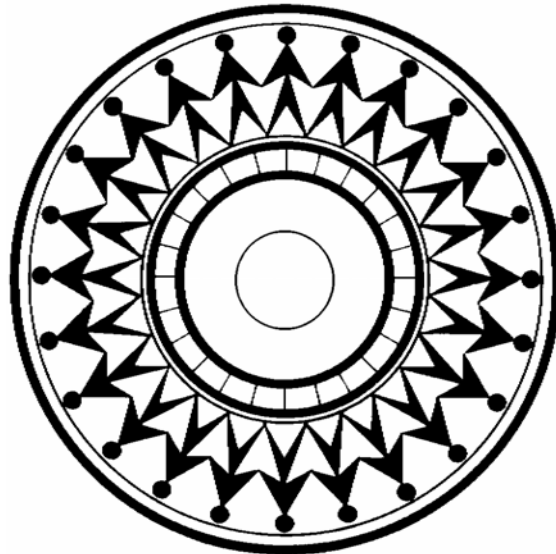# LONGITUDINAL PATHWAYS TO RESILIENCE IN MALTREATED CHILDREN

NDACAN Dataset Number 110
USER'S GUIDE and CODEBOOK

National Data Archive on Child Abuse and Neglect
Family Life Development Center
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LONGITUDINAL PATHWAYS TO RESILIENCE IN MALTREATED CHILDREN

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PREFACE

The data for *Longitudinal Pathways to Resilience in Maltreated Children*, have been given to the National Data Archive on Child Abuse and Neglect for public distribution by Dante Cicchetti, Fred Rogosch, Jody Todd Manly, and Michael Lynch. Funding for the project was provided by National Center on Child Abuse and Neglect, U.S. Department of Health and Human Services (Award Number: 90CA1635).

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 *Longitudinal Pathways to Resilience in Maltreated Children* were originally collected by Dante Cicchetti, Fred Rogosch, Jody Todd Manly, and Michael Lynch. Funding for the project was provided by the National Center on Child Abuse and Neglect, U.S. Department of Health and Human Services (Award Number: 90CA1635). 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.

The bibliographic citation for this data collection is:

> Cicchetti, D., Rogosch, F., Manly, J.T., Lynch, M. (2005). Longitudinal Pathways to Resilience in Maltreated Children [Dataset]. Available from National Data Archive on Child Abuse and Neglect Web site, http://www.ndacan.cornell.edu

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

The objectives of this study were as follows: (1) To investigate stability and change in the longitudinal course of adaptation and maladaptation in maltreated and nonmaltreated low-income youth. (2) To differentiate subgroups of maltreated children who evidence divergence in their longitudinal developmental course, including resilient children as well as children who show continuity of negative adaptation. (3) To examine child characteristics, maltreatment experiences, family features, and aspects of the social ecology as mediators and moderators of individual differences in the developmental pathways exhibited longitudinally by maltreated and nonmaltreated youth. (4) To identify factors that may promote resilient adaptation in maltreated children. To address these critical concerns, this investigation built upon a prior one-year longitudinal study funded by NCCAN (Cicchetti, Manly, & Lynch, 1994). Prospective follow-up assessments of 300 six- to twelve-year-old low income, maltreated and nonmaltreated children were targeted at years three and four beyond the initial baseline assessments. A total of 300 school-aged children were included in the original study. Of these, 263 were obtained at year three and 249 at year four. Data regarding children's adaptation and current symptomatology was collected in the context of a summer camp program that the children attended. In addition, home visits were conducted concurrently with the third year child camp assessments, during which time the parent or primary caregiver of each child in the study was interviewed. Finally, information regarding children's history of maltreatment was scored from updated DSS records according to our maltreatment classification system.

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STUDY OVERVIEW

Study Identification

Longitudinal Pathways to Resilience in Maltreated Children

> **Principal Investigator(s):**
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> **Funding Agency:**
> National Center on Child Abuse and Neglect, U.S. Department of Health and Human Services
>
> **Award Number:** 90CA1635

Purpose of the Study

The objectives of this study were as follows: (1) To investigate stability and change in the longitudinal course of adaptation and maladaptation in maltreated and nonmaltreated low-income youth. (2) To differentiate subgroups of maltreated children who evidence divergence in their longitudinal developmental course, including resilient children as well as children who show continuity of negative adaptation. (3) To examine child characteristics, maltreatment experiences, family features, and aspects of the social ecology as mediators and moderators of individual differences in the developmental pathways exhibited longitudinally by maltreated and nonmaltreated youth. (4) To identify factors that may promote resilient adaptation in maltreated children.

Study Design

This a longitudinal follow-up of a cohort of maltreated and non-maltreated children in Upstate New York. Data from the first collection consists of baseline and year one assessments and is also archived at the National Data Archive on Child Abuse and Neglect (Dataset #096). This dataset consists of year three and four follow-up assessments. Measures used in the original collection were repeated for years three and four.

Date(s) of Data Collection

9/30/1997 - 9/29/2000

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Geographic Area

Upstate New York

Unit of Observation

Child

Sample

The targeted sample consisted of 300 children who were recruited for the prior one-year longitudinal study and their parent or primary caregiver. About 56% of the children had experienced legally documented child maltreatment and were referred to the project from caseworkers at the local county DSS agency. The other half of the sample was composed of demographically comparable children who had not experienced maltreatment; they were identified from families receiving welfare. The children were drawn from the local inner city, an urban area with high levels of violent crime and poverty, with higher concentrations of poverty within the neighborhoods where families in the study reside. The sample is racially and ethnically diverse: 65% of the children are African-American; 22% are Hispanic-American; 10% are European-American; and the remainder are from other racial/ethnic groups. The sex distribution of the sample is 63% male, consistent with a higher incidence of maltreatment among boys. Overall, the maltreatment sample is representative of the local county child maltreatment population, and the nonmaltreated group is demographically equivalent to the maltreatment group.

For all maltreated children who participated in the prior project, extensive searches of DSS records were conducted in order to attain a comprehensive history of each child's documented maltreatment experiences. The DSS record data were coded utilizing the Manly and colleagues (1994) nosological system for defining child maltreatment. Consistent with the extant literature, the maltreatment experiences of the sample were diverse and extensive, with most children having been subjected to multiple forms of maltreatment (Cicchetti & Rizley, 1981).

The nonmaltreatment status of all children who comprised the comparison group had been previously established by thoroughly screening DSS records to verify that no documented maltreatment records existed for these children's families. In addition, children in families who had received any preventive services through DSS, provided when risk for maltreatment is evaluated by DSS as high, were screened out of the original sample, to minimize the presence of undetected maltreatment in the comparison group. Concurrent with the three- and four-year assessments, DSS record screenings were again conducted to verify the continuity of lack of maltreatment in the participating families of children in the nonmaltreatment group.

At the time of the prior baseline assessments, children were between the ages of 5.7 to 11.9 years. In the current investigation, children were again assessed at three and four years beyond the initial baseline assessments. At the third year, children were between the ages of 7.7 to 13.9 years.   Each child's parent or primary caregiver also participated in research interviews at the prior baseline assessment period, and again were interviewed concurrent with the third year child assessments.

Data Collection Procedures

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Congruent with the methodology of the prior study, each summer, families were approached and asked if they would agree to have their child attend a week-long summer day camp program. At the camp, the children participated in a variety of recreational activities in groups of six to eight same-age and same-sex peers. Half of the children in each of the groups had a history of maltreatment, the other half were nonmaltreated. Each camp group was conducted by three trained camp counselors. Each camp day lasted for seven hours, providing 35 hours of interaction between children and the camp counselors. In addition to participating in the camp recreational activities, the children also took part in the research assessments noted in the "Measures" section (see Cicchetti & Manly, 1990, for detailed descriptions of camp procedures). Periodically throughout the week, children participated in interviews with trained research assistants.

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 order to ensure that child and parent perceptions and ratings were collected contemporaneously. The specific measures administered, as well as their psychometric properties, are described in the "Measures" section.

One-year longitudinal data were obtained on all information (except for the maltreatment and the parent-report ratings) in a second wave of data collection. This comprised the fourth year of measurement.

Response Rates

88% (n=263) in Year 3 and 83% (n=249) in Year 4

Sources of Information

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

Type of Data Collected

Survey instruments, interview, observational, and administrative data

Measures

***The following descriptions are excerpts from the final report for this study which can be ordered from the National Clearinghouse on Child Abuse and Neglect Information (http://nccanch.acf.hhs.gov).

COMMUNITY VIOLENCE SURVEY (Richters & Martinez, 1993):

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

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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).

In addition, as part of home visits with children's primary caregiver, parents completed a self-report form of the Community Violence Scale (Richters & Martinez, 1993). This scale similarly assesses the frequency with which individuals have been victimized by, have witnessed, or have heard about 20 forms of violence (explicitly, not including exposure from the media).

DOMAINS OF FUNCTIONING (Greenberg, 1993):

Children completed the Domains of Functioning 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 (25 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").

NEIGHBORHOOD SATISFACTION SCALE (Greenberg, 1993):

As part of home visits with the primary caregiver, parents completed the Neighborhood Satisfaction Scale based on Greenberg's (1993) Domains of Functioning "neighborhood" subscale. Parents rate 7 items describing how safe their neighborhood is on a four-point scale.

DEMOGRAPHICS INTERVIEW (Carlson and Cicchetti, 1979):

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 receiving welfare.

CONFLICT TACTICS SCALE (Straus, 1979):

As part of home visits with children's primary caregivers, parents completed the Conflict Tactics Scale (Straus, 1979), an 18-item instrument describing a variety of tactics that adults use in conflict situations ranging from rational discussion to acts of violence. 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.

MALTREATMENT CLASSIFICATION SYSTEM (Barnett, Manly, Cicchetti, and Ablex, 1993):

Children's maltreatment history was delineated by examining official records at the county Department of Social Services. For children with documented histories of maltreatment, the Barnett, Manly, and Cicchetti (1993) nosological classification system for child maltreatment was employed by trained research assistants. This nosology allows researchers to further specify children's maltreatment history by indicating: (a) the maltreatment subtype, (b) the severity of maltreatment, (c) the

frequency/chronicity of maltreatment, (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 maltreatment.

PUPIL EVALUATION INVENTORY (Pekarik, Prinz, Liebert, and Weintraub, 1976):

The Pupil Evaluation Inventory (PEI) 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").

PEER NOMINATIONS (Coie and Dodge, 1983):

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.

BEHAVIOR RATINGS (Wright, 1983):

On two separate occasions during the week of camp, counselors rated each child on nine items tapping three aspects of interpersonal functioning: prosocial behavior, aggression, and withdrawal. These behavior ratings, developed by Wright (1983), were completed during unstructured 45-minute play periods for the children. Our previous work has shown that inter-rater reliability among groups of three raters is highly reliable (alphas ranging from .67 to .93). Internal consistencies of the three subscales from the behavior ratings also demonstrates 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.

SELF-ESTEEM INVENTORY (Coopersmith, 1981):

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). The total self worth scale from this measure can be used as an indicator of self-esteem and valuing of the self.

CALIFORNIA CHILD Q-SET (Block and Block, 1969):

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 for this study: ego-resilience and ego-control. 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).

PEABODY PICTURE VOCABULARY TEST-REVISED (Dunn and Dunn, 1981):

This assessment was completed by children in camp. It is a widely used test of receptive vocabulary. 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.

LEVONN MEASURE (Richters, Martinez, and Valla, 1990):

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 as an urban child (i.e., Levonn), (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), anxiety/intrusive thoughts (14 items), and sleep problems (7 items) 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.

CHECKLIST OF CHILD DISTRESS SYMPTOMS (Richters and Martinez, 1990):

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). The checklist includes 28 symptom descriptions, each with a Likert scale response format rating symptom presence on a 1 to 4 scale ranging from (1) "never" to (4) "a lot of the time". Children's distress symptoms yield two correlated subscales of moderately high reliability: depression and anxiety.

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 of moderately high reliability: depression and anxiety.

CHILDREN'S DEPRESSION INVENTORY (Kovacs, 1985):

All children completed the Children's Depression Inventory (CDI; Kovacs, 1985), a widely used measure of children's depressive symptoms. The CDI contains 27 items that assess the affective,

cognitive, and behavioral concomitants of depression. Children are asked to choose one of three alternatives for each item, selecting the description that best characterizes their functioning over the prior 2 weeks. Scores on the CDI 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 et al., 1986).

CHILD BEHAVIOR CHECKLIST (Achenbach, 1991):

Counselors completed the Teacher Report Form of the Child Behavior Checklist (Achenbach, 1991) at the end of camp. This 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 and 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 are instructed to base their ratings of the child on behaviors occurring during the course of children's attendance in camp.

Related Publications & Reports
Users are strongly encouraged to obtain these references before doing analyses.

U.S. Department of Health and Human Services, The Administration on Children, Youth and Families, Children's Bureau, Office on Child Abuse and Neglect. (2000) Longitudinal Pathways to Resilience in Maltreated Children. Prepared for U.S. Department of Health and Human Services by Cicchetti et al. under grant no. 90CA1635 . Rochester, NY: University of Rochester Mt. Hope Family Center.

Cicchetti, D., & Rogosch, F. A. (1997). The role of self-organization in the promotion of resilience in maltreated children. Development and Psychopathology, 9, 797-815.

Cicchetti, D., & Toth, S. (1997). Transactional ecological systems in developmental psychopathology. In S. S. Luthar & J. A. Burack & D. Cicchetti & J. R. Weisz (Eds.), Developmental psychopathology: Perspectives on adjustment, risk, and disorder (pp. 317-349). New York: NY: Cambridge University Press.

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.

Manly, J. T., Kim, J. E., Rogosch, F. A., & Cicchetti, D. (2001). Dimensions of child maltreatment and children's adjustment: Contributions of developmental timing and subtype. Development and Psychopathology, 13, 759-782.

Rogosch, F. A., & 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

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Please consult the articles listed in the "Related Articles" section for analytic guidance.

Confidentiality Protection

Primary identifiers, such as names and addresses , were not provided by the contributor and are not included in the dataset. Birth dates were removed from the dataset.

Extent of Collection

This data collection consists of the User's Guide and Codebook, 30 text data files with data import statements for SAS, SPSS, and Stata., 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 DS110, that combines the most relevant study variables.

DATA FILE INFORMATION

File Specifications

No.	File Name	File Structure	Case Count	Variable Count	Records Per Case
1	W2_DEMO	Rectangular	300	13	1
2	W2_MCS	Rectangular	300	32	1
3	YR3_BR	Rectangular	300	13	1
4	YR3_CA_QSORT	Rectangular	300	3	1
5	YR3_CBCL	Rectangular	300	4	1
6	YR3_CDI	Rectangular	300	29	1
7	YR3_CTS	Rectangular	300	23	1
8	YR3_CV_A	Rectangular	300	59	1
9	YR3_CV_C	Rectangular	300	81	1
10	YR3_LEV	Rectangular	300	31	1
11	YR3_NEIGH	Rectangular	300	8	1
12	YR3_PEI	Rectangular	300	42	1
13	YR3_PML	Rectangular	300	15	1
14	YR3_PN	Rectangular	300	8	1
15	YR3_PPVT	Rectangular	300	5	1
16	YR3_PTSD	Rectangular	300	30	1

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No.	File Name	File Structure	Case Count	Variable Count	Records Per Case
17	YR3_SEI	Rectangular	300	65	1
18	YR4_BR	Rectangular	300	13	1
19	YR4_CA_QSORT	Rectangular	300	3	1
20	YR4_CBCL	Rectangular	300	4	1
21	YR4_CDI	Rectangular	300	29	1
22	YR4_CV_C	Rectangular	300	81	1
23	YR4_LEV	Rectangular	300	31	1
24	YR4_PEI	Rectangular	300	42	1
25	YR4_PML	Rectangular	300	15	1
26	YR4_PN	Rectangular	300	8	1
27	YR4_PPVT	Rectangular	300	5	1
28	YR4_PTSD	Rectangular	300	30	1
29	YR4_SEI	Rectangular	300	65	1
30	DS110	Rectangular	300	159	1

Data File Notes

The "DS110" file consists of variables from 29 individual data files. The file was created by including the score variables from each of the individual files. For files where score variables were not applicable, all variables were included in the "DS110" file.

The 29 individual data files are provided so that users can access the individual item responses. These files do include value labels. The file names correspond closely to the three letter measure code contained in the variable labels of the DS100 file.

Many variables contain a missing value code of "999." Users will need to recode these values to system missing or designate a user-missing value, if your statistical software package supports this feature.

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

CODEBOOK: Dataset #110 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.

