

Social Development Measures - 0 to 5 years old
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Aggressive and Delinquent Behavior

Measure: Preschool Social Behavior Scale- Teacher Form (TSBS-T)

Assesses: Social behavior (overt and relational aggression, prosocial behavior, depressed affect)

Age Group: Preschool children

Respondent: Teacher

Measure Description: 19 items, 6 assess relational aggression, 6 overt aggression, 4 prosocial behavior, and 3 assess depressed affect.

Psychometric Information: Cronbach's alpha showed all four scales to be highly reliable; $\alpha=.96$, $.94$, $.88$, and $.87$ for the relational aggression, overt aggression, prosocial behavior and depressed affect scales, respectively.

Primary Reference: Crick, N. R., Casas, J. F., & Mosher, M. (1997). Developmental Psychology, 33 (4), 579-588.

Availability: Contact first author to receive a copy of the measure. E-mail: crick001@tc.umn.edu

Measure: Preschool Social Behavior Scale- Peer Form (PSBS-P)

Assesses: Social behavior (relational and overt aggression, prosocial behavior)

Age Group: Preschool children

Respondent: Children- two individual 15 minute interviews using a picture-nomination procedure. Children were asked to point to pictures of up to three peers who fit the behavior descriptor (see Items).

Measure Description: 12 items, 4 relational aggression items, 4 overt aggression items, 4 prosocial behavior items

Psychometric Information: Cronbach's alpha showed all for scales to be reliable; $\alpha=.71$, $.77$, and $.68$ for the relational aggression, overt aggression, and prosocial behavior scales.

Primary Reference: Crick, N. R., Casas, J. F., & Mosher, M. (1997). Developmental Psychology, 33 (4), 579-588.

Availability: Contact first author to receive a copy of the measure. E-mail: crick001@tc.umn.edu

Measure: Child Behavior Scale (CBS)

Assesses: Aggressive, prosocial, and withdrawn behaviors

Age Group: 5 to 6 years

Respondent: Teacher

Measure Description: 59 items, 3-point response scale (1=doesn't apply, 2=applies sometimes, 3=certainly applies).

Psychometric Information: Interrater reliability across eight behavioral dimensions ranged from .81 to .88. The internal consistency Cronbach's alphas ranged from .77 to .93 for each of the six subscales, 4-month interval test-retest reliability ranged from .54 to .83 for each of the six subscales. The Child Behavior Profile-Teacher Report Form was used to obtain validity data for the CBS; concurrent and predictive validity info is also provided.

Primary Reference: Ladd, G. W., & Profilet, S. M. (1996). The child behavior scale: A teacher-report measure of young children's aggressive, withdrawn, and prosocial behaviors. *Developmental Psychology, 32* (6), 1008-1024.

Availability: The 59-item CBS scale and administration is available upon request from the authors. E-mail: ladd@uiuc.edu

Measure: Aggression Inventory (AI)

Assesses: Aggression

Age Group: Kindergarten to grade 12 (age not specified)

Respondent: Self-report (child)

Measure Description: Measures ways in which a child describes his responses to common aggressive or hostile behavior. Consists of 17 questions dealing with common school and home situations that can provoke counteraggressive responses from a child.

Psychometric Information: None reported

Secondary Reference: Category 9: Handbook of Child Development Handbook

Availability: Contact Guy T. Doyal, Dept of Education and Clinical Psychology, Wayne State University, Detroit, Michigan 48202.

Measure: Laboratory Play Measure

Assesses: Aggression

Age Group: Nursery school children

Respondent: Raters- observational method

Measure Description: Children participate in a 10 minute play session. Children are brought into testing room with four toys: a 5-foot-high Bobo doll, a large cement truck, a stuffed teddy bear, and a hand puppet. The child is told that he or she may play with any of the toys in the testing room.

Psychometric Information: Significant correlations were found between laboratory aggression scores and peer ratings of aggression, $r(16) = .76, p < .01$, and between laboratory aggression scores and teacher ratings of aggression $r(16) = .57, p < .01$. However, the correlation between the laboratory aggression scores and self-ratings was not significant.

