<u>**Social Health Profile**</u>
Grade 5/Year 6

FAST Track Project Technical Report
Anne Maumary-Gremaud
November 2000

<u>**Table of Contents**</u>

<u>**Citation**</u>

Instrument

Kellam, S. (1990). <u>Prevention Center Training Manual.</u> Unpublished technical report.

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

Report

Anne Maumary-Gremaud (2000) <u>Social Health Profile (Grade 5/Year 6)</u> (Technical Report) [Online] Available: http://www.fasttrackproject.org/

<u>**Data Sources**</u>

Raw: t6f

Scored: shs6

I.   <u>Scale Description</u>

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, l991). 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.

II. Report Sample

Primary analyses were conducted on Cohort 1 year 6 normative (n=387) and high risk control samples (n=155, overlap is 79). 57 students were missing the entire measure (12% of the sample), including 48 from the normative sample (12% of the sample) and 18 of the control sample (12% of the sample). The non-respondents included 11 students from the Durham site, 21 from Nashville, 19 from Pennstate and 6 from the Seattle site; 34 white and 20 black students; 25 girls and 32 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:

Scale	Normative sample	Control sample
Cognitive concentration	.97	.94
Authority acceptance	.94	.91

Social contact	.89	.83
Overt aggression	.87	.84
oppositional	.87	.81
Covert antisocial	.78	.73
Prosocial	.89	.84
Emotional regulation	.89	.87
Social competence	.94	.92

IV. <u>Differences Between Groups</u>

T-tests of mean comparisons were conducted between the normative (non-high-risk) and the high-risk control group. All tests were found significant at the .05 significance level. The students in the control group consistently exhibited more behavior problems and less social competence skills than the students in the normative (non-high risk) group.

V. <u>Recommendations for Use</u>

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. <u>Item and Scale Means and SD's</u>

<u>Normative sample</u>:

<u>Item means</u>:

Variable	Label	N	Mean	Std Dev
T6F1	Friendly	339	3.6784661	1.1791492
T6F2	Self-Reliant	339	3.2094395	1.4017421
T6F3	Takes Others Property	338	0.5621302	0.9943390
T6F4	Works Hard	339	3.0530973	1.4069189
T6F5	Yells at Others	339	1.2979351	1.3289099
T6F6	Fights	339	0.9734513	1.2000506
T6F7	Learns Up to Ability	339	2.9793510	1.4644257
T6F8	Easily Distracted	339	2.4188791	1.4334540
T6F9	Concentrates	339	2.9056047	1.3312131
T6F10	Stubborn	339	1.8672566	1.5736613
T6F11	Controls Temper in Disagreement	339	2.9882006	1.5894929
T6F12	Lies	339	1.0058997	1.2871557
T6F13	Helpful to Others	339	3.2005900	1.3103591
T6F14	Completes Assignments	339	3.2890855	1.4952287
T6F15	Breaks Rules	339	1.3923304	1.3018195
T6F16	Shows Poor Effort	339	1.7404130	1.4175113
T6F17	Eager to Learn	339	3.0206490	1.3940442
T6F18	Resolves Peer Problems Alone	339	2.7079646	1.4432956
T6F19	Teases	339	1.5368732	1.3870588
T6F20	On-Task	339	3.0058997	1.3630676
T6F21	Breaks Things	338	0.3816568	0.7464382
T6F22	Pays Attention	339	3.0766962	1.2986177
T6F23	Harms Others	339	0.4985251	0.9081310
T6F24	Disobedient	339	1.2772861	1.4735690
T6F25	Initiates Interactions	339	3.2418879	1.1333633
T6F26	Plays With Others	339	3.7994100	1.1970870
T6F27	Appropr. Needs/Feelings Expression	339	2.9646018	1.3712768
T6F28	Social Contact With Others	339	3.9705015	1.1143298
T6F29	Thinks Before Acting	339	2.9115044	1.3731848

Variable	Label	N	Mean	Std Dev
T6F30	Can Calm Down	339	3.1445428	1.3909230
T6F31	Avoids Social Contact	338	0.8343195	0.9663813
T6F32	Mind Wanders	338	2.0562130	1.2492514
T6F33	Understands Others's Feelings	338	2.8224852	1.3622171
T6F34	Works Well Alone	338	3.1183432	1.4649883
T6F35	Suggests w/out Bossiness	339	2.9292035	1.3849368
T6F36	Liked	339	3.5162242	1.3529070
T6F37	Disliked	339	1.1651917	1.3085396

Scale means:

Variable	Label	N	Mean	Std Dev
SHS6CCN	Cognitive Concentration SHP	336	1.9772051	1.1932722
SHS6AAC	Authority Acceptance SHP	336	1.0897817	0.9817218
SHS6SCN	Social Contact SHP	336	1.2118056	0.9567060
SHS6OAG	Overt Aggression SHP Narrow Band	336	0.9461310	0.9194985
SHS6OPP	Oppositional SHP Narrow Band	336	1.5257937	1.2947128
SHS6CAS	Covert Antisocial SHP Narrow Band	336	0.7931548	1.0364611
SHS6PSC	Prosocial SHP	336	1.9412202	1.1127774
SHS6REG	Emotional Regulation SHP	336	2.0052083	1.2396477
SHS6SCT	Social Competence Total SHP	336	1.9696594	1.1269192

