teacher Observation Scale (Grades 4-5).....	141
Social Competence (Grades 4-5).....	142
40 Developmental Assets for Adolescents	143
Concern for Others-Middle School	148
Empathy Scale Parent	149
Empathy – Teen Conflict Survey	150
Altruism Scale for Teenagers	151
Social Competence Scale for Parents	152
The Belonging Scale	154
Peer Friendships Scale for Parents	155
Empathy Scale Teen	156
Peer Friendships Scale for Teenagers	157
Social Competence Scale for Teenagers	158
Conflict Resolution: part of the Individuals Protective Factors Index	160
Adapted Self-Report Altruism Scale.....	163
Emotional Quotient Inventory 2.0 (EQ-i 2.0®).....	164
The Student Adaptation to College Questionnaire	165
Career Decision Difficulty Questionnaire.....	166
Interpersonal Reactivity Index.....	168

See also:

Devereux Early Childhood Assessment for Infants.....	80
Devereux Early Childhood Assessment for Toddlers.....	85
Brief Infant Toddler Social Emotional Assessment (BITSEA)	87
Devereux Early Childhood Assessment for Preschoolers Clinical Form	88
Devereux Early Childhood Assessment for Preschoolers Second Edition	92
Devereux Student Strengths Assessment (DESSA)	96
Devereux Student Strengths Assessment-mini (4 forms plus a progress monitoring form) 101	

Self-Regulated Learning and Study Skills

Child Behavior Rating Scale (CBRS)	171
Children's Behavior Questionnaire	174
Children's Behavior Questionnaire: Short Form	186
Children's Behavior Questionnaire: Very Short Form	193
Cooper-Farran Behavioral Rating Scales subscale: Work-Related Skills.....	197
Active and Superficial Learning Strategy Use Survey	201
Questionnaire on Self-Regulation.....	202
Student Approaches to Learning (SAL) Instrument subscales: Control Strategies, Memorization, and Elaboration.....	203
Adolescent or Parent Self-Regulatory Inventory	204
School Attitude Assessment Survey subscale: Motivation and Self-Regulation	205
The Adolescent Coping Questionnaire	206
Self-Regulation Strategy Inventory	207
The Youth Experiences Survey (YES) 2.0.....	208
Self-Regulated Learning subscales: Metacognitive Self-Regulation and Time & Study Environment Management.....	211
Motivated Strategies for Learning Questionnaire (MSLQ) subscale of Learning Strategies	212
State Self-Control Capacity Scale	213
Is Distance Learning Right for Me?	214
Learning Self-Regulation Questionnaire	215
Self-Regulation	216
See also:	
Devereux Early Childhood Assessment for Infants	80
Devereux Early Childhood Assessment for Toddlers	85
Brief Infant Toddler Social-Emotional Assessment (BITSEA)	87
Devereux Early Childhood Assessment for Preschoolers Clinical Form	88
Devereux Early Childhood Assessment for Preschoolers Second Edition	92
Devereux Student Strengths Assessment (DESSA)	96
Devereux Student Strengths Assessment-mini (4 forms plus a progress monitoring form)	101

Introduction: Volume III

This is Volume III of the three volumes created to assist StriveTogether communities in understanding, choosing, and measuring social-emotional competencies along the cradle to career continuum.

These volumes are entitled:

Beyond Content: Incorporating Social and Emotional Learning into the StriveTogether Framework

Volume I: Social and Emotional Competencies and their Relationship to Academic Achievement

Volume II: A Summary of Measures by Competency and Stage of the Cradle to Career Continuum

Volume III: A Compendium of Social and Emotional Competency Measures

This is a collection of instruments measuring the five competencies chosen by StriveTogether as related to academic achievement. The instruments are arranged by age, as shown in the measurement lists in Volume II, from youngest to oldest age target populations. Many of these instruments may not be duplicated without author permission or payment. Please consult the measurement tables in Volume II for these restrictions.

Some of the authors or copyright holders of measures listed in Volume II have not given us permission to include their actual instruments in this volume. Some scales measure multiple competencies but are included only once in this volume. These scales are listed under “see also...” and the reader can refer to a preceding list of scales for page numbers. The Developmental Assets Profile and the Devereux Early Childhood Assessments are examples of scales that measure multiple competencies. Many of the scales included in this volume are in-depth and focus on one individual competency. However, there are also brief scales to measure each competency and some organizations may wish to combine multiple brief scales of different competencies into one measuring instrument. Again, this can be done provided none of the combined measures is copyrighted or require permission or payment for use.

Collective Teacher Beliefs

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the *current* ability, resources, and opportunity of the teaching staff in your school to do each of the following.

	None at all		Very Little		Some Degree		Quite A Bit		A Great Deal
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. How much can teachers in your school do to produce meaningful student learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can your school do to get students to believe they can do well in schoolwork?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. To what extent can teachers in your school make expectations clear about appropriate student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. To what extent can school personnel in your school establish rules and procedures that facilitate learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. How much can teachers in your school do to help students master complex content?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can teachers in your school do to promote deep understanding of academic concepts?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can teachers in your school respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How much can school personnel in your school do to control disruptive behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can teachers in your school do to help students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How well can adults in your school get students to follow school rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. How much can your school do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can your school do to help students feel safe while they are at school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

For office use only.

(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Personal Teaching Efficacy subscale from Patterns of Adaptive Learning Scales (PALS)
Midgley et al., (2000)

	Not at all true 1	2	Somewhat true 3	4	Very true 5
1. If I try really hard, I can get through to even the most difficult student.					
2. Factors beyond my control have a greater influence on my students' achievement than I do. *					
3. I am good at helping all the students in my classes make significant improvement.					
4. Some students are not going to make a lot of progress this year, no matter what I do. *					
5. I am certain that I am making a difference in the lives of my students.					
6. There is little I can do to ensure that all my students make significant progress this year. *					
7. I can deal with almost any learning problem.					

* These 3 items need to be reverse scored/coded (higher scores indicate higher competence).

Midgley, Carol; Maehr, Martin L.; Hruda, Ludmila Z.; Anderman, Eric; Anderman, Lynley; Freeman, Kimberley E.; Gheen, Margaret; Kaplan, Avi; Kumar, Revathy; Middleton, Michael J.; Nelson, Jeanne; Roeser, Robert; & Urdan, Timothy (2000). Manual for the Patterns of Adaptive Learning Scales. Retrieved from http://www.umich.edu/~pals/PALS%202000_V12Word97.pdf

Academic Efficacy subscale from Patterns of Adaptive Learning Scales (PALS)
Midgley et al., (2000)

	Not at all true 1	2	Somewhat true 3	4	Very true 5
1. I'm certain I can master the skills taught in class this year.					
2. I'm certain I can figure out how to do the most difficult class work.					
3. I can do almost all the work in class if I don't give up.					
4. Even if the work is hard, I can learn it.					
5. I can do even the hardest work in this class if I try.					

Midgley, Carol; Maehr, Martin L.; Hruda, Ludmila Z.; Anderman, Eric; Anderman, Lynley; Freeman, Kimberley E.; Gheen, Margaret; Kaplan, Avi; Kumar, Revathy; Middleton, Michael J.; Nelson, Jeanne; Roeser, Robert; & Urdan, Timothy (2000). Manual for the Patterns of Adaptive Learning Scales. Retrieved from http://www.umich.edu/~pals/PALS%202000_V12Word97.pdf

Scholastic Competence subscale from the Self-Perception Profile for Children
Harter, 1985

Check only one box for each question:

	<i>Really true of me</i>	<i>Sort of true of me</i>				<i>Sort of true of me</i>	<i>Really true of me</i>
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel they are very good at school work.	BUT	Other kids worry about whether they can do the school work assigned to them.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel they are just as smart as other kids their age.	BUT	Other kids aren't so sure and wonder if they are as smart.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are pretty slow in finishing their school work	BUT	Other kids can do their school work quickly.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids often forget what they learn	BUT	Other kids can remember things easily	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have trouble figuring out the answers in school.	BUT	Other kids almost always can figure out the answers.	<input type="checkbox"/>	<input type="checkbox"/>

Harter, S. (1985). The Self-Perception Profile for Children: Revision of the Perceived Competence Scale for Children. Denver, CO: University of Denver.

Instructions for contact or permission are: Susan Harter, University of Denver, University Park, Denver, CO 80208, Ph: 303 871-2000, sharter@du.edu

<https://core.human.cornell.edu/resources/measures/harter.cfm>

Parental Self-Efficacy for Helping the Child Succeed in School Scale (Adapted)

Hoover-Dempsey & Sandler (2005)

Please indicate how much you agree or disagree with each of the following statements. Please think about the current school year as you consider each statement.	Disagree very strongly 1	Disagree 2	Disagree just a little 3	Agree just a little 4	Agree 5	Agree very strongly 6
1. I know how to help my child do well in school.						
2. I don't know if I'm getting through to my child. *						
3. I don't know how to help my child make good grades in school. *						
4. I feel successful about my efforts to help my child learn.						
5. Other children have more influence on my child's grades than I do. *						
6. I don't know how to help my child learn. *						
7. I make a significant difference in my child's school performance.						

* During analysis, items should be reverse scored so that 1 = "agree very strongly" and 6 = "disagree very strongly"

Hoover-Dempsey, K.V., & Sandler, H.M. (2005). Final Performance Report for OERI Grant # R305T010673: The Social Context of Parental Involvement: A Path to Enhanced Achievement. Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.

<http://www.vanderbilt.edu/peabody/family-school/Reports.html>

Teacher Perceptions of Parent Efficacy for Helping Children Succeed in School
Hoover-Dempsey & Sandler (2005)

In this section, please indicate HOW MUCH YOU AGREE OR DISAGREE with each of the statements	Disagree very strongly 1	Disagree 2	Disagree just a little 3	Agree just a little 4	Agree 5	Agree very strongly 6
1. My students' parents' help their children learn.						
2. My students' parents have little influence on their children's motivation to do well in school.						
3. If my students' parents try really hard, they can help their children learn even when the children are unmotivated.						
4. My students' parents feel successful about helping their children learn.						
5. My students' parents don't know how to help their children make educational progress.						
6. My students' parents help their children with school work at home.						
7. My students' parents make a significant, positive educational difference in their children's lives.						

References:

Hoover-Dempsey, K.V., Bassler, O.C., & Brissie, J.S. (1992). Parent efficacy, teacher efficacy, and parent involvement: Explorations in parent-school relations. *Journal of Educational Research*, 85, 287-294.

Hoover-Dempsey, K.V., Walker, J.M.T., Jones, K.P., & Reed, R.P. (2002). Teachers Involving Parents (TIP): An in-service teacher education program for enhancing parental involvement. *Teaching and Teacher Education*, 18 (7), 843-467.

<http://www.vanderbilt.edu/peabody/family-school/Reports.html>

Student Self-Report of Academic Self-Efficacy
Hoover-Dempsey & Sandler (2005)

This scale assesses student beliefs about personal abilities to complete schoolwork successfully.

“Dear Student, Students have many different ideas about school and homework. Please tell us how true each of the following ideas are for you. There are no right or wrong answers. The right answer is the answer that is most true for you. Your parents and teachers will NOT see what you say. Thank you!”	Not true 1	A little true 2	Pretty true 3	Very true 4
1. I can do even the hardest homework if I try.				
2. I can learn the things taught in school.				
3. I can figure out difficult homework.				

Hoover-Dempsey, K.V., & Sandler, H.M. (2005). Final Performance Report for OERI Grant # R305T010673: The Social Context of Parental Involvement: A Path to Enhanced Achievement. Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.

<http://www.vanderbilt.edu/peabody/family-school/Reports.html>

Academic Self-Concept
(Marsh 1990; 1993)

			More False than True	More True than False		
Math	False	Mostly False			Mostly True	True
1. Mathematics is not one of my best subjects.						
2. I have always done well in mathematics.						
3. I get good marks in mathematics.						
4. I do badly in mathematics.*						
English						
1. I learn things quickly in English class.						
2. English is one of my best subjects.						
3. I get good marks in English.						
4. I am hopeless in English classes.*						

* Item 4 in each scale needs to be reverse scored/coded (higher scores indicate higher competence).

This tool is available through: [Assessing Outcomes in Child and Youth Programs: A Practical Handbook](#), Revised Edition. 2005. Sabitelli, R., et al. (pages 117-118)

Children's Self-Efficacy Scale

Bandura, 2006

Rate your degree of confidence by recording a number from 0 to 100 using the scale given below.

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all					Moderately can do					Highly certain can do

Self Efficacy in Enlisting Social Resources

Confidence (0-100)

Get teachers to help me when I get stuck on schoolwork

Get another student to help me when I get stuck on schoolwork.

Get adults to help me when I have social problems.

Get a friend to help me when I have social problems.

Self Efficacy for Academic Achievement

Learn general mathematics

Learn algebra

Learn science

Learn biology

Learn reading, writing, and language skills

Learn to use computers

Learn a foreign language

Learn social studies

Learn English grammar

Self Efficacy for Self Regulated Learning

Finish my homework assignments by deadlines

Get myself to study when there are other interesting things to do

Always concentrate on school subjects during class

Take good notes during class instruction

Use the library to get information for class assignments

Plan my schoolwork for the day

Organize my schoolwork

Remember well information presented in class and textbooks

Arrange a place to study without distractions

Get myself to do school work

Urduan, Tim, Pajares, Frank, editors. (2006) Self-efficacy beliefs of adolescents. USA: Information Age Publishing, Inc. <http://books.google.com>. Accessed August, 2013

Children's Perceived Self-Efficacy Scales (CPSE)
(Pastorelli et al., 2001)

Rate your belief in your level of capability to execute the designed activities using a 5-point response format (article doesn't list response items)

Academic (only items 1 – 17)
How well can you
1. learn general mathematics?
2. learn geography?
3. learn science?
4. learn Italian (English/Hungarian/Polish) literature?
5. learn Italian (English/Hungarian/Polish) grammar?
6. learn history?
7. learn foreign languages?
8. finish homework assignments by deadlines?
9. study when there are other interesting things to do?
10. concentrate on school subjects?
11. take class notes of class instruction?
12. use the library to get information for class assignments?
13. organize your school work?
14. plan your school work?
15. remember information presented in class and textbooks?
16. arrange a place to study without distractions?
17. motivate yourself to do school work?

Pastorelli, Concetta; Caprara, Gian Vittorio; Barbaranelli, Claudio; Rola, Jarek; Rozsa, Sandor & Bandura, Albert. (2001). The Structure of Children's Perceived Self-Efficacy: A Cross-National Study. *European Journal of Psychological Assessment*. Vol. 17, Issue 2, pp.87-97.

Problem Solving and Logical Reasoning Survey

Please circle the response that best represents your opinion about each of the following statements.
Please answer all questions. Thank you for taking the time to complete this survey.

1 = strongly disagree	2 = disagree	3 = undecided	4=agree	5=strongly agree
The following statements are related to a problem you might have to solve in your <u>Math</u> class				
I know how to begin solving a Math problem when it is given to me in class				1 2 3 4 5
I am able to think critically about information in a math problem				1 2 3 4 5
When I am given a Math problem, I am able to figure out the answer				1 2 3 4 5
The following statements are related to a problem you might have to solve in your <u>Science</u> class				
I know how to begin solving a Science problem when it is given to me in class.				1 2 3 4 5
When I am given a Science problem, I can figure out the answer				1 2 3 4 5
I am able to think critically about information in a science problem				1 2 3 4 5
The following statements are related to your thoughts when you have to read a book				
When I read a book, I think about connections between what I am reading and events in my life				1 2 3 4 5
I can relate to what I am reading in a book				1 2 3 4 5
When I read a book I form my own opinions about what I am reading				1 2 3 4 5
I am able to think critically about information I am reading in a book				1 2 3 4 5
The following statements are related to a problem you might have to solve in <u>any</u> class you have at school				
When solving a problem, I am able to ignore unnecessary details				1 2 3 4 5
I can find the answer to specific questions in a problem				1 2 3 4 5
While working on a problem in class, I know how to get information I need to help me solve the problem				1 2 3 4 5
I can figure out the difference between information that is important and information that is not important when I try to solve a problem				1 2 3 4 5
I can create more than one solution to a problem				1 2 3 4 5
I can figure out what I am supposed to do to solve problems that are given to me in my classes				1 2 3 4 5
I am able to gather information from a variety of sources				1 2 3 4 5
I understand how the parts, structure and organization of systems (e.g. weather cycle) are related to one another				1 2 3 4 5

Poynton, Timothy A., Carlson, Matt W., Hopper, James A., Carey, John C., (2006) Evaluation of an innovative approach to improving middle school students' academic achievement. Professional School Counseling, 10962409, Volume 9, Number 3

PASCI

Student Self-Concept Inventory

Enter name or ID: _____ Circle sex: F M

Circle school grade: 6 7 8 9 10 11 12 Fr So Jr Sr Grad

Instructions

Please answer each item below by checking (✓) the most appropriate blank in the series. Consider this example:

Do you often have trouble saying "no" to a sales person?

practically never _ _ _ _ _ very often

If you never or almost never have trouble saying "no" to a sales person you should check the last blank on the left, on the "practically never" side. If you always or very often have difficulty when faced with this kind of experience, you should check the farthest blank on the right. If you fall in between these two extremes, check the blank which you believe most applies to yourself that is in between the two end points.

Take a reasonable amount of time to complete this form accurately, but do not spend too much time reflecting. Remember that your initial reaction is often the most valid.

1. Do you often think of yourself as an outstanding student?

practically never _ _ _ _ _ very often

2. How much do you worry about whether other people will regard you as a success or a failure in your job or in school?

practically never _ _ _ _ _ very often

3. How often are you troubled with shyness?

practically never _ _ _ _ _ very often

4. Do you ever think that you have more ability in mathematics than most of your classmates?

practically never _ _ _ _ _ very often

5. Do you often wish or fantasize that you were better looking?

practically never _ _ _ _ _ very often

6. Do you ever think of yourself as more athletic than most people?

practically never _ _ _ _ _ very often

7. Do you ever feel less capable academically than others at your grade level?

practically never _ _ _ _ _ very often

8. Do you think of yourself as a worthwhile person?

practically never _ _ _ _ _ very often

9. Do you often think that you are quite physically attractive?

practically never _ _ _ _ _ very often

10. Have you ever thought that you had a greater ability to read and absorb articles and textbooks than most people?

practically never _ _ _ _ _ very often

11. How often do you have difficulty expressing your ideas in writing for class assignments?

practically never _ _ _ _ _ very often

12. When you think that some people you meet might have an unfavorable opinion of you, how concerned or worried do you feel about it?

not at all worried _ _ _ _ _ very worried

13. Most of the time, do you genuinely like yourself?

practically never _ _ _ _ _ very often

14. Do you ever doubt that you are a worthy person?

practically never _ _ _ _ _ very often

15. Do you often think of yourself as good at mathematical problems?

practically never _ _ _ _ _ very often

16. Do you think of yourself as a generally competent person who can do most things well?

practically never _ _ _ _ _ very often

17. Compared with others, how confident do you feel in your mathematical abilities?

not at all confident _ _ _ _ _ very confident

18. Have you ever thought that you lacked the ability to do well at recreational activities involving coordination and physical agility?

practically never _ _ _ _ _ very often

19. Do you think of yourself as someone who can do quite well on exams and assignments in most of your classes?

practically never _ _ _ _ _ very often

20. How often do you feel concerned about what other people think of you?

practically never _ _ _ _ _ very often

21. Have you ever felt inferior to most other people in athletic ability?

practically never _ _ _ _ _ very often

22. How confident are you that others see you as physically appealing?

not very confident _ _ _ _ _ very confident

23. Do you usually feel comfortable and at ease meeting new people?

practically never _ _ _ _ _ very often

24. How much do you worry about criticisms that might be made of you by others?

not very much at all _ _ _ _ _ very much

25. Do you ever feel that you are less physically attractive than you would prefer to be?

practically never _ _ _ _ _ very often

26. Do you feel comfortable and at ease when entering a conversation at a gathering where people are already talking?

practically never _ _ _ _ _ very often

27. When involved in sports requiring physical coordination, are you usually confident that you will do well?

practically never _ _ _ _ _ very often

28. Are you frequently concerned about your ability to do well in school?

practically never _ _ _ _ _ very often

29. Do you ever feel especially proud of, or pleased with, your looks and appearance?

practically never _ _ _ _ _ very often

30. When trying to do well at a sport, how confident are you that your physical abilities will make it possible for you to do well?

not at all confident _ _ _ _ _ very confident

31. How much do you worry about how well you get along with other people?

not very much _ _ _ _ _ very much

32. When in a group of people, do you have trouble thinking of the right things to talk about?

practically never _ _ _ _ _ very often

33. Do you often feel nervous or self-conscious when called upon to speak in front of others?

practically never _ _ _ _ _ very often

34. When you have to read an essay and understand it for a class assignment, how worried or concerned do you feel about it?

practically never _ _ _ _ _ very often

35. When you have to write an essay to convincingly express your ideas, how confident do you feel that you have done a good job?

not at all confident _ _ _ _ _ very confident

36. How often have you felt that your mathematical ability was far below that of your classmates?

practically never _ _ _ _ _ very often

37. How often do you feel that you have a strong sense of self-respect?

practically never _ _ _ _ _ very often

38. Are you often concerned that your school performance is not up to par?

practically never _ _ _ _ _ very often

39. How confident do you feel about your ability to do well on a standardized achievement test with respect to the verbal comprehension portion?

not at all confident _ _ _ _ _ very confident

40. How confident do you feel about your ability to do well on a standardized achievement test with respect to the mathematics portion?

not at all confident _ _ _ _ _ very confident

Note: For the remaining items the term "family" refers to your parents or adult guardians – the family that you grew up with. If family members are far away or not living, try to answer as you would have when you were together.

41. Have you often wished that your family would be more supportive of you?

practically never _ _ _ _ _ very often

42. Do you often think that your family holds you in high regard?

practically never _ _ _ _ _ very often

43. Do you sometimes feel that your family does not respect your individuality?

practically never _ _ _ _ _ very often

44. Do you usually feel that your family sees you as capable and competent?

practically never _ _ _ _ _ very often

45. Do you ever feel that your family does not accept you for yourself?

practically never _ _ _ _ _ very often

Key to PASCI

(R means "reverse score" the item, e.g., 7 -> 1, 6 -> 2, etc.)

Self-Regard: 8, 13, 14R, 16, 37
Soc. Acceptance: 2R, 12R, 20R, 24R, 31R
Academic abil.: 1, 7R, 19, 28R, 38R
Verbal abil: 10, 11R, 34R, 35, 39
Math abil: 4, 15, 17, 36R, 40
Phys. Appear: 5R, 9, 22, 25R, 29
Phys. Abil.: 6, 18R, 21R, 27, 30
Parental Accept.: 41R, 42, 43R, 44, 45R
Soc. Anxiety: 3R, 23, 26, 32R, 33R

Personal and Academic Self-Concept Inventory (PASCI) Student Self-Concept Inventory
subscales: Academic Ability, Verbal Ability, Math Ability

This is an extension of the Fleming-Courtney Scales (Fleming & Whalen, 1984) with added subscales of Verbal and Math abilities by swppr.org

If you never or almost never have trouble saying "no" to a sales person you should check the last blank on the left, on the "practically never" side. If you always or very often have difficulty when faced with this kind of experience, you should check the farthest blank on the right. If you fall in between these two extremes, check the blank which you believe most applies to yourself that is in between the two end points.

Take a reasonable amount of time to complete this form accurately, but do not spend too much time reflecting. Remember that your initial reaction is often the most valid.

	Practically never 1	2	3	4	5	6	Very often 7
Academic Ability							
1. Do you often think of yourself as an outstanding student?							
7. Do you ever feel less capable academically than others at your grade level?*							
19. Do you think of yourself as someone who can do quite well on exams and assignments in most of your classes?							
28. Are you frequently concerned about your ability to do well in school?*							
38. Are you often concerned that your school performance is not up to par?*							
Verbal Ability							
10. Have you ever thought that you had a greater ability to read and absorb articles and textbooks than most people?							
11. How often do you have difficulty expressing your ideas in writing for class assignments?*							
34. When you have to read an essay and understand it for a class assignment, how worried or concerned do you feel about it? *							
35. When you have to write an essay to convincingly express your ideas, how confident do you feel that you have done a good job?							
39. How confident do you feel about your ability to do well on a standardized achievement test with respect to the verbal comprehension portion?							

Math Ability							
4. Do you ever think that you have more ability in mathematics than most of your classmates?							
15. Do you often think of yourself as good at mathematical problems?							
17. Compared with others, how confident do you feel in your mathematical abilities?							
36. How often have you felt that your mathematical ability was far below that of your classmates?*							
40. How confident do you feel about your ability to do well on a standardized achievement test with respect to the mathematics portion?							

* During analysis, items are intended to be reverse scored so that 1 = “very often” and 7 = “practically never”.

Gifford, G. (2005). The Factor Structure of Antisocial Personality Disorder. Unpublished doctoral dissertation, Washington State University

Accessed: <http://swppr.org/About%20Self-Concept%20Scales.html>

Academic Self-Perception subscale from the School Attitudes Assessment Survey
(McCoach, 2002)

Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from **(1)** to **(7)** where **(7)** stands for **strongly agree** and **(1)** stands for **strongly disagree**. Please circle only one response choice per question.

Statement.	Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Neither agree nor disagree 4	Slightly Agree 5	Agree 6	Strongly Agree 7
1. I am confident in my scholastic abilities.							
2. I do well in school.							
3. I learn new concepts quickly.							
4. I am successful.							
5. I am confident in my ability to succeed in school.							

This tool is available through: [Assessing Outcomes in Child and Youth Programs: A Practical Handbook](#), Revised Edition. 2005. Sabitelli, R., et al. (pages 111-112)

**Efficacy to Influence School-Related Performance Subscale from the
Parental Self-Efficacy Scale
(Bandura, 2001)**

This questionnaire is designed to help us gain a better understanding of the kinds of things that make it difficult for parents to influence their children's school activities. Please indicate your opinion about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and you will not be identified.

	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to make your children see school as valuable?									
How much can you do to help children to do their homework?									
How much can you do to help your children to work hard at their school work?									
How much can you do to get your children to stay out of trouble in school?									
How much can you do to discourage your children from skipping school?									
How much can you do to help your children get good grades in school?									
How much can you do to teach your children to enjoy school?									
How much can you do to show your children that working hard at school influences later successes?									

Bandura A., Barbaranelli C., & Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. Child Development, 72, 187-206.

Caprara G. V., Barbaranelli C., & Borgogni L., Pettita, L., & Rubinacci, A. (2003). Teachers', school staff's and parents' efficacy beliefs as determinants of attitudes toward school. European Journal of Psychology of Education, 18(1), 15-31.

Scale accessed here: <http://www.uky.edu/~eushe2/Pajares/ParentalSE.pdf>

Similar questions used in unpublished scale: Bandura, A., Barbaranelli, C., Caprara, G. V., and Pastorelli, C., Self-Efficacy Beliefs as Shapers of Children's Aspirations and Career Trajectories. Child Development, January/February 2001, Vol 72, N 1, p 187-206

Parental Self-Efficacy Scale

This questionnaire is designed to help us gain a better understanding of the kinds of things that make it difficult for parents to influence their children's school activities. Please indicate your opinion about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and you will not be identified.

Efficacy to influence school-related performance	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to make your children see school as valuable?									
How much can you do to help children to do their homework?									
How much can you do to help your children to work hard at their school work?									
How much can you do to get your children to stay out of trouble in school?									
How much can you do to discourage your children from skipping school?									
How much can you do to help your children get good grades in school?									
How much can you do to teach your children to enjoy school?									
How much can you do to show your children that working hard at school influences later successes?									
Efficacy to influence leisure-time activities	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to get your children into activities outside of school (for example, music, art, dance, lessons, sports activities)?									
How much can you do to help your children keep physically fit?									
How much can you involve yourself with your children in their leisure activities?									
Efficacy in setting limits, monitoring activities and influencing peer affiliations	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to keep track of what your children are doing when they are outside the home?									
How much can you do to prevent your children from getting in with the wrong crowd of friends?									

How much can you do to get your children to associate with friends who are good for them?									
How much can you do to get your children to do things you want at home?									
How much can you do to manage when your children go out and they have to be in?									
How much can you do to instill your values in your children?									
How much can you do to spend time with your children and their friends?									
How much can you do to work with other parents in the neighborhood at keeping it safe for your children?									
How much can you do to keep your children from going to dangerous areas and playgrounds?									
Efficacy to exercise control over high-risk behaviors	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to prevent your children from doing things you do not want them to do outside the home?									
How much can you do to prevent your children from becoming involved in drugs or alcohol?									
How much can you do to prevent your children from becoming involved in premature sexual activity?									
How much could you do if you found your children were using drugs or alcohol?									
How much could you do to stop your children if you found that they were sexually active?									
Efficacy to influence the school system	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to influence what teachers expect your children to be able to do in schoolwork?									
How much can you do to influence what is taught in your children's school?									
How much can you do to make your children's school a better place for children to learn?									

How much can you do to influence the social activities in your children's school?									
How much can you do to get parents involved in the activities of your children's school?									
How much can you do to influence the books that are used in your children's school?									
How much can you do to make your children's school a friendly and caring place?									
How much can you do to make parents feel welcome in your children's school?									
How much can you do to influence what is taught to your children?									
How much can you do to influence what your children do after school?									
Efficacy to enlist community resources for school development	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to get neighborhood groups involved in working with schools?									
How much can you do to get churches involved in working with schools?									
How much can you do to get businesses involved in working with schools?									
How much can you do to get boy scouts/girl scouts involved in working with schools?									
How much can you do to get the YMCA/YWCA involved in working with schools?									
How much can you do to get a Private Industry Council involved in working with schools?									
How much can you do to get advocacy groups such as the Urban League, NAACP, or Anti-Defamation League involved in working with schools?									
How much can you do to get local colleges and universities involved in working with schools?									
How much can you do to get local health clinics and hospitals involved in working with schools?									

How much can you do to get public funds for specific programs in the schools?									
Efficacy to influence school resources	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to help your children's school get the educational materials and equipment it needs?									
How much can you do to influence the size of the classes in your children's school?									
Efficacy to control distressing rumination	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How well can you stop yourself from worrying about things?									
How well can you take your mind off upsetting experiences?									
How well can you keep yourself from being upset by everyday problems?									
How well can you keep your mind on the things you are doing after you have had an upsetting experience?									
Resiliency of self-efficacy	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How well can you keep tough problems from getting you down?									
How well can you bounce back after you tried your best and failed?									
How well can you get yourself to keep trying when things are going really badly?									
How well can you keep up your spirits when you suffer hardships?									
How well can you get rid of self-doubts after you have had tough setbacks?									
How well can you keep from being easily rattled?									
How well can you overcome discouragement when nothing you try seems to work?									

Children's Perceived Academic Self-Efficacy subscale from The Morgan-Jinks Student Efficacy Scale (MJSES)
Jinks and Morgan (1999)

	Really agree 1	Kind of agree 2	Kind of disagree 3	Really disagree 4
1. I work hard in school.				
2. I could get the best grades in class if I tried enough.				
3. Most of my classmates like to do math because it is easy.				
4. I would get better grades if my teacher liked me better.				
5. Most of my classmates work harder on their homework than I do.				
6. I am a good science student.				
7. I will graduate from high school.				
8. I go to a good school.				
9. I always get good grades when I try hard.				
10. Sometimes I think an assignment is easy when the other kids in class think it is hard.				
11. I am a good social studies student.				
12. Adults who have good jobs probably were good students when they were kids.				
13. When I am old enough, I will go to college.				
14. I am one of the best students in my class.				
15. No one cares if I do well in school.				
16. My teacher thinks I am smart.				
17. It is important to go to high school.				
18. I am a good math student.				
19. My classmates usually get better grades than I do.				
20. What I learn in school is not important.				
21. I usually understand my homework assignments.				
22. I usually do not get good grades in math because it is too hard.				
23. It does not matter if I do well in school.				
24. Kids who get better grades than I do get more help from the teacher than I do.				
25. I am a good reading student.				
26. It is not hard for me to get good grades in school.				
27. I am smart.				
28. I will quit school as soon as I can.				

29. Teachers like kids even if they do not always make good grades.				
30. When the teacher asks a question I usually know the answer even if the other kids don't.				

Please circle the grade you got on your last report card					
31. What grade in math did you get on your last report card?	A	B	C	D	F
32. What grade in social studies did you get on your last report card?	A	B	C	D	F
33. What grade in science did you get on your last report card?	A	B	C	D	F
34. What grade in reading did you get on your last report card?	A	B	C	D	F

Morgan-Jinks Student Efficacy Scale (MJSES) (from Jinks, J. & Morgan, V. (1999). Children's perceived academic self-efficacy: An inventory scale. The Clearing House, 72 (4), 224-230.) Accessed

here: http://fdc.webster.edu/wcr/education/EDUC3375WE/Support%20Materials/Week%208_Motivation/MJStudentEfficacyScale%20.pdf

College-Going Self-Efficacy Scale
Gibbons (2005)

<i>Attendance Scale</i> How sure are you about being able to do the following:	Not at all sure	Somewhat sure	Sure	Very sure
I can find a way to pay for college				
I can get accepted to a college				
I can have family support for going to college				
I can choose a good college				
I can get a scholarship or grant for college				
I can make an educational plan that will prepare me for college				
I can make my family proud with my choices after high school				
I can choose college courses that best fit my interests				
I can pay for college even if my family cannot help me				
I can get good grades in my high school math classes				
I can get good grades in my high school science classes				
I can choose the high school classes needed to get into a good college				
I can know enough about computers to get into college				
I can go to college after high school				
<i>Persistence Scale</i> If you do go to college, how sure are you about being able to do the following:	Not at all sure	Somewhat sure	Sure	Very sure
I could pay for each year of college				
I could get A's and B's in college				
I could get my family to support my wish of finishing college				
I could take care of myself in college				
I could fit in at college				
I could get good enough grades to get or keep a scholarship				
I could finish college and receive a college degree				
I could care for my family responsibilities while in college				
I could set my own schedule while in college				
I could make friends at college				
I could get the education I need for my choice of career				
I could get a job after I graduate from college				
I would like being in college				
I could be smart enough to finish college				
I could pick the right things to study at college				
I could do the classwork and homework assignments in college classes				

Gibbons, Melinda M. (2005). College-Going Beliefs of Prospective First-Generation College Students: Perceived Barriers, Social Supports, Self-Efficacy, and Outcome Expectations. Directed by L. DiAnne Borders. The University of North Carolina at Greensboro. Retrieved from <http://libres.uncg.edu/ir/uncg/f/umi-uncg-1049.pdf>

College-Going Outcome Expectations Scale

Gibbons (2005)

Please read each of the following statements and answer them as honestly as possible. Fill in the bubble that best describes how sure you feel about each question. There are no right or wrong answers. Be sure to answer every question. Be sure to read each statement carefully.

