The Fragile Families and Child Wellbeing Study changed its name to The Future of Families and Child Wellbeing Study (FFCWS).
Due to the issue date of this document, FFCWS will be referenced by its former name.
Any further reference to FFCWS should kindly observe this name change.

User's Guide for the Fragile Families and Child Wellbeing Study Public Data, Year 9

November 2018

Table of Contents

0. Study Overview

The Fragile Families and Child Wellbeing Study (FFCWS) was initiated to address four questions of great interest to researchers and policy makers:

1. What are the conditions and capabilities of unmarried parents, especially fathers?
2. What is the nature of the relationships between unmarried parents?
3. How do children born into these families fare?
4. How do policies and environmental conditions affect families and children?

The FFCWS follows a cohort of 4,898 children born in the U.S. between 1998 and 2000 and includes an over-sample of non-marital births. The sample includes children born in twenty large, U.S. cities (defined as populations of 200,000 or more). Sixteen of the twenty cities were selected using a stratified random sample of U.S. cities with populations of 200,000 or more grouped according to their policy environments and labor market conditions. These cities comprise the nationally-representative sample. See the sample design paper[1] for details on the selection of cities, hospitals, and births.

0.1. The Core Study

The Core Study consists of interviews with both mothers and fathers at the child's birth and again when children are ages one, three, five, and nine. A child interview and in-home observations and assessments are also included at age nine. The Core follow-up at age fifteen includes interviews with the teen and primary caregiver (PCG) as well as in-home observations and assessments.

The parent/PCG interviews collect information on attitudes, relationships, parenting behavior, demographic characteristics, health (mental and physical), economic and employment status, neighborhood characteristics, and program participation. Many measures overlap with those used in other large-scale studies such as the Infant Health and Development Program (IHDP), Early Head Start, the Teenage Parent Demonstration, and the Early Childhood Longitudinal Study—Birth Cohort 2000 (ECLS-B).

See the FFCWS metadata website to browse or search the full list of FFCWS variables. Table 1 below shows the dates of each wave of data collection.

For the remainder of this Guide, we will refer to the follow-up waves of data collection in reference to the child's age. For example we will refer to the waved focused upon in this guide as "Year 9" (which is wave 5 in the data file).

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[1] Reichman et al, "The Fragile Families and Child Wellbeing Study: Sample and Design" Children and Youth Services Review, 2001, Vol. 23, No. 4/5

Table 1: Timeline of the FFCWS Core Study

Wave	Age	Years
1 - Baseline	Birth	1998 - 2000
2	Age 1	1999 - 2001
3	Age 3	2001 - 2003
4	Age 5	2003 - 2006
5	Age 9	2007 - 2010
6	Age 15	2014 - 2017

0.2. Collaborative Studies

The In-Home Longitudinal Study of Pre-School Aged Children was a collaborative work of the researchers at the Center for Health and Wellbeing (CHW) of Princeton University, Columbia University, and Teachers College. The study placed particular emphasis on how parental resources in the form of parental presence or absence, time, and money influence children under the age of five. The In-Home Study collected information on a variety of domains of the child's environment, including: (1) physical environment: through quality of housing, nutrition and food security, health care, adequacy of clothing and supervision and (2) parenting: through parental discipline, parental attachment, and cognitive stimulation.

The In-Home Study included all of the In-Home components at Years 3 and 5: Primary Caregiver interview, interviewer observations, and activity workbook. Note that the In-Home components at Years 9 and 15 were collected as part of the Core Study.

For further details on the collaborative studies at each wave, see that wave's User Guide or find a list of all current and completed collaborative studies on our website.

0.3. National Sample versus Full Sample

There are 20 cities in the full Fragile Families sample. For each wave of data and for each unit of analysis (mother, father, couple), users can weight the data up to two different populations – the national level[2] or the city level. Applying the national weights makes the data from the 16 randomly selected cities representative of births occurring in large U.S. cities (the 77 U.S. cities with populations over 200,000 in 1994) between 1998 and 2000. Applying the city-level weights makes the data from all 20 cities in the sample[3] representative of births in their particular city in 1998, 1999, or 2000, depending on the year in which the baseline data collection took place for that city.

The public use data do not contain the geographic identifiers needed to construct the stratum and primary sampling unit (PSU) variables necessary for using a Taylor Series

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[2] In this memo, the term national refers to all 77 U.S. cities with 1994 populations of 200,000 or more

[3] There are 109 cases in the data file that were not randomly selected for the core sample (some were randomly selected to be part of a separate study – the TLC3 study) and do not have national sample or city sample weights. Data users can identify and remove these cases using the weights sample flags (cm1citsm=0 for Baseline and cm2citsm=0 for Year 1).

methodology to estimate variances (except through a restricted use contract)[4]. Therefore, the public use data files contain a basic weight and a set of replicate weights. The replicate weights are used in place of the stratum and PSU variables. The replicate weights mask the locations of respondents, while still allowing for estimation of variance. If you are using the public use datasets, you will need to use the replicate weights to get estimates of variance for the sample. Applying the basic weight without the replicate weights will give you comparable point estimates, but will yield incorrect variance estimates. A brief introduction to the weights available for the public data files is available in the documentation memo "Fragile Families & Child Wellbeing Study: A Brief Guide to Using the Weights for Waves 1-6." For detailed information on the construction of the weights, see "Fragile Families & Child Wellbeing Study: Methodology for Constructing Mother, Father, and Couple Weights for Core Telephone Surveys".

0.4. Data Availability

There are two types of data available to data users.

0.4.1. Public data

Currently, Baseline, Year 1, Year 3, Year 5, Year 9 and Year 15 public data are available through the Princeton University Office of Population Research (OPR) data archive. To access these data, researchers must complete a brief application and a 25-word abstract about their research project. These files are available in Stata, SPSS, or SAS format and can be downloaded as one combined file (ff_allwaves_2018) or in six separate files by wave (ff_wave5_2018).

0.4.2. Contract data

Contract data require a more formal application due to the sensitive nature of the items available. Contract data available includes files, such as a **geographic file** with variables for the focal child's birth city, mother's and father's state of residence at each interview, and stratum and PSU (note: replicate weights are available on the public file in lieu of these), a set of **contextual characteristics** of the census tract at each wave, **medical records data** for mothers and children from the birth hospitalization record, a **school characteristics file** based on National Center for Educational Statistics data, a **labor market and macroeconomic file** with data on local employment and national consumer confidence at each wave, and a **genetic data file** with candidate genes and telomere length.

For further detail regarding the content of the contract data and the application process for its access, please visit our website.

0.5. Documentation

The remainder of this guide will provide a detailed overview of the **Year 9 Wave of the public FFCWS data**.

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[4] Please note that data users who have access to the geographic identifiers may still want to use the replicate weights for their estimates. Using the replicate weights will likely yield similar standard errors (at least for cross-sectional estimates) as the alternative method.

For User Guides for other waves of the FFCWS and further documentation including questionnaires and codebooks for each interview or weights documentation, see the Documentation page on our website.

1. Year 9 Components

The Year 9 wave of FFCWS contains components from three sub-studies:

1. The FFCWS Core Study [a.k.a. "Core Study"] (includes mother and father interview)
2. The In-Home Longitudinal Study of School-aged Children [a.k.a. "In-Home Study"][5]
3. The Teacher Survey [a.k.a. "Teacher Study"]

The In-Home Study included cognitive assessments, in-home observations, the primary caregiver self-administered questionnaire, and saliva sample collection for genetic analysis.[6]

The Year 9 public data file (ff_wave5_2018) includes data from all of these components.

1.1. Funders and Study Administration

The Year 9 was conducted from August 2007 through April 2010. Westat, Inc., a survey research firm in Rockville, MD., hired interviews and oversaw data collection activities for this wave. This wave of data collection was funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD). Since the Fragile Families and Child Wellbeing Study began in 1998, a consortium of private foundations, non-profit organizations, and government agencies has provided additional support.   Please see our website for the full list of these partners.

1.2. Surveys and Instruments

The following table describes the number of completed interviews associated with each survey component in these files. A minimal number of "breakoff" (interview ended before it was fully complete) cases were included in this file; for these few cases, there was a significant amount of data collected prior to the "breakoff." A series of variables exists on the individual data files that identify whether or not a participant is included "in the wave" for that particular survey. Those variables are as follows: **cm5mint** (biological mother), **cf5fint** (biological father), **ck5kint** (child), **cn5nint** (non-parental caregiver), **co5oint** (in-home observations), **cp5pint** (primary caregiver) and **ct5tint** (teacher).

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[5] At Year 9, the In-Home and the Core Study were funded under the same grant and overseen by the same research team.
[6] Analysis files for the genetic component are available through CRCW's Restricted Use Contract The variables, cm5saliva and ck5saliva, indicate which mothers and children contributed saliva samples for genetic analysis.

Table 2: Year 9 Components and their Sample Sizes

Survey	Variable Name	N
Core Study	Primary Caregiver (PCG) Survey	3,630
	Mother Survey	3,515
	Father Survey	2,652
In-Home Study	In-Home Activity Workbook	3,399*
	In-Home Observations	3,392
	Child Survey	3,377
Teacher Study	Teacher Survey	2,254

* N = participation in any In-Home Workbook Activities

Before administering the survey, interviewers determined which parent is the "primary caregiver" (PCG) for the focal child. This would determine who the PCG survey is administered to. The variable **cp5idstat** (included on the PCG file) will either be "61– biological mother", "62 – biological father" (in cases where the biological mother and biological father do not live together), "63 – non-parental caregiver", or "-9 – Not in Wave". Mothers will be coded as the "primary caregiver" (and pcg5idstat will be "61") in cases where mothers and fathers live together with the child; the survey used the mother as the default primary caregiver.

cp5idstat may have been captured even in cases where surveys were not completed. In these cases, a primary caregiver was identified but the survey was not completed. The distribution of pcg5idstat in this round of data collection is:

- PCG = Biological Mother (n=3,828); cp5idstat of "61"

- PCG = Biological Father (n=180); cp5idstat of "62"

- PCG = Non-parental Caregiver (n=194); cp5idstat of "63"

Additionally, the variables cp5stat (primary caregiver), cm5_bmomstat (biological mother), and cf5bdadstat (biological father) provide a description of the mode of data collection (phone or in-person). These variables will have codes in the 60's when the interview has been fully completed.

For those parents who did not participate in the biological mother or biological father interviews, the variables are cm5samp (biological mother) and cf5samp (biological father) describe the reasons for their non-response.

Interviewing began in the first two pilot cities and progressively rolled-out over the following three years. Most cities had a 9-month to 1-year interviewing period; however, a few cities remained open longer. Data collection for this wave of interviewing concluded in April 2010. The Appendix provides more information on the interview completion rates.

2. Eligibility

2.1. Eligibility - Core Study (PCG, Mother, Father)

All respondents who completed a baseline interview were contacted for the Year 9 Core Study, as were non-respondent at baseline fathers whose partner (mother) had completed a baseline interview. A small portion of the original respondents were found to be ineligible at the time of the follow-up interviews. See the sample flags (c*5samp) for counts at the Year 9 wave. Reasons for considering a family ineligible for further interview include: child deceased, child adopted. Reasons for considering a parent ineligible include: a parent deceased and for fathers DNA confirmation that the original respondent is not the child's father.

2.2. Eligibility - In-Home Study

Respondents of the Year 9 Core Study were invited to participate in the Year 9 In-Home Study. Components of the In-Home Study required primary caregiver consent and child assent.

2.3. Eligibility - Teacher Survey

During the In-Home Study, the primary caregiver was asked whether they would consent to participate in the Teacher Survey. If so, the child's teacher of their previous year of schooling (if the In-Home Study was conducted before October 31st) or current year of schooling (if the In-Home Study was conducted after November 1st) was contacted by mail and asked to complete a questionnaire.

3. Data Collection Procedures

3.1. Data collection Procedures - Core Study

The Year 9 wave of Core data collection took place from 2007 to 2010. These survey components were typically administered in the following order: In most cases, the primary caregiver (PCG) survey[7] was completed by Computer-Assisted Telephone Interviewing (CATI) followed by the core biological parent interviews.

Families were provided with compensation for their participation in the Year 9 wave of data collection. The compensation schedule for the survey components was: primary caregiver- $25, biological mother- $30, biological father- $75, child survey- $30 (given to the primary caregiver to administer to the child as they saw appropriate), and Home Visit activities- $65. Families were typically paid cash during the Home Visit. If they did not participate in the Home Visit, a check was mailed to the respondent.

3.2. Data collection Procedures - In-Home Study

The In-Home Study was typically scheduled during the primary caregiver and core biological parent phone interviews. During the In-Home Study, a 20-minute interview was administered to the focal child (using Computer-Assisted Personal Interview (CAPI) technology), the primary caregiver completed a self-administered questionnaire, height (focal child only) and weight (focal child and biological mother) measurements were taken, a speech sample was taken from the primary caregiver, and cognitive assessments were conducted with the focal child. Saliva samples were also collected from biological mothers and focal children. Interviewers also collected consent and contact information in order to mail hard-copy interviews to focal children's teachers.

Table 3 shows a complete list of the components included in the Year 9 In-Home Study workbook.

Table 3: Workbook components at Year 9

Component	PCG	Child
Height measurement		X
Weight measurement	X	X
Speech Sample	X	
Peabody Picture Vocabulary Test (PPVT-III)		X
Woodcock Johnson Passage Comprehension and Applied Problems (WJ Subsets 9 and 10)		X
WISC-IV Digit Span		X
Saliva Sample	X	X
Child Survey		X
Self-Administered PCG Survey	X	

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[7] The primary caregiver questionnaire was conducted by phone with the biological mother in situations where she or she and the biological father had custody of the "focal child" for half or more of the time. If the biological mother did not have primary custody of the child, the primary caregiver interview was conducted with the father, relative, or friend who had custody of the child half or more of the time. An additional set of questions were administered to non-parental caregiver at the beginning of the primary caregiver interview in situations where both biological parents were not the primary caregiver.

3.3. Data collection Procedures - Teacher Study

The Year 9 Teacher Study collected a) general information on the child's teacher and school, b) classroom behavior and social skills specific to the participating child, c) information specific to the participating child, d) parent/guardian involvement, e) classroom characteristics, f) school climate and 23 environment, and g) general information about the teacher. The source variables for this survey begin with the prefix "t5."

During the Year 9 In-Home Study, interviewers collected written consent from the child's primary caregiver and verbal assent from the child to contact the teacher, as well as school and address information for the appropriate teacher. If the primary caregiver reported that the child has more than one teacher, we attempted to contact the child's Language Arts teacher. If the interview was conducted from June through October, the teacher from the previous school year was contacted. Otherwise, the child's current teacher was contacted to participate. Prior to contacting the teacher, the principal of the child's school, superintendent of the child's school district, and state education officials were advised of the study. Teachers were mailed paper copies of the consent forms and survey instrument to complete and mail back to our survey subcontractor, Westat, Inc.

4. Known Issues

This section highlights known issues and errors in the Year 9 data that could not be cleaned or where data could not be recovered. Users should review this information to plan their analysis accordingly.

Missing information for primary caregivers: Due to an error in the CAPI programming, seven primary caregiver mothers are missing for variables p5h15, p5j6, and p5i30c – p5i47c.

When a relative or friend serves as the primary caregiver: When the primary caregiver of the focal child was a friend or other relative, the biological mother should have answered questions m5a3b1a (n=63) and m5a3c (n=185) – questions regarding how long child has been living away and whether the person taking care of the child receives payments. A programming error resulted in data not being collected on these variables in a minimal number of cases.

Incarceration skip: Due to a programming error, all cases where the father was in jail/prison the week prior to the interview (m5b29=5 or f5b23x in the father interview) erroneously skip the questions on beginning and projected ending dates of the current incarceration (items m5b30d1 through m5b30e2 in the mother interview and f5b29x1 through f5b30x2). Westat took extra steps to retrieve these data and a separate file may be available with any recovered data. Please also note that m5b30 uses either the baseline, Year 1 or Year 3 interview as the reference period, rather than the time since the Year 5 follow-up as in other questions.

Total number of children reported in the grids: Because the CATI programming did not contain important internal checks, a minimal amount of data cleaning was required for both biological mother and father surveys in order to reconcile the total number of biological children living with the parent in the household and residing outside of their household. For example, household grids for the biological mother and father were checked for duplicate entries. Entries were considered duplicates when the name, age, and relationship entered in two slots in the grid matched exactly. When duplicate entries occurred they were removed from the grid. Please note, however, that there is a small (less than 15 in each survey) subset of cases where the number of children described in the fertility grid (a8 questions) does not directly sum to the number of biological children in the household grid (a5 questions) and the number of children reported living away from the parent (a6 questions).

Biological Father's report of same partner from previous waves (f5d2h): Due to an error in the CATI program, most fathers that had a partner at their previous interview (n=81) did not answer this question.

