

7 Year Teacher Questionnaire Coding

Entries in red denote variable names and value coding used in the analysis dataset.

Entries in blue denote variable names and value coding used in the raw data.

This document was created on 8 October 2007 and updated August 2022.

Notes:

1. The layout and formatting of the original questionnaire have not been retained in this document. This document is designed purely to show the item variable coding in the dataset.
2. Verbatim text responses, recorded in a few places in the questionnaire, were not taken up electronically in the raw data.
3. For most items, the value coding is the same in the dataset as in the raw data. For these items, the value coding is only shown once, in red.
4. For other items, the value codes used in the raw data differ from those used in the dataset. In these cases, both codes are shown (raw data in blue, dataset in red).
5. For all items, the variable names used in the dataset (starting with 'gt') differ from those used in the raw data (starting with 'TQ'). Both names are therefore shown.
6. In the raw data, a 'missing' response is coded as -99 and 'not applicable' is coded as -77, but in the analysis dataset these are recoded to missing values. These missing codes are not shown in this document because they apply to all items.
7. All data in the teacher questionnaire is specific to a particular twin (either elder or younger), and the item data are held in variables with names ending in '1', relating to the twin in question (the 'index' twin). However, in the double-entered dataset the variables are duplicated for the co-twins, so data for both twins can be compared within a single row of the dataset. In the double-entered dataset, variables with names ending in '1' refer to the index twin, while variables with names ending in '2' refer to the co-twin.

TEACHER REPORT ON PUPIL BEHAVIOUR AND LEARNING

Name of twin FORENAME SURNAME I/O

gttype1/2 **tq1** In what kind of establishment do you work with this child? Day school Boarding school Special education
 1 2 3

gtknow1/2 **tq2** How well do you know him/her? Not well Moderately well Very well
 1 2 3

gtsped1/2 **tq3** Has he/she ever been referred for a special education programme or special services? No Yes
 0 1
1 2

If YES, what kind and when?

Compared to typical pupils of the same age:

			Much less	Somewhat less	Slightly less	About average	Slightly more	Somewhat more	Much more
			1	2	3	4	5	6	7

gteff1/2 **tq4** how hard is he/she working?

gtbehav1/2 **tq5** how appropriately is he/she behaving?

gtlearn1/2 **tq6** how much is he/she learning?

gthappy1/2 **tq7** how happy is he/she?

Behaviour Items

Below is a list of items that may describe pupils. For each item, please mark the box for *Certainly true*, *Somewhat true* or *Not true*, based on your observations over the last SIX MONTHS.

The 60 "behaviour" items listed below are taken from several different measures which have been intermingled. In the raw data, the variable names begin "TQ" and are numbered consecutively with the other items in the questionnaire.

For the dataset, the behaviour variables below have now been renamed with prefixes representing the measures as follows:

- SDQ: gtsdq (with an additional prefix emo/hyp/con/per/pro for the subscales)
- PSD: gtaps
- ASD/Aspergers: gtasd
- Anxiety measures: gtanx
- Hyperactivity items: gthyp (other than SDQ)

The variable numbering within each measure is consistent for equivalent items in the parent questionnaire at age 7, and also for equivalent items in the same measure at other ages (SDQ, PSD, Anxiety; note that the PSD items in fact form a subset of APSD measure items used at later ages, hence the prefix gtaps). The item numbering is therefore not consecutive and may have gaps for items used at other ages but not at age 7.

[Old dataset variable names are shown for reference: these had the prefix "gtbh" regardless of measure, and were numbered 1 to 60 consecutively for the 60 tabulated items.]

