



COOPER-FARRAN BEHAVIORAL RATING SCALES

TN Pre-K Effectiveness Program Evaluation

Date Rated: _____

EACH ITEM HAS BEHAVIORAL DESCRIPTORS FOR POINTS ALONG THE SCALE, AS SHOWN IN THE TWO EXAMPLES. PLEASE READ THE DESCRIPTORS AND THEN CIRCLE THE NUMBER THAT BEST DESCRIBES THE CHILD ON THAT ITEM. YOU MAY USE THE EVEN-NUMBERED POINTS IF THE CHILD'S SKILL FALLS BETWEEN THE BEHAVIORAL DESCRIPTORS (shown in Example 2).

Example 1: Behavior in Cafeteria

1	2	3	4	5	6	7
Throws food; needs constant supervision		Clowns around; messy and boisterous		Eats quietly, then socializes		Eats promptly, helps clean up voluntarily

Example 2: Attendance

1	2	3	4	5	6	7
Perfect attendance		Few absences; always legitimate		Sometimes absent without a good excuse		Misses many days without legitimate excuses

1 RESPONSE TO HELPFUL CRITICISM FROM TEACHER

1	2	3	4	5	6	7
Accepts criticism easily, uses it to improve performance		Attends to criticism, but does not apply it		Ignores or pretends not to hear criticism		Angrily rejects teacher's attempts to help

2 PERFORMANCE OF DAILY NONACADEMIC TASKS

1	2	3	4	5	6	7
Cheerfully does own chores, then takes on extra duties		Independently attends to routines		Will do chores, but only with prodding		Often refuses to perform daily chores

3 CONFORMITY TO NOISE LEVEL OF CLASSROOM

1	2	3	4	5	6	7
Extremely loud; seems not to recognize appropriate sound level		Voice can often be heard just above the rest of the class		Infrequent instances of loud talking, not disruptive		Always adjusts volume to appropriate level

4 RELEVANT PARTICIPATION IN GROUP DISCUSSIONS

1	2	3	4	5	6	7
Often contributes original ideas; relevant and responsive to others' comments and interests		Makes an occasional relevant comment; attentive		Inattentive to others; quiet but uninvolved		Makes irrelevant remarks; interrupts the flow

5 PHYSICAL INTERACTIONS WITH PEERS

1	2	3	4	5	6	7
Is never physically aggressive		Will fight only in self-defense if clearly and repeatedly provoked		Uses physical aggression to resolve disputes or when angered		Attacks; inflicts pain for no apparent reason

6 BEHAVIOR DURING DESIGNATED WORK TIME

1	2	3	4	5	6	7
Finishes all assigned tasks		Takes occasional breaks from work, and returns promptly		Requires periodic reminders or directives in order to stay on task		Needs constant supervision to redirect attention from play to work

7 BEHAVIOR IN LINE

1	2	3	4	5	6	7
Is equally happy in any position in line		Enjoys being first, but will accept other positions		Strives to be first; unhappy with lesser position		Breaks often; recklessly disregards others

8 EFFECT ON OTHER CHILDREN

1	2	3	4	5	6	7
Does not purposefully annoy anyone		Teases others but stops short of actual annoyance		Occasionally tries to get attention using playful but annoying behavior		Repeatedly irritates others by hostile touching, poking, verbally insulting, etc

9 STATEMENTS TO TEACHERS

1	2	3	4	5	6	7
Refrains from derogatory statements to or about teachers; always polite		May occasionally and playfully insult teacher; generally polite		Verbally insults teacher when angered or frustrated		Repeatedly insults teachers for no apparent reason

10 LEAVING ROOM OR PLAYGROUND

1	2	3	4	5	6	7
Often wanders away or hides; difficult to locate		Goes just out of sight; appears to want to be pursued; easily found		Occasionally leaves on an errand but forgets to tell teacher		Never leaves without teacher's knowledge and permission

11 USE OF PROFANITY

1	2	3	4	5	6	7
Does not use profanity		Occasionally utters mild profanities when angered or in private conversations		Uses explicit and insulting profanity to express anger toward someone		Uses harsh, explicitly profane words without apparent provocation

12 INFLUENCE ON BEHAVIOR OF OTHERS

1	2	3	4	5	6	7
Imposes on other children; uses them to do his/her "dirty work"		Bosses others who are less assertive; acts like self-appointed teacher's aide		Diplomatically prevails upon others to gain their support or compliance		Does not attempt to control or manipulate other children

13 TEMPER

1	2	3	4	5	6	7
Explodes in anger for no easily discernible reason		Becomes enraged over little things		Gets mad when believes treated unfairly; needs help to calm down and deal with issue		Expresses appropriate anger, then focuses on problem solving

14 PARTICIPATION IN OUTDOOR GAMES

1	2	3	4	5	6	7
Superior player; takes leadership role		Plays most games adequately		Is a sluggish and unwilling participant		Disrupts others' play; hoards equipment; cheats at games

