

Definitions and questions

SLEEP PROBLEMS

Now I want to talk with you about X's sleep. I want to understand what usually happens when you put X to bed, what happens during the night, and what it is like waking him/her up in the morning. Tell me about what kind of sleeper X is. Has s/he always been like that?

SLEEP PROBLEMS

INSOMNIA

Disturbance of usual sleep pattern involving a reduction in actual sleep time during the subject's sleep period that is accompanied by a subjective feeling of a need for more sleep. Do NOT include externally imposed changes in overall sleep pattern (e.g., change in job hours, arrival of new baby), or insomnia during first 2 weeks following such changes. Sleep problems are scored irrespective of taking medication for them, but note whether medication is being taken. Also include changes attributed to side effects of medication or substance use.

How has his/her sleep been in the last 3 months?

What time does s/he go to bed?

Is it hard for him/her to fall asleep when s/he wants to?

How long does it take?

Is that every night? How often?

Is there any reason for it (e.g. fear of the dark)?

Once s/he's off to sleep, does s/he wake up again in the night?

Why is that?

Can s/he get back to sleep again easily?

Does s/he wake up early in the morning and can't go back to sleep?

Is that earlier than s/he needs to?

What happens when s/he wakes up?

What does s/he do?

Does s/he need more sleep?

How long has s/he been having sleep problems?

CODE FREQUENCY (NUMBER OF DAYS) AND ONSET OF SYMPTOMS FOR INSOMNIA OVERALL (I.E. FOR INITIAL, MIDDLE, AND TERMINAL INSOMNIA COMBINED).

Coding rules

INSOMNIA

0 = Absent

2 = If the insomnia covers a period between 1 and 2 hours.

3 = If its duration is greater than or equal to 2 hours per night.

Codes

PFB7I01
Intensity

PFB7F01
Frequency

PFB7O01
Onset

D102

Definitions and questions

DIFFICULTY GETTING TO SLEEP AT NIGHT LASTING AT LEAST ONE HOUR.

AT LEAST ONE HOUR AND UNABLE TO RETURN TO SLEEP.

MEDICATION FOR INSOMNIA

NOTE HERE ANY MEDICATION (PRESCRIPTION OR OVER THE COUNTER) SPECIFICALLY USED IN AN ATTEMPT TO IMPROVE SLEEP PATTERN. NOTE NAME OF DRUG. CODE PRESCRIPTIONS IN INCAPACITIES.

Does s/he take anything to help him/her sleep?

What?
Does it work?

Coding rules

INITIAL INSOMNIA

- 0 = Absent
- 2 = Present

MIDDLE INSOMNIA (WAKING AT NIGHT OTHER THAN FOR MICTURITION)

- 1 = Any middle insomnia under 1 hour
- 2 = 1-2 hours of middle insomnia
- 3 = More than 2 hours of middle insomnia

EARLY MORNING WAKENING (TERMINAL INSOMNIA)

- 0 = Absent
- 2 = Present

MEDICATION FOR INSOMNIA

- 0 = Absent
- 2 = Present

Codes

PFB7102

PFB7103

PFB7104

PFB7105
Intensity

Definitions and questions

HYPERMOMNIA - INCREASED NEED FOR SLEEP

Total hours sleep exceed usual amount by at least one hour, unless subject prevented from sleeping.

Does s/he feel sleepy during the day?

More sleepy than usual?

More than most other kids?

Does s/he drop off to sleep in the day?

For how long?

How long has s/he been more sleepy than usual?

RESTLESS SLEEP

Sleep is described as restless.

How would you describe an average night's sleep for him/her?

Does s/he sleep soundly?

Does s/he toss and turn?

Is s/he restless?

INADEQUATELY RESTED BY SLEEP

Sleep disturbance does not meet criteria for insomnia, but subject describes being inadequately rested by sleep upon waking.

Does s/he usually get a good night's sleep?

Is s/he fairly well rested when s/he gets up?

Or after sleeping during the day?

How does s/he feel?

When did that start?

Coding rules

INCREASED NEED FOR SLEEP

0 = Absent

2 = Hypersomnia occurs in at least 2 activities and is at least sometimes uncontrollable.

3 = Hypersomnia occurs in nearly all activities and is nearly always uncontrollable.

HOURS : MINUTES

RESTLESS SLEEP

0 = Absent

2 = Present

INADEQUATELY RESTED BY SLEEP

0 = Absent

2 = Present

Codes

PFB8I01
Intensity

PFB8F01
Frequency

PFB8D01
Duration

PFB8O01
Onset

PFD3I01
Intensity

PFD3O01
Onset

PFD4I01
Intensity

PFD4O01
Onset

Definitions and questions

TIREDFNESS

A feeling of being tired or weary at least half the time.

Has s/he been feeling especially tired or weary?

How much of the time has s/he felt tired like that?

FATIGABILITY

Child becomes tired or "worn out" more easily than usual.

Has s/he become tired or "worn out" more easily than usual?

Does s/he feel exhausted even by things that would have been no problem before?

When s/he gets tired like that, does it take a long time to get over it?

Is that more than usual for him/her?

How long has s/he felt that way?

Coding rules

TIREDFNESS

- 0 = Absent
- 2 = Feels tired at least half of the time.
- 3 = Feels tired almost all of the time.

FATIGABILITY

- 0 = Absent
- 2 = Increased fatigability not meeting criteria for 3.
- 3 = Even minimal physical activity rapidly results in subject feeling exhausted, and recovery from that exhaustion is slow.

Codes

PFD5101
Intensity

PFD5001
Onset

PFD6101
Intensity

PFD6001
Onset

HYPERACTIVITY

Now I would like to ask you about how active X is and how well s/he concentrates. Because a child (young person) often varies in the ways s/he behaves, I want to focus on different sorts of activities.

OVERACTIVITY**Organization of the Section**

The structure differs somewhat from the rest of the interview, on account of the requirements of different diagnostic systems. There are three subareas: overactivity, inattention, and impulsivity. Summary ratings are made for each subarea.

Note, however, that the concept of controllability has an additional feature here, as with many other items relevant to oppositional and conduct disorders, in that control by admonition by others is added to the usual notion of self-control. Thus it is necessary to find out whether being admonished or disciplined for the occurrence of these items brings them under control. Additionally, if a parent must exert a great amount of effort to control the child's behavior, or has given up trying to control the child's behavior, this is to be regarded as evidence of uncontrollability and intrusiveness.

We are looking here for patterns that are characteristic of the way that the child acts. Thus, if an example is given that happened only once or twice and was uncharacteristic of the child, it does not count here.

The question is does s/he control the behavior, not can/could s/he control it if s/he wanted to (or if s/he weren't disobeying or being naughty). Many parents are convinced that their children could exercise such control, if they only would; this belief is not to be regarded as evidence of controllability.

Ten minute rule

Definitions and questions

Coding rules

Codes

Some behaviors are not rated if the child is able to stop them, when told to, for at least 10 minutes (without being reminded within the 10 minutes). The 10 minute rule refers to an average of ten minutes. If the admonition must be repeated within a short space of time (10 minutes), then the child's behavior is regarded as not being responsive to admonition and therefore the behavior is not regarded as being controllable.

