

**Measures for Assessment of Functioning and Outcomes in
Longitudinal Research on Child Abuse**

Volume 3: Early Adolescence



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Adolescent Substance Involvement
LONGSCAN
1998

Description of Measure

Purpose

To assess adolescent's use of licit and illicit substances.

Conceptual Organization

Substances assessed include tobacco and alcohol, and illicit drugs such as marijuana, cocaine, LSD and other hallucinogens, heroin, stimulants, and tranquilizers. Items focused on the number of days in the last year each substance was used. Adolescents were asked additional questions pertaining to the act of carrying, delivering and selling illegal drugs.

Item Origin/Selection Process

Items were project-developed following review of the substance use items found in the Youth Risk Behavior Survey, Monitoring the Future Study and the CHAMPS Study. Pilot testing across sites helped refine the street names for drugs surveyed in the measure

Materials

A-CASI delivery system

Time Required

1-2 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Individual items. Summative indexes can be created by combining responses across substances.

LONGSCAN Use

Data Points

Ages 12

Respondent

Child

Mnemonic and Version

ASIA (Age 12)

Rationale

Substance use and involvement in drug carrying or sales are important possible negative outcomes for maltreated and at-risk children.

Results

Descriptive Statistics

Tables 1 and 2 provide frequencies for age 12 adolescent substance use by gender and study site. Due to the low endorsement rates, frequency of usage will not be presented.

Table 1. Frequencies for Age 12 Adolescent Substance Use by Demographics ($N = 870\dagger$)

| | Cigarettes | | Chewing Tobacco | | Alcohol | | Marijuana | | Crack or Cocaine | |
|-----------------------|------------|-----|-----------------|-----|---------|-----|-----------|-----|------------------|-----|
| | n | % | n | % | n | % | n | % | n | % |
| <i>Overall</i> | 56 | 6.4 | 5 | 0.6 | 38 | 4.4 | 17 | 2.0 | 1 | 0.1 |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 30 | 3.4 | 5 | 0.6 | 16 | 1.9 | 9 | 1.0 | 1 | 0.1 |
| Female | 26 | 3.0 | 0 | 0.0 | 22 | 2.5 | 8 | 0.9 | 0 | 0.0 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 7 | 0.8 | 0 | 0.0 | 8 | 0.9 | 2 | 0.2 | 0 | 0.0 |
| MW | 4 | 0.5 | 0 | 0.0 | 3 | 0.3 | 1 | 0.1 | 0 | 0.0 |
| SO | 24 | 2.7 | 4 | 0.5 | 9 | 1.0 | 3 | 0.3 | 1 | 0.1 |
| SW | 13 | 1.5 | 0 | 0.0 | 12 | 1.4 | 9 | 1.0 | 0 | 0.0 |
| NW | 8 | 0.9 | 1 | 0.1 | 6 | 0.7 | 2 | 0.2 | 0 | 0.0 |

Source. \dagger Item sample sizes vary slightly.

Based on data received at the Coordinating Center through January '07.

Table 2. Frequencies for Age 12 Adolescent Substance Use by Demographics ($N = 870\dagger$)

| | Stimulants * | | Prescription Drugs not Prescribed ** | | Sniffed from Aerosol Can or Glue | | Other Illegal Drugs | |
|-----------------------|--------------|-----|---|-----|-------------------------------------|-----|---------------------|-----|
| | n | % | n | % | n | % | n | % |
| <i>Overall</i> | 0 | 0.0 | 2 | 0.2 | 6 | 0.7 | 2 | 0.2 |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 0 | 0.0 | 2 | 0.2 | 2 | 0.2 | 1 | 0.1 |
| Female | 0 | 0.0 | 0 | 0.0 | 4 | 0.5 | 1 | 0.1 |
| <i>Study Site</i> | | | | | | | | |
| EA | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| MW | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| SO | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 1 | 0.1 |
| SW | 0 | 0.0 | 2 | 0.2 | 5 | 0.6 | 1 | 0.1 |
| NW | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 |

Source. \dagger Item sample sizes vary slightly.

* Stimulants include meth, speed, crystal, or uppers.

** Prescription drugs not prescribed include Ritalin, tranquilizers, and Demerol.

Based on data received at the Coordinating Center through January '07.

Publisher Information

The measure is free and available for use after the LONGSCAN Coordinating Center's receipt of a signed User Agreement for LONGSCAN Project-Developed Measures. Further information may be found at <http://www.iprc.unc.edu/longscan/>.

About My Parents LONGSCAN, 1998

Adapted from The Neglect Scale (Straus, Kinard & Meyer Williams, 1995; 1997)

Description of Measure

Purpose

The purpose of this measure is to obtain adolescent self-report of neglectful parent behaviors during the adolescent's elementary school years and in the last year.

Conceptual Organization

This measure assesses four dimensions of neglect, including neglect of basic needs, lack of supervision, emotional, and educational neglect. Neglect is defined as "behavior by a caregiver that constitutes a failure to act in ways that are presumed by the culture of a society to be necessary to meet the developmental needs of a child and which are the responsibility of a caregiver to provide (Straus Kaufman, & Kantor, 2005). This definition permits a broader definition of neglect than do legal or Child Protective Services definitions. Specific parent behaviors are assessed, while attitudes, risk factors, intentions, and outcomes are not.

Item Origin/Selection Process

The original scale was selected because it shared the LONGSCAN definition of neglect and a focus on specific parent behaviors similar to other LONGSCAN self report of maltreatment measures. Additionally, the measure lent itself to an A-CASI administration, and had acceptable documented psychometric properties.

LONGSCAN revised the phrasing of the items, the timeframe, and the response set from the original measure. The phrasing was revised to ask the respondent how often parents typically met some of their needs (e.g., "did things with you just for fun," "helped you with your homework"). In the original version, several items were asked in the negative, or how often these behaviors were *not* performed (e.g., "did not make sure I did my homework."). These items were reworded positively (e.g., made sure I did my homework). A few items were more extensively rephrased, and new items on being left home alone (items 24a-25b) added. LONGSCAN's modification focuses on parent behaviors during elementary school and in the last year, while the original measure asks about life in general with specific parent figures identified by the adolescent. LONGSCAN revised the response set from 'Strongly agree' to 'Strongly disagree', to a four-point scale ranging from '0 = Never' to '3 = A lot'.

Time Required

2-5 minutes

Administration Method

A-CASI.

Training

Minimal training is required given that the measure is delivered in an A-CASI format. Interviewers need to be thoroughly familiar with the item content should questions arise.

Scoring

For a detailed description on how the scores for this measure were developed see Dubowitz et al., in preparation. In brief summary, Confirmatory Factor Analysis (CFA) was conducted on the 25 “in the last year” items using the Age 12 data. Measurement equivalence for gender, time frame, and interview period was then assessed for factors identified in the CFA (Dubowitz et al., in preparation). Based on the CFA results, items 24 and 25 were excluded from the final scores (Dubowitz et al., in preparation). Five mean subscale scores were derived for each time frame (i.e., ‘when you were in elementary school’ and ‘in the last year’):

1) Physical Needs (mean of items 6, 10, 19 and Basic Needs mean score listed below) *

- *Basic Needs* subscale (mean of items 12, 20, 21, & 22 multiplied by .75). Prior to creating the mean score, these items were recoded 0 = ‘Never’, 1 = ‘Ever’.

2) Emotional Support (mean of items 1, 2, 5, 7, 15, 16, and 18) *

3) Monitoring/ Supervision (mean of items 4, 9, 11, 17, and 23) *

4) Educational Support (mean of items 3, 8, 13, and 14) *

Note: Researchers are cautioned with respect to use of the educational support subscale, particularly in analyses in which any of the other subscales are included, due to high collinearity with other subscales found in preliminary analyses. Multicollinearity was also noted by the authors of the original Neglect Scale, who cautioned against using all four subscales in the original form in a regression analysis (Straus, Kinard & Meyer Williams, 1995 & 1997).

*Note: If any item is missing from a scale, the mean score is set to missing.

Score Types

Mean scores as described above.

Score Interpretation

Higher scores indicate less neglectful/more optimal parent behavior.

Norms and/or Comparative Data

The authors of the original Neglect Scale report that preliminary psychometric data indicate the Neglect Scale has good internal consistency and construct validity (Straus, Kinard & Williams, 1995 & 1997)

Psychometric Support

The psychometric properties of About My Parents are currently the focus of work among LONGSCAN Investigators (Dubowitz et al., in preparation). This entry will be updated upon publication of the paper.

LONGSCAN Use

Data Points

Age 12 and 14

Respondent

Adolescent

Mnemonic and Version

Item-level dataset: AMPA (Age 12 and 14)

Scored dataset: AMPS (Age 12 and 14)

Rationale

Given that LONGSCAN is a study on the antecedents and outcomes of child maltreatment, thorough measurement of neglect was crucial, including adolescent self report.

Results

Descriptive Statistics

Tables 1-4 provide mean scores and standard deviations by demographics for the Ages 12 and 14 About My Parents. Most adolescents consistently reported that their physical needs had been met, while other subscale score means tended to be somewhat lower. Some Age 14 scores for “in the last year” were slightly lower than those at Age 12 for the “in the last year” timeframe.

Table 1. Age 12 About My Parents Mean Scores (during elementary school) by Demographics

| | Basic Needs | | Physical Needs | | Emotional Support | | Monitoring/ Supervision | | Educational Support | |
|-------------------|----------------|-----------|-------------------|-----------|----------------------|-----------|----------------------------|-----------|------------------------|-----------|
| | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 851 | 3.0 (0.2) | 844 | 2.9 (0.3) | 796 | 2.6 (0.5) | 828 | 2.7 (0.4) | 856 | 2.6 (0.5) |
| <i>Gender</i> | | | | | | | | | | |
| Male | 426 | 2.9 (0.3) | 423 | 2.8 (0.4) | 392 | 2.5 (0.6) | 416 | 2.6 (0.5) | 426 | 2.5 (0.6) |
| Female | 425 | 3.0 (0.1) | 421 | 2.9 (0.3) | 404 | 2.6 (0.4) | 412 | 2.7 (0.4) | 430 | 2.6 (0.5) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 181 | 3.0 (0.0) | 180 | 2.9 (0.2) | 173 | 2.7 (0.4) | 177 | 2.8 (0.4) | 182 | 2.7 (0.4) |
| MW | 124 | 2.9 (0.3) | 124 | 2.9 (0.3) | 118 | 2.6 (0.5) | 124 | 2.7 (0.4) | 124 | 2.6 (0.5) |
| SO | 160 | 2.9 (0.2) | 160 | 2.8 (0.3) | 154 | 2.6 (0.5) | 158 | 2.7 (0.4) | 161 | 2.7 (0.4) |
| SW | 215 | 2.9 (0.3) | 211 | 2.8 (0.4) | 197 | 2.5 (0.6) | 201 | 2.6 (0.5) | 217 | 2.5 (0.6) |
| NW | 171 | 2.9 (0.1) | 109 | 2.8 (0.3) | 154 | 2.5 (0.5) | 168 | 2.7 (0.4) | 172 | 2.5 (0.5) |

Source. Based on data received at the Coordinating Center through July '07.

Table 2. Age 12 About My Parents Mean Scores (in the last year) by Demographics

| | Basic Needs | | Physical Needs | | Emotional Support | | Monitoring/ Supervision | | Educational Support | |
|-------------------|----------------|-----------|-------------------|-----------|----------------------|-----------|----------------------------|-----------|------------------------|-----------|
| | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 852 | 2.9 (0.2) | 845 | 2.8 (0.3) | 800 | 2.5 (0.5) | 820 | 2.7 (0.4) | 857 | 2.4 (0.6) |
| <i>Gender</i> | | | | | | | | | | |
| Male | 426 | 2.9 (0.3) | 424 | 2.8 (0.4) | 395 | 2.5 (0.5) | 410 | 2.6 (0.5) | 426 | 2.4 (0.6) |
| Female | 426 | 3.0 (0.2) | 421 | 2.9 (0.3) | 405 | 2.5 (0.5) | 413 | 2.7 (0.4) | 431 | 2.4 (0.5) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 182 | 3.0 (0.1) | 181 | 2.9 (0.2) | 175 | 2.6 (0.4) | 177 | 2.8 (0.4) | 182 | 2.5 (0.5) |
| MW | 124 | 3.0 (0.3) | 124 | 2.9 (0.4) | 118 | 2.6 (0.5) | 123 | 2.7 (0.4) | 124 | 2.5 (0.6) |
| SO | 160 | 2.9 (0.2) | 160 | 2.8 (0.4) | 155 | 2.5 (0.5) | 156 | 2.7 (0.5) | 162 | 2.4 (0.5) |
| SW | 215 | 3.0 (0.3) | 210 | 2.8 (0.4) | 196 | 2.4 (0.6) | 204 | 2.6 (0.5) | 216 | 2.3 (0.6) |
| NW | 171 | 2.9 (0.1) | 170 | 2.8 (0.3) | 156 | 2.4 (0.5) | 169 | 2.6 (0.4) | 173 | 2.3 (0.5) |

Source. Based on data received at the Coordinating Center through July '07.

Table 3. Age 14 About My Parents Mean Scores (during elementary school) by Demographics

| | Basic Needs | | Physical Needs | | Emotional Support | | Monitoring/ Supervision | | Educational Support | |
|-------------------|----------------|-----------|-------------------|-----------|----------------------|-----------|----------------------------|-----------|------------------------|-----------|
| | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 798 | 3.0 (0.1) | 794 | 2.9 (0.3) | 761 | 2.6 (0.4) | 787 | 2.7 (0.4) | 793 | 2.5 (0.5) |
| <i>Gender</i> | | | | | | | | | | |
| Male | 388 | 3.0 (0.1) | 385 | 2.9 (0.3) | 370 | 2.6 (0.5) | 384 | 2.7 (0.4) | 385 | 2.5 (0.5) |
| Female | 410 | 3.0 (0.0) | 409 | 2.9 (0.2) | 391 | 2.6 (0.4) | 403 | 2.7 (0.4) | 408 | 2.6 (0.5) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 189 | 3.0 (0.1) | 189 | 2.9 (0.2) | 180 | 2.7 (0.3) | 188 | 2.8 (0.4) | 188 | 2.7 (0.4) |
| MW | 80 | 3.0 (0.0) | 79 | 2.9 (0.2) | 77 | 2.7 (0.3) | 79 | 2.8 (0.3) | 81 | 2.5 (0.4) |
| SO | 167 | 3.0 (0.0) | 167 | 2.9 (0.2) | 166 | 2.7 (0.4) | 165 | 2.8 (0.3) | 166 | 2.7 (0.4) |
| SW | 190 | 3.0 (0.1) | 187 | 2.8 (0.3) | 176 | 2.5 (0.6) | 186 | 2.6 (0.5) | 186 | 2.4 (0.6) |
| NW | 172 | 3.0 (0.1) | 172 | 2.8 (0.4) | 162 | 2.5 (0.5) | 169 | 2.6 (0.5) | 172 | 2.4 (0.5) |

Source. Based on data received at the Coordinating Center through July '07.

Table 4. Age 14 About My Parents Mean Scores (in the last year) by Demographics

| | Basic Needs | | Physical Needs | | Emotional Support | | Monitoring/ Supervision | | Educational Support | |
|-------------------|----------------|-----------|-------------------|-----------|----------------------|-----------|----------------------------|-----------|------------------------|-----------|
| | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 798 | 3.0 (0.2) | 786 | 2.8 (0.4) | 761 | 2.4 (0.6) | 778 | 2.6 (0.4) | 790 | 2.1 (0.6) |
| <i>Gender</i> | | | | | | | | | | |
| Male | 388 | 3.0 (0.3) | 383 | 2.8 (0.3) | 368 | 2.4 (0.6) | 381 | 2.6 (0.5) | 385 | 2.1 (0.6) |
| Female | 410 | 3.0 (0.2) | 403 | 2.8 (0.3) | 393 | 2.4 (0.6) | 397 | 2.7 (0.4) | 405 | 3.1 (0.5) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 189 | 3.0 (0.1) | 188 | 2.9 (0.3) | 180 | 2.5 (0.5) | 186 | 2.7 (0.4) | 188 | 188 (2.3) |
| MW | 79 | 3.0 (0.0) | 76 | 2.9 (0.2) | 77 | 2.6 (0.3) | 78 | 2.8 (0.3) | 80 | 2.4 (0.4) |
| SO | 167 | 3.0 (0.2) | 167 | 2.8 (0.3) | 166 | 2.4 (0.6) | 164 | 2.7 (0.4) | 166 | 2.0 (0.5) |
| SW | 190 | 3.0 (0.3) | 185 | 2.8 (0.4) | 175 | 2.3 (0.7) | 181 | 2.6 (0.5) | 186 | 2.0 (0.6) |
| NW | 173 | 2.9 (0.4) | 170 | 2.7 (0.5) | 163 | 2.3 (0.6) | 169 | 2.6 (0.5) | 170 | 2.0 (0.6) |

Source. Based on data received at the Coordinating Center through July '07.

Reliability

As can be seen in Table 5, internal consistency for the About My Parents mean scores was moderate to good (ranging from .62 to .84). The Basic Needs subscale was not included in Table 5 because it is part of the Physical Needs scale. Internal consistency was somewhat higher for most subscales at Age 12.

Table 5. Cronbach Alphas for About My Parents Mean Scores

| | Physical Needs | | Emotional Support | | Monitoring/ Supervision | | Educational Support | |
|--------|----------------|---------------|-------------------|---------------|----------------------------|---------------|---------------------|---------------|
| | In Elem | In last yr | In Elem | In last yr | In Elem | In last yr | In Elem | In last yr |
| | N | α | N | α | N | α | N | α |
| Age 12 | 844 | .71 | .70 | .796 | .82 | .83 | .828 | .69 |
| Age 14 | 794 | .62 | .67 | 761 | .82 | .84 | 787 | .67 |

Source. Based on data received at the Coordinating Center through July '07.

Predictive Validity

Table 6 provides correlations between the Age 12 About My Parents mean scores and select Age 12 outcomes (i.e., T scores from the Child Behavior Checklist, Trauma Symptom Checklist, and Youth Self

Report Form). No significant correlations are found between the About My Parents means scores and caregiver reported outcomes (i.e., CBCL), but moderately significant correlations (-.07 to -.20) are seen with youth reported outcomes (i.e., Trauma Symptom Checklist and YSR).

No significant correlations found when examining caregiver reported outcomes at Age 14.

Table 6. Correlations between the Age 12 About My Parents Mean Scores (in the last year) and Select Age 12 Outcomes

| | <u>N</u> † | Basic Needs | Physical Needs | Emotional Support | Monitoring/ Supervision | Educational Support |
|--|------------|-------------|-------------------|----------------------|----------------------------|------------------------|
| <i>Child Behavior Checklist T Scores</i> | | | | | | |
| Internalizing Problems | 834 | -.00 | -.01 | -.05 | -.03 | -.04 |
| Externalizing Problems | 834 | -.01 | -.01 | -.03 | -.00 | .00 |
| Total Problems | 834 | -.02 | -.04 | -.03 | -.04 | -.00 |
| <i>Youth Self Report T Scores</i> | | | | | | |
| Internalizing Problems | 834 | .03 | -.08* | -.11*** | -.10** | -.07* |
| Externalizing Problems | 834 | -.04 | -.12*** | -.15*** | -.12*** | -.18*** |
| Total Problems | 834 | .00 | -.10** | -.13*** | -.13*** | -.11*** |
| <i>Trauma Symptom Checklist T Scores</i> | | | | | | |
| Anger | 838 | -.01 | -.07* | -.16*** | -.10** | -.20*** |
| Anxiety | 838 | .03 | -.03 | -.06 | -.06 | -.09** |
| Depression | 838 | -.04 | -.11** | -.15*** | -.12*** | -.15*** |
| PTSD | 838 | .01 | -.04 | -.06 | -.05 | -.10** |
| Dissociation | 838 | .00 | -.06 | -.10** | -.10** | -.11** |

Source. Based on data received at the Coordinating Center through July '07.

† Sample sizes vary by About My Parents Mean Score.

* < .05, ** < .01, *** < .001

Publisher Information

The original measure by Straus, Kinard & Williams may be downloaded at:

<http://pubpages.unh.edu/~mas2/Permission%20to%20use%20MNBS%20forms.pdf>

References and Bibliography

Dubowitz, H., Pitts, S., Black, M. Runyan, D. Thompson, R., Litrownik, A., Hussey, J., Villodas, M. Evaluation of a Self-Report Measure of child neglect or adequacy of care. Manuscript in preparation.

Straus, A., Kinard, E. M., Williams L. W. The Neglect Scale. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997) and at the Fourth International Conference on Family Violence Research (Durham, NH, July, 1995).

Adolescent Delinquency Survey

Black, Laliberte, & Santelli,

1999

Description of Measure

Purpose

To ask adolescents for self-report of their participation in a variety of delinquent behaviors.

Conceptual Organization

The Adolescent Delinquency Survey is a 10-item measure adapted from the CHAMPS Study (Black, Laliberte, & Santelli, 1999) that asks young adolescents to self-report their participation in a variety of delinquent behaviors, including fighting, gang violence participation, and weapon use.

Item Origin/Selection Process

These items assess a continuum of aggressive, violent and delinquent behaviors that are of interest as potential outcomes of maltreatment and other adverse experiences.

Materials

A-CASI delivery system

Time Required

1-2 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

See scoring notes below.

LONGSCAN Use

Data Points

Ages 12

Respondent

Child

Mnemonic and Version

ADSA (Age 12)

Rationale

Aggressive, violent, and delinquent behaviors are important potential outcomes related to maltreatment and other adverse childhood experiences. This set of items had been used by a LONGSCAN Investigator in the CHAMPS Study, and offered a quick assessment of violent and delinquent behavior.

Administration and Scoring Notes

It is not recommended that subscales be utilized as factor analysis revealed relatively poor alphas. A total score was examined utilizing items 1-10, with an alpha of .65. Individual item use is recommended.

Results

Descriptive Statistics

Tables 1 and 2 provide frequencies for individual items from the *Adolescent Delinquency Survey*. Five percent of LONGSCAN adolescents reported having taken part in gang activities, while 10% reported having participated in a fight that involved two groups of people. Almost a third of the sample (27%) reported having been in a physical fight (16% of males, while 11% of females). Very few (3.7%) reported having ever been arrested and even fewer (2.7%) reported that they had to spend time in jail or another institution.

Table 1. Frequencies for items on the Adolescent Delinquency Survey by Demographics (N = 866†)

| | Took part in gang activities | | In a fight where a group fought | | Stole or shoplifted | | In a physical fight | | Been arrested | | Had to stay in jail, training school, or juvenile detention | |
|-----------------------|------------------------------|-----|---------------------------------|------|---------------------|-----|---------------------|------|---------------|-----|---|-----|
| | n | % | n | % | n | % | n | % | n | % | n | % |
| <i>Overall</i> | 43 | 5.0 | 86 | 10.0 | 41 | 4.7 | 232 | 26.8 | 32 | 3.7 | 23 | 2.7 |
| <i>Child's Gender</i> | | | | | | | | | | | | |
| Male | 30 | 3.5 | 53 | 6.1 | 22 | 2.5 | 138 | 16.0 | 28 | 3.2 | 14 | 1.6 |
| Female | 13 | 1.5 | 33 | 3.8 | 19 | 2.2 | 94 | 10.9 | 4 | 0.5 | 9 | 1.1 |
| <i>Study Site</i> | | | | | | | | | | | | |
| EA | 12 | 1.4 | 28 | 3.2 | 5 | 0.6 | 55 | 6.4 | 10 | 1.1 | 5 | 0.6 |
| MW | 2 | 0.2 | 13 | 1.5 | 8 | 0.9 | 35 | 4.0 | 3 | 0.3 | 3 | 0.3 |
| SO | 13 | 1.5 | 10 | 1.2 | 6 | 0.7 | 53 | 6.1 | 3 | 0.3 | 2 | 0.2 |
| SW | 8 | 0.9 | 18 | 2.1 | 15 | 1.7 | 52 | 6.0 | 11 | 1.3 | 8 | 0.9 |
| NW | 8 | 0.9 | 17 | 2.0 | 7 | 0.8 | 37 | 4.3 | 5 | 0.6 | 5 | 0.6 |

Notes. † Item sample sizes vary slightly.

Based on data received at the Coordinating Center through August '07.

According to Table 2, 12% of the sample reported that they “felt that they needed to carry a weapon for protection” but only 6% reported that they actually carried a weapon (i.e., knife, gun) and only 1.7% reported that they actually threatened someone with a weapon.

Table 2. Frequencies for items on the Adolescent Delinquency Survey by Demographics (N = 866†)

| | Ran away from home overnight | | Felt you needed a weapon for protection | | Carried any kind of weapon | | Threatened someone with a weapon | |
|-----------------------|------------------------------|-----|---|------|----------------------------|-----|----------------------------------|-----|
| | n | % | n | % | n | % | n | % |
| <i>Overall</i> | 22 | 2.5 | 106 | 12.2 | 51 | 6.0 | 15 | 1.7 |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 13 | 1.5 | 64 | 7.4 | 44 | 5.1 | 8 | 0.9 |
| Female | 9 | 1.0 | 42 | 4.8 | 7 | 0.8 | 7 | 0.8 |
| <i>Study Site</i> | | | | | | | | |
| EA | 2 | 0.2 | 22 | 2.5 | 9 | 1.0 | 4 | 0.5 |
| MW | 1 | 0.1 | 19 | 2.2 | 2 | 0.2 | 2 | 0.2 |
| SO | 3 | 0.3 | 19 | 2.2 | 16 | 1.8 | 4 | 0.5 |
| SW | 13 | 1.5 | 31 | 3.6 | 12 | 1.4 | 4 | 0.5 |
| NW | 3 | 0.3 | 15 | 1.7 | 12 | 1.4 | 1 | 0.1 |

Notes. † Item sample sizes vary slightly.

Based on data received at the Coordinating Center through August '07.

Publisher Information

The measure is non-copyrighted and available for use after receipt of a signed User Agreement for LONGSCAN Project-developed Measures.

References and Bibliography

- Black, M. M., Laliberte, J., & Santelli, J. F. (1999). Adolescent Risk-taking Behaviors: Computer Assisted Interviews. In B. Hemphill-Pearson (Ed), *Integrative Process in Assessments of Childhood Problems* (pp.309-320). Thorofare, NJ: Charles B. Slack, Inc.

Adolescent Sexual Experiences LONGSCAN, 1998

Description of Measure

Purpose

To ask young adolescents for self-report of sexual experiences including: age at first intercourse; number of sexual partners; use of protection; pregnancy, childbearing and paternity history; self efficacy regarding sex; perceptions of friends' attitudes towards sexual behavior, use of protection and pregnancy.

Conceptual Organization

The development of this measure was informed by Protection Motivation Theory, in which environmental and personal risk and protective factors inform two appraisal pathways (coping appraisal and threat appraisal) leading to intention regarding risk behavior (Stanton et al, 1995).

Item Origin/Selection Process

The majority of the items were project developed based upon a review of existing measures on adolescent sexual behavior and piloting with twelve-year olds. Items on friends' attitudes and behaviors, and the theoretical underpinning of the measure, were informed by the Culturally Based Survey Instrument (Stanton et al., 1995).

Materials

A-CASI delivery system

Time Required

1-2 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

There are no recommended scoring criteria at this time.

LONGSCAN Use

Data Points

Age 12 and Age 14

Respondent

Child

Mnemonic and Version

Age 12: ASE

Age 14: ASEB

Rationale

Attitudes towards sex, pregnancy and use of protection, as well as age at initiation of intercourse, pregnancy and sexual risk behaviors are important outcomes for adolescents who have been maltreated.

Results

Age 12 Descriptive Statistics

Tables 1 and 2 provide frequencies for items on the age 12 Adolescent Sexual Experiences Survey by sample demographics. According to Table 1, 4% of participants ($n = 35$) reported that they had had intercourse, with twice as many boys ($n = 24$, 3%) endorsing relative to girls ($n = 11$, 1%). Of those who reported having had intercourse, 40% of these had initiated prior to age 11.

Table 1. Frequencies for items on the Age 12 Adolescent Sexual Experiences Survey by Demographics

| | Have you ever had sex? | | | | Age at first intercourse | | | | | | | | | | | | |
|-----------------------|------------------------|------|-----|-----|--------------------------|------------|-----|-----|------|------|------|------|-----|----|---|----|--|
| | No | | Yes | | Don't Know | Under 8 | | 8 | | 9 | | 10 | | 11 | | 12 | |
| | N | % | % | % | | % | % | % | % | % | % | % | % | % | % | % | |
| <i>Overall</i> | 860 | 93.3 | 4.1 | 2.7 | | 8.8 | 8.8 | 5.6 | 17.6 | 29.4 | 29.5 | 29.5 | 2.9 | | | | |
| <i>Child's Gender</i> | | | | | | | | | | | | | | | | | |
| Male | 422 | 44.4 | 2.8 | 1.9 | | 2.9 | 8.8 | 2.9 | 17.7 | 20.6 | 14.7 | 14.7 | 2.9 | | | | |
| Female | 438 | 48.8 | 1.3 | 0.8 | | 5.9 | 0.0 | 2.9 | 0.0 | 8.8 | 11.8 | 11.8 | 0.0 | | | | |
| <i>Study Site</i> | | | | | | | | | | | | | | | | | |
| EA | 182 | 19.5 | 1.0 | 0.6 | | 2.9 | 0.0 | 0.0 | 8.8 | 5.9 | 8.8 | 8.8 | 0.0 | | | | |
| MW | 123 | 13.5 | 0.5 | 0.3 | | 0.0 | 0.0 | 0.0 | 2.9 | 5.9 | 0.0 | 0.0 | | | | | |
| SO | 161 | 16.5 | 1.5 | 0.7 | | 5.9 | 2.9 | 2.9 | 2.9 | 11.8 | 11.8 | 11.8 | 0.0 | | | | |
| SW | 206 | 23.9 | 0.8 | 0.8 | | 0.0 | 2.9 | 0.0 | 2.9 | 5.9 | 5.9 | 5.9 | 2.9 | | | | |
| NW | 170 | 19.8 | 0.2 | 0.2 | | 0.0 | 2.9 | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 | | | | | |

Notes. Based on data received at the Coordinating Center through August '07.

According to Table 2 below, of those participants who reported having intercourse ($n = 35$), 49% reported having had only one partner, while 45% reported having more than one partner. Forty percent of those who reported having intercourse also reported that they used no protection, and slightly more than half of these were participants at the Southern site.

Table 2. Frequencies for items on the Age 12 Adolescent Sexual Experiences Survey by Demographics

| | Of those who had intercourse ($n = 35$).... | | | | | | | | | |
|-----------------------|---|--------|--------|----------|----------|-----------------------|------------------------|-----------|-----------------|------------------------|
| | How many different partners | | | | | Methods of Protection | | | | |
| | 1 % | 2 % | 3 % | 4-5 % | > 5 % | Nothing % | Condom /Rubber % | Pill % | Withdrawal % | Something else % |
| <i>Overall</i> | 48.6 | 11.4 | 11.4 | 5.7 | 17.1 | 40.0 | 57.1 | 2.8 | 11.4 | 2.8 |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 28.6 | 2.8 | 11.4 | 5.7 | 14.3 | 22.8 | 45.7 | 2.8 | 5.7 | 2.8 |
| Female | 20.0 | 8.6 | 0.0 | 0.0 | 2.8 | 17.1 | 11.4 | 0.0 | 5.7 | 0.0 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 17.1 | 5.7 | 0.0 | 0.0 | 2.8 | 5.7 | 20.0 | 0.0 | 2.8 | 0.0 |
| MW | 2.8 | 0.0 | 2.8 | 2.8 | 0.0 | 2.8 | 5.7 | 0.0 | 0.0 | 0.0 |
| SO | 20.0 | 0.0 | 5.7 | 2.8 | 5.7 | 22.8 | 14.3 | 0.0 | 2.8 | 2.8 |
| SW | 8.6 | 0.0 | 2.8 | 0.0 | 8.6 | 2.8 | 17.1 | 2.8 | 5.7 | 0.0 |
| NW | 0.0 | 5.7 | 0.0 | 0.0 | 0.0 | 5.7 | 0.0 | 0.0 | 0.0 | 0.0 |

Notes. Based on data received at the Coordinating Center through August '07.

Of the 35 participants who reported that they had intercourse, none reported that they had gotten pregnant or gotten someone else pregnant, and none reported that they had any children (not tabled due to low numbers). According to Table 3 below, a majority of participants (93%) reported that they would probably not have sex in the next six months and 74% reported that most of their friends did not think it was OK to have sex at their age.

Table 3. Frequencies for items on the Age 12 Adolescent Sexual Experiences Survey by Demographics

| | How likely is it that you will have sex in the next 6 months? | | | | | What do most of your friends think about people your age having sex? | | | | |
|-----------------------|---|------|----------------|-----|---------------|--|--------------------|------|--------------------------|-----|
| | Definitely Won't | | Probably Won't | | Probably Will | | Not OK to have Sex | | OK, if you have BF or GF | |
| | N | % | N | % | N | % | N | % | N | % |
| <i>Overall</i> | 858 | 78.9 | 14.0 | 6.2 | 0.9 | | 849 | 73.8 | 21.0 | 5.2 |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 426 | 35.1 | 9.0 | 4.7 | 0.9 | | 423 | 33.1 | 12.5 | 4.2 |
| Female | 432 | 43.8 | 5.0 | 1.5 | 0.0 | | 426 | 40.7 | 8.5 | 0.9 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 180 | 14.4 | 3.7 | 2.2 | 0.6 | | 182 | 14.0 | 5.5 | 1.9 |
| MW | 126 | 12.0 | 1.7 | 0.9 | 0.0 | | 124 | 11.9 | 2.2 | 0.5 |
| SO | 161 | 13.2 | 4.0 | 1.5 | 0.1 | | 160 | 11.8 | 5.8 | 1.3 |
| SW | 218 | 21.2 | 2.8 | 1.2 | 0.2 | | 212 | 18.9 | 4.9 | 1.0 |
| NW | 173 | 18.1 | 1.7 | 0.4 | 0.0 | | 171 | 17.2 | 2.5 | 0.5 |

Notes. Based on data received at the Coordinating Center through August '07.

According to Table 4, 82% of participants reported that they believed that their friends thought using condoms was important at least ‘most of the time,’ versus 16% of who reported that they did not believe that their friends thought using condoms was important when having intercourse.

Table 4. Frequencies for items on the Age 12 Adolescent Sexual Experiences Survey by Demographics

| | Do you think your friends believe it is important to use condoms? | | | | | How many of your friends who are having sex use condoms? | | | | | |
|-----------------------|---|------|-----------|------|------------|--|----------------|------|------|------|------|
| | Definitely No | | Mostly No | | Mostly Yes | | Definitely Yes | | | | |
| | N | % | N | % | N | % | N | % | None | Some | Most |
| <i>Overall</i> | 806 | 13.0 | 3.1 | 10.8 | 73.1 | | 830 | 15.4 | 4.3 | 6.7 | |
| <i>Child's Gender</i> | | | | | | | | | | | |
| Male | 401 | 7.7 | 1.1 | 6.4 | 34.5 | | 414 | 8.1 | 2.3 | 4.5 | |
| Female | 405 | 5.3 | 2.0 | 4.3 | 38.6 | | 416 | 7.3 | 2.1 | 2.3 | |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 177 | 2.1 | 0.6 | 2.4 | 16.9 | | 180 | 1.6 | 1.1 | 3.6 | |
| MW | 118 | 1.9 | 0.4 | 1.7 | 10.7 | | 118 | 2.6 | 0.5 | 0.5 | |
| SO | 157 | 2.0 | 0.6 | 3.2 | 13.7 | | 161 | 1.7 | 1.2 | 1.1 | |
| SW | 202 | 5.0 | 0.5 | 2.0 | 17.6 | | 208 | 5.7 | 1.3 | 1.0 | |
| NW | 152 | 2.1 | 1.0 | 1.5 | 14.3 | | 163 | 3.9 | 0.2 | 0.6 | |

Notes. Based on data received at the Coordinating Center through August '07.

Age 14 Descriptive Statistics

Tables 5 and 6 provide frequencies for items on the age 14 Adolescent Sexual Experiences Survey by sample demographics. According to Table 5, 20.3% of kids ($n = 157$) reported that they had intercourse, and more boys (12%) reported engaged in it than girls (8%). Of those who reported having had intercourse, 69% of these had initiated prior to age 14.

Table 5. Frequencies for items on the Age 14 Adolescent Sexual Experiences Survey by Demographics

| | Have you ever had sex? | | | | Age at first intercourse ($n = 157$) | | | | | | | | | |
|-----------------------|------------------------|------|---------------|-----|--|-----|----------|--------|--------|---------|---------|---------|---------|---------|
| | No N | | Yes % % | | Don't Know % | | < 8 % | 8 % | 9 % | 10 % | 11 % | 12 % | 13 % | 14 % |
| | | | | | | | | | | | | | | |
| <i>Overall</i> | 772 | 77.9 | 20.3 | 1.8 | | 1.3 | 1.9 | 1.3 | 1.3 | 5.8 | 12.3 | 45.8 | 28.3 | 1.9 |
| <i>Child's Gender</i> | | | | | | | | | | | | | | |
| Male | 374 | 35.1 | 12.3 | 1.0 | | 0.0 | 1.9 | 1.3 | 0.7 | 4.5 | 7.1 | 27.1 | 16.8 | 1.9 |
| Female | 398 | 42.7 | 8.0 | 1.0 | | 1.3 | 0.0 | 0.0 | 0.7 | 1.3 | 5.2 | 18.7 | 11.6 | 0.0 |
| <i>Study Site</i> | | | | | | | | | | | | | | |
| EA | 183 | 17.4 | 6.1 | 0.3 | | 0.7 | 0.0 | 0.7 | 0.7 | 2.6 | 3.9 | 12.9 | 7.7 | 0.7 |
| MW | 79 | 8.2 | 1.4 | 0.6 | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.7 | 5.2 | 1.3 | 0.0 |
| SO | 160 | 15.0 | 5.4 | 0.3 | | 0.0 | 1.3 | 0.7 | 0.7 | 1.3 | 5.2 | 7.7 | 9.0 | 1.3 |
| SW | 181 | 18.9 | 4.2 | 0.4 | | 0.0 | 0.0 | 0.0 | 0.0 | 0.7 | 1.3 | 10.3 | 7.7 | 0.0 |
| NW | 169 | 18.4 | 3.2 | 0.3 | | 0.7 | 0.7 | 0.0 | 0.0 | 1.3 | 1.3 | 9.7 | 2.6 | 0.0 |

Notes. Based on data received at the Coordinating Center through August '07.

According to Table 6 below, of those age 14 participants who reported having intercourse ($n = 157$), 57% reported having more than one partner. A large portion of those who reported having intercourse also reported that they used condoms for protection (87%) while 10% reported using no protection at all.

Table 6. Frequencies for items on the Age 14 Adolescent Sexual Experiences Survey by Demographics

| | How many different partners | | | | | Methods of Protection | | | | | Something else % |
|-----------------------|-----------------------------|------|------|-------|-------|-----------------------|------------------|--------|--------------|-----|------------------|
| | 1 % | 2 % | 3 % | 4-5 % | > 5 % | Nothing % | Condom /Rubber % | Pill % | Withdrawal % | | |
| | | | | | | | | | | | |
| <i>Overall</i> | 39.5 | 21.0 | 16.0 | 10.2 | 9.5 | 10.2 | 86.6 | 10.2 | 9.5 | 0.6 | |
| <i>Child's Gender</i> | | | | | | | | | | | |
| Male | 23.6 | 10.8 | 10.8 | 6.4 | 7.6 | 5.1 | 54.8 | 7.0 | 6.3 | 0.6 | |
| Female | 15.9 | 10.2 | 5.1 | 3.8 | 1.9 | 5.1 | 31.8 | 3.2 | 3.2 | 0.0 | |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 9.6 | 5.1 | 7.6 | 3.2 | 3.2 | 2.5 | 9.2 | 1.9 | 3.2 | 0.0 | |
| MW | 4.5 | 1.9 | 0.0 | 0.6 | 0.0 | 0.6 | 6.4 | 0.0 | 0.0 | 0.0 | |
| SO | 7.0 | 7.0 | 6.4 | 3.2 | 2.5 | 2.5 | 22.9 | 2.5 | 2.5 | 0.0 | |
| SW | 9.6 | 3.8 | 1.3 | 2.5 | 2.5 | 2.5 | 17.8 | 2.5 | 2.5 | 0.0 | |
| NW | 9.0 | 3.2 | 1.3 | 0.6 | 1.3 | 1.9 | 12.7 | 3.2 | 1.3 | 0.6 | |

Notes. Based on data received at the Coordinating Center through August '07.

Of the 157 participants who reported that they had intercourse at age 14, 12 (8%) reported that they had gotten pregnant or gotten someone else pregnant, and 4 of the children (2.5%) reported that they had any children. According to Table 7 below, a majority of kids (80%) reported that they would probably not have sex in the next six months and 59% reported that most of their friends thought it was OK to have sex at their age.

Table 7. Frequencies for items on the Age 14 Adolescent Sexual Experiences Survey by Demographics

| | | How likely is it that you will have sex in the next 6 months? | | | | | What do most of your friends think about people your age having sex? | | | |
|-----------------------|-----|---|-----------------------|----------------------|------------------------|-----|--|---------------------------------|----------------------------------|------|
| | | Definitely Won't N % | Probably Won't N % | Probably Will N % | Definitely Will N % | | Not OK to have Sex N % | OK, if you have BF or GF N % | OK, even with NO BF or GF N % | |
| <i>Overall</i> | 769 | 54.6 | 25.1 | 17.6 | 2.7 | | 773 | 41.5 | 47.5 | 11.0 |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 372 | 20.9 | 13.8 | 12.0 | 1.7 | 375 | 15.4 | 25.2 | 7.9 | |
| Female | 397 | 33.7 | 11.3 | 5.6 | 1.0 | 398 | 26.1 | 22.2 | 3.1 | |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 181 | 10.3 | 5.5 | 6.9 | 0.9 | 183 | 8.1 | 12.3 | 3.2 | |
| MW | 79 | 7.0 | 1.4 | 1.6 | 0.3 | 79 | 4.8 | 4.5 | 0.9 | |
| SO | 160 | 8.8 | 7.4 | 3.6 | 0.9 | 162 | 7.6 | 10.9 | 2.5 | |
| SW | 182 | 13.4 | 6.6 | 3.2 | 0.4 | 180 | 10.2 | 10.0 | 3.1 | |
| NW | 167 | 15.1 | 4.2 | 2.2 | 0.3 | 169 | 10.7 | 9.8 | 1.3 | |

Notes. Based on data received at the Coordinating Center through August '07.

According to Table 8, a majority of kids (94%) at age 14 reported that they believed that their friends thought using condoms was important 'most of the time' versus 6% of kids who reported that they didn't believe that their friends thought using condoms was important when having intercourse.

Table 8. Frequencies for items on the Age 14 Adolescent Sexual Experiences Survey by Demographics

| | | Do you think your friends believe it is important to use condoms? | | | | | How many of your friends who are having sex use condoms? | | | |
|-----------------------|-----|---|------------------|-------------------|-----------------------|-----|--|------|------|------|
| | | Definitely No N % | Mostly No N % | Mostly Yes N % | Definitely Yes N % | | N | None | Some | Most |
| <i>Overall</i> | 761 | 4.5 | 1.8 | 15.8 | 77.9 | | 770 | 5.1 | 5.1 | 25.7 |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 369 | 2.5 | 0.8 | 8.4 | 36.8 | 370 | 3.0 | 1.7 | 13.2 | |
| Female | 392 | 2.0 | 1.0 | 7.4 | 41.1 | 400 | 2.2 | 3.4 | 12.5 | |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 182 | 0.8 | 0.4 | 2.6 | 20.1 | 181 | 0.8 | 1.4 | 8.8 | |
| MW | 79 | 0.4 | 0.0 | 1.4 | 8.5 | 79 | 0.5 | 0.4 | 2.2 | |
| SO | 159 | 0.5 | 0.9 | 5.8 | 13.7 | 161 | 1.0 | 1.4 | 4.8 | |
| SW | 178 | 1.7 | 0.3 | 3.1 | 18.3 | 182 | 1.3 | 1.3 | 5.3 | |
| NW | 163 | 1.1 | 0.3 | 2.8 | 17.4 | 167 | 1.6 | 0.5 | 4.6 | |

Notes. Based on data received at the Coordinating Center through August '07.

Publisher Information

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References and Bibliography

Stanton, B., Black, M., Feigelman, S., Ricardo, I., Galbraith, J., Li, X., Kaljee, L., Keane, V. & Nesbitt, R. (1995). Development of a culturally, theoretically and developmentally based survey instrument for

assessing risk behaviors among African-american early adolescents living in urban low-income neighborhoods. *AIDS Education and Prevention*, 7 (2), 160-177.

After School Activity and Supervision

Longscan, 1998

Description of Measure

Purpose

To assess the level of supervision typically provided to young adolescents during after-school hours, and location of after-school activities.

Conceptual Organization

A single open-ended item, “What do you do most days after school,” is coded according to level of supervision typically provided and most typical location of activities. Interviewers are instructed to follow up with items until it is clear what the adolescent typically does and what level of supervision is provided. If the interviewer is unable to determine supervision, the item is coded as unsupervised.

Item Origin/Selection Process

Project-developed.

Materials

Paper or computerized form.

Time Required

1 minute

Administration Method

Face-to-face using a computer assisted format.

Training

Minimal training is required, but role play or pilot practice interviews are recommended so that interviewers are familiar with securing the information needed to code the item.

LONGSCAN Use

Data Point

Ages 14

Respondent

Youth

Mnemonic and Version

ASAB: Age 14

Rationale

Higher levels of adult after-school supervision and type/location of after-school activities has been found in many studies to promote better outcomes for young and mid-adolescents.

Results

Descriptive Statistics

According to Table 1, 16% of participants reported that they were typically unsupervised after school, either at home, at friends home, or just ‘hanging out’.

Table 1. After-school supervision at Age 14

| | <i>What do you do most days after school?</i> | | | | | | | |
|-----------------------|---|---|--------------------------|---|-------------------------|------------------------------|-------------------------------|----------|
| | Home with parent, other adult or relative | Super- vised at neigh- bor or relatives | Supervised at friends | Supervised activities at school or other organization | Unsupervised at home | Unsupervise d at friend's | Unsupervised “hanging out” | |
| | N | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) | |
| <i>Overall</i> | 844 | 503 (59.6) | 17 (2.0) | 37 (4.4) | 151 (17.9) | 86 (10.2) | 17 (2.0) | 33 (3.9) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 413 | 229 (27.1) | 9 (1.1) | 18 (2.1) | 81 (9.6) | 46 (5.5) | 7 (0.8) | 23 (2.7) |
| Female | 431 | 274 (32.5) | 8 (0.9) | 19 (2.2) | 70 (8.3) | 40 (4.7) | 10 (1.2) | 10 (1.2) |
| <i>Study Site</i> | | | | | | | | |
| EA | 193 | 116 (13.7) | 2 (0.2) | 9 (1.2) | 30 (3.6) | 19 (2.2) | 6 (0.7) | 11 (1.3) |
| MW | 113 | 62 (7.4) | 4 (0.5) | 9 (1.2) | 27 (3.2) | 4 (0.5) | 2 (0.2) | 5 (0.6) |
| SO | 169 | 116 (13.7) | 7 (0.8) | 7 (0.8) | 19 (2.2) | 15 (1.8) | 3 (0.4) | 2 (0.2) |
| SW | 195 | 119 (14.1) | 1 (0.1) | 7 (0.8) | 41 (4.9) | 14 (1.7) | 5 (0.6) | 8 (0.9) |
| NW | 174 | 90 (10.7) | 3 (0.4) | 5 (0.6) | 34 (4.0) | 34 (4.0) | 1 (0.1) | 7 (0.8) |

Notes. Based on data received at the Coordinating Center through October '08.

Publisher Information

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Caregiver Demographics

LONGSCAN

1991

Description of Measure

Purpose

To gather demographic information from caregivers.

Conceptual Organization

The form begins with a series of items intended to gather information on the respondent's educational background, followed by the current employment status and occupations of both maternal caregivers and husbands or partners who are living in the home. Respondents are then asked to report their total family income, collapsed into a number of ranges, and to indicate each source of that income. The number of persons dependent upon this income is also gathered so that per capita household income may be calculated. The last section gathers basic demographic information including age, race, marital status, and religious affiliation and involvement.

Materials

LONGSCAN utilized an A-CASI administration.

Time Required

10 minutes

Administration Method

Interviewer-administered

Training

Minimal

Scoring

Score Types

Individual item scores are most useful. Occupational status is scored using the 9-point Hollingshead Occupational Scale (Hollingshead, 1975). Education was measured by number of years of schooling as well as by degrees or certification attained. Annual income was measured in \$5,000 increments up to 'greater than \$50,000 per year.'

Score Interpretation

The Hollingshead Occupational Scale ranges from 1 (menial jobs) to 9 (major professional jobs) (Hollingshead, 1975). Explicit coding instructions are found in the LONGSCAN scoring manual.

LONGSCAN Use

Data Points

Pre-Age 4: MW & NW sites only
Age 4, 6, 8, 12, 14, & 16: all sites

Respondent
Primary maternal caregiver

Mnemonic and Version
DEMA (Pre-Age 4/Age 4)

DE6A (Age 6) - Modified to include questions about the educational status of the caregiver's partner. Also, the order of the questions was changed slightly.

DEA (Age 8) - Caregiver race is omitted.

DEMB (Ages 12, 14 & 16) - Racial/ethnic background is included again. Also asks for the number of rooms in the caregiver's home.

Rationale

Information gathered on this form is needed to examine research questions related to the socio-demographic characteristic of the child's caregiver(s). The Hollingshead Index (1975) is widely used as a measure of socioeconomic status.

Results

Descriptive Statistics

For descriptive statistics of the age 4 -8 Caregiver Demographics, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003).

Race/Ethnicity. Table 1 shows the racial distribution of caregivers at the age 12 and 14 interviews. As seen at the earlier ages, the majority of caregivers were African American at both age 12 and 14, followed by Caucasians.

Table 1. Descriptive Statistics for the Age 12 and 14 Caregiver Race/Ethnicity

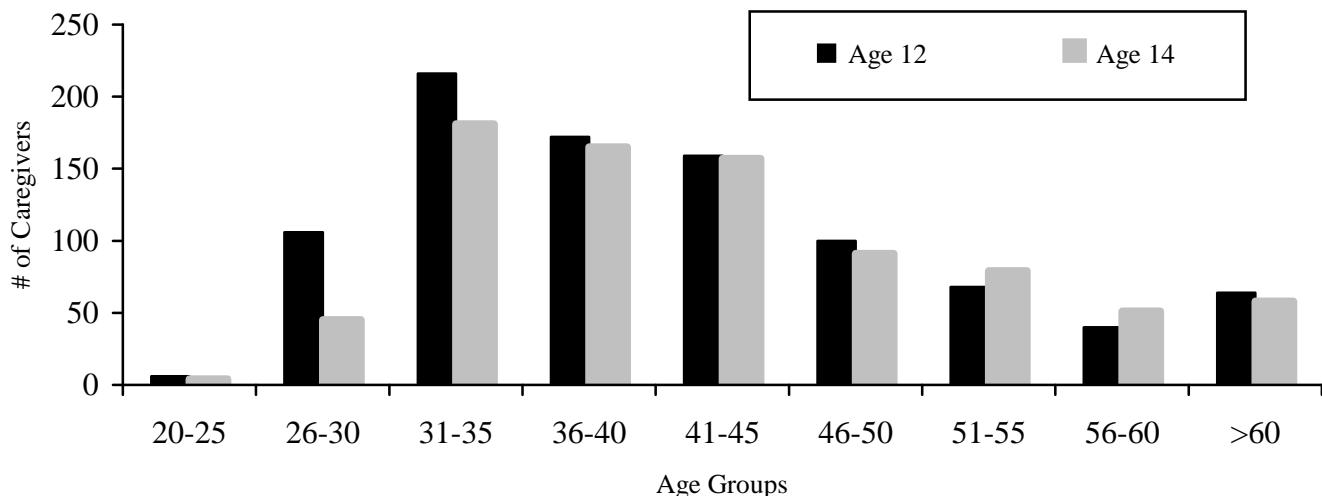
| | Age 12 | | | | Age 14 | | | | | |
|-------------------|--------------------------|------------------------------------|---------------|-------------|--------------------------|------------------------------------|---------------|-------------|------|------|
| | White/ Caucasian N | Black/ African American % | Hispanic % | Other* % | White/ Caucasian N | Black/ African American % | Hispanic % | Other* % | | |
| <i>Overall</i> | 935 | 32.4 | 55.5 | 6.5 | 5.5 | 832 | 32.7 | 56.0 | 5.8 | 5.5 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 186 | 5.4 | 94.6 | 0.0 | 0.0 | 196 | 5.6 | 93.4 | 0.0 | 1.0 |
| MW | 160 | 15.6 | 65.0 | 13.7 | 5.6 | 82 | 19.5 | 61.0 | 17.1 | 2.4 |
| SO | 172 | 32.6 | 66.9 | 0.0 | 0.6 | 173 | 30.6 | 68.8 | 0.0 | 0.6 |
| SW | 227 | 41.4 | 35.7 | 14.5 | 8.4 | 202 | 37.1 | 37.6 | 15.0 | 10.4 |
| NW | 190 | 62.1 | 22.6 | 3.2 | 12.1 | 179 | 65.4 | 21.2 | 2.2 | 11.2 |

Source. Based on data received at the Coordinating Center through January '07.

* Includes Asian, Native American, and Mixed Races.

Age Distribution. Figure 1 displays the mean age of LONGSCAN caregivers at the Age 12 and 14 interviews. Caregiver's at the age 12 interview had an overall mean age of 41.5 (SD = 10.5), and 43 at the age 14 interview (SD = 10.5).

Figure 1. Distribution for Caregivers Age at the Age 12 and 14 Interviews



Source. Based on data received at the Coordinating Center through January '07.

Educational Attainment. Tables 2 shows selected caregiver educational attainment by race and study site, based on responses at the Age 12 and 14 interviews. A little over 75% of LONGSCAN caregivers had obtained a high school diploma or equivalency certificate (GED) at both the age 12 and 14 interviews.

Table 2. Descriptive Statistics for the Age 12 and 14 Caregiver Education

| | Obtained H.S. Diploma/GED | | Obtained Vocational Certificate | | Obtained Associate Degree | | Obtained Bachelor Degree | | Masters and or Doctorate Degree | |
|-----------------------|------------------------------|-------------|------------------------------------|-------------|------------------------------|-------------|-----------------------------|-------------|------------------------------------|-------------|
| | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % |
| <i>Overall</i> | 75.1 | 76.4 | 36.8 | 41.1 | 9.8 | 8.8 | 3.3 | 3.8 | 1.5 | 2.0 |
| <i>Race/Ethnicity</i> | | | | | | | | | | |
| White | 83.5 | 82.6 | 29.7 | 40.6 | 11.2 | 7.4 | 6.3 | 7.4 | 2.6 | 4.4 |
| Black | 71.3 | 75.7 | 40.7 | 42.5 | 8.7 | 9.0 | 1.2 | 1.5 | 1.2 | 1.1 |
| Hispanic | 67.2 | 62.5 | 32.7 | 29.2 | 6.6 | 6.3 | 3.3 | 6.3 | 0.0 | 0.0 |
| Other * | 71.1 | 60.9 | 44.2 | 41.3 | 15.4 | 17.4 | 7.7 | 4.3 | 0.0 | 0.0 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 67.9 | 75.1 | 35.5 | 38.6 | 6.4 | 7.1 | 0.0 | 0.5 | 2.1 | 2.0 |
| MW | 68.5 | 66.7 | 40.0 | 37.8 | 6.2 | 11.0 | 1.9 | 3.7 | 0.0 | 0.0 |
| SO | 67.4 | 68.6 | 22.8 | 30.2 | 11.7 | 7.0 | 1.8 | 1.2 | 0.6 | 1.2 |
| SW | 81.6 | 80.2 | 42.5 | 50.2 | 12.7 | 8.9 | 6.1 | 6.4 | 3.1 | 3.4 |
| NW | 86.4 | 85.5 | 41.4 | 45.3 | 11.0 | 11.2 | 5.8 | 7.3 | 1.0 | 2.2 |

Source. Based on data received at the Coordinating Center through January '07.

Overall sample size for age 12 N = 936 and Age 14 N= 833.

* Includes Asian, Native American, and Mixed Races.

Work Status. Table 3 displays caregiver work status for the age 12 and 14 interviews. Forty-three percent of caregivers were working full time at the age 12 and 14 interviews, while 29% of caregivers reported that they didn't work because they were either retired or disabled.

Table 3. Descriptive Statistics for the Age 12 and 14 Caregiver Work Status

| | Work Full Time | | Work Part Time | | Unemployed | | Don't work (i.e., retired, disabled) | | Other (i.e., student, work sometimes) | |
|-----------------------|----------------|-------------|----------------|-------------|-------------|-------------|--------------------------------------|-------------|---------------------------------------|-------------|
| | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % |
| <i>Overall</i> | 43.0 | 43.4 | 11.0 | 12.0 | 10.5 | 10.3 | 29.4 | 29.4 | 6.2 | 4.9 |
| <i>Race/Ethnicity</i> | | | | | | | | | | |
| White | 43.2 | 43.0 | 14.2 | 15.8 | 5.9 | 6.3 | 29.7 | 29.8 | 6.9 | 5.1 |
| Black | 44.7 | 46.1 | 8.7 | 9.4 | 14.1 | 13.7 | 27.2 | 25.7 | 5.4 | 4.9 |
| Hispanic | 36.1 | 29.2 | 13.1 | 16.7 | 6.6 | 2.1 | 40.9 | 50.0 | 3.3 | 2.1 |
| Other * | 32.7 | 32.6 | 13.5 | 11.0 | 5.8 | 8.7 | 34.6 | 43.5 | 13.5 | 4.3 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 47.8 | 47.7 | 7.5 | 9.6 | 16.1 | 14.7 | 24.2 | 21.3 | 4.3 | 6.6 |
| MW | 34.4 | 37.8 | 13.1 | 12.2 | 20.0 | 13.4 | 25.6 | 32.9 | 7.0 | 4.0 |
| SO | 50.6 | 56.1 | 9.3 | 9.8 | 8.1 | 10.4 | 25.6 | 23.1 | 6.4 | 0.6 |
| SW | 34.6 | 34.5 | 14.0 | 16.3 | 4.0 | 5.4 | 41.2 | 36.4 | 6.1 | 7.4 |
| NW | 48.7 | 39.1 | 10.5 | 11.7 | 6.8 | 9.5 | 26.7 | 34.6 | 7.3 | 5.0 |

Source. Based on data received at the Coordinating Center through January '07.

Overall sample size for age 12 N = 937 and Age 14 N= 834.

* Includes Asian, Native American, and Mixed Races.

Marital Status. Table 4 provides descriptive statistics on caregiver marital status at ages 12 and 14, by race and study site. Overall, approximately 34% of the maternal caregivers at the age 12 interview reported that they were single and had never married (32% at age 14), while almost 38% were married (39% at age 14).

Table 4. Descriptive Statistics for the Age 12 and 14 Caregiver Marital Status

| | Married | | Single, never married | | Separated | | Divorced | | Widowed | |
|-----------------------|-------------|-------------|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % | Age 12 % | Age 14 % |
| <i>Overall</i> | 38.1 | 39.3 | 34.2 | 31.9 | 8.1 | 8.2 | 15.3 | 16.0 | 4.3 | 4.7 |
| <i>Race/Ethnicity</i> | | | | | | | | | | |
| White | 58.7 | 57.9 | 14.5 | 13.3 | 6.6 | 5.5 | 17.5 | 20.3 | 2.6 | 3.0 |
| Black | 25.3 | 27.0 | 48.3 | 44.8 | 8.3 | 9.4 | 12.5 | 13.1 | 5.6 | 5.6 |
| Hispanic | 45.0 | 52.1 | 30.0 | 29.2 | 5.0 | 4.2 | 16.7 | 12.5 | 3.3 | 2.1 |
| Other * | 38.5 | 41.3 | 13.5 | 13.0 | 19.2 | 15.2 | 26.9 | 21.7 | 1.9 | 8.6 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 23.7 | 26.4 | 50.0 | 46.7 | 10.7 | 8.6 | 9.7 | 12.2 | 5.9 | 6.1 |
| MW | 27.7 | 24.4 | 52.2 | 48.8 | 6.9 | 13.4 | 10.1 | 11.0 | 3.1 | 2.4 |
| SO | 44.2 | 40.7 | 36.1 | 39.5 | 9.3 | 7.6 | 7.0 | 8.7 | 3.5 | 3.5 |
| SW | 50.7 | 48.8 | 15.7 | 15.0 | 6.2 | 8.9 | 21.1 | 21.2 | 6.6 | 6.4 |
| NW | 40.3 | 48.0 | 24.6 | 20.1 | 7.8 | 5.0 | 25.6 | 23.5 | 1.6 | 3.3 |

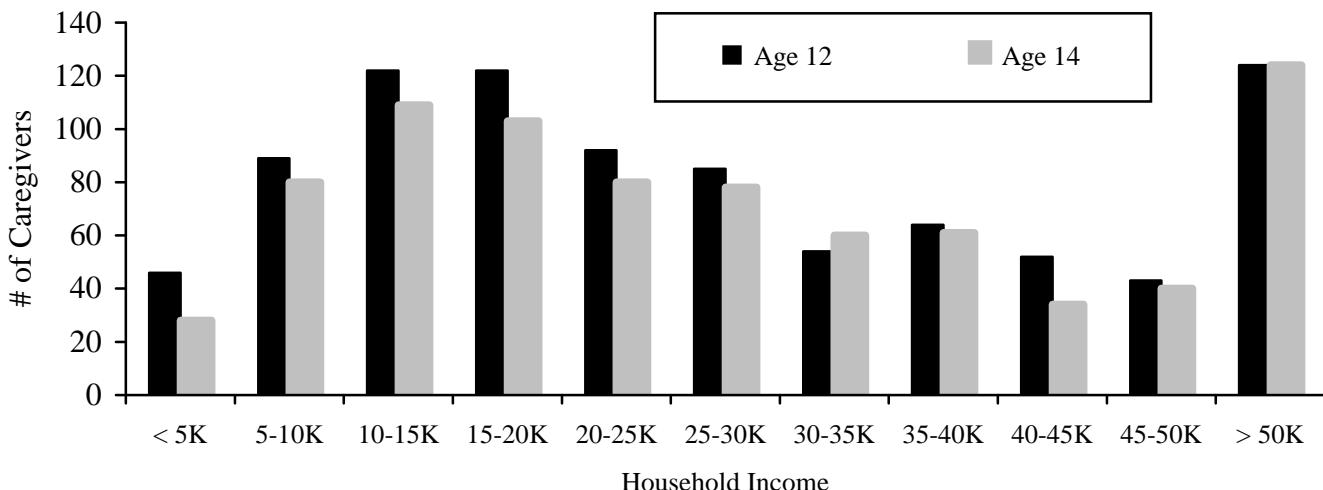
Source. Based on data received at the Coordinating Center through January '07.

Overall sample size for age 12 N = 935 and Age 14 N= 833.

* Includes Asian, Native American, and Mixed Races.

Income. Figure 2 displays the distribution for household income reported by the primary caregivers at the age 12 and 14 interviews. On average, LONGSCAN families had slightly more than 4 household members dependent upon the family's total yearly income for both the age 12 and 14 interviews. The median annual family income for LONGSCAN households was between \$25,000-\$30,000 at both the age 12 and 14 interviews.

Figure 2. Distribution for Caregivers Income at the Age 12 and 14 Interviews



Source. Based on data received at the Coordinating Center through January '07.

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Caregiver Health LONGSCAN, 1991

Description of Measure

Purpose

To obtain a brief global self-report of a caregiver's recent health status.

Conceptual Organization

The measure consists of three questions: a global question about current health status (the respondent rates his/her health as Excellent, Good, Fair, or Poor); a question about major illnesses in the past year; and a follow-up question asking if any illness or injury reported during the past year affected the caregiver's ability to care for the LONGSCAN participant youth.

Item Origin/Selection Process

The global rating item was reported to be one of the most reliable and widely used indicators of physical health (Krause & Jay, 1994). The other items were selected as indicators of the caregiver's experience of morbidity, which has implications for the ability to provide adequate care to the participant youth.

Materials

A-CASI (Audio-Computer Assisted Self Interview) delivery system

Time Required

1 minute

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Individual items can be utilized.

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Caregiver

Mnemonic and Version

MHL: Ages 12, 14, and 16

Rationale

A caregiver's health may affect his/her ability to care for her child.

Results

Descriptive Statistics

Table 1 provides frequencies for items relating to caregiver health at the Age 12 interview. Seventy one percent of caregivers reported that they were in ‘good’ to ‘excellent’ health, while 33% reported that at some point during the past year they had to stop or cut down on regular work due to an illness or injury; 32% of these caregivers said that this affected their ability to care for their child(ren).

Table 1. Caregiver health at Age 12

| Compared to others your age, would you say your health is...? | | | | | | Was there a time when you had to stop or cut down on your regular work because of an illness/injury? Yes | | Did this illness affect your ability to care for your child(ren)? Yes | |
|--|-----|--------------------|---------------|---------------|---------------|--|------------|---|-----------|
| | N | Excellent % (n) | Good % (n) | Fair % (n) | Poor % (n) | N | % (n) | N | % (n) |
| Overall | 934 | 23.5 (220) | 47.2 (440) | 23.2 (217) | 6.1 (57) | 933 | 32.9 (307) | 307 | 32.2 (99) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 467 | 13.0 (121) | 23.1 (216) | 11.3 (106) | 2.6 (24) | 466 | 16.3 (152) | 152 | 18.6 (51) |
| Female | 467 | 10.6 (99) | 24.0 (224) | 11.9 (111) | 3.5 (33) | 467 | 16.6 (155) | 155 | 15.6 (48) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 184 | 4.9 (46) | 10.6 (99) | 3.8 (36) | 0.3 (3) | 184 | 5.8 (54) | 54 | 3.3 (10) |
| MW | 170 | 5.1 (43) | 6.7 (63) | 5.2 (49) | 1.2 (10) | 170 | 5.8 (54) | 54 | 5.5 (17) |
| SO | 173 | 5.3 (50) | 7.2 (67) | 3.9 (36) | 2.1 (20) | 173 | 6.2 (58) | 58 | 7.5 (23) |
| SW | 219 | 5.2 (49) | 12.1 (113) | 5.1 (48) | 0.9 (9) | 219 | 7.9 (74) | 74 | 6.2 (19) |
| NW | 188 | 2.9 (27) | 10.5 (98) | 5.1 (48) | 1.6 (15) | 187 | 7.2 (67) | 67 | 9.8 (30) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 2 provides frequencies for items relating to caregiver health at the Age 14 interview. Similar to the Age 12 interview, at the Age 14 interview, 72% of caregivers reported that they were in ‘good’ to ‘excellent’ health, while 35% reported that at some point during the past year they had to stop or cut down on their work due to an illness or injury; 27% of these caregivers said that it affected their ability to care for their child(ren)].

Table 2. Caregiver health at Age 14

| Compared to others your age, would you say your health is...? | | | | | Was there a time when you had to stop or cut down on your regular work because of an illness/injury? | | Did this illness affect your ability to care for your child(ren)? | | |
|--|----------|--------------------|---------------|---------------|---|----------|--|----------|--------------|
| | <u>N</u> | Excellent % (n) | Good % (n) | Fair % (n) | Poor % (n) | <u>N</u> | Yes % (n) | <u>N</u> | Yes % (n) |
| Overall | 889 | 21.4 (190) | 50.1 (445) | 24.3 (216) | 4.3 (38) | 889 | 35.4 (315) | 315 | 27.3 (86) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 434 | 11.5 (102) | 22.7 (202) | 12.5 (111) | 2.1 (19) | 434 | 16.4 (146) | 146 | 13.3 (42) |
| Female | 455 | 9.9 (88) | 27.3 (243) | 11.8 (105) | 2.1 (19) | 455 | 19.0 (169) | 169 | 14.0 (44) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 187 | 5.5 (49) | 12.3 (109) | 3.8 (34) | 0.6 (5) | 197 | 7.8 (69) | 69 | 4.7 (15) |
| MW | 164 | 3.7 (33) | 8.2 (73) | 5.4 (48) | 1.1 (10) | 164 | 5.4 (48) | 48 | 4.4 (14) |
| SO | 172 | 4.3 (38) | 9.3 (83) | 4.6 (41) | 1.1 (10) | 172 | 7.4 (66) | 66 | 7.6 (24) |
| SW | 175 | 4.6 (41) | 10.7 (95) | 3.9 (35) | 0.4 (4) | 175 | 6.4 (57) | 57 | 2.9 (9) |
| NW | 181 | 3.3 (29) | 9.6 (85) | 6.5 (58) | 1.0 (9) | 181 | 8.4 (75) | 75 | 7.6 (24) |

Notes. Based on data received at the Coordinating Center through October'08.

Note: Age 16 descriptive statistics will be added at a future date.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

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Center for Epidemiologic Studies Depression Scale

Radloff, L. S.

1977

Description of Measure

Purpose

To measure self-reported symptoms associated with depression experienced in the past week.

Conceptual Organization

The Center for Epidemiologic Studies Depression Scale (CES-D) includes 20 items comprising six scales reflecting major dimensions of depression: depressed mood, feelings of guilt and worthlessness, feelings of helplessness and hopelessness, psychomotor retardation, loss of appetite, and sleep disturbance.

Item Origin/Selection Process

The items were selected from a pool of items from previously validated depression scales (e.g., Beck, Ward, Mendelson, Mock, & Erbaugh, 1961; Gardner, 1968; Raskin, Schulterbrandt, Reatig, & McKeon, 1969; Zung, 1965). The main components of depressive symptomatology (depressed mood, feelings of guilt and worthlessness, feelings of helplessness and hopelessness, psychomotor retardation, loss of appetite, and sleep disturbance) were identified from clinical literature and factor analyses.

Materials

LONGSCAN utilized an A-CASI delivery system. More typically, the measure is self or interviewer administered.

Time Required

5 minutes

Administration Method

A-CASI

Training

Minimal.

Scoring

Score Types

Response categories indicate the frequency of occurrence of each item, and are scored on a 4-point scale ranging from 0 (rarely or none of the time) to 3 (most or all of the time). Scores for items 4, 8, 12, and 16 are reversed before summing all items to yield a total score. Total scores can range from 0 to 60.

Score Interpretation

Higher scores (both item and total scores) indicate more depressive symptoms. A score of 16 or higher has been used extensively as the cut-off point for high depressive symptoms on this scale (Radloff, 1977). However, false positives on the order of 15% to 20% have resulted from use of this cut-off point, leading some researchers to suggest that a higher cut-off point be used (Boyd, Weissman, Thompson, & Myers, 1982; Zich, Attkisson, & Greenfield, 1990).

Psychometric Support

Reliability

The CES-D has been shown to be a reliable measure for assessing the number, types, and duration of depressive symptoms across racial, gender, and age categories (Knight, Williams, McGee & Olaman, 1997; Radloff, 1977; Roberts, Vernon, & Rhoades, 1989). High internal consistency has been reported with Cronbach's alpha coefficients ranging from .85 to .90 across studies (Radloff, 1977).

Validity

Concurrent validity by clinical and self-report criteria, as well as substantial evidence of construct validity have been demonstrated (Radloff, 1977). However, there is evidence that the CES-D, while a useful measure of the level of depressive symptoms, may not be a good tool for screening for clinical depression or major depression (Roberts, Vernon, & Rhoades, 1989).

LONGSCAN Use

Data Points

Pre-Age 4: MW & NW sites only

Ages 4, 6, and 12: all sites

Age 14: all sites

Respondent

Primary maternal caregiver

Mnemonic and Version

DEPA: Pre-age 4, age 4 & 6

DEPB: Ages 12 & 14

Rationale

Depression is a well-established risk factor for compromised care giving (Downey & Coyne, 1990). The CES-D was selected for the LONGSCAN study because it is one of the best known and most widely used measures of depressive symptomatology in the general population, with documented reliability and validity in the published literature.

Administration and Scoring Notes

The CES-D was administered to primary caregivers in the LONGSCAN consortium at the Age 12 interview using an audio-computer administered self-interview (A-CASI). Prior to this administration was done using a paper and pencil format. A study comparing the administration of the CES-D by conventional versus the computerized method found no significant differences between reported means and variances of the two methods. Equivalent form reliability and internal consistency of the two CES-D forms were both very high (Gonzalez, Spiteri, & Knowlton, 1995).

Results

Descriptive Statistics

For descriptive statistics of the age 4 -6 Center for Epidemiologic Studies Depression Scale, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003). Table 1 below provides descriptive statistics for the age 12 and 14 CES-D total scores by demographics.

At ages 12 and 14, roughly 27% of caregivers in the LONGSCAN samples were considered to be in the high depression bracket.

Table 1. Descriptive Statistics for the Age 12 and 14 CES-D Total Score by Demographics

| | Age 12 CES-D Total | | | Age 14 CES-D Total | | |
|-----------------------|-----------------------|--------------|------------------------|-----------------------|--------------|------------------------|
| | <u>N</u> | <u>n</u> (%) | <u>M</u> (<u>SD</u>) | <u>N</u> | <u>n</u> (%) | <u>M</u> (<u>SD</u>) |
| <i>Overall</i> | 901 | 245 (27.2) | 11.3 (10.0) | 830 | 224 (27.0) | 11.5 (10.2) |
| <i>Caregiver Race</i> | | | | | | |
| Caucasian | 293 | 78 (27.0) | 10.8 (10.7) | 272 | 73 (26.8) | 11.1 (10.7) |
| African American | 504 | 146 (29.0) | 11.9 (9.9) | 468 | 129 (27.6) | 11.8 (10.1) |
| Hispanic | 51 | 15 (29.4) | 11.6 (9.3) | 41 | 9 (21.9) | 9.7 (7.7) |
| Other | 49 | 6 (12.2) | 9.1 (7.9) | 47 | 12 (25.5) | 11.9 (10.1) |
| <i>Study Site</i> | | | | | | |
| EA | 181 | 55 (30.3) | 11.9 (10.3) | 194 | 48 (24.7) | 11.0 (9.8) |
| MW | 142 | 39 (27.4) | 12.0 (10.0) | 94 | 35 (37.2) | 13.6 (10.4) |
| SO | 171 | 64 (37.4) | 13.5 (11.0) | 172 | 53 (30.8) | 12.7 (10.9) |
| SW | 218 | 38 (17.4) | 9.2 (9.1) | 188 | 35 (18.6) | 9.0 (8.4) |
| NW | 189 | 49 (25.9) | 10.8 (9.3) | 182 | 53 (29.1) | 12.2 (11.1) |

Source. Based on data received at the Coordinating Center through August '07.

% represents caregivers who had a total score of 16 or higher (high rate of depression).

Reliability

Like other researchers (see section on psychometric support), we observed evidence of high internal consistency for the CES-D (age 12 $\alpha = .90$; age 14 $\alpha = .91$).

Publisher Information

Non-copyrighted.

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Child Behavior Checklist/4-18

Achenbach, T. M.

1991

Description of Measure

Purpose

To obtain caregiver reports of a child competencies and behavior problems in a standardized format.

Conceptual Organization

The Child Behavior Checklist/4-16 (CBCL/4-16) was the first of what has become a multiaxial empirically based set of measures for assessing children from parent, teacher, and self-reports. In 1991, The CBCL/4-16 was renormed to include children up to 18 years of age (becoming CBCL/4-18), and eight cross-informant constructs were identified to facilitate direct comparison between problem behavior scores on the CBCL, the Teacher Report Form (TRF), and the Youth Self-Report Form (YSR) (Achenbach, 1991). All three instruments include measurement of the following eight constructs or syndromes: Social Withdrawal, Somatic Complaints, Anxiety/Depression, Social Problems, Thought Problems, Attention Problems, Delinquent Behavior, and Aggressive Behavior. The CBCL alone contains the Sex Problems scale.

