

Teacher's Report Form
Kindergarten/Year 1
Fast Track Project Technical Report
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Citations

Instrument

Achenbach System of Empirically Based Assessment (ASEBA). (1991). *Teacher's Report Form for Ages 5-18*. Available from the ASEBA web site, <http://www.aseba.org>

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Reports

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Corrigan, A. (2003). *Teacher's Report Form* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

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Data Sources

Raw: T1C

Scored: TRF1

I. Scale Description

The Teacher's Report Form (TRF) evaluates behavior problems that a child may display in school. The full version of the Teacher's Report Form also includes Adaptive Functioning and Academic Performance sections, but these were not included in this version of the measure. Only the Problem Section was used in the Fast Track Project. The Child Behavior Checklist (CBCL) is a parent measure that also evaluates behavior problems a child may display and was collected at the same time as the TRF and measures the same constructs as the TRF. The Teacher's Report Form and the Child Behavior Checklist were both created by Achenbach (1991) and are considered to be extremely reliable measures of behavior problems.

The complete CBCL and TRF were administered to normative and high-risk students in cohort 1 at the end of the kindergarten year. After that, administration of the CBCL and the TRF varied depending upon

the sample and the cohort.

Each item on the Problem Section of the TRF contains a statement about a child's behavior. Examples include: "Demands a lot of attention," "Gets teased a lot," and "Defiant: talks back to staff." The teacher selects the response that assesses how well each statement describes the child, either currently or within the previous two months. Response choices include: "Not True" (0), "Somewhat or Sometimes True" (1), and "Very True or Often True" (2). The 1991 measure contains 113 items. One of the items contains three sub-items and another contains five sub-items.

II. Report Sample

These exploratory analyses were conducted with the first cohort on the high-risk sample (n=310) and on the normative sample (n=387, N=618 with overlap) from the first year of administration of this study. Eighty-one students were missing the entire measure. Fifty-nine normative students were missing this measure (16 from Durham, 17 from Nashville, 9 from Pennsylvania, and 17 from Washington). Twenty-six high-risk students were missing this measure (8 from Durham, 12 from Nashville, 9 from Pennsylvania, and 6 from Washington).

III. Scaling

The Teacher's Report Form is scored with software available from the test developers. The software scores two other measures—the Child Behavior Checklist (CBCL) and the Youth Self Report (YSR)—that may be administered along with the Teacher's Report Form. The scoring program can also create a composite profile that includes the CBCL, YSR, and Teacher's Report Form.

For the Teacher's Report Form, the scoring program generates raw scores and T scores for eight syndrome subscales, an Internalizing broadband subscale, an Externalizing broadband subscale, and item Total. The eight syndrome subscales are: Delinquent Behavior, Aggressive Behavior, Withdrawal, Somatic Complaints, Anxiety/Depression, Social Problems, Thought Problems, and Attention Problems. Analyses in this report are based on raw scores and T scores. The Internalizing scale is composed of the items in the Withdrawal, Somatic Complaints, and Anxiety/Depression scales. The Externalizing scale is composed of items from the Aggression and Delinquency scales.

Items included in the subscales differ slightly for boys and girls. For this reason, the boys' and girls' results are separate in the analyses. Additionally, two subscales (Delinquency and Aggression) reported in the composite profile contain some items from the CBCL/YSR. Finally, some items are not included on any Teacher's Report Form subscale. On composite profiles, these items are reported separately as "Other Problems," along with items from the CBCL/YSR.

Since the scoring protocol is automated, its calculations cannot be determined and the algorithms applied to item responses are unknown. In this report, raw item response values (0, 1, 2) are used for inter-item correlations, Cronbach alphas, and item means. Items belonging to each subscale were identified from sample composite profiles in the Teacher Report Form Manual (ASEBA, 1991).

In addition to the scales created for this measure by the Achenbach scoring program, the Fast Track Project designed an additional eleven narrow-band scales to measure other constructs. These eleven narrow-band scales include: Overt Aggression, Oppositional, Covert Antisocial, Hyperactivity, Inattention, Anxiety, Withdrawal, Depression, Disruptive, ADHD, and Internalizing. Each of these scales has been created by taking the mean of the items in the scale. All of these scales have been added to the scored dataset for year 1 of this measure.

The following tables detail which items make up each scale. Notes are added to describe any differences in the scales for boys and girls.

