



## CDS II Measurement Domains by Data Collection Module

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This document records the key measurement domains in the CDS II, their specific question items, and original sources.

Tables 1-2 and 4-5 summarize the measurement in the PCG Child, PCG HH, Assessment, and Child interview files. Table 3 maps HOME Scale items across CDS waves as well as NLSY and the Project on Human Development in Chicago Neighborhoods Study.

The five tables included in this document are, as follows:

Table 1: Measurement Domains and Related Summary Variables in CDS-II PCG Child Interview

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Table 4: Measurement Domains and Related Summary Variables in CDS-II Child Assessments

Table 5: Measurement Domains and Related Summary Variables in CDS-II Child Interview

**Table 1. Measurement Domains and Related Summary Variables in CDS-II PCG Child Interview**

| Measure   | CDS-II Items            | CDS-I Items                | Source/Original Authors  | Notes   |
|---|-------------------------|----------------------------|--|---|
| <b>PCG Child Interview Module: PCG<sup>1</sup> is interviewed about targeted sample child</b>   |                         |                            |  |   |
| Birth Weight  | --                      | A8                         | National Longitudinal Survey of Youth (NLSY)-Mother/Child Supplement | PCG is asked child's weight in pounds and ounces at time of birth. CDS-II used same items without modification as CDS-I.  |
| Breastfeeding   | A2-A2a                  | A10-A10a                   | NLSY   | PCG is asked if child was breastfed as an infant and age of child in months when stopped. CDS-II used same items without modification as CDS-I.   |
| Health Care Utilization   | A3-A3b<br>A5-A8b<br>A10 | A12, A20<br>A22-A25<br>A27 | NLSY   | PCG is asked about: <ul style="list-style-type: none"> <li>• frequency of overnight hospital stays, date of most recent stay, reason for this hospital stay</li> <li>• month and year of last doctor visits for illness, injury, and mental health and reason for each visit</li> <li>• status of shots and immunizations.</li> </ul> CDS-II used same items without modification as CDS-I. |
| Chronic Conditions<br>a. An epileptic fit or convulsion b. Asthma<br>c. Diabetes<br>d. > 3 ear infections in a year<br>e. Speech impairment or delay<br>f. Serious hearing difficulty or deafness g. Serious difficulty seeing or blindness h. Mental retardation<br>i. A serious emotional disturbance<br>j. Anemia or iron deficiency<br>k. Elevated levels of lead in the blood l. Orthopedic impairment<br>m. Developmental problems, such as developmental delay or learning disability<br>n. Autism<br>o. Hyperactivity, ADHD, or ADD<br>p. Allergies<br>q. Other | A4a-p                   | A21a-s                     | NLSY   | PCG is asked if doctor <u>ever said</u> child had each of 16 chronic illnesses (plus "other"). This is an expanded list from the NLSY.<br><br>CDS-II used same list as CDS-I, except "developmental delay" and "learning disability" were combined into one item, and allergies were added.   |

<sup>1</sup> PCG: Primary Caregiver.

| Measure   | CDS-II Items            | CDS-I Items      | Source/Original Authors   | Notes  |
|---|-------------------------|------------------|---|--|
| Activity Limitations of Child Reported by Parent  | A9a,b,c                 | A26              | NLSY  | Three (YES/NO) items that query the PCG if the child has any physical/mental conditions that limit him/her in play, school attendance, or school work. CDS-II used same items without modification as CDS-I.   |
| General Health Status of Child – Parent Report  | A11                     | A34              | NHIS  | Single item that asks the PCG to rate the child's health on a scale of 1 (Excellent) - 5 (Poor). CDS-II used same item without modification as CDS-I.  |
| Asthma <ul style="list-style-type: none"> <li>wheezing with exercise or playing hard</li> <li>frequency of wheezing</li> <li>hospital visits for asthma or wheezing</li> <li>doctor visits for asthma or wheezing</li> <li>missed school because of asthma or wheezing in the past 12 months</li> </ul> | A12-A16                 | --               | Jerome Nriagu at the University of Michigan                       | Series of questions developed for CDS-II that queries the PCG about the child's experience with asthma-related symptoms in the past 12 months.   |
| Health Care Expenses for Insurance and Out-of-Pocket Care   | A17-A24                 | A28-A33          | Hofferth / Eccles   | PCG is asked (in the past 12 months): <ul style="list-style-type: none"> <li>How much paid for dental and medical insurance and for out-of-pocket dental and medical expenditures</li> <li>Who paid these expenses.</li> </ul> Series modified across CDS-I/CDS-II |
| School Expectations   | B1-B3                   | G21              | NLSY;<br>National Education Longitudinal Survey of 1988 (NELS:88) | Question items adapted from NLSY and NELS to tap PCG expectations for child's educational attainment.  |
| School Enrollment and Costs   | B4-B6<br>B11-B22<br>B28 | G2-G3<br>G10-G20 | National Health Examination Survey (NHES95);<br>PSID95;<br>NLSY   | Adapted measures on enrollment in school and special/gifted programs, school characteristics, fees, and tuition; age began kindergarten, ever suspended, ever drop out.  |
| Days missed school for illness or injury  | B7                      | G4-G5            | NLSY  | PCG is asked the number of days in the past 12 months that the target child missed school because of illness and injury.   |
| Enrollment in Federal Breakfast/Lunch Program   | B8-B9                   | G6-G8            | Food and Nutrition Survey (USDA)                                  | Items taken from USDA to assess participation in federal breakfast and lunch programs.   |
| School Changes  | B10                     | G30              | NLSY  | Number of times the CDS target child changed school in current school year.  |