In addition to focusing on a child's behavior as defined by one of the eight syndrome scales, the CBCL, TRF, and YSR also allow the examination of two broad groupings of syndromes, Internalizing Problems and Externalizing Problems. Internalizing Problems combines the Social Withdrawal, Somatic Complaints, and Anxiety/Depression scales, while Externalizing combines the Delinquent Behavior and Aggressive Behavior scales.

The three corollary instruments also contain sections addressing the area of social competence in order to discriminate between those children who are adapting successfully and those who are not. The CBCL/4-18 contains 20 competence items grouped into 3 scales (Activities, Social, and School).

A version of the CBCL/4-18, for 2 to 3 year olds (CBCL/2-3) has also been developed (see CBCL/2-3) (Achenbach, 1992; Achenbach, Edelbrock, & Howell, 1987).

Item Origin/Selection Process

Items were derived from research and consultation with professionals and parents, and revisions were based on the findings of numerous pilot studies. The "cross-informant" syndromes (CBCL, TRF, YSR) were obtained from evaluation of multiple principal components analyses using 89 items common to all three forms. For a complete description of item derivation for the CBCL, see the *Manual for the Child Behavior Checklist/4-18 and 1991 Profile* (hereafter referred to as the Manual) (Achenbach, 1991).

Materials

Manual, forms, and computerized scoring programs, available from the publisher.

Time Required

Twenty-five to thirty minutes.

Administration Method

The CBCL is designed to be completed independently by the caregiver. It requires a fifth grade reading ability. The form can also be administered orally by an interviewer who records the caregiver's answers. There are several items for which the respondent is asked to elaborate about an endorsed behavior in order to avoid improper scoring.

Training

Requires thorough familiarity with the Manual, especially with the cautions related to commonly misinterpreted items (Manual, p. 13, pp. 249-250). The author recommends “skills commensurate with at least the Master’s degree level in psychology, social work, or special education, or two years of residency in psychiatry” for clinical use of this measure.

Scoring

Score Types

Items are coded from 0 (not true in last six months) to 2 (very true or often true in last six months) and instructions for hand scoring the instrument are provided in Appendix A of the Manual.

Total scores may be computed for Social Competence, Behavior Problems, Internalizing Problems, Externalizing Problems, and Sex Problems, plus scores for each of the 8 syndrome scales. The Total Problem score is computed by summing all items on pages 3 and 4 of the CBCL, except items 2, “Allergy” and 4, “Asthma.”

The problem scales are not scored if data for more than 8 items are missing, not counting items 2, 4, 56h, and 113 (See Manual, Appendix A). If a respondent circles two numbers for a behavior problem item, the item is assigned a score of “1”.

Raw scores can be converted to age-standardized scores (T scores having a mean = 50 and SD = 10) that can be compared with scores obtained from normative samples of children within the same broad age range. A minimum T score of 50 is assigned to scores that fall at midpoint percentiles of ≤ 50 on the competence scale and the 8 syndrome scales to permit comparison of standardized scores across scales. Raw scores on these scales will therefore reflect greater differentiation among non-deviant subjects than T scores. The authors recommend that raw scores rather than T scores be used for statistical analyses using the syndrome and competence scales. T scores are not truncated for the Internalizing, Externalizing and Total Problems scales, however; therefore, T scores should be used in statistical analyses for these scales.

Score Interpretation

For the syndrome scales, T scores less than 67 are considered in the normal range, T scores ranging from 67-70 are considered to be borderline clinical, and T scores above 70 are in the clinical range. Because items in the Sex Problems syndrome scale have low prevalence rates, this scale does not lend itself to the specification of normal, borderline, and clinical ranges. However, the T score can provide a guideline as to whether the child is scoring low or high relative to a normative sample of peers.

For Total Problems, Externalizing Problems, and Internalizing Problems, T scores less than 60 are considered in the normal range, 60-63 represent borderline scores, and scores greater than 63 are in the clinical range.

Norms and/or Comparative Data

The CBCL/4-18 was normed on a sample of 2,368 non-handicapped 4 to 18 year old children. Norming of school related items excluded preschool-aged children ($n = 252$). The sample was chosen to be representative of children in the 48 contiguous states with respect to SES, ethnicity, region, and urban/suburban/rural residence. None of the children in the sample had received mental health services or special remedial school classes in the 12 months preceding assessment with the CBCL/4-18. Data were obtained from caregivers in a home interview. See Manual for gender and age-specific tables.

Psychometric Support

Reliability

Test-retest reliability assessment (over a 7-day period), conducted by the author with 24 boys and 29 girls age 4-11, resulted in correlation coefficients of .87 for the Social Competence scale, and .89 for the Behavior Problems Scale. Inter-parent agreement was examined using samples of 182 boys and 141 girls age 4-11, and 156 boys and 120 girls age 12-18. These correlations were also high, ranging on average from .74 - .78 for the Social Competence scales, and from .65 - .75 on average for the Behavior Problems scales. Cronbach's alpha values for the different scales ranged from .46 on the Activities subscale to .93 on the Externalizing subscale for boys age 4-11 (N = 582), and from .54 on the Activities subscale to .93 on the Externalizing subscale for girls age 4-11 (N = 619). Among the eight syndromes, Cronbach's alpha values ranged from .62 to .92 for boys age 4-11 and from .66 to .92 for girls age 4-11.

Achenbach has argued the Cronbach's Alpha is not an appropriate measure for the internal consistency of the TRF, YSR, or CBCL forms, because they are broad screeners, designed to pick up many different behaviors, thus individual items would not be expected to predict the total instrument score (David Jacobowitz, personal communication). Similarly, a particular syndrome might be indicated by different "symptoms" for different children. Thus a low Alpha may not indicate a poor instrument, only that there may be more than one way to measure the same underlying problem syndrome (David Jacobowitz).

Validity

Evidence for content, construct, and criterion-related validity is well documented. Construct validity was assessed by correlating CBCL scale scores with scores from the closest counterpart scales of the Conners (1973) *Parent Questionnaire* and with the Quay-Peterson (1983) *Revised Behavior Problem Checklist*, obtained from a sample of 60 clinically referred 6- to 11-year-olds. The correlations between the CBCL and the Conners syndrome scales ranged from .59 to .86. The correlations between the CBCL and the Quay-Peterson syndrome scales were similar, ranging from .59 to .88. See Chapter 6 in Manual for additional details.

LONGSCAN Use

Data Points

Ages 4, 6, 8, 10, 12, 14 & 16

Respondent

Primary caregiver.

Mnemonic and Version

CBBA (age 4 and 6): Social Competence items not administered.

CBB (age 8): Administration of Social Competence items was optional by site; see *Administration and Scoring Notes* below.

CBC (age 10): Social Competence administered at all sites. Screener questions were modified slightly to accommodate the computer-administered format, e.g., if caregiver responds to the question about "what sports {CHILD} likes to take part in" with "none", the screener question, "any sport?" is answered NO and the computer skips to the next question topic. Also for question 2 of the Social Competence section, "Is your child in a special class or special school?" an interviewer instruction is added (to facilitate proper scoring), specifying remedial, behavioral, or LD classes ONLY.

CBBD (ages 12, 14 and 16)

Rationale

The CBCL is one of the most commonly used measures of child psychopathology. It also provides parallel versions for Teacher Report and Youth Self-Report, meeting the need for multiple informants. Furthermore, versions are available to assess our sample at every time point from age 2 to young adulthood. Finally, the CBCL has been normed on a national sample.

Administration and Scoring Notes

Scored variables at every age can be found in the CBCS dataset. At age 8, the Social Competence section was administered at the discretion of sites for the first time. The MW, NW and SW sites chose to collect the Social Competence data at Age 8, while the EA and SO sites did not. The author's computerized scoring program was used to generate T scores.

Results

Descriptive Statistics

For descriptive statistics of the age 4 -8 Child Behavior Checklist, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003). Table 1 displays descriptive statistics for some of the CBCL scales from the Age 12 interview, by child's gender and study site. Almost 16% of the sample was considered to be borderline/clinical on the aggression subscale. A higher percentage of boys (14.5%) were considered borderline/clinical on the social problems subscale than girls (11%).

Table 1. Descriptive Statistics for the Age 12 Child Behavior Checklist T scores by Demographics

| | Aggression | | Attention Problems | | Anxiety/ Depression | | Delinquency | | Social Problems | |
|-------------------|------------|------|--------------------|------|---------------------|------|-------------|------|-----------------|------|
| | N | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | % |
| <i>Overall</i> | 934 | 15.5 | 57.6 (8.9) | 14.1 | 57.3 (8.8) | 7.1 | 54.4 (6.7) | 14.1 | 56.6 (7.6) | 12.6 |
| <i>Gender</i> | | | | | | | | | | |
| Male | 460 | 16.4 | 57.8 (9.0) | 13.8 | 57.3 (8.5) | 7.8 | 54.9 (6.9) | 14.0 | 56.7 (7.5) | 14.5 |
| Female | 474 | 14.7 | 57.5 (8.7) | 14.3 | 57.3 (9.0) | 6.5 | 53.9 (6.4) | 14.1 | 56.4 (7.6) | 10.7 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 184 | 10.7 | 56.4 (7.7) | 7.0 | 55.0 (7.1) | 4.3 | 53.4 (5.5) | 12.3 | 55.9 (7.1) | 5.4 |
| MW | 159 | 6.3 | 54.3 (6.3) | 6.9 | 54.0 (7.1) | 2.5 | 53.0 (5.0) | 13.2 | 54.9 (7.0) | 9.4 |
| SO | 172 | 15.0 | 57.4 (9.0) | 12.1 | 57.4 (9.1) | 7.5 | 54.0 (6.5) | 9.8 | 55.7 (7.4) | 13.9 |
| SW | 228 | 21.8 | 60.1 (10.0) | 22.7 | 59.9 (9.2) | 9.6 | 55.4 (7.6) | 15.7 | 57.6 (7.0) | 16.2 |
| NW | 191 | 20.9 | 58.9 (9.2) | 18.3 | 59.1 (9.3) | 10.5 | 55.8 (7.5) | 18.3 | 58.0 (7.7) | 16.7 |

Source. Based on data received at the Coordinating Center through January '07.

% represents youth who had a T score that is borderline/clinical (≥ 67) at age 12.

Table 2 displays descriptive statistics for the CBCL total scales from the Age 12 interview, by child's gender and study site. As seen on table 2 below, overall T scores are highest on the externalizing problems scale (NW and SW sites had higher mean scores and higher percentage of children considered borderline/clinical than the other sites for externalizing problems). Girls had higher mean scores for the total problems and externalizing problems than boys.

Table 2. Descriptive Statistics for the Age 12 Child Behavior Checklist T scores by Demographics

| | N | Internalizing Problems | | Externalizing Problems | | Total Problems | |
|-------------------|-----|------------------------|-------------|------------------------|-------------|----------------|-------------|
| | | % | M (SD) | % | M (SD) | % | M (SD) |
| <i>Overall</i> | 934 | 22.4 | 51.1 (11.0) | 34.0 | 54.8 (11.4) | 31.7 | 53.7 (11.9) |
| <i>Gender</i> | | | | | | | |
| Male | 460 | 27.0 | 51.8 (11.2) | 32.6 | 54.8 (11.6) | 34.1 | 54.2 (12.0) |
| Female | 474 | 18.9 | 50.4 (10.8) | 35.3 | 54.8 (11.1) | 29.4 | 63.3 (11.8) |
| <i>Study Site</i> | | | | | | | |
| EA | 184 | 18.7 | 48.9 (11.2) | 30.0 | 53.4 (11.1) | 25.7 | 51.7 (11.5) |
| MW | 159 | 18.2 | 48.6 (10.2) | 20.1 | 49.8 (10.9) | 17.6 | 48.7 (11.7) |
| SO | 172 | 21.4 | 51.5 (10.7) | 30.6 | 54.7 (10.9) | 30.1 | 54.2 (11.4) |
| SW | 228 | 25.3 | 52.2 (11.4) | 43.2 | 57.8 (11.2) | 41.9 | 56.4 (12.0) |
| NW | 191 | 28.8 | 53.5 (10.5) | 41.3 | 56.9 (10.9) | 38.7 | 56.2 (11.3) |

Source. Based on data received at the Coordinating Center through January '07.

% represents youth who had a T score that is borderline/clinical (≥ 67) at age 12.

Table 3 displays descriptive statistics for some of the CBCL subscales from the Age 14 interview, by child's gender and study site. Table 3 displays descriptive statistics for some of the CBCL scales from the Age 14 interview, by child's gender and study site. 14% of the sample was considered to be borderline/clinical on the delinquency and aggression subscales. A higher percentage of boys (13%) were considered borderline/clinical on the social problems subscale than girls (8%).

Table 3. Descriptive Statistics for the Age 14 Child Behavior Checklist T scores by Demographics

| | N | Aggression | | Attention Problems | | Anxiety/ Depression | | Delinquency | | Social Problems | |
|-------------------|-----|------------|-------------|--------------------|------------|---------------------|------------|-------------|------------|-----------------|------------|
| | | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) |
| <i>Overall</i> | 830 | 14.8 | 57.7 (9.1) | 13.3 | 57.0 (8.9) | 7.5 | 54.5 (6.8) | 14.0 | 57.1 (8.2) | 10.4 | 56.5 (8.0) |
| <i>Gender</i> | | | | | | | | | | | |
| Male | 408 | 13.1 | 57.2 (9.1) | 13.4 | 57.3 (8.9) | 7.8 | 54.5 (6.7) | 14.0 | 57.0 (7.7) | 13.0 | 56.9 (8.0) |
| Female | 422 | 16.4 | 58.2 (9.2) | 13.1 | 56.7 (8.9) | 7.3 | 54.5 (7.0) | 14.1 | 57.3 (8.6) | 8.0 | 56.1 (8.0) |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 196 | 14.2 | 56.6 (9.3) | 9.6 | 54.9 (7.9) | 5.1 | 53.2 (5.9) | 14.7 | 56.9 (8.4) | 5.6 | 55.3 (7.3) |
| MW | 82 | 12.0 | 55.7 (7.5) | 6.0 | 54.2 (8.3) | 2.4 | 53.4 (5.4) | 7.2 | 55.6 (7.7) | 6.0 | 54.4 (6.6) |
| SO | 170 | 11.5 | 56.6 (8.5) | 8.1 | 55.9 (7.6) | 6.4 | 54.1 (6.5) | 12.1 | 56.0 (7.9) | 8.7 | 55.5 (7.4) |
| SW | 205 | 15.5 | 58.9 (10.0) | 19.4 | 59.0 (9.5) | 10.2 | 55.5 (7.4) | 15.0 | 57.7 (8.6) | 14.1 | 57.8 (8.7) |
| NW | 177 | 19.1 | 59.6 (8.8) | 18.5 | 59.4 (9.6) | 10.7 | 55.7 (7.7) | 16.9 | 58.4 (7.8) | 15.2 | 58.4 (8.6) |

Source. Based on data received at the Coordinating Center through January '07.

% represents youth who had a T score that is borderline/clinical (≥ 67) at age 14.

Table 4 displays descriptive statistics for the CBCL total scales from the Age 14 interview, by child's gender and study site. As seen on table 4, overall T scores are highest on the externalizing problems scale (36% of the sample was considered to be borderline/clinical). The two most maltreated sites (NW and SW) had higher mean scores and a higher percentage of kids considered borderline/clinical than the other sites for the internalizing, externalizing, and total problem scales. A higher percentage of girls (40%) were borderline/clinical for externalizing problems than boys (31%).

Table 4. Descriptive Statistics for the Age 14 Child Behavior Checklist T scores by Demographics

| | N | Internalizing Problems | | Externalizing Problems | | Total Problems | |
|-------------------|-----|------------------------|-------------|------------------------|-------------|----------------|-------------|
| | | % | M (SD) | % | M (SD) | % | M (SD) |
| <i>Overall</i> | 830 | 23.5 | 50.7 (11.4) | 35.7 | 55.0 (11.7) | 32.1 | 53.4 (12.1) |
| <i>Gender</i> | | | | | | | |
| Male | 408 | 26.0 | 51.0 (11.2) | 30.9 | 54.4 (11.6) | 33.6 | 53.5 (12.0) |
| Female | 422 | 21.1 | 50.3 (11.6) | 40.4 | 55.5 (11.9) | 30.7 | 53.4 (12.3) |
| <i>Study Site</i> | | | | | | | |
| EA | 196 | 17.8 | 47.7 (11.1) | 29.4 | 53.4 (12.2) | 23.8 | 50.4 (12.4) |
| MW | 82 | 15.7 | 48.3 (11.5) | 26.5 | 51.1 (12.3) | 20.5 | 49.5 (12.5) |
| SO | 170 | 21.4 | 49.5 (11.0) | 30.1 | 53.9 (11.1) | 24.3 | 52.2 (11.2) |
| SW | 205 | 29.1 | 52.5 (11.6) | 39.8 | 56.4 (12.1) | 37.9 | 55.8 (12.0) |
| NW | 177 | 29.2 | 54.0 (10.7) | 37.9 | 58.2 (10.2) | 47.7 | 57.0 (11.0) |

Source. Based on data received at the Coordinating Center through January '07.

% represents youth who had a T score that is borderline/clinical (≥ 67) at age 14.

Reliability

As can be seen in Table 5, internal consistency for the Child Behavior Checklist scales using the LONGSCAN sample was good to excellent (ranging from .72 to .96).

Table 5. Cronbach Alphas for the Child Behavior Checklist T scores

| | Aggression α | Attention Problems α | Anxiety/ Depression α | Delinquency α | Social Problems α | Internalizing Problems α | Externalizing Problems α | Total Problems α |
|--------|-----------------|----------------------------|-----------------------------|------------------|-------------------------|--------------------------------|--------------------------------|------------------------|
| Age 12 | .91 | .84 | .83 | .76 | .72 | .88 | .92 | .96 |
| Age 14 | .92 | .85 | .86 | .84 | .74 | .88 | .93 | .96 |

Source. Based on data received at the Coordinating Center through January '07.

Validity

Table 6 provides correlations between the Age 12 Child Behavior Checklist T scores and other select age 12 outcomes (i.e., T scores from the Trauma Symptom Checklist and Youth Self Report Form).

There are significant correlations (ranging from .07 to .33) between Child Behavior Checklist T Scores and these outcome measures.

Table 6. Correlations between Age 12 Child Behavior Checklist T Total Scores & other Select Age 12 Outcomes

| | N | Internalizing Problems | Externalizing Problems | Total Problems |
|---------------------------------|-----|---------------------------|---------------------------|-------------------|
| <i>Trauma Symptom Checklist</i> | | | | |
| Anger | 822 | .15*** | .18*** | .16*** |
| Anxiety | 822 | .15*** | .07* | .13*** |
| Depression | 822 | .20*** | .16*** | .20*** |
| PTSD | 822 | .14*** | .09** | .14*** |
| Dissociation | 822 | .16*** | .12*** | .16*** |
| <i>Youth Self-Report</i> | | | | |
| Internalizing Problems | 844 | .24*** | .19*** | .26*** |
| Externalizing Problems | 844 | .20*** | .31*** | .29*** |
| Total Problems | 844 | .26*** | .29*** | .33*** |

Source. Based on data received at the Coordinating Center through January '07.

* $<.05$, ** $<.01$, *** $<.001$

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Child Health and Development
LONGSCAN, 1998
With items adapted from Peterson, 1983; and UNOCCAP, 1998

Description of Measure

Purpose

This measure assesses global health, pubertal timing, and overall body build using youth self report.

Conceptual Organization

Single items assess the respondent's perception of global health and body build, while several items assess gender-specific pubertal development status using widely recognized markers.

Item Origin/Selection Process

The global rating item was reported to be one of the most reliable and widely used indicators of physical health (Krause & Jay, 1994). The pubertal development items were adapted from those developed for the UNOCCAP study (UNOCCAP Oversight Board, 1998) and from the Pubertal Development Scale (Peterson et al., 1983 & 1988; Robertson et al., 1992), and include widely recognized markers of pubertal development status in items that are clearly and simply worded and lend themselves to an A-CASI administration. While there are recognized limitations to self-report of pubertal timing, obtaining other (potentially more invasive) measures of pubertal timing, such as physical examination, was not feasible for the LONGSCAN study.

Materials

A-CASI delivery system

Time Required

1-2 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Individual items may be utilized.

A pubertal development score can be derived by summing all relevant items separately by gender as described below. Higher scores indicate more advanced pubertal development.

Girls: Pubertal Development Score is a sum of items 3a, 4a, 5a, and 7a. Scores range from 4-14.

Boys: Pubertal Development Score is a sum of items 3b, 4b, 5b, 6b, and 7b. Scores range from 5-17

(Please note: These scores should be set to missing if any of the items are missing).

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent
Adolescent

Mnemonic and Version

CHDA: Age 12

CHDB: Age 14

Rationale

Poor health status is a known correlate of maltreatment as both a risk factor for maltreatment and an outcome of maltreatment. Studies have shown that stress, including child maltreatment and witnessing violence, may disturb growth and pubertal timing, with some studies finding maltreatment outcomes of delayed pubertal timing, and others finding associations between sexual abuse and early onset of pubertal timing (Margolin & Gordis, 2000).

Results

Descriptive Statistics

Table 1 provides frequencies for items on the adolescent's perceptions of his/her health and body build at Age 12. A majority of adolescents (92%) reported having 'excellent to good health'. Nearly 19% of the sample reported being overweight, girls (11%) more so than boys (8%).

Table 1. Adolescent perceptions of health/body build at Age 12

| | How is your health? | | | | | Describe your overall body build? | | | | | | | |
|---------------|---------------------|------------|------------|----------|---------|-----------------------------------|----------|------------|------------|------------|----------|--------|-------|
| | Excel- | | Good | | Fair | Poor | Very | | A little | Average | A little | Very | |
| | N | % (n) | % (n) | % (n) | % (n) | % (n) | N | % (n) | % (n) | % (n) | over- | over- | |
| Overall | 877 | 56.5 (406) | 35.6 (312) | 7.0 (61) | 0.9 (8) | 872 | 6.2 (54) | 35.4 (134) | 59.4 (518) | 16.5 (144) | 2.5 (22) | weight | over- |
| <i>Gender</i> | | | | | | | | | | | | | |
| Male | 435 | 28.8 (253) | 17.7 (155) | 2.5 (22) | 0.6 (5) | 433 | 3.6 (31) | 8.4 (73) | 29.4 (256) | 7.4 (65) | 0.9 (8) | | |
| Female | 442 | 27.7 (243) | 18.9 (157) | 4.4 (39) | 0.3 (3) | 439 | 2.6 (23) | 7.0 (60) | 30.1 (262) | 9.1 (79) | 1.6 (14) | | |
| <i>Site</i> | | | | | | | | | | | | | |
| EA | 186 | 12.2 (107) | 7.4 (65) | 1.2 (11) | 0.3 (3) | 185 | 0.8 (7) | 3.9 (34) | 11.6 (101) | 4.2 (37) | 0.7 (6) | | |
| MW | 129 | 7.5 (66) | 5.8 (51) | 1.2 (11) | 0.1 (1) | 126 | 0.7 (6) | 2.3 (20) | 8.3 (72) | 3.0 (26) | 0.2 (2) | | |
| SO | 164 | 10.9 (96) | 5.9 (52) | 1.6 (14) | 0.2 (2) | 164 | 1.4 (12) | 2.4 (21) | 11.6 (101) | 2.4 (21) | 1.0 (9) | | |
| SW | 225 | 15.7 (138) | 8.3 (73) | 1.5 (13) | 0.1 (1) | 224 | 1.9 (17) | 3.7 (32) | 16.2 (141) | 3.7 (32) | 0.2 (2) | | |
| NW | 173 | 10.1 (89) | 8.1 (71) | 1.4 (12) | 0.1 (1) | 173 | 1.4 (12) | 3.1 (27) | 11.8 (103) | 3.2 (28) | 0.3 (3) | | |

Notes. Based on data received at the Coordinating Center through October'08.

Table 2 provides frequencies for items on the adolescent's perceptions of his/her health and body build at Age 14. A majority of adolescents (92%) reported having 'excellent to good health'. Nearly 20% of the sample at Age 14 reported being overweight, girls (13%) more so than boys (7%).

Table 2. Adolescent perceptions of health/body build at Age 14

| How is your health? | | | | | | Describe your overall body build? | | | | | |
|---------------------|--------|------------|------------|----------|----------|-----------------------------------|----------|------------|------------|------------|----------|
| | Excel- | Good | Fair | Poor | | Very | A little | Average | A little | Very | |
| | N | % (n) | % (n) | % (n) | % (n) | N | skinny | skinny | over- | over- | |
| Overall | 846 | 53.5 (453) | 38.6 (327) | 6.5 (65) | 1.3 (11) | 846 | 3.0 (25) | 16.1 (136) | 61.2 (518) | 16.7 (141) | 3.1 (26) |
| <i>Gender</i> | | | | | | | | | | | |
| Male | 411 | 28.9 (245) | 17.5 (148) | 1.9 (16) | 0.2 (2) | 411 | 1.6 (14) | 7.7 (65) | 32.3 (273) | 6.0 (51) | 0.9 (8) |
| Female | 435 | 24.6 (208) | 21.2 (179) | 4.6 (39) | 1.1 (9) | 435 | 1.3 (11) | 8.4 (71) | 28.9 (245) | 10.6 (90) | 2.1 (18) |
| <i>Site</i> | | | | | | | | | | | |
| EA | 186 | 13.2 (112) | 6.6 (56) | 1.6 (14) | 0.5 (4) | 186 | 0.5 (4) | 4.0 (34) | 13.9 (118) | 3.0 (25) | 0.6 (5) |
| MW | 137 | 8.3 (70) | 7.0 (59) | 0.9 (8) | 0.0 (0) | 137 | 0.6 (5) | 2.6 (22) | 10.3 (87) | 2.5 (21) | 0.2 (2) |
| SO | 165 | 9.8 (83) | 7.6 (64) | 2.0 (17) | 0.1 (1) | 165 | 0.3 (3) | 2.5 (21) | 12.2 (103) | 3.4 (29) | 1.2 (9) |
| SW | 187 | 11.9 (101) | 8.5 (72) | 1.4 (12) | 0.2 (2) | 187 | 0.4 (8) | 3.4 (29) | 13.2 (112) | 4.1 (35) | 0.3 (3) |
| NW | 171 | 10.3 (87) | 9.0 (76) | 0.5 (4) | 0.5 (4) | 171 | 0.5 (5) | 3.5 (30) | 11.6 (98) | 3.7 (31) | 0.8 (7) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 3 provides frequencies for items on the adolescent's perceptions of his/her growth and development at Ages 12 and 14. At Age 12, more girls (80%) than boys (70%) reported that their spurt in height had started and was nearly finished. Similar findings were found at Age 14, where 14% of girls said their growth spurt had finished, while only 3% of boys reported the same.

Table 3. Adolescent perceptions of growth & development at Ages 12 and 14

| | Age 12 | | | | | | Age 14* | | | | | |
|-------------------------------------|--------|------------|------------|------------|--|--------|------------|------------|------------|------------|------------|----------|
| | | Has | | | | Has | | | | Have | | |
| | | Hasn't | started, | Seems | | Hasn't | started, | but not a | | Has | started, | grown a |
| | N | % (n) | % (n) | % (n) | | N | % (n) | % (n) | | started, | but just | lot, but |
| <i>Girls</i> | | | | | | | | | | | | |
| Growth spurt in height? | 431 | 20.2 (87) | 68.7 (296) | 11.1 (48) | | 424 | 5.2 (22) | 22.6 (96) | 25.5 (108) | 32.3 (137) | 14.4 (61) | |
| Growth in body hair (arm & pubic)? | 424 | 8.7 (37) | 65.1 (276) | 26.2 (111) | | 415 | 0.2 (1) | 12.0 (50) | 20.4 (93) | 31.1 (129) | 34.2 (142) | |
| Have your breast begun to grow? | 422 | 5.4 (23) | 86.7 (366) | 9.8 (33) | | 418 | 1.4 (6) | 12.4 (52) | 36.6 (153) | 33.5 (140) | 16.0 (67) | |
| <i>Boys</i> | | | | | | | | | | | | |
| Growth spurt in height? | 426 | 30.1 (128) | 63.4 (270) | 6.6 (28) | | 405 | 8.4 (34) | 17.8 (72) | 22.7 (92) | 48.2 (195) | 3.0 (12) | |
| Growth in body hair (arm & pubic)? | 421 | 18.7 (79) | 74.8 (315) | 6.4 (27) | | 403 | 2.0 (8) | 10.4 (42) | 28.8 (116) | 50.4 (203) | 8.4 (34) | |
| Has your voice begun to change? | 428 | 41.1 (176) | 51.2 (219) | 7.7 (33) | | 404 | 9.2 (37) | 20.1 (81) | 25.7 (104) | 37.4 (151) | 7.7 (31) | |
| Have you begun to grow facial hair? | 426 | 60.6 (258) | 36.1 (154) | 3.3 (14) | | 405 | 26.4 (107) | 34.1 (138) | 26.9 (109) | 12.1 (49) | 0.5 (2) | |

Notes. Based on data received at the Coordinating Center through October'08.

* Additional answer responses were added at Age 14.

Table 4 provides frequencies for menarche status at Ages 12 and 14. A majority of girls (56%) at the Age 12 interview reported having started their period, while at Age 14 nearly all (96%) had started.

Table 4. Menarche status & timing

| | Have you begun to have your period yet? | | At what age did you start having your period? | | | | | | | | | |
|--------|---|------------|---|------------|-----|----------|-----------|------------|------------|-----------|----------|-------|
| | | | Before | | 10 | | 11 | | 12 | | 13 | 14 |
| | N | % (n) | No | Yes | N | % (n) | % (n) | % (n) | % (n) | % (n) | % (n) | % (n) |
| Age 12 | 429 | 43.6 (187) | | 56.4 (242) | 239 | 7.1 (17) | 16.3 (39) | 47.7 (114) | 26.8 (64) | 2.1 (5) | -- | |
| Age 14 | 420 | 3.6 (15) | | 96.4 (405) | 405 | 5.2 (21) | 7.9 (32) | 26.4 (107) | 33.8 (137) | 22.5 (91) | 4.2 (17) | |

Notes. Based on data received at the Coordinating Center through October'08.

Additional questions asked about the adolescent's perceptions of his/her physical development as compared to other adolescents of the same sex. At Age 12, roughly 39% of girls said they looked 'about average,' while 32% said they looked 'younger' and 29% said they looked 'older'. At Age 14, roughly 45% of girls reported that they looked 'about average' as compared to other girls their age, while 19% said they looked 'younger' and 26% said they looked 'older'.

At Age 12, roughly 45% of boys reported that they looked 'about average' as compared to other boys their age, while 30% said they looked 'younger' and 25% said they looked 'older'. At Age 14, roughly 48% of boys reported that they looked 'about average,' while 24% said they looked 'younger' and 28% said they looked 'older'.

A pubertal timing score was derived by summing the gender specific development items. Table 5 provides descriptive statistics for boys' and girls' pubertal timing scores at Ages 12 and 14.

Table 5. Pubertal timing scores at Ages 12 and 14

| | Age 12 | | | | | Age 14 | | | | | | |
|-------|--------|-----------|----------------------------|-----|-----|--------|-----|------------|----------------------------|-----|-----|-------|
| | N | M (SD) | Pubertal Development Score | Min | Max | Alpha | N | M (SD) | Pubertal Development Score | Min | Max | Alpha |
| Girls | 410 | 9.0 (1.7) | | 4 | 14 | .49 | 413 | 13.9 (2.8) | | 6 | 20 | .64 |
| Boys | 417 | 9.6 (2.1) | | 5 | 17 | .65 | 400 | 15.2 (3.6) | | 5 | 24 | .74 |

Notes. Based on data received at the Coordinating Center through October'08.

Scores were set to missing if any of the items were missing.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-developed Measures.

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Child's Life Events

LONGSCAN

1992

Description of Measure

Purpose

To document significant events in a child's life in the past year.

Conceptual Organization

The instrument contains 31 items covering events including changes in family composition and in living arrangements, illness or death of people close to the child, illness or injury experienced by the child, school changes, legal problems in the child's family, child's exposure to violence, and family accomplishments. The respondent answers yes/no to whether each event occurred. For most events, a "yes" response leads to a few follow-up questions about the event.

Item Origin/Selection Process

Coddington (1972) developed a set of instruments called Life Event Records for preschool, elementary school, junior high school, and senior high school-aged children for the purpose of quantifying events requiring a readjustment on the part of the individual. Because children's lives are largely affected by the actions of family members, many of the items selected focus on caregiver or family events.

LONGSCAN added items representing events more common in low-income samples (e.g., homelessness, eviction) and items capturing the child's exposure to violent events. In addition, care was taken to include only items that represent events that occurred independent of the child's functioning (e.g., we did not include items describing school failure, relationship problems, etc.). To address the concern that the questionnaire was heavily weighted toward negative events, the form concludes with some positive or neutral items. It was observed that caregivers may perceive being able to answer "no" to negative items as a more positive experience than answering "yes" to positive items.

Materials

LONGSCAN utilized an A-CASI administration.

Time Required

4-5 minutes

Administration Method

A-CASI administered

Training

Minimal

Scoring

Score Types

Events can be summed in different ways, depending on the objective of the analysis. For example, the total number of life events can be obtained by summing all responses.

Alternatively, items can be summed separately for life events deemed positive and negative, with ambiguous items excluded.

Sandler and Block (1979), using a modified version of Coddington's Life Events Scale for children, tested various scoring methods (including a simple count of all events experienced, separate scores for positive and negative, and weighted sum scores) and found that the simple count correlated highly with the weighted sum score, and was the strongest predictor of adjustment.

Score Interpretation

The higher the score, the more life events experienced in the past year.

LONGSCAN Use

Data Points

Age 6, 7, 8, 9, 10, 11, 12, 14

Respondent

Caregiver

Mnemonic and Version

LECA: Age 6, 7.

LEB: Age 8, 9, 10, and 11. No modifications. Form version changed due to change in data entry system.

LECC: Age 12 and 14. A number of follow-up questions asking for more detail about particular events were eliminated.

Rationale

Holmes and Rahe (1967) postulated that any change (positive or negative) requires readjustment and thus produces some stress. Children who experience multiple major life events, especially within a short time frame, are at risk for behavioral and academic difficulties (Compas, 1987; Dubow & Tisak, 1989; Wertlieb, Weigel, & Feldstein, 1987). Many life events (e.g., births, deaths, marriages, divorces, accidents, illnesses, moves, school changes, financial changes, jailing or imprisonment, etc.) overlap with other life events (Coddington, 1972). Life events are tracked each year to account for significant experiences in the participant child's life that might have an impact on development or functioning.

Administration and Scoring Notes

In Item 28, a life event is scored if the child began new school or changed schools. In Item 30, if household finances got worse or better, the item is scored as a life event.

Results

Descriptive Statistics

For descriptive statistics of the earlier life events scores/items, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003). Table 1 shows mean scores and frequencies for life events reported at the Age 12 interview, by gender and study site. The mean

number of life events experienced by LONGSCAN children during the preceding year was three. The ten most common events experienced by all LONGSCAN children, in descending order of frequency were: starting school or changing schools (45%), moving to a new place (23%), the death of someone in household besides a parent (15%), someone besides a parent moving out (12%), someone besides a parent moving in (10%), child had some kind of accident (9%), sibling was born (9%), child's family was victim of property crime (8%), and someone besides parents got separated (7%).

Table 1. Age 12 Life Events by Gender and Study Site

| | | Ten Most Endorsed Life Events (in the past year) | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--|--|-----------|---------------|-----|--|------|------------------------------------|------|-----------------------------------|-----|-----------------------|------|---|---|--|---|----------------------------------|---|--------------------------------------|---|------------------------|---|
| | | Total Life Events | | Sibling born? | | Someone besides parents got separated? | | Someone besides parents moved out? | | Someone besides parents moved in? | | Moved to a new place? | | Someone in house besides parents suffered accident/illness? | | Someone in household besides parents died? | | Child had some kind of accident? | | Family was victim of property crime? | | Child changed schools? | |
| | | N | M (SD) | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| <i>Overall</i> | | 956 | 3.0 (2.5) | 9.0 | 7.0 | 11.9 | 10.1 | 23.2 | 12.3 | 15.3 | 9.2 | 8.3 | 45.1 | | | | | | | | | | |
| <i>Child's Gender</i> | | | | | | | | | | | | | | | | | | | | | | | |
| Male | | 473 | 3.0 (2.4) | 4.9 | 3.8 | 6.3 | 5.1 | 11.0 | 6.0 | 7.7 | 5.4 | 4.3 | 21.8 | | | | | | | | | | |
| Female | | 483 | 3.0 (2.5) | 4.1 | 3.2 | 5.6 | 5.0 | 12.2 | 6.3 | 7.5 | 3.8 | 4.0 | 23.4 | | | | | | | | | | |
| <i>Study Site</i> | | | | | | | | | | | | | | | | | | | | | | | |
| EA | | 186 | 2.6 (2.0) | 1.4 | 0.8 | 1.5 | 1.4 | 3.8 | 3.0 | 4.5 | 0.9 | 1.3 | 6.8 | | | | | | | | | | |
| MW | | 176 | 2.8 (2.4) | 1.7 | 1.7 | 1.4 | 1.6 | 5.5 | 1.5 | 2.4 | 1.1 | 1.5 | 7.3 | | | | | | | | | | |
| SO | | 173 | 2.7 (2.6) | 1.1 | 1.7 | 1.4 | 0.7 | 4.5 | 1.3 | 2.4 | 1.4 | 1.1 | 8.7 | | | | | | | | | | |
| SW | | 230 | 3.3 (2.7) | 2.6 | 0.9 | 4.7 | 4.1 | 4.3 | 3.0 | 2.9 | 3.4 | 2.1 | 12.4 | | | | | | | | | | |
| NW | | 191 | 3.4 (2.4) | 2.2 | 1.9 | 2.8 | 2.3 | 5.1 | 3.5 | 3.1 | 2.3 | 2.3 | 9.9 | | | | | | | | | | |

Source. Based on data received at the Coordinating Center through October '08.

Table 2 shows mean scores and frequencies for life events reported at the Age 14 interview, by gender and study site. Similar to Age 12, at Age 14 the mean number of life events experienced by LONGSCAN children during the preceding year was three. The ten most common events experienced by all LONGSCAN children in the year preceding the Age 14 interview, in descending order of frequency were: starting school or changing schools (40%), moving to a new place (21%), the death of someone in household besides a parent (19%), child had some kind of accident (13%), someone besides a parent moving out (12%), someone besides a parent moving in (10%), child's family was victim of property crime (8%), someone besides parents got separated (6%), and sibling was born (5%).

Table 2. Age 14 Life Events by Gender and Study Site

| | | Ten Most Endorsed Life Events (in the past year) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--|--|-----------|-----|---------------|------|-----|--|------|------|------------------------------------|-----|------|-----------------------------------|---|---|-----------------------|---|---|--|---|---|--|---|---|----------------------------------|---|---|--------------------------------------|--|--|------------------------|--|--|
| | | Total Life Events | | | Sibling born? | | | Someone besides parents got separated? | | | Someone besides parents moved out? | | | Someone besides parents moved in? | | | Moved to a new place? | | | Someone in house besides parents suffered accident/ illness? | | | Someone in household besides parents died? | | | Child had some kind of accident? | | | Family was victim of property crime? | | | Child changed schools? | | |
| | | N | M (SD) | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | | | | | |
| <i>Overall</i> | | 923 | 3.0 (2.8) | 5.4 | 6.1 | 11.7 | 9.6 | 21.3 | 11.6 | 19.1 | 12.6 | 7.8 | 40.1 | | | | | | | | | | | | | | | | | | | | | |
| <i>Child's Gender</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | | 451 | 3.2 (2.5) | 2.5 | 2.2 | 4.9 | 5.3 | 10.1 | 5.9 | 10.1 | 8.6 | 4.6 | 19.9 | | | | | | | | | | | | | | | | | | | | | |
| Female | | 472 | 2.9 (2.5) | 2.9 | 3.9 | 6.8 | 4.3 | 11.2 | 5.7 | 9.0 | 4.0 | 3.2 | 20.2 | | | | | | | | | | | | | | | | | | | | | |
| <i>Study Site</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EA | | 197 | 3.0 (2.7) | 1.3 | 1.3 | 1.8 | 2.5 | 3.0 | 3.1 | 5.5 | 2.4 | 0.9 | 8.2 | | | | | | | | | | | | | | | | | | | | | |
| MW | | 164 | 2.8 (2.7) | 1.0 | 1.3 | 2.2 | 1.4 | 4.2 | 1.8 | 2.9 | 1.3 | 0.9 | 5.3 | | | | | | | | | | | | | | | | | | | | | |
| SO | | 173 | 2.6 (1.9) | 1.1 | 0.8 | 1.7 | 1.1 | 5.2 | 1.6 | 3.1 | 1.9 | 1.0 | 8.0 | | | | | | | | | | | | | | | | | | | | | |
| SW | | 205 | 3.4 (2.9) | 1.1 | 1.2 | 3.1 | 2.5 | 3.4 | 2.3 | 4.2 | 3.9 | 2.5 | 12.4 | | | | | | | | | | | | | | | | | | | | | |
| NW | | 184 | 3.3 (2.2) | 1.0 | 1.5 | 2.8 | 2.1 | 5.4 | 2.7 | 3.3 | 3.0 | 2.6 | 6.2 | | | | | | | | | | | | | | | | | | | | | |

Source. Based on data received at the Coordinating Center through October '08.

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Conflict Tactic Scales: Parent to Child (CTSPC)

Straus, M. 1979

Straus, M.A., Hamby, S.L., Finkelhor, D., Moore, D.W., & Runyan, D.K. 1998

Description of Measure

Purpose

To measure the extent to which caregivers use reasoning and nonviolent discipline, verbal aggression, or physical aggression in response to the behavior of the adolescent participant.

Conceptual Organization

The Conflict Tactic Scales (CTS) were designed to measure the range of tactics used in response to conflict with a family member and the frequency with which respondents use specific tactics, focusing on “acts” rather than “injuries.” Several different CTS were developed for use in different types of relationships; this entry focuses on the revised parent-child version of the scale.

In this revision of the instrument, the CTSPC (Straus et al., 1998), the Reasoning dimension is re-conceptualized as Non-violent Discipline, with the addition of punitive behavior items to better reflect tactics commonly used by contemporary parents. This version also divides physical assault into minor, severe, and very severe, and presents the items in a random interspersed order.

Item Origin/Selection Process

The original CTS items were selected through factor analyses (Straus, 1974, 1979), and modifications and additions were derived through discussions among the authors of the CTSPC and their colleagues (Straus et al. 1998).

Materials

LONGSCAN utilized an A-CASI administration.

Time Required

3-5 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Score types

There are 22 items on CTSPC that ask about the frequency of specific nonviolent and violent parent-child interactions that have occurred in the past year. When scored these items are broken down into 3 scales (Non-Violent Discipline, Psychological Aggression, and Physical Assault) and 3 physical assault subscales (minor, severe, extreme). Scales and answer sets are also shown below.

- Non-violent Discipline: Items 1, 2, 5, 17
- Psychological Aggression: Items 6, 10, 12, 14, 21
- Physical Assault: Items 3, 4, 7, 8, 9, 11, 13, 15, 16, 18, 19, 20, 22
 - Minor Assault: Items 3, 4, 8, 16, 18, 22

- Severe Assault: Items 7, 15, 20
- Assault: Items 9, 11, 13, 19

Table 1. Values for original answer set and recoded values used for subscale scores

| <i>Answer Set</i> | <i>Original Values</i> | <i>Past Year Score Values</i> | <i>Past Year Item Count Values</i> | <i>Lifetime (but not past year) Values</i> |
|---|------------------------|-------------------------------|------------------------------------|--|
| This has never happened | 0 | 0 | 0 | 0 |
| Once in the past year | 1 | 1 | 1 | 0 |
| Twice in the past year | 2 | 2 | 1 | 0 |
| 3 to 5 times in the past year | 3 | 4 | 1 | 0 |
| 6 to 10 times in the past year | 4 | 8 | 1 | 0 |
| 11 to 20 times in the past year | 5 | 15 | 1 | 0 |
| More than 20 times in the past year | 6 | 25 | 1 | 0 |
| Not in the past year, but it did happen before that | 7 | 0 | 0 | 1 |

Three types of scores are derived using the original values as noted in Table 1: Past Year Scores, Past Year Item Counts, and Lifetime (but not past year) Scores. Original values are then recoded as noted above, and individual subscale scores for each type of conflict tactic (i.e., non-violent discipline, psych aggression, assault, etc...) are created by taking the sum of the recoded values from Table 1. These sum scores can then be used to create dichotomous indicators for whether or not the discipline method was utilized (separately by time point).

Score Interpretation

Individual item and subscale scores represent the frequency of the occurrence of a particular type of behavior (e.g., slapping).

LONGSCAN Use

Data Points

Ages 12, 14, and 16

The CTS were also administered at Ages 4, 6 and 8.

Respondent

Caregiver

Mnemonic and Version

PCCT: Ages 12, 14 and 16 (item level) - Note: The CTSC and CTSD were combined to make up the PCCT.

PCCS: Ages 12, 14 and 16 (scored datasets)

Rationale

The CTSPC focuses on actions rather than attitudes toward violence or child outcomes subsequent to experienced violence. The focus on actions permits investigation of the covariates and impacts of particular types of conflict tactics used with adolescents. Furthermore, Straus' Conflict Tactics Scales are widely used and reputable measures of parent to child conflict response, and the presence of parent to child violence.

Results

Age 12 Descriptive Statistics

Table 2 provides descriptive statistics for CTSPC Non-Violent Discipline scores/indicators at the Age 12 interview. Almost all caregivers (97.5%) reported using non-violent forms of discipline with their adolescent in the past year.

Table 2. CTSPC: Non-Violent Discipline at Age 12

| | | Non-Violent Discipline | | | |
|-----------------------|----------------|--------------------------------------|------------------------------|-----------------------------|--|
| | Past Year N | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | Lifetime Score M (SD) | Occurred in Lifetime (but not the past year) %Yes (n) |
| Overall | 960 | 32.7 (25.8) | 97.5 (936) | 99.1 (951) | (0.2 (0.6) |
| <i>Child's Gender</i> | | | | | |
| Male | 487 | 35.5 (26.8) | 49.8 (478) | 50.4 (484) | 0.2 (0.5) |
| Female | 473 | 29.9 (24.4) | 47.7 (458) | 48.6 (467) | 0.2 (0.6) |
| <i>Study Site</i> | | | | | |
| EA | 263 | 23.4 (22.6) | 26.4 (253) | 26.9 (258) | 0.2 (0.6) |
| MW | 129 | 27.5 (25.4) | 12.8 (123) | 13.4 (129) | 0.3 (0.8) |
| SO | 173 | 38.1 (24.7) | 17.9 (172) | 17.9 (172) | 0.1 (0.3) |
| SW | 209 | 37.9 (26.2) | 21.6 (207) | 21.7 (208) | 0.2 (0.5) |
| NW | 186 | 38.8 (24.4) | 18.8 (181) | 19.2 (184) | 0.3 (0.6) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 3 provides descriptive statistics for CTSPC Psychological Aggression scores/indicators at the Age 12 interview. The majority of caregivers (83%) reported using forms of psychological aggression with their adolescent in the past year. More psychological aggression was used with boys (44%) than girls (40%) in the past year.

Table 3. CTSPC: Psychological Aggression at Age 12

| | | Psychological Aggression | | | |
|-----------------------|----------------|--------------------------------------|------------------------------|-----------------------------|--|
| | Past Year N | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | Lifetime Score M (SD) | Occurred in Lifetime (but not the past year) %Yes (n) |
| Overall | 967 | 15.2 (18.7) | 83.2 (805) | 88.8 (859) | 0.3 (0.6) |
| <i>Child's Gender</i> | | | | | |
| Male | 492 | 16.4 (19.5) | 43.5 (421) | 45.8 (443) | 0.3 (0.6) |
| Female | 475 | 14.0 (17.8) | 39.7 (384) | 43.0 (416) | 0.2 (0.6) |
| <i>Study Site</i> | | | | | |
| EA | 265 | 12.6 (17.1) | 21.7 (210) | 23.6 (228) | 0.3 (0.6) |
| MW | 131 | 11.5 (15.4) | 10.7 (104) | 11.7 (113) | 0.2 (0.6) |
| SO | 172 | 23.8 (22.9) | 16.3 (158) | 16.3 (158) | 0.1 (0.3) |
| SW | 211 | 15.1 (18.8) | 18.2 (176) | 18.7 (191) | 0.3 (0.7) |
| NW | 188 | 13.8 (16.1) | 16.2 (157) | 17.5 (169) | 0.3 (0.6) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 4 provides descriptive statistics for CTSPC Physical Assault scores/indicators at the Age 12 interview. Almost half the caregivers reported using forms of physical assault in response to conflict in the past year.

Table 4. CTSPC: Physical Assault at Age 12

| | N | Past Year Score <u>M</u> (<u>SD</u>) | Physical Assault | | Lifetime Score <u>M</u> (<u>SD</u>) | Occurred in Lifetime (but not the past year) %Yes (n) |
|-----------------------|-----|--|--------------------------------------|------------------------------|---|--|
| | | | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | | |
| Overall | 967 | 4.1 (9.1) | 48.4 (468) | 62.8 (607) | 0.6 (1.2) | 30.0 (290) |
| <i>Child's Gender</i> | | | | | | |
| Male | 488 | 4.3 (9.9) | 25.0 (242) | 31.9 (309) | 0.7 (1.2) | 16.1 (156) |
| Female | 479 | 4.0 (8.3) | 23.4 (226) | 30.8 (298) | 0.6 (1.1) | 13.9 (134) |
| <i>Study Site</i> | | | | | | |
| EA | 264 | 3.3 (9.0) | 11.4 (110) | 15.2 (147) | 0.5 (1.2) | 7.5 (73) |
| MW | 131 | 2.7 (6.0) | 5.3 (51) | 6.9 (67) | 0.4 (0.9) | 2.7 (26) |
| SO | 173 | 9.5 (14.3) | 12.8 (124) | 14.3 (138) | 0.5 (1.0) | 4.3 (42) |
| SW | 213 | 8.1 (6.4) | 10.4 (101) | 14.4 (139) | 0.8 (1.3) | 7.6 (74) |
| NW | 186 | 2.4 (4.9) | 8.5 (82) | 12.0 (116) | 0.8 (1.2) | 7.8 (75) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 5 provides descriptive statistics for CTSPC Minor Physical Assault scores/indicators at the Age 12 interview. Almost half the caregivers reported using forms of minor physical assault with their child in the past year.

Table 5. CTSPC: Minor Physical Assault at Age 12

| | N | Past Year Score <u>M</u> (<u>SD</u>) | Minor Physical Assault | | Lifetime Score <u>M</u> (<u>SD</u>) | Occurred in Lifetime (but not the past year) %Yes (n) |
|-----------------------|-----|--|--------------------------------------|------------------------------|---|--|
| | | | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | | |
| Overall | 969 | 3.7 (8.1) | 46.9 (455) | 61.8 (599) | 0.5 (0.9) | 29.1 (282) |
| <i>Child's Gender</i> | | | | | | |
| Male | 490 | 3.7 (8.3) | 24.4 (236) | 31.5 (305) | 0.5 (1.0) | 15.8 (153) |
| Female | 479 | 3.6 (7.8) | 22.6 (219) | 30.3 (294) | 0.5 (0.9) | 13.3 (129) |
| <i>Study Site</i> | | | | | | |
| EA | 264 | 2.6 (6.2) | 10.8 (105) | 14.6 (142) | 0.4 (0.9) | 7.1 (69) |
| MW | 131 | 2.2 (5.0) | 4.9 (48) | 6.7 (65) | 0.3 (0.8) | 2.7 (26) |
| SO | 173 | 8.6 (13.3) | 12.7 (123) | 14.2 (138) | 0.4 (0.9) | 4.3 (42) |
| SW | 214 | 2.9 (6.3) | 10.1 (98) | 14.1 (137) | 0.6 (1.0) | 7.2 (70) |
| NW | 187 | 2.5 (5.5) | 8.4 (81) | 12.1 (117) | 0.7 (1.0) | 7.7 (75) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 6 provides descriptive statistics for CTSPC Severe Physical Assault scores/indicators at the Age 12 interview. 10% of caregivers reported using forms of severe physical assault with the participant child in the past year. Slightly more boys than girls experienced severe physical assault by caregivers at Age 12.

Table 6. CTSPC: Severe Physical Assault at Age 12

| | | Severe Physical Assault | | | | |
|-----------------------|-----|---------------------------|-----------------------------------|---------------------------|--------------------------|--|
| | N | Past Year Score M (SD) | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | Lifetime Score M (SD) | Occurred in Lifetime (but not the past year) %Yes (n) |
| Overall | 973 | 0.4 (1.9) | 9.5 (92) | 13.7 (133) | 0.1 (0.3) | 5.8 (56) |
| <i>Child's Gender</i> | | | | | | |
| Male | 493 | 0.4 (2.2) | 5.3 (52) | 7.5 (73) | 0.1 (0.3) | 3.3 (32) |
| Female | 480 | 0.3 (1.4) | 4.1 (40) | 6.2 (60) | 0.1 (0.3) | 2.5 (24) |
| <i>Study Site</i> | | | | | | |
| EA | 265 | 0.4 (2.3) | 3.1 (30) | 4.3 (42) | 0.1 (0.3) | 1.6 (16) |
| MW | 131 | 0.2 (1.0) | 0.9 (9) | 1.1 (11) | 0.0 (0.2) | 0.3 (3) |
| SO | 173 | 0.8 (2.8) | 3.0 (29) | 3.3 (32) | 0.0 (0.2) | 0.6 (6) |
| SW | 216 | 0.1 (1.1) | 0.9 (9) | 3.1 (30) | 0.1 (0.4) | 2.3 (22) |
| NW | 188 | 0.2 (1.0) | 1.5 (15) | 1.8 (18) | 0.0 (0.2) | 0.9 (9) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 7 provides descriptive statistics for CTSPC Extreme Physical Assault scores/indicators at the Age 12 interview. Two percent of caregivers reported using forms of extreme physical assault with their participant child in the past year.

Table 7. CTSPC: Extreme Physical Assault at Age 12

| | | Extreme Physical Assault | | | | |
|-----------------------|-----|---------------------------|-----------------------------------|---------------------------|--------------------------|--|
| | N | Past Year Score M (SD) | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | Lifetime Score M (SD) | Occurred in Lifetime (but not the past year) %Yes (n) |
| Overall | 972 | 0.1 (2.0) | 1.8 (18) | 3.6 (35) | 0.0 (0.2) | 1.9 (19) |
| <i>Child's Gender</i> | | | | | | |
| Male | 493 | 1.2 (2.6) | 1.1 (11) | 2.4 (23) | 0.0 (0.2) | 1.4 (14) |
| Female | 479 | 0.1 (1.2) | 0.7 (7) | 1.2 (12) | 0.0 (0.2) | 0.5 (5) |
| <i>Study Site</i> | | | | | | |
| EA | 265 | 0.3 (3.4) | 0.8 (8) | 1.2 (12) | 0.0 (0.3) | 0.6 (6) |
| MW | 131 | 0.3 (2.2) | 0.5 (5) | 0.7 (7) | 0.0 (0.1) | 0.2 (2) |
| SO | 173 | 0.1 (0.9) | 0.4 (4) | 0.4 (4) | 0.0 (0.0) | 0.0 (0) |
| SW | 216 | 0.0 (0.1) | 0.1 (1) | 0.7 (7) | 0.0 (0.2) | 0.6 (0) |
| NW | 187 | 0.0 (0.0) | 0.0 (0) | 0.5 (5) | 0.0 (0.2) | 0.5 (5) |

Notes. Based on data received at the Coordinating Center through October'08.

Age 14 Descriptive Statistics

Table 8 provides descriptive statistics for CTSPC Non-Violent Discipline scores/indicators at the Age 14 interview. Almost all caregivers (95%) reported using non-violent forms of discipline with the participant child in the past year.

Table 8. CTSPC: Non-Violent Discipline at Age 14

| Non-Violent Discipline | | | | | | |
|------------------------|-----|---------------------------|-----------------------------------|---------------------------|--------------------------|--|
| | N | Past Year Score M (SD) | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | Lifetime Score M (SD) | Occurred in Lifetime (but not the past year) %Yes (n) |
| Overall | 822 | 26.9 (24.0) | 95.1 (782) | 98.2 (807) | 0.4 (0.8) | 26.9 (221) |
| <i>Child's Gender</i> | | | | | | |
| Male | 408 | 28.3 (24.8) | 47.2 (388) | 48.8 (401) | 0.4 (0.8) | 13.0 (107) |
| Female | 414 | 25.5 (23.2) | 47.9 (394) | 49.4 (406) | 0.4 (0.8) | 14.0 (114) |
| <i>Study Site</i> | | | | | | |
| EA | 189 | 21.0 (23.0) | 20.3 (167) | 22.0 (181) | 0.5 (0.8) | 6.7 (55) |
| MW | 124 | 21.4 (22.7) | 14.0 (115) | 14.6 (120) | 0.5 (0.9) | 4.3 (25) |
| SO | 170 | 28.3 (21.8) | 20.1 (165) | 20.6 (169) | 0.4 (0.7) | 5.6 (46) |
| SW | 166 | 31.2 (26.0) | 19.9 (164) | 20.1 (165) | 0.3 (0.7) | 4.4 (36) |
| NW | 173 | 31.7 (24.1) | 20.8 (171) | 20.9 (172) | 0.5 (0.8) | 6.0 (49) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 9 provides descriptive statistics for CTSPC Psychological Aggression scores/indicators at the Age 14 interview. The majority of caregivers (80%) reported using forms of psychological aggression with the participant child in the past year.

Table 9. CTSPC: Psychological Aggression at Age 14

| Psychological Aggression | | | | | | |
|--------------------------|-----|---------------------------|-----------------------------------|---------------------------|--------------------------|--|
| | N | Past Year Score M (SD) | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | Lifetime Score M (SD) | Occurred in Lifetime (but not the past year) %Yes (n) |
| Overall | 838 | 13.0 (17.4) | 80.1 (671) | 87.8 (736) | 0.4 (0.8) | 27.9 (234) |
| <i>Child's Gender</i> | | | | | | |
| Male | 415 | 14.0 (18.3) | 39.6 (332) | 42.7 (358) | 0.4 (0.8) | 12.9 (108) |
| Female | 423 | 12.0 (16.3) | 40.4 (339) | 45.1 (378) | 0.4 (0.8) | 15.0 (126) |
| <i>Study Site</i> | | | | | | |
| EA | 189 | 14.1 (20.2) | 17.3 (145) | 19.7 (165) | 0.5 (0.9) | 5.8 (49) |
| MW | 125 | 9.2 (12.9) | 10.7 (90) | 11.8 (99) | 0.2 (0.6) | 2.9 (24) |
| SO | 170 | 16.7 (20.5) | 17.5 (147) | 19.2 (161) | 0.5 (0.8) | 6.8 (57) |
| SW | 174 | 11.9 (15.1) | 16.8 (141) | 17.8 (149) | 0.4 (0.7) | 5.7 (48) |
| NW | 180 | 12.0 (15.0) | 17.7 (148) | 19.3 (162) | 0.5 (0.8) | 6.7 (56) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 10 provides descriptive statistics for CTSPC Physical Assault scores/indicators at the Age 14 interview. 36% of caregivers reported using forms of physical assault with the participant child in the past year.

Table 10. CTSPC: Physical Assault at Age 14

| | N | Past Year Score <u>M</u> (<u>SD</u>) | Physical Assault | | Lifetime Score <u>M</u> (<u>SD</u>) | Occurred in Lifetime (but not the past year) %Yes (n) |
|-----------------------|-----|--|--------------------------------------|------------------------------|---|--|
| | | | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | | |
| Overall | 830 | 2.7 (6.5) | 36.0 (299) | 58.7 (487) | 0.8 (1.5) | 36.9 (306) |
| <i>Child's Gender</i> | | | | | | |
| Male | 43 | 3.0 (7.0) | 18.4 (153) | 29.8 (247) | 0.9 (1.6) | 18.9 (157) |
| Female | 417 | 2.3 (5.9) | 17.6 (146) | 28.9 (240) | 0.7 (1.4) | 17.9 (149) |
| <i>Study Site</i> | | | | | | |
| EA | 189 | 2.8 (7.3) | 7.8 (65) | 13.0 (108) | 0.8 (1.7) | 7.0 (58) |
| MW | 124 | 1.6 (5.7) | 2.9 (24) | 4.3 (30) | 0.2 (0.6) | 2.3 (19) |
| SO | 169 | 4.4 (8.0) | 10.8 (90) | 16.0 (133) | 1.3 (1.9) | 11.0 (91) |
| SW | 170 | 1.6 (4.7) | 6.1 (51) | 11.3 (94) | 0.8 (1.3) | 7.3 (61) |
| NW | 178 | 2.7 (5.5) | 8.3 (69) | 13.9 (116) | 0.9 (1.3) | 9.3 (77) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 11 provides descriptive statistics for CTSPC Minor Physical Assault scores/indicators at the Age 14 interview. 34% of caregivers reported using forms of minor physical assault with the participant child in the past year.

Table 11. CTSPC: Minor Physical Assault at Age 14

| | N | Past Year Score <u>M</u> (<u>SD</u>) | Minor Physical Assault | | Lifetime Score <u>M</u> (<u>SD</u>) | Occurred in Lifetime (but not the past year) %Yes (n) |
|-----------------------|-----|--|--------------------------------------|------------------------------|---|--|
| | | | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | | |
| Overall | 835 | 2.3 (5.9) | 34.2 (286) | 57.7 (482) | 0.7 (7.1) | 35.9 (300) |
| <i>Child's Gender</i> | | | | | | |
| Male | 416 | 2.6 (6.3) | 17.8 (149) | 29.5 (246) | 0.7 (1.2) | 18.3 (153) |
| Female | 419 | 2.0 (5.4) | 16.4 (137) | 28.3 (236) | 0.6 (1.1) | 17.6 (147) |
| <i>Study Site</i> | | | | | | |
| EA | 189 | 2.3 (0.6) | 7.2 (60) | 12.6 (105) | 0.6 (1.2) | 6.7 (56) |
| MW | 125 | 1.3 (4.9) | 2.7 (23) | 4.2 (35) | 0.2 (0.5) | 2.2 (18) |
| SO | 170 | 4.0 (7.5) | 10.5 (88) | 16.0 (134) | 1.1 (1.3) | 10.9 (91) |
| SW | 172 | 1.5 (4.5) | 6.4 (53) | 11.4 (95) | 0.7 (1.1) | 7.3 (61) |
| NW | 179 | 2.2 (4.8) | 7.4 (62) | 13.5 (113) | 0.7 (1.1) | 8.9 (74) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 12 provides descriptive statistics for CTSPC Severe Physical Assault scores/indicators at the Age 14 interview. Nine percent of caregivers reported using forms of severe physical assault with the participant child in the past year.

Table 12. CTSPC: Severe Physical Assault at Age 14

| | | Severe Physical Assault | | | | |
|-----------------------|-----|---------------------------|-----------------------------------|---------------------------|--------------------------|--|
| | N | Past Year Score M (SD) | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | Lifetime Score M (SD) | Occurred in Lifetime (but not the past year) %Yes (n) |
| Overall | 836 | 0.4 (1.9) | 9.0 (75) | 16.5 (138) | 0.1 (0.4) | 8.1 (68) |
| <i>Child's Gender</i> | | | | | | |
| Male | 415 | 0.4 (2.0) | 5.0 (42) | 9.4 (79) | 0.1 (0.4) | 4.9 (41) |
| Female | 421 | 0.3 (1.9) | 3.9 (33) | 7.1 (59) | 0.1 (0.3) | 3.2 (27) |
| <i>Study Site</i> | | | | | | |
| EA | 190 | 0.4 (2.2) | 2.6 (22) | 3.9 (33) | 0.1 (0.4) | 1.6 (13) |
| MW | 124 | 0.3 (1.9) | 0.7 (6) | 1.2 (10) | 0.0 (0.2) | 0.5 (4) |
| SO | 171 | 0.6 (2.7) | 2.6 (22) | 5.6 (47) | 0.2 (0.5) | 3.1 (26) |
| SW | 172 | 0.1 (0.5) | 1.2 (10) | 2.5 (21) | 0.1 (0.3) | 1.6 (13) |
| NW | 179 | 0.3 (1.6) | 1.8 (15) | 3.2 (27) | 0.1 (0.4) | 1.4 (12) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 13 provides descriptive statistics for CTSPC Extreme Physical Assault scores/indicators at the Age 14 interview. Two percent of caregivers reported using forms of extreme physical assault with the participant child in the past year.

Table 13. CTSPC: Extreme Physical Assault at Age 14

| | | Extreme Physical Assault | | | | |
|-----------------------|-----|---------------------------|-----------------------------------|---------------------------|--------------------------|--|
| | N | Past Year Score M (SD) | Occurred in Past Year %Yes (n) | Ever Occurred %Yes (n) | Lifetime Score M (SD) | Occurred in Lifetime (but not the past year) %Yes (n) |
| Overall | 837 | 0.1 (0.6) | 2.0 (17) | 4.1 (34) | 0.0 (0.3) | 2.3 (19) |
| <i>Child's Gender</i> | | | | | | |
| Male | 414 | 0.1 (0.7) | 1.5 (13) | 3.1 (26) | 0.1 (0.4) | 1.7 (14) |
| Female | 423 | 0.0 (0.3) | 0.5 (4) | 1.0 (8) | 0.0 (0.3) | 0.6 (5) |
| <i>Study Site</i> | | | | | | |
| EA | 190 | 0.0 (0.3) | 0.5 (4) | 1.3 (11) | 0.1 (0.5) | 0.8 (7) |
| MW | 125 | 0.0 (0.1) | 0.1 (1) | 0.1 (1) | 0.0 (0.0) | 0.0 (0) |
| SO | 169 | 0.0 (0.4) | 0.2 (2) | 0.8 (7) | 0.1 (0.5) | 0.6 (5) |
| SW | 174 | 0.0 (0.1) | 0.4 (3) | 0.5 (4) | 0.0 (0.1) | 0.1 (1) |
| NW | 179 | 0.2 (1.1) | 0.8 (7) | 1.3 (11) | 0.0 (0.3) | 0.7 (6) |

Notes. Based on data received at the Coordinating Center through October'08.

Reliability

Table 14 provides statistics for the internal reliability for CTSPC scores at the Age 12 and 14 interviews.

Table 14. Cronbach Alphas for CTSPC Discipline Scores at Ages 12 and 14.

| | Non-Violent Discipline | | | Psych Aggression | | Physical Assault | | Minor Physical Assault | | Severe Physical Assault | | Extreme Physical Assault | |
|--------|------------------------|----------|-----|------------------|----------|------------------|----------|------------------------|----------|-------------------------|----------|--------------------------|----------|
| | N | α | N | N | α | N | α | N | α | N | α | N | α |
| Age 12 | 877 | .70 | 885 | .68 | 884 | .77 | 886 | .63 | 890 | .43 | 889 | .67 | |
| Age 14 | 822 | .67 | 838 | .66 | 830 | .83 | 835 | .68 | 836 | .57 | 837 | .85 | |

Notes. Based on data received at the Coordinating Center through October'08.

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Future Events Questionnaire LONGSCAN, 1998

Description of Measure

Purpose

To assess an adolescent's future expectations in the areas of education, employment, and family.

Conceptual Organization

In this 12-item measure, three a priori conceptual subscales are intended to assess an adolescent's future expectations in the realm of education, employment and family. Factor analysis confirmed these three factors, but also found that select items loaded on scales somewhat differently than expected. Adolescents are asked to respond with how likely it is that a specified outcome will occur in their future using a five point scale (1=very unlikely, 5=very likely).

Item Origin/Selection Process

Items were project developed following a review of existing measures and relevant literature. Items were informed by those used in the Add Health study and Michigan Study of Adolescent and Life Transitions.

Materials

Paper and pencil or computerized form

Time Required

1-2 minutes

Administration Method

Computer assisted interviewer administered

Training

Minimal training is required

Scoring

The questionnaire includes 12 items, each using a 5-point likert scale (1 = "very unlikely" to 5 = "very likely").

Higher scores indicate an adolescent's belief that the events or situations queried will occur in his or her life. A principal components analysis (PCA) using a varimax rotation was examined to see how the items loaded. Three factors emerged, as seen in Table 1 below. *Please note that these subscales are representative of the LONGSCAN sample; results may vary for other populations.*

Table 1. Rotated Factor Loadings for Items on Age 14 Future Events Questionnaire

| | | Factor1 (Education & Career) | Factor2 (Family) | Factor3 (Employment Concerns) |
|--|---|----------------------------------|---------------------|----------------------------------|
| Item 1 | Likely: have child without being married | -0.03842 | 0.74864 | -0.04842 |
| Item 2 | Likely: get married 2 yrs after high school | -0.01893 | 0.68748 | 0.07818 |
| Item 3 | Likely: that you will get divorced | -0.11124 | 0.70409 | 0.20361 |
| Item 4 | Likely: you will get on welfare sometime | -0.20859 | 0.53637 | 0.41309 |
| Item 5 | Likely: to go to college | 0.76090 | -0.11677 | -0.02457 |
| Item 6 | Likely: will get money to go to college | 0.81420 | -0.04879 | -0.10786 |
| Item 7 | Likely: will have a successful career | 0.77386 | -0.08982 | -0.25882 |
| Item 8 | Likely: will get scholarship for college | 0.81920 | -0.03375 | -0.05565 |
| Item 9 | Likely: you will lose your job | -0.27102 | 0.25967 | 0.57060 |
| Item 10 | Likely: you will get the job you want | 0.64250 | -0.08567 | -0.23770 |
| Item 11 | Likely: you be unemployed sometime | -0.14157 | 0.01755 | 0.80045 |
| Item 12 | Likely: to have difficulty finding a job | -0.06329 | 0.09900 | 0.76260 |
| <i>Variance Explained by Each Factor</i> | | 3.70 | 1.93 | 1.93 |

Using the PCA results from Table 1, mean scores were derived for three subscales. Factor 1, labeled ‘Education & Career,’ includes items 5, 6, 7, 8, and 10. Factor 2, labeled ‘Family,’ includes items 1, 2, 3, and 4. Factor 3, labeled ‘Employment Concerns,’ includes items 9, 11, and 12. Internal consistency for each subscale is shown in Table 3 below.

LONGSCAN Use

Data Points

Ages 14

Age 16 using the FEQB, a revision of this form

Respondent

Adolescent

Mnemonic and Version

FEQA: Age 14

FEQB: Age 16 (see separate entry in the Age 16 Measures Manual)

Rationale

Positive future orientation and expectations for the future have often been found to be protective for adolescents raised in urban, impoverished environments, although for some younger adolescents, there may be a “fantasy” or “substitutive” aspect to the positive orientation that diminishes over time (Nuttin, 1985; McCabe & Barnett, 2000)

Results

Descriptive Statistics

Table 2 provides descriptive statistics for the Age 14 Future Events Questionnaire by gender and study site. Girls were found to have higher expectations for career-oriented goals as compared to boys, whereas boys tended to have slightly more employment concerns than girls. When compared to other sites, the EA and MW sites reportedly had higher expectations related to education and career.).

Table 2. Age 14 Future Events Questionnaire by Gender and Study Site

| | Education & Career | | Family | | Employment Concerns | |
|-----------------------|--------------------|---------------|----------|---------------|---------------------|---------------|
| | <u>N</u> | <u>M (SD)</u> | <u>N</u> | <u>M (SD)</u> | <u>N</u> | <u>M (SD)</u> |
| <i>Overall</i> | 823 | 4.0 (0.8) | 823 | 2.1 (0.7) | 827 | 2.4 (0.8) |
| <i>Child's Gender</i> | | | | | | |
| Male | 402 | 3.9 (0.8) | 402 | 2.1 (0.8) | 405 | 2.4 (0.9) |
| Female | 421 | 4.1 (0.7) | 421 | 2.0 (0.7) | 422 | 2.3 (0.8) |
| <i>Study Site</i> | | | | | | |
| EA | 189 | 4.2 (0.8) | 190 | 2.1 (0.8) | 191 | 2.2 (0.9) |
| MW | 108 | 4.3 (0.7) | 108 | 2.0 (0.8) | 109 | 2.2 (0.9) |
| SO | 165 | 3.8 (0.8) | 165 | 2.0 (0.7) | 165 | 2.5 (0.8) |
| SW | 170 | 3.8 (0.7) | 170 | 2.0 (0.7) | 171 | 2.5 (0.8) |
| NW | 170 | 3.9 (0.7) | 170 | 2.1 (0.7) | 171 | 2.5 (0.8) |

Notes. Based on data received at the Coordinating Center through March '08.

Reliability

As can be seen in Table 3, internal consistency for the Future Event Questionnaire derived subscales using the LONGSCAN sample was moderate to excellent (ranging from .65 to .84).

Table 3. Cronbach Alphas for the Age 14 Future Event Questionnaire Subscales

| | Work | Family | Unemployment |
|--------|----------|----------|--------------|
| | α | α | α |
| Age 14 | .84 | .66 | .65 |

Source. Based on data received at the Coordinating Center through March '08.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures available at: www.iprc.unc.edu/longscan/

References and Bibliography

- Nuttin, J. (1985). Future time perspective and motivation: Theory and research method. Hillsdale, NJ: Lawrence Erlbaum Associates.
- McCabe, K. M., & Barnett, D. (2000). The relationship between familial factors and the future orientation of urban, African American sixth graders. *Journal of Child and Family Studies*, 9, 491-508.

Gun Accessibility

LONGSCAN, 1998

Description of Measure

Purpose

To assess the accessibility of guns, presence of handguns and gun storage practices in the home, and an adolescent's history of handling firearms in the home without supervision.

Conceptual Organization

Six items assess the accessibility of guns, the presence of handguns, and gun storage practices in the home, as well as the adolescent's history of handling guns at home without supervision.

Item Origin/Selection Process

Items were project developed following a literature review and consultation with researchers in the field of firearm safety and firearm violence.

Materials

A-CASI delivery system

Time Required

1 minute

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Individual items may be utilized. No further scoring recommendations are made at this time.

LONGSCAN Use

Data Point

Ages 14

Respondent

Adolescent

Mnemonic and Version

GUNA: Age 14

Rationale

Adolescent access to firearms and inadequate firearm storage practices, have been linked to suicide, homicide and unintentional death among children and adolescents (Miller, Azreal & Hemenway, 2002).

Results

Descriptive Statistics

Table 1 provides frequencies for items relating to the adolescent's knowledge of guns in the home and their history of handling a loaded gun without permission. At Age 14, almost 12% of adolescents reported having guns in the home, and guns were more often found in the homes of Southern Site participants. Three times as many boys (27) as girls (9) reported having handled a loaded gun without permission.

Table 1. Age 14 Gun Accessibility

| | Are there any guns now kept in or around your home? | | | | | Have you ever handled a loaded gun? | | |
|-----------------------|---|------------|--------------|------------------------|------------|-------------------------------------|------------|----------|
| | No gun | | Yes, one gun | Yes, more than one gun | Don't Know | No | | Yes |
| | N | n (%) | n (%) | n (%) | n (%) | N | n (%) | n (%) |
| <i>Overall</i> | 840 | 684 (81.4) | 44 (5.2) | 55 (6.5) | 57 (6.8) | 839 | 803 (95.7) | 36 (4.3) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 408 | 328 (39.0) | 19 (2.3) | 34 (4.0) | 27 (7.2) | 407 | 380 (45.3) | 27 (3.2) |
| Female | 432 | 356 (42.4) | 25 (3.0) | 21 (2.5) | 30 (3.6) | 432 | 423 (50.4) | 9 (1.1) |
| <i>Study Site</i> | | | | | | | | |
| EA | 186 | 175 (20.8) | 4 (0.5) | 2 (0.2) | 5 (0.6) | 186 | 180 (21.4) | 6 (0.7) |
| MW | 135 | 124 (14.8) | 2 (0.2) | 2 (0.2) | 7 (0.8) | 134 | 134 (16.0) | 0 (0.0) |
| SO | 165 | 109 (12.9) | 21 (2.5) | 17 (2.0) | 18 (2.1) | 165 | 149 (17.8) | 16 (1.9) |
| SW | 183 | 151 (17.9) | 7 (0.8) | 14 (1.7) | 11 (1.3) | 183 | 175 (20.9) | 8 (0.9) |
| NW | 171 | 125 (14.9) | 10 (1.2) | 2 (2.4) | 16 (1.9) | 171 | 165 (19.7) | 6 (0.7) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 2 provides frequencies for items relating to the youth's ability to gain access to a gun and ammunition without adult permission or supervision, and the presence of handguns in the home. Ten percent of the adolescents who reported having a gun in the home (n = 156) said that they could get access to the gun and ammunition, while 37% reported the presence of a handgun in the home.