Achenbach's Subscales	Items
Aggression	3, 7, 16, 19, 20, 21, 23, 27, 37, 57, 68, 74, 86, 87, 93-95, 97, 104 (Add item 22 for girls)
Anxiety/Depression	12, 14, 31-35, 45, 50, 52, 71, 89, 103, 112
Attention Problems	1, 8, 10, 13, 17, 41, 45, 61, 62 (Add items 46 and 80 for girls)
Delinquency	26, 39, 43, 63, 82, 90, 101, 105 (Add item 96 for girls)
Social Problems	1, 11, 25, 38, 48, 62, 64 (Add item 111 for boys; add item 55 for girls)
Somatic Complaints	51, 54, 56a-g
Thought Problems	9, 40, 66, 70, 84, 85 (Add item 83 for boys; add item 80 for girls)
Withdrawn	42, 65, 69, 75, 102, 103, 111 (Add items 80 and 88 for girls)
Externalizing	1-4, 6-8, 10, 13, 15-17, 19-27, 34, 37, 39, 41, 43, 45, 46, 49, 53, 54, 57, 60, 61, 67, 68, 72-74, 76-78, 80, 86, 88-90, 92-95, 97, 100, 104 (Add items 44, 48, 62, 82, 83, and 102 for boys; add item 87 for girls)
Internalizing	11, 31, 32, 35, 42, 47, 50, 52, 60, 65, 69, 71, 75, 80, 81, 99, 102, 103, 106, 108, 111, 112 (Add items 86 and 88 for boys; add items 17, 29, and 45 for girls)
Total Problems	1-113

Fast Track Project Scales	Items
Overt Aggression—Narrow Band (TRF1OAN)	7, 16, 37, 57, 94, 97
Oppositional—Narrow Band (TRF1OPN)	3, 6, 68, 76, 77, 86, 87, 88, 95, 109
Covert Antisocial—Narrow Band (TRF1CAN)	20, 21, 43, 82, 90
Hyperactivity—Narrow Band (TRF1HYN)	2, 10, 15, 19, 23, 24, 41, 45, 53, 67, 74, 93, 104
Inattention—Narrow Band (TRF1INN)	1, 4, 8, 13, 17, 22, 49, 60, 61, 62, 72, 78, 80, 92, 100
Anxiety—Narrow Band (TRF1ANN)	11, 29, 31, 32, 50, 52, 81, 99, 106, 108, 112
Withdrawal—Narrow Band (TRF1WDN)	42, 65, 69, 71, 75, 102, 111
Depression—Narrow Band (TRF1DPN)	12, 14, 33, 34, 35, 103
Disruptive—Narrow Band (TRF1SDN)	3, 6, 7, 16, 20, 21, 37, 43, 57, 68, 76, 77, 82, 86, 87, 88, 90, 94, 95, 97, 109
ADHD—Narrow Band (TRF1SAN)	1, 2, 4, 8, 10, 13, 15, 17, 19, 22, 23, 24, 41, 45, 49, 53, 60-62, 67, 72, 74, 78, 80, 92, 93, 100, 104
Internalizing—Narrow Band (TRF1SIN)	11, 12, 14, 29, 31-35, 42, 50, 52, 65, 69, 71, 75, 81, 99, 102, 103, 106, 108, 111, 112

The alpha coefficients for the scales are as follows:

Subscale	Normative		High-Risk	
	Girls	Boys	Girls	Boys
Aggression Raw Score (TRF1AGR)	.94	.95	.94	.94
Anxiety/Depression Raw Score (TRF1ADR)	.80	.85	.81	.87
Attention Problems Raw Score (TRF1APR)	.90	.85	.85	.82
Delinquency Raw Score (TRF1DLR)	.72	.78	.71	.76
Social Problems Raw Score (TRF1SPR)	.79	.73	.74	.69
Somatic Complaints Raw Score (TRF1SCR)	.68	.61	.61	.75
Thought Problems Raw Score (TRF1TPR)	.53	.61	.38	.65
Withdrawn Raw Score (TRF1WDR)	.81	.86	.76	.84
Externalizing Raw Score (TRF1EXR)	.98	.97	.97	.96
Internalizing Raw Score (TRF1INR)	.90	.89	.86	.89
Total Problems Raw Score (TRF1TLR)	.97	.97	.96	.96
Overt Aggression (TRF1OAN)	.82	.88	.88	.87
Oppositional (TRF1OPN)	.91	.94	.92	.93
Covert Antisocial (TRF1CAN)	.81	.86	.83	.83
Hyperactivity (TRF1HYN)	.95	.93	.95	.94
Inattention (TRF1INN)	.96	.94	.95	.94
Anxiety (TRF1ANN)	.83	.76	.80	.83
Withdrawal (TRF1WDN)	.81	.85	.80	.81
Depression (TRF1DPN)	.75	.79	.79	.81
Disruptive (TRF1SDN)	.94	.96	.95	.95
ADHD (TRF1SAN)	.97	.95	.96	.95
Internalizing (TRF1SIN)	.89	.89	.89	.89

Most of the reliability coefficients for these scales are adequate. One scale, however, shows alpha coefficients which are low for the normative sample for both boys and girls. This scale is the *Thought Problems Raw Score*.

IV. Differences between Groups

In looking at the data for the boys and girls combined, a series of t-tests between the high-risk sample (not including the overlap) and the normative sample indicated significant differences for all of the scores, except for the *Withdrawal Narrow Band Scale*. Two scores, the *Somatic Complaints Raw Score* and the *Somatic Complaints T Score*, indicated significant differences between the control and intervention samples, with the mean for the intervention sample being greater than the mean for the control sample for both of these scores.

