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ICPSR 34263

Oregon Youth Substance Use Project (OYSUP), 1998-2010

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Oregon Research Institute

Codebook for Teacher Assessment Interview
- Year 3

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ICPSR 34263

Oregon Youth Substance Use Project (OYSUP), 1998-2010

Variable Description and Frequencies

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Oregon Youth Substance Use Project (OYSUP), 1998-2010

Teacher Assessment Interview - Year 3

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CASEID — CASE IDENTIFICATION NUMBER

Location:	1-4 (width: 4; decimal: 0)
Variable Type:	numeric

Based upon 997 valid cases out of 997 total cases.

TEACHNUM — TEACHER NUMBER

Location:	5-5 (width: 1; decimal: 0)
Variable Type:	numeric

Value	*Unweighted Frequency*	*%*	*Valid %*
1	970	97.3 %	97.3%
2	27	2.7 %	2.7%

Based upon 997 valid cases out of 997 total cases.

FAMID — FAMILY ID NUMBER

Location:	6-9 (width: 4; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9

Value	Label
-9 (M)	Missing

Based upon 997 valid cases out of 997 total cases.

TIMO3	MONTH OF QUESTIONNAIRE

Location:	10-11 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	Month the interview was administered.

Value	Label	Unweighted Frequency	%	Valid %
1	January	116	11.6 %	11.6%
2	February	265	26.6 %	26.6%
3	March	98	9.8 %	9.8%
4	April	188	18.9 %	18.9%
5	May	186	18.7 %	18.7%
6	June	19	1.9 %	1.9%
7	July	0	0.0 %	-
8	August	3	0.3 %	0.3%
9	September	1	0.1 %	0.1%
10	October	1	0.1 %	0.1%
11	November	14	1.4 %	1.4%
12	December	106	10.6 %	10.6%

Based upon 997 valid cases out of 997 total cases.

TIYEAR3	YEAR OF QUESTIONNAIRE

Location:	12-15 (width: 4; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	Year the interview was administered.

Value	Label	Unweighted Frequency	%	Valid %
2000	-	128	12.8 %	12.8%
2001	-	868	87.1 %	87.1%
2002	-	1	0.1 %	0.1%

Based upon 997 valid cases out of 997 total cases.

TSCHOOL3	SCHOOL FOR INTERVIEW

Location:	16-17 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	ID number assigned to this school.

Value	Label	Unweighted Frequency	%	Valid %
1	School 1	12	1.2 %	1.2%
2	School 2	36	3.6 %	3.6%
3	School 3	37	3.7 %	3.7%
4	School 4	22	2.2 %	2.2%
5	School 5	35	3.5 %	3.5%
6	School 6	25	2.5 %	2.5%
7	School 7	9	0.9 %	0.9%
8	School 8	53	5.3 %	5.3%
9	School 9	46	4.6 %	4.6%
10	School 10	40	4.0 %	4.0%
11	School 11	26	2.6 %	2.6%
12	School 12	50	5.0 %	5.0%
13	School 13	31	3.1 %	3.1%
14	School 14	62	6.2 %	6.2%
15	School 15	53	5.3 %	5.3%
16	School 16	61	6.1 %	6.1%
17	School 17	67	6.7 %	6.7%
18	School 18	71	7.1 %	7.1%
19	School 19	37	3.7 %	3.7%
20	School 20	76	7.6 %	7.6%
98	in district, not recruited	12	1.2 %	1.2%
99	out of district	136	13.6 %	13.6%

Based upon 997 valid cases out of 997 total cases.

TLONG3	**HOW LONG KNOWN STUDENT**

Location: 18-19 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question: 1. How long have you known this student?

Value	Label	Unweighted Frequency	%	Valid %
1	Less than 1 month	0	0.0 %	-
2	1 month	1	0.1 %	0.1%
3	2 months	1	0.1 %	0.1%
4	3 months	45	4.5 %	4.5%
5	4 months	95	9.5 %	9.5%
6	5 months	142	14.2 %	14.3%
7	6 months	186	18.7 %	18.7%
8	7 months	121	12.1 %	12.2%
9	8 months	156	15.6 %	15.7%

Value	Label	Unweighted Frequency	%	Valid %
10	9 months	80	8.0 %	8.0%
11	10 months	7	0.7 %	0.7%
12	11 months	1	0.1 %	0.1%
13	12 months	8	0.8 %	0.8%
14	13-18 months	81	8.1 %	8.1%
15	19-24 months	37	3.7 %	3.7%
16	More than 2 years	34	3.4 %	3.4%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TKNOW3	HOW WELL KNOW STUDENT

Location: 20-21 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question: 2. How well do you know this student?

Value	Label	Unweighted Frequency	%	Valid %
1	Not well at all	1	0.1 %	0.1%
2	Not very well	69	6.9 %	6.9%
3	Somewhat well	461	46.2 %	46.3%
4	Quite well	391	39.2 %	39.3%
5	Very well	74	7.4 %	7.4%
-9 (M)	Missing	1	0.1 %	-

Based upon 996 valid cases out of 997 total cases.

TPAR3	IS PARENT INVOLVED

Location: 22-23 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question: 3. Are the parents of this child involved with school activities (e.g., school-sponsored events, open houses, parent-teacher conferences)?