Table 2. Age 14 Gun Accessibility

| | If someone really wanted to, could they get access to a gun and ammunition at your house, without adult permission or supervision? | | | Is there a handgun, like a pistol or a revolver, in or around your home? | | | | |
|-----------------------|--|------------|-----------|--|-----|-----------|-----------|------------|
| | No | | Yes | Don't Know | N | No | Yes | Don't Know |
| | N | n (%) | n (%) | n (%) | N | n (%) | n (%) | n (%) |
| <i>Overall</i> | 156 | 118 (75.6) | 16 (10.3) | 22 (14.1) | 155 | 51 (32.9) | 58 (37.4) | 46 (29.7) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 80 | 57 (36.5) | 12 (7.7) | 11 (7.0) | 80 | 26 (16.8) | 33 (21.3) | 21 (13.6) |
| Female | 76 | 61 (39.1) | 4 (2.6) | 11 (7.0) | 75 | 25 (16.1) | 25 (16.1) | 25 (16.1) |
| <i>Study Site</i> | | | | | | | | |
| EA | 11 | 9 (5.8) | 1 (0.6) | 1 (0.6) | 11 | 4 (2.6) | 4 (2.6) | 3 (1.9) |
| MW | 11 | 9 (5.8) | 0 (0.0) | 2 (1.3) | 11 | 3 (1.9) | 2 (1.3) | 6 (3.9) |
| SO | 56 | 46 (29.5) | 6 (3.8) | 4 (2.6) | 55 | 22 (14.2) | 22 (14.2) | 11 (7.1) |
| SW | 32 | 23 (14.7) | 2 (1.3) | 7 (4.5) | 32 | 10 (6.4) | 11 (7.1) | 11 (7.1) |
| NW | 46 | 31 (19.9) | 7 (4.5) | 8 (5.1) | 46 | 12 (7.7) | 19 (12.3) | 15 (9.7) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 3 provides frequencies for items relating to the adolescent's knowledge of the presence of loaded and unlocked guns in the home. Twelve percent of adolescents who reported having a gun in their home (n = 156) also believed the gun was loaded, while 14% reported the gun was not locked up.

Table 3. Age 14 Gun Accessibility: Presence of Loaded and Unlocked Guns in the Home

| | Is there a loaded gun? | | | | Is there an unlocked gun? | | | |
|-----------------------|------------------------|-----------|-----------|-----------|---------------------------|-----------|-----------|-----------|
| | No | | Yes | | Don't Know | | No | |
| | N | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) |
| <i>Overall</i> | 155 | 91 (58.7) | 18 (11.6) | 46 (29.7) | 155 | 91 (58.7) | 21 (13.5) | 43 (27.7) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 80 | 44 (28.4) | 11 (7.1) | 25 (16.1) | 80 | 43 (27.7) | 15 (9.7) | 22 (14.2) |
| Female | 75 | 47 (30.3) | 7 (4.5) | 21 (13.6) | 75 | 48 (30.9) | 6 (3.9) | 21 (13.6) |
| <i>Study Site</i> | | | | | | | | |
| EA | 11 | 8 (5.2) | 1 (0.6) | 2 (1.3) | 11 | 7 (4.5) | 2 (1.3) | 2 (1.3) |
| MW | 11 | 3 (1.9) | 1 (0.6) | 7 (4.5) | 11 | 2 (1.3) | 1 (0.6) | 8 (5.2) |
| SO | 55 | 34 (21.3) | 10 (6.4) | 11 (7.1) | 55 | 34 (21.9) | 10 (6.4) | 11 (7.1) |
| SW | 32 | 20 (12.9) | 2 (1.3) | 10 (6.4) | 32 | 22 (14.2) | 2 (1.3) | 8 (5.2) |
| NW | 46 | 26 (16.8) | 4 (2.6) | 16 (10.3) | 46 | 26 (16.8) | 6 (3.9) | 14 (9.0) |

Notes. Based on data received at the Coordinating Center through October'08.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures. Further information may be found at <http://www.iprc.unc.edu/longscan/>.

References and Bibliography

- Miller, M., Azrael, D., & Hemenway, D. (2002). Firearm availability and unintentional firearm deaths, suicide, and homicide among 5-14 year olds. *Journal of Trauma: Injury, Infection, and Critical Care*, 52, 267-275.

History of Witnessed Violence LONGSCAN, 1998

Description of Measure

Purpose

To assess an early adolescent's self-reported history of witnessed violence.

Conceptual Organization

Stem questions assess whether or not a respondent has ever witnessed each of 8 increasingly serious acts of witnessed violence, ranging from having seen someone arrested to witnessing murder or rape. Follow-up questions for most items include frequency of ever witnessing, frequency of witnessing in the last year, and perpetrator-victim combinations witnessed for each stem behavior.

Item Origin/Selection Process

The authors sought to capture a broad range of violence exposures and information on the relationship of perpetrators and victims to respondent.

Materials

A-CASI delivery system

Time Required

Administration takes between 2 and 10 minutes, based on the extent of a respondent's history of witnessed violence. The variation in length is due to the extensive branching in the measure.

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format. Interviewers need to be thoroughly familiar with the item content should questions arise.

Scoring

There are several methods of analyzing the data from this measure. Dichotomous indicators and frequency counts can be created for each item for whether or not the child witnessed a violent act (e.g., someone being arrested). Indicators/counts can also be derived separately by timeframe (i.e., ever occurred, in the last year) and for respondents' relationship to victims and perpetrators. These indicators/counts can also be used to create indicators for witnessing any violent acts, total counts of violent acts witnessed (by timeframe and those involved), and severity of violence witnessed.

LONGSCAN Use

Data Points

Age 12, 14 & 16

Respondent

Youth

Mnemonic and Version

Ages 12 & 14: HWVA

Age 16: HWVB (long form) HWVA (short form)

Rationale

Comprehensive measurement of exposure to both witnessed and experienced violence was prioritized by the LONGSCAN investigators in order to understand both the relative contributions of each, and the combined effects of both witnessing and experiencing violence. Numerous studies have linked exposure to witnessed violence to poor child outcomes.

Administration and Scoring Notes

The form is intended to be administered as an A-CASI form to assure privacy for the respondent.

Family and non-family violence scores/frequencies are NOT mutually exclusive (i.e., if the respondent endorsed that both family and non-family member(s) were involved - then the frequency and having ever occurred, are attributed to BOTH *family & non-family* categories).

Results

Descriptive Statistics

Table 1 provides frequencies for individual items on the age 12 *History of Witnessed Violence* measure. At age 12, 81% of adolescents reported that they had “ever” witnessed one or more violent acts, while 62% reported witnessing a violent act “in the last year”. Approximately 25% of adolescents reported “ever” witnessing a violent act, with a family member victim; while 73% reported witnessing a violent act with a non-family member victim.

Table 1. Frequencies for the Age 12 History of Witnessed Violence items (N = 868†) by Demographics

| | Child reported to have seen someone... | | | | | | | | | | | | | | | |
|-----------------------|--|------|-------------------------------------|------|---------------------------------|------|----------------------------|------|---------|------|------|------|--------|-----|---------------------------------|-----|
| | Arrested | | Slapped, kicked, hit, or beat | | Have a gun pulled on them | | Knife pulled on them | | Stabbed | | Shot | | Killed | | Sexually assaulted/ raped | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| <i>Ever occurred</i> | 626 | 72.2 | 406 | 47.0 | 109 | 12.6 | 141 | 16.3 | 90 | 10.4 | 86 | 10.0 | 35 | 4.1 | 30 | 3.5 |
| <i>In the last yr</i> | 421 | 48.6 | 324 | 37.5 | 79 | 9.1 | 94 | 11.0 | 63 | 7.3 | 57 | 6.6 | 26 | 3.0 | 21 | 2.4 |
| <i>Family *</i> | 160 | 18.4 | 59 | 6.8 | 13 | 1.5 | 22 | 2.5 | 21 | 2.4 | 13 | 1.5 | 4 | 0.5 | 5 | 0.6 |
| <i>Non-family *</i> | 536 | 61.7 | 331 | 38.2 | 90 | 10.4 | 113 | 13.1 | 69 | 8.0 | 66 | 7.6 | 30 | 3.5 | 26 | 3.0 |
| <i>Gender *</i> | | | | | | | | | | | | | | | | |
| <i>Male</i> | 324 | 37.4 | 203 | 23.5 | 57 | 6.6 | 73 | 8.4 | 48 | 5.6 | 50 | 5.8 | 21 | 2.4 | 10 | 1.2 |
| <i>Female</i> | 302 | 34.8 | 203 | 23.5 | 52 | 6.0 | 68 | 7.9 | 42 | 4.9 | 36 | 4.2 | 14 | 1.6 | 20 | 2.3 |
| <i>Study Site *</i> | | | | | | | | | | | | | | | | |
| <i>EA</i> | 160 | 18.4 | 108 | 12.5 | 39 | 4.5 | 48 | 5.5 | 37 | 4.3 | 39 | 4.5 | 22 | 2.6 | 12 | 1.4 |
| <i>MW</i> | 94 | 10.8 | 60 | 6.9 | 14 | 1.6 | 18 | 2.1 | 13 | 1.5 | 12 | 1.4 | 2 | 0.2 | 1 | 0.1 |
| <i>SO</i> | 105 | 12.1 | 90 | 10.4 | 27 | 3.1 | 29 | 3.3 | 15 | 1.7 | 16 | 1.9 | 4 | 0.5 | 7 | 0.8 |
| <i>SW</i> | 157 | 18.1 | 94 | 10.9 | 18 | 2.1 | 30 | 3.5 | 17 | 1.9 | 12 | 1.4 | 5 | 0.6 | 8 | 0.9 |
| <i>NW</i> | 110 | 12.7 | 54 | 6.3 | 11 | 1.3 | 16 | 1.9 | 8 | 0.9 | 7 | 0.8 | 2 | 0.2 | 2 | 0.2 |

Notes. Based on data received at the Coordinating Center through January '07.

* Refers to “ever occurred” (specific to family members, non-family members, gender, and site). Family and non-family violence scores are not mutually exclusive - if the respondent endorsed that both family and non-family member(s) were involved - then the frequency are attributed to both *family & non-family* categories.

† Sample N's may change across scores.

Table 2 provides means and standard deviations for individual items on the age 12 *History of Witnessed Violence* measure. At age 12, on average adolescents reported ever witnessing 3.1 ($SD = 3.2$) violent acts , and reported witnessing 2.2 violent acts “in the last year” ($SD = 3.0$). Adolescents reported witnessing more violent acts occurring to non-family members ($M = 2.6$, $SD = 3.0$) as compared to family members ($M = 0.7$, $SD = 1.5$).

Table 2. Means and Standard Deviations for the Age 12 History of Witnessed Violence counts (N = 868†)

| | Arrested | # of times child saw someone... | | | | | | | | | | | | | | |
|-----------------------|----------|-------------------------------------|------|---------------------------------|------|----------------------------|------|---------|------|------|------|--------|------|---------------------------------|------|------|
| | | Slapped, kicked, hit, or beat | | Have a gun pulled on them | | Knife pulled on them | | Stabbed | | Shot | | Killed | | Sexually assaulted/ raped | | |
| | | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | |
| <i>Ever occurred</i> | 1.37 | 1.09 | 0.92 | 1.12 | 0.20 | 0.58 | 0.25 | 0.64 | 0.15 | 0.50 | 0.15 | 0.50 | 0.06 | 0.31 | 0.05 | 0.30 |
| <i>In the last yr</i> | 0.85 | 1.04 | 0.71 | 1.04 | 0.14 | 0.48 | 0.18 | 0.59 | 0.11 | 0.43 | 0.11 | 0.47 | 0.05 | 0.30 | 0.04 | 0.27 |
| <i>Family *</i> | 0.37 | 0.86 | 0.14 | 0.54 | 0.02 | 0.19 | 0.04 | 0.26 | 0.04 | 0.27 | 0.03 | 0.23 | 0.01 | 0.14 | 0.01 | 0.15 |
| <i>Non-family *</i> | 1.19 | 1.13 | 0.76 | 1.08 | 0.17 | 0.56 | 0.21 | 0.60 | 0.11 | 0.43 | 0.12 | 0.46 | 0.05 | 0.30 | 0.05 | 0.29 |

Notes. Based on data received at the Coordinating Center through January '07.

* Refers to “ever occurred” (specific to family members and non-family members). Family and non-family violence scores are not mutually exclusive - if the respondent endorsed that both family and non-family member(s) were involved - then the frequency are attributed to both *family & non-family* categories.

† Sample N's may change across scores.

Table 3 provides frequencies for individual items on the age 14 *History of Witnessed Violence* measure. At age 14, 85% of adolescents reported that they had “ever” witnessed one or more violent acts, while 69% reported witnessing a violent act “in the last year”. Roughly 26% of those adolescents who reported “ever” witnessing a violent act saw the act of violence done to a family member, whereas 79% reported that the act was committed against a non-family member.

Table 3. Frequencies for the Age 14 History of Witnessed Violence items (N = 757†) by Demographics

| | Arrested | Child reported to have seen someone... | | | | | | | | | | | | | | |
|-----------------------|----------|--|-----|---------------------------------|-----|----------------------------|-----|---------|----|------|----|--------|----|---------------------------------|----|-----|
| | | Slapped, kicked, hit, or beat | | Have a gun pulled on them | | Knife pulled on them | | Stabbed | | Shot | | Killed | | Sexually assaulted/ raped | | |
| | | n | % | n | % | n | % | n | % | n | % | n | % | n | % | |
| <i>Ever occurred</i> | 539 | 71.3 | 441 | 58.5 | 111 | 14.7 | 152 | 20.1 | 85 | 11.3 | 67 | 8.9 | 37 | 4.9 | 34 | 4.5 |
| <i>In the last yr</i> | 382 | 56.5 | 368 | 48.8 | 71 | 9.4 | 114 | 15.1 | 58 | 7.7 | 40 | 5.3 | 19 | 2.5 | 20 | 2.6 |
| <i>Family *</i> | 137 | 18.1 | 74 | 9.8 | 14 | 1.9 | 24 | 3.2 | 17 | 2.3 | 7 | 0.9 | 2 | 0.3 | 10 | 1.3 |
| <i>Non-family *</i> | 486 | 64.2 | 375 | 49.7 | 98 | 13.0 | 127 | 16.8 | 64 | 8.5 | 60 | 7.9 | 34 | 4.5 | 23 | 3.1 |
| <i>Gender *</i> | | | | | | | | | | | | | | | | |
| <i>Male</i> | 276 | 36.5 | 220 | 29.2 | 62 | 8.2 | 75 | 9.9 | 42 | 5.6 | 35 | 4.6 | 21 | 2.8 | 13 | 1.7 |
| <i>Female</i> | 26.3 | 34.8 | 221 | 29.3 | 49 | 6.5 | 77 | 10.2 | 43 | 5.7 | 32 | 4.3 | 16 | 2.1 | 21 | 2.8 |
| <i>Study Site *</i> | | | | | | | | | | | | | | | | |
| <i>EA</i> | 162 | 21.4 | 123 | 16.3 | 42 | 5.6 | 57 | 7.6 | 35 | 4.6 | 29 | 3.9 | 22 | 2.9 | 10 | 1.3 |
| <i>MW</i> | 36 | 4.7 | 35 | 4.6 | 10 | 1.3 | 10 | 1.3 | 12 | 1.6 | 7 | 0.9 | 4 | 0.5 | 2 | 0.3 |
| <i>SO</i> | 110 | 14.5 | 92 | 12.2 | 27 | 3.6 | 34 | 4.5 | 15 | 2.0 | 12 | 1.6 | 5 | 0.7 | 8 | 1.1 |
| <i>SW</i> | 120 | 15.9 | 102 | 13.5 | 18 | 2.4 | 24 | 3.2 | 9 | 1.2 | 9 | 1.2 | 4 | 0.5 | 7 | 0.9 |
| <i>NW</i> | 111 | 14.7 | 89 | 11.8 | 14 | 1.9 | 27 | 3.6 | 14 | 1.9 | 10 | 1.3 | 2 | 0.3 | 7 | 0.9 |

Notes. Based on data received at the Coordinating Center through January '07.

* Refers to “ever occurred” (specific to family members, non-family members, gender, and site). Family and non-family violence scores are not mutually exclusive - if the respondent endorsed that both family and non-family member(s) were involved - then the frequency are attributed to both *family & non-family* categories.

Table 4 provides means and standard deviations for individual items on the age 14 *History of Witnessed Violence* measure. At age 14, on average adolescents reported “ever” witnessing 3.7 ($SD = 3.4$) violent acts (on average 2.5 violent acts were reported for “in the last year”, $SD = 3.1$). As seen at age 12, 14 year-olds reported witnessing more violent acts occurring to non-family members ($M = 3.2$, $SD = 3.2$) compared to family members ($M = 0.8$, $SD = 1.7$).

Table 4. Means and Standard Deviations for the Age 14 History of Witnessed Violence counts (N = 757†)

| | # of times child saw someone... | | | | | | | | | | | | | | | |
|-----------------------|---------------------------------|------|-------------------------------------|------|---------------------------------|------|----------------------------|------|---------|------|------|------|--------|------|---------------------------------|------|
| | Arrested | | Slapped, kicked, hit, or beat | | Have a gun pulled on them | | Knife pulled on them | | Stabbed | | Shot | | Killed | | Sexually assaulted/ raped | |
| | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD |
| <i>Ever occurred</i> | 1.47 | 1.14 | 1.26 | 1.21 | 0.23 | 0.61 | 0.34 | 0.75 | 0.17 | 0.53 | 0.13 | 0.45 | 0.07 | 0.33 | 0.07 | 0.34 |
| <i>In the last yr</i> | 0.92 | 1.07 | 0.97 | 1.13 | 0.15 | 0.53 | 0.24 | 0.63 | 0.12 | 0.46 | 0.07 | 0.33 | 0.03 | 0.24 | 0.03 | 0.22 |
| <i>Family *</i> | 0.42 | 0.94 | 0.23 | 0.72 | 0.03 | 0.24 | 0.05 | 0.32 | 0.03 | 0.19 | 0.01 | 0.13 | 0.00 | 0.05 | 0.02 | 0.22 |
| <i>Non-family *</i> | 1.33 | 1.18 | 1.07 | 1.21 | 0.20 | 0.58 | 0.28 | 0.69 | 0.14 | 0.49 | 0.11 | 0.42 | 0.06 | 0.32 | 0.04 | 0.26 |

Notes. Based on data received at the Coordinating Center through January '07.

* Refers to “ever occurred” (specific to family members and non-family members). Family and non-family violence scores are not mutually exclusive - if the respondent endorsed that both family and non-family member(s) were involved - then the frequency are attributed to both *family & non-family* categories.

† Sample N's may change across scores.

Relationship to Child Functioning

Tables 5 and 6 provide correlations between the History of Witnessed Violence counts and other select age 12 and 14 outcomes (i.e., T scores from the Child Behavior Checklist, Trauma Symptom Checklist, and Youth Self Report Form).

Table 5. Correlations between Age 12 History of Witnessed Violence counts and Age 12 Outcomes

| | N | # of violent acts witnessed | | | |
|--|-----|-----------------------------|---------------------|---------------------|-------------------------|
| | | Ever occurred | In the last year | Family members † | Non-family members † |
| <i>Child Behavior Checklist T Scores</i> | 846 | | | | |
| Internalizing Problems | | .06 | .01 | .08* | .04 |
| Externalizing Problems | | .09** | .06 | .07* | .07* |
| Total Problems | | .08* | .04 | .08* | .06 |
| <i>Youth Self Report T Scores</i> | 857 | | | | |
| Internalizing Problems | | .16*** | .12*** | .16*** | .13*** |
| Externalizing Problems | | .21*** | .16*** | .18*** | .17*** |
| Total Problems | | .20*** | .15*** | .18*** | .17*** |
| <i>Trauma Symptom Checklist T Scores</i> | 842 | | | | |
| Anger | | .34*** | .26*** | .25*** | .31*** |
| Anxiety | | .20*** | .16*** | .17*** | .17*** |
| Depression | | .19*** | .15*** | .18*** | .15*** |
| PTSD | | .25*** | .19*** | .23*** | .22*** |
| Dissociation | | .22*** | .17*** | .22*** | .17*** |

Notes. Based on data received at the Coordinating Center through January '07.

* Refers to “ever occurred” (specific to family members and non-family members). Family and non-family violence scores are not mutually exclusive - if the respondent endorsed that both family and non-family member(s) were involved - then the frequency are attributed to both *family & non-family* categories.

* <.05, ** <.01, *** <.001

Table 6. Correlations between Age 14 History of Witnessed Violence counts and CBCL T Scores

| | <u>N</u> | Ever occurred | In the last year | # of violent acts witnessed Family members † | Non-family members † |
|--|----------|---------------|------------------|---|----------------------|
| <i>Child Behavior Checklist T Scores</i> | 734 | | | | |
| Internalizing Problems | | .05 | .01 | .12*** | .03 |
| Externalizing Problems | | .09*** | .07* | .15*** | .08* |
| Total Problems | | .06 | .03 | .14*** | .04 |

Notes. Based on data received at the Coordinating Center through January '07.

† Refers to "ever occurred" (specific to family members and non-family members). Family and non-family violence scores are not mutually exclusive - if the respondent endorsed that both family and non-family member(s) were involved - then the frequency are attributed to both *family & non-family categories*.

* <.05, ** <.01, *** <.001

Construct Validity

At the age 6 and 8 interviews, LONGSCAN utilized Richter's and Martinez measure (1992) called *Things I've Seen and Heard* to assess the child's self-reported history of witnessed violence (see LONGSCAN measure manuals Volumes 1 and 2 for more information, Hunter et al. 2003). Table 7 provides correlations between variables from the *History of Witnessed Violence* and *Things I've Seen and Heard*.

Table 7. Correlations between History of Witnessed Violence counts and Things I've Seen and Heard counts

| History of Witnessed Violence | | | | | |
|-------------------------------------|----------|--------------------------------------|----------|--------------------------------------|--|
| Things I've Seen and Heard | <u>N</u> | # of violent acts witnessed (Age 12) | <u>N</u> | # of violent acts witnessed (Age 14) | |
| # of violent acts witnessed (Age 6) | 787 | .13*** | 692 | .09** | |
| # of violent acts witnessed (Age 8) | 791 | .26*** | 684 | .23*** | |

Notes. Based on data received at the Coordinating Center through January '07.

* <.05, ** <.01, *** <.001

Publisher Information

The measure is free and available for use after the LONGSCAN Coordinating Center's receipt of a signed LONGSCAN Shared Measures Agreement. Further information may be found at <http://www.iprc.unc.edu/longscan/>.

References and Bibliography

Hunter, W. M., Cox, C. E., Teagle, S., Johnson, R. M., Mathew, R., Knight, E. D., & Leeb, R.T. (2003).

Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse. Volume 1: Early Childhood. Accessible at the LONGSCAN web site (<http://www.iprc.unc.edu/longscan/>).

Hunter, W. M., Cox, C.E., Teagle, S., Johnson, R. M., Mathew, R., Knight, E. D., Leeb, R. T., & Smith, J. B. (2003). Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse. Volume 2: Middle Childhood. Accessible at the LONGSCAN web site

(<http://www.iprc.unc.edu/longscan/>).

Richters, J. E., & Martinez, P. (1992). Things I've seen and heard: A structured interview for assessing young children's violence exposure. National Institute of Mental Health.

Household Composition and Family Chart

LONGSCAN, 1991

Description of Measure

Purpose

To determine the number of people living in the adolescent participant's household and the relationship of each household member to the adolescent.

Conceptual Organization

Data on household composition are recorded using the Family Chart. The chart includes every member of the current household, along with each household member's age, gender, and relationship to the adolescent participant.

Materials

LONGSCAN utilized an A-CASI administration.

Time Required

Less than 5 minutes, depending on the number of people in the household.

Administration Method

Interviewer-administered. On the form, household members are identified only by their first name or initials to safeguard confidentiality. The name or initials, age, and relationship to the adolescent participant of each household member are recorded on the family chart.

Training

Minimal

Scoring

Score Types

Individual items may be used, as may counts of specific groups of people, such as number of adults, presence of unrelated adults or children, overall household size, and adult/child ratio. *Scored variables are available in the dataset entitled the DHC*, which includes scored data for all time points and every face-to-face interview. The variables included in this dataset were derived using household composition measures and demographic measures (i.e., interview cover sheets) collected over the course of the study.

LONGSCAN Use

Data Points

Pre-Age 4, Ages 4, 6, 8, 12, 14, & 16

Respondent

Primary maternal caregiver

Mnemonic and Version

Pre-Age 4, Age 4, and Age 6: HOMA

Age 8: FCA. Administered as item 1 of the DEA (caregiver demographics) form

Age 12, 14, & 16: FCHB. Due to the considerable length of the complete face-to-face interview at Age 14, it was recommended that this form be administered by telephone prior to the interview.

DHC: Includes scored data for all time points (i.e., pre-age 4, 4, 6, 8, 12, 14, 16, and 18). The variables included in this dataset were derived using household composition measures and demographic measures (i.e., interview cover sheets) collected over the course of the study.

Rationale

Household composition (including number of household members, number of children, child-adult ratio, and the presence of unrelated males and of multiple generations within the household), and relationship of the caregiver to the adolescent (e.g., foster parent vs. non-foster parent) may have an effect on family and child functioning, and the risk for maltreatment.

Results

All of the data presented in this section comes from the Ages 12 and 14 scored household composition dataset entitled the DHC. For descriptive statistics of the early interview time points, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003). Table 1 provides frequencies for the primary caregiver's relationship to the adolescent at the Age 12 and 14 interviews. As expected, the majority of respondents were biological mothers (65-67%), followed by adoptive mothers (10%) at both interviews, while fathers made up less than 5% of the primary caregivers. *Please note: While the scored dataset DHC also includes individual indicators for the relationship of each person living in the home, these are not reported below.*

Table 1. Primary Caregiver Respondents' Relationship to Adolescent at Age 12 and 14

| <i>Relationship of Primary Caregiver</i> | Age 12 % (n) | Age 14 % (n) |
|--|-----------------|-----------------|
| Biological Mother | 64.5 (617) | 66.6 (617) |
| Adoptive Mother | 10.1 (97) | 10.3 (95) |
| Stepmother | 0.6 (6) | 0.9 (8) |
| Grandmother | 8.2 (79) | 7.1 (66) |
| Other Female Relative | 3.9 (37) | 4.4 (41) |
| Foster Mother | -- | -- |
| Non-Kin Foster Mother | 2.1 (20) | 1.5 (14) |
| Kinship Foster Mother | 0.1 (1) | 0.1 (1) |
| | | |
| Biological Father | 4.8 (46) | 4.2 (39) |
| Adoptive Father | 1.5 (14) | 1.0 (9) |
| Stepfather | -- | -- |
| Grandfather | 0.3 (3) | 0.6 (6) |
| Other Male Relative | 0.3 (3) | 0.3 (3) |
| Foster Father | -- | -- |
| Non-Kin Foster Father | 0.2 (2) | 0.3 (3) |
| Kinship Foster Father | -- | 0.1 (1) |
| | | |
| Other Female | 0.6 (6) | 0.3 (3) |
| Other Male | 0.4 (4) | 0.2 (2) |
| Legal Guardian (female) | 2.1 (20) | 1.7 (16) |
| Legal Guardian (male) | 0.2 (2) | 0.2 (2) |
| Other | -- | -- |
| Total N | 957 | 926 |

Source. Based on data received at the Coordinating Center through October '08.

Table 2 provides descriptive statistics for household composition variables at the Age 12 interview. The average number of children per household was slightly greater (2.9) than number of adults (2.0) for the LONGSCAN Age 12 sample.

Table 2. Household Composition at Age 12 by Gender and Study Site

| | Number of Adults in Household | | | | Number of Kids in Household | | | Number of People in Household | | | Ratio of Adults to Total in Home | | |
|-----------------------|----------------------------------|-----------|-----|-----|--------------------------------|-----|-----|----------------------------------|-----|-----|-------------------------------------|-----|-----|
| | N | M (SD) | Min | Max | M (SD) | Min | Max | M (SD) | Min | Max | M (SD) | Min | Max |
| <i>Overall</i> | 952 | 2.0 (0.9) | 0 | 6 | 2.9 (1.6) | 1 | 11 | 4.8 (1.8) | 2 | 13 | 0.4 (0.2) | 0.0 | 0.9 |
| <i>Child's Gender</i> | | | | | | | | | | | | | |
| Male | 469 | 2.0 (0.9) | 0 | 6 | 2.9 (1.5) | 1 | 10 | 4.9 (1.8) | 2 | 13 | 0.4 (0.2) | 0.0 | 0.9 |
| Female | 483 | 2.0 (0.9) | 0 | 6 | 2.8 (1.6) | 1 | 11 | 4.7 (1.9) | 2 | 13 | 0.4 (0.2) | 0.0 | 0.8 |
| <i>Study Site</i> | | | | | | | | | | | | | |
| EA | 184 | 2.0 (0.8) | 1 | 6 | 2.7 (1.4) | 1 | 10 | 4.7 (1.7) | 2 | 12 | 0.5 (0.2) | 0.2 | 0.8 |
| MW | 176 | 2.1 (1.0) | 0 | 5 | 3.2 (1.6) | 1 | 11 | 5.2 (1.9) | 2 | 13 | 0.4 (0.2) | 0.0 | 0.8 |
| SO | 173 | 1.8 (0.8) | 1 | 5 | 2.6 (1.5) | 1 | 8 | 4.4 (1.7) | 2 | 11 | 0.4 (0.2) | 0.1 | 0.8 |
| SW | 228 | 1.9 (0.9) | 0 | 6 | 3.0 (1.7) | 1 | 9 | 4.9 (1.9) | 2 | 12 | 0.4 (0.2) | 0.0 | 0.8 |
| NW | 191 | 2.0 (1.0) | 0 | 6 | 2.7 (1.4) | 1 | 7 | 4.7 (1.8) | 2 | 13 | 0.4 (0.2) | 0.0 | 0.9 |

Source. Based on data received at the Coordinating Center through October '08.

Table 3 provides descriptive statistics for household size at the Age 14 interview. The average number of children per household was slightly greater (2.6) than the number of adults (1.9) for the LONGSCAN Age 14 sample.

Table 3. Household Composition at Age 14 by Gender and Study Site

| | Number of Adults in Household | | | | Number of Kids in Household | | | Number of People in Household | | | Ratio of Adults to Total in Home | | |
|-----------------------|----------------------------------|-----------|-----|-----|--------------------------------|-----|-----|----------------------------------|-----|-----|-------------------------------------|-----|-----|
| | N | M (SD) | Min | Max | M (SD) | Min | Max | M (SD) | Min | Max | M (SD) | Min | Max |
| <i>Overall</i> | 853 | 1.9 (0.9) | 0 | 6 | 2.6 (1.5) | 1 | 11 | 4.5 (1.7) | 2 | 14 | 0.4 (0.2) | 0.0 | 0.8 |
| <i>Child's Gender</i> | | | | | | | | | | | | | |
| Male | 416 | 1.9 (0.9) | 0 | 5 | 2.6 (1.4) | 1 | 8 | 4.5 (1.6) | 2 | 11 | 0.4 (0.2) | 0.0 | 0.8 |
| Female | 437 | 1.9 (0.9) | 0 | 6 | 2.7 (1.6) | 1 | 11 | 4.6 (1.9) | 2 | 14 | 0.4 (0.2) | 0.0 | 0.8 |
| <i>Study Site</i> | | | | | | | | | | | | | |
| EA | 179 | 1.9 (0.9) | 0 | 5 | 2.6 (1.3) | 1 | 7 | 4.4 (1.6) | 2 | 11 | 0.4 (0.2) | 0.0 | 0.8 |
| MW | 139 | 1.9 (0.9) | 1 | 6 | 3.0 (1.7) | 1 | 11 | 4.9 (1.9) | 2 | 12 | 0.4 (0.2) | 0.1 | 0.8 |
| SO | 158 | 1.8 (0.8) | 0 | 4 | 2.6 (1.4) | 1 | 8 | 4.3 (1.6) | 2 | 10 | 0.4 (0.2) | 0.0 | 0.8 |
| SW | 205 | 2.0 (0.9) | 0 | 5 | 2.7 (1.6) | 1 | 9 | 4.7 (2.0) | 2 | 14 | 0.5 (0.2) | 0.0 | 0.8 |
| NW | 172 | 2.0 (0.9) | 1 | 5 | 2.4 (1.3) | 1 | 6 | 4.4 (1.5) | 2 | 9 | 0.5 (0.2) | 0.2 | 0.8 |

Source. Based on data received at the Coordinating Center through October '08.

Table 4 provides frequencies for household structure for the Age 12 and 14 interviews. Eighteen to nineteen percent of the LONGSCAN sample at the Age 12 and age 14 interviews were considered multigenerational (i.e., a grandparent was present in the home) and almost half of the families were one-parent households.

Table 4. Household Structure at Ages 12 and 14

| | Age 12 % (n) | Age 14 % (n) |
|---------------------------------------|-----------------|-----------------|
| <i>Multi-generational Household *</i> | | |
| No | 80.7 (769) | 81.8 (698) |
| Yes | 19.3 (184) | 18.2 (155) |
| <i>Basic Family Structure</i> | | |
| One parent figure | 50.9 (579) | 48.4 (411) |
| Two parent figures | 35.8 (337) | 36.0 (306) |
| Other relatives only | 12.0 (112) | 13.9 (118) |
| Both relatives and non-relatives | 1.1 (10) | 1.1 (9) |
| Non-relatives only | 0.4 (4) | 0.7 (6) |
| <i>Parent Configuration</i> | | |
| Single parent, no partner | 57.1 (492) | 56.6 (436) |
| Single parent, cohabitating | 3.6 (31) | 3.8 (29) |
| Stepfamily | 11.6 (100) | 12.3 (95) |
| Both biological parents | 14.9 (128) | 13.8 (106) |
| Both adoptive parents | 7.0 (6) | 7.9 (61) |
| Both foster parents | 2.0 (17) | 1.7 (13) |
| Both grandparents | 3.9 (34) | 3.9 (30) |

Source. Based on data received at the Coordinating Center through October '08.

* A household is considered 'multigenerational' if there is a grandmother or grandfather present in the home at the specified time period.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

References and Bibliography

Hunter, W. M., Cox, C. E., Teagle, S., Johnson, R. M., Mathew, R., Knight, E. D., & Leeb, R.T. (2003). Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse. Volume 1: Early Childhood. Accessible at the LONGSCAN web site (<http://www.iprc.unc.edu/longscan/>).

Hunter, W. M., Cox, C.E., Teagle, S., Johnson, R. M., Mathew, R., Knight, E. D., Leeb, R. T., & Smith, J. B. (2003). Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse. Volume 2: Middle Childhood. Accessible at the LONGSCAN web site (<http://www.iprc.unc.edu/longscan/>).

Interviewer Ratings of Caregiver

LONGSCAN, 1998

Description of Measure

Purpose

This rating form captures the interviewer's observations of the caregiver during the interview, as well as the interviewer's perceptions of the condition of the residence and the safety of the neighborhood if the interview was administered in the participant's home. Also assessed are the level of privacy maintained during the interview, and the caregiver's response to, and ability to use, the Audio-Computer Assisted Self Interview (A-CASI) system.

Conceptual Organization

Assessment of caregiver = 4 items

Condition of residence = 3 items

Safety of neighborhood = 1 item

Privacy of interview setting = 1 item

Caregiver's response to A-CASI system = 2 items

Item Origin/Selection Process

Items were written by project investigators to capture the post-interview observations and perceptions from the interviewer about the caregiver, the caregiver's ability to utilize the A-CASI system, and the interview setting.

Materials

Laptop computer loaded with interview form set.

Time Required

2-3 minutes

Administration Method

Self-administered

Training

Minimal

Scoring

Individual items may be utilized. Each of the first ten items is rated with an item-specific five point rating scale. Higher item-level scores indicate less positive interviewer perceptions (i.e., item 9, privacy of interview scores range from '1=privately, without external interruptions', to '5=with extensive interruptions/in a chaotic environment').

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Interviewer

Mnemonic and Version

IRRB: Ages 12, 14, and 16 (Ratings of Caregiver)

Rationale

Interviewer ratings are used to assess the respondent's level of engagement with the interview and to obtain the interviewer's perception of the home and neighborhood in which the LONGSCAN participant is living. A caregiver's attitude towards and ability to use the A-CASI system could potentially affect the validity of the interview and may be of interest in and of itself given that the A-CASI is a new data collection method introduced at age 12.

Results

Descriptive Statistics

Table 1 provides descriptive statistics for the interviewer's perceptions of the caregiver at the Age 12 interview. According to Table 1, means ranged favorably between 1.6 and 1.8 for interviewer impressions of the caregiver's cooperativeness, truthfulness, openness, and level of comprehension during the interview. The NW site had higher means when compared to the other sites, with the NW site's caregivers rated as being more uncooperative/dishonest/guarded/uncomprehending.

Table 1. Descriptive Statistics for items for interviewer's impression of caregiver at the Age 12 Interview

| | N | Caregiver is... | | | |
|-----------------------|-----|---|----------------------------------|----------------------------|---|
| | | Cooperative (1) to Uncooperative (5) | Truthful (1) to Dishonest (5) | Open (1) to Guarded (5) | Comprehending (1) to Not Comprehending (5) |
| | | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) |
| Overall | 910 | 1.6 (0.9) | 1.7 (0.9) | 1.7 (0.9) | 1.8 (1.0) |
| <i>Child's Gender</i> | | | | | |
| Male | 448 | 1.7 (0.9) | 1.7 (0.9) | 1.8 (0.9) | 1.8 (1.0) |
| Female | 462 | 1.6 (0.9) | 1.7 (0.9) | 1.7 (0.9) | 1.8 (1.0) |
| <i>Study Site</i> | | | | | |
| EA | 168 | 1.1 (0.5) | 1.2 (0.6) | 1.2 (0.6) | 1.3 (0.7) |
| MW | 162 | 1.1 (0.4) | 1.2 (0.5) | 1.3 (0.6) | 1.2 (0.5) |
| SO | 168 | 1.6 (0.9) | 1.7 (1.0) | 1.8 (1.0) | 1.8 (1.0) |
| SW | 230 | 1.4 (0.8) | 1.5 (0.7) | 1.5 (0.8) | 1.6 (0.8) |
| NW | 182 | 2.9 (0.4) | 2.9 (0.4) | 2.9 (0.4) | 3.0 (0.4) |

Table 2 provides descriptive statistics for the interviewer's overall impression of the caregiver's residence/neighborhood at the Age 12 interview. According to Table 2, means ranged between 2.3 and 2.5 for interviewer impressions of the cleanliness, safety and maintenance of the caregiver's residence, and the safety of the neighborhood. The NW site again had higher means, indicating that the NW site homes were rated as less clean/safe/maintained, and located in less safe neighborhoods.

Table 2. Descriptive Statistics for items for interviewer's impression of residence/neighborhood at Age 12

| | <u>N</u> | Residence is... | | Neighborhood is... | |
|-----------------------|----------|---------------------------|---------------------------|---|---------------------------|
| | | Clean (1) to Dirty (5) | Safe (1) to unsafe (5) | Well maintained (1) to Dilapidated (5) | Safe (1) to Unsafe (5) |
| | | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) |
| Overall | 486 | 2.4 (1.1) | 2.3 (1.1) | 2.4 (1.1) | 2.5 (1.1) |
| <i>Child's Gender</i> | | | | | |
| Male | 236 | 2.4 (1.1) | 2.3 (1.1) | 2.4 (1.1) | 2.6 (1.1) |
| Female | 250 | 2.3 (1.1) | 2.3 (1.1) | 2.4 (1.1) | 2.5 (1.1) |
| <i>Study Site</i> | | | | | |
| EA | 3 | 1.0 (0.0) | 1.0 (0.0) | 1.0 (0.0) | 1.0 (0.0) |
| MW | 8 | 1.4 (0.7) | 1.4 (0.7) | 1.6 (1.2) | 2.0 (1.1) |
| SO | 147 | 2.2 (1.2) | 2.3 (1.3) | 2.3 (1.3) | 2.4 (1.3) |
| SW | 196 | 2.0 (1.1) | 1.9 (0.9) | 2.0 (1.1) | 2.3 (1.1) |
| NW | 133 | 3.1 (0.5) | 3.0 (0.5) | 3.0 (0.6) | 3.1 (0.5) |

Table 3 provides descriptive statistics for the interviewer's overall impression of the caregiver at the Age 14 interview. Similar to Age 12, at Age 14 means ranged favorably between 1.6 and 1.7 for interviewer perceptions of the caregiver's cooperativeness, truthfulness, openness, and level of comprehension during the interview. The NW site again had higher means as compared to the other sites, indicating that NW site caregivers were rated as more uncooperative/dishonest/guarded/uncomprehending.

Table 3. Descriptive Statistics for items for interviewer's impression of caregiver at the Age 14 Interview

| | <u>N</u> | Caregiver is... | | | |
|-----------------------|----------|---|----------------------------------|----------------------------|---|
| | | Cooperative (1) to Uncooperative (5) | Truthful (1) to Dishonest (5) | Open (1) to Guarded (5) | Comprehending (1) to Not Comprehending (5) |
| | | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) |
| Overall | 888 | 1.6 (0.9) | 1.6 (0.9) | 1.7 (0.9) | 1.6 (0.9) |
| <i>Child's Gender</i> | | | | | |
| Male | 432 | 1.6 (0.9) | 1.7 (0.9) | 1.7 (0.9) | 1.8 (1.0) |
| Female | 456 | 1.5 (0.8) | 1.6 (0.9) | 1.6 (0.9) | 1.7 (0.9) |
| <i>Study Site</i> | | | | | |
| EA | 196 | 1.0 (0.3) | 1.1 (0.4) | 1.1 (0.5) | 1.3 (0.7) |
| MW | 151 | 1.1 (0.5) | 1.1 (0.4) | 1.1 (0.4) | 1.3 (0.8) |
| SO | 167 | 1.2 (0.6) | 1.3 (0.6) | 1.3 (0.7) | 1.4 (0.8) |
| SW | 205 | 1.6 (0.8) | 1.8 (0.8) | 1.8 (0.8) | 1.8 (0.7) |
| NW | 169 | 2.9 (0.4) | 2.9 (0.3) | 2.9 (0.3) | 3.0 (0.4) |

Table 4 provides descriptive statistics for the interviewer's overall perception of the caregiver's residence/neighborhood at the Age 14 interview. Means ranged between 2.2 and 2.4 for interviewer impressions of how clean, safe, maintained the caregiver's residence was, and how safe the neighborhood was. Similar to Age 12, at Age 14 the NW site again had higher means, indicating that NW site homes were rated as less clean/safe/maintained, and its neighborhoods more unsafe.

Table 4. Descriptive Statistics for items for interviewer's impression of residence/neighborhood at Age 14

| | <u>N</u> | Residence is... | | Neighborhood is... | |
|-----------------------|----------|---------------------------|---------------------------|---|---------------------------|
| | | Clean (1) to Dirty (5) | Safe (1) to unsafe (5) | Well maintained (1) to Dilapidated (5) | Safe (1) to Unsafe (5) |
| | | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) |
| Overall | 457 | 2.2 (1.0) | 2.2 (1.0) | 2.3 (1.0) | 2.4 (1.0) |
| <i>Child's Gender</i> | | | | | |
| Male | 214 | 2.3 (1.0) | 2.3 (1.0) | 2.4 (1.0) | 2.5 (1.0) |
| Female | 243 | 2.1 (1.0) | 2.1 (1.0) | 2.2 (1.0) | 2.3 (1.0) |
| <i>Study Site</i> | | | | | |
| EA | 8 | 1.6 (0.7) | 1.4 (0.5) | 1.4 (0.5) | 1.5 (0.5) |
| MW | 5 | 1.8 (1.1) | 1.2 (0.4) | 1.4 (0.5) | 1.4 (0.9) |
| SO | 162 | 1.9 (1.1) | 1.8 (1.1) | 2.0 (1.1) | 2.1 (1.1) |
| SW | 157 | 2.1 (1.0) | 2.1 (0.9) | 2.2 (0.9) | 2.4 (1.0) |
| NW | 124 | 2.9 (0.6) | 2.9 (0.5) | 2.9 (0.6) | 2.9 (0.6) |

Additional questions on the measure focus on level of privacy during the interview(i.e., conducted privately with/without interruptions, with a partner or other adult present, with children present, or in a chaotic environment), caregiver's response to the A-CASI portion of the interview, and the caregiver's success in learning/using the A-CASI interview system. Findings from these items are not presented.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

Interviewer Ratings of Child

LONGSCAN, 1998

Description of Measure

Purpose

This rating form captures information about the method of interview administration and the interviewer's observations of the child during the interview, including how well the child seemed to be reading. Also assessed are the privacy of the interview environment, the child's comfort level and ability to use the Audio-Computer Assisted Self-Interview (A-CASI) system. The last section of the form is designed to capture validity concerns on the part of the interviewer. At Age 14, items were added to assess whether the interview was completed in one session, how many breaks were taken, how much time the interview took to complete, and to provide a place for the interviewer to record any additional comments the interviewer has about the interview or the child.

Conceptual Organization

Method of interview administration = 2 items

Assessment of child = 3 items

Assessment of interview environment = 2 items

Validity concerns = 2 items

At Age 14 only:

Other interview circumstances = 3 items

Interviewer comments = 1 item

Item Origin/Selection Process

Items were written by project investigators to capture post-interview observations, perceptions and validity concerns as described above in the *Purpose* section.

Materials

Laptop computer loaded with interview form set.

Time Required

4 -5 minutes

Administration Method

Self-administered.

Training

Interviewers were trained to recognize potential validity issues.

Scoring

Individual items may be utilized. Items that capture the interviewer's perceptions of the child use an item-specific five point rating scale. In most cases (all but '3f', the Underweight/Overweight item) higher item-level scores indicate more positive interviewer perceptions (e.g., attentiveness scores range from 1=Not attentive at all, to 5=Very attentive).

LONGSCAN Use

Data Points

Age 12 (IRCB)

Age 14 (IRCC)

Respondent

Interviewer

Mnemonic and Version

IRCB: Age 12 (9 items)

IRCC: Age 14 (13 items)

Rationale

Interviewer ratings of validity, and related interview and child characteristics, may be important variables to consider when constructing a dataset. Given that the interview was administered using an A-CASI, and that the A-CASI was a relatively new methodology for use with 12-year olds at the time the interview was developed, assessing respondents' ability to use the system was of interest. Respondents highly rated on specific characteristics (i.e., very anxious or very inattentive) may respond differently to the interview and individual items than would respondents less highly rated on these characteristics. Interviewer ratings of specific child characteristics, such as weight, may be of interest as both predictor and outcome variables.

Results

Descriptive Statistics

Table 1 provides descriptive statistics for the interviewer's perceptions of the child at the Age 12 interview. According to Table 1, means ranged between 3.8 and 4.2 for interviewer impressions of the child's: attentiveness, being relaxed, restfulness, cleanliness, and cooperativeness.

Table 1. Descriptive statistics for interviewer's impression of child at Age 12

| | N | Child is... | | | | |
|-----------------------|-----|---------------------------------------|-------------------------------|---------------------------------|--------------------------------------|-------------------------------------|
| | | Not attentive (1) to attentive (5) | Anxious (1) to relaxed (5) | Very tired (1) to rested (5) | Poorly groomed (1) to groomed (5) | Resistant (1) to cooperative (5) |
| | | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) |
| Overall | 832 | 4.0 (1.0) | 3.8 (1.0) | 3.9 (1.0) | 4.0 (1.0) | 4.2 (0.9) |
| <i>Child's Gender</i> | | | | | | |
| Male | 420 | 3.9 (1.0) | 3.7 (1.0) | 3.8 (1.0) | 4.0 (1.0) | 4.2 (1.0) |
| Female | 412 | 4.1 (1.0) | 3.8 (1.0) | 3.9 (1.0) | 4.1 (1.0) | 4.3 (0.9) |
| <i>Study Site</i> | | | | | | |
| EA | 178 | 4.6 (0.8) | 4.5 (0.8) | 4.5 (0.9) | 4.7 (0.7) | 4.7 (0.7) |
| MW | 101 | 4.4 (0.9) | 3.9 (1.0) | 4.1 (0.9) | 4.6 (0.7) | 4.6 (0.8) |
| SO | 156 | 3.8 (1.0) | 3.7 (1.1) | 3.6 (1.0) | 3.6 (1.0) | 4.2 (0.9) |
| SW | 233 | 4.2 (0.9) | 3.8 (1.0) | 4.0 (0.9) | 4.1 (0.9) | 4.5 (0.8) |
| NW | 164 | 3.1 (0.5) | 3.0 (0.4) | 3.0 (0.4) | 3.1 (0.5) | 3.1 (0.4) |

Table 2 provides descriptive statistics for the interviewer's impression of additional child characteristics, his/her ability to use a computer and reading ability at the Age 12 interview. According to Table 2, means ranged between 3.1 and 3.6 for interviewer impressions of the child's weight and level of cheerfulness. A majority of interviewers had high ratings for the child's ability to use a computer (M = 4.3).

Table 2. Descriptive statistics for interviewer's impression of child at Age 12

| | | <i>Child is...</i> | <i>Child with computer...</i> | <i>Child reads...</i> |
|-----------------------|----------|------------------------|-------------------------------|------------------------|
| | <u>N</u> | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) | <u>M</u> (<u>SD</u>) |
| Overall | 832 | 3.1 (0.7) | 3.6 (1.0) | 4.3 (0.9) |
| <i>Child's Gender</i> | | | | |
| Male | 420 | 3.0 (0.7) | 3.5 (0.9) | 4.3 (1.0) |
| Female | 412 | 3.1 (0.7) | 3.6 (1.0) | 4.4 (0.8) |
| <i>Study Site</i> | | | | |
| EA | 178 | 3.1 (0.8) | 4.1 (1.0) | 4.7 (0.8) |
| MW | 101 | 3.1 (0.6) | 3.7 (0.9) | 4.6 (0.7) |
| SO | 156 | 3.1 (0.8) | 3.6 (1.1) | 4.4 (0.9) |
| SW | 233 | 3.1 (0.7) | 3.4 (0.9) | 4.6 (0.7) |
| NW | 164 | 3.1 (0.5) | 3.1 (0.4) | 3.3 (0.6) |

Table 3 provides descriptive statistics for the interviewer's overall impression of the child at the Age 14 interview. According to Table 3, Age 14 means were somewhat higher than they were at Age 12.

Table 3. Descriptive statistics for interviewer's impression of child at Age 14

| | | <i>Child is...</i> | | | |
|-----------------------|-----------|------------------------|------------------------|------------------------|------------------------|
| | <u>N*</u> | <u>M</u> (<u>SD</u>) |
| Overall | 796 | 4.2 (1.0) | 4.1 (0.9) | 4.0 (1.0) | 4.1 (0.9) |
| <i>Child's Gender</i> | | | | | |
| Male | 384 | 4.1 (1.0) | 4.1 (0.9) | 3.9 (1.0) | 4.0 (1.0) |
| Female | 412 | 4.3 (0.9) | 4.1 (0.9) | 4.1 (0.9) | 4.2 (0.9) |
| <i>Study Site</i> | | | | | |
| EA | 195 | 4.6 (0.7) | 4.6 (0.7) | 4.6 (0.9) | 4.8 (0.5) |
| MW | 94 | 4.6 (0.7) | 4.7 (0.6) | 4.6 (0.8) | 4.8 (0.6) |
| SO | 161 | 4.4 (1.0) | 4.4 (0.9) | 4.2 (0.9) | 4.1 (0.9) |
| SW | 193 | 4.2 (0.8) | 3.9 (0.9) | 3.9 (0.9) | 4.1 (0.8) |
| NW | 153 | 3.0 (0.4) | 3.0 (0.2) | 3.0 (0.2) | 3.0 (0.3) |

Note: * Sample N's change slightly across items.

Table 4 provides descriptive statistics for the interviewer's impression of additional child characteristics, and his/her ability to use a computer and reading ability at the Age 14 interview. According to Table 4, means for the overall Age 14 sample ranged between 3.1 and 3.7 for interviewer impressions of the child's weight and level of cheerfulness. At Age 14, a majority of interviewers had high ratings for the child's ability to use a computer (M = 4.3).

Table 4. Descriptive statistics for interviewer's impression of child at Age 14

| | <i>Child is...</i> | <i>Child with computer...</i> | <i>Child reads...</i> |
|-----------------------|--------------------------------------|----------------------------------|--|
| | Underweight (1) to overweight (5) | Depressed (1) to cheerful (5) | Not able to use (1) to very comfortable (5) |
| | <u>N*</u> | <u>M (SD)</u> | <u>M (SD)</u> |
| Overall | 796 | 3.1 (0.6) | 3.7 (0.9) |
| <i>Child's Gender</i> | | | |
| Male | 384 | 3.1 (0.6) | 4.3 (1.0) |
| Female | 412 | 3.2 (0.6) | 4.4 (0.9) |
| <i>Study Site</i> | | | |
| EA | 195 | 3.1 (0.6) | 4.7 (0.8) |
| MW | 94 | 3.1 (0.7) | 4.5 (1.2) |
| SO | 161 | 3.2 (0.7) | 4.5 (0.8) |
| SW | 193 | 3.1 (0.6) | 4.5 (0.8) |
| NW | 153 | 3.1 (0.3) | 3.3 (0.6) |

Note: * Sample N's change slightly across items.

Validity of individual Age 12 interview administrations

97% of interviewers had no major concerns about the overall validity of individual Age 12 interviews. Seven percent of interviewers had minor concerns, which would not have affected the overall validity of the interview. Four percent of interviewers ($n = 32$) reported either major or minor concerns about a specific measure at age 12 (see Table 5 below).

Table 5. Age 12 Interview: Interviewer's measures-specific validity ratings

| <i>Instruments</i> | <i>Concerns about the validity of a specific instrument?</i> | |
|---|--|---------------------|
| | Minor Concerns n | Major Concerns n |
| WRAT-3 Reading Test | 5 | 1 |
| WRAT-3 Math Test | 4 | 5 |
| Youth Self Report Form: Social Competence | 5 | 4 |
| Youth Self Report Form: Behavior | 7 | 4 |
| Multi-group Ethnicity Form | 5 | 2 |
| Parental Monitoring | 3 | 2 |
| Quality of Relationship with Mother | 1 | 2 |
| Quality of Relationship with Father | 1 | 2 |
| Self Report of Psychological Abuse | 0 | 4 |
| Self Report of Physical Abuse | 1 | 2 |
| Self Report of Sexual Abuse | 2 | 6 |
| Self Report of Sexual Abuse (supplement) | 1 | 5 |
| About My Parents | 3 | 3 |
| History of Witnessed Violence | 6 | 4 |
| Peer Relationships | 2 | 2 |
| Risk Behavior of Family and Friends | 2 | 2 |
| Child Health and Development | 3 | 2 |
| Adolescent Sexual Experience | 2 | 2 |
| Adolescent Substance Involvement | 3 | 2 |
| Adolescent Delinquency Survey | 2 | 2 |
| Trauma Symptom Checklist | 4 | 3 |
| Social Concerns and Desirability | 1 | 2 |
| School Orientation and Behavior Problems | 1 | 2 |
| Resilience Factors | 2 | 2 |

Note: These are not mutually exclusive (i.e., an interviewer may have concerns with more than one measure.)

Validity of individual Age 14 interview administrations

98% of interviewers reported no major validity concerns with the administration of individual Age 14 interviews. Seven percent of interviewers had minor concerns, which would not affect the validity of the overall interview. Three percent of interviewers ($n = 24$) had either a minor or major concern about a specific measure (see Table 6 below).

Table 6. Age 14 Interview: Interviewer's measures-specific validity ratings

| <i>Instruments</i> | <i>Concerns about the validity of a specific instrument?</i> | |
|--|--|---------------------|
| | Minor Concerns n | Major Concerns n |
| After School Activities and Supervision | 5 | 0 |
| Family Routines | 5 | 0 |
| Parental Monitoring | 3 | 1 |
| Quality of Relationship with Mother | 3 | 2 |
| Quality of Relationship with Father | 4 | 0 |
| About My Parents | 4 | 0 |
| DISC | 11 | 6 |
| History of Witnessed Violence | 2 | 2 |
| Peer Relationships | 2 | 2 |
| Risk Behaviors of Family and Friends | 2 | 2 |
| Child Health and Development | 2 | 2 |
| Adolescent Sexual Experience | 1 | 3 |
| Gun Accessibility | 2 | 2 |
| School Orientation and Behavior Problems | 2 | 2 |
| Future Events Questionnaire | 1 | 2 |
| Resilience Factors | 2 | 2 |

Note: These are not mutually exclusive (i.e., an interviewer may have concerns with more than one measure).

Additional questions focus on how the interview was conducted (i.e., privately with/without interruptions, with an adult present, how long the interview took, # of breaks taken), child's responses to the A-CASI portion of the interview, and the child's success in learning to use the A-CASI interview system.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

Multi-group Ethnic Identity Measure

Jean S. Phinney

1992

Description of Measure

Purpose

To assess ethnic identity using adolescent self-report.

Conceptual Organization

Development of this measure was originally grounded in Erikson's theories of identity formation and modeled on the Objective Measure of Ego Identity Status (Adams et al., 1987). Four general aspects of ethnic identity are assessed, including: positive ethnic attitudes and sense of belonging; ethnic identity of achievement; ethnic behaviors or practices; and other-group orientation, which allow the measure to be used across ethnic groups. Ethnic identity is conceptualized as a continuous variable.

Materials

Paper forms and pencil, or other self-administration format

Time Required

1-3 minutes

Administration Method

Either interviewer or self- administered.

Training

Training needs are minimal.

Scoring

Respondents are asked to indicate the degree to which they agree with item statements (1 = strongly disagree to 4 = strongly agree). Subscales include Affirmation and Belonging; Ethnic Identity Achievement; Ethnic Behaviors; and Other Group Orientation. A two-factor structure - ethnic identity and other-group orientation - is also reported by the author.

Score Interpretation

Higher scores indicate higher levels of ethnic identity achievement.

Psychometric Support

Reliability

The author reports Cronbach alphas for the subscales range between .69 and .81 in a high school sample, and between .74 and .90 for a college sample. The alphas were the highest for the 14-item scale (.81 for the high school sample and .90 for the college sample). The Ethnic practices and behaviors subscale was not assessed because it is comprised of only two items. The Other Group Orientation scale had alphas of .71 and .74 for high school and college students respectively (Phinney, 1992).

LONGSCAN Use

Data Point

Age 12

Respondent

Youth respondent (we need to make a decision across all Age 12 MM write-ups – are we going to use Child or Youth? I think it best that we be consistent. The Interview is called a Child interview – we didn't use the word youth on the interview cover until Age 14.

Mnemonic and Version

MEIA

MEIS is the scored dataset.

Rationale

Ethnic identity is considered to be a significant predictor of development, particularly for minority children. The Multi-group Ethnic Identity Measure was well known and developed for use across ethnic groups.

Administration and Scoring Notes

A-CASI administration

Scoring Modifications

Given LONGSCAN modifications to the measure only 2 of the 4 subscales can be scored:

Affirmation & Belonging (items 4, 6, 10, 12, and 14)

Other Group Orientation (items 3, 5, 7, 9, 11, and 13)

Several items from the Ethnic Identity Achievement subscale, and neither of the Ethnic Behavior items, were administered. The total score as specified by the author cannot be utilized due to these and other missing items.

Additionally, LONGSCAN simplified the wording of items 8, 10, and 12, and the response set was presented in reverse order compared to the original measure.

Results

Descriptive Statistics

Table 1 displays the frequencies for the ethnic group that 12 year-old participants feel they “most” belong to, by child’s gender and study site. A majority of children (57%) felt their ethnicity was African American; 21% Caucasian; 6% Hispanic; 7% Native American; 1% Asian; and 9% reported their ethnicity as “mixed”.

Table 1. Frequencies for the ethnic group that children feel they “most” belong to by demographics

| | Ethnic group child feels they MOST belong to... | | | | | | |
|-------------------|---|-----------|----------|-----------------|-------|------------|------|
| | African American | Caucasian | Hispanic | Native American | Asian | Mixed Race | |
| | N | % | % | % | % | % | % |
| <i>Overall</i> | 864 | 56.6 | 20.7 | 6.2 | 6.7 | 1.2 | 8.6 |
| <i>Gender</i> | | | | | | | |
| Male | 430 | 56.5 | 19.5 | 6.7 | 7.0 | 1.2 | 9.1 |
| Female | 434 | 56.7 | 21.9 | 5.8 | 6.4 | 1.1 | 8.1 |
| <i>Study Site</i> | | | | | | | |
| EA | 183 | 89.1 | 5.5 | 0.0 | 3.3 | 0.0 | 2.2 |
| MW | 123 | 62.0 | 9.8 | 8.9 | 4.9 | 1.6 | 13.0 |
| SO | 160 | 65.6 | 30.6 | 0.0 | 2.5 | 0.0 | 1.2 |
| SW | 224 | 42.9 | 25.0 | 15.2 | 6.7 | 2.2 | 8.0 |
| NW | 174 | 28.2 | 29.9 | 5.2 | 15.5 | 1.7 | 19.5 |

Table 2 displays the descriptive statistics for multi-group ethnicity mean scores (i.e., affirmation & belonging and other group orientation), by child’s gender and study site. Girls reported higher mean scores for both mean scores when compared to boys.

Table 2. Descriptive Statistics for Multi-group Ethnicity Mean Scores by demographics

| | Affirmation & Belonging | | | Other Group Orientation | | |
|---------------------------------|-------------------------|----------|-----------|-------------------------|----------|-----------|
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| | | | | | | |
| <i>Overall</i> | 844 | 3.18 | (0.51) | 856 | 3.15 | (0.49) |
| <i>Gender</i> | | | | | | |
| Male | 420 | 3.17 | (0.53) | 422 | 3.10 | (0.48) |
| Female | 424 | 3.19 | (0.49) | 434 | 3.18 | (0.49) |
| <i>Ethnicity (from table 1)</i> | | | | | | |
| African American | 478 | 3.22 | (0.53) | 480 | 3.12 | (0.51) |
| Caucasian | 173 | 3.08 | (0.44) | 175 | 3.14 | (0.49) |
| Hispanic | 52 | 3.21 | (0.54) | 51 | 3.22 | (0.43) |
| Native American | 58 | 3.24 | (0.44) | 58 | 3.18 | (0.46) |
| Asian | 9 | 3.20 | (0.45) | 9 | 3.27 | (0.46) |
| Mixed Race | 67 | 3.06 | (0.53) | 73 | 3.27 | (0.40) |
| <i>Study Site</i> | | | | | | |
| EA | 181 | 3.22 | (0.51) | 180 | 3.02 | (0.52) |
| MW | 118 | 3.19 | (0.50) | 121 | 3.10 | (0.47) |
| SO | 160 | 3.19 | (0.46) | 163 | 3.10 | (0.44) |
| SW | 216 | 3.14 | (0.54) | 220 | 3.24 | (0.49) |
| NW | 169 | 3.16 | (0.53) | 172 | 3.21 | (0.47) |

Reliability

Internal consistency for the Multi-group Ethnicity Mean Scores using the LONGSCAN sample was good (Affirmation & Belonging = .77 and Other Group Orientation = .73).

Publisher Information

See Phinney, J.S. (1992). The Multi-group Ethnic Identity Measure: A new scale for use with diverse groups. *Journal of Adolescent Research*, 7, 156-176.

References and Bibliography

Phinney, J. S. (1992). The Multi-group Ethnic Identity Measure: A new scale for use with diverse groups. *Journal of Adolescent Research*, 7, 156-176.

Phinney, J. S. (1992). Ethnic identity in adolescence: process, context and outcome. In G.R. Adams, T.P. Gullotta, and Montemayor, R. (Eds.) *Adolescent Identity Formation* (pp.145-172). Newbury Park, California: Sage Publications, Inc.

Johnson, R. & Schneider, M. (1997). Ethnic Identity Literature Review and Measurement Recommendations. Unpublished report, LONGSCAN.

Parental Monitoring

Adapted from Patterson & Stouthamer-Loeber, 1984

Description of Measure

Purpose

These parallel measures are designed to assess a caregiver's level of monitoring of his/her adolescent and the adolescent's perceived level of monitoring by his/her caregiver.

Conceptual Organization

A lower level of parental monitoring has been associated with higher levels of delinquency among adolescent boys (Patterson & Stouthamer-Loeber, 1984) and with antisocial behavior in preadolescent boys (Patterson, 1982). Monitoring of three broad domains, including youth's use of money, whereabouts and activities, and friends are assessed. Caregivers who know more about each of these domains are considered to have higher levels of monitoring.

Item Origin/Selection Process

The literature on parental monitoring was reviewed and the five items comprising this measure have been used to assess parental monitoring in multiple studies, including the Child Development Project (Laird, Pettit & Dodge) and the Oregon Youth Study.

Materials

A-CASI delivery system. These measures may also be interviewer administered or self-administered with paper and pencil.

Time Required

1 minute

Administration Method

A-CASI

Training

Minimal training is required.

Scoring

Score Types

Five items were asked assessing caregiver knowledge, and youth's perception of caregiver knowledge, of youth's friends, activities and whereabouts, and money use. A mean score of these 5 items can be constructed to create an overall parental monitoring mean score, separately for caregivers and adolescents.

Score Interpretation

Higher scores indicated higher levels of monitoring or perceived monitoring.

Norms and/or Comparative Data

Versions of these items have been used in multiple studies in which higher levels of parental monitoring has been associated with better adolescent outcomes. Studies referenced include the Oregon Youth Study and the Child Development Project (Pettit, Bate & Dodge).

LONGSCAN Use

Data Points

Ages 12, 14, and 16

Respondent

Youth and Caregiver

Mnemonic and Version

Child report: PMCA (Age 12, 14, and 16)

Caregiver report: PMPA (Age 12, 14, and 16)

Rationale

Higher levels of parental monitoring have been associated with better youth outcomes, although levels of parental monitoring normatively decrease with youth age.

Administration and Scoring Notes

Higher scores indicate higher levels of parental monitoring.

Results

Descriptive Statistics

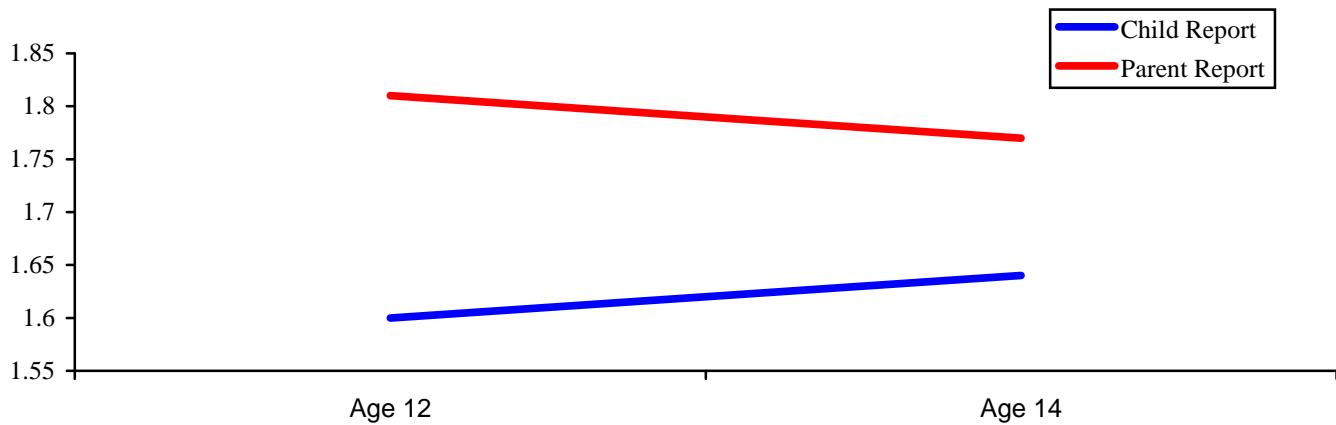
Descriptive statistics will only be reported for ages 12 and 14. Age 16 data collection is ongoing, therefore descriptive statistics for age 16 will be reported at a later time. Table 1 and Figure 1 provide means and standard deviations of both the child and caregiver's parental monitoring mean score, overall and separately by demographics. At age 12 and 14, caregivers reported higher mean scores than children overall. Girls reported higher parental monitoring mean scores than boys. Surprisingly, youth self reported that parental monitoring increased, rather than decreased, between ages 12 and 14.

Table 1. Means and Standard Deviations for Parental Monitoring Scores by Demographics

| | Parent's Parental Monitoring Mean Score | | | | | | Child's Parental Monitoring Mean Score | | | | | |
|-----------------------|---|------|------|--------|------|------|--|------|------|--------|------|------|
| | Age 12 | | | Age 14 | | | Age 12 | | | Age 14 | | |
| | N | M | SD | N | M | SD | N | M | SD | N | M | SD |
| <i>Overall</i> | 941 | 1.81 | 0.25 | 837 | 1.77 | 0.33 | 877 | 1.60 | 0.40 | 780 | 1.64 | 0.36 |
| <i>Child's Gender</i> | | | | | | | | | | | | |
| Male | 464 | 1.80 | 0.26 | 412 | 1.75 | 0.31 | 433 | 1.57 | 0.41 | 383 | 1.61 | 0.36 |
| Female | 477 | 1.83 | 0.25 | 425 | 1.78 | 0.33 | 444 | 1.63 | 0.38 | 397 | 1.66 | 0.37 |
| <i>Study Site</i> | | | | | | | | | | | | |
| EA | 186 | 1.78 | 0.27 | 197 | 1.76 | 0.34 | 186 | 1.56 | 0.41 | 193 | 1.64 | 0.36 |
| MW | 160 | 1.81 | 0.32 | 82 | 1.70 | 0.44 | 122 | 1.66 | 0.38 | 56 | 1.76 | 0.29 |
| SO | 173 | 1.81 | 0.25 | 173 | 1.79 | 0.30 | 164 | 1.63 | 0.36 | 168 | 1.65 | 0.36 |
| SW | 231 | 1.83 | 0.23 | 205 | 1.74 | 0.32 | 228 | 1.56 | 0.43 | 193 | 1.58 | 0.40 |
| NW | 191 | 1.84 | 0.21 | 180 | 1.80 | 0.25 | 177 | 1.64 | 0.37 | 170 | 1.66 | 0.35 |

Source. Based on data received at the Coordinating Center through January '07.

Figure 1. Graph of Parental Monitoring Scores by Respondent



Reliability

As can be seen in Table 3, internal consistency for the Parental Monitoring mean scores was good (ranging from .68 to .79).

Table 2. Cronbach Alphas for Parental Monitoring Mean Scores

| | Caregiver's Parental Monitoring Mean Score | | | | Child's Parental Monitoring Mean Score | | | |
|---------|--|----------|--------|----------|--|----------|--------|----------|
| | Age 12 | | Age 14 | | Age 12 | | Age 14 | |
| | N | α | N | α | N | α | N | α |
| Overall | 941 | .68 | 837 | .79 | 877 | .69 | 780 | .69 |

Source. Based on data received at the Coordinating Center through January '07.

Predictive Validity

Tables 3 and 4 provide correlations between the Parental Monitoring Mean Scores and select age 12 and 14 outcomes (i.e., T scores from the Child Behavior Checklist, Trauma Symptom Checklist, and Youth Self Report Form).

Table 3. Correlations between Age 12 Parental Monitoring Mean Scores and select Age 12 Child Outcomes

| | Caregiver's Parental Monitoring Mean Score N Age 12 | Child's Parental Monitoring Mean Score N Age 12 |
|-----------------------------------|---|---|
| Child Behavior Checklist T Scores | 933 | |
| Internalizing Problems | | -.15*** |
| Externalizing Problems | | -.18*** |
| Total Problems | | -.17*** |
| Youth Self Report T Scores | 851 | |
| Internalizing Problems | | -.09** |
| Externalizing Problems | | -.14*** |
| Total Problems | | -.11*** |
| Trauma Symptom Checklist T Scores | 829 | |
| Anger | | -.12*** |
| Anxiety | | -.02 |
| Depression | | -.08* |
| PTSD | | -.03 |
| Dissociation | | -.04 |

Source. Based on data received at the Coordinating Center through January '07.

* <.05, ** <.01, *** <.001

Table 4. Correlations between Age 14 Parental Monitoring Mean Scores and Age 14 CBCL Scores

| | Caregiver's Parental Monitoring Mean Score <u>N</u> | Age 14 | Child's Parental Monitoring Mean Score <u>N</u> | Age 14 |
|-----------------------------------|---|---------|---|---------|
| | | | | |
| Child Behavior Checklist T Scores | 828 | | 756 | |
| Internalizing Problems | | -.23*** | | -.12*** |
| Externalizing Problems | | -.30*** | | -.16*** |
| Total Problems | | -.27*** | | -.12*** |

Source. Based on data received at the Coordinating Center through January '07.

* $<.05$, ** $<.01$, *** $<.001$

References and Bibliography

Patterson, G., & Stouthamer-Loeber, M. (1984). The correlation of family management practices and delinquency. *Child Development, 55*, 1299-1307.

The Child Development Project. www.cdp_auburn.edu

The Oregon Youth Study. www.oslc.org/about/overview.html

Parent's Future Expectations LONGSCAN, 1998

Description of Measure

Purpose

This measure is intended to assess a caregiver's educational expectations for their adolescent. Two additional items ask about the best thing that has recently happened for the caregiver, and the caregiver's goals for the upcoming year.

Conceptual Organization

One item assesses the importance the caregiver attaches to educational achievement, and a second asks about the highest level the caregiver expects the child to go in school, with response options ranging from "Leave as soon as possible" to "Graduate or Professional School."

Materials

Laptop with programmed interview

Time Required

1-2 minutes

Administration Method

Interviewer-administered

Training

Minimal

Scoring

Item-level data, no scoring is involved.

LONGSCAN Use

Data Points

Ages 12, 14, and 16

Respondent

Caregiver

Mnemonic and Version

PFEA: Ages 12, 14, and 16

Rationale

Parental expectations of educational achievement have been found to be related to resilience and higher educational achievement.

Results

Descriptive Statistics

Tables 1 and 2 provide frequencies for items on the ages 12 and 14 Future Expectations Questionnaire by sample demographics. At both ages 12 and 14, parents were invested in their child's educational

achievement; 99% felt it was somewhat to extremely important that their child do well in school. At least 67% reported that they expected their child to go to college and/or graduate school.

Table 1. Age 12 Caregiver's Educational Expectations

| | How important is it for your child to do well in school? | | | What is the highest level of schooling you expect your child to go? | | | | |
|-----------------------|--|---------|---------------------------------|---|----------------------------|------------------------------|------------------------------------|------------|
| | Not Important | | Somewhat to Extremely Important | Not Graduate H.S. | Get GED or H.S. graduation | College or Community College | Graduate or Professional Schooling | |
| | N | n (%) | n (%) | N | n (%) | n (%) | n (%) | |
| <i>Overall</i> | 941 | 7 (0.7) | 934 (99.3) | 436 | 9 (1.0) | 290 (31.0) | 492 (52.6) | 145 (15.5) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 465 | 5 (0.5) | 460 (48.9) | 461 | 8 (0.8) | 158 (16.9) | 231 (24.7) | 64 (6.8) |
| Female | 476 | 2 (0.2) | 474 (50.4) | 475 | 1 (0.1) | 132 (14.1) | 261 (27.9) | 81 (8.6) |
| <i>Study Site</i> | | | | | | | | |
| EA | 185 | 0 (0.0) | 185 (19.7) | 185 | 3 (0.3) | 64 (6.8) | 86 (9.2) | 32 (3.4) |
| MW | 167 | 0 (0.0) | 167 (17.7) | 167 | 0 (0.0) | 22 (2.3) | 91 (9.7) | 54 (5.8) |
| SO | 173 | 4 (0.4) | 169 (17.9) | 172 | 3 (0.3) | 78 (8.3) | 86 (9.2) | 5 (0.5) |
| SW | 229 | 2 (0.2) | 227 (24.1) | 226 | 2 (0.2) | 56 (6.0) | 130 (14.0) | 38 (4.1) |
| NW | 187 | 1 (0.1) | 186 (19.8) | 186 | 1 (0.1) | 70 (7.5) | 99 (10.6) | 16 (1.7) |

Notes. Based on data received at the Coordinating Center through August '07.

