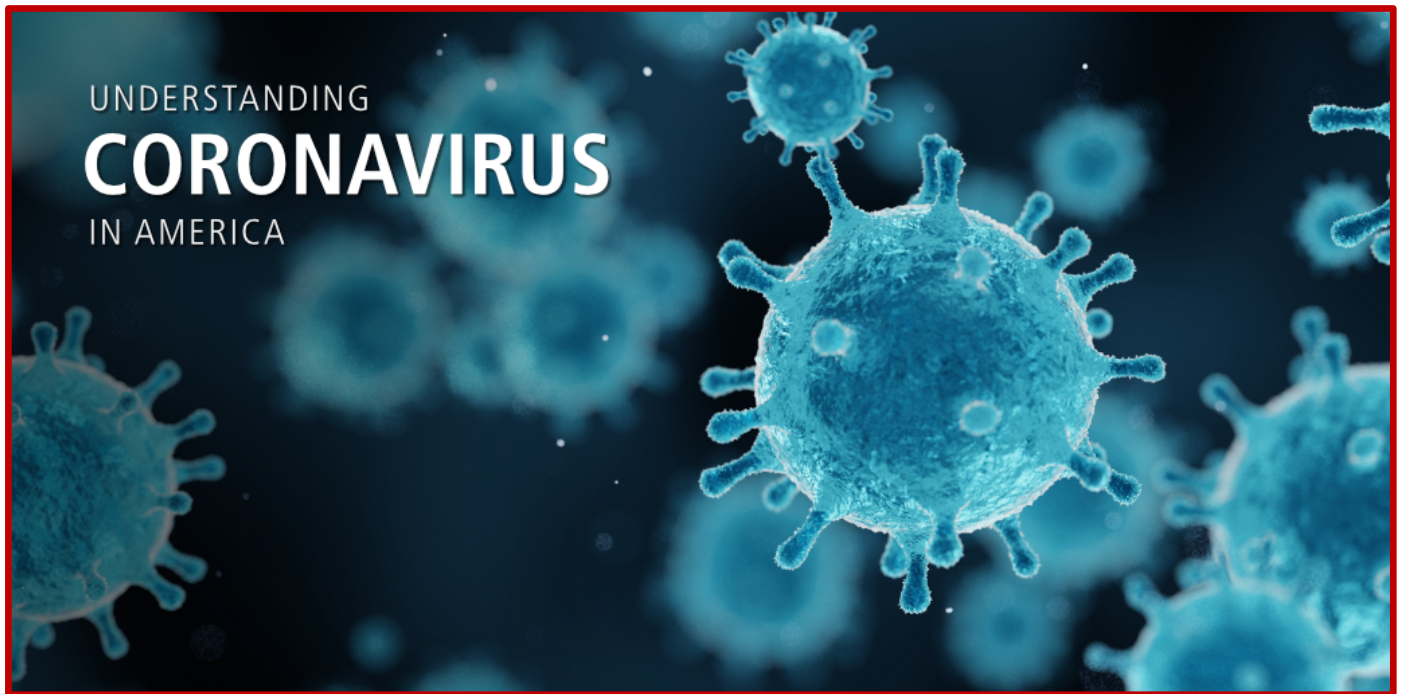


**Center for Economic and Social Research  
Understanding America Study**



**Methodology and Topline Results\***

**K-12 Data Tables \***

**UAS 461**

**April 31-May 12, 2022**

**June 9, 2022 Release**

# Survey Introduction

## Methodology

On April 1, 2020, USC's Center for Economic and Social Research (CESR) invited all active members of CESR's Understanding America Study (UAS) probability-based internet panel to participate in an ongoing coronavirus tracking survey. The panel includes participants with and without household members in K-12 or higher education. This document describes the methodology used to identify households with members who were eligible to receive questions from the education modules included in the UAS.

