

Criterion sort for general competence (overall functioning) for the
Primary School Behavior Q-sort
(Baumrind, 1972)

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Note: Items are distributed across 9 categories. First phrase indicates meaning when item is ranked high (= characteristic of child); phrase in parentheses indicates meaning when item is ranked low (= *un*characteristic of child)

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| 1. Seeks company of other children (Avoids company of other children) | 7.0 |
| 2. Insulting (Does not insult or ridicule other children) | 1.4 |
| 3. Hits aggressively (Hits only in self defense or doesn't hit at all) | 1.0 |
| 4. Includes other children in peer activities (Excludes other children from peer activities) | 8.2 |
| 5. Quarrelsome with peers (Not quarrelsome with peers) | 1.6 |
| 6. Purposely disrupts activities of other children (Helps other children carry out their activities) | 1.4 |
| 7. Impetuous and destructively impulsive in social situations (Self-controlled and thoughtful in social situations) | 2.0 |
| 8. Respects the work of other children (Thoughtless of other children's productions) | 7.0 |
| 9. Is socially accepted by other children (Is not socially accepted by other children) | 8.2 |
| 10. Bullies other children (Is not a bully) | 1.2 |

11. Altruistic (nonaltruistic)	5.8
12. Manipulates other children to enhance his/her own position or to get what s/he wants (Non-manipulative)	3.0
13. Does not get other children in trouble (Gets other children in trouble)	6.8
14. Bossy (Not bossy)	2.8
15. Shares own possessions willingly (Not free with own possessions)	6.0
16. Comfortable and secure with adults (Not comfortable or secure with adults)	8.6
17. Friendly toward adults (Unfriendly toward adults)	7.6
18. Tries to manipulate adults (Non-manipulative, relates straightforwardly to adults)	3.2
19. Regards adult assistance as intrusion (Does not regard adult assistance as intrusion)	3.6
20. Complies with school rules (Disobeys school rules)	7.2
21. Goes along with group mischief (Does not go along with group mischief)	4.4
22. Complies with adult directives (Does not comply with adult directives)	6.2
23. Tests limits (Does not test limits)	4.4
24. Rebels against adult authority (Does not rebel against adult authority)	3.4
25. Actively facilitates school routine (Undependable)	6.2
26. Trustworthy (Untrustworthy)	8.6

27. Supports or incites culpable behavior by other children (Acts to stop wrongdoing or culpable behavior)	2.8
28. Typically in the role of a listener (Participates actively in group discussions)	3.6
29. Anxious and apprehensive in peer interactions (Self-assured and at ease in peer interactions)	1.8
30. Submits to demands of other children (Resists domination by other children)	3.2
31. Argues with other children to get her/his point across (Backs down when opposed)	5.2
32. Timid with other children (Bold with other children}	3.4
33. Participates in group activities (Onlooker)	7.8
34. Likes to compete with other children in performance of physical activities (Avoids competitive physical situations)	5.2
35. Concerned about peer reaction (Unconcerned about peer reaction)	5.4
36. Attitude towards peer dependent on clique (Attitude towards peers developed independent of clique)	3.8
37. Willing to pursue tasks alone (Needs support of other children)	7.6
38. Usually has to seek out others for companionship (Other children seek her/his company)	3.4
39. Peer leader (Follower)	7.2
40. Waits for others to initiate activities (Initiates or plans activities for other children)	3.2
41. Ideas and opinions sought by others (Usually seeks suggestions from others)	7.4

42. Sees adults as individuals (See adults as uniformly powerful, without individual attributes or abilities)	5.4
43. Will question an adult authority (Does not question adult authorities)	6.0
44. Socially confident with adults (Lacks social confidence with adults)	6.8
45. Depends upon adult approval (Does not depend upon adult approval)	4.0
46. Defers to adult in a disagreement (Defends position in the face of adult disagreement)	5.0
47. Challenges himself/herself physically (Does not challenge self physically)	6.6
48. Lacking in curiosity (Curious)	1.4
49. Aimless (Purposive)	1.2
50. Expresses preferences for one kind of activity over another (Does not express preferences for one kind of activity over another)	7.2
51. Has a sense of identity, of her/his own characteristics that are distinct from others (child is unaware of the qualities that distinguish her/him from others)	6.4
52. Needs prodding or assistance (Initiates own activity)	2.4
53. Persistent (Hesitant or easily put off)	8.0
54. Nurturant or sympathetic toward other children in cognitive or social distress (Non-nurturant or unsympathetic toward other children in cognitive/social distress)	7.2
55. Nurturant or sympathetic toward other children in physical distress (Non-nurturant or unsympathetic toward other children in physical distress)	7.8
56. Cannot understand and appreciate an adult point of view (Can understand and appreciate an adult point of view)	4.0

57. Cannot understand and appreciate another child's point of view (Can understand and appreciate another child's point of view)	3.4
58. Child feels very little control over her/his life (Child feels that s/he exerts control over the events of her/his life)	1.6
59. Pursues tasks for intrinsic rewards (Pursues tasks in order to please others)	7.8
60. Strives to excel due to outside pressures (Pursues excellence for her/his own sake)	3.6
61. Accepts responsibility for wrongdoing (Tries to avoid blame)	7.0
62. Internally motivated to get good grades, or to do well and to learn (Externally motivated to get good grades)	7.8
63. Instructs others (Does not teach other children)	5.2
64. Confident of her/his intellectual abilities (Not confident of own intellectual abilities)	8.2
65. Avoids competitive cognitive situations (Likes to compete with other children in performance of cognitive activities)	3.2
66. Becomes frustrated in the performance of cognitive activity (Does not become frustrated in the performance of cognitive activity)	2.8
67. Challenges herself/himself intellectually (Does not challenge self intellectually)	7.8
68. Puts little effort into what s/he does (Gives her/his best to her/his work)	2.0
69. Impulsive and disorganized in cognitive tasks (Reflective and organized when faced with a problem)	2.0
70. Becomes problem-oriented (Does not focus on cognitive task or commit himself/herself to finding a solution)	7.4
71. Becomes absorbed in cognitive tasks (Easily distracted from cognitive tasks)	7.8

72. Often at a loss for words (Verbally fluent, can readily express his/her ideas)	3.2
73. Communicates well verbally (Does not use words accurately to express her/his thoughts and feelings; may ramble or be unclear)	8.4
74. Speaks with a variety of expression (Over-uses certain words or phrases, has trouble putting the same idea different ways)	6.0
75. Original in her/his thinking (Gives mostly simple, obvious answers to questions, with little novelty in her/his responses)	7.0
76. Shows rigidity in problem-solving, relies heavily on directions or instructions (Creative in problem solving)	1.8
77. Child does not readily generate ideas (Ideas come to child quickly and easily)	3.0
78. Generates a variety of ideas (Does not generate ideas that are varied and distinct from one another)	7.4
79. Sluggish and apathetic (Alert and lively)	1.4
80. Smiles frequently and laughs easily; content (discontented, unhappy)	8.8
81. Has difficulty expressing positive feelings openly and directly (Easily expresses joy, delight, or happiness)	2.0
82. Expresses negative feelings openly and directly (Becomes bound up with anger or frustration, or may misdirect their expression)	6.2

References

Baumrind, D. (1972). *Manual for the Primary School Behavior Q-sort*. Institute of Human Development, University of California, Berkeley.

Roberts, W. (1999). The socialization of emotion expression: Relations with prosocial behavior and competence in five samples. *Canadian Journal of Behavioural Science*, **31**, 72-85.