Current partners' non-resident children reported in biological mother interview: An error in the CATI program caused information about current partner's non-resident biological children (for those who reported having any in m5d13b) to be uncollected for a subset of cases (n=116) in the variables m5d13c, m5d13d, and m5d13e and 113 cases in m5d13f.

Biological mother's CIDI Scale for depression: A small number of moms are missing information on three variables in the CIDI scale for depression due to an error in the CATI program. Moms affected are coded as " -3, missing" for the variables listed below. When coding the binary caseness variables for conservative (cm5md_case_con) and liberal estimates (cm5md_case_lib) of depression, moms affected by this error that already met criteria for depression were left as depressed cases (coded as 1). Moms affected by this error that did not yet meet the criteria for depression were coded to missing on the caseness variables, as they might have met the criteria for depression if these data were collected (coded to -3). Five of the 15 mothers affected by this error meet the criteria for a conservative case of depression and 40 were coded to missing. Thirty-three moms affected by this error meet the criteria for a liberal case of depression and 12 were coded to missing.

- m5g13: During those two weeks, did you have a lot more trouble concentrating than usual?
- m5g14: People sometimes feel down on themselves, no good, or worthless. During that two week period did you feel this way?
- m5g15: Did you think a lot about death –either your own, someone else's or death in general during those two weeks?

Biological father's questions on work: There are 47 fathers missing on the variables f5i16a through f5i23, questions relating to flexibility and stress of work. These fathers indicated they did not work in the past week (f5i4=2), but had worked since the birth of the child. They reported not knowing the last month in which they worked, which erroneously caused them to skip the variables mentioned above.

Height and Weight measurements: The file contains a constructed variable, ch5flag_cm, which flags cases where, due to considerably higher and lower values, we believe a value for inches (not centimeters) for the height may have been erroneously recorded by the interviewer or that the pieces of the stadiometer may have been inserted incorrectly when the height measurement was taken. This would have yielded a value 50 centimeters shorter or taller than the true height value. For the 71 cases where ch5flag_cm equals 1, we have recoded the height based on these assumptions. Heights of fewer than 60 centimeters were presumed to be in inches and have been multiplied by 2.54 to yield centimeters. Heights between 60 centimeters and 110 centimeters were assumed to result from incorrect stadiometer construction and 50 centimeters were added to the height measurement. Heights equal to or greater than 174 centimeters were assumed to also result from incorrect stadiometer construction but in the opposite manner, and 50 centimeters were subtracted from the height. The resulting range of heights in centimeters for these 71 cases was 120-158 centimeters. The variable, ch5cflag (similar in format to the Year 5 In-Home variable), flags missing cases and inconsistencies with the measurement data; values of 1 through 7 denote specific, potential problems with the measurement for each record. There is a parallel variable, ch5mflag, that notes problems with records for the mothers. Interviewers should have taken a third measurement for focal child's height when the first two measurements

differed by 2 or more centimeters; however, this didn't happen in 57 cases. In 55 of the 57 cases the difference between the first and second height measurements was equal to or less than 3 centimeters. The remaining 2 cases had differences of 9 and 24 centimeters. In all 57 cases, we used the second measurement for the composite height measure. Interviewers should have taken a third measurement for focal child's or mother's weight when the first two measurements differed by 2 or more pounds. In 7 cases for focal children, the third measurement was not taken. In 3 of the 7 focal child cases the difference between the first and second weight measurements was equal to or less than 3 pounds. The remaining 4 cases had differences of 6 to 7 pounds. In 8 cases for mothers, the third measurement was not taken. In 6 of the 8 mother cases the difference between the first and second weight measurements was between 4 and 6 pounds. The remaining 2 cases had differences of 30 and 100 pounds. In all cases, the second measurement was used for the composite weight measure. There are currently 260 cases where the Home Visit was conducted at least in part with the family but height and/or weight data are missing for the mother and 51 cases where the height and/or weight data are missing for the child. Additionally, mothers not present during the home visit resulted in 265 additional cases in which the mother's information is not available. Due to a programing error, -1 and -2 values in ch5cbmiz, ch5mbmiz, ch5haz, and ch5waz are incorrectly labeled as missing but are actually valid z-scores.

5. File Contents and Structure

5.1. Variable Structure

In the Year 9 data, each variable name is unique and uses certain characters, as well as a specific order that will help identify to whom and in which survey the question was asked. All variable names from Year 9 begin with an alphabetic character. If the variable name begins with the letter "**c**", the variable is constructed (see section 5.2 for more on constructed variables). If not, the variable corresponds to a question asked in a Year 9 survey and the first character in the variable name indicates to which instrument the variable corresponds. See Table 4a and Table 4b for a full list of Year 9 survey instruments and their prefix letters.

In Year 9 variable names, what follows the instrument is the number "5" to indicate the wave of data collection. Furthermore, when the variable name has an instrument as its prefix and is a variable directly associated with the questionnaire (is not constructed), the leaf or the end of the variable will indicate the section letter and the question number to which to variable corresponds to. Below is a deconstructed list of the variable names in Year 9:

Table 4a: Variable name structure (survey variables and weights)

Variable Name			Survey
Prefix	**Wave**	**Leaf**	
m	5	[a-k]1-9*	Mother Survey
m	5	natwt|citywt *	*National/City Weights (for mother)*
f	5	[a-k]1-9*	Father Survey
f	5	natwt|citywt*	*National/City Weights (for father)*
q	5	natwt|citywt*	*National/City Weights (for couple)*
k	5	[a-i]1-9*	Child Survey (In-Home)
k	5	natwt|citywt*	*National/City Weights (for child)*
t	5	[a-g]1-9*	Teacher Survey
p	5	[a-m]1-9*	PCG Survey (In-Home)
p	5	q[1-9]*	PCG Self-Administered Questionnaire (In-Home)
p	5	natwt|citywt*	*National/City Weights (for PCG)*
o	5	[a-g]1-9*	Interviewer Observations (In-Home)

Table 4b: Variable name structure (workbook variables)

Variable Name			Survey
Prefix	**Wave**	**Leaf**	
ch	5	*bmi|lb|kg|h|w	In-Home Study, Activities (Height and weight)
ch	5	ppvt*	In-Home Study, Activities (Child's PPVT scores)
ch	5	ds*	In-Home Study, Activities (Digit span)
ch	5	wj*	In-Home Study, Activities (Child's WJ scores)

Note: an asterisk (*) is used to indicate the existence of other characters in the variable name. To provide summaries of the variable names, we used asterisk instead of listing each individual case.

5.2. Constructed Variables

A number of variables were constructed and added to the data set by staff. Variables under this group begin with the letter "c". Some represent data not otherwise available to the public, and some are merely aggregations of existing data that we provided as a "shortcut" for researchers. Researchers may find these variables useful, but are free to construct them in other ways.

When constructing variables such as age, relationship status, and the household roster, the mother's report was generally used. However, there were a few cases in which the father's report was used to fill in missing information or to correct discrepancies in the mother's report.

Note: Raw yes/no questions are typically coded as 1=Yes and 2=No. Constructed yes/no variables are typically coded as 1=Yes and 0=No.

5.3. Survey Variables

Survey variables contain responses to questions asked during a survey and their variable names begin with a letter indicating to which survey they correspond. For a list of survey instruments and their corresponding prefixes in Year 9, please refer to Table 5. The survey instrument is named for either the person answering questions or the place being surveyed. For example, variable p5h1 in the data set contains responses provided to item H1 (In general, would you say child's health is …) in the PCG survey.

Table 5: Survey Instruments in Year 9

instrument	instrument description
m	Mother Survey
f	Father Survey
p	Primary Caregiver (PCG) Survey
k	Child Survey
n	Non-parental Primary Caregiver Survey
t	Teacher Survey
h	In-Home Activity Workbook
o	Interviewer Observations (In-Home)

Survey variables were processed as follows:

A few survey questions allowed multiple pre-coded responses. Each possible response was coded into an indicator variable whose value was assigned as 1 for affirmative situation and 0, otherwise. For example, all possible responses provided for item D1 during the In-Home Observations (*how would you best describe the child's clothing?*) were coded into a series of 9 indicator variables: o5d1_1 to o5d1_91, where variable o5d1_1 represents if "*dirty, unkempt*" clothing condition, variable o5d1_2 represents if "*dirty due to playing/eating*" and so on.

5.4. Key Identifier

The Family ID (**idnum**) is the key identifier on the file for merging and sorting. idnum is the random family case ID that links the biological parents of the child at baseline, and in each subsequent wave, links all survey components for each family sampled at baseline. idnum is a string variable consisting of 4 characters. Because, the idnum identifier remains fixed throughout the waves, it can be used to merge data from any wave of the study.

5.5. Variable Label

Variable labels in the data and codebook correspond as closely as possible to the questions in the questionnaire; however, for formatting reasons some of the questions have been modified or abbreviated in the labels. Please see the questionnaire for official question wording and response categories.

5.6. Variable Response and Missing Data Code

All variables also have value labels describing valid and missing responses. In addition to the listed response categories in the questionnaire, each variable (including continuous variables) can have any of the following nine negative values that indicate missing data:

Table 6: Missing Data Codes

Code	Label
-1	Refuse
-2	Don't know
-3	Missing (due to technical error)
-4	Multiple answers
-5	Not asked (not in survey version)
-6	Logical Skip
-7	Not applicable
-8	Out-of-range
-9	Not in wave

Occasionally other codes were used (-10 to -16) to indicate the question did not apply to the respondent or the respondent had effectively provided a response via an earlier question. In some cases, the negative codes are valid responses (ex: z scores).

5.7. Open-Ended Response Codes

Free response questions (open-ended questions) were coded by staff. Codes were assigned by two staff members working independently and these codes were reconciled by a third staff member.

When appropriate, open-ended responses were recoded into existing response categories of the questions. Open-ended responses that did not fit into the existing response categories were recoded into new categories in the 100 range (101, 102, etc.) if there were 10 or more similar responses. Cases that indicate an "other" but were vague or unique remain coded simply as "Other (not specified)."

6. Data Cleaning

For data derived from the phone surveys, limited data cleaning was performed on the files. Some values were recoded to –8 "out of range" and minor changes were made to earnings, income, household roster, ages, etc. if the decision was clear cut. If not, data was left for the user to decide how to code. Known inconsistencies across variables remain in the data for users to consider in their analysis.

In general for the data derived from the In-Home Study, we followed the following steps to clean the data:

First, the identifiers were checked for uniqueness. Records having duplicate identifiers were marked for verification against records in the database of the survey firm. To verify linkage status, records with unique identifiers were matched to records in most related data sets such as the Fragile Families core data, the activity workbook data (which was provided in batches of separate data sets), and the disposition data. Unmatched records were separated for further verification, and eventually were either dropped, if invalid, or retained, after correction(s).

Second, frequency distributions of categorical variables were examined to verify whether or not the codes appeared in the data were consistent with the corresponding codes listed in the instruments. In the process, any irregular responses or responses not within the permissible data value ranges were marked for checking. Series of multi-level crosstabulations of related items were generated to verify response consistencies. Obviously inconsistent data values, if could be reasonably edited, were either edited logically or replaced by value imputed from a "more reliable" response provided to one or some other related items.

Third, inconsistent or irregular data values that could not be edited logically were marked and sent to the survey firm for cross-verifying against responses recorded in the original data collection forms or raw files in the computer assisted telephone interview (CATI) system. Resolved data value, if different from the value in the earlier release(s) from the survey firm and also assessed as more reliable, was corrected accordingly.

Fourth, data collected from the pilot cities were combined with data collected from the other eighteen cities. To combine data, items not exactly the same in two versions of the questionnaires were identified and processed as follows: if the question asked is the same in two versions but the codes used for the responses are not identical: values used for the pilot cities were recoded to match the codes used for the eighteen cities. For example, variable o5c2 – the wording in this question for the pilot cities asked if wires in the house were covered; after the pilot cities, this question was altered to ask if wiring was exposed. The responses in the data reflect the latter wording, and yes/no responses have been switched for respondents from the first two cities.

7. Weights

The Fragile Families sample was selected using a complex sample design, where the sample members were not selected independently and were not selected with equal probabilities. For instance, non-marital births were oversampled. Therefore, Mathematica Policy Research has created a set of weights to adjust for the sample design (probability of selection), non-response at baseline, and attrition based on observed characteristics over the waves.

Public users, who do not have access to the stratum and PSU variables, can use a set of replicate weights to properly estimate variance for the sample. Contract data users can employ the replicate weights or Taylor Series method which incorporates strata and PSU.

A brief introduction to the weights available for the public data files is available in the documentation memo "Fragile Families & Child Wellbeing Study: A Brief Guide to Using the Weights for Waves 1-6" For detailed information on the construction of the sample weights for Year 9, please read "Methodology for Constructing Mother, Father, and Couple Weights for Core Telephone Survey Wave 5" as well as "Methodology for Constructing Primary Caregiver Weights for Wave 3-5 Fragile Families and Child Wellbeing Study" and "Methodology for Constructing Child Weights for Wave 3-5 Fragile Families and Child Wellbeing Study."

8. Introduction to Topics from the Data

Year 9 data covers a range of topics throughout surveys administered to the focal child, the focal child's biological mother, biological father, primary caregiver, as well the child's teacher, as well as through home activities and observations. Table 7 provides an overview of some of the topics covered in Year 9 by survey instrument (for a full list of survey instruments, please refer to Table 5).

Table 7: Major topics in Year 9 by survey instrument

Topics	m	f	p	h	n	o	t	k
Attitudes and Expectations	X	X	X		X		X	X
Childcare			X					
Cognitive and Behavioral Development		X	X	X		X	X	X
Health and Health Behavior	X	X	X	X	X	X	X	X
Housing and Neighborhood	X	X	X		X	X		X
Family and Social Ties	X	X	X				X	
Demographics	X	X	X	X	X		X	
Finances	X	X	X		X			
Education and School	X	X	X		X		X	X
Employment	X	X			X			
Legal System	X	X	X					
Romantic Relationships	X	X	X		X			X
Paradata and Weights	X	X	X	X	X	X	X	X
Parenting	X	X	X	X	X	X		X

The next sections of this User Guide are organized by these topics categories. Within each section, we will list **constructed variables**, followed by **scales** and **concepts** that relate to each topic. We define a scale as a composite measure that is composed of variables within the same construct. By constructing a scale, researchers can indicate the degree or intensity to which respondents adhere to the given construct. Scales are typically derived from an established source or existing study. Information on scoring a scale can be found within each section. Concepts are also aggregations of similar variables; however, we do not provide information on scoring, nor do we treat concepts as validated scales.

Researchers are also encouraged to interrogate the data further and to refer to the questionnaires provided in the Documentation for more information on the survey content.

9. Paradata

Every survey at Year 9 includes variables with information about the interview, also known as paradata. Within the available Year 9 paradata is the date (month and year) the interview was administered, the language it was administered in (English or Spanish), and the way in which it was delivered to the respondent (in person or by phone). **Samples flag variables** were also constructed by staff to help users sort the data by (1) respondent participation in a given survey and if applicable, their reason for non-response, or (2) whether the respondent belongs to the nationally-representative or city-representative sample. The rest of this chapter will highlight specific constructed paradata variables which are provided in the Year 9 data. For a full list of constructed variables see Table 8.

9.1. Constructed Variables - Age

Ages of the child, parents and primary caregivers are recorded across several different surveys. Age is recorded in the Core Survey for mother, father and child through the constructed variables. Variables from the mother, father, PCG and teacher questionnaires indicate their age or the age of the child at certain events (separation, CPS contact, marriage, diagnosis) as well as the age of members of the household. For those variables, please review the data. Data users should note that the child constructed age in years variable was rounded up or down to the nearest year, based on the calculated age in months.

The following are constructed variables for age:

- **cm5age** mother's age at the interview
- **cf5age** father's age at the interview
- **cm5b_age** and **cf5b_age** child's age in months at the time of mother and father interview, respectively
- **cm5b_ageyrs** and **cf5b_ageyrs** record the child's age in years at the time of mother and father interview, respectively
- **ch5agem** child's age in months at the time of In-Home Survey

9.2. Constructed Variables - Sample Flags

There are two types of sample flags – **interview flags** and **status flags**. Interview flags denote whether a person was interviewed in a particular wave. Status flags provide other important information about a case at a particular period (non-response reason, in a particular subsample, etc).

9.2.1. Interview completion flags

- **cm5mint**/**cm5fint** indicates whether mother/father completed interviewed, respectively, using mother's record(s).
- **cf5mint**/**cf5fint** indicates whether mother/father completed interviewed, respectively, using father's record(s).
- **ck5kint** indicates whether child completed interview
- **co5oint** indicates whether in-home observations were conducted
- **ct5tint** whether child's teacher completed survey
- **cp5pint** whether PCG completed PCG survey

Cases in which one or more respondents in a family were not interviewed in the current wave are included in the data file, but are coded "Not in wave" (-9) for all variables from the survey(s) that were not completed. Therefore, you will need to use these interview flags to subset out appropriate samples.

