

Assessing Social-Emotional Development in Children
From a Longitudinal Perspective
for the National Children's Study:
Social-Emotional Compendium of Measures

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SOCIAL COMPETENCE ASSESSMENT

Within the domain of social competence, our goals for assessment would be to understand group change and individual differences in children’s effectiveness in interaction, at the middle level of our model (see Figure). That is, we would like to know from varying perspectives--those of teachers, parents, the children themselves, when old enough, and other children--whether some or all of the skills (i.e., those for which we can find assessment tools) at the lowest level of the model are attained. Clearly this construct is complex at multiple levels.

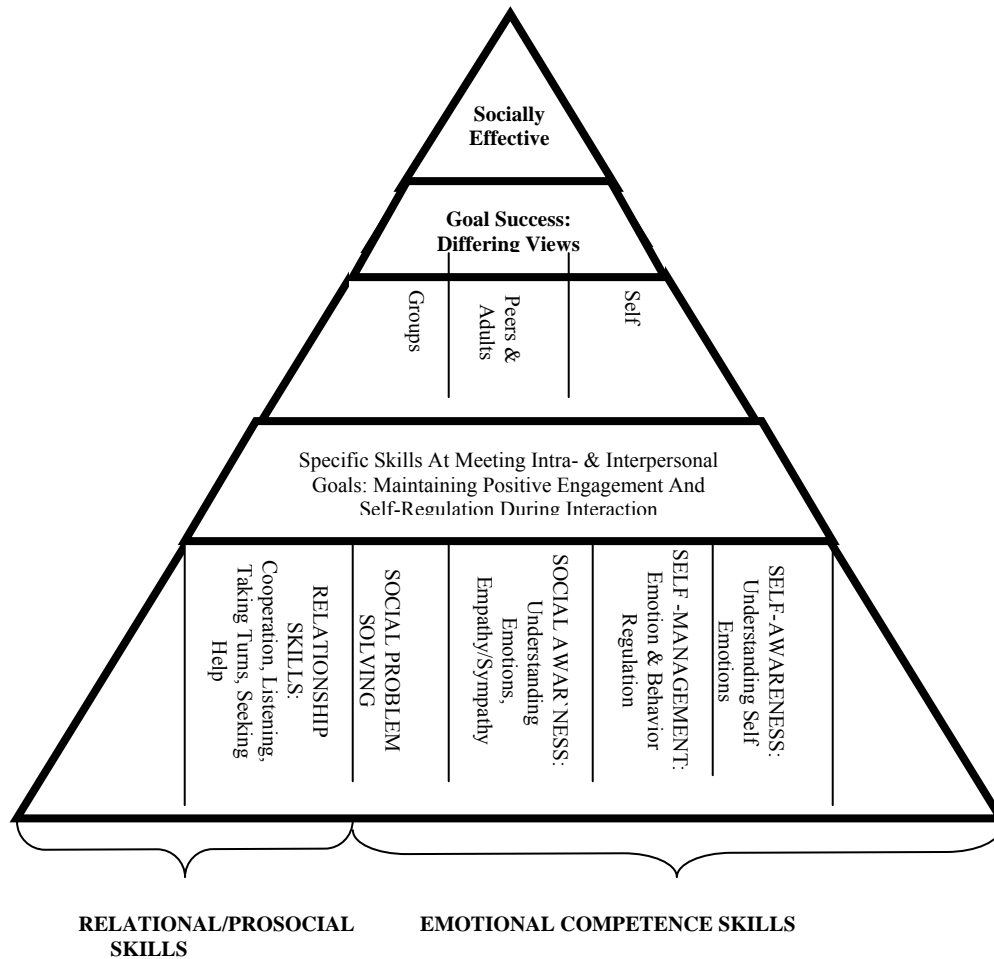


Figure. Adaptation and integration of Rose-Krasnor’s (1997) model of social competence and Payton, Wardlaw, Graczyk, Bloodworth, Tompsett, & Weissberg’s (2000) model of social-emotional learning--Showing specific skills level with emotional competence and social problem skills specifically delineated

Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behaviors in children and youth. *Journal of School Health, 70*(5), 179-185.

Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. *Social Development, 6*, 111-135.

PRESCHOOL THROUGH ADOLESCENCE

CONSTRUCT:	EVALUATION
SOCIAL COMPETENCE MEASURE: SOCIAL SKILLS RATING SYSTEM Component of Evaluation	<p>“To assist professions in screening and classifying children suspected of having significant social behavior problems and aid in the development of appropriate interventions for identified children” (Gresham & Eliot, 1990, p. 1)</p> <p>Age range: Preschool through secondary school</p>
Description of measure as related to construct of interest	Norm-referenced rating scale comprised of three different rating forms for teachers, parents, and students. Intended for use with preschool, elementary, and secondary students (with separate forms for raters at each level). Number of items ranges from 40-57 for the adult raters, and 34-39 for students in gradeschool and higher. All include cooperation, assertion, and self-control subscales. Parents also complete a responsibility scale, and students also complete an empathy subscale.
Administration	All items evaluated on a 3-point Likert scale. Each rater can complete their task in 20 minutes. Materials are user-friendly and readable, with clear, comprehensive examples.
Scoring	Hand scoring as described in manual and on individual item booklets takes about 5 minutes. Manual presents raw scores, standard scores, percentile ranks, confidence bands, and descriptive “behavior levels”. These “behavior levels” garner some criticism, to the point where some advise only using raw scores.
Reliability	Manual includes detailed information on reliability. Teacher form internal consistency is excellent, parent and student internal consistencies adequate overall. Test-retest excellent for teacher form and parent (social skills scale; we would not use the attendant behavior problems scale for this construct). Test-retest reliability for the student form is limited, as might be, at least in part, expected with developing children. Interrater reliabilities are rather low, but slightly better than many other cross-informant, cross-context reliability in the child behavioral testing literature.
Validity	Evidence is presented in the manual for content, criterion, and construct validity of the SSRS (the exception is that the criterion-related validity evidence so far for the student form is limited to adequate).
Any modifications for NCS?	Two modifications: Do not use the behavior problems scale, or academic competence scale (unless so indicated by other consultants).
Strengths	Reliable and valid measure capturing important aspects of social functioning, by multiple informants, across many years of childhood/adolescence
Weaknesses	Because the SSRS was developed to assist in identifying children with difficulties in this area, outcome studies may be influenced by a ceiling effect (i.e., global and subscale scores are negatively skewed); thus the SSRS may form a better estimate of social skills <i>deficits</i> than well-developed social <i>skills</i> . However, <u>no</u> extant standardized measure covering such a wide age range is strength-based in this way. The student forms might be used more cautiously because of relatively lower reliabilities. Some evaluators urge use of total score only, rather than four subscales. A stronger standardization sample is needed that includes children from families with lower incomes.

Publication/Price	<ul style="list-style-type: none"> • Published by American Guidance Services. • SSRS Preschool/Elementary Starter Set : \$180.99 • SSRS Secondary Starter Set: \$162.00 • SSRS All Levels, All informants Questionnaires, Scannable (25): \$42.99
Recommendation	Despite some reviewers' naysaying, I believe this measure would be extremely useful for the NCS. Demaray et al. (1995) found the SSRS to be a laudable tool.

Demaray, M. K., Ruffalo, S. L., Carlson, J., Busse, R. T., Olson, A. E., McManus, S. M., & Leventhal, A. (1995). Social skills assessment: A comparative evaluation of six published rating scales. *School Psychology Review, 24*, 648-671.

Gresham, F. M., & Elliott, S. N. (1990). *The Social skills Rating System*. Circle Pines, MN: American Guidance Service.

PRESCHOOL THROUGH ADOLESCENCE

<p>CONSTRUCT: SOCIAL COMPETENCE</p> <p>MEASURE: SOCIOMETRIC RATINGS and NOMINATIONS</p> <p>Component of Evaluation</p>	<p>EVALUATION</p> <p>Age range: Preschool to adolescence ^a</p>
<p>Description of measure as related to construct of interest</p>	<p>Sociometric measures capture overall social status in each group; participants' classmates are asked to name an unlimited number of children who they "like a lot" and who they "don't like very much."^b As well, to identify aggression, they will be asked to name children who "start fights," "yell and call other kids mean names," "hit and push other kids." To pinpoint relational aggression that can be such a roadblock to forgiveness (Crick & Grotpeter, 1995, 1996), they will name children who "get even by keeping kids they are mad at out of their group of friends," "tell their friends that they will stop liking them unless they do what they say," "try to keep certain kids from being in their group during activity or play time," and "ignore or stop talking to kids they are mad at."</p>
<p>Administration</p>	<p>For preschoolers, use photographs of classmates and ratings (3-point for preschoolers; see Denham & Holt, 1993). For gradeschoolers and older, use nominations. The administration takes 20 minutes or less, although usually \leq 10 minutes; at the gradeschool level, instructions take a few minutes, and the measure can be lengthened to 20 minutes by the inclusion of numerous nominations</p> <p>Preschoolers require individual interview administration, with "props" that ease explanation of the task; older children can be administered sociometric nomination measures in group settings. Usually, active consent from parents is necessary.</p>
<p>Scoring</p>	<ul style="list-style-type: none"> • <u>For ratings</u>, find a weighted average (e.g., dislike weight = 1, neutral weight = 2, like weight = 3; for kindergartners, use 5-point scale) • <u>For nominations</u>, frequencies of each nomination will be calculated for each classroom group and standardized within group. Social preference, social impact, overt aggression, and relational aggression scores for each participant will be calculated (see Dodge & Coie, 1987).
<p>Reliability & Validity</p>	<p>Many developmental studies in the last two decades support the reliability and validity of these procedures.</p>

Any modifications for NCS?	<p>From the results of research on the use of sociometrics measures, Bell-Dolan et al. (1989a, 1989b, 1992; see also Hayvren & Hymel, 1994, Ratiner et al., 1986) make the following recommendations, which we will follow:</p> <ul style="list-style-type: none"> • Obtain active, not passive, parental consent • Obtain explicit, signed child assent • Pay strict attention to confidentiality – without overemphasis, we will tell all participating students that their answers are private; that is, not to discuss their responses with peers. We will accompany this admonition with the rationale that such matters are important to consider but we don't want anyone's feelings hurt. Finally, we will give the children permission to choose either to discuss this experience with trusted adults or to keep it private. • Give explicit directions regarding the confidentiality of the measure • Use testing procedures protecting child welfare – either individual administration or precautions such as covering of papers and use of monitors during group assessment • Use a distractor task after the sociometrics measure – for example, nomination of favorite music and TV shows • Embed sociometrics within another task so that questions are not overemphasized; do not administer right before lunch, free time, or class dismissal, so that chances of cross-discussion of answers are minimized. • Process the task before or after task completion – we will discuss the importance of friendship, how normal likes and dislikes are in many life areas, adaptive ways of dealing with preferred and nonpreferred peers, and sensitivity to other peoples' feelings -- these are actually benefits!! • Carefully monitor effects of the measurement on children.
Strengths	<p>Gets view of social competence from actual <i>social partners</i>. It is important to note that although teachers can tell us who is well .accepted in a group of peers, they are not good reporters on more problematic aspects of peer reputation (Landau et al., 1984)</p>
Weaknesses	<ul style="list-style-type: none"> • Difficulties sometimes exist in convincing parents and school systems that these measures to not pose harm to children . They speculate that there may be risk in involved, in that: Sociometrics implicitly sanction making negative statements about other people, and may lead children to view rejected children more negatively than they already do, increase negative interactions with unpopular peers, or increase salience of social ostracism in the peer group and thus increase children's unhappiness. • We can happily report that there is no support for these worries – in appears that participation in studies including sociometric measures involve no more risks than everyday social life. Researchers (e.g., Bell-Dolan et al., 1989a, 1989b, 1992) have found, following administration of sociometrics measures, <u>NO</u> increase in negative interactions with unpopular peers, <u>NO</u> increase of socially withdrawal in less accepted children, and <u>NO</u> expression of unhappiness or loneliness after participation in studies with sociometric measures. Most children appear to enjoy considering such issues, which are paramount in the minds of elementary students in any case, do not change behavior, and may in fact benefit from discussion of such issues with researchers
Recommendation	<p>This measure is the 'gold standard' of peer competence measurement during the middle childhood period. The concerns of school systems and parents should be treated respectfully; but much research (as well as the common sense developmental notion that children during middle childhood and early adolescence are constantly making the judgments subsumed within sociometric measurement, just more informally than presented in psychological measurement. Even if only subset of data sites can collect these data, however, I would highly recommend gathering as much sociometric data as possible.</p>

^a Opportunities to obtain sociometric nominations become more infrequent during adolescence as relatively stable large groups of children are no longer congregated in classrooms. However, *perceived popularity*, a construct that differs from being sociometrically well-liked or rejected, becomes increasingly important and may be assessed by conceptually similar measurement tools. Perceived popularity refers to “Who are the most [least] popular students?” and as such is more closely related to power and dominance (Lease et al., 2002a, 2002b).

^b It is possible to obtain parallel social impact/social preference information by asking children who they like most and also using sociometric ratings (see Asher & Dodge, 1986).

Asher, S. R., & Dodge, K. A. (1986). Identifying children who are rejected by their peers. *Developmental Psychology*, 22, 444-449.

Bell-Dolan, D. J., Foster, S. L., & Christopher, J. M. (1992). Children's reactions to participating in a peer relations study: Child, parent, and teacher reports. *Child Study Journal*, 22, 136-156.

Bell-Dolan, D. J., Foster, S. L., & Sikora, D. M. (1989a). Effects of sociometric testing on children's behavior and loneliness in school. *Developmental Psychology*, 25, 306-311.

Bell-Dolan, D. J., Foster, S. L., & Tishelman, A. C. (1989b). An alternative to negative nomination sociometric procedures. *Journal of Clinical Child Psychology*, 18, 153-157.

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66, 710-722.

Crick, N., & Grotpeter (1996). Children's treatment by peers: Victims of relational and overt aggression. *Development and Psychopathology*, 8, 367-380.

Denham, S. A., & Holt, R. (1993). Preschoolers' peer status: A cause or consequence of behavior? *Developmental Psychology*, 29, 271-275.

Dodge, K. A., & Coie, J. D. (1987). Social-information processing factors in reactive and proactive aggression in children's peer groups. *Journal of Personality and Social Psychology*, 53, 1146-1158.

Hayvren, M., & Hymel, S. (1984). Ethical issues in sociometric testing: The impact of sociometric measures on interaction behavior. *Developmental Psychology*, 20, 844-849.

Landau, S., Milich, R., & Whitten, P. (1984). A comparison of teacher and peer assessment of social status. *Journal of Clinical Child Psychology*, 13, 44-49.

Lease, A. M., Kennedy, C. A., Axelrod, J. L. (2002a) Children's social constructions of popularity. *Social Development*. 11, 87-109.

Lease, A. M., Musgrove, K. T., & Axelrod, J. L. (2002b). Dimensions of social status in preadolescent peer groups: Likability, perceived popularity, and social dominance. *Social Development*, 11, 508-533.

Ratiner, C., Weissberg, R., & Caplan, M. (1986, August). *Ethical considerations in sociometric testing: The reactions of preadolescent subjects*. Paper presented at the 94th annual meeting of the American Psychological Association, Washington, DC.

PRESCHOOL

CONSTRUCT SOCIAL COMPETENCE	Evaluation
MEASURE SOCIAL COMPETENCE AND BEHAVIOR EVALUATION- 30 Component of Evaluation	<p>“...scale developed to assess patterns of social competence, emotion regulation and expression, and adjustment difficulties in children ages 30 to 78 months” (LaFreniere & Dumas, 1996, p. 369)</p> <p>Age range: 30 to 78 months</p>
Description of measure as related to construct of interest	<p>The short form, derived from the 80-item form now published by Western Psychological Services, has been widely used in research. The short form of the SCBE is intended to preserve several important strengths of the original while reducing its overall length. Both have been extensively normed with stratified samples of French Canadian and American preschoolers. The measure also has been translated into Spanish (Dumas et al., 1998a, 1998b).</p> <p>Main subscales include Anger/Aggression, Anxiety/Withdrawal, and Cooperation/Sensitivity.</p>
Administration	<p>This teacher-report measure has both a long and a short 30-item version, as well as a parent short version (Kotler & McMahon, 2002). The informant gives each child a rating from 1 to 6 on items like those shown below. The item content allows evaluations to be completed by anyone who knows the child well (i.e., informants are able to complete the questionnaire after they have known the child for at least two months). Responses of experienced teachers tend to be distributed differently from inexperienced teachers, which is an issue to take into account generally when using data from teacher reports. The standardization samples are not large but considered adequate. The measure was not developed strictly for clinical use, though it correlates with the Child Behavior Check List.</p> <p>Teachers and parents can complete the short version in 10 minutes.</p>
Scoring	<p>Sum ratings for the three scales: Anger/Aggression = Item 1 + Item 4 + Item 7 + ... + Item 28 Cooperation/Sensitivity = Item 2 + Item 5 + Item 8 + ... + Item 29 Anxiety/Withdrawal = Item 3 + Item 6 + Item 9 + ... + Item 30</p> <p>In past work (e.g., Denham et al., 2003) has also shown that a standardized aggregate (i.e., $Z_{sensitive/cooperative} - Z_{angry/aggressive} - Z_{anxious/withdrawn}$) can be used reliably for an overall measure of social competence.</p>
Reliability	<p>This questionnaire has been widely used, and its reliability has been established within diverse cultures (LaFreniere & Dumas, 1996; La Freniere, et al. 2002). Interrater agreement across teachers is uniformly high, with high internal consistency of the scales, with test-retest reliability across 2 weeks very high and 6months slightly lower. The parent form scales have excellent internal consistency as well. AA and AW scales are relatively orthogonal, with social competence negatively correlated with both other scales, for both reporters.</p>
Validity	<p>Factor structure of the short version is very clear. 10-item scales from the original SCBE standardization sample were computed and correlate highly with the original scales. For 517 children in Indiana, teacher ratings of conduct disorder and anxiety-withdrawal were obtained from the Revised Behavior Problem Checklist; the concomitant scales of the SCBE-30 were highly correlated with this measure. Kotler and McMahon show that the three parent scales differentiate passive noncompliant, simple noncompliant, and negotiated noncompliant behaviors in preschool children.</p>
Any modifications for NCS?	<p>No; but note that WPS vastly prefers to get the money for the long form.</p>

Strengths	Several advantages over broadband assessments of externalizing and internalizing behavior obtain here, including: (a) the orthogonality of AA and AW scales; (b) inclusion of strength-based scale; and (c) clearer reference to social-emotional developmental tasks in item content.
Weaknesses	None noted
Publication/Prices	<ul style="list-style-type: none"> • LONG version published by Western Psychological Services • They request option to “approve” use of short form • LONG version prices are \$82.50 for a kit with manual and 25 scoring forms • LONG version price for 25 scoring forms is \$39.95
Recommendation	This is actually my preference for preschoolers, partly because of familiarity, but also because of empirical results obtained by myself and many others

Table: Example Items from the Social Competence/Behavior Evaluation (SCBE)

SCBE Scale	Sample Items
Aggression	Gets into conflicts with other children; opposes the teacher
Withdrawal	Doesn't talk or interacting during group activities; avoids new situations
Cooperation/Sensitivity	Negotiates solutions to conflicts (note social problem-solving content); cooperates with other children

Kotler, J. C., & McMahon, R. J. (2002). Differentiating anxious, aggressive, and socially competent preschool children: Validation of the Social Competence and Behavior Evaluation-30 (parent version). *Behaviour Research and Therapy*, 40, 947-959

Dumas, J. E., Martinez, A., & LaFreniere, P. J. (1998a). The Spanish version of the Social Competence and Behavior Evaluation (SCBE)--Preschool edition: Translation and field testing. *Hispanic Journal of Behavioral Sciences*, 20, 255-269.

Dumas, J. E., Martinez, A., LaFreniere, P. J., & Dolz, L. (1998b). La versión española del Cuestionario "Evaluación de la Conducta y la Competencia Social" para preescolares (Social Competence and Behavior Evaluation SCBE): Adaptación y validación. / Spanish version of the Social Competence and Behavior Evaluation--Preschool Edition (SCBE): Adaptation and validation. *Psicologica*, 19, 107-121

LaFreniere, P. J., & Dumas, J. E. (1996). Social competence and behavioral evaluation in children ages 3 to 6 years: Te short form (SCBE-30). *Psychological Assessment*, 8, 369-377.

CONSTRUCT: SOCIAL COMPETENCE	Evaluation
MEASURE: PENN INTERACTIVE PRESCHOOL PLAY SCALES	“Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development” (Bredekamp & Copple, 1997 p. 6).
Component of Evaluation	Age range: Preschool
Description of measure as related to construct of interest	Derives information on young children’s social competence, <i>in context</i> (Fantuzzo, Sutton-Smith, Coolahan, Manz, Canning, & Debnam, 1995; McWayne, Sekino, Hampton, & Fantuzzo, 2002).
Administration	Informants, whether teachers/caregivers or parents, report on the rate of occurrence of developmentally appropriate behaviors within concrete, observable contexts in which preschoolers are actively engaged: their various play environments. Takes approximately 15 minutes to complete.
Scoring	The PIPPS yields three overarching scales: (1) Play Interaction--i.e., how creative, cooperative, and helpful children are during play; (2) Play Disruption--i.e., how aggressively and antisocially they behave during play; and (3) Play Disconnection--how withdrawn and avoidant children are in contexts where engaged play is more normative. Likert scale items are summed as per manual which is ordered
Reliability	These scales are internally consistent for both teachers and parents, and appear equally appropriate for low-income children of varying ethnicities, including African American and Hispanic (Fantuzzo et al., 1998; Fantuzzo & McWayne, 2002).
Validity	In terms of validity, parents’ PIPPS scales are related to teacher PIPPS scales. As well, positive learning styles, the Social Skills Rating System, conduct problems, emotion regulation, and sociometric acceptance are also related in theoretically expected ways to the scales.
Any modifications for NCS?	No
Strengths	The PIPPS offers an advantage to both teachers and parents: because young children’s play is so salient a part of their daily activities, informants have ample opportunities to observe it, and are likely to have the skills to understand and reliably complete a measure grounded in this phenomenon. Thus, informants are not required to list or describe behaviors--processes that are open to social desirability and other errors, both systematic and nonsystematic.
Weaknesses	None noted
Publisher/Price	Public domain as far as we know
Recommendation	Whether the SCBE-30 or PIPPS is “better” (whether in comparison to each other or to the SSRS) is, however, something of a moot question. Both use simple vocabulary; both yield very similar subscales. Thus, the choice may be at the discretion of the user; we would recommend consideration of the PIPPS especially for the subpopulations whose needs were considered when it was developed (e.g., low income, minority).

Fantuzzo, J., Coolahan, K., Mendez, J., McDermott, P. & Sutton-Smith, B. (1998). Contextually-relevant validation of peer play constructs with African American Head Start children: Penn Interactive Peer Play Scale. *Early Childhood Research Quarterly, 13*, 411-431.