Value	Label	Unweighted Frequency	%	Valid %
1	Never	47	4.7 %	4.7%
2	Hardly ever	168	16.9 %	16.9%
3	Sometimes	284	28.5 %	28.5%
4	Most of the time	300	30.1 %	30.2%
5	Always	196	19.7 %	19.7%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TWK3	HOW HARD IS STUDENT WORKING

Location: 24-25 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

4. Compared to typical students of the same age:

a. How hard is he/she working?

Value	Label	Unweighted Frequency	%	Valid %
1	Much less	78	7.8 %	7.9%
2	Somewhat less	75	7.5 %	7.6%
3	Slightly less	105	10.5 %	10.6%
4	About average	241	24.2 %	24.3%
5	Slightly more	173	17.4 %	17.4%
6	Somewhat more	193	19.4 %	19.4%
7	Much more	128	12.8 %	12.9%
-9 (M)	Missing	4	0.4 %	-

Based upon 993 valid cases out of 997 total cases.

TLRN3	HOW MUCH IS STUDENT LEARNING

Location: 26-27 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

4. Compared to typical students of the same age:

b. How much is he/she learning?

Value	Label	Unweighted Frequency	%	Valid %
1	Much less	55	5.5 %	5.5%
2	Somewhat less	74	7.4 %	7.5%
3	Slightly less	118	11.8 %	11.9%
4	About average	273	27.4 %	27.5%
5	Slightly more	154	15.4 %	15.5%
6	Somewhat more	203	20.4 %	20.5%
7	Much more	114	11.4 %	11.5%
-9 (M)	Missing	6	0.6 %	-

Based upon 991 valid cases out of 997 total cases.

TAC3_01	ASSOCIATES WITH WELL-BEHAVING KIDS

Location: 28-29 (width: 2; decimal: 0)

Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	5. How often does this student associate with kids who are well-behaved in school?

Value	Label	Unweighted Frequency	%	Valid %
1	Never	6	0.6 %	0.6%
2	Hardly ever	32	3.2 %	3.2%
3	Sometimes	218	21.9 %	21.9%
4	Most of the time	505	50.7 %	50.7%
5	Always	236	23.7 %	23.7%

Based upon 997 valid cases out of 997 total cases.

TAC3_02	ASSOCIATES WITH MISBEHAVING KIDS

Location:	30-31 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	6. How often does this student associate with kids who misbehave in school?

Value	Label	Unweighted Frequency	%	Valid %
1	Never	184	18.5 %	18.5%
2	Hardly ever	385	38.6 %	38.7%
3	Sometimes	361	36.2 %	36.3%
4	Most of the time	59	5.9 %	5.9%
5	Always	6	0.6 %	0.6%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TAC3_03	ASSOCIATES WITH KIDS WHO FIGHT

Location:	32-33 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	7. Think of the children in your school who get into fights. How often does this student associate with them?

Value	Label	Unweighted Frequency	%	Valid %
1	Never	416	41.7 %	42.1%
2	Hardly ever	360	36.1 %	36.4%
3	Sometimes	188	18.9 %	19.0%
4	Most of the time	22	2.2 %	2.2%
5	Always	3	0.3 %	0.3%
-9 (M)	Missing	8	0.8 %	-

Based upon 989 valid cases out of 997 total cases.

TAC3_04	EXERTS NEGATIVE INFLUENCE ON PEERS

Location: 34-35 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question: 8. How often does this student exert a negative influence on his/her friends?

Value	Label	Unweighted Frequency	%	Valid %
1	Never	372	37.3 %	37.9%
2	Hardly ever	341	34.2 %	34.8%
3	Sometimes	220	22.1 %	22.4%
4	Most of the time	44	4.4 %	4.5%
5	Always	4	0.4 %	0.4%
-9 (M)	Missing	16	1.6 %	-

Based upon 981 valid cases out of 997 total cases.

TAC3_05	IS A LEADER WITH PEER GROUP

Location: 36-37 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question: 9. To what extent would you say that this student is a leader in his/her peer group?

Value	Label	Unweighted Frequency	%	Valid %
1	Never	90	9.0 %	9.0%
2	Hardly ever	264	26.5 %	26.5%
3	Sometimes	381	38.2 %	38.3%
4	Most of the time	201	20.2 %	20.2%
5	Always	59	5.9 %	5.9%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TPOP3	CHARACTERIZATION OF STUDENT

Location: 38-39 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question: 10. How would you characterize this student?

Value	Label	Unweighted Frequency	%	Valid %
1	Very popular with peers	201	20.2 %	20.4%
2	Average in popularity with peers	581	58.3 %	58.9%
3	Mostly ignored by peers	167	16.8 %	16.9%
4	Mostly rejected by peers	37	3.7 %	3.8%
-9 (M)	Missing	11	1.1 %	-

Based upon 986 valid cases out of 997 total cases.

TP3_01	OTHER CHILDREN INVOLVE CHILD

Location:	40-41 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

a. Other children seek the child out to involve him/her in activities.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	32	3.2 %	3.2%
2	-	137	13.7 %	13.7%
3	Sometimes	288	28.9 %	28.9%
4	-	304	30.5 %	30.5%
5	Frequently	236	23.7 %	23.7%

Based upon 997 valid cases out of 997 total cases.