9.2.2. Status flags

- **cm5_bmomstat/cf5_bdadstat** describes the type of interview for biological mother and father, respectively (i.e.: by telephone, in person, break-off..)
    - In the first two pilot cities and early interviewing in the next five cities, we attempted to conduct interviews (either by phone or in-person) with parents that were incarcerated. However, shortly after the five cities interviewing began, the project discontinued interviews with currently incarcerated parents. Therefore, only six interviews were conducted on the phone (cm5_bmomstat of "67") and in-person (cm5_bmomstat of "66") with incarcerated mothers. Twenty-five interviews were conducted on the phone (cf5_bdadstat of "67") with incarcerated fathers; no interviews with incarcerated biological fathers were conducted in person.
- **cp5stat** describes the type of PCG interview (i.e.: by telephone, in person, break-off..)
- **ck5kstatus** describes child's interview status (i.e.: completed, breakoff, not in wave)
- **cn5stat** status of non-parental caregiver interview
- **ck5saliva** status for retrieving child saliva sample at Year 9 In-Home
- **cp5idstat** primary caregiver type (biological mother, biological father, non-parental)
    - Before administering the survey, interviewers determined which parent is the "primary caregiver" (PCG) for the focal child. This would determine who the PCG survey is administered to. The variable cp5idstat (included on the PCG file) will either be "61– biological mother", "62 – biological father" (in cases where the biological mother and biological father do not live together), "63 – non-parental caregiver", or "-9 – not in wave/not ascertained". Mothers will be coded as the "primary caregiver" (and cp5idstat will be "61") in cases where mothers and fathers live together with the child; the survey used the mother as the default primary caregiver. cp5idstat may have been captured even in cases where surveys were not completed. In these cases, a primary caregiver was identified but the survey was not completed.
- **ct5status** status of teacher survey
- **cm5samp** and **cf5samp** provide information on the mother or father's disposition status (whether eligible and reasons for non-response, such as mother/father/child died since previous wave).
- **c*5natsm** and **c*5citsm** indicate whether the respondent is in the national sample and/or the 20-cities sample and was interviewed in the wave.

- **c*1innatsm** and **c*1incitysm** (from the baseline file) indicate whether the respondent was part of the national/city sample (regardless of whether they were interviewed at any given wave).
- **cm5twoc/cf5twoc** identifies whether the family was in the first two pilot cities
  - A series of changes were made to the survey instruments between the first two pilot cities and the remaining 18 cities. In many cases, these were formatting changes that did not affect the substantive content of the survey questions. Values in variables where the content of the question changed between survey cities are denoted "-5 not asked" in individual data files.

Note: There are a small number of cases that do not have weights but have valid survey data and there are a small number of cases that have positive weights, but no survey data because the parent/child was deceased or the child was adopted (see Appendix B of "Using the Fragile Families Weights" for more information).

Table 8: Constructed variables with administrative information

Constructed Variable	Description of Constructed Variable
c[m|f]5age	Mother's/Father's age (years)
c[m|f]5b_age	Child's age at time of Mother/Father interview (months)
c[m|f]5b_ageyrs	Child's age at time of Mother/Father interview (years)
ch5agem	Child's age in months at time of In-Home Study
cf5bdadstat	Father's survey status
cm5bmomstat	Mother's survey status
c[m|f|q]5citsm	Year 9 city sample flag
c[m|f|q]5natsm	Year 9 national sample flag
c[m|f|q]5natsmx	Year 9 national sample flag (excluding one city)
c[m|f]5fint	Was father interviewed at Year 9?
ck5kint	Was child interviewed at Year 9?
cn5nint	Was non-parental PCG interviewed at Year 9?
cp5pint	Was PCG interviewed at Year 9?
co5oint	Was home observed at Year 9?
ct5tint	Was teacher interviewed at Year 9?
c[m|f|h|o|p]5intmon	Mother/Father/In-Home/Observation/PCG interview month
c[m|f|h|o|p]5intyr	Mother/Father/In-Home/Observation/PCG interview year
c[m|f]5mint	Was mother interviewed at Year 9?
cf5new108	Was father first interviewed at Year 9?
c[m|f]5samp	Mother/Father non-response reason
c[m|f]5span	Interview conducted in Spanish
c[m|f|p]5tele	Interview conducted by telephone
c[m|f]5twoc	Two cities flag
ck5kstatus	Converted interview completion status
cp5stat	NPCG/PCG interview status
ct5status	Teacher survey status

Constructed Variable	Description of Constructed Variable
ck5pcg_mismatch	Child Survey – Flag for PCG mismatch
ck5saliva	Child contributed saliva sample during Year 9 Home Visit
c[m|p]5pcgrel	Relationship of PCG to child
cm5tdiff	Time difference between mother and father interviews
co5famAtCA	Family present at Child Assessment (may interfere)
co5famAtCI	Family present at Child Interview (may interfere)
co5famAtInt	Family present at Interview (may interfere)
co5notinhouse	Home visit did not occur in PCG's house
cp5qlang	Language used for PCG self-administered questionnaire (SAQ)

10.   Finances

At Year 9, mother, father, PCG and non-parental primary caregiver, when applicable, were asked questions regarding their household finances. Child support questions include questions regarding the amount of money the respondent receives in child support, as well as the frequency of the transaction. The respondent's earnings (cash, housing, meals, clothes) are derived from traditional, non-traditional employment (includes illegal activity). Expenses are based on the respondent's expenses on food and housing. For questions related to the respondent's financial assets, the interviewer asks the respondent about home and vehicle ownership, and savings accounts. The respondent's household income is their total household income from all sources in the last year. Material hardship is the extent to which the respondent experienced hunger, homelessness, utility shut-off and forgone medical care due to a lack of financial resources. Private transfers involve financial help the respondent receives from family and friends, whereas public transfers/social services relate to financial help the respondent receives that is government-issued.

Table 9: Subtopics in Finances in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Child support	X	X			X		X	
Earnings	X	X						
Expenses	X	X	X					
Financial assets	X	X						
Household income/poverty	X	X	X		X			
Material hardship	X	X	X		X			
Private transfers	X	X			X			
Public transfers and social services	X	X	X		X			

10.1. Constructed Variables - Household Income

Household income measures were constructed for mothers and fathers, but users should review the following information regarding the imputation and construction process carefully before deciding how and whether to use these variables.

- **cm5hhinc** and **cf5hhinc** are mother and father's household income at Year 9, respectively
- **cf5hhincb**, an additional father variable, uses mother reports of household income for married and cohabiting couples

Respondents were asked to provide an exact dollar amount of their household income. If they could not, they were asked to provide a range. This strategy was effective in reducing missing data, although a portion of parents reported a range rather than an exact dollar amount. In constructing household income (c*4hhinc), we first imputed dollar amounts for those who reported a range of income (using others who provided income in the same range but provided a detailed amount of income). Next, we

imputed dollar amounts for those with no reported income. Both imputations included the following covariates: relationship status (mother report), age, race/ethnicity, nativity, whether employed last year, earnings, total adults in the household, and whether welfare was received. Imputations for those who reported a range were based on parent's own characteristics. Imputations for missing income were based on both parent's characteristics for married and cohabiting couples; otherwise, they were based on parent's own characteristics.

10.2. Constructed Variables - Household Income Imputation Flags

- **cm5hhimp, cf5hhimp** and **cf5hhimpb** indicate which parent reported income and which parents have imputed income (in reference to cm4hhinc, cf4hhinc, and cf4hhincb, respectively).

Please note that if parents reported a range of income in brackets, they are not flagged as having imputed data in these flags. Users can examine the raw variables to determine who had detailed/bracketed data.

10.3. Constructed Variables - Poverty Measures

- **cm5povco** and **cf5povco** indicate the poverty ratio. The poverty ratio is the ratio of total household income, as defined in c*5hhinc, to the official poverty thresholds, designated by the U.S. Census Bureau.
- **cm5povca** and **cf5povca** indicate poverty categories by transforming the poverty ratios into categorical variables.

The thresholds in c*5povca vary by family composition and year. At each wave, we used the poverty thresholds for the year preceding the interview. We calculated separate thresholds based on mother and father reports of household size and composition. However, calculations for married/cohabiting mothers and fathers rely on mother reports of household size and composition. A small number of missing values (don't know, refused) were treated as 0 in household membership counts.

- **cf5povcob** and **cf5povcab** are the poverty ratio and categories for fathers for "b" versions of his household income variables (based on cf5hhincb and cf5hhimpb).

The imputation flags created for the household income variables also refer to the poverty variables.

Please visit https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html for detailed information about poverty thresholds.

10.4. Scale – Material Hardship

At Year 9, 10 questions were asked to mothers, fathers, and non-parental caregivers to determine material hardship These items are taken from the "Basic Needs – Ability to Meet Expenses" section of the survey on Income and Program Participation (SIPP) 1996 Panel Wave 8 Adult Well-Being Topical Module Questionnaire, the 1997 & 1999 New York City Social Indicators Survey (SIS), and the 1999 Study of Work, Welfare, and Family Well-Being of Iowa families on FIP (Iowa's assistance program).[8,9]

10.4.1. Variables

Mother questions: **m5f23a - m5f23j** (10 variables)
Father questions: **f5f23a - f5f23j** (10 variables)
Non-parental caregiver questions: **n5g1a - n5g1j** (10 variables)

The Fragile Families Year 9 Survey includes several material hardship measures that are taken from the Survey of Income and Program Participation.[10,11] These questions are also similar to Mayer and Jencks Chicago study of hardship and poverty.[12,13]

Some of the hardship questions are also derived from the 1997 and 1999 Social Indicators Survey (SIS). This study looks at families and individuals in New York City and monitors changes over time. Some of the material hardship questions found in the SIS are similar to those found in the SIPP, such as items referring to not paying bills on time and loss of utilities. Other questions concern the respondent's hunger ([m|f]5f23b, n5g1b), access to free food ([m|f]5f23a, n5g1a), and the places he/she has lived ([m|f]5f23h, [m|f]5f23i, n5g1h, n5g1i), all within the past 12 months and all due to financial difficulties.[8]

10.4.2. Modifications

These "YES/NO" questions are similar to the original questions taken from other surveys, with a few exceptions. In the SIPP, respondents are asked whether "you/anyone in your household" had encountered the specified hardship. In the SIS, questions refer to "you [or your partner]." In W164 of the 1997 SIS, the questions is asked of "you [or your spouse/partner] [or your child] [or your children]." The corresponding FFCWS survey questions refer only to the respondent and not to his/her partner or children.

[8] *Survey on Income and Program Participation: 1996 Panel Wave 8 Adult Well-Being Topical Module Questionnaire.* (1998). Retrieved March 27, 2003, from http://www.sipp.census.gov/sipp/top_mod/1996/quests/wave8/awbook.html

[9] Social Indicators Survey Center, Columbia University School of Social Work. (1999). 1999 New York City Social Indicators Survey: Documentation and Codebook, Revised Version. Retrieved March 27, 2003, from http://www.siscenter.org/

[10] Bauman, K. (1998). Direct measures of poverty as indicators of economic need: Evidence from the survey income and program participation. *U.S. Census Bureau Poverty Measurement Papers.* Retrieved March 27, 2003, from http://www.census.gov/population/www/documentation/twps0030/twps0030.html

[11] Survey on Income and Program Participation: 1996 Panel Wave 8 Adult Well-Being Topical Module Questionnaire. (1998). Retrieved March 27, 2003, from http://www.sipp.census.gov/sipp/top_mod/1996/quests/wave8/awbook.html

[12] Mayer, S.E., & Jencks, C. (1989). Poverty and the Distribution of Material Hardship. *Journal of Human Resources,* 24 (1), 88-114.

[13] Bauman, K. J. 1999. Shifting family definitions: The effect of cohabitation and other nonfamily household relationships on measures of poverty. *Demography* 36(3):315-325.

Note: The FFCWS Year 9 Survey include only a subset of the hardship questions used in the SIPP and SIS studies. The Year 9 Survey does not contain separate questions on hunger (ever hungry but didn't eat because you couldn't afford enough food) for self and child/children, as in the Year 5 Survey.

10.4.3. Scoring

There is no established scoring for the material hardship questions included in the Year 9 surveys.

Table 10: Variables on Material Hardship

SIPP	SIS 1997	SIS 1999	Variable	Source variable
AW35_NEED1			m5f23c f5f23c n5g1c	Was there any time in the past 12 months when you did not pay the full amount of the rent or mortgage?
AW38_NEED2			m5f23d f5f23d n5g1d	In the past 12 months were you evicted from your home or apartment for not paying the rent or mortgage?
AW41_NEED3			m5f23e f5f23e n5g1e	In the past 12 months, did you not pay the full amount of the gas, oil, or electricity bill?
AW50_NEED6			m5f23j f5f23j n5g1j	In the past 12 months was anyone in your household who needed to see a doctor or go to the hospital but couldn't go because cost?
	W164		m5f23a f5f23a n5g1a	In the past 12 months, did you receive free food or meals?
		HAR10	m5f23h f5f23h n5g1h	In the past 12 months, did you move in with other people even for a little while because of financial problems?
		HAR12	m5f23i f5f23i n5g1i	In the past 12 months, did you ever stay at a shelter, in an abandoned building, an automobile or any other place not meant for regular housing even for one night?
			m5f23g f5f23g n5g1g	In the past 12 months, did you borrow money from friends to help pay bills?
			m5f23b f5f23b n5g1b	In the past 12 months, were you ever hungry but didn't eat because you couldn't afford enough food?
			m5f23f f5f23f n5g1f	Was your gas or electric service ever turned off or the heating oil company did not deliver oil because there wasn't enough money to pay the bills?

11. Health and Health Behavior

At Year 9, questions on health and health behavior were asked to the mother, father, PCG, non-parental caregiver, teacher and child. Within the disabilities topic, the respondent answered questions. Within disabilities, PCGs were asked whether and which kind of disability the child has (ex: speech problems, Down's syndrome, cerebral palsy) and the mother and father are asked whether they take medication for attention deficit disorder. Within the same topic, teachers were asked whether and what kind of disabilities services the child receives at the school. In the fertility history subtopic, respondents were asked whether they've had other children, how many, with whom and their children's ages. In health behavior, respondents were asked about their sleeping, eating habits (child's consumption of breakfast, milk, fruit, soda, candy, frozen food, snacks/chips on a typical day), drug/alcohol/cigarette consumption and child's hygiene. The subtopic health care access and insurance include questions to the respondent about the frequency and type of health care visits (if they seek counseling, what type) and the type of insurance they are covered by and through whom they obtained insurance. Height and weight measurements of the respondent are asked within the Core Surveys and collected within the activity workbook of the In-Home Study. Respondents were asked whether they/child regularly take(s) medication and what for (ex: allergies, digestive issues, asthma, diabetes, anxiety, and depression). Mental health questions ask the respondent about their condition (ex: depression, anxiety) and how pervasive it is (ex: trouble concentrating, sleeping, weight loss, thoughts of death). Physical health questions relate to the respondent and the child – in terms of general health, frequency of hospital visits and limitations that have arisen because of their health condition. Lastly, respondents are asked about their substance use, primarily alcohol, tobacco, drugs (ex: prescription pain killers, tranquilizers, sedatives, amphetamines, inhalants, crack/cocaine, LSD/hallucinogens, heroin or marijuana). The child was asked if they'd every secretly sipped an alcoholic beverage, smoked marijuana or cigarettes. During the In-Home Study, the interviewer noted whether the PCG appeared to be on drugs.

Table 11: Subtopics in Health and Health Behavior in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Disabilities	X	X	X		X		X	
Fertility History	X	X						X
Health behavior	X	X	X		X	X		X
Health care access and insurance	X	X	X		X			
Height and weight			X	X				
Medication	X	X	X		X			
Mental health	X	X	X		X			
Physical health	X	X	X				X	X
Sexual health and behavior	X	X	X					
Substance use and abuse	X	X	X		X	X		X

11.1. Constructed Variables - Height and Weight Measurements

At Year 9, measurements were recorded for height and weight of the child and PCG during the In-Home Survey, within the activity workbook.

11.1.1. Measuring height and weight

Height measurements, in centimeters, (using a large plastic standing ruler called a "stadiometer") of focal children and weight measurements, in pounds, of biological mothers and focal children were taken during the Home Survey. In constructing Body Mass Index (BMI), the mothers' height was taken from the In-Home Survey at Year 3 or from the In-Home Survey at Year 5 when Year 3 information was not available. Self-reported height from Year 3 was used when measurement of height was not available at both Years 3 and 5.

When taking height measurements of the focal child, the interviewer took two measurements. A third measurement was taken if the first two measurements deviated by two or more centimeters. For weight measurements, the interviewer took a third measurement of the mother or focal child if the difference in weight was greater than or equal to two pounds.