	Don't believe at all 1	Somewhat believe 2	Believe 3	Definitely believe 4
If I go to college, I believe:				
1. I will be able to pay for college				
2. I will impress my family				
3. It will be hard for me to pass my classes				
4. I will have better opportunities in life				
5. I will have the same friends as I do now				
6. I will contribute more to society as a result of going to college				
7. I will not be able to take care of myself				
8. My friends might not like me anymore				
9. I will feel different from my family				
10. I will feel confused in my classes				
11. I will make new friends				
12. I will make other people's lives better because of my college experiences				
13. I will not have enough money for things like clothes, movies, and other activities				
14. I will gain respect from others				
If I go to college, I believe:				
15. I will be proud of myself				
16. I will be prepared academically				
17. My parents will support my decision				
18. My family might not understand my choice to attend college				
19. I will be successful in college				
20. My friends would be jealous of me				
21. I will feel different from my friends				
22. My parents will approve of me				
23. My other responsibilities will make it hard for me to do well in school				
24. I will not fit in with my friends at home				
25. My family will not approve of me				
26. My friends will be happy for me				
27. I will make a lot of money after I graduate				
28. I will be stressed out a lot				

Gibbons, Melinda M. (2005). College-Going Beliefs of Prospective First-Generation College Students: Perceived Barriers, Social Supports, Self-Efficacy, and Outcome Expectations. Directed by L. DiAnne Borders. The University of North Carolina at Greensboro. Retrieved from <http://libres.uncg.edu/ir/uncg/f/umi-uncg-1049.pdf>

**Self-Efficacy subscale from the Motivated Strategies for Learning Questionnaire (MSLQ)
for Middle and High School students**

Pintrich and De Groot, 1989

	Not at all true of me 1	2	3	Somewhat true of me 4	5	6	Very true of me 7
1. Compared with other students in this class I expect to do well.	1	2	3	4	5	6	7
2. I'm certain I can understand the ideas taught in this course.	1	2	3	4	5	6	7
3. I expect to do very well in this class.	1	2	3	4	5	6	7
4. Compared with others in this class, I think I'm a good student.	1	2	3	4	5	6	7
5. I am sure I can do an excellent job on the problems and tasks assigned for this class.	1	2	3	4	5	6	7
6. I think I will receive a good grade in this class.	1	2	3	4	5	6	7
7. My study skills are excellent compared with others in this class.	1	2	3	4	5	6	7
8. Compared with other students in this class I think I know a great deal about the subject.	1	2	3	4	5	6	7
9. I know that I will be able to learn the material for this class.	1	2	3	4	5	6	7

Pintrich, Paul R. & De Groot, Elisabeth V. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*, Vol. 82, No. 1, 33-40.

Motivated Strategies for Learning Questionnaire by Paul Pintrich, David Smith, Teresa Garcia, and Wilbert McKeachie.

Teachers' Efficacy Beliefs
(Caprara et al, 2002)

For each item, teachers used a 7-point response scale, ranging from 1 (strongly disagree) to 7 (strongly agree), to rate their agreement with the item.

	Strongly disagree 1	2	3	4	5	6	Strongly agree 7
Perceived self-efficacy							
19 As a teacher, I am capable of getting recognition and appreciation from parents for my work.							
10 I am capable of overcoming all the challenges I encounter in meeting my teaching objectives.							
32 As a teacher, I am capable of getting recognition and appreciation from my students.							
20 I am capable of taking full advantage of technological innovations in my teaching.							
23 I am quick in managing and resolving class conflicts and bad behaviors (violence, bullying, vandalism, etc.).							
38 I can make my students respect rules and codes of conduct.							
52 I am capable of engaging even the most reluctant and difficult students in my class activities.							
69 I am capable of organizing and completing my work even when I encounter unexpected or demanding tasks.							
72 I am capable of dealing effectively with the problem behaviors of my students.							
57 I am able to earn the trust and appreciation of all my colleagues.							
87 I am able to earn the trust and appreciation of my principal.							
88 I know how to deal with the challenges that handicap children typically face when they enter the school system.							
Perceived collective efficacy							
1 Our school is capable of promoting and supporting important initiatives and activities in the community.							
6 Our school is capable of earning full collaboration from other public and social agencies that are in the community.							

26 Our school is able to plan and put into action interventions to prevent students' drop-out.							
30 Our school is capable of earning credibility and prestige within the community.							
50 Our school is capable of achieving all the objectives set in accordance with the National Guidelines regarding the School Autonomy.							
70 Our school is capable of accommodating teaching activities to the newest technological innovations.							
80 Our school is capable of obtaining full cooperation and participation from parents in the school activities.							
90 All people in our school are able to work together to maximize school functioning, even when facing unexpected challenges and problems.							
61 Our school is capable of overcoming successfully the various difficulties that may arise.							
Principal							
5 The principal makes teachers' and school-caretakers' work easier by providing the resources necessary to their work.							
9 The principal is knowledgeable of the most recent trends and programs in public school policy.							
17 The principal turns into appropriate actions the suggestions and proposals that have been made collegially.							
35 The principal values all teachers' work, acknowledges everyone's contribution, and promotes one's professional growth by assigning tasks and responsibilities.							
41 The principal is usually willing to make the necessary changes in order to make school functioning more effective.							
45 The principal treats fairly all school personnel.							
84 The principal promotes collaboration among teachers, students, and families.							

Colleagues							
4 In teachers' meetings and classroom councils, there's a great effort to come to shared decisions.							
14 My colleagues are usually fair and collaborative.							
31 My colleagues are open to innovations.							
36 My colleagues have a good dialogue with children and their families.							
37 My colleagues check their work and adjust their programs to meet shared goals.							
42 In teachers' meetings and classroom councils, my colleagues are able to communicate well their points of view and to listen to others' opinions.							
Staff							
21 The school personnel is kind and collaborative.							
29 The school personnel is open and responsive to students' needs.							
44 The school personnel's opinions and ideas are taken into notable consideration by teachers.							
46 The administrative personnel is competent and efficient.							
53 The administrative personnel effectively responds to teachers' needs and requests.							
58 The school personnel works flexibly to facilitate school and teaching activities.							
Parents							
11 Parents participate regularly in scheduled school meetings and monitor their children's school performance and achievement closely.							
3 Parents participate actively in the school's daily activities and contribute with solutions to school problems that may arise.							
8 Parents trust the teachers and recognize their important educational role openly.							
54 Parents are sensitive to and open to different solutions for the problems arising in their children's classrooms.							
Students							
12 The students talk openly to and respect the authority of their teachers.							
22 The students work well together and collaborate with each other.							

24 The students respect the environment and are well-mannered towards others.							
43 The students are eager to learn and participate actively in school activities.							
Job satisfaction							
56 I am fully satisfied with my job.							
60 I am happy with the way my colleagues and superiors treat me.							
63 I am satisfied with what I achieve at work.							
74 I feel good at work.							

Caprara, G., Barbaranelli, C., Borgogni, L., Steca, P., Efficacy Beliefs as Determinants of Teachers' Job Satisfaction. Journal of Educational Psychology, 2003 Vol 95, n 4, 821-832
 Caprara, G., Barbaranelli, C., Borgogni, L., Petitta, L., Rubinacci, A., Teachers', school staff's and parents' efficacy beliefs as determinants of attitudes toward school. European Journal of Psychology of Education, 2003, vol. XV111, n 1, 15-31. Copy right 2003, ISPA <http://www.uky.edu/~eushe2/Pajares/CapraraEtAl2003.pdf>

**Academic Self-Efficacy Subscale from Self-Efficacy Questionnaire for Children
(SEQ-C)
Muris, 2001**

	Not at all 1	2	3	4	Very well 5
1. How well can you get teachers to help you when you get stuck on schoolwork?					
2. How well can you study when there are other interesting things to do?					
3. How well can you study a chapter for a test?					
4. How well do you succeed in finishing all your homework every day?					
5. How well can you pay attention during every class?					
6. How well do you succeed in understanding all subjects in school?					
7. How well do you succeed in satisfying your parents with your schoolwork?					
8. How well do you succeed in passing a test?					

Muris, P. (2001, 2002). Self-Efficacy Questionnaire for Children (SEQ-C). Key references: A brief questionnaire for measuring self-efficacy in youths. *Journal of Psychology and Behavioral Assessment*, 23, 145-149. Relationships between self-efficacy and symptoms of anxiety disorders and depression in a normal adolescent sample. *Personality and Individual Differences*, 32, 337-348. Three items of this questionnaire were taken from Bandura et al. (1999). See: Bandura, A., Pastorelli, C., Barbaranelli, C., & Caprara, G.V. (1999). Self-efficacy pathways to childhood depression. *Journal of Personality and Social Psychology*, 76, 258-269.

This tool is available through: [Assessing Outcomes in Child and Youth Programs: A Practical Handbook](#), Revised Edition. 2005. Sabitelli, R., et al. (pages 53-56)

Similar questions used in unpublished scale: Bandura, A., Barbaranelli, C., Caprara, G. V., and Pastorelli, C., Self-Efficacy Beliefs as Shapers of Children's Aspirations and Career Trajectories. *Child Development*, January/February 2001, Vol 72, N 1, p 187-206

Self-Efficacy Questionnaire for Children (SEQ-C)
Brief Survey on Academic, Social and Emotional Self-Efficacy

	Not at all				Very well
	1	2	3	4	5
1. How well can you get teachers to help you when you get stuck on schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How well can you express your opinions when other classmates disagree with you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How well do you succeed in cheering yourself up when an unpleasant event has happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How well can you study when there are other interesting things to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How well do you succeed in becoming calm again when you are very scared?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How well can you become friends with other children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How well can you study a chapter for a test?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How well can you have a chat with an unfamiliar person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. How well can you prevent to become nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. How well do you succeed in finishing all your homework every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. How well can you work in harmony with your classmates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. How well can you control your feelings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. How well can you pay attention during every class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. How well can you tell other children that they are doing something that you don't like?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. How well can you give yourself a pep-talk when you feel low?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. How well do you succeed in understanding all subjects in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. How well can you tell a funny event to a group of children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. How well can you tell a friend that you don't feel well?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. How well do you succeed in satisfying your parents with your schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. How well do you succeed in staying friends with other children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. How well do you succeed in suppressing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	unpleasant thoughts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	How well do you succeed in passing a test?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	How well do you succeed in preventing quarrels with other children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	How well do you succeed in not worrying about things that might happen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scoring

A total self-efficacy score can be obtained by summing across all items.

Items 1, 4, 7, 10, 13, 16, 19, and 22 = Academic self-efficacy

Items 2, 6, 8, 11, 14, 17, 20, and 23 = Social self-efficacy

Items 3, 5, 9, 12, 15, 18, 21, and 24 = Emotional self-efficacy

Key references

Muris, P. (2001). A brief questionnaire for measuring self-efficacy in youths. *Journal of Psychopathology and Behavioral Assessment*, 23, 145-149.

Muris, P. (2002). Relationships between self-efficacy and symptoms of anxiety disorders and depression in a normal adolescent sample. *Personality and Individual Differences*, 32, 337-348

Note

Three items of this questionnaire were taken from Bandura et al. (1999). See: Bandura, A., Pastorelli, C., Barbaranelli, C., & Caprara, G.V. (1999). Self-efficacy pathways to childhood depression. *Journal of Personality and Social Psychology*, 76, 258-269.

Perceived Self-Efficacy subscale from the Student Approaches to Learning
Marsh et al., 2006

	Almost never	Sometimes	Often	Almost always
1. I'm certain I can understand the most difficult material presented in texts.				
2. I'm confident I can understand the most complex material presented by the teacher.				
3. I'm confident I can do an excellent job on assignments and tests.				
4. I'm certain I can master the skills being taught.				

Marsh, Herbert W; Hau, Kit-Tai; Artelt, Cordula; Baumert, Jurgen & Peschar, Jules L. (2006). OECD's Brief Self-Report Measure of Educational Psychology's Most Useful Affective Constructs: Cross-Cultural, Psychometric Comparisons Across 25 Countries. *International Journal of Testing*, 6(4), 311-360.

Program for International Student Assessment (PISA) International Data Explorer Help Guide, page 59

Retrieved here:

http://nces.ed.gov/surveys/international/ide/HelpFiles/PISA%20IDE%20Help%20Guide_508_9-14-12.pdf

MY PERCEPTIONS OF BARRIERS
Perceptions of Educational Barriers Scale – Revised (PEB-R)
 McWhirter (2000)

Below you will find a list of potential barriers (things that might get in the way) that you might face in going to college/training school after high school. For each potential barrier on the list, please circle the responses that best fit for you. You will circle two responses for each barrier – first, HOW LIKELY is it that this will be a barrier for **you**, and second, HOW HARD do you think it would be for **you** to deal with the barrier.

	HOW LIKELY IS IT TO BE A BARRIER FOR YOU				HOW HARD WOULD IT BE FOR YOU TO DEAL WITH THIS BARRIER			
	Not at all likely			Definitely	Not at all hard			Extremely Hard
1. Not enough money	A	B	C	D	A	B	C	D
2. Not smart enough	A	B	C	D	A	B	C	D
3. Concerned about feeling safe in my school	A	B	C	D	A	B	C	D
4. Not confident enough	A	B	C	D	A	B	C	D
5. Friends don't support my plans	A	B	C	D	A	B	C	D
6. Being treated differently because of my gender (being male/female)	A	B	C	D	A	B	C	D
7. Having to work while going to school	A	B	C	D	A	B	C	D
8. Pressure to not pay attention in school	A	B	C	D	A	B	C	D
9. Not fitting in at new school or program	A	B	C	D	A	B	C	D
10. Takes a long time to finish the training or schooling	A	B	C	D	A	B	C	D
11. Being married	A	B	C	D	A	B	C	D
12. Not being like the other kids in college	A	B	C	D	A	B	C	D
13. Teachers don't support my plans	A	B	C	D	A	B	C	D
14. People believing that kids of my ethnicity or race don't do well in school	A	B	C	D	A	B	C	D
15. Not being interested in classes/training	A	B	C	D	A	B	C	D
16. Not being prepared enough	A	B	C	D	A	B	C	D

	HOW LIKELY IS IT TO BE A BARRIER FOR YOU				HOW HARD WOULD IT BE FOR YOU TO DEAL WITH THIS BARRIER			
	Not at all likely			Definitely	Not at all hard			Extremely Hard
17. Family responsibilities	A	B	C	D	A	B	C	D
18. Getting in trouble with the law	A	B	C	D	A	B	C	D
19. No one to help me understand planning for school	A	B	C	D	A	B	C	D
20. Lack of motivation	A	B	C	D	A	B	C	D
21. Not talented enough	A	B	C	D	A	B	C	D
22. Not feeling safe in my neighborhood	A	B	C	D	A	B	C	D
23. Pressure from boy/girlfriend	A	B	C	D	A	B	C	D
24. Sex discrimination	A	B	C	D	A	B	C	D
25. Not taking the right courses in high school	A	B	C	D	A	B	C	D
26. Racial/ethnic discrimination	A	B	C	D	A	B	C	D
27. Pregnancy/having children	A	B	C	D	A	B	C	D
28. Not having enough people of my ethnicity or race at college	A	B	C	D	A	B	C	D
29. Not understanding what college life is all about	A	B	C	D	A	B	C	D
30. Lack of study skills	A	B	C	D	A	B	C	D
31. Not knowing what kind of school or training I want	A	B	C	D	A	B	C	D
32. None of my friends are doing what I'm doing	A	B	C	D	A	B	C	D
33. No one in my family has gone to college	A	B	C	D	A	B	C	D
34. Feeling guilty about going to college	A	B	C	D	A	B	C	D
35. Not being able to get into the college or training program I want	A	B	C	D	A	B	C	D
36. Pressure to get a job rather than stay in school	A	B	C	D	A	B	C	D
37. Parents don't support my plans	A	B	C	D	A	B	C	D

	HOW LIKELY IS IT TO BE A BARRIER FOR YOU				HOW HARD WOULD IT BE FOR YOU TO DEAL WITH THIS BARRIER			
	Not at all likely			Definitely	Not at all hard			Extremely Hard
38. School too stressful	A	B	C	D	A	B	C	D
39. Not wanting to move away	A	B	C	D	A	B	C	D
40. Parent don't have knowledge about college	A	B	C	D	A	B	C	D
41. School/program very expensive	A	B	C	D	A	B	C	D
42. The schooling/training I want not available here	A	B	C	D	A	B	C	D
43. People in my neighborhood don't go to college	A	B	C	D	A	B	C	D
44. Others don't think I can do it	A	B	C	D	A	B	C	D
45. Being treated differently because of my ethnicity or race	A	B	C	D	A	B	C	D

Gibbons, Melinda M. (2005). College-Going Beliefs of Prospective First-Generation College Students: Perceived Barriers, Social Supports, Self-Efficacy, and Outcome Expectations. Directed by L. DiAnne Borders. The University of North Carolina at Greensboro. Retrieved from <http://libres.uncg.edu/ir/uncg/f/umi-uncg-1049.pdf>

The Children's Multidimensional Self-Efficacy Scales: Self-Efficacy for Self-Regulated Learning scale, and Self-Efficacy for Academic Achievement scale

(Zimmerman, Bandura, Martinez-Pons, 1992)

How well can you:	Not well at all 1	2	3	4	Pretty well 5	Very well 6
<i>Self-efficacy for self-regulated learning</i>						
1. finish homework assignments by deadlines?						
2. study when there are other interesting things to do?						
3. concentrate on school subjects?						
4. take class notes of class instruction?						
5. use the library to get information for class assignments?*						
6. plan your school work?						
7. organize your school work?						
8. remember information presented in class and textbooks?						
9. arrange a place to study without distractions?						
10. motivate yourself to do school work?						
11. participate in class discussions?						
<i>Self-efficacy for academic achievement</i>						
1. learn general mathematics?						
2. learn algebra?						
3. learn science?						
4. learn biology?						
5. learn reading and writing language skills?						
6. learn to use computers?						
7. learn foreign languages?						
8. learn social studies?						
9. learn English grammar?						

*Some researchers remove this item as most students no longer use the library.

Zimmerman, B., Bandura, A., Martinez-Pons, M., Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting. American Educational Research Journal, Fall, 1992 (29:3), 663-676

Math Self-Efficacy and Math Self-Concept subscales of the Programme for International Student Assessment (PISA)
(Ferla et al, 2009)

The PISA math self-efficacy scale was developed according to Bandura's (1997) guidelines regarding the specificity of self-efficacy beliefs assessment and their correspondence with criterial tasks.

How confident do you feel about having to do the following Mathematics tasks?	Very confident 1	2	3	Not at all confident 4
1. Using a train timetable to work out how long it would take to get from one place to another				
2. Calculating how much cheaper a TV would be after a 30% discount.				
3. Calculating how many square metres of tiles you need to cover a floor.				
4. Understanding graphs presented in newspapers				
5. Solving an equation like $3x + 5 = 17$				
6. Finding the actual distance between two places on a map with a 1:10,000 scale.				
7. Solving an equation like $2(x + 3) = (x + 3)(x - 3)$				
8. Calculating the petrol consumption rate of a car.				

The PISA math self-concept items assess what Eccles and Wigfield (1995) identified as the ability component of subject-specific self-concept beliefs (as opposed to the affective/motivational component).

Thinking about studying Mathematics: to what extent do you agree with the following statements?	Strongly agree 1	2	3	Strongly disagree 4
1. I am just not good at Mathematics				
2. I get good marks in Mathematics				
3. I learn Mathematics quickly.				
4. I have always believed that Mathematics is one of my best subjects				
5. In my Mathematics class, I understand even the most difficult work.				

The PISA math interest items measure what Wigfield et al. (1997) labeled as the enjoyment aspect of task interest (as opposed to the usefulness/importance aspect).

Thinking about your views on Mathematics: to what extent do you agree with the following statements?	Strongly agree 1	2	3	Strongly disagree 4
1. I enjoy reading about Mathematics				
2. I look forward to my Mathematics lessons				
3. I do Mathematics because I enjoy it				
4. I am interested in the things I learn in Mathematics.				

The PISA math anxiety items focus on what Wigfield and Meece (1988) identified as the worry component of math anxiety (as opposed to the affective component).

‘Thinking about studying Mathematics: to what extent do you agree with the following statements?’	Strongly agree 1	2	3	Strongly disagree 4
1. I often worry that it will be difficult for me in Mathematics classes				
2. I get very tense when I have to do Mathematics homework				
3. I get very nervous doing Mathematics problems				
4. I feel helpless when doing a Mathematics problem				
5. I worry that I will get poor marks in Mathematics.				

Ferla, J., Valcke, M., Cai, Y., Academic self-efficacy and academic self-concept: Reconsidering structural relationships. *Learning and Individual Differences*, 19 (2009) 499-505

Accessed: <http://jamiesmithportfolio.com/EDTE800/wp-content/Self-Efficacy/Ferla.pdf>

Perceived Academic Control Scale
(Stupnisky, Perry, et al, 2008)

	Strongly disagree 1	2	3	4	Strongly agree 5
1. I have a great deal of control over my academic performance in my psychology course.					
2. The more effort I put into my courses, the better I do in them.					
3. No matter what I do, I can't seem to do well in my courses*					
4. I see myself as largely responsible for my performance throughout my college career.					
5. How well I do in my courses is often the "luck of the draw."*					
6. There is little I can do about my performance in university.*					
7. When I do poorly in a course, it's usually because I haven't given it my best effort.					
8. My grades are basically determined by things beyond my control and there is little I can do to change that.*					

*these four items will be reverse coded so that 1=strongly agree and 5=strongly disagree.

Ruthig, Joelle C., Haynes, Tara L., Stupnisky, Robert H., Perry Raymond P. Perceived Academic Control: mediating the effects of optimism and social support on college students' psychological health. *Social Psychology of Education*, June 2009, Volume 12, Issue 2, pp 233-249

SELF-EFFICACY FOR LEARNING FORM (SELF)

Choose a percentage to indicate your answer

- Evaluar.*
2005, n.º 5 (octubre)

- _____11. When you notice that your notes are much less complete than another student's, can you write down all the teacher's points during the next lecture? (N)
- _____12. When you notice that you are getting behind in your homework during the week, can you catch up during the next weekend? (S)
- _____13. When another student asks you to study together for a course in which you are experiencing difficulty, can you be an effective study partner? (S)
- _____14. When you have missed several classes, can you make up the work within a week? (S)
- _____15. When you find the assignment you are reading doesn't make sense, can you interpret it by using text clues, such as headings or italics? (R)
- _____16. When you miss a class, can you find another student who can explain the lecture notes as clearly as your teacher did? (N)
- _____17. When problems with friends and peers conflict with school work, can you keep up with your assignments? (S)
- _____18. When the assigned reading is boring, can you find a way to motivate yourself to learn it fully? (R)
- _____19. When a homework assignment, such as learning vocabulary words, is repetitive and uninteresting, can you make it into an exciting challenge? (S)
- _____20. When an assigned reading is poorly written, can you figure out its meaning so you can explain it well on an essay test? (R)
- _____21. When a teacher's lecture is over your head, can you find a way to get the information clarified before the next class meeting? (N)
- _____22. When your teacher's lecture is very complex, can you write an effective summary of your original notes before the next class? (N)
- _____23. When you are having trouble understanding assigned reading material, can you find a classmate who can explain everything clearly to you? (R)
- _____24. When you feel moody or restless during studying, can you focus your attention well enough to finish your assigned work? (S)
- _____25. When you are trying to understand a new topic, can you associate new concepts with old ones sufficiently well to remember them? (S)
- _____26. When a lecture is especially boring, can you motivate yourself to keep good notes? (N)

- _____27. When you are having trouble comprehending a reading assignment, can you find key sentences that will help you understand each paragraph? (R)
- _____28. When you have to take a test in a school subject you dislike, can you find a way to motivate yourself to earn a good grade? (T)
- _____29. When you have time available between classes, can you motivate yourself to use it for studying? (S)
- _____30. When you had trouble understanding your instructor's lecture, can you clarify the confusion before the next class meeting by comparing notes with a classmate? (N)
- _____31. When you feel anxious during an exam and have trouble controlling information, can you relax and concentrate well enough to remember it? (T)
- _____32. When you are feeling depressed about a forthcoming test, can you find a way to motivate yourself to do well? (T)
- _____33. When you are tired, but have not finished writing a paper, can you find a way to motivate yourself until it is completed? (W)
- _____34. When you suddenly realize that you can't remember any material you have read during the last half hour, can you create self-questions to help you review the material successfully? (R)
- _____35. When you find yourself putting off writing of an assigned paper, can you motivate yourself to begin the task immediately? (W)
- _____36. When you have trouble recalling an abstract concept, can you think of a good example that will help you remember it on a test? (T)
- _____37. When your friends want to see a movie when you need to study for a test, can you find a way to decline without offending them? (T)
- _____38. When your last test results were poor, can you figure out potential questions before the next test that will improve your score greatly? (T)
- _____39. When you are taking a course covering a huge amount of material, can you condense your notes down to just the essential facts? (N)
- _____40. When you find yourself getting increasingly behind in a new course, can you increase your study time sufficiently to catch up? (S)
- _____41. When you are struggling to remember technical details of a concept for a test, can you find a way to associate them together that will ensure recall? (T)

_____42. When your teacher lectures so rapidly you can't write everything down, can you record all the important points in your notes? (N)

_____43. When you are angry about a course because of a teacher's demanding requirements, can you find a way to channel your anger to help you succeed? (S)

_____44. When your concentration wanders while writing an important paper, can you refocus it sufficiently to finish the paper on time? (W)

_____45. When describing a complex principle in a written paper, can you create an analogy that a reader will understand? (W)

_____46. When you find that your first draft of a paper is wordy, ungrammatical, or confusing, can you revise it so that it is completely clear and grammatical? (W)

_____47. When you are asked to write a concise, well-organized paper over night, can you find a way to do it? (W)

_____48. When you are dissatisfied with an important paper you are writing, can you find another person who will show you how to remove all the problems? (W)

_____49. When you are asked to write a paper on an unfamiliar topic, can you find good enough information to please your teacher? (W)

_____50. When you learn that a paper you just finished writing is confusing and needs to be completely rewritten, can you delay your other plans for a day to revise it? (W)

_____51. When you discover that your homework assignments for the semester are much longer than expected, can you change your other priorities to have enough time for studying? (S)

_____52. When you think you did poorly on a test you just finished, can you go back to your notes and locate all the information you had forgotten? (T)

_____53. When you are struggling to remember the details of a complex reading assignment, can you write summary notes that will greatly improve your recall? (R)

_____54. When you find that you had to "cram" at the last minute for a test, can you begin your test preparation much earlier so you won't need to cram the next time? (T)

_____55. When other students from your class emphasize parts of the teacher's lecture that you excluded from your notes, can you correct this omission before the next class meeting? (N)

_____56. When you are struggling to understand a body of information for a test, can you diagram it or chart it so you will remember it all two weeks later? (T)

_____57. When you have trouble studying your class notes because they are incomplete or confusing, can you revise and rewrite them clearly after every lecture? (N)

R = reading item

S = study item

T = test preparation item

N = note-taking item

W = writing item

SELF-EFFICACY FOR LEARNING FORM (SELF) - Abridged
(Zimmerman and Kitsantas, 2007)

Definitely Cannot Do It			Probably Cannot		Maybe		Probably Can			Definitely Can Do It
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Percentage	Choose a percentage from the above scale to indicate your answer
_____	1. When you miss a class, can you find another student who can explain the lecture notes as clearly as your teacher did?
_____	2. When your teacher's lecture is very complex, can you write an effective summary of your original notes before the next class?
_____	3. When a lecture is especially boring, can you motivate yourself to keep good notes?
_____	4. When you had trouble understanding your instructor's lecture, can you clarify the confusion before the next class meeting by comparing notes with a classmate?
_____	5. When you have trouble studying your class notes because they are incomplete or confusing, can you revise and rewrite them clearly after every lecture?
_____	6. When you are taking a course covering a huge amount of material, can you condense your notes down to just the essential facts?
_____	7. When you are trying to understand a new topic, can you associate new concepts with old ones sufficiently well to remember them?
_____	8. When another student asks you to study together for a course in which you are experiencing difficulty, can you be an effective study partner?
_____	9. When problems with friends and peers conflict with schoolwork, can you keep up with your assignments?
_____	10. When you feel moody or restless during studying, can you focus your attention well enough to finish your assigned work?
_____	11. When you find yourself getting increasingly behind in a new course, can you increase your study time sufficiently to catch up?
_____	12. When you discover that your homework assignments for the semester are much longer than expected, can you change your other priorities to have enough time for studying?
_____	13. When you have trouble recalling an abstract concept, can you think of a good example that will help you remember it on the test?
_____	14. When you have to take a test in a school subject you dislike, can you find a way to motivate yourself to earn a good grade?
_____	15. When you are feeling depressed about a forthcoming test, can you find a way to motivate yourself to do well?
_____	16. When your last test results were poor, can you figure out potential questions before the next test that will improve your score greatly?
_____	17. When you are struggling to remember technical details of a concept for a test, can you find a way to associate them together that will ensure recall?
_____	18. When you think you did poorly on a test you just finished, can you go back to your notes and locate all the information you had forgotten?

_____	19. When you find that you had to cram at the last minute for a test, can you begin your test preparation much earlier so you won't need to cram the next time?
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Zimmerman, Barry; Kitsantas, Anastasia. Reliability and validity of Self-Efficacy for Learning Form (SELF) scores of college students. *Zeitschrift für Psychologie/Journal of Psychology*, Vol 215(3), 2007, 157-163.

Abridged form accessed here: <http://mason.gmu.edu/~epeters1/SELF.htm>

Original 57 item measure accessed

here: <http://www.uky.edu/~eushe2/Pajares/SelfEfficacyForLearningZimmerman.pdf>

**Self-Efficacy for Learning and Performance subscale from
the Motivated Strategies for Learning Questionnaire (MSLQ) for College students**
Pintrich et al, 1991

	Not at all true of me 1	2	3	Somewhat true of me 4	5	6	Very true of me 7
1. I believe I will receive an excellent grade in this class.	1	2	3	4	5	6	7
2. I'm certain I can understand the most difficult material presented in the readings for this course.	1	2	3	4	5	6	7
3. I'm confident I can learn the basic concepts taught in this course.	1	2	3	4	5	6	7
4. I'm confident I can understand the most complex material presented by the instructor in this course.	1	2	3	4	5	6	7
5. I'm confident I can do an excellent job on the assignments and tests in this course.	1	2	3	4	5	6	7
6. I expect to do well in this class.	1	2	3	4	5	6	7
7. I'm certain I can master the skills being taught in this class.	1	2	3	4	5	6	7
8. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1	2	3	4	5	6	7

Artino, Jr., A., A Review of the Motivated Strategies for Learning Questionnaire. University of Connecticut. Accessed August 2013: http://www.sp.uconn.edu/~aja05001/comps/documents/MSLQ_Artino.pdf

Motivated Strategies for Learning Questionnaire by Paul Pintrich, David Smith, Teresa Garcia, and Wilbert McKeachie.

**Academic Self-Efficacy subscale created from both the Academic Milestones Scale
(Lent et al., 1986) and the College Self-Efficacy Inventory (Solberg, O'Brien, Villareal,
Kennel, and Davis, 1993)
(Zajacova, Lynch and Espenshade, 2005)**

Please answer how stressful these tasks are for you:	Not at all stressful 0	1	2	3	4	5	6	7	8	9	Extremely stressful 10
Studying											
Asking questions in class											
Keeping up with the required readings											
Understanding my professors											
Writing term papers											
My parents' expectations of my grades											
Making friends at school											
Doing well on exams											
Getting papers done on time											
Having more tests in the same week											
Taking good class notes											
Managing both school and work											
Preparing for exams											
Managing time efficiently											
Getting along with family members											
Improving my reading & writing skills											
Researching term papers											
Getting the grades I want											
Having enough money											
Talking to my professors											
Getting help and information at school											
Doing well in my toughest class											
Talking to college staff											
Finding time to study											
Understanding my textbooks											
Participating in class discussions											
Understanding college regulations											
Please answer how confident you are that you can successfully complete these tasks	Not at all confident 0	1	2	3	4	5	6	7	8	9	Extremely confident 10
Studying											
Asking questions in class											
Keeping up with the required readings											
Understanding my professors											
Writing term papers											
My parents' expectations of my grades											
Making friends at school											
Doing well on exams											

Getting papers done on time												
Having more tests in the same week												
Taking good class notes												
Managing both school and work												
Preparing for exams												
Managing time efficiently												
Getting along with family members												
Improving my reading & writing skills												
Researching term papers												
Getting the grades I want												
Having enough money												
Talking to my professors												
Getting help and information at school												
Doing well in my toughest class												
Talking to college staff												
Finding time to study												
Understanding my textbooks												
Participating in class discussions												
Understanding college regulations												

Zajacova, A., Lynch, S. M., Espenshade, T. J., Self-Efficacy, Stress, And Academic Success in College Research in Higher Education, Vol. 46, No. 6, September 2005 DOI: 10.1007/s11162-004-4139-z accessed

here: <http://www.princeton.edu/~tje/files/Self%20Efficacy%20and%20Stress%20Zajacova%20Lynch%20Espenshade%20Sept%202005.pdf>

BANDURA'S INSTRUMENT TEACHER SELF-EFFICACY SCALE

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Efficacy to Influence Decision making

How much can you influence the decisions that are made in the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you express your views freely on important school matters?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Influence School Resources

How much can you do to get the instructional materials and equipment you need?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Instructional Self-Efficacy

How much can you do to influence the class sizes in your school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get through to the most difficult students?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to promote learning when there is lack of support from the home?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to keep students on task on difficult assignments?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to increase students' memory of what they have been taught in previous lessons?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to motivate students who show low interest in schoolwork?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get students to work together?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to overcome the influence of adverse community conditions on students' learning?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get children to do their homework?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Disciplinary Self-Efficacy

How much can you do to get children to follow classroom rules?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to control disruptive behavior in the classroom?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to prevent problem behavior on the school grounds?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Enlist Parental Involvement

How much can you do to get parents to become involved in school activities?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you assist parents in helping their children do well in school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to make parents feel comfortable coming to school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Enlist Community Involvement

How much can you do to get community groups involved in working with the schools?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get churches involved in working with the school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get businesses involved in working with the school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get local colleges and universities involved in working with the school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Create a Positive School Climate

How much can you do to make the school a safe place?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to make students enjoy coming to school?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get students to trust teachers?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you help other teachers with their teaching skills?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to reduce school dropout?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to reduce school absenteeism?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

How much can you do to get students to believe they can do well in schoolwork?

