

## Teacher Social Competence Scale

*Grade 7 /Year 8*

### **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>

#### *Reports*

Corrigan, A. (2003). *Teacher Social Competence Scale, Grade 7 /Year 8* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

Gifford-Smith, M. (2000). *Teacher Social Competence Scale, Grade 6 /Year 7 Update* (Fast Track Project Technical Report). Durham, NC: Duke University.

Maumary-Gremaud, A. & Miller-Johnson, S. (1995). *Teacher Post Ratings*. (Fast Track Project Technical Report). Durham, NC: Duke University.

### **Data Sources**

*Unscored:* T8H

*Scored:* TSC8

### **I. Scale Description**

The Revised Social Competence Scale – Teacher Version is a 17-item measure that assesses a child's prosocial behavior, emotional self-regulation, and academic skills. The Revised Social Competence Scale was created for the Fast Track Project (Gifford-Smith, 2000) and contains items adapted from the original Scale and from the Teacher Post Ratings (Maumary-Gremaud & Miller-Johnson, 1995).

Each item on the Social Competence Scale states a behavior that a child may display at school. Examples include: "Listen carefully to others," and "Obey classroom rules and teachers' directions." The teacher assesses how well each statement describes the child. Each item has two response sets. One response set assesses the *frequency* of the behavior using a six-point scale: "Almost Never (0)," "Rarely (1)," "Sometimes (2)," "Often (3)," "Very Often (4)," and "Almost Always (5)." The second response set assesses the *change in the behavior* over the course of the school year, with responses coded on a seven-point scale: "Much Worse (0)," "Somewhat Worse (1)," "A Little Worse (2)," "No Change (3)," "A Little Improved (4)," "Somewhat Improved (5)," and "Much Improved (6)."

### **II. Report Sample**

This report contains data collected on Cohort 1, Year 8. 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, 103 are missing all responses,

including 75 from the normative group (8 from Durham, 23 from Washington, 12 from Pennsylvania, and 32 from Nashville), and 28 from the control group (3 from Durham, 13 from Nashville, 4 from Pennsylvania, and 8 from 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 three subscales: Prosocial Skills, Emotional Regulation Skills, and Academic Competence. Based on results of exploratory factor analyses in the development of the Scale, some items change subscales depending on whether the frequency of behavior or the change in behavior is in focus. For example, “Easily irritated when troubled by task” is on the Emotional Regulation Subscale when assessing the frequency of the behavior, but on the Academic Competence Subscale when assessing the change in behavior. For each response set, the three subscale scores, a score for the combined Prosocial Skills and Emotional Regulation items, and a total score on all 17 items are reported. Scores are calculated as the mean of responses. If more than half of the items for a scale are missing responses, the score is not calculated. Measures with all responses missing are not scored.

For each response set, the alpha coefficients for the normative sample and control sample are in the tables below.

#### Frequency of Behavior

	Normative Sample	Control Sample
<b>Prosocial Skills Subscale</b>	0.93	0.93
<b>Emotional Regulation Skills Subscale</b>	0.87	0.88
<b>Academic Skills Subscale</b>	0.92	0.88
<b>Prosocial/Emotional Reg. Subscales Combined</b>	0.94	0.94
<b>Social Competence Scale –Total</b>	0.95	0.95

#### Behavior Change

	Normative Sample	Control Sample
<b>Prosocial Skills Subscale</b>	0.90	0.90
<b>Emotional Regulation Skills Subscale</b>	0.92	0.90
<b>Academic Skills Subscale</b>	0.88	0.85
<b>Prosocial/Emotional Reg. Subscales Combined</b>	0.94	0.93
<b>Social Competence Scale –Total</b>	0.95	0.94

#### IV. Differences Between Groups

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

**Frequency of Behavior**

	Normative Sample		Control Sample		DF	t Value	Pr >  t
	Mean	SD	Mean	SD			
<b>Prosocial Skills Subscale</b>	3.04	1.10	2.53	1.11	376	-4.28	<.0001
<b>Emotional Regulation Skills Subscale</b>	3.16	1.18	2.65	1.22	374	-3.88	0.0001
<b>Academic Skills Subscale</b>	2.85	1.43	2.17	1.37	376	-4.46	<.0001
<b>Prosocial/Emotional Reg. Subscales Combined</b>	3.09	1.05	2.58	1.08	376	-4.44	<.0001
<b>Social Competence Scale Total</b>	3.02	1.06	2.46	1.07	376	-4.84	<.0001

