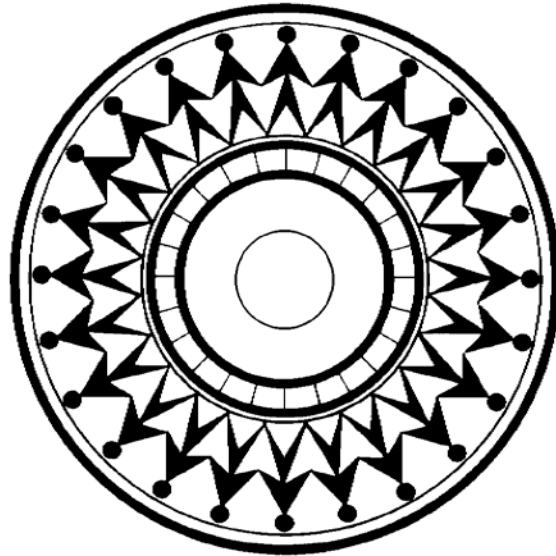


# **PREDICTING AND PREVENTING NEGLECT IN TEEN MOTHERS (2001-2007)**

**NDACAN Dataset Number 140  
USER'S GUIDE and CODEBOOK**



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## PREFACE

The data for *Predicting and Preventing Neglect in Teen Mothers (2001-2007)*, have been given to the National Data Archive on Child Abuse and Neglect for public distribution by John G. Borkowski. Funding for the project was provided by National Institute of Child Health & Human Development (cosponsored by Center for Disease Control and Prevention, National Institute of Drug Abuse, and Department of Education) (Award Number: HD-39456).

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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 *Predicting and Preventing Neglect in Teen Mothers (2001-2007)* were originally collected by John G. Borkowski. Funding for the project was provided by the National Institute of Child Health & Human Development (cosponsored by Center for Disease Control and Prevention, National Institute of Drug Abuse, and Department of Education) (Award Number: HD-39456). The collector of the original data, the funder, NDACAN, Cornell University and their agents or employees bear no responsibility for the analyses or interpretations presented here.

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## PUBLICATION SUBMISSION REQUIREMENT

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

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## ABSTRACT

The ‘Predicting And Preventing Child Neglect In Teen Mothers’ project was designed to assess the impact of varying degrees and types of neglect and poor parenting on children’s development during the first 3 years of life, including changes in intelligence and behavior, language, social and emotional well-being, physical growth, and health status. This study included a broad array of assessments related to the construct of childhood neglect, and can be used to test the developmental associations among parenting characteristics, parenting behaviors and attitudes, and child development in multiple domains.

Six hundred and eighty-two expectant mothers were recruited during pregnancy through primary care facilities in the communities of Birmingham, AL, Kansas City, KS, South Bend, IN, and Washington, D.C. Three different groups of first-time mothers were included in the sample: adolescents (n=396), low-ed adults (less than 2 years formal education beyond high school; n=169), and hi-ed adults (at least 2 years of formal education; n=117). The mothers’ ages at child birth ranged from 14.68 to 36.28, with an average of 17.49 for the adolescents, 25.48 for the low-ed adults, and 27.88 for the hi-ed adults. Approximately 65% of the sample were African-American, 19% were White/Non-Hispanic, 15% were Hispanic, 1% were multi-racial, and .5% were of an other race. The adolescent and low-ed adult samples were closely matched on race/ethnicity.

Mothers were interviewed in their last trimester of pregnancy as well as when their children were 4, 6, 8, 12, 18, 24, 30, and 36-months old. Interviews at the prenatal, 6, 12, 24, and 36-month visits primarily focused on risks for poor parenting, such as maternal depression (Beck II), parenting stress (Parenting Stress Index – Short Form), and lack of social support; parenting beliefs and practices; as well as other demographic information. The 4, 8, 18, and 30-month visits occurred in the home and included both interviews and observations of parenting practices (Home Observation for Measurement of the Environment, Supplement to the HOME for Impoverished Families, and Landry Naturalistic Observation). After each of the home visits, mothers were given a cellular phone and interviewed multiple times concerning their daily parenting practices (Parent-Child Activities Interview). At the 12, 24, and 36-months visits, the children were also tested for intellectual (Bayley II) and language abilities (Pre-School Language Scales – IV), rated on their behavior by both their mother (Infant Toddler Social and Emotional Assessment) and child tester (Bayely Behavioral Rating Scale II), and their height and weight were measured. Upon completing each assessment after the child’s birth, the interviewers also rated the child’s environment for risks of physical neglect.

This study represents one of the first-ever prospective broad-based, multi-site investigations of child neglect among a diverse sample of adolescent mothers and will help to establish a foundation for future preventive interventions to reduce the incidence and impact of neglect and abuse on child development. This data set provides a broad range of risk and protective factors to better map the multiple and fluctuating social ecologies and life circumstances of teen mothers and their young children.

