Teacher Social Competence Scale
Grade 8 /Year 9

Fast Track Project Technical Report
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January 16, 2003

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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 8 /Year 9* (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: T9H

Scored: TSC9

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 9. 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, 123 are missing all responses,

including 90 from the normative group (10 from Durham, 21 from Washington, 14 from Pennsylvania, and 45 from Nashville), and 33 from the control group (3 from Durham, 17 from Nashville, 7 from Pennsylvania, and 6 from Washington), with overlap between the normative and control groups. None of these measures was used in the analyses.

III. <u>Scaling</u>

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
Prosocial Skills Subscale	0.94	0.92
Emotional Regulation Skills Subscale	0.90	0.87
Academic Skills Subscale	0.93	0.88
Prosocial/Emotional Reg. Subscales Combined	0.95	0.93
Social Competence Scale –Total	0.96	0.93

Behavior Change

	Normative Sample	Control Sample
Prosocial Skills Subscale	0.92	0.86
Emotional Regulation Skills Subscale	0.92	0.91
Academic Skills Subscale	0.91	0.88
Prosocial/Emotional Reg. Subscales Combined	0.95	0.94
Social Competence Scale –Total	0.96	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			
Prosocial Skills Subscale	3.12	1.14	2.48	1.01	360	-5.23	<.0001
Emotional Regulation Skills Subscale	3.19	1.20	2.58	1.05	359	-4.70	<.0001
Academic Skills Subscale	2.91	1.39	2.34	1.25	359	-3.85	0.0001
Prosocial/Emotional Reg. Subscales Combined	3.15	1.08	2.53	0.95	360	-5.37	<.0001
Social Competence Scale Total	3.07	1.08	2.47	0.93	360	-5.25	<.0001

Behavior Change

	Normative Sample		Control Sample		DF	t Value	Pr > |t|
	Mean	SD	Mean	SD			
Prosocial Skills Subscale	3.34	0.86	3.30	0.75	359	-0.49	0.6226
Emotional Regulation Skills Subscale	3.34	0.88	3.22	0.86	359	-1.30	0.1958
Academic Skills Subscale	3.40	0.86	3.29	0.77	359	-1.21	0.2259
Prosocial/Emotional Reg. Subscales Combined	3.34	0.82	3.25	0.76	359	-1.06	0.2888
Social Competence Scale Total	3.36	0.80	3.27	0.71	359	-1.16	0.2482

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 9, Normative Sample
Frequency of Behavior

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T9HAC1A	Effectively set and work toward goals	2.47	297	1.45	0.00	5.00
T9HAC2A	Able to read grade level and answer ques	3.10	296	1.52	0.00	5.00
T9HAC3A	Able to solve grade level math problems	2.84	221	1.52	0.00	5.00
T9HAC4A	Reliable in turning in assignments	2.75	296	1.67	0.00	5.00
T9HAC5A	Performing academically at grade level	2.71	296	1.67	0.00	5.00
T9HCF1A	Stop and calm down when excited	2.78	289	1.51	0.00	5.00
T9HCF2A	Recognize and label feelings	2.76	290	1.37	0.00	5.00
T9HCF3A	Handle disagreements in a positive way	2.66	292	1.48	0.00	5.00
T9HCF4AR	Gets angry when provoked, recoded	2.96	296	1.45	0.00	5.00
T9HCF5AR	Easily irritated when troubled by task, recoded	3.12	295	1.36	0.00	5.00
T9HCF6AR	Shows physical and verbal aggression, recoded	3.67	297	1.36	0.00	5.00
T9HCF7A	Obey classroom rules and directions	3.45	297	1.44	0.00	5.00
T9HPB1A	Show empathy and compassion	2.71	297	1.36	0.00	5.00
T9HPB2A	Provide help, cooperative w/others	3.05	296	1.33	0.00	5.00
T9HPB3A	Take turns, play fair, follow rules	3.32	296	1.26	0.00	5.00
T9HPB4A	Listen carefully to others	2.80	295	1.35	0.00	5.00
T9HPB5A	Initiate interactions in positive manner	2.80	297	1.31	0.00	5.00

Means and Standard Deviations for Social Competence Items
Cohort 1, Year 9, Control Sample
Frequency of Behavior

