

EDF 5400 ALEC data, Code book

Dr. Frances Prevatt (in the Counseling Psychology program here at FSU) is interested in how attention deficit hyperactivity disorder (ADHD), a common learning disability, affects the performance of college students. Dr. Prevatt and some of her students collected data about 473 students with ADHD who had come to various council centers and consented to be in a study (Prevatt, Dehili, Taylor & Marshall, 2015). They also collected a random sample of 200 students who had not been diagnosed with ADHD as a control. This is a quasi-experiment, because there is no random assignment. Dr. Prevatt has generously agreed to share her data with us. (Note that there was some additional data collection since the paper was published, so your sample sizes may be slightly larger.)

The following variables are included in this extract from the complete data

<i>Variable</i>	<i>Label</i>	<i>Values</i>	<i>Notes</i>
group	Control or ADHD	1: referred for ADHD, 2: control group	See Prevatt et al. (2015) for recruiting procedures and inclusion/exclusions criteria
GENDER	Gender	1: female, 2: male	Self-report
YEAR	Year in college	1: freshman, 2: sophomore, 3: junior, 4:senior, 5:grad student	At time of first admission to ALEC for ADHD students, or time of assessment for control students.
AGE	Age	In Years	(See above)
ETHNICITY	Race	1: Caucasian, 2: African American, 3: Asian, 4: Hispanic, 5: Other	Self-report
SAT	Have taken SAT	0: no, 1: yes	Note: Not all students take the SAT
SATVERBAL	SAT Verbal	200-800 in increments of 10	
SATQUANT	SAT Quantitative	200-800 in increments of 10	
SATWRIT	SAT Writing	200-800 in increments of 10	
GADD	General Anxiety Measure	6 symptom checklist	Based on DSM-IV-TR
PAG	General Panic Measure	5 symptom checklist	Based on DSM-IV-TR
genaxa	General Anxiety Academic	6 symptom checklist	Based on DSM-IV-TR
paa	Panic attack academic	5 symptom checklist	Based on DSM-IV-TR

inatt	Inattention	9 items scored 0--3	Subscale of Barkley & Murphy (1998)
hyper	Hyperactive Impulsive symptoms	9 items scored 0--3	Subscale of Barkley & Murphy (1998)

In this particular file, missing values are coded as -9.
Note that all non-missing values should be positive.

References

Prevatt, F., Dehili, V., Taylor, N. & Marshall, D. (2015). Anxiety in College Students with ADHD: Relationship to Cognitive Functioning. *Journal of Attention Disorders*, 19, 222-230.
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