This dataset contains data from pre-natal to 36-months. Please note: attachment codes, Parent-Child Activity interviews, short cell phone interviews are NOT included in this data collection.

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## STUDY OVERVIEW

### Study Identification

*Predicting and Preventing Neglect in Teen Mothers (2001-2007)*

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National Institute of Child Health & Human Development (cosponsored by Center for Disease Control and Prevention, National Institute of Drug Abuse, and Department of Education)

**Award Number:** HD-39456

### Purpose of the Study

This study was designed to assess the impact of varying degrees and types of neglect and poor parenting on children's development during the first 3 years of life, including changes in intelligence and behavior, language, social and emotional well-being, physical growth, and health status.

### Study Design

A comprehensive survey was administered to three comparison groups from multiple sites and at multiple data collection intervals.

### Date(s) of Data Collection

Data collection started on 12/4/2001 and ended 8/29/2007.

### Geographic Area

The data were collected from the following areas Birmingham, AL, Kansas City, KS, South Bend, IN, and Washington, DC.

### Unit of Observation

The units of observation are the mother, child, and dyad.

### Sample

#### Eligibility Criteria

Three different groups of mothers were recruited for this project. The eligibility criteria for each group is described below:

Adolescents - between the ages of 15 and 18 years and without a high school diploma at the time of recruitment

Adult Low-Education group - between the ages of 22 and 35 years and with less than 2 years of college at the time of recruitment

Adult High-Education group - between the ages of 22 and 35 years and with 2 or more years of college at the time of recruitment

All mothers - about to give birth for the first time to a baby they planned to keep; English or Spanish speaking; planned to live in the same area for the following three years; no impending absences from the baby due to incarceration, rehabilitation, or major physical or mental illness

The sample consists of 682 mothers and their first-born infants. Mothers were recruited from medical and educational facilities during their pregnancies in four cities: Birmingham, Alabama; South Bend, Indiana;



Washington DC, and the Kansas City metropolitan area (Kansas and Missouri). Three groups of mothers were recruited: 396 adolescents, 169 low-ed adults, and 117 high-ed adults. Each mother-child dyad was followed from the last trimester of pregnancy until the child reached age three. The adolescents ranged in age from 14.72 – 19.60 at the time of the prenatal interview (M = 17.40, SD = 1.12), the low-ed adults ages ranged from 21.72 – 36.02 (M = 25.31, SD = 3.01), and the high-ed adults ages ranged from 21.75 – 36.01 (M = 27.75, SD = 3.96). Approximately 62% of the sample were single and 43.4% were currently in school. The sample was racially and ethnically diverse (see table 1).

Table 1. Racial and Ethnic breakdown by study group.

	<b>Adolescent</b>	<b>Adult-Low Ed</b>	<b>Adult High-Ed</b>	<b>Total</b>
<b>Non-Hispanic White</b>	55(13.9%)	26 (15.4%)	47 (40.2%)	128 (18.8%)
<b>Black</b>	277(69.9%)	110 (65.1%)	53 (45.3%)	440 (64.5%)
<b>American Indian</b>	2(.5%)	1 (.6%)	0 (.0%)	3 (.4%)
<b>Asian</b>	0 (.0%)	0 (.0%)	1 (.9%)	1 (.1%)
<b>Multi-Racial</b>	5(1.3%)	0 (.0%)	1 (.9%)	6 (.9%)
<b>Hispanic White</b>	53 (13.4%)	30 (17.8%)	15 (12.8%)	98 (14.4%)
<b>Hispanic Black</b>	3 (.8%)	2 (1.2%)	0 (.0%)	5 (.7%)
<b>Hispanic Multi-Racial</b>	1 (.3%)	0(0.0%)	0 (.0%)	1 (.1%)
<b>Total</b>	396 (58.1%)	169 (24.8%)	117 (17.2%)	682

## Data Collection Procedures

### Prenatal Interview

The prenatal interview took place when the mother was in her last trimester of pregnancy through 4 weeks after the target child's birth. The interview was designed to be completed in a laboratory or clinic setting and to last approximately 1 ½ hours. The measures were designed to be completed in person as an interview. Informed consent was gathered prior to the interview by reading the consent form to the participant mother and talking to her about the project. The consent was signed by the participant mother, and if necessary, her legal guardian. The following measures were completed: Family and Maternal Life History, Pearlin Self-Mastery Scale, Parenting Self-Efficacy, Paulhus Deception Scales – Short Form, Adult-Adolescent Parenting Inventory – Empathic Awareness and Physical Punishment subscales, Knowledge of Infant Development Inventory – Short Form, Maternal Social Support Inventory, Social Support Interview, Community Support Inventory, Youth/Young Adult Self-Report - Externalizing, Beck Depression Inventory II, Child Abuse Potential Inventory-Unhappiness and Rigidity Subscales, Responsibilities and Perceptions of Child Neglect, and Hopes & Goals.

