

Preschool Q-Sort scales from Roberts (1986) and Roberts & Strayer (1987)

Friendly vs. Hostile to Peers (Baumrind, 1971)

$\alpha = .86$ ($N = 30$ for all scales)

- 7. nurturant or sympathetic toward other children
- 35. helps other children carry out their activities
- 54. bullies other children
- 55. understands other child's position; empathic
- 63. selfish
- 70. insulting
- 72. thoughtless of other children's productions

Note: Negative items are reflected (load negatively).

Cooperative with Adults (Baumrind, 1971)

Cronbach's $\alpha = .92$

- 27. tries to evade adult authority
- 32. obedient
- 33. impetuous and impulsive
- 44. actively facilitates nursery school routine
- 52. can be trusted
- 68. provocative with adults
- 69. responsible about following standard operating procedure at school

Note: Negative items are reflected (load negatively).

Purposive vs. Aimless (Baumrind, 1971)

Cronbach's $\alpha = .82$

- 10. spectator
- 14. characteristically unoccupied
- 15. vacillates and oscillates
- 16. confident
- 18. self-starting and self-propelled
- 19. disoriented in his environment
- 24. paid attention to by other children
- 49. an interesting, arresting child
- 59. samples activities aimlessly, lacks goals

Note: Negative items are reflected (load negatively).

Achievement Oriented (Baumrind, 1971)

Cronbach's $\alpha = .83$

- 6. likes to learn new cognitive skills
- 8. does not persevere when s/he encounters frustration
- 12. gives his best to work and play
- 20. does not become pleasurably involved in structured tasks
- 26. easily frustrated or upset when an obstacle encountered
- 42. sets goals which expand his abilities
- 53. stretches to meet situation when much is demanded

Note: Negative items are reflected (load negatively).

Ego Strength (Waters, Wippman & Sroufe, 1979)

Cronbach's $\alpha = .69$

- 5. Forcefully goes after what he wants
- 6. Likes to learn new cognitive skills
- 8. Does not persevere when he encounters frustrations
- 11. Suggestible *
- 12. Gives his best to work and play
- 16. Confident
- 17. Lacking in curiosity
- 18. Self starting and self propelled
- 34.* Slow moving and phlegmatic
- 42. Sets goals which expand his abilities
- 59. Samples activities aimlessly, lacks goals
- 61. Tries to manipulate adults

Note: Negative items are reflected (load negatively).

*deleted due to negative item-total correlations

In Roberts (1999), I reported a mean Cronbach $\alpha = .74$ for the 12-item version of this scale. The five samples considered in that article included the sample reported in Roberts (1986) and Roberts & Strayer (1987).

Peer Competence (Waters, Wippman & Sroufe, 1979)

Cronbach's $\alpha = .84$

- 7. Nurturant or sympathetic towards other children *
- 10. Spectator
- 13. Timid with other children
- 14. Characteristically unoccupied
- 15. Vacillates and oscillates
- 21. Peer leader
- 23. Other children seek his company
- 24. Paid attention to by other children
- 47. Plans activities for other children
- 50. Socially withdrawn
- 57. Withdraws when faced with excitement
- 60. Typically in the role of a listener

Note: Negative items are reflected (load negatively).

* item 7, "Nurturant or sympathetic towards other children", had negative item-total correlations in some samples from Roberts (1999).

References

Baumrind, D. (1971). Current patterns of parental Authority. *Developmental Psychology Monographs*, 4, 1-103.

Roberts, W. (1986). Nonlinear models of development: an example from the socialization of competence. *Child Development*, 57, 1166-1178.

Roberts, W., & Strayer, J. (1987). Parents' responses to the emotional distress of their children: Relations with children's competence. *Developmental Psychology*, 23, 415-422.

Waters, E., Wippman, J., & Sroufe, L. (1979). Attachment, positive affect, and competence in the peer Group. *Child Development*, 50, 821-829.