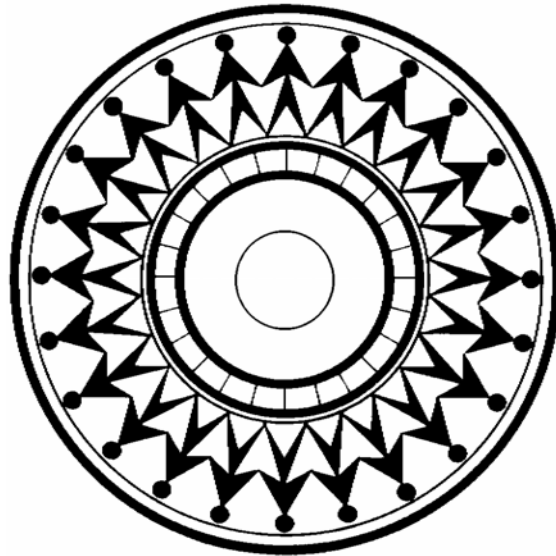


**AN ECOLOGICAL  
DEVELOPMENTAL PERSPECTIVE  
ON THE CONSEQUENCES OF  
CHILD MALTREATMENT (1995-  
1996)**

**NDACAN Dataset Number 96  
USER'S GUIDE and CODEBOOK**



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# **AN ECOLOGICAL DEVELOPMENTAL PERSPECTIVE ON THE CONSEQUENCES OF CHILD MALTREATMENT (1995-1996)**

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## PREFACE

The data for *An Ecological Developmental Perspective on the Consequences of Child Maltreatment (1995-1996)*, have been given to the National Data Archive on Child Abuse and Neglect for public distribution by Dante Cicchetti. Funding for the project was provided by Children's Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services (Grant number 90-CA-1546) (Award Number: 90-CA-1546).

## ACKNOWLEDGEMENT OF SOURCE

Authors should acknowledge the National Data Archive on Child Abuse and Neglect and the original collector of the data when they publish manuscripts that use data provided by the Archive. Users of these data are urged to follow some adaptation of the statement below.

The data used in this publication were made available by the National Data Archive on Child Abuse and Neglect, Cornell University, Ithaca, NY, and have been used with permission. Data from *An Ecological Developmental Perspective on the Consequences of Child Maltreatment (1995-1996)* were originally collected by Dante Cicchetti. Funding for the project was provided by the Children's Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services (Grant number 90-CA-1546) (Award Number: 90-CA-1546). The collector of the original data, the funder, NDACAN, Cornell University and their agents or employees bear no responsibility for the analyses or interpretations presented here.

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## PUBLICATION SUBMISSION REQUIREMENT

In accordance with the terms of the *Data License* for this dataset, users of these data are required to deposit a copy of any published work or report based wholly or in part on these data with the Archive. A copy of any completed manuscript, thesis abstract, or reprint should be sent to the National Data Archive on Child Abuse and Neglect, Cornell University, Family Life Development Center, Beebe Hall, Ithaca, New York 14853. Such copies will be used to provide funding agencies with essential information about the use of NDACAN resources and to facilitate the exchange of information about research activities among data users and contributors.

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## ABSTRACT

Cicchetti, Lynch, and Manly used the ecological-transactional model of child development to inform a three-part investigation of the links among child maltreatment, environmental conditions, and developmental outcomes. In the first part of the research, the investigators examined the links between community violence, domestic violence, and poverty and the multiple dimensions of child maltreatment assessed by the investigators' classification system. In the second part of the research, the investigators examined the links between child maltreatment and various developmental outcomes. Finally, in accordance with the ecological- transactional perspective, the investigators examined how child maltreatment interacts with other environmental conditions and child factors to shape the path of children's development and their subsequent adaptation.

Three hundred children between 7 and 12 years of age were recruited to participate in this study. One hundred sixty-eight children (56% of the sample) had been identified as legally maltreated by the local department of social services and had their caregivers referred to study investigators by social service caseworkers. A demographically similar comparison group of 132 non-maltreated children was recruited from the roll of families receiving Aid to Families with Dependent Children.

Both groups of children participated in week-long, 30 hour day camp sessions during the summers of 1995 and 1996. Measures of the children's interpersonal functioning, self-functioning, cognitive functioning, and symptoms of distress were assessed through self-, peer-, and counselor ratings. Concurrently, primary caregivers were interviewed about community and home violence. One-year longitudinal data were obtained for 95% of the child participants. Follow-up measures were identical to those used during the first wave except that parent-report ratings were not obtained.

This dataset represents year one and two of a four year data collection effort. Dataset #110 contains the third and fourth year follow-up data.

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## STUDY OVERVIEW

### Study Identification

*An Ecological Developmental Perspective on the Consequences of Child Maltreatment (1995-1996)*

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**Funding Agency:**

Children's Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services (Grant number 90-CA-1546)

**Award Number:** 90-CA-1546

### Purpose of the Study

The investigation examined the links among child maltreatment, various environmental conditions, and developmental outcomes. The ecological developmental model was the guiding theoretical framework behind the design, measurement, and data analytic strategies utilized in this proposal. Risk factors associated with the occurrence of maltreatment are present at each level of the environment, and they influence events and processes in neighboring levels. As these ecological transactions take place, the path of individual and family development proceeds in a probabilistic fashion. Accordingly, in this study factors associated with maltreatment at several levels of children's ecologies were assessed and their effect on children's developmental adaptation and symptomatology examined.

The study focused on exploring risk factors in the exosystem, including the occurrence of poverty, unemployment, and violence in the community, as well as risk factors in the microsystem, such as domestic violence in the family, and their relationships to child maltreatment. Additionally, the researchers investigated how these dimensions of maltreatment and violence in the home and the community affect children's subsequent developmental outcomes. The researchers sought to understand the circumstances in which maltreatment occurs and the different possible pathways toward either negative outcomes or resilient functioning. This more complete understanding of the environment of maltreating families will allow improved decisions regarding intervention for affected children and families.

The investigators sought to develop a comprehensive understanding of child abuse and neglect by assessing contextual factors in a short-term longitudinal investigation. The specific objectives were as follows:

1. To investigate the relationships between child maltreatment and aspects of the environmental context, such as spousal abuse, neighborhood safety, and poverty.
2. To examine the impact of dimensions of child maltreatment on subsequent development.
3. To demonstrate the interactions among ecological conditions and dimensions of maltreatment in affecting subsequent development.
4. To identify maltreated children with resilient functioning and assess variables associated with positive outcome
5. To assess the enduring effects of maltreatment on children's functioning over time.

### Study Design

The study had three parts. In part one of the study, the investigators examined the links between community violence, domestic violence, and poverty and the multiple dimensions of child maltreatment assessed by their classification system. In part two, the investigators focused on the relationships between child maltreatment and various developmental outcomes in children. Finally, in accordance with the developmental ecological-transactional perspective, the investigators examined how child maltreatment interacts with other environmental conditions, such as poverty, community violence, and domestic violence, to shape the path of children's development and their subsequent adaptation.

During years 1 and 2 of the project, the initial wave of cross-sectional data was collected from a number of sources including children, parents, camp counselors, children's peers in camp, and centralized DDS records. Additionally, in year 2, the investigators began to collect a second wave of one-year follow-up data on the children first seen during year 1. During the third year of the project, the one-year follow-up was completed on the children first seen during year 2.

Data regarding children's adaptation and current symptomatology were first collected during a one-week long day camp session during the summer of 1995. In addition, home visits were conducted concurrently with children's first camp attendance, during which time the primary caregiver of each child in the study was interviewed. Finally, information regarding children's history of maltreatment was scored from DDS records according to the investigators' classification system (Barnett, Manly, & Cicchetti, 1993).

### Date(s) of Data Collection

The data were collected during the summers of 1995 and 1996.

### Geographic Area

Upstate New York is the geographic area to which the data are relevant.

### Unit of Observation

The unit of observation is the child.

### Sample

Three hundred children between 7 and 12 years of age in year one of the study participated in this research. One hundred sixty-eight children (56%) in the sample had been identified by the local department of social services (DSS) as legally maltreated. The other half of the sample constituted a demographically similar comparison group of nonmaltreated children recruited from the roll of families receiving welfare benefits. Both boys and girls were included in the sample. Overall, the sample was ethnically diverse and came from lower socioeconomic strata, as determined by an extensive interview detailing the demographic characteristics of each family.

Each participating maltreating family had been designated an official maltreatment case under the criteria of New York State law following a full investigation by social services caseworkers. Maltreatment history was specified through an in-depth check of DSS records. The sample included children who had experienced diverse forms of maltreatment, including physical abuse, sexual abuse, physical neglect, and emotional maltreatment.

Families of maltreated children were referred to the project by DSS caseworkers. Specifically, child protective services (CPS) caseworkers were asked to approach families in their caseloads and ask them if they would be interested in participating in the study. The caseworkers were instructed to stress the voluntary nature of the participation and to make it clear that a decision not to participate would in no way jeopardize any welfare services they were receiving. Families who agreed to participate were asked to sign a name release form, which was forwarded to project staff. The family was then contacted and the details of the study were explained.

Low-income nonmaltreating families were recruited from the County's welfare population through lists of recipients of Aid to Families with Dependent Children (AFDC). A screening interview with the parents in each family was conducted over the phone to obtain some preliminary demographic information. In addition, parents were asked to confirm that their children had never been maltreated. After obtaining their informed consent, investigators verified that none of these families had ever appeared on the New York State Central Registry of child abuse. The DSS registry was monitored at 6-month intervals throughout the course of the study to ensure that none of the low-income nonmaltreating families had been legally identified as maltreating. If any of these families were reported for maltreatment during the course of this investigation, their maltreatment status classification was changed.

Children from families receiving AFDC were selected as a comparison group after a careful review of a report produced by the state on the demographic characteristics of families on the CPS caseload. The investigators found that AFDC children constituted a good comparison group for maltreated children because their families shared so many of the same demographic features (for example, low parental education, low socioeconomic status, high rates of dependence on public assistance, and high proportions of single-parent families). Extensive demographic data addressing the above-listed characteristics were collected on all participating children and families to ensure that the maltreatment group and the low-income nonmaltreatment group were both representative of the service populations from which they were drawn and

comparable to each other in regards to major demographic characteristics.

Data Collection Procedures

Much of the data collection occurred in the context of a summer day camp. Once children were recruited into the sample, they were invited to attend free week-long sessions of camp during the summers of 1995 and 1996. Children were in camp for 30 hours during the week, which allowed many opportunities to observe and talk with them. The summer camp is both an ecologically valid context in which to assess children's level of interpersonal and self-functioning and a feasible and efficient means by which to collect data on large numbers of children. Children were placed into same-sex, same-age groups of eight, with half of the children in each group having documented histories of maltreatment and half being nonmaltreated. Three trained adult counselors were assigned to each group of eight children. Camp counselors completed a battery of behavior and personality ratings on the children with whom they worked at the end of each week of camp. While children were in camp, they engaged in a variety of recreational activities (see Cicchetti & Manly, 1990). Periodically throughout the week, they participated in research activities with trained research assistants. All research assistants were unaware of the children's maltreatment status and the research hypotheses. Ninety-five percent of the cases were retained from wave 1 to wave 2.

Parents gave their informed consent before camp began allowing their children to participate in the research. Subsequently, children were given the option to decide for themselves whether or not they wanted to participate. In return for their participation in the research activities, children were allowed to choose from a variety of small prizes.

In addition to the data collected at the summer camp, the primary caregiver of each child in the study was interviewed during a home visit. The caregiver visits were completed within one month of the child's camp attendance in year one in order to ensure that child and parent perceptions and ratings were collected concurrently.

The measures administered and the time of data collection are presented in Table 1. Descriptions of the specific measures, as well as their psychometric properties, are provided below. Measures are grouped according to the ecological level they represent.

| Variables                                    | Source | Measures                        | Collected Wave 1 | Collected Wave 2 |
|--|--------|---------------------------------|------------------|------------------|
| <b><u>Exosystem</u></b>                      |        |                                 |                  |                  |
| Community, Neighborhood, and School Violence | Child  | Community Violence Survey       | x                | x                |
|  | Parent | Community Violence Survey       | x                | x                |
|  | Child  | Domains of Functioning          | x                | x                |
|  | Parent | Neighborhood Satisfaction Scale | x                |                  |
| <b><u>Microsystem</u></b>                    |        |                                 |                  |                  |
| Poverty and SES                              | Parent | Demographics Interview          | x                |                  |

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|  |                |   |   |   |
|--|----------------|---|---|---|
| Domestic Violence                                | Parent         | Conflict Tactics Scale  | x | x |
| Maltreatment                                     | DSS<br>Records | DSS Registry using Maltreatment<br>Classification and Rating System | x | x |
| <b><u>Ontogenic (Individual) Development</u></b> |                |   |   |   |
| Interpersonal Functioning                        | Counselor      | Pupil Evaluation Inventory  | x | x |
|  | Peer           | Peer Nominations  | x | x |
| Self-Functioning                                 | Counselor      | Behavior Ratings  | x | x |
|  | Child          | Self-Esteem Inventory   | x | x |
| Cognitive Functioning                            | Child          | California Child Q-Set  | x | x |
|  | Child          | Peabody Picture Vocabulary Test-<br>Revised                         | x | x |
| Symptoms of Distress                             | Child          | <i>Levonn</i> Measure   | x | x |
|  | Child          | Checklist of Child Distress<br>Symptoms                             | x | x |
|  | Child          | Child Depression Inventory  | x | x |
|  | Counselor      | Achenbach Child Behavior<br>Checklist                               | x | x |

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**Response Rates**

For year two of the data collection, there was a 95% response rate.

**Sources of Information**

Interviews, psychological measures, behavioral observations, extracts from DSS (Department of Social Service) records

**Type of Data Collected**

Survey instrument, interviews, observational, and administrative data

**Measures**

**COMMUNITY VIOLENCE SURVEY (CV):**

Richters, J. E., & Saltzman, W. (1990). Survey of children's exposure to community violence: Self report. Rockville, MD: National Institute of Mental Health.

As part of individual interviews conducted in camp, children were asked to complete the Community Violence Survey developed by Richters and Martinez (1993). This questionnaire asks children to rate the frequency with which they have experienced, witnessed, or heard about various acts of violence in their community. Examples of the kinds of violence children are asked to rate include: shootings, stabbings, sexual assault, muggings, drug deals, arrests by the police, murders, and suicides. Children

rate how frequently they have experienced each form of violence from never in their life to daily. This measure has been used effectively with samples of school-aged urban children residing in violent Washington, D.C. neighborhoods (Richters & Martinez, 1993). One-week test-retest reliability of the composite variable reflecting the sum of all reported exposure to violence is  $r = .81$ . There is one version of this measure for children younger than 9 years old and a different version for children 9 years old and above. There are 22 items with a possible response of never, once, or more than once in the version for participants less than 9 years old, and a 54-item version for older children and adults with possible responses of: never, 1 time, 2 times, 3 or 4 times, 5 or 6 times, 7 or 8 times, at least once a month, at least once a week, and almost everyday. Copies of these instruments are included in the Appendices section of this guide.

For participants 9 years or older the following derived summary variables were computed: a victimization count, (sum of 13 items); the number of times the participant witnessed violent acts (sum of 36 items); and the incidence of home violence (sum of 2 items).

In addition, as part of home visits with the children's primary caregiver, parents completed a self-report form of the Community Violence Scale (Richters & Martinez, 1993). This form contained the same 54 items as the questionnaire given to children 9 years or older. The same three summary variables derived for the children were computed for the caregivers.

#### DOMAINS OF FUNCTIONING (PML):

Greenberg, M. (1993). Domains of Functioning. Unpublished document, University of Washington: Seattle, WA.

Children eight years and older completed the Domains of Functioning (or People in My Life) questionnaire (Greenberg, 1993) as part of individual interviews conducted in camp. This questionnaire has two subscales in which children rate the level of safety versus danger present in their school (7 items) and in their neighborhood (7 items). Each subscale contains items that children score on a four-point scale (from almost never or never true to almost always or always true). A copy of the instrument is included in the Appendices section of this document.

#### NEIGHBORHOOD SATISFACTION SCALE (ON):

Greenberg, M. (1993). Domains of Functioning. Unpublished document, University of Washington: Seattle, WA.

As part of home visits with the primary caregiver, parents completed the Neighborhood Satisfaction (or Our Neighborhood) Scale based on Greenberg's (1993) Domains of Functioning "neighborhood" subscale, which is included in the Appendices section of this guide. Parents rate 7 items describing how safe their neighborhood is on a four-point scale with responses ranging from almost never or never true to almost always or always true.

