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Children’s Profile at School Entry (CPSE) teacher survey codebook (v2)

Study title: Children’s Profile at School Entry

Year: 2008 – 2015

Principal investigator: Orla Doyle, University College Dublin, Ireland.

This codebook Version 2 was prepared by the Children’s Research Network as part of the Prevention and Early Intervention Research Initiative (June 2017).

<http://www.childrensresearchnetwork.org>

For full description of the data please refer to the 48 month evaluation report:

Doyle, O., & UCD Geary Institute PFL Evaluation Team (2015). Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Forty-Eight Months.

Doyle, O., & UCD Geary Institute PFL Evaluation Team (2016). Preparing for Life Early Childhood Intervention Final Report: Did Preparing for Life Improve Children’s School Readiness?

<http://geary.ucd.ie>

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Interview details

There are 980 cases in the CPSE Teacher dataset. 155 of these are PFL cases.

CPSE_ID

		Value
Standard Attributes	Position	1
	Label	CPSE identifier
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	34603.10
	Standard Deviation	132016.120
	Percentile 25	3115.50
	Percentile 50	12005.50
	Percentile 75	21602.50

Note: Unique identifier for child participants in the CPSE study.

PFL_ID

		Value
Standard Attributes	Position	2
	Label	PFL identifier for matching with PFL data
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	155
	Missing	825
Central Tendency and Dispersion	Mean	120.05
	Standard Deviation	70.428
	Percentile 25	61.00
	Percentile 50	121.00
	Percentile 75	176.00

Note: Unique identifier for child participants in the PFL study. Children who participated in Northside Partnership's Preparing for Life early intervention programme may be identified in the CPSE sample using this variable. These unique identifiers match the PFL ID codes in the archived PFL collection and this

variable can therefore be used to link cases in both data collections.

The majority of PFL children reached school entry age during 2013 and 2014 therefore there are no PFL participants in CPSE for wave 1 – 4 (2008 and 2011). The number of PFL participants assessed at each wave of CPSE is as follows:

CPSE wave 1 = 0 PFL cases
 CPSE wave 2 = 0 PFL cases
 CPSE wave 3 = 0 PFL cases
 CPSE wave 4 = 0 PFL cases
 CPSE wave 5 = 4 PFL cases
 CPSE wave 6 = 56 PFL cases
 CPSE wave 7 = 63 PFL cases
 CPSE wave 8 = 32 PFL cases

PFL_Group

		Value	Count	Percent
Standard Attributes	Position		3	
	Label	PFL Treatment group: high or low		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1.00	High treatment	76
2.00		Low treatment	78	8.0%
996.00		Missing	1	0.1%
997.00		Not applicable	825	84.2%

Note: This variable indicates the treatment group (High or Low treatment) for children who participated in Northside Partnership's Preparing for Life early intervention programme. Children in the 'low treatment' group were PFL participants and received the standard supports from this intervention. Children in the 'high treatment' group were PFL participants and received the enhanced supports from this intervention. Please refer to the PFL User Guide for more details on these supports. Children in the 'not applicable' group did not participate in PFL and did not receive any of the supports provided by the PFL programme, but attended the same Primary School as the PFL participants. This variable can therefore be used to examine the impact of different PFL treatment groups on school readiness in comparison to children who did not participate in PFL.

School

		Value	Count	Percent
Standard Attributes	Position		4	

	Label	School: anonymised		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	School 1	394	40.2%
	2	School 2	317	32.3%
	3	School 3	209	21.3%
	4	All other schools	60	6.1%

Note: School names were removed during anonymisation

Wave

		Value	Count	Percent
Standard Attributes	Position	5		
	Label	Data collection wave		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Wave 1	103	10.5%
	2	Wave 2	133	13.6%
	3	Wave 3	111	11.3%
	4	Wave 4	106	10.8%
	5	Wave 5	112	11.4%
	6	Wave 6	160	16.3%
	7	Wave 7	113	11.5%
	8	Wave 8	142	14.5%

Note: Data were collected at the start of the school year during October, November, and December. The academic school years for each wave were as follows:

CPSE wave 1 = 2008/09
 CPSE wave 2 = 2009/10
 CPSE wave 3 = 2010/11
 CPSE wave 4 = 2011/12
 CPSE wave 5 = 2012/13
 CPSE wave 6 = 2013/14
 CPSE wave 7 = 2014/15
 CPSE wave 8 = 2015/16

ChildGender

		Value	Count	Percent
Standard Attributes	Position	6		
	Label	Gender of child in Junior Infants class		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Male	502
	2	Female	457	46.6%
Missing Values	996	Missing	21	2.1%