The 10 minute rule applies to Fidgetiness, Difficulty Remaining Seated When Required, and Difficulty Concentrating on Tasks Requiring Sustained Attention. boxes. It may be applied to Talks Excessively and Doing Things Quietly if one is having difficulty making a general determination. For the other generalized items and the items in the Impulsivity section, control for 10 minutes is not relevant.

Clearly, there is a great range in children of different ages regarding levels of activity, impulsivity, and the ability to control activity and impulsivity. For example, most two or three year olds have more difficulty sitting at the dinner table than five or six year olds. Nonetheless, code the behavior as described by the parent and defined in the Glossary.

FIDGETINESS

Unnecessary movements of parts of the body when stationary overall (e.g. tapping of feet, squirming in seat).

First I'd like to talk about how active s/he is.

How much does s/he squirm or wiggle in his/her seat?

How much does s/he fidget with his/her hands or feet?

Is that more than other children?

What does s/he do?

Is it like that in all activities?

Or just some activities?

Can s/he stop him/herself?

All the time?

Were there any times in the last three months when s/he couldn't stop him/herself?

How often?

How long does s/he keep from fidgeting in an hour?

FIDGETINESS SCREEN POSITIVE

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.


PRA0101
Intensity

Definitions and questions

Coding rules

Codes

**IF FIDGETINESS ABSENT, SKIP TO
"DIFFICULTY REMAINING SEATED
WHEN REQUIRED (RESTLESSNESS)",
(PAGE 5).**



Definitions and questions

FIDGETINESS - SITUATIONAL SPECIFICITY

Rate in the following 3 situations:

- a) Fidgetiness while playing or involved in an activity that the child regards as interesting at home.
- b) Fidgetiness during the most interesting activity at school/daycare.
- c) Fidgetiness during an interesting activity elsewhere (not at home, not at school).

INTERVIEWER SHOULD USE INFORMATION ALREADY OBTAINED TO MAKE OVERALL RATINGS FOR FIDGETINESS.

You've told me that s/he can be fidgety.

Is s/he like that at home when doing something that is interesting?

Is s/he like that at daycare/school during an interesting activity?

Is s/he like that elsewhere when doing something interesting?

*What about during circle-time at daycare or school?
Are there other times when that happens?
Is it like that everywhere?
Can s/he stop him/herself from being like that?
What about if you tell him/her to stop?
Or his/her caregiver/teacher?
How long can s/he stop for?*

When did s/he start being like that?

Coding rules

FIDGETINESS - SITUATIONAL SPECIFICITY

- 0 = Symptom absent during interesting activity.
- 2 = At least sometimes uncontrollable by the child or by admonition, in at least 2 interesting activities in any situation.
- 3 = Almost never controllable by the child or by admonition in most interesting activities.

HOME

- 0 = Absent
- 2 = Present

SCHOOL

- 0 = Absent
- 2 = Present

ELSEWHERE

- 0 = Absent
- 2 = Present

Codes

PRA1101
Intensity

PRA1102
Home

PRA1103
School

PRA1104
Elsewhere

PRA1001
Onset

Definitions and questions

DIFFICULTY REMAINING SEATED WHEN REQUIRED (RESTLESSNESS)

Often leaves seat in situations in which remaining seated is expected.

Can she usually remain in his/her seat when she's supposed to?

Like at dinner?

Or to do a project at daycare/school?

Does s/he get up much more than other children his/her age?

What does s/he do?

Is it like that in all activities?

Or just some activities?

IF EITHER FIDGETINESS OR DIFFICULTY REMAINING SEATED, COMPLETE REST OF OVERACTIVITY SECTION. OTHERWISE, SKIP TO "DIFFICULTY CONCENTRATING ON TASKS REQUIRING SUSTAINED ATTENTION", (PAGE 9).

Coding rules

DIFFICULTY REMAINING SEATED SCREEN POSITIVE

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

Codes

PRA2101
Intensity

Definitions and questions

Coding rules

Codes

RUSHES ABOUT OR CLIMBS ON THINGS EXCESSIVELY (RESTLESSNESS)

Focus on the absence of a limited ability to have sustained periods of calm, well-controlled activity.

Does s/he run around the house in situations when it's not appropriate?

Or climb on things?

Is that more than other children?

Does this happen in any of the activities we talked about?

What does s/he do?

Is it like that in all activities?

Or just some activities?

Can s/he stop him/herself?

All the time?

Were there any times in the last three months when s/he couldn't stop him/herself?

What about if you ask him/her to stop?

ALWAYS ON THE GO

Would you say s/he was "always on the go"?

Or as if s/he were "driven by a motor"?

What does s/he do?

Is it like that in all activities?

Or just some activities?

Can s/he stop him/herself?

All the time?

Were there any times in the last three months when s/he couldn't stop him/herself?

What about if you ask him/her to stop?

RUSHES/CLIMBS EXCESSIVELY

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA3101
Intensity

ALWAYS ON THE GO

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRC4101
Intensity

Definitions and questions

RESTLESSNESS - SITUATIONAL SPECIFICITY

Increased unnecessary whole body movements (e.g. getting up and moving around).

Rate in the following 3 situations:

- a) Restlessness while playing or involved in an activity that the child regards as interesting at home.
- b) Restlessness during an interesting activity at daycare/school.
- c) Restlessness during an interesting activity elsewhere (not at home, not at daycare/school).

INTERVIEWER SHOULD USE INFORMATION ALREADY OBTAINED TO MAKE OVERALL RATING FOR RESTLESSNESS.

You've told me that s/he can be restless.

Is s/he like that at home when doing something that is interesting?

How about at daycare/school during an interesting activity?

How about elsewhere when doing something interesting?

Are there other times when that happens?

Is it like that everywhere?

Can s/he stop him/herself from being like that?

What about if you tell him/her to stop?

Or his/her teacher?

How long can s/he stop for?

When did it start being like that?

Coding rules

RESTLESSNESS

0 = Symptom absent during interesting activities.

2 = At least sometimes uncontrollable by the child or by admonition, in at least 2 interesting activities in any situation.

3 = Almost never controllable by the child or by admonition in most interesting activities.

HOME

0 = Absent

2 = Present

SCHOOL

0 = Absent

2 = Present

ELSEWHERE

0 = Absent

2 = Present

Codes

PRA4I01
Intensity

PRA4I02
Home

PRA4I03
School

PRA4I04
Elsewhere

PRA4O01
Onset

Definitions and questions

TALKS EXCESSIVELY

Do people complain that s/he talks too much?

Do you think s/he talks too much?

What do you do about it?
Does that work?
What does s/he do?
Is it like that in all activities?
Or just some activities?
Can s/he stop him/herself?
All the time?
Or just sometimes?
What about if you ask him/her to stop?

DIFFICULTY DOING THINGS QUIETLY

Often has difficulty playing or engaging in leisure activities quietly.

What happens if s/he's supposed to be doing things quietly?

Can s/he do that?

Does s/he have a hard time doing things quietly in any of these activities we talked about?

What does s/he do?
Is it like that in all activities?
Or just some activities?
Can s/he stop him/herself?
All the time or just sometimes?
What about if you ask him/her to stop?