The same pattern was indicated when looking at the data for the boys only. All of the scores, except for the *Withdrawal Narrow Band Scale*, showed significant differences between the normative and high-risk samples for the boys, while only the *Somatic Complaints Raw Score* and the *Somatic Complaints T Score* indicated significant differences between the control and intervention samples for the boys.

While most of the scores indicated significant t-test differences between the normative and high-risk samples for the girls, six scales did not. They were: the *Somatic Complaints Raw Score*, the *Somatic Complaints T Score*, the *Withdrawn Raw Score*, the *Withdrawn T Score*, the *Anxiety Narrow Band Scale*, and the *Withdrawal Narrow Band Scale*. No significant differences between the control and intervention samples for the girls were noted.

Generally, these findings seem to suggest that children in the high-risk sample were more likely to have behavior problems in most of the areas identified by the measure. As expected, no differences appeared between the control and intervention groups with the exception of two scores, the *Somatic Complaints Raw Score* and the *Somatic Complaints T Score*, both of which showed differences between the control and intervention groups in the combined sample and in the boys only sample.

Teacher's Report Form—Subscales, Normative vs. High-Risk, Boys and Girls

Variable	Normative Sample		High-Risk Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Aggression Raw Score (TRF1AGR)	6.40	8.33	20.16	13.24	532	14.16	<.0001
Anxiety/Depression Raw Score (TRF1ADR)	3.04	3.84	5.42	5.45	532	5.77	<.0001
Attention Problems Raw Score (TRF1APR)	8.20	9.57	17.29	10.09	532	10.64	<.0001
Delinquency Raw Score (TRF1DLR)	1.54	2.26	4.08	3.27	532	10.33	<.0001
Social Problems Raw Score (TRF1SPR)	2.02	2.75	5.28	4.42	532	10.11	<.0001
Somatic Complaints Raw Score (TRF1SCR)	0.39	1.08	0.70	1.50	532	2.70	0.0072
Thought Problems Raw Score (TRF1TPR)	0.39	1.02	1.26	2.09	532	5.98	<.0001
Withdrawn Raw Score (TRF1WDR)	2.07	3.14	3.11	3.37	532	3.67	0.0003
Externalizing Raw Score (TRF1EXR)	7.94	10.11	24.24	15.83	532	13.98	<.0001
Internalizing Raw Score (TRF1INR)	5.29	6.62	8.78	8.06	532	5.43	<.0001
Total Problems Raw Score (TRF1TLR)	23.94	25.14	57.10	32.41	532	13.09	<.0001
Aggression T Score (TRF1AGT)	55.52	7.23	66.60	12.08	532	12.66	<.0001
Anxiety/Depression T Score (TRF1ADT)	53.92	5.84	57.41	8.23	532	5.59	<.0001
Attention Problems T Score (TRF1APT)	55.51	8.51	62.11	10.74	532	7.81	<.0001
Delinquency T Score (TRF1DLT)	55.71	7.60	63.13	9.39	532	9.96	<.0001
Social Problems T Score (TRF1SPT)	54.77	6.15	61.81	8.79	532	10.60	<.0001
Somatic Complaints T Score (TRF1SCT)	52.15	4.83	53.98	6.35	532	3.72	0.0002
Thought Problems T Score (TRF1TPT)	52.52	5.72	56.94	9.30	532	6.52	<.0001
Withdrawn T Score (TRF1WDT)	54.61	7.97	57.28	8.49	532	3.73	0.0002
Externalizing T Score (TRF1EXT)	52.87	10.07	65.39	10.93	532	13.71	<.0001
Internalizing T Score (TRF1INT)	49.65	10.14	55.55	10.63	532	6.54	<.0001
Total Problems T Score (TRF1TLT)	51.27	11.27	63.38	9.90	532	13.21	<.0001