Control sample:

Item means:

Variable	Label	N	Mean	Std Dev
T6F1	Friendly	137	3.3503650	1.1856448
T6F2	Self-Reliant	137	2.5985401	1.2802795
T6F3	Takes Others Property	137	1.0437956	1.1367434
T6F4	Works Hard	137	2.5182482	1.3010301
T6F5	Yells at Others	137	1.9927007	1.3639063
T6F6	Fights	137	1.6058394	1.3792457
T6F7	Learns Up to Ability	136	2.4558824	1.3763486
T6F8	Easily Distracted	137	3.1386861	1.3994877
T6F9	Concentrates	137	2.3941606	1.1841953
T6F10	Stubborn	137	2.6496350	1.4930783
T6F11	Controls Temper in Disagreement	137	2.2919708	1.4098424
T6F12	Lies	137	1.5985401	1.4474107
T6F13	Helpful to Others	137	2.5620438	1.1495607
T6F14	Completes Assignments	137	2.7080292	1.4710969
T6F15	Breaks Rules	137	2.2554745	1.2604224
T6F16	Shows Poor Effort	137	2.3941606	1.3898670
T6F17	Eager to Learn	137	2.5036496	1.3833255
T6F18	Resolves Peer Problems Alone	137	2.0145985	1.3172241
T6F19	Teases	137	2.2408759	1.3694436
T6F20	On-Task	137	2.3503650	1.2041060
T6F21	Breaks Things	136	0.7352941	1.0834464
T6F22	Pays Attention	137	2.3941606	1.1138015
T6F23	Harms Others	137	0.8759124	1.1011041
T6F24	Disobedient	137	2.1386861	1.5203641
T6F25	Initiates Interactions	137	3.0364964	1.0806368
T6F26	Plays With Others	137	3.5401460	1.2066885

T6F27	Appropr. Needs/Feelings Expression	137	2.3941606	1.2739336
T6F28	Social Contact With Others	137	3.8321168	1.2161254
T6F29	Thinks Before Acting	136	2.1911765	1.2323702
T6F30	Can Calm Down	137	2.5036496	1.3291090
T6F31	Avoids Social Contact	136	0.9705882	1.0251733
T6F32	Mind Wanders	137	2.6496350	1.2578649
T6F33	Understands Others's Feelings	137	2.1386861	1.2077110
T6F34	Works Well Alone	137	2.7372263	1.3626859
T6F35	Suggests w/out Bossiness	137	2.2919708	1.1953377
T6F36	Liked	137	2.8905109	1.3809568
T6F37	Disliked	137	1.9051095	1.3497451

Scale means:

Variable	Label	N	Mean	Std Dev
SHS6CCN	Cognitive Concentration SHP	137	2.5429662	1.0199698
SHS6AAC	Authority Acceptance SHP	137	1.7152474	0.9826869
SHS6SCN	Social Contact SHP	137	1.3917275	0.9301792
SHS6OAG	Overt Aggression SHP Narrow Band	137	1.4941606	0.9985111
SHS6OPP	Oppositional SHP Narrow Band	137	2.3479319	1.2132632
SHS6CAS	Covert Antisocial SHP Narrow Band	137	1.3211679	1.1484280
SHS6PSC	Prosocial SHP	137	2.5284672	0.9448739
SHS6REG	Emotional Regulation SHP	137	2.6538929	1.1129938
SHS6SCT	Social Competence Total SHP	137	2.5842457	0.9767870

VII. Item and Scale Correlations

Normative sample:

	SHS6CCN	SHS6AAC	SHS6SCN	SHS6OAG	SHS6OPP
SHS6CCN	1.00000	0.55904	0.40559	0.47670	0.56997
Cognitive Concentration SHP		<.0001	<.0001	<.0001	<.0001
SHS6AAC	0.55904	1.00000	0.26592	0.95955	0.93967
Authority Acceptance SHP	<.0001		<.0001	<.0001	<.0001
SHS6SCN	0.40559	0.26592	1.00000	0.22577	0.25792
Social Contact SHP	<.0001	<.0001		<.0001	<.0001
SHS6OAG	0.47670	0.95955	0.22577	1.00000	0.83987
Overt Aggression SHP Narrow Band	<.0001	<.0001	<.0001		<.0001
SHS6OPP	0.56997	0.93967	0.25792	0.83987	1.00000
Oppositional SHP Narrow Band	<.0001	<.0001	<.0001	<.0001	

	SHS6CAS	SHS6PSC	SHS6REG	SHS6SCT
SHS6CCN	0.52494	0.69431	0.71151	0.72874
Cognitive Concentration SHP	<.0001	<.0001	<.0001	<.0001
SHS6AAC	0.84166	0.73539	0.77829	0.78393
Authority Acceptance SHP	<.0001	<.0001	<.0001	<.0001
SHS6SCN	0.27887	0.53808	0.41820	0.49964
Social Contact SHP	<.0001	<.0001	<.0001	<.0001