**Behavior Change**

	Normative Sample		Control Sample		DF	t Value	Pr >  t
	Mean	SD	Mean	SD			
<b>Prosocial Skills Subscale</b>	3.46	0.80	3.42	0.82	376	-0.43	0.6674
<b>Emotional Regulation Skills Subscale</b>	3.33	0.82	3.31	0.81	374	-0.24	0.8089
<b>Academic Skills Subscale</b>	3.38	0.76	3.37	0.75	376	-0.23	0.8189
<b>Prosocial/Emotional Reg. Subscales Combined</b>	3.38	0.75	3.36	0.73	376	-0.33	0.7395
<b>Social Competence Scale Total</b>	3.39	0.72	3.36	0.69	376	-0.34	0.7365

#### V. Recommendations for Use

For both the frequency of behavior and behavior change responses, the internal consistency measure (Cronbach alpha values) indicates that the total score and subscale scores are useful.

For the frequency of behavior response set, t-tests of means for subscale scores and for the total score show significant differences between the normative and control groups in this study year. The t-test results for behavior change responses do not show a difference between the normative and control groups. In analyses using a similar construct, the frequency response set may better assess sample differences. Analysts using the Scale should also be aware that items shift in the subscales, depending on whether frequency of behavior or behavior change is the focus.

**VI. Item and Scale Means and SDs**

**Means and Standard Deviations for Social Competence Items  
Cohort 1, Year 8, Normative Sample  
Frequency of Behavior**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T8HAC1A	Effectively set and work toward goals	2.51	312	1.52	0.00	5.00
T8HAC2A	Able to read grade level and answer ques	2.89	312	1.62	0.00	5.00
T8HAC3A	Able to solve grade level math problems	2.57	239	1.48	0.00	5.00
T8HAC4A	Reliable in turning in assignments	2.63	311	1.76	0.00	5.00
T8HAC5A	Performing academically at grade level	2.63	312	1.76	0.00	5.00
T8HCF1A	Stop and calm down when excited	2.66	304	1.48	0.00	5.00
T8HCF2A	Recognize and label feelings	2.66	305	1.41	0.00	5.00
T8HCF3A	Handle disagreements in a positive way	2.61	309	1.50	0.00	5.00
T8HCF4AR	gets angry when provoked, recoded	2.97	310	1.52	0.00	5.00
T8HCF5AR	easily irritated when troubled by task, recoded	3.21	310	1.41	0.00	5.00
T8HCF6AR	shows physical and verbal aggression, recoded	3.70	312	1.48	0.00	5.00
T8HCF7A	Obey classroom rules and directions	3.37	312	1.49	0.00	5.00
T8HPB1A	Show empathy and compassion	2.75	311	1.31	0.00	5.00
T8HPB2A	Provide help, cooperative w/others	2.94	312	1.33	0.00	5.00
T8HPB3A	Take turns, play fair, follow rules	3.23	311	1.28	0.00	5.00
T8HPB4A	Listen carefully to others	2.75	312	1.29	0.00	5.00
T8HPB5A	Initiate interactions in positive manner	2.79	312	1.34	0.00	5.00

**Means and Standard Deviations for Social Competence Items  
Cohort 1, Year 8, Control Sample  
Frequency of Behavior**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T8HAC1A	Effectively set and work toward goals	1.98	127	1.54	0.00	5.00
T8HAC2A	Able to read grade level and answer ques	2.46	127	1.72	0.00	5.00
T8HAC3A	Able to solve grade level math problems	2.06	89	1.46	0.00	5.00
T8HAC4A	Reliable in turning in assignments	2.20	125	1.75	0.00	5.00
T8HAC5A	Performing academically at grade level	1.98	127	1.74	0.00	5.00
T8HCF1A	Stop and calm down when excited	2.37	126	1.50	0.00	5.00
T8HCF2A	Recognize and label feelings	2.25	126	1.31	0.00	5.00
T8HCF3A	Handle disagreements in a positive way	2.17	127	1.48	0.00	5.00
T8HCF4AR	gets angry when provoked, recoded	2.63	127	1.46	0.00	5.00
T8HCF5AR	easily irritated when troubled by task, recoded	2.93	127	1.49	0.00	5.00
T8HCF6AR	shows physical and verbal aggression, recoded	3.17	127	1.52	0.00	5.00
T8HCF7A	Obey classroom rules and directions	2.79	127	1.44	0.00	5.00
T8HPB1A	Show empathy and compassion	2.31	127	1.33	0.00	5.00
T8HPB2A	Provide help, cooperative w/others	2.56	127	1.38	0.00	5.00
T8HPB3A	Take turns, play fair, follow rules	2.82	127	1.35	0.00	5.00
T8HPB4A	Listen carefully to others	2.39	127	1.13	0.00	5.00
T8HPB5A	Initiate interactions in positive manner	2.57	127	1.29	0.00	5.00