Fantuzzo, J. W., & McWayne, C. (2002). The relationship between peer-play interactions in the family context and dimensions of school readiness for low-income preschool children. *Journal of Educational Psychology, 94*, 79-87

Fantuzzo, J. W., Sutton-Smith, B., Coolahan, K. C., Manz, P., Canning, S. & Debnam, D. (1995). Assessment of play interaction behaviors in young low-income children: Penn Interactive Peer Play Scale. *Early Childhood Research Quarterly, 10*, 105-120.

McWayne, C., Sekino, V., Hampton, G., & Fantuzzo, J. (2002). *Manual: Penn Interactive Peer Play Scale. Teacher and parent rating scales for preschool and kindergarten children*. Philadelphia: University of Pennsylvania.

MIDDLE CHILDHOOD: SELF REPORT OF SOCIAL COMPETENCE

CONSTRUCT: SOCIAL COMPETENCE	Evaluation
MEASURE: LONELINESS AND SOCIAL DISSATISFACTION SCALE	
Component of Evaluation	Age range: Gradeschool
Description of measure as related to construct of interest	Children's feelings of loneliness and social dissatisfaction within the classroom are assessed using the 16-item Loneliness and Social Dissatisfaction Questionnaire
Administration	Self-Report; group or individual; takes less than 10 minutes
Scoring	Items are rated on a 5-point scale, with 16 assesses loneliness at school ("I have nobody to talk to at school") and 8 filler items ("I like to read"). Scale is scored as follows: Loneliness = Σ items 1,3R,4,6R,8,9R,10,12R,14R,16,18R,20R,21R,22,24R (1 = YES 5 = NO) R= recode the reverse 1=5 2=4 3=3 4=2 5=1 <u>Note.</u> There also appear to be peer status items/scale derivable from the loneliness measure
Reliability Validity	Previous research has verified the internal reliability and validity of this scale, with loneliness differentiating between popular and unpopular children and among subgroups of unpopular children (Asher et al., 1985; Asher et al., 1990; Crick & Grotpeter, 1996).
Any modifications for NCS?	No
Strengths	Taps an important, darker side of social relations in this age range; good psychometrics
Weaknesses	None perceived by this author; need to decide whether it is "important enough"
Publisher/Price	Public domain as far as we know
Recommendation	Use if at all possible

Asher, S. R., Parkhurst, J. T., Hymel, S. & Williams, G. A. (1990). Peer rejection and loneliness in childhood. In S. R. Asher & J. D. Coie (Eds.), *Peer rejection in childhood* (pp. 253-273). New York: Cambridge University Press.

Asher, S. R. & Wheeler, V. A. (1985). Children's loneliness: A comparison of rejected and neglected peer status. *Journal of Consulting and Clinical Psychology, 53*, 500-505.

Crick, N., & Grotpeter (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development, 66*, 710-722.

CONSTRUCT: SOCIAL COMPETENCE	Evaluation
MEASURE: SOCIAL ANXIETY & AVOIDANCE	
Component of Evaluation	Age range: Middle Childhood
Description of measure as related to construct of interest	Six items, rated on a 5-point scale, assess social anxiety (e.g., "I usually feel nervous when I meet someone for the first time") and six items that assess social avoidance (e.g., "If I had a choice, I'd rather do something by myself than do it with other kids"). Note that both constructs differ from loneliness.
Administration	Self-report; individual or group. Takes approximately 5 - 10 minutes or less.
Scoring	Scales are created as follows: Social Avoidance = Σ items 1R, 3, 5R, 7, 9, 11. Social Anxiety = Σ items 2R, 4R, 6R, 8R, 10R, 12R 1 = YES 5 = NO R= recode the reverse 1=5 2=4 3=3 4=2 5=1
Reliability	This measure has high test-retest reliability and good to excellent internal consistency.
Validity	There is evidence of construct validity (see Crick & Bigbee for both psychometric properties).
Any modifications for NCS?	No
Strengths	Taps an important , darker side of social relations in this age range; good psychometrics
Weaknesses	None perceived by this author; need to decide whether it is "important enough"
Publisher/Price	Public domain as far as we know
Recommendation	Use if at all possible

NOTE. Even if SSRS self-report is also used at this age level, it could still be important to tap these social behaviorally specific negative affective-behavioral representations of self. They are not the same as most internalizing items, either.

Crick, N., & Bigbee (1998). Gender differences in the expression and experience of peer maltreatment: Relational and overt victimization. *Journal of Clinical and Consulting Psychology*, 66, 337-347.

Hymel, S. & Franke, S. (1985). Children's peer relations: Assessing self-perceptions. In B. H. Schneider, K. H. Rubin, & J. E. Ledingham (Eds.), *Children's peer relations: Issues in assessment and intervention* (pp. 75-92). New York: Springer-Verlag.

<p>CONSTRUCT SOCIAL COMPETENCE</p> <p>MEASURE: CHILD/TEACHER/ PARENT RATING SCALE</p> <p>Component of Evaluation</p>	<p>Evaluation</p> <p>Age Range: Elementary and Intermediate School</p>
Description of measure as related to construct of interest	Assesses problem behaviors (acting-out, shy/anxious behavior, learning problems), and social competencies (frustration tolerance, peer social skills, assertive social skills, task orientation) in the school context
Administration	38 items for adult versions, 24 for children; takes less than 20 minutes to complete (Hightower et al., 1986, 1987).
Scoring	<p>Sum items for each scale. Peer, teacher, and parent forms are available</p> <p>For parent form:</p> <p><u>Acting Out Scale</u> = Σ items 1, 4, 7, 10, 13,16</p> <p><u>Shy-Anxious</u> = Σ items 2, 5, 8, 11, 14, 17</p> <p><u>Learning Problems</u> = Σ items 3, 6, 9, 12, 15,18</p> <p><u>Frustration Tolerance</u> = Σ items 19, 23, 27, 31, 35</p> <p><u>Assertive Social Skills</u> = Σ items 20, 24, 28, 32, 36</p> <p><u>Task Orientation</u> = Σ items 21, 25, 29, 33, 37</p> <p><u>Peer Social Skills</u> = Σ items 22, 26, 30, 34,38</p> <p>For child form:</p> <p><u>Acting Out Scale</u> = Σ items 1, 5, 9R, 13, 17R, 21</p> <p><u>Social Anxiety Scale</u> = Σ items 2, 6, 10, 14, 18, 22</p> <p><u>Peer Social Scale</u> = Σ items 3, 7R, 11R, 15, 19R, 23</p> <p><u>School Interest Scale</u> = Σ items 4, 8R, 12, 16, 20R, 24R</p> <p>For both forms, scores 3 = YES 1 = NO R= recode the reverse 1=3 2=2 3=1</p>
Reliability Validity	This measure has excellent internal and test-retest reliability, as well as demonstrated validity, including discrimination of referred from nonreferred children, and convergent/divergent validity.
Any modifications for NCS?	No, unless some subscales are not needed, such as problem behaviors and task orientation
Strengths	Excellent theoretical basis, good psychometrics, quickly completed
Weaknesses	May be redundant with SSRS
Publisher/Price	Public domain as far as we know; however, Primary Mental Health Project, Inc. requests that one obtain permission for use; see http://www.childrensstitute.net/ (reference obtained from http://vinst.umdj.edu/VAID/TestReport.asp?Code=CRS)
Recommendation	Use if SSRS is not deemed unsuitable for any reason

Hightower, A. D., et al. (1986). The teacher-child rating scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review*, 15, 393-409.

Hightower, A. D., Cowen, E. L., Spinell, A. P., Lotyczewski, B. S. (1987). The Child Rating Scale: The development of a socioemotional self-rating scale for elementary school children. *School Psychology Review*, 16, 239-255.

CONSTRUCT: SOCIAL COMPETENCE	Evaluation
MEASURE: SOCIAL EXPERIENCES QUESTIONNAIRE	
Component of Evaluation	Age range: Middle childhood
Description of measure as related to construct of interest	The SEQ consists of three subscales: relational victimization (“How often does another kid say they won’t like you unless you do what they want you to do?”), overt victimization (“How often do you get hit by another kid at school?” and receipt of prosocial acts (“How often does another kid give you help when you need it?”).
Administration	Each subscale contains five items rated on 5-point scales. Takes about 5 - 10 minutes to complete
Scoring	Sum item responses across each subscale, as follows: <u>Relational Aggression from Others</u> = Sum (items 3, 6, 9, 11, 13) <u>Overt Aggression from Others</u> = Sum (items 2, 4, 7, 10, 14) <u>Prosocial Behavior from Others</u> = Sum (items 1, 5, 8, 12, 15)
Reliability	Internal consistency reliability is good for all three scales.
Validity	As with reports of overt and relational aggression, Crick et al. (1996) report a significant correlation between the two; however, distinctions can be made among children scoring high on both, and those scoring high on only one. As for validity, victimized children are likely to be depressed, or lonely, over and above their own aggression.
Any modifications for NCS?	No
Strengths	Vital areas on which to obtain information; can be completed by child and peer in reference to child.
Weaknesses	None
Publisher/Price	Public domain as far as we know
Recommendation	Definitely use

Crick, N., & Grotpeter (1996). Children’s treatment by peers: Victims of relational and overt aggression. *Development and Psychopathology*, 8, 367-380.

NOTE: I decided not to include other aggression scales, because it is likely that the behavior problem area will cover these (for all age ranges).

CONSTRUCT: SOCIAL COMPETENCE	Evaluation
MEASURE: FRIENDSHIP QUALITY QUESTIONNAIRE	
Component of Evaluation	Age range: Middle Childhood
Description of measure as related to construct of interest	Dyadic relationships, as well as overall peer group acceptance, are crucial during middle childhood, continuing into adolescence. On this measure (FQQ), children report on 6 features of their friendships: (a) companionship/recreation; (b) help/guidance; (c) validation/caring; (d) intimate exchange; (e) conflict/betrayal; and (f) conflict resolution.
Administration	Individual or group; takes about 20 – 25 minutes
Scoring	Sum ratings for each subscale, as follows: <u>Validation Scale</u> = Σ items 4,5,6,8,10,12,13,15,30,41 <u>Conflict Resolution Scale</u> = Σ items 11, 26, 35 <u>Conflict and Betrayal Scale</u> = Σ items 3, 9, 20, 21, 27, 31, 37 <u>Help and Guidance Scale</u> = Σ items 17, 18, 24, 28, 32, 33, 34, 36, 39 <u>Companionship and recreation Scale</u> = Σ items 2, 7, 19, 22, 23 <u>Intimate Exchange Scale</u> = Σ items 14, 16, 25, 29, 38, 40 <u>Note.</u> These are factor structure found by Parker & Asher (1993) – Asher and Rose (1999a) raise the possibility of using only two scales, positive and negative.
Reliability	Mean _a = .83, with support for the six subscales and good test-retest reliability.
Validity	A number of indicators of validity have been identified—e.g., partners' perceptions of friendship are related, and accepted children describe friendships more positively.
Any modifications for NCS?	No
Strengths	Well constructed, good psychometrics, interesting for children themselves
Weaknesses	Equivocal factor structure could be seen as a weakness.
Publisher/Price	Public domain as far as we know
Recommendation	Definitely use

Rose, Amanda J; Asher, Steven R. (1999). Children's goals and strategies in response to conflicts within a friendship. *Developmental Psychology*, 35., 69-79.

Parker, J. G., & Asher, S. R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental Psychology*, 29, 611-621

Social Competence/Emotional Competence “Combined Assessment”

Some assessment tools tap constructs of both emotional and social competence in their comprehensive views of the child’s SEL. Four available “combined measures of children’s emotional expressiveness appear to have both psychometric and practical utility: (a) The Devereux Early Childhood Assessment; (b) the Battelle Developmental Inventory-2; (c) the Infant Toddler Social-Emotional Assessment; (d) the Minnesota Preschool Affect Checklist. All are teacher and/or parent checklists, except for (d), which is a direct observational tool.

Infancy

CONSTRUCT: SOCIAL-EMOTIONAL COMPETENCE COMBINED	Evaluation
MEASURE: INFANT-TODDLER SOCIAL-EMOTIONAL ASSESSMENT	
Component of Evaluation	Age range: 12- to 36-months old
Description of measure as related to construct of interest	Constructs covered include regulation, attachment, withdrawal, social competency, and positive and negative affect. Scales for Attention, Compliance, Prosocial Behavior, Peer Interaction, Empathy, Emotional Positivity, Task Mastery, and Emotional Awareness are included. Contrasting Externalizing Behavior (e.g., Activity, Peer Aggression, Aggression/Defiance, and Negative Emotionality Scales) and Internalizing Behavior (e.g., Inhibition/Separation Difficulties, Depression/ Withdrawal Scales) factors are also included.
Administration	<ul style="list-style-type: none"> • Completed by parent, childcare provider, or preschool teacher (separate forms provided). Takes approximately 30 minutes • Short forms (Brief-ITSEA or BITSEA) also available
Scoring	All items rated on a 3-point scale (see materials included with tests); ITSEA assessments take 30 minutes to complete.
Reliability	For all, internal consistency and test-retest reliabilities are good to excellent.
Validity	Validity evidence is also encouraging (Briggs-Gowan & Carter, 1998; Carter & Briggs-Gowan, 1993; Carter, Briggs-Gowan, & Kogan, 1999). For example, relations with dimensions of temperament, attachment, emotion regulation, and coping, as well as age and gender, are as expected.
Any modifications for NCS?	No; may want to use BITSEA (brief version of ITSEA)
Strengths	Included areas of social competence, unique in assessing infants and toddlers
Weaknesses	Recently (Denham & Burton, 2003), I noted that “more data are needed on psychometrics and usefulness to justify recommending as a standard measure for large-scale research.” Since, I have found more information in the manual and Carter and Briggs-Gowan’s writeups to feel more sanguine about this measure – it is increasingly well documented.
Publisher/Price	Free, if the authors give permission, they will email you the forms and manual
Recommendation	Use; perhaps only social competence scales

Briggs-Gowan, M. J., & Carter, A. S. (1998). Preliminary acceptability and psychometrics of The Infant Toddler Social Emotional Assessment (ITSEA): A new adult-report questionnaire. *Infant Mental Health Journal, 19*, 422-445.

Carter, A. S., & Briggs-Gowan, M. J. (1993). The Infant Toddler Social Emotional Assessment (ITSEA). Unpublished measure.

Carter, A. S., & Briggs-Gowan, M. J., & Kogan, N. (1999). The Infant Toddler Social Emotional Assessment (ITSEA): Comparing parent ratings to laboratory observations of task mastery, emotion regulation, coping behaviors, and attachment status. *Infant Mental Health Journal, 20*, 375-398.

Denham, S. A., & Burton, R. (2003). *Social and emotional intervention and prevention programming for preschoolers*. New York: Kluwer-Plenum.

Table. Example Items from the Infant Toddler Social-Emotional Assessment (ITSEA)

ITSEA Scale	Subscale	Example Items
Social-Emotional Competence	Attention	Can sit for 5 minutes while you read a story; can pay attention for a long time (not including TV)
	Compliance	Follows rules; is easy to take care of
	Prosocial Peer Interaction	Is liked by other children; shares toys and other things
	Emotional Positivity	Laughs easily or a lot; is affectionate with loved ones
	Empathy	Is worried or upset when children cry; tries to help when someone is hurt
	Emotional Awareness (2-year-olds only)	Talks about own feelings; is aware of other people's feelings
	Mastery Motivation (2-year-olds only)	Wants to do things for self; is curious about new things
Externalizing Behavior Problems	Activity	Is restless and can't sit still; goes from toy to toy faster than other children his/her age.
	Aggression/Defiance	Acts aggressive when frustrated; is disobedient or defiant
	Peer Aggression	Fights with other children; is mean to other children on purpose
	Emotional Negativity	Often gets very upset; cries a lot
Internalizing Behavior Problems	Inhibition/Separation	Is very clingy; is shy with new people
	Depression/Social Withdrawal	Seems withdrawn; seems very unhappy, sad, or depressed.

Note. Item content quoted with permission of the authors.

Preschool

CONSTRUCT: SOCIAL-EMOTIONAL COMPETENCE COMBINED	Evaluation
MEASURE: THE DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA).	
Component of Evaluation	Age Range: 24 to 60 months
Description of measure as related to construct of interest	The DECA is a newly developed standardized, norm-referenced measure of resilience, completed by parents and teachers in a collaborative and supportive partnership. Subscales include initiative, attachment, self-control, and behavioral concerns. We like the DECA's subscale demarcation, closely mirroring as it does our notions of SEL.
Administration	Each child is rated one at a time by teachers, parents. Takes 5 – 10 minutes to complete.
Scoring	Items are rated on a 5-point scale varying from “never” to “very frequently”. Scoring is shown on answer sheet, as follows: <u>Initiative</u> = Sum (items 2, 3, 7, 12, 16, 19, 20, 24, 28, 32, 36) <u>Self Control</u> = Sum (items 4, 5, 13, 21, 25, 30, 33, 34) <u>Attachment</u> = Sum (items 1, 6, 10, 17, 22, 29, 31, 37) <u>[Behavioral Concerns</u> = Sum (items 8, 9, 11, 14, 15, 18, 23, 26, 27, 35)]
Reliability Validity	This measure is theoretically and psychometrically sound. Furthermore, its utility is being demonstrated. For example, the total resilience score (i.e., Initiative + Attachment + Self-control) is related to school readiness, as assessed by the Learning Accomplishment Profile-D cognitive and language scales (Devereux Early Childhood Initiative, 2001b). The DECA is already being used to document pre- and post-programming change (Devereux Early Childhood Initiative, 2001a, 2001c).
Any modifications for NCS?	No, although if behavioral concerns scales are needed for the preschool range, the Devereux Early Childhood Assessment Scale-Clinical Form (DECA-C) is now available. Infant and middle childhood versions are being created. Also, perhaps if one of the other measures for preschoolers that I recommend are used (e.g., SCBE), I would still like to see the attachment scale used
Strengths	Use in both applications and research. Resilience viewpoint is a strength, as is the inclusion of attachment.
Weaknesses	None
Publisher/Price	<ul style="list-style-type: none"> Published by Kaplan Early Learning Co. and apparently also now by Psychological Assessment Resources, Inc. PAR prices include \$217.00 for a full kit, and 40 record forms for \$44.00 Kaplan prices include \$199.95 for a full kit, and 40 record forms for \$40.00
Recommendation	See entry on modifications

LeBuffe, P. A., & Naglieri, J. A. (1999). *Devereux Early Childhood Assessment Technical Manual*. Lewisville, NC: Kaplan Press.

Table. Example Items from the Devereux Early Childhood Assessment

DECA Subscales	Sample Items
Initiative	Try or asks to try new things or activities
Attachment	Trust familiar adults and believe what they say; seek help from children/adults when necessary
Self-Control	Keep trying when unsuccessful (act persistent); calm herself/himself down when upset
Behavioral Concerns	Destroy or damage property, fight with other children

Note. Item content quoted with permission of the publisher, the Devereux Foundation.

CONSTRUCT: SOCIAL-EMOTIONAL COMPETENCE	Evaluation
MEASURE: BATTELLE DEVELOPMENTAL INVENTORY (BDI)	
Component of Evaluation	Age range: birth to 7 years, 11 months
Description of measure as related to construct of interest	Items on adult interaction, expression of feelings/affect, self-concept, peer interaction, coping, and social role are included. For example, topic areas include showing appropriate affection toward people, pets, or possessions, using adults appropriately to help resolve peer conflict, recognizing the feelings of others, and recognizing the basic similarities of all children.
Administration	The BDI is designed to be used by teachers, diagnosticians, and multidisciplinary teams. Its authors consider it useful for screening and or for more in-depth assessment of specific nonhandicapped or handicapped children's strengths and weaknesses for programming, as well as to help demonstrate the effects of programming. Use of a transdisciplinary assessment format also is possible. Just Personal-Social Domain would take about 15 minutes to complete.
Scoring	Because some items can be scored via interview or observation methods, or structured format items can be corroborated via these methods, it behooves the examiner to gather all possibly relevant data on Personal-Social items before scoring. Items are scored from each subscale noted above, and summed. Raw scores can be converted to age norms, percentiles, or T-scores, for example.
Reliability	Excellent reliability data for the last version (before the current revision) are reported, with very small standard errors of measurement and high test-retest reliabilities.
Validity	As yet not reported for revision?
Any modifications for NCS?	No
Strengths	The BDI's comprehensiveness, standardized test scores, empirically based age placement of its approximately 130 items, behaviorally anchored item descriptions, and improved, easier administration and scoring, all maximize its usefulness. Each skill item chosen for the new revision for the Personal-Social (and all other domains) has gone through a rigorous process of judgment on how critical or important it is to a child's development.
Weaknesses	Care needs to be taken regarding observation, structured items. The examiner also must apply, when there are disagreements among these sources of data, a standard set of decision rules. Although these are not necessarily weaknesses, they are complications
Publication/Prices	<ul style="list-style-type: none"> • Published by Riverside Publishing • Full kit with manipulatives and software = \$932.00 (this includes other domains than just personal-social)
Recommendation	Depends on whether the revision, due Fall 2004 , is as good as it looked like it was going to be. Probably would <u>not</u> use because of mixture of interview, observation, etc., and price.

CONSTRUCT: SOCIAL-EMOTIONAL COMPETENCE	Evaluation
MEASURE: MINNESOTA PRESCHOOL AFFECT CHECKLIST	
Component of Evaluation	Age range: 30 – 72 months
Description of measure as related to construct of interest	53 items are organized into “mega”-scales for positive and negative affect, inappropriate affect, positive and negative involvement, impulsivity, aggression, wandering, social isolation, peer skills, and empathy/prosocial behavior. These scale demarcations are shown on the enclosed observation sheet. Thus, many elements of emotional competence, as well as some elements of social problem solving (e.g., deals with frustration by verbalizing the problem), and numerous relationship skills (as considered here in the model of social competence, are tapped by the MPAC.
Administration	Trained observers watch children’s behaviors for 5-minute intervals, noting the presence of items. In previous research, 20 minutes of observation per child across a several-month time period resulted in valid and reliable measurement.
Scoring Reliability	Upon finishing observation periods, observers sum each item across periods, for each “mega”-scale. Previous research has shown good interobserver reliability for “mega”-scales, and concurrent validity with other indices of young children’s SEL (Denham, Zahn-Waxler, et al., 1991; Sroufe et al., 1984).
Validity	For example, in Denham and Burton (1996), several of these scales, notably skills in peer leading and joining, showed change across pre-program to post-program periods, with those showing pre-measure deficits especially benefiting from the program.
Any modifications for NCS?	Possibly but would need to pilot – maybe fewer items, although these have not been daunting in earlier work
Strengths	Excellent, detailed profiles of children’s social-emotional competence via direct observation
Weaknesses	Timing for training and obtaining observer reliability, approximately 12 hours. Denham and colleagues (i.e., Denham & Burton, 1996; Denham et al., 1991) have standardized training materials.
Publisher/Price	Public domain as far as we know
Recommendation	Although training for observation using the MPAC is somewhat time-consuming, the detailed description of the child’s SEL across as few as four five-minute periods makes it a worthy candidate for use

Denham, S. A., & Burton, R. (1996). A social-emotional intervention for at-risk 4-year-olds. *Journal of School Psychology, 34*(3), 225-245.