Hand

		Value	Count	Percent
Standard Attributes	Position	7		
	Label	Childs hand preference - left or right		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Right	753
	2	Left	94	9.6%
	3	Dont know	0	0.0%
Missing Values	996	Missing	133	13.6%

Note: Teacher reported hand preference of child

CompletionAge

		Value
Standard Attributes	Position	8
	Label	Childs age on completion of survey
	Type	Numeric
	Format	F3.2

	Measurement	Scale
	Role	Input
N	Valid	787
	Missing	193
Central Tendency and Dispersion	Mean	4.8355
	Standard Deviation	.47694
	Percentile 25	4.5722
	Percentile 50	4.8378
	Percentile 75	5.0732

Section 1: Teacher Demographics

TAge

		Value
Standard Attributes	Position	9
	Label	Q1.1 What is your age?
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	960
	Missing	20
Central Tendency and Dispersion	Mean	33.02
	Standard Deviation	8.912
	Percentile 25	27.00
	Percentile 50	31.00
	Percentile 75	35.00

Note: Teacher's age is indicated by this variable

TEducation

		Value	Count	Percent
Standard Attributes	Position	10		
	Label	Q1.3 What is your highest level of education completed?		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Non-degree Qualification	39	4.0%
	2	Primary Degree	473	48.3%
	3	Postgraduate Qualification	448	45.7%

Missing Values	996	Missing	20	2.0%
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Note: Teacher's highest completed level of education is indicated by this variable

TeachingYrs

		Value
Standard Attributes	Position	11
	Label	Q1.4 How many years have you been teaching?
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		20
Central Tendency and Dispersion	Mean	9.79
	Standard Deviation	7.836
	Percentile 25	5.00
	Percentile 50	7.00
	Percentile 75	13.00

TeachingJrs

		Value
Standard Attributes	Position	12
	Label	Q1.5 How many years have you taught junior infants?
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		20
Central Tendency and Dispersion	Mean	3.43
	Standard Deviation	3.164
	Percentile 25	1.00
	Percentile 50	3.00

Percentile 75	5.00
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Note: Junior Infants is the entry level class for Primary School in the Republic of Ireland. Most children in Ireland start their Primary School education (also called national schools) at the age of 4 or 5 years of age.

TeachingSch

		Value
Standard Attributes	Position	13
	Label	Q1.6 How many years have you been teaching in this school?
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		20
Central Tendency and Dispersion	Mean	8.84
	Standard Deviation	7.538
	Percentile 25	4.00
	Percentile 50	7.00
	Percentile 75	10.00

Class_size

		Value	Count	Percent
Standard Attributes	Position	14		
	Label	Q1.7 How many students are in your class?		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
	N	Valid	960	
Missing		20		
Central Tendency and Dispersion	Mean	17.70		
	Standard Deviation	4.386		
	Percentile 25	14.00		

	Percentile 50	17.00		
	Percentile 75	20.00		
Labeled Values	12	12 or less	7	0.7%

Section 2: Measures of school readiness

Items from Q2.25 to Q2.31 on special skills and talents were developed by the PFL Evaluation Team.

PFL_specnum

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	Q2.25 demonstrates special numeracy skills or talents		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	711
	1	Yes	119	12.1%
Missing Values	996	Missing	150	15.3%

PFL_speclit

		Value	Count	Percent
Standard Attributes	Position	16		
	Label	Q2.26 demonstrates special literacy skills or talents		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	682
	1	Yes	192	19.6%
Missing Values	996	Missing	106	10.8%

PFL_specart

		Value	Count	Percent
Standard Attributes	Position	17		

	Label	Q2.27 demonstrates special skills or talents in arts		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	682	69.6%
	1	Yes	194	19.8%
Missing Values	996	Missing	104	10.6%

PFL_specmus

		Value	Count	Percent
Standard Attributes	Position	18		
	Label	Q2.28 demonstrates special skills or talents in music		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	622	63.5%
	1	Yes	120	12.2%
Missing Values	996	Missing	238	24.3%

PFL_specath

		Value	Count	Percent
Standard Attributes	Position	19		
	Label	Q2.29 demonstrates special skills or talents in athletics/dance		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	0	No	642	65.5%
	1	Yes	168	17.1%
Missing Values	996	Missing	170	17.3%

PFL_specprob

		Value	Count	Percent
Standard Attributes	Position	20		
	Label	Q2.30 demonstrates special skills or talents in problem solving		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	600
1		Yes	206	21.0%
Missing Values	996	Missing	174	17.8%