Coding rules

TALKS EXCESSIVELY

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

DIFFICULTY DOING THINGS QUIETLY

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

Codes

PRA5101
Intensity

PRA6101
Intensity

Definitions and questions

Coding rules

Codes

INATTENTION

Now I'd like to focus on how well s/he concentrates. Please think about what s/he's like in the activities that require concentration, both ones s/he's required to do and ones s/he chooses.

DIFFICULTY CONCENTRATING ON TASKS REQUIRING SUSTAINED ATTENTION

Is s/he able to concentrate on things when s/he has to?

Does s/he have more problems concentrating or focusing on things than other children his/her age?

Is s/he able to concentrate when doing something alone?

Like playing?

*Does this happen in any of the activities we talked about?
What does s/he do?
Is it like that in all activities?
Or just some activities?*

DIFFICULTY ORGANIZING TASKS AND ACTIVITIES

Difficulty organizing tasks and activities when structure is not imposed by others (e.g., at a loss to start or structure a project, to have all the right materials on hand to play a game, build a train track, etc.)

How is s/he at organizing a task or activity?

*Like doing a project?
Can s/he gather all materials needed to play a game?*

*Or setting up a game?
Does s/he know where to start?*

If s/he gets started, does s/he then get disorganized?

DIFFICULTY CONCENTRATING ON TASKS OR PLAY ACTIVITY INDEPENDENTLY

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA7101
Intensity

DIFFICULTY ORGANIZING TASKS

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRC7101
Intensity

Definitions and questions

DIFFICULTY FOLLOWING THROUGH ON INSTRUCTIONS FROM OTHERS AND FAILS TO FINISH TASKS AND ACTIVITIES

How good is s/he at following through on instructions from others?

Does s/he tend not to complete things s/he's been asked to do?

What about with things s/he's been told to do?

What does s/he do?

Is it like that in all activities?

Or just some activities?

Does s/he complete things if s/he makes an effort?

Is that all the time?

Or just sometimes?

What about if you ask him/her to follow through?

Does that happen at daycare/school as well as at home?

AVOIDS TASKS REQUIRING SUSTAINED MENTAL EFFORT

Does 'X' try to get out of things where s/he will have to concentrate?

Like doing a puzzle or trying to write his/her name?

Can you get him/her to do such things?

What does s/he do?

Is it like that in all activities?

Or just some activities?

EASILY DISTRACTED BY EXTRANEOUS STIMULI

Does s/he have difficulty paying attention when s/he can look out of the window or hear other people talking in the next room?

Is s/he easily distracted by things going on around her?

Are these things that would distract anyone?

What does s/he do?

Is it like that in all activities?

Or just some activities?

Can s/he stop him/herself?

Is that all the time or just sometimes?

What about if you ask him/her to pay attention?

Coding rules

Codes

DIFFICULTY FOLLOWING INSTRUCTIONS

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA8101 Intensity

AVOIDS TASKS REQUIRING SUSTAINED MENTAL EFFORT

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRC5101 Intensity

EASILY DISTRACTED

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA9101 Intensity

Definitions and questions

FORGETFUL IN DAILY ACTIVITIES

Forgetful in daily activities (e.g., forgets to brush teeth or hair; or to do simple chores).

Is s/he often forgetful in his/her daily activities?

Can you give me an example?

OFTEN LOSES THINGS THAT ARE NECESSARY FOR TASKS/ACTIVITIES AT DAYCARE/SCHOOL OR AT HOME

Loses clothing, toys, etc.

Does s/he lose things more than other kids do?

Does s/he lose things s/he needs for daycare/school?

Does s/he leave things, like toys or clothing, at daycare/school or friend's house?

Does s/he get into trouble for losing things?

What does s/he do?

OFTEN DOES NOT SEEM TO LISTEN TO WHAT IS BEING SAID TO HIM/HER

Do you think s/he's good at listening to what you say to him/her?

Do people complain that s/he doesn't seem to listen to what they are saying to him/her?

How can you tell?

Does this happen across activities?

What does s/he do?

Is it like that in all activities?

Or just some activities?

Coding rules

FORGETFUL IN DAILY ACTIVITIES

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

OFTEN LOSES THINGS

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

DOES NOT LISTEN

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

Codes

PRC8101
Intensity

PRB2101
Intensity

PRB3101
Intensity

Definitions and questions

FAILS TO PAY CLOSE ATTENTION TO DETAILS IN SCHOOL OR OTHER WORK

How good is s/he at paying attention to details when s/he is working on something?

Does s/he tend to do things incorrectly or sloppily because s/he hasn't paid enough attention to the task?

Do his/her projects show that s/he doesn't pay attention to details?
What does s/he do?
Is it like that in all activities?
Or just some?
Can s/he make him/herself pay attention to details?
What about if you ask him/her to pay attention?
How often does s/he fail to pay close attention to details?

MAKES CARELESS MISTAKES

Does X make a lot of careless mistakes?

Does that affect his/her schoolwork/work?
What does s/he do?
Is it like that in all activities or just some?
Can s/he stop him/herself?
All the time or just sometimes?
What about if you ask him/her to stop?

IF INATTENTION ABSENT, SKIP TO "DIFFICULTY WAITING FOR TURN IN GAMES OR IN GROUP SITUATIONS", (PAGE 14).

Coding rules

FAILS TO PAY ATTENTION TO DETAILS

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

MAKES CARELESS MISTAKES

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

Codes

PRB4101
Intensity

PRC6101
Intensity

Definitions and questions

INATTENTION - SITUATIONAL SPECIFICITY

Failure to maintain sufficient involvement to allow proper completion of an age-appropriate and developmentally-appropriate task.

Rate in the following 3 situations:

- a) Inattention while playing or involved in an activity that the child regards as interesting at home.
- b) Inattention during an interesting activity at daycare/school.
- c) Inattention during an interesting activity elsewhere (not at home, not at daycare/school).

INTERVIEWER SHOULD USE INFORMATION ALREADY OBTAINED TO MAKE OVERALL RATINGS FOR INATTENTION.

You've told me that s/he has difficulty paying attention.

Is s/he like that at home when doing something that is interesting?

How about at daycare/school during an interesting activity?

How about elsewhere when doing something interesting?

*Are there other times when that happens?
 Is it like that everywhere?
 Can s/he stop him/herself from being like that?
 What about if you tell him/her to stop?
 Or his/her caregiver/teacher?
 How long does s/he stop for?*

When did s/he start being like that?

Coding rules

INATTENTION

0 = Inattention absent in interesting activities.

2 = At least sometimes uncontrollable by the child or by admonition, present in at least 2 interesting activities in any situation.

3 = Nearly always uncontrollable by the child or by admonition, present in most interesting activities.

HOME

0 = Absent

2 = Present

SCHOOL

0 = Absent

2 = Present

ELSEWHERE

0 = Absent

2 = Present

Codes

PRB5101
Intensity

PRB5102
Home

PRB5103
School

PRB5104
Elsewhere

PRB5001
Onset

Definitions and questions

Coding rules

Codes

IMPULSIVITY

DIFFICULTY WAITING FOR TURN IN GAMES OR IN GROUP SITUATIONS

Distinguish from normative eagerness.

Can s/he wait his/her turn for things?

As well as most children his/her age?

At daycare/school can s/he stand in line with the other children?

Or participate in circle time?

At home can s/he wait his/her turn during a game?

