

FAST TRACK PROJECT



- Use a NO. 2 PENCIL only.
- Do not use ink or ballpoint pen.
- Darken in the oval completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this form.

-FOR OFFICE USE ONLY-

CODE

- A. Cohort Number (1, 2, or 3)
- B. Site (0=NC, 1=TN, 2=WA, 3=PA)
- C-G. Child's ID
- H. Grade Level (7, 8, 9, 10, 11, 12)
- I. Season of Administration (F=Fall, S=Spring, U=Summer, W=Winter)
- J-K. Year (abbreviated) of Administration
- L. Sex of Child (0=Male, 1=Female)

A	B	C	D	E	F	G	H	I	J	K	L
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

CODE

- A.-C. School ID
- D.-E. Teacher ID
- F.-G. Interviewer ID

A	B	C	D	E	F	G
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Child's Name: _____

Teacher - Social Competence

We'd like to start out by having you describe _____ in a few words. That is, what is he/she like, his/her strengths and weaknesses?

Now we would like to ask about how _____ is doing in relation to particular areas of functioning. For each of these items we will first ask you about how _____ compares to other (boys/girls) in the same grade level. Then we will ask how much it has changed during this school year.

First we would like to talk about how _____ shows prosocial behaviors and how he/she expresses positive feelings toward others.

Compared to other (boys/girls) at this grade level, how often does _____ :

How much has this behavior changed since the beginning of the school year?

	Compared to other (boys/girls) at this grade level, how often does _____ :						How much has this behavior changed since the beginning of the school year?						
	Almost Never	Rarely	Sometimes	Often	Very Often	Almost Always	Much Worse	Somewhat Worse	A Little Worse	No Change	A Little Improved	Somewhat Improved	Much Improved
1. Show empathy and compassion for others' feelings	0	1	2	3	4	5	0	1	2	3	4	5	6
2. Provide help, share materials, and act cooperatively with others	0	1	2	3	4	5	0	1	2	3	4	5	6
3. Take turns, play fair, and follow the rules of the game	0	1	2	3	4	5	0	1	2	3	4	5	6
4. Listen carefully to others	0	1	2	3	4	5	0	1	2	3	4	5	6
5. Initiate interactions and join in with others in an appropriate and positive manner	0	1	2	3	4	5	0	1	2	3	4	5	6

(continued on back)

Now we would like to talk about how _____ is able to regulate his/her emotions or feelings and how he/she handles difficult situations such as conflicts or frustrations.

Compared to other (boys/girls) at this grade level, how often does _____ :

How much has this behavior changed since the beginning of the school year?

	Almost Never	Rarely	Sometimes	Often	Very Often	Almost Always	Much Worse	Somewhat Worse	A Little Worse	No Change	A Little Improved	Somewhat Improved	Much Improved
1. Stop and calm down when excited or upset	0	1	2	3	4	5	0	1	2	3	4	5	6
2. Recognize and label his/her feelings and those of others appropriately	0	1	2	3	4	5	0	1	2	3	4	5	6
3. Handle disagreements in a positive way	0	1	2	3	4	5	0	1	2	3	4	5	6
4. Get angry when provoked by other children	0	1	2	3	4	5	0	1	2	3	4	5	6
5. Easily get irritated when he/she has trouble with some task (e.g., reading, math, etc.)	0	1	2	3	4	5	0	1	2	3	4	5	6
6. Show verbal or physical aggression to other persons	0	1	2	3	4	5	0	1	2	3	4	5	6
7. Obey classroom rules and teachers' directions	0	1	2	3	4	5	0	1	2	3	4	5	6

Now we would like to talk about how _____ approaches his/her classwork, and his/her abilities to handle academic challenges.

Compared to other (boys/girls) at this grade level, how often does _____ :

How much has this behavior changed since the beginning of the school year?

	Almost Never	Rarely	Sometimes	Often	Very Often	Almost Always	Much Worse	Somewhat Worse	A Little Worse	No Change	A Little Improved	Somewhat Improved	Much Improved
1. Able to effectively set goals and work toward them	0	1	2	3	4	5	0	1	2	3	4	5	6
2. Able to read grade level material and answer questions about what they have read	0	1	2	3	4	5	0	1	2	3	4	5	6
3. Able to solve grade level math problems	0	1	2	3	4	5	0	1	2	3	4	5	6
4. Reliable in turning in homework assignments	0	1	2	3	4	5	0	1	2	3	4	5	6
5. Performing academically at grade level	0	1	2	3	4	5	0	1	2	3	4	5	6

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