Teacher Social Competence Scale
Grade 6/Year 7 Update

FAST Track Project Technical Report
Mary Gifford-Smith
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Data Sources

Raw: t7h

Scored: tsc7

I.   **Scale Description**

The Revised Teacher Social Competence (TSC) measure is a revision and integration of two measures
collected in the initial years of Fast Track: the Social Competence Scale—Teacher (SCT) and the Teacher Post
Ratings (TPR). The SCT includes 25 items assessing competency across three primary areas—academic
behavior, prosocial skills, and emotional regulation. The SCT was administered in kindergarten, first, and
second grades for all three cohorts (excluding cohort 1, grade 1). The TPR is a brief 10 item instrument
designed to evaluate changes in academic performance and behavioral functioning over the course of an
academic year. The TPR was administered in grades 2 and 3 (cohort two was also administered the TPR in
grade 1). Technical reports exist for both the SCT (hard copy only, dated 9/95) and the TPR (soft copy on-line,
dated 10/95). It should be noted that teacher ratings of social competence are also collected on the Social
Health Profile (SHP). The SHP includes 9 items evaluating both prosocial behavior and emotional regulation,
and was administered to all cohorts, from grades1-6. A technical report detailing this scale is available in hard
copy through data center.

The Revised Teacher Social Competence Scale was developed with three principal objectives: (1) to reduce
the assessment load on teachers by integrating the SCT and the TPR into a shorter, more efficient scale; (2) to
minimize overlap with the SHP; and (3) to reduce the likelihood of response bias by organizing items according
to content. The resultant scale is a 17 item measure assessing several dimensions of social behavior including
prosocial behavior, emotional regulation, and academic competence. Each item has two parts. The first part of
each item allows the teacher to rate the frequency of individual social behaviors on a 6 point scale (ranging from
"almost never" to "almost always"). The second part of each item allows the teacher to rate improvement in the
behavior over the course of the school year on a 7 point scale (ranging from "much worse" to "much improved").

II.   Report Sample

Initial exploration was conducted on Year 7, including both high-risk control (n=155) and normative samples (n=387, including overlap; total N=463); treatment subjects were not included. Seventy-eight children (20% of the cohort) were missing responses for the total scale including 51 normative students (13%) and 27 high-risk students (7%). Site, gender and racial differences in the number of non-respondents are summarized below:

Site: Durham-7, Nashville-26, Pennsylvania-27, Seattle-18
Gender: Boys-46, Girls-32
Race: African Americans-27, White-46, Asian-1, Hispanic=1 and Other-3

Finally, 58 subjects are missing data for at least one (but no more than 2) individual responses. These students were omitted from analyses requiring those responses.

III.   Scaling

See grade 4 technical report, dated 12/15/00.

IV.   Differences between groups

A series of t-tests indicated significant differences at the .05 level between the high risk sample and the normative sample (excluding those students also in the high risk sample) on every individual item assessing frequency. Across items, means were higher in the normative sample, indicating that children in the normative sample were rated as more competent than their peers in the high risk sample in all areas. Conversely, no significant differences were found between normative and high risk children on items assessing change over time.

Consistent with these results, significant differences between the high risk and normative samples were found on all three frequency subscales but on none of the subscales measuring change. Specifically, normative children were rated as more socially competent than their high risk peers in the areas of academic competence, prosocial behavior, and emotion regulation as well as on the combined scale assessing prosocial behavior and emotional regulation. A similar pattern of differences emerged for the global measures of social competence (TSC7TLF) and change (TSC7TLC).

V.   Recommendations for use

As noted, the TSC can be divided into two sections, the first assessing the frequency of 17 social behaviors and the second assessing change in these behaviors over the course of an academic year. Results from the analyses conducted here strongly suggest that these two sections should be scored separately and treated as distinct.

Additionally, while this measure was developed to include three conceptual subscales (prosocial behavior, emotion regulation, and academic competence), the prosocial behavior and emotion regulation subscales are highly intercorrelated (this is true for both frequency and change sections). Hence, the two subscales should be scored separately only when a strong theoretical rationale supports making this distinction. For most research purposes, the items in these two scales should be combined in order to score a single social competence dimension.

