

Teacher's Check List
Kindergarten/Year 1
Fast Track Project Technical Report
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Table of Contents

- I. Scale Description
- II. Report Sample
- III. Scaling
- IV. Differences Between Groups
- V. Recommendations for Use
- VI. Item and Scale Means and SD's
- VII. Item and Scale Correlations

Appendix

SAS Scoring program

Citation

Instrument

Dodge, K. A. & Coie, J. D. (1987). Social-information-processing factors in reactive and proactive aggression in children's peer groups. *Journal of Personality and Social Psychology*, 53, 1146-1158.¹

Conduct Problems Prevention Research Group (CPPRG). (1995). *Teacher's Check List*. Available from the Fast Track Project website: <http://www.fasttrackproject.org>²

Report

Pek, J. C. X. (2006). *Teacher's Check List, Kindergarten /Year 1* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fasttrackproject.org>

Corrigan, A. (2003). *Teacher's Check List, Grade 1 /Year 2* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fasttrackproject.org>

Miller-Johnson, S. & Maumary-Gremaud, A. (1995). *Teacher Check List*. (Fast Track Project Technical Report). Durham, NC: Duke University.

Data Sources

Raw: T1B_CL

Scored: TCL1

I. Scale Description

The Teacher's Check List is a six-item scale that assesses teachers' perceptions of children's aggressive behavior. The Teacher's Check List is derived from a 12-item instrument developed by Dodge and Coie (1987).

Each item on the Teacher's Check List contains a statement describing a child's aggression-related

¹ Original rating instrument.

² Adaptation of the original.

behavior; for example: “When this child has been teased or threatened, he or she gets angry easily and strikes back.” The teacher selects the response that evaluates how well the statement applies to the child. Response choices include: “Never True” (0), “Rarely True” (1), “Sometimes True” (2), “Usually True” (3), and “Almost Always True” (4).

II. Report Sample

These analyses were conducted on the first cohort on the high-risk sample (n = 310) and the normative sample (n = 387 with overlap, N = 618) from the first year of the study. Eighty-six records were missing the complete measure. Sixty-two records were missing from the normative sample (16 from Durham, 17 from Nashville, 11 from Pennsylvania and 18 from Washington). Twenty-eight records were missing from the high-risk sample (8 from Durham, 12 from Nashville, 1 from Pennsylvania and 7 from Washington). These numbers may reflect some overlap between the two samples.

III. Scaling

A previous study of the Teacher’s Check List (1995) identified two subscales of three items each: the Reactive Aggression Subscale (containing items 1, 2, and 3) and the Proactive Aggression subscale (containing items 4, 5, and 6). Each scale score was calculated by taking the mean of the items comprising the scale, if at least 50% of the items were non-missing.

Cronbach’s alphas were calculated for each subscale and are shown in the table below:

Subscales	Cronbach’s Alpha	
	High-Risk Sample	Normative Sample
Reactive Aggression	.92	.95
Proactive Aggression	.88	.81

Both subscales – *Reactive Aggression* and *Proactive Aggression* – showed adequate internal reliabilities for both the normative and the high-risk sample.

IV. Differences Between Groups

A series of t-tests between the high-risk sample (not including the overlap) and the normative sample indicated significant differences for the two subscales, *Reactive Aggression* and *Proactive Aggression*, with the normative sample scoring lower than the high-risk sample for both scores. No significant differences between the control and intervention samples were found.

Teacher’s Check List, Subscales, Normative vs. High-Risk								
Variable	Label	Normative		High-Risk		DF	t Value	Pr > t
		Mean	Std Dev	Mean	Std Dev			
TCL1PAGG	Proactive Aggression - TCL - Year 1	0.42933	0.76959	1.34515	1.10816	530	10.94	<.0001
TCL1RAGG	Reactive Aggression - TCL - Year 1	1.22000	1.13602	2.48345	1.12659	530	12.86	<.0001

Teacher's Check List, Subscales, Intervention vs. Control								
Variable	Label	Intervention		Control		DF	t Value	Pr > t
		Mean	Std Dev	Mean	Std Dev			
TCL1PAGG	Proactive Aggression - TCL - Year 1	1.27536	1.10070	1.41204	1.11498	280	1.04	0.3013
TCL1RAGG	Reactive Aggression - TCL - Year 1	2.42754	1.10663	2.53704	1.14667	280	0.82	0.4155

V. Recommendations for Use

Analysts should note that the distribution of Reactive Aggression was positively skewed for both the normative and high-risk samples. For the normative sample, 58% scored a 0 on this scale, which was the lowest possible score. While the distribution for Proactive Aggression was normal for the normative sample, it was positively skewed for the high-risk sample. Analysts should also note the relatively high correlation between *Proactive Aggression* and *Reactive Aggression*.