Table 2. Age 14 Caregiver's Educational Expectations

| | How important is it for your child to do well in school? | | | What is the highest level of schooling you expect your child to go? | | | | |
|-----------------------|--|---------|---------------------------------|---|----------------------------|------------------------------|------------------------------------|------------|
| | Not Important | | Somewhat to Extremely Important | Not Graduate H.S. | Get GED or H.S. graduation | College or Community College | Graduate or Professional Schooling | |
| | N | n (%) | n (%) | N | n (%) | n (%) | n (%) | |
| <i>Overall</i> | 839 | 2 (0.2) | 837 (99.8) | 835 | 9 (1.1) | 268 (32.1) | 430 (51.5) | 128 (15.3) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 411 | 2 (0.2) | 409 (48.7) | 408 | 7 (0.8) | 148 (17.7) | 186 (22.3) | 67 (8.0) |
| Female | 428 | 0 (0.0) | 428 (51.0) | 427 | 2 (0.2) | 120 (14.4) | 244 (29.2) | 61 (7.3) |
| <i>Study Site</i> | | | | | | | | |
| EA | 192 | 0 (0.0) | 192 (22.9) | 192 | 1 (0.1) | 66 (7.9) | 80 (9.6) | 45 (5.4) |
| MW | 102 | 0 (0.0) | 102 (12.2) | 102 | 0 (0.0) | 20 (2.4) | 50 (6.0) | 32 (3.8) |
| SO | 170 | 0 (0.0) | 170 (20.3) | 169 | 1 (0.1) | 52 (6.2) | 103 (12.3) | 13 (1.6) |
| SW | 197 | 0 (0.0) | 197 (23.5) | 197 | 4 (0.5) | 54 (6.5) | 109 (13.1) | 24 (3.6) |
| NW | 178 | 2 (0.2) | 176 (21.0) | 175 | 3 (0.4) | 76 (9.1) | 88 (10.5) | 8 (1.0) |

Notes. Based on data received at the Coordinating Center through August '07.

The items assessing the 'best thing that has recently happened to the caregiver' and 'his/her goals for the coming year' have narrative responses that are uncoded in the LONGSCAN data set. Therefore, descriptive statistics are not reported for these items.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

Peer Relationships

LONGSCAN, 1998

Description of Measure

Purpose

This measure secures adolescent self-report of own peer relationships.

Conceptual Organization

This project-developed measure includes seven adolescent self-report items on peer relationships. Three items assess the adolescent participant's perception of how "other kids" at school treat them, and single items ask whether or not s/he has a best friend, a friendship group, and level of satisfaction with these friendships.

Materials

A-CASI

Time Required

1 minute

Administration Method

A-CASI

Training

Minimal

Scoring

The first three items asking about peers at school have response options of 1 (Almost no one...) to to 4 (Almost all the kids...). Higher scores on these items indicate more peer problems. Items 4 and 5, on existence of best friend and friendship group, have yes/no response options. Yes responses are followed up by an item on level of satisfaction with this friendship, with response options ranging from 1=Not at all satisfied to 3=Very satisfied.

No scoring is currently recommended for this measure. Individual items may be used.

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Adolescent

Mnemonic and Version

PRLA (Ages 12 and 14)

Rationale

Studies have linked maltreatment with compromised peer relations, often as a result of the aggressive behavior displayed by some maltreated children. Poor peer relationships may also contribute to subsequent delinquency and conduct disorders. Having a best friend has been found to be associated with increased self esteem among maltreated children.

Results

Descriptive Statistics

Tables 1 and 2 provide frequencies for items from the Age 12 Peer Relationships measure by gender and study site. When asked how many kids at school “are friendly towards you”, 53% felt that “Almost No one” was friendly and a majority (70%) reported that most kids ignored them. Almost 90 % of youth reported having a friendship group, and 92% reported having a best friend.

Table 1. Age 12 Peer Relationships by Gender and Site

| | How many kids at school are friendly toward you? | | | | | How many kids at school ignore you? | | | | |
|-----------------------|--|-----|-------------|------|---------------|-------------------------------------|------|-------------|------|---------------|
| | Almost All | | Almost Half | | Almost No one | Almost All | | Almost Half | | Almost No one |
| | N | % | N | % | % | N | % | N | % | % |
| <i>Overall</i> | 864 | 5.3 | 15.9 | 25.3 | 53.5 | 862 | 70.1 | 16.8 | 7.9 | 5.2 |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 429 | 6.5 | 14.9 | 27.3 | 51.3 | 427 | 67.2 | 17.8 | 8.9 | 6.1 |
| Female | 435 | 4.1 | 16.8 | 23.4 | 55.6 | 435 | 72.9 | 15.9 | 6.9 | 4.4 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 184 | 4.3 | 16.3 | 22.8 | 56.5 | 184 | 64.7 | 21.7 | 7.6 | 6.0 |
| MW | 119 | 8.4 | 14.3 | 21.0 | 56.3 | 119 | 74.9 | 13.4 | 5.0 | 6.7 |
| SO | 162 | 4.9 | 16.7 | 24.1 | 54.3 | 161 | 75.2 | 16.2 | 5.0 | 3.7 |
| SW | 224 | 4.9 | 16.1 | 27.7 | 51.3 | 223 | 67.2 | 16.5 | 11.0 | 4.9 |
| NW | 175 | 5.1 | 15.4 | 29.1 | 50.3 | 175 | 70.9 | 15.0 | 9.1 | 5.1 |

Notes. Source. Based on data received at the Coordinating Center through January '07.

Table 2. Age 12 Peer Relationships by Gender and Site

| | How many kids at school are unfriendly/mean? | | | | | Is there a group of friends you usually hang out with? | | Do you have a best friend? | |
|-----------------------|--|------|-------------|------|---------------|--|------|----------------------------|------|
| | Almost All | | Almost Half | | Almost No one | Yes | | Yes | |
| | N | % | N | % | % | N | % | N | % |
| <i>Overall</i> | 862 | 73.1 | 14.6 | 7.5 | 4.8 | 867 | 87.7 | 866 | 92.3 |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 426 | 48.7 | 14.3 | 7.0 | 4.9 | 430 | 86.3 | 429 | 90.7 |
| Female | 436 | 72.5 | 14.9 | 8.0 | 4.6 | 437 | 89.0 | 437 | 93.8 |
| <i>Study Site</i> | | | | | | | | | |
| EA | 184 | 72.8 | 11.9 | 10.3 | 5.0 | 185 | 82.7 | 185 | 85.9 |
| MW | 118 | 72.0 | 16.9 | 7.6 | 3.4 | 120 | 84.2 | 120 | 94.2 |
| SO | 162 | 77.2 | 15.4 | 4.3 | 3.1 | 163 | 90.2 | 163 | 93.9 |
| SW | 223 | 69.0 | 15.2 | 9.4 | 5.4 | 224 | 91.5 | 224 | 95.1 |
| NW | 175 | 74.3 | 14.3 | 5.1 | 6.3 | 175 | 88.0 | 174 | 92.5 |

Notes. Source. Based on data received at the Coordinating Center through January '07.

Tables 3 and 4 provide frequencies for items from the Age 14 Peer Relationships measure by gender and study site. When asked how many kids at school were “friendly towards you”, 54% of 14 year-olds felt that “Almost No one” was friendly and a majority (74%) reported that most kids ignored them. Almost 90% reported having a friendship group, and 86% reported that they had a best friend.

Table 3. Age 14 Peer Relationships by Gender and Study Site

| | How many kids at school are friendly? | | | | | How many kids at school ignore you? | | | | |
|-----------------------|---------------------------------------|-----|-------------|------|---------------|-------------------------------------|------|-------------|-----|---------------|
| | Almost All | | Almost Half | | Almost No one | Almost All | | Almost Half | | Almost No one |
| | N | % | % | % | % | N | % | % | % | % |
| <i>Overall</i> | 766 | 3.4 | 16.8 | 25.3 | 54.4 | 766 | 74.2 | 14.9 | 6.5 | 4.4 |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 375 | 3.7 | 17.1 | 26.9 | 52.3 | 375 | 72.5 | 17.6 | 5.1 | 4.8 |
| Female | 391 | 3.1 | 16.6 | 23.8 | 56.5 | 391 | 75.7 | 12.3 | 7.9 | 4.1 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 190 | 1.0 | 14.2 | 23.7 | 61.1 | 190 | 74.7 | 14.7 | 7.4 | 3.2 |
| MW | 54 | 1.9 | 11.1 | 18.5 | 68.5 | 54 | 72.2 | 18.5 | 7.4 | 3.2 |
| SO | 165 | 3.0 | 19.4 | 27.9 | 49.7 | 165 | 77.6 | 8.5 | 9.7 | 4.2 |
| SW | 190 | 3.2 | 15.3 | 27.4 | 54.2 | 190 | 78.9 | 12.6 | 4.7 | 3.7 |
| NW | 167 | 7.2 | 20.9 | 24.5 | 47.3 | 167 | 65.3 | 22.7 | 4.2 | 7.8 |

Notes. Source. Based on data received at the Coordinating Center through January '07.

Table 4. Age 14 Peer Relationships Measure by Gender and Study Site

| | How many kids at school are unfriendly? | | | | | Is there a group of friends you usually hang out with? | | Do you have a best friend? | |
|-----------------------|---|------|-------------|-----|---------------|--|-------|----------------------------|-------|
| | Almost All | | Almost Half | | Almost No one | N | Yes % | N | Yes % |
| | N | % | % | % | % | | | | |
| <i>Overall</i> | 767 | 82.5 | 10.2 | 5.0 | 2.3 | 680 | 88.7 | 66.2 | 86.2 |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 376 | 84.0 | 9.6 | 4.8 | 1.6 | 376 | 87.8 | 377 | 81.4 |
| Female | 391 | 81.1 | 10.7 | 5.1 | 3.1 | 391 | 89.5 | 391 | 90.8 |
| <i>Study Site</i> | | | | | | | | | |
| EA | 191 | 84.8 | 7.8 | 5.8 | 1.6 | 191 | 86.9 | 191 | 84.3 |
| MW | 54 | 90.7 | 7.4 | 1.9 | 0.0 | 54 | 75.9 | 54 | 85.2 |
| SO | 165 | 80.6 | 11.5 | 4.2 | 3.6 | 165 | 91.5 | 165 | 90.9 |
| SW | 190 | 81.0 | 12.6 | 5.3 | 1.0 | 190 | 92.1 | 190 | 84.2 |
| NW | 167 | 80.8 | 9.6 | 5.4 | 4.2 | 167 | 88.0 | 168 | 86.3 |

Notes. Source. Based on data received at the Coordinating Center through January '07.

Reliability

At Ages 12 and 14, LONGSCAN also collected data using Teacher's Estimation of Peer Status (Lemerise & Dodge, 1990). This measure was used to estimate teacher's perceptions of the participant's peer status. It included six items assessing the participant's peer status through the number of nominations that child would receive by his/her classmates in a given situation (e.g., would like most or least for play or work partner). Higher scores on individual items of the Teacher's Estimation reflect more peer problems. Tables

5 and 6 illustrate some moderately significant correlations between self-report of peer relationships and the teacher's estimation of peer status.

Table 5. Correlations between Age 12 Peer Relationships and Teacher Estimation of Peer Status

| | Self-Report of Peer Relationships | | |
|---|---|--|---|
| | How many kids at school are friendly? | How many kids at school ignore you | How many kids at school are unfriendly? |
| | <i>Teacher Estimation of Peer Status</i> | | |
| Would be liked MOST for play or work partner | -.14*** | .12** | .14** |
| Would be liked LEAST for play or work partner | .08* | -.13*** | -.14*** |
| Starts arguments or fights | -.10* | .00 | -.01 |
| Gets angry easily | -.10* | .03 | .00 |
| Good at leading others | -.08 | .01 | .05 |
| Gets picked on or teased | .12** | -.15*** | -.18*** |

Notes. Sample N = 504.

Table 6. Correlations between Age 14 Peer Relationships and Teacher Estimation of Peer Status

| | Self-Report of Peer Relationships | | |
|---|---|--|---|
| | How many kids at school are friendly? | How many kids at school ignore you | How many kids at school are unfriendly? |
| | <i>Teacher Estimation of Peer Status</i> | | |
| Would be liked MOST for play or work partner | -.23*** | .18*** | .20*** |
| Would be liked LEAST for play or work partner | .16*** | -.17*** | -.10* |
| Starts arguments or fights | .06 | -.08 | -.04 |
| Gets angry easily | .05 | -.06 | -.01 |
| Good at leading others | -.12* | .13** | .13** |
| Gets picked on or teased | .24*** | -.19*** | -.18*** |

Notes. Sample N = 410.

Predictive Validity

Validity of the Age 12 and 14 peer relationship items were examined through correlations with the Internalizing Behaviors and Social Competence T scores of the CBCL and YSR (Achenbach, 1991). Moderate correlations are found in tables 7 and 8.

Table 7. Correlations between Age12 Peer Relationship items and CBCL/YSR

| | Self-Report of Peer Relationships | | | | | |
|---------------------------------|---|--|---|---------|-----|---------|
| | How many kids at school are friendly? | How many kids at school ignore you | How many kids at school are unfriendly? | | | |
| | N | N | N | | | |
| <i>Child Behavior Checklist</i> | | | | | | |
| Internalizing T Score | 839 | -.10** | 837 | .07* | 837 | .08* |
| Social Competence Total Score | 794 | .11* | 792 | -.13*** | 791 | -.16*** |
| <i>Youth Self-Report Form</i> | | | | | | |
| Internalizing T Score | 850 | -.20*** | 848 | .25*** | 848 | .28*** |
| Social Competence Total Score | 821 | -.15*** | 819 | -.05 | 819 | -.10** |

Table 8. Correlations between Age14 Peer Relationship and CBCL

| | Self-Report of Peer Relationships | | | | |
|---------------------------------|---|--|---|-----|--------|
| | How many kids at school are friendly? | How many kids at school ignore you | How many kids at school are unfriendly? | | |
| | N | N | N | | |
| <i>Child Behavior Checklist</i> | | | | | |
| Internalizing T Score | 744 | -.16*** | .12** | 745 | .15*** |
| Social Competence Total Score | 225 | .05 | -.06 | | -.13* |

Note. † Only includes 2 Sites.

Publisher Information

The measure is free and available for use after the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures. Further instructions may be found at <http://www.iprc.unc.edu/longscan/>.

References

- Achenbach, T.M. (1991). Manual for the Child Behavior Checklist/4-18 and 1991 Profile. Burlington, VT: University of Vermont, Department of Psychiatry.
- Achenbach, T.M. (1991). Manual for the Youth Self-Report and 1991 Profile. Burlington, VT: University of Vermont, Department of Psychiatry.
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Poverty & Hunger

LONGSCAN, 1998

(Note: Includes items from Community Childhood Hunger Identification Project Scale Hunger Measure - Wehler, Scott & Anderson, 1994)

Description of Measure

Purpose

This measure is intended to assess poverty status, receipt of public assistance, and food insecurity and hunger. Household receipt of child support, recent loss of basic services (i.e., heat), current level of financial worry and anticipated financial stability are also assessed.

Conceptual Organization

This 24-item measure assesses poverty status using four broad domains: 1) receipt of public assistance services including TANF, food stamps and WIC, SSI, subsidized/public/section 8 housing, Medicaid, and free school lunch; 2) recent food insecurity and hunger; 3) lack or loss of basic needs and services (including, among others, medical care, clothing, heat, electricity) and 4) financial worry and anticipation of change in financial status.

Item Origin/Selection Process

The eight items assessing food insecurity and hunger (items 9-16) are from the Scaled Hunger Measure of the Community Childhood Hunger Identification Project (Wehler, Scott & Anderson, 1994, 1991), a well regarded measure of food insecurity and hunger. The timeframe for these items was modified from 'the last year' to 'the past 30 days.' The remaining items were project developed.

Materials

A-CASI delivery system

Time Required

2-3 minutes

Administration Method

A-CASI

Site specific administration note: NC Poverty and Hunger measures collected in face-to-face interviews and did not utilize the A-CASI.

Training

Minimal

Scoring

Individual items may be utilized.

Hunger status of household: Items 9-16 assess hunger status. Five or more positive endorsements indicate food shortage in the household which classifies the household and its members as "hungry." One to four endorsements on these items indicate the household is at risk of hunger.

LONGSCAN Use

Data Points

Ages 12, 14 and 16

Respondent
Caregiver

Mnemonic and Version
POM: Ages 12, 14 and 16

Rationale

Poverty is recognized as a critical risk factor for healthy child development, and individual and family well-being. Receipt of public assistance may be a marker for poverty. Studies have shown that children classified as hungry are more likely than their non-hungry peers to have poor health outcomes, and poorer behavioral and academic functioning.

Results

Descriptive Statistics for Age 12

Table 1 provides frequencies for receipt of public assistance received at age 12. At age 12, a majority (82%) of LONGSCAN households received at least one type of public assistance (i.e., TANF, food stamps, WIC, SSI, subsidized housing, Medicaid, and or reduced/free lunches), while 24% received child support. Households from the Midwestern site were most likely to receive TANF, Food Stamps and Medicaid.

Table 1. Public assistance received at age 12

| | N* | Household receives... | | | | | | |
|-----------------------|-----|-----------------------|---------------------------|-------------------------|--------------|--------------|--------------------------------|-------------------|
| | | TANF % (n) | Child support % (n) | Food stamps % (n) | WIC % (n) | SSI % (n) | Subsidized housing % (n) | Medicaid % (n) |
| <i>Overall</i> | 923 | 20.7 (191) | 24.3 (224) | 35.5 (327) | 13.6 (126) | 28.1 (259) | 20.5 (189) | 48.5 (446) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 463 | 9.9 (91) | 11.9 (100) | 17.8 (164) | 7.8 (72) | 14.7 (136) | 10.7 (99) | 24.1 (222) |
| Female | 460 | 10.9 (100) | 12.4 (114) | 17.7 (163) | 5.8 (54) | 13.3 (123) | 9.7 (90) | 24.3 (224) |
| <i>Study Site</i> | | | | | | | | |
| EA | 184 | 3.4 (31) | 4.6 (42) | 7.4 (69) | 3.0 (28) | 6.1 (56) | 4.9 (45) | 9.0 (83) |
| MW | 161 | 6.7 (62) | 3.1 (29) | 11.0 (101) | 3.9 (36) | 5.6 (52) | 5.3 (49) | 12.6 (116) |
| SO | 173 | 3.0 (28) | 6.1 (56) | 7.5 (69) | 2.3 (21) | 4.8 (44) | 3.6 (33) | 11.2 (103) |
| SW | 216 | 3.3 (30) | 4.2 (39) | 4.2 (39) | 3.7 (25) | 6.4 (59) | 2.9 (27) | 7.2 (66) |
| NW | 189 | 4.3 (40) | 6.3 (58) | 5.4 (50) | 1.7 (16) | 5.2 (48) | 3.8 (35) | 8.5 (78) |

Notes. TANF = Temporary Aid to Needy Families; WIC = Women, Infants, and Children;

SSI = Supplemental Security Income

Based on data received at the Coordinating Center through October'08.

* Sample Ns change slightly between items.

Table 2 provides frequencies for items relating to food insecurity at age 12. Nineteen percent of caregivers reported that over the past 30 days their household ran out of money to buy food, and 12% of caregivers reported that they had to skip meals to get by. When looking at these items by child's gender and location, very little differences exist.

Table 2. Food insecurity/hunger at age 12

| | | Over the past 30 days... | | | |
|-----------------------|---|---|------------|--|--|
| | Did your household run out of \$\$ to buy food? | Rely on limited # of foods to feed children because you were running out of \$\$? | | Did adults eat less food because you felt there wasn't enough \$\$ for food? | Did household cut size of meals or skip meals due to no \$\$ for food? |
| | N* | % (n) | % (n) | % (n) | % (n) |
| <i>Overall</i> | 918 | 18.7 (172) | 20.8 (191) | 13.0 (119) | 12.0 (110) |
| <i>Child's Gender</i> | | | | | |
| Male | 460 | 8.2 (75) | 10.6 (97) | 6.3 (58) | 6.0 (55) |
| Female | 458 | 10.6 (97) | 10.2 (94) | 6.6 (61) | 6.0 (55) |
| <i>Study Site</i> | | | | | |
| EA | 182 | 4.2 (39) | 3.8 (35) | 2.5 (23) | 2.4 (22) |
| MW | 160 | 4.6 (42) | 4.8 (44) | 3.5 (32) | 2.3 (21) |
| SO | 173 | 1.7 (16) | 2.1 (28) | 1.7 (16) | 1.6 (15) |
| SW | 215 | 2.9 (27) | 3.3 (30) | 2.0 (18) | 1.7 (16) |
| NW | 188 | 5.2 (48) | 5.9 (54) | 3.3 (30) | 3.9 (36) |

Notes. Based on data received at the Coordinating Center through October'08.

* Sample Ns change slightly between items.

All of these items were based on items in the Hunger Scale from the Community Childhood Hunger Identification Project (Wehler, Scott & Anderson, 1995).

Table 3 provides frequencies for additional items relating to food insecurity/hunger at age 12. Twenty-two percent of caregivers reported that over the past 30 days their children said they were hungry and that there wasn't enough food in the house, and 23% of caregivers reported that they had to cut the amount of food or skip meals given to their children in order to get by.

Table 3. Food insecurity/hunger at age 12 (continued)

| | | Over the past 30 days... | | | |
|-----------------------|--|---|------------|--|--|
| | Did your children say they were hungry because there was not enough food in the house? | Did your children eat less than you felt they should because there was not enough \$\$ to buy food? | | Did you cut the size of your children's meals or did they skip meals because there was not enough \$\$ for food? | Did any of your children go to bed hungry because there was not enough \$\$ to buy food? |
| | N* | % (n) | % (n) | % (n) | % (n) |
| <i>Overall</i> | 877 | 21.7 (190) | 23.2 (203) | 13.8 (121) | 12.5 (110) |
| <i>Child's Gender</i> | | | | | |
| Male | 430 | 4.3 (99) | 12.2 (107) | 6.9 (60) | 6.1 (54) |
| Female | 450 | 10.4 (91) | 11.0 (96) | 7.0 (61) | 6.4 (56) |
| <i>Study Site</i> | | | | | |
| EA | 196 | 5.2 (46) | 5.1 (45) | 3.9 (34) | 2.7 (24) |
| MW | 163 | 5.0 (44) | 5.1 (45) | 2.6 (23) | 2.6 (23) |
| SO | 172 | 3.3 (29) | 4.2 (37) | 2.3 (20) | 2.0 (18) |
| SW | 173 | 2.2 (19) | 2.5 (22) | 1.0 (9) | 1.1 (10) |
| NW | 178 | 5.9 (52) | 6.2 (54) | 4.0 (35) | 4.0 (35) |

Notes. Based on data received at the Coordinating Center through October'08.

* Sample Ns change slightly between items.

All of these items were based on items in the Hunger Scale from the Community Childhood Hunger Identification Project (Wehler, Scott & Anderson, 1995).

Table 4 provides descriptive statistics for the food insecurity/hunger scale at age 12. This scale was derived by summing the 8 items from tables 3 and 4. There are 3 levels to this score: no/low risk of hunger (score of 0); at risk of hunger (score of 1-4); and food shortage/hungry (scores 5 or greater). Thirty percent of caregivers reported that their household was ‘at risk of hunger’ or worse (i.e., food shortage/hungry).

Table 4. Food insecurity/hunger scale at age 12

| | | Food Insecurity/hunger Scale | | | |
|-----------------------|-----|--------------------------------|----------------------------|-------------------------------|----------------|
| | | No/Low Risk of Hunger % (n) | At Risk of Hunger % (n) | Food Shortage/Hungry % (n) | Overall M (SD) |
| Overall | N | 68.8 (635) | 26.5 (245) | 4.7 (43) | 0.8 (1.6) |
| <i>Child's Gender</i> | | | | | |
| Male | 463 | 34.4 (318) | 13.6 (126) | 2.1 (19) | 0.8 (1.5) |
| Female | 460 | 34.3 (317) | 12.9 (119) | 2.6 (24) | 0.9 (1.7) |
| <i>Study Site</i> | | | | | |
| EA | 184 | 12.8 (118) | 6.5 (60) | 0.6 (6) | 0.8 (1.5) |
| MW | 161 | 10.1 (93) | 5.8 (54) | 1.5 (14) | 1.2 (1.9) |
| SO | 173 | 14.9 (138) | 3.5 (32) | 0.3 (3) | 0.5 (1.2) |
| SW | 216 | 18.5 (171) | 4.2 (39) | 0.6 (6) | 0.5 (1.3) |
| NW | 189 | 12.5 (115) | 6.5 (60) | 1.5 (14) | 1.2 (1.9) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 5 provides frequencies for households with the inability to secure basic needs due to financial hardship in the past 12 months at age 12. Twenty-four percent of caregivers reported that they were late making their rent/mortgage payments. Eight percent of caregivers reported that they had their electricity turned off or that someone in their household did not get medical care because they did not have enough money to cover the expense.

Table 5. Indicators of financial hardship at age 12

| | | In the last 12 months, have you... | | | | |
|-----------------------|-----|---|--|--|--|--|
| | | Been late in making rent or mortgage payments? % (n) | Had enough \$\$ to provide clothes for your family? % (n) | Had enough money to get heat when the weather was cold? % (n) | Had your lights cut off because you did not have enough \$\$? % (n) | Anyone in the household needed medical care but did not get it due to \$\$? % (n) |
| Overall | N* | 24.5 (226) | 75.5 (691) | 86.4 (787) | 7.6 (70) | 7.7 (71) |
| <i>Child's Gender</i> | | | | | | |
| Male | 463 | 12.3 (113) | 38.1 (349) | 43.4 (395) | 3.6 (33) | 3.7 (34) |
| Female | 459 | 12.3 (113) | 37.4 (342) | 43.0 (392) | 4.0 (37) | 4.0 (37) |
| <i>Study Site</i> | | | | | | |
| EA | 184 | 4.8 (44) | 14.7 (135) | 16.8 (153) | 1.4 (13) | 1.3 (12) |
| MW | 161 | 5.3 (49) | 12.6 (125) | 14.5 (132) | 1.6 (15) | 1.7 (16) |
| SO | 172 | 6.0 (55) | 14.2 (130) | 16.1 (147) | 1.4 (13) | 1.0 (9) |
| SW | 216 | 3.1 (29) | 18.9 (173) | 21.1 (192) | 1.4 (13) | 1.2 (11) |
| NW | 189 | 5.3 (49) | 15.1 (138) | 17.9 (163) | 1.7 (16) | 2.5 (23) |

Notes. Based on data received at the Coordinating Center through October'08.

* Sample Ns change slightly between items.

Table 6 provides frequencies for items relating to the caregiver’s current level of financial worry and anticipated financial stability at age 12. Twenty-five percent of caregivers reported that they worry ‘a lot to

almost all of the time' about not having enough money to make ends meet. Fifty-seven percent felt their finances would improve in the next 12 months.

Table 6. Caregiver's current level of financial worry and anticipated financial stability at age 12

| | How much do you worry about not having enough \$\$ to make ends meet? | | | | | | In the next twelve months, do you think your financial will... | | | | | | |
|-----------------------|---|----------------|-----------------|---------------------|----------------|------------------------------|--|---------------------------|------------------|------------|-----------------|---------------------|---------------|
| | <u>N</u> | Never % (n) | | Rarely % (n) | | Some-times % (n) | | Almost all the time % (n) | | <u>N</u> | Get Worse % (n) | Stay the same % (n) | Improve % (n) |
| | | Never % (n) | Rarely % (n) | Some-times % (n) | A lot % (n) | Almost all the time % (n) | Get Worse % (n) | Stay the same % (n) | Improve % (n) | | | | |
| <i>Overall</i> | 922 | 21.6 (199) | 21.1 (195) | 31.9 (294) | 12.0 (111) | 13.3 (123) | 922 | 4.2 (39) | 38.7 (357) | 57.1 (526) | | | |
| <i>Child's Gender</i> | | | | | | | | | | | | | |
| Male | 462 | 10.4 (96) | 10.9 (100) | 16.4 (151) | 6.1 (56) | 6.4 (59) | 462 | 2.2 (20) | 19.4 (179) | 28.5 (263) | | | |
| Female | 460 | 11.2 (103) | 10.3 (95) | 15.5 (143) | 6.0 (55) | 6.9 (64) | 460 | 2.1 (19) | 19.3 (178) | 28.5 (263) | | | |
| <i>Study Site</i> | | | | | | | | | | | | | |
| EA | 184 | 4.1 (38) | 3.6 (33) | 7.8 (72) | 2.3 (21) | 2.2 (20) | 184 | 1.0 (9) | 7.7 (71) | 11.3 (104) | | | |
| MW | 161 | 2.5 (23) | 2.9 (27) | 6.7 (62) | 1.8 (17) | 3.5 (32) | 160 | 1.2 (11) | 6.0 (55) | 10.2 (94) | | | |
| SO | 173 | 5.1 (47) | 2.7 (25) | 5.9 (54) | 3.1 (29) | 1.9 (18) | 173 | 0.5 (5) | 6.1 (56) | 12.2 (112) | | | |
| SW | 216 | 6.7 (62) | 7.2 (66) | 5.6 (52) | 1.4 (13) | 2.5 (23) | 216 | 0.8 (7) | 11.0 (101) | 11.7 (108) | | | |
| NW | 188 | 3.1 (29) | 4.8 (44) | 5.9 (54) | 3.4 (31) | 3.2 (30) | 189 | 0.8 (7) | 8.0 (74) | 11.7 (108) | | | |

Notes. Based on data received at the Coordinating Center through October'08.

Descriptive Statistics for Age 14

Table 7 provides frequencies for public assistance received at age 14. Similar to age 12, a majority (82%) of LONGSCAN households at age 14 received some sort of assistance (i.e., TANF, food stamps, WIC, SSI, subsidized housing, Medicaid, and or reduced/free lunches), while 28% received child support.

Table 7. Public assistance received at age 14

| | Household receives... | | | | | | | | |
|-----------------------|-----------------------|------------|---------------------|-------------------|------------|------------|--------------------------|----------------|------------|
| | <u>N*</u> | TANF % (n) | Child support % (n) | Food stamps % (n) | WIC % (n) | SSI % (n) | Subsidized housing % (n) | Medicaid % (n) | |
| <i>Overall</i> | 883 | 21.2 (187) | 27.9 (246) | 35.4 (313) | 12.0 (106) | 31.1 (275) | 20.8 (184) | 50.6 (447) | 70.4 (621) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 433 | 10.3 (91) | 13.6 (120) | 14.9 (132) | 6.1 (54) | 16.4 (145) | 10.3 (91) | 23.1 (204) | 31.8 (298) |
| Female | 450 | 11.0 (96) | 14.3 (126) | 20.5 (181) | 6.0 (52) | 14.7 (130) | 10.5 (93) | 27.5 (243) | 36.6 (323) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 196 | 4.1 (36) | 6.2 (55) | 8.3 (73) | 3.5 (31) | 7.4 (65) | 5.7 (50) | 11.4 (101) | 16.9 (149) |
| MW | 164 | 7.4 (65) | 3.6 (32) | 11.8 (104) | 2.3 (20) | 7.1 (63) | 5.4 (48) | 12.9 (114) | 14.1 (124) |
| SO | 172 | 2.5 (22) | 7.0 (62) | 7.4 (65) | 2.7 (24) | 5.4 (48) | 3.6 (32) | 12.2 (108) | 14.4 (127) |
| SW | 173 | 2.7 (24) | 3.7 (33) | 2.8 (28) | 1.4 (12) | 5.9 (52) | 2.7 (24) | 5.8 (51) | 11.0 (87) |
| NW | 179 | 4.5 (40) | 7.2 (64) | 5.2 (46) | 2.1 (19) | 5.3 (47) | 3.4 (30) | 8.3 (73) | 14.1 (124) |

Notes. TANF = Temporary Aid to Needy Families; WIC = Women, Infants, and Children;

SSI = Supplemental Security Income

Based on data received at the Coordinating Center through October'08.

* Sample Ns change slightly between items.

Table 8 provides frequencies for food insecurity/hunger at age 14. As compared to age 12, fewer caregivers (7% vs. 19% at age 12) at age 14 reported that over the past 30 days their household ran out of money to buy food, and only 4% of caregivers reported that they had to skip meals to get by (at age 12 this was three times higher).

Table 8. Food insecurity/hunger at age 14

| | | Over the past 30 days... | | | |
|-----------------------|---|---|----------|--|--|
| | Did your household run out of \$\$ to buy food? | Rely on limited # of foods to feed children because you were running out of \$\$? | | Did adults eat less food because you felt there wasn't enough \$\$ for food? | Did household cut size of meals or skip meals due to no \$\$ for food? |
| | N* | % (n) | % (n) | % (n) | % (n) |
| <i>Overall</i> | 923 | 7.1 (65) | 4.8 (44) | 2.9 (27) | 3.9 (36) |
| <i>Child's Gender</i> | | | | | |
| Male | 463 | 2.8 (26) | 2.1 (19) | 1.3 (12) | 1.9 (18) |
| Female | 460 | 4.2 (39) | 2.7 (25) | 1.6 (15) | 1.9 (18) |
| <i>Study Site</i> | | | | | |
| EA | 184 | 1.2 (11) | 0.9 (8) | 0.5 (5) | 0.9 (8) |
| MW | 161 | 2.2 (20) | 1.4 (13) | 0.9 (8) | 1.4 (13) |
| SO | 173 | 0.4 (4) | 0.2 (2) | 0.3 (3) | 0.1 (1) |
| SW | 216 | 1.1 (10) | 0.9 (8) | 0.2 (2) | 0.7 (6) |
| NW | 189 | 2.2 (20) | 1.4 (13) | 1.0 (9) | 0.9 (8) |

Notes. Based on data received at the Coordinating Center through October'08.

* Sample Ns change slightly between items.

All of these items were based on items in the Hunger Scale from the Community Childhood Hunger Identification Project (Wehler, Scott & Anderson, 1995).

Table 9 provides frequencies for additional items relating to food insecurity/hunger at age 14. Nine percent of caregivers reported that over the past 30 days their children said they were hungry and that there wasn't enough food in the house, and 8% of caregivers reported that they had to cut the amount of food or skip meals given to their children in order to get by (both of which are an improvement compared to age 12).

Table 9. Food insecurity/hunger at age 14 (continued)

| | | Over the past 30 days... | | | |
|-----------------------|--|---|----------|--|--|
| | Did your children say they were hungry because there was not enough food in the house? | Did your children eat less than you felt they should because there was not enough \$\$ to buy food? | | Did you cut the size of your children's meals or did they skip meals because there was not enough \$\$ for food? | Did any of your children go to bed hungry because there was not enough \$\$ to buy food? |
| | N* | % (n) | % (n) | % (n) | % (n) |
| <i>Overall</i> | 883 | 9.0 (70) | 8.2 (72) | 4.8 (42) | 3.9 (34) |
| <i>Child's Gender</i> | | | | | |
| Male | 433 | 3.9 (34) | 4.0 (35) | 1.9 (17) | 1.1 (10) |
| Female | 450 | 5.1 (45) | 4.2 (37) | 2.8 (25) | 2.7 (24) |
| <i>Study Site</i> | | | | | |
| EA | 195 | 2.2 (19) | 2.4 (21) | 1.0 (9) | 0.6 (5) |
| MW | 164 | 2.2 (19) | 2.0 (18) | 1.1 (10) | 0.9 (8) |
| SO | 172 | 1.8 (16) | 1.6 (14) | 1.0 (9) | 1.0 (9) |
| SW | 173 | 0.6 (5) | 0.2 (2) | 0.1 (1) | 0.3 (3) |
| NW | 179 | 2.3 (20) | 1.9 (17) | 1.5 (13) | 1.0 (9) |

Notes. Based on data received at the Coordinating Center through October'08.

* Sample Ns change slightly between items.

All of these items were based on items in the Hunger Scale from the Community Childhood Hunger Identification Project (Wehler, Scott & Anderson, 1995).

Table 10 provides frequencies and descriptive statistics for the food insecurity/hunger scale at age 14. This scale was derived by summing the 8 items from tables 8 and 9. There are 3 levels to this score: no/low risk of hunger (score of 0); at risk of hunger (score of 1-4); and food shortage/hungry (scores 5 or greater). Thirty-four percent of caregivers reported that their household was ‘at risk of hunger’ or worse (i.e., food shortage/hungry).

Table 10. Food insecurity/hunger scale at age 14

| Food Insecurity/hunger Scale | | | | | |
|------------------------------|-----------------------|------------|-------------------|----------|----------------------|
| | No/Low Risk of Hunger | | At Risk of Hunger | | Food Shortage/Hungry |
| | N | % (n) | % (n) | % (n) | Overall M (SD) |
| <i>Overall</i> | 885 | 66.4 (588) | 26.7 (236) | 6.9 (61) | 1.0 (1.8) |
| <i>Child's Gender</i> | | | | | |
| Male | 433 | 31.2 (276) | 14.9 (132) | 2.8 (25) | 1.0 (1.6) |
| Female | 452 | 35.2 (312) | 11.7 (104) | 4.1 (36) | 1.0 (1.9) |
| <i>Study Site</i> | | | | | |
| EA | 196 | 14.2 (126) | 5.9 (52) | 2.0 (18) | 1.0 (1.8) |
| MW | 164 | 11.6 (103) | 5.1 (45) | 1.8 (16) | 1.2 (1.9) |
| SO | 172 | 13.6 (120) | 4.5 (40) | 1.4 (12) | 0.9 (1.8) |
| SW | 173 | 15.9 (141) | 3.5 (31) | 0.1 (1) | 0.4 (1.0) |
| NW | 180 | 11.1 (98) | 7.7 (68) | 1.6 (14) | 1.3 (2.0) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 11 provides frequencies for households with the inability to secure basic needs due to financial hardship in the past 12 months at age 14. Twenty-seven percent of caregivers reported that in the last 12 months they were late making their house payments. Eight percent reported that they had their electricity turned off for not paying the bills and 9% reported that someone in their household did not get needed medical care because they did not have enough money to cover the expenses.

Table 11. Indicators of financial hardship at age 14

| | In the last 12 months, have you... | | | | |
|-----------------------|---|--|--|---|--|
| | Been late in making rent or mortgage payments? | Had enough \$\$ to provide clothes for your family? | Had enough money to get heat when the weather was cold? | Had your lights cut off because you did not have enough \$\$ | Anyone in the household needed medical care but did not get it due to \$\$? |
| | N* | % (n) | % (n) | % (n) | % (n) |
| <i>Overall</i> | 881 | 26.6 (234) | 75.0 (656) | 88.0 (72) | 8.3 (73) |
| <i>Child's Gender</i> | | | | | |
| Male | 431 | 12.7 (112) | 37.1 (325) | 43.2 (379) | 3.4 (30) |
| Female | 450 | 13.8 (122) | 37.8 (331) | 44.8 (393) | 5.0 (43) |
| <i>Study Site</i> | | | | | |
| EA | 195 | 6.4 (56) | 16.7 (146) | 18.9 (166) | 1.7 (15) |
| MW | 163 | 5.0 (44) | 12.2 (107) | 15.2 (133) | 1.9 (17) |
| SO | 171 | 6.9 (61) | 15.1 (132) | 17.3 (152) | 2.0 (18) |
| SW | 173 | 2.6 (23) | 15.8 (138) | 18.4 (161) | 0.7 (6) |
| NW | 179 | 5.7 (50) | 15.2 (133) | 18.2 (160) | 1.9 (17) |

Notes. Based on data received at the Coordinating Center through October'08.

* Sample Ns change slightly between items.

Table 12 displays frequencies for items relating to the caregiver's current level of financial worry and anticipated financial stability at age 14. Twenty-seven percent of caregivers reported that they worry 'a lot to almost all of the time' about not having enough money to make ends meet. Similar to age 12, a large number of caregivers (54%) reported that they felt their finances would improve in the next 12 months.

Table 12. Caregiver's current level of financial worry and anticipated financial stability at age 14

| | How much do you worry about not having enough \$\$ to make ends meet? | | | | | | In the next twelve months, do you think your financial will... | | | |
|-----------------------|---|-------------|--------------|------------------|-------------|---------------------------|--|-----------------|---------------------|------------|
| | <u>N</u> | Never % (n) | | Some-times % (n) | | Almost all the time % (n) | <u>N</u> | Get Worse % (n) | Stay the same % (n) | |
| | | Never % (n) | Rarely % (n) | Some-times % (n) | A lot % (n) | | | Get Worse % (n) | Improve % (n) | |
| <i>Overall</i> | 884 | 17.1 (151) | 21.9 (194) | 34.1 (301) | 12.0 (105) | 15.0 (133) | 884 | 4.3 (38) | 41.6 (368) | 54.1 (478) |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 432 | 8.0 (71) | 12.0 (106) | 16.1 (142) | 5.9 (52) | 6.7 (61) | 432 | 2.6 (23) | 20.4 (180) | 25.9 (229) |
| Female | 452 | 9.1 (80) | 9.9 (88) | 18.0 (159) | 6.0 (53) | 8.1 (72) | 452 | 1.7 (15) | 21.3 (188) | 28.2 (249) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 196 | 3.6 (32) | 5.0 (44) | 8.3 (73) | 1.7 (15) | 3.6 (32) | 196 | 1.1 (10) | 9.1 (8) | 12.0 (106) |
| MW | 164 | 3.1 (27) | 3.4 (30) | 5.7 (50) | 3.4 (20) | 3.2 (28) | 163 | 1.4 (12) | 7.0 (62) | 10.1 (89) |
| SO | 172 | 2.6 (23) | 4.3 (38) | 7.1 (63) | 2.1 (19) | 3.3 (29) | 172 | 0.3 (3) | 8.0 (71) | 11.1 (98) |
| SW | 173 | 5.2 (46) | 5.1 (45) | 6.1 (54) | 1.7 (15) | 1.5 (13) | 173 | 0.4 (4) | 8.5 (75) | 10.6 (94) |
| NW | 179 | 2.6 (23) | 4.2 (37) | 6.9 (61) | 3.1 (27) | 3.5 (31) | 180 | 1.0 (9) | 9.0 (80) | 10.3 (91) |

Notes. Based on data received at the Coordinating Center through October'08.

Note: Age 16 descriptive statistics will be added at a future date.

Publisher Information

The project developed items (which do not include the hunger/food insecurity items) are free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

References and Bibliography

- Wehler, C. A., Scott, R. I., Anderson, J. J. & Parker, L. (1991). The Community Childhood Hunger Identification Project: A survey of childhood hunger in the United States. Food Research and Action Center, Washington, D.C.
- Wehler, C. A., Scott, R. I., Anderson, J. J. & Parker, L. (1995). Development and testing process of the Community Childhood Hunger Identification Project scaled hunger measure and its application for a general population survey. Food Security Measurement and Research Conference: Papers and Proceedings, Appendix A. USDA Food and Consumer Service, Alexandria VA.

Quality of Neighborhood, Residential Stability & Organizational and Religious Affiliation

Adapted from Coulton et al, 1996 & Sampson et al, 1997

Description of Measure

Purpose

To assess the caregiver's perception of the quality of his or her neighborhood, the length of time the caregiver and the adolescent respondent have lived in the neighborhood, and how often the adolescent participant has moved in the last five years. The civic, community and religious/spiritual engagement of the caregiver are also assessed.

Conceptual Organization

Three single items assess *residential stability* (how long the caregiver has lived in the neighborhood, how long the adolescent participant has lived in the neighborhood, and how often the adolescent has moved in the past five years). 30 items include three subscales intended to assess the *neighborhood's collective efficacy, chaos and stability*. The caregiver's recent *community engagement/activities* are measured with nine yes/no items on participation in civic, volunteer, athletic, and arts activities, and voting frequency. *Religious or spiritual engagement* is measured with three items on importance of beliefs in child rearing, religious or spiritual affiliation, and service attendance. A fourth item on recent participation in church activities is included in the community engagement section.

Item Origin/Selection Process

The items on neighborhood quality (items 3-32) are adapted from the work of Coulton, Korbin & Su (1996), and Sampson, Raudenbush & Earls (1997). Other items are project developed. The community activities items were intended to parallel, in an age-appropriate way, the activities items found in the Age 12 adolescent self-report of resilience factors.

Materials

Interviewer-assisted computerized interview. May be administered face-to-face using paper and pencil.

Time Required

3-5 minutes

Administration Method

Interviewer-assisted computerized interview.

Training

Minimal.

Scoring

Individual items may be utilized. A principal components analysis was performed on items 3-32 using a PROMAX rotation. Three factors were retained (i.e., Neighborhood Chaos, Collective Efficacy, and Neighborhood Stability). Mean scores can be derived using these factors as outlined below.

For each subscale, scores range from 1-4.

Neighborhood Chaos: Mean of items 3R*, 7, 9, 12, 13, 15, 19, 21, 24, 25R, 26, 27, 31, and 32.

The Neighborhood Chaos score is made up of 14 items asking the caregiver about problems in their neighborhood (e.g., 'There is graffiti on buildings and walls', 'There is open drug activity').

Response options range from ‘1 = Strongly Disagree’ to ‘4=Strongly Agree.’ Higher scores indicate greater neighborhood chaos.

Collective Efficacy: Mean of items 5, 6, 8, 11, 14, 17, 18, 20, 23, 29, and 30.

The Collective Efficacy score is made up of 11 items asking the caregiver about neighborhood cohesion, and willingness to intervene (e.g., ‘People around here help their neighbors’, ‘Neighbors can be trusted’). Response options range from ‘1 = Strongly Disagree’ to ‘4 Strongly Agree’. Higher scores indicate higher degrees of collective efficacy.

Neighborhood Stability: Mean of items 4, 10, 16, 22R, and 28R.

The Neighborhood Stability score is made up of 5 items asking the caregiver about people moving in and out of the neighborhood (e.g., ‘People don’t live in neighborhood long’, ‘Most of the people are renters’). Response options range from ‘1 = Strongly Disagree’ to ‘4 Strongly Agree’. Higher scores indicate lower neighborhood stability.

*Please note: Items with an ‘R’ were reversed prior to scoring.

A community activities sum score can be created by taking the sum of items 33-41. Higher scores indicate a caregiver’s participation in more activities. Scores range from 0-9.

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Caregiver

Mnemonic and Version

NOAA: Ages 12 and 14

Rationale

Assessment of neighborhood quality addresses an important aspect of the community or exosystem level of the LONGSCAN ecological model. The neighborhood in which a child resides may provide both risk and protective factors for healthy development. Collective efficacy, defined as “...social cohesion among neighbors combined with their willingness to intervene on behalf of the common good...” has been found to be associated with reductions in violence (Sampson, Raudenbush & Earls, 1997), and externalizing behavior among neglected youth (Yonas, M.A., Lewis, T., Hussey, J.M., Thompson, R., Newton, R., English, D., & Dubowitz, H. Manuscript in preparation). Neighborhood support and regular church attendance, have been found to contribute to healthy development among two to five year-old children within the LONGSCAN sample (Runyan et al, 1998).

Results

Descriptive Statistics

Table 1 provides frequencies for residential stability at the Age 12 interview. A majority of LONGSCAN families (61%) had lived in the same neighborhood for more than 3 years, while 19% had lived in their neighborhood for less than one year. Adolescent participants who had moved within the last 5 years ($n = 576$) had done so an average of 2 times a year ($SD = 1.6$).

Table 1. Residential stability at Age 12

| | Length of residence in neighborhood: caregiver | | | | | Length of residence in neighborhood: adolescent | | | | |
|-----------------------|---|------------|------------|------------|------------|--|------------|------------|------------|------------|
| | < 1 year | | 1-2 years | | >= 5 years | < 1 year | | 1-2 years | | >= 5 years |
| | N | % (n) | % (n) | % (n) | % (n) | N | % (n) | % (n) | % (n) | |
| Overall | 945 | 19.1 (180) | 19.4 (183) | 22.5 (213) | 39.1 (369) | 946 | 21.1 (200) | 20.0 (189) | 23.0 (218) | 35.8 (339) |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 469 | 8.7 (83) | 9.4 (89) | 12.3 (116) | 19.1 (181) | 471 | 9.7 (92) | 10.0 (95) | 12.8 (121) | 17.2 (163) |
| Female | 476 | 10.3 (97) | 9.9 (94) | 10.3 (97) | 19.9 (188) | 475 | 11.4 (108) | 9.9 (94) | 10.2 (97) | 18.6 (176) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 185 | 3.2 (30) | 4.2 (40) | 4.7 (44) | 7.5 (71) | 185 | 3.3 (31) | 4.2 (40) | 4.5 (43) | 7.5 (71) |
| MW | 173 | 4.5 (43) | 4.0 (38) | 4.3 (41) | 5.4 (51) | 172 | 4.7 (45) | 3.9 (37) | 4.1 (39) | 5.4 (51) |
| SO | 173 | 3.8 (36) | 3.2 (30) | 4.1 (39) | 7.2 (68) | 173 | 4.2 (40) | 3.2 (30) | 3.7 (35) | 7.2 (68) |
| SW | 228 | 3.8 (36) | 3.8 (36) | 4.4 (42) | 12.1 (114) | 230 | 4.6 (44) | 4.5 (43) | 5.1 (48) | 10.0 (95) |
| NW | 186 | 3.7 (35) | 4.1 (39) | 5.0 (47) | 6.9 (65) | 186 | 4.2 (40) | 4.1 (39) | 5.6 (53) | 5.7 (54) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 2 provides frequencies for residential stability at the Age 14 interview. A majority of families (62%) had lived in their neighborhoods for more than 3 years, while 18% had lived in their neighborhood for less than a year. Adolescent participants who had moved in the past 5 years ($n = 537$) had done so an average of 2.1 times a year ($SD = 2$).

Table 2. Residential stability at Age 14

| | Length of residence in neighborhood: caregiver | | | | | Length of residence in neighborhood: adolescent | | | | |
|-----------------------|---|------------|------------|------------|------------|--|------------|------------|------------|------------|
| | < 1 year | | 1-2 years | | >= 5 years | < 1 year | | 1-2 years | | >= 5 years |
| | N | % (n) | % (n) | % (n) | % (n) | N | % (n) | % (n) | % (n) | |
| Overall | 894 | 17.9 (160) | 20.1 (180) | 21.8 (195) | 40.2 (359) | 895 | 19.1 (171) | 19.5 (175) | 22.5 (201) | 38.9 (348) |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 434 | 8.2 (73) | 10.3 (92) | 12.0 (107) | 18.1 (162) | 435 | 9.0 (81) | 10.1 (90) | 11.8 (106) | 17.6 (158) |
| Female | 460 | 9.7 (87) | 9.8 (88) | 9.8 (88) | 22.0 (197) | 460 | 10.1 (90) | 9.5 (85) | 10.6 (95) | 21.2 (190) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 182 | 2.3 (21) | 5.0 (45) | 5.0 (45) | 9.1 (81) | 191 | 2.5 (22) | 4.7 (42) | 5.5 (49) | 8.7 (78) |
| MW | 160 | 3.9 (35) | 4.0 (36) | 4.0 (36) | 5.9 (53) | 159 | 3.9 (35) | 3.9 (35) | 4.1 (37) | 5.8 (52) |
| SO | 168 | 4.5 (40) | 3.1 (28) | 3.4 (30) | 7.8 (70) | 170 | 4.9 (44) | 2.9 (26) | 3.5 (31) | 7.7 (69) |
| SW | 198 | 3.0 (27) | 4.2 (38) | 4.7 (42) | 10.2 (91) | 198 | 3.3 (30) | 4.1 (37) | 4.4 (39) | 10.3 (92) |
| NW | 176 | 4.1 (37) | 3.7 (33) | 4.7 (42) | 7.2 (64) | 177 | 4.5 (40) | 3.9 (35) | 5.0 (45) | 6.4 (57) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 3 provides descriptive statistics for the Neighborhood Stability, Chaos and Collective Efficacy scores, and the Community Activities score at the Age 12 interview.

Table 3. Descriptive Statistics for Neighborhood mean scores and Activities Score at Age 12

| | Neighborhood Chaos | | Collective Efficacy | | Neighborhood Stability | | Sum of Activities | |
|-----------------------|--------------------|-----------|---------------------|-----------|------------------------|-----------|-------------------|-----------|
| | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) |
| Overall | 948 | 2.0 (0.6) | 946 | 2.9 (0.5) | 948 | 2.1 (0.6) | 948 | 1.5 (1.6) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 471 | 2.0 (0.6) | 470 | 2.9 (0.5) | 471 | 2.1 (0.6) | 471 | 1.5 (1.6) |
| Female | 477 | 2.0 (0.6) | 476 | 2.9 (0.6) | 477 | 2.0 (0.6) | 477 | 1.6 (1.6) |
| <i>Study Site</i> | | | | | | | | |
| EA | 185 | 2.1 (0.6) | 184 | 2.9 (0.5) | 185 | 2.1 (0.6) | 185 | 1.8 (1.6) |
| MW | 173 | 2.1 (0.5) | 172 | 2.8 (0.6) | 173 | 2.1 (0.6) | 173 | 1.4 (1.5) |
| SO | 173 | 2.1 (0.6) | 173 | 2.8 (0.6) | 173 | 2.2 (0.6) | 173 | 1.4 (1.5) |
| SW | 230 | 1.8 (0.5) | 230 | 3.0 (0.5) | 230 | 1.9 (0.6) | 230 | 1.8 (1.8) |
| NW | 187 | 1.8 (0.5) | 187 | 3.0 (0.5) | 187 | 2.0 (0.7) | 187 | 1.2 (1.3) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 4 provides descriptive statistics for the Neighborhood mean scores and the Activities score at the Age 14 interview.

Table 4. Descriptive Statistics for Neighborhood mean scores and Activities Score at Age 14

| | Neighborhood Chaos | | Collective Efficacy | | Neighborhood Stability | | Sum of Activities | |
|-----------------------|--------------------|-----------|---------------------|-----------|------------------------|-----------|-------------------|-----------|
| | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) |
| Overall | 896 | 1.9 (0.5) | 896 | 2.9 (0.5) | 894 | 2.0 (0.6) | 896 | 1.6 (1.6) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 436 | 1.9 (0.5) | 436 | 2.9 (0.5) | 435 | 2.0 (0.6) | 436 | 1.6 (1.6) |
| Female | 460 | 1.9 (0.5) | 460 | 2.9 (0.5) | 459 | 2.0 (0.6) | 460 | 1.5 (1.5) |
| <i>Study Site</i> | | | | | | | | |
| EA | 192 | 2.1 (0.6) | 192 | 2.9 (0.5) | 192 | 2.0 (0.6) | 192 | 1.9 (1.8) |
| MW | 160 | 2.0 (0.5) | 160 | 2.9 (0.5) | 160 | 2.0 (0.5) | 160 | 1.4 (1.5) |
| SO | 170 | 2.0 (0.5) | 170 | 2.8 (0.5) | 170 | 2.2 (0.6) | 170 | 1.2 (1.2) |
| SW | 198 | 1.8 (0.5) | 198 | 3.0 (0.5) | 197 | 1.9 (0.6) | 198 | 1.7 (1.6) |
| NW | 176 | 1.8 (0.5) | 176 | 2.9 (0.5) | 175 | 2.0 (0.7) | 176 | 1.5 (1.7) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 5 provides frequencies regarding caregivers' voting habits as well as the importance attached to religious beliefs in childrearing at the Age 12 interview.

Sixty-one percent of caregivers reported voting most to all of the time, while 16% were unregistered. A majority of caregivers (79%) said that their religious beliefs were very important in raising their children.

Table 5. Caregiver voting habits and the importance of religious beliefs in raising children at Age 12

| How often do you vote in local, state, or national elections? | | | | | | | How important are religious or spiritual beliefs in the way you raise your children? | | | |
|---|-----------------|--------------|---------------|------------------|-----------------|------------|--|--------------------|-----------------|------------|
| | Not Register-ed | Almost Never | Occasion ally | Most of the time | All of the time | | Not Import-ant | Somewhat Important | Very Import-ant | |
| | N | % (n) | % (n) | % (n) | % (n) | N | % (n) | % (n) | % (n) | |
| Overall | 947 | 16.3 (154) | 11.6 (110) | 11.5 (109) | 19.2 (182) | 41.4 (392) | 946 | 2.7 (26) | 17.9 (170) | 79.3 (750) |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 470 | 8.0 (76) | 6.1 (58) | 6.3 (60) | 11.0 (100) | 18.6 (176) | 470 | 1.7 (16) | 9.8 (93) | 38.2 (361) |
| Female | 477 | 8.2 (78) | 5.5 (52) | 5.2 (49) | 8.7 (82) | 22.8 (216) | 476 | 1.1 (10) | 8.1 (77) | 41.1 (389) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 185 | 2.3 (22) | 2.7 (26) | 1.6 (15) | 2.8 (27) | 10.0 (95) | 185 | 0.4 (4) | 2.4 (23) | 16.7 (158) |
| MW | 173 | 1.4 (13) | 1.6 (15) | 3.0 (28) | 4.0 (38) | 8.3 (79) | 173 | 0.7 (7) | 3.5 (33) | 14.1 (133) |
| SO | 173 | 5.0 (47) | 2.3 (22) | 1.7 (16) | 4.5 (43) | 4.7 (45) | 173 | 0.1 (1) | 2.4 (23) | 15.8 (149) |
| SW | 229 | 3.6 (34) | 2.4 (23) | 2.1 (20) | 4.4 (42) | 11.6 (110) | 229 | 0.5 (5) | 3.8 (36) | 19.9 (188) |
| NW | 187 | 4.0 (38) | 2.5 (24) | 3.2 (30) | 3.4 (32) | 6.6 (63) | 186 | 0.9 (9) | 5.8 (55) | 12.9 (122) |

Notes. Based on data received at the Coordinating Center through October'08.

Table 6 provides frequencies regarding caregivers' voting habits as well as the importance attached to religious beliefs in childrearing at the Age 14 interview. Sixty one percent of caregivers reported voting most to all of the time, while 15% were unregistered. A majority of caregivers (81%) said that their religious beliefs were very important in raising their children.

Table 6. Caregiver voting habits and importance of religious beliefs in raising children at Age 14

| How often do you vote in local, state or national elections? | | | | | | | How important are religious or spiritual beliefs in the way you raise your children? | | | |
|--|-----------------|--------------|---------------|------------------|-----------------|------------|--|--------------------|-----------------|------------|
| | Not Register-ed | Almost Never | Occasion ally | Most of the time | All of the time | | Not Import-ant | Somewhat Important | Very Import-ant | |
| | N | % (n) | % (n) | % (n) | % (n) | N | % (n) | % (n) | % (n) | |
| Overall | 896 | 14.8 (133) | 10.3 (92) | 13.6 (122) | 20.9 (187) | 40.4 (362) | 895 | 2.7 (24) | 16.1 (144) | 81.2 (727) |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 436 | 7.1 (64) | 6.1 (55) | 6.5 (58) | 9.3 (83) | 19.6 (176) | 435 | 1.3 (12) | 8.6 (77) | 38.7 (346) |
| Female | 460 | 7.7 (69) | 4.1 (39) | 7.1 (64) | 11.6 (104) | 20.7 (186) | 460 | 1.3 (12) | 7.5 (67) | 42.6 (381) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 192 | 2.1 (19) | 3.1 (28) | 3.5 (31) | 3.2 (29) | 9.5 (85) | 192 | 0.2 (2) | 2.9 (26) | 18.3 (164) |
| MW | 160 | 0.9 (8) | 2.2 (20) | 2.9 (26) | 4.5 (40) | 7.4 (66) | 160 | 0.4 (4) | 2.9 (26) | 14.5 (130) |
| SO | 170 | 3.7 (33) | 1.4 (13) | 2.9 (26) | 4.6 (41) | 6.4 (57) | 170 | 0.0 (0) | 3.1 (28) | 15.9 (142) |
| SW | 198 | 4.0 (36) | 2.0 (18) | 1.9 (17) | 4.1 (37) | 10.0 (90) | 197 | 0.8 (7) | 3.0 (27) | 18.2 (163) |
| NW | 176 | 4.1 (37) | 1.4 (13) | 2.5 (22) | 4.5 (40) | 7.1 (64) | 176 | 1.2 (11) | 4.1 (37) | 14.3 (128) |

Notes. Based on data received at the Coordinating Center through October'08.

Religious denomination

Fifty-five percent of caregivers at the Age 12 interview identified themselves as ‘Protestant/other Christian denomination’, and 9% were Catholic. 29% reported having no denomination. 32% of caregivers reported attending religious or spiritual services at least once a week in the last year.

At Age 14, 62% of caregivers identified themselves as ‘Protestant/other Christian denomination’, and 8% were Catholic. 25% had no denomination. 33% of caregivers reported attending church or spiritual services at least once a week in the last year.

Reliability

Internal consistency for the neighborhood mean scores for the LONGSCAN sample was excellent: Chaos (Age 12 $\alpha = .94$; Age 14 $\alpha = .94$); Collective Efficacy (Age 12 $\alpha = .92$; Age 14 $\alpha = .91$); and Stability (Age 12 $\alpha = .84$; Age 14 $\alpha = .85$).

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for Project-developed LONGSCAN Measures.

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Quality of Relationship with Father
Adapted from the National Longitudinal Study on Adolescent Health
(Add Health; Resnick et al., 1997)

Description of Measure

Purpose

This measure is intended to assess an adolescent's perception of the quality of the relationship with his or her father or father-figure and the level of his recent involvement in the adolescent's life; as well as the adolescent's perception of the father's educational aspirations for him or her. There is a parallel caregiver report on the quality of the relationship and an adolescent report measure on the quality of relationship with his/her mother.

Conceptual Organization

Introductory items ask the adolescent if there is a father-figure residing in the home and if there is, then follow-up items assess the nature of their relationship (i.e., birth or foster father, grandfather, etc.). If there is no father-figure residing in the home, the adolescent is asked to identify the man who is most like a father, and to specify the nature of that relationship. Two broad domains of relationship quality are assessed: the adolescent's perception of the overall quality of the relationship with his or her father, and the nature and extent of recent shared activities. Dimensions of quality of relationship assessed include level of closeness, understanding, trust, shared decision-making, caring and getting along. Two additional items assess adolescent's perception of how disappointed the father would be if the adolescent did not graduate from high school and college.

Adolescents who do not consider their biological father to be their primary father figure, and who do not live with the biological father but do see him at least once per month, are asked identical items about the relationship with him.

Item Origin/Selection Process

The items were adapted from the Add Health Study (Resnick et al., 1997).

Materials

A-CASI delivery system

Time Required

2-5 minutes, depending upon the number of father-figures identified.

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Quality of Relationship Score: Individual items may be utilized. The Quality of Relationship" score may be created using the mean of the 6 items listed in Tables 3 and 4 below. Each item assesses a dimension of the relationship using a 5 point likert scale ('1 = never' to '5 = always', or '1 = not at all' to '5 = very much').

Level of Recent Involvement Score: 9 yes/no items assess the nature and extent of shared activities in the last month. A score of overall involvement in the last month is created by summing these items, with a range of 0 to 9.

Have you gone shopping with him?

Have you played a sport with him?

Gone to a religious service or church-related event with him?

Have you talked about your friends or things you were doing with friends with him?

Have you gone to a movie, play, museum, concert, or sports event with him?

Have you talked with him about a personal problem you were having?

Have you talked about your schoolwork or grades with him?

Have you worked on a project for school with him?

Have you talked with him about other things you're doing in school?

Educational Aspirations Score: Two items ask the adolescent how disappointed his/her father would be if the adolescent did not graduate from a) high school and b) college using a five-point likert scale ranging from '1 = not disappointed at all' to '5 = really disappointed'.

Score Interpretation

Higher scores indicate higher levels of relationship quality, father involvement and father's perceived educational aspirations for adolescent.

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Adolescent

Mnemonic and Version

FCCA: Ages 12 and 14

Rationale

The quality of an adolescent's relationship with his or her parents, and the residential status, involvement of and quality of relationship with a father-figure has been found to be predictive of adolescent mental health, peer relationships and risk taking behaviors.

Results

Descriptive Statistics

Tables 1 and 2 describe the percent of adolescents living with a father or father-figure, and the specific relationships of residential father figures. The father-figure is the person identified by the youth as the person living in the home "who acts most like a father to you."

At age 12, 58% of participants ($n = 508$) reported living with a father or father figure. 43% reported living with their birth father, while 22% lived with step fathers and 10% with adoptive fathers. Of the 42% ($n = 369$) who reported not living with a father figure, 50% ($n = 185$) reported having a non-residential father figure.

Table 1. Frequencies for father-figure information items

| Do you live with a father right now, or someone who acts like a father to you? | | | What is the exact relationship of this man to you? | | | | | | | |
|--|---------|--------------|--|----------------------|--------------------------|------------------------|---------------------|-----------------------|----------------|----------|
| | No N | Yes n (%) | Birth Father n (%) | Step Father n (%) | Adoptive Father n (%) | Foster Father n (%) | Mothers BF n (%) | Grand-father n (%) | Other n (%) | |
| <i>Overall</i> | 372 | 369 (42.3) | 508 (57.7) | 217 (43.5) | 109 (21.8) | 51 (10.2) | 19 (3.8) | 26 (5.2) | 36 (7.2) | 41 (8.2) |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 432 | 177 (20.3) | 255 (29.2) | 117 (23.4) | 59 (11.8) | 21 (4.2) | 12 (2.4) | 15 (3.0) | 16 (3.2) | 14 (2.8) |
| Female | 440 | 192 (22.0) | 248 (28.4) | 100 (20.0) | 50 (10.0) | 30 (6.0) | 7 (1.4) | 11 (2.2) | 20 (4.0) | 27 (5.4) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 181 | 83 (9.5) | 98 (11.2) | 37 (3.4) | 29 (5.8) | 3 (0.6) | 1 (0.2) | 8 (1.6) | 7 (1.4) | 13 (2.6) |
| MW | 129 | 56 (6.4) | 73 (8.4) | 47 (9.4) | 10 (2.0) | 1 (0.2) | 0 (0.0) | 6 (1.2) | 5 (1.0) | 4 (0.8) |
| SO | 161 | 68 (7.8) | 93 (10.7) | 47 (9.4) | 30 (6.0) | 4 (0.8) | 0 (0.0) | 4 (0.8) | 2 (0.4) | 5 (1.0) |
| SW | 226 | 97 (11.1) | 129 (14.8) | 33 (6.6) | 15 (3.0) | 37 (7.4) | 14 (1.8) | 3 (0.6) | 16 (3.2) | 10 (2.0) |
| NW | 175 | 65 (7.4) | 110 (12.6) | 53 (10.6) | 25 (5.0) | 6 (1.2) | 4 (0.8) | 5 (1.0) | 6 (1.2) | 9 (1.8) |

Notes. Based on data received at the Coordinating Center through March'08.

As seen in Table 2 and similar to age 12, 54% ($n = 466$) reported living with a father or father-figure at age 14. 42% reported living with their birth father, 26% with a stepfather and 9% with an adoptive father.

Of the 44% ($n = 369$) who reported not living with a father figure, 47% ($n = 172$) reported having someone whom they considered a father figure not living in the same household.

Table 2. Frequencies for father-figure information items

| Do you live with a father right now, or someone who acts like a father to you? | | | What is the exact relationship of this man to you? | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No N | Yes n (%) | Birth Father n (%) | Step Father n (%) | Adoptive Father n (%) | Foster Father n (%) | Mothers BF n (%) | Grand-father n (%) | Other n (%) |

| *Overall* | 835 | 369 (44.2) | 466 (53.8) | 194 (41.8) | 123 (26.5) | 43 (9.3) | 19 (4.1) | 22 (4.7) | 30 (6.5) | 33 (7.1) |
| *Child's Gender* | | | | | | | | | |
| Male | 407 | 164 (19.6) | 273 (29.1) | 101 (21.9) | 76 (16.4) | 15 (3.2) | 11 (2.4) | 12 (2.6) | 11 (2.4) | 16 (3.4) |
| Female | 428 | 205 (24.5) | 223 (26.7) | 93 (20.0) | 47 (10.1) | 28 (6.0) | 8 (1.7) | 10 (2.2) | 19 (4.1) | 17 (3.7) |
| *Study Site* | | | | | | | | | |
| EA | 188 | 90 (10.8) | 98 (11.7) | 34 (7.3) | 38 (8.2) | 1 (0.2) | 2 (0.4) | 5 (1.1) | 6 (1.3) | 12 (2.6) |
| MW | 113 | 52 (6.2) | 61 (7.3) | 35 (7.5) | 14 (3.0) | 0 (0.0) | 1 (0.2) | 4 (0.9) | 5 (1.1) | 2 (0.4) |
| SO | 166 | 75 (8.9) | 91 (10.9) | 45 (9.7) | 30 (6.5) | 3 (0.6) | 0 (0.0) | 4 (0.9) | 5 (1.1) | 4 (0.9) |
| SW | 193 | 87 (10.4) | 106 (12.7) | 29 (6.2) | 14 (3.0) | 31 (6.7) | 10 (2.2) | 2 (0.4) | 8 (1.7) | 10 (2.2) |
| NW | 175 | 65 (7.8) | 110 (13.2) | 51 (11.0) | 27 (5.8) | 8 (1.7) | 6 (1.3) | 7 (1.5) | 6 (1.3) | 5 (1.1) |

Notes. Based on data received at the Coordinating Center through March'08.

Tables 3 and 4 provide descriptive statistics for items and the Quality of Relationship with Father Score at ages 12 and 14 respectively. Boys reported slightly higher levels of relationship quality than girls. Father-figures included are both residential and non-residential fathers.

Table 3. Descriptive Statistics for Quality of Relationship with Father items and Score

| | How close do you feel to your father? | How much you think he cares about you? | Does he trust you? | Does he understand you? | Do you and he get along? | Do you make decisions together? | Quality of Relationship Mean Score * |
|-----------------------|---------------------------------------|--|--------------------|-------------------------|--------------------------|---------------------------------|--------------------------------------|
| | N | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| <i>Overall</i> | 681 | 4.2 (1.0) | 4.7 (0.8) | 4.1 (1.0) | 4.0 (1.1) | 4.3 (0.9) | 3.2 (1.4) |
| <i>Child's Gender</i> | | | | | | | |
| Male | 348 | 4.3 (1.0) | 4.7 (0.7) | 4.1 (1.0) | 4.1 (1.0) | 4.3 (0.9) | 3.5 (1.4) |
| Female | 353 | 4.1 (1.1) | 4.7 (0.8) | 4.1 (1.0) | 3.9 (1.1) | 4.3 (1.0) | 3.0 (1.4) |
| <i>Study Site</i> | | | | | | | |
| EA | 147 | 4.4 (1.0) | 4.7 (0.7) | 4.4 (0.9) | 4.2 (1.0) | 4.4 (1.0) | 3.7 (1.4) |
| MW | 99 | 4.4 (1.0) | 4.8 (0.5) | 4.2 (0.9) | 4.1 (1.1) | 4.5 (0.7) | 3.4 (1.3) |
| SO | 130 | 4.1 (1.0) | 4.6 (0.7) | 4.2 (1.0) | 4.0 (1.1) | 4.3 (0.9) | 3.3 (1.4) |
| SW | 167 | 4.2 (1.1) | 4.6 (0.9) | 3.9 (1.1) | 3.8 (1.1) | 4.1 (1.1) | 3.0 (1.4) |
| NW | 138 | 4.2 (1.1) | 4.6 (0.8) | 4.0 (1.0) | 3.9 (1.0) | 4.2 (0.9) | 3.0 (1.3) |

Notes. Based on data received at the Coordinating Center through March'08.

* This score is the mean of all 6 items.

Table 4. Descriptive Statistics for Quality of Relationship with Father items and Score

| | How close do you feel to your father? | How much you think he cares about you? | Does he trust you? | Does he understand you? | Do you and he get along? | Do you make decisions together? | Quality of Relationship Mean Score * |
|-----------------------|---------------------------------------|--|--------------------|-------------------------|--------------------------|---------------------------------|--------------------------------------|
| | N | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| <i>Overall</i> | 636 | 4.1 (1.1) | 4.6 (0.8) | 4.0 (1.1) | 3.8 (1.1) | 4.2 (1.0) | 3.2 (1.3) |
| <i>Child's Gender</i> | | | | | | | |
| Male | 321 | 4.2 (1.0) | 4.7 (0.7) | 4.1 (1.0) | 4.0 (1.0) | 4.3 (0.9) | 3.4 (1.3) |
| Female | 315 | 4.0 (1.1) | 4.6 (0.8) | 4.0 (1.1) | 3.6 (1.2) | 4.1 (1.0) | 3.0 (1.4) |
| <i>Study Site</i> | | | | | | | |
| EA | 142 | 4.3 (1.0) | 4.7 (0.8) | 4.2 (1.0) | 4.1 (1.1) | 4.3 (0.9) | 3.4 (1.4) |
| MW | 84 | 4.3 (1.0) | 4.7 (0.6) | 4.3 (0.9) | 4.1 (1.1) | 4.3 (1.0) | 3.5 (1.3) |
| SO | 131 | 4.1 (1.1) | 4.6 (0.9) | 3.9 (1.1) | 3.6 (1.2) | 4.1 (1.0) | 2.9 (1.4) |
| SW | 143 | 4.0 (1.0) | 4.6 (0.7) | 4.1 (1.1) | 3.7 (1.2) | 4.2 (1.0) | 3.0 (1.3) |
| NW | 126 | 3.9 (1.1) | 4.6 (0.7) | 3.9 (1.0) | 3.7 (1.1) | 4.1 (0.9) | 3.2 (1.2) |

Notes. Based on data received at the Coordinating Center through March'08.

* This score is the mean of all 6 items.

Level of Recent Involvement Score. The 9 items on shared activities in the last month were summed to create the father involvement score. As seen in Table 5 below, boys reported slightly more involvement with their fathers at both ages 12 and 14.

Table 5. Descriptive statistics for Level of Recent Involvement Score

| | Age 12 Father Involvement Sum Score | | Age 14 Father Involvement Sum Score | |
|-----------------------|---|-----------|---|-----------|
| | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 683 | 3.7 (2.5) | 636 | 3.7 (2.3) |
| <i>Child's Gender</i> | | | | |
| Male | 350 | 3.9 (2.6) | 321 | 3.9 (2.3) |
| Female | 335 | 3.5 (2.4) | 315 | 3.5 (2.4) |
| <i>Study Site</i> | | | | |
| EA | 148 | 3.7 (2.5) | 142 | 3.6 (2.3) |
| MW | 99 | 3.8 (2.6) | 84 | 4.1 (2.4) |
| SO | 131 | 4.1 (2.4) | 131 | 3.9 (2.4) |
| SW | 167 | 3.5 (2.4) | 143 | 3.7 (2.2) |
| NW | 138 | 3.2 (2.3) | 136 | 3.6 (2.3) |

Notes. Based on data received at the Coordinating Center through March'08.

Father's Educational Aspirations for Adolescent: Most adolescents felt that their fathers would be "somewhat to really disappointed" if they did not graduate from high school (86% at age 12, 91% at age 14) or college (78% at age 12, 75% at age 14).

The same questions are asked in relation to the child's biological father when he was not identified as the primary father-figure, but descriptive statistics for this group are not presented due to the small size of this group (age 12 n = 119; age 14 n = 79).

Reliability

Internal consistency for the Quality of Relationship mean scores for the LONGSCAN sample was excellent (age 12 $\alpha = .84$; Age 14 $\alpha = .88$). Internal consistency for the father involvement sum scores for the LONGSCAN sample was good (age 12 $\alpha = .75$; age 14 $\alpha = .71$).

Validity

When looking across all three quality of relationship measures (i.e., child report of mother, child report of father, and caregiver report of child) some significant correlations are seen between measures at both age 12 and 14 (see tables 6 and 7 below).