| Measure                                   | CDS-II Items     | CDS-I Items       | Source/Original Authors   | Notes   |
|---|------------------|-------------------|---|---|
| Participation in Child's Education        | B23a-d<br>B24a-h | G27a-d<br>G28a-k  | NELS:88<br>ECLS<br>NHES   | Several educational surveys contributed items to measure various dimensions of parental involvement in the child's schooling.<br><br>CDS-II items B23a-d are exactly same as CDS-I items G27a-d. CDS-II items B24 are same as CDS-I items G28 except CDS-I items G28f, g, and i are dropped.  |
| Parent – Child Communication about School | B26a-c           | G31a-c            | NELS:88   | These items measure the frequency and nature of communication between parent and child about school. These questions were modeled after questions in the NELS: 88 parent baseline survey.<br><br>CDS-II items B26a-c are exactly same as CDS-I G31a-c.  |
| Behavior Problems Index                   | B29a-ff          | G23a-dd<br>G32a-b | NLSY version of the scale developed by Peterson & Zill (1986).<br><br>See Peterson, J. L., & Zill, N. (1986). Marital disruption, parent-child relationships, and behavioral problems in children. Journal of Marriage and the Family, 48, 295-307. | The Behavior Problems Index (BPI) measures the incidence and severity of child behavior problems. CDS uses exactly the same set of items used in the NLSY.<br><br>NLSY added items B29aa-dd to the original Achenbach Behavior Problems Checklist to provide additional measures for the withdrawn behavior subscale. Items B29ee-ff map to items G32a-b in CDS-I. CDS-II items were kept the same as CDS-I.<br><br>There is an <u>overall BPI scale</u> (items B29a-B29ff) and <u>two subscales that measure externalizing or aggressive behavior and internalizing or withdrawn behavior</u> . Scores provided are mean scores on the scales. |
| Positive Behavior Scale                   | B30a-j           | G24a-j            | Child Trends, JOBS study version of the measure developed for the New Chance Evaluation Study.<br><br>See Polit, D. (1998). The Positive Behavior Scale. Saratoga Springs, NY: Humanalysis.   | The Positive Behavior Scale (PBS) measures positive aspects of children's lives, including self-esteem, social competence, self-control, obedience/compliance, and persistence.<br><br>The scale used in CDS consists of 10 items that were selected by Child Trends, Inc., for use in the JOBS evaluation, measured on a five-point scale. These 10 items are a subset of the original Polit (1998) scale consisted of 25 items evaluated on a 10-point scale, from not at all like my child to very much like my child. CDS-II used the same version as CDS-I.  |

| Measure             | CDS-II Items | CDS-I Items      | Source/Original Authors  | Notes   |
|---------------------|--------------|------------------|--|---|
| Household Tasks     | B31a-n       | G25a-m           | National Survey of Families and Households (NSFH); NLSY  | <p>The series of items about household tasks measures cognitive stimulation in the family environment. Items B31a-B25d, B31f, B31i-B31j tap activities that could be done in a household with children in ways that are not dependent on purchased toys or equipment. Items B31d B31e; B31g- B31h, B31k, B31m tap activities with items that are purchased (and potentially income- biased), including computer/video games and board, card games, and puzzles.</p> <p>CDS-II added one item to the CDS-I set – “do yard work or gardening (together)”. The item “look at books with (CHILD)” was modified in CDS-II to additionally include “...or talk with (CHILD) about books (he/she) has read”.</p> |
| Parental Monitoring | B33-B34      | G33-G34          | NLSY   | These items obtain information about PCG knowledge of child’s friends. CDS-II uses the same items as CDS-I.   |
| Household Rules     | B35a-B35r1   | A31a-l in PCG-HH | Detroit Area Study 1997  | Series of questions that query the PCG about the frequency in which (s)he sets rules about a number of items such as watching TV, staying up late, and eating sweets. The items were expanded in CDS-II to capture behaviors relevant to adolescents.   |
| Sibling Interaction | B37a-e       | --               |  | Six questions that collect information about social interactions with the child’s siblings, including helping and other pro-social behaviors.   |
| Child Care          | C1-C39       | H1-H40           | <p>National Child Care Survey 1990; NLSY</p> <p>Mott, F. L., &amp; Baker, P. (1989). Evaluation of the 1989 Child Care Supplement in the National Longitudinal Survey of Youth. Columbus, Ohio: Center for Human Resource Research, The Ohio State University.</p> | CDS obtains information on the type, frequency of use, and costs of arrangements for children up to and after Kindergarten. Information on arrangements used during weekday, weekend, and summer are obtained separately. Types of arrangements queried were expanded in CDS-II to capture full range of options used through adolescence.  |

| Measure                     | CDS-II Items  | CDS-I Items   | Source/Original Authors                              | Notes  |
|-----------------------------|---|---|--|--|
| Conflict with Absent Parent | D14a-h<br>D30a-h                                      | J28a-k  | NSFH   | <p>These items were drawn from the National Survey of Families and Households, supplemented by additional items from other scales. It measures the degree of conflict between the parent with whom the child resides and the absent parent.</p> <p>CDS II included the same items as CDS-I except two items were dropped: “how the absent parent spends money” and “disciplining (CHILD)”.</p>   |
| Absent Parent Interaction   | D15a-d<br>D31a-d                                      | J29   | NSFH<br>JOBS Child Outcomes Study                    | <p>These items obtain information about the frequency and types of activities in which absent parents are involved with their children.</p> <p>CDS II included the same items as CDS-I without modification.</p>   |
| Aggravation in Parenting    | E8a-c in<br>PCG-<br>Child;<br><br>J15a-d in<br>PCG-HH | B11a-e in<br>PCG- Child;<br><br>A29a-d in<br>PCG-HH | Child Trends, Inc. for the JOBS Child Outcomes Study | <p>The aggravation in parenting scale (Q1E8a-c) and (J15a-d) measures parenting stress that may result from changes in employment, income, and other factors in their lives.</p> <p>The three items in the CDS-II PCG Child interview focus on the specific CDS child and are from the JOBS study. These items are the same as in CDS-I. CDS-II dropped B11a &amp; B11e from CDS-I, which were created by the CDS-I research staff.</p> <p>The four items in the CDS-II PCG HH interview focus on parenting, in general, and are not specific to the CDS child. Items J15a, J15b are from the JOBS study. Two additional items were added in CDS-I (and kept in CDS-II).</p> |
| Parental Warmth             | E13a-g  | G37a-f  | Child Trends, Inc. for the JOBS Child Outcomes Study | <p>The Parental Warmth scale measures the warmth of the relationship between the child and parent. These measures can also be used with items in the interviewer observation of the home environment in Section K that ask for interviewer report of maternal warmth observed during the visit (CDS-II K9, K13-K15).</p> <p>CDS-II kept items G37b-c; G37e-f but dropped G37a and d. CDS-II added E13e-g.</p>  |
| Extra-Curricular Activities | G5-10c<br>H5-H9e                                      | --  | Eccles & Simpkins                                    | <p>These items measure children’s participation in after school lessons and sports, community, and religious activities. CDS-II queried PCG about frequency of and costs for involvement during school year and summer months.</p>   |