DS110 Variable List by Position

Position	Variable Name	Variable Label	Group
1	id	Identification No.	Demographics
3	rage	Respondent's Age	Demographics
4	rtotinc	Total Family Income in Thousands	Demographics
5	rnmadult	No. Of Adults Living in Home	Demographics
6	rtotkids	No. Of Children Living in Home	Demographics
7	rafdc	Family's Receipt Of Public Assistance	Demographics
8	cage	Child's Age (Yrs.)	Demographics
9	sex	Child's Gender	Demographics
10	id_char	Respondent	Demographics
11	rrace	Respondent's Race	Demographics
12	rhed	Respondent's Hollingshead Education Score	Demographics
13	rmastat	Respondent's Marital Status	Demographics
14	race	Child's Race	Demographics
15	malstat	MCS Maltx Status	Maltreatment Classification System
16	emsev	MCS Maximum Severity Of Emotional Maltx	Maltreatment Classification System
17	pnsev	MCS Maximum Severity Of Physical Neglect	Maltreatment Classification System
18	pasev	MCS Maximum Severity Of Physical Abuse	Maltreatment Classification System
19	sasev	MCS Maximum Severity Of Sexual Abuse	Maltreatment Classification System
20	inf	MCS Maltx During Infancy	Maltreatment Classification System
21	tdl	MCS Maltx During Toddlerhood	Maltreatment Classification System
22	psc	MCS Maltx During Preschool Age	Maltreatment Classification System
23	sa	MCS Maltx During School Age	Maltreatment Classification System
24	lsa	MCS Maltx During Later School Age	Maltreatment Classification System
25	dev_n	MCS No.Devel. Periods Experiencing Maltx	Maltreatment Classification System
26	eminf	MCS Emotional Maltx During Infancy	Maltreatment Classification System
27	pninf	MCS Physical Neglect During Infancy	Maltreatment Classification System
28	painf	MCS Physical Abuse During Infancy	Maltreatment Classification System
29	sainf	MCS Sexual Abuse During Infancy	Maltreatment Classification System
30	emtdl	MCS Emotional Maltx During Toddlerhood	Maltreatment Classification System
31	pntdl	MCS Physical Neglect During Toddlerhood	Maltreatment Classification System
32	patdl	MCS Physical Abuse During Toddlerhood	Maltreatment Classification System
33	satdl	MCS Sexual Abuse During Toddlerhood	Maltreatment Classification System
34	empsc	MCS Emotional Maltx During Preschool	Maltreatment Classification System
35	pnpsc	MCS Physical Neglect During Preschool	Maltreatment Classification System
36	papsc	MCS Physical Abuse During Preschool	Maltreatment Classification System

Position	Variable Name	Variable Label	Group
37	sapsc	MCS Sexual Abuse During Preschool	Maltreatment Classification System
38	emsa	MCS Emotional Abuse During School Age	Maltreatment Classification System
39	pnsa	MCS Physical Neglect During School Age	Maltreatment Classification System
40	pasa	MCS Physical Abuse During School Age	Maltreatment Classification System
41	sasa	MCS Sexual Abuse During School Age	Maltreatment Classification System
42	emlsa	MCS Emotional Maltx Later School Age	Maltreatment Classification System
43	pnlsa	MCS Physical Neglect Later School Age	Maltreatment Classification System
44	palsa	MCS Physical Abuse Later School Age	Maltreatment Classification System
45	salsa	MCS Sexual Abuse Later School Age	Maltreatment Classification System
46	cvictim3	CV_C Victimization YR3	Community Violence Survey-Child
47	cwitnss3	CV_C Witness YR3	Community Violence Survey-Child
48	chomvio3	CV_C Home Violence YR3	Community Violence Survey-Child
49	cvictim4	CV_C Victimization YR4	Community Violence Survey-Child
50	cwitnss4	CV_C Witness YR4	Community Violence Survey-Child
51	chomvio4	CV_C Home Violence YR4	Community Violence Survey-Child
52	avictim3	CV_A Victimization YR3	Community Violence Survey-adult
53	awitnss3	CV_A Witness YR3	Community Violence Survey-adult
54	ahomvio3	CV_A Home Violence YR3	Community Violence Survey-adult
55	pml3_q01	PML Usually Look Forward To School YR3	Domains of Functioning
56	pml3_q02	PML Feel Safe At School YR3	Domains of Functioning
57	pml3_q03	PML School Is Nice Place To Be YR3	Domains of Functioning
58	pml3_q04	PML Kids Can Grow Up, Succeed YR3	Domains of Functioning
59	pml3_q05	PML I Feel Scared At School YR3	Domains of Functioning
60	pml3_q06	PML Drugs, Gangs In My School YR3	Domains of Functioning
61	pml3_q07	PML School Is Dangerous Place YR3	Domains of Functioning
62	pml3_q08	PML Neighborhood Is Nice Place YR3	Domains of Functioning
63	pml3_q09	PML Neighborhood People Friendly YR3	Domains of Functioning
64	pml3_q10	PML Neighborhood Kids Can Succeed YR3	Domains of Functioning
65	pml3_q11	PML I Feel Scared In Neighborhood YR3	Domains of Functioning
66	pml3_q12	PML Kids Get Into Trouble YR3	Domains of Functioning
67	pml3_q13	PML Drugs, Gangs In Neighborhood YR3	Domains of Functioning
68	pml3_q14	PML Neighborhood Is Dangerous Place YR	Domains of Functioning
69	pml4_q01	PML Usually Look Forward To School YR4	Domains of Functioning
70	pml4_q02	PML Feel Safe At School YR4	Domains of Functioning
71	pml4_q03	PML School Is Nice Place To Be YR4	Domains of Functioning
72	pml4_q04	PML Kids Can Grow Up, Succeed YR4	Domains of Functioning
73	pml4_q05	PML I Feel Scared At School YR4	Domains of Functioning
74	pml4_q06	PML Drugs, Gangs In My School YR4	Domains of Functioning

Position	Variable Name	Variable Label	Group
75	pml4_q07	PML School Is Dangerous Place YR4	Domains of Functioning
76	pml4_q08	PML Neighborhood Is Nice Place YR4	Domains of Functioning
77	pml4_q09	PML Neighborhood People Friendly YR4	Domains of Functioning
78	pml4_q10	PML Neighborhood Kids Can Succeed YR4	Domains of Functioning
79	pml4_q11	PML I Feel Scared In Neighborhood YR4	Domains of Functioning
80	pml4_q12	PML Kids Get Into Trouble YR4	Domains of Functioning
81	pml4_q13	PML Drugs, Gangs In Neighborhood YR4	Domains of Functioning
82	pml4_q14	PML Neighborhood Is Dangerous Place YR	Domains of Functioning
83	on3_q1	ON Neighborhood Is Nice Place YR3	Our Neighborhood
84	on3_q2	ON Neighborhood People Friendly YR3	Our Neighborhood
85	on3_q3	ON Neighborhood Kids Can Succeed YR3	Our Neighborhood
86	on3_q4	ON I Feel Afraid In Neighborhood YR3	Our Neighborhood
87	on3_q5	ON Kids, Adults Get Into Trouble YR3	Our Neighborhood
88	on3_q6	ON Drugs, Gangs In Neighborhood YR3	Our Neighborhood
89	on3_q7	ON Neighborhood Is Dangerous Place YR3	Our Neighborhood
90	reason3	CTS Reasoning Conflict YR3	Conflict Tactics Scale
91	v_conf3	CTS Verbal Conflict YR3	Conflict Tactics Scale
92	p_conf3	CTS Physical Conflict YR3	Conflict Tactics Scale
93	most1z3	PN Like To Play With Most YR3	Peer Nominations
94	least1z3	PN Like To Play With Least YR3	Peer Nominations
95	coopz3	PN Cooperates, Pitches In, Shares YR3	Peer Nominations
96	disrptz3	PN Upsets Everything, Doesn't Share YR3	Peer Nominations
97	shyz3	PN Very Quiet And Shy YR3	Peer Nominations
98	fightsz3	PN Starts Fights, Pushes, Hits YR3	Peer Nominations
99	leaderz3	PN Chosen As Leader YR3	Peer Nominations
100	most1z4	PN Like To Play With Most YR4	Peer Nominations
101	least1z4	PN Like To Play With Least YR4	Peer Nominations
102	coopz4	PN Cooperates, Pitches In, Shares YR4	Peer Nominations
103	disrptz4	PN Upsets Everything, Doesn't Share YR4	Peer Nominations
104	shyz4	PN Very Quiet And Shy YR4	Peer Nominations
105	fightsz4	PN Starts Fights, Pushes, Hits YR4	Peer Nominations
106	leaderz4	PN Chosen As Leader YR4	Peer Nominations
107	mngens3	SEI General Self Score YR3	Self-Esteem Inventory
108	mnsocs3	SEI Social Self Score YR3	Self-Esteem Inventory
109	mnhome3	SEI Home-Parent Score YR3	Self-Esteem Inventory
110	mnschl3	SEI School-Academic Score YR3	Self-Esteem Inventory
111	mnlie3	SEI Lie Score YR3	Self-Esteem Inventory
112	mntots3	SEI Total Self Score YR3	Self-Esteem Inventory

Position	Variable Name	Variable Label	Group
113	mngens4	SEI General Self Score YR4	Self-Esteem Inventory
114	mnsocs4	SEI Social Self Score YR4	Self-Esteem Inventory
115	mnhome4	SEI Home-Parent Score YR4	Self-Esteem Inventory
116	mnschl4	SEI School-Academic Score YR4	Self-Esteem Inventory
117	mnlie4	SEI Lie Score YR4	Self-Esteem Inventory
118	mntots4	SEI Total Self Score YR4	Self-Esteem Inventory
119	er3	CA Q-Sort Ego Resiliency YR3	California Child Q-set
120	ec3	CA Q-Sort Ego Control YR3	California Child Q-set
121	er4	CA Q-Sort Ego Resiliency YR4	California Child Q-set
122	ec4	CA Q-Sort Ego Control YR4	California Child Q-set
123	raw_sco3	PPVT Raw Score YR3	Peabody Picture Vocabulary
124	std_sco3	PPVT Standard Score YR3	Peabody Picture Vocabulary
125	prcntle3	PPVT Percentile Score YR3	Peabody Picture Vocabulary
126	stanine3	PPVT Normalized Standard Score YR3	Peabody Picture Vocabulary
127	raw_sco4	PPVT Raw Score YR4	Peabody Picture Vocabulary
128	std_sco4	PPVT Standard Score YR4	Peabody Picture Vocabulary
129	prcntle4	PPVT Percentile Score YR4	Peabody Picture Vocabulary
130	stanine4	PPVT Normalized Standard Score YR4	Peabody Picture Vocabulary
131	lev3	LEV Total Score YR3	Levonn Measure
132	lev4	LEV Total Score YR4	Levonn Measure
133	ptsd3	PTSD Total Score YR3	Checklist of Child Distress Syndrome
134	ptsd4	PTSD Total Score YR4	Checklist of Child Distress Syndrome
135	cdi_tot3	CDI Total Score YR3	Child Depression Inventory
136	cdi_tot4	CDI Total Score YR4	Child Depression Inventory
137	ts_bp3	CBCL Total Problems T-Score YR3	Child Behavior Checklist
138	ts_i3	CBCL Internalizing T-Score YR3	Child Behavior Checklist
139	ts_e3	CBCL Externalizing T-Score YR3	Child Behavior Checklist
140	ts_bp4	CBCL Total Problems T-Score YR4	Child Behavior Checklist
141	ts_i4	CBCL Internalizing T-Score YR4	Child Behavior Checklist
142	ts_e4	CBCL Externalizing T-Score YR4	Child Behavior Checklist
143	pei_agg3	PEI Aggression Score YR3	Pupil Evaluation Inventory
144	pei_wdr3	PEI Withdrawal Score YR3	Pupil Evaluation Inventory
145	pei_lik3	PEI Likability Score YR3	Pupil Evaluation Inventory
146	pei_aggz3	PEI Aggression Z-Score YR3	Pupil Evaluation Inventory
147	pei_wdrz3	PEI Withdrawal Z-Score YR3	Pupil Evaluation Inventory
148	pei_likz3	PEI Likability Z-Score YR3	Pupil Evaluation Inventory
149	pei_agg4	PEI Aggression Score YR4	Pupil Evaluation Inventory
150	pei_wdr4	PEI Withdrawal Score YR4	Pupil Evaluation Inventory

Position	Variable Name	Variable Label	Group
151	pei_lik4	PEI Likability Score YR4	Pupil Evaluation Inventory
152	pei_aggz4	PEI Aggression Z-Score YR4	Pupil Evaluation Inventory
153	pei_wdrz4	PEI Withdrawal Z-Score YR4	Pupil Evaluation Inventory
154	pei_likz4	PEI Likability Z-Score YR4	Pupil Evaluation Inventory
155	coopmean3	BR Cooperation Mean YR3	Behavior Ratings
156	wdwlmean3	BR Withdrawal Mean YR3	Behavior Ratings
157	agrsmean3	BR Aggression Mean YR3	Behavior Ratings
158	coopmean4	BR Cooperation Mean YR4	Behavior Ratings
159	wdwlmean4	BR Withdrawal Mean YR4	Behavior Ratings
160	agrsmean4	BR Aggression Mean YR4	Behavior Ratings

DS110 Variable List by Variable Name

Position	Variable Name	Variable Label	Group
157	agrsmean3	BR Aggression Mean YR3	Behavior Ratings
160	agrsmean4	BR Aggression Mean YR4	Behavior Ratings
54	ahomvio3	CV_A Home Violence YR3	Community Violence Survey-adult
52	avictim3	CV_A Victimization YR3	Community Violence Survey-adult
53	awitnss3	CV_A Witness YR3	Community Violence Survey-adult
8	cage	Child's Age (Yrs.)	Demographics
135	cdi_tot3	CDI Total Score YR3	Child Depression Inventory
136	cdi_tot4	CDI Total Score YR4	Child Depression Inventory
48	chomvio3	CV_C Home Violence YR3	Community Violence Survey-Child
51	chomvio4	CV_C Home Violence YR4	Community Violence Survey-Child
155	coopmean3	BR Cooperation Mean YR3	Behavior Ratings
158	coopmean4	BR Cooperation Mean YR4	Behavior Ratings
95	coopz3	PN Cooperates, Pitches In, Shares YR3	Peer Nominations
102	coopz4	PN Cooperates, Pitches In, Shares YR4	Peer Nominations
46	cvictim3	CV_C Victimization YR3	Community Violence Survey-Child
49	cvictim4	CV_C Victimization YR4	Community Violence Survey-Child
47	cwitnss3	CV_C Witness YR3	Community Violence Survey-Child
50	cwitnss4	CV_C Witness YR4	Community Violence Survey-Child
25	dev_n	MCS No.Devel. Periods Experiencing Maltx	Maltreatment Classification System
96	disrptz3	PN Upsets Everything, Doesn't Share YR3	Peer Nominations
103	disrptz4	PN Upsets Everything, Doesn't Share YR4	Peer Nominations
120	ec3	CA Q-Sort Ego Control YR3	California Child Q-set
122	ec4	CA Q-Sort Ego Control YR4	California Child Q-set
26	eminf	MCS Emotional Maltx During Infancy	Maltreatment Classification System
42	emlsa	MCS Emotional Maltx Later School Age	Maltreatment Classification System
34	empsc	MCS Emotional Maltx During Preschool	Maltreatment Classification System
38	emsa	MCS Emotional Abuse During School Age	Maltreatment Classification System
16	emsev	MCS Maximum Severity Of Emotional Maltx	Maltreatment Classification System
30	emtdl	MCS Emotional Maltx During Toddlerhood	Maltreatment Classification System
119	er3	CA Q-Sort Ego Resiliency YR3	California Child Q-set
121	er4	CA Q-Sort Ego Resiliency YR4	California Child Q-set
98	fightsz3	PN Starts Fights, Pushes, Hits YR3	Peer Nominations
105	fightsz4	PN Starts Fights, Pushes, Hits YR4	Peer Nominations
1	id	Identification No.	Demographics
10	id_char	Respondent	Demographics