11.1.2. Calculating Body Mass Index (BMI) and BMI Z-Scores

Child's BMI was calculated by dividing the weight in kilograms by the height in meters. The z-score and percentile variables contain the standardized measurements which were generated based on the Center for Disease Control's (CDC) SAS programs. These programs generate a dataset that contain indices of the anthropometric status of children from birth to 20 years of age based on the 2000 CDC growth charts (http://www.cdc.gov/growthcharts/).[14]

The following variables were used for the z-score computations for focal children in the Year 9 In-Home survey: age of child in months (ch5agem), child's gender (cm1bsex), child's constructed height in centimeters (ch5chtcm), and child's constructed weight in kilograms (ch5cwtkg). The CDC code also includes a variable, which indicates whether a child's height was measured recumbent or standing; in our conversion, we coded everyone to standing as we did not measure recumbent height. The CDC further includes a variable for head circumference, which was set to missing in our calculation per CDC instruction.

PCG's BMI was calculated by dividing the weight in kilograms (ch5mwtkg) by the height in centimeters (ch5mhtcm). PCG's BMI z-score was calculated by assuming a normal distribution of ch5mbmi with a mean of 0 and standard deviation of 1.

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[14] Kuczmarski, R. J., Ogden, C. L., Guo, S. S. (2002). 2000 CDC growth charts for the united states: Methods and development. National Center for Health Statistics, 11(246).

Table 12: Child Measurement Variables

Description	N	Variable
Age in months at date of home interview	3391	ch5agem
Height in centimeters (using three measurements)	3352	ch5chtcm
Weight in pounds (using three measurements)	3361	ch5cwtlb
Weight in kilograms (using three measurements)	3361	ch5cwtkg
Body Mass Index (BMI)	3349	ch5cbmi
Flag for altered child height measurements	3369	ch5flag_cm
Flag for any issue with child's measurements	3400	ch5cflag
Body Mass Index (BMI)		
Z-score for height-for-age	3335	ch5haz
Percentile for height-for-age	3349	ch5hap
Z-score for weight-for-age	3344	ch5waz
Percentile for weight-for-age	3349	ch5wap
Z-score for BMI	3345	ch5bmiz
Percentile for BMI	3349	ch5bmip
Height		
Indicator for participation in child height measurements	3371	h5w11
First height measurement taken (cm)	3345	h5w11a1
Second height measurement taken (cm)	3345	h5w11a2
Third height measurement taken (cm)	250	h5w11a3
Height of child if self-reported instead of measured	7	h5w11b
Weight		
Indicator for participation in child weight measurements	3374	h5w9
First weight measurement taken (lbs.)	3327	h5w9a1
Second weight measurement taken (lbs.)	3327	h5w9a2
Third weight measurement taken (lbs.)	20	h5w9a3
Weight of child if self-reported instead of measured	34	h5w9b

Table 13: PCG Measurement Variables

Description	N	Variable
Weight in pounds (using three measurements)	3016	ch5mwtlb
Weight in kilograms (using three measurements)	3016	ch5mwtkg
Body Mass Index (BMI)	2875	ch5mbmi
Flag indicating PCG was too heavy for scale for weight	3019	ch5ovscale
Flag for any issue with PCG's measures	3400	ch5mflag
Body Mass Index (BMI)		
Z-score for BMI	2875	ch5mbmiz
Height		
Height in centimeters	3738	ch5mhtcm
Flag indicating mother's height is missing	3400	ch5mmis_ht
Flag indicating source of mother's height	3223	ch5selfht
Weight		
Indicator for participation in PCG weight measurements	3372	h5w8
First weight measurement taken (lbs.)	2704	h5w8a1
Second weight measurement taken (lbs.)	2704	h5w8a2
Third weight measurement taken (lbs.)	6	h5w8a3
Weight of PCG if self-reported instead of measured	312	h5w8b
Flag indicating PCG's weight was self-reported	3016	ch5selfwt
Flag indicating PCG;s weight is missing	3400	ch5mmis_wt

11.2. Scale – Pubertal Development

These items are taken from the Mother questionnaire of the Phase IV NICHD Study of Early Child Care and Youth Development Survey.[15]

11.2.1. Variables

PCG Questions: **p5h17, p5h17a, p5h17b, p5h23** (4 variables)
PCG Male-Specific Questions: **p5h19, p5h19a** (2 variables)
*PCG Female-Specific Questions***: p5h21, p5h22, p5h22a, p5h22b** (4 variables)

The Pubertal Development Scale was developed by Anne Peterson to provide an instrument for self-assessment of pubertal development by adolescents that could be used in school.[16] It consists of a series of questions about physical development that ask the respondent to evaluate the degree to which a specific physical change (such as pimply skin, growth spurt, breast development, or facial hair) has occurred. Development is related on a scale with the following values 1 (*No*), 2 (*Yes, barely*), 3 (*Yes, Definitely*), and 4 (*Development completed*). This measure has been widely used for assessment of pubertal development by parents and other observers. There are separate questions for girls and boys.

11.2.2. Modifications

The scale was completed by the primary caregiver rather than the child. The procedure at Year 9 is equivalent to that used in the NICHD Study of Early Child Care and Youth Development Survey.

11.2.3. Scoring Information

Girls' Pubertal Developmental Scale: For scoring p5h22 is recoded so 1=4 and 2=1. That is, 1 (*yes, menstruation started*) becomes 4 (*Development completed*) and 2 (*No, menstruation not started*) becomes 1 (*No*). The Pubertal development scale for girls is then computed as the mean of items with complete data.

Boys' Pubertal Development Scale is computed as the mean of items for cases with complete data.

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[15] National Institute of Child Health and Development Study of Early Child Care and Youth Development: Phase IV Mother Questionnaire: Pubertal Development Scale. https://secc.rti.org/Phase4InstrumentDoc.pdf
[16] Petersen, A.C., Crockett, L., Richards, M., & Boxer, A. (1988). A self-report measure of pubertal status: Reliability, validity, and initial norms. Journal of Youth & Adolescence, 17(2): 117-133.

11.3. Concept – Alcohol Use

11.3.1. Variables

Mother questions: **m5g19, m5g19a, m5g20** (3 variables)
Father questions: **f5g19, f5g19a, f5g20** (3 variables)

The Year 9 Core Survey includes a subset of three questions indicating alcohol use from the Composite International Diagnostic Interview - Short Form (CIDI-SF). Year 9 surveys do not contain the full CIDI-SF Alcohol and Drug Dependence Scales.

11.3.2. Modifications

The Year 9 Survey is comparable to the Year 5 Survey in its measurements of alcohol use. It is not, however, comparable to the Year 1 and Year 3 surveys in measurement of alcohol and drug dependence. The Year 9 Survey only includes questions regarding the frequency of alcohol use in the last twelve months and one of the seven symptoms (role interference as a result of use). Consequently, alcohol dependence caseness cannot be determined from the Year 9 survey.

Table 14: Alcohol Use in the Year 9 Survey

Alcohol User	Year 9 Mothers	Year 9 Fathers
Yes (1)	554	983
No(0)	2,954	1.660
Totals	3,508	2,643

11.4. Concept – Drug Use

11.4.1. Variables

Mother questions: **m5g21a, m5g21b, m5g21c, m5g21d, m5g21e, m5g21f, m5g21g, m5g21h, m5g21i, m5g21k, m5g22** (11 variables)
Father questions: **f5g21a, f5g21b, f5g21c, f5g21d, f5g21e, f5g21f, f5g21g, f5g21h, f5g21i, f5g21k, f5g22** (11 variables)

The Year 9 Core Survey includes a subset of 11 questions indicating drug use from the Composite International Diagnostic Interview - Short Form (CIDI-SF). Year 9 Core surveys do not contain the full CIDI-SF Alcohol and Drug Dependence Scales.

11.4.2. Modifications

The Year 9 Survey only include questions regarding the use of the nine drugs and one of the seven symptoms (role interference as a result of use). Consequently, drug dependence caseness cannot be determined. The surveys includes an additional question regarding how often each parent used any of the drugs in the past 12 months. Table 15 reports how many mothers and fathers report using any drugs in the last twelve months at Year 9. Table 16 reports the average number of drugs used by parents who reported drug use.

Table 15: Drug Use in the Year 9 Survey

Drug User	Year 9 Mothers	Year 9 Fathers
Yes (1)	318	416
No(0)	3,185	2,228
Totals	3,503	2,644

Table 16: Average Number of Drugs Used Among Drug Users

	Year 9 Mothers	Year 9 Fathers
# of Drugs Used (average)	1.28	1.35
(standard deviation)	(0.64)	(0.89)
Total Users	318	416

11.5. Scale – Mental Health Depression (CIDI-SF)

11.5.1. Variables

Mother questions: **m5g3 - m5g11, m5g11a, m5g12, m5g12a, m5g13 - m5g15** (15 variables)

Father questions: **f5g3 - f5g11, f5g11a, f5g12, f5g12a, f5g13 - f5g15** (15 variables)

Non-parental caregiver questions: **n5f3 - n5f11, n5f11a, n5f12, n5f12a, n5f13 - n5f15** (15 variables)

Constructed: **cm5md_case_lib**/**cf5md_case_lib/cn5md_case_lib** mother/father/PCG meets depression criteria (liberal);
cm5md_case_con/**cf5md_case_con/cn5md_case_con** mother/father/PCG meets depression criteria (conservative)

The Major Depressive Episode Year 9 questions are derived from the Composite International Diagnostic Interview - Short Form (CIDI-SF), Section A.[17] The short form of the CIDI interview takes a portion of the full set of CIDI questions and generates the probability that the respondent would be a "case" (i.e., a positively diagnosed respondent) if given a full CIDI interview.

The CIDI questions are consistent with the Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition.[18] The CIDI is a standardized instrument for assessment of mental disorders intended for use in epidemiological, cross-cultural, and other research studies.

Respondents are asked whether they have had feelings of dysphoria (depression) or anhedonia (inability to enjoy what is usually pleasurable) in the past year that lasted for two weeks or more, and if so, whether the symptoms lasted most of the day and occurred every day of the two week period. If so, they were asked more specific questions about: 1) losing interest, 2) feeling tired, 3) change in weight, 4) trouble sleeping, 5) trouble concentrating, 6) feeling worthless, and 7) thinking about death.

11.5.2. Modifications

All of the essential CIDI-SF questions to score a major depressive episode are included in the Year 9 survey. A few questions are omitted. These omitted questions deal with persistence, recency, and impairments associated with major depression and the subject's contact with a health care provider or other professional. The omitted

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[17] Kessler, R.C., Andrews, G., Mroczek, D., Ustun, T.B., & Wittchen, H.U. (1998). The World Health Organization Composite International Diagnostic Interview Short-Form (CIDI-SF). *International Journal of Methods in Psychiatric Research, 7*, 171-185.
[18] American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders, Fourth Edition.* Washington, DC: American Psychiatric Association.

questions play no part in generating predicted probabilities for the presence of disorders.[19]

11.5.3. Scoring

Section A of the CIDI-SF is used to classify respondents according to the criteria for a DSM-IV major depressive episode. No distinction is made between respondents with major depressive disorder, major depressive episodes that occur as part of a bipolar disorder, or major depressive episodes that occur in the course of psychotic disorders.

There are two ways to meet the diagnostic stem requirement for a major depressive episode:

- endorse all questions about having two weeks of dysphoric mood ([m|f]5g3-[m|f]5g4-[m|f]5g5; n5f3, n5f4, n5f5); or
- endorse all questions about having two weeks of anhedonia ([m|f]5g7-[m|f]5g8-[m|f]5g9; n5f7, n5f8, n5f9).

Consistent with the procedures described by Kessler and Mroczek in 1994 and 1997, each series requires the respondent to report two weeks of symptoms lasting at least about half of the day ([m|f]5g4, [m|f]5g8; n5f4, n5f8) and almost every day ([m|f]5g5, [m|f]5g9; n5f5, n5f9).

When the respondent denied the existence of the symptom or denied persistence, they skipped-out, and the respondent received a probability of caseness equal to zero. If the respondent endorsed the dysphoric stem, they were not asked the anhedonia stem questions. Note that the scoring instructions issued by Walters et al. created more stringent conditions for endorsing the stem; respondents must report two weeks of symptoms last at least "most of the day" in questions [m|f]5g4/n5f4 and [m|f]5g8/n5f8. As a consequence, the approach used here results in more respondents endorsing the stem than would endorse if the 2002 revisions were employed.

If the respondent endorsed the diagnostic stem series, an additional seven symptom questions were asked: losing interest ([m|f]5g6/n5f6=1, only if the stem involves dysphoria; the anhedonia stem question [m|f]5g7/n5f7=1 should be counted when the anhedonia stem is endorsed), feeling tired ([m|f]5g10/n5f10=1), change in weight greater than or equal to 10 pounds ([m|f]5g11/n5f11=1, 2, or 3 and [m|f]5g11a/n5f11a>=10), trouble with sleep ([m|f]5g12/n5f12=1 and [m|f]5g12a/n5f12a=1 or 2), trouble concentrating ([m|f]5g13/n5f13=1), feeling down ([m|f]5g14/n5f14=1), and thoughts about death ([m|f]5g15/n5f15=1). The respondent's major depressive (MD) score (range 0-8) is then calculated as the sum of positive responses to each of these seven symptom questions and the first dysphoric stem question ([m|f]5g3/n5f3). Note that the scoring scheme proposed by Walters et al. excludes [m|f]5g3/n5f3 from the symptom count, leading to an MD score range of 0-7.

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[19] Walters, E.E., Kessler, R.C., Nelson, R.C., & Mroczek, D. (2002). *Scoring the World Health Organization's Composite International Diagnostic Interview Short Form (CIDI-SF; Dec 2002).* For a copy of this memo please contact ffdata@princeton.edu.

The files contain both a conservative (**cm5md_case_con cf5md_case_con, cn5md_case_con)** and liberal (**cm5md_case_lib cf5md_case_lib, cn5md_case_lib**) version of diagnoses for major depression and probabilities. The liberal scale follows Kessler and Mroczek's criteria, requiring the respondent report two-week depressive symptoms over at least half the day and including the first stem question ([m|f]5g3, n5f3) in the MD score. The conservative scale uses the adjustments advocated by Walters et al., requiring depressive symptoms be present "most of the day" to be counted and omitting the first stem question when calculating MD score.[19]

There are two scoring alternatives for the CIDI-SF MD section. The first is to create a dichotomous score, classifying respondents as either probable cases or probable non-cases based on whether or not they have a MD score of three or more. The second is to assign respondents the probability of caseness score. Note that respondents who denied the MD stem questions or otherwise skipped out of the section prior to assessing the symptoms in the MD score receive a probability of caseness equal to zero.

A Memo Edit issued by Kessler in December 2002 indicates that subjects that volunteer they are taking medication for depression [m|f]5g3/n5f3 or [m|f]5g7/n5f7=-14) should be counted as depressed. Note that while they receive a positive score for caseness, they are not asked any of the seven symptom questions. Note that participants indicate in [m|f]5g2b1d whether they are taking medication for depression. These questions are not an official part of the CIDI scales for depression, so are not included in MD caseness.

Table 17: Major Depression Caseness (Conservative) at Year 9

	t1	t2	t3
Emotionality	0.61	0.64	0.67
Shyness	0.71	0.73	0.79

Table 18: Major Depression Caseness (Liberal) at Year 9

MD Caseness	Mothers	Fathers	Non-parental PCG
Yes (1)	613	381	17
No (0)	2889	2266	113
Total	3502	2647	130

12.   Cognitive and Behavioral Assessments

In Year 9 assessments were administered to the primary caregiver (PPVT or TVIP) and/or child (PPVT/TVIP and Woodcock-Johnson) in order to describe their cognitive ability. Survey questions regarding cognitive and behavioral development were also asked of the mother, father, PCG, teacher and child and included questions about impulsivity, internalizing behavior, externalizing behavior, delinquency, focus and short term memory. The following table displays in which survey one might find variables related to cognitive and behavioral development.

Table 19: Subtopics in Cognitive and Behavioral Assessments in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Behavior		X	X			X	X	X
Cognitive Skills				X			X	

12.1. Scale – Peabody Vocabulary Test (PPVT)

12.1.1. Variables

In-Home Activity Workbook: **ch5ppvtae, ch5ppvtpr, ch5ppvtraw, ch5ppvtss** (4 variables)

The Peabody Picture Vocabulary Test (PPVT-III) test measures receptive vocabulary and screens for verbal ability.[20] Like the Woodcock Johnson III tests, it is administered with an "easel" or activity book. The interviewer reads a word and asks the child to identify the picture in the easel (among a set of four pictures) that corresponds to that word.

Table 20: PPVT Variables

	N	Variable
PPVT raw score	3346	ch5ppvtraw
PPVT standard score	3346	ch5ppvtss
PPVT age equivalency	3346	ch5ppvtae
PPVT percentile rank	3346	ch5ppvtpr

Table 21: PPVT Scale Statistics

	α	N	M (SD)	Range	Skew	Kurtosis
PPVT	0.95*	3346	Raw: 111.11 (20.38)	41-185		
			Standardized: 92.72 (14.95)	37-159	0.42	3.12

*The reported alpha represents the median alpha for the population on which the PPVT was normed. It does not reflect the alpha for this sample.

