

## 9 Year Teacher Questionnaire Coding

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

Entries in blue denote variable names and value coding used in the raw data, where this differs from the dataset.

This document was created on 13 February 2008 and last updated July 2022.

### Notes:

1. The layout and formatting of the original questionnaire have been modified in order to incorporate variable names and value coding.
2. For some items, the value codes used in the dataset (shown in this document) differ from those used in the raw data.
3. Where the coding is the same in the raw data and the dataset, this red font is used to show the coding for both.
4. Where the coding differs, this blue font is used to show the raw data coding in addition to the dataset coding in red.
5. Generally, the variable names used in the dataset (starting with 'it') are the same as those that have been used in the raw data, except that the raw data variables all have names ending in '1' (not '2').
6. In the raw data, a 'missing' response is coded as -99, but in the analysis dataset these are recoded to missing values.
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.
8. The data shown in this document are all coded numeric values (from tick-boxes that were used to record responses).

We would like to know about this pupil's **classroom** and **school friends**. For each item, please mark the box for **Certainly true**, **Somewhat true**, or **Not true**.

**This pupil's classroom is a place where:**

		Certainly true	Somewhat true	Not true
1. s/he likes to be	<i>itcla11/2</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2. his/her friends care about the work they do	<i>itcla21/2</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3. s/he has a lot of fun	<i>itcla31/2</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4. his/her friends try their best to get high marks	<i>itcla41/2</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5. his/her friends enjoy learning	<i>itcla51/2</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6. s/he feels happy	<i>itcla61/2</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7. s/he feels proud to be a pupil	<i>itcla71/2</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8. his/her friends often get into trouble	<i>itcla81/2</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

We are interested in knowing more about **class size** and the amount of **homework** assigned. Please mark one box with a cross for each statement.

- Class size *itclasz1/2*      Less than 20  1      20-30  2      More than 30  3
- Approximately how many nights per week do you set homework? *ithwnts1/2*      0  0      1  1      2  2      3  3      4  4      5  5
- Does this pupil usually finish all his/her homework? *ithwfin1/2*      All of it  4      Most of it  3      Some of it  2      Little  1      None  0
- Does the homework you set often require the involvement of someone other than the child (e.g. someone in the child's family)? *ithwinv1/2*      Yes  1      No  0
- Type of school *itschtp1/2*      State school  1      Private school  2

We are interested in knowing more about this pupil's **behaviour**. Below is a list of statements that may describe children. Please mark one box with a cross for each statement.

The Behaviour section includes items from many different measures. In the raw data, the variables all have prefix "itbh" and are numbered consecutively as presented in the questionnaire.

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

- SDQ: itsdq (with an additional prefix per/emo/con/hyp/pro for the subscale)
- CAST: itcas
- APSD: itaps
- Proactive aggression: itpag
- Reactive aggression: itrag
- Anxiety measures: itanx
- ODD: itodd
- Emotional intelligence: itemi
- Cognitive ability: itcoga

The variable numbering within each measure is consistent for equivalent items in the twin and parent questionnaires at age 9 (CAST, ODD, Emotional intelligence, cognitive ability) and also for equivalent items in the same measure at other ages (SDQ, APSD, anxiety). The numbering is therefore not necessarily consecutive and does not represent the ordering as presented below.

	Raw data variable	Dataset variable	Certainly true	Somewhat true	Not true
1. Generally liked by other children	itbh011	itsdqper31/2	2	1	0
2. Makes the most of a tedious (long or repetitive) task	itbh021	itemi11/2			
3. Thinks s/he is more important than others	itbh031	itaps161/2			
4. Often unhappy, down-hearted or tearful	itbh041	itsdqemo31/2			
5. Able to keep a two-way conversation going	itbh051	itcas051/2			
6. Often argues with adults	itbh061	itodd11/2			
7. Has an unusual memory for specific details	itbh071	itcas081/2			
8. Gets on better with adults than with other children	itbh081	itsdqper51/2			
9. Gets bored easily	itbh091	itaps091/2			
10. Sees tasks through to the end, good attention span	itbh101	itsdqhyp51/2			
11. Acts without thinking of the consequences	itbh111	itaps041/2			
12. Nervous or clingy in new situations, easily loses confidence	itbh121	itsdqemo41/2			
13. Brags excessively about his/her abilities, accomplishments, or possessions	itbh131	itaps081/2			
14. Often volunteers to help others such as parents, teachers, other children	itbh141	itsdqpro51/2			
15. Generally obedient or usually does what adults request	itbh151	itsdqcon21/2			

