



LONGSCAN BASELINE/VISIT 0 - 6 DATA DICTIONARY

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Introduction

This document is intended to serve as the official Data Dictionary for the LONGSCAN data for ages 0 –6.

How to use this document

This document provides data users complete and detailed information about each of the item level and scored datasets that correspond to the measures administered for the interview periods 0 through 6. All of the variables in each dataset are labeled so that users can determine the variable names that correspond to the data points from each of the measures. The range of values are provided, as are the value labels for those variables that are polytomous in nature. Data users will find a table of contents indicating the page number for each of the datasets listed. When possible, the method by which the scores are calculated is described. The data set containing the item level data is referenced.

Dataset naming conventions

Datasets containing scored data end with the letter 'S'. For example, the CBCS contains scored data from the CBCL. The last 4 characters of the datasets are numeric and correspond to the year and the month of the data retrieval (e.g., 0404 stands for March of 2004).

Maltreatment data tutorial (RNAB0403)

A tutorial to assist users with the RNAB0403 dataset has been developed and is included as an appendix. This tutorial describes the maltreatment data, suggests some strategies for using the data, and describes limitations of the data.

Scope of this document

This document does NOT give any instructions on the appropriate use or interpretation of the measures, nor for producing derived variables. This document is an aid for using the variables contained in the LONGSCAN datasets, and should be used alongside the instruments as well as the LONGSCAN Measure's Manual, Measures for Assessment of Functioning and Outcomes in Longitudinal Research on Child Abuse, Volume 1: *Early Childhood*, and Volume 2: *Middle Childhood*. These documents are available on the LONGSCAN website at <http://www.sph.unc.edu/iprc/longscan/>. Contact Christine Cox at ccox@unc.edu for more details or questions regarding this document.

If you have any questions regarding this document or questions related to working with the datasets, please contact NDACAN at 607-255-7799 or by email at ndacan@cornell.edu. Special thanks are extended to Laureen Pierre for creating and maintaining this document.

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I. Variable Descriptions and Formats

Adult Adolescent Parenting Inventory – AAPB			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4,6 (6 = New Subjects) SW = 4 NW = (0,1,2,3,4)
AAPB1	Num	Re parenting: Young children should be expected to comfort their mother when she is feeling blue...	1 = Strongly agree 2 = Agree 3 = Uncertain 4 = Disagree 5 = Strongly disagree
AAPB2	Num	Re parenting: Parents should teach their children right from wrong by sometimes using physical punishment...	
AAPB3	Num	Re parenting: Children should be the main source of comfort and care for their parents...	
AAPB3A	Num	Re parenting: If a child really loves his or her mother, the child will be well-behaved ...	
AAPB4	Num	Re parenting: Young children should be expected to hug their mother when she is sad...	
AAPB4A	Num	Re parenting: It's OK to occasionally expect a child to stay home from school if it will help out the family...	
AAPB5	Num	Re parenting: Parents will spoil their children by picking them up and comforting them when they cry...	
AAPB6	Num	Re parenting: Children should be expected to verbally express themselves before the age of one year...	
AAPB7	Num	Re parenting: A good child will comfort both of his/her parents after the parents have argued...	
AAPB7A	Num	Re parenting: If a parent had to work nights, older children (like 8 to 10 years of age) could take responsibility and be left home alone...	
AAPB8	Num	Re parenting: Children learn good behavior through the use of physical punishment...	

Adult Adolescent Parenting Inventory – AAPB			
Variable Name	Format	Variable Description	Coding if Categorical
AAPB9	Num	Re parenting: Children develop good strong characters through very strict discipline...	1 = Strongly agree 2 = Agree 3 = Uncertain 4 = Disagree 5 = Strongly disagree
AAPB10	Num	Re parenting: Parents should expect their children who are under three years to begin taking care if themselves...	
AAPB11	Num	Re parenting: Young children should be aware of ways to comfort their parents after a hard day's work...	
AAPB12	Num	Re parenting: Parents should slap their child when s/he has done something wrong...	
AAPB13	Num	Re parenting: Children should always be spanked when they misbehave...	
AAPB14	Num	Re parenting: Young children should be responsible for much of the happiness of their parents...	
AAPB14A	Num	Re parenting: Talking in front of young children (like under age 6) about problems in the family is OK because they can't understand...	
AAPB15	Num	Re parenting: Parents have responsibility to spank their child when s/he misbehaves...	
AAPB16	Num	Re parenting: Parents should expect children to feed themselves by 12 months...	
AAPB17	Num	Re parenting: Parents should expect their children to grow physically at about the same rate...	
AAPB18	Num	Re parenting: Young children who feel secure often grow up expecting too much...	
AAPB19	Num	Re parenting: Children should always pay the price for misbehaving...	
AAPB20	Num	Re parenting: Children should be expected at an early age to feed, bathe, and clothe themselves...	
AAPB21	Num	Re parenting: Parents who are sensitive to their children's feelings and moods often spoil their children...	
AAPB22	Num	Re parenting: Children deserve more discipline than they get...	
AAPB23	Num	Re parenting: Children whose needs are left unattended will often grow up to be more independent...	
AAPB24	Num	Re parenting: Parents who encourage communication with their children will only end up listening to complaints...	
AAPB25	Num	Re parenting: Children are more likely to learn appropriate behavior when they are spanked for misbehaving...	
AAPB26	Num	Re parenting: Children will quit crying faster if they are ignored...	

Adult Adolescent Parenting Inventory – AAPB			
Variable Name	Format	Variable Description	Coding if Categorical
AAPB27	Num	Re parenting: Children 5 months of age ought to be capable of sensing what their parents expect...	1 = Strongly agree 2 = Agree 3 = Uncertain 4 = Disagree 5 = Strongly disagree
AAPB28	Num	Re parenting: Children who are given too much love by their parents will grow up to be stubborn and spoiled...	
AAPB29	Num	Re parenting: Children should be forced to respect parental authority...	
AAPB30	Num	Re parenting: Young children should try to make their parents life more pleasurable...	
AAPB30A	Num	Re parenting: A seven year old is old enough to get his/ her own meals...	
AAPB31	Num	Re parenting: Young children who are hugged and kissed often will grow up to be "sissies"...	
AAPB32	Num	Re parenting: Young children should be expected to comfort their father when he is upset...	
AAPB32A	Num	Re parenting: An older daughter (like around 12) could reasonably be expected to discipline younger brothers and sisters...	
AAPB33	Char	Interviewer initials.	
AAPB34	Date	Date of interview.	

Child Injury Questionnaire – ACCA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = Baltimore MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
ACCA1	Num	Child's injuries and accidents: Did he/ she have any injury because h/she drank or breathed something which you thought was poisonous?	0 = No 1 = Yes
ACCA2	Num	Child's injuries and accidents: Where did this injury occur?	1 = Your home or yard 2 = Day care or pre-school 3 = Friend's or relative's home or yard 4 = Babysitter's home or yard 5 = Other (explain)
ACCA3	Num	Child's injuries and accidents: Did you seek medical advice or treatment?	0 = No 1 = Yes
ACCA4	Num	Child's injuries and accidents: Did child have to stay overnight in a hospital because of injury?	
ACCA5	Num	Child's' injuries and accidents: He/ she was burned or scalded by something hot, caustic or electric? (For example, a hot liquid or surface, a chemical, an electrical wire or any other type of burn?)	
ACCA6	Num	Child's injuries and accidents: Where did this injury occur?	1 = Your home or yard 2 = Day care or pre-school 3 = Friend's or relative's home or yard 4 = Babysitter's home or yard 5 = Other (explain)
ACCA7	Num	Child's injuries and accidents: Did you seek medical advice or treatment?	0 = No 1 = Yes
ACCA8	Num	Child's injuries and accidents: Did child have to stay overnight in a hospital because of this injury?	

Child Injury Questionnaire – ACCA			
Variable Name	Format	Variable Description	Coding if Categorical
ACCA9	Num	Child's injuries and accidents: He/ she had difficulty breathing because of choking, strangling, suffocating or nearly drowning?	0 = No 1 = Yes
ACCA10	Num	Child's injuries and accidents: Where did this injury occur?	1 = Your home or yard 2 = Day care or pre-school 3 = Friend's or relative's home or yard 4 = Babysitter's home or yard 5 = Other (explain)
ACCA11	Num	Child's injuries and accidents: Did you seek medical advice or treatment?	0 = No 1 = Yes
ACCA12	Num	Child's injuries and accidents: Did child have to stay overnight in a hospital because of this injury?	
ACCA13	Num	Child's injuries and accidents: He/ she was knocked out due to a head injury?	
ACCA14	Num	Child's injuries and accidents: Where did this injury occur?	1 = Your home or yard 2 = Day care or pre-school 3 = Friend's or relative's home or yard 4 = Babysitter's home or yard 5 = Other (explain)
ACCA15	Num	Child's injuries and accidents: Did you seek medical advice or treatment?	0 = No 1 = Yes
ACCA16	Num	Child's injuries and accidents: Did child have to stay overnight in a hospital because of this injury?	
ACCA17	Num	Child's injuries and accidents: Was there any other time (not head injury) that s/he was hurt seriously enough that you either took him/ her to a doctor or a nurse?	
ACCA18	Num	Child's injuries and accidents: Where did this injury occur?	1 = Your home or yard 2 = Day care or pre-school 3 = Friend's or relative's home or yard 4 = Babysitter's home or yard 5 = Other (explain)
ACCA19	Num	Child's injuries and accidents: Did child have to stay overnight in a hospital because of this injury?	0 = No 1 = Yes

Child Injury Questionnaire – ACCA			
Variable Name	Format	Variable Description	Coding if Categorical
ACCA20	Num	Child's injuries and accidents: In all, how many times has child been hospitalized in his/ her life?	0 – 999
ACCA21	Char	Interviewer initials.	
ACCA22	Date	Date of interview.	

Annual Contact Cover Sheet – ACIA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = - MW = 2,3,5, SO = 4 SW = 4 NW = 0,1,2,3,4
ACIA1	Char	Interviewer initials.	
ACIA2	Date	Date of interview.	
ACIA3	Num	Respondent's relationship to child.	1 = Biological mother 2 = Adoptive mother 3 = Stepmother 4 = Foster mother 5 = Grandmother 6 = Biological father 7 = Adoptive father 8 = Step-father 9 = Foster father 10 = Grandfather 11 = Other female (describe) 12 = Other male (describe)
ACIA3A	Char	Describe respondent's other relationship to child.	
ACIA4	Num	Type of interview.	1 = Telephone 2 = In person
ACIA5	Num	Language of administration.	1 = English 2 = Spanish 3 = English as second language
ACIA5A	Char	State respondent's first language.	

Annual Contact Cover Sheet – ACIA			
Variable Name	Format	Variable Description	Coding if Categorical
ACIA6	Num	Respondent's level of privacy during interview.	1 = Interview conducted privately 2 = Interview conducted privately, but with interruptions 3 = Interview not conducted privately 4 = Don't Know

Autonomy and Relatedness Inventory – ARIA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
ARIA0	Num	Does respondent have spouse or partner?	0 = No 1 = Yes
ARIA1	Num	Respondent's relationship with husband or boyfriend: Talks over his problems with me.	1 = Not at all like him 2 = Very little like him 3 = Somewhat like him 4 = Much like him 5 = Very much like him
ARIA2	Num	Respondent's relationship with husband or boyfriend: Is always trying to change me.	
ARIA3	Num	Respondent's relationship with husband or boyfriend: Respects my opinions.	
ARIA4	Num	Respondent's relationship with husband or boyfriend: Acts as though I'm in the way.	
ARIA5	Num	Respondent's relationship with husband or boyfriend: Won't take "No" for answer when he wants something.	
ARIA6	Num	Respondent's relationship with husband or boyfriend: Gives me as much freedom as I want.	
ARIA7	Num	Respondent's relationship with husband or boyfriend: Is always thinking of things that would please me.	
ARIA8	Num	Respondent's relationship with husband or boyfriend: Always argues back no matter what I say.	
ARIA9	Num	Respondent's relationship with husband or boyfriend: Encourages me to follow my own interests.	
ARIA10	Num	Respondent's relationship with husband or boyfriend: Makes fun of me.	
ARIA11	Num	Respondent's relationship with husband or boyfriend: Wants to have the last word on how we spend our time.	
ARIA12	Num	Respondent's relationship with husband or boyfriend: Lets me make up my own mind.	

Autonomy and Relatedness Inventory – ARIA			
Variable Name	Format	Variable Description	Coding if Categorical
ARIA13	Num	Respondent's relationship with husband or boyfriend: Has a good time with me.	1 = Not at all like him 2 = Very little like him 3 = Somewhat like him 4 = Much like him 5 = Very much like him
ARIA14	Num	Respondent's relationship with husband or boyfriend: Wants to control everything I do.	
ARIA15	Num	Respondent's relationship with husband or boyfriend: Is happy to go along with my decisions.	
ARIA16	Num	Respondent's relationship with husband or boyfriend: Says I'm a big problem.	
ARIA17	Num	Respondent's relationship with husband or boyfriend: Expects me to do everything his way.	
ARIA18	Num	Respondent's relationship with husband or boyfriend: Thinks it's okay if I disagree with him.	
ARIA19	Num	Respondent's relationship with husband or boyfriend: Asks me to share things he enjoys.	
ARIA20	Num	Respondent's relationship with husband or boyfriend: Finds fault with me.	
ARIA21	Num	Respondent's relationship with husband or boyfriend: Considers my point of view.	
ARIA22	Num	Respondent's relationship with husband or boyfriend: Doesn't think about me very much.	
ARIA23	Num	Respondent's relationship with husband or boyfriend: Lets me do anything I want to do.	
ARIA24	Num	Respondent's relationship with husband or boyfriend: Acts as if he doesn't know me when he's angry.	
ARIA25	Char	Interviewer initials.	
ARIA26	Date	Date of interview.	

Adult Service Utilization – ASUA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
ASUA1A	Num	In the past year did you see someone for help, or participate in a self-help group?	0 = No 1 = Yes
ASUA1B	Num	Code #1 for help sought by respondent.	01 – 02; 11– 17; 21 – 25; 31– 32; 41– 42; 51– 56; 61– 64; 71– 73 See Appendix A
ASUA1C	Num	Code #2 for help sought by respondent.	
ASUA1D	Num	Code #3 for help sought by respondent.	
ASUA2A	Num	In the past year did you consider seeking outside help for any personal or emotional problem?	0 = No 1 = Yes
ASUA2B	Num	Code #1 for help considered by respondent.	01 – 02; 11– 17; 21 – 25; 31– 32; 41– 42; 51– 56; 61– 64; 71– 73 See Appendix A
ASUA2C	Num	Code #2 for help considered by respondent.	
ASUA2D	Num	Code #3 for help considered by respondent.	
ASUA3A	Num	Who did you see or talk to for help? – Mental Health Professional.	0 = No 1 = Yes
ASUA3B	Num	Who did you see or talk to for help? – Health Care Professional.	
ASUA3C	Num	Who did you see or talk to for help? – Social Services Worker.	
ASUA3D	Num	Who did you see or talk to for help? – Work Counselor.	
ASUA3E	Num	Who did you see or talk to for help? – Substance Abuse Counselor.	
ASUA3F	Num	Who did you see or talk to for help? – Lawyer or Probation Officer.	

Adult Service Utilization – ASUA			
Variable Name	Format	Variable Description	Coding if Categorical
ASUA3G	Num	Who did you see or talk to for help? – Preacher, Minister or Religious Counselor.	0 = No 1 = Yes
ASUA3H	Num	Who did you see or talk to for help? – Natural Healer or Advisor.	
ASUA3I	Num	Who did you see or talk to for help? - Self-help Group.	
ASUA3J	Num	Who did you see or talk to for help? – Other provider.	
ASUA3J1	Char	Who did you see or talk to for help? – Identity of other provider.	
ASUA4	Num	How many providers were named in Question 2?	1 = 1 provider 2 = > 1 provider
ASUA5	Num	Approximately how many visits overall did you have with (all care providers named in Question 3)?	0 – 99
ASUA6	Char	Who did you see most often?	A = Mental health professional B = Health care professional C = Social services worker D = Work counselor E = Substance abuse counselor F = Lawyer or probation officer G = Preacher, minister or H = Natural healer or advisor I = Self-help group (e.g. Alcoholic Anonymous, Gambler's Anonymous, Parents Anonymous J = Other
ASUA7	Num	Approximately how many times did you see this person?	0 – 99
ASUA8	Num	Services you received from this person?	1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied
ASUA9A	Num	During the past year, have you at any time been hospitalized for emotional or psychological problems?	0 = No 1 = Yes

Adult Service Utilization – ASUA			
Variable Name	Format	Variable Description	Coding if Categorical
ASUA9B	Num	How many times have you been hospitalized for mental or psychological problems?	0 – 999
ASUA9C	Num	For how many days have you been hospitalized for mental or psychological problems?	
ASUA10	Num	During the past year, have you at any time entered a residential program for the treatment of alcohol or drug abuse?	0 = No 1 = Yes
ASUA11A	Num	Are you currently taking any medications on a regular basis?	
ASUA11B	Num	Medication code #1.	001 – 178 See Appendix A Drug Listing
ASUA11C	Num	Medication code #2.	
ASUA11D	Num	Medication code #3.	
ASUA13	Date	Date of interview.	

Child Demographics: Age 6– BK6A			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
BK6A1	Date	Child's date of birth.	
BK6A2	Num	Child's gender.	1 = Male 2 = Female
BK6A3	Num	Which one of these best describes child's race or ethnic group?	1 = White 2 = Black 3 = Hispanic 4 = Native American 5 = Asian 6 = Mixed Race 7 = Other
BK6A3A	Char	Specify other racial-ethnic group.	
BK6A4	Num	Does child have a first language?	1 = English 2 = Spanish 3 = Other
BK6A4A	Char	Specify other language.	
BK6A5	Num	Does child have a second language?	0 = No 1 = Yes
BK6A5A	Num	What is child's second language?	1 = English 2 = Spanish 3 = Other (specify)
BK6A5B	Char	Specify child's other second language.	
BK6A6	Num	What position was child born into in his/ her family?	0 = Only child 1 = First (oldest) child 2 = A middle child 3 = Last (young).

Child Demographics: Age 6– BK6A			
Variable Name	Format	Variable Description	Coding if Categorical
BK6A7	Num	Who makes most of the decisions about what's best for child?	1 = Respondent (or respondent and spouse) 2 = Respondent's spouse 3 = Other (specify)
BK6A7A	Char	Specify other person who makes most of the decisions about what's best for child.	
BK6A8	Char	Interviewer initials.	
BK6A9	Date	Date of interview.	

Child Demographics: Age 0 – 4 – BKGA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
BKGA1	Date	Child's date of birth.	
BKGA2A	Num	Child's current age – years.	0 – 7
BKGA2B	Num	Child's current age – months.	0 – 11
BKGA3	Num	Child's gender.	1 = Male 2 = Female
BKGA4	Num	Which one of these best describes child's race ethnic group?	1 = White 2 = Black 3 = Hispanic 4 = Native American 5 = Asian 6 = Mixed race 7 = Other (specify)
BKGA5	Num	What is child's first language, that is, the language s/he speaks most often at home?	1 = English 2 = Spanish 3 = Other (specify)
BKGA6	Num	Does child have a second language?	0 = No 1 = Yes
BKGA6A	Num	What is child's second language?	1 = English 2 = Spanish 3 = Other (specify)
BKGA7	Num	What position was child born into in his/ her family?	0 = Only child 1 = First (oldest) 2 = Middle 3 = Last (youngest)

Child Demographics: Age 0 – 4 – BKGA			
Variable Name	Format	Variable Description	Coding if Categorical
BKGA8	Num	Who makes the decisions about what's best for child most of the time? (like bedtime, when s/he goes to the doctor, what s/he eats for meals)	1 = Respondent (or respondent and spouse) 2 = Respondent's spouse 3 = Other (specify)
BKGA9	Char	Interviewer initials.	
BKGA10	Date	Date of interview.	

Battelle Developmental Screening – BSTA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4,6 SW = 4 NW = 0,1,2,3,4
BSTA0	Date	Date of Battelle Administration.	
BSTA1	Num	Shows awareness of his/ her hands.	<p>0 = The child fails to perform the task/skill adequately; on some items, rarely or never performs it (not competent)</p> <p>1 = The child has emerging ability or partially performs the task/skill; on some items, “sometimes/ 50% of the time” performs it (emerging competency)</p> <p>2 = The child competently performs the task/skill; some items, “typically/ 90% of the time” performs it (is competent at it)</p>
BSTA2	Num	Shows desire to be picked up or held by familiar persons.	
BSTA3	Num	Plays peekaboo.	
BSTA4	Num	Responds to his/ her name.	
BSTA5	Num	Initiates social contacts with peers in play.	
BSTA6	Num	Imitates another child or children at play.	
BSTA7	Num	Generally follows directions related to daily routine.	
BSTA8	Num	Plays independently in company of peers.	
BSTA9	Num	Knows his/ her first name.	
BSTA10	Num	Uses pronoun or his/ her name to refer to self.	
BSTA11	Num	Is aware of differences between male and female.	
BSTA12	Num	Responds to social contact made by familiar adults.	
BSTA13	Num	Describes his/ her feelings.	
BSTA14	Num	Chooses his/ her own friends.	
BSTA15	Num	Participates in competitive play activities.	
BSTA16	Num	Discriminates between socially acceptable and unacceptable behavior.	
BSTA17	Num	Serves as leader in peer relationships.	
BSTA18	Num	Asks for adult help when needed.	
BSTA19	Num	Uses adult help in handling peer aggression directed toward self.	
BSTA20	Num	Admits responsibility for errors or wrongdoing.	
BSTA21	Num	Takes strained food from spoon and swallows it.	
BSTA22	Num	Attends to ongoing sound-activity for 15 or more seconds.	
BSTA23	Num	Holds or supports bottle to feed self.	

Battelle Developmental Screening – BSTA			
Variable Name	Format	Variable Description	Coding if Categorical
BSTA24	Num	Feeds self bite-size pieces of food.	<p>0 = The child fails to perform the task/skill adequately; on some items, rarely or never performs it. (not competent)</p> <p>1 = The child has emerging ability or partially performs the task/skill; on some items, “sometimes/ 50% of the time” performs it (emerging competency)</p> <p>2 =The child competently performs the task/skill; some items, “typically/ 90% of the time” performs it (is competent at it)</p>
BSTA25	Num	Begins to use spoon or other utensil to feed self.	
BSTA26	Num	Removes small articles of clothing without assistance.	
BSTA27	Num	Distinguishes between food substances and nonfood substances.	
BSTA28	Num	Removes simple garment such as jacket, shorts, or shirt without assistance.	
BSTA29	Num	Expresses need to go to bathroom.	
BSTA30	Num	Obtains drink from tap or other source without assistance.	
BSTA31	Num	Buttons one or two buttons without assistance.	
BSTA32	Num	Sleeps thorough night without wetting bed.	
BSTA33	Num	Dresses and undresses without supervision.	
BSTA34	Num	Completes learning tasks having two or more steps.	
BSTA35	Num	Goes to school, or other familiar places unattended.	
BSTA36	Num	Answers “what do I do if” questions involving personal responsibility.	
BSTA37	Num	Knows his/ her address.	
BSTA38	Num	Uses telephone and operator correctly.	
BSTA39	Num	Handles his/ her own money.	
BSTA40	Num	Performs household chores.	
BSTA41	Num	Moves object held in hand to mouth.	
BSTA42	Num	Reaches for objects placed before him/ her and touches it.	
BSTA43	Num	Moves three or more feet by crawling.	
BSTA44	Num	Picks up raisin with several fingers opposed to thumb (partial finger prehension).	
BSTA45	Num	Walks up four steps without assistance.	
BSTA46	Num	Picks up raisin with ends of thumb and index finger in overhand approach (neat pincer grasp).	
BSTA47	Num	Walks up and down stairs without assistance, placing both feet on each step (marking time).	
BSTA48	Num	Places for rings on post in any order.	
BSTA49	Num	Jumps forward with both feet together.	
BSTA50	Num	Opens door by turning knob.	
BSTA51	Num	Uses scissors to cut paper.	
BSTA52	Num	Folds piece of paper two times, once horizontally and again at right angles (vertically).	
BSTA53	Num	Hops on one foot hop for 10 feet.	

Battelle Developmental Screening – BSTA			
Variable Name	Format	Variable Description	Coding if Categorical
BSTA54	Num	Copies triangle.	<p>0 = The child fails to perform the task/skill adequately; on some items, rarely or never performs it. (not competent)</p> <p>1 = The child has emerging ability or partially performs the task/skill; on some items, “sometimes/ 50% of the time” performs it (emerging competency)</p> <p>2 = The child competently performs the task/skill; some items, “typically/ 90% of the time” performs it (is competent at it)</p>
BSTA55	Num	Stands on each foot alternately with eyes closed.	
BSTA56	Num	Copies numerals 1 to 5.	
BSTA57	Num	Walks six-foot line heel-to-toe with eyes open.	
BSTA58	Num	Copies words with upper-and lower –case letters.	
BSTA59	Num	Jumps rope without assistance.	
BSTA60	Num	Copies 2 tilted triangles.	
BSTA61	Num	Turns head toward source of sound outside field of vision.	
BSTA62	Num	Vocalizes sounds to express feelings.	
BSTA63	Num	Associates spoken words with familiar objects or actions.	
BSTA64	Num	Produces one or more single-syllable consonant-vowel sounds.	
BSTA65	Num	Responds to simultaneous verbal and gestural commands.	
BSTA66	Num	Uses 10 or more words.	
BSTA67	Num	Responds to prepositions <i>in, out, in front of, toward, and behind</i> .	
BSTA68	Num	Uses pronouns <i>I, you, and me</i> .	
BSTA69	Num	Follows 2 step verbal commands.	
BSTA70	Num	Uses plural forms ending with “s” or “z” sound	
BSTA71	Num	Understands regular plural forms.	
BSTA72	Num	Uses five or six word sentences.	
BSTA73	Num	Understands future tense of verb to be.	
BSTA74	Num	Uses regular comparative forms.	
BSTA75	Num	Distinguishes between active and passive voices.	
BSTA76	Num	Talks about things that might be.	
BSTA77	Num	Understands concepts <i>bright, hard, and sweet</i> when used to describe people.	
BSTA78	Num	Uses passive voice.	
BSTA79	Num	Follows visual stimulus.	
BSTA80	Num	Feels-explores objects.	
BSTA81	Num	Uncovers hidden toy.	
BSTA82	Num	Searches for removed object.	
BSTA83	Num	Reaches around barrier.	
BSTA84	Num	Recognizes self as cause of events.	
BSTA85	Num	Matches circle, square, triangle.	
BSTA86	Num	Repeats two digit sequences.	
BSTA87	Num	Identifies big and small shapes.	

Battelle Developmental Screening – BSTA			
Variable Name	Format	Variable Description	Coding if Categorical
BSTA88	Num	Identifies simple objects by touch.	0 = The child fails to perform the task/skill adequately; on some items, rarely or never performs it. (not competent) 1 = The child has emerging ability or partially performs the task/skill; on some items, “sometimes/ 50% of the time” performs it (emerging competency) 2 =The child competently performs the task/skill; some items, “typically/ 90% of the time” performs it (is competent at it)
BSTA89	Num	Answers simple logic questions.	
BSTA90	Num	Completes opposite analogies.	
BSTA91	Num	Identifies colors of familiar objects.	
BSTA92	Num	Identifies first-last objects in row.	
BSTA93	Num	Recalls facts from oral story.	
BSTA94	Num	Simple add-minus problems.	
BSTA95	Num	Word problems involving subtraction.	
BSTA96	Num	Simple multiplication problems.	
BSTA97	Char	Interviewer initials.	
BSTA98	Date	Date of Interview.	

Child Aggressive Behavior – CABA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = - MW = 2,3,5 SO = 5 SW = 3,5 NW = 1,2,3,5
CABA1A	Num	Has child had any behavior problems in the last 6 months that you have been especially concerned about?	0 = No 1 = Yes
CABA1B	Char	Description of behavior problems.	
CABA1C	Num	At what age did this behavior start?	0 – 8
CABA1D	Num	How often has child shown this behavior in last 6 months?	1 = < Once per month 2 = 1 – 3 times per month 3 = At least once per week 4 = Everyday/ about everyday
CABA2	Num	Description of child's behavior: Stubborn, sullen, or irritable.	0 = Never true 1 = Somewhat or sometimes true 2 = Very true or often true
CABA3	Num	Description of child's behavior: Disobedient at home.	
CABA4	Num	Description of child's behavior: Disobedient at school or day care.	
CABA5	Num	Description of child's behavior: Temper tantrums or hot temper.	
CABA6	Num	Description of child's behavior: Talks back, sasses, or mouths off to adults.	
CABA7	Num	Description of child's behavior: Destroys his/ her own.	
CABA8	Num	Description of child's behavior: Destroys things belonging to family or other things.	
CABA9	Num	Description of child's behavior: Cruel to animals.	
CABA10	Num	Description of child's behavior: Cruelty, bullying, or meanness to others.	

Child Aggressive Behavior – CABA			
Variable Name	Format	Variable Description	Coding if Categorical
CABA11	Num	Description of child's behavior: Touches, or tries to touch the private parts of other children.	0 = Never true 1 = Somewhat or sometimes true 2 = Very true or often true
CABA12	Num	Description of child's behavior: Touches-tries to touch adults' private parts.	
CABA13	Num	Description of child's behavior: Physically attacks or hurts children.	
CABA14	Num	Description of child's behavior: Physically attacks or hurts adults.	
CABA15	Char	Interviewer initials.	
CABA16	Date	Date of interview.	

CBCL Item Level Data – CBCL			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4,6 MW = 4,6 SO = 4,6 SW = 4,6 NW = 4,6
FORM	Char	Form the Data was collected in	CBBA
Description of child or youth			
CBCL1	Num	Acts too young for his/ her age.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
CBCL2	Num	Allergy	
CBCL3	Num	Argues a lot.	
CBCL4	Num	Asthma.	
CBCL5	Num	Behaves like opposite sex.	
CBCL6	Num	Bowel movements outside toilet.	
CBCL9	Num	Can't get his/ her mind off certain thoughts.	
CBCL10	Num	Can't sit still, restless, or hyperactive.	
CBCL11	Num	Clings to adults or too dependent.	
CBCL12	Num	Complains of loneliness.	

CBCL Item Level Data – CBCL			
Variable Name	Format	Variable Description	Coding if Categorical
CBCL13	Num	Confused or seems to be in a fog.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
CBCL14	Num	Cries a lot.	
CBCL15	Num	Cruel to animals.	
CBCL16	Num	Cruelty, bullying, or meanness to others.	
CBCL17	Num	Daydreams or gets lost in his/ her thoughts.	
CBCL18	Num	Deliberately harms self or attempts suicide.	
CBCL19	Num	Demands a lot of attention.	
CBCL20	Num	Destroys his/ her own things.	
CBCL21	Num	Destroys things belonging to his/ her family or others.	
CBCL22	Num	Disobedient at home.	
CBCL23	Num	Disobedient at school.	
CBCL24	Num	Doesn't eat well.	
CBCL25	Num	Doesn't get along with other kids.	
CBCL26	Num	Not seem to feel guilty after misbehaving.	
CBCL27	Num	Easily jealous.	
CBCL28	Num	Eats-drinks not food – don't include sweets.	
CBCL29	Num	Fears certain animal, situations, or places other than school.	
CBCL30	Num	Fears going to school.	
CBCL31	Num	Fears he/ she might think or do something bad.	

CBCL Item Level Data – CBCL			
Variable Name	Format	Variable Description	Coding if Categorical
CBCL32	Num	Feels he or she has to be perfect.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
CBCL33	Num	Feels or complains that no one loves him/ her.	
CBCL34	Num	Feels others out to get him/ her.	
CBCL35	Num	Feels worthless or inferior.	
CBCL36	Num	Gets hurt a lot, accident-prone.	
CBCL37	Num	Gets in many fights.	
CBCL38	Num	Gets teased a lot.	
CBCL39	Num	Hangs around with others who get in trouble.	
CBCL40	Num	Hears sounds or voices that aren't there.	
CBCL41	Num	Impulsive or acts without thinking.	
CBCL42	Num	Would rather be alone than with.	
CBCL43	Num	Lying or cheating.	
CBCL44	Num	Bites fingernails.	
CBCL45	Num	Nervous, high-strung, or tense.	
CBCL46	Num	Nervous movements or twitching.	
CBCL47	Num	Nightmares.	
CBCL48	Num	Not liked by other kids.	
CBCL49	Num	Constipated, doesn't move bowels.	
CBCL50	Num	Too fearful or anxious.	

CBCL Item Level Data – CBCL			
Variable Name	Format	Variable Description	Coding if Categorical
CBCL51	Num	Feels dizzy.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
CBCL52	Num	Feels too guilty.	
CBCL53	Num	Overeating.	
CBCL54	Num	Overtired.	
CBCL55	Num	Overweight.	
CBCL56A	Num	Physical problems without known medical cause - Aches or pains. (not headaches)	
CBCL56B	Num	Physical problems without known medical cause - Headaches.	
CBCL56C	Num	Physical problems without known medical cause - Nausea, feels sick.	
CBCL56D	Num	Physical problems without known medical cause - Problems with eyes.	
CBCL56E	Num	Rashes or skin problems.	
CBCL56F	Num	Stomachaches or cramps.	
CBCL56G	Num	Vomiting, throwing up.	
CBCL56H	Num	Other problem.	
CBCL57	Num	Physically attacks people.	
CBCL58	Num	Picks nose, skin, or other parts of body.	
CBCL59	Num	Plays with sex parts in public.	
CBCL60	Num	Plays with sex parts too much.	
CBCL61	Num	Poor school work.	

CBCL Item Level Data – CBCL			
Variable Name	Format	Variable Description	Coding if Categorical
CBCL62	Num	Poorly coordinated or clumsy.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
CBCL63	Num	Prefers older kids.	
CBCL64	Num	Prefers younger kids.	
CBCL65	Num	Refuses to talk.	
CBCL66	Num	Repeats certain acts over and over; compulsions.	
CBCL67	Num	Runs away from home.	
CBCL68	Num	Screams a lot.	
CBCL69	Num	Secretive, keeps things to self.	
CBCL70	Num	Sees things that aren't there.	
CBCL71	Num	Self-conscious or easily embarrassed.	
CBCL72	Num	Sets fires.	
CBCL73	Num	Sexual problems.	
CBCL74	Num	Showing off or clowning.	
CBCL75	Num	Shy or timid.	
CBCL76	Num	Sleeps less than most kids.	
CBCL77	Num	Sleeps more than most kids during day and/ or night.	
CBCL78	Num	Smears or plays with bowel movement.	
CBCL79	Num	Speech problem.	
CBCL80	Num	Stares blankly.	

CBCL Item Level Data – CBCL			
Variable Name	Format	Variable Description	Coding if Categorical
CBCL81	Num	Steals at home.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
CBCL82	Num	Steals outside home.	
CBCL83	Num	Stores up things he/ she doesn't need.	
CBCL84	Num	Strange behavior.	
CBCL85	Num	Strange ideas.	
CBCL86	Num	Stubborn, sullen, irritable.	
CBCL87	Num	Sudden changes in mood or feelings.	
CBCL88	Num	Sulks a lot.	
CBCL89	Num	Suspicious.	
CBCL90	Num	Swearing or obscene language.	
CBCL91	Num	Talks about killing self.	
CBCL92	Num	Talks or walks in sleep.	
CBCL93	Num	Talks too much.	
CBCL94	Num	Teases a lot.	
CBCL95	Num	Temper tantrums or hot temper.	
CBCL96	Num	Thinks about sex too much.	
CBCL97	Num	Threatens people.	
CBCL98	Num	Thumb-sucking.	
CBCL99	Num	Too concerned with neatness or cleanliness.	

CBCL Item Level Data – CBCL			
Variable Name	Format	Variable Description	Coding if Categorical
CBCL100	Num	Trouble sleeping.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
CBCL101	Num	Truancy skips school.	
CBCL102	Num	Underactive, slow moving, or lacks energy.	
CBCL103	Num	Unhappy, sad, or depressed.	
CBCL104	Num	Unusually loud.	
CBCL105	Num	Alcohol or drugs for nonmedical purposes.	
CBCL106	Num	Vandalism.	
CBCL107	Num	Wets self during day.	
CBCL108	Num	Wets the bed.	
CBCL109	Num	Whining.	
CBCL110	Num	Wishes to be of opposite sex.	
CBCL111	Num	Withdrawn, doesn't get involved with others.	
CBCL112	Num	Worries.	
CBCL113	Num	Other problems.	
CBCL115	Date	Date of interview.	MM/DD/YY

Child Behavior & Development – CBDA			
Variable Name	Format	Variable Description	Coding if Categorical
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = - MW = 2,3,5 SO = - SW = 3,5 NW = 1,2,3,5
CBDA1	Num	Child's development: How would you describe child's health? Would you say, compared to other kids, that his/ her health is...?	1 = Excellent 2 = Good 3 = Fair 4 = Poor
CBDA2	Num	Child's development: How well does s/he play with other children?	1 = Much above average 2 = A little above average 3 = Average 4 = A little below average 5 = Much below average
CBDA3	Num	Child's development: How quickly does s/he learn to catch on to new things?	
CBDA4	Num	Child's development: How well is s/he talking or expressing her/ himself with words?	
CBDA5	Num	Child's development: How happy do you think s/he's been this year?	
CBDA6	Char	Interviewer initials.	
CBDA7	Date	Date of interview.	

Things I've Seen and Heard: Age 6 – CEVA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
CEVA1	Num	I have heard guns being shot.	0 = Never 1 = 1 time 2 = 2 times 3 = 3 times 4 = > 3 times
CEVA2	Num	I have seen somebody arrested.	
CEVA3	Num	I feel safe when I'm at home.	
CEVA4	Num	I have seen drug deals.	
CEVA5	Num	I have seen somebody being beaten up.	
CEVA6	Num	I have heard grownups in my home yell at each other.	
CEVA7	Num	I have seen somebody get stabbed.	
CEVA8	Num	I have seen somebody get shot.	
CEVA9	Num	I have seen gun in my home.	
CEVA10	Num	I feel safe when I'm at school.	
CEVA11	Num	I have seen grown ups in home hit each other.	
CEVA12	Num	I feel safe when I'm outside in my neighborhood.	
CEVA13	Num	I have seen a dead body in my neighborhood. (do not include wakes or funerals)	
CEVA14	Num	I have seen gangs in neighborhood	
CEVA15	Num	I have seen somebody pull a gun on other person.	
CEVA16	Num	I have seen someone in home get shot or stabbed.	
CEVA17	Num	My house has been broken into.	
CEVA18	Num	I have seen somebody pull a knife on another person.	
CEVA19	Num	I have seen somebody steal something from another person's house or store.	
CEVA20	Num	Grownups are nice to me.	
CEVA21	Char	Interviewer initials.	
CEVA22	Date	Date of interview.	

Child Health Assessment: Age 6 – CH6A			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
CH6A1	Num	Right now, how would you describe child's health compared to other children his/ her age?	1 = Excellent 2 = Good 3 = Fair 4 = Poor
CH6A2A1	Num	Has child been diagnosed as having hearing problem?	0 = No 1 = Yes
CH6A2A2	Char	Description of hearing problem.	
CH6A2B1	Num	Has child been diagnosed as having speech-talking problem?	0 = No 1 = Yes
CH6A2B2	Char	Description of speech or talking problem.	
CH6A2C1	Num	Has child been diagnosed as having vision or seeing problem?	0 = No 1 = Yes
CH6A2C2	Char	Description of: vision or seeing problem.	
CH6A2D1	Num	Has child been diagnosed as having chronic health condition?	0 = No 1 = Yes
CH6A2D2	Char	Description of chronic illness.	
CH6A2E1	Num	Has child been diagnosed as having physical handicap?	0 = No 1 = Yes
CH6A2E2	Char	Description of physical handicap.	
CH6A2F1	Num	Has child been diagnosed as having hyperactivity or attention problem?	0 = No 1 = Yes
CH6A2F2	Char	Description of hyperactivity or attention problem.	
CH6A2G1	Num	Has child been diagnosed as having learning problem?	0 = No 1 = Yes
CH6A2G2	Char	Description of learning problem.	
CH6A2H1	Num	Has child been diagnosed as having emotional problem?	0 = No 1 = Yes

Child Health Assessment: Age 6 – CH6A			
Variable Name	Format	Variable Description	Coding if Categorical
CH6A2H2	Char	Description of emotional problem.	
CH6A2I1	Num	Has child been diagnosed as having mental retardation?	0 = No 1 = Yes
CH6A2I2	Char	Description of mental retardation.	
CH6A3	Num	Is there any other illness or problem, that you know of, which affects child's growth and development?	0 = No 1 = Yes
CH6A3A	Char	Description of illness or problem.	
CH6A4	Char	Interviewer initials.	
CH6A5	Date	Date of interview.	

Child Health Assessment: Ages 0 – 4 – CHLA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
CHLA1	Num	Right now how would you describe child's health compared to other children his/ her age? Would you say that his/ her health is...?	1 = Excellent 2 = Good 3 = Fair 4 = Poor
CHLA2A	Num	Does child have this condition? Emotional disorder.	0 = No 1 = Yes
CHLA2B	Num	Does child have this condition? Mentally retarded.	
CHLA2C	Num	Does child have this condition? Developmental delay.	
CHLA2D	Num	Does child have this condition? Physical handicap.	
CHLA2E	Num	Does child have this condition? Hearing problem.	
CHLA2F	Num	Does child have this condition? Speech problem.	
CHLA2G	Num	Does child have this condition? Vision problem.	
CHLA2H	Num	Does child have this condition? Chronic illness/ disease.	
CHLA3	Num	Is there any other illness or problem that you know of which affects child/s growth and development?	0 = No 1 = Yes (describe)
CHLA4	Char	Interviewer initials.	
CHLA5	Date	Date of interview.	

Child Interview Cover: Age 6 – CICA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
CICA1	Char	Interviewer initials.	
CICA2	Date	Date of interview.	
CICA3	Num	Location of interview.	1 = Home 2 = Interviewer's Office 3 = School 4 = Other

Child Interview Ratings: Ages 0 – 4 – CRAA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 4 SO = 4 SW = 4 NW = 0,1,2,3,4
CRAA1	Num	Child interview rate: Neat appearance of respondent.	Likert Scale: 1 = Neat 5 = Sloppy
CRAA2	Num	Child interview rate: Rested appearance of respondent.	Likert Scale: 1 = Rested 5 = Tired
CRAA3	Num	Child interview rate: Cooperation of respondent.	Likert Scale: 1 = Cooperative 5 = Uncooperative
CRAA4	Num	Child interview rating: Truthfulness of respondent.	Likert Scale: 1 = Truthful 5 = Dishonest
CRAA5	Num	Child interview rating: Openness of respondent.	Likert Scale: 1 = Open 5 = Guarded
CRAA6	Num	Child interview rating: Comprehension of respondent.	Likert Scale: 1 = Comprehending 5 = Not comprehending
CRAA7	Num	Child interview rating: Cleanliness of residence.	Likert Scale: 1 = Clean 5 = Dirty
CRAA8	Num	Child interview rating: Safety of residence.	Likert Scale: 1 = Safe 5 = Unsafe
CRAA9	Num	Child interview rating: Maintenance of residence.	Likert Scale: 1 = Well maintained 5 = Dilapidated

Child Interview Ratings: Ages 0 – 4 – CRAA			
Variable Name	Format	Variable Description	Coding if Categorical
CRAA10	Num	Child interview rating: Safety of neighborhood.	Likert Scale: 1 = Safe 5 = Unsafe
CRAA11	Num	Child interview rating: Saw children's books during interview?	0 = No 1 = Yes
CRAA12	Num	Child interview rating: Saw other reading material during interview.	
CRAA13	Num	Child interview rating: Saw evidence of parent-child learning activities (i.e. artwork, cooking, reading, writing, counting etc.)	
CRAA14	Num	Child interview rating: Saw children's toys-purchased or home-constructed.	
CRAA15	Num	Child interview rating: Saw parent or adult conversing with child.	
CRAA16	Char	Interviewer initials.	
CRAA17	Date	Date of interview.	

Child Interview Cover: Ages 0 – 4 – CRC			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = - MW = 1, 4 SO = 4 SW = 4 NW = 0,1,2,3,4
CRC0	Num	Language of administration.	1 = English 2 = Spanish 3 = Other
CRC1	Char	Interviewer initials.	
CRC2	Date	Date of interview.	
CRC3	Num	Location of interview for caregiver respondent.	1 = Home 2 = Interviewer's office 3 = Elsewhere
CRC4	Num	Relationship of respondent to child.	1 = Biological mother 2 = Adoptive mother 3 = Grandmother 4 = Stepmother 5 = Other female relative 6 = Foster mother 7 = Other female 8 = Biological father 9 = Adoptive father 10 = Grandfather 11 = Stepfather 12 = Other male relative 13 = Foster father 14 = Other male 15 = Other

Child Services Utilization – CSUA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 2,3,5,6 SO = 6 SW = 3,5,6 NW = 1,2,3,5,6
CSUA1	Num	During the past year, have you consulted with any one about a behavioral, emotional, or school problem related to child?	0 = No 1 = Yes
CSUA1B	Num	Problem code #1.	01 – 06, 09 – 10; 11 – 13; 18 – 25; 28; 30 – 32; 40 – 52; 59; 61 – 63, 69, 71– 73; 79; 81– 85; 89 – 94; 99 See Appendix B
CSUA1C	Num	Problem code #2.	
CSUA1D	Num	Problem code #3.	
CSUA2	Num	In the past year, have you felt you needed help with any behavioral, emotional, or school problems that child was having?	0 = No 1 = Yes
CSUA2B	Num	Problem code #1.	01 – 06, 09 – 10; 11 – 13; 18 – 25; 28; 30 – 32; 40 – 52; 59; 61 – 63, 69, 71– 73; 79; 81– 85; 89 – 94; 99 See Appendix B
CSUA2C	Num	Problem code #2.	
CSUA2D	Num	Problem code #3.	
CSUA3A	Num	Who did you talk to for help? – Respondent saw mental health professional.	0 = No 1 = Yes
CSUA3B	Num	Who did you talk to for help? – Respondent saw health care professional.	
CSUA3C	Num	Who did you talk to for help? – Respondent saw social services worker.	
CSUA3D	Num	Who did you talk to for help? – Respondent saw school counselor.	

Child Services Utilization – CSUA			
Variable Name	Format	Variable Description	Coding if Categorical
CSUA3E	Num	Who did you talk to for help? – Respondent saw school or day care provider.	0 = No 1 = Yes
CSUA3F	Num	Who did you talk to for help? – Respondent saw speech-language specialist.	
CSUA3G	Num	Who did you talk to for help? – Respondent saw developmental evaluation specialist.	
CSUA3H	Num	Who did you talk to for help? – Respondent saw substance abuse counselor.	
CSUA3I	Num	Who did you talk to for help? – Respondent saw lawyer.	
CSUA3J	Num	Who did you talk to for help? – Respondent saw religious person.	
CSUA3K	Num	Who did you talk to for help? – Respondent saw natural healer.	
CSUA3L	Num	Who did you talk to for help? – Respondent saw other provider.	
CSUA3L1	Char	Describe other emotional behavior help.	
CSUA4	Num	Interviewer: Number of providers mentioned re: emotional, behavioral help.	1 = One provider 2 = > One provider
CSUA5	Num	During the past year, approximately how many total visits did child, you or other family members have with anyone (i.e. all providers named) about (child's problem)?	0 – 99
CSUA6	Char	During the past year, who (of all care providers named) was seen most often?	A = Mental health professional B = Health care professional C = Social services worker D = School counselor E = Principal, teacher, day care provider F = Speech & language specialist G = Development evaluation specialist H = Substance abuse counselor I = Lawyer J = Preacher, minister, or religious counselor K = Natural healer or advisor L = Other (specify)

Child Services Utilization – CSUA			
Variable Name	Format	Variable Description	Coding if Categorical
CSUA7	Num	During the past year, approximately how many times was (provider seen most often) seen by you, child, or other family members (for child's problem)?	0 – 99
CSUA8	Num	How satisfied were you with the services received from this person?	1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied
CSUA9	Num	Do you have a regular place where you take child for medical care?	0 = No 1 = Yes
CSUA10	Num	During the past year, have you taken child for a well-child visit? (like a visit for a check-up or immunizations)	
CSUA11	Num	During the past, year have you taken your child for help with a medical problem?	0 = No 1 = Yes
CSUA11B	Num	Problem code #1.	01 – 73
CSUA11C	Num	Problem code #2.	
CSUA11D	Num	Problem code #3.	
CSUA12A	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw physician in private office, clinic, HMO?	0 = No 1 = Yes
CSUA12B	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw physician in public clinic?	
CSUA12C	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw hospital-based physician?	
CSUA12D	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw physician in hospital emergency room?	
CSUA12E	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw chiropractor.	
CSUA12F	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw natural healer, faith-healer, or reader.	
CSUA12G	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw other provider.	
CSUA12G1	Char	Where did you take your child and who did you see (for every problem mentioned)? – Describe other provider.	