PFL_specoth

		Value	Count	Percent
Standard Attributes	Position	21		
	Label	Q2.31 demonstrates special skills or talents in other areas		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	545
1		Yes	116	11.8%
Missing Values	996	Missing	319	32.6%

PFL_spec

		Value	Count	Percent
Standard Attributes	Position	22		
	Label	Any special skills or talents (yes to any of Q2.25 - Q2.31)		
	Type	Numeric		
	Format	F3		
	Measurement	Ordinal		
	Role	Input		
	Valid Values	0	516	52.7%
	1	435	44.4%	
Missing Values	System		29	3.0%

Note: Value of 1 is given where a child has received a value of 'yes' for any of the items from Q2.25 to Q2.31

The following items (survey Q2.56 - Q2.70) were developed by the PFL Evaluation Team.

PFL_hypatt2

		Value	Count	Percent
Standard Attributes	Position	23		
	Label	Q2.56 is inattentive		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Often/Very True	184	18.8%
	2	Sometimes/Somewhat True	355	36.2%
	3	Never/Not True	421	43.0%
Missing Values	4	Dont know	0	0.0%
	996	Missing	20	2.0%

Note: Item 2 from PFL hyperactivity and inattention construct

PFL_def2

		Value	Count	Percent
Standard Attributes	Position	24		
	Label	Q2.57 doesnt seem to feel guilty after misbehaving		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Often/Very True	114
2		Sometimes/Somewhat True	152	15.5%
3		Never/Not True	642	65.5%
Missing Values	4	Dont know	0	0.0%
	996	Missing	72	7.3%

Note: Item 2 from PFL defiant behaviour construct

PFL_def1

		Value	Count	Percent
Standard Attributes	Position	25		
	Label	Q2.58 is defiant or refuses to comply with requests or rules		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Often/Very True	75
2		Sometimes/Somewhat True	193	19.7%
3		Never/Not True	690	70.4%
Missing Values	4	Dont know	0	0.0%
	996	Missing	22	2.2%

Note: Item 1 from PFL defiant behaviour construct

PFL_prosoc1

		Value	Count	Percent
Standard Attributes	Position	26		
	Label	Q2.59 tries to help someone who has been hurt		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Often/Very True	332
2		Sometimes/Somewhat True	417	42.6%
3		Never/Not True	89	9.1%
Missing Values	4	Dont know	0	0.0%
	996	Missing	142	14.5%

PFL_hypatt1

		Value	Count	Percent
Standard Attributes	Position	27		
	Label	Q2.60 is unable to concentrate or pay attention for long		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Often/Very True	201
2		Sometimes/Somewhat True	359	36.6%
3		Never/Not True	396	40.4%
Missing Values	4	Dont know	0	0.0%
	996	Missing	24	2.4%

Note: Item 1 from PFL hyperactivity and inattention construct

PFL_def3

		Value	Count	Percent
Standard Attributes	Position	28		
	Label	Q2.61 punishment doesn't change this child's behaviour		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Often/Very True	79
2		Sometimes/Somewhat True	161	16.4%
3		Never/Not True	573	58.5%
Missing Values	4	Dont know	0	0.0%
	996	Missing	167	17.0%

Note: Item 3 from PFL defiant behaviour construct

PFL_hypatt3

		Value	Count	Percent
Standard Attributes	Position	29		
	Label	Q2.62 has difficulty waiting his/her turn in games		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Often/Very True	108
2		Sometimes/Somewhat True	243	24.8%
3		Never/Not True	590	60.2%
Missing Values	4	Dont know	0	0.0%
	996	Missing	39	4.0%

Note: Item 3 from PFL hyperactivity and inattention construct

PFL_agg1

		Value	Count	Percent
Standard Attributes	Position	30		
	Label	Q2.63 physically attacks people		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Often/Very True	28	2.9%
	2	Sometimes/Somewhat True	94	9.6%
	3	Never/Not True	823	84.0%
Missing Values	4	Dont know	0	0.0%
	996	Missing	35	3.6%

PFL_e11

		Value	Count	Percent
Standard Attributes	Position	31		
	Label	Q2.64 demonstrates knowledge of the alphabet		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	741	75.6%
	2	No	156	15.9%
Missing Values	3	Dont know	0	0.0%
	996	Missing	83	8.5%

Note: Item 1 from PFL emergent literacy construct

PFL_e13

		Value	Count	Percent
Standard Attributes	Position	32		

	Label	Q2.65. understands the purpose of writing		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	616	62.9%
	2	No	167	17.0%
Missing Values	3	Dont know	0	0.0%
	996	Missing	197	20.1%