1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Teacher Beliefs - TSES

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

	None at all	Very Little	Some Degree	Quite A Bit	A Great Deal				
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Teachers' Sense of Efficacy Scale¹ (long form)

Teacher Beliefs	How much can you do?										
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal						
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
7. How well can you respond to difficult questions from your students ?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
19. How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		

Teachers' Sense of Efficacy Scale¹ (short form)

Teacher Beliefs		How much can you do?								
<p>Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.</p>		Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal				
1.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Directions for Scoring the Teachers' Sense of Efficacy Scale¹

Developers: Megan Tschannen-Moran, College of William and Mary
!!!!!!!!!!!!!!!!!!!!!!Anita Woolfolk Hoy, the Ohio State University.

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Construct Validity

For information the construct validity of the Teachers' Sense of Teacher efficacy Scale, see:

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805.

Factor Analysis

It is important to conduct a factor analysis to determine how your participants respond to the questions. We have consistently found three moderately correlated factors: *Efficacy in Student Engagement*, *Efficacy in Instructional Practices*, and *Efficacy in Classroom Management*, but at times the make up of the scales varies slightly. With preservice teachers we recommend that the full 24-item scale (or 12-item short form) be used, because the factor structure often is less distinct for these respondents.

Subscale Scores

To determine the *Efficacy in Student Engagement*, *Efficacy in Instructional Practices*, and *Efficacy in Classroom Management* subscale scores, we compute unweighted means of the items that load on each factor. Generally these groupings are:

Long Form

<i>Efficacy in Student Engagement:</i>	Items 1, 2, 4, 6, 9, 12, 14, 22
<i>Efficacy in Instructional Strategies:</i>	Items 7, 10, 11, 17, 18, 20, 23, 24
<i>Efficacy in Classroom Management:</i>	Items 3, 5, 8, 13, 15, 16, 19, 21

Short Form

<i>Efficacy in Student Engagement:</i>	Items 2, 3, 4, 11
<i>Efficacy in Instructional Strategies:</i>	Items 5, 9, 10, 12
<i>Efficacy in Classroom Management:</i>	Items 1, 6, 7, 8

Reliabilities

In Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805, the following were found:

	Long Form			Short Form		
	Mean	SD	alpha	Mean	SD	alpha
OSTES	7.1	.94	.94	7.1	.98	.90
<i>Engagement</i>	7.3	1.1	.87	7.2	1.2	.81
<i>Instruction</i>	7.3	1.1	.91	7.3	1.2	.86
<i>Management</i>	6.7	1.1	.90	6.7	1.2	.86

¹ Because this instrument was developed at the Ohio State University, it is sometimes referred to as the *Ohio State Teacher Efficacy Scale*. We prefer the name, *Teachers' Sense of Efficacy Scale*.

Teacher Self-Efficacy
Schwarzer, Schmitz, Daytner (1999)

	Not at all true 1	Barely true 2	Moderately true 3	Exactly true 4
1. I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.				
2. I know that I can maintain a positive relationship with parents even when tensions arise.				
3. When I try really hard, I am able to reach even the most difficult students.				
4. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.				
5. Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.				
6. I am confident in my ability to be responsive to my students' needs even if I am having a bad day.				
7. If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.				
8. I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.				
9. I know that I can motivate my students to participate in innovative projects.				
10. I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.				

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- Accessed here: http://userpage.fu-berlin.de/~health/teacher_se.htm

Principal Questionnaire

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for principals in their school activities.

Directions: Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. The scale of responses ranges from “None at all” (1) to “A Great Deal” (9), with “Some Degree” (5) representing the mid-point between these low and high extremes. You may choose any of the nine possible responses, since each represents a degree on the continuum. Your answers are confidential.

Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

“In your current role as principal, to what extent can you...”		None at All		Very Little		Some Degree		Quite a Bit		A Great Deal
1.	facilitate student learning in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2.	generate enthusiasm for a shared vision for the school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3.	handle the time demands of the job?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
4.	manage change in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
5.	promote school spirit among a large majority of the student population?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
6.	create a positive learning environment in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
7.	raise student achievement on standardized tests?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
8.	promote a positive image of your school with the media?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
9.	motivate teachers?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
10.	promote the prevailing values of the community in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
11.	maintain control of your own daily schedule?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
12.	shape the operational policies and procedures that are necessary to manage your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
13.	handle effectively the discipline of students in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
14.	promote acceptable behavior among students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
15.	handle the paperwork required of the job?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
16.	promote ethical behavior among school personnel?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
17.	cope with the stress of the job?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
18.	prioritize among competing demands of the job?	①	②	③	④	⑤	⑥	⑦	⑧	⑨

Implicit Theories of Math Ability Scale (Hendricks)

Read each sentence below and then select the one number that shows how much you agree with it. There are no right or wrong answers.

1. You have a certain amount of math ability, and you really can't do much to change it.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

2. Your math ability is something about you that you can't change very much.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

3. You can learn new things, but you can't really change your basic math ability.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

From: The Effect of Gender and Implicit Theories of Math Ability on Math Interest and Achievement. Jillian Hendricks (2012). Masters Theses & Specialist Projects. Paper 1147. <http://digitalcommons.wku.edu/theses/1147> page 33.

Achievement Goal Orientation

Students rated each questionnaire item on a 4-point Likert scale ranging from Not at all True (1) to Very True (4).

Task-Mastery Goal Orientation

1. I really wanted to understand this assignment.
2. I wanted to do better on this assignment than I have done before.
3. I wanted to learn as much as possible.
4. I wanted to understand this assignment so I worked as hard as I could.
5. I wanted to learn something new on this assignment.

Performance Goal Orientation

1. I wanted to do well on this assignment so my parents will think I am smart.
2. I wanted to get a good grade on this assignment.
3. I wanted the teacher to think I am doing a good job on this assignment.
4. I wanted others to think I am smart.
5. I wanted to do better on this assignment than other students.

Work-Avoidant Goal Orientation

1. I wished I didn't have to do this assignment.
2. I just wanted to do what I was supposed to do on this assignment and get it done.
3. I wanted to do as little as possible on this assignment.
4. I wanted to get out of having to do much work on this assignment.
5. I wanted to do this assignment as easily as possible so I won't have to work very hard.

From: A Longitudinal Analysis of Elementary School Students' Achievement Goals in Literacy Activities, Judith L. Meece and Samuel D. Miller, 2001, p.463

Effort-Related Belief Scale¹ (Stipek & Gralinski)

Responses used a 5 point Likert scale were:

1 = *not true at all*

5 = *very true*.

1. Some kids can never do well in math, even if they try hard.
2. Some kids can never do well in social studies, even if they try hard.
3. Some kids will never be smart, no matter how hard they try.
4. There isn't much you can do to make yourself smarter.
5. Some kids can't do well in any kind of school work.
6. You have to be smart to do well in math.
7. You have to be smart to do well in social studies.
8. Kids who are not smart don't do well in any subject.
9. Anyone who works hard could be one of the smartest in the class.
10. Everyone could do well in math if they worked hard.
11. Everyone could do well in social studies if they worked hard.
12. You can get smarter by working hard in school.

Stipek, D and Gralinski, J. H. (1996). Children's beliefs about intelligence and school performance. *Journal of Educational Psychology*, 1966, Vol. 88, No. 3, 397-407.

¹ Note. The author, Deborah Stipek, informed PRA that she no longer has the actual measure, but emailed us the article and informed us that the scale, reprinted above, appears on page 400. Information about the Likert type responses was included on page 407.

Mastery Goal Orientation (Revised) subscale (Midgley)

9. It is important to me that I learn a lot of new concepts this year.				
1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE
25. One of my goals in class is to learn as much as I can.				
1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE
29. One of my goals is to master a lot of new skills this year.				
1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE
38. It's important to me that I thoroughly understand my class work.				
1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE
49. It's important to me that I improve my skills this year.				
1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

The Patterns of Adaptive Learning Scales (PALS) Mastery Goal Orientation Revised subscale is taken from the Manual for the Patterns of Adaptive Learning Scales (Carol Midgley, et. al.) pp. 11, 41, 44, 45, 47 and 49.

Note: on p. 1 of the appendix (section V), it says this scale was administered to 6th grade, elementary students. No references are made in the manual to specific age ranges (although the introduction mentions elementary school and adaptations for middle and high school, p.2), time and costs of administration. The manual specifies the validity tests used (GFI=0.97, AGFI=0.95) on p. 3. As to who can administer and interpret this survey, the manual states that it has been administered by “trained research assistants” (p.4).

Personal Beliefs Survey
(Flores, 2006)

Please answer these survey questions about intelligence and personal qualities. You are asked to identify how much you agree or disagree with a statement. Circle a number that best corresponds to your beliefs about the truth of the statement. If you believe completely in a statement you would mark a “1” and if you thought the statement was totally wrong, you would mark a “4”.

“1” indicates you strongly agree and “4” indicates you strongly disagree. “2” and “3” are in between at “agree” and “disagree”

- 1) You can learn new things, but you can’t really change how intelligent you are.
(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree
- 2) You can always change basic things about the kind of person that you are.
(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree
- 3) No matter how much intelligence you have, you can always change it quite a bit.
(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree
- 4) You can do things differently, but the important parts of who you are can’t really be changed.
(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree
- 5) No matter what kind of person you are, you can always change substantially.
(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree
- 6) You are a certain kind of person, and there is not much that can really be done to change that.
(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree
- 7) You can always substantially change how intelligent you are.
(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree
- 8) Your intelligence is something very basic about you that can’t change very much
(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

This measure is from: The Correlation between Student Growth Mindset and Conceptual Development in Physics, by David Flores, Allison Lemons, Holly McTernan while at Arizona State University as research required for the Master of Natural Science with concentration in physics. July 2011. This measure was originally developed by Carol Dweck: Dweck, C.S., (2006). Mindset: The New Psychology of Success. New York: Random House, Inc.

Achievement Goal Questionnaire (Elliot)

Think about the goals that you have for the exam. Then, read the following list of goal items. When you read each, ask yourself “**How well does this match the goals I have for the exam?**” Many of the goals are worded similarly, so please read each carefully and answer thoughtfully!

Here are some things to keep in mind while responding:

***Each person thinks about the exam differently -- we want to know how YOU are thinking about it.**

***Don't just answer based on what sounds good or seems reasonable -- we want to know how YOU really are thinking about the exam!**

IMPORTANT:

***Try to use the full range of responses, from “not true of me” to “extremely true of me”**

1. My aim is to completely master the material presented in this section of the class.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

2. I am striving to do well compared to other students on the exam.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

3. My goal is to learn as much as possible in this section of the class.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

4. My aim is to perform well relative to other students on the exam.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

5. My aim is to avoid learning less than I possibly could in this section of the course.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

6. My goal is to avoid performing poorly on the exam compared to others.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

7. I am striving to understand the content of this section of the course as thoroughly as possible.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

8. My goal is to perform better than the other students on the exam.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

9. My goal is to avoid learning less than it is possible to learn in this section of the course.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

10. I am striving to avoid performing worse than others on the exam.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

11. I am striving to avoid an incomplete understanding of the course material in this section of the class.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

12. My aim is to avoid doing worse than other students on the exam.

1	2	3	4	5	6	7
not		slightly	moderately		very	extremely
true of me		true of me	true of me		true of me	true of me

Note: This is the actual instrument that was emailed to PRA from the author, Andrew J. Elliot on 7/30/2013. Note also that per the author, this measure was used in his study: Elliot, A.J & Murayama, K. (2008). On the measurement of achievement goals: Critique, illustration, and application. *Journal of Educational Psychology*, 100, 613-628.

Goal Orientation (Button, Mathieu & Zajac, 1996)

Scale Responses: 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Slightly Agree, 5=Agree, and 6=Strongly Agree

1. The opportunity to do challenging work is important to me.
2. When I fail to complete a difficult task, I plan to try harder the next time I work on it.
3. I prefer to work on tasks that force me to learn new things.
4. The opportunity to learn new things is important to me.
5. I do my best when I'm working on a fairly difficult task.
6. I try hard to improve on my past performance.
7. The opportunity to extend the range of my abilities is important to me.
8. When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.
9. I prefer to do things that I can do well rather than things that I do poorly.
10. I'm happiest at work when I perform tasks on which I know that I won't make any errors.
11. The things I enjoy the most are the things I do the best.
12. The opinions others have about how well I do certain things are important to me.
13. I feel smart when I do something without making any mistakes.
14. I like to be fairly confident that I can successfully perform a task before I attempt it.
15. I like to work on tasks that I have done well on in the past.
16. I feel smart when I can do something better than most other people.

Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996). Goal orientation in organizational research: A conceptual and empirical foundation. *Organizational Behavior and Human Decision Processes*, 67, 26-48.

Self Regulated Learning:
Subscales Intrinsic and Extrinsic Goal Orientation (Cobb)

Directions:

Please read each statement below. On a Likert scale from 1 to 7, you will rate yourself on how closely each statement relates to you. Click in the circle to the left of the number of your choice. The meaning of each numerical value is in the scale below.

1	2	3	4	5	6	7
Not Very Much Like Me	Not At All Like Me	Somewhat Not Like Me	Somewhat Like Me	Like Me	Much Like Me	Very true of Me

Intrinsic Goal Orientation

1. In a class like this, I prefer course material that really challenges me so I can learn new things.
2. In a class like this, I prefer course material that arouses my curiosity, even if it is more difficult to learn.
3. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.
4. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.

Extrinsic Goal Orientation

1. Getting a good grade in this class is the most satisfying thing for me right now.
2. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.
3. If I can, I want to get better grades in this class than most of the other students.
4. I want to do well in this class because it is important to show my ability to my family and friends.

These subscale measures are from: The relationship between self-regulated learning behaviors and academic performance in web-based courses, a doctoral dissertation by Robert Cobb, Jr. submitted to the Faculty of Virginia Polytechnic Institute and State University in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Curriculum and Instruction, March 2003.

Note: Cobb's dissertation was copyrighted, but it is unclear whether the subscales require permission to be used.

Motivated Strategies for Learning Questionnaire Manual

Part A. Motivation

The following questions ask about your motivation for and attitudes about this class. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

	Not at all true of me 1	2	3	4	5	6	Very true of me 7
1. In a class like this, I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5	6	7
2. If I study in appropriate ways, then I will be able to learn the material in this course.	1	2	3	4	5	6	7
3. When I take a test I think about how poorly I am doing compared with other students.	1	2	3	4	5	6	7
4. I think I will be able to use what I learn in this course in other courses.	1	2	3	4	5	6	7
5. I believe I will receive an excellent grade in this class.	1	2	3	4	5	6	7
6. I'm certain I can understand the most difficult material presented in the readings for this course.	1	2	3	4	5	6	7
7. Getting a good grade in this class is the most satisfying thing for me right now.	1	2	3	4	5	6	7
8. When take a test I think about items on other parts of the test I can't answer.	1	2	3	4	5	6	7
9. It is my own fault if I don't learn the material in this course.	1	2	3	4	5	6	7
10. It is important for me to learn the course material in this class.	1	2	3	4	5	6	7
11. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.	1	2	3	4	5	6	7
12. I'm confident I can learn the basic concepts taught in this course.	1	2	3	4	5	6	7
13. If I can, I want to get better grades in this class than most of the other students.	1	2	3	4	5	6	7
14. When I take tests I think of the consequences of failing.	1	2	3	4	5	6	7
15. I'm confident I can understand the most complex material presented by the instructor in this course.	1	2	3	4	5	6	7

	Not at all true of me 1	2	3	4	5	6	Very true of me 7
16. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5	6	7
17. I am very interested in the content area of this course.	1	2	3	4	5	6	7
18. If I try hard enough, then I will understand the course material.	1	2	3	4	5	6	7
19. I have an uneasy, upset feeling when I take an exam.	1	2	3	4	5	6	7
20. I'm confident I can do an excellent job on the assignments and tests in this course.	1	2	3	4	5	6	7
21. I expect to do well in this class.	1	2	3	4	5	6	7
22. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	1	2	3	4	5	6	7
23. I think the course material in this class is useful for me to learn.	1	2	3	4	5	6	7
24. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	1	2	3	4	5	6	7
25. If I don't understand the course material, it is because I didn't try hard enough.	1	2	3	4	5	6	7
26. I like the subject matter of this course.	1	2	3	4	5	6	7
27. Understanding the subject matter of this course is very important to me.	1	2	3	4	5	6	7
28. I feel my heart beating fast when I take an exam.	1	2	3	4	5	6	7
29. I'm certain I can master the skills being taught in this class.	1	2	3	4	5	6	7
30. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.	1	2	3	4	5	6	7
31. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1	2	3	4	5	6	7

Motivated Strategies for Learning Questionnaire by Paul Pintrich, David Smith, Teresa Garcia, and Wilbert McKeachie.

Goal Orientation Scale
(VandeWalle, 1999)

Score using a “7-point Likert –type response scale, ranging from 7 (strongly agree) to 1 (strongly disagree)*.

1. I am willing to select a challenging work assignment that I can learn a lot from.
2. I often look for opportunities to develop new skills and knowledge.
3. I enjoy challenging and difficult tasks at work where I’ll learn new skills.
4. For me, development of my work ability is important enough to take risks.
5. I prefer to work in situations that require a high level of ability and talent.

From: Goal Orientation and Goal Content as Predictors of Performance in a Training Program,
Joan F. Brett and Don VandeWalle, 1999, p. 872.

* Likert information on p. 867.

Goal Orientation (Sales) Items

Score using a “7-point Likert –type response scale, ranging from 7 (strongly agree) to 1 (strongly disagree)*.

1. Making a tough sale is very satisfying.
2. An important part of being a good salesperson is continually improving your sales skills.
3. It is important for me to learn from each selling experience I have.
4. It is worth spending a great deal of time learning new approaches for dealing with customers.
5. Learning how to be a better salesperson is of fundamental importance to me.
6. I put in a great deal of effort sometimes in order to learn something new.

From: The Influence of Goal Orientation and Self-Regulation Tactics on Sales Performance: A Longitudinal Field Test. Don VandeWalle, Steven P. Brown, William L. Cron, and John W. Slocum, Jr. 1999, p. 259.

The actual items are from “Learning Orientation, Working Smart, and Effective Selling,” by H. Sujan, B. A. Weitz, and N. Kumar, 1994, *Journal of Marketing*, 58, pp.39-52.

* Likert information on p. 867.

Devereux Early Childhood Assessment for Infants Record Form (1 month up to 18 months)

Mary Mackrain, Paul LeBuffe and Gregg Powell

Infant's Name _____ Gender _____ DOB _____ Age _____

Person Completing this Form _____ Relationship to Infant _____ (In Months)

Date of Rating _____ Site/Program _____ Room _____

This form describes a number of behaviors seen in some infants. Read the statements that follow the phrase: ***During the past 4 weeks, how often did the infant...*** and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Never	Rarely	Occasionally	Frequently	Very frequently
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item # During the past 4 weeks, how often did the infant...

Never Rarely Occasionally Frequently Very Frequently

- 1 try to do new things?
- 2 respond when spoken to?
- 3 imitate actions of others?
- 4 enjoy interacting with others?
- 5 keep trying when unsuccessful?
- 6 enjoy being cuddled?
- 7 show interest in what others were doing?
- 8 show affection for a familiar adult?
- 9 notice changes in surroundings?
- 10 seek comfort from familiar adults?
- 11 adjust her/his energy level to the type of play?
- 12 act in a good mood?
- 13 act happy when praised?
- 14 make eye contact with others?
- 15 explore surroundings?
- 16 calm down with help from a familiar adult?
- 17 express her/his dislikes?
- 18 smile back at a familiar adult?
- 19 reach for a familiar adult?
- 20 respond to her/his name?
- 21 keep trying to obtain a toy?
- 22 react to another child's cry?
- 23 smile at familiar adults?
- 24 respond positively to adult attention?
- 25 act happy?
- 26 act in a way that make others smile or show interest?
- 27 easily go from one activity to another?
- 28 seek attention when a familiar adult was with another child?
- 29 look to a familiar adult when exploring her/his surroundings?
- 30 enjoy being around other children?
- 31 show pleasure when interacting with adults?
- 32 act happy with familiar adults?
- 33 accept comfort from a familiar adult?

[illegible]



1 month up to 3 months

Parent Rater Name _____
Date _____

Teacher Rater Name _____
Date _____

STRENGTH				TYPICAL				Area of Need			
T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile	T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile		
72	69 & Above	60*	136 & Above	99	72	55 & Above		128 & Above	99		
70	65-68		135	98	70	54	60*	127	98		
69	61-64			97	69	53		126	97		
68	57-60			96	68	52		125	96		
67	53-56			96	67	51		124	96		
66	49-52		133-134	95	66	50		123	95		
65	45-48	59	130-132	93	65	49		122	93		
64	41-44		126-129	92	64	48	59	121	92		
63	37-40		122-125	90	63	47		119-120	90		
62	33-36	58	120-117	89	62	46		118	89		
61	29-32			86	61	43-45			86		
60	25-28	56	119	84	60	40-42			84		
59	21-24	55	118	83	59	38-39	57-58	117	82		
58	17-20	54	114-117	81	58	37	55-56	116	79		
57	13-16		113	80	57	36	53-54	115	76		
56	9-12	53	112	73	56		51-52		73		
55	5-8	52	111	70	55	34-35	50		69		
54	1-4	51	110	66		32-33	49		66		
53		50	104-109	62	53	30-31	48	110-114	62		
52		49	100	58	52	28-29	47	104-109	58		
51		48		54	51		45-46	101-103	54		
50			98-99		50		43-44	100	50		
49	25		96-97	46	49	26	42		46		
48		47	95	42	48	25	41	96-99	42		
47	24	45-46	93-94	38	47			94-95	38		
46	22-23	44	92	35					35		
45	19-21			31	45	23	40	92-93	31		
44	17-18	43	89-91	27	44	20-21	38-39	90-91	27		
43			85-88	24	43	18	36-37	86-89	24		
42	16	42	83-84	21	42	17	33-34	84-85	21		
41	15	41	80-82	18	41	16		83	18		
40		40	77-79	16	40	15		80-82	16		
39		39	76	14	39			77-79	14		
38	14		75	12	38	14	30		12		
37	13	38		10	37	13		71-73	10		
36		37		8	36	12		70	8		
35	12	36		7	35	11			7		
34		35		6	34	10			6		
33		34		5	33	9	29	67	5		
32		33		4	32	8	28	66	4		
31		32		3	31	7	27	65	3		
30	11	30-31	74	2	30	6	26	64	2		
28	10 & Below	29 & Below	73 & Below	1	28	5 & Below	25 & Below	63 & Below	1		

* Maximum score possible



3 months up to 6 months

Parent Rater Name

Teacher Rater Name

Date

Infant Name

Date

STRENGTH					TYPICAL					Area of Need				
T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile	T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile	T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile
72	64 & Above		134 & Above	99	72	66 & Above		138 & Above	99	72	66 & Above		138 & Above	99
70			131-133	98	70				98	70				98
69	62		129-130	97	69	63-64		137	97	69	63-64		137	97
68			128	96	68	61-62	60*	134-136	96	68	61-62	60*	134-136	96
67	61		126-127	96	67	58-60		131-133	96	67	58-60		131-133	96
66			124-125	95	66	55-57		128-130	95	66	55-57		128-130	95
65				93	65	54		126-127	93	65	54		126-127	93
64	58		123	92	64	52-53	59	125	92	64	52-53	59	125	92
63	57			90	63	50-51		123-124	90	63	50-51		123-124	90
62	56		121-122	89	62		58	120-122	89	62		58	120-122	89
61	55			86	61	49	57		86	61	49	57		86
60	53-54		118-119	84	60	47-48		118-119	84	60	47-48		118-119	84
59			116	82	59	46	56		82	59	46	56		82
58	52	58		80	58	44-45		116	79	58	44-45		116	79
57	50-51		112-113	76	57	41-43	55	114-115	76	57	41-43	55	114-115	76
56	49	57	111	73	56	40	54	110-113	73	56	40	54	110-113	73
55	48		109-110		55	38-39	53	108-109	69	55	38-39	53	108-109	69
54	47	56	108	66	54	36-37	52	105-107	66	54	36-37	52	105-107	66
53	45-46		106-107	62	53	34-35	51		62	53	34-35	51		62
52	42-44	55	103-105	58	52	33		102-104	58	52	33		102-104	58
51	41	54	102	54	51	32	50	100-101	54	51	32	50	100-101	54
50	39-40	53	99-101		50	31	48-49	98-99	50	50	31	48-49	98-99	50
49	38	52	96-98	46	49	28-29	47	96-97	46	49	28-29	47	96-97	46
48		51	95	42	48	27	45-46		42	48	27	45-46		42
47	37	50		38	47			94-95	38	47			94-95	38
46	36		92-94	35	46	25	43-44	92-93	35	46	25	43-44	92-93	35
45	34-35	49	91	31	45	23	42	90-91	31	45	23	42	90-91	31
44	33	48	90	27	44	22	41	89	27	44	22	41	89	27
43	31-32	46-47	87-89	24	43	21		88	24	43	21		88	24
42		45	85-86	21	42	20		86-87	21	42	20		86-87	21
41	30		84	18	41	19		84-85	18	41	19		84-85	18
40	26-29	44	82-83	16	40	18		82-83	16	40	18		82-83	16
39	25		79-81	14	39	15		80-81	14	39	15		80-81	14
38	23-24	43	76-78	12	38	14	37		12	38	14	37		12
37	22	42		10	37	13			10	37	13			10
36	21	41	75	8	36	12	35-37	74-77	8	36	12	35-37	74-77	8
35	19-20	40	72-74	7	35			71	7	35			71	7
34	18	38-39		6	34		32	69	6	34		32	69	6
33		36-37	69-71	5	33			67-68	5	33			67-68	5
32	17	35	68	4	32		30	65-66	4	32		30	65-66	4
31		33-34	65-67	3	31			64	3	31			64	3
30	16	32	63-64	2	30	11	29 & Below	63 & Below	2	30	11	29 & Below	63 & Below	2
28	15 & Below	31 & Below	62 & Below	1	28	10 & Below			1	28	10 & Below			1

* Maximum score possible



6 months up to 9 months

Parent Rater Name

Teacher Rater Name

Date

Infant Name

Date

STRENGTH					TYPICAL					Area of Need				
T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile	T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile	T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile
72	64 & Above		137 & Above	99	72	64 & Above	60	138 & Above	99	72	64 & Above	60	138 & Above	99
70	63-70		134-136	98	70			135-137	98	70			135-137	98
68	68		132-133	96	69	62-63		132-134	97	69	62-63		132-134	97
67	67		131	96	67	60-61	59	129-131	96	67	60-61	59	129-131	96
66	66		130	95	66	59		126-128	95	66	59		126-128	95
65	60*		128-129	93	65	57-58		125	93	65	57-58		125	93
64	65		123-127	92	64	56	58	124	92	64	56	58	124	92
63	64		122	90	63			123	90	63			123	90
62	63			89	62		57	122	89	62		57	122	89
61			121	86	61	55			86	61	55			86
60	61-62	59	119	84	60			121	84	60			121	84
59			118	82	59	54		119-120	82	59	54		119-120	82
58	60	58	117	80	58	53	56	116-118	79	58	53	56	116-118	79
57	59		111	76	57	51-52		114-115	76	57	51-52		114-115	76
56	58			73	56	49-50	54-55	111-113	73	56	49-50	54-55	111-113	73
55	57	57	108-110	70	55	48		108-110	69	55	48		108-110	69
54	56	56		66	54	47	53	107	66	54	47	53	107	66
53	55		106-107	62	53	46	52	105-106	62	53	46	52	105-106	62
52	54	55	104-105	58	52	43-45	50-51	99-104	58	52	43-45	50-51	99-104	58
51	53	54	102-103	54	51	42	49	98	54	51	42	49	98	54
50	51-52		99-101	50	50	41	47-48	97	50	50	41	47-48	97	50
49	50	53	98	46	49	40	46	96	46	49	40	46	96	46
48	48-49	52	96-97	42	48	39			42	48	39			42
47			93-95	38	47		45	94-95	38	47		45	94-95	38
46	47	51	91-92	35	46	37			35	46	37			35
45	46	50	89-90	31	45	36	44	92-93	31	45	36	44	92-93	31
44	45	49	87-88	27	44	34-35	43	90-91	27	44	34-35	43	90-91	27
43	44	47-48	86	24	43	33	42	87-89	24	43	33	42	87-89	24
42	43	46	83-85	21	42	32		86	21	42	32		86	21
41	41-42	45	82	18	41	31		84-85	18	41	31		84-85	18
40	38-40	44	81	16	40	29		82-83	16	40	29		82-83	16
39	36-37	43	80	14	39	25		80-81	14	39	25		80-81	14
38	35	42		12	38	24	38		12	38	24	38		12
37	33-34	41	79	10	37		37	76-77	10	37		37	76-77	10
36	31-32	40	75-78	8	36	23	36	76-77	8	36	23	36	76-77	8
35	30	39	72-74	7	35				7	35				7
34	29	38	69-71	6	34	21-22	34	72-74	6	34	21-22	34	72-74	6
33	28	37	68	5	33	19-20	33	66-69	5	33	19-20	33	66-69	5
32			66-67	4	32	18		63-65	4	32	18		63-65	4
31	27	35-36	64-65	3	31	17	31-32	61-62	3	31	17	31-32	61-62	3
30	25-26		63	2	30	16	29-30		2	30	16	29-30		2
29	21-24	34	62	2	29	14-15	27-28	59-60	2	29	14-15	27-28	59-60	2
28	20 & Below	33 & Below	61 & Below	1	28	13 & Below	26 & Below	58 & Below	1	28	13 & Below	26 & Below	58 & Below	1

* Maximum score possible



9 months up to 18 months

Parent Rater Name

Date

Teacher Rater Name

Date

STRENGTH				TYPICAL				Area of Need			
T Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile	T-Score	Initiative	Attachment/ Relationships	Total Protective Factors	Percentile		
72			136 & Above	99	72	70 & Above		140 & Above	99		
71			135	98	71			139	98		
70			134	98	70	69			98		
69			133	97	69			137-138	97		
68			131-132	96	68	68	60*	135-136	96		
67			130	96	67			133-134	96		
66	69		129	95	66	66-67		130-132	95		
65	68	60*	128	93	65	65		129	93		
64			124-127	92	64			127-128	92		
63	67		123	90	63	64	59	125-126	90		
62	66		122	89	62	63		122-124	89		
61			120	86	61	62		118-121	86		
60	65	59	119	84	60	61	58		84		
59			115	82	59	60		116-117	82		
58	64			79	58	59	57	114-115	79		
57	63	58	113-114	76	57	58	56		76		
56	62		111-112	73	56	56-57		111-113	73		
55	61			66	55	55	54-55	109-110	69		
54	60	57	107-110	66		54	53	107-108	66		
53	59	56	105-106	62	53	53		105-106	62		
52	58		103-104	58	52	52	52	103-104	58		
51		55	101-102	54	51	51	51	101-102	54		
50	57	54	100	50	50			99-100	50		
49	56	53	99	46	49	50	50	97-98	46		
48	55		97-98	42	48	49	48-49	95-96	42		
47	54	52	94-96	38	47			93-94	38		
46	53	51	91-93	35	46	47	47	91-92	35		
45	52	50	89-90	31	45	46	46		31		
44		49	87-88	27	44	45		89-90	27		
43	51	48		24	43	44	45	87-88	24		
42	50	47	85-86	21	42	43		85-86	21		
41	49	46	83-84	18	41			83-84	18		
40			81-82	16	40	41			16		
39	48	45	79-80	14	39	40	43	81-82	14		
38	47	44	77-78	12	38	39	42		12		
37	46	43	75-76	10	37	38	41		10		
36	45		74	8	36	37	40	74	8		
35	44	42	73	7	35	36			7		
34	43		70-72	6	34	35	38	70	6		
33	40-42	40-41	66-69	5	33	34	37	68-69	5		
32	38-39	39	65	4	32	33	35-36	67	4		
31	37	37-38	63-64	3	31	31-32		63-66	3		
30	35-36	35-36	59-62	2	30	29-30	34	62	2		
28	34 & Below	34 & Below	58 & Below	1	28	28 & Below	33 & Below	61 & Below	1		

* Maximum score possible



Devereux Early Childhood Assessment for Toddlers Record Form (18 months up to 36 months)

Mary Mackrain, Paul LeBuffe and Gregg Powell

Toddler's Name _____ Gender _____ DOB _____ Age _____
Person Completing this Form _____ Relationship to Toddler _____ (in Months)
Date of Rating _____ Site/Program _____ Room _____

This form describes a number of behaviors seen in some toddlers. Read the statements that follow the phrase: ***During the past 4 weeks, how often did the toddler...*** and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Never ☒ Rarely ☒ Occasionally ☐ Frequently ☐ Very frequently ☐

Item # ***During the past 4 weeks, how often did the toddler...***

Never Rarely Occasionally Frequently Very Frequently

- 1 enjoy interacting with others?
- 2 show affection for a familiar adult?
- 3 adjust to changes in routine?
- 4 seek comfort from familiar adults?
- 5 makes needs known to a familiar adult?
- 6 act happy with familiar adults?
- 7 show interest in her/his surroundings?
- 8 respond when spoken to?
- 9 show concern for other children?
- 10 try to comfort others?
- 11 act happy when praised?
- 12 participate in group activities?
- 13 make eye contact with others?
- 14 enjoy being cuddled?
- 15 smile back at a familiar adult?
- 16 ask to do new things?
- 17 reach for a familiar adult?
- 18 respond to her/his name?
- 19 react to another child's cry?
- 20 smile at familiar adults?
- 21 easily go from one activity to another?
- 22 show pleasure when interacting with adults?
- 23 handle frustration well?
- 24 makes others aware of her/his needs?
- 25 accept comfort from familiar adult?
- 26 play make-believe?
- 27 follow simple directions?
- 28 show preference for a particular playmate?
- 29 pick up after herself/himself?
- 30 easily follow a daily routine?
- 31 play with other children?
- 32 try to do things for herself/himself?
- 33 calm herself/himself?
- 34 accept another choice when the first choice was not available?
- 35 have regular sleeping patterns?
- 36 express a variety of emotions (e.g. happy, sad, mad)?