Child Services Utilization – CSUA			
Variable Name	Format	Variable Description	Coding if Categorical
CSUA12H	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw private nurse or physician’s assistant in private office, clinic, HMO?	0 = No 1 = Yes
CSUA12I	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw nurse or physician’s assistant in public clinic.	
CSUA12J	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw hospital-based nurse or physician’s assistant.	
CSUA12K	Num	Where did you take your child and who did you see (for every problem mentioned)? – Child saw nurse or physician’s assistant in hospital emergency room.	
CSUA13	Num	Interviewer: How many providers were mentioned?	0 = One provider 1 = > One provider
CSUA14	Num	Approximately how many visits overall did your child have with these healthcare providers?	0 – 99

Child Services Utilization – CSUA			
Variable Name	Format	Variable Description	Coding if Categorical
CSUA15	Char	Which type of care provider did you take your child to see most often?	A = Physician in private office, clinic, HMO B = Physician in public clinic C = Hospital-based physician D = Physician in hospital emergency room E = Chiropractor F = Natural Healer, faith healer, or reader G = Other provider H = Nurse or physician's assistant in private office, clinic, HMO I = Hospital-based nurse or physician's assistant in public clinic J = Nurse or physician's in public clinic K = Nurse or physician's assistant in hospital emergency room
CSUA16A	Num	Approximately how many times did your child see this person?	0 – 99
CSUA16B	Num	How many times within the last six months did child see this person?	
CSUA17	Num	How satisfied were you with services received from this person?	1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied
CSUA18	Num	Is child currently taking any medication on a regular basis?	0 = No 1 = Yes
CSUA18A1	Num	Child medication code #1.	001 – 178 See Appendix B

Child Services Utilization – CSUA			
Variable Name	Format	Variable Description	Coding if Categorical
CSUA18A2	Num	Reason for medication code #1.	01 – 73 See Appendix B
CSUA18B1	Num	Child medication code #2.	001 – 178 See Appendix B
CSUA18B2	Num	Reason for medication code #2.	01 – 73 See Appendix B
CSUA18C1	Num	Child medication code #3.	001 – 178 See Appendix B
CSUA18C2	Num	Reason for medication code #3.	01 – 73 See Appendix B
CSUA19	Num	During the past year, has child been hospitalized (stayed overnight in a hospital) for medical, or emotional/ psychological problems?	0 = No 1 = Yes
CSUA19A1	Num	Reason for hospitalization #1 in past year.	1 = Surgery 2 = Administration of medication or other therapy 3 = Diagnostic/ Evaluation/Observation
CSUA19A2	Num	Event leading to hospitalization in past year.	1 = Injury/Accident 2 = Regular, ongoing treatment of chronic problem (problem duration of > 3 months) 3 = Acute treatment of chronic problem (problem duration of > 3 months) 4 = Acute problem
CSUA19A3	Num	Number of days of hospitalization in past year.	0 – 365
CSUA19B1	Num	Reason for hospitalization #2 in past year.	1 = Surgery 2 = Administration of medication or other therapy 3 = Diagnostic/ Evaluation/Observation

Child Services Utilization – CSUA			
Variable Name	Format	Variable Description	Coding if Categorical
CSUA19B2	Num	Events leading to hospitalization in past year.	1 = Injury/Accident 2 = Regular, ongoing treatment of chronic problem (problem duration of > 3 months) 3 = Acute treatment of chronic problem (problem duration of > 3 months) 4 = Acute problem
CSUA19B3	Num	Number of days of hospitalization in past year.	0 – 365
CSUA19C1	Num	Reason for hospitalization #3 in past year.	1 = Surgery 2 = Administration of medication or other therapy 3 = Diagnostic/Evaluation/Observation
CSUA19C2	Num	Events leading to hospitalization in past year.	1 = Injury/Accident 2 = Regular, ongoing treatment of chronic problem (problem duration of > 3 months) 3 = Acute treatment of chronic problem (problem duration of > 3 months) 4 = Acute problem
CSUA19C3	Num	Number of days of hospitalization in past year.	0 – 365
CSUA19D1	Num	Reason for hospitalization #4 in past year.	1 = Surgery 2 = Administration of medication or other therapy 3 = Diagnostic/Evaluation/Observation
CSUA19D2	Num	Events leading to hospitalization in past year.	1 = Injury/Accident 2 = Regular, ongoing treatment of chronic problem (problem duration of > 3 months) 3 = Acute treatment of chronic problem (problem duration of > 3 months) 4 = Acute problem

Child Services Utilization – CSUA			
Variable Name	Format	Variable Description	Coding if Categorical
CSUA19D3	Num	Number of days of hospitalization in past year.	0 – 365
CSUA20	Char	Interviewer initials.	
CSUA21	Date	Date of interview.	

Child Exposure to Violence: Optional Qsts – CSVA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East NW = North West
VISIT	Num	Visit Number	EA = 6 NW = 6
CSVA1	Num	How many times have you been beaten up?	0 = Never 1 = 1 time 2 = 2 times 3 = 3 times 4 = > 3 times
CSVA2	Num	How many times have you seen drugs in your home?	
CSVA3	Num	How many times has somebody threatened to kill you?	
CSVA4	Num	How many times has somebody threatened to shoot you?	
CSVA5	Num	How many times has somebody threatened to stab you?	
CSVA6	Num	How many times have grown ups in your home threatened to stab or shoot each other?	
CSVA7	Char	Interviewer initials.	
CSVA8	Date	Date of interview.	

CTS: Partner to Partner: Age 6 – CTPA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
CTPA0	Num	Does respondent live with a spouse/ partner?	0 = No 1 = Yes
CTPA1A	Num	Respondent to partner: How many times did you discuss the issue calmly?	0 = Never 1 = Once 2 = Twice 3 = 3 – 5 times 4 = > 5 times
CTPA1B	Num	Partner to respondent: How many times did you discuss the issue calmly?	
CTPA2A	Num	Respondent to partner: How many times did you get information to back up your side of things?	
CTPA2B	Num	Partner to respondent: How many times did he get information to back up his side of things?	
CTPA3A	Num	Respondent to partner: How many times did you bring in or try to bring in someone to help settle things?	
CTPA3B	Num	Partner to respondent: How many times did he bring in or try to bring in someone to help settle things?	
CTPA4A	Num	Respondent to partner: How many times did you insult or swear at him?	
CTPA4B	Num	Partner to respondent: How many times did he insult or swear at you?	
CTPA5A	Num	Respondent to partner: How many times did you sulk and/ or refuse to talk about it?	
CTPA5B	Num	Partner to respondent: How many times did you sulk and/ or refuse to talk about it?	
CTPA6A	Num	Respondent to partner: How many times did you stomp out of the room/ house/ yard?	
CTPA6B	Num	Partner to respondent: How many times did he stomp out of the room/ house/ yard?	
CTPA7A	Num	Respondent to partner: How many times did you cry?	

CTS: Partner to Partner: Age 6 – CTPA			
Variable Name	Format	Variable Description	Coding if Categorical
CTPA7B	Num	Partner to respondent: How many times did he cry?	0 = Never 1 = Once 2 = Twice 3 = 3 – 5 times 4 = > 5 times
CTPA8A	Num	Respondent to partner: How many times did you do or say something to spite him?	
CTPA8B	Num	Partner to respondent: How many times did he do or say something to spite him?	
CTPA9A	Num	Respondent to partner: How many times did you threaten to hit or throw something at him?	
CTPA9B	Num	Partner to respondent: How many times did he threaten to hit or throw something at you?	
CTPA10A	Num	Respondent to partner: How many times did you throw, smash, hit or kick something other than him?	
CTPA10B	Num	Partner to respondent: How many times did he throw, smash, hit or kick something other than you?	
CTPA11A	Num	Respondent to partner: How many times did you throw something at him?	
CTPA11B	Num	Partner to respondent: How many times did he throw something at you?	
CTPA12A	Num	Respondent to partner: How many times did you push, grab or shove him?	
CTPA12B	Num	Partner to respondent: how many times did you push, grab or shove him?	
CTPA13A	Num	Respondent to partner: How many times did you slap him?	
CTPA13B	Num	Partner to respondent: How many times did he slap you?	
CTPA14A	Num	Respondent to partner: How many times did you kick, bite, or hit him with your fist?	
CTPA14B	Num	Partner to respondent: How many times did he kick, bite, or hit you with his fist?	
CTPA15A	Num	Respondent to partner: How many times did you hit or try to hit him with something?	
CTPA15B	Num	Partner to respondent: How many times did he hit or try to hit you with something?	
CTPA16A	Num	Respondent to partner: How many times did you beat him up?	
CTPA16B	Num	Partner to respondent: How many times did he beat you up?	
CTPA17A	Num	Respondent to partner: How many times did you choke him?	
CTPA17B	Num	Partner to respondent: How many times did he choke you?	
CTPA18A	Num	Respondent to partner: How many times did you threaten him with a knife or gun?	

CTS: Partner to Partner: Age 6 – CTPA			
Variable Name	Format	Variable Description	Coding if Categorical
CTPA18B	Num	Partner to respondent: How many times did he threaten you with a knife or gun?	0 = Never 1 = Once 2 = Twice 3 = 3 – 5 times 4 = > 5 times
CTPA19A	Num	Respondent to partner: How many times did you use a knife-gun?	
CTPA19B	Num	Partner to respondent: How many times did he use a knife or gun?	
CTPA20	Char	Interviewer initials.	
CTPA21	Date	Date of interview.	

CTS: Respondent to Child – CTSB			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4,6 MW = 1,4,6 SO = 4,6 SW = 6 NW = 0,1,2,3,4,6
CTSB1	Num	How many times in the past year, when you have had a problem with child did you talk about it calmly with him/ her?	0 = Never 1 = Once 2 = Twice 3 = 3 – 5 times 4 = > 5 times
CTSB2	Num	How many times in the past year, when you have had a problem with child did you make him or her sit or stay by him/ herself for a certain period of time (like a “time-out”)?	
CTSB3	Num	How many times in the past year, when you have had a problem with child did you get or ask someone else to help settle things?	
CTSB4	Num	How many times in the past year, when you have had a problem with child did you yell or scream at him/ her?	
CTSB5	Num	How many times in the past year, when you have had a problem with child did insult or swear at him/ her?	
CTSB6	Num	How many times in the past year, when you have had a problem with child did you sulk or refuse to talk to talk about it?	
CTSB7	Num	How many times in the past year, when you have had a problem with child did you stomp out of the room or house or yard?	
CTSB8	Num	How many times in the past year, when you have had a problem with child did you cry in front of him/ her?	
CTSB9	Num	How many times in the past year, when you have had a problem with child did you threaten to spank him/ her?	
CTSB10	Num	How many times in the past year, when you have had a problem with child did you throw, smash, hit or kick something? (not child)	

CTS: Respondent to Child – CTSB			
Variable Name	Format	Variable Description	Coding if Categorical
CTSB11	Num	How many times in the past year, when you have had a problem with child did you throw something at him/ her?	0 = Never 1 = Once 2 = Twice 3 = 3 – 5 times 4 = > 5 times
CTSB12	Num	How many times in the past year, when you have had a problem with child did you grab him/ her?	
CTSB13	Num	How many times in the past year, when you have had a problem with child did you shake him/ her?	
CTSB14	Num	How many times in the past year, when you have had a problem with child did you push or shove him/ her?	
CTSB15	Num	How many times in the past year, when you have had a problem with child did you spank him/ her?	
CTSB16	Num	How many times in the past year, when you have had a problem with child did you slap him/ her?	
CTSB17	Char	Interviewer initials.	
CTSB18	Date	Date of interview.	

Father Involvement with Child: Age 6 – DADA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
DADA1A	Num	Who would you consider to be the primary father figure in child's life?	0 = Child has <u>No</u> father-figure 1 = Child has father-figure
DADA1B	Char	First name and last initial of father figure.	
DADA2	Num	What is his exact relationship to child?	1 = Biological father 2 = Stepfather 3 = Boyfriend/significant other 4 = Foster father 5 = Relative (uncle, grand-father, etc.) 6 = Other
DADA2A	Char	Description of other relationship.	
DADA3	Num	How much time does he spend with child?	1 = None 2 = A little 3 = Some 4 = A lot
DADA4	Num	How much does he show that he cares about child?	
DADA5	Num	How much does he contribute to child's everyday care like feeding, dressing, and supervising his/ her activities?	
DADA6	Num	How much does he take care of child's financial needs?	
DADA7A	Num	Does child have another man who also acts as a father to him/ her?	0 = No 1 = Yes
DADA7B	Char	First name and last initial of father figure.	

Father Involvement with Child: Age 6 – DADA			
Variable Name	Format	Variable Description	Coding if Categorical
DADA8	Num	What's his exact relationship to child?	1 = Biological father 2 = Stepfather 3 = Boyfriend/ significant other 4 = Foster father 5 = Relative (uncle, grand-father, etc.) 6 = Other
DADA8A	Char	Description of other relationship.	
DADA9	Num	How much time does he spend with child?	1 = None 2 = A little 3 = Some 4 = A lot
DADA10	Num	How much does second father figure show that he cares about child?	
DADA11	Num	How much does second father-figure contribute to everyday care, like feeding, dressing, and supervising his/ her activities?	
DADA12	Num	How much does second father-figure take care of financial needs?	
DADA13	Char	Interviewer initials.	
DADA14	Date	Date of interview.	

Daycare Experiences – DAYA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
DAYA1	Num	Does child go away from home to some sort of childcare arrangement on a regular basis?	0 = No 1 = Yes
DAYA1A	Num	Has child ever been in a childcare arrangement?	
DAYA2A	Num	What kind of childcare arrangement is it? – Child in day care center or pre-school.	
DAYA2B	Num	What kind of childcare arrangement is it? – Child in day care home. (non-relative)	
DAYA2C	Num	What kind of childcare arrangement is it? – Child in relative's care.	
DAYA2D	Num	What kind of childcare arrangement is it? – Child in play group; mother's morning out. (or other arrangement of less than 5 mornings per week)	
DAYA2E	Num	What kind of childcare arrangement is it? – Child in other childcare.	
DAYA3	Num	How long has child been in (OR was child in) a child arrangement that totaled more than 10 hours per week outside of home?	1 = < 1 year 2 = 1 – 2+ years 3 = 3 – 4+ years
DAYA4	Char	Interviewer initials.	
DAYA5	Date	Date of interview.	

Caregiver Demographics: Age 6 – DE6A			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
DE6A1	Date	Caregiver respondent date of birth.	
DE6A2	Num	Looking at this card, please tell me your racial or ethnic background.	1 = White 2 = Black 3 = Hispanic 4 = Native American Indian 5 = Asian 6 = Mixed race 7 = Other (specify)
DE6A2A	Char	Specify other racial-ethnic background.	
DE6A3	Num	What is your current marital status?	1 = Married 2 = Single, never married 3 = Separated 4 = Divorced 5 = Widowed
DE6A4	Num	What is the highest grade in school or year of college that you have completed?	0 = None 1 – 12 = Elementary School 13 – 16+ = College 17 – 20+ = Graduate/ Professional
DE6A5	Num	Did you get a high school diploma or pass a high school equivalency test?	0 = No 1 = Yes, received diploma 2 = Yes, passed Equivalency Test, or got GED

Caregiver Demographics: Age 6 – DE6A			
Variable Name	Format	Variable Description	Coding if Categorical
DE6A6	Num	Since high school have you received any other educational or training degrees or certificates? If so what?	0 = None (or part College) 1 = Vocational Certificate 2 = Associate (A.A., Jr. College) 3 = Bachelor's (B.A., A.B., or B.S.) 4 = Master's (M.A., M.S., M.B.A., M.P.H., etc.) 5 = Doctoral (Ph.D., M.D., J.D., D.D.S., etc.)
DE6A6A	Num	Are you currently a student?	0 = No
DE6A6A1	Num	Are you currently a full time student?	1 = Yes
DE6A7	Num	Which one of these best describes your current employment status?	1 = Regularly work full time, <u>35 or more hours/ week</u> 2 = Regularly work part-time, <u>less than 35 hours/ week</u> 3 = Work <u>sometimes</u> , when work is available 4 = Unemployed, <u>looking for work</u> 5 = Don't work because of <u>family responsibilities</u> 6 = Don't work because <u>retired</u> 7 = Don't work because of <u>illness or disability</u> 8 = Don't work because <u>don't want to work</u> 9 = Don't work because currently <u>a student</u> 10 = Other (specify)
DE6A7A	Char	Specify respondent's other employment status.	
DE6A8	Num	Employed person: Do you have more than one job?	0 = No 1 = Yes
DE6A9	Num	Employed person: What kind of work do you do on your (main) job? What are your main duties? What kind of company or place do you work for? [Get type of work and position.]	See Appendix C

Caregiver Demographics: Age 6 – DE6A			
Variable Name	Format	Variable Description	Coding if Categorical
DE6A9A	Num	Respondent's husband or boyfriend: What is the highest grade in school or year of college that he has completed?	0 = None 1 – 12 = Elementary School 13 – 16+ = College 17 – 20+ = Graduate/ Professional
DE6A9B	Num	Respondent's husband or boyfriend: Did he get a high school diploma or pass a high school equivalency test?	0 = No 1 = Yes, received Diploma 2 = Yes, passed Equivalency Test, or got GED
DE6A9C	Num	Respondent's husband or boyfriend: since high school has he received any other educational or training degrees or certificates? If so what?	0 = None (or part College) 1 = Vocational Certificate 2 = Associate (A.A., Jr. College) 3 = Bachelor's (B.A., A.B., or B.S.) 4 = Master's (M.A., M.S., M.B.A., M.P.H., etc.) 5 = Doctoral (Ph.D., M.D., J.D., D.D.S., etc.)
DE6A9D	Num	Respondent's husband or boyfriend: Is he currently a student?	0 = No 1 = Yes
DE6A9D1	Num	Respondent's husband or boyfriend: Is he a full time student?	

Caregiver Demographics: Age 6 – DE6A			
Variable Name	Format	Variable Description	Coding if Categorical
DE6A10	Num	Respondent's husband or boyfriend: Which one of these best describes his current employment status?	1 = Regularly work full time, <u>35 or more hours/ week</u> 2 = Regularly work part-time, <u>less than 35 hours/ week</u> 3 = Work <u>sometimes</u> , when work is available 4 = Unemployed, <u>looking for work</u> 5 = Don't work because of <u>family responsibilities</u> 6 = Don't work because <u>retired</u> 7 = Don't work because of <u>illness or disability</u> 8 = Don't work because <u>don't want to work</u> 9 = Don't work because currently <u>a student</u> 10 = Other
DE6A10A	Char	Respondent's husband or boyfriend: Specify other employment status.	
DE6A11	Num	Respondent's husband or boyfriend: Does he have more than one job?	0 = No 1 = Yes
DE6A12	Num	Respondent's husband or boyfriend: What kind of work does he do on his main job? What kind of company or place does he work for? [Get type of work and position.]	See Appendix C

Caregiver Demographics: Age 6 – DE6A			
Variable Name	Format	Variable Description	Coding if Categorical
DE6A13	Num	What is the total family income from all sources after all taxes and deductions are taken out? Estimate how much it is per year or per month or per week.	1 = < \$5,000 per year 2 = \$5,000 – \$9,999 per year 3 = \$10,000 – \$14,999 per year 4 = \$15,000 – \$19,999 per year 5 = \$20,000 – \$24,999 per year 6 = \$25,000 – \$29,999 per year 7 = \$30,000 – \$34,999 per year 8 = \$35,000 – \$39,999 per year 9 = \$40,000 – \$44,999 per year 10 = \$45,000 – \$49,999 per year 11 = > \$50,000 per year
DE6A14	Num	How many people including yourself are dependent on this income?	0 – 99
DE6A15A	Num	Respondent's source of income: Work done by respondent?	0 = No 1 = Yes
DE6A15B	Num	Respondent's source of income: Work done other adults in home?	
DE6A15C	Num	Respondent's source of income: Work done by adults not in home?	
DE6A15D	Num	Respondent's source of income: Work done by children? (under 18)	
DE6A15E	Num	Respondent's source of income: Child support for any child?	
DE6A15F	Num	Respondent's source of income: AFDC?	
DE6A15G	Num	Respondent's source of income: Disability check?	
DE6A15H	Num	Respondent's source of income: Unemployment?	
DE6A15I	Num	Respondent's source of income: Workman's compensation?	
DE6A15J	Num	Respondent's source of income: Social Security/ Retirement?	
DE6A15K	Num	Respondent's source of income: Other source of income?	
DE6A15K1	Char	Respondent's source of income: Description of other source of income.	

Caregiver Demographics: Age 6 – DE6A			
Variable Name	Format	Variable Description	Coding if Categorical
DE6A16	Num	What religion are you?	0 = No religion 1 = Catholic 2 = Jewish 3 = Islamic/ Moslem 4 = Protestant (specify Denomination) 5 = Christian – Non-denominational 6 = Other (specify)
DE6A16A	Char	Respondent's Protestant denomination.	
DE6A16B	Char	Respondent's Other religious affiliation.	
DE6A17	Num	In the last year, how often did you attend religious or spiritual services?	0 = Never 1 = 1 – 2 times 2 = 3 – 12 times 3 = 2 – 3 times a month 4 = Once a week 5 = > Once a week
DE6A18	Num	How important are your religious or spiritual beliefs in the way you raise your children?	1 = Not important 2 = Somewhat important 3 = Very important
DE6A19	Char	Interviewer initials.	
DE6A20	Date	Date of interview.	

Caregiver Demographics: Age 0 – 4 – DEMA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
DEMA1	Num	What is the highest grade in school or year of college that you completed?	0 = None 1 – 12 = Elementary School 13 – 16+ = College 17 – 20+ = Graduate/ Professional
DEMA2	Num	Did you get a high school diploma or pass a high school equivalency test?	0 = No 1 = Diploma 2 = Equivalency Test, GED
DEMA3	Num	Since high school have you received any other educational or training degrees or certificates? If so, what? (Do not read list. Record Highest Level)	0 = None (or part college) 1 = Vocational Certificate 2 = Associate (A.A., Jr. College) 3 = Bachelor's (B.A., A.B., or B.S.) 4 = Master's (M.A., M.S., M.S.W., etc.) 5 = Doctoral (Ph.D., M.D., J.D., D.D.S., etc.)

Caregiver Demographics: Age 0 – 4 – DEMA			
Variable Name	Format	Variable Description	Coding if Categorical
DEMA4	Num	Are you currently employed full time, part-time, unemployed, retired and not working, a student, a homemaker, or are you disabled or too ill to work?	1 = Employed full time 2 = Employed part-time 3 = Unemployed, looking for work 4 = Retired and not working 5 = Student 6 = Homemaker 7 = Disabled or too ill to work 8 = Other
DEMA5	Num	Do you have more than one job?	0 = No 1 = Yes
DEMA6	Num	What kind of work do you do on your (main) job? OR What are your main duties on your job?	See Appendix C
DEMA6B	Num	Do you have a husband or male partner who lives with you and your family?	0 = No 1 = Yes
DEMA7	Num	Is he currently employed full time, part-time, unemployed, retired and not working, a student, a homemaker, or are you disabled or too ill to work?	1 = Employed full time 2 = Employed part-time 3 = Unemployed, looking for work 4 = Retired and not working 5 = Student 6 = Homemaker 7 = Disabled or too ill to work 8 = Other (specify)
DEMA8	Num	Does he have more than one job?	0 = No 1 = Yes
DEMA9	Num	What kind of work does he do on his (main) job? Or what are his main duties on his job?	See Appendix C

Caregiver Demographics: Age 0 – 4 – DEMA			
Variable Name	Format	Variable Description	Coding if Categorical
DEMA10	Num	Family's total income: Which of the following best describes your family income after deductions? If you don't know exactly your best guess is okay.	1 = < \$5,000 per year 2 = \$5,000 – \$10,000 per year 3 = \$10,000 – \$15,000 per year 4 = \$15,000 – \$20,000 per year 5 = \$20,000 – \$25,000 per year 6 = \$25,000 – \$30,000 per year 7 = \$30,000 – \$35,000 per year 8 = \$35,000 – \$40,000 per year 9 = \$40,000 – \$45,000 per year 10 = \$45,000 – \$50,000 per year 11 = > \$50,000 per year
DEMA11	Num	Including yourself, children, and people over 18, how many people are dependent on this income?	0 – 99
DEMA12A	Num	Source income: Which ones are sources of income for your household? – Work done by you.	0 = No 1 = Yes
DEMA12B	Num	Source income: Which ones are sources of income for your household? – Work done by other adults in home.	
DEMA12C	Num	Source income: Which ones are sources of income for your household? – Work done by other adults not in home.	
DEMA12D	Num	Source income: Which ones are sources of income for your household? – Work done by children (under 18).	
DEMA12E	Num	Source income: Which ones are sources of income for your household? – Child support for any child.	
DEMA12F	Num	Source income: Which ones are sources of income for your household? – AFDC.	
DEMA12G	Num	Source income: Which ones are sources of income for your household? – Disability check.	
DEMA12H	Num	Source income: Which ones are sources of income for your household? – Unemployment.	
DEMA12I	Num	Source income: Which ones are sources of income for your household? – Workman's Compensation.	

Caregiver Demographics: Age 0 – 4 – DEMA			
Variable Name	Format	Variable Description	Coding if Categorical
DEMA12J	Num	Source income: Which ones are sources of income for your household? – Social security Retirement.	0 = No 1 = Yes
DEMA12K	Num	Source income: Which ones are sources of income for your household? – Other. (specify)	
DEMA13A	Num	Besides the income talked about, does anyone in your household receive Medicaid?	
DEMA13B	Num	Besides the income talked about, does anyone in your household receive WIC?	
DEMA13C	Num	Besides the income talked about, does anyone in your household receive Food Stamps?	
DEMA14	Num	Do you or any member of your household, receive any Housing Assistance, either through public or another housing program?	
DEMA15	Date	Caregiver Respondent date of birth.	
DEMA17	Num	What is the language you most often speak at home?	1 = English 2 = Spanish 3 = Other (specify)
DEMA18	Num	Looking at this card, please tell me your racial or ethnic background.	1 = White 2 = Black 3 = Hispanic 4 = Native American 5 = Asian 6 = Mixed Race 7 = Other (specify)
DEMA19	Num	What is your current legal marital status?	1 = Married 2 = Single 3 = Separated 4 = Divorced 5 = Widowed
DEMA20	Num	Do you consider yourself part of a religious or spiritual group? IF SO, what type?	1 = Catholic 2 = Jewish 3 = Islamic (Moslem) 4 = Protestant: Denomination 5 = Christian- Non- denominational 6 = Other (specify) 7 = No religion

Caregiver Demographics: Age 0 – 4 – DEMA			
Variable Name	Format	Variable Description	Coding if Categorical
DEMA21	Num	In the last year, how often did you attend religious or spiritual services?	0 = Never 1 = Once or twice a year 2 = Several times a year 3 = Several times a month 4 = Once a week 5 = > Once a week
DEMA22	Num	How important are your religion or spiritual beliefs in the way you raise your child(ren)?	1 = Not important 2 = Somewhat important 3 = Very important
DEMA23	Char	Interviewer initials.	
DEMA24	Date	Date of interview.	

CES-D Scale – DEPA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4,6 MW = 1,4,6 SO = 4,6 SW = 4,6 NW = 0,1,2,3,4,6
DEPA1	Num	In the last week: I was bothered by things that usually don't bother me.	0 = Rarely or none of the time (or < 1day) 1 = Some or a little of the time (or 1 – 2 days) 2 = Occasionally or a moderate amount of time (or 3 – 4 days) 3 = Most or all of the time (or 5 – 7 days)
DEPA2	Num	In the last week: I did not feel like eating; my appetite was poor.	
DEPA3	Num	In the last week: I felt that I could not shake off the blues even with help from my family and friends.	
DEPA4	Num	In the last week: I felt that I was just as good as other people.	
DEPA5	Num	In the last week: I had trouble keeping my mind on what I was doing.	
DEPA6	Num	In the last week: I felt depressed.	
DEPA7	Num	In the last week: I felt everything I did was an effort.	
DEPA8	Num	In the last week: I felt hopeful about the future.	
DEPA9	Num	In the last week: I thought my life had been a failure.	
DEPA10	Num	In the last week: I felt fearful.	
DEPA11	Num	In the last week: My sleep was restless.	
DEPA12	Num	In the last week: I was happy.	
DEPA13	Num	In the last week: I talked less than usual.	
DEPA14	Num	In the last week: I felt lonely.	
DEPA15	Num	In the last week: People were unfriendly.	
DEPA16	Num	In the last week: I enjoyed life.	
DEPA17	Num	In the last week: I had crying spells.	
DEPA18	Num	In the last week: I felt sad.	
DEPA19	Num	In the last week: I felt people disliked me.	
DEPA20	Num	In the last week: I could not get going.	
DEPA21	Char	Interviewer initials.	
DEPA22	Date	Date of interview.	

Everyday Stressors Index – ESIA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
ESIA1	Num	How much are you worried, upset or bothered from day to day re: Too many responsibilities?	1 = Not at all bothered 2 = A little bothered 3 = Somewhat bothered 4 = Bothered a great deal
ESIA2	Num	How much are you worried, upset or bothered from day to day re: Taking care of family members other than your children?	
ESIA3	Num	How much are you worried, upset or bothered from day to day re: Owing money or getting credit?	
ESIA4	Num	How much are you worried, upset or bothered from day to day re: Problems with child(ren)'s behavior?	
ESIA5	Num	How much are you worried, upset or bothered from day to day re: Not enough money for basic necessities, such as clothing, housing, food, and health care.	
ESIA6	Num	How much are you worried, upset or bothered from day to day re: Not enough time to do the things you want to?	
ESIA7	Num	How much are you worried, upset or bothered from day to day re: Problems with transportation?	
ESIA8	Num	How much are you worried, upset or bothered from day to day re: Problems with your job or with not having a job?	
ESIA9	Num	How much are you worried, upset or bothered from day to day re: Disagreements with others over discipline of your child(ren)?	
ESIA10	Num	How much are you worried, upset or bothered from day to day re: Problems with housing?	
ESIA11	Num	How much are you worried, upset or bothered from day to day re: Concerns about the health of a family member? (not including your children)	
ESIA12	Num	How much are you worried, upset or bothered from day to day re: Concerns about how your child(ren) is/ are doing in school/day care?	

Everyday Stressors Index – ESIA			
Variable Name	Format	Variable Description	Coding if Categorical
ESIA13	Num	How much are you worried, upset or bothered from day to day re: Problems with friends and neighbors?	1 = Not at all bothered 2 = A little bothered 3 = Somewhat bothered 4 = Bothered a great deal
ESIA14	Num	How much are you worried, upset or bothered from day to day re: Concerns about your child(ren)'s health?	
ESIA15	Num	How much are you worried, upset or bothered from day to day re: Problems getting along with your family?	
ESIA16	Num	How much are you worried, upset or bothered from day to day re: Problems with being married/ single?	
ESIA17	Num	How much are you worried, upset or bothered from day to day re: Feeling safe in your neighborhood?	
ESIA18	Num	How much are you worried, upset or bothered from day to day re: Difficulties with your child(ren)'s father?	
ESIA19	Num	How much are you worried, upset or bothered from day to day re: Problems holding a job?	
ESIA20	Num	How much are you worried, upset or bothered from day to day re: Trouble finding employment?	
ESIA21	Char	Interviewer initials.	
ESIA22	Date	Date of interview.	

Family APGAR – FAMA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4,6 (6= New Subjects) SW = 4 NW = 0,1,2,3,4
FAMA1	Num	I am satisfied that I can turn to my family for help when something is troubling.	1 = Hardly ever 2 = Some of the time 3 = Almost always
FAMA2	Num	I am satisfied about the way my family talks over things with me and shares problems with me.	
FAMA3	Num	I am satisfied that my family accepts and supports my wishes to take on new activities or directions.	
FAMA4	Num	I am satisfied with the way my family expresses affection, and responds to my emotions, such as anger, sorrow, or love.	
FAMA5	Num	I am satisfied with the way my family and I share time together.	
FAMA6	Char	Interviewer initials.	
FAMA7	Date	Date of interview.	

Household Composition – HOMA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4,6 MW = 1,4,6 SO = 4,6 SW = 4,6 NW = 0,1,2,3,4,6
HOMA1A	Num	Number of people in relationship to child: Biological mother in home.	0 – 99
HOMA1B	Num	Number of people in relationship to child: Adoptive mother in home.	
HOMA1C	Num	Number of people in relationship to child: Stepmother in home.	
HOMA1D	Num	Number of people in relationship to child: Foster mother in home.	
HOMA1E	Num	Number of people in relationship to child: Grandmothers in home.	
HOMA1F	Num	Number of people in relationship to child: Father's partner in home.	
HOMA1G	Num	Number of people in relationship to child: Sisters (18 or older) in home.	
HOMA1H	Num	Number of people in relationship to child: Other adult female relatives in home.	
HOMA1I1	Num	Number of people in relationship to child: Non-relative adult females in home.	
HOMA1I2	Num	Number of people in relationship to child: Biological father in home.	
HOMA1J	Num	Number of people in relationship to child: Adoptive father in home.	
HOMA1K	Num	Number of people in relationship to child: Stepfather in home.	
HOMA1L	Num	Number of people in relationship to child: Foster father in home.	
HOMA1M	Num	Number of people in relationship to child: Grandfathers in home.	
HOMA1N	Num	Number of people in relationship to child: Mother's partner in home.	

Household Composition – HOMA			
Variable Name	Format	Variable Description	Coding if Categorical
HOMA1O	Num	Number of people in relationship to child: Brothers 18 or older in home.	0 – 99
HOMA1P	Num	Number of people in relationship to child: Other adult male relatives in home.	
HOMA1Q	Num	Number of people in relationship to child: Male adult non-relatives in home.	
HOMA1R	Num	Number of people in relationship to child: Sister, half sister under 18 in home.	
HOMA1S	Num	Number of people in relationship to child: Step-sisters under 18 in home.	
HOMA1T	Num	Number of people in relationship to child: Other female relatives under 18 in home.	
HOMA1U	Num	Number of people in relationship to child: Other female non-relatives under 18 in home.	
HOMA1V	Num	Number of people in relationship to child: Brother, half brother under 18 in home.	
HOMA1W	Num	Number of people in relationship to child: Step-brothers under 18 in home.	
HOMA1X	Num	Number of people in relationship to child: Other male relatives under 18 in home.	
HOMA1Y	Num	Number of people in relationship to child: Other male non-relatives under 18 in home.	
HOMA2	Num	Is child the oldest child living in the home right now?	0 = No 1 = Yes
HOMA3	Num	How many people live in child's household right now? (including child)	0 – 99
HOMA4	Num	Is respondent currently living in a "spouse-like" relationship with...?	1 = No adult mate 2 = Wife 3 = Male partner 4 = Female partner
HOMA5	Char	Interviewer initials.	
HOMA6	Date	Date of interview.	

Health Opinion Survey – HOSA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4,6 (6 = New Subjects) SW = 4 NW = 0,1,2,3,4
HOSA1	Num	Do your hands ever tremble enough to bother you?	1 = Hardly ever or never 2 = Sometimes 3 = Often
HOSA2	Num	Are you troubled by your hands or feet sweating so that they feel damp and clammy?	
HOSA3	Num	Are you bothered by your heart beating hard?	
HOSA4	Num	Do you tend to feel tired in the morning?	
HOSA5	Num	Do you have trouble getting to sleep or staying asleep?	
HOSA6	Num	How often are you bothered by an upset stomach?	
HOSA7	Num	Are you bothered by nightmares? (dreams that frighten or upset you)	
HOSA8	Num	Are you ever troubled by “cold sweats”? (feel a chill, but are sweating at the same time)	
HOSA9	Num	Do you feel that you are bothered by all sorts (different kind) of ailments in different parts of your body?	
HOSA10	Num	Do you have loss of appetite?	
HOSA11	Num	Does ill health affect the amount of work (or housework) that you do?	
HOSA12	Num	Do you ever feel weak all over?	
HOSA13	Num	Do you feel spells of dizziness?	
HOSA14	Num	Do you tend to lose weight when you worry?	
HOSA15	Num	Are you bothered by shortness of breath when you are not exercising or working hard?	
HOSA16	Num	Do you feel healthy enough to carry out the things that you would like to do?	
HOSA17	Num	Do you smoke a lot?	
HOSA18	Num	Do you have any particular physical or health trouble?	

Health Opinion Survey – HOSA			
Variable Name	Format	Variable Description	Coding if Categorical
HOSA19	Num	Are you ever bothered by nervousness?	1 = Hardly ever or never 2 = Sometimes 3 = Often
HOSA20	Num	Have you ever felt that you were going to have a nervous breakdown?	
HOSA21	Char	Interviewer initials.	
HOSA22	Date	Date of interview.	

Infant Characteristics Questionnaire – ICQA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	MW = Mid West NW = North West
VISIT	Num	Visit Number	MW = 1 NW = 0,1,2
ICQA1	Num	Infant behavior: How easy or difficult is (was) it for you to calm or soothe your baby when he/ she is upset?	Likert Scale: 1 = Very easy 4 = About average 7 = Difficult
ICQA2	Num	Infant behavior: How easy or difficult is it for you to predict when he/ she will go to sleep and wake up?	
ICQA3	Num	Infant behavior: How easy or difficult is it for you to predict when he/ she will become hungry?	
ICQA4	Num	Infant behavior: How easy or difficult is it for you to know what's bothering him/ her when he/ she cries or fusses?	
ICQA5	Num	Infant behavior: How many times per day, on the average did your baby get fussy and irritable for either short or long periods of time?	1 = Never 2 = 1 – 2 times a day 3 = 3 – 4 times a day 4 = 5 – 6 times a day 5 = 7 – 9 times a day 6 = 10 – 14 times a day 7 = >15 times
ICQA6	Num	Infant behavior: How much does he/ she cry and fuss in general?	Likert Scale: 1 = Very little 4 = Average amount; as much as the average baby 7 = A lot; much more than the average baby
ICQA7	Num	Infant behavior: How did he/ she respond to his/ her first bath?	Likert scale: 1 = Very well baby loved 4 = Neither liked it nor disliked it 7 = Terribly – didn't like

Infant Characteristics Questionnaire – ICQA			
Variable Name	Format	Variable Description	Coding if Categorical
ICQA8	Num	Infant behavior: How did he/ she respond to his/ her first solid food?	Likert Scale 1 = Very favorably, liked it immediately 4 = Neither liked nor disliked it 7 = Very negatively didn't like it at all
ICQA9	Num	Infant behavior: How did your baby typically respond to a new person?	Likert Scale: 1 = Almost always responded favorably 4 = Responded favorably about half the time 7 = Almost always responded negatively at first
ICQA10	Num	Infant behavior: How well did your baby adapt to a new place?	Likert Scale: 1 = Almost always responded favorably 4 = Responded favorably about half the time 7 = Almost always responded negatively at first
ICQA11	Num	Infant behavior: How well did your baby adapt to things (such as in items 7 –10) eventually?	Likert Scale: 1 = Very well, always liked it eventually 4 = Ended up liking it about half the time 7 = Almost always disliked it in the end
ICQA12	Num	Infant behavior: How easily did your infant get upset?	Likert Scale: 1 = Very hard to upset- even by things that upset most babies 4 = About average 7 = Very easily upset by things that wouldn't bother most babies

Infant Characteristics Questionnaire – ICQA			
Variable Name	Format	Variable Description	Coding if Categorical
ICQA13	Num	Infant behavior: When your baby got upset (e.g., before feeding, during diapering, etc.), how vigorously or loudly did he/ she cry and fuss?	Likert Scale: 1 = Very mild 4 = Moderate intensity or loudness 7 = Very loud or intense, really cuts loose
ICQA14	Num	Infant behavior: How did your baby react when you were dressing him/ her?	Likert Scale: 1 = Very well-liked it 4 = About average- didn't mind it 7 = Didn't like it at all
ICQA15	Num	Infant behavior: How active was your baby in general?	Likert Scale: 1 = Very calm and quiet 4 = Average 7 = Very active and vigorous
ICQA16	Num	Infant behavior: How much did your baby smile make happy sounds?	Likert Scale: 1 = A great deal, much more than most infants 4 = An average amount 7 = Very little; much less than most infants
ICQA17	Num	Infant behavior: What kind of mood was your baby generally in?	Likert Scale: 1 = Very happy and cheerful 4 = Neither serious nor cheerful 7 = Serious
ICQA18	Num	Infant behavior: How much did your baby enjoy playing games with you?	Likert Scale: 1 = A great deal, really loved it 4 = About average 7 = Very little, didn't like it very much

Infant Characteristics Questionnaire – ICQA			
Variable Name	Format	Variable Description	Coding if Categorical
ICQA19	Num	Infant behavior: How much did your baby want to be held?	Likert Scale: 1 = Wanted to be free most of the time 4 = Sometimes wanted to be held; sometimes not 7 = A great deal; wanted to be held almost all the time
ICQA20	Num	Infant behavior: How did your baby respond to disruptions and changes in the everyday routine, such as when you went to church or a meeting, on trips?	Likert Scale: 1 = Very favorably, didn't get upset 4 = About average 7 = Very unfavorably, got upset
ICQA21	Num	Infant behavior: How easy was it for you to predict when your baby needs a diaper change?	Likert Scale: 1 = Very easy 4 = About average 7 = Very difficult
ICQA22	Num	Infant behavior: How changeable was your baby's mood?	Likert Scale: 1 = Changed seldom 4 = About average 7 = Changed often and rapidly
ICQA23	Num	Infant behavior: How excited did your baby become when people played with or talked to him/her?	Likert Scale: 1 = Very excited 4 = About average 7 = Not at all
ICQA24	Num	Infant behavior: Please rate the overall degree of difficulty your baby would have presented for the average mom?	Likert Scale: 1 = Super easy 4 = Ordinary, some problems 7 = Highly difficult to deal with
ICQA25	Char	Interviewer initials.	
ICQA26	Date	Date of interview.	

LONGSCAN MASTER LIST OF VALID ID – IDS_XXXX *			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
STATINIT	Char	MALTX STATUS AT INITIAL RECRUITMENT	0 = Unknown 1 = SO – High risk birth not reported by Age 4 interview 2 = SO – Not high risk birth not reported 3 = SO – High risk birth and reported 4 = SO – Not high risk but reported 5 = EA – FTT 6 = EA – Drug or HIV exposed in Utero 8 = EA – Clinic Controls 9 = MW – Child in Long-term Family Treatment 10 = MW – Reported and usual care 11 = MW – Neighborhood control 12 = NW – Reported, unsubstantiated 13 = NW – Reported, substantiated 14 = SW – Reported, foster care, still in Non-kin foster care at age 4 15 = SW – Reported, foster care, still in kin foster care at age 4 16 = SW – Reported foster care, adopted by non-kin at age 4 17 = SW – Reported care, adopted by kin at age 4 18 = SW – Reported, foster care, reunified with biological parent at age 4

LONGSCAN MASTER LIST OF VALID ID – IDS_XXXX *			
Variable Name	Format	Variable Description	Coding if Categorical
SUBJDOB	Date	Subject Child's Date of Birth.	MMDDYY
SUBJGEND	Num	Subject Child's Gender.	1 = Male 2 = Female
DEAD	Num	Death of Subject	1 = Yes 0 = No
DATEDIED	Num	Date of Subject's Death	MMDDYY
LSRACE	Num	Child's Race as Reported at Baseline	1 = White 2 = Black 3 = Hispanic 4 = Native American 5 = Asian 6 = Mixed Race 7 = Other
CH_Age 4	Num	Child Interview at Age 4	1 = Yes 0 = No
CH_Age 6	Num	Child Interview at Age 6	
CH_Age 8	Num	Child Interview at Age 8	
CH_Age12	Num	Child Interview at Age 12	
CH_Age14	Num	Child Interview at Age 14	
CG_Age 4	Num	Caregiver Interview at Age 4	
CG_Age 6	Num	Caregiver Interview at Age 6	
CG_Age 8	Num	Caregiver Interview at Age 8	
CH_Age12	Num	Caregiver Interview at Age 12	
CH_Age14	Num	Caregiver Interview at Age 14	

* XXXX reflects the date of the latest retrieval. For example, IDS_0210 refers to data retrieved through October, 2002

Interviewer Ratings of Child: Age 6 – IRCA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
IRCA1	Num	Interviewer's impressions re: Appearance of child-neatness.	Likert Scale: 1 = Neat 5 = Sloppy
IRCA2	Num	Interviewer's impressions re: Appearance of child-rested.	Likert Scale: 1 = Rested 5 = Tired
IRCA3	Num	Interviewer's impressions re: Appearance of child – attractiveness.	Likert Scale: 1 = Very attractive 5 = Not attractive
IRCA4	Num	Interviewer's impressions during interview: Child understood directions.	1 = Not at all 2 = A little
IRCA5	Num	Interviewer's impressions during interview: Child attends to tasks/ questions.	3 = Somewhat 4 = Pretty much 5 = Completely
IRCA6	Char	How was the interview conducted?	A = Privately, without external interruptions B = Privately, with interruptions C = With parent or other observer present D = With extensive interruptions/ in a chaotic environment
IRCA7A	Num	What was the validity of the administration of PRESS?	1 = Valid 2 = Questionable 3 = Not valid 4 = Not administered
IRCA7A1	Char	Reason for validity of the administration of Press.	

Interviewer Ratings of Child: Age 6 – IRCA			
Variable Name	Format	Variable Description	Coding if Categorical
IRCA7B	Num	What was the validity of the administration of Block Design?	1 = Valid 2 = Questionable 3 = Not valid 4 = Not administered
IRCA7B1	Char	Reason for validity of the administration of Block Design	
IRCA7C	Num	What was the validity of the administration of Vocabulary?	1 = Valid 2 = Questionable 3 = Not valid 4 = Not administered
IRCA7C1	Char	Reason for validity of the administration of Vocabulary.	
IRCA7D	Num	What was the validity of the administration of CEV16?	1 = Valid 2 = Questionable 3 = Not valid 4 = Not administered
IRCA7D1	Char	Reason for validity of the administration of CEV16.	
IRCA7E	Num	What was the validity of the administration of PCS16/PCKA?	1 = Valid 2 = Questionable 3 = Not valid 4 = Not administered
IRCA7E1	Char	Reason for validity of the administration of PCS16/PCKA.	
IRCA7F	Num	What was the validity of the administration of LSD16?	1 = Valid 2 = Questionable 3 = Not valid 4 = Not administered
IRCA7F1	Char	Reason for validity of the administration of LSD16.	
IRCA7G	Num	What was the validity of the administration of ISF10?	1 = Valid 2 = Questionable 3 = Not valid 4 = Not administered
IRCA7G1	Char	Reason for validity of ISF10.	
IRCA8	Char	Interviewer initials.	
IRCA9	Date	Date of interview.	