**DEMOGRAPHICS INTERVIEW:**

Carlson, V., & Cicchetti, D. (1979). Demographics Interview. Unpublished document, Harvard University: Cambridge, MA.

This interview, conducted with primary caregivers, provides information regarding familial poverty and socioeconomic status. Developed by Carlson and Cicchetti (1979), this interview provides information concerning family income, parental education, parental occupation, presence of adult partners, and history of welfare receipt. Demographic variables included in the dataset provide data on: the child's age, gender, and ethnicity, family income, parental education, number of adult living in the home, number of children living in the home, parental marital status, and history of receiving welfare. The researchers have found this measure to be an excellent means of developing representative comparison samples. A copy of the interview form is included in the Appendices section of this document.

**CONFLICT TACTICS SCALE (CTS):**

Straus, M.A. (1979). Family patterns of child abuse in a nationally representative sample. *Child Abuse and Neglect*, 3, 23-25.

As part of home visits with children's primary caregivers, parents completed the Conflict Tactics Scale (Straus, 1979), a 19-item instrument describing a variety of tactics that adults use in conflict situations ranging from rational discussion to acts of violence. Seven possible responses are: never, once a year, twice a year, 3-5 times a year, less than once a month, once or twice a month, twice or more a month. The Severe Violence Index from the Conflict Tactics Scale includes such acts as hitting someone with an object, kicking or biting a person, burning a person, and using a gun or a knife on someone. This measure is a widely used questionnaire for assessing within-family violence between adults and is available from the author at <http://pubpages.unh.edu/~mas2>.

Three derived variables, composites of reasoning (mean of 3 items), verbal (mean of 6 items), and physical (mean of 8 items) conflict, are included in the distributed file.

**MALTREATMENT CLASSIFICATION AND RATING SYSTEM (MCS):**

Barnett, D., Manly, J.T., & Cicchetti, D. (1993). Defining child maltreatment: The interface between policy and research. In D. Cicchetti and S.L. Toth (Eds.), *Child abuse, child development, and social policy*, (pp. 7-73). Norwood, NJ: Ablex.

The children's maltreatment histories were delineated by examining official records at the Monroe County Department of Social Services. For children with documented histories of maltreatment, the Barnett, Manly, and Cicchetti (1993) nosology classification system for child maltreatment was employed by trained research assistants. This nosology allows further specification of children's maltreatment history by indicating: (a) the maltreatment subtype, (b) the severity of maltreatment, (c) the frequency/chronicity of maltreatment, and (d) the developmental period during which maltreatment occurred, (e) the number of court-ordered separations from the primary caregiver that children have

experienced, and (f) the perpetrator of the maltreatment. Information about court-ordered separations from the primary caregiver and perpetrators is not included in the dataset distributed by NDACAN. Please see the Appendices section of this guide for a more detailed description of the classification system.

Maximum severity scores for emotional maltreatment, physical neglect, physical abuse, and sexual abuse are included. The presence or absence of maltreatment (regardless of subtype) is coded for the following developmental periods: Infant (0 to < 18 months); Toddler (= 18 months to < 36 months); Preschooler (= 36 months to < 71 months); School Age (= 71 months to < 96 months); and Later School Age (= 96 months to < 156 months). In addition, chronicity is captured in the number of developmental periods in which maltreatment occurred.

#### PUPIL EVALUATION INVENTORY (PEI):

Pekarik, E., Prinz, R., Liebert, D., Weintraub, S., & Neale, J. (1976). The Pupil Evaluation Inventory: A sociometric technique for assessing children's school behavior. *Journal of Abnormal Child Psychology*, 4, 83-97.

The Pupil Evaluation Inventory was completed by camp counselors as a rating of children's social adaptation. This measure was developed as an index of behavior for first through ninth grade children (Pekarik, Prinz, Liebert, Weintraub, & Neale, 1976). The inventory contains 35 items, which were selected because of their relation to identifiable types of behavior and their association with psychopathology (Pekarik et al., 1976). The inventory is presented as an item-by-child matrix. Camp counselors are asked to put a check by the name of each child who fits a particular item description (e.g., Those who try to get other people in trouble). A copy of the instrument is included in the Appendices section of this document.

Pekarik et al. (1976) report that factor analysis produces three distinct factors, or subscales: Aggression (20 items), Withdrawal (9 items), and Likeability (5 items). The factors are internally consistent as indicated by split-half correlations above .70 across factors and different raters. Test-retest reliability over two weeks is also high, with all correlations greater than .80. Teacher and peer ratings correlate significantly, ranging from .47 to .83 for all three factors. The summary scores for each of the three factors and standardized scores for the three factors are provided in the data file NDACAN distributes.

#### PEER NOMINATIONS (PN):

Coie, J.D., & Dodge, K.A. (1983). Continuities and changes in children's social status: A five-year longitudinal study. *Merrill-Palmer Quarterly*, 27, 1-18.

On the final day of camp, children evaluated characteristics of the peers in their camp group using a peer nomination method developed by Coie and Dodge (1983). Each child was asked to select one peer from the group who best fit the following descriptions: most liked, least liked, cooperative, leader, shy, disruptive, and fighter. The total number of nominations each child receives from peers for each category is calculated, and these totals are converted into proportions of possible nominations for each



descriptive category. A copy of the version of the measure used in this study is included in the Appendices section.

#### BEHAVIOR RATINGS (BR):

Wright, J. (1983). The structure and perception of behavioral consistency. Unpublished doctoral dissertation, Stanford University.

On two separate occasions during the week of camp, counselors rated each child on nine items tapping three aspects of interpersonal functioning: prosocial behavior (mean of 3 items), aggression (mean of 3 items), and withdrawal (mean of 3 items). These behavior ratings, developed by Wright (1983), were completed during unstructured 45-minute play periods for the children on a 7-point scale ranging from not at all descriptive to highly descriptive. Previous work has shown that inter-rater reliability among groups of three raters is highly reliable (alphas ranging from .67 to .93). The internal consistencies of the three subscales from the behavior ratings also demonstrate high reliability (alphas of .90). Because agreement is high among raters, the behavior ratings were averaged across all three camp counselors to yield scores for the three dimensions of social behavior. A single measure of each of the three aspects per wave is included in the dataset. The complete instrument is provided in the Appendices section of this guide.

#### SELF-ESTEEM INVENTORY (SEI):

Coopersmith, S. (1981). The Self Esteem Inventories. Palo Alto, CA: Consulting Psychologists Press.

This measure was completed as part of individual interviews with children in camp. The measure allows children to report their perceptions of self by evaluating a set of 58 items on whether or not each item is characteristic of themselves (Coopersmith, 1981). A summary variable was computed for self-esteem in four domains: general (mean of 26 items), social (mean of 8 items), home (mean of 8 items), and academic (mean of 8 items). In addition to the four summary means a Lie score (mean of 8 items) and a total self-esteem score (mean of 50 items) are included in the data file. The total self worth scale from this measure can be used as an indicator of self-esteem and valuing of the self. Coopersmith (1981) has demonstrated adequate reliability and validity for this copyrighted scale. The inventory may be obtained from the publisher.

#### CALIFORNIA CHILD Q-SET (CA):

Block, J.H., & Block, J. (1969). The California Child Q Set. Institute of Human Development, University of California, Berkeley.

After extensive week-long observations of the children in the camp setting, camp counselors completed this measure to assess children's personality functioning (Block & Block, 1969). This Q-Set consists of 100 diverse items about children's personality, cognitive, and social characteristics. Raters sort the individual items into a fixed distribution of nine categories ranging from most to least descriptive of the

individual child. Individual profiles are thus generated for each child. Inter-rater agreement among groups of counselors ranges from .74 to .93. Two-dimensional scores were derived from the Q-sort data, ego-resilience and ego-control, and are included in Dataset #096. These two dimensions reflect the degree to which children are able to flexibly modify their level of control as a function of the demand characteristics of the environment (Block & Block, 1980). The measure is copyrighted and can be obtained from the publisher.

Each item was assigned a criterion score, and each child's individual Q-set data were correlated with the criterion sorts. The resulting correlations for each child's profile with the prototypical ego-resiliency and ego-control criterion sorts represent how similar or different the individual child was compared to the prototype profiles. A high positive correlation with ego-resiliency criterion sort indicates a high level of ego-resiliency. A high positive correlation with ego-control indicates high ego undercontrol.

#### PEABODY PICTURE VOCABULARY TEST, Revised (PPVT):

Dunn, L.M., & Dunn, L. (1981). *The Peabody Picture Vocabulary Test-Revised*. Circle Pines, MN: American Guidance Service.

The children completed this copyrighted assessment while they were in camp. The PPVT-R is a widely used test of receptive (hearing) vocabulary for Standard English (4 training items and 204 test items). Each item consists of four black and white illustrations. The test taker selects the picture that best represents the meaning of a stimulus word presented orally. Although not a comprehensive measure of general intelligence, the PPVT-R measures an important aspect of general intelligence through assessing vocabulary ability, which has been shown to be highly related to general intelligence. The PPVT-R demonstrates adequate internal consistency (median split half reliability of .80), and an average correlation of .64 with WISC full scale IQ (Dunn & Dunn, 1981). Raw, standard, percentile and normalized standard scores are provided in the distributed data file.

#### LEVONN MEASURE (LEV):

Richters, J.E., Martinez, P., & Valla, J.P. (1990). *Levonn: A cartoon-based structured interview for assessing young children's distress symptoms*. National Institute of Mental Health.

In the context of individual interviews at camp, children younger than 9 years old completed the Levonn Measure (Richters, Martinez, & Valla, 1990), which is a cartoon-based measure in which children rate the frequency of various distress symptoms. This culturally sensitive cartoon-based interview: (1) depicts the central character, Levonn, as an urban child; (2) includes depictions of symptoms associated with post-traumatic stress disorder; (3) includes a 2 or 3 sentence script with each cartoon; and (4) uses a response format for indicating frequency that consists of pictures of a thermometer filled with varying degrees of mercury for never, some of the time, and a lot of the time.

Subscales representing depression (10 items, Cronbach's alpha = .78), anxiety/intrusive thoughts (14 items, Cronbach's alpha = .84), and sleep problems (7 items, Cronbach's alpha = .71) emerge from this interview. Correlations among the scales range from .64 to .85, being sufficiently high to justify

combining them into a single index of children's distress symptoms. This summary variable is included in Dataset #096. A copy of the complete measure is included in the Appendices section of this guide.

The Levonn Measure has been used successfully with school-aged urban children (Martinez & Richters, 1993). It is administered to children less than 9 years old. One-week test-retest reliability for the composite distress rating computed by summing across all symptom scores is high and significant ( $r = .81, p < .001$ ). The composite symptom score is significantly related to parent-rated Child Behavior Checklist scores ( $r = .30, p < .01$ ), and to parent ratings of children's distress based on the Checklist of Child Distress Symptoms ( $r = .32, p < .01$ ; Martinez & Richters, 1993). The total sum score for both camp sessions is included in the file.

#### CHECKLIST OF CHILD DISTRESS SYMPTOMS (PTSD):

Richters, J.E., & Martinez, P. (1990). Checklist of child distress symptoms. National Institute of Mental Health.

Children 9 years old and above completed the Checklist of Child Distress Symptoms (Richters & Martinez, 1990). This checklist was developed from diagnostic criteria described in the Diagnostic and Statistical Manual of Mental Disorders (3rd ed., revised - American Psychiatric Association, 1987) for depression and anxiety. The checklist includes 28 symptom descriptions rated on a 5-point Likert scale ranging from never to most of the time. Children's ratings of their distress symptoms yield two correlated subscales ( $r = .64, p < .001$ ) of moderately high reliability: depression (Cronbach's alpha = .71) and anxiety (Cronbach's alpha = .72). Children's composite scores of distress are significantly related to their scores on the Child Depression Inventory ( $r = .49, p < .01$ ; Martinez & Richters, 1993). A total sum score is included in DS\_096. A copy of the instrument is included in the Appendices section below.

Children's parents completed the parent-report form of the Checklist of Child Distress Symptoms (Richters & Martinez, 1990) as part of a home visit with the primary caregiver. As above, this is a 28-item checklist indicating the presence of symptoms. Also as above, parents' ratings of children's distress symptoms yield two correlated subscales ( $r = .80, p < .001$ ) of moderately high reliability: depression (Cronbach's alpha = .75) and anxiety (Cronbach's alpha = .70). Parent-child agreement about the relative levels of children's symptoms is modest but significant ( $r = .32, p < .01$ ; Martinez & Richters, 1993). The parents' ratings are not included in the dataset distributed by NDACAN. Overall, children report significantly higher levels of depression and anxiety than their parents report about them.

#### CHILD DEPRESSION INVENTORY (CDI):

Kovacs, M. (1985). The children's depression inventory. *Psychopharmacology Bulletin*, 21, 995-998.

All children completed the Child Depression Inventory (Kovacs, 1985), a widely used measure of children's depressive symptoms. The Child Depression Inventory contains 27 items that assess the affective, cognitive, and behavioral concomitants of depression. The scale is copyrighted and can be obtained from the publisher. Children are asked to choose one of three alternatives for each item, 0, 1,

2, selecting the description that best characterizes their functioning over the prior 2 weeks. Scores on individual items are summed and range from 0 to 54, with higher scores indicating more severe depressed symptomatology. Typically scores greater than 12 on the CDI are thought to reflect mild depression, while scores of 19 or above have been equated with clinically significant levels of depression (Smucker, Craighead, Wilcoxan Craighead, & Green, 1986). The CDI has been demonstrated to possess high internal consistency and moderate test-retest reliability, to discriminate between clinical and nonclinical groups of children, and to correlate with constructs associated with depression such as self-esteem, perceived competence, and attributional style (Kazdin, 1990). The summary score is provided in the NDACAN file.

#### CHILD BEHAVIOR CHECKLIST (CBCL):

Achenbach, T. (1991). *Manual for the Teacher's Report Form and 1991 Profile*. Burlington, VT: University of Vermont, Department of Psychiatry.

Counselors completed the Teacher Report Form of the Child Behavior Checklist (Achenbach, 1991) at the end of camp. This copyrighted checklist is a widely used rating of children's externalizing and internalizing symptoms. The teacher version of the Child Behavior Checklist contains a 118-item checklist that covers a broad range of problems relevant to children's mental health referrals that are identifiable by adults (e.g., can't sit still, restless or hyperactive and gets in many fights). Each of the behavior problem items is scored on a 3-point scale with 0 = not true, 1 = somewhat or sometimes true and 2 = very true or often true of the child. Counselors were instructed to base their ratings of the child on behaviors occurring during the course of children's attendance in camp. Three t-scores are provided, that for the total problem score, the internalizing score, and the externalizing score. The CBCL can be obtained from the publisher.

Reliability of the Teacher Report Form (TRF) has been established on an ethnically diverse standardization sample. The median test-retest correlation for all scales of the TRF is .90 over a one-week period. Over longer intervals, median test-retest reliabilities range from .84 for a 15-day period to .68 over a 4-month period. Inter-rater has been reported to range from .30 to .84 across to age levels (6 to 11 and 12 to 16 years old) and across boys and girls. The items of the TRF Child Behavior Checklist correlate positively ( $p < .005$ ) with clinic-referred status.

#### Related Publications & Reports

**\*Users are strongly encouraged to obtain these references before doing analyses.\***

Cicchetti, D., Lynch, M., & Manly, J. (1998). *An ecological developmental perspective on the consequences of child maltreatment* (Final Report Grant No. 90-CA-1546). Washington DC: U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information.

Lynch, M., & Cicchetti, D. (1998). An ecological-transactional analysis of children and contexts: The longitudinal interplay among child maltreatment, community violence, and children's symptomatology. *Development and Psychopathology*, 10, 235-257.

- Lynch, M., & Cicchetti, D. (1998). Trauma, mental representation and the organization of memory for mother-referent material. *Development and Psychopathology, 10*, 739-759.
- Martinez, P., & Richters, J. E. (1993). The NIMH community violence project: II. children's distress symptoms associated with violence exposure. *Psychiatry: Interpersonal and Biological Processes, 56*(1), 22.
- Richters, J. E., & Martinez, P. (1993). The NIMH community violence project: I. children as victims of and witnesses to violence. *Psychiatry: Interpersonal and Biological Processes, 56*(1), 7.
- Rogosch, F., & Cicchetti, D. (2004). Child maltreatment and emergent personality organization: Perspectives from the five-factor model. *Journal of Abnormal Child Psychology, 32*(2), 123–145.