Why does s/he push in?

Does it get him/her in trouble?

Can s/he control it?

What if others say something?

OFTEN BLURTS OUT ANSWERS TO QUESTIONS

Does s/he tend to blurt out the answers before the person's finished asking the question?

How often does that happen?

Can you give me an example?

Did it get him/her into trouble?

Can s/he stop if s/he wants to?

What if others say something?

DIFFICULTY WAITING FOR TURN

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRB7101
Intensity

OFTEN BLURTS OUT ANSWERS TO QUESTIONS

0 = Absent

2 = Present and at least sometimes uncontrollable by the child or by admonition.

3 = Present and almost never controllable by the child or by admonition.

PRB8101
Intensity

Definitions and questions

OFTEN INTERRUPTS OR INTRUDES ON OTHERS

Distinguish from normative eagerness and excitement and desire to participate in social interactions.

Does s/he tend to interrupt other people when they're talking to someone else?

What about butting into games without being invited to join in?

- How often does that happen?*
- Does it happen as much as half of the time?*
- Can you give me an example?*
- Is it like that everywhere?*
- Or only at home?*
- Or daycare/school?*
- Or elsewhere?*
- Can s/he stop him/herself?*
- What if others say something?*

IF IMPULSIVITY ABSENT, SKIP TO "ACTION TAKEN BY POLICE", (PAGE 36).

Coding rules

OFTEN INTERRUPTS OR INTRUDES ON OTHERS

- 0 = Absent
- 2 = Present and at least sometimes uncontrollable by the child or by admonition.
- 3 = Present and almost never controllable by the child or by admonition.

Codes

PRC1101
Intensity

Definitions and questions

IMPULSIVITY - SITUATIONAL SPECIFICITY

Pattern of acting before thinking adequately about the consequences of actions.

INTERVIEWER SHOULD USE INFORMATION ALREADY OBTAINED TO MAKE OVERALL RATINGS FOR IMPULSIVITY.

You've told me that s/he can be impulsive.

Is s/he like that at home?

Is s/he like that daycare/school?

Is s/he like that elsewhere?

Are there other times when that happens?
Is it like that everywhere?
Can s/he stop him/herself from being like that?
What about if you tell him/her to stop?
Or his/her caregiver/teacher?

When did s/he start being like that?

Coding rules

IMPULSIVITY

0 = Symptom absent

2 = Present in at least 2 activities, and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities in a particular situation and almost never controllable by the child or by admonition.

HOME

0 = Absent

2 = Present

SCHOOL

0 = Absent

2 = Present

ELSEWHERE

0 = Absent

2 = Present

Codes

PRC3101
Intensity

PRC3104
Home

PRC3105
School

PRC3106
Elsewhere

PRC3001
Onset

Definitions and questions

**OPPOSITIONAL/CONDUCT DISORDER
SECTION
OPPOSITIONAL BEHAVIOR**

**REMEMBER TO GET EXAMPLES AND
BEHAVIORAL DESCRIPTIONS**

RULE BREAKING

Violation of standing rules at school/college/university or elsewhere but NOT at home.

N.B. "Rule-breaking" at home is rated as disobedience since families do not have formal rules.

Do not include breaking laws or violating parole.

How good s/he at obeying the rules at school?

What happens if s/he doesn't?

What sort of rules does s/he break?

Does s/he break the rules anywhere else?

**Tell me about the last time it happened.
How do you hear about it?**

**Does s/he get into trouble?
How often does s/he break the rules?
When did s/he start breaking rules?
Does s/he do it on his/her own or with other people?**

Coding rules

RULE BREAKING

0 = Absent

2 = The child breaks rules relating to at least 2 activities, and at least sometimes responds to admonition by public failure to comply.

3 = If rule breaking occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her

PGA0F02

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

Codes

PGA0I01
Intensity

PGA0F01
Frequency

PGA0F02

PGA0X01

PGA0O01
Onset

/ /

Definitions and questions

DISOBEDIENCE

Failure to carry out specific instructions when directly given.

What happens when s/he's told to do things by you and s/he doesn't want to do them?

*Is s/he disobedient with you?
When was the last time?
What happened?
Can you usually get him/her to do what you want in the end?
How do you do it?
What about with teachers?*

*What do they do about it?
Is s/he disobedient anywhere (else)?*

*When was the last time?
What happened?
How long has s/he been like that?
How often does s/he disobey?*

Coding rules

DISOBEDIENCE

- 0 = Absent
- 2 = Disobedience occurs in at least 2 activities, and child is at least sometimes unresponsive to admonition.
- 3 = Disobedience may occur in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

- 0 = Solitary
- 2 = Often accompanied (25-49% of the time).
- 3 = Accompanied 50% or more of the time.

Codes

PGA1101
Intensity

PGA1F01
Home
Frequency

PGA1F02
School
Frequency

PGA1F03
Elsewhere
Frequency

PGA1X01

PGA1O01
Onset

//

Definitions and questions

BREAKING CURFEW

Staying out late despite parental prohibitions. Do not include accidental lateness caused by circumstances over which the subject had little or no control.

Do not include breaking curfew imposed by probation/parole, which is coded as probation/parole violation.

Does s/he have a curfew?

How good is s/he at keeping it?

Does s/he ever get in later than s/he is supposed to?

What happens then?
When did s/he start staying out late?
Does s/he get into trouble over it?

Coding rules

BREAKING CURFEW

0 = No

2 = Yes

Codes

PGJ1101
Intensity

PGJ1F01
Frequency

PGJ1O01
Onset

Definitions and questions

ANNOYING BEHAVIOR

Indulgence in active behaviors that annoy or anger peers, siblings, or other adults. The child's intention need not be to annoy, but the behaviors would obviously annoy their recipient.

Do not include annoying behaviors that are the result of unintentional acts, for instance, annoyance caused by clumsiness, or failure to understand the rules of games.

Do not include behaviors that conform to the definitions of Rule Breaking and Disobedience.

Does s/he find that other people get annoyed by things s/he does?

Like what?

Does s/he ever do things deliberately to annoy other people?

Or does s/he find that other people get annoyed because of the things s/he does for fun?

What happens?

Can you tell me about the last time?

Where does s/he do those sorts of things?

How often does something like that happen?

When did it start?

Coding rules

ANNOYING BEHAVIOR

0 = Absent

2 = Annoying behavior occurs in at least 2 activities and subject is at least sometimes unresponsive to admonition.

3 = Annoying behavior occurs in most activities and the subject sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

Codes

PGA2I01
Intensity

PGA2F01
Home
Frequency

PGA2F02
School
Frequency

PGA2F03
Elsewhere
Frequency

PGA2X01

PGA2O01
Onset

Definitions and questions

SPITEFUL OR VINDICTIVE

Spiteful: The child engages in deliberate actions aimed at causing distress to another person.

Vindictive: The child responds to failure to get his/her own way, disappointment, or interpersonal disagreement with adults or peers with deliberate attempts to hurt the other or gain revenge. For instance, by pinching, pushing or attempting to get the other person into trouble.

Do not include behaviors coded under Assault, Cruelty, Bullying, Lying, or Malicious Rumors.

Does s/he ever do things to upset other people on purpose?

Or try to hurt them on purpose?