18 months up to 36 months

Parent Rater Name _____

Teacher Rater Name _____

Date _____

Toddler Name _____

Date _____

STRENGTH			TYPICAL			Area of Need		
T Score	Attachment/ Relationships	Self Regulation	T Score	Attachment/ Relationships	Self Regulation	Initiative	Total Protective Factors	Percentile

72	44	28	72	72	43 & Above	28	210 & Above	99
71	43	27	71	71			207-209	98
70			70	70	72*		203-206	98
69			69	69		42	199-202	97
68			68	68			197-198	96
67			67	67		41	192-196	96
66	72*	26	66	66			190-191	95
65		25	65	65	71	40	187-189	93
64			64	64		39	186	92
63			63	63	70		183-185	90
62			62	62		38	180-182	89
61		24	61	61	69	37	177-179	86
60			60	60		36	173-176	84
59	71		59	59	68	35	171-172	82
58			58	58	67			79
57			57	57	66	34	166-170	76
56	70		56	56	65		164-165	73
55	69	22	55	55	64	33	162-163	69
54			54	54	63	32	158-161	66
53	68	21	53	53	62	31	156-157	62
52			52	52	61		154-155	58
51	67		51	51	60	30	152-153	54
50	66	20	50	50	59	29	149-151	50
49	65		49	49		28	146-148	46
48	64		48	48	56	27	144-145	42
47	63	19	47	47	55	26	140-143	38
46			46	46	54	25	138-139	35
45	61-62	18	45	45	53		136-137	31
44	60		44	44		23	132-135	27
43	59		43	43	52	22	130-131	24
42	58	17	42	42	51	21	128-129	21
41	57		41	41	50	20	126-127	18
40		16	40	40		19	125	16
39	56		39	39	49		122-124	14
38	55	15	38	38	46-47	18	118-121	12
37	54		37	37	45	17	117	10
36	53		36	36	43-44	16	116	8
35	51-52	14	35	35	41-42		115	7
34	49-50	13	34	34	39-40	14-15	108-109	6
33	47-48		33	33		13	106-107	5
32	46	12	32	32	38	12	104-105	4
31	44-45		31	31	37	11	101-103	3
30	41-43	11	30	30	36	9-10	98-100	2
29	39-40		29	29	35	8		2
28		10 & Below	28	28	34 & Below	7 & Below	97 & Below	1

* Maximum score possible



BRIEF INFANT TODDLER SOCIAL EMOTIONAL ASSESSMENT (BITSEA)

General Information

Type of Instrument:	Social-emotional screener
Date of Publication:	2000
Age Span:	12 months – 36 months
Available Languages:	English, Spanish
Reliability:	Internal Consistency = .65 - .80 Inter-rater (mother/father) = .61 - .68 Test-retest = .85 - .87
Validity:	Predictive = .71
Sensitivity:	80 – 99%
Specificity:	80 – 89%

Administration Information

Time to administer:	7 – 10 minutes
Time to score:	NA
Minimum reading level:	5 th -6 th grade
Minimum scoring skills:	Masters degree in a related field

Ordering Information

Name of Test:	Brief Infant Toddler Social Emotional Assessment (BITSEA)
Website Address:	http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8007-352
Publisher's Address:	Pearson, Attn: Customer Service, 19500 Bulverde Road San Antonio, TX 78259-3701
Publisher's Phone:	1-800-627-7271
Publisher's Fax:	1-800-232-1223
Publisher's Email:	ClinicalCustomerSupport@Pearson.com
Cost:	Yes, contact publisher

Educational/Training Resources

Manual available:	Yes
Video available:	No
Training Method:	Manual is adequate training for using BITSEA. Trainings can also be scheduled by calling Pearson.
Additional References:	Briggs-Gowan MJ, Carter AS, Irwin JR, Wachtel K, Cicchetti DV. The Brief Infant -Toddler Social and Emotional Assessment: screening for social-emotional problems and delays in competence. <i>J Pediatr Psychol</i> . 2004 Mar;29(2):143-55.



Devereux Early Childhood Assessment Clinical Form (DECA-C)

For ages 2 through 5 years

Paul A. LeBuffe — Jack A. Naglieri

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an X through it and make your new choice as shown below. Please do not skip any items.

	Rarely	Occasionally	Frequently	Very Frequently	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of Rating _____

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
33	act in a way that made adults smile or show interest in her/him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	grab things from other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	have difficulty following a routine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	have difficulty sitting quietly (for example, when listening to a story)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	tease or bully others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	control her/his anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	squirm or fidget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	respond positively to adult comforting when upset?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	destroy or damage property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	act happy or excited when parent/guardian returned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	blame others for her/his actions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	show patience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	ask adults to play with or read to him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	fight with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	share with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	trust familiar adults and believe what they say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	accept another choice when her/his first choice was unavailable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	seek help from children when necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	hurt (hit, bite, kick, push, or physically threaten) children/adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	cooperate with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	calm herself/himself down when upset?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	have difficulty following directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	fail to show sorrow or regret for wrong things she/he had done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	get easily distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	show a great interest in what children/adults are doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	need constant reminders to do things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions for Scoring the DECA-C

1. On pages 4 & 5, copy the number (0-4) from the box that was checked to the empty box on the same line.
2. Add the numbers in each column under IN, WD, ECP, SC, AT, AP and AG to arrive at the Scale Raw Scores and enter the sums in the corresponding Scale Raw Score boxes on the Scale Score Summary Tables. Note that the Protective Factor scales are indicated by circles and the Behavioral Concerns scales are indicated by diamonds.
3. Add the Scale Raw Scores for Initiative (IN), Self-control (SC) and Attachment (AT) to obtain the Total Protective Factors Scale Raw Score. Similarly, add the Scale Raw Scores for Withdrawal/Depression (WD), Emotional Control Problems (ECP), Attention Problems (AP) and Aggression (AG) to obtain the Total Behavioral Concerns Scale Raw Score.
4. Using the appropriate (parent or teacher) Norms Table provided on page 6, locate the scale raw score for Initiative in the column of numbers under the word Initiative. The corresponding T-Score is found on the same row in the far-left column labeled T-Scores. Similarly the percentile score is found on the same row on the far-right. Record the T-score and percentile score for Initiative on the Scale Score Summary Table and then repeat this process for each of the remaining scales.
5. Complete the Individual Child Profile by marking the appropriate T-score for each scale, and connecting the three Protective Factor Scales (IN, SC, AT) and the four Behavioral Concern Scales (WD, ECP, AP, AG).
6. Using the Interpretation Key at the bottom of the Individual Child Profile identify the appropriate description for each scale score and record that on the Description line of the Scale Score Summary Tables.
7. Finally, note if any of the Increased Concern Items (items #29 - #32) were rated in the concern range.
8. For guidance on interpreting and utilizing these results, and for conducting the Pretest Comparisons and Posttest Comparisons below, see Chapters 3 & 4 of the DECA-C manual.

RATER COMPARISONS	Rater 1 T-Score	Rater 2 T-Score	T-Score Difference	Significant at _____ Level ?
Initiative				Yes / No
Self-control				Yes / No
Attachment				Yes / No
Total Protective Factors				Yes / No
Withdrawal/Depression				Yes / No
Emotional Control Problems				Yes / No
Attention Problems				Yes / No
Aggression				Yes / No
Total Behavioral Concerns				Yes / No

Name _____ Date of Rating _____
 Rater 2 Name _____ Date of Rating _____

PRETEST - POSTTEST COMPARISONS	Time 1 T-Score	Time 2 T-Score	T-Score Difference	Significant at _____ Level ?
Initiative				Yes / No
Self-control				Yes / No
Attachment				Yes / No
Total Protective Factors				Yes / No
Withdrawal/Depression				Yes / No
Emotional Control Problems				Yes / No
Attention Problems				Yes / No
Aggression				Yes / No
Total Behavioral Concerns				Yes / No

Rater Time 1 Name _____ Date of Rating _____
 Rater Time 2 Name _____ Date of Rating _____

Devereux Early Childhood Assessment for Preschoolers Second Edition (DECA-P2)

(for children ages 3 through 5 years)

Paul A. LeBuffe ■ Jack A. Naglieri

Child's Name: _____ Gender: _____ Date of Birth: _____

Program/Site: _____ Classroom/Group: _____ Age: _____

Person Completing this Form: _____ Relationship to Child: _____ Date of Rating: _____

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: ***During the past 4 weeks, how often did the child...*** and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an **X** through it and fill in your new choice as shown to the right. Please do not skip any items.

Never ☒ Rarely ☒ Occasionally ☐ Frequently ☐ Very Frequently ☐

Never ☒ Rarely ☒ Occasionally ☒ Frequently ☒ Very Frequently ☒

Item # ***During the past 4 weeks, how often did the child...***

1. act in a way that made adults smile or show interest in him/her?
2. listen to or respect others?
3. control his/her anger?
4. seem sad or unemotional at a happy occasion?
5. show confidence in his/her abilities (for instance, say "I can do it!")?
6. have a temper tantrum?
7. keep trying when unsuccessful (show persistence)?
8. seem uninterested in other children or adults?
9. use obscene gestures or offensive language?
10. try different ways to solve a problem?
11. seem happy or excited to see his/her parent or guardian?
12. destroy or damage property?
13. try or ask to try new things or activities?
14. show affection for familiar adults?
15. start or organize play with other children?
16. show patience?
17. ask adults to play with or read to him/her?
18. have a short attention span (difficult concentrating)?
19. share with other children?
20. handle frustration well?
21. fight with other children?
22. become upset or cry easily?
23. show an interest in learning new things?
24. trust familiar adults and believe what they say?
25. accept another's choice when his/her first choice was not available?
26. seek help from children/adults when necessary?
27. hurt others with actions or words?
28. cooperate with others?
29. calm himself/herself down?
30. get easily distracted?
31. make decisions about himself/herself?
32. appear happy when playing with others?
33. choose to do a task that was hard for him/her?
34. look forward to activities at home or school (for instance, birthdays or trips)?
35. touch children or adults in a way that you thought was inappropriate?
36. show a preference for a certain adult, teacher, or parent?
37. play well with others?
38. remember important information?

Child's Name: _____

Parent's Name: _____

Teacher's Name: _____

Date: _____

Date: _____

Parent's Name:		Teacher's Name:		Date:		Date:	
T-score	Initiative	Self-Regulation	Attachment/Relationships	Total Protective Factors	Behavioral Concerns	Percentile Rank	
72	36	36	36	205 & above	30 & above	99	
71	35	35	35	203-204	29	98	
70	34	34	34	201-202	28	98	
69	33	33	33	199-200	27	97	
68	32	32	32	197-198	26	96	
67	31	31	31	195-196	25	96	
66	30	30	30	192-194	24	95	
65	29	29	29	189-191	23	93	
64	28	28	28	186-188	22	92	
63	27	27	27	183-185	21	90	
62	26	26	26	180-182	20	88	
61	25	25	25	177-179	19	86	
60	24	24	24	174-176	18	84	
59	23	23	23	171-173	17	82	
58	22	22	22	169-170	16	79	
57	21	21	21	166-168	15	76	
56	20	20	20	164-165	14	73	
55	19	19	19	161-163	13	69	
54	18	18	18	158-160	12	66	
53	17	17	17	156-157	11	62	
52	16	16	16	154-155	10	58	
51	15	15	15	152-153	9	54	
50	14	14	14	150-151	8	50	
49	13	13	13	147-149	7	46	
48	12	12	12	145-146	6	42	
47	11	11	11	143-144	5	38	
46	10	10	10	140-142	4	34	
45	9	9	9	137-139	3	31	
44	8	8	8	134-136	2	27	
43	7	7	7	131-133	1	24	
42	6	6	6	128-130	0	21	
41	5	5	5	125-127		18	
40	4	4	4	123-124		16	
39	3	3	3	120-122		14	
38	2	2	2	118-119		12	
37	1	1	1	115-117		10	
36	0	0	0	113-114		8	
35				111-112		7	
34				108-110		5	
33				106-107		4	
32				103-105		3	
31				101-102		2	
30				98-100		1	
29				95-97		0	
28				92-94			
27				91 & below			
26				89 & below			
25				87 & below			
24				85 & below			
23				83 & below			
22				81 & below			
21				79 & below			
20				77 & below			
19				75 & below			
18				73 & below			
17				71 & below			
16				69 & below			
15				67 & below			
14				65 & below			
13				63 & below			
12				61 & below			
11				59 & below			
10				57 & below			
9				55 & below			
8				53 & below			
7				51 & below			
6				49 & below			
5				47 & below			
4				45 & below			
3				43 & below			
2				41 & below			
1				39 & below			
0				37 & below			
				35 & below			
				33 & below			
				31 & below			
				29 & below			
				27 & below			
				25 & below			
				23 & below			
				21 & below			
				19 & below			
				17 & below			
				15 & below			
				13 & below			
				11 & below			
				9 & below			
				7 & below			
				5 & below			
				3 & below			
				1 & below			
				0 & below			

For the Protective Factor Scales:

- T-scores of 60 and above indicate a strength.
- T-scores of 41 through 59 inclusive are typical.
- T-scores of 40 and below indicate an area of need.

For the Behavioral Concerns Scale:

- T-scores of 60 and above indicate an area of need.
- T-scores of 59 and below are typical.

Refer to *Promoting Resilience in Preschoolers* for guidance on developing a plan that addresses the DECA-P2 results.

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Devereux Student Strengths Assessment (DESSA)

For Grades K through 8

Paul A. LeBuffe, Valerie B. Shapiro, & Jack A. Nagin

This form describes a number of behaviors seen in children. Read the statements that follow the phrase: ***During the past 4 weeks, how often did the child...*** and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an X through it and fill in your new choice as shown below. Please do not skip any items.

Never	Rarely	Occasionally	Frequently	Very Frequently
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child's Name: _____

Gender: _____

School/Organization: _____

Classroom/Program: _____

Person Completing this Form: _____

Relationship to Child: _____

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	remember important information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	carry herself/himself with confidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	keep trying when unsuccessful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	handle his/her belongings with care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	say good things about herself/himself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	serve an important role at home or school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	speak about positive things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	cope well with insults and mean comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	take steps to achieve goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	look forward to classes or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	get along with different types of people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	try to do her/his best?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	seek out additional knowledge or information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	take an active role in learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	do things independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	say good things about his/her classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	act respectfully in a game or competition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	ask to take on additional work or responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	respect another person's opinion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	encourage positive behavior in others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	prepare for school, activities, or upcoming events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	contribute to group efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	do routine tasks or chores without being reminded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	act as a leader in peer group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	resolve a disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	show creativity in completing a task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	share with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	get things done in a timely fashion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	seek out challenging tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	say good things about the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	cooperate with peers or siblings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	show care when doing a project or school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	work hard on projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	forgive somebody who hurt or upset her/him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	follow rules?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	express high expectations for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of Birth: _____ Age: _____

Grade: _____

Date of Rating: _____

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
37	follow the example of a positive role model?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	compliment or congratulate somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	accept responsibility for what she/he did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	do something nice for somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	make accurate statements about events in her/his life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	show good judgment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	pay attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	wait for her/his turn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	show appreciation of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	focus on a task despite a problem or distraction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	greet a person in a polite way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	act comfortable in a new situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	teach another person to do something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	attract positive attention from peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	perform the steps of a task in order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	seek advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	think before he/she acted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	pass up something he/she wanted, or do something he/she did not like, to get something better in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	express concern for another person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	accept another choice when his/her first choice was unavailable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	ask questions to clarify what he/she did not understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	show an awareness of her/his personal strengths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	ask somebody for feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	stay calm when faced with a challenge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	attract positive attention from adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	describe how he/she was feeling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	give an answer when asked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	make a suggestion or request in a polite way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	learn from experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	follow the advice of a trusted adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	adjust when changes in plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	show the ability to decide between right and wrong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	use available resources (people or objects) to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	offer to help somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71	respond to another person's feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72	adjust well when going from one setting to another?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions for Scoring the DESSA

1. On pages 4 & 5, copy the number (0-4) from the box that was checked to the empty box on the same line.
2. Add the numbers in each column under the scale abbreviations PR, OT, GB, SO, DM, RS, SA and SM to arrive at the Scale Raw Scores and enter the sums in the boxes at the bottom of pages 4 & 5.
3. Copy the Scale Raw Scores to the corresponding Scale Raw Score boxes on the Scale Score Summary Table.
4. Using the appropriate (parent or teacher) Norms Table provided on page 6, locate the scale raw score for Personal Responsibility in the column of numbers under the words Personal Responsibility. The corresponding *T*-score is found on the same row in the far left column labeled *T*-scores. Similarly the percentile score is found on the same row on the far right. Record the *T*-score and percentile score for Personal Responsibility on the second and third lines of the Scale Score Summary Table and then repeat this process for the remaining seven scales.
5. As indicated on the Scale Score Summary Table, add the *T*-scores for the eight scales to obtain the raw scale score for the Social-Emotional Composite. Look up and record the corresponding *T*-score and percentile score following the same procedure outlined above in step 4.
6. Complete the Individual Student Profile by marking the appropriate *T*-scores for each scale and connecting the eight protective factor scales.
7. Using the Interpretation Key at the bottom of the Individual Student Profile, identify the appropriate description for each scale score and record that on the Description line of the Scale Score Summary Table.
8. For guidance on interpreting and utilizing these results, and for conducting the Pretest-Posttest Comparisons below, see Chapters 5 and 6 of the DESSA manual.

RATER COMPARISON	Rater 1 <i>T</i> -Score	Rater 2 <i>T</i> -Score	<i>T</i> -Score Difference	Required Difference	Significant ?
				<input type="checkbox"/> $p = .05$ or <input type="checkbox"/> $p = .01$	
Personal Responsibility					YES / NO
Optimistic Thinking					YES / NO
Goal-Directed Behavior					YES / NO
Social-Awareness					YES / NO
Decision Making					YES / NO
Relationship Skills					YES / NO
Self-Awareness					YES / NO
Self-Management					YES / NO
Social-Emotional Composite					YES / NO

Rater 1 Name: _____

Date of Rating: _____

Rater 2 Name: _____

Date of Rating: _____

PRETEST-POSTTEST COMPARISON	Time 1 <i>T</i> -Score	Posttest Confidence Range	Time 2 <i>T</i> -Score	Outcome - Check One		
				Significantly Worse	No Change	Significantly Better
Personal Responsibility						
Optimistic Thinking						
Goal-Directed Behavior						
Social-Awareness						
Decision Making						
Relationship Skills						
Self-Awareness						
Self-Management						
Social-Emotional Composite						

Time 1 Rater Name: _____

Date of Rating: _____

Time 2 Rater Name: _____

Date of Rating: _____

DESSA Classroom Profile

Teachers' Names: _____

1st DESSA Administration

Date: _____

[illegible]

SCALE LEGEND

PR - Personal Responsibility
OT - Optimistic Thinking
GB - Goal-directed Behavior
SO - Social Awareness

DM – Decision Making
RS – Relationship Skills
SA – Self-Awareness
SM - Self-Management

COLOR CODING LEGEND

RED – protective factor score 40 and below
 BLUE – protective factor scores between 41-59
 GREEN – protective factor scores 60 and above

DESSA Classroom Profile

Teachers' Names: _____

2nd DESSA Administration

Date: _____

[illegible]

SCALE LEGEND

PR - Personal Responsibility
OT - Optimistic Thinking
GB - Goal-directed Behavior
SO - Social Awareness

DM – Decision Making
RS – Relationship Skills
SA – Self-Awareness
SM - Self-Management

COLOR CODING LEGEND

RED – protective factor score 40 and below
 BLUE – protective factor scores between 41-59
 GREEN – protective factor scores 60 and above

DESSA Classroom Profile

Teachers' Names: _____

3rd DESSA Administration

Date: _____

NAME

ID

PR

OT

GB

so

DM

RS

SA

SM

[illegible]

RIGHT

Total Number of Children in Classroom									
Number of children red									
Number of children blue									
Number of children green									

SCALE LEGEND

PR - Personal Responsibility
OT - Optimistic Thinking
GB - Goal-directed Behavior
SO - Social Awareness

DM – Decision Making
RS – Relationship Skills
SA – Self-Awareness
SM - Self-Management

COLOR CODING LEGEND

RED – protective factor score 40 and below
BLUE – protective factor scores between 41-59
GREEN – protective factor scores 60 and above



DEVEREUX STUDENT STRENGTHS ASSESSMENT - MINI (DESSA-MINI)

JACK A. NAGLIERI, PAUL A. LEBUFFE, AND VALERIE B. SHAPIRO

FORM 1

Child's Name _____ Gender _____ DOB _____ Grade _____
Person Completing this Form _____ Relationship to Child _____
Date of Rating _____ School/Organization _____ Classroom/Program _____

This form describes a number of behaviors that children in some situations may exhibit. Read the statements that follow the phrase: **During the past 4 weeks, how often did the child...** and place a checkmark in the box under the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you want to choose an answer that is not listed, put an X through it and fill in your new choice as shown to the right.

Item # During the past 4 weeks, how often did the child...

	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1. accept responsibility for what she/he did?	0	1	2	3	4	
2. do something nice for somebody?	0	1	2	3	4	
3. speak about positive things?	0	1	2	3	4	
4. pay attention?	0	1	2	3	4	
5. contribute to group efforts?	0	1	2	3	4	
6. perform the steps of a task in order?	0	1	2	3	4	
7. show care when doing a project or school work?	0	1	2	3	4	
8. follow the advice of a trusted adult?	0	1	2	3	4	

Raw Score Sum _____
Turn over to finish scoring →

Recommendations: _____



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Product Code #19306

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T-score	Raw Score Sum	Percentile
71	27	98
67	26	95
65	25	93
63	24	90
61	23	86
59	22	82
57	21	76
55	20	69
53	19	62
51	18	54
49	17	46
47	16	42
45	15	34
43	14	31
42	13	24
40	12	17
38	11	14
37	10	12
36	9	10
34	8	8
33	7	6
32	6	4
31	5	4
29	4	3
28	3	1

STRENGTH

TYPICAL

NEED

SOCIAL-EMOTIONAL TOTAL

T-score

Percentile

Description

Fold over here.

Fold to this line.

JACK A. NAGLIERI, PAUL A. LEBUFFE, AND VALERIE B. SHAPIRO

Child's Name _____ Gender _____ DOB _____ Grade _____

Person Completing this Form _____ Relationship to Child _____

Date of Rating _____ School/Organization _____ Classroom/Program _____

This form describes a number of behaviors seen in some children. Please mark the statements that follow the phrase: *During the past 4 weeks, how often did you see a child...?* and place a checkmark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you are not sure of the answer, put an X through it and fill in your new choice as shown to the right.

Item # During the past 4 weeks, how often did the child...

Item #	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1. follow the example of a positive role model?	0	1	2	3	4	
2. keep trying when unsuccessful?	0	1	2	3	4	
3. take an active role in learning?	0	1	2	3	4	
4. attract positive attention from peers?	0	1	2	3	4	
5. respect another person's opinion?	0	1	2	3	4	
6. attract positive attention from adults?	0	1	2	3	4	
7. work hard on projects?	0	1	2	3	4	
8. offer to help somebody?	0	1	2	3	4	

Raw Score Sum _____

Turn over to finish scoring →

Recommendations: _____

NORMS TABLE FORM 2

FORM 2

T-score	Raw Score	Percentile
71	32	98
69	31	97
66	30	95
64	29	92
62	28	88
60	27	84
58	26	79
56	25	73
54	24	66
52	23	58
50	22	50
47	21	42
46	20	38
44	19	34
43	18	27
41	17	20
39	16	16
38	15	14
36	14	12
35	13	7
34	12	5
32	11	3
31	10	3
30	9	2
28	8	1
	7	
	<7	

STRENGTH

TYPICAL

NEED

SOCIAL-EMOTIONAL TOTAL

T-score _____

Percentile _____

Description _____

Fold over here.

Fold to this line.

Child's Name _____ Gender _____ DOB _____ Grade _____
Person Completing this _____ Relationship to Child _____
Date of Rating _____ Classroom/Program _____

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: **During the past 4 weeks, how often**... and place a checkmark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Item # During the past 4 weeks, how often did the child...

	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1. show good judgment?	0	1	2	3	4	
2. take steps to achieve goals?	0	1	2	3	4	
3. try to do her/his best?	0	1	2	3	4	
4. focus on a task despite a problem or distraction?	0	1	2	3	4	
5. prepare for school, activities, or upcoming events?	0	1	2	3	4	
6. do routine tasks or chores without being reminded?	0	1	2	3	4	
7. learn from experience?	0	1	2	3	4	
8. express high expectations for himself/herself?	0	1	2	3	4	

Raw Score Sum _____
Turn over to finish scoring →

Recommendations: _____

T-score	Raw Score Sum	Percentile
71	32	98
69	31	97
67	30	95
65	29	93
62	28	88
60	27	84
57	26	76
55	25	69
53	24	62
52	23	58
50	22	50
49	21	46
48	20	42
46	19	38
44	18	34
43	17	27
41	16	24
39	15	16
38	14	14
36	13	12
35	12	8
33	11	4
32	10	3
31	9	3
29	8	1
28	7	1
	6	
	<6	

STRENGTH

TYPICAL

WEAK

SOCIAL-EMOTIONAL TOTAL

T-score _____

Percentile _____

Description _____

Fold over here.

Fold to this line.

JACK A. NAGLIERI, PAUL A. LEBUFFE, AND VALERIE B. SHAPIRO

Child's Name _____ Gender _____ DOB _____ Grade _____

Person Completing this Form _____ Relationship to Child _____

Date of Rating _____ School/Organization _____ Classroom/Program _____

This form describes a number of behaviors that children in some situations may exhibit. Please mark in the box under each phrase: *During the past 4 weeks, how often did the child...?* and make a checkmark in the box under the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you want to give a new answer, put an X through it and fill in your new choice as shown to the right.

Item # During the past 4 weeks, how often did the child...

1.	look forward to classes or activities at school?	<input type="checkbox"/> 0	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
2.	show appreciation of others?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3.	encourage positive behavior in others?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4.	teach another person to do something?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5.	show an awareness of her/his personal strengths?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6.	make a suggestion or request in a polite way?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7.	use available resources (people or objects) to solve a problem?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8.	seek out additional knowledge or information?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Raw Score Sum _____

Turn over to finish scoring →

Recommendations: _____

T-score	Raw Score Sum	Percentile
72	32	99
70	31	98
68	30	96
66	29	95
64	28	92
61	27	86
59	26	82
57	25	76
55	24	69
53	23	62
52	22	58
50	21	50
47	20	42
45	19	38
44	18	31
43	17	27
42	16	23
40	15	16
39	14	14
37	13	10
36	12	8
35	11	5
34	10	4
32	9	3
31	8	1
29	7	1
28	6	1

STRENGTH

TYPICAL

NEED

SOCIAL-EMOTIONAL TOTAL

T-score _____

Percentile _____

Description _____

Fold over here.

Fold to this line.

DESSA-MINI ONGOING PROGRESS MONITORING FORM
DEVOREUX, PAUL A. LEBUFFE, AND VALERIE B. SHAPIRO

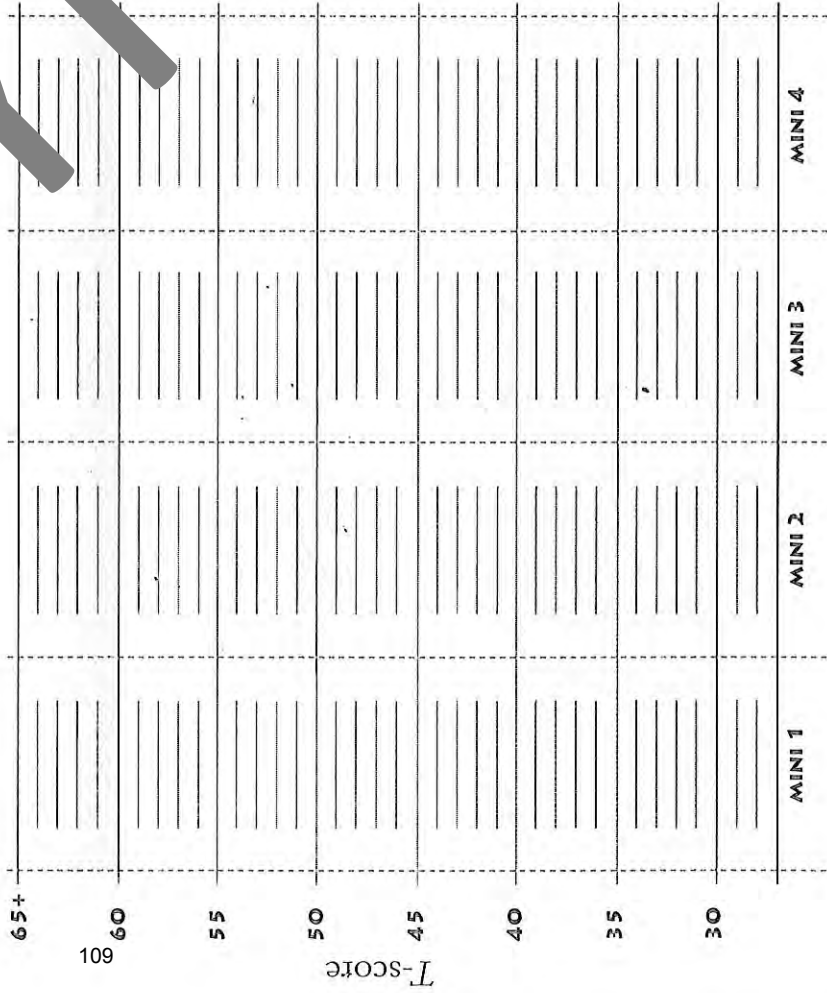
Child's Name _____ Gender _____ Date of Birth _____ Age at First Rating _____
School/Organization _____ Classroom/Program _____ Grade/Group _____

1.

RATING DATES

MINI 1
MINI 2
MINI 3
MINI 4

MINI SCORES		DIFFERENCES BETWEEN MINI SCORES				
		VALUE	NONE (<2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
	MINI 2 - MINI 1		<div></div>	<div></div>	<div></div>	<div></div>
	MINI 3 - MINI 2		<div></div>	<div></div>	<div></div>	<div></div>
	MINI 4 - MINI 3		<div></div>	<div></div>	<div></div>	<div></div>
OVERALL PROGRESS	MINI 4 - MINI 1		<div></div>	<div></div>	<div></div>	<div></div>



NOTES TIME 1
NOTES TIME 2
NOTES TIME 3
NOTES TIME 4
NOTES OVERALL PROGRESS

Persistence Scale for Children

Note. Children have to answer *yes* or *no* to all of the items.

^aIndicates validity items. ^bAnswer of *no* indicates persistence.

1. I often do not complete many activities I begin.^b
2. I usually persist in what I am doing.
3. When I read a book, I do not like to take breaks until I finish it.
4. Even if I fail to solve a problem, I try again and again and hope that I will find a solution.^a
5. When I read a newspaper, I read all the articles on the front page.^b
6. While I am doing my homework, I like to take breaks.
7. When I read a book, I do not skip any pages.
8. I need lots of encouragement in order to complete many things.^b
9. I do not keep on working after the time given for the work is over.^b
10. I often stay up all night to study.^a
11. If I have decided not to eat chocolate, I will not eat it even if someone offers me some.
12. If I have started a game of chess and it seems like it is going to take a long time, I prefer to stop playing.^b
13. When I am at a party, I will stay even if it is boring.
14. When I do not understand something, I will ask my teacher again and again until I understand.
15. When I fail in something, I am willing to try again and again forever.^b
16. If I go fishing, I will continue fishing even if I do not succeed in the first hour.
17. When I go to a movie and find it boring, I do not stay to the end.^b
18. I help other children when I can.
19. I won't try to solve a problem again and again if I don't find the solution in the first time I try it.^b
20. I always tell the truth.^a
21. When I take part in an argument, I do not stop until everything is clear.
22. When I do not understand something, I usually ask for an explanation.
23. Only the knowledge that I will succeed on a test makes me study.^b
24. I do not stop my work even if it is very difficult.
25. I like all the people I know.^a
26. I will stop my work on time even if I do not finish it.^b
27. I will continue my hobby even though I haven't had much success at it.
28. When I am in the classroom, I try to answer all the questions asked in the class.
29. I will not go to school when I feel bad.^b
30. When I have difficulties doing something, I prefer to get help from an adult rather than doing it by myself.^b

31. When I watch television, I like to see the program from the beginning to the end.
32. I study at home only when I have to be prepared for class the next day.^b
33. When I clean my room, I prefer not to do it all at once.^b
34. When I check my bicycle, I do it carefully.
35. If I was kicked out of work for no reason, I would not leave until I got a proper explanation.
36. When I go jogging (running), I like to take breaks.^b
37. If I try to solve a mathematical problem, I will not stop until I find a solution or a different approach.
38. Usually I do not watch television programs to the end.^b
39. I do not persist in most of the things I do.^b
40. I usually give up easily when I do not succeed.

