SECOND STEP PROGRAM EFFECTIVENESS
META-ANALYSIS DATA CODING INSTRUMENT

SECTION A
BIBLIOGRAPHICAL INFORMATION AND SCREENING

A1. Study ID# __ __ __ [STUDYID]

A2. Coding Date _Y_ _Y_ - _M_ _M_ - _D_ _D_ [CODDATE]

A3. Coder initials __ __ __ [CODER]

A4. Primary author (LN, FI) [AUTHOR]
_____

A5. Year of publication __ __ __ __ [PUBYR]

A6. Bibliographic info in APA format: [REF]

_____

_____

A7. Does study report student outcomes of implementing the Second Step program or one of its translated adaptations (e.g. Steg for Steg, Faustlos, Paso Adelante, etc) ? [OC]
- ☐ 1. yes
- ☐ 2. no (STOP)

A8. Indicate the type of paper/study below: [PAPER]
- ☐ 1. outcome/program/intervention evaluation (CONTINUE)
- ☐ 2. review of social competence outcome studies (STOP)
- ☐ 3. position paper, editorial, book review (STOP)
- ☐ 4. guidelines for treatment or intervention (STOP)
- ☐ 5. qualitative research (STOP)
- ☐ 98. other: _____ (STOP)
- ☐ 99. cannot tell (STOP)

A9. Indicate the source of the paper below: [SOURCE]
- ☐ 1. peer-reviewed journal
- ☐ 2. Dissertation or thesis
- ☐ 3. technical report
- ☐ 98. other:
  Specify _____
- ☐ 99. cannot tell

A10. Indicate the type of source utilized to access the publication. [DTBASE]
- ☐ 1. electronic database
  Specify_____
- ☐ 2. electronic book search
- ☐ 3. web search
  Insert URL:

_____

☐ 4. reference in a book or study
Specify_____

☐ 5. peer or expert
Specify_____

☐ 98. other
Specify_____

☐ 99. cannot tell

A11. Type of design [DESIGN]

☐ 1. Randomized Controlled Experiment
☐ 2. Quasi-Experiment With No Treatment Control Group
☐ 3. Quasi-Experiment With Alternate Treatment Control Group
☐ 4. Single Group Pretest-Posttest Design
☐ 98. Other
Specify_____
☐ 99. cannot determine

Final Decision regarding this study

A12. Should this study be retained for further analysis? [INCLUDE]

☐ 1. yes
☐ 2. no
☐ 99. unsure based upon information obtained up to this point

SECTION B
Contexts and Scales of Implementation and Evaluation

READ FIRST**
**Sometimes the scale of the implementation and the scale of the evaluation study are different. For example, the intervention can be implemented in 5 schools in a in a 10-school district, but researchers may only use 1 treatment school and 1 control school in the evaluation study. Items B1-B8 address the potential for this type of dynamic to occur in the literature.

B1. Indicate the total number of students included in the IMPLEMENTATION of Second Step. *(Do not count CXN if Second Step wasn't implemented with CX. Often same as TXN, except in cases in which more students received intervention than the subset who participated in the evaluation.)

[IMPN]

B2. Indicate the number of classrooms included in the IMPLEMENTATION of Second Step.

[IMPNCLASS]

Indicate number:_____
(1= one classroom or small group; 99= cannot tell)

B3. Indicate the number of schools included in the IMPLEMENTATION of Second Step.

[IMPNSCHOOL]

Indicate number:_____
(1= within one school; 99=cannot tell)

B4. Indicate the number of districts included in the IMPLEMENTATION of Second Step.

[IMPNDIST]

Indicate number:_____
(1= within one district; 99=cannot tell)

B5. Indicate the number of classrooms included in the COMPARISON group of the EVALUATION of Second Step. [CXEVNCLASS]

Indicate number:_____
(1= one classroom or small group; 99= cannot tell)

B6. Indicate the number of classrooms included in the TREATMENT group of the EVALUATION of Second Step. [TXEVNCLASS]

Indicate number:_____
(1= one classroom or small group; 99= cannot tell)

B7. Indicate the number of schools included in the COMPARISON group of the EVALUATION of Second Step. [CXEVNSCHOOL]

Indicate number:_____
(1= within one school; 99= cannot tell)