Position	Variable Name	Variable Label	Group
20	inf	MCS Maltx During Infancy	Maltreatment Classification System
99	leaderz3	PN Chosen As Leader YR3	Peer Nominations
106	leaderz4	PN Chosen As Leader YR4	Peer Nominations
94	least1z3	PN Like To Play With Least YR3	Peer Nominations
101	least1z4	PN Like To Play With Least YR4	Peer Nominations
131	lev3	LEV Total Score YR3	Levonn Measure
132	lev4	LEV Total Score YR4	Levonn Measure
24	lsa	MCS Maltx During Later School Age	Maltreatment Classification System
15	malstat	MCS Maltx Status	Maltreatment Classification System
107	mngens3	SEI General Self Score YR3	Self-Esteem Inventory
113	mngens4	SEI General Self Score YR4	Self-Esteem Inventory
109	mnhome3	SEI Home-Parent Score YR3	Self-Esteem Inventory
115	mnhome4	SEI Home-Parent Score YR4	Self-Esteem Inventory
111	mnlie3	SEI Lie Score YR3	Self-Esteem Inventory
117	mnlie4	SEI Lie Score YR4	Self-Esteem Inventory
110	mnschl3	SEI School-Academic Score YR3	Self-Esteem Inventory
116	mnschl4	SEI School-Academic Score YR4	Self-Esteem Inventory
108	mnsocs3	SEI Social Self Score YR3	Self-Esteem Inventory
114	mnsocs4	SEI Social Self Score YR4	Self-Esteem Inventory
112	mntots3	SEI Total Self Score YR3	Self-Esteem Inventory
118	mntots4	SEI Total Self Score YR4	Self-Esteem Inventory
93	most1z3	PN Like To Play With Most YR3	Peer Nominations
100	most1z4	PN Like To Play With Most YR4	Peer Nominations
83	on3_q1	ON Neighborhood Is Nice Place YR3	Our Neighborhood
84	on3_q2	ON Neighborhood People Friendly YR3	Our Neighborhood
85	on3_q3	ON Neighborhood Kids Can Succeed YR3	Our Neighborhood
86	on3_q4	ON I Feel Afraid In Neighborhood YR3	Our Neighborhood
87	on3_q5	ON Kids, Adults Get Into Trouble YR3	Our Neighborhood
88	on3_q6	ON Drugs, Gangs In Neighborhood YR3	Our Neighborhood
89	on3_q7	ON Neighborhood Is Dangerous Place YR3	Our Neighborhood
92	p_conf3	CTS Physical Conflict YR3	Conflict Tactics Scale
28	painf	MCS Physical Abuse During Infancy	Maltreatment Classification System
44	palsa	MCS Physical Abuse Later School Age	Maltreatment Classification System
36	papsc	MCS Physical Abuse During Preschool	Maltreatment Classification System
40	pasa	MCS Physical Abuse During School Age	Maltreatment Classification System
18	pasev	MCS Maximum Severity Of Physical Abuse	Maltreatment Classification System
32	patdl	MCS Physical Abuse During Toddlerhood	Maltreatment Classification System
143	pei_agg3	PEI Aggression Score YR3	Pupil Evaluation Inventory

Position	Variable Name	Variable Label	Group
149	pei_agg4	PEI Aggression Score YR4	Pupil Evaluation Inventory
146	pei_aggz3	PEI Aggression Z-Score YR3	Pupil Evaluation Inventory
152	pei_aggz4	PEI Aggression Z-Score YR4	Pupil Evaluation Inventory
145	pei_lik3	PEI Likability Score YR3	Pupil Evaluation Inventory
151	pei_lik4	PEI Likability Score YR4	Pupil Evaluation Inventory
148	pei_likz3	PEI Likability Z-Score YR3	Pupil Evaluation Inventory
154	pei_likz4	PEI Likability Z-Score YR4	Pupil Evaluation Inventory
144	pei_wdr3	PEI Withdrawal Score YR3	Pupil Evaluation Inventory
150	pei_wdr4	PEI Withdrawal Score YR4	Pupil Evaluation Inventory
147	pei_wdrz3	PEI Withdrawal Z-Score YR3	Pupil Evaluation Inventory
153	pei_wdrz4	PEI Withdrawal Z-Score YR4	Pupil Evaluation Inventory
55	pml3_q01	PML Usually Look Forward To School YR3	Domains of Functioning
56	pml3_q02	PML Feel Safe At School YR3	Domains of Functioning
57	pml3_q03	PML School Is Nice Place To Be YR3	Domains of Functioning
58	pml3_q04	PML Kids Can Grow Up, Succeed YR3	Domains of Functioning
59	pml3_q05	PML I Feel Scared At School YR3	Domains of Functioning
60	pml3_q06	PML Drugs, Gangs In My School YR3	Domains of Functioning
61	pml3_q07	PML School Is Dangerous Place YR3	Domains of Functioning
62	pml3_q08	PML Neighborhood Is Nice Place YR3	Domains of Functioning
63	pml3_q09	PML Neighborhood People Friendly YR3	Domains of Functioning
64	pml3_q10	PML Neighborhood Kids Can Succeed YR3	Domains of Functioning
65	pml3_q11	PML I Feel Scared In Neighborhood YR3	Domains of Functioning
66	pml3_q12	PML Kids Get Into Trouble YR3	Domains of Functioning
67	pml3_q13	PML Drugs, Gangs In Neighborhood YR3	Domains of Functioning
68	pml3_q14	PML Neighborhood Is Dangerous Place YR	Domains of Functioning
69	pml4_q01	PML Usually Look Forward To School YR4	Domains of Functioning
70	pml4_q02	PML Feel Safe At School YR4	Domains of Functioning
71	pml4_q03	PML School Is Nice Place To Be YR4	Domains of Functioning
72	pml4_q04	PML Kids Can Grow Up, Succeed YR4	Domains of Functioning
73	pml4_q05	PML I Feel Scared At School YR4	Domains of Functioning
74	pml4_q06	PML Drugs, Gangs In My School YR4	Domains of Functioning
75	pml4_q07	PML School Is Dangerous Place YR4	Domains of Functioning
76	pml4_q08	PML Neighborhood Is Nice Place YR4	Domains of Functioning
77	pml4_q09	PML Neighborhood People Friendly YR4	Domains of Functioning
78	pml4_q10	PML Neighborhood Kids Can Succeed YR4	Domains of Functioning
79	pml4_q11	PML I Feel Scared In Neighborhood YR4	Domains of Functioning
80	pml4_q12	PML Kids Get Into Trouble YR4	Domains of Functioning
81	pml4_q13	PML Drugs, Gangs In Neighborhood YR4	Domains of Functioning

Position	Variable Name	Variable Label	Group
82	pml4_q14	PML Neighborhood Is Dangerous Place YR	Domains of Functioning
27	pninf	MCS Physical Neglect During Infancy	Maltreatment Classification System
43	pnlsa	MCS Physical Neglect Later School Age	Maltreatment Classification System
35	pnpsc	MCS Physical Neglect During Preschool	Maltreatment Classification System
39	pnsa	MCS Physical Neglect During School Age	Maltreatment Classification System
17	pnsev	MCS Maximum Severity Of Physical Neglect	Maltreatment Classification System
31	pntdl	MCS Physical Neglect During Toddlerhood	Maltreatment Classification System
125	prcntle3	PPVT Percentile Score YR3	Peabody Picture Vocabulary
129	prcntle4	PPVT Percentile Score YR4	Peabody Picture Vocabulary
22	psc	MCS Maltx During Preschool Age	Maltreatment Classification System
133	ptsd3	PTSD Total Score YR3	Checklist of Child Distress Syndrome
134	ptsd4	PTSD Total Score YR4	Checklist of Child Distress Syndrome
14	race	Child's Race	Demographics
7	rafdc	Family's Receipt Of Public Assistance	Demographics
3	rage	Respondent's Age	Demographics
123	raw_sco3	PPVT Raw Score YR3	Peabody Picture Vocabulary
127	raw_sco4	PPVT Raw Score YR4	Peabody Picture Vocabulary
90	reason3	CTS Reasoning Conflict YR3	Conflict Tactics Scale
12	rhed	Respondent's Hollingshead Education Score	Demographics
13	rmastat	Respondent's Marital Status	Demographics
5	rnmadult	No. Of Adults Living in Home	Demographics
11	rrace	Respondent's Race	Demographics
4	rtotinc	Total Family Income in Thousands	Demographics
6	rtotkids	No. Of Children Living in Home	Demographics
23	sa	MCS Maltx During School Age	Maltreatment Classification System
29	sainf	MCS Sexual Abuse During Infancy	Maltreatment Classification System
45	salsa	MCS Sexual Abuse Later School Age	Maltreatment Classification System
37	sapsc	MCS Sexual Abuse During Preschool	Maltreatment Classification System
41	sasa	MCS Sexual Abuse During School Age	Maltreatment Classification System
19	sasev	MCS Maximum Severity Of Sexual Abuse	Maltreatment Classification System
33	satdl	MCS Sexual Abuse During Toddlerhood	Maltreatment Classification System
9	sex	Child's Gender	Demographics
97	shyz3	PN Very Quiet And Shy YR3	Peer Nominations
104	shyz4	PN Very Quiet And Shy YR4	Peer Nominations
126	stanine3	PPVT Normalized Standard Score YR3	Peabody Picture Vocabulary
130	stanine4	PPVT Normalized Standard Score YR4	Peabody Picture Vocabulary
124	std_sco3	PPVT Standard Score YR3	Peabody Picture Vocabulary
128	std_sco4	PPVT Standard Score YR4	Peabody Picture Vocabulary

Position	Variable Name	Variable Label	Group
21	tdl	MCS Maltx During Toddlerhood	Maltreatment Classification System
137	ts_bp3	CBCL Total Problems T-Score YR3	Child Behavior Checklist
140	ts_bp4	CBCL Total Problems T-Score YR4	Child Behavior Checklist
139	ts_e3	CBCL Externalizing T-Score YR3	Child Behavior Checklist
142	ts_e4	CBCL Externalizing T-Score YR4	Child Behavior Checklist
138	ts_i3	CBCL Internalizing T-Score YR3	Child Behavior Checklist
141	ts_i4	CBCL Internalizing T-Score YR4	Child Behavior Checklist
91	v_conf3	CTS Verbal Conflict YR3	Conflict Tactics Scale
156	wdwlmean3	BR Withdrawal Mean YR3	Behavior Ratings
159	wdwlmean4	BR Withdrawal Mean YR4	Behavior Ratings

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Position	Name	Variable Label	Group	Format
1	**id**	Identification No.	Demographics	A5
3	**rage**	Respondent's Age	Demographics	F2
4	**rtotinc**	Total Family Income in Thousands	Demographics	F4

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
5	**rnmadult**	No. Of Adults Living in Home	Demographics	F3

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
6	**rtotkids**	No. Of Children Living in Home	Demographics	F1
7	**rafdc**	Family's Receipt Of Public Assistance	Demographics	F1

Value	Value Label
1	Currently receiving full assistance
2	Has received, but not currently receiving assistance
3	Never received assistance
4	Currently receiving partial assistance

Position	Name	Variable Label	Group	Format
8	**cage**	Child's Age (Yrs.)	Demographics	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
9	**sex**	Child's Gender	Demographics	F8

Value	Value Label
0	Female
1	Male

Position	Name	Variable Label	Group	Format
10	**id_char**	Respondent	Demographics	F8

Value	Value Label
1	Mother
2	Father

Position	Name		Variable Label	Group	Format
		3	Grandmother		
		4	Grandfather		
		5	Foster parent		
		6	Other		

11	**rrace**		Respondent's Race	Demographics	F8

Value	Value Label
1	Black
2	White
3	Hispanic
4	Black/White
5	Hispanic/White
6	Hispanic/Black
7	Asian
8	Indian
9	Other

12	**rhed**		Respondent's Hollingshead Education Score	Demographics	F8

Value	Value Label
1	00-07th grade
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

13	**rmastat**		Respondent's Marital Status	Demographics	F8

Value	Value Label
1	Never married
2	Married
3	Widowed
4	Divorced
5	Legally separated
6	Not legally separated
7	Living with someone as though married

14	**race**		Child's Race	Demographics	F8

Value	Value Label
1	Black
2	White
3	Hispanic
4	Black/White
5	Hispanic/White
6	Hispanic/Black
7	Asian
8	Indian

Position	Name	Variable Label	Group	Format
		9 Other		
15	**malstat**	MCS Maltx Status	Maltreatment Classification System	F8

Value	Value Label
0	Control
1	Maltreatment

Position	Name	Variable Label	Group	Format
16	**emsev**	MCS Maximum Severity Of Emotional Maltx	Maltreatment Classification System	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
17	**pnsev**	MCS Maximum Severity Of Physical Neglect	Maltreatment Classification System	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
18	**pasev**	MCS Maximum Severity Of Physical Abuse	Maltreatment Classification System	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
19	**sasev**	MCS Maximum Severity Of Sexual Abuse	Maltreatment Classification System	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
20	**inf**	MCS Maltx During Infancy	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
21	**tdl**	MCS Maltx During Toddlerhood	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
22	**psc**	MCS Maltx During Preschool Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
23	**sa**	MCS Maltx During School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
24	**lsa**	MCS Maltx During Later School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
25	**dev_n**	MCS No.Devel. Periods Experiencing Maltx	Maltreatment Classification System	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
26	**eminf**	MCS Emotional Maltx During Infancy	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
27	**pninf**	MCS Physical Neglect During Infancy	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
28	**painf**	MCS Physical Abuse During Infancy	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
29	**sainf**	MCS Sexual Abuse During Infancy	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
30	**emtdl**	MCS Emotional Maltx During Toddlerhood	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
31	**pntdl**	MCS Physical Neglect During Toddlerhood	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
32	**patdl**	MCS Physical Abuse During Toddlerhood	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
33	**satdl**	MCS Sexual Abuse During Toddlerhood	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
34	**empsc**	MCS Emotional Maltx During Preschool	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
35	**pnpsc**	MCS Physical Neglect During Preschool	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
36	**papsc**	MCS Physical Abuse During Preschool	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
37	**sapsc**	MCS Sexual Abuse During Preschool	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
38	**emsa**	MCS Emotional Abuse During School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
39	**pnsa**	MCS Physical Neglect During School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
40	**pasa**	MCS Physical Abuse During School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
41	**sasa**	MCS Sexual Abuse During School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
42	**emlsa**	MCS Emotional Maltx Later School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
43	**pnlsa**	MCS Physical Neglect Later School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
44	**palsa**	MCS Physical Abuse Later School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
45	**salsa**	MCS Sexual Abuse Later School Age	Maltreatment Classification System	F8

Value	Value Label
0	No
1	Yes
999	Missing Values

Position	Name	Variable Label	Group	Format
46	**cvictim3**	CV_C Victimization YR3	Community Violence Survey-Child	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
47	**cwitnss3**	CV_C Witness YR3	Community Violence Survey-Child	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
48	**chomvio3**	CV_C Home Violence YR3	Community Violence Survey-Child	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
49	**cvictim4**	CV_C Victimization YR4	Community Violence Survey-Child	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
50	**cwitnss4**	CV_C Witness YR4	Community Violence Survey-Child	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
51	**chomvio4**	CV_C Home Violence YR4	Community Violence Survey-Child	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
52	**avictim3**	CV_A Victimization YR3	Community Violence Survey-adult	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
53	**awitnss3**	CV_A Witness YR3	Community Violence Survey-adult	F8

Value	Value Label

Position	Name		Variable Label	Group	Format
		999	Missing Values		
54	**ahomvio3**		CV_A Home Violence YR3	Community Violence Survey-adult	F8
		Value	Value Label		
		999	Missing Values		
55	**pml3_q01**		PML Usually Look Forward To School YR3	Domains of Functioning	F8
		Value	Value Label		
		1	Almost never or never true		
		2	Sometimes true		
		3	Often true		
		4	Almost always or always true		
		999	Missing Values		
56	**pml3_q02**		PML Feel Safe At School YR3	Domains of Functioning	F8
		Value	Value Label		
		1	Almost never or never true		
		2	Sometimes true		
		3	Often true		
		4	Almost always or always true		
		999	Missing Values		
57	**pml3_q03**		PML School Is Nice Place To Be YR3	Domains of Functioning	F8
		Value	Value Label		
		1	Almost never or never true		
		2	Sometimes true		
		3	Often true		
		4	Almost always or always true		
		999	Missing Values		
58	**pml3_q04**		PML Kids Can Grow Up, Succeed YR3	Domains of Functioning	F8
		Value	Value Label		
		1	Almost never or never true		
		2	Sometimes true		
		3	Often true		
		4	Almost always or always true		
		999	Missing Values		
59	**pml3_q05**		PML I Feel Scared At School YR3	Domains of Functioning	F8
		Value	Value Label		

Position	Name	Variable Label	Group	Format

		1	Almost never or never true		
		2	Sometimes true		
		3	Often true		
		4	Almost always or always true		
		999	Missing Values		

60	**pml3_q06**	PML Drugs, Gangs In My School YR3	Domains of Functioning	F8

Value *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

61	**pml3_q07**	PML School Is Dangerous Place YR3	Domains of Functioning	F8

Value *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

62	**pml3_q08**	PML Neighborhood Is Nice Place YR3	Domains of Functioning	F8

Value *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

63	**pml3_q09**	PML Neighborhood People Friendly YR3	Domains of Functioning	F8

Value *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

64	**pml3_q10**	PML Neighborhood Kids Can Succeed YR3	Domains of Functioning	F8

Value *Value Label*
1   Almost never or never true
2   Sometimes true

		3 Often true		
		4 Almost always or always true		
		999 Missing Values		

| 65 | **pml3_q11** | PML I Feel Scared In Neighborhood YR3 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

| 66 | **pml3_q12** | PML Kids Get Into Trouble YR3 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

| 67 | **pml3_q13** | PML Drugs, Gangs In Neighborhood YR3 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

| 68 | **pml3_q14** | PML Neighborhood Is Dangerous Place YR3 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

| 69 | **pml4_q01** | PML Usually Look Forward To School YR4 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true

