

Child's Name _____

Date _____

Dear Teacher:

The purpose of this questionnaire is to have you give us your opinions of how this student's classmates think about him or her. Normally, we would ask the students themselves what they think, but we cannot do that in this case. We are counting on your help, because teachers know their classes better than anyone else. In the following questions, please do your best to give answers that tell us what this child's classmates think of him or her.

1. Overall, how much is this child liked by classmates? S*S
Score

- 1 a. In the top 15% (very liked)
- 2 b. In the top 50% (average to above average liked)
- 3 c. Right in the middle
- 4 d. In the bottom 50% (average to below average liked)
- 5 e. In the bottom 15% (very low liked)

For the following questions, imagine that each class member responds by nominating three other classmates who fit the description. Please estimate how many nominations this child would receive from the class. Remember, he or she gets one nomination by being in someone's three choices for a question. For example, if a child nominates Johnny, Joey, and James in response to a question, they each receive one nomination. If another child nominates Johnny for that question, Johnny now has two nominations for that question. Johnny's total nominations for that question is his total of how many kids in the class have selected him as one of their three choices for that question.

Also, please consider each question separately – as you will see, some questions deal with favorable behavior and some with unfavorable behavior. Please do not let a response to one kind of question influence your response to another kind of question. Sometimes kids will select the same child for different kinds of questions.

2. Nominations for 'Like the Most' S*S1
Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

3. Nominations for 'Like the Least' S*S2
Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)

- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

4. Nominations for 'Good at asking to play...know the right things to say so that others will want to play with them' S*S3

Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

5. Nominations for 'Not good at asking to play...doesn't know the right things to say so that others will want to play with them' S*S4

Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

6. Nominations for 'Starts fights...says mean things and hits other kids' S*S5

Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

7. Nominations for 'Gets along good with the teacher' S*S6

Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

8. Nominations for 'Doesn't get along good with the teacher' S*S7

Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

9. Nominations for 'Mean and bossy...tries to push other kids around to get what they want' S*S8

Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

10. Nominations for 'Gets mad, even when they shouldn't...like when someone does something to them by accident' S*S9

Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

11. Nominations for 'Doesn't get mad, even when bad things happen to them' S*S10

Score

- 1 a. Top 15% (one of the kids with the most nominations)
- 2 b. Top 50% (more than the average)
- 3 c. Right in the middle (average)
- 4 d. Bottom 50% (less than the average)
- 5 e. Bottom 15% (fewer nominations than most others would get)

Thank you very much for assisting us in this project – your opinions are invaluable.

The Staff of the Child Development Project

Kindergarten and T-1 Interview

Kindergarten and T-1 interviews are done using pictures of classmates as stimulus materials. Pictures may be individual polaroids or group shots that have been cut up. Each child's picture should be labeled with the child's name and sociometric id number. A 3 point rating scale is used at this grade level, and interviews are conducted individually.

You will get the interviewee from the classroom and walk to the interview location. On the way, introduce yourself and chat with the child with the goal of making him/her feel comfortable. Once in the interview area, get settled, and...

Do you know why I came here today? Well, my job is to talk to children and find out what they really think about things. We asked your mom and dad (mama and daddy in Nashville!) if it would be ok if we talked to you today and they said sure. I want to talk to you because you are an expert. Do you know what an expert is? An expert is someone who knows a whole lot about something – you are an expert on all the kids in your class; you know them pretty well, right? So you can tell me all about them. We have a bunch of different questions today, and I want you to tell me what you really think, OK? So you know you can do that, I'm going to promise you that I won't tell anybody what you tell me. I'd like to ask you to make me a promise too; I'd like you to promise not to tell anybody what you tell me. Now that's a secret and I know secrets can be hard to keep, so there is someone that you can tell because you should never keep secrets from this person – that's your mom and dad! So you can tell your mom and dad but nobody else, OK? This way we make sure that nobody's feelings get hurt, right? Do you have any questions before we start?

