

## **Social Competence Scale – Parent Version**

*Grade 2 /Year 3*

### **Fast Track Project Technical Report**

**Anne Corrigan**

**January 7, 2003**

#### **Table of Contents**

- I. Scale Description
- II. Report Sample
- III. Scaling
- IV. Differences Between Groups
- V. Recommendations for Use
- VI. Item and Scale Means and SD's
- VII. Item and Scale Correlations

#### **Citation**

##### *Instrument*

Conduct Problems Prevention Research Group (CPPRG). (1995). *Social Competence Scale (Parent Version)*.<sup>1</sup>

##### *Reports*

Corrigan, A. (2003). *Social Competence Scale – Parent Version, Grade 2 /Year 3* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

Conduct Problems Prevention Research Group (CPPRG). (1995). *Psychometric Properties of the Social Competence Scale – Teacher and Parent Ratings*. (Fast Track Project Technical Report). University Park, PA: Pennsylvania State University.

#### **Data Sources**

*Unscored:* P3D

*Scored:* SCP3

#### **I. Scale Description**

The Social Competence Scale - Parent Version is a 12-item measure that assesses a child's prosocial behaviors, communication skills, and self control. The Social Competence Scale was created for the Fast Track Project. Some items on the Scale were adapted from the Kendall and Wilcox (1979) and Gersten (1976) assessments. New items were also developed. The Parent Version of the Scale contains a subset of the items on the Teacher Version.

Each item on the Social Competence Scale states a behavior that a child may display in a social setting. Examples of statements include: "Your child can give suggestions and opinions without being bossy" and "Your child can calm down when excited or all wound up." The parent assesses how well each statement describes the child. Responses are coded on a five-point Likert scale: "Not at all (0)," "A little (1)," "Moderately well (2)," "Well (3)," and "Very well (4)."

#### **II. Report Sample**

This report contains data collected on Cohort 1, Year 3. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. Of the 463 subjects, 42 are missing all responses, including 29 from the normative group (5 from Durham, 7 from Washington, 7 from Pennsylvania, and 10 from Nashville), and 13 from the control group (4 from Durham, 2 from Nashville, 3 from Pennsylvania, and 4 from

---

<sup>1</sup> Adaptation of the original.

Washington), with overlap between the normative and control groups. None of these measures was used in the analyses.

### III. Scaling

The Social Competence Scale contains two subscales: Prosocial/Communication Skills (Items 4, 7, 9, 10, 11 and 12) and Emotional Regulation Skills (Items 1, 2, 3, 5, 6, and 8). In addition to the subscale scores, a total score on the 12 items is also reported. Subscale scores and the total score are calculated as the mean of responses. If more than half of the items on a subscale score or on the total score are missing responses, the score is not calculated. Measures with all responses missing are not scored.

The alpha coefficients for the normative sample and control sample are:

	<b>Normative Sample</b>	<b>Control Sample</b>
<b>Prosocial/Communication Skills Scale</b>	0.84	0.77
<b>Emotional Regulation Skills Scale</b>	0.82	0.76
<b>Social Competence Scale -Total</b>	0.89	0.85

### IV. Differences Between Groups

T-tests of means on the total score and the subscale scores between the normative and control samples yielded the following results:

	<b>Normative Sample</b>		<b>Control Sample</b>		<b>DF</b>	<b>t Value</b>	<b>Pr &gt;  t </b>
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>			
<b>Prosocial/Communication Skills Subscale</b>	2.84	0.68	2.36	0.64	425	-6.90	<.0001
<b>Emotional Regulation Skills Subscale</b>	2.30	0.67	1.74	0.67	425	-8.06	<.0001
<b>Social Competence Scale Total</b>	2.57	0.63	2.05	0.59	425	-8.13	<.0001

### V. Recommendations for Use

T-tests of means for subscale scores and for the total score on the Social Competence Scale show significant differences between the normative and control groups for this study year. The internal consistency measure (Cronbach alpha values) indicates that the total score and subscale scores are useful.

