



CDS II Measurement Domains by Data Collection Module

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This document records the key measurement domains in the CDS II, their specific question items, and original sources.

Tables 1-2 and 4-5 summarize the measurement in the PCG Child, PCG HH, Assessment, and Child interview files. Table 3 maps HOME Scale items across CDS waves as well as NLSY and the Project on Human Development in Chicago Neighborhoods Study.

The five tables included in this document are, as follows:

- Table 1: Measurement Domains and Related Summary Variables in CDS-II PCG Child Interview
- Table 2: Measurement Domains and Related Summary Variables in CDS-II PCG HH Interview
- Table 3: HOME Scale Items and Subscale Specifications
- Table 4: Measurement Domains and Related Summary Variables in CDS-II Child Assessments
- Table 5: Measurement Domains and Related Summary Variables in CDS-II Child Interview

Table 1. Measurement Domains and Related Summary Variables in CDS-II PCG Child Interview

Measure	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
PCG Child Interview Module: PCG¹ is interviewed about targeted sample child				
Birth Weight	--	A8	National Longitudinal Survey of Youth (NLSY)-Mother/Child Supplement	PCG is asked child's weight in pounds and ounces at time of birth. CDS-II used same items without modification as CDS-I.
Breastfeeding	A2-A2a	A10-A10a	NLSY	PCG is asked if child was breastfed as an infant and age of child in months when stopped. CDS-II used same items without modification as CDS-I.
Health Care Utilization	A3-A3b A5-A8b A10	A12, A20 A22-A25 A27	NLSY	PCG is asked about: <ul style="list-style-type: none"> ▪ frequency of overnight hospital stays, date of most recent stay, reason for this hospital stay ▪ month and year of last doctor visits for illness, injury, and mental health and reason for each visit ▪ status of shots and immunizations. CDS-II used same items without modification as CDS-I.
Chronic Conditions a. An epileptic fit or convulsion b. Asthma c. Diabetes d. > 3 ear infections in a year e. Speech impairment or delay f. Serious hearing difficulty or deafness g. Serious difficulty seeing or blindness h. Mental retardation i. A serious emotional disturbance j. Anemia or iron deficiency k. Elevated levels of lead in the blood l. Orthopedic impairment m. Developmental problems, such as developmental delay or learning disability n. Autism o. Hyperactivity, ADHD, or ADD p. Allergies q. Other	A4a-p	A21a-s	NLSY	PCG is asked if doctor <u>ever said</u> child had each of 16 chronic illnesses (plus "other"). This is an expanded list from the NLSY. CDS-II used same list as CDS-I, except "developmental delay" and "learning disability" were combined into one item, and allergies were added.

¹ PCG: Primary Caregiver.

Measure	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Activity Limitations of Child Reported by Parent	A9a,b,c	A26	NLSY	Three (YES/NO) items that query the PCG if the child has any physical/mental conditions that limit him/her in play, school attendance, or school work. CDS-II used same items without modification as CDS-I.
General Health Status of Child – Parent Report	A11	A34	NHIS	Single item that asks the PCG to rate the child's health on a scale of 1 (Excellent) - 5 (Poor). CDS-II used same item without modification as CDS-I.
Asthma <ul style="list-style-type: none"> ▪ wheezing with exercise or playing hard ▪ frequency of wheezing ▪ hospital visits for asthma or wheezing ▪ doctor visits for asthma or wheezing ▪ missed school because of asthma or wheezing in the past 12 months 	A12-A16	--	Jerome Nriagu at the University of Michigan	Series of questions developed for CDS-II that queries the PCG about the child's experience with asthma-related symptoms in the past 12 months.
Health Care Expenses for Insurance and Out-of-Pocket Care	A17-A24	A28-A33	Hofferth / Eccles	PCG is asked (in the past 12 months): <ul style="list-style-type: none"> ▪ How much paid for dental and medical insurance and for out-of-pocket dental and medical expenditures ▪ Who paid these expenses. Series modified across CDS-I/CDS-II
School Expectations	B1-B3	G21	NLSY; National Education Longitudinal Survey of 1988 (NELS:88)	Question items adapted from NLSY and NELS to tap PCG expectations for child's educational attainment.
School Enrollment and Costs	B4-B6 B11-B22 B28	G2-G3 G10-G20	National Health Examination Survey (NHES95); PSID95; NLSY	Adapted measures on enrollment in school and special/gifted programs, school characteristics, fees, and tuition; age began kindergarten, ever suspended, ever drop out.
Days missed school for illness or injury	B7	G4-G5	NLSY	PCG is asked the number of days in the past 12 months that the target child missed school because of illness and injury.
Enrollment in Federal Breakfast/Lunch Program	B8-B9	G6-G8	Food and Nutrition Survey (USDA)	Items taken from USDA to assess participation in federal breakfast and lunch programs.
School Changes	B10	G30	NLSY	Number of times the CDS target child changed school in current school year.