Initial Recruitment Information – IRIA			
Variable Name	Format	Variable Description	Coding if Categorical
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
ID	Char	Initial ID Assignment (NOT THE LONGSCAN Subject ID)	
VISIT	Num	Visit Number	EA = 1,4,6 MW = 1,2,3 SO = 1,6 SW = 1,3,4,5,6 NW = 1,2,3,4
IRIA1	Date	Subject Child's date of birth.	
IRIA2	Date	Initial contact date.	
IRIA3	Num	Initial Contact's relationship to child.	1 = Biological mother 2 = Adoptive mother 3 = Foster mother 4 = Stepmother 5 = Grandmother 6 = Father 7 = Other relative 8 = Other male relative 9 = Caseworker 10 = Unknown
IRIA4	Num	Child's race.	1 = White 2 = Black 3 = Hispanic 4 = Native American 5 = Asian 6 = Mixed 7 = Other (specify) 8 = Unknown
IRIA4A	Num	Source of response to Question4.	1 = Respondent 2 = Other (specify)
IRIA5	Num	Child's gender.	1 = Male 2 = Female
IRIA6	Num	Has child been reported to DSS/ CPS?	0 = No 1 = Yes 2 = Unknown

Initial Recruitment Information – IRIA			
Variable Name	Format	Variable Description	Coding if Categorical
IRIA7	Num	How many times has child been reported to DSS/CPS to date?	1 = 1 – 3 2 = 4 – 6 3 = > 6 4 = Unknown
IRIA8	Num	Termination of parental rights.	0 = No 1 = Yes 2 = No evidence/ unknown
IRIA8A	Date	Date of termination of parental rights.	
IRIA9	Num	Child currently resides with...	1 = Biological parent(s) 2 = Extended family 3 = Adoptive family 4 = Foster family 5 = Group home 6 = Unknown 7 = Other (specify)
IRIA9A	Num	Is this a court-mandated placement?	0 = No 1 = Yes 2 = Unknown
IRIA10	Num	Child's legal custodian.	1 = Biological parent(s) 2 = CPS/DDS 3 = Unknown 4 = Other (specify)
IRIA11	Num	Agrees to participate at recruitment.	0 = No 1 = Yes
IRIA12	Char	Source of refusal.	A = Child B = Biological mother C = Biological father D = Adoptive mother E = Adoptive father F = Foster mother G = Foster father H = Other (specify)
IRIA13	Num	Type or reason for refusal.	1 = Hostile refusal 2 = Not interested 3 = Too busy 4 = Other (specify)
IRIA14	Num	Follows through, completes baseline interview.	1 = Yes 2 = No

Initial Recruitment Information – IRIA			
Variable Name	Format	Variable Description	Coding if Categorical
IRIA15	Num	If no, (i.e. does not follow through) reason for non-participation.	1 = Unable to locate 2 = Moved out of catchment area 3 = Uncooperative 4 = Child did not meet criteria (specify) 5 = Study-initiated lack of follow-through (specify) 6 = Other 7 = Unknown
IRIA16	Char	Interviewer initials.	
IRIA17	Date	Date of interview.	
IRIA18	Char	LONGSCAN Subject ID	

Inventory of Supportive Figures – ISFA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
ISFA1	Num	In your life has there been any adult who has been especially to you?	0 = No 1 = Yes
ISFA2	Num	Who has been the most helpful adult?(identify relationship to child)	10 = Mother 11 = Stepmother 12 = Foster mother 13 = Grandmother 14 = Father's girlfriend 15 = Sister 16 = Other female relative 17 = Adult female friend 20 = Father 21 = Stepfather 22 = Foster father 23 = Grandfather 24 = Mother's boyfriend 25 = Brother 26 = Other male relative 27 = Adult male friend 29 = Other relative, gender unknown 30 = Babysitter 31 = Teacher 32 = Therapist 33 = School Counselor 34 = Pastor/ Clergy/ Rabbi 35 = Caseworker 36 = Victim Advocate 37 = Physician/ Nurse 40 = Other (specify)

Inventory of Supportive Figures – ISFA			
Variable Name	Format	Variable Description	Coding if Categorical
ISFA2A	Char	Other helpful adult to child.	
ISFA3	Char	How has s/he helped?	
ISFA4A	Num	Helpful adult: How much has adult shown you that s/he cares about you?	0 = Not at all 1 = A little 2 = Some 3 = A lot
ISFA4B	Num	Helpful adult: How much has adult explained things to you, told you things that you need to know, or helped you solve a problem?	
ISFA4C	Num	Helpful adult: How much has adult spent time with you?	
ISFA4D	Num	Helpful adult: How much has adult helped you get food, clothes, and other things you need?	
ISFA5	Num	Has there been another adult who has been helpful to you?	0 = No 1 = Yes
ISFA6	Num	Who is this other adult who has been helpful to you?	10 = Mother 11 = Stepmother 12 = Foster mother 13 = Grandmother 14 = Father's girlfriend 15 = Sister 16 = Other female relative 17 = Adult female friend 20 = Father 21 = Stepfather 22 = Foster father 23 = Grandfather 24 = Mother's boyfriend 25 = Brother 26 = Other male relative 27 = Adult male friend 29 = Other relative, gender unknown 30 = Babysitter 31 = Teacher 32 = Therapist 33 = School Counselor 34 = Pastor/ Clergy/ Rabbi 35 = Caseworker 36 = Victim Advocate 37 = Physician/ Nurse 40 = Other (specify)

Inventory of Supportive Figures – ISFA			
Variable Name	Format	Variable Description	Coding if Categorical
ISFA6A	Char	Identify relationship of other helpful adult #2 to child.	
ISFA7	Char	In what ways has other helpful adult #2 been helpful?	
ISFA8A	Num	Helpful adult #2: How much has adult shown that she/ he cares about you and what happens to you?	0 = Not at all 1 = A little 2 = Some 3 = A lot
ISFA8B	Num	Helpful adult #2: How much has adult explained things to you, told you about things you need to know, or helped you solve a problem?	
ISFA8C	Num	Helpful adult #2: How much time adult spent time with child?	
ISFA8D	Num	Helpful adult #2: How much has adult helped you get food, clothes, and other things you need?	
ISFA9	Num	Has there been another adult who has been helpful to you?	0 = No 1 = Yes

Inventory of Supportive Figures – ISFA			
Variable Name	Format	Variable Description	Coding if Categorical
ISFA10	Num	Who is this adult?	10 = Mother 11 = Stepmother 12 = Foster mother 13 = Grandmother 14 = Father's girlfriend 15 = Sister 16 = Other female relative 17 = Adult female friend 20 = Father 21 = Stepfather 22 = Foster father 23 = Grandfather 24 = Mother's boyfriend 25 = Brother 26 = Other male relative 27 = Adult male friend 29 = Other relative, gender unknown 30 = Babysitter 31 = Teacher 32 = Therapist 33 = School Counselor 34 = Pastor/ Clergy/ Rabbi 35 = Caseworker 36 = Victim Advocate 37 = Physician/ Nurse 40 = Other
ISFA10A	Char	Identify relationship of helpful adult #3 to child.	0 = Not at all 1 = A little 2 = Some 3 = A lot
ISFA11	Char	In what ways has adult #3 been helpful?	
ISFA12A	Num	Helpful adult #3: How much has adult shown that she/he cares about you and what happens to you?	
ISFA12B	Num	Helpful adult #3: How much has adult explained things to you, told you about things you need to know, or helped you solve a problem?	
ISFA12C	Num	Helpful adult #3: How much time adult spent time with child?	

Inventory of Supportive Figures – ISFA			
Variable Name	Format	Variable Description	Coding if Categorical
ISFA12D	Num	Helpful adult #3: How much has adult helped you get food, clothes, and other things you need?	0 = Not at all 1 = A little 2 = Some 3 = A lot
ISFA13	Num	Interviewer's description of child's mothering situation: Interviewer Note #1. (mother as Support Figure)	1 = Child's mother/ mother-figure was listed above as a support (Go to interviewer Note # 2) 2 = Child does not have a mother/mother-figure (Go to Interviewer Note # 2) 3 = Child has a mother or mother figure <u>who was not mentioned</u> as a support
ISFA14	Char	What about your mother, how helpful has she been to you?	
ISFA15A	Num	Mother: How much has mother shown that she cares about you and about what happens to you?	0 = Not at all 1 = A little 2 = Some 3 = A lot
ISFA15B	Num	Mother: How much has mother explained things to you, told you things you need to know, or helped you solve a problem?	
ISFA15C	Num	Mother: How much has mother spent time with you?	
ISFA15D	Num	Mother: How much has mother helped you get food, clothes, and other things you need?	
ISFA16	Num	Interviewer's description of child's fathering situation: Interviewer note #2. (Father as support Figure).	1 = Child's father/ father-figure was listed above as a support 2 = Child does not have a father/ father 3 = Child has a father or father- figure who was not mentioned as one of the first three support persons
ISFA17	Char	What about your father, how helpful has she been to you?	
ISFA18A	Num	Father: How much has father shown that she cares about you and about what happens to you?	0 = Not at all 1 = A little 2 = Some 3 = A lot
ISFA18B	Num	Father: How much has father explained things to you, told you things you need to know, or helped you solve a problem?	

Inventory of Supportive Figures – ISFA			
Variable Name	Format	Variable Description	Coding if Categorical
ISFA18C	Num	Father: How much has father spent time with you?	0 = Not at all 1 = A little 2 = Some 3 = A lot
ISFA18D	Num	Father: How much has father helped you get food, clothes, and other things you need?	
ISFA19	Num	Have there been any other adults who have been helpful to you?	0 = No 1 = Yes
ISFA20A	Char	Identify relationship of other helpful adult # 1 to child.	
ISFA20B	Char	Identify relationship of other helpful adult # 2 to child.	
ISFA20C	Char	Identify relationship of other helpful adult # 3 to child.	
ISFA21	Char	Interviewer initials.	
ISFA22	Date	Date of interview.	

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 1,2,3,5,6 SO = 5,6 SW = 3,5,6 NW = 1,2,3,5,6
LECA1	Num	Changes or important events: Did child <u>get a new brother or sister</u> in the past year?	0 = No 1 = Yes 2 = Don't Know
LECA1A	Char	Changes or important events: A new baby? (describe situation and relationship to child, i.e., born to or adopted by parent-figure, baby or older child, foster child, etc.)	
LECA1B	Char	Changes or important events: New sibling's name?	
LECA2	Num	Changes or important events: Are there <u>any (other) new babies</u> in child's home?	0 = No 1 = Yes 2 = Don't Know
LECA2A	Char	Changes or important events: Who is the new baby? (get relationship and name)	
LECA3	Num	Changes or important events: Did anybody in child's household <u>get married</u> in the past year?	0 = No 1 = Yes 2 = Don't Know
LECA3A	Num	Changes or important events: Did child's parent/ caregiver <u>get married</u> ?	0 = No 1 = Yes
LECA3B	Num	Changes or important events: Did anyone else <u>get married</u> ?	
LECA3B1	Char	Changes or important events: Who else in the household got married?	
LECA4	Num	Changes or important events: Did anybody <u>separate</u> ?	0 = No 1 = Yes 2 = Don't Know

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA4A	Num	Changes or important events: Did child's parent/ caregiver separate?	0 = No 1 = Yes
LECA4B	Num	Changes or important events: Did any other person in the household separate?	
LECA4B1	Char	Changes or important events: Who else in the household separated?	
LECA5	Num	Changes or important events: Did anybody <u>divorce</u> ?	0 = No 1 = Yes 2 = Don't Know
LECA5A	Num	Changes or important events: Did child parent/ caregiver divorce?	0 = No 1 = Yes
LECA5B	Num	Changes or important events: Did any other person in the household divorce?	
LECA5B1	Char	Changes or important events: Who else in the household divorced?	
LECA6	Num	Changes or important events: Did anybody <u>move out for some other reason</u> in the past year?	0 = No 1 = Yes 2 = Don't Know
LECA6A	Num	Changes or important events: Did child's parent/ caregiver move out for some reason?	0 = No 1 = Yes
LECA6B	Num	Changes or important events: Did any other person move out for some other reason?	0 = No 1 = Child's Parent/ Caregiver 2 = Other
LECA6B1	Char	Changes or important events: Who else move out for some other reason?	
LECA7	Num	Changes or important events: Did anybody (else) <u>move in?</u> (aside from new sibs or marriages mentioned above)	0 = No 1 = Yes 2 = Don't Know
LECA7A	Num	Changes or important events: Did child's parent or caregiver's boy/ girlfriend move in?	0 = No 1 = Yes
LECA7B	Num	Changes or important events: Who moved in? – Did any other person move in?	0 = No 1 = Parent/ Caregiver's boy or girlfriend 2 = Other
LECB7B1	Char	Changes or important events: Who else moved in?	

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA8	Num	Changes or important events: Did child <u>move with family</u> to new place?	0 = No 1 = Yes 2 = Don't Know
LECA8A	Num	Changes or important events: How many times?	0 – 99
LECA9	Num	Changes or important events: Did child move <u>away from family</u> for any reason?	0 = No 1 = Yes 2 = Don't Know
LECA9A1	Num	Changes or important events: Where did child move? - Number of times child moved to other parent.	0 – 99
LECA9A2	Num	Changes or important events: Where did child move? – Number of times child moved to other relative.	
LECA9A2A	Char	Changes or important events: Who? – Describe other relative.	
LECA9A3	Num	Changes or important events: Where did child move? – Number of times child moved to foster care. (including placement in group home or shelter)	0 – 99
LECA9A4	Num	Changes or important events: Where did child move? – Number of times child moved to other place.	
LECA9A4A	Char	Changes or important events: Where did child move? – Describe other place.	
LECA10	Num	Changes or important events: Was child ever homeless? (or did s/he live at a homeless shelter)	0 = No 1 = Yes 2 = Don't Know
LECA10A	Num	Changes or important events: For how many weeks was child ever homeless?	0 – 104
LECA11	Num	Changes or important events: Were you (or child's family) ever evicted this past year?	0 = No 1 = Yes 2 = Don't Know
LECA12	Num	Changes or important events: Did anyone close to child suffer a serious accident or illness in the past year?	
LECA12A1	Num	Changes or important events: Who suffered a serious accident or illness in the past year? – Mother.	0 = No 1 = Yes
LECA12A2	Num	Changes or important events: Who suffered a serious accident or illness in the past year? – Father.	

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA12A3	Num	Changes or important events: Who suffered a serious accident or illness in the past year? – Brother/ sister.	0 = No 1 = Yes
LECA12A4	Num	Changes or important events: Who suffered a serious accident or illness in the past year? – Someone else.	
LECA12A4A	Char	Changes or important events: Identify who was someone else who suffered a serious accident or illness in the past year?	
LECA13	Num	Changes or important events: Did anyone who was close to child die during the past year?	0 = No 1 = Yes 2 = Don't Know
LECA13A1	Num	Changes or important events: Did anyone who was close to child die during the past year? – Mother	0 = No 1 = Yes
LECA13A2	Num	Changes or important events: Did anyone who was close to child die during the past year? – Father/ father-figure.	
LECA13A3	Num	Changes or important events: Did anyone who was close to child die during the past year? – Brother/ sister.	
LECA13A4	Num	Changes or important events Did anyone who was close to child die during the past year? – Someone else.	
LECA13A4A	Char	Changes or important events: Describe who else.	
LECA13B	Char	Changes or important events: Did anyone who was close to child die during the past year? – When did this happen.	MM/YY
LECA14	Num	Changes or important events: Did child have a serious illness in this past year?	0 = No 1 = Yes 2 = Don't Know
LECA14A	Char	Changes or important events: Describe child's illness.	
LECA14B	Num	Changes or important events: Was s/he seen by doctor for this (these) illness(es) ?	0 = No 1 = Yes
LECA14C	Num	Changes or important events: Was s/he hospitalized overnight?	
LECA15	Num	Changes or important events: Did child suffer any kind of accident in this past year?	0 = No 1 = Yes 2 = Don't Know

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA15A	Char	Changes or important events: Describe the accident.	
LECA15A1	Num	Changes or important events: The number of times each type of accident occurred. – Poisoning.	0 – 99
LECA 15A2	Num	Changes or important events: The number of times each type of accident occurred. – Burn.	
LECA15A3	Num	Changes or important events: The number of times each type of accident occurred. – Choking, strangling, suffocating, drowning occurred.	
LECA15A4	Num	Changes or important events: The number of times each type of accident occurred. – Knocked out due to head injury occurred.	
LECA15A5	Num	Changes or important events: The number of times each type of accident occurred. – Other injury.	
LECA15A5A	Char	Changes or important events: Describe the other injury.	
LECA15B	Num	Changes or important events: Was s/he seen by a doctor for this (these) accident(s)?	0 = No 1 = Yes 2 = Don't Know
LECA15C	Num	Changes or important events: Was s/he hospitalized overnight for this (these) accident(s) in the past year?	
LECA16	Num	Changes or important events: Has your family (or child's family) been the victim of any property crimes this past year? (like house broken into, vandalism, car stolen, other property stolen)	
LECA17A	Num	Changes or important events: Was child required to be in court for any reason this past year?	
LECA17B	Num	Changes or important events: Code reason #1 why child went to court.	
LECA17C	Num	Changes or important events: Code reason #2 why child went to court.	1 = Defendant (child accused of a crime) 2 = Custody hearing 3 = Witness 4 = Victim
LECA17D	Num	Changes or important events: Code reason #3 why child went to court.	
LECA18A	Num	Changes or important events: Was anyone in child's family or household arrested in this past year?	
			0 = No 1 = Yes 2 = Don't Know

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA18B	Num	Changes or important events: Code person #1 who was arrested.	1 = Mother/ mother figure 2 = Father/ father figure 3 = Sibling 4 = Subject child 5 = Other
LECA18C	Num	Changes or important events: Code person #2 who was arrested.	
LECA18D	Num	Changes or important events: Code person #3 who was arrested.	
LECA19A	Num	Changes or important events: Was anyone in child's family or household jailed or imprisoned?	0 = No 1 = Yes 2 = Don't Know
LECA19B	Num	Changes or important events: Who was jailed or imprisoned in the past year? – Person #1.	1 = Mother/ mother figure 2 = Father/ father figure 3 = Sibling 4 = Subject child 5 = Other
LECA19C	Num	Changes or important events: Who was jailed or imprisoned in the past year? – Person #2.	
LECA19D	Num	Changes or important events: Who was jailed or imprisoned in the past year? – Person #3.	
LECA20	Num	Violence witnessed by child: In the last year, has child heard any loud, long arguments?	0 = No 1 = Yes 2 = Don't Know
LECA20A	Num	Violence witnessed by child: How many times has s/he seen this happen in the last year?	1 = One time 2 = 2 – 3 times 3 = ≥ 4 times
LECA20B	Num	Violence witnessed by child: Did this (or any of these) involve family members?	0 = No 1 = Yes
LECA21	Num	Violence witnessed by child: Has child seen anyone physically threatened with a weapon?	0 = No 1 = Yes 2 = Don't Know
LECA21A	Num	Violence witnessed by child: How many times has s/he seen anyone physically threatened with a weapon in the last year?	1 = One time 2 = 2 – 3 times 3 = ≥ 4 times
LECA21B	Num	Violence witnessed by child: Did physical threat with a weapon (or any of these) involve family members?	0 = No 1 = Yes
LECA21B1	Num	Violence witnessed by child: Was family member involved in weapon threat as a victim?	
LECA21B2	Num	Violence witnessed by child: Was family member involved in weapon threat as an aggressor?	

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA21B3	Num	Violence witnessed by child: Was family member involved in weapon threat in any other way? (specify)	0 = No 1 = Yes
LECA21B3A	Char	Violence witnessed by child: Describe family member's other involvement in weapon threat. (specify)	
LECA22	Num	Violence witnessed by child: Did s/he see anyone get shot or stabbed? (other than on TV or movies)	0 = No 1 = Yes 2 = Don't Know
LECA22A	Num	Violence witnessed by child: How many times did s/he see shooting or stabbing happen in the last year?	1 = One time 2 = 2 – 3 times 3 = ≥ 4 times
LECA22B	Num	Violence witnessed by child: Did shooting or stabbing (or any of these) involve family members?	0 = No 1 = Yes
LECA22B1	Num	Violence witnessed by child: Was family member involved in shooting or stabbing as a victim?	
LECA22B2	Num	Violence witnessed by child: Was family member involved in shooting or stabbing as an aggressor?	
LECA22B3	Num	Violence witnessed by child: Was family member involved in shooting or stabbing in any other way? (specify)	
LECA22B3A	Char	Violence witnessed by child: Describe family member's other involvement in shooting or stabbing.	
LECA23	Num	Violence witnessed by child: Has s/he seen someone killed or murdered?	0 = No 1 = Yes 2 = Don't Know
LECA23A	Num	Violence witnessed by child: How many times has s/he seen someone killed or murdered in the last year?	1 = One time 2 = 2 – 3 times 3 = ≥ 4 times
LECA23B	Num	Violence witnessed by child: Did killing or murder (or any of these) involve family members?	0 = No 1 = Yes
LECA23B1	Num	Violence witnessed by child: Was family member involved in killing or murder as a victim?	
LECA23B2	Num	Violence witnessed by child: Was family member involved in killing or murder as an aggressor.	

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA23B3	Num	Violence witnessed by child: Was family member involved in killing or murder in any other way? (specify)	0 = No 1 = Yes
LCA23B3A	Char	Violence witnessed by child: Describe family member's other involvement in killing or murder.	
LECA24	Num	Violence witnessed by child: Did s/he witness anyone being sexually abused, assaulted or raped?	0 = No 1 = Yes 2 = Don't Know
LECA24A	Num	Violence witnessed by child: How many times has s/he seen this happen in the last year?	1 = One time 2 = 2 – 3 times 3 = ≥ 4 times
LECA24B	Num	Violence witnessed by child: Did sexual abuse, assault or rape (or any of these) involve family members?	0 = No 1 = Yes
LECA24B1	Num	Violence witnessed by child: Was family member involved in sexual abuse, assault or rape (or any of these) as a victim?	
LECA24B2	Num	Violence witnessed by child: Was family member involved in sexual abuse, assault or rape as an aggressor.	
LECA24B3	Num	Violence witnessed by child: Was family member involved in sexual abuse, assault or rape in any other way? (specify)	
LECA24B3A	Char	Violence witnessed by child: Describe family member's other involvement in sexual abuse, assault or rape.	
LECA25	Num	Violence witnessed by child: Has s/he seen anyone getting hit, kicked or physically harmed in some other way?	0 = No 1 = Yes 2 = Don't Know
LECA25A	Num	Violence witnessed by child: How many times has s/he seen hitting, kicking or physical harm happen in the last year?	1 = One time 2 = 2 – 3 times 3 = ≥ 4 times
LECA25B	Num	Violence witnessed by child: Did hitting, kicking or physical harm (or any of these) involve family members?	0 = No 1 = Yes
LECA25B1	Num	Violence witnessed by child: Was family member involved in hitting, kicking or physical harm as a victim?	

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA25B2	Num	Violence witnessed by child: Was family member involved in hitting, kicking or physical harm as an aggressor.	0 = No 1 = Yes
LECA25B3	Num	Violence witnessed by child: Was family member involved in hitting, kicking or physical harm in any other way? (specify)	
LECA25B3A	Char	Violence witnessed by child: Describe family member's other involvement in hitting, kicking or physical harm.	
LECA26	Num	Changes in school or job schedule: Has child been in any school or day care during this past year?	0 = No 1 = Yes
LECA26A	Num	Changes in school or job schedule: Is s/he currently enrolled in a school (or day care?)	
LECA26B	Num	Changes in school or job schedule: Did s/he begin a <u>new</u> school or <u>change</u> schools during past year?	0 = No 1 = Began new school at start of school year 2 = Changed schools
LECA26C	Num	Changes in school or job schedule: How many times did child change schools?	0 – 99
LECA27	Num	Changes in school or job schedule: Have you (or other parent to child) been away from home more than in the previous year? (like because of a new job or educational program)	0 = No 1 = Yes 2 = Don't Know
LECA28A1	Num	Changes in school or job schedule: Did anyone in your household graduate from some type of school in the past year?	
LECA28A2	Num	Changes in school or job schedule: Who was 1 st person to graduate from school?	1 = Mother/ mother figure 2 = Father/ father figure 3 = Sibling 4 = Subject child 5 = Other
LECA28A3	Num	Changes in school or job schedule: Who was 2 nd person to graduate from school?	
LECA28A4	Num	Changes in school or job schedule: Who was 3 rd person to graduate from school?	
LECA28B1	Num	Changes in school or job schedule: Graduate #1 – What type of program or degree was obtained?	1 = High school 2 = GED 3 = Vocational Program 4 = Associate (A.A., Jr. College) 5 = Bachelor's (B.A., A.B., B.S.) 6 = Master's (M.A., M.S., M.B.A., M.P.H., etc.) 7 = Doctoral (Ph. D., MD, J.D., etc.)
LECA28B2	Num	Changes in school or job schedule: Graduate #2 – What type of program or degree was obtained?	
LECA28B3	Num	Changes in school or job schedule: Graduate #3 – What type of program or degree was obtained?	

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA29	Num	Changes in school or job schedule: How have household finances been in the past year?	0 = Stayed about the same 1 = Gotten worse 2 = Gotten better
LECA30A1	Num	Changes in school or job schedule: Did anyone in your household achieve or accomplish something special during the past year? (other than what might have been mentioned in Question 28)	0 = No 1 = Yes
LECA30A2	Num	Changes in school or job schedule: Who was 1 st person to achieve or accomplish something?	1 = Mother/ mother figure 2 = Father/ father figure 3 = Sibling 4 = Subject child 5 = Other
LECA30A3	Num	Changes in school or job schedule: Who was 2 nd person to achieve or accomplish something?	
LECA30A4	Num	Changes in school or job schedule: Who was 3 rd person to achieve or accomplish something?	
LECA30B1	Num	What was achieved? : - What was achieved or accomplished by 1 st person?	1 = New job promotion 2 = Academic/ school completion or award 3 = Athletic/ extracurricular achievement 4 = Significant purchase (i.e., car, home) 5 = Family took a special vacation 6 = Community service/ church/ civic award or recognition 7 = Other
LECA30B2	Num	What was achieved? : - What was achieved or accomplished by 2 nd person?	
LECA30B3	Num	What was achieved? : - What was achieved or accomplished by 3 rd person?	
LECA31A1	Num	Is there anything else that has happened, in the past year, that you feel had a very strong effect on child?	0 = No 1 = Yes

Life Events Scale for Children – LECA			
Variable Name	Format	Variable Description	Coding if Categorical
LECA31A2	Num	Describe 1 st event affecting child.	1 = Negative Community Events (riot, fire, etc.) 2 = Positive family/ child involvement with church or community group 3 = Death of non-household member 4 = Family/ parental relationship improved 5 = Family/ parental relationship deteriorated 6 = Unobserved violent events 7 = Subject child reunited with respondent's household/ family 8 = Subject child's supportive relationship with teacher, counselor, friend 9 = Other 10 = Child sexually victimized 11 = Child physically victimized 12 = Child perpetrator of sexual victimization 13 = Child perpetrator of physical victimization 14 = Child involved in/ perpetrated property crime
LECA31A3	Num	Describe 2 nd event affecting child.	
LECA31A4	Num	Describe 3 rd event affecting child.	
LECA32	Char	Interviewer initials.	
LECA33	Date	Date of interview.	

Caregiver Life Experiences Survey – LESB			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
LESB1	Num	In the last year did you: Get engaged?	0 = No, did not happen 1 = Very good 2 = Somewhat good 3 = Neither good nor bad 4 = Somewhat bad 5 = Extremely bad
LESB2	Num	In the last year did you: Get married?	
LESB3	Num	In the last year did you: Break up with boyfriend?	
LESB4	Num	In the last year did you: Separate from spouse?	
LESB5	Num	In the last year did you: Divorce spouse?	
LESB6	Num	In the last year did you: Get back together with partner after break-up?	
LESB7	Num	In the last year did you: Get pregnant?	
LESB8	Num	In the last year did you: Lose a pregnancy through abortion, miscarriage, still birth?	
LESB9	Num	In the last year did you: Get a new baby?	
LESB10	Num	In the last year did: Someone else move into household?	
LESB11	Num	In the last year did you: Move to new place?	
LESB12	Num	In the last year did you: Lose home through repossession or disaster?	
LESB13	Num	In the last year were you: Homeless for any period of time?	
LESB14	Num	In the last year did your: Income increase a lot?	
LESB15	Num	In the last year did your: Income decrease a lot?	
LESB16	Num	In the last year did you: Go deeply into debt?	
LESB17	Num	In the last year did you: Drop out of school?	
LESB18	Num	In the last year did you: Enter a new school or training program?	
LESB19	Num	In the last year did you: Graduate from school or training program?	
LESB20	Num	In the last year did you: Begin new job?	

Caregiver Life Experiences Survey – LESB			
Variable Name	Format	Variable Description	Coding if Categorical
LESB21	Num	In the last year did you: Get promotion at work?	0 = No, did not happen 1 = Very good 2 = Somewhat good 3 = Neither good nor bad 4 = Somewhat bad 5 = Extremely bad
LESB22	Num	In the last year did you: Have trouble with superiors at work?	
LESB23	Num	In the last year did you: Lose job?	
LESB24	Num	In the last year did you: Have serious illness/ injury?	
LESB25	Num	In the last year did: Close friend or family member have serious illness/ injury?	
LESB26	Num	In the last year did: Close friend/ family member die?	
LESB27	Num	In the last year were you: Victim of crime? (you or spouse/ partner)	
LESB28	Num	In the last year did you: Have trouble with the law? (you or spouse/ partner)	
LESB29	Num	In the last year did you: Spend time in jail or prison? (you or spouse/ partner)	
LESB30	Num	In the last year did you: Achieve something important?	
LESB31	Char	Interviewer initials.	
LESB32	Date	Date of interview.	

Loneliness & Social Dissatisfaction – LSDA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
LSDA1	Num	School and friends: Is it easy to make friends at school?	0 = No 1 = Sometimes 2 = Yes
LSDA2	Num	School and friends: Do you like to read?	
LSDA3	Num	School and friends: Do you have other kids to talk to at school?	
LSDA4	Num	School and friends: Are you good at working with kids at school?	
LSDA5	Num	School and friends: Do you watch t.v. a lot?	
LSDA6	Num	School and friends: Is it hard for you to have lots of friends at school?	
LSDA7	Num	School and friends: Do you like school?	
LSDA8	Num	School and friends: Do you have lots of friends at school?	
LSDA9	Num	School and friends: Do you feel alone at school?	
LSDA10	Num	School and friends: Can you find a friend when you need one?	
LSDA11	Num	School and friends: Do you play sports a lot?	
LSDA12	Num	School and friends: Is it hard to get kids in school to like you?	
LSDA13	Num	School and friends: Do you like science?	
LSDA14	Num	School and friends: Do you have kids to play with at school?	
LSDA15	Num	School and friends: Do you like music?	
LSDA16	Num	School and friends: Do you get along with other kids at school?	
LSDA17	Num	School and friends: Do you feel left out of things at school?	
LSDA18	Num	School and friends: Are there kids you can go to when you need help in school?	

Loneliness & Social Dissatisfaction – LSDA			
Variable Name	Format	Variable Description	Coding if Categorical
LSDA19	Num	School and friends: Do you like to paint and draw?	0 = No 1 = Sometimes 2 = Yes
LSDA20	Num	School and friends: Is it hard for you to get along with the kids at school?	
LSDA21	Num	School and friends: Are you lonely at school?	
LSDA22	Num	School and friends: Do the kids at school like you?	
LSDA23	Num	School and friends: Do you like playing card games?	
LSDA24	Num	School and friends: Do you have friends at school?	
LSDA25	Char	Interviewer initials.	
LSDA26	Date	Date of interview.	

Caregiver History of Loss – LSSA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 SE = 0,1,2,3,4
LSSA1	Num	Before you were 18 did you ever lose someone important to you? : Mother?	0 = No 1 = Separation 2 = Death
LSSA2	Num	Before you were 18 did you ever lose someone important to you? : Father?	
LSSA3	Num	Before you were 18 did you ever lose someone important to you? : Sibling?	
LSSA4	Num	Before you were 18 did you ever lose someone important to you? : Grandparent?	
LSSA5	Num	Before you were 18 did you ever lose someone important to you? : Aunt or uncle?	
LSSA6	Num	Before you were 18 did you ever lose someone important to you? : Friend?	
LSSA7	Num	Before you were 18 did you ever lose someone important to you? : Baby or child?	
LSSA8	Num	Before you were 18 did you ever lose someone important to you? : Other person?	
LSSA9	Char	Interviewer initials.	
LSSA10	Date	Date of interview.	

Caregiver Health: Age 6 – MH6A			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
MH6A1	Num	Compared to others your age, what would you say that your health is?	1 = Excellent 2 = Good 3 = Fair 4 = Poor
MH6A2	Num	During the past year, was there a period of a week or more when you had to stop or cut down on your regular work, school or housekeeping because of an illness or injury?	0 = No 1 = Yes
MH6A3	Num	Did this condition affect your ability to care for your children?	
MH6A4	Char	Interviewer initials.	
MH6A5	Date	Date of interview.	

* Not Visit Specific

Caregiver Health: Age 0 – 4 – MHLA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2, 3,4
MHLA1	Num	Mother: Compared to others your age, would you say that your health is ...?	1 = Excellent 2 = Good 3 = Fair 4 = Poor
MHLA2	Num	Mother: During the past year was there a period of a week or more when you had to stop or cut on your regular work, school or house keeping because of an illness or injury?	0 = No 1 = Yes
MHLA3	Num	Mother: Did this condition affect our ability to care for your children?	
MHLA4	Num	Mother: Do you drink or have you ever drunk alcoholic beverages?	
MHLA5	Num	Mother: Have you ever felt that you ought to cut down on your drinking?	
MHLA6	Num	Mother: Have you ever felt annoyed by people criticizing your drinking?	
MHLA7	Num	Mother: Have you ever felt bad or guilty about your drinking?	
MHLA8	Num	Mother: Have you ever had a drink first thing in the morning to steady your nerves or get rid of a hangover?	
MHLA9	Char	Interviewer initials.	
MHLA10	Date	Date of interview.	

Interviewer Ratings of Caregiver: Age 6 – MR6A			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
MR6A1	Num	Interviewer impression: Neatness of respondent.	Likert Scale: 1 = Neat 5 = Sloppy
MR6A2	Num	Interviewer impression: Restfulness of respondent.	Likert Scale: 1 = Rested 5 = Tired
MR6A3	Num	Interviewer impression: Cooperativeness of respondent.	Likert Scale: 1 = Cooperative 5 = Uncooperative
MR6A4	Num	Impressions of respondent: Truthfulness of respondent.	Likert Scale: 1 = Truthful 5 = Dishonest
MR6A5	Num	Interviewer impression: Openness of respondent.	Likert Scale: 1 = Open 5 = Guarded
MR6A6	Num	Interviewer impression: Comprehension of respondent.	Likert Scale: 1 = Comprehending 5 = Not comprehending
MR6A7	Num	Interviewer impression: Cleanliness of residence.	Likert Scale: 1 = Clean 5 = Dirty
MR6A8	Num	Interviewer impression: Safety of residence.	Likert Scale: 1 = Safe 5 = Unsafe
MR6A9	Num	Interviewer impression: Maintenance of residence.	Likert Scale: 1 = Well maintained 5 = Dilapidated

Interviewer Ratings of Caregiver: Age 6 – MR6A			
Variable Name	Format	Variable Description	Coding if Categorical
MR6A10	Num	Interviewer impression: Condition of respondent's home in relation to other homes in the neighborhood.	Likert Scale; 1 = Better than average 3 = Average 5 = Worse than average
MR6A11	Num	Interviewer impression: Presence of children's books?	0 = No 1 = Yes
MR6A12	Num	During interviewer's visit: Did you see children's books: Did you see other reading material?	
MR6A13	Num	During interviewer's visit: Did you see evidence or parent-child learning activities (i.e., artwork, cooing, reading, writing, counting, etc.,)	
MR6A14	Num	During interviewer's visit: Did you see children's toys: purchased or home-constructed?	
MR6A15	Num	During interviewer's visit: Did you see parent or other adult conversing with child?	
MR6A16	Num	Interviewer impression: Safety of neighborhood.	Likert Scale: 1 = Safe 5 = Unsafe
MR6A17	Num	Interviewer impression: Respondent's level of privacy during interview.	1 = Interview conducted privately 2 = Interview conducted privately, but with interruptions 3 = Interview not conducted privately
MR6A18	Char	Interviewer initials.	
MR6A19	Date	Date of interview.	

Interviewer Ratings of Caregiver – MRAA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
MRAA1	Num	Interviewer impression: Appearance or respondent- Neatness.	Likert Scale: 1 = Neat 5 = Sloppy
MRAA2	Num	Interviewer impression: Appearance of respondent – Rested.	Likert Scale: 1 = Rested 2 = Tired
MRAA3	Num	Interviewer impression: Cooperation of respondent.	Likert Scale: 1 = Cooperative 5 = Uncooperative
MRAA4	Num	Interviewer impression: Truthfulness of respondent.	Likert Scale: 1 = Truthful 5 = Dishonest
MRAA5	Num	Interviewer impression: Openness of respondent.	Likert Scale: 1 = Open 5 = Guarded
MRAA6	Num	Interviewer impression: Comprehension of respondent.	Likert Scale: 1 = Comprehending 5 = Not comprehending
MRAA7	Num	Interviewer impression: Condition of residence – cleanliness.	Likert Scale: 1 = Clean 5 = Dirty
MRAA8	Num	Interviewer impression: Condition of residence – safety.	Likert Scale: 1 = Safe 5 = Unsafe
MRAA9	Num	Interviewer impression: Condition of residence-maintenance.	Likert Scale: 1 = Well maintained 5 = Dilapidated

Interviewer Ratings of Caregiver – MRAA			
Variable Name	Format	Variable Description	Coding if Categorical
MRAA10	Num	Interviewer impression: Neighborhood – safety.	Likert Scale: 1 = Safe 5 = Unsafe
MRAA11	Num	Interviewer impression: Did you see children's books?	0 = No 1 = Yes
MRAA12	Num	Interviewer impression: Did you see other reading material?	
MRAA13	Num	Interviewer impression: Did you see evidence of parent-child learning activities? (i.e. artwork, cooking, reading, writing, counting, etc.)	
MRAA14	Num	Interviewer impression: Did you see children's toys-purchased or home-constructed?	
MRAA15	Num	Interviewer impression: Parent or other adult conversing with child?	
MRAA16	Char	Interviewer initials.	
MRAA17	Date	Date of interview.	

Caregiver Interview Cover: Ages 0 – 4 – MRC			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = - MW = 1 SO = 4 SW = 4 NW = 0,1,2,3,4
MRC0	Num	Language of administration.	1 = English 2 = Spanish 3 = Other
MRC1	Char	Interviewer initials.	
MRC2	Date	Date of interview.	
MRC3	Num	Location of interview. (caregiver respondent)	1 = Home 2 = Interviewer's office 3 = Elsewhere
MRC4	Num	Relationship of caregiver respondent to child.	1 = Biological mother 2 = Adoptive mother 3 = Grandmother 4 = Stepmother 5 = Other female relative 6 = Foster mother 7 = Other female 8 = Biological father 9 = Adoptive father 10 = Grandfather 11 = Stepfather 12 = Other male relative 13 = Foster father 14 = Other male 15 = Other

Neighborhood Short Form: Ages 0 – 4 – NEIA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
NEIA1	Num	Neighborhood: People in this neighborhood help each other out.	1 = Very much like our neighborhood/ community 2 = Somewhat like 3 = Very little like 4 = Not at all like
NEIA2	Num	Neighborhood: Most people in this neighborhood are on welfare.	
NEIA3	Num	Neighborhood: There is a lot of drug abuse in this neighborhood.	
NEIA4	Num	Neighborhood: We watch out for each other's children in this neighborhood.	
NEIA5	Num	Neighborhood: I'm proud to live in this neighborhood.	
NEIA6	Num	Neighborhood: It's dangerous in this neighborhood.	
NEIA7	Num	Neighborhood: There are people I can count on in this neighborhood.	
NEIA8	Num	Neighborhood: The buildings and yards in this neighborhood are really run down.	
NEIA9	Num	Neighborhood: There are people in this neighborhood who might be a bad influence on my child(ren).	
NEIA10	Char	Interviewer initials.	
NEIA11	Date	Date of interview.	

Neighborhood Risk Assessment – NRFA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
NRFA1A	Num	Re: respondent's neighborhood: How long have you lived in your neighborhood? (years)	0 – 99
NRFA1B	Num	Re: respondent's neighborhood: How long have you lived in your neighborhood? (months)	0 – 11
NRFA2	Num	Re: respondent's neighborhood: How would you describe your neighborhood?	1 = Urban 2 = Suburban 3 = Rural 4 = Something else
NRFA2A	Char	Re: respondent's neighborhood: Other description of neighborhood.	
NRFA3	Num	Re: respondent's neighborhood: How close is your nearest neighbor? [obtain estimate of physical distance]	0 = In same building (apartment, duplex, townhouse, hotel, Group, home, shelter, etc.) 1 = Not same building, but less than one-quarter mile 2 = More than one-quarter mile
NRFA4A	Char	Re: respondent's neighborhood? Where does your family reside? (type of building).	A = A high rise apartment or building B = A low rise (3 floors or less apartment C = A town house, duplex or other attached housing D = A mobile home E = A detached, single family home F = Other

Neighborhood Risk Assessment – NRFA			
Variable Name	Format	Variable Description	Coding if Categorical
NRFA4A1	Char	Re: respondent's neighborhood: Other description of residence.	
NRFA4B	Char	Re: respondent's neighborhood: Where does your family reside? (type of housing).	G = Public housing project H = Section 8 housing I = Military housing J = Rehabilitation/ Rehab Center K = Shelter (homeless, battered women) L = Residential group home M = Currently homeless N = NONE OF THE ABOVE
NRFA5	Num	Re: respondent's neighborhood: Do you currently own your own home?	1 = Own your home 2 = Rent your home 3 = Share housing with someone (Not owned or rented by respondent) 4 = Other
NRFA5A	Char	Re: respondent's neighborhood: Other living arrangement.	
NRFA6	Num	Re: respondent's neighbors and neighborhood: I would feel comfortable asking a neighbor to loan me a few dollars or some food.	1 = Never true 2 = Almost never true 3 = Sometimes true 4 = Usually true 5 = Always true
NRFA7	Num	Re: respondent's neighbors and neighborhood: My neighbors would feel comfortable asking me to borrow a few dollars or some food.	
NRFA8	Num	Re: respondent's neighbors and neighborhood: I could get help from a neighbor if I needed it.	
NRFA9	Num	Re: respondent's neighbors and neighborhood: Neighbors can get help from me if they needed it.	
NRFA10	Num	Re: respondent's neighbors and neighborhood: If my child misses school because of an illness, there is always an adult who can stay with him/ her.	
NRFA11	Num	Re: respondent's neighbors and neighborhood: I greet my neighbors when I see them.	
NRFA12	Num	Re: respondent's neighbors and neighborhood: We watch out for each other's children in our neighborhood.	
NRFA13	Num	Re: respondent's neighbors and neighborhood: I have neighbors I can talk to who are also parents.	

Neighborhood Risk Assessment – NRFA			
Variable Name	Format	Variable Description	Coding if Categorical
NRFA14	Num	Re: respondent's neighbors and neighborhood: My child plays with other children in the neighborhood.	1 = Never true 2 = Almost never true 3 = Sometimes true 4 = Usually true 5 = Always true
NRFA15	Num	Re: respondent's neighbors and neighborhood: People trust each other in my neighborhood.	
NRFA16	Num	Re: respondent's neighbors and neighborhood: I feel a sense of belonging in my neighborhood.	
NRFA17	Num	Re: respondent's neighbors and neighborhood: I care about what my neighbors think if my actions.	
NRFA18	Num	Re: respondent's neighbors and neighborhood: My neighborhood is a good place to live.	
NRFA19	Num	Re: respondent's neighbors and neighborhood: I would move out of my neighborhood if I could.	
NRFA20	Num	Re respondent's neighbors and neighborhood: There is a good place (e.g., playground) for children to play in my neighborhood.	
NRFA21	Num	Re: respondent's neighborhood: My neighborhood is a good place to raise a family.	
NRFA22	Num	Re: respondent's neighborhood: It's safe for my child to play outside in our neighborhood.	
NRFA23	Num	Re: respondent's neighborhood: There are neighborhood children that I do not want my child to play with.	
NRFA24	Num	Re: respondent's neighborhood: There is open drug abuse/ dealing in my in neighborhood.	
NRFA25	Num	Re: respondent's neighborhood: It's safe to walk alone in my neighborhood during the day.	
NRFA26	Num	Re: respondent's neighborhood: People in my neighborhood get along well with the police.	
NRFA27	Num	Re: respondent's neighborhood: Homes or businesses get broken into in my neighborhood.	
NRFA28	Num	Re: respondent's neighborhood: There is vandalism in neighborhood.	
NRFA29	Num	Re: respondent's neighborhood: People are victims of bodily crime in my neighborhood. (e.g., muggings. Beatings, knifing, shootings)	
NRFA30	Num	Re: respondent's neighborhood: I keep to myself in my neighborhood.	

Neighborhood Risk Assessment – NRFA			
Variable Name	Format	Variable Description	Coding if Categorical
NRFA31	Num	What do you like least about your neighborhood?	1 = High crime or unsafe neighborhood; high level of drug activity 2 = Don't like neighbors 3 = Run down; dilapidated housing and infrastructure 4 = No resources/ amenities: lack of shops or access to transportation, no parks 5 = No social support: transient neighborhood; people stick to themselves too much and don't care; neighbors too far away or unavailable 6 = Too densely populated, too busy 7 = Everything 8 = Nothing 9 = Other (describe)
NRFA32	Num	What do you like most about your neighborhood?	1 = Neighborhood ties: family, friends, neighbors 2 = Good schools 3 = Affordability 4 = Strong community identity: community groups, regional identifications 5 = Everything 6 = Nothing 7 = Safety of neighborhood 8 = Neighborhood is quiet 9 = Other (describe)
NRFA33	Char	Interviewer initials.	
NRFA34	Date	Date of interview.	

Pictorial Perceived Competence – PRESCH. – PCKA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 NW = 6
PCKA1	Num	Good at puzzles.	Higher ratings indicate a greater sense of competence or social acceptance for each item. (see Pictorial Perceived Competence Manual)
PCKA2	Num	Has lots of needs.	
PCKA3	Num	Good at swinging.	
PCKA4	Num	Mom smiles.	
PCKA5	Num	Gets stars on papers.	
PCKA6	Num	Stays overnight at friends.	
PCKA7	Num	Good at climbing.	
PCKA8	Num	Mom takes you places.	
PCKA9	Num	Knows names of colors.	
PCKA10	Num	Has friends to play with.	
PCKA11	Num	Can tie shoes.	
PCKA12	Num	Mom cooks favorite foods.	
PCKA13	Num	Good at counting.	
PCKA14	Num	Has friends on playground.	
PCKA15	Num	Good at skipping.	
PCKA16	Num	Mom reads to you.	
PCKA17	Num	Knows alphabet	
PCKA18	Num	Gets asked to play by others.	
PCKA19	Num	Good at running.	
PCKA20	Num	Mom plays with you.	
PCKA21	Num	Knows first letter of name.	
PCKA22	Num	Eats dinner at friends.	
PCKA23	Num	Good at hopping.	
PCKA24	Num	Mom talks to you.	
PCKA25	Num	Additional comments.	0 = No 1 = Yes
PCKA26	Char	Interviewer initials.	
PCKA27	Date	Date of interview.	

Pictorial Perceived Competence: Grade 1 – 2 – PCSA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 SO = 6 SW = 6 NW = 6
PCSA1	Num	Good at numbers.	Higher ratings indicate a greater sense of competence or social acceptance for each item. (see Pictorial Perceived Competence Manual)
PCSA2	Num	Friends to play with.	
PCSA3	Num	Good at swinging.	
PCSA4	Num	Eats at friends.	
PCSA5	Num	Knows a lot in school.	
PCSA6	Num	Others share.	
PCSA7	Num	Good at climbing.	
PCSA8	Num	Mom takes you places.	
PCSA9	Num	Can read alone.	
PCSA10	Num	Friends to play games with.	
PCSA11	Num	Good at bouncing ball.	
PCSA12	Num	Mom cooks favorite foods.	
PCSA13	Num	Good at writing words.	
PCSA14	Num	Has friends on playground.	
PCSA15	Num	Good at skipping.	
PCSA16	Num	Mom reads to you.	
PCSA17	Num	Good at spelling.	
PCSA18	Num	Gets asked to play by others.	
PCSA19	Num	Good at running.	
PCSA20	Num	Stays overnight at friends.	
PCSA21	Num	Good at adding.	
PCSA22	Num	Others sit next to you.	
PCSA23	Num	Good at jumping rope.	
PCSA24	Num	Mom talks to you.	
PCSA25	Num	Comments.	0 = No 1 = Yes
PCSA26	Char	Interviewer initials.	
PCSA27	Date	Date of interview.	

Perinatal Information – PERA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Num	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1 SO = 4 SW = 4 NW = 6 (6 = New Subjects)
PERA1	Num	To your knowledge, did the mother of the child receive any prenatal care while pregnant?	0 = No 1 = Yes
PERA2	Num	In what month of pregnancy did she first get prenatal care from a nurse, midwife or doctor?	1 – 9
PERA3	Num	Approximately how many prenatal visits did she have in all?	0 – 99
PERA4A	Num	Weight of child at birth – pounds.	0 – 20
PERA4B	Num	Weight of child at birth – ounces.	0 – 16
PERA5	Num	Was child born earlier than expected? ... More than three weeks earlier? (score only for 37 weeks gestation).	0 = No 1 = Yes
PERA6A	Num	Did child receive any newborn care in an intensive care unit, premature nursery, or any type of special care unit?	
PERA6B	Num	How many nights did child stay in the special care units?	0 – 99
PERA7	Num	Right after birth did was child given oxygen or any help in breathing?	0 = No 1 = Yes
PERA8A	Num	Around the time of your birth did someone visit regularly (3 or more visits) at home to help you with parenting?	0 = No 1 = Relative/ friend 2 = Professional helper 3 = Both
PERA8B	Num	Around the time of your birth did you participate in a group with other new parents to talk about parenting and your child?	0 = No 1 = Yes
PERA8C	Num	Around the time of your birth did you take a class in parenting?	
PERA9	Char	Interviewer initials.	
PERA10	Date	Date of interview.	

Peabody Picture Vocabulary Test – PPVA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = - MW = 4 SO = 4,6 SW = 4 NW = 2,3,4
PPVA0	Date	Date of PPVA administration.	
PPVA1	Num	PPVT Standard Score.	Standard score equivalents were developed for age groups ranging from 2 ½ through 40 years. The PPVT-R uses a mean of 100 and standard deviation of 15. Scores from 85 to 115 are considered average (for Age 4). Scores from 70 to 85 are considered moderately low, and scores less than 70 are extremely low. Likewise, scores from 115 to 130 are considered moderately high and scores greater than 130 are extremely high.
PPVA2	Char	Interviewer initials.	
PPVA3	Date	Date of interview.	