| Measure                             | CDS-II Items                  | CDS-I Items                             | Source/Original Authors  | Notes  |
|-------------------------------------|-------------------------------|---|--|--|
| Disciplinary Behaviors              | F6a-h<br>G15a-h<br>H15a-h     | F9a-g<br>(item F9f is<br>labeled<br>2X) | Hofferth & Davis-Kean  | These items query PCG on disciplinary actions taken within prior week. CDS-II used the same items as CDS-I.  |
| Response to Poor Grades             | G16a-j<br>H15a-j              | F11a-k<br>(did not<br>use "i")          | Hofferth & Davis-Kean  | These items query PCG on actions taken in response to poor grades. CDS-II used the same items as CDS-I.  |
| Encouragement of Reading            | G18-G20                       | --                                      | Eccles & Simpkins  | These items assess PCG encouragement of reading and availability of dictionary and encyclopedia in the home.   |
| Allowance                           | G21a1-<br>G21b3               | --                                      | Eccles & Simpkins  | These items measure frequency, amount, and conditions of an allowance.   |
| Absent Parent Expenditures on Child | H24a-k<br>H25                 | J30                                     | NSFH;<br>JOBS Study  | These items supplement PSID core interview items about child support. The CDS series obtains information on other contributions absent fathers make to their children. Even if the absent parent provides child support, he may also provide other things for the child either in cash or in kind. |
| HH Member Expenditures on Child     | H26-H28h                      | --                                      | Eccles & Simpkins  | These items obtain information on household members' financial support of child for same items queried of absent parents.  |
| HH Member Savings for Child         | H29-H32a                      | --                                      | Eccles & Simpkins  | These items obtain information on household members' savings for child.  |
| HOME Scale                          | See Table<br>3 for<br>details | See Table<br>3 for<br>details           | Caldwell, B., & Bradley, R. <u>Home Observation for Measurement of the Environment</u> . Little Rock, AR: University of Arkansas at Little Rock. | Measure of cognitive stimulation and emotional support in the home environment.  |

Table 2. Measurement Domains and Related Summary Variables in CDS-II PCG HH Interview

| Measurement Domain  | CDS-II Items | CDS-I Items      | Source/Original Authors  | Notes  |
|---|--------------|------------------|--|--|
| <b>PCG_HH Interview Module: PCG interviewed about self and family environment</b> |              |                  |  |  |
| Neighborhood Measures   | J1-J5        | A1-A7<br>A11-A12 | Used in NLSY; MIDMAC; Denver Youth Study; Human Development in Chicago Neighborhoods (McArthur)  | These items assess residential stability (J1), residential satisfaction (J2), neighborhood anonymity (J3), social cohesion (J4a-J4d), neighborhood safety (J5).  |
| Participation in Community Activities   | J6a-j        | A8a-i            | Human Development in Chicago Neighborhoods (McArthur Study)  | CDS-II used the same set of items as CDS-I with three modifications: <ul style="list-style-type: none"> <li>• Added J6e “physical exercise, such as aerobics, running, or lifting weights”</li> <li>• Changed J6h to read “community center” as opposed to CDS- I “institution”</li> <li>• CDS-II asked the questions for caregivers and CDS children; CDS-I queried just for the caregivers.</li> </ul>         |
| PCG Religion  | J7-J8        | A9-A10           | Used in NLSY; Detroit Area Study   | These items reflect PCG report of importance of religion and spirituality in her/his life.   |
| Rosenberg Self-Esteem Scale   | J9a-j        | A14a-j           | Rosenberg, M. (1986). <i>Conceiving the Self</i> . New York: Basic Books.  | This scale assesses PCG self-esteem. CDS-II used same items as CDS-I, and as the NLSY 1986-1990.   |
| Pearlin Self-Efficacy Scale   | J10a-d       | A20a-g           | Pearlin, L. I., Lieberman, M. A., Menaghan, E. G., & Mullan, J. T. (1981). The stress process. <i>Journal of Health and Social Behavior</i> , 22, 337-356. | CDS-II shortened the CDS-I scale version based on factor analysis and reliability assessment.  |
| Household Tasks   | J11a-n       | A21a-p           | NSFH   | NSFH queries the respondent about the number of hours each HH member spends per week doing list of tasks. CDS queries respondent who usually is responsible for these tasks. <p>CDS-II used the same set of items as CDS-I with two modifications:</p> <ul style="list-style-type: none"> <li>• CDS-II combined CDS-I A21a&amp;b</li> <li>• CDS-II dropped A21i “bathing children, changing diapers”.</li> </ul> |



| Measurement Domain               | CDS-II Items        | CDS-I Items | Source/Original Authors   | Notes   |
|----------------------------------|---------------------|-------------|---|---|
| Child Rearing Values and Rules   | J12                 | A22-A25     | Alwin, D. F. (1990). Cohort Replacement and Changes in Parental Socialization Values. <i>Journal of Marriage and the Family</i> , 52, 347-60.   | These items appeared in the Detroit Area Study and the General Social Survey. They were used at both waves but shortened for CDS-II.  |
| Parenting Attitudes and Opinions | J16a-d              | A33-A36     | Hofferth & Davis-Kean   | This set of items was developed for CDS-I to supplement the items on parental attitudes and values in child rearing. Item series was shorted for CDS II.  |
| Gender Roles                     | J17a-s              | A37a-cc     | Hofferth & Davis-Kean<br><br>Based on items in the NSFH, supplemented with items from Being a Father Scale (Pleck, 1997) and "Role of the Father" study (Palkowitz, 1984).  | These items measure attitudes towards gender roles in parenting and was constructed for CDS-I based on items from several established studies. Item series was shorted for CDS II.  |
| Psychological Distress           | J18a-h<br>Also-PSID | A38a-j      | Kessler, R.C., Andrews, G., Colpe, L.J., Hiripi, E., Mroczek, D.K., Normand, S.-L.T., Walters, E.E., & Zaslavsky, A. (2002). Short screening scales to monitor population prevalences and trends in nonspecific psychological distress. <i>Psychological Medicine</i> , 32(6), 959-976. | This measure is the six-item scale developed by Ron Kessler for use in the National Health Interview Survey. CDS-II used the exact scale as NHIS.<br><br>For scoring instructions, see: <a href="http://www.hcp.med.harvard.edu/ncs/K6-K10/FAQ.html">http://www.hcp.med.harvard.edu/ncs/K6-K10/FAQ.html</a> |
| Parent Disagreement              | J20a-e              | A40a-i      | NLSY<br>NSFH  | These items were taken verbatim from the NLSY and NSFH for CDS-I. They measure the extent of agreement between parents on daily activities. The set of items was shortened for CDS-II.  |
| Joint Goals                      | J21a-c              | A41a-f      | Hofferth & Davis-Kean – developed for CDS-I   | These items were designed for CDS-I to measure the extent to which respondent and partner have joint marital/family goals for the future. The number of items was shortened for CDS-II.   |
| Family Conflict                  | J22a-e              | A42a-f      | Sweet, J., Bumpass, L., & Call, V. (1988). The Design and Content of the National Survey of Families and Households. NSFH Working Paper No. 1. Madison, WI: Center for Demography and Ecology, University of Wisconsin  | These items were taken verbatim from NSFH to examine methods of conflict resolution among family members. The items were shortened for CDS-II.  |