Measure	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Participation in Child's Education	B23a-d B24a-h	G27a-d G28a-k	NELS:88 ECLS NHES	Several educational surveys contributed items to measure various dimensions of parental involvement in the child's schooling. CDS-II items B23a-d are exactly same as CDS-I items G27a-d. CDS-II items B24 are same as CDS-I items G28 except CDS-I items G28f, g, and i are dropped.
Parent – Child Communication about School	B26a-c	G31a-c	NELS:88	These items measure the frequency and nature of communication between parent and child about school. These questions were modeled after questions in the NELS: 88 parent baseline survey. CDS-II items B26a-c are exactly same as CDS-I G31a-c.
Behavior Problems Index	B29a-ff	G23a-dd G32a-b	NLSY version of the scale developed by Peterson & Zill (1986). See Peterson, J. L., & Zill, N. (1986). Marital disruption, parent-child relationships, and behavioral problems in children. <i>Journal of Marriage and the Family</i> , 48, 295-307.	The Behavior Problems Index (BPI) measures the incidence and severity of child behavior problems. CDS uses exactly the same set of items used in the NLSY. NLSY added items B29aa-dd to the original Achenbach Behavior Problems Checklist to provide additional measures for the withdrawn behavior subscale. Items B29ee-ff map to items G32a-b in CDS-I. CDS-II items were kept the same as CDS-I. There is an <u>overall BPI scale</u> (items B29a-B29ff) and <u>two subscales that measure externalizing or aggressive behavior and internalizing or withdrawn behavior</u> . Scores provided are mean scores on the scales.
Positive Behavior Scale	B30a-j	G24a-j	Child Trends, JOBS study version of the measure developed for the New Chance Evaluation Study. See Polit, D. (1998). <i>The Positive Behavior Scale</i> . Saratoga Springs, NY: Humanalysis.	The Positive Behavior Scale (PBS) measures positive aspects of children's lives, including self-esteem, social competence, self-control, obedience/compliance, and persistence. The scale used in CDS consists of 10 items that were selected by Child Trends, Inc., for use in the JOBS evaluation, measured on a five-point scale. These 10 items are a subset of the original Polit (1998) scale consisted of 25 items evaluated on a 10-point scale, from not at all like my child to very much like my child. CDS-II used the same version as CDS-I.

Measure	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Household Tasks	B31a-n	G25a-m	National Survey of Families and Households (NSFH); NLSY	The series of items about household tasks measures cognitive stimulation in the family environment. Items B31a-B25d, B31f, B31i- B31j tap activities that could be done in a household with children in ways that are not dependent on purchased toys or equipment. Items B31d B31e; B31g- B31h, B31k, B31m tap activities with items that are purchased (and potentially income-biased), including computer/video games and board, card games, and puzzles. CDS-II added one item to the CDS-I set – “do yard work or gardening (together)”. The item “look at books with (CHILD)” was modified in CDS-II to additionally include “...or talk with (CHILD) about books (he/she) has read”.
Parental Monitoring	B33-B34	G33-G34	NLSY	These items obtain information about PCG knowledge of child's friends. CDS-II uses the same items as CDS-I.
Household Rules	B35a-B35r1	A31a-I in PCG-HH	Detroit Area Study 1997	Series of questions that query the PCG about the frequency in which (s)he sets rules about a number of items such as watching TV, staying up late, and eating sweets. The items were expanded in CDS-II to capture behaviors relevant to adolescents.
Sibling Interaction	B37a-e	--		Six questions that collect information about social interactions with the child's siblings, including helping and other pro-social behaviors.
Child Care	C1-C39	H1-H40	National Child Care Survey 1990; NLSY Mott, F. L., & Baker, P. (1989). <i>Evaluation of the 1989 Child Care Supplement in the National Longitudinal Survey of Youth.</i> Columbus, Ohio: Center for Human Resource Research, The Ohio State University.	CDS obtains information on the type, frequency of use, and costs of arrangements for children up to and after Kindergarten. Information on arrangements used during weekday, weekend, and summer are obtained separately. Types of arrangements queried were expanded in CDS-II to capture full range of options used through adolescence.

Measure	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Conflict with Absent Parent	D14a-h D30a-h	J28a-k	NSFH	<p>These items were drawn from the National Survey of Families and Households, supplemented by additional items from other scales. It measures the degree of conflict between the parent with whom the child resides and the absent parent.</p> <p>CDS II included the same items as CDS-I except two items were dropped: "how the absent parent spends money" and "disciplining (CHILD)".</p>
Absent Parent Interaction	D15a-d D31a-d	J29	NSFH JOBS Child Outcomes Study	<p>These items obtain information about the frequency and types of activities in which absent parents are involved with their children.</p> <p>CDS II included the same items as CDS-I without modification.</p>
Aggravation in Parenting	E8a-c in PCG- Child; J15a-d in PCG-HH	B11a-e in PCG- Child; A29a-d in PCG-HH	Child Trends, Inc. for the JOBS Child Outcomes Study	<p>The aggravation in parenting scale (Q1E8a-c) and (J15a-d) measures parenting stress that may result from changes in employment, income, and other factors in their lives.</p> <p>The three items in the CDS-II PCG Child interview focus on the specific CDS child and are from the JOBS study. These items are the same as in CDS-I. CDS-II dropped B11a & B11e from CDS-I, which were created by the CDS-I research staff.</p> <p>The four items in the CDS-II PCG HH interview focus on parenting, in general, and are not specific to the CDS child. Items J15a, J15b are from the JOBS study. Two additional items were added in CDS-I (and kept in CDS-II).</p>
Parental Warmth	E13a-g	G37a-f	Child Trends, Inc. for the JOBS Child Outcomes Study	<p>The Parental Warmth scale measures the warmth of the relationship between the child and parent. These measures can also be used with items in the interviewer observation of the home environment in Section K that ask for interviewer report of maternal warmth observed during the visit (CDS-II K9, K13-K15).</p> <p>CDS-II kept items G37b-c; G37e-f but dropped G37a and d. CDS-II added E13e-g.</p>
Extra-Curricular Activities	G5-10c H5-H9e	--	Eccles & Simpkins	<p>These items measure children's participation in after school lessons and sports, community, and religious activities. CDS-II queried PCG about frequency of and costs for involvement during school year and summer months.</p>

