

**EXECUTIVE SUMMARY:
CONCURRENT VALIDITY OF THE TEACHER-CHILD RATING
SCALE AND THE WALKER-MCCONNELL SCALE OF SOCIAL
COMPETENCE AND SCHOOL ADJUSTMENT WITHIN THE
PRIMARY INTERVENTION PROGRAM**



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May, 1998

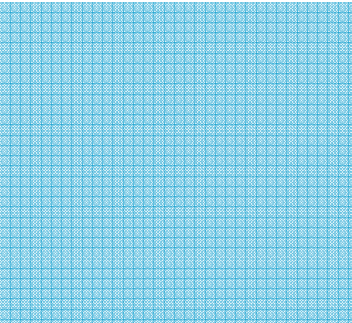


children's institute
Strengthening social and emotional health

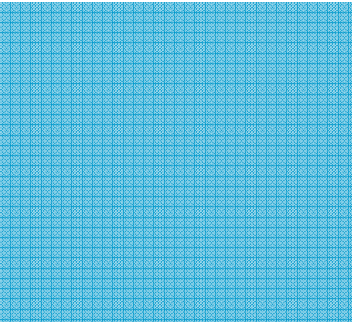


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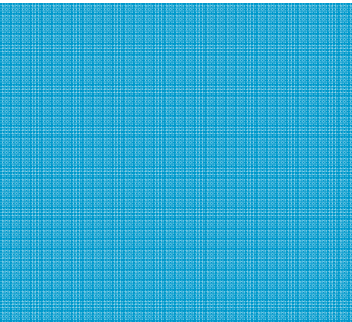
The purpose of the current undertaking was to address the following question:

- Are similar conclusions drawn regarding the efficacy of the local Early Mental Health Initiative (EMHI) by two different teacher completed adjustment ratings: the Teacher Child Rating Scale (T-CRS; Hightower, Work, Cowen, Lotyczewski, Spinell, Guare, & Rohrbeck, 1986) and the Walker-McConnell Scale of Social Competence (Walker & McConnell, 1995)?
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To address this question, teachers' perceptions of change in those students served by the Primary Intervention Program (PIP) were assessed. PIP is designed to provide short-term (one semester) preventive services to at risk children. Teachers completed both adjustment instruments for each student served, the Teacher-Child Rating Scale (T-CRS) and the Walker-McConnell Scale of Social Competence and School Adjustment, early on in the intervention (pre) and again at the completion of the program (post).



Our analyses conclude that both instruments should and do come to similar conclusions regarding the efficacy of the State of California's Early Mental Health Initiative's programs when carefully completed. Both instruments appear to be modestly related and in the expected ways. Both have sound psychometric properties.



Note: Reference T98-515.2

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