Does s/he ever try to get other people into trouble on purpose?

What does s/he do?
What about during the last 3 months?
Why does s/he do it?
How often has that happened?
Where does that sort of thing happen?
Who has s/he done it to?
What about with adults?
When did s/he start doing that sort of thing?

Coding rules

SPITEFUL OR VINDICTIVE

0 = Absent
 2 = Present

HOME

SCHOOL

ELSEWHERE

DIRECTED AGAINST SIBLINGS

0 = Absent
 2 = Present

DIRECTED AGAINST PEERS

0 = Absent
 2 = Present

DIRECTED AGAINST ADULTS

0 = Absent
 2 = Present

Codes

PGA3I01
 Intensity

PGA3F01
 Home
 Frequency

PGA3F02
 School
 Frequency

PGA3F03
 Elsewhere
 Frequency

PGA3O01
 Onset

PGA3X01

PGA3X02

PGA3X03

Definitions and questions

SWEARING

The use of swear words or obscene language not approved or countenanced by adults in whose presence they are spoken.

Do not include swearing among peers when adults are not present, or with adults who are tolerant of swearing (i.e., do not object to their child's swearing).

Does s/he ever swear when adults are around?

When does that happen?

Where does s/he do it?

How often?

Do you tell him/her not to?

What does s/he do then?

When did s/he start swearing in front of adults?

CODE NUMBER OF EPISODES OF SWEARING (NOT NUMBER OF INDIVIDUAL OBSCENE WORDS)

Coding rules

SWEARING

0 = Absent

2 = Swears in presence of adults, but usually (>50% of time) stops when admonished.

3 = Swearing in the presence of adults, that is not controlled by admonition.

HOME

SCHOOL

ELSEWHERE

Codes

PGA4I01
Intensity

PGA4F01
Home
Frequency

PGA4F02
School
Frequency

PGA4F03
Elsewhere
Frequency

PGA4O01
Onset

//

Definitions and questions

STEALING

Taking something belonging to another with the intention of depriving the owner of its use.

Do not include items intended eventually for general distribution that will include the subject (such as general food from the refrigerator or school erasers).

STEALING - HIGHEST VALUE OF ITEMS STOLEN IN SINGLE EPISODE

Taking something belonging to another with the intention of depriving the owner of its use.

Do not include items intended eventually for general distribution that will include the subject (such as general food from the refrigerator or school eraser.)

Has s/he ever stolen anything?

What is the most s/he has ever stolen at one time?

How much is that worth?

How many times has s/he ever stolen something?

IF THERE IS EVIDENCE OF STEALING IN THE PAST 3 MONTHS, COMPLETE. OTHERWISE, SKIP TO "LYING", (PAGE 15).



Coding rules

HIGHEST VALUE OF ITEMS STOLEN IN SINGLE EPISODE

0 = Has not stolen anything.

1 = less than \$5.

2 = \$5 - \$99.

3 = Equal to or greater than \$100.

Codes

Ever:PGA5E01
Intensity

Ever:PGA5V01
Frequency

Definitions and questions

Coding rules

Codes

<p>STEALING AT HOME OR FROM FAMILY</p> <p>Has s/he stolen anything at home or from family?</p> <p><i>Who did s/he steal it from?</i> <i>What did s/he steal?</i> <i>Did s/he steal on his/her own or with anyone else?</i></p> <p><i>How often has s/he stolen anything from home or family in the last 3 months?</i></p> <p><i>When was the first time s/he stole anything from home or from family?</i></p>	
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<p>STEALING AT HOME OR FROM FAMILY</p> <p>0 = No 2 = Yes</p> <p>STEALING ITEMS NOT AVAILABLE FOR GENERAL USE BUT NOT AIMED AGAINST A PARTICULAR PERSON</p> <p>0 = No 2 = Yes</p> <p>STEALING DIRECTED SPECIFICALLY AGAINST A PARTICULAR PERSON OR PERSONS</p> <p>0 = No 2 = Yes</p>	<p>PGA6X01 Intensity</p> <p>PGA6I01</p> <p>PGA6I02</p> <p>PGA6F01 Frequency</p> <p>PGA6O01 Onset</p>
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Definitions and questions

STEALING AT SCHOOL

Has s/he stolen anything from school in the last 3 months?

What did s/he steal?

Who did s/he steal it from?

Did s/he steal on his/her own or with anyone else?

Why did s/he do it?

How often has s/he stolen anything in the last 3 months?

When was the first time s/he stole anything from school/work?

Coding rules

STEALING AT SCHOOL

0 = No

2 = Yes

STEALING ITEMS NOT AVAILABLE FOR A GENERAL USE BUT NOT AIMED AGAINST A PARTICULAR PERSON

0 = No

2 = Yes

STEALING DIRECTED SPECIFICALLY AGAINST A PARTICULAR PERSON OR PERSON

0 = No

2 = Yes

Codes

PGA7X01
Intensity

PGA7I01

PGA7I02

PGA7F01
Frequency

PGA7O01
Onset

Definitions and questions

STEALING ELSEWHERE

*Has s/he stolen anything elsewhere in the last 3 months?
 What did s/he steal?
 Who did s/he steal it from?
 Did s/he steal on his/her own or with anyone else?
 Why did s/he do it?*

*How often has s/he stolen anything in the last 3 months
 besides at home, school, or work?*

*When was the first time s/he stole anything outside home,
 school or work?*

Coding rules

STEALING ELSEWHERE

0 = No

2 = Yes

**STEALING ITEMS NOT AVAILABLE FOR
 GENERAL USE BUT NOT AIMED
 AGAINST A PARTICULAR PERSON**

0 = No

2 = Yes

**STEALING DIRECTED SPECIFICALLY
 AGAINST A PARTICULAR PERSON OR
 PERSONS**

0 = No

2 = Yes

Codes

PGA8X01
 Intensity

PGA8I01

PGA8I02

PGA8F01
 Frequency

PGA8O01
 Onset

Definitions and questions

PATTERNS OF STEALING

Note: Shoplifting- Stealing, alone or in company, from a shop that is open for business. The act is covert and does not involve confrontation with the shop staff or members of the public. Detection may provoke a confrontation, but the intention is to avoid it.

Was s/he on his/her own or with anybody else?

Did anyone find out?

What did they do?

What happened as a result?

Has s/he stolen anything else?

Or taken anything from a store?

What did s/he do?

PATTERNS OF STEALING - BREAKING AND ENTERING

Breaking and entering: Includes breaking into a house, building, store to steal. Code breaking into a car separately.

Has s/he ever broken into anywhere?

How many times has s/he ever broken into anywhere?

When was the first time s/he broke into anywhere?

Coding rules

STEALING IN PRIMARY PERIOD

0 = Absent

2 = Present

STEALING ALONE

0 = Absent

2 = Present

STEALING WITH ONE OTHER

0 = Absent

2 = Present

STEALING IN A GROUP

0 = Absent

2 = Less than 50% of the time.

3 = More than 50% of the time.

SHOPLIFTING

0 = Absent

2 = Present

BREAKING AND ENTERING

0 = Absent

2 = Present

Codes

PGA9X01
Intensity

PGA9I01

PGA9I02

PGA9I03

PGA9I04

PGB0I01
Intensity

PGB1V01
Frequency

PGB1O01
Onset

/ /

Definitions and questions

Coding rules

Codes

PATTERNS OF STEALING - BREAKING INTO A CAR

Breaking into a car to steal.