**Means and Standard Deviations for Social Competence Items  
Cohort 1, Year 8, Normative Sample  
Behavior Change**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T8HAC1B	Effectively set and work toward goals	3.34	311	1.06	0.00	6.00
T8HAC2B	Able to read grade level and answer ques	3.52	311	0.87	0.00	6.00
T8HAC3B	Able to solve grade level math problems	3.41	246	0.90	0.00	6.00
T8HAC4B	Reliable in turning in assignments	3.23	311	1.13	0.00	6.00
T8HAC5B	Performing academically at grade level	3.37	312	0.98	0.00	6.00
T8HCF1B	Stop and calm down when excited	3.37	305	1.03	0.00	6.00
T8HCF2B	Recognize and label feelings	3.37	306	0.88	0.00	6.00
T8HCF3B	Handle disagreements in a positive way	3.36	309	1.00	0.00	6.00
T8HCF4B	gets angry when provoked, recoded	3.22	309	0.84	0.00	6.00
T8HCF5B	easily irritated when troubled by task, recoded	3.32	310	0.84	0.00	6.00
T8HCF6B	shows physical and verbal aggression, recoded	3.20	310	0.88	0.00	6.00
T8HCF7B	Obey classroom rules and directions	3.42	312	1.12	0.00	6.00
T8HPB1B	Show empathy and compassion	3.44	311	0.96	0.00	6.00
T8HPB2B	Provide help, cooperative w/others	3.54	312	0.93	1.00	6.00
T8HPB3B	Take turns, play fair, follow rules	3.45	310	0.94	1.00	6.00
T8HPB4B	Listen carefully to others	3.37	312	0.94	0.00	6.00
T8HPB5B	Initiate interactions in positive manner	3.46	312	1.09	0.00	6.00

**Means and Standard Deviations for Social Competence Items  
Cohort 1, Year 8, Control Sample  
Behavior Change**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T8HAC1B	Effectively set and work toward goals	3.38	127	1.04	0.00	6.00
T8HAC2B	Able to read grade level and answer ques	3.52	126	0.92	0.00	6.00
T8HAC3B	Able to solve grade level math problems	3.35	91	0.99	0.00	6.00
T8HAC4B	Reliable in turning in assignments	3.26	125	1.19	0.00	6.00
T8HAC5B	Performing academically at grade level	3.35	127	0.98	0.00	6.00
T8HCF1B	Stop and calm down when excited	3.37	127	1.09	0.00	6.00
T8HCF2B	Recognize and label feelings	3.35	126	0.85	0.00	6.00
T8HCF3B	Handle disagreements in a positive way	3.29	127	0.98	0.00	6.00
T8HCF4B	gets angry when provoked, recoded	3.17	126	0.88	0.00	6.00
T8HCF5B	easily irritated when troubled by task, recoded	3.31	127	0.79	0.00	6.00
T8HCF6B	shows physical and verbal aggression, recoded	3.13	126	1.00	0.00	6.00
T8HCF7B	Obey classroom rules and directions	3.53	127	1.13	0.00	6.00
T8HPB1B	Show empathy and compassion	3.34	127	0.93	0.00	6.00
T8HPB2B	Provide help, cooperative w/others	3.48	127	0.97	1.00	6.00
T8HPB3B	Take turns, play fair, follow rules	3.40	127	0.99	1.00	6.00
T8HPB4B	Listen carefully to others	3.41	127	0.96	1.00	6.00
T8HPB5B	Initiate interactions in positive manner	3.48	127	1.00	1.00	6.00