Note: Item 3 from PFL emergent literacy construct

PFL_pi1

		Value	Count	Percent
Standard Attributes	Position	33		
	Label	Q2.66. can do/undo buttons or zips		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	527	53.8%
	2	No	321	32.8%
Missing Values	3	Dont know	0	0.0%
	996	Missing	132	13.5%

Note: Item 1 from PFL physical independence construct

PFL_e14

		Value	Count	Percent
Standard Attributes	Position	34		
	Label	Q2.67. writes letters and words		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	479	48.9%
	2	No	439	44.8%
Missing Values	3	Dont know	0	0.0%
	996	Missing	62	6.3%

Note: Item 4 from PFL emergent literacy construct

PFL_pi2

		Value	Count	Percent
Standard Attributes	Position	35		
	Label	Q2.68. can manage his/her lunch or snack on his/her own		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	762
2		No	95	9.7%
Missing Values	3	Dont know	0	0.0%
	996	Missing	123	12.6%

Note: Item 2 from PFL physical independence construct

PFL_e12

		Value	Count	Percent
Standard Attributes	Position	36		
	Label	Q2.69. uses emerging reading skills to make meaning from print		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	439

	2	No	444	45.3%
Missing Values	3	Dont know	0	0.0%
	996	Missing	97	9.9%

Note: Item 2 from PFL emergent literacy construct

PFL_pi3

		Value	Count	Percent
Standard Attributes	Position	37		
	Label	Q2.70. is able to put on his/her coat independently		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	719
2		No	139	14.2%
Missing Values	3	Dont know	0	0.0%
	996	Missing	122	12.4%

Note: Item 3 from PFL physical independence construct

PFL_el

		Value
Standard Attributes	Position	38
	Label	PFL: Emergent literacy construct
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	956
	Missing	24
Central Tendency and Dispersion	Mean	1.6511
	Standard Deviation	.33891
	Percentile 25	1.3333
	Percentile 50	1.7500
	Percentile 75	2.0000

Note: Emergent literacy construct, created from PFL_e1, PFL_e12, FL_e13 and PFL_e14

PFL_def

		Value
Standard Attributes	Position	39
	Label	PFL: Defiant behaviour construct
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		56
Central Tendency and Dispersion		Mean
	Standard Deviation	.59210
	Percentile 25	1.0000
	Percentile 50	1.0000
	Percentile 75	1.6667

Note: Defiant behaviour construct, created from PFL_def1, PFL_def2 and PFL_def3

PFL_pi

		Value
Standard Attributes	Position	40
	Label	PFL: Physical independence construct
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		121
Central Tendency and Dispersion		Mean
	Standard Deviation	.30010
	Percentile 25	1.6667
	Percentile 50	2.0000

Percentile 75	2.0000
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Note: Physical independence construct, created from PFL_pi1, PFL_pi2 and PFL_pi3

PFL_hypatt

		Value
Standard Attributes	Position	41
	Label	PFL: Alternative hyperactivity/inattention
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		20
Central Tendency and Dispersion	Mean	2.3182
	Standard Deviation	.62122
	Percentile 25	2.0000
	Percentile 50	2.3333
	Percentile 75	3.0000

Note: Hyperactivity and inattention construct, created from PFL_hypatt1, PFL_hypatt2 and PFL_hypatt3

SR_Sept

		Value	Count	Percent
Standard Attributes	Position	42		
	Label	Q2.77 Rate childs School Readiness in September		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Definitely ready	500
2		Somewhat ready	269	27.4%
3		Definitely not ready	85	8.7%
Missing Values	996	Missing	126	12.9%

Note: Subjective teacher rating of school readiness

SR_Now

		Value	Count	Percent
Standard Attributes	Position	43		
	Label	Q2.78 Rate childs School Readiness now		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Definitely ready	655
2		Somewhat ready	170	17.3%
3		Definitely not ready	31	3.2%
Missing Values	996	Missing	124	12.7%

Note: Subjective teacher rating of school readiness

Adjustment

		Value	Count	Percent
Standard Attributes	Position	44		
	Label	Q2.79 Based on your experience would you say child had		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Very successful adjustment to school, virtually no problems.	274

	2	Moderately successful adjustment to school, some problems, mostly minor.	108	11.0%
	3	Difficult adjustment to school, serious concerns or many problems.	24	2.4%
Missing Values	996	Missing	574	58.6%