TA3_01	USES FREE TIME APPROPRIATELY

Location:	42-43 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

b. Uses free time appropriately.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	12	1.2 %	1.2%
2	-	109	10.9 %	10.9%
3	Sometimes	215	21.6 %	21.6%
4	-	302	30.3 %	30.3%
5	Frequently	359	36.0 %	36.0%

Based upon 997 valid cases out of 997 total cases.

TP3_02	SHARES LAUGHTER WITH PEERS

Location:	44-45 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

c. Shares laughter with peers.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	9	0.9 %	0.9%
2	-	52	5.2 %	5.3%
3	Sometimes	179	18.0 %	18.1%
4	-	346	34.7 %	35.0%
5	Frequently	402	40.3 %	40.7%
-9 (M)	Missing	9	0.9 %	-

Based upon 988 valid cases out of 997 total cases.

TA3_02	HAS GOOD WORK HABITS

Location:	46-47 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating

"Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

d. Has good work habits, e.g., is organized, makes efficient use of class time, etc.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	42	4.2 %	4.2%
2	-	181	18.2 %	18.2%
3	Sometimes	193	19.4 %	19.4%
4	-	235	23.6 %	23.6%
5	Frequently	346	34.7 %	34.7%

Based upon 997 valid cases out of 997 total cases.

TT3_01	COMPROMISES WITH PEERS

Location:	48-49 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

e. Compromises with peers when situation calls for it.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	23	2.3 %	2.3%
2	-	87	8.7 %	8.8%
3	Sometimes	279	28.0 %	28.4%
4	-	357	35.8 %	36.3%
5	Frequently	238	23.9 %	24.2%
-9 (M)	Missing	13	1.3 %	-

Based upon 984 valid cases out of 997 total cases.

TT3_02	RESPONDS TO TEASING CONSTRUCTIVELY

Location:	50-51 (width: 2; decimal: 0)

Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

f. Responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	96	9.6 %	9.8%
2	-	134	13.4 %	13.6%
3	Sometimes	263	26.4 %	26.8%
4	-	297	29.8 %	30.2%
5	Frequently	193	19.4 %	19.6%
-9 (M)	Missing	14	1.4 %	-

Based upon 983 valid cases out of 997 total cases.

TT3_03	**ACCEPTS CONSTRUCTIVE CRITICISM**

Location:	52-53 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

g. Accepts constructive criticism from peers without becoming angry.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	69	6.9 %	7.0%
2	-	124	12.4 %	12.6%

Value	Label	Unweighted Frequency	%	Valid %
3	Sometimes	252	25.3 %	25.6%
4	-	359	36.0 %	36.5%
5	Frequently	180	18.1 %	18.3%
-9 (M)	Missing	13	1.3 %	-

Based upon 984 valid cases out of 997 total cases.

TP3_03	**PLAYS WITH PEERS FOR EXTENDED PERIODS**

Location: 54-55 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

h. Plays or talks with peers for extended periods of time.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	16	1.6 %	1.6%
2	-	63	6.3 %	6.3%
3	Sometimes	167	16.8 %	16.8%
4	-	331	33.2 %	33.2%
5	Frequently	419	42.0 %	42.1%
-9 (M)	Missing	1	0.1 %	-

Based upon 996 valid cases out of 997 total cases.

TP3_04	**INITIATES CONVERSATION**

Location: 56-57 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of

occurrence, fill in 5, for "Frequently". If the student's rate
is in between these two extremes, please fill in 2, 3, or 4,
indicating your best estimate of the rate of occurrence. Please
answer each item.

i. Initiates conversation(s) with peers in informal situations.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	14	1.4 %	1.4%
2	-	52	5.2 %	5.2%
3	Sometimes	190	19.1 %	19.1%
4	-	311	31.2 %	31.3%
5	Frequently	427	42.8 %	43.0%
-9 (M)	Missing	3	0.3 %	-

Based upon 994 valid cases out of 997 total cases.

TA3_03	**LISTENS CAREFULLY TO INSTRUCTION**

Location:	58-59 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's
specific skills. Please read each item below carefully and rate
this student's behavioral status in relation to it. If you have
not observed the student displaying a particular skill or
behavioral competency defined by an item, fill in 1, indicating
"Never". If the student exhibits the skill at a high rate of
occurrence, fill in 5, for "Frequently". If the student's rate
is in between these two extremes, please fill in 2, 3, or 4,
indicating your best estimate of the rate of occurrence. Please
answer each item.

j. Listens carefully to teacher instructions and directions for
assignments.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	10	1.0 %	1.0%
2	-	152	15.2 %	15.2%
3	Sometimes	208	20.9 %	20.9%
4	-	274	27.5 %	27.5%
5	Frequently	353	35.4 %	35.4%

Based upon 997 valid cases out of 997 total cases.

TA3_04	**DISPLAYS INDEPENDENT STUDY SKILLS**

| Location: | 60-61 (width: 2; decimal: 0) |

Variable Type: numeric

Range of Missing Values (M): -9

Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

k. Displays independent study skills, e.g., can work adequately with minimum support.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	34	3.4 %	3.4%
2	-	158	15.8 %	15.8%
3	Sometimes	185	18.6 %	18.6%
4	-	229	23.0 %	23.0%
5	Frequently	391	39.2 %	39.2%

Based upon 997 valid cases out of 997 total cases.