Primary Reference:

Secondary Reference: Johnston, A., DeLuca, D., Murtaugh, K., & Diener, E. (1977). Validation of a laboratory play measure of child aggression. *Child Development*, 48, 324-327.

Availability: Contact author for availability.

Empathy

Measure: Young Children's Empathy Measure

Assesses: Empathy

Age Group: Preschool children (age not specified)

Respondent: Self-report child, rated by researcher

Measure Description: Four verbally presented vignettes are used to probe the child's ability to identify sadness, fear, anger, and happiness. Raters use a scale of 1(nonemotional response) to 4(exact match to the intended emotion) to determine how accurate the child's emotional response was to the intended emotion. Cognitive and affective perspective taking were measured, empathy scores were calculated by averaging the 8 accuracy scores for each child.

Psychometric Information: Interrater reliability Pearson correlations for empathy responses ranged from .93 to .99 with an average of .96. Child empathy showed expected correlations with children's ages and aspects of their prosocial behavior, but not with child IQ.

Primary Reference: Poresky, R. H. (1990). The young children's empathy measure: Reliability, validity, and effects of companion animal bonding. *Psychological Reports*, 66, 931-936.

Availability: **DO NOT CONTACT FIRST AUTHOR.**

Perceived Competence

Measure: Iowa Social Competency Scale-Preschool (ISCS-P)

Assesses: Social activator, hypersensitivity, reassurance

Age Group: Preschool aged

Respondent: Parent

Measure Description: 19 item report of child behavior during the preceding month using a 5-point scale (1=almost never seen, 5=almost always seen). The measure yields 3 factors: Social activator, hypersensitivity, and reassurance.

Psychometric Information: Reliability and validity information not provided.

Primary Reference: Pease, D., Clark, S., & Crase S. J. (1981). The social competency scale for preschool age children: Its development and factorial validity. *Educational and Psychological Measurement*, 41, 851-861.

Availability: Contact first author for availability.

Measure: Social Competence and Behavior Evaluation Scale: The Short Form (SCBE-30)

Assesses: Social competence, anger-aggression, anxiety-withdrawal

Age Group: Preschool children (normed with children 3 to 6 years old)

Respondent: Teacher

Measure Description: 30 items, 3 scales (social competence, anger-aggression, anxiety-withdrawal), shorter version of the SCBE-80

Psychometric Information: Interrater reliability ranges from .78 to .91; internal consistency Cronbach's alpha coefficient ranges from .80 to .92. Test-retest reliability at 2-week interval was .78 to .86, at 6-month interval .75 to .79.

Primary Reference: LaFreniere, P. J., & Dumas, J. E. (1996). Social competence and behavior evaluation in children ages 3 to 6 years: The short form (SCBE-30). *Psychological Assessment*, 8 (4), 369-377.

Availability: Contact first author for availability. E-mail: peterlaf@maine.edu

Self-Concept

Measure: The Self-concept and Motivation Inventory (SCAMIN)

Assesses: Academic self-concept and academic motivation

Age Group: Preschool/Kindergarten

Respondent: Self-report (child)

Measure Description: Children respond by selecting, and then blackening the nose of a face that has either a happy, neutral or sad expression.

Psychometric Information: Test-retest Cronbach's alpha coefficients ranged from .56 to .69 (3-week interval). This measure has moderate internal consistency.

Primary Reference: Davis, T. M., & Johnston, J. M. (1987). On the stability and internal consistency of the self-concept and motivation inventory: Preschool /kindergarten form. *Psychological Reports, 61*, 871-874.

Availability: Contact first author for availability.

Measure: The Preschool and Primary Self-concept Scale (PPSC)

Assesses: Global self-concept ("Me") and role-specific self-concept ("Me in school, Me at home")

Age Group: 4 to 9 years old

Respondent: Self-report (child)

Measure Description: The PPSC consists of seven 4-point rating scales in the semantic differential format: happy/sad, strong/weak, good/bad, big/small, liked by other people/ not liked by other people, busy doing something/ not busy doing something.