Position	Name	Variable Label	Group	Format
		999 Missing Values		
70	**pml4_q02**	PML Feel Safe At School YR4	Domains of Functioning	F8

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

| 71 | **pml4_q03** | PML School Is Nice Place To Be YR4 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

| 72 | **pml4_q04** | PML Kids Can Grow Up, Succeed YR4 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

| 73 | **pml4_q05** | PML I Feel Scared At School YR4 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

| 74 | **pml4_q06** | PML Drugs, Gangs In My School YR4 | Domains of Functioning | F8 |

Value   *Value Label*
1   Almost never or never true
2   Sometimes true
3   Often true
4   Almost always or always true
999   Missing Values

Position	Name	Variable Label	Group	Format
75	**pml4_q07**	PML School Is Dangerous Place YR4	Domains of Functioning	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
76	**pml4_q08**	PML Neighborhood Is Nice Place YR4	Domains of Functioning	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
77	**pml4_q09**	PML Neighborhood People Friendly YR4	Domains of Functioning	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
78	**pml4_q10**	PML Neighborhood Kids Can Succeed YR4	Domains of Functioning	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
79	**pml4_q11**	PML I Feel Scared In Neighborhood YR4	Domains of Functioning	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
80	**pml4_q12**	PML Kids Get Into Trouble YR4	Domains of Functioning	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
81	**pml4_q13**	PML Drugs, Gangs In Neighborhood YR4	Domains of Functioning	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
82	**pml4_q14**	PML Neighborhood Is Dangerous Place YR4	Domains of Functioning	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
83	**on3_q1**	ON Neighborhood Is Nice Place YR3	Our Neighborhood	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
84	**on3_q2**	ON Neighborhood People Friendly YR3	Our Neighborhood	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

Position	Name	Variable Label	Group	Format
85	**on3_q3**	ON Neighborhood Kids Can Succeed YR3	Our Neighborhood	F8

Value	Value Label
1	Almost never or never true

Position	Name	Variable Label		Group	Format
			2 Sometimes true		
			3 Often true		
			4 Almost always or always true		
			999 Missing Values		

86	**on3_q4**	ON I Feel Afraid In Neighborhood YR3		Our Neighborhood	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

87	**on3_q5**	ON Kids, Adults Get Into Trouble YR3		Our Neighborhood	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

88	**on3_q6**	ON Drugs, Gangs In Neighborhood YR3		Our Neighborhood	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

89	**on3_q7**	ON Neighborhood Is Dangerous Place YR3		Our Neighborhood	F8

Value	Value Label
1	Almost never or never true
2	Sometimes true
3	Often true
4	Almost always or always true
999	Missing Values

90	**reason3**	CTS Reasoning Conflict YR3		Conflict Tactics Scale	F8

Value	Value Label
999	Missing Values

91	**v_conf3**	CTS Verbal Conflict YR3		Conflict Tactics Scale	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
92	**p_conf3**	CTS Physical Conflict YR3	Conflict Tactics Scale	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
93	**most1z3**	PN Like To Play With Most YR3	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
94	**least1z3**	PN Like To Play With Least YR3	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
95	**coopz3**	PN Cooperates, Pitches In, Shares YR3	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
96	**disrptz3**	PN Upsets Everything, Doesn't Share YR3	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
97	**shyz3**	PN Very Quiet And Shy YR3	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
98	**fightsz3**	PN Starts Fights, Pushes, Hits YR3	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
99	**leaderz3**	PN Chosen As Leader YR3	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
100	**most1z4**	PN Like To Play With Most YR4	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
101	**least1z4**	PN Like To Play With Least YR4	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
102	**coopz4**	PN Cooperates, Pitches In, Shares YR4	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
103	**disrptz4**	PN Upsets Everything, Doesn't Share YR4	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
104	**shyz4**	PN Very Quiet And Shy YR4	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
105	**fightsz4**	PN Starts Fights, Pushes, Hits YR4	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
106	**leaderz4**	PN Chosen As Leader YR4	Peer Nominations	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
107	**mngens3**	SEI General Self Score YR3	Self-Esteem Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
108	**mnsocs3**	SEI Social Self Score YR3	Self-Esteem Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
109	**mnhome3**	SEI Home-Parent Score YR3	Self-Esteem Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
110	**mnschl3**	SEI School-Academic Score YR3	Self-Esteem Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
111	**mnlie3**	SEI Lie Score YR3	Self-Esteem Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
112	**mntots3**	SEI Total Self Score YR3	Self-Esteem Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
113	**mngens4**	SEI General Self Score YR4	Self-Esteem Inventory	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
114	**mnsocs4**	SEI Social Self Score YR4	Self-Esteem Inventory	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
115	**mnhome4**	SEI Home-Parent Score YR4	Self-Esteem Inventory	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
116	**mnschl4**	SEI School-Academic Score YR4	Self-Esteem Inventory	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
117	**mnlie4**	SEI Lie Score YR4	Self-Esteem Inventory	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
118	**mntots4**	SEI Total Self Score YR4	Self-Esteem Inventory	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
119	**er3**	CA Q-Sort Ego Resiliency YR3	California Child Q-set	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
120	**ec3**	CA Q-Sort Ego Control YR3	California Child Q-set	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
121	**er4**	CA Q-Sort Ego Resiliency YR4	California Child Q-set	F8

	Value	Value Label
	999	Missing Values

Position	Name	Variable Label	Group	Format
122	**ec4**	CA Q-Sort Ego Control YR4	California Child Q-set	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
123	**raw_sco3**	PPVT Raw Score YR3	Peabody Picture Vocabulary	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
124	**std_sco3**	PPVT Standard Score YR3	Peabody Picture Vocabulary	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
125	**prcntle3**	PPVT Percentile Score YR3	Peabody Picture Vocabulary	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
126	**stanine3**	PPVT Normalized Standard Score YR3	Peabody Picture Vocabulary	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
127	**raw_sco4**	PPVT Raw Score YR4	Peabody Picture Vocabulary	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
128	**std_sco4**	PPVT Standard Score YR4	Peabody Picture Vocabulary	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
129	**prcntle4**	PPVT Percentile Score YR4	Peabody Picture Vocabulary	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
130	**stanine4**	PPVT Normalized Standard Score YR4	Peabody Picture Vocabulary	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
131	**lev3**	LEV Total Score YR3	Levonn Measure	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
132	**lev4**	LEV Total Score YR4	Levonn Measure	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
133	**ptsd3**	PTSD Total Score YR3	Checklist of Child Distress Syndrome	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
134	**ptsd4**	PTSD Total Score YR4	Checklist of Child Distress Syndrome	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
135	**cdi_tot3**	CDI Total Score YR3	Child Depression Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
136	**cdi_tot4**	CDI Total Score YR4	Child Depression Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
137	**ts_bp3**	CBCL Total Problems T-Score YR3	Child Behavior Checklist	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
138	**ts_i3**	CBCL Internalizing T-Score YR3	Child Behavior Checklist	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
139	**ts_e3**	CBCL Externalizing T-Score YR3	Child Behavior Checklist	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
140	**ts_bp4**	CBCL Total Problems T-Score YR4	Child Behavior Checklist	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
141	**ts_i4**	CBCL Internalizing T-Score YR4	Child Behavior Checklist	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
142	**ts_e4**	CBCL Externalizing T-Score YR4	Child Behavior Checklist	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
143	**pei_agg3**	PEI Aggression Score YR3	Pupil Evaluation Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
144	**pei_wdr3**	PEI Withdrawal Score YR3	Pupil Evaluation Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
145	**pei_lik3**	PEI Likability Score YR3	Pupil Evaluation Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
146	**pei_aggz3**	PEI Aggression Z-Score YR3	Pupil Evaluation Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
147	**pei_wdrz3**	PEI Withdrawal Z-Score YR3	Pupil Evaluation Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label	Group	Format
148	**pei_likz3**	PEI Likability Z-Score YR3	Pupil Evaluation Inventory	F8

Value	Value Label
999	Missing Values

Position	Name	Variable Label		Group	Format
149	**pei_agg4**	PEI Aggression Score YR4		Pupil Evaluation Inventory	F8
		Value	*Value Label*		
		999	Missing Values		
150	**pei_wdr4**	PEI Withdrawal Score YR4		Pupil Evaluation Inventory	F8
		Value	*Value Label*		
		999	Missing Values		
151	**pei_lik4**	PEI Likability Score YR4		Pupil Evaluation Inventory	F8
		Value	*Value Label*		
		999	Missing Values		
152	**pei_aggz4**	PEI Aggression Z-Score YR4		Pupil Evaluation Inventory	F8
		Value	*Value Label*		
		999	Missing Values		
153	**pei_wdrz4**	PEI Withdrawal Z-Score YR4		Pupil Evaluation Inventory	F8
		Value	*Value Label*		
		999	Missing Values		
154	**pei_likz4**	PEI Likability Z-Score YR4		Pupil Evaluation Inventory	F8
		Value	*Value Label*		
		999	Missing Values		
155	**coopmean3**	BR Cooperation Mean YR3		Behavior Ratings	F8
		Value	*Value Label*		
		999	Missing Values		
156	**wdwlmean3**	BR Withdrawal Mean YR3		Behavior Ratings	F8
		Value	*Value Label*		
		999	Missing Values		
157	**agrsmean3**	BR Aggression Mean YR3		Behavior Ratings	F8
		Value	*Value Label*		
		999	Missing Values		
158	**coopmean4**	BR Cooperation Mean YR4		Behavior Ratings	F8
		Value	*Value Label*		
		999	Missing Values		

Position	Name	Variable Label		Group	Format
159	**wdwlmean4**	BR Withdrawal Mean YR4		Behavior Ratings	F8
		Value	*Value Label*		
		999	Missing Values		
160	**agrsmean4**	BR Aggression Mean YR4		Behavior Ratings	F8
		Value	*Value Label*		
		999	Missing Values		

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APPENDIX

The following appendix contains measures used in *Longitudinal Pathways to Resilience in Maltreated Children* that are not copyrighted.

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Demographics Interview

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

Mt. Hope Demographics Interview

INITIAL

Introduction:

I am going to be asking you some basic questions about the work and educational experiences of yourself
and of the people in your household. These questions are very important and need to be answered
honestly. No one outside of the project will ever have access to this information. The information that
you provide us will <u>not</u> affect any services or assistance that you might be receiving. This information
will only be used for the purposes of our research. (INTERVIEWER - Please mark form but give parent
a blank form to read along)

RESNM _____
(1=mother, 2=father, 3=grandmother, 4=grandfather,
5=foster parent, 6=other - specify # who other is).

If respondent is not the biological parent, ask:
"How long has this child been in your care?" _____

Rev 2/2000
DAR

_____

_____

Family ID _____   Respondent ID _____   Date _____   E: _____   Time: _____

1. How old are you? (Record age in years.)   *AGE* ___ ___

2. What is your birthday?   *DOB* __ __ /__ __ /__ __ __ __
                                                              Mo   Day   Yr

I am going to be asking you about your current family situation.

3.   What is your current marital status - married, widowed, separated, divorced,
          or never married? *(If separated, ask "Is your separation legal or not legal?")*

          1= never married (Go to 6d, then return to 5a)
          2= married
          3= widowed
          4= divorced   *RMASTAT* ___
          5= legally separated   1-7
          6 = separated, not legally   **RLEGSTAT** ___
          7= living with someone as though married   1-6

4.   How many people 18 years old or older live in your household
          fulltime or partime? (include self)   _____

Please give me the name, age, and how they are related to you.

Person: Age: Date of Birth: Relation:
(First/Last Name)

_____
(self)
_____
(spouse or partner)
_____

_____

                                                       RNADLT __.O

5.   How many children have you given birth to (or fathered)?   _____

 5a.   How many children have you reared (whether or not you
          gave birth to or fathered them?)   **#CDREAR** ___ ___

_____

_____

Family ID _____   Respondent ID _____   Date _____   E: _____   Time: _____

5b. Starting with your oldest, please tell me all of the children to whom you have given birth (fathered): (For each child ask about the child's sex, race, birth date, where child lives, name of child's father (mother) and father's (mother's) race. Please get the child's and the father's (mother's) first and last names).
(Please use the race codes on the following page)

First Name/Last Name	Sex	Race/su	D.O.B.	With whom resid	Father's Name (or Mother's)	Father's Race/sub

RBRTKIDS ___ ___

5c. Are there any children who are not your own but who live in your household? (Ask first/last name, gender, race [code on following page], D.O.B., relationship, and parent names.) Again, list number if known.

First Name/Last Name	Sex	Race/su	D.O.B.	How related?	Parent's First/ Last Name

RTOTKIDS ___ ___
total # of children living with respondent

_____

Family ID _____　　Respondent ID _____　　Date _____　　E: _____　　Time: _____

1 Black
　　　　40　African American
　　　　41　Caribbean or West Indian
　　　　42　Cuban
　　　　43　Dominican
　　　　44　Puerto Rican
　　　　90　Other_____(specify) Black mix -with 2 or more black ethicities.
2 White
　　　　80　White, Caucasian, Euro-American not of Latino Origin
3 Latino or Hispanic, Non-Black
　　　　50　Cuban
　　　　51　Dominican
　　　　52　Puerto Rican
　　　　53　Mexican
　　　　　　Other_____(specify)
90 Other_____(specify) Latino/Nonblack mix -with 2 or more Latino/ nonblack ethnicities.
4, 5, or 6　Biracial or Multiracial
4　　　　90　Black/White
5　　　　90　Latino/White
6　　　　90　Latino/Black
9　　　　90　Other_____(specify)
7 Asian or Asian-American
　　　　30　Chinese
　　　　31　(East) Indian
　　　　32　Filipino
　　　　33　Japanese
　　　　34　Other_____(specify)
90 Other_____(specify)Asian mix - with 2 or more Asian ethnicities
8　　20 American Indian
9　　Other
　　　　10　Alaskan Native/Eskimo/Aleut
　　　　60　Middle Eastern
　　　　70　Pacific Islander
91　Other_____(specify)　　　　　　　　　　　　　*RACE* ___

　　　　　　　　　　　　　　　　　　　　　　　　　　　　　SUBRACE ___ ___

7a.　　How many years of school do you have credit for altogether?　　　**REDUC** ___ ___
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　01-17

7b.　　What is the highest education degree or certificate you hold?

　　　　　None　　　　　　　　　　　　　　　　　　　0
　　　　　Elementary/Junior High　　　　　　　　　　　　　1

_____

Family ID _____   Respondent ID _____   Date _____   E: _____   Time: _____

GED	2	
High School Diploma	3	
Vocational/Technical Diploma	4	
Associate Degree	5	
R.N. Diploma	6	**RDEGREE** ___
Bachelor Degree	7	0-9
Master Degree	8	
Doctorate: M.D., Ph.D., J.D., etc.	9	*RHED* ___

8.   Are you currently employed? (1=No, 2=Yes)   _____

        (If yes, ask:) Is that:1=full-time(35+ hrs) or 2=part-time   _____

        a   How many hours per week do you work? _____

        b   Where do you work?_____

        c: What is your current occupation, that is, what are your duties and responsibilities

                at work? _____

                _____

                _____

        (If no, ask:) A: Why are you not currently employed? _____

        _____

        B: (Is the respondent): 3 = unemployed or laid off and looking for work,
                4 = unemployed or laid off and not looking for work, 5 = retired 6 = in school,
                7 = keeping house/taking care of children, 8 = other (specify above), 9 = disabled.

8b.   What is your usual occupation?_____

        RCURWORK ___   **RCUROCC** ___ ___ ___   **RUSOCC** ___ ___ ___   **ROCPRES** __
                work status 1-9   current   usual   score 1-9

_____

_____

Family ID _____   Respondent ID _____   Date _____   E: _____   Time: _____

9.   We would like to know what your family's total income is, that is, how much money you have to run your household. What is your family's current income? (Probes) Do you receive that money weekly, monthly? Does that include what you receive for rent? Do you receive food stamps? Do you have any other sources of income, for example, child support, SSI, unemployment, income from other household or family members?

Source: Amount   Per: week, every two
                                                          Week, month or year

_____
Respondent employment

_____
Spouse/partner employment

_____
Contribution from other adults in home

_____
TANF Money (Cash Grant)

_____
Food Stamps

_____
WIC

_____
Fuel Assist.

_____
Rent Voucher

_____
SSI

_____
Child Support

_____
CAP

_____
Other

EAINC ___ ___ . ___   **PUBAST** ___ ___ . ___   **OTHINC** ___ ___. __

_____

_____

RTOTINC ___ ___ . ___   **RFAMHOLL** ___ ___. ___   **RHOLN** ___
(1-5)

10.   (Does Respondent receive Public Assistance)?   (no = 1, yes = 2) _____

    If no, go to 18B.