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[20] Dunn, L.M. and L.M. Dunn (1997). Examiner's Manual for the Peabody Picture Vocabulary Test, Third Edition. American Guidance Services, Inc.

12.2. Scale – Woodcock Johnson Passage Comprehension and Applied Problems (WJ)

12.2.1. Variables

In-Home Activity Workbook: **ch5wj9raw, ch5wj9ss, ch5wj9pr, ch5wj9ae, ch5wj10raw, ch5wj10ss, ch5wj10pr, ch5wj10ae** (8 variables)

The initial Passage Comprehension (WJ Subtest 9) items involve symbolic learning, or the ability to match a rebus (pictograph representation of a word) with an actual picture of the object.[21] The next items are presented in a multiple-choice format and require the individual to point to the picture represented by a phrase. The remaining items require the person to read a short passage and identify a missing key word that makes sense in the context of that passage. The items become increasingly difficult by removing pictorial stimuli and by increasing passage length, level of vocabulary, and complexity of syntactic and semantic cues.

Applied Problems (WJ Subtest 10) requires the focal child to analyze and solve math problems. To solve the problems, the focal child must listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations. Because many of the problems include extraneous information, the focal child must decide not only the appropriate mathematical operations to use but also which numbers to include in the calculation. Variable difficulty increases with complex calculations.

Table 22: Woodcock Johnson Variables

	N	Variable
WJ 9 raw score	3333	ch5wj9raw
WJ 9 standard score	3333	ch5wj9ss
WJ 9 age equivalency	3332	ch5wj9ae
WJ 9 percentile rank	3332	ch5wj9pr
WJ 10 raw score	3343	ch5wj10raw
WJ 10 standard score	3343	ch5wj10ss
WJ 10 age equivalency	3342	ch5wj10ae
WJ 10 percentile rank	3342	ch5wj10pr

Table 23: Woodcock Johnson Scale Statistics

	a	N	M (SD)	Range	Skew	Kurtosis
WJ 9	0.81-.94[1]	3333	Raw: 25.53 (5.71)	0-41		
			Standardized: 92.63 (14.23)	1-136	-1.03	8.18
WJ 10		3343	Raw: 32.13 (6.14)	0-54		
			Standardized: 92.72 (14.95)	37-159	-1.08	7.58

[1]The reported alpha represents the median alpha for the entire battery. It does not reflect the alpha for this sample

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[21] Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). *Woodcock-Johnson III Tests of Achievement*. Itasca, IL: Riverside Publishing.

12.3. Scale – Child Behavior Problems (CBCL)

Data about the child's behavior were collected using questions taken from the behavioral, emotional and social problems scales of the Child Behavior Checklist (CBCL)/6-18.[22,23]

12.3.1. Variables

PCG Self-Administered Questions: **p5q3a - p5q3y, p5q3aa - p5q3az, p5q3ba, p5q3bb1 - p5q3bb8, p5q3bc - p5q3cb, p5q3cd - p5q3db** (111 variables)

The Year 9 PCG Self-Administered Questionnaire contains 111 items of the CBCL/6-18 on which a parent, or surrogate parent, is asked to rate their child's behavior from 1 (*Not true*) to 3 (*Very true or often true*).

Relatively few well-standardized behavioral measures are available for young children. Achenbach's *Child Behavior Checklists* are the most widely used scales for assessing problematic behavior, with versions available for preschoolers as well as older children, and for teacher- as well as parent-report. They provide subscales for different subtypes of problems and are supported with extensive normative data.

12.3.2. Modifications

Several items from the "other problems" scale were excluded. These items include the following questions: child has bowel movements outside of the toilet, child does not eat well, child bites fingernails, child sleeps more than most children, child sucks thumb, child wets self during the day, child wets the bed, and child wishes to be opposite sex.

12.3.3. Scoring

Selected items in the CBCL comprise the following eight constructs or syndromes: aggressive behavior, withdrawn/depressed, anxious/depressed, attention problems, social problems, rule-breaking behavior, somatic complaints, and thought problems. Variables should be recoded in the following manner prior to scoring (1=0, 2=1, 3=2).

Scores for subscales can be calculated either by adding scores for each variable or by averaging variable scores. It should be noted that scale scores are only calculated for participants with responses to each variable in the scale. When a participant responds with don't know, refuse, or missing to any variable on a given scale, their scale score will be missing. See tables below for examples of items from individual scales. For a full list of items comprising each subscale please email FFData@princeton.edu.

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[22] Achenbach, T.M. (1992). Manual for the Child Behavior Checklist / 2-3 and 1992 Profile. Burlington, VT: University of Vermont Department of Psychiatry.

[23] Achenbach, T.M., & Rescorla, L.A. (2000). Manual for the ASEBA Preschool Forms and Profiles. Burlington, VT: University of Vermont, Research Center for Children, Youth & Families.

Table 24: Examples from the Aggressive Subscale

	N	Variable
Child is cruel, bullies, or shows meanness to others	3320	p5q3o
Child physically attacks people	3316	p5q3bc
Child has temper tantrums or a hot temper	3331	p5q3co

Note. Alpha based on full sample: 0.89 (*N*=3177).

Table 25: Examples from the Withdrawn/ Depressed Subscale

	N	Variable
Child enjoys very little	3307	p5q3e
Child is unhappy, sad, or depressed	3331	p5q3cv
Child is withdrawn, doesn't get involved with others	3318	p5q3da

Note. Alpha based on full sample: 0.70 (*N*=3246).

Table 26: Examples from the Anxious/ Depressed Subscale

	N	Variable
Child cries a lot	3322	p5q3m
Child fears certain animals, situations, or places, other than school	3318	p5q3ab
Child fears going to school	3324	p5q3ac

Note. Alpha based on full sample: 0.78 (*N*=3205).

Table 27: Examples from the Attention Problems Subscale

	N	Variable
Child fails to finish things he or she starts.	3297	p5q3d
Child can't concentrate, can't pay attention for long	3319	p5q3g
Child can't sit still, is restless, or hyperactive	3319	p5q3i

Note. Alpha based on full sample: 0.85 (*N*=3238).

Table 28: Examples from the Social Problems Subscale

	N	Variable
Child is easily jealous	3317	p5q3y
Child gets hurt a lot or is accident-prone	3324	p5q3ai
Child prefers being with younger kids	3320	p5q3bj

Note. Alpha based on full sample: 0.73 (*N*=3213).

Table 29: Examples from the Rule Breaking Behavior Subscale

	N	Variable
Child drinks alcohol without parents' approval	3313	p5q3b
Child doesn't seem to feel guilty after misbehaving	3318	p5q3x
Child breaks rules at home, school or elsewhere	3324	p5q3aa

Note. Alpha based on full sample: 0.77 (*N*=3226).

Table 30: Examples from the Somatic Complaints Subscale

	N	Variable
Child has nightmares	3326	p5q3as
Child is constipated, doesn't have bowel movements	3321	p5q3au
Child feels dizzy or lightheaded	3331	p5q3aw

Note. Alpha based on full sample: 0.76 (*N*=3209).

Table 31: Examples from the Thought Problems Subscale

	N	Variable
Child can't get his or her mind off certain thoughts	3318	p5q3h
Child hears sounds or voices that aren't there	3326	p5q3am
Child exhibits strange behavior	3321	p5q3cd

Note. Alpha based on full sample: 0.77 (*N*=3213).

Table 32: Subscale Statistics

CBCL 6/18 Scale	α	N	M (SD)	Range	Skew	Kurtosis
Aggressive Behavior	0.89	3177	RAW: 4.39 (4.92)	0-36		
			AVG: 0.24 (0.27)	0-2	1.90	7.83
Withdrawn/ Depressed	0.70	3246	RAW: 1.39 (1.83)	0-16		
			AVG: 0.17 (0.23)	0-2	2.39	12.47
Anxious/ Depressed	0.78	3205	RAW: 2.38 (2.80)	0-26		
			AVG: 0.18 (0.22)	0-2	2.62	15.32
Attention Problems	0.85	3238	RAW: 3.64 (3.59)	0-20		
			AVG: 0.37 (0.36)	0-2	1.18	4.20
Social Problems	0.73	3213	RAW: 2.30 (2.56)	0-22		
			AVG: 1.21 (0.23)	0-2	2.08	10.48
Rule Breaking Behavior	0.77	3226	RAW: 1.87 (2.44)	0-34		
			AVG: 0.11 (0.14)	0-2	5.04	54.46
Somatic Complaints	0.76	3209	RAW: 1.29 (2.11)	0-22		
			AVG: 0.12 (0.19)	0-2	3.68	26.17
Thought Problems	0.77	3213	RAW: 1.88 (2.61)	0-30		
			AVG: 0.13 (0.17)	0-2	3.74	29.20
Total Internalizing[1]	0.88	3043	RAW: 5.03 (5.70)	0-64		
			AVG: 0.16 (0.18)	0-2	3.49	26.62
Total Externalizing[2]	0.91	3108	RAW: 6.22 (6.92)	0-70		
			AVG: 0.18 (0.20)	0-2	2.64	16.16
Total CBCL[3]	0.95	2602	RAW: 40.07 (19.48)	0-248		
			AVG: 0.33 (0.16)	0-2	2.72	22.11

Note. Statistics (including the range) are based on Year 9 data; they do not represent scale norms.

[1]Total internalizing includes all items from the anxious/depressed scale, all items from the somatic complaints scale and all items from the withdrawn/depressed scale. See previous CBCL tables above for a full list of scale items

[2]Total externalizing includes all items from the aggressive behavior scale and all items from the rule-breaking behavior scale. See previous CBCL tables above for a full list of scale items.

[3] Total CBCL includes most items from the CBCL. It does not include the following questions: child has bowel movements outside of toilet, child does not eat well, child bites fingernails, child sleeps more than most children, child sucks thumb, child wets self during day, child wets bed, child wishes to be the opposite sex. Total CBCL includes the following items, which are not contained in any other subscale: child brags or boasts, child is cruel to animals, child overeats, child is overweight, child shows off or clowns, child talks too much, child whines. See previous CBCL tables above for a full list of items.

12.4. Scale – Adaptive Social Behavior Inventory (ASBI)

12.4.1. Variables

PCG Self-Administered Questions: **p5q3dc-p5q3do** (13 variables)

12.4.2. Modifications

These items were adapted from the Express Subscale of the Adaptive Social Behavior Inventory (ASBI).[24],[25],[26] The ASBI is designed to be an educator's report of child social skills; however in the FFCWS Year 9 survey, these questions were adapted to be appropriate for a PCG self-report. Examples of these changes are illustrated in Table 33.

12.4.3. Scoring

An overall score for adolescent social skills can be calculated by recoding all items from 1-3 to 0-2 and summing all items.

Table 33: Examples of ASBI Modifications

ASBI Express Subscale Item	Year 9 PCG Survey Item	Variable
Understands feelings	Child understands others' feelings, when happy, sad, mad	p5q3dc
Sympathetic	Child is sympathetic toward other children's distress	p5q3dd
Open and direct	Child is open and direct about what he or she wants	p5q3de

[24] Hogan, A.E., Scott, K.G., & Bauer, C.R. (1992). The Adaptive Social Behavior Inventory (ASBI): A new assessment of social competence in high-risk three-year-olds. Journal of Psychoeducational Assessment, 10, 230-239.

[25] Greenfield, D.B., Wasserstein, S.B., Gold, S., & Jorden, B. (1997). The Adaptive Social Behavior Inventory (ASBI): Evaluation with high-risk preschoolers. Journal of Psychoeducational Assessment, 15, 322-333.

[26] Scott, K.G., Hogan, A.E., & Bauer, C.R. (1997). Social competence: The Adaptive Social Behavior Inventory (ASBI). In R.T. Gross, D. Spiker, & C.W. Haynes (Eds.)

12.5. Scale – WISC-IV Forward and Backward Digit Span

12.5.1. Variables

In-Home Activities: **ch5dspr, ch5dsss, ch5dsraw, ch5dsae** (4 variables)

Data about child's auditory short term memory, sequencing skills, attention, and concentration were measured using the Wechsler Intelligence Scale for Children, Digit Span subtest WISC- IV Digit Span.[27]

12.5.2. Scoring

The Year 9 In-Home Activities contain 16 items in two sections from the WISC-IV Digit Span forward and backward tests. Each item contains two trials, or chances for a child to repeat the span correctly. Each trial is different, but trials for each individual item are equivalent (see Table 35 for examples). Interviewers read a number and asked the child to repeat the number, forward or backward, dependent on the section. Interviewers score 1(*correct*) or 0 (*incorrect*). Children who do not respond receive a rating of 0: incorrect. The interviewers follow a discontinue rule for each section, if a score of 0 is achieved on both trials.

Individual items for the WISC are not available for release. Variables included on the file are listed in Table 34.

Table 34: WISC-IV Digit Span Variables

	N	Variable
Digit span raw score	3369	ch5dsraw
Digit span standard score	3367	ch5dsss
Digit span age equivalency	3368	ch5dsae
Digit span percentile rank	3366	ch5dspr

Table 35: WISC-IV Digit Span Items

Digit Span Forward and Backward Examples
Item 1.1: 2 – 9
Item 4.2: 5 – 2 – 1 – 8 – 6
Item 8.2: 4 – 2 – 6 – 9 – 1 – 7 – 8 – 3 – 5

Table 36: WISC-IV Digit Span Scale Statistics

	α	N	M (SD)	Range	Skew	Kurtosis
Digit Span	0.87.[1]	3369	Raw: 13.85 (3.12)	0-32		
			Standardized: 9.35 (2.81)	1-19	0.24	3.43

Note. [1]The reported alpha represents the subtest alpha, which resulted when the WISC – IV was normed. It does not reflect the alpha for this sample.

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[27] Wechsler, D. (2003). *Wechsler Intelligence Scale for Children: WISC-IV®*, (4th Ed) San Antonio, TX: Harcourt Assessment.

12.6. Scale – Task Completion and Behavior

These items are modeled after the perseverance scale from the PSID-CDS-II and III.[28]

12.6.1. Variables

Child Questions: **k5g1a - k5g1e** (5 variables)

12.6.2. Scoring

Cases can be scored by taking the mean of all four items for cases without missing data. Basic scale statistics may be found in Table 38.

Table 37: Task Completion and Behavior Scale

	N	Variable
I stay with a task until I solve it.	3292	k5g1a
Even when I task is difficult, I want to solve it anyway.	3308	k5g1b
I keep my things orderly.	3323	k5g1c
I try to do my best on all my work.	3333	k5g1d
When I start something, I follow it through to the end.	3313	k5g1e

Note. Alpha based on full sample: 0.59 (*N*=3262). There are 115 missing responses for the Task Completion and Behavior scale; these missings occur because of participants responding don't know, refuse, or missing to any given variable within the scale.

Table 38: Task Completion and Behavior: Scale Statistics

Scale	α	N	M (SD)	Range	Skew	Kurtosis
Peer Bullying	0.59	3262	2.41 *(0.49)*	0-3	-0.98	4.17

Statistics (including the range) are based on the Year 9 Fragile Families survey data; they do not represent scale norms.

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[28] Furstenberg, F. F., Jr., Cook, T. D., Eccles, J., Elder, G. H., & Sameroff, A. (1999). Managing to Make it: Urban Families and Adolescent Success. University of Chicago Press.

12.7. Scale – Self-Description Questionnaire (SDQ)

Data about child's behaviors and emotions were collected via self-interview using items from the internalizing and externalizing subscales of the Self-Description Questionnaire (SDQ).[29]

The Year 9 child interview contains 14 of the SDQ items, on which the child is asked to rate their frequency of emotions and behaviors from 0 (*Not at all true*) to 3 (*Very true*).

12.7.1. Variables

Child Questions: **k5g2a - k5g2n** (14 variables)

12.7.2. Scoring

The scale for externalizing was only calculated for children with valid data for at least four of the six items. For internalizing the scale was calculated for children with valid data for six of the eight items. When a participant responds with don't know, refuse, or missing, to any item on a given scale, their scale score will be missing (see tables below for individual scales).

Selected items in the SDQ comprise the following constructs: internalizing and externalizing. Scores for subscales can be calculated by taking the mean of the items in each subscale.

Table 39: SDQ Externalizing

	N	Variable
I often argue with other kids	3330	k5g2b
It's hard for me to pay attention	3331	k5g2d
I get distracted easily	3329	k5g2f
It's hard for me to finish my school work	3327	k5g2h
I get in trouble for talking and disturbing others	3328	k5g2m
I get in trouble for fighting with other kids	3326	k5g2n

Note. Alpha based on full sample: 0.76 (*N*=3334). The subscale is calculated when participants have valid data points for at least two items.

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[29] Marsh, H. W. (1990). Self-Description Questionnaire Manual. Campbelltown N. S. W. Australia: University of Western Sydney, Macarthur.