Table 6. Age 12 Correlations

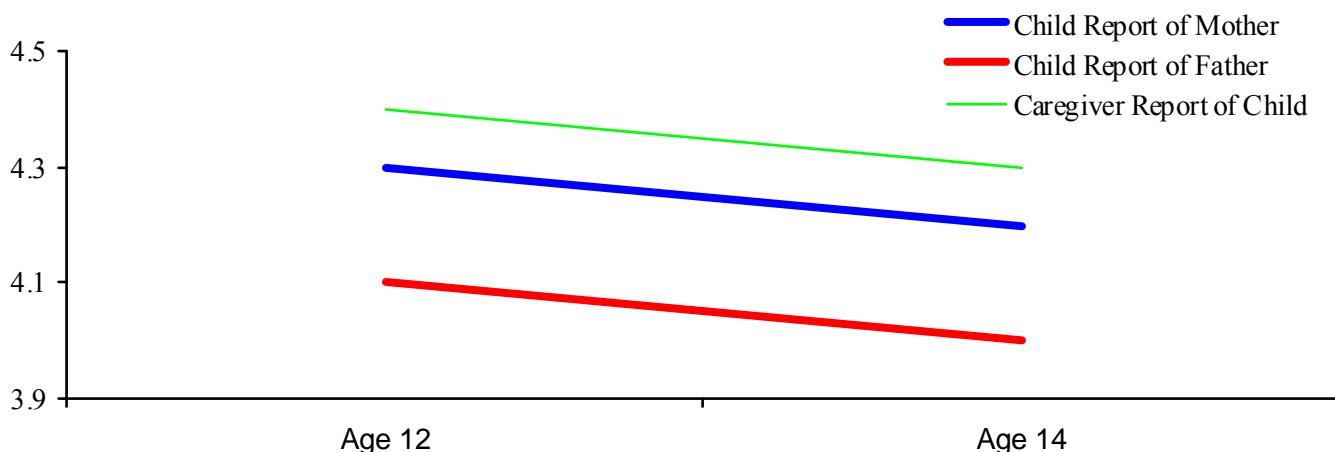
| | Quality of Relationship Mean Score | | | Parent/Child Involvement Sum Score | | |
|---------------------------|------------------------------------|---------------------------|------------------------------|------------------------------------|------------------------------|---------------------------------|
| | Child Report of Father | Child Report of Mother | Caregiver Report of Child | Child Report of Father | Child Report of Mother | Caregiver Report of Child |
| Child Report of Father | -- | | | -- | | |
| Child Report of Mother | .42 *** | -- | | .51*** | -- | |
| Caregiver Report of Child | .14 ** | .29** | -- | .11** | .17*** | -- |

Table 7. Age 14 Correlations

| | Quality of Relationship Mean Score | | | Parent/Child Involvement Sum Score | | |
|---------------------------|------------------------------------|------------------------|---------------------------|------------------------------------|------------------------|---------------------------|
| | Child Report of Father | Child Report of Mother | Caregiver Report of Child | Child Report of Father | Child Report of Mother | Caregiver Report of Child |
| Child Report of Father | -- | | | | -- | |
| Child Report of Mother | .42** | -- | | .50*** | -- | |
| Caregiver Report of Child | .19*** | .36*** | -- | .08* | .30*** | -- |

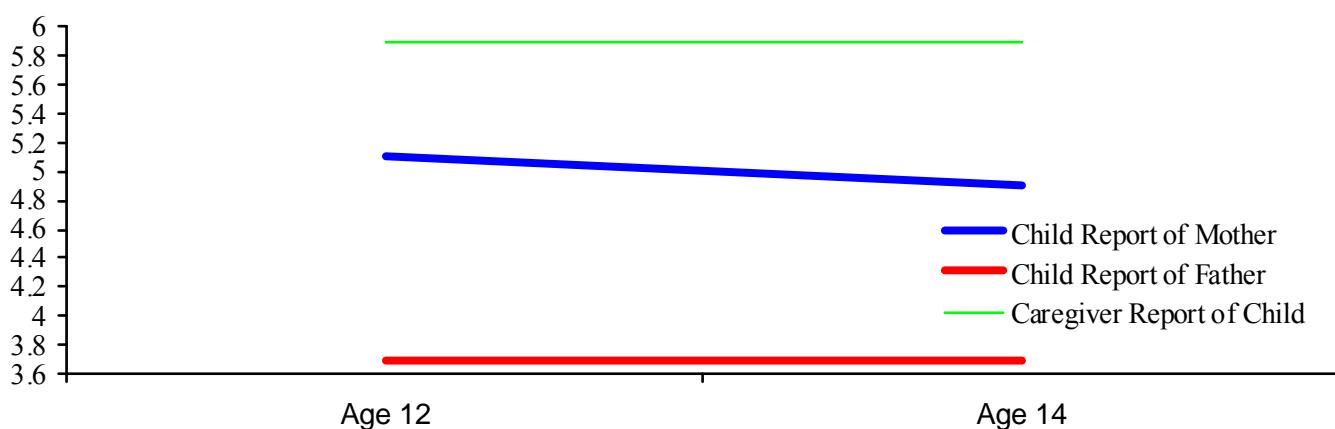
Comparing the quality of relationship mean scores by reporter we can see a slight decline across age 12 and age 14 (see Figure 1 below). The child's report of both mother and father are also lower overall than that of the caregiver's report of his/her relationship with the child.

Figure 1. Graph of Quality of Relationship Scores



Comparing the parent/child involvement sum scores by reporter we can see that the child's report of both mother and father are lower overall than that of the caregiver's report of his/her involvement with the child (see Figure 2 below).

Figure 2. Graph of Parent/Child Involvement Scores



Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

References and Bibliography

Resnick, M. D., Bearman, P. S., Blum, R. Wm., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T. Sieving, R.E., Shew, M., Ireland, M., Bearinger, L. H. & Udry, J. R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association*, 278 (19), 823-832.

<http://www.cpc.unc.edu/projects/addhealth>

Quality of Relationship with Mother

Adapted from the National Longitudinal Study on Adolescent Health
(Add Health: Resnick et al., 1997)

Description of Measure

Purpose

This measure is intended to assess an adolescent's perception of the quality of the relationship with his or her mother or mother figure and the level of their recent involvement, as well as the adolescent's perception of the mother's educational aspirations for the adolescent. There is a parallel caregiver report and an adolescent report measure on the quality of relationship with his/her father.

Conceptual Organization

Introductory items ask the adolescent if there is a mother figure residing in the home and if there is, then follow-up items assess the nature of their relationship (i.e., birth or foster mother, grandmother, etc.). If there is no mother figure residing in the home, the adolescent is asked to identify the woman who is most like a mother, and to specify the nature of that relationship. Two broad domains of relationship quality are assessed: the adolescent's perception of the overall quality of the relationship with his or her mother, and the nature and extent of recent shared activities. Dimensions of quality of relationship assessed include level of closeness, understanding, trust, shared decision making, caring and getting along. Two additional items assess adolescent's perception of how disappointed the mother would be if the adolescent did not graduate from high school and college.

Item Origin/Selection Process

The items were adapted from those used in the Add Health Study (Resnick et al., 1997).

Materials

A-CASI delivery system

Time Required

2-3 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Quality of Relationship Score: Individual items may be utilized. The Quality of Relationship Score of is created using the mean of the 6 items listed in Tables 3 and 4 below. Each item assesses a dimension of the relationship using a 5 point likert scale (1= never to 5 = always, or 1=not at all to 5=very much).

Level of Recent Involvement Score: 9 yes/no items assess the nature and extent of shared activities in the last month. A score of overall involvement in the last month is created by summing these items, with a range of 0 to 9. The items include:

Have you gone shopping with her?

Have you played a sport with her?

Gone to a religious service or church-related event with her?

Have you talked about your friends or things you were doing with friends with her?

Have you gone to a movie, play, museum, concert, or sports event with her?
Have you talked with her about a personal problem you were having?
Have you talked about your schoolwork or grades with her?
Have you worked on a project for school with her?
Have you talked with her about other things you're doing in school?

Educational Aspirations Score: Two items ask the adolescent how disappointed his/her mother would be if the adolescent did not graduate from a) high school and b) college using a five-point likert scale ranging from 1=not disappointed at all to 5=really disappointed.

Score Interpretation

Higher scores indicate higher levels of relationship quality, mother involvement and mother's perceived educational aspirations for adolescent.

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Adolescent

Mnemonic and Version

MCCA: Ages 12 and 14

Rationale

The quality of an adolescent's relationship with his or her parents has been found in some studies to be predictive of adolescent mental health, peer relationships, and risk taking behaviors.

Results

Descriptive Statistics

Tables 1 and 2 describe the percentage of adolescents at ages 12 and 14 living with a mother or mother figure, and the specific relationships of these residential mother figures (i.e., biological, step, adoptive, etc.). The mother figure is the person identified by the respondent as the person living in the home "who acts most like a mother to you." 92% of age 12 respondents and 91% of age 14 respondents reported living with a mother figure. At both interviews, the majority of residential mother figures were birth mothers, followed by grandmothers and adoptive mothers. Of those not living with mother figure, 65% at age 12 and 57% at age 14 had non-residential mother figures.

Table 1. Frequencies for mother figure information items

| Do you live with a mother right now, or someone who acts like a mother to you? | | | What is the exact relationship of this woman to you? | | | | | | | |
|--|---------|--------------|--|-------------------------|-----------------------------|---------------------------|-------------------------|---------------------------|----------------|----------|
| | No N | Yes n (%) | Birth Mother n (%) | Step Mother n (%) | Adoptive Mother n (%) | Foster Mother n (%) | Father's GF n (%) | Grand- mother n (%) | Other n (%) | |
| <i>Overall</i> | 878 | 72 (8.2) | 806 (91.8) | 539 (67.4) | 31 (3.9) | 73 (9.1) | 30 (3.7) | 4 (0.5) | 88 (11.0) | 35 (4.4) |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 437 | 4 (4.7) | 396 (45.1) | 277 (34.6) | 16 (2.0) | 27 (3.4) | 20 (2.5) | 4 (0.5) | 32 (4.0) | 13 (1.6) |
| Female | 441 | 31 (3.5) | 410 (46.7) | 262 (32.7) | 15 (1.9) | 46 (5.7) | 10 (1.2) | 0 (0.0) | 56 (7.0) | 22 (2.7) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 183 | 15 (1.7) | 168 (19.1) | 133 (16.6) | 3 (0.4) | 3 (0.4) | 3 (0.4) | 2 (0.2) | 15 (1.9) | 7 (0.9) |
| MW | 129 | 8 (0.9) | 121 (13.7) | 108 (13.5) | 2 (0.2) | 2 (0.2) | 2 (0.2) | 0 (0.0) | 5 (0.6) | 1 (0.1) |
| SO | 164 | 5 (0.6) | 159 (18.1) | 127 (15.9) | 4 (0.5) | 3 (0.4) | 1 (0.1) | 0 (0.0) | 19 (2.4) | 5 (0.6) |
| SW | 226 | 27 (3.1) | 199 (22.7) | 71 (8.9) | 10 (1.2) | 55 (6.9) | 18 (2.2) | 1 (0.1) | 32 (4.0) | 8 (1.0) |
| NW | 176 | 17 (1.9) | 159 (18.1) | 100 (12.5) | 12 (1.5) | 10 (1.2) | 6 (0.7) | 1 (0.1) | 17 (2.1) | 14 (1.7) |

Notes. Based on data received at the Coordinating Center through March'08.

Table 2. Frequencies for mother figure information items

| Do you live with a mother right now, or someone who acts like a mother to you? | | | What is the exact relationship of this woman to you? | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No N | Yes n (%) | Birth Mother n (%) | Step Mother n (%) | Adoptive Mother n (%) | Foster Mother n (%) | Father's GF n (%) | Grand- mother n (%) | Other n (%) |

| *Overall* | 841 | 75 (8.9) | 766 (91.1) | 554 (72.6) | 21 (2.7) | 65 (8.5) | 21 (2.7) | 3 (0.4) | 68 (8.9) | 31 (4.1) |
| *Child's Gender* | | | | | | | | | |
| Male | 411 | 41 (4.9) | 370 (44.0) | 271 (35.5) | 9 (1.2) | 31 (4.1) | 9 (1.2) | 3 (0.4) | 28 (3.7) | 17 (2.2) |
| Female | 430 | 34 (4.0) | 395 (47.1) | 283 (37.1) | 12 (1.6) | 34 (4.5) | 12 (1.6) | 0 (0.0) | 40 (5.2) | 14 (1.8) |
| *Study Site* | | | | | | | | | |
| EA | 192 | 6 (.7) | 186 (22.1) | 151 (19.7) | 1 (0.1) | 3 (0.4) | 3 (0.4) | 2 (0.3) | 15 (2.0) | 11 (1.4) |
| MW | 113 | 11 (1.3) | 102 (12.1) | 95 (12.4) | 1 (0.1) | 1 (0.1) | 0 (0.0) | 0 (0.0) | 4 (0.5) | 1 (0.1) |
| SO | 168 | 8 (0.9) | 160 (19.0) | 136 (17.8) | 0 (0.0) | 3 (0.4) | 0 (0.0) | 0 (0.0) | 16 (2.1) | 4 (0.5) |
| SW | 193 | 31 (3.7) | 162 (19.3) | 64 (8.4) | 5 (0.7) | 49 (6.4) | 11 (1.4) | 0 (0.0) | 23 (3.0) | 8 (1.0) |
| NW | 175 | 19 (2.3) | 156 (18.5) | 108 (14.2) | 14 (1.8) | 9 (1.2) | 7 (0.9) | 1 (0.1) | 10 (1.3) | 7 (0.9) |

Notes. Based on data received at the Coordinating Center through March'08.

Tables 3 and 4 provide descriptive statistics for Quality of Relationship items and Score at ages 12 and 14 respectively. Adolescents with mother figures who were their biological mothers reported slightly better relationship quality overall compared to those with other mother figure relationships (i.e., foster, step, adoptive, etc.).

Table 3. Descriptive Statistics Quality of Relationship with Mother items and Score

| | How close do you feel to your mother? | How much you think she cares about you? | Does she trust you? | Does she understand you? | Do you and she get along? | Do you make decisions together? | Quality of Relationship Mean Score * |
|-----------------------|---------------------------------------|---|---------------------|--------------------------|---------------------------|---------------------------------|--------------------------------------|
| | N | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| <i>Overall</i> | 860 | 4.6 (0.7) | 4.9 (0.5) | 4.1 (1.0) | 4.1 (1.0) | 4.4 (0.8) | 3.9 (1.1) |
| <i>Child's Gender</i> | | | | | | | |
| Male | 424 | 4.7 (0.7) | 4.9 (0.4) | 4.1 (1.0) | 4.1 (1.0) | 4.4 (0.8) | 3.9 (1.1) |
| Female | 436 | 4.6 (0.7) | 4.8 (0.5) | 4.1 (1.0) | 4.1 (1.0) | 4.3 (0.9) | 3.9 (1.1) |
| <i>Relationship**</i> | | | | | | | |
| Bio Mom | 556 | 4.7 (0.6) | 4.9 (0.4) | 4.2 (0.9) | 4.2 (1.0) | 4.4 (0.8) | 3.9 (1.1) |
| Other | 291 | 4.5 (0.9) | 4.8 (0.6) | 3.9 (1.0) | 4.1 (1.0) | 4.3 (0.9) | 3.8 (1.1) |
| <i>Study Site</i> | | | | | | | |
| EA | 181 | 4.8 (0.7) | 4.9 (0.5) | 4.2 (1.0) | 4.3 (1.0) | 4.5 (0.8) | 4.1 (1.1) |
| MW | 126 | 4.8 (0.7) | 4.9 (0.5) | 4.2 (1.0) | 4.1 (1.0) | 4.4 (0.9) | 4.0 (1.0) |
| SO | 164 | 4.7 (0.7) | 4.9 (0.4) | 4.1 (1.0) | 4.2 (1.0) | 4.4 (0.7) | 3.9 (1.0) |
| SW | 216 | 4.5 (0.9) | 4.8 (0.5) | 3.9 (1.1) | 4.0 (1.0) | 4.2 (0.9) | 3.6 (1.2) |
| NW | 173 | 4.6 (0.6) | 4.9 (0.4) | 4.1 (0.9) | 4.1 (0.9) | 4.3 (0.8) | 3.8 (1.0) |

Notes. Based on data received at the Coordinating Center through March'08.

* This score is the mean of all 6 items.

** Based on categories from Table 1. 'Other' includes foster, adoptive, step, father's girlfriend, grandmother & other.

Table 4. Descriptive Statistics for Quality of Relationship with Mother items and Score

| | How close do you feel to your mother? | How much you think she cares about you? | Does she trust you? | Does she understand you? | Do you and she get along? | Do you make decisions together? | Quality of Relationship Mean Score* |
|-----------------------|---------------------------------------|---|---------------------|--------------------------|---------------------------|---------------------------------|-------------------------------------|
| | N | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| <i>Overall</i> | 811 | 4.5 (0.8) | 4.8 (0.5) | 4.1 (1.0) | 3.9 (1.0) | 4.1 (0.9) | 3.8 (1.1) |
| <i>Child's Gender</i> | | | | | | | |
| Male | 396 | 4.6 (0.8) | 4.8 (0.5) | 4.1 (1.0) | 4.0 (1.0) | 4.2 (0.9) | 3.7 (1.1) |
| Female | 415 | 4.04 (0.9) | 4.8 (0.5) | 4.0 (1.0) | 3.8 (1.1) | 4.0 (0.9) | 3.8 (1.1) |
| <i>Relationship**</i> | | | | | | | |
| Bio Mom | 567 | 4.6 (0.8) | 4.9 (0.5) | 4.1 (1.0) | 4.0 (1.0) | 4.1 (0.9) | 3.8 (1.1) |
| Other | 237 | 4.3 (0.9) | 4.7 (0.7) | 3.9 (1.0) | 3.7 (1.1) | 4.0 (0.9) | 3.6 (1.2) |
| <i>Study Site</i> | | | | | | | |
| EA | 193 | 4.7 (0.7) | 4.9 (0.4) | 4.2 (1.0) | 4.1 (1.0) | 4.4 (0.9) | 3.9 (1.1) |
| MW | 108 | 4.7 (0.7) | 4.9 (0.2) | 4.2 (1.0) | 4.2 (1.0) | 4.3 (0.8) | 4.1 (1.0) |
| SO | 165 | 4.5 (0.9) | 4.8 (0.6) | 4.1 (1.1) | 3.8 (1.1) | 4.0 (0.9) | 3.8 (1.1) |
| SW | 177 | 4.4 (0.9) | 4.7 (0.7) | 3.9 (1.1) | 3.8 (1.1) | 4.0 (1.0) | 3.5 (1.2) |
| NW | 168 | 4.3 (0.8) | 4.7 (0.6) | 3.9 (0.9) | 3.8 (0.9) | 3.9 (0.8) | 3.6 (1.1) |

Notes. Based on data received at the Coordinating Center through March'08.

* This score is the mean of all 6 items.

** Based on categories from Table 1. 'Other' includes foster, adoptive, step, father's girlfriend, grandmother & other.

The quality of relationship measure includes 9 yes/no items about recent shared activities. These items were summed to create the Mother Involvement Score. As seen in Table 5, girls reported higher levels of involvement at both ages 12 and 14 than did boys. Adolescents with mother figures who were their biological mothers reported higher levels of involvement than those with other types of mother figure relationships (i.e., foster, step, adoptive, etc.).

Table 5. Descriptive statistics for Mother Involvement Score

| | Age 12 Mother Involvement Sum Score | | Age 14 Mother Involvement Sum Score | |
|-----------------------|---|-----------|---|-----------|
| | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 861 | 5.1 (2.2) | 811 | 4.9 (2.1) |
| <i>Child's Gender</i> | | | | |
| Male | 424 | 4.9 (2.3) | 396 | 4.7 (2.1) |
| Female | 437 | 5.3 (2.1) | 415 | 5.1 (2.1) |
| <i>Relationship*</i> | | | | |
| Bio Mom | 556 | 5.3 (2.1) | 567 | 5.0 (2.1) |
| Other | 291 | 4.8 (2.2) | 237 | 4.7 (2.0) |
| <i>Study Site</i> | | | | |
| EA | 181 | 5.1 (2.1) | 193 | 4.7 (2.2) |
| MW | 127 | 5.6 (1.9) | 108 | 5.2 (2.0) |
| SO | 164 | 5.6 (2.1) | 165 | 5.5 (2.1) |
| SW | 216 | 4.7 (2.2) | 177 | 4.8 (2.1) |
| NW | 174 | 4.5 (2.1) | 168 | 4.5 (2.0) |

Notes. Based on data received at the Coordinating Center through March'08.

* Based on categories from Table 1. 'Other' includes foster, adoptive, step, father's girlfriend, grandmother and other.

Mother's educational aspirations for adolescent: Most adolescents felt their mothers would be "somewhat to really disappointed" if they did not graduate from high school (92% at Age 12, 94% at Age 14) or college (80% at Age 12, 76% at Age 14).

Reliability

Internal consistency for the Quality of Relationship mean scores for the LONGSCAN sample was excellent (Age 12 $\alpha = .82$; Age 14 $\alpha = .85$). Internal consistency for the Mother Involvement sum scores for the LONGSCAN sample was good (Age 12 $\alpha = .69$; Age 14 $\alpha = .68$).

Validity

When looking across the three quality of relationship measures (i.e., child report of mother, child report of father, and caregiver report of child) there are some significant correlations between measures at both Ages 12 and 14 (see tables 6 and 7 below).

Table 6. Age 12 Correlations

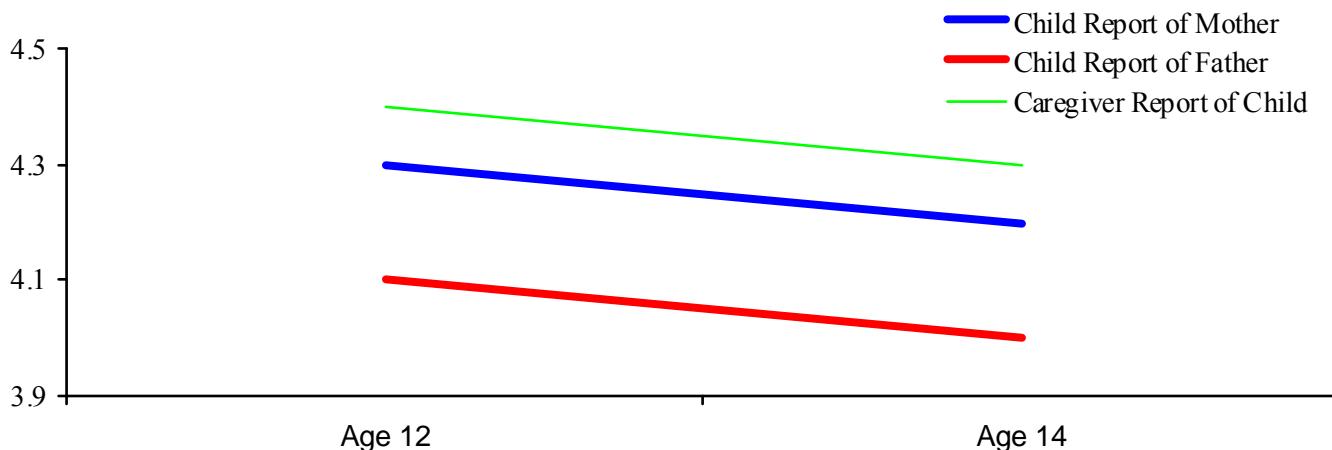
| | Quality of Relationship Mean Score | | | Parent/Child Involvement Sum Score | | |
|---------------------------|------------------------------------|------------------------|---------------------------|------------------------------------|------------------------|---------------------------|
| | Child Report of Father | Child Report of Mother | Caregiver Report of Child | Child Report of Father | Child Report of Mother | Caregiver Report of Child |
| Child Report of Father | -- | | | -- | | |
| Child Report of Mother | .42 *** | -- | | .51*** | -- | |
| Caregiver Report of Child | .14 ** | .29** | -- | .11** | .17*** | -- |

Table 7. Age 14 Correlations

| | Quality of Relationship Mean Score | | | Parent/Child Involvement Sum Score | | |
|---------------------------|------------------------------------|------------------------|---------------------------|------------------------------------|------------------------|---------------------------|
| | Child Report of Father | Child Report of Mother | Caregiver Report of Child | Child Report of Father | Child Report of Mother | Caregiver Report of Child |
| Child Report of Father | -- | | | -- | | |
| Child Report of Mother | .42** | -- | | .50*** | -- | |
| Caregiver Report of Child | .19*** | .36*** | -- | .08* | .30*** | -- |

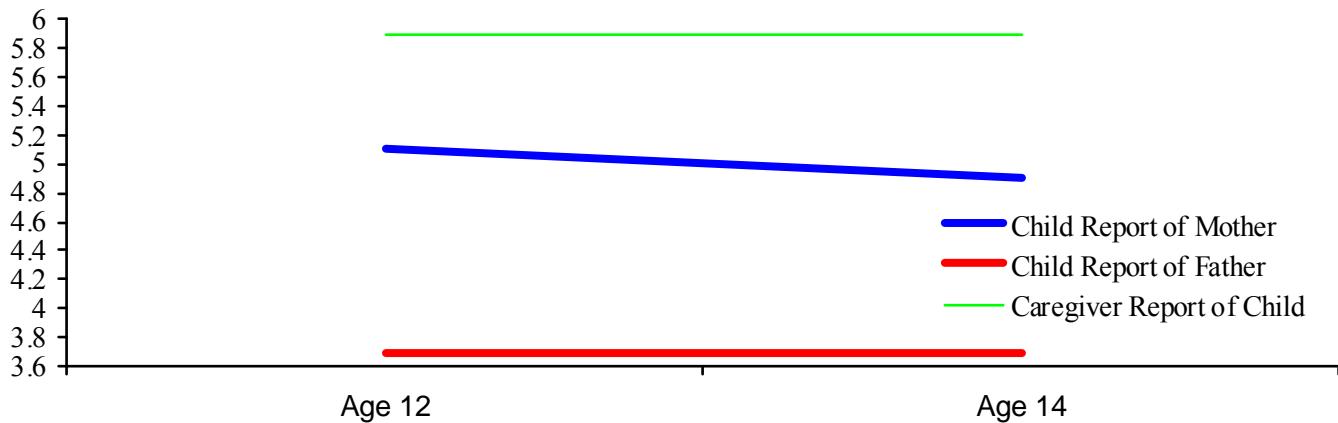
There is a slight decline across Age 12 and Age 14 in the Quality of Relationship Score. The adolescent's report of the quality of relationship with both mother and father is lower overall than the caregiver's report of his/her relationship with the adolescent at both time points (see Figure 1 below).

Figure 1. Graph of Quality of Relationship Scores



At both time points, the adolescent's report of mother and father involvement is lower overall than that of the caregiver's report of his/her involvement with the child (see Figure 2 below).

Figure 2. Graph of Parent/Child Involvement Scores



Publisher Information

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References and Bibliography

- Resnick, M. D., Bearman, P. S., Blum, R. Wm., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T., Sieving, R.E., Shew, M., Ireland, M., Bearinger, L. H. & Udry, J. R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association*, 278 (19), 823-832.

<http://www.cpc.unc.edu/projects/addhealth>

Parent-Child Relationship

Adapted from National Longitudinal Study on Adolescent Health (Add Health; Resnick et al., 1997)

Description of Measure

Purpose

This measure is intended to assess a primary caregiver's perception of the quality of the relationship with his or her adolescent child and the level of their recent involvement, as well as the caregiver's educational aspirations for the adolescent. Parallel measures exist for adolescent report on the relationship with his or her mother and father figures.

Conceptual Organization

Two broad domains of relationship quality are assessed: the caregiver's perception of the overall quality of the relationship with his or her adolescent, and the nature and extent of recent shared activities. Dimensions of quality of relationship assessed include level of closeness, understanding, trust, shared decision making, caring and getting along. Two items assess the caregiver's educational aspirations for the child by asking how disappointed s/he would be if the adolescent did not graduate from high school and college.

Item Origin/Selection Process

The items were adapted from those used in the Add Health Study (Resnick et al., 1997).

Materials

A-CASI delivery system

Time Required

2-3 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Quality of relationship: Individual items may be utilized. A 'quality of relationship' mean score may be created using the mean of the 6 items listed in Tables 1 and 2 below. Each item assesses a dimension of the relationship using a 5 point likert scale (1= never to 5 = always, or 1= not at all to 5=very much).

Level of Recent Involvement: 9 yes/no items assess the nature and extent of shared activities in the last month. A score of overall involvement in last month is created by summing these items, with a range of 0 to 9 (shared activities).

Have you gone shopping with (adolescent)?

Have you played a sport with (adolescent)?

Gone to a religious service or church-related event with (adolescent)?

Have you talked about your friends or things you were doing with friends with (adolescent)?

Have you gone to a movie, play, museum, concert, or sports event with (adolescent)?

Have you talked with (adolescent) about a personal problem s/he was having?

Have you talked about his/her schoolwork or grades with (adolescent)?

Have you worked on a project for school with (adolescent)?

Have you talked with (adolescent) about other things s/he is doing in school?

Educational aspirations: Two items ask how disappointed the caregiver would be if the adolescent did not graduate from: a) high school, and b) college using a five-point likert scale ranging from 1=not disappointed at all, to 5=really disappointed. Higher scores indicate higher educational aspirations.

Score Interpretation

Higher scores indicate higher levels of relationship quality, recent parent/child involvement, and educational aspirations.

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Parental caregiver; parallel measures exist for adolescent self report of quality of relationship with mother and father-figures (MCCA, FCCA)

Mnemonic and Version

PCPA: Ages 12 and 14

Rationale

The quality of an adolescent's relationships with his or her parents have been found to be predictive of adolescent mental health, peer relationships, and risk taking behaviors.

Results

Descriptive Statistics

Table 1 provides the mean scores of the quality of parent-child relationship age 12. The majority of caregivers reported having quality of relationship of 4 or above, out of a possible high score of 6, with their 12 year-old ($M = 4.4$, $SD = 0.5$).

Table 1. Descriptive Statistics for quality of relationship items on the Age 12 Parent Child Relationship Measure

| | How close do you feel to your child? | How much do you care about your child? | Do you trust your child? | Do you try to understand your child? | Do you and your child get along? | Do you make decisions together? | Quality of Relationship Mean Score * |
|-----------------------|--------------------------------------|--|--------------------------|--------------------------------------|----------------------------------|---------------------------------|--------------------------------------|
| | N | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| <i>Overall</i> | 454 | 4.7 (0.6) | 5.0 (0.1) | 4.3 (0.9) | 4.1 (0.9) | 4.3 (0.7) | 4.0 (0.9) |
| <i>Child's Gender</i> | | | | | | | |
| Male | 471 | 4.7 (0.6) | 5.0 (0.1) | 4.2 (0.9) | 4.1 (0.9) | 4.4 (0.7) | 3.9 (1.0) |
| Female | 483 | 4.7 (0.7) | 5.0 (0.2) | 4.3 (0.8) | 4.1 (0.8) | 4.3 (0.7) | 4.0 (0.9) |
| <i>Study Site</i> | | | | | | | |
| EA | 186 | 4.8 (0.5) | 5.0 (0.0) | 4.4 (0.8) | 4.2 (0.9) | 4.5 (0.7) | 4.1 (0.9) |
| MW | 176 | 4.7 (0.7) | 5.0 (0.1) | 4.5 (0.9) | 4.4 (0.8) | 4.4 (0.7) | 4.0 (1.1) |
| SO | 173 | 4.8 (0.5) | 5.0 (0.2) | 4.3 (0.7) | 4.1 (0.9) | 4.3 (0.7) | 4.0 (0.9) |
| SW | 228 | 4.6 (0.7) | 5.0 (0.1) | 4.1 (1.0) | 4.0 (0.8) | 4.2 (0.7) | 3.8 (1.0) |
| NW | 191 | 4.6 (0.7) | 5.0 (0.1) | 4.2 (0.8) | 3.9 (0.8) | 4.2 (0.6) | 3.9 (0.8) |

Notes. Based on data received at the Coordinating Center through October'08.

* This score is the mean of all 6 items.

Table 2 provides descriptive statistics for caregiver report items and mean scores relating to the quality of parent-child relationship at age 14. Similar to age 12, at age 14 a majority of caregivers reported having a relationship quality of 4 or above, out of a possible high score of 6, (overall $M = 4.3$, $SD = 0.5$).

Table 2. Descriptive Statistics for quality of relationship items on the Age 14 Parent Child Relationship Measure

| | How close do you feel to your child? | How much do you care about your child? | Do you trust your child? | Do you try to understand your child? | Do you and your child get along? | Do you make decisions together? | Quality of Relationship Mean Score * |
|-----------------------|--------------------------------------|--|--------------------------|--------------------------------------|----------------------------------|---------------------------------|--------------------------------------|
| | N | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| <i>Overall</i> | 922 | 4.6 (0.7) | 5.0 (0.2) | 4.2 (1.0) | 4.0 (0.9) | 4.3 (0.8) | 3.9 (0.9) |
| <i>Child's Gender</i> | | | | | | | |
| Male | 450 | 4.6 (0.7) | 5.0 (0.1) | 4.2 (0.9) | 3.9 (0.9) | 4.2 (0.8) | 3.9 (1.0) |
| Female | 472 | 4.6 (0.7) | 5.0 (0.2) | 4.2 (1.0) | 4.0 (0.9) | 4.3 (0.8) | 4.0 (0.9) |
| <i>Study Site</i> | | | | | | | |
| EA | 197 | 4.8 (0.6) | 5.0 (0.1) | 4.3 (1.0) | 4.1 (0.8) | 4.4 (0.8) | 4.0 (0.9) |
| MW | 164 | 4.5 (0.8) | 5.0 (0.2) | 4.4 (0.9) | 4.1 (1.0) | 4.4 (0.8) | 4.1 (1.0) |
| SO | 173 | 4.7 (0.7) | 5.0 (0.3) | 4.1 (1.1) | 3.9 (1.0) | 4.2 (0.8) | 3.9 (1.0) |
| SW | 204 | 4.5 (0.7) | 5.0 (0.2) | 4.1 (0.9) | 3.8 (0.8) | 4.1 (0.9) | 3.9 (0.9) |
| NW | 184 | 4.5 (0.7) | 5.0 (0.2) | 4.2 (0.9) | 3.8 (0.8) | 4.2 (0.6) | 3.8 (0.9) |

Notes. Based on data received at the Coordinating Center through October '08.

* This score is the mean of all 6 items.

The measure includes 9 yes/no items on shared activities in the past four weeks. A sum score was created using these items to capture 'parent/child involvement'. For descriptive statistics of this score, see Table 3 below.

Table 3. Descriptive statistics for parent/child involvement scores on the Parent-Child Relationship Measure

| | Age 12 | | Age 14 | |
|-----------------------|--------|--|--------|--|
| | N | Parent/Child Involvement Sum Score M (SD) | N | Parent/Child Involvement Sum Score M (SD) |
| <i>Overall</i> | 954 | 5.9 (1.9) | 921 | 5.9 (1.8) |
| <i>Child's Gender</i> | | | | |
| Male | 471 | 5.8 (1.9) | 449 | 5.7 (1.8) |
| Female | 483 | 6.1 (1.8) | 472 | 6.0 (1.7) |
| <i>Study Site</i> | | | | |
| EA | 186 | 6.0 (1.9) | 197 | 5.9 (1.8) |
| MW | 176 | 5.6 (2.0) | 164 | 5.6 (1.8) |
| SO | 173 | 6.1 (2.0) | 173 | 6.0 (1.8) |
| SW | 228 | 6.1 (1.7) | 204 | 6.0 (1.8) |
| NW | 191 | 5.9 (1.7) | 183 | 5.8 (1.7) |

Notes. Based on data received at the Coordinating Center through October'08.

Educational aspirations for child: At age 12, most caregivers reported that they would be either “somewhat” or “really” disappointed if their child did not graduate from high school or college (92% and 52% respectively). Similar but slightly higher aspirations are seen at age 14 (95% and 57% respectively).

Reliability

Internal consistency for the quality of relationship mean scores for the LONGSCAN sample was good (age 12 $\alpha = .68$; Age 14 $\alpha = .74$). Internal consistency for the parent/child involvement sum scores for the LONGSCAN sample was average (age 12 $\alpha = .60$; Age 14 $\alpha = .59$).

Validity

When looking across all three quality of relationship measures (i.e., child report of mother, child report of father, and caregiver report of child) some significant correlations are seen between measures at both ages 12 and 14 (see Tables 4 and 5 below).

Table 4. Age 12 Correlations

| | Quality of Relationship Mean Score | | | Parent/Child Involvement Sum Score | | |
|---------------------------|------------------------------------|------------------------|---------------------------|------------------------------------|------------------------|---------------------------|
| | Child Report of Father | Child Report of Mother | Caregiver Report of Child | Child Report of Father | Child Report of Mother | Caregiver Report of Child |
| Child Report of Father | -- | | | -- | | |
| Child Report of Mother | .42 *** | -- | | .51*** | -- | |
| Caregiver Report of Child | .14 ** | .29** | -- | .11** | .17*** | -- |

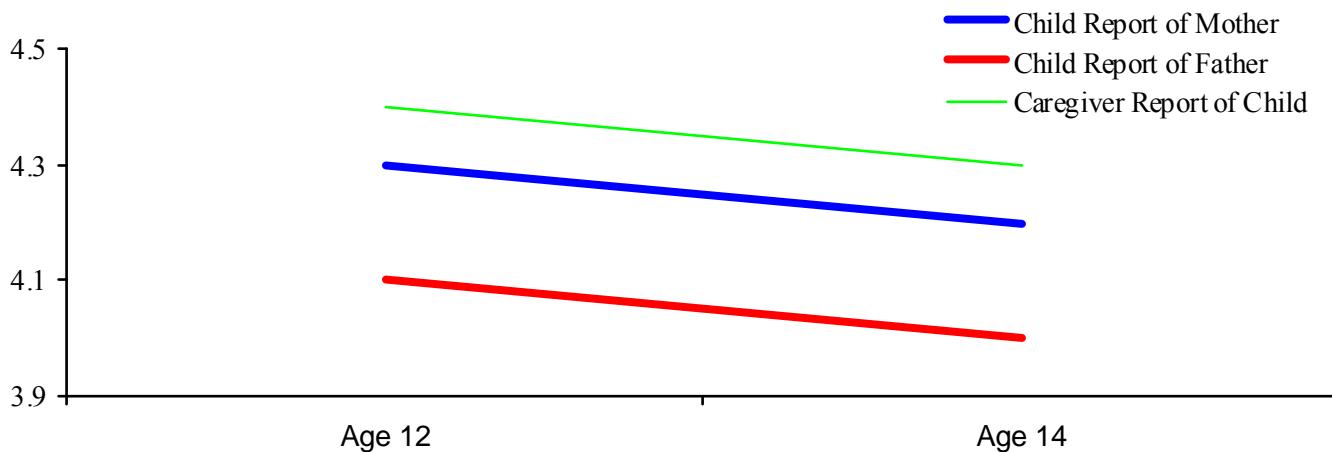
Table 5. Age 14 Correlations

| | Quality of Relationship Mean Score | | | Parent/Child Involvement Sum Score | | |
|---------------------------|------------------------------------|------------------------|---------------------------|------------------------------------|------------------------|---------------------------|
| | Child Report of Father | Child Report of Mother | Caregiver Report of Child | Child Report of Father | Child Report of Mother | Caregiver Report of Child |
| Child Report of Father | -- | | | -- | | |
| Child Report of Mother | .42** | -- | | .50*** | -- | |
| Caregiver Report of Child | .19*** | .36*** | -- | .08* | .30*** | -- |

Comparing the quality of relationship mean scores by reporter (i.e., child report of mother, child report of father, and caregiver report of child) we can see a slight decline across age 12 and age 14 (see Figure 1

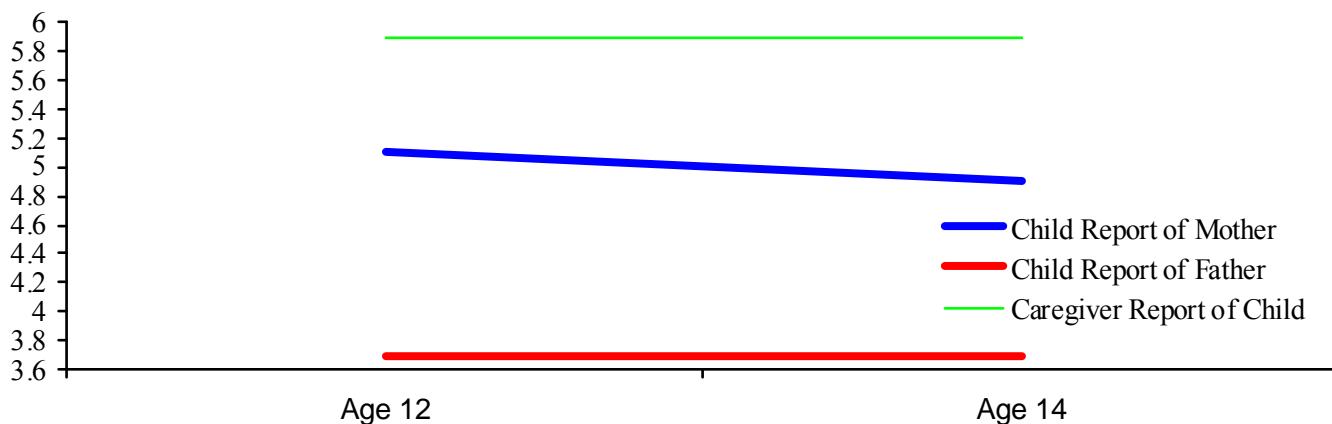
below). The child's report of both mother and father are also lower overall than that of the caregiver's report of his/her relationship with the child.

Figure 1. Graph of Quality of Relationship Scores



Comparing the parent/child involvement sum scores by reporter (i.e., child report of mother, child report of father, and caregiver report of child) we can see that the child's report of both mother and father are lower overall than that of the caregiver's report of his/her involvement with the child (see Figure 2 below).

Figure 2. Graph of Parent/Child Involvement Scores



Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

References and Bibliography

- Resnick, M. D., Bearman, P. S., Blum, R. Wm., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T. Sieving, R.E., Shew, M., Ireland, M., Bearinger, L. H. & Udry, J. R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association*, 278 (19), 823-832.

<http://www.cpc.unc.edu/projects/addhealth>

Resilience Factors LONGSCAN, 1998

Description of Measure

Purpose

To assess factors associated with resilience and well-being in adolescents.

Conceptual Organization

The measure assesses four broad domains, including existence of familial and extrafamilial supportive adults; religiosity/ spirituality and religious institution involvement; prosocial extracurricular activities; and history of leadership and honors.

Item Origin/Selection Process

Items were project developed after a review of existing measures of adolescent resilience and related literature. The measure is not intended as a comprehensive measure of resilience factors, as other factors related to resilience are measured elsewhere in LONGSCAN interviews.

Materials

A-CASI delivery system, or paper and pencil self or interviewer administration.

Time Required

2-3 minutes

Administration Method

A-CASI, or paper and pencil self or interviewer administration.

Training

Minimal training is required.

Scoring

Individual items can be used or counts can be derived across items.

LONGSCAN Use

Data Points

Ages 12, 14, and 16

Respondent

Youth

Mnemonic and Version

RSFA: Ages 12 and 14

RSFB: Age 16

Rationale

The domains assessed in this measure have been found to be related to resilience in adolescents in general, and examining whether this is the case within an at-risk or maltreated sample was of interest to the LONGSCAN investigators.

Results

Descriptive Statistics

Tables 1 and 2 provide frequencies for items relating to supportive adults by sample demographics. At both time points, a large majority (93-95%) of youth reported that they had an adult (or adults) who they could turn to for help with a serious problem. Girls had slightly higher rates of endorsing the presence of a supportive adult. Except for some variation among sites, rates of endorsements overall were quite consistent across the two time points.

Table 1. Frequencies for items endorsed ('yes') on the Age 12 Resilience Factors Measure by Demographics

| | An adult you can turn to for help if you have a serious problem? | Could go to a parent or someone who is like a parent (not a parent) with a serious problem? | Could go to another relative (not a parent) with a serious problem? | Could go to another adult (not a relative) with a serious problem? | Has there ever been an adult, outside your family, who has encouraged you and believed in you? | Would you say that this encouragement has made a difference in your life? |
|---------------------|--|---|---|--|--|---|
| | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) |
| <i>Overall</i> | 817 (93.4) | 773 (95.2) | 694 (85.6) | 523 (65.3) | 759 (87.4) | 694 (80.7) |
| <i>Youth Gender</i> | | | | | | |
| Male | 398 (45.5) | 373 (45.9) | 337 (41.6) | 244 (30.5) | 366 (42.2) | 329 (38.3) |
| Female | 419 (47.9) | 400 (49.3) | 357 (44.0) | 279 (34.8) | 398 (45.3) | 365 (42.4) |
| <i>Study Site</i> | | | | | | |
| EA | 172 (19.7) | 166 (20.4) | 148 (18.3) | 107 (13.4) | 160 (18.4) | 141 (16.4) |
| MW | 123 (14.1) | 116 (14.3) | 102 (12.6) | 70 (8.7) | 111 (12.8) | 100 (11.6) |
| SO | 154 (17.6) | 149 (18.3) | 141 (17.4) | 117 (14.6) | 150 (17.3) | 144 (16.7) |
| SW | 206 (23.5) | 190 (23.4) | 168 (20.7) | 125 (15.6) | 185 (17.6) | 175 (20.4) |
| NW | 162 (18.5) | 152 (18.7) | 135 (16.7) | 104 (13.0) | 153 (17.6) | 134 (15.6) |

Notes. Based on data received at the Coordinating Center through March '08.

Table 2. Frequencies for items endorsed ('yes') on the Age 14 Resilience Factors Measure by Demographics

| | An adult you can turn to for help if you have a serious problem? | Could go to a parent or someone who is like a parent (not a parent) with a serious problem? | Could go to another relative (not a parent) with a serious problem? | Could go to another adult (not a relative) with a serious problem? | Has there ever been an adult, outside your family, who has encouraged you and believed in you? | Would you say that this encouragement has made a difference in your life? |
|-----------------------|--|---|---|--|--|---|
| | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) |
| <i>Overall</i> | 788 (95.9) | 764 (97.1) | 696 (88.5) | 585 (74.5) | 729 (88.7) | 649 (79.3) |
| <i>Youth's Gender</i> | r | | | | | |
| Male | 386 (46.7) | 372 (47.3) | 338 (43.0) | 282 (35.9) | 35.1 (42.7) | 303 (37.0) |
| Female | 402 (48.9) | 392 (49.8) | 358 (45.6) | 303 (38.6) | 378 (46.0) | 346 (42.3) |
| <i>Study Site</i> | | | | | | |
| EA | 183 (22.3) | 179 (22.7) | 163 (20.7) | 128 (16.3) | 170 (20.7) | 150 (18.3) |
| MW | 106 (12.9) | 103 (13.1) | 97 (12.3) | 80 (10.2) | 99 (12.0) | 87 (10.6) |
| SO | 157 (19.1) | 152 (19.3) | 138 (17.6) | 119 (15.2) | 142 (13.3) | 136 (16.6) |
| SW | 180 (21.9) | 173 (22.0) | 155 (19.7) | 138 (17.6) | 170 (21.7) | 150 (18.3) |
| NW | 162 (19.7) | 157 (20.0) | 143 (18.2) | 120 (15.3) | 148 (18.0) | 126 (35.4) |

Notes. Based on data received at the Coordinating Center through March '08.

Tables 3 and 4 provide frequencies for items relating to youths' religious and spiritual beliefs by sample demographics. At age 12, 80% of children reported that they felt religion/spirituality was somewhat to very important. At age 14, this percentage dropped slightly to 76%, while rate of attendance at religious/spiritual services of activities increased slightly at age 14.

Table 3. Frequencies for religious/spirituality items on the Age 12 Resilience Factors Measure by Demographics

| | How important is religion or spirituality to you? | | | | Over the past year, how many times did you attend religious or spiritual services or activities? | | | | |
|-----------------------|---|------------------------|-------------------|---------------|--|--------------------|---------------------|--------------------|------------------|
| | Not At All n (%) | Only a Little n (%) | Somewhat n (%) | Very n (%) | Never n (%) | 1-2 times n (%) | 3-12 times n (%) | 2-3 times n (%) | a month n (%) |
| <i>Overall</i> | 65 (7.7) | 103 (12.2) | 246 (29.2) | 428 (50.8) | 176 (20.8) | 167 (19.7) | 155 (18.3) | 103 (12.2) | 247 (29.1) |
| <i>Youth's Gender</i> | | | | | | | | | |
| Male | 37 (4.4) | 62 (7.4) | 132 (15.7) | 186 (22.1) | 96 (11.3) | 77 (9.1) | 78 (9.2) | 47 (5.5) | 122 (14.4) |
| Female | 28 (3.3) | 41 (4.9) | 114 (13.5) | 242 (28.7) | 80 (9.4) | 90 (10.6) | 77 (9.1) | 56 (6.6) | 125 (14.7) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 17 (2.0) | 22 (2.6) | 51 (6.1) | 86 (10.2) | 43 (5.1) | 36 (4.2) | 31 (3.7) | 25 (3.0) | 45 (5.3) |
| MW | 6 (0.7) | 17 (2.0) | 39 (4.6) | 61 (7.2) | 26 (3.1) | 28 (3.3) | 21 (2.5) | 11 (1.3) | 37 (4.4) |
| SO | 11 (1.3) | 16 (1.9) | 38 (4.5) | 97 (11.5) | 17 (2.0) | 22 (2.6) | 37 (4.3) | 32 (3.8) | 55 (6.5) |
| SW | 16 (1.9) | 23 (2.7) | 63 (7.5) | 114 (13.5) | 50 (5.9) | 45 (5.3) | 39 (4.6) | 15 (1.8) | 67 (7.9) |
| NW | 15 (1.8) | 25 (3.0) | 55 (6.5) | 70 (8.3) | 40 (4.7) | 36 (4.2) | 27 (3.2) | 20 (2.4) | 43 (5.1) |

Notes. Based on data received at the Coordinating Center through March '08.

Table 4. Frequencies for religious/spirituality items on the Age 14 Resilience Factors Measure by Demographics

| | How important is religion or spirituality to you? | | | | Over the past year, how many times did you attend religious or spiritual services or activities? | | | | |
|-----------------------|---|------------------------|-------------------|---------------|--|--------------------|---------------------|--------------------|------------------|
| | Not At All n (%) | Only a Little n (%) | Somewhat n (%) | Very n (%) | Never n (%) | 1-2 times n (%) | 3-12 times n (%) | 2-3 times n (%) | a month n (%) |
| <i>Overall</i> | 71 (8.7) | 127 (15.5) | 264 (32.2) | 357 (43.6) | 136 (16.6) | 162 (19.8) | 157 (19.2) | 118 (14.4) | 245 (29.9) |
| <i>Youth's Gender</i> | | | | | | | | | |
| Male | 45 (5.5) | 81 (9.9) | 122 (14.9) | 153 (18.7) | 78 (9.5) | 84 (10.3) | 81 (9.9) | 62 (7.6) | 95 (11.6) |
| Female | 26 (3.2) | 46 (5.6) | 142 (17.3) | 204 (24.9) | 58 (7.1) | 78 (9.5) | 76 (9.3) | 56 (6.9) | 150 (18.3) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 17 (2.1) | 27 (3.3) | 61 (7.4) | 89 (10.1) | 38 (4.7) | 36 (4.4) | 37 (4.5) | 24 (2.9) | 52 (6.4) |
| MW | 5 (0.6) | 12 (1.5) | 40 (4.9) | 51 (6.2) | 21 (2.6) | 15 (1.8) | 28 (3.4) | 14 (1.7) | 30 (3.7) |
| SO | 9 (1.1) | 22 (2.7) | 50 (6.1) | 83 (10.1) | 20 (2.4) | 28 (3.4) | 31 (3.8) | 30 (3.7) | 54 (6.6) |
| SW | 20 (2.4) | 31 (3.8) | 5.8 (7.1) | 81 (9.9) | 27 (3.3) | 46 (5.6) | 40 (4.9) | 18 (2.2) | 59 (7.2) |
| NW | 20 (2.4) | 35 (4.3) | 55 (6.7) | 59 (7.2) | 30 (2.7) | 37 (4.5) | 21 (2.6) | 32 (3.9) | 50 (6.1) |

Notes. Based on data received at the Coordinating Center through March '08.

Tables 5 and 6 provide descriptive statistics for youths participation in activities. At age 12, youth reported participating in a slightly higher number of activities ($M = 3.2$, $SD = 1.6$) than at age 14 ($M = 3.0$, $SD = 1.6$). Girls reported participating in more activities than boys at both ages 14 (3.4 vs. 3.1 at age 12 respectively; 3.3 vs. 2.7 at age 14 respectively).

Table 5. Frequencies by type of activity in the Age 12 Resilience Factors Measure

| | <i>Activities the youth has been a part of...</i> | | | | | | |
|-----------------------|---|----------------------|--|----------------------|-------------------------------|-----------------------|--|
| | Sports Team n (%) | School Club n (%) | Drama, Music or Performance Art Group n (%) | Scout Group n (%) | Volunteer Activities n (%) | Church Group n (%) | Total SUM of Activities M (SD) |
| <i>Overall</i> | 634 (73.0) | 441 (50.6) | 543 (62.5) | 258 (29.6) | 452 (52.2) | 526 (60.7) | 3.2 (1.6) |
| <i>Youth's Gender</i> | | | | | | | |
| Male | 339 (39.1) | 193 (22.1) | 246 (28.3) | 114 (13.1) | 210 (24.3) | 239 (27.6) | 3.1 (1.6) |
| Female | 295 (34.0) | 248 (28.5) | 297 (34.2) | 144 (16.5) | 242 (27.9) | 287 (33.1) | 3.4 (1.6) |
| <i>Study Site</i> | | | | | | | |
| EA | 118 (13.6) | 97 (11.1) | 120 (13.8) | 53 (6.1) | 104 (12.0) | 87 (10.0) | 3.1 (1.6) |
| MW | 108 (12.4) | 71 (8.1) | 88 (10.1) | 39 (4.5) | 69 (7.9) | 71 (8.2) | 3.5 (1.6) |
| SO | 116 (13.4) | 90 (10.3) | 99 (11.4) | 49 (5.6) | 80 (9.2) | 124 (14.3) | 3.5 (1.6) |
| SW | 164 (18.9) | 107 (12.3) | 129 (14.8) | 72 (8.3) | 106 (12.2) | 136 (15.7) | 3.2 (1.6) |
| NW | 128 (14.8) | 76 (8.7) | 107 (12.3) | 45 (5.2) | 93 (10.7) | 108 (12.5) | 3.2 (1.6) |

Notes. Based on data received at the Coordinating Center through March '08.

Table 6. Frequencies for type of activity in the Age 14 Resilience Factors Measure

| | <i>Activities the youth has been a part of...</i> | | | | | | |
|-----------------------|---|----------------------|--|----------------------|-------------------------------|-----------------------|--|
| | Sports Team n (%) | School Club n (%) | Drama, Music or Performance Art Group n (%) | Scout Group n (%) | Volunteer Activities n (%) | Church Group n (%) | Total SUM of Activities M (SD) |
| <i>Overall</i> | 573 (69.6) | 433 (52.6) | 462 (56.1) | 180 (21.9) | 372 (45.2) | 472 (57.3) | 3.0 (1.6) |
| <i>Youth's Gender</i> | | | | | | | |
| Male | 311 (37.8) | 186 (22.6) | 178 (21.6) | 76 (9.2) | 149 (18.1) | 192 (23.3) | 2.7 (1.6) |
| Female | 262 (31.8) | 247 (30.0) | 284 (34.5) | 104 (12.6) | 223 (27.1) | 280 (34.4) | 3.3 (1.6) |
| <i>Study Site</i> | | | | | | | |
| EA | 130 (15.8) | 102 (12.4) | 104 (12.6) | 41 (5.0) | 83 (10.1) | 82 (10.0) | 2.8 (1.6) |
| MW | 90 (10.9) | 64 (7.8) | 69 (8.4) | 31 (3.8) | 67 (8.1) | 72 (8.7) | 3.6 (1.7) |
| SO | 94 (11.4) | 96 (11.7) | 77 (9.4) | 27 (3.3) | 61 (7.4) | 111 (13.5) | 2.8 (1.6) |
| SW | 129 (15.7) | 91 (11.1) | 113 (13.7) | 44 (5.4) | 86 (10.4) | 104 (12.6) | 3.0 (1.6) |
| NW | 130 (15.8) | 80 (9.7) | 99 (12.0) | 37 (4.5) | 75 (9.1) | 103 (12.5) | 3.1 (1.5) |

Notes. Based on data received at the Coordinating Center through March '08.

Tables 7 and 8 provide descriptive statistics for items relating to awards and leadership by sample demographics. Very little difference was found between the age 12 and 14 awards/leadership sum scores.

Table 7. Frequencies for awards/leadership on the Age 12 Resilience Factors Measure

| | Leadership | | | Awards/Honors | | | | |
|-----------------------|------------------------------|-------------------------------------|--|---------------------------------------|------------------------------|---------------------|------------------------------|--|
| | Sports Team Captain n (%) | School Club Officer Leader n (%) | Total SUM of Leadership Items M (SD) | Won medal, trophy, or ribbon n (%) | School Award/ Prize n (%) | Honor Roll n (%) | Comm. Service Award n (%) | Total SUM of Awards Items M (SD) |
| <i>Overall</i> | 372 (42.8) | 251 (28.9) | 0.7 (0.8) | 538 (61.7) | 726 (83.4) | 496 (57.7) | 196 (22.7) | 2.2 (1.1) |
| <i>Youth's Gender</i> | | | | | | | | |
| Male | 198 (22.8) | 117 (13.5) | 0.7 (0.8) | 303 (34.7) | 356 (40.9) | 231 (26.9) | 98 (11.3) | 2.3 (1.1) |
| Female | 174 (20.0) | 134 (15.4) | 0.7 (0.8) | 235 (26.9) | 370 (42.5) | 265 (30.8) | 98 (11.3) | 2.2 (1.1) |
| <i>Study Site</i> | | | | | | | | |
| EA | 80 (9.2) | 68 (7.8) | 0.8 (0.8) | 90 (10.3) | 147 (11.9) | 118 (13.7) | 53 (6.1) | 2.2 (1.1) |
| MW | 62 (7.1) | 41 (4.7) | 0.8 (0.9) | 86 (9.9) | 107 (12.3) | 72 (8.4) | 34 (3.9) | 2.3 (1.1) |
| SO | 58 (6.7) | 46 (5.3) | 0.6 (0.7) | 106 (12.2) | 140 (16.1) | 116 (13.5) | 28 (3.2) | 0.6 (0.7) |
| SW | 98 (11.3) | 52 (6.0) | 0.7 (0.7) | 150 (17.2) | 189 (21.7) | 125 (14.5) | 44 (5.1) | 0.7 (0.7) |
| NW | 74 (8.5) | 44 (5.1) | 0.7 (0.7) | 106 (12.2) | 143 (16.4) | 65 (7.6) | 37 (4.3) | 0.7 (0.7) |

Notes. Based on data received at the Coordinating Center through March '08.

Table 8. Frequencies for awards/leadership on the Age 14 Resilience Factors Measure

| | Leadership | | | Awards/Honors | | | | |
|-----------------------|------------------------------|-------------------------------------|--|---------------------------------------|------------------------------|---------------------|------------------------------|--|
| | Sports Team Captain n (%) | School Club Officer Leader n (%) | Total SUM of Leadership Items M (SD) | Won medal, trophy, or ribbon n (%) | School Award/ Prize n (%) | Honor Roll n (%) | Comm. Service Award n (%) | Total SUM of Awards Items M (SD) |
| <i>Overall</i> | 304 (36.9) | 209 (25.4) | 0.6 (0.7) | 527 (64.1) | 665 (80.9) | 465 (56.6) | 158 (19.2) | 2.2 (1.1) |
| <i>Youth's Gender</i> | | | | | | | | |
| Male | 162 (19.7) | 90 (11.0) | 0.6 (0.7) | 289 (35.2) | 311 (37.8) | 196 (23.8) | 74 (9.0) | 2.1 (1.1) |
| Female | 142 (17.3) | 119 (14.5) | 0.6 (0.8) | 238 (28.9) | 354 (43.1) | 269 (32.7) | 84 (10.2) | 2.2 (1.1) |
| <i>Study Site</i> | | | | | | | | |
| EA | 76 (9.2) | 57 (6.9) | 0.7 (0.8) | 109 (13.3) | 157 (19.1) | 127 (15.4) | 53 (6.4) | 2.3 (1.1) |
| MW | 47 (5.7) | 26 (3.2) | 0.7 (0.7) | 75 (9.1) | 97 (11.8) | 71 (8.6) | 29 (3.5) | 2.5 (1.0) |
| SO | 49 (6.0) | 44 (5.3) | 0.6 (0.8) | 108 (13.1) | 136 (16.5) | 114 (13.9) | 18 (2.2) | 2.3 (1.0) |
| SW | 80 (9.7) | 46 (5.6) | 0.7 (0.7) | 130 (15.8) | 150 (18.3) | 92 (11.2) | 38 (4.6) | 2.1 (1.1) |
| NW | 52 (6.3) | 36 (4.4) | 0.5 (0.7) | 105 (12.8) | 125 (15.2) | 61 (7.4) | 20 (2.4) | 1.8 (1.1) |

Notes. Based on data received at the Coordinating Center through March '08.

Validity

Table 9 provides correlations between the age 12 Resilience sum scores and the age 12 Youth Self Report (YSR) Social Competency T scores. There are significant correlations (ranging from .11 to .31) between youth self-report scores and all three outcome measures.

Table 9. Correlations between Age 12 Resilience Sum Scores and Age 12 YSR Social Competency T Scores

| | <u>N</u> | Total SUM of Activities | Total SUM of Leadership Items | Total SUM of Awards Items |
|-----------------------------------|----------|-------------------------|-------------------------------|---------------------------|
| <i>Youth Self Report T Scores</i> | | | | |
| Social Competency Total T Score | 831 | .31*** | .24*** | .28*** |
| Activity Scale T Score | 857 | .19*** | .11*** | .16*** |

Source. Based on data received at the Coordinating Center through March '08.

* < .05, ** < .01, *** < .001

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project Developed Measures.

Risk Behaviors of Family and Friends

LONGSCAN, 1998

Description of Measure

Purpose

To assess youth's perceptions of the substance use/abuse of family and friends, as well as the extent to which friends engage in pro-social or risky behaviors.

Conceptual Organization

9 items assess the youth's perception of the substance use and the frequency with which a household member is either drunk or high. Substances of interest include tobacco, alcohol and a range of illegal drugs. Three items assess how many of youth's close friends (none, some, most) participate in select pro-social activities, including sports, school clubs, and church; and two items assess the child's perception of the school behavior and performance of close friends. 13 items assess the youth's perception of how many close friends use tobacco, alcohol and drugs, and engage in risky behaviors, including drug carrying or sales, fighting, weapon carrying, and others.

Item Origin/Selection Process

The substance use and risk behavior items were modified from self report items found in the Youth Risk Behavior and Monitoring the Future surveys. The pro-social activities of close friends items were project developed.

Materials

A-CASI delivery system

Time Required

2-3 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Individual items or counts across items may be used. Subscales have not yet been established.

LONGSCAN Use

Data Points

Ages 12, 14, and 16

Respondent

Youth

Mnemonic and Version

RBFA: Ages 12, 14, and 16

Rationale

Impairment related to substance abuse by a parent or caregiver is a risk factor for child maltreatment and for adolescent substance abuse. Since this measure was developed, studies examining the relationship of substance abuse by friends to an adolescent's own substance abuse have revealed mixed findings, but most consistently substance use by friends has been found to be co-occurring with youth's own use.

Results

Descriptive Statistics

The first half of the Risk Behaviors of Family and Friends includes items assessing the youth's perception of substance use/abuse patterns by household members. Tables 1-4 provide frequencies for household-related items by sample demographics. At age 12, a majority of adolescents (58%) reported that someone in the household smokes, while 42% reported that someone drinks alcohol. 8% of adolescents at age 12 reported at least one household member uses illegal drugs. Boys reported slightly higher household member drug use (4.4%) than girls (3.7%).

Table 1. Frequencies for household member substance use on Age 12 Risk Behavior of Family and Friends

| | Does anyone in your household... | | | | | | | | | |
|-----------------------|----------------------------------|------------|-----------------|------------|---------------|----------|-----------------|----------|--------------------|----------|
| | Smoke Cigarettes | | Tobacc. / Snuff | | Drink Alcohol | | Smoke Marijuana | | Use Cocaine/ Crack | |
| | N | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) |
| <i>Overall</i> | 880 | 510 (58.3) | 48 (5.5) | 373 (42.5) | 54 (6.1) | 19 (2.2) | 10 (1.1) | 10 (1.1) | 0 (0.0) | 70 (8.1) |
| <i>Youth's Gender</i> | | | | | | | | | | |
| Male | 436 | 251 (28.7) | 26 (3.0) | 178 (20.3) | 30 (3.4) | 11 (1.2) | 7 (0.8) | 5 (0.6) | 0 (0.0) | 38 (4.4) |
| Female | 444 | 259 (29.6) | 22 (2.5) | 195 (22.2) | 24 (2.7) | 8 (0.9) | 3 (0.3) | 5 (0.6) | 0 (0.0) | 32 (3.7) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 185 | 107 (12.2) | 5 (0.6) | 73 (8.3) | 12 (1.4) | 2 (0.2) | 2 (0.2) | 4 (0.5) | 0 (0.0) | 15 (1.7) |
| MW | 132 | 82 (9.4) | 5 (0.6) | 53 (6.0) | 8 (0.9) | 3 (0.3) | 2 (0.2) | 1 (0.1) | 0 (0.0) | 10 (1.2) |
| SO | 164 | 101 (11.5) | 20 (2.3) | 62 (7.1) | 16 (1.8) | 5 (0.6) | 2 (0.2) | 2 (0.2) | 0 (0.0) | 16 (1.8) |
| SW | 224 | 107 (12.2) | 11 (1.2) | 100 (11.4) | 14 (1.6) | 8 (0.9) | 2 (0.2) | 2 (0.2) | 0 (0.0) | 22 (2.5) |
| NW | 175 | 113 (12.9) | 7 (0.8) | 85 (9.7) | 4 (0.5) | 1 (0.1) | 2 (0.2) | 1 (0.1) | 0 (0.0) | 7 (0.8) |

Notes. Based on data received at the Coordinating Center through March'08.

† Drugs include endorsements for ANY of the following: Cocaine/Crack, Meth/Speed, injected or other drugs.

According to Table 2, at age 14, 55% of youth reported that someone in their household smokes, and 47% reported that someone drinks alcohol. Compared to age 12 (8%), a higher percentage of adolescents at age 14 (11%) reported that someone in their household uses illegal drugs.

Table 2. Frequencies for household member substance use on the Age 14 Risk Behavior of Family and Friends

| | Does anyone in your household... | | | | | | | | | |
|-----------------------|----------------------------------|------------|-----------------|------------|---------------|----------|-----------------|---------|--------------------|-----------|
| | Smoke Cigarettes | | Tobacc. / Snuff | | Drink Alcohol | | Smoke Marijuana | | Use Cocaine/ Crack | |
| | N | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) | n (%) |
| <i>Overall</i> | 818 | 454 (55.5) | 44 (5.4) | 385 (47.1) | 74 (9.1) | 21 (2.6) | 8 (1.0) | 8 (1.0) | 5 (0.6) | 87 (10.7) |
| <i>youth's Gender</i> | | | | | | | | | | |
| Male | 400 | 230 (28.1) | 27 (3.3) | 190 (23.2) | 35 (4.3) | 12 (1.5) | 6 (0.7) | 5 (0.6) | 4 (0.5) | 42 (5.1) |
| Female | 418 | 224 (27.4) | 17 (2.1) | 195 (23.8) | 39 (4.8) | 9 (1.1) | 2 (0.2) | 3 (0.4) | 1 (0.1) | 45 (5.5) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 186 | 107 (13.1) | 5 (0.6) | 80 (9.8) | 15 (1.8) | 6 (0.7) | 3 (0.4) | 4 (0.5) | 1 (0.1) | 21 (2.6) |
| MW | 109 | 66 (8.1) | 2 (0.2) | 51 (6.2) | 18 (2.2) | 3 (0.4) | 0 (0.0) | 0 (0.0) | 0 (0.0) | 19 (2.3) |
| SO | 165 | 96 (11.7) | 19 (2.3) | 76 (9.3) | 15 (1.8) | 2 (0.2) | 2 (0.2) | 2 (0.2) | 2 (0.2) | 15 (1.8) |
| SW | 187 | 89 (10.9) | 7 (0.9) | 84 (10.3) | 11 (1.3) | 6 (0.7) | 2 (0.2) | 1 (0.1) | 1 (0.1) | 15 (1.8) |
| NW | 171 | 96 (11.7) | 11 (1.3) | 94 (11.5) | 15 (1.8) | 4 (0.5) | 1 (0.1) | 1 (0.1) | 1 (0.1) | 17 (2.1) |

Notes. Based on data received at the Coordinating Center through March'08.

† Drugs include endorsements for ANY of the following: Cocaine/Crack, Meth/Speed, injected or other drugs.

As seen in Table 3, at the age 12 interview 11% of adolescents reported that they have seen someone in their household get drunk or high (4% reported that this was a regular occurrence, i.e., once or twice a week to almost every day). This increased somewhat at age 14. 13% of adolescents at age 14 reported that they have seen someone in their household get drunk or high (5% reported that this was a regular occurrence, i.e., once or twice a week to almost every day).

Table 3. Frequencies for household-related items on the Age 12 Risk Behavior of Family and Friends

| | How often is someone in your household drunk/high? | | | | | | | | |
|-----------------------|--|-----------|-------|----------------|------------|-------------------|----------|----------------------|---------|
| | Does anyone in your household get drunk or high? | | | | | | | | |
| | | N | n (%) | < Once a month | n (%) | 1-3 times a month | n (%) | Once or twice a week | n (%) |
| <i>Overall</i> | 877 | 95 (10.8) | | 873 | 782 (89.6) | 37 (4.2) | 18 (2.1) | 28 (3.2) | 8 (0.9) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 433 | 46 (5.2) | | 431 | 387 (44.8) | 17 (1.9) | 8 (0.9) | 16 (1.8) | 3 (0.3) |
| Female | 444 | 49 (5.6) | | 442 | 395 (45.2) | 20 (2.3) | 10 (1.2) | 12 (1.4) | 5 (0.6) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 184 | 20 (2.3) | | 182 | 164 (18.8) | 8 (0.9) | 4 (0.5) | 3 (0.3) | 3 (0.3) |
| MW | 132 | 13 (1.5) | | 132 | 119 (13.6) | 5 (0.6) | 3 (0.3) | 4 (0.5) | 1 (0.1) |
| SO | 164 | 27 (3.1) | | 163 | 137 (15.7) | 10 (1.2) | 4 (0.5) | 10 (1.2) | 2 (0.2) |
| SW | 223 | 17 (1.9) | | 222 | 206 (23.6) | 8 (0.9) | 1 (0.1) | 6 (0.7) | 1 (0.1) |
| NW | 174 | 18 (2.1) | | 174 | 156 (17.9) | 6 (0.7) | 6 (0.7) | 5 (0.6) | 1 (0.1) |

Notes. Based on data received at the Coordinating Center through March'08.

Table 4. Frequencies for household-related items on the Age 14 Risk Behavior of Family and Friends

| | Does anyone in your household get drunk or high? | How often is someone in your household drunk/high? | | | | | | |
|-----------------------|--|--|-------|------------|----------------|-------------------|----------------------|------------------|
| | | N | n (%) | Never | < Once a month | 1-3 times a month | Once or twice a week | Almost every day |
| <i>Overall</i> | 817 | 105 (12.9) | 817 | 712 (87.1) | 40 (4.9) | 26 (3.2) | 25 (3.1) | 14 (1.7) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 399 | 54 (6.6) | 399 | 345 (42.2) | 22 (2.7) | 17 (2.1) | 10 (1.2) | 5 (0.6) |
| Female | 418 | 51 (6.2) | 418 | 367 (44.9) | 18 (2.2) | 9 (1.1) | 15 (1.8) | 9 (1.1) |
| <i>Study Site</i> | | | | | | | | |
| EA | 186 | 18 (2.2) | 186 | 168 (20.6) | 7 (0.9) | 2 (0.2) | 5 (0.6) | 4 (0.5) |
| MW | 109 | 12 (1.5) | 109 | 97 (11.9) | 5 (0.6) | 2 (0.2) | 3 (0.4) | 2 (0.2) |
| SO | 165 | 23 (2.8) | 165 | 142 (17.4) | 5 (0.6) | 7 (0.9) | 5 (0.6) | 6 (0.7) |
| SW | 186 | 22 (2.7) | 186 | 164 (20.1) | 12 (1.5) | 6 (0.7) | 3 (0.4) | 1 (0.1) |
| NW | 171 | 30 (3.7) | 171 | 141 (17.3) | 11 (1.4) | 9 (1.1) | 9 (1.1) | 1 (0.1) |

Notes. Based on data received at the Coordinating Center through March'08.

The second half of the Risk Behaviors of Family and Friends includes items that are specific to behaviors of the adolescent's friends. Each item is on a 3 point scale (0 = none of my friends, 1 = some of my friends, and 2 = most of my friends). A principal components analysis was examined on these 18 items and 3 robust subscales resulted (i.e., positive peer social activities, peer delinquency, and peer drug use). The *Positive Peer Social Activities* subscale includes 5 items relating to positive peer behaviors (e.g., getting good grades in school, behaving in school, attending church, and participating in school clubs/sports). The *Peer Delinquency* subscale includes 5 items relating to negative peer behaviors (e.g., smoking cigarettes, drinking, having sexual intercourse, carrying knives/guns/other weapons, and smoking marijuana). The *Peer Drug Use* subscale includes 4 items relating to other peer drug use (e.g., cocaine/crack, heroin, other drugs, and selling/delivering drugs). Four items did not load onto any of the subscales listed above (i.e., shoplift/steal, set fires, get into fights, damage or destroy things like cars/buildings). Tables 5 and 6 provide descriptive statistics for the peer-related subscales on the age 12 and age 14 Risk Behaviors of Family and Friends by sample demographics. Note: These scales are preliminary and are not recommended for use without further validation by investigator's prior to use.

Table 5. Frequencies for peer-related sum scores on the Age 12 Risk Behavior of Family and Friends

| | Positive Peer Social Activities | | Peer Delinquency | | Peer Drug Use | |
|-----------------------|---------------------------------|-----------|------------------|-----------|---------------|-----------|
| | N | M (SD) | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 874 | 7.1 (2.0) | 871 | 0.4 (1.2) | 874 | 0.1 (0.6) |
| <i>Child's Gender</i> | | | | | | |
| Male | 433 | 7.0 (2.0) | 430 | 0.5 (1.4) | 432 | 0.1 (0.8) |
| Female | 441 | 7.1 (1.9) | 441 | 0.3 (0.9) | 442 | 0.1 (0.5) |
| <i>Study Site</i> | | | | | | |
| EA | 182 | 6.9 (2.2) | 183 | 0.6 (1.3) | 184 | 0.1 (0.5) |
| MW | 130 | 7.5 (1.9) | 130 | 0.3 (1.1) | 130 | 0.1 (0.7) |
| SO | 163 | 7.1 (1.9) | 162 | 0.6 (1.3) | 164 | 0.1 (0.7) |
| SW | 225 | 7.0 (1.9) | 221 | 0.5 (1.3) | 221 | 0.1 (0.8) |
| NW | 174 | 7.0 (1.7) | 175 | 0.2 (0.7) | 175 | 0.0 (0.3) |
| <i>Range</i> | 1-10 | | 1-10 | | 1-8 | |
| <i>Median</i> | 7 | | 0 | | 0 | |
| <i>Alpha</i> | .70 | | .81 | | .91 | |

Notes. Based on data received at the Coordinating Center through March'08.