## VI. Item and Scale Means and SDs

### Means and Standard Deviations for Social Competence Scale Items Cohort 1, Year 3, Normative Sample

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
P3DSC1	Accepts things not going his/her way	1.96	358	0.95	0.00	4.00
P3DSC2	Copes well with failure	1.89	358	1.01	0.00	4.00
P3DSC3	Thinks before acting	2.25	357	1.03	0.00	4.00
P3DSC4	Resolves problems with friends alone	2.27	358	1.04	0.00	4.00
P3DSC5	Can calm down when excited	2.30	356	1.00	0.00	4.00
P3DSC6	Does what told to do	2.66	358	0.92	0.00	4.00
P3DSC7	Good at understanding others feelings	2.92	358	0.96	0.00	4.00
P3DSC8	Controls temper when disagreement	2.09	358	1.03	0.00	4.00
P3DSC9	Shares things with others	2.95	358	0.91	0.00	4.00
P3DSC10	Helpful to others	3.27	358	0.79	1.00	4.00
P3DSC11	Listens to others points of view	2.64	358	0.95	0.00	4.00
P3DSC12	Can give suggestions without being bossy	2.42	358	0.99	0.00	4.00

### Means and Standard Deviations for Social Competence Scale Items Cohort 1, Year 3, Control Sample

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
P3DSC1	Accepts things not going his/her way	1.52	142	0.94	0.00	4.00
P3DSC2	Copes well with failure	1.50	142	0.95	0.00	4.00
P3DSC3	Thinks before acting	1.77	141	1.02	0.00	4.00
P3DSC4	Resolves problems with friends alone	1.94	142	0.91	0.00	4.00
P3DSC5	Can calm down when excited	1.86	142	1.04	0.00	4.00
P3DSC6	Does what told to do	2.23	142	0.98	0.00	4.00
P3DSC7	Good at understanding others feelings	2.42	142	0.97	0.00	4.00
P3DSC8	Controls temper when disagreement	1.59	142	1.07	0.00	4.00
P3DSC9	Shares things with others	2.55	142	0.87	1.00	4.00
P3DSC10	Helpful to others	3.01	142	0.86	1.00	4.00
P3DSC11	Listens to others points of view	2.27	142	0.94	0.00	4.00
P3DSC12	Can give suggestions without being bossy	1.99	142	1.01	0.00	4.00

### Means and Standard Deviations for Social Competence Scores Cohort 1, Year 3, Normative Sample

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
SCP3COM	ProSocial/Comm Skills Subscore	2.74	358	0.70	0.67	4.00
SCP3EMO	Emotional Regulation Skills Subscore	2.19	358	0.71	0.17	4.00
SCP3TOT	Social Competence Total Score	2.47	358	0.65	0.67	4.00

### Means and Standard Deviations for Social Competence Scale Scores Cohort 1, Year 3, Control Sample

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
SCP3COM	ProSocial/Comm Skills Subscore	2.36	142	0.64	0.83	3.83
SCP3EMO	Emotional Regulation Skills Subscore	1.74	142	0.67	0.17	4.00
SCP3TOT	Social Competence Total Score	2.05	142	0.59	0.83	3.92

**VII. Item and Subscale Correlations**

**Social Competence Scale – Subscale Correlations  
Combined Normative and Control Sample**

Pearson Correlation Coefficients, N = 427 Prob >  r  under H0: Rho=0			
	SCP3COM	SCP3EMO	SCP3TOT
SCP3COM ProSocial/Comm Skills Subscore	1.000	0.724 0.000	0.927 0.000
SCP3EMO Emotional Regulation Skills Subscore	0.724 0.000	1.000	0.930 0.000
SCP3TOT Social Competence Total Score	0.927 0.000	0.930 0.000	1.000

