14 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 that same as that used in the original booklet.

Nearly 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 in the raw data and in the analysis dataset.

The "specify other language", occurring in two places on page 4, was recorded as verbatim text in the on line version of the questionnaire (but was omitted from the paper version). The verbatim text responses have not been coded, and have not been used in the 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 are shown in BLUE.

The value codes used in the raw data are in most cases identical to those used in the analysis dataset. Where there is a difference in coding, this blue font is used to indicate the raw data coding. Where there is no difference, and there is no annotation in blue, it can be assumed that the coding is the same in the raw data as in the dataset.

Additionally, 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).

The field names in the raw data, shown in this blue font, differ from the variable names used in the analysis dataset (shown in red). The restructuring of data for double entry in the analysis dataset (see above), involving duplication of twin data for the co-twin, is not done in the raw data.

TwinID (numeric ID number)

schooltype   ntschtp1/2
Type of school: Non fee paying ☐ **1**   Fee paying ☐ **2**

Setting (streaming based on ability) Is there setting for this pupil's classes?
englishset ntenset1/2
English   Yes ☐ **1**   No ☐ **0**
mathsset ntmaset1/2
Maths   Yes ☐ **1**   No ☐ **0**
scienceset ntscset1/2
Science   Yes ☐ **1**   No ☐ **0**

Class size What's the average size for this pupil's classes?
**There were negligible responses in the first category (1-10), so the dataset
variable has been recoded as shown. Value 1 therefore codes for range 1-20 in the
dataset variable.**

	1 – 10	11 – 20	21 – 25	26 – 30	30 +
classsize	1	2	3	4	5
ntclsiz1/2	1	1	2	3	4

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

			Not true at all	Just a little bit true	Pretty much true	Very much true
1. Is always "on the go" or acts as if driven by a motor	**connors01**	**ntcon011/2**	0	1	2	3
2. Avoids, expresses reluctance about, or has difficulties engaging in tasks that require sustained mental effort (such as schoolwork or homework)	**connors02**	**ntcon021/2**	0	1	2	3
3. Has difficulty sustaining attention in tasks or play activities	**connors03**	**ntcon031/2**	0	1	2	3
4. Does not seem to listen to what is being said to him/her	**connors04**	**ntcon041/2**	0	1	2	3
5. Runs about or climbs excessively in situations where it is inappropriate	**connors05**	**ntcon051/2**	0	1	2	3
6. Does not follow through on instructions and fails to finish schoolwork or chores.	**connors06**	**ntcon061/2**	0	1	2	3
7. Has difficulty organising tasks and activities	**connors07**	**ntcon071/2**	0	1	2	3
8. Talks excessively	**connors08**	**ntcon081/2**	0	1	2	3
9. Fails to give close attention to details or makes careless mistakes in schoolwork or other activities	**connors09**	**ntcon091/2**	0	1	2	3

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

			Not true at all	Just a little bit true	Pretty much true	Very much true
10. Has difficulty waiting in lines or awaiting turn in games or group situation	connors10	ntcon101/2	0	1	2	3
11. Interrupts or intrudes on others (e.g., butts into others conversations or games)	connors11	ntcon111/2	0	1	2	3
12. Forgetful in daily activities	connors12	ntcon121/2	0	1	2	3
13. Fidgets with hands or feet or squirms in seat	connors13	ntcon131/2	0	1	2	3
14. Has difficulty playing or engaging in leisure activities quietly	connors14	ntcon141/2	0	1	2	3
15. Loses things necessary for tasks or activities (e.g., school assignments, pencils, books or toys)	connors15	ntcon151/2	0	1	2	3
16. Leaves seat in classroom or in other situations in which remaining in seat is expected	connors16	ntcon161/2	0	1	2	3
17. Easily distracted by extraneous stimuli	connors17	ntcon171/2	0	1	2	3
18. Blurts out answers to questions before the questions have been completed	connors18	ntcon181/2	0	1	2	3

Below is a list of things that some children do to other children. To the best of your knowledge, how often during this school year has another pupil done these things to this child? If you feel you really don't know, please cross the 'Don't know' box.
In the dataset variables, raw values of 3=don't know are recoded to missing.

