

Social Health Profile

Grade 4/Year 5

FAST Track Project Technical Report

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Citation

Instrument

Kellam, S. (1990). Prevention Center Training Manual. Unpublished technical report.

Werthamer, Larsson, L., Kellam, S. & Wheeler, L. (1991). Effect of first-grade classroom on shy behavior, aggressive behavior, and concentration problems. American Journal of Community Psychology, 19, 585-602.

Report

Anne Maumary-Gremaud (2000) Social Health Profile (Grade 4/Year 5) (Technical Report) [Online]
Available: <http://www.fasttrackproject.org/>

Data Sources

Raw: t5f

Scored: shs5

I. Scale Description

On the Social Health Profile form are items comprising two measures. Twenty-six of the behavior rating items are from the TOCA-R, developed by Shep Kellam and his colleagues, reflecting three dimensions of behavioral adjustment to school (Cognitive Concentration, Authority Acceptance, and Social Contact). Nine behavior-rating items were added by CPPRG to assess social competence for the Fast Track Project. In addition, two items on this form request teacher ratings of the degree of peer liking and peer disliking toward each child, and four items ask about specific aspects of adjustment (days absent, substance use, and likelihood of school promotion in the coming year.)

The TOCA-R scales are described in a technical report available from Kellam and his colleagues at Johns Hopkins and in a published study (Werthamer-Larsson, Kellam & Wheeler, 1991). The scales assess attentional skills and academic performance (Cognitive Concentration), aggressive and disruptive behavior (Authority Acceptance), and shyness/social withdrawal (Social Contact).

In addition, nine items were drawn from the Social Competence Scale developed by the CPPRG for Fast Track. Five of these items reflect prosocial behaviors and four represent emotion regulation. The measure is administered in a face-to-face interview with each classroom teacher. Typically, ratings are collected on all children in the classroom.

The measure also contains the following items: Has IEP, Placement outside regular class, Chapter 1 Services, School Counseling, Medication for behavior/attn, Times in this grade, Principal for behavior problems, Suspended for behavior problems, Number of Last 15 Days Absent, Percent of Last 15 Days absent.

II. Report Sample

Primary analyses were conducted on Cohort 1 year 5 normative (n=387) and high risk control samples (n=155, overlap is 79). 47 students were missing the entire measure, 37 in the normative sample and 18 in the control sample. Out of these, 11 were from the Durham site, 11 from Nashville, 10 from Pennstate and 15 from Seattle, 27 were white and 15 were african-american, 22 were girls and 25 were boys.

III. Scaling

A.) TOCA-R Scoring Method

Kellam and colleagues report a 3-factor solution for the TOCA-R. The items loading on each factor are as follows (note that items that require reversed scoring are noted with an R):

Cognitive Concentration: 2R (self-reliant), 4R (works hard), 7R (learns up to ability), 8 (distractible), 9R (concentrates), 14 R (completes assignments), 16 (poor effort), 17R (eager to learn), 20R (stays on task), 22R (pays attention), 32 (mind wanders), 34R (works well alone).

Authority Acceptance: 3 (takes property), 5(yells at others), 6 (fights), 10 (stubborn), 12 (lies), 15 (breaks rules), 19 (teases others), 21 (breaks things), 23 (harms others), 24 (disobedient).

Social Contact: 25R (initiates interactions), 26R (plays with others), 28R (social contact with others), 31 (avoids contact).

B.) Social Competence Items

The items selected from the Social Competence Scale (teacher version) to reflect two dimensions of social competence are as follows:

- Prosocial: 1R (friendly), 13R (helpful), 18R (resolves peer problems), 33R (understands others), 35R (suggests without bossiness);
- Emotional regulation: 11R (controls temper in a disagreement), 27R (appropriate expression of needs/feelings), 29R (thinks before acting), 30R (can calm down).

Although the two aspects of social competence (prosocial and emotional regulation) are separate conceptually, the correlation between the two scales is high (.86 on the normative sample). The two scales should be scored separately only when a strong theoretical rationale supports making this distinction. For most research purposes, these items will be combined to score a single social competence scale.

With a strong conceptual justification, it may be appropriate in some research studies to score smaller groups of items to reflect the narrow-band dimensions of behavior problems identified on other measures. Note that these narrow-band dimensions of behavior problems are comprised of only a few items each and are not supported by the factor analysis of this measure. The possible narrow-band dimensions that could be scored from the measure are:

1. Overt Aggression: 5 (yells), 6 (fights), 19 (teases), 21 (breaks things), 23 (harms others)
2. Oppositional: 10 (stubborn), 15 (breaks rules), 24 (has trouble accepting authority)
3. Covert Antisocial: 3 (takes people's property), 12 (lies)

Finally, the single items 36 and 37 (liking and disliking items) can be used as single items to assess teacher

estimations of peer status.