Note: Subjective teacher rating of school readiness

Mostimp

		Value	Count	Percent
Standard Attributes	Position	45		
	Label	Q2.80a Most important for child's school readiness		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Physical health and well-being	94
2		Social competence	264	26.9%
3		Emotional maturity	285	29.1%
4		Language and cognitive development	40	4.1%
5		Communication skills and general knowledge	53	5.4%
Missing Values	996	Missing	244	24.9%

Note: Teacher perception of the most important aspects of development for a

child's school readiness

Leastimp

		Value	Count	Percent
Standard Attributes	Position	46		
	Label	Q2.80b Least important for child's school readiness		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Physical health and well-being	232
2		Social competence	92	9.4%
3		Emotional maturity	56	5.7%
4		Language and cognitive development	214	21.8%
5		Communication skills and general knowledge	142	14.5%
Missing Values	996	Missing	244	24.9%

Note: Teacher perception of the least important aspects of development for a child's school readiness

Short Early Development Instrument (S-EDI)

M. Janus, PhD & E.K. Duku, MSc, P.Stat

Development of the Short Early Development Instrument (S-EDI). Hamilton, Ontario, Canada: Offord Centre for Child Studies. Retrieved May 30, 2014, from http://www.offordcentre.com/readiness/files/REPORT.short_edi_june2005.pdf
<https://edi.offordcentre.com/>

SEDI_phys1

		Value
Standard Attributes	Position	47
	Label	SEDI PH1: Physical readiness for the school day
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		22
Central Tendency and Dispersion	Mean	8.1785
	Standard Deviation	2.82872
	Percentile 25	6.6667
	Percentile 50	10.0000
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Physical Well-being subdomain 1

SEDI_phys2

		Value
Standard Attributes	Position	48
	Label	SEDI PH2: Physical independence
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		25
Central Tendency and Dispersion	Mean	8.7766
	Standard Deviation	2.28581

Percentile 25	6.6667
Percentile 50	10.0000
Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Physical Well-being subdomain 2

SEDI_phys3

		Value
Standard Attributes	Position	49
	Label	SEDI PH3: Gross and fine motor skills
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		42
Central Tendency and Dispersion	Mean	6.9527
	Standard Deviation	2.93733
	Percentile 25	5.0000
	Percentile 50	7.5000
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Physical Well-being subdomain 3

SEDI_phys

		Value
Standard Attributes	Position	50
	Label	SEDI: Physical health and wellbeing domain
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid

	Missing	22
Central Tendency and Dispersion	Mean	8.0053
	Standard Deviation	2.00963
	Percentile 25	6.8750
	Percentile 50	8.7500
	Percentile 75	9.4444

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Physical Well-being domain

SEDI_soc1

		Value
Standard Attributes	Position	51
	Label	SEDI SC1: Overall social competence with peers
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		20
Central Tendency and Dispersion	Mean	6.6562
	Standard Deviation	2.97323
	Percentile 25	5.0000
	Percentile 50	6.6667
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Social Competence subdomain 1

SEDI_soc2

		Value
Standard Attributes	Position	52
	Label	SEDI SC2: Responsibility and respect
	Type	Numeric

	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	960
	Missing	20
Central Tendency and Dispersion	Mean	8.0825
	Standard Deviation	2.51084
	Percentile 25	6.6667
	Percentile 50	10.0000
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Social Competence subdomain 2

SEDI_soc3

		Value
Standard Attributes	Position	53
	Label	SEDI SC3: Approaches to learning
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	960
	Missing	20
Central Tendency and Dispersion	Mean	7.8715
	Standard Deviation	2.50379
	Percentile 25	6.6667
	Percentile 50	8.3333
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Social Competence subdomain 3

SEDI_soc4

		Value
Standard Attributes	Position	54
	Label	SEDI SC4: Readiness to explore new things
	Type	Numeric

	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	935
	Missing	45
Central Tendency and Dispersion	Mean	8.6578
	Standard Deviation	1.92700
	Percentile 25	7.5000
	Percentile 50	10.0000
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Social Competence subdomain 4

SEDI_soc

		Value
Standard Attributes	Position	55
	Label	SEDI: Social Competence domain
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	959
	Missing	21
Central Tendency and Dispersion	Mean	7.8085
	Standard Deviation	2.00577
	Percentile 25	6.5000
	Percentile 50	8.3333
	Percentile 75	9.5833

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Social Competence domain

SEDI_emot1

		Value
Standard Attributes	Position	56

	Label	SEDI EM1: Prosocial and helping behaviour
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	883
	Missing	97
Central Tendency and Dispersion	Mean	5.9003
	Standard Deviation	3.23957
	Percentile 25	3.3333
	Percentile 50	5.0000
	Percentile 75	8.3333