This methodology and topline is associated with participants in Wave 26 of the UAS tracking survey, administered from April 13, 2022 to May 12, 2022. A total of 4421 panel members were invited to participate in the survey, of whom 2316 (52%) responded. Of those respondents, 1837 (79%) had children in the K-12 school system, so were eligible to be included in the full weighted sample. Since the invitation for this survey wave advertised that it was for parents of K-12 students, it is likely that many invitees did not respond because they knew they were not eligible to complete the survey. See the methodology and topline for the full tracking survey [here](#).

## Education Sample Information

A total of 1837 adult US residents with household members (usually their children) in preK-12 participated in this wave and are included in the final UAS461 data file. After unduplicating households with multiple respondents (see below), UAS461 includes responses from 1572 households. This sample is similarly-sized to those from previous administrations of the education portion of the UAS (see Table 1).

The margin of sampling error for the full sample of unduplicated households with children is +/- 2 percentage points. For questions with smaller sample sizes than the full sample, margins of sampling error are wider. All margins of sampling error are specified by question in the topline and crosstab results.

Note that topline and crosstab results are only reported for items with at least 100 responses, unduplicated. If certain items are missing (especially for particular subgroups, in the crosstab document), it is likely that there were fewer than 100 responses to that item from that group in UAS461.

Table 1. Education Sample Size Across Waves		
Wave	Dates in the field	Unduplicated SA sample size
UAS235	April 1 – April 28, 2020	1296
UAS240	April 15 – May 12, 2020	1505
UAS242	April 29 – May 26, 2020	1533
UAS250	June 24 – July 21, 2020	1411
UAS264	September 30 – October 27, 2020	1334
UAS270	November 11 – December 8, 2020	1432
UAS272	November 25 – December 22, 2020	1404
UAS274	December 9, 2020 – January 5, 2021	1449
UAS276	December 23, 2020 – January 19, 2021	1475
UAS278	January 6 – February 2, 2021	1510
UAS280	January 20 – February 16, 2021	1526
UAS282	February 3 – March 2, 2021	1556
UAS340	February 17 – March 30, 2021	1542
UAS342	March 17 – April 27, 2021	1507
UAS344	April 14 – May 25, 2021	1510
UAS346	May 12 - June 22, 2021	1473
UAS348	June 9 - July 19, 2021	1448

UAS414	September 30 - November 7, 2021	1582
UAS436	December 17, 2021 – February 6, 2022	1668
UAS351	February 1, 2022 – March 30, 2022	1696
UAS461	April 13, 2022 – May 12, 2022	1572

## Method and Rationale for Unduplicating Households

Some households in the UAS education sample have multiple respondents who respond about the same individuals in K-12 or postsecondary education. For instance, in a household with two parents and one child, and both parents were included in the UAS panel and participated in a given wave, both respondents were asked the same education questions about their child's experiences. In UAS461, 265 households (14%) in the sample of respondents with school-aged children had multiple respondents within a household. While the UAS is designed to capture information about American households, for the education modules, we are primarily interested in the characteristics and experiences of individual students, and duplication within households will over-represent the responses of households with multiple respondents. To eliminate this over-representation, we unduplicate households with the goal of maintaining respondent sample continuity across waves. The method is described in more detail below:

1. Most households already have a flag in the main UAS dataset identifying the “primary respondent.” When the primary respondent flag exists, we defer to that designation by selecting that individual. For more information about the primary respondent flag, see <https://uasdata.usc.edu/index.php> (“default survey variables”).
2. For households in which the flag doesn't already exist, we randomly designated one respondent per household as that household's “primary respondent” in the first UAS administration of education questions (UAS235) and retained those responses for the unduplicated sample.
3. If the “primary respondent” gives a response in any subsequent wave, we retain that response for that wave's unduplicated sample.

4. If that primary respondent is not available in a given wave, we randomly select another respondent from that household to retain for the unduplicated sample.

The unduplicating process yielded an unduplicated household count of 1572 households with school-aged children (Table 1). Similar proportions of responses (available on request) were dropped in other waves.

