Social Competence: Parent Version
Kindergarten / Year 1
Fast Track Project Technical Report
Shari Miller-Johnson and Anne Maumary-Gremaud
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I. Scale Description

The Social Competence scale is a 12-item measure that was developed for this project. The scale assesses prosocial behaviors targeted in the integrated intervention program. The parent is asked to describe how the statement best applies to their child, using a 0 - 4 scale (not at all, a little, moderately well, very well). Five of the 12 items were chosen from the Health Resource Inventory, a measure of children's competency-related behavior (Gesten, 1976). Additional items were developed by the FAST Track Pi's for the project. FAST Track also includes a 25-item Teacher Social Competence Scale which contains the 12 items from the parent version and an additional 13 statements (see the separate technical report for more detailed information). The Parent Social Competence Scale was administered as part of the summer parent interview. Data is available on all subjects across Cohorts I, II, and III.

II. Scale Derivation

Analyses were completed in the normative sample for Year 1, Cohort I. The 12 items were subjected to principal components analysis with varimax rotation. Eigenvalues of 5.02 and 1.20 were shown on the first two factors. Rotated factor loadings showed a relatively clear pattern. Specifically, six items assessing *Frustration Tolerance* (1,2,3,5,6,8) displayed moderate to high loadings on the first factor (range of .42 - .77) and six items assessing *Cooperative Communication* behaviors (4,7,9,10,11,12) displayed moderate to high loadings on the second factor (range from .35 - .91). It is noted that two items doubled loaded on both factors (item 4: loadings of .35 and .51; item 6: loadings of .39 and .51).

From these findings, two six-item subscales were created from statements loading most strongly on each factor Cooperative Communication and Frustration Tolerance. Internal consistency of the subscales was high (.81 for Cooperative Communication and .80 for Frustration Tolerance). Most of the between subscaie correlations were lower than the within subscale correlations. However, there were some exceptions (see Appendix B), leading to the conclusion that the subscales are not highly distinct. Accordingly, the correlation between the 2 subscales was .64.

III. Missing Data

Two observations had missing values, with one missing item on the frustration subscale. As per guidelines for handling missing data, a new value was created for the subject by computing the mean of the other items in the subscale.

IV. **Subscale Means. SD's. and Reliabilities**

SOCIAL COMPETENCE SCALE COHORTI YEARI

Frustration Tolerance Subscale

All Groups Combined

Analysis Variable	P1DFSCR Frustration scale mean score		
N	Mean	Std Dev	Chronbach Alpha
618	1.9295174	0.7349837	0.778883

All Groups Combined bv Site

Analysis Variable	P1DFSCR Frustration scale mean score			
SITE	Obs	N	Mean	Std Dev
DURH	164	164	1.8104095	0.7304387
NASH	146	146	0.6384977	1.9904302
PENN	164	164	2.0060976	0.7938264
WASH	144	144	1.9054878	0.7623609

High-Risk Sample by Control/Intervention Group

Analysis Variable		P1DFSCR Frustration scale mean score		
HR	Obs	N	Mean	Std Dev	Chronbach Alpha
C	155	155	1.5849462	0.6111541	0.671088
I	155	155	1.7387097	0.6803306	0.710063
HR					0.696271

High-Risk Sample by Site and Control/Intervention Group

Analysis Variable : P1DFSCR Frustration scale mean score

SITE	HR	**obs**	N	Mean	Std Dev
DURH	C	39	39	1.8247863	0.6212004
	I	39	39	1.6452991	0.7103861
NASH	C	40	40	1.4583333	0.5426930
	I	41	41	1.7804878	0.7900765
PENN	C	40	40	1.5458333	0.6003175
	I	40	40	1.7291667	0.6289406
WASH	C	36	36	1.5092593	0.6361397
	I	35	35	1.8047619	0.5723557

Normative Sample

Analysis Variable	P1DFSCR Frustration scale mean score		
N	Mean	Std Dev	Chronbach Alpha
387	2.0752155	0.7450011	0.795693

Normative Sample bv Site

Analysis Variable : P1DFSCR Frustration scale mean score

SITE	NORM	Obs	N	Mean	Std Dev
DURH	N	100	100	2.2133333	0.8085819
NASH	N	100	100	1.8315313	0.7167298
PENN	N	98	98	2.1105442	0.5698334
WASH	N	89	89	2.1549283	0.8162177

Cooperative communication aubscale

All Groups Combined

Analysis Variable	PIDCCSCR Cooperative Communication scale mean sc		
N	Mean	Std Dev	Chronbach Alpha 0.7471751
618	2.5477346	0.803378	

All Groups Combined bv Site

Analysis Variable : PIDCCSCR Cooperative Communication scale mean sc

SITE	Obs	N	Mean	Std Dev
DURH	164	164	2.4390244	0.8419846
NASH	146	146	2.4337900	0.7687576
PENN	164	164	2.6422764	0.6527807
WASH	144	144	2.6793981	0.6791031

High-Risk Sample bv Control/Intervention Group

Analysis Variable	: PIDCCSCR Cooperative Communication scale mean sc		
HR Obs N	Mean	Std Dev	Chronbach Alpha
C 155 155	2.2967742	0.6859419	0.759395
I 155 155	2.3709677	0.7413640	0.775632
HR			0.767958

High-Risk Sample bv Site and Control/Intervention Group

Analysis Variable : PIDCCSCR Cooperative Communication scale mean sc

SITE	HR	Obs	N	Mean	Std Dev
DURH	C	39	39	2.2094017	0.7805362
	I	39	39	2.2136752	0.8315320
NASH	C	40	40	2.2041667	0.7553112
	I	41	41	2.3943089	0.6899639
PENN	C	40	40	2.3375000	0.6241661
	I	40	40	2.4041667	0.6525072
WASH	C	36	36	2.4490741	0.5430944
	I	35	35	2.4809524	0.7908499

Normative Sample

Analysis Variable	PIDCCSCR Cooperative Communication scale mean sc		
N	Mean	Std Dev	Chronbach Alpha
387	2.6662360	0.7449213	0.810099

Normative Sample bv Site

Analysis Variable			P1DFSCR Frustration scale mean score		
SITE	NORM	Obs	N	Mean	Std Dev
DURH	N	100	100	2.2133333	0.8085819
NASH	N	100	100	1.8315313	0.7167298
PENN	N	98	98	2.1105442	0.5698334
WASH	N	89	89	2.1549283	0.8162177

V. **Subscale Correlations**

Correlations between the Frustration-Tolerance and Cooperative Communication subscaies in the following samples:

Normative Sample
r=0.64 High-Risk Sample
r=0.60

VI. **Recommendations for Use**

It is recommended that the mean scores for Cooperative Communication and Frustration Tolerance Subscaies be utilized for future analyses. Results are consistent with a priori hypotheses put forth by the Pi's when the scale was originally developed. Findings do suggest that parents have a tendency to view prosocial behaviors in a unidimensional fashion. However, the subscaies demonstrate adequate reliability and distinctions between Cooperative Communication and Frustration Tolerance may prove useful in detecting intervention effects over time.