TT3_04   COPES WITH AGGRESSION

Location: 62-63 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

l. Appropriately copes with aggression from others, e.g., tries to avoid a fight, walks away, seeks assistance, defends self.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	70	7.0 %	7.1%
2	-	94	9.4 %	9.5%
3	Sometimes	187	18.8 %	18.9%

Value	Label	Unweighted Frequency	%	Valid %
4	-	319	32.0 %	32.3%
5	Frequently	319	32.0 %	32.3%
-9 (M)	Missing	8	0.8 %	-

Based upon 989 valid cases out of 997 total cases.

TP3_05	INTERACTS WITH DIFFERENT PEERS

Location: 64-65 (width: 2; decimal: 0)
Variable Type: numeric
Range of Missing Values (M): -9
Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

m. Interacts with a number of different peers.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	20	2.0 %	2.0%
2	-	124	12.4 %	12.5%
3	Sometimes	265	26.6 %	26.6%
4	-	326	32.7 %	32.8%
5	Frequently	260	26.1 %	26.1%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TT3_05	ACCEPTS NOT GETTING WAY

Location: 66-67 (width: 2; decimal: 0)
Variable Type: numeric
Range of Missing Values (M): -9
Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4,

indicating your best estimate of the rate of occurrence. Please answer each item.

n. Can accept not getting his/her own way.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	52	5.2 %	5.3%
2	-	103	10.3 %	10.4%
3	Sometimes	230	23.1 %	23.3%
4	-	350	35.1 %	35.5%
5	Frequently	252	25.3 %	25.5%
-9 (M)	Missing	10	1.0 %	-

Based upon 987 valid cases out of 997 total cases.

TA3_05	ATTENDS TO ASSIGNED TASK

Location: 68-69 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

o. Attends to assigned tasks.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	14	1.4 %	1.4%
2	-	128	12.8 %	12.9%
3	Sometimes	195	19.6 %	19.6%
4	-	262	26.3 %	26.3%
5	Frequently	397	39.8 %	39.9%
-9 (M)	Missing	1	0.1 %	-

Based upon 996 valid cases out of 997 total cases.

TP3_06	KEEPS CONVERSATIONS GOING

Location: 70-71 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

p. Keeps conversations with peers going.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	12	1.2 %	1.2%
2	-	64	6.4 %	6.4%
3	Sometimes	180	18.1 %	18.1%
4	-	345	34.6 %	34.6%
5	Frequently	395	39.6 %	39.7%
-9 (M)	Missing	1	0.1 %	-

Based upon 996 valid cases out of 997 total cases.

TP3_07	**INVITES PEERS TO PLAY**

Location: 72-73 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

q. Invites peers to play or share activities.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	28	2.8 %	2.8%
2	-	66	6.6 %	6.7%
3	Sometimes	216	21.7 %	21.8%
4	-	355	35.6 %	35.9%
5	Frequently	325	32.6 %	32.8%

Value	Label	Unweighted Frequency	%	Valid %
-9 (M)	Missing	7	0.7 %	-

Based upon 990 valid cases out of 997 total cases.

TA3_06	DOES SEATWORK ASSIGNMENTS

Location:	74-75 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

r. Does seatwork assignments as directed.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	13	1.3 %	1.3%
2	-	123	12.3 %	12.4%
3	Sometimes	180	18.1 %	18.1%
4	-	233	23.4 %	23.5%
5	Frequently	444	44.5 %	44.7%
-9 (M)	Missing	4	0.4 %	-

Based upon 993 valid cases out of 997 total cases.

TA3_07	PRODUCES ACCEPTABLE WORK

Location:	76-77 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

s. Produces work of acceptable quality given his/her skill level.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	10	1.0 %	1.0%
2	-	126	12.6 %	12.7%
3	Sometimes	207	20.8 %	20.8%
4	-	266	26.7 %	26.7%
5	Frequently	386	38.7 %	38.8%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TA3_08	**FOLLOWS CLASSROOM RULES**

Location:	78-79 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

t. Follows established classroom rules.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	4	0.4 %	0.4%
2	-	38	3.8 %	3.8%
3	Sometimes	139	13.9 %	14.0%
4	-	287	28.8 %	28.9%
5	Frequently	526	52.8 %	52.9%
-9 (M)	Missing	3	0.3 %	-

Based upon 994 valid cases out of 997 total cases.

TT3_06	**EXPRESSES ANGER APPROPRIATELY**

Location:	80-81 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's

specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

u. Expresses anger appropriately, e.g., reacts to situations without being violent or destructive.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	39	3.9 %	3.9%
2	-	49	4.9 %	4.9%
3	Sometimes	105	10.5 %	10.6%
4	-	296	29.7 %	29.7%
5	Frequently	506	50.8 %	50.9%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TA3_09	COMPLIES WITH TEACHER REQUESTS

Location:	82-83 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

11. This checklist is used to learn more about this student's specific skills. Please read each item below carefully and rate this student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, fill in 1, indicating "Never". If the student exhibits the skill at a high rate of occurrence, fill in 5, for "Frequently". If the student's rate is in between these two extremes, please fill in 2, 3, or 4, indicating your best estimate of the rate of occurrence. Please answer each item.

v. Complies with teacher requests and commands.

Value	Label	Unweighted Frequency	%	Valid %
1	Never	2	0.2 %	0.2%
2	-	39	3.9 %	3.9%
3	Sometimes	121	12.1 %	12.1%
4	-	274	27.5 %	27.5%
5	Frequently	560	56.2 %	56.2%
-9 (M)	Missing	1	0.1 %	-

Based upon 996 valid cases out of 997 total cases.