			Not at all	Once	More than once	Don't know
Raw data coding:			0	1	2	3
1. Punched them	victim01	ntvic011/2	0	1	2	
2. Tried to get them into trouble with their friends	victim02	ntvic021/2	0	1	2	
3. Called them names	victim03	ntvic031/2	0	1	2	
4. Took something of theirs without permission	victim04	ntvic041/2	0	1	2	
5. Kicked them	victim05	ntvic051/2	0	1	2	
6. Tried to make their friends turn against them	victim06	ntvic061/2	0	1	2	
7. Made fun of them because of their appearance	victim07	ntvic071/2	0	1	2	
8. Tried to break something of theirs	victim08	ntvic081/2	0	1	2	
9. Hurt them physically in some way	victim09	ntvic091/2	0	1	2	
10. Refused to talk to them	victim10	ntvic101/2	0	1	2	
11. Made fun of them for some reason	victim11	ntvic111/2	0	1	2	
12. Stole something from them	victim12	ntvic121/2	0	1	2	
13. Beat them up	victim13	ntvic131/2	0	1	2	
14. Made other people not talk to them	victim14	ntvic141/2	0	1	2	
15. Swore at them	victim15	ntvic151/2	0	1	2	
16. Deliberately damaged some property of theirs	victim16	ntvic161/2	0	1	2	

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

			Not True	Somewhat True	Certainly True
1. Blames others for his/her mistakes	apsd01	ntaps011/2	0	1	2
2. Engages in illegal activities	apsd02	ntaps021/2	0	1	2
3. Is concerned about how well he/she does at school	apsd03	ntaps031/2	0	1	2
4. Acts without thinking of the consequences	apsd04	ntaps041/2	0	1	2

			Not True	Somewhat True	Certainly True
5. His/her emotions seem shallow and not genuine	apsd05	ntaps051/2	0	1	2
6. Lies easily and skilfully	apsd06	ntaps061/2	0	1	2
7. Is good at keeping promises	apsd07	ntaps071/2	0	1	2
8. Brags excessively about his/her abilities, accomplishments, or possessions	apsd08	ntaps081/2	0	1	2
9. Gets bored easily	apsd09	ntaps091/2	0	1	2
10. Uses or cons other people to get what he/she wants	apsd10	ntaps101/2	0	1	2
11. Teases, makes fun of other people	apsd11	ntaps111/2	0	1	2
12. Feels bad or guilty when he/she does something wrong	apsd12	ntaps121/2	0	1	2
13. Engages in risky or dangerous activities	apsd13	ntaps131/2	0	1	2
14. Can be charming at times but in ways that seem insincere or superficial	apsd14	ntaps141/2	0	1	2
15. Becomes angry when corrected or punished	apsd15	ntaps151/2	0	1	2
16. Seems to think he/she is better than other people	apsd16	ntaps161/2	0	1	2
17. Does not plan ahead or leaves things until the "last minute"	apsd17	ntaps171/2	0	1	2
18. Is concerned about feelings of others	apsd18	ntaps181/2	0	1	2
19. Does not show feelings or emotions	apsd19	ntaps191/2	0	1	2
20.Keeps the same friends	apsd20	ntaps201/2	0	1	2

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 for each statement.

1. Is s/he on the Special Educational Needs (SEN) Register?
     senreg ntsenrg1/2   Yes ☐ **1**   No ☐ **0**
2. Does s/he currently have a Statement of Special Educational Needs?
     sen ntsen1/2 Yes ☐ **1**   No☐ **0**

For National Curriculum Levels as tabulated below and on the next page, for all subjects, there were negligible numbers of responses at levels 1 and 2 and at the 'exceptional performance' level. For the dataset, the values have therefore been recoded as shown, with values 3-8, where 3=level 3 or lower and 8=level 8 or higher.