    A: *If yes,* (i.e. receiving TANF, SSI, welfare, WIC, CAP, social services
            money, etc.) then ask:

    When did you begin receiving public assistance? _____

    Have you been receiving it continuously? _____

    (If no, then ask respondent to describe times on and off. Get details as specific as possible).

    <u>When stopped?</u>   <u>Why</u>?   <u>Was aid resumed?</u>   <u>When?</u>   <u>Why?</u>

    _____

    _____

    _____

    B: *If no,* (i.e. NOT receiving TANF, SSI, welfare, WIC, CAP, social
            services money, WIC) then ask:

    Have you ever received public assistance funding? (1 = No, 2 = Yes) _____

    (If yes, ask respondent to describe times on and off. Get details as specific as possible).

    <u>When started?</u>   <u>Why?</u>   <u>When stopped?</u>   <u>Why?</u>

    _____

    _____

    _____

***RAFDC*** ___
(1-4)

**RAFDCN** ___ ___ ___

_____

Community Violence Survey

Source: Richters, J.E., & Martinez, P. (1993). The NIMH community violence project: 1. Children as victims and witnesses to violence. *Psychiatry*, *56*, 7-21.

COMMUNITY VIOLENCE   6/21/94

There is one version of this measure for children 9 years old and above and a different version for children younger than 9 years old. Be sure that you have the appropriate version.

Read the following directions to the child:

"I have a list of different kinds of things that you may have experienced, seen, or heard about. For each question, I want you to tell me if that thing has ever happened to you, and if it has happened I want you to tell me how often it has happened. DO NOT INCLUDE THINGS THAT YOU MAY HAVE SEEN OR HEARD ABOUT ONLY ON TV, THE RADIO, THE NEWS, OR IN THE MOVIES. I'M ONLY INTERESTED IN THINGS THAT HAPPENED IN REAL LIFE. Everything that we talk about will be private, just between you and me. Do you have any questions?"

Make sure the child understands the task.

Children will choose their answer from the appropriate response scale. The interviewer should circle the child's choice on the response sheet.

For the older children, hand them the appropriate response scale and say: "Here are the choices. For each question that I ask, I want you to tell me how often that thing has happened to you." Go over the choices with the child and make sure that he/she understands the scale. The interviewer will read the questions, the child will indicate his/her response, and the interviewer will circle the corresponding choice in the booklet. You may need to go over the response scale periodically to make sure the child understands/pays attention to all the choices.

In addition with the older children, if they indicate that they have experienced something, the RA will need to clarify who was involved for some designated questions. Show them the "Who" response scale, go over the choices, and ask them to indicate who was involved. The RA should mark the child's choice on the answer sheet.

For the younger children, show them the appropriate response scale. Say: "I am going to read some sentences and I want you to tell me how often that happens to you." Show the child the response scale. Make sure that he/she understands the choices. The interviewer will read the statements, the child will indicate his/her responses, and the interviewer will record the answers on the response sheet. Repeat the response choices for each of the items that you read.

Always make sure that you know what the child's response is. Ask for clarification if necessary. DO NOT GUESS! The child's answer needs to match one of the responses exactly. If he/she gives you an answer that does not match a choice perfectly, repeat the choices and have him/her pick one of the

_____

_____

choices. Again, DO NOT GUESS!

SYNONYM:
"<u>threatened</u>": somebody said they were going to try to _____
        ** For the younger children, give this definition each time the word "threatened" is used.
Please Note:
For the older children, ask who the perpetrators were for the following questions: #22, #27, #30, #39, #42.
Write these names down in the booklet next to the question.

For the younger children, ask who the perpetrators were for the following questions: #5. Write down the names on the answer sheet next to the question.

These items potentially involve instances of maltreatment. At the end of the interview, briefly ask the child about the situation and report your concerns to Michael.

_____

A STRANGER

SOMEONE YOU KNOW

A FRIEND

SOMEONE IN YOUR FAMILY

DON'T KNOW

A STRANGER

SOMEONE YOU KNOW

A FRIEND

SOMEONE IN YOUR FAMILY

DON'T KNOW

_____

Id#: _____   Grp: _____   Wk: _____   Date: _____   E: _____

CMVL9 (Less than 9 Years Old)

Never	More Than Once	Once	Tell me if you have ever seen or heard any of the following:
0	1	2	1. I have heard guns being shot.
0	1	2	2. I have seen somebody arrested.
0	1	2	3. I have seen drug deals.
0	1	2	4. I have seen somebody being beaten up.
0	1	2	*5. I have been beaten up.
0	1	2	6. I have seen somebody get stabbed.
0	1	2	7. I have seen somebody get shot.
0	1	2	8. I have seen a gun in my home.
0	1	2	9. I have seen drugs in my home.
0	1	2	10. Somebody threatened to kill me.
0	1	2	11. I have seen a dead body outside.
0	1	2	12. Somebody threatened to shoot me.
0	1	2	13. Somebody threatened to stab me.
0	1	2	14. Grown-ups in my home hit each other.
0	1	2	15. Grown-ups in my home threaten to shoot or stab each other.
0	1	2	16. Grown-ups in my home yell at each other.
0	1	2	17. I have seen somebody in my home get shot or stabbed.
0	1	2	18. I have seen somebody get robbed.
0	1	2	19. Somebody has tried to rob me.
0	1	2	20. I have seen somebody set fire to a house or building.
0	1	2	21. I have seen groups of kids hang out in gangs.
0	1	2	22. I have seen somebody get badly burned.

Threatened – someone said they were going to try to _____

_____

_____

ID: _____   DATE: _____   E: _____

CMVG9 (9 Years Old or Older)

Read directions; for each question – read all choices unless parent stops you.
Listed below are various kinds of violence and things related to violence that you may have experienced, seen, or heard about in the last five years. For each question circle the letter that best describes your experience. DO <u>NOT</u> INCLUDE IN YOUR ANSWERS THINGS YOU MAY HAVE SEEN OR HEARD ABOUT ONLY ON TV, RADIO, THE NEWS, OR IN THE MOVIES. Do not write your name anywhere on this form. This is a confidential survey. No one will know that these are your answers.

* Emphasize underlined words as read questions.

BEING CHASED

1. How many times have you <u>yourself</u> been chased by gangs or individuals? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

2. How many times have you <u>seen someone else</u> being chased by gangs or older kids? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

3. How many times have you <u>only heard about</u> someone being chased by gangs or older kids? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

DRUG ACTIVITY

4. How many times have you <u>seen other people</u> using or selling illegal drugs? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

5. How many times have you <u>yourself</u> actually been asked to get involved in any aspect of selling or distributing illegal drugs? (circle only one).

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week

_____

_____

(c) 2 times	(f) 7 or 8 times	(i) almost every day

6. How many times have you <u>yourself</u> actually been asked to <u>use</u> illegal drugs? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

7. How many times have you <u>seen someone else</u> being asked to get involved in any aspect of selling or distributing illegal drugs? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

8. How many times have you <u>only heard about</u> someone else being asked to get involved in any aspect of selling or distributing illegal drugs? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

SERIOUS ACCIDENTS

9. How many times have you <u>yourself</u> actually been in a serious accident where you thought that you or someone else would get hurt very badly or die? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

10. How many times have you <u>seen someone else</u> have a serious accident where you thought that the person would get hurt very badly or die? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

11. How many times have you <u>only heard about</u> someone else having had a serious accident where you thought that the person would get hurt very badly or die? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

FORCED ENTRY

12. How many times have you <u>yourself</u> actually been at home when someone has broken into or tried to force their way into your home? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

_____

_____

13. How many times has your house been broken into when you <u>weren't</u> home? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

14. How many times have <u>seen someone</u> trying to force their way into <u>somebody else's</u> house or apartment? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

15. How many times have you <u>only heard about</u> someone trying to force their way into somebody else's house or apartment? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

ARRESTS

16. How many times have you <u>yourself</u> actually been picked-up, arrested, or taken away by the police? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

17. How many times have you <u>seen someone else</u> being picked-up, arrested, or taken away by the police? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

18. How many times have you <u>only heard about</u> someone else being picked-up, arrested, or taken away by the police? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

THREATS

19. How many times have you <u>yourself</u> been threatened with serious physical harm by someone? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

_____

_____

20. How many times have you <u>seen someone else</u> being threatened with serious physical harm? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

21. How many times have you <u>only heard about</u> someone else being threatened with serious physical harm? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

SLAPPING, HITTING, PUNCHING

*22. How many times have you <u>yourself</u> actually been slapped, punched, or hit by someone? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

23. How many times have you <u>seen someone else</u> being slapped, punched or hit <u>by a member of their family</u>? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

24. How many times have you <u>only heard about</u> someone else being slapped, punched or hit by a member of their family? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

25. How many times have you <u>seen another person</u> getting slapped, punched or hit by someone who is <u>not</u> a member of their family? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

26. How many times have you <u>only heard about</u> someone else getting slapped, punched or hit by a person who was <u>not</u> a member of their own family? (circle only one)

       (a) never   (d) 3 or 4 times   (g) at least once a month
       (b) 1 time   (e) 5 or 6 times   (h) at least once a week
       (c) 2 times   (f) 7 or 8 times   (i) almost every day

_____

_____

BEATINGS AND MUGGINGS

*27. How many times have you <u>yourself</u> actually been beaten up or mugged? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

28. How many times have you <u>seen someone else</u> getting beaten up or mugged? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

29. How many times have you <u>only heard about</u> someone else being beaten up or mugged? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

RAPE AND MOLESTATION

*30. How many times have you <u>yourself</u> actually been sexually assaulted, molested, or raped? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

31. How many times have you <u>seen someone else</u> being sexually assaulted, molested, or raped? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

32. How many times have you <u>only heard about</u> someone being sexually assaulted, molested, or raped? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

CARRYING GUNS AND KNIVES

33. How many times have you actually <u>seen someone</u> carrying or holding a gun or knife? (do <u>not</u> include police, military, or security officers) (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

_____

_____

34. How many times have you <u>only heard about</u> someone carrying or holding a gun or knife? (do <u>not</u> include police, military, or security officers) (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

SOUND OF GUNFIRE

35. How many times have you <u>yourself</u> heard the sound of gunfire <u>outside</u> when you were in the following settings?

When in or near the home? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

When in or near the school building? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

36. How many times have you seen or heard a gun fired <u>in your home</u>? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

SERIOUS WOUNDINGS

37. How many times have you <u>actually seen</u> a seriously wounded person after an incident of violence? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

38. How many times have you <u>only heard about</u> a person seriously wounded after an incident of violence? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

*39. How many times have you <u>yourself</u> actually been attacked or stabbed with a knife? (circle only one)

      (a) never   (d) 3 or 4 times   (g) at least once a month
      (b) 1 time   (e) 5 or 6 times   (h) at least once a week
      (c) 2 times   (f) 7 or 8 times   (i) almost every day

_____

40. How often have you <u>seen someone else</u> being attacked or stabbed with a knife? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

41. How many times have you <u>only heard about</u> someone else being attacked or stabbed with a knife? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

SHOOTINGS

*42. How many times have you <u>yourself</u> actually been shot with a gun? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

43. How often have you <u>seen someone else</u> get shot with a gun? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

44. How many times have you <u>only heard about</u> someone else getting shot with a gun? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

DEAD BODIES

45. How many times have you <u>actually seen</u> a dead person somewhere in the community? (do <u>not</u> include wakes and funerals) (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

46. How many times have you <u>only heard about</u> a dead body somewhere in the community? (do <u>not</u> include wakes and funerals) (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

_____

SUICIDES

47. How many times have you <u>actually seen</u> someone committing suicide? (circle only one)

        (a) never   (d) 3 or 4 times   (g) at least once a month
        (b) 1 time   (e) 5 or 6 times   (h) at least once a week
        (c) 2 times   (f) 7 or 8 times   (i) almost every day

48. How many times have you <u>only heard about</u> someone committing suicide? (circle only one)

        (a) never   (d) 3 or 4 times   (g) at least once a month
        (b) 1 time   (e) 5 or 6 times   (h) at least once a week
        (c) 2 times   (f) 7 or 8 times   (i) almost every day

KILLINGS

49. How many times have you <u>actually seen</u> someone being killed by another person? (circle only one)

        (a) never   (d) 3 or 4 times   (g) at least once a month
        (b) 1 time   (e) 5 or 6 times   (h) at least once a week
        (c) 2 times   (f) 7 or 8 times   (i) almost every day

50. How many times have you <u>only heard about</u> someone being killed by another person? (circle only one)

        (a) never   (d) 3 or 4 times   (g) at least once a month
        (b) 1 time   (e) 5 or 6 times   (h) at least once a week
        (c) 2 times   (f) 7 or 8 times   (i) almost every day

OTHER TYPES OF VIOLENCE

51. How many times have you been in any kind of situation <u>not already described</u> where you were extremely frightened or thought that you would get hurt very badly or die? (circle only one)

        (a) never   (d) 3 or 4 times   (g) at least once a month
        (b) 1 time   (e) 5 or 6 times   (h) at least once a week
        (c) 2 times   (f) 7 or 8 times   (i) almost every day

If you circled never, skip to question 52

Please describe the situation in your own words:

_____

_____

ALL TYPES OF VIOLENCE COMBINED

52. How many times have you <u>yourself</u> actually been the victim of any type of violence such as those described in this questionnaire? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

53. How many times have you <u>seen someone else</u> being victimized by some form of violence such as those described in this questionnaire? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

54. How many times have you <u>only heard about</u> someone else being victimized by some form of violence such as those described in this questionnaire? (circle only one)

(a) never	(d) 3 or 4 times	(g) at least once a month
(b) 1 time	(e) 5 or 6 times	(h) at least once a week
(c) 2 times	(f) 7 or 8 times	(i) almost every day

_____

Domains of Functioning

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

PEOPLE IN MY LIFE   6/21/94
This questionnaire is given to all children eight years old and above. You will read the items to the
child, and the child will indicate his or her responses. Use one copy of the measure and the "People In
My Life Response Scale". You will read from this copy, the child will pick his/her response from the
scale, and you will circle the child's response on the "People In My Life" questionnaire. As always,
make sure that the child actually is following along and understands the response scale.

The following directions are read to the child before you start:

"Today I am going to be reading you some sentences that describe people's neighborhoods and
schools. For each sentence, I want you to tell me how true that sentence is for you. The choices are
'Almost Never or Never True', 'Sometimes True', 'Often True', and 'Almost Always or Always
True'. Be sure to wait until I have finished reading each sentence before you point to your answer.
Do you have any questions?"

Make sure that the child understands the response scale. Give an appropriate introduction for each
section of statements. For example:

"These first two sentences are just for practice."

"These next sentences describe people's schools. Try to answer these questions about the school you
were in before summer began."

"These last sentences describe people's neighborhoods."
ID#:_____ Grp:____   Wk:____   Date:_____ E:____

PML – Revised (Camp)

Almost Never Or Never True	Sometimes True	Often True	Almost Always Or Always True			
1	2	3	4		a.	I like to eat ice cream.
1	2	3	4		b.	I like to wash dishes.

Almost Never Or Never True	Sometimes True	Often True	Almost Always Or Always True

---

_____

1	2	3	4	1. Most mornings I look forward to going to school.
1	2	3	4	2. I feel safe at my school.
1	2	3	4	3. My school is a nice place to be.
1	2	3	4	4. Kids in my school have a good chance to grow up and be successful.
1	2	3	4	5. I feel scared at school.
1	2	3	4	6. There are a lot of drugs and gangs in my school.
1	2	3	4	7. My school is a dangerous place to be.

1	2	3	4	8. My neighborhood is a nice place to live.
1	2	3	4	9. A lot of people in my neighborhood are friendly and helpful.
1	2	3	4	10. Kids from my neighborhood have a good chance to grow up and be successful.
1	2	3	4	11. I feel scared in my neighborhood.
1	2	3	4	12. Lots of kids in my neighborhood get into trouble.
1	2	3	4	13. There are a lot of drugs and gangs in my neighborhood.
1	2	3	4	14. My neighborhood is a dangerous place to live.

_____

_____

Neighborhood Satisfaction Scale

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

OUR NEIGHBORHOOD   **Don't Read**

(Introduction):
    Next is a short questionnaire about your neighborhood. For each statement about your
neighborhood there are four choices: Almost Never or Never True, Sometimes True, Often True, and
Almost Always or Always True. Please select one choice for each statement.

The experimenter then reads through each statement, and the subject marks her choice on her copy of
the measure.

_____

ID: _____   Date: _____   E: _____

OUR NEIGHBORHOOD

Here are some statements that describe the neighborhoods that people live in. Please indicate how often you think that the statement is true for the neighborhood that you and your family live in.