Measure	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Disciplinary Behaviors	F6a-h G15a-h H15a-h	F9a-g (item F9f is labeled 2X)	Hofferth & Davis-Kean	These items query PCG on disciplinary actions taken within prior week. CDS-II used the same items as CDS-I.
Response to Poor Grades	G16a-j H15a-j	F11a-k (did not use "i")	Hofferth & Davis-Kean	These items query PCG on actions taken in response to poor grades. CDS-II used the same items as CDS-I.
Encouragement of Reading	G18-G20	--	Eccles & Simpkins	These items assess PCG encouragement of reading and availability of dictionary and encyclopedia in the home.
Allowance	G21a1- G21b3	--	Eccles & Simpkins	These items measure frequency, amount, and conditions of an allowance.
Absent Parent Expenditures on Child	H24a-k H25	J30	NSFH; JOBS Study	These items supplement PSID core interview items about child support. The CDS series obtains information on other contributions absent fathers make to their children. Even if the absent parent provides child support, he may also provide other things for the child either in cash or in kind.
HH Member Expenditures on Child	H26-H28h	--	Eccles & Simpkins	These items obtain information on household members' financial support of child for same items queried of absent parents.
HH Member Savings for Child	H29-H32a	--	Eccles & Simpkins	These items obtain information on household members' savings for child.
HOME Scale	See Table 3 for details	See Table 3 for details	Caldwell, B., & Bradley, R. <u>Home Observation for Measurement of the Environment</u> . Little Rock, AR: University of Arkansas at Little Rock.	Measure of cognitive stimulation and emotional support in the home environment.

Table 2. Measurement Domains and Related Summary Variables in CDS-II PCG HH Interview

Measurement Domain	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
PCG_HH Interview Module: PCG interviewed about self and family environment				
Neighborhood Measures	J1-J5	A1-A7 A11-A12	Used in NLSY; MIDMAC; Denver Youth Study; Human Development in Chicago Neighborhoods (McArthur)	These items assess residential stability (J1), residential satisfaction (J2), neighborhood anonymity (J3), social cohesion (J4a-J4d), neighborhood safety (J5).
Participation in Community Activities	J6a-j	A8a-i	Human Development in Chicago Neighborhoods (McArthur Study)	CDS-II used the same set of items as CDS-I with three modifications: <ul style="list-style-type: none"> ▪ Added J6e “physical exercise, such as aerobics, running, or lifting weights” ▪ Changed J6h to read “community center” as opposed to CDS-I “institution” ▪ CDS-II asked the questions for caregivers and CDS children; CDS-I queried just for the caregivers.
PCG Religion	J7-J8	A9-A10	Used in NLSY; Detroit Area Study	These items reflect PCG report of importance of religion and spirituality in her/his life.
Rosenberg Self-Esteem Scale	J9a-j	A14a-j	Rosenberg, M. (1986). <i>Conceiving the Self</i> . New York: Basic Books.	This scale assesses PCG self-esteem. CDS-II used same items as CDS-I, and as the NLSY 1986-1990.
Pearlin Self-Efficacy Scale	J10a-d	A20a-g	Pearlin, L. I., Lieberman, M. A., Menaghan, E. G., & Mullan, J. T. (1981). The stress process. <i>Journal of Health and Social Behavior</i> , 22, 337-356.	CDS-II shortened the CDS-I scale version based on factor analysis and reliability assessment.
Household Tasks	J11a-n	A21a-p	NSFH	NSFH queries the respondent about the number of hours each HH member spends per week doing list of tasks. CDS queries respondent who usually is responsible for these tasks. CDS-II used the same set of items as CDS-I with two modifications: <ul style="list-style-type: none"> ▪ CDS-II combined CDS-I A21a&b ▪ CDS-II dropped A21i “bathing children, changing diapers”.