TSPT3_01	DOES(N'T) DO WELL AT SPORTS

Location: 84-85 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

12. For this child, indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he/she is like, the one described on the left or right, and then indicate whether this is just sort of true or really true for that individual. Fill in only one of the four bubbles for each item.

a. This child does very well at all kinds of sports

OR

This child isn't very good when it comes to sports

Value	Label	Unweighted Frequency	%	Valid %
1	Really true	232	23.3 %	24.2%
2	Sort of true	418	41.9 %	43.6%
3	Sort of true	249	25.0 %	26.0%
4	Really true	60	6.0 %	6.3%
-9 (M)	Missing	38	3.8 %	-

Based upon 959 valid cases out of 997 total cases.

TSPT3_02	IS(N'T) BETTER THAN OTHERS AT SPORTS

Location: 86-87 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

12. For this child, indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he/she is like, the one described on the left or right, and then indicate whether this is just sort of true or really true for that individual. Fill in only one of the four bubbles for each item.

b. This child is better than others his/her age at sports

OR

This child can't play as well as others his/her age at sports

Value	Label	Unweighted Frequency	%	Valid %
1	Really true	165	16.5 %	17.3%
2	Sort of true	426	42.7 %	44.6%
3	Sort of true	304	30.5 %	31.8%
4	Really true	61	6.1 %	6.4%
-9 (M)	Missing	41	4.1 %	-

Based upon 956 valid cases out of 997 total cases.

TSPT3_03	**DOES(N'T) DO WELL AT NEW GAMES**

Location: 88-89 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

12. For this child, indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he/she is like, the one described on the left or right, and then indicate whether this is just sort of true or really true for that individual. Fill in only one of the four bubbles for each item.

c. This child doesn't do well at new outdoor games

OR

This child is good at new games right away

Value	Label	Unweighted Frequency	%	Valid %
1	Really true	37	3.7 %	3.8%
2	Sort of true	263	26.4 %	27.3%
3	Sort of true	477	47.8 %	49.6%
4	Really true	185	18.6 %	19.2%
-9 (M)	Missing	35	3.5 %	-

Based upon 962 valid cases out of 997 total cases.

TSOC3_01	**DOES(N'T) MAKES FRIENDS EASILY**

Location: 90-91 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

12. For this child, indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he/she is like, the one described on the left or right, and then indicate whether this is just sort of true or really true for that individual. Fill in only one of the four bubbles for each item.

d. This child finds it hard to make new friends

OR

For this child it is pretty easy to make friends

Value	Label	Unweighted Frequency	%	Valid %
1	Really true	61	6.1 %	6.2%
2	Sort of true	225	22.6 %	22.8%
3	Sort of true	427	42.8 %	43.2%
4	Really true	275	27.6 %	27.8%
-9 (M)	Missing	9	0.9 %	-

Based upon 988 valid cases out of 997 total cases.

TSOC3_02	**HAS(N'T) MANY FRIENDS**

Location: 92-93 (width: 2; decimal: 0)
Variable Type: numeric
Range of Missing Values (M): -9
Question:

12. For this child, indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he/she is like, the one described on the left or right, and then indicate whether this is just sort of true or really true for that individual. Fill in only one of the four bubbles for each item.

e. This child has a lot of friends

OR

This child doesn't have very many friends

Value	Label	Unweighted Frequency	%	Valid %
1	Really true	264	26.5 %	26.7%
2	Sort of true	431	43.2 %	43.5%
3	Sort of true	235	23.6 %	23.7%
4	Really true	60	6.0 %	6.1%
-9 (M)	Missing	7	0.7 %	-

Based upon 990 valid cases out of 997 total cases.

TSOC3_03	**IS(N'T) POPULAR**

Location: 94-95 (width: 2; decimal: 0)
Variable Type: numeric
Range of Missing Values (M): -9

Question:

12. For this child, indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he/she is like, the one described on the left or right, and then indicate whether this is just sort of true or really true for that individual. Fill in only one of the four bubbles for each item.

f. This child is popular with others his/her age

OR

This child is not very popular

Value	Label	Unweighted Frequency	%	Valid %
1	Really true	242	24.3 %	24.3%
2	Sort of true	464	46.5 %	46.6%
3	Sort of true	223	22.4 %	22.4%
4	Really true	67	6.7 %	6.7%
-9 (M)	Missing	1	0.1 %	-

Based upon 996 valid cases out of 997 total cases.

TDES3_01	**UNDERSTANDS THINGS**

Location:	96-97 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

13. Following are some statements that may describe some children. Please rate this student for each statement.

a. He/she always seems to understand things.

Value	Label	Unweighted Frequency	%	Valid %
1	Yes	623	62.5 %	62.6%
2	No	372	37.3 %	37.4%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TDES3_02	**IS LIKED BY EVERYONE**

Location:	98-99 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

13. Following are some statements that may describe some children. Please rate this student for each statement.

b. He/she is liked by everyone.

Value	Label	Unweighted Frequency	%	Valid %
1	Yes	696	69.8 %	69.9%
2	No	299	30.0 %	30.1%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TDES3_03	**IS ESPECIALLY NICE**

Location: 100-101 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

13. Following are some statements that may describe some children.
Please rate this student for each statement.

c. He/she is especially nice.