VI. Item and Scale Means and SD's

PCL Items Normative Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
T1BCL1	Strikes Back When Teased or Threatened	325	1.511	1.302	0.000	4.000
T1BCL2	Blames Others in a Fight	325	1.615	1.380	0.000	4.000
T1BCL3	Overreacts to Accidents with Fighting	325	1.422	1.358	0.000	4.000
T1BCL4	Gets Other Kids to Gang Up	325	0.615	0.964	0.000	4.000
T1BCL5	Uses Force to Dominate	325	0.686	1.083	0.000	4.000
T1BCL6	Threatens or Bullies	324	0.728	1.127	0.000	4.000

PCL Items Control Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
T1BCL1	Strikes Back When Teased or Threatened	144	2.563	1.175	0.000	4.000
T1BCL2	Blames Others in a Fight	144	2.618	1.257	0.000	4.000
T1BCL3	Overreacts to Accidents with Fighting	144	2.431	1.255	0.000	4.000
T1BCL4	Gets Other Kids to Gang Up	144	1.167	1.103	0.000	4.000
T1BCL5	Uses Force to Dominate	144	1.576	1.336	0.000	4.000
T1BCL6	Threatens or Bullies	144	1.493	1.301	0.000	4.000

PCL Items Intervention Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
T1BCL1	Strikes Back When Teased or Threatened	138	2.449	1.215	0.000	4.000
T1BCL2	Blames Others in a Fight	138	2.558	1.159	0.000	4.000
T1BCL3	Overreacts to Accidents with Fighting	138	2.275	1.219	0.000	4.000
T1BCL4	Gets Other Kids to Gang Up	138	1.036	1.070	0.000	4.000
T1BCL5	Uses Force to Dominate	138	1.341	1.235	0.000	4.000
T1BCL6	Threatens or Bullies	138	1.449	1.313	0.000	4.000

PCL Subscales Normative Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
TCL1RAGG	Reactive Aggression - TCL - Year 1	138	2.428	1.107	0.000	4.000
TCL1PAGG	Proactive aggression - TCL - Year 1	138	1.275	1.101	0.000	4.000

PCL Subscales Control Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
TCL1RAGG	Reactive Aggression - TCL - Year 1	325	1.516	1.279	0.000	4.000
TCL1PAGG	Proactive aggression - TCL - Year 1	325	0.676	0.979	0.000	4.000

PCL Subscales Intervention Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
TCL1RAGG	Reactive Aggression - TCL - Year 1	138	2.428	1.107	0.000	4.000
TCL1PAGG	Proactive aggression - TCL - Year 1	138	1.275	1.101	0.000	4.000

VII. Item and Scale Correlations

Teacher's Check List, Items, Report Sample

Pearson Correlation Coefficients Prob > r under H0: Rho=0 Number of Observations						
	T1BCL1	T1BCL2	T1BCL3	T1BCL4	T1BCL5	T1BCL6
T1BCL1 Strikes Back When Teased or Threatened	1.00000 532	0.81597 <.0001 532	0.85476 <.0001 532	0.53337 <.0001 532	0.67995 <.0001 532	0.69583 <.0001 531
T1BCL2 Blames Others in a Fight	0.81597 <.0001 532	1.00000 532	0.87314 <.0001 532	0.53067 <.0001 532	0.64849 <.0001 532	0.65893 <.0001 531
T1BCL3 Overreacts to Accidents with Fighting	0.85476 <.0001 532	0.87314 <.0001 532	1.00000 532	0.58918 <.0001 532	0.70939 <.0001 532	0.71226 <.0001 531
T1BCL4 Gets Other Kids to Gang Up	0.53337 <.0001 532	0.53067 <.0001 532	0.58918 <.0001 532	1.00000 532	0.69525 <.0001 532	0.69652 <.0001 531
T1BCL5 Uses Force to Dominate	0.67995 <.0001 532	0.64849 <.0001 532	0.70939 <.0001 532	0.69525 <.0001 532	1.00000 532	0.86367 <.0001 531
T1BCL6 Threatens or Bullies	0.69583 <.0001 531	0.65893 <.0001 531	0.71226 <.0001 531	0.69652 <.0001 531	0.86367 <.0001 531	1.00000 531

Teacher's Check List, Subscales, Report Sample

Pearson Correlation Coefficients, N = 532 Prob > r under H0: Rho=0		
	TCL1RAGG	TCL1PAGG
TCL1RAGG Reactive Aggression - TCL - Year 1	1.00000	0.74251 <.0001
TCL1PAGG Proactive aggression - TCL - Year 1	0.74251 <.0001	1.00000