Measurement Domain	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Child Rearing Values and Rules	J12	A22-A25	Alwin, D. F. (1990). Cohort Replacement and Changes in Parental Socialization Values. <i>Journal of Marriage and the Family</i> , 52, 347-60.	These items appeared in the Detroit Area Study and the General Social Survey. They were used at both waves but shortened for CDS-II.
Parenting Attitudes and Opinions	J16a-d	A33-A36	Hofferth & Davis-Kean	This set of items was developed for CDS-I to supplement the items on parental attitudes and values in child rearing. Item series was shorted for CDS II.
Gender Roles	J17a-s	A37a-cc	Hofferth & Davis-Kean Based on items in the NSFH, supplemented with items from <i>Being a Father Scale</i> (Pleck, 1997) and "Role of the Father" study (Palkowitz, 1984).	These items measure attitudes towards gender roles in parenting and was constructed for CDS-I based on items from several established studies. Item series was shorted for CDS II.
Psychological Distress	J18a-h Also-PSID	A38a-j	Kessler, R.C., Andrews, G., Colpe, L.J., Hiripi, E., Mroczek, D.K., Normand, S.-L.T., Walters, E.E., & Zaslavsky, A. (2002). Short screening scales to monitor population prevalences and trends in nonspecific psychological distress. <i>Psychological Medicine</i> , 32(6), 959-976.	This measure is the six-item scale developed by Ron Kessler for use in the National Health Interview Survey. CDS-II used the exact scale as NHIS. For scoring instructions, see: http://www.hcp.med.harvard.edu/ncs/K6-K10/FAQ.html
Parent Disagreement	J20a-e	A40a-i	NLSY NSFH	These items were taken verbatim from the NLSY and NSFH for CDS-I. They measure the extent of agreement between parents on daily activities. The set of items was shortened for CDS-II.
Joint Goals	J21a-c	A41a-f	Hofferth & Davis-Kean – developed for CDS-I	These items were designed for CDS-I to measure the extent to which respondent and partner have joint marital/family goals for the future. The number of items was shortened for CDS-II.
Family Conflict	J22a-e	A42a-f	Sweet, J., Bumpass, L., & Call, V. (1988). <i>The Design and Content of the National Survey of Families and Households. NSFH Working Paper No. 1.</i> Madison, WI: Center for Demography and Ecology, University of Wisconsin	These items were taken verbatim from NSFH to examine methods of conflict resolution among family members. The items were shortened for CDS-II .

Measurement Domain	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Economic Strain	J25a-o	A53 (circle all that apply)	Conger, R., & Elder, G. H., Jr. (1994). <i>Families in Troubled Times: Adapting to Changes in Rural America</i> . New York: Aldine de Gruyter.	These items were drawn from Glen Elder's and Rand Conger's work measuring experiences of economic or financial stress and strain and practical responses to such financial pressures (Conger & Elder, 1994). This series of YES/NO items was used at both waves but shortened for CDS-II.
Media Use	J36a-d J37a-f	--	Eccles	Set of items added to CDS-II concerning electronic media use in the household.
PCG work schedule	J42-J48	--	Current Population Survey (CPS) Supplement	Modified sequence to capture the PCG's typical work schedule.
Social Support	J49a-f		Eccles & Simpkins	Set of items measuring PCG social support network.

Table 3. HOME Scale Items in the CDS PCG Child and Household Interviews

PSID-CDS HOME SCALE IN 1997 AND 2002											
Item	NLSY Subscale	PHDCN ² Subscale	1997 Questions				2002 Questions			S/O ³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10 + yrs.		
1. How often child gets out of the house	C	--	C1							S	
2. How many books child has	C	ARM	B16	B16	B16	B16	E12	E12	E12	S	
3. How often mother takes child to grocery store	C	--	B15	<u>B15</u> ⁴	<u>B15</u>	<u>B15</u>				S	
4. How many cuddly or role-playing toys child has	C	--	C2							S	
5. Mother's belief about how child learns best	C	--	C4							S	
6. How many push or pull toys child has	C	--	C3							S	
7. How often mother talks to child while working	E	--	C5							S	
8. Mother reads to child	C	ARM	B14	B14	B14	B14	F8	-	-	S	
9. How often child eats with both mother and father	E	--	B5	B5	B5	B5	E5	E5	E5	S	
10. Child's play environment appears safe	C	IH	L14	L14	<u>L14</u>	<u>L14</u>	<u>K31</u>	<u>K31</u>	<u>K31</u>	O	In CDS, the item is worded 'is play environment safe.' The wording in PHDCN is 'house or environment free of potentially dangerous structural or health hazards.' ⁵

² Project on Human Development in Chicago Neighborhoods (PHDCN)

PHDCN Scales: ARM = Access to Reading Materials EH = Exterior Home IH = Interior Home
 LS = Learning Stimulation O/A = Outings/Activities PA = Parental Activity
 PEC = Parental Engagement with Child PLH = Parental Lack of Hostility PVS = Parental Verbal Skills
 PW = Parental Warmth

³ 'S' indicates 'self-report'; 'O' indicates interviewer observation.

⁴ An underlined question number indicates that the item was asked of the cohort, but is not part of the NLSY subscale.