### Analytic Considerations

Please consult the articles listed in the "Related Publications & Reports" section for analytic guidance.

### Confidentiality Protection

To preserve the confidentiality of the participants' responses, birthdates have been eliminated from the dataset. Children's and caregivers' ages at wave 1 are captured, however, by variables representing age in years. For both respondent age and child age, all values are integers.

### Extent of Collection

This data collection consists of the User's Guide and Codebook, thirty-one text data files with data import statements for SAS & SPSS, thirty-one Stata native files, copies of most measures used in the study, and a copy of the project's final report.

### Extent of Processing

NDACAN produced the User's Guide and Codebook, changed variable names and labels, modified value labels, and created a single data file, known as DS096, that combines the most relevant study variables.

## **DATA FILE INFORMATION**

### File Specifications

| No. | File Name | Case Count | Variable Count | Records Per Respondent |
|-----|-----------|------------|----------------|------------------------|
| 1   | DS_096    | 300        | 191            | 1                      |
| 2   | YR1_BR    | 300        | 13             | 1                      |
| 3   | YR1_CBCL  | 300        | 4              | 1                      |
| 4   | YR1_CDI   | 300        | 29             | 1                      |
| 5   | YR1_CTS   | 300        | 23             | 1                      |

| No. | File Name | Case Count | Variable Count | Records Per Respondent |
|-----|-----------|------------|----------------|------------------------|
| 6   | YR1_CV_A  | 300        | 65             | 1                      |
| 7   | YR1_CV_C  | 300        | 96             | 1                      |
| 8   | YR1_LEV   | 300        | 31             | 1                      |
| 9   | YR1_NEIGH | 300        | 8              | 1                      |
| 10  | YR1_PEI   | 300        | 42             | 1                      |
| 11  | YR1_PML   | 300        | 15             | 1                      |
| 12  | YR1_PN    | 300        | 8              | 1                      |
| 13  | YR1_PPVT  | 300        | 5              | 1                      |
| 14  | YR1_PTSD  | 300        | 30             | 1                      |
| 15  | YR1_QSORT | 300        | 3              | 1                      |
| 16  | YR1_SEI   | 300        | 65             | 1                      |
| 17  | YR2_BR    | 300        | 13             | 1                      |
| 18  | YR2_CBCL  | 300        | 4              | 1                      |
| 19  | YR2_CDI   | 300        | 29             | 1                      |
| 20  | YR2_CTS   | 300        | 23             | 1                      |
| 21  | YR2_CV_A  | 300        | 65             | 1                      |
| 22  | YR2_CV_C  | 300        | 96             | 1                      |
| 23  | YR2_LEV   | 300        | 31             | 1                      |
| 24  | YR2_NEIGH | 300        | 8              | 1                      |
| 25  | YR2_PEI   | 300        | 42             | 1                      |
| 26  | YR2_PML   | 300        | 15             | 1                      |
| 27  | YR2_PN    | 300        | 8              | 1                      |
| 28  | YR2_PPVT  | 300        | 5              | 1                      |
| 29  | YR2_PTSD  | 300        | 30             | 1                      |
| 30  | YR2_QSORT | 300        | 3              | 1                      |
| 31  | YR2_SEI   | 300        | 65             | 1                      |

Note: It is important for you to inspect the frequencies for the variables of interest prior to conducting your analyses.

### Data File Notes

Description of the DS\_096 data file:

The DS\_096 file consists of variables from the 30 individual data files. The file was created by including the score variables from each of the individual files. In instances where score variable were not computed or appropriate, all variables from those files were included in the DS\_096 file. Each case, or record, in the file contains wave 1 and wave 2 data for a single child. Data collected during the first wave have variables names or initial variable name stems ending in 1. Variables with names or initial name stems ending in 2 contain data collected at wave 2. Demographic data were only collected at in the first wave and do not have a wave identifier in the variable name. With the exception of

demographic variables, variable labels in DS\_096 contain a prefix code that identifies the measure to which the variable applies. Table 2 indicates the prefix for each of the measures used in this study.

This dataset represents year one and two of a four year data collection effort. Dataset #110 contains the third and fourth year follow-up data.

**Table 2: List of Measure Abbreviations**

| <b><u>Abbreviation</u></b> | <b><u>Measure name</u></b>               |
|----------------------------|--|
| <i>MCS</i>                 | Maltreatment Classification Rating Scale |
| <i>CV</i>                  | Community Violence Survey                |
| <i>PML</i>                 | Domains of Functioning                   |
| <i>ON</i>                  | Neighborhood Satisfaction Scale          |
| <i>CTS</i>                 | Conflict Tactics Scale                   |
| <i>PEI</i>                 | Pupil Evaluation Scale                   |
| <i>PN</i>                  | Peer Nominations                         |
| <i>BR</i>                  | Behavior Ratings                         |
| <i>SEI</i>                 | Self-Esteem Inventory                    |
| <i>CA</i>                  | California Child Q-Set                   |
| <i>PPVT</i>                | Peabody Picture Vocabulary Test          |
| <i>LEV</i>                 | Levonn Measure                           |
| <i>PTDS</i>                | Checklist of Child Distress Symptoms     |
| <i>CDI</i>                 | Child Depression Inventory               |
| <i>CBCL</i>                | Child Behavior Checklist                 |

**Technical support for this dataset is provided by NDACAN.  
Please send your inquiries to NDACANSUPPORT@cornell.edu.**





**CODEBOOK: Dataset #96 Variable Information**

The Codebook provides the following information: The position of the variable in the data file, variable name, variable label, variable group, variable format, values, value labels, and relevant notes and definitions.

Lists of the variables are also provided, first by position and then alphabetically.



# Variable List by Position

| Position | Variable Name | Variable Label                            | Group        |
|----------|---------------|---|--------------|
| 1        | ID            | Identification No.                        | Unassigned   |
| 2        | ID_CHAR       | Respondent                                | Demographics |
| 3        | RAGE          | Respondent's Age                          | Demographics |
| 4        | RRACE         | Respondent's Race                         | Demographics |
| 5        | RTOTINC       | Total Family Income in Thousands          | Demographics |
| 6        | RHED          | Respondent's Hollingshead Education Score | Demographics |
| 7        | RNMADULT      | No. Of Adults Living in Home              | Demographics |
| 8        | RTOTKIDS      | No. Of Children Living in Home            | Demographics |
| 9        | RMASTAT       | Respondent's Marital Status               | Demographics |
| 10       | RAFDC         | Family's Receipt Of Public Assistance     | Demographics |
| 11       | SEX           | Child's Gender                            | Demographics |
| 12       | RACE          | Child's Race                              | Demographics |
| 13       | CAGE          | Child's Age (Yrs.)                        | Demographics |
| 14       | MALSTAT       | MCS Maltx Status                          | MCS          |
| 15       | EMSEV         | MCS Maximum Severity Of Emotional Maltx   | MCS          |
| 16       | PNSEV         | MCS Maximum Severity Of Physical Neglect  | MCS          |
| 17       | PASEV         | MCS Maximum Severity Of Physical Abuse    | MCS          |
| 18       | SASEV         | MCS Maximum Severity Of Sexual Abuse      | MCS          |
| 19       | INF           | MCS Maltx During Infancy                  | MCS          |
| 20       | TDL           | MCS Maltx During Toddlerhood              | MCS          |
| 21       | PSC           | MCS Maltx During Preschool                | MCS          |
| 22       | SA            | MCS Maltx During School Age               | MCS          |
| 23       | LSA           | MCS Maltx During Later School Age         | MCS          |
| 24       | DEV_N         | MCS No. Of Developmental Periods          | MCS          |
| 25       | EMINF         | MCS Emotional Maltx During Infancy        | MCS          |
| 26       | PNINF         | MCS Physical Neglect During Infancy       | MCS          |
| 27       | PAINF         | MCS Physical Abuse During Infancy         | MCS          |
| 28       | SAINF         | MCS Sexual Abuse During Infancy           | MCS          |
| 29       | EMTDL         | MCS Emotional Maltx During Toddlerhood    | MCS          |
| 30       | PNTDL         | MCS Physical Neglect During Toddlerhood   | MCS          |
| 31       | PATDL         | MCS Physical Abuse During Toddlerhood     | MCS          |
| 32       | SATDL         | MCS Sexual Abuse During Toddlerhood       | MCS          |
| 33       | EMPSC         | MCS Emotional Maltx During Preschool      | MCS          |
| 34       | PNPSC         | MCS Physical Neglect During Preschool     | MCS          |
| 35       | PAPSC         | MCS Physical Abuse During Preschool       | MCS          |

| <b>Position</b> | <b>Variable Name</b> | <b>Variable Label</b>                        | <b>Group</b> |
|-----------------|----------------------|--|--------------|
| 36              | SAPSC                | MCS Sexual Abuse During Preschool            | MCS          |
| 37              | EMSA                 | MCS Emotional Abuse During School Age        | MCS          |
| 38              | PNSA                 | MCS Physical Neglect During School Age       | MCS          |
| 39              | PASA                 | MCS Physical Abuse During School Age         | MCS          |
| 40              | SASA                 | MCS Sexual Abuse During School Age           | MCS          |
| 41              | EMLSA                | MCS Emotional Maltx During Later School Age  | MCS          |
| 42              | PNLSA                | MCS Physical Neglect During Later School Age | MCS          |
| 43              | PALSA                | MCS Physical Abuse During Later School Age   | MCS          |
| 44              | SALSA                | MCS Sexual Abuse During Later School Age     | MCS          |
| 45              | PML1_Q01             | PML Usually Look Forward To School YR1       | PML          |
| 46              | PML1_Q02             | PML Feel Safe At School YR1                  | PML          |
| 47              | PML1_Q03             | PML School Is Nice Place To Be YR1           | PML          |
| 48              | PML1_Q04             | PML Kids Can Grow Up, Succeed YR1            | PML          |
| 49              | PML1_Q05             | PML I Feel Scared At School YR1              | PML          |
| 50              | PML1_Q06             | PML Drugs, Gangs In My School YR1            | PML          |
| 51              | PML1_Q07             | PML School Is Dangerous Place YR1            | PML          |
| 52              | PML1_Q08             | PML Neighborhood Is Nice Place YR1           | PML          |
| 53              | PML1_Q09             | PML Neighborhood People Friendly YR1         | PML          |
| 54              | PML1_Q10             | PML Neighborhood Kids Can Succeed YR1        | PML          |
| 55              | PML1_Q11             | PML I Feel Scared In Neighborhood YR1        | PML          |
| 56              | PML1_Q12             | PML Kids Get Into Trouble YR1                | PML          |
| 57              | PML1_Q13             | PML Drugs, Gangs In Neighborhood YR1         | PML          |
| 58              | PML1_Q14             | PML Neighborhood Is Dangerous Place YR1      | PML          |
| 59              | PML2_Q01             | PML Usually Look Forward To School YR2       | PML          |
| 60              | PML2_Q02             | PML Feel Safe At School YR2                  | PML          |
| 61              | PML2_Q03             | PML School Is Nice Place To Be YR2           | PML          |
| 62              | PML2_Q04             | PML Kids Can Grow Up, Succeed YR2            | PML          |
| 63              | PML2_Q05             | PML I Feel Scared At School YR2              | PML          |
| 64              | PML2_Q06             | PML Drugs, Gangs In My School YR2            | PML          |
| 65              | PML2_Q07             | PML School Is Dangerous Place YR2            | PML          |
| 66              | PML2_Q08             | PML Neighborhood Is Nice Place YR2           | PML          |
| 67              | PML2_Q09             | PML Neighborhood People Friendly YR2         | PML          |
| 68              | PML2_Q10             | PML Neighborhood Kids Can Succeed YR2        | PML          |
| 69              | PML2_Q11             | PML I Feel Scared In Neighborhood YR2        | PML          |
| 70              | PML2_Q12             | PML Kids Get Into Trouble YR2                | PML          |
| 71              | PML2_Q13             | PML Drugs, Gangs In Neighborhood YR2         | PML          |
| 72              | PML2_Q14             | PML Neighborhood Is Dangerous Place YR2      | PML          |
| 73              | ON1_Q1               | ON Neighborhood Is Nice Place YR1            | ON           |

| Position | Variable Name | Variable Label                          | Group |
|----------|---------------|---|-------|
| 74       | ON1_Q2        | ON Neighborhood People Friendly YR1     | ON    |
| 75       | ON1_Q3        | ON Neighborhood Kids Can Succeed YR1    | ON    |
| 76       | ON1_Q4        | ON I Feel Afraid In Neighborhood YR1    | ON    |
| 77       | ON1_Q5        | ON Kids, Adults Get Into Trouble YR1    | ON    |
| 78       | ON1_Q6        | ON Drugs, Gangs In Neighborhood YR1     | ON    |
| 79       | ON1_Q7        | ON Neighborhood Is Dangerous Place YR1  | ON    |
| 80       | ON2_Q1        | ON Neighborhood Is Nice Place YR2       | ON    |
| 81       | ON2_Q2        | ON Neighborhood People Friendly YR2     | ON    |
| 82       | ON2_Q3        | ON Neighborhood Kids Can Succeed YR2    | ON    |
| 83       | ON2_Q4        | ON I Feel Afraid In Neighborhood YR2    | ON    |
| 84       | ON2_Q5        | ON Kids, Adults Get Into Trouble YR2    | ON    |
| 85       | ON2_Q6        | ON Drugs, Gangs In Neighborhood YR2     | ON    |
| 86       | ON2_Q7        | ON Neighborhood Is Dangerous Place YR2  | ON    |
| 87       | REASON1       | CTS Reasoning Conflict YR1              | CTS   |
| 88       | V_CONF1       | CTS Verbal Conflict YR1                 | CTS   |
| 89       | P_CONF1       | CTS Physical Conflict YR1               | CTS   |
| 90       | REASON2       | CTS Reasoning Conflict YR2              | CTS   |
| 91       | V_CONF2       | CTS Verbal Conflict YR2                 | CTS   |
| 92       | P_CONF2       | CTS Physical Conflict YR2               | CTS   |
| 93       | PEIAGGZ1      | PEI Aggression Z-Score YR1              | PEI   |
| 94       | PEIWDRZ1      | PEI Withdrawal Z-Score YR1              | PEI   |
| 95       | PEILIKZ1      | PEI Likeability Z-Score YR1             | PEI   |
| 96       | AGG1          | PEI Aggression Score YR1                | PEI   |
| 97       | WDR1          | PEI Withdrawal Score YR1                | PEI   |
| 98       | LIK1          | PEI Likeability Score YR1               | PEI   |
| 99       | PEIAGGZ2      | PEI Aggression Z-Score YR2              | PEI   |
| 100      | PEIWDRZ2      | PEI Withdrawal Z-Score YR2              | PEI   |
| 101      | PEILIKZ2      | PEI Likeability Z-Score YR2             | PEI   |
| 102      | AGG2          | PEI Aggression Score YR2                | PEI   |
| 103      | WDR2          | PEI Withdrawal Score YR2                | PEI   |
| 104      | LIK2          | PEI Likeability Score YR2               | PEI   |
| 105      | MOST1Z1       | PN Like To Play With Most YR1           | PN    |
| 106      | LEAST1Z1      | PN Like To Play With Least YR1          | PN    |
| 107      | COOPZ1        | PN Cooperates, Pitches In, Shares YR1   | PN    |
| 108      | DISRPTZ1      | PN Upsets Everything, Doesn't Share YR1 | PN    |
| 109      | SHYZ1         | PN Very Quiet And Shy YR1               | PN    |
| 110      | FIGHTSZ1      | PN Starts Fights, Pushes, Hits YR1      | PN    |
| 111      | LEADERZ1      | PN Chosen As Leader YR1                 | PN    |