Psychometric Information: Test-retest reliability was established for a 4 year-old sample for a 1-week interval. Sex differences were found for three of the seven scales. The PPSC was validated using the Inferred Self-Concept Judgment Scale, the Play Behavior, and the Toy Preference Test. Both criteria of discriminant validity were met.

Primary Reference: Stager, S. & Young, R. D. (1982). A self-concept measure for preschool and early primary grade children. *Journal of Personality Assessment, 46* (5), 536-543.

Availability: Contact first author for availability.

Measure: The Pictorial Self-Concept Scale (PSC)

Assesses: Self-concept

Age Group: Kindergarten through grade 4 (age not specified)

Respondent: Self-report (child)

Measure Description: Using 50 cartoon-like picture cards, child sorts cards into three piles according to whether the depicted character is: like him, sometimes like him, and not like him at all.

Psychometric Information: Split half reliability with 1813 subjects was .85, there was a significant relation between the PSC and the Piers-Harris self-concept measure (.42, p less than .01).

Primary Reference: Bolea, A. S., Felker, D. W., & Barnes, M. D. (1971). A pictorial self-concept scale for children in K-4. *Journal of Educational Measurement*, 8 (3), 223-224.

Availability: Contact first author for availability.

Measure: Brown IDS Self-Concept Referents Test

Assesses: Self-concept

Age Group: Preschool children (age not specified)

Respondent: Self-report (child)

Measure Description: This measure uses polaroid photographs of child and 14-16 bipolar or "either-or" questions with the child's name inserted

Psychometric Information: Internal reliability was moderate with a KR-20 coefficient of .72 in one study and .82 in another; test-retest reliability coefficients were rather low, with coefficients of .71 and .76 in one study, and only .55 in a larger follow up study. Validity was not yet established.

Primary Reference: (don't have yet)

Secondary Reference: Jensen, M.A. (1985). Development of a preschool self-concept scale. *Early Child Development and Care*, 22, 89-107.

Availability: Contact first author for availability.

Measure: The Children's Self-Social Constructs Test: Preschool Form-Self-esteem subtest

Assesses: Self-concept

Age Group: Preschool children (age not specified)

Respondent: Self-report (child)

Measure Description: This is a nonverbal measure in which the child is requested to point to a circle or paste a gummed label on a circle to represent him/herself.

Psychometric Information: There was a moderate split half reliability of .65 and .77 for two samples of children. This measure has been found to be reliable for use with diverse ethnic populations.

Primary Reference: Raizen, S., & Bobrow, S. B. (1974, Nov) Design for a national evaluation of social competence in Head Start children. Santa Monica, CA: Rand Corporation. (Eric document reproduction service No. ED 104.569)

Secondary Reference: Jensen, M.A. (1985). Development of a preschool self-concept scale. *Early Child Development and Care*, 22, 89-107.

Availability: Contact first author for availability.

Measure: Purdue Self-Concept Scale (PSCS) for Preschool Children

Assesses: Self-concept

Age Group: Preschool children (age not specified)

Respondent: Self-report (child)

Measure Description: 40 item scale. The child is asked to indicate which picture is most like him/her.

Psychometric Information: Internal consistency reliability KR-20=.86 (N=312), test -retest reliability coefficient for a 2-week interval was=.70.

Primary Reference: Cicirelli, V. G. (1974, March) The Purdue Self-Concept Scale for Preschool Children: Norms-technical manual. Final report prepared for the office of Child Development, Contract No. 50037. West Lafayette, IN: Purdue University.

Secondary Reference: Jensen, M.A. (1985). Development of a preschool self-concept scale. *Early Child Development and Care*, 22, 89-107.

Availability: Contact first author for availability.