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T9HAC1A	Effectively set and work toward goals	2.11	122	1.28	0.00	5.00
T9HAC2A	Able to read grade level and answer ques	2.74	122	1.45	0.00	5.00
T9HAC3A	Able to solve grade level math problems	2.48	97	1.46	0.00	5.00
T9HAC4A	Reliable in turning in assignments	2.11	122	1.62	0.00	5.00
T9HAC5A	Performing academically at grade level	2.20	122	1.62	0.00	5.00
T9HCF1A	Stop and calm down when excited	2.31	121	1.37	0.00	5.00
T9HCF2A	Recognize and label feelings	2.31	119	1.21	0.00	5.00
T9HCF3A	Handle disagreements in a positive way	2.09	120	1.27	0.00	5.00
T9HCF4AR	Gets angry when provoked, recoded	2.50	121	1.29	0.00	5.00
T9HCF5AR	Easily irritated when troubled by task, recoded	2.81	121	1.31	0.00	5.00
T9HCF6AR	Shows physical and verbal aggression, recoded	3.21	122	1.22	0.00	5.00
T9HCF7A	Obey classroom rules and directions	2.81	122	1.40	0.00	5.00
T9HPB1A	Show empathy and compassion	2.25	122	1.29	0.00	5.00
T9HPB2A	Provide help, cooperative w/others	2.54	121	1.24	0.00	5.00
T9HPB3A	Take turns, play fair, follow rules	2.69	121	1.24	0.00	5.00
T9HPB4A	Listen carefully to others	2.37	122	1.10	0.00	5.00
T9HPB5A	Initiate interactions in positive manner	2.43	122	1.15	0.00	5.00

Means and Standard Deviations for Social Competence Items
Cohort 1, Year 9, Normative Sample
Behavior Change

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T9HAC1B	Effectively set and work toward goals	3.40	297	1.10	0.00	6.00
T9HAC2B	Able to read grade level and answer ques	3.49	296	0.93	0.00	6.00
T9HAC3B	Able to solve grade level math problems	3.48	226	0.96	0.00	6.00
T9HAC4B	Reliable in turning in assignments	3.27	297	1.27	0.00	6.00
T9HAC5B	Performing academically at grade level	3.37	297	1.12	0.00	6.00
T9HCF1B	Stop and calm down when excited	3.35	289	1.07	0.00	6.00
T9HCF2B	Recognize and label feelings	3.32	292	0.96	0.00	6.00
T9HCF3B	Handle disagreements in a positive way	3.41	293	1.12	0.00	6.00
T9HCF4B	gets angry when provoked, recoded	3.33	296	0.97	0.00	6.00
T9HCF5B	easily irritated when troubled by task, recoded	3.36	296	0.94	0.00	6.00
T9HCF6B	shows physical and verbal aggression, recoded	3.26	296	1.00	0.00	6.00
T9HCF7B	Obey classroom rules and directions	3.32	297	1.20	0.00	6.00
T9HPB1B	Show empathy and compassion	3.29	297	0.92	0.00	6.00
T9HPB2B	Provide help, cooperative w/others	3.41	296	0.97	0.00	6.00
T9HPB3B	Take turns, play fair, follow rules	3.34	296	0.90	1.00	6.00
T9HPB4B	Listen carefully to others	3.29	295	1.02	0.00	6.00
T9HPB5B	Initiate interactions in positive manner	3.38	297	1.06	0.00	6.00

Means and Standard Deviations for Social Competence Items
Cohort 1, Year 9, Control Sample
Behavior Change

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T9HAC1B	Effectively set and work toward goals	3.31	121	1.06	0.00	6.00
T9HAC2B	Able to read grade level and answer ques	3.51	121	0.89	1.00	6.00
T9HAC3B	Able to solve grade level math problems	3.36	95	0.98	0.00	6.00
T9HAC4B	Reliable in turning in assignments	3.12	121	1.20	0.00	6.00
T9HAC5B	Performing academically at grade level	3.26	121	1.05	0.00	6.00
T9HCF1B	Stop and calm down when excited	3.18	120	1.12	0.00	6.00
T9HCF2B	Recognize and label feelings	3.27	118	0.87	1.00	6.00
T9HCF3B	Handle disagreements in a positive way	3.31	118	1.00	0.00	6.00
T9HCF4B	gets angry when provoked, recoded	3.19	118	0.95	1.00	6.00
T9HCF5B	easily irritated when troubled by task, recoded	3.20	120	0.86	1.00	6.00
T9HCF6B	shows physical and verbal aggression, recoded	3.11	121	1.07	0.00	6.00
T9HCF7B	Obey classroom rules and directions	3.25	120	1.17	0.00	6.00
T9HPB1B	Show empathy and compassion	3.30	121	0.93	1.00	6.00
T9HPB2B	Provide help, cooperative w/others	3.39	120	0.94	1.00	6.00
T9HPB3B	Take turns, play fair, follow rules	3.37	119	0.96	1.00	6.00
T9HPB4B	Listen carefully to others	3.17	120	0.91	1.00	6.00
T9HPB5B	Initiate interactions in positive manner	3.29	121	0.98	0.00	6.00