B8. Indicate the number of schools included in the TREATMENT group of the EVALUATION of Second Step. [TXEVNSCHOOL]

Indicate number:_____
(1= within one school; 99= cannot tell)

B9. Indicate the number of districts included in the COMPARISON GROUP of the EVALUATION of Second Step. [CXEVNDIST]

Indicate number:_____
(1= within one district; 99=cannot tell)

B10. Indicate the number of districts included in the TREATMENT GROUP of the EVALUATION of Second Step. [TXEVNDIST]

Indicate number:_____
(1= within one district; 99=cannot tell)

B11. Indicate the grade levels of the classrooms included in the IMPLEMENTATION of Second Step.
[IMPGRADE]

- ☐ 1. Early childhood/pre-K
- ☐ 2. Elementary school (K-5)
- ☐ 3. Middle school/Junior High (6-8)
- ☐ 4. Combination of 1 & 2
- ☐ 5. Combination of 1 & 3
- ☐ 6. Combination of 2 & 3
- ☐ 7. Combination of 1,2,& 3
- ☐ 98. Not school-based (specify)_____
- ☐ 99. cannot tell

B12. Indicate the grade levels of the classrooms included in the COMPARISON group of the EVALUATION of Second Step.
[CXEVGRADE]

- ☐ 1. Early childhood/pre-K
- ☐ 2. Elementary school (K-5)
- ☐ 3. Middle school/Junior High (6-8)
- ☐ 4. Combination of 1 & 2
- ☐ 5. Combination of 1 & 3
- ☐ 6. Combination of 2 & 3
- ☐ 7. Combination of 1,2,& 3
- ☐ 98. Not school-based (specify)_____
- ☐ 99. cannot tell

B13. Indicate the grade levels of the classrooms included in the TREATMENT group of the EVALUATION of Second Step.
[TXEVGRADE]

- ☐ 1. Early childhood/pre-K
- ☐ 2. Elementary school (K-5)
- ☐ 3. Middle school/Junior High (6-8)
- ☐ 4. Combination of 1 & 2
- ☐ 5. Combination of 1 & 3
- ☐ 6. Combination of 2 & 3
- ☐ 7. Combination of 1,2,& 3
- ☐ 98. Not school-based (specify)_____
- ☐ 99. cannot tell

B14. Was Second Step implemented as a school-wide intervention in this study? [IMPSCHWIDE]

☐ 1. Yes, at least one entire school participated in the implementation of Second Step.

☐ 2. No, but more than half of the classrooms in a school participated in the implementation of Second Step.

☐ 3. No, less than half of the classrooms in a school participated in the implementation of Second Step.

☐ 98. Other (specify) _____

☐ 99. Cannot tell

B15. Was Second Step implemented as a district-wide intervention in this study? [IMPDISWIDE]

☐ 1. Yes, at least one entire district participated in the implementation of Second Step

☐ 2. No, but more than half of the schools in a district participated in the implementation of Second Step.

☐ 3. No, less than half of the schools in a district participated in the implementation of Second Step.

☐ 98. Other (specify) _____

☐ 99. Cannot tell

B16. Briefly summarize how schools or classrooms were selected for inclusion in the EVALUATION of Second Step (e.g. random assignment, random selection, matching, cannot tell) and the page number where this information can be found: [EVSELECT]

_____

SECTION C
Intervention Implementation

C1. If stated, what is the primary intention of implementing Second Step in the study?

[GOAL]

☐ 1. Enhancing SEL is explicitly stated as the primary goal
☐ 2. Violence prevention is explicitly stated as the primary goal
☐ 3. Increased positive outcomes (e.g. building social skills, building positive relationships, improving school climate) are stated as the primary goal (please specify)

_____
_____
☐ 4. Decreased negative outcomes (e.g. less conflict, less disciplinary infractions) are stated as the primary goal (please specify) _____
_____
☐ 5. Combination of the above choices
☐ 99. cannot tell

C2. How was Second Step implemented? [SOLO]

☐ 1. As the sole intervention and focus of the study
☐ 2. As one component of a host of simultaneously implemented interventions ALSO evaluated in the study
☐ 3. As one component of a host of simultaneously implemented interventions and the ONLY intervention evaluated among them
☐ 99. cannot tell

C3. Indicate whether screening procedures were used to determine participation in Second Step?