Measure: The Piers Preschool Pictorial Self-Concept Scale

Assesses: Self-concept

Age Group: 3 to 6 years

Respondent: Self-report (child)

Measure Description: 30 items (reflecting: self-states of feelings, competence, self-perceptions, and habitual actions). This measure contains 30 plates involving two target children of the same gender as the subject. After reading statements about the two target children the examiner asks the child to indicate which one is most like him/her.

Psychometric Information: Two 3-week interval test-retest correlation=.84, internal consistency using Spearman Brown=.85, KR-20=.62.

Primary Reference: Jensen, M.A. (1985). Development of a preschool self-concept scale. *Early Child Development and Care*, 22, 89-107.

Availability: Contact first author for availability.

Self-Esteem

Measure: The Behavior Rating Form- Revised

Assesses: Self-esteem

Age Group: 4 to 6 years old

Respondent: Parent

Measure Description: 13 items, 5 pt scale (1=always, 5=never). This is a modified version of the Behavioral Academic Self-Esteem Scale (BASE)

Psychometric Information: Coefficient alpha .81 (N=38)

Primary Reference: Hughes, H. M., & Pugh, R. (1984). The behavior rating form- Revised: A parent-report measure of children's self-esteem. *Journal of Clinical Psychology*, 40 (4), 1001-1005.

Availability: Contact first author for availability.

Social Skills

Measure: The Waksman Social Skills Rating Scale (WSSRS)

Assesses: Social skills

Age Group: Kindergarten through high school aged

Respondent: Teacher

Measure Description: 21 items

Psychometric Information: 1-month interval Pearson product-moment correlations were .73 for the aggressive factor, .64 for the passive factor; 1-week interval Pearson product-moment correlations were .93 for the aggressive factor, and .69 for the passive factor. 1-month test-retest reliabilities ranged from .74 to .49 for the aggressive domain, and .64 to .39 for the passive domain.

Primary Reference: Waksman, S. A. (1985). The development and psychometric properties of a rating scale for children's social skills. *Journal of Psychoeducational Assessment*, 3, 111-121.

Availability: Steven A. Waksman, Counseling Psychology Program, Lewis and Clark College, Portland, OR, 97219.

Measure: The Matson Evaluation of Social Skills with Youngers (MESSY)

Assesses: Social skills

Age Group: 4 to 18 years

Respondent: Self-report, Teacher

Measure Description: 5-point Likert scale. 62 self-report items; 5 factors- appropriate social skills, inappropriate assertiveness, impulsive/recalcitrant, overconfident and jealousy/withdrawal. 64 teacher-report items; 2 factors- appropriate social skills, and inappropriate assertiveness.

Psychometric Information: 2-week test-retest Pearson correlations were used to establish a criterion correlation coefficient for exclusion/inclusion of items from the original pool. Items in the final scale were established as being reliable.

Primary Reference: Matson, J. L., Rotatori, A. F., & Helsel, W. J. (1983). Development of a rating scale to measure social skills in children: The Matson Evaluation of Social Skills with Youngsters (MESSY). *Behavior Research Therapy*, 21 (4), 335-340.

Availability: Contact first author for measure. E-mail: johnmatson@home.com.

Social Problems

Measure: Parent Daily Report (PDR) Checklist

Assesses: Problem behaviors

Age Group: 4 to 10 years old (in Chamberlain & Reid, 1987 study)

Respondent: Parent

Measure Description: 34 items. The parent is telephoned and asked to indicate whether each behavior on the checklist has occurred during the previous 24 hours. Approximately 6 PDR checklist telephone calls during a 2-week interval are deemed adequate for establishing a stable estimate of the level of problem behavior.

Psychometric Information: Interparent agreement for a clinical sample over a 10-week period was .51. Studies have shown a significant test-retest correlation of $r=.60$ for daily scores collected apart.

Primary Reference: Patterson, 1974; Reid & Patterson, 1976

Secondary Reference: Chamberlain, P. & Reid, J. B. (1987). Parent observation and report of child symptoms. *Behavioral Assessment*, 9, 97-109.

