**MLS Variables (Age 7)**

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| **Variable No** | **Variable**  **Name** | **Variable**  **Label** |
| 1 | ID\_No | Identification number of participants |
| 2 | Gender | Gender of participant |
| 3 | Month\_year\_of\_birth | Month and year of birth |
| 4 | Teacher\_interview\_date | Date of teacher interview |
| 5 | P\_unit\_no\_7 | Unit Number |
| 6 | Size\_of\_unit | Language Unit identified as big or small |
| 7 | Bilingual | Is the participant bilingual |
| 8 | Startdate\_in\_unit | Date participant started at the unit |
| 9 | Unit\_Sptherapist\_decision | Speech therapist decision to place participant in the unit |
| 10 | Unit\_Parent\_decision | Parental decision to place child in the unit |
| 11 | Unit\_others\_decision | Decision of other to place child in the unit |
| 12 | Unit\_EP\_decision | Educational Psychologist decision to place child in the unit |
| 13 | Unit\_school\_decision | Decision of school to place child in the unit |
| 14 | Unit\_LEA\_decision | Local education authority decision to place child in the unit |
| 15 | Participant\_Statemented | Has the child a statement of SEN |
| 16 | Artic\_probs\_on\_arrival | Articulation problems on arrival in the unit (teacher opinion) |
| 17 | Phon\_probs\_on\_arrival | Phonology problems on arrival in the unit (teacher opinion) |
| 18 | SynMorp\_probs\_on\_arrival | Syntax/phonology problems on arrival in the unit (teacher opinion) |
| 19 | SemPrag\_probs\_on\_arrival | Semantic/pragmatic problems on arrival in the unit (teacher opinion) |
| 20 | ExpRec\_probs\_on\_arrival | Expressive or receptive problems on arrival in the unit (teacher opinion) |
| 21 | EmotionalBehaviour\_probs\_  on\_arrival | Emotional behavioural problems on arrival in the unit (teacher opinion) |
| 22 | LearningDiffs\_on\_arrival | Learning difficulties on arrival in the unit (teacher opinion) |
| 23 | PhysicalImp\_on\_arrival | Physical impairment on arrival in the unit (teacher opinion) |
| 24 | HearDiffs\_on\_arrival | Hearing problems on arrival in the unit (teacher opinion) |
| 25 | Current\_articulation\_  probs\_7 | Has the participant any current articulation problems (teacher opinion) |
| 26 | Current\_phonological\_  probs\_7 | Has the participant any current phonological problems (teacher opinion) |
| 27 | Current\_syntaxMorp\_  probs\_7 | Has the participant any current syntax/morphology problems (teacher opinion) |
| 28 | Current\_semPrag\_probs\_7 | Has the participant any current semantic/pragmatic problems (teacher opinion) |
| 29 | Current\_ExpRec\_probs\_7 | Has the participant any current expressive or receptive problems (teacher opinion) |
| 30 | Current\_Emotional\_Probs\_7 | Has the participant any current emotional problems (teacher opinion) |
| 31 | Current\_Learning\_Diffs\_7 | Has the participant any current learning difficulties problems (teacher opinion) |
| 32 | Current\_PhysImp\_7 | Has the participant any current physical impairment (teacher opinion) |
| 33 | Current\_Hearing\_probs\_7 | Has the participant any current hearing problems (teacher opinion) |
| 34 | Sptherapy\_re\_7 | Has speech therapy been recommended |
| 35 | No\_of\_weeklysptherapy\_7 | Number of speech therapy sessions carried out per week |
| 36 | Physio\_re\_7 | Has physiotherapy been recommended |
| 37 | Physio\_o\_7 | Has physiotherapy been carried out |
| 38 | Guide\_re\_7 | Has child guidance/psychology been recommended |
| 39 | Guide\_ou\_7 | Has child guidance/psychology been carried out |
| 40 | Medic\_re\_7 | Has any medical input been recommended |