| Measurement Domain | CDS-II Items     | CDS-I Items                 | Source/Original Authors  | Notes  |
|--------------------|------------------|-----------------------------|--|--|
| Economic Strain    | J25a-o           | A53 (circle all that apply) | Conger, R., & Elder, G. H., Jr. (1994). Families in Troubled Times: Adapting to Changes in Rural America. New York: Aldine de Gruyter. | These items were drawn from Glen Elder's and Rand Conger's work measuring experiences of economic or financial stress and strain and practical responses to such financial pressures (Conger & Elder, 1994).<br><br>This series of YES/NO items was used at both waves but shortened for CDS-II. |
| Media Use          | J36a-d<br>J37a-f | --                          | Eccles   | Set of items added to CDS-II concerning electronic media use in the household.   |
| PCG work schedule  | J42-J48          | --                          | Current Population Survey (CPS) Supplement   | Modified sequence to capture the PCG's typical work schedule.  |
| Social Support     | J49a-f           |                             | Eccles & Simpkins  | Set of items measuring PCG social support network.   |

Table 3. HOME Scale Items in the CDS PCG Child and Household Interviews

| PSID-CDS HOME SCALE IN 1997 AND 2002                |               |                             |                |                         |            |            |                |            |            |                  |  |
|---|---------------|-----------------------------|----------------|-------------------------|------------|------------|----------------|------------|------------|------------------|--|
| Item  | NLSY Subscale | PHDCN <sup>2</sup> Subscale | 1997 Questions |                         |            |            | 2002 Questions |            |            | S/O <sup>3</sup> | Notes on Changes   |
|   |               |                             | 0-3 yrs.       | 3-5 yrs.                | 6-9 yrs.   | 10-12 yrs. | 3-5 yrs.       | 6-9 yrs.   | 10 + yrs.  |                  |  |
| 1. How often child gets out of the house            | C             | --                          | C1             |                         |            |            |                |            |            | S                |  |
| 2. How many books child has                         | C             | ARM                         | B16            | B16                     | B16        | B16        | E12            | E12        | E12        | S                |  |
| 3. How often mother takes child to grocery store    | C             | --                          | B15            | <u>B15</u> <sup>4</sup> | <u>B15</u> | <u>B15</u> |                |            |            | S                |  |
| 4. How many cuddly or role-playing toys child has   | C             | --                          | C2             |                         |            |            |                |            |            | S                |  |
| 5. Mother's belief about how child learns best      | C             | --                          | C4             |                         |            |            |                |            |            | S                |  |
| 6. How many push or pull toys child has             | C             | --                          | C3             |                         |            |            |                |            |            | S                |  |
| 7. How often mother talks to child while working    | E             | --                          | C5             |                         |            |            |                |            |            | S                |  |
| 8. Mother reads to child                            | C             | ARM                         | B14            | B14                     | B14        | B14        | F8             | -          | -          | S                |  |
| 9. How often child eats with both mother and father | E             | --                          | B5             | B5                      | B5         | B5         | E5             | E5         | E5         | S                |  |
| 10. Child's play environment appears safe           | C             | IH                          | L14            | L14                     | <u>L14</u> | <u>L14</u> | <u>K31</u>     | <u>K31</u> | <u>K31</u> | O                | In CDS, the item is worded 'is play environment safe.' The wording in PHDCN is 'house or environment free of potentially dangerous structural or health hazards.' <sup>5</sup> |

<sup>2</sup> Project on Human Development in Chicago Neighborhoods (PHDCN)

PHDCN Scales:

ARM = Access to Reading Materials

LS = Learning Stimulation

PEC = Parental Engagement with Child

PW = Parental Warmth

EH = Exterior Home

O/A = Outings/Activities

PLH = Parental Lack of Hostility

IH = Interior Home

PA = Parental Activity

PVS = Parental Verbal Skills

<sup>3</sup> 'S' indicates 'self-report'; 'O' indicates interviewer observation.<sup>4</sup> An underlined question number indicates that the item was asked of the cohort, but is not part of the NLSY subscale.<sup>5</sup> +Wording difference from PHDCN

| PSID-CDS HOME SCALE IN 1997 AND 2002                              |               |                             |                |           |               |               |                |            |            |                  |   |
|---|---------------|-----------------------------|----------------|-----------|---------------|---------------|----------------|------------|------------|------------------|---|
| Item  | NLSY Subscale | PHDCN <sup>2</sup> Subscale | 1997 Questions |           |               |               | 2002 Questions |            |            | S/O <sup>3</sup> | Notes on Changes  |
|   |               |                             | 0-3 yrs.       | 3-5 yrs.  | 6-9 yrs.      | 10-12 yrs.    | 3-5 yrs.       | 6-9 yrs.   | 10 + yrs.  |                  |   |
| 11. Mother conversed with child at least twice                    | E             | PW                          | L2             | L2        | L2            | L2            | K7             | K7         | K7         | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.* <sup>6</sup> |
| 12. Mother answered child's questions/speech verbally             | E             | PW                          | L3             | L3        | L3            | L3            | K8             | K8         | K8         | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.*              |
| 13. Mother caressed, kissed, or hugged child at least once        | E             | PW                          | L4             | L4        | <u>L4</u>     | <u>L4</u>     | <u>K9</u>      | <u>K9</u>  | <u>K9</u>  | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.*              |
| 14. Mother slapped or spanked child at least once                 | E             | PLH                         | L5             | L5        | <u>L5</u>     | <u>L5</u>     | <u>K10</u>     | <u>K10</u> | <u>K10</u> | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.*              |
| 15. Mother physically restricted child                            | E             | --                          | L6             | L6        | <u>L6</u>     | <u>L6</u>     | <u>K11</u>     | <u>K11</u> | <u>K11</u> | O                | Different scale than 1997.*   |
| 16. Mother provided toys or interesting activities                | C             | --                          | L7             | L7        | L7            | <u>L7</u>     | <u>K12</u>     | <u>K12</u> | <u>K12</u> | O                | Different scale than 1997.*   |
| 17. Mother kept child in view                                     | E             | --                          | L9             | <u>L9</u> | <u>L9</u>     | <u>L9</u>     |                |            |            | O                | Different scale than 1997.*   |
| 18. How many magazines family gets                                | C             | PA                          | <u>HH-A27</u>  | HH-A27    | <u>HH-A27</u> | <u>HH-A27</u> | J13            | <u>J13</u> | <u>J13</u> | S                |   |
| 19. Does child have record/tape/CD & at least 5 records/tapes/CDs | C             | --                          |                | D1        |               |               | F1             |            |            | S                |   |
| 20. How often child was taken to a museum                         | C             | O/A                         |                | D2        | E5            | F5            | F2             | G12        | H12        | S                |   |
| 21. How often child is taken on an outing                         | C             | O/A                         |                | D3        |               |               | F3             |            |            | S                |   |
| 22. Child is encouraged to learn numbers                          | C             | LS                          |                | D4a       |               |               | F4a            |            |            | S                |   |