Table 6. Frequencies for peer-related sum scores on the Age 14 Risk Behavior of Family and Friends

| | Positive Peer Social Activities | | Peer Delinquency | | Peer Drug Use | |
|-----------------------|---------------------------------|-----------|------------------|-----------|---------------|-----------|
| | N | M (SD) | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 813 | 6.5 (2.1) | 811 | 1.5 (1.9) | 812 | 0.2 (0.7) |
| <i>Child's Gender</i> | | | | | | |
| Male | 395 | 6.4 (2.1) | 394 | 1.6 (2.0) | 394 | 0.2 (0.6) |
| Female | 418 | 6.6 (2.1) | 417 | 1.4 (1.8) | 418 | 0.2 (0.7) |
| <i>Study Site</i> | | | | | | |
| EA | 185 | 6.4 (2.2) | 185 | 1.6 (1.9) | 185 | 0.2 (0.7) |
| MW | 109 | 6.4 (2.2) | 109 | 0.9 (1.6) | 109 | 0.2 (0.9) |
| SO | 165 | 6.6 (2.0) | 164 | 1.9 (2.2) | 164 | 0.1 (0.4) |
| SW | 186 | 6.7 (2.0) | 184 | 1.7 (1.9) | 184 | 0.2 (0.9) |
| NW | 168 | 6.4 (1.9) | 169 | 1.2 (1.6) | 170 | 0.1 (0.5) |
| <i>Range</i> | 1-10 | | 1-10 | | 1-8 | |
| <i>Median</i> | 6 | | 1 | | 0 | |
| <i>Alpha</i> | .71 | | .79 | | .80 | |

Notes. Based on data received at the Coordinating Center through March'08.

Validity & Reliability

Psychometrics for the measure have not been established.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

School Information Form

LONGSCAN

1995

Description of Measure

Purpose

To collect demographic data on the participant child's teacher and school, teacher's perception of child's parents' involvement with education, and child's attendance record.

Conceptual Organization

The School Information Form (SIF) is organized into three sections: information about the student, information about the school population, and information about the teacher. Student questions focus on teacher's perception of parental involvement and support for the child's education, student absences, and student tardiness. School information questions relate to the racial/ethnic background of the school population and the proportion of students eligible for reduced or free lunch. Information about the teacher includes sex, race, age, and number of years in the classroom.

Materials

Pencil and paper form.

Time Required

Less than 5 minutes

Administration Method

Self administered.

Scoring

Score Types

Individual items. Items 1 and 2 can be combined for a composite measure of parental involvement in the child's education. The scores on these two items range from 1 (no involvement) to 5 (very involved).

Score Interpretation

A higher composite score on items 1 and 2 represents higher parental involvement in the child's education.

LONGSCAN Use

Data Points

Age 6, 8, 12, 14

Respondent

Teacher

Form Version and Mnemonic

Age 6: SIFA. Includes inquiries about the school (i.e., proportion of students receiving a free lunch, racial composition), and the teacher (age, sex, race, teaching experience). These questions were not administered at subsequent data points.

Age 8: SIB. Includes an additional item asking the number of days a child participant was assigned to the teacher's class to increase precision of measurement of child absences.

Ages 12 & 14: SIFC. Includes only questions about parent involvement and school suspensions. The Eastern site did not include the items on suspensions.

Rationale

Maltreatment and at-risk children may have higher absentee and tardy rates, and lower parental involvement in the school and classroom and reinforcement of education at home. High absentee and tardy rates are crude indicators of poor school achievement. School suspensions may be indicators of student behavior problems and risk for dropout. Parental involvement is assessed to look for a possible relationship between this variable and school achievement.

Administration and Scoring Notes

After obtaining parental consent, all teacher respondent forms were sent by mail to the subject child's teacher with specific instructions regarding completion and remittance. Incentives for participation and responses differed by study site.

Results

Descriptive Statistics

For descriptive statistics of the age 6 and age 8 School Information Form, please refer to the 2nd volume of the measures manuals (Hunter et al., 2003). Table 1 provides descriptive statistics for items from the age 12 School Information Form by sample demographics. According to teachers, at age 12, 7-8% of LONGSCAN students received out of school/in-school suspension more than once in the last 2 months.

Table 1. Descriptive Statistics for Age 12 School Information Form by Demographics

| Parental Involvement | Times received out-of- school suspension † | | | | Times received in- school suspension † | | | |
|-------------------------|---|-----|-------------------|-----|---|-------|-------------------|-------|
| | One time | | More than Once | | One Time | | More than Once | |
| | N | M | SD | N | n | (%) | n | (%) |
| <i>Overall</i> | 635 | 2.5 | 1.1 | 503 | 37 | (7.4) | 35 | (7.0) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 319 | 2.5 | 1.1 | 245 | 17 | (3.4) | 23 | (4.6) |
| Female | 316 | 2.5 | 1.1 | 258 | 20 | (4.0) | 12 | (2.4) |
| <i>Study Site</i> | | | | | | | | |
| EA | 76 | 2.4 | 1.1 | -- | -- | -- | -- | -- |
| MW | 58 | 2.6 | 1.2 | 57 | 9 | (1.8) | 4 | (0.8) |
| SO | 174 | 2.3 | 1.0 | 172 | 10 | (2.0) | 14 | (2.8) |
| SW | 161 | 2.7 | 1.2 | 109 | 6 | (1.2) | 6 | (1.2) |
| NW | 166 | 2.6 | 1.1 | 165 | 12 | (2.4) | 11 | (2.2) |

Notes. Based on data received at the Coordinating Center through August '07.

† Refers to 'in the last 2 months'.

Table 2 provides descriptive statistics for items from the age 14 School Information Form by sample demographics. According to teachers at age 14, 8% of LONGSCAN students had at least one out-of school/in-school suspension ‘in the last 2 months’.

Table 2. Descriptive Statistics for Age 14 School Information Form by Demographics

| | Parental Involvement | | | Times received out-of-school suspension † | | | Times received in-school suspension † | | |
|-----------------------|----------------------|-----|-----|---|----------------|----------|---------------------------------------|----------------|----------|
| | | | | One time | More than Once | | One Time | More than Once | |
| | N | M | SD | N | n (%) | n (%) | N | n (%) | n (%) |
| <i>Overall</i> | 520 | 2.4 | 1.1 | 439 | 35 (8.0) | 17 (4.0) | 438 | 36 (8.2) | 27 (6.2) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 245 | 2.4 | 1.1 | 204 | 20 (4.6) | 11 (2.5) | 200 | 21 (4.8) | 15 (3.4) |
| Female | 275 | 2.4 | 1.1 | 235 | 15 (3.4) | 6 (1.4) | 238 | 15 (3.4) | 12 (2.7) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 70 | 2.7 | 1.4 | -- | -- | -- | -- | -- | -- |
| MW | 37 | 2.3 | 1.0 | 35 | 6 (1.4) | 3 (0.7) | 34 | 3 (0.7) | 4 (0.9) |
| SO | 120 | 2.2 | 1.0 | 118 | 8 (1.8) | 9 (2.1) | 119 | 11 (2.5) | 11 (2.5) |
| SW | 142 | 2.6 | 1.2 | 145 | 11 (2.5) | 3 (0.7) | 145 | 12 (2.7) | 6 (1.4) |
| NW | 151 | 2.3 | 1.0 | 141 | 10 (2.3) | 2 (0.5) | 140 | 10 (2.3) | 6 (1.4) |

Notes. Based on data received at the Coordinating Center through August '07.

† Refers to ‘in the last 2 months’.

Validity

As expected, at age 12 the teacher’s report of the child’s academic, adaptive, and behavioral performance was found to be significantly associated ($p < .001$) with parental involvement (.29, .36, and -.16 respectively). Similar findings were found at age 14 where the teacher’s report of the child’s academic, adaptive, and behavioral performance was found to be significantly associated ($p < .001$) with parental involvement (.36, .22, and -.21 respectively).

Publisher Information

The measure is free and available for use after the LONGSCAN Coordinating Center receives a signed User Agreement for LONGSCAN Project-developed Measures. Further information may be found at <http://www.iprc.unc.edu/longscan/>.

References

- Hunter, W. M., Cox, C.E., Teagle, S., Johnson, R. M., Mathew, R., Knight, E. D., Leeb, R. T., & Smith, J. B. (2003). Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse. Volume 2: Middle Childhood. Accessible at the LONGSCAN web site (<http://www.iprc.unc.edu/longscan/>).

School Orientation and Behavior Problems

LONGSCAN, 1998

Description of Measure

Purpose

School orientation and behavior problems secures adolescent self-report of several school related variables.

Conceptual Organization

Six items assess frequency of homework completion, importance attached to doing well in school by adolescent, frequency of class cutting and suspensions, thought given to dropping out of school, and highest level in school the adolescent expects to reach.

Item Origin/Selection Process

Items were project developed. The measure is a brief self report of behavior problems and attitudes related to school.

Materials

A-CASI delivery system

Time Required

1 minute

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

No scoring is currently recommended; individual items may be utilized.

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Adolescent

Mnemonic and Version

SCBA: Ages 12 and 14

Rationale

School orientation and related behaviors are important indicators of psychosocial adjustment for young adolescents.

Results

Descriptive Statistics

Tables 1 and 2 provide frequencies for items on homework completion at Ages 12 and 14. At Ages 12 and 14, a majority of adolescents (80% and 77% respectively) reported that they ‘almost always to always’ completed their homework. Only 2-3% of 12 and 14 year-olds reported that they ‘never’ completed their homework, and a majority of these adolescents were boys for both interview waves.

Table 1. Homework completion at Age 12

| <i>When given homework, how often do you do it?</i> | | | | | | |
|---|-----|----------------|--------------------|------------------------|-----------------|--------------------------------|
| | N | Never % (n) | Sometimes % (n) | Almost Always % (n) | Always % (n) | Never get homework % (n) |
| <i>Overall</i> | 872 | 3.4 (30) | 12.5 (109) | 26.6 (232) | 53.9 (470) | 3.6 (31) |
| <i>Child's Gender</i> | | | | | | |
| Male | 430 | 2.5 (22) | 6.5 (57) | 14.5 (127) | 23.7 (207) | 1.9 (17) |
| Female | 442 | 0.9 (8) | 5.9 (52) | 12.0 (105) | 30.2 (263) | 1.6 (14) |
| <i>Study Site</i> | | | | | | |
| EA | 184 | 1.1 (10) | 2.9 (25) | 5.5 (48) | 10.7 (93) | 0.9 (8) |
| MW | 130 | 0.3 (3) | 2.3 (20) | 3.1 (27) | 8.5 (74) | 0.7 (6) |
| SO | 162 | 0.7 (6) | 1.9 (17) | 6.2 (54) | 9.3 (81) | 0.5 (4) |
| SW | 223 | 0.8 (7) | 3.9 (34) | 6.2 (54) | 13.7 (120) | 0.9 (8) |
| NW | 173 | 0.5 (4) | 1.5 (13) | 5.6 (49) | 11.7 (102) | 0.6 (5) |

Notes. Based on data received at the Coordinating Center through October '08.

Table 2. Homework completion at Age 14

| <i>When given homework, how often do you do it?</i> | | | | | | |
|---|-----|----------------|--------------------|------------------------|-----------------|--------------------------------|
| | N | Never % (n) | Sometimes % (n) | Almost Always % (n) | Always % (n) | Never get homework % (n) |
| <i>Overall</i> | 855 | 2.3 (20) | 17.2 (147) | 31.5 (269) | 45.9 (392) | 3.2 (27) |
| <i>Child's Gender</i> | | | | | | |
| Male | 418 | 1.7 (15) | 9.0 (77) | 16.7 (143) | 19.9 (170) | 1.5 (13) |
| Female | 437 | 0.6 (5) | 8.2 (70) | 14.7 (126) | 25.9 (222) | 1.6 (14) |
| <i>Study Site</i> | | | | | | |
| EA | 191 | 0.5 (4) | 5.1 (44) | 6.4 (55) | 9.7 (83) | 0.6 (5) |
| MW | 136 | 0.2 (2) | 2.6 (22) | 4.3 (37) | 8.4 (72) | 0.3 (3) |
| SO | 165 | 0.3 (3) | 3.2 (27) | 5.5 (47) | 9.7 (83) | 0.6 (5) |
| SW | 191 | 0.8 (7) | 2.9 (25) | 8.2 (70) | 9.6 (82) | 0.8 (7) |
| NW | 172 | 0.5 (4) | 3.4 (29) | 7.0 (60) | 8.4 (72) | 0.8 (7) |

Notes. Based on data received at the Coordinating Center through October '08.

Table 3 provides frequencies for items on the importance of doing well in school. At both Age 12 and Age 14, a majority of adolescents (97%) reported that they felt it was ‘somewhat to extremely’ important to do well in school. More girls than boys felt it was ‘extremely’ important.

Table 3. Importance of doing well in school, Ages 12 and 14

| | Age 12 | | | | Age 14 | | | | | |
|-----------------------|--|-----------|----------------|----------------|--|-----|-----------|----------------|----------------|-----------------|
| | How important is doing well in school? | | | | How important is doing well in school? | | | | | |
| | N | Not % (n) | Not very % (n) | Somewhat % (n) | Extremely % (n) | N | Not % (n) | Not very % (n) | Somewhat % (n) | Extremely % (n) |
| <i>Overall</i> | 866 | 1.2 (10) | 1.5 (13) | 13.9 (121) | 83.4 (722) | 854 | 0.7 (6) | 2.8 (24) | 17.3 (148) | 79.2 (676) |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 428 | 1.0 (9) | 0.8 (7) | 8.4 (73) | 39.1 (339) | 418 | 0.5 (4) | 2.0 (17) | 9.9 (85) | 36.5 (312) |
| Female | 438 | 0.1 (1) | 0.7 (6) | 5.5 (48) | 44.2 (383) | 436 | 0.2 (2) | 0.8 (7) | 7.4 (63) | 42.6 (364) |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 185 | 0.3 (3) | 0.2 (2) | 2.7 (23) | 18.1 (157) | 191 | 0.0 (0) | 0.5 (4) | 2.8 (24) | 19.1 (163) |
| MW | 126 | 0.1 (1) | 0.0 (0) | 1.1 (10) | 13.3 (115) | 136 | 0.1 (1) | 0.2 (2) | 2.0 (17) | 13.6 (116) |
| SO | 161 | 0.3 (3) | 0.3 (3) | 2.4 (21) | 15.5 (134) | 165 | 0.2 (2) | 0.3 (3) | 3.4 (29) | 15.3 (131) |
| SW | 222 | 0.2 (2) | 0.6 (5) | 4.6 (40) | 20.2 (175) | 190 | 0.2 (2) | 0.9 (8) | 3.6 (31) | 17.4 (149) |
| NW | 172 | 0.1 (1) | 0.3 (3) | 3.1 (27) | 16.3 (141) | 172 | 0.1 (1) | 0.8 (7) | 5.5 (47) | 13.7 (117) |

Notes. Based on data received at the Coordinating Center through October '08.

Seven percent of 12 year-olds reported cutting classes, as seen in Table 4 below. At Age 14, this number more than triples, rising to 26%.

Table 4. Skipping school/classes at Age 12 and 14

| | Age 12 | | | | Age 14 | | | | | | | |
|-----------------------|--------------------------------------|-----------|-----------------------------|-----------------|---|-----------------|-----|------------|-----------------------------|-----------------|-----------------|-----------------|
| | Have you ever cut school or classes? | | | | About how many times in the last 12 months have you cut school or part of school? | | | | | | | |
| | N | Yes % (n) | Not in past 12 months % (n) | 1-2 times % (n) | 3-9 times % (n) | > 9 times % (n) | N | Yes % (n) | Not in past 12 months % (n) | 1-2 times % (n) | 3-9 times % (n) | > 9 times % (n) |
| <i>Overall</i> | 870 | 6.9 (60) | 39.0 (23) | 44.1 (26) | 8.5 (5) | 8.5 (5) | 855 | 26.3 (225) | 27.9 (62) | 48.7 (108) | 13.5 (30) | 9.9 (22) |
| <i>Child's Gender</i> | | | | | | | | | | | | |
| Male | 430 | 3.6 (31) | 23.7 (14) | 18.6 (11) | 3.4 (2) | 6.8 (4) | 418 | 12.1 (103) | 14.0 (31) | 19.8 (44) | 6.3 (14) | 5.9 (13) |
| Female | 440 | 3.3 (29) | 15.2 (9) | 25.4 (15) | 5.1 (3) | 1.7 (1) | 437 | 14.3 (122) | 14.0 (31) | 28.8 (64) | 7.2 (16) | 4.1 (9) |
| <i>Study Site</i> | | | | | | | | | | | | |
| EA | 185 | 2.5 (22) | 16.9 (10) | 13.6 (8) | 3.4 (2) | 1.7 (1) | 191 | 7.2 (62) | 5.9 (13) | 14.9 (33) | 3.1 (7) | 3.1 (7) |
| MW | 127 | 0.5 (4) | 1.7 (1) | 5.1 (3) | 0.0 (0) | 0.0 (0) | 136 | 2.7 (23) | 3.6 (8) | 4.1 (9) | 1.3 (3) | 1.3 (3) |
| SO | 161 | 1.1 (10) | 5.1 (3) | 11.9 (7) | 0.0 (0) | 0.0 (0) | 165 | 4.8 (41) | 5.9 (13) | 6.8 (15) | 3.6 (8) | 2.2 (5) |
| SW | 223 | 1.6 (14) | 10.2 (6) | 8.5 (5) | 3.4 (2) | 1.7 (1) | 191 | 7.5 (64) | 8.1 (18) | 14.9 (33) | 4.5 (33) | 0.9 (2) |
| NW | 174 | 1.2 (10) | 5.1 (3) | 5.1 (3) | 1.7 (1) | 5.1 (3) | 172 | 4.1 (35) | 4.5 (10) | 8.1 (18) | 8.1 (18) | 2.2 (5) |

Notes. Based on data received at the Coordinating Center through October '08.

Tables 5 and 6 high provide frequencies for school suspensions at Ages 12 and 14. At Age 12, 41% of the sample reported that they had been suspended from school at least once. This percentage rose to 54% at Age 14.

Table 5. School suspensions at Age 12

| | <i>Have you ever been suspended?</i> | | <i>How many times in the last 12 months have you been suspended?</i> | | | |
|-----------------------|--------------------------------------|--------------|--|--------------------|--------------------|--------------------|
| | <u>N</u> | Yes % (n) | Not in past 12 months % (n) | 1-2 times % (n) | 3-9 times % (n) | > 9 times % (n) |
| | | | | | | |
| <i>Overall</i> | 869 | 41.4 (360) | 49.7 (178) | 37.4 (134) | 10.1 (36) | 2.8 (10) |
| <i>Child's Gender</i> | | | | | | |
| Male | 429 | 25.9 (225) | 28.8 (103) | 24.5 (84) | 7.3 (26) | 2.8 (10) |
| Female | 440 | 15.5 (135) | 20.9 (75) | 14.0 (50) | 2.8 (10) | 0.0 (0) |
| <i>Study Site</i> | | | | | | |
| EA | 185 | 11.5 (100) | 14.5 (52) | 10.3 (37) | 2.8 (10) | 0.3 (1) |
| MW | 127 | 5.7 (50) | 6.4 (23) | 6.1 (22) | 0.6 (2) | 0.6 (2) |
| SO | 162 | 8.5 (74) | 11.4 (41) | 6.4 (23) | 2.2 (8) | 0.6 (2) |
| SW | 223 | 9.4 (82) | 11.4 (41) | 7.8 (28) | 2.2 (8) | 1.1 (4) |
| NW | 172 | 6.2 (54) | 5.9 (21) | 6.7 (24) | 2.2 (8) | 0.3 (1) |

Notes. Based on data received at the Coordinating Center through October '08.

Table 6. School suspensions at Age 14

| | <i>Have you ever been suspended?</i> | | <i>How many times in the last 12 months have you been suspended?</i> | | | |
|-----------------------|--------------------------------------|--------------|--|--------------------|--------------------|--------------------|
| | <u>N</u> | Yes % (n) | Not in past 12 months % (n) | 1-2 times % (n) | 3-9 times % (n) | > 9 times % (n) |
| | | | | | | |
| <i>Overall</i> | 854 | 54.4 (465) | 45.6 (212) | 39.8 (185) | 12.0 (56) | 2.6 (12) |
| <i>Child's Gender</i> | | | | | | |
| Male | 417 | 30.8 (263) | 24.3 (113) | 22.6 (105) | 7.7 (36) | 1.9 (9) |
| Female | 437 | 23.6 (202) | 21.3 (99) | 17.2 (80) | 4.3 (20) | 0.6 (3) |
| <i>Study Site</i> | | | | | | |
| EA | 190 | 14.4 (123) | 11.0 (51) | 11.8 (55) | 3.0 (14) | 0.6 (3) |
| MW | 136 | 9.1 (78) | 8.4 (38) | 5.8 (27) | 2.1 (10) | 0.4 (2) |
| SO | 165 | 9.0 (77) | 6.7 (31) | 6.9 (32) | 1.9 (9) | 1.1 (5) |
| SW | 191 | 11.0 (94) | 11.2 (52) | 6.4 (30) | 2.4 (11) | 0.2 (1) |
| NW | 172 | 11.0 (93) | 8.4 (39) | 8.8 (41) | 2.6 (12) | 0.2 (1) |

Notes. Based on data received at the Coordinating Center through October '08.

Tables 7 and 8 highlight frequencies for items that report the adolescent's future expectations related to school at Ages 12 and 14. At Age 12, 7% of the sample reported seriously considering dropping out of school; at Age 14, this percentage increased slightly to nine percent. A majority of adolescents at both Age 12 and 14 reported that they would most likely go to college and/or graduate school after finishing high school.

Table 7. Future educational expectations, Age 12

| | | <i>What is the highest level of school that you expect to reach?</i> | | | | | | | |
|-----------------------|--|--|-----------|-----------------------|---------|-------------------------------------|-------------------------|--------------------------------|------------|
| | | Quit before H.S. graduation % (n) | | H.S. Graduation % (n) | | Community College/Voc. School % (n) | Four Year College % (n) | Graduate or Prof. School % (n) | |
| | <i>Have you ever seriously thought about dropping out of school?</i> | N | Yes % (n) | N | | | | | |
| <i>Overall</i> | | 870 | 7.0 (61) | 849 | 1.1 (9) | 9.7 (82) | 10.1 (86) | 37.1 (315) | 42.1 (357) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | | 429 | 4.4 (38) | 420 | 0.7 (6) | 4.6 (39) | 5.4 (46) | 17.8 (151) | 21.0 (178) |
| Female | | 441 | 2.6 (23) | 429 | 0.3 (3) | 5.1 (43) | 4.7 (40) | 19.3 (164) | 21.1 (179) |
| <i>Study Site</i> | | | | | | | | | |
| EA | | 185 | 1.5 (13) | 184 | 0.3 (3) | 2.0 (17) | 2.7 (23) | 7.3 (62) | 9.3 (79) |
| MW | | 126 | 0.8 (7) | 123 | 0.1 (1) | 0.8 (7) | 1.3 (11) | 3.9 (33) | 8.4 (71) |
| SO | | 162 | 2.3 (20) | 160 | 0.2 (2) | 3.1 (26) | 1.5 (13) | 7.7 (65) | 6.4 (54) |
| SW | | 223 | 1.3 (11) | 215 | 0.2 (2) | 2.1 (18) | 2.2 (19) | 10.1 (86) | 10.6 (90) |
| NW | | 174 | 1.1 (10) | 167 | 0.1 (1) | 1.6 (14) | 2.4 (20) | 8.1 (69) | 7.4 (63) |

Notes. Based on data received at the Coordinating Center through October '08.

Table 8. Future educational expectations, Age 14

| | | <i>What is the highest level of school that you expect to reach?</i> | | | | | | | |
|-----------------------|--|--|-----------|-----------------------|---------|-------------------------------------|-------------------------|--------------------------------|------------|
| | | Quit before H.S. graduation % (n) | | H.S. Graduation % (n) | | Community College/Voc. School % (n) | Four Year College % (n) | Graduate or Prof. School % (n) | |
| | <i>Have you ever seriously thought about dropping out of school?</i> | N | Yes % (n) | N | | | | | |
| <i>Overall</i> | | 852 | 8.7 (74) | 851 | 0.9 (8) | 13.6 (116) | 8.7 (74) | 43.9 (374) | 32.8 (279) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | | 415 | 3.4 (29) | 417 | 0.2 (2) | 7.5 (64) | 3.9 (33) | 22.4 (191) | 14.9 (127) |
| Female | | 437 | 5.3 (45) | 434 | 0.7 (6) | 6.1 (52) | 4.8 (41) | 21.5 (183) | 17.9 (152) |
| <i>Study Site</i> | | | | | | | | | |
| EA | | 190 | 2.0 (17) | 189 | 0.1 (1) | 2.9 (25) | 1.8 (15) | 9.0 (77) | 8.3 (71) |
| MW | | 136 | 0.9 (8) | 136 | 0.2 (2) | 1.3 (11) | 0.9 (8) | 6.0 (51) | 7.5 (64) |
| SO | | 164 | 2.5 (21) | 165 | 0.2 (2) | 4.2 (36) | 1.9 (8) | 9.5 (81) | 3.5 (30) |
| SW | | 190 | 1.5 (13) | 189 | 0.1 (1) | 2.1 (18) | 1.5 (13) | 11.1 (94) | 7.4 (63) |
| NW | | 172 | 1.8 (15) | 172 | 0.2 (2) | 3.1 (26) | 2.2 (16) | 8.3 (71) | 6.0 (51) |

Notes. Based on data received at the Coordinating Center through October '08.

Publisher Information

This measure is free and available for use upon receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

Self-Report Family Inventory
Beavers, W. R., Hampson, R. and Hulgus, Y.
1990

Description of Measure

Purpose

To assess an individual's perception of his/her family's functioning.

Conceptual Organization

The Self-Report Family Inventory (SFI) includes 36 items assessing 5 areas: Family Health/Competence, Conflict, Cohesion, Expressiveness, and Directive Leadership.

Item Origin/Selection Process

This instrument is the self-report adaptation of the Beavers Model of Family Functioning (Beavers et al., 1985).

Materials

Forms are available from the publisher.

Time Required

5-10 minutes

Administration Method

Interviewer-administered prior to Age 14; Age 14 and above, A-CASI administered

Training

Minimal

Scoring

Score Types

Respondents are asked to rate each statement (e.g., We all have a say in household plans) on a 5-point scale ranging from 1 (fits our household very well) to 5 (doesn't fit our household at all). Summary scores and mean scale scores for each of the five subscales can be obtained as follows:

- Health/Competence: Items 2-4, 6, 12, 15-17, 18R, 19R, 20, 21, 24R, 25R, 27R, 28, 33, 35, & 36
- Conflict: Items 5R, 6, 7, 8R, 10R, 14R, 18R, 24R, 25R, 30R, 31R, & 34
- Cohesion: Items 2, 15, 19R, 27R, & 36
- Expressiveness: Items 1, 9, 13R, 20, & 22
- Leadership: Items 8R, 16, & 32

Please note: An "R" refers to an item score that must be reversed prior to scoring.

Furthermore, some LONGSCAN researchers have also created an "Overall Mean Score" for family functioning. All positive items were reversed in order to change the direction of the scores (e.g., higher values now indicate better family functioning). An overall mean score was created by taking the mean of the following items:

- *Overall Mean Score: Items 1R, 2R, 3R, 4R, 5, 6R, 7R, 8, 9R, 10, 11R, 12R, 13, 14, 15R, 16R, 17R, 18, 19, 20R, 21R, 22R, 23, 24, 25, 26R, 27, 28R, 29R, 30, 31, 32R, 33R, 34R, & 35R*

Lower scores represent greater competence on all SFI scales.

Norms and/or Comparative Data

Normative data for competent non-clinic families, less competent non-clinic families, and clinic families are available in the manual (Beavers et al., 1990).

Psychometric Support

Reliability

Beavers et al. (1985) reported alpha reliability coefficients for the entire scale ranging from .84 to .88. Test-retest reliability coefficients (for 30 to 90 days) ranged from .84 to .87 for Family Health/Competence, .50 to .59 for Conflict, .50 to .70 for Cohesion, .79 to .89 for Expressiveness, and .41 to .49 for Directive Leadership (Beavers et al., 1990).

Validity

Convergent and concurrent validity have been demonstrated through comparisons to other assessments of family functioning, such as FACES II and FACES III (Hampson, Hulgus, & Beavers, 1991), the McMaster Family Assessment Device (Epstein, Baldwin, & Bishop, 1983), and the Beavers Interactional Scales (Beavers, Hampson, & Hulgus, 1985).

LONGSCAN Use

Data Points

Age 6, 8, 12, 14, 16

Respondent

Primary maternal caregiver

Mnemonic and Version

SFIA (Age 6 item level data)

SFIS (Age 6 scored data)

SFA (Age 8 item level data)

SFS (Age 8 scored data)

SFI (Ages 12, 14, & 16 item level data)

SRFS (Ages 12, 14, 16 scored data)

The content of each of these forms is identical although the layout and administration method changes.

Administration and Scoring Notes

To better reflect LONGSCAN populations and family situations, the word "household" was substituted for "family" throughout the questionnaire.

Rationale

Prior to joining the LONGSCAN consortium, the EA site administered the SFI and found that Competence, Conflict, Cohesion, and Expression were positively correlated with depression, anxiety, hostility, parenting

stress, child related stress, and negative life events; and negatively correlated with support. Internal consistency for scale scores was acceptable for Health/ Competence ($\alpha = .89$), Conflict ($\alpha = .84$), Cohesion ($\alpha = .64$), and Expressiveness ($\alpha = .71$), but poor for Leadership ($\alpha = .17$) in low-income families. Scores in all areas were stable over time (approximately one year) with no significant shifts (Black, 1992).

Results

Descriptive Statistics

For descriptive statistics of the age 4 -8 Self Report Family Inventory, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003). Table 1 displays descriptive statistics for the Self Report Family Inventory subscales from the Age 12 interview, by child's gender and study site. The NW site had higher mean scores for almost all subscales except Expressiveness, (and a lower overall mean score for family functioning, i.e., lower levels of reported family functioning) as compared to the other four sites.

Table 1. Descriptive Statistics for the Age 12 Self Report Family Inventory Mean scores by Demographics

| | N | Cohesion | Conflict | Expressiveness | Health Competence | Leadership | Overall Mean Score |
|-------------------|-----|-------------|-------------|----------------|-------------------|-------------|--------------------|
| | | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| Overall | 903 | 2.23 (0.63) | 1.65 (0.55) | 2.00 (0.72) | 1.92 (0.56) | 2.10 (0.70) | 4.07 (0.49) |
| Gender | | | | | | | |
| Male | 454 | 2.28 (0.65) | 1.64 (0.58) | 2.03 (0.76) | 1.94 (0.58) | 2.09 (0.69) | 4.05 (0.51) |
| Female | 449 | 2.17 (0.60) | 1.60 (0.51) | 1.97 (0.68) | 1.90 (0.54) | 2.11 (0.68) | 4.08 (0.47) |
| Study Site | | | | | | | |
| EA | 184 | 2.25 (0.65) | 1.59 (0.54) | 2.10 (0.73) | 1.90 (0.52) | 2.07 (0.62) | 4.07 (0.45) |
| MW | 144 | 2.10 (0.68) | 1.55 (0.55) | 2.03 (0.73) | 1.83 (0.58) | 2.15 (0.70) | 4.14 (0.52) |
| SO | 173 | 2.20 (0.61) | 1.64 (0.54) | 2.01 (0.73) | 1.94 (0.56) | 1.99 (0.73) | 4.06 (0.48) |
| SW | 217 | 2.17 (0.58) | 1.59 (0.52) | 1.86 (0.71) | 1.86 (0.52) | 2.07 (0.66) | 4.03 (0.47) |
| NW | 185 | 2.41 (0.62) | 1.72 (0.58) | 2.01 (0.71) | 2.05 (0.60) | 2.23 (0.70) | 3.96 (0.53) |

Source. Based on data received at the Coordinating Center through January '07.

Sample N's may differ slightly when looking across different subscales.

Table 2 displays descriptive statistics for the Self Report Family Inventory subscales from the Age 14 interview, by child's gender and study site. As was seen at age 12, the NW site at age 14 had higher mean scores for all subscales except Expressiveness, and a lower overall mean score for family functioning, when compared to the other four sites.

Table 2. Descriptive Statistics for the Age 14 Self Report Family Inventory Mean scores by Demographics

| | N | Cohesion | Conflict | Expressiveness | Health/Competence | Leadership | Overall Mean Score |
|------------|-----|-------------|-------------|----------------|-------------------|-------------|--------------------|
| | | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| Overall | 806 | 2.28 (0.62) | 1.67 (0.52) | 2.09 (0.72) | 1.98 (0.56) | 2.14 (0.71) | 4.00 (0.49) |
| Gender | | | | | | | |
| Male | 400 | 2.29 (0.63) | 1.69 (0.53) | 2.15 (0.74) | 2.01 (0.57) | 2.16 (0.71) | 3.98 (0.50) |
| Female | 406 | 2.25 (0.61) | 1.65 (0.51) | 2.04 (0.69) | 1.96 (0.54) | 2.12 (0.70) | 4.03 (0.48) |
| Study Site | | | | | | | |
| EA | 196 | 2.19 (0.61) | 1.60 (0.45) | 2.11 (0.72) | 1.92 (0.53) | 2.08 (0.74) | 4.06 (0.47) |
| MW | 82 | 2.01 (0.69) | 1.66 (0.61) | 2.07 (0.79) | 1.89 (0.59) | 2.19 (0.74) | 4.06 (0.56) |
| SO | 168 | 2.27 (0.59) | 1.69 (0.52) | 2.21 (0.66) | 2.02 (0.53) | 2.11 (0.67) | 3.96 (0.46) |
| SW | 184 | 2.29 (0.59) | 1.61 (0.49) | 1.93 (0.68) | 1.92 (0.51) | 2.11 (0.64) | 4.07 (0.45) |
| NW | 176 | 2.45 (0.62) | 1.80 (0.56) | 2.12 (0.75) | 2.13 (0.61) | 2.24 (0.73) | 3.88 (0.53) |

Source. Based on data received at the Coordinating Center through January '07.

Sample N's may differ slightly when looking across different subscales.

Reliability

As can be seen in Table 3, internal consistency for the majority of the Self Report Family Inventory subscales using the LONGSCAN sample was good to excellent (ranging from .58 to .91). The leadership subscale however, had low internal consistency (ranging from .22 to .24), consistent with the author's findings (Beavers et al., 1990).

Table 3. Cronbach Alphas for the Self Report Family Inventory Mean scores

| | Cohesion | Conflict | Expressiveness | Health/Competence | Leadership | Overall Mean Score |
|--------|----------|----------|----------------|-------------------|------------|--------------------|
| | α | α | α | α | α | α |
| Age 12 | .58 | .83 | .71 | .88 | .22 | .91 |
| Age 14 | .60 | .81 | .70 | .88 | .24 | .91 |

Source. Based on data received at the Coordinating Center through January '07.

Correlations with Child Outcomes

Table 4 provides correlations between age 12 Self Report Family Inventory mean scores and other select age 12 outcomes (i.e., T scores from the Trauma Symptom Checklist, CBCL, and Youth Self Report Form). Significant correlations, ranging from .15 to .35, were found between age 12 Self Report Family Inventory scores and age 12 CBCL T scores.

Table 4. Correlations between Age 12 Self Report Family Inventory Mean Scores & Other Select Age 12 Outcomes

| | N | Cohesion | Conflict | Expressiveness | Health/ Competence | Leadership | Overall Mean Score |
|---------------------------------|-----|----------|----------|----------------|-----------------------|------------|-----------------------|
| <i>Trauma Symptom Checklist</i> | | | | | | | |
| Anger | 801 | .06 | .12*** | .07* | .10** | .01 | -.11** |
| Anxiety | 801 | -.01 | .06 | -.00 | .01 | .01 | -.02 |
| Depression | 801 | .04 | .09** | .01 | .08* | .03 | -.08 |
| PTSD | 801 | .03 | .07* | .01 | .07* | .01 | -.06 |
| Dissociation | 801 | .03 | .08* | .01 | .05 | .02 | -.06 |
| <i>Child Behavior Checklist</i> | | | | | | | |
| Internalizing Problems | 897 | .23*** | .33*** | .15*** | .30*** | .00 | -.29*** |
| Externalizing Problems | 897 | .28*** | .33*** | .20*** | .32*** | .01 | -.31*** |
| Total Problems | 897 | .28*** | .35*** | .17*** | .33*** | .01 | -.32*** |
| <i>Youth Self-Report</i> | | | | | | | |
| Internalizing Problems | 823 | .01 | .07* | .02 | .05 | .01 | -.05 |
| Externalizing Problems | 823 | .07* | .13*** | .08* | .11** | .02 | -.11*** |
| Total Problems | 823 | .05 | .11** | .05 | .09** | .01 | -.09** |

Source. Based on data received at the Coordinating Center through January '07.

* <.05, ** <.01, *** <.001

Table 5 provides correlations between age 14 Self Report Family Inventory mean scores and age 14 CBCL T Scores. Significant correlations (ranging from .21 to .39) were found between age 14 Self Report Family Inventory scores and age 14 CBCL T scores.

Table 5. Correlations between Age 14 Self Report Family Inventory Mean Scores & Age 14 CBCL T Scores

| | N | Cohesion | Conflict | Expressiveness | Health/ Competence | Leadership | Overall Mean Score |
|---------------------------------|-----|----------|----------|----------------|-----------------------|------------|-----------------------|
| <i>Child Behavior Checklist</i> | | | | | | | |
| Internalizing Problems | 797 | .25*** | .36*** | .21*** | .30*** | .05 | -.31*** |
| Externalizing Problems | 797 | .27*** | .38*** | .23*** | .30*** | .01 | -.32*** |
| Total Problems | 797 | .27*** | .39*** | .22*** | .31*** | .03 | -.33*** |

Source. Based on data received at the Coordinating Center through January '07.

* <.05, ** <.01, *** <.001

Publisher Information

Southwest Family Institute
12523 Nuestra Drive
Dallas, Texas 75230-1718

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Self Report of Physical Abuse and Assault LONGSCAN, 1998

Description of Measure

Purpose

This measure is designed to assess a young adolescent's self reported lifetime history of physical abuse and assault. It was developed for administration to 12-year old respondents using an A-CASI (Audio-Computer Assisted Self Interview) delivery. It is comprised of stem questions asking about specific perpetrator behaviors and injury experiences, which, if endorsed, trigger follow-up questions on age at occurrence and perpetrator.

Conceptual Organization

Three main constructs are assessed: physical abuse by caregivers, physical assault by non-caregiver household members, and community assault.

Physical abuse. Comprehensive definitions of physical abuse, rather than legal definitions of abuse, were utilized in order to capture a child's actual experience, regardless of perpetrator intent to harm or child's injury outcome. The definitions developed by Barnett, Manly & Cicchetti (1993), and the definitions endorsed by the American Professional Society on the Abuse of Children (Hart, Brassard, & Karlson, 1996) were utilized in item development. The measure was designed to capture both experienced harm and threat of harm by abuse by asking about the specific caregiver behaviors and injuries using a yes/no stem question format. Follow-ups to endorsed stem items include age at occurrence, injury outcome, perpetrator, medical follow-up, child's perception of perpetrator's sobriety status, and child's attribution of fault for the abuse.

Household member/sibling assault. This was assessed with a single global stem item, "Has another kid in your family, or who has lived with you in hour house, ever physically hurt you badly or put you in danger of being hurt?" Positive endorsements trigger follow-up items assessing age at occurrence, frequency, injury outcomes, medical follow-up, child's perception of perpetrator's sobriety status, and child's attribution of responsibility for the assault.

Community assault. This was defined as physical assault by someone outside the household who was not in a caregiving role, and is assessed with a global item, "Has someone not in your family, or who doesn't live with you, ever physically hurt you badly or put you in danger of being hurt?" Positive endorsements trigger follow-up items assessing age at occurrence, frequency, injury outcomes, medical follow-up, child's perception of perpetrator sobriety, and attribution for the assault.

Item Origin/Selection Process

The definitions of physical abuse developed by Barnett, Manly & Cicchetti (1993), and the definitions endorsed by the American Professional Society on the Abuse of Children (Hart, Brassard, & Karlson, 1996) were utilized in item development.

Materials

The measure requires an A-CASI (Audio-Computer Assisted Self Interview) format.

Time Required

The measure could take between 5 and 20 minutes, based on the extent of a respondent's maltreatment history. The variation in length is due to the extensive branching in the measure, which is intended to screen respondents, in or out of questions according to responses to previous items.

Administration Method

A-CASI.

Training

Training requirements are minimal, given that this is an A-CASI measure. Interviewers need to be thoroughly familiar with the form in the event that the respondent has questions.

Scoring

Score Types

Sum scores for each epoch (i.e., before elementary school; during elementary school, in the last year, and ever) were derived separately for three scales: endangerment (6 items – see below); physical injury (9 items – see below); and physical abuse (15 items from both endangerment and physical injury).

Dichotomous indicators, for whether or not the youth endorsed one or more items, were also derived for each epoch separately for each of the 3 scales (i.e., endangerment, physical injury, and overall). See data dictionary on internal website for additional information regarding scoring.

Endangerment Items:

- Hit you with something really dangerous like a baseball bat or a shovel?
- Has any adult ever kicked or punched you?
- Has any adult ever bitten you?
- Has any adult ever pushed or thrown you around, like against a wall or down stairs?
- Has any adult ever tried to choke, drown or smother you?
- Has any adult ever shot at you with a gun, but didn't hit you?

Physical Injury Items:

- Has any adult ever burned or scalded you on purpose?
- Has any adult ever cut or stabbed you with a knife, razor, fork or something sharp like that?
- Has any adult ever done something else that badly physically hurt you or put you in danger of being hurt?
- Has any adult ever bruised you, or given you a black eye?
- Has any adult ever broken one of your bones?
- Has any adult ever cut you in a way that caused you to bleed or need stitches?
- Has any adult ever knocked you out, our made you unconscious?
- Has any adult ever caused an injury to your eyes, ears, nose or teeth?
- Has any adult ever wounded you by shooting you with a gun?

Score Interpretation

Higher scores indicate more physical abuse or assault experienced.

Norms and/or Comparative Data

Psychometric Support

As of the date of this publication, no validity or reliability studies utilizing this measure have been published.

LONGSCAN Use

Data Points

Age 12: All sites

Respondent

Youth.

Mnemonic and Version

Item level dataset: PHYA

Scored dataset: PHYS

Results

Descriptive Statistics

Tables 1 and 2 provide descriptive statistics for the youth's self report of endangerment and physical injury scores separately for each epoch (i.e., before elementary school, during elementary school, in the last year, and ever) by sample demographics. When looking at lifetime (i.e., up to age 12), 15% of youth endorsed that at least one of the items relating to physical endangerment and physical injury had occurred.

Table 1. Descriptive Statistics for Self-Report of *Endangerment Scores by Demographics*

| | Endangerment | | | | | | | | | | |
|-------------------|---------------------|-----|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| | Before Elem. School | | | During Elem. School | | | In the Last Year | | | Ever Occurred | |
| | N | % | Overall Score M (SD) | 1 or more items endorsed | Overall Score M (SD) | 1 or more items endorsed | Overall Score M (SD) | 1 or more items endorsed | Overall Score M (SD) | 1 or more items endorsed | Overall Score M (SD) |
| <i>Overall</i> | 865 | 7.2 | 0.10(0.42) | 10.6 | 0.14(0.49) | 6.8 | 0.09(0.40) | 15.3 | 0.22(0.63) | | |
| <i>Gender</i> | | | | | | | | | | | |
| Male | 428 | 2.9 | 0.09(0.44) | 6.0 | 0.17(0.56) | 3.6 | 0.10(0.44) | 8.0 | 0.25(0.71) | | |
| Female | 437 | 4.3 | 0.10(0.40) | 4.9 | 0.12(0.42) | 3.2 | 0.08(0.35) | 7.3 | 0.19(0.54) | | |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 186 | 1.2 | 0.07(0.35) | 2.3 | 0.13(0.47) | 1.5 | 0.09(0.38) | 3.0 | 0.18(0.58) | | |
| MW | 114 | 0.8 | 0.07(0.28) | 0.7 | 0.06(0.27) | 0.1 | 0.00(0.09) | 1.4 | 0.13(0.41) | | |
| SO | 164 | 1.0 | 0.06(0.26) | 2.1 | 0.14(0.44) | 1.4 | 0.09(0.37) | 2.8 | 0.20(0.56) | | |
| SW | 225 | 2.4 | 0.16(0.60) | 3.6 | 0.21(0.62) | 2.4 | 0.13(0.50) | 5.1 | 0.32(0.81) | | |
| NW | 176 | 1.7 | 0.10(0.39) | 2.0 | 0.13(0.49) | 1.4 | 0.09(0.43) | 3.0 | 0.21(0.60) | | |

Source. Based on data received at the Coordinating Center through July '06.

Table 2. Descriptive Statistics for Self-Report of *Physical Injury Scores* by Demographics

| Physical Injury | | | | | | | | | | | | |
|-------------------|---------------------|--------------------------|---------------|---------------------|--------------------------|---------------|------------------|--------------------------|---------------|---------------|--------------------------|---------------|
| | Before Elem. School | | | During Elem. School | | | In the Last Year | | | Ever Occurred | | |
| | N | 1 or more items endorsed | Overall Score | N | 1 or more items endorsed | Overall Score | N | 1 or more items endorsed | Overall Score | N | 1 or more items endorsed | Overall Score |
| | | % | M (SD) | | % | M (SD) | | % | M (SD) | | % | M (SD) |
| <i>Overall</i> | 865 | 6.9 | 0.09(0.37) | | 9.8 | 0.13(0.45) | | 5.7 | 0.07(0.34) | | 14.9 | 0.20(0.56) |
| <i>Gender</i> | | | | | | | | | | | | |
| Male | 428 | 2.5 | 0.08(0.40) | | 4.4 | 0.13(0.50) | | 2.5 | 0.07(0.39) | | 6.6 | 0.20(0.62) |
| Female | 437 | 4.4 | 0.10(0.35) | | 5.4 | 0.13(0.39) | | 3.1 | 0.06(0.27) | | 8.3 | 0.20(0.48) |
| <i>Study Site</i> | | | | | | | | | | | | |
| EA | 186 | 0.5 | 0.03(0.23) | | 1.4 | 0.08(0.32) | | 0.6 | 0.03(0.24) | | 2.0 | 0.10(0.35) |
| MW | 114 | 0.6 | 0.06(0.30) | | 0.5 | 0.05(0.29) | | 0.4 | 0.02(0.16) | | 1.4 | 0.13(0.41) |
| SO | 164 | 1.5 | 0.08(0.30) | | 2.3 | 0.16(0.51) | | 1.6 | 0.09(0.30) | | 2.9 | 0.19(0.52) |
| SW | 225 | 3.0 | 0.16(0.53) | | 3.2 | 0.16(0.53) | | 1.6 | 0.09(0.46) | | 5.0 | 0.27(0.69) |
| NW | 176 | 1.4 | 0.09(0.35) | | 2.4 | 0.16(0.47) | | 1.5 | 0.09(0.36) | | 3.7 | 0.27(0.63) |

Source. Based on data received at the Coordinating Center through July '06.

Table 3 provides descriptive statistics for the youth's self report of physical abuse scores separately for each epoch by sample demographics. Twenty-three percent (11 % of males; 12% of girls) of the sample endorsed at least one of the physical abuse items (up to age 12). The southwestern site had the highest percentage of self-reported physical abuse across all four epochs.

Table 3. Descriptive Statistics for Self-Report of *Overall Physical Abuse Scores* by Demographics

| Overall Physical Abuse | | | | | | | | | | | | |
|------------------------|---------------------|--------------------------|---------------|---------------------|--------------------------|---------------|------------------|--------------------------|---------------|---------------|--------------------------|---------------|
| | Before Elem. School | | | During Elem. School | | | In the Last Year | | | Ever Occurred | | |
| | N | 1 or more items endorsed | Overall Score | N | 1 or more items endorsed | Overall Score | N | 1 or more items endorsed | Overall Score | N | 1 or more items endorsed | Overall Score |
| | | % | M (SD) | | % | M (SD) | | % | M (SD) | | % | M (SD) |
| <i>Overall</i> | 865 | 10.9 | 0.19(0.72) | | 15.5 | 0.28(0.83) | | 9.5 | 0.16(0.66) | | 23.0 | 0.43(1.04) |
| <i>Gender</i> | | | | | | | | | | | | |
| Male | 428 | 4.3 | 0.17(0.79) | | 7.5 | 0.30(0.96) | | 4.5 | 0.18(0.77) | | 11.0 | 0.46(1.19) |
| Female | 437 | 6.6 | 0.21(0.65) | | 8.0 | 0.25(0.70) | | 5.0 | 0.15(0.54) | | 12.0 | 0.40(0.87) |
| <i>Study Site</i> | | | | | | | | | | | | |
| EA | 186 | 1.3 | 0.11(0.53) | | 3.0 | 0.22(0.70) | | 1.7 | 0.12(0.56) | | 4.1 | 0.30(0.81) |
| MW | 114 | 1.0 | 0.13(0.54) | | 1.0 | 0.11(0.43) | | 0.5 | 0.03(0.18) | | 2.4 | 0.26(0.65) |
| SO | 164 | 2.2 | 0.15(0.43) | | 3.4 | 0.30(0.83) | | 2.3 | 0.19(0.59) | | 4.5 | 0.40(0.93) |
| SW | 225 | 4.0 | 0.33(1.06) | | 4.9 | 0.38(1.05) | | 3.0 | 0.23(0.86) | | 7.0 | 0.60(1.36) |
| NW | 176 | 2.3 | 0.20(0.68) | | 3.2 | 0.30(0.84) | | 2.0 | 0.19(0.71) | | 5.0 | 0.48(1.06) |

Source. Based on data received at the Coordinating Center through July '06.

Correlations with Select Age 12 Outcomes

Table 4 provides correlations between the youth's self report of physical abuse scores (ever occurred) and select age 12 outcomes (i.e., T scores from the Child Behavior Checklist, Youth Self Report Form, and Trauma Symptom Checklist). There are significant correlations (ranging from .10 to .30) between youth self-report scores and all three outcome measures.

Table 4. Correlations between Self-Report Physical Abuse Scores (ever occurred) and Select Age 12 Outcomes

| | N | Physical Abuse (ever occurred) | | | Overall |
|--|-----|--------------------------------|-----------------|--|---------|
| | | Endangerment | Physical Injury | | |
| <i>Child Behavior Checklist T Scores</i> | | | | | |
| Internalizing Problems | 843 | .10** | .13*** | | .13*** |
| Externalizing Problems | 843 | .13*** | .15*** | | .16*** |
| Total Problems | 843 | .13*** | .15*** | | .16*** |
| <i>Youth Self Report T Scores</i> | | | | | |
| Internalizing Problems | 851 | .22*** | .26*** | | .27*** |
| Externalizing Problems | 851 | .22*** | .23*** | | .26*** |
| Total Problems | 851 | .25*** | .28*** | | .30*** |
| <i>Trauma Symptom Checklist T Scores</i> | | | | | |
| Anger | 836 | .21*** | .21*** | | .24*** |
| Anxiety | 836 | .20*** | .20*** | | .23*** |
| Depression | 836 | .21*** | .24*** | | .26*** |
| PTSD | 836 | .21*** | .23*** | | .25*** |
| Dissociation | 836 | .20*** | .26*** | | .26*** |

Source. Based on data received at the Coordinating Center through July '06.

* < .05, ** < .01, *** < .001

Publisher Information

The measure is free and available for use after the LONGSCAN Coordinating Center's receipt of a signed LONGSCAN Shared Measures Agreement. Further information may be found at <http://www.iprc.unc.edu/longscan/>.

References and Bibliography

- Barnett, D., Manly, J., & Cicchetti, D. (1993). Defining child maltreatment: The interface between policy and research, in Cicchetti D. & Toth, S. L., Advances in applied developmental psychology: Child abuse, child development and social policy. Ablex Publishing Corp, Norwood, NJ.

Self Report of Psychological Maltreatment LONGSCAN, 1998

Description of Measure

Purpose

The measure is designed to capture a young adolescent's (up to age 12) self report of lifetime history of psychological maltreatment from any adult the respondent sees as a parent figure. Items assess a young adolescent's experience with a range of parental behaviors and aspects of the parent-child relationship that may be considered psychologically neglectful or abusive. For each stem item endorsed, three epochs are assessed, including before elementary school, since started elementary school, and in the last year. An ordinal scale with three answer choices, including never, sometimes and often, assesses the frequency of the experienced behavior within each epoch. A global item assesses the child's overall feelings of personal responsibility for all experienced psychological maltreatment. Specific perpetrators and severity are not assessed.

Conceptual Organization

The authors sought to be inclusive of existing definitions of psychological maltreatment to permit the most global assessment. However behaviors which could not reasonably be defined as maltreating in an existing definition of psychological maltreatment and by the authors, were excluded for conceptual clarity. Parent behaviors, rather than harm experienced, were assessed due in part to the validity and reliability difficulties associated with asking for self report of harm due to psychological maltreatment at age 12.

Five a priori, overlapping scales include assessments of psychological safety and security; acceptance and self-esteem, age appropriate autonomy, exploiting and corrupting, and mental health, medical and educational neglect.

Item Origin/Selection Process

Two classification systems were utilized in item selection. These include the definitions developed by the American Professional Society on the Abuse of Children (Hart, Brassard & Karlson, 1996), and those developed by Douglas Barnett, Jody Manly and Dante Cicchetti (1993).

Materials

The measure was administered using an A-CASI format. If necessary, paper and pencil forms maybe interviewer or self administered, although the authors feel the A-CASI administration to be the most valid.

Time Required

Administration times will vary based on the psychological maltreatment history of the respondent and the branching nature of the instrument. Generally, it may be administered in 4 to 10 minutes.

Administration Method

A-CASI.

Training

Since the measure is designed as an A-CASI measure, training needs beyond familiarity with use of the A-CASI system are minimal.

Scoring

Score Types

A sum score for psychological maltreatment (18 items, see below) may be derived for each epoch (i.e., before elementary school; since started elementary school, in the last year, and ever). A dichotomous indicator, for whether or not the youth endorsed one or more psychological maltreatment items, may also be also derived for each epoch.

Psychological Maltreatment Items:

- Have any of your parents ever blamed you for their own problems? *
- Have any of your parents ever called you names/teased you that made you feel really bad about yourself?
- Have any of your parents ever made you feel that you couldn't do anything right, no matter how hard u tried?
- Have any of your parents ever punished you in an unusual way-like tying you up, or locking you in a closet?
- Have any of your parents ever made you feel like they didn't care whether you were safe or healthy?
- Have any of your parents ever threatened to hurt you badly?
- Have any of your parents ever threatened to kill you?
- Have any of your parents ever threatened to abandon or leave you forever?
- Have any of your parents ever threatened to kick you out of your home, or to have you taken away?
- Have any of your parents ever tried to kill him/herself, or another person, in front of you?
- Have any of your parents ever made you feel like they really didn't love you?
- Have any of your parents ever tried to stop you from having or making any friends outside the family? *
- Have any of your parents ever seemed crazy, like heard voices or seen things that were there, that scare you?
- Have any of your parents ever been so drunk or high that they behaved in ways that really scared you?
- Have any of your parents ever threatened to hurt someone very important to you?
- Have any of your parents ever threatened to hurt something important to you, like a pet/fav. thing of yours?
- Have any of your parents ever blamed you for other people's problems when they weren't your fault? *
- Have any of your parents ever humiliated you very badly by putting you down a lot in front of other people?

Note. * In order to be included, these items had to be coded as "occurred often" for at least one of the follow-up items.

Score Interpretation

Higher scores indicate more psychological maltreatment experienced.

Norms and/or Comparative Data

None available at this time.

Psychometric Support

Reliability

None available at this time.

Validity

None available at this time.

LONGSCAN Use

Data Points

Age 12: All sites

Respondent
Youth.

Mnemonic and Version

Item level dataset: PSMA

Scored dataset: PSMS

Rationale

Numerous studies have linked psychological abuse to poor child and adolescent outcomes.

Additionally, LONGSCAN sought to assess abuse comprehensively, and included measurement of physical, sexual and psychological abuse and neglect.

Results

Descriptive Statistics

Tables 1 provide descriptive statistics for the youth's self report of psychological maltreatment scores separately for each epoch (i.e., before elementary school, since started elementary school, in the last year, and ever) by sample demographics. When looking at lifetime (i.e., up to age 12), 40% of youth endorsed at least one of the psychological maltreatment items. Girls reported higher percentages of psychological maltreatment across all four epochs as compared to boys.

Table 1. Descriptive Statistics for Self-Report of *Psychological Maltreatment Scores by Demographics*

| Psychological Maltreatment | | | | | | | | | | |
|----------------------------|-----|--------------------------|--------------------|--------------------------|--------------------------------------|------------------|--------------------------|--------------------------------------|--------------------------|--------------------------------------|
| Less than Elem. School | | | Since Elem. School | | | In the Last Year | | | Ever Occurred | |
| | N | 1 or more items endorsed | | 1 or more items endorsed | Overall Score <i>M</i> (<i>SD</i>) | | 1 or more items endorsed | Overall Score <i>M</i> (<i>SD</i>) | 1 or more items endorsed | Overall Score <i>M</i> (<i>SD</i>) |
| <i>Overall</i> | 867 | 20.3 | 0.52(1.52) | 30.8 | 0.84(1.78) | 24.8 | 0.65(1.55) | 40.2 | 1.22(2.18) | |
| <i>Gender</i> | | | | | | | | | | |
| Male | 429 | 9.8 | 0.48(1.50) | 14.3 | 0.77(1.79) | 11.2 | 0.60(1.58) | 18.1 | 1.09(2.13) | |
| Female | 438 | 10.5 | 0.57(1.54) | 16.5 | 0.90(1.77) | 13.6 | 0.69(1.51) | 22.1 | 1.35(2.22) | |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 186 | 3.3 | 0.37(1.41) | 4.7 | 0.56(1.53) | 3.9 | 0.50(1.51) | 7.7 | 0.94(1.86) | |
| MW | 114 | 2.4 | 0.38(1.14) | 3.7 | 0.58(1.36) | 3.0 | 0.45(1.21) | 4.5 | 0.79(1.55) | |
| SO | 164 | 3.6 | 0.42(1.17) | 6.6 | 1.04(1.90) | 5.5 | 0.87(1.80) | 8.1 | 1.41(2.27) | |
| SW | 226 | 7.5 | 0.85(2.02) | 9.7 | 1.11(2.16) | 7.8 | 0.82(1.69) | 11.9 | 1.65(2.65) | |
| NW | 177 | 3.5 | 0.45(1.31) | 6.1 | 0.74(1.52) | 4.5 | 0.51(1.30) | 8.1 | 1.07(1.98) | |

Source. Based on data received at the Coordinating Center through July '06.

Correlations with Select Age 12 Outcomes

Table 2 provides correlations between the youth's self report of psychological maltreatment abuse scores (ever occurred) and select age 12 outcomes (i.e., T scores from the Child Behavior Checklist, Youth Self Report Form, and Trauma Symptom Checklist). Significant correlations (ranging from .14 to .39) are seen between youth self-report psychological maltreatment scores and all three outcome measures.

Table 2. Correlations between Self-Report Psychological Maltreatment Scores (ever occurred) and Select Age 12 Outcomes

| | <u>N</u> | Psychological Abuse Score (ever occurred) |
|--|----------|--|
| <i>Child Behavior Checklist T Scores</i> | | |
| Internalizing Problems | 845 | .14*** |
| Externalizing Problems | 845 | .16*** |
| Total Problems | 845 | .17*** |
| <i>Youth Self Report T Scores</i> | | |
| Internalizing Problems | 853 | .32*** |
| Externalizing Problems | 853 | .33*** |
| Total Problems | 853 | .36*** |
| <i>Trauma Symptom Checklist T Scores</i> | | |
| Anger | 837 | .39*** |
| Anxiety | 837 | .28*** |
| Depression | 837 | .38*** |
| PTSD | 837 | .31*** |
| Dissociation | 837 | .34*** |

Source. Based on data received at the Coordinating Center through July '06.

* < .05, ** < .01, *** < .001

Publisher Information

The measure is free and available for use after the LONGSCAN Coordinating Center's receipt of a signed LONGSCAN Shared Measures Agreement. Further information may be found at <http://www.iprc.unc.edu/longscan/>.

References and Bibliography

- Barnett, D., Manly, J., & Cicchetti, D. (1993). Defining child maltreatment: The interface between policy and research, in Cicchetti D. & Toth, S. L., Advances in applied developmental psychology: Child abuse, child development and social policy. Ablex Publishing Corp, Norwood, NJ.
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Self Report of Sexual Abuse & Assault LONGSCAN, 1998

Description of Measure

Purpose

This measure is designed to assess a young adolescent's history of sexual abuse and assault. It is comprised of 11 stem items asking about increasingly severe sexual experiences, which, if endorsed, trigger follow-up questions that ask age at occurrence, frequency of occurrence and perpetrator. Additional information related to experiences with specific perpetrators, including current emotional impact, attribution, and disclosure history and experience may be found in a follow-up form entitled Sexual Abuse Supplement.

Conceptual Organization

Endorsement of any of the 11 stem items leads to a brief series of follow-up questions organized around the epoch in the child's life in which the abusive event occurred (i.e., before beginning elementary school, since the start of elementary school, in the last year, and ever occurred). Specific follow up questions assess the frequency of occurrence and the perpetrator during each epoch.

Item Origin/Selection Process

Items were project-developed to assess a broad range of abusive experiences common to children and adolescents who are sexually victimized. Items were closely based on the definitions developed by Barnett, Manley & Cicchetti (1993).

Materials

The measure requires an A-CASI (Audio-Computer Assisted Self Interview) format.

Time Required

Between 2 and 20 minutes, based on the extent of a respondent's maltreatment history. The variation in length is due to the extensive branching in the measure, which screens a respondent in or out of questions according to responses to previous items.

Administration Method

A-CASI.

Training

Minimal training is required given that the measure is delivered in an A-CASI format. Interviewers need to be thoroughly familiar with the item content should questions arise from respondents.

Scoring

Score Types

Dichotomous indicators were derived for any endorsement of an item (see items below) for each subscale (i.e., non-contact, fondling/attempted fondling, oral-genital contact/attempted contact, and penetration/attempted penetration) separately for each epoch (i.e., earlier than or before elementary school; since elementary school; in the last year; and ever occurred). A dichotomous indicator was also derived for whether or not any of the physical abuse/assault items were endorsed separately by epoch. Using these dichotomous indicators, a mutually exclusive severity scale ranging from 0 (no sexual abuse/assault) to 4 (penetration/attempted penetration), were derived for each epoch. For those who have

access to the LONGSCAN internal website, more information regarding scoring is available in the data dictionary.

Non-Contact items:

- Has any adult or older kid ever made you look, at something sexual, like pictures or a movie?
- Has anyone ever forced you to look at their sexual parts?
- Has anyone spied on you or tried to look at you without your clothes on when you didn't want them to?

Fondling/Attempted Fondling items:

- Has anyone ever touched your private parts or bottom in some way?
- Has anyone ever tried to touch your private parts or bottom in some way, but they weren't able to do it?
- Has anyone ever gotten you to touch their private parts or bottom in some way?
- Has anyone ever tried to get you to touch their private parts/bottom in some way, but they weren't able to?

Oral-Genital Contact/Attempted Oral-Genital Contact items:

- Has anyone ever put their mouth on your private parts or made you put your mouth on their private parts?
- Has anyone ever tried to put their mouth on your private parts or get you to put your mouth on their private parts, but they weren't able to do it?

Penetration/Attempted Penetration items:

- Has anyone ever put some part of their body or anything else inside your private parts or bottom?
- Has anyone ever tried to put some part of their body or anything else inside your private parts or bottom, but they weren't able to do it?

Score Interpretation

Higher scores may indicate more chronic, more severe, or broader sexual abuse.

Norms and/or Comparative Data

Psychometric Support

None available as of the date of this publication (12/06).

LONGSCAN Use

Data Points

Age 12: All sites

Respondent

Youth

Mnemonic and Version

Item-level dataset: SARA

Scored dataset: SARS

Results

Descriptive Statistics

Table 1 provides descriptive statistics for the youth's self report of sexual abuse (each subtype) separately for each epoch by sample demographics. When looking at lifetime (i.e., up to age 12), 16% of youth endorsed that at least one of the items relating to sexual abuse had occurred, items relating to fondling/attempted fondling were reported most frequently (11%).

Table 1. Descriptive Statistics for Self-Report of Sexual Abuse (ever occurred) by Demographics

| | Non-Contact (n = 857) % | Fondling/ Attempted Fondling (n=853) % | Oral-Genital/ Attempted Oral Genital (n=848) % | Penetration/ Attempted Penetration (n=850) % | Any Sexual Abuse (n=858) % | Sexual Abuse Severity Score (ever occurred) |
|-------------------|-------------------------------|--|--|--|--|---|
| | | | | | | <u>M (SD)</u> |
| <i>Overall</i> | 9.5 | 10.9 | 4.4 | 4.8 | 15.7 | 0.40 (1.03) |
| <i>Gender</i> | | | | | | |
| Male | 4.4 | 4.2 | 1.9 | 2.2 | 7.3 | 0.38 (1.01) |
| Female | 5.1 | 6.7 | 2.5 | 2.6 | 8.4 | 0.42 (1.04) |
| <i>Study Site</i> | | | | | | |
| EA | 1.2 | 1.2 | 0.8 | 0.3 | 2.2 | 0.24 (0.78) |
| MW | 0.8 | 1.2 | 0.1 | 0.3 | 1.5 | 0.26 (0.82) |
| SO | 2.0 | 2.7 | 0.8 | 1.5 | 3.6 | 0.52 (1.19) |
| SW | 3.7 | 3.4 | 1.4 | 1.3 | 5.2 | 0.47 (1.08) |
| NW | 1.9 | 2.6 | 1.2 | 1.3 | 3.1 | 0.43 (1.10) |

Source. Based on data received at the Coordinating Center through July '06.

Correlations with Select Age 12 Outcomes

Table 2 provides correlations between the youth's self report of sexual abuse severity score (ever occurred) and select age 12 outcomes (i.e., T scores from the Child Behavior Checklist, Youth Self Report Form, and Trauma Symptom Checklist). There are significant correlations (ranging from .15 to .30) between youth self-report scores and all three outcome measures.

Table 2. Correlations between Sexual Abuse Severity Score (ever occurred) and Select Age 12 Outcomes

| | | Sexual Abuse Severity Score (ever occurred) |
|--|----------|--|
| | <u>N</u> | |
| <i>Child Behavior Checklist T Scores</i> | | |
| Internalizing Problems | 836 | .15*** |
| Externalizing Problems | 836 | .20*** |
| Total Problems | 836 | .20*** |
| <i>Youth Self Report T Scores</i> | | |
| Internalizing Problems | 845 | .27*** |
| Externalizing Problems | 845 | .24*** |
| Total Problems | 845 | .30*** |
| <i>Trauma Symptom Checklist T Scores</i> | | |
| Anger | 831 | .23*** |
| Anxiety | 831 | .24*** |
| Depression | 831 | .24*** |
| PTSD | 831 | .26*** |
| Dissociation | 831 | .24*** |

Source. Based on data received at the Coordinating Center through July '06.

* < .05, ** < .01, *** < .001

Publisher Information

The measure is free and available for use after the LONGSCAN Coordinating Center's receipt of a signed LONGSCAN Shared Measures Agreement. Further information may be found at <http://www.iprc.unc.edu/longscan/>.

References and Bibliography

Barnett, D., Manly, J., & Cicchetti, D. (1993). Defining child maltreatment: The interface between policy and research, in Cicchetti D. & Toth, S. L., Advances in applied developmental psychology: Child abuse, child development and social policy. Ablex Publishing Corp, Norwood, NJ.

Self Report of Sexual Abuse & Assault Supplement LONGSCAN, 1998

Description of Measure

Purpose

To assess perpetrator-specific information related to sexually abusive experiences self reported by adolescent participants.

Conceptual Organization

This adolescent self-report instrument queries current emotional impact and personal attribution or personal responsibility for reported sexual victimization by specific perpetrators previously noted on the self report of sexual abuse form. Also assessed is the adolescent's disclosure history, level of support received related to disclosure, and his or her feelings related to having disclosed sexual abuse by specific perpetrators. The set of six questions is asked separately for each perpetrator reported by the adolescent.

Item Origin/Selection Process

Items were project developed.

Materials

A-CASI, and previous administration of the Self Report of Sexual Abuse (LONGSCAN, 1998, described in this Manual).

Time Required

1-5 minutes; administration time increases with the number of perpetrators previously endorsed.

Administration Method

A-CASI.

Training

Minimal training is required given that the measure is delivered in an A-CASI format. Interviewers need to be thoroughly familiar with the item content should questions arise.

Scoring

Score Types

No scoring is recommended at this time. Possibilities include perpetrator specific investigations, or assessing impact, attribution, and disclosure history across perpetrators (i.e., using the mean or highest impact reported across perpetrators).

LONGSCAN Use

Data Points

Age 12

Respondent

Adolescent

Mnemonic and Version

SASA

Rationale

This instrument was designed to assess factors that are hypothesized to mediate the effect of sexual abuse on individual adolescents. These factors include perceived impact, attribution of blame, prior disclosure of abuse, and perceived support after disclosure.

Results

Descriptive Statistics

Due to the length of this measure and the fact that this form was only collected on children who endorsed a sexual abuse item from the SARA, no descriptive statistics are included.

Publisher Information

The measure is free and available for use after the LONGSCAN Coordinating Center's receipt of a signed User Agreement for LONGSCAN Project-Developed Measures. The agreement form may be found at <http://www.iprc.unc.edu/longscan/>.

Service Utilization

LONGSCAN, 1998

Description of Measure

Purpose

To assess services needed and received in the past year by the adolescent participant, the primary caregiver, and other family members. The degree of helpfulness of received services is also assessed. A wide range of services are queried, including use of income supports, shelters, child welfare, mental health including psychiatric hospitalizations, health (including treatment related to injuries, hospitalizations, alcohol or drug treatment, preventive health services and dental care), self help groups, parenting classes, legal aid ,transportation services and respite care.

Conceptual Organization

This measure was developed to assess the need for and receipt of a wide range of services that might ameliorate difficulties experienced by the adolescent, his or her primary caregiver and the family as a whole in the preceding year. Preventive services such as immunizations are included in this measure. Also assessed is the primary caregiver's perception of the helpfulness or unhelpfulness of each service received.

Item Origin/Selection Process

A comprehensive array of services that might have decreased or ameliorated the effect of individual and family problems, including maltreatment, was project developed. The need for services was included for two reasons: to assess needed services that were not received; as well as to assess services that may have been received involuntarily or received despite the primary caregiver's feeling they weren't needed.

Materials

LONGSCAN utilized an A-CASI administration.

Time Required

5-10 minutes, depending on extent of services used.

Administration Method

FTF interviewer- administered using computer-assisted interview.

Training

Minimal as the items are structured with forced response options.

Scoring

Score Types

Need of specific services is asked with yes/no items, and these are followed up (regardless of need) with a single question on whether service was received in the last year, and if received, how helpful it was. The response set for the latter ranges from 1=Very helpful to 4=Very unhelpful.

A single item asks if the caregiver or adolescent received assistance or services from the welfare department or Department of Social Services in the last year. If not endorsed, loss of such services is queried. If DSS/Social Services were received, the specific services within the

DSS/welfare system are queried, including TANF and other financial assistance, food stamps, Medicaid, in-home services, child care programs, emergency care and job training.

Individual items may be used. While no further scoring recommendations are included in this manual, that does not rule out individual investigators developing further scoring protocols, such as counts of classes of services received (i.e., income supports, child welfare related services), and level of overall helpfulness of those services.

LONGSCAN Use

Data Points

Ages 12, 13 & 14

Assessment of service utilization is included in each LONGSCAN face-to-face and Annual Contact Interview.

Earlier service utilization measures:

TXUA/B: Ages 4 & 5

ASUA & CSUA: Ages 1, 3, 5, 6, 7, 9, 11

SUA: Age 8 & 10

SRUC: Ages 15, 16 & 17

SRUD: Site-specific for Eastern & Midwestern Sites Age 17

Respondent

Caregiver

Mnemonic and Version

SRUB (Age 12 and 14)

Results

Note on Ages 12-14 LONGSCAN administration: a programmed computer skip resulted in items on receipt of service and helpfulness of service being skipped if the respondent did not endorse needing that service. In other words, respondents who endorsed not needing any specific service were never read the follow up items asking if s/he had received that service and how helpful it was if received. This skip was corrected in the subsequent Age 15 interview.

Age 12 Descriptive Statistics

For descriptive statistics on the earlier services utilization items, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003). Tables 1 and 2 provide frequencies for the eight most endorsed services utilized in the past year at the Age 12 interview, by gender and study site. Of the 130 caregivers who reported that they needed legal aid, almost 60% received some form of legal aid.

Table 1. Age 12 Service Utilization by Gender and Study Site

| | Legal Aid | | Self Help/Support* | | Transportation | | Dental Care (Child) | |
|-----------------------|-------------|--------------|--------------------|--------------|----------------|--------------|---------------------|--------------|
| | Needed N | Got % (n) | Needed N | Got % (n) | Needed N | Got % (n) | Needed N | Got % (n) |
| <i>Overall</i> | 957 | 13.6 (130) | 58.5 (76) | 20.2 (193) | 53.4 (103) | 22.0 (210) | 56.7 (119) | 67.4 (645) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 473 | 6.3 (60) | 26.9 (35) | 9.5 (91) | 26.9 (52) | 10.5 (100) | 28.1 (59) | 33.9 (324) |
| Female | 484 | 7.3 (70) | 31.5 (41) | 10.7 (102) | 26.4 (51) | 11.5 (110) | 28.6 (60) | 33.5 (321) |
| <i>Study Site</i> | | | | | | | | |
| EA | 186 | 1.6 (15) | 6.9 (9) | 3.2 (31) | 9.8 (19) | 4.1 (39) | 8.1 (17) | 10.5 (101) |
| MW | 176 | 2.9 (28) | 12.3 (16) | 2.6 (25) | 5.7 (11) | 6.0 (57) | 18.6 (39) | 11.6 (111) |
| SO | 173 | 2.8 (27) | 13.8 (18) | 2.4 (23) | 5.7 (11) | 3.3 (32) | 9.1 (19) | 11.7 (112) |
| SW | 231 | 2.7 (26) | 11.5 (15) | 6.2 (59) | 19.2 (37) | 4.1 (39) | 11.4 (24) | 17.9 (171) |
| NW | 191 | 3.6 (34) | 13.8 (18) | 5.8 (55) | 12.9 (15) | 4.5 (43) | 9.5 (20) | 15.7 (150) |

Source. Based on data received at the Coordinating Center through October '08.

* Includes Weight Watchers, AA, Parents Anonymous etc.

Seventeen-percent of caregivers (n=165) reported that they needed counseling/therapy, and of these, 86% received it. 24% of caregivers reported that their children (n=226) needed counseling/therapy, and of these, 76% received it.

Table 2. Age 12 Service Utilization by Gender and Study Site

| | Learning Development (Child) | | Counseling/Therapy (Child) | | Counseling/Therapy (Caregiver) | | Counseling/Therapy (Other Family Member) | |
|-----------------------|------------------------------|--------------|----------------------------|--------------|--------------------------------|--------------|--|--------------|
| | Needed N | Got % (n) | Needed N | Got % (n) | Needed N | Got % (n) | Needed N | Got % (n) |
| <i>Overall</i> | 957 | 27.4 (262) | 86.2 (225) | 23.6 (226) | 76.1 (172) | 17.3 (165) | 66.7 (110) | 19.5 (185) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 473 | 15.3 (146) | 48.7 (127) | 12.7 (121) | 39.4 (89) | 8.6 (82) | 33.9 (56) | 9.8 (93) |
| Female | 484 | 12.1 (116) | 37.5 (98) | 11.0 (105) | 36.7 (83) | 8.7 (83) | 32.7 (54) | 9.7 (92) |
| <i>Study Site</i> | | | | | | | | |
| EA | 186 | 4.1 (39) | 12.6 (33) | 3.3 (32) | 10.6 (24) | 2.0 (19) | 10.3 (17) | 1.8 (17) |
| MW | 176 | 3.0 (29) | 9.6 (25) | 3.1 (30) | 9.3 (21) | 4.3 (41) | 16.9 (28) | 3.5 (31) |
| SO | 173 | 4.1 (39) | 10.3 (27) | 1.8 (17) | 6.6 (15) | 1.6 (15) | 6.1 (10) | 2.1 (20) |
| SW | 231 | 9.3 (89) | 30.3 (79) | 8.7 (83) | 30.1 (68) | 4.2 (40) | 15.7 (26) | 6.1 (58) |
| NW | 191 | 6.9 (66) | 23.4 (61) | 6.7 (64) | 19.5 (44) | 5.2 (50) | 17.6 (29) | 6.0 (57) |

Source. Based on data received at the Coordinating Center through October '08.