Means and Standard Deviations for Social Competence Subscale Scores
Cohort 1, Year 9, Normative Sample
Frequency of Behavior

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TSC9PEF	Prosoc + EmReg. Skills - Frequency Responses - Year 9	3.01	297	1.08	0.42	5.00
TSC9EMF	Emotional Reg. Skills - Frequency Responses - Year 9	3.05	296	1.21	0.00	5.00
TSC9ACF	Academic Skills - Frequency Responses - Year 9	2.78	296	1.39	0.00	5.00
TSC9PRF	Prosocial/Comm. Skills - Frequency Responses - Year 9	2.98	297	1.14	0.14	5.00
TSC9TLF	Total of all Variables - Frequency Responses - Year 9	2.94	297	1.09	0.29	5.00

Means and Standard Deviations for Social Competence Subscale Scores
Cohort 1, Year 9, Control Sample
Frequency of Behavior

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TSC9PEF	Prosoc + EmReg. Skills - Frequency Responses—Year 9	2.53	122	0.95	0.42	4.92
TSC9EMF	Emotional Reg. Skills - Frequency Responses- Year 9	2.58	121	1.05	0.00	5.00
TSC9ACF	Academic Skills - Frequency Responses - Year 9	2.34	122	1.25	0.00	5.00
TSC9PRF	Prosocial/Comm. Skills - Frequency Responses - Year 9	2.48	122	1.01	0.71	5.00
TSC9TLF	Total of all Variables - Frequency Responses - Year 9	2.47	122	0.93	0.71	4.94

Means and Standard Deviations for Social Competence Subscale Scores
Cohort 1, Year 9, Normative Sample
Behavior Change

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TSC9PEC	Prosoc + EmReg. Skills - Change Responses - Year 9	3.34	297	0.82	0.42	6.00
TSC9EMC	Emotional Reg. Skills - Change Responses - Year 9	3.33	297	0.89	0.33	6.00
TSC9ACC	Academic Skills - Change Responses - Year 9	3.39	297	0.87	0.33	6.00
TSC9PRC	Prosocial/Comm. Skills - Change Responses - Year 9	3.34	297	0.85	0.40	6.00
TSC9TLC	Total of all Variables - Change Responses - Year 9	3.35	297	0.80	0.81	6.00

Means and Standard Deviations for Social Competence Subscale Scores
Cohort 1, Year 9, Control Sample
Behavior Change

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TSC9PEC	Prosoc + EmReg. Skills - Change Responses - Year 9	3.25	121	0.76	1.08	5.75
TSC9EMC	Emotional Reg. Skills - Change Responses - Year 9	3.22	121	0.86	1.00	6.00
TSC9ACC	Academic Skills - Change Responses - Year 9	3.29	121	0.77	1.00	6.00
TSC9PRC	Prosocial/Comm. Skills - Change Responses - Year 9	3.30	121	0.75	1.00	5.60
TSC9TLC	Total of all Variables - Change Responses - Year 9	3.27	121	0.71	1.59	5.82

VII.   Item and Subscale Correlations

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

Pearson Correlation Coefficients, N = 360 Prob > |r| under H0: Rho=0					
	TSC9PRF	TSC9EMF	TSC9ACF	TSC9PEF	TSC9TLF
TSC9PRF Prosocial Behavior - Frequency - Year 9	1.000	0.725 0.000	0.673 0.000	0.950 0.000	0.925 0.000
TSC9EMF Emotional Reg. Skills - Frequency - Year 9	0.725 0.000	1.000	0.578 0.000	0.904 0.000	0.857 0.000
TSC9ACF Academic Competence - Frequency - Year 9	0.673 0.000	0.578 0.000	1.000	0.679 0.000	0.851 0.000
TSC9PEF Prosoc + EmReg. Skills - Frequency - Year 9	0.950 0.000	0.904 0.000	0.679 0.000	1.000	0.963 0.000
TSC9TLF Total Score - Frequency - Year 9	0.925 0.000	0.857 0.000	0.851 0.000	0.963 0.000	1.000