Value	Label	Unweighted Frequency	%	Valid %
1	Yes	703	70.5 %	71.0%
2	No	287	28.8 %	29.0%
-9 (M)	Missing	7	0.7 %	-

Based upon 990 valid cases out of 997 total cases.

TWD3_01	**WOULD RATHER BE ALONE**

Location: 102-103 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

14. This last section is a list of items that describe students.
For each item that describes this student now or within the past
2 months, please fill in the right-most bubble if the item is
very true or often true of this student. Fill in the center bubble
if the item is somewhat or sometimes true of this student. If the
item is not true of this student, fill in the left-most bubble.
Please answer all items as well as you can even if some do not
seem to apply to this student.

a. Would rather be alone than with others

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	622	62.4 %	62.6%
1	Somewhat or sometimes true	315	31.6 %	31.7%
2	Very or often true	56	5.6 %	5.6%

Value	Label	Unweighted Frequency	%	Valid %
-9 (M)	Missing	4	0.4 %	-

Based upon 993 valid cases out of 997 total cases.

TWD3_02	**REFUSES TO TALK**

Location: 104-105 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

14. This last section is a list of items that describe students. For each item that describes this student now or within the past 2 months, please fill in the right-most bubble if the item is very true or often true of this student. Fill in the center bubble if the item is somewhat or sometimes true of this student. If the item is not true of this student, fill in the left-most bubble. Please answer all items as well as you can even if some do not seem to apply to this student.

b. Refuses to talk

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	805	80.7 %	80.8%
1	Somewhat or sometimes true	168	16.9 %	16.9%
2	Very or often true	23	2.3 %	2.3%
-9 (M)	Missing	1	0.1 %	-

Based upon 996 valid cases out of 997 total cases.

TWD3_03	**KEEPS THINGS TO SELF**

Location: 106-107 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

14. This last section is a list of items that describe students. For each item that describes this student now or within the past 2 months, please fill in the right-most bubble if the item is very true or often true of this student. Fill in the center bubble if the item is somewhat or sometimes true of this student. If the item is not true of this student, fill in the left-most bubble. Please answer all items as well as you can even if some do not seem to apply to this student.

c. Secretive, keeps things to self

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	685	68.7 %	69.1%

Value	Label	Unweighted Frequency	%	Valid %
1	Somewhat or sometimes true	256	25.7 %	25.8%
2	Very or often true	50	5.0 %	5.0%
-9 (M)	Missing	6	0.6 %	-

Based upon 991 valid cases out of 997 total cases.

TWD3_04	**SHY OR TIMID**

Location: 108-109 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

14. This last section is a list of items that describe students. For each item that describes this student now or within the past 2 months, please fill in the right-most bubble if the item is very true or often true of this student. Fill in the center bubble if the item is somewhat or sometimes true of this student. If the item is not true of this student, fill in the left-most bubble. Please answer all items as well as you can even if some do not seem to apply to this student.

d. Shy or timid

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	565	56.7 %	56.8%
1	Somewhat or sometimes true	349	35.0 %	35.1%
2	Very or often true	81	8.1 %	8.1%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TWD3_05	**STARES BLANKLY**

Location: 110-111 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

14. This last section is a list of items that describe students. For each item that describes this student now or within the past 2 months, please fill in the right-most bubble if the item is very true or often true of this student. Fill in the center bubble if the item is somewhat or sometimes true of this student. If the item is not true of this student, fill in the left-most bubble. Please answer all items as well as you can even if some do not seem to apply to this student.

e. Stares blankly

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	800	80.2 %	80.6%
1	Somewhat or sometimes true	153	15.3 %	15.4%
2	Very or often true	40	4.0 %	4.0%
-9 (M)	Missing	4	0.4 %	-

Based upon 993 valid cases out of 997 total cases.

TWD3_06	**SULKS A LOT**

Location:	112-113 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

14. This last section is a list of items that describe students. For each item that describes this student now or within the past 2 months, please fill in the right-most bubble if the item is very true or often true of this student. Fill in the center bubble if the item is somewhat or sometimes true of this student. If the item is not true of this student, fill in the left-most bubble. Please answer all items as well as you can even if some do not seem to apply to this student.

f. Sulks a lot

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	760	76.2 %	76.7%
1	Somewhat or sometimes true	186	18.7 %	18.8%
2	Very or often true	45	4.5 %	4.5%
-9 (M)	Missing	6	0.6 %	-

Based upon 991 valid cases out of 997 total cases.

TWD3_07	**UNDERACTIVE**

Location:	114-115 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

14. This last section is a list of items that describe students. For each item that describes this student now or within the past 2 months, please fill in the right-most bubble if the item is very true or often true of this student. Fill in the center bubble if the item is somewhat or sometimes true of this student. If the item is not true of this student, fill in the left-most bubble. Please answer all items as well as you can even if some do not seem to apply to this student.

g. Underactive, slow moving, or lacks energy

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	780	78.2 %	78.4%
1	Somewhat or sometimes true	158	15.8 %	15.9%
2	Very or often true	57	5.7 %	5.7%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TWD3_08	**UNHAPPY**

Location: 116-117 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

14. This last section is a list of items that describe students. For each item that describes this student now or within the past 2 months, please fill in the right-most bubble if the item is very true or often true of this student. Fill in the center bubble if the item is somewhat or sometimes true of this student. If the item is not true of this student, fill in the left-most bubble. Please answer all items as well as you can even if some do not seem to apply to this student.

h. Unhappy, sad, or depressed

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	718	72.0 %	72.2%
1	Somewhat or sometimes true	225	22.6 %	22.6%
2	Very or often true	52	5.2 %	5.2%
-9 (M)	Missing	2	0.2 %	-

Based upon 995 valid cases out of 997 total cases.