Denham, S. A., Zahn-Waxler, C., Cummings, E. M., & Iannotti, R. J. (1991). Social-competence in young children’s peer relationships: Patterns of development and change. *Child Psychiatry and Human Development, 22*, 29-43.

Sroufe, L. A., Schork, E., Motti, F., Lawroski, N., & LaFreniere, P. (1984). The role of affect in social competence. In C. E. Izard, J. Kagan, & R. B. Zajonc (Eds.), *Emotions, cognition, & behavior* (pp. 289-319). Cambridge: Cambridge University Press.

Table. Items from the Minnesota Preschool Affect Checklist (MPAC)

MPAC “Mega”-Scales	Exemplars of behaviors observed
Expression and regulation of positive affect	Displays positive affect in any manner--facial, vocal, bodily; shows ongoing high enjoyment (30 sec. or more)
Expression and regulation of negative affect	Uses negative affect to initiate contact, to begin a social interaction with someone; uses face or voice very expressively to show negative affect
Inappropriate affect	Expresses negative affect to another child in response to the other’s neutral or positive overture; takes pleasure in another’s distress
Productive involvement in purposeful activity	Engrossed, absorbed, intensely involved in activity; independent--involved in an activity that the child organizes for himself
Unproductive, unfocused use of personal energy	Wandering; listless; tension bursts
Lapses in impulse control	Context-related, physical, interpersonal aggression; inability to stop ongoing behavior; becomes withdrawn
Positive management of frustration	Promptly expresses, in words, feelings arising from problem situation, then moves on; shows ability to tolerate frustration well even if does not verbalize
Skills in peer leading and joining	Successful leadership; inept attempts at leadership; smoothly approaches an already ongoing activity
Isolation	No social interaction continuously for 3 minutes or more
Hostility	Unprovoked, physical, interpersonal aggression; hazing, teasing, or other provocation or threat
Prosocial response to needs of others	Interpersonal awareness--behavior reflecting knowledge or awareness about another person; helping behavior

Note. General item content adapted from Denham, Zahn-Waxler, et al. (1991), and Sroufe et al. (1984).

ASSESSMENT OF ATTACHMENT

<p>CONSTRUCT: ATTACHMENT</p> <p>MEASURE: ATTACHMENT Q-SORT</p> <p>Component of Evaluation</p>	<p style="text-align: center;">Evaluation</p> <p>It is useful to view the child’s attachment to parents, teachers, and caregivers, from an objective observer’s point of view. The Attachment Q-Sort is essentially an extended rating scale, using q-methodology (Waters & Deane, 1985), suitable for examining attachment-relevant child behaviors. Although some researchers have utilized mothers as informant/observers, Waters’ original intention was for independent observers to complete the sorts (see also van Ijzendoorn et al., 2004).</p> <p>Age range: 8 to 36 months, approximately (maybe later)</p>
<p>Description of measure as related to construct of interest</p>	<p>This measure examines the quality of the relationship between the child and primary caregiver, and probably their preschool teachers (Howes & Ritchie, 1999; Mitchell–Copeland, Denham, & DeMulder, 1997). The measure has a standard scoring metric and is criterion referenced. Q-Sort scores predict later behavior problems.</p>
<p>Administration</p>	<p>Raters (either the adult in question--parent, teacher, or caregiver--or an independent observer) sort cards, upon which statements about children’s possible behaviors are written, into a fixed distribution of piles, depending on their similarity to the actual behaviors of the child in question. Measurement theory suggests that distinct advantages exist for rating scales--especially that raters can average their observations across contexts, with a commensurate decrease in error variance--resulting in scores that can be quite trustworthy. Further, q-sorts have special status even among rating systems, in that several errors that may afflict other types of rating scales, such as errors of leniency or central tendency, are alleviated by the force distributions required (see Figure)</p> <p>To complete this measure, raters first become familiar with descriptions of attachment behaviors by reviewing the computer-based Attachment Q-Set Advisor (Waters, Posada & Vaughn, 1994). Typically, training includes coding videotaped examples of visits with parents and young children, in order to assure interrater reliability. Then, observers generally observe the child and parent or caregiver for up to six hours, during which caregivers are encouraged to go about their usual activities and to treat the visitor as they would a visiting friend, neighbor, or helper. Observers make extensive notes during and after each visit and complete the AQS after the final visit. Thus, the entire observation and Q-sorting process takes approximately 4 - 6 hours per child.</p> <p>Sample items include: “Child keeps track of adult’s location,” “If adult reassures, child will approach,” and “Child actively goes after adult if upset.” For security of attachment with teachers and caregivers, several items do not pertain; a subset of the 90-item Attachment Q-Sort can be used to describe children’s relationships with nonparental adults (e.g., items referring to bedtimes are omitted).</p>
<p>Scoring</p>	<p>There are two means of generating scores from this measure. In the first, the score distribution of all sorted cards describing the child in question is correlated with sorted cards describing “the optimally secure child” (as in Mitchell-Copeland et al., 1997; Waters & Deane, 1985; obtainable from Waters’ website, http://www.psychology.sunysb.edu/attachment/measures/measures_index.html).</p> <p>In the second, scores for specific behaviors (with each card’s rating varying from 1 to 9, from “least like” to “most like” the child in question) are summed into scales to create categories of attachment organization that are conceptually consistent with organizational categories derived from other attachment assessments (see Howes & Ritchie, 1999), for specific item content, as follows:</p> <p>Seeks comfort scale = mean of (item 3R, 11, 28, 33R, 44, 53, 64, 71) Harmony scale = mean of (item 1, 2R, 6R, 9R, 18, 19, 24, 32, 38R, 41, 54R, 62, 65R, 70, 79R, 81R) Resist scale = mean of (item 2, 8, 9R, 10, 13, 20R, 26, 30, 38, 54, 61, 62R, 74, 79, 81) Secure base scale = mean of (item 11, 14, 21, 25R, 35, 36, 43, 59R, 69R, 80, 90) Avoid scale = mean of (5R, 25, 29, 35, 43R, 59R, 76, 88)</p> <p>To reverse, recode 9=1, 8=2, 7=3, 6=4, 5=5, 4=6, 3=7, 2=8, 1=9</p>

Reliability Validity	These subscales and organizational categories are reliable and valid, and can be used adequately for preschoolers. Studies on the stability of the observer AQS are still relatively scarce, but have yielded promising results (van IJzendoorn et al., 2004). In various studies (e.g., DeMulder, Denham, Schmidt, & Mitchell, 2000), AQS scores have been associated in theoretically meaningful ways with measures of behavior problems, social competence with peers, and teacher perceptions of child-teacher relationships. In fact, a very recent meta-analysis (van IJzendoorn et al., 2004) indicates convergent validity with the Strange Situation, as well as predictive validity with sensitivity measures, and discriminant validity via low associations with temperament. Thus, use of the AQS could give a picture of how the child compares to securely attached children, on metrics that appear to be directly associated with SEL outcomes in preschool.
Any modifications for NCS?	I tried to work out a means to make this a shorter task, but it would not be validated (C. Howes, personal communication, 2004)
Strengths	Can be completed by parents or observers; however, E. Waters notes on his website (http://www.psychology.sunysb.edu/attachment/measures/content/aqs_method.html), “I strongly prefer to make the observations myself or to train research assistants as observers,” and gives cogent reasons why. In contrast, Teti & McGourty have shown mothers’ and observers’ sorts to be significantly correlated, suggesting that mothers make adequate observers if needed. The aforementioned website is very helpful in terms of understanding the entire procedure. Although time-consuming, the AQS is an extremely useful measure of attachment.
Weaknesses	Amount of training required and time required for observation. The potential culture-specificity of the standard criteria is another source of concern.
Publisher/Price	Public domain as far as we know
Recommendation	I would argue yes, use it.

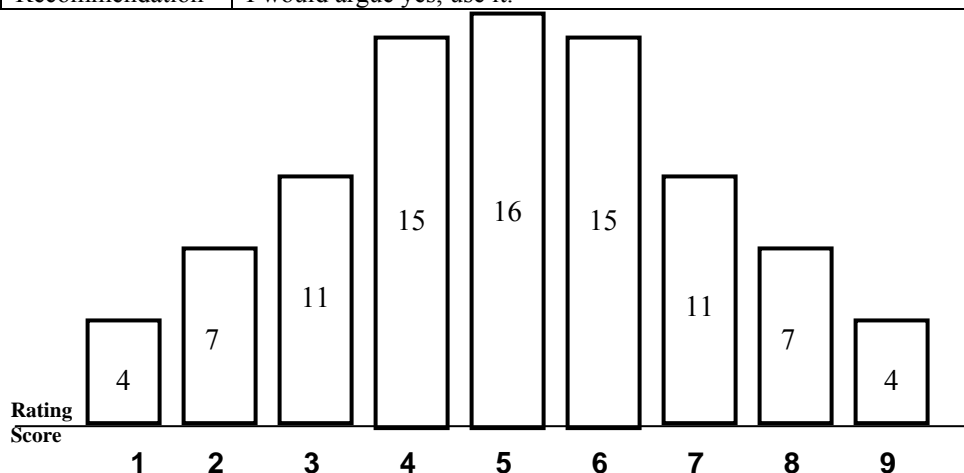


Figure. Attachment Q-sort Distribution (number of items per pile designated)

DeMulder, E., Denham, S. A., Schmidt, M., & Mitchell-Copeland, J. (2000). Q-sort assessment of attachment security during the preschool years: Links from home to school. *Developmental Psychology*, *36*, 274-282.

Mitchell-Copeland, J., Denham, S. A., & DeMulder, E. (1997). Child-teacher attachment and social competence. *Early Education and Development*, *8*, 27-39.

Howes, C., Ritchie, S. (1999). Attachment organizations in children with difficult life circumstances. *Development & Psychopathology*, *11*, 251-268.

Teti, D. M., & McGourty, S. (1996). Using mothers versus trained observers in assessing children's secure base behavior: Theoretical and methodological considerations. *Child Development*, *67*, 597-605.

van IJzendoorn, M. H., Carolus, M. J. L., Bakermans-Kranenburg, M. J., Riksen-Walraven, J. M. (2004). Assessing attachment security with the Attachment Q Sort: Meta-analytic evidence for the validity of the observer AQS. *Child Development*, *75*, 1188-1213.

Waters, E. & Deane, K. E. (1985). Defining and assessing individual differences in attachment relationships: Q-methodology and the organization of behavior in infancy and early childhood. In I. Bretherton & E. Waters (Eds.), *Monographs of the Society for Research in Child Development*, *50* (Serial No. 209). N

Waters, E., Posada, G., & Vaughn, B. E. (1994). *The Attachment Q-Set: Hyper-text advisor*. Unpublished computer software, State University of New York at Stony Brook, Department of Psychology.

CONSTRUCT: ATTACHMENT	Evaluation
MEASURE: STUDENT-TEACHER RELATIONSHIP SCALE	
Component of Evaluation	Age range: Early childhood and early primary grades (through 3 rd grade); completed by teacher.
Description of measure as related to construct of interest	Pianta's scales (Pianta, 1997; Pianta & Nimetz, 1991; Pianta et al., 1995), yields measures of the child's relationship with his/her teacher, regarding whether the relationship is conflicted, warm, troubled, open, or dependent.
Administration	The scales are quick for teachers to complete, approximately 5 – 10 minutes.
Scoring	<ul style="list-style-type: none"> Sum Likert ratings across 5-point scales for 28 items, as follows: <u>Closeness</u> = Sum (items 1, 3, 4, 5, 7, 9, 12, 15, 21, 27, 28) <u>Conflict</u> = Sum (items 2, 11, 13, 16, 18, 19, 20, 22, 23, 24, 25, 26) <u>Dependency</u> = Sum (items 6, 8, 10, 14, 17) <u>Total</u> = Sum(Closeness, Recoded/All Items Reversed Conflict, Recoded /All items Reversed Dependency) <u>Reversed/Recoding</u>: 1=5, 2=4, 3=3, 4=2, 5=1 Interpretation of scores is normative, based on percentile range compared to norm groups. Separate norm groups include total population, gender, and three ethnic groups (Caucasian, Hispanic, and African American)
Reliability Validity	Psychometric properties are good. Internal consistencies and test-retest reliability average in the .80s and .90s, except for Dependency scale, which had a lower alpha of .64. Subscale scores are associated with children's classroom and home behaviors (Pianta, Steinberg, & Rollins, 1995). Furthermore, these relationship qualities persist across time and to some extent across teachers. In recent research, STRS scales were negatively related to externalizing behaviors in preschoolers; that is, children with whom teachers report closeness showed less aggression and other out-of-control behavior (Ramos-Marcuse & Arsenio, 2001). Finally, and importantly, scores are moderate predictors of school success through grade 8 (e.g., Pianta, 1997).
Any modifications for NCS?	No
Strengths	Relationships with teachers is an important, newly emphasized area of resilience promotion for young children
Weaknesses	Not necessarily weaknesses, but areas where more attention is needed, include that facts that child age, gender, and ethnicity, as well as teacher-child ethnic match were consistently related to teachers perceptions.
Publication/Pricing	<ul style="list-style-type: none"> Published by Psychological Assessment Resources, Inc. Introductory Kit w/50 response sheets = \$94.00 50 Response Forms = \$60.00
Recommendation	Use if teacher report on teacher-child relationship is deemed important

Pianta, R. C. (1997). Adult-child relationship processes and early schooling. *Early Education and Development*, 8, 11-26.

Pianta, R. C., & Nimetz, S. L. (1991). The student-teacher relationship scale: Results of a pilot study. *Journal of Applied Developmental Psychology*, 12, 379-393.

Pianta, R. C., Steinberg, M. (1992). **Teacher-child relationships and the process of adjusting to school**. In R. C. Pianta, (Ed.), *Beyond the parent: The role of other adults in children's lives. New directions for child development, No. 57.* (pp. 61-80). San Francisco, CA: Jossey-Bass.

Pianta, R. C., Steinberg, M., & Rollins, K. (1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. *Development & Psychopathology*, 7, 295-312.

Ramos-Marcuse, F., & Arsenio, W. F. (2001). Young children's emotionally-charged moral narratives: Relations with attachment and behavior problems. *Early Education and Development*, 12, 165-184.

Saft, E. W., & Pianta, R. C. (2001) Teachers' perceptions of their relationships with student: Effects of child age, gender, and ethnicity of teachers and children. *School Psychology Quarterly*, 16, 125-141.

Table. Example Items from the Student-Teacher Relationship Scale

STRS Scale	Example Items
Closeness	I share an affectionate, warm relationship with this child; this child shares information about himself; It is easy to be in tune with what this child is feeling
Conflict	This child and I always seem to be struggling with each other; despite my best efforts, I am uncomfortable with how this child and I have gotten along;
Dependency	This child reacts strong to separation from me; this child is overly dependent on me

CONSTRUCT: ATTACHMENT	Evaluation
MEASURE: NARRATIVE STORY STEM TEST	
Component of Evaluation	Age range: Early childhood
Description of measure as related to construct of interest	In this measure, trained experimenters administer six narrative story completions involving attachment themes, along with a warm-up story, from the MacArthur Story-Stem Battery (Bretherton et al., 1990). The stories include, for example, separations from parents and child transgressions (e.g., spilling juice).
Administration	Family figures and props are present for each narrative story. Takes approximately 30 minutes but may be much quicker. Coding takes one hour, approximately.
Scoring	Codes for both structure (e.g., security) and content (e.g., aggression) are useful in evaluating narrative story completions (Endriga, Greenberg, Speltz, & DeKlyen, 1991; Golby, Bretherton, Winn, & Page, 1995; see also Von Klitzing, Kelsay, Emde, Robinson, & Schmitz, 2000). Each individual code is scored as present or absent for each story. A total score for each code is computed by taking the sum of its individual scores across all stories. Coding/training manuals can be obtained from Denham. See also Page (2001) for an excellent summary.
Reliability	Interrater reliability usually good to excellent for separate scales and mega-scales. Test-retest reliability of the NSST has been examined in three studies, and is highly significant
Validity	Children with more negative parental representations in their narratives were rated as having more behavior problems, and their mothers rated themselves as having more psychological problems; themes on the NSST have also differentiated abused and nonabused children. Researchers have also found a positive relation between aggressive/emotionally negative narrative themes and ratings of children's behavior problems; Ramos-Marcuse and Arsenio (2001) found a positive relation between children's positive view of their attachment relationships and their social competence. Denham, Blair, et al. (2002) found that 3-year-olds' narrative story completion scores fit well enough with their AQS scores for security of attachment to mother, and to teacher, to form one "mega-composite" that was associated with emotional competence when interacting with peers. Children who scored as "more secure" on the mega-composite were more able to understand emotions of others, less likely to show anger toward peers, and more able to manage emotionally stressful events; they were also considered more socially competent by teachers and peers two years later, in kindergarten.
Any modifications for NCS?	Decide which coding system is most appropriate
Strengths	Important to gain young children's views of their own attachment
Weaknesses	Time for training and coding from videotape.
Publisher/Price	Public domain as far as we know; cost of "props" approximately \$10 per kit
Recommendation	Use if weaknesses for such a large scale study can be overcome.

Bretherton I, Ridgeway D, & Cassidy, J. (1990). Assessing internal working models of the attachment relationship: an attachment story completion task for 3-year-olds. In M.T. Greenberg, D. Cicchetti, & E. M Cummings (Eds.), *Attachment in the preschool years* (pp. 273-310). Chicago: University of Chicago Press.

Denham, S. A., Blair, K., Schmidt, M., & DeMulder, E. (2002). Compromised emotional competence: Seeds of violence sown early? *American Journal of Orthopsychiatry*, 72, 70-82.

Endriga, M., Greenberg, M., Speltz, M., & DeKlyen, M. (1991) *Coding manual for the Attachment Story Completion Task*. Unpublished manuscript. University of Washington.

Golby, B., Bretherton, I., Winn, L., & Page, T. (1995). *Coding manual for the Attachment Story Completion Task*. Unpublished manuscript, University of Wisconsin at Madison.

Page, T. F. (2001). The social meaning of children's narratives: A review of the attachment-based narrative story stem technique. *Child & Adolescent Social Work Journal, 18*, 171-187.

von Klitzing, K. D., Kelsay, K., Emde, R. N., Robinson, J., & Schmitz, S. (2000). Gender-specific characteristics of 5-year-olds' play narratives and associations with behavior ratings. *Journal of the American Academy of Child & Adolescent Psychiatry, 39*, 1017-1023.

CONSTRUCT ATTACHMENT	Evaluation
MEASURE: KERNS SECURITY SCALE	
Component of Evaluation	Age range: Middle childhood
Description of measure as related to construct of interest	Children's report on their perceptions of openness of communication, accessibility, and responsiveness with regard to a specific attachment figure.
Administration	Self report; 15-item self-report questionnaire. Items on this scale are scored on a continuous dimension, and are completed in approximately 10 minutes per parent
Scoring	Items are presented in a format developed by Harter to minimize social desirability response biases. In this format, children are told that some kids respond one way, whereas other kids respond in a different way. Next, they are asked to indicate whether the response they chose is <i>really true</i> or <i>sort of true</i> for them. Example items include: "Some kids worry that their mom might not be there when they need her, but other kids are sure their mom will be there when they need her" and "Some kids think their mom does not listen to them, but other kids think their mom listens to them." Each item was scored from 1 to 4 with higher scores indicating perceptions of greater security. A security score for the relationship with the mother was obtained by averaging responses across the 15 items. Security with father can also be assessed using a second form.
Reliability	The internal consistency of this scale is good ($\alpha = .82$).
Validity	Construct validity has been demonstrated for the instrument. In a sample of preadolescents, children who reported a more secure attachment to their mothers were less lonely, better liked by peers as assessed through sociometric ratings, and more responsive and less critical with friends as assessed through observer ratings of friend dyads. In addition, the mothers of children who perceived a more secure attachment to them reported greater willingness to serve as a secure base (Kerns et al., 1996).
Any modifications for NCS?	No
Strengths	Excellent self-report measure of children's attachment
Weaknesses	--
Publisher/Price	Public domain as far as we know
Recommendation	Use, definitely. Although this measure does not tap attachment-relevant issues of avoidance and preoccupation, the security aspect is highly relevant.

Kerns, K. A., Tomich, P. L., Aspelmeier, J. E., & Contreras, J. M. (2000). Attachment-based assessments of parent-child relationships in middle childhood. *Developmental Psychology*, 36, 614-626.

CONSTRUCT: ATTACHMENT	Evaluation
Measure: INVENTORY OF PARENT AND PEER ATTACHMENT (IPPA)	
Component of Evaluation	Age range: Middle Childhood/Preadolescence, Adolescence (10-20 years old)
Description of measure as related to construct of interest	<ul style="list-style-type: none"> • Developed as a reliable multifactorial measure of adolescent attachment • Items were designed to assess the adolescent's trust (felt security) that attachment figures understand and respect his/her needs and desires, and perceptions that they are sensitive and responsive to his/her emotional states and helpful with concerns; also items assessing anger toward or emotional detachment from attachment figures are included
Administration	Self-Report; approximately 10-15 minutes per scale (i.e., Mother, Father, or Peer)
Scoring	<ul style="list-style-type: none"> • 28 items yield 3 subscales (Mother, Father, and Friend Measure, respectively): trust, communication, and alienation. 5-point Likert scales • Sum of items in each subscale; a summary score of quality of attachment = (sum of Trust and Communication raw scores) – (sum of Alienation raw score) • See measure included for scoring
Reliability	<p>Psychometric Qualities: Internal Consistency, Test-Retest</p> <ul style="list-style-type: none"> • Trust: 10 items, alpha = .91 • Communication: 10 items, alpha = .91 • Alienation: 8 items, alpha = .86 • Three-week test-retest reliability for the Parent Attachment measure was .93 (mean age for this assessment = 20.1)
Validity	<ul style="list-style-type: none"> • Quality of parent and peer attachment in late adolescence was highly related to well-being (i.e., self-esteem and life satisfaction), also contributed to predicting the adolescents' depression/anxiety and resentment/alienation scores
Any modifications for NCS?	No
Strengths	Assessing young people's views of their attachment relationships with both parent and peers. Excellent psychometrics
Weaknesses	Some researchers in the attachment area "don't like it," but this can be a rather clannish group.
Publisher/Price	<u>Cost</u> : \$5.00 which includes instruments and short manual. (email Mark Greenberg at Penn State).
Recommendation	Use, definitely

Armsden, G. C., & Greenberg, M. T. (1987). The Inventory of Parent and Peer Attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth & Adolescence*, 16, 427-454.