## Randomly-selected child

Responses to questions asked of parents of preK-12th grade children who have more than one child might differ by child. For questions for which parents may have differing responses by child, starting with uas240 we programmed the survey instrument to randomly select a single child and asked the respondent to respond for that child only. We retained this same randomly selected child over time for these questions, which permitted comparing responses about the same child longitudinally.

UAS414 was administered at the beginning of a new school year, so we added a question in UAS414 asking whether the previous randomly selected child was still enrolled in K-12 education. If yes, we retained the same randomly-selected child. If no, we moved that child to the postsecondary sample (no questions in UAS461 pertain to this group), and randomly selected a different child from that household to be part of the school-aged sample, if applicable. If a household had no randomly-selected child in our system (for example, because their only school-aged child had just started kindergarten this year), then we randomly selected a child beginning in UAS414. Overall, 93% of respondents (n=1250) in UAS414 (school year 2021-2022) were responding about the same randomly-selected child as in UAS344 and earlier (school year 2020-2021). We recommend using survey question sl055 to restrict the sample to just these 1250 for longitudinal analyses.

## Tracking Survey Design

From the onset of the survey through Summer 2021, each panel member was randomized to respond on a pre-assigned day of the week, distributed so that our full sample is invited to participate over a 14-day period. Respondents had until their next assigned wave day (or 14 days) to complete the survey but receive an extra \$1 incentive for completing the survey on their assigned day.

From Summer 2021 through the present, panel members were not randomized to respond on a pre-assigned day of the week, but rather had the entire fielding period to complete the survey. There were no additional incentives offered to respondents to complete the survey on any particular day.

Survey questionnaires, topline, microdata files, and a press room specific to the UAS education samples are available on our UAS Covid19 data site at [uasdata.usc.edu/page/Covid-19+Home](https://uasdata.usc.edu/page/Covid-19+Home).

## Questionnaire

Survey wording and question text are provided in this topline release, but for full wording including context, please refer to the associated codebook and questionnaire. For most questions, we rotated the order of response options, and/or questions to average out order effects. Respondents participated via computer, mobile device or tablet, at any time of day or night during the field period. When households selected as UAS panel members through Address-Based-Sampling did not have a tablet and/or internet access we provided them. The survey was conducted in the respondents' choice of English or Spanish.

A few survey questions experienced slight changes across UAS administration waves, summarized in Table 2.

Table 2. Changes to Questions Across Waves		
Question	Changes starting in	Description of Change
cl006b, cl010aa, cl010bb, cl011b, cl013	UAS242	New answer option added: “[NAME]’s institution does not plan for in-person enrollment in the fall.”
sl012, sl014	UAS250	New answer option added: “A national service program (e.g., Americorps, City Year)”
sl045, sl046	UAS250	In UAS250, a coding error affected data for these questions (description and recommendations for how to proceed are below)

ed015 / sl038	UAS250	This question asks about support for cancelling all standardized tests for the 2020-2021 school year. When asked prior to UAS250 (as part of sl038), respondents answered on a 5-point scale, with a neutral midpoint option. When asked in UAS250 and beyond (as part of ed015), respondents answered on a 4-point scale, with no neutral midpoint option.
cl005ddd	UAS250	Prior to UAS250, respondents were instructed to pick one way their employment status had changed. Starting in UAS250, they were instructed to check all options that apply. (The set of options does not change across waves.)
sl076, sl077	UAS264	“Other” is not an answer option for these, but was an answer option for the analogous questions in school year 2019-2020, sl012 and sl014.
cl005	UAS264	“Unsure” answer option is new as of UAS264.

## Two further notes specific to time-use questions (sl045 and sl046)

UAS 250 asks respondents to report on activities that SA children engaged in on a typical day in the last week. However, 10% of the SA sample (n=153) were still in school at the time they responded to the survey. We removed students still in school from the analyses of these questions and recommend other researchers do the same if examining how children spent time during “the summer.” (sl039 indicates whether school is in session during UAS250 administration).