[SCREEN]

☐ 1. Yes, screening procedures were used
☐ 2. No, screening procedures were not used
☐ 99. Cannot tell

C4. At what tier of service delivery was Second Step implemented

[TIER]

☐ 1. Tier 1 / Universal
☐ 2. Tier 2 / Selected
☐ 3. Tier 3 / Indicated
☐ 4. Combination of 1,2, or 3
☐ 99. cannot tell

C5. Implementation location [METRO]

☐ 1. urban
☐ 2. suburban
☐ 3. rural
☐ 4. more than one of the above within one geographic locale
☐ 5. More than one of the above across multiple geographic locales
☐ 99. cannot tell

C6. Indicate the geographic location of the implementation of Second Step. [GEO]

- ☐ 1. USA/Canada
- ☐ 2. Latin American nation (e.g. Mexico, Chile, Guatemala, Brazil)
  Specify_____
- ☐ 3. European nation (e.g. Norway, Great Britain, Germany)
  Specify_____
- ☐ 4. Asian nation (e.g. Kurdistan, Japan, Laos, India)
  Specify_____
- ☐ 5. African nation (e.g. Morocco, Nigeria, South Africa, Ethiopia)
  Specify_____
- ☐ 6. Australasian nation/region (e.g. Australia, New Zealand, Fiji)
  Specify_____
- ☐ 7. Other
  Specify_____
- ☐ 99. cannot tell

C7. Who delivered the intervention? [INTVNIST]

- ☐ 1. Teacher
- ☐ 2. Clinician
- ☐ 3. Researcher
- ☐ 4. Combination of 1&2
- ☐ 5. Combination of 1&3
- ☐ 6. Combination of 2&3
- ☐ 98. Other
  Specify _____
- ☐ 99. cannot tell

C8. Was the implementation of the program monitored by the researcher or program personnel to assess whether it was delivered as intended? [FIDMON]

- ☐ 1. yes
- ☐ 2. no
- ☐ 99. cannot tell

C9. To what extent were the school-based components of the program delivered with fidelity? [FIDOK]

- ☐ 1. Covered all lessons
- ☐ 2. Covered at least 90% of lessons, or at least 90% of teachers report high fidelity
- ☐ 3. Covered at least 75% of lessons, or at least 75% of teachers report high fidelity
- ☐ 4. Covered at least 50% of lessons, or at least 50% of teachers report high fidelity
- ☐ 5. Covered LESS than 50% of lessons, or FEWER than 50% of teachers report high fidelity
- ☐ 99. cannot tell

C10. To what extent were the home-based components of the program delivered with fidelity? [FIDHOME]

- ☐ 1. Home-based components were disseminated for at least half of the lessons

☐ 2. Home-based components were disseminated for less than half of the lessons
☐ 3. Home-based components were not disseminated at all
☐ 99. cannot tell

C11. Duration of intervention [DURATION]
Enter the actual maximum duration of the intervention implementation in number of weeks

_____
☐ 99. cannot determine

C12. Indicate the level of training received by implementers.
1. online training using official materials
2. on site training by authorized party
3. combination of 1 & 2
4. no formal training with official materials/personnel
98. other _____
99. cannot tell

SECTION D
Participants

Categories of participant descriptions shall be coded for treatment (TX) and comparison or control (CX) groups. In many instances, these characteristics are reported in the aggregate. In those cases, simply enter the same value for CX and TX.

D1. Indicate the PREDOMINANT level of "risk" of juveniles in this group at onset of the study. *Most will be universal UNLESS Second Step was explicitly and specifically targeted towards a selected or indicated group

[CX/TX RISK]

☐1. Universal: Normal children, general population, school-wide samples, etc.

Selected: Selected populations are those exhibiting a risk factor for aggression, violence, or related antisocial behaviors.

☐2. Selected based on neighborhood, environment, or group characteristics (e.g., inner city, low SES area)
☐3. Selected based on individual characteristics (e.g., low reading ability, temperament)
☐4. Indicated: Indicated samples are those chosen for intervention because they are displaying aggression, violence, or related antisocial behaviors.
☐5. Mixed
☐99.Cannot tell

D2. Does the history of the juveniles in this group include aggression, violence, fighting, bullying, assaults, or similar person-directed antisocial behavior, whether officially recorded or not?