<sup>6</sup> \*Wording difference from 1997 to 2002

| PSID-CDS HOME SCALE IN 1997 AND 2002                   |               |                             |                |          |                |                |                |             |             |                  |   |
|--|---------------|-----------------------------|----------------|----------|----------------|----------------|----------------|-------------|-------------|------------------|---|
| Item   | NLSY Subscale | PHDCN <sup>2</sup> Subscale | 1997 Questions |          |                |                | 2002 Questions |             |             | S/O <sup>3</sup> | Notes on Changes  |
|  |               |                             | 0-3 yrs.       | 3-5 yrs. | 6-9 yrs.       | 10-12 yrs.     | 3-5 yrs.       | 6-9 yrs.    | 10 + yrs.   |                  |   |
| 23. Child is encouraged to learn alphabet              | C             | ARM                         |                | D4b      |                |                | F4b            | G4          |             | S                | In 2002, G4 asks if child has toys that help him/her learn the alphabet OR words+                             |
| 24. Child is encouraged to learn colors                | C             | LS                          |                | D4c      |                |                | F4c            |             |             | S                |   |
| 25. Child is encouraged to learn shapes & sizes        | C             | LS                          |                | D4d      |                |                | F4d            |             |             | S                |   |
| 26. Home interior is dark or monotonous                | C             | IH                          | <u>L10</u>     | L10      | L10            | L10            | K28            | K28         | K28         | O                | Scale is 1 to 5 (not at all monotonous = 1; very monotonous = 4) instead of yes/no+ 1997 scale was reversed.* |
| 27. All visible rooms are minimally cluttered          | C             | IH                          | <u>L11</u>     | L11      | L11            | L11            | K29            | K29         | K29         | O                | Scale is 1 to 5 (not at all cluttered = 1; very cluttered = 4) instead of yes/no+ 1997 scale was reversed.*   |
| 28. All visible rooms are reasonably clean             | C             | IH                          | <u>L12</u>     | L12      | L12            | L12            | K30            | K30         | K30         | O                | Scale is 1 to 5 (not at all clean = 1; very clean= 4) instead of yes/no+ 1997 scale was reversed.*            |
| 29. Amount of choice child has in selecting food       | E             | --                          |                | D5       |                |                | F5             |             |             | S                |   |
| 30. Mother's response to hitting: hit child back       | E             | --                          |                | D6       |                |                | F7             |             |             | S                |   |
| 31. Mother's response to hitting: spank child          | E             | --                          |                | D6       | E11            | F10            | F7k            | G17b        | H17b        | S                |   |
| 32. Mother's response to hitting: Other                | E             | --                          |                | D6       | E11            | F10            | F7b            | G17b        | H17b        | S                |   |
| 33. Number of hours per day TV is on in home           | E             | --                          | <u>HH-A26a</u> | HH-A26a  | <u>HH-A26a</u> | <u>HH-A26a</u> | J27a           | <u>J27a</u> | <u>J27a</u> | S                |   |
| 34. Mother's voice showed positive feeling about child | E             | PW                          | <u>L8</u>      | L8       | L8             | L8             | K13            | K13         | K13         | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no+ Different scale than 1997.*               |
| 35. Mother introduced interviewer to child by name     | E             | --                          |                | L17      | L17            | L17            | K16            | K16         | K16         | O                |   |

| PSID-CDS HOME SCALE IN 1997 AND 2002                         |               |                             |                |               |          |            |                       |           |           |                  |  |
|--|---------------|-----------------------------|----------------|---------------|----------|------------|-----------------------|-----------|-----------|------------------|--|
| Item   | NLSY Subscale | PHDCN <sup>2</sup> Subscale | 1997 Questions |               |          |            | 2002 Questions        |           |           | S/O <sup>3</sup> | Notes on Changes   |
|  |               |                             | 0-3 yrs.       | 3-5 yrs.      | 6-9 yrs. | 10-12 yrs. | 3-5 yrs.              | 6-9 yrs.  | 10 + yrs. |                  |  |
| 36. How often child spanked in past week                     | E             | --                          |                |               | E9b      | F9b        | <u>F6b</u>            | G15b      | H15b      | S                |  |
| 37. How often child reads for enjoyment                      | C             | --                          |                |               | E1       | F1         |                       | G1        | H1        | S                |  |
| 38. Does family encourage hobbies                            | C             | --                          |                |               | E2       | F2         |                       | G2        | H2        | S                |  |
| 39. Is there a musical instrument child can use at home      | C             | LS                          |                |               | E3       | F3         |                       | G3        | H3        | S                | G3/H3 asks if they have access to a musical instrument. CDS does not ask if they have access to a musical toy.+ G3a/H4 asks how often they play (everyday, several times a week, several times a month, several times a year, or never). |
| 40. Does child get special lessons or activities             | C             | --                          |                |               | E4       | F4         |                       | G5-G10c   | H5-H8c    | S                | In 2002, CDS does not have a question about general activity involvement. CDS has several questions about children's involvement in specific activities.*  |
| 41. How often child was taken to theater                     | C             | O/A                         |                |               | E6       | F6         |                       | G13       | H13       | S                |  |
| 42. Do parents discuss TV programs with child                | C             | PEC                         |                |               | E7       | F7         | J35                   | J35       | J35       | S                | In CDS, the question asks if primary or other caregiver discuss TV with child. CDS does not ask about the last 2 weeks specifically.+  |
| 43. Does family get daily newspaper                          | C             | PA                          | <u>HH-A28</u>  | <u>HH-A28</u> | HH-A28   | HH-A28     | <u>J14 &amp; J14a</u> | J14; J14a | J14; J14a | S                | J14 asks if the family received the daily newspaper. J14a asks how many days a week they read the newspaper+   |
| 44. How often child spends time with father                  | E             | --                          | <u>B3</u>      | <u>B3</u>     | B3       | B3         | <u>E4a</u>            | E4a       | E4a       | S                | In 2002, the wording was changed from 'time spent with father' to 'time spent with father in indoor activities.'*  |
| 45. How often child spends time with father outdoors         | E             | --                          | <u>B4</u>      | <u>B4</u>     | B4       | B4         | <u>E4</u>             | E4        | E4        | S                |  |
| 46. How often family gets together with friends or relatives | E             | --                          | <u>B7</u>      | <u>B7</u>     | B7       | B7         | <u>E6</u>             | E6        | E6        | S                |  |