CONSTRUCT: ATTACHMENT	Evaluation
MEASURE: HAZAN & SHAVER'S QUESTIONNAIRE	
Component of Evaluation	Age range: Late Adolescence to Adult
Description of measure as related to construct of interest	Captures attachment theory perspective on late adolescents' and adults' romantic relationships (if the respondent is not in such a relationship, they are asked to answer with respect to experiences during any such relationships; see below)
Administration	<ul style="list-style-type: none"> Both Likert ratings of each pattern below, and choice of one's most likely self-descriptive pattern of attachment. Very quick. Mikulincer, Florian, & Wells (1993) have broken each statement into 5 substatements, which are then rated on 7-point scales (see bolded /'s below) In each of the three possible uses, total administration time is less than 5 minutes
Scoring	Inconsistent responders (i.e., their highest rating should match their choice of pattern; Mikulincer et al.) are identified and excluded from analyses. This involves approximately less than 10% of respondents
Reliability	--
Validity	The construct validity of both the categorical and quantitative measures have been established in more than 30 studies from 1987 to present
Any modifications for NCS?	No
Strengths	Gets at an important lifespan facet of social-emotional development
Weaknesses	Few items; Mikulincer et al. report separating out the paragraphs below into 15 items with good internal consistency reliability.
Publisher/Price	Public domain as far as we know
Recommendation	Use, definitely.

Hazan & Shaver's Measure of Attachment Style

Read each of three attachment style descriptions and rated how self-characteristic each style is on a 7-point Likert-type scale (quantitative ratings). Also, choose one of the three styles which is most self-descriptive (a categorical measure). Plus, items can be made, to also be rated on 7-point scales, according to the bolded /s below.

<u>Avoidant:</u> I am somewhat uncomfortable being close to others/ I find it difficult to trust them completely/ difficult to allow myself to depend on them/. I am nervous when anyone gets too close/, and often, /love partners want me to be more intimate than I feel comfortable being.
<u>Anxious-ambivalent:</u> I find that others are reluctant to get as close as I would like/. I often worry that my partner doesn't really love me/ or won't want to stay with me. /I want to get very close to my partner, /and this sometimes scares people away.
<u>Secure:</u> I find it relatively easy to get close to others/ and am comfortable depending on them/ and having them depend on me. /I don't often worry about being abandoned /or about someone getting too close to me.

Cooper, M. L., Shaver, P. R., & Collins, N L. (1998). Attachment styles, emotion regulation, and adjustment in adolescence. *Journal of Personality and Social Psychology*, 74, 1380-1397.

Hazan, C., & Shaver, P. R. (1990). Love and work: An attachment-theoretical perspective. *Journal of Personality and Social Psychology*, 59, 270-280.

Mikulincer, M., Florian, V., & Wells, A. (1993). Attachment styles, coping strategies, and posttraumatic psychological distress: The impact of the Gulf War in Israel. *Journal of Personality and Social Psychology*, 61, 321-331.

ASSESSMENT OF EMOTIONAL COMPETENCE

EMOTIONAL EXPRESSIVENESS AND REGULATION: EXPRESSIVENESS and EXPERIENCE OF EMOTION

It will be clear from the following that the differentiation of emotional expressiveness (what observers see and/or what one *thinks* one portrays emotionally) and emotional experience (what one *feels* emotionally, but may or may not express) is in important distinction. At the same time, the distinction is often blurred in measurement. I note the distinction for each measure as clearly as possible.

INFANCY, TODDLERHOOD, PRESCHOOL, MIDDLE CHILDHOOD, ADOLESCENCE, AND EARLY ADULTHOOD: See Rothbart scales under PERSONALITY for *EXPRESSIVENESS*

Note. The adolescent and adulthood self-report measures include aspects of experience of emotion, instead. Rothbart and colleagues do not address the distinction). Obviously, it is impossible to ask a young child or infant what they are feeling, and we rely on other report to approximate this information from the very clear emotional expressiveness, largely unmarred by social display rules, of the young.

MIDDLE CHILDHOOD AND OLDER:

<p>CONSTRUCT EMOTIONAL EXPRESSIVENESS/ EXPERIENCE</p> <p>MEASURE: EMOTIONAL EXPRESSIVENESS SCALE</p> <p>Component of Evaluation</p>	<p>Evaluation</p> <p>Age Range: Adapted for parent report in middle childhood; otherwise usable for adolescents and adults. Experience and expression of emotion are confounded.</p>
Description of measure as related to construct of interest	Directly assesses in plain language how emotional the person being assessed is.
Administration	Questionnaire format; takes about 5 – 10 minutes
Scoring	17 items rated on a six-point scale; (e.g., “I think of this child/myself as emotional”). Table below, from Kring et al., shows weighting (positive or negative) for each of the 17 items.
Reliability	Internal consistency and test-retest excellent
Validity	Concurrent validity excellent
Any modifications for NCS?	No
Strengths	Psychometrics, ease of completion
Weaknesses	None
Publisher/Price	Public domain as far as we know
Recommendation	Use for self- <u>and</u> other- report of overall emotionality

Eisenberg, N., Fabes, R. A., Bernzweig, J., Karbon, M., Poulin, R., & Hanish, L. (1993). The relations of emotionality and regulation to preschoolers' social skills and sociometric status. *Child Development, 64*, 1418-1438

Kring, A. M., Smith, D. A., & Neale, J. M. (1994). Individual differences in dispositional expressiveness: Development and validation of the emotional expressivity scale. *Journal of Personality and Social Psychology, 66*, 934-949.

Table 1
Item Means and Item–Total Correlations for Final 17 Items

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Item	<i>M</i>	<i>SD</i>	Item–total <i>r</i>
28. I think of myself as emotionally expressive.	3.71	1.27	.71
20. People think of me as an unemotional person. (–)	4.74	1.18	.61
14. I keep my feelings to myself. (–)	3.78	1.27	.74
25. I am often considered indifferent by others. (–)	4.25	1.15	.42
23. People can read my emotions.	3.46	1.12	.61
18. I display my emotions to other people.	3.66	1.20	.72
22. I don't like to let other people see how I'm feeling. (–)	3.72	1.17	.66
26. I am able to cry in front of other people.	3.29	1.49	.40
27. Even if I am feeling very emotional, I don't let others see my feelings. (–)	3.88	1.18	.64
15. Other people aren't easily able to observe what I'm feeling. (–)	3.84	1.19	.57
16. I am not very emotionally expressive. (–)	4.02	1.26	.57
13. Even when I'm experiencing strong feelings, I don't express them outwardly. (–)	3.99	1.18	.57
24. I can't hide the way I'm feeling.	3.39	1.17	.36
33. Other people believe me to be very emotional.	3.38	1.31	.54
6. I don't express my emotions to other people. (–)	3.94	1.25	.42
36. The way I feel is different from how others think I feel. (–)	3.54	1.18	.33
31. I hold my feelings in. (–)	3.73	1.29	.72

Note. (–) indicates negatively keyed items.

From Kring et al.

<p>CONSTRUCT: EMOTIONAL EXPRESSIVENESS/ EXPERIENCE</p> <p>MEASURE: POSITIVE AND NEGATIVE AFFECT SCALE (PANAS)</p> <p>Component of Evaluation</p>	<p>Evaluation</p> <p>Modified for parent report; also available for self-report from late childhood on; whether a measure of experience or expressiveness of emotion depends on reporter.</p>
Description of measure as related to construct of interest	The PANAS assesses how the child/adult “feels on average,” for 12 negative emotions (e.g., sad, angry) and 3 positive emotions (e.g., excited, enthusiastic).
Administration	Very simple and quick; less than 10 minutes
Scoring	Sum Likert ratings for subscales – i.e., all negative emotions’ ratings are summed, and all positive emotions’ ratings are summed.
Reliability	> .70
Validity	Used in an increasing number of studies related emotional expressiveness to numerous social and psychological outcomes
Any modifications for NCS?	No
Strengths	Short, good psychometrics
Weaknesses	--
Publisher/Price	Public domain as far as we know
Recommendation	Use in order to obtain frequencies of specific emotions as well as more overall emotionality from the EES (above)

Watson, D., & Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS Scales. *Journal of Personality and Social Psychology*, 54, 1063-1070.

CONSTRUCT: EMOTIONAL EXPRESSIVENESS/ EXPERIENCE	Evaluation
MEASURE: AFFECT INTENSITY SCALE	
Component of Evaluation	Age range: Middle childhood through adulthood; whether a measure of experience or expressiveness of emotion depends on reporter.
Description of measure as related to construct of interest	This adaptation of the Affect Intensity Measure includes 18 items, 6 positive affect items (e.g., “When this child is happy he/she bubbles over with emotion”), 6 negative affect items (e.g., “When this child experiences anxiety, it normally is very strong”), and 6 general items (e.g., “This child responds very emotionally to things”).
Administration	Questionnaire, very quick \leq 10 minutes. Can be completed by parents, teachers, or late gradeschoolers/adolescents
Scoring	Sum Likert ratings for scales, as follows: item1 + item2 + item3 + item4 + item5 + item6 – item7 – item8 – item9 + item10 + item11 - item12+ item13+ item14+ item15 item16- item17+ item18 - item19 Recode instead of subtract?
Reliability Validity	Good to excellent (Eisenberg et al., Larsen et al)
Any modifications for NCS?	No
Strengths	Gets at intensity parameter of emotional expressiveness
Weaknesses	--
Publisher/Price	Public domain as far as we know
Recommendation	Use

Eisenberg, N., Fabes, R. A., Bernzweig, J., Karbon, M., Poulin, R., & Hanish, L. (1993). The relations of emotionality and regulation to preschoolers' social skills and sociometric status. *Child Development, 64*, 1418-1438.

Larsen, R. J., & Diener, E. (1987). Affect intensity as an individual difference characteristic: A review. *Journal of Research in Personality, 21*, 1-39.

Middle Childhood: Expression and Experience of Emotion

CONSTRUCT: EXPERIENCE OF EMOTIONS	Evaluation
MEASURE: DIFFERENTIAL EMOTIONS SCALE IV (DES-IV)	
Component of Evaluation	Age range: Middle childhood; parallel measures for older children
Description of measure as related to construct of interest	The 36-item DES-IV measures relative frequency of 11 emotions (e.g., enjoyment, interest, surprise, anger, sadness, guilt, shame, contempt, pride, shyness) and Self-Hostility.
Administration	Self-report questionnaire
Scoring	Sum Likert ratings for each emotion, as follows: Interest = Σ 11, 17, 32 Disgust = Σ 4, 24, 27 Guilt = Σ 1, 22, 30 Joy = Σ 3, 15, 25 Contempt = Σ 9, 16, 29 Surprise = Σ 8, 18, 31 Hostility = Σ 3, 14, 20 Anger = Σ 13, 20, 33 Fear = Σ 12, 19, 35 Shame = Σ 6, 26, 26 Shyness = Σ 2, 10, 23
Reliability	The DES-IV has good test-retest and internal consistency reliability, especially given that each scale is based on only 3 items.
Validity	Concurrent validity exists with the State-Trait Anxiety Inventory for Children, teacher ratings, and the Child Depression Inventory.
Any modifications for NCS?	No
Strengths	Based on discrete emotions theory, good psychometrics.
Weaknesses	May need to decide whether to have both parent and child views of discrete emotions experienced by child before PANAS can be used
Publisher/Price	Public domain as far as we know
Recommendation	Use only if PANAS not deemed suitable

Izard, C. E., Libero, D. Z., Putnam, P., & Haynes, O. M. (1995). Stability of emotion experiences and their relations to traits of personality. *Journal of Personality and Social Psychology*, 64, 847-860.

<p>CONSTRUCT: EMOTIONAL EXPERIENCE: DISPOSITIONAL GUILT AND SHAME</p> <p>MEASURE: TEST OF SELF-CONSCIOUS AFFECT (TOSCA-C);</p> <p>Component of Evaluation</p>	<p>Evaluation</p> <p>Age range: Middle Childhood and Preadolescent; older persons can complete the TOSCA.</p>
Description of measure as related to construct of interest	The Test of Self-Conscious Affect (TOSCA-C) is composed of 15 brief scenarios often encountered in everyday life, 10 negative and 5 positive. Each scenario is followed by a number of behaviorally specific responses that capture phenomenological aspects of shame and guilt.
Administration	Self-report questionnaire. These scenario-based measures are not forced-choice in nature; the likelihood of responding in each manner is rated on a 5-point scale. Takes youngsters about 20 minutes or less to complete.
Scoring	Sum Likert ratings across scales for shame and guilt. Alpha pride and beta pride also scorable. $Guilt = 1a + 2a + 3a + 4a + 5b + 6b + 7e + 8a + 9d + 10c + 11c + 12b + 13a + 14c + 15a$ $Shame = 1c + 2c + 3b + 4d + 5a + 5c + 6a + 7b + 8b + 9c + 10d + 11b + 12e + 13d + 14a + 15b$
Reliability Validity	Internal consistency reliability and external validity are excellent (.78--shame-proneness, .83--guilt-proneness;
Any modifications for NCS?	No
Strengths	Well validated; important to get at moral emotions
Weaknesses	--
Publisher/Price	Public domain
Recommendation	Use, definitely

Tangney, J. P., Wagner, P. E., Burggraf, S. A., Gramzow, R., & Fletcher, C. (1990). *The Test of Self-Conscious Affect for Children (TOSCA-C)*. Fairfax, VA: George Mason University.

CONSTRUCT: EMOTIONAL EXPRESSION AND EXPERIENCE	Evaluation
MEASURE: BRYANT EMPATHY SCALE FOR CHILDREN	
Component of Evaluation	Age range: 1 st grade through end of junior high
Description of measure as related to construct of interest	This measure of children's dispositional sympathetic tendencies contains 16 items (e.g., "I feel sorry for people who don't have the things I have" "It makes me sad to see a kid with no one to play with"). Other sample items include: "People who kiss and hug in public are silly," "Seeing a boy who is crying makes me feel like crying," and "I get upset when I see an animal being hurt"
Administration	Self-report questionnaire, takes about 5 – 10 minutes. Designed for use with children in grades 1-7, this instrument can be administered using one of three formats: (a) first graders (5-6 year olds) place cards (one empathy item per card) in a "me" or "not me" box; (b) older children (8-9 year olds) circle "yes" or "no" in response to each item; and (c) seventh graders use either the yes/no format or Mehrabian and Epstein's 9-point scale ranging from "very strong disagreement" to "very strong agreement. "
Scoring	Responses are scored so that higher scores reflect greater empathy; sum across items, with italicized item numbers weighted negatively 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22.
Reliability	Internal consistency is adequate.
Validity	As for concurrent validity, sympathy has been associated with high levels of regulation, teacher-reported positive emotionality and general emotional intensity, and especially for boys, high social functioning and low levels of negative emotionality (Eisenberg et al., 1996).
Any modifications for NCS?	No
Strengths	Centrality of this trait to social functioning
Weaknesses	Limited construct
Publisher/Price	Public domain
Recommendation	Use if this level of detail is needed. I definitely recommend knowing something about this aspect of emotional expressiveness/experience

Bryant, B. K. (1982). An index of empathy for children and adolescents. *Child Development*, 53, 413-425.

EMOTIONAL EXPRESSIVENESS AND REGULATION: EMOTION REGULATION

What do we need to know about children’s and adolescents’ abilities to regulate their emotions? We need to know at least two aspects of their emotion regulation: (a) the “end product”: do they have difficulty with regulating their emotions, leaving them vulnerable to extreme, long-lasting, and/or difficult to calm positive or negative emotions? and (b) the “process”: in their efforts to regulate either positive or negative emotions, what exactly do they do? What are their strategies? Developmentalists vary on their focus when examining emotion regulation.

Emotion Regulation as Process and Product

<p>CONSTRUCT: EMOTION REGULATION</p> <p>MEASURE: DELAY OF GRATIFICATION TASK</p> <p>Component of Evaluation</p>	<p>Evaluation</p>
<p>Description of measure as related to construct of interest</p>	<p>Age range: Preschool and later (through early primary grades?)</p> <p>Raver et al. (1999) have had success in using a modification of Mischel’s self-regulation task (Mischel, Shoda, & Rodriguez, 1989) with Head Start youngsters. In this task, children are asked to wait to open a tempting gift, until the examiner returns from retrieving something s/he forgot to bring to the testing room</p>
<p>Administration</p>	<p>Direct assessment; requires 2 adults (see protocol). Administration requires approximately 10 minutes; coding can take up to .</p>
<p>Scoring</p>	<ul style="list-style-type: none"> • The child’s behaviors are coded along continua reflecting their ability to regulate emotions, and the strategies that they use to do so (i.e., both “product” and “process” as indicated above). • See Raver’s instructions for scoring – Raver et al., page 338: Duration of time spent focusing attention (1) on the prohibited object; (2) on the keys; (3) focused elsewhere; (4) on the child’s own body; (5) unfocused, wandering, is scored microanalytically and continuously by 2 coders. Subsequent data aggregation resulted in 3 main codes: <ul style="list-style-type: none"> • Focuses on or near object (including looks to object or keys) • Engaged in self-distraction (focused elsewhere) • Self-soothing (focused on own body)
<p>Reliability</p>	<p>Intercoder reliability was good, as assessed by Cohen’s kappa.</p>
<p>Validity</p>	<p>In Raver et al’s study (1999), children’s use of self-distraction predicted peer and teacher reports of children’s social competence.</p>
<p>Any modifications for NCS?</p>	<p>No</p>
<p>Strengths</p>	<p>The ease of administration and coding of this assessment tool, its ecological validity, and its apparent power in describing emotion regulation process and product (not only during preschool, but predictively to adolescence; see Mischel et al., 1989), make it a viable candidate to include in our compendiu</p>
<p>Weaknesses</p>	<p>Requires learning a coding system, training to administer, and videotaping</p>
<p>Publisher/Price</p>	<p>Public domain</p>
<p>Recommendation</p>	<p>Use, definitely</p>

Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science*, 244, 933-938.

Raver, C. C., Blackburn, E. K., & Bancroft, M. (1999). Relations between effective emotional self-regulation, attentional control, and low-income preschoolers’ social competence with peers. *Early Education and Development*, 10, 333-350.

Note. See also as-yet-unpublished protocol and coding manual included with measures.

CONSTRUCT: EMOTION REGULATION	Evaluation
MEASURE: <i>ÉMOTIONS MATTERS</i> PROTOCOL	
Component of Evaluation	Age range: Preschool
Description of measure as related to construct of interest	Several observational tasks that show good value as denoting children's ability to regulate emotions have been identified by Kochanska and colleagues. Radiah Smith-Donald and Cybele Raver are now piloting a very clear, detailed use of such tasks, with specific measurement of the child's performance both quantitatively and qualitatively.
Administration	Over several short (e.g., ~ 5 minute) tasks for each child individually. Coding is done by trained observer as the testing proceeds.
Scoring	See Raver's "Emotion Matters" coding sheets and script
Reliability	Shown to be good by Kochanska and colleagues (see references below).
Validity	
Any modifications for NCS?	Picking the ones deemed most valuable.
Strengths	Actual observation of children; tested methodologies
Weaknesses	Takes time (but apparently no videotape); requires training
Publisher/Price	Public domain as far as we know
Publisher/Price	Public domain as far as we know
Recommendation	DEFINITELY USE

Kochanska, G., Murray, K. T., & Harlan, E. T. (2000). Effortful control in early childhood: Continuity and change, antecedents, and implications for social development. *Developmental Psychology*, 36, 220-232.

Kochanska, G., Murray, K., Jacques, T. Y., Koenig, A. L., & Vandegest, K. A. (1996). Inhibitory control in young children and its role in emerging internalization. *Child Development*, 67, 490-507.

Murray, K. T., & Kochanska, G. (2002). Effortful control: Factor structure and relation to externalizing and internalizing behaviors. *Journal of Abnormal Child Psychology*, 30, 503-514.

Smith-Donald, R., & Raver, C. *Emotion Matters Protocol*. Unpublished manuscript, University of Chicago

CONSTRUCT: EMOTION REGULATION	Evaluation
MEASURE: EMOTION REGULATION CHECKLIST	
Component of Evaluation	Age range: Preschool and early primary
Description of measure as related to construct of interest	The 24-item Emotion Regulation Checklist taps <i>both</i> prevalent emotional expressiveness and the product aspect of emotion regulation: that is, it targets processes central to emotionality and regulation, including affect lability, intensity, valence, flexibility, and contextual appropriateness of expressiveness (Shields & Cicchetti, 1997; Shields et al., 2001). The <u>Lability/Negativity</u> subscale is comprised of items representing a lack of flexibility, mood lability, and dysregulated negative affect; sample items include "Exhibits wide mood swings," and "Is prone to angry outbursts?" The <u>Emotion Regulation</u> subscale includes items describing situationally appropriate affective displays, empathy, and emotional self-awareness; sample items include "Is empathic toward others," and "Can say when s/he is feeling sad, angry or mad, fearful or afraid."
Administration	Other-report questionnaire (teachers, could be adapted for parents); takes about 10 minutes or less to complete.
Scoring	Sum 4-point Likert ratings for scales Lability/Negativity Scale = Σ items 2, 6, 8, 10, 13, 14, 17, 19, 20, 22, 24, 4R, 5R, 9R, 11R Emotion Regulation Scale = Σ items 1, 3, 7, 15, 21, 23, 16R, 18R R= recode, which in this case denotes <i>subtracting</i> that score from the total Item 12 is not included in either scale as it did not load on either in early validation studies.
Reliability	Internal consistency for the emotion regulation and lability/negativity subscales is excellent; in Shields & Cicchetti (1997) alphas were .96 for Lability/Negativity and .83 for Emotion Regulation.
Validity	In terms of validity, the measure distinguishes well regulated from dysregulated children. More specifically, overall emotion regulation at the start of the preschool year was associated with school adjustment at year's end, whereas early emotional lability/negativity predicted poorer outcomes.
Any modifications for NCS?	No
Strengths	Good content validity, important constructs assessed
Weaknesses	At times it is concerning that expression and regulation are so confounded in this measure – this is an endemic problem in the literature as a whole. However, the lability/negativity subscale is at least separate
Publisher/Price	Public domain as far as we know
Recommendation	Possible – we do need to get preschool emotion regulation data from teachers. Weigh advantages of direct other-report on emotionality and emotion regulation as compared to DECA self control scale and SCBE-30 Anger/Aggression scales, for example.

Shields, A., & Cicchetti, D. (1997). Emotion regulation in school-age children: The development of a new criterion Q-sort scale. *Developmental Psychology*, 33, 906-916.

Shields, A., Dickstein, S., Seifer, R., Guisti, L., Magee, K. D., & Spritz, B. (2001). Emotional competence and early school adjustment: A study of preschoolers at risk. *Early Education and Development*, 12, 73-96.