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

Pearson Correlation Coefficients, N = 361 Prob > |r| under H0: Rho=0					
	TSC9PRC	TSC9EMC	TSC9ACC	TSC9PEC	TSC9TLC
TSC9PRC Prosocial Behavior - Change - Year 9	1.000	0.802 0.000	0.725 0.000	0.934 0.000	0.919 0.000
TSC9EMC Emotional Reg. Skills - Change - Year 9	0.802 0.000	1.000	0.683 0.000	0.959 0.000	0.919 0.000
TSC9ACC Academic Competence - Change - Year 9	0.725 0.000	0.683 0.000	1.000	0.749 0.000	0.885 0.000
TSC9PEC Prosoc + EmReg. Skills - Change - Year 9	0.934 0.000	0.959 0.000	0.749 0.000	1.000	0.970 0.000
TSC9TLC Total Score - Change - Year 9	0.919 0.000	0.919 0.000	0.885 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 = 260 Prob > |r| under H0: Rho=0									
	T9HAC1A	T9HAC2A	T9HAC3A	T9HAC4A	T9HAC5A	T9HCF1A	T9HCF2A	T9HCF3A	T9HCF4AR
T9HAC1A Effectively set and work toward goals	1.000	0.636 0.000	0.625 0.000	0.810 0.000	0.743 0.000	0.550 0.000	0.691 0.000	0.605 0.000	0.363 0.000
T9HAC2A Able to read grade level and answer ques	0.636 0.000	1.000	0.832 0.000	0.593 0.000	0.830 0.000	0.387 0.000	0.514 0.000	0.477 0.000	0.301 0.000
T9HAC3A Able to solve grade level math problems	0.625 0.000	0.832 0.000	1.000	0.556 0.000	0.810 0.000	0.351 0.000	0.446 0.000	0.435 0.000	0.266 0.000
T9HAC4A Reliable in turning in assignments	0.810 0.000	0.593 0.000	0.556 0.000	1.000	0.700 0.000	0.550 0.000	0.634 0.000	0.637 0.000	0.384 0.000
T9HAC5A Performing academically at grade level	0.743 0.000	0.830 0.000	0.810 0.000	0.700 0.000	1.000	0.473 0.000	0.563 0.000	0.571 0.000	0.346 0.000
T9HCF1A Stop and calm down when excited	0.550 0.000	0.387 0.000	0.351 0.000	0.550 0.000	0.473 0.000	1.000	0.725 0.000	0.756 0.000	0.586 0.000
T9HCF2A Recognize and label feelings	0.691 0.000	0.514 0.000	0.446 0.000	0.634 0.000	0.563 0.000	0.725 0.000	1.000	0.785 0.000	0.518 0.000
T9HCF3A Handle disagreements in a positive way	0.605 0.000	0.477 0.000	0.435 0.000	0.637 0.000	0.571 0.000	0.756 0.000	0.785 0.000	1.000	0.674 0.000
T9HCF4AR Gets angry when provoked, recoded	0.363 0.000	0.301 0.000	0.266 0.000	0.384 0.000	0.346 0.000	0.586 0.000	0.518 0.000	0.674 0.000	1.000
T9HCF5AR Easily irritated when troubled by task, recoded	0.445 0.000	0.339 0.000	0.335 0.000	0.425 0.000	0.395 0.000	0.503 0.000	0.466 0.000	0.553 0.000	0.615 0.000
T9HCF6AR Shows physical and verbal aggression, recoded	0.418 0.000	0.288 0.000	0.244 0.000	0.410 0.000	0.357 0.000	0.630 0.000	0.590 0.000	0.705 0.000	0.721 0.000
T9HCF7A Obey classroom rules and directions	0.618 0.000	0.421 0.000	0.427 0.000	0.656 0.000	0.496 0.000	0.592 0.000	0.633 0.000	0.686 0.000	0.391 0.000

