

12 Year Teacher Questionnaire Coding

The layout and formatting of the original questionnaire have been changed, in order to accommodate variable names and value codes. However, the items themselves are unchanged, and the page numbering is the same as that used in the original booklet.

All responses in this booklet were recorded by means of tick boxes, and in all cases these have been numerically coded. This document shows the numeric codes used for each item, and the variable names used both in the raw data and in the analysis dataset.

Variables in the analysis dataset

Variable names and value codes are shown in RED.

All items in this booklet are twin-specific. In the dataset, these items have been double-entered, with one row of data per twin, and with the twin and co-twin data in each row. Hence, those twin-specific variables with names ending in '1' refer to the twin identified in a given row of data (regardless of whether this is the elder or younger twin of a pair); those variables with names ending in '2' refer to the co-twin.

Variables in the cleaned raw data

The cleaned raw data are stored in an Access database. Variable names and value codes are shown in RED.

The value codes used in the raw data are identical to those used in the analysis dataset, so the value codes shown in red have not been duplicated in blue. However, in the cleaned raw data the value -99 is used to denote a missing value, and the value -77 is used to denote a not-applicable value (in the analysis dataset, the values are simply missing).

In nearly all cases, variable names also are identical to those used in the analysis dataset, except that in the raw data every variable name ends in '1'. In the analysis dataset, as explained above, the data are re-structured for double-entry, with duplicated data for the co-twin held in variables with names ending in '2'.

In cases where either the variable naming or coding has been changed from the raw data to the dataset, this blue font is used to indicate differences in the raw data.

TEACHER REPORT ON CLASSROOM ENVIRONMENT, BEHAVIOUR, LANGUAGE AND ACADEMIC ACHIEVEMENT

Please give your answers on the basis of the child's behaviour over the last 3 months.

Dataset variable naming uses subscale suffixes (pro, hyp, emo, con, per) and numbering consistent with that used in other datasets, even where this may not match the order of presentation below.

In the raw data, variables are named ltsdq01 through to ltsdq25, following the ordering of the questions 1-25 as tabulated below.

		Not True	Somewhat True	Certainly True
1. Considerate of other people's feelings	ltsdqpro11/2	0	1	2
2. Restless, overactive, cannot stay still for long	ltsdqhyp11/2	0	1	2
3. Often complains of headaches, stomach aches or sickness	ltsdqemo11/2	0	1	2
4. Shares readily with other children (food, games, pens etc.)	ltsdqpro21/2	0	1	2
5. Often has temper tantrums or hot tempers	ltsdqcon11/2	0	1	2
6. Rather solitary, tends to play alone	ltsdqper11/2	0	1	2
7. Generally obedient, usually does what adults request	ltsdqcon21/2	0	1	2
8. Many worries, often seems worried	ltsdqemo21/2	0	1	2
9. Helpful if someone is hurt, upset or feeling ill	ltsdqpro31/2	0	1	2
10. Constantly fidgeting or squirming	ltsdqhyp21/2	0	1	2
11. Has at least one good friend	ltsdqper21/2	0	1	2
12. Often fights with other children and bullies them	ltsdqcon31/2	0	1	2
13. Often unhappy, downhearted or tearful	ltsdqemo31/2	0	1	2
14. Generally liked by other children	ltsdqper31/2	0	1	2
15. Easily distracted, concentration wanders	ltsdqhyp31/2	0	1	2
16. Nervous or clingy in new situations, easily loses confidence	ltsdqemo41/2	0	1	2

		Not True	Somewhat True	Certainly True
17. Kind to younger children	1tsdqpro41/2	0	1	2
18. Often lies or cheats	1tsdqcon41/2	0	1	2
19. Picked on or bullied by other children	1tsdqper41/2	0	1	2
20. Often volunteers to help others (parents, teachers, children)	1tsdqpro51/2	0	1	2
21. Thinks things out before acting	1tsdqhyp41/2	0	1	2
22. Steals from home, school or elsewhere	1tsdqcon51/2	0	1	2
23. Gets on better with adults than with other children	1tsdqper51/2	0	1	2
24. Many fears, easily scared	1tsdqemo51/2	0	1	2
25. Sees tasks through to the end, good attention span	1tsdqhyp51/2	0	1	2

		Not True	Somewhat True	Certainly True
1. Blames others for his/her mistakes	1taps011/2	0	1	2
2. Engages in illegal activities	1taps021/2	0	1	2
3. Is concerned about how well he/she does at school	1taps031/2	0	1	2
4. Acts without thinking of the consequences	1taps041/2	0	1	2
5. His/her emotions seem shallow and not genuine	1taps051/2	0	1	2
6. Lies easily and skillfully	1taps061/2	0	1	2
7. Is good at keeping promises	1taps071/2	0	1	2
8. Brags excessively about his/her abilities, accomplishments, or possessions	1taps081/2	0	1	2
9. Gets bored easily	1taps091/2	0	1	2
10. Uses or cons other people to get what he/she wants	1taps101/2	0	1	2
11. Teases, makes fun of other people	1taps111/2	0	1	2
12. Feels bad or guilty when he/she does something wrong	1taps121/2	0	1	2
13. Engages in risky or dangerous activities	1taps131/2	0	1	2
14. Can be charming at times but in ways that seem insincere or superficial	1taps141/2	0	1	2
15. Becomes angry when corrected or punished	1taps151/2	0	1	2
16. Seems to think he/she is better than other people	1taps161/2	0	1	2
17. Does not plan ahead or leaves things until the "last minute"	1taps171/2	0	1	2
18. Is concerned about feelings of others	1taps181/2	0	1	2
19. Does not show feelings or emotions	1taps191/2	0	1	2
20. Keeps the same friends	1taps201/2	0	1	2

