Regression Discontinuity: Extensions

INFO/STSCI/ILRST 3900: Causal Inference

30 Oct 2025

Learning goals for today

At the end of class, you will be able to:

- Explain how fuzzy discontinuities can be used for causal identification
- 2. Understand how manipulation or other discontinuities may post potential threats to identification

► Treatment of interest depends only on whether a **running variable** is above or below a threshold *c*

- ► Treatment of interest depends only on whether a **running variable** is above or below a threshold *c*
- Assume $E(Y^{a=1} \mid R = r)$ and $E(Y^{a=0} \mid R = r)$ varies smoothly

- ► Treatment of interest depends only on whether a **running variable** is above or below a threshold *c*
- Assume $E(Y^{a=1} \mid R = r)$ and $E(Y^{a=0} \mid R = r)$ varies smoothly
- ▶ Using observed data, estimate, $E(Y \mid R = r)$ for r closer and closer to the cut-off
- ▶ Estimate local ATE E $(Y_i^{a=1} \mid R_i = c) E(Y_i^{a=0} \mid X_i = c)$ by

$$\underbrace{\lim_{X \to c^{+}} \mathsf{E}(Y \mid X = x)}_{\text{from above the cut-off}} - \underbrace{\lim_{X \to c^{-}} \mathsf{E}(Y \mid X = x)}_{\text{from below the cut-off}}$$

What can go wrong?

- ► Other discontinuity: Something other than treatment also jumps at the threshold
- Fuzzy RDD: Some units are treated on either side of threshold
- ► Manipulation: Units have control over over their running variable

- ► RDD Assumption: Treatment has discontinuity at the cut-off, but everything else continues smoothly
- Jump in outcome is only due to treatment!

- ► RDD Assumption: Treatment has discontinuity at the cut-off, but everything else continues smoothly
- ▶ Jump in outcome is only due to treatment!
- ► Other discontinuity: If something else "jumps" at the cut-off, then we can't distinguish between effect of treatment and the other thing

- ► RDD Assumption: Treatment has discontinuity at the cut-off, but everything else continues smoothly
- ▶ Jump in outcome is only due to treatment!
- ▶ Other discontinuity: If something else "jumps" at the cut-off, then we can't distinguish between effect of treatment and the other thing
- ▶ National Merit example:
 - Suppose students above cut-off also receive tutoring on how to write better personal statements
 - Cannot distinguish between effect of Certificate of Merit and tutoring

- ► Requires knowledge about problem context
- ► Same as drawing the right DAG

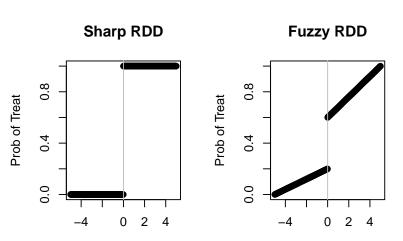
- Requires knowledge about problem context
- ► Same as drawing the right DAG
- Can check with placebo tests
 - ▶ Pick an outcome that shouldn't be affected by treatment
 - See if RDD "detects" a causal effect of treatment on unrelated outcome

- Requires knowledge about problem context
- ► Same as drawing the right DAG
- Can check with placebo tests
 - ▶ Pick an outcome that shouldn't be affected by treatment
 - See if RDD "detects" a causal effect of treatment on unrelated outcome
 - Ex: scores on writing sample)

► Standard setting: everyone with running variable above threshold is treated, everyone with running threshold is not treated

- ➤ **Standard setting**: everyone with running variable above threshold is treated, everyone with running threshold is not treated
- ► Fuzzy setting: Probability of receiving treatment jumps at the threshold

- ➤ **Standard setting**: everyone with running variable above threshold is treated, everyone with running threshold is not treated
- ► **Fuzzy setting**: Probability of receiving treatment jumps at the threshold



What is the effect of retirement on spending?¹

¹The Retirement Consumption Puzzle: Evidence from a Regression Discontinuity Approach. Battistin et al (2009)

What is the effect of retirement on spending?¹

- Spending habits depend on age
- ► Probability of retirement jumps at 65 because of benefits elegibility
- ▶ Some people retire before 65, some people continue to work

¹The Retirement Consumption Puzzle: Evidence from a Regression Discontinuity Approach. Battistin et al (2009)

What is the effect of retirement on spending?¹

- Spending habits depend on age
- ► Probability of retirement jumps at 65 because of benefits elegibility
- ▶ Some people retire before 65, some people continue to work
- ► Treatment: Retirement
- ▶ Outcome: Spending
- Running variable: Age, cutoff: 65

¹The Retirement Consumption Puzzle: Evidence from a Regression Discontinuity Approach. Battistin et al (2009)

► Something that is essentially random (being above or below threshold), encourages treatment uptake... sound familiar?