### 4-Month Interview

The 4-month interview took place when the target child was approximately 4 months old (+/- 2 weeks). The interview was designed to be conducted in home settings and to last approximately 1 ½ hours. Administration of the measures included maternal interview (Family and Maternal Life History, Community Support Inventory, and Home Stimulation Perception Questionnaire – Short Form), a combination of maternal interview and observation (Home Observation for the Measurement of the Environment – Infant/Toddler, Supplement to the HOME for Impoverished Families), and observation

of mother-child interactions (Landry Naturalistic Observation of Parenting). At the end of the interview, the mother was given a cellular telephone and instructed in its use. This phone was used to call the mother for a total of 9 interviews over the following 3 week period, following a pattern of two Short Phone Interviews, followed by a Parent-Child Activities Interview (which was repeated three times). After leaving the home upon completion of the interview, the interviewers completed the Observed Parenting Essentials measure, and, in some instances, the Risk of Physical Neglect Indicator. Please note: attachment codes, Parent-Child Activity interviews, short cell phone interviews are NOT included in this data collection.

### 6-Month Interview

The 6-month interview took place when the target child was approximately 6 months old (+/- 2 weeks). Portions of the interview were designed to be completed over the telephone in order to decrease the duration of the assessment (Maternal Social Support Index and Parent Opinion Questionnaire – Short Form). When these measures were not completed by phone, they were completed during the assessment interview. Interviews were generally conducted in either the laboratory or home settings and lasted approximately 2 hours. The following measures were designed to be completed in person by self-administration (Adult-Adolescent Parenting Inventory – Empathic Awareness and Physical Punishment subscales, Knowledge of Infant Development Inventory – Short Form, Child Abuse Potential Inventory – Unhappiness and Rigidity, The Neglect Scale, Childhood Trauma Questionnaire, Parenting Stress Index – Short Form, Pearlin Self-Mastery and Self-Esteem Scale, Parenting Self-Efficacy, Youth/Young-Adult Self-Report - Externalizing, Beck Depression Inventory II, and Difficult Life Circumstances – Short Form), as an interview (Family and Maternal Life History, Social Support Interview, and Responsibilities and Perceptions of Child Neglect Interview), or through individual standardized testing (Wechsler Abbreviated Scales of Intelligence – Vocabulary and Matrix Reasoning, Escala de Inteligencia Wechsler para Adultos). Upon completion of the interview, the interviewers completed the Risk of Physical Neglect Indicator. Select measures were gathered at a later time point if the 6-month interview was missed. These select measures are referred to as the 6-Month Replacement Packet and consist of the Childhood Trauma Questionnaire, the Neglect Scale, and the Wechsler Abbreviated Scales of Intelligence. These measures were identified as critical measures to this study and likely to be stable over time.

### 8-Month Interview

The 8-month interview took place when the target child was approximately 8 months old (+/- 2 weeks). Interviews were designed to be conducted in home settings and lasted approximately 2 hours. Administration of the measures included maternal interview (Family and Maternal Life History, Community Support Inventory, Family Routines Inventory, and Attribution Style Measure for Parents), a combination of maternal interview and observation (Home Observation for the Measurement of the Environment – Infant/Toddler, Supplement to the HOME for Impoverished Families), and naturalistic observation (Landry Naturalistic Observation of Parenting). At the end of the interview, the mother was given a cellular telephone and instructed in its use. This phone was used to call the mother for a total of 9 interviews over the following 3 week period, following a pattern of two Short Phone Interviews, followed by a Parent-Child Activities Interview (which was repeated three times). After leaving the home upon completion of the interview, the interviewers completed the Observed Parenting Essentials measure, and the Risk of Physical Neglect Indicator. Please note: attachment codes, Parent-Child

Activity interviews, short cell phone interviews are NOT included in this data collection.

### 12-Month Interview

The 12-month interview and standardized developmental testing was intended to occur within one month of the target child's first birthday. The assessment was designed to be completed in a laboratory or clinic setting and to last approximately 2 ½ hours. Maternal interview measures included an extensive Family and Maternal Life History, Maternal Social Support Index, and Responsibilities and Perceptions of Child Neglect Interview. Self-administered measures included: Brief Infant-Toddler Social and Emotional Assessment, Parenting Stress Index – Short Form, Parenting Self-Efficacy and the Beck Depression Inventory II. Developmental testing of the child included the Ainsworth Strange Situation, the Bayley Scales of Infant Development II – Mental and Behavior Rating Scales, the Preschool Language Scale Fourth Edition, as well as measurement of height and weight. Interviewers also rated the dyad on the Risk of Physical Neglect Indicator.