Lufi, Dubi & Cohen, Arie. (1987). A Scale for Measuring Persistence in Children. *Journal of Personality Assessment*, 51(2), 178-185.

Grit Scales

Researchers and educators are welcome to scales developed in Dr. Duckworth's lab for non-commercial purposes. These scales were originally designed to assess individual differences rather than subtle within-individual changes in behavior over time. Thus, we do not know whether they are valid indicators of pre- to post-change as a consequence of interventions. We also discourage the use of the scales in high stakes settings where faking is a concern (e.g., admissions or hiring decisions).

Grit scales are copyrighted and cannot be published or used for commercial purposes or wide public distribution. The scales themselves, whether in full or in part, are not permitted to be reproduced except in her own publications or on her website. All of Dr. Duckworth's scales can be viewed here:

<https://sites.sas.upenn.edu/duckworth/pages/research>

Grit Scale (17- items)

12-item Grit Scale

Short Grit Scale (8-items)

8-item Grit Scale (for children)

Duckworth, A.L., & Quinn, P.D. (2009). Development and validation of the Short Grit Scale (Grit- S). *Journal of Personality Assessment*, 91, 166-174.

<http://www.sas.upenn.edu/~duckwort/images/Duckworth%20and%20Quinn.pdf>

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 9, 1087-1101.

<http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>

The Resilience Scale™ (RS™)

2

March

3911

Please read the following statements. To the right of each you will find seven numbers, ranging from "1" (Strongly Disagree) on the left to "7" (Strongly Agree) on the right. Click the circle below the number which best indicates your feelings about that statement. For example, if you strongly disagree with a statement, click "1". If you are neutral, click "4", and if you strongly agree, click "7", etc.

	Strongly disagree 1	2	3	4	5	6	Strongly agree 7
1. When I make plans, I follow through with them.	1	2	3	4	5	6	7
2. I usually manage one way or another.	1	2	3	4	5	6	7
3. I am able to depend on myself more than anyone else.	1	2	3	4	5	6	7
4. Keeping interested in things is important to me.	1	2	3	4	5	6	7
5. I can be on my own if I have to.	1	2	3	4	5	6	7
6. I feel proud that I have accomplished things in life.	1	2	3	4	5	6	7
7. I usually take things in stride.	1	2	3	4	5	6	7
8. I am friends with myself.	1	2	3	4	5	6	7
9. I feel that I can handle many things at a time.	1	2	3	4	5	6	7
10. I am determined.	1	2	3	4	5	6	7
11. I seldom wonder what the point of it all is.	1	2	3	4	5	6	7
12. I take things one day at a time.	1	2	3	4	5	6	7

	Strongly disagree 1	2	3	4	5	6	Strongly agree 7
13. I can get through difficult times because I've experienced difficulty before.	1	2	3	4	5	6	7
14. I have self-discipline.	1	2	3	4	5	6	7
15. I keep interested in things.	1	2	3	4	5	6	7
16. I can usually find something to laugh about.	1	2	3	4	5	6	7
17. My belief in myself gets me through hard times.	1	2	3	4	5	6	7
18. In an emergency, I'm someone people can generally rely on.	1	2	3	4	5	6	7
19. I can usually look at a situation in a number of ways.	1	2	3	4	5	6	7
20. Sometimes I make myself do things whether I want to or not.	1	2	3	4	5	6	7
21. My life has meaning.	1	2	3	4	5	6	7
22. I do not dwell on things that I can't do anything about.	1	2	3	4	5	6	7
23. When I'm in a difficult situation, I can usually find my way out of it.	1	2	3	4	5	6	7
24. I have enough energy to do what I have to do.	1	2	3	4	5	6	7
25. It's okay if there are people who don't like me.	1	2	3	4	5	6	7
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Student Approaches to Learning (SAL) Instrument: Subscale Effort and Perseverance

4 – point response scale (almost never, sometimes, often, almost always).

1. When studying, I work as hard as possible.
2. When studying, I keep working even if the material is difficult.
3. When studying, I try to do my best to acquire the knowledge and skill taught.
4. When studying, I put forth my best effort.

Marsh, Herbert W; Hau, Kit-Tai; Artelt, Cordula; Baumert, Jurgen & Peschar, Jules L. (2006). OECD's Brief Self-Report Measure of Educational Psychology's Most Useful Affective Constructs: Cross-Cultural, Psychometric Comparisons Across 25 Countries. *International Journal of Testing*, 6(4), 311-360.

Self-Reported Persistence / Effort Items

Students rated each item on a 7-point scale, ranging from 1 (*not at all true for me*) to 7 (*very true for me*).

1. When I have trouble performing some skills, I go back and practice.
2. Regardless of whether or not I like the activities, I work my hardest to do them.
3. When something that I am practicing is difficult, I spend extra time and effort trying to do it right.
4. I try to learn and to do well, even if the activity is boring.
5. I put a lot of effort into preparing for skill tests.
6. I work very hard to prepare for our skills tests.
7. I work hard to do well even if I do not like what we are doing.
8. I always pay attention to my teacher.

Agbuga, Bulent. (2010). Gender Differences in Achievement Goals and Their Relations to Self-Reported Persistence/Effort. *Journal of Educational Research*, 44, 1-18.

Locomotion Scale

Respondents indicate the extent to which they endorse each item by responding to a 6-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*).

1. I don't mind doing things even if they involve extra effort.
2. I am a "workaholic."
3. I feel excited just before I am about to reach a goal.
4. I enjoy actively doing things, more than just watching and observing.
5. I am a "doer."
6. When I finish one project, I often wait awhile before getting started on a new one.
(reverse-scored)
7. When I decide to do something, I can't wait to get started.
8. By the time I accomplish a task, I already have the next one in mind.
9. I am a "low energy" person (reverse-scored)
10. Most of the time my thoughts are occupied with the task I wish to accomplish.
11. When I get started on something, I usually persevere until I finish it.
12. I am a "go-getter."

Kruglanski, Arie W.; Higgins, E. Tory; Pierro, Antonio; Thompson, Erik P.; Atash, M. Nadir; Shah, James Y.; Spiegel, Scott. (2000). To "Do the Right Thing" or to "Just Do It": Locomotion and Assessment as Distinct Self-Regulatory Imperatives *Journal of Personality- and Social Psychology*. Vol. 79, No. 5, 793-815.

CORE ASSESSMENTS—KINDERGARTEN

Assessment

Knows Personal Information	
Names Parts of the Body	
Gross Motor Skills	
Visual Motor Skills	
Prints Personal Information	
Recites Alphabet	
Sorts Objects (by Size, Color, Shape)	
Counts by Rote	
Matches Quantities with Numerals	
Determines Total of Two Sets	
Reads Uppercase Letters	
Alternate—Reads Lowercase Letters	
Experience with Books and Text	
Verbal Fluency and Articulation	

CORE ASSESSMENTS—FIRST GRADE

Assessment

Knows Personal Information	
Auditory Discrimination	
Visual Discrimination—Lowercase Letters and Words.....	
Reads Lowercase Letters	
Identifies Initial Letters	
Sorts Objects (by Size, Color, Shape)	
Listening Vocabulary Comprehension	
Word Recognition	
Prints Personal Information.....	
Writes Numerals in Sequence	
Adds and Subtracts	
Solves Word Problems	

TABLE OF CONTENTS

	Page		Page
INTRODUCTION		SCREENING INFORMATION FORMS	61
The BRIGANCE® Early Childhood Family of Products	iv	Screening Observations Form	62
Introduction to the BRIGANCE® Early Childhood Screen III (K & 1)		Hearing and Vision Observations	63
Overview	v	Teacher Feedback Forms	64
Using the <i>Early Childhood Screen III</i> to Support Your Program	vi	Parent Feedback Forms	67
Standardization and Validation	ix	SELF-HELP AND SOCIAL-EMOTIONAL SCALES	71
Step-by-Step Screening Procedures	x	How to Administer the Self-help and Social-Emotional Scales	72
Step 1: Get Ready to Screen	x	Parent Report—Self-help and Social-Emotional Scales	73
Step 2: Screen the Child	xii	Teacher Report and Scoring Form—	
Step 3: Complete the <i>Data Sheet</i>	xiv	Self-help and Social-Emotional Scales	76
Step 4: Analyze Results	xvii	Self-help Scale	82
Step 5: Identify Next Steps	xx	Social-Emotional Scale	84
Screening Children with Special Considerations	xxiv	READING READINESS SCALE	87
Bilingual and Non-English-Speaking Children	xxiv	How to Administer the Reading Readiness Scale	88
Children with Exceptionalities	xxv	Parent Report—Reading Readiness Scale	89
CORE ASSESSMENTS—KINDERGARTEN	1	Teacher Report and Scoring Form—Reading Readiness Scale	91
CORE ASSESSMENTS—FIRST GRADE	24	Reading Readiness Scale	93
SUPPLEMENTAL ASSESSMENTS	42	APPENDICES	95
		A History of BRIGANCE®	96
		B Acknowledgments	97
		C Standardization Study Sites	98
		D Station Method for Screening	100
		E References	101





3–5 years

CORE ASSESSMENTS—THREE-YEAR-OLD CHILD

Assessment

Knows Personal Information	
Identifies Colors	
Identifies Pictures by Naming	
Knows Uses of Objects	
Visual Motor Skills	
Understands Number Concepts	
Builds Tower with Blocks	
Gross Motor Skills	
Identifies Parts of the Body	
Repeats Sentences	
Uses Prepositions and Irregular Plural Nouns	

CORE ASSESSMENTS—FOUR-YEAR-OLD CHILD

Assessment

Knows Personal Information	
Names Colors	
Identifies Pictures by Naming	
Visual Discrimination—Forms and Uppercase Letters	
Visual Motor Skills	
Gross Motor Skills	
Names Parts of the Body	
Follows Verbal Directions	
Counts by Rote	
Recognizes Quantities	
Verbal Fluency and Articulation	

TABLE OF CONTENTS

	Page		Page
INTRODUCTION		SCREENING INFORMATION FORMS	90
The BRIGANCE® Early Childhood Family of Products	iv	Screening Observations Form	91
Introduction to the BRIGANCE® Early Childhood Screen III (3–5 years)		Hearing and Vision Observations	92
Overview	v	Teacher Feedback Forms	93
Using the <i>Early Childhood Screen III</i> to Support Your Program	vi	Parent Feedback Forms	97
Standardization and Validation	ix	SELF-HELP AND SOCIAL-EMOTIONAL SCALES	102
Step-by-Step Screening Procedures	x	How to Administer the Self-help and Social-Emotional Scales	103
Step 1: Get Ready to Screen	x	Parent Report—Self-help and Social-Emotional Scales	104
Step 2: Screen the Child	xii	Teacher Report and Scoring Form— Self-help and Social-Emotional Scales	107
Step 3: Complete the <i>Data Sheet</i>	xiv	Self-help Scale	113
Step 4: Analyze Results	xviii	Social-Emotional Scale	115
Step 5: Identify Next Steps	xxii	READING READINESS SCALE	118
Screening Children with Special Considerations	xxvi	How to Administer the Reading Readiness Scale	119
Bilingual and Non-English-Speaking Children	xxvi	Parent Report—Reading Readiness Scale	120
Children with Exceptionalities	xxvii	Teacher Report and Scoring Form—Reading Readiness Scale	122
		Reading Readiness Scale	124
CORE ASSESSMENTS—THREE-YEAR-OLD CHILD	1	APPENDICES	126
CORE ASSESSMENTS—FOUR-YEAR-OLD CHILD	17	A History of BRIGANCE®	127
CORE ASSESSMENTS—FIVE-YEAR-OLD CHILD	36	B Acknowledgments	128
SUPPLEMENTAL ASSESSMENTS	59	C Standardization Study Sites	129
		D Station Method for Screening	131
		E References	132

CORE ASSESSMENTS—FIVE-YEAR-OLD CHILD

Assessment

Knows Personal Information	
Names Parts of the Body	
Gross Motor Skills	
Visual Motor Skills	
Prints Personal Information	
Recites Alphabet	
Sorts Objects (by Size, Color, Shape)	
Counts by Rote	
Matches Quantities with Numerals	
Determines Total of Two Sets	
Reads Uppercase Letters	
Alternate—Reads Lowercase Letters	
Experience with Books and Text	
Verbal Fluency and Articulation	

0–35 months

CORE ASSESSMENTS—INFANT

Assessment

Gross Motor Skills	
Fine Motor Skills	
Receptive Language Skills	
Expressive Language Skills	
Self-help Skills	
Social and Emotional Skills	

CORE ASSESSMENTS—TODDLER

Assessment

Receptive Language Skills—General	
Receptive Language Skills—Identifies Parts of the Body	
Receptive Language Skills—Identifies Pictures	
Receptive Language Skills—Knows Sounds Animals Make	
Gross Motor Skills	
Fine Motor Skills	
Expressive Language Skills—General	
Expressive Language Skills—Names Objects	
Expressive Language Skills—Uses Phrases	
Self-help Skills	
Social and Emotional Skills	

CORE ASSESSMENTS—TWO-YEAR-OLD CHILD

Assessment

Identifies Parts of the Body	
Identifies Pictures by Naming	
Knows Uses of Objects	
Repeats Sentences	
Gross Motor Skills	
Understands Concepts of Number and Size	
Visual Motor Skills	
Builds Tower with Blocks	
Matches Colors	
Verbal Fluency and Articulation	

TABLE OF CONTENTS

	Page		Page
INTRODUCTION		SCREENING INFORMATION FORMS	67
The BRIGANCE® Early Childhood Family of Products	iv	Screening Observations Forms	
Introduction to the BRIGANCE® Early Childhood Screen III (0–35 months)	v	Infant and Toddler	68
Overview	v	Two-Year-Old Child	69
Using the <i>Early Childhood Screen III</i> to Support Your Program	vi	Hearing and Vision Observations	70
Standardization and Validation	ix	Parent-Child Interactions Form—Infant and Toddler	72
Step-by-Step Screening Procedures	x	Teacher Feedback Form—Two-Year-Old Child	74
Step 1: Get Ready to Screen	x	Parent Feedback Form—Two-Year-Old Child	76
Step 2: Screen the Child	xiii		
Step 3: Complete the <i>Data Sheet</i>	xvi	SELF-HELP AND SOCIAL-EMOTIONAL SCALES FOR THE TWO-YEAR-OLD CHILD	77
Step 4: Analyze Results	xx	How to Administer the Self-help and Social-Emotional Scales	78
Step 5: Identify Next Steps	xxv	Parent Report—Self-help and Social-Emotional Scales	79
Screening Children with Special Considerations	xxix	Teacher Report and Scoring Form—Self-help and Social-Emotional Scales	81
Bilingual and Non-English-Speaking Children	xxix	Self-help Scale	85
Children with Exceptionalities	xxix	Social-Emotional Scale	87
CORE ASSESSMENTS—INFANT	1	APPENDICES	89
CORE ASSESSMENTS—TODDLER	19	A History of BRIGANCE®	90
CORE ASSESSMENTS—TWO-YEAR-OLD CHILD	40	B Acknowledgments	91
SUPPLEMENTAL ASSESSMENTS	55	C Standardization Study Sites	92
		D Station Method for Screening	94
		E References	95



User-friendly **Data Sheet**
is easy to use and score.

BRIGANCE® Screen III Four-Year-Old Child Data Sheet

4
year-old

A. Child's Name Mia Thomas Date of Screening Year 2013 Month 9 Day 15 School/Program Hammond
Parent(s)/Caregiver(s) Deborah and Rob Thomas Birth Date Year 2009 Month 5 Day 10 Teacher Ben Haywood
Address 322 Flagstaff Drive Age Year 4 Month 4 Day 5 Examiner Ruth Yakaus

B. Core Assessments			C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For an incorrect response, slash through the item number. /	Discontinue	Number Correct X Point Value for Each	Child's Score
18	Academic/Cognitive Development	1B Knows Personal Information ① First name ② Last name ③ Age ④ Street address	Stop after 3 incorrect responses in a row.	<u>3</u> X 2.5	<u>7.5</u> / 10
20	Language Development	2B Names Colors Names: ① blue ② green ③ yellow ④ red ⑤ orange ⑥ pink / black / purple / white 10. brown	Stop after 3 incorrect responses in a row.	<u>6</u> X 1	<u>6</u> / 10
22	Language Development	3B Identifies Pictures by Naming Names: ① scissors ② duck ③ snake / wagon ⑤ ladder / leaf / owl / nail	Stop after 3 incorrect responses in a row.	<u>4</u> X 1	<u>4</u> / 8
23	Academic/Cognitive: Literacy	4B Visual Discrimination—Forms and Uppercase Letters ① ○ ② □ ③ ○ / △ > ⑦ i ⑧ P / V ⑩ X	Stop after 5 incorrect responses in a row.	<u>4</u> X 1	<u>4</u> / 10
24	Physical Development	5B Visual Motor Skills ① Draws a circle ② Draws a plus sign ③ Draws an X ④ Draws a square / Draws a rectangle	Stop after 3 skills not demonstrated in a row.	<u>4</u> X 2	<u>8</u> / 10
26	Physical Development	6B Gross Motor Skills ① Walks forward heel-to-toe five steps ② Hops five hops on preferred foot ③ Hops five hops on other foot / Stands on one foot for ten seconds / Stands on other foot for ten seconds	Administer all items.	<u>3</u> X 1	<u>3</u> / 5
28	Language Development	7B Names Parts of the Body ① stomach ② neck ③ back ④ knees / thumbs / fingernails	Stop after 3 incorrect responses in a row.	<u>4</u> X 2	<u>8</u> / 12
29	Language Development	8B Follows Verbal Directions ① Follows two-step directions ② Follows three-step directions	Stop after 2 incorrect responses for 1 item.	<u>1</u> X 4	<u>4</u> / 8
31	Academic/Cognitive: Mathematics	9B Counts by Rote ① ② ③ ④ ⑤ ⑥ / 8 9 10	Stop after the first error.	<u>6</u> X .5	<u>3</u> / 5
32	Academic/Cognitive: Mathematics	10B Recognizes Quantities ① three ② five / eight	Stop after 2 incorrect responses.	<u>2</u> X 4	<u>8</u> / 12
33	Language Development	11B Verbal Fluency and Articulation ① Uses sentences of at least three words / At least 90% of speech is intelligible	Administer both items.	<u>1</u> X 5	<u>5</u> / 10
			Total Score = <u>60.5</u> / 100		

D. Notes/Observations: Very attentive and focused.
E. Next Steps: Below cutoff of <69. Refer for further evaluation.

Parent Report—Self-help and Social-Emotional Scales

SOCIAL AND EMOTIONAL SKILLS			
D. Relationships with Adults			
13.	Does your child respond with feelings of pride and enthusiasm when he/she earns positive feedback?	Rarely/No	Sometimes
14.	Does your child look forward to sharing his/her feelings with you when he/she is happy?	Rarely/No	Sometimes
Most of the time			
Does your child tell you about himself/his/her family members?			
Most of the time			
Does your child share with you?			
Most of the time			
F. Motivation and Self-Confidence			
21.	Does your child maintain interest when engaged in a small-group activity or project?	Rarely/No	Sometimes
22.	Does your child show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?	Rarely/No	Sometimes
23.	Does your child approach new tasks with confidence and a "can-do" attitude?	Rarely/No	Sometimes
24.	Does your child remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?	Rarely/No	Sometimes
G. Prosocial Skills and Behaviors			
25.	If supervised by an adult, does your child take turns without undue objection?	Rarely/No	Sometimes
26.	Does your child understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?	Rarely/No	Sometimes
27.	Does your child ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?	Rarely/No	Sometimes
28.	Does your child react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?	Rarely/No	Sometimes

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Parent Report—Self-help and Social-Emotional Scales

The **Parent Report—Self-help and Social-Emotional Scales** helps parents provide input on their child's skills.

Self-help and Social-Emotional Scales





DEVELOPMENTAL INDICATORS FOR ASSESSMENT OF LEARNING:
4th EDITION (DIAL-4)

General Information

Type of Instrument:	Observational
Date of Publication:	2011
Age Span:	2 years, 6 months – 5 years, 11 months
Available Languages:	English, Spanish
Reliability:	Internal consistency = .83 - .95 Test-retest = .80
Validity:	Construct = Sufficient across measures; refer to manual for detail.
Sensitivity:	67 - 87%
Specificity:	73 - 91%

Administration Information

Time to administer:	30 - 45 minutes
Time to score:	10 - 15 minutes
Minimum reading level:	N/A
Minimum scoring skills:	Trained professional or paraprofessional.

Ordering Information

Name of Test:	Developmental Indicators for Assessment of Learning – 4 th Ed. (DIAL-4)
Website Address:	http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=14753
Publisher's Address:	Pearson, Attn: Customer Service, 19500 Bulverde Road San Antonio, TX 78259-3701
Publisher's Phone:	1-800-627-7271
Publisher's Fax:	1-800-232-1223
Publisher's Email:	ClinicalCustomerSupport@Pearson.com
Cost:	Yes, contact publisher

Educational/Training Resources

Manual available:	Yes
Video available:	Yes
Training Method:	Training materials are included with the DIAL-4. Training modules are available from the publisher online: http://www.pearsonassessments.com/pai/ca/training/webinars/DIAL4Training

Social Skills Improvement System (SSIS) Rating Scales

Authors: Frank Gresham, PhD and Stephen N. Elliott

The SSIS (Social Skills Improvement System) Rating Scales is designed to assess individuals and small groups in order to evaluate social skills, problem behaviors, and academic competence. It is hoped that teacher, parent and student forms will provide a comprehensive picture across school, home, and community settings.

Designed to replace the SSRS Social Skills Rating System, this substantially revised tool includes updated norms, improved psychometric properties, and new subscales.

The multi-rater SSIS Rating Scales helps measure:

Social Skills: Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, Self-Control

Competing Problem Behaviors: Externalizing, Bullying, Hyperactivity/Inattention, Internalizing, Autism Spectrum

Academic Competence: Reading Achievement, Math Achievement, Motivation to Learn
This significant revised instrument features:

- Four new subscales (Communication, Engagement, Bullying, and Autism Spectrum)
- National norms for pre-school
- Spanish versions of Parent and Student forms
- New items to provide greater coverage of important behaviors on existing subscales
- Revision of existing items to improve the alignment of content across forms
- Collection of reliability and validity evidence, including correlations with other measures and consistency with research on special populations
- Standard scores with percentile ranks
- Standardization based on a nationwide sample matched to the US population estimates for race, region, and SES
- Combined norms and separate-sex norms

Convenient Scoring Options: The SSIS Rating Scales may be hand-scored. For added convenience, use the ASSIST software which provides computer scoring and reporting, including individual, progress and multi-rater reports - and a direct link to suggested interventions with the SSIS Intervention Guide.

Social Skills Improvement System (SSIS). Copyright (C) 2007 NCS Pearson, Inc, Descriptive text reproduced with permission. All rights reserved. "SSIS" is a trademark in the US and/or other countries of Pearson Education, Inc. or its affiliates.

Pearson's online catalog product page:

<http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa3400&Mode=summary>

Concern for Others: Teacher Rating Form

Rate for Start of the Year, 1st Report, 2nd Report, and End of the Year

Use the scale representing the grade level that applies to the child being observed:
Kindergarten/First Grade, Second and Third Grade, or Fourth and Fifth Grade.

Child Name: _____ **Time Period:** _____

Teacher Observer Name: _____

Kindergarten and First Grade

How frequently does the student exhibit the described skill or behavior? Circle the number that matches the frequency.

	Almost Never	Sometimes	Frequently	Almost Always
1. Shares materials with others	1	2	3	4
2. Is sympathetic toward others' pain or struggles	1	2	3	4
3. Voluntarily helps peers who require it	1	2	3	4
4. Does not tease others based on characteristics that are different from him/her (gender, race, class, disability, etc.)	1	2	3	4

Scoring:

- No reverse coding for any items.
- Sum all items responses for a total scale score and subtract by 4. Scale score ranges from 0-12.
- Higher scores indicate greater concern for others

Chi, B., Jastrzab, J., & Melchior, A. 2006
<http://civicyouth.org/PopUps/WorkingPapers/WP47chi.pdf>

Altruistic Behavior-Elementary (Scales from Student Questionnaire)

Name: _____ Date: _____

Circle the word that best describes how many times since the start of the school you have ...

I helped someone who was hurt.	Never	Once	A Couple of Times	Many
I cheered up someone who was feeling sad.	Never	Once	A Couple of Times	Many
I helped someone who was being picked on.	Never	Once	A Couple of Times	Many
I helped someone who fell down.	Never	Once	A Couple of Times	Many
I got help for someone who was hurt.	Never	Once	A Couple of Times	Many
I shared my lunch with someone who didn't have any.	Never	Once	A Couple of Times	Many
I helped an older person.	Never	Once	A Couple of Times	Many
I stopped someone from hurting another child.	Never	Once	A Couple of Times	Many
I helped a younger child who was lost.	Never	Once	A Couple of Times	Many
I stopped someone from hurting an animal.	Never	Once	A Couple of Times	Many

**Developmental Studies Center
ALTRUISTIC BEHAVIOR SCALES FROM STUDENT QUESTIONNAIRE,
CHILD DEVELOPMENT PROJECT
FOR ELEMENTARY SCHOOL STUDENTS
(GRADES 3-6)**

©1988-2005 Developmental Studies Center
2000 Embarcadero, Suite 305, Oakland, CA 94606-5300 www.devstu.org

Emotion Recognition Questionnaire

The *Emotion Situation Task* consisted of short vignettes about emotion eliciting incidents that were accompanied by simple color illustrations. Vignettes were portrayed by four different automated adult voices (2 male, 2 female). The drawings did not depict facial expressions, and were race neutral. The protagonist in each story was counterbalanced to be either a child (boy or girl) or an adult (mom or dad). Children were presented with 32 stories (8 each of happy, sad, anger, fear; see [Appendix](#)). Emotion labels were not provided in the stories. Following each story, children were asked to indicate what the protagonist in the story was likely to feel. Children responded by selecting one of four digitized photographs of adult ([Ekman, 1976](#)) or one of four child ([Camras & Allison, 1985](#); [Camras et al., 1990](#)) faces. The correct emotion and three foils appeared on the screen, one in each quadrant, and children selected one of the facial expressions of emotion by touching the face on a touch-sensitive monitor. Foils were randomly selected from the following emotions: happy, sad, angry, fear, surprise, and disgust. Location of the correct face was randomized for each trial. Variants of this procedure have been used successfully with young children ([Camras & Allison, 1985](#); [Dashiell, 1927](#); [Pollak et al., 2000](#); [Ribordy, Camras, Stefani, & Spaccarelli, 1988](#)).

Happy

Adult

1. It was dinner time at this little girl's house. Her mom was in a hurry trying to finish cooking dinner, so the little girl helped her mom by setting the dinner table.
2. This little boy and his dad just returned from the food store. There were too many bags of food to carry, so the boy helped his dad carry the bags into the house.
3. This little boy worked hard on a picture and showed it to his mom. His mom thought the picture was very nice and told the little boy that he did a good job.
4. This little girl and her dad went together to their favorite movie.

Child

1. This little girl really likes dogs. On her birthday her dad gave her a cute little puppy.
2. This little boy worked hard on a picture and showed it to his mom. His mom thought the picture was very nice and told the little boy that he did a good job.
3. This little girl was in a race. Her mom was cheering for her at the finish line when the little girl won the big race.
4. This little boy and his mom went together to their favorite movie.

Sad

Adult

1. This little girl and her mom planned a trip to their favorite park on Saturday. But when Saturday came it was raining so they couldn't go to the park.
2. This little girl and her dad have a pet hamster named Whiskers. They found out that Whiskers is sick and going to die.
3. This little boy and his mom have to say goodbye to each other. The mom is going away on a trip for work and will not be back for a long time.
4. This little boy was playing a game outside with his dad. The little boy was running fast on the sidewalk when he fell down and hurt his knee.

Child

1. This little girl's best friend, who she really likes to play with, moved away. Now the little girl can't play with her friend anymore.
2. This little girl and her mother planned a trip to their favorite park on Saturday. But when Saturday came it was raining so they couldn't go to the park.
3. This little boy had a pet bird. When he got home from school he saw that the bird was not in its cage. The boy thought that his bird might be gone forever.
4. This little boy was playing a game outside with his dad. The little boy was running fast on the sidewalk when he fell down and hurt his knee.

Anger

Adult

1. This little boy's dad saw him drawing all over a wall in the house with a Magic Marker.
2. This little girl's mom found out that her little girl took a toy away from her brother.
3. This little boy and his mom were eating dinner together. The little boy started throwing his food on the floor on purpose.
4. This little girl and her dad were working hard to build a house made out of blocks. Then the little girl's sister came over and kicked the blocks over on purpose.

Child

1. This little girl gave her dad a picture that she had painted for him. She told her brother not to touch it, but her brother scribbled all over the picture and ruined it.
2. This little boy and his mom were working hard to build a house made out of blocks. Then the little boy's sister came over and kicked the blocks over on purpose.
3. This little girl wants to tell her mom something important, but her mom keeps talking on the phone.
4. This little boy's big sister broke his favorite toy on purpose.

Fear

Adult

1. This little boy and his dad were walking through a forest a night. They heard a strange noise coming from the bushes and thought it might be a grizzly bear.
2. This little boy and his mom saw a shadow outside their house. It was dark out and they thought it was a hand of a person about to come in through their window.
3. This little girl and her mom were taking a walk together when a big, mean dog started to chase them.
4. This dad had a bad dream about a monster that tried to eat him.

Child

1. This little girl and her sister were in their room at night all by themselves. It was dark, and they heard a strange noise coming from their closet.
2. This little girl and her mother were taking a walk together when a big, mean dog started to chase them
3. This little boy went shopping with his father. There were a lot of people in the store and the boy got lost and couldn't find his dad anywhere.
4. This little boy woke up in the middle of the night because there was a big thunder and lightning storm outside.

Reprinted from "Vignettes for Emotion Recognition Research and Affective Therapy With Children," by S. C. Ribordy, L. A. Camras, R. Stefani, and S. Spaccarelli, 1988, *Journal of Clinical Child Psychology*, 17, 322-325.

Assessment of Children's Emotion Skills (ACES)
ACES Social Behaviors and Social Situations vignettes.

Directions: I'm going to tell you about some kids your age, and I want you to tell me if they would feel happy, sad, mad, or scared. Sometimes you might think they would feel two emotions, like both mad and sad. If so, I want you to pick the feeling you think they would have more strongly. Sometimes they may not feel any emotion strongly, and you can tell me that by saying, "no feeling." Don't say "no feeling" just because you're not sure how they would feel, though. If you think they would feel something, I want you to take a guess at what it is, okay?

Following each vignette, the interviewer says, "Do you think (child's name) feels happy, sad, mad, scared, or no feeling?"

Social Behaviors

Happy

- 5. You see Terry running to join you and the other kids in the game.
- 8. Jeff is being nice to everybody.
- 14. You see Joanne skipping down the hallway and whistling.

Sad

- 1. Jack doesn't feel like playing ball at recess. Instead, he just sits alone.
- 10. Jill talks softly, and her eyes seem watery.
- 15. Jenn walks slowly with her head down.

Schultz, D., Izard, C. E., & Bear, G. (2004). Children's emotion processing: Relations to emotionality and aggression. *Development and Psychopathology*, 16, 371-387.

Prosocial Behaviors of Children – Teacher's Perceptions

Child Name: _____ Date: _____

Teacher Observer: _____

Indicate how frequently you have observed the child engage in the following actions.

1. Other children seek the child out to involve him/her in activities.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

2. The child uses free time appropriately.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

3. The child shares laughter with peers.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

4. The child has good work habits (e.g., is organized, makes efficient use of class time).

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

5. The child compromises with peers when a situation calls for it.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

6. The child responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

7. The child accepts constructive criticism from peers without becoming angry.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

8. The child plays or talks with peers for extended periods of time.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

9. The child initiates conversation with peers in informal situations.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

10. The child listens carefully to teacher instructions and directions for assignments.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

11. The child displays independent study skills (e.g., can work adequately with minimum teacher support).

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

12. The child appropriately copes without aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self).

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

13. The child interacts with a number of different peers.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

14. The child can accept not getting his/her own way.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

15. The child attends to assigned tasks.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

16. The child keeps conversations with peers going.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

17. The child invites peers to play or share activities.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

18. The child does seatwork assignments as directed.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

19. The child produces work of acceptable quality given her/his skill level.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Frequently

Point values are assigned as follows:

Never = 1

Rarely = 2

Sometimes = 3

Often = 4

Frequently = 5

Score the scale by adding together the points for each question. You can also examine particular sets of behaviors using four subscales:

School Adjustment subscale (items 2, 7, 10, 11, 15, 18 and 19); the highest possible score is 35 points

Peer Preferred Behavior subscale (items 1, 3, 8, 9, 13, 16 and 17); the highest possible score is 35 points

Teacher Preferred Behavior subscale (items 5, 6, 7, 12 and 14); the highest possible score is 25 points

A high score on any subscale indicates a higher amount of prosocial behavior. The highest possible score for the entire scale is 95 points.

McConnell, Strain, Kerr, et al., 1984 Found in: Dahlberg LL, Toal SB, Swahn M, Behrens CB. Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005. http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html

Concern for Others: Teacher Rating Form

Rate for Start of the Year, 1st Report, 2nd Report, and End of the Year

Use the scale representing the grade level that applies to the child being observed:
Kindergarten/First Grade, Second and Third Grade, or Fourth and Fifth Grade.