| 41 | Medic\_ou\_7 | Has any medical input been carried out |
| 42 | Othrx\_re\_7 | Has any other provision been recommended |
| 43 | othrx\_ou\_7 | Has any other provision been carried out |
| 44 | Time\_uni\_7 | Percentage of time child spends in unit |
| 45 | Time\_mai\_7 | Percentage of time child spends in mainstream |
| 46 | Time\_els\_7 | Percentage of time child spends elsewhere |
| 47 | P\_init\_sat\_7 | Initial parental satisfaction with the placement |
| 48 | P\_now\_sati\_7 | Current parental satisfaction with the placement |
| 49 | P\_parent\_i\_7 | How involved are parents with the unit |
| 50 | P\_way\_pta\_7 | Is the parent involved with PTA/Committees |
| 51 | P\_way\_clas\_7 | Is the parent involved with any classroom help |
| 52 | P\_way\_hwor\_7 | Is the parent involved with homework activities |
| 53 | P\_way\_pare\_7 | Is the parent involved with Parents evenings |
| 54 | P\_way\_days\_7 | Is the parent involved with sports days/open days |
| 55 | P\_way\_othe\_7 | Is the parent involved with the unit in any other way |
| 56 | P\_ideal\_pl\_7 | In an ideal world what type of placement would be suitable (1 to 9) |
| 57 | P\_inf\_soc\_7 | How influential is the child’s social skills in your choice of placement |
| 58 | P\_inf\_lang\_7 | How influential is the language ability in your choice of placement |
| 59 | P\_inf\_othe\_7 | How influential is ‘other’ in your choice of placement |
| 60 | P\_inf\_coge\_7 | How influential is the child’s cognitive/educational skills in your choice of placement |
| 61 | P\_inf\_emot\_7 | How influential is the child’s emotional/behavioural presentation in your choice of placement |
| 62 | P\_par\_idpl\_7 | In an ideal world what type of placement would the parent feel to be suitable (1 to 9) |
| 63 | P\_par\_soci\_7 | How influential is the child's social skills in their choice of placement for their child |
| 64 | P\_par\_lang\_7 | How influential is the child's language ability in their choice of placement for their child |
| 65 | P\_par\_othe\_7 | How influential is 'other' in their choice of placement for their child |
| 66 | P\_par\_coge\_7 | How influential is the child's cognitive/educational ability in their choice of placement? |
| 67 | P\_par\_emot\_7 | How influential is the child's emotional/behavioural presentation in their choice of placement? |
| 68 | P\_likelyto\_7 | What type of placement is the child likely to go to (1– 9) |
| 69 | P\_teach\_op\_7 | Teachers opinion of likely placement (1-7) |
| 70 | P\_politica\_7 | Are there any political opinions which will influence your decision |
| 71 | P\_practica\_7 | Are there any practical opinions which will influence your decision |
| 72 | P\_trog\_sco\_7 | Total number of blocks passed on the Test of Reception of Grammar |
| 73 | P\_trogmid\_7 | Centile score on the Test of Reception of Grammar |
| 74 | P\_basns\_rw\_7 | British Ability Scales - Number skills Raw Score |
| 75 | P\_basns\_pe\_7 | British Ability Scales – Number skills percentile score |
| 76 | P\_basnv\_sc\_7 | British Ability Scales – Naming Vocabulary Raw score |
| 77 | P\_basnv\_pe\_7 | British Ability Scales – Naming Vocabulary centile score |
| 78 | P\_baswr\_sc\_7 | British Ability Scales – Word reading raw score |
| 79 | P\_baswr\_pe\_7 | British Ability Scales – Word reading centile score |
| 80 | P\_gfat\_sin\_7 | Goldman Fristoe Test of Articulation - Sounds in words, Number of errors score |
| 81 | P\_gfat\_per\_7 | Goldman Fristoe Test of Articulation - Sounds in words, percentile score |
| 82 | P\_ravens\_a\_7 | Ravens Matrices - Raw score set A |
| 83 | P\_ravens\_b\_7 | Ravens Matrices - Raw score set B |
