
**Abstract.** This study investigated the construct validity of measures of teacher-student support in a sample of 709 ethnically diverse second and third grade academically at-risk students. Confirmatory factor analysis investigated the convergent and discriminant validities of teacher, child, and peer reports of teacher-student support and child conduct problems. Results supported the convergent and discriminant validity of scores on the measures. Peer reports accounted for the largest proportion of trait variance and non-significant method variance. Child reports accounted for the smallest proportion of trait variance and the largest method variance. A model with two latent factors provided a better fit to the data than a model with one factor, providing further evidence of the discriminant validity of measures of teacher-student support. Implications for research, policy, and practice are discussed.