Teacher's Report Form —Subscales, Control vs. Intervention, Boys and Girls

Variable	Control Sample		Intervention Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Aggression Raw Score (TRF1AGR)	20.21	13.15	20.11	13.39	281	0.06	0.9493
Anxiety/Depression Raw Score (TRF1ADR)	5.22	5.02	5.64	5.87	281	-0.66	0.5127
Attention Problems Raw Score (TRF1APR)	17.49	9.55	17.08	10.66	281	0.34	0.7352
Delinquency Raw Score (TRF1DLR)	4.13	3.37	4.04	3.17	281	0.21	0.8336
Social Problems Raw Score (TRF1SPR)	5.12	4.18	5.45	4.66	281	-0.64	0.5244
Somatic Complaints Raw Score (TRF1SCR)	0.51	0.99	0.90	1.87	281	-2.17	0.0305
Thought Problems Raw Score (TRF1TPR)	1.14	1.77	1.38	2.37	281	-0.98	0.3295
Withdrawn Raw Score (TRF1WDR)	2.90	3.08	3.32	3.65	281	-1.05	0.2945
Externalizing Raw Score (TRF1EXR)	24.33	15.84	24.15	15.88	281	0.10	0.9231
Internalizing Raw Score (TRF1INR)	8.19	7.38	9.40	8.68	281	-1.26	0.2078
Total Problems Raw Score (TRF1TLR)	56.04	30.40	58.20	34.44	281	-0.56	0.5748
Aggression T Score (TRF1AGT)	66.87	12.08	66.33	12.12	281	0.37	0.7092
Anxiety/Depression T Score (TRF1ADT)	57.15	7.67	57.68	8.78	281	-0.55	0.5834
Attention Problems T Score (TRF1APT)	62.12	10.27	62.11	11.24	281	0.01	0.9937
Delinquency T Score (TRF1DLT)	63.34	9.73	62.91	9.06	281	0.38	0.7032
Social Problems T Score (TRF1SPT)	61.53	8.38	62.11	9.20	281	-0.55	0.5796
Somatic Complaints T Score (TRF1SCT)	53.14	5.11	54.86	7.33	281	-2.29	0.0226
Thought Problems T Score (TRF1TPT)	56.68	8.52	57.21	10.07	281	-0.48	0.6338
Withdrawn T Score (TRF1WDT)	56.70	7.66	57.87	9.25	281	-1.16	0.2473
Externalizing T Score (TRF1EXT)	65.73	10.80	65.04	11.08	281	0.53	0.5946
Internalizing T Score (TRF1INT)	54.76	10.32	56.36	10.93	281	-1.26	0.2075
Total Problems T Score (TRF1TLT)	63.26	9.45	63.49	10.37	281	-0.19	0.8486

Teacher's Report Form —Subscales, Normative vs. High-Risk, Boys

Variable	Normative Sample		High-Risk Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Aggression Raw Score (TRF1AGR)	7.74	8.66	21.28	13.11	321	9.85	<.0001
Anxiety/Depression Raw Score (TRF1ADR)	2.77	3.50	5.48	5.60	321	4.66	<.0001
Attention Problems Raw Score (TRF1APR)	10.04	9.97	17.92	9.73	321	6.87	<.0001
Delinquency Raw Score (TRF1DLR)	1.90	2.47	4.34	3.33	321	6.81	<.0001
Social Problems Raw Score (TRF1SPR)	2.04	2.60	5.30	4.31	321	7.32	<.0001
Somatic Complaints Raw Score (TRF1SCR)	0.32	0.84	0.73	1.56	321	2.55	0.0114
Thought Problems Raw Score (TRF1TPR)	0.33	0.89	1.33	2.17	321	4.65	<.0001
Withdrawn Raw Score (TRF1WDR)	1.98	3.30	3.21	3.51	321	3.05	0.0025
Externalizing Raw Score (TRF1EXR)	9.64	10.57	25.62	15.82	321	9.61	<.0001
Internalizing Raw Score (TRF1INR)	4.88	6.25	8.96	8.35	321	4.54	<.0001
Total Problems Raw Score (TRF1TLR)	26.92	24.86	59.51	32.30	321	9.31	<.0001
Aggression T Score (TRF1AGT)	55.26	6.57	66.43	12.08	321	9.10	<.0001
Anxiety/Depression T Score (TRF1ADT)	53.41	5.55	57.46	8.52	321	4.54	<.0001
Attention Problems T Score (TRF1APT)	55.52	8.19	61.45	10.13	321	5.34	<.0001
Delinquency T Score (TRF1DLT)	55.92	7.32	63.05	9.26	321	7.06	<.0001
Social Problems T Score (TRF1SPT)	54.74	5.98	61.81	8.71	321	7.68	<.0001
Somatic Complaints T Score (TRF1SCT)	51.99	4.78	54.20	6.58	321	3.14	0.0019
Thought Problems T Score (TRF1TPT)	52.13	5.20	57.23	9.43	321	5.31	<.0001
Withdrawn T Score (TRF1WDT)	54.67	8.44	57.61	8.84	321	2.89	0.0041
Externalizing T Score (TRF1EXT)	52.82	9.55	65.15	10.92	321	10.08	<.0001
Internalizing T Score (TRF1INT)	48.93	10.39	55.72	11.16	321	5.33	<.0001
Total Problems T Score (TRF1TLT)	51.04	10.87	63.29	9.94	321	10.21	<.0001