Table 3 provides frequencies for Department of Social Services/Welfare services received in the last year at the Age 12 interview. Almost half (n = 475) of caregivers reported that they needed some form of DSS services, and of these, 94% endorsed receiving help from DSS in some manner. In follow up items assessing receipt of specific DSS services, a large portion of these respondents reported receiving Medicaid (91%), food stamps (58%), and TANF (42%).

Table 3. Age 12 Utilization of DSS or Welfare Services

| DSS or Welfare Services | | | What kind of DSS/Welfare services did you or your child get (n = 448)? | | | | | | | | | |
|-------------------------|------------------------|---------------------|--|--------------|-------------|---------------------|--------------------|---------------------|--------------|--------------|---------|------|
| | Needed Help N % (n) | Got Help N % (n) | TANF % | Food Stps. % | Medi-caid % | Util, Rent, etc.. % | In-home services % | After school care % | Emer. Care % | Job Train. % | Other % | |
| <i>Overall</i> | 957 | 49.6 (475) | 94.3 (448) | 41.7 | 58.4 | 90.6 | 14.4 | 1.8 | 12.4 | 1.1 | 5.6 | 12.2 |
| <i>Child's Gender</i> | | | | | | | | | | | | |
| Male | 473 | 24.1 (231) | 46.1 (219) | 19.9 | 29.2 | 44.4 | 7.4 | 0.2 | 4.7 | 0.4 | 2.7 | 6.6 |
| Female | 484 | 25.5 (244) | 48.2 (229) | 21.9 | 29.2 | 46.2 | 7.0 | 1.6 | 7.7 | 0.7 | 2.9 | 5.7 |
| <i>Study Site</i> | | | | | | | | | | | | |
| EA | 186 | 8.4 (80) | 15.4 (73) | 7.7 | 11.7 | 14.3 | 0.9 | 0.0 | 1.1 | 0.0 | 0.7 | 0.4 |
| MW | 176 | 10.0 (96) | 18.9 (90) | 5.1 | 16.6 | 18.8 | 1.8 | 0.0 | 2.5 | 0.4 | 1.3 | 0.2 |
| SO | 173 | 9.6 (92) | 17.9 (85) | 6.3 | 12.1 | 16.8 | 4.1 | 0.4 | 3.4 | 0.4 | 1.1 | 0.9 |
| SW | 231 | 10.7 (102) | 21.3 (101) | 12.4 | 8.3 | 20.4 | 5.4 | 1.4 | 2.7 | 0.2 | 2.0 | 7.9 |
| NW | 191 | 11.0 (105) | 20.8 (99) | 10.2 | 9.6 | 20.2 | 2.3 | 0.0 | 2.7 | 0.0 | 0.4 | 2.7 |

Source. Based on data received at the Coordinating Center through October '08.

Age 14 Descriptive Statistics

Tables 4 and 5 display frequencies for the eight most endorsed services utilized at the Age 14 interview, by gender and study site. Of the 212 caregivers (23%) who reported that they needed a self-help or support group, almost 49% reportedly participated in one.

Table 4. Age 14 Service Utilization Items by Gender and Study Site

| | Legal Aid | | Self Help/ Support * | | Transportation | | Dental Care (Child) | | |
|-----------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|------------|
| | Needed Help N % (n) | Got Help N % (n) | Needed Help N % (n) | Got Help N % (n) | Needed Help N % (n) | Got Help N % (n) | Needed Help N % (n) | Got Help N % (n) | |
| <i>Overall</i> | 921 | 12.0 (111) | 60.0 (66) | 23.0 (212) | 48.6 (103) | 21.7 (200) | 53.5 (107) | 63.4 (583) | 87.7 (512) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 451 | 6.2 (57) | 34.5 (38) | 11.2 (103) | 26.9 (57) | 9.0 (83) | 24.5 (49) | 28.9 (266) | 38.7 (226) |
| Female | 470 | 5.9 (54) | 25.4 (28) | 11.8 (109) | 21.7 (46) | 12.7 (117) | 29.0 (58) | 34.5 (316) | 48.9 (286) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 197 | 1.9 (18) | 8.2 (9) | 3.7 (34) | 9.4 (24) | 4.1 (38) | 11.0 (22) | 13.1 (120) | 16.8 (98) |
| MW | 164 | 2.2 (20) | 10.0 (11) | 3.1 (29) | 3.8 (8) | 6.6 (61) | 18.5 (37) | 10.2 (94) | 13.5 (79) |
| SO | 173 | 1.6 (15) | 8.2 (9) | 3.1 (29) | 5.7 (12) | 3.0 (28) | 7.0 (14) | 9.7 (89) | 14.4 (84) |
| SW | 204 | 2.7 (25) | 16.4 (18) | 6.9 (64) | 17.0 (36) | 3.7 (34) | 6.5 (13) | 15.2 (140) | 22.4 (131) |
| NW | 183 | 3.6 (33) | 17.3 (19) | 6.1 (56) | 12.7 (27) | 4.2 (39) | 10.5 (21) | 15.2 (140) | 20.6 (120) |

Source. Based on data received at the Coordinating Center through October '08.

* Includes Weight Watchers, AA, Parents Anonymous etc...

Twenty percent of caregivers (n=185) at the Age 14 interview reported that they needed counseling/therapy, while only 66% of these caregivers received this service. 26% of caregivers reported that their children (n=240) needed counseling/therapy, and 80% of these children received it.

Table 5. Age 14 Service Utilization Items by Gender and Study Site

| | Learning Development (Child) | | Counseling/Therapy (Child) | | Counseling/Therapy (Caregiver) | | Counseling/Therapy (Other Family Member) | | |
|-----------------------|------------------------------|-------------------|----------------------------|-------------------|--------------------------------|-------------------|--|-------------------|------------|
| | Needed Help N | Got Help % (n) | Needed Help N | Got Help % (n) | Needed Help N | Got Help % (n) | Needed Help N | Got Help % (n) | |
| | Overall | 921 | 26.6 (245) | 87.3 (214) | 26.1 (240) | 80.2 (194) | 20.1 (185) | 65.6 (122) | 21.3 (195) |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 451 | 15.2 (140) | 57.8 (127) | 13.4 (123) | 42.9 (104) | 9.6 (88) | 27.9 (52) | 9.4 (86) | 31.8 (62) |
| Female | 470 | 11.4 (105) | 35.5 (87) | 12.7 (117) | 37.2 (90) | 10.5 (97) | 37.6 (70) | 11.9 (109) | 42.0 (82) |
| <i>Study Site</i> | | | | | | | | | |
| EA | 197 | 3.9 (36) | 12.7 (31) | 4.9 (45) | 14.0 (34) | 3.0 (28) | 9.1 (17) | 4.3 (39) | 15.4 (30) |
| MW | 164 | 3.6 (33) | 11.8 (29) | 3.7 (34) | 10.7 (26) | 4.6 (42) | 14.0 (26) | 3.9 (36) | 12.3 (24) |
| SO | 173 | 3.9 (36) | 11.8 (29) | 2.3 (21) | 7.4 (18) | 2.2 (20) | 7.5 (14) | 1.5 (14) | 5.1 (10) |
| SW | 204 | 8.3 (76) | 27.4 (67) | 8.0 (74) | 25.2 (61) | 4.9 (45) | 17.7 (33) | 5.5 (50) | 19.5 (38) |
| NW | 183 | 7.0 (64) | 23.7 (58) | 7.2 (66) | 22.7 (55) | 5.4 (50) | 17.2 (32) | 6.1 (56) | 21.5 (42) |

Source. Based on data received at the Coordinating Center through October '08.

Table 6 provides frequencies for DSS/Welfare services received at the Age 14 interview. Almost half (n = 454) of caregivers in the Age 14 sample reported needing some form of DSS services, and of these, 93% had received help from DSS in some manner. A large portion of these respondents reported receiving Medicaid (92%), food stamps (63%), and TANF (37%).

Table 6. Age 14 Utilization of DSS or Welfare Services

| | DSS or Welfare Services | | What kind of DSS/Welfare services did you or your child get (n = 448)? | | | | | | | | | |
|-----------------------|-------------------------|----------------------|--|------|------------|-----------|-------------------|------------------|-------------------|------------|------------|-----|
| | N | Needed Help % (n) | Got Help % (n) | TANF | Food Stps. | Medi-caid | Util, Rent, etc.. | In-home services | After school care | Emer. Care | Job Train. | |
| | | | | % | % | % | % | % | % | % | % | |
| Overall | 921 | 49.3 (454) | 93.4 (424) | 37.5 | 63.3 | 91.7 | 14.9 | 2.4 | 6.9 | 2.1 | 4.5 | 8.1 |
| <i>Child's Gender</i> | | | | | | | | | | | | |
| Male | 451 | 23.8 (219) | 45.1 (205) | 18.8 | 29.4 | 42.1 | 6.4 | 1.0 | 3.3 | 1.2 | 1.7 | 4.3 |
| Female | 470 | 25.5 (235) | 48.2 (219) | 18.8 | 33.9 | 49.7 | 8.5 | 1.4 | 3.6 | 1.0 | 2.8 | 3.8 |
| <i>Study Site</i> | | | | | | | | | | | | |
| EA | 197 | 9.7 (89) | 18.3 (83) | 8.3 | 14.0 | 17.3 | 1.9 | 0.2 | 1.9 | 0.9 | 0.7 | 0.5 |
| MW | 164 | 11.3 (104) | 20.0 (91) | 5.9 | 18.5 | 19.6 | 3.5 | 0.2 | 2.1 | 0.7 | 1.7 | 1.0 |
| SO | 173 | 8.6 (79) | 16.9 (77) | 5.5 | 12.8 | 17.0 | 5.0 | 0.2 | 0.7 | 0.2 | 0.5 | 0.7 |
| SW | 204 | 8.2 (76) | 15.9 (72) | 8.8 | 5.7 | 15.6 | 3.5 | 1.0 | 1.7 | 0.2 | 1.0 | 5.2 |
| NW | 183 | 11.5 (106) | 22.2 (101) | 9.0 | 12.3 | 22.2 | 1.0 | 0.7 | 0.5 | 0.0 | 0.7 | 0.7 |

Source. Based on data received at the Coordinating Center through October '08.

Please Note: Additional items (not reported here) are available and include services pertaining to help finding employment, transportation, overnight respite/emergency care for the child, parenting classes, battered woman's shelter, and alcohol/drug counseling.

Publisher Information

This measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures.

References and Bibliography

- Hunter, W. M., Cox, C. E., Teagle, S., Johnson, R. M., Mathew, R., Knight, E. D., & Leeb, R.T. (2003). Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse. Volume 1: Early Childhood. Accessible at the LONGSCAN web site (<http://www.iprc.unc.edu/longscan/>).
- Hunter, W.M., Cox, C.E., Teagle, S., Johnson, R.M., Mathew, R., Knight, E.D., Leeb, R.T., & Smith, J.B. (2003). Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse. Volume 2: Middle Childhood. Accessible at the LONGSCAN web site (<http://www.iprc.unc.edu/longscan/>).

Sexual Abuse of Child
LONGSCAN, 1998

Description of Measure

Purpose

To obtain caregiver report of child's history of sexual abuse, and CPS or medical intervention related to possible sexual abuse.

Conceptual Organization

Items were developed to assess a child's history of sexual abuse and intervention related to possible sexual abuse using parent report.

Item Origin/Selection Process

Items were project developed.

Materials

A-CASI delivery system

Time Required

1-2 minutes

Administration Method

A-CASI

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

Individual items can be used.

LONGSCAN Use

Data Points

Ages 8 and 12

Respondent

Caregiver

Mnemonic and Version

CSA: Age 8; last four items

SAC: Age 12

Rationale

Caregiver report of child sexual abuse was selected as part of a comprehensive, multi-source data collection plan that included CPS record review, child self report and caregiver report.

Results

Descriptive Statistics

For descriptive statistics of these items at age 8, please refer to the 2nd volume of the measures manual (Hunter et al., 2003). Table 1 provides frequencies for the age 12 Sexual Abuse of Child items by sample demographics. 10% of caregivers reported that they believed their children had been sexually abused or molested (girls more so than boys, 6.5% vs. 3.6% respectively). Not surprisingly, more caregivers from the more maltreated LONGSCAN samples (SW and NW) endorsed these items.

Table 1. Frequencies for items endorsed ('yes') on the Age 12 Sexual Abuse of Child by Demographics

| To the best of your knowledge has the child ever been... | | | | | |
|--|-----|---------------------------------------|--|---|--|
| | N | sexually abused or molested? n (%) | touched in a sexual way by an adult or older child? n (%) | evaluated by a doctor or professional for possible sexual abuse? n (%) | Reported as possibly having been abused to Department of Social Services? n (%) |
| <i>Overall</i> | 893 | 90 (10.1) | 98 (11.0) | 107 (12.0) | 96 (10.8) |
| <i>Child's Gender</i> | | | | | |
| Male | 449 | 32 (3.6) | 32 (3.6) | 47 (5.3) | 36 (4.0) |
| Female | 444 | 58 (6.5) | 66 (7.4) | 60 (6.7) | 60 (6.7) |
| <i>Child's Race</i> | | | | | |
| Caucasian | 236 | 40 (4.5) | 46 (5.2) | 45 (5.0) | 51 (5.7) |
| African American | 496 | 29 (3.2) | 28 (3.1) | 28 (3.1) | 21 (2.4) |
| Hispanic | 50 | 6 (0.7) | 7 (0.8) | 7 (0.8) | 7 (0.8) |
| Mixed Race | 99 | 14 (1.6) | 16 (1.8) | 26 (2.9) | 16 (1.8) |
| Other | 11 | 1 (0.1) | 1 (0.1) | 1 (0.1) | 1 (0.1) |
| <i>Study Site</i> | | | | | |
| EA | 184 | 6 (0.7) | 6 (0.7) | 9 (3.0) | 4 (0.4) |
| MW | 131 | 8 (0.9) | 6 (0.7) | 7 (0.7) | 6 (0.7) |
| SO | 173 | 12 (1.3) | 15 (1.7) | 13 (1.5) | 14 (1.6) |
| SW | 216 | 35 (3.9) | 39 (4.4) | 38 (4.3) | 34 (3.8) |
| NW | 189 | 29 (3.2) | 32 (3.6) | 40 (4.5) | 38 (4.3) |

Notes. Based on data received at the Coordinating Center through March '08.

Comparing Age 8 Endorsements to Age 12

When looking at data where parents had reported on both the age 8 and age 12 items ($n = 817$), 17% ($n = 142$) of parents at age 8 endorsed one or more of the items compared to 16% ($n = 128$) at age 12. 43% ($n = 81$) endorsed one or more items at both time points. 32% ($n = 61$) endorsed items only at age 8 and not age 12, and 25% ($n = 47$) endorsed items only at age 12. Different caregivers may have participated in the two interviews which could account for some of the discrepancy.

Publisher Information

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References and Bibliography

Hunter, W.M., Cox, C.E., Teagle, S., Johnson, R.M., Mathew, R., Knight, E.D., Leeb, R.T., & Smith, J.B. (2003). Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse. Volume 2: Middle Childhood. Accessible at the LONGSCAN web site (<http://www.iprc.unc.edu/longscan/>)

Social Desirability Scale

Adapted from Reynolds & Richmond, 1994

Description of Measure

Purpose

The purpose of this instrument is to assess a respondent's tendency to provide either an idealized self image or an overly negative, socially undesirable self image.

Conceptual Organization

This six-item scale asks about behaviors that, depending upon responses, could represent either an idealized self image or the opposite. The pattern of responses may inform interpretation of other data. For example, a respondent who presents an idealized self image may be "faking good," and may tend to under-report negative behavior, experiences or feelings on other measures. This measure may be referred to as a lie scale, although respondents may under or over-report without intending to deceive.

Item Origin/Selection Process

These items were LONGSCAN adaptations of items from the Revised Children's Manifest Anxiety Scale (RCMAS, Reynolds & Richmond, 1994). The changes from the original include: rephrasing statements as questions (i.e., "I never lie," to "How often do you lie"?), and revising the answer set from yes/no to a 4 point Likert scale ranging from 'never' to 'all of the time'.

Materials

A-CASI delivery system

Time Required

1-2 minutes

Administration Method

A-CASI. Paper and pencil self administration is also possible.

Training

Minimal training is required given that the measure is delivered in an A-CASI format.

Scoring

At the time of this posting, the psychometrics of this measure had not been established and therefore scoring recommendations are not made. Due to the modifications made to the original measure, scores were not created. Individual items may be utilized. Researchers should carefully examine the psychometric properties with regard to item-level use and scale construction for their own populations.

LONGSCAN Use

Data Points

Age 12

Respondent

Child

Mnemonic and Version

LSCA: Ages 12

Rationale

The pattern of responses may inform interpretation of other data. For example, a respondent who presents an idealized self-image may be “faking good,” and may tend to under-report negative behavior, experiences or feelings on other measures. This measure may be referred to as a lie scale, although respondents may under or over-report without any intent to deceive. Adaptations from the original were made in order to get a more nuanced understanding of self-image.

Results

Descriptive Statistics for Individual Items

Table 1 provides descriptive statistics for the items on the Age 12 Lie Scale overall and by sample demographics. Item responses include 4 point Likert scales (i.e., 0 = never, 1 = some of the time, 2 = most of the time, 3 = all of the time). Responses for items asking about negative behaviors were reversed (i.e., 0=never, 3=all of the time).

Table 1. Descriptive Statistics for Age 12 Lie Scale Items by Demographics (N = 874)

| Demographics | How often do/are you... | | | | |
|-------------------|-------------------------|--------------------------------|-----------|-----------------------|--------------|
| | tell the truth? | say things you shouldn't? * | lie? * | have good manners? | get angry? * |
| Overall | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| <i>Gender</i> | | | | | |
| Males | 1.9 (0.8) | 2.1 (0.8) | 2.1 (0.6) | 2.0 (0.9) | 1.9 (0.8) |
| Females | 1.9 (0.8) | 2.1 (0.8) | 2.2 (0.6) | 2.2 (0.8) | 1.8 (0.7) |
| <i>Race</i> | | | | | |
| White | 2.0 (0.7) | 2.2 (0.7) | 2.2 (0.6) | 2.0 (0.8) | 2.0 (0.7) |
| Black | 1.9 (0.8) | 2.1 (0.8) | 2.2 (0.7) | 2.2 (0.9) | 1.8 (0.8) |
| Other | 1.9 (0.7) | 2.0 (0.7) | 2.1 (0.6) | 1.9 (0.8) | 1.9 (0.6) |
| <i>Study Site</i> | | | | | |
| EA | 1.9 (0.8) | 2.1 (0.8) | 2.2 (0.7) | 2.2 (0.9) | 1.8 (0.7) |
| MW | 2.0 (0.8) | 2.2 (0.8) | 2.2 (0.6) | 2.2 (0.8) | 1.8 (0.8) |
| SO | 2.0 (0.8) | 2.1 (0.8) | 2.2 (0.8) | 2.2 (0.8) | 1.9 (0.8) |
| SW | 1.8 (0.7) | 2.1 (0.8) | 2.1 (0.6) | 1.9 (0.9) | 1.9 (0.7) |
| NW | 2.0 (0.7) | 2.1 (0.7) | 2.2 (0.6) | 2.0 (0.8) | 1.9 (0.7) |

Note. Based on data received at the Coordinating Center through March'08.

* Response set for these items were reversed (i.e., 3 = never, 2 = some of the time, 1 = most of the time, 0 = all of the time).

Validity and Reliability

At the time of this posting, psychometrics for the measure have not been established.

Publisher Information

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References and Bibliography

Reynolds, C.R., & Richmond, B.O. (1994). Revised Children's Manifest Anxiety Scale (RCMAS) Manual. Western Psychological Services, Los Angeles, CA.

Social Provisions Scale
Cutrona, C. E. and Russell, D.
1987

Description of Measure

Purpose

To examine the degree to which respondent's social relationships provide social support.

Conceptual Organization

The instrument contains 24 items, four for each of the following dimensions of social support: Attachment, Social Integration, Reassurance of Worth, Reliable Alliance, Guidance, and Opportunity for Nurturance. Half of the items describe the presence of one of the dimensions of social support, and the others describe the absence of a dimension of social support. For additional information about the Social Provisions Scale, see Hunter et al., 2003.

Item Origin/Selection Process

The items were based on the six social provisions identified by Weiss (1974). Individual item selection for each provision was based on factor analyses (Russell & Cutrona, 1984).

Materials

A-CASI delivery system

Time Required

5 minutes

Administration Method

A-CASI

Training

Minimal training is required because the measure is delivered in an A-CASI format.

Scoring

Score Types

The respondent indicates (using a 4-point scale) the extent to which each statement describes her current social network. Responses range from 1 (strongly disagree) to 4 (strongly agree). After reversal of negatively worded items (indicated by an "R" below) a total score may be computed by summing all items. Subscale scores may be computed by summing items as follows:

- Attachment: Items 2R, 11, 17, and 21R
- Social Integration: Items 5, 8, 14R, and 22R
- Reassurance of Worth: 6R, 9R, 13, and 20
- Reliable Alliance: Items 1, 10R, 18R, and 23
- Guidance: Items 3R, 12, 16, and 19R
- Opportunity for Nurturance: 4, 7, 15R, and 24R

Scores Interpretation

A high score indicates a greater degree of perceived social support.

Norms and/or Comparative Data

This scale has been used with a variety of samples (Cutrona, Russell, & Rose, 1984; Russell, Altwater, & Van Velzen, 1984; Russell, Cutrona, Rose, & Yurko, 1984); however, prior to LONGSCAN use, it had not been used with a low income, minority population. For additional information about the Social Provisions Scale, see Hunter et al., 2003.

Psychometric Support

Reliability

Internal consistency: Overall, the internal consistency of this scale is acceptable. Russell et al. (1984) administered a 12-item version of the scale, with two items measuring each support dimension, to 505 college students. Each pair of items contained one item that was worded positively and one that was worded negatively. The correlations between the two items for each provision ranged from $r = -.33$ (Reassurance of Worth) to $r = -.56$ (Reliable Alliance) (Russell, Cutrona, Rose, & Yurko, 1984). Cutrona, Russell, and Rose's (1984) study of approximately 100 elderly subjects revealed internal consistency figures across all provisions to be above .70. In a 474 study of approximately 300 school teachers, internal consistency estimates were all above .60 (Russell, Altwater, & Van Velzen, 1984).

Test-retest: Cutrona, Russell, and Rose (1984) report test-retest reliability coefficient ranging from .37 to .66.

Validity

Predictive Validity: In a study of first-time mothers, Cutrona (1984) found that the provisions of Reliable Alliance, Reassurance of Worth, Social Integration, and Guidance were predictive of postpartum depression. Women without these provisions were more likely to become depressed after their pregnancy. Social provision scores were also found to be predictive of loneliness, depression, and health status among teachers (Russell, Altwater, & Van Velzen, 1984).

Convergent Validity: In Cutrona's 1982 study of college freshmen the Social Integration, Reassurance of Worth, and Guidance provisions were found to be significantly related to scores on the UCLA Loneliness Scale (Russell, Peplau, & Cutrona, 1980). Deficits in these provisions explained 66% of the variance in the UCLA loneliness scores. Among the elderly, the total score correlated from .28 to .31 ($p < .05$) with life satisfaction, loneliness, and depression (Cutrona et al., 1984). Individual provisions have also been shown to correlate significantly and differentially with ratings of different relationship categories, as predicated by Weiss (1974). For example, among college students, Social Integration correlated with relationship ratings most highly of all of the provisions. Attachment correlated most highly with satisfying romantic or marital relations ($r = .53$, Russell et al., 1984).

Additionally, scores on the Social Provisions scale were found to correlate with measures of social networks (i.e., number of relationships and frequency of contact) and satisfaction with different types of social relationships among the elderly (Cutrona, Russell, & Rose, 1984). Scores on the on the Social Provisions scale were associated with scores on the social support measure developed by House (1981). For additional information about the Social Provisions Scale, see Hunter et al., 2003.

Discriminant Validity: Inter-correlations among the six provisions range from .10 to .51, with a mean inter-correlation of .27.

LONGSCAN Use

Data Points

Ages 8, 12, 14

Respondent
Caregiver

Mnemonic and Version

SPA: Age 8

SSP: Ages 12 (item level data)

SPSS: Ages 8 and 12 (scored data)

Rationale

Social support is well established as a protective factor. The Social Provisions Scale was chosen because it is based in theory, has good psychometric properties, contains simply worded questions, and is relatively brief.

Results

Descriptive Statistics

For descriptive statistics of the age 8 Social Provisions Scores, please refer to the 2nd volume of the measures manuals (Hunter et al., 2003). Tables 1 and 2 provide descriptive statistics for scores from the age 12 and age 14 Social Provisions Measure overall, and by sample demographics. At both age 12 and 14, caregivers report having a relatively high degree of social support. Caregivers at the SW and NW sites report the highest levels of support across all of the scores.

Table 1. Descriptive Statistics for the Age 12 Social Provisions Scores by Demographics

| | | Attachment <u>N</u> <u>M (SD)</u> | Guidance <u>M (SD)</u> | Opportunity for Nurturing <u>M (SD)</u> | Reassurance of Worth <u>M (SD)</u> | Reliable Alliance <u>M (SD)</u> | Social Integration <u>M (SD)</u> |
|-----------------------|-----|---|---------------------------|---|--|---------------------------------------|--|
| <i>Overall</i> | 918 | 13.2 (2.2) | 13.4 (2.2) | 13.2 (2.0) | 13.0 (2.1) | 13.6 (2.2) | 12.7 (2.0) |
| <i>Child's Gender</i> | | | | | | | |
| Male | 461 | 13.3 (2.1) | 13.5 (2.1) | 13.3 (1.9) | 13.1 (2.1) | 13.8 (2.1) | 12.8 (2.0) |
| Female | 459 | 13.1 (2.3) | 13.2 (2.3) | 13.1 (2.0) | 12.9 (2.1) | 13.5 (2.2) | 12.5 (2.0) |
| <i>Study Site</i> | | | | | | | |
| EA | 182 | 12.8 (2.1) | 13.1 (2.1) | 12.7 (2.1) | 12.8 (2.1) | 13.3 (2.1) | 12.4 (1.9) |
| MW | 160 | 12.5 (2.3) | 12.7 (2.5) | 12.7 (1.9) | 12.7 (2.1) | 12.9 (2.5) | 12.0 (2.1) |
| SO | 172 | 12.6 (2.0) | 12.8 (2.1) | 13.2 (1.7) | 12.2 (1.8) | 13.2 (2.0) | 12.2 (1.9) |
| SW | 218 | 13.9 (2.1) | 13.9 (2.1) | 13.6 (1.9) | 13.6 (2.1) | 14.2 (2.1) | 13.1 (1.9) |
| NW | 187 | 13.8 (2.2) | 14.0 (2.0) | 13.7 (1.9) | 13.4 (2.2) | 14.3 (1.9) | 13.3 (1.5) |

Notes. Based on data received at the Coordinating Center through March '08.

Sample Ns differ slightly across scores due to missing data.

Table 2. Descriptive Statistics for the Age 14 Social Provisions Scores by Demographics

| | N | Attachment M (SD) | Guidance M (SD) | Opportunity for Nurturing M (SD) | Reassurance of Worth M (SD) | Reliable Alliance M (SD) | Social Integration M (SD) |
|-----------------------|-----|----------------------|--------------------|--|-----------------------------------|--------------------------------|---------------------------------|
| <i>Overall</i> | 855 | 13.3 (2.2) | 13.5 (2.2) | 13.3 (1.9) | 13.2 (2.1) | 13.7 (2.1) | 12.8 (2.0) |
| <i>Child's Gender</i> | | | | | | | |
| Male | 418 | 13.3 (2.3) | 13.5 (2.2) | 13.4 (1.9) | 13.1 (2.1) | 13.7 (2.1) | 12.9 (2.0) |
| Female | 437 | 13.2 (2.2) | 13.5 (2.2) | 13.3 (2.0) | 13.2 (2.1) | 13.8 (2.1) | 12.7 (2.1) |
| <i>Study Site</i> | | | | | | | |
| EA | 197 | 13.2 (2.3) | 13.3 (2.2) | 12.9 (2.1) | 13.1 (2.1) | 13.5 (2.2) | 12.6 (2.2) |
| MW | 135 | 12.6 (2.1) | 12.9 (2.2) | 12.7 (2.0) | 12.9 (1.9) | 13.2 (2.0) | 12.3 (2.0) |
| SO | 172 | 13.0 (2.1) | 13.4 (2.2) | 13.4 (1.9) | 12.9 (2.0) | 13.6 (2.1) | 12.7 (1.8) |
| SW | 173 | 13.8 (2.0) | 14.0 (2.1) | 13.8 (1.7) | 13.7 (2.0) | 14.2 (1.9) | 13.3 (1.9) |
| NW | 179 | 13.6 (2.4) | 13.7 (2.4) | 13.8 (1.8) | 13.3 (2.2) | 14.0 (2.2) | 13.1 (2.0) |

Notes. Based on data received at the Coordinating Center through March '08.

Sample Ns differ slightly across scores due to missing data.

Reliability

For reliability of the age 8 Social Provisions Scores, please refer to the 2nd volume of the measures manuals (Hunter et al., 2003). As can be seen in Table 3, at age 12 alpha coefficients for the total sample range from .59 (Opportunity for Nurturance) to .78 (Guidance) on the individual scales, with nearly identical alphas for age 14 scoring.

Table 3. Cronbach Alpha's for the Social Provisions Scores

| | Attachment α | Guidance α | Opportunity for Nurturing α | Reassurance of Worth α | Reliable Alliance α | Social Integration α |
|---------------|-----------------|---------------|-----------------------------------|------------------------------|---------------------------|----------------------------|
| <i>Age 12</i> | .74 | .78 | .59 | .74 | .75 | .68 |
| <i>Age 14</i> | .73 | .76 | .56 | .72 | .71 | .69 |

Notes. Based on data received at the Coordinating Center through March '08.

References and Bibliography

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Socially Desirable Response Set Measure (SDRS-5)

Hays, R. D., Hayashi, T., and Stewart, A. L.

1989

Description of Measure

Purpose

To evaluate respondent's tendency to give socially desirable responses.

Conceptual Organization

The Socially Desirable Response Set Measure (SDRS-5) contains 5 items assessing the degree to which self-report responses may be influenced by social desirability.

Item Origin/Selection Process

The items were drawn from the Marlowe-Crowne (MC) Form A (Reynolds, 1982), an 11-item short form measure developed from the 33-item Marlowe-Crowne Scale (Crowne & Marlowe, 1960). Ten of the 11 items were used in correlation analyses. The five items with the highest item-to-total correlations were selected for the SDRS-5 (Hays, Hayashi, & Stewart, 1989).

LONGSCAN modified the answer sets at age 12, utilizing a 4 point response set rather than the original 5 points, and modifying the response options from Definitely True –Definitely False, to Strongly Agree–Strongly Disagree.

Materials

A-CASI delivery system.

Time Required

1 minute

Administration Method

A-CASI

Scoring

Score Types

Respondents rank each item on a 4-point scale ranging from '1 = Strongly Disagree', to '4 = Strongly Agree'. Because only the most extreme response is considered indicative of socially desirable responding, the responses should be dichotomized in scoring. This will minimize incorrect classifications of borderline responses as socially desirable. Hays, Hayashi, and Stewart (1989) linearly transformed scale scores to a 0-100 distribution so that they could be interpreted directly as proportions of the total possible score.

Score Interpretation

A higher total score indicates more socially desirable answers.

Norms and/or Comparative Data

The authors tested the instrument on a sample of 614 outpatients (mean age = 37 years; 56% female) who were participating in pilot studies for the Medical Outcome Study, and later validated it with 3,058 participants in the Medical Outcome Study (mean age: 47 years, 62%

female). The mean scale score in the first study, based on the 0-100 linear transformation of scores (see Score Types above), was 17.66 and the cross-validation sample score was 35.80 (Hays, Hayashi, & Stewart, 1989). The scale was more recently used in a patient adherence to treatment study (DiMatteo et al., 1993).

Psychometric Support

Reliability

Internal consistency reliability of the scale was acceptable for the two Hays studies (Cronbach's alpha = .66 and .68 respectively) (Hays, Hayashi, & Stewart, 1989). The reliability is nearly as high as the MC Form A (Reynolds, 1982) and approached lower bound estimates for the full 33-item Marlowe-Crown scale (Crino et al., 1983).

LONGSCAN Use

Data Points

Ages 12

Respondent

Caregiver

Form Version and Mnemonic

Age 12: SDEC

Rationale

Having a measure of respondents' tendency to provide socially desirable responses is useful for assessing the validity of participants' response sets. A socially desirable response set can be used as a control variable in multivariate statistical analyses. Because of the length of LONGSCAN's battery of measures for caregivers, the brevity of the SDRS-5 made it a feasible measure to use.

Administration and Scoring Notes

LONGSCAN modified the answer set slightly at age 12, utilizing a 4 point response set instead of the original 5 point set, and modifying the response options from Definitely True –Definitely False, to Strongly Agree–Strongly Disagree. Scoring follows the author's procedure of dichotomizing the response values so as to maximize the validity of the measure and is as follows:

- Item 1: 4 = 1, all other values = 0
- Item 2: 1 = 1, all other values = 0
- Item 3: 1 = 1, all other values = 0
- Item 4: 1 = 1, all other values = 0
- Item 5: 4 = 1, all other values = 0

LONGSCAN did not linearly transform scores to the 1 to 100 distribution developed by Hays et al. (1989). Thus, total scores on the measure range from 0 to 5.

Results

Descriptive Statistics

For descriptive statistics of the Age 8 Social Desirability scores, please refer to the 2nd volume of the LONGSCAN Measures Manuals (Hunter et al., 2003). Table 1 highlights the Social Desirability mean scores and score frequency by gender and site at the Age 12 interview. The average total score was 1.4 for the entire LONGSCAN sample, indicating that respondents did not tend to give notably socially desirable responses, thus lending credibility to the validity of participants' response sets as a whole.

Table 1. Age 12 Caregiver Social Desirability Score by Site and Gender

| | Total Score | Frequencies for Total Score | | | | | | |
|-----------------------|----------------|-----------------------------|------------|------------|------------|----------|----------|----------|
| | | 0 | 1 | 2 | 3 | 4 | 5 | |
| | | N | M (SD) | % (n) | % (n) | % (n) | % (n) | |
| <i>Overall</i> | 922 | 1.4 (1.6) | 45.7 (421) | 16.5 (152) | 14.4 (133) | 8.9 (82) | 7.9 (73) | 6.6 (61) |
| <i>Child's Gender</i> | | | | | | | | |
| Male | 463 | 1.4 (1.6) | 22.2 (205) | 9.2 (85) | 7.9 (73) | 3.7 (34) | 3.7 (34) | 3.5 (32) |
| Female | 459 | 1.4 (1.6) | 23.4 (216) | 7.3 (67) | 6.5 (60) | 5.2 (48) | 4.2 (39) | 3.1 (29) |
| <i>Study Site</i> | | | | | | | | |
| EA | 184 | 1.4 (1.5) | 8.3 (77) | 4.3 (40) | 2.3 (21) | 2.3 (21) | 1.9 (18) | 0.8 (7) |
| MW | 161 | 1.6 (1.7) | 7.3 (67) | 2.1 (19) | 3.0 (28) | 1.8 (17) | 1.6 (15) | 1.6 (15) |
| SO | 173 | 0.9 (1.4) | 11.3 (104) | 2.8 (26) | 1.5 (14) | 1.8 (17) | 0.8 (7) | 0.5 (5) |
| SW | 216 | 1.5 (1.7) | 9.3 (86) | 4.1 (38) | 4.2 (39) | 1.3 (12) | 2.5 (23) | 1.9 (18) |
| NW | 188 | 1.4 (1.6) | 9.4 (87) | 3.1 (29) | 3.4 (31) | 1.6 (15) | 1.1 (10) | 1.7 (16) |

Source. Based on data received at the Coordinating Center through October '08.

Reliability

Internal reliability of the total score was good for the LONGSCAN sample (Cronbach's alpha = .77).

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Survey of Family Routines
Adapted from Jensen, James, Boyce & Hartnett, 1983

Description of Measure

Purpose

This measure assesses the presence and extent of family routines.

Conceptual Organization The original measure assesses "...28 positive, strength-promoting family routines, those observable, repetitive behaviors which involve two or more family members and which occur with predictable regularity in the life of a family" (Jensen, E.W, James, S.A., Boyce, J.W. & Harnett, S.A., 1983), and includes follow-up items on the importance of each routine.

Item Origin/Selection Process

The Family Routines Inventory was selected from among other assessments due to its sound psychometrics, its relatively brief administration time, and the age-appropriateness of the items for families with 12 year-old children.

LONGSCAN utilized 11 of the original 28 stem items and revised the response set from the original numeric frequency to a four point response set ranging from "Never" to "Always."

Administration Time

Administration time for the briefer adapted LONGSCAN version is 2-3 minutes.

Administration Method

Computer assisted face-to face administration.

Training

Minimal training is required.

Scoring

The authors recommend utilizing frequency scores derived by summing the frequency endorsement of all items. Higher scores indicate higher levels of family routines.

LONGSCAN Use

Data Points

Ages 12 and 14

Respondent

Caregiver

Mnemonic and Version

SFRA: Age 12

SFRB: Age 14

Rationale

The presence of routines in families has been found to be related to satisfaction with parenting, child health and mental health, and overall family functioning. Family routines contribute to daily predictability within a household, and this may help offset the impact of stressful events.

Results

Descriptive Statistics

Table 1 provides descriptive statistics for the family routines cumulative frequency score at the Age 12 and 14 interviews.

Table 1. Family routines frequency score at Age 12 & Age 14

| | Age 12 | | | | | Age 14 | | | | |
|-----------------------|--------|------------|-----|-----|--------|--------|------------|-----|-----|--------|
| | N | M (SD) | Min | Max | Median | N | M (SD) | Min | Max | Median |
| Overall | 943 | 24.1 (4.7) | 6 | 33 | 24 | 898 | 23.7 (4.9) | 0 | 33 | 24 |
| <i>Child's Gender</i> | | | | | | | | | | |
| Male | 469 | 23.9 (4.9) | 6 | 33 | 24 | 437 | 23.4 (4.9) | 1 | 33 | 24 |
| Female | 474 | 24.3 (4.6) | 9 | 33 | 25 | 461 | 23.9 (5.0) | 0 | 33 | 24 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 183 | 24.0 (5.0) | 6 | 33 | 25 | 192 | 23.5 (5.0) | 6 | 33 | 24 |
| MW | 173 | 24.0 (4.9) | 9 | 33 | 24 | 160 | 23.5 (5.6) | 0 | 33 | 24 |
| SO | 173 | 23.5 (4.9) | 8 | 33 | 24 | 171 | 24.6 (4.0) | 11 | 33 | 25 |
| SW | 227 | 24.6 (4.3) | 10 | 33 | 24 | 198 | 23.4 (4.9) | 1 | 33 | 24 |
| NW | 187 | 24.2 (4.6) | 9 | 33 | 24 | 177 | 23.4 (4.9) | 8 | 32 | 23 |

Notes. Based on data received at the Coordinating Center through October'08.

Reliability

Internal consistency for the family routines frequency scores for the LONGSCAN sample was good (Age 12 $\alpha = .74$; Age 14 $\alpha = .77$).

Construct Validity

At Ages 12 and 14, the Self-Report Family Inventory (SFI) was also administered to caregivers, and includes 36 items assessing 5 areas: family health/competence, conflict, cohesion, expressiveness, and directive leadership. Caregivers were asked to rate each statement (e.g., we all have a say in household plans) on a 5-point scale ranging from 1 (fits our household very well) to 5 (doesn't fit our household at all). Lower scores reflect better functioning on the areas being measured.

Table 3 highlights correlations between the family routine frequency scores and SFI scores. Significant correlations are seen between both the Age 12 and Age 14 family routine scores and SFI scores, suggesting good construct validity.

Table 3. Correlations between Age 12 and 14 family routine frequency scores and SFI scores

| SFI Scores | Age 12 Family Routines Frequency Score | | Age 14 Family Routines Frequency Score | |
|-------------------|--|---------|--|---------|
| | N | | N | |
| Cohesion | 897 | -.35*** | 846 | -.32*** |
| Conflict | 886 | -.31*** | 851 | -.34*** |
| Expressiveness | 899 | -.36*** | 850 | -.34*** |
| Health/Competence | 880 | -.41*** | 838 | -.42*** |
| Leadership | 904 | -.14*** | 855 | -.14*** |

Notes. Based on data received at the Coordinating Center through October'08.

*** p < .0001.

Publisher Information

The LONGSCAN adapted measure is free and available for use upon the receipt of a signed User Agreement for LONGSCAN Project-Developed Measures. The original Family Routines Inventory may be found in Jensen, James, Boyce & Harnett, 1983.

References and Bibliography

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Teacher's Report Form

Achenbach, T.

1991

Description of Measure

Purpose

To obtain teacher's perception of child's academic performance, adaptive functioning and problem behavior in a standardized format.

Conceptual Organization

The first section of the Teacher Report Form (TRF) requests background information (6 items), ratings of academic performance (1 item), and ratings of four aspects of adaptive functioning (1 item each). The remaining 112 items comprise a problem behavior checklist. The TRF is a complement measure to the Child Behavior Checklist (CBCL) and the Youth Self Report (YSR). The problem behavior items measure three broad-band scales: Internalizing, Externalizing, and Total Problems, and eight syndrome scales that are identical to those in the CBCL: Withdrawal, Somatic Problems, Anxiety/Depression, Social Problems, Thought Problems, Attention Problems, Delinquent Behavior, and Aggressive Behavior. The Internalizing scale is comprised of the Social Withdrawal, Somatic Complaints and Anxiety/Depression subscales. The Externalizing Problems scale includes the Delinquent Behavior and Aggressive Behavior subscales.

Item Origin/Selection Process

Problem items were derived from research, consultation with professionals and parents, and successive revisions based on findings from numerous pilot studies. The "cross-informant" measures of behavioral syndromes (CBCL, TRF, YSR) were obtained from evaluation of multiple principal components analyses using the 89 items common to all three forms. For a complete description of item derivation for the TRF, see the *Manual for the Teacher's Report Form and 1991 Profile* (Achenbach, 1991).

Materials

Copyrighted forms and scoring manuals are available from the publisher.

Time Required

10 minutes

Administration Method

Designed for self-administration by teachers.

Training

None

Scoring

Score Types

Individual items are scored as follows: not true (0), somewhat or sometimes true (1), or very true or often true 2). If two responses are circled, the item is given a score of 1.

Total scores may be computed for Academic Performance, Adaptive Functioning, Behavior Problems, Internalizing Problems, and Externalizing Problems, plus scores for each of the 8 syndrome scales. A global index of adaptive functioning can be obtained by summing the scores of 4 items in section VIII. A global score of current school performance can be obtained by computing the mean of individual current school performance scores. The Total Problem score is computed by summing all items on pages 3 and 4 of the instrument. The Total Behavior Problems scale is not to be scored if more than 8 items are missing, excluding items 56h and 113 (see Manual, Appendix A). Raw scores for each of the TRF scales can be converted to T scores that are based on percentiles for a normative sample. T scores indicate how a particular scale score compares with the score obtained from children in the normative sample within the same broad age range. (A computer program available from the publisher converts raw scores to T scores).

Score Interpretation

For the Academic Performance and Adaptive Functioning scales, assigned T scores are truncated at 35 and 65 (with a mean score of 50) to reduce gaps and to prevent over-interpretation of differences at the extremes of the distributions (Achenbach 1991).

For the syndrome scales, T scores less than 67 are considered in the normal range, T scores ranging from 67-70 are considered to be borderline clinical, and T scores above 70 are considered to be in the clinical range. For Total Problems, Externalizing, and Internalizing groupings, T scores less than 60 are considered to be in the normal range, while 60-63 represent borderline scores, and greater than 63 is considered to be in the clinical range.

For statistical analyses of the adaptive functioning and syndrome scales, it is usually preferable to use the raw scale scores, which reflect all the variation in the sample without any truncation or transformation of the data. T scores are not truncated for the Internalizing, Externalizing, and Total Problem scores however; therefore the results using T scores should be similar to those using raw scores for these broadband scales (Achenbach, 1991)

All users of the TRF are urged to consult the Manual for the Teacher's Report Form and 1991 Profile (Achenbach, 1991)

Norms and/or Comparative Data

Norms and comparative data are presented in the Manual for the Teacher Report Form and 1991 Profile (Achenbach, 1991).

Psychometric Support

Reliability

The test-retest reliability was found to be high over a mean interval of 15 days with a mean correlation of .90 for Academic Performance and Adaptive Functioning scores and .92 for the Total Problems score (Achenbach, 1991).

Inter-rater reliability was good for teachers seeing children under different conditions; specifically, $r = .55$ (Academic Performance and Adaptive Functioning), $r = .53$ (Total Problems). Cronbach's alpha coefficients for the scales ranged from $r = .63$ (Thought Problems, 5-11 year old girls) to $r = .97$ (Aggressive Behavior, 12-18 year old girls) (Achenbach, 1991).

Achenbach has argued the Cronbach's Alpha is not an appropriate measure for the internal consistency of the TRF, YSR, or CBCL forms, because they are broad screeners, designed to pick up many different behaviors, thus individual items would not be expected to predict the total instrument score (David Jacobowitz, personal communication). Similarly, a particular syndrome might be indicated by different "symptoms" for different children. Thus, a low Alpha may not indicate a poor instrument, only that there may be more than one way to measure the same underlying problem syndrome (David Jacobowitz, personal communication).

Validity

The TRF manual (Achenbach, 1991) presents several kinds of evidence for the validity of the TRF showing that the item scores, the syndrome scores, and the clinical cut points all significantly discriminate between demographically matched students referred for services and non-referred students.

LONGSCAN Use

Data Points

Ages 6, 8, 10 (optional), 12, and 14

Respondent

Teacher

Mnemonics and Versions

TRFM (includes all ages)

Rationale

To obtain a complete and reliable assessment of the child's adaptive and problem behavior, it is important to have multiple informants. The TRF is perhaps the most widely used teacher report measure of these constructs. The existence of a comparable parent report (CBCL) and Youth Self-Report (YSR) allows us to look at the child's behavior from different viewpoints using a similar measure.

Administration and Scoring Notes

After obtaining parental consent, all teacher respondent forms were sent by mail to the subject child's teacher with specific instructions for completion and remittance. Incentives for participation and the response rate differed by study site. Site differences in response rates can be attributed in part to school size and teacher familiarity with the study. For example, at the MW site, which has the most large inner city schools among the LONGSCAN sites, teachers may not have known the subject child well enough to complete the form or there may have been a greater perceived burden on the teachers' time for completing the form. At the SO site, child interviews are conducted at school and therefore school personnel may have been more likely to participate as a result of greater familiarity with the purpose of the study as explained to school personnel and with the interviewers. At some sites more than one teacher may have completed a form, but for descriptive purposes in the results section below, data is only shown for the first teacher.

Results

Descriptive Statistics

For descriptive statistics of the age 6 -8 Teacher Report Form, please refer to the 2nd volume of

the measures manuals (Hunter et al., 2003). Table 1 displays descriptive statistics for some of the TRF scales from the Age 12 interview, by child's gender and study site. 14% of the sample was considered to be borderline/clinical on the aggression and delinquency subscales.

Table 1. Descriptive Statistics for the Age 12 Teacher Report Form T scores by Demographics

| | N | Aggression | | Attention Problems | | Anxiety/Depression | | Delinquency | | Social Problems | |
|-------------------|-----|------------|-------------|--------------------|------------|--------------------|------------|-------------|------------|-----------------|------------|
| | | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) |
| <i>Overall</i> | 540 | 14.1 | 58.5 (9.3) | 12.5 | 57.7 (7.8) | 4.4 | 54.5 (5.7) | 13.6 | 56.7 (7.1) | 8.4 | 56.5 (6.9) |
| <i>Gender</i> | | | | | | | | | | | |
| Male | 276 | 7.8 | 58.8 (9.4) | 5.1 | 57.3 (7.3) | 2.7 | 54.9 (6.0) | 6.9 | 56.7 (6.8) | 3.1 | 56.3 (6.5) |
| Female | 264 | 6.3 | 58.2 (9.3) | 7.4 | 58.0 (8.3) | 1.6 | 54.2 (5.4) | 6.7 | 56.8 (7.5) | 5.3 | 56.7 (7.3) |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 73 | 2.0 | 58.5 (9.5) | 1.4 | 57.4 (8.2) | 0.2 | 53.0 (4.2) | 1.1 | 57.2 (6.1) | 0.5 | 55.8 (5.8) |
| MW | 62 | 2.0 | 59.4 (10.0) | 1.4 | 58.1 (8.1) | 0.7 | 54.3 (5.5) | 2.4 | 58.5 (7.7) | 1.1 | 56.9 (7.1) |
| SO | 125 | 3.1 | 57.3 (8.6) | 2.0 | 56.3 (6.8) | 0.7 | 53.7 (5.0) | 3.8 | 57.0 (7.2) | 1.6 | 55.5 (6.5) |
| SW | 149 | 3.4 | 59.1 (8.7) | 5.1 | 58.9 (8.6) | 1.8 | 55.6 (6.4) | 3.4 | 56.7 (7.4) | 2.4 | 56.8 (7.0) |
| NW | 131 | 3.6 | 58.5 (10.2) | 2.5 | 57.4 (7.4) | 0.9 | 55.1 (6.1) | 2.9 | 55.5 (6.8) | 2.7 | 57.3 (7.7) |

Source. Based on data received at the Coordinating Center through August '07.

% represents youth who had a T score that is borderline/clinical (≥ 67) at age 12.

Table 2 displays descriptive statistics for the TRF total scales from the Age 12 interview, by child's gender and study site. As seen in Table 2 below, overall T scores are highest on the externalizing problems scale (41% were considered borderline/clinical).

Table 2. Descriptive Statistics for the Age 12 Teacher Report Form T scores by Demographics

| | N | Internalizing Problems | | Externalizing Problems | | Total Problems | |
|-------------------|-----|------------------------|------------|------------------------|-------------|----------------|-------------|
| | | % | M (SD) | % | M (SD) | % | M (SD) |
| <i>Overall</i> | 540 | 20.7 | 52.3 (9.2) | 40.7 | 56.4 (10.3) | 35.9 | 56.1 (9.8) |
| <i>Gender</i> | | | | | | | |
| Male | 276 | 12.2 | 52.5 (9.3) | 20.9 | 56.7 (10.2) | 17.9 | 56.3 (9.5) |
| Female | 264 | 8.5 | 52.1 (9.1) | 19.7 | 56.2 (10.5) | 17.9 | 56.0 (10.0) |
| <i>Study Site</i> | | | | | | | |
| EA | 73 | 2.2 | 51.8 (8.5) | 5.4 | 57.1 (9.5) | 4.5 | 56.1 (9.3) |
| MW | 62 | 2.2 | 51.1 (9.8) | 4.9 | 57.8 (10.6) | 4.7 | 56.1 (9.3) |
| SO | 125 | 4.0 | 51.8 (8.4) | 8.4 | 55.2 (10.4) | 6.2 | 55.0 (8.8) |
| SW | 149 | 6.2 | 53.3 (9.3) | 12.7 | 57.1 (10.1) | 11.2 | 57.3 (9.8) |
| NW | 131 | 6.2 | 52.3 (9.9) | 9.3 | 55.8 (10.8) | 9.3 | 55.7 (10.7) |

Source. Based on data received at the Coordinating Center through August '07.

% represents youth who had a T score that is borderline/clinical (≥ 63) at age 12.

Table 3 displays descriptive statistics for some of the TRF subscales from the Age 14 interview, by child's gender and study site. 14 to 15% of the sample was considered to be borderline/clinical on the delinquency, attention problems, and aggression subscales.

Table 3. Descriptive Statistics for the Age 14 Teacher Report Form T scores by Demographics

| | N | Aggression | | Attention Problems | | Anxiety/ Depression | | Delinquency | | Social Problems | |
|-------------------|-----|------------|-------------|--------------------|-------------|---------------------|------------|-------------|-------------|-----------------|------------|
| | | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) |
| <i>Overall</i> | 463 | 14.1 | 57.7 (9.0) | 14.3 | 57.4 (8.1) | 6.3 | 54.1 (6.1) | 14.7 | 57.5 (8.2) | 8.6 | 55.6 (6.7) |
| <i>Gender</i> | | | | | | | | | | | |
| Male | 221 | 7.6 | 57.9 (8.8) | 5.9 | 57.5 (8.3) | 3.8 | 54.5 (6.7) | 6.7 | 57.2 (7.9) | 5.0 | 56.1 (6.9) |
| Female | 242 | 6.5 | 57.5 (9.2) | 8.4 | 57.3 (7.8) | 2.5 | 53.8 (5.4) | 8.0 | 57.8 (8.6) | 3.6 | 55.2 (6.4) |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 71 | 2.9 | 59.1 (11.8) | 3.4 | 58.7 (11.6) | 1.0 | 54.4 (6.3) | 3.8 | 58.8 (10.2) | 1.5 | 55.8 (6.9) |
| MW | 37 | 1.9 | 60.9 (11.2) | 6.8 | 56.8 (7.1) | 0.0 | 55.0 (5.5) | 2.3 | 61.6 (11.3) | 0.4 | 56.4 (5.8) |
| SO | 120 | 2.1 | 56.0 (7.7) | 2.5 | 56.1 (7.2) | 1.6 | 52.7 (4.9) | 2.3 | 56.2 (7.1) | 1.9 | 54.3 (6.0) |
| SW | 125 | 4.0 | 57.8 (8.3) | 4.6 | 58.3 (7.6) | 2.9 | 55.0 (7.2) | 3.4 | 57.0 (7.8) | 2.9 | 56.6 (7.4) |
| NW | 110 | 3.2 | 57.5 (7.9) | 2.9 | 57.1 (6.8) | 1.3 | 54.1 (5.6) | 2.9 | 57.3 (6.7) | 1.9 | 55.6 (6.3) |

Source. Based on data received at the Coordinating Center through August '07.

% represents youth who had a T score that is borderline/clinical (≥ 67) at age 14.

Table 4 displays descriptive statistics for the Teacher Report Form total scales from the Age 14 interview, by child's gender and study site. As seen in Table 4, overall T scores are highest on the externalizing problems scale (37% of the sample was considered to be borderline/clinical).

Table 4. Descriptive Statistics for the Age 14 Teacher Report Form T scores by Demographics

| | N | Internalizing Problems | | Externalizing Problems | | Total Problems | |
|-------------------|-----|------------------------|-------------|------------------------|-------------|----------------|-------------|
| | | % | M (SD) | % | M (SD) | % | M (SD) |
| <i>Overall</i> | 463 | 20.4 | 51.3 (9.7) | 37.3 | 55.4 (11.0) | 34.9 | 55.2 (10.6) |
| <i>Gender</i> | | | | | | | |
| Male | 221 | 10.9 | 51.2 (10.0) | 10.5 | 55.6 (10.9) | 16.2 | 55.5 (10.5) |
| Female | 242 | 9.5 | 51.4 (9.4) | 19.8 | 55.3 (11.1) | 18.7 | 55.0 (10.7) |
| <i>Study Site</i> | | | | | | | |
| EA | 71 | 3.8 | 51.2 (11.3) | 6.3 | 56.2 (13.5) | 5.9 | 55.4 (13.4) |
| MW | 37 | 1.7 | 52.3 (9.2) | 3.7 | 59.2 (12.7) | 3.8 | 57.0 (11.8) |
| SO | 120 | 2.7 | 50.2 (8.6) | 7.6 | 53.5 (10.0) | 6.5 | 53.4 (9.7) |
| SW | 125 | 7.2 | 52.8 (9.9) | 10.7 | 55.6 (10.5) | 10.3 | 56.6 (9.8) |
| NW | 110 | 5.0 | 50.6 (9.6) | 8.8 | 55.7 (9.8) | 8.4 | 55.1 (9.8) |

Source. Based on data received at the Coordinating Center through August '07.

% represents youth who had a T score that is borderline/clinical (≥ 63) at age 14.

Reliability

As can be seen in Table 5, internal consistency for the Teacher Report Form scales using the LONGSCAN sample was good to excellent (ranging from .73 to .96).

Table 5. Cronbach Alphas for the Teacher Report Form T scores

| | Attention | | Anxiety/ Depression | Delinquency | Social Problems | Internalizing Problems | Externalizing Problems | Total Problems |
|--------|------------|------------|---------------------|-------------|-----------------|------------------------|------------------------|----------------|
| | Aggression | n Problems | | | | | | |
| | α | α | α | α | α | α | α | α |
| Age 12 | .96 | .93 | .82 | .73 | .80 | .88 | .96 | .96 |
| Age 14 | .96 | .94 | .85 | .79 | .80 | .88 | .96 | .96 |

Source. Based on data received at the Coordinating Center through August '07.

Validity

Table 6 provides correlations between the Age 12 Teacher Report Form T scores and other select age 12 outcomes (i.e., T scores from the Child Behavior Checklist, Trauma Symptom Checklist, and Youth Self Report Form). There are some moderately significant correlations (ranging from .09 to .31).

Table 6. Correlations between Age 12 Teacher Report Form T Total Scores & other Select Age 12 Outcomes

| | N | Internalizing Problems | Externalizing Problems | Total Problems |
|---------------------------------|-----|------------------------|------------------------|----------------|
| <i>Trauma Symptom Checklist</i> | 473 | | | |
| Anger | | .06 | .12** | .12** |
| Anxiety | | .09* | .05 | .05 |
| Depression | | .10* | .10* | .10* |
| PTSD | | .07 | .00 | .00 |
| Dissociation | | .08 | .07 | .07 |
| <i>Child Behavior Checklist</i> | 513 | | | |
| Internalizing Problems | | .15*** | .15*** | .15*** |
| Externalizing Problems | | .19*** | .31*** | .31*** |
| Total Problems | | .20*** | .28*** | .28*** |
| <i>Youth Self-Report</i> | 488 | | | |
| Internalizing Problems | | .10* | .11* | .11* |
| Externalizing Problems | | .12** | .24*** | .24*** |
| Total Problems | | .15*** | .22*** | .22*** |

Source. Based on data received at the Coordinating Center through August '07.

* <.05, ** <.01, *** <.001

Publisher Information

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Jacobowitz, D. Personal communication, February 26, 2002. *See also* <http://www.uvm.edu/~djacobow/>.

Teacher's Estimation of Child's Peer Status

Lemerise, E. and Dodge, K.

1990

Description of Measure

Purpose

To estimate teacher's perception of the participant adolescent's peer status.

Conceptual Organization

The instrument includes 7 items. The first item asks how well liked the adolescent is. The remaining 6 items address his/her social skills in relation to other students in the class, and ask how many nominations that child would receive if his/her classmates were asked to nominate a classmate in a given situation (e.g., would like least for play or work partner).

Materials

Paper forms.

Time Required

1 minute

Administration Method

Mailed to teachers; completed in handwritten form

Scoring

Score Types

Teachers rank the first item on a 5-point scale from 1 (very well liked) to 5 (liked very little). Subsequent nominations are rated on a 5-point scale ranging from 1 (one of the kids with the most nominations) to 5 (one of the kids with the fewest nominations).

An overall composite mean score and two subscale mean scores can be computed, and individual item scores can be used. When calculating a total or composite score, items 3, 4, 5, and 7 must first be reversed. The mean of items 4 and 5 can be used to measure Peer Aggression, and items 1, 2, and 6 can be used to measure Peer Popularity.

Score Interpretation

Higher scores on individual items and on any composite mean score reflect more peer problems.

Psychometric Support

Reliability

In a sample of children in seven grade 3, 4, and 5 classrooms ($N = 100$) Lemerise and Dodge (1990) found that teachers' ratings of students on this measure correlated positively with students' rating of their peers. Correlations ranged from .55 to .65.

LONGSCAN Use

Data Points

Ages 6, 8, 12 & 14

Respondent

Both language arts and math teachers were asked to fill out the forms if they had known the student at least three months. At Age 14, if the student had the same teacher for both subjects, sites had the option to send this form to a second teacher.

Form Version and Mnemonic

Age 6: TRPA

Age 8: TPB

Age 12 and 14: TRPC

Rationale

Peer relationship data were requested from the teacher to allow examination of the relationship between child maltreatment and social competence. Peer rejection and aggression are predictors of later delinquency and conduct problems (Coie, Lochman, Terry, & Hyman, 1992), with aggressive behavior cited as the most common reason for peer rejection (Coie, Dodge, & Coppotelli, 1982).

Administration and Scoring Notes

After obtaining parental consent, all teacher respondent forms were sent by mail to the participant adolescent's language arts and math teachers with specific instructions regarding completion and remittance. Incentives for participation and response rate differed by study site.

LONGSCAN renamed the Peer Popularity subscale to Low Peer Status to reflect the fact that higher scores indicate that 'the child is less liked by peers'.

Up to two teachers may have filled out forms for each participant. Options for handling two forms for a single participant include sorting for the first form by FSEQNO, or averaging the responses across the two forms.

Results

Descriptive Statistics

Table 1 provides descriptive statistics for the Age 12 Teacher Estimation of Peer Status mean scores by gender and site. At Age 12, teachers rated boys higher on peer problems than girls and reported that boys were more aggressive towards peers than girls. At Age 12, site differences are minimal.

For descriptive statistics of the age 6 and age 8 Teacher Estimation of Peer Status scores, please refer to the 2nd volume of the measures manuals (Hunter et al., 2003).

Table 1. Age 12 Teacher Estimation of Peer Status Mean Scores by Gender and Site

| | Peer Aggression | | | Low Peer Status | | | Total Peer Problems | | |
|-----------------------|-----------------|-----|-----|-----------------|-----|-----|---------------------|-----|-----|
| | N | M | SD | N | M | SD | N | M | SD |
| <i>Overall</i> | 657 | 2.3 | 1.2 | 657 | 3.2 | 2.7 | 657 | 2.7 | 0.8 |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 332 | 2.4 | 1.2 | 332 | 3.2 | 0.9 | 332 | 2.7 | 0.8 |
| Female | 325 | 2.1 | 1.2 | 325 | 3.1 | 0.9 | 325 | 2.6 | 0.8 |
| <i>Study Site</i> | | | | | | | | | |
| EA | 90 | 2.2 | 1.2 | 90 | 3.1 | 0.8 | 90 | 2.6 | 0.7 |
| MW | 60 | 2.4 | 1.3 | 60 | 3.1 | 1.0 | 60 | 2.6 | 0.9 |
| SO | 174 | 2.1 | 1.2 | 174 | 3.1 | 0.9 | 174 | 2.5 | 0.8 |
| SW | 163 | 2.3 | 1.1 | 163 | 3.2 | 0.8 | 163 | 2.7 | 0.7 |
| NW | 170 | 2.4 | 1.3 | 170 | 3.2 | 1.0 | 170 | 2.8 | 0.8 |

Notes. Based on data received at the Coordinating Center through August '07. Only data from the first of the possible two teacher forms per participant are included.

Table 2 provides descriptive statistics for the Age 14 Teacher Estimation of Peer Status mean scores by gender and site. Similar to Age 12, at Age 14 teachers rated boys higher on peer problems, and reported that boys were more aggressive towards peers than girls.

Table 2. Age 14 Teacher Estimation of Peer Status Mean Scores by Gender and Site

| | Peer Aggression | | | Low Peer Status | | | Total Peer Problems | | |
|-----------------------|-----------------|-----|-----|-----------------|-----|-----|---------------------|-----|-----|
| | N | M | SD | N | M | SD | N | M | SD |
| <i>Overall</i> | 527 | 2.1 | 1.2 | 528 | 3.1 | 0.9 | 528 | 2.6 | 0.8 |
| <i>Child's Gender</i> | | | | | | | | | |
| Male | 245 | 2.2 | 1.2 | 245 | 3.1 | 1.0 | 245 | 2.6 | 0.9 |
| Female | 282 | 2.0 | 1.2 | 283 | 3.1 | 0.9 | 283 | 2.5 | 0.8 |
| <i>Study Site</i> | | | | | | | | | |
| EA | 72 | 2.1 | 1.3 | 72 | 2.9 | 1.0 | 72 | 2.4 | 0.9 |
| MW | 37 | 2.5 | 1.5 | 37 | 2.9 | 0.8 | 37 | 2.5 | 0.8 |
| SO | 123 | 1.9 | 1.1 | 123 | 3.0 | 1.0 | 123 | 2.4 | 0.8 |
| SW | 145 | 2.2 | 1.2 | 145 | 3.1 | 0.8 | 145 | 2.6 | 0.8 |
| NW | 150 | 2.1 | 1.1 | 151 | 3.3 | 1.0 | 151 | 2.7 | 0.9 |

Notes. Based on data received at the Coordinating Center through August '07. Only data from the first of the possible two teacher forms per participant are included.

Reliability

As can be seen in Table 3, internal consistency for the Teacher Estimation of Peer Status mean scores was good (ranging from .82 to .90).

Table 3. Cronbach Alphas for the Ages 12 and 14 Teacher Estimation of Peer Status

| | Peer Aggression | | Low Peer Status | | Total Peer Problems | |
|--------|-----------------|----------|-----------------|----------|---------------------|----------|
| | N | α | N | α | N | α |
| Age 12 | 657 | .90 | | .82 | | .82 |
| Age 14 | 527 | .89 | | .85 | | .84 |

Source. Based on data received at the Coordinating Center through August '07. Only data from the first of the possible two teacher forms per participant are included.

Validity

Table 4 provides correlations between the Age 12 Teacher Estimation of Peer Status mean scores and other select Age 12 outcomes from the Child Behavior Checklist and Youth Self Report

(Achenbach, 1991). Significant correlations (ranging from .12 to .72) are found between Teacher Estimation of Peer Status mean scores and these outcome measures.

Table 4. Correlations: Age 12 Teacher Estimation of Peer Status and Select Outcomes

| Estimation of Peer Status | Teacher Report Form | | | Child Behavior Checklist | | | Youth Self-Report Form | | |
|------------------------------|---------------------|----------|------------|--------------------------|----------|------------|------------------------|----------|------------|
| | Total | | | Total | | | Total | | |
| | N | Problems | Aggression | N | Problems | Aggression | N | Problems | Aggression |
| Peer Aggression | 619 | .58*** | .72*** | 627 | .17*** | .27*** | 603 | .14*** | .22*** |
| Low Peer Status | 619 | .43*** | .20*** | 627 | .16*** | .12** | 603 | .18*** | .13*** |
| Total Problems | 619 | .62*** | .52*** | 627 | .23*** | .25*** | 603 | .23*** | .23*** |

Source. Based on data received at the Coordinating Center through August '07.

** p < .01, *** p < .001

Only data from the first of the possible two teacher forms per participant are included.

Table 5 provides correlations between the Age 14 Teacher Estimation of Peer Status mean scores and other select Age 14 outcomes from the Child Behavior Checklist and Youth Self Report (Achenbach, 1991). Significant correlations (ranging from .20 to .78) are found between Teacher Estimation of Peer Status mean scores and these outcome measures.

Table 5. Correlations:

Age 14 Teacher Estimation of Peer Status and Select Outcomes

| Estimation of Peer Status | Teacher Report Form | | | Child Behavior Checklist | | |
|------------------------------|---------------------|----------|------------|--------------------------|----------|------------|
| | Total | | | Total | | |
| | N | Problems | Aggression | N | Problems | Aggression |
| Peer Aggression | 508 | .65 | .78 | 516 | .20 | .26 |
| Low Peer Status | 508 | .43 | .22 | 516 | .23 | .18 |
| Total Problems | 508 | .64 | .53 | 516 | .27 | .25 |

Source. Based on data received at the Coordinating Center through August '07.

** p < .01, *** p < .001

Only data from the first of the possible two teacher forms per participant are included.

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**The National Institute of Mental Health Diagnostic Interview
Schedule for Children (DISC-P / VOICE DISC-Y)**
(NIMH-DISC IV; 1997)

Description of Measure

Purpose

To assess psychiatric conditions in children and adolescents through child/adolescent and parent report.

Conceptual Organization

The full DISC-P (parent) contains roughly 3,000 questions and DISC-Y (youth) contains 2,930 questions, both of which are designed to assess over thirty psychiatric diagnoses in children and adolescents (Shaffer et al., 2000). On the DISC-P, parents (or knowledgeable caregivers) are asked to answer questions regarding their child whereas the DISC-Y is administered directly to children and adolescents between the ages of nine and seventeen years; the Voice-DISC is an A-CASI version of the DISC-Y.

Both instruments can be used to identify six groups of psychiatric disorders: Anxiety Disorders, Mood Disorders, Disruptive Disorders, Substance Use Disorders, Schizophrenia, and Miscellaneous Disorders (Anorexia Nervosa, Elimination Disorders, etc). LONGSCAN use of specific modules is described below. Both instruments contain stem questions, which are designed to be broad but sensitive screening questions for specific disorders. Positively endorsed stem questions are followed up with contingent questions, which are used to determine if the child's/adolescent's symptoms meet diagnostic criteria. There are also follow up questions to the contingent questions that are used to determine the age of onset, degree of impairment, and treatment received for any established condition. Both instruments also contain a "whole-life" module that also uses the stem/contingent structure (Shaffer et al., 2000).

Item Origin/Selection Process

Given that mental health and substance use are key outcomes related to child maltreatment, LONGSCAN investigators sought to assess these domains as thoroughly as possible. Unlike symptom ratings or checklists, a structured psychiatric interview such as the DISC may be used to determine the presence or absence of psychiatric diagnoses based upon the established diagnostic criteria outlined in the DSM-IV. The DISC was chosen because of its wide use, its modular structure, its ability to provide both diagnoses and scale scores, and its availability in both an audio-computer assisted self interview format (Voice DISC) and a computer-assisted interview designed to be administered by interviewers without clinical training (DISC IV, DISC P).

The development of the NIMH DISC is extensively described by the authors of the instrument. They report that the first version of the DISC was developed in 1983 and, that since then, methodological and psychometric testing was done on subsequent versions. See Shaffer et al., 1996 and 2000, for complete descriptions of this work.

Materials

Interview materials as described by the publisher. These include CDs and paper copies of the interviews, and computerized scoring programs. Computer for computerized administration as the paper forms are intricately branched and a computerized administration makes for ease of use. If utilizing Voice DISC, computer with audio capacity.

Time Required

Administration time varies greatly depending upon the endorsement of stem items. Typically, the module group utilized by the LONGSCAN study took between 1 and 2 hours for the adolescent respondent and between 45 and 60 minutes for the caregiver respondent.

Administration Method

The Voice DISC, an A-CASI (Audio-Computer Assisted Self Interview), was administered to the adolescent. The caregiver received the interviewer administered, computer-assisted DISC-P.

Training

Training is extensive, particularly for non-voice DISC administration. Those interested in training should contact Dr. Prudence Fisher at: discmail@childpsych.columbia.edu

Scoring

Scoring algorithms are provided by NIMH-DISC. Depending on the module, scoring includes, but is not limited to, dichotomous indicators for diagnoses, criterion and symptom counts, and age of onset.

LONGSCAN Use

Data Points

Ages 14: Caregiver and Adolescent

Age 18: Young Adult only. Please see Age 18 Measures Manual for information on Young Adult DISC used at 18.

Respondent

Adolescent and Caregiver

Mnemonic(s): Youth Report Datasets:

ADHM: Attention Deficit/ Hyperactivity

ALCM: Alcohol and Dependence

CDDM: Conduct Disorder

GADM: Generalized Anxiety Disorder

MANM: Mania / Hypomania

MARM: Marijuana Abuse Dependence

MDDM: Major Depression / Dysthymic Disorder

OCDM: Obsessive Compulsive Disorder

ODDM: Oppositional Defiant Disorder

PANM: Panic Disorder

PTSM: Post-traumatic Stress Disorder

SADM: Separation Anxiety Disorder

SPPM: Specific Phobia

SOPM: Social Phobia

SUBM: Other Substance Abuse Dependence

TOBM: Nicotine Abuse and Dependence

Parent Report Datasets:

PADM: Attention Deficit Hyperactivity

PCDM: Conduct Disorder

PODM: Oppositional Defiant Disorder

Combined Datasets (youth/parent):

BADM: Attention Deficit Hyperactivity

BCDM: Conduct Disorder

BODM: Oppositional Defiant Disorder

Scored Dataset:

DISC (includes all diagnoses, criterion and symptom counts across available modules)

Rationale

Given that mental health and substance use are key outcomes related to child maltreatment, LONGSCAN investigators sought to assess these domains as thoroughly as possible. Unlike symptom ratings or checklists, a structured psychiatric interview such as the DISC may be used to determine the presence or absence of psychiatric diagnoses based upon the established diagnostic criteria outlined in the DSM-IV. The DISC was chosen because of its wide use, its modular structure, its ability to provide both diagnoses and scale scores, and its availability in both an audio-computer assisted self interview format (Voice DISC) and a computer-assisted interview designed to be administered by interviewers without clinical training (DISC IV, DISC P).

Results

Descriptive Statistics

Table 1 presents descriptive statistics for the DISC diagnoses and symptom counts for disruptive behavior disorders, including Conduct, Oppositional Defiant, and Attention Deficit Disorders.

Twenty-three percent of the Age 14 sample was diagnosed with at least one disruptive disorder, as compared to the 24% in the MECA Study (Shaffer et al., 1996). Caregivers reported more disruptive disorder behaviors than adolescents, with very little agreement between caregivers and adolescents on diagnoses of disruptive disorders.

Table 1. Disruptive Behavior Disorders from the Age 14 DISC Modules

| | N | Diagnosis n (%) | Symptom Count M (SD) | Range |
|--|-----|--------------------|-------------------------|--------|
| Conduct Disorder | | | | |
| <i>Youth Report</i> | | | | |
| Past 6 Months: Diagnosis for Conduct Disorder | 810 | 53 (6.5) | | |
| Past Year: Diagnosis for Conduct Disorder | 810 | 60 (7.4) | | |
| Conduct Disorder Symptom Count | 816 | | 3.6 (3.8) | 0-21 |
| <i>Parent Report</i> | | | | |
| Past 6 Months: Diagnosis for Conduct Disorder | 827 | 44 (5.3) | | |
| Past Year: Diagnosis for Conduct Disorder | 827 | 47 (5.7) | | |
| Conduct Disorder Symptom Count | 833 | | 3.0 (3.4) | 0-18 |
| <i>Agreement between Youth x Parent Positive Diagnosis: past 6 mo.</i> | 755 | 9 (1.2) | | |
| <i>Agreement between Youth x Parent Positive Diagnosis: past year</i> | 755 | 10 (1.3) | | |
| Oppositional Defiant Disorder | | | | |
| <i>Youth Report</i> | | | | |
| Past Month: Diagnosis for Oppositional Defiant Disorder | 815 | 23 (2.8) | | |
| Past 6 Months: Diagnosis for Oppositional Defiant Disorder | 817 | 28 (3.4) | | |
| Oppositional Defiant Disorder Symptom Count | 817 | | 3.0 (2.8) | 0-12 |
| <i>Parent Report</i> | | | | |
| Past Month: Diagnosis for Oppositional Defiant Disorder | 831 | 86 (10.4) | | |
| Past 6 Months: Diagnosis for Oppositional Defiant Disorder | 831 | 95 (11.4) | | |
| Oppositional Defiant Disorder Symptom Count | 834 | | 4.2 (3.3) | 0-12 |
| <i>Agreement between Youth x Parent Positive Diagnosis: past mo.</i> | 764 | 6 (0.8) | | |
| <i>Agreement between Youth x Parent Positive Diagnosis: past 6 mo.</i> | 766 | 6 (0.8) | | |
| Attention Deficit Disorder | | | | |
| <i>Youth Report</i> | | | | |
| Any type | 788 | 15 (1.9) | | |
| Inattentive type | 804 | 5 (0.6) | | |
| Hyperactive type | 805 | 4 (0.5) | | |
| Combined type | 811 | 6 (0.7) | | |
| ADHD Symptom Count | 816 | | 5.1 (4.8) | 0-21 |
| <i>Parent Report</i> | | | | |
| Any type | 706 | 77 (10.9) | | |
| Inattentive type | 731 | 38 (5.2) | | |
| Hyperactive type | 747 | 7 (0.9) | | |
| Combined type | 749 | 32 (4.3) | | |
| ADHD Symptom Count | 767 | | 5.2 (3.8) | 0-19.5 |
| <i>Agreement between Youth x Parent Positive Diagnosis: Any type</i> | 700 | 14 (2.0) | | |
| <i>Diagnosis for ANY of the Disruptive Behavior Disorders</i> | 884 | 207 (23.4) | | |

Notes. Based on data received at the Coordinating Center through March'09.

