

SOCIAL SKILLS WITH PEERS
(TEACHER CHECKLIST OF PEER RELATIONS: PROSOCIAL BEHAVIOR)
Program Staff Report

The Prosocial Behavior scale on the *Teacher Checklist of Peer Relations* (Coie & Dodge, 1988) is a measure of children's social skills with peers.

Citation

Coie, J. D., & Dodge, K. A. (1988). Multiple sources of data on social behavior and social status in the school: A cross-age comparison. *Child Development*, 59, 815-829.

Administration

Fall 2003

Spring 2004

Spring 2005

Items

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

Response scale

1 = very poor

2 = somewhat poor

3 = average

4 = good

5 = very good

Scoring

Mean item score

Psychometrics

	<i>N</i>	<i>M</i>	<i>SD</i>	Range	Alpha
Elementary					
Fall 2003	794	3.59	0.82	1-5	.94
Spring 2004	813	3.46	0.84	1-5	.95
Spring 2005	637	3.66	0.84	1.14-5	.95
Middle					
Fall 2003	432	3.64	0.85	1.14-5	.95
Spring 2004	426	3.52	0.83	1.29-5	.95
Spring 2005	254	3.81	0.90	1.57-5	.95

Validity

Coie & Dodge (1988) found that the teacher-reported Prosocial Behavior score was associated with sociometric status determined through peer nominations. Popular boys had higher mean Prosocial Behavior scores, and Rejected boys had lower mean scores, than Average boys in Grades 1 and 3.

Pierce, Hamm, & Vandell (1999) reported that the Prosocial Behavior scale was associated with time sample observations of peer interactions in after-school programs. Children in Grades 1-4 who had more frequent negative interactions with peers in their after-school programs were reported by their teachers to have poorer social skills ($r = -.23$ to $-.40$, $p < .01$).

Pierce, K. M., Hamm, J. V., & Vandell, D. L. (1999). Experiences in after-school programs and children's adjustment in first-grade class classrooms. *Child Development*, 70, 756-767.