Raw data	Current dataset variable names	Old dataset variable names		Certainly true	Somewhat true	Not true
			Raw data coding:	1	2	3
			Dataset coding:	2	1	0
tq8	gtasd11/2	gtbh011/2	Notices small details others might miss			
tq9	gtsdqpro11/2	gtbh021/2	Considerate of other people's feelings			
tq10	gtsdqpro41/2	gtbh031/2	Kind to younger children			
tq11	gtanx181/2	gtbh041/2	Is afraid of animals or insects (like dogs, spiders, or snakes)			
tq12	gtaps031/2	gtbh051/2	Is concerned how well he/she does at school			
tq13	gtaps121/2	gtbh061/2	Feels bad or guilty when he/she does something wrong			
tq14	gthyp11/2	gtbh071/2	Has difficulty completing one activity before changing to another			
tq15	gtanx171/2	gtbh081/2	Seems keyed up, on edge, tense			
tq16	gtanx111/2	gtbh091/2	Often makes comments critical of him/herself			
tq17	gtaps081/2	gtbh101/2	Braggs about accomplishments			
tq18	gtsdqhyp41/2	gtbh111/2	Thinks things out before acting			
tq19	gtanx121/2	gtbh121/2	Complains or whines a lot			
tq20	gtsdqhyp21/2	gtbh131/2	Constantly fidgeting or squirming			
tq21	gtasd41/2	gtbh141/2	Has unusual eye gaze, facial expression, or gestures			
tq22	gtsdqpro31/2	gtbh151/2	Helpful if someone is hurt, upset or feeling ill			
tq23	gtasd51/2	gtbh161/2	Is extremely distressed by changes to routine or familiar arrangements			

Raw data	Current dataset variable names	Old dataset variable names		Certainly true	Somewhat true	Not true
			Raw data coding:	1	2	3
			Dataset coding:	2	1	0
tq24	gtaps051/2	gtbh171/2	His/her emotions seem shallow and not genuine			
tq25	gtasdqper41/2	gtbh181/2	Picked on or bullied by other children			
tq26	gtanx131/2	gtbh191/2	Has low self-confidence			
tq27	gtsdqhyp51/2	gtbh201/2	Sees tasks through to the end, good attention span			
tq28	gtanx151/2	gtbh211/2	Tends to blame him/herself			
tq29	gtasdqcon41/2	gtbh221/2	Often lies or cheats			
tq30	gtanx031/2	gtbh231/2	Is afraid in social situations			
tq31	gtasd61/2	gtbh241/2	Enjoys pretend games			
tq32	gtanx071/2	gtbh251/2	Tends to be shy or timid			
tq33	gtasdqpro21/2	gtbh261/2	Shares readily with other children (such as treats, toys, pencils etc.)			
tq34	gtanx041/2	gtbh271/2	Tends to check that some things are done exactly 'right'			
tq35	gtasd81/2	gtbh281/2	Can take hints and keep secrets; can be discreet			
tq36	gtasdqper21/2	gtbh291/2	Has at least one good friend			
tq37	gtsdqhyp31/2	gtbh301/2	Easily distracted or concentration wanders			
tq38	gtsdqhyp11/2	gtbh311/2	Restless, overactive, cannot stay still for long			
tq39	gtaps191/2	gtbh321/2	Does not show feelings or emotions			
tq40	gtasd31/2	gtbh331/2	Often says things that are embarrassing for others, without realising			
tq41	gtasdqemo31/2	gtbh341/2	Often unhappy, down-hearted or tearful			
tq42	gtasdqpro51/2	gtbh351/2	Often volunteers to help others (teachers, other children)			
tq43	gtasdqcon31/2	gtbh361/2	Often fights with other children or bullies them			
tq44	gtasdqcon51/2	gtbh371/2	Steals from home, school or elsewhere			
tq45	gtasd21/2	gtbh381/2	Has odd style of communication; old-fashioned, formal, or pedantic			
tq46	gtasdqper31/2	gtbh391/2	Generally liked by other children			
tq47	gtasdqper11/2	gtbh401/2	Rather solitary, tends to play alone			
tq48	gtanx101/2	gtbh411/2	Does not enjoy him/herself			
tq49	gtasdqemo21/2	gtbh421/2	Many worries or often seems worried			
tq50	gtanx011/2	gtbh431/2	Is afraid of small closed spaces, heights, water or the dark			