	Almost Never or Never True	**Sometimes True**	**Often True**	**Almost Always or Always True**
1. Our neighborhood is a nice place to live.	1	2	3	4
2. A lot of people in our neighborhood are friendly and helpful.	1	2	3	4
3. Children in our neighborhood have a good chance to grow up and be successful.	1	2	3	4
4. I feel afraid in our neighborhood.	1	2	3	4
5. Lots of children and adults in our neighborhood get into trouble.	1	2	3	4
6. There are a lot of drugs and gangs in our neighborhood.	1	2	3	4
7. Our neighborhood is a dangerous place to live.	1	2	3	4

_____

Maltreatment Classification and Rating System

Source: 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.

Physical Abuse

Physical Abuse is coded when a caregiver or responsible adult inflicts a physical injury upon a child
by other than accidental means. Injury does not include culturally sanctioned physical alterations such
as circumcision and ear piercing.

There are some situations in which the distinction between Physical Abuse and other subtypes
becomes ambiguous. The following criteria are provided as guidelines to assist coders in making
these distinctions. Physical restraint is typically scored under Emotional Maltreatment. However, in
cases in which a child incurs physical injuries when the parent is attempting to restrain the child (e.g.,
rope burns), then the injury would be scored as Physical Abuse, and the restraint would also be scored
under Emotional Maltreatment. If the caregiver threatens the child but there is no physical contact
with the child, Emotional Maltreatment would be scored rather than Physical Abuse. Please see
Emotional Maltreatment scale for further elaboration of these points.

Physical injuries that occur as a direct result of sexual interaction (e.g., vaginal or rectal tears) are
coded solely under Sexual Abuse. Other injuries that may accompany sexual acts in an effort to force
a child to engage in sexual relations (e.g., beatings, burning) are scored under both Physical Abuse and
Sexual Abuse.

Physical Abuse Severity

1 = The caregiver inflicted *minor marks* on the child's body during a spanking; there were no marks to
        the neck or head.
Reports indicated that the caregiver had *beaten* the child; no other information was given.
The child received *injuries* that were documented to have occurred by *nonaccidental means*. The
        details of the report were not specific enough to warrant a higher rating.
The caregiver was reported to have spanked the child with an open hand or an *object likely to inflict
        only minor marks* in most cases (e.g., a switch, soft belt, ruler, paddle) with the child sustaining
        marks on or below the shoulders.
Examples:
   • The child received a bruise on the arm after being hit with an open hand.
   • Minor bruises on child's bottom were reported following a spanking with a belt.

2 = The caregiver inflicted *numerous* or *non-minor marks* to the child's body from any incident.
The caregiver spanked child with *an object likely to leave a non-minor mark* (e.g., a hairbrush, belt
        buckle, electrical cord) or kicked or punched child with a fist, leaving marks on the child's
        body below the neck.
Examples:

_____

- The child sustained welts on the back after being beaten with a hairbrush.
- The child was beaten with an electrical cord, resulting in numerous marks.

3 = The caregiver inflicted *marks on the child's head, face, or neck* (e.g., a black eye).
The caregiver's rough handling of child resulted in *serious bruises or minor lacerations* (e.g., required stitches or minor medical attention).
The caregiver inflicted *minor burns* (e.g., minor cigarette burns) to the child's body.
Examples:

- The child received a handprint on the neck after the parent grabbed him.
- The child had a black eye resulting from being punched in the face.
- Small circular burns on the child's hands were identified as cigarette burns.

4 = The caregiver hit the child with an *object* (e.g., a baseball bat, telephone) *likely to result in serious injury* (e.g., non-minor lacerations, second-degree burns, fracture, or concussion), or threw the child against the wall, but injuries that were sustained did not require hospitalization, according to available medical information.
The caregiver attempted to *choke or smother* the child, but no emergency medical care was required.
The caregiver inflicted *serious burns* (second degree) to the child's body, but the injury did not require hospitalization.
The caregiver inflicted an injury that required some *hospital care*, such as treatment in the Emergency Room, but did not require hospitalization for more than 24 hours (e.g., stitches, fractures, non-minor sprain).
Examples:

- The child was beaten with a board that had nails in it. The child received cuts and bruises.
- The child was thrown down the stairs, and fractured one arm.
- The child was severely burned by the parent and was treated in the Emergency Room.

5 = The caregiver inflicted an injury to the child that required *hospitalization* (e.g., severe/multiple burns, internal injuries), and/or that was permanently physically damaging, or disfiguring (e.g., resulting in brain damage, severe scarring, crippling). The caregiver inflicted a *fatal injury*.
Examples:

- The child was set on fire, resulting in severe burns that were permanently disfiguring.
- The child was hospitalized for one week for internal injuries and evidence of a shaken infant syndrome.

Sexual Abuse

Sexual abuse is coded when any sexual contact or attempt at sexual contact occurs between a caregiver or other responsible adult and a child, for purposes of the caregiver's sexual gratification or financial benefit. In cases of sexual abuse, caregiver or responsible adult refers to any family member or friend who has a relationship with the child, or is in a position of authority over the child (e.g., babysitter). Because this system assesses Child Protective records only, there are instances of sexual abuse that are not available in the Child Protective records. For example, sexual abuse that occurs outside of the home perpetrated by non-family members typically is investigated solely by criminal courts, and consequently, may not be accessible. Any relevant information in the records related to sexual abuse should be scored. Researchers should be aware of this issue, and we encourage investigators to use

additional methods for exploring extrafamilial maltreatment that may not be available through Child Protective records.

Please note that caregivers may use physical or psychological coercion in their attempts to engage a child in sexual relations. In cases where the caregiver verbally threatens a child in an effort to have sexual relations, then Emotional Maltreatment and Sexual Abuse would both be scored. As noted under Physical Abuse, physical injuries that occur as a direct result of sexual interaction (e.g., vaginal or rectal tears) are coded solely under Sexual Abuse. Other injuries that may accompany sexual acts in an effort to force a child to engage in sexual relations (e.g., beatings, burning) are scored under both Physical Abuse and Sexual Abuse.

Sexual Abuse Severity

1 = The caregiver *exposes the child to explicit sexual stimuli* or activities, although the child is not directly involved.
Examples:
- The caregiver exposes the child to pornographic materials.
- The caregiver makes no attempt to prevent the child from being exposed to sexual activity.
- The caregiver discusses sex explicitly in front of the child in a non-educational fashion. Non-educational discussion of sex includes graphic depiction of the parents' sexual activity or fantasies to the child. These discussions are held without any attempt to prevent the child from exposure to such descriptions.

2 = The caregiver makes direct *requests for sexual contact* with the child.
The caregiver *exposes his or her genitals* to the child for the purposes of adult sexual gratification or in an attempt to sexually stimulate the child.
Examples:
- The caregiver asks the child to engage in sexual relations, but no physical contact is involved.
- The caregiver invites the child to watch him masturbate.

3 = The caregiver engages the child in mutual *sexual touching*, or has the child touch the caregiver for sexual gratification.
The caregiver touches the child for sexual gratification.
Examples:
- The caregiver fondles the child for sexual gratification.
- The caregiver engages in mutual masturbation with the child.

4 = The caregiver physically *attempts to penetrate the child* or actually penetrates the child sexually. This includes coitus, oral sex, anal sex, or any other form of sodomy.
Examples:
- The caregiver molests the child.
- The caregiver engages or attempts intercourse with the child.
- The child has venereal disease. No information regarding the sexual contact is known.
- A mother has oral sex with her son.

5 = The caregiver has *forced intercourse* or other forms of sexual penetration. Force includes the use

of manual or mechanical restraint for the purpose of engaging the child in sexual relations. Force also includes use of weapons, physical brutality, and physically overpowering the child, specifically for engaging in sexual relations. Note that Physical Abuse may be scored in addition to Sexual Abuse in cases in which the child is injured as a result of physical force, and the injury is not a direct result of the sexual penetration.

The caregiver *prostitutes the child*. This includes using the child for pornography, allowing, encouraging, or forcing the child to have sex with other adults.

Examples:
- The caregiver ties the child to bed and rapes the child. (Note that Emotional Maltreatment would be scored.)
- The caregiver sodomizes the child at gunpoint.
- The caregiver forces the child to participate in the filming of pornographic movies.
- The caregiver invites one or more other partners to have sexual relations with the child.

Physical Neglect, Failure to Provide (FTP)

Physical Neglect, Failure to Provide, is coded when a caregiver or responsible adult fails to exercise a minimum degree of care in meeting the child's physical needs. When families are below the poverty level, physical neglect is scored if children's physical needs are not met because the parents fail to access available community resources for the well-being of their children. For example, parents are unable to provide food for their children; however, they have not taken the necessary steps to apply for food stamps or to seek alternate sources of emergency sustenance.

Failure to provide includes not meeting children's physical needs in any of the following domains:

a. supplying the child with adequate *food*.
b. ensuring that the child has *clothing* that is sanitary, appropriate for the weather and permits the child freedom of movement.
c. providing adequate *shelter*.
d. ensuring adequate *medical, dental, and mental health care*.
e. ensuring the child's adequate *hygiene*.

As with each of the severity scales, the 5-point range for Failure to Provide is meant to be a helpful guideline in making judgments about the seriousness of the impact of the incident on the child's development. However, as with each subtype of maltreatment, there will be occurrences in which the specific nature of the incident dictates to the coder that an event requires a higher rating than indicated by the guidelines of the system. For example, parental failure to follow through with treatment for a low to moderate elevation in the child's blood lead level would typically be given a code of 3. However, if the child has extremely high lead levels that remain untreated through parental negligence, a 4 or a 5 could be scored, depending on the severity of the impairment to the child. In general, when in doubt, coders should stay within the guidelines of the system. Only when a situation clearly goes beyond the nature of the example, should a coder adjust the level of severity.

Physical Neglect, Failure to Provide (FTP) Severity

1 = The caregiver does not ensure that food is available for *regular meals*. The child (less than age

_____

10) often has had to fix his or her own supper and/or occasionally misses meals because of parental negligence.

The caregiver fails to provide *clothing* for the child that is adequately clean and that allows *freedom of movement* (e.g., the clothing is so small that it restricts movement or so large the child often trips or has difficulty keeping the clothing on).

The caregiver does not attempt to *clean the house*. Garbage has not been removed, dirty dishes are encrusted with food, and floors and other surfaces are very dirty. An unpleasant odor from garbage and debris permeates living quarters.

The caregiver has missed several of the child's *medical or dental appointments* and often fails to take the child to the doctor or dentist for "checkups" or well baby" appointments.

The caregiver does not attend to a *mild behavior problem* about which professional or paraprofessionals have commented (e.g., the child exhibits some symptomatology, but displays relatively mild impairment in social or school functioning).

The caregiver does not attempt to keep the child clean. The caretaker *bathes* the child and/or washes the child's hair very infrequently. The child brushes teeth only infrequently or not at all, and signs of tooth decay or discoloration are evident.

Examples:
- A 9-year-old child fixes dinner several times per week because the caregivers are sleeping.
- The child always wears clothing that is so small it restricts movement.
- The caregiver has failed to sign papers for evaluation of a behavior problem that has been reported at school.
- The child is dirty and frequently scratches matted hair.
- Clothing is dirty and smells of urine.

2 = The caregiver does not ensure that any *food is available*. The house is without food often, and two or more consecutive meals are missed 2-3 times per week. The caregiver does not feed the child for 24 hours.

The caregiver does not dress the child in *clothing* that is *appropriate for the weather* (e.g., lightweight clothing during the winter).

The caregiver is aware that the *house is infested* with roaches or other vermin and has not attempted to improve the situation.

The caregiver does not ensure adequate *sleeping arrangements* for the child (e.g., there are no beds or mattresses, or the mattresses are filthy and sodden with urine or other substances likely to promote growth of mold or mildew).

The caregiver seeks medical attention but does not follow-through consistently with *medical recommendations* for a minor illness or infection (e.g., prescribed medicine is not administered for mild infection, chronic head lice is not treated).

The caregiver does not change the infant's diaper frequently, often leaving *soiled diapers unchanged* for several hours, resulting in diaper rash.

Examples:
- A child has walked to school several consecutive days wearing only a thin jacket without hat or gloves. The temperature has averaged 25 degrees Fahrenheit.
- A social worker has visited the home several times when no food has been available. The children report that they do not have lunch or dinner two or three times per week.
- The child has been diagnosed with an ear infection, but the parent does not follow through with administration of the prescribed antibiotic.

_____

3 = The caregiver does not provide meals on a regular basis, thereby perpetuating a pattern of *frequently missed meals*; as many as four or more periods of at least two consecutive meals per week are unavailable to the child.

The caregiver fails to make *adequate provisions for shelter* for the family. For example, the caregiver does not acquire or maintain public assistance, resulting in a loss of residence or loss of financial assistance for seven days or more.

The caregiver does not seek or follow through with *medical treatment for moderately severe medical problems* (e.g., the caregiver does not follow preventive measures for a chronic heart condition, or moderately elevated blood lead levels are left untreated), or the caregiver administers medical treatment that is inappropriate without consulting a doctor (e.g., the caregiver gives the child mild sedatives to control the child, without a doctor's consultation).

The caregiver does not follow through on *treatment* or treatment program for a diagnosed *psychological or behavioral disorder*. This disorder is interfering with the child's ability to engage in developmentally appropriate peer relationships or school functioning.

The caregiver maintains a *somewhat unsanitary living situation*, where spoiled food or garbage are frequently present and/or where rat or vermin infestation is extreme and untreated.

The expectant mother jeopardizes the health of her unborn child by using *alcohol or drugs during pregnancy*, but no fetal alcohol or drug symptoms are evident.

Examples:
- The children are not fed frequently. They have missed two consecutive meals an average of four times a week for the last several months.
- The family has been evicted because the parent did not take appropriate actions to maintain public assistance and made no other arrangements for making rent payments. The family had no stable living arrangements for 2 weeks.
- The parent has been drunk several times during pregnancy.
- The child has come to school with an infected cut. Despite notes from the school nurse recommending medical attention, the cut continues to go untreated.
- A social worker has visited the home several times, and each time the house has been a mess. Dirty dishes and spoiled food were all over the kitchen table, counters, and sink. Rats were seen in the open garbage bins by the front door.
- The child is emotionally disturbed and is in a treatment program. The caregiver has not sent the child to the program for 6 weeks.

4 = The caregiver has made *no arrangements for adequate shelter* (e.g., the caregiver has not sought heat during the winter; the family is living in a car because alternative housing was not sought). The condition continues for prolonged periods.

The caregiver maintains the home environment such that *living conditions are extremely unhealthy* (e.g., feces and urine are present in the living areas).

The caregiver does not seek or comply with *medical treatment for potentially life-threatening illness or injury* (e.g., the child is not taken to the Emergency Room for severe bleeding, third-degree burn, fractured skull).

The caregiver has provided such poor nutrition that the child *fails to gain weight or grow at the rate expected* for his or her development. The failure to grow as expected is not due to any identifiable organic factors.

Examples:

_____

- The children live in an unheated home because the parents have failed to ensure that heating is available. During the winter the children came to school with frostbite.
- The child was hit by a car, receiving a fracture and severe cuts and bruises. The child came to school complaining of pain and stated that the parents would not take him to the hospital.

5 = The caregiver has provided such *poor nourishment or care* to the child that physical consequences have ensued such as weight loss in an infant, severe malnutrition, or severe nonorganic failure-to-thrive.

The caregiver has abused alcohol or drugs during pregnancy to the extent that the infant is born with Fetal Alcohol Syndrome or a *congenital drug addiction*.

The caregiver provided such *gross inattention to the child's medical needs* that the child died or was permanently disabled as a result of lack of medical treatment (e.g., severe starvation or dehydration).

The caregiver does not seek professional help for the child's *life threatening emotional problems* (e.g., suicidal or homicidal attempts).

Examples:
- At birth, the child is addicted to heroin.
- The child is diagnosed as severely malnourished.
- The caregiver was informed that the child had expressed suicidal ideation, but the caregiver did nothing to ensure the child's safety.

Physical Neglect, Lack of Supervision (LOS)

Presently, Lack of Supervision is one of the most frequently reported subtypes of maltreatment; however, it is a particularly ambiguous subtype, in part because no clear criteria or standards exist regarding what constitutes age-appropriate supervision. Within this system, Lack of Supervision is coded when a caregiver or responsible adult does not take adequate precautions to ensure a child's safety in and out of the home, given the child's particular emotional and developmental needs. The parent's failure to insure the child's safety may include both permitting the child to be exposed to dangerous situations (e.g., allowing the child to play in an unsafe area, permitting the child to accompany someone with a known history of violent acts) as well as failing to take adequate precautions to evaluate the conditions pertaining to the child's safety (e.g. neglecting to screen the background or competency of alternate caregivers, failing to ascertain the child's whereabouts). There are four broad elements that caregivers may violate to jeopardize children's physical safety:

1. *Supervision* - failing to take steps to ensure that the child is engaging in safe activities. According to this dimension, as the number of hours that the child is unsupervised increases, so does the potential for harm. Therefore, severity scores for Lack of Supervision are augmented with more prolonged periods of inadequate supervision. To assist coders in making distinctions about the relative seriousness of particular instances of Lack of Supervision, we have provided approximate durations of inadequate supervision that are intended to serve as guidelines rather than firm criteria. We recognize that these cutoff points are somewhat arbitrary and that exact times are frequently unavailable in records; however, we felt that establishing ranges of time was necessary to clarify coding decisions and, thus, to increase reliability among coders.