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Emotional Maturity subdomain 1

SEDI_emot2

		Value
Standard Attributes	Position	57
	Label	SEDI EM2: Aggressive behaviour
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		33
Central Tendency and Dispersion	Mean	8.4706
	Standard Deviation	2.51702
	Percentile 25	6.6667
	Percentile 50	10.0000
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Emotional Maturity subdomain 2

SEDI_emot3

		Value
Standard Attributes	Position	58
	Label	SEDI EM3: Hyperactivity and inattention
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		20
Central Tendency and Dispersion	Mean	6.3212
	Standard Deviation	3.49775
	Percentile 25	5.0000
	Percentile 50	6.6667
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Emotional Maturity subdomain 3

SEDI_emot4

		Value
Standard Attributes	Position	59
	Label	SEDI EM4: Anxious and fearful behaviour
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		31
Central Tendency and Dispersion	Mean	8.1709
	Standard Deviation	2.47392
	Percentile 25	6.6667
	Percentile 50	10.0000
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Emotional Maturity subdomain 4

SEDI_emot

		Value
Standard Attributes	Position	60
	Label	SEDI: Emotional Maturity domain
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		29
Central Tendency and Dispersion	Mean	7.2371
	Standard Deviation	1.99398
	Percentile 25	5.9091
	Percentile 50	7.5000
	Percentile 75	8.7500

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Emotional Maturity domain

SEDI_lang1

		Value
Standard Attributes	Position	61
	Label	SEDI LC1: Basic literacy skills
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		29
Central Tendency and Dispersion	Mean	6.9769
	Standard Deviation	3.43616
	Percentile 25	5.0000
	Percentile 50	6.6667
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Language and Cognitive Development subdomain 1

SEDI_lang2

		Value
Standard Attributes	Position	62
	Label	SEDI LC2: Interest in literacy/numeracy and memory
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		35
Central Tendency and Dispersion	Mean	8.9489
	Standard Deviation	2.52699
	Percentile 25	10.0000
	Percentile 50	10.0000
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Language and Cognitive Development subdomain 2

SEDI_lang3

		Value
Standard Attributes	Position	63
	Label	SEDI LC3: Basic numeracy skills
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		104
Central Tendency and Dispersion	Mean	5.4547
	Standard Deviation	4.06682
	Percentile 25	.0000
	Percentile 50	5.0000
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Language and Cognitive Development subdomain 3

SEDI_lang4

		Value
Standard Attributes	Position	64
	Label	SEDI LC4: Advanced literacy skills
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		47
Central Tendency and Dispersion	Mean	2.2562
	Standard Deviation	2.63143
	Percentile 25	.0000
	Percentile 50	.0000
	Percentile 75	3.3333

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Language and Cognitive Development subdomain 4

SEDI_lang

		Value
Standard Attributes	Position	65
	Label	SEDI: Language and Cognitive Development domain
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		69
Central Tendency and Dispersion	Mean	5.9016
	Standard Deviation	2.52620
	Percentile 25	4.1667
	Percentile 50	6.3636
	Percentile 75	8.1818

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) Language and Cognitive Development domain

SEDI_com

		Value
Standard Attributes	Position	66
	Label	SEDI: Communication Skills and General Knowledge domain
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
	N	Valid
Missing		23
Central Tendency and Dispersion	Mean	5.9204
	Standard Deviation	3.51881
	Percentile 25	3.3333
	Percentile 50	6.6667
	Percentile 75	10.0000

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005). Communication Skills and General Knowledge domain

SEDI_com_miss

		Value
Standard Attributes	Position	67
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.08
	Standard Deviation	.449
	Percentile 25	.00

Percentile 50	.00
Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate Communication Skills and General Knowledge subdomain

SEDI_phys_miss

		Value
Standard Attributes	Position	68
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.74
	Standard Deviation	1.363
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	1.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate Physical Well-being domain

SEDI_lang_miss

		Value
Standard Attributes	Position	69
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and	Mean	.94

Dispersion	Standard Deviation	2.012
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	1.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate Language and Cognitive Development domain

SEDI_soc_miss

		Value
Standard Attributes	Position	70
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	0
Central Tendency and Dispersion	Mean	.36
	Standard Deviation	1.738
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate Social Competence domain

SEDI_emot_miss

		Value
Standard Attributes	Position	71
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input

N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.69
	Standard Deviation	1.838
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	1.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate Emotional Maturity domain