There was also a programming error for these questions early in the administration of UAS250, such that any response greater than 7 hours in the last week was coded as 1-2 hours in the last week. Therefore, the “1-2 hours in the last week” category contains some

responses of 1-2 hours in the last week and some responses of 7-8, 8-9, and 10 or more hours in the last week. While the error was fixed during the administration window, we recommend using only the categories unaffected by the error, for example by using a binary indicator for “0 hours in the last week” versus “more than 0 hours in the last week.”

## **Weights**

The method for creating sample weights for the tracking survey follows the general procedure for UAS surveys described in CESR’s online methodology documentation. Sample weights are constructed in two steps. First, we calculate a base weight that corrects for unequal probabilities of selection of different households into the UAS. Second, we generate poststratification weights, which align sample distributions of key demographics, namely gender, race/ethnicity, age, education, and geographic location, with their population counterparts. Population benchmarks are derived from the Basic Monthly Current Population Survey (CPS). The sample weights bring the sample in line with the U.S. adult population. Note that we did not recalculate weights to align to the characteristics of U.S. households with students in K-12 or higher education in particular.

## **About the UAS Internet Panel**

The Understanding America Study (UAS) is an ongoing national research panel that started in 2014. We recruit panel members in waves from Marketing Systems Group frames of all household addresses in the United States. To ensure full coverage of the U.S. population, we provide internet-connected tablets to households that were not already online. Our panel includes U.S. residents who have cell phones, landlines, or no phone at all. It also includes a small number of respondents recruited from a listed sample, these participants are not included in weighted samples. Panel members are compensated for their participation.

For more information about the UAS panel, including weighting details; panel sampling procedures; recruitment protocols, survey and recruitment response rates; panel attrition rates; panel management protocols; and microdata files (including nonresponse and paradata), please visit the Understanding America Study panel website at <https://UASdata.usc.edu>.

## **About CESR**

The Center for Economic and Social Research (CESR), part of the USC Dornsife College of Letters, Arts and Sciences, conducts basic and applied research in economics, psychology, demography, education, and sociology. The center's name signifies the breadth of the research, which encompasses numerous disciplines, topics and methodologies. The Center’s multi-disciplinary philosophy fosters a productive and innovative research environment focused on understanding and informing important societal issues.



## Survey Team

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The USC Dornsife Center for Economic and Social Research is a proud member of the American Association for Public Opinion Research's Transparency Initiative. The survey was funded by the USC Dornsife College of Arts, Letters and Sciences.

## Topline Report

Survey dates: April 13, 2022 to May 12, 2022

Respondent Characteristic	Sample Proportion (N=1837 before unduplication)
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	Unweighted (%)	Weighted (%)
Male	34.2%	46.3%
Age 18-34	17.4%	17.8%
Age 35-54	69.5%	51.8%
Age 55-64	9.0%	17.9%
Age 65+	4.1%	12.5%
Education (HS degree or less)	21.3%	38.9%
Education (some college)	36.3%	26.3%
Education (BA or more)	42.4%	34.8%
HH income (\$24,999 or less)	16.4%	19.9%
HH income (\$25,000-\$49,999)	19.4%	22.3%
HH income (\$50,000-\$74,999)	16.7%	15.6%
HH income (\$75,000-\$149,999)	31.9%	28.3%
HH income (\$150,000 or more)	15.9%	14.0%
Non-Hispanic White	57.2%	62.1%
Non-Hispanic Black	8.5%	13.0%
Non-Hispanic Asian	5.1%	4.3%
Non-Hispanic Other	5.4%	3.1%
Hispanic/Latino	23.8%	17.5%
Has child in elementary (PK-5)	43.4%	44.0%
Has child in middle school (6-8)	22.5%	20.7%

Has child in high school (9-12)	34.1%	35.3%
Public (district/magnet/charter)	89.3%	90.8%
Private (religious/independent)	7.8%	6.2%
Other (includes home school)	2.9%	3.0%