| <b>Position</b> | <b>Variable Name</b> | <b>Variable Label</b>                   | <b>Group</b> |
|-----------------|----------------------|---|--------------|
| 112             | MOST1Z2              | PN Like To Play With Most YR2           | PN           |
| 113             | LEAST1Z2             | PN Like To Play With Least YR2          | PN           |
| 114             | COOPZ2               | PN Cooperates, Pitches In, Shares YR2   | PN           |
| 115             | DISRPTZ2             | PN Upsets Everything, Doesn't Share YR2 | PN           |
| 116             | SHYZ2                | PN Very Quiet And Shy YR2               | PN           |
| 117             | FIGHTSZ2             | PN Starts Fights, Pushes, Hits YR2      | PN           |
| 118             | LEADERZ2             | PN Chosen As Leader YR2                 | PN           |
| 119             | COOP1                | BR Cooperation Mean YR1                 | BR           |
| 120             | WDWL1                | BR Withdrawal Mean YR1                  | BR           |
| 121             | AGRS1                | BR Aggression Mean YR1                  | BR           |
| 122             | COOP2                | BR Cooperation Mean YR2                 | BR           |
| 123             | WDWL2                | BR Withdrawal Mean YR2                  | BR           |
| 124             | AGRS2                | BR Aggression Mean YR2                  | BR           |
| 125             | MNGENS1              | SEI General Self Score YR1              | SEI          |
| 126             | MNSOCS1              | SEI Social Self Score YR1               | SEI          |
| 127             | MNHOME1              | SEI Home-Parent Score YR1               | SEI          |
| 128             | MNSCHL1              | SEI School-Academic Score YR1           | SEI          |
| 129             | MNLIE1               | SEI Lie Score YR1                       | SEI          |
| 130             | MNTOTS1              | SEI Total Self Score YR1                | SEI          |
| 131             | MNGENS2              | SEI General Self Score YR2              | SEI          |
| 132             | MNSOCS2              | SEI Social Self Score YR2               | SEI          |
| 133             | MNHOME2              | SEI Home-Parent Score YR2               | SEI          |
| 134             | MNSCHL2              | SEI School-Academic Score YR2           | SEI          |
| 135             | MNLIE2               | SEI Lie Score YR2                       | SEI          |
| 136             | MNTOTS2              | SEI Total Self Score YR2                | SEI          |
| 137             | ER1                  | CA Q-Sort Ego Resiliency YR1            | CA           |
| 138             | EC1                  | CA Q-Sort Ego Control YR1               | CA           |
| 139             | ER2                  | CA Q-Sort Ego Resiliency YR2            | CA           |
| 140             | EC2                  | CA Q-Sort Ego Control YR2               | CA           |
| 141             | RAW_SCO1             | PPVT Raw Score YR1                      | PPVT         |
| 142             | STD_SCO1             | PPVT Standard Score YR1                 | PPVT         |
| 143             | PRCNTLE1             | PPVT Percentile Score YR1               | PPVT         |
| 144             | STANINE1             | PPVT Normalized Standard Score YR1      | PPVT         |
| 145             | RAW_SCO2             | PPVT Raw Score YR2                      | PPVT         |
| 146             | STD_SCO2             | PPVT Standard Score YR2                 | PPVT         |
| 147             | PRCNTLE2             | PPVT Percentile Score YR2               | PPVT         |
| 148             | STANINE2             | PPVT Normalized Standard Score YR2      | PPVT         |
| 149             | LEV1                 | LEV Total Score YR1                     | LEV          |

| Position | Variable Name | Variable Label  | Group |
|----------|---------------|---|-------|
| 150      | LEV2          | LEV Total Score YR2   | LEV   |
| 151      | PTSD1         | PTSD Total Score YR1  | PTSD  |
| 152      | PTSD2         | PTSD Total Score YR2  | PTSD  |
| 153      | CDI_TOT1      | CDI Total Score YR1   | CDI   |
| 154      | CDI_TOT2      | CDI Total Score YR2   | CDI   |
| 155      | TS_BP1        | CBCL Total Problems T-Score YR1                                 | CBCL  |
| 156      | TS_I1         | CBCL Internalizing T-Score YR1                                  | CBCL  |
| 157      | TS_E1         | CBCL Externalizing T-Score YR1                                  | CBCL  |
| 158      | TS_BP2        | CBCL Total Problems T-Score YR2                                 | CBCL  |
| 159      | TS_I2         | CBCL Internalizing T-Score YR2                                  | CBCL  |
| 160      | TS_E2         | CBCL Externalizing T-Score YR2                                  | CBCL  |
| 161      | CXTOTAL1      | CV_C Total raw score for children younger than 9 YR1            | CV    |
| 162      | CXVICTIM1     | CV_C Victimization raw score for children younger than 9 YR1    | CV    |
| 163      | CXWITNSS1     | CV_C Witnessing raw score for children younger than 9 YR1       | CV    |
| 164      | CWITNSS1      | CV_C Witnessing raw score for children 9 and older YR1          | CV    |
| 165      | CVICTIM1      | CV_C Victimization raw score for children 9 and older YR1       | CV    |
| 166      | CTOTAL1       | CV_C Total raw score for children 9 and older YR1               | CV    |
| 167      | CV_FLAG       | CV_C children under 9 who received Things I Have Seen and Heard | CV    |
| 168      | CSTDTOTAL1    | CV_C standardized total score YR1                               | CV    |
| 169      | CSTDVICTIM1   | CV_C standardized victimization score YR1                       | CV    |
| 170      | CSTDWITNSS1   | CV_C standardized witness score YR1                             | CV    |
| 171      | CXTOTAL2      | CV_C Total raw score for children younger than 9 YR2            | CV    |
| 172      | CXVICTIM2     | CV_C Victimization raw score for children younger than 9 YR2    | CV    |
| 173      | CXWITNSS2     | CV_C Witnessing raw score for children younger than 9 YR2       | CV    |
| 174      | CWITNSS2      | CV_C Witnessing raw score for children 9 and older YR2          | CV    |
| 175      | CVICTIM2      | CV_C Victimization raw score for children 9 and older YR2       | CV    |
| 176      | CTOTAL2       | CV_C Total raw score for children 9 and older YR2               | CV    |
| 177      | CSTDTOTAL2    | CV_C standardized total score YR2                               | CV    |
| 178      | CSTDVICTIM2   | CV_C standardized victimization score YR2                       | CV    |
| 179      | CSTDWITNSS2   | CV_C standardized witness score YR2                             | CV    |
| 180      | AWITNESS1     | CV_A Witnessing raw score for adults YR1                        | CV    |
| 181      | AVICTIM1      | CV_A Victimization raw score for adults YR1                     | CV    |

| <b>Position</b> | <b>Variable Name</b> | <b>Variable Label</b>                                | <b>Group</b> |
|-----------------|----------------------|--|--------------|
| 182             | ATOTAL1              | CV_A Total raw score for adults YR1                  | CV           |
| 183             | ASTDTOTAL1           | CV_A Standardized total score for adults YR1         | CV           |
| 184             | ASTDVICTIM1          | CV_A Standardized victimization score for adults YR1 | CV           |
| 185             | ASTDWITNESS1         | CV_A Standardized witnessing score for adults YR1    | CV           |
| 186             | AWITNESS2            | CV_A Witnessing raw score for adults YR2             | CV           |
| 187             | AVICTIM2             | CV_A Victimization raw score for adults YR2          | CV           |
| 188             | ATOTAL2              | CV_A Total raw score for adults YR2                  | CV           |
| 189             | ASTDTOTAL2           | CV_A Standardized total score for adults YR2         | CV           |
| 190             | ASTDVICTIM2          | CV_A Standardized victimization score for adults YR2 | CV           |
| 191             | ASTDWITNESS2         | CV_A Standardized witnessing score for adults YR2    | CV           |



# Variable List by Variable Name

| Position | Variable Name | Variable Label  | Group        |
|----------|---------------|---|--------------|
| 96       | AGG1          | PEI Aggression Score YR1  | PEI          |
| 102      | AGG2          | PEI Aggression Score YR2  | PEI          |
| 121      | AGRS1         | BR Aggression Mean YR1  | BR           |
| 124      | AGRS2         | BR Aggression Mean YR2  | BR           |
| 183      | ASTDTOTAL1    | CV_A Standardized total score for adults YR1                    | CV           |
| 189      | ASTDTOTAL2    | CV_A Standardized total score for adults YR2                    | CV           |
| 184      | ASTDVICTIM1   | CV_A Standardized victimization score for adults YR1            | CV           |
| 190      | ASTDVICTIM2   | CV_A Standardized victimization score for adults YR2            | CV           |
| 185      | ASTDWITNESS1  | CV_A Standardized witnessing score for adults YR1               | CV           |
| 191      | ASTDWITNESS2  | CV_A Standardized witnessing score for adults YR2               | CV           |
| 182      | ATOTAL1       | CV_A Total raw score for adults YR1                             | CV           |
| 188      | ATOTAL2       | CV_A Total raw score for adults YR2                             | CV           |
| 181      | AVICTIM1      | CV_A Victimization raw score for adults YR1                     | CV           |
| 187      | AVICTIM2      | CV_A Victimization raw score for adults YR2                     | CV           |
| 180      | AWITNESS1     | CV_A Witnessing raw score for adults YR1                        | CV           |
| 186      | AWITNESS2     | CV_A Witnessing raw score for adults YR2                        | CV           |
| 13       | CAGE          | Child's Age (Yrs.)  | Demographics |
| 153      | CDI_TOT1      | CDI Total Score YR1   | CDI          |
| 154      | CDI_TOT2      | CDI Total Score YR2   | CDI          |
| 119      | COOP1         | BR Cooperation Mean YR1   | BR           |
| 122      | COOP2         | BR Cooperation Mean YR2   | BR           |
| 107      | COOPZ1        | PN Cooperates, Pitches In, Shares YR1                           | PN           |
| 114      | COOPZ2        | PN Cooperates, Pitches In, Shares YR2                           | PN           |
| 168      | CSTDTOTAL1    | CV_C standardized total score YR1                               | CV           |
| 177      | CSTDTOTAL2    | CV_C standardized total score YR2                               | CV           |
| 169      | CSTDVICTIM1   | CV_C standardized victimization score YR1                       | CV           |
| 178      | CSTDVICTIM2   | CV_C standardized victimization score YR2                       | CV           |
| 170      | CSTDWITNSS1   | CV_C standardized witness score YR1                             | CV           |
| 179      | CSTDWITNSS2   | CV_C standardized witness score YR2                             | CV           |
| 166      | CTOTAL1       | CV_C Total raw score for children 9 and older YR1               | CV           |
| 176      | CTOTAL2       | CV_C Total raw score for children 9 and older YR2               | CV           |
| 167      | CV_FLAG       | CV_C children under 9 who received Things I Have Seen and Heard | CV           |
| 165      | CVICTIM1      | CV_C Victimization raw score for children 9 and older YR1       | CV           |

| Position | Variable Name | Variable Label   | Group        |
|----------|---------------|--|--------------|
| 175      | CVICTIM2      | CV_C Victimization raw score for children 9 and older YR2    | CV           |
| 164      | CWITNSS1      | CV_C Witnessing raw score for children 9 and older YR1       | CV           |
| 174      | CWITNSS2      | CV_C Witnessing raw score for children 9 and older YR2       | CV           |
| 161      | CXTOTAL1      | CV_C Total raw score for children younger than 9 YR1         | CV           |
| 171      | CXTOTAL2      | CV_C Total raw score for children younger than 9 YR2         | CV           |
| 162      | CXVICTIM1     | CV_C Victimization raw score for children younger than 9 YR1 | CV           |
| 172      | CXVICTIM2     | CV_C Victimization raw score for children younger than 9 YR2 | CV           |
| 163      | CXWITNSS1     | CV_C Witnessing raw score for children younger than 9 YR1    | CV           |
| 173      | CXWITNSS2     | CV_C Witnessing raw score for children younger than 9 YR2    | CV           |
| 24       | DEV_N         | MCS No. Of Developmental Periods                             | MCS          |
| 108      | DISRPTZ1      | PN Upsets Everything, Doesn't Share YR1                      | PN           |
| 115      | DISRPTZ2      | PN Upsets Everything, Doesn't Share YR2                      | PN           |
| 138      | EC1           | CA Q-Sort Ego Control YR1                                    | CA           |
| 140      | EC2           | CA Q-Sort Ego Control YR2                                    | CA           |
| 25       | EMINF         | MCS Emotional Maltx During Infancy                           | MCS          |
| 41       | EMLSA         | MCS Emotional Maltx During Later School Age                  | MCS          |
| 33       | EMPSC         | MCS Emotional Maltx During Preschool                         | MCS          |
| 37       | EMSA          | MCS Emotional Abuse During School Age                        | MCS          |
| 15       | EMSEV         | MCS Maximum Severity Of Emotional Maltx                      | MCS          |
| 29       | EMTDL         | MCS Emotional Maltx During Toddlerhood                       | MCS          |
| 137      | ER1           | CA Q-Sort Ego Resiliency YR1                                 | CA           |
| 139      | ER2           | CA Q-Sort Ego Resiliency YR2                                 | CA           |
| 110      | FIGHTSZ1      | PN Starts Fights, Pushes, Hits YR1                           | PN           |
| 117      | FIGHTSZ2      | PN Starts Fights, Pushes, Hits YR2                           | PN           |
| 1        | ID            | Identification No.   | Unassigned   |
| 2        | ID_CHAR       | Respondent   | Demographics |
| 19       | INF           | MCS Maltx During Infancy                                     | MCS          |
| 111      | LEADERZ1      | PN Chosen As Leader YR1                                      | PN           |
| 118      | LEADERZ2      | PN Chosen As Leader YR2                                      | PN           |
| 106      | LEAST1Z1      | PN Like To Play With Least YR1                               | PN           |
| 113      | LEAST1Z2      | PN Like To Play With Least YR2                               | PN           |
| 149      | LEV1          | LEV Total Score YR1  | LEV          |
| 150      | LEV2          | LEV Total Score YR2  | LEV          |

| <b>Position</b> | <b>Variable Name</b> | <b>Variable Label</b>                      | <b>Group</b> |
|-----------------|----------------------|--|--------------|
| 98              | LIK1                 | PEI Likeability Score YR1                  | PEI          |
| 104             | LIK2                 | PEI Likeability Score YR2                  | PEI          |
| 23              | LSA                  | MCS Maltx During Later School Age          | MCS          |
| 14              | MALSTAT              | MCS Maltx Status                           | MCS          |
| 125             | MNGENS1              | SEI General Self Score YR1                 | SEI          |
| 131             | MNGENS2              | SEI General Self Score YR2                 | SEI          |
| 127             | MNHOME1              | SEI Home-Parent Score YR1                  | SEI          |
| 133             | MNHOME2              | SEI Home-Parent Score YR2                  | SEI          |
| 129             | MNLIE1               | SEI Lie Score YR1                          | SEI          |
| 135             | MNLIE2               | SEI Lie Score YR2                          | SEI          |
| 128             | MNSCHL1              | SEI School-Academic Score YR1              | SEI          |
| 134             | MNSCHL2              | SEI School-Academic Score YR2              | SEI          |
| 126             | MNSOCS1              | SEI Social Self Score YR1                  | SEI          |
| 132             | MNSOCS2              | SEI Social Self Score YR2                  | SEI          |
| 130             | MNTOTS1              | SEI Total Self Score YR1                   | SEI          |
| 136             | MNTOTS2              | SEI Total Self Score YR2                   | SEI          |
| 105             | MOST1Z1              | PN Like To Play With Most YR1              | PN           |
| 112             | MOST1Z2              | PN Like To Play With Most YR2              | PN           |
| 73              | ON1_Q1               | ON Neighborhood Is Nice Place YR1          | ON           |
| 74              | ON1_Q2               | ON Neighborhood People Friendly YR1        | ON           |
| 75              | ON1_Q3               | ON Neighborhood Kids Can Succeed YR1       | ON           |
| 76              | ON1_Q4               | ON I Feel Afraid In Neighborhood YR1       | ON           |
| 77              | ON1_Q5               | ON Kids, Adults Get Into Trouble YR1       | ON           |
| 78              | ON1_Q6               | ON Drugs, Gangs In Neighborhood YR1        | ON           |
| 79              | ON1_Q7               | ON Neighborhood Is Dangerous Place YR1     | ON           |
| 80              | ON2_Q1               | ON Neighborhood Is Nice Place YR2          | ON           |
| 81              | ON2_Q2               | ON Neighborhood People Friendly YR2        | ON           |
| 82              | ON2_Q3               | ON Neighborhood Kids Can Succeed YR2       | ON           |
| 83              | ON2_Q4               | ON I Feel Afraid In Neighborhood YR2       | ON           |
| 84              | ON2_Q5               | ON Kids, Adults Get Into Trouble YR2       | ON           |
| 85              | ON2_Q6               | ON Drugs, Gangs In Neighborhood YR2        | ON           |
| 86              | ON2_Q7               | ON Neighborhood Is Dangerous Place YR2     | ON           |
| 89              | P_CONF1              | CTS Physical Conflict YR1                  | CTS          |
| 92              | P_CONF2              | CTS Physical Conflict YR2                  | CTS          |
| 27              | PAINF                | MCS Physical Abuse During Infancy          | MCS          |
| 43              | PALSA                | MCS Physical Abuse During Later School Age | MCS          |
| 35              | PAPSC                | MCS Physical Abuse During Preschool        | MCS          |
| 39              | PASA                 | MCS Physical Abuse During School Age       | MCS          |