15 CARE OF MATERIALS

1	2	3	4	5	6	7
Often destroys or defaces materials intentionally		Damages materials by careless use or neglect		Occasionally damages materials by accident; usually careful		Always takes care with materials

16 MOVEMENT IN THE SCHOOL BUILDING

1	2	3	4	5	6	7
Often runs in the classroom, hall, or cafeteria in spite of reminders		Will run in the building unless explicitly reminded not to do so		Occasionally needs to be reminded not to run		Does not run in building

17 USE OF MATERIALS

1	2	3	4	5	6	7
Selfishly maintains control over materials; rejects others' bids to share		Very reluctantly allows certain peers to use materials		Can be persuaded to share by polite requests from teacher or children		Generously shares voluntarily

18 EXPRESSION OF FEELINGS AND IDEAS DURING DISCUSSIONS

1	2	3	4	5	6	7
Very open and expressive; reveals personal insights		Expresses self adequately; shares feelings and ideas		Makes minimal statements when encouraged		Closed; defies efforts to elicit self expression

19 RESPONSE TO OTHERS' MISTAKES OR MISFORTUNE

1	2	3	4	5	6	7
Actively expresses sympathetic desire to help others		Takes interest in others' problems; can be persuaded to help		Appears to ignore others' problems; does not help or show sympathy		Openly ridicules others; adds insult to injury

20 STATEMENTS TO PEERS

1	2	3	4	5	6	7
Refrains from insulting others even when provoked		Will return another's insult when clearly and repeatedly provoked		Responds with verbal abuse to rejection, frustration, criticism, etc.		Repeatedly insults others for no apparent reason

21 CONFLICT RESOLUTION

1	2	3	4	5	6	7
Depends on teacher to intervene in disputes or tries to use physical force		Tries to discuss differences but inevitably escalates to an argument		Controls angry feelings when trying to resolve differences; sometimes successful		Works out compromises that are reasonable and fair

22 REPORTING OTHERS' MISBEHAVIOR

1	2	3	4	5	6	7
Reports others' misbehavior only when specifically asked to do so		Asks for teachers' assistance only after unsuccessful attempt to redirect others		Complains about others' behaviors that could be easily ignored		Quickly reports others' misbehavior although not personally involved or wronged

23 ACTIVITY LEVEL IN GROUP ACTIVITIES

1	2	3	4	5	6	7
Fidgety; extremely active; sits for 5 minutes or less		Can sit for 5-10 minutes but only for certain interesting activities		Sits 10-20 minutes for most types of lessons or activities		Sits quietly for 30 or more

24 WORK AND PLAY WITH PEERS

1	2	3	4	5	6	7
Is comfortable playing and working with most children, both familiar and unfamiliar		Plays or works well with a consistent group of children		Shows a preference for one other child; prefers to be with that child or alone		Works or plays alone; rejects others' efforts to do things together

25 LISTENING TO TEACHER GIVING INSTRUCTIONS TO GROUP

1	2	3	4	5	6	7
Seems to ignore the teacher, is very distracted and distracting		Can maintain attending behavior with frequent reminders from the teacher		Occasionally inattentive; attention is easily regained by a cue from the teacher		Attends to the teacher without reminders

26 BEHAVIOR WHEN OTHERS ARE SPEAKING

1	2	3	4	5	6	7
Often interrupts group discussions with irrelevant comments or nonverbal disruptions		Blurts out relevant comments before others are finished speaking		Occasionally interrupts; waits when reminded		Self-controlled, waits for turn to speak

27 COMPLIANCE WITH TEACHER'S INSTRUCTIONS RELATING TO WORK

1	2	3	4	5	6	7
Independently follows instructions		Performs tasks as instructed with minimal supervision		Demands that instructions be repeated; or does the right task in the wrong way		Seems to disregard instructions; does the wrong task or nothing at all

28 SOCIAL INTERACTION

1	2	3	4	5	6	7
Appears withdrawn, totally closed to the social environment		Can be coaxed to interact at a minimal level with certain children; slow to warm up		Socializes adequately with a variety of children		Initiates friendly social interactions

29 COMPLETION OF GAMES AND ACTIVITIES

1	2	3	4	5	6	7
Finishes any activity that is begun		Generally persistent; rarely quits		Loses interest in group games and activities before a logical conclusion is reached		Abruptly disengages from cooperative activity to begin something else

30 RESPECT FOR OTHER CHILDREN'S FEELINGS

1	2	3	4	5	6	7
Completely egocentric; selfishly disregards peers' feelings and rights		Forgets to consider others; needs to be reminded to empathize		Responds appropriately when peers express specific feelings or needs		Empathetic; considers consequences to others of his/her behavior