Availability: Contact first author for availability.

Measure: Behavior Problem Checklist

Assesses: Problem behavior (conduct problem, personality problem, inadequacy/immaturity)

Age Group: Childhood through adolescence (age not specified)

Respondent: Parent or teacher

Measure Description: 55 items using a 3-point scale (no problem, mild problem, severe problem).

Psychometric Information: Internal consistency estimates were approximately .90 for Conduct Problems, low .80's for Personality Problems. Interrater reliabilities were moderate (mid .70's) for young children and older children, based on teacher ratings. Test-retest reliability .74 for boys Personality Problems, and .93 for girls Inadequacy-Immaturity for a 2-week interval.

Primary Reference: Manual for the Behavior Problem Checklist: Quay, H. C. & Peterson, D. R. Obtain from Dr. H. C. Quay, Director, Program in Applied Social Sciences, University of Miami, Miami, Florida.

Secondary Reference: There is a revised version of this measure: Quay, H. C., & Peterson, D. R. (1983). Revised Behavior Problem Checklist: Interim manual. Coral Gables, FL: University of Miami, Miami, Florida.

Availability: Contact first author for availability.

Measure: Eyberg Child Behavior Inventory

Assesses: Behavior Problems

Age Group: 2 to 16 years

Respondent: Mother

Measure Description: 36 items; respondent circles "yes" or "no" for each behavior, then rates the frequency of behaviors from 1 (never) to 7 (always). The total Problem Score is calculated by adding number of items for which "yes" was circled. The Intensity score is the summation of the frequency scores.

Psychometric Information: Test-retest reliability of .86, the Intensity and Problem Score split-half reliability of .95, Internal consistency of .98

Primary Reference: Robinson, E. A., Eyberg, S. M., & Ross, W. (1980) Inventory of child problem behaviors: The standardization of an inventory of child conduct problem behaviors. *Journal of Clinical Child Psychology*, 9 (1), 22-29.

Secondary Reference: Psychological Methods of Child Assessment

Availability: A copy of the measure is included in the primary reference. See Robinson, Eyberg, & Ross (1980).

Measure: The Preschool Behavior Questionnaire (PBQ)

Assesses: Behavior problems

Age Group: 3 to 6 years

Respondent: Teacher

Measure Description: 36 items (modification of the Children's Behavior Checklist, with 10 additional items) using a 3-point scale (does not apply, applies sometimes, applies frequently). The questionnaire yields 3 factors: Hostile-Aggressive, Anxious-Fearful, and Hyperactive-Distractable.

Psychometric Information: This questionnaire was standardized on a group of 102 children enrolled in special education programs to assist emotionally disturbed children, and a group of 496 normal children. Interrater reliability=.79, test-retest reliability mean=.87

Primary Reference: Behar, L., & Stringfield, S. (1974). A behavior rating scale for the preschool child. *Developmental Psychology*, 10 (5), 601-610.

Availability: All items are included in the primary reference. See Behar & Stringfield (1974).

Temperament

Measure: The Toddler Temperament Scale (TTS)

Assesses: Temperament-activity level, rhythmicity of body functions, approach, adaptability, intensity, mood, persistence, distractability, and sensory threshold.

Age Group: 1 to 3 years

Respondent: Caregiver

Measure Description: 115 items using a 3 point scale (low, medium, high). The caregiver rates the child in comparison with other children on nine temperament characteristics.

Psychometric Information: Internal consistency alpha coefficients for 1 yr olds on 9 scales ranged from .59 to .86 with a median of .70. For the 2 yr olds alphas ranged from .53 to .85 with a median of .72. Test retest reliabilities ranged from .69 to .89 with a median of .81. Concurrent and predictive validity have been found through several studies.

Primary Reference: Fullard, W., McDevitt, S. C., & Carey, W. B. (1984). Assessing temperament in one- to three-year-old children. *Journal of Pediatric Psychology*, 9 (2), 205-217.