Teacher's Report Form —Subscales, Control vs. Intervention, Boys

Variable	Control Sample		Intervention Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Aggression Raw Score (TRF1AGR)	21.05	13.23	21.51	13.04	209	-0.25	0.8010
Anxiety/Depression Raw Score (TRF1ADR)	5.11	5.07	5.84	6.08	209	-0.95	0.3419
Attention Problems Raw Score (TRF1APR)	17.57	9.15	18.27	10.29	209	-0.52	0.6006
Delinquency Raw Score (TRF1DLR)	4.36	3.48	4.32	3.20	209	0.08	0.9341
Social Problems Raw Score (TRF1SPR)	5.03	4.07	5.57	4.54	209	-0.91	0.3632
Somatic Complaints Raw Score (TRF1SCR)	0.51	1.03	0.93	1.92	209	-1.99	0.0479
Thought Problems Raw Score (TRF1TPR)	1.14	1.70	1.50	2.54	209	-1.21	0.2285
Withdrawn Raw Score (TRF1WDR)	2.83	3.30	3.58	3.68	209	-1.56	0.1198
Externalizing Raw Score (TRF1EXR)	25.40	16.11	25.82	15.59	209	-0.19	0.8481
Internalizing Raw Score (TRF1INR)	8.02	7.79	9.87	8.80	209	-1.62	0.1077
Total Problems Raw Score (TRF1TLR)	57.14	30.59	61.81	33.86	209	-1.05	0.2939
Aggression T Score (TRF1AGT)	66.36	12.27	66.51	11.95	209	-0.09	0.9289
Anxiety/Depression T Score (TRF1ADT)	56.97	7.82	57.94	9.16	209	-0.82	0.4128
Attention Problems T Score (TRF1APT)	60.71	9.19	62.17	10.96	209	-1.04	0.2974
Delinquency T Score (TRF1DLT)	63.07	9.68	63.03	8.88	209	0.03	0.9755
Social Problems T Score (TRF1SPT)	61.25	8.34	62.36	9.06	209	-0.92	0.3580
Somatic Complaints T Score (TRF1SCT)	53.19	5.23	55.18	7.56	209	-2.21	0.0281
Thought Problems T Score (TRF1TPT)	56.74	8.32	57.71	10.41	209	-0.75	0.4564
Withdrawn T Score (TRF1WDT)	56.57	8.28	58.62	9.27	209	-1.69	0.0922
Externalizing T Score (TRF1EXT)	65.14	11.00	65.17	10.89	209	-0.02	0.9822
Internalizing T Score (TRF1INT)	54.32	10.99	57.08	11.21	209	-1.81	0.0716
Total Problems T Score (TRF1TLT)	62.64	9.64	63.93	10.23	209	-0.94	0.3506

Teacher's Report Form —Subscales, Normative vs. High-Risk, Girls

Variable	Normative Sample		High-Risk Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Aggression Raw Score (TRF1AGR)	5.32	7.92	16.88	13.19	209	7.94	<.0001
Anxiety/Depression Raw Score (TRF1ADR)	3.27	4.09	5.26	4.99	209	3.12	0.0021
Attention Problems Raw Score (TRF1APR)	6.72	8.99	15.42	10.95	209	6.17	<.0001
Delinquency Raw Score (TRF1DLR)	1.25	2.05	3.35	2.98	209	6.00	<.0001
Social Problems Raw Score (TRF1SPR)	1.99	2.86	5.22	4.74	209	6.15	<.0001
Somatic Complaints Raw Score (TRF1SCR)	0.45	1.24	0.64	1.31	209	1.01	0.3137
Thought Problems Raw Score (TRF1TPR)	0.44	1.11	1.06	1.82	209	3.05	0.0026
Withdrawn Raw Score (TRF1WDR)	2.14	3.01	2.82	2.93	209	1.56	0.1199
Externalizing Raw Score (TRF1EXR)	6.58	9.54	20.22	15.29	209	7.96	<.0001
Internalizing Raw Score (TRF1INR)	5.63	6.91	8.26	7.16	209	2.60	0.0101
Total Problems Raw Score (TRF1TLR)	21.55	25.19	50.04	31.91	209	7.10	<.0001
Aggression T Score (TRF1AGT)	55.73	7.74	67.11	12.15	209	8.27	<.0001
Anxiety/Depression T Score (TRF1ADT)	54.33	6.05	57.26	7.35	209	3.10	0.0022
Attention Problems T Score (TRF1APT)	55.50	8.79	64.06	12.23	209	5.84	<.0001
Delinquency T Score (TRF1DLT)	55.54	7.84	63.38	9.83	209	6.30	<.0001
Social Problems T Score (TRF1SPT)	54.79	6.31	61.82	9.07	209	6.57	<.0001
Somatic Complaints T Score (TRF1SCT)	52.27	4.88	53.35	5.61	209	1.44	0.1516
Thought Problems T Score (TRF1TPT)	52.83	6.10	56.08	8.92	209	3.12	0.0021
Withdrawn T Score (TRF1WDT)	54.55	7.61	56.31	7.33	209	1.60	0.1101
Externalizing T Score (TRF1EXT)	52.91	10.50	66.08	11.01	209	8.50	<.0001
Internalizing T Score (TRF1INT)	50.23	9.94	55.04	8.97	209	3.44	0.0007
Total Problems T Score (TRF1TLT)	51.46	11.61	63.61	9.84	209	7.58	<.0001