Has s/he broken into a car to steal something?

How many times has s/he ever broken into a car?

When was the first time s/he broke into a car to steal?

PATTERNS OF STEALING - STEALING MOTOR VEHICLE OR TAKING AND DRIVING AWAY

Includes attempts to steal a motor vehicle; also occasions when subject takes and drives away a car/motorcycle, even if s/he does not intend to steal it but rather to use it for his/her own purposes in an unauthorized way (e.g. joy rides).

Has s/he ever taken a car or motor-bike?

Or taken a car or motorcycle to use, without permission?

How many times has s/he stolen a motor vehicle or took one and drove away?

When was the first time s/he stole a car or took and drove it away without permission?

PATTERNS OF STEALING - STEALING INVOLVING CONFRONTATION OF THE VICTIM, BUT WITHOUT ACTUAL VIOLENCE

The victim is directly confronted and money or goods are demanded, threats may be made directly or implicitly (e.g. by the presence of a weapon), but no actual violence is done.

Has s/he ever threatened anyone to make them give him/her something?

How many times has s/he ever threatened anyone to make them give him/her something?

BREAKING INTO A CAR

0 = Absent

2 = Present

PGB2I01
Intensity

PGB3V01
Frequency

PGB3O01
Onset

STEALING MOTOR VEHICLE OR TAKING AND DRIVING AWAY

0 = Absent

2 = Present

PGB4I01
Intensity

PGB5V01
Frequency

PGB5O01
Onset

STEALING INVOLVING CONFRONTATION OF THE VICTIM, BUT WITHOUT ACTUAL VIOLENCE

0 = Absent

2 = Present

PGB6I01
Intensity

PGJ0V01
Frequency

Definitions and questions

PATTERNS OF STEALING - STEALING INVOLVING ACTUAL VIOLENCE

The victim is directly confronted or set upon in some way and some violent action actually takes place. For instance, the victim might be kicked or punched.

Has s/he ever mugged anyone?

Did s/he hurt him/her?

Has s/he done that in the last 3 months?

How many times has s/he ever mugged someone?

When was the first time?

PATTERN OF STEALING - STEALING INVOLVING VIOLENCE RESULTING IN SERIOUS INJURY

As a result of violence committed during stealing, the victim sustained broken limbs, or required hospitalization, or was unconscious for any period.

Has s/he mugged anyone and caused serious injury?

How often has s/he mugged someone and caused serious injury?

When was the first time s/he seriously injured someone in a mugging situation?

Coding rules

STEALING INVOLVING ACTUAL VIOLENCE

0 = Absent

2 = No physical injury to the victim.

3 = Some physical injury (e.g. black eye, cuts)

STEALING INVOLVING VIOLENCE RESULTING IN SERIOUS INJURY

0 = Absent

2 = Present

Codes

PGB6I02
Intensity

PGB7V01
Frequency

PGB7O01
Onset

PGB8I01
Intensity

PGB9V01
Frequency

PGB9O01
Onset

Definitions and questions

PATTERNS OF STEALING - USE OF WEAPON

Use of any item that could be used to threaten or intimidate a victim. Include carrying a weapon even if it is concealed and not used.

Has s/he ever carried a weapon when s/he stole anything?

In the last 3 months?

What?

Did you use it?

How many times has s/he ever carried a weapon when s/he stole something?

When was the first time s/he carried a weapon to steal?

OUTCOME OF STEALING

IF SUSPENDED OR EXPELLED FROM SCHOOL BECAUSE OF STEALING, CODE HERE AND UNDER SCHOOL SUSPENSION, IN -SCHOOL SUSPENSION OR SCHOOL EXPULSION.

CODE POLICE INVOLVEMENT UNDER POLICE CONTACT.

Did s/he get caught at all in the last 3 months?

What happened?

Did s/he get punished?

Were the police involved?

What happened?

Coding rules

USE OF WEAPON

0 = Absent

2 = Carried weapon while stealing.

3 = Used weapon to threaten victim.

OUTCOME OF STEALING

0 = Absent

2 = Present

ACTIVITIES WITH PEERS RESTRICTED

0 = Absent

2 = Present

ACTIVITIES WITH ADULTS RESTRICTED

0 = Absent

2 = Present

OTHER PUNISHMENT BY FAMILY OR OTHERS

0 = Absent

2 = Present

BANNED FROM PREMISES OR ORGANIZATIONS/SUSPENDED OR EXPELLED FROM SCHOOL/COLLEGE/UNIVERSITY

0 = Absent

2 = Present

Codes

PGC0101
Intensity

PGC1V01
Frequency

PGC1001
Onset

PGC2X01
Intensity

PGC2101

PGC2102

PGC2103

PGC2104

Definitions and questions

DECEPTION

LYING

Distortion of the truth with intent to deceive others.

Most people tell lies sometimes. Has s/he told any lies in the last 3 months?

What about?

Who to?

Where?

Why did s/he do it?

Was it to get out of trouble?

What was the result?

How often does s/he tell lies?

When did s/he start telling lies?

Does s/he ever tell lies to get out of things s/he doesn't want to do?

What happens when s/he's caught doing something wrong?

When something goes wrong that's his/her fault, does s/he admit it?

Coding rules

LYING

0 = Absent

2 = Lies told for gain, or to get out of school attendance etc., or to escape school punishment, in at least 2 activities that do not result in others getting into trouble.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

Codes

PGC3101
Intensity

PGC3F01
Home
Frequency

PGC3F02
School
Frequency

PGC3F03
Elsewhere
Frequency

PGC3001
Onset

PGC3X01

Definitions and questions

BLAMING

Does s/he lie if s/he thinks s/he can get out of trouble by blaming someone else?

Do his/her lies get others into trouble?

Could they?
What does s/he do?
What is the result?
How often does s/he do this?
When did s/he start doing it?

Coding rules

BLAMING

0 = Absent

2 = Lies in at least 2 activities, that result in others being blamed for subject's misdemeanors or otherwise getting into trouble or lies which, if believed, would have the same result.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

Codes

PGJ3I01
Intensity

PGJ3F01
Home
Frequency

PGJ3F02
School
Frequency

PGJ3F03
Elsewhere
Frequency

PGJ3O01
Onset

//

PGJ3X01

Definitions and questions

CON-ARTISTRY

Lying in order to obtain goods or favors with a monetary value of at least \$10.

Has s/he ever tried to con anyone to get them to give him/her something?

Or to do him/her a favor?

What happened?

Coding rules

CON-ARTISTRY

0 = Absent

2 = Simple lies.

3 = "Scam" involving at least some planning to develop and implement scheme.

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

Codes

PGC4I01
Intensity

PGC4F01
Frequency

PGC4O01
Onset

/ /

PGC4X01

Definitions and questions

MINOR FORGERY

Deliberate non-illegal imitation of documents, letters or signatures for the subject's own ends.

Includes getting others to forge documents for the subject's purposes, but do not include illegal acts.

Has s/he ever faked sick notes for school?

Or faked your signature on report cards?

When?
Why?