VI.   Item and scale means and SD's

A. Items and scales pertaining to FREQUENCY

Item #	Content (paraphrased)	Normative sample		High-risk controls	
		Mean	SD	Mean	SD
t7hac1a	Effectively set and work toward goals	2.91	1.49	2.01	1.38
t7hac2a	Able to read at grade level and answer questions	3.25	1.52	2.56	1.79
t7hac3a	Able to solve grade level math problems	3.06	1.39	2.25	1.62
t7hac4a	Reliable in turning in assignments	3.18	1.71	2.19	1.84
t7hac5a	Performing academically at grade level	3.07	1.65	2.18	1.75
t7hcf1a	Stop and calm down when excited	3.00	1.41	2.18	1.34
t7hcf2a	Recognize and label feelings	2.93	1.34	2.16	1.28
t7hcf3a	Handle disagreements in a positive way	2.84	1.55	1.87	1.38
t7hcf4a	Gets angry when provoked	2.91	1.49	2.14	1.43
t7hcf5a	Easily irritated when troubled by task	3.30	1.37	2.55	1.47
t7hcf6a	Shows physical and verbal aggression	3.80	1.31	2.94	1.50
t7hcf7a	Obey classroom rules and directions	3.62	1.40	2.78	1.50
t7hpb1a	Show empathy and compassion	2.99	1.34	2.31	1.32
t7hpb2a	Provide help, cooperate with others	3.37	1.28	2.63	1.40
t7hpb3a	Take turns, play fair, follow rules	3.56	1.26	2.81	1.27
t7hpb4a	Listen carefully to others	3.08	1.28	2.27	1.15
t7hpb5a	Initiate interactions in positive manner	3.09	1.30	2.41	1.25

Scale	Scale name	Normative sample		High-risk controls	
		Mean	SD	Mean	SD
TSC7PRF	Prosocial behavior subscale	3.23	1.11	2.48	1.08
TSC7EMF	Emotion regulation subscale	3.17	1.17	2.33	1.08
TSC7PEF	Prosocial/Emotion regulation subscale	3.21	1.06	2.42	1.01
TSC7ACF	Academic competence subscale	3.09	1.32	2.24	1.40
TSC7TLF	Summated score—reflects overall social competence across all areas	3.17	1.04	2.36	0.98

B. Items and scales pertaining to CHANGE

Item #	Content (paraphrased)	Normative sample		High-risk controls	
		Mean	SD	Mean	SD
t7hac1b	Effectively set and work toward goals	3.60	1.13	3.47	1.16
t7hac2b	Able to read at grade level and answer questions	3.68	0.96	3.67	1.09
t7hac3b	Able to solve grade level math problems	3.58	0.92	3.61	0.99
t7hac4b	Reliable in turning in assignments	3.34	1.22	3.25	1.40
t7hac5b	Performing academically at grade level	3.44	1.04	3.45	1.19
t7hcf1b	Stop and calm down when excited	3.34	1.04	3.52	1.28
t7hcf2b	Recognize and label feelings	3.37	.85	3.41	1.03
t7hcf3b	Handle disagreements in a positive way	3.37	1.04	3.42	1.34
t7hcf4b	Gets angry when provoked	3.14	0.87	3.31	1.20
t7hcf5b	Easily irritated when troubled by task	3.30	0.92	3.28	1.06
t7hcf6b	Shows physical and verbal aggression	3.07	0.88	3.13	1.22
t7hcf7b	Obey classroom rules and directions	3.34	1.16	3.44	1.51
t7hpb1b	Show empathy and compassion	3.32	0.89	3.33	1.17

t7hpb2b	Provide help, cooperate with others	3.50	0.93	3.48	1.20
t7hpb3b	Take turns, play fair, follow rules	3.31	0.85	3.41	1.13
t7hpb4b	Listen carefully to others	3.30	0.92	3.34	1.22
t7hpb5b	Initiate interactions in positive manner	3.43	1.03	3.40	1.22

Scale	Scale name	Normative sample		High-risk controls	
		Mean	SD	Mean	SD
TSC7PRC	Prosocial behavior subscale	3.37	0.76	3.39	1.04
TSC7EMC	Emotion regulation subscale	3.27	0.78	3.37	1.10
TSC7PEC	Academic competence subscale	3.49	0.81	3.45	0.91
TSC7ACC	Prosocial/Emotion regulation subscale	3.28	0.69	3.27	0.99
TSC7TLC	Summated scale--reflects improvement in social behavior across all areas	3.29	0.70	3.24	0.95