PSID-CDS HOME SCALE IN 1997 AND 2002

| Item   | NLSY Subscale | PHDCN <sup>2</sup> Subscale | 1997 Questions |          |          |            | 2002 Questions |          |           | S/O <sup>3</sup> | Notes on Changes   |
|--|---------------|-----------------------------|----------------|----------|----------|------------|----------------|----------|-----------|------------------|--|
|  |               |                             | 0-3 yrs.       | 3-5 yrs. | 6-9 yrs. | 10-12 yrs. | 3-5 yrs.       | 6-9 yrs. | 10 + yrs. |                  |  |
| 47. How often child expected to make own bed             | E             | --                          |                |          | E8a      | F8a        |                | G14a     | H14a      | S                |  |
| 48. How often child expected to clean own room           | E             | --                          |                |          | E8b      | F8b        |                | G14b     | H14b      | S                |  |
| 49. How often child expected to clean up spills          | E             | --                          |                |          | E8c      |            |                | G14c     |           | S                |  |
| 50. How often child expected to bathe self               | E             | --                          |                |          | E8d      |            |                | G14d     |           | S                |  |
| 51. How often child expected to pick up after self       | E             | --                          |                |          | E8e      | F8f        |                | G14e     | H14f      | S                |  |
| 52. How often child expected to help manage own time     | E             | --                          |                |          |          | F8e        |                |          | H14e      | S                |  |
| 53. How often child keeps shared living areas clean      | E             | --                          |                |          |          | F8c        |                |          | H14c      | S                |  |
| 54. How often child does routine chores                  | E             | --                          |                |          |          | F8d        |                |          | H14d      | S                |  |
| 55. Child included in family's hobby                     | --            | O/A                         |                |          |          |            | E15            | E15      | E15       | S                |  |
| 56. Parent engages in regular outdoor recreation w/child | --            | O/A                         |                |          |          |            | E2             | E2       | E2        | S                | E4 discusses father involvement in outdoor activities w/child & E5 discusses mother involvement in outdoor activities w/child. The two can be used to gauge parent involvement.+ |
| 57. Buildings in the face block in good condition        | --            | EH                          |                |          |          |            | K37            | K37      | K37       | O                |  |
| 58. Street in the face block in good condition           | --            | EH                          |                |          |          |            | K38            | K38      | K38       | O                |  |

| PSID-CDS HOME SCALE IN 1997 AND 2002                         |               |                             |                |          |          |            |                |          |           |                  |  |
|--|---------------|-----------------------------|----------------|----------|----------|------------|----------------|----------|-----------|------------------|--|
| Item   | NLSY Subscale | PHDCN <sup>2</sup> Subscale | 1997 Questions |          |          |            | 2002 Questions |          |           | S/O <sup>3</sup> | Notes on Changes   |
|  |               |                             | 0-3 yrs.       | 3-5 yrs. | 6-9 yrs. | 10-12 yrs. | 3-5 yrs.       | 6-9 yrs. | 10 + yrs. |                  |  |
| 59. No garbage or broken glass in street or sidewalk         | --            | EH                          |                |          |          |            | K39            | K39      | K39       | O                |  |
| 60. No drug, alcohol, or cigarette litter in street/sidewalk | --            | EH                          |                |          |          |            | K40            | K40      | K40       | O                |  |
| 61. How many books are in the house                          | --            | ARM                         |                |          |          |            | J39            | J39      | J39       | S                |  |
| 62. How many dictionaries are in the house                   | --            | ARM                         |                |          |          |            | --             | G19      | G19       | S                | CDS asks how many dictionaries are in the home instead of yes/no.+                               |
| 63. Parent encourages child to contribute                    | --            | PW                          |                |          |          |            | K18            | K18      | K18       | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+                             |
| 64. Parent mentions skill of child                           | --            | PW                          |                |          |          |            | K17            | K17      | K17       | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+                             |
| 65. Parent praises child twice during visit                  | --            | PW                          | L13            | L13      | L13      | L13        | K14            | K14      | K14       | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.* |
| 66. Parent uses diminutive for child's name                  | --            | PW                          |                |          |          |            | K20            | K20      | K20       | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+                             |
| 69. Parent responds positively to praise of child            | --            | PW                          |                |          |          |            | K19            | K19      | K19       | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+                             |
| 70. Parent's speech is distinct, clear, audible              | --            | PVS                         |                |          |          |            | K1             | K1       | K1        | O                | Scale is 1 to 5 (never =1; Often = 5) instead of yes/no.+  |
| 71. Parent initiates verbal interchanges                     | --            | PVS                         |                |          |          |            | K4             | K4       | K4        | O                | Scale is 1 to 5 (never =1; Often = 5) instead of yes/no.+  |
| 72. Parent expresses ideas freely and easily                 | --            | PVS                         |                |          |          |            | K3             | K3       | K3        | O                | Scale is 1 to 5 (never =1; Often = 5) instead of yes/no.+  |
| 73. Parent appears to understand questions                   | --            | PVS                         |                |          |          |            | K2             | K2       | K2        | O                | Scale is 1 to 5 (never =1; Often = 5) instead of yes/no.+  |
| 74. Parent does not shout at child during visit              | --            | PLH                         |                |          |          |            | K22            | K22      | K22       | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+                             |



PSID-CDS HOME SCALE IN 1997 AND 2002

| Item   | NLSY Subscale | PHDCN <sup>2</sup> Subscale | 1997 Questions |          |          |            | 2002 Questions |          |           | S/O <sup>3</sup> | Notes on Changes   |
|--|---------------|-----------------------------|----------------|----------|----------|------------|----------------|----------|-----------|------------------|--|
|  |               |                             | 0-3 yrs.       | 3-5 yrs. | 6-9 yrs. | 10-12 yrs. | 3-5 yrs.       | 6-9 yrs. | 10 + yrs. |                  |  |
| 75. Parent does not express annoyance with child | --            | PLH                         |                |          |          |            | K23            | K23      | K23       | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+                   |
| 76. Parent does not scold or criticize child     | --            | PLH                         |                |          |          |            | K21            | K21      | K21       | O                | Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+                   |
| 77. Home has 100 square feet space per person    | --            | IH                          |                |          |          |            | K32            | K32      | K32       | O                |  |
| 78. Rooms are not overcrowded with furniture     | --            | IH                          |                |          |          |            | K33            | K33      | K33       | O                | Scale is 1 to 5 (not at all overcrowded = 1; very overcrowded = 5) instead of yes/no.+ |
| 79. Home is not too noisy (from noise in house)  | --            | IH                          |                |          |          |            | K34            | K34      | K34       | O                | Scale is 1 to 5 (not at all noisy = 1; very noisy = 5) instead of yes/no.+             |
| 80. Home is not too noisy (from noise outside)   | --            | IH                          |                |          |          |            | K35            | K35      | K35       | O                | Scale is 1 to 5 (not at all noisy = 1; very noisy = 5) instead of yes/no.+             |
| 81. No signs of alcohol or illegal drug use      | --            | IH                          |                |          |          |            | K36            | K36      | K36       | O                | Scale is 1 to 5 (none= 1; yes, just about everywhere = 5) instead of yes/no.+          |