What was the result?
How often has s/he done it?
When was the first time?

Coding rules

EVER: MINOR FORGERY

0 = No

2 = Behaviors that are neither illegal nor likely to result in police action, such as faking school reports or sick notes.

MINOR FORGERY

0 = No

2 = Behaviors that are neither illegal nor likely to result in police action, such as faking school reports or sick notes.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

Codes

Ever:PGC6V01
Intensity

PGC6O01
Onset

PGC6I01
Intensity

PGC6F01
Home
Frequency

PGC6F02
School
Frequency

PGC6F03
Elsewhere
Frequency

PGC6X01

Definitions and questions

MAJOR FORGERY

Deliberate illegal imitation of documents, letters or signatures for the subject's own ends.

Include getting others to forge documents for the subject's purposes.

Include only illegal acts.

Has s/he ever forged a fake ID?

Or anything else?

Has s/he gotten anyone else to forge anything for him/her?

When?

Why?

What was the result?

How often has s/he done it?

When was the first time?

Coding rules

MAJOR FORGERY

0 = No

2 = Illegal acts such as credit card fraud, forging a fake ID, etc.

MAJOR FORGERY

0 = No

2 = Illegal acts such as credit card fraud, forging a fake ID, etc.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

Codes

Ever:PGJ5V01
Intensity

Ever:PGJ5O01
Onset

PGJ5I01
Intensity

PGJ5F01
Home
Frequency

PGJ5F02
School
Frequency

PGJ5F03
Elsewhere
Frequency

PGJ5X01

Definitions and questions

RUNNING AWAY FROM HOME

Leaving the home with the deliberate intention of staying away temporarily or permanently.

N.B. "EVER" CODED IF SUBJECT HAS RUN AWAY BUT NOT IN LAST 3 MONTHS.

Has s/he ever run away from home?

When was that?

Has s/he run away from home in the last 3 months?

How long for?

Why did s/he run away?

How often has s/he run away?

What did you do?

Did you contact the police?

What happened?

Why did s/he come back?

What did you do then?

When was the first time s/he ran away?

Days/hours away

Enter only if at intensity level "3"

Coding rules

RUNNING AWAY FROM HOME

0 = Absent

2 = Intending to stay away at time of leaving, but returning or returned before away overnight. Some preparations to allow the subject to have stayed away should have occurred such as packing a bag, taking some treasured possessions, or buying a one way tick

3 = As 2, and away at least overnight.

DAYS

SOLITARY/ACCOMPANIED

0 = Absent

2 = Treatment for alcohol.

3 = Treatment for drugs.

4 = Treatment for both.

RUNNING AWAY FROM HOME OVERNIGHT

0 = Absent

2 = Present

RUNNING AWAY FROM HOME OVERNIGHT - FREQUENCY

DAYS

ONSET - RUNNING AWAY

Codes

PGC7I01
Intensity

PGC7F01
Frequency

PGC7D01
Duration

PGC7O01
Onset

PGC7X01

Ever:PGC8E01
Intensity

Ever:PGC8V01

Ever:PGC8D01

Ever:PGC8O01

Definitions and questions

CONDUCT PROBLEMS INVOLVING VIOLENCE

LOSING TEMPER

Discrete episodes of temper manifested by shouting or name calling but without violence and not meeting criteria for a temper tantrum.

What sort of temper has s/he got?

What happens when s/he loses his/her temper?

How often does s/he lose his/her temper?
When did that start?

Coding rules

LOSING TEMPER

0 = Absent

2 = Present

HOME

SCHOOL

ELSEWHERE

Codes

PGE0101
Intensity

PGE0F02
Home
Frequency

PGE0F03
School
Frequency

PGE0F04
Elsewhere
Frequency

PGE0001
Onset

Definitions and questions

TEMPER TANTRUMS

Discrete episodes of excessive temper, frustration or upset, manifested by shouting, crying or stamping, and involving violence or attempts at damage directed against people or property.

Violence or damage done here does not constitute Vandalism or Assault.

What happens when s/he doesn't get what s/he wants or something upsets him/her?

Does s/he ever get into a tantrum?

What does s/he do?

Tell me about the last time.

What do you do about it?

How long does it go on for?

How often does it happen?

When did it start?

N.B. INFORMATION OBTAINED HERE MAY ALSO BE RELEVANT TO TOUGHY OR EASILY ANNOYED, ANGRY OR RESENTFUL AND IRRITABILITY

Coding rules

TEMPER TANTRUMS

0 = Absent

2 = Non destructive violence directed only against, property, (e.g. slamming doors, stamping, etc.).

3 = With destructive violence (e.g. smashing window) or violence against persons.

HOME

SCHOOL

ELSEWHERE

HOURS : MINUTES

Codes

PGE1I01
Intensity

PGE1F01
Home
Frequency

PGE1F02
School
Frequency

PGE1F03
Elsewhere
Frequency

PGE1D01
Duration

PGE1O01
Onset

Definitions and questions

VANDALISM
 Damage to, or destruction of, property without the intention of gain.

DO NOT INCLUDE WRITING ON SCHOOL DESKS.

Has s/he ever written on walls?

Where?
What?
Has s/he damaged or broken or smashed up anything?

What about public telephones?

What about school books or property?

When was that?
Did s/he know the people whose stuff s/he "smashed"?
How often does s/he do that sort of thing?
When did s/he first do something like that?
What did you do about it?
Were the police involved?

Coding rules

VANDALISM

- 0 = Absent
- 2 = Writing graffiti, carving on trees or similar actions that are not actually destructive of the functions of that object.
- 3 = Other acts involving damage to, or destruction of, property.

HOME

SCHOOL

ELSEWHERE

DIRECTED AGAINST COMMUNAL PROPERTY (E.G. PUBLIC TELEPHONES)

- 0 = Absent
- 2 = Present

DIRECTED AGAINST UNKNOWN INDIVIDUAL'S PROPERTY

- 0 = Absent
- 2 = Present

DIRECTED AGAINST KNOWN INDIVIDUAL'S PROPERTY

- 0 = Absent
- 2 = Present

SOLITARY/ACCOMPANIED

- 0 = Solitary
- 2 = Often accompanied (25-49% of the time).
- 3 = Accompanied 50% or more of the time.

Codes

PGE2101
Intensity

PGE2F01
Home
Frequency

PGE2F02
School
Frequency

PGE2F03
Elsewhere
Frequency

PGE2102

PGE2103

PGE2104

PGE2X01

PGE2001
Onset

Definitions and questions

Coding rules

Codes

Definitions and questions	Coding rules	Codes
VANDALISM	0 = Absent 1 = Other acts involving damage to or destruction of property	
NONE		
SCHOOL		
ELEMENTARY		
DIRECTED AGAINST COMMUNAL PROPERTY (E.G. PUBLIC TELEPHONE)	0 = Absent 1 = Present	
DIRECTED AGAINST INDIVIDUAL PROPERTY	0 = Absent 1 = Present	
DIRECTED AGAINST HOME INDIVIDUAL PROPERTY	0 = Absent 1 = Present	
SOLITARY/CONFIDENTIAL	0 = Absent 1 = Other accommodations (e.g. library) 2 = Accommodated (e.g. room in the home)	

Definitions and questions

FIRESETTING
 Setting of unsanctioned fires.