Caregiver Interview Cover: Age 6 – PRCA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
PRCA1	Char	Interviewer initials.	
PRCA2	Date	Date of interview.	
PRCA3A	Num	Respondent – description of relationship to child (up to 2 relationships can be used to describe same respondent: PRCA3A & PRCA3B).	1 = Biological mother 2 = Adoptive mother 3 = Stepmother 4 = Foster mother 5 = Grandmother 6 = Biological father 7 = Adoptive father 8 = Stepfather 9 = Foster father 10 = Grandfather 11 = Other female 12 = Other male
PRCA3B	Num	Respondent – 2 nd choice. – Description of relationship to child.	
PRCA3A1	Char	Other female respondent. – Describe relationship.	
PRCA3B1	Char	Other male respondent. – Describe relationship.	
PRCA4	Num	Language of administration.	1 = English 2 = Spanish 3 = English as second language
PRCA4A	Char	First language spoken.	
PRCA5	Num	Location of interview.	1 = Home 2 = Other
PRCA5A	Char	Specify other location.	

Preschool Symptom Self-Report: PREA + PREB – PSSR (Combined Data Set Includes PREA and PREB)			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4, 6 MW = 4, 6 SO = 4, 6 SW = 4, 6 NW = 4, 6
FORM	Char	Form the Data was collected in	PREA, PREB
PSSR1	Num	Sad.	1 = Like child 2 = Not like child
PSSR2	Num	Cannot take it.	
PSSR3	Num	Thinks parents love him/ her.	
PSSR4	Num	Good looking.	
PSSR5	Num	Can play well.	
PSSR6	Num	Wants to play, father will not leave.	
PSSR7	Num	Does not feel good about things.	
PSSR8	Num	Playing and not having fun.	
PSSR9	Num	Happy when plays with others.	
PSSR10	Num	Not tired, wants to play.	
PSSR11	Num	Can fall asleep, sleeps well.	
PSSR12	Num	Doesn't like to play with friends.	
PSSR13	Num	Feels like eating.	
PSSR14	Num	Doesn't feel sick, wants to play.	
PSSR15	Num	Afraid of dog.	
PSSR16	Num	Feels bad about self; sad.	
PSSR17	Num	Doesn't get or stay mad.	
PSSR18	Num	Rather play alone.	
PSSR19	Num	OK if parents leave for awhile.	
PSSR20	Num	Others kids don't like.	
PSSR21	Num	Doesn't like to tease others.	
PSSR22	Num	Afraid to go to bed alone.	
PSSR23	Num	Doesn't have enough energy.	
PSSR24	Num	Can't listen to one whole story.	
PSSR25	Num	Will pick up toys when asked.	
PSSR26	Char	Interviewer initials.	
PSSR27	Date	Date of interview.	

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
ID	Subject ID	
CENTER	Site	EA = East MW = Mid West SO = South SW = South West NW = North West
Visit	Visit Number	<p>Visit Number*10 + report number (e.g., a second report for a given visit (8) would be 802)</p> <p>Range = 0 – 119</p> <p>Visit Number is based on the visit closest to the time when the record narratives were reviewed according to the following rules:</p> <p>For children who have not received a Four Year-old, follow -up sequentially labeled starting with 01, not to exceed 39;</p> <p><i>For children who have received the Age Four Battery as either a Baseline or a Follow-up, but have not received an Age 6 follow-up, sequentially labeled starting with 41;</i></p> <p>Should a child miss a major follow-up, these forms are labeled as if that follow-up had occurred.</p> <p>Note: Visit Number is not associated with age in this form.</p>
RNA1	Date form was completed.	MM/DD/YY
RNA2	Subject child's date of birth.	
RNA5	Referral Date: The actual date that this allegation was made to CPS.	MM/DD/YY

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA6	Incident Date: The actual date, if mentioned that the alleged maltreatment occurred.	MM/DD/YY
RNA7	Referent: The person or agency reporting the incident to CPS.	1 = Social services 2 = Medical 3 = Legal/justice 4 = Education 5 = Child care providers 6 = Victim 7 = Parent(s) 8 = Other relative 9 = Friends/neighbors 10 = Perpetrator(s) 11 = Other 12 = Anonymous 13 = Self 14 = Don't know
RNA8	Response: Whether or not allegation was investigated.	1 = Investigated 2 = Not investigated 9 = Don't know
RNA9A1	Was child in placement at the time of referral?	1 = Yes 2 = No 7 = Not applicable 9 = Don't know
RNA9A2	If child was in placement, what type of placement was it?	1 = Receiving care/foster care 2 = Relative placement 3 = Hospital 4 = Residential treatment 5 = Other
RNMB9A2	Describe other type of placement	Character
RNA9A3	If child was in placement, was the allegation related to the placement?	1 = Yes 2 = No 9 = Don't know

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA10A RNA10B RNA10C RNA10D RNA10E RNA10F RNA10G RNA10H RNA10I RNA10J RNA10K RNA10L	CPS Maltreatment Type None Given Physical Abuse Sexual Abuse Neglect Dependency Caretaker Absence/Incapacity Emotional maltreatment Moral/legal/educational neglect Abuse General neglect Severe neglect Don't know	1 = Yes 2 = No
RNA11	CPS Maltreatment Is there any allegation key narrative?	1 = Yes 2 = No 9 = Don't know

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA12A1 RNA12B1 RNA12C1 RNA12D1 RNA12E1 RNA12F1	<p>NIS-2 Alleged: Maltreatment Code</p> <p>See Appendix E for NIS-2 coding system</p>	<p>000 = No maltreatment</p> <p>420 = Physical abuse 421 = Physical abuse w/injury 422 = Physical abuse injury status unknown 423 = Physical abuse – no injury</p> <p>430 = Sexual abuse 431 = Intrusion 432 = Molestation with genital contact 433 = Other or unknown sexual abuse</p> <p>440 = Emotional abuse 441 = Close confinement 442 = Verbal or emotional assault 443 = Other or unknown abuse</p> <p>450 = Physical neglect 451 = Refusal of health care 452 = Delay in health care 453 = Abandonment 454 = Expulsion 455 = Other custody issues 456 = Inadequate supervision 457 = Other physical neglect</p> <p>460 = Educational neglect 461 = Permitted chronic truancy 462 = Failure to enroll/other truancy 463 = Inattention of special educational needs</p> <p>470 = Emotional neglect 471 = Inadequate nurturance/affection 472 = Chronic/extreme domestic abuse in child's home 473 = Permitted drug/alcohol abuse 474 = Permitted or other maladaptive behavior 475 = Refusal of psychological care 476 = Delay in psychological care 477 = Other emotional neglect</p> <p>480 = Other maltreatment 481 = General or unspecified neglect 482 = Other or unspecified maltreatment 483 = General or unspecified abuse 484 = Dependency, protective issues</p>

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
RNA12A2 RNA12B2 RNA12C2 RNA12D2 RNA12E2 RNA12F2	NIS-2 Alleged: Severity Code See Appendix E for NIS-2 coding system	1 = Fatal 2 = Serious 3 = Moderate 4 = Threat of harm 5 = No harm or threat of harm 6 = Unknown			
NIS-2 Allegations: Perpetrator(s) Type					
First NIS-2 Allegation (Corresponds to RNA12A1)					
RNA12A3A RNA12A4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA12A3B RNA12A4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA12A3C RNA12A4C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Fourth NIS-2 Allegation (Corresponds to RNA12D1)					
RNA12D3A RNA12D4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA12D3B RNA12D4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA12D3C RNA12D4C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Fifth NIS-2 Allegation (Corresponds to RNA12E1)					
RNA12E3A RNA12E4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA12E3B RNA12E4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Sixth NIS-2 Allegation (Corresponds to RNA12F1)					
RNA12F3A RNA12F4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA12F3B RNA12F4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA12F3C RNA12F4C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA13A1 RNA13B1 RNA13C1 RNA13D1 RNA13E1 RNA13F1	Barnett Alleged: Maltreatment Code (See Appendix E for definitions: labeled MCS Coding Scheme for Abuse Allegations)	<p>100 = Physical abuse</p> <p>101 = Assault</p> <p>102 = Hit/kick to torso</p> <p>103 = Hit/kick to buttocks</p> <p>104 = Hit/kick to limbs/extremities</p> <p>105 = Violent handling of child</p> <p>106 = Choking/smothering</p> <p>107 = Burns/scalding</p> <p>108 = Shaking</p> <p>109 = Nondescript abuse</p> <p>200 = Sexual abuse</p> <p>300 = Physical neglect, failure to provide</p> <p>301 = Food</p> <p>302 = Clothing</p> <p>303 = Shelter</p> <p>304 = Medical</p> <p>305 = Hygiene</p> <p>400 = Physical neglect, lack of supervision</p> <p>401 = Neglect, lack of supervision</p> <p>402 = Neglect, lack of supervision – environmental</p> <p>403 = Lack of supervision – substitute care</p> <p>500 = Emotional maltreatment</p> <p>600 = Moral-legal maltreatment</p> <p>700 = Educational maltreatment</p> <p>800 = Drugs/alcohol</p>

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
	Barnett Alleged: Severity Code	Ranges for associated maltreatment codes
RNA13A2	(See Appendix E for definitions of severity ratings: labeled MCS Coding Scheme for Abuse Allegations)	Maltx Code Range
RNA13B2		101
RNA13C2		102
RNA13D2		103
RNA13E2		104
RNA13F2		105
	Severity codes range from	106
	1 – 6	107
	11 – 15	108
	21 – 25	109
	31 – 37	*Higher values reflect greater severity
	41 – 45	
	51 – 55	200
		*Higher values reflect greater severity
		301
		302
		303
		304
		305
		*Higher values reflect greater severity
		401
		402
		403
		*Higher values reflect greater severity
		500
		*Higher values DO NOT imply a hierarchy of severity
		600
		700
		*Higher values reflect greater severity
		800
		*All drug/alcohol maltreatment codes are associated with a severity code of 6, however, this code does not reflect severity , rather, it is a blanket severity code

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Barnett Allegations: Perpetrator(s) Type					
First Barnett Allegation (Corresponds to RNA13A1)					
RNA13A3A RNA13A4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA13A3B RNA13A4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA13A3C RNA13A4C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Second Barnett Allegation (Corresponds to RNA13B1)					
RNA13B3A RNA13B4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA13B3B RNA13B4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Third Barnett Allegation (Corresponds to RNA13C1)					
RNA13C3A RNA13C4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA13C3B RNA13C4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA13C3C RNA13C4C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Fourth Barnett Allegation (Corresponds to RNA13D1)					
RNA13D3A RNA13D4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA13D3B RNA13D4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA13D3C RNA13D4C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Fifth Barnett Allegation (Corresponds to RNA13E1)					
RNA13E3A RNA13E4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA13E3B RNA13E4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA13E3C RNA13E4C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Sixth Barnett Allegation (Corresponds to RNA13F1)					
RNA13F3A RNA13F4A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA13F3B RNA13F4B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA14A RNA14B RNA14C RNA14D RNA14E	Barnett Alleged: Risk Factors Included in the Allegation Substance abuse Domestic violence Mental illness of caretaker Child behavior problems Child fear of caretaker	1 = Yes 9 = Don't know (If the risk factor was not mentioned, the reviewer should indicate a '9')
RNA15A RNA15B RNA15C	Barnett Alleged: Other Issues in the Allegation Custodial issues Unstable living situation Other	
RMNB15C2 RMNB15C3	Code for Other allegation	To be coded
RNA16A	CPS Substantiated Findings Investigation close date	MM/DD/YY
RNA16B	CPS Substantiated Findings Is the investigation still active?	1 = Yes 2 = No 9 = Don't know
RNA16B2	CPS Substantiated Findings Is this an ongoing case?	
RNA17A RNA17B RNA17C RNA17D RNA17E RNA17F	CPS Substantiated Findings: Conclusion Codes None given Physical abuse Sexual abuse Neglect Dependency Caretaker absence/incapacity	1 = Found/substantiated 2 = Not found/unsubstantiated 3 = Indicated/suspected 4 = Inconclusive 5 = Other unclassified maltreatment 6 = Don't know 7 = Not applicable

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA17AA	CPS Substantiated Findings: Conclusion Codes Is there a summary key narrative?	1 = Yes 2 = No 9 = Don't know
RNA18A1 RNA18B1 RNA18C1 RNA18D1 RNA18E1 RNA18F1	NIS-2 Substantiated: Conclusion Codes	1 = Founded/substantiated 2 = Not found/unsubstantiated 3 = Indicated/suspected 4 = Inconclusive 5 = Other unclassified maltreatment 6 = Don't' know 7 = Not applicable

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA18A2 RNA18B2 RNA18C2 RNA18D2 RNA18E2 RNA18F2	NIS-2 Substantiated: Maltreatment Code *Note that these are NOT substantiated unless the conclusion code from RNA18A1-F1 = 1	000 = No maltreatment 420 = Physical abuse 421 = Physical abuse w/injury 422 = Physical abuse injury status unknown 423 = Physical abuse – no injury 430 = Sexual abuse 431 = Intrusion 432 = Molestation with genital contact 433 = Other or unknown sexual abuse 440 = Emotional abuse 441 = Close confinement 442 = Verbal or emotional assault 443 = Other or unknown abuse 450 = Physical neglect 451 = Refusal of health care 452 = Delay in health care 453 = Abandonment 454 = Expulsion 455 = Other custody issues 456 = Inadequate supervision 457 = Other physical neglect 460 = Educational neglect 461 = Permitted chronic truancy 462 = Failure to enroll/other truancy 463 = Inattention of special educational needs 470 = Emotional neglect 471 = Inadequate nurturance/affection 472 = Chronic/extreme domestic abuse in child's home 473 = Permitted drug/alcohol abuse 474 = Permitted or other maladaptive behavior 475 = Refusal of psychological care 476 = Delay in psychological care 477 = Other emotional neglect 480 = Other maltreatment 481 = General or unspecified neglect 482 = Other or unspecified maltreatment 483 = General or unspecified abuse 484 = Dependency, protective issues

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
RNA18A3 RNA18B3 RNA18C4 RNA18D4 RNA18E4 RNA18F4	NIS-2 Substantiated: Severity Code (Corresponds to the severity of the maltreatment indicated above)	1 = Fatal 2 = Serious 3 = Moderate 4 = Threat of harm 5 = No harm or threat of harm 6 = Unknown			
NIS-2 Substantiated: Perpetrator Type					
First NIS-2 Substantiation (Corresponds to RNA18A1)					
RNA18A4A RNA18A5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA18A4B RNA18A5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA18A4C RNA18A5C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Second NIS-2 Substantiation (Corresponds to RNA18B1)					
RNA18B4A RNA18B5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA18B4B RNA18B5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA18B4C RNA18B5C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Third NIS-2 Substantiation (Corresponds to RNA18C1)					
RNA18C4A RNA18C5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA18C4B RNA18C5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA18C4C RNA18C5C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Fourth NIS-2 Substantiation (Corresponds to RNA18D1)					
RNA18D4A RNA18D5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA18D4B RNA18D5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA18D4C RNA18D5C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Fifth NIS-2 Substantiation (Corresponds to RNA18E1)					
RNA18E4A RNA18E5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA18E4B RNA18E5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Sixth NIS-2 Substantiation (Corresponds to RNA18F1)					
RNA18F4A RNA18F5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA18F4B RNA18F5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
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RNA19A1 RNA19B1 RNA19C1 RNA19D1 RNA19E1 RNA19F1	Barnett Found or Substantiated Conclusion Code	1 = Founded/substantiated 2 = Not found/unsubstantiated 3 = Indicated/suspected 4 = Inconclusive 5 = Other unclassified maltreatment 6 = Don't know 7 = Not applicable			

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA19A2 RNA19B2 RNA19C2 RNA19D2 RNA19E2 RNA19F2	Barnett Found or Substantiated: Maltreatment Code	100 = Physical abuse 101 = Assault 102 = Hit/kick to torso 103 = Hit/kick to buttocks 104 = Hit/kick to limbs/extremities 105 = Violent handling of child 106 = Choking/smothering 107 = Burns/scalding 108 = Shaking 109 = Nondescript abuse 200 = Sexual abuse 300 = Physical neglect, failure to provide 301 = Food 302 = Clothing 303 = Shelter 304 = Medical 305 = Hygiene 400 = Physical neglect, lack of supervision 401 = Neglect, lack of supervision 402 = Neglect, lack of supervision – environmental 403 = Lack of supervision – substitute care 500 = Emotional maltreatment 600 = Moral-legal maltreatment 700 = Educational maltreatment 800 = Drugs/alcohol

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA19A3 RNA19B3 RNA19C3 RNA19D3 RNA19E3 RNA19F3	Barnett Found or Substantiated: Severity Code	Ranges for associated maltreatment codes
		Maltx Code Range
		101
		102
		103
		104
		105 1 – 6
		106
		107
		108
		109
		*Higher values reflect greater severity
		200 1 – 5
		*Higher values reflect greater severity
		301
		302
		303 1 – 5
		304
		305
*Higher values reflect greater severity		
401		
402 1 – 5		
403		
*Higher values reflect greater severity		
500		
11 – 15		
21 – 25		
31 – 37		
41 – 45		
51 – 55		
*Higher values DO NOT imply a hierarchy of severity		
600 1 – 5		
700		
*Higher values reflect greater severity		
800 6		
*All drug/alcohol maltreatment codes are associated with a severity code of 6, however, this code does not reflect severity, rather, it is a blanket severity code		

CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Barnett Found or Substantiated: Perpetrator Type					
First Barnett Substantiation (Corresponds to RNA19A1)					
RNA19A4A RNA19A5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA19A4B RNA19A5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA19A4C RNA19A5C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Second Barnett Substantiation (Corresponds to RNA19B1)					
RNA19B4A RNA19B5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA19B4B RNA19B5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Third Barnett Substantiation (Corresponds to RNA18C1)					
RNA19C4A RNA19C5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA19C4B RNA19C5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA19C4C RNA19C5C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Fourth Barnett Substantiation (Corresponds to RNA18D1)					
RNA19D4A RNA19D5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA19D4B RNA19D5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)					
Variable Name	Variable Description	Coding			
Fifth Barnett Substantiation (Corresponds to RNA19E1)					
RNA19E4A RNA19E5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA19E4B RNA19E5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
RNA19E4C RNA19E5C	Age of 1 st Perpetrator Age of 2 nd Perpetrator	See age codes below			
Sixth Barnett Substantiation (Corresponds to RNA19F1)					
RNA19F4A RNA19F5A	Relationship of 1 st Perpetrator to Child Relationship of 2 nd Perpetrator to Child	See relationship code below			
RNA19F4B RNA19F5B	Gender of 1 st Perpetrator Gender of 2 nd Perpetrator	See gender codes below			
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CPS Maltreatment Data (RNA, RNMB) – RNAB (See Appendix D & E)		
Variable Name	Variable Description	Coding
RNA20A RNA20B RNA20C RNA20D RNA20E	Barnett Found or Substantiated: Risk Factors Included in Narrative Substance abuse Domestic violence Mental illness of Caretaker Child behavior Problems Child fear of caretaker	1 = Yes 9 = Don't know
RNA21A RNA21B RNA21C	Barnett Found or Substantiated: Other Issues in Narrative Custodial Issues Unstable environment Other	1 = Yes 9 = Don't know
RNA21C1	Describe other miscellaneous issues in summary	Character
RMNB21C2 RMNB21C3	Code for other issues	To be coded

School Safety Questionnaire – SAFA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4,5,6 MW = 6 SO = 6 SW = 6 NW = 6
SAFA1	Num	Teaching Situation: Students are safe from violence on the playground.	1 = Very much like my school 2 = Like my school 3 = Somewhat like my school 4 = Not very much like my school 5 = Not at all like my school
SAFA2	Num	This school is a safe place for teachers and students.	
SAFA3	Num	This school is in a safe neighborhood	
SAFA4	Num	Teaching Situation: There is open drug activity in this school.	
SAFA5	Num	Teaching Situation: Drug activity in school.	
SAFA6	Num	Teaching Situation: There are students in this school who carry weapons, such as knives and guns.	
SAFA7	Num	Teaching Situation: Maintaining discipline is a continuing problem at school.	
SAFA8	Num	Teaching Situation: There are students involved in gangs in school in this school.	
SAFA9	Num	Are you aware of any students being victims of a crime while at school this year?	0 = No 1 = Yes
SAFA9A	Num	Estimate of number of students as victims of theft at school.	0 – 99
SAFA9B	Num	Estimate of number of students as victims of mugging at school.	
SAFA9C	Num	Estimate of number of students as victims of assault at school.	
SAFA9D	Num	Estimate of number of students as victims of other crime at school.	
SAFA9D1	Char	Description of other crimes.	
SAFA10	Num	Are you aware of any teachers being victims of a crime while at school this year?	0 = No 1 = Yes

School Safety Questionnaire – SAFA			
Variable Name	Format	Variable Description	Coding if Categorical
SAFA10A	Num	Estimate of number of teachers as victims of theft at school.	0 – 99
SAFA10B	Num	Estimate of number of teachers as victims of mugging at school.	
SAFA10C	Num	Estimate of number of teachers as victims of assault at school.	
SAFA10D	Num	Estimate of number of teachers as victims of other crime at school.	
SAFA10D1	Char	Description of other crime.	
SAFA11	Char	Interviewer initials.	
SAFA12	Date	Date of interview.	

Screening Questions – SCRA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	MW = 2,3,5 SO = 5 SW = 3,5NW = 1,2,3,5
SCRA1A	Num	Has child lived with you all of the last year?	0 = No 1 = Yes
SCRA1B	Num	For how many months during the last year has child lived with you?	0 – 12
SCRA1C	Num	Do you feel you know child well enough to answer some questions about him/ her and things that may have happened to him/ her in last year?	0 = No 1 = Yes 2 = Don't Know
SCRA2	Char	Interviewer initials.	
SCRA3	Date	Date of interview.	

Child's Separations from Caregiver: Ver A + B – SEP (Combined Data Set Includes SEPA and SEPB)			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4,6 SW = 4 NW = 0,1,2,3,4
FORM	Char	Form the Data was collected in	SEPA, SEPB
SEP1	Num	Were you (or child's primary caregiver) separated from child for more than a week during his/ her first year of life?	0 = No 1 = Yes
SEP2	Num	How many times were you or primary caregiver) separated from child for more than a week during that year?	0 – 99
SEP3	Num	Counting all times separated for more than a week, how many total weeks were you (or primary caregiver) separated from child in the first year?	
SEP4	Num	What was the reason for your separation from child for more than a week in the first year? – Reason #1.	01 – 15 See Appendix F
SEP4B	Num	What was the reason for you separation from child for more than a week in the first year? – Reason #2.	
SEP5	Num	After the first year of life, was child ever separated from you (or primary caregiver) for more than a week or more?	0 = No 1 = Yes
SEP6	Num	How many times were you (or primary caregiver) separated from child for more than a week after the first year?	0 – 99
SEP7	Num	Counting all times separated for more than a week, how many total weeks were you (or primary caregiver) separated from child after the first year?	
SEP8	Num	What was the reason for your separation from child for more than a week after first year? – Reason # 1.	01 – 15 See Appendix F
SEP8B	Num	What was the reason for your separation from child for more than a week after first year? – Reason # 2.	
SEP9	Char	Interviewer initials.	
SEP10	Date	Date of interview.	

Other Services Utilization – SERA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 2,3,5,6 SO = 6 SW = 3,5,6 NW = 1,2,3,5,6
SERA1A	Num	Respondent used caretaker-respite care. (more than 24 hours at a time, in or out of home)	0 = No 1 = Yes
SERA1B	Num	Respondent used daycare.	
SERA1C	Num	Respondent used educational service.	
SERA1D	Num	Respondent used employment service. (job finding)	
SERA1E	Num	Respondent used financial help (welfare, food stamps, housing etc.)	
SERA1F	Num	Respondent used homemaker services.	
SERA1G	Num	Respondent used legal aid.	
SERA1H	Num	Respondent used transportation service.	
SERA1I	Num	Respondent used WIC.	
SERA1J	Num	Respondent used parenting classes.	
SERA0K	Num	Did mother use other service? – Service #1.	
SERA1K	Num	Was other service received? – Service #1.	
SERA1K1	Char	Description of other service #1.	
SERA0L	Num	Did mother use other service? – Service #2.	0 = No 1 = Yes
SERA1L	Num	Was other service received? – Service #2.	
SERA1L1	Char	Description of other service #2	
SERA2A	Num	Recipient of caretaker-respite care. (more than 24 hours at a time, in or out of home)	1 = Parent 2 = Child 3 = Both
SERA2B	Num	Recipient of daycare.	
SERA2C	Num	Recipient of educational service.	
SERA2D	Num	Recipient of employment service. (job finding)	
SERA2E	Num	Recipient of financial help. (welfare, food stamps, housing etc.)	
SERA2F	Num	Recipient of homemaker service.	
SERA2G	Num	Recipient of legal aid.	

Other Services Utilization – SERA			
Variable Name	Format	Variable Description	Coding if Categorical
SERA2H	Num	Recipient of transportation service.	1 = Parent 2 = Child 3 = Both
SERA2I	Num	Recipient of WIC.	
SERA2J	Num	Recipient of parenting classes.	
SERA2K	Num	Recipient of other service #1.	
SERA2L	Num	Recipient of other service # 2.	
SERA3A	Num	Satisfaction with caretaker-respite care. (more than 24 hours at a time, in or out of home)	1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied
SERA3B	Num	Satisfaction with day care.	
SERA3C	Num	Satisfaction with educational service.	
SERA3D	Num	Satisfaction with employment service. (job finding)	
SERA3E	Num	Satisfaction with financial help. (welfare, food stamps, housing etc.)	
SERA3F	Num	Satisfaction with homemaker service.	
SERA3G	Num	Satisfaction with legal aid.	
SERA3H	Num	Satisfaction with transportation service.	
SERA3I	Num	Satisfaction with WIC.	
SERA3J	Num	Satisfaction with parenting classes.	
SERA3K	Num	Satisfaction with other service # 1.	
SERA3L	Num	Satisfaction with other service # 2	
SERA4	Char	Interviewer initials.	
SERA5	Date	Date of interview.	

Self-Report Family Inventory: Age 6 – SFIA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
SFIA1	Num	About respondent's family: Household members pay attention to each other's feelings.	Likert Scale: 1 = Fits our household very well 3 = Fits our household some 5 = Doesn't fit our household at all
SFIA2	Num	About respondent's family: We would rather do things together than with other people.	
SFIA3	Num	About respondent's family: We all have a say in household plans.	
SFIA4	Num	About respondent's family: The grownups in this household understand and agree on household decisions.	
SFIA5	Num	About respondent's family: Grownups in this household compete and fight with each other.	
SFIA6	Num	About respondent's family: There is a closeness in this family but each person is allowed to be special and different.	
SFIA7	Num	About respondent's family: We accept each other's friends.	
SFIA8	Num	About respondent's family: There is confusion in our household but each person is allowed to be special and different.	
SFIA9	Num	About respondent's family: Members of our household touch and hold each other.	
SFIA10	Num	About respondent's family: Household members put each other down.	
SFIA11	Num	About respondent's family: We speak our minds no matter what.	
SFIA12	Num	About respondent's family: In our home we feel loved.	
SFIA13	Num	About respondent's family: Even when we feel close our household members are embarrassed to admit it.	

Self-Report Family Inventory: Age 6 – SFIA			
Variable Name	Format	Variable Description	Coding if Categorical
SFIA14	Num	About respondent's family: We argue a lot and never solve problems.	1 = Fits our household very well 3 = Fits our household some 5 = Doesn't fit our household at all
SFIA15	Num	About respondent's family: Our happiest times are at home.	
SFIA16	Num	About respondent's family: The grownups in this household are strong leaders.	
SFIA17	Num	About respondent's family: The future looks good to our household.	
SFIA18	Num	About respondent's family: One person in our household usually gets the blame when things don't go right.	
SFIA19	Num	About respondent's family: Household members go their own way most of the time.	
SFIA20	Num	About respondent's family: Our household is proud of being close.	
SFIA21	Num	About respondent's family: Our household is good at solving problems.	
SFIA22	Num	About respondent's family: Our household members easily express warmth and caring towards each other.	
SFIA23	Num	About respondent's family: It's okay to fight and yell in our household.	
SFIA24	Num	About respondent's family: One of the adults in this household has a favorite child.	
SFIA25	Num	About respondent's family: When things go wrong we blame each other.	
SFIA26	Num	About respondent's family: We say what we think and feel.	
SFIA27	Num	About respondent's family: Our household members would rather do things with other people than together.	
SFIA28	Num	About respondent's family: Household members pay attn. To each other and listen to what is said.	
SFIA29	Num	About respondent's family: We worry about hurting each other's feelings.	
SFIA30	Num	About respondent's family: The mood in our household is usually sad and blue.	
SFIA31	Num	About respondent's family: We argue a lot.	
SFIA32	Num	About respondent's family: One person controls and leads our household.	
SFIA33	Num	About respondent's family: Our household is happy most of the time.	
SFIA34	Num	About respondent's family: Each person takes responsibility for his/ her behavior.	

Self-Report Family Inventory: Age 6 – SFIA			
Variable Name	Format	Variable Description	Coding if Categorical
SFIA35	Num	On a scale of 1 – 5, I would rate my household as...	Likert Scale: 1 = My household functions very well together 5 = My family does not function well together at all. We really need help
SFIA36	Num	On a scale of 1 – 5, I would rate the independence in my household as...	Likert Scale: 1 = No one is independent. There are no open arguments. Household members rely on each other for satisfaction 3 = Sometimes independent. There are some disagreements. Household members find satisfaction both within and outside of the household 5 = Household members usually go their own way. Disagreements are open. Household members look outside of the household for satisfaction
SFIA37	Char	Interviewer initials.	
SFIA38	Date	Date of interview.	

School Information Questionnaire – SIFA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4,5,6 MW = 6 SO = 6 SW = 6 NW = 6
SIFA1	Num	About this student: How involved are this student's parents with your classroom and the school?	Likert Scale: 1 = No involvement with school/ classroom (Far below average) 5 = Parents very involved with school/ classroom (Far above average)
SIFA2	Num	About this student: To what extent does this child's parents reinforce the child's education at home?	Likert Scale: 1 = Minimal or no reinforcement 5 = High level of reinforcement
SIFA3	Num	About this student: Approximately how many days has this student been absent during the current school year?	0 – 365
SIFA4	Num	About this student: Approximately how many days has this student been tardy this school year?	
SIFA5	Num	About your school: Approximately what percentage of students in this school is eligible for free school lunches?	0 – 100
SIFA6A	Num	About your school: What is your estimate of the ethnic/ racial breakdown of students enrolled in this school? Please provide approximate percentages for White students.	
SIFA6B	Num	About your school: What is your estimate of the ethnic/ racial breakdown of students enrolled in this school? Please provide approximate percentages for African-American students.	

School Information Questionnaire – SIFA			
Variable Name	Format	Variable Description	Coding if Categorical
SIFA6C	Num	About your school: What is your estimate of the ethnic/ racial breakdown of students enrolled in this school? Please provide approximate percentages for Hispanic students.	0 – 100
SIFA6D	Num	About your school: What is your estimate of the ethnic/ racial breakdown of students enrolled in this school? Please provide approximate percentages for Asian students.	
SIFA6E	Num	About your school: What is your estimate of the ethnic/ racial breakdown of students enrolled in this school? Please provide approximate percentages for Native American students.	
SIFA6F	Num	About your school: What is your estimate of the ethnic/ racial breakdown of students enrolled in this school? Please provide approximate percentages for other students.	
SIFA7	Num	Gender of respondent.	1 = Male 2 = Female
SIFA8	Num	Ethnicity-race of respondent.	1 = White 2 = African American 3 = Hispanic 4 = Asian 5 = Native American 6 = Other
SIFA9	Date	Date of birth of respondent.	
SIFA10	Num	How many total years have you taught school?	0 – 99
SIFA11	Char	Interviewer initials.	
SIFA12	Date	Date of interview.	

Functional Social Support – SSQB			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4,6 MW = 1,4,6 SO = 4,6 SW = 4,6 NW = 0,1,2,3,4,6
SSQB1	Num	I get love and affection ...	Likert Scale: 1 = Much less than I would like 5 = As much as I would like
SSQB2	Num	I get chances to talk to someone about my personal and family problems...	
SSQB3	Num	I get invitations to go out and do things with other people...	
SSQB4	Num	I get people who care what happens to me...	
SSQB5	Num	I get chances to talk about money matters...	
SSQB6	Num	I get useful advice about important things in life...	
SSQB7	Num	I get help when I need transportation...	
SSQB8	Num	I get help when I'm sick in bed...	
SSQB9	Num	I get help with cooking and housework...	
SSQB10	Num	I get help taking care of my child(ren)...	
SSQB11	Char	Interviewer initials.	
SSQB12	Date	Date of interview.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West Note: Multiple reports per child for the following sites: SO = South SW = San Diego NW = North West
VISIT	Num	Visit Number	EA = 5,6 MW = - SO = 6 SW = 6 NW = 6
FORM	Char	Form the Data was collected in	TRFA
GENDER	Num	Pupil's gender (from Masterfile)	1 = Male 2 = Female
AGEYRS	Num	Pupil's age in years (from Masterfile).	In years
MONTHS	Num	Pupil's age in months (from Masterfile)	In months
TRAC	Num	Pupil's ethnicity group or race.	1 = White 2 = Black 3 = Hispanic 4 = Native American 5 = Asian 6 = Mixed 7 = Other
TRAD	Num	Date of administration.	MM/DD/YY
TRAE	Num	Pupil's date of birth.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAF	Num	Grade in school.	1 – 12
TRAG	Char	Name of school.	Text
TRAH	Num	Form completed by:	1 = Teacher 2 = Counselor 3 = Other
TRAH1	Char	Description of other person completing form.	Text
TRA1	Num	How long have you known this pupil? (number of months)	In months
TRA2	Num	How well do you know him/ her?	1 = Not well 2 = Moderately well 3 = Other
TRA3	Num	How much time does he/ she spend in your class per week?	1 = All class time is spent with respondent 2 = Part time each day 3 = Some time 1 – 4 days a week 4 = Time spent with respondent only for selected purposes (evaluation, counseling, discipline) 5 = No class time
TRA4	Num	What kind of class is it? (Please be specific, e.g., regular 5 th grade, 7 th grade Math, etc.)	1 = Regular class 2 = Other within-school special program or service 3 = Day treatment program (including educational services received during psychological hospitalization) 4 = Other outside-of-school program (e.g., hospital school) 5 = Home school 6 = Respondent does not have child in class (respondent is counselor, principal, etc.) 7 = Other

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRA5A	Num	Has he/ she ever been referred for special class placement, services, or tutoring?	0 = No 1 = Yes 2 = Don't Know
TRA5B1	Num	Description #1 of special class placement, services, or tutoring.	1 = General tutoring 2 = Speech/ language 3 = Chapter 1/ other reading program 4 = Trainable/ educable mentally handicapped 5 = English as Second Language 6 = Behaviorally-emotionally handicapped 7 = Service for learning disability 8 = Academically gifted 9 = Other
TRA5B2	Num	Description #2 of special class placement, services, or tutoring.	
TRA5B3	Num	Description #3 of special class placement, services, or tutoring.	
TRA6	Num	Has he/ she ever repeated a grade?	0 = No 1 = Yes 2 = Don't Know
TRA6A1	Num	Give grade #1 repeated by pupil.	1 – 12
TRA6A1A	Char	Give reason for pupil repeating grade #1.	Text
TRA6A2 TRFB6A2	Num	Give grade #2 repeated by pupil.	1 – 12
TRA6A2A	Char	Give reason for pupil repeating grade #2.	Text
TRA6A3	Num	Give grade #3 repeated by pupil.	1 – 12
TRA6A3A	Char	Give reason for pupil repeating grade #3.	Text

Teacher Report Form – TRFM			
(Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
Current School Performance			
TRA7A1	Num	Code for subject #1.	1 = Language Arts (Spelling, Writing, English) 2 = Reading 3 = Math, Arithmetic 4 = Science, Health 5 = History / Social Studies/ Civics/ Economics, etc. 6 = Foreign Language
TRA7A2	Num	Code for subject #2.	
TRA7A3	Num	Code for subject #3.	
TRA7A4	Num	Code for subject #4.	
TRA7A5	Num	Code for subject #5.	
TRA7A6	Num	Code for subject #6.	
TRA7B1	Char	Text for subject #1.	Text
TRA7B2	Char	Text for subject #2.	
TRA7B3	Char	Text for subject #3.	
TRA7B4	Char	Text for subject #4.	
TRA7B5	Char	Text for subject #5.	
TRA7B6	Char	Text for subject #6.	
TRA7C1	Num	Pupil's performance level of subject #1.	1 = Far below grade 2 = Somewhat below grade 3 = At grade level 4 = Somewhat above grade 5 = Far above grade
TRA7C2	Num	Pupil's performance level of subject #2.	
TRA7C3	Num	Pupil's performance level of subject #3.	
TRA7C4	Num	Pupil's performance level of subject #4.	
TRA7C5	Num	Pupil's performance level of subject #5.	
TRA7C6	Num	Pupil's performance level of subject #6.	

Teacher Report Form – TRFM			
(Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
Compared to Typical Pupils of the Same Age...			
TRA8A	Num	how hard is he/ she working?	1 = Much less 2 = Somewhat less 3 = Slightly less 4 = About average 5 = Slightly more 6 = Somewhat more 7 = Much more
TRA8B	Num	how appropriately is he/ she behaving?	
TRA8C	Num	how much is he / she learning?	
TRA8D	Num	how happy is s/ he?	
Most Recent Achievement Test Scores (If Available)			
TRA9A1	Char	Name of Test A.	Text
TRA9A2	Char	Subject of Test A.	
TRA9A3	Char	Date of Test A.	MM/YYYY
TRA9A4	Num	Percentile obtained in Test A.	00 – 99
TRA9A5	Num	Grade level of Test A score.	00.00 – 16.9
TRA9B1	Char	Name of Test B.	Text
TRA9B2	Char	Subject of Test B.	
TRA9B3	Char	Date of Test B.	MM/YYYY
TRA9B4	Num	Percentile obtained in Test B.	00 – 99
TRA9B5	Num	Grade level of Test B score.	00.00 – 16.9

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRA9C1	Char	Name of Test C.	Text
TRA9C2	Char	Subject of Test C.	
TRA9C3	Char	Date of Test C.	MM/YYYY
TRA9C4	Num	Percentile obtained in Test C.	00 – 99
TRA9C5	Num	Grade level of Test C score.	00.00 – 16.9
TRA9D1	Char	Name of Test D.	Text
TRA9D2	Char	Subject of Test D.	
TRA9D3	Char	Date of Test D.	MM/YYYY
TRA9D4	Num	Percentile obtained in Test D.	00 – 99
TRA9D5	Num	Grade level of Test D score.	00.00 – 16.9
TRA9E1	Char	Name of Test E.	Text
TRA9E2	Char	Subject of Test E.	
TRA9E3	Char	Date of Test E.	MM/YYYY
TRA9E4	Num	Percentile obtained in Test E.	00 – 99
TRA9E5	Num	Grade level of Test E score.	00.0 – 16.9

Teacher Report Form – TRFM			
(Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
IQ, Readiness, or Aptitude Tests (If Available)			
TRA10A1	Char	Name of Test A.	Text
TRA10A2	Char	Date of Test A.	MM/YYYY
TRA10A3	Num	IQ Score of Test A.	40 – 200
TRA10A4	Num	Equivalent score of Test A.	00 – 99
TRA10A5	Num	Grade equivalent of Test A score.	00.0 – 16.9
TRA10B1	Char	Name of Test B.	Text
TRA10B2	Char	Date of Test B.	MM/YYYY
TRA10B3	Num	IQ Score of Test B.	40 – 200
TRA10B4	Num	Equivalent score of Test B.	00 – 99
TRA10B5	Num	Grade equivalent of Test B score.	00.0 – 16.9
TRA10C1	Char	Name of Test C.	Text
TRA10C2	Char	Date of Test C.	MM/YYYY
TRA10C3	Num	IQ Score of Test C.	40 – 200
TRA10C4	Num	Equivalent score of Test C.	00 – 99
TRA10C5	Num	Grade equivalent of Test C score.	00.0 – 16.9

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
Illness, Disability, Physical, or Mental Handicap			
TRA11A	Num	Does pupil have any illness, physical disability, or mental handicap?	0 = No 1 = Yes
TRA11A1	Num	Description #1.	1 = Chronic illness or physical disability 2 = Physical disability 3 = Mental handicap 4 = Psychological or emotional problem 5 = Attention deficit disorder, ADHD, learning disability
TRA11A2	Num	Description #2.	
TRA11A3	Num	Description #3.	
Concerns about Pupil			
TRA12A TRFA12A TRFB12A	Num	What concerns you most about this pupil? - Concern #1.	1 = Concern is related to suspected child neglect, physical abuse, sexual abuse 2 = Concern is related to aggression, delinquency, or violent behavior; discipline problem 3 = Concern is related to sexual acting out 4 = Excessive absenteeism 5 = Short attention span; distractibility 6 = Poor self esteem; lack of confidence 7 = Apathetic; lack of motivation; disinterest in school or social interaction 8 = Depressed; sad; withdrawn 9 = Other
TRA12B TRFA12B	Num	What concerns you most about this pupil? - Concern #2. Unlabeled	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
Best Things about Pupil			
TRA13A TRFB13A	Num	Describe the best things about this pupil. – Best things #1. Unlabeled.	1 = Gets along well with others; is likable, popular with peers 2 = Works hard
TRA13B	Num	Describe the best things about this pupil. - Best things #2.	3 = Good sense of humor 4 = Is well behaved, no behavior problems 5 = Does well academically 6 = Attractive, well-dressed, well-groomed 7 = Excels at large motor activities, sports, games 8 = Good verbal skills, engaging in conversation, good storytelling ability 9 = Has a good sense of self- worth, strong sense of self 10 = Very creative, artistic, musical etc. 11 = Has well-developed value system, religious or spiritual beliefs 12 = Is intelligent, good problem solver 13 = Is optimistic; happy; thinks positively 14 = Is kind and considerate of others, shows empathy 15 = Is a good teacher, shows leadership potential 16 = Tries to please teacher; cooperative with teacher 17 = Other

Teacher Report Form – TRFM			
(Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
Pupil's Work, Behavior, or Potential			
TRA14 TRFA14A TRFB14A	Num	Are there any comments about pupil's work, behavior, or potential? (Use extra pages if necessary).	0 = No 1 = Yes
TRA14A	Num	Comment #1	1 = Concern is related to suspected child neglect 2 = Concern is related to suspected child physical abuse 3 = Concern is related to suspected sexual abuse 4 = Concern is related to aggression, delinquency, or violent behavior 5 = Concern is related to sexual acting out 6 = Other
TRA14B TRFA14B	Num	Comment #2	
Description of Pupil Now or Within the Past 2 Months			
TRA11	Num	Acts too young for his/ her age.	0 = Not true (as far as you know) 1 = Somewhat or some-times true 2 = Very true or often true
TRA12	Num	Hums-makes other odd noises in class.	
TRA13	Num	Argues a lot.	
TRA14	Num	Fails to finish things he/she started.	
TRA15	Num	Behaves like opposite sex.	
TRA16	Num	Defiant, talks back to staff.	
TRA17	Num	Bragging, boasting.	
TRA18	Num	Can't concentrate, can't pay attention for long.	
TRA19	Num	Can't get his/ her mind off certain thoughts: obsessions.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI9A	Char	Description #1 of pupil's thoughts; obsessions.	Text
TRAI9B	Char	Description # 2 of pupil's thoughts; obsessions.	
TRAI10	Num	Can't sit still, restless or hyperactive.	0 = Not true (as far as you know) 1 = Somewhat or some-times true 2 = Very true or often true
TRAI11	Num	Clings to adults or too dependent.	
TRAI12	Num	Complains of loneliness.	
TRAI13	Num	Confused or seems to be in a fog.	
TRAI14	Num	Cries a lot.	
TRAI15	Num	Fidgets.	
TRAI16	Num	Cruelty, bullying or meanness to others.	
TRAI17	Num	Daydreams or gets lost in his/ her thoughts.	
TRAI18	Num	Deliberately harms self or attempts suicide.	
TRAI19	Num	Demands a lot of attention.	
TRAI20	Num	Destroys his or her own things.	
TRAI21	Num	Destroys others' property.	
TRAI22	Num	Difficulty following directions.	
TRAI23	Num	Disobedient at school.	
TRAI24	Num	Disturbs other pupils.	
TRAI25	Num	Doesn't get along with other pupils.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI26	Num	Doesn't seem to feel guilty after misbehaving.	0 = Not true (as far as you know) 1 = Somewhat or some-times true 2 = Very true or often true
TRAI27	Num	Easily jealous.	
TRAI28	Num	Eats or drinks things that are not food - don't include sweets.	
TRAI28A	Char	Describe nonfood things #1 consumed by pupil.	Text
TRAI28B	Char	Describe nonfood things #2 consumed by pupil.	
TRAI29	Num	Fears certain animals, situations, or places other than school.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI29A	Char	Describe pupil's fear #1 of animals, situations, or places.	Text
TRAI29B	Char	Describe pupil's fear #2 of animals, situations, or places.	
TRAI30	Num	Fears going to school.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI31	Num	Fears he/ she might do something bad.	
TRAI32	Num	Feels he/ she has to be perfect.	
TRAI33	Num	Feels or complains that no one loves him/ her.	
TRAI34	Num	Feels others are out to get him/ her.	
TRAI35	Num	Feels worthless or inferior.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI36	Num	Gets hurt a lot, accident- prone.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI37	Num	Gets in many fights.	
TRAI38	Num	Gets teased a lot.	
TRAI39	Num	Hangs around with others who get into trouble.	
TRAI40	Num	Hears sounds and voices that aren't there.	
TRAI40A	Char	Description #1 of non-real sounds heard by pupil.	Text
TRAI40B	Char	Description #2 of non-real sounds heard by pupil.	
TRAI41	Num	Impulsive, acts without thinking.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI42	Num	Would rather be alone than with others.	
TRAI43	Num	Lying or cheating.	
TRAI44	Num	Bites fingernails.	
TRAI45	Num	Nervous, high strung, or tense.	
TRAI46	Num	Nervous movements or twitching.	
TRA146A	Char	Description of pupil's nervous movements, or twitching.	Text

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI47	Num	Overconforms to rules.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI48	Num	Not liked by other pupils.	
TRAI49	Num	Has difficulty learning.	
TRAI50	Num	Too fearful or anxious.	
TRAI51	Num	Feels dizzy.	
TRAI52	Num	Feels too guilty.	
TRAI53	Num	Talks out of turn.	
TRAI54	Num	Overtired.	
TRAI55	Num	Overweight.	
TRAI56A	Num	Aches or pains (not headaches).	
TRAI56B	Num	Headaches.	
TRAI56C	Num	Nausea, feels sick.	
TRAI56D	Num	Problem with eyes.	
TRAI56D1	Char	Description of pupil 's problem with eyes.	Text
TRAI56E	Num	Rashes or other skin problems.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI56F	Num	Stomachaches or cramps.	
TRAI56G	Num	Vomiting, throwing up.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI56H	Num	Other physical problem.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI56H1	Char	Description of other physical problem #1.	Text
TRAI56H2	Char	Describe of other physical problem #2.	
TRAI57	Num	Physically attacks people.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI58	Num	Picks nose, skin, or other parts of body.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI58A	Char	Description of pupil's picking nose, skin, or other body parts.	Text
TRAI59	Num	Sleeps in class.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI60	Num	Apathetic or unmotivated.	
TRAI61	Num	Poor school work.	
TRAI62	Num	Poorly coordinated or clumsy.	
TRAI63	Num	Prefers being with older children or youth.	
TRAI64	Num	Prefers being with younger children.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI65	Num	Refuses to talk.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI66	Num	Repeats certain acts over and over, compulsions. (describe)	
TRAI66A	Char	Description of pupil's repeated acts, compulsions #1.	Text
TRAI66B	Char	Description of pupil's repeated acts, compulsions #2.	
TRAI67	Num	Disrupts class discipline.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI68	Num	Screams a lot.	
TRAI69	Num	Secretive, keeps things to self.	
TRAI70	Num	Sees things that aren't there.	
TRAI70A	Char	Description of pupil seeing things that aren't there #1.	Text
TRAI70B	Char	Description of pupil seeing things that aren't there #2.	
TRAI71	Num	Self-conscious, easily embarrassed.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI72	Num	Messy work.	
TRAI73	Num	Behaves irresponsibly.	
TRAI73A	Char	Description of pupil's irresponsible behavior #1.	Text
TRAI73B	Char	Description of pupil's irresponsible behavior #2.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI74	Num	Showing off or clowning.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI75	Num	Shy or timid.	
TRAI76	Num	Explosive and unpredictable behavior.	
TRAI77	Num	Demands must be met immediately, easily frustrated.	
TRAI78	Num	Inattentive, easily distracted.	
TRAI79	Num	Speech problem.	
TRAI79A	Char	Description of pupil's speech problem #1.	Text
TRAI79B	Char	Description of pupil's speech problem #2.	
TRAI80	Num	Stares blankly.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI81	Num	Feels hurt when criticized.	
TRAI82	Num	Steals.	
TRAI83	Num	Stores up things he/ she doesn't need.	
TRAI83A	Char	Description of unneeded things stored up by pupil.	Text
TRAI84	Num	Strange behavior.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI84A	Char	Description of pupil's strange behavior #1.	Text
TRAI84B	Char	Description of pupil's strange behavior #2.	
TRAI85	Num	Strange ideas.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI85A	Char	Description of pupil's strange ideas: #1.	Text
TRAI85B	Char	Description of pupil's strange ideas: #2.	
TRAI86	Num	Stubborn, sullen, or irritable.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI87	Num	Sudden changes in mood or feelings.	
TRAI88	Num	Sulks a lot.	
TRAI89	Num	Suspicious.	
TRAI90	Num	Swearing or obscene language.	
TRAI91	Num	Talks about killing self.	
TRAI92	Num	Underachieving, not working to potential.	
TRAI93	Num	Talks too much.	
TRAI94	Num	Teases a lot.	
TRAI95	Num	Temper tantrums or hot temper.	
TRAI96	Num	Seems preoccupied with sex.	
TRAI97	Num	Threatens people.	
TRAI98	Num	Tardy to school or class.	
TRAI99	Num	Too concerned with neatness or cleanliness.	
TRAI100	Num	Fails to carry out assigned tasks.	
TRAI101	Num	Truancy or unexplained absences.	
TRAI102	Num	Underactive, lacks energy.	