[CX/TX RISKHIST]

☐ 1. no. Select this option only if the report(s) clearly indicate that the group has no such history; do not make assumptions.
☐ 2. yes, some juveniles (<50%)
☐ 3. yes, most juveniles (= or >50%)
☐ 4. yes, all juveniles (>95%)
☐ 5. some, but cannot estimate percent
☐ 99. cannot tell

D3. Indicate PREDOMINANT Race/ethnicity of participants (50% or greater to qualify as predominant group) [CX/TX RACE]

☐ 1. Caucasian
☐ 2. African American
☐ 3. Hispanic/Latino
☐ 4. Asian
☐ 98. Other
Specify _____
☐ 99. cannot determine

D4. Indicated socioeconomic status of majority of participants. **If %Free/reduced lunch is provided, insert proportion as a decimal in a comment

[CX/TX SESCAT]

- ☐ 1. Low (at or below poverty line)
- ☐ 2. Working or lower middle class
- ☐ 3. Middle class or above
- ☐ 4. Combination
- ☐ 99. cannot tell

D5. Indicated participant disability [CX/TX DISAB]

- ☐ 1. No disability indicated
- ☐ 2. Conduct disorder/ oppositional defiant disorder
- ☐ 3. Mood disorder
- ☐ 4. Attention deficit-hyperactivity disorder
- ☐ 5. Learning disability
- ☐ 6. Combination
- ☐ 99. cannot tell

D6. Enter the AVERAGE age of the participants in years at the beginning of the study. [CX/TX AVGAGE]

_____

D7. Enter the age in years of the youngest participants at the beginning of the study. [CX/TX AGELO]

_____

D8. Enter the age in years of the oldest participants at the beginning of the study. [CX/TX AGEHI]

_____

D9. What was the lowest grade level of the study sample at the beginning of the study. [CX/TX GRADELO]

- ☐ 1. Pre-K
- ☐ 2. Kindergarten
- ☐ 3. 1st grade
- ☐ 4. 2nd grade
- ☐ 5. 3rd grade
- ☐ 6. 4th grade
- ☐ 7. 5th grade
- ☐ 8. 6th grade
- ☐ 9. 7th grade
- ☐ 10 8th grade
- ☐ 99. cannot tell

D10. What was the highest grade level of the study sample at the beginning of the study. [CX/TX GRADEHI]

- ☐ 1. Pre-K
- ☐ 2. Kindergarten
- ☐ 3. 1st grade
- ☐ 4. 2nd grade
- ☐ 5. 3rd grade
- ☐ 6. 4th grade
- ☐ 7. 5th grade
- ☐ 8. 6th grade
- ☐ 9. 7th grade
- ☐ 10 8th grade

☐ 99. cannot tell

D11. How did researchers aggregate participant outcome data?
[DVBREAKOUT]

☐ 1. For each dependent variable, outcome data from participants were reported in the **aggregate**
☐ 2. For each dependent variable, outcome data was disaggregated by **age/grade level**
☐ 3. For each dependent variable, outcome data was disaggregated by **sex/gender**
☐ 4. For each dependent variable, outcome data was disaggregated by **both age/grade and by sex/gender**
☐ 98. For each dependent variable, outcome data was disaggregated by another variable (specify) :_____

SECTION E
DV Dependent Variable Characteristics
One SECTION E should be completed for each dependent variable.

E1. Study ID: Type in the appropriate Study ID [STUDYID]

E2. Identify the DV number per study [DVID]
If there is only one relevant DV per study, enter "1". Each additional DV in this study should be labeled 2,3,4 etc. If there were reported breakouts, each respective DV breakout (i.e. by participant age, grade, gender, etc) receives its own DVID. If there are multiple sources of data (teacher report, self report, parent report, etc), each respective DV source receives its own DVID.