Pearson Correlation Coefficients, N = 260 Prob > |r| under H0: Rho=0									
	T9HAC1A	T9HAC2A	T9HAC3A	T9HAC4A	T9HAC5A	T9HCF1A	T9HCF2A	T9HCF3A	T9HCF4AR
T9HPB1A Show empathy and compassion	0.570 0.000	0.388 0.000	0.350 0.000	0.582 0.000	0.471 0.000	0.593 0.000	0.736 0.000	0.662 0.000	0.364 0.000
T9HPB2A Provide help, cooperative w/others	0.636 0.000	0.453 0.000	0.405 0.000	0.614 0.000	0.487 0.000	0.592 0.000	0.697 0.000	0.699 0.000	0.418 0.000
T9HPB3A Take turns, play fair, follow rules	0.637 0.000	0.441 0.000	0.413 0.000	0.647 0.000	0.492 0.000	0.655 0.000	0.712 0.000	0.744 0.000	0.481 0.000
T9HPB4A Listen carefully to others	0.676 0.000	0.491 0.000	0.468 0.000	0.665 0.000	0.529 0.000	0.637 0.000	0.734 0.000	0.701 0.000	0.420 0.000
T9HPB5A Initiate interactions in positive manner	0.585 0.000	0.458 0.000	0.419 0.000	0.590 0.000	0.521 0.000	0.543 0.000	0.685 0.000	0.617 0.000	0.369 0.000

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

Pearson Correlation Coefficients, N = 260 Prob > |r| under H0: Rho=0								
	T9HCF5AR	T9HCF6AR	T9HCF7A	T9HPB1A	T9HPB2A	T9HPB3A	T9HPB4A	T9HPB5A
T9HAC1A Effectively set and work toward goals	0.445 0.000	0.418 0.000	0.618 0.000	0.570 0.000	0.636 0.000	0.637 0.000	0.676 0.000	0.585 0.000
T9HAC2A Able to read grade level and answer ques	0.339 0.000	0.288 0.000	0.421 0.000	0.388 0.000	0.453 0.000	0.441 0.000	0.491 0.000	0.458 0.000
T9HAC3A Able to solve grade level math problems	0.335 0.000	0.244 0.000	0.427 0.000	0.350 0.000	0.405 0.000	0.413 0.000	0.468 0.000	0.419 0.000
T9HAC4A Reliable in turning in assignments	0.425 0.000	0.410 0.000	0.656 0.000	0.582 0.000	0.614 0.000	0.647 0.000	0.665 0.000	0.590 0.000
T9HAC5A Performing academically at grade level	0.395 0.000	0.357 0.000	0.496 0.000	0.471 0.000	0.487 0.000	0.492 0.000	0.529 0.000	0.521 0.000
T9HCF1A Stop and calm down when excited	0.503 0.000	0.630 0.000	0.592 0.000	0.593 0.000	0.592 0.000	0.655 0.000	0.637 0.000	0.543 0.000
T9HCF2A Recognize and label feelings	0.466 0.000	0.590 0.000	0.633 0.000	0.736 0.000	0.697 0.000	0.712 0.000	0.734 0.000	0.685 0.000
T9HCF3A Handle disagreements in a positive way	0.553 0.000	0.705 0.000	0.686 0.000	0.662 0.000	0.699 0.000	0.744 0.000	0.701 0.000	0.617 0.000
T9HCF4AR Gets angry when provoked, recoded	0.615 0.000	0.721 0.000	0.391 0.000	0.364 0.000	0.418 0.000	0.481 0.000	0.420 0.000	0.369 0.000
T9HCF5AR Easily irritated when troubled by task, recoded	1.000 	0.526 0.000	0.394 0.000	0.329 0.000	0.409 0.000	0.477 0.000	0.466 0.000	0.394 0.000
T9HCF6AR Shows physical and verbal aggression, recoded	0.526 0.000	1.000 	0.461 0.000	0.494 0.000	0.476 0.000	0.563 0.000	0.539 0.000	0.407 0.000
T9HCF7A Obey classroom rules and directions	0.394 0.000	0.461 0.000	1.000 	0.605 0.000	0.615 0.000	0.706 0.000	0.682 0.000	0.533 0.000
T9HPB1A Show empathy and compassion	0.329 0.000	0.494 0.000	0.605 0.000	1.000 	0.774 0.000	0.725 0.000	0.731 0.000	0.640 0.000
T9HPB2A Provide help, cooperative w/others	0.409 0.000	0.476 0.000	0.615 0.000	0.774 0.000	1.000 	0.776 0.000	0.715 0.000	0.693 0.000
T9HPB3A Take turns, play fair, follow rules	0.477 0.000	0.563 0.000	0.706 0.000	0.725 0.000	0.776 0.000	1.000 	0.770 0.000	0.642 0.000

