

Teacher Report Form
(Grade 6 / Year 7 Update)
Fast Track Project Technical Report
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Citation

Instrument

Achenbach, T.M. (1991). Manual for the Child Behavior Checklist 4-18 and 1991 Profile. Burlington, VT: University of Vermont Department of Psychiatry. *Teacher Report Form*.

Report

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I. Scale Description and Scoring Method

The Teacher Report Form (TRF; Grade 6) includes 34 items describing externalizing behavior problems. The original version of the TRF consisted of 113 items, and included scales describing Internalizing, Externalizing, Delinquency and Aggression, Attention Problems, Withdrawal, Anxiety/Depression, Somatic Complaints, Social Problems, Thought Problems and Sex Problems. The full measure of 113 items was administered prior to Grade 6. The version used with this update only consists of the Delinquency, Aggression and Externalizing scale item responses. For these 34 items, teachers responded to each item using a 3-point Likert scale (0 - Not True (as far as you know), 1 - Somewhat or Sometimes True, 2 - Very True or Often True).

II. Report Sample

This technical report is based upon Year 7, Cohort 1 data, including both High-Risk Control and Normative samples. With missing cases excluded, the total sample size (including an overlap of 78 respondents) is 435, with 364 Normative and 149 High-Risk Control subjects. The Normative sample consists of 184 (50.55%) males, with an ethnic breakdown of 108 (49.45%) Black, 168 (46.15%) White and 16 (4.40%) others. The High-Risk Control sample consists of 94 (72.48%) males, with an ethnic breakdown of 79 (53.02%) Black, 67 (44.97%) White and 3 (2.01%) other races. The total sample had a higher percentage for one site, Durham (34.48%) than for Nashville (20.69%), Pennsylvania (22.30%) and Seattle (22.53%).

III. Scoring Method

The original scoring method was established by Achenbach and Edelbrock (1991), which included a raw total score and T-score for the dimensions of Delinquent, Aggressive and Externalizing child behavior problems. For the purposes of this study, averages of item responses for each dimension were

calculated if 50% or more of the item responses were present, then the average was multiplied by the number of items for that scale to obtain a total score that would allow determination of the corresponding T-score according to Achenbach's 1991 profiles. The percentage of responses without missing data was 92.6%; an additional 3% of the respondents had 50% or more item responses available allowing for the calculation of an average scale score on greater than 17, but less than 34 items.

IV. Differences Between Groups

A series of independent t-tests were conducted to assess differences between the Normative and High Risk Control samples. For these analyses, the Normative sample consisted of only Low Risk respondents, excluding High-Risk subjects previously included in the Normative sample. Results indicated a statistically significant lower mean scale score for the Low-Risk Normative sample:

Scale	t-test	df	p-value	Means	
				Low-Risk Normative	High-Risk Control
Delinquent	-4.99	225	<.0001*	2.548	4.423
Aggressive	-6.84	230	<.0001*	9.907	18.657
Externalizing	-6.76	229	<.0001*	12.462	23.080

* T-test with Satterthwaite correction for degrees of freedom (df) given statistical inequality of variances.

V. Recommendations for Use

The TRF allows for the teacher's judgment of a student to be obtained in a standardized fashion. It provides for the assessment of conduct disorders. T-scores enable the comparison of the researcher's study group with a normative sample of peers.

VI. Scale Reliability Estimates, Scale and Item Means and Standard Deviations (SD)

Reliability estimates for the three scale scores and descriptive indices for the 34 items and the scale score are presented below. For the scale scores, the average was calculated if 50 percent or more item responses were available. Note, that the Normative sample reported below includes the High-Risk subjects excluded from the group analyses reported above.

<u>Cronbach's Alpha Coefficients</u>	<u>Normative</u>			<u>High-Risk Control</u>		
Delinquent Behavior	.802			.794		
Aggressive Behavior	.961			.957		
Externalizing	.959			.956		
	<u>Mean</u>	<u>SD</u>	<u>n</u>	<u>Mean</u>	<u>SD</u>	<u>n</u>
<i>Average Scale Score of Delinquent Behavior</i>	2.911	3.319	348	4.423	3.832	137
<i>Average Scale Score of Aggressive Behavior</i>	11.701	11.831	348	18.657	12.944	137
<i>Average Scale Score of Externalizing</i>	14.618	14.429	348	15.940	15.940	137

	Normative			High-Risk Control		
	Mean	SD	n	Mean	SD	n
1. Argues a lot.	0.662	0.727	349	1.000	0.783	138
2. Defiant, Talks back to Staff	0.507	0.664	349	0.833	0.770	138
3. Bragging, boasting	0.407	0.648	351	0.674	0.756	138
4. Cruelty, bullying, or meanness to others	0.394	0.619	348	0.635	0.726	137
5. Demands a lot of attention	0.707	0.793	348	1.088	0.781	137
6. Destroys his/her own things	0.109	0.355	348	0.225	0.513	138
7. Destroys property belonging to others	0.124	0.371	348	0.292	0.544	137
8. Disobedient at school	0.590	0.708	349	0.921	0.733	139
9. Disturbs other pupils	0.746	0.707	350	1.150	0.709	140
*10. Doesn't seem to feel guilty after misbehaving	0.546	0.762	350	0.842	0.870	139
11. Easily jealous	0.340	0.584	347	0.518	0.687	137
12. Gets in many fights	0.330	0.595	348	0.547	0.757	137
*13. Hangs around with others who get in trouble	0.671	0.752	350	0.913	0.787	138
*14. Lying or creating	0.398	0.633	349	0.659	0.750	138
15. Talks out of turn	0.713	0.773	348	1.051	0.751	137
16. Physically attacks people	0.207	0.495	348	0.387	0.656	137
*17. Prefers being with older children or youths	0.303	0.583	346	0.401	0.658	137
18. Disrupts class discipline	0.575	0.722	348	0.891	0.783	137
19. Screams a lot	0.183	0.474	350	0.292	0.571	137
20. Showing off or clowning	0.593	0.759	349	0.906	0.798	139
21. Explosive and unpredictable behavior	0.395	0.633	349	0.705	0.756	139
22. Demands must be met immediately, easily frustrated	0.611	0.774	350	0.906	0.760	139
*23. Steals	0.123	0.392	350	0.201	0.513	139
24. Stubborn, sullen, or irritable	0.599	0.699	349	0.935	0.766	138
25. Sudden changes in mood or feelings	0.493	0.668	349	0.770	0.774	139
*26. Swearing or obscene language	0.274	0.554	351	0.536	0.781	140
27. Talks too much	0.745	0.781	349	1.066	0.806	137
28. Teases a lot	0.549	0.700	348	0.854	0.763	137
29. Temper tantrums or hot temper	0.447	0.695	349	0.804	0.827	138
30. Threatens people	0.333	0.601	348	0.591	0.772	137
*31. Tardy to school or class	0.345	0.650	348	0.493	0.757	138
*32. Truancy or unexplained absence	0.238	0.576	349	0.331	0.674	139
33. Unusually loud	0.384	0.656	352	0.671	0.809	140
*34. Uses alcohol or drugs for nonmedical purposes	0.023	0.200	346	0.044	0.268	137

* Items for the Delinquent Behavior scale; the other 25 items comprise the Aggressive Scale

VII. Scale Correlations

Normative sample (n=322) above diagonal, High-Risk Control sample (n=137) below diagonal.

	Delinquent	Aggressive	Externalizing
Delinquent	-	.826	.987
Aggressive	.829	-	.727
Externalizing	.986	.724	-