TWD3_09	**WITHDRAWN**

Location: 118-119 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

14. This last section is a list of items that describe students. For each item that describes this student now or within the past 2 months, please fill in the right-most bubble if the item is very true or often true of this student. Fill in the center bubble if the item is somewhat or sometimes true of this student. If the item is not true of this student, fill in the left-most bubble. Please answer all items as well as you can even if some do not seem to apply to this student.

i. Withdrawn, doesn't get involved with others

Value	Label	Unweighted Frequency	%	Valid %
0	Not true	743	74.5 %	74.6%
1	Somewhat or sometimes true	202	20.3 %	20.3%
2	Very or often true	51	5.1 %	5.1%
-9 (M)	Missing	1	0.1 %	-

Based upon 996 valid cases out of 997 total cases.

TREL3_01	GETS EVEN BY EXCLUSION

Location: 120-121 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

a. When this child is mad at a peer, she or he gets even by excluding the peer from his or her clique or peer group

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	329	33.0 %	33.5%
1	Not often true	355	35.6 %	36.1%
2	Sometimes true	218	21.9 %	22.2%
3	Often true	73	7.3 %	7.4%
4	Almost always true	8	0.8 %	0.8%
-9 (M)	Missing	14	1.4 %	-

Based upon 983 valid cases out of 997 total cases.

TREL3_02	SPREADS RUMORS

Location: 122-123 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

b. This child spreads rumors or gossips about some peers

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	434	43.5 %	43.7%
1	Not often true	338	33.9 %	34.0%
2	Sometimes true	159	15.9 %	16.0%
3	Often true	49	4.9 %	4.9%

Value	Label	Unweighted Frequency	%	Valid %
4	Almost always true	13	1.3 %	1.3%
-9 (M)	Missing	4	0.4 %	-

Based upon 993 valid cases out of 997 total cases.

TREL3_03 — GET OTHERS TO STOP PLAYING WITH PEER

Location:	124-125 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

15. Below are some things that children do. We want to know how often this child does these things.

c. When angry at a peer, this child tries to get other children to stop playing with the peer or to stop liking the peer

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	440	44.1 %	44.8%
1	Not often true	327	32.8 %	33.3%
2	Sometimes true	157	15.7 %	16.0%
3	Often true	50	5.0 %	5.1%
4	Almost always true	8	0.8 %	0.8%
-9 (M)	Missing	15	1.5 %	-

Based upon 982 valid cases out of 997 total cases.

TREL3_04 — TELLS LIES ABOUT PEERS TO OTHERS

Location:	126-127 (width: 2; decimal: 0)
Variable Type:	numeric
Range of Missing Values (M):	-9
Question:	

15. Below are some things that children do. We want to know how often this child does these things.

d. This child tries to get others to dislike certain peers by telling lies about the peers to others

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	591	59.3 %	60.1%
1	Not often true	276	27.7 %	28.0%
2	Sometimes true	86	8.6 %	8.7%
3	Often true	23	2.3 %	2.3%
4	Almost always true	8	0.8 %	0.8%

Value	Label	Unweighted Frequency	%	Valid %
-9 (M)	Missing	13	1.3 %	-

Based upon 984 valid cases out of 997 total cases.

TREL3_05	IGNORES THE PEER

Location: 128-129 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

e. When mad at a peer, this child ignores the peer or stops talking to the peer

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	248	24.9 %	25.4%
1	Not often true	309	31.0 %	31.6%
2	Sometimes true	307	30.8 %	31.4%
3	Often true	99	9.9 %	10.1%
4	Almost always true	15	1.5 %	1.5%
-9 (M)	Missing	19	1.9 %	-

Based upon 978 valid cases out of 997 total cases.

TREL3_06	THREATENS TO STOP BEING FRIEND

Location: 130-131 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

f. This child threatens to stop being a peer's friend in order to hurt the peer or to get what she/he wants from the peer

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	492	49.3 %	50.4%
1	Not often true	322	32.3 %	33.0%
2	Sometimes true	120	12.0 %	12.3%
3	Often true	36	3.6 %	3.7%
4	Almost always true	7	0.7 %	0.7%
-9 (M)	Missing	20	2.0 %	-

Based upon 977 valid cases out of 997 total cases.

TREL3_07	TRIES TO EXCLUDE PEER FROM ACTIVITIES

Location: 132-133 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

g. This child tries to exclude certain peers from peer group activities

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	432	43.3 %	43.9%
1	Not often true	338	33.9 %	34.3%
2	Sometimes true	159	15.9 %	16.2%
3	Often true	48	4.8 %	4.9%
4	Almost always true	7	0.7 %	0.7%
-9 (M)	Missing	13	1.3 %	-

Based upon 984 valid cases out of 997 total cases.

