INTERACTIONS WITH OTHER CHILDREN

Items included in the Study of Promising After-School Programs Fall 2003
(Primary Teacher, Middle School Teacher, Program Staff)

1. Tends to react to classmates’ distress by teasing them or making things worse
2. Seems concerned when classmates are distressed
3. Is an aggressive child
4. Taunts and teases classmates
5. Threatens classmates
6. Is kind toward classmates
7. Listens to classmates
8. Compromises in conflicts with classmates
9. Is cooperative with classmates
10. Loses temper easily in conflicts with classmates
11. Argues with classmates
12. Is friendly toward classmates
13. Annoys or irritates classmates
14. Disrupts classmates’ activities
15. Shows concern for moral issues (e.g. fairness, welfare of others)
16. Offers help or comfort when classmates are upset
17. Will continue to bother or hurt classmates even when they are clearly upset

**Aggressive with Peers Scale** includes items:  1, 3, 4, 5, 19, 11, 13, 14, 17

**Prosocial with Peers Scale** includes items: 2, 6, 7, 8, 9, 12, 15, 16

**Alpha reliability**

**Aggressive with peers scale**

- 3rd – 4th grade teachers = .93
- 6th – 7th grade teachers = .94
- After-school program staff =

**Prosocial with peers scale**

- 3rd – 4th grade teachers = .93
- 6th – 7th grade teachers = .93
- After-school program staff =

------------------------------------------------------------------------------------------------------------------


3-point response scale (0 = Not True; 1 = Sometimes True; 2 = Often true)

4 Scales: Excluded by Peers; Aggressive with Peers; Prosocial with Peers; Relational Aggression

Exclude by Peers
2. Not chosen as a playmate by peers*
5. Peers avoid this child*
18. Is excluded from peers’ activity*
20. Is ignored by peers*
30. Is ridiculed by peers* (not included in NICHD scale)

* Items included in Child Behavior Scale (Ladd & Profilet, 1996)

Alpha Reliability
Ladd & Profilet (1996)
Kindergarten = .93-.96
NICHD Study of Early Child Care
Grade 3 = .91

Aggressive with Peers
1. Tends to react to other children’s distress by teasing them or making things worse
8. Is an aggressive child*
9. Taunts and teases other children*
11. Threatens other children*
22. Loses temper easily in conflict with peers
23. Argues with peers*
25. Annoys or irritates other children
27. Disrupts peers’ activities
34. Will continue to bother or hurt other children even when they are clearly upset

* Items included in Child Behavior Scale (Ladd & Profilet, 1996)

Alpha Reliability
Ladd & Profilet (1996)
Kindergarten = .89-.92
NICHD Study of Early Child Care
Grade 3 = .91

Prosocial with Peers
7. Seems concerned when other children are distressed*
13. Takes turns with play materials
14. Kind towards peers*
16. Listens to classmates
19. Compromises in conflict with peers
21. Is cooperative with peers*
24. Friendly toward other children
29. Shows concern for moral issues (e.g., fairness, welfare of others)*
32. Offers help or comfort when other children are upset*

* Items included in Child Behavior Scale (Ladd & Profilet, 1996)

Alpha Reliability
Ladd & Profilet (1996)
Kindergarten = .91-.92
NICHD Study of Early Child Care
Grade 3 = .88

Relational Aggression
6. When mad at a peer, gets even by excluding the peer from the group**
12. Spreads rumors or gossip about some peers***
17. When angry at a peer, tries to get other children to stop playing with the peer**
28. When mad at a peer, ignores the peer or stops talking to the peer**
36. Threatens to stop being a peer’s friend in order to hurt the peer or to get what is wanted from the peer**
43. Tries to exclude certain peers from peer group activities***

**Items from Crick, Bigbee, & Howes (1996)
*** Items from Crick’s (1996) Children’s Social Behavior Scale

Alpha Reliability
NICHD Study of Early Child Care
Grade 3 = .87
MOCK REPORT CARD: WORK HABITS

Items included in the Study of Promising After-School Programs Fall 2003
(Elementary Teachers, Middle School Teachers, Program Staff)

1. Follows classroom procedures
2. Works well independently
3. Works neatly and carefully
4. Uses time wisely
5. Completes work promptly
6. Keeps material organized
7. Completes assignments to my satisfaction*
8. Is attentive in class*
9. Participates in class*
10. Turns in homework promptly*