**Table 4: Measurement Domains and Related Summary Variables in CDS-II Child Assessments**

| Measurement Domain   | CDS-II Items       | CDS-I Items     | Source/Original Authors  | Notes  |
|--|--------------------|-----------------|--|--|
| Body Mass Index (BMI)  | Q24BMI<br>WTIND02  | PCG<br>A2-A3    | Eccles & Simpkins  | <p>In CDS-II, both height and weight were measured by the interviewer. In the situations whereby the parent or child refused, the interviewer obtained primary caregiver report of height and weight at the last doctor's visit. BMI is calculated from items A1-A4c.</p> <p>In CDS-I, children were measured but the weight was reported by the primary caregiver.</p> <p>See <a href="http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.html">http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.html</a>: "BMI is Used Differently with Children Than it is With Adults."</p> <p>In children and teens, body mass index is used to assess underweight, overweight, and risk for overweight. Children's body fatness changes over the years as they grow. Also, girls and boys differ in their body fatness as they mature. This is why BMI for children, also referred to as BMI-for-age, is gender and age specific. BMI-for-age is plotted on gender specific growth charts. These charts are used for children and teens 2 – 20 years of age. For the 2000 CDC Growth Charts and Additional Information visit CDC's National Center for Health Statistics (<a href="http://www.cdc.gov/growthcharts/">http://www.cdc.gov/growthcharts/</a>)."</p> |
| Woodcock-Johnson Revised Tests of Achievement for Reading and Math | Q24LW1-<br>Q24AP60 | ASM<br>LW1-AP60 | Woodcock, R. W., & Johnson, M. B. (1989). Tests of Achievement, Standard Battery. Chicago, IL: Riverside Publishing. | <p>The WJ-R test contains nine subtests measuring different aspects of academic achievement. National norms for English-speaking and Spanish-speaking respondents are available for these tests.</p> <p>CDS-II used three subtests to measure reading and math skills (the Letter-Word, Passage Comprehension, and Applied Problems tests). In CDS-I, these tests were chosen due to the ease of administration as well as their brevity, and then repeated in CDS-II. When applicable, the Spanish version of the WJ-R (Batería-R, Form A), was used for children whose primary language was Spanish.</p> <p><u>A standardized score is provided for each of the three tests</u> as well as a combined "Broad Reading" score.</p>   |

| Measurement Domain                    | CDS-II Items   | CDS-I Items    | Source/Original Authors   | Notes   |
|---------------------------------------|----------------|----------------|---|---|
| WISC Digit Span for Short-Term Memory | ASM<br>C1-C15c | ASM<br>B1-B15c | Wechsler, D. (1974). Wechsler Intelligence Scales for children- Revised. New York: The Psychological Corporation. | <p>The Memory for Digit Span test from the WISC-III, used in the NLSY- Child Study, is used to assess children's short-term memory (Wechsler, 1974). In the first part of the test, the child is asked to listen and repeat a sequence of numbers said by the interviewer. In the second part, the child is asked to repeat them in reverse order. The sequence increases in length until the child can no longer repeat the sequence correctly.</p> <p><u>A total test score is provided as well as scores for each of the forward and backward item sets.</u></p> |

**Table 5: Measurement Domains and Related Summary Variables in CDS-II Child Interview**

| Measurement Domain  | CDS-II Items <sup>7</sup> | Source/Original Authors  | Notes  |
|---|---------------------------|--|--|
| Ability Self-Concepts of Children   | E1-E20<br>(C1-C20)        | Eccles, J., Wigfield, A., Harold, R. D., & Blumenfeld, P. (1993). Age and gender difference in children's self- and task perceptions during elementary school. <i>Child Development</i> , 64, 830-847. | These items reflect a set of scales developed and validated by Jacquelynne Eccles for the domains of math and reading. The same items were used both in CDS-I and CDS-II, and are asked of children 8 years and older. |
| Children's Expectations about Family and Future   | E21a-c                    | ADD Health   | Three items adapted from ADD Health Study that measure the child's concern over getting a good job as an adult, the child's future, and family finances.   |
| Connectedness to School   | E22a-d                    | Eccles   | Four items developed for CDS that measure the degree of inclusiveness, closeness, and happiness with, as well as safety at school.   |
| Electronic Media Use  | Section F                 | Eccles   | These items were developed for CDS-II to collect information about children's use of electronic media.   |
| Peer Bullying/ Victimization  | H1a-d                     | Kochenderfer, B.J. & Ladd, G.W. (1996). Peer victimization: Cause or consequence of school maladjustment? <i>Child Development</i> , 67, 1305-1317.  | Set of four items designed to assess frequency of peer victimization.  |
| Self-Rated Physical Health <ul style="list-style-type: none"> <li>• Feel really sick</li> <li>• Wake up tired</li> <li>• Skin problems</li> <li>• Dizziness</li> <li>• Chest pain</li> <li>• Headaches</li> <li>• Muscle soreness</li> <li>• Stomachache</li> </ul> | H2a-h                     | ADD Health; NHIS   | Series of items that query the child about a number of physical symptoms.  |

<sup>7</sup>Question items in parentheses are from CDS-I. All other items are new to CDS-II.