⁵ +Wording difference from PHDCN

PSID-CDS HOME SCALE IN 1997 AND 2002

Item	NLSY Subscale	PHDCN ² Subscale	1997 Questions				2002 Questions			S/O ³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10 + yrs.		
11. Mother conversed with child at least twice	E	PW	L2	L2	L2	L2	K7	K7	K7	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.* ⁶
12. Mother answered child's questions/speech verbally	E	PW	L3	L3	L3	L3	K8	K8	K8	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.*
13. Mother caressed, kissed, or hugged child at least once	E	PW	L4	L4	<u>L4</u>	<u>L4</u>	<u>K9</u>	<u>K9</u>	<u>K9</u>	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.*
14. Mother slapped or spanked child at least once	E	PLH	L5	L5	<u>L5</u>	<u>L5</u>	<u>K10</u>	<u>K10</u>	<u>K10</u>	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.*
15. Mother physically restricted child	E	--	L6	L6	<u>L6</u>	<u>L6</u>	<u>K11</u>	<u>K11</u>	<u>K11</u>	O	Different scale than 1997.*
16. Mother provided toys or interesting activities	C	--	L7	L7	L7	<u>L7</u>	<u>K12</u>	<u>K12</u>	<u>K12</u>	O	Different scale than 1997.*
17. Mother kept child in view	E	--	L9	<u>L9</u>	<u>L9</u>	<u>L9</u>				O	Different scale than 1997.*
18. How many magazines family gets	C	PA	HH- <u>A27</u>	HH- A27	HH- <u>A27</u>	HH- <u>A27</u>	J13	<u>J13</u>	<u>J13</u>	S	
19. Does child have record/tape/CD & at least 5 records/tapes/CDs	C	--		D1			F1			S	
20. How often child was taken to a museum	C	O/A		D2	E5	F5	F2	G12	H12	S	
21. How often child is taken on an outing	C	O/A		D3			F3			S	
22. Child is encouraged to learn numbers	C	LS		D4a			F4a			S	

⁶ *Wording difference from 1997 to 2002

PSID-CDS HOME SCALE IN 1997 AND 2002

Item	NLSY Subscale	PHDCN ² Subscale	1997 Questions				2002 Questions			S/O ³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10 + yrs.		
23. Child is encouraged to learn alphabet	C	ARM		D4b			F4b	G4		S	In 2002, G4 asks if child has toys that help him/her learn the alphabet OR words+
24. Child is encouraged to learn colors	C	LS		D4c			F4c			S	
25. Child is encouraged to learn shapes & sizes	C	LS		D4d			F4d			S	
26. Home interior is dark or monotonous	C	IH	<u>L10</u>	L10	L10	L10	K28	K28	K28	O	Scale is 1 to 5 (not at all monotonous = 1; very monotonous = 4) instead of yes/no+ 1997 scale was reversed.*
27. All visible rooms are minimally cluttered	C	IH	<u>L11</u>	L11	L11	L11	K29	K29	K29	O	Scale is 1 to 5 (not at all cluttered = 1; very cluttered = 4) instead of yes/no+ 1997 scale was reversed.*
28. All visible rooms are reasonably clean	C	IH	<u>L12</u>	L12	L12	L12	K30	K30	K30	O	Scale is 1 to 5 (not at all clean = 1; very clean= 4) instead of yes/no+ 1997 scale was reversed.*
29. Amount of choice child has in selecting food	E	--		D5			F5			S	
30. Mother's response to hitting: hit child back	E	--		D6			F7			S	
31. Mother's response to hitting: spank child	E	--		D6	E11	F10	F7k	G17b	H17b	S	
32. Mother's response to hitting: Other	E	--		D6	E11	F10	F7b	G17b	H17b	S	
33. Number of hours per day TV is on in home	E	--	<u>HH-A26a</u>	HH-A26a	<u>HH-A26a</u>	<u>HH-A26a</u>	J27a	<u>J27a</u>	<u>J27a</u>	S	
34. Mother's voice showed positive feeling about child	E	PW	<u>L8</u>	L8	L8	L8	K13	K13	K13	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no+ Different scale than 1997.*
35. Mother introduced interviewer to child by name	E	--		L17	L17	L17	K16	K16	K16	O	

PSID-CDS HOME SCALE IN 1997 AND 2002

Item	NLSY Subscale	PHDCN ² Subscale	1997 Questions				2002 Questions			S/O ³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10 + yrs.		
36. How often child spanked in past week	E	--			E9b	F9b	<u>F6b</u>	G15b	H15b	S	
37. How often child reads for enjoyment	C	--			E1	F1		G1	H1	S	
38. Does family encourage hobbies	C	--			E2	F2		G2	H2	S	
39. Is there a musical instrument child can use at home	C	LS			E3	F3		G3	H3	S	G3/H3 asks if they have access to a musical instrument. CDS does not ask if they have access to a musical toy.+ G3a/H4 asks how often they play (everyday, several times a week, several times a month, several times a year, or never).
40. Does child get special lessons or activities	C	--			E4	F4		G5-G10c	H5-H8c	S	In 2002, CDS does not have a question about general activity involvement. CDS has several questions about children's involvement in specific activities.*
41. How often child was taken to theater	C	O/A			E6	F6		G13	H13	S	
42. Do parents discuss TV programs with child	C	PEC			E7	F7	J35	J35	J35	S	In CDS, the question asks if primary or other caregiver discuss TV with child. CDS does not ask about the last 2 weeks specifically.+
43. Does family get daily newspaper	C	PA	<u>HH-A28</u>	<u>HH-A28</u>	HH-A28	HH-A28	<u>J14 & J14a</u>	J14; J14a	J14; J14a	S	J14 asks if the family received the daily newspaper. J14a asks how many days a week they read the newspaper.+
44. How often child spends time with father	E	--	<u>B3</u>	<u>B3</u>	B3	B3	<u>E4a</u>	E4a	E4a	S	In 2002, the wording was changed from 'time spent with father' to 'time spent with father in indoor activities.*'
45. How often child spends time with father outdoors	E	--	<u>B4</u>	<u>B4</u>	B4	B4	<u>E4</u>	E4	E4	S	
46. How often family gets together with friends or relatives	E	--	<u>B7</u>	<u>B7</u>	B7	B7	<u>E6</u>	E6	E6	S	