(PLACE 3 POINT RATING SCALE IN FRONT OF CHILD.) We don't always like all people the same and that's OK. There are some folks we like a whole bunch; we like them more than we like most people and there are others we don't like as much and others we like sort of in the middle. (point to scale) This thing is called a scale; a scale measures something (you might have a scale at home that you step on and it tells you how much you weigh; a ruler is another kind of scale that measures inches). This scale measures how much you like someone, and it goes up in steps. At the bottom step (point) is a sad face – this is for someone you like less or not as much as other people. At the top step (point) is a happy face – this is for someone you like more than most other people. The step in the middle (point) is the way you like most people, pretty much OK. (Review this and quiz the child about the "steps." Make sure that the child understands the scale before going on to the ratings. If during the ratings, you have doubts about comprehension, explain the scale again and redo any items in question. One thing to watch for is children who match the facial expression in the picture with the one on the rating scale.) I have pictures of everybody in your class; we are going to look at them one at a time and you will tell me who it is and how much you like that person. (You can have the child simply tell you, point to the rating scale, or place the picture on the rating scale; whatever works. Record the child's response as you go: 1 = sad face, 2 = neutral face, 3 = happy face. If you have the child place the picture on the rating scale, remove

the picture before you go on to the next picture. When you have a rating for each child, put the rating scale away and display all the pictures randomly so the child can see them.)

That was very good; you really do know all these kids; you are a real expert! Now we're going to do something a little different. I'm spreading out all the pictures because now I'm going to ask questions for which the answer is someone in your class and you have to tell me who. I'm putting all the pictures out so you can remember who is in your class.

1. This first question is a little bit hard and a little bit easy. I want you to tell me who you like the very best, more than you like other kids. The hard part is you can only pick three kids, so they have to be the ones you like the very best of all. (write down the ID numbers of the children chosen)

2. Now I want you to tell me the three kids you like less than (don't like as much as) other children. You may like all kids, but these are the kids you like less than other kids.

OK, now I'm going to ask you questions about what other kids do. For each question you can pick three kids. Remember you can pick from the whole class – except you can't pick yourself. Also you can pick the same kid for different questions. I hope you can answer all the questions, but if you can't think of an answer that's ok.

3. Who is someone who is good at getting other kids to play? These kids know how to ask and what to say and do so that other kids want to play with them.

4. Who is someone who is not so good at getting other kids to play? These kids do not know how to ask and what to say and do so that other kids will want to play with them. They would have trouble getting kids to play with them.

5. Who starts fights, says mean things to other kids, or pushes and hits kids?

6. Your teacher is _____, right? Who gets along really well with her/him and listens to what she/he says?

7. Who doesn't get along well with _____ and is sometimes not happy with the teacher?

8. Who is mean to other kids to get what they want? They try to make other kids do what they want by saying or doing mean things or by being bossy.

9. Who gets mad/angry/upset, even when they shouldn't, like when someone bumps into them or spills their milk by accident?

10. Who doesn't get mad/angry/upset when bad things happen? They stay calm.

11. The last question and the most important question is about you! What do you want to be when you grow up?

You've done a great job answering all my questions and I've really enjoyed talking with you. Do you have any questions for me? Remember we have a secret together with your mama and daddy about what you told me. OK, let's go back to class.

Child Development Project
Sociometric Interview, 1988

Welcome to the wonderful world of sociometry. You are now, or are about to become, a Sociometrician. Our goal in conducting these interviews is to collect valid data – at the optimum, this is data that we believe reflects the maximum competence of the subjects to respond to the task we present to them. The primary variables for us to consider in this enterprise are our familiarity with the interview protocol and investment in the interview process. Children will vary a great deal in the facility with which they can negotiate the interview. It is part of our job to assess their capabilities, and adjust our demeanor, presentation style and content, etc. toward completing a successful interview. This is sometimes called the C by E (Child by Examiner) interaction.

A ‘successful interview’ means that you, the interviewer, believe in the data. As much as possible, stick to the text of the interview, and absolutely stick to the spirit of the presentation and the individual items. Different children may require slightly different explanations to understand what is expected of them, or for them to understand what certain items are asking. Feel free to adjust as needed, as long as you are sure that the essence of the responses are constant for each item (i.e., all kids are answering the same question, even if it is asked in different ways to different kids).