**Social Competence Scale - Item Correlations  
Combined Normative and Control Sample**

Pearson Correlation Coefficients, N = 424 Prob >  r  under H0: Rho=0													
	p3dsc1	p3dsc2	p3dsc3	p3dsc4	p3dsc5	p3dsc6	p3dsc7	p3dsc8	p3dsc9	p3dsc10	p3dsc11	p3dsc12	
P3DSC1 Accepts things not going his/her way	1.000	0.440 0.000	0.443 0.000	0.429 0.000	0.491 0.000	0.412 0.000	0.422 0.000	0.595 0.000	0.352 0.000	0.352 0.000	0.418 0.000	0.405 0.000	
P3DSC2 Copes well with failure	0.440 0.000	1.000	0.316 0.000	0.396 0.000	0.337 0.000	0.306 0.000	0.348 0.000	0.403 0.000	0.311 0.000	0.274 0.000	0.328 0.000	0.286 0.000	
P3DSC3 Thinks before acting	0.443 0.000	0.316 0.000	1.000	0.381 0.000	0.420 0.000	0.425 0.000	0.392 0.000	0.463 0.000	0.280 0.000	0.283 0.000	0.396 0.000	0.399 0.000	
P3DSC4 Resolves problems with friends alone	0.429 0.000	0.396 0.000	0.381 0.000	1.000	0.460 0.000	0.302 0.000	0.445 0.000	0.454 0.000	0.444 0.000	0.396 0.000	0.417 0.000	0.386 0.000	
P3DSC5 Can calm down when excited	0.491 0.000	0.337 0.000	0.420 0.000	0.460 0.000	1.000	0.342 0.000	0.397 0.000	0.559 0.000	0.337 0.000	0.382 0.000	0.462 0.000	0.458 0.000	
P3DSC6 Does what told to do	0.412 0.000	0.306 0.000	0.425 0.000	0.302 0.000	0.342 0.000	1.000	0.426 0.000	0.490 0.000	0.445 0.000	0.416 0.000	0.405 0.000	0.314 0.000	
P3DSC7 Good at understanding others feelings	0.422 0.000	0.348 0.000	0.392 0.000	0.445 0.000	0.397 0.000	0.426 0.000	1.000	0.513 0.000	0.562 0.000	0.461 0.000	0.518 0.000	0.467 0.000	
P3DSC8 Controls temper when disagreement	0.595 0.000	0.403 0.000	0.463 0.000	0.454 0.000	0.559 0.000	0.490 0.000	0.513 0.000	1.000	0.428 0.000	0.403 0.000	0.532 0.000	0.460 0.000	
P3DSC9 Shares things with others	0.352 0.000	0.311 0.000	0.280 0.000	0.444 0.000	0.337 0.000	0.445 0.000	0.562 0.000	0.428 0.000	1.000	0.610 0.000	0.491 0.000	0.399 0.000	
P3DSC10 Helpful to others	0.352 0.000	0.274 0.000	0.283 0.000	0.396 0.000	0.382 0.000	0.416 0.000	0.461 0.000	0.403 0.000	0.610 0.000	1.000	0.542 0.000	0.360 0.000	
P3DSC11 Listens to others points of view	0.418 0.000	0.328 0.000	0.396 0.000	0.417 0.000	0.462 0.000	0.405 0.000	0.518 0.000	0.532 0.000	0.491 0.000	0.542 0.000	1.000	0.525 0.000	
P3DSC12 Can give suggestions without being bossy	0.405 0.000	0.286 0.000	0.399 0.000	0.386 0.000	0.458 0.000	0.314 0.000	0.467 0.000	0.460 0.000	0.399 0.000	0.360 0.000	0.525 0.000	1.000	

## References

Clark, L., Gresham, F.M., & Elliott, S.N. (1985). Development and validation of a social skills assessment measure: The TROSS-C. *Journal of Psychoeducational Assessment*, 4, 347-356.

Gesten, E.L. (1976). A Health Resources Inventory: The development of a measure of the personal and social competence of primary-grade children. *Journal of Consulting and Clinical Psychology*, 44, 775-786.

Kendall, P.C., & Wilcox, L.E. (1979). Self-control in children: Development of a rating scale. *Journal of Consulting and Clinical Psychology*, 47, 1020-1029.