**Means and Standard Deviations for Social Competence Subscale Scores  
Cohort 1, Year 8, Normative Sample  
Frequency of Behavior**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TSC8PEF	Prosoc + EmReg. Skills - Frequency Responses - Year 8	2.97	312	1.08	0.25	5.00
TSC8EMF	Emotional Reg. Skills - Frequency Responses - Year 8	3.03	310	1.20	0.00	5.00
TSC8ACF	Academic Skills - Frequency Responses - Year 8	2.68	312	1.45	0.00	5.00
TSC8PRF	Prosocial/Comm. Skills - Frequency Responses - Year 8	2.92	312	1.12	0.14	5.00
TSC8TLF	Total of all Variables - Frequency Responses - Year 8	2.88	312	1.09	0.24	5.00

**Means and Standard Deviations for Social Competence Subscale Scores  
Cohort 1, Year 8, Control Sample  
Frequency of Behavior**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TSC8PEF	Prosoc + EmReg. Skills - Frequency Responses-- Year 8	2.58	127	1.08	0.08	5.00
TSC8EMF	Emotional Reg. Skills - Frequency Responses- Year 8	2.65	127	1.22	0.00	5.00
TSC8ACF	Academic Skills - Frequency Responses - Year 8	2.17	127	1.37	0.00	5.00
TSC8PRF	Prosocial/Comm. Skills - Frequency Responses - Year 8	2.53	127	1.11	0.00	5.00
TSC8TLF	Total of all Variables - Frequency Responses - Year 8	2.46	127	1.07	0.24	5.00

**Means and Standard Deviations for Social Competence Subscale Scores  
Cohort 1, Year 8, Normative Sample  
Behavior Change**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TSC8PEC	Prosoc + EmReg. Skills - Change Responses - Year 8	3.38	312	0.75	0.25	5.92
TSC8EMC	Emotional Reg. Skills - Change Responses - Year 8	3.32	310	0.82	0.17	6.00
TSC8ACC	Academic Skills - Change Responses - Year 8	3.36	312	0.76	0.00	5.83
TSC8PRC	Prosocial/Comm. Skills - Change Responses - Year 8	3.45	312	0.82	0.40	6.00
TSC8TLC	Total of all Variables - Change Responses - Year 8	3.37	312	0.72	0.18	5.82

**Means and Standard Deviations for Social Competence Subscale Scores  
Cohort 1, Year 8, Control Sample  
Behavior Change**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TSC8PEC	Prosoc + EmReg. Skills - Change Responses - Year 8	3.36	127	0.73	0.92	5.75
TSC8EMC	Emotional Reg. Skills - Change Responses - Year 8	3.31	127	0.81	0.33	5.67
TSC8ACC	Academic Skills - Change Responses - Year 8	3.37	127	0.75	1.67	5.83
TSC8PRC	Prosocial/Comm. Skills - Change Responses - Year 8	3.42	127	0.82	1.00	6.00
TSC8TLC	Total of all Variables - Change Responses - Year 8	3.36	127	0.69	1.71	5.82

**VII. Item and Subscale Correlations**

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

Pearson Correlation Coefficients, N = 376 Prob >  r  under H0: Rho=0					
	TSC8PRF	TSC8EMF	TSC8ACF	TSC8PEF	TSC8TLF
TSC8PRF Prosocial Behavior - Frequency - Year 8	1.000	0.742	0.637	0.951	0.918
TSC8EMF Emotional Reg. Skills - Frequency - Year 8	0.742	1.000	0.580	0.913	0.868
TSC8ACF Academic Competence – Frequency - Year 8	0.637	0.580	1.000	0.655	0.842
TSC8PEF Prosoc + EmReg. Skills - Frequency - Year 8	0.951	0.913	0.655	1.000	0.959
TSC8TLF Total Score - Frequency - Year 8	0.918	0.868	0.842	0.959	1.000