			Certainly true	Somewhat true	Not true
	Raw data variable	Dataset variable	2	1	0
16. Often deliberately does things that annoy other people	<a href="#">itbh161</a>	<a href="#">itodd31/2</a>			
17. Has at least one good friend	<a href="#">itbh171</a>	<a href="#">itsdqper21/2</a>			
18. Unusual eye gaze, facial expression, voice or gestures	<a href="#">itbh181</a>	<a href="#">itcas161/2</a>			
19. Often complains of headaches, stomach aches, and sickness	<a href="#">itbh191</a>	<a href="#">itsdqemo11/2</a>			
20. Uses physical force to dominate	<a href="#">itbh201</a>	<a href="#">itpag11/2</a>			
21. Is clever	<a href="#">itbh211</a>	<a href="#">itcoga11/2</a>			
22. Becomes angry when corrected or punished	<a href="#">itbh221</a>	<a href="#">itaps151/2</a>			
23. Likes using his/her brain.	<a href="#">itbh231</a>	<a href="#">itemi21/2</a>			
24. Picked on or bullied by other children	<a href="#">itbh241</a>	<a href="#">itsdqper41/2</a>			
25. Steals from home, school or elsewhere	<a href="#">itbh251</a>	<a href="#">itsdqcon51/2</a>			
26. Lies easily and skilfully	<a href="#">itbh261</a>	<a href="#">itaps061/2</a>			
27. Takes criticism constructively	<a href="#">itbh271</a>	<a href="#">itemi31/2</a>			
28. Can be charming at times, but in ways that seem insincere or superficial	<a href="#">itbh281</a>	<a href="#">itaps141/2</a>			
29. Restless, overactive, cannot stay still for long	<a href="#">itbh291</a>	<a href="#">itsdqhyp11/2</a>			
30. Often lies or cheats	<a href="#">itbh301</a>	<a href="#">itsdqcon41/2</a>			
31. Blames others in fights	<a href="#">itbh311</a>	<a href="#">itrag11/2</a>			
32. Considerate of other people's feelings	<a href="#">itbh321</a>	<a href="#">itsdqpro11/2</a>			
33. Constantly fidgeting or squirming	<a href="#">itbh331</a>	<a href="#">itsdqhyp21/2</a>			
34. Prefers imaginative activities such as role-playing or story-telling, rather than numbers or lists of facts	<a href="#">itbh341</a>	<a href="#">itcas141/2</a>			
35. Often fights with other children or bullies them	<a href="#">itbh351</a>	<a href="#">itsdqcon31/2</a>			
36. Teases or makes fun of other people	<a href="#">itbh361</a>	<a href="#">itaps111/2</a>			
37. Many fears or easily scared	<a href="#">itbh371</a>	<a href="#">itsdqemo51/2</a>			
38. Often has temper tantrums or hot tempers	<a href="#">itbh381</a>	<a href="#">itsdqcon11/2</a>			
39. Thinks things out before acting	<a href="#">itbh391</a>	<a href="#">itsdqhyp41/2</a>			
40. Threatens and bullies others	<a href="#">itbh401</a>	<a href="#">itpag21/2</a>			
41. Easily distracted or concentration wanders	<a href="#">itbh411</a>	<a href="#">itsdqhyp31/2</a>			
42. Important to him/ her to fit in with the peer group	<a href="#">itbh421</a>	<a href="#">itcas011/2</a>			
43. Tends to take things literally	<a href="#">itbh431</a>	<a href="#">itcas201/2</a>			
44. Odd style of communication: old fashioned, formal or pedantic	<a href="#">itbh441</a>	<a href="#">itcas021/2</a>			
45. Has a strong interest in an unusual topic	<a href="#">itbh451</a>	<a href="#">itcas031/2</a>			
46. Is concerned about the feelings of others	<a href="#">itbh461</a>	<a href="#">itaps181/2</a>			