Availability: A sample copy of the Toddler Temperament Scale, its Scoring Sheet, and Profile Sheet can be obtained by sending \$10 to cover costs to Dr. Fullard. E-mail: wfullard@unix.temple.edu

Measure: The Behavioral Style Questionnaire (B.S.Q.)

Assesses: Temperamental characteristics

Age Group: 3 to 7 years old

Respondent: Caregiver

Measure Description: 100 items, 25 minute average time of completion.

Psychometric Information: One month interval total score test-retest reliability was .89 and internal consistency alpha=.84.

Primary Reference: McDevitt, S. C. & Carey, W. B. (1978) The measurement of temperament in 3-7 year old children. *Journal of Child Psychology and Psychiatry*, 19, 245-253.

Availability: A sample copy of the BSQ, scoring sheet, and profile sheet may be obtained by writing to Dr. Carey at 319 W. Front St., Media, PA 19063. Enclose \$5.00 check to cover expenses.

Measure: Short Form of the Teacher Temperament Questionnaire (TTQ)

Assesses: Temperament (task orientation, personal-social flexibility, reactivity)

Age Group: 3 to 6 years old

Respondent: Teacher

Measure Description: 23 items using a 6-point scale from "hardly ever" to "almost always".

Psychometric Information: Internal consistency alpha coefficients for the three factors (task orientation, personal-social flexibility, and reactivity) were .94, .88 and .62 respectively.

Primary Reference: Keogh, B. K., Pullis, M. E., & Cadwell, J. (1982). A short form of the teacher temperament questionnaire. *Journal of Educational Measurement*, 19 (4), 323-329.

Availability: Contact first author for availability.

Measure: The Teacher Temperament Questionnaire

Assesses: Temperament

Age Group: 3 to 7 years old

Respondent: Teacher

Measure Description: 64 items, measuring 8 categories of temperament.

Psychometric Information: Test-retest coefficients between two administrations yielded the following coefficients: Compliance=.77, Interpersonal affect=.75, Extraversion=.74, Env.Sensitivity=.78.

Primary Reference: Baker, E. H. & Velicer, W. F. (1982). The structure and reliability of the Teacher Temperament Questionnaire, *Journal of Abnormal Child Psychology*, 10 (4), 531-546.

Availability: Contact first author for availability.

Measure: Brief Scale of Temperament (BST)

Assesses: Temperament (approach, adaptability, intensity, mood, rhythmicity)

Age Group: 4 to 7 years (but may be used with other age groups)

Respondent: Parent

Measure Description: 5 item measure using a 5-point scale (1=virtually never, 5=almost always).

Psychometric Information: Internal consistency Cronbach's alpha=.79 for recent behavior and .71 for past behavior. Reliability was assessed by examining the correlation between past and recent BST yielding .76. Bivariate correlations were used to examine whether each variable measured a distinct characteristic. Correlations ranged from .26 to .73 (mean=.43) for recent behaviors and .13 to .63 (mean=.33) for past behaviors.

Primary Reference: Sarafino, E. (2000). Tests of the relationship between children's temperament and asthma and of the reliability and validity of the Brief Scale of Temperament. *The Journal of Genetic Psychology*, 16 (1), 23-36l.

Availability: Contact first author for availability.

Measure: Infant Behavior Questionnaire (IBQ)

Assesses: Temperament

Age Group: Infants (between 3 and 12 months old)

Respondent: Mother or day care teacher

Description of Measure: 94 items using a 7-point scale (1=never, 7=always). There are 6 subscales: activity level, soothability, fear, distress to limitations, smiling and laughter, duration of orienting. Respondents are asked to respond about behaviors during the preceding week.

Psychometric Information: Internal consistency reliabilities for the subscales ranged from .67 to .85 and scales have demonstrated good discriminant and convergent validity.

Primary Reference: Rothbart, M. K. (1981). Measurement of temperament in infancy. *Child Development*, 52, 569-578.