Table. Example Items from the Emotion Regulation Checklist

Emotion Regulation Checklist Scale	Example Items
Lability/Negativity Emotion Regulation	Exhibits wide mood swings; is easily frustrated; is prone to angry outbursts Is a cheerful child; responds positively to neutral or friendly overtures by adults; can say when s/he is feeling sad, angry or mad, fearful or afraid

Rated Emotion Regulation as Process: Parent Ratings, Preschool: see Rothbart questionnaires under PERSONALITY.**Preschool or Middle Childhood: Rated Emotion Regulation as Process: Strategies Reported by Parents or Teachers.**

CONSTRUCT: EMOTION REGULATION	Evaluation
MEASURE: COPING WITH EMOTIONAL SITUATIONS	
Component of Evaluation	Age range: Preschool through Middle Childhood
Description of measure as related to construct of interest	<p>Children's coping behavior when faced with emotional situations with peers can be assessed with items developed by Eisenberg, Fabes, Nyman, Bernzweig, and Pinuelas (1994). Item content reflects: Instrumental Coping (e.g., taking action to improve a situation), Instrumental Aggression (e.g., hitting), Emotional Intervention (e.g., crying to elicit help), Avoidance (e.g., leaving a problem), Distraction (e.g., keeping busy), Venting (e.g., crying to release frustration), Emotional Aggression (e.g., aggressing to release frustration), Cognitive Restructuring (e.g., saying "I don't care"), Cognitive Avoidance (e.g., not thinking about the problem), Instrumental Intervention (e.g., getting help), Instrumental Support (e.g., talking to someone about the problem), and Denial (e.g., saying nothing happened). Based on the work of Eisenberg and colleagues (1994), data can be reduced to three summary scales:</p> <ul style="list-style-type: none"> • Emotional Venting (e.g., cries to release feelings/get help, solves problems/releases feelings through aggression). • Constructive Strategies (e.g., getting emotional support or pragmatic assistance with the problem; solving the problem) • Avoidant Strategies (e.g., using distraction, denying the problem)
Administration	Informants indicate on a 7-point scale, with 1 indicating "never" and 7 indicating "usually," how often the child would engage in each of 12 general types of coping behavior when confronted with a problem situation. Takes less than 10 minutes
Scoring	<p>Sum 1 – 7 rating across rational subscales, as follows: Constructive coping = Σ items 1, 7, 10, 12, 12 Venting coping = Σ items 2, 3, 8, 9 Passive coping = Σ items 4, 5, 6, 13 It is, however, possible that factors may differ across ages.</p>
Reliability	Good test-retest and internal consistency reliability have been reported by the authors and Denham. Specifically, α s for these scales in Denham's research have been good to excellent, especially considering the number of items per subscale
Validity	Research suggests that parent's completion of these scales is related to teacher's evaluations of young children's social competence.
Any modifications for NCS?	No
Strengths	These scales are very quick and easy for either teachers or parents to complete. They yield a snapshot of the child's emotional coping strategies, and would thus be useful for individualizing programming as well as pre- and post-programming measurement.
Weaknesses	Coping may not be considered the "same as" emotion regulation, but these responses to
Publisher/Price	Public domain as far as we know
Recommendation	Use, unless there are any objections to construct "purity". I find this to be a very useful measure.

Eisenberg, N., Fabes, R. A., Nyman, M., Bernzweig, J., & Pinuelas, A. (1994). The relation of emotionality and regulation to preschoolers' anger-related reactions. *Child Development*, 65, 1352-1366.

Middle Childhood

CONSTRUCT: EMOTION REGULATION	Evaluation
MEASURE: KATZ- GOTTMAN REGULATION SCALE	
Component of Evaluation	Age range: Middle Childhood
Description of measure as related to construct of interest	Parents complete this 45-item questionnaire, which asks them to report the degree to which the child requires external regulation of emotions and behavior by adults. Questions refer to “Up Regulation” (e.g., “Encourage him/her to be adventurous”) and “Down Regulation” (e.g., “ Be still,” “ Help him/her calm down after a scary movie”)
Administration	Questionnaire; takes approximately 20 minutes
Scoring	Sum Likert ratings for subscales, as follows: <u>Up Regulation</u> = Σ 17, 25, 26, 30, 32, 35, 36, 37, 38, 39, 41, 44, 45 <u>Down Regulation</u> = Σ 1, 3, 4, 5, 6, 8, 9, 10, 14, 15, 18, 19, 29, 21, 22, 23, 24, 27, 28, 29, 31, 34, 40, 42 <u>Total Regulation</u> = Σ all scores
Reliability Validity	Katz reports that psychometrics are adequate to good; in Gottman and Katz (2002), alpha for the scale was .74. In terms of validity, regulation scores at age 8 were predicted by preschool-aged physiological indices, and mediated by children’s concurrent ability to maintain calm during a stressful parent-child interaction.
Any modifications for NCS?	No
Strengths	Theoretically sound, examines up-regulation as is needed in really understanding emotion regulation and is hardly ever done
Weaknesses	Relatively little psychometric data as yet
Publisher/Price	Public domain as far as we know
Recommendation	Probably not use unless further studies validating become available

Gottman, J. M., & Katz, L. F. (2002). Children’s emotional reactions to stressful parent-child interactions: The link between emotion regulation and vagal tone. *Marriage & Family Review, 34*, 265-283.

CONSTRUCT: EMOTION REGULATION	Evaluation	
MEASURE: EMOTION DYSREGULATION SCALE		
Component of Evaluation	Age range: Middle childhood/early adolescence	
Description of measure as related to construct of interest	This 18-item questionnaire assesses children's perceptions of their difficulty managing emotions in general. Also in the series are two short questionnaires on Child Sadness and Child Anger Management Scales (Inhibition, Dysregulated Expression, and Coping scales).	
Administration	Self-report questionnaires; all three instruments together take about 15 minutes.	
Scoring	Sum Likert ratings across scales, as follows: For the Emotion Dysregulation Scale , score = Σ of all items except 14, which is subtracted For the Emotion Management Scales, Sadness and Anger : <ul style="list-style-type: none"> • Emotion Management: Sadness – Inhibition score = Σ of items 2, 5, 7 • Emotion Management: Sadness – Cope score = Σ of items 1, 3, 6, 8, 10 • Emotion Management: Sadness – Dysregulated Expression score = Σ of items 4, 9 • Emotion Management: Anger – Inhibition score = Σ of items 2, 5, 7, 11 • Emotion Management: Anger Cope score = Σ of items 1, 3, 8, 10 • Emotion Management: Anger–Dysregulated Expressionscore = Σ of items 4, 6, 9 	
Reliability	For the overall measure, Penza et al. report α of .89. There is evidence of strong test-retest reliability over a two week period ($r = .68$), Similar evidence obtains for the emotion management scales.	
Validity	There is also evidence of convergent validity, and discriminant validity	
Any modifications for NCS?	Perhaps use only the “overall” measure, although all are short, and I think that knowing specifically about regulating anger and sadness could be useful	
Strengths	Well-constructed with good theoretical basis	
Weaknesses	Not yet used by many others	
Publisher/Price	Public domain as far as we know	
Recommendation	Use – I think it could be very important	

Penza, S., Zeman, J., & Shipman, K. (1998, March). *Validation of the emotion dysregulation scale for children (EDS)*. Poster presented at the Conference on Human Development, Mobile, AL.

Zeman, J., & Shipman, K. (1996). Children's expression of negative affect: Reasons and methods. *Developmental Psychology*, 32, 842-849.

CONSTRUCT: EMOTIONAL EXPERIENCE AND REGULATION	Evaluation	
MEASURE: <i>How I Feel Scale</i>		
Component of Evaluation	Age range: Middle Childhood	
Description of measure as related to construct of interest	Self-report measure of emotion for 8- to 12-year-old children—the How I Feel (HIF). Item generation and selection occurred via 2 pilot administrations (ns = 250 and 378, respectively). The HIF can be useful in understanding the interplay between arousal and control in social-emotional adjustment in school-age children.	
Administration	Self-report questionnaire, takes about 15 - 20 minutes.	
Scoring	Sum likert ratings for the following scales: Positive Emotions: Items 1, 4, 11, 14, 16, 19, 26, 29 Negative Emotion: Items 2, 5, 7, 8, 10, 13, 17, 20, 22, 23, 25, 28 Emotion Control: Items 3, 6, 9, 12, 15, 18, 21, 24, 27, 30	
Reliability	Results showed moderate longitudinal stability for 120 children over 2 years.	
Validity	Ten experts provided data on content validity. Exploratory factor analysis and subsequent confirmatory factor analysis with samples of 406, 524, 349, and 349 3rd- through 6th-grade children supported a 3-factor model, including the frequency and intensity of (a) positive emotion, (b) negative emotion, and (c) positive and negative emotion control. Concurrent validity was established.	
Any modifications for NCS?	No	
Strengths	Excellent psychometric study	
Weaknesses	None noted	
Publisher/Price	Public domain as far as we know	
Recommendation	Use IF need to economize down to one self-report measure of experience and regulation	

Walden, T. A. Harris, V. S., Catron, T. F. (2003). How I Feel: A self-report measure of emotional arousal and regulation for children. *Psychological Assessment*, 15, 399-412.

Please rate the sentences below for how true each was of you in the past three months.

1. I was happy very often.
 2. When I felt sad, my sad feelings were very strong.
 3. I was in control of how often I felt mad.
 4. I was excited almost all of the time.
 5. When I felt scared, my scared feelings were very powerful.
 6. When I felt happy, I could control or change how happy I felt.
 7. I was sad very often.
 8. When I felt mad, my mad feelings were very strong.
 9. I was in control of how often I felt excited.
 10. I was scared almost all the time.
 11. When I felt happy, my happy feelings were very powerful.
 12. When I felt sad, I could control or change how sad I felt.
 13. I was mad very often.
 14. When I felt excited, my excited feelings were very strong.
 15. I was in control of how often I felt scared.
 16. I was happy almost all the time.
 17. When I felt sad, my sad feelings were very powerful.
 18. When I felt mad, I could control or change how mad I felt.
 19. I was excited very often.
 20. When I felt scared, my scared feelings were very strong.
 21. I was in control of how often I felt happy.
 22. I was sad almost all the time.
 23. When I felt mad, my mad feelings were very powerful.
 24. When I felt excited, I could control or change how excited I felt.
 25. I was scared very often.
 26. When I felt happy, my happy feelings were very strong.
 27. I was in control of how often I felt sad.
 28. I was mad almost all the time.
 29. When I felt excited, my excited feelings were very powerful.
 30. When I felt scared, I could control or change how scared I felt.
- Rating scale: 1 = not at all true of me, 2 = a little true of me, 3 = somewhat true of me, 4 = pretty true of me, 5 = very true of me.

Adolescence and Young Adulthood

CONSTRUCT: EMOTION REGULATION	Evaluation
MEASURE: TRAIT META- MOOD SCALE (TMMS) – Meta- Regulation and Meta-Evaluation Subscales	
Component of Evaluation	Age range: Adolescents and adults; there is also a child's version
Description of measure as related to construct of interest	Thoughts and feelings about current mood are assessed, as well as means to repair, maintain, and dampen mood when necessary (Mayer & Steven, 1994; Salovey et al., 1995).
Administration	Self-report questionnaire; quick to complete (~ 5 – 10 minutes). There also is a Spanish translation
Scoring	Sum Likert ratings across scales (see attached measure)
Reliability	Internal consistency is good. Heterotypic continuity from age 8 to age 36 has also been shown (with the TMMS being used at age 36; Kokkonen & Pulkkinen, 1999)
Validity	Kokkonen & Pulkkinen (1999) have shown that, at least for adult males, emotion regulation is related to the Meta-Mood Repair measure. Lee & Lee (1997) have found that the measure relates to other measures of emotional competence.
Any modifications for NCS?	No
Strengths	Gets at important aspects of self regulation, good psychometrics
Weaknesses	---
Publisher/Price	Public domain as far as we know
Recommendation	Use along with Berkeley measure

Kokkonen, M. & Pulkkinen, L. (1999). Emotion regulation strategies in relation to personality characteristics indicating low and high self-control of emotions. *Personality and Individual Differences, 27*, 913-932.

Lee, S. J., & Lee, H. K. (1997). The research on the validation of the Trait Meta-Mood Scale: The domain exploration of emotional intelligence. *Korean Journal of Social & Personality Psychology, 11*, 95-116.

Mayer, J. D., & Stevens, A. A. (1994). An emerging understanding of the reflective (Meta-) Experience of mood. *Journal of Research in Personality, 28*, 351-373.

Salovey, P., Mayer, J. D., Goldman, S. L., Turvey, C., & Palfai, T. P. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the trait meta mood scale. In J. W. Pennebaker (Ed.), *Emotion, Disclosure, & Health* (pp. 125-151). Washington: American Psychological Association.

Early Adulthood

CONSTRUCT: EMOTION REGULATION	Evaluation
MEASURE: Berkeley Regulation Measure	
Component of Evaluation	Age range: Late Adolescence/Early Adulthood
Description of measure as related to construct of interest	This measure is designed to assess individual differences in the habitual use of two emotion regulation strategies, cognitive reappraisal (i.e., <i>antecedent focused emotion regulation</i> : changing one's thoughts about the emotion-eliciting event or situation, in order to change one's experience of emotions) and expressive suppression (i.e., <i>response-focused emotion regulation</i> : changing one's expression of emotions, in order to change others' view of one's expressiveness, as well as potentially to change one's experience of emotion).
Administration	Self-report questionnaire; takes about 10 minutes
Scoring	Six reappraisal items and 4 suppression items; summed likert ratings across items. See attached copy of measure.
Reliability	Internal consistency across four samples ranged from .75 to .82 for the Reappraisal Factor, and .68 to .76 for the Suppression Factor; these scales are largely orthogonal. Test-retest reliability over a three-month period was .69 for both scales.
Validity	Hypothesized differences across gender and minority status were upheld (Gross & John, 2003). Evidence for convergent and divergent validity also was found. In terms of convergence, relations with other scales (including the TMMS) were never high enough to suggest redundancy. Thus, both scales are related to indices of perceptions of emotion regulatory success, whereas suppression was related to inauthenticity but reappraisal was not. Coping indices also were differentially related to these scales. In terms of discriminant relations, these scales were unrelated to cognitive ability, social desirability, and ego control, and only very modestly related with Big Five personality dimensions. Finally, both scales related to PANAS scales of emotional experience and expression, as well as social functioning and well-being.
Any modifications for NCS?	No
Strengths	Short assessment of crucial emotion regulatory individual differences in young adulthood
Weaknesses	Minimal overlap with TMMS.
Publisher/Price	Public domain as far as we know
Recommendation	Use along with TMMS

Gross, J. J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85, 348-362.

EMOTION KNOWLEDGE***Preschool***

CONSTRUCT: EMOTION KNOWLEDGE	Evaluation
MEASURE: Denham's Affect Knowledge Test (AKT)	Denham's Affective Knowledge Test (AKT; 1986) utilizes puppets to measure preschoolers' developmentally appropriate understanding of emotional expressions and situations.
Component of Evaluation	Age range: 30 to 60 months (older limit may be almost an underestimate for low SES children, and is an overestimate for high SES children, who show a ceiling effect around 54 months)
Description of measure as related to construct of interest	Children's understanding of emotion is assessed using puppets with detachable faces that depict happy, sad, angry, and afraid expressions. First, children are asked to both verbally name the emotions depicted on these faces, and then to nonverbally identify them by pointing. This procedure taps into their ability to recognize expressions of emotion. Then, in two subtests of emotion situation knowledge, the puppeteer makes standard facial and vocal expressions of emotions while enacting emotion-laden stories, such as fear during a nightmare, happiness at getting some ice cream, and anger at having a block tower destroyed. Children place on the puppet the face that depicts the puppet's feeling in each situation. In eight situations, the puppet feels emotions that would be common to most people, such as those mentioned above. Finally, children are asked to make inferences of emotions in nonstereotypical, equivocal situations. This subtest measures how well children identify others' feelings in situations where the "other" feels differently than the child. All the situations that the puppeteer depicts during this section of the measure could easily elicit one of two different emotions in different people, as in feeling happy or afraid to get into a swimming pool. Before the assessment, children's parents report, via forced-choice questionnaire, how their children would feel; these responses determine the emotions expressed by the puppet. For example, if the parent reports that the child would be happy to come to preschool, the puppet is depicted feeling sad.
Administration	The AKT is easy to learn and to administer, children enjoy it, and it takes only about 20 minutes to perform; it may be administered across 2 sessions.
Scoring	Children receive 2 points per question for a correct response (using scoring key found in manual); they receive 1 point for getting the valence of the response correct (e.g., if they pick the "sad" rather than "angry" face, since both are negative).
Reliability	Internal consistency and test-retest reliabilities are good (Denham, Caverly, et al., 2002; Denham & Couchoud, 1990a, 1990b), in the .60 - .85 range depending on the specific aggregate of scores created (i.e., total, receptive expression knowledge, expressive expression knowledge, situation knowledge [unequivocal and equivocal]). Dunn, Slomkowski, et al., showed relations of the AKT with later indices of emotion knowledge at age six.
Validity	This measure appears to be especially ecologically valid, as it requires little verbalization and is performed during play. Scores on the AKT are slightly to moderately related to other indices of SEL. For example, researchers have found that children's concurrent AQS attachment ratings are related to scores on the measure (Denham, Caverly, et al., 2002; Laible & Thompson, 1998); more secure children perform better on the AKT. Moreover, predominantly happier, less angry children also tend to perform better (Denham, 1986; Denham et al., 1990; Denham et al, 2003). Furthermore, AKT scores are related to other indices of SEL, such as moral sensibility and decision-making (Dunn, Brown, & Maguire, 1995), conflicts and interactions with friends (Cutting & Dunn, 1999; Dunn & Herrera, 1997). Finally, AKT scores are both concurrently and longitudinally related to peers' and teachers' evaluations of children's social competence (Denham et al., 1990; Denham et al., 2003). Thus, knowing a child's status on this measure can help investigators not only in knowing about emotion knowledge, but also to prognosticate about skills to which the AKT is related. In fact, it a useful assessment tool to document status and change in emotion knowledge during intervention programming; it has already demonstrated its usefulness in this role (Domitrovich et al., 2002; Shields et al., 2001).
Any modifications for NCS?	No

Strengths	Excellent psychometrics. Children enjoy it. Emotion knowledge in preschool seems to be pivotal for later social development	
Weaknesses	Not standardized. There are other measures of preschool emotion knowledge, but none seem to have the solid network of research around them. [I am not just <i>bragging</i>]	
Publisher/Price	Public domain	
Recommendation	Use, definitely	

Denham, S. A. (1986). Social cognition, social behavior, and emotion in preschoolers: Contextual validation. *Child Development, 57*, 194-201.

Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S. T., & Queenan, P. (2003). Preschool emotional competence: Pathway to social competence? *Child Development, 74*, 238-256.

Denham, S. A., Caverly, S., Schmidt, M., Blair, K., DeMulder, E., Caal, S., Hamada, H., & Mason, T. (2002). Preschool understanding of emotions: Contributions to classroom anger and aggression. *Journal of Child Psychology and Psychiatry, 43*, 901-916.

Denham, S. A., & Couchoud, E. A. (1990a). Young preschoolers' understanding of emotion. *Child Study Journal, 20*, 171-192.

Denham, S. A., & Couchoud, E. A. (1990b). Young preschoolers' understanding of equivocal emotion situations. *Child Study Journal, 20*, 193-202.

Denham, S. A., McKinley, M., Couchoud, E. A., & Holt, R. (1990). Emotional and behavioral predictors of peer status in young preschoolers. *Child Development, 61*, 1145-1152.

Domitrovich, C. E., Cortes, R., & Greenberg, M. (2002, June). *Preschool PATHS: Promoting social and emotional competence in young children*. Paper presented at the 6th National Head Start Research Conference

Dunn, J., Brown, J., & Maguire, M. (1995). The development of children's moral sensibility: Individual differences and emotion understanding. *Developmental Psychology, 31*, 649-659.

Dunn, J., Brown, J., Slomkowski, Tesla, C., & Youngblade, L. (1991). Young children's understanding of other people's feelings and beliefs: Individual differences and their antecedents. *Child Development, 62* 1352-1366.

Dunn, J., & Cutting, A. L. (1999). Understanding others, and individual differences in friendship interactions in young children. *Social Development, 8*, 201-219.

Dunn, J., & Herrera, C. (1997). Conflict resolution with friends, siblings, and mothers: A developmental perspective. *Aggressive Behavior, 23*, 343-357.

Laible, D. J., & Thompson, R. A. (1998). Attachment and emotional understanding in preschool children. *Developmental Psychology, 34*, 1038-1045.

Shields, A., Dickstein, S., Seifer, R., Guisti, L., Magee, K. D., & Spritz, B. (2001). Emotional competence and early school adjustment: A study of preschoolers at risk. *Early Education and Development, 12*, 73-96.

Gradeschool

CONSTRUCT: EMOTION KNOWLEDGE	Evaluation
MEASURE: KUSCHÉ AFFECT INTERVIEW- REVISED	
Component of Evaluation	Age range: Gradeschool
Description of measure as related to construct of interest	This measure assesses not only the depth of earlier-attained emotion understanding, but also extends this understanding to more complicated emotions (e.g., pride, guilt, jealousy, and anxiety), and taps new aspects of emotion understanding, such as emotional experience, cues for emotion, ambivalent feelings, display rules, temporal aspects of emotions, and the universality/normative nature of emotion.
Administration	Individually administered interview; takes about a maximum of 30 minutes to 1 hour for the entire interview, audiotaped, for the oldest children.
Scoring	See attached scoring sheet.
Reliability	Cook et al. (1994) and Greenberg et al. (1995) have reported excellent reliability and validity; e.g., results from the KAI are predictive of intervention success, and of behavioral problems over and above intellectual ability. Test- retest and internal consistency reliabilities are adequate to good (Greenberg, personal communication).
Validity	Cook et al. (1994) and Greenberg et al. (1995) have reported excellent validity; e.g., results from the KAI are predictive of intervention success, and of behavioral problems over and above intellectual ability.
Any modifications for NCS?	Selected subtests could be used if determined most important.
Strengths	Excellent coverage
Weaknesses	Needs to be coded, which means some training is needed, and transcripts/tapes must be used.
Publisher/Price	Public domain as far as we know; check with Mark Greenberg at Penn State
Recommendation	USE, at least some of the scales

Cook, E. T., Greenberg, M. T., & Kusché, C. A. (1994). The relations between emotional understanding, intellectual functioning, and disruptive behavior problems in elementary-school-aged children. *Journal of Abnormal Child Psychology*, 22, 205-219.