Table 2 presents diagnoses and symptom counts for anxiety disorders, including Generalized Anxiety, Obsessive Compulsive Disorder, Panic Disorder, PTSD, Separation Anxiety, and Phobias. Twenty-three percent of the Age 14 sample was diagnosed with at least one anxiety disorder, which is very similar to the 24% diagnosed in the MECA Study (Shaffer et al., 1996). A diagnosis of Post Traumatic Stress Disorder (PTSD) was surprisingly low at 2% while a high percentage (12%) of separation anxiety disorder diagnoses warrants further study.

Table 2. Anxiety Disorders from the Age 14 Youth Self-Report DISC Modules

| | <u>N</u> | Diagnosis <u>n</u> (%) | Symptom Count <u>M</u> (<u>SD</u>) | Range |
|---|----------|---------------------------|---|-------|
| <i>Generalized Anxiety Disorder (Youth Report)</i> | | | | |
| Past Month: Diagnosis for Generalized Anxiety | 821 | 16 (1.9) | | |
| Generalized Anxiety Symptom Count | 821 | | 2.8 (2.5) | 0-12 |
| <i>Obsessive Compulsive Disorder</i> | | | | |
| Diagnosis for Compulsion | 821 | 29 (3.5) | | |
| Diagnosis for Obsession | 821 | 46 (5.6) | | |
| Diagnosis for Obsession-Compulsion Disorder | 821 | 22 (2.7) | | |
| OCD Symptom Count | 821 | | 1.3 (1.5) | 0-7 |
| <i>Panic Disorder* (Youth Report)</i> | | | | |
| Diagnosis for Panic Disorder | 821 | 15 (1.8) | | |
| Panic Disorder Symptom Count | 822 | | 0.5 (0.7) | 0-5 |
| <i>Post Traumatic Stress Disorder (Youth Report)</i> | | | | |
| Diagnosis for PTSD | 816 | 16 (1.9) | | |
| PTSD Symptom Count | 828 | | 0.8 (2.6) | 0-17 |
| <i>Separation Anxiety Disorder (Youth Report)</i> | | | | |
| Past Month: Diagnosis for Separation Anxiety Disorder | 824 | 99 (12.0) | | |
| Separation Anxiety Disorder Symptom Count | 825 | | 2.2 (2.4) | 0-12 |
| <i>Social Phobia (Youth Report)</i> | | | | |
| Diagnosis for Social Phobia | 816 | 41 (5.0) | | |
| Social Phobia Symptom Count | 825 | | 3.1 (3.5) | 0-12 |
| <i>Specific Phobia (Youth Report)</i> | | | | |
| Diagnosis for Specific Phobia | 811 | 55 (6.8) | | |
| Specific Phobia Symptom Count | 823 | | 1.4 (1.7) | 0-8 |
| <i>Diagnosis for ANY of the Anxiety Disorders</i> | 826 | 188 (22.8) | | |

Notes. Based on data received at the Coordinating Center through March'09.

* No consideration of agoraphobia.

Table 3 presents diagnoses and symptom counts for mood disorders (i.e., depression/dysthymic and mania/ hypomania). 4% of the Age 14 sample was diagnosed with at least one mood disorder, similar to the 6% diagnosed in the MECA Study (Shaffer et al., 1996).

Table 3. Mood Disorders from the Age 14 DISC Youth Self-Report Modules

| | <u>N</u> | Diagnosis <u>n</u> (%) | Symptom Count <u>M</u> (<u>SD</u>) | Range |
|--|----------|---------------------------|---|-------|
| <i>Depression/Dysthymic Disorder</i> | | | | |
| Diagnosis for Dysthymic Disorder | 820 | 2 (0.2) | | |
| Diagnosis for Depression Disorder | 819 | 23 (2.8) | | |
| MDD Symptom Count | 821 | | 4.0 (4.0) | 0-21 |
| <i>Mania/Hypomania Disorder</i> | | | | |
| Diagnosis for Hypomania | 817 | 4 (0.5) | | |
| Diagnosis for Mania | 817 | 9 (1.1) | | |
| Mania/Hypomania Symptom Count | 818 | | 3.7 (2.8) | 0-12 |
| <i>Diagnosis for ANY of the Mood Disorders</i> | 821 | 33 (4.0) | | |

Notes. Based on data received at the Coordinating Center through March'09.

Table 4 presents descriptive statistics for the diagnoses and symptom counts for substance abuse and dependence (alcohol, nicotine, marijuana, other substances). Almost 4% of the Age 14 sample was diagnosed with at least one substance use disorder, with alcohol being the most commonly reported disorder (1.5%).

Table 4. Use of Alcohol, Marijuana, & Other Substances, Age 14 DISC Youth Self-report Modules

| | N | Diagnosis n (%) | Symptom Count M (SD) | Range |
|--|-----|--------------------|-------------------------|-------|
| <i>Alcohol Abuse and Dependence (Youth report)</i> | | | | |
| Diagnosis for Alcohol Abuse | 814 | 12 (1.5) | | |
| Diagnosis for Alcohol Dependence | 830 | 5 (0.6) | | |
| <i>Marijuana Abuse and Dependence (Youth report)</i> | | | | |
| Diagnosis for Marijuana Abuse | 814 | 8 (1.0) | | |
| Diagnosis for Marijuana Dependence | 814 | 5 (0.6) | | |
| Marijuana Abuse and Dependence Symptom Count | 830 | | 0.1 (0.8) | 0-11 |
| <i>Other Substance Abuse and Dependence (Youth report)</i> | | | | |
| Diagnosis for Other Substance Abuse | 809 | 2 (0.2) | | |
| Diagnosis for Other Substance Dependence | 809 | 3 (0.4) | | |
| Substance Abuse and Dependence Symptom Count | 830 | | 0.05 (0.6) | 0-11 |
| <i>Nicotine Dependence (Youth report)</i> | | | | |
| Diagnosis for Nicotine Dependence | 801 | 11 (1.4) | | |
| Nicotine Dependence Symptom Count | 830 | | 0.1 (0.7) | 0-8 |
| <i>Diagnosis for ANY of the Substance Abuse Disorders</i> | 830 | 30 (3.6) | | |

Notes. Based on data received at the Coordinating Center through March'09.

Diagnoses from individual modules from youth report, and parent report for Disruptive Behavior Disorders, were categorized into the disorder categories noted in Tables 1-4. For each subject, if any disorder was indicated for any module within a classification, the child was considered diagnosed. For substance use disorders, if there was any endorsement of dependency or abuse than that child was considered diagnosed. These diagnoses were then used to calculate both dichotomous indicators (i.e., diagnosed or not) and continuous counts (i.e., number of diagnoses) for each of the disorder classifications and overall. These indicators and diagnosis counts are presented in Table 5.

Thirty-nine percent of the Age 14 sample had 1 or more diagnoses, as compared to the 32% who had diagnoses in the MECA Study (Shaffer et al., 1996). More females reported internalizing disorders (i.e., anxiety and mood) than males, while males reported more externalizing disorders (i.e., disruptive behaviors) than females.

Table 5. Age 14 DISC Module Diagnoses Variables: Indicators and Diagnosis Counts

| | Anxiety Disorders | | Mood Disorders | | Disruptive Behavior Disorders | | Substance/Alcohol Disorders | | Any Disorders †† | | | |
|----------------|-------------------|-----------|----------------|-----------|-------------------------------|-----------|-----------------------------|-----------|------------------|----------|---------------|-----------|
| | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | None % | Only 1 % | More than 1 % | M (SD) |
| Total Sample | 22.8 | 0.4 (1.0) | 4.0 | 0.0 (0.2) | 23.4 | 0.3 (0.7) | 3.6 | 0.1 (0.3) | 61.4 | 19.4 | 19.3 | 0.8 (1.5) |
| <i>Gender</i> | | | | | | | | | | | | |
| Male | 8.1 | 0.3 (0.8) | 1.2 | 0.0 (0.2) | 16.7 | 0.4 (0.7) | 1.3 | 0.0 (0.3) | 31.1 | 9.8 | 8.7 | 0.7 (1.2) |
| Female | 14.7 | 0.5 (1.1) | 2.8 | 0.1 (0.3) | 10.7 | 0.3 (0.6) | 2.3 | 0.1 (0.4) | 30.3 | 9.6 | 10.6 | 0.9 (1.7) |
| <i>Race</i> | | | | | | | | | | | | |
| White | 5.4 | 0.4 (1.0) | 1.1 | 0.0 (0.2) | 8.7 | 0.5 (0.8) | 1.6 | 0.1 (0.3) | 14.1 | 5.9 | 5.9 | .0 (1.6) |
| Black | 14.0 | 0.4 (1.0) | 2.3 | 0.0 (0.2) | 9.6 | 0.2 (0.6) | 1.3 | 0.0 (0.3) | 37.2 | 9.6 | 10.2 | 0.7 (1.4) |
| Hispanic | 1.2 | 0.3 (0.7) | 0.0 | 0.0 (0.0) | 1.6 | 0.3 (0.6) | 0.2 | 0.1 (0.3) | 3.6 | 1.2 | 1.0 | 0.7 (1.1) |
| Multiracial | 0.1 | 0.1 (0.4) | 0.0 | 0.0 (0.0) | 0.2 | 0.6 (1.1) | 0.0 | 0.0 (0.0) | 0.6 | 0.2 | 0.1 | 0.6 (1.1) |
| Other | 1.9 | 0.3 (0.9) | 0.6 | 0.1 (0.3) | 3.3 | 0.5 (0.8) | 0.5 | 0.1 (0.6) | 5.9 | 2.5 | 2.0 | 0.9 (1.9) |
| <i>Site</i> | | | | | | | | | | | | |
| Baltimore | 5.0 | 0.4 (1.0) | 0.4 | 0.0 (1.2) | 3.5 | 0.2 (0.6) | 0.4 | 0.0 (0.3) | 15.1 | 3.8 | 3.3 | 0.6 (1.4) |
| Chicago | 4.2 | 0.5 (0.9) | 0.5 | 0.0 (0.2) | 1.7 | 0.2 (0.5) | 0.0 | 0.0 (0.0) | 8.6 | 2.7 | 2.4 | 0.7 (1.1) |
| North Carolina | 5.1 | 0.5 (1.0) | 0.7 | 0.0 (0.2) | 3.4 | 0.2 (0.5) | 1.6 | 0.1 (0.4) | 12.5 | 3.4 | 3.9 | 0.8 (1.5) |
| San Diego | 4.6 | 0.4 (1.0) | 1.8 | 0.1 (0.3) | 8.3 | 0.5 (0.8) | 1.2 | 0.1 (0.4) | 14.1 | 4.5 | 5.7 | 1.0 (1.8) |
| Seattle | 3.9 | 0.3 (0.9) | 0.6 | 0.0 (0.2) | 6.6 | 0.4 (0.7) | 0.5 | 0.0 (0.3) | 11.1 | 4.9 | 3.9 | 0.8 (1.3) |
| <i>N</i> | 826 | | 821 | | 884 | | 830 | | 888 | | | |
| <i>Range†</i> | 0-8 | | 0-2 | | 0-3 | | 0-4 | | 0-12 | | | |

Notes. Based on data received at the Coordinating Center through March'09.

Means and standard deviations reflect number of diagnoses for the specific disorder.

† Represents the range for the number of diagnoses.

†† Only includes children who had diagnosis data on ALL of the DISC modules.

Validity

Table 6 presents correlations between the dichotomous DISC Diagnoses and Age 14 Child Behavior Checklist (CBCL) T scores. There are some moderately significant correlations (particularly for the disruptive behaviors diagnoses) suggesting good concurrent validity.

Table 6. Correlations between DISC Diagnoses and Age 14 CBCL T Scores

| <i>Age 14 CBCL T Scores</i> | Anxiety Disorder | Mood Disorder | Disruptive Behavior Disorder | <i>Substance/Alcohol Disorder</i> |
|-----------------------------|------------------|---------------|------------------------------|-----------------------------------|
| Attention Problems | 0.07* | 0.09** | 0.47*** | 0.10** |
| Anxious/Depressed | 0.10** | 0.16*** | 0.43*** | 0.13*** |
| Delinquent Behavior | 0.08* | 0.09* | 0.45*** | 0.22*** |
| Social Problems | 0.06 | 0.10** | 0.39*** | 0.04 |
| Thought Problems | 0.08* | 0.15*** | 0.38*** | 0.10** |
| Withdrawn | 0.07* | 0.13*** | 0.36*** | 0.09* |
| Externalizing Behaviors | 0.08* | 0.10** | 0.46*** | 0.14*** |
| Internalizing Behaviors | 0.09** | 0.13*** | 0.41*** | 0.11*** |
| Total Problems | 0.10** | 0.13*** | 0.48*** | 0.12*** |
| <i>Total N</i> | 796 | 792 | 852 | 800 |

Notes. Based on data received at the Coordinating Center through March'09.

* p < .05, ** p < .01, *** p < .001

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Acknowledgement: The authors gratefully acknowledge Meghan Shanahan for her contribution to the Conceptual Organization section of this Measures Manual entry.

The Revised Conflict Tactics Scales (CTS2): Partner-to-Partner

Straus, M., et al., 1996

Description of Measure

Purpose

To assess the type and level of domestic violence between the child's primary caregiver and their partner during the past year.

Conceptual Organization

The Conflict Tactic Scales (CTS, CTS2) were designed to measure the range of tactics used in response to conflict with a family member and the frequency with which respondents use specific tactics to solve conflicts. CTS were developed for use with (1) partners reporting on a dating, cohabiting, or marital relationship; (2) parents reporting on behavior towards their children; (3) children reporting on the behavior of parents toward each other; (4) children reporting on the behavior of parents towards them; (5) children reporting on their interaction with siblings; (6) adults reporting on the behavior of parents toward them when they were children; and (7) adults reporting on behavior of parents toward each other when they were children.

The 78-item scale (39 behaviors or experiences, each asked once for respondent and once for partner) is comprised of five subscales, including negotiation, psychological aggression, physical assault, injury and sexual coercion. Each subscale can be grouped by content coverage. Groupings by subscale include: Negotiation (cognitive and emotional); Psychological aggression (minor and major); Physical Assault (minor and severe); Injury (minor and severe); and Sexual Coercion (minor and severe). Items are interspersed by severity.

The response categories gauge the frequency with which acts were used during conflict with a partner in the past year using a 6-point scale ranging from "once" to '20 or more times' (7). There are also response options of "Never in the last year, but it did happen before that," and "This has never happened."

Item Origin/Selection Process

The theoretical basis of all versions of the CTS is conflict theory, which assumes that conflict is inevitable and essential to bringing about positive change, but high levels of conflict, particularly when the means by which it is addressed involve hostile behaviors, can adversely affect the welfare of those involved (Straus, 1979). The conceptual framework of the CTS comes from the "catharsis theory" of violence control, which posits three modes of dealing with conflict: rational discussion and reasoning, verbal and nonverbal acts which symbolically hurt the other party, and the use of physical force as a means of resolving the conflict (Straus, 1974; 1979). The original CTS was developed within this framework through the use of a modeling technique analogous to a factorial design experiment (Straus, 1979). The revised CTS, the CTS2, includes new scales (Sexual Coercion and Injury), additional items added to the original three scales, some item refinement, and improved operationalization of minor and severe levels of conflict tactics. The original CTS items appeared in hierarchical order (least to most severe), while the CTS2 intersperses item-level severity.

Materials

The instruments are available in published manuscripts and from the Family Research Laboratory at the University of New Hampshire (<http://www.unh.edu/frl/>).

Time Required
About 7 minutes

Administration Method

Interviewer-administered for the early interviews. For the age 12 and subsequent interviews, LONGSCAN utilized an A-CASI administration

Training

Minimal

Scoring

Score Types

LONGSCAN created scales that are comprised of items as follows:

- Negotiation (items 1, 2, 7, 20, 30, and 39).
 - Negotiation can be separated into two subscales, emotional (items 1, 7, and 20) and cognitive (items 2, 30, and 39).
- Psychological Aggression (items 3, 13, 15, 18, 25, 33, 34, and 35).
 - Psychological Aggression can be separated into two subscales, minor (items 3, 18, 25, and 34) and severe (items 13, 15, 33, and 35).
- Physical Assault (items 4, 5, 9, 23, 27, 11, 14, 17, 19, 22, 31, and 37).
 - Physical Assault can be separated into two subscales, minor (items 4, 5, 9, 23, and 27) and severe (items 11, 14, 17, 19, 22, 27, and 31).
- Sexual Coercion (items 8, 26, 32, 10, 29, 24, and 38).
 - Sexual Coercion can be separated into two subscales, minor (items 8, 26, and 32) and severe (items 10, 29, 24, and 38).
- Injury (items 6, 36, 12, 16, 21, and 28).
 - Injury can be separated into two subscales, minor (items 6 and 36) and severe (items 12, 16, 21, and 28).

There are several methods of scoring the Conflict Tactics Scales. The simplest is to add the response category code values for each scale to create a sum score. A mean score can also be created by taking the average of all items within a particular scale/subscale. Behaviors, or types of behaviors, can also be scored dichotomously as “present” or “not present.” Dichotomized scores are used in the calculation of rates. See data dictionary on internal website (<http://www.iprc.unc.edu/databook/computing/dictionaries>) for additional information regarding scoring.

Score Interpretation

Higher scores indicate more use of the tactic or of a domain of tactics.

Norms and/or Comparative Data

The Conflict Tactics Scale has been used in national incidence studies of family violence (Straus & Gelles, 1986, 1988), and rates characterizing a specific group can be compared to a representative sample of the U.S. population.

Psychometric Support

Reliability

The author reports internal consistency reliability of the subscales ranging from .79 to .95.

Validity

Construct validity of the CTS has been demonstrated in a number of studies (Straus, 1990c). Concurrent validity has been examined by comparing reports obtained separately from husbands and wives. Husband-wife correlations are reported to range from .19 to .80, with a mean of approximately .40 (Straus, 1979). Correlations are lowest for Reasoning and highest for Physical Aggression. The authors suggest that because the CTS and the CTS2 are fundamentally the same conceptually and methodologically, the evidence supporting the validity of the CTS also applies to the CTS2 (Straus, 1996).

LONGSCAN Use

Data Points

Ages 12, 14, 16

The CTS was used at ages 6 and 8.

Respondent

Primary maternal caregiver

Mnemonic and Version

Item –level data:

Age 6: CTPA (includes both spouse/partner to respondent & respondent to spouse/partner behavior)

Age 8: CTB (includes only spouse/partner to respondent behavior)

Ages 12, 14 & 16: CTPC (includes only spouse/partner to respondent behavior)

Scored Data:

Age 6: CTPS

Age 8: CTS

Ages 12, 14, and 16: CPSS

Rationale

Children who live in households where domestic violence is taking place often witness this violence and are at higher risk for being victims of neglect or abuse themselves (Campbell & Lewandowski, 1997; Wright, Wright, & Isaac, 1997). These data were collected to allow examination of the mental and physical effects of intimate partner violence on women and their children.

Administration and Scoring Notes

At the age 6 and age 8 interviews, maternal caregivers provided data for this measure only if they were currently living with a spouse or partner. At age 12 however, an “ever occurred” option was added to the response set in order to let all caregivers provide data for this measure. The original seven-point response set was reduced to 4 points ranging from 0 (never) to 3 (more than 5 times in the past year). The response set also included a 7 (not in the past year, but it did happen before that) to capture whether or not any behaviors ever occurred.

Results

Descriptive Statistics

For descriptive statistics of the age 6 and 8 Conflict Tactics Scales, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003). Tables 1 and 2 provide descriptive statistics for the Conflict Tactics Mean scores for the 5 scales (i.e., negotiation, physical assault, injury, psychological aggression, and sexual coercion). The percent of those caregivers who endorsed any item (ever occurred) for a given scale is also presented.

At age 12, 31% of caregivers reported that they had experienced some sort of physical assault, while 21% reported some sort of injury occurring. A majority of caregivers (69%) reported experiencing psychological aggression, while 27% reported experiencing sexually coercive behaviors. Single parents reported higher percentages on all of the scales. More specifically, 21% of single parents reported experiencing physical assault as compared to 12% of caregivers in two parent households.

Table 1. Descriptive Statistics for the Age 12 Conflict Tactics Scale (Partner to Partner) Mean Scores (in the past year) and endorsement of any item for “ever occurred” by Demographics

| | Negotiation | | Physical Assault | | Injury | | Psychological Aggression | | Sexual Coercion | | |
|----------------------|-------------|------|------------------|------|------------|------|--------------------------|------|-----------------|------|-------------|
| | N † | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | % | |
| <i>Overall</i> | 715 | 93.0 | 1.62(1.01) | 31.1 | 0.06(0.26) | 20.9 | 0.04(0.19) | 68.9 | 0.37(0.54) | 27.4 | 0.06 (0.20) |
| <i>Family Struct</i> | | | | | | | | | | | |
| Single parent | 353 | 52.7 | 1.37(1.01) | 21.4 | 0.09(0.31) | 14.7 | 0.05(0.24) | 42.1 | 0.37(0.57) | 18.1 | 0.07(0.24) |
| Two parents | 250 | 41.6 | 2.13(0.74) | 12.3 | 0.05(0.22) | 8.2 | 0.02(0.13) | 29.4 | 0.43(0.55) | 11.1 | 0.05(0.66) |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 156 | 20.6 | 1.59(0.97) | 6.5 | 0.03(0.14) | 3.5 | 0.01(0.08) | 14.0 | 0.27(0.40) | 5.4 | 0.05 (0.13) |
| MW | 89 | 11.0 | 1.49(1.01) | 1.8 | 0.04(0.22) | 1.4 | 0.02(0.17) | 7.6 | 0.25(0.40) | 2.3 | 0.03 (0.10) |
| SO | 171 | 23.4 | 1.78(0.88) | 10.0 | 0.15(0.38) | 6.6 | 0.09(0.29) | 19.2 | 0.55(0.64) | 9.3 | 0.13 (0.32) |
| SW | 166 | 21.0 | 1.56(1.11) | 5.2 | 0.03(0.19) | 3.2 | 0.01(0.12) | 14.8 | 0.27(0.43) | 4.1 | 0.03 (0.11) |
| NW | 132 | 16.9 | 1.62(1.07) | 7.5 | 0.05(0.24) | 6.1 | 0.04(0.16) | 13.3 | 0.45(0.64) | 6.3 | 0.06 (0.18) |

Notes. Based on data received at the Coordinating Center through July '07.

% represents endorsement of ANY item (ever occurred).

† Sample N's may change across scores.

At age 14, 93% of caregivers reported that they used negotiation behaviors when faced with a conflict. As noted at age 12, a majority of caregivers (73%) reported experiencing psychological aggression, while 25% reported experiencing sexually coercive behaviors. Mirroring age 12, single parents at age 14 also reported higher percentages on all of the conflict tactic scales.

Table 2. Descriptive Statistics for the Age 14 Conflict Tactics Scale (Partner to Partner) Mean Scores (in the past year) and endorsement of any item for “ever occurred” by Demographics

| | Negotiation | | Physical Assault | | Injury | | Psychological Aggression | | Sexual Coercion | | |
|----------------------|-------------|------|------------------|------|------------|------|--------------------------|------|-----------------|------|------------|
| | N † | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | % | |
| <i>Overall</i> | 479 | 93.5 | 1.60(0.98) | 29.1 | 0.04(0.17) | 18.4 | 0.03(0.16) | 73.2 | 0.36(0.49) | 25.0 | 0.05(0.18) |
| <i>Family Struct</i> | | | | | | | | | | | |
| Single parent | 218 | 52.2 | 1.37(0.99) | 20.7 | 0.05(0.18) | 14.4 | 0.03(0.10) | 42.9 | 0.35(0.52) | 16.3 | 0.05(0.19) |
| Two parents | 166 | 42.8 | 2.07(0.77) | 10.0 | 0.04(0.15) | 5.2 | 0.02(0.13) | 33.5 | 0.44(0.47) | 10.2 | 0.07(0.18) |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 149 | 28.8 | 1.50(0.97) | 5.9 | 0.04(0.16) | 4.4 | 0.02(0.15) | 20.7 | 0.29(0.41) | 7.8 | 0.07(0.20) |
| MW | 47 | 9.2 | 1.50(1.00) | 3.3 | 0.06(0.16) | 1.7 | 0.06(0.23) | 6.7 | 0.30(0.41) | 2.1 | 0.05(0.20) |
| SO | 167 | 33.6 | 1.65(0.92) | 11.3 | 0.05(0.21) | 6.9 | 0.03(0.15) | 26.6 | 0.42(0.53) | 7.1 | 0.05(0.16) |
| NW | 116 | 21.9 | 1.68(1.06) | 8.6 | 0.03(0.11) | 5.4 | 0.02(0.12) | 19.2 | 0.40(0.52) | 8.0 | 0.06(0.17) |

Notes. Based on data received at the Coordinating Center through July '07.

The Southwestern (SW) did not collect CTPC data at age 14.

% represents endorsement of ANY item (ever occurred).

† Sample N's may change across scores.

Reliability

As can be seen in Table 3, internal consistency for the Conflict Tactics scales using the LONGSCAN sample was very good (ranging from .82 to .93).

Table 3. Cronbach Alphas for the Age 12 and 14 Conflict Tactics Items

| | Negotiation | Physical Assault | Injury | Psychological Aggression | Sexual Coercion |
|---------------|-------------|------------------|--------|--------------------------|-----------------|
| | α | α | α | α | α |
| <i>Age 12</i> | .87 | .92 | .82 | .85 | .85 |
| <i>Age 14</i> | .85 | .93 | .86 | .87 | .89 |

Notes. Based on data received at the Coordinating Center through July '07.

Affect on Child Functioning

Tables 4 and 5 provide correlations between the Conflict Tactics Scales and other select age 12 and 14 outcomes (i.e., T scores from the Child Behavior Checklist, Trauma Symptom Checklist, and Youth Self Report Form).

Table 4. Correlations between Age 12 Conflict Tactics Mean Scores and other Select Age 12 Outcomes

| | <u>N</u> | Negotiation | Physical Assault | Injury | Psychological Aggression | Sexual Coercion |
|--|----------|-------------|------------------|--------|--------------------------|-----------------|
| <i>Child Behavior Checklist T Scores</i> | | | | | | |
| Internalizing Problems | 711 | .05 | .15*** | .14*** | .22*** | .11** |
| Externalizing Problems | 711 | .02 | .09* | .07* | .19*** | .08* |
| Total Problems | 711 | .04 | .13*** | .12*** | .22*** | .11** |
| <i>Youth Self Report T Scores</i> | | | | | | |
| Internalizing Problems | 669 | .04 | .11** | .10** | .10** | .06 |
| Externalizing Problems | 669 | .01 | .07* | .07 | .11** | .06 |
| Total Problems | 669 | .02 | .10** | .10** | .10** | .06 |
| <i>Trauma Symptom Checklist T Scores</i> | | | | | | |
| Anger | 651 | -.00 | .06 | .05 | .07* | .07 |
| Anxiety | 651 | .00 | .06 | .06 | .02 | .03 |
| Depression | 651 | .05 | .07 | .04 | .09 | .06 |
| PTSD | 651 | .03 | .05 | .04 | .07* | .07 |
| Dissociation | 651 | .00 | .04 | .08* | .03 | .01 |

Notes. Based on data received at the Coordinating Center through July '07.

* <.05, ** <.01, *** <.001

Table 5. Correlations between Age 14 Conflict Tactics Mean Scores and Age 14 CBCL T Scores

| | <u>N</u> | Negotiation | Physical Assault | Injury | Psychological Aggression | Sexual Coercion |
|--|----------|-------------|------------------|--------|--------------------------|-----------------|
| <i>Child Behavior Checklist T Scores</i> | | | | | | |
| Internalizing Problems | 475 | .05 | .15*** | .07 | .26*** | .13** |
| Externalizing Problems | 475 | .05 | .16*** | .09* | .26*** | .14** |
| Total Problems | 473 | .04 | .18*** | .10* | .28*** | .15*** |

Notes. Based on data received at the Coordinating Center through July '07.

Notes Regarding Missing Data (*contributed by Terri Lewis*)

Of the 848 female respondents at age 12, 18% (n = 155) were missing data on this measure. Using information such as the interviewer ratings forms and household composition data, several tables are presented to describe the nature of the sample with missing data. The purpose of this examination is to consider some options for handling missing data and/or identify any possible site deviations in administration.

Table 6. Missing Data by Site

| <i>Study Site</i> | Number of females with an age 12 interview | N with missing data | % with missing data |
|-------------------|---|------------------------|------------------------|
| EA | 164 | 20 | 12 |
| MW | 142 | 53 | 37 |
| SO | 171 | 1 | .5 |
| SW | 205 | 45 | 22 |
| NW | 166 | 36 | 22 |

The Interviewer Ratings Form (IRR) was examined for the 155 participants with missing data. Fifty-one cases (33%) of the missing data were accounted for by interviewer indications that the respondent was not administered the A-CASI part of the interview, would not try the A-CASI portion, or was unable to use the system.

Table 7. Missing Data by A-CASI administration

| Study Site | Number of females who did NOT receive the A-CASI | Number of Respondents with Missing Data Unaccounted for | % of respondents with missing data unaccounted for |
|------------|--|--|---|
| | | | |
| EA | 3 | 17 | 85 |
| MW | 31 | 22 | 42 |
| SO | 0 | 1 | 100 |
| SW | 15 | 30 | 67 |
| NW | 2 | 34 | 94 |

A Chi-square analysis indicates that there are site differences with regard to A-CASI administration. Examination of the 2X5 table indicates that MW had a higher percentage of respondents who did NOT receive the A-CASI portion of the interview compared to other sites. This in turn makes MW the site with the *least* amount of data unaccounted for.

For the remaining 104 participants who were able to successfully use the A-CASI system, the interviewer ratings form was used to determine if there were interview conditions that may have prohibited or inhibited the respondent from completing this particular measure. The family/household structure of the child was also examined to determine if there was a partner living in the household at the time of the interview (see Table 8).

Table 8. Interview Information for Participants who DID receive the A-CASI (n = 104)

| Study Site | Number with a <i>partner</i> <i>or other adult present</i> for a significant portion of the interview | Number with a the subject <i>child</i> <i>and/or siblings present</i> for a significant portion of the interview | Number <i>without a</i> <i>partner</i> in the household at the time of the interview |
|-------------|--|---|---|
| | | | |
| EA (n = 17) | 0 | 0 | 12 |
| MW (n = 22) | 0 | 0 | 14 |
| SO (n = 1) | 0 | 0 | 1 |
| SW (n = 30) | 1 | 4 | 19 |
| NW (n = 34) | 2 | 3 | 19 |

A Chi-square analysis was conducted to determine if there was a relationship between having a partner in the household and having missing data on the CTPC. Of the 848 female respondents, 82 did not have complete data on, or were missing the household composition information necessary to determine if there was a partner in the home. Analyses with the remaining 766 participants indicated a significant relationship between having a partner and having data on the CTPC ($\chi^2 = 5.87$, $p < .05$) (see Table 9).

Table 9. Cross-tab of missing data and having a partner in the home at age 12

| | Partner in the home | No partner in the home |
|-----------------|---------------------|------------------------|
| No missing data | 276 (44%) | 348 (56%) |
| Missing data | 47 (33%) | 95 (67%) |

In summary, 18% of female respondents with an age 12 interview did not complete the CTPC. Thirty-three percent of the missing data can be accounted for by indications that the A-CASI portion of the interview was not administered or completed. It is possible that having a partner and/or child/siblings

present may have inhibited responses on the CTPC, but interviewers indicated this to be problematic for only 10 participants.

A significant portion of the missing data, not accounted for by the lack of A-CASI administration, may be attributable to the absence of a partner in the household. Approximately 65 participants of the 104 with unexplained missing data did not report having a partner in the household (63%). Chi-square analyses did indicate a significant relationship between partner status and missing data for the entire sample with non-missing data on the household composition form (N = 766). Rough examination of those without partners and with missing data, not otherwise accounted for by a no-A-CASI interview, do not appear to indicate any site differences.

Publisher Information

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Trauma Symptom Checklist for Children - Alternate Version

**Briere, J.
1996**

Description of Measure

Purpose

To assess the effects of childhood trauma through the child's self-report.

Conceptual Organization

The 54-item Trauma Symptom Checklist for Children (TSCC) consists of two validity scales (Under-response and Hyper-response), six clinical scales (Anxiety, Depression, Post-traumatic Stress, Dissociation, Anger, and Sexual Concerns) and 8 critical items. The measure is written at a level appropriate for the language and reading capabilities of children 8-16 years of age. The TSCC-Alternate Version (TSCC-A) is a shortened version of the TSCC that excludes the 10 items that comprise the Sexual Concerns scale and one critical item relating to sexual issues. The TSCC-A addresses human subjects concerns that children might be upset by reference to sexual issues. It is recommended that the TSCC be used in clinical and forensic settings where sexual victimization is more likely to be found, and the TSCC-A be used in school settings (Briere, 1996).

Item Origin/Selection Process

The TSCC is the children's version of the Trauma Symptom Checklist for adults. Items for both measures were selected based on factor analyses and consultation with experts in the field of psychopathology.

Materials

Test and manual are available from the publisher.

Time Required

10 minutes

Administration Method

Interviewer-administered to an individual, or to a group. LONGSCAN utilized an ACASI administration starting with the Age 12 interview.

Training

Minimal

Scoring

Score Types

For each item, the child records the frequency with which the statement pertains to her/him on a 4-point scale ranging from 0 (never) to 3 (almost all the time). Raw scale scores are derived by summing the response values for all items comprising the scale, and then dividing by the number of items within the scale. Items comprising each scale are listed below.

- Anxiety: Items 2, 13, 19, 20, 27, 28, 33, 34, and 41
- Depression: Items 6, 7, 12, 17, 21-23, 35, and 43
- Anger: Items 5, 11, 14, 16, 18, 30, 31, 38, and 40
- Post-traumatic Stress: Items 1, 3, 8-10, 19, 20, 29, 36, and 42
- Dissociation: Items 4, 9, 15, 24-26, 32, 37, 39, and 44
- Overt Dissociation: Items 9, 15, 24-26, 37, and 39
- Fantasy: Items 4, 32, and 44

Several items appear on more than one scale: 9 (Dissociation & PTS), 19 & 20 (PTS & Anxiety). Raw scores on each of the scales can range from 0-27/30, depending on the scale. For comparison purposes, raw scale scores can be transformed into standardized T scores using the conversion tables provided in the manual (see Briere, 1996). T scores differ depending on child sex and age.

The TSCC contains 9 critical items and the TSCC-A contains 8 critical items. The critical items examine problems or issues that may need more immediate clinical attention. The critical items on the TSCC include an item related to sexual concerns where as the TSCC-A does not. While non-zero responses to critical items do not necessarily indicate risk for any specific negative psychological outcome, they do indicate a need for further inquiry regarding the level or meaning of the response. Scores on critical items are analyzed individually. That is, no total score can be calculated across all critical items.

The TSCC includes two validity scales: Under-response and Hyper-response. The validity scales tap the child's tendency to either deny or over-report to symptom items. The Under-response scale (UND) is designed to determine if the child is indiscriminantly marking the "0" (never) response. The scale consists of 10 items least likely to receive a "0" rating in the normative sample. The UND raw score is calculated by summing the number of 0's the child marked plus the number of UND items to which the child refused to respond. Tables are provided in the manual to convert raw scores to T scores for comparative purposes. The author recommends that subjects with UND T scores greater than or equal to 70 be considered invalid and those ranging from 65 to 70 be viewed and interpreted with caution.

The Hyper-response scale (HYP) is designed to determine if a child is indiscriminantly endorsing the "3" (almost all the time) response. The scale consists of eight items to which children in the normative sample infrequently marked 3. HYP raw and T scores are calculated in the same manner as UND raw and T-scores. The author recommends that subjects with HYP T scores greater than or equal to 90 be considered invalid, and those ranging from 75 to 89 be interpreted with caution.

Score Interpretation

A higher score reflects greater symptomatology. T scores at or above 65 for any clinical scale are considered clinically significant.

Norms and/or Comparative Data

The TSCC was normed on 3008 children from three non-clinical samples: 53% female; 44% White, 27% Black, and 22% Hispanic. Table 1 shows the normative raw scores for 8-12 year olds in a standardization sample by sex.

Table 1. Normative Raw Scores by child's sex on the TSCC Scales for 8-12 Year Olds

| | Anxiety | | Depression | | Anger | | PTSD | | Dissociation | |
|---------|---------|--------------|------------|--------------|-----------|--------------|-----------|--------------|--------------|--------------|
| | N | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) | M (SD) |
| Males | 249 | 6.1 (3.8) | | 7.0 (4.0) | | 8.8 (5.1) | | 8.6 (5.3) | | 7.2 (4.9) |
| Females | 256 | 7.4 (4.1) | | 7.8 (4.2) | | 8.3 (5.3) | | 9.5 (5.5) | | 7.4 (5.1) |

Source. Briere, 1996.

Psychometric Support

Reliability

The TSCC clinical scales demonstrate good internal consistency reliability with alpha coefficients for the normative sample ranging from .82 (Depression) to .89 (Anger). In the normative sample the alpha reliability for the validity scales was good for UND ($\alpha = .85$) and moderate for HYP ($\alpha = .66$). Internal consistency for the clinical scales was also good in several clinical samples ($\alpha = .80$ to $.89$) (Briere, 1996).

Validity

Results of the TSCC are congruent with those derived from similar measures including the CBCL and YSR (see table 4 below), indicating good concurrent validity. Also, among populations in which trauma symptomatology is expected to be substantial, for example, children with histories of abuse, scores have been high. Among children receiving treatment for traumatic experiences, scores on the TSCC tend to decrease over time (Lanktree & Briere, 1990; 1995).

LONGSCAN Use

Data Points

Ages 8, 12, 16

Respondent

Youth

Mnemonic and Version

Item-level dataset: TSA (age 8), TSCB (ages 12 & 16)

Scored dataset: TSSS (ages 8, 12, & 16)

Rationale

LONGSCAN chose to use the TSCC-A because it is a standardized and valid child self-report measure of internalized distress, and includes symptoms associated with post-traumatic stress disorder.

Results

Descriptive Statistics

For descriptive statistics of the age 8 Trauma Symptom Checklist, please refer to the 2nd volume of the measures manuals (Hunter et al., 2003). Table 2 provides descriptive statistics for the age 12 Trauma Symptom Checklist T scores by sample demographics. The percentage of LONGSCAN children scoring in the clinical range on each of the clinical scales is low (2% across the T scores presented).

Table 2. Descriptive Statistics for the Age 12 Trauma Symptom Checklist T scores by Demographics

| | Anger | | Anxiety | | Depression | | PTSD | | Dissociation | |
|-------------------|-------|-----|------------|-----|-------------|-----|------------|-----|--------------|-----|
| | N | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | % |
| <i>Overall</i> | 838 | 2.4 | 40.6 (8.1) | 2.2 | 41.2 (9.6) | 2.0 | 39.8 (8.7) | 2.2 | 41.2 (8.5) | 2.2 |
| <i>Gender</i> | | | | | | | | | | |
| Male | 411 | 1.0 | 39.8 (7.8) | 0.8 | 41.0 (9.2) | 0.6 | 38.9 (8.3) | 0.8 | 41.3 (8.2) | 0.8 |
| Female | 427 | 1.4 | 41.4 (8.3) | 1.4 | 41.4 (9.9) | 1.4 | 40.8 (8.9) | 1.4 | 41.3 (8.7) | 1.4 |
| <i>Study Site</i> | | | | | | | | | | |
| EA | 184 | 0.7 | 40.8 (8.9) | 0.7 | 40.4 (10.5) | 0.6 | 39.5 (9.9) | 0.6 | 40.8 (9.5) | 0.6 |
| MW | 110 | 0.1 | 40.1 (7.8) | 0.2 | 40.4 (8.8) | 0.0 | 38.2 (6.4) | 0.1 | 40.5 (8.1) | 0.2 |
| SO | 159 | 0.2 | 42.1 (8.2) | 0.6 | 41.8 (8.4) | 0.2 | 40.7 (7.5) | 0.4 | 42.1 (7.9) | 0.5 |
| SW | 216 | 1.0 | 40.7 (8.5) | 0.6 | 42.5 (10.2) | 1.0 | 41.1 (9.5) | 0.8 | 42.0 (9.0) | 0.6 |
| NW | 169 | 0.4 | 39.3 (6.4) | 0.1 | 40.3 (9.0) | 0.2 | 39.0 (8.1) | 0.4 | 40.5 (7.2) | 0.4 |

Source. Based on data received at the Coordinating Center through July '06.

% represents youth who had a T score that is borderline/clinical (<= 65) at age 12.

Reliability

As can be seen in Table 3, internal consistency for the TSCC scales using the LONGSCAN sample was good (ranging from .81 to .87) and comparable to alpha reliabilities reported by the author (Briere, 1996).

Table 3. Cronbach Alphas for the Age 12 Trauma Symptom Checklist T scores

| | N | Anger | Anxiety | Depression | PTSD | Dissociation |
|----------------|-----|----------|----------|------------|----------|--------------|
| | | α | α | α | α | α |
| <i>Overall</i> | 826 | .82 | .87 | .81 | .84 | .82 |

Source. Based on data received at the Coordinating Center through July '06.

% represents youth who had a T score that is borderline/clinical (\leq) at age 12.

Validity

Table 4 provides correlations between the Age 12 Trauma Symptom Checklist T and other select age 12 outcomes (i.e., T scores from the Child Behavior Checklist, and Youth Self Report Form). There are significant correlations (ranging from .07 to .56) between Trauma Symptom Checklist T Scores and these outcome measures.

Table 4. Correlations between Age 12 Trauma Symptom T Scores and other Select Age 12 Outcomes

| | N | Anger | Anxiety | Depression | PTSD | Dissociation |
|--|-----|--------|---------|------------|--------|--------------|
| <i>Child Behavior Checklist T Scores</i> | | | | | | |
| Internalizing Problems | 817 | .15*** | .15*** | .20*** | .15*** | .16*** |
| Externalizing Problems | 817 | .18*** | .07* | .16*** | .09** | .12*** |
| Total Problems | 817 | .17*** | .13*** | .20*** | .14*** | .17*** |
| <i>Youth Self Report T Scores</i> | | | | | | |
| Internalizing Problems | 824 | .47*** | .52*** | .54*** | .48*** | .51*** |
| Externalizing Problems | 824 | .56*** | .37*** | .41*** | .36*** | .42*** |
| Total Problems | 824 | .55*** | .52*** | .53*** | .49*** | .55*** |

Source. Based on data received at the Coordinating Center through July '06.

* $<.05$, ** $<.01$, *** $<.001$

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Vineland Screener

Sparrow, S. S., Carter, A. S. and Cicchetti, D. V.
1993a, 1993b

Description of Measure

Purpose

To quickly assess for research purposes the personal and social sufficiency of individuals (birth to 18 years of age).

Conceptual Organization

The Vineland Screener (VSC) has four age-specific versions for children ages 0 to 2, 3 to 6, 6 to 12, and 12 to 18. Each version consists of 15 items in each of the following 3 domains: Communication (how well the child speaks and understands others), Daily Living Skills (practical skills needed to take care of oneself), and Socialization (skills needed to get along with others). For each item, the interviewer asks several questions to probe the respondent's perception of the child's ability level. For example, Item 1 of the Daily Living Skills domain contains the following three questions: 'How is s/he at dressing her/himself?', 'How is s/he with small buttons, snaps, and that little part of the zipper at the bottom of a coat?', 'What kind of help do you usually give him/her with dressing?'

Item Origin/Selection Process

The Vineland Screener is derived from the Vineland Adaptive Behavioral Scales (VABS) (Sparrow, Balla, & Cicchetti, 1984), which, in turn, is a revision and extension of the Vineland Social Maturity Scale (VSMS) (Doll, 1935). The VSMS was used to assess adaptive levels primarily among developmentally disabled individuals. The VABS expanded the use of the VSMS by norming it on a representative, national sample.

Forty-five items (from the 261 items comprising the VABS) were selected for inclusion in the Screener. Item selection criteria included ease of administration, reliability, domain coverage, and strength of correlation with the total scales. Although each age-specific version has items unique to its age range, many items are included in more than one of the versions in order to enhance sensitivity to differences in rates of development. The Vineland Screener was developed for research purposes only, in contrast to the VABS, which can be used to make clinical judgments about an individual's adaptive functioning.

Materials

Forms and manuals are available from the publisher.

Time Required

15-20 minutes

Administration Method

Interviewer administered with child's primary caregiver. A semi-structured interview format is recommended to create a natural atmosphere for communication and enhance rapport. Detailed interview instructions are provided in the manual (Sparrow, Carter, & Cicchetti, 1993b).

Training

3-4 hours

Scoring

Score Types

Screener items are awarded scores of 2, 1, or 0 based on the following scoring criteria:

- 2 = The activity is performed satisfactorily and habitually; is performed whenever the opportunity occurs; is no longer performed because it is developmentally inappropriate (e.g. crawling); is performed in a modified fashion due to a handicap.
- 1 = Emergent performance of a skill or activity; adequate performance of activity, but not habitual or routine; part but not all of activity. Some items cannot be scored 1.
- 0 = The individual is too young or too immature to perform the activity; the parents don't allow or don't ask the child to perform the activity; a handicapping condition interferes with the performance of the activity; the individual is not interested or has not had reason to perform the activity; the caregiver does it for the child.

Raw scores are obtained by summing all items for a raw domain score. Raw summary scores may also be calculated for individual domains. The raw scores are then converted to overall and domain-specific age-equivalent raw scores. Derived scores are calculated by following the instructions on page 94 of the Vineland Survey Form Manual (Sparrow, Balla, & Cicchetti, 1984) pertaining to "Completing the Score Summary." National norms by which the Vineland may be interpreted include standard scores, percentile ranks and adaptive levels, age equivalents, and maladaptive levels (Sparrow, Carter, & Cicchetti, 1993b).

Score Interpretation

While higher scores generally indicate greater adaptive functioning, raw scores are not directly interpretable and must be converted to derived scores, which have a uniform meaning as they are based on national norms. Standard scores can be grouped into ranges representing high, moderately high, adequate, moderately low, and low levels of adaptive functioning. See the author's manual for more information on the interpretation of derived scores (Sparrow, Carter, & Cicchetti, 1993b).

Norms and/or Comparative Data

Normative data based on the performance of a representative national standardization sample of 3,000 individuals between birth and age 18, are presented in the Vineland Survey Form Manual (Sparrow, Balla, & Cicchetti, 1984).

Psychometric Support

Reliability

Sparrow, Carter, and Cicchetti (1993a) report that inter-rater reliability of lay interviewers using the Vineland Screener has been high ($\alpha = .98$).

Validity

Correlations between the Vineland Screener (6 to 12) and the full Vineland were reported to be: Communications ($r = .95$), Daily Living Skills ($r = .93$), and Socialization ($r = .92$) (Sparrow, Carter, & Cicchetti, 1993a).

LONGSCAN Use

Data Points

Age 6, 8, 12, 14. LONGSCAN administered the Socialization and Daily Living Skills domains.

Respondent

Primary maternal caregiver

Mnemonic and Version

Age 6: VSCA

Age 8: VSA

Age 12: VSCB

Age 14: VSAC (administration optional, The Northwest Site was the only site to administer)

Rationale

The Vineland Screener was selected for LONGSCAN use for the following reasons: It is based upon a developmental rather than a deficit model and the domain structure permits assessment of specific developmental strengths and weaknesses. The Screener has been normed on a nationally standardized sample matched on relevant demographic variables. The authors report high validity and reliability, and the ability to discriminate inpatient, outpatient, and non-referred samples of children. Finally, the VSC is conversational in tone, and is typically rapport building, an important factor in an otherwise structured and sensitive interview.

Administration and Scoring Notes

LONGSCAN developed a more structured response set based upon the scoring criteria in the full Vineland Survey Form (Sparrow, Balla, & Cicchetti, 1984) to aid in administration and scoring. While all of the Screener items remained intact, additional probe items were developed for LONGSCAN use to promote standardization across sites and over time. The Communication domain was not administered in the LONGSCAN study because of time constraints and the belief that this domain was being adequately assessed with other instruments (e.g., the WPPSI-R vocabulary subtest). Additionally, LONGSCAN combined the items from two age-specific versions of the form, intended for ages 6-12 and 12-18, in order to increase variability in scores.

Computing standard scores for the Vineland Screener involves use of the Equating Tables (organized by the broad age groupings around which the four screeners were constructed) that are located in the Appendix of the Screener Manual, followed by use of the age-based tables (organized in two month increments) that are found in the Survey Form manual. The tables and the algorithms for computing scores have been programmed at the LONGSCAN Coordinating Center.

Results

Descriptive Statistics

For descriptive statistics of the age 6 -8 Vineland Screener, please refer to the 1st and 2nd volumes of the measures manuals (Hunter et al., 2003). Table 1 provides descriptive statistics for the age 12 Vineland Screener raw and standard scores by sample demographics. Girls were found to have both higher daily living skill (88.1) and socialization (82.2) standard scores than boys (83.6 and 77.1 respectively). The Midwestern site was found to have both higher daily living skill and socialization standard scores than all of the other sites.

Table 1. Descriptive Statistics for Age 12 Vineland Screener Raw and Standard Scores

| | Age 12 Vineland Screener Scores | | | | | | | | | | | |
|-----------------------|--|------|-----|-----------------|------|------|------------|------|-----|-----------------|------|------|
| | Adaptive Functioning (Daily Living Skills) | | | Socialization | | | | | | | | |
| | Raw Scores | | | Standard Scores | | | Raw Scores | | | Standard Scores | | |
| | N | M | SD | N | M | SD | N | M | SD | N | M | SD |
| <i>Overall</i> | 951 | 23.4 | 5.1 | 949 | 85.9 | 19.0 | 949 | 21.1 | 5.5 | 947 | 79.7 | 20.4 |
| <i>Child's Gender</i> | | | | | | | | | | | | |
| Male | 469 | 23.1 | 5.3 | 468 | 83.6 | 19.6 | 469 | 20.4 | 5.8 | 468 | 77.1 | 20.7 |
| Female | 482 | 23.6 | 4.8 | 481 | 88.1 | 18.2 | 480 | 21.7 | 5.0 | 479 | 82.2 | 19.9 |
| <i>Study Site</i> | | | | | | | | | | | | |
| EA | 187 | 23.4 | 5.1 | 187 | 85.9 | 18.3 | 187 | 22.8 | 5.0 | 187 | 86.8 | 20.6 |
| MW | 172 | 25.2 | 3.8 | 171 | 94.1 | 18.9 | 170 | 23.8 | 4.1 | 169 | 90.7 | 19.7 |
| SO | 173 | 23.2 | 5.6 | 173 | 86.4 | 21.9 | 173 | 20.6 | 6.6 | 173 | 79.2 | 23.4 |
| SW | 229 | 21.7 | 5.6 | 229 | 80.5 | 17.7 | 229 | 19.2 | 5.0 | 229 | 72.3 | 16.1 |
| NW | 190 | 23.9 | 4.1 | 189 | 84.5 | 16.1 | 190 | 19.6 | 4.8 | 189 | 72.0 | 15.3 |

Notes. Based on data received at the Coordinating Center through August '07.

Descriptive statistics for Age 14 Vineland Screener Scores will not be presented because only one site (Northwest) administered it.

Publisher Information

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Wide Range Achievement Test: WRAT3, Blue Version

Winkinson, G. (1993)

Description

The WRAT 3 is a widely used instrument designed to assess an individual's basic academic coding skills necessary to learn reading, spelling, and arithmetic. It intentionally does not assess comprehension, and is thus often used in concert with assessments of comprehension in order to determine learning disabilities. It is age-normed and may be used with individuals aged 5-75.

Conceptual Organization

The three subtests include reading, spelling and arithmetic. The reading subtest assesses an individual's ability to recognize and name 15 letters and pronounce 42 words out of context. Scoring of the reading test is not affected by unusual pronunciations due to regional accents or speech difficulties. The 55-item spelling subtest includes writing one's own name, and writing dictated letters and 40 dictated words. The 55-item arithmetic subtest includes both oral and written sections that are comprised of counting, recognition of letter and number symbols, and computation. A second version of the test, known as the Tan version and considered interchangeable with the Blue, may be used for pre and post-testing.

Item Origin/Selection Process

The author states that the content of the three subtests is very similar to other similar measures of achievement. Items were chosen to encompass a broad range of abilities and ages. A Rasch analysis confirmed the desired item spread within each subtest and minimized redundancy within any given skill level

Materials

Examiner's manual, Test form, Profile /Analysis form, plastic reading card, and optional plastic spelling card, pencils with erasers.

Time Required

Typically, administration of all three subtests takes about 30 minutes, although this may vary based on the behavior and skill level of the respondent. Younger children may be assessed more quickly given that they will respond to fewer items.

Administration Method

Refer to the examiner's manual for specific administration instructions. Adequate administration conditions are needed, particularly lack of distractions and an appropriate workspace. The interviewer leads the respondent through each of the appropriate subtests, scoring as the test is administered. Basal and ceiling rules are applied to each test to aid both administration and scoring.

Training

Training requirements for the WRAT3 are moderate. Examiners must be very familiar with basal and ceiling rules (known as the "5/10 rules"), pronunciation guides, timing criteria, correct use of materials, structured prompts, and scoring criteria. Basic training for administration of the WRAT3 may typically be completed in less than two hours.

Scoring

Score Types

Raw scores, absolute scores (not age dependent), standard scores (age dependent), grade scores, percentiles and normal curve equivalents may be used in reporting WRAT3 results for each of the three subtests. The author generally recommends the use of absolute, standard or percentiles and normal curve equivalents.

Score Interpretation

Standard scores for each of the three subtests range from <45 to >155, with higher scores indicating higher achievement. The author's manual provides the following classification for standard scores:

- 130 & up = Very Superior
- 120-129 = Superior
- 110-119 = High Average
- 90-109 = Average
- 80-89 = Low Average
- 70-79 = Borderline
- 69 & below = Deficient

Norms and/or Comparative Data

The Norm Sample and the Norm Testing Administration procedures are thoroughly described on Pages 27 – 32 of the Administration Manual.

Psychometric Support

For information such as item statistics, item bias, reliability, validity, and standard errors of measurement, see Pages 165 – 185 of the Administration Manual.

LONGSCAN Use

Data Points

Age 12: Reading and Arithmetic subtests

Age 16: Reading subtest.

Respondent

LONGSCAN participant child/youth.

Mnemonic and Version

WRAA (age 12)

WRAB (age 16)

WRAS (scored data for age 12)

Rationale

At age 12, the WRAT3 Reading Subtest was administered to help assess a child's potential ability to utilize the A-CASI system, and to provide a measure of youth's reading achievement. Both the arithmetic and reading subtests were chosen to assess children's academic achievement in these areas as

the WRAT3 is a well-known and respected instrument with proven assessment capabilities that can be administered by trained lay interviewers.

Administration and Scoring Notes

Raw scores, absolute scores (not age dependent), and standard scores (age dependent) are used by LONGSCAN.

Results

Descriptive Statistics

Table 1 provides descriptive statistics for the age 12 WRAT3 raw and standard scores (for reading and arithmetic) by sample demographics. Girls scored higher on reading and arithmetic than boys. Caucasians scored higher on both reading and arithmetic than the other races (excluding mixed races for arithmetic). Western sites (SW and NW) scored higher on reading scores than all other sites and the southern site (SO) had the highest mean scores for arithmetic.

Table 1. Descriptive Statistics for the Age 12 WRAT3 scores by Demographics

| | Reading | | | | Arithmetic | | | |
|-------------------|-----------|------------|----------------|-------------|------------|------------|----------------|-------------|
| | Raw Score | | Standard Score | | Raw Score | | Standard Score | |
| | N | M (SD) | N | M (SD) | N | M (SD) | N | M (SD) |
| <i>Overall</i> | 836 | 35.6 (6.4) | 826 | 92.8 (15.9) | 826 | 32.8 (5.6) | 811 | 91.7 (14.7) |
| <i>Gender</i> | | | | | | | | |
| Male | 420 | 35.9 (7.0) | 413 | 91.5 (17.3) | 415 | 32.2 (5.8) | 404 | 90.2 (14.9) |
| Female | 416 | 36.1 (5.6) | 413 | 94.1 (14.2) | 411 | 33.4 (5.2) | 407 | 93.1 (14.3) |
| <i>Race</i> | | | | | | | | |
| White | 214 | 37.2 (6.1) | 210 | 96.8 (14.8) | 214 | 33.7 (5.7) | 211 | 93.8 (15.7) |
| African American | 467 | 34.7 (6.6) | 462 | 90.6 (16.6) | 460 | 32.3 (5.6) | 450 | 90.3 (14.4) |
| Hispanic | 53 | 36.4 (6.1) | 53 | 94.8 (15.2) | 52 | 32.5 (5.3) | 52 | 90.2 (14.7) |
| Other | 12 | 35.1 (7.0) | 12 | 91.9 (17.7) | 11 | 32.4 (5.8) | 11 | 90.2 (15.9) |
| Mixed Race | 90 | 35.9 (5.0) | 89 | 93.9 (12.5) | 89 | 33.7 (4.9) | 87 | 94.7 (11.9) |
| <i>Study Site</i> | | | | | | | | |
| EA | 182 | 33.8 (7.3) | 180 | 88.4 (17.9) | 180 | 32.0 (6.2) | 175 | 89.5 (15.9) |
| MW | 103 | 34.6 (6.6) | 99 | 90.6 (16.7) | 103 | 31.8 (5.2) | 98 | 91.2 (13.4) |
| SO | 158 | 35.7 (6.3) | 158 | 92.4 (15.9) | 157 | 34.3 (5.1) | 157 | 94.1 (14.2) |
| SW | 229 | 36.7 (6.2) | 228 | 95.4 (14.8) | 223 | 33.1 (5.8) | 221 | 91.9 (14.8) |
| NW | 164 | 36.5 (5.0) | 161 | 95.8 (12.9) | 163 | 32.3 (5.0) | 160 | 91.5 (14.0) |

Source. Based on data received at the Coordinating Center through January '07.

Correlations with Outcome Measures

Table 2 provides correlations between the Age 12 WRAT3 scores and select age 12 outcomes (i.e., T scores from the Trauma Symptom Checklist, Child Behavior Checklist, and Youth Self-Report Form). No significant correlations were found between the WRAT3 reading and math scores and TSC scores, however there were some significant associations found between the WRAT3 scores and the YSR/CBCL internalizing and total problem T scores (ranging from .09 to .16).

Table 2. Correlations between Age 12 WRAT3 Scores & Select Age 12 Outcomes

| | Reading | | | Arithmetic | | |
|---------------------------------|---------|-----------|----------------|------------|-----------|----------------|
| | N | Raw Score | Standard Score | N | Raw Score | Standard Score |
| <i>Trauma Symptom Checklist</i> | | | | | | |
| Anger | 795 | -.01 | -.02 | 788 | .01 | -.00 |
| Anxiety | 795 | -.00 | -.01 | 788 | .02 | .01 |
| Depression | 795 | -.00 | -.02 | 788 | -.01 | -.04 |
| PTSD | 795 | .03 | .02 | 788 | .03 | .02 |
| Dissociation | 795 | -.02 | -.02 | 788 | -.00 | -.01 |
| <i>Child Behavior Checklist</i> | | | | | | |
| Internalizing Problems | 811 | -.05 | -.05 | 801 | -.12*** | -.12*** |
| Externalizing Problems | 811 | -.09** | -.09** | 801 | -.10** | -.11*** |
| Total Problems | 811 | -.12*** | -.11*** | 801 | -.14*** | -.15*** |
| <i>Youth Self Report Form</i> | | | | | | |
| Internalizing Problems | 814 | -.16*** | -.15*** | 804 | -.13*** | -.10** |
| Externalizing Problems | 814 | -.04 | -.03 | 804 | -.03 | -.03 |
| Total Problems | 814 | -.13*** | -.12*** | 804 | -.11** | -.09** |

Source. Based on data received at the Coordinating Center through January '07.

* <.05, ** <.01, *** <.001

Publisher Information

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Youth Self Report

Achenbach, T. M.

1991

Description of Measure

Purpose

To obtain 11-18 year-old's self report of their competencies and behavior problems in a standardized format. Designed to provide youth self-report as one component of a multiaxial assessment that may include parent, teacher, and youth reports of social competence and behavior problems, as well as cognitive assessment, physical assessment and direct assessment of the adolescent.

Conceptual Organization

The Youth Self Report (YSR) is one of three well known multiaxial empirically based measures designed to assess adolescents from parent, teacher and youth reports. The YSR, and its complementary measures, the Child Behavior Checklist (Achenbach, 1991) and the Teacher Report Form (Achenbach, 1991), assess social competence and problem behaviors.

The Social Competence assessment is comprised of two subscales entitled the Activities and Social subscales, a Total Competence Scale that includes both subscales, and the mean of self reported academic performance.

The Problem Checklist is comprised of 8 core Syndrome Scales, including Withdrawn, Somatic Complaints, Anxious/Depressed, Social Problems, Thought Problems, Attention Problems, Delinquent Behavior, and Aggressive Behavior. An additional scale, Self-Destructive/Identity Problems, may be scored for boys only and is not found on either the Child Behavior Checklist or the Teacher Report Form. Some users may elect not to utilize the Withdrawn scale in non-cross informant analyses as this scale was not found in the Principal Component analyses of the YSR, while it did emerge in the CBCL and TRF analyses.

The core scales may be grouped into two broader scales, the Internalizing and Externalizing scales, and a Total Problem Score. The Internalizing grouping consists of the sum of the scores of the Withdrawn, Somatic Complaints, and Anxious/Depressed scales. The Externalizing grouping consists of the sum of the scores of the Delinquent and Aggressive Behavior scales. The Social Problems, Thought Problems, and Attention Problems scales are not included in either the Internalizing or Externalizing groupings, but are included in the Total Problems Score, which includes all 8 core syndrome scales.

Item Origin/Selection Process

Social Competence: The authors used a literature review on assessing social competence to generate candidate items, which would differentiate between referred and non-referred adolescents. These were then pilot tested in a variety of formats and normed in a non-handicapped national sample.

Problem Scales: Candidate items for the Problem Scales were generated from earlier studies by the author (Achenbach, 1966; Achenbach & Lewis, 1971), literature reviews, and from consultation with parents and mental health professionals. Multiple pilot studies resulted in the final items. Syndrome Scales were identified using principal components analyses.

For a complete description of item derivation for the YSR, see the Manual for the Youth Self-Report and 1991 Profile (Achenbach, 1991), and the Manual for the Child Behavior Checklist/4-18 and 1991 Profile (Achenbach, 1991).

Materials

Copyrighted paper forms are available from the author.

Time Required

About 15-25 minutes for both the Social Competence and Behavior Checklist.

Administration Method

The forms are intended for self-administration, although LONGSCAN utilized an interviewer administration.

Training

Users are required to have at least master's level training in a relevant field, such as psychology or social work. This instrument requires thorough familiarity with the Manual, especially with the cautions related to commonly misinterpreted items and the scoring of ambiguous responses.

Scoring

Users are strongly encouraged to refer to the YSR manual (Achenbach, 1991) for detailed scoring information. A computerized scoring program is available from the author. Raw, percentile and T scores are available for the all subscale, syndrome and total scores.

Social Competence Scales:

Activities Scale: If any item is missing, this scale should not be scored. Scoring criteria may be found in the YSR manual. The scale score represents the sum of the items.

Social Scale: If more than 1 item is missing, this scale should not be scored. For specific scoring criteria, see the YSR manual. The scale score represents the sum of the items.

Academic Performance: Do not score if youth has less than 3 academic subjects. Academic subjects do not include subjects such as art, music, gym, typing, etc. The scale score represents the sum of the items.

Total Competence Score: The total raw scores of the Activities, Social and Academic Performance scores are summed to create the Total Competence Raw Score. T scores are available.

Syndrome, Internalizing and Externalizing, and Total Problem Scores: Items are coded from 0 (Not true in the last six months) to 2 (very often or often true in the last six months). Raw and T scores may be computed for the Syndrome, Internalizing, Externalizing and Total Problem scales. Specific scoring criteria, including items that are not excluded from scoring, are outlined in Appendix A of the YSR manual.

Score Interpretation

Activities and Social Scales: T scores of less than 30 are considered to be in the clinical range, while scores ranging from 30 to 33 are considered borderline.

Total Competence Score: T scores ranging from 37 to 40 are considered borderline, while scores of <37 are considered clinical.

Syndrome Scales: T scores of 71 or above are considered clinical, while scores of 67 to 70 are considered borderline.

Internalizing and Externalizing Scores: 60 is the clinical cutpoint, with scores of 60 to 63 considered borderline, and scores of 64 and above clearly clinical.

Total Problem Score: T scores less than 60 are considered to be within the normal range. T Scores ranging from 60 to 63 are considered borderline. T scores above 63 are considered clinical.

Norms and/or Comparative Data

Psychometric Support

Reliability

The author reports one week test-retest reliability of $r=.68$ among 11 to 14 year-olds for the competency scales and $r=.65$ for the problem scales ($p=<.05$). Additional information on reliability may be found in the manual (Achenbach, 1991).

Validity

Criterion related validity: the author reports that the YSR's quantitative scale scores and clinical cutpoints on the scale scored discriminate between referred and nonreferred youth after controlling for demographic effects (Achenbach, 1991).

Content validity: the author reports that most YSR items were able to discriminate between referred and nonreferred, demographically matched youth (Achenbach, 1991).

Additional information on the measure's validity may be found in the manual and in the LONGSCAN analyses described below.

LONGSCAN Use

Data Points

Ages 12 & 18

Respondent

Child/young adult respondent

Mnemonic and Version

YBPA (ages 12 & 18)

Rationale

The YSR is a well-known and widely used youth self report of behavior problems and social competence with sound psychometric properties. It is a companion instrument to the other Achenbach measures, the Teacher Report Form and the Child Behavior Checklist, both of which have been utilized extensively in LONGSCAN.

Administration and Scoring Notes

LONGSCAN administered the YSR in an interviewer-administered, computer-assisted format.

Results

Descriptive Statistics

Table 1 displays descriptive statistics for select YSR scales from the Age 12 interview, by child's gender and study site. Almost 12% of the sample was considered to be borderline/clinical on the social problems subscale and 9% on the attention problems subscale. Compared to boys, girls were more often considered borderline/clinical on all subscales other than aggression.

Table 1. Descriptive Statistics for the Age 12 Youth Self Report Form T scores by Demographics

| | Aggression | | Attention Problems | | Anxiety/ Depression | | Delinquency | | Social Problems | | |
|-------------------|------------|-----|--------------------|------|---------------------|-----|-------------|-----|-----------------|------|------------|
| | N | % | M (SD) | % | M (SD) | % | M (SD) | % | M (SD) | % | |
| <i>Overall</i> | 869 | 6.9 | 53.7 (6.4) | 9.1 | 54.5 (7.0) | 4.1 | 52.8 (5.5) | 3.9 | 53.2 (5.3) | 11.9 | 56.3 (7.6) |
| <i>Gender</i> | | | | | | | | | | | |
| Male | 430 | 7.9 | 53.6 (6.4) | 7.9 | 54.1 (6.6) | 3.9 | 52.9 (5.7) | 3.0 | 52.8 (5.1) | 8.6 | 55.4 (6.9) |
| Female | 439 | 5.9 | 53.8 (6.3) | 10.3 | 54.9 (7.4) | 4.3 | 52.7 (5.3) | 4.8 | 53.5 (5.4) | 15.3 | 57.0 (8.1) |
| <i>Study Site</i> | | | | | | | | | | | |
| EA | 186 | 5.9 | 52.6 (5.7) | 6.4 | 53.2 (6.4) | 4.0 | 52.4 (4.7) | 2.1 | 52.7 (4.6) | 9.1 | 55.3 (7.2) |
| MW | 119 | 5.9 | 53.8 (5.9) | 5.9 | 54.1 (5.8) | 2.5 | 52.1 (4.4) | 5.0 | 53.2 (5.3) | 9.2 | 56.2 (6.8) |
| SO | 161 | 7.4 | 54.1 (6.9) | 11.2 | 54.6 (7.1) | 2.5 | 52.6 (5.0) | 2.5 | 53.1 (5.0) | 14.3 | 56.5 (8.0) |
| SW | 225 | 7.6 | 54.3 (7.0) | 12.0 | 55.5 (8.1) | 6.7 | 53.8 (6.7) | 5.8 | 53.5 (5.7) | 13.8 | 56.5 (8.0) |
| NW | 178 | 7.3 | 53.7 (5.9) | 8.4 | 54.7 (6.6) | 3.9 | 52.8 (5.4) | 3.9 | 53.1 (5.7) | 12.4 | 56.7 (7.5) |

Source. Based on data received at the Coordinating Center through January '07.

% represents youth who had a T score that is borderline/clinical (≥ 67) at age 12.

Table 2 displays descriptive statistics for the YSR total scales from the Age 12 interview, by child's gender and study site. As seen in Table 2, overall T scores are highest on the total problems scale (NW and SW sites had higher mean scores and higher percentage of kids considered borderline/clinical than the other sites for total problems). A higher percentage of boys (16%) were considered borderline/clinical for the internalizing problems T score than girls (12%).

Table 2. Descriptive Statistics for the Age 12 Youth Self Report Form T scores by Demographics

| | Internalizing Problems | | Externalizing Problems | | Total Problems | | |
|-------------------|------------------------|------|------------------------|------|----------------|------|-------------|
| | N | % | M (SD) | % | M (SD) | % | |
| <i>Overall</i> | 869 | 13.7 | 48.7 (9.9) | 13.7 | 48.1 (10.7) | 18.9 | 49.6 (10.7) |
| <i>Gender</i> | | | | | | | |
| Male | 430 | 15.8 | 48.4 (10.5) | 13.5 | 47.4 (11.0) | 19.1 | 49.0 (11.1) |
| Female | 439 | 11.6 | 48.9 (9.3) | 13.9 | 48.9 (10.5) | 19.0 | 50.2 (10.3) |
| <i>Study Site</i> | | | | | | | |
| EA | 186 | 12.4 | 47.8 (10.2) | 10.2 | 45.2 (11.0) | 14.0 | 47.5 (10.5) |
| MW | 119 | 11.7 | 47.9 (9.4) | 14.3 | 48.0 (10.8) | 17.7 | 49.1 (10.0) |
| SO | 161 | 14.3 | 49.3 (9.7) | 15.5 | 48.5 (11.0) | 18.6 | 49.7 (11.0) |
| SW | 225 | 15.6 | 49.0 (10.8) | 15.1 | 49.4 (10.8) | 21.3 | 50.5 (11.4) |
| NW | 178 | 13.5 | 49.3 (9.1) | 13.5 | 49.3 (9.7) | 21.9 | 50.8 (10.0) |

Source. Based on data received at the Coordinating Center through January '07.

% represents youth who had a T score that is borderline/clinical (≥ 67) at age 12.

Table 3 displays descriptive statistics for the YSR social competency scales from the Age 12 interview, by child's gender and study site. As seen on Table 3 , a higher percentage of girls (10%) were considered borderline/clinical for the social competency total T score than boys (8%). The SO site had the highest % of children scoring in the borderline/clinical range on all of the social competency scales.

Table 3. Descriptive Statistics for the Age 12 Youth Self Report Form Social Competency T scores by Demographics

| | Activity T Score | | | Social T Score | | | Total Competency T Score | | |
|-------------------|------------------|------|------------|----------------|-----|------------|--------------------------|------|-------------|
| | N | % | M (SD) | N | % | M (SD) | N | % | M (SD) |
| Overall | 867 | 8.2 | 46.7 (8.0) | 868 | 6.4 | 45.4 (8.1) | 839 | 9.0 | 46.5 (9.6) |
| Gender | | | | | | | | | |
| Male | 430 | 7.4 | 47.1 (7.8) | 429 | 6.0 | 46.0 (8.0) | 414 | 7.7 | 47.7 (9.5) |
| Female | 437 | 8.9 | 46.4 (8.2) | 439 | 6.8 | 44.8 (8.2) | 425 | 10.2 | 45.4 (9.6) |
| Study Site | | | | | | | | | |
| EA | 186 | 7.5 | 46.7 (8.1) | 186 | 7.5 | 45.7 (7.9) | 175 | 7.0 | 47.5 (9.2) |
| MW | 119 | 5.9 | 46.8 (7.6) | 119 | 5.0 | 47.2 (7.3) | 118 | 9.2 | 47.5 (9.5) |
| SO | 161 | 11.2 | 46.3 (9.2) | 161 | 8.7 | 44.6 (9.5) | 160 | 13.7 | 45.6 (10.8) |
| SW | 225 | 8.0 | 47.1 (7.7) | 225 | 6.7 | 45.6 (7.7) | 215 | 9.3 | 46.8 (9.7) |
| NW | 176 | 7.8 | 46.6 (7.7) | 177 | 3.9 | 44.4 (7.7) | 171 | 6.2 | 45.3 (8.5) |

Source. Based on data received at the Coordinating Center through January '07.

% represents youth who had a T score that is borderline/clinical (<=33) at age 12.

Reliability

As can be seen in Table 4, internal consistency for the YSR syndrome scales using the LONGSCAN sample was good to excellent (ranging from .63 to .94).

Table 4. Cronbach Alphas for the Youth Self Report Form T scores

| | Attention | Anxiety/ | Social | Internalizing | Externalizing | Total | | |
|--------|------------|----------|----------|---------------|---------------|----------|----------|----------|
| | Aggression | Problems | | | | | | |
| | α | α | α | α | α | α | α | α |
| Age 12 | .86 | .73 | .84 | .63 | .64 | .89 | .87 | .94 |

Source. Based on data received at the Coordinating Center through January '07.

Validity

Table 5 provides correlations between the Age 12 Youth Self Report Form T scores and other select age 12 outcomes (i.e., T scores from the Trauma Symptom Checklist and Child Behavior Checklist). All correlations where significant (ranging from .07 to .56) between YSR T Scores and these outcome measures.

Table 5. Correlations between Age 12 Youth Self Report Form T Total Scores & Other Select Age 12 Outcomes

| | N | Internalizing Problems | Externalizing Problems | Total Problems | Total Competency |
|---------------------------------|-----|---------------------------|---------------------------|-------------------|---------------------|
| Trauma Symptom Checklist | | | | | |
| Anger | 831 | .48*** | .56*** | .55*** | -.09** |
| Anxiety | 831 | .52*** | .37*** | .52*** | -.07* |
| Depression | 831 | .54*** | .41*** | .54*** | -.10** |
| PTSD | 831 | .48*** | .36*** | .49*** | -.07* |
| Dissociation | 831 | .51*** | .42*** | .55*** | -.10** |
| Child Behavior Checklist | | | | | |
| Internalizing Problems | 844 | .24*** | .20*** | .26*** | -.15*** |
| Externalizing Problems | 844 | .19*** | .31*** | .29*** | -.11*** |
| Total Problems | 844 | .26*** | .29*** | .33*** | -.14*** |

Source. Based on data received at the Coordinating Center through January '07.

* <.05, ** <.01, *** <.001

Publisher Information

Forms and manuals can be ordered from:

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1 South Prospect Street
Burlington, VT 05401-3456
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