PSID-CDS HOME SCALE IN 1997 AND 2002

Item	NLSY Subscale	PHDCN ² Subscale	1997 Questions				2002 Questions			S/O ³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10 + yrs.		
47. How often child expected to make own bed	E	--			E8a	F8a		G14a	H14a	S	
48. How often child expected to clean own room	E	--			E8b	F8b		G14b	H14b	S	
49. How often child expected to clean up spills	E	--			E8c			G14c		S	
50. How often child expected to bathe self	E	--			E8d			G14d		S	
51. How often child expected to pick up after self	E	--			E8e	F8f		G14e	H14f	S	
52. How often child expected to help manage own time	E	--				F8e			H14e	S	
53. How often child keeps shared living areas clean	E	--				F8c			H14c	S	
54. How often child does routine chores	E	--				F8d			H14d	S	
55. Child included in family's hobby	--	O/A					E15	E15	E15	S	
56. Parent engages in regular outdoor recreation w/child	--	O/A					E2	E2	E2	S	E4 discusses father involvement in outdoor activities w/child & E5 discusses mother involvement in outdoor activities w/child. The two can be used to gauge parent involvement.+
57. Buildings in the face block in good condition	--	EH					K37	K37	K37	O	
58. Street in the face block in good condition	--	EH					K38	K38	K38	O	

PSID-CDS HOME SCALE IN 1997 AND 2002

Item	NLSY Subscale	PHDCN ² Subscale	1997 Questions				2002 Questions			S/O ³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10 + yrs.		
59. No garbage or broken glass in street or sidewalk	--	EH					K39	K39	K39	O	
60. No drug, alcohol, or cigarette litter in street/sidewalk	--	EH					K40	K40	K40	O	
61. How many books are in the house	--	ARM					J39	J39	J39	S	
62. How many dictionaries are in the house	--	ARM					--	G19	G19	S	CDS asks how many dictionaries are in the home instead of yes/no.+
63. Parent encourages child to contribute	--	PW					K18	K18	K18	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+
64. Parent mentions skill of child	--	PW					K17	K17	K17	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+
65. Parent praises child twice during visit	--	PW	L13	L13	L13	L13	K14	K14	K14	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+ Different scale than 1997.*
66. Parent uses diminutive for child's name	--	PW					K20	K20	K20	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+
69. Parent responds positively to praise of child	--	PW					K19	K19	K19	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+
70. Parent's speech is distinct, clear, audible	--	PVS					K1	K1	K1	O	Scale is 1 to 5 (never = 1; Often = 5) instead of yes/no.+
71. Parent initiates verbal interchanges	--	PVS					K4	K4	K4	O	Scale is 1 to 5 (never = 1; Often = 5) instead of yes/no.+
72. Parent expresses ideas freely and easily	--	PVS					K3	K3	K3	O	Scale is 1 to 5 (never = 1; Often = 5) instead of yes/no.+
73. Parent appears to understand questions	--	PVS					K2	K2	K2	O	Scale is 1 to 5 (never = 1; Often = 5) instead of yes/no.+
74. Parent does not shout at child during visit	--	PLH					K22	K22	K22	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+

PSID-CDS HOME SCALE IN 1997 AND 2002

Item	NLSY Subscale	PHDCN ² Subscale	1997 Questions				2002 Questions			S/O ³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10 + yrs.		
75. Parent does not express annoyance with child	--	PLH					K23	K23	K23	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+
76. Parent does not scold or criticize child	--	PLH					K21	K21	K21	O	Scale is 1 to 5 (never = 1; 4 or more times = 4) instead of yes/no.+
77. Home has 100 square feet space per person	--	IH					K32	K32	K32	O	
78. Rooms are not overcrowded with furniture	--	IH					K33	K33	K33	O	Scale is 1 to 5 (not at all overcrowded = 1; very overcrowded = 5) instead of yes/no.+
79. Home is not too noisy (from noise in house)	--	IH					K34	K34	K34	O	Scale is 1 to 5 (not at all noisy = 1; very noisy = 5) instead of yes/no.+
80. Home is not too noisy (from noise outside)	--	IH					K35	K35	K35	O	Scale is 1 to 5 (not at all noisy = 1; very noisy = 5) instead of yes/no.+
81. No signs of alcohol or illegal drug use	--	IH					K36	K36	K36	O	Scale is 1 to 5 (none= 1; yes, just about everywhere = 5) instead of yes/no.+

Table 4: Measurement Domains and Related Summary Variables in CDS-II Child Assessments