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

Pearson Correlation Coefficients, N = 376 Prob >  r  under H0: Rho=0					
	TSC8PRC	TSC8EMC	TSC8ACC	TSC8PEC	TSC8TLC
TSC8PRC Prosocial Behavior - Change - Year 8	1.000	0.752 0.000	0.677 0.000	0.917 0.000	0.897 0.000
TSC8EMC Emotional Reg. Skills – Change - Year 8	0.752 0.000	1.000	0.673 0.000	0.948 0.000	0.912 0.000
TSC8ACC Academic Competence - Change - Year 8	0.677 0.000	0.673 0.000	1.000	0.734 0.000	0.874 0.000
TSC8PEC Prosoc + EmReg. Skills - Change - Year 8	0.917 0.000	0.948 0.000	0.734 0.000	1.000	0.970 0.000
TSC8TLC Total Score - Change - Year 8	0.897 0.000	0.912 0.000	0.874 0.000	0.970 0.000	1.000

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

Pearson Correlation Coefficients, N = 276 Prob >  r  under H0: Rho=0									
	T8HAC1A	T8HAC2A	T8HAC3A	T8HAC4A	T8HAC5A	T8HCF1A	T8HCF2A	T8HCF3A	T8HCF4AR
T8HAC1A Effectively set and work toward goals	1.000	0.599 0.000	0.611 0.000	0.786 0.000	0.727 0.000	0.477 0.000	0.579 0.000	0.565 0.000	0.400 0.000
T8HAC2A Able to read grade level and answer ques	0.599 0.000	1.000	0.816 0.000	0.541 0.000	0.818 0.000	0.381 0.000	0.472 0.000	0.458 0.000	0.282 0.000
T8HAC3A Able to solve grade level math problems	0.611 0.000	0.816 0.000	1.000	0.554 0.000	0.813 0.000	0.350 0.000	0.447 0.000	0.450 0.000	0.290 0.000
T8HAC4A Reliable in turning in assignments	0.786 0.000	0.541 0.000	0.554 0.000	1.000	0.687 0.000	0.465 0.000	0.505 0.000	0.553 0.000	0.407 0.000
T8HAC5A Performing academically at grade level	0.727 0.000	0.818 0.000	0.813 0.000	0.687 0.000	1.000	0.408 0.000	0.482 0.000	0.496 0.000	0.390 0.000
T8HCF1A Stop and calm down when excited	0.477 0.000	0.381 0.000	0.350 0.000	0.465 0.000	0.408 0.000	1.000	0.736 0.000	0.788 0.000	0.524 0.000
T8HCF2A Recognize and label feelings	0.579 0.000	0.472 0.000	0.447 0.000	0.505 0.000	0.482 0.000	0.736 0.000	1.000	0.784 0.000	0.447 0.000
T8HCF3A Handle disagreements in a positive way	0.565 0.000	0.458 0.000	0.450 0.000	0.553 0.000	0.496 0.000	0.788 0.000	0.784 0.000	1.000	0.605 0.000
T8HCF4AR Gets angry when provoked, recoded	0.400 0.000	0.282 0.000	0.290 0.000	0.407 0.000	0.390 0.000	0.524 0.000	0.447 0.000	0.605 0.000	1.000
T8HCF5AR Easily irritated when troubled by task, recoded	0.448 0.000	0.390 0.000	0.349 0.000	0.457 0.000	0.428 0.000	0.458 0.000	0.424 0.000	0.493 0.000	0.567 0.000
T8HCF6AR Shows physical and verbal aggression, recoded	0.420 0.000	0.328 0.000	0.314 0.000	0.422 0.000	0.419 0.000	0.570 0.000	0.470 0.000	0.630 0.000	0.722 0.000
T8HCF7A Obey classroom rules and directions	0.619 0.000	0.409 0.000	0.383 0.000	0.631 0.000	0.518 0.000	0.627 0.000	0.570 0.000	0.606 0.000	0.461 0.000
T8HPB1A Show empathy and compassion	0.456 0.000	0.363 0.000	0.349 0.000	0.404 0.000	0.371 0.000	0.606 0.000	0.641 0.000	0.645 0.000	0.369 0.000