### 18-Month Interview

The 18-month interview took place when the target child was approximately 18 months old (+/- 1 month). The assessment was designed to be conducted in home settings and to last approximately 1 ½ hours. Administration of the measures included maternal interview (Family and Maternal Life History, Social Support Interview, Maternal Social Support Index (completed at 2 of the 4 sites), Community Support Inventory, and Attribution Style Measure for Parents (completed at only 1 site), a combination of maternal interview and observation (Home Observation for the Measurement of the Environment – Infant/Toddler, Supplement to the HOME for Impoverished Families), naturalistic observation of mother-child interactions (Landry Naturalistic Observation of Parenting), and self-administration (Knowledge of Infant Development – Short Form, Parent Opinion Questionnaire – Short Form, and Difficult Life Circumstances – Short Form). This assessment also includes interviewer ratings completed after the assessment (Child Well-Being Scales - Revised, Risk of Physical Neglect Indicator and Observed Parenting Essentials). At the end of the interview, the mother was given a cellular telephone and instructed in its use. This phone was used to call the mother for a total of 9 interviews over the following 3 week period, following a pattern of two Short Phone Interviews, followed by a Parent-Child Activities Interview (which was repeated three times). Please note: attachment codes, Parent-Child Activity interviews, short cell phone interviews are NOT included in this data collection.

### 24-Month Interview

The 24-month interview includes data collected during interviews and standardized testing that was intended to occur within one month of the target child's second birthday. The assessment was designed to be completed in a laboratory or clinic setting and to last approximately 2 ½ hours. Maternal interview measures included an extensive Family and Maternal Life History (FMLH), Maternal Social Support Index (MSSI), Responsibilities and Perceptions of Child Neglect Interview, and Child Custody Information. Self-administered measures included: Infant-Toddler Social and Emotional Assessment (ITSEA), Parenting Stress Index – Short Form (PSI-SF), Pearlin Self-Mastery and Self-Esteem, Parenting Self-Efficacy, Youth Self-Report (YSR) or Young Adult Self-Report – Externalizing (YASR), and the Beck Depression Inventory II (BDI-II). Developmental testing of the child included the Bayley Scales of Infant Development II – Mental and Behavior Rating Scale (Bayley 2), the Preschool

Language Scale Fourth Edition (PLS4), as well as measurement of height and weight. Interviewers also rated the dyad on the Risk of Physical Neglect Indicator (RPNI) and the Child Well-Being Scales.

### 30-Month Interview

The 30-month interview includes data collected during interviews that took place when the target child was approximately 30 months old (+/- 1 month). The assessment was designed to be conducted in home settings and to last approximately 1 ½ hours. Administration of the measures included maternal interview (Who Lives with You, Father Information, Family Routines Inventory, Reading, My Future Family, Community Support Inventory, and Child Custody Information), a combination of maternal interview and observation (Home Observation for Measurement of the Environment – Infant/Toddler, Supplement to the HOME for Impoverished Families (HOME – Infant/Toddler + SHIF)), naturalistic observation of mother-child interactions (Landry), and self-administration (Child Abuse Potential Inventory – Unhappiness and Rigidity (CAPI), and Difficult Life Circumstances (DLC)). This data set also includes the interviewer ratings completed after the assessment (Child Well-Being Scales (CWBS), Risk of Physical Neglect Indicator (RPNI) and Observed Parenting Essentials).

### 36-Month Interview

The 36-month interview includes data collected during interviews and standardized testing that was intended to occur within one month of the target child's third birthday. The assessment was designed to be completed in a laboratory or clinic setting and to last approximately 2 ½ hours. Maternal interview measures included an extensive Family and Maternal Life History (FMLH), Responsibilities and Perception of Child Neglect Interview, and Child Custody Information. Self-administered measures included: Infant-Toddler Social and Emotional Assessment (ITSEA), Parenting Stress Index – Short Form (PSI-SF), Pearlin Self-Mastery and Self-Esteem, Parenting Self-Efficacy, Parentification Questionnaire 2 – Form A (PQ2-A), the Mother Child Neglect Scale – Revised (MCNS-R), Maternal Health and Safety, and the Beck Depression Inventory-II (BDI-II). Developmental testing of the child included the Bayley Scales of Infant Development II – Mental and Behavior Rating Scale (Bayley 2), the Preschool Language Scale Fourth Edition (PLS4). Measurement of height and weight for the mother and child were gathered at this visit. Interviewers also rated the dyad on the Risk of Physical Neglect Indicator (RPNI), the Neglect Scale, and the Child Well-Being Scales.

### Response Rates

The study response rates are as follows:

Prenatal n = 682; 4-month n = 478 (71%); 6-month n = 495 (73%); 8-month n = 427 (63%); 12-month n = 466 (68%); 18-month n = 417 (61%); 24-month n = 428 (63%); 30-month n = 381 (56%); 36-month n = 298 (44%)

### Sources of Information

Survey forms administered via face-to-face were used to collect information.

### Type of Data Collected

Surveys, interviews, developmental testing, behavioral observations, and physical measurements.

## Measures

### **Achenbach Young Adult Self-Report (YASR)**

This study only used the Externalizing subscale.