Table 40: SDQ Internalizing

	N	Variable
I feel angry when I have trouble learning	3318	k5g2a
I worry about taking tests	3332	k5g2c
I often feel lonely	3331	k5g2e
I feel sad a lot of the time	3326	k5g2g
I worry about doing well in school	3326	k5g2i
I worry about finishing my work	3327	k5g2j
I worry about having someone to play with at school	3332	k5g2k
I feel ashamed when I make mistakes at school	3324	k5g2l

Note. Alpha based on full sample: 0.78 (*N*=3329). The subscale is calculated when participants have valid data points for at least two items.

Table 41: SDQ Subscale Statistics

Scale	α	N	M (SD)	Range	Skew	Kurtosis
Externalizing	0.76	3334	0.92 (0.72)	0-3	0.71	2.78
Internalizing	0.78	3329	1.15 (0.70)	0-3	0.37	2.37

Statistics (including the range) are based on the Year 9 survey data; they do not represent scale norms.

12.8. Scale – Delinquent Behavior

These items are modeled after the Things That You Have Done scale.[30] Similar items were included in the National Longitudinal Survey of Youth 1997.

12.8.1. Variables

Child Questions: **k5f1a - k5f1q** (17 variables)

12.8.2. Modification

The Year 9 Survey posed these questions in a "YES/ NO" format as opposed to employing a Likert scale for frequency of behaviors. Several scales were modified from the Things That You Have Done Scale.[31]

Table 42: Child Self-Reported Delinquency Questions

	N	Variable
Purposely damaged or destroyed property that wasn't yours	3333	k5f1a
Taken or stolen something from another person or from a store	3333	k5f1b
Taken money at home, like from your mother's purse/ dresser	3334	k5f1c
Cheated on a school test	3336	k5f1d
Had a fist fight with another person	3339	k5f1e
Hurt an animal on purpose	3338	k5f1f
Trespassed into somebody's garden, backyard, house, or garage	3339	k5f1g
Ran away from home	3343	k5f1h
Skipped school without an excuse	3341	k5f1i
Secretly taken a sip of wine, beer, or liquor	3339	k5f1j
Smoked marijuana, grass, pot, weed	3338	k5f1k
Smoked a cigarette or used tobacco	3339	k5f1l
Been suspended or expelled from school	3341	k5f1m
Written things or spray painted on walls or sidewalks or cars	3343	k5f1n
Purposely set fire to a building, a car, or other property or tried to do so	3341	k5f1o
Avoided paying for movies, bus or subway rides or food	3328	k5f1p
Thrown rocks or bottles at people or cars	3339	k5f1q

Note. Alpha based on full sample: 0.70 (N=3281)

Table 43: Crime against people subscale

	N	Variable
Had a fist fight with another person	3339	k5f1e
Thrown rocks or bottles at people or cars	3339	k5f1q
Been suspended or expelled from school	3341	k5f1m
Note. Alpha based on full sample: 0.29 (N=3335).		

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[30] Maumary-Gremaud, A. (2000). Things that you have done. (Technical Report) http://www.fasttrackproject.org/techrept/t/tyd/tyd5tech.pdf
[31] The following document also has comparisons of subscales: http://www.fasttrackproject.org/techrept/t/tyd/tyd5tech.pdf

Table 44: Theft subscale

	N	Variable
Taken or stolen something from another person or from a store	3333	k5f1b
Taken money at home, like from your mother's purse/ dresser	3334	k5f1c
Trespassed into somebody s garden, backyard, house, or garage	3339	k5f1g
Avoided paying for movies, bus or subway rides or food	3328	k5f1p
Note. Alpha based on full sample: 0.42 (*N*=3312).		

Table 45: Vandalism subscale

	N	Variable
Purposely damaged or destroyed property that wasn't yours	3333	k5f1a
Written things or sprayed paint on walls or sidewalks or cars	3341	k5f1n
Purposely set fire to a building, a car, or other property or tried	3343	k5f1o
Note. Alpha based on full sample: 0.29 (*N*=3330).		

Table 46: School delinquency subscale

	N	Variable
Cheated on a school test	3336	k5f1d
Skipped school without an excuse	3341	k5f1i
Been suspended or expelled from school	3341	k5f1m
Note. Alpha based on full sample: 0.22 (*N*=3331).		

Table 47: Alcohol use subscale

	N	Variable
Secretly taken a sip of wine, beer, or liquor	3339	k5f1j

Table 48: Drug use subscale

	N	Variable
Smoked marijuana, grass, pot, weed	3338	k5f1k
Smoked a cigarette or used tobacco	3339	k5f1l
Note. Alpha based on full sample: 0.21 (*N*=3337).		

Table 49: Child Self-Reported Delinquency Scale statistics

Scale	α	N	M (SD)	Range	Skew	Kurtosis
Total child delinquency	0.70	3281	1.24 (1.77)	0-17	2.30	10.75
Crimes against people	0.29	3335	0.36 (0.55)	0-2	1.26	3.60
Theft	0.42	3312	0.61 (0.64)	0-4	2.38	9.13
Vandalism	0.29	3330	0.19 (0.46)	0-3	2.63	10.80
School delinquency	0.22	3331	0.27 (0.52)	0-3	1.90	6.17
Alcohol use		3339	0.04 (0.20)	0-1	4.63	22.42
Drug use	0.21	3337	0.01 (0.10)	0-2	11.64	152.79

13.   Employment

At Year 9, questions were asked regarding the child's mother, father or non-parental caregiver's employment. In the subtopic traditional employments, mothers, father and non-parental caregivers were asked about their job type, their work schedule and the employment status of other members of their household. In the non-traditional work subtopic, mothers and fathers were asked about their non-traditional job (including working for self, "hustles", and other work) type and work schedule in the last year (both frequency and type of work) as well as that of the other biological parent and current partner. In the unemployment subtopic, mothers, fathers and non-parental caregivers were asked about their current employment status, whether and how long they've been looking for a regular job, as well as their reasons for being unable to look for a regular job. Mothers and father were asked about their work stress/flexibility which included questions about the stress work causes and them and their child, whether working interferes and whether work provides enough flexibility to meet their child's needs.

Table 50: Subtopics in Employment in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Traditional work	X	X			X			
Non-traditional work	X	X						
Unemployment	X	X			X			
Work stress/flexibility								

13.1 Open-ended Response Codes – Occupation

For **traditional employment** we constructed an occupation variable for mothers (m5i12a_code) and fathers (f5i12a_code) based on the 3 digits codes from the U.S. Bureau of Labor Statistics (BLS) Occupational Classification System by Major Occupational Groups. These categories are summarized below:

101 – Professional, Technical, and Related Occupations (Group A)
102 – Executive, Administrative, and Managerial Occupations (Group B)
103 – Sales Occupations (Group C)
104 – Administrative Support Occupations, including Clerical (Group D)
105 – Precision Production, Craft, and Repair Occupations (Group E)
106 – Machine Operators, Assemblers, and Inspectors (Group F)
107 – Transportation and Material Moving Occupations (Group G)
108 – Handlers, Equipment Cleaners, Helpers, and Laborers (Group H)
109 – Service Occupations, except Private Household (Group K)
110 - Unspecified
112 - Military
113 – Farming/Agriculture (father baseline only)
114 – Self-employed (father baseline only)

For **non-traditional employment** (e.g. working in own business and other sources of income, occupation variables (m5i24aos_code, f5i26aos_code) were coded using a slightly different set of categories designed by staff that incorporated some additional categories necessitated by the data. The staff followed the classifications described by Occupational Classification System by Major Occupational Groups (though these code numbers differ slightly).

101 – Artists and Athletes: includes athletes, photographers, artists, musicians. This category is based on a Board of Labor Statistics sub-grouping.
102 – Administrative Support: to include clerical jobs, bookkeepers, and people working for temp agencies.
103 -- Sales
104 – Construction and Precision Trades: includes jobs related to building and home improvement (brickmasons, carpet installers, drywallers, painters, carpenters, etc) as well as the respondent who said he makes uniforms. This is based on the BLS Major Occupational Group E with mechanics and repairers removed. (See code 110)
105 – Military
106 – Entertainment: includes escort service, adult entertainment, party services, DJs, and gambling.
107 – Transportation and Delivery
108 – Service Occupations: includes food (restaurants, catering, bartending), health (aromatherapists, personal trainers), and personal services (babysitting, in home care of the elderly, cosmetology). This is based on BLS Major Occupational Group K.
109 – Illegal Activity
110 – Mechanics and Repairers: includes work related to car repair or audio installation. This is the other portion of BLS Major Occupational Group E (most are in code 104).
111 – Real Estate and Finance
112 – Landscaping and Agriculture: includes landscaping, cutting grass, ranching, farming, raising cattle.
113 – Professional: includes educators, lawyers, accountants, architects, information technology jobs, and other professionals. This is essentially BLS Major Occupational Group A without artists & athletes (code 101).
114 – Other: includes responses we could not code into above.

14.   Romantic Relationships

A number of questions were asked during the Year 9 mother and father surveys to understand the parent's romantic relationship with one another as well as, if applicable, new partners. Questions were asked regarding their relationship quality with their partner (i.e. communication, supportiveness, cooperation, intimate partner violence), their relationship status (whether they are married, cohabiting, dating, no longer together) and to whom. Constructed variables regarding their relationship status were made by the staff.

Table 51: Subtopics in Romantic Relationships in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Relationship Quality	X	X	X		X			
Relationship Status	X	X			X			X

14.1. Constructed Variables - Mother's relationship with child's father

- **cm5relf** mother's reported romantic relationship with child's father at Year 9

In the Year 9 mother survey, the mother's relationship status with the child's father was recorded based on information reported by the mother. Mothers were asked about their relationship status with the baby's father (m5a4), and cohabitation status as reported in question (m5a4=4). Mothers are considered married to the focal child's father for cm5relf (cm5relf=1) if m5a4 =1. Mothers who are living with their respective babies' fathers "all or most of the time" are considered to cohabiting (cm5relf=4). Mothers who are romantically involved with the respective babies' fathers but live with them only "rarely", "never" or "rarely/never" are coded as romantically involved, living apart (cm5relf=5). Mothers who don't live with the respective babies' fathers due to separation or divorce are coded as Separated, Divorced or Widowed (cm5relf=2). The three additional categories in the cm5relf variable: "friends", "not in any kind of relationship," "father unknown," "father deceased" are based on mothers' report in m5a4.

Table 52: Constructed variables about parent's romantic relationships

Constructed Variable	Description of Constructed Variable
cm5cohf	Mother living with (not married) child's father at Year 9
cf5cohm	Father living with (not married) child's mother at Year 9
c[m|f]5cohp	Mother/Father living with (not married) new partner at Year 9
cm5marf	Mother married to baby's father at Year 9
cf5marm	Father married to baby's mother at Year 9
c[m|f]5marp	Mother/Father married to new partner at Year 9
cm5relf	Mother relationship with father at Year 9

14.2.   Concept – Couple Relationship Quality

These items include questions on whether their relationship is in trouble and the frequency with which they discuss breaking up.

14.2.1.   Variables

Mother questions: **m5c5a, m5c5b, m5c5c** (3 variables)
Father questions: **f5c5a, f5c5b, f5c5c** (3 variables)

14.2.2.   Modifications

Three questions about whether the relationship might be in trouble and consideration of breaking up (c5a-c) are modifications of NSFH questions, which were originally developed by Booth, Johnson, and Edwards as part of the Marital Instability Index.[32,33]

Items are coded on a 3-point scale (1=often, 2=sometimes, 3=never).

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[32] Sweet, J.A. and Bumpass, L. (1996). *The National Survey of Families and Households – Waves 1 and 2: Data Description and Documentation*. Center for Demography and Ecology, University of Wisconsin-Madison (http://www.ssc.wisc.edu/nsfh/home.htm).
[33] Booth, A., Johnson, D., & Edwards, J. N. (1983). Measuring marital instability. *Journal of Marriage and the Family, 45*: 387-394.

15.   Parenting

Questions were asked to the mother, father and PCG at Year 9 – about the respondent's relationship to their child and parenting practices. Questions about child welfare services include questions asked of the PCG about contact with Child Protective Services and questions asked of mother and father about the focal child's foster parents, if applicable. In the category of parent-child contact are questions related to the time parent spends with child and the extent of their communication and visitation, for those parents who do not live with their child. In the parenting abilities subtopic, are questions regarding parent's decision-making, co-parenting, stress and self-perception as a parent. Activities, routines and discipline-related questions are grouped within the parenting behavior category.

Table 53: Subtopics in Parenting in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Child Welfare Services	X	X	X		X			
Parent-Child Contact	X	X	X		X			X
Parenting Abilities	X	X	X		X			
Parenting Behavior	X	X	X	X	X	X		X

15.1. Constructed Variables - PCG's relationship with child

- **cp5pcgrel** PCG-reported relationship with child.

The PCG-reported variable (cp5pcgrel) identifies the primary caregiver's relationship with the child, in most cases the PCG is the child's biological mother but the PCG can also be the biological father, grandmother, other relative or non-relative. The PCG is the biological mother in situations where she or she and the biological father had custody of the "focal child" for half or more of the time. If the biological mother did not have primary custody of the child, the PCG was the father, relative, or friend who had custody of the child half or more of the time.

Table 54: Distribution of PCG's Relationship with Child at Year 9

	Frequency
Biological mother	3,353
Biological father	145
Grandparent	87
Aunt or Uncle	27
Sibling	2
Other relative	8
Foster parent	5
Other adult	1

15.2.   Concept – Caregiver-Child Relationship

These items are taken from the Family Functioning and the Middle Childhood and Adolescent sections of the National Survey of Child Health (NSCH).[34,35]

15.2.1.   *Variables*

PCG Questions: **p5k1f, p5k1g, p5i23** (3 variables)
Child Questions: **k5a2e, k5a2f** (2 variables)
Mother Questions: **m5k2, m5k7** (2 variables)
Father Questions: **f5k2, f5k7** (2 variables)

These items assess the caregiver-child relationship with respect to closeness between caregiver/ child, degree to which caregiver/ child talk and share ideas, and number of friends of the child the caregiver can identify. Closeness between child and caregiver is measured on a Likert scale ranging from 1 (*extremely close*) to 4 (*not very close*). The extent to which the child/ caregiver talk and exchange ideas was measured on a similar Likert scale ranging from 1 (*extremely well*) to 4 (*not very well*). The number of friends of child the caregiver can identify is measured on a Likert scale ranging from 1 (*none of them*) to 5 (*all of them*); an additional point 6 (*child has no friends*) was also included.

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[34] *National Survey of Children's Health.* (2003). Family Functioning Section http://nschdata.org/Content/Guide.aspx#S8
[35] *National Survey of Children's Health*. (2003). Middle Childhood and Adolescence Section http://nschdata.org/Content/Guide.aspx#S7

15.3. Scale – Aggravation in Parenting

15.3.1. Variables

PCG questions: **p5k1a - p5k1d** (4 variables)
Mother questions: **m5k2a - m5k2d**[36] (4 variables)
Father questions: **f5k2a - f5k2d** (4 variables)

The aggravation in parenting questions are derived from the Child Development Supplement of the Panel Study of Income Dynamics (PSID).[37,38] The scale measures the amount of parenting stress brought on by changes in employment, income or other factors in the parent's life. It was developed for the JOBS[39] (Job Opportunities and Basic Skills Training Program) child outcome survey by Child Trends, Inc. and several items come from the Parent Stress Inventory.[40] Items Q2A29a-d are from the primary caregiver/household questionnaire. Their 5-question scale had an alpha of 0.69. Research has shown that high levels of aggravation in parenting are related to mothers' employment status and to child behavior problems.[41]

15.3.2. Modifications

The Year 9 study does not use all 9 of the items mentioned above. Instead, the four questions from Q2A29a-d are used (see Table 55 for complete listing). The FFCWS questions are also scored on a 4-point scale, where 1 = "strongly agree," 2 = "somewhat agree," 3 = "somewhat disagree," and 4 = "strongly disagree," whereas the original questions used a 5-point Likert scale that ranged from "not at all true" to "completely true."

15.3.3. Scoring

Given that FFCWS did not implement the full scale, we suggest summing the items and dividing by the top value of the Likert-scale.

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[36] Biological mothers answered these questions in the Mother survey only when she is not the PCG; otherwise she answers them in the PCG survey.

[37] *The Panel Study of Income Dynamics Child Development Supplement: User Guide for CDS-III*. (2010). Retrieved February 17, 2010, from http://psidonline.isr.umich.edu/CDS/questionnaires/cds-iii/child.pdf

[38] *Primary Caregiver of Target Child Household Questionnaire for the Child Development Supplement to the Family Economics Study, 1997*. (1997). Retrieved March 27, 2003, from ftp://ftp.isr.umich.edu/pub/src/psid/questionnaires/97child/PCGhhld.pdf

[39] Now known as the National Evaluation of Welfare-to-Work Strategies (NEWWS).

[40] Abidin, R. (1995). *Parent Stress Inventory, 3rd Edition.* Odessa, FL: Psychological Assessment Resources.