_____

E3. Construct measured, including distinguishing breakout/DV source descriptor (e.g. if the study breaks out by gender, and the construct is aggression, type in "Aggression x Boys" for one DVID and "Aggression x Girls" for the other DVID. There is a separate code for DV sources [E7], so you do not need to put that here in the DVNAME)

[DVNAME]

_____

E4. Type of dependent variable [DVTYPE]
- ☐1. Physical violence/aggression
- ☐2. Verbal aggression
- ☐3. Aggression: combined or not otherwise specified
- ☐4. Other antisocial behavior
  Specify_____
- ☐5. Positive social behavior
  Specify_____
- ☐6. Knowledge or skills
  Specify_____
- ☐7. Attitudes
  Specify_____
- ☐98. Other
  Specify_____
- ☐99. Cannot tell

E5. Type of measure operationalizing DV [DVMEASURE]
- ☐ 1. direct observation
- ☐ 2. Rating scale/checklist/survey/multi-item measure (e.g. CBCL, etc)
- ☐ 3. Sociometric
- ☐ 4. School records/office disciplinary referrals
- 5. SECOND STEP proprietary assessment
- ☐ 98. Other: _____
- ☐ 99. cannot determine or not reported

E6. Origin of measure [DVORIGIN]

□1. Pre-existing measure
□2. Measure was developed for this study

E7. Respondent or source of data [DVSOURCE]

□ 1. Parent or caregiver report
□ 2. Teacher/school professional report
□ 3. Independent observer
□ 4. Self-report
□ 5. Peer
□ 6. Multiple sources
□ 99. cannot determine or not reported

E8. Do higher values indicate greater desired behaviors/skills? [DVVALENCE]

□ 1. yes
□ 2. no, it is meant to indicate higher undesired behaviors or symptoms

E9. Enter Reliability Coefficient (if available). [RELCOEFF]

Use two digits and a decimal point, e.g., .96. You may use any type of reliability coefficient (test-retest, Cronbach's alpha, etc.) and any sample. That is, if the researchers provide a reliability coefficient from another study, you may use it here.

_____

E10. If you entered a reliability coefficient, indicate the type of coefficient you entered. [RELTYPE]

If the study reports more than one type of coefficient, select only one in order of priority from 1 to 4, according to the list below.

□ 1. internal consistency (e.g., split half, Cronbach's alpha or alpha-reliability, Kuder-Richardson reliability, etc.)
□ 2. test-retest reliability (e.g., test-retest reliability, coefficient of stability)
□ 3. inter-rater reliability (e.g., interrater reliability, percent agreement, Kappa coefficient)
□ 4. alternate form reliability (e.g., coefficient of equivalence)

E11. Source of the reliability coefficient. [RELSOURCE]

Indicate whether the reliability coefficient you entered above was derived from the current sample or some other group of individuals (e.g., sometimes author(s) will provide reliability coefficients given by the developers of the instrument).

□ 1. all or part of the sample of individuals from the study you are coding
□ 2. the instrument (e.g., test manual, other studies by the test developer); this implies that the sample of individuals upon which the reliability was determined is NOT the sample of individuals from the study you are coding
□ 3. studies by other researchers (but not the test developer); this implies that the sample of individuals upon which the

reliability was determined is NOT the sample of individuals from the study you are coding
☐ 99. cannot tell

E12. Reliability proxy [RELPROX]
Use the available information to assess the approximate reliability of the measure.

☐ 1. single item measure (or one observer)
☐ 2. multiple item measure with 5 or fewer items (or two observers)
☐ 3. multiple item measure with more than 5 items (or more than two observers)
☐ 98. Other
Specify _____

E13. Was data collected regarding maintenance of treatment effects over time (follow-up)? [FOLLOW]
☐ 1. yes (proceed to next item)
☐ 2. no
☐ 99. cannot determine or unclear

E14. How much time (in months) passed between the end of the study and the collection of follow-up data? [FOLTIME]
_____
☐ 99. cannot determine or not applicable

SECTION F
Effect Size Data
One SECTION F should be completed for each dependent variable.

F1. Study ID: Type in the appropriate Study ID [STUDYID]
F2. DV ID: Type in the appropriate DV ID [DVID]

F3. Effect size ID. [ESID]

Use this field to number the effect sizes for THIS study. Thus, a study with 10 effect sizes would have the numbers 1 through 10. Start over with 1 for each new study that you are coding.

F4. Page number for this effect size. [PGNUM]

Indicate the page number of the report identified above on which you found the effect size data. If you used data from two different pages, you can type in both, but use a comma or dash between the page numbers.