SEDI_phys1_miss

		Value
Standard Attributes	Position	72
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.14
	Standard Deviation	.498
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_phys1

SEDI_phys2_miss

		Value
Standard Attributes	Position	73
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3

	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.10
	Standard Deviation	.469
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_phys2

SEDI_phys3_miss

		Value
Standard Attributes	Position	74
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.50
	Standard Deviation	.646
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	1.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_phys3

SEDI_soc1_miss

		Value
Standard Attributes	Position	75
	Label	SEDI: Number of missing item scores
	Type	Numeric

	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.06
	Standard Deviation	.425
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_soc1

SEDI_soc2_miss

		Value
Standard Attributes	Position	76
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.07
	Standard Deviation	.435
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_soc2

SEDI_soc3_miss

		Value
Standard Attributes	Position	77
	Label	SEDI: Number of missing item scores

	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.07
	Standard Deviation	.429
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_soc3

SEDI_soc4_miss

		Value
Standard Attributes	Position	78
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.16
	Standard Deviation	.581
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_soc4

SEDI_emot1_miss

		Value
Standard Attributes	Position	79

	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	980
	Missing	0
Central Tendency and Dispersion	Mean	.37
	Standard Deviation	.747
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_emot1

SEDI_emot2_miss

		Value
Standard Attributes	Position	80
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.13
	Standard Deviation	.537
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_emot2

SEDI_emot3_miss

		Value
Standard Attributes	Position	81
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.06
	Standard Deviation	.426
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_emot3

SEDI_emot4_miss

		Value
Standard Attributes	Position	82
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.13
	Standard Deviation	.519
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_emot4

SEDI_lang1_miss

		Value
Standard Attributes	Position	83
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.15
	Standard Deviation	.520
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_lang1

SEDI_lang2_miss

		Value
Standard Attributes	Position	84
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.17
	Standard Deviation	.547
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_lang2

SEDI_lang3_miss

		Value
Standard Attributes	Position	85
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.20
	Standard Deviation	.588
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_lang3

SEDI_lang4_miss

		Value
Standard Attributes	Position	86
	Label	SEDI: Number of missing item scores
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		0
Central Tendency and Dispersion	Mean	.42
	Standard Deviation	.800
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	1.00

Note: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005) - indicates number of missing values in items used to generate SEDI_lang4

Appendix: List of variables in CPSE Teacher data by domain

Variable name	Variable label	Domain
CPSE_ID	CPSE identifier	Interview details
PFL_ID	PFL identifier for matching with PFL data	Interview details
PFL_Group	PFL Treatment group: high or low	Interview details
School	School: anonymised	Interview details
Wave	Data collection wave	Interview details
ChildGender	Gender of child in Junior Infants class	Interview details
Hand	Childs hand preference - left or right	Interview details
CompletionAge	Childs age on completion of survey	Interview details
TAge	Q1.1 What is your age?	Teacher demographics
TEducation	Q1.3 What is your highest level of education completed?	Teacher demographics
TeachingYrs	Q1.4 How many years have you been teaching?	Teacher demographics
TeachingJrs	Q1.5 How many years have you taught junior infants?	Teacher demographics
TeachingSch	Q1.6 How many years have you been teaching in this school?	Teacher demographics
Class_size	Q1.7 How many students are in your class?	Teacher demographics
PFL_specnum	Q2.25 demonstrates special numeracy skills or talents	School readiness
PFL_speclit	Q2.26 demonstrates special literacy skills or talents	School readiness
PFL_specart	Q2.27 demonstrates special skills or talents in arts	School readiness
PFL_specmus	Q2.28 demonstrates special skills or talents in music	School readiness
PFL_specath	Q2.29 demonstrates special skills or talents in athletics/dance	School readiness
PFL_specprob	Q2.30 demonstrates special skills or talents in problem solving	School readiness
PFL_specoth	Q2.31 demonstrates special skills or talents in other areas	School readiness
PFL_spec	Any special skills or talents (yes to any of Q2.25 - Q2.31)	School readiness
PFL_hypatt2	Q2.56 is inattentive	School readiness
PFL_def2	Q2.57 doesnt seem to feel guilty after misbehaving	School readiness
PFL_def1	Q2.58 is defiant or refuses to comply with requests or rules	School readiness
PFL_prosoc1	Q2.59 tries to help someone who has been hurt	School readiness
PFL_hypatt1	Q2.60 is unable to concentrate or pay attention for long	School readiness