	T9HCF5AR	T9HCF6AR	T9HCF7A	T9HPB1A	T9HPB2A	T9HPB3A	T9HPB4A	T9HPB5A
Pearson Correlation Coefficients, N = 260								
Prob > |r| under H0: Rho=0								
T9HPB4A Listen carefully to others	0.466 0.000	0.539 0.000	0.682 0.000	0.731 0.000	0.715 0.000	0.770 0.000	1.000	0.675 0.000
T9HPB5A Initiate interactions in positive manner	0.394 0.000	0.407 0.000	0.533 0.000	0.640 0.000	0.693 0.000	0.642 0.000	0.675 0.000	1.000

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

	T9HAC1B	T9HAC2B	T9HAC3B	T9HAC4B	T9HAC5B	T9HCF1B	T9HCF2B	T9HCF3B	T9HCF4B
Pearson Correlation Coefficients, N = 264									
Prob > |r| under H0: Rho=0									
T9HAC1B Effectively set and work toward goals	1.000	0.619 0.000	0.600 0.000	0.730 0.000	0.706 0.000	0.564 0.000	0.583 0.000	0.566 0.000	0.478 0.000
T9HAC2B Able to read grade level and answer ques	0.619 0.000	1.000	0.676 0.000	0.519 0.000	0.622 0.000	0.484 0.000	0.508 0.000	0.502 0.000	0.403 0.000
T9HAC3B Able to solve grade level math problems	0.600 0.000	0.676 0.000	1.000	0.579 0.000	0.660 0.000	0.411 0.000	0.450 0.000	0.425 0.000	0.407 0.000
T9HAC4B Reliable in turning in assignments	0.730 0.000	0.519 0.000	0.579 0.000	1.000	0.766 0.000	0.531 0.000	0.511 0.000	0.508 0.000	0.393 0.000
T9HAC5B Performing academically at grade level	0.706 0.000	0.622 0.000	0.660 0.000	0.766 0.000	1.000	0.474 0.000	0.450 0.000	0.443 0.000	0.391 0.000
T9HCF1B Stop and calm down when excited	0.564 0.000	0.484 0.000	0.411 0.000	0.531 0.000	0.474 0.000	1.000	0.666 0.000	0.779 0.000	0.665 0.000
T9HCF2B Recognize and label feelings	0.583 0.000	0.508 0.000	0.450 0.000	0.511 0.000	0.450 0.000	0.666 0.000	1.000	0.733 0.000	0.562 0.000
T9HCF3B Handle disagreements in a positive way	0.566 0.000	0.502 0.000	0.425 0.000	0.508 0.000	0.443 0.000	0.779 0.000	0.733 0.000	1.000	0.709 0.000
T9HCF4B Gets angry when provoked, recoded	0.478 0.000	0.403 0.000	0.407 0.000	0.393 0.000	0.391 0.000	0.665 0.000	0.562 0.000	0.709 0.000	1.000
T9HCF5B Easily irritated when troubled by task, recoded	0.547 0.000	0.511 0.000	0.500 0.000	0.481 0.000	0.473 0.000	0.627 0.000	0.552 0.000	0.660 0.000	0.686 0.000
T9HCF6B Shows physical and verbal aggression, recoded	0.468 0.000	0.333 0.000	0.325 0.000	0.462 0.000	0.340 0.000	0.743 0.000	0.607 0.000	0.742 0.000	0.684 0.000
T9HCF7B Obey classroom rules and directions	0.600 0.000	0.599 0.000	0.445 0.000	0.530 0.000	0.496 0.000	0.640 0.000	0.576 0.000	0.669 0.000	0.546 0.000
T9HPB1B Show empathy and compassion	0.520 0.000	0.537 0.000	0.460 0.000	0.454 0.000	0.438 0.000	0.564 0.000	0.585 0.000	0.587 0.000	0.545 0.000
T9HPB2B Provide help, cooperative w/others	0.532 0.000	0.571 0.000	0.523 0.000	0.512 0.000	0.482 0.000	0.551 0.000	0.525 0.000	0.606 0.000	0.494 0.000
T9HPB3B Take turns, play fair, follow rules	0.535 0.000	0.547 0.000	0.468 0.000	0.511 0.000	0.475 0.000	0.604 0.000	0.562 0.000	0.593 0.000	0.550 0.000
T9HPB4B Listen carefully to others	0.580 0.000	0.564 0.000	0.483 0.000	0.484 0.000	0.488 0.000	0.604 0.000	0.559 0.000	0.614 0.000	0.585 0.000
T9HPB5B Initiate interactions in positive manner	0.593 0.000	0.504 0.000	0.466 0.000	0.547 0.000	0.544 0.000	0.646 0.000	0.607 0.000	0.704 0.000	0.634 0.000