| <b>Position</b> | <b>Variable Name</b> | <b>Variable Label</b>                        | <b>Group</b> |
|-----------------|----------------------|--|--------------|
| 17              | PASEV                | MCS Maximum Severity Of Physical Abuse       | MCS          |
| 31              | PATDL                | MCS Physical Abuse During Toddlerhood        | MCS          |
| 93              | PEIAGGZ1             | PEI Aggression Z-Score YR1                   | PEI          |
| 99              | PEIAGGZ2             | PEI Aggression Z-Score YR2                   | PEI          |
| 95              | PEILIKZ1             | PEI Likeability Z-Score YR1                  | PEI          |
| 101             | PEILIKZ2             | PEI Likeability Z-Score YR2                  | PEI          |
| 94              | PEIWDRZ1             | PEI Withdrawal Z-Score YR1                   | PEI          |
| 100             | PEIWDRZ2             | PEI Withdrawal Z-Score YR2                   | PEI          |
| 45              | PML1_Q01             | PML Usually Look Forward To School YR1       | PML          |
| 46              | PML1_Q02             | PML Feel Safe At School YR1                  | PML          |
| 47              | PML1_Q03             | PML School Is Nice Place To Be YR1           | PML          |
| 48              | PML1_Q04             | PML Kids Can Grow Up, Succeed YR1            | PML          |
| 49              | PML1_Q05             | PML I Feel Scared At School YR1              | PML          |
| 50              | PML1_Q06             | PML Drugs, Gangs In My School YR1            | PML          |
| 51              | PML1_Q07             | PML School Is Dangerous Place YR1            | PML          |
| 52              | PML1_Q08             | PML Neighborhood Is Nice Place YR1           | PML          |
| 53              | PML1_Q09             | PML Neighborhood People Friendly YR1         | PML          |
| 54              | PML1_Q10             | PML Neighborhood Kids Can Succeed YR1        | PML          |
| 55              | PML1_Q11             | PML I Feel Scared In Neighborhood YR1        | PML          |
| 56              | PML1_Q12             | PML Kids Get Into Trouble YR1                | PML          |
| 57              | PML1_Q13             | PML Drugs, Gangs In Neighborhood YR1         | PML          |
| 58              | PML1_Q14             | PML Neighborhood Is Dangerous Place YR1      | PML          |
| 59              | PML2_Q01             | PML Usually Look Forward To School YR2       | PML          |
| 60              | PML2_Q02             | PML Feel Safe At School YR2                  | PML          |
| 61              | PML2_Q03             | PML School Is Nice Place To Be YR2           | PML          |
| 62              | PML2_Q04             | PML Kids Can Grow Up, Succeed YR2            | PML          |
| 63              | PML2_Q05             | PML I Feel Scared At School YR2              | PML          |
| 64              | PML2_Q06             | PML Drugs, Gangs In My School YR2            | PML          |
| 65              | PML2_Q07             | PML School Is Dangerous Place YR2            | PML          |
| 66              | PML2_Q08             | PML Neighborhood Is Nice Place YR2           | PML          |
| 67              | PML2_Q09             | PML Neighborhood People Friendly YR2         | PML          |
| 68              | PML2_Q10             | PML Neighborhood Kids Can Succeed YR2        | PML          |
| 69              | PML2_Q11             | PML I Feel Scared In Neighborhood YR2        | PML          |
| 70              | PML2_Q12             | PML Kids Get Into Trouble YR2                | PML          |
| 71              | PML2_Q13             | PML Drugs, Gangs In Neighborhood YR2         | PML          |
| 72              | PML2_Q14             | PML Neighborhood Is Dangerous Place YR2      | PML          |
| 26              | PNINF                | MCS Physical Neglect During Infancy          | MCS          |
| 42              | PNLSA                | MCS Physical Neglect During Later School Age | MCS          |

| <b>Position</b> | <b>Variable Name</b> | <b>Variable Label</b>                     | <b>Group</b> |
|-----------------|----------------------|---|--------------|
| 34              | PNPSC                | MCS Physical Neglect During Preschool     | MCS          |
| 38              | PNSA                 | MCS Physical Neglect During School Age    | MCS          |
| 16              | PNSEV                | MCS Maximum Severity Of Physical Neglect  | MCS          |
| 30              | PNTDL                | MCS Physical Neglect During Toddlerhood   | MCS          |
| 143             | PRCNTLE1             | PPVT Percentile Score YR1                 | PPVT         |
| 147             | PRCNTLE2             | PPVT Percentile Score YR2                 | PPVT         |
| 21              | PSC                  | MCS Maltx During Preschool                | MCS          |
| 151             | PTSD1                | PTSD Total Score YR1                      | PTSD         |
| 152             | PTSD2                | PTSD Total Score YR2                      | PTSD         |
| 12              | RACE                 | Child's Race                              | Demographics |
| 10              | RAFDC                | Family's Receipt Of Public Assistance     | Demographics |
| 3               | RAGE                 | Respondent's Age                          | Demographics |
| 141             | RAW_SCO1             | PPVT Raw Score YR1                        | PPVT         |
| 145             | RAW_SCO2             | PPVT Raw Score YR2                        | PPVT         |
| 87              | REASON1              | CTS Reasoning Conflict YR1                | CTS          |
| 90              | REASON2              | CTS Reasoning Conflict YR2                | CTS          |
| 6               | RHED                 | Respondent's Hollingshead Education Score | Demographics |
| 9               | RMASTAT              | Respondent's Marital Status               | Demographics |
| 7               | RNMADULT             | No. Of Adults Living in Home              | Demographics |
| 4               | RRACE                | Respondent's Race                         | Demographics |
| 5               | RTOTINC              | Total Family Income in Thousands          | Demographics |
| 8               | RTOTKIDS             | No. Of Children Living in Home            | Demographics |
| 22              | SA                   | MCS Maltx During School Age               | MCS          |
| 28              | SAINF                | MCS Sexual Abuse During Infancy           | MCS          |
| 44              | SALSA                | MCS Sexual Abuse During Later School Age  | MCS          |
| 36              | SAPSC                | MCS Sexual Abuse During Preschool         | MCS          |
| 40              | SASA                 | MCS Sexual Abuse During School Age        | MCS          |
| 18              | SASEV                | MCS Maximum Severity Of Sexual Abuse      | MCS          |
| 32              | SATDL                | MCS Sexual Abuse During Toddlerhood       | MCS          |
| 11              | SEX                  | Child's Gender                            | Demographics |
| 109             | SHYZ1                | PN Very Quiet And Shy YR1                 | PN           |
| 116             | SHYZ2                | PN Very Quiet And Shy YR2                 | PN           |
| 144             | STANINE1             | PPVT Normalized Standard Score YR1        | PPVT         |
| 148             | STANINE2             | PPVT Normalized Standard Score YR2        | PPVT         |
| 142             | STD_SCO1             | PPVT Standard Score YR1                   | PPVT         |
| 146             | STD_SCO2             | PPVT Standard Score YR2                   | PPVT         |
| 20              | TDL                  | MCS Maltx During Toddlerhood              | MCS          |
| 155             | TS_BP1               | CBCL Total Problems T-Score YR1           | CBCL         |

| <b>Position</b> | <b>Variable Name</b> | <b>Variable Label</b>           | <b>Group</b> |
|-----------------|----------------------|---------------------------------|--------------|
| 158             | TS_BP2               | CBCL Total Problems T-Score YR2 | CBCL         |
| 157             | TS_E1                | CBCL Externalizing T-Score YR1  | CBCL         |
| 160             | TS_E2                | CBCL Externalizing T-Score YR2  | CBCL         |
| 156             | TS_I1                | CBCL Internalizing T-Score YR1  | CBCL         |
| 159             | TS_I2                | CBCL Internalizing T-Score YR2  | CBCL         |
| 88              | V_CONF1              | CTS Verbal Conflict YR1         | CTS          |
| 91              | V_CONF2              | CTS Verbal Conflict YR2         | CTS          |
| 97              | WDR1                 | PEI Withdrawal Score YR1        | PEI          |
| 103             | WDR2                 | PEI Withdrawal Score YR2        | PEI          |
| 120             | WDWL1                | BR Withdrawal Mean YR1          | BR           |
| 123             | WDWL2                | BR Withdrawal Mean YR2          | BR           |

# Codebook

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 1              | <b>ID</b><br>Identification No.  | Unassigned   | A5          | 1-5            |
| 2              | <b>ID_CHAR</b><br>Respondent<br><br><i>Value</i> <i>Value Label</i><br>1    Mother<br>2    Father<br>3    Grandmother<br>4    Grandfather<br>5    Foster parent<br>6    Other  | Demographics | F1          | 6              |
| 3              | <b>RAGE</b><br>Respondent's Age  | Demographics | F2          | 7-8            |
| 4              | <b>RRACE</b><br>Respondent's Race<br><br><i>Value</i> <i>Value Label</i><br>1    Black<br>2    White<br>3    Hispanic<br>4    Black/White<br>5    Hispanic/White<br>6    Hispanic/Black<br>7    Asian<br>8    Indian<br>9    Other | Demographics | F1          | 9              |
| 5              | <b>RTOTINC</b><br>Total Family Income in Thousands   | Demographics | F5.1        | 10-14          |
| 6              | <b>RHED</b><br>Respondent's Hollingshead Education Score<br><br><i>Value</i> <i>Value Label</i><br>1    00-07th grade  | Demographics | F1          | 15             |

| <i>Element</i> | <i>Name</i>   | <i>Group</i>   | <i>Type</i> | <i>Columns</i> |
|----------------|---|--|-------------|----------------|
|                | 2   | 08-09th grade  |             |                |
|                | 3   | 10-11th grade  |             |                |
|                | 4   | 12th grade or GED                                    |             |                |
|                | 5   | Less than bachelor's degree                          |             |                |
|                | 6   | Bachelor's degree                                    |             |                |
|                | 7   | Graduate/professional training                       |             |                |
| 7              | <b>RNMADULT</b><br>No. Of Adults Living in Home       | Demographics   | F4.1        | 16-19          |
| 8              | <b>RTOTKIDS</b><br>No. Of Children Living in Home     | Demographics   | F3          | 20-22          |
| 9              | <b>RMASTAT</b><br>Respondent's Marital Status         | Demographics   | F1          | 23             |
|                | <i>Value</i>  | <i>Value Label</i>                                   |             |                |
|                | 1   | Never married  |             |                |
|                | 2   | Married  |             |                |
|                | 3   | Widowed  |             |                |
|                | 4   | Divorced   |             |                |
|                | 5   | Legally separated                                    |             |                |
|                | 6   | Not legally separated                                |             |                |
|                | 7   | Living with someone as though married                |             |                |
| 10             | <b>RAFDC</b><br>Family's Receipt Of Public Assistance | Demographics   | F1          | 24             |
|                | <i>Value</i>  | <i>Value Label</i>                                   |             |                |
|                | 1   | Currently receiving full assistance                  |             |                |
|                | 2   | Has received, but not currently receiving assistance |             |                |
|                | 3   | Never received assistance                            |             |                |
|                | 4   | Currently receiving partial assistance               |             |                |
| 11             | <b>SEX</b><br>Child's Gender                          | Demographics   | F1          | 25             |
|                | <i>Value</i>  | <i>Value Label</i>                                   |             |                |
|                | 0   | Female   |             |                |
|                | 1   | Male   |             |                |
| 12             | <b>RACE</b><br>Child's Race                           | Demographics   | F1          | 26             |
|                | <i>Value</i>  | <i>Value Label</i>                                   |             |                |
|                | 1   | Black  |             |                |



| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
|                | 2 White  |              |             |                |
|                | 3 Hispanic   |              |             |                |
|                | 4 Black/White  |              |             |                |
|                | 5 Hispanic/White   |              |             |                |
|                | 6 Hispanic/Black   |              |             |                |
|                | 7 Asian  |              |             |                |
|                | 8 Indian   |              |             |                |
|                | 9 Other  |              |             |                |
| 13             | <b>CAGE</b><br>Child's Age (Yrs.)                        | Demographics | F2          | 27-28          |
| 14             | <b>MALSTAT</b><br>MCS Maltx Status                       | MCS          | F1          | 29             |
|                | <i>Value</i> <i>Value Label</i>                          |              |             |                |
|                | 0    Control   |              |             |                |
|                | 1    Maltreatment  |              |             |                |
| 15             | <b>EMSEV</b><br>MCS Maximum Severity Of Emotional Maltx  | MCS          | F3          | 30-32          |
| 16             | <b>PNSEV</b><br>MCS Maximum Severity Of Physical Neglect | MCS          | F3          | 33-35          |
| 17             | <b>PASEV</b><br>MCS Maximum Severity Of Physical Abuse   | MCS          | F3          | 36-38          |
| 18             | <b>SASEV</b><br>MCS Maximum Severity Of Sexual Abuse     | MCS          | F3          | 39-41          |
| 19             | <b>INF</b><br>MCS Maltx During Infancy                   | MCS          | F1          | 42             |
|                | <i>Value</i> <i>Value Label</i>                          |              |             |                |
|                | 0    No  |              |             |                |
|                | 1    Yes   |              |             |                |

| <i>Element</i> | <i>Name</i>   | <i>Group</i>       | <i>Type</i> | <i>Columns</i> |
|----------------|---|--------------------|-------------|----------------|
| 20             | <b>TDL</b><br>MCS Maltx During Toddlerhood          | MCS                | F1          | 43             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 21             | <b>PSC</b><br>MCS Maltx During Preschool            | MCS                | F1          | 44             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 22             | <b>SA</b><br>MCS Maltx During School Age            | MCS                | F1          | 45             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 23             | <b>LSA</b><br>MCS Maltx During Later School Age     | MCS                | F1          | 46             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 24             | <b>DEV_N</b><br>MCS No. Of Developmental Periods    | MCS                | F1          | 47             |
| 25             | <b>EMINF</b><br>MCS Emotional Maltx During Infancy  | MCS                | F1          | 48             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 26             | <b>PNINF</b><br>MCS Physical Neglect During Infancy | MCS                | F1          | 49             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |

| <i>Element</i> | <i>Name</i>   | <i>Group</i>       | <i>Type</i> | <i>Columns</i> |
|----------------|---|--------------------|-------------|----------------|
| 27             | <b>PAINF</b><br>MCS Physical Abuse During Infancy       | MCS                | F1          | 50             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 28             | <b>SAINF</b><br>MCS Sexual Abuse During Infancy         | MCS                | F1          | 51             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 29             | <b>EMTDL</b><br>MCS Emotional Maltx During Toddlerhood  | MCS                | F1          | 52             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 30             | <b>PNTDL</b><br>MCS Physical Neglect During Toddlerhood | MCS                | F1          | 53             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 31             | <b>PATDL</b><br>MCS Physical Abuse During Toddlerhood   | MCS                | F1          | 54             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 32             | <b>SATDL</b><br>MCS Sexual Abuse During Toddlerhood     | MCS                | F1          | 55             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 33             | <b>EMPSC</b><br>MCS Emotional Maltx During Preschool    | MCS                | F1          | 56             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |

| <i>Element</i> | <i>Name</i>   | <i>Group</i>       | <i>Type</i> | <i>Columns</i> |
|----------------|---|--------------------|-------------|----------------|
| 34             | <b>PNPSC</b><br>MCS Physical Neglect During Preschool | MCS                | F1          | 57             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 35             | <b>PAPSC</b><br>MCS Physical Abuse During Preschool   | MCS                | F1          | 58             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 36             | <b>SAPSC</b><br>MCS Sexual Abuse During Preschool     | MCS                | F1          | 59             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 37             | <b>EMSA</b><br>MCS Emotional Abuse During School Age  | MCS                | F1          | 60             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 38             | <b>PNSA</b><br>MCS Physical Neglect During School Age | MCS                | F1          | 61             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 39             | <b>PASA</b><br>MCS Physical Abuse During School Age   | MCS                | F1          | 62             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |
| 40             | <b>SASA</b><br>MCS Sexual Abuse During School Age     | MCS                | F1          | 63             |
|                | <i>Value</i>  | <i>Value Label</i> |             |                |
|                | 0   | No                 |             |                |
|                | 1   | Yes                |             |                |