PFL_def3	Q2.61 punishment doesn't change this child's behaviour	School readiness
PFL_hypatt3	Q2.62 has difficulty waiting his/her turn in games	School readiness
PFL_agg1	Q2.63 physically attacks people	School readiness
PFL_el1	Q2.64 demonstrates knowledge of the alphabet	School readiness
PFL_el3	Q2.65. understands the purpose of writing	School readiness
PFL_pi1	Q2.66. can do/undo buttons or zips	School readiness
PFL_el4	Q2.67. writes letters and words	School readiness
PFL_pi2	Q2.68. can manage his/her lunch or snack on his/her own	School readiness
PFL_el2	Q2.69. uses emerging reading skills to make meaning from print	School readiness
PFL_pi3	Q2.70. is able to put on his/her coat independently	School readiness
PFL_el	PFL: Emergent literacy construct	School readiness
PFL_def	PFL: Defiant behaviour construct	School readiness
PFL_pi	PFL: Physical independence construct	School readiness
PFL_hypatt	PFL: Alternative hyperactivity/inattention	School readiness
SR_Sept	Q2.77 Rate child's School Readiness in September	School readiness – subjective measures
SR_Now	Q2.78 Rate child's School Readiness now	School readiness – subjective measures
Adjustment	Q2.79 Based on your experience would you say child had	School readiness – subjective measures
Mostimp	Q2.80a Most important for child's school readiness	School readiness – subjective measures
Leastimp	Q2.80b Least important for child's school readiness	School readiness – subjective measures
SEDI_phys1	SEDI PH1: Physical readiness for the school day	School readiness
SEDI_phys2	SEDI PH2: Physical independence	School readiness
SEDI_phys3	SEDI PH3: Gross and fine motor skills	School readiness
SEDI_phys	SEDI: Physical health and wellbeing domain	School readiness
SEDI_soc1	SEDI SC1: Overall social competence with peers	School readiness
SEDI_soc2	SEDI SC2: Responsibility and respect	School readiness
SEDI_soc3	SEDI SC3: Approaches to learning	School readiness
SEDI_soc4	SEDI SC4: Readiness to explore new things	School readiness
SEDI_soc	SEDI: Social Competence domain	School readiness
SEDI_emot1	SEDI EM1: Prosocial and helping behaviour	School readiness
SEDI_emot2	SEDI EM2: Aggressive behaviour	School readiness
SEDI_emot3	SEDI EM3: Hyperactivity and inattention	School readiness

SEDI_emot4	SEDI EM4: Anxious and fearful behaviour	School readiness
SEDI_emot	SEDI: Emotional Maturity domain	School readiness
SEDI_lang1	SEDI LC1: Basic literacy skills	School readiness
SEDI_lang2	SEDI LC2: Interest in literacy/numeracy and memory	School readiness
SEDI_lang3	SEDI LC3: Basic numeracy skills	School readiness
SEDI_lang4	SEDI LC4: Advanced literacy skills	School readiness
SEDI_lang	SEDI: Language and Cognitive Development domain	School readiness
SEDI_com	SEDI: Communication Skills and General Knowledge domain	School readiness
SEDI_com_miss	SEDI: Number of missing item scores	School readiness
SEDI_phys_miss	SEDI: Number of missing item scores	School readiness
SEDI_lang_miss	SEDI: Number of missing item scores	School readiness
SEDI_soc_miss	SEDI: Number of missing item scores	School readiness
SEDI_emot_miss	SEDI: Number of missing item scores	School readiness
SEDI_phys1_miss	SEDI: Number of missing item scores	School readiness
SEDI_phys2_miss	SEDI: Number of missing item scores	School readiness
SEDI_phys3_miss	SEDI: Number of missing item scores	School readiness
SEDI_soc1_miss	SEDI: Number of missing item scores	School readiness
SEDI_soc2_miss	SEDI: Number of missing item scores	School readiness
SEDI_soc3_miss	SEDI: Number of missing item scores	School readiness
SEDI_soc4_miss	SEDI: Number of missing item scores	School readiness
SEDI_emot1_miss	SEDI: Number of missing item scores	School readiness
SEDI_emot2_miss	SEDI: Number of missing item scores	School readiness
SEDI_emot3_miss	SEDI: Number of missing item scores	School readiness
SEDI_emot4_miss	SEDI: Number of missing item scores	School readiness
SEDI_lang1_miss	SEDI: Number of missing item scores	School readiness
SEDI_lang2_miss	SEDI: Number of missing item scores	School readiness
SEDI_lang3_miss	SEDI: Number of missing item scores	School readiness
SEDI_lang4_miss	SEDI: Number of missing item scores	School readiness