Reliability coefficients for the scales:

<u>Scale</u>	<u>Normative sample</u>	<u>Control sample</u>
Cognitive concentration	.97	.95
Authority acceptance	.93	.91
Social contact	.88	.87
Overt aggression	.86	.84
Oppositional	.88	.86
Covert antisocial	.73	.74
Prosocial	.87	.85
Emotional regulation	.89	.85
Social competence	.93	.91

IV. Differences Between Groups

T-tests of mean comparisons were conducted between the normative (non-high-risk) and the high-risk control group. The tests were all found significant at the .05 significance level. The students in the control group evidenced higher occurrence of conduct problems and lower social competence skills than the students in the normative sample.

V. Recommendations for Use

The TOCA-R and SHP Social Competence Scales have demonstrated strong internal consistency, and good concurrent and predictive validity. When all children in a classroom are assessed, the measure provides information about classroom group characteristics, as well as child characteristics.

VI. Item and Scale Means and SD's

Normative sample:

Item means:

Variable	Label	N	Mean	Std Dev
T5F1	Friendly	350	3.6514286	1.1598269
T5F2	Self-Reliant	350	3.1000000	1.3472885
T5F3	Takes Others Property	350	0.5885714	0.9881160
T5F4	Works Hard	350	3.0400000	1.3870461
T5F5	Yells at Others	350	1.3314286	1.3259092
T5F6	Fights	348	1.0775862	1.2508270
T5F7	Learns Up to Ability	347	2.9711816	1.4036614
T5F8	Easily Distracted	350	2.3285714	1.5672273
T5F9	Concentrates	350	2.9228571	1.3208892
T5F10	Stubborn	350	1.7742857	1.5653561
T5F11	Controls Temper in Disagreement	350	3.0485714	1.4680692
T5F12	Lies	350	0.9457143	1.2530405
T5F13	Helpful to Others	350	3.1942857	1.2721263
T5F14	Completes Assignments	350	3.2257143	1.5835550
T5F15	Breaks Rules	350	1.4514286	1.3717100
T5F16	Shows Poor Effort	350	1.7714286	1.4812237
T5F17	Eager to Learn	350	3.0800000	1.3368911
T5F18	Resolves Peer Problems Alone	349	2.6160458	1.4147724
T5F19	Teases	350	1.4800000	1.3724260
T5F20	On-Task	350	2.9085714	1.4473316
T5F21	Breaks Things	350	0.3914286	0.7855688

T5F22	Pays Attention	350	3.0457143	1.3190999
T5F23	Harms Others	350	0.5542857	0.9028268
T5F24	Disobedient	350	1.2257143	1.4335007
T5F25	Initiates Interactions	350	3.2457143	1.2263447
T5F26	Plays With Others	350	3.8142857	1.1640860
T5F27	Approp. Needs/Feelings Expression	350	2.9428571	1.3337767
T5F28	Social Contact With Others	350	3.8885714	1.1082580
T5F29	Thinks Before Acting	350	2.8742857	1.3694043
T5F30	Can Calm Down	349	2.9856734	1.3571102
T5F31	Avoids Social Contact	350	0.8428571	0.9817199
T5F32	Mind Wanders	350	2.0285714	1.4220070
T5F33	Understands Others's Feelings	350	2.8171429	1.2303436
T5F34	Works Well Alone	350	2.9914286	1.4091131
T5F35	Suggests w/out Bossiness	350	2.9314286	1.3224470
T5F36	Liked	350	3.4771429	1.2928247
T5F37	Disliked	350	1.1314286	1.1968850

Scale means:

Variable	Label	N	Mean	Std Dev
SHS5CCN	Cognitive Concentration SHP	349	1.9843275	1.2288852
SHS5AAC	Authority Acceptance SHP	349	1.0810570	0.9677517
SHS5SCN	Social Contact SHP	349	1.2206304	0.9695604
SHS50AG	Overt Aggression SHP Narrow Band	349	0.9653295	0.9194427
SHS50PP	Oppositional SHP Narrow Band	349	1.4842407	1.3094691
SHS5CAS	Covert Antisocial SHP Narrow Band	349	0.7650430	1.0010534
SHS5PSC	Prosocial SHP	349	1.9591691	1.0476858
SHS5REG	Emotional Regulation SHP	349	2.0348615	1.1966332
SHS5SCT	Social Competence Total SHP	349	1.9928139	1.0714885

Control sample:

Item means:

Variable	Label	N	Mean	Std Dev
T5F1	Friendly	137	3.2189781	1.2048635
T5F2	Self-Reliant	137	2.5474453	1.2542329
T5F3	Takes Others Property	137	0.9489051	1.0454465
T5F4	Works Hard	137	2.6277372	1.3004937
T5F5	Yells at Others	137	1.9635036	1.4266825
T5F6	Fights	137	1.8540146	1.4273595
T5F7	Learns Up to Ability	137	2.5547445	1.2829178
T5F8	Easily Distracted	137	3.1605839	1.2961117
T5F9	Concentrates	137	2.3722628	1.1376401
T5F10	Stubborn	137	2.6423358	1.4739763
T5F11	Controls Temper in Disagreement	137	2.2408759	1.4477444
T5F12	Lies	137	1.5474453	1.3502222
T5F13	Helpful to Others	137	2.6131387	1.1897119
T5F14	Completes Assignments	137	2.8467153	1.5477237
T5F15	Breaks Rules	137	2.1970803	1.3275332
T5F16	Shows Poor Effort	137	2.2919708	1.3835195
T5F17	Eager to Learn	137	2.6861314	1.2588033
T5F18	Resolves Peer Problems Alone	137	1.9781022	1.2917564

T5F19	Teases	137	2.1167883	1.4197436
T5F20	On-Task	137	2.3065693	1.2459466
T5F21	Breaks Things	137	0.7226277	1.0553082
T5F22	Pays Attention	137	2.5693431	1.1869116
T5F23	Harms Others	137	1.0875912	1.2803633
T5F24	Disobedient	137	2.0000000	1.5339300
T5F25	Initiates Interactions	137	3.1313869	1.1428648
T5F26	Plays With Others	137	3.4452555	1.1240663
T5F27	Approp. Needs/Feelings Expression	137	2.3284672	1.1764196
T5F28	Social Contact With Others	137	3.5985401	1.0534248
T5F29	Thinks Before Acting	137	2.1678832	1.1855090
T5F30	Can Calm Down	137	2.3430657	1.2092654
T5F31	Avoids Social Contact	137	0.9489051	1.0383894
T5F32	Mind Wanders	137	2.5912409	1.2922549
T5F33	Understands Others's Feelings	137	2.1751825	1.2241312
T5F34	Works Well Alone	137	2.4014599	1.4775768
T5F35	Suggests w/out Bossiness	137	2.3941606	1.1717111
T5F36	Liked	137	2.8686131	1.2708121
T5F37	Disliked	137	1.7518248	1.2472383

Scale means:

Variable	Label	N	Mean	Std Dev
SHS5CCN	Cognitive Concentration SHP	138	2.5018116	1.0641178
SHS5AAC	Authority Acceptance SHP	138	1.7028986	1.0009442
SHS5SCN	Social Contact SHP	138	1.4329710	0.9312792
SHS50AG	Overt Aggression SHP Narrow Band	138	1.5434783	1.0314724
SHS50PP	Oppositional SHP Narrow Band	138	2.2753623	1.2729088
SHS5CAS	Covert Antisocial SHP Narrow Band	138	1.2427536	1.0760083
SHS5PSC	Prosocial SHP	138	2.5202899	0.9637336
SHS5REG	Emotional Regulation SHP	138	2.7155797	1.0568650
SHS5SCT	Social Competence Total SHP	138	2.6070853	0.9493014

VII. Scale Correlations

Normative sample:

	SHS5CCN	SHS5AAC	SHS5SCN	SHS50AG	SHS50PP
SHS5CCN	1.00000	0.58660	0.41926	0.51362	0.57542
Cognitive Concentration SHP		<.0001	<.0001	<.0001	<.0001
SHS5AAC	0.58660	1.00000	0.24367	0.95452	0.93512
Authority Acceptance SHP	<.0001		<.0001	<.0001	<.0001
SHS5SCN	0.41926	0.24367	1.00000	0.15044	0.27699
Social Contact SHP	<.0001	<.0001		0.0049	<.0001
SHS50AG	0.51362	0.95452	0.15044	1.00000	0.82579
Overt Aggression SHP Narrow Band	<.0001	<.0001	0.0049		<.0001
SHS50PP	0.57542	0.93512	0.27699	0.82579	1.00000
Oppositional SHP Narrow Band	<.0001	<.0001	<.0001	<.0001	