## Education Survey Items: Toplines

**sl112: Which best describes the grades [NAME] has been earning in school this year?**

	1 Mostly As	2 Mostly As and Bs	3 Mostly Bs	4 Mostly Bs and Cs	5 Mostly Cs	6 Mostly Cs and Ds	7 Mostly Ds and Fs	8 Prefer not to say	Obs	MOSE
sl112: child current grades	26.9	36.8	8.4	13.5	4.2	5.0	1.7	3.4	1482	+/- 3

**sl120: What is your relationship to [NAME]?**

	1 Parent	2 Grandparent	3 Sibling	4 Other family member (e.g., aunt, uncle, cousin)	5 Non-family member (e.g., friend, child-care provider)	6 Other, please specify: sl120_other	Obs	MOSE
sl120: relationship to selected child	72.4	19.3	2.4	1.9	0.8	3.2	1548	+/- 2

**sl056: In what grade is [NAME] this year?**

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Obs	MOSE
sl056: grade of selected child	5.5	6.9	7.5	7.7	6.6	9.7	6.9	6.5	7.4	8.1	8.3	11.3	7.6	1547	+/- 2

**sl057a: Is [NAME] enrolled in a public, private, charter or virtual school for the 2020-21 school year (even if currently attending school from home), or are they homeschooled, or does some other situation apply?**

	Enrolled in School	Homeschooling	Neither enrolled nor homeschooling	Other	Obs	MOSE
sl057a: enrolled in any type of school	94.4	4.5	0.9	0.3	1546	+/- 2

**sl058a: [if sl057a = yes] What kind of school is [NAME] enrolled in?**

	1 Public school	2 Private school	3 Charter school	4 Virtual School	5 Other	6 Unsure	Obs	MOSE
sl058a: kind of school enrolled in	85.7	6.2	4.9	2.5	0.5	0.2	1480	+/- 3

**sl061a: [if sl057a = yes] How is [NAME] currently attending school?**

	1 In-person only	2 Remote only	3 Both in-person and remote (hybrid)	4 Other, please specify: sl061a_other	Obs	MOSE
sl061a: how currently attending school	90.8	4.9	4.3	0.1	1480	+/- 3

**sl062a: [if sl057a = yes] Given the state of the COVID-19 pandemic in your area and your school's safety protocols, how would you prefer [NAME] to attend school right now?**

	1 In-person only	2 Remote only	3 Both in-person and remote (hybrid)	4 Other, please specify: sl062a_other	5 Unsure	Obs	MOSE
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sl062a: how prefer attending school	77.0	5.9	14.1	0.8	2.1	1480	+/- 3
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**se007: How concerned or unconcerned are you about each of the following now, in Fall 2021:**

	1 Not at all concerned	2 A little concerned	3 Concerned	4 Very concerned	Obs	MOSE
se007a: child psychological well-being	58.9	27.2	7.7	6.3	1544	+/- 2
se007e: child amount learning	62.3	21.8	11.0	4.9	1543	+/- 2
se007f: child how engaged	63.9	22.0	8.8	5.3	1541	+/- 2
se007g: child doing socially	63.2	22.8	9.4	4.6	1544	+/- 2
se007i: child progress in math	61.9	23.3	9.9	5.0	1543	+/- 2
se007j: child progress in science	67.2	20.1	7.1	5.6	1544	+/- 2
se007k: child progress in reading/language arts	65.3	19.4	9.7	5.6	1544	+/- 2

**se010: For each of the following, is [NAME]'s school offering the activity?**

	1 Yes	2 No	3 I dont know	Obs	MOSE
se010a: offering summer School	37.7	30.9	31.4	1483	+/- 3
se010e: Mental health supports	44.8	24.8	30.4	1483	+/- 3
se010f: School-sponsored after school activities	63.7	22.4	13.9	1483	+/- 3
se010g: Tutoring	43.3	26.0	30.7	1483	+/- 3