Teacher Report Form – TRFM (Combined Data Set Includes TRFA, TRA and TRFB)			
Variable Name	Format	Variable Description	Coding if Categorical
TRAI103	Num	Unhappy, sad, depressed.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI104	Num	Unusually loud.	
TRAI105	Num	Uses alcohol or drugs for nonmedical purposes.	
TRAI105A	Char	Description of pupil's use of alcohol/ drugs #1.	Text
TRAI105B	Char	Description of pupil's use of alcohol/ drugs #2.	
TRAI106	Num	Overly anxious to please.	0 = Not true (as far as you know) 1 = Somewhat or sometimes true 2 = Very true or often true
TRAI107	Num	Dislikes school.	
TRAI108	Num	Is afraid of making mistakes.	
TRAI109	Num	Whining.	
TRAI110	Num	Unclean personal appearance.	
TRAI111	Num	Withdrawn, doesn't get involved with others	
TRAI112	Num	Worries.	
Pupil's Other Problems			
TRAI113	Num	Does pupil have any other any problems that were not listed above?	0 = No 1 = Yes
TRAJ	Char	Interviewer initials.	
TRAK	Date	Date of interview.	MM/DD/YY

Teacher Estimation of Child Peer Status – TRPA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 5 MW = 6 SO = 6 SW = 6 NW = 6
TRPA1	Num	Overall how much is this child liked by classmates?	1 = Very well liked 2 = Above average liked 3 = Right in the middle 4 = Below average liked 5 = Liked very little
TRPA2	Num	Nominations for -'Would like most for play or work partner?'	1 = One of the kids with the most nominations 2 = More than average 3 = Average/right in the middle 4 = Less than average 5 = One of the kids with the fewest nominations
TRPA3	Num	Nominations for - 'Would like least for play or work partner?'	
TRPA4	Num	Nominations for - "Starts arguments or fights?'	
TRPA5	Num	Nominations for -'Gets angry easily?'	
TRPA6	Num	Nominations for 'Good at leading others?'	
TRPA7	Num	Nominations for - 'Gets picked on or teased?'	
TRPA8	Char	Interviewer initials.	
TRPA9	Date	Date of interview.	

Service Utilization Version A – TXUA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = - MW = 1 SO = 4 SW = 4 NW = 0,1,2,3,4
TXUA1	Num	Have you ever felt you needed to take child to anyone for help with any behavioral, emotional, or school problems?	0 = No 1 = Yes
TXUA2	Num	Have you ever taken your child to anyone for help?	
TXUA3A	Num	Who did you see for help? : Mental Health Professional?	
TXUA3B	Num	Who did you see for help? : Health Care Professional?	
TXUA3C	Num	Who did you see for help? : Social Services Worker?	
TXUA3D	Num	Who did you see for help? : School Counselor?	
TXUA3E	Num	Who did you see for help? : Principal, Teacher, or Day Care Provider?	
TXUA3F	Num	Who did you see for help? : Speech-language Specialist?	
TXUA3G	Num	Who did you see for help? : Developmental Evaluation Specialist?	
TXUA3H	Num	Who did you see for help? : Substance Abuse Counselor?	
TXUA3I	Num	Who did you see for help? : Lawyer or Probation Officer?	
TXUA3J	Num	Who did you see for help? : Clergy or Religious Counselor?	
TXUA3K	Num	Who did you see for help? : Natural Healer or Advisor?	
TXUA3L	Num	Who did you see for help? : Other professional?	
TXUA4	Num	How many providers child saw?	1 = One provider 2 = > One provider

Service Utilization Version A – TXUA			
Variable Name	Format	Variable Description	Coding if Categorical
TXUA5	Num	Approximately how many visits overall did your child have with these care providers?	0 – 99
TXUA6	Char	What type of care provider did you take your child to see most often?	A = Mental health professional B = Health care professional C = Social services worker D = School counselor E = Principal, teacher, or day care provider F = Speech & language specialist G = Developmental evaluation specialist H = Substance abuse counselor I = Lawyer or probation officer J = Clergy or religious counselor K = Natural healer or advisor L = Other
TXUA7	Num	Approximately how many times did your child see this person?	0 – 99
TXUA7A	Num	How many times within the last six months did child see this person?	
TXUA8	Num	What was the main reason you sought help for child?	See Appendix G
TXUA9	Num	How satisfied were you with the help that your child received from this person?	1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very satisfied
TXUA10	Num	Is child currently taking any medication to help control an emotional or behavioral problem?	0 = No 1 = Yes
TXUA10A	Num	Type of medication child takes for emotional-behavior problem.	See Appendix G
TXUA11	Num	In the past year did you consider seeking outside help for any personal or emotional problem?	0 = No 1 = Yes
TXUA12	Num	In the past year did you actually see someone for help or participate in a self-help group (like AA, Parents Anonymous, etc.)?	

Service Utilization Version A – TXUA			
Variable Name	Format	Variable Description	Coding if Categorical
TXUA13A	Num	Who did you see for help? – Mental Health professional?	0 = No 1 = Yes
TXUA13B	Num	Who did you see for help? - Health Care Professional?	
TXUA13C	Num	Who did you see for help? - Social Services Worker?	
TXUA13D	Num	Who did you see for help? – Work Counselor?	
TXUA13E	Num	Who did you see for help? Substance Abuse Counselor?	
TXUA13F	Num	Who did you see for help? – Lawyer-Probation Officer?	
TXUA13G	Num	Who did you see for help? – Clergy or Religious Counselor?	
TXUA13H	Num	Who did you see for help? – Natural Healer or Advisor?	
TXUA13I	Num	Who did you see for help? –Self-help group. (e.g., Alcoholics Anonymous, Gambler's Anonymous)?	
TXUA13J	Num	Who did you see for help? – Other professional?	
TXUA14	Num	Number of providers mother saw.	1 = One provider 2 = > One provider
TXUA15	Num	Approximately how many times, overall, did you see any of these people and/ or participate in any groups, in the past year?	0 – 99
TXUA16	Char	Who did you see most often?	A = Mental health professional B = Health care professional C = Social services worker D = Work counselor E = Substance abuse counselor F = Lawyer or probation officer G = Clergy or religious counselor H = Natural healer or advisor I = Self-help group (e.g., Alcoholics Anonymous, Parents Anonymous, Gambler's Anonymous) J = Other

Service Utilization Version A – TXUA			
Variable Name	Format	Variable Description	Coding if Categorical
TXUA17	Num	Approximately how many times did you see this person (or participate in this group)?	0 – 99
TXUA17A	Num	How many visits to primary provider within the last 6 months?	
TXUA18	Num	If you don't mind my asking, what was the main reason you sought help?	See Appendix F
TXUA19	Num	How satisfied were you with the help you received from this person?	1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very satisfied
TXUA20	Num	Have you ever been hospitalized for emotional or psychological problems?	0 = No 1 = Yes
TXUA20A	Num	How many times have you been hospitalized for emotional or psychological problems?	0 – 99
TXUA21	Num	Have you ever entered a residential program for the treatment of substance?	0 = No 1 = Yes
TXUA22	Num	Do you currently take any medications to help control nervousness, depression, or some other emotional condition?	
TXUA22A	Num	Type medication mother takes for emotional condition.	See Appendix G
TXUA23	Char	Interviewer initials.	
TXUA24	Date	Date of interview.	

Service Utilization Version B – TXUB			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4 SW = 4 NW = 0,1,2,3,4
TXUB1	Num	Have you ever felt you needed to take child to anyone for help with any behavioral, emotional, or school problems?	0 = No 1 = Yes
TXUB2	Num	Have you ever taken your child to see anyone for help?	
TXUB3A	Num	Who did you see for help? – Mental Health Professional?	
TXUB3B	Num	Who did you see for help? – Health Care Professional?	
TXUB3C	Num	Who did you see for help? – Social Services Worker?	
TXUB3D	Num	Who did you see for help? – School Counselor?	
TXUB3E	Num	Who did you see for help? – Principal, Teacher, or Day Care Provider?	
TXUB3F	Num	Who did you see for help? – Speech-language Specialist?	
TXUB3G	Num	Who did you see for help? – Developmental Evaluation Specialist?	
TXUB3H	Num	Who did you see for help? – Substance Abuse Counselor?	
TXUB3I	Num	Who did you see for help? – Lawyer or Probation Officer?	
TXUB3J	Num	Who did you see for help? – Clergy or Religious Counselor?	
TXUB3K	Num	Who did you see for help? – Natural Healer or Advisor?	
TXUB3L	Num	Who did you see for help? – Other professional?	
TXUB4	Num	How many providers child saw?	1 = One provider 2 = > One provider

Service Utilization Version B – TXUB			
Variable Name	Format	Variable Description	Coding if Categorical
TXUB5	Num	Approximately how many visits overall did your child have with these care providers?	0 – 99
TXUB6	Char	What type of care provider did you take your child to see most often?	A = Mental health professional B = Health care professional C = Social services worker D = School counselor E = Principal, teacher, or day care provider F = Speech & language specialist G = Developmental evaluation specialist H = Substance abuse counselor I = Lawyer or probation officer J = Clergy or religious counselor K = Natural healer or advisor L = Other
TXUB7	Num	Approximately how many times did your child see this person?	0 – 99
TXUB7A	Num	How many times did your child see this person?	
TXUB8A	Num	What was the main reason you sought help for child?	See Appendix G
TXUB8B	Num	Code reason for child seeking help.	
TXUB9	Num	How satisfied were you with the help that your child received from this person?	1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied
TXUB10	Num	Is child currently taking medication to help control an emotional or behavioral problem?	0 = No 1 = Yes
TXUB10A	Num	Code for medication #1.	See Appendix G
TXUB10B	Num	Code for medication #2.	
TXUB10C	Num	Code for medication #3.	

Service Utilization Version B – TXUB			
Variable Name	Format	Variable Description	Coding if Categorical
TXUB11	Num	In the past year, did you consider seeking outside help for any personal, or emotional problem?	0 = No 1 = Yes
TXUB12	Num	In the past year, did you actually see someone for help or participate in a self-help group? (like AA, Parents Anonymous, etc.)	
TXUB13A	Num	Who did you see for help? – Mental Health professional?	
TXUB13B	Num	Who did you see for help? – Health Care Professional?	
TXUB13C	Num	Who did you see for help? – Social Service Worker?	
TXUB13D	Num	Who did you see for help? – Work Counselor?	
TXUB13E	Num	Who did you see for help? – Substance Abuse Counselor.	
TXUB13F	Num	Who did you see for help? – Lawyer-Probation Officer.	
TXUB13G	Num	Who did you see for help? – Clergy or Religious Counselor.	
TXUB13H	Num	Who did you see for help? – Natural Healer or Advisor?	
TXUB13I	Num	Who did you see for help? – Self-help group. (e.g., Alcoholics Anonymous, Gambler's Anonymous)	
TXUB13J	Num	Who did you see for help? – Other mental health provider?	
TXUB14	Num	Number of providers mother saw.	1 = One provider 2 = > One provider
TXUB15	Num	Approximately how many times, overall, did you see any of these people and/ or participate in any groups, in the past year?	0 – 99

Service Utilization Version B – TXUB			
Variable Name	Format	Variable Description	Coding if Categorical
TXUB16	Char	Who did you see most often?	A = Mental health professional B = Health care professional C = Social services worker D = Work counselor E = Substance abuse counselor F = Lawyer or probation officer G = Clergy or religious counselor H = Natural healer or advisor I = Self-help group (e.g., Alcoholics Anonymous, Parents Anonymous, Gambler's Anonymous) J = Other
TXUB17	Num	Approximately how many times did you see this person? (or participate in this group)	0 – 99
TXUB17A	Num	Approximately how many times within the last six months?	
TXUB18A	Num	What was the main reason you sought help? – Reason #1.	See Appendix G
TXUB18B	Num	What was the main reason you sought help? – Reason #2.	
TXUB19	Num	How satisfied were you with the help you received from this person?	1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied
TXUB20	Num	Have you ever been hospitalized for emotional or psychological problems?	0 = No 1 = Yes
TXUB20A	Num	How many times have you been hospitalized for emotional or psychological reason?	0 – 99
TXUB21	Num	Have you entered a residential program for the treatment of substance abuse?	0 = No 1 = Yes
TXUB22	Num	Do you currently take any medications to help control: Nervousness, depression, or some other emotional condition?	

Service Utilization Version B – TXUB			
Variable Name	Format	Variable Description	Coding if Categorical
TXUB22A	Num	Code for medication #1 mother takes for emotional condition.	See Appendix G
TXUB22B	Num	Code for medication #2 mother takes for emotional condition.	
TXUB22C	Num	Code for medication #3 mother takes for emotional condition.	
TXUB23	Char	Interviewer initials.	
TXUB24	Date	Date of interview.	

Caregiver Victimization History – VICA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South NW = North West
VISIT	Num	Visit Number	EA = 4 MW = 1,4 SO = 4,6 NW = 0,1,2,3,4,6
VICA1	Num	When you were a child or teenager: Were you ever physically hurt by a parent or someone else...like hit, slapped, beaten, shaken, burned, or anything like that?	0 = No 1 = Yes
VICA1A1	Num	When you were a child or teenager: Did you experience physical abuse by parent figure?	
VICA1A2	Num	When you were a child or teenager: How upsetting was physical abuse by parent figure.	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA1B1	Num	When you were a child or teenager: Did you experience physical abuse by other family?	0 = No 1 = Yes
VICA1B2	Num	When you were a child or teenager: How upsetting was physical abuse by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA1C1	Num	When you were a child or teenager: Did you experience physical abuse by non-family?	0 = No 1 = Yes
VICA1C2	Num	When you were a child or teenager: How upsetting was physical abuse by non-family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA2	Num	When you were a child or teenager: Were you ever punished or disciplined by someone in such a way that you were bruised or physically injured?	0 = No 1 = Yes
VICA2A1	Num	When you were a child or teenager: Did you experience excessive punishment by parent-figure?	

Caregiver Victimization History – VICA			
Variable Name	Format	Variable Description	Coding if Categorical
VICA2A2	Num	When you were a child or teenager: How upsetting was excessive punishment by parent figure?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA2B1	Num	When you were a child or teenager: Did you experience excessive punishment by other family?	0 = No 1 = Yes
VICA2B2	Num	When you were a child or teenager: How upsetting was excessive punishment by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA2C1	Num	When you were a child or teenager: Did you experience punishment by non-family?	0 = No 1 = Yes
VICA2C2	Num	When you were a child or teenager: How upsetting was excessive punishment by non-family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA3	Num	Before you were age 13: Did anyone older than you ever try or succeed in touching your breasts or genitals?	0 = No 1 = Yes
VICA3A1	Num	Before you were age 13: Were you fondled by parent figure?	
VICA3A2	Num	Before you were age 13: How upsetting was fondling by parent figure?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA3B1	Num	Before you were age 13: Were you fondled by other family?	0 = No 1 = Yes
VICA3B2	Num	Before you were age 13: How upsetting was fondling by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA3C1	Num	Before you were age 13: Were you fondled by non-family?	0 = No 1 = Yes
VICA3C2	Num	Before you were age 13: How upsetting was fondling by non-family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very

Caregiver Victimization History – VICA			
Variable Name	Format	Variable Description	Coding if Categorical
VICA4	Num	Before you were age 13: Did anyone older than you ever try or succeed in getting you to touch their genitals?	0 = No 1 = Yes
VICA4A1	Num	Before you were age 13: Did you experience forced fondling by parent figure?	
VICA4A2	Num	Before you were age 13: How upsetting was forced fondling by parent figure?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA4B1	Num	Before you were age 13: Did you experience forced fondling by other family?	0 = No 1 = Yes
VICA4B2	Num	Before you were age 13: How upsetting was forced fondling by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA4C1	Num	Before you were age 13: Did you experience forced fondling by non-family?	0 = No 1 = Yes
VICA4C2	Num	Before you were age 13: How upsetting was forced fondling by non-family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA5	Num	Before you were age 13: Did anyone ever try or succeed in having any kind of sexual intercourse?	0 = No 1 = Yes
VICA5A1	Num	Before you were age 13: Did you experience forced sexual intercourse by parent figure?	
VICA5A2	Num	Before you were age 13: How upsetting was forced sexual intercourse by parent figure?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA5B1	Num	Before you were age 13: Did you experience forced sexual intercourse by other family?	0 = No 1 = Yes
VICA5B2	Num	Before you were age 13: How upsetting was forced sexual intercourse by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA5C1	Num	Before you were age 13: Did you experience forced sexual intercourse by non-family?	0 = No 1 = Yes

Caregiver Victimization History – VICA			
Variable Name	Format	Variable Description	Coding if Categorical
VICA5C2	Num	Before you were age 13: How upsetting was forced sexual intercourse by non-family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA6	Num	When you were a teen: Did anyone ever touch your breasts or genitals, against your wishes?	0 = No 1 = Yes
VICA6A1	Num	When you were a teen: Did you experience forced fondling by parent figure?	
VICA6A2	Num	When you were a teen: How upsetting was forced fondling by parent-figure?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA6B1	Num	When you were a teen: Did you experience forced fondling by other family against your wishes?	0 = No 1 = Yes
VICA6B2	Num	When you were a teen: How upsetting was forced fondling by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA6C1	Num	When you were a teen: Did you experience forced fondling by non-family?	0 = No 1 = Yes
VICA6C2	Num	When you were a teen: How upsetting was forced fondling by non-family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA7	Num	When you were a teen: Did anyone ever force you to touch their genitals, against your wishes?	0 = No 1 = Yes
VICA7A1	Num	When you were a teen: Were you forced to fondle by parent figure?	
VICA7A2	Num	When you were a teen: How upsetting was forced fondling by parent figure?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA7B1	Num	When you were a teen: Were you forced to fondle by other family?	0 = No 1 = Yes
VICA7B2	Num	When you were a teen: How upsetting was forced fondling by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA7C1	Num	When you were a teen: Were you forced to fondle by non-family?	0 = No 1 = Yes

Caregiver Victimization History – VICA			
Variable Name	Format	Variable Description	Coding if Categorical
VICA7C2	Num	When you were a teen: How upsetting was forced fondling by non-family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA8	Num	When you were a teen: Did anyone ever force you to have sexual intercourse against your wishes?	0 = No 1 = Yes
VICA8A1	Num	When you were a teen: Were you forced to have sexual intercourse by parent figure?	0 = No 1 = Yes
VICA8A2	Num	When you were a teen: How upsetting was forced sexual intercourse by parent figure?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA8B1	Num	When you were a teen: Were you forced to have sexual intercourse by other family?	0 = No 1 = Yes
VICA8B2	Num	When you were a teen: How upsetting was forced sexual intercourse by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA8C1	Num	When you were a teen: sex Were you forced to have sexual intercourse by non-family?	0 = No 1 = Yes
VICA8C2	Num	When you were a teen: How upsetting was forced sexual intercourse by non-family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA9	Num	Since you've been an adult: Have you ever been hit, slapped, beaten, or pushed around by someone?	0 = No 1 = Yes
VICA9A1	Num	Since you've been an adult: Have you been physically abused by husband/partner?	
VICA9A2	Num	Since you've been an adult: How upsetting was physical abuse by husband/partner?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA9B1	Num	Since you've been an adult: Have you been physically abused physically abused by other family?	0 = No 1 = Yes
VICA9B2	Num	Since you've been an adult: How upsetting was physical abuse by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very

Caregiver Victimization History – VICA			
Variable Name	Format	Variable Description	Coding if Categorical
VICA9C1	Num	Since you've been an adult: Have you been physically abused by acquaintance?	0 = No 1 = Yes
VICA9C2	Num	Since you've been an adult: How upsetting was physical abuse by acquaintance?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA9D1	Num	Since you've been an adult: Have you been physically abused by stranger?	0 = No 1 = Yes
VICA9D2	Num	Since you've been an adult: How upsetting was physical abuse by stranger?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA10	Num	Since you've been an adult have you been physically hurt or physically threatened by someone in any other way?	0 = No 1 = Yes
VICA10A1	Num	Since you've been an adult: Have you experienced other physical abuse by husband/ partner?	
VICA10A2	Num	Since you've been an adult: How upsetting was other physical abuse by husband/ partner?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA10B1	Num	Since you've been an adult: Have you experienced other physical abuse by other family?	0 = No 1 = Yes
VICA10B2	Num	Since you've been an adult: How upsetting was other physical abuse by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA10C1	Num	Since you've been an adult: Have you experienced other physical abuse by acquaintance?	0 = No 1 = Yes
VICA10C2	Num	Since you've been an adult: How upsetting was other physical abuse by acquaintance?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA10D1	Num	Since you've been an adult: Have you experienced other physical abuse by stranger?	0 = No 1 = Yes

Caregiver Victimization History – VICA			
Variable Name	Format	Variable Description	Coding if Categorical
VICA10D2	Num	Since you've been an adult: How upsetting was other physical abuse by stranger?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA11	Num	Since you've been an adult: Has anyone ever sexually assaulted or raped you?	0 = No 1 = Yes
VICA11A1	Num	Since you've been an adult: Have you been sexually assaulted or raped by husband/ partner?	
VICA11A2	Num	Since you've been an adult: How upsetting was sexual assault or rape by husband?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA11B1	Num	Since you've been an adult: Have you experienced other physical abuse by other family?	0 = No 1 = Yes
VICA11B2	Num	Since you've been an adult: How upsetting was sexual assault or rape by other family?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA11C1	Num	Since you've been an adult: Have you experienced other physical abuse by acquaintance?	0 = No 1 = Yes
VICA11C2	Num	Since you've been an adult: How upsetting was sexual assault or rape by acquaintance?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA11D1	Num	Since you've been an adult: Have you experienced other physical abuse by a stranger?	0 = No 1 = Yes
VICA11D2	Num	Since you've been an adult: How upsetting was sexual assault by stranger?	1 = Not at all 2 = A little 3 = Somewhat 4 = Very
VICA12	Char	Interviewer initials.	
VICA13	Date	Date of interview.	

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
Daily Living Skills			
Child's personal needs			
VSCAA1	Num	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?	0 = The child regularly requires assistance to fasten fasteners, including zippers and buttons, when dressing 1 = The child requires assistance with fasteners about half the time 2 = Child usually dresses himself correctly (clothes right side out, and not askew). Fastens all fasteners, including zippers, without assistance. Tying own shoelaces is not required to score 2
VSCAA2	Num	How well does child take care of his/ her toileting needs, such as getting to the bathroom, wiping, flushing and washing his/ her hands, without reminders? [Do not include bedwetting in calculating child's score]	0 = Child is not toilet trained, or cannot perform activities without assistance 1 = The child is toilet trained but requires <u>some</u> reminding and/ or assistance with toileting activities 2 = The child usually cares for all toileting needs, including flushing the toilet, washing hands, and rearranging clothing without being reminded and without assistance

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAA3	Num	How is child at using silverware? A spoon? A fork? How does/he manage spreading with a knife? Cutting?	<p>0 = The child does not regularly use silverware (including knife, fork and spoon) competently</p> <p>1 = Child uses fork and spoon competently, and a knife for spreading, cut cannot <u>cut</u> with a knife</p> <p>2 = The child usually uses a knife, fork and spoon competently (rarely spilling). Knives are used for <u>both</u> spreading and cutting</p>
VSCAA4	Char	Does child ever go out to eat at a restaurant? [If “Yes”] Who orders his/her meals? [If child orders] How does s/he decide what to order? How well can s/he read a menu?	<p>N = The child has never been to a restaurant</p> <p>0 = The child orders <u>without reading</u> the menu him/ herself, OR someone orders for the child</p> <p>1 = The child reads the menu and orders an appropriate meal some of the time, OR reads part of the menu and orders art of a meal</p> <p>2 = The child can read a menu and <u>usually</u> orders an appropriate meal independently. Another person can clarify the menu (e.g., explain that certain foods come with the main course), but the child must make the selection and place the order. An appropriate meal must include a main dish, salad or vegetable, and beverage</p>
Child’s knowledge of safety			
VSCAA5	Num	What does s/he know about dealing with strangers? [Probe if necessary] What if a stranger offered her/ him a ride, or some food, or money?	<p>0 = The child has not verbalized or demonstrated understanding of the danger and safe responses to the above situations</p> <p>1 = The child has <u>some</u> understanding of the danger and safe response to the above situation</p> <p>2 = The child has verbalized or demonstrated an understanding that it is unsafe to accept rides, food or money from strangers. The child need not have actual experiences with strangers to score 2</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAA6	Num	How is child at crossing the street alone?	<p>0 = The child is not permitted to leave home or cross the street alone, or does not cross streets safely</p> <p>1 = The child can sometimes cross the street safely by her/himself, and demonstrates a beginning understanding of how to cross safely</p> <p>2 = The child routinely and safely crosses the street alone. The child can be counted on to look both ways before crossing. If the child routinely does this on a neighborhood street or road, score 2 whether or not the child crosses busy streets alone</p>
Child's knowledge of time			
VSCAA7	Num	If I were to ask child what day of the week it is, what would s/he say? [For child who usually knows day of the week, also ask...] How about on the weekends, or times s/he's not in school, like during summer vacation?	<p>0 = The child does not know the current day of the week, or has never been asked</p> <p>1 = The child can state the current day of the week only when school is in session, or only some of the time</p> <p>2 = The child can usually state what day of the week it is, even when school is not in session</p>
VSCAA8	Num	How is child at telling time? Say it was 20 minutes after the hour, what time would s/he say? [Both clockface and digital acceptable.]	<p>0 = The child recognizes fewer than half the five-minute segments, or cannot tell time at all</p> <p>1 = The child is able to state the correct time about half the time</p> <p>2 = The child can state the correct time for all five-minute segments of the hour most of the time</p>
Child's knowledge of money			
VSCAA9	Num	What would s/he say a penny is worth? What about a nickel, a dime, and a quarter?	<p>0 = The child does not know the value, in cents, of any of the coins</p> <p>1 = The child knows the value, in cents, of one, two or three of the coins</p> <p>2 = The child knows the value, in cents, of <u>all four</u> coins - quarter, dime, nickel and penny</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAA10	Num	Does s/he ever have money of her/ his own? [If “Yes”] What if, anything, is the biggest thing s/he saved for and bought for her/ himself?	<p>0 = The child has never saved for anything, or has saved only at the caregiver's insistence, or has only saved for less than one week</p> <p>1 = The child has voluntarily saved money for longer than a week and purchased a minor item</p> <p>2 = The child has voluntarily saved money for longer than one week, and purchased a large item, such as a leather jacket, a bicycle, stereo, electronic game, or a trip of 2-days duration</p>
Child's use of telephone			
VSCAA11	Char	How would child use the phone in an emergency? What would s/he do?	<p>N = The child <u>does not use a phone</u> only because none is available in the child's house. [Caution: Do not assume that because a telephone is not currently available in child's home that the child does not have telephone skills]</p> <p>0 = The child has not been taught or does not know how to use 911 or the operator in an emergency</p> <p>1 = The child can <u>occasionally or sometimes</u> remember the use of 911 or the operator when asked what to do in an emergency. The child need not have been involved in an actual emergency to score 1</p> <p>2 = The child knows how to use 911 or the operator correctly in the event of an emergency. The child need not have been involved in an actual emergency to score 2</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAA12	Char	What about long distance calls? Has s/he started to make any long distance calls? What bout using the operator or directory assistance?	<p>N = The child <u>does not use a phone</u> only because none is available in the child's home</p> <p>0 = The child has not, or is not permitted, to use a telephone</p> <p>1 = The child makes local calls independently, but is not permitted / has not made long distance calls because of cost or other reasons</p> <p>2 = The child uses the phone to make local and long distance calls, and must know to call the operator, directory assistance and emergency numbers when necessary. The child may ask for dialing instructions from the caregiver, but must dial and talk independently to score 2</p>
Child's cooking abilities			
VSCAA13	Num	How about using the stove or microwave, what kind of supervision or help does s/he need?	<p>0 = The child has not ever used the stove or microwave to cook [Skip to Question15 if 0 is scored]</p> <p>1 = The child requires some supervision and input when using the stove or microwave</p> <p>2 = The child uses the stove or microwave to cook independently. S/he turns the burners of the stove on and off, or sets the microwave without assistance. If the individual cooks independently, but is only allowed to do so when an adult is in the kitchen (not supervising, but present) score 2</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAA14	Num	What's the most complicated dish that child's prepared on his/ her own or mostly on his/ her own? How often does s/he cook things like that, on his/ her own?	<p>0 = Child does not prepare any foods that require mixing and cooking without assistance. The child helps others prepare such foods, but does not assume lead responsibility</p> <p>1 = Child <u>is beginning</u> to prepare foods that require mixing and cooking, such as brownies, scrambled eggs, pancakes, and macaroni and cheese independently. The child who assumes primary responsibility for preparing such foods, but receives some adult assistance also scores 1. The foods may come from packaged mixes</p> <p>2 = The child regularly cooks foods that require mixing and cooking, such as brownies, scrambled eggs, pancakes, and macaroni and cheese, independently. An adult may be present in the home but may not assist. The child must open the container, mix the ingredients, and cook independently</p>
Child's cleaning abilities			
VSCAA15	Num	What rooms other than his/ her own, does child clean? [If child cleans some other room...] How much reminding does s/he need?	<p>0 = Child does not regularly clean any room other than his / her own</p> <p>1 = The child regularly assumes responsibility for cleaning a room, e.g., the kitchen or bathroom, other than his / her own but often requires reminding</p> <p>2 = The child regularly assumes responsibility for cleaning a room other than his or her own, e.g., the kitchen with minimal reminding</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
Socialization			
Child's behavior and relationship with other people			
VSCAB1	Num	How does child let people know how s/he's feeling? [Probe if necessary.] Does s/he ever talk about her/ his feelings? What would s/he say if s/he were feeling...sad...happy...mad...scared?	<p>0 = The child does not use any of the words like "happy," "sad," "scared," or "mad" to describe his / her feelings</p> <p>1 = The child uses some words like "happy," "sad", "scared," "mad" to describe his/ her feelings</p> <p>2 = The child usually verbalizes his / her feelings using words like "happy," "sad," "scared," and "mad." The child must typically <u>label each of the feelings</u> mentioned</p>
VSCAB2	Num	How does s/he usually behave if s/he can't do something s/he really wants to do, like watch a TV show or have a special treat? What about if someone hurts his/ her feelings?	<p>0 = The child typically has tantrums when not given own way, or yells, cries or become excessively upset</p> <p>1 = The child is <u>sometimes</u> able to control his / her anger or hurt feelings when denied own way, and refrains from yelling, or becoming excessively upset. The child need not appear happy, and may appropriately verbalize upset feelings</p> <p>2 = The child can <u>usually</u> control anger or hurt feelings when denied own way, and refrains from yelling or becoming excessively upset. The child need not appear happy, and may appropriately verbalize upset feelings</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAB3	Num	Who are some of his/ her friends? How often do they get together as a group (like 3 or more)? Whose idea is it, usually, when they get together?	0 = The child does not interact in a group, or only interacts in a group arranged by another person 1 = The child is beginning to interact with a group of friends and sometimes takes the initiative to arrange get-togethers with a group of friends 2 = The child meets / plays with the same group of friends fairly regularly, and initiates getting together with his/ her group of friends him/ herself
VSCAB4	Num	Does child have a best friend? [If child's has a best friend...] Tell me about his/ her friend. What do they do together? How does this friend feel about child? [If respondent only mentions best friend of opposite sex...] What about a best (male/ female) friend?	0 = The child does not now and has never had a best friend, OR friends are not available, OR the child is not permitted to interact with other children, OR only best friendships is one in which he child "worships" and seeks to spend time with another person who is not as interested in the friendship 1 = The child has (or has had) a best friend of the <u>opposite</u> sex. The relationship must be/have been <u>reciprocal</u> to score 1 2 = The child chooses to spend more time with one friend <u>of the same sex</u> than with other friends. The child may talk on the phone more, share more secrets and spend more time with this friend. If the child had such a friend in the past, but doesn't now, score 2. The relationship must be reciprocal to score 2
VSCAB5	Num	How is s/he at sharing with friends? How often does child need to be reminded to share?	0 = Child does not share without being reminded or told to do so 1 = Child <u>is beginning</u> to share or offer toys and possessions without being told to do so OR child will <u>sometimes</u> share or offer toys and possessions without being told to do so 2 = Child usually shares toys or possessions without being told to do so

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAB6	Num	What kind of games does child play? How often is s/he at following the rules? How often does s/he have to be reminded to follow the rules?	<p>0 = Child does not play even simple games, or typically does not follow the rule when s/he does play</p> <p>1 = Child play simple games such as Hide-and-Go-Seek or card games, and is beginning to learn to follow the rules or sometimes follows the rules without prompting</p> <p>2 = Child usually follows the rules in simple games, like not peeking in Hide-and-Go-Seek or looking at other people's cards in card games</p>
VSCAB7	Num	[Administer only if necessary.] What about card games, or board games, or board games, or Nintendo-type games? Is child starting to play games like that? Which ones? How <u>often</u> does s/he play games like that?	<p>0 = Child does not play any board or card game that requires skill and decision making</p> <p>1 = Child plays one board, card, or electronic game such as Monopoly, Rummy, Checkers, Chess, or Nintendo-type game that requires skill and decision-making</p> <p>2 = Child plays more than one board, card, or electronic game requiring skill and decision-making, such as Monopoly, Rummy, Checkers, Chess, or Nintendo-type games</p>
VSCAB8	Char	What kinds of things does child watch on TV or listen to on the radio? [Probe if necessary.] Anything else? Like news, weather, sports, documentaries? [If so...] Does child make an effort to watch these programs, like remembering when they are on and turning on the TV him/ herself?	<p>N = Child does not watch TV or listen to radio because none is available in the child's home</p> <p>0 = Child does not initiate watching TV or listening to the radio for news or documentaries</p> <p>1 = Child initiates listening to/ watching the news only for sports scores or lottery information</p> <p>2 = Child often independently turns on the TV or radio and purposely turns on the news, or a documentary special or series (like NOVA) because of an on-going interest in learning more about a certain topic or area of interest</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
Child's manners and behavior to others			
VSCAB9	Num	What does s/he usually do when you introduce her/ him to a friend?	<p>0 = The child is too shy to respond appropriately, or does not respond appropriately for other reasons</p> <p>1 = The child <u>sometimes</u> responds appropriately with a remark like "Hi," or "Nice to meet you."</p> <p>2 = The child <u>usually</u> responds appropriately with a remark such as "Hi," or "Nice to meet you"</p>
VSCAB10	Num	Child's behavior and relationship with other people: What does s/he usually do or say when s/he finished talking to someone? Can you give me a typical example?	<p>0 = The child <u>never</u> ends conversations with an appropriate closing remark; the child usually abruptly ends a conversation or walks away</p> <p>1 = The child will <u>sometimes</u> end a conversation with an amenity, such as "I'll be seeing you," or "Nice talking to you," or making some reference to a topic of conversation, or saying "Bye"</p> <p>2 = The child <u>usually</u> ends a conversation with an amenity such as "I'll be seeing you," Nice talking to you," or by making a reference to a topic of conversation</p>
VSCAB11	Num	Child's behavior and relationship with other people: What would s/he do if the person s/he were talking to gave hints that they wanted to stop the conversation (like looking at their watch or yawning)?	<p>0 = The child does not recognize or appropriately respond to such indirect cues or hints in conversation</p> <p>1 = The child <u>sometimes</u> recognizes and appropriately responds to such indirect cues or hints in conversation</p> <p>2 = The child <u>usually</u> recognizes and appropriately responds to such indirect cues or hints in conversations, i.e., realizing that several yawns may mean "I want to end this conversation"</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAB12	Num	Child's behavior and relationship with other people: How is child at apologizing without being told? Like what would s/he do if s/he stepped on your foot by mistake?	<p>0 = The child does not apologize without prompting for unintentional mistakes</p> <p>1 = The child <u>sometimes</u> apologizes without prompting for unintentional mistakes, such as stepping on someone's foot, or bumping into someone</p> <p>2 = The child will <u>usually</u> apologize without prompting for unintentional mistakes, such as stepping on someone's foot, or bumping into someone</p>
VSCAB13	Num	Child's behavior and relationship with other people: What would child do if s/he blamed someone for something and then later found out it wasn't their fault?	<p>0 = The child does not apologize without prompting for mistakes or errors in judgment</p> <p>1 = The child <u>sometimes</u> apologizes without prompting for mistakes or errors in judgment, such as saying "I'm sorry, I shouldn't have yelled"</p> <p>2 = The child <u>usually</u> apologizes without prompting for errors in judgment, e.g. saying "I'm sorry I said you took my book when you didn't"</p>
VSCAB14	Num	Child's behavior and relationship with other people: How likely is child to think about other people's feelings before making a remark? How might s/he respond if s/he received a present s/he didn't like or already had? Or if s/he was served a food s/he doesn't like? Or if s/he saw an unusual person on the street?	<p>0 = The child who inappropriately says "I already have this," or "I hate this" or makes other kinds of insensitive statements scores a 0, as does a child who asks inappropriate, hurtful questions about such things</p> <p>1 = The child is partially or sometimes able to refrain from making such inappropriate comments or asking inappropriate questions that might embarrass or hurt others</p> <p>2 = The child has a sense of social appropriateness and does not make inappropriate remarks because s/he does not want to embarrass or hurt others</p>

Vineland Screener: Age 6 – VSCA			
Variable Name	Format	Variable Description	Coding if Categorical
VSCAB15	Num	Child's behavior and relationship with other people: Whose birthdays does child remember?	<p>0 = The child does not remember or recognize other people's birthdays</p> <p>1 = The child remembers the birthdays of family members but not friends. S/he keeps track of the date and greets the person appropriately on the day, but does not need to buy a gift</p> <p>2 = The child keeps track of the dates of friends and family, and greets the person appropriately on the day. The child does not need to buy a gift to score 2</p>
VSCAC1	Char	Interviewer initials.	
VSCAC2	Date	Date of interview.	

WPPSI-R Short Form: Age 6 – WPPA			
Variable Name	Format	Variable Description	Coding if Categorical
ID	Char	LONGSCAN Subject ID	
CENTER	Char	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West
VISIT	Num	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6
WPPA0A	Date	Date tested.	
WPPA0B	Date	Child's date of birth.	
WPPA0C	Char	Interviewer initials.	
WPPA0D	Date	Date of interview.	
WPPAA1	Num	Block design 1.	0 = Failed both trials 1 = Passed trial 2 2 = Passed trial 1 Maximum completion time = 30 seconds
WPPAA2	Num	Block design 2.	
WPPAA3	Num	Block design 3.	
WPPAA4	Num	Block design 4.	
WPPAA5	Num	Block design 5.	
WPPAA6	Num	Block design 6.	
WPPAA7	Num	Block design 7.	0 = Failed both trials 1 = Passed trial 2 2 = Passed trial 1 Maximum completion time = 45 seconds
WPPAA8	Num	Block design 8.	0 = Failed both trials 1 = Passed trial 2 2 = Passed trial 1 3 = Passed trial 1; completed within 16 – 75 seconds 4 = Passed trial; completed within 15 seconds Maximum completion time = 75 seconds
WPPAA9	Num	Block design 9.	
WPPAA10	Num	Block design 10.	
WPPAA11	Num	Block design 11.	
WPPAA12	Num	Block design 12.	
WPPAA13	Num	Block design 13.	
WPPAA14	Num	Block design 14.	

WPPSI-R Short Form: Age 6 – WPPA			
Variable Name	Format	Variable Description	Coding if Categorical
WPPAA15	Num	Total Block design raw score.	0 – 42
WPPAA16	Num	Total Block design scaled score.	1 – 19
WPPAB1	Num	Vocabulary – cat.	For scoring instructions see WPPSI – R Manual
WPPAB2	Num	Vocabulary – tree.	
WPPAB3	Num	Vocabulary – key.	
WPPAB4	Num	Vocabulary – knife.	For scoring instructions see WPPSI – R Manual
WPPAB5	Num	Vocabulary – shoe.	
WPPAB6	Num	Vocabulary – bicycle.	
WPPAB7	Num	Vocabulary – hat.	
WPPAB8	Num	Vocabulary – umbrella.	
WPPAB9	Num	Vocabulary – letter.	
WPPAB10	Num	Vocabulary – leaf.	
WPPAB11	Num	Vocabulary – glow.	
WPPAB12	Num	Vocabulary – castle.	
WPPAB13	Num	Vocabulary – snap.	
WPPAB14	Num	Vocabulary – swing.	
WPPAB15	Num	Vocabulary – holiday.	
WPPAB16	Num	Vocabulary – hero.	
WPPAB17	Num	Vocabulary – audience.	
WPPAB18	Num	Vocabulary – moth.	
WPPAB19	Num	Vocabulary – double.	
WPPAB20	Num	Vocabulary – polite.	
WPPAB21	Num	Vocabulary – courage.	
WPPAB22	Num	Vocabulary – gamble.	
WPPAB23	Num	Vocabulary – microscope.	
WPPAB24	Num	Vocabulary – ancient.	
WPPAB25	Num	Vocabulary – nuisance.	
WPPAB26	Num	Total Vocabulary raw score.	0 – 47
WPPAB27	Num	Total Vocabulary scaled score.	1 – 19

II. Visit 0-7 Scored Datasets

SAS Dataset	Measure
AAPS0404	Adult- Adolescent Parenting Inv.: SCORES
ARIS0404	Autonomy and Relatedness Inv.: SCORES
BSTS0404	Battelle Developmental Screening: SCORES
CBCS0403	CBCL SCORES
CTPS0404	CTS: Partner to Partner: SCORES Age 6
CTSS0404	CTS: Respondent to Child: SCORES
DADS0404	Father Involvement: SCORES: Age 6
DEPS0404	CES-D: SCORES
ESIS0404	Everyday Stressors Index: SCORES
FAMS0404	Family APGAR: SCORES
HOSS0404	Health Opinion Survey: SCORES
ICQS0404	Infant Characteristics: SCORES
LESS0404	Caregiver Life Experiences: SCORES
LSDS0404	Loneliness & Social Dissatisf. : SCORES
LSSS0404	Caregiver History of Loss: SCORES
MH6S0404	Caregiver Health: SCORES: Age 6
MHLS0404	Caregiver Health: SCORES
NEIS0404	Neighborhood Short Form: SCORES: Age 0 – 4
PCKS0404	Pict. Perceived Competence: PreSchl: SCOR
PCSS0404	Pict. Perceived Competence: Gr. 1-2: SCOR
PERS0404	Perinatal Information: SCORES
PRES0404	Preschool Symptom Self-Report: SCORES
SAFS0404	School Safety Questionnaire: SCORES
SEPS0404	Separation from Caregiver: SCORES
SFIS0404	Self-Report Family Inv. : SCORES: Age 6
SSQS0404	Functional Social Support: SCORES
TRFS0403	Teacher Report Form SCORES
VNLS0404	Vineland Screener SCORES

Dataset	Measure
AAPS0404	Adult- Adolescent Parenting Inventory: Scores

Scores were created from the raw data in the AAPB0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER		EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
AAPBEMP	Appropriate Empathy	Sum (5, 18, 21, 23, 24, 26, 28, 31)	8 – 40
AAPBEX	Appropriate Expectations	Sum (6, 10, 16, 17, 20, 27)	6 – 30
AAPBEXA	* Appropriate Expectations-Expanded	Sum (3a, 4a, 6, 7a, 10, 14a, 16, 17, 20, 27, 30a, and 32a)	12 – 60
AAPBPUN	Rejection of Physical Punishment	Sum (2, 8, 9, 12, 13, 15, 19, 22, 25, 29)	10 – 50
AAPBROL	Appropriate Family Roles	Sum (1, 3, 4, 7, 11, 14, 30, 32)	8 – 40

****Note:** LONGSCAN relabeled the Bavolek's scale scores for interpretation purposes. The original scales were labeled:

Inappropriate Parental Expectations of Child
Lack of Empathy Toward Children's Needs
Parental Value of Physical Punishment
Parent-Child Role Reversal

*For LONGSCAN purposes, 6 additional items were added to the Appropriate Expectations Scale to improve reliability and validity.

Dataset	Measure
ARIS0404	Autonomy and Relatedness Inventory: SCORES

Scores were created from the raw data in the ARIA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
ARIAACC	ARIA: Acceptance	Sum (items ARIA1, ARIA7, ARIA13, ARIA19)	4 – 20
ARIAAUT	ARIA: Autonomy	Sum (items ARIA6, ARIA12, ARIA18, ARIA23))	
ARIACON	ARIA: Control	Sum (items ARIA5, ARIA11, ARIA17, ARIA24)	
ARIADET	ARIA: Detachment	Sum (items ARIA4, ARIA10, ARIA16, ARIA22)	
ARIAHOS	ARIA: Hostile Control	Sum (items ARIA2, ARIA8, ARIA14, ARIA20)	
ARIAREL	ARIA: Relatedness	Sum (items ARIA1, ARIA7, ARIA13, ARIA19)	

Note: Higher scores on the subscales indicate greater degree of quality for the construct being measured.

