

Child Rating Questionnaire (Strayer, 1985)

The CRQ was used in Roberts & Strayer (1996), and Strayer & Roberts (2004a, 2004b). Items 1 to 47 were taken from the Prosocial Behavior Questionnaire (Weir, Stevenson, & Graham, 1980) and the Affect Expression Questionnaire (Buck, 1977).

Name

Today's Date

Child's Name

We are interested in the relationship between different aspects of children's social behaviour and their social skills. Listed below are statements describing various behaviours. Please try to rate each behaviour as independently of the others as you can.

For each behaviour, please indicate how characteristic it is for the child you are rating by checking the most appropriate box. *Boxes – not shown in this version – were inserted after each question. Items were scored:*

- 1 = not at all characteristic*
- 2 = somewhat characteristic*
- 3 = fairly characteristic*
- 4 = quite characteristic*
- 5 = extremely characteristic*

1. If there is a fight or quarrel, tries to stop it.
2. Is self-confident with respect to his or her abilities.
3. Expresses feelings openly and is easy to "read" emotionally.
4. Invites bystanders to join in a game or activity.
5. Has a high activity level.
6. Likes to socialize with others rather than be alone.
7. Goes to the help of someone who has been hurt.
8. Behaves aggressively with other children.
9. Cares about other people.
10. Tries to be fair in games or activities.
11. Is warm and friendly to other children.
12. Is content and happy most of the time.

13. Shares play, food or other materials with others.
14. Settles into work or other activities quickly.
15. Expresses anger or hostilities directly.
16. Is generous in donating own time or contributing toward purchase of gifts for others, charities etc.
17. Can work easily in a small group.
18. Displays anger frequently and sometimes inappropriately.
19. Shows high levels of responsibility.
20. Is aware and considerate of the feelings of others.
21. Offers to help people who are feeling sick or in trouble.
22. Is often anxious or worried.
23. Is bossy.
24. Controls his or her emotions.
25. Is easily influenced by other children and is apt to be a follower rather than a leader.
26. Responds in a positive way if someone else does something well.
27. Has good interpersonal social skills; relates easily to others.
28. Is highly verbal.
29. Volunteers to help clean up a mess someone else has made.
30. Shows a wide range of different kinds and intensities of emotions.
31. Is willing to seek help from others.
32. Is often difficult to get along with.
33. Is independent and not overly influenced by group activities.
34. Is generally sensitive and responsive to others' emotions.
35. Offers to help other people who are having difficulty with a task or activity.

36. Is generally cooperative.
37. Gets into fights or arguments frequently.
38. Shows a strong competitive spirit.
39. Is vocal about asserting rights and opinions.
40. Demonstrates good intellectual problem-solving skills.
41. Is often sad or disappointed.
42. Is well-liked by other children.
43. Expresses negative feelings easily and appropriately.
44. Shows imagination or creativity in work or play.
45. Shows maturity for his or her age in actions and judgements.
46. Shows concern and sympathy for others feelings.
47. Seems to be emotionally affected by others' display of emotions.

For the following four questions, please circle one choice:

48. When another person shows strong feelings of happiness, this child is most likely to:
 - a. avoid the person and situation
 - b. share the emotion
 - c. ignore it
49. When another person shows strong feelings of sadness, this child is most likely to:
 - a. avoid the person and situation
 - b. share the emotion and seek comfort for self
 - c. share the emotion and try to comfort the person
 - d. share the emotion but do nothing e. ignore it
50. When another person shows strong feelings of fear, this child is most likely to:
 - a. avoid the person and situation
 - b. share the emotion and seek comfort for self
 - c. share the emotion and try to comfort the person
 - d. share the emotion but do nothing
 - e. ignore it

Scales used in Roberts & Strayer (1996)

Comforts: items 9, 20, 46.

Teacher ratings: Cronbach $\alpha = .87$

Parent ratings: Cronbach $\alpha = .84$

Helpful: items 1, 7, 21, 35.

Teacher ratings: Cronbach $\alpha = .84$

Parent ratings: Cronbach $\alpha = .80$

Shares: items 13, 16

Teacher ratings: Cronbach $\alpha = .84$

(Parent ratings: Cronbach $\alpha = .34$; scale omitted)

Cooperates: items 10, 11, 17, and 36 load positively; items 8, 23, 32, and 37 are reflected (load negatively)

Teacher ratings: Cronbach $\alpha = .85$

Parent ratings: Cronbach $\alpha = .79$

Anger: 15, 18, 30, and 24 (reflected).

Teacher ratings: Cronbach $\alpha = .78$

Parent ratings: Cronbach $\alpha = .65$

Empathy:

Teacher ratings (items 34, 52): Cronbach $\alpha = .74$

Parent ratings (items 34, 47, 52): Cronbach $\alpha = .69$

References

Buck, R. (1977). Nonverbal communication accuracy in preschool children: Relationships with personality and skin conductance. *Journal of Personality and Social Psychology*, *35*, 225-236.

Roberts, W., & Strayer, J. (1996). Empathy, emotional expressiveness, and prosocial behavior. *Child Development*, *67*, 449-470.

Strayer, J. (1985). *Child Rating Questionnaire*. Unpublished manuscript, Simon Fraser University, Burnaby, BC, Canada.

Strayer, J. & Roberts, W. (2004a). Empathy and observed anger and aggression in five-year olds. *Social Development*, *13*, 1-13..

Strayer, J. & Roberts, W. (2004b). Children's anger, emotional expressiveness, and empathy: relations with parents' empathy, emotional expressiveness, and parenting practices. *Social Development*, *13*, 229-254.

Weir, K., Stevenson, J., & Graham, P. (1980). Behavioral deviance and teacher ratings of prosocial behavior. *Journal of the American Academy of Child Psychiatry*, *19*, 68-77.