			Certainly true	Somewhat true	Not true
	Raw data variable	Dataset variable	2	1	0
47. Often touchy or easily annoyed by others	itbh471	itodd41/2			
48. Likes to do things over and over again, in the same way all the time	itbh481	itcas131/2			
49. Finds it easy to interact with other children	itbh491	itcas171/2			
50. Often angry and resentful	itbh501	itodd51/2			
51. Keeps the same friends	itbh511	itaps201/2			
52. Has mostly the same interests as peers	itbh521	itcas061/2			
53. Many worries or often seems worried	itbh531	itsdqemo21/2			
54. People are important to him/ her	itbh541	itcas181/2			
55. Often spiteful or vindictive	itbh551	itodd61/2			
56. Is good at keeping promises	itbh561	itaps071/2			
57. Often does or says things that are tactless or socially inappropriate	itbh571	itcas091/2			
58. Knows how to solve problems that s/he meets	itbh581	itcoga21/2			
59. Rather solitary or tends to play alone	itbh591	itsdqper11/2			
60. His/her emotions seem shallow and not genuine	itbh601	itaps051/2			
61. Makes unusual or repetitive movements	itbh611	itcas071/2			
62. Gets others to gang up on a peer	itbh621	itpag31/2			
63. Social behaviour is very one-sided and always on his/ her own terms	itbh631	itcas041/2			
64. Kind to younger children	itbh641	itsdqpro41/2			
65. Loses the listener because of not explaining what s/he is talking about	itbh651	itcas111/2			
66. Does not plan ahead or leaves things until last minute	itbh661	itaps171/2			
67. Cares how s/he is perceived by the rest of the class	itbh671	itcas191/2			
68. Uses or 'cons' other people to get what s/he wants	itbh681	itaps101/2			
69. If doing poorly in a subject, puts in more effort so that s/he improves	itbh691	itemi41/2			
70. Blames others for his/her mistakes	itbh701	itaps011/2			
71. Insists on doing something over and over so that it interferes with day to day life	itbh711	itanx061/2			
72. Engages in risky or dangerous activities	itbh721	itaps131/2			
73. Is concerned about how well s/he does at school	itbh731	itaps031/2			
74. Feels bad or guilty when s/he does something wrong	itbh741	itaps121/2			
75. Helpful if someone is hurt, upset or feeling ill	itbh751	itsdqpro31/2			
76. When teased, strikes back	itbh761	itrag21/2			

			Certainly true	Somewhat true	Not true
	Raw data variable	Dataset variable			
77. Does not show feelings or emotions	itbh771	itaps191/2	2	1	0
78. Thinks having fun with friends is more important than finishing class work	itbh781	itemi51/2			
79. Turns conversations to his/her favourite subject rather than following what the other person wants to talk about.	itbh791	itcas101/2			
80. Overreacts angrily to accidents	itbh801	itrag31/2			
81. Finds learning easy	itbh811	itcoga31/2			
82. Engages in illegal activities	itbh821	itaps021/2			
83. Shares readily with other children (such as treats, toys, pencils, etc)	itbh831	itsdqpro21/2			

We would like to know more about how children communicate at this age. We know from experience that children can be very different. Please mark one box with a cross ☒ for each statement.

The raw data value 3=don't know has been recoded to missing in dataset variables.

Raw data coding:

Dataset coding:

	Certainly true	Somewhat True	Not true	Don't know
Raw data coding:	2	1	0	3
Dataset coding:	2	1	0	