- Achenbach, T. M. (1997). *Achenbach young adult self-report (YASR)*. Burlington, VT: University of Vermont, Department of Psychiatry. Available from: <http://www.aseba.org/products/asr.htm>

### **Achenbach Youth Self-Report (YSR)**

This study only used the Externalizing subscale.

- Achenbach, T. M. (1991). *Integrative guide for the 1991 CBCL/4-18, YSR, and TRF profiles*. Burlington, VT: University of Vermont, Department of Psychiatry. Available from: <http://www.aseba.org/products/products.html>
- Achenbach, T. M. (1991). *Manual for the youth self-report and 1991 profile*. Burlington, VT: University of Vermont, Department of Psychiatry. Available from: <http://www.aseba.org/products/products.html>

### **Adult-Adolescent Parenting Inventory (AAPI)**

Only the Empathic Awareness and Physical Punishment subscales were used.

- Bavolek, S. J. (1984). *Handbook for the AAPI (adult-adolescent parenting inventory)*. Park City, Utah: Family Development Resources, Inc. Available from: <http://www.nurturingparenting.com/aapi/>
- Bavolek, S.J., Kline, D.F., McLaughlin, J.A., & Publicover, P.R. (1979). Primary prevention of child abuse and neglect: Identification of high risk adolescents. *Child Abuse and Neglect*, 3(3-4), 1071-1080. doi: 10.1016/0145-2134(79)90152-2

### **Bayley Scales of Infant Development-II**

- Black, M. M. & Matula, K. (1993). *Bayley Scales of Infant Development®—Second Edition (BSID-II)*. San Antonio, TX: Pearson Education, Inc. Available from: <http://www.pearsonassessments.com>

### **Beck Depression Inventory II (BDI-II)**

- Beck, A.T., Steer, R.A., & Brown, G.K. (1996). *Beck Depression Inventory-II (BDI-II)*. San Antonio, TX: Pearson Education, Inc. Available from: <http://www.pearsonassessments.com>

## **Borkowski Child Custody Information**

- Borkowski, J.G., Carta, J., Warren, S.F., Ramey, S.L, Ramey, C., Guest, K.C.,...Klerman, L. (2001). *Borkowski child custody information [instrument]*. Notre Dame, IN: University of Notre Dame.
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## **Borkowski Family and Maternal Life History: Child Care**

- Borkowski, J.G., Carta, J., Warren, S.F., Ramey, S.L, Ramey, C., Guest, K.C.,...Klerman, L. (2001). *Parenting for the first time: Six month data manual [codebook]*. University of Notre Dame. Retrieved from: <http://www.ndacan.cornell.edu>
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## **Borkowski Family and Maternal Life History: Demographics**

- Borkowski, J.G., Carta, J., Warren, S.F., Ramey, S.L, Ramey, C., Guest, K.C.,...Klerman, L. (2001). *Borkowski family and maternal life history: Demographics [instrument]*. Notre Dame, IN: University of Notre Dame.

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### **Brief Infant Toddler Social and Emotional Assessment (BITSEA)**

Study authors were given permission to use a pre-published version of the instrument from 2002.

- Briggs-Gowan, M. & Carter, A. (2006). *Brief Infant Toddler Social Emotional Assessment (BITSEA)*. San Antonio, TX: Pearson Education, Inc. Available from: <http://www.pearsonassessments.com/>

### **Child Abuse Potential Inventory (CAP)**

This study only used the Unhappiness and Rigidity Subscales.

- Milner, J.S. (1990). *An interpretive manual for the child abuse potential inventory*. Lutz, FL: Par, Inc. Available from: <http://www4.parinc.com/Products/Product.aspx?ProductID=CAP>
- Milner, J.S. (1990). *An interpretive manual for the child abuse potential inventory*. Lutz, FL: PAR, Inc. Available from: <http://www4.parinc.com/Products/Product.aspx?ProductID=CAP>
- Milner, J.S. (1986). *Child abuse potential inventory (CAP) manual, Second edition*. Lutz, FL: PAR, Inc. Available from: <http://www4.parinc.com/Products/Product.aspx?ProductID=CAP>
- Milner, J. S. (1986). *The child abuse potential inventory: Manual*. Lutz, FL: Par, Inc. Available from: <http://www4.parinc.com/Products/Product.aspx?ProductID=CAP>

### **Child Well-Being Scales (CWBS)**

- Gaudin, J. M. J., Polansky, N. A., & Kilpatrick, A. C. (1992). The child well-being scales: A field trial. *Child Welfare*, 71(4), 319-328. Retrieved from: <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9210190192&site=ehost-live>
- Magura, S. & Moses, B.S. (1987). *Outcome measures for welfare services: Child well-being scales and rating form*. Washington, DC: Child Welfare League of America. Retrieved from: <http://www.cwla.org/pubs/pubdetails.asp?PUBID=3067>
- Magura, S. & Moses, B.S. (1987). *Outcome measures for child welfare services: Theory and applications*. Washington, DC: Child Welfare League of America. Retrieved from: <http://www.cwla.org/pubs/pubdetails.asp?PUBID=2249>