TOVT3_01	HITS SHOVES OR PUSHES PEERS

Location: 134-135 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

h. This child hits, shoves, or pushes peers

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	699	70.1 %	70.5%
1	Not often true	184	18.5 %	18.5%
2	Sometimes true	79	7.9 %	8.0%
3	Often true	22	2.2 %	2.2%
4	Almost always true	8	0.8 %	0.8%
-9 (M)	Missing	5	0.5 %	-

Based upon 992 valid cases out of 997 total cases.

TOVT3_02	GETS INTO FIGHTS

Location: 136-137 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

i. This child initiates or gets in to physical fights with peers

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	795	79.7 %	80.1%
1	Not often true	133	13.3 %	13.4%
2	Sometimes true	51	5.1 %	5.1%
3	Often true	10	1.0 %	1.0%
4	Almost always true	4	0.4 %	0.4%
-9 (M)	Missing	4	0.4 %	-

Based upon 993 valid cases out of 997 total cases.

TOVT3_03	**THREATENS TO BEAT UP PEERS**

Location: 138-139 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

j. This child threatens to hit or to beat up other children

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	824	82.6 %	83.1%
1	Not often true	117	11.7 %	11.8%
2	Sometimes true	33	3.3 %	3.3%
3	Often true	10	1.0 %	1.0%
4	Almost always true	8	0.8 %	0.8%
-9 (M)	Missing	5	0.5 %	-

Based upon 992 valid cases out of 997 total cases.

TOVT3_04	**TRIES TO DOMINATE OR BULLY**

Location: 140-141 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

k. This child tries to dominate or bully peers

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	745	74.7 %	75.0%
1	Not often true	149	14.9 %	15.0%
2	Sometimes true	68	6.8 %	6.8%
3	Often true	23	2.3 %	2.3%
4	Almost always true	8	0.8 %	0.8%
-9 (M)	Missing	4	0.4 %	-

Based upon 993 valid cases out of 997 total cases.

TPRO3_01	**SAYS SUPPORTIVE THINGS**

Location: 142-143 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

l. This child says supportive things to peers

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	33	3.3 %	3.3%
1	Not often true	110	11.0 %	11.1%
2	Sometimes true	362	36.3 %	36.5%
3	Often true	338	33.9 %	34.1%
4	Almost always true	149	14.9 %	15.0%
-9 (M)	Missing	5	0.5 %	-

Based upon 992 valid cases out of 997 total cases.

TPRO3_02	**TRIES TO CHEER UP PEERS**

Location: 144-145 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M):   -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

m. This child tries to cheer up peers when they are sad or upset about something

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	31	3.1 %	3.1%
1	Not often true	118	11.8 %	11.9%
2	Sometimes true	343	34.4 %	34.5%
3	Often true	331	33.2 %	33.3%
4	Almost always true	171	17.2 %	17.2%
-9 (M)	Missing	3	0.3 %	-

Based upon 994 valid cases out of 997 total cases.

TPRO3_03	**IS HELPFUL TO PEERS**

Location: 146-147 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

n. This child is helpful to peers

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	15	1.5 %	1.5%
1	Not often true	81	8.1 %	8.1%
2	Sometimes true	310	31.1 %	31.1%
3	Often true	339	34.0 %	34.0%
4	Almost always true	252	25.3 %	25.3%

Based upon 997 valid cases out of 997 total cases.

TPRO3_04	**IS KIND TO PEERS**

Location: 148-149 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question:

15. Below are some things that children do. We want to know how often this child does these things.

o. This child is kind to peers

Value	Label	Unweighted Frequency	%	Valid %
0	Never true	8	0.8 %	0.8%
1	Not often true	47	4.7 %	4.7%
2	Sometimes true	226	22.7 %	22.7%
3	Often true	387	38.8 %	38.8%

Value	Label	Unweighted Frequency	%	Valid %
4	Almost always true	329	33.0 %	33.0%

Based upon 997 valid cases out of 997 total cases.

FORM_ID	TYPE OF FORM OR FORM NUMBER			

Location: 150-151 (width: 2; decimal: 0)

Variable Type: numeric

Range of Missing Values (M): -9

Question: Type of form or form number used.

Value	Label	Unweighted Frequency	%	Valid %
1	Ncs	997	100.0 %	100.0%

Based upon 997 valid cases out of 997 total cases.

COHORT	COHORT: GRADE AT T1			

Location: 152-152 (width: 1; decimal: 0)

Variable Type: numeric

Question: Cohort subject was a part of at T1.

Value	Label	Unweighted Frequency	%	Valid %
1	Cohort 1	208	20.9 %	20.9%
2	Cohort 2	211	21.2 %	21.2%
3	Cohort 3	210	21.1 %	21.1%
4	Cohort 4	192	19.3 %	19.3%
5	Cohort 5	176	17.7 %	17.7%

Based upon 997 valid cases out of 997 total cases.

GRADE3C	COHORT GRADE AT T3			

Location: 153-153 (width: 1; decimal: 0)

Variable Type: numeric

Question: Grade the subject was in at this time period.

Value	Unweighted Frequency	%	Valid %
3	208	20.9 %	20.9%
4	211	21.2 %	21.2%
5	210	21.1 %	21.1%
6	192	19.3 %	19.3%
7	176	17.7 %	17.7%

Based upon 997 valid cases out of 997 total cases.