| <i>Element</i> | <i>Name</i>  | <i>Group</i>                 | <i>Type</i> | <i>Columns</i> |
|----------------|--|------------------------------|-------------|----------------|
| 41             | <b>EMLSA</b><br>MCS Emotional Maltx During Later School Age  | MCS                          | F1          | 64             |
|                | <i>Value</i>   | <i>Value Label</i>           |             |                |
|                | 0  | No                           |             |                |
|                | 1  | Yes                          |             |                |
| 42             | <b>PNLSA</b><br>MCS Physical Neglect During Later School Age | MCS                          | F1          | 65             |
|                | <i>Value</i>   | <i>Value Label</i>           |             |                |
|                | 0  | No                           |             |                |
|                | 1  | Yes                          |             |                |
| 43             | <b>PALSA</b><br>MCS Physical Abuse During Later School Age   | MCS                          | F1          | 66             |
|                | <i>Value</i>   | <i>Value Label</i>           |             |                |
|                | 0  | No                           |             |                |
|                | 1  | Yes                          |             |                |
| 44             | <b>SALSA</b><br>MCS Sexual Abuse During Later School Age     | MCS                          | F1          | 67             |
|                | <i>Value</i>   | <i>Value Label</i>           |             |                |
|                | 0  | No                           |             |                |
|                | 1  | Yes                          |             |                |
| 45             | <b>PML1_Q01</b><br>PML Usually Look Forward To School YR1    | PML                          | F1          | 68             |
|                | <i>Value</i>   | <i>Value Label</i>           |             |                |
|                | 1  | Almost never or never true   |             |                |
|                | 2  | Sometimes true               |             |                |
|                | 3  | Often true                   |             |                |
|                | 4  | Almost always or always true |             |                |
| 46             | <b>PML1_Q02</b><br>PML Feel Safe At School YR1               | PML                          | F1          | 69             |
|                | <i>Value</i>   | <i>Value Label</i>           |             |                |
|                | 1  | Almost never or never true   |             |                |
|                | 2  | Sometimes true               |             |                |
|                | 3  | Often true                   |             |                |
|                | 4  | Almost always or always true |             |                |

| <i>Element Name</i> | <i>Group</i>                       | <i>Type</i>                  | <i>Columns</i> |    |
|---------------------|------------------------------------|------------------------------|----------------|----|
| 47                  | <b>PML1_Q03</b>                    | PML                          | F1             | 70 |
|                     | PML School Is Nice Place To Be YR1 |                              |                |    |
|                     | <i>Value</i>                       | <i>Value Label</i>           |                |    |
|                     | 1                                  | Almost never or never true   |                |    |
|                     | 2                                  | Sometimes true               |                |    |
|                     | 3                                  | Often true                   |                |    |
|                     | 4                                  | Almost always or always true |                |    |
| 48                  | <b>PML1_Q04</b>                    | PML                          | F1             | 71 |
|                     | PML Kids Can Grow Up, Succeed YR1  |                              |                |    |
|                     | <i>Value</i>                       | <i>Value Label</i>           |                |    |
|                     | 1                                  | Almost never or never true   |                |    |
|                     | 2                                  | Sometimes true               |                |    |
|                     | 3                                  | Often true                   |                |    |
|                     | 4                                  | Almost always or always true |                |    |
| 49                  | <b>PML1_Q05</b>                    | PML                          | F1             | 72 |
|                     | PML I Feel Scared At School YR1    |                              |                |    |
|                     | <i>Value</i>                       | <i>Value Label</i>           |                |    |
|                     | 1                                  | Almost never or never true   |                |    |
|                     | 2                                  | Sometimes true               |                |    |
|                     | 3                                  | Often true                   |                |    |
|                     | 4                                  | Almost always or always true |                |    |
| 50                  | <b>PML1_Q06</b>                    | PML                          | F1             | 73 |
|                     | PML Drugs, Gangs In My School YR1  |                              |                |    |
|                     | <i>Value</i>                       | <i>Value Label</i>           |                |    |
|                     | 1                                  | Almost never or never true   |                |    |
|                     | 2                                  | Sometimes true               |                |    |
|                     | 3                                  | Often true                   |                |    |
|                     | 4                                  | Almost always or always true |                |    |
| 51                  | <b>PML1_Q07</b>                    | PML                          | F1             | 74 |
|                     | PML School Is Dangerous Place YR1  |                              |                |    |
|                     | <i>Value</i>                       | <i>Value Label</i>           |                |    |
|                     | 1                                  | Almost never or never true   |                |    |
|                     | 2                                  | Sometimes true               |                |    |
|                     | 3                                  | Often true                   |                |    |
|                     | 4                                  | Almost always or always true |                |    |
| 52                  | <b>PML1_Q08</b>                    | PML                          | F1             | 75 |
|                     | PML Neighborhood Is Nice Place YR1 |                              |                |    |
|                     | <i>Value</i>                       | <i>Value Label</i>           |                |    |

| <i>Element</i> | <i>Name</i>                           | <i>Group</i>                 | <i>Type</i> | <i>Columns</i> |
|----------------|---------------------------------------|------------------------------|-------------|----------------|
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 53             | <b>PML1_Q09</b>                       | PML                          | F1          | 76             |
|                | PML Neighborhood People Friendly YR1  |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 54             | <b>PML1_Q10</b>                       | PML                          | F1          | 77             |
|                | PML Neighborhood Kids Can Succeed YR1 |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 55             | <b>PML1_Q11</b>                       | PML                          | F1          | 78             |
|                | PML I Feel Scared In Neighborhood YR1 |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 56             | <b>PML1_Q12</b>                       | PML                          | F1          | 79             |
|                | PML Kids Get Into Trouble YR1         |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 57             | <b>PML1_Q13</b>                       | PML                          | F1          | 80             |
|                | PML Drugs, Gangs In Neighborhood YR1  |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |

| <i>Element Name</i>   | <i>Group</i>                 | <i>Type</i> | <i>Columns</i> |
|---|------------------------------|-------------|----------------|
| 58 <b>PML1_Q14</b><br>PML Neighborhood Is Dangerous Place YR1 | PML                          | F1          | 81             |
| <i>Value</i>  | <i>Value Label</i>           |             |                |
| 1   | Almost never or never true   |             |                |
| 2   | Sometimes true               |             |                |
| 3   | Often true                   |             |                |
| 4   | Almost always or always true |             |                |
| 59 <b>PML2_Q01</b><br>PML Usually Look Forward To School YR2  | PML                          | F3          | 82-84          |
| <i>Value</i>  | <i>Value Label</i>           |             |                |
| 1   | Almost never or never true   |             |                |
| 2   | Sometimes true               |             |                |
| 3   | Often true                   |             |                |
| 4   | Almost always or always true |             |                |
| 60 <b>PML2_Q02</b><br>PML Feel Safe At School YR2             | PML                          | F3          | 85-87          |
| <i>Value</i>  | <i>Value Label</i>           |             |                |
| 1   | Almost never or never true   |             |                |
| 2   | Sometimes true               |             |                |
| 3   | Often true                   |             |                |
| 4   | Almost always or always true |             |                |
| 61 <b>PML2_Q03</b><br>PML School Is Nice Place To Be YR2      | PML                          | F3          | 88-90          |
| <i>Value</i>  | <i>Value Label</i>           |             |                |
| 1   | Almost never or never true   |             |                |
| 2   | Sometimes true               |             |                |
| 3   | Often true                   |             |                |
| 4   | Almost always or always true |             |                |
| 62 <b>PML2_Q04</b><br>PML Kids Can Grow Up, Succeed YR2       | PML                          | F3          | 91-93          |
| <i>Value</i>  | <i>Value Label</i>           |             |                |
| 1   | Almost never or never true   |             |                |
| 2   | Sometimes true               |             |                |
| 3   | Often true                   |             |                |
| 4   | Almost always or always true |             |                |
| 63 <b>PML2_Q05</b><br>PML I Feel Scared At School YR2         | PML                          | F3          | 94-96          |
| <i>Value</i>  | <i>Value Label</i>           |             |                |



| <i>Element</i> | <i>Name</i>                           | <i>Group</i>                 | <i>Type</i> | <i>Columns</i> |
|----------------|---------------------------------------|------------------------------|-------------|----------------|
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 64             | <b>PML2_Q06</b>                       | PML                          | F3          | 97-99          |
|                | PML Drugs, Gangs In My School YR2     |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 65             | <b>PML2_Q07</b>                       | PML                          | F3          | 100-102        |
|                | PML School Is Dangerous Place YR2     |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 66             | <b>PML2_Q08</b>                       | PML                          | F3          | 103-105        |
|                | PML Neighborhood Is Nice Place YR2    |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 67             | <b>PML2_Q09</b>                       | PML                          | F3          | 106-108        |
|                | PML Neighborhood People Friendly YR2  |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |
| 68             | <b>PML2_Q10</b>                       | PML                          | F3          | 109-111        |
|                | PML Neighborhood Kids Can Succeed YR2 |                              |             |                |
|                | <i>Value</i>                          | <i>Value Label</i>           |             |                |
|                | 1                                     | Almost never or never true   |             |                |
|                | 2                                     | Sometimes true               |             |                |
|                | 3                                     | Often true                   |             |                |
|                | 4                                     | Almost always or always true |             |                |

| <i>Element Name</i>   | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|---|--------------|-------------|----------------|
| 69 <b>PML2_Q11</b><br>PML I Feel Scared In Neighborhood YR2   | PML          | F3          | 112-114        |
| <i>Value</i> <i>Value Label</i>                               |              |             |                |
| 1    Almost never or never true                               |              |             |                |
| 2    Sometimes true   |              |             |                |
| 3    Often true   |              |             |                |
| 4    Almost always or always true                             |              |             |                |
| 70 <b>PML2_Q12</b><br>PML Kids Get Into Trouble YR2           | PML          | F3          | 115-117        |
| <i>Value</i> <i>Value Label</i>                               |              |             |                |
| 1    Almost never or never true                               |              |             |                |
| 2    Sometimes true   |              |             |                |
| 3    Often true   |              |             |                |
| 4    Almost always or always true                             |              |             |                |
| 71 <b>PML2_Q13</b><br>PML Drugs, Gangs In Neighborhood YR2    | PML          | F3          | 118-120        |
| <i>Value</i> <i>Value Label</i>                               |              |             |                |
| 1    Almost never or never true                               |              |             |                |
| 2    Sometimes true   |              |             |                |
| 3    Often true   |              |             |                |
| 4    Almost always or always true                             |              |             |                |
| 72 <b>PML2_Q14</b><br>PML Neighborhood Is Dangerous Place YR2 | PML          | F3          | 121-123        |
| <i>Value</i> <i>Value Label</i>                               |              |             |                |
| 1    Almost never or never true                               |              |             |                |
| 2    Sometimes true   |              |             |                |
| 3    Often true   |              |             |                |
| 4    Almost always or always true                             |              |             |                |
| 73 <b>ON1_Q1</b><br>ON Neighborhood Is Nice Place YR1         | ON           | F3          | 124-126        |
| <i>Value</i> <i>Value Label</i>                               |              |             |                |
| 1    Almost never or never true                               |              |             |                |
| 2    Sometimes true   |              |             |                |
| 3    Often true   |              |             |                |
| 4    Almost always or always true                             |              |             |                |
| 74 <b>ON1_Q2</b><br>ON Neighborhood People Friendly YR1       | ON           | F3          | 127-129        |
| <i>Value</i> <i>Value Label</i>                               |              |             |                |

| <i>Element</i> | <i>Name</i>                            | <i>Group</i>                 | <i>Type</i> | <i>Columns</i> |
|----------------|--|------------------------------|-------------|----------------|
|                | 1                                      | Almost never or never true   |             |                |
|                | 2                                      | Sometimes true               |             |                |
|                | 3                                      | Often true                   |             |                |
|                | 4                                      | Almost always or always true |             |                |
| 75             | <b>ON1_Q3</b>                          | ON                           | F3          | 130-132        |
|                | ON Neighborhood Kids Can Succeed YR1   |                              |             |                |
|                | <i>Value</i>                           | <i>Value Label</i>           |             |                |
|                | 1                                      | Almost never or never true   |             |                |
|                | 2                                      | Sometimes true               |             |                |
|                | 3                                      | Often true                   |             |                |
|                | 4                                      | Almost always or always true |             |                |
| 76             | <b>ON1_Q4</b>                          | ON                           | F3          | 133-135        |
|                | ON I Feel Afraid In Neighborhood YR1   |                              |             |                |
|                | <i>Value</i>                           | <i>Value Label</i>           |             |                |
|                | 1                                      | Almost never or never true   |             |                |
|                | 2                                      | Sometimes true               |             |                |
|                | 3                                      | Often true                   |             |                |
|                | 4                                      | Almost always or always true |             |                |
| 77             | <b>ON1_Q5</b>                          | ON                           | F3          | 136-138        |
|                | ON Kids, Adults Get Into Trouble YR1   |                              |             |                |
|                | <i>Value</i>                           | <i>Value Label</i>           |             |                |
|                | 1                                      | Almost never or never true   |             |                |
|                | 2                                      | Sometimes true               |             |                |
|                | 3                                      | Often true                   |             |                |
|                | 4                                      | Almost always or always true |             |                |
| 78             | <b>ON1_Q6</b>                          | ON                           | F3          | 139-141        |
|                | ON Drugs, Gangs In Neighborhood YR1    |                              |             |                |
|                | <i>Value</i>                           | <i>Value Label</i>           |             |                |
|                | 1                                      | Almost never or never true   |             |                |
|                | 2                                      | Sometimes true               |             |                |
|                | 3                                      | Often true                   |             |                |
|                | 4                                      | Almost always or always true |             |                |
| 79             | <b>ON1_Q7</b>                          | ON                           | F3          | 142-144        |
|                | ON Neighborhood Is Dangerous Place YR1 |                              |             |                |
|                | <i>Value</i>                           | <i>Value Label</i>           |             |                |
|                | 1                                      | Almost never or never true   |             |                |
|                | 2                                      | Sometimes true               |             |                |
|                | 3                                      | Often true                   |             |                |
|                | 4                                      | Almost always or always true |             |                |

| <i>Element</i> | <i>Name</i>   | <i>Group</i>                 | <i>Type</i> | <i>Columns</i> |
|----------------|---|------------------------------|-------------|----------------|
| 80             | <b>ON2_Q1</b><br>ON Neighborhood Is Nice Place YR2    | ON                           | F3          | 145-147        |
|                | <i>Value</i>  | <i>Value Label</i>           |             |                |
|                | 1   | Almost never or never true   |             |                |
|                | 2   | Sometimes true               |             |                |
|                | 3   | Often true                   |             |                |
|                | 4   | Almost always or always true |             |                |
| 81             | <b>ON2_Q2</b><br>ON Neighborhood People Friendly YR2  | ON                           | F3          | 148-150        |
|                | <i>Value</i>  | <i>Value Label</i>           |             |                |
|                | 1   | Almost never or never true   |             |                |
|                | 2   | Sometimes true               |             |                |
|                | 3   | Often true                   |             |                |
|                | 4   | Almost always or always true |             |                |
| 82             | <b>ON2_Q3</b><br>ON Neighborhood Kids Can Succeed YR2 | ON                           | F3          | 151-153        |
|                | <i>Value</i>  | <i>Value Label</i>           |             |                |
|                | 1   | Almost never or never true   |             |                |
|                | 2   | Sometimes true               |             |                |
|                | 3   | Often true                   |             |                |
|                | 4   | Almost always or always true |             |                |
| 83             | <b>ON2_Q4</b><br>ON I Feel Afraid In Neighborhood YR2 | ON                           | F3          | 154-156        |
|                | <i>Value</i>  | <i>Value Label</i>           |             |                |
|                | 1   | Almost never or never true   |             |                |
|                | 2   | Sometimes true               |             |                |
|                | 3   | Often true                   |             |                |
|                | 4   | Almost always or always true |             |                |
| 84             | <b>ON2_Q5</b><br>ON Kids, Adults Get Into Trouble YR2 | ON                           | F3          | 157-159        |
|                | <i>Value</i>  | <i>Value Label</i>           |             |                |
|                | 1   | Almost never or never true   |             |                |
|                | 2   | Sometimes true               |             |                |
|                | 3   | Often true                   |             |                |
|                | 4   | Almost always or always true |             |                |
| 85             | <b>ON2_Q6</b><br>ON Drugs, Gangs In Neighborhood YR2  | ON                           | F3          | 160-162        |
|                | <i>Value</i>  | <i>Value Label</i>           |             |                |