Most teachers reported the "overall performance" level for each subject, and a minority reported separate levels for the subject components; furthermore, when the latter were reported, in most cases the same level was given for each component. Therefore, to simplify the data, a single dataset variable is included for each subject as shown in the table, and recoded as follows:
- **Where just the "overall performance" level was reported, this was used.**
- **Where the separate component levels were reported, they have been combined into a mean level for the subject.**

		1	2	3	4	5	6	7	8	exceptional performance
English	nteng1/2	3	3	3	4	5	6	7	8	8
Speaking and listening	engsp	1	2	3	4	5	6	7	8	9
Reading	engre	1	2	3	4	5	6	7	8	9
Writing	engwr	1	2	3	4	5	6	7	8	9
***Or** overall performance*	engov	1	2	3	4	5	6	7	8	9
Mathematics	ntmat1/2	3	3	3	4	5	6	7	8	8
Using and applying mathematics	matus	1	2	3	4	5	6	7	8	9
Number and algebra	matnu	1	2	3	4	5	6	7	8	9
Shape space and measures	matsh	1	2	3	4	5	6	7	8	9
Handling data	matha	1	2	3	4	5	6	7	8	9
***Or** overall performance*	matov	1	2	3	4	5	6	7	8	9

National Curriculum Levels

		1	2	3	4	5	6	7	8	exceptional performance
Science	ntsci1/2	3	3	3	4	5	6	7	8	8
Scientific enquiry	scisc	1	2	3	4	5	6	7	8	9
Life processes and living things	scili	1	2	3	4	5	6	7	8	9
Materials and their properties	scima	1	2	3	4	5	6	7	8	9
Physical processes	sciph	1	2	3	4	5	6	7	8	9
***Or** overall performance*	sciov	1	2	3	4	5	6	7	8	9

Languages taught (1)

Among responses for the foreign languages taught (1 and 2), French, German and Spanish were by far the most common. Other responses were rare, responses in the 'other' category were negligible, and there were no responses for 'English as a second language'. Therefore, responses in the raw data and in the dataset have been coded as follows:

- **1=French**
- **2=German**
- **3=Spanish**
- **9=any other language**

Please indicate language   **lang1   ntlang11/2**

French ☐ **1**   German☐ **2**   Spanish☐ **3**   Italian☐ **9**

Chinese☐ **9**   Japanese☐ **9**   Urdu☐ **9**   Russian☐ **9**

Welsh as a second language ☐ **9**   English as a second language ☐

Other ☐ **9** if other please specify …. **[recoded, not retained in the data]**

		National Curriculum Levels								
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**exceptional performance**
Language 1 level:	**ntla11/2**	3	3	3	4	5	6	7	8	8
Listening and responding	**la1li**	1	2	3	4	5	6	7	8	9
Speaking	**la1sp**	1	2	3	4	5	6	7	8	9
Reading and responding	**la1re**	1	2	3	4	5	6	7	8	9
Writing	**la1wr**	1	2	3	4	5	6	7	8	9
Or overall performance	**la1ov**	1	2	3	4	5	6	7	8	9

Languages taught (2)

Please indicate language   **lang2   ntlang21/2**

French ☐ **1**   German☐ **2**   Spanish☐ **3**   Italian☐ **9**

Chinese☐ **9**   Japanese☐ **9**   Urdu☐ **9**   Russian☐ **9**

Welsh as a second language ☐ **9**   English as a second language ☐

Other ☐ **9** if other please specify …. **[recoded, not retained in the data]**

		National Curriculum Levels								
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**exceptional performance**
Language 2 level:	**ntla21/2**	3	3	3	4	5	6	7	8	8
Listening and responding	**la2li**	1	2	3	4	5	6	7	8	9
Speaking	**la2sp**	1	2	3	4	5	6	7	8	9
Reading and responding	**la2re**	1	2	3	4	5	6	7	8	9
Writing	**la2wr**	1	2	3	4	5	6	7	8	9
Or overall performance	**la2ov**	1	2	3	4	5	6	7	8	9

Thank you for participating in our study!