Teacher's Report Form —Subscales, Control vs. Intervention, Girls

Variable	Control Sample		Intervention Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Aggression Raw Score (TRF1AGR)	18.03	12.82	15.44	13.70	70	0.83	0.4119
Anxiety/Depression Raw Score (TRF1ADR)	5.50	4.94	4.97	5.11	70	0.45	0.6567
Attention Problems Raw Score (TRF1APR)	17.28	10.62	13.09	11.08	70	1.63	0.1079
Delinquency Raw Score (TRF1DLR)	3.53	3.04	3.13	2.94	70	0.56	0.5750
Social Problems Raw Score (TRF1SPR)	5.35	4.50	5.06	5.10	70	0.25	0.8004
Somatic Complaints Raw Score (TRF1SCR)	0.53	0.88	0.78	1.72	70	-0.82	0.4148
Thought Problems Raw Score (TRF1TPR)	1.13	1.95	0.97	1.67	70	0.36	0.7205
Withdrawn Raw Score (TRF1WDR)	3.10	2.43	2.47	3.46	70	0.91	0.3670
Externalizing Raw Score (TRF1EXR)	21.55	14.96	18.56	15.78	70	0.82	0.4140
Internalizing Raw Score (TRF1INR)	8.63	6.27	7.81	8.23	70	0.48	0.6359
Total Problems Raw Score (TRF1TLR)	53.18	30.10	46.13	34.11	70	0.93	0.3552
Aggression T Score (TRF1AGT)	68.20	11.61	65.75	12.85	70	0.85	0.3992
Anxiety/Depression T Score (TRF1ADT)	57.60	7.35	56.84	7.45	70	0.43	0.6676
Attention Problems T Score (TRF1APT)	65.78	12.04	61.91	12.31	70	1.34	0.1841
Delinquency T Score (TRF1DLT)	64.05	9.94	62.53	9.79	70	0.65	0.5188
Social Problems T Score (TRF1SPT)	62.25	8.56	61.28	9.79	70	0.45	0.6557
Somatic Complaints T Score (TRF1SCT)	53.00	4.85	53.78	6.49	70	-0.58	0.5610
Thought Problems T Score (TRF1TPT)	56.53	9.13	55.53	8.76	70	0.47	0.6418
Withdrawn T Score (TRF1WDT)	57.05	5.81	55.38	8.88	70	0.96	0.3388
Externalizing T Score (TRF1EXT)	67.28	10.26	64.59	11.88	70	1.03	0.3079
Internalizing T Score (TRF1INT)	55.93	8.36	53.94	9.71	70	0.93	0.3541
Total Problems T Score (TRF1TLT)	64.88	8.88	62.03	10.87	70	1.22	0.2257

Teacher's Report Form —Fast Track Narrow Band Subscales, Normative vs. High-Risk, Boys and Girls

Variable	Normative Sample		High-Risk Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Overt Aggression (TRF1OAN)	1.08	1.86	4.15	3.45	535	12.60	<.0001
Oppositional (TRF1OPN)	1.96	3.43	6.98	5.60	532	12.29	<.0001
Covert Antisocial (TRF1CAN)	0.65	1.43	2.45	2.52	535	10.05	<.0001
Hyperactivity (TRF1HYN)	5.02	6.08	13.62	7.61	535	14.36	<.0001
Inattention (TRF1INN)	6.52	7.93	12.38	8.09	532	8.43	<.0001
Anxiety (TRF1ANN)	1.99	2.65	2.75	3.29	532	2.92	0.0036
Withdrawal (TRF1WDN)	1.78	2.63	2.05	2.59	532	1.17	0.2425
Depression (TRF1DPN)	0.62	1.20	1.84	2.44	535	7.21	<.0001
Disruptive (TRF1SDN)	3.67	5.78	13.55	10.34	532	13.40	<.0001
ADHD (TRF1SAN)	11.59	12.57	26.05	13.65	535	12.72	<.0001
Internalizing (TRF1SIN)	4.38	5.52	6.63	6.74	532	4.20	<.0001

Teacher's Report Form —Fast Track Narrow Band Subscales, Control vs. Intervention, Boys and Girls

Variable	Control Sample		Intervention Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Overt Aggression (TRF1OAN)	4.11	3.39	4.19	3.53	282	-0.18	0.8560
Oppositional (TRF1OPN)	6.97	5.52	6.98	5.70	281	-0.01	0.9926
Covert Antisocial (TRF1CAN)	2.38	2.49	2.54	2.56	282	-0.54	0.5923
Hyperactivity (TRF1HYN)	13.69	7.28	13.55	7.95	282	0.15	0.8816
Inattention (TRF1INN)	12.49	7.71	12.26	8.50	281	0.24	0.8083
Anxiety (TRF1ANN)	2.41	2.89	3.10	3.64	281	-1.77	0.0773
Withdrawal (TRF1WDN)	1.86	2.35	2.24	2.81	281	-1.25	0.2133
Depression (TRF1DPN)	1.91	2.46	1.77	2.43	282	0.49	0.6272
Disruptive (TRF1SDN)	13.46	10.16	13.64	10.56	281	-0.15	0.8826
ADHD (TRF1SAN)	26.18	12.69	25.91	14.63	282	0.17	0.8678
Internalizing (TRF1SIN)	6.18	6.28	7.10	7.17	281	-1.15	0.2514