Measurement Domain	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Body Mass Index (BMI)	Q24BMI Q24WPERC	PCG A2-A3	Eccles & Simpkins	<p>In CDS-II, both height and weight were measured by the interviewer. In the situations whereby the parent or child refused, the interviewer obtained primary caregiver report of height and weight at the last doctor's visit. BMI is calculated from items A1-A4c.</p> <p>In CDS-I, children were measured but the weight was reported by the primary caregiver.</p> <p>See http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.html: "BMI is Used Differently with Children Than it is With Adults."</p> <p>In children and teens, body mass index is used to assess underweight, overweight, and risk for overweight. Children's body fatness changes over the years as they grow. Also, girls and boys differ in their body fatness as they mature. This is why BMI for children, also referred to as BMI-for-age, is gender and age specific. BMI-for-age is plotted on gender specific growth charts. These charts are used for children and teens 2 – 20 years of age. For the 2000 CDC Growth Charts and Additional Information visit CDC's National Center for Health Statistics (http://www.cdc.gov/growthcharts/).</p>
Woodcock-Johnson Revised Tests of Achievement for Reading and Math	Q24LW1- Q24AP60	ASM LW1-AP60	Woodcock, R. W., & Johnson, M. B. (1989). Tests of Achievement, Standard Battery. Chicago, IL: Riverside Publishing.	<p>The WJ-R test contains nine subtests measuring different aspects of academic achievement. National norms for English-speaking and Spanish-speaking respondents are available for these tests.</p> <p>CDS-II used three subtests to measure reading and math skills (the Letter-Word, Passage Comprehension, and Applied Problems tests). In CDS-I, these tests were chosen due to the ease of administration as well as their brevity, and then repeated in CDS-II. When applicable, the Spanish version of the WJ-R (Bateria-R, Form A), was used for children whose primary language was Spanish.</p> <p><u>A standardized score is provided for each of the three tests</u> as well as a <u>combined "Broad Reading" score</u>.</p>

Measurement Domain	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
WISC Digit Span for Short-Term Memory	ASM C1-C15c	ASM B1-B15c	Wechsler, D. (1974). Wechsler Intelligence Scales for children-Revised. New York: The Psychological Corporation.	<p>The Memory for Digit Span test from the WISC-III, used in the NLSY-Child Study, is used to assess children's short-term memory (Wechsler, 1974). In the first part of the test, the child is asked to listen and repeat a sequence of numbers said by the interviewer. In the second part, the child is asked to repeat them in reverse order. The sequence increases in length until the child can no longer repeat the sequence correctly.</p> <p><u>A total test score is provided as well as scores for each of the forward and backward item sets.</u></p>

Table 5: Measurement Domains and Related Summary Variables in CDS-II Child Interview

Measurement Domain	CDS-II Items ⁷	Source/Original Authors	Notes
Ability Self-Concepts of Children	E1-E20 (C1-C20)	Eccles, J., Wigfield, A., Harold, R. D., & Blumenfeld, P. (1993). Age and gender difference in children's self-and task perceptions during elementary school. <i>Child Development</i> , 64, 830-847.	These items reflect a set of scales developed and validated by Jacquelynne Eccles for the domains of math and reading. The same items were used both in CDS-I and CDS-II, and are asked of children 8 years and older.
Children's Expectations about Family and Future	E21a-c	ADD Health	Three items adapted from ADD Health Study that measure the child's concern over getting a good job as an adult, the child's future, and family finances.
Connectedness to School	E22a-d	Eccles	Four items developed for CDS that measure the degree of inclusiveness, closeness, and happiness with, as well as safety at school.
Electronic Media Use	Section F	Eccles	These items were developed for CDS-II to collect information about children's use of electronic media.
Peer Bullying/ Victimization	H1a-d	Kochenderfer, B.J. & Ladd, G.W. (1996). Peer victimization: Cause or consequence of school maladjustment? <i>Child Development</i> , 67, 1305-1317.	Set of four items designed to assess frequency of peer victimization.
Self-Rated Physical Health <ul style="list-style-type: none"> ▪ Feel really sick ▪ Wake up tired ▪ Skin problems ▪ Dizziness ▪ Chest pain ▪ Headaches ▪ Muscle soreness ▪ Stomachache 	H2a-h	ADD Health; NHIS	Series of items that query the child about a number of physical symptoms.

⁷Question items in parentheses are from CDS-I. All other items are new to CDS-II.

Measurement Domain	CDS-II Items ⁷	Source/Original Authors	Notes
Closeness to Others	H4a-i H5a-h H6	Eccles & Simpkins	H4 assesses the frequency in which the child converses with mother, father and friends about school, future plans, and friends. H5-6, in turn, queries the child about his/her closeness with family members and other adults.
Race	J1	Eccles & Simpkins	Adolescents' self-reported race.
Religiosity and Spirituality	J2-J5a	MSALT	Series of questions developed for CDS-II about the child's religious and spiritual life.
Employment	J6-J33	Eccles	Set of question items developed for CDS II that collect information about part-time and summer employment. We ask the child about job title/ type of work, job characteristics, job satisfaction, hours, and wages, as well as future aspirations for work and career.
Future Expectations	J34-J36 L9-L10	ADD Health	Questions adapted from ADD Health to assess the child's self-rated probability of on family formation, schooling, employment, and life-expectancy.
School Courses	J37-J39	Eccles	Detailed series of items for which Children in grades 6-12 provided the name of the class and the grade received in the class for six instructional areas (English, math, science, social science, foreign language, vocational) for two prior terms. We ask for up to three "mentions" for each instructional area.
After School and Community Activities	K1-K7	Eccles	Parallel set of questions to the PCG that queries the Child about time spent in after school and community activities and involvement of friends.
General Health Status of Child – Self-Report by Child	K8	ADD Health	Single item that asks the child to rate his/her own health on a scale of 1 (Excellent) - 5 (Poor).