**edu\_se010g\_1: Is the tutoring online or in-person?**

	1 Online	2 In-person	3 I dont know	Obs	MOSE
edu_se010g_1: tutoring online or in-person	5.8	91.8	2.3	176	+/- 7

**edu\_se010g\_2: Is the tutoring:**

	1 One-on-one	2 In a small group (4 or fewer students to 1 instructor)	3 In a large group (more than 5 students to 1 instructor)	4 I dont know	Obs	MOSE
edu_se010g_2: tutoring group size	35.9	44.9	14.8	4.5	176	+/- 7

**edu\_se010g\_3: Is the tutoring during school, before school, or after school?**

	1 During school	2 Before school	3 After school	Obs	MOSE
edu_se010g_3: tutoring when	29.7	5.1	65.1	176	+/- 7

**se011: Is [NAME] participating in or signed up to participate in these activities?**

	1 Yes	2 No	3 I dont know	Obs	MOSE
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se011a: participating summer school	21.1	76.3	2.6	616	+/- 4
se011e: participating mental health supports	28.2	69.9	1.8	724	+/- 4
se011f: participating school-sponsored after school activities	55.6	43.1	1.3	997	+/- 3
se011g: participating tutoring	26.5	70.7	2.8	701	+/- 4

**se012: Would you sign up [NAME] for these activities if offered?**

	1 Yes	2 No	3 I dont know	Obs	MOSE
se012a: sign up summer school	24.2	60.1	15.7	866	+/- 3
se012e: sign up mental health supports	22.8	62.2	15.0	758	+/- 4
se012f: sign up school-sponsored after school activities	45.2	39.4	15.4	486	+/- 4
se012g: sign up tutoring	29.7	49.0	21.4	781	+/- 4

**se014: For each of the following categories, indicate to what extent [NAME] has experienced a positive or negative impact, if any.**

	1 Very negative	2 Negative,	3 No impact	4 Positive	5 Very positive	Obs	MOSE
se014a: impact in school, specifically in math	2.7	18.0	36.2	28.4	14.7	1542	+/- 2
se014b: impact In school, specifically in reading/writing (English Language Arts/ELA)	2.9	15.4	36.7	29.7	15.2	1542	+/- 2
se014c: impact In school, specifically in science	1.8	13.4	41.9	29.5	13.5	1543	+/- 2
se014d: impact in school, specifically in social studies	1.7	12.7	42.5	30.3	12.8	1542	+/- 2
se014e: impact Socially	4.1	21.4	31.0	28.6	14.9	1542	+/- 2
se014f: impact Behaviorally	1.9	14.2	41.4	28.2	14.3	1542	+/- 2
se014g: impact in terms of mental health	2.2	17.4	42.3	25.0	13.1	1542	+/- 2
se014h: impact in terms of physical health	1.8	9.3	45.2	28.2	15.4	1543	+/- 2

**se015a: Before the pandemic began in March 2020, which of the following had [NAME] been experiencing?**

	1 Yes	2 No	Obs	MOSE
se015as1: Poor grades	7.2	92.8	1540	+/- 2
se015as2: Poor performance on tests/assessments	9.3	90.7	1540	+/- 2
se015as3: Struggling to keep up in class	9.1	90.9	1540	+/- 2
se015as4: Struggling to keep up with assignments/homework	12.8	87.2	1540	+/- 2
se015as5: Notes or calls home from school about academics	3.4	96.6	1540	+/- 2
se015as6: Notes or calls home from school about behavior	6.5	93.5	1540	+/- 2
se015as7: At-risk of not progressing to next grade	4.5	95.5	1540	+/- 2
se015as8: At-risk of not graduating on time from high school	2.0	98.0	1540	+/- 2
se015as9: Depression symptoms or prolonged periods of depression	4.6	95.4	1540	+/- 2
se015as10: Anxiety	13.3	86.7	1540	+/- 2
se015as11: Problems with friends/friend groups	11.8	88.2	1540	+/- 2
se015as12: Lack of interest in school	15.7	84.3	1540	+/- 2

se015as13: Lack of interest in activities they used to enjoy	5.0	95.0	1540	+/- 2
se015as14: None of the above	64.4	35.6	1540	+/- 2

