

Teacher's Check List

Grade 1 /Year 2

Fast Track Project Technical Report

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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 Web site, <http://www.fasttrackproject.org/>²

Reports

Corrigan, A. (2003). *Teacher's Check List, Grade 1 /Year 2* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <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

Unscored: T2D

Scored: TCL2

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 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

This report contains data collected on Cohort 1, Year 2. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. Thirteen of the 463 are missing responses for the

¹ Original rating instrument.

² Adaptation of the original.

entire Teacher's Check List, including 9 from the normative group (1 from Durham, 4 from Washington, 1 from Pennsylvania, and 3 from Nashville), and 4 from the control group (including 1 from Pennsylvania, and 3 from Washington), with overlap between the normative and control groups. These measures are not included in the analyses.

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). Subscale scores are the mean of item responses in each subscale.

The alpha coefficients for the normative sample and control sample are:

	Normative Sample	Control Sample
Reactive Aggression Subscale	0.94	0.93
Proactive Aggression Subscale	0.90	0.90

IV. Differences Between Groups

T-tests of means for the normative sample and the high-risk control sample yielded the following results:

	Normative Sample		Control Sample		DF	t Value	Pr > t
	Mean	SD	Mean	SD			
Reactive Aggression Subscale	1.13	1.24	2.34	1.32	449	9.63	<.0001
Proactive Aggression Subscale	0.48	0.81	1.22	1.20	449	7.80	<.0001

V. Recommendations for Use

T-tests of means for both subscales on the Teacher's Check List show significant differences between the normative and control groups. Also, note the high correlations between the two subscales.

The Proactive Aggression subscale is slightly positively skewed for the normative group. The Proactive Aggression subscale also has a floor effect. For the normative sample, 57% of the Proactive Aggression subscores are zero. (On the Reactive Aggression scale for the normative sample, 29% of subscores are zero.) For the control sample, 30% of the Proactive Aggression subscores are zero. Analysts considering use of the Teacher's Check List should keep in mind that each subscale includes only a small number of items.

VI. Item and Scale Means and SDs

Item Means and Standard Deviations – Teacher's Check List Normative Sample, Year 2, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T2BCL1	Strikes back if teased	1.43	378	1.43	0.00	4.00
T2BCL2	Claims others started trouble	1.47	378	1.47	0.00	4.00
T2BCL3	Assumes accident is intentional	1.27	378	1.39	0.00	4.00
T2BCL4	Gets kids to gang up on another	0.48	378	0.88	0.00	4.00
T2BCL5	Uses threats	0.72	378	1.13	0.00	4.00
T2BCL6	Threatens or Bullies	0.71	378	1.12	0.00	4.00

**Item Means and Standard Deviations – Teacher’s Check List
Control, Year 2, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T2BCL1	Strikes back if teased	2.34	151	1.43	0.00	4.00
T2BCL2	Claims others started trouble	2.48	151	1.38	0.00	4.00
T2BCL3	Assumes accident is intentional	2.21	151	1.41	0.00	4.00
T2BCL4	Gets kids to gang up on another	0.89	151	1.15	0.00	4.00
T2BCL5	Uses threats	1.46	151	1.40	0.00	4.00
T2BCL6	Threatens or Bullies	1.32	151	1.35	0.00	4.00

**Subscale Means and Standard Deviations – Teacher’s Check List
Normative Sample, Year 2, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TCL2RAGG	Reactive Aggression Subscale	1.39	378	1.36	0.00	4.00
TCL2PAGG	Proactive Aggression Subscale	0.64	378	0.96	0.00	4.00

**Subscale Means and Standard Deviations – Teacher’s Check List
Control Sample, Year 2, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TCL2RAGG	Reactive Aggression Subscale	2.34	151	1.32	0.00	4.00
TCL2PAGG	Proactive Aggression Subscale	1.23	151	1.20	0.00	4.00

VII. Item and Scale Correlations

**All Subscales
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 451 Prob > r under H0: Rho=0		
	TCL2RAGG	TCL2PAGG
TCL2RAGG Reactive Aggression Subscale	1.000	0.801 0.000
TCL2PAGG Proactive Aggression Subscale	0.801 0.000	1.000

Item Correlations
Combined Normative and Control Samples

Pearson Correlation Coefficients, N = 451 Prob > r under H0: Rho=0						
	T2BCL1	T2BCL2	T2BCL3	T2BCL4	T2BCL5	T2BCL6
T2BCL1 Strikes back if teased	1.000 0.000	0.855 0.000	0.859 0.000	0.595 0.000	0.767 0.000	0.745 0.000
T2BCL2 Claims others started trouble	0.855 0.000	1.000	0.861 0.000	0.595 0.000	0.728 0.000	0.726 0.000
T2BCL3 Assumes accident is intentional	0.859 0.000	0.861 0.000	1.000	0.591 0.000	0.756 0.000	0.744 0.000
T2BCL4 Gets kids to gang up on another	0.595 0.000	0.595 0.000	0.591 0.000	1.000	0.655 0.000	0.725 0.000
T2BCL5 Uses force to dominate others	0.767 0.000	0.728 0.000	0.756 0.000	0.655 0.000	1.000	0.891 0.000
T2BCL6 Uses threats	0.745 0.000	0.726 0.000	0.744 0.000	0.725 0.000	0.891 0.000	1.000