| 84 | P\_ravenab\_7 | Ravens Matrices - Raw score set AB |
| 85 | P\_ravens\_t\_7 | Ravens Matrices Total Score |
| 86 | P\_ravenmid\_7 | Ravens Matrices IQ centile |
| 87 | P\_gram\_sco\_7 | Illinois test of Psycholinguistic Ability (ITPA) - grammatic closure - Raw score |
| 88 | P\_gram\_sta\_7 | Illinois test of Psycholinguistic Ability (ITPA) - grammatic closure - standard score |
| 89 | P\_businfo\_7 | Renfrew Bus Story Information score |
| 90 | P\_businmid\_7 | Renfrew Bus Story Information Centile |
| 91 | P\_busmsl\_m\_7 | Renfrew Bus Story Mean Sentence Length |
| 92 | P\_rutter\_7 | Rutter Questionnaire total |
| 93 | rutter\_restless\_7 | Rutter checklist - Very restless, has difficulty staying seated |
| 94 | rutter\_truants\_7 | Rutter checklist - Truants from school |
| 95 | rutter\_squirmy\_7 | Rutter checklist - Squirmy fidgety child |
| 96 | rutter\_destroys\_7 | Rutter checklist - Often destroys own or others' belongings |
| 97 | rutter\_fights\_7 | Rutter checklist - Frequently fights or is quarrelsome with other children |
| 98 | rutter\_liked\_7 | Rutter checklist - Not much liked by other children |
| 99 | rutter\_worried\_7 | Rutter checklist - Often worried or worries about many things |
| 100 | rutter\_solitary\_7 | Rutter checklist - Tends to do things on own - rather solitary |
| 101 | rutter\_irritable\_7 | Rutter checklist - Irritable - quick to 'fly off the handle' |
| 102 | rutter\_unhappy\_7 | Rutter checklist - Often appears miserable, unhappy, tearful or distressed |
| 103 | rutter\_twitch\_7 | Rutter checklist - Has twitches, mannerisms or tics of the face or body |
| 104 | rutter\_thumb\_7 | Rutter checklist - Frequently sucks thumb or finger |
| 105 | rutter\_nails\_7 | Rutter checklist - Frequently bites nails or fingers |
| 106 | rutter\_absent\_7 | Rutter checklist - Tends to be absent from school for trivial reasons |
| 107 | rutter\_disobedient\_7 | Rutter checklist - Is often disobedient |
| 108 | rutter\_settle\_7 | Rutter checklist - Cannot settle to anything for more than a few moments |
| 109 | rutter\_fearful\_7 | Rutter checklist - Tends to be fearful or afraid of new things or new situations |
| 110 | rutter\_fussy\_7 | Rutter checklist - Fussy or over-particular child |
| 111 | rutter\_lies\_7 | Rutter checklist - Often tells lies |
| 112 | rutter\_stolen\_7 | Rutter checklist - Has stolen things on one or more occasions in the last 12 months |
| 113 | rutter\_inert\_7 | Rutter checklist - Is inert, unresponsive or apathetic |
| 114 | rutter\_aches\_7 | Rutter checklist - Often complains of aches and pains |
| 115 | rutter\_tears\_7 | Rutter checklist - Has had tears on arrival to school or refused to enter in the last 12 months |
| 116 | rutter\_stutter\_7 | Rutter checklist - Has a stutter or a stammer |
| 117 | rutter\_angry\_7 | Rutter checklist - Is resentful or angry often |
| 118 | rutter\_bullies\_7 | Rutter checklist - Bullies other children |
| 119 | P\_hwlongun\_7 | How long has the participant been in the language unit |
| 120 | P\_testage\_7 | Age of Participant |
| 121 | gramcloss\_7 | Grammatic closure Standard Score |
| 122 | busss\_7 | Renfrew Bus Story Standard Score |
| 123 | gfatss\_7 | Goldman-Fristoe Test of Articulation Standard Score |
| 124 | trogss\_7 | TROG Standard Score |
| 125 | raveniqss\_7 | Ravens IQ estimate Standard Score |
| 126 | basnvss\_7 | British Ability Scales - Naming Vocabulary Standard Score |
| 127 | basnsss\_7 | British Ability Scales - Number skills Standard Score |
| 128 | baswdrss\_7 | British Ability Scales - Word Reading Standard Score |