**se015b: Over the past three months, which of the following has [NAME] been experiencing?**

	1 Yes	2 No	Obs	MOSE
se015bs1: Poor grades	9.5	90.5	1543	+/- 2
se015bs2: Poor performance on tests/assessments	11.8	88.2	1543	+/- 2
se015bs3: Struggling to keep up in class	10.9	89.1	1543	+/- 2
se015bs4: Struggling to keep up with assignments/homework	15.1	84.9	1543	+/- 2
se015bs5: Notes or calls home from school about academics	4.1	95.9	1543	+/- 2
se015bs6: Notes or calls home from school about behavior	7.6	92.4	1543	+/- 2
se015bs7: At-risk of not progressing to next grade	4.4	95.6	1543	+/- 2
se015bs8: At-risk of not graduating on time from high school	2.8	97.2	1543	+/- 2
se015bs9: Depression symptoms or prolonged periods of depression	6.1	93.9	1543	+/- 2
se015bs10: Anxiety	16.8	83.2	1543	+/- 2
se015bs11: Problems with friends/friend groups	11.5	88.5	1543	+/- 2
se015bs12: Lack of interest in school	16.5	83.5	1543	+/- 2
se015bs13: Lack of interest in activities they used to enjoy	6.9	93.1	1543	+/- 2
se015bs14: None of the above	59.4	40.6	1543	+/- 2

**sd003: Now we are going to ask you some questions about how [NAME] has behaved over the last six months. For each item, please mark the box for Not True, Somewhat True, or Certainly True.**

	1 Not true	2 Somewhat true	3 Certainly true	Obs	MOSE
sd003a: Considerate of other peoples feelings	6.7	33.9	59.4	1526	+/- 3
sd003b: Restless, overactive, cannot stay still for long	54.5	32.0	13.5	1527	+/- 3
sd003c: Often complains of headaches, stomach-aches or sickness	70.7	24.1	5.2	1525	+/- 3
sd003d: Shares readily with other youth, for example books, games, food	13.0	37.9	49.1	1526	+/- 3
sd003e: Often loses temper	62.7	29.2	8.1	1527	+/- 3
sd003f: Would rather be alone	64.2	27.8	8.0	1526	+/- 3
sd003g: Generally well behaved, usually does what adults request	5.8	32.0	62.2	1526	+/- 3
sd003h: Many worries or often seems worried	62.3	30.3	7.3	1523	+/- 3
sd003i: Helpful if someone is hurt, upset or feeling ill	6.6	31.8	61.6	1525	+/- 3
sd003j: Constantly fidgeting or squirming	59.6	28.3	12.1	1526	+/- 3
sd003k: Has at least one good friend	5.8	23.7	70.5	1526	+/- 3
sd003l: Often fights with others or bullies them	91.0	7.1	1.9	1526	+/- 3
sd003m: Often unhappy, depressed or tearful	80.2	17.7	2.1	1526	+/- 3
sd003n: Generally liked by others	3.6	29.3	67.1	1526	+/- 3
sd003o: Easily distracted, concentration wanders	43.7	40.0	16.3	1525	+/- 3
sd003p: Nervous in new situations, easily loses confidence	52.5	33.8	13.7	1525	+/- 3
sd003q: Kind to younger children	4.4	22.6	73.0	1526	+/- 3

sd003r: Often lies or cheats	78.6	17.6	3.7	1526	+/- 3
sd003s: Picked on or bullied by others	75.9	20.0	4.1	1524	+/- 3
sd003t: Often offers to help others (parents, teachers, children)	9.5	39.2	51.2	1523	+/- 3
sd003u: Thinks things out before acting	19.8	54.1	26.1	1521	+/- 3
sd003v: Steals from home, school or elsewhere	94.8	4.6	0.6	1522	+/- 3
sd003w: Gets along better with adults than with others	51.4	38.0	10.6	1525	+/- 3
sd003y: Many fears, easily scared	72.1	22.1	5.8	1525	+/- 3
sd003z: Good attention span, sees work through to the end	21.4	45.0	33.6	1525	+/- 3