Pearson Correlation Coefficients, N = 276 Prob >  r  under H0: Rho=0									
	T8HAC1A	T8HAC2A	T8HAC3A	T8HAC4A	T8HAC5A	T8HCF1A	T8HCF2A	T8HCF3A	T8HCF4AR
T8HPB2A Provide help, cooperative w/others	0.494 0.000	0.401 0.000	0.359 0.000	0.476 0.000	0.419 0.000	0.577 0.000	0.583 0.000	0.626 0.000	0.359 0.000
T8HPB3A Take turns, play fair, follow rules	0.568 0.000	0.414 0.000	0.386 0.000	0.552 0.000	0.480 0.000	0.644 0.000	0.625 0.000	0.696 0.000	0.518 0.000
T8HPB4A Listen carefully to others	0.596 0.000	0.418 0.000	0.406 0.000	0.545 0.000	0.482 0.000	0.618 0.000	0.623 0.000	0.637 0.000	0.444 0.000
T8HPB5A Initiate interactions in positive manner	0.559 0.000	0.380 0.000	0.378 0.000	0.453 0.000	0.420 0.000	0.527 0.000	0.572 0.000	0.633 0.000	0.341 0.000

**Social Competence Scale - Item Correlations  
Combined Normative and Control Sample  
Frequency of Behavior (continued)**

Pearson Correlation Coefficients, N = 276 Prob >  r  under H0: Rho=0								
	T8HCF5AR	T8HCF6AR	T8HCF7A	T8HPB1A	T8HPB2A	T8HPB3A	T8HPB4A	T8HPB5A
T8HAC1A Effectively set and work toward goals	0.448 0.000	0.420 0.000	0.619 0.000	0.456 0.000	0.494 0.000	0.568 0.000	0.596 0.000	0.559 0.000
T8HAC2A Able to read grade level and answer ques	0.390 0.000	0.328 0.000	0.409 0.000	0.363 0.000	0.401 0.000	0.414 0.000	0.418 0.000	0.380 0.000
T8HAC3A Able to solve grade level math problems	0.349 0.000	0.314 0.000	0.383 0.000	0.349 0.000	0.359 0.000	0.386 0.000	0.406 0.000	0.378 0.000
T8HAC4A Reliable in turning in assignments	0.457 0.000	0.422 0.000	0.631 0.000	0.404 0.000	0.476 0.000	0.552 0.000	0.545 0.000	0.453 0.000
T8HAC5A Performing academically at grade level	0.428 0.000	0.419 0.000	0.518 0.000	0.371 0.000	0.419 0.000	0.480 0.000	0.482 0.000	0.420 0.000
T8HCF1A Stop and calm down when excited	0.458 0.000	0.570 0.000	0.627 0.000	0.606 0.000	0.577 0.000	0.644 0.000	0.618 0.000	0.527 0.000
T8HCF2A Recognize and label feelings	0.424 0.000	0.470 0.000	0.570 0.000	0.641 0.000	0.583 0.000	0.625 0.000	0.623 0.000	0.572 0.000
T8HCF3A Handle disagreements in a positive way	0.493 0.000	0.630 0.000	0.606 0.000	0.645 0.000	0.626 0.000	0.696 0.000	0.637 0.000	0.633 0.000
T8HCF4AR Gets angry when provoked, recoded	0.567 0.000	0.722 0.000	0.461 0.000	0.369 0.000	0.359 0.000	0.518 0.000	0.444 0.000	0.341 0.000
T8HCF5AR Easily irritated when troubled by task, recoded	1.000 0.000	0.576 0.000	0.480 0.000	0.326 0.000	0.360 0.000	0.424 0.000	0.464 0.000	0.322 0.000
T8HCF6AR Shows physical and verbal aggression, recoded	0.576 0.000	1.000 0.000	0.575 0.000	0.452 0.000	0.473 0.000	0.560 0.000	0.501 0.000	0.425 0.000
T8HCF7A Obey classroom rules and directions	0.480 0.000	0.575 0.000	1.000 0.000	0.532 0.000	0.595 0.000	0.709 0.000	0.708 0.000	0.559 0.000
T8HPB1A Show empathy and compassion	0.326 0.000	0.452 0.000	0.532 0.000	1.000 0.000	0.728 0.000	0.678 0.000	0.633 0.000	0.654 0.000
T8HPB2A Provide help, cooperative w/others	0.360 0.000	0.473 0.000	0.595 0.000	0.728 0.000	1.000 0.000	0.698 0.000	0.605 0.000	0.700 0.000
T8HPB3A Take turns, play fair, follow rules	0.424 0.000	0.560 0.000	0.709 0.000	0.678 0.000	0.698 0.000	1.000 0.000	0.733 0.000	0.677 0.000