Measurement Domain	CDS-II Items ⁷	Source/Original Authors	Notes
Weight Maintenance	K9-K12	ADD Health	CDS youth aged 10 years and older are asked in ACASI module to self-report strategies used in the past seven days to gain or lose weight.
Dietary Habits	K13-K14	ADD Health	These items in ACASI module collect information from the youth aged 10 years and older about foods consumed from each of the major food groups.
Exercise	K15-K17	ADD Health	These items in ACASI module collect information from the youth aged 10 years and older about amount of exercise in school and outside of school during the prior week.
Limitations-Self-Report by Youth	K18-K19	ADD Health	These items in ACASI module collect information from the youth aged 10 years and older about frequency in the last month they missed school or social/recreational activity due to health or emotional health problem.
Sleep	K20-K22	ADD Health	Youth aged 10 years and older are asked in ACASI module time they go to sleep and amount of sleep they obtain on weeknights. They are also asked their opinion if they get sufficient amount of sleep.
Pro-Social Behaviors	K24a-f	Eccles	Developed for CDS II, these questions address helping and social support.
Friend Characteristics	K25a-n	MSALT	Detailed list of positive and negatives behaviors of the child's friends.
Subscale Global Self Concept	K27-K32 (C21-C28)	NLSY 1997 (Accessed 12/7/98). Marsh, H. (1990). <i>Self-Description Questionnaire Manual</i> . Macarthur, Australia: University of Western Sydney.	Six items that assess the child's self-reported self-concept.
Savings and Expenditures	L1-L6	Eccles & Simpkins	Detailed set of questions about allowance, savings habits and expenditures.
Dating	L7-L8	ADD Health	Adolescents are asked whether parents allow them to date-supervised and unsupervised and the age of first date.

Measurement Domain	CDS-II Items ⁷	Source/Original Authors	Notes
Anti Social Behavior	L11a-j	Eccles & Simpkins	Adolescents are asked about frequency of anti-social behaviors in the past six months that range in severity from staying out past curfew to harming others badly enough to require medical attention.
Tobacco, Alcohol, and Drug Use	L12-L15	ADD Health	Questions that collect information about experiences with tobacco, alcohol, and drugs. Adolescents are asked if they ever tried, age first tried, frequency of use, and peer use.
Children's Depression Inventory (CDI)	L16a-j	Kovacs, Maria. Children's Depression Inventory (CDI). http://www.pearsonassessments.com/tests/cdi.html Also see: Sitarenios, Gill & Kovacs, Maria (1999). <i>Use of the Children's Depression Inventory</i> . In Mark Maruish (Ed.), <i>The use of psychological testing for treatment planning and outcomes assessment</i> , 267-298. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.	The CDI assesses youth self-report symptoms of depression during the prior two weeks to the interview.
Acceptance Subscale from Child Report of Parent Behavior Inventory (CRPBI)	L17 c, e, f, h L18 c, e, f, h L19a-d L19a-d	Barber, B.K. & Olsen, J.A. (1997). Socialization in context: Connection, regulation, and autonomy in the family, school, and neighborhood, and with peers. <i>Journal of Adolescent Research: Special Issue: Adolescent Socialization in Context: Connection, regulation, and autonomy in multiple contexts, Part II</i> , 12(2), 287-315. See also: Schaefer (1965); Schludermann & Schludermann (1988)	This set of items adapted from the CRPBI and work by B. Barber intends to measure acceptance by each parent, friends, and boy/girl friends. Four out of the original ten items were retained for CDS II, based on factor analyses.
Psychological Control Scale-Youth Self Report	L17a, b, d, g, i, j L18a, b, d, g, i, j	Barber, B.K. (1996). Parental psychological control: Revisiting a neglected construct. <i>Child Development</i> , 67, 3296-3319.	This set of items adapted from work by B. Barber intends to measure psychological control, as reported by the child. Six out of the original eight items were retained for CDS II, based on factor analyses.
Social Initiative	L22a-e	Barber, B.K. (1996). Parental psychological control: Revisiting a neglected construct. <i>Child Development</i> , 67, 3296-3319.	This set of items adapted from Bachman et al (1993) and work by B. Barber intends to measure social initiative in school context. Five out of the original 13 items were retained for CDS II, based on factor analyses.

Measurement Domain	CDS-II Items ⁷	Source/Original Authors	Notes
Monitoring	L23-L25 L26-L28	Stattin & Kerr	Monitoring: Parents Knowledge; Child Disclosure
Sexual Experiences	L29-L36	ADD Health	Set of questions querying the youth about experiences with sexual intercourse and pregnancy.
Subjective Well Being	L37a-c L37d-h L37k-n	MIDUS (http://midmac.med.harvard.edu/)	This set of items adapted from MacArthur MIDUS Youth and work by Corey Keyes intends to measure several dimensions of Subjective Well-Being among adolescents in CDS-II: Emotional Well-Being (L37a-c); Social Well Being (L37d-h); and Psychological Well Being (L37k-n). Some of the original items from the MIDUS were retained for each of these subscales for the CDS II, based on factor analyses.