Greenberg, M. T., Kusché, C. A., Cook, E. T., & Quamma, J. P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development & Psychopathology*, 7, 117-136

COMBINED EMOTIONAL COMPETENCE MEASURES***School-Age through Late Adolescence***

<p>CONSTRUCT: EMOTION EXPRESSION/ REGULATION, EMOTION KNOWLEDGE</p> <p>MEASURE: Bar- On Emotional Quotient Inventory: Youth Version</p> <p>Component of Evaluation</p>	<p>Evaluation</p> <p>Age range: 7 to 18 years; separate norms for males and females in 3-year intervals. Very few ethnic/racial differences (e.g., main effects on Interpersonal and Stress Management only) found in standardization of 4,625.</p>
<p>Description of measure as related to construct of interest</p>	<p>60 theoretically-relevant items distributed across 7 scales. Also includes Inconsistency Index to identify random responding, and Positive Impression Scale. Construct-related scales include, for total emotional intelligence aggregate:</p> <ul style="list-style-type: none"> • Interpersonal (12 items)– (a) empathy, the ability to be aware of, to understand, and to appreciate the feelings of others; (b) social responsibility, the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one’s social group; and (c) interpersonal relationship, the ability to establish and maintain mutually satisfying relationships that are characterized by emotional closeness. • Intrapersonal (6 items) – including emotional self-awareness, the ability to recognize and understand one’s feelings; b) assertiveness, the ability to express feelings, beliefs, and thoughts; c) self-regard, the ability to accurately appraise oneself; d) self-actualization, the ability to realize one’s potential capacities; and (e) independence, the ability to be self-directed and self-controlled in one’s thinking and actions • Adaptability (10 items) – (a) reality testing, the ability to validate one’s emotions; (b) flexibility, the ability to adjust one’s emotions, thoughts, and behavior to change situations and conditions; and (c) problem solving, the ability to identify and define problems as well as to generate and implement potentially effective solutions. • Stress Management (12 items)– (a) stress tolerance, the ability to withstand adverse events and stressful situations without falling apart by actively and positively coping with stress; and (b) impulse control, the ability to resist or delay an impulse and to control one’s emotions. <p>Also:</p> <ul style="list-style-type: none"> • General Mood – (a) optimism, maintaining a positive attitude even in the face of adversity, looking on the brighter side of life; (b) happiness, the ability to feel satisfied with one’s life, to enjoy oneself and others, and to have fun. • Short form includes all total emotional intelligence scales and Positive Impression Scale.
<p>Administration</p>	<p>Simple to administer; 20 to 25 minutes to complete.</p>
<p>Scoring</p>	<p>Simple to score; takes about 10 minutes.</p>
<p>Reliability</p>	<p>Internal consistency for long form from .65 to .90; for the short form .61 to .87. Test-retest reliability over three weeks .77 to .89 for all scales on the long form, .77 to .88 on the short form.</p>
<p>Validity</p>	<p>Factorial validity very good; few if any cross-loadings. Low to moderate correlations among scales suggest multidimensionality as theoretically predicted. Correlations between long and short forms quite high. Moderate to high correlations with the EQ-I adult version for 1st-year undergraduates. <u>Relatively small sample studies show the following:</u> Correlations between EQ-I:YV converged and diverged in a theoretically meaningful way with scores on the NEO-Five Factor Inventory of personality. Also validated with several scales of internalizing and externalizing behavior.</p>
<p>Any modifications for NCS?</p>	<p>Possibly use only certain scales??</p>

Strengths	Large normative base, gender- and age-specific norms, correction factors for response bias in young children, inconsistency, and positive impression efforts. Easy to administer, score. Excellent psychometrics
Weaknesses	Fourth grade reading level unlikely to be appropriate for younger age ranges. Response format may be difficult for younger age range to understand (e.g., 1 = “very seldom true for me”). Further, scales include much broader view of emotional competence (or “emotional intelligence”) than view here and in most reliable sources. <i>Thus, social competence/emotional competence distinction quite blurred.</i>
Publisher/Price	Published by Mental Health Systems (http://www.mhs.com/EQI.htm). Unclear about pricing, sounds like around \$200.
Recommendation	After finding the theoretically clearer MSCEIT and MSCEIT-YV, I have made the decision <i>not</i> to include the Bar-On EQ-Y

Bar-On, R., & Parker, J. D. A. (2000). *BarOn Emotional Quotient Inventory: Youth Version, technical manual*. North Tonawanda, NY: Mental Health Systems.

Adolescence and Early Adulthood

<p>CONSTRUCT: EMOTION EXPRESSION/ REGULATION, EMOTION KNOWLEDGE</p> <p>MEASURE: Mayer-Salovey- Caruso Emotional Intelligence Test (MSCEIT)/ Component of Evaluation</p>	<p>Evaluation</p> <p>Age Range: Adulthood (note: youth version is available for research usage)</p>
<p>Description of measure as related to construct of interest</p>	<p>This test assesses four branches of “emotional intelligence” [quotes mine]: perceiving, using, understanding, and regulating emotion (Lopes et al., 2003, p. 645), with each branch consisting of two tasks:</p> <ul style="list-style-type: none"> • For <u>Perceiving Emotions to Facilitate Thought</u>, the 2 tasks are identification of emotions in photographs of faces, as well as in designs and landscapes. Thus, <i>the focus is on recognizing how you and those around show emotion.</i> • For the <u>Using Emotions Branch</u>, respondents describe emotions using non-emotional vocabulary (Sensations) and indicate the feelings that might facilitate or interfere with the successful performance of cognitive and behavioral tasks (Facilitation). Thus, <i>the focus is on ability to generate emotion, and then reason with this emotion.</i> • <u>Understanding Emotions</u> is focused on cross-time change in emotions and on complex emotions, including blends of emotions. Thus, <i>the focus is on ability to understand complex emotions and emotional “chains.”</i> • <u>Managing Emotions</u> is measured via scenarios asking the respondent to identify the most adaptive ways to regulate feelings (Emotion Management) and the feelings of others in social situations (Social Management). Thus, <i>the focus is on the ability which allows you to manage emotions in your self and in others.</i>
<p>Administration</p>	<p>Individual or group, self-report, paper/pencil or online. 141 items. Takes approximately 30 minutes.</p>
<p>Scoring</p>	<p>The MSCEIT is scored by the test publishers, using consensus-scoring norms, which reflect the degree of fit between their responses and those of the normative sample (over 5000 people who have taken the MSCEIT before; see www.mhs.com). Consensus scores correlate highly with those of expert raters. Scores are standardized with a mean of 100. and standard deviation of 15.</p>
<p>Reliability</p>	<p>Split-half reliabilities for general consensus scoring for the normative sample range from .79 to .93 for the four branches</p>
<p>Validity</p>	<p>Recent evidence (Lopes et al., 2003) suggests the following: If college student participants were high on managing emotions, positive relations with others, perceived parental support, < negative interactions with friends, even after controlling for Big Five personality traits and verbal intelligence. Furthermore, the MSCEIT is unrelated to IQ, emotionality, and the Bar-ON EG-I, and only modestly related to the TMMS and Big Five personality dimensions.</p>
<p>Any modifications for NCS?</p>	<p>No</p>
<p>Strengths</p>	<p>Wealth of important information; fits perfectly with conceptualization espoused here of emotional competence</p>
<p>Weaknesses</p>	<p>Some difficulty obtaining; scoring by publisher seems odd. No studies demonstrate whether MSCEIT subscales are at all redundant (i.e., if the MSCEIT were administered to parents of preschool and gradeschool children, as well as to youth).</p>
<p>Publisher/Pricing</p>	<p>Charles Wolfe in the US, also Mental Health Systems (http://www.mhs.com) For the Charles Wolfe site, a kit (one manual, one response form, and one mail-in/fax-in summary report = \$50.00</p>
<p>Recommendation</p>	<p>Use, definitely</p>

Lopes, P. N., Salovey, P., & Straus, R. (2003). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences, 35*, 641-658.

Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2003) Measuring emotional intelligence with the MSCEIT V2.0). *Emotion, 3*, 97-105.

Mayer, J. D., Salovey, P., & Caruso, D. (2001). *The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)*. Toronto: Multi-Health Systems.

ASSESSMENT OF SELF-PERCEIVED COMPETENCE

Preschool through Early Gradeschool

CONSTRUCT: SELF PERCEPTION MEASURE: BERKELEY PUPPET INTERVIEW (BPI)	Evaluation Iggy: I have lots of friends. Ziggy: My parents' fights are about me. Ziggy: I don't have lots of friends. Iggy: My parents' fights are not about me. Iggy: How about you? Ziggy: How about your parents? THESE ARE PUPPETS; PUPPET PLAY ALLOWS CHILDREN TO RESPOND NATURALLY AND COMFORTABLY.
Component of Evaluation	Age range: Preschool through early elementary
Description of measure as related to construct of interest	The BPI was developed to address the absence of standardized methodologies appropriate for measuring young children's perceptions of themselves and their environments. It blends structured and clinical interviewing methods.
Administration	Most of the BPI subscales consist of 4 to 8 items. Most successful interviewing lasts no longer than 20 minutes before a break; 2 such periods can be used in one day. On average, in each period approximately 40 to 45 items (8-10 subscales) would be covered during each period, unless children are very young (i.e., 48-54 mos old), in which case administer fewer items
Scoring	Self-Perception Scales include Academic (Teacher Closeness, Teacher Conflict, Academic Competence, and School Engagement), Social (Peer Acceptance & Rejection, Bullied by Peers, Asocial with Peers, Social Inhibition, Overt Aggression/Hostility, Relational Aggression, Prosocial Behavior). Parent-child subscales include Warmth and Enjoyment, Anger & Hostility, Responsiveness, Emotional Availability, Limit-Setting, and Autonomy Granting & Control (separate scales for mother and father). The authors ask that each scale be used in its entirety.
Reliability	Excellent
Validity	The BPI's utility has been tested on socioeconomically, culturally, and clinically diverse samples. A Spanish language version is being tested in Chile. Children understand the questions and become engaged in dialogue with the puppets. Agreement between young children and adult informants is as strong if not stronger than that between pairs of adult informants. These data are important in light of the field's tendency to view young children's perception as less valid.
Any modifications for NCS?	Selection of specific scales
Strengths	Allows for verbal or nonverbal, elaborated or limited responses. Coding manual helps coder to decipher figures of speech, reasoning processes, and conditional responses that reflect ambivalent self-perceptions or uncertainty due to lack of experience.
Weaknesses	<ul style="list-style-type: none"> • Requires 2 ½ day training workshop and certification, which also takes time. • Price of workshop from University of Oregon personnel, including training and reliability checks, equals \$900 per trainee.
Recommendation	Use if at all possible

Measelle, J., R., Ablow, J. C., Cowan, P. A., & Cowan, C. P. (1998). Assessing young children's self-perceptions of their academic, social, and emotional lives: An evaluation of the Berkeley Puppet Interview. *Child Development*, 69, 1556-1576.

Gradeschool through Adolescence

CONSTRUCT: SELF PERCEPTION	Evaluation
MEASURE: MULTIDIMENSIONAL SELF CONCEPT SCALE (MSCS)	
Component of Evaluation	Age range: 9 to 19 years (Wilson, 1998, suggests can be downward extended to 3 rd and 4 th graders)
Description of measure as related to construct of interest	The MSCS is designed to measure multiple context-dependent dimensions of self concept. Self concept here is viewed as a multidimensional behavioral construct (Degulach, 1992), and the MSCS measures six contextual domains in six scales of 25 items each: <ul style="list-style-type: none"> • Social competence related to interactions with others • Success/failure in attainment of goals • Recognition of affective behaviors • Academic achievement and competence in other school-related activities • Competence related to interactions with family members • Physical attractiveness and prowess
Administration	150 items, 4-point Likert scale format; typical time for completion is 30 minutes. Can be administered in groups or individually.
Scoring	Summed Likert scales for each component as on answer sheet; manual reflects age norms.
Reliability	Internal consistency ranges from .97 to .99 for full scale and .85 to .97 for subscales.
Validity	Evidence of content and construct validity (Bracken, 1992; Degulach, 1992). Concurrent validity with four other self-concept measures between .73 and .83. Predictive/concurrent validity with sociometric groups also found (Jackson & Bracken, 1998).
Any modifications for NCS?	No
Strengths	Rigorous and extensive psychometric testing. Useful for both clinical and research applications. Subscales solidly linked to a well-established theoretical framework.
Weaknesses	None noted; consider overlap with personality measures.
Publication/Price	<ul style="list-style-type: none"> • Published by Pro-Ed, Inc. • Complete Kit \$97.00 • 50 extra scoring sheets \$51.00
Recommendation	Use, definitely

Bracken, B. (1992). *Multidimensional Self Concept Scale*. Austin, TX: Pro-Ed

Delugach, R R. (1992). Self concept: Multidimensional construct exploration. *Psychology in the Schools*, 29, 213-223. Investigated multidimensional models of self-concept.

Wilson, P. L (1998). Multidimensional Self Concept Scale: An examination of grade, race, and gender differences in third through sixth grade students' self-concepts. *Psychology in the Schools*, 35, 317-326.

Jackson, L. D. Bracken, B. A. (1998). Relationship Between Students' Social Status and Global Domain-Specific Self-Concepts. *Journal of School Psychology*, 36, 233-246.

ASSESSMENT OF PERSONALITY

Infancy through adulthood

CONSTRUCT TEMPERAMENT/ PERSONALITY	Evaluation
<p>MEASURE: ROTHBART TEMPERAMENT SCALES – INFANT, EARLY CHILDHOOD, CHILD, ADOLESCENT, ADULT</p> <p>Component of Evaluation</p>	<p>Age Range: Infancy through adulthood</p> <ul style="list-style-type: none"> • Infant Behavior Questionnaire (IBQ (Garthstein & Rothbart, 2003) • Early Childhood Behavior Questionnaire (ECBQ) • Children’s Behavior Questionnaire (CBQ) • Early Adolescent Temperament Questionnaire (EATQ-R; Capaldi & Rothbart, 1992) • Adult Temperament Questionnaire <p>Note. All versions, including short (but not Spanish) are included in measures.</p>
<p>Description of measure as related to construct of interest</p>	<p>Three higher-order temperament factors pertinent to the assessment of emotional expressiveness and regulation have been isolated: (a) negative affectivity, (b) surgency; and (c) effortful control (Rothbart et al, 1994). Taken together, these factors comprise a child’s constitutional, individual pattern of self-regulation and reactivity, and are considered relatively enduring biological predispositions that are influenced over time by both maturation and experience</p> <p>Negative affectivity items involve discomfort experienced in over-stimulating situations, frustration, anger, and inability to soothe oneself, fearfulness, and sadness. The Surgency dimension includes active, approach, pleasure, and smiling scales.</p> <p>Use of Rothbart Temperament Questionnaires can add to knowledge of children’s expressiveness across many everyday contexts. Many children high on the temperament dimension of negative affectivity are easily angered in many situations. Others high on this temperament dimension are also anxious, fearful in new situations, and easily saddened. It is easy to see how this potent combination could make interacting with both peers and adults problematic. This factor can be divided into “externalizing negative emotions” and “internalizing negative emotions”.</p> <p>Effortful control, also assessed by the CBQ, is an aspect of temperament associated with sensitivity to the emotional experiences of peers, which can lead to empathic and other prosocial responses, as well as to inhibition of aggressive impulses (Kochanska, 1993; Rothbart et al., 1994). More specifically, regulatory abilities in attention, in particular the ability to focus and shift attention voluntarily, and the ability to disengage attention from one’s own perspective to attend to another’s, are hallmarks of prosocial development (Kochanska, 1993; Rothbart et al, 1994). Thus, we would expect children higher on the effortful control dimension to be seen by teachers, observers, and peers alike as more socially competent.</p> <p>Effortful control encompasses scales measuring inhibitory control; maintenance of attentional focus during tasks; pleasure experienced during low intensity situations (e.g., looking at picture books); and perceptual sensitivity and awareness of external cues. Thus, the CBQ’s scales related to emotion regulation, or internally consistent abbreviations thereof, could be useful. For regulation, items on four scales are rated. The scales are as follows: (a) attention focusing (“will move from one task to another without completing them” (reversed); (b) attention shifting (“can easily shift from one activity to another”); (c) inhibition control (e.g., “can lower her voice when asked to do so; and (e) impulsivity (“rushes into new situations”).</p> <p>Surgency is an aspect of temperament associated with extraversion, approach to novel stimuli, positive emotional expressiveness, activity, and high level pleasure. Hence, a child high on this dimension of temperament might be a lot of fun to be around-eagerly initiating contact with others, finding interesting things to do, sharing positive affect. On the other hand, there could be “too much of a good thing,” with children high on such a dimension possibly seen as irritatingly active and boisterous, risk-taking, and impulsive .</p>

Administration	As an example, the <i>Child Behavior Questionnaire (all scales scored in the same manner)</i> : The CBQ is an upper extension of Rothbart's Infant and Toddler Behavior Questionnaires (which is also recommended), with similarly excellent reliability and validity. It is an instrument that assesses temperamental characteristics of children aged 3-8 years. Raters score, on seven-point scales, how "true" 195 specific descriptive behaviors have been of the person being rated, over the past six months. The option of indicating that any item is "not applicable" to the child is also available for infant/child measures.
Scoring	The instructions are generally clear and useful to raters, although the scales include many items and take some parents over an hour to complete (short versions may be recommended, provided that scales of interest are still included). Very clear scoring instructions; facilitated by SPSS routines.
Reliability	All reported internal consistency reliabilities and test-retest reliabilities for all versions for all scales are moderate to excellent. CBQ exhibits substantial interparental agreement.
Validity	Concurrent and predictive validity established in many studies
Any modifications for NCS?	Use short forms, or if deemed more appropriate, very short forms
Strengths	Extremely well constructed and validated, with theoretical foundations in brain and emotional development.
Weaknesses	Despite some disagreement in the literature, we would choose parental report of temperament (and of course, self-report in adolescence and adulthood), because: (1) parents see a wide range of behavior; (2) recent measurement advances allow their reports even greater objective validity; and (3) most importantly, the social relationship aspects of child temperament are best captured in parental reports Rothbart and Bates (1998). Also, some may ask, where does temperament end and personality begin? One can translate at least one of the Rothbart questionnaires into Big Five subscales, so the question may be partially moot.
Publisher/Pricing	The following is a quote from Dr. Rothbart's website, http://darkwing.uoregon.edu/~maryroth/ "We do not charge researchers to use our temperament measures. Dr. Rothbart believes the free exchange of scientific information is essential to research improvement. Access permission to the questionnaires can be repaid by sharing with us the results of your studies. To request access to the questionnaires, you can click on the website links, which send an email request to Dr. Rothbart's secretary. Please describe your intended study, the age ranges, and which questionnaire(s) you plan to review or use. Our email reply will provide the access codes and information on how to obtain copies of Dr. Rothbart's publications (some of which are linked and available for download). You may also phone (541-346-5534), or write to Rothbart Temperament Lab, Attention: Cheré DiValerio, 1227 University of Oregon, Eugene, OR 97403-1227."
Recommendation	USE ALL MEASURES FOR PERSONALITY, EMOTIONAL EXPRESSIVENESS (REACTIVITY) AND EMOTION REGULATION

Capaldi, D. M., & Rothbart, M. K. (1992). Development and validation of an early adolescent temperament measure. *Journal of Early Adolescence, 12*, 163-173.

Gartstein, M. A., & Rothbart, M. K. (2003). Studying infant temperament via the Revised Infant Behavior Questionnaire. *Infant Behavior and Development, 26*(1), 64-86.

Rothbart, M. K., Ahadi, S. A., & Hershey, K. L. (1994). Temperament and social behavior in childhood. *Merrill-Palmer Quarterly, 40*, 21-39.

Rothbart, M.K. & Bates, J.E. (1998). Temperament. In W. Damon (Ed.), *Handbook of child psychology: Vol. 3 Social, emotional, and personality development* (5th ed., pp. 105-176). New York: Wiley.

For more specific reading on temperament constructs and measures, see the following:

Posner, M. I. & Rothbart, M. K. (2000). Developing mechanisms of self-regulation. *Development and Psychopathology, 12*, 427-441.

Putnam, S. P., Ellis, L. K., & Rothbart, M. K. (2001). The structure of temperament from infancy through adolescence. In A. Elias & A. Angleitner (Eds.), *Advances in research on temperament* (pp. 165-182). Germany: Pabst Science.

- Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development, 72*, (5), 1394-1408.
- Rothbart, M. K., Chew, K., & Gartstein, M. A. (2001). Assessment of temperament in early development. In L. Singer & P. S. Zeskind (Eds.), *Biobehavioral assessment of the infant* (pp. 190-208). New York: Guilford.
- Rothbart, M. K., Derryberry, D., & Hershey, K. (2000). Stability of temperament in childhood: Laboratory infant assessment to parent report at seven years. In V. J. Molfese & D. L. Molfese (Eds.), *Temperament and personality development across the life span*, (pp. 85-119). Hillsdale, NJ: Erlbaum.
- Rothbart, M. K., & Hwang, J. (2002). Measuring infant temperament. *Infant Behavior & Development, 25*(1), 113-116.

