

## Teacher's Check List

Grade 2 /Year 3

### **Fast Track Project Technical Report**

**Anne Corrigan**

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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.<sup>1</sup>

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

##### *Reports*

Corrigan, A. (2003). *Teacher's Check List, Grade 2 /Year 3* (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:* T3D

*Scored:* TCL3

#### **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 3. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. Fifty-nine of the 463 are missing responses for the

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<sup>1</sup> Original rating instrument.

<sup>2</sup> Adaptation of the original.

entire Teacher's Check List, including 45 from the normative group (5 from Durham, 5 from Washington, 3 from Pennsylvania, and 32 from Nashville), and 14 from the control group (including 4 from Durham, 9 from Nashville, and 1 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
<b>Reactive Aggression Subscale</b>	0.93	0.92
<b>Proactive Aggression Subscale</b>	0.90	0.84

### 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			
<b>Reactive Aggression Subscale</b>	1.35	1.14	2.38	1.16	411	8.63	<.0001
<b>Proactive Aggression Subscale</b>	0.56	0.82	1.29	1.06	411	7.74	<.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, 47%% of the Proactive Aggression subscores are zero. For the control sample, 21% 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 3, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T3BCL1	Strikes back if teased	1.57	342	1.29	0.00	4.00
T3BCL2	Claims others started trouble	1.73	342	1.32	0.00	4.00
T3BCL3	Assumes accident is intentional	1.36	342	1.28	0.00	4.00
T3BCL4	Gets kids to gang up on another	0.62	342	0.86	0.00	4.00
T3BCL5	Uses threats	0.75	342	1.07	0.00	4.00
T3BCL6	Threatens or Bullies	0.74	342	1.11	0.00	4.00

**Item Means and Standard Deviations – Teacher’s Check List  
Control, Year 3, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
T3BCL1	Strikes back if teased	2.35	141	1.25	0.00	4.00
T3BCL2	Claims others started trouble	2.58	141	1.21	0.00	4.00
T3BCL3	Assumes accident is intentional	2.21	141	1.30	0.00	4.00
T3BCL4	Gets kids to gang up on another	1.00	141	1.03	0.00	4.00
T3BCL5	Uses threats	1.46	141	1.30	0.00	4.00
T3BCL6	Threatens or Bullies	1.40	141	1.30	0.00	4.00

**Subscale Means and Standard Deviations – Teacher’s Check List  
Normative Sample, Year 3, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TCL3RAGG	Reactive Aggression Subscale	1.55	342	1.21	0.00	4.00
TCL3PAGG	Proactive Aggression Subscale	0.70	342	0.93	0.00	4.00

**Subscale Means and Standard Deviations – Teacher’s Check List  
Control Sample, Year 3, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
TCL3RAGG	Reactive Aggression Subscale	2.38	141	1.16	0.00	4.00
TCL3PAGG	Proactive Aggression Subscale	1.29	141	1.06	0.00	4.00

**VII. Item and Scale Correlations**

**All Subscales  
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 413 Prob >  r  under H0: Rho=0		
	TCL3RAGG	TCL3PAGG
TCL3RAGG Reactive Aggression Subscale	1.000	0.774 0.000
TCL3PAGG Proactive Aggression Subscale	0.774 0.000	1.000

**Item Correlations**  
**Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 413 Prob >  r  under H0: Rho=0						
	T3BCL1	T3BCL2	T3BCL3	T3BCL4	T3BCL5	T3BCL6
<b>T3BCL1 Strikes back if teased</b>	1.000 0.000	0.801 0.000	0.833 0.000	0.555 0.000	0.748 0.000	0.676 0.000
<b>T3BCL2 Claims others started trouble</b>	0.801 0.000	1.000	0.837 0.000	0.495 0.000	0.686 0.000	0.662 0.000
<b>T3BCL3 Assumes accident is intentional</b>	0.833 0.000	0.837 0.000	1.000	0.543 0.000	0.767 0.000	0.720 0.000
<b>T3BCL4 Gets kids to gang up on another</b>	0.555 0.000	0.495 0.000	0.543 0.000	1.000	0.629 0.000	0.642 0.000
<b>T3BCL5 Uses force to dominate others</b>	0.748 0.000	0.686 0.000	0.767 0.000	0.629 0.000	1.000	0.884 0.000
<b>T3BCL6 Uses threats</b>	0.676 0.000	0.662 0.000	0.720 0.000	0.642 0.000	0.884 0.000	1.000