Child Name: _____ **Time Period:** _____

Teacher Observer Name: _____

Teacher Rating Form - Second and Third Grade

How frequently does the student exhibit the described skill or behavior? Circle the number that matches the frequency.

	Almost Never	Sometimes	Frequently	Almost Always
1. Voluntarily helps peers who require it (e.g., shares materials, etc.)	1	2	3	4
2. Is concerned about the feelings of others (e.g., asks about a student who is upset or includes a student who is left out)	1	2	3	4
3. Actively respects others in actions and words	1	2	3	4
4. Shows patience with younger children	1	2	3	4

Scoring:

- No reverse coding for any items.
- Sum all items responses for a total scale score and subtract by 4. Scale score ranges from 0-12.
- Higher scores indicate greater concern for others

Chi, B., Jastrzab, J., & Melchior, A. 2006

<http://civicyouth.org/PopUps/WorkingPapers/WP47chi.pdf>

3. Social Acceptance. The scale is part of the Self-Perception Profile for Children (Harter, 1985).

Description: The social acceptance subscale measures the extent to which children believe other children like them, they are popular, and have friends.

Ages: 8-14 years (Grades 3-8).

Reliability: Alpha score is .78.

Number of Items: 6.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left, items are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 2, 4, and 6 are reverse coded. Responses are then summed to produce a final score. A higher score indicates greater social acceptance.

Permission: Not needed to use this scale. Author requests this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale which can be used to help explain how respondents should answer the questions.

Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me	Only select one answer per question		Sort of True for Me	Really True for Me
<u>Sample Item</u>						
S A M P L E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Some kids would rather play outdoors in their spare time.	BUT	Other kids would rather watch T.V.	<input type="checkbox"/>
Continue.....						
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids find it hard to make friends.	BUT	Other kids find it pretty easy to make friends.	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a lot of friends.	BUT	Other kids don't have very many friends.	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids would like to have a lot more friends.	BUT	Other kids have as many friends as they want.	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are always doing things with a lot of kids.	BUT	Other kids usually do things by themselves.	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish that more people their age liked them.	BUT	Other kids feel that most people their age do like them.	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are popular with others their age.	BUT	Other kids are not very popular.	<input type="checkbox"/>

4. Classmate Support Subscale. This subscale is part of the Social Support Scale for Children (Harter, 1985).

Description: The classmate support subscale measures the extent to which children believe they are popular, liked, included, and listened to by classmates.

Ages: 8-14 years (Grades 3 – 8).

Reliability: Alpha score is .76.

Number of Items: 6.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left, items are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 1, 2, and 4 are reverse coded. Responses are then summed to produce a final score. A higher score indicates greater classmate support.

Permission: Not needed to use this scale. Author requests this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale which can be used to help explain how respondents should answer the questions.

Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me	Only select one answer per question		Sort of True for Me	Really True for Me
<u>Sample Item</u>						
S A M P L E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some kids would rather play outdoors in their spare time.	BUT	Other kids would rather watch T.V.	<input type="checkbox"/>
Continue.....						
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids find it hard to make friends.	BUT	Other kids find it pretty easy to make friends.	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a lot of friends.	BUT	Other kids don't have very many friends.	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids would like to have a lot more friends.	BUT	Other kids have as many friends as they want.	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are always doing things with a lot of kids.	BUT	Other kids usually do things by themselves.	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish that more people their age liked them.	BUT	Other kids feel that most people their age do like them.	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are popular with others their age.	BUT	Other kids are not very popular.	<input type="checkbox"/>

Outcome Category 6: Positive Youth/Peer Connections

1. Children's Self-Efficacy in Peer Interactions (Wheeler & Ladd, 1982).

Description: This scale is designed to measure youths' perceptions of their ability to be successful in social interactions. This includes their ability to be persuasive towards peers in positive ways. The questionnaire contains two subscales that measure social self-efficacy in conflict and non-conflict situations. The subscales can be used separately or combined into a total score.

Ages: 7-10 years old, Grades 3-8.

Reliability: Alpha for the conflict situations subscale is .85 and .73 for non-conflict situations subscale. Alpha for the total scale is .85.

Number of Items: 22.

Scoring Procedures: Responses for the 4-point scale items are: 1=HARD!, 2= Hard, 3= Easy and 4= EASY! The subscale items are summed to produce total scores. Items for efficacy in conflict situations subscale are 1,4,6,10,11,13,15,17,19,21. Items for the non-conflict situations subscale are 2,3,5,7,8,9,12,14,16,18,20,22. All 22 items can also be combined and summed to produce a total score of children's self-efficacy in peer interactions.

Permission: Not needed for use of this scale

Administration: Instruct the respondents to circle the answer that best indicates how much the question is like them. Explain that the big HARD! and EASY! are stronger answers than the little easy and hard. So, if they completely agree with the statement they should circle, EASY! if they agree a little they should circle, easy.

Circle the response that best describes how well you can do the following things. **HARD!** Means it is *really* hard for you and **EASY!** means it is *really* easy for you, hard and easy means it is a little bit hard or easy for you.

1. Some kids want to play a game. Asking them if you can you play is ___?___ for you.	HARD!	Hard	Easy	EASY!
2. Some kids are arguing about how to play a game. Telling them to stop is ___?___ for you.	HARD!	Hard	Easy	EASY!
3. Some kids are teasing your friends. Telling them to stop is ___?___ for you.	HARD!	Hard	Easy	EASY!
4. You want to start a game. Asking other kids to play the game is ___?___ for you.	HARD!	Hard	Easy	EASY!
5. A kid tries to take your turn during a game. Telling the kid its your turn is ___?___ for you.	HARD!	Hard	Easy	EASY!
6. Some kids are going to lunch. Asking if you can go with them is ___?___ for you.	HARD!	Hard	Easy	EASY!
7. A kid cuts in front of you in line. Telling the kid not to cut is ___?___ for you.	HARD!	Hard	Easy	EASY!
8. A kid wants to do something that will get you into trouble. Asking the kid to do something else is ___?___ for you.	HARD!	Hard	Easy	EASY!
9. Some kids are making fun of someone in your classroom. Telling them to stop is ___?___ for you.	HARD!	Hard	Easy	EASY!
10. Some kids need more people to be on their teams. Asking to be on the team is ___?___ for you.	HARD!	Hard	Easy	EASY!
11. You have to carry some things home from school. Asking another kid to help you is ___?___ for you.	HARD!	Hard	Easy	EASY!
12. A kid always wants to be first when you play a game. Telling the kid that you are going first is ___?___ for you.	HARD!	Hard	Easy	EASY!
13. Your class is going on a trip and everyone needs a partner. Asking someone to be your partner is ___?___ for you.	HARD!	Hard	Easy	EASY!
14. A kid does not like your friend. Telling the kid to be nice to your friend is ___?___ for you.	HARD!	Hard	Easy	EASY!
15. Some kids are deciding what game to play. Telling them what game you like is ___?___ for you.	HARD!	Hard	Easy	EASY!
16. You are having fun playing a game but other kids want to stop. Asking them to finish playing the game is ___?___ for you.	HARD!	Hard	Easy	EASY!
17. You are working on a project. Asking another kid to help is ___?___ for you.	HARD!	Hard	Easy	EASY!
18. Some kids are using your play area. Asking them to move is ___?___ for you.	HARD!	Hard	Easy	EASY!
19. Some kids are deciding what to do after school. Telling them what you want to do is ? for you.	HARD!	Hard	Easy	EASY!
20. A group of kids wants to play a game that you don't like. Asking them to play a game that you like is ___?___ for you.	HARD!	Hard	Easy	EASY!
21. Some kids are planning a party. Asking them to invite your friend is ___?___ for you	HARD!	Hard	Easy	EASY!
22. A kid is yelling at you. Telling the kid to stop is ___?___ for you.	HARD!	Hard	Easy	EASY!

Concern for Others: Teacher Rating Form

Rate for Start of the Year, 1st Report, 2nd Report, and End of the Year

Use the scale representing the grade level that applies to the child being observed: Kindergarten/First Grade, Second and Third Grade, or Fourth and Fifth Grade.

Child Name: _____ **Time Period:** _____

Teacher Observer Name: _____

Teacher Rating Form - Fourth and Fifth Grade

How frequently does the student exhibit the described skill or behavior? Circle the number that matches the frequency.

	Almost Never	Sometimes	Frequently	Almost Always
1. Voluntarily helps peers who require it (e.g., shares materials, etc.)	1	2	3	4
2. Is concerned about the feelings of others (e.g., asks about a student who is upset or includes a student who is left out)	1	2	3	4
3. Shows patience with younger children	1	2	3	4

Scoring:

- No reverse coding for any items.
- Sum all items responses for a total scale score and subtract by 3. Scale score ranges from 0-9.
- Higher scores indicate greater concern for others

Chi, B., Jastrzab, J., & Melchior, A. 2006

<http://civicyouth.org/PopUps/WorkingPapers/WP47chi.pdf>

Social Competence (Grades 4-5).

Name: _____

Date: _____

Mark the box that shows how much you agree or disagree with the statement.

	Disagree A Lot	Disagree A Little	Neither Agree nor Disagree	Agree A Little	Agree A Lot
1. I can always cheer up someone who is feeling sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can always find a way to help people end arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I listen carefully to what other people say to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I'm good at taking turns, and sharing things with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It's easy for me to make suggestions without being bossy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I'm very good at working with other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I always know when people need help, and what kind of help to give.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know how to disagree without starting a fight or argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I'm not very good at making people. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm good at finding fair ways to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Developmental Studies Center
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 SHARE

40 Developmental Assets for Adolescents

Search Institute has identified the following building blocks of healthy development—known as Developmental Assets—that help young children grow up healthy, caring, and responsible.

This particular list is intended for adolescents (age 12-18). If you'd like to see the lists for other age groups, you can find them on the [Developmental Assets Lists](#) page.

For more information on the assets and the research behind them, see the [Developmental Assets](#) .

EXTERNAL ASSETS



SUPPORT

1. **Family Support** | Family life provides high levels of love and support.

SHOW ME HOW TO [TAKE ACTION](#)

2. **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.

SHOW ME HOW TO [TAKE ACTION](#)

3. **Other Adult Relationships** | Young person receives support from three or more nonparent adults.

SHOW ME HOW TO [TAKE ACTION](#)

4. **Caring Neighborhood** | Young person experiences caring neighbors.

SHOW ME HOW TO [TAKE ACTION](#)

5. **Caring School Climate** | School provides a caring, encouraging environment.

SHOW ME HOW TO [TAKE ACTION](#)

6. **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.



EMPOWERMENT

7. **Community Values Youth** | Young person perceives that adults in the community value youth.

SHOW ME HOW TO [TAKE ACTION](#)

8. **Youth as Resources** | Young people are given useful roles in the community.

SHOW ME HOW TO [TAKE ACTION](#)

9. **Service to Others** | Young person serves in the community one hour or more per week.

SHOW ME HOW TO [TAKE ACTION](#)

10. **Safety** | Young person feels safe at home, school, and in the neighborhood.

SHOW ME HOW TO [TAKE ACTION](#)



BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.

SHOW ME HOW TO [TAKE ACTION](#)

12. **School Boundaries** | School provides clear rules and consequences.

SHOW ME HOW TO [TAKE ACTION](#)

13. **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.

SHOW ME HOW TO [TAKE ACTION](#)

14. **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.

SHOW ME HOW TO [TAKE ACTION](#)

15. **Positive Peer Influence** | Young person's best friends model responsible behavior.

SHOW ME HOW TO [TAKE ACTION](#)

16. **High Expectations** | Both parent(s) and teachers encourage the young person to do well.



CONSTRUCTIVE USE OF TIME

17. **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

SHOW ME HOW TO [TAKE ACTION](#)

18. **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.

SHOW ME HOW TO [TAKE ACTION](#)

19. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.

SHOW ME HOW TO [TAKE ACTION](#)

20. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

SHOW ME HOW TO [TAKE ACTION](#)

INTERNAL ASSETS



COMMITMENT TO LEARNING

21. **Achievement Motivation** | Young person is motivated to do well in school.

SHOW ME HOW TO [TAKE ACTION](#)

22. **School Engagement** | Young person is actively engaged in learning.

SHOW ME HOW TO [TAKE ACTION](#)

23. **Homework** | Young person reports doing at least one hour of homework every school day.

SHOW ME HOW TO [TAKE ACTION](#)

24. **Bonding to School** | Young person cares about her or his school.

SHOW ME HOW TO [TAKE ACTION](#)

25. **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.

SHOW ME HOW TO [TAKE ACTION](#)



POSITIVE VALUES

26. **Caring** | Young Person places high value on helping other people.

SHOW ME HOW TO [TAKE ACTION](#)

27. **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.

SHOW ME HOW TO [TAKE ACTION](#)

28. **Integrity** | Young person acts on convictions and stands up for her or his beliefs.

SHOW ME HOW TO [TAKE ACTION](#)

29. **Honesty** | Young person "tells the truth even when it is not easy."

SHOW ME HOW TO [TAKE ACTION](#)

30. **Responsibility** | Young person accepts and takes personal responsibility.

SHOW ME HOW TO [TAKE ACTION](#)

31. **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SHOW ME HOW TO [TAKE ACTION](#)



SOCIAL COMPETENCIES

32. **Planning and Decision Making** | Young person knows how to plan ahead and make choices.

SHOW ME HOW TO [TAKE ACTION](#)

33. **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.

SHOW ME HOW TO [TAKE ACTION](#)

34. **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

SHOW ME HOW TO [TAKE ACTION](#)

35. **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.

SHOW ME HOW TO [TAKE ACTION](#)

36. **Peaceful Conflict Resolution** | Young person seeks to resolve conflict nonviolently.

SHOW ME HOW TO [TAKE ACTION](#)



POSITIVE IDENTITY

37. **Personal Power** | Young person feels he or she has control over "things that happen to me."

SHOW ME HOW TO [TAKE ACTION](#)

38. **Self-Esteem** | Young person reports having a high self-esteem.

SHOW ME HOW TO [TAKE ACTION](#)

39. **Sense of Purpose** | Young person reports that "my life has a purpose."

SHOW ME HOW TO [TAKE ACTION](#)

40. **Positive View of Personal Future** | Young person is optimistic about her or his personal future.

SHOW ME HOW TO [TAKE ACTION](#)

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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LIST OF DEVELOPMENTAL ASSETS

Below you can find several different lists of Developmental Assets®. Each is tailored for a specific age group or language.

(Select your language from the menu below.)

[English](#)

[Ages 12-18](#)

[Ages 8-12](#)

[Ages 5-9](#)

[Ages 3-5](#)

[Spanish](#)

[Ages 12-18](#)

[Ages 8-12](#)

[Ages 5-9](#)

[Ages 3-5](#)

DEVELOPMENTAL ASSETS PROFILE

(DAP) Sample Page

Self-Report for Ages 11-18

NAME / ID: _____ TODAY'S DATE: Mo: _____ Day: _____ Yr: _____
 SEX: ☐ Male ☐ Female AGE: _____ GRADE: _____ BIRTH DATE: Mo: _____ Day: _____ Yr: _____
 RACE/ETHNICITY (Check all that apply): ☐ American Indian or Alaska Native ☐ Asian
☐ Black or African American ☐ Hispanic or Latino/Latina ☐ Native Hawaiian or Other Pacific Islander
☐ White ☐ Other (please specify): _____

INSTRUCTIONS: Below is a list of positive things that you might have in *yourself, your family, friends, neighborhood, school, and community*. For each item that describes you **now or within the past 3 months**, check if the item is true:

Not At All or Rarely Somewhat or Sometimes Very or Often Extremely or Almost Always

If you do not want to answer an item, leave it blank. But please try to answer all items as best you can.

Not At All
or
Rarely

Somewhat
or
Sometimes

Very
or
Often

Extremely
or
Almost Always

I . . .

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Stand up for what I believe in. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Feel in control of my life and future. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Feel good about myself. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Avoid things that are dangerous or unhealthy. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Enjoy reading or being read to. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Build friendships with other people. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Care about school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Do my homework. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Stay away from tobacco, alcohol, and other drugs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Enjoy learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Express my feelings in proper ways. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Feel good about my future. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Seek advice from my parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Deal with frustration in positive ways. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Overcome challenges in positive ways. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Think it is important to help other people. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Feel safe and secure at home. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Plan ahead and make good choices. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Resist bad influences. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Resolve conflicts without anyone getting hurt. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Feel valued and appreciated by others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Take responsibility for what I do. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Tell the truth even when it is not easy. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. Accept people who are different from me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. Feel safe at school. |

PLEASE TURN OVER AND COMPLETE THE BACK.

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Concern for Others-Middle School (Scales from Student Questionnaire)

Name: _____

Date: _____

Mark the box that represents the best answer for you.

	Disagree A Lot	Disagree A Little	Neither Agree nor Disagree	Agree A Little	Agree A Lot
1. Most people who ask for help are just being lazy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I only care about my family and my friends; other people can take care of themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. People should look after themselves and not try to solve other people's problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I should just take care of myself and let others take care of themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. People should work out their own problems by themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A student has enough schoolwork to do without worrying about other students' work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Problems in other parts of the world are not my concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I see someone having a problem, I want to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Everybody has enough problems of their own without worrying about other people's problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I hear about people who are sad or lonely, I want to do something to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Developmental Studies Center
SCALES FROM STUDENT QUESTIONNAIRE,
CHILD DEVELOPMENT PROJECT
FOR MIDDLE SCHOOL STUDENTS**

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NAME : _____[FIRST, LAST]

PARENT OF: _____[FIRST, LAST]

DATE: _____[MONTH,DAY,YEAR]

Empathy – Parent Survey

Please indicate how much these statements describe your child.

1. My child feels bad when someone gets their feelings hurt.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

2. My child feels happy when others succeed

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

3. My child understands how those close to him/her feel.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

4. It is important to my child to understand how other people feel.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

Empathy – Teen Conflict Survey

Name: _____

Date: _____

How often would you make the following statements?

1. I can listen to others.

☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always

2. Kids I don't like can have good ideas.

☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always

3. I get upset when my friends are sad.

☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always

4. I trust people who are not my friends.

☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always

5. I am sensitive to other people's feelings, even if they are not my friends.

☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always

Bosworth & Espelage, 1995

Found in:

Dahlberg LL, Toal SB, Swahn M, Behrens CB. Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005.

http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html

NAME : _____

DATE: _____

Altruism – Teen Survey

Please indicate how much these statements describe you.

1. I go out of my way to help others.
 - ☐ Not at all like me
 - ☐ A little like me
 - ☐ Somewhat like me
 - ☐ A lot like me
 - ☐ Exactly like me

2. I help others even if it requires a lot of my time.
 - ☐ Not at all like me
 - ☐ A little like me
 - ☐ Somewhat like me
 - ☐ A lot like me
 - ☐ Exactly like me

3. I help others even if the person is a total stranger.
 - ☐ Not at all like me
 - ☐ A little like me
 - ☐ Somewhat like me
 - ☐ A lot like me
 - ☐ Exactly like me

4. I help others even if it's hard for me.
 - ☐ Not at all like me
 - ☐ A little like me
 - ☐ Somewhat like me
 - ☐ A lot like me
 - ☐ Exactly like me

NAME : _____[FIRST, LAST]

PARENT OF: _____[FIRST, LAST]

DATE: _____[MONTH, DAY, YEAR]

Social Competence – Parent Survey

Please indicate how much these statements describe your child.

1. My child avoids making other kids look bad.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

2. If two of my child's friends are fighting, my child finds a way to help them work it out.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

3. When my child works in groups, he/she does his/her fair share.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

How often...

4. Does your child get along well with people of different races, cultures, and religions?

- ☐ None of the time
- ☐ A little of the time
- ☐ Some of the time
- ☐ Most of the time
- ☐ All of the time

Measure developed by Child Trends for the Flourishing Children Project, funded by the Templeton Foundation. For more information on positive indicators, search the Child Trends web page at www.childtrends.org.

NAME : _____[FIRST, LAST]

PARENT OF: _____[FIRST, LAST]

DATE: _____[MONTH, DAY, YEAR]

5. Does your child follow the rules at a park, theater, or sports event?

- ☐ None of the time
- ☐ A little of the time
- ☐ Some of the time
- ☐ Most of the time
- ☐ All of the time

6. Does your child respect other people's point of view, even if he/she disagrees?

- ☐ None of the time
- ☐ A little of the time
- ☐ Some of the time
- ☐ Most of the time
- ☐ All of the time

BELONGING SCALE

Middle Student Report

The *Belonging Scale* is a modification of the original scale developed by Gambone & Arbreton (1997). In the Study of Promising After-School Programs, the response scale was modified (original: 1 = never, 5 = all of the time) and the items were reworded to reference the after-school program.

Citation

Gambone, M. A., & Arbreton, A. J. A. (1997). *Safe Havens: The contributions of youth organizations to healthy adolescent development*. Philadelphia, PA: Public/Private Ventures.

Administration

Spring 2004

Spring 2005

Items

1. I feel like I belong at my after-school program
2. I feel like my ideas count at my after-school program
3. People really listen to me at my after-school program
4. I feel like I'm successful at my after-school program
5. My after-school program is a comfortable place to hang out
6. At my after-school program, I feel like I matter
7. If I didn't show up, someone at my after-school program would notice I was not around

Response scale

1 = never

2 = sometimes

3 = most of the time

4 = always

Scoring

Mean item score

Psychometrics

Middle					
	<i>N</i>	<i>M</i>	<i>SD</i>	Range	Alpha
Spring 2004	307	2.81	0.74	1-4	.85
Spring 2005	257	2.91	0.71	1-4	.88

NAME : _____[FIRST, LAST]

PARENT OF: _____[FIRST, LAST]

DATE: _____[MONTH, DAY, YEAR]

Peer Friendships – Parent Survey

Please indicate how much these statements describe your child.

1. My child finds it hard to make friends.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

2. My child finds it hard to keep friends.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

3. My child would stand up for his/her friend.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

4. My child takes advantage of his/her friends.

- ☐ Not at all like my child
- ☐ A little like my child
- ☐ Somewhat like my child
- ☐ A lot like my child
- ☐ Exactly like my child

NAME: _____

DATE: _____

Empathy – Teen Survey

Please indicate how much these statements describe you.

1. I feel bad when someone gets their feelings hurt.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

2. I understand how those close to me feel.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

3. It is important to me to understand how other people feel.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

4. I am happy when others succeed.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

NAME: _____

DATE: _____

Peer Friendships – Teen Survey

Please indicate how much these statements describe you.

1. I support my friends when they do the right thing.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

2. I encourage my friends to be the best they can be.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

3. I help close friends feel good about themselves.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

4. I am there when my friends need me.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

5. I would stand up for my friend if another kid was causing them trouble.

- ☐ Not at all like me
- ☐ A little like me
- ☐ Somewhat like me
- ☐ A lot like me
- ☐ Exactly like me

NAME : _____

DATE: _____

Social Competence – Teen Survey

Please indicate how much these statements describe you.

1. I avoid making other kids look bad.

☐ Not at all like me
☐ A little like me
☐ Somewhat like me
☐ A lot like me
☐ Exactly like me

2. If two of my friends are fighting, I find a way to work things out.

☐ Not at all like me
☐ A little like me
☐ Somewhat like me
☐ A lot like me
☐ Exactly like me

3. When I work in school groups, I get my fair share.

☐ Not at all like me
☐ A little like me
☐ Somewhat like me
☐ A lot like me
☐ Exactly like me

Please indicate how often this happens. How often...

4. How do you get along with people of different races, cultures, and religions?

☐ None of the time
☐ A little of the time
☐ Some of the time
☐ Most of the time
☐ All of the time

Measure developed by Child Trends for the Flourishing Children Project, funded by the Templeton Foundation. For more information on positive indicators, search the Child Trends web page at www.childtrends.org.

NAME : _____

DATE: _____

5. Do you listen to other students' ideas?
- ☐ None of the time
 - ☐ A little of the time
 - ☐ Some of the time
 - ☐ Most of the time
 - ☐ All of the time
6. Do you control your anger when you have a disagreement with a friend?
- ☐ None of the time
 - ☐ A little of the time
 - ☐ Some of the time
 - ☐ Most of the time
 - ☐ All of the time
7. Can you discuss a problem with a friend without making things worse?
- ☐ None of the time
 - ☐ A little of the time
 - ☐ Some of the time
 - ☐ Most of the time
 - ☐ All of the time
8. Do you follow the rules at a movie theater, or sports event?
- ☐ None of the time
 - ☐ A little of the time
 - ☐ Some of the time
 - ☐ Most of the time
 - ☐ All of the time
9. Do you respect other points of view, even if you disagree?
- ☐ None of the time
 - ☐ A little of the time
 - ☐ Some of the time
 - ☐ Most of the time
 - ☐ All of the time

3. Conflict Resolution. This scale is part of the Individuals Protective Factors Index (Phillips & Springer, 1992).

Description: This scale is a measure of one's ability to manage and resolve conflict in a positive way. The two conflict resolution skills emphasized are self-control and cooperation.

Ages: 14-18 (Grades 8-12).

Reliability: Alphas have been reported at .70 for Cooperation (see scale on page 73) and .68 for Self-control (see scale on page 74) (Pierce & Shields, 1998).

Number of Items: 6 per subscale.

Scoring Procedures: Responses are scored as follows: YES! = 4, yes= 3, no= 2 and NO! = 1. This format requires explanation to respondents before the scale is administered. Reverse coding is necessary. All six items on the self-control scale are reverse coded. Responses are then summed to create a final score. High scores then reflect more cooperation and self-control.

Permission: Not needed to use this scale.

Administration: Instruct the respondents to circle the answer that best indicates how much the question is like them. Explain that the big YES! and the big NO! are stronger answers than the small yes and the small no. So, if they completely agree with the statement they should circle, YES! if they agree a little they should circle, yes.

Circle the answer that shows how much you agree with the following statements. **YES!** means you agree a lot, **yes** means you agree and **no** means you disagree, and **NO!** means you disagree a lot.

1. I like to help around the house.	YES!	yes	no	NO!
2. Being part of a team is fun.	YES!	yes	no	NO!
3. Helping others makes me feel good.	YES!	yes	no	NO!
4. I always like to do my part.	YES!	yes	no	NO!
5. It is important to do your part in helping at home.	YES!	yes	no	NO!
6. Helping others is very satisfying.	YES!	yes	no	NO!

Circle the answer that shows how much you agree with the following statements. **YES!** means you agree a lot, **yes** means you agree and **no** means you disagree, and **NO!** means you disagree a lot.

1. Sometimes you have to physically fight to get what you want.	YES!	yes	no	NO!
2. I get mad easily.	YES!	yes	no	NO!
3. I do whatever I feel like doing.	YES!	yes	no	NO!
4. When I am mad, I yell at people.	YES!	yes	no	NO!
5. Sometimes I break things on purpose.	YES!	yes	no	NO!
6. If I feel like it, I hit people.	YES!	yes	no	NO!

Adapted Self-Report Altruism Scale

Name: _____

Date: _____

How often would you exhibit the following behaviors? Mark the box that best represents your actions.

	Never	Once	More than once	Very often
1. I would give directions to someone I did not know.				
2. I would make change for someone I did not know.				
3. I would give money to a charity.				
4. I would donate clothes or goods to a charity.				
5. I would help carry belongings of someone I did not know.				
6. I would delay an elevator and hold the door for someone I did not know.				
7. I would allow someone I did not know to go in front of me in line.				
8. I would point out a clerk's error in undercharging me for an item.				
9. I would let a neighbor I did not know well borrow an item of value to me.				
10. I would help a classmate who I did not know well with a homework assignment when my knowledge was greater than his or hers				
11. I would voluntarily look after a neighbor's pet or children without being paid.				
12. I would offer to help a handicapped or elderly person across the street.				
13. I would offer my seat on a train or bus to someone who was standing.				
14. I would help an acquaintance move houses.				

P.C. Rushton (original), Peter Witt and Chris Boleman (adapted version) **Year:** 1981 (original), 2009 (adapted)



The EQ-i 2.0 provides you with an opportunity to describe yourself by indicating the frequency with which you feel, think, or act in the way described by each statement. There are five response options for each statement ranging from *Never/Rarely* to *Always/Almost Always*.

Read each statement and decide which one of the five response options best describes the frequency of your thoughts, feelings, or actions. Indicate your response choice by shading the appropriate number.

If a statement does not apply to you, respond in such a way that will give the best indication of how you would possibly feel, think, or act. Although some of these statements may seem unclear or vague to you, choose the response option that seems to describe you best. There are no "right" or "wrong" answers and no "good" or "bad" choices. Answer openly and honestly by indicating how you actually are and not how you would like to be or how you would like to be seen. Although there is no time limit, work at a steady pace and make sure that you consider and try to respond to each statement. This assessment must be completed in a single session.

There are 16 subscales:

Self-Regard (8 items)

Self-Actualization (9 items)

Emotional Self-Awareness (7 items)

Emotional Expression (8 items)

Assertiveness (11 items)

Reality Testing (8 items)

Impulse Control (8 items)

Flexibility (5 items)

Independence (8 items)

Interpersonal Relationships (8 items)

Empathy (9 items)

Social Responsibility (6 items)

Problem Solving (7 items)

Stress Tolerance (8 items)

Optimism (8 items)

Happiness (8 items)

Sample items:

	Never/ Rarely 1	Occasionally 2	Sometimes 3	Often 4	Always/ Almost Always 5
I make rash decisions when I'm emotional.	1	2	3	4	5
I back down even when I know I am right.	1	2	3	4	5
It's easy for me to make friends.	1	2	3	4	5
I'm aware of how others feel.	1	2	3	4	5
I pay attention to how I'm feeling.	1	2	3	4	5
When I wake up in the morning, I look forward to the day.	1	2	3	4	5

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The Student Adaptation to College Questionnaire (SACQ)

by Robert W. Baker, Ph.D. and Bohdan Siryk, M.A.

12031 Wilshire Boulevard

Los Angeles, California 90025-1251

Version: 3.000

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The SACQ is a 67-item questionnaire designed to measure the effectiveness of student adjustment to college. There are four subscales: Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Attachment. The Academic Adjustment subscale measures a student's success at coping with the various educational demands characteristic of the college experience. The Social Adjustment subscale contains items relevant to the interpersonal-societal demands of college. The Personal-Emotional subscale is designed to examine how a student is feeling psychologically and physically. The Attachment subscale focuses on a student's satisfaction with the college experience in general and with the college he or she is attending in particular.

The SACQ is appropriate for use with students at any time during their undergraduate career.

ACADEMIC ADJUSTMENT

Motivation (6 items)

Application (4 items)

Performance (9 items)

Academic Environment (5 items)

SOCIAL ADJUSTMENT

General (7 items)

Other People (7 items)

Nostalgia (3 items)

Social Environment (3 items)

PERSONAL-EMOTIONAL ADJUSTMENT

Psychological (9 items)

Physical (6 items)

ATTACHMENT

General (3 items)

This College (4 items)

Career Decision Difficulties Questionnaire (CDDQ)
The 44 Difficulties Included in the Elaborated Theoretical Taxonomy

Prior to the beginning of the process

Lack of Readiness

Lack of Motivation

1. Unwillingness to make a career decision
2. Work is not perceived as the most important thing in life
3. Feeling that time will lead to the "right" career choice

Indecisiveness

4. A general difficulty in making decisions
5. A general need for confirmation and support for decisions
6. A general tendency to avoid commitment
7. A general fear of failure

Dysfunctional Myths

8. The belief that entering a career will solve personal problems
9. The belief that there is an ideal career which can fulfill all aspirations
10. The belief that a career choice is a one-time thing and a life-long obligation

Lack of Knowledge About the Process of Career Decision Making

11. About the steps involved in making a career decision
12. About the factors to take into consideration
13. About how to combine information concerning the self and career alternatives

During the process

Lack of Information

Lack of Information About Self

14. Lack of information about abilities
15. Lack of information about personality traits
16. Lack of information about preferred career alternatives
17. Lack of information about career-related preferences
18. Lack of information about abilities in the future
19. Lack of information about personality traits in the future
20. Lack of information about career alternatives that will be preferred in the future
21. Lack of information about career-related preferences in the future

Lack of Information About Occupations

22. Lack of information about the variety of career or training alternatives
23. Lack of information about the characteristics of the career or training alternatives that interest the individual
24. Lack of information about the variety of future career or training alternatives
25. Lack of information about the future characteristics of the career or training alternatives

Lack of Information About Ways of Obtaining Additional Information

- 26. Lack of information about ways of obtaining additional information about the self
- 27. Lack of information about ways of obtaining additional information about career and training alternatives

Inconsistent Information

Unreliable Information

- 28. Unreliable information about abilities
- 29. Unreliable information about personality traits
- 30. Unreliable information about preferred career alternatives
- 31. Unreliable information about career-related preferences
- 32. Unreliable information about the existence of a particular career or training alternative
- 33. Unreliable information about the characteristics of career or training alternative(s)

Internal Conflicts

- 34. Unwillingness to compromise
- 35. Several equally attractive career alternatives
- 36. Dislike of accessible career alternatives
- 37. Something in a preferred career alternative is undesirable
- 38. Preferences that cannot be combined in one career alternative
- 39. Abilities are insufficient for the requirements of the preferred career alternative
- 40. Abilities exceed those required in the preferred career alternative

External Conflicts

- 41. Disagreement between a significant other and the individual concerning the desirable career alternative
- 42. Disagreement between a significant other and the individual concerning the desirable career-related characteristics
- 43. Disagreement between different significant others concerning the recommended career alternative
- 44. Disagreement between different significant others concerning the recommended career-related characteristics

The participants were asked to rate (on a 9-point scale) the degree to which the difficulty represented by each item (e.g., "It is usually difficult for me to make a decision") described them (from 1 = does not describe me to 9 = describes me well). Finally, the participants were asked to rate the overall severity of their difficulties in making a career decision (from 1 = not severe at all to 9 = very severe) and to list additional difficulties preventing them from making a career decision.