### **Childhood Trauma Questionnaire (CTQ)**

- Bernstein, D.P. & Fink, L. (1997). *Childhood trauma questionnaire: A retrospective self-report (CTQ) manual*. San Antonio, TX: Pearson Education, Inc. Available from: <http://pearsonassess.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8102-339&Mode=summary>

### **Community Support Inventory**

- Klerman, L. (n.d.). *Community support inventory [unpublished instrument]*. Waltham, MA: Brandeis University, The Heller School for Social Policy and Management.

### **Difficult Life Circumstances Scale**

- Barnard, K.E. *Difficult Life Circumstances Manual*. Seattle, WA: NCAST Publications. Available from: <http://www.ncast.org/index.cfm?category=21>

### **Escala de Inteligencia Wechler para Adultos (Spanish language WAIS)**



- Weschler, D. (1968). *Escala de Inteligencia Wechsler para Adultos (EIWA)*. San Antonio, TX: Pearson Education, Inc. Available from: <http://www.pearsonassessments.com>

### **Family Routines Inventory**

- Jensen, E.W., James, S.A., Boyce, W.T., & Hartnett, S.A. (1983). The family routines inventory: development and validation. *Social Science & Medicine*, 17(4), 201-211. doi:10.1016/0277-9536(83)90117-X

### **Filial Responsibility Scale-Adult (FRS-A)**

This measure is referred to as the Parentification Questionnaire 2 – Adult (PQ-A) in the 36-month codebook and supporting documentation.

- Jurkovic, G.J., Thirkield, A., & Morrell, R. (2001). Parentification of adult children of divorce: A multidimensional analysis. *Journal of Youth and Adolescence*, 30(2), 245-257. doi: 10.1023/A:1010349925974
- Jurkovic, G.J. & Thirkield, A. (1999). *Filial Responsibility Scale-Adult (FRS-A)*. Available from Gregory J. Jurkovic, Department of Psychology, Georgia State University, University Plaza, Atlanta, GA 30303.
- Jurkovic, G. J., Morrell, R., & Thirkield, A. (1999). Assessment of childhood parentification: Guidelines for researchers and clinicians. In N. Chase (Ed.), *Burdened children: Theory, research, and treatment of parentification* (pp. 92-113). Thousand Oaks, CA: Sage.
- Jurkovic, G.J. (1998). Destructive parentification in families: Causes and consequences. In L. L'Abate (Ed.), *Handbook of family psychopathology* (pp. 237-255). New York, NY: Guilford.
- Jurkovic, G. J. (1997). *Lost childhoods: The plight of the parentified child*. New York: Routledge.
- Sessions, M., & Jurkovic, G.J. (1986). *The Parentification Questionnaire*. Available from Gregory J. Jurkovic, Department of Psychology, Georgia State University, University Plaza, Atlanta, GA 30303.

### **Home Observation for Measurement of the Environment (HOME)**

- Caldwell, B. M. & Bradley, R.H. (2001). *HOME inventory administration manual (3rd ed.)*. Little Rock, AR: University of Arkansas at Little Rock. Available from: <http://ualr.edu/case/index.php/home/home-inventory/contact-information/>
- Caldwell, B. M., & Bradley, R. H. (1984). *Home observation for the measurement of the environment-revised edition*. Little Rock, AR: University of Arkansas at Little Rock. Available from: <http://ualr.edu/case/index.php/home/home-inventory/contact-information/>

### **Home Observation for Measurement of the Environment- Infant/Toddler (IT-HOME)**

- Bradley, R.H., Mundfrom, D.J., Whiteside, L., Casey, P.H., & Barrett, K. (1994). A factor analytic study of the infant-toddler and early childhood versions of the HOME inventory

administered to white, black, and Hispanic American parents of children born preterm. *Child Development*, 65(3), 880-888. Retrieved from: <http://www.jstor.org/stable/1131425>

### **Home Observation for Measurement of the Environment Inventory/Early Adolescent Version (EA-HOME)**

- Bradley, R.H., Corwyn, R.F., Caldwell, B.M., Whiteside-Mansel, L., Wasserman, G.A., & Mink, I.T. (2000). Measuring the home environments of children in early adolescence. *Journal of Research on Adolescence*, 10(3), 247-288. Retrieved from: <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=4742874&site=ehost-live>