Secondary Reference: Goldsmith, H. H., Reiser-Danner, L. A., & Briggs, S. (1991). Evaluating convergent and discriminant validity of temperament questionnaires for preschoolers, toddlers, and infants. *Developmental Psychology*, 27, 566-579.

Availability: Contact Dr. Rothbart's secretary, Chere' DiValerio at chered@OREGON.UOREGON.EDU to get a password with a link to access the measures at <http://www.uoregon.edu/~maryroth/>

Measure: The Toddler Behavior Assessment Questionnaire

Assesses: Temperament (activity level, anger, fear, pleasure, interest)

Age Group: Toddlers

Respondent: Mother or teacher

Measure Description: 111 items using a 7-point scale (1=never, 7=always)

Psychometric Information: Internal consistencies range from .78 to .83 and have demonstrated good convergent and discriminant validity.

Primary Reference: Goldsmith, H. H. (1987). *The Toddler Behavior Assessment Questionnaire: A preliminary manual*. University of Oregon, Department of Psychology, Eugene, OR.

Secondary Reference: Goldsmith, H. H., Reiser-Danner, L. A., & Briggs, S. (1991). Evaluating convergent and discriminant validity of temperament questionnaires for preschoolers, toddlers, and infants. *Developmental Psychology*, 27, 566-579.

Availability: Contact first author for availability. E-mail: hgoldsm@facstaff.wisc.edu

Measure: Colorado Childhood Temperament Inventory (CCTI)

Assesses: Temperament

Age Group:

Respondent:

Measure Description: 18 items using 5-point scale (1=not at all like the child, 5=a lot like the child). This measure yields six subscales: sociability, emotionality, activity, attention span/persistence, reaction to food, and soothability. (This scale was developed by combining items from the NYLS Temperament Questionnaire and the EASI Temperament Survey.)

Psychometric Information: Internal consistency for the scales range from .73 to .88.

Primary Reference: Rowe, D. C., & Plomin, R. (1977). Temperament in Early Childhood. *Journal of Personality Assessment*, 41, 150-156.

Availability: Contact first author for availability.

Resources for Child Measures

- Breen, M. J. & Fiedler, C. R. (Eds.) (1996). *Behavioral approach to assessment of youth with emotional behavioral disorders*. Austin, Texas: Pro-ed.
- Corcoran, K. & Fischer, J. (2000). *Measures for clinical practice: A sourcebook*. (3rd Edition). New York, NY: The Free Press.
- Dahlberg, L. L., Toal, S. B., & Behrens, C. B. (1998). *Measuring violence-related attitudes, beliefs, and behaviors among youths: A compendium of assessment tools*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 1998.
- Inman, S., Buck, M., & Burke, H. (Eds.) (1998). *Assessing personal and social development: Measuring the unmeasurable?* Bristol, PA: Falmer Press.
- Martin, R. P. (1988). *Assessment of personality and behavior problems: Infancy through adolescence*. New York, NY: The Guilford Press.
- Merrell, K. W. (1999). *Behavioral, Social, and Emotional Assessment of Children and Adolescents*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Nuttall, E. V., Romero, I., & Kalesnick, J. (1992). *Assessing and screening preschoolers: Psychological and educational dimensions*. Boston, MA: Allyn and Bacon.
- Orval G. Johnson (1976). *Tests and measurements in child development: Handbook II. Volume 1*. San Francisco, CA: Jossey-Bass Publishers.
- Orval G. Johnson (1976). *Tests and measurements in child development: Handbook II. Volume 2*. San Francisco, CA: Jossey-Bass Publishers.
- Reynolds, C. R. & Kamphaus, R. W. (Eds.) (1990). *Handbook of psychological and educational assessment of children: Personality, behavior, and context*. New York, NY: The Guilford Press.
- Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (1991). *Measures of personality and social psychological attitudes*. San Diego, CA: Academic Press, Inc.
- Shapiro, E. S. & Kratochwill, T. R. (Eds.) (2000). *Conducting school-based assessments of child and adolescent behavior*. New York, NY: The Guilford Press.