- ► Something that is essentially random (being above or below threshold), encourages treatment uptake... sound familiar?
- Around the cut-off, being above/below is like an instrumental variable
- ► Effect of being above threshold on outcome

$$\lim_{r \to c^+} \mathsf{E}(Y \mid R = r) - \lim_{x \to c^-} \mathsf{E}(Y \mid R = r)$$

► Effect of being above threshold on treatment

$$\lim_{r\to c^+} \mathsf{E}(A\mid R=r) - \lim_{r\to c^-} \mathsf{E}(A\mid R=r)$$

- Something that is essentially random (being above or below threshold), encourages treatment uptake... sound familiar?
- Around the cut-off, being above/below is like an instrumental variable
- Effect of being above threshold on outcome

$$\lim_{r\to c^+} \mathsf{E}(Y\mid R=r) - \lim_{x\to c^-} \mathsf{E}(Y\mid R=r)$$

► Effect of being above threshold on treatment

$$\lim_{r \to c^+} \mathsf{E}(A \mid R = r) - \lim_{r \to c^-} \mathsf{E}(A \mid R = r)$$

► Dividing gives us the **local ATE for compliers**:

$$\frac{\lim_{r\to c^+} \mathsf{E}(Y\mid R=r) - \lim_{x\to c^-} \mathsf{E}(Y\mid R=r)}{\lim_{r\to c^+} \mathsf{E}(A\mid R=r) - \lim_{r\to c^-} \mathsf{E}(A\mid R=r)}$$

²Evaluating the effect of an antidiscrimination law using a regression-discontinuity design. Hahn et al. (1999)

- Standard setting For people close the cutoff, being above or below the threshold is essentially random
- Within a small neighborhood of the cut-off, conditional exchangebaility holds

²Evaluating the effect of an antidiscrimination law using a regression-discontinuity design. Hahn et al. (1999)

- Standard setting For people close the cutoff, being above or below the threshold is essentially random
- Within a small neighborhood of the cut-off, conditional exchangebaility holds
- ► Manipulation: People choose to be above/below threshold

 $^{^2}$ Evaluating the effect of an antidiscrimination law using a regression-discontinuity design. Hahn et al. (1999)

- Standard setting For people close the cutoff, being above or below the threshold is essentially random
- Within a small neighborhood of the cut-off, conditional exchangebaility holds
- ► Manipulation: People choose to be above/below threshold
- ► What is the effect of the 1964 civil rights act on hiring discrimination?²

²Evaluating the effect of an antidiscrimination law using a regression-discontinuity design. Hahn et al. (1999)

- Standard setting For people close the cutoff, being above or below the threshold is essentially random
- Within a small neighborhood of the cut-off, conditional exchangebaility holds
- ► Manipulation: People choose to be above/below threshold
- ► What is the effect of the 1964 civil rights act on hiring discrimination?²
 - ► Federal EEOC law prohibits discrimination and applies to firms with 15 or more employees
 - ► Firms with 14 should be essentially the same as firms with 15 employees

²Evaluating the effect of an antidiscrimination law using a regression-discontinuity design. Hahn et al. (1999)

- Standard setting For people close the cutoff, being above or below the threshold is essentially random
- Within a small neighborhood of the cut-off, conditional exchangebaility holds
- ▶ Manipulation: People choose to be above/below threshold
- ► What is the effect of the 1964 civil rights act on hiring discrimination?²
 - ► Federal EEOC law prohibits discrimination and applies to firms with 15 or more employees
 - ► Firms with 14 should be essentially the same as firms with 15 employees
 - Firms have direct control over how many employees they hire
 - ► Those wanting to avoid EEOC law may decide to stay under 15 employees

²Evaluating the effect of an antidiscrimination law using a regression-discontinuity design. Hahn et al. (1999)

► In many settings, units have control over their running variable to some extent

- ► In many settings, units have control over their running variable to some extent
- ► Manipulation becomes a problem when units can choose precisely to be above/below threshold
- ► Units above the threshold are no longer essentially the same as units below the threshold

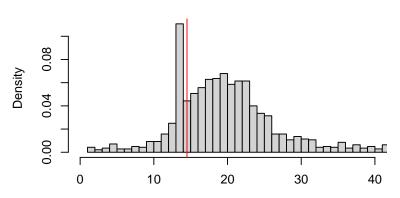
► Hard to test for manipulation directly

- ► Hard to test for manipulation directly
- ► Check for balance in covariates

- ► Hard to test for manipulation directly
- ► Check for balance in covariates
- ► If manipulation is occurring, we would expect to see "heaping" on one side of the cut-off

Num employees

Х



Code

Learning goals for today

At the end of class, you will be able to:

- Explain how fuzzy discontinuities can be used for causal identification
- 2. Understand how manipulation or other discontinuities may post potential threats to identification