F5. Type of effect size [ESTYPE]

There are 4 types of effect sizes that can be coded: pretest, posttest, follow-up, and group equivalence (or pretreatment similarity) effect sizes. They are defined as follows:
• Pretest effect size. This effect size measures the difference between a treatment and comparison group before treatment (or at the beginning of treatment) on the same variable used as anoutcome measure, e.g., aggressive behaviors measured before the treatment begins are used as a "pretest" for aggressive behaviors measured after the treatment ends.

• Posttest effect size. This effect size measures the difference between a treatment and comparison group after treatment on some outcome variable. A posttest can occur right after treatment ends or after some delay, but it is distinguished from a follow-up (see below) because it is the first measure taken after treatment ends, regardless of the time period between the end of treatment and posttest measurement.

• Follow-up effect size. Follow-up effect sizes measure the differences between a treatment and comparison group after treatment (as with the posttest effect sizes above), but they involve later measurement waves. That is, some studies may measure the differences between treatment and comparison groups directly after treatment and then 6 months later. The measurement taken at 6 months would be coded as a follow-up effect size.

• Group equivalence effect size. Group equivalence effect sizes are used to code the equivalence of a treatment and comparison groups prior to treatment delivery on variables that might be related to outcome, such as gender, age, ethnicity, and the like. A pretest that is used later in the study as a posttest would not be coded here – you would code it as a pretest effect size. You will ordinarily calculate group equivalence effect sizes as part of the process for the header coding

sheet, rather than as part of the process for the effect size coding sheet.

Type of effect size:
□ 1. Pretest (for treatment-control comparison on a dependent variable)
□ 2. Posttest (for treatment-control comparison on a dependent variable)
□ 3. Follow-up (for treatment-control comparison on a dependent variable)
□ 4. Group Equivalence (for pretest treatment-control comparisons on variables other than the dependent variables)

It is now time to identify the data you will use to calculate the effect size, and to calculate the effect size yourself if necessary (see below).

Effect sizes can be calculated ONLY from data based on the number of subjects, e.g., mean number of aggressive acts per subject (and the corresponding standard deviation) or proportion of subjects who acted aggressively during a given time period. Effect sizes can NOT be calculated from data based solely on the incidence of events, e.g., total number of aggressive acts per group. Effect sizes can be calculated from subject-based data in a variety of forms; to determine which data you should use for effect size calculation, please refer to the following guidelines:

1. Compute ES from descriptive statistics if possible (means, sds, frequencies, proportions).
2. If adequate descriptive statistics are unavailable, compute ES from significant test statistics if possible (t, F, Chi square, etc.).
3. If significance tests statistics are unavailable or unusable but p value and degrees of freedom (df) are available, determine corresponding t value and compute ES as if t-test had been used.

F6. Which group is favored? [CXORTX]

For treatment-control comparisons, the treatment group is favored when it does "better" than the control group. The control group is favored when it does "better" than the treatment group.
Remember that you cannot rely on simple numerical values to determine which group is better off. For example, a researcher might assess the amount of violent behavior, and report this violent behavior in terms of the number of violent acts per subject per day. Less violent behavior is better than more, so in this case a lower number, rather than a higher one, indicates a more favorable outcome.
Sometimes it may be difficult to tell which group is better off, because some studies use surveys or paper and-pencil measures in which it is unclear whether a high score or a low score is more favorable. In these situations, a thorough reading of the text from the results and discussions sections usually can bring to light the direction of effect – e.g., the authors will often state verbally which group did better on the measure you are coding, even when its not clear in the data table.
Note that if you cannot determine which group has done better, you will not be able to calculate a numeric effect size. (You will still be able to create an effect size record—just not a numeric effect size.)
Remember that every study must produce at least one numeric effect size to be eligible for coding; if you find that you cannot determine which

group has done better for any of the potential effect sizes in a study, the study is not eligible.