[41] Hofferth, S., Davis-Kean, P.E., Davis, J., & Finkelstein, J. *The Child Development Supplement to the Panel Study of Income Dynamics: 1997 User Guide.* Survey Research Center, The University of Michigan Institute for Social Research. Retrieved March 27, 2003, from http://www.isr.umich.edu/src/child-development/usergd.html

Table 55: Aggravation in Parenting FFCWS Items PSID-CDS

	Variables	**Source Items**
Q2A29a	m5k2a f5k2a p5k1a	Being a parent is harder than I thought it would be
Q2A29b	m5k2b f5k2b p5k1b	I feel trapped by my responsibilities as a parent
Q2A29c	m5k2c f5k2c p5k1c	I find that taking care of my child(ren) is much more work than pleasure
Q2A29d	m5k2d f5k2d p5k1d	I often feel tired, worn out, or exhausted from raising a family

Table 56: Basic scale statistics for aggravation in parenting (Year 9 Scale)

	α	N	M (SD)	Range	Skew	Kurtosis
PCG's aggravation	0.66	3614	8.12 (0.05)	4-16	0.42	2.66
Mothers' aggravation	0.62	110	8.07 (0.25)	4-15	0.51	2.82
Fathers' aggravation	0.67	2286	7.46 (0.06)	4-16	0.72	3.04

Note. Statistics (including the range) are based on the Year 9 Fragile Families survey data; they do not represent scale norms. Cronbach's alpha is quite sensitive to the number of items in the scale. Pallant (2007) suggests alphas of greater than or equal to 0.5 can be considered acceptable if the number of items in the scale is less than ten.

15.4. Scale – Conflict Tactics

The original Conflict Tactic Scales was designed for use with partners in a marital, cohabiting, or dating relationship. The CTSPC was created in 1996 in response to limitations of the original scale as a measure of child maltreatment.[42] The PCG Self-Administered Questionnaire contains 19 of the 22 items on the Parent Child Conflict Tactics Scales (CTSPC). Mothers, fathers, and children also all answer a subset of the Conflict Tactics questions at Year 9.

15.4.1. Variables

Primary Caregiver Questions: **p5q1a - p5q1n, p5q2a - p5q2e** (19 variables)

Mother Questions: **m5k10a - m5k10n** (14 questions)

Father Questions: **f5k10a - f5k10n** (14 questions)

Child Questions: **k5b1a - k5b1d** (4 questions about mother)**, k5b2a - k5b1d** (4 questions about father)**, k5b3a - k5b3d** (4 questions about mother's partner)

15.4.2. Modifications

Our survey eliminates seven questions from the CTSPC that ask about severe physical maltreatment. However, we include the CTSPC's supplemental scale on Neglect (5 questions). Questions asked in the scale are listed in the tables below.

15.4.3. Scoring

The remainder of this section will focus on the questions asked in the PCG Survey as this provides the most complete set of questions from the Conflict Tactics scale. For each question, subjects were asked to choose one of eight responses to the question "How many times have you done this in the past year?" The possible responses were:

a) once, b) twice, c) 3-5 times, d) 6-10 times, e) 11-20 times, f) more than 20 times, g) not in the past year, but it happened before, or h) this has never happened.

As seen above, the CTSPC can be used to estimate both *prevalence* and *chronicity*. For research use, Prevalence (the percent who engaged in one more of the acts in the scale or subscale) is the most frequently used score. For some research purposes, a Chronicity score is also important[43].

Prevalence is often expressed using a dichotomous variable indicating whether an event: a) has happened one or more times, or b) has never happened (alternately, "has happened one or more times in the past year" or "has not happened in the past year").

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[42] Straus, M. A., Hamby, S. L., Finkelhor, D., Moore, D. W., & Runyan, D. (1998). Identification of Child Maltreatment with the Parent-Child Conflict Tactics Scales: Development and Psychometric Data for a National Sample of American Parents. Child Abuse and Neglect. Vol. 22. No. 4. pp. 249-270.
[43] Straus, M.A. (2001). Scoring and norms for the CTS2 and CTSPC Family Research Laboratory, University of New Hampshire. http://pubpages.unh.edu/~mas2

Chronicity may be measured in several ways:

1. Give responses a value between 0 and 6 and sum the total for each subsection (we will need to pay attention to "not in the past year," currently coded as '07', so that it does not receive greater weight than other responses).

2. Assign weights to values in accordance with the frequencies indicated by the response categories. This is done by adding the midpoints for the response categories chosen by the participant. The midpoints are the same as the response category numbers for categories 0, 1, and 2. For category 3 (3 – 5 times) the midpoint is 4, for category 4 (6 – 10 times) it is 8, for category 5 (11 – 20 times) it is 15, and for category 6 (More than 20 times in the past year) using 25 is suggested as the midpoint.[44]

3. Convert raw scores to percentages using 0-100 standardized scales. This is done by simply dividing the score for each respondent by the maximum possible score, multiplying by 100, and rounding to an integer. Thus, for the Reasoning scale, a respondent with a raw score (by method 1) of 9 would have a percentage score of 50, and a respondent with a raw score of 12 would have a percentage score of 67. The advantage of the percentage standardization is that it expresses all scales in the same units and uses units that have meaning to the general public: i.e., percentage of the maximum possible score. However, there is no statistical advantage[45].

4. Use the Gallup data on the preceding page as a benchmark for new data.

Categorical measures for CTSPC responses are employed chiefly for assault data, and utilize questions not administered in the FFCWS. Straus suggests that it may be useful to set threshold criteria for "low" and "high" rates of incidence for the various subscales[46], though there are currently no established norms for such categories.

Summing responses for the entire scale or constructing categories would be problematic since for several items high frequencies may represent socially desirable conflict management tactics. Even for undesirable tactics, there is a lack of agreement over how to measure the severity of physical and psychological maltreatment. With applicable standards, however, measures combining severity and chronicity would be possible.[47]

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[44] 25 is an assumed mid-point for the "more than 20 times" category. See Murray A. Straus' "Scoring and Norms for the CTS2 and CTSPC" at Straus, M.A., Hamby, S.L., Warren, W.L. (2003). The Conflict Scales Handbook, Western Psychological Services.

[45] Straus, M.A. (1990). Measuring intrafamily conflict and violence: The conflict Tactics (CT) Scales. In M.A. Straus & R.J. Gelles (Eds.), Physical violence in American families, New Brunswick, NJ: Transaction.

[46] Also see Straus section on "Cutting Points For … Scales".

[47] Such measures are available for assault data. For one such measure, see the Frequency Times Severity Weighted (FS) Scale in Kantor, G.K. and Jasinski, J.L. Out of the Darkness, pp. 123-124.

Table 57: Non-Violent Discipline Subscale for Year 9 Data

	N	Variable
Explained why something was wrong	3302	p5q1a
Gave him/her something else to do instead of what he/she was doing wrong	3255	p5q1e
Took away privileges or grounded him/her	3274	p5q1l
Put him/her in "time out" (or sent to his/her room)	3291	p5q1b

Note. Alpha based on full sample: 0.83 (*N*=3150).

Table 58: Psychological Aggression Subscale for Year 9 Data

	N	Variable
Shouted, yelled, or screamed at him/her	3277	p5q1f
Threatened to spank or hit him/her but did not actually do it	3300	p5q1j
Swore or cursed at him/her	3285	p5q1h
Called him/her dumb or lazy or some other name like that	3319	p5q1n
Said you would send him/her away or kick him/her out of the house	3306	p5q1i

Note. Alpha based on full sample: 0.62 (*N*=3180). There are 62 missing scale scores for this scale; these missings occur because of participants responding don't know, refuse, or missing to any given variable within the scale.

Table 59: Physical Assault Subscale for Year 9 Data

	N	Variable
Spanked him/her on the bottom with your bare hand	3289	p5q1g
Hit him/her on the bottom with something like a belt, hairbrush, a stick or some other hard object	3291	p5q1d
Slapped him/her on the hand, arm or leg	3296	p5q1k
Pinched him/her	3277	p5q1m
Shook him/her	3140	p5q1c

Note. Alpha based on full sample: 0.70 (*N*=3007).

Table 60: Neglect Subscale for Year 9 Data

	N	Variable
Had to leave your child home alone, even when you thought some adult should be with him/her	3319	p5q2a
Were so caught up with your own problems that you were not able to show or tell your child that you loved him/her	3315	p5q2b
Were not able to make sure your child got the food he/she needed	3308	p5q2c
Were not able to make sure your child got to a doctor or hospital when he/she needed it	3317	p5q2d
Were so drunk or high that you had a problem taking care of your child	3322	p5q2e

Note. Alpha based on full sample: 0.57 (*N*=3289).

Table 61: Subscale Statistics for Year 9 FFCWS Data

	α	N	M (SD)	Range	Skew	Kurtosis
Non-violent discipline	0.83	3150	RAW: 38.56 (28.04)	0-100		
			AVG: 9.64 (7.01)	0-25	0.63	2.32
Psychological Aggression	0.62	3180	RAW: 17.30 (0.33)	0-125		
			AVG: 3.46 (0.07)	0-25	1.50	5.26
Physical Assault	0.70	3007	RAW: 5.98 (0.20)	0-101		
			AVG: 1.20 (0.04)	0-20.2	3.81	22.30
Neglect	0.57	3289	RAW: 1.24 (0.87)	0-100		
			AVG: 0.25 (0.02)	0-20	8.95	114.02

16.   Legal System

At Year 9, both mother and father were asked about any involvement they had had with the criminal justice system and if so, when did the incident occur, whether they were charged with a crime and if so, what were they charged for, as well as if and how long did they spend time in jail or in prison. Questions were also asked regarding their history with the criminal justice system, including if they were ever spent to a youth correctional facility. Police contact questions included whether the respondent was stopped by police but not arrested, and whether the respondent reported an incident of IPV to the police Other legal questions in the data are related to legal paternity the father has over the child and which parent has legal custody.

Table 62: Subtopics in Legal System in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Criminal Justice Involvement	X	X	X		X			
Legal Custody	X	X						
Paternity	X	X						
Police Contact and Attitudes	X	X						

16.1.   Constructed Variables - Father in Jail
cm5finjail, cf5finjail, cm5ffinjail, cm5fevjail, cf5fevjail, cm5ffevjail

The constructed jail variables for mother report of father in jail, father report of his own incarceration, combined reports, and cumulative measures of whether father has ever been in jail are available at each wave. The constructed jail variables maximize reports of fathers' incarceration status based on information in the core files and from disposition reports. The variables are coded as 0 for not in jail/never in jail and 1 for in jail/ever in jail. We did not code cases "not in wave" on these variables; instead, missing values represent no information available on jail status.

### 17.	Housing and Neighborhood

At Year 9, mother, father and PCG were asked questions regarding their and their child's living arrangements. To describe their home environment, respondents were asked about the state of their housing utilities (heating, electricity and gas) and if their utilities were ever shut off in the last year; additionally, the interviewer remarked their home's condition (ex: clutter, peeling paint, broken windows). For household composition, a housing roster was used to plot the number of people in the home, what relationship the respondent had to each person, how old each person is and whether they were working. In addition, respondents were asked what their current housing situation was like (housing status) and whether they'd moved since the child's first birthday or been evicted in the last year (residential mobility). If they had been evicted, respondents were asked where they stayed and were asked how much they owed on the house they were evicted from. Regarding neighborhood conditions, the respondent was asked about the kind of neighborhood they lived in (whether there was graffiti, whether it was safe, whether there was gang activity, times they witnessed a shooting in the last year, etc.), and the interviewer remarked on neighborhood conditions as well, as the teacher.

Table 63: Subtopics in Housing and Neighborhood in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Child Living Arrangements	X	X	X		X			
Home Environment	X	X	X		X	X		X
Household Composition	X	X			X		X	X
Housing Status	X	X			X			
Parents' Living Arrangements	X	X	X		X			
Residential Mobility	X	X	X		X			
Neighborhood Conditions	X	X	X		X	X	X	

Table 64: Constructed variables for household composition

Constructed Variable	Description of Constructed Variable
c[m|f]5adult	Number of adults 18 or over in household (includes respondent)
c[m|f]5kids	Number of children under 18 in household (includes focal child)
c[m|f]5cohp	Mother/father living with (not married) new partner at Year 9
c[m|f]5gdad	Grandfather present in household
c[m|f]5gmom	Grandmother present in household

17.1. Scale – Home Observation for Measurement of the Environment (HOME)

17.1.1. Variables

In-Home Observation Questions: **o5e1-o5e17, o5e18a - o5e18i** (26 variables)

Immediately following the completion of the In-Home Activities, the interviewer completed a series of questions based on their observations of the respondent's home and neighborhood and their experiences with the family and focal child during the In-Home Study. Information collected includes observations of the neighborhood, areas immediately outside the home, interior common areas (for apartments only), interior of the home/apartment, and child's appearance; HOME Scale measures regarding PCG's affect and demeanor during In-Home Activities; and ratings of the behavior and demeanor of the child.

The origin of the observation questions is the Home Observation for Measurement of the Environment (HOME) Inventory developed by M. Caldwell and R.H. Bradley.[48] The Home Observation for Measurement of the Environment (HOME) provides a means to examine and assess the caring environment in which the child is being reared. A number of items from the HOME were assessed during the In-Home interview portion of the Year 9 survey. These items were derived from several versions of the HOME for different age groups including the early childhood HOME, middle childhood HOME and early adolescent HOME. Subscale scoring is not provided because of the use of items from all three versions of the HOME.

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[48] Caldwell, M. & Bradley, R H. (1984). *The Home Observation for Measurement of the Environment*. Little Rock: University of Arkansas.

17.2. Scale – Neighborhood Collective Efficacy

The Year 9 PCG Survey includes two sets of items that together measure neighborhood collective efficacy. The first set is related to informal social control and the second measures the level of cohesion and trust. These are modeled after measures developed by Sampson, Raudenbush, and Earls and used in the Project on Human Development in Chicago Neighborhoods (PHDCN): Community Involvement and Collective Efficacy, Wave 3 Primary Caregiver (PC) and Young Adult (SP) Questionnaires.[49]

17.2.1. Variables

PCG Questions: **p5m2a - p5m2d, p5m3a - p5m3d** (8 variables)

17.2.2. Scoring

Before scoring this scale, p5m3c and p5m3d should be reverse coded (1-4 to 4-1). Then items can be summed to yield a total collective efficacy score. More frequent responses of agreement (lower scores) indicate higher levels of collective efficacy.

17.2.3. Modifications

The cohesion/trust measure differs somewhat between the PHDCN and the FFCWS. The variable "people in this neighborhood generally don't get along with each other" by Sampson et al. was not included in the PHDCN PC or SP questionnaires, but is included in the FFCWS at Year 9.[26] Also, the variable "people in this neighborhood can be trusted" is not included in later waves of the FFCWS, including Year 9.

In addition, response options have been modified to all collective efficacy items. The PHDCN items include response options on a five-point scale (1 = "Strongly agree" to 5 = "Strongly disagree" and 1 = "Very likely" to 5 = "Very unlikely"), but the FFCWS items at Year 9 are coded on a four-point scale, as they have been in most of the earlier waves of the FFCWS.

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[49] Sampson, R. J., S. W. Raudenbush, and F. Earls (1997). "Neighborhoods and Violent Crime: A 'Multilevel Study of Collective Efficacy." Science, 277, 918-924.

Table 65: Collective Efficacy, PHDCN and FFCWS Variable Names and Survey Items

PHDCN PC	PHDCN SP	FFCWS Y3	FFCWS Y5	FFCWS Y9	FFCWS Y15	Survey Items
5-pt scale	*5-pt scale*	*5-pt scale*	*4-pt scale*	*4-pt scale*	*4-pt scale*	
CICE7	CIYA7	p3k2a	m4i0n1 f4i0n1	p5m3a	p6i7 k6e2a	People around here are willing to help their neighbors
CICE6	CIYA6	p3k2b	m4i0n2 f4i0n2	p5m3b	p6i8 k6e2b	This is a close-knit neighborhood
		p3k2d	m4i0n3 f4i0n3	p5m3c	p6i9 k6e2c	People in this neighborhood generally don't get along with each other
CICE8	CIYA8	p3k2e	m4i0n4 f4i0n4	p5m3d	p6i10 k6e2d	People in this neighborhood do not share the same values
CICE9	CIYA9	p3k2c				People in this neighborhood can be trusted
CICE10	CIYA10	p3k1a	m4i0m1 f4i0m1	p5m2a	p6i2 k6e3a	If children were skipping school and hanging out on the street
CICE11	CIYA11	p3k1b	m4i0m2 f4i0m2	p5m2b	p6i3 k6e3b	If children were spray-painting buildings with graffiti
CICE12	CIYA12	p3k1c	m4i0m3 f4i0m3	p5m2c	p6i4 k6e3c	If children were showing disrespect to an adult
CICE13	CIYA13	p3k1d	m4i0m4 f4i0m4	p5m2d	p6i5 k6e3d	If a fight broke out in front of the house or building
CICE14	CIYA14	p3k1e	m4i0m5 f4i0m5	p5m2e	p6i6	If the fire station closest to the neighborhood was threatened

17.3. Scale – Environmental Confusion (CHAOS)

These items are adapted from the Confusion, Hubbub, and Order Scale (CHAOS).[50] The original version of the CHAOS Scale contained 15 items measuring parent-reported environmental confusion in the home, defined as "high levels of noise, crowding, and home traffic pattern." Year 9 uses five of the six items included in a shorter version of the CHAOS scale.[51]

17.3.1. Variables

PCG Questions: **p5i22a - p5i22e** (5 variables)

17.3.2. Scoring

A total chaos score can be generated by summing the items following reverse scoring so that high values=high chaos (i.e. reverse score "bedtime routine", "on top of things", and "calm atmosphere" items).