See Measures Manual for additional information

Dataset	Measure
BSTS0404	Battelle Developmental Inventory Screening: SCORES

Scores were created from the raw data in the BSTA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
AGEMNTH	Age in Months		
Domain Scores			
BSTASOC	Personal-Social	Sum (1 – 20)	0 – 40
BSTAADA	Adaptive	Sum (21– 40)	
BSTAMOT	Motor	Sum (41– 60)	
BSTACOM	Communication	Sum (61– 78)	0 – 36
BSTACOG	Cognitive	Sum (79– 96)	
Sub-Domain Scores			
BSTAFIN	Fine Motor Skills	Sum (42, 44, 46, 48, 50, 51, 52, 54, 56, 58, 60)	0 – 22
BSTAGRS	Gross Motor Skills	Sum (41, 43, 45, 47, 49, 53, 55, 57, 59)	0 – 18
BSTAEXP	Expressive Communication	Sum (62, 64, 66, 68, 70, 72, 74, 76, 78)	
BSTAREC	Receptive Communication	Sum (61, 63, 65, 67, 69, 71, 73, 75, 77)	

Variable	Label	Items	Range
Total Score			
BSTATOT	Total Raw Score	Sum (BSTASOC BSTAADA BSTAMOT BSTACOM BSTACOG)	0 – 192
Standard Scores			
BSOCSTD	Personal-Social Standard Score	Values = 0, 1, 1.5, 2 See Measures Manual for Details	
BADASTD	Adaptive Standard Score		
BMOSTD	Motor Standard Score		
BCOMSTD	Communication Standard Score		
BCOGSTD	Cognitive Standard Score		
BTOTSTD	Total Standard Score		
BFINSTD	Fine Motor Skills Standard Score	Values = 0, 1, 1.5, 2 See Measures Manual for Details	
BGRSSTD	Gross Motor Skills Standard Score		
BEXPSTD	Expressive Communication Standard Score		
BRECSTD	Receptive Communication Standard Score		
Age-Equivalent Scores			
BSOCAGE	Personal-Social Age Equivalent	Values indicate the age at which a raw score is average. See Measures Manual for Details	
BADAAGE	Adaptive Age Equivalent		
BMOTAGE	Motor Age Equivalent		
BCOMAGE	Communication Age Equivalent		
BCOGAGE	Cognitive Age Equivalent		
BTOTAGE	Total Age Equivalent		
BFINAGE	Fine Motor Skills Age Equivalent		
BGRSAGE	Gross Motor Age Equivalent		
BEXPAGE	Expressive Communication Age Equivalent		
BRECAGE	Receptive Communication Age Equivalent		

Variable	Label	Items	Range
Percent Age-Equivalents			
AEBSOC	Personal-Social Percent Age Equivalent	<p>Ratio of the raw score to the chronological age in months, multiplied by 100. If age in months = 0, percent age equivalent scores are coded as missing.</p> <p>See Measures Manual for details.</p>	
AEBADA	Adaptive Percent Age Equivalent		
AEBMOT	Motor Percent Age Equivalent		
AEBCOM	Communication Percent Age Equivalent		
AEBCOG	Cognitive Percent Age Equivalent		
AEBTOT	Total Percent Age Equivalent		
AEBFIN	Fine Motor Skills Percent Age Equivalent		
AEBGRS	Gross Motor Percent Age Equivalent		
AEBEXP	Expressive Communication Percent Age Equivalent		
AEBREC	Receptive Communication Percent Age Equivalent		

SAS Dataset	Measure
CBCS0403	CBCL: SCORES

Scores were created from the raw data in the CBCL0403 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4, 6 MW = 4, 6 SO = 4, 6 SW = 4, 6 NW = 4, 6	
AGEYRS	AGE (years): 45 – 47 months-coded to 4 yrs		
GENDER	Gender (1 = M, 2 = F)		1 = Male 2 = Female
RAW SCORES			
CB4REXT	Raw Total Externalizing Score	Sum of Aggressive Behavior Scale + Delinquent Behavior Scale	0 – 66
CB4RINT	Raw Total: Internalizing Score	Sum of (Withdrawn Scale + Somatic Complaints Scale + Anxious/Depressed Scale) – 103	0 – 62
CB4RTOT	Raw Total Problem Score	Sum of (1 – 55 + 56A – 56H + 57 – 112 + 113A – 113C) – 2 – 4	0 – 236

Variable	Label	Items	Range
CB4RAGG	Raw Score: Aggressive Behavior	Sum (items 3, 7, 16, 19, 20, 21, 22, 23, 27, 37, 57, 68, 74, 86, 87, 93, 94, 95, 97, 104)	0 – 40
CB4RATT	Raw Score: Attention Problems	Sum (items 1, 8, 10, 13, 17, 41, 45, 46, 61, 62, 80)	0 – 22
CB4RDEP	Raw Score: Anxious/Depressed	Sum (items 12, 14, 31, 32, 33, 34, 35, 45, 50, 52, 71, 89, 103, 112)	0 – 28
CB4RDEQ	Raw Score: Delinquent Behavior	Sum (items 26, 39, 43, 63, 67, 72, 81, 82, 90, 96, 101, 105, 106)	0 – 26
CB4RSEX	Raw Score: Sex Problems	Sum (items 96, 5, 59, 60, 73, 110)	0 – 12
CB4RSOC	Raw Score: Social Problems	Sum (items 1, 11, 25, 38, 48, 55, 62, 64)	0 – 16
CB4RSOM	Raw Score: Somatic Complaints	Sum (items 51, 54, 56A, 56B, 56C, 56D, 56E, 56F, 56G)	0 – 18
CB4RTHT	Raw Score: Thought Problems	Sum (items 9, 40, 66, 70, 80, 84, 85)	0 – 14
CB4RWIT	Raw Score: Withdrawn	Sum (items 42, 65, 69, 75, 80, 88, 102, 103, 111)	0 – 18
SCI_ACTR	SCI Activity Scale: Raw Score	<p>Scores are based on number of sports, mean participation and skill in sports, mean participation in activities, number of jobs, and mean job quality.</p> <p><i>Note: Higher scores indicate better competency</i></p>	0 – 10

Variable	Label	Items	Range
SCI_SOCR	SCI Social Scale: Raw Score	Scores are based on number of organizations, mean participation in organizations, contact with friends, behavior with others, and play/work independently. <i>Note: Higher scores indicate better competency</i>	0 – 12
SCI_SCHR	SCI School Scale: Raw Score	Scores are based on mean scores for academic subjects, participation in special/remedial classes, repeated grades, and school problems. <i>Note: Higher scores indicate better competency</i>	0 – 6
SCI_TOTR	SCI Total Competency: Raw Score	Sum (SCI_ACTR, SCI_SOCR, SCI_SCHR) <i>Note: Higher scores indicate better competency</i>	0 – 28
T SCORES			
CB4TEXT	T Score for Externalizing Score	<i>T Scores of 60 for Externalizing, Internalizing, and Total Problems are considered normal, 60-63 is considered borderline, and scores > 63 are in the clinical range.</i>	30 – 100
CB4TINT	T Score for Internalizing Score		
CB4TTOT	T Score for Total Problem Score		23 – 100
CB4TAGG	T Score: Aggressive Behavior	<i>T Scores are based on child's age & gender T Scores less than 67 for the problem scales are considered in the normal range, scores above 70 are in the clinical range.</i>	50 – 100
CB4TATT	T Score: Attention Problems		
CB4TDEP	T Score: Anxious/Depressed		
CB4TDEQ	T Score: Delinquent Behavior		
CB4TSEX	T Score: Sex Problems		
CB4TSOC	T Score: Social Problems		
CB4TSOM	T Score: Somatic Complaints		
CB4TTHT	T Score: Thought Problems		
CB4TWIT	T Score: Withdrawn		

Variable	Label	Items	Range
SCI_ACTT	SCI Activity Scale: T-Score	<i>T Scores of 30 – 55 are considered borderline; scores below 30 are considered clinically significant.</i>	20 – 55
SCI_SOCT	SCI Social Scale: T-Score		
SCI_SCHT	SCI School Scale: T-Score		
SCI_TOTT	SCI Total Competency: T-Score		

Note: Higher scores on the subscales indicate greater endorsement of problem behaviors.
See Measures Manual for additional information

SAS Dataset	Measure
CTPS0404	CTS: Partner to Partner: SCORES Age 6

Scores were created from the raw data in the CTPC0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6	
CTPAMINA	CTPA: Respondent -> Partner: Minor Violence	Sum (item CTPA11A – CTPA13A)	0 – 12
CTPAMINB	CTPA: Partner -> Respondent: Minor Violence	Sum (item CTPA11B – CTPA13B)	
CTPAREAA	CTPA: Respondent -> Partner: Reasoning	Sum (items CTPA1A – CTPA3A)	
CTPAREAB	CTPA: Partner -> Respondent: Reasoning	Sum (items CTPA1B – CTPA3B)	
CTPASEVA	CTPA: Respondent -> Partner: Severe Violence	Sum (items CTPA14A – CTPA19A)	0 – 24
CTPASEVB	CTPA: Partner -> Respondent: Severe Violence	Sum (items CTPA14B – CTPA19B)	
CTPAVERA	CTPA: Respondent -> Partner: Verbal Aggression	Sum (items CTPA4A – CTPA10A)	
CTPAVERB	CTPA: Partner -> Respondent: Verbal Aggression	Sum (items CTPA4B – CTPA10B)	
CTPAVIOA	CTPA: Respondent -> Partner: Physical Aggression	Sum (items CTPA11A – CTPA19A)	0 – 36
CTPAVIOB	CTPA: Partner -> Respondent: Physical Aggression	Sum (items CTPA11B – CTPA19B)	

Note: Higher scores reflect greater frequency of behavior

See Measures Manual for additional information.

Dataset	Measure
CTSS0404	CTS: Respondent to Child: SCORES

Scores were created from the raw data in the CTSS0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 NW = 0, 1, 2, 3, 4	
CTSBMIN	CTSB: Minor Assault	Sum (items CTSB11 – CTSB16)	0 – 24
CTSBMIN1	CTSB: Minor Assault (items recoded to 0/1)	Items in the Psychological Aggression scale were recoded to 1 if the item was endorsed.	0 – 6
CTSBREA	CTSB: Nonviolent Discipline	Sum (items CTSB1 – 3)	0 – 12
CTSBREA1	CTSB: N.V. Disc (items re-coded to 0/1)	Items in the Non-Violent Discipline Scale were recoded to 1 if the item was endorsed	0 – 3
CTSBVER	CTSB: Psychological Aggression	Sum (items CTSB4 – CTSB7, CTSB9, CTSB10)	0 – 24
CTSBVER1	CTSB: Psych. Aggression (items recoded to 0/1)	Items in the Non-Violent Discipline scale were recoded to 1 if the item was endorsed.	0 – 6

Note: Higher scores reflect greater frequency of behavior for the continuous scales, and greater use of items within a scale for the recoded scales.

See Measures Manual for additional information.

SAS Dataset	Measure
DADS0404	Father Involvement: SCORES: Age 6

Scores were created from the raw data in the DADA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6	
DADATOT1	DADA: Total Score: Primary Father Figure	Sum (items DADA3 – DADA6)	4 – 16
DADATOT2	DADA: Total Score: Secondary Father Figure	Sum (items DADA9 – DADA12)	

Note: Higher scores indicate greater involvement.

See Measures Manual for additional information

Dataset	Measure
DEPS0404	CES-D: SCORES

Score was created from the raw data in the DEPA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
DEPATOT	DEPA: Total Score	Sum (DEPA1– DEPA20) *Note that items 4, 8, 12, & 16 were reverse coded prior to being summed)	0 – 60

Note: Higher scores indicated greater number of depressive symptoms.

See Measures Manual for additional information

SAS Dataset	Measure
ESIS0404	Everyday Stressors Index: SCORES

Score was created from the raw data in the ESIA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6	
ESIATOT	ESIA: TOTAL SCORE	Sum (items ESIA1-ESIA20)	20 – 80

Note: Higher scores indicate higher numbers of daily stressors.

See Measures Manual for additional information

Dataset	Measure
FAMS0404	Family APGAR: SCORES

Score was created from the raw data in the FAMA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East NW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
FAPGAR	FAMA: FAPGAR Total Score	Sum (items FAMA1– FAMA5)	5 – 15

Note: Higher scores indicated greater degree of satisfaction with family functioning.
See Measures Manual for additional information

Dataset	Measure
HOSS0404	Health Opinion Survey: SCORES

Score was created from the raw data in the HOSA0404

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
HOSATOT	Total Score	Sum (HOSA1 – HOSA20) *Note item 16 is reverse coded	20 – 60

Note: Higher scores indicated more psychosomatic symptoms.

See Measures Manual for details.

Dataset	Measure
ICQS0404	Infant Characteristics Questionnaire: SCORES

Raw Scale Scores were created from the raw data in the ICQA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	MW = Midwest NW = North West	
VISIT	Visit Number	MW = 1 NW = 0, 1, 2	
ICQFUS	Fussy/Difficult	Sum (1, 5, 6, 13, 22, 24)	6 - 42
ICQADA	Unadaptable	Sum (9, 10, 11, 20)	4 - 28
ICQDUL	Dull	Sum (15*, 16, 23) * = reverse coded	3 - 21
ICQPRE	Unpredictable	Sum (2, 3, 4)	3 - 29

Note: Higher scores indicate a more difficult temperament

Dataset	Measure
LESS0404	Caregiver Life Experiences : SCORES

Scores were created from the raw data in the LESB0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA= East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
LESBN	LESB: Number of negative life events	Items LESB1 – LESB30 are counted as negative life events if the responded rating the events a '4 = somewhat bad' or '5 = extremely bad'	0 – 30
LESBP	LESB: Number of positive life events	Items LESB1 – LESB30 are counted as negative life events if the responded rating the events a '1 = very good or '2 = somewhat good'	
LESBTOT	LESB: Number of life events	Items LESB1 – LESB30 are counted as life events if the responded rated the event (1 – 5). An item level response of '0' indicated the event did not occur	
For the purpose of calculating a score for negative life events, positive life events, and total life changes, item level data were recoded according to the following: 1 = +2 2 = +1 3 = 0 4 = -1 5 = -2			

Variable	Label	Items	Range
LESBNCG	LESB: Negative life events score	Recoded data were summed for item level data (LESB1 – LESB30) that were deemed negative events (see LESBN)	0 to -60
LESBPCG	LESB: Positive life events score	Recoded data were summed for item level data (LESB1 – LESB30) that were deemed positive events (see LESBP)	0 to 60
LESBTCG	LESB: Total Change life events score	Recoded data were summed across positive and negative events (LESBNCG + LESBPCG)	-60 to +60

Note: The interpretation of scored values depends on the subscale, such that higher values on the positive scale indicate more positive ratings about positive life events. Higher values on the negative subscale indicate more negative ratings about negative life events. Higher values on the total change score indicate more positive ratings (or less negative ratings) for all life events that occurred. Higher counts for the positive events, negative events, and total life events indicate greater numbers of life events (positive, negative, and total) over the past year.

See Measures Manual for additional information

SAS Dataset	Measure
LSDS0404	Loneliness & Social Dissatisf. : SCORES

Score was created from the raw data in the LSDA0404

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6	
LSDATOT	Total Score	Sum (items 1, 3, 4, 6, 8, 9, 10, 12, 14, 16, 17, 18, 20, 21, 22, 24) *Note that items 1, 3, 4, 8, 10, 14, 16, 18, 22, and 24 were reversed coded before being summed	0 – 31

SAS Dataset	Measure
LSSS0404	Caregiver History of Loss: SCORES

Score was created from the raw data in the LSSA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
LOSSPAR	LSSA: Total of Q 1-2 (Loss of Parents)	Sum (items LSSA1 – LSSA2)	0 – 4

Note: A score of 0 indicates no loss of parents; a score of 4 indicates the loss of both parents through death.

See Measures Manual for additional information

SAS Dataset	Measure
MH6S0404	Caregiver Health: SCORES: Age 6

Score was created from the raw data in the MH6A0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6	
MH6ATOT	MH6A: Total of Q 1-3	Sum (items 1 – 3)	3 – 12

Dataset	Measure
MHLS0404	Caregiver Health: SCORES

Scores were created from the raw data in the MHLA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
CAGEA	MHLA: Total of CAGE Q 5-8 (Alcoholism)	Sum (items MHLA5- MHLA8)	0 – 4
MHLATOT	MHLA: Total of Q 1-3	Sum (items MHLA1- MHLA3)	1 – 6

Note: Higher scores for the CAGEA indicate greater risk of alcoholism. Higher scores on the MHLATOT indicate poorer physical health.

See Measures Manual for additional information

Dataset	Measure
NEIS0404	Neighborhood Short Form: SCORES

Score was created from the raw data in the NEIA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
NEIATOT	NEIA: Total Neighborhood Satisfaction Score	Sum (items NEIA1– NEIA9) *Note that items NEA1, NEA4, NEA5, & NEA7 were reverse coded)	9 – 36

Note: Higher scores on the subscales indicate greater degree of neighborhood satisfaction.
See Measures Manual for additional information

SAS Dataset	Measure
PCKS0404	Pict. Perceived Competence: PreSchl: SCOR

Scores were created from the raw data in the PCKA0404

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = 6 SO = - SW = - NW = 6	
PCKAACC	Peer Acceptance Score	Mean of (items 2, 6, 10, 14,18, 22)	1 – 4
PCKACOG	Cognitive Competence Score	Mean of (items 1, 5, 9, 13, 17, 21)	
PCKAMAT	Maternal Acceptance Score	Mean of items (4, 8, 12,16, 20, 24)	
PCKAPHY	Physical Competence Score	Mean of items (3, 7, 11,15,19, 23)	

SAS Dataset	Measure
PCSS0404	Pict. Perceived Competence: Gr. 1-2: SCOR

Scores were created from the raw data in the PCSA0404

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = - SO = 6 SW = 6 NW = 6	
PCSAACC	Peer Acceptance Score	Mean of (items 2, 6, 10, 14, 18, 22)	
PCSACOG	Cognitive Competence Score	Mean of (items 1, 5, 9, 13, 17, 21)	
PCSAMAT	Maternal Acceptance Score	Mean of items (4, 8, 12, 16, 20, 24)	
PCSAPHY	Physical Competence Score	Mean of items (3, 7, 11, 15, 19, 23)	

SAS Dataset	Measure
PERS0404	Perinatal Information: SCORES

Score was created from the raw data in the PERA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4, 6 (6 = New Subjects) SW = 4 NW = 0, 1, 2, 3, 4	
LBW	PERA: Low Birth Weight (1 = Yes, 0 = No)	If Child's birth weight was less than 5 lbs. 8 oz, then LBW = 1	0 = No 1 = Yes

See Measures Manual for additional information

Dataset	Measure
PRES0404	Preschool Symptom Self-Report: SCORES

Score was created from the raw data in the PREA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 4 SO = 4 SW = 4 NW = 4	
PRESSTOT	Total Score for the PRESS	Sum (1 – 25) *Note that items 1, 2, 7, 8, 12, 15, 16, 18, 20, 22, 23, & 24 are reverse coded prior to being summed)	0 – 25

Note: Total score indicates the number of depressive symptoms reported. Higher scores indicated greater number of depressive symptoms.

See Measures Manual for additional information

SAS Dataset	Measure
SAFS0404	School Safety Questionnaire: SCORES

Score was created from the raw data in the SAFA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4, 5, 6 MW = 6 SO = 6 SW = 6 NW = 6	
SAFATOT	SAFA: Total of items 1 – 8 (4 – 8 reversed)	Sum (items SAFA1 – SAFA8) *Note that items SAFA4 –SAFA8 are reverse scored before being summed	8 – 40

Note: Higher scores reflect greater exposure to violence.

See Measures Manual for additional information

Dataset	Measure
SEPS0404	Separation from Caregiver: SCORES

Scores were created from the raw data in the SEPB0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
NUMSEP	SEP: Child: Total no. separations ever	Sum (items SEP2, SEP6)	Numeric
WEEKSEP	SEP: Child: Total weeks separated lifetime	Sum (items SEP3, SEP7)	

See Measures Manual for additional information

SAS Dataset	Measure
SFIS0404	Self-Report Family Inv. : SCORES: Age 6

Scores were created from the raw data in the SFIA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6	
SFIACOH	SFIA: Cohesion: Total Score	Sum (items 2, 16, 19, 27, 36) *Note that items 19 and 27 are reversed scored before summing	5 – 25
SFIACOH2	SFIA: Cohesion: Mean Score	Mean of (items 2, 16, 19, 27, 36) *Note that items 19 and 27 are reversed scored before averaged	1 – 5
SFIACON	SFIA: Conflict: Total Score	Sum of (items 5, 6, 7, 8, 10, 14, 18, 24, 25, 30, 31, 34) *Note that items 5, 8, 10, 14, 18, 24, 25, 30, & 31 are reversed scored before being summed	12 – 60
SFIACON2	SFIA: Conflict: Mean Score	Mean of (items 5, 6, 7, 8, 10, 14, 18, 24, 25, 30, 31, 34) *Note that items 5, 8, 10, 14, 18, 24, 25, 30, & 31 are reversed scored before being averaged	1 – 5

Variable	Label	Items	Range
SFIAEXP	SFIA: Expressiveness: Total Score	Sum of (items 1, 9, 13, 20, 22) *Note that item 13 is reversed scored before being summed	5 – 25
SFIAEXP2	SFIA: Expressiveness: Mean Score	Mean of (items 1, 9, 13, 20, 22) *Note that item 13 is reversed scored before being averaged	1 – 5
SFIAHEA	SFIA: Health/Competence: Total Score	Sum of (items 2, 3, 4, 6, 12, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 28, 33, 35, 36) *Note that items 18, 19, 24, 25, & 27 are reversed scored before being summed	19 – 95
SFIAHEA2	SFIA: Health/Competence: Mean Score	Mean of (items 2, 3, 4, 6, 12, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 28, 33, 35, 36) *Note that items 18, 19, 24, 25, & 27 are reversed scored before being averaged	1 – 5
SFIALEA	SFIA: Leadership: Total Score	Sum of (items 8, 16, 32) *Note that item 8 is reversed scored before being summed	3 – 15
SFIALEA2	SFIA: Leadership: Mean Score	Mean of (items 8, 16, 32) *Note that item 8 is reversed scored before being averaged	1 – 3

Note: Lower scores reflect better functioning on the areas being measured.

See Measures Manual for additional information

Dataset	Measure
SSQS0404	Functional Social Support: SCORES

Score was created from the raw data in the SSQB0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Midwest SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 4 MW = 1, 4 SO = 4 SW = 4 NW = 0, 1, 2, 3, 4	
SSQBTOT	SSQB: Total Social Support Scale	Sum (items SSQB1–SSQB10)	10 – 50

Note: Higher scores reflect greater perceived social support.

See Measures Manual for additional information

SAS Dataset	Measure
TRFS0403	Teacher Report Form SCORES

Scores were created from the raw data in the TRFM0403 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 5, 6 MW = - SO = 6 SW = 6 NW = 6	
AGEYRS	AGE (years)		
GENDER	Gender (1 = M, 2 = F)		1 = Male 2 = Female
RAW SCORES			
TRFREXT	Raw Total Externalizing Score	Sum (TRFRDEQ, TRFRAGG)	0 – 68
TRFRINT	Raw Total: Internalizing Score	Sum (TRFRWIT, TRFRSOM, TRFRDEP) – item 103	0 – 70
TRFRTOT	Raw Total Problem Score	Sum of (TRA1–TRA113). If a problem was entered for 56h or 113 that is not covered by another item, include the score(s). If more than one problem was entered for 113, take the highest score	0 – 240
TRFRACA	Raw Score: Academic Performance	Mean of (TRFA7c1 – TRFAc6)* 100 (rounded to the nearest integer)	100 – 500

Variable	Label	Items	Range
TRFRAGG	Raw Score: Aggressive Problems	Sum (items 3, 6, 7, 16, 19, 20, 21, 23, 24, 27, 37, 53, 57, 67, 68, 74, 76, 77, 86, 87, 93, 94, 95, 95, 97, 104)	0 – 50
TRFRAPP	Raw Score for Appropriate Behavior	Item TRA8B	1 – 7
TRFRATT	Raw Score: Attention Problems	Sum (items 1, 2, 4, 8, 10, 13, 15, 17, 22, 41, 45, 49, 60, 61, 62, 72, 78, 80, 92, 100)	0 – 40
TRFRDEP	Raw Score: Anxious/Depressed	Sum (items 12, 14, 31, 32, 33, 34, 35, 45, 47, 50, 52, 71, 81, 89, 103, 106, 108, 112)	0 – 36
TRFRDEQ	Raw Score: Delinquent Behavior	Sum (items 26, 39, 43, 63, 82, 90, 98, 101, 105)	0 – 18
TRFRHAP	Raw Score for Happy	Item TRA8D	1 – 7
TRFRLRN	Raw Score for Learning	Item TRA8C	
TRFRSOC	Raw Score: Social Problems	Sum (items 1, 11, 12, 14, 25, 33, 34, 35, 36, 38, 48, 62, 64)	0 – 26
TRFRSOM	Raw Score: Somatic Complaints	Sum (items 51, 54, 56a – 56g)	0 – 18
TRFRTAF	Raw Score: Total Adaptive Functioning	Sum (TRFRHAP, TRFRWRK, TRFRLRN, TRFRAPP)	4 – 28
TRFRTHT	Raw Score: Thought Problems	Sum (items 9, 18, 29, 40, 66, 70, 84, 85)	0 – 16
TRFRWIT	Raw Score: Withdrawn	Sum (items 42, 65, 69, 75, 80, 88, 102, 103, 111)	0 – 18
TRFRWRK	Raw Score for Working Hard	Item TRA8A	1 – 7

Variable	Label	Items	Range
T SCORES			
TRFTEXT	T Score: Externalizing Score	<i>T Scores of 60 for Externalizing, Internalizing, and Total Problems are considered normal, 60-63 is considered borderline, and scores > 63 are in the clinical range.</i>	39 – 100
TRFTINT	T Score: Internalizing Score		36 – 100
TRFTTOT	T Score: Problem Score		31 – 100
TRFTACA	T Score for Academic Performance		35 – 65
TRFTAGG	T Score: Aggressive Problems		50 – 100
TRFTAPP	T Score for Appropriate Behavior		35 – 65
TRFTATT	T Score: Attention Problems	<i>T Scores are based on child's age & gender T Scores less than 67 for the problem scales are considered in the normal range, scores above 70 are in the clinical range.</i>	50 – 100
TRFTDEP	T Score: Anxious/Depressed		
TRFTDEQ	T Score: Delinquent Behavior		
TRFTHAP	T Score for Happy		35 – 65
TRFTLRN	T Score for Learning		50 – 100
TRFTSOC	T Score: Social Problems		
TRFTSOM	T Score: Somatic Complaints		50 – 100
TRFTTAF	T Score: Total Adaptive Functioning		35 – 65
TRFTTHT	T Score: Thought Problems		50 – 100
TRFTWIT	T Score: Withdrawn		
TRFTWRK	T Score for Working Hard		35 – 65

Note: Higher scores on the subscales indicate greater endorsement of problem behaviors or positive functioning (i.e., in the case of learning, happy, adaptive functioning, and working hard.

See Measures Manual for additional information

SAS Dataset	Measure
VNLS0403	Vineland Screener SCORES

Scores were created from the raw data in the VNLA0404 dataset.

Variable	Label	Items	Range
ID	LONGSCAN ID		
CENTER	LONGSCAN Field Center	EA = East MW = Mid West SO = South SW = South West NW = North West	
VISIT	Visit Number	EA = 6 MW = 6 SO = 6 SW = 6 NW = 6	
VSA_AGE	Child age at Vineland Admin (years)	Age in years	
VSA_MTH	Child age at Vineland Admin (months)	Age in months	
DL_RAW	Vineland: Daily Living Skills Raw Score	Sum (items VSCAA1 – VSCAA15)	0 – 30
DL_EQRAW	Vineland: Daily Living Skills Equated Raw Score	<i>Equated raw scores are obtained by matching the raw score to the child's age provided in tables available in Appendix B of the Screener Booklet.</i> <i>Standard Scores are calculated by using the Equated Raw Score. See page 94 of the Vineland Survey Form Manual</i>	
DL_STD	Vineland Daily Living Skills: Standard Score		

Variable	Label	Items	Range
SO_RAW	Vineland: Socialization Raw Score	Sum (items VSCAB1 – VSCAB15)	0 – 30
SO_EQRAW	Vineland: Socialization Equated Raw Score	<i>Equated raw scores are obtained by matching the raw score to the child's age provided in tables available in Appendix B of the Screener Booklet.</i> <i>Standard Scores are calculated by using the Equated Raw Score. See page 94 of the Vineland Survey Form Manual</i>	
SO_STD	Vineland: Socialization Standard		

Note: Higher scores reflect greater ability in performing tasks

See Measures Manual for additional information.

III. APPENDICES

Appendix A: Supplementary ASUA Codebook

Appendix B: Supplementary CSUA Codebook

Appendix C: DE6A/DEMA Codebook - Hollingshead Occupational Index

Appendix D: RNAB Tutorial

Appendix E: RNAB Codebook

Appendix F: Supplementary SEP Codebook

Appendix G: Supplementary TXUA/TXUB Codebook

APPENDIX A

SUPPLEMENTARY ASUA CODEBOOK

Items 1b, 1c, 1d, 2b, 2c, 2d: REASONS FOR SEEKING HELP (up to three problems may be coded for each item)

Code

SOMATIC: PHYSICAL

- 01 Physical or somatic symptoms (e.g., dizziness, insomnia, poor appetite, headaches, upset stomach, chest pains, numbness or tingling, hot/ cold spells, trouble breathing, etc.)
- 02 Eating disorder (bingeing, purging, pica, etc.)

FAMILY/ PERSONAL ISSUES

- 11 Marital/ relationship concern
- 12 Parenting concern
- 13 Other family concern
- 14 Bereavement, suffering a significant loss
- 15 Therapy for childhood, maltreatment (physical, sexual, emotional, neglect)
- 16 Psychosexual disorder
- 17 Other personal issue

DEPRESSION: LOW SELF-ESTEEM: SELF-HARM

- 21 Depression, sadness, or hopelessness
- 22 Excessive withdrawal or apathy
- 23 Low self-esteem; feelings of worthlessness
- 24 Desire or attempts to harm or mutilate self (not suicidal)
- 25 Suicidal thoughts or fears

ANXIETY: FEARS

- 31 Anxiety; nervousness; tense; stressed out
- 32 Phobia or excessive fearfulness

ANTISOCIAL

- 41 Hostility, anger, urges to harm people or things
- 42 Other antisocial problem (e.g., lying, stealing, cheating, forging, etc.)

ADDICTION: DEPENDENCE

- 51 Alcohol abuse or dependence
- 52 Drug use or dependence
- 53 Alcohol and other drug abuse
- 54 Tobacco dependence
- 55 Pathological gambling
- 56 Other addiction

DELUSIONAL: THOUGHT DISORDER

- 61 Excessive fantasy; felt out of touch with reality
- 62 Visual or auditory hallucinations
- 63 Paranoid; feelings of being persecuted
- 64 Other thought disorder

OTHER

- 71 For personal growth
- 72 Mandated by some authority
- 73 Other (describe in "problem" section of form)

**ASUA Item 11b,11c,11d
Drug Listing**

INSTRUCTIONS FOR MEDICATION CODING

The categories listed here duplicate the *Product Category- Quick Reference Section* of the 1993 Physician's Desk Reference (PDR), a compendium of Pharmaceutical products. Each site should try to obtain a copy of the 1993 PDR so that medications not easily coded using the general drug categories in our codebook may be coded using the *Product Information Section* of the PDR. Included at the front of your codebook is a copy of the expanded Product Category Index, which is an expanded version of the *Quick reference Section*.

It is recommended that interviewers ask parents the reason for taking medications, and note this in the interview booklet. When coding medications, these answers may be used to quickly reference the relevant category in the *Product Category Index*, which can then be used to find the appropriate category in the codebook. When no reason, more than one reason, or an incorrect reason (i.e., one that is irreconcilable with the category listed in the PDR) is provided, the drug may be looked up in the *Product Name Index*, which will provide page numbers within the *Product Information Section*, where more specific information on each drug is found. This information should include the appropriate categorization from the codebook. When more than one reason for taking a drug is offered *and* the drug is classified under more than one category in the PDR, the primary reason should be used to determine the category/code on the form, and the secondary categories should be included in the notelog, using the code book.

A	
AIDS Chemotherapeutic Agents	001
AIDS Related Complex (ARC Therapeutic Agents)	002
Alcohol Abuse Reduction Preparations	003
Allergens	004
Amino Acids Preparations	005
Analgesics	006
Anesthetics	007
Anorectal Products	008
Antacids & Antiflauntents	009
Antibiotics, Systemic	010
(see also Anti-infectives, Miscellaneous Systemic; Antiparasitics; Quinolones, Systemic; Sulfonamides & Combinations, Systemic; Urinary Anti-infectives & Analgesic Combinations)	
Anti coagulant Antagonist	011
Anti coagulants	012
Antidotes	013
Antihistamines	014
Anti-infectives, Miscellaneous Systemic	015
Anti-inflammatory Agents	016
Antineoplastics	017
Antioxidants	018
Antiparasitics	019
Antipyretics	020
Antiseptics	021
Antispasmodic & Anticholinergics	022
Antivirals, Systemic	023

A (continued)

Appetite Suppressants	024
Arthritis Medications	025

B

Baby Products	026
Biological Response Modifiers	027
Biologicals	028
Blood & Blood Components	029
Bone Metabolism Regulator	030
Bowel Evacuants	031

C

Calcium Preparations	032
Cardiovascular Agents	033
Catecholamine Synthesis Inhibitor	034
Central Nervous System Stimulants	035
Cerebral Metabolic Enhancer	036
Cerumenolytics	037
Cholinesterase Inhibitor	038
Cold & Cough Preparations	038
Colony Stimulants factors	040
Contraceptives	041
Cosmetics	042
Cytoprotective Agents	043

D

Dental Preparations	044
Deodorants	045
Dermatologicals	046
Detoxifying Agent	047
Diabetes Agents	048
Diagnostics	049
Diaper Rash Relief	050
(see also Dermatologicals, Dermatitis Relief & Diaper Rash Relief)	
Diarrhea Medications	051
Dopamine Receptors Agonist	052
Drug Delivery System	053
Duodenal Ulcer Adherent Complex	054

E

Electrolytes	055
Endometriosis Management	056
Enuresis	057
Enzymes & Digestants	058
Ergot Preparations	059

F

Fertility Agents	060
Fiber Supplements	061
Fibrinolytic Agents	062
Fibrotics, Systemic	063
Fluoride Preparations	064
Food	065
Fungal Medications, Systemic	066

G

Galactokinetic	067
Galactorrhea Inhibitor	068
Gallstone Dissolution Agent	069
Gastric Acid Secretion Inhibitor	070
Gastrointestinal Antigranulomatous Disease	071
Gastrointestinal Motility Factor	072
Gaucher Disease	073
Gonadotropin Inhibitors	074
Gout Treatment	075

H

Hair Growth Stimulant	076
Hematinics	077
Hemorreologic Agents	078
Hemostatics	079
Herpes Treatment	080
Histamine H Receptor Antagonists	081
Hormones	082
Hormones, Suppression of	083
Hyperammonia Reduction	084
Hypercalcemia Management	085
Hyperglycemic Agents	086
Hypnotics (see also Sedatives)	087
Hypocalcemia Management	088
Hypolipidemics	089

I

Immunomodulators (see also Colony Stimulating Factors)	090
Immunosuppressives	091
Infant Formula, Regular	092
Infant Formulas, Special Purpose	093
Insect Sting Emergency Kit	094
Insulin Delivery Device	095

L

Laprostatics	096
Laxatives	097
Leukapheresis Adjunct	098
Lip Balm	099
Lipotropics	100
Lung Surfactant	101

M

Magnesium Preparations	102
Mast Cell Stabilizers	103
(see also Ophthalmic Preparations, Mast Cell Stabilizers)	
Menstrual Preparations	104
Migraine Preparations	105
Minerals	106
Motion Sickness Remedies (see also Nausea Medications)	107
Mouthrinse, Antimicrobial	108
Mucolytics	109
Muscle Relaxant Antagonist	110
Muscle Relaxants	111

N

Nail Fungus Treatment	112
Nail Preparation Compounds	113
Narcotic Antagonists	114
Narcotic Detoxification	115
Nasal Sprays	116
Nausea Medications	117
Neonatal Respiratory Distress Syndrome	118
Nucleoside Analogues	119
Nutritional Supplements	120

O

Ophthalmic Preparations	121
Orthophosphates	122
Osteoporosis Preparations	123
Otic Preparations	124
Oxytocics	125

P

Parasympatholytics	126
Parasympathomimetics	127
Parkinsonism Drugs	128
Penicillin Adjuvant	129
Phosphate Binder	130
Phospholipids	131
Phosphorous Preparations	132
Plasma Extenders & Expanders	133
Plasma Fractions, Human	134
Platelet Inhibitors	135
Porphyria Agent	136
Primary Systemic Carnitine Deficiency	137
Prostaglandin Analog	138
Prostaglandins	139
Proton Pump Inhibitor	140
Protozoal Agents	141
Pruritus Medications	142
Psychotropics	143

Q

Quinolones, Systemic	144
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R

Resins, Ion Exchange	145
Respiratory Stimulants	146
Respiratory Therapy Agents	147

S

Saliva Substitutes	148
Salt Substitutes	149
Sclerosing Agents	150
Sedatives	151
Seizure Disorders	152
Shock Emergency Kits (see also Cardiovascular preparations, Vasopressors)	153
Skin Wound Preparations	154

S (continued)

Smoking Cessation Aid	155
Sulfonamides, Systemic	156
Sulfonamides, & Combinations, Systemic	157
Sympatholytics	158
Sympathomimetics & Combinations	159

T

Teething Remedies	160
Thrombolytics	161
Tonics	162
Tourettes Syndrome Agent	163
Tremor Preparations	164
Tuberculosis Preparations	165

U

Unit Dose Systems	166
Uricosuric Agents	167
Urinary Anti-Infectives & Analgesic Combinations	168
Urinary Tact Agents	169
Urological Stimulants	170
Uterine Contractants	171
Uterine Relaxants	172

V

Vaginal Preparations	173
Venous Insufficiency Treatment	174
Vertigo Agents	175
Vitamins	176

W

Warts, Veneral	177
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X

X-ray Contrast Media	178
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APPENDIX B

SUPPLEMENTARY CSUA CODEBOOK

Items 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d: REASONS FOR SEEKING HELP (up to three problems may be coded for each item)

Code

SOMATIC: PHYSICAL

- 01 Eating problem (eats too much, can't keep food down)
- 02 Eating non-nutritive substances
- 03 Toileting problem (enuresis, encopresis)
- 04 Sleeping problem (sleeps too much, wakes and can't go back to sleep, sleepwalking)
- 05 Nightmares, sleep terrors
- 06 Vocal or body tics; stereotyped movement disorder (uncontrolled twitching or Nervous movements)
- 09 Other somatic/physical problem

DEVELOPMENTAL: INTELLECTUAL: LEARNING

- 11 Delayed or abnormal development; mental retardation
- 12 Academic or learning problem
- 13 Delayed speech, poor articulation or speech problem
- 18 Unspecified school or learning problem
- 19 Other developmental or learning problem

DEPRESSION: LOW ESTEEM: LEARNING

- 21 Depression or excessive sadness
- 22 Excessive withdrawal or apathy (socially unresponsive, refuses to talk, diminished capacity to form attachments)
- 23 Low self-esteem; feelings of worthlessness
- 24 Attempts to harm or mutilate self (do not include suicide attempts)
- 25 Suicidal thoughts, threats, or attempts
- 28 Unspecified emotional problem

ANXIETY & FEARFULNESS

- 31 Anxiety (separation anxiety, worries too much, excessive clinging)
- 32 Excessive fears or phobias

INTERPERSONAL PROBLEMS/ANTISOCIAL BEHAVIOR

- 41 Sibling conflict
- 42 Problem with making or keeping friends
- 43 Physical aggression against other children, adults, or animals
- 44 Disobedient, oppositional, hard to control, frequent tantrums
- 45 Stealing, lying, or cheating behavior
- 46 Destroys own or other's property
- 47 Sets fires
- 48 Unspecified behavior problem
- 49 Other anti-social behavior

ACTIVITY OR ATTENTION PROBLEM: IMPULSIVENESS

- 51 Too active; problem settling down or paying attention
- 52 Impulsive; does things without thinking
- 59 Other activity-level or attention problem

CSUA 10(1/93) (continued)

DELUSIONS: THOUGHT DISORDER

- 61 Excessive fantasy; felt out of touch with reality
- 62 Visual or auditory hallucinations
- 63 Paranoid; feelings of being persecuted
- 69 Other thought disorder

SEXUAL

- 71 Sexual aggression or sexually exploitive behavior with other children, adults, or animals
- 72 Sexual acting out; excessive masturbation
- 73 Problems with sexual identity (e.g., expresses a desire to be the opposite sex)
- 79 Other sexual problem

PROBLEMS IN ADJUSTMENT TO LIFE CHANGES

- 81 Problem with parents' divorce/separation
- 82 Problem with parental visitation or custody arrangement
- 83 Loss of family member or significant other
- 84 Problem of adjusting to new family/household member
- 85 Problem adjusting to new school or neighborhood
- 89 Problem with some other life change

PSYCHOLOGICAL TRAUMA: SUSPECTED MALTREATMENT

- 91 (Suspected) physical abuse
- 92 (Suspected) sexual abuse
- 93 (Suspected) emotional abuse
- 94 (Suspected) physical or emotional neglect
- 99 Other psychological trauma

OTHER

- 10 Obsessive
- 20 Pulling out hair or eyelashes
- 30 Mandated by authority
- 40 Plays with or smears feces
- 50 Illicit drug or alcohol ingestion
- 90 Other problem which does not fit in above categories (describe in problem section)

CSUA(1/93) (continued)

Item 11b, 11c, 11d: REASONS FOR TAKING CHILD FOR MEDICAL HELP

Item 18a2, 18b2, 18c2: REASONS FOR TAKING MEDICATIONS

Note: The following codes are basically organized by system. When 2 or more codes apply to the reason given, code the more specific symptom or diagnosis. “Chronic” refers to a condition or illness that has lasted for more than three months or that has occurred repeatedly for more than a 3-month period (e.g. chronic ear infections).

GENERAL/PSYCHOSOCIAL PROBLEMS

Alcohol ingestion or use	01
Anxiety (e.g. nervous fears, phobias)	02
Attention deficit disorder/hyperactive	03
Behavior problem, unspecified	04
Brief Episodic Illness, non life-threatening, non-infectious, non-respiratory	05
(Suspected) Child neglect	06
(Suspected) Sexual abuse	07
Dental problem	08
Depression	09
Developmental problem or disorder (e.g. mental retardation, autism)	10
Eating problem (e.g. anorexia, bulimia)	11
(Specify in note log)	
Failure to thrive	12
Feeding problem (infants or severely disabled children)	13
Illicit drug use or ingestion	14
Lead poisoning	15
Learning Problem	16
(Specify in note log)	
Obesity	17
Psychosis/Schizophrenic disorder	18
Self-harm or mutilation (no suicidal intent)	19
Sensory impairment (auditory or visual problem)	20
Sexual behavior or identity problem	21
Sleep problem	22
Suicidal gesture/ideation/attempt	23
(Specify in note log)	
Toileting problem (enuresis, encopresis)	24
Other psychosocial problem)	25
(Specify in note log)	

BLOOD/ONCOLOGIC CANCER

Anemia	26
Hemophilia	27
Sickle cell anemia	28
Malignancy	29
Leukemia	30

CSUA 10(1/93) (continued)

CARDIAC	
Malformation	31
Acute infection	32
Chronic problem	33
ENDOCRINE or METABOLIC DISORDERS (e.g. diabetes, thyroid, adrenal parathyroid, growth disorder, rickets, etc.)	
Acute	34
Chronic	35
GASTROINTESTINAL (disorders of esophagus, stomach, intestines, liver, pancreas)	
Acute (constipation, diarrhea, vomiting, nausea, dehydration, appendicitis, etc.)	36
Chronic (ulcer, bowel disease, liver disease, etc.)	37
GENITROURINARY	
Sexually transmitted disease	38
Urinary tract infection	39
Vaginitis (inflammation, yeast infection, vaginal discharge or bleeding)	40
Other acute problem	41
Chronic problem (Specify in note log)	42
IMMUNOLOGIC, ALLERGIC, & RHEUMATIC PROBLEMS	
Adverse drug reaction	43
AIDS/HIV Positive	44
Allergies (include respiratory, gastrointestinal, skin reactions like eczema, poison ivy etc.)	45
Arthritis	46
Other acute problem	47
Other chronic problem	48
INFECTIOUS DISEASE	
Fever, unknown origin	49
Life-threatening infection (meningitis, tuberculosis, encephalitis, bacteremia, sepsis)	50
Non-life-threatening acute infection (including ear and other respiratory infections, also skin infections)	51
Non-life-threatening chronic infection (repeated ear infections, tubes in ears, etc.)	52
NEUROLOGICAL	
Chronic seizure disorder (epilepsy)	53
Malformation/congenital problem (e.g., spina Bifida, cerebral palsy)	54
Chronic neurological problem (e.g., migraine, other headaches)	55
RESPIRATORY	
Asthma/Bronchitis	56
Acute problem, non-infectious	57
Other chronic respiratory problems (e.g. cystic fibrosis)	58

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ACCCIDENT/INJURY

Bite, animal or human	59
Burn	60
Choking or foreign body injury	61

ACCCIDENT/INJURY (continued)

Drowning	62
Fracture (broken bones, etc.) (Specify in note log)	63
Gun shot wound: (Specify in note log)	64
Head trauma	65
Heat exhaustion or stroke	66
Knife (or any weapon) wound, unintentional: (Specify in note log)	67
Laceration (cuts, scratches, unintentional wounds)	68
Muscle sprain or strain	69
Poisoning or ingestion of harmful substance	70
Suspected physical child abuse	71
Other (Specify in note log)	72
OTHER (specify)	73

CSUA(1/93) (continued)

Item 19: REASONS FOR HOSPITALIZATION

NOTE: PROCEDURES ARE TO BE CODED IN THE "1" SPACE, AND EVENTS/CAUSES ARE TO BE CODED IN THE "2" SPACE. WHENEVER POSSIBLE, BOTH ITEMS SHOULD BE CODED FOR EACH HOSPITALIZATION.

Item 19a1, b1, c1, d1 – REASONS FOR/ EVENTS LEADING TO HOSPITALIZATION

Procedure

1. Surgery
2. Administration of medication or other therapy
3. Diagnostic/Evaluation/Observation

Item 19(a2, b2, c2, d2) – REASONS FOR EVENTS LEADING TO HOSPITALIZATIONS

Event/cause

- 1 Injury/Accident
- 2 Regular, on-going treatment of chronic problem (problem duration of > 3 months)
- 3 Acute treatment of chronic problem (problem duration of >3 months)
- 4 Acute problem

**CSUA Item 18a1,b1,c1
Drug Listing**

INSTRUCTIONS FOR MEDICATION CODING

The categories listed here duplicate the *Product Category- Quick Reference Section* of the 1993 Physician's Desk Reference (PDR), a compendium of Pharmaceutical products. Each site should try to obtain a copy of the 1993 PDR so that medications not easily coded using the general drug categories in our codebook may be coded using the *Product Information Section* of the PDR. Included at the front of your codebook is a copy of the expanded Product Category Index, which is an expanded version of the *Quick reference Section*.

It is recommended that interviewers ask parents the reason for taking medications, and note this in the interview booklet. When coding medications, these answers may be used to quickly reference the relevant category in the *Product Category Index*, which can then be used to find the appropriate category in the codebook. When no reason, more than one reason, or an incorrect reason (i.e., one that is irreconcilable with the category listed in the PDR) is provided, the drug may be looked up in the *Product Name Index*, which will provide page numbers within the *Product Information Section*, where more specific information on each drug is found. This information should include the appropriate categorization from the codebook. When more than one reason for taking a drug is offered *and* the drug is classified under more than one category in the PDR, the primary reason should be used to determine the category/code on the form, and the secondary categories should be included in the notelog, using the code book.