| Measurement Domain                                    | CDS-II Items <sup>7</sup> | Source/Original Authors | Notes  |
|---|---------------------------|-------------------------|--|
| Closeness to Others                                   | H4a-i<br>H5a-h<br>H6      | Eccles & Simpkins       | H4 assesses the frequency in which the child converses with mother, father and friends about school, future plans, and friends. H5-6, in turn, queries the child about his/her closeness with family members and other adults.   |
| Race  | J1                        | Eccles & Simpkins       | Adolescents' self-reported race.   |
| Religiosity and Spirituality                          | J2-J5a                    | MSALT                   | Series of questions developed for CDS-II about the child's religious and spiritual life.   |
| Employment  | J6-J33                    | Eccles                  | Set of question items developed for CDS II that collect information about part-time and summer employment. We ask the child about job title/ type of work, job characteristics, job satisfaction, hours, and wages, as well as future aspirations for work and career.   |
| Future Expectations                                   | J34-J36<br>L9-L10         | ADD Health              | Questions adapted from ADD Health to assess the child's self-rated probability of on family formation, schooling, employment, and life-expectancy.   |
| School Courses  | J37-J39                   | Eccles                  | Detailed series of items for which Children in grades 6-12 provided the name of the class and the grade received in the class for six instructional areas (English, math, science, social science, foreign language, vocational) for two prior terms. We ask for up to three "mentions" for each instructional area. |
| After School and Community Activities                 | K1-K7                     | Eccles                  | Parallel set of questions to the PCG that queries the Child about time spent in after school and community activities and involvement of friends.  |
| General Health Status of Child – Self-Report by Child | K8                        | ADD Health              | Single item that asks the child to rate his/her own health on a scale of 1 (Excellent) - 5 (Poor).   |

| Measurement Domain               | CDS-II Items <sup>7</sup> | Source/Original Authors   | Notes  |
|----------------------------------|---------------------------|---|--|
| Weight Maintenance               | K9-K12                    | ADD Health  | CDS youth aged 10 years and older are asked in ACASI module to self-report strategies used in the past seven days to gain or loose weight.   |
| Dietary Habits                   | K13-K14                   | ADD Health  | These items in ACASI module collect information from the youth aged 10 years and older about foods consumed from each of the major food groups.  |
| Exercise                         | K15-K17                   | ADD Health  | These items in ACASI module collect information from the youth aged 10 years and older about amount of exercise in school and outside of school during the prior week.   |
| Limitations-Self-Report by Youth | K18-K19                   | ADD Health  | These items in ACASI module collect information from the youth aged 10 years and older about frequency in the last month they missed school or social/recreational activity due to health or emotional health problem. |
| Sleep                            | K20-K22                   | ADD Health  | Youth aged 10 years and older are asked in ACASI module time they go to sleep and amount of sleep they obtain on weeknights. They are also asked their opinion if they get sufficient amount of sleep.                 |
| Pro-Social Behaviors             | K24a-f                    | Eccles  | Developed for CDS II, these questions address helping and social support.  |
| Friend Characteristics           | K25a-n                    | MSALT   | Detailed list of positive and negatives behaviors of the child's friends.  |
| Subscale Global Self Concept     | K27-K32<br>(C21-C28)      | NLSY 1997 (Accessed 12/7/98).<br>Marsh, H. (1990). Self-Description Questionnaire Manual. Macarthur, Australia: University of Western Sydney. | Six items that assess the child's self-reported self-concept.  |
| Savings and Expenditures         | L1-L6                     | Eccles & Simpkins   | Detailed set of questions about allowance, savings habits and expenditures.  |
| Dating                           | L7-L8                     | ADD Health  | Adolescents are asked whether parents allow them to date-supervised and unsupervised and the age of first date.  |

| Measurement Domain   | CDS-II Items <sup>7</sup>                            | Source/Original Authors  | Notes  |
|--|--|--|--|
| Anti Social Behavior   | L11a-j   | Eccles & Simpkins  | Adolescents are asked about frequency of anti-social behaviors in the past six months that range in severity from staying out past curfew to harming others badly enough to require medical attention.                             |
| Tobacco, Alcohol, and Drug Use   | L12-L15  | ADD Health   | Questions that collect information about experiences with tobacco, alcohol, and drugs. Adolescents are asked if the ever tried, age first tried, frequency of use, and peer use.   |
| Children's Depression Inventory (CDI)                                      | L16a-j   | Kovacs, Maria. Children's Depression Inventory (CDI). <a href="http://www.pearsonassessments.com/tests/cdi.html">http://www.pearsonassessments.com/tests/cdi.html</a><br><br>Also see: Sitarenios, Gill & Kovacs, Maria (1999). Use of the Children's Depression Inventory. In Mark Maruish (Ed.), The use of psychological testing for treatment planning and outcomes assessment, 267-298. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. | The CDI assesses youth self-report symptoms of depression during the prior two weeks to the interview.   |
| Acceptance Subscale from Child Report of Parent Behavior Inventory (CRPBI) | L17 c, e, f, h<br>L18 c, e, f, h<br>L19a-d<br>L19a-d | Barber, B.K. & Olsen, J.A. (1997). Socialization in context: Connection, regulation, and autonomy in the family, school, and neighborhood, and with peers. Journal of Adolescent Research: Special Issue: Adolescent Socialization in Context: Connection, regulation, and autonomy in multiple contexts, Part II, 12(2), 287-315.<br><br>See also: Schaefer (1965); Schludermann & Schludermann (1988)                                    | This set of items adapted from the CRPBI and work by B. Barber intends to measure acceptance by each parent, friends, and boy/girl friends. Four out of the original ten items were retained for CDS II, based on factor analyses. |
| Psychological Control Scale- Youth Self Report                             | L17a, b, d, g, i, j<br><br>L18a, b, d, g, i, j       | Barber, B.K. (1996). Parental psychological control: Revisiting a neglected construct. Child Development, 67, 3296-3319.   | This set of items adapted from work by B. Barber intends to measure psychological control, as reported by the child. Six out of the original eight items were retained for CDS II, based on factor analyses.                       |
| Social Initiative  | L22a-e   | Barber, B.K. (1996). Parental psychological control: Revisiting a neglected construct. Child Development, 67, 3296-3319.   | This set of items adapted from Bachman et al (1993) and work by B. Barber intends to measure social initiative in school context. Five out of the original 13 items were retained for CDS II, based on factor analyses.            |

| Measurement Domain    | CDS-II Items <sup>7</sup>  | Source/Original Authors   | Notes  |
|-----------------------|----------------------------|---|--|
| Monitoring            | L23-L25<br>L26-L28         | Stattin & Kerr  | Monitoring: Parents Knowledge; Child Disclosure  |
| Sexual Experiences    | L29-L36                    | ADD Health  | Set of questions querying the youth about experiences with sexual intercourse and pregnancy.   |
| Subjective Well Being | L37a-c<br>L37d-h<br>L37k-n | MIDUS ( <a href="http://midmac.med.harvard.edu/">http://midmac.med.harvard.edu/</a> ) | This set of items adapted from MacArthur MIDUS Youth and work by Corey Keyes intends to measure several dimensions of Subjective Well-Being among adolescents in CDS-II: Emotional Well-Being (L37a-c); Social Well Being (L37d-h); and Psychological Well Being (L37k-n). Some of the original items from the MIDUS were retained for each of these subscales for the CDS II, based on factor analyses. |