Preschool through early adolescence

<p>CONSTRUCT: PERSONALITY</p> <p>MEASURE THE CALIFORNIA CHILD Q-SET & THE “COMMON LANGUAGE” CCQ-SET</p> <p>Component of Evaluation</p>	<p>Evaluation</p> <p>Age range: Preschool through early adolescence</p>
<p>Description of measure as related to construct of interest</p>	<p>Previous research on personality has shown that higher-order, broad descriptors yield more useful and decipherable information (McCrae & Costa, 1999) than a measure of lower-order, more specific items. Out of this notion, the five-factor model of personality (FFM) evolved (Digman, 1990). The adult measures of the FFM have shown to be a comprehensive account of the main dimensions of personality (Crae & Costa, 1999). Over the past decade the adult level personality traits of <i>openness to experience</i>, <i>conscientiousness</i>, <i>extraversion</i>, <i>agreeableness</i>, & <i>neuroticism</i> have been clearly identified in children as young as 36 months (John et al, 1994). Prior to this age much of personality is thought to display itself through what most researchers describe as temperament characteristics, and the child’s maturation permits the development and expression of new personality traits that are later observed as the ‘big-five’ (Buss & Plomin, 1984).</p> <p>A. Q-sorting is a method in which the informant sorts a set of cards with descriptors into a forced, quasi-normal distribution that can range from negatively salient (1), or neither characteristic nor uncharacteristic (5) to extremely salient (9) (Caspi et al, 1992).</p> <p>B. The CCQ-sort measure was developed by Block & Block (1980), and is a Q-sort rating of children and young adolescents by parents, teachers, & counselors. The ‘common language’ adaptation of the CCQ-sort was developed to simply act as a supplement to the current CCQ-sort, and provide a wider range of nonprofessional observers. The difference of the two measures is simply a lack of psychological vernacular with the ‘common language’ version; researchers who had extensive experience working with disadvantaged and minority populations altered these items. The original CCQ-sort had an overall reading level of 11.3rd grade, whereas the ‘common language’ version yielded a 4.8th grade reading level.</p>
<p>Administration</p>	<ul style="list-style-type: none"> • The length of the administration is said to be between 35-60 min. (<i>Mental Measurements Yearbook</i>). Ipsative ratings of 100 items provide a description of an individual child's personality characteristics. • The ‘common language’ version is administered in the same fashion, with the only difference being, the ability to allow a more diverse population act as informants due to simpler jargon. • There is also an adolescent version (now attached)
<p>Scoring</p>	<p>The cards are sorted in 9 categories ranging from extremely uncharacteristic (1) to extremely characteristic (9). The numbers of cards for each category create a normal distribution.</p> <ul style="list-style-type: none"> • These category assignments can be used to be correlated with criterion sorts of varying personality types (Block & Block, 1980). • Further, Block’s original (1985) subscales are also available (see attached) • Alternatively, John et al.(1994) have created internally consistent 7- to 13-item scales of “Big Five” Personality Factors: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. • <u>Extraversion</u>: Items 28, 35, 44R, 82R. • <u>Agreeableness</u>: 2, 4, 6, 80. • <u>Conscientiousness</u>: 41, 47, 66, 67, 76, 89. • <u>Neuroticism</u>: 23, 24, 43, 46, 60, 78. • <u>Openness</u>: 36R, 40, 54, 74. <p>R= Reverse or recode 9=1, 8=2, 7=3, 6=4, 5=5, 4=6, 3=7, 2=8, 1=9</p>

Reliability	<p>Reliability of the measure was calculated to be .91. Estimated internal consistency was .65 for 36 months, .65 for four years, .59 for 18 years, and .70 at 20 years old.</p> <p>As reported in Caspi et al (1992) a series of alternate form reliabilities were conducted to further clarify the equivalence of the two measures (CCQ-sort, & common language). When the parents were the informant, inter-form correlations on the 100 items was .51. However, when teachers were the informants the inter-form reliability was .71, whereas doctoral level professionals scored .82.</p>
Validity	<p>The CCQ-sort is a psychometric technique that heavily relies on the involvement of the informant, so the real source of validity is less the instrument than the person using it. Skills are involved in translating knowledge about children into descriptive priorities and then organizing these decisions into a meaningful interpretation of personality dynamics. Nonetheless, John et al. (1994) report low-to-moderate correlations among the Big Five scales, and that these scales differentiated groups of boys at four different levels of delinquency, as well as discriminating between boys with externalizing and internalizing disorders, and relating to boys' school performance and intelligence.</p> <p>The 'common language' version was found, like the original form, to reveal valid information about a child's personality and its relation to various other socio-emotional domains. For example, both versions were tested against Rothbart's (1996) Children's Behavior Questionnaire (CBQ), and three out of the four traits (Extraversion, Neuroticism, & Conscientiousness) were found to be comparable</p>
Any modifications for NCS?	Use of Common Language version
Strengths	<p>This aspect of the proposed study is investigating the personality profile of children and adolescents. There are a number of instruments to assess a child's personality as it relates to their temperament, and other social emotional constructs; however there are few instruments that capture the broad variance in the personalities of children like the CCQ-Set is able to do. Further, the advantages of this approach is that the informant is required to make a large number of decisions about the relative descriptiveness of the different items (Shiner & Caspi, 2003), which makes the procedure longer than a questionnaire, but is also thought to enhance the informants' thoughtfulness.</p>
Weaknesses	<p>There is no information of reliability and validity of the CCQ in the manual, only in others' research (thus, these attributes are not <u>missing</u>, but it is odd not to see this in the manual). Also at the very youngest ages, the factor of openness has been reported to not have as much internal consistency as the other factors (Shiner, 1998). However, this may be a result of openness not being as well developed in younger children.</p> <p>More worryingly, "...although both versions of the CCQ have many uses, they were not developed to systematically sample the major domains of child temperament and behavior that have emerged in recent years (Rothbart & Bates, 1998; Shiner, 1998). Moreover, neither version was designed for use by research staff in a limited number of observation periods. A number of CCQ items refer to behaviors that require knowledge of the child over a longer time period than allowed by a single home visit (e.g., "has transient interpersonal relationships," "most adults seem to like him"). Finally, as the CCQ covers a broad age range, a number of the items are not developmentally appropriate for most preschool-age children (e.g., "shows concern for moral issues," "has a readiness to feel guilty") (Buckley et al, 2002, p. 526)." The question is, then, especially given the length of time to administer (and some need for training in performing Q-sorts), do we need a measure of early personality separate from temperament?</p>
Publisher/Price	Public domain
Recommendation	<p>This measure paired with another method of measurement of personality would provide an interesting perspective into the continuity and change of personality across childhood/early adolescence. However, weaknesses noted above preclude its use.</p>

Block's (1985) CCQ SubscalesUndercontrol

- 1 rapid personal tempo
- 2 emotionally expressive
- 3 talkative
- 4 vital, energetic, lively
- 5 curious and exploring, eager to learn, open to new experiences.
- 6 anxious in unpredictable environments (-)
- 7 shy and reserved (-)
- 8 keeps thoughts or feelings to self (-)
- 9 inhibited and constricted (-)
- 10 reflective; thinks and deliberates before speaking or acting (-)

Antisocial

- 1 suspicious and distrustful
- 2 stubborn
- 3 sulky and whiny
- 4 warm and responsive (-)
- 5 arouses liking in adults (-)

6 helpful and cooperative (-)

Ego resiliency

- 1 uses and responds to reason (criterion rating: 8.3)
- 2 resourceful in initiating activities (9.0)
- 3 tends to become rigidly repetitive or immobilized when under stress (1.0)
- 4 curious and exploring, eager to learn, open to new experiences. (9.0)
- 5 can recoup or recover after stressful experiences (8.7)
- 6 verbally fluent, can express ideas well in language (8.0)
- 7 responds to humor (8.3)
- 8 can acknowledge unpleasant experiences and admit to own negative feelings (8.0)
- 9 self-reliant, confident, trusts own judgment (9.0)
- 10 competent, skilful (8.3)
- 11 inappropriate in emotive behavior (reactions are excessive, insufficient, or out of context). (1.0)
- 12 Is creative in perception, thought, work, or play (8.7)
- 13 attempts to transfer blame to others (1.7)
- 14 fearful and anxious (1.7)
- 15 tends to withdraw and disengage when under stress (1.7)
- 16 tends to go to pieces under stress, becomes rattled and disorganized. (1.0)
- 17 appears to feel unworthy, thinks of self as "bad" (1.3)
- 18 tends to be sulky or whiny (1.7)

items to delete?

- 19 develops genuine and close relationships (criterion rating 8.0)
- 20 open and straightforward (8.0)
- 21 attentive and able to concentrate (8.3) (in Ego Control)
- 22 over-reacts to minor frustrations; is easily irritated or angered. (1.7) (in Ego Control)
- 23 vital, energetic, lively (9.0) (also in Undercontrol)

Ego Control

- 1 inhibited and constricted (criterion rating 1.0)
- 2 keeps thoughts or feelings to self (1.0)
- 3 pushes limits, sees what s/he can get away with (8.7)
- 4 tries to be center of attention (e.g., by showing off, demonstrating accomplishments, volunteering, etc.) (8.3)
- 5 tends to brood and ruminate or worry (1.7)
- 6 is physically active (8.3)
- 7 vital, energetic, lively (8.0) (also in Undercontrol)
- 8 restless and fidgety (8.3)
- 9 persistent in activities; does not give up easily (1.0)
- 10 physically cautious (1.0)
- 11 has rapid shifts in mood, emotionally labile (9.0)
- 12 emotionally expressive (facially, gesturally, or verbally) (9.0)
- 13 obedient and compliant (1.7)

- 14 rapid personal tempo, reacts and moves quickly (9.0)
- 15 unable to delay gratification, cannot wait for satisfactions (9.0)
- 16 attentive and able to concentrate (1.3)
- 17 planful, thinks ahead (1.3)
- 18 self-assertive (8.3)
- 19 talkative (8.3)
- 20 over-reacts to minor frustrations; is easily irritated or angered. (9.0)
- 21 reflective; thinks and deliberates before speaking or acting (1.0) (in Undercontrol)

items to delete?

- 22 likes to be by him/herself; enjoys solitary activities (1.0)
 - 23 has transient interpersonal relationships, is fickle (9.0)
 - 24 shy and reserved, makes social contacts slowly (1.3) (in Undercontrol)
- aggressive (physically or verbally) (8.0)

Table:

Original CCQ	Common Language CCQ
Has transient interpersonal relationships; is fickle.	His/Her friendships don't last long: he changes friends a lot
Show a recognition of the feelings of others	He is able to see how others feel; he can put himself in their place
Tends to become rigidly receptive or immobilized when under stress	He freezes up when things are stressful, or else he keeps doing the same thing over and over
Becomes anxious when the environment is unpredictable or poorly structured	He gets nervous if he's not sure what's going to happen or when it's not clear what he's supposed to do.
Tries to manipulate others by ingratiation(e.g. charm, coyness, seductiveness).	He tries to get others to do what he wants by playing up to them. He acts charming in order to get his way.

Block, J. (April, 1985). Distinguishing between antisocial behavior and undercontrol. Paper presented at meetings of the Society for Research in Child Development, Toronto.

Block, J. & Block, J.H. (1980). *The California Child Q-Set*. Palo Alto, CA: Consulting Psychology Press

Buckley, M. E., Klein, D. N., Durbin, E., Hayden, E. P., & Moerk, K. C. (2002). Development and validation of a q-sort procedure to assess temperament and behavior in preschool-age children. *Journal of Clinical Child & Adolescent Psychology*, 31, 525-539.

Buss, A.H., & Plomin, R. (1984). *Temperament: Early Developing Personality Traits*. Hillsdale, N.J.: Erlbaum.

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Digman, J. (1990). Personality structure: Emergence of the five factor model. *Annual Review of Psychology*, 41, 417-440.

John, O.P., Caspi, A., Robins, R.W., Moffitt, T.E., & Stouthamer-Loeber, M. (1994). The 'little five': Exploring the five factor model of personality in adolescent boys. *Child Development*, 65, 160-178.

McCrae, R.R., Costa, P.T., Jr. (1999). A five-factor theory of personality. In L.A. Pervin & O.P. John (Eds.) *Handbook of Personality Theory and Research*. New York: Guilford.

Shiner, R. L. (1998). How shall we speak of children's personalities in middle childhood? A preliminary taxonomy. *Psychological Bulletin*, 124, 308-332.

Shiner, R., Caspi, A. (2003). Personality differences in childhood and adolescence: measurement, development, and consequences. *Journal of Child Psychology and Psychiatry*, 44, 2-32.

Note. Dr. Caspi has been contacted to send Common Language version of Q-sort. It has not yet arrived.

Elementary through junior high school

CONSTRUCT: PERSONALITY	Evaluation
MEASURE: BIG FIVE QUESTIONNAIRE FOR CHILDREN (BFQC)	
Component of Evaluation	Age range: Elementary through junior high school
Description of measure as related to construct of interest	Five clear factors resulted from analyses of self, parent, and teacher ratings.
Administration	65-item phrase-based questionnaire for assessing the Big Five; 5-point Likert scale from 1 (Almost never) to 5 (Almost always). Because it is phrase-based, completed fairly quickly (~15 minutes)
Scoring	<p>Sum Likert ratings for the following scales (item numbers in parentheses)</p> <ul style="list-style-type: none"> • <u>Energy/Extraversion</u>: (1) I like to meet with other people; (9) I like to compete with others; (14) I like to move and to do a great deal of activity; (19) I like to be with others; (23) I can easily say to others what I think; (26) I say what I think; (35) I do something not to get bored; (40) I like to talk with others; (42) I am able to convince someone of what I think; (50) When I speak, the others listen to me and do what I say; (55) I like to joke; (57) I easily make friends; (63) I am happy and lively. • <u>Agreeableness</u>: (2) I share my things with other people; (11) I behave correctly and honestly with others; (13) I understand when others need my help; (16) I like to give gifts; (21) If someone commits an injustice to me, I forgive her/him; (27) I treat my peers with affection; (32) I behave with others with great kindness; (38) I am polite when I talk with others; (45) If a classmate has some difficulty I help her/him; (47) I trust in others; (51) I treat kindly also persons who I dislike; (60) I think other people are good and honest; (64) I let other people use my things • <u>Conscientiousness</u>: (3) I do my job without carelessness and inattention; (7) I work hard and with pleasure; (20) I engage myself in the things I do; (22) During class-time I am concentrated on the things I do; (25) When I finish my homework, I check it many times to see if I did it correctly; (28) I respect the rules and the order; (34) If I take an engagement I keep it; (37) My room is in order; (44) When I start to do something I have to finish it at all costs; (48) I like to keep all my school things in a great order; (53) I play only when I finished my homework; (56) It is unlikely that I divert my attention; (65) I do my own duty. • <u>Emotional Instability</u>: (4) I get nervous for silly things; (6) I am in a bad mood; (8) I argue with others with excitement; (15) I easily get angry; (17) I quarrel with others; (29) I easily get offended; (31) I am sad; (39) If I want to do something, I am not capable of waiting and I have to do it immediately; (41) I am not patient; (49) I easily lose my calm; (54) I do things with agitation; (58) I weep; (61) I worry about silly things; and • <u>Intellect/Openness</u>: (5) I know many things; (10) I have a great deal of fantasy; (12) I easily learn what I study at school; (18) When the teacher asks questions I am able to answer correctly; (24) I like to read books; (30) When the teacher explains something I understand immediately; (33) I like scientific TV shows; (36) I like to watch TV news, and to know what happens in the world; (43) I am able to create new games and entertainments; (46) I am able to solve mathematics problems; (52) I like to know and to learn new things; (59) I would like very much to travel and to know the habits of other countries; (62) I understand immediately
Reliability	All informants' scales were convergent at approximately the level found in other measures, except the teacher/self-report pairings

Validity	The Big Five factors were correlated concurrently with academic achievement and Externalizing/Internalizing behavior problems. Intellect/Openness and Conscientiousness predicted academic achievement, whereas Externalizing problems were associated with low Conscientiousness and low Emotional Stability, and Internalizing problems were related to low Emotional Stability. Correlations of the Big Five with the Eysenck Junior Personality Questionnaire added support for construct validity.	
Any modifications for NCS?	No	
Strengths	Use of theoretically well-constructed view of personality; decent psychometrics; use of self report important to include	
Weaknesses	Teacher-self concordance	
Publisher/Price	Public domain as far as we know	
Recommendation	Use if at all possible (time permits)	

Barbaranelli, C., Caprara, G. V., Rabasca, A., & Pastorelli, C. (2003). A questionnaire for measuring the Big Five in late childhood. *Personality & Individual Differences, 34*, 645-664.

ASSESSMENT OF IMPACTS OF ENVIRONMENTAL INFLUENCES

Socialization of Emotions Measures

Preschool and Gradeschool

<p>CONSTRUCT: SOCIALIZATION OF EMOTIONAL COMPETENCE: REACTIONS</p> <p>MEASURE: COPING WITH CHILDREN'S NEGATIVE EMOTIONS SCALE (CCNES)</p> <p>Component of Evaluation</p>	<p style="text-align: center;">Evaluation</p> <p>Age Range: Adults complete the measure, but they can complete it regarding children from children from preschool to middle childhood age ranges. As well, an infant/toddler version of the scale is being developed</p>
<p>Description of measure as related to construct of interest</p>	<p>In this measure, parents rate how likely they are to choose</p> <ul style="list-style-type: none"> • <u>Emotion-focusing coping</u> -- These items reflect the degree to which parents respond with strategies that are designed to help the child feel better (i.e., oriented towards affecting the child's negative feelings). • <u>Problem-focusing coping</u> -- These items reflect the degree to which parents help the child solve the problem that caused the child's distress (i.e., oriented towards helping the child solve his/her problem or coping with a stressor). • <u>Punitive Reactions</u> -- These items reflect the degree to which parents respond with punitive reactions that decrease their exposure or need to deal with the negative emotions of their children. • <u>Minimizing</u> -- These items reflect the degree to which parents minimize the seriousness of the situation or devalue the child's problem or distressful reaction. • <u>Encouraging Emotional Expression</u> -- These items reflect the degree to which parents encourage children to express negative affect or the degree to which they validate child's negative emotional states (i.e., "it's ok to feel sad."); or • <u>Distress Reactions</u> -- These items reflect the degree to which parents experience distress when children express negative affect. <p>to specific scenarios of their children's negative emotions.</p>
<p>Administration</p>	<p>Self-report questionnaire; takes about 15 minutes</p>
<p>Scoring</p>	<p>Scores for each reaction style are averaged across items, as follows: <u>Emotion focused responses</u> = (1f,2b,3d,4e,5a,6a,7b,8f, 9f, 10d, 11e, 12c). <u>Problem focused responses</u> = (1c,2d,3c,4f,5b,6f,7a,8b, 9d, 10e, 11d, 12a). <u>Punitive responses</u> = (1a,2f,3f,4a,5d,6d,7e,8e, 9e, 10b, 11c, 12e). <u>Minimizing responses</u> = (1d,2c,3b,4c,5c,6b,7d,8d, 9c, 10f, 11a, 12f) . <u>Encouraging expressiveness responses</u> = $\Sigma(1e,2e,3e,4b,5f,6e,7f,8a, 9a, 10c, 11f, 12b)$. <u>Distress Reactions</u> = (1b, 2a*, 3a, 4d, 5e, 6c, 7c*, 8c*, 9b, 10a*, 11b, 12d) * = REVERSED SCORING.</p>
<p>Reliability</p>	<p>Test-retest reliability over a 6-month period ranges from .66 for the minimization scale to .90 for the encouragement scale. Internal consistency reliability ranged from .65 for the emotion-focused scale to .93 for the encouragement scale, average alpha = .80 (Eisenberg & Fabes, 1994; .see also Fabes et al. (2002)</p>
<p>Validity</p>	<p>The high relation between scales is between minimization and punitiveness, $r(76) = .72, p < .0001$. Thus, these 2 scales appear to tap similar constructs, which could enable one to avoid the punitive scale, potentially vulnerable to a social desirability bias.</p>
<p>Any modifications for NCS?</p>	<p>No</p>
<p>Strengths</p>	<p>Demonstrated validity in a number of studies (Fabes et al., 2002; Jones et al., 2002) for this important aspect of socialization of emotion</p>

Weaknesses	None noted; very well designed measure
Publisher/Price	Public domain
Recommendation	Use, definitely

Eisenberg, N., & Fabes, R. A. (1994). Mothers' reactions to children's negative emotions: Relations to children's temperament and anger behavior. *Merrill-Palmer Quarterly*, 40, 138-156.

Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). *The Coping with Children's Negative Emotions Scale: Procedures and scoring*. Arizona State University.

Fabes, R. A., Poulin, R. E., Eisenberg, N., Madden-Derdich, D. A. (2002). The Coping with Children's Negative Emotions Scale (CCNES): Psychometric properties and relations with children's emotional competence. *Marriage & Family Review*, 34(3-4), 285-310.

Jones, S., Eisenberg, N., Fabes, R. A., MacKinnon, D. P. (2002). Parents' reactions to elementary school children's negative emotions: Relations to social and emotional functioning at school. *Merrill-Palmer Quarterly*, 48, 133-159.

All ages

CONSTRUCT: SOCIALIZATION OF EMOTIONAL COMPETENCE: MODELING	Evaluation
MEASURE: SELF EXPRESSIVENESS IN THE FAMILY QUESTIONNAIRE (SEFQ)	
Component of Evaluation	Age range: Adults complete the measure regarding potentially any ages within family
Description of measure as related to construct of interest	Parents' emotional <u>experience</u> as well as their expressive patterns will be assessed with an adaptation of the Self Expressiveness in the Family Questionnaire (SEFQ; Halberstadt et al., 1995). Parents are asked to rate frequencies of <u>their own</u> positive and negative emotional displays within the family (e.g., “deep affection for someone”; “sorrow over a pet’s death”).
Administration	Self-report questionnaire, 40 items, relatively quick (~15 minutes).
Scoring	Sum 9-point Likert ratings across 4 subscales: Positive Dominant, Positive Submissive, Negative Dominant, and Negative Submissive. Many researchers have found it just as suitable to use Positive and Negative overall scales, adding dominant and submissive for each valence. The scales, then, are summed as follows: positive dominant = (feq1+feq6+feq16+feq17+feq18+feq23+feq26+feq28+feq33+feq39). positive submissive =(feq2+feq3+feq13+feq21+feq22+feq30+feq31+feq35+feq38+feq40). negative dominant =(feq4+feq5+feq7+feq9+feq11+feq12+feq24+feq27+feq36+feq37). negative submissive =(feq8+feq10+feq14+feq15+feq19+feq20+feq25+feq29+feq32+feq34).
Reliability	Internal consistency reliabilities for subscales ranged from .82 to .95, 1-year test-retest reliabilities from .38 to .53, all ps significant.
Validity	We also have concurrent validity evidence
Any modifications for NCS?	No
Strengths	Excellent psychometrics, used in an increasing number of developmental studies.
Weaknesses	None noted; administrators should be clear that this measure is gathering the parent’s personal emotional experience and expression, not merely those of the family overall.
Publisher/Price	Public domain as far as we know
Recommendation	Use, definitely.

Halberstadt, A.G., Cassidy, J., Stifter, C. A., Parke, R. D., & Fox, N. A. (1995). Self-expressiveness within the family context. *Psychological Assessment*, 7, 93-103.

Construct: SOCIALIZATION OF EMOTIONAL COMPETENCE: COACHING MEASURE: TORONTO ALEXITHYMIA SCALE (TAS-20) Component of Evaluation	Evaluation Age Range: Adolescence – Adult
Description of measure as related to construct of interest	The Toronto Alexithymia Scale (TAS-20, Bagby et al., 1994a, 1994b) measures the following three facets of alexithymia: (a) difficulty <i>identifying</i> feelings and distinguishing them from bodily sensations (ID, seven items, e.g., “I have feelings that I can’t quite identify”); (b) difficulty communicating or describing emotions to others (COM, 4 items, e.g., “It is difficult for me to find the right words for my feelings); and (c) EXT, externally-oriented thinking (8 items, e.g., “I prefer talking to people about their daily activities rather than their feelings).
Administration	Individually administered, 5-point Likert scales based on agreement with each statement. Does not take respondents more than 10 minutes.
Scoring	Takes approximately 10 minutes; scales are created as follows: Difficulty Identifying Feelings = Σ items 1, 3, 6, 7, 9, 13, 14 Difficulty Describing Feelings = Σ items 2, 4, 11, 12, 17 Externally-Oriented Thinking = Σ items 5, 8, 10, 15, 16, 18, 19, 20
Reliability	Internal consistency reliability and test-retest reliability are somewhat modest, but adequate. In Le et al., internal consistencies for ID and COM were good, from .75 to .84, but EXT was only .52 to .61.
Validity	Convergent and discriminant validity are good (Bagby et al., 1994a, 1994b). The three-factor structure has replicated across different cultural groups, including in the US and Asia. Le et al. (2002) have shown that undergraduate students’ retrospective description of their parents’ socialization of emotions, via interview, is interpretably related to the students’ ID and COM scores (e.g., verbalizing positive emotions negatively related in LISREL model to COM).
Any modifications for NCS?	No
Strengths	Good psychometrics and easy to use
Weaknesses	None noted, except that perhaps we might wish for an even more direct measure of how parents actually teach children about emotions.
Publisher/Price	Public domain as far as we know
Recommendation	Use, if at all possible.