Teacher's Report Form —Fast Track Narrow Band Subscales, Normative vs. High-Risk, Boys

Variable	Normative Sample		High-Risk Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Overt Aggression (TRF1OAN)	1.52	2.16	4.45	3.50	322	8.08	<.0001
Oppositional (TRF1OPN)	2.01	3.63	7.32	5.68	321	8.96	<.0001
Covert Antisocial (TRF1CAN)	0.73	1.48	2.59	2.63	322	6.91	<.0001
Hyperactivity (TRF1HYN)	6.38	6.30	14.34	7.25	322	9.83	<.0001
Inattention (TRF1INN)	7.86	8.27	12.77	7.90	321	5.23	<.0001
Anxiety (TRF1ANN)	1.63	2.09	2.69	3.35	321	3.05	0.0025
Withdrawal (TRF1WDN)	1.62	2.71	2.18	2.72	321	1.77	0.0769
Depression (TRF1DPN)	0.58	1.19	1.80	2.36	322	5.16	<.0001
Disruptive (TRF1SDN)	4.26	6.29	14.32	10.57	321	9.24	<.0001
ADHD (TRF1SAN)	14.23	12.99	27.17	13.07	322	8.50	<.0001
Internalizing (TRF1SIN)	3.82	4.96	6.66	6.97	321	3.83	0.0002

Teacher's Report Form —Fast Track Narrow Band Subscales, Control vs. Intervention, Boys

Variable	Control Sample		Intervention Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Overt Aggression (TRF1OAN)	4.41	3.50	4.48	3.51	210	-0.14	0.8879
Oppositional (TRF1OPN)	7.15	5.70	7.48	5.69	209	-0.41	0.6810
Covert Antisocial (TRF1CAN)	2.48	2.66	2.69	2.62	210	-0.59	0.5560
Hyperactivity (TRF1HYN)	14.18	6.91	14.49	7.60	210	-0.31	0.7553
Inattention (TRF1INN)	12.41	7.40	13.11	8.37	209	-0.64	0.5217
Anxiety (TRF1ANN)	2.29	2.76	3.07	3.81	209	-1.71	0.0884
Withdrawal (TRF1WDN)	1.90	2.58	2.45	2.84	209	-1.46	0.1464
Depression (TRF1DPN)	1.77	2.24	1.84	2.47	210	-0.21	0.8302
Disruptive (TRF1SDN)	14.05	10.60	14.58	10.58	209	-0.36	0.7160
ADHD (TRF1SAN)	26.60	12.13	27.73	13.94	210	-0.63	0.5304
Internalizing (TRF1SIN)	5.96	6.47	7.35	7.39	209	-1.45	0.1498

Teacher's Report Form —Fast Track Narrow Band Subscales, Normative vs. High-Risk, Girls

Variable	Normative Sample		High-Risk Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Overt Aggression (TRF1OAN)	0.73	1.50	3.26	3.18	211	7.91	<.0001
Oppositional (TRF1OPN)	1.92	3.28	5.97	5.25	209	6.87	<.0001
Covert Antisocial (TRF1CAN)	0.58	1.39	2.06	2.13	211	6.09	<.0001
Hyperactivity (TRF1HYN)	3.95	5.70	11.50	8.25	211	7.82	<.0001
Inattention (TRF1INN)	5.44	7.51	11.24	8.60	209	5.06	<.0001
Anxiety (TRF1ANN)	2.28	3.00	2.93	3.12	209	1.47	0.1425
Withdrawal (TRF1WDN)	1.92	2.57	1.67	2.12	209	-0.72	0.4710
Depression (TRF1DPN)	0.65	1.21	1.94	2.70	211	4.83	<.0001
Disruptive (TRF1SDN)	3.19	5.31	11.29	9.33	209	8.04	<.0001
ADHD (TRF1SAN)	9.49	11.86	22.74	14.86	211	7.07	<.0001
Internalizing (TRF1SIN)	4.83	5.92	6.54	6.04	209	1.98	0.0489

Teacher's Report Form —Fast Track Narrow Band Subscales, Control vs. Intervention, Girls

Variable	Control Sample		Intervention Sample		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
Overt Aggression (TRF1OAN)	3.33	2.96	3.19	3.48	70	0.18	0.8568
Oppositional (TRF1OPN)	6.50	5.06	5.31	5.49	70	0.95	0.3440
Covert Antisocial (TRF1CAN)	2.10	1.98	2.00	2.33	70	0.20	0.8446
Hyperactivity (TRF1HYN)	12.40	8.13	10.38	8.40	70	1.03	0.3043
Inattention (TRF1INN)	12.70	8.56	9.41	8.42	70	1.63	0.1068
Anxiety (TRF1ANN)	2.73	3.22	3.19	3.03	70	-0.62	0.5362
Withdrawal (TRF1WDN)	1.75	1.63	1.56	2.64	70	0.37	0.7124
Depression (TRF1DPN)	2.28	2.97	1.53	2.29	70	1.17	0.2474
Disruptive (TRF1SDN)	11.93	8.84	10.50	9.99	70	0.64	0.5234
ADHD (TRF1SAN)	25.10	14.14	19.78	15.42	70	1.52	0.1322
Internalizing (TRF1SIN)	6.75	5.78	6.28	6.44	70	0.33	0.7461