Gati, I., Krausz, M., & Osipow, S. H. (1996). A taxonomy of difficulties in career decision making. *Journal Of Counseling Psychology*, 43(4), 510-526. doi:10.1037/0022-0167.43.4.510

INTERPERSONAL REACTIVITY INDEX (IRI)

Description of Measure:

Defines empathy as the “reactions of one individual to the observed experiences of another (Davis, 1983).”

28-items answered on a 5-point Likert scale ranging from “Does not describe me well” to “Describes me very well”. The measure has 4 subscales, each made up of 7 different items. These subscales are (taken directly from Davis, 1983):

Perspective Taking – the tendency to spontaneously adopt the psychological point of view of others

Fantasy – taps respondents' tendencies to transpose themselves imaginatively into the feelings and actions of fictitious characters in books, movies, and plays

Empathic Concern – assesses "other-oriented" feelings of sympathy and concern for unfortunate others

Personal Distress – measures "self-oriented" feelings of personal anxiety and unease in tense interpersonal settings

Abstracts of Selected Related Articles:

Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44, 113–126.

The past decade has seen growing movement toward a view of empathy as a multidimensional construct. The Interpersonal Reactivity Index (IRI; Davis, 1980), which taps four separate aspects of empathy, is described, and its relationships with measures of social functioning, self-esteem, emotionality, and sensitivity to others is assessed. As expected, each of the four subscales displays a distinctive and predictable pattern of relationships with these measures, as well as with previous unidimensional empathy measures. These findings, coupled with the theoretically important relationships existing among the four subscales themselves, provide considerable evidence for a multidimensional approach to empathy in general and for the use of the IRI in particular.

Pulos, S., Elison, J., & Lennon, R. (2004). Hierarchical structure of the Interpersonal Reactivity Index. *Social Behavior and Personality*, 32, 355-360.

The hierarchical factor structure of the Interpersonal Reactivity Index (IRI) (Davis, 1980) inventory was investigated with the Schmid-Leiman orthogonalization procedure (Schmid & Leiman, 1957). The sample consisted of 409 college students. The analysis found that the IRI could be factored into four first-order factors, corresponding to the four scales of the IRI, and two second-order orthogonal factors, a general empathy factor and an emotional control factor.

Scale (taken from mailer.fsu.edu/~cfigley/Tests/IRI.RTF):

INTERPERSONAL REACTIVITY INDEX

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by circling the appropriate letter on the scale as described at the top of the page: A “does not describe me well” through E “describes me very well.” READ EACH ITEM CAREFULLY BEFORE RESPONDING. Answer as honestly as you can. Thank you.

	DOES NOT DESCRIBE ME WELL A	B	C	D	DESCRIBES ME VERY WELL E
1. I daydream and fantasize, with some regularity, about things that might happen to me. (FS)	A	B	C	D	E
2. I often have tender, concerned feelings for people less fortunate than me. (EC)	A	B	C	D	E
3. I sometimes find it difficult to see things from the "other guy's" point of view. (PT) *	A	B	C	D	E
4. Sometimes I don't feel very sorry for other people when they are having problems. (EC) *	A	B	C	D	E
5. I really get involved with the feelings of the characters in a novel. (FS)	A	B	C	D	E
6. In emergency situations, I feel apprehensive and ill-at-ease. (PD)	A	B	C	D	E
7. I am usually objective when I watch a movie or play, and I don't often get completely caught up in it. (FS) *	A	B	C	D	E
8. I try to look at everybody's side of a disagreement before I make a decision. (PT)	A	B	C	D	E
9. When I see someone being taken advantage of, I feel kind of protective towards them. (EC)	A	B	C	D	E
10. I sometimes feel helpless when I am in the middle of a very emotional situation. (PD)	A	B	C	D	E
11. I sometimes try to understand my friends better by imagining how things look from their perspective. (PT)	A	B	C	D	E
12. Becoming extremely involved in a good book or movie is somewhat rare for me. (FS) *	A	B	C	D	E
13. When I see someone get hurt, I tend to remain calm. (PD) *	A	B	C	D	E
14. Other people's misfortunes do not usually disturb me a great deal. (EC) *	A	B	C	D	E
15. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. (PT) *	A	B	C	D	E
16. After seeing a play or movie, I have felt as though I were one of the characters. (FS)	A	B	C	D	E
17. Being in a tense emotional situation scares me. (PD)	A	B	C	D	E
18. When I see someone being treated unfairly, I sometimes don't feel very much pity for them. (EC) *	A	B	C	D	E
19. I am usually pretty effective in dealing with emergencies. (PD) *	A	B	C	D	E
20. I am often quite touched by things that I see happen. (EC)	A	B	C	D	E

	DOES NOT DESCRIBE ME WELL A	B	C	D	DESCRIBES ME VERY WELL E
21. I believe that there are two sides to every question and try to look at them both. (PT)	A	B	C	D	E
22. I would describe myself as a pretty soft-hearted person. (EC)	A	B	C	D	E
23. When I watch a good movie, I can very easily put myself in the place of a leading character. (FS)	A	B	C	D	E
24. I tend to lose control during emergencies. (PD)	A	B	C	D	E
25. When I'm upset at someone, I usually try to "put myself in his shoes" for a while. (PT)	A	B	C	D	E
26. When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me. (FS)	A	B	C	D	E
27. When I see someone who badly needs help in an emergency, I go to pieces. (PD)	A	B	C	D	E
28. Before criticizing somebody, I try to imagine how I would feel if I were in their place. (PT)	A	B	C	D	E

* During analysis, items are intended to be reverse scored so that E (0) = "does not describe me well" and A (4) = "describes me very well".

A = 0, B = 1, C = 2, D = 3, E = 4

NOTE:

PT = perspective-taking scale

FS = fantasy scale

EC = empathic concern scale

PD = personal distress scale

Reference:

Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology*, 10, 85.

Child Behavior Rating Scale (CBRS)

School Name: _____

Lead Teacher Name: _____

CBRS Forms Completed: _____

Teacher Instructions:

Purpose: The purpose of this instrument is to examine children's behavior with other adults and children in a classroom setting. *This form should only be completed by teachers who interact daily with the child in the classroom.*

Instructions: Please circle a value for each item below to rate the frequency of the child behavior described in each item (1-Never, 2-Rarely, 3-Sometimes, 4-Frequently/usually, 5-Always). **You will complete one CBRS for each individual child in your classroom.**

- It is important to fill in teacher name, child name, birth date, and today's date on **each** form.
- Circle only **one** value for each item (see example below)
- Do not circle between values

Never	Rarely	Sometimes	Frequently/ usually	Always
1	2	3	4	5

- Please read items **12** and **13** carefully. They are worded differently than the rest of the items.

Teacher name: _____

Child name: _____

Child birth date: (mm/dd/yyyy) _____

Today's date: (mm/dd/yyyy) _____

Child Behavior Rating Scale

Instructions: The focus of this instrument is children's behavior with other children and adults in the classroom and their work with materials. Please complete all 17 items on this instrument for each child by circling the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:

- 1) The child never exhibits the behavior described by the item.
- 2) The child rarely exhibits the behavior described by the item.
- 3) The child sometimes exhibits the behavior described by the item.
- 4) The child frequently or usually exhibits the behavior described by the item.
- 5) The child always exhibits the behavior described by the item.

	Never	Rarely	Sometimes	Frequently/ usually	Always
1. Observes rules and follows directions without requiring repeated reminders.	1	2	3	4	5
2. Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	1	2	3	4	5
3. Completes tasks successfully.	1	2	3	4	5
4. Attempts new challenging tasks.	1	2	3	4	5
5. Concentrates when working on a task; is not easily distracted by surrounding activities.	1	2	3	4	5
6. Responds to instructions and then begins an appropriate task without being reminded.	1	2	3	4	5
7. Takes time to do his/her best on a task.	1	2	3	4	5
8. Finds and organizes materials and works in an appropriate place when activities are initiated.	1	2	3	4	5
9. Sees own errors in a task and corrects them.	1	2	3	4	5

	Never	Rarely	Sometimes	Frequently/ usually	Always
10. Returns to unfinished tasks after interruption.	1	2	3	4	5
11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	1	2	3	4	5
12. *Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.).	1	2	3	4	5
13. * Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).	1	2	3	4	5
14. Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.	1	2	3	4	5
15. Takes turns in a game situation with toys, materials, and other things without being told to do so.	1	2	3	4	5
16. Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.	1	2	3	4	5
17. Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.	1	2	3	4	5

COMMENTS:

Children's Behavior Questionnaire

PsycTESTS Citation:

Rothbart, M. K. (1996). Children's Behavior Questionnaire [Database record]. Retrieved from PsycTESTS. doi: 10.1037/t05150-000

Test Shown: Full

Test Format:

7-point scale ranging from "extremely untrue of your child" to "extremely true of your child" of NA (not applicable).

Source:

Supplied by author.

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**Children's Behavior Questionnaire
Version 1**

Subject No. _____
Today's Date _____
Sex of Child _____

Date of Child's Birth: _____
Month Day Year

Age of Child _____
Years Months

Instructions: Please read carefully before starting:

On the next pages you will see a set of statements that describe children's reactions to a number of situations. We would like you to tell us what your child's reaction is likely to be in those situations. There are of course no "correct" ways of reacting; children differ widely in their reactions, and it is these differences we are trying to learn about. Please read each statement and decide whether it is a "true" or "untrue" description of your child's reaction within the past six months. Use the following scale to indicate how well a statement describes your child:

- | Circle # | If the statement is: |
|----------|--------------------------------------|
| 1 | extremely untrue of your child |
| 2 | quite untrue of your child |
| 3 | slightly untrue of your child |
| 4 | neither true nor false of your child |
| 5 | slightly true of your child |
| 6 | quite true of your child |
| 7 | extremely true of your child |

If you cannot answer one of the items because you have never seen the child in that situation, for example, if the statement is about the child's reaction to your singing and you have never sung to your child, then circle NA (not applicable).

Please be sure to circle a number or NA for every item.

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
1. Seems always in a big hurry to get from one place to another.	1	2	3	4	5	6	7	N/A
2. Gets angry when told s/he has to go to bed.	1	2	3	4	5	6	7	N/A
3. Her/his feelings are not easily hurt by what parents say.	1	2	3	4	5	6	7	N/A
4. Can lower his/her voice when asked to do so.	1	2	3	4	5	6	7	N/A
5. Is not very bothered by pain.	1	2	3	4	5	6	7	N/A
6. Is hard to get her/his attention when s/he is concentrating on something.	1	2	3	4	5	6	7	N/A
7. Sometimes prefers to watch rather than join other children playing.	1	2	3	4	5	6	7	N/A
8. Likes going down high slides or other adventurous activities.	1	2	3	4	5	6	7	N/A
9. Notices the smoothness or roughness of objects s/he touches	1	2	3	4	5	6	7	N/A
10. Gets so worked up before an exciting event that s/he has trouble sitting still.	1	2	3	4	5	6	7	N/A
11. Laughs a lot at jokes and silly happenings	1	2	3	4	5	6	7	N/A
12. Rarely enjoys just being talked to.	1	2	3	4	5	6	7	N/A
13. Usually rushes into an activity without thinking about it.	1	2	3	4	5	6	7	N/A
14. Has a hard time settling down for a nap.	1	2	3	4	5	6	7	N/A
15. Is not afraid of large dogs and/or other animals.	1	2	3	4	5	6	7	N/A
16. When picking up toys or other jobs, usually keeps at the task until it's done.	1	2	3	4	5	6	7	N/A
17. Is comfortable in situations where s/he will be meeting others.	1	2	3	4	5	6	7	N/A
18. Cries sadly when a favorite toy gets lost or broken.	1	2	3	4	5	6	7	N/A
19. Rarely gets irritated when s/he makes a mistake.	1	2	3	4	5	6	7	N/A
20. Is good at games like "Simon Says," "Mother, May I?" and "Red Light, Green Light."	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
21. Becomes quite uncomfortable when cold and/or wet.	1	2	3	4	5	6	7	N/A
22. Likes to play so wild and recklessly that s/he might get hurt.	1	2	3	4	5	6	7	N/A
23. Seems to be at ease with almost any person.	1	2	3	4	5	6	7	N/A
24. When s/he sees a toy s/he wants, gets very excited about getting it.	1	2	3	4	5	6	7	N/A
25. Tends to run rather than walk from room to room.	1	2	3	4	5	6	7	N/A
26. Sometimes interrupts others when they are speaking.	1	2	3	4	5	6	7	N/A
27. Calms down quickly following an exciting event.	1	2	3	4	5	6	7	N/A
28. Usually doesn't comment on changes in parents' appearance.	1	2	3	4	5	6	7	N/A
29. Can easily shift from one activity to another.	1	2	3	4	5	6	7	N/A
30. Doesn't care for rough and rowdy games.	1	2	3	4	5	6	7	N/A
31. Notices it when parents are wearing new clothing.	1	2	3	4	5	6	7	N/A
32. Has a hard time following instructions.	1	2	3	4	5	6	7	N/A
33. Is afraid of elevators.	1	2	3	4	5	6	7	N/A
34. Has temper tantrums when s/he doesn't get what s/he wants.	1	2	3	4	5	6	7	N/A
35. When s/he wants to do something, s/he talks about little else.	1	2	3	4	5	6	7	N/A
36. Enjoys just sitting quietly in the sunshine.	1	2	3	4	5	6	7	N/A
37. Gets embarrassed when strangers pay a lot of attention to her/him.	1	2	3	4	5	6	7	N/A
38. When practicing an activity, has a hard time keeping her/his mind on it.	1	2	3	4	5	6	7	N/A
39. Tends to feel "down" at the end of an exciting day.	1	2	3	4	5	6	7	N/A
40. Is afraid of burglars or the "boogie man."	1	2	3	4	5	6	7	N/A
41. When outside, often sits quietly	1	2	3	4	5	6	7	N/A
42. Can be "cheered up" by talking about something s/he is interested in.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
43. Enjoys funny stories but usually doesn't laugh at them.	1	2	3	4	5	6	7	N/A
44. Tends to become sad if the family's plans don't work out.	1	2	3	4	5	6	7	N/A
45. Acts very friendly and outgoing with new children.	1	2	3	4	5	6	7	N/A
46. Decides what s/he wants very quickly and goes after it.	1	2	3	4	5	6	7	N/A
47. Will move from one task to another without completing any of them.	1	2	3	4	5	6	7	N/A
48. Moves about actively (runs, climbs, jumps) when playing in the house.	1	2	3	4	5	6	7	N/A
49. Dislikes having nails cut.	1	2	3	4	5	6	7	N/A
50. Is afraid of loud noises.	1	2	3	4	5	6	7	N/A
51. Does not like to take chances for the fun and excitement of it.	1	2	3	4	5	6	7	N/A
52. Seems to listen to even quiet sounds.	1	2	3	4	5	6	7	N/A
53. Has a hard time settling down after an exciting activity.	1	2	3	4	5	6	7	N/A
54. Enjoys taking warm baths.	1	2	3	4	5	6	7	N/A
55. Seems to feel depressed when unable to accomplish some task.	1	2	3	4	5	6	7	N/A
56. Smiles and laughs during play with parents.	1	2	3	4	5	6	7	N/A
57. Joins others quickly, even when they are strangers.	1	2	3	4	5	6	7	N/A
58. Doesn't worry about injections by the doctor.	1	2	3	4	5	6	7	N/A
59. Often rushes into new situations.	1	2	3	4	5	6	7	N/A
60. Doesn't like to go down high slides at the amusement park or playground.	1	2	3	4	5	6	7	N/A
61. Is quite upset by a little cut or bruise.	1	2	3	4	5	6	7	N/A
62. Gets quite frustrated when prevented from doing something s/he wants to do.	1	2	3	4	5	6	7	N/A
63. Prepares for trips and outings by planning things s/he will need.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
64. Becomes upset when loved relatives or friends are getting ready to leave following a visit.	1	2	3	4	5	6	7	N/A
65. Comments when a parent has changed his/her appearance.	1	2	3	4	5	6	7	N/A
66. Doesn't enjoy being read to very much.	1	2	3	4	5	6	7	N/A
67. Enjoys activities such as being chased, spun around by the arms, etc.	1	2	3	4	5	6	7	N/A
68. When angry about something, s/he tends to stay upset for ten minutes or longer.	1	2	3	4	5	6	7	N/A
69. Has strong desires for certain kinds of foods.	1	2	3	4	5	6	7	N/A
70. Is not afraid of the dark.	1	2	3	4	5	6	7	N/A
71. Takes a long time in approaching new situations.	1	2	3	4	5	6	7	N/A
72. Does not usually become tearful when tired.	1	2	3	4	5	6	7	N/A
73. Gets mad when even mildly criticized.	1	2	3	4	5	6	7	N/A
74. Is sometimes shy even around people s/he has known a long time.	1	2	3	4	5	6	7	N/A
75. Can wait before entering into new activities if s/he is asked to.	1	2	3	4	5	6	7	N/A
76. Enjoys "snuggling up" next to a parent or babysitter.	1	2	3	4	5	6	7	N/A
77. Enjoys being in crowds of people.	1	2	3	4	5	6	7	N/A
78. Gets angry when s/he can't find something s/he wants to play with.	1	2	3	4	5	6	7	N/A
79. Usually stops and thinks things over before deciding to do something.	1	2	3	4	5	6	7	N/A
80. Is afraid of fire.	1	2	3	4	5	6	7	N/A
81. Her/his feelings are easily hurt by what parents say.	1	2	3	4	5	6	7	N/A
82. Looks forward strongly to the visit of loved relatives.	1	2	3	4	5	6	7	N/A
83. Usually has a serious expression, even during play.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
84. Doesn't usually comment on people's facial features, such as size of nose or mouth.	1	2	3	4	5	6	7	N/A
85. Seems to forget a bump or scrape after a couple of minutes.	1	2	3	4	5	6	7	N/A
86. Doesn't care much for quiet games.	1	2	3	4	5	6	7	N/A
87. Is bothered by light or color that is too bright.	1	2	3	4	5	6	7	N/A
88. Sometimes sits quietly for long periods in the house.	1	2	3	4	5	6	7	N/A
89. Sometimes seems nervous when talking to adults s/he has just met.	1	2	3	4	5	6	7	N/A
90. Is slow and unhurried in deciding what to do next.	1	2	3	4	5	6	7	N/A
91. Is very frightened by nightmares.	1	2	3	4	5	6	7	N/A
92. Changes from being upset to feeling much better within a few minutes.	1	2	3	4	5	6	7	N/A
93. Has difficulty waiting in line for something.	1	2	3	4	5	6	7	N/A
94. Becomes tearful when told to do something s/he does not want to do.	1	2	3	4	5	6	7	N/A
95. Has a lot of trouble stopping an activity when called to do something else.	1	2	3	4	5	6	7	N/A
96. Becomes very excited while planning for trips.	1	2	3	4	5	6	7	N/A
97. Finds rough materials uncomfortable, such as wool against his/her skin.	1	2	3	4	5	6	7	N/A
98. Is quickly aware of some new item in the living room.	1	2	3	4	5	6	7	N/A
99. Hardly ever laughs out loud during play with other children.	1	2	3	4	5	6	7	N/A
100. Enjoys exciting and suspenseful TV shows.	1	2	3	4	5	6	7	N/A
101. Is not very upset at minor cuts or bruises.	1	2	3	4	5	6	7	N/A
102. Prefers quiet activities to active games.	1	2	3	4	5	6	7	N/A
103. Falls asleep within ten minutes of going to bed at night.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
104. Tends to say the first thing that comes to mind, without stopping to think about it.	1	2	3	4	5	6	7	N/A
105. Usually comments if someone has an unusual voice.	1	2	3	4	5	6	7	N/A
106. Acts shy around new people.	1	2	3	4	5	6	7	N/A
107. Enjoys meeting Santa Claus or other strangers in costumes.	1	2	3	4	5	6	7	N/A
108. Has trouble sitting still when s/he is told to (at movies, church, etc.).	1	2	3	4	5	6	7	N/A
109. Rarely cries when s/he hears a sad story.	1	2	3	4	5	6	7	N/A
110. Sometimes smiles or giggles playing by her/himself.	1	2	3	4	5	6	7	N/A
111. Isn't interested in watching quiet TV shows such as "Mister Rogers."	1	2	3	4	5	6	7	N/A
112. Rarely becomes upset when watching a sad event in a TV show.	1	2	3	4	5	6	7	N/A
113. Enjoys just being talked to.	1	2	3	4	5	6	7	N/A
114. When eager to go outside, sometimes rushes out without putting on the right clothes.	1	2	3	4	5	6	7	N/A
115. Is bothered by bathwater that is too hot or too cold.	1	2	3	4	5	6	7	N/A
116. Is able to resist laughing or smiling when it isn't appropriate.	1	2	3	4	5	6	7	N/A
117. Becomes very excited before an outing (e.g., picnic, party).	1	2	3	4	5	6	7	N/A
118. If upset, cheers up quickly when s/he thinks about something else.	1	2	3	4	5	6	7	N/A
119. Is comfortable asking other children to play.	1	2	3	4	5	6	7	N/A
120. Rarely gets upset when told s/he has to go to bed.	1	2	3	4	5	6	7	N/A
121. Rarely smiles and laughs when playing with pets.	1	2	3	4	5	6	7	N/A
122. Does not seem to notice parents' facial expressions.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
123. Rarely runs or moves quickly in the house.	1	2	3	4	5	6	7	N/A
124. Enjoys exploring new places.	1	2	3	4	5	6	7	N/A
125. When drawing or coloring in a book, shows strong concentration.	1	2	3	4	5	6	7	N/A
126. Plays games slowly and deliberately.	1	2	3	4	5	6	7	N/A
127. Sometimes appears downcast for no reason.	1	2	3	4	5	6	7	N/A
128. Becomes easily frustrated when tired.	1	2	3	4	5	6	7	N/A
129. Talks easily to new people.	1	2	3	4	5	6	7	N/A
130. Is afraid of the dark.	1	2	3	4	5	6	7	N/A
131. Is usually pretty calm before going on an outing (e.g., picnic, party).	1	2	3	4	5	6	7	N/A
132. Is likely to cry when even a little bit hurt.	1	2	3	4	5	6	7	N/A
133. Enjoys looking at picture books.	1	2	3	4	5	6	7	N/A
134. Is easy to soothe when s/he is upset.	1	2	3	4	5	6	7	N/A
135. Doesn't often giggle or act "silly."	1	2	3	4	5	6	7	N/A
136. Is good at following instructions.	1	2	3	4	5	6	7	N/A
137. Approaches slowly places where s/he might hurt her/himself.	1	2	3	4	5	6	7	N/A
138. Is rarely frightened by "monsters" seen on TV or at movies.	1	2	3	4	5	6	7	N/A
139. Likes to go high and fast when pushed on a swing.	1	2	3	4	5	6	7	N/A
140. Gets irritable about having to eat food s/he doesn't like.	1	2	3	4	5	6	7	N/A
141. Becomes distressed when hair is combed.	1	2	3	4	5	6	7	N/A
142. Doesn't usually react to different textures of food.	1	2	3	4	5	6	7	N/A
143. Sometimes turns away shyly from new acquaintances.	1	2	3	4	5	6	7	N/A
144. When building or putting something together, becomes very involved in what s/he is doing, and works for long periods.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
145. Sits quietly in the bath.	1	2	3	4	5	6	7	N/A
146. Likes being sung to.	1	2	3	4	5	6	7	N/A
147. Approaches places s/he has been told are dangerous slowly and cautiously.	1	2	3	4	5	6	7	N/A
148. Gets very enthusiastic about the things s/he does.	1	2	3	4	5	6	7	N/A
149. Rarely becomes discouraged when s/he has trouble making something work.	1	2	3	4	5	6	7	N/A
150. Is very difficult to soothe when s/he has become upset.	1	2	3	4	5	6	7	N/A
151. Likes the sound of words, such as nursery rhymes.	1	2	3	4	5	6	7	N/A
152. Smiles a lot at people s/he likes.	1	2	3	4	5	6	7	N/A
153. Plays actively outdoors with other children.	1	2	3	4	5	6	7	N/A
154. Notices even little specks of dirt on objects.	1	2	3	4	5	6	7	N/A
155. When s/he sees a toy or game s/he wants, is eager to have it right then.	1	2	3	4	5	6	7	N/A
156. Rarely protests when another child takes his/her toy away.	1	2	3	4	5	6	7	N/A
157. Cries when given an injection.	1	2	3	4	5	6	7	N/A
158. Seems completely at ease with almost any group.	1	2	3	4	5	6	7	N/A
159. Dislikes rough and rowdy games.	1	2	3	4	5	6	7	N/A
160. Has difficulty leaving a project s/he has begun.	1	2	3	4	5	6	7	N/A
161. Is not afraid of heights.	1	2	3	4	5	6	7	N/A
162. Is not very careful and cautious in crossing streets.	1	2	3	4	5	6	7	N/A
163. Often laughs out loud in play with other children.	1	2	3	4	5	6	7	N/A
164. Enjoys gentle rhythmic activities such as rocking or swaying.	1	2	3	4	5	6	7	N/A
165. Rarely laughs aloud while watching TV or movie comedies.	1	2	3	4	5	6	7	N/A
166. Shows great excitement when opening a present.	1	2	3	4	5	6	7	N/A
167. Has a hard time going back to sleep after waking in the night.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
168. Can easily stop an activity when s/he is told "no."	1	2	3	4	5	6	7	N/A
169. Is among the last children to try out a new activity.	1	2	3	4	5	6	7	N/A
170. Doesn't usually notice odors such as perfume, smoke, cooking, etc.	1	2	3	4	5	6	7	N/A
171. Is easily distracted when listening to a story.	1	2	3	4	5	6	7	N/A
172. Is full of energy, even in the evening.	1	2	3	4	5	6	7	N/A
173. Easily gets irritated when s/he has trouble with some task (e.g., building, drawing, dressing).	1	2	3	4	5	6	7	N/A
174. Enjoys sitting on parent's lap.	1	2	3	4	5	6	7	N/A
175. Doesn't become very excited about upcoming television programs.	1	2	3	4	5	6	7	N/A
176. Is rarely afraid of sleeping alone in a room.	1	2	3	4	5	6	7	N/A
177. Rarely cries for more than a couple of minutes at a time.	1	2	3	4	5	6	7	N/A
178. Is bothered by loud or scratchy sounds.	1	2	3	4	5	6	7	N/A
179. Smiles at friendly strangers.	1	2	3	4	5	6	7	N/A
180. Has an easy time leaving play to come to dinner.	1	2	3	4	5	6	7	N/A
181. Gets angry when called in from play before s/he is ready to quit.	1	2	3	4	5	6	7	N/A
182. Enjoys riding a tricycle or bicycle fast and recklessly.	1	2	3	4	5	6	7	N/A
183. Is "slow to warm up" to others.	1	2	3	4	5	6	7	N/A
184. Sometimes doesn't seem to hear me when I talk to her/him.	1	2	3	4	5	6	7	N/A
185. Is usually able to resist temptation when told s/he is not supposed to do something.	1	2	3	4	5	6	7	N/A
186. Sometimes becomes absorbed in a picture book and looks at it for a long time.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
187. Has difficulty sitting still at dinner.	1	2	3	4	5	6	7	N/A
188. Remains pretty calm about upcoming desserts like ice cream.	1	2	3	4	5	6	7	N/A
189. Gets nervous about going to the dentist.	1	2	3	4	5	6	7	N/A
190. Hardly ever complains when ill with a cold.	1	2	3	4	5	6	7	N/A
191. Looks forward to family outings, but does not get too excited about them.	1	2	3	4	5	6	7	N/A
192. Likes to sit quietly and watch people do things.	1	2	3	4	5	6	7	N/A
193. Gets mad when provoked by other children.	1	2	3	4	5	6	7	N/A
194. Smiles when looking at a picture book.	1	2	3	4	5	6	7	N/A
195. Has a hard time concentrating on an activity when there are distracting noises.	1	2	3	4	5	6	7	N/A

Please check back to make sure you have completed all the pages of the questionnaire.
Thank you very much for your help!

Children's Behavior Questionnaire--Short Form

PsycTESTS Citation:

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Test Shown: Full

Test Format:

In the CBQ-Short, parents are asked to rate their child on a 7-point scale ranging from 1 (extremely untrue of your child) to 7 (extremely true of your child).

Source:

Supplied by author.

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Children's Behavior Questionnaire Short Form Version I

Subject No. _____

Date of Child's Birth:

Today's Date _____

Month Day Year

Sex of Child _____

Age of Child _____
Years months

Instructions: Please read carefully before starting:

On the next pages you will see a set of statements that describe children's reactions to a number of situations. We would like you to tell us what your child's reaction is likely to be in those situations. There are of course no "correct" ways of reacting; children differ widely in their reactions, and it is these differences we are trying to learn about. Please read each statement and decide whether it is a "true" or "untrue" description of your child's reaction within the past six months. Use the following scale to indicate how well a statement describes your child:

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| 5 | slightly true of your child |
| 6 | quite true of your child |
| 7 | extremely true of your child |

If you cannot answer one of the items because you have never seen the child in that situation, for example, if the statement is about the child's reaction to your singing and you have never sung to your child, then circle NA (not applicable).

Please be sure to circle a number or NA for every item.

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
1. Seems always in a big hurry to get from one place to another.	1	2	3	4	5	6	7	N/A
2. Gets angry when told s/he has to go to bed.	1	2	3	4	5	6	7	N/A
3. Is not very bothered by pain.	1	2	3	4	5	6	7	N/A
4. Likes going down high slides or other adventurous activities.	1	2	3	4	5	6	7	N/A
5. Notices the smoothness or roughness of objects s/he touches.	1	2	3	4	5	6	7	N/A
6. Gets so worked up before an exciting event that s/he has trouble sitting still.	1	2	3	4	5	6	7	N/A
7. Usually rushes into an activity without thinking about it.	1	2	3	4	5	6	7	N/A
8. Cries sadly when a favorite toy gets lost or broken.	1	2	3	4	5	6	7	N/A
9. Becomes quite uncomfortable when cold and/or wet.	1	2	3	4	5	6	7	N/A
10. Likes to play so wild and recklessly that s/he might get hurt.	1	2	3	4	5	6	7	N/A
11. Seems to be at ease with almost any person.	1	2	3	4	5	6	7	N/A
12. Tends to run rather walk from room to room.	1	2	3	4	5	6	7	N/A
13. Notices it when parents are wearing new clothing.	1	2	3	4	5	6	7	N/A
14. Has temper tantrums when s/he doesn't get what s/he wants.	1	2	3	4	5	6	7	N/A
15. Gets very enthusiastic about the things s/he does.	1	2	3	4	5	6	7	N/A
16. When practicing an activity, has a hard time keeping her/his mind on it.	1	2	3	4	5	6	7	N/A
17. Is afraid of burglars or the "boogie man."	1	2	3	4	5	6	7	N/A
18. When outside, often sits quietly.	1	2	3	4	5	6	7	N/A
19. Enjoys funny stories but usually doesn't laugh at them.	1	2	3	4	5	6	7	N/A
20. Tends to become sad if the family's plans don't work out.	1	2	3	4	5	6	7	N/A
21. Will move from one task to another without completing any of them.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
22. Moves about actively (runs, climbs, jumps) when playing in the house.	1	2	3	4	5	6	7	N/A
23. Is afraid of loud noises.	1	2	3	4	5	6	7	N/A
24. Seems to listen to even quiet sounds.	1	2	3	4	5	6	7	N/A
25. Has a hard time settling down after an exciting activity.	1	2	3	4	5	6	7	N/A
26. Enjoys taking warm baths.	1	2	3	4	5	6	7	N/A
27. Seems to feel depressed when unable to accomplish some task.	1	2	3	4	5	6	7	N/A
28. Often rushes into new situations.	1	2	3	4	5	6	7	N/A
29. Is quite upset by a little cut or bruise.	1	2	3	4	5	6	7	N/A
30. Gets quite frustrated when prevented from doing something s/he wants to do.	1	2	3	4	5	6	7	N/A
31. Becomes upset when loved relatives or friends are getting ready to leave following a visit.	1	2	3	4	5	6	7	N/A
32. Comments when a parent has changed his/her appearance.	1	2	3	4	5	6	7	N/A
33. Enjoys activities such as being chased, spun around by the arms, etc.	1	2	3	4	5	6	7	N/A
34. When angry about something, s/he tends to stay upset for ten minutes or longer.	1	2	3	4	5	6	7	N/A
35. Is not afraid of the dark.	1	2	3	4	5	6	7	N/A
36. Takes a long time in approaching new situations.	1	2	3	4	5	6	7	N/A
37. Is sometimes shy even around people s/he has known a long time.	1	2	3	4	5	6	7	N/A
38. Can wait before entering into new activities if s/he is asked to.	1	2	3	4	5	6	7	N/A
39. Enjoys "snuggling up" next to a parent or babysitter.	1	2	3	4	5	6	7	N/A
40. Gets angry when s/he can't find something s/he wants to play with.	1	2	3	4	5	6	7	N/A
41. Is afraid of fire.	1	2	3	4	5	6	7	N/A
42. Sometimes seems nervous when talking to adults s/he has just met.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
43. Is slow and unhurried in deciding what to do next.	1	2	3	4	5	6	7	N/A
44. Changes from being upset to feeling much better within a few minutes.	1	2	3	4	5	6	7	N/A
45. Prepares for trips and outings by planning things s/he will need.	1	2	3	4	5	6	7	N/A
46. Becomes very excited while planning for trips.	1	2	3	4	5	6	7	N/A
47. Is quickly aware of some new item in the living room.	1	2	3	4	5	6	7	N/A
48. Hardly ever laughs out loud during play with other children.	1	2	3	4	5	6	7	N/A
49. Is not very upset at minor cuts or bruises.	1	2	3	4	5	6	7	N/A
50. Prefers quiet activities to active games.	1	2	3	4	5	6	7	N/A
51. Tends to say the first thing that comes to mind, without stopping to think about it.	1	2	3	4	5	6	7	N/A
52. Acts shy around new people.	1	2	3	4	5	6	7	N/A
53. Has trouble sitting still when s/he is told to (at movies, church, etc.).	1	2	3	4	5	6	7	N/A
54. Rarely cries when s/he hears a sad story.	1	2	3	4	5	6	7	N/A
55. Sometimes smiles or giggles playing by her/himself.	1	2	3	4	5	6	7	N/A
56. Rarely becomes upset when watching a sad event in a TV show.	1	2	3	4	5	6	7	N/A
57. Enjoys just being talked to.	1	2	3	4	5	6	7	N/A
58. Becomes very excited before an outing (e.g., picnic, party).	1	2	3	4	5	6	7	N/A
59. If upset, cheers up quickly when s/he thinks about something else.	1	2	3	4	5	6	7	N/A
60. Is comfortable asking other children to play.	1	2	3	4	5	6	7	N/A
61. Rarely gets upset when told s/he has to go to bed.	1	2	3	4	5	6	7	N/A
62. When drawing or coloring in a book, shows strong concentration.	1	2	3	4	5	6	7	N/A
63. Is afraid of the dark.	1	2	3	4	5	6	7	N/A
64. Is likely to cry when even a little bit hurt.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
65. Enjoys looking at picture books.	1	2	3	4	5	6	7	N/A
66. Is easy to soothe when s/he is upset.	1	2	3	4	5	6	7	N/A
67. Is good at following instructions.	1	2	3	4	5	6	7	N/A
68. Is rarely frightened by "monsters" seen on TV or at movies.	1	2	3	4	5	6	7	N/A
69. Likes to go high and fast when pushed on a swing.	1	2	3	4	5	6	7	N/A
70. Sometimes turns away shyly from new acquaintances.	1	2	3	4	5	6	7	N/A
71. When building or putting something together, becomes very involved in what s/he is doing, and works for long periods.	1	2	3	4	5	6	7	N/A
72. Likes being sung to.	1	2	3	4	5	6	7	N/A
73. Approaches places s/he has been told are dangerous slowly and cautiously.	1	2	3	4	5	6	7	N/A
74. Rarely becomes discouraged when s/he has trouble making something work.	1	2	3	4	5	6	7	N/A
75. Is very difficult to soothe when s/he has become upset.	1	2	3	4	5	6	7	N/A
76. Likes the sound of words, such as nursery rhymes.	1	2	3	4	5	6	7	N/A
77. Smiles a lot at people s/he likes.	1	2	3	4	5	6	7	N/A
78. Dislikes rough and rowdy games.	1	2	3	4	5	6	7	N/A
79. Often laughs out loud in play with other children.	1	2	3	4	5	6	7	N/A
80. Rarely laughs aloud while watching TV or movie comedies.	1	2	3	4	5	6	7	N/A
81. Can easily stop an activity when s/he is told "no."	1	2	3	4	5	6	7	N/A
82. Is among the last children to try out a new activity.	1	2	3	4	5	6	7	N/A
83. Doesn't usually notice odors such as perfume, smoke, cooking, etc.	1	2	3	4	5	6	7	N/A
84. Is easily distracted when listening to a story.	1	2	3	4	5	6	7	N/A
85. Is full of energy, even in the evening.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
86. Enjoys sitting on parent's lap.	1	2	3	4	5	6	7	N/A
87. Gets angry when called in from play before s/he is ready to quit.	1	2	3	4	5	6	7	N/A
88. Enjoys riding a tricycle or bicycle fast and recklessly.	1	2	3	4	5	6	7	N/A
89. Sometimes becomes absorbed in a picture book and looks at it for a long time.	1	2	3	4	5	6	7	N/A
90. Remains pretty calm about upcoming desserts like ice cream.	1	2	3	4	5	6	7	N/A
91. Hardly ever complains when ill with a cold.	1	2	3	4	5	6	7	N/A
92. Looks forward to family outings, but does not get too excited about them.	1	2	3	4	5	6	7	N/A
93. Likes to sit quietly and watch people do things.	1	2	3	4	5	6	7	N/A
94. Enjoys gentle rhythmic activities, such as rocking or swaying.	1	2	3	4	5	6	7	N/A

Please check back to make sure you have completed all the pages of the questionnaire.