A	
AIDS Chemotherapeutic Agents	001
AIDS Related Complex (ARC Therapeutic Agents)	002
Alcohol Abuse Reduction Preparations	003
Allergens	004
Amino Acids Preparations	005
Analgesics	006
Anesthetics	007
Anorectal Products	008
Antacids & Antiflauntents	009
Antibiotics, Systemic	010
(see also Anti-infectives, Miscellaneous Systemic; Antiparasitics; Quinolones, Systemic; Sulfonamides & Combinations, Systemic; Urinary Anti-infectives & Analgesic Combinations)	
Anti coagulant Antagonist	011
Anti coagulants	012
Antidotes	013
Antihistamines	014
Anti-infectives, Miscellaneous Systemic	015
Anti- inflammatory Agents	016
Antineoplastics	017
Antioxidants	018
Antiparasitics	019
Antipyretics	020
Antiseptics	021
Antispasmodic & Anticholinergics	022
Antivirals, Systemic	023

A (continued)

Appetite Suppressants	024
Arthritis Medications	025

B

Baby Products	026
Biological Response Modifiers	027
Biologicals	028
Blood & Blood Components	029
Bone Metabolism Regulator	030
Bowel Evacuants	031

C

Calcium Preparations	032
Cardiovascular Agents	033
Catecholamine Synthesis Inhibitor	034
Central Nervous System Stimulants	035
Cerebral Metabolic Enhancer	036
Cerumenolytics	037
Cholinesterase Inhibitor	038
Cold & Cough Preparations	038
Colony Stimulants factors	040
Contraceptives	041
Cosmetics	042
Cytoprotective Agents	043

D

Dental Preparations	044
Deodorants	045
Dermatologicals	046
Detoxifying Agent	047
Diabetes Agents	048
Diagnostics	049
Diaper Rash Relief	050
(see also Dermatologicals, Dermatitis Relief & Diaper Rash Relief)	
Diarrhea Medications	051
Dopamine Receptors Agonist	052
Drug Delivery System	053
Duodenal Ulcer Adherent Complex	054

E

Electrolytes	055
Endometriosis Management	056
Enuresis	057
Enzymes & Digestants	058
Ergot Preparations	059

F

Fertility Agents	060
Fiber Supplements	061
Fibrinolytic Agents	062
Fibrotics, Systemic	063
Fluoride Preparations	064
Food	065
Fungal Medications, Systemic	066

G

Galactokinetic	067
Galactorrhea Inhibitor	068
Gallstone Dissolution Agent	069
Gastric Acid Secretion Inhibitor	070
Gastrointestinal Antigranulomatous Disease	071
Gastrointestinal Motility Factor	072
Gaucher Disease	073
Gonadotropin Inhibitors	074
Gout Treatment	075

H

Hair Growth Stimulant	076
Hematinics	077
Hemorreologic Agents	078
Hemostatics	079
Herpes Treatment	080
Histamine H Receptor Antagonists	081
Hormones	082
Hormones, Suppression of	083
Hyperammonia Reduction	084
Hypercalcemia Management	085
Hyperglycemic Agents	086
Hypnotics (see also Sedatives)	087
Hypocalcemia Management	088
Hypolipidemics	089

I

Immunomodulators (see also Colony Stimulating Factors)	090
Immunosuppressives	091
Infant Formula, Regular	092
Infant Formulas, Special Purpose	093
Insect Sting Emergency Kit	094
Insulin Delivery Device	095

L

Laprostatics	096
Laxatives	097
Leukapheresis Adjunct	098
Lip Balm	099
Lipotropics	100
Lung Surfactant	101

M

Magnesium Preparations	102
Mast Cell Stabilizers	103
(see also Ophthalmic Preparations, Mast Cell Stabilizers)	
Menstrual Preparations	104
Migraine Preparations	105
Minerals	106
Motion Sickness Remedies (see also Nausea Medications)	107
Mouthrinse, Antimicrobial	108
Mucolytics	109
Muscle Relaxant Antagonist	110
Muscle Relaxants	111

N

Nail Fungus Treatment	112
Nail Preparation Compounds	113
Narcotic Antagonists	114
Narcotic Detoxification	115
Nasal Sprays	116
Nausea Medications	117
Neonatal Respiratory Distress Syndrome	118
Nucleoside Analogues	119
Nutritional Supplements	120

O

Ophthalmic Preparations	121
Orthophosphates	122
Osteoporosis Preparations	123
Otic Preparations	124
Oxytocics	125

P

Parasympatholytics	126
Parasympathomimetics	127
Parkinsonism Drugs	128
Penicillin Adjuvant	129
Phosphate Binder	130
Phospholipids	131
Phosphorous Preparations	132
Plasma Extenders & Expanders	133
Plasma Fractions, Human	134
Platelet Inhibitors	135
Porphyria Agent	136
Primary Systemic Carnitine Deficiency	137
Prostaglandin Analog	138
Prostaglandins	139
Proton Pump Inhibitor	140
Protozoal Agents	141
Pruritus Medications	142
Psychotropics	143

Q

Quinolones, Systemic	144
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R

Resins, Ion Exchange	145
Respiratory Stimulants	146
Respiratory Therapy Agents	147

S

Saliva Substitutes	148
Salt Substitutes	149
Sclerosing Agents	150
Sedatives	151
Seizure Disorders	152
Shock Emergency Kits (see also Cardiovascular preparations, Vasopressors)	153
Skin Wound Preparations	154

S (continued)

Smoking Cessation Aid	155
Sulfonamides, Systemic	156
Sulfonamides, & Combinations, Systemic	157
Sympatholytics	158
Sympathomimetics & Combinations	159

T

Teething Remedies	160
Thrombolytics	161
Tonics	162
Tourettes Syndrome Agent	163
Tremor Preparations	164
Tuberculosis Preparations	165

U

Unit Dose Systems	166
Uricosuric Agents	167
Urinary Anti-Infectives & Analgesic Combinations	168
Urinary Tact Agents	169
Urological Stimulants	170
Uterine Contractants	171
Uterine Relaxants	172

V

Vaginal Preparations	173
Venous Insufficiency Treatment	174
Vertigo Agents	175
Vitamins	176

W

Warts, Veneral	177
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X

X-ray Contrast Media	178
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APPENDIX C

SUPPLEMENTARY DE6A/DEMA CODEBOOK

HOLLINGSHEAD OCCUPATIONAL INDEX

Directions:

- If more than one occupation is described code the one that seems primary.
- If the occupation is unlisted, use the major descriptors that accompany each code as a guide
- If you cannot decide between two codes, flip a coin to prevent the introduction of bias.

Code 9 Higher Executives, Proprietors of Large Businesses, and Major Professionals

- a. Higher executives: chairpersons, presidents, assistant vice-presidents, secretaries, treasurers;
- b. Commissioned officers in the military: majors, lieutenant commanders, and above, or equivalent;
- c. Government officials, federal, state, and local: members of the United States congress, members of the state legislature, governors, state officials, mayors, city managers;
- d. Proprietors of large businesses;
- e. Owners of large farms;
- f. Major professionals;

Occupational Title

Actuaries
Architects
Astronomers
Bank Officers
Chemists
City planner
Dentists
Economists
Engineers--only these types: Aeronautical, Aeronautical, Chemical, Civil, Electrical, Electronic, Material, Mechanical, Metallurgical, Mining, Petroleum
Financial Managers
Geologists
Health Administrators
Judge
Lawyers
Mathematicians
Optometrists
Physicians
Physicists
Psychologists
Scientists—Atmospheric, Biologic, Civil Life, Marine, Physical, Political, Social, Space
Sociologists
Teachers-only College/University (including coaches)
Urban and regional planners
Veterinarians

Note: n.e.c. = not elsewhere classified

Code 8 Administrators, Lesser Professionals, Proprietors of Medium-Sized Businesses

- a. Administrative officers in large concerns: district managers, executive assistants, personnel managers, production managers;
- b. Proprietors of medium-sized businesses
- c. Owners and operators of medium-sized businesses
- d. Commissioned officers in the military; lieutenants, captains and j.g. or equivalent
- e. Lesser professionals

Occupational Title

Accountants
Administrators (College, Elementary, Secondary, Public Administration)
Archivists
Assessors, local public administration
Authors
Chiropractors
Clergymen
Computer specialists, n.e.c.
Computer systems analysts
Controllers, local public administration
Curators
Editor
Farm management advisors
Industrial engineers
Labor relations workers
Librarians
Musicians/composers
Nurses, registered
Officials, public administration, n.e.c.
Personnel workers
Pharmacists
Pilots, airplane
Podiatrists
Sales engineers
Statisticians
Teachers, secondary school
Treasurers, local public administration, n.e.c.

Code 7 Smaller Business Owners, Farm Owners, Managers, Minor Professionals

- a. Owners of smaller businesses
- b. Farm owners / operators with farms
- c. Managers
- d. Minor professionals
- e. Entertainers and artists

Occupational Title

Actors
Agricultural scientists
Announcers, radio/television
Appraisers, real estate
Artists
Buyers, wholesale/retail trade
Computer programmers
Credit person
Designers
Entertainers, n.e.c.
Insurance adjusters, examiners, investigators
Insurance agents, brokers, underwriters
Managers (Administration, Residential building, Office)
Officers (Lodges, Societies, Unions, Pilots, Pursers, Shipping)
Operations/systems researchers/analysts
Painters
Postmasters, mail supervisors
Public relations persons
Publicity writers
Purchasing agents, buyers, n.e.c.
Real estate brokers/agents
Reporters
Sales managers (representatives, manufacturing industries, except retail trade)
Sculptors
Social workers
Stock/bond salesmen
Surveyors
Teachers - elementary school or preschool (with baccalaureate education degree)
Vocational/educational counselors
Writers, n.e.c.

Code 6 Technicians, Semiprofessionals, Small Business Owners

- a. Technicians
- b. Semiprofessionals: army m/sgt., navy, c.p.o., clergymen (not professionally trained), interpreters (court);
- c. Owners of businesses
- d. Farm owners/ operators with farms

Occupational title

Administrators (except farm-allocated)
Advertising agents/salesmen
Air traffic controllers
Athletes/kindred workers
Buyers, farm products
Computer / peripheral equipment operators
Conservationists
Dental hygienists
Dental laboratory technicians
Department heads, retail trade
Dietitians
Draftsmen
Embalmers
Flight engineers
Foremen, n.e.c.
Foresters
Home management advisors
Inspectors, construction, public administration
Managers (except farm-allocated)
Opticians, lens grinders/polishers
Payroll/timekeeping clerks
Photographers
Religious workers (not professionally trained)
Research workers, n.e.c. (e.g. research assistants or technicians)
Sales (managers, retail trade, representatives, wholesale trade)
Secretaries (legal, medical, n.e.c)
Sheriffs/bailiffs
Shippers, farm products
Stenographers
Teacher's aides (except school monitors)
Technicians
Technologists
Therapists (occupational, physical, recreation, rehabilitation, etc.)
Tool programmers, numerical control.

Code 5 Clerical and Sales Workers, Small Farm and Business Owners

- a. Clerical workers
- b. Sales workers
- c. Owner of Small Business
- d. Owner of Small Farm

Occupational Title

Auctioneers
Bank Tellers
Billing Clerks
Bookkeeping /billing machine operators
Calculating machine operators
Calculating machine operators
Cashiers
Clerical (Supervisors, Workers, Assistants, etc.)
Clerks
Statistical
Collectors, bill /account
Dental assistants
Estimators n.e.c.
Health trainees
Investigators, n.e.c.
Key punch operators
Library assistants/attendants
Recreation workers
Tabulating machine operators
Telegraph operators
Telephone operators
Therapy assistants
Typists

Code 4 Smaller Business Owners, Skilled manual Workers, Craftsmen, and Tenant Framers

- a. Owners of small businesses and farms
- b. Tenant farmers owning farm machinery and livestock:
- c. Skilled manual workers and craftsmen
- d. Noncommissioned officers in the military below the rank of master sergeant and C.P.O

Occupational Title

Airline cabin attendants
Automobile accessories installers
Bakers
Blacksmiths
Boilermakers
Brakemen, railroad
Brickmason, stonemason (including apprentices)
Cabinetmakers
Carpenters (including installers and apprentices)
Cement/ Concrete finishers
Checkers/examiners/inspectors, manufacturing
Clerks, shipping/receiving
Compositors/typesetters
Conductors
Constables
Counter clerks (except food)
Decorators/window dressers
Demonstrators
Detectives
Dispatchers/ starters, vehicles
Drillers, earth
Dry wall installers/lathers
Duplicating machine operators, n.e.c.
Electricians (including apprentices)
Electric power linemen/cablemen
Electrotypers
Engineers (locomotive, stationary)
Enumerators
Expeditors
Firemen (for protection, locomotive)
Floor layers
Foremen (farm, hammermen)
Furriers
Glaziers
Heat treaters/ annealers/temperers
Heaters, metal
Housekeepers, except private household
Inspectors (scalars, graders log and lumber, n.e.c.)
Interviewers
Jewelers/watchmakers
Job and diesetters, metal
Lithographers
Loom fixers
Machinists (including apprentices)
Mail carriers, post office

Code 4 Smaller Business Owners, Skilled manual Workers, Craftsmen, and Tenant Framers

Mail handlers, except post office
Managers, bar/restaurant /cafeteria
Marshals, law enforcement
Mechanics
Meter reader
Millers, grain/flour/feed
Millwrights
Molder apprentices
Office machine operators, n.e.c.
Patternmakers/ modelmakers
Photoengravers
Plasterers (including apprentices)
Plumbers/pipefitters (including apprentices)
Power station operators
Postal clerks
Practical nurses
Piano / organ tuners/ repairmen
Pressmen, plate printers, printing trade (including apprentices)
Projectionists, motion picture
Proof readers
Radio operators
Receptionists
Repairmen
Rollers/ finishers, metal
Sheetmetal workers (including apprentices)
Stereotypers
Stockclerks/ storekeepers
Stone cutters/carvers
Structural metal workers
Superintendents, building
Switchmen, railroad
Tailors
Telephone linemen/splicers
Telephone installers/repairmen
Ticket station/express agents
Tile setters
Tool and diemakers (including apprentices)
Weighers
Welders/flame cutters

Code 3

Occupational Title

Animal caretakers
Asbestos/insulation workers
Assemblers
Barbers
Blasters/ powdermen
Boardinghouse/lodging keepers
Boatmen /canalmen
Bottling operatives
Bulldozer operators
Bus drivers
Canning operatives
Carding, lapping, combing operatives
Chauffeurs
Child care workers, except private household
Conductors/motormen, urban rail transit
Cranemen/ derrickmen/hoistmen,
Cutting operatives
Deliverymen
Dressmakers/seamstresses, except factory
Drill press operatives
Dyers
Excavating/grading/road machine operators, except bulldozer farm services laborers, self-employed
File clerks
Filers/polishers/sanders/buffers
Fishermen/oystermen
Forklift/tow motor operatives
Furnacemen/smelters/pourers
Furniture/wood finishers
Graders/sorters/manufacturing
Guards/watchmen
Hairdressers/cosmetologists
Health aides, except nursing
Housekeepers, private household
Knitter/loopers/toppers
Lathe/milling machine operatives
Machine operatives
Meat cutters/butchers
Metal platers
Midwives (lay)
Milliners
Mine operatives
Mixing operatives
Motormen, mine/factory/logging camp. etc.
Nursing aides/attendants
Oilers/greasers, except auto
Operatives
Orderlies
Painters, construction/maintenance/apprentices/manufactured articles
Paperhangers
Photographic process workers
Precision machine operatives, n.e.c.

Pressers/ironers, clothing
Punch/stamping press operatives
Riveters/fasteners
Roofers/slaters
Routemen
Sailors/deckhands
Sawyers
Service workers, except private household--allocated
Sewers/stitchers
Shoemaking machine operatives
Shoe repairmen
Sign painters/letters
Spinners/twisters/winders
Solderers
Stationary firemen
Surveying, chainmen/rodmen/axmen
Taxicab drivers
Textile operatives, n.e.c.
Transport equipment operatives—allocated
Truck drivers
Upholsterers
Weavers
Welfare service aides
Enlisted members of the armed services (other than non commissioned officers)

Code 2

Occupational Title

Bartenders
Bushboys
Carpenters' helpers
Child care workers, private household
Construction laborers, except carpenter's helpers
Cooks, private household
Crossing guards/bridge tenders
Elevator operators
Food service, n.e.c., except private household.
Freight/ materials handlers
Garage workers/gas station attendants
Garbage collectors
Gardeners/groundskeepers, except farm
Hucksters/peddlers
Laborers,. except farm—allocated
Laborers, miscellaneous
Laborers, not specified
Laundry/dry cleaning operatives, n.e.c.
Lumbermen/raftsmen/woodchoppers
Meat wrappers, retail trade
Messengers
Office boys
Packers/wrappers, n.e.c.
Parking attendants
School monitors
Waiters
Warehousemen, n.e.c.

Code 1

Occupational Title

Attendants, personal service, n.e.c.
Attendants, recreation/amusement
Baggage porters/bellhops
Bootblacks
Cleaners/charwomen
Dishwashers
Farm laborers, wage workers, farm foremen, kindred workers--allocated
Janitors/sextons
Laundresses, private household
Mails/servants, private household
Newsboys
Personal service apprentices
Private household workers--allocated
Produce graders/sorters, except factory farm
Stockhandlers
Teamsters
Vehicle washers/equipment cleaners
Ushers, recreation/amusement

Code 0

Occupational Title

Housewives

Students

Unemployed

APPENDIX D

RNAB Tutorial

The purpose of this tutorial is to provide potential data users some information about the data collected, including methods and site differences, the structure of the data, the type of data included in the RNAB0403 dataset, and some possible strategies for using the data from the RNAB0403 dataset. Limitations of the data are described at the end of this document. In order to make definitions and references to variables in this tutorial as clear as possible, we have attempted to use a standard way to reference the types of variables. See list below:

CPS referral – refers to the call or referral that CPS received about the subject child.

Observation – refers to the line of data by subject ID in the RNAB0403 dataset

Allegation – refers to the type of maltreatment alleged by the referent

Findings – refers to the results or findings of the CPS investigation.

Type of Maltreatment – refers to the broad classification of abuse (e.g., physical, sexual, etc.)

Subtype of Maltreatment – refers to the more specific and detailed description of the broader type of maltreatment (e.g., physical abuse – hit/kick to buttocks)

Classification System – refers to the MMCS or NIS-2 coding systems (detailed in later sections of this tutorial)

Note that *allegation*, *type of maltreatment*, and *subtype of maltreatment*, may be used interchangeably depending on the variable or type of data being described.

Background & Overview of Abstracted Data

The review and coding of CPS maltreatment narratives includes data abstracted from county level Child Protective Services (CPS) files. Abstractors code relevant information onto the RNAB data collection form. Each form contains data from a single referral to CPS and the related set of findings. The core RNAB0403 data include CPS-assigned labels for allegations and findings, and allegation and findings coded from narratives using two definitional schemas.

The first classification system was originally developed for use in the Second National Incidence Study (NIS-2). This system details seven broad types of abuse and 30 subtypes of maltreatment as well as severity ratings for each type of maltreatment (see NCCAN (1998). The second classification system is a modified version of the definitions developed by Barnett et al. (1993) known as the Modified Maltreatment Coding System (MMCS). The modifications included in the MMCS allow for further specification of sub-types of maltreatment and expanded severity ratings. This specification of sub-types includes an additional nine sub-types of physical abuse, an additional two sub-types of neglect, further sub-type specification within the category of neglect, and expanded emotional maltreatment subtypes. The RNAB0403 contains data related specifically to the LONGSCAN subject child. Situations where the family or sibling is the subject of a report, without specific mention or referral to the LONGSCAN child, are not coded.

Procedures and Site Schedules for Abstracting CPS Maltreatment Data

Procedures

Trained abstractors located at each of the five data collection sites review CPS files of LONGSCAN participants. The maltreatment data abstracted to our data collection form is taken from two specific sections of the CPS File. The abstractor uses the allegation narrative of the report that was accepted for investigation by CPS (the description of what was reported by the referent/reporter/caller); and the abstractor uses the summary narrative of the investigation of the allegation (the description of the conclusions drawn from the investigation). Because this is a multi-site study, and CPS procedures may vary significantly between jurisdictions, abstracting maltreatment information from these two sections of the CPS file is an attempt to standardize the data across sites. To be abstracted as LONGSCAN data, allegations and substantiations must clearly indicate that the LONGSCAN child is part of the report.

Abstractors are instructed to complete a lifetime review each time the CPS files are searched on a particular subject child to ensure that any previous referrals were not missed. The schedule of reviews differs by site. The Northwestern and Southwestern site do reviews on a continuous basis. The remaining three sites review every two years as proximate to a LONGSCAN face-to-face interview as possible. Site differences in the maltreatment data collection schedules result from site-specific procedures related to how they gain access to CPS files.

Training and Establishing Inter-rater Reliability of Abstractors

In the initial training phase, coders were instructed where to find the necessary pieces of information in the CPS file, and then how to code the relevant information and classify maltreatment type and severity according to both the MMCS and NIS-2 classification systems. Then, raters independently coded a set of at least 10 vignettes that were excerpts from real CPS files. Reliability was assessed by comparing percent agreement of the trainees ratings with the designated 'gold standard'. Raters must have achieved 90% agreement with the designated expert for the MMCS codes, the NIS-2 codes, and the severity ratings. If this level was not achieved, raters continued training and independently coding vignettes until the criteria were met.

Understanding the Structure of the RNAB0403 Dataset

The RNAB0403 dataset is a stacked dataset, meaning there are multiple observations per ID. Each of these observations represents a referral to CPS for suspected maltreatment between birth and age 6. The number of observations can vary across participants. Similarly, up to six allegations (or coded subtypes of maltreatment) can be coded within a particular observation. Some observations may have only one type of allegation coded, others may have all six coded. Thus, the RNAB0403 dataset contains multiple observations per ID, and multiple allegations (i.e., types of maltreatment) within an observation. Currently, there are 2400 observations in the RNAB0403 dataset. These observations represent maltreatment referrals for 787 of the LONGSCAN childrens, indicating that 58% of the sample was the subject of one more referrals to CPS for suspected maltreatment between birth and age 6. The frequency of records for these childrens ranges from 1 ($n = 263$) to 16 ($= 2$). See Table 1 below. *It is important to keep in mind that if a LONGSCAN child was not the subject of a referral between birth and age 6, there will NOT be an observation in the RNAB for that child.* In other words, if no record exists for an ID, it is assumed that the subject child was not the subject of a CPS report.

Table 1. Distribution of the Number of Observations in the RNAB0403 dataset by ID

Number of Records per Subject	Count of Subjects	Count of Observations in Dataset
1	263	263
2	172	344
3	119	357
4	82	328
5	45	225
6	37	222
7	16	112
8	12	96
9	9	81
10	13	130
11	7	77
12	2	24
13	4	52
14	3	42
15	1	15
16	2	32
Total	787	2400

Type of Data in the RNAB Dataset

A wealth of information is abstracted from CPS files. This section briefly describes the type of data that can be found in particular sections of the data collection form and subsequently, the RNAB0403 dataset. A detailed description of the data collection and coding procedures are described above. The following is not an exhaustive list or description of the variables. The variable, variable descriptions, codes and definitions can be found in the data dictionary in conjunction with Appendix A of the data dictionary.

Identifying and Contextual Information.

This section contains information that helps identify the observation and gives some contextual information about the CPS referent, child's placement situation at the time of the investigation, whether the allegation(s) were investigated, date of the suspected incident(s) of maltreatment and date of the referral to CPS.

Allegation Section

It is important to note that two types of data are recorded in this section. The first are CPS labels of the maltreatment described by the referrant. These labels are likely to vary from site to site as definitions of maltreatment vary across states. The NIS-2 and MMCS classifications of maltreatment are coded from the allegation narrative. Often this narrative provides more explicit information about the child's actual experiences and may or may not be consistent with the CPS label. Thus, data in the following three sections are a function of the detail of the information available in the record and the section of the record that the data are abstracted from.

CPS Labels for Maltreatment Allegations. This section includes the legal descriptive maltreatment labels that CPS assigns (variables RNA10A – 10L).

NIS-2 Classification Codes. The abstractor reviews the allegation narrative and codes the information using the NIS-2 Classification System (variables RNA12a1-RNA12f1). Up to six different types of maltreatment may be coded. For each allegation coded in this section, a severity code is also assigned (RNA12a2-RNA12f2). Severity levels range from 1 – 5 (in descending order of severity 1 = fatal; 5 = no harm or threat of harm. A severity rating of '6' = unknown. Also in this section, information about the perpetrator is coded including gender, age, and relationship to child. Up to two perpetrators can be coded for each allegation.

MMCS Classification Codes. The abstractor also codes the type of maltreatment alleged from the narrative using the MMCS codes (variables RNA13a1-RNA13f1). Again, up to six different types of maltreatment can be coded. The severity ratings (variables RNA13a2-RNA13f2) range from 1 – 6 and differ by definition of the maltreatment type (e.g., physical abuse, sexual abuse). In contrast to the NIS-2 severity codes, levels are typically coded in increasing severity (e.g., a rating of '5' is more severe than a rating of '4'). However, it is important to note that the meaning of the severity ratings differ as a function of the type (e.g., physical abuse) and subtype (e.g., hit/kick to face/head/neck) of maltreatment. For emotional maltreatment, the ratings in the severity section help classify the type of emotional abuse and do not represent a hierarchy of severity. Finally, for maltreatment involving caregiver use of drugs and/or alcohol, all severity ratings are assigned a value of '6'. Information about the perpetrator including age, relationship to child, and gender is coded as well.

Other Risk Factors. Using the information provided in the allegation narrative, the abstractors codes whether other risk factors (e.g., domestic violence) were mentioned by the referent or caseworker (RNA14a-RNA14e) or if other issues (e.g., unstable living situation) were mentioned (RNA15a-RNA15c).

Findings Section

These variables are coded based on the case summary narrative from the CPS file.

Status of the investigation. Information about the status of the investigation is coded here as well as the findings from the investigation. Using the CPS labels, abstractors assign a conclusion code for each allegation or type of maltreatment investigated (RNA17a-RNA17k)

NIS-2 Codes. Mirroring the protocol in the allegations section, the abstractor codes the type of maltreatment specified in the case summary narrative (RNA18a2-RNA18f2) and assigns a conclusion code representing the findings of the CPS investigation (RNA18a1-RNA18f1). Again severity and information about the perpetrator are coded in this section.

MMCS Codes. The summary information is coded again applying the MMCS classification system for types of maltreatment (RNA19a2-RNA19f2), severity ratings (RNA19a3-RNA19f3), conclusion codes (RNA19a1-RNA10f1), and perpetrator information.

Other Risk Factors. Also using the information provided in the summary narrative, the abstractor codes whether the narrative referred to any other possible risk factors (RNA20a-RNA10e) or other issues (RNA21a-RNA21c).

Strategies for Using RNAB0403 Data

The RNAB dataset is structured in such a way that data users can use or produce a number of variables and examine a variety of hypotheses. Due to this flexibility, we have not dictated a list of variables for use. However, we have provided some examples of strategies that we have found particularly useful. Example data has been provided on pages 10-11.

Assessing Referrals Within Specific Time Frames

Often data users are interested in whether the child was the subject of a report within a certain time frame (e.g., birth to age 4). In order to determine when the referral(s) occurred, use the RNA5 date (date of referral) or RNA6 date (date of incident). Specify the parameters of the dates you are interested in (e.g., subject date of birth - subject date of birth + 4 years) and drop all observations that do not fall in this range. Looking at the sample data, there are 6 maltreatment referrals for this particular subject ID. The first four observations are referrals that fell after the subject child's date of birth (12/05/85) and before the date of the child's 4th birthday (12/05/89). The remaining 2 observations fell after the date of the child's 4th birthday.

Creating Variables for types of abuse

For both the NIS-2 and MMCS classification systems, the code applied for type of abuse uses the most specific data about the allegation. Thus type of abuse is coded in as much detail as possible. As such, there are a number of subtypes (e.g., failure to provide clothing) coded for the broader types (e.g., neglect). See the data dictionary for the complete list of maltreatment codes. If users are interested in the broader types of abuse, rather than specific subtypes, then one would consider a type of abuse as having occurred if the code falls within a particular range appropriate for that broader type of abuse. For example, in the MMCS classification system, codes for physical abuse range from 101 (assault) to 109 (non-descript physical abuse). Any code within that range would be considered 'physical abuse'.

Deriving Count Variables for CPS/MMCS Referrals and Allegations by types of Abuse for allegation data

If a user is interested in the number of CPS referrals based on CPS labels of physical abuse (for example), we would look at variable *RNA10b* (CPS physical abuse allegation) and count the record as a CPS referral with an allegation of physical abuse only if a "1" (i.e., yes) was coded. By doing so, we can see that this subject child has 4 CPS referrals with an allegation of physical abuse. Similar strategies can be used if the user is also interested in physical abuse allegations (for example) within a particular time frame (see section above).

If the user were interested in maltreatment types coded with the MMCS classification system, one would need to look across 6 variables *RNA13a1-RNA13f1* and only count the record as having an MMCS referral of physical abuse if ANY of the 6 variables had a code of physical abuse (i.e., 100-109--see data dictionary for descriptions of codes). By doing so, we can see that this child has 4 observations with at least one allegation of physical abuse using the MMCS coding system. Similar strategies can be used to assess number of referrals with allegations of a particular type, subtype, or combination of types/subtypes using the NIS-2 system (variables *RNA12a1-RNA12f1*).

Because a single referral can have up to 6 maltreatment types/subtypes coded in the MMCS and NIS-2 coding schemes, it is possible to create a count (by ID) for the total number of occasions (within and across records) where a child was referred for a particular type or subtype of abuse. For example, if interested in physical abuse allegations for the MMCS system, users would look across 6 variables *RNA13a1-RNA13f1* and count the number of times a value of 100-109 occurred for each observation and then sum the total number across all observations (summing within and across observations for a particular ID). Referring again to our sample data in Appendix A, we can see that there were 5 codes of physical abuse within and across the 6 observations for this particular ID.

Deriving Indicator Variables for Types/Subtypes of Maltreatment

Dichotomous indicators (abuse/no abuse) can also be created using the count variables described above by simply using the “if equal to or greater than 1” formula. In the previous example, we determined that the child had a total of 5 MMCS allegations of physical abuse (within and across observations), therefore the new derived dichotomous indicator variable would be coded as a “1”.

Because CPS labeled allegations are only allotted one variable per observation, counts using these variables (e.g., *RNA10b*) would be across, but not within, observations by ID.

Deriving Count Variables for CPS/MMCS Referrals and Allegations by types of Abuse for findings data

For outcomes, or conclusions based on the CPS investigation of the referral, for CPS labeled maltreatment types (*RNA17a-RNA17k*), the conclusion code is specifically associated with the type of maltreatment. For example, if a user is interested in the outcome of CPS labeled physical abuse allegations, one would look at variable *RNA17b* (CPS physical abuse finding). This variable contains the conclusion code associated with the findings from the investigation (see data dictionary and appendix E of the data dictionary for a complete description of the conclusion codes).

However, if the interest is in MMCS or NIS-2 classification systems, it is necessary to look at the maltreatment codes for ‘findings’ data **AS WELL AS** the conclusion code assigned for that particular type/subtype of maltreatment when using the MMCS or NIS-2 classification systems. For example, if the interest is in the outcome of physical abuse allegations, the user must first identify the variables containing physical abuse maltreatment codes (*RNA18a2-RNA18f2* for NIS-2 or *RNA19a2-RNA19f2* for MMCS) and then match those variables with the conclusion code variables (*RNA18a1-RNA18f1* or *RNA19a1-RNA19f1*). Using the example data, for the first observation, *RNA19a2* contains a maltreatment code for physical abuse (specifically, hit/kick to torso), the associated conclusion code (*RNA19a1*) = 1 indicating that the investigation substantiated the allegation of this type of physical abuse.

It is also possible to create a count of allegations (i.e., maltreatment types/subtypes) for a particular conclusion code of interest. Again one would need to identify the type/subtype of interest **AND THE ASSOCIATED CONCLUSION CODE OF INTEREST** and count within and across observations. It may also be of interest to combine or include CPS labels as well as MMCS and/or NIS-2 types of maltreatment to get the most inclusive criteria for determining if a type of maltreatment occurred and how often.

Deriving Indicator Variables for Types/Subtypes of Maltreatment

Dichotomous indicators for abuse types or subtypes for a particular conclusion code can also be derived by determining if an observation meets criteria for the specifications of interest (e.g., substantiated physical abuse), then sum across observations. If that value is greater than 1 then the indicator variable = 1, otherwise the variable = 0. For these and all other indicator or count variables, keep in mind that if the subject child was not the subject of a report, there will be NO observation and you may need to create an observation (e.g., by merging with the IDS_0403 file) to account for those situations.

Missing Data

The LONGSCAN abstractors are highly trained and qualified individuals but are restricted by the data provided by CPS and/or data in the CPS files. As such, missing data do occur across the RNAB0403 variables. In some cases, the missing data are due to the complete absence or reference to the information necessary to collect or code the data (e.g., date of the referral or incident). Also, missing data may be due to allegation or summary narrative information that is too vague or incomplete to apply one or both of the classification systems. Finally, missing data may be a function of the variable itself. For example, the RNAB data collection form can accommodate up to six different types of maltreatment. If the CPS file being reviewed only contained information about two types of abuse then the remaining four variables would be missing. In this case, missing means not applicable. See the data dictionary for a comprehensive description of the codes for each variable.

Limitations of the RNAB0403 data

Although the RNAB dataset provides a wealth of information about child maltreatment, the abstractors were limited by the information found in CPS files during the course of the record reviews. Information found in these files can vary from state-to-state, county-to-county, and even social worker-to-social worker within the same agency. Data users should not overlook possible differences or patterns among the five sites for particular variables or outcomes in general.

Similarly, during record reviews, if the abstractor did not find a file (or referral) for a particular LONGSCAN child, no data were entered in the dataset. One is limited to infer that the child was not the subject of a CPS referral. However, it is possible that the subject child/family moved away from the area, out of state, or some other circumstance(s) may have occurred. Further, given the number of potential biases in reporting caregivers to CPS, one should only assume that no observation means that no referral was found during the review by the LONGSCAN abstractor(s), and not necessarily that the child was not maltreated.

Barnett, D., Manly, J.T., and Cicchetti, D. (1993). Defining child maltreatment: The interface between policy and research. In D. Cicchetti & S.L. Toth (Eds.), Child abuse, child development, and social policy (pp. 7-74). Norwood, NJ: Ablex.

NCCAN (National Center on Child Abuse and Neglect) (1998). Study findings: Study of national incidence and prevalence of child abuse and neglect: 1998. Washington, DC: US Department of Health and Human Services, Office of Human Development Services.

Appendix A Sample Data

A sample of subject data is provided here to refer to as you go through the tutorial. In the interest of space and brevity, only select variables have been included for illustration. Also, many types of variables can number up to 6. Due to space limitations, we have included SOME but not all of these. Please carefully read the tutorial pieces for details about the ranges and variable names of key types of data.

Sample Data for Select Allegation Variables

Obs	ID	SUBJDOB	RNA5	RNA6	RNA10b	RNA10c	RNA10d	RNA13a1	RNA13b1	RNA13c1	RNA13d1	RNA13e1	RNA13f1
1	EA00001	12/05/85	10/03/87	--	1	2	2	102	--	--	--	--	--
2	EA00001	12/05/85	03/03/88	--	1	2	1	106	402	--	--	--	--
3	EA00001	12/05/85	--	07/03/89	2	1	1	200	304	--	--	--	--
4	EA00001	12/05/85	--	06/28/89	1	2	1	103	105	403	--	--	--
5	EA00001	12/05/85	09/22/92	--	2	1	2	200	--	--	--	--	--
6	EA00001	12/05/85	04/10/93	04/01/93	1	2	1	103	401	402	--	--	--

Notes. "--" refers to missing data.

Variable Descriptions (only describes variables used in Table X):

Obs = this is not a variable, provides readers with the number of observations (i.e., referrals) subject child (6 total) has in the RNAB dataset.

ID = Subject ID #

SUBJDOB = Subject's date of birth (can be located in IDS_0403 file)

RNA5 = Referral date of CPS report (date allegation referral was made to CPS)

RNA6 = Incident date of CPS report (date alleged maltreatment occurred)

RNA10b = CPS maltreatment allegation for physical abuse (1=yes, 2=no)

RNA10c = CPS maltreatment allegation for sexual abuse (1=yes, 2=no)

RNA10d = CPS maltreatment allegation for neglect (1=yes, 2=no)

RNA13a1-RNA13f1 = MMCS allegation maltreatment codes (see data dictionary for description of MMCS maltreatment codes)

Sample Data for Select Findings Variables

Obs	ID	SUBJDOB	RNA5	RNA6	RNA17b	RNA17c	RNA17d	RNA19a1	RNA19a2	RNA19b1	RNA19b2	RNA19c1	RNA19c2
1	EA00001	12/05/85	10/03/87	--	1	2	2	1	102	--	--	--	--
2	EA00001	12/05/85	03/03/88	--	1	2	1	1	106	1	108	--	--
3	EA00001	12/05/85	--	07/03/89	2	1	2	1	200	1	304	--	--
4	EA00001	12/05/85	--	06/28/89	4	2	1	2	103	2	105	1	403
5	EA00001	12/05/85	09/22/92	--	2	1	2	1	200	--	--	--	--
6	EA00001	12/05/85	04/10/93	04/01/93	2	2	1	2	103	1	401	2	402

Notes. "--" refers to missing data. Due to the table's size only RNA19a1-c1 and RNA19a2-c2 are shown (i.e., "19d1-f1" and "19d2-f2" variables are not included).

Variable Descriptions (only describes variables used in Table XX):

RNA17b = CPS maltreatment finding for physical abuse (see data dictionary for description of finding codes)

RNA17c = CPS maltreatment finding for sexual abuse (see data dictionary for description of finding codes)

RNA17d = CPS maltreatment finding for neglect (see data dictionary for description of finding codes)

RNA19a1-RNA19c1 = MMCS finding codes (see data dictionary for description finding codes)

RNA19a2-RNA19c2 = MMCS finding maltreatment codes (see data dictionary for description of MMCS maltreatment codes)

APPENDIX E

RNAB CODEBOOK

CPS/MALTREATMENT CODES FOR THE RNAB DATA COLLECTION FORM

IMPORTANT NOTE**** Sections from the RMNAB Codebook have been reprinted here for the purpose of describing the coding, in brief, and values for the variables in the RNAB dataset. Variable names are indicated in brackets. ***Please note that all dates, including child's date of birth, have been modified in order to de-identify the information. All original dates have been set to the 15th of the month.***

VARIABLE LIST / OPERATIONAL DEFINITIONS

This section will be the entry of factual information, such as correct dates, identification numbers and assigned values.

REVIEWER'S NAME: The name of the individual completing this form.

LSN ID#: The unique identifying number assigned to the LONGSCAN participant

TODAY'S DATE: The date the file is being reviewed for data collection [RNA1]

CHILD'S D.O.B: The modified date of the LONGSCAN participant child's date of birth [RNA2].

CPS REPORT

This section refers to the specifics of the maltreatment when reported to CPS.

REFERRAL DATE: The modified date that this specific allegation was made to CPS. [RNA5]

INCIDENT DATE: The modified date, if mentioned, that the alleged maltreatment occurred. [RNAB6]

REFERANT: The person or agency reporting the incident to CPS [RNA7]

- | | |
|---------------------------------------|---------------------------|
| 1 = Social Services | 8 = Other Relative(s) |
| 2 = Medical | 9 = Friend(s)/Neighbor(s) |
| 3 = Legal/Justice | 10 = Perpetrator(s) |
| 4 = Education/educational provider(s) | 11 = Other(s) |
| 5 = Child Care Provider(s) | 12 = Anonymous |
| 6 = Victim(s) | 13 = Self |
| 7 = Parent(s) | 14 = Don't know |

RESPONSE: This variable indicates whether or not the allegation was INVESTIGATED or NOT INVESTIGATED by CPS. [RNA8]

CHILD IN PLACEMENT AT TIME OF REFERRAL: If the child is in a legal placement situation at the time of the allegation circle YES. DO NOT circle YES if the child is placed as a result of the referral. [RNA9A1]

If **YES**, what type of placement was it: [RNA9A2]

- a. Receiving care/foster care
- b. Relative placement
- c. Hospital
- d. Residential treatment
- e. Other

WAS THE ALLEGATION RELATED TO THE PLACEMENT? Did the alleged incident take place in the placement or was the incident in any way related to the placement staff or setting? [RNA9A3]

CPS MALTREATMENT TYPE: This variable is only for the agency's official determination. This is what CPS lists in its official record as to the type of maltreatment. **Note these CPS labels reflect state-specific definitions and language of child maltreatment.** Each site uses different type names, so mark ONLY the ones that have been determined for your site, i.e., if your State does not have the Moral/Legal/Educational CPS type, do not mark it.

[RNA10A]	No CPS Maltreatment Type Given	(yes/no)
[RNA10B]	Physical Abuse	(yes/no)
[RNA10C]	Sexual Abuse	(yes/no)
[RNA10D]	Neglect	(yes/no)
[RNA10E]	Dependency	(yes/no)
[RNA10F]	Caregiver Absence/Incapacity	(yes/no)
[RNA10G]	Emotional Maltreatment	(yes/no)
[RNA10H]	Moral/legal/educational	(yes/no)
[RNA10I]	Abuse	(yes/no)
[RNA10J]	General Neglect	(yes/no)
[RNA10K]	Severe Neglect	(yes/no)
[RNA10L]	Don't Know	(yes/no)

ALLEGATION

This section refers to the narrative specific to the CPS case file being coded. Only the reported incident information should be coded. This section does not reflect state-specific definitions or language. Instead, coders apply standardized classification systems to the information contained in the narrative.

ALLEGATION KEY NARRATIVE: This is a word for word copy from the allegation. A description of what the maltreatment consisted of. [RNA11]

NIS-2 ALLEGED: All allegations per incident are to be coded, up to six. See codes & descriptions that follow: [RNA12A1-RNA12F1]

NIS-2 Coding Definitions

000 **No maltreatment alleged; no maltreatment substantiated or diagnosed**

420 **Physical Abuse**

421 **Physical Abuse-With Injury:** Evidence of bruises, abrasions, cuts, burns, fractures as a result of inappropriate and excessive force, or other physical injury.

422 **Physical Abuse-Injury Status Unknown:** Inappropriate or excessive physical force for which it is impossible to determine injury status.

423 **Physical Abuse--No Injury:** Inappropriate or excessive physical force; child determined to have no physical injury

430 **Sexual Abuse**

431 **Intrusion:** Evidence of actual penile penetration--whether oral, anal, or genital, homosexual or heterosexual--was required for this form of maltreatment.

432 **Molestation with Genital Contact:** This form of maltreatment involves acts where some form of actual genital contact has occurred, but where there are no specific indications of intrusion. When intrusion is coded for a given child, molestation is not also coded unless it reflects a distinctly different type of event in the child's experience (e.g. involved different perpetrators).

433 **Other or Unknown Sexual Abuse:** This category is used for unspecified acts not known to have involved actual genital contact (e.g., fondling of breasts or buttocks, exposure) and for allegations concerning inadequate or inappropriate supervision of a child's voluntary sexual activities.

440 **Emotional Abuse**

441 **Close confinement (Tying or Binding and Other Forms):** Tortuous restriction of movement, as by tying a child's arms or legs together or binding a child to a chair, bed, or other object, or confining a child to an enclosed area (such as a closet) as a means of punishment.

442 **Verbal or Emotional Assault:** Habitual patterns of belittling, denigrating, scapegoating, or other nonphysical forms of overtly hostile or rejecting treatment, as well as threats of other forms of maltreatment (such as threats of beating, sexual assault, abandonment, etc.).

443 **Other or Unknown Abuse:** Overtly punitive, exploitive, or abusive treatment other than those specified under other forms of abuse, or unspecified abuse treatment. This form includes attempted or potential physical or sexual assault, deliberate withholding of food, shelter, sleep, or other necessities as a form of punishment, economic exploitation, and unspecified abusive actions.

450 **Physical Neglect**

451 **Refusal of Health Care:** Failure to provide or allow needed care in accord with recommendations of a competent health care professional for a physical injury, illness, medical condition, or impairment.

Physical Neglect = 450 (continued)

452 **Delay in Health Care:** Failure to seek timely and appropriate medical care for a serious health problem which any reasonable layman would have recognized as needing professional medical attention.

453 **Abandonment:** Desertion of a child without arranging for reasonable care and supervision. This category includes cases where children were not claimed within two days, and where children were left by parents/substitutes who gave no (or false) information about their whereabouts.

454 **Expulsion:** Other blatant refusals of custody, such as permanent or indefinite expulsion of a child from the home without adequate arrangement for care by others, or refusal to accept custody of a returned runaway.

455 **Other Custody Issues:** Custody-related forms of inattention to the child's needs other than those covered by abandonment or expulsion. For example, repeated shuttling of a child from one household to another due to apparent unwillingness to maintain custody, or chronically and repeatedly leaving a child with others for days/weeks at a time.

456 **Inadequate Supervision:** Child left unsupervised or inadequately supervised for *extended period of time* or allowed to remain away from home overnight without the parent/substitute knowing (or attempting to determine) the child's whereabouts.

457 **Other Physical Neglect:** Conspicuous *inattention to avoidable hazards in the home*; inadequate nutrition, clothing, or hygiene; and other forms of *reckless disregard of the child's safety and welfare*, such as driving with the child while intoxicated, leaving a young child unattended in a motor vehicle, and so forth.

460 Educational Neglect

461 **Permitted Chronic Truancy:** Habitual truancy averaging at least five days a month was classified under this form of maltreatment if the parent/guardian had been informed of the problem and had not attempted to intervene.

462 **Failure to Enroll / Other Truancy:** Failure to register or enroll a child of mandatory school age, causing the child to miss at least one month of school; or a pattern of keeping a school-age child home for nonlegitimate reasons (e.g. to work, to care for siblings, etc.) an average of at least three days a month.

463 **Inattention of Special Educational Need:** Refusal to allow or failure to obtain recommended remedial educational services, or neglect in obtaining or following through with treatment for a child's diagnosed learning disorder or other special education need without reasonable cause.

470 Emotional Neglect

471 **Inadequate Nurturance/Affection:** Marked inattention to the child's needs for affection, emotional support, attention, or competence.

472 **Chronic/Extreme Domestic Abuse in Child's Home:** Chronic or extreme spouse abuse or other domestic violence in the child's presence.

Emotional Neglect = 470 (continued)

473 **Permitted Drug/Alcohol Abuse:** Encouragement or permitting of drug or alcohol use by the child; cases of the child's drug/alcohol use were included here if it appeared that the parent/guardian had been informed of the problem and had not attempted to intervene.

474 **Permitted or Other Maladaptive Behavior:** Encouragement or permitting of other maladaptive behavior (e.g., severe assaultiveness, chronic delinquency) under circumstances where the parent/guardian had reason to be aware of the existence and seriousness of the problem but did not attempt to intervene.

475 **Refusal of Psychological Care:** Refusal to allow needed and available treatment for a child's emotional or behavioral impairment or problem in accord with competent professional recommendation.

476 **Delay in Psychological Care:** Failure to seek or provide needed and available treatment for a child's emotional or behavioral impairment or problem which a reasonable layman would have recognized as needed professional psychological attention (e.g., severe depression, suicide attempt).

477 **Other Emotional Neglect:** Other inattention to the child's developmental /emotional needs not classified under any of the above forms of emotional neglect (e.g., markedly overprotective restrictions which foster immaturity or emotional overdependence, chronically applying expectations clearly inappropriate in relation to the child's age or level of development, etc.)

480 **Other Maltreatment**

481 **General or Unspecified Neglect:** Used for *neglect* allegations not classified elsewhere, for lack of preventive health care, and for unspecified forms of neglect or multiple neglect allegations none of which had been countable under the original definitions.

482 **Other or Unspecified Maltreatment:** Problems/allegations not classified elsewhere. These included maltreatment not specified as having involved abuse, neglect, or both; parent/substitute problems (such as alcoholism, prostitution, drug abuse) alleged to affect the child in unspecified ways; etc. Positive tox babies should be coded here.

483 **General or Unspecified Abuse:** Used for allegations not classified elsewhere, for unspecified forms of *abuse* allegations none of which had been countable under the original definitions.

484 **Dependency, Protective Issues, etc.:** Most states have a term like this which refers to general concerns about the caretaker's ability to care for or protect the child. Substantiation or founding of dependency/ protective issues generally results in the removal of the child from the home. A note log detailing the subject child's experiences which lead to this finding, including specific types of maltreatment if applicable, must be filled out whenever this code is used.

NIS – 2 SEVERITY CODES

Note that severity codes go with the maltreatment allegations coded from the above list. [RNA12A2-RNA12F2]

SEVERITY CODES

1. **Fatal:** Maltreatment suspected as a major cause or contributor.
2. **Serious:** Involves life-threatening condition, long-term impairment of physical capacities, or required professional treatment aimed at preventing such long-term impairment or inpatient psychiatric hospitalization. Examples include loss of consciousness, stopping breathing, broken bones, schooling loss which requires special education services, chronic and debilitating drug/alcohol abuse, diagnosed cases of failure to thrive, third degree burns or extensive second degree burns, and so forth.
3. **Moderate:** Those injuries/impairments, which persisted in observable form (including pain or impairment) for at least 48 hours. Examples include bruises, depression or emotional distress, which may have required outpatient treatment and the like.
4. **Threat of Harm:** Involves immediate *physical* threat (as opposed to risk) from alleged acts of *commission*. Acts of omission should not be included.
5. **No Harm or Threat of Harm**
6. **Unknown:** Injuries/impairments for which the severity is unknown.

MMCS ALLEGED (Modified Maltreatment Classification System): All allegations per incident are to be coded, up to six. See codes and descriptions below. [RNA13A1-RNA13F1 and RNA13A2-RNA13F2]. Severity for allegations are also detailed below. [RNA13A2-RNA13F2]

Physical Abuse 100

Physical Abuse is coded when a caregiver or responsible adult inflicts physical injury upon a child by other than accidental means. Injury does not include culturally sanctioned physical alterations such as circumcision and ear piercing.

There are some situations in which the distinction between Physical Abuse and other subtypes becomes ambiguous. The following criteria are provided as guidelines to assist coders in making these distinctions. Physical restraint is typically scored under Emotional Maltreatment. However, in cases in which

a child incurs physical injuries when the parent is attempting to restrain the child (e.g., rope burns), then the injury would be scored as Physical Abuse, and the restraint would also be scored under emotional maltreatment. If the caregiver threatens the child but there is no physical contact with the child, Emotional Maltreatment would be scored rather than Physical Abuse. Please see the Emotional Maltreatment scale for further elaboration of these points.

Physical injuries that occur as a direct result of sexual interaction (e.g., vaginal or rectal tears) are coded solely under Sexual Abuse. Other injuries that may accompany sexual acts in an effort to force a child to engage in sexual relations (e.g., beatings, burning) are scored under both Physical Abuse and Sexual Abuse.

