

Teacher Social Competence Scale
Grade 5/Year 6 Update

FAST Track Project Technical Report
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Citation

Instrument

Conduct Problems Prevention Research Group (CPPRG). (1995). *Teacher - Social Competence Scale*. Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

Report

Gifford-Smith, M. (2000). Teacher Social Competence Scale; Grade4/Year5 Update (Fast Track Project Technical Report) [Online]. Available: <http://www.fasttrackproject.org>

Data Sources

Raw: t6h

Scored: tsc6

I. Scale Description

See grade 4 technical report, dated 12/15/00.

II. Report Sample

Initial exploration was conducted on Year 6, Cohort 1 data (the first year in which the instrument was used), including both high-risk control (n=155) and normative samples (n=387, including overlap; total N=463); treatment subjects were not included. Fifty-seven children (15% of the cohort) were missing responses for the total scale including 38 normative students (10%) and 19 high-risk students (5%). Site, gender and racial differences in the number of non-respondents are summarized below:

Site: Durham-10, Nashville-22, Pennsylvania-19, Seattle-6

Gender: Boys-34, Girls-23

Race: African Americans-19, White-35, Asian-1, and Other-3

Finally, 17 subjects are missing data for at least one (but no more than 2) individual response(s). These students were omitted from analyses requiring those responses.

III. Scaling

See grade 4 technical report, dated 12/15/00.

IV. Differences between groups

A series of t-tests indicated significant differences at the .05 level between the high risk sample and the normative sample (excluding those students also in the high risk sample) on every individual item assessing frequency. Across items, means were higher in the normative sample, indicating that children in the normative sample were rated as more competent than their peers in the high risk sample in all areas. Normative and high risk children differed significantly on three items assessing change over time: t6hcf1b (can stop and calm down when excited), t6hcf6b (shows verbal and physical aggression to other persons), and t6hcf7b (obeys classroom rules and directions). In each case high risk children scored significantly higher than children in normative sample, indicating greater improvement in these areas.

Consistent with these results, significant differences between the high risk and normative samples were found on all three frequency subscales but on none of the subscales measuring change. Specifically, normative children were rated as more socially competent than their high risk peers in the areas of academic competence, prosocial behavior, and emotion regulation as well as on the combined scale assessing prosocial behavior and emotional regulation. A similar pattern of differences emerged for the global measures of social competence (TSC6TLF) and change (TSC6TLC).

V. Recommendations for use

See grade 4 technical report, dated 12/15/00.

A. Items and scales pertaining to FREQUENCY

Item #	Content (paraphrased)	Normative sample		High-risk controls	
		Mean	SD	Mean	SD
t6hac1a	Effectively set and work toward goals	2.94	1.42	2.16	1.38
t6hac2a	Able to read at grade level and answer questions	3.30	1.56	2.40	1.66
t6hac3a	Able to solve grade level math problems	3.15	1.45	2.32	1.52
t6hac4a	Reliable in turning in assignments	3.54	1.47	2.52	1.62
t6hac5a	Performing academically at grade level	3.31	1.62	2.22	1.61
t6hcf1a	Stop and calm down when excited	3.18	1.37	2.29	1.42
t6hcf2a	Recognize and label feelings	3.15	1.33	2.22	1.19
t6hcf3a	Handle disagreements in a positive way	3.03	1.39	2.03	1.22
t6hcf4a	Gets angry when provoked	2.99	1.30	2.05	1.45
t6hcf5a	Easily irritated when troubled by task	3.24	1.28	2.49	1.25
t6hcf6a	Shows physical and verbal aggression	3.84	1.30	2.84	1.42
t6hcf7a	Obey classroom rules and directions	3.76	1.26	2.86	1.74
t6hpb1a	Show empathy and compassion	3.13	1.26	2.44	1.29
t6hpb2a	Provide help, cooperate with others	3.48	1.30	2.64	1.18
t6hpb3a	Take turns, play fair, follow rules	3.72	1.20	2.87	1.19
t6hpb4a	Listen carefully to others	3.13	1.24	2.26	1.12
t6hpb5a	Initiate interactions in positive manner	3.84	1.30	2.84	1.42

Scale	Scale name	Normative sample		High-risk controls	
		Mean	SD	Mean	SD
TSC6PRF	Prosocial behavior subscale	3.24	1.10	2.48	0.92

TSC6EMF	Emotion regulation subscale	3.23	1.14	2.35	1.10
TSC6PEF	Prosocial/Emotion regulation subscale	3.32	0.99	2.47	0.92
TSC6ACF	Academic competence subscale	3.19	1.35	2.47	1.27
TSC6TLF	Summated score—reflects overall social competence across all areas	3.30	0.98	2.43	0.89

B. Items and scales pertaining to CHANGE

Item #	Content (paraphrased)	Normative sample		High-risk controls	
		Mean	SD	Mean	SD
t6hac1b	Effectively set and work toward goals	3.58	0.92	3.69	0.98
t6hac2b	Able to read at grade level and answer questions	3.73	0.97	3.80	0.93
t6hac3b	Able to solve grade level math problems	3.72	1.04	3.73	1.00
t6hac4b	Reliable in turning in assignments	3.61	1.16	3.60	1.14
t6hac5b	Performing academically at grade level	3.59	0.98	3.51	1.05
t6hcf1b	Stop and calm down when excited	3.45	0.94	3.73	1.12
t6hcf2b	Recognize and label feelings	3.47	0.88	3.54	0.96
t6hcf3b	Handle disagreements in a positive way	3.50	0.96	3.55	1.04
t6hcf4b	Gets angry when provoked	3.43	0.85	3.38	1.00
t6hcf5b	Easily irritated when troubled by task	3.39	0.86	3.55	1.02
t6hcf6b	Shows physical and verbal aggression	3.29	0.85	3.50	1.10
t6hcf7b	Obey classroom rules and directions	3.56	1.00	3.78	1.14
t6hpb1b	Show empathy and compassion	3.49	0.87	3.60	0.94
t6hpb2b	Provide help, cooperate with others	3.58	0.95	3.71	0.95
t6hpb3b	Take turns, play fair, follow rules	3.49	0.93	3.57	0.81
t6hpb4b	Listen carefully to others	3.47	0.92	3.57	0.92
t6hpb5b	Initiate interactions in positive manner	3.55	0.91	3.63	1.02

Scale	Scale name	Normative sample		High-risk controls	
		Mean	SD	Mean	SD
TSC6PRC	Prosocial behavior subscale	3.45	0.72	3.54	0.87
TSC6EMC	Emotion regulation subscale	3.35	0.72	3.45	0.90
TSC6PEC	Academic competence subscale	3.49	0.72	3.54	0.82
TSC6ACC	Prosocial/Emotion regulation subscale	3.44	0.65	3.48	0.74
TSC6TLC	Summated scale--reflects improvement in social behavior across all areas	3.52	0.66	3.61	0.70