Thank you very much for your help!

Children's Behavior Questionnaire--Very Short Form

PsycTESTS Citation:

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Test Shown: Full

Test Format:

In the CBQ-Very Short, parents are asked to rate their child on a 7-point scale ranging from 1 (extremely untrue of your child) to 7 (extremely true of your child).

Source:

Supplied by author.

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Children's Behavior Questionnaire
Version I

Subject No. _____

Date of Child's Birth:

Today's Date _____

Month Day Year

Sex of Child _____

Age of Child _____
Years months

Instructions: Please read carefully before starting:

On the next pages you will see a set of statements that describe children's reactions to a number of situations. We would like you to tell us what your child's reaction is likely to be in those situations. There are of course no "correct" ways of reacting; children differ widely in their reactions, and it is these differences we are trying to learn about. Please read each statement and decide whether it is a "true" or "untrue" description of your child's reaction within the past six months. Use the following scale to indicate how well a statement describes your child:

- | Circle # | If the statement is: |
|----------|--------------------------------------|
| 1 | extremely untrue of your child |
| 2 | quite untrue of your child |
| 3 | slightly untrue of your child |
| 4 | neither true nor false of your child |
| 5 | slightly true of your child |
| 6 | quite true of your child |
| 7 | extremely true of your child |

If you cannot answer one of the items because you have never seen the child in that situation, for example, if the statement is about the child's reaction to your singing and you have never sung to your child, then circle NA (not applicable).

Please be sure to circle a number or NA for every item.

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
1. Seems always in a big hurry to get from one place to another.	1	2	3	4	5	6	7	N/A
2. Gets quite frustrated when prevented from doing something s/he wants to do.	1	2	3	4	5	6	7	N/A
3. When drawing or coloring in a book, shows strong concentration.	1	2	3	4	5	6	7	N/A
4. Likes going down high slides or other adventurous activities.	1	2	3	4	5	6	7	N/A
5. Is quite upset by a little cut or bruise.	1	2	3	4	5	6	7	N/A
6. Prepares for trips and outings by planning things s/he will need.	1	2	3	4	5	6	7	N/A
7. Often rushes into new situations.	1	2	3	4	5	6	7	N/A
8. Tends to become sad if the family's plans don't work out.	1	2	3	4	5	6	7	N/A
9. Likes being sung to.	1	2	3	4	5	6	7	N/A
10. Seems to be at ease with almost any person.	1	2	3	4	5	6	7	N/A
11. Is afraid of burglars or the "boogie man."	1	2	3	4	5	6	7	N/A
12. Notices it when parents are wearing new clothing.	1	2	3	4	5	6	7	N/A
13. Prefers quiet activities to active games.	1	2	3	4	5	6	7	N/A
14. When angry about something, s/he tends to stay upset for ten minutes or longer.	1	2	3	4	5	6	7	N/A
15. When building or putting something together, becomes very involved in what s/he is doing, and works for long periods.	1	2	3	4	5	6	7	N/A
16. Likes to go high and fast when pushed on a swing.	1	2	3	4	5	6	7	N/A
17. Seems to feel depressed when unable to accomplish some task.	1	2	3	4	5	6	7	N/A
18. Is good at following instructions.	1	2	3	4	5	6	7	N/A
19. Takes a long time in approaching new situations.	1	2	3	4	5	6	7	N/A
20. Hardly ever complains when ill with a cold.	1	2	3	4	5	6	7	N/A
21. Likes the sound of words, such as nursery rhymes.	1	2	3	4	5	6	7	N/A

<u>My child:</u>	Extremely untrue 1	Quite untrue 2	Slightly untrue 3	Neither true nor untrue 4	Slightly true 5	Quite true 6	Extremely true 7	N/A
22. Is sometimes shy even around people s/he has known a long time.	1	2	3	4	5	6	7	N/A
23. Is very difficult to soothe when s/he has become upset.	1	2	3	4	5	6	7	N/A
24. Is quickly aware of some new item in the living room.	1	2	3	4	5	6	7	N/A
25. Is full of energy, even in the evening.	1	2	3	4	5	6	7	N/A
26. Is not afraid of the dark.	1	2	3	4	5	6	7	N/A
27. Sometimes becomes absorbed in a picture book and looks at it for a long time.	1	2	3	4	5	6	7	N/A
28. Likes rough and rowdy games.	1	2	3	4	5	6	7	N/A
29. Is not very upset at minor cuts or bruises.	1	2	3	4	5	6	7	N/A
30. Approaches places s/he has been told are dangerous slowly and cautiously.	1	2	3	4	5	6	7	N/A
31. Is slow and unhurried in deciding what to do next.	1	2	3	4	5	6	7	N/A
32. Gets angry when s/he can't find something s/he wants to play with.	1	2	3	4	5	6	7	N/A
33. Enjoys gentle rhythmic activities such as rocking or swaying.	1	2	3	4	5	6	7	N/A
34. Sometimes turns away shyly from new acquaintances.	1	2	3	4	5	6	7	N/A
35. Becomes upset when loved relatives or friends are getting ready to leave following a visit.	1	2	3	4	5	6	7	N/A
36. Comments when a parent has changed his/her appearance.	1	2	3	4	5	6	7	N/A

Please check back to make sure you have completed all items by marking a number or "NA".

Thank you very much for your help!

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 SUPER- VISION TO REDIRECT AT- TENTION 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 NEGLECT		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 CLASS- ROOM, 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

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

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

Active and Superficial Learning Strategy Use Survey

1. I went back over things I didn't understand for *(fill in appropriate response)*.
2. I asked myself some questions as I went along on *(fill in appropriate response)* to make sure the work made sense to me.
3. I explained or wrote down some things for *(fill in appropriate response)* in my own words.
4. I tried to figure out how the work for *(fill in appropriate response)* fit with what I had learned before this class.
5. I checked my text book or other materials when I wasn't sure about things for *(fill in appropriate response)*.
6. I copied down someone else's work for *(fill in appropriate response)*.
7. I checked to see what others were doing for *(fill in appropriate response)* and did it, too.
8. I guessed a lot so I could finish *(fill in appropriate response)* quickly.
9. I skipped the hard parts of *(fill in appropriate response)*.
10. I just did my work for *(fill in appropriate response)* and hoped it was right.

5-point Likert Scale (1) this statement sounds very much like me (5) this statement sounds not at all like me

Brookhart, Susan M.; Walsh, Janet M., & Zientarski, Wayne A. (2006). Applied Measurement in Education. Lawrence Erlbaum Associates, Inc., 19(2), 151-184.

Questionnaire on Self-Regulation

1. I have a hard time controlling my temper.
2. I get so frustrated I feel ready to explode.
3. I get upset easily.
4. I am afraid I will lose control over my feelings.
5. I slam doors when I am mad.
6. I develop a plan for all my important goals.
7. I think about the future consequences of my actions.
8. Once I have a goal, I make a plan to reach it.
9. I get distracted by little things.
10. As soon as I see things that are not working, I do something about it.
11. I get fidgety after a few minutes if I am supposed to sit still.
12. I have a hard time sitting still during important tasks.
13. I find that I bounce my legs or wiggle with objects.

4-point Likert Scale (1) never true (4) always true

Novak, Scott P., & Clayton, Richard R. (2001). The Influence of School Environment and Self-Regulation on Transitions Between Stages of Cigarette Smoking: A Multilevel Analysis. *Health Psychology*, 20(3), 196-207.

Student Approaches to Learning (SAL) Instrument: Subscales Control Strategies, Memorization, and Elaboration

Control Strategies (CSTRAT)

1. When I study, I start by figuring out exactly what I need to learn.
2. When I study, I force myself to check to see if I remember what I have learned.
3. When I study, I try to figure out which concepts I still haven't really understood.
4. When I study, I make sure that I remember the most important things.
5. When I study, and I don't understand something, I look for additional information to clarify this.

Memorization (MEMOR)

1. When I study, I try to memorize everything that might be covered.
2. When I study, I memorize as much as possible.

Elaboration (ELAB)

1. When I study, I try to relate new material to things I have learned in other subjects.
2. When I study, I figure out how the information might be useful in the real world.
3. When I study, I try to understand the material better by relating it to things I already know.
4. When I study, I figure out how the material fits in with what I have already learned.

4-point response scale (almost never; sometimes, often, almost always).

Marsh, Herbert W; Hau, Kit-Tai; Artelt, Cordula; Baumert, Jurgen & Peschar, Jules L. (2006). OECD's Brief Self-Report Measure of Educational Psychology's Most Useful Affective Constructs: Cross-Cultural, Psychometric Comparisons Across 25 Countries. *International Journal of Testing*, 6(4), 311-360.

Adolescent or Parent Self-Regulatory Inventory

5-point Likert Scale (1) not at all true for me (5) really true for me

1. It's hard for me to notice when I've —had enough (sweets, food, etc.).
2. When I'm sad, I can usually start doing something that will make me feel better.
3. If something isn't going according to my plans, I change my actions to try and reach my goal.
4. I can find ways to make myself study even when my friends want to go out.
5. I lose track of the time when I'm doing something fun.
6. When I'm bored I fidget or can't sit still.
7. It's hard for me to get started on big projects that require planning in advance.
8. I can usually act normal around everybody if I'm upset with someone.
9. I am good at keeping track of lots of things going on around me, even when I'm feeling stressed.
10. When I'm having a tough day, I stop myself from whining about it to my family or friends.
11. I can start a new task even if I'm already tired.
12. I lose control whenever I don't get my way.
13. Little problems detract me from my long-term plans.
14. I forget about whatever else I need to do when I'm doing something really fun.
15. If I really want something, I have to have it right away.
16. During a dull class, I have trouble forcing myself to start paying attention.
17. After I'm interrupted or distracted, I can easily continue working where I left off.
18. If there are other things going on around me, I find it hard to keep my attention focused on whatever I'm doing.
19. I never know how much more work I have to do.
20. When I have a serious disagreement with someone, I can talk calmly about it without losing control.
21. It's hard to start making plans to deal with a big project or problem, especially when I'm feeling stressed.
22. I can calm myself down when I'm excited or all wound up.
23. I can stay focused on my work even when it's dull.
24. I usually know when I'm going to start crying.
25. I can stop myself from doing things like throwing objects when I'm mad.
26. I work carefully when I know something will be tricky.
27. I am usually aware of my feelings before I let them out.
28. In class, I can concentrate on my work even if my friends are talking.
29. When I'm excited about reaching a goal (e.g., getting my driver's license, going to college), it's easy to start working toward it.
30. I can find a way to stick with my plans and goals, even when it's tough.
31. When I have a big project, I can keep working on it.
32. I can usually tell when I'm getting tired or frustrated.
33. I get carried away emotionally when I get excited about something.
34. I have trouble getting excited about something that's really special when I'm tired.
35. It's hard for me to keep focused on something I find unpleasant or upsetting.
36. I can resist doing something when I know I shouldn't do it.

Moilanen, Kristen L. (2007). The Adolescent Self-Regulatory Inventory: The Development and Validation of a Questionnaire of Short-Term and Long-Term Self-Regulation. *J Youth Adolescence*, 36, 835-848.

**School Attitude Assessment Survey: subscale
Motivation and Self-Regulation.**

Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from **(1)** to **(7)** where **(7)** stands for **strongly agree** and **(1)** stands for **strongly disagree**. Please circle only one response choice per question.

<u>Statement</u>	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. I work hard at school.	1	2	3	4	5	6	7
2. I concentrate on my schoolwork.	1	2	3	4	5	6	7
3. I am a responsible student.	1	2	3	4	5	6	7
4. I complete my schoolwork regularly.	1	2	3	4	5	6	7

This subscale is derived from the School Attitudes Assessment Survey.

McCoach, D., and Siegle, D. (2003). The School Attitude Assessment Survey-Revised: A New Instrument to Identify Academically Able Students Who Underachieve. *Educational and Psychological Measurement*, 63 (3), 414-429. DOI: 10.1177/0013164402251057

Adolescent Coping Questionnaire

In this section we want you to think about your child in comparison to his or her peers, such as classmates and other same-age friends. We would like to get your impression of how your son or daughter compares to those peers, each time on a rating scale of 1-9. Record your answers in the space provided by writing in the best number from the following scale:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Extremely

1. How likely is your child to be sidetracked by minor setbacks?
2. How likely is your child to exhibit self-control in frustrating situations?
3. How well does your child cope with important problems?
4. How capable is your child of doing well academically when motivated?
5. How likely is your child to yield to temptation?
6. Faced with a choice. . . how likely is your child to settle for the immediate [but less desirable] one?
7. How able is your child to pursue his or her goals when motivated?
8. How intelligent is your child?
9. When motivated, how capable is your child of exhibiting self-control in tempting situations?
10. How skilled is your son or daughter at maintaining friendships and getting along with peers?
11. When trying to concentrate, how distractible is your son or daughter?
12. How capable is your child of exhibiting self-control when frustrated?
13. How effectively does your child typically pursue goals?
14. How well can your child divert attention from the frustrativeness of having to postpone a desired gratification while continuing to pursue it?

Shoda, Y., Mischel, W., and Peake, P.K. (1990). Predicting adolescent cognitive and self-regulatory competencies from preschool delay of gratification: Identifying diagnostic conditions. *Developmental Psychology*, 26 (6), 978-986.

Self-Regulation Strategy Inventory

A. Managing environment and behavior (Factor I)

- 1. I make sure no one disturbs me when I study.
- 8. I make a schedule to help me organize my study time.
- 28. I finish all of my studying before I play video games or with my friends.
- 2. I try to study in a quiet place.
- 27. I think about how best to study before I begin studying.
- 16. I try to study in a place that has no distractions (e.g., noise, people talking).
- 7. I quiz myself to see how much I am learning during studying.
- 6. I study hard even when there are more fun things to do at home.
- 24. I tell myself to keep trying when I can't learn a topic or idea.
- 9. I use binders or folders to organize my science study materials.
- 21. I tell myself exactly what I want to accomplish during studying.
- 25. I carefully organize my study materials so I don't lose them.

B. Seeking and learning information (Factor II)

- 17. I ask my teacher questions when I do not understand something.
- 14. I try to see how my notes from science class relates to things I already know.
- 18. I make pictures or drawings to help me learn science concepts.
- 22. I look over my homework assignments if I don't understand something.
- 3. I think about the types of questions that might be on a test.
- 4. I ask my science teacher about the topics that will be on upcoming tests.
- 5. I rely on my science class notes to study.
- 15. I try to identify the format of upcoming science tests.

C. Maladaptive regulatory behavior (Factor III)

- 20. I forget to bring home my science materials when I need to study.
- 11. I avoid going to extra-help sessions in science.
- 10. I lose important science dittos or materials.
- 19. I give up or quit when I do not understand something.
- 26. I let my friends interrupt me when I am studying.
- 23. I avoid asking questions in class about things I don't understand.
- 12. I wait to the last minute to study for science tests.
- 13. I try to forget about the topics that I have trouble learning.

7-point scale ranging from 1 (never) to 7 (always).

Cleary, T. J. (2006). The development and validation of the Self-Regulation Strategy Inventory—Self-Report. *Journal of School Psychology, 44*, 307–322.

The Youth Experiences Survey (YES) 2.0

Instructions: Based on your current or recent involvement please rate whether you have had the following experiences in [name of activity]

Your Experiences In.....			
[Activity]			
Yes, Definitely	Quite a Bit	A Little	Not At All

IDENTITY EXPERIENCES

Identity Exploration					
1.	Tried doing new things	1	2	3	4
2.	Tried a new way of acting around people	1	2	3	4
3.	I do things here I don't get to do anywhere else	1	2	3	4

Identity Reflection					
4.	Started thinking more about my future because of this activity	1	2	3	4
5.	This activity got me thinking about who I am	1	2	3	4
6.	This activity has been a positive turning point in my life	1	2	3	4

INITIATIVE EXPERIENCES

Goal Setting					
7.	I set goals for myself in this activity	1	2	3	4
8.	Learned to find ways to achieve my goals	1	2	3	4
9.	Learned to consider possible obstacles when making plans	1	2	3	4

Effort					
10.	I put all my energy into this activity	1	2	3	4
11.	Learned to push myself	1	2	3	4
12.	Learned to focus my attention	1	2	3	4

Problem Solving					
13.	Observed how others solved problems and learned from them	1	2	3	4
14.	Learned about developing plans for solving a problem	1	2	3	4
15.	Used my imagination to solve a problem	1	2	3	4

Time Management					
16.	Learned about organizing time and not procrastinating (not putting things off)	1	2	3	4
17.	Learned about setting priorities	1	2	3	4
18.	Practiced self discipline	1	2	3	4

BASIC SKILL

Emotional Regulation				
19. Learned about controlling my temper	1	2	3	4
20. Became better at dealing with fear and anxiety	1	2	3	4
21. Became better at handling stress	1	2	3	4
22. Learned that my emotions affect how I perform	1	2	3	4
Cognitive Skills				
In this activity I have improved:	1	2	3	4
23. Academic skills (reading, writing, math, etc.)	1	2	3	4
24. Skills for finding information	1	2	3	4
25. Computer/internet skills	1	2	3	4
26. Artistic/creative skills	1	2	3	4
27. Communication skills	1	2	3	4
Physical Skills				
28. Athletic or physical skills	1	2	3	4

INTERPERSONAL RELATIONSHIPS

Diverse Peer Relationships				
29. Made friends with someone of the opposite gender	1	2	3	4
30. Learned I had a lot in common with people from different backgrounds	1	2	3	4
31. Got to know someone from a different ethnic group	1	2	3	4
32. Made friends with someone from a different social class (someone richer or poorer)	1	2	3	4
Prosocial Norms				
33. Learned about helping others	1	2	3	4
34. I was able to change my school or community for the better	1	2	3	4
35. Learned to stand up for something I believed was morally right	1	2	3	4
36. We discussed morals and values	1	2	3	4

TEAM WORK AND SOCIAL SKILLS

Group Process Skills				
37. Learned that working together requires some compromising	1	2	3	4
38. Became better at sharing responsibility	1	2	3	4
39. Learned to be patient with other group members	1	2	3	4
40. Learned how my emotions and attitude affect others in the group	1	2	3	4
41. Learned that it is not necessary to like people in order to work with them	1	2	3	4
Feedback				
42. I became better at giving feedback	1	2	3	4
43. I became better at taking feedback	1	2	3	4
Leadership and Responsibility				
44. Learned about the challenges of being a leader	1	2	3	4
45. Others in this activity counted on me	1	2	3	4
46. Had an opportunity to be in charge of a group of peers	1	2	3	4

ADULT NETWORKS AND SOCIAL CAPITAL

Integration with Family					
47.	This activity improved my relationship with my parents/guardians	1	2	3	4
48.	I had good conversations with my parents/guardians because of this activity	1	2	3	4

Linkages to Community					
49.	Got to know people in the community	1	2	3	4
50.	Came to feel more supported by the community	1	2	3	4

Linkages to Work and College					
51.	This activity opened up job or career opportunities for me	1	2	3	4
52.	This activity helped prepare me for college	1	2	3	4
53.	This activity increased my desire to stay in school	1	2	3	4

NEGATIVE EXPERIENCES

Stress					
54.	Demands were so great that I didn't get homework done (skip this item if your Target Activity is a class)	1	2	3	4
55.	This activity interfered with doing things with family	1	2	3	4
56.	This activity has stressed me out	1	2	3	4

Negative Peer Influences					
57.	Felt pressured by peers to do something I didn't want to do	1	2	3	4
58.	I did something in this activity that was morally wrong	1	2	3	4
59.	I was ridiculed by peers for something I did in this activity	1	2	3	4
60.	Youth in this activity got me into drinking alcohol or using drugs	1	2	3	4

Social Exclusion					
61.	Felt like I didn't belong in this activity	1	2	3	4
62.	I felt left out	1	2	3	4
63.	There were cliques in this activity	1	2	3	4

Negative Group Dynamics					
64.	I get stuck doing more than my fair share	1	2	3	4
65.	Other youth in this activity made inappropriate sexual comments, jokes, or gestures	1	2	3	4
66.	Was discriminated against because of my gender, race, ethnicity, disability, or sexual orientation	1	2	3	4

<i>Note: The following set of items (67-70) will not be asked if there is no adult or young adult, coach, director, teacher, or leader.</i>				
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Inappropriate Adult Behavior					
67.	Adult leaders in this activity are controlling and manipulative	1	2	3	4
68.	Adult leaders “hit” on me (made sexual advances)	1	2	3	4
69.	Adult leaders made inappropriate sexual comments or jokes	1	2	3	4
70.	Adult leaders encouraged me to do something I believed morally wrong	1	2	3	4

David M. Hansen and Reed Larson (February, 2005). The Youth Experience Survey 2.0: Instrument Revisions and Validity Testing. Unpublished.

Self-Regulated Learning

Subscales Metacognitive Self-Regulation and Time & Study Environment Management

Metacognitive Self-Regulation

1. During class time I often miss important points because I am thinking of other things.
2. When reading for this course, I make up questions to help me focus my reading.
3. When I become confused about something I'm reading for this class, I go back and try to find the most important ideas.
4. If course readings are difficult to understand, I change the way I read the material.
5. Before I study new course material thoroughly, I often skim it to see how it is organized.
6. I ask myself questions to make sure I understand the material I have been studying in this class.
7. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.
8. There have often been times I have been reading for this class but don't know what the reading was about.
9. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course.
10. When studying for this course I try to determine the information I don't understand well.
11. When I study for this class, I set goals for myself in order to direct my activities while logged on to the course.
12. If I get confused as I take notes from the course information, I make sure I sort it out afterwards.

Time & Study Environment Management

1. Before I study new course material thoroughly, I often skim it to see how it is organized.
2. I make good use of my study time for this course.
3. I find it hard to stick to a study schedule.
4. I have one place where I login to my online course most frequently.
5. I make sure that I keep up with the readings and assignments for this course.
6. I login to the course regularly.
7. I don't spend very much time on this course because of other activities.
8. I often do not have enough time to review my notes or readings before an exam.

7-point Likert Scale (1) not very much like me to (7) very true of me

As cited in:

Cobb, Robert Jr. (2003, March 19). The Relationship Between Self-Regulated Learning Behaviors and Academic Performance in Web-Based Courses. Retrieved from http://scholar.lib.vt.edu/theses/available/etd-03212003-130332/unrestricted/srlonline_dissertation.pdf

Adapted from the Motivated Strategies for Learning Questionnaire

Motivated Strategies for Learning Questionnaire (MSLQ): Subscale Self-Regulated Learning Strategies

Subscale

Cognitive Strategy Use

1. When I study for a test, I try to put together the information from class and from the book.
2. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.
3. It is hard for me to decide what the main ideas are in what I read. (*R)
4. When I study I put important ideas into my own words.
5. I always try to understand what the teacher is saying even if it doesn't make sense.
6. When I study for a test I try to remember as many facts as I can.
7. When studying, I copy my notes over to help me remember material.
8. When I study for a test I practice saying the important facts over and over to myself.
9. I use what I have learned from old homework assignments and the textbook to do new assignments.
10. When I am studying a topic, I try to make everything fit together.
11. When I read material for this class, I say the words over and over to myself to help me remember.
12. I outline the chapters in my book to help me study.
13. When reading I try to connect the things I am reading about with what I already know.

Subscale

Self-Regulation

1. I ask myself questions to make sure I know the material I have been studying.
2. When work is hard I either give up or study only the easy parts. (*R)
3. I work on practice exercises and answer end of chapter questions even when I don't have to.
4. Even when study materials are dull and uninteresting, I keep working until I finish.
5. Before I begin studying I think about the things I will need to do to learn.
6. I often find that I have been reading for class but don't know what it is all about. (*R)
7. I find that when the teacher is talking I think of other things and don't really listen to what is being said. (*R)
8. When I'm reading I stop once in a while and go over what I have read.
9. I work hard to get a good grade even when I don't like a class.

7-point Likert Scale (1) not at all true to me to (7) very true of me

Pintrich, Paul R. & De Groot, Elisabeth V. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*, 82(1), 33-40.

Motivated Strategies for Learning Questionnaire by Paul Pintrich, David Smith, Teresa Garcia, and Wilbert McKeachie.

State Self-Control Capacity Scale

	Not true 1	2	3	4	5	6	Very true 7
1. I feel mentally exhausted. *							
2. Right now, it would take a lot of effort for me to concentrate on something. *							
3. I need something pleasant to make me feel better. * +							
4. I feel motivated.							
5. If I were given a difficult task right now, I would give up easily. *							
6. I feel drained. * +							
7. I have lots of energy.							
8. I feel worn out. *							
9. If I were tempted by something right now, it would be very difficult to resist. * +							
10. I would want to quit any difficult task I was given. * +							
11. I feel calm and rational. +							
12. I can't absorb any information. * +							
13. I feel lazy. * +							
14. Right now I would find it difficult to plan ahead. *							
15. I feel sharp and focused. +							
16. I want to give up. * +							
17. This would be a good time for me to make an important decision.							
18. I feel like my willpower is gone. * +							
19. My mind feels unfocused right now. *							
20. I feel ready to concentrate.							
21. My mental energy is running low. *							
22. A new challenge would appeal to me right now.							
23. I wish I could just relax for a while. *							
24. I am having a hard time controlling my urges. *							
25. I feel discouraged. *							

Note: Items marked with an asterisk are reverse scored. Items marked with a plus sign are included in the 10-item short form.

Ciarocco, N., Twenge, J., Muraven, M., & Tice, D. 2004. The state self-control capacity scale: Reliability, validity, and correlations with physical and psychological stress. Unpublished manuscript, San Diego State University

Christian, M. S., & Ellis, A. J. (2011). Examining the effects of sleep deprivation on workplace deviance: A self-regulatory perspective. *Academy Of Management Journal*, 54(5), 913-934.
doi:10.5465/amj.2010.0179

Is Distance Learning Right for Me?

1. I am able to work independently.
2. I am self- motivated.
3. I am a self-starter.
4. I am a good "time manager".
5. I am an organized person - I can structure my time easily for tasks.
6. I am capable of self - discipline.
7. I have good study habits.
8. I can capably take objective exams.
9. I can capably read for comprehension.
10. I can capably prepare and study for exams.
11. I can capably take subjective exams.
12. I can capably take notes from lectures, textbooks or television programs.
13. I could easily call an instructor with questions about my course.
14. I have unlimited access to a computer that is connected to the Internet.
15. I am comfortable asking questions in class when I need clarification.
16. I am goal directed - if I set my sights on an end result, I usually achieve it.
17. I am able to gather information visually.
18. I am not a procrastinator - I like to get things done today, not put them off for tomorrow.
19. I consider myself capable of independent learning - I do not necessarily need regular contact with a faculty member.
20. I am in control of my time - I decide how to use my time.
21. I am confident of my academic abilities.
22. I consider myself a mature adult.
23. I do not give up easily, even when confronted with obstacles.
24. I believe I am responsible for my own education -what I learn or do not learn is ultimately my responsibility.
25. I consider myself an average reader.
26. I am capable of doing college-level work.
27. I can allocate five hours each week for each distance learning course.
28. I have a clear understanding of how to use an Internet browser to retrieve information.
29. I have experience in surfing the Internet to find information.
30. I understand that distance learning course require more of my time than traditional courses.

Participant selects 'yes' or 'no' for each statement

As cited in:

Cobb, Robert Jr. (2003). The Relationship Between Self-Regulated Learning Behaviors and Academic Performance in Web-Based Courses. Dissertation submitted to the Faculty of Virginia Polytechnic Institute and State University. Retrieved from http://scholar.lib.vt.edu/theses/available/etd-03212003-130332/unrestricted/srlonline_dissertation.pdf

Learning Self-Regulation Questionnaire

A. I will participate actively in the organ systems classes:

1. Because I feel like it's a good way to improve my skills and my understanding of patients.
2. Because others would think badly of me if I didn't.
3. Because learning to interview well is an important part of becoming a doctor.
4. Because I would feel bad about myself if I didn't study this approach.

B. I am likely to follow my instructor's suggestions for interviewing:

5. Because I would get a good grade if I do what he/she suggests.
6. Because I believe my instructor's suggestions will help me interview effectively.
7. Because I want others to think that I am a good interviewer.
8. Because it's easier to do what I'm told than to think about it.
9. Because it's important to me to do well at this.
10. Because I would probably feel guilty if I didn't comply with my instructor's suggestions.

C. The reason that I will continue to broaden my interviewing skills is:

11. Because it's exciting to try new ways to work interpersonally with my patients.
12. Because I would feel proud if I did continued to improve at interviewing.
13. Because it's a challenge to really understand what the patient is experiencing.
14. Because it's interesting to use the interview to try to identify what disease the patient has.

7-point Likert Scale (1) not at all true to (7) very true

Williams, G. C., & Deci, E. L. (1996). Internalization of biopsychosocial values by medical students: A test of self-determination theory. *Journal Of Personality And Social Psychology*, 70(4), 767-779. doi:10.1037/0022-3514.70.4.767

Scale adapted from:

Ryan, R. & Connell, J. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57, 749-761.

Self-Regulation

1. I can concentrate on one activity for a long time, if necessary.
2. If I am distracted from an activity, I don't have any problem coming back to the topic quickly.
3. If an activity arouses my feelings too much, I can calm myself down so that I can continue with the activity soon.
4. If an activity requires a problem-oriented attitude, I can control my feelings.
5. It is difficult for me to suppress thoughts that interfere with what I need to do. (–)
6. I can control my thoughts from distracting me from the task at hand.
7. When I worry about something, I cannot concentrate on an activity. (–)
8. After an interruption, I don't have any problem resuming my concentrated style of working.
9. I have a whole bunch of thoughts and feelings that interfere with my ability to work in a focused way. (–)
- 10 I stay focused on my goal and don't allow anything to distract me from my plan of action.

4-point Likert Scale (1) not at all true to (4) exactly true

Schwarzer, Ralf; Diehl, Manfred & Schmitz, Gerdamarie S. (1999). Self-Regulation. Retrieved from http://userpage.fu-berlin.de/health/selfreg_e.htm