_____

_____

2. *Environment* – failing to ensure that the child is playing in a safe area. This dimension is distinguished from lack of hygiene or medically unhealthy conditions of the living environment covered under Failure to Provide. In the case of Lack of Supervision, environment refers to immediate physical dangers inside or outside the home such as broken glass, unguarded electrical fixtures, toxic chemicals, and firearms.

3. *Substitute Care* – failing to provide for adequate substitute care in the caregiver's absence, or mental or physical incapacity. In this respect, lack of substitute care includes situations when auxiliary supervision is not obtained, when parents do not ensure that substitute caregivers are able to adequately supervise the child, when caregivers are unable to adequately monitor the child's safety because the caregivers are intoxicated with alcohol or drugs, or when caregivers have a severe psychiatric condition that makes appropriate supervision of children highly unlikely (e.g., caregiver has delusions or hallucinations).

4. *Development Needs* – failing to recognize the developmental needs of the child in providing adequate supervision to ensure the child's safety. Because, in general, the consequences of failing to supervise younger children are potentially more serious, the influence of the child's developmental level should be considered when making decisions about the severity of parental failure to provide adequate supervision.

   Additionally, children who have a history of dangerous, impulsive, or immature behavior require more intensive supervision, and may be given a higher severity rating if they are unsupervised. For example, an adolescent who is known to exhibit poor judgment and to engage in impulsive and destructive behavior would require more supervision than most children of the same age. It is difficult to quantify the amount of supervision that is required at each developmental level. The examples provided give some guidelines of relative severity, but the information available for each case must be considered with regard to the age and particular developmental needs of each child.

In summary, when making individual decisions about severity, the coder should take into account the length of time the child was left unsupervised, the amount of danger present in the physical environment, the adequacy of potential substitute caregivers, and the developmental needs of the child.

Physical Neglect, Lack of Supervision (LOS) Severity

1 = The caregiver fails to provide adequate supervision or arrange for alternate adequate supervision for *short periods of time* (e.g., less than 3 hours) with *no immediate source of danger* in the environment.
Examples:
- An 8-year-old is *left alone* during the day for a few hours.
- Preschoolers play outside unsupervised or are left in the care of an 8-year-old supervisor for the afternoon. (In this case, the preschoolers who are unsupervised in an environment with a few hazards reported would receive a code of 1. Similarly, supervision of preschoolers by a slightly older child would represent mildly inadequate alternate supervision, which would also be coded 1. The 8-year-old is unsupervised, receiving a code of 1 for the short duration. The presence of Emotional Maltreatment should also be evaluated in cases in which the 8-year-old

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is expected to assume inappropriate responsibility.)
- Children are left in the care of *questionably suitable babysitters* (e.g., preadolescent, mildly impaired elderly person).

2 = The caregiver fails to provide supervision or arrange for alternate adequate supervision, or provides poor supervision for *several hours* (approximately 3 to 8 hours) with *no immediate source of danger in the environment*.
The caregiver fails to provide supervision for *short periods of time* (less than 3 hours) when the children are in an *unsafe* play *area*.
Children receive *inadequate supervision despite a history of problematic behavior* (e.g., impulsive behavior, hyperactivity).
Examples:
- The child is left alone frequently during the day *without a responsible caregiver* available.
- An infant is left in the care of an 8-year-old for several hours. (In this case the infant is given a code of 2. The 8-year-old would be given a code of 1, similar to the example under level 1).
- The child is allowed to play in an unsafe play area (e.g., broken glass present, old basement or garage cluttered with toxic chemicals, power tools, or old refrigerator) unsupervised.
- Children get into trouble with neighbors because of lack of supervision.

3 = The caregiver fails to provide adequate supervision for *extended periods of times* (e.g., approximately 8 to 10 hours).
The caregiver allows the child to play in an *unsafe play area* for *several hours* (approximately 3 to 8 hours).
Examples:
- The child is left alone *at night* (e.g., for 8 to 10 hours).
- A 6-year-old is locked out of the home alone, and the caregiver does not return until evening.
- The child is left in the care of an unreliable caregiver (e.g., one who is known to drink, or is extremely inattentive, or the parent makes no attempt to ensure that the caregiver was reliable) for several hours.

4 = The caregiver does not provide supervision for *extensive periods* of time (e.g., overnight, or approximately 10 to 12 hours).
The caregiver allows the child to play in an area that is *very dangerous* (i.e., high probability that the child will be hit by a car or fall out of a window, get burned, or drown).
A child with a known *history of destructive or dangerous acts* (e.g., fire-setting, suicidal ideation) is left unsupervised.
Examples:
- A grade-school-aged child is *left alone overnight*.
- The child is allowed to play by highway, or on the roof of a condemned building.
- The child is *allowed to go with a caregiver* who has a known history of violence and/or sexual acts against children or who has a restraining order prohibiting contact with the child.

5 = The caregiver fails to provide adequate supervision for *more than 12 hours*.
The caregiver places the child in a *life-threatening situation*, or does not take steps to prevent the child from being in a life-threatening situation.
Examples:

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- A preschool child is *left alone for 24 hours*.
- The child is *kicked out* of the home with no alternative living arrangements.
- The caregiver keeps *loaded firearms* in a location that is accessible to the child.
- A toddler plays near a swimming pool unsupervised. (Note that, for a toddler, being unsupervised near water is considered life threatening because of the high frequency of deaths by drowning to this age child.)

Emotional Maltreatment

There is a growing consensus that virtually all acts of abuse and neglect carry negative emotional/psychological messages to their victims. Consequently, it may be argued that every act of maltreatment constitutes Emotional Maltreatment. We have differentiated acts of Emotional Maltreatment from other forms of maltreatment for the purposes of maintaining the individual conceptual integrity of each of the subtypes defined within our system. The majority of incidents falling into Emotional Maltreatment involve persistent or extreme thwarting of children's basic emotional needs. This category also includes parental acts that are harmful because they are insensitive to the child's developmental level. These needs include, but are not limited to, the following:

1. *Psychological safety and security:* the need for a family environment free of excessive hostility and violence, and the need for an available and stable attachment figure. Note that this category refers to the interpersonal climate of the home, whereas Lack of Supervision (LOS) refers to cases in which the physical environment is unsafe. (See below for additional distinctions among subtypes.).

2. *Acceptance and self-esteem:* the need for positive regard and the absence of excessively negative or unrealistic evaluation, given the child's particular developmental level.

3. *Age appropriate autonomy:* the need to explore the environment and extrafamilial relationships, to individuate within the bounds of parental acceptance, structure, and limit setting, without developmentally inappropriate responsibility or constraints placed on the child.

There are acts of maltreatment that may be scored solely as Emotional Maltreatment or that may be scored in conjunction with other subtypes of maltreatment. To clarify potentially confusing areas, we specify the following inclusion/exclusion criteria:

1. One area of interface between Emotional Maltreatment and incidents of Physical Abuse concerns physical restraint or confinement of a child. Because restraint or confinement jeopardizes the child's need for autonomy, we consider these acts to be Emotional Maltreatment. However, if the acts result in physical injuries (e.g., rope burns), these acts would be scored as both Emotional Maltreatment and Physical Abuse.

   A second area of overlap surrounds incidents of homicidal threats. In situations in which parents attempt to terrorize children by threatening them or making gestures of harm, Emotional Maltreatment is scored. However, if during the act, the parents actually inflict injury to the children, the act is considered Physical Abuse.

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2. In instances in which there is evidence that threats or psychological coercion is employed in an effort to engage the child in sexual relations, then both Sexual Abuse and Emotional Maltreatment would be scored. (Please see Sexual Abuse for an elaboration of this point.)

3. An important distinction between Emotional Maltreatment and Physical Neglect is necessary in instances of abandonment. In cases in which a parent abandons a child but ensures that the child is adequately supervised and that the child's physical needs are met (e.g., leaves the child with relatives with no information about the parent's whereabouts), we consider this to be Emotional Maltreatment. If the child is left completely alone with no provision for supervision or physical needs, then Lack of Supervision, Failure to Provide, and Emotional Maltreatment may each be scored.

4. In situations in which a young child is forced to accept primary responsibility for the care of another individual and in which criteria for Lack of Supervision are met (as a result of either child's need for more intensive supervision) then both Emotional Maltreatment (for the supervising child) and Lack of Supervision (for one or both children) would be scored.

Emotional Maltreatment Severity

1 = Caregiver regularly expects or requires the child to assume an *inappropriate level of responsibility* (e.g., school-aged child assuming primary responsibility for caretaking younger children; the report must include an explicit statement that the child is responsible for the caretaking role).
Caretaker *undermines the child's relationships* with other people significant to the child (e.g., makes frequent derogatory comments about other parent).
The caregiver often *belittles or ridicules the child* (e.g., calls the child "stupid," "loser," "wimp").
Caregiver *ignores or refuses to acknowledge* the child's bids for attention (e.g., caregiver generally does not respond to infant cries or older child's attempts to initiate interaction).
Caregiver *uses fear or intimidation* as a method of disciplining.
Examples:
  • Caregiver expects her 10-year-old to take responsibility for the care of an infant.
  • Caregiver talks on the phone and leaves the baby to cry for extended periods in the crib.
  • Caregiver shows no interest in the child's achievements.

2 = Caregiver does not permit *age-appropriate socialization* (e.g., school-aged child not permitted to play with friends).
Caregiver places the child in a *role-reversal* (e.g., child is expected to take care of the caregiver).
Caregiver consistently thwarts the child's developing sense of maturity and responsibility (e.g., *infantilizes* the child).
Caregiver *rejects or is inattentive* to or unaware of the child's needs for affection and positive regard (e.g., the caregiver does not engage in positive or affectionate interactions with the child; this lack of attention is a chronic pattern).
Caregiver allows the child to be exposed to the caregiver's extreme but *nonviolent marital conflict*.
Examples:
  • Caregiver is extremely passive and unable to meet the children's needs for attention. Any interactions that do occur are harsh and critical.

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- Caregiver does not want the child to go out of the house after school because the caregiver is lonely and wants company.
- Caregiver frequently yells, screams, and insults the spouse in front of the child.
- Caregiver encourages a 4-year-old to continue to wear diapers despite the child's physical and psychological ability to use the toilet appropriately.

3 = Caregiver *blames the children for marital or family problems* (e.g., tells the children that they are the reason the spouses' divorce).
Caregiver sets up the child to fail or to feel inadequate by having *inappropriate or excessive expectations* of the child.
Caregiver makes a serious and convincing *threat to injure* the child
Caregiver calls the child *derogatory names* (e.g., "slut," "whore," "worthless").
Caregiver *binds* the child's hands and feet for moderate periods of time (e.g., approximately 2 to 5 hours), but the child is not unattended.
Caregiver exposes child to *extreme, unpredictable, and/or inappropriate behavior* (e.g., violence toward other family members, psychotic or paranoid ideation that results in violent outbursts that terrorize the child).
Caregiver demonstrates a pattern of *negativity or hostility* toward the child (e.g., the caregiver screams at the children that they can never do anything right).
Examples:
- Caregiver constantly screams and curses at the children and calls them names.
- Caregiver chronically rejects the children.
- Caregiver threatened to throw the child out of the window.

4 = Caregiver *threatens suicide or abandonment* in front of the child.
Caregiver allows the child to be exposed to *extreme marital violence* in which serious injuries occur to the caregiver.
Caregiver *blames* the child for the *suicide or death* of another family member.
Caregiver *confines and isolates the child* (e.g., locks the child in his or her room), and the confinement is between 5 and 8 hours.
Caregiver uses *restrictive methods to bind* a child or places the child in close confinement (e.g., the child is tied to a chair, or locked in a box) for less than 2 hours. (Close confinement is scored in situations in which the child's movement is extremely restricted, or the temperature, ventilation, or lighting is severely limited or is maintained in a detrimental range.).
Examples:
- The children witnessed a fight between the parents in which the mother had to be hospitalized after being assaulted by the father.
- The caregiver locked the child in a room for 10 hours for misbehavior.
- The caregiver tells the children that they are going to be put up for adoption because they are so bad.

5 = Caregiver makes a *suicidal attempt* in the presence of the child.
Caregiver makes a *homicidal attempt or realistic homicidal threat* against the child without actual physical harm to the child.
The primary caregiver *abandons the child* for 24 hours or longer without any indication of when or if he or she will return and where he or she can be located. (Note: Lack of Supervision and/or

_____

Failure to Provide may also be scored unless provisions are made for the child's physical well-being and need for supervision to be addressed. See description above for an elaboration of the interface among Emotional Maltreatment, Lack of Supervision, and Failure to Provide in stances of abandonment.)

Caregiver uses *extremely restrictive methods to bind* a child or places the child in close confinement for 2 or more hours (e.g., the child is tightly tied to a chair, or locked in a trunk).

Caregiver *confines the child to an enclosed space* (e.g., locks the child in a closet or small space) for extended periods (e.g., more than 8 hours).

Examples:
- Caregiver chains the child to a wall of the apartment with a dog collar for 2 days.
- The mother left the children with their grandmother for 2 weeks without any indication of where she was and when (or if) she would be returning.
- The caregiver chased the child with the car in an effort to terrorize the child. The child was not physically injured.
- The caregiver took an overdose of sleeping pills in the children's presence. The caregiver told the children that life with them was intolerable.

Moral-Legal/Educational Maltreatment

Moral-Legal/Educational Maltreatment is coded when any behaviors on the part of the caregiver or responsible adult occur that fail to demonstrate a minimum degree of care in assisting the child to integrate with the expectations of society, which includes insuring the child's adequate education. The caregiver either exposes or involves the child in illegal activity or other activities that may foster delinquency or antisocial behavior in the child. Alternatively the caregiver foes not ensure that the child is properly socialized by regularly attending school.

1 = M-L: The caregiver permits the child to be present for adult activities for which the child is under age.
   ED: The caregiver often lets the child stay home from school, and the absences are not the result of illness or family emergency (e.g., a death in the family). The absences occur for less than 15% of the reported period.

Examples:
- M-L: The caregiver takes the child to drunken parties and adult bars that are clearly not family situations.
- ED: The caregiver allows the child to miss 25 days of school in a school year without explanation.

2 = M-L: The caregiver participates in illegal behavior with the child's knowledge (e.g., shoplifting, selling stolen merchandise).
   ED: The caregiver allows the child to miss school as much as 15% - 25% of the reported period, not due to illness.

Examples:
- M-L: The child was present when the caregiver was selling drugs.
- ED: The caregiver did not send the child to school so that the child could baby-sit for younger siblings. The child missed 9 out of 45 days.

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3 = M-L: The caregiver knows that the child is involved in illegal activities but does not attempt to intervene (e.g., permits vandalism, shoplifting, drinking).

    ED: The caregiver keeps the child out of school or knows that the child is truant for extended periods (26% - 50% of the year, or as many as 16 school days in a row) without caregiver's intervention.

Examples:
- M-L: The caregiver has been informed that the child has been shoplifting, but the caregiver has done nothing.
- ED: The child has missed 3 consecutive weeks of school, not due to illness.

4 = M-L: The caregiver involves the child in misdemeanors (e.g., child is encouraged to shoplift, child is given drugs). Adults encourage or force participation in illegal activities.

    ED: The caregiver frequently keeps the child out of school for significant amounts of time (more than 50% of the reported period, or 16+ days in a row), but the child maintains school enrollment.

Examples:
- M-L: The caregiver encourages the child to steal food from the grocery store.
- ED: The family has moved several times, and each time the child has missed significant periods of school. The child is enrolled but has missed more than half of the school year.

5 = M-L: The caregiver involves the child in felonies (e.g., the child participates in armed robbery, kidnapping).

    ED: The caregiver encourages a child (less than 16 years old) to drop out of school or does not send the child to school at all.

Examples:
- M-L: The child has lived in a drug house run by the caregivers. The child has been involved in selling drugs and has participated in armed conflicts with other drug dealers.
- ED: The caregiver has not enrolled the child in school, and the child is receiving no educational instruction.

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Pupil Evaluation Inventory

Source: 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.

Directions for the Pupil Evaluation Inventory

1.) Write the initials and family numbers of the children in your group across the top of the grid.

2.) Put a check on the appropriate line under the names of those children who best fit the
    description of each item. Please consider all the children in your group carefully for each item.

