

ASKER POST OBSERVATION INVENTORY

As noted earlier, following each observation, the observers will complete a post observation inventory using the ASKER program. The inventory consists of questions from the FAST TRACK **Social Health Profile** and **Classroom Atmosphere Ratings**.

Because the Post Observation Inventory requires the observer to make a judgment on a six point Likert scale, some behavioral guidelines for completing each scale of the inventory are presented on the following pages.

Here are some general guidelines. Many questions are dependent upon whether the target child had the **opportunity** to interact with others. For these types of questions, observers are going to have to use their judgment. For example, if the target child is involved in a teacher directed activity or is instructed to do his own work, then the child has no opportunity to interact with his peers. Therefore, questions related to peer interaction should be scored using **Unable to Code** response. When the opportunity has occurred but the behaviors are not seen, then the **Almost Never or Very Low** responses should be used.

Similarly, frequency and percentage criteria should be based on the amount of time the target child had to engage in a particular behavior. That is, if the child had only 10 minutes to interact with peers, what percentage of that 10 minute period was the child “friendly.”

SOCIAL HEALTH PROFILE

When completing the **Social Health Profile**, the observers should rate each item based on its occurrence during the observation period. For the more global, durational items, observers' ratings should be based on the amount of time the student engaged in those behaviors during the observation period. For example, item 19 is **Stays on Task**. For this measure and others like it, the following guidelines should be used.

0-Almost Never	Less than 10% of (1) total opportunities or (2) total observation period
1-Rarely	More than 10% up to 30% of (1) or (2)
2-Sometimes	More than 30% up to 50% of (1) or (2)
3-Often	More than 50% up to 70% of (1) or (2)
4-Very Often	More than 70% up to 90% of (1) or (2)
5-Almost Always	More than 90% of (1) or (2)
6-Unable to Code	

Items that should be scored using the above guidelines are as follows:

1. Friendly (responds and initiates to peers in a positive manner)
2. Self Reliant (works independently with little guidance)
4. Works hard (gives good effort, concentrates)
7. Easily distracted
8. Concentrates (focuses on task at hand)
10. Controls temper when there is a disagreement (remains calm, engages in appropriate responses such as taking deep breaths or using turtle shell, even though appears angry)
13. Completes assignments or projects (finishes work in required amount of time)
16. Eager to learn (raises hand, volunteers answers)
17. Resolves peer problems positively with or without teacher assistance
19. Stays on task (individual seatwork or group work), finishes games, head oriented to work
21. Pays attention (listens when teacher talks, "being there", oriented to task at hand, participates in activities)
25. Plays with others (appropriate social behavior, shares, follows rules, offers to trade, etc.)
26. Expresses needs and feelings appropriately – positive or negative (without putdowns)
27. Has social contact with others (high rate of initiations toward peers and/or engaged in activity that involves peers)
28. Thinks before acting (is not impulsive, does not interrupt others)
29. Can calm down when excited or all wound up – deep breaths, turtle shell references, able to relax, etc.

30. Avoids social contact (withdraws from social initiations from peers, low rates of initiations to peers)
31. Mind wanders (stares into space, absence of talk completion or social interaction)
33. Works well alone
35. Is liked by classmates
36. Is disliked by classmates
38. Appears depressed, sad, bummed out, tired, flat affect
39. Shows anger, irritability or frustration

For those measures that are more event based, guidelines are determined based on the frequency of occurrence during the observation period. For example, item 5 is **Yells at Others**. When scoring event based items, the following guidelines should be used.

0-Almost Never	Is not observed during observation period
1-Rarely	Observed 1 time during the observation period
2-Sometimes	Observed 2 times during the observation period
3-Often	Observed 3 times during the observation period
4-Very Often	Observed 4 times during the observation period
5-Almost Always	Observed 5 or more times during the observation period
6-Unable to Code	

Items that should be scored using the above guidelines are as follows:

3. Takes other's property, grabs objects away
5. Yells at others
6. Fights (physical)
9. Stubborn
11. Lies (tells teacher/peer one thing when s/he has been OBSERVED doing something else)
12. Is helpful to others (unsolicited assistance to teacher and peers, asking to help)
14. Breaks rules (getting out of seat without permission, fighting, cheating, etc.)
15. Shows poor effort (quits games, does not follow directions)
18. Teases classmates
20. Breaks things
22. Harms others (verbal/physical abuse, extreme teasing)
23. Has trouble accepting authority (refuses to follow directions, argues with teacher, mouths off)
24. Initiates interactions with peers
32. Very good at understanding other people's feelings (empathetic, consoles others, respects a "no")

34. Can give suggestions and opinions without being bossy (gives options of behavior, doesn't tell other children what to do)
37. Gives compliments to classmates, teacher or self

Computation of Summary Scales

Scores for each item were averaged across 2 sessions at each timepoint. Scales were reversed for selected items (noted with (R) in list of items in each scale). For all of the scales except SHP-TOCA Poor School Readiness, summary scores were computed as the average of the component items. The summary score for SHP-TOCA Poor School Readiness was computed as the sum of the component items. The "unable to code" category for each item is considered as missing, so the scores are adjusted for the number of non-missing items. The scoring instructions came from Joe Wehby in 1994.