F6. Select the group that has done "better": [CXORTX]

- 1. Treatment
- 2. Control
- 3. Neither, Exactly Equal
- 99. Cannot tell

F7. Effect size derived from what type of statistics? [STATTYPE]

- 1. N successful (frequencies)
- 2. Proportion successful (percentage successful or not successful)
- 3. Multi-category (polychotomous) frequency or %
- 4. Means and SDs, means and variances, means and standard errors
- 5. Independent T-test
- 6. Dependent T-test
- 7. Probability With N/degrees of freedom
- 8. One-way ANOVA (2 groups, 1 degree of freedom)
- 9. One-way ANOVA (>2 groups, >1 degree of freedom)
- 10. Factorial Design (Repeated measures ANOVA, 2x2 ANOVA, MANOVA, etc.)
- 11. Covariance Adjusted (ANCOVA)
- 12. Chi-square statistic (1 degree of freedom)
- 13. Chi-square (> 2x2 table)
- 14. Nonparametric statistics (Mann Whitney, etc.)
- 15. Correlation coefficient (zero-order)
- 16. Multiple regression
- 17. Effect sizes

F8. For this effect size, did you use adjusted data (e.g., covariate adjusted means) or unadjusted data? [ADJDATA]

If both unadjusted and adjusted data are presented, you should use the adjusted data. Adjusted data are most frequently presented as part of an analysis of covariance (ANCOVA). The covariate is often either the pretest or some personal characteristic such as socioeconomic status.

- 1. Unadjusted data
- 2. Pretest adjusted data
- 3. Data adjusted on some variable other than the pretest (e.g., socioeconomic status, IQ)
- 4. Data adjusted on pretest and other variables

F9. Significance information for this comparison. [SIG]

For treatment-control comparisons: Did the authors make any comment about the statistical significance of the difference between the values (e.g., mean test scores) for the two groups you selected, with regard to the dependent variable you have selected, at the time point you have selected for this comparison? Sometimes authors will state that a particular comparison was not significant, but not provide any calculable effect size data. In these cases, you should select "5" for this item. The effect size field should remain blank. In other cases, authors will state that a particular comparison was significant, but not provide any calculable effect size data. In these cases, you

should select “4” for this item. Again, the effect size field should remain blank.
NOTE: the last three options (4, 5, and 6) are for cases for which you have direction (i.e., you know which group is favored) for no effect size information.

- 1. Significant result, ES data below
- 2. Non-significant result, ES data below
- 3. Significance not reported, ES data below
- 4. Significant result, no ES data
- 5. Non-significant result, no ES data
- 6. Significance not reported, no ES data

F10. Variance control techniques. [VARTYPE]

Type of statistical test done for this comparison, if any. The issue here is whether the author(s) used a variance-control technique when analyzing the comparison for which you are calculating an effect size.

- 1. No Test
- 2. No Report. Use this option when you have significance info, but don’t know the kind of test used.
- 3. No variance control techniques (e.g., t-test, oneway ANOVA, z-test, Π2, non-parametric, raw means, etc.)
- 4. Variance control techniques used (e.g., ANCOVA, multiple regression, repeated measures ANOVA, adjusted means, etc.)

DATA ENTRY FIELDS FOR EFFECT SIZE CALCULATION

Assigned and Observed N

Assigned N, Observed N. These fields refer to the number of subjects who were originally assigned to the two groups (Assigned N) and to the number of subjects who were actually "observed" or "measured" (Observed N). If you cannot tell how many subjects were originally assigned to a group, take a look at the number of subjects (Observed N) at pretest; you can frequently use pretest sample sizes for assigned N. However, in cases where the authors have removed the subjects who do not have both pretest and posttest measures (such that the pretest N and the posttest N are the same), do not assume that the number of subjects at pretest is the correct number for Assigned N, and leave this field blank. In cases where there is no attrition, the Assigned N is the same as the Observed N. Only use the same numbers for Assigned N and Observed N when you are SURE that there is no attrition.

F11. Assigned N for the comparison group (or pretest, if this is a pretest-posttest effect size) [CXNA]

_____

F12. Assigned N for the treatment group (or posttest, if this is a pretest-posttest effect size) [TXNA]

_____

F13. Observed N for the comparison group (or pretest, if this is a pretest-posttest effect size) [CXNO]

_____

F14. Observed N for the treatment group (or posttest, if this is a pretest-posttest effect size) [TXNO]

Other Effect Size Data Fields

Enter these in the appropriate effect size data fields in CMA.

SECTION G
BIAS ANALYSES

G1. Journal Impact Factor [IF]

_____

G2. Authors disclose funding source [FUND]

- □ 1. Funding disclosed (specify)_____
- □ 2. Not funded
- □ 3. Nothing disclosed/Cannot tell

G3. Authors affiliated with Committee for Children [CFC]

- □ 1. Yes
- □ 2. No
- □ 99. Cannot tell