*Items not included in Program Staff Survey

Alpha reliability
3rd – 4th grade teachers = .97
6th – 7th grade teachers = .97
After-school program staff =

************************************************************************


5-point response scale (1 = very poor, 2 = somewhat poor, 3 = average, 4 = good, 5 = very good)

Items
1. Follows classroom procedures
2. Works well independently
3. Works neatly and carefully
4. Uses time wisely
5. Completes work promptly
6. Keeps material organized

Alpha reliability
Study of After-School Care
Grade 1 = .93
Grade 2 = .94
Grade 3 = .93
Grade 4 = .94
Grade 5 = .96

NICHD Study of Early Child Care and Youth Development
Grade 1: full sample = .95, minority subsample = .95
Grade 2: full sample = .95, minority subsample = .96
mock report card: current school performance

items included in the study of promising after-school programs fall 2003
(elementary teacher, middle school teacher)

1. reading
2. oral language
3. written language
4. math*
5. social studies *
6. science*

*items not included in middle school teacher survey

alpha reliability
3rd – 4th grade teachers = .95
6th – 7th grade teachers = .95

************************************************************************

pierce, k. m., hamm, j. v., & vandell, d. l. (1999). experiences in after-school programs and children’s adjustment in first-grade class classrooms. child development, 70, 756-767.

5-point response scale:
   below = child is performing below grade level
   needs improvement = child needs to improve quality of work at this grade level
   satisfactory = child is performing at grade level
   very good = child is doing high-quality work at this grade level
   excellent = child is performing beyond grade level

items
1. reading
2. oral language
3. written language
4. math
5. social studies
6. science

alpha reliability
study of after-school care
   grade 1 = .92
   grade 2 = .93
   grade 3 = .92
Grade 4 = .94
Grade 5 = .94
NICHD Study of Early Child Care and Youth Development
Grade 1: full sample = .94, minority subsample = .94
Grade 2: full sample = .94, minority subsample = .95
MOCK REPORT CARD: SOCIAL SKILLS WITH PEERS

Items included in the Study of Promising After-School Programs Fall 2003
( Elementary Teacher, Middle School Teacher, Program Staff)

1. Understands others’ feelings
2. Is socially aware of what is happening in a situation
3. Accurately interprets what a peer is trying to do
4. Refrains from over-impulsive responding
5. Generates many solutions to interpersonal problems
6. Generates good-quality solutions to interpersonal problems
7. Is aware of the effects of his/her behavior on others

Alpha reliability
3rd – 4th grade teachers = .96
6th – 7th grade teachers = .96
After-school program staff =

************************************************************************


5-point response scale (1 = very poor, 2 = somewhat poor, 3 = average, 4 = good, 5 = very good)

Items
1. Understands others’ feelings
2. Is socially aware of what is happening in a situation
3. Accurately interprets what a peer is trying to do
4. Refrains from over-impulsive responding
5. Generates many solutions to interpersonal problems
6. Generates good-quality solutions to interpersonal problems
7. Is aware of the effects of his/her behavior on others

Alpha reliability
Study of After-School Care
Grade 1 = .94
Grade 2 = .96
Grade 3 = .95
Grade 4 = .96
Grade 5 = .96

NICHD Study of Early Child Care and Youth Development
Grade 1: full sample = .94, minority subsample = .94
Grade 2: full sample = .95, minority subsample = .96
SELF-EFFICACY

Items Adapted for the Study of Promising After-School Programs Fall 2003
(Elementary Teacher, Middle School Teacher, Program Staff)

1. If the student can’t do a job the first time, he/she keeps trying until he/she can
2. This student gives up on things before finishing them
3. If something looks too hard, this student will not even bother to try it
4. This student handles unexpected problems very well
5. Failure just makes this student try harder
6. This student is unsure about his/her ability to do things
7. This student can depend on himself/herself
8. This student gives up easily

Items 2, 3, 6, and 8 are reverse coded

Alpha reliability
3rd – 4th grade teachers = .93
6th - 7th grade teachers = .93
After-school program staff =

************************************************************************

4-point response scale (1 = strongly disagree, 4 = strongly agree)

Items
1. If I can’t do a job the first time, I keep trying until I can
2. I give up on things before finishing them (reversed)
3. If something looks too hard, I will not even bother to try it (reversed)
4. I handle unexpected problems very well
5. Failure just makes me try harder
6. I am unsure about my ability to do things (reversed)
7. I can depend on myself
8. I give up easily (reversed)