Pearson Correlation Coefficients, N = 276 Prob >  r  under H0: Rho=0								
	T8HCF5AR	T8HCF6AR	T8HCF7A	T8HPB1A	T8HPB2A	T8HPB3A	T8HPB4A	T8HPB5A
T8HPB4A Listen carefully to others	0.464 0.000	0.501 0.000	0.708 0.000	0.633 0.000	0.605 0.000	0.733 0.000	1.000	0.613 0.000
T8HPB5A Initiate interactions in positive manner	0.322 0.000	0.425 0.000	0.559 0.000	0.654 0.000	0.700 0.000	0.677 0.000	0.613 0.000	1.000

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

Pearson Correlation Coefficients, N = 282 Prob >  r  under H0: Rho=0									
	T8HAC1B	T8HAC2B	T8HAC3B	T8HAC4B	T8HAC5B	T8HCF1B	T8HCF2B	T8HCF3B	T8HCF4B
T8HAC1B Effectively set and work toward goals d	1.000	0.545 0.000	0.527 0.000	0.664 0.000	0.735 0.000	0.484 0.000	0.531 0.000	0.531 0.000	0.451 0.000
T8HAC2B Able to read grade level and answer ques	0.545 0.000	1.000	0.671 0.000	0.468 0.000	0.562 0.000	0.439 0.000	0.480 0.000	0.353 0.000	0.378 0.000
T8HAC3B Able to solve grade level math problems	0.527 0.000	0.671 0.000	1.000	0.535 0.000	0.600 0.000	0.396 0.000	0.421 0.000	0.418 0.000	0.324 0.000
T8HAC4B Reliable in turning in assignments	0.664 0.000	0.468 0.000	0.535 0.000	1.000	0.729 0.000	0.402 0.000	0.414 0.000	0.477 0.000	0.404 0.000
T8HAC5B Performing academically at grade level	0.735 0.000	0.562 0.000	0.600 0.000	0.729 0.000	1.000	0.395 0.000	0.428 0.000	0.421 0.000	0.401 0.000
T8HCF1B Stop and calm down when excited	0.484 0.000	0.439 0.000	0.396 0.000	0.402 0.000	0.395 0.000	1.000	0.698 0.000	0.732 0.000	0.617 0.000
T8HCF2B Recognize and label feelings	0.531 0.000	0.480 0.000	0.421 0.000	0.414 0.000	0.428 0.000	0.698 0.000	1.000	0.727 0.000	0.648 0.000
T8HCF3B Handle disagreements in a positive way	0.531 0.000	0.353 0.000	0.418 0.000	0.477 0.000	0.421 0.000	0.732 0.000	0.727 0.000	1.000	0.647 0.000
T8HCF4B Gets angry when provoked, recoded	0.451 0.000	0.378 0.000	0.324 0.000	0.404 0.000	0.401 0.000	0.617 0.000	0.648 0.000	0.647 0.000	1.000
T8HCF5B Easily irritated when troubled by task, recoded	0.512 0.000	0.439 0.000	0.422 0.000	0.427 0.000	0.421 0.000	0.582 0.000	0.541 0.000	0.579 0.000	0.533 0.000
T8HCF6B Shows physical and verbal aggression, recoded	0.455 0.000	0.352 0.000	0.404 0.000	0.397 0.000	0.385 0.000	0.693 0.000	0.681 0.000	0.713 0.000	0.686 0.000
T8HCF7B Obey classroom rules and directions	0.538 0.000	0.451 0.000	0.460 0.000	0.512 0.000	0.472 0.000	0.657 0.000	0.666 0.000	0.642 0.000	0.598 0.000
T8HPB1B Show empathy and compassion	0.478 0.000	0.468 0.000	0.400 0.000	0.463 0.000	0.443 0.000	0.594 0.000	0.597 0.000	0.543 0.000	0.547 0.000
T8HPB2B Provide help, cooperative w/others	0.500 0.000	0.540 0.000	0.477 0.000	0.504 0.000	0.515 0.000	0.501 0.000	0.530 0.000	0.522 0.000	0.525 0.000
T8HPB3B Take turns, play fair, follow rules	0.496 0.000	0.501 0.000	0.386 0.000	0.487 0.000	0.401 0.000	0.494 0.000	0.588 0.000	0.498 0.000	0.558 0.000
T8HPB4B Listen carefully to others	0.482 0.000	0.477 0.000	0.423 0.000	0.462 0.000	0.440 0.000	0.571 0.000	0.611 0.000	0.574 0.000	0.572 0.000
T8HPB5B Initiate interactions in positive manner	0.556 0.000	0.444 0.000	0.492 0.000	0.498 0.000	0.486 0.000	0.561 0.000	0.504 0.000	0.579 0.000	0.534 0.000