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

	T9HCF5B	T9HCF6B	T9HCF7B	T9HPB1B	T9HPB2B	T9HPB3B	T9HPB4B	T9HPB5B
Pearson Correlation Coefficients, N = 264								
Prob > |r| under H0: Rho=0								
T9HAC1B Effectively set and work toward goals	0.547 0.000	0.468 0.000	0.600 0.000	0.520 0.000	0.532 0.000	0.535 0.000	0.580 0.000	0.593 0.000
T9HAC2B Able to read grade level and answer ques	0.511 0.000	0.333 0.000	0.599 0.000	0.537 0.000	0.571 0.000	0.547 0.000	0.564 0.000	0.504 0.000
T9HAC3B Able to solve grade level math problems	0.500 0.000	0.325 0.000	0.445 0.000	0.460 0.000	0.523 0.000	0.468 0.000	0.483 0.000	0.466 0.000
T9HAC4B Reliable in turning in assignments	0.481 0.000	0.462 0.000	0.530 0.000	0.454 0.000	0.512 0.000	0.511 0.000	0.484 0.000	0.547 0.000
T9HAC5B Performing academically at grade level	0.473 0.000	0.340 0.000	0.496 0.000	0.438 0.000	0.482 0.000	0.475 0.000	0.488 0.000	0.544 0.000
T9HCF1B Stop and calm down when excited	0.627 0.000	0.743 0.000	0.640 0.000	0.564 0.000	0.551 0.000	0.604 0.000	0.604 0.000	0.646 0.000
T9HCF2B Recognize and label feelings	0.552 0.000	0.607 0.000	0.576 0.000	0.585 0.000	0.525 0.000	0.562 0.000	0.559 0.000	0.607 0.000
T9HCF3B Handle disagreements in a positive way	0.660 0.000	0.742 0.000	0.669 0.000	0.587 0.000	0.606 0.000	0.593 0.000	0.614 0.000	0.704 0.000
T9HCF4B Gets angry when provoked, recoded	0.686 0.000	0.684 0.000	0.546 0.000	0.545 0.000	0.494 0.000	0.550 0.000	0.585 0.000	0.634 0.000
T9HCF5B Easily irritated when troubled by task, recoded	1.000	0.613 0.000	0.617 0.000	0.538 0.000	0.627 0.000	0.704 0.000	0.633 0.000	0.659 0.000
T9HCF6B Shows physical and verbal aggression, recoded	0.613 0.000	1.000	0.628 0.000	0.522 0.000	0.502 0.000	0.548 0.000	0.513 0.000	0.550 0.000
T9HCF7B Obey classroom rules and directions	0.617 0.000	0.628 0.000	1.000	0.540 0.000	0.573 0.000	0.663 0.000	0.581 0.000	0.604 0.000
T9HPB1B PB Show empathy and compassion	0.538 0.000	0.522 0.000	0.540 0.000	1.000	0.633 0.000	0.661 0.000	0.625 0.000	0.631 0.000
T9HPB2B Provide help, cooperative w/others	0.627 0.000	0.502 0.000	0.573 0.000	0.633 0.000	1.000	0.723 0.000	0.628 0.000	0.653 0.000
T9HPB3B Take turns, play fair, follow rules	0.704 0.000	0.548 0.000	0.663 0.000	0.661 0.000	0.723 0.000	1.000	0.691 0.000	0.720 0.000
T9HPB4B Listen carefully to others	0.633 0.000	0.513 0.000	0.581 0.000	0.625 0.000	0.628 0.000	0.691 0.000	1.000	0.687 0.000
T9HPB5B Initiate interactions in positive manner	0.659 0.000	0.550 0.000	0.604 0.000	0.631 0.000	0.653 0.000	0.720 0.000	0.687 0.000	1.000