SHS6OAG	0.74783	0.69395	0.72880	0.73700
Overt Aggression SHP Narrow Band	<.0001	<.0001	<.0001	<.0001
SHS6OPP	0.70785	0.71744	0.78176	0.77578
Oppositional SHP Narrow Band	<.0001	<.0001	<.0001	<.0001

	SHS6CCN	SHS6AAC	SHS6SCN	SHS6OAG	SHS6OPP
SHS6CAS Covert Antisocial SHP Narrow Band	0.52494 <.0001	0.84166 <.0001	0.27887 <.0001	0.74783 <.0001	0.70785 <.0001
SHS6PSC Prosocial SHP	0.69431 <.0001	0.73539 <.0001	0.53808 <.0001	0.69395 <.0001	0.71744 <.0001
SHS6REG Emotional Regulation SHP	0.71151 <.0001	0.77829 <.0001	0.41820 <.0001	0.72880 <.0001	0.78176 <.0001
SHS6SCT Social Competence Total SHP	0.72874 <.0001	0.78393 <.0001	0.49964 <.0001	0.73700 <.0001	0.77578 <.0001

	SHS6CAS	SHS6PSC	SHS6REG	SHS6SCT
SHS6CAS Covert Antisocial SHP Narrow Band	1.00000	0.60114 <.0001	0.60199 <.0001	0.62409 <.0001
SHS6PSC Prosocial SHP	0.60114 <.0001	1.00000	0.85761 <.0001	0.96787 <.0001
SHS6REG Emotional Regulation SHP	0.60199 <.0001	0.85761 <.0001	1.00000	0.95937 <.0001
SHS6SCT Social Competence Total SHP	0.62409 <.0001	0.96787 <.0001	0.95937 <.0001	1.00000

Control sample:

	SHS6CCN	SHS6AAC	SHS6SCN	SHS6OAG	SHS6OPP
SHS6CCN Cognitive Concentration SHP	1.00000	0.36722 <.0001	0.20493 0.0163	0.29522 0.0005	0.36643 <.0001
SHS6AAC Authority Acceptance SHP	0.36722 <.0001	1.00000	0.26687 0.0016	0.95229 <.0001	0.90087 <.0001
SHS6SCN Social Contact SHP	0.20493 0.0163	0.26687 0.0016	1.00000	0.23101 0.0066	0.22764 0.0075
SHS6OAG Overt Aggression SHP Narrow Band	0.29522 0.0005	0.95229 <.0001	0.23101 0.0066	1.00000	0.78122 <.0001
SHS6OPP Oppositional SHP Narrow Band	0.36643 <.0001	0.90087 <.0001	0.22764 0.0075	0.78122 <.0001	1.00000

	SHS6CAS	SHS6PSC	SHS6REG	SHS6SCT
SHS6CCN Cognitive Concentration SHP	0.35183 <.0001	0.47571 <.0001	0.50954 <.0001	0.51367 <.0001
SHS6AAC Authority Acceptance SHP	0.78320 <.0001	0.69019 <.0001	0.74520 <.0001	0.74830 <.0001
SHS6SCN Social Contact SHP	0.27915 0.0010	0.52334 <.0001	0.35106 <.0001	0.45904 <.0001
SHS6OAG Overt Aggression SHP Narrow Band	0.66659 <.0001	0.67557 <.0001	0.71201 <.0001	0.72360 <.0001
SHS6OPP Oppositional SHP Narrow Band	0.57094 <.0001	0.62094 <.0001	0.72087 <.0001	0.69880 <.0001

	SHS6CCN	SHS6AAC	SHS6SCN	SHS6OAG	SHS6OPP
SHS6CAS Covert Antisocial SHP Narrow Band	0.35183 <.0001	0.78320 <.0001	0.27915 0.0010	0.66659 <.0001	0.57094 <.0001
SHS6PSC Prosocial SHP	0.47571 <.0001	0.69019 <.0001	0.52334 <.0001	0.67557 <.0001	0.62094 <.0001
SHS6REG Emotional Regulation SHP	0.50954 <.0001	0.74520 <.0001	0.35106 <.0001	0.71201 <.0001	0.72087 <.0001
SHS6SCT Social Competence Total SHP	0.51367 <.0001	0.74830 <.0001	0.45904 <.0001	0.72360 <.0001	0.69880 <.0001

	SHS6CAS	SHS6PSC	SHS6REG	SHS6SCT
SHS6CAS Covert Antisocial SHP Narrow Band	1.00000	0.50311 <.0001	0.50059 <.0001	0.52389 <.0001
SHS6PSC Prosocial SHP	0.50311 <.0001	1.00000	0.83547 <.0001	0.96050 <.0001
SHS6REG Emotional Regulation SHP	0.50059 <.0001	0.83547 <.0001	1.00000	0.95540 <.0001
SHS6SCT Social Competence Total SHP	0.52389 <.0001	0.96050 <.0001	0.95540 <.0001	1.00000

Appendix:
(Scoring program removed)