You may feel a bit awkward at first in conducting the interview, but as the task becomes more familiar you will become more adept. The more interviews you do, the more comfortable you will become with the process, so by all means do lots of them!!! In the past, interviewers have reported a positive linear relation between number of interviews conducted and self-esteem, general well-being, quality of romantic life, financial outlook, and guest appearances on the Johnny Carson and David Letterman shows. Go for it!!!

Kindergarten Interview

This interview will be done using pictures of classmates as stimulus materials. The first graders will use rosters. You will get the interviewee from the classroom and walk to the interview location. On the way, introduce yourself and ask the child some innocuous question or questions to give them a chance to become familiar with speaking with you. Once in the interview area, get settled, and...

For the next few minutes I am going to ask you some questions about the kids in your class who you like to play with. Does that sound OK to you? Good. I am here today because I am really interested in what you have to say. I want you to feel like you can tell me what you really think, so I promise that I won't tell your teacher or any of the other kids what you say. And I want you to promise me that you won't tell them either. It's not because what you say will be good or bad, but I want it to be between us. That way you can tell me what you really think. But if you want, you can tell your parents, that's OK. All right, do you have any questions before we start?

(Place card-sort materials in front of child)

I'll bet that there are some kids that you like more than you like most others, and some kids that you like less than you like most others, and that there are some that you like sort of in the middle, not more and not less. It's OK to like different people different amounts, everyone does – it's natural. See these faces up here? The happy face is for when you like someone more than you like most others, the sad face is for when you like someone less than you like most others, and the middle face is for when you like someone pretty much in the middle. See these pictures? (show class photos). I have pictures of all the kids in your class here. For each one, I want you to tell me who it's a picture of, and put the picture with the face that tells how you feel about that kid. (point to faces, remind child of what they mean, then take one photo and put in front of child). OK, who is this? (make sure child is certain of the identity) Good. Now put the picture with a face that tells how much you like him/her. Remember, I want to know what YOU think, not what other kids think. I am talking with you because I want to know what YOU think, OK? (do sort for each photo, scoring as you go; sad face=1, neutral face=2, happy face=3. When done, put sort materials away and randomly display photos on table in front of child).

That was very good. Now let's do something a little different.

1. Now I want you to point to the name/tell me the name of a kid who you like the most, one who you like more than you like most other kids. You can pick from the WHOLE class. OK, another...and one more.
2. Now I want you to point to the name/tell me the name of a kid who you like less than you like other kids. You may like all kids, but this is someone who you like less than you like others. Remember, you can pick from the WHOLE class. Another...one more..

Now I am going to ask you some new questions about what other kids do. Remember, you can pick from the WHOLE class. Also, you can pick the same kid or kids to answer different questions, but you can't pick the same kid twice for the same question. I hope that you can answer all of the questions, but if you can't think of an answer for some of them, that's OK, too. Also, you are not allowed to pick yourself.

3. Who is someone that is good at getting other kids to play? They know how to ask and what to say so that other kids want to play with them. Another? One more?

4. Who is not good at getting others to play? They are not good at asking in a way so that others will want to play with them.

5. Who starts fights, says mean things to other kids, and pushes and hits them?

Remember, you can pick from the WHOLE class.

6. Who gets along well with the teacher and listens to what the teacher says? Another? One more?

7. Who doesn't get along well with the teacher and sometimes is not happy with the teacher?

8. Who is mean to other kids to get what they want? They try to make other kids do what they want by bossing them and pushing them around.

9. Who gets mad, even when they shouldn't, like when someone bumps into them or spills their milk by accident?

11. Who doesn't get mad when bad things happen to them?

11. The last question I want to ask you is what do you want to be when you grow up? If you could be anything, what would it be?

OK, we're all done. You've done a very good job answering all my questions. Do you have any questions for me about what we just did? (answer). I just want to remind you of the bargain that we made, that I won't tell the teacher or the other kids what you told me, and also that you won't tell them, OK? Great, let's go back to class.