### **Home Stimulation Perception Questionnaire (HSP) - Short Form**

- Bailey, C.T. & Boykin, A.W. (2001). The role of task variability and home contextual factors in the academic performance and task motivation of African American elementary school children. *The Journal of Negro Education*, 70(1/2), 84-95. Retrieved from: <http://www.jstor.org/stable/2696285>
- Boykin, A.W. & Bailey, C.T. (2001). The role of cultural factors in school relevant cognitive functioning: Description of home environmental factors, cultural orientations, and learning preferences (Report No. 43). Johns Hopkins University and Howard University's Center for the Education of Students Placed At Risk (CRESPAR). Retrieved from: <http://www.csos.jhu.edu/crespar/techReports/Report43.pdf>
- Bailey, C. (1997). Physical stimulation and cognitive performance of low-income African American and European American school children: Conceptual, motivational, and practical considerations for educational research and practice. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Boykin, A.W. & Cunningham, R.T. The effects of movement expressiveness in story content and learning context on the analogical reasoning performance of African American Children. *Negro Education*, 70(1/2), 72-83. Retrieved from: <http://www.jstor.org/stable/2696284>

### **Infant Toddler Social and Emotional Assessment (ITSEA)**

Study authors were given permission to use a pre-published version of the instrument from 2002.

- Carter, A. & Briggs-Gowan, M. (2005). *Infant Toddler Social Emotional Assessment (ITSEA)*. San Antonio, TX: Pearson Education, Inc. Available from: <http://www.pearsonassessments.com/>

### **Inventory of Parent and Peer Attachment (IPPA)**

- Armsden, G. C., & Greenberg, M. T. (2009). *Inventory of parent and peer attachment (IPPA)*. Retrieved from Pennsylvania State University, College of Health and Human Development, Prevention Research Center website : <http://prevention.psu.edu/pubs/documents/IPPAmanual0809.pdf>

### **Knowledge of Infant Development Inventory (KIDI)**

- MacPhee, D. (1981). *Knowledge of infant development inventory and catalog of previous experience with infants*. Princeton, NJ: Educational Testing Service. Available from: <http://store.digitalriver.com/store/ets/DisplayProductDetailsPage/productID.39389800>

### **Landry Naturalistic Observation of Parenting**

The verbal stimulation category (amount of time spent talking to child) was added for this study.

- Landry, S.H., Smith, K.E., Miller-Loncar, C.L., & Swank, P.R. (1997). Predicting cognitive-linguistic and social growth curves from early maternal behaviors in children at varying degrees of biological risk. *Developmental Psychology*, 33(6), 1040-1053. doi: 10.1037/0012-1649.33.6.1040

### **Maternal Social Support Index (MSSI)**

- Pascoe, J.M., Ialongo, N.S., Horn, W.F., Reinhart, M.A. & Perradatto, D. (1988). The reliability and validity of the maternal social support index. *Family Medicine*, 20(4), 271-276.
- Pascoe, J.M., Walsh-Clifford, N. & Earp., J.A. (1982). Construct validity of a maternal social support scale. *Journal of Developmental and Behavioral Pediatrics*, 3(2), 122. Retrieved from: [http://journals.lww.com/jrnldb/Citation/1982/06000/Construct\\_Velocity\\_of\\_a\\_Maternal\\_Social\\_Support.15.aspx](http://journals.lww.com/jrnldb/Citation/1982/06000/Construct_Velocity_of_a_Maternal_Social_Support.15.aspx)

### **Mother-Child Neglect Scale (MCNS)**

- Lounds, J. J., Borkowski, J. G., & Whitman, T. L. (2006). The potential for child neglect: The case of adolescent mothers and their children. *Child Maltreatment*, 11(3), 281-294. doi: 10.1177/1077559506289864
- Lounds, J. J., Borkowski, J. G., & Whitman, T. L. (2004). Reliability and validity of the mother-child neglect scale. *Child Maltreatment*, 9(4), 371-381. Retrieved from: <http://cmx.sagepub.com/cgi/content/abstract/9/4/371>

### **Multidimensional Neglectful Behavior Scales (MNBS) - Form A: Adolescent and Adult Recall Version**

- Straus, M. A., Kinard, E. M., & Williams, L. (2008). *The multidimensional neglectful behavior scale, form A: Adolescent and adult-recall version*. Retrieved from University of New Hampshire, Family Research Laboratory website: <http://pubpages.unh.edu/~mas2/>
- Straus, M. A. (2004). *Guide to the multidimensional neglectful behavior scales*. Retrieved from University of New Hampshire, Family Research Laboratory website: <http://pubpages.unh.edu/~mas2/NS9%20GUIDE.pdf>

- Straus, M. A., Kinard, E. M., & Williams, L. (1995). *The multidimensional neglectful behavior scale, form A: Adolescent and adult-recall version*. Retrieved from University of New Hampshire, Family Research Laboratory website: <http://pubpages.unh.edu/~mas2/NS1H.pdf>
- Straus, M. A., Kinard, E. M., & Williams, L. (1995). *The neglect scale*. Retrieved from University of New Hampshire, Family Research Laboratory website: <http://pubpages.unh.edu/~mas2/NS1H.pdf>