Do not include burning individual matches or pieces of paper.

N.B. "EVER" CODED IF FIRE SETTING HAS OCCURRED BUT NOT IN LAST 3 MONTHS.

Does s/he like playing with fire?

Or burning things?

*Why did s/he do it?
 Where did s/he do it?
 When did s/he do it?
 Has s/he done it in the last 3 months?
 Did anyone find out?
 What happened?
 How often has s/he done that sort of thing?
 Does s/he start fires with other people or on his/her own?
 How often does s/he start fires?
 When was the first time s/he started a fire?
 Has s/he ever done any damage with fire?*

Coding rules

FIRESETTING

- 0 = Absent
- 2 = Deliberate setting of unsanctioned fires, but without intent to cause damage.
- 3 = Deliberate setting of unsanctioned fires with deliberate intent to cause damage.

HOME

SCHOOL

ELSEWHERE

DIRECTED AGAINST COMMUNAL PROPERTY (E.G. PUBLISH TELEPHONES)

- 0 = No
- 2 = Yes

DIRECTED AGAINST UNKNOWN INDIVIDUAL'S PROPERTY

- 0 = No
- 2 = Yes

DIRECTED AGAINST KNOWN INDIVIDUAL'S PROPERTY

- 0 = No
- 2 = Yes

SOLITARY/ACCOMPANIED

- 0 = Solitary
- 2 = Often accompanied (25-49% of the time).
- 3 = Accompanied 50% or more of the time.

Codes

PGE3I01
 Intensity

PGE3F01
 Home Frequency

PGE3F02
 School Frequency

PGE3F03
 Elsewhere Frequency

PGE3I02

PGE3I03

PGE3I04

PGE3X01

PGE3O01
 Onset

Definitions and questions

<p>1 = Deliberate setting of unsanctioned fires with deliberate intent to cause damage.</p> <p>2 = Deliberate setting of unsanctioned fires but without intent to cause damage.</p> <p>3 = Deliberate setting of unsanctioned fires with intent to cause damage.</p>	<p>0 = Absent</p> <p>2 = Deliberate setting of unsanctioned fires, but without intent to cause damage.</p> <p>3 = Deliberate setting of unsanctioned fires with deliberate intent to cause damage.</p>	<p>Ever:PGE4E01 Intensity</p> <p>Ever:PGE4V01 Frequency</p> <p>Ever:PGE4O01 Onset</p>
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Coding rules

FIRESETTING

0 = Absent

2 = Deliberate setting of unsanctioned fires, but without intent to cause damage.

3 = Deliberate setting of unsanctioned fires with deliberate intent to cause damage.

Codes

Ever:PGE4E01 Intensity

Ever:PGE4V01 Frequency

Ever:PGE4O01 Onset

//

Definitions and questions

VIOLENCE AGAINST PERSONS

FIGHTS

Physical fights in which both (or all) combatants are actively initiating. Otherwise code as assault.

If subject is a victim of an attack and fights back only to protect him/herself, do not rate here or under Assault.

Does s/he get into fights at all?

Has s/he gotten into any fights in the last 3 months?

Who with?

How often?

Can you remember the last time s/he had a fight?

Was it a friendly fight?

What is the worst that's happened in a fight s/he were in?

Did anyone get hurt?

What happened?

Has s/he been in any fights that someone else broke up?

Who?

Why?

Has s/he ever been in a fight where someone was badly hurt?

Has s/he ever used a weapon?

Like a knife or stone or anything else?

When did s/he start fighting?

What do you do about it?

What does the school (etc.) do about it?

Were the police involved?

FIGHTS- RESULTING IN SERIOUS INJURY

As the result of a fight, either combatant sustained broken limbs, required hospitalization, or was unconscious for any period.

NOTE WHETHER ANY FURTHER ACTION WAS TAKEN BY THE AUTHORITIES

Coding rules

FIGHTS

0 = Fights absent.

2 = Fights do not result in any physical injury to either party.

3 = Either combatant has sustained some physical injury as a result (e.g. black eye or cuts).

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

0 = None

2 = As a result of a fight either combatant sustained broken limbs, required hospitalization, or was unconscious for any period.

Codes

PGE5101
Intensity

PGE5F01
Home
Frequency

PGE5F02
School
Frequency

PGE5F03
Elsewhere
Frequency

PGE5X01

PGE5001
Onset

PGE6101
Intensity

Ever:PGE7V01
Frequency

Definitions and questions

When was the first time?

ASSAULT
 Attack upon or attempt to hurt another without the other's willful involvement in the contact.

If subject is the victim of an attack and fights back only to protect him/herself, do not rate here or under Fight.

N.B. "EVER" CODED IF ASSULTED HAS NOT OCCURED IN LAST 3 MONTHS.

Has s/he hurt or attacked anyone who didn't want to fight him/her?

What was that?
When was that?
Whose fault was it?
How did it happen?
Did X hurt him/her? How much?
Why?

Coding rules

USE OF WEAPON

0 = No

2 = Yes

PGE8V01

FIGHTS RESULTING IN SERIOUS INJURY - ONSET

ASSAULT

0 = No assault

2 = Assaults did not result in any physical injury to either party

3 = The victim sustained some physical injury as a result (e.g.black eye or cuts)

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time).

3 = Accompanied 50% or more of the time.

Codes

Ever:PGE7O01
 Onset

Ever:PGE8E01
 Intensity

Ever:PGE8V01

Ever:PGE8O01

PGE9I01
 Intensity

PGE9F01
 Home
 Frequency

PGE9F02
 School
 Frequency

PGE9F03
 Elsewhere
 Frequency

PGE9X01

PGE9O01
 Onset

Definitions and questions

ASSAULT RESULTING IN SERIOUS INJURY

Has s/he ever injured anyone who didn't want to fight him/her?

In the last 3 months, has s/he been involved in an assault where someone was seriously injured?

*How many times has s/he ever been involved in an assault where someone was seriously injured?
What was the serious injury?
When was the first time?*

ASSAULT WITH A WEAPON

Physical aggression, attack upon, or attempt to hurt another without the other's willful involvement in the contact using a weapon.

Has s/he ever used a weapon in an assault?

*Like a knife or stone?
Were the police involved?
How often has s/he done anything like that?
Where has s/he done that sort of thing?
When was the first time s/he did anything like that?
Tell me about it.
What did you do about it?
What did the school (etc.) do about it?*

How many times have you ever used a weapon to attack someone?

When was the first time you used a weapon in an attack?

IF ASSAULT OCCURRED, ASK ABOUT CRUELTY. OTHERWISE, SKIP TO "BULLYING", (PAGE 32).

Coding rules

ASSAULT RESULTING IN SERIOUS INJURY

0 = Absent
2 = Present

ASSAULTS RESULTING IN SERIOUS INJURY

0 = None
2 = As a result, either combatant sustained broken limbs, required hospitalization, or was unconscious for any period

USE OF WEAPON

0 = No
2 = Yes

Codes

Ever:PGF0E01
Intensity

PGF0I01
Intensity

Ever:PGF1V01
Frequency

Ever:PGF1O01
Onset

Ever:PGF2E01
Intensity

Ever:PGF2V01
Frequency

Ever:PGF2O01
Onset