| <i>Element</i> | <i>Name</i>  | <i>Group</i>                 | <i>Type</i> | <i>Columns</i> |
|----------------|--|------------------------------|-------------|----------------|
|                | 1  | Almost never or never true   |             |                |
|                | 2  | Sometimes true               |             |                |
|                | 3  | Often true                   |             |                |
|                | 4  | Almost always or always true |             |                |
| 86             | <b>ON2_Q7</b><br>ON Neighborhood Is Dangerous Place YR2  | ON                           | F3          | 163-165        |
|                | <i>Value</i>   | <i>Value Label</i>           |             |                |
|                | 1  | Almost never or never true   |             |                |
|                | 2  | Sometimes true               |             |                |
|                | 3  | Often true                   |             |                |
|                | 4  | Almost always or always true |             |                |
| 87             | <b>REASON1</b><br>CTS Reasoning Conflict YR1<br>Year one reasoning composite score.<br><i>reason =MEAN (qa, qb, qc).</i>                           | CTS                          | F8.2        | 166-173        |
| 88             | <b>V_CONF1</b><br>CTS Verbal Conflict YR1<br>Year one verbal conflict composite score.<br><i>v_conf= MEAN (qd, qe, qf, qh, qi, qj).</i>            | CTS                          | F8.2        | 174-181        |
| 89             | <b>P_CONF1</b><br>CTS Physical Conflict YR1<br>Year one physical conflict composite score.<br><i>p_conf=MEAN (qk, ql, qm, qn, qo, qp, qr, qs).</i> | CTS                          | F8.2        | 182-189        |
| 90             | <b>REASON2</b><br>CTS Reasoning Conflict YR2<br>Year two reasoning composite score.<br><i>reason =MEAN (qa, qb, qc).</i>                           | CTS                          | F8.2        | 190-197        |
| 91             | <b>V_CONF2</b><br>CTS Verbal Conflict YR2<br>Year two verbal conflict composite score.<br><i>v_conf=MEAN (qd, qe, qf, qh, qi, qj).</i>             | CTS                          | F8.2        | 198-205        |

| <i>Element</i> | <i>Name</i>   | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|---|--------------|-------------|----------------|
| 92             | <b>P_CONF2</b><br>CTS Physical Conflict YR2<br>Year two physical conflict composite score.<br>$p\_conf = \text{MEAN}(qk, ql, qm, qn, qo, qp, qr, qs)$ .   | CTS          | F8.2        | 206-213        |
| 93             | <b>PEIAGGZ1</b><br>PEI Aggression Z-Score YR1<br>Year one standardized aggression score.  | PEI          | F8.2        | 214-221        |
| 94             | <b>PEIWDRZ1</b><br>PEI Withdrawal Z-Score YR1<br>Year one standardized withdrawal score.  | PEI          | F8.2        | 222-229        |
| 95             | <b>PEILIKZ1</b><br>PEI Likeability Z-Score YR1<br>Year one standardized likeability score.  | PEI          | F8.2        | 230-237        |
| 96             | <b>AGG1</b><br>PEI Aggression Score YR1<br>Year one aggression score.<br>$agg = \text{SUM}(qx03\ qx04\ qx07\ qx08\ qx09\ qx12\ qx15\ qx16\ qx18\ qx20\ qx21\ qx22\ qx23\ qx26\ qx27\ qx29\ qx30\ qx31\ qx33\ qx34)$ | PEI          | F8.2        | 238-245        |
| 97             | <b>WDR1</b><br>PEI Withdrawal Score YR1<br>Year one withdrawal score.<br>$wdr = \text{SUM}(qx05\ qx06\ qx10\ qx11\ qx13\ qx17\ qx24\ qx28\ qx32)$   | PEI          | F8.2        | 246-253        |
| 98             | <b>LIK1</b><br>PEI Likeability Score YR1<br>Year one likeability score.<br>$lik = \text{SUM}(qx02\ qx14\ qx19\ qx25\ qx35)$ .   | PEI          | F8.2        | 254-261        |

| <i>Element</i> | <i>Name</i>   | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|---|--------------|-------------|----------------|
| 99             | <b>PEIAGGZ2</b><br>PEI Aggression Z-Score YR2<br>Year two standardized aggression score.  | PEI          | F8.2        | 262-269        |
| 100            | <b>PEIWDRZ2</b><br>PEI Withdrawal Z-Score YR2<br>Year two standardized withdrawal score.  | PEI          | F8.2        | 270-277        |
| 101            | <b>PEILIKZ2</b><br>PEI Likeability Z-Score YR2<br>Year two standardized likeability score.  | PEI          | F8.2        | 278-285        |
| 102            | <b>AGG2</b><br>PEI Aggression Score YR2<br>Year two aggression score.<br><i>agg = SUM (qx03 qx04 qx07 qx08 qx09 qx12 qx15 qx16 qx18 qx20 qx21 qx22 qx23 qx26 qx27 qx29 qx30 qx31 qx33 qx34)</i> | PEI          | F8.2        | 286-293        |
| 103            | <b>WDR2</b><br>PEI Withdrawal Score YR2<br>Year two withdrawal score.<br><i>wdr = SUM (qx05 qx06 qx10 qx11 qx13 qx17 qx24 qx28 qx32)</i>  | PEI          | F8.2        | 294-301        |
| 104            | <b>LIK2</b><br>PEI Likeability Score YR2<br>Year two likeability score.<br><i>lik = SUM (qx02 qx14 qx19 qx25 qx35).</i>   | PEI          | F8.2        | 302-309        |
| 105            | <b>MOST1Z1</b><br>PN Like To Play With Most YR1   | PN           | F8.2        | 310-317        |
| 106            | <b>LEAST1Z1</b><br>PN Like To Play With Least YR1   | PN           | F8.2        | 318-325        |

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 107            | <b>COOPZ1</b><br>PN Cooperates, Pitches In, Shares YR1     | PN           | F8.2        | 326-333        |
| 108            | <b>DISRPTZ1</b><br>PN Upsets Everything, Doesn't Share YR1 | PN           | F8.2        | 334-341        |
| 109            | <b>SHYZ1</b><br>PN Very Quiet And Shy YR1                  | PN           | F8.2        | 342-349        |
| 110            | <b>FIGHTSZ1</b><br>PN Starts Fights, Pushes, Hits YR1      | PN           | F8.2        | 350-357        |
| 111            | <b>LEADERZ1</b><br>PN Chosen As Leader YR1                 | PN           | F8.2        | 358-365        |
| 112            | <b>MOST1Z2</b><br>PN Like To Play With Most YR2            | PN           | F8.2        | 366-373        |
| 113            | <b>LEAST1Z2</b><br>PN Like To Play With Least YR2          | PN           | F8.2        | 374-381        |
| 114            | <b>COOPZ2</b><br>PN Cooperates, Pitches In, Shares YR2     | PN           | F8.2        | 382-389        |
| 115            | <b>DISRPTZ2</b><br>PN Upsets Everything, Doesn't Share YR2 | PN           | F8.2        | 390-397        |



| <i>Element</i> | <i>Name</i>   | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|---|--------------|-------------|----------------|
| 116            | <b>SHYZ2</b><br>PN Very Quiet And Shy YR2   | PN           | F8.2        | 398-405        |
| 117            | <b>FIGHTSZ2</b><br>PN Starts Fights, Pushes, Hits YR2   | PN           | F8.2        | 406-413        |
| 118            | <b>LEADERZ2</b><br>PN Chosen As Leader YR2  | PN           | F8.2        | 414-421        |
| 119            | <b>COOP1</b><br>BR Cooperation Mean YR1<br>Year one prosocial/cooperation score.<br><i>Coop= MEAN (q1, q2, q3).</i> | BR           | F8.2        | 422-429        |
| 120            | <b>WDWL1</b><br>BR Withdrawal Mean YR1<br>Year one withdrawal score.<br><i>Wdwl= MEAN (q7, q8, q9).</i>             | BR           | F8.2        | 430-437        |
| 121            | <b>AGRS1</b><br>BR Aggression Mean YR1<br>Year one aggression score.<br><i>Agrs= MEAN (q4, q5, q6).</i>             | BR           | F8.2        | 438-445        |
| 122            | <b>COOP2</b><br>BR Cooperation Mean YR2<br>Year two prosocial/cooperation score.<br><i>Coop= MEAN (q1, q2, q3).</i> | BR           | F8.2        | 446-453        |
| 123            | <b>WDWL2</b><br>BR Withdrawal Mean YR2<br>Year two withdrawal score.<br><i>Wdwl= MEAN (q7, q8, q9).</i>             | BR           | F8.2        | 454-461        |

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 124            | <b>AGRS2</b><br>BR Aggression Mean YR2<br>Year two aggression score.<br><i>Agrs</i> = MEAN ( <i>q4</i> , <i>q5</i> , <i>q6</i> ).  | BR           | F8.2        | 462-469        |
| 125            | <b>MNGENS1</b><br>SEI General Self Score YR1<br>Year one general self score. For the syntax, the "r" prefix indicates a reverse coded variable.<br><i>General Self</i> = MEAN ( <i>s01</i> , <i>s04</i> , <i>s19</i> , <i>s27</i> , <i>s38</i> , <i>s39</i> , <i>s43</i> , <i>s47</i> , <i>r_s03</i> , <i>r_s07</i> , <i>r_s10</i> , <i>r_s12</i> , <i>r_s13</i> , <i>r_s15</i> , <i>r_s18</i> , <i>r_s24</i> , <i>r_s25</i> , <i>r_s30</i> , <i>r_s31</i> , <i>r_s34</i> , <i>r_s35</i> , <i>r_s48</i> , <i>r_s51</i> , <i>r_s55</i> , <i>r_s56</i> , <i>r_s57</i> ). | SEI          | F8.2        | 470-477        |
| 126            | <b>MNSOCS1</b><br>SEI Social Self Score YR1<br>Year one social self-peers score. For the syntax, the "r" prefix indicates a reverse coded variable.<br><i>Social self-peers</i> = MEAN ( <i>s05</i> , <i>s08</i> , <i>s14</i> , <i>r_s21</i> , <i>s28</i> , <i>r_s40</i> , <i>r_s49</i> , <i>r_s52</i> ).  | SEI          | F8.2        | 478-485        |
| 127            | <b>MNHOME1</b><br>SEI Home-Parent Score YR1<br>Year one home-parent score. For the syntax, the "r" prefix indicates a reverse coded variable.<br><i>Home-Parent</i> = MEAN ( <i>r_s06</i> , <i>s09</i> , <i>r_s11</i> , <i>r_s16</i> , <i>s20</i> , <i>r_s22</i> , <i>s29</i> , <i>r_s44</i> ).  | SEI          | F8.2        | 486-493        |
| 128            | <b>MNSCHL1</b><br>SEI School-Academic Score YR1<br>Year one school-academic score. For the syntax, the "r" prefix indicates a reverse coded variable.<br><i>School-academic</i> = MEAN ( <i>r_s02</i> , <i>r_s17</i> , <i>r_s23</i> , <i>s33</i> , <i>s37</i> , <i>s42</i> , <i>r_s46</i> , <i>r_s54</i> ).  | SEI          | F8.2        | 494-501        |
| 129            | <b>MNLIE1</b><br>SEI Lie Score YR1<br>Year one lie score.<br><i>Lie</i> = MEAN ( <i>s26</i> , <i>s32</i> , <i>s36</i> , <i>s41</i> , <i>s45</i> , <i>s50</i> , <i>s53</i> , <i>s58</i> ).  | SEI          | F8.2        | 502-509        |

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 130            | <b>MNTOTS1</b>   | SEI          | F8.2        | 510-517        |
|                | SEI Total Self Score YR1   |              |             |                |
|                | Year one total self score. For the syntax, the "r" prefix indicates a reverse coded variable.  |              |             |                |
|                | <i>Total self = MEAN (s01, s04, s05, s08, s09, s14, s19, s20, s27, s28, s29, s33, s37, s38, s39, s42, s43, s47, r_s02, r_s03, r_s06, r_s07, r_s10, r_s11, r_s12, r_s13, r_s15, r_s16, r_s17, r_s18, r_s21, r_s22, r_s23, r_s24, r_s25, r_s30, r_s31, r_s34, r_s35, r_s40, r_s44, r_s46, r_s48, r_s49, r_s51, r_s52, r_s54, r_s55, r_s56, r_s57).</i> |              |             |                |
| 131            | <b>MNGENS2</b>   | SEI          | F8.2        | 518-525        |
|                | SEI General Self Score YR2   |              |             |                |
|                | Year one general self score. For the syntax, the "r" prefix indicates a reverse coded variable.  |              |             |                |
|                | <i>General Self = MEAN (s01, s04, s19, s27, s38, s39, s43, s47, r_s03, r_s07, r_s10, r_s12, r_s13, r_s15, r_s18, r_s24, r_s25, r_s30, r_s31, r_s34, r_s35, r_s48, r_s51, r_s55, r_s56, r_s57).</i>   |              |             |                |
| 132            | <b>MNSOCS2</b>   | SEI          | F8.2        | 526-533        |
|                | SEI Social Self Score YR2  |              |             |                |
|                | Year one social self-peers score. For the syntax, the "r" prefix indicates a reverse coded variable.   |              |             |                |
|                | <i>Social self-peers = MEAN (s05, s08, s14, r_s21, s28, r_s40, r_s49, r_s52).</i>  |              |             |                |
| 133            | <b>MNHOME2</b>   | SEI          | F8.2        | 534-541        |
|                | SEI Home-Parent Score YR2  |              |             |                |
|                | Year one home-parent score. For the syntax, the "r" prefix indicates a reverse coded variable.   |              |             |                |
|                | <i>Home-Parent = MEAN (r_s06, s09, r_s11, r_s16, s20, r_s22, s29, r_s44).</i>  |              |             |                |
| 134            | <b>MNSCHL2</b>   | SEI          | F8.2        | 542-549        |
|                | SEI School-Academic Score YR2  |              |             |                |
|                | Year one school-academic score. For the syntax, the "r" prefix indicates a reverse coded variable.   |              |             |                |
|                | <i>School-academic = MEAN (r_s02, r_s17, r_s23, s33, s37, s42, r_s46, r_s54).</i>  |              |             |                |
| 135            | <b>MNLIE2</b>  | SEI          | F8.2        | 550-557        |
|                | SEI Lie Score YR2  |              |             |                |
|                | Year one lie score.  |              |             |                |
|                | <i>Lie = MEAN (s26, s32, s36, s41, s45, s50, s53, s58).</i>  |              |             |                |

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 136            | <b>MNTOTS2</b><br>SEI Total Self Score YR2<br>Year one total self score. For the syntax, the "r" prefix indicates a reverse coded variable.<br><i>Total self = MEAN (s01, s04, s05, s08, s09, s14, s19, s20, s27, s28, s29, s33, s37, s38, s39, s42, s43, s47, r_s02, r_s03, r_s06, r_s07, r_s10, r_s11, r_s12, r_s13, r_s15, r_s16, r_s17, r_s18, r_s21, r_s22, r_s23, r_s24, r_s25, r_s30, r_s31, r_s34, r_s35, r_s40, r_s44, r_s46, r_s48, r_s49, r_s51, r_s52, r_s54, r_s55, r_s56, r_s57).</i>  | SEI          | F8.2        | 558-565        |
| 137            | <b>ER1</b><br>CA Q-Sort Ego Resiliency YR1<br>Year one ego resiliency score.<br>Each item was assigned a criterion score, and each child's individual Q-set data were correlated with the criterion sorts. The resulting correlations for each child's profile with the prototypical ego-resiliency criterion sorts represent how similar or different the individual child was compared to the prototype profiles. A high positive correlation with ego-resiliency criterion sort indicates a high level of ego-resiliency (see the measurement protocol of the California Child Q-Set for more information). | CA           | F8.2        | 566-573        |
| 138            | <b>EC1</b><br>CA Q-Sort Ego Control YR1<br>Year two ego control score.<br>Each item was assigned a criterion score, and each child's individual Q-set data were correlated with the criterion sorts. The resulting correlations for each child's profile with the prototypical ego-control criterion sorts represent how similar or different the individual child was compared to the prototype profiles. A high positive correlation with ego-control indicates high ego undercontrol (see the measurement protocol of the California Child Q-Set for more information).                                     | CA           | F8.2        | 574-581        |
| 139            | <b>ER2</b><br>CA Q-Sort Ego Resiliency YR2<br>Year one ego resiliency score.<br>Each item was assigned a criterion score, and each child's individual Q-set data were correlated with the criterion sorts. The resulting correlations for each child's profile with the prototypical ego-resiliency criterion sorts represent how similar or different the individual child was compared to the prototype profiles. A high positive correlation with ego-resiliency criterion sort indicates a high level of ego-resiliency (see the measurement protocol of the California Child Q-Set for more information). | CA           | F8.2        | 582-589        |