V. Recommendations for Use

Analysts should note that a number of scores were positively distributed for both the normative and the high-risk samples. Some of these were as follows:

- The *Aggression Raw Score* showed a positive distribution for the normative boys and girls, while the *Aggression T Score* showed the same pattern.
- The *Anxiety/Depression Raw Score* and the *Anxiety/Depression T Score* showed positive skews for all groups.
- The *Attention Problems Raw Score* showed a positive skew for the normative girls only and the *Attention Problems T Score* showed a positive skew for both normative boys and girls.
- The *Delinquency Raw Score* showed a positive skew for normative boys and girls.
- The *Externalizing Raw Scores* for normative boys and girls were positively skewed.
- The *Internalizing Raw Scores* for all groups were positively skewed.
- The *Overt Aggression Narrow Band Scale* was positively skewed for the normative boys and girls only.
- The *Oppositional Narrow Band Scale* was positively skewed for the normative boys and girls only.
- The *Disruptive Narrow Band Scale* was positively skewed for the normative boys and girls only.

For year 1, analysis of scores on four raw scores, three T scores, and five Fast Track narrow band scales showed a floor effect. These subscales were:

- *Social Problems Raw Score:*
For girls in the normative group, 41 percent had a score of zero while 28 percent of the boys in the normative group scored zero.
- *Somatic Complaints Raw Score:*
For girls, 75 percent (normative group) and 66 percent (high-risk group) had a score of zero. For boys, 77 percent (normative group) and 61 percent (high-risk group) had a score of zero.
- *Thought Problems Raw Score:*
For girls, 75 percent (normative group) and 57 percent (high-risk group) had a score of zero. For boys, 74 percent (normative group) and 56 percent (high-risk group) had a score of zero.
- *Withdrawn Raw Score:*
For girls, 35 percent (normative group) and 24 percent (high-risk group) had a score of zero. For boys, 39 percent (normative group) had a score of zero.
- *Somatic Complaints T Score:*
For girls, 75 percent (normative group) and 66 percent (high-risk group) had a score of fifty. For boys, 77 percent (normative group) and 61 percent (high-risk group) had a score of fifty.
- *Thought Problems T Score:*
For girls, 75 percent (normative group) and 57 percent (high-risk group) had a score of fifty. For boys, 74 percent (normative group) and 56 percent (high-risk group) had a score of fifty.
- *Withdrawn T Score:*
For girls, 35 percent (normative group) and 24 percent (high-risk group) had a score of zero. For boys, 39 percent (normative group) had a score of zero.
- *Covert Aggression Narrow Band Scale:*
For girls, 72 percent (normative group) and 34 percent (high-risk group) had a score of zero. For boys, 59 percent (normative group) and 29 percent (high-risk group) had a score of zero.
- *Anxiety Narrow Band Scale:*
For girls, 34 percent (normative group) and 27 percent (high-risk group) had a score of zero. For boys, 34 percent (normative group) and 24 percent (high-risk group) had a score of zero.
- *Withdrawal Narrow Band Scale:*
For girls, 39 percent (normative group) and 43 percent (high-risk group) had a score of zero. For boys, 48 percent (normative group) and 35 percent (high-risk group) had a score of zero.

- *Depression Narrow Band Scale:*
For girls, 63 percent (normative group) and 39 percent (high-risk group) had a score of zero.
For boys, 60 percent (normative group) and 36 percent (high-risk group) had a score of zero.
- *Internalizing Narrow Band Scale:*
For girls, 21 percent (normative group) had a score of zero.
For boys, 20 percent (normative group) had a score of zero.

In addition, it needs to be noted that a number of items in the scores had a zero variation. Scores affected by the zero variation for some items included the *Delinquency Raw Score* (high-risk boys), the *Somatic Complaints Raw Score* (high-risk and normative girls), the *Thought Problems Raw Score* (normative boys and girls), and the *Total Problems Raw Score* (high-risk boys and girls and normative boys and girls).

Caution should be used in analyzing the raw score versions of the Achenbach scales with males and females, as the scores are based on different items. This does not apply to the T-scores (which are normed separately by gender) or the Fast Track narrow band scales (which use the same items for each gender).

Finally, analysts should note that two scores, the *Somatic Complaints Raw Score* and the *Somatic Complaints T Score*, both showed differences between the control and intervention groups in the combined sample and in the boys only sample.

****Contact the Data Center for Scale Means and Scale Correlations Tables****