	SHS5CAS	SHS5PSC	SHS5REG	SHS5SCT
SHS5CCN	0.52747	0.69004	0.72646	0.73543
Cognitive Concentration SHP	<.0001	<.0001	<.0001	<.0001
SHS5AAC	0.80661	0.72936	0.80986	0.79819
Authority Acceptance SHP	<.0001	<.0001	<.0001	<.0001
SHS5SCN	0.28931	0.52831	0.44170	0.50623
Social Contact SHP	<.0001	<.0001	<.0001	<.0001
SHS50AG	0.69702	0.65895	0.75029	0.73037
Overt Aggression SHP Narrow Band	<.0001	<.0001	<.0001	<.0001
SHS50PP	0.66139	0.74350	0.79670	0.79934
Oppositional SHP Narrow Band	<.0001	<.0001	<.0001	<.0001
	SHS5CCN	SHS5AAC	SHS5SCN	SHS50AG
SHS5CAS	0.52747	0.80661	0.28931	0.69702
Covert Antisocial SHP Narrow Band	<.0001	<.0001	<.0001	<.0001
SHS5PSC	0.69004	0.72936	0.52831	0.65895
Prosocial SHP	<.0001	<.0001	<.0001	<.0001
SHS5REG	0.72646	0.80986	0.44170	0.75029
Emotional Regulation SHP	<.0001	<.0001	<.0001	<.0001
SHS5SCT	0.73543	0.79819	0.50623	0.73037
Social Competence Total SHP	<.0001	<.0001	<.0001	<.0001
	SHS5CAS	SHS5PSC	SHS5REG	SHS5SCT
SHS5CAS	1.00000	0.55333	0.62856	0.61258
Covert Antisocial SHP Narrow Band		<.0001	<.0001	<.0001
SHS5PSC	0.55333	1.00000	0.85031	0.96528
Prosocial SHP	<.0001		<.0001	<.0001
SHS5REG	0.62856	0.85031	1.00000	0.95826
Emotional Regulation SHP	<.0001	<.0001		<.0001
SHS5SCT	0.61258	0.96528	0.95826	1.00000
Social Competence Total SHP	<.0001	<.0001	<.0001	

Control sample:

	SHS5CCN	SHS5AAC	SHS5SCN	SHS50AG	SHS50PP
SHS5CCN	1.00000	0.39781	0.31577	0.30024	0.41337
Cognitive Concentration SHP		<.0001	0.0002	0.0003	<.0001
SHS5AAC	0.39781	1.00000	0.21907	0.95686	0.89785
Authority Acceptance SHP	<.0001		0.0098	<.0001	<.0001
SHS5SCN	0.31577	0.21907	1.00000	0.13242	0.24915
Social Contact SHP	0.0002	0.0098		0.1215	0.0032
SHS50AG	0.30024	0.95686	0.13242	1.00000	0.77913
Overt Aggression SHP Narrow Band	0.0003	<.0001	0.1215		<.0001
SHS50PP	0.41337	0.89785	0.24915	0.77913	1.00000
Oppositional SHP Narrow Band	<.0001	<.0001	0.0032	<.0001	
	SHS5CAS	SHS5PSC	SHS5REG	SHS5SCT	
SHS5CCN	0.39725	0.52530	0.59555	0.59095	
Cognitive Concentration SHP	<.0001	<.0001	<.0001	<.0001	
SHS5AAC	0.76483	0.63237	0.77824	0.74174	
Authority Acceptance SHP	<.0001	<.0001	<.0001	<.0001	
SHS5SCN	0.25947	0.48685	0.40738	0.47616	
Social Contact SHP	0.0021	<.0001	<.0001	<.0001	
SHS50AG	0.67144	0.55995	0.70461	0.66446	
Overt Aggression SHP Narrow Band	<.0001	<.0001	<.0001	<.0001	
SHS50PP	0.53439	0.66698	0.76716	0.75577	
Oppositional SHP Narrow Band	<.0001	<.0001	<.0001	<.0001	
	SHS5CCN	SHS5AAC	SHS5SCN	SHS50AG	SHS50PP
SHS5CAS	0.39725	0.76483	0.25947	0.67144	0.53439
Covert Antisocial SHP Narrow Band	<.0001	<.0001	0.0021	<.0001	<.0001
SHS5PSC	0.52530	0.63237	0.48685	0.55995	0.66698
Prosocial SHP	<.0001	<.0001	<.0001	<.0001	<.0001
SHS5REG	0.59555	0.77824	0.40738	0.70461	0.76716
Emotional Regulation SHP	<.0001	<.0001	<.0001	<.0001	<.0001
SHS5SCT	0.59095	0.74174	0.47616	0.66446	0.75577
Social Competence Total SHP	<.0001	<.0001	<.0001	<.0001	<.0001
	SHS5CAS	SHS5PSC	SHS5REG	SHS5SCT	
SHS5CAS	1.00000	0.41579	0.56984	0.51646	
Covert Antisocial SHP Narrow Band		<.0001	<.0001	<.0001	
SHS5PSC	0.41579	1.00000	0.78309	0.95148	
Prosocial SHP	<.0001		<.0001	<.0001	

SHS5REG	0.56984	0.78309	1.00000	0.93647
Emotional Regulation SHP	<.0001	<.0001		<.0001
SHS5SCT	0.51646	0.95148	0.93647	1.00000
Social Competence Total SHP	<.0001	<.0001	<.0001	

Appendix:
(Scoring program removed)