

The Child Development Supplement

A Study of the Effects of Family, School, and
Neighborhood on Child Development

Primary Support is Provided by the
National Institute of Child Health and Human Development

Research Objective

The CDS is a nationally representative, longitudinal study of children and their families, examining a broad array of developmental outcomes within the context of family, neighborhood, and school environments.

CDS is a Component of the PSID

- ▶ The PSID-CDS is an integrated survey design whereby:
 - PSID collects:
 - ▶ Economic and demographic information about the child's family
 - ▶ Information on the children's parents, their grandparents, and other relatives over long periods of time
 - CDS collects extensive child-specific developmental data (two points in time so far)

CDS Children and Youth are PSID Individuals Too

- ▶ Some data about the CDS sample are located in PSID data files
- ▶ CDS sample will become active panel of the core PSID in young adulthood when they “split-off” and establish their own family units

The CDS Panel

➤ CDS-I (1997) Initial Sample

- Selected 2,705 PSID families with children 0-12 years
- Randomly selected up to two children per family
- Successfully interviewed 2,394 families (88%) about 3,563 Target Children

➤ CDS-II (2002) Re-Interview

- Recontacted 2,226 families in CDS-I who remained active in the PSID panel as of 2001 PSID interview
- Successfully interviewed 2,019 families (91%) about 2,907 children

CDS Involves a Complex Survey Design with Multiple Modules and Respondents

- ▶ In-Home Interviews with the CDS child and family:
 - Tele./Personal IW with Primary and Secondary Caregivers
 - Personal IW with Child
 - Child Self-IW (ACASI)
 - Woodcock Johnson Achievement Test
 - Time Diaries for Weekday and Weekend

CDS Involves a Complex Survey Design with Multiple Modules and Respondents

- ▶ Interviewer Observations (HOME Scale)
- ▶ Tele. IW with Elementary School Teachers
- ▶ Curriculum Data from Course Catalogs for Middle/High School
- ▶ School Administrative Information via Links to U.S. Dept. Of Education Data

Substantial Following of CDS Youth into the Second Wave

► Family-level response rate of 91%

Contingent Modules	Completed Interviews	Response Rate
Primary Caregiver Household	2,891	91%
Assessments	2,644	91%
Child Interview (8+ Years)	2,182	82%
Time Diary	2,569	88%
Other Caregiver Child & Household	1,686	84%
Elem./Middle School Teacher	699	54%
School Environment - CCD linkages	2,204	86%

CDS Modules: Measures of Family Environment

- ▶ HOME-SF cognitive stimulation and emotional support
- ▶ Parental warmth
- ▶ Closeness to parents
- ▶ Monitoring: knowledge and tracking of child's activities – reported by caregivers and youth
- ▶ Household tasks

CDS Modules: Child Expenditures and Savings

- ▶ Child-specific expenditures for household and non-household members
- ▶ Savings mechanisms for child
- ▶ Socialization of wealth

CDS Modules:

Psychological and Social Well Being

- ▶ Behavior problems
- ▶ Depression
- ▶ Self-esteem
- ▶ Worry
- ▶ Risky behaviors and thrill-seeking
- ▶ Anti-social behaviors
- ▶ Drugs and alcohol
- ▶ Parental control and acceptance
- ▶ Languishing and flourishing

CDS Modules: Health and Health Behaviors

- ▶ Chronic conditions
- ▶ Asthma
- ▶ Obesity
- ▶ Health limitations
- ▶ Health care utilization and expenditures
- ▶ Health behaviors: nutrition, exercise, sleep, and smoking

CDS Modules:

Measures of Children's Time Use and Activities

- ▶ Time Diaries
 - Detailed account of type, number, duration, and location of activities during for 2 days
 - Reports of others involved (directly and passively) in the activities with the child

CDS Modules:

Measures of Children's Time Use and Activities

- ▶ Stylized Questions: Frequency, costs, and number of friends who participate in a range of activities
 - Structured activities (PCG, youth report)
 - Unstructured activities (PCG, youth report)
 - Activities with parents (PCG, OCG report)

CDS Modules:

Measures of Schooling and Achievement

- ▶ School enrollment, type, tuition, attendance, special education and gifted programs, repeat grade, drop out, number of school changes
- ▶ School courses & grades
- ▶ Out-of-school activities
- ▶ Standardized measures of reading and math skills (Woodcock-Johnson Revised Tests of Achievement)
- ▶ Youth's ability self-concepts in math and reading

CDS Modules: Future Work and Schooling Expectations

Adolescent Module

- ▶ Part-time and summer work experiences
- ▶ Negative economic expectations
- ▶ Occupational certainty and identity
- ▶ Job values and expectations for future work
- ▶ Parental and youth expectations for future education

CDS Modules: School Environment Module

- ▶ National Center for Educational Statistics Common Core of Data Selected Variables
 - type of school; racial/ethnic composition of school; pupil: teacher ratio; drop out rates; expenditures per child and more
- ▶ Elementary School Teacher Interview (classroom behavior and environment, teacher characteristics)
- ▶ Curriculum Catalogs (curriculum tracks, science/math courses)

CDS Modules:

Caregiver Social and Psychological Resources

- ▶ Rosenberg Self-Esteem
- ▶ Pearlin Self-Efficacy
- ▶ K-6
- ▶ Social Support
- ▶ Aggravation in Parenting
- ▶ Gender Role Beliefs
- ▶ Family Conflict
- ▶ Economic Strain
- ▶ Community Involvement

Sampling of Research Questions that CDS Data Can Help Answer

- ▶ Child health and obesity: intergenerational relationships, effects of family income, food insecurity, time use, and more
- ▶ Ways in which parents influence their children's achievement: parental education, family income, parental expectations, characteristics of the home environment, and more
- ▶ Out-of-school activities and child well-being: developmental opportunities afforded by both structured and unstructured extra-curricular activities
- ▶ Time use studies as indicators of social well-being of children

Anticipated Next Steps for CDS

- ▶ Following the remainder of the sample into adolescence:
CDS-III
 - Collect CDS-II adolescent modules for the younger group of the CDS sample
- ▶ Following the CDS sample into young adulthood
 - Enroll CDS youth 18 years and older into a new interview module called “Transition in Adulthood”

Follow the CDS Youth through their Transitions into Adulthood

- ▶ Focus on Important Developmental Stage: Years in-between last CDS interview in adolescence and when the youth establishes own economic independence and becomes PSID Head or Wife
- ▶ Modules capitalizes on developmental information from CDS and links into some PSID content related to traditional markers of adulthood.

Transition into Adulthood Interview Content

- ▶ Content parallel to PSID:
 - Work /Career Trajectories
 - Education
 - Family
- ▶ Continued from CDS:
 - Time Use
 - Civic Engagement
 - Peer Influence
 - Health Status
 - Mental Health and Well-being
- ▶ New Age-Appropriate Content Areas
 - Expectations for future work and education
 - Self-rated skills and abilities
 - Self-rated level of responsibility in several areas
 - Experiences of discrimination

CDS Webpage Has a Wealth of Study Information

- ▶ Study Documentation
- ▶ Questionnaires
- ▶ Cross Wave Map
- ▶ Tutorials
- ▶ Bibliography
- ▶ PSID Documentation

The Child Development Supplement To The PSID

Institute for Social Research
University of Michigan
426 Thompson Street
Ann Arbor MI 48106

Email: PSIDHelp@umich.edu

Tele: 734-763-5166

<http://psidonline.org>