- |   |            |
|---|------------|
| 1. People can understand almost everything pupil says   | itcom011/2 |
| 2. Rarely makes mistakes in saying speech sounds  | itcom021/2 |
| 3. Speech sounds child makes seem like that of a younger child, for example, says things like, 'tat' for 'cat,' or 'chimbley' for 'chimney', or 'bokkle' for 'bottle' | itcom031/2 |
| 4. It is much harder to understand when child is talking in sentences, rather than just saying single words   | itcom041/2 |
| 5. Speech is mostly 2 or 3 word phrases such as 'me got ball' or 'give dolly'   | itcom051/2 |
| 6. Can say long and complicated sentences such as: 'When we went to the park I had a go on the swings'; 'I saw this man standing on the corner'                       | itcom061/2 |
| 7. Tends to leave out words and grammatical endings, saying sentences such as 'I find two dog'; 'John go there yesterday'; 'My grandma cat been ill'                  | itcom071/2 |
| 8. Sometimes makes mistakes on pronouns, for example, saying 'she' rather than 'he' or vice versa   | itcom081/2 |
| 9. Can give an easy-to-follow account of a past event such as a birthday party or holiday   | itcom091/2 |
| 10. Can talk clearly about what s/he plans to do in the future (for example, tomorrow or next week)   | itcom101/2 |
| 11. Finds it hard to tell a story, or describe what s/he has done in an order that makes sense  | itcom111/2 |
| 12. Uses words like 'he' or 'it' without making clear what s/he is talking about  | itcom121/2 |

## ACADEMIC ACHIEVEMENT

We would like to know whether the 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? *itsenrg1/2* Yes  1 No  0

2. Does s/he currently have a Statement of Educational Needs? *itsen1/2* Yes  1 No  0

We would be grateful if you could comment on this pupil's **current level of attainment** in terms of the National Curriculum. The descriptions of attainment at different levels are provided below for your reference. For further guidance please refer to the enclosed leaflet.

Level 1 represents achievement **well below** the expected standard for most 9-year-olds; Level 2 represents achievement **below** the expected standard. Level 3 represents achievement **at the expected standard** for most 9-year-olds. Levels 4 and 5 represent achievement **above** the expected standard for most 9-year-olds. Level 5 represents **exceptional** achievement, and is the expected level of attainment for pupils at age 13.

		National Curriculum rating				
		1	2	3	4	5
<b>English</b>						
<i>Speaking and listening</i>	<i>itengsp1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Reading</i>	<i>itengrel1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Writing</i>	<i>itengwrl1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Mathematics</b>						
<i>Using and applying mathematics</i>	<i>itmatus1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Number and algebra</i>	<i>itmatnul1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Shapes, space and measures</i>	<i>itmatsh1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Science</b>						
<i>Scientific enquiry</i>	<i>itscisc1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Life processes and living things</i>	<i>itscili1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Physical processes</i>	<i>itsciph1/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5



On this page there are a set of questions asking you **how good** you think this pupil is at different activities, and **how much they like** these activities. Please mark one box with a cross ☒ for each statement.

How <b>good</b> is this pupil at:		Very poor	Poor	Satisfactory	Very good	Excellent
1. Reading?	<i>itgoo011/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2. Writing?	<i>itgoo021/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
3. Spelling?	<i>itgoo031/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
4. Solving number and money problems?	<i>itgoo041/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
5. Doing mental arithmetic?	<i>itgoo051/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
6. Multiplying and dividing?	<i>itgoo061/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
7. Learning about nature and living things?	<i>itgoo071/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
8. Testing things out to see what they do (e.g. magnets)?	<i>itgoo081/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
9. Finding out how things work (e.g. the human body)?	<i>itgoo091/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
10. Playing team games?	<i>itgoo101/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
11. Races and competitions?	<i>itgoo111/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
12. PE classes?	<i>itgoo121/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Don't like at all	Don't like it	It's OK	Do like it	Like it very much
How much does this pupil <b>like</b> :						
1. Reading?	<i>itlik011/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2. Writing?	<i>itlik021/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
3. Spelling?	<i>itlik031/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
4. Solving number and money problems?	<i>itlik041/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
5. Doing mental arithmetic?	<i>itlik051/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
6. Multiplying and dividing?	<i>itlik061/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
7. Learning about nature and living things?	<i>itlik071/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
8. Testing things out to see what they do (e.g. magnets)?	<i>itlik081/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
9. Finding out how things work (e.g. the human body)?	<i>itlik091/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
10. Playing team games?	<i>itlik101/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
11. Races and competitions?	<i>itlik111/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
12. PE classes?	<i>itlik121/2</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1