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 140            | <b>EC2</b><br>CA Q-Sort Ego Control YR2<br>Year two ego control score.<br>Each item was assigned a criterion score, and each child's individual Q-set data were correlated with the criterion sorts. The resulting correlations for each child's profile with the prototypical ego-control criterion sorts represent how similar or different the individual child was compared to the prototype profiles. A high positive correlation with ego-control indicates high ego undercontrol (see the measurement protocol of the California Child Q-Set for more information). | CA           | F8.2        | 590-597        |
| 141            | <b>RAW_SCO1</b><br>PPVT Raw Score YR1  | PPVT         | F3          | 598-600        |
| 142            | <b>STD_SCO1</b><br>PPVT Standard Score YR1   | PPVT         | F3          | 601-603        |
| 143            | <b>PRCNTLE1</b><br>PPVT Percentile Score YR1   | PPVT         | F3          | 604-606        |
| 144            | <b>STANINE1</b><br>PPVT Normalized Standard Score YR1  | PPVT         | F3          | 607-609        |
| 145            | <b>RAW_SCO2</b><br>PPVT Raw Score YR2  | PPVT         | F3          | 610-612        |
| 146            | <b>STD_SCO2</b><br>PPVT Standard Score YR2   | PPVT         | F3          | 613-615        |
| 147            | <b>PRCNTLE2</b><br>PPVT Percentile Score YR2   | PPVT         | F3          | 616-618        |

| <i>Element</i> | <i>Name</i>   | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|---|--------------|-------------|----------------|
| 148            | <b>STANINE2</b><br>PPVT Normalized Standard Score YR2   | PPVT         | F3          | 619-621        |
| 149            | <b>LEV1</b><br>LEV Total Score YR1<br>Year one total score.<br><i>lev = SUM (qx1 to qx29).</i>  | LEV          | F3          | 622-624        |
| 150            | <b>LEV2</b><br>LEV Total Score YR2<br>Year two total score.<br><i>lev = SUM (qx1 to qx29).</i>  | LEV          | F3          | 625-627        |
| 151            | <b>PTSD1</b><br>PTSD Total Score YR1<br>Year one total score.<br><i>ptsd = SUM (qx01 to qx28).</i>  | PTSD         | F3          | 628-630        |
| 152            | <b>PTSD2</b><br>PTSD Total Score YR2<br>Year two total score.<br><i>ptsd = SUM (qx01 to qx28).</i>  | PTSD         | F3          | 631-633        |
| 153            | <b>CDI_TOT1</b><br>CDI Total Score YR1<br>Year one total sum score.<br><i>cdi_tot= SUM (qx01, qx02r, qx03, qx04, qx05r, qx06, qx07r, qx08r, qx09, qx10r, qx11r, qx12, qx13r, qx14, qx15r, qx16r, qx17, qx18r, qx19, qx20, qx21r, qx22, qx23, qx24r, qx25r, qx26, qx27).</i> | CDI          | F3          | 634-636        |
| 154            | <b>CDI_TOT2</b><br>CDI Total Score YR2<br>Year two total sum score.<br><i>cdi_tot= SUM (qx01, qx02r, qx03, qx04, qx05r, qx06, qx07r, qx08r, qx09, qx10r, qx11r, qx12, qx13r, qx14, qx15r, qx16r, qx17, qx18r, qx19, qx20, qx21r, qx22, qx23, qx24r, qx25r, qx26, qx27).</i> | CDI          | F3          | 637-639        |

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 155            | <b>TS_BP1</b><br>CBCL Total Problems T-Score YR1   | CBCL         | F8.2        | 640-647        |
| 156            | <b>TS_I1</b><br>CBCL Internalizing T-Score YR1   | CBCL         | F8.2        | 648-655        |
| 157            | <b>TS_E1</b><br>CBCL Externalizing T-Score YR1   | CBCL         | F8.2        | 656-663        |
| 158            | <b>TS_BP2</b><br>CBCL Total Problems T-Score YR2   | CBCL         | F5.1        | 664-668        |
| 159            | <b>TS_I2</b><br>CBCL Internalizing T-Score YR2   | CBCL         | F5.1        | 669-673        |
| 160            | <b>TS_E2</b><br>CBCL Externalizing T-Score YR2   | CBCL         | F5.1        | 674-678        |
| 161            | <b>CXTOTAL1</b><br>CV_C Total raw score for children younger than 9 YR1<br>Year one total score for children under 9 who received "The Things that I have Seen and Heard" community violence measure.<br><i>xtotal = SUM (xq01 to xq22).</i>                                       | CV           | F8.2        | 679-686        |
| 162            | <b>CXVICTIM1</b><br>CV_C Victimization raw score for children younger than 9 YR1<br>Year one raw victimization score for children under 9 who received "The Things that I have Seen and Heard" community violence measure.<br><i>xvictim = SUM (xq05, xq10, xq12, xq13, xq19).</i> | CV           | F8.2        | 687-694        |

| <i>Element Name</i>   | <i>Group</i>                 | <i>Type</i> | <i>Columns</i> |              |                    |   |                           |   |                              |
|---|------------------------------|-------------|----------------|--------------|--------------------|---|---------------------------|---|------------------------------|
| 163 <b>CXWITNSS1</b>  | CV                           | F8.2        | 695-702        |              |                    |   |                           |   |                              |
| <p>CV_C Witnessing raw score for children younger than 9 YR1</p> <p>Year one raw witness score for children under 9 who received "The Things that I have Seen and Heard" community violence measure.</p> <p><i>xwitness = SUM (xq01, xq02, xq03, xq04, xq06, xq07, xq11, xq18, xq20, xq21, xq22).</i></p>   |                              |             |                |              |                    |   |                           |   |                              |
| 164 <b>CWITNSS1</b>   | CV                           | F8.2        | 703-710        |              |                    |   |                           |   |                              |
| <p>CV_C Witnessing raw score for children 9 and older YR1</p> <p>Year one raw witness score for children 9 and older who received the Community Violence Survey.</p> <p><i>witness = SUM (b35, q02, q03, q04, q07, q08, q10, q11, q14, q15, q17, q18, q20, q21, q23, q24, q25, q26, q28, q29, q31, q32, q33, q34, q37, q38, q40, q41, q43, q44, q45, q46, q47, q48, q49, q50).</i></p>  |                              |             |                |              |                    |   |                           |   |                              |
| 165 <b>CVICTIM1</b>   | CV                           | F8.2        | 711-718        |              |                    |   |                           |   |                              |
| <p>CV_C Victimization raw score for children 9 and older YR1</p> <p>Year one raw victimization score for children 9 and older who received the Community Violence Survey</p> <p><i>victim = SUM (q01, q05, q06, q09, q12, q13, q16, q19, q22, q27, q30, q39, q42).</i></p>  |                              |             |                |              |                    |   |                           |   |                              |
| 166 <b>CTOTAL1</b>  | CV                           | F8.2        | 719-726        |              |                    |   |                           |   |                              |
| <p>CV_C Total raw score for children 9 and older YR1</p> <p>Year one total score for children 9 and older who received the Community Violence Survey.</p> <p><i>total = SUM (q01 to q51).</i></p>   |                              |             |                |              |                    |   |                           |   |                              |
| 167 <b>CV_FLAG</b>  | CV                           | F8.2        | 727-734        |              |                    |   |                           |   |                              |
| <p>CV_C children under 9 who received Things I Have Seen and Heard</p> <p>Indicates which version of the community violence measure (Community violence Survey vs. Things that I have Seen and Heard) the children received.</p> <p><i>COMPUTE CV_FLAG =0.</i><br/> <i>If (CAGE &lt; 9) CV_FLAG = 1.</i></p> <table> <thead> <tr> <th><i>Value</i></th> <th><i>Value Label</i></th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Community Violence Survey</td> </tr> <tr> <td>1</td> <td>Things I Have Seen and Heard</td> </tr> </tbody> </table> |                              |             |                | <i>Value</i> | <i>Value Label</i> | 0 | Community Violence Survey | 1 | Things I Have Seen and Heard |
| <i>Value</i>  | <i>Value Label</i>           |             |                |              |                    |   |                           |   |                              |
| 0   | Community Violence Survey    |             |                |              |                    |   |                           |   |                              |
| 1   | Things I Have Seen and Heard |             |                |              |                    |   |                           |   |                              |
| 168 <b>CSTDTOTAL1</b>   | CV                           | F8.2        | 735-742        |              |                    |   |                           |   |                              |
| <p>CV_C standardized total score YR1</p> <p>Year one- separate total z-scores were generated for children under 9 and for children 9 and over. Z-scores for both age groups were then merged together into this variable.</p>   |                              |             |                |              |                    |   |                           |   |                              |



| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 169            | <b>CSTDVICTIM1</b><br>CV_C standardized victimization score YR1<br>Year one- separate victimization z-scores were generated for children under 9 and for children 9 and over. Z-scores for both age groups were then merged together into this variable.   | CV           | F8.2        | 743-750        |
| 170            | <b>CSTDWITNSS1</b><br>CV_C standardized witness score YR1<br>Year one- separate witnessing z-scores were generated for children under 9 and for children 9 and over. Z-scores for both age groups were then merged together into this variable.  | CV           | F8.2        | 751-758        |
| 171            | <b>CXTOTAL2</b><br>CV_C Total raw score for children younger than 9 YR2<br>Year two total score for children under 9 who received "The Things that I have Seen and Heard" community violence measure.<br><i>xtotal = SUM (xq01 to xq22).</i>   | CV           | F8.2        | 759-766        |
| 172            | <b>CXVICTIM2</b><br>CV_C Victimization raw score for children younger than 9 YR2<br>Year two raw victimization score for children under 9 who received "The Things that I have Seen and Heard" community violence measure.<br><i>xvictim = SUM (xq05, xq10, xq12, xq13, xq19).</i>   | CV           | F8.2        | 767-774        |
| 173            | <b>CXWITNSS2</b><br>CV_C Witnessing raw score for children younger than 9 YR2<br>Year two raw witness score for children under 9 who received "The Things that I have Seen and Heard" community violence measure.<br><i>xwitness = SUM (xq01, xq02, xq03, xq04, xq06, xq07, xq11, xq18, xq20, xq21, xq22).</i>   | CV           | F8.2        | 775-782        |
| 174            | <b>CWITNSS2</b><br>CV_C Witnessing raw score for children 9 and older YR2<br>Year two raw witness score for children 9 and older who received the Community Violence Survey.<br><i>witness = SUM (b35, q02, q03, q04, q07, q08, q10, q11, q14, q15, q17, q18, q20, q21, q23, q24, q25, q26, q28, q29, q31, q32, q33, q34, q37, q38, q40, q41, q43, q44, q45, q46, q47, q48, q49, q50).</i> | CV           | F8.2        | 783-790        |

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 175            | <b>CVICTIM2</b><br>CV_C Victimization raw score for children 9 and older YR2<br>Year two raw victimization score for children 9 and older who received the Community Violence Survey.<br><i>victim = SUM (q01, q05, q06, q09, q12, q13, q16, q19, q22, q27, q30, q39, q42).</i>  | CV           | F8.2        | 791-798        |
| 176            | <b>CTOTAL2</b><br>CV_C Total raw score for children 9 and older YR2<br>Year two total score for children 9 and older who received the Community Violence Survey.<br><i>total = SUM (q01 to q51).</i>   | CV           | F8.2        | 799-806        |
| 177            | <b>CSTDTOTAL2</b><br>CV_C standardized total score YR2<br>Year two - separate total z-scores were generated for children under 9 and for children 9 and over. Z-scores for both age groups were then merged together into this variable.   | CV           | F8.2        | 807-814        |
| 178            | <b>CSTDVICTIM2</b><br>CV_C standardized victimization score YR2<br>Year two- separate victimization z-scores were generated for children under 9 and for children 9 and over. Z-scores for both age groups were then merged together into this variable.   | CV           | F8.2        | 815-822        |
| 179            | <b>CSTDWITNSS2</b><br>CV_C standardized witness score YR2<br>Year two- separate witnessing z-scores were generated for children under 9 and for children 9 and over. Z-scores for both age groups were then merged together into this variable.  | CV           | F8.2        | 823-830        |
| 180            | <b>AWITNESS1</b><br>CV_A Witnessing raw score for adults YR1<br>Year one raw witnessing score for adults who received the Community Violence Survey.<br><i>witness = SUM (b35, q02, q03, q04, q07, q08, q10, q11, q14, q15, q17, q18, q20, q21, q23, q24, q25, q26, q28, q29, q31, q32, q33, q34, q37, q38, q40, q41, q43, q44, q45, q46, q47, q48, q49, q50).</i> | CV           | F8.2        | 831-838        |
| 181            | <b>AVICTIM1</b><br>CV_A Victimization raw score for adults YR1<br>Year one raw victimization score for adults who received the Community Violence Survey.<br><i>victim = SUM (q01, q05, q06, q09, q12, q13, q16, q19, q22, q27, q30, q39, q42).</i>  | CV           | F8.2        | 839-846        |

| <i>Element</i> | <i>Name</i>  | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|--|--------------|-------------|----------------|
| 182            | <b>ATOTAL1</b><br>CV_A Total raw score for adults YR1<br>Year one Archive derived raw total score for adults who received the Community Violence Survey.<br><i>total = SUM (q01 to q51).</i>   | CV           | F8.2        | 847-854        |
| 183            | <b>ASTDTOTAL1</b><br>CV_A Standardized total score for adults YR1<br>Year one standardized total z-score for adults who received the Community Violence Survey.  | CV           | F8.2        | 855-862        |
| 184            | <b>ASTDVICTIM1</b><br>CV_A Standardized victimization score for adults YR1<br>Year one standardized victimization sub scale scores for adults who received the Community Violence Survey.  | CV           | F8.2        | 863-870        |
| 185            | <b>ASTDWITNESS1</b><br>CV_A Standardized witnessing score for adults YR1<br>Year one standardized witnessing sub scale scores for adults who received the Community Violence Survey.   | CV           | F8.2        | 871-878        |
| 186            | <b>AWITNESS2</b><br>CV_A Witnessing raw score for adults YR2<br>Year two raw witnessing score for adults who received the Community Violence Survey.<br><i>witness = SUM (b35, q02, q03, q04, q07, q08, q10, q11, q14, q15, q17, q18, q20, q21, q23, q24, q25, q26, q28, q29, q31, q32, q33, q34, q37, q38, q40, q41, q43, q44, q45, q46, q47, q48, q49, q50).</i> | CV           | F8.2        | 879-886        |
| 187            | <b>AVICTIM2</b><br>CV_A Victimization raw score for adults YR2<br>Year two raw victimization score for adults who received the Community Violence Survey.<br><i>victim = SUM (q01, q05, q06, q09, q12, q13, q16, q19, q22, q27, q30, q39, q42).</i>  | CV           | F8.2        | 887-894        |
| 188            | <b>ATOTAL2</b><br>CV_A Total raw score for adults YR2<br>Year two raw victimization score for adults who received the Community Violence Survey.<br><i>total = SUM (q01 to q51).</i>   | CV           | F8.2        | 895-902        |

| <i>Element</i> | <i>Name</i>   | <i>Group</i> | <i>Type</i> | <i>Columns</i> |
|----------------|---|--------------|-------------|----------------|
| 189            | <b>ASTDTOTAL2</b><br>CV_A Standardized total score for adults YR2<br>Year two standardized total scores for adults who received the Community Violence Survey.                            | CV           | F8.2        | 903-910        |
| 190            | <b>ASTDVICTIM2</b><br>CV_A Standardized victimization score for adults YR2<br>Year two standardized victimization sub scale scores for adults who received the Community Violence Survey. | CV           | F8.2        | 911-918        |
| 191            | <b>ASTDWITNESS2</b><br>CV_A Standardized witnessing score for adults YR2<br>Year two standardized witnessing sub scale scores for adults who received the Community Violence Survey.      | CV           | F8.2        | 919-926        |