**Social Competence Scale - Item Correlations  
Combined Normative and Control Sample  
Behavior Change (continued)**

Pearson Correlation Coefficients, N = 282 Prob >  r  under H0: Rho=0								
	T8HCF5B	T8HCF6B	T8HCF7B	T8HPB1B	T8HPB2B	T8HPB3B	T8HPB4B	T8HPB5B
T8HAC1B Effectively set and work toward goals	0.512 0.000	0.455 0.000	0.538 0.000	0.478 0.000	0.500 0.000	0.496 0.000	0.482 0.000	0.556 0.000
T8HAC2B Able to read grade level and answer ques	0.439 0.000	0.352 0.000	0.451 0.000	0.468 0.000	0.540 0.000	0.501 0.000	0.477 0.000	0.444 0.000
T8HAC3B Able to solve grade level math problems	0.422 0.000	0.404 0.000	0.460 0.000	0.400 0.000	0.477 0.000	0.386 0.000	0.423 0.000	0.492 0.000
T8HAC4B Reliable in turning in assignments	0.427 0.000	0.397 0.000	0.512 0.000	0.463 0.000	0.504 0.000	0.487 0.000	0.462 0.000	0.498 0.000
T8HAC5B Performing academically at grade level	0.421 0.000	0.385 0.000	0.472 0.000	0.443 0.000	0.515 0.000	0.401 0.000	0.440 0.000	0.486 0.000
T8HCF1B Stop and calm down when excited	0.582 0.000	0.693 0.000	0.657 0.000	0.594 0.000	0.501 0.000	0.494 0.000	0.571 0.000	0.561 0.000
T8HCF2B Recognize and label feelings	0.541 0.000	0.681 0.000	0.666 0.000	0.597 0.000	0.530 0.000	0.588 0.000	0.611 0.000	0.504 0.000
T8HCF3B Handle disagreements in a positive way	0.579 0.000	0.713 0.000	0.642 0.000	0.543 0.000	0.522 0.000	0.498 0.000	0.574 0.000	0.579 0.000
T8HCF4B Gets angry when provoked, recoded	0.533 0.000	0.686 0.000	0.598 0.000	0.547 0.000	0.525 0.000	0.558 0.000	0.572 0.000	0.534 0.000
T8HCF5B Easily irritated when troubled by task, recoded	1.000	0.569 0.000	0.603 0.000	0.481 0.000	0.477 0.000	0.438 0.000	0.473 0.000	0.528 0.000
T8HCF6B Shows physical and verbal aggression, recoded	0.569 0.000	1.000	0.647 0.000	0.525 0.000	0.470 0.000	0.506 0.000	0.571 0.000	0.520 0.000
T8HCF7B Obey classroom rules and directions	0.603 0.000	0.647 0.000	1.000	0.603 0.000	0.573 0.000	0.597 0.000	0.607 0.000	0.546 0.000
T8HPB1B Show empathy and compassion	0.481 0.000	0.525 0.000	0.603 0.000	1.000	0.714 0.000	0.690 0.000	0.618 0.000	0.573 0.000
T8HPB2B Provide help, cooperative w/others	0.477 0.000	0.470 0.000	0.573 0.000	0.714 0.000	1.000	0.741 0.000	0.682 0.000	0.652 0.000
T8HPB3B Take turns, play fair, follow rules	0.438 0.000	0.506 0.000	0.597 0.000	0.690 0.000	0.741 0.000	1.000	0.720 0.000	0.617 0.000
T8HPB4B Listen carefully to others	0.473 0.000	0.571 0.000	0.607 0.000	0.618 0.000	0.682 0.000	0.720 0.000	1.000	0.673 0.000
T8HPB5B Initiate interactions in positive manner	0.528 0.000	0.520 0.000	0.546 0.000	0.573 0.000	0.652 0.000	0.617 0.000	0.673 0.000	1.000