### **Observed Parenting Essentials (OPE)**

- Lefever, J. B., Howard, K. S., Lanzi, R. G., Borkowski, J. G., Atwater, J., Guest, K. C., Ramey, S. L., Hughes, K., & Centers for the Prevention of Child Neglect (2008). Cell phones and the measurement of child neglect: The validity of the parent-child activities interview. *Child Maltreatment, 13*(4), 320-333. Retrieved from: <http://cmx.sagepub.com/cgi/content/abstract/13/4/320>

### **Parent Opinion Questionnaire (POQ)**

- Azar, S. T., & Rohrbeck, C. A. (1986). Child abuse and unrealistic expectations: Further validation of the parent opinion questionnaire. *Journal of Consulting and Clinical Psychology, 54*(6), 867-868. doi: <http://dx.doi.org/10.1037/0022-006X.54.6.867>
- Azar, S. T., Robinson, D. R., Hekimian, E., & Twentyman, C. T. (1984). Unrealistic expectations and problem-solving ability in maltreating and comparison mothers. *Journal of Consulting and Clinical Psychology, 52*, 687-691. doi: [10.1037/0022-006X.52.4.687](http://dx.doi.org/10.1037/0022-006X.52.4.687)

### **Parenting Opinion Questionnaire - Short Form (POQ-SF)**

- Haskett, M. E., Scott, S. S., Willoughby, M., Ahern, L., & Nears, K. (2006). The parent opinion questionnaire and child vignettes for use with abusive parents: Assessment of psychometric properties. *Journal of Family Violence, 21*(2), 137-151. doi: <http://dx.doi.org/10.1007/s10896-005-9010-2>

### **Parenting Stress Index - Short Form (PSI-SF)**

- Reitman, D., Currier, R. O., & Stickle, T. R. (2002). A critical evaluation of the parenting stress index-short form (PSI-SF) in a head start population. *Journal of Clinical Child and Adolescent Psychology, 31*(3), 384-392. Retrieved from: <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=7232503&site=ehost-live>
- Abidin, R. A. (1995). *Parenting stress index short form (PSI-SF)*. Lutz, FL: Psychological Assessment Resources. Available from: <http://www4.parinc.com/Products/Product.aspx?ProductID=PSI-SF>

### **Paulhus Deception Scales (PDS): The Balanced Inventory of Desirable Responding**

- Lanyon, R.I., & Carle, A.C. (2007). Internal and external validity of scores on the balanced inventory of desirable responding and the Paulhus deception scales. *Education and Psychological Measurement*, 67(5), 859-876. doi: 10.1177/0013164406299104
- Paulhus, D. L. (1998). Interpersonal and intrapsychic adaptiveness of trait self-enhancement: A mixed blessing? *Journal of Personality and Social Psychology*, 74(5), 1197-1208. doi: 10.1037/0022-3514.74.5.1197
- Paulhus, D. L., & John, O. P. (1998). Egoistic and moralistic biases: The interplay of self-deceptive mechanisms with basic traits and motives. *Journal of Personality*, 66(6), 1025-1060. doi: 10.1111/1467-6494.00041
- Paulhus, D. L. (1998). *Paulhus deception scales (PDS) : The balanced inventory of desirable responding-7 : User's manual*. North Tonawanda, N.Y.: Multi-Health Systems. Available from: <https://ecom.mhs.com/%28S%280rnlmu454g0uyn34o2hnid55%29%29/product.aspx?gr=saf&prod=pds&id=resources#techInfo>

### **Pearlin Mastery Scale**

- Pearlin, L.I., Menaghan, E.G., Lieberman, M.A., Mullan, J.T. (1981). The stress process. *Journal of Health and Social Behavior*, 22(4), 337-356. Retrieved from: <http://www.jstor.org/stable/2136676>
- Pearlin, L.I., & Schooler, C. (1978). The structure of coping. *Journal of Health and Social Behavior*, 19(1), 2-21. Retrieved from: <http://www.jstor.org/stable/2136319>

### **Preschool Language Scale, Fourth Edition (PLS-4)**

- Zimmerman, I. L. & Castilleja, N. F. (2005). The role of a language scale for infant and preschool assessment. *Mental Retardation and Developmental Disabilities Research Reviews*, 11, 238-246. doi: 10.1002/mrdd.20078
- Zimmerman, I. L., Steiner, V. G., & Pond, R. E. *Preschool language scale, fourth edition (PLS-4)*. San Antonio, TX: Pearson Education, Inc. Available from: <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8659-406>

### **Responsibilities and Perceptions of Child Neglect (RPCN)**

- Lanzi, R. G. (n.d.). *Responsibilities and perceptions of child neglect [Unpublished Instrument]*. Washington, DC: Georgetown University.
- Lefever, J. B., Howard, K. S., Lanzi, R. G., Borkowski, J. G., Atwater, J., Guest, K. C., Ramey, S. L., & Hughes, K. (2008). Cell phones and the