Physical Abuse—Assault – (Hit/ Kick) to face/ head/ neck = 101

Severity

- | | |
|---|---|
| 1 | Dangerous acts, but no marks indicated |
| 2 | Minor marks (small scratches, cuts or bruises) |
| 3 | Numerous or nonminor marks |
| 4 | Medical/ Emergency Treatment; hospitalized less than 24 hours |
| 5 | Hospitalized more than 24 hours |
| 6 | Permanent disability/ disfigurement/ fatality |

Physical Abuse--Hit/ kick to torso (neck to legs except for buttocks) = 102

Severity

- | | |
|---|--|
| 1 | Dangerous acts, but no marks indicated |
| 2 | Minor marks (small scratches, cuts or bruises) |
| 3 | Numerous or nonminor marks |
| 4 | Medical/Emergency Treatment; hospitalized less than 24 hours |
| 5 | Hospitalized more than 24 hours |
| 6 | Permanent disability/ disfigurement/ fatality |

Physical Abuse--Hit/ kick to buttocks = 103

Severity

- | | |
|---|---|
| 1 | Dangerous acts, but no marks indicated |
| 2 | Minor marks (small scratches, cuts or bruises) |
| 3 | Numerous or nonminor marks |
| 4 | Medical/ Emergency Treatment; hospitalized less than 24 hours |
| 5 | Hospitalized more than 24 hours |
| 6 | Permanent disability/ disfigurement/ fatality |

Physical Abuse--Hit/ kick to limbs/ extremities = 104

Severity

1 Dangerous acts, but no marks indicated

2 Minor marks (small scratches, cuts or bruises)

3 Numerous or nonminor marks

4 Medical/ Emergency Treatment; hospitalized less than 24 hours

5 Hospitalized more than 24 hours

6 Permanent disability/ disfigurement/ fatality

Physical Abuse--Violent handling of Child (Pushing, shoving, throwing, pulling, dragging) = 105

Severity

1 Dangerous acts, but no marks indicated

2 Minor marks (small scratches, cuts or bruises)

3 Numerous or nonminor marks

4 Medical/ Emergency Treatment; hospitalized less than 24 hours

5 Hospitalized more than 24 hours

6 Permanent disability/ disfigurement/ fatality

Physical Abuse--Choking/ Smothering (with pillow, putting hand over mouth & nose, cutting off child's ability to breathe) = 106

Severity

1 Dangerous acts, but no marks indicated

2 Minor marks (small scratches, cuts or bruises)

3 Numerous or nonminor marks

4 Medical/ Emergency Treatment; hospitalized less than 24 hours

5 Hospitalized more than 24 hours

6 Permanent disability/ disfigurement/ fatality

Physical Abuse—Burns/ Scalding = 107

Severity

1	Dangerous acts, but no marks indicated
2	Minor marks (small scratches, cuts or bruises)
3	Numerous or nonminor marks
4	Medical/ Emergency Treatment; hospitalized less than 24 hours
5	Hospitalized more than 24 hours
6	Permanent disability/ disfigurement/ fatality

Physical Abuse—Shaking = 108

Severity

1	A child over the age of two is shaken by his caregiver, and no marks result.
2	A child over the age of two is shaken by a caregiver and bruises are left.
3	A child under the age of two is shaken by a caregiver (with no indication of resulting harm).
4	A doctor noticed or suspected as a result of examination that a caregiver was shaking or had shaken a baby.
5	A child is hospitalized with Shaken Baby Syndrome.
6	A child dies, is brain damaged, or has a broken neck due to having been shaken.

Physical Abuse--Nondescript abuse-- (can not be used if the allegation states where or how the child was hurt or if injury occurs on more than three body parts which must be indicated separately). **= 109**

Severity

1	Dangerous acts, but no marks indicated
2	Minor marks (small scratches, cuts or bruises)
3	Numerous or nonminor marks
4	Medical/Emergency Treatment; hospitalized less than 24 hours
5	Hospitalized more than 24 hours
6	Permanent disability/ disfigurement/ fatality

Sexual Abuse = 200

Sexual Abuse is coded when any sexual contact or attempt at sexual contact occurs between an individual and a child, for purposes of perpetrators sexual gratification or financial benefit. Because this system assesses Child Protective records only, there are instances of sexual abuse that are not available in the Child Protective records. For example, sexual abuse that occurs outside of the home perpetrated by nonfamily members typically is investigated solely by criminal courts, and consequently, may not be accessible. Any relevant information in the records related to sexual abuse should be scored. Researchers should be aware of this issue, and we encourage investigators to use additional methods for exploring extrafamilial maltreatment that may not be available through Child Protective records.

Please note that the perpetrator may use physical or psychological coercion in their attempts to engage a child in sexual relations. In cases where the perpetrator verbally threatens a child in an effort to have sexual relations, then Emotional Maltreatment and Sexual Abuse would both be scored. If a nonoffending caregiver tells a child not to tell about the abuse, this would be scored under Emotional Maltreatment as well. As noted under Physical Abuse, physical injuries that occur as a direct result of sexual interaction (e.g., vaginal or rectal tears) are coded solely under Sexual Abuse. Other injuries that may accompany sexual acts in an effort to force a child to engage in sexual relations (e.g., beatings, burning) are scored under both Physical Abuse and Sexual Abuse.

Severity

- | | |
|---|---|
| 1 | The perpetrator <i>exposes the child to explicit sexual stimuli</i> or activities, although the child is not directly involved. |
| 2 | The perpetrator makes direct <i>requests for sexual contact</i> with the child.
The caregiver <i>exposes his or her genitals</i> to the child for the purposes of adult sexual gratification or in an attempt to sexually stimulate the child. |
| 3 | The perpetrator engages the child in mutual <i>sexual touching</i> , or has the child touch the perpetrator for sexual gratification. The perpetrator touches the child for sexual gratification. |
| 4 | The perpetrator <i>physically attempts to penetrate the child</i> or actually penetrates the child sexually. This includes coitus, oral sex, anal sex, or any other form of sodomy. |
| 5 | The perpetrator has <i>forced intercourse</i> or other forms of sexual penetration. Force includes the use of manual or mechanical restraint, for the purpose of engaging the child in sexual relations. Force also includes use of weapons, physical brutality, and physically overpowering the child, specifically for engaging in sexual relations. Note that Physical Abuse may be scored in addition to Sexual Abuse in cases in which the child is injured as a result of physical force, and the injury is not a direct result of the sexual penetration.
The perpetrator <i>prostitutes the child</i> . This includes using the child for pornography, allowing, encouraging or forcing the child to have sex with other adults. |

Physical Neglect, Failure to Provide (FTP) 300

Physical Neglect, Failure to Provide, is coded when a caregiver or responsible adult fails to exercise a minimum degree of care in meeting the child's physical needs. When families are below the poverty level, physical neglect is scored in children's physical needs are not met because the parents fail to access available community resources for the well-being of their children. For example, parents are unable to provide food for their children; however, they have not taken the necessary steps to apply for food stamps or to seek alternate sources of emergency sustenance.

Failure to provide includes not meeting children's physical needs in any of the following domains:

- a. Supplying the child with adequate *food*.
- b. Ensuring that the child has *clothing* that is sanitary, appropriate for the weather and permits the child freedom of movement.
- c. Providing adequate *shelter*
- d. Ensuring adequate *medical, dental, and mental health care*
- e. Ensuring the child's adequate *hygiene*.

As with each of the severity scales, the 5-point range for Failure to Provide is meant to be a helpful guideline in making judgments about the seriousness of the impact of the incident on the child's development. However, as with each subtype of maltreatment, there will be occurrences in which the specific nature of the incident dictates to the coder that an event requires a higher rating than indicated by the guidelines of the system. For example, parental failure to follow through with treatment for a low to moderate elevation in the child's blood lead level would typically be given a code of 3 under FTP-Medical. However, if the child has extremely high lead levels that remain untreated through parental negligence, a 4 or 5 could be scored, depending on the severity of the impairment to the child.

FTP-Food = 301**Severity**

- | | |
|---|--|
| 1 | The caregiver does not ensure that food is available for <i>regular meals</i> . The child (less than age 10) often has had to fix his or her own supper and/ or occasionally misses meals because of parental negligence. |
| 2 | The caregiver does not ensure that any <i>food is available</i> . The house is without food often, and two or more consecutive meals are missed 2-3 times per week. The caregiver does not feed the child for 24 hours. |
| 3 | The caregiver does not provide meals on a regular basis, thereby perpetuating a pattern of <i>frequently missed meals</i> ; as many as four or more periods of at least two consecutive meals per week are unavailable to the child. |
| 4 | The caregiver has provided such poor nourishment that the <i>child fails to gain weight or grow at the rate expected</i> for their development. The failure to grow as expected is not due to any identifiable organic factors. |
| 5 | The caregiver has provided such <i>poor nourishment or care</i> to the child that physical consequences have ensued such as weight loss in an infant, severe malnutrition, or severe nonorganic failure-to-thrive. |

Failure to Provide—Clothing = 302

Severity

1	The caregiver fails to provide <i>clothing</i> for the child that is adequately clean and <i>allows freedom of movement</i> (e.g., the clothing is so small that it restricts movement or so large the child often trips or has difficulty keeping the clothing on).
2	The caregiver does not dress the child in <i>clothing</i> that is <i>appropriate for the weather</i> (e.g., lightweight clothing during the winter).
3 – 5	No Examples given for severity.

Failure to Provide—Shelter (Note that the initial levels of shelter have to do with cleanliness and mess. Levels 3-5 are about actual physical problems with having shelter. Severe cleanliness levels are scored under Failure to Provide—Hygiene.) = 303

Severity

1	The caregiver does not attempt to <i>clean the house</i> . Garbage has not been removed, dirty dishes are encrusted with food, and floors & other surfaces are very dirty. An unpleasant odor from garbage and other debris permeates living quarters. INCLUDE, NON SPECIFIC POTENTIALLY HAZARDOUS LIVING SITUATIONS, EXAMPLE: AN INFANT SLEEPING IN A ROOM SO CLUTTERED THEY WOULD BE UNABLE TO GET IT OUT IN A CASE OF FIRE.
2	The caregiver is aware that the <i>house is infested</i> with roaches or other vermin and has not attempted to improve the conditions. The caregiver does not ensure adequate <i>sleeping arrangements</i> for the child(e.g., there are no beds or mattresses, or the mattresses are filthy and sodden with urine or other substances likely to promote the growth of mold or mildew).
3	The caregiver fails to make <i>adequate provisions for shelter</i> for the family. For example, the caregiver does not acquire or maintain public assistance, resulting in a loss of residence or loss or financial assistance for seven days or more.
4	The caregiver has made <i>no arrangements for adequate shelter</i> (e.g., the caregiver has not sought heat during the winter; the family is living in a car because alternative housing was not sought). The condition continues for prolonged periods.
5	No Examples given

Failure to Provide—Medical = 304

Severity

1	The caregiver has missed several of the child's <i>medical or dental appointments</i> , and often fails to take the child to the doctor or dentist for "checkups" or "well-baby appointments". The caregiver does not ensure that the child is taken to the doctor or health clinic for adequate immunizations, and medical personnel have expressed concern. The caregiver does not attend to a <i>mild behavior problem</i> about which professionals or paraprofessionals have commented (e.g., the child exhibits some symptomatology, but displays relatively mild impairment in school or social functioning).
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Failure to Provide—Medical = 304 (continued)	
2	The caregiver seeks medical attention but does not follow through consistently with <i>medical recommendations</i> for a minor illness or infection (e.g., prescribed medicine is not administered for mild infection, chronic head lice is not treated).
3	The caregiver does not seek or follow through <i>with medical treatment for moderately severe medical problems</i> (e.g., the caregiver does not follow preventive measures for a chronic heart condition, or moderately elevated blood lead levels are left untreated), or the caregiver administers medical treatment that is inappropriate without consulting a doctor (e.g., caregiver gives child mild sedatives to control child, without doctor's consultation). The expectant mother jeopardizes the health of her unborn child by using <i>alcohol or drugs during pregnancy, but no fetal alcohol or drug symptoms are evident</i> .
4	The caregiver does not seek or comply <i>with medical treatment for potentially life-threatening illness or injury</i> (e.g., the child is not taken to the Emergency Room for severe bleeding, third degree burn, fractured skull).
5	The caregiver has abused alcohol or drugs during pregnancy to the extent that the infant is born with Fetal Alcohol Syndrome or a <i>congenital drug addiction</i> . The caregiver provided such <i>gross inattention to the child's medical needs</i> that the child died or was permanently disabled as a result of lack of medical treatment. The caregiver does not seek professional help for the child's <i>life-threatening emotional problems</i> (e.g., suicidal or homicidal attempts).
Failure to Provide—Hygiene = 305	
<u>Severity</u>	
1	The caregiver does not attempt to keep the child clean. The caretaker <i>bathes</i> the child and/ or washes the child's hair very infrequently. The child brushes teeth only infrequently or not at all, and signs of tooth decay or discoloration are evident.
2	The caregiver does not change the infant's diaper frequently, often leaving <i>soiled diapers unchanged</i> for several hours, resulting in diaper rash.
3	The caregiver maintains a <i>somewhat unsanitary living situation</i> , where spoiled food or garbage are frequently present and/ or where rat or vermin infestation is extreme and untreated.
4	The caregiver maintains the home environment such that <i>living conditions are extremely unhealthy</i> (e.g., feces and urine are present in living areas).
5	No Examples given.

Physical Neglect, Lack of Supervision 400

Presently, Lack of Supervision is one of the most frequently reported subtypes of maltreatment; however, it is a particularly ambiguous subtype, in part because no clear criteria or standards exist regarding what constitutes age-appropriate supervision. Within this system, Lack of Supervision is coded when a caregiver or responsible adult does not take adequate precautions to ensure a child's safety in and out of the home, given the child's particular emotional and developmental needs. The parent's failure to insure the child's safety may include both permitting the child to be exposed to dangerous situations (e.g., allowing the child to play in an unsafe area, permitting the child to accompany someone with a known history of violent acts) as well as failing to take adequate precautions to evaluate the conditions pertaining to the child's safety (e.g., neglecting to screen the background or competency of alternately, caregivers, failing to ascertain the child's whereabouts). There are four broad elements that caregivers may violate to jeopardize children's physical safety:

1 401 *Supervision*--failing to take steps to ensure that the child is engaging in safe activities. According to this dimension, as the number of hours that the child is unsupervised increases, so does the potential for harm. Therefore, severity scores for Lack of Supervision are augmented with more prolonged periods of inadequate supervision. To assist coders in making distinctions about the relative seriousness of particular instances of Lack of Supervision, we have provided approximate duration's of inadequate supervision that are intended to serve as guidelines rather than as firm criteria. We recognize that these cutoff points are somewhat arbitrary and that exact times are frequently unavailable in the records; however, we felt that establishing ranges of time was necessary to clarify coding decisions and, thus, to increase reliability among coders.

2 402 *Environment*--Failing to ensure that the child is playing in a safe area. This dimension is distinguished from lack of hygiene or medically unhealthy conditions of the living environment covered under Failure to Provide. In the case of Lack of Supervision, environment refers to immediate physical dangers inside or outside the home such as broken glass, unguarded electrical fixtures, toxic chemicals, and firearms.

3 403 *Substitute Care*--Failing to provide for adequate substitute care in the caregiver's absence, or mental or physical incapacity. In this respect, lack of substitute care includes situations when auxiliary supervision is not obtained, when parents do not ensure that substitute caregivers are able to adequately supervise the child, when caregivers are unable to adequately monitor the child's safety because the caregivers are intoxicated with alcohol or drugs, or when caregivers have a severe psychiatric condition that makes appropriate supervision of children highly unlikely (e.g., caregiver has delusions or hallucinations).

Additionally, children who have a history of dangerous, impulsive, or immature behavior require more intensive supervision, and may be given a higher severity rating if they are unsupervised. For example, an adolescent who is known to exhibit poor judgment and to engage in impulsive and destructive behavior would require more supervision than most children of the same age. Failing to recognize the developmental needs of the child in providing adequate supervision to ensure the child's safety must also be accounted for. Because, in general, the consequences of failing to supervise younger children are potentially more serious, the influence of the child's developmental level should be considered when making decisions about the severity of parental failure to provide adequate supervision. It is difficult to quantify the amount of supervision that is required at each developmental level. The examples provided give some guidelines of relative severity, but the information available for each case must be considered with regard to the age and particular developmental needs of each child.

Neglect, Lack of Supervision = 401

Severity

- | | |
|---|---|
| 1 | The caregiver fails to provide adequate supervision or arrange for alternate adequate supervision for <i>short periods of time</i> (i.e. less than 3 hours) with <i>no immediate source of danger</i> in the environment. |
| 2 | The caregiver fails to provide supervision or arrange for alternate adequate supervision for <i>several hours</i> (approximately 3-8 hours) with <i>no immediate source of danger in the environment</i> .
Children receive <i>inadequate supervision despite a history of problematic behavior</i> (e.g., impulsive behavior, hyperactivity). |
| 3 | The caregiver fails to provide adequate supervision for <i>extended periods of time</i> (e.g., approximately 8 – 10 hours). |
| 4 | The caregiver does not provide supervision for <i>extensive periods</i> of time (e.g., overnight, or approximately 10 – 12 hours).
A child with a known <i>history of destructive or dangerous acts</i> (e.g., fire-setting, suicidal ideation) is left unsupervised. |
| 5 | The caregiver fails to provide adequate supervision for <i>more than 12 hours</i> . |

Neglect, Lack of Supervision—Environment = 402

Severity

- | | |
|---|--|
| 1 | Preschoolers play outside unsupervised. |
| 2 | The caregiver fails to provide supervision for <i>short periods of time</i> (less than 3 hours) when the children are in an <i>unsafe</i> play area. |
| 3 | The caregiver allows the child to play in an <i>unsafe play area</i> for <i>several hours</i> (approximately 3-8 hours). |
| 4 | The caregiver allows the child to play in an area that is <i>very dangerous</i> (i.e. high probability that the child will be hit by a car or fall out of a window, get burned, or drown). |
| 5 | The caregiver places the child in a <i>life-threatening situation</i> , or does not take steps to prevent the child from being in a life-threatening situation. INCLUDE HERE DRIVING DRUNK WITH CHILDREN IN CAR. |

Lack of Supervision--Substitute Care = 403

Severity

1	Children are left in the care of <i>questionably suitable baby-sitters</i> (e.g., preadolescent, mildly impaired elderly person) for short periods of time (i.e. less than 3 hours).
2	The caregiver provides poor supervisors for <i>several hours</i> (3-8 hours).
3	The child is left in the care of an unreliable caregiver (e.g., one who is known to drink, or is extremely inattentive, or the parent makes no attempt to ensure that the caregiver was reliable) for several hours.
4	The child is <i>allowed to go with a caregiver</i> who has a known history of violence and/ or sexual acts against children or who has a restraining order prohibiting contact with the child. INCLUDE HERE IF THE PRESENCE OF A SEXUAL OFFENDER IS IN THE HOME OR IS ALLOWED TO HAVE ANY CONTACT WITH THE CHILD.
5	No Examples given.

Emotional Maltreatment 500

There is a growing consensus that virtually all acts of abuse and neglect carry negative emotional/psychological messages to their victims. Consequently, it may be argued that every act of maltreatment constitutes Emotional Maltreatment. We have differentiated acts of Emotional Maltreatment from other forms of maltreatment for the purposes of maintaining the individual conceptual integrity of each of the subtypes defined within our system. The majority of incidents falling into Emotional Maltreatment involve persistent or extreme thwarting of children's basic emotional needs. This category also includes parental acts that are harmful because they are insensitive to the child's developmental level. These needs include, but are not limited to, the following:

- 1 *Psychological safety & security*: the need for a family environment free of excessive hostility and violence, and the need for an available and stable attachment figure. Note that this category refers to the interpersonal climate of the home, whereas Lack of Supervision (LOS) refers to cases in which the physical environment is unsafe. (See below for additional distinctions between subtypes).
- 2 *Acceptance & self-esteem*: the need for positive regard and the absence of excessively negative or unrealistic evaluation, given the child's particular developmental level.
- 3 *Age-appropriate autonomy*: the need to explore the environment and extrafamilial relationships, to individuate within the bounds of parental acceptance, structure, and limit setting, without developmentally inappropriate responsibility or constraints placed on the child.

These are acts of maltreatment that may be scored solely as Emotional maltreatment or that may be scored in conjunction with other subtypes of maltreatment. To clarify potentially confusing areas, we specify the following inclusion/ exclusion criteria:

- 1 One area of interface between Emotional Maltreatment and incidents of Physical Abuse concerns physical restraint or confinement of a child. Because restraint or confinement jeopardizes the child's need for autonomy, we consider these acts to be Emotional Maltreatment. However, if the acts result in physical injuries, (e.g. rope burns), these acts would be scored as both Emotional Maltreatment and Physical Abuse.

A second area of overlap surrounds incidents of homicidal threats. In situations in which parents attempt to terrorize children by threatening them or making gestures of harm, Emotional

Emotional Maltreatment 500 (continued)

Maltreatment is scored. However, if during the act, the parents actually inflict injury to the children, the act is considered Physical Abuse.

2 In instances in which there is evidence that threatens or psychological coercion is employed in an effort to engage the child in sexual relations, then both Sexual Abuse and Emotional Maltreatment would be scored (Please see Sexual Abuse for elaboration of this point).

3 An important distinction between Emotional Maltreatment and Physical Neglect is necessary in instances of abandonment. In cases in which a parent abandons a child but ensures that the child is adequately supervised and that the child's physical needs are met (e.g., leaves the child with relatives with no information about the parent's whereabouts), we consider this to be Emotional Maltreatment. If the child is left completely alone with no provisions for supervision or physical needs, then Lack of Supervision, Failure to Provide, and Emotional Maltreatment may each be scored.

4 In situations in which a young child is forced to accept primary responsibility for the care of another individual and in which criteria for Lack of Supervision are met (as a result of either child's need for more intensive supervision), then both Emotional Maltreatment (for the supervising child) and Lack of Supervision (for one or both children) would be scored.

Emotional Maltreatment = 500

Severity

- | | |
|----|--|
| 11 | The caregiver regularly expects or requires the child to assume an <i>inappropriate level of responsibility</i> (e.g., school-aged children assuming primary responsibility for caretaking younger children; the report must include an explicit statement that the child is responsible for the caretaking role). |
| 12 | The caregiver <i>undermines the child's relationships</i> with other people significant to the child (e.g., makes frequent derogatory comments about other parents). |
| 13 | The caregiver often <i>belittles or ridicules the child</i> (e.g., calls the child "stupid", "loser", wimp"). |
| 14 | The caregiver <i>ignores or refuses to acknowledge</i> the child's bids for attention (e.g., the caregiver generally does not respond to infant cries or older child's attempts to initiate interaction) |
| 15 | The caregiver <i>uses fear or intimidation</i> as a method of disciplining. INCLUDE HERE PRESSURING A CHILD TO KEEP A SECRET ABOUT A FAMILY SITUATION. |
| 21 | The caregiver does not permit <i>age-appropriate socialization</i> (e.g., school age child not permitted to play with friends). |
| 22 | The caregiver places the child in a <i>role-reversal</i> (e.g., child is expected to take care of the caregiver). |
| 23 | The caregiver consistently thwarts the child's developing sense of maturity and responsibility (e.g., <i>infantilizes</i> the child). |

Emotional Maltreatment = 500 (continued)	
24	The caregiver <i>rejects or is inattentive to</i> or unaware of the child's needs for affection and positive regard (e.g., the caregiver does not engage in positive or affectionate interactions with the child; this lack of attention is a chronic pattern).
25	The caregiver allows the child to be exposed to the caregiver's extreme but <i>nonviolent marital conflict</i> .
31	The caregiver <i>blames the children for marital or family problems</i> (e.g., tells the children that they are the reason for the spouses divorce).
32	The caregiver sets up the child to fail or to feel inadequate by <i>having inappropriate or excessive expectations</i> for the child.
33	The caregiver makes a serious and convincing <i>threat to injure</i> the child.
34	The caregiver calls the child <i>derogatory names</i> (e.g., "slut", "whore", "worthless").
35	The caregiver <i>binds</i> the child's hands and feet for moderate periods of time (e.g., approximately 2 to 5 hours), the child is not attended
36	The caregiver exposes the child to <i>extreme, unpredictable, and/ or inappropriate behavior</i> (e.g. violence toward other family members, psychotic or paranoid ideation that results in violent outbursts that terrorize the child).
37	The caregiver demonstrates a pattern of <i>negativity or hostility</i> toward the child (e.g., the caregiver screams at the children that they can never do anything right).
41	The caregiver threatens <i>suicide or abandonment</i> in front of the child.
42	The caregiver allows the child to be exposed to <i>extreme marital violence</i> in which serious injuries occur to the caregiver.
43	The caregiver <i>blames</i> the child for the <i>suicide or death</i> of another family member.
44	The caregiver <i>confines and isolates the child</i> (e.g., locks the child in his or her room), and the confinement is between five and eight hours.
45	The caregiver uses <i>restrictive methods to bind</i> a child or places the child in close confinement for less than two hours. (Close confinement is scored in situations in which the child's movement is extremely restricted, or the temperature, ventilation, or lighting is severely limited or is maintained in a detrimental range).
51	The caregiver makes a <i>suicidal attempt</i> in the presence of the child.
52	The caregiver makes a <i>homicidal attempt or realistic homicidal threat</i> against the child without actual physical harm to the child.

Emotional Maltreatment = 500 (continued)	
53	The primary caregiver <i>abandons the child</i> for 24 hours or longer without any indication of when or if he or she will return and where he or she can be located (Note: Lack of Supervision and Failure to Provide may also be scored unless provisions are made for the child's physical well-being and need for supervision to be addressed. See earlier description for an elaboration of the interface among Emotional Maltreatment, Lack of Supervision, and Failure to Provide in instances of abandonment.
54	The caregiver uses <i>extremely restrictive methods to bind</i> a child or places the child in close confinement for two or more hours (e.g., the child is tightly tied to a chair, or locked in a trunk).
55	The caregiver <i>confines the child to an enclosed space</i> (e.g. locks the child in a closet or small space) for extended periods (e.g., more than 8 hours).

Moral-Legal/Educational Maltreatment 600/700

Moral-Legal/Educational Maltreatment is coded when any behaviors on the part of the caregiver or responsible adult occur that fail to demonstrate a minimum degree of care in assisting the child to integrate with the expectations of society, which includes insuring the child's adequate education. The caregiver either exposes or involves the child in illegal activity or other activities that may foster delinquency or antisocial behavior in the child. Alternately, the caregiver does not ensure that the child is properly socialized by regularly attending school.

MORAL/LEGAL = 600

EDUCATIONAL = 700

Severity

1	<p>ML: The caregiver permits the child to be present for adult activities for which the child is under age.</p> <p>ED: The caregiver often lets the child stay home from school, and the absences are not the result of illness or family emergency (e.g., a death in the family). The absences occur for less than 15% of the reported period.</p>
2	<p>ML: The caregiver participates in illegal behavior with the child's knowledge (e.g., shoplifting, selling stolen merchandise).</p> <p>ED: The caregiver allows the child to miss school as much as 15%-25% of the reported period, not due to illness.</p>
3	<p>ML: The caregiver knows that the child is involved in illegal activities but does not attempt to intervene (e.g., permits vandalism, shoplifting, drinking).</p> <p>ED: The caregiver keeps the child out of school or knows that the child is truant for extended periods (26%-50% of year, or as many as 16 school days in a row) without caregiver's intervention.</p>
4	<p>ML: The caregiver involves the child in misdemeanors (e.g. child is encouraged to shoplift, child is given drugs). Adults encourage or force participation in illegal activities. INCLUDE HERE GIVING DRUGS OR ALCOHOL TO A CHILD.</p> <p>ED: The caregiver frequently keeps the child out of school for significant amounts of time (more than 50%) of the reported period, or 16+ days in a row), but the child maintains school enrollment.</p>
5	<p>ML: The caregiver involves the child in felonies (e.g., the child participates in armed robbery, kidnapping).</p> <p>ED: The caregiver encourages a child (less than 16 years old) to drop out of school or does not send the child to school at all.</p>

Drugs/Alcohol - 800

The use of drugs and/ or alcohol have a negative effect on the well-being, caretaking or safety of the child. The severity for all 800 cases is 6. This is not to indicate an actual severity but rather an arbitrary number assigned as a blanket severity.

Examples:

- Drug use in the home.
- Caregiver overdoses.
- Mom stays out drinking.
- Dad picked child up at daycare and was clear he had been drinking.
- Mom is a crack addict, she and her friends stay up all night doing drugs. Child comes to school late and is often tired.

RISK FACTORS INCLUDED IN THE ALLEGATION: Code for all caregivers in a caretaking role, within the allegation.

- [RNA14A] *Substance Abuse:*** A history of substance abuse or any current substance abuse/addiction that limits capacity or causes incapacity of the caretaker's ability to effectively parent the child. Circle YES even if the substance does not have a direct impact on the specific referral. Example: caretaker has a history of substance abuse, or, lots of drugs going on in the home. Therefore, you will not always code Barnett 800 when you circle Substance Abuse, but you will always circle Substance Abuse when you code Barnett 800.
- [RNA14B] *Domestic Violence:*** Assaultive behavior/family violence as an isolated incident or a pattern of behavior that results in or could result in injury. Intimate partners only.
- [RNA14C] *Mental illness of Caretaker:*** A mental illness or instability of the caretaker that interferes with their ability to adequately parent the child.
Note: Chemical dependency is not included here as an impairment, but is coded as substance abuse.
- [RNA14D] *Child Behavior Problems:*** Child has mild behavior problems or is behaviorally disturbed.
This category also includes behavior problems and difficulty of care related to child's disability (i.e., autism, ADHD, severe physical disability or illness).
- [RNA14E] *Child Fear of Caretaker:*** Child experiences doubt, concern, anxiety or fear of caretaker.

OTHER ISSUES: The allegation must specifically state these issues in order to code them.

- [RNA15A] *Custodial issues:*** The allegation notes custody battle present and possibly related to allegation. The allegation reads, for example: Mom and Dad involved in a nasty custody battle– or – This is the second allegation against Dad, there is a custody dispute ongoing.

[RNA15B] *Unstable living situation:* Parent moves frequently within a limited time frame, caretaker and child live with friends/relatives but have no official residence. Family is going to be or is in the process of being evicted. The allegation reads, for example: Mom and child have been staying with different friends for the past month or so – or Family is in the process of being evicted.

[RNA15C] *Other:* Any specific mentioned issues that pertain to the allegation, not included in Barnett or NIS2. Examples include: Caretaker is in Jail or has been arrested. Child is exhibiting signs of having been sexually abused, or having been exposed to sexually explicit stimuli but no abuse has been alleged.

CPS SUBSTANTIATED FINDINGS

This section is to be coded using only case summary information, not field notes.

INVESTIGATION CLOSE DATE: Refers to the date the investigation part of **CPS's** involvement ended. A case can remain open and still have an investigation close date. **[RNA16A]**

ONGOING CASE: Refers to the status of the case after the investigation has been completed, if the case has been transferred to an ongoing caseworker, or if the referral came in while the case was already open, but there is no summary narrative available to collect a date of investigation closure. This will be determined only on the allegation or summary narrative. No further investigation will be done to determine if the case is ongoing. If it is not fairly apparent, put DK. **[RNA16B2]**

STILL ACTIVE: Really only applies to situations where the referral is so recent that the investigation for that specific referral allegations has not been completed. In this case the Investigation Close Date will be ONGOING and the Ongoing Case will be YES and the Investigation Still Active will be YES. **[RNA16B]**

Is there a Summary Narrative? [RNA17AA]

CPS MALTREATMENT TYPE: Code for each subtype and apply the appropriate code from the following conclusion codes. Use only the finding types and CPS Maltreatment Types that are applicable to your site. **[RNA17A-RNA17k]**

CONCLUSION CODES:

1 = FOUNDED/SUBSTANTIATED: Based on the CPS investigation, there is reasonable cause for the social worker to believe that either the allegations in the referral are true or that sufficient evidence exists to reasonably support the conclusion that the child has been at risk of being abused or neglected by a parent or caregiver.

2 = NOT FOUNDED/UNSUBSTANTIATED: Based on the CPS investigation there is reasonable cause for the social worker to believe that the allegations in the CPS referral are untrue or that sufficient evidence exists to reasonably conclude that the child has not been abused or neglected nor is at risk of abuse or neglect.

3 = INDICATED/SUSPECTED: Due to some agency differences across sites, this code has been used when the CPS language in the file dictates this is a more appropriate code than '1' = found/substantiated. This code is not used consistently across sites.

4 = INCONCLUSIVE: There is not sufficient evidence for the social worker to reasonably conclude that a child has or has not been abused or neglected or is at risk of abuse or neglect.

5 = OTHER UNCLASSIFIED MALTREATMENT: Clearly stated maltreatment found in the summary conclusion that doesn't fit into one of the above categories

6 = DON'T KNOW: A maltreatment type was carried over from the allegations section, but there is not mention of the abuse type in the Summary Narrative. This code also applied if there is no Summary Narrative in the file (RNA17AA = 2)

7 = NOT APPLICABLE: Indicates a maltreatment subtype was not mentioned in either the allegation or summary narrative section. It is also used to indicate that 'none given' or 'DK' apply.

FINDINGS FROM NARRATIVE SUMMARY
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Data for these sections are coded directly from the Summary Narrative.

NIS2 SUBSTANTIATION: The summary Narrative is coded using the NIS-2 classification system.

Maltreatment types = RNA18A2-RNA18F2
Conclusion Codes = RNA18A1-RNA18F1
Severity Codes = RNA18A3-RNA18F3

MMCS SUBSTANTIATION: The summary Narrative is coded using the NIS-2 classification system

Maltreatment types = RNA18A2-RNA18F2
Conclusion Codes = RNA18A1-RNA18F1
Severity Codes = RNA18A3-RNA18F3

RISK FACTORS INCLUDED IN SUMMARY Narrative: Code for all caregivers mentioned in the summary who are in a caregiving role.

[RNA20A] *Substance Abuse:* A history of substance abuse or any current abuse/addiction that limits capacity or causes incapacity of the caretaker's ability to effectively parent the child. Circle YES even if the substance abuse does not have a direct impact on the specific referral. Example: caretaker has a history of substance abuse, or, lots of drugs going on in the home. Therefore you will not always circle Substance Abuse when you code Barnett 800.

[RNA20B] *Domestic Violence:* Assaultive behavior/family violence as an isolated incident or a pattern of behavior that results in or could result in injury. Intimate partners only.

- [RNA20C] **Mental illness of Caretaker:** A mental illness or instability of the caregiver that interferes with their ability to adequately parent the child. Note: Chemical dependency is not included here as an impairment, but is coded as substance abuse.
- [RNA20D] **Child Behavior Problems:** Child has mild behavior problems or is behaviorally disturbed. This category also includes behavior problems and difficulty of care related to child's behavior (i.e., autism, ADHD, severe physical disability or illness).
- [RNA20E] **Child Fear of Caretaker:** Child experiences doubt, concern, anxiety or fear of caregiver.
- OTHER ISSUES:** The allegation must specifically state these issues in order to code them. Don't infer that these issues are the case only if they are specifically mentioned can you circle YES. If these issues are not mentioned, then code DK.
- [RNA21A] **Custodial issues:** The narrative notes custody battle present and possibly related to allegation. The narrative reads, for example: Mom and Dad involved in a nasty custody battle – or – This is the second allegation against Dad, there is a custody dispute ongoing.
- [RNA21B] **Unstable living situation:** Parent moves frequently within a limited time frame, caregiver and child live with friends/relatives but have no official residence. Family is going to be or is in the process of being evicted. The narrative reads, for example: Mom and child have been staying with different friends for the past month or so – or – Family is in the process of being evicted.
- [RNA21C] **Other:** Any specifically mentioned issues that pertain to the allegation, not included in MMCS or NIS2. Examples include: Caregiver is in jail or has been arrested. Child is exhibiting signs of having been sexually abused, or having been exposed to sexually explicit stimuli but no abuse has been alleged.

APPENDIX F

SUPPLEMENTARY SEP CODEBOOK

Reason for child separation(s) from caregiver (p. 5 Child respondent, CRC)

Forms: SEP A & B (5/91)

Items 4 and 8: What were the reasons for your separation?

- If a child is placed in **foster, group, or shelter care** for any of the listed reasons below, code the placement (13 or 14) in the provided space. If the reason for placement is also provided (e.g. mother is incarcerated), code the reason in the note log.
- If more than one separation occurred, code any foster or shelter care as the primary reason(s) in the note log.

Code

- 01 Child hospitalized
- 02 Caregiver hospitalized
- 03 Formal visitation with parent (following placement outside of the home)
- 04 Custody share, or other type visit with (other) parent/parent figure
- 05 Child typically has multiple caregivers
- 06 Parent's job-related absence (including military service)
- 07 Parent took necessary family / friend-related trip (for illness, death, to offer assistance, etc.)
- 08 Parent vacation (including family visits)
- 09 Parent in residential therapeutic program (for addiction, weight loss, physical or occupational therapy, half-way houses, etc)
- 10 Parent in educational program
- 11 Parent incarcerated
- 12 Other family situation leading to informal transfer of primary caretaker responsibility
- 13 Voluntary emergency or respite placement in foster home, group home, or shelter
- 14 Mandated placement in foster care, group home or shelter
- 15 Other (describe in "problem section" of form)

APPENDIX G

SUPPLEMENTARY TXUA/TXUB CODEBOOK

Reason for obtaining services for child (Mother respondent, MRC)

Form: TXU A&B (5/91)

Item: 8. What was the main reason you sought help for _____?

If more than one reason is given, code the primary reason (or just one of the reasons if you cannot determine the main reason.) Code other reason(s) in problem menu (note log)

Code

SOMATIC: PHYSICAL:

- 01 Eating problem (eats too much, can't keep food down)
- 02 Eating non-nutritive substances
- 03 Toileting problem (enuresis, encopresis)
- 04 Sleeping problem (sleeps too much, wakes and can't go back to sleep, sleepwalking)
- 05 Nightmares, sleep terrors
- 06 Vocal or body tics; stereotyped movement disorder (uncontrolled twitching or nervous movements)
- 09 Other somatic/physical problem

DEVELOPMENTAL: INTELLECTUAL: LEARNING

- 11 Delayed or abnormal development; mental retardation
- 12 Academic or learning problem
- 13 Delayed speech, poor articulation or speech problem
- 18 Unspecified school or learning problem
- 19 Other developmental/learning problem

DEPRESSION: LOW SELF-ESTEEM: SELF-HARM

- 21 Depression or excessive sadness
- 22 Excessive withdrawal or apathy (socially unresponsive, refuses to talk, Diminished capacity to form attachments)
- 23 Low self-esteem; feelings of worthlessness
- 24 Attempts to harm or mutilate self (do not include suicide attempts)
- 25 Suicidal thoughts, threats, or attempts
- 28 Unspecified emotional or learning problem

ANXIETY & FEARFULNESS

- 31 Anxiety (separation anxiety, worries too much, excessive clinging)
- 32 Excessive fears or phobias

INTERPERSONAL PROBLEMS/ ANTISOCIAL BEHAVIOR

- 41 Sibling conflict
- 42 Problem with making or keeping friends
- 43 Physical aggression against other children, adults, or animals
- 44 Disobedient, oppositional, hard to control, frequent tantrums
- 45 Stealing, lying, or cheating behavior
- 46 Destroys own or other's property
- 47 Sets fires
- 48 Unspecified behavior problem
- 49 Other anti-social behavior

ACTIVITY OR ATTENTION PROBLEM: IMPULSIVENESS

- 51 Too active; problem settling down or paying attention
- 52 Impulsive; does things without thinking
- 59 Other activity-level or attention problem

DELUSIONAL: THOUGHT DISORDER

- 61 Excessive fantasy; felt out of touch with reality
- 62 Visual or auditory hallucination
- 63 Paranoid; feelings of being persecuted
- 69 Other thought disorder

SEXUAL

- 71 Sexual aggression or sexually exploitive behavior with other children, adults, or animals
- 72 Sexual acting out; excessive masturbation
- 73 Problems with sexual identity (e.g., expresses a desire to be the opposite sex)
- 79 Other sexual problem

PROBLEMS IN ADJUSTMENT TO LIFE CHANGES

- 81 Problem with parents' divorce/separation
- 82 Problem with parental visitation or custody arrangement
- 83 Loss of family member or significant other
- 84 Problem of adjusting to new family/household member
- 85 Problem adjusting to new school or neighborhood
- 89 Problem with some other life change

PSYCHOLOGICAL TRAUMA: SUSPECTED MALTREATMENT

- 91 (Suspected) physical abuse
- 92 (Suspected) sexual abuse
- 93 (Suspected) emotional abuse
- 94 (Suspected) physical or emotional neglect
- 99 Other psychological trauma

OTHER

- 10 Obsessive/compulsive
- 20 Pulling out hair or eyelashes
- 30 Mandated by authority
- 40 Plays with or smears feces
- 90 Other problem which does not fit in above categories (describe in problem section)

Reason for mother obtaining services for self (p. 24, Mother respondents, MRC)

Form: TXU A & B (5/91)

Item: 18. If you don't mind my asking, what was the main reason you sought help?

If more than one reason is given, code the primary reason or first reason given. Describe any other reason(s) given in the problem menu (note log) of the form, for later coding.

Code SOMATIC: PHYSICAL

01 Physical or somatic symptoms (e.g. dizziness, insomnia, poor appetite, headaches, upset stomach, chest pains, numbness or tingling, hot / cold spells, trouble breathing, etc.)

FAMILY/PERSONAL ISSUES

11 Marital /relationship concern

12 Parenting concern

13 Other family concern

14 Bereavement, suffering a significant loss

15 Therapy for childhood maltreatment (physical, sexual, emotional, neglect)

16 Psychosexual disorder

19 Other personal issue

DEPRESSION: LOW SELF-ESTEEM: SELF HARM

21 Depression, sadness, or hopelessness

22 Excessive withdrawal or apathy

23 Low self-esteem; feelings or worthlessness

24 Desire or attempts to harm or mutilate self (not suicidal)

25 Suicidal thoughts or attempts

ANXIETY: FEARS

31 Anxiety, nervousness, tense, restless, stressed out

32 Phobia or excessive fearfulness

ANTISOCIAL

41 Hostility, anger, urges to harm people or things

49 Other antisocial problem (e.g. lying, stealing, cheating, forging, etc.)

ADDICTION: DEPENDENCE

51 Alcohol abuse or dependence

52 Drug abuse or dependence

53 Alcohol and other drug abuse

54 Tobacco dependence

55 Pathological gambling

59 Other addiction

DELUSION: THOUGHT DISORDER

61 Excessive fantasy; felt out of touch with reality

62 Visual or auditory hallucinations

63 Paranoid; feeling of being persecuted

69 Other thought disorder

OTHER

71 For personal growth

72 Mandated by some authority

79 Other (describe in "problem section" of form)

Medication codebook descriptions

01 Antipsychotic Drugs are primarily used to decrease psychotic and paranoid thinking, excessive unwarranted suspiciousness, hallucinations, delusions, belligerence and psychotic depression.

02 Antidepressant Drugs are prescribed to reduce the symptoms of non-psychotic depression. These may include sleep and appetite disorders, loss of interest or pleasure in life activities, loss of energy and fatigue, feelings of worthlessness or guilt, diminished ability to think or concentrate, psychomotor agitation or retardation, and suicidal ideation.

03 Lithium is used to treat manic depressive illness. These may be bipolar disorders characterized by both manic and depressive episodes, or unipolar disorders in which there are either manic or depressive episodes. Manic and depressive symptoms also be intermingles and there may be rapid mood shifts. Manic episodes are associated with inflated self-esteem, decreased need for sleep, distractibility, pressured speech, and excessive involvement in potentially dangerous activities or situations with little thought given to the potential consequences

04 Anti convulsants are primarily used to treat epilepsy and other convulsive disorders. They may also be used to treat explosive or aggressive symptoms.

05 Antianxiety medications are used to reduce chronic and acute anxiety, tension, irritability, and may sometimes be used in the treatment of alcoholism.

06 Sedatives, hypnotics and sleep aids (prescription) may be used as sleep aids and to reduce chronic and acute anxiety.

07 Non-prescription sleep aids, sedatives and hypnotics are recommended for the treatment of sleep disorders and to reduce anxiety.

08 Central Nervous System Stimulants may be prescribed to reduce hyperactive behavior in children, and for the treatment of mild depression.

09 Antabuse is used in the treatment of alcoholism.

10 Smoking cessation agents are prescribed to help people stop smoking.

11 Anafranil is used to treat obsessive-compulsive disorder, which may be characterized by recurrent, persistent ideas, thought and images that are experienced as intrusive or repugnant, and by repetitive and seemingly purposeful behaviors that are performed in a stereotyped manner. People suffering from obsessive-compulsive disorder may also experience depression and anxiety.

12. Narcotic detoxification agents are used to treat narcotic addiction. Clonidine is also used in the treatment of Tourette's syndrome, which is usually associated with recurrent, involuntary rapid movements or tics.

13 Combination drugs may be antipsychotic-antidepressive, antipsychotic-antianxiety, and antianxiety-antidepressive medications.

14 Antiparkinson agents may be described to counter the side effects of some psychotropic drugs

98 Other

99 Unknown

Medication Codes (pp. 22 & 24, Mother respondent, MRC)

Form: TXU A&B (5/91)

Items: 10a, 10b, 10c and 22a, 22b, 22c

- If more than one medication, code one and list the other(s) with appropriate code problem menu
- If respondent does not remember drug name but does recall a precise drug class (e.g. sedative, or antidepressant), you can code the class using the codes on the following page.
- If respondent cannot recall drug name, do not guess at drug class based on symptom.

Medication	Code	Medication	Code
Adapin	02	Dextroamphetamine-Sulfate	08
Akineton	14	Diazepam	05
Alprazolam	05	Dilantin	04
Alurate	06	Diprivan	06
Amitriptyline	02	Disulfiram	10
Amoxapine	02	Dolophine-Hydrochloride	12
Anafranil	12	Doral	06
Antabuse tablets	10	Doxepin-Hydrochloride	02
Artane	14	Dronabinol	13
Aproparbital	06	Durrax	05
Asendin	02	Elavil	02
Atarax	05	Endep	02
Ativan	05	Equanil	05
Benactyzine-Hydrochloride	13	Ethchlorvynol	06
Benadryl	07	Ethosuximide	04
Benztropine	14	Etrafon	02
Biphetamine	08	Eskalith	03
BuSpar	06	Eutonyl	02
Bupirone-Hydrochloride	06	Excedrin PM	07
Butisol	06	Fluoxetine-Hydrochloride	02
Caffeine	07	Fluphenazine-Decanoate	01
Carbamazapine	04	Flurazepam-Hydrochloride	06
Catapres	12	Halcion	02
Celontin	04	Haldol	05
Centrax	05	Haloperidol	06
Chlordiazepoxide	13	Hydrochloride	04
Chloridine-Hydrochloride	12	Hydroxyine	02
Chlorpromazine	01	Imipramine-Hydrochloride	03
Chlorprothixeneol	01	Innovar	02
Chlorthalidone	12	Kemadrin	07
Cibalith-S	03	Klonopin	02
Clonidine	12	Libritabs	01
Clorazepate-Dipotassium	01	Librium	06
Clozapine	01	Libritol	05
Clozaril	01	Limbitrol	13
Cogentin	14	Lithane	03
Compazine	01	Lithium	03
Cylert	08	Lithobid	03
Dalmane	06	Lorazepam	05
Depakene	04	Hydrochloride	01
Deprol	13	Loxitane	01

Medication	Code	Medication	Code
Desoxyn	08	Ludiomil	02
Desyrel	02	Marplan	02
Dexedrine	08	Mebaral	06
Magonate	06	Ritalin	08
Mellaril	01	Secobarbital Sodium	06
Milontin	04	Seconal	06
Miltown	04	Serax	05
Mebaral	04	Serpasil	06
Menrium	05	Serentil	01
Mephenytoin	04	Sinequan	02
Meprobamate	13	SK Barnate	05
Meprospan	05	SK Lygen	05
Mepergan	06	SK Pramine	02
Mesantion	04	Sodium Pentobarbital	06
Mesoridane	01	Stelazine	01
Methadone	12	Surmontil	02
Methamphetamine-Hydrochloride	08	Symmetrel	14
Methylphenidate-Hydrochloride	08	Tamazepam	06
Moban	01	Taractan	01
Molindone-Hydrochloride	01	Tegretol	04
Moonoamine Oxidase-Inhibitors	02	Thioridazine	01
Mysilone	04	Thiothixene	01
Nardil	02	Thorazine	01
Navane	01	Tofranil	02
Nembutal	06	Trancopal	05
Nicorette	10	Tranxene	05
Nicotine Polarex	10	Tranlycypromine-Sulfate	02
No-Doz	07	Trazodone-Hydrochloride	02
Noludar	06	Triavil	13
Norpramin	02	Triazolam	06
Orap	01	Tridione	04
Oxazepam	05	Trifluoperazine-Hydrochloride	01
Pamelor	02	Trilafon	01
Paradoine	04	Trimethadione	04
Parnate	02	Unisom	07
Paxipam	05	Valium	05
Pentobarbital	06	Valporic Acid	04
Permitil	01	Valrelease	06
Perphanazine	04	Versed	06
Petrofrane	02	Vistaril	05
Phenacemide	13	Vivactil	02
Phenelzine Sulfate	02	Wellbutrin	02
Phenergan	07	Xanax	05
Phenobarbital	07	Zarontin	04
Phenurone	04		
Phenytoin	04		
Pimozide	01		
Placidyl	06		
PMB200 and 400	98		
Prazepam	05		
Prolixin	01		

Medication	Code
Prochlor Iso	01
Prozac	02
Quazepaam	06
Raudixin	13
Restoril	06