		No	Yes
1. Does s/he join in playing games with other children easily?	1tcas011/2	0	1
2. Does s/he come up to you spontaneously for a chat?	1tcas021/2	0	1
3. Is it important to him/ her to fit in with the peer group?	1tcas031/2	0	1
4. Does s/he appear to notice unusual details that others miss?	1tcas041/2	0	1
5. Does s/he tend to take things literally?	1tcas051/2	0	1
6. Does s/he like to do things over and over again, in the same way all the time?	1tcas061/2	0	1
7. Does s/he find it easy to interact with other children?	1tcas071/2	0	1
8. Can s/he keep a two-way conversation going?	1tcas081/2	0	1
9. Does s/he mostly have the same interests as his/ her peers?	1tcas091/2	0	1
10. Does s/he have an interest which takes up so much time that s/he does little else?	1tcas101/2	0	1
11. Does s/he have friends, rather than just acquaintances?	1tcas111/2	0	1
12. Does s/he often bring you things s/he is interested in to show you?	1tcas121/2	0	1
13. Does s/he enjoy joking around?	1tcas131/2	0	1
14. Does s/he have difficulty understanding the rules for polite behaviour?	1tcas141/2	0	1
15. Does s/he appear to have an unusual memory for details?	1tcas151/2	0	1
16. Is his/her voice unusual (e.g. overly adult, flat, or very monotonous)?	1tcas161/2	0	1
17. Are people important to him/ her?	1tcas171/2	0	1
18. Is s/he good at turn-taking in conversation?	1tcas181/2	0	1
19. Does s/he play imaginatively with other children, and engage in role-play?	1tcas191/2	0	1
20. Does s/he often do or say things that are tactless or socially inappropriate?	1tcas201/2	0	1
21. Does s/he make normal eye contact?	1tcas211/2	0	1
22. Does s/he have any unusual or repetitive movements?	1tcas221/2	0	1
23. Is his/ her social behaviour very one-sided and always on his/ her own terms?	1tcas231/2	0	1
24. Does she/ he sometimes say 'you' or 's/he' when s/he means 'I'?	1tcas241/2	0	1
25. Does s/he prefer imaginative activities such as play-acting or story-telling, rather than numbers or lists of facts?	1tcas251/2	0	1
26. Does s/he sometimes lose the listener because of not explaining what s/he is talking about?	1tcas261/2	0	1
27. Does s/he try to impose routines on him/ herself, or on others, in such a way that it causes problems?	1tcas271/2	0	1
28. Does s/he care how s/he is perceived by the rest of the group?	1tcas281/2	0	1
29. Does s/he often turn conversations to his/ her favourite subject rather than following what the other person wants to talk about?	1tcas291/2	0	1
30. Does s/he have odd or unusual phrases?	1tcas301/2	0	1

ACADEMIC ACHIEVEMENT

We would like to know whether this pupil has any **special educational needs**, as it is important for us to put academic achievement ratings in context. Please mark one box with a cross x for each statement.

		No	Yes
1. Is s/he on the Special Educational Needs (SEN) Register?	<i>ltsenrg1/2</i>	0	1
2. Does s/he currently have a Statement of Special Educational Needs?	<i>ltsen1/2</i>	0	1

National Curriculum ratings

		1	2	3	4	5	6	7	8	exceptional performance
English										
<i>ltengsp1/2</i>	Speaking and listening	1	2	3	4	5	6	7	8	9
<i>ltengre1/2</i>	Reading	1	2	3	4	5	6	7	8	9
<i>ltengwr1/2</i>	Writing	1	2	3	4	5	6	7	8	9
Mathematics										
<i>ltmatus1/2</i>	Using and applying mathematics	1	2	3	4	5	6	7	8	9
<i>ltmatnu1/2</i>	Number and algebra	1	2	3	4	5	6	7	8	9
<i>ltmatsh1/2</i>	Shape, space and measures	1	2	3	4	5	6	7	8	9
<i>ltmatha1/2</i>	Handling data	1	2	3	4	5	6	7	8	9
Science										
<i>ltscisc1/2</i>	Scientific enquiry	1	2	3	4	5	6	7	8	9
<i>ltscili1/2</i>	Life processes and living things	1	2	3	4	5	6	7	8	9
<i>ltscima1/2</i>	Materials and their properties	1	2	3	4	5	6	7	8	9
<i>ltsciph1/2</i>	Physical processes	1	2	3	4	5	6	7	8	9