3.) Choose a MAXIMUM of 2 children for each descriptive item. It is very important that you do
    not check more than 2 children for any one item. It is permissible to check less than two (but
    at least one) children for an item.

_____

Grp: _____   Wk: _____   Date: _____   E: _____

Please list all the children (initials and ID numbers) in your group and then check off the 1 or 2 children who best match the descriptions given for each statement. Pick no more than 2 children for each statement.

Who are the children who:	CHILD	CHILD	CHILD	CHILD	CHILD	CHILD	CHILD	CHILD	CHILD	CHILD
	ID	ID	ID	ID	ID	ID	ID	ID	ID	ID
1. are taller than most	1	1	1	1	1	1	1	1	1	1
2. help others	2	2	2	2	2	2	2	2	2	2
3. can't sit still	3	3	3	3	3	3	3	3	3	3
4. try to get other people in trouble	4	4	4	4	4	4	4	4	4	4
5. are too shy to make friends easily	5	5	5	5	5	5	5	5	5	5
6. have feelings easily hurt	6	6	6	6	6	6	6	6	6	6
7. are stuck-up and think they are better than others	7	7	7	7	7	7	7	7	7	7
8. play the clown and get others to laugh	8	8	8	8	8	8	8	8	8	8
9. start a fight over nothing	9	9	9	9	9	9	9	9	9	9
10. never seem to be having a good time	10	10	10	10	10	10	10	10	10	10
11. are upset when called on to answer a question	11	11	11	11	11	11	11	11	11	11
12. tell children what to do	12	12	12	12	12	12	12	12	12	12
13. are usually chosen last to join in group activities	13	13	13	13	13	13	13	13	13	13
14. are liked by everyone	14	14	14	14	14	14	14	14	14	14
15. always mess around and get into trouble	15	15	15	15	15	15	15	15	15	15
16. make fun of people	16	16	16	16	16	16	16	16	16	16
17. have very few friends	17	17	17	17	17	17	17	17	17	17
18. do strange things	18	18	18	18	18	18	18	18	18	18
19. are other children's best friends	19	19	19	19	19	19	19	19	19	19
20. bother people when they are trying to work	20	20	20	20	20	20	20	20	20	20
21. get mad when they don't get their way	21	21	21	21	21	21	21	21	21	21
22. don't pay attention to the counselors	22	22	22	22	22	22	22	22	22	22
23. are rude to the counselors	23	23	23	23	23	23	23	23	23	23

_____

24. are unhappy or sad	24	24	24	24	24	24	24	24	24	24
25. are especially nice	25	25	25	25	25	25	25	25	25	25
26. act like a baby	26	26	26	26	26	26	26	26	26	26
27. are mean and cruel to other children	27	27	27	27	27	27	27	27	27	27
28. often don't want to play	28	28	28	28	28	28	28	28	28	28
29. give dirty looks	29	29	29	29	29	29	29	29	29	29
30. want to show off in front of the group	30	30	30	30	30	30	30	30	30	30
31. say they can beat everybody up	31	31	31	31	31	31	31	31	31	31
32. aren't noticed much	32	32	32	32	32	32	32	32	32	32
33. exaggerate and make up stories	33	33	33	33	33	33	33	33	33	33
34. complain; nothing makes them happy	34	34	34	34	34	34	34	34	34	34
35. always seem to understand things	35	35	35	35	35	35	35	35	35	35

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Peer Nominations

Source: 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.

PEER NOMINATIONS
I have some questions I want to ask you about the other children in the group. Here is a picture of
everyone. Make sure you keep all the children in the group in mind when you answer my questions.

I promise not to tell any of the other children your answers. I will write down your answers and keep
your choices in this folder and I will not let anyone see what I have written down. It is very important
that you don't tell any of the other children your choices either. Some children may feel bad if they
know that you chose them in response to some of the questions and it is very important that no one's
feelings get hurt at camp.

I have questions that I need to ask you. You are allowed to tell me the same child's name for more
than one question if you want to. Do you have any questions before we start?

OK.

(Children must respond to questions 1-4).

Question Number One:
   1) Who in our group do you like to play with the most?

   2) Which child do you like to play with the second most?

   3) Who in the group do you like to play with the least?

   4) Who else in the group do you not like to play with?

OK. Now I am going to describe to you five different kinds of kids. I want you to tell me who in our
group you think is most like the child I describe. Remember, you are allowed to tell me the same
child's name more than once if you want to, but you should think carefully about your answers.

(Children are allowed to forfeit responses to question 5-9. Always try to elicit a response, though,
before giving them that option).

Question Number Five:
   5) The first child is someone who is really good to have as part of your group because this person
       cooperates, pitches in, shares, and gives everyone a turn.

   6) The second child has a way of upsetting everything when he or she gets into a group – doesn't
       share and tries to get everyone to do things his or her way.

_____

_____

   7) The third child acts very quiet and shy with other kids and seems always to play or work by himself/herself. It's hard to get to know this child.

   8) The fourth child starts fights. He/she says mean things to other kids, or pushes them, or hits them.

   9) The fifth child gets chosen by others as the leader. Other children like to have this child in charge.

After question nine ask the child which of the five children just described reminds him/her most of themselves. You should briefly summarize the five types of children described in questions four through nine. Names of other children in the group cannot be given in response to question ten. Possible answers to question ten include: the disruptive child, the shy child, etc.

After question ten remind the children to keep their answers top secret and assure them that you will not let the other kids see their responses. Ask them why it is important to not talk about their answers. If they cannot suggest a reason, remind them about the other children's feelings.

_____

_____

ID#: _____   Grp:_____   Wk:_____   Date:_____   E:_____

PEER NOMINATIONS

Please ask the child to nominate one child in the group for each description. Make sure the child is in the group. Record the first name and the ID number of each of the child's choices.

- Likes Most: _____

- Likes 2nd Most: _____

- Likes Least: _____

- Likes 2nd Least: _____

- Most Cooperative: _____

- Most Disruptive: _____

- Acts Shy: _____

- Most Likely To Start Fights: _____

- Leader: _____

Ask the child to pick <u>one</u> description from items 5 – 9 above for him or herself.
Number from above: _____

To the child:
Now tell me about your group. Are there some people who hang around together a lot? (Follow up with probes to identify members of the clusters.)

Are there any kids who are not members of a group? (Children can name themselves.)

_____

Behavioral Ratings

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

BEHAVIOR RATINGS SCALE

Not At All 0 = The child's behavior in the preceding activity was the antithesis of
Descriptive   the behavior depicted by the item. Not more than one incident of behavior typified
    by the item was observed.

   1 = The child may have acted in accordance with the behaviors indicated two or three
    times, but the child's predominant mode of functioning was characterized by
    opposing actions.

   2 = The child may have evidenced several episodes of behavior similar to those
    described in the item, but the child mostly acted contrary to the item description.
    The incidents similar to those described by the item were of a lower intensity than
    those contrary to the item.

   3 = The child's behavior is equally well depicted by the item as it would be by a
    statement to the contrary.

   4 = The child may evidence several episodes of behavior contrary to that which is
    described in the item but the intensity of these incidents do not match the intensity
    of the behaviors characteristically depicted by the item.

   5 = The child may display two or three bouts of activity contrary to the conduct
    described, but the infractions are minor, and the child's predominant mode of
    functioning is well depicted by the paragraph.

Highly   6 = The child does not have more than one minor episode of behavior
Descriptive   contrary to the behavior described in the item.

Frequency	*Intensity*
Low	Low
Low	Low
Low-Medium	Low
Low	Low-Medium
Low-Medium	Low-Medium
Low-Medium	Medium-High
High	Low-Medium
Medium	Medium
Medium-High	Medium-High
High	High
Medium-High	Medium
Medium	Medium-High

Frequency Definitions
Low = 0-2 examples
Low-Med = less than half
Medium = half the behaviors
  are characterized
  by the item
Med-High = more than half
High = almost all

_____

ID#: _____   Grp:_____   Wk:_____   Date:_____   E:_____

BR

Circle the number that most nearly represents your evaluation of the child behavior during the preceding activity.

Not At All   Highly
Descriptive   Descriptive

0	1	2	3	4	5	6	1. Was considerate and thoughtful of others; helpful and cooperative
0	1	2	3	4	5	6	2. Was interested and involved; self-motivated; effort was high
0	1	2	3	4	5	6	3. Performance was age-appropriate; demonstrated competence at task(s)
0	1	2	3	4	5	6	4. Was physically aggressive; hit, pushed, acted out against others
0	1	2	3	4	5	6	5. Was verbally aggressive; threatened, bullied, teased; verbally abusive
0	1	2	3	4	5	6	6. Acted impulsively; could not wait, could not stay put
0	1	2	3	4	5	6	7. Was untalkative; sullen, sulked, withholding, refused to talk
0	1	2	3	4	5	6	8. Was withdrawn; isolated self; avoided contact with others
0	1	2	3	4	5	6	9. Was inactive; slow moving; had low activity level

_____

_____

Levonn Measure

Source: 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.

Id#: _____   Grp: _____   Wk: _____   Date: _____   E: _____

LEV (How I Feel <9)

CARDS

	Never	Some of The Time	A Lot of The Time	CARDS	
				1	This is Levonn.
1	0	1	2	2	This is Levonn in class. He gets easily distracted from his work by little things that happen around him. How often does this happen to you?
2	0	1	2	3	Here, the teacher is trying to teach something in class, but Levonn keeps thinking about something else. How many times has this happened to you?
3	0	1	2	4	Here is Levonn at a birthday party. All of his friends are laughing and having a good time, but Levonn feels very sad about something. How many times have you felt like Levonn?
4	0	1	2	5	Here is Levonn feeling very sad for a whole day. He gets up in the morning feeling sad, he feels sad all day, and he still feels sad at bedtime. How many times have you felt like Levonn?
5	0	1	2	6	Here Levonn doesn't feel like eating for a whole day. He has no appetite in the morning, in the afternoon, or at night. How many times have you felt like not eating for a whole day?
6	0	1	2	7	Here Levonn is really worried that something bad will happen to him – like he may get killed or die – and a lot of the time he doesn't feel that he's safe. How many times have you felt like Levonn?
7	0	1	2	8	Levonn is really scared about something bad happening to him when he goes outside of his house and wants to stay home to make sure he will be safe. Do you ever worry like Levonn?
8	0	1	2	9	Here Levonn is thinking about something scary that he saw and even when he tries to forget it, he can't stop thinking about it. How many times have you felt like Levonn?
9	0	1	2	10	Here again, Levonn keeps thinking about something bad that happened to him at home, and it makes him feel bad. How many times have you felt bad about something bad that happened at home?
	Never	**Some of**	**A Lot of**	**CARDS**	

_____

	The Time	**The Time**			
10	0	1	2	11 12	Here is Levonn having a hard time going to sleep at night, because he keeps remembering something scary that happened to him. How many times has this happened to you?
11	0	1	2	13	Ever since something scary happened to Levonn he gets really jumpy or scared when he hears loud noises or when someone comes up behind him. Here, Levonn hears a car backfire outside and he gets scared because he thinks it's a gun being shot. How many times have you felt like Levonn?
12	0	1	2	14	Here is Levonn in class again. He's supposed to be paying attention to the teacher, but he can't stop worrying about people being shot. How often do you worry like Levonn?
13	0	1	2	15 16 17 18	Here are some drawings of Levonn in bed at night having scary dreams. How many times do you have bad dreams that scare you?
14	0	1	2	19	Here, Levonn sees a gun, and it reminds him of somebody he knows who was shot. How many times does this happen to you?
15	0	1	2	20	Here is Levonn again, really feeling sad when everyone else is having a good time. He doesn't even feel happy about things that used to make him happy. How many times have you felt like Levonn?
16	0	1	2	21	Levonn cannot play like he used to because some games remind him of something bad that happened to him. How many times have you felt like Levonn?
17	0	1	2	22 23	Levonn is really afraid of going certain places because he's afraid that something bad could happen to him. How many times have you felt like this?
18	0	1	2	24	Here, Levonn feels really lonely. Even when there are other people around he doesn't feel happy. How many times have you felt like this?
19	0	1	2	25 26	Here's Levonn looking out his window. He'd like to go out to play, but he's afraid that something bad will happen to him. How many times have you felt like this?
20	0	1	2	27	Here, Levonn is very sad because he thinks his mommy doesn't love him and would like to send him away. How many times have you felt like Levonn?
21	0	1	2	28 29	Levonn feels really nervous or scared a lot, even doing things that do not make his friends feel nervous or scared. Do you ever feel like Levonn?
22	0	1	2	30 31	Levonn gets really mad or upset easily, even about things that do not bother other people or make them angry. How often do you feel like Levonn?

	Never	**Some of The Time**	**A Lot of The Time**	**CARDS**

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23	0	1	2	32	Here, Levonn feels sad about people he knows who died. How many times have you felt like Levonn?
24	0	1	2	33	Here, Levonn is feeling sad because he feels that he may not have a very happy life when he grows up. How often do you feel that you will not have a happy life?
25	0	1	2	34	Sometimes Levonn feels that his life is not worth living and he even wishes he was dead. How many times have you felt like Levonn?
26	0	1	2	35	Here, Levonn wants to go outside and play, but he's afraid that something bad will happen to him. How many times have you felt like Levonn?
27	0	1	2	36	Here, Levonn is feeling very, very sad, and he doesn't even know why. How many times have you felt like Levonn?
28	0	1	2	37	Levonn feels really sad about something that he saw because he thinks he could have done something to help, and feels bad that he did not do anything. How many times have you felt like Levonn?
29	0	1	2	38 39 40	Sometimes Levonn does things that are scary to other people, like picking fights, climbing up in dangerous places, crossing the streets without looking, like he didn't care about getting hurt. How often do you act like Levonn?

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Checklist of Child Distress Symptoms

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

Id#: _____   Grp: _____   Wk: _____   Date: _____   E: _____

PTSD (How Do I Feel >=9)

Never	Seldom	Once In A While	A Lot Of The Time	Most Of The Time	
0	1	2	3	4	1. How often do you have trouble paying attention or keeping your mind on things (for example, school work) even when you try very hard to pay attention?
0	1	2	3	4	2. How often do you daydream at home or in class?
0	1	2	3	4	3. How often do you not feel like doing things that you used to like to do (like hobbies, or games, or spending time with friends)?
0	1	2	3	4	4. How often do you just not care about anything, even things you used to care about?
0	1	2	3	4	5. How often do you worry about being safe?
0	1	2	3	4	6. How often do you watch things around you real closely in order to protect yourself from something bad happening?
0	1	2	3	4	7. How often do you try very hard not to think about something bad or frightening that happened to you?
0	1	2	3	4	8. How often do you have a hard time getting to sleep or staying asleep at night?
0	1	2	3	4	9. How often do you feel real jumpy or scared when you hear loud noises, or when someone comes up from behind?
0	1	2	3	4	10. How often do you keep remembering something upsetting, or have thoughts that keep going through your mind about something upsetting – even when you don't want to think about it or remember it?
0	1	2	3	4	11. How often do you have bad dreams or nightmares?
0	1	2	3	4	12. How often have you been to places, seen people, or smelled things, or heard things that reminded you of something bad that happened in the past?
0	1	2	3	4	13. How often do you get really scared, sad, mad, upset, or in a very bad mood?
0	1	2	3	4	14. How often do certain people, places, or things remind you of something bad that happened?
Never	Seldom	Once In A While	A Lot Of The Time	Most Of The Time	

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0	1	2	3	4	15. How often do you avoid or try not to go places or do things that remind you of something bad that happened in the past?
0	1	2	3	4	16. How often do you have a difficult time trying not to get scared, mad, sad, or upset about something that happened in the past?
0	1	2	3	4	17. How often do you feel really lonely, or like you don't fit in at all, even when there are other people around?
0	1	2	3	4	18. How often do you feel that nobody cares about you, or that you can't love other people?
0	1	2	3	4	19. How often are you unable to feel upset (scared, sad, or mad) even when something bad happens?
0	1	2	3	4	20. How often are you unable to laugh or feel happy, even when something really good or funny happens?
0	1	2	3	4	21. How often do you feel really nervous, scared, or afraid?
0	1	2	3	4	22. How often do little things bother you or make you angry, even things that don't seem to bother other people or make them angry?
0	1	2	3	4	23. How often do little things bother you – things that don't seem to bother other people?
0	1	2	3	4	24. How often do you feel that you might not live very long?
0	1	2	3	4	25. How often do you feel that you might not have a very happy life?
0	1	2	3	4	26. How often do you feel like something bad or frightening from the past is happening all over again?
0	1	2	3	4	27. Sometimes people feel like something from the past is happening all over again; it seems so real to them that they can actually see pictures of what happened in their mind, or hear sounds, or smell or feel parts of what happened even when there is nothing really there. How often does this happen to you? "flashback"
0	1	2	3	4	28. How often are you unable to remember something frightening from the past even when you try real hard?