Raw data	Current dataset variable names	Old dataset variable names		Certainly true	Somewhat true	Not true
			Raw data coding:	1	2	3
			Dataset coding:	2	1	0
tq51	gtanx211/2	gtbh441/2	Fussy about keeping his/her hands clean			
tq52	gtanx161/2	gtbh451/2	Is often extremely upset or distressed when parent leaves			
tq53	gtsdqcon21/2	gtbh461/2	Generally obedient or usually does what adults request			
tq54	gtsdqper51/2	gtbh471/2	Gets on better with adults than with other children			
tq55	gtaps111/2	gtbh481/2	Teases other people			
tq56	gtaps161/2	gtbh491/2	Thinks he/she is more important than others			
tq57	gtanx141/2	gtbh501/2	Fussy or over particular			
tq58	gtsdqemo51/2	gtbh511/2	Many fears, easily scared			
tq59	gthyp21/2	gtbh521/2	Has difficulty waiting for things			
tq60	gtasd71/2	gtbh531/2	Has a strong interest in an unusual topic			
tq61	gtanx051/2	gtbh541/2	Asks for reassurance that she/he is OK			
tq62	gtsdqcon11/2	gtbh551/2	Often has temper tantrums or hot tempers			
tq63	gtanx061/2	gtbh561/2	Insists on doing something over and over so that it interferes with day to day life			
tq64	gtaps141/2	gtbh571/2	Can turn on the charm to get what she/he wants			
tq65	gtsdqemo41/2	gtbh581/2	Nervous or clingy in new situations, easily loses confidence (in new situations)			
tq66	gtsdqemo11/2	gtbh591/2	Often complains of headaches, stomach aches and sickness			
tq67	gtanx191/2	gtbh601/2	Anxious that bad things will happen			

OVERALL, do you think that this child has difficulties in one or more of the following areas: **emotions, concentration, behaviour or being able to get on with other people?**

		1	2	3	4
		0	1	2	3
gtdiff1/2	tq68	No	Yes – minor difficulties	Yes – definite difficulties	Yes – severe difficulties

If you have answered ‘Yes’ please answer the following questions about these difficulties:

		How long have these difficulties been present?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
			Less than a month	1-5 months	6-12 months	Over a year
			Not at all	Only a little	Quite a lot	A great deal
			1	2	3	3
			0	1	2	3

gtdiffu1/2 tq70 Do the difficulties upset or distress the child?

Do the difficulties interfere with the child’s everyday life in the following areas?

gtdiffp1/2 tq71 Peer relationships?

gtdiffc1/2 tq72 Classroom learning?

gtdiffb1/2 tq73 Do the difficulties put a burden on you or the class as a whole?

EDUCATIONAL ACHIEVEMENT

We would be very grateful if you could comment on her/his level of attainment in terms of the National Curriculum at this point.

Level 1 and W (meaning working towards level 1) represents achievement below the national expected standard for most 7-year-olds.

Level 2 represents achievement at the nationally expected standard for most 7-year-olds.

Levels 3 and 4+ represent achievement above the nationally expected standard for most 7-year-olds. Level 4 represents the expected level of attainment for pupils at age 11.

		ENGLISH	W	1	2	3	4+
		Raw data coding:	1	2	3	4	5
		Dataset coding:	0	1	2	3	4
gtengs11/2	tq74	Speaking and listening					
gtengrd1/2	tq75	Reading					
gtengwr1/2	tq76	Writing					
		MATHS					
gtmathu1/2	tq77	Using and applying mathematics					
gtmathn1/2	tq78	Numbers					
gtmaths1/2	tq79	Shapes, space and measures					

(no data taken up beyond this point)

Signature:.....

Class Teacher/Form Tutor/Head of Year/

Special Educational Needs Co-ordinator/Other (please specify):.....