NOTE: Can also be used for adolescent EMOTION KNOWLEDGE.

Bagby, R. M., Parker, J. D. A., & Taylor, G. J. (1994a). The twenty-item Toronto Alexithymia Scale: I. Item selection and cross-validation of the factor structure. *Journal of Psychosomatic Research*, 38, 23-32.

Bagby, R. M., Parker, J. D. A., & Taylor, G. J. (1994b). The twenty-item Toronto Alexithymia Scale: II. Convergent, discriminant, and concurrent validity. *Journal of Psychosomatic Research*, 38, 33-40.

Le, H-N., Berenbaum, H., & Raghavan, C. (2002). Culture and alexithymia: Mean levels, correlates, and the role of parental socialization of emotins. *Emotion*, 2, 341-360.

CONSTRUCT: SOCIALIZATION OF EMOTIONAL COMPETENCE: COACHING	Evaluation
MEASURE: Teacher/Parent Emotion-Related Beliefs	
Component	Age Range: Parents and teachers of preschoolers and kindergartners
Description of measure as related to construct of interest	Assessing early childhood teachers' and parents' beliefs about emotions, particularly to pinpoint those who value teaching young children about emotions, and those who are more "dismissing".
Administration	Self-report questionnaire; takes approximately 10 – 15 minutes
Scoring	22 of the questionnaire's 23 items are summed
Reliability	Internal consistency is good; Cronbach's α for the remaining 22 items were .85 for mothers and .88 for fathers.
Validity	Total scores predict 3-year-olds' understanding of emotion (Denham & Kochanoff, 2002)
Any modifications for NCS?	No
Strengths	Gets precisely at one facet of socialization of emotion, with more face validity than the TAS-20.
Weaknesses	Not well known or used as yet, would argue its importance nonetheless
Publication/Pricing	Public domain
Recommendation	Use if possible

Denham, S. A., & Kochanoff, A. T (2002). Parental contributions to preschoolers' understanding of emotion. *Marriage & Family Review*, 34, 311-343.

Dunsmore, J., & Karn, M. A. (2001). Mothers' beliefs about feelings and children's emotional understanding. *Early Education & Development*, 12, 117-138.

Hyson, M. C., & Lee, K.-M. (1996). Assessing early childhood teachers' beliefs about emotions: Content, contexts, and implications for practice. *Early Education and Development*, 7, 59-78.

CONSTRUCT: SOCIALIZATION OF EMOTIONAL COMPETENCE: COACHING	Evaluation
MEASURE: MATERNAL EMOTIONAL STYLES QUESTIONNAIRE	
Component	Age Range: Mothers (potentially both parents) of children from preschool through gradeschool age complete this questionnaire.
Description of measure as related to construct of interest	Designed to capture parents' coaching or dismissing styles of teaching about emotions
Administration	Self-report questionnaire; approximately 10 minutes
Scoring	Sum scales as follows.
Reliability	Short-term stability over 6 months > .50 for each scale. Internal consistencies were in the .70s.
Validity	Theoretically consistent relations were found between each emotion style and parental beliefs in situations marked by misbehavior and prosocial behavior. Furthermore, scores on the two scales are related to Meta-Emotion Interview assessments of emotion coaching style. Finally, maternal emotional styles, in interaction with children's emotion regulation, predicted children's social behavior.
Any modifications for NCS?	No
Strengths	Simple, taps an important dimension of socialization of emotion in a much more economical way than Gottman, Katz, & Hooven's (1997) Meta-Emotion Interview
Weaknesses	Not yet well known or much used but holds much promise
Publisher/Price	Public domain
Recommendation	Use if at all possible

Gottman, John Mordechai; Katz, Lynn Fainsilber; Hooven, Carole. (1997). *Meta-emotion: How families communicate emotionally*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. (1997).

Hooven, Carole; Gottman, John Mordechai; Katz, Lynn Fainsilber. (1995). Parental meta-emotion structure predicts family and child outcomes. *Cognition & Emotion*. Vol 9, 229-264

Katz, Lynn Fainsilber; Windecker-Nelson, Bess. (2004). Parental Meta-Emotion Philosophy in Families With Conduct-Problem Children: Links With Peer Relations. *Journal of Abnormal Child Psychology*. Vol 32(4) Aug 2004, 385-398.

Lagace-Seguin, Daniel G. (2001). *Fostering emotional and social well-being: Examining the correlates of maternal emotional styles in early childhood*. Carleton University.

Items are as follows:

Emotion Coaching

- When my child is sad, it's time to problem solve
- Anger is an emotion worth exploring
- When my child gets sad, it's a time to get close
- When my child is angry, it's an opportunity for getting close
- When my child is angry, I take some time to try to experience this feeling with him/her
- When my child is angry I want to know what he/she is thinking
- When my child is angry, it's time to solve a problem

Emotion Dismissing

- I try to change my child's angry moods into cheerful ones
- Childhood is a happy-go-lucky time, not a time for feeling sad or angry
- When my child gets angry my goal is to get him/her to stop
- Sadness is something that one has to get over, to ride out, not to dwell on
- I prefer my child to be happy rather than overly emotional
- I help my child get over sadness quickly so he/she can move onto other things
- When my child is sad I am expected to fix the world and make it perfect

Overall Parenting Style/Practices

Preschool and Middle Childhood: Overall Parenting Style

<p>CONSTRUCT: PARENTING BEHAVIOR</p> <p>MEASURE: PARENTING PRACTICES QUESTIONNAIRE</p> <p>Component</p>	<p style="text-align: center;">Evaluation</p> <p>This measure was designed to overcome limitations of other widely used measures for parents of young children. The measure is best suited for assessing constellations of parenting behaviors (styles) that create a pervasive interactional climate over a wide range of situations.</p> <p>Age range: completed by adults about their children; for use with parents of preschool and elementary school children.</p>
<p>Description of measure as related to construct of interest</p>	<p>Ratings on 5-point Likert scales across 62 items measure three global parenting styles: Authoritative (27 items, “e.g., Emphasizes the reasons for rules”), Authoritarian (20 items; e.g., “Uses physical punishment as a way of disciplining child”) and Permissive (15 items; e.g., “Gives in to child when he/she causes a commotion”). Robinson et al. note a number of conceptually distinct factors within each scale (e.g., Reasoning/Induction, Democratic Participation, and Good Natured/Easy-going for the Authoritative Scale). The factors for the authoritarian style were: (1) verbal hostility; (2) corporal punishment; (3) non-reasoning, punitive strategies; and (4) directiveness. The factors for the permissive style were: (1) follow through; (2) ignoring misbehavior; (3) and self-confidence. See the attached for actual items for each scale.</p>
<p>Administration</p>	<p>Self-report questionnaire; takes about 30 minutes. Mothers and fathers rated their own behavior on a 5-point scale anchored by 1 (never) to 5 (always) for each item, while thinking about interactions with their target child (e.g., gives child reasons why rules should be obeyed; uses physical punishment as a way of disciplining).</p>
<p>Scoring</p>	<p>Sum Likert ratings across scales</p> <p><u>Authoritative</u></p> <ul style="list-style-type: none"> • <u>Warmth & Involvement</u>: 1, 3, 5, 9, 12, 21, 27, 33, 35, 39, 46 • <u>Reasoning/Induction</u>: 16, 25, 29, 42, 53, 58, 62 • <u>Democratic Participation</u>: 22, 31, 48, 55, 60 • <u>Good Natured/Easy-Going</u>: 7, 14, 18, 51 <p><u>Authoritarian</u></p> <ul style="list-style-type: none"> • <u>Verbal Hostility</u>: 13, 23, 32, 44 • <u>Corporal Punishment</u>: 2, 6, 10, 37, 43, 61 • <u>Nonreasoning, Punitive Strategies</u>: 10, 26, 28, 47, 54, 56 • <u>Directiveness</u>: 17, 40, 50, 59 <p><u>Permissive</u></p> <ul style="list-style-type: none"> • <u>Lack of Follow Through</u>: 11, 29, 34, 38 reversed, 41, 49 • <u>Ignoring Misbehavior</u>: 8, 15, 36, 45 • <u>Self Confidence</u>: 4, 24 reversed, 30, 52 reversed, 57
<p>Reliability</p>	<p>Internal consistency .91 for 27-item Authoritative Scale, .86 for 20-item Authoritarian Scale, and .75 for 15-item Permissive Scale</p>
<p>Validity</p>	<p>Validated cross-culturally on over 1000 parents. Good factorial validity. For each of the three global dimensions, a number of specific parenting practice factors were identified and compared cross-culturally. Quite similar parenting practice factors were found for authoritative parenting across cultures; for authoritarian and permissive styles there were substantial cross-cultural differences among the specific parenting practices. Factor scores of the global parenting styles and specific practices were correlated with preschool behavioral problem outcomes to assess the validity of the instrument's cross-cultural use. For the United States and Australian families, mother and father authoritative and authoritarianism were related to child preschool behavioral problem outcomes.</p>

Any modifications for NCS?	No, unless one or more subscale was deemed unnecessary; could focus on specific subscales (e.g., corporal punishment) if deemed necessary, and reliabilities for shorter scales were high enough
Strengths	Gets at crucially important aspects of parenting
Weaknesses	Does not go through adolescence (but see Steinberg measure). May be other aspects of parenting that one might want to assess. (e.g., Deater-Deckard measure; see below).
Publisher/Price	Public domain as far as we know
Recommendation	Use, definitely.

Hart, C. H. Nelson, D. A. Robinson, C. C. Olsen, S. F., McNeilly-Choque, M. K. (1998). Overt and Relational Aggression in Russian Nursery-School-Age Children: Parenting Style and Marital Linkages. *Developmental Psychology*, 34, 687-97

Robinson, C. C., Mandleco, B., Frost Olsen, S., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of new measures. *Psychological Reports*, 77, 819-830.

<p>CONSTRUCT: PARENTING BEHAVIOR</p> <p>MEASURE: CORNELL PARENTING BEHAVIOR INVENTORY</p> <p>Component</p>	<p>Evaluation</p> <p>Age range: Can be completed by parents of preschool and gradeschool children, and by children to report on parenting practices of each of their parents.</p>
<p>Description of measure as related to construct of interest</p>	<ul style="list-style-type: none"> • Consists of 30 items, each descriptive of some specific bit of parental behavior • Designed to provide indexes for 14 variables which provide a useful system for mapping variations in patterns of parent behavior: those 14 variables are: nurturance, principled discipline, instrumental companionship, consistency of expectation, encouragement of autonomy, indulgence, prescription of responsibilities, achievement demands, control, protectiveness, affective punishment, deprivation of privileges, scolding, physical punishment • Confirmatory factor analysis (Aquilino, 1986) has shown that the 14 domain scores are associated with three major factors: <i>support</i> (“My mother or father comforts and helps me when I have troubles.”), <i>covert control</i> (“When I do something my mother or father does not like, they act hurt and disappointed.”), and <i>discipline</i> (“My mother or father scolds me.”),
<p>Administration</p>	<p>Self-report questionnaire. Takes about 15 minutes</p>
<p>Scoring</p>	<ul style="list-style-type: none"> • 5 scaled response alternatives, regarding frequency of each parenting behavior • Each dimensions are calculated by summing items in the dimension • Dimensions include Supporting, Demanding, Controlling, and Punishment, scored as follows: • <u>Supporting</u> = Items (1 through 13) • <u>Demanding</u> = Items (14 through 17) • <u>Controlling</u> = Items (18 through 21) • <u>Punishment</u> = Items (22 through 30). • 2- to 3-item “sub-domains” of <u>Supporting</u> include nurturance, principled discipline, instrumental companionships, consistency of expectation, encouragement of autonomy, and indulgence • 2-item “sub-domains” of <u>Demanding</u> include prescription of responsibilities and achievement demands. • 2-item “sub-domains” of <u>Controlling</u> include control and protectiveness • 2- to 3-item “sub-domains” of <u>Punishing</u> include affective punishment, deprivation of privileges, scolding, and physical punishment • On the other hand, since such small sub-domain scales appear problematic for analyses, researchers have found 3-factor solutions for the reports of children, mothers, and fathers – Support, Covert Control, and Discipline (Aquilino, 1986; Gaylord et al., 2003)
<p>Reliability</p>	<ul style="list-style-type: none"> • Factorial dimensions appear to be fairly similar both for boys and for girls, whether applied to fathers or mothers • Comparisons of both children’s and parents’ responses with direct observations of actual parent behavior showed generally convergent results (this could also be seen as a measure of validity, rather than merely inter-rater reliability). • Internal consistency ranging from .70 to .82.
<p>Validity</p>	<p>This measure has face validity. As reported in Devereux, Bronfenbrenner, and Rodgers (1969), responses of English and American children to the CPBI were consistent with observational measures of parent – child interactions in both cultures. Aquilino (1986) found that children’s perceptions of parental support were related to their perceptions of the marital relationship. Gaylord et al. (2003) parents' self-perceptions of parenting and children's perceptions of parenting were predictive of different measures of child psychosocial adjustment. Finally, Strayer & Roberts (2004) found that parent and child reports of parenting warmth and control predicted children’s emotional competence. Touliatos et al (1990) cite the Cornell as a very useful measure.</p>
<p>Any modifications for NCS?</p>	<p>No – except perhaps to reorder the items so that clusters were not so obvious</p>
<p>Strengths</p>	<p>Asks questions that yield important information about parenting styles and practices; good psychometrics</p>

Weaknesses	We are uneasy about the relative paucity, until quite recently, of detailed psychometric information.
Publisher/Price	Public domain as far as we know
Recommendation	At this point I would rank it 3 rd choice behind Robinson et al. and Lovejoy et al. measures.

Aquilino, W. S. (1986). Children's perceptions of marital interaction. *Child Study Journal*, 16, 159–172.

Devereux, E. C., Bronfenbrenner, U., & Rodgers, R. R. (1969). Child-rearing in England and the United States: A cross-national comparison. *Journal of Marriage & the Family*, 31, 257-270.

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CONSTRUCT: PARENTING BEHAVIOR	Evaluation
MEASURE Parent Behavior Inventory	Age Range: Parents of preschool and young school-aged children
Component	
Description of measure as related to construct of interest	The PBI is another questionnaire that can assess the degree to which parents' responses to their children reflect a warm/responsive versus hostile orientation. The PBI (Lovejoy, Weis, O'Hare, & Rubin, 1999) includes 20 items, and 2 subscales:
Administration	Within each subscale, parents are asked rate the degree to which they demonstrate specific behaviors towards their children on a 5-point scale. Takes approximately 10 minutes to complete.
Scoring	From the included measure: <ul style="list-style-type: none"> • Hostile/Coercive Parenting is assessed by items 1, 3, 5, 7, 9, 13, 15, 17, 19, and 20 • Supportive/Engaged Parenting is assessed by items 2, 4, 6, 8, 10, 11, 12, 14, 16, and 18
Reliability	Reliability for <u>Hostile/Coercive</u> (10 items) : alpha=.81. For <u>Supportive/Engaged</u> (10 items), alpha=.83. Test-retest reliability also adequate over a 1-week period; .69 and .74 for Hostile/Coercive and Supportive/Engaged, respectively.
Validity	Relates as hypothesized to parental affect, parental stress, and child behavior problems. Further,
Any modifications for NCS?	No
Strengths	Excellent psychometrics; parallel forms allow for a single measure capable of multimethod, multi-informant, and multisetting assessment. That is, the measure can be used as an observational rating scale for other-report; data from both a play session and a task session suggested behavioral accuracy of the PBI.
Weaknesses	Does not get at as many dimensions of parenting practices/styles as Robinson et al's <i>Parenting Practices Questionnaire</i>
Publisher/Price	Public domain as far as we know
Recommendation	Use if Robinson et al's <i>Parenting Practices Questionnaire</i> is deemed too lengthy, or possibly for structured observations of parenting behavior.

Lovejoy, M. C., Weis, R., O'Hare, E., & Rubin, E. C. (1999). Development and initial validation of the Parent Behavior Inventory. *Psychological Assessment, 11*, 534-545.

CONSTRUCT PARENTING BEHAVIOR	Evaluation
MEASURE Parenting Practices Scale	
Component	Age Range: Parents of Preschool through Gradeschool Children
Description of measure as related to construct of interest	<ul style="list-style-type: none"> • In Strayhorn and Weidman's (1988) original measure, appropriate/consistent discipline, warmth/involvement, harsh/physical discipline, and inter-parental consistency scales were formed. • More recently, Parents' use of <u>Harsh Discipline</u> was assessed via a modification of the <u>Parenting Practices</u> scale developed by Stormshak, et al. (2000). This latter scale distinguishes between components of harsh discipline, and includes the following subscales: Punitive Discipline (12 items, alpha=.72); Spanking (3 items, alpha=.73); and Physical Aggression (8 items, alpha=.73). Each aspect of harsh parenting has been positively associated with aggressive and oppositional behavior in kindergarteners (average $r=.30$; Stormshak et al. 2000). Because these subscales are intercorrelated (r's range from .33 to .41), they are combined to form a single index of harsh parenting.
Administration	Self-report questionnaire
Scoring	Strayhorn & Weidman – see also http://www.psyskills.com/parpractices.htm Stormshak – see http://www.fasttrackproject.org/techrept/p/prg/prg3tech.pdf
Reliability	Strayhorn & Weidman Adequate Stormshak Adequate
Validity	Strayhorn & Weidman Adequate Stormshak Adequate
Any modifications for NCS?	Yes – if this measure were to be made useful for the NCS.
Strengths	Used by a number of researchers.
Weaknesses	Psychometrics uneven; in particular, internal consistency for harsh parenting (a scale that was an attractant for investigating this measure) is low. Some items seem very strange and tangential.
Publisher/Price	Public domain
Recommendation	Not use

Stormshak, E. A., et al. (2000). Parenting practices and child disruptive behavior problems in early elementary school. *Journal of Clinical Child Psychology*, 29, 17-29.

Strayhorn, J. M., & Weidman, C. S. (1988). A parenting practices scale and its relation to parent and child mental health. *Journal of the American Academy of Child and Adolescent Psychiatry*, 27, 613-618.

Note. This measure can be accessed at <http://www.psyskills.com/parpractices.htm>

CONSTRUCT PARENTING BEHAVIOR	Evaluation
MEASURE: Parent Feelings Questionnaire	Age range: Parents of preschool and early school-aged children.
Component of Evaluation	The <u>Parent Feelings Questionnaire</u> (PFQ; Deater-Deckard, 1996, 2000) assesses the degree to which parents are positively (i.e., warm) versus negatively disposed (i.e., hostile/angry) towards their children.
Description of measure as related to construct of interest	This measure includes a <u>Parental Negativity subscale</u> and <u>Parental Positivity subscale</u> . Parents are asked to rate the degree to which they experience negative or positive emotions when interacting with, or thinking about their child.
Administration	Self-report questionnaire with 5-point Likert scales from (1) definitely not like me to (5) definitely like me. Takes about 15 minutes.
Scoring	Scoring is performed as follows: <ul style="list-style-type: none"> • Likert Scales (page 1): <u>Positivity scale</u> = Mean of 1, 5, 7 Reversed, 8, 11, 14, 17, 18, 19 Reversed, 21, and 24 <u>Negativity scale</u> = Mean of 2, 3, 4, 6, 9, 10, 12, 13, 15, 16, 20, 22, 23 • 1- to 10-scales (page 2) <u>Positivity</u>: average or sum of happy, excited, joyful, proud, amused <u>Negativity</u>: average or sum of sad, angry, hostile, frustrated, furious • Total scores: the Likert and 1-to-10 scales can be standardized and summed or averaged to yield two total scores, Overall Positivity and Overall Negativity
Reliability	Internal consistency reliabilities are good-to-excellent. <ul style="list-style-type: none"> • <u>Parental Negativity subscale</u> (16 items, alpha=.90) • <u>Parental Positivity subscale</u> (15 items, alpha, .84).
Validity	In a previous study, parental negativity was positively related to behavior problems, while parental positivity was negatively related to behavior problems during preschool (Deater-Deckard, 2000).
Any modifications for NCS?	No
Strengths	Taps direct feelings about one's children, an aspect of parenting not directly assessed elsewhere
Weaknesses	New, and so not yet widely used
Publisher/Price	Public domain as far as we know
Recommendation	Use if at all possible.

Deater-Deckard, K. (1996). *The Parent Feelings Questionnaire*. London: Institute of Psychiatry.

Deater-Deckard, K. (2000). Parenting and child behavioral adjustment in early childhood: A quantitative genetic approach to studying family processes. *Child Development*, 71, 468-484.

<p>CONSTRUCT; PARENTING BEHAVIOR</p> <p>MEASURE: Adolescent Authoritative Parenting Questionnaire</p> <p>Component of Evaluation</p>	<p>Evaluation</p> <p>Age Range: Adolescence</p>
<p>Description of measure as related to construct of interest</p>	<p>The first 18 items alternate between the involvement (odd numbered items) and psychological autonomy-granting (even items) scales. All of the psychological autonomy items are reverse scored, with the exception of #12. The last 8 items compose the strictness/supervision scale. Note that each of the last two questions has three items. See attached measure.</p> <p>Authoritativeness can be scored as a continuous variable, or scale scores can be used to classify families into theoretically meaningful categories.</p>
<p>Administration</p>	<p>Self-report questionnaire; would take about 15 – 20 minutes</p>
<p>Scoring</p>	<p>Sum likert ratings for items as above (note reverse scoring).</p>
<p>Reliability</p>	<p>Internal consistency reliabilities range from .70 to .82</p>
<p>Validity</p>	<p>Citations below suggest relation with adjustment and competence, as well as achievement.</p>
<p>Any modifications for NCS?</p>	<p>No</p>
<p>Strengths</p>	<p>Important to obtain view of parenting from increasingly independent adolescents, who nonetheless follow different life trajectories depending on the support from parents at this time.</p>
<p>Weaknesses</p>	<p>Focuses on one theoretical view of parenting practices/styles; I do not see this as a real weakness; it is a theoretical view that is highly accepted.</p>
<p>Publisher/Price</p>	<p>Public domain as far as we know</p>
<p>Recommendation</p>	<p>Use in order to obtain important information from adolescents themselves</p>

Steinberg, L., Lamborn, S., Dornbusch, S., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, encouragement to succeed. *Child Development*, 63, 1266-1281. (Continuous scoring).

Steinberg, L., Lamborn, S., Darling, N., Mounts, N., & Dornbusch, S. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65, 754-770. (Categorical scoring).