Items in Summary Scales

SHP-Poor Authority Acceptance

score is average of 10 items; possible range is 0 (almost never) to 5 (almost always);

hi score=poor

1. SH03 Takes others' property
2. SH05 Yells at others
3. SH06 Fights
4. SH09 Stubborn
5. SH11 Lies
6. SH14 Breaks rules
7. SH18 Teases classmates
8. SH20 Breaks things
9. SH22 Harms others
10. SH23 Has trouble accepting authority

SHP-Poor Cognitive Concentration

score is average of 11 items; possible range is 0 (almost never) to 5 (almost always);

hi score=poor

1. SH02 Self-reliant (R)
2. SH04 Works hard (R)
3. SH07 Easily distracted
4. SH08 Concentrates (R)
5. SH13 Completes assignments (R)
6. SH15 Shows poor effort
7. SH16 Eager to learn (R)
8. SH19 Stays on task (R)
9. SH21 Pays attention (R)
10. SH31 Mind wanders
11. SH33 Works well alone (R)

SHP-Poor Social Contact

score is average of 3 items; possible range is 0 (almost never) to 5 (almost always);

hi score=poor

1. SH24 Initiates interactions with peers (R)
2. SH25 Plays with peers (R)
3. SH27 Has social contact with others (R)

SHP-Poor Social Health Total

score is average of 34 items; possible range is 0 (almost never) to 5 (almost always);

hi score=poor

1. SH01 Friendly (R)
2. SH02 Self-reliant (R)
3. SH03 Takes others' property
4. SH04 Works hard (R)
5. SH05 Yells at others
6. SH06 Fights
7. SH07 Easily distracted
8. SH08 Concentrates (R)
9. SH09 Stubborn
10. SH10 Controls temper when disagreement (R)
11. SH11 Lies
12. SH12 Helpful to others (R)
13. SH13 Completes assignments (R)
14. SH14 Breaks rules
15. SH15 Shows poor effort
16. SH16 Eager to learn (R)
17. SH17 Resolves peer problems (R)
18. SH18 Teases classmates
19. SH19 Stays on task (R)
20. SH20 Breaks things
21. SH21 Pays attention (R)
22. SH22 Harms others
23. SH23 Has trouble accepting authority
24. SH24 Initiates interactions with peers (R)
25. SH25 Plays with peers (R)
26. SH26 Expresses needs appropriately (R)
27. SH27 Has social contact with others (R)
28. SH28 Thinks before acting (R)
29. SH29 Can calm down when excited (R)
30. SH30 Avoids social contacts
31. SH31 Mind wanders
32. SH32 Understands peers' feelings (R)
33. SH33 Works well alone (R)
34. SH34 Gives opinions without being bossy (R)

SHP-TOCA Poor School Readiness

score is sum of 14 items; possible range is 0 to 70;

hi score=poor

1. SH01 Friendly (R)
2. SH02 Self-reliant (R)
3. SH03 Takes others' property
4. SH05 Yells at others
5. SH06 Fights
6. SH09 Stubborn
7. SH11 Lies

8. SH13 Completes assignments (R)
9. SH14 Breaks rules
10. SH18 Teases classmates
11. SH19 Stays on task (R)
12. SH20 Breaks things
13. SH22 Harms others
14. SH23 Has trouble accepting authority

Internal Consistency for Summary Scales

Summary Scales	Standardized Alpha Coefficient
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Social Health Profile	
SHP-Poor Authority Acceptance	.80
SHP-Poor Cognitive Concentration	.92
SHP-Poor Social Contact	.89
SHP-Poor Social Health Total	.92
SHP-TOCA Poor School Readiness	.79

Based on pretest data for 291 children; actual N for each analysis varies due to missing (unable to code) items

Interrater Reliability for Summary Scales

Summary Scales	Intraclass Correlation Coefficient		
	Pre N=84	Post N=31	Pre+Post N=115
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Social Health Profile			
SHP-Poor Authority Acceptance	.65	.57	.63
SHP-Poor Cognitive Concentration	.74	.56	.71
SHP-Poor Social Contact	.73	.64	.70
SHP-Poor Social Health Total	.73	.64	.70
SHP-TOCA Poor School Readiness	.73	.57	.70

N's are the number of observations with primary & secondary observers; a very small percentage of children were observed more than once.