17.3.3. Modifications

The full CHAOS scale included 15 true/false items but a shorter version used by Petrill et al. and others,[52,53] includes a range of response options from 1 = "Definitely untrue" to 5 = "Definitely true."[42,43] At Year 9, use of this shorter scale in the FFCWS includes these five-point response options. However, at Year 15, response options were simplified for use in the teen telephone survey. Thus, both the Teen and PCG Surveys at Year 15 include a range of values from 1 = "Not true" to 3 = "Often true." These modifications are shown in Table 66.

Table 66: Environmental Confusion Source and FFCWS Items

FFCWS Y9 PCG	FFCWS Y15 PCG	FFCWS Y15 Teen	CHAOS Items (Petrill et al. 2004)
5-point scale	*3-point scale*	*3-point scale*	*5-point scale*
p5i22a	p6d13	k6c4a	Can't hear yourself think in your home
p5i22b	p6d14	k6c4b	It's a real zoo in your home
p5i22c	p6d15	k6c4c	Children have a regular bedtime routine
p5i22d	p6d16	k6c4d	Usually able to stay on top of things
p5i22e	p6d17	k6c4e	Atmosphere in your house is calm
---	---	---	Usually a television turned on somewhere in home

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[50] Matheny, A. P., Wachs, T. D., Ludwig, J. L., Phillips K. (1995). Bringing order out of chaos: Psychometric characteristics of the confusion, hubbub, and order scale. *Journal of Applied Developmental Psychology,* 16(3): 429-444.

[51] Petrill, S. A., Pike, A., Price, T., & Plomin, R. (2004). Chaos in the home and socioeconomic status are associated with cognitive development in early childhood: Environmental mediators identified in a genetic design. *Intelligence,* 32: 445-460.

[52] Hart, S.A., Petrill, S.A., Deckard, K.D., Thompson, L.A. (2007). SES and CHAOS as environmental mediators of cognitive ability: A longitudinal genetic analysis. *Intelligence,* 35(3): 233-242.

[53] Johnson, A.D., Martin, A., Brooks-Gunn, J., Petrill, S.A. (2008). Order in the House! Associations among Household Chaos, the Home Literacy Environment, Maternal Reading Ability, and Children's Early Reading. *Merrill-Palmer Quarterly,* 53(4).

18.   Education and School

At Year 9, the mother, father and PCG were asked questions regarding their and their child's educational history. Constructed variables (cm5edu and cf5edu) and many survey variables describe the mother and father's education attainment and certifications. Mothers, fathers and PCGs were asked about their school involvement, meaning their attendance to open-house/back-to-school nights, parent-teacher conferences, PTA/PTO meetings; how often they help with homework and whether they've made friends with other parents at the child's school; furthermore, the respondent was asked why, if applicable, had they not involved themselves with the school. Most prominently, the teacher answered questions within the topic school characteristics (i.e. courses offered, access to computers, presence of security guards and metal detectors, hall way supervision, etc.) and school composition (the overall behavior of the students in the school). Within the subtopic student experiences are questions asked to the child about how much they feel a part of the school or how often they are bullied. The child was also asked whether they cheated on a test, skipped school without an excuse, had been suspended/expelled, had difficulty with schoolwork. Student experiences also include the PCG's description of their child's behavior as a student and the teacher's account of the child and the child's classmate's behavior. In teacher characteristics is information about the child's teacher, who participated at Year 9, regarding the type of class they teach, their number of years teaching, their educational attainment and certification, as well as their age, race, attitudes toward their profession.

Table 67: Subtopics in Education in Year 9 by survey instrument

Subtopics	m	f	p	h	n	o	t	k
Educational attainment/achievement	X	X			X			
Parent School Involvement	X	X	X					
School Characteristics				X			X	
School Composition							X	
Student Experiences				X			X	X
Teacher Characteristics							X	

18.1. Constructed Variables - Parent's Education

- **cm5edu, cf5edu** mothers' and fathers' education at Year 9

In constructing these variables, parents' report of new education, training and schooling since the previous wave was used. Parents' reports from previous waves were used as needed when parents did not report attaining any new, additional education at the time of the interview. Mothers' reports of fathers' education were also used when fathers' reports were missing and mothers' were available.

18.2. Scale – Connectedness at School

These items were compiled by Jacquelyn Eccles for the PSID-CDS-III to measure the degree of inclusiveness, closeness, happiness, and safety the child experiences at school. Each question is rated on a 5-point Likert Scale ranging from 0 (not once in past month) to 4 (everyday).

18.2.1. Variables

Child Questions: **k5e1a - k5e1d** (4 variables)

18.2.2. Scoring

Items can be averaged to create a scale for school connectedness. Basic scale statistics may be found in Table 69.

Table 68: Connectedness at School

	N	Variable
How often did you feel like you were part of your school?	3288	k5e1a
How often did you feel close to people at your school?	3306	k5e1b
How often did you feel happy to be at your school?	3326	k5e1c
How often did you feel safe at your school?	3313	k5e1d

Note. Alpha based on full sample: 0.70 (N=3257).

Table 69: Connectedness at School - Scale Statistics

Scale	α	N	M (SD)	Range	Skew	Kurtosis
Connectedness at School	0.70	3257	3.09 (0.97)	0-4	-1.22	3.97

Note. Statistics (including the range) are based on the Year 9 data; they do not represent scale norms.

18.3. Scale – Peer Bullying

These items are modeled after the peer bullying assessment from the PSID-CDS-III.[54,55] The questions were confirmed for use in the PSID confirmatory factor analysis, which loaded onto one factor.

18.3.1. Variables

Child Questions: **k5e2a - k5e2d** (4 variables)

18.3.2. Scoring

Cases can be scored by taking the mean of all four items for cases without missing data. Basic scale statistics may be found in Table 71.

Table 70: Peer Bullying Scale

How often have kids in your school or neighborhood…	N	Variable
Picked on you or said mean things to you?	3322	k5e2a
Hit you?	3327	k5e2b
Taken your things, like your money or lunch, without asking?	3327	k5e2c
Purposely left you out of activities?	3316	k5e2d

Note. Alpha based on full sample: 0.67 (*N*=1719). There are 24 missing responses for the Peer Bullying scale; these missings occur because of participants responding don't know, refuse, or missing to any given variable within the scale.

Table 71: Peer Bullying - Scale Statistics

Scale	α	N	M (SD)	Range	Skew	Kurtosis
Peer Bullying	0.67	3299	0.60 (0.76)	0-4	1.63	5.76

Statistics (including the range) are based on the Year 9 Fragile Families survey data; they do not represent scale norms.

[54] *Child Development Supplement: Panel Study of Income Dynamics*. (2007). Retrieved February 17, 2010, from http://psidonline.isr.umich.edu/CDS/questionnaires/cds-iii/child.pdf
[55] *The Panel Study of Income Dynamics Child Development Supplement: User Guide for CDS-III*. (2010). Retrieved February 17, 2010, from http://psidonline.isr.umich.edu/CDS/questionnaires/cds-iii/child.pdf

18.4. Scale – Social Skills Rating System (SSRS)

These items were modeled after the Social Rating Scale used in the ECLS-K.

Data about child's social skills were collected via report by the child's teacher using items from the cooperation, assertion, self-control, and social problems subscales of the Social Skills Rating System.[56] The Year 9 Teacher survey contains 37 items and scales of the SSRS on which a teacher is asked to rate the child's behavior from 1 (*Never*) to 4 (*Very Often*).

18.4.1. Variables

Teacher Questions: **t5b1a - t5b1y, t5b3a - t5b3l** (37 variables)

18.4.2. Modifications

The SSRS uses a 3 point Likert scale in which never is equal to zero, sometimes is equal to 1, and very often is equal to 2. Following the ECLS-K, we included an additional point on the scale so that never is equal to 1, sometimes is equal to 2, often is equal to 3, and very often is equal to 4. The modified scale was provided by the US Department of Education's National Center for Education Statistics with permission from the copyright owner.

Several items from the instrument were excluded. These items include the following questions: introduces herself or himself to new people without being told, appropriately questions rules that may be unfair, initiates conversations with peers, appropriately tells you when he or she thinks you have treated him or her unfairly, and volunteers to help peers with classroom tasks. It should be noted that scale scores are only calculated for participants with responses to each variable in the scale. When a participant responds with don't know, refuse, or missing to any variable on a given scale, their scale score will be missing (see tables below for examples from individual scales).

Several items from the hyperactivity subscale were also excluded. These items include the following questions: is easily distracted, interrupts conversations of others, disturbs ongoing activities, doesn't listen to what others say, acts impulsively, and fidgets or moves excessively.

18.4.3. Scoring

Selected items in the SSRS comprise the following constructs: cooperation, assertion, self-control, internalizing, and externalizing. Scores for subscales can be calculated by rescaling the data as follows: never (1=0), sometimes (2=1), often (3=2), and very often (4=3), then by summing scores for each scale. For a full list of items comprising each subscale please email FFData@princeton.edu

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[56] Gresham, F. M., & Elliott, S. N. (2007). Social Skills Rating System. Toronto: Pearson Publishing.

Table 72: Examples from the Cooperation Subscale

	N	Variable
Follows your directions	2249	t5b1p
Puts work materials or school property away	2252	t5b1q
Keeps desk clean and neat without being reminded	2239	t5b1v

Note. Alpha based on full sample: 0.95 (*N*=2200).

Table 73: Examples from the Assertion Subscale

	N	Variable
Invites others to join in activities	2245	t5b1e
Makes friends easily	2248	t5b1h
Gives compliments to peers	2242	t5b1o

Note. Alpha based on full sample: 0.89 (*N*=2218).

Table 74: Examples from the Self-Control Subscale

	N	Variable
Controls temper in conflict situations with peers	2248	t5b1a
Receives criticism well	2240	t5b1k
Accepts peers' ideas for group activities	2245	t5b1n

Note. Alpha based on full sample: 0.95 (*N*=2138).

Table 75: Examples from the Externalizing Subscale

	N	Variable
Fights with others	2238	t5b3a
Threatens or bullies others	2244	t5b3c
Argues with others	2243	t5b3g

Note. Alpha based on full sample: 0.93 (*N*=2218).

Table 76: Examples from the Internalizing Subscale

	N	Variable
Has low self-esteem	2239	t5b3b
Appears lonely	2246	t5b3d
Shows anxiety about being with a group of children	2239	t5b3e

Note. Alpha based on full sample: 0.85 (*N*=2211).

Table 77: The Social Skills Subscale Statistics

	α	N	M (SD)	Range	Skew	Kurtosis
Cooperation Scale	0.95	2200	18.71 (7.34)	0-30	-0.09	1.98
Assertion Scale	0.89	2218	9.39 (3.56)	0-15	-0.12	2.18
Self-Control Scale	0.95	2138	19.12 (7.20)	0-30	-0.33	2.23
Total Social Skills Scale	0.97	2091	47.26 (16.63)	0-75	-0.15	2.17

Table 78: The Social Problems Subscale Statistics

	α	N	M (SD)	Range	Skew	Kurtosis
Externalizing	0.93	2218	3.35 (4.07)	0-18	1.55	4.98
Internalizing	0.85	2211	3.63 (3.25)	0-17	1.16	4.23
Problem Behaviors Total	0.89	2189	6.97 (6.08)	0-33	1.21	4.24

18.5.   Scale – Conner's Teacher Rating Scale– Revised Short Form

Data about child's behavior were collected via report by the child's teacher using items from the oppositional, cognitive problems/ inattention, hyperactivity, and Attention Deficit Hyperactivity Disorder (ADHD) subscales of the Conner's Teacher Rating Scale—Revised Short form.[57]

18.5.1.   Variables

Teacher Questions: **t5b4a - t5b4ab** (28 variables)

The Year 9 Teacher survey contains 28 items and scales of the CTRS-R:S on which a teacher is asked to rate the child's behavior from 0 (*Not true at all, never, seldom*) to 3 (*Very much true, very often, very frequently*).

18.5.2.   Scoring

It should be noted that scale scores are only calculated for participants with responses to each variable in the scale. When a participant responds with don't know, refuse, or missing, to any variable on a given scale, their scale score will be missing (see tables below for individual scales).

Selected items in the CTRS-R:S comprise the following four constructs: oppositional, cognitive problems/ inattention, hyperactivity, and ADHD. Scores for subscales can be calculated by adding scores for each variable. For a full list of items comprising each subscale please email FFData@princeton.edu

Table 79: Examples from the Oppositional Subscale

	N	Variable
Defiant	2246	t5b4b
Actively defies or refuses to comply with adults' request	2246	t5b4f
Spiteful or vindictive	2241	t5b4j

Note. Alpha based on full sample: 0.94 (*N*=2216).

Table 80: Examples from the Cognitive Problems/ Inattention Subscale

	N	Variable
Forgets things he or she has already learned	2242	t5b4d
Poor in spelling	2240	t5b4h
Not reading up to par	2242	t5b4m

Note. Alpha based on full sample: 0.88 (*N*=2207).

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[57] Conners, K. (2001). Conners' Rating Scales-Revised: Technical Manual. Toronto: Multi-Health Systems.

Table 81: Examples from the Hyperactivity subscale

	N	Variable
Is always "on the go" or acts as if driven by a motor	2246	t5b4g
Has difficulty playing or engaging in leisure activities	2247	t5b4x
Excitable, impulsive	2250	t5b4aa

Note. Alpha based on full sample: 0.92 (*N*=2228).

Table 82: Examples from the ADHD Subscale

	N	Variable
Inattentive, easily distracted	2243	t5b4a
Disturbs other children	2245	t5b4e
Cannot remain still	2250	t5b4i

Note. Alpha based on full sample: 0.95 (*N*=2200).

Table 83: Subscale Statistics Conner's Teacher Rating Scale –Revised short form

	α	N	M (SD)	Range	Skew	Kurtosis
Opposition scale	0.94	2216	2.09 (3.44)	0-15	1.91	6.07
Cognitive problems/ Inattention	0.88	2207	4.62 (4.22)	0-15	0.69	2.39
Hyperactivity scale	0.92	2228	3.72 (4.71)	0-21	1.53	4.70
ADHD scale	0.95	2200	9.44 (8.87)	0-36	0.93	3.04

19.　　Other Topics in Year 9

The following table includes subtopics within topics that are not explicitly written about in this user guide. For more on these topics, please refer to the survey instruments/questionnaires and the FFCWS metadata website.

Table 84: Other topics and subtopics in Year 9 by survey instrument

Topics and Subtopics	m	f	p	h	n	o	t	k
Attitudes and Expectations								
Attitudes/Expectations/Happiness	X	X	X		X		X	X
Demographics								
Age	X	X		X	X		X	
Citizenship and Nativity	X	X			X			
Language	X	X	X				X	
Mortality	X	X			X			
Race/Ethnicity	X	X					X	
Sex/Gender	X	X				X	X	
Family and Social Ties								
Community Participation	X	X						
Grandparents	X	X						
Parent's Family background	X	X					X	
Religion	X	X						
Social Support	X	X	X					

Appendix: Additional Information on the Year 9 In-Home Study

0. Completion Rates

The following table provides information on the response rates for the primary caregiver, biological mother, biological father, and Home Visit survey components.

Table A1: Response rates by respondents and survey component

	Survey Component			
	PCG	Mother	Father	Home
Sample Eligible for Interview[58]	4,688	4,654	4,464	4,688
Completed Interviews	3,630	3,515	2,652	3,391
Complete Rate (Complete/Eligible)	77%	76%	59%	72%

0.1. Changes to Questionnaires

A series of changes were made to the survey instruments between the first two pilot cities and the remaining 18 cities. In many cases, these were formatting changes that did not affect the substantive content of the survey questions. Values in variables where the content of the question changed between survey cities are denoted "-5 not asked" in individual data files. A binary variable indicating if the family was in the first two pilot cities, **cm5twoc** and **cf5twoc**, can be used to differentiate these cases, as well.

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[58] Families are no longer considered eligible for interviewing if the child is deceased or formally/legally adopted. A portion of non-randomly selected cases were also ineligible for interviewing at Year 9. For the parent interviews, deceased parents are no included in the eligible sample. Additionally, fathers with conflicting information about their paternity were not eligible for follow-up.