31 COMPLIANCE WITH TEACHER'S INSTRUCTIONS REGARDING BEHAVIOR

1	2	3	4	5	6	7
Anticipates teacher's requests; needs only minimal cues		Complies with explicit and clearly stated instructions		Resists, complains, bargains before following instructions		Seems to disregard instructions; reacts by defiantly acting out or by passive noncompliance

32 INDEPENDENT WORK

1	2	3	4	5	6	7
Works independently without supervision		Works alone with minimal supervision		Disorganized; tries to work but requires much assistance or prompting		Lacking in self-motivation; teacher prompting has only slight impact on work habits

33 MEMORY FOR INSTRUCTIONS

1	2	3	4	5	6	7
Seems to quickly forget instructions relating to work; needs frequent reminders		Retains instructions for up to an hour, then needs them repeated		Can recall detailed series of instructions for several hours		Remembers all instructions, regardless of time interval

34 HAND-RAISING

1	2	3	4	5	6	7
Does not raise hand; talks out frequently nearly every day		Raises hand but often does not wait until recognized before speaking		When reminded will raise hand and wait for several minutes for recognition		Always raises hand and waits for recognition before speaking

35 BEHAVIOR IN DISCUSSIONS

1	2	3	4	5	6	7
Talks so much that others cannot contribute		Often takes larger share of discussion time than other children		Occasionally takes slightly disproportionate share of discussion time		Contributes to discussions; rarely dominates

36 ORGANIZATION OF WORK PRODUCTS

1	2	3	4	5	6	7
Totally disorganized; work is sloppy, often misplaced		Slightly disorganized; occasionally produces messy work		Usually organized; work is generally neat		Meticulous, produces neat work consistently, rarely loses material

37 FUNCTIONING WITHIN DESIGNATED TIME PERIODS

1	2	3	4	5	6	7
Never concludes at designated time; late starting next activity		Often slightly out of synch with groups as they end and begin activity periods		Concludes most activities on time; usually ready to start next activity		Is synchronous with beginnings and endings of all activities

Academic and Classroom Behavior Record

1. How well prepared is this child for work in this grade in **the area of math**?

1	2	3	4	5	6	7
Extremely well prepared		Above average preparation for this grade level		Slightly below average preparation for this grade level		Very unprepared for this grade level

2. How well prepared is this child for work in this grade **in the area of language/literacy**?

1	2	3	4	5	6	7
Extremely well prepared		Above average preparation for this grade level		Slightly below average preparation for this grade level		Very unprepared for this grade level

3. How well prepared for work in this grade is this child **socially**?

1	2	3	4	5	6	7
Extremely well prepared		Above average social skills for this grade level		Slightly below average social skills for this grade level		Very unprepared for this grade level

4. How close do you feel to this child?

1	2	3	4	5	6	7
Very close; have a strong personal connection		Moderately close; not a strong personal connection		Not terribly close; more neutral		Not close at all; child is hard to feel close to

5. How do you think the other children in your class regard this child?

1	2	3	4	5	6	7
One of the most popular and well-liked children in the class		Well liked by the other children		Not very well liked by the other children		One of the least liked children in the class

6. Does this child have close friends in this class?

1	2	3	4	5	6	7
Child has many close friends		Child has one or two close friends		Child likes several children, but they are not mutual friends		Child has no close friends in this class

7. How far in school do you expect this child to go?

1	2	3	4	5	6	7
11th grade or less	Graduate from High School	Post high school vocational training	Some College	Graduate from 4 year college	Master's degree or credential program	M.D., Law, Ph.D. or other doctoral degree

8. This year, has the child had any of the following **behavior problems that you felt caused concern**?

Please check all that apply. If no concerns please mark here _____.

- Explosive Behaviors (e. g, temper outbursts, easily provoked, unpredictable behavior)
- Attention Problems (e. g., had difficulty concentrating or staying on task)
- Overactive Behaviors (e.g., acts impulsively without thinking, disrupts ongoing activities)
- Physical Aggression (e. g., hits, kicks, pushes others, destroys things that belong to others)
- Relational Aggression (e. g., teases others, bothers and annoys others)
- Social Withdrawal (e. g., does not respond to affection from others, avoids playing with others)
- Separation Anxiety (e.g., clings to parent or caregiver, resists going to school)
- General Anxiety Problems (e.g., is afraid, fearful, or tense; becomes sick when upset or afraid)
- Motor Difficulties (e.g., problems with writing, cutting, running, jumping)

9. How do you think this child feels about school? Circle Response to Each.

a. Likes to come to school	Always	Sometimes	Never
b. Dislikes school	Always	Sometimes	Never
c. Has fun at school	Always	Sometimes	Never
d. Seems unhappy at school	Always	Sometimes	Never
e. Enjoys most classroom activities	Always	Sometimes	Never
f. Difficult to get engaged in activities	Always	Sometimes	Never

Thank You!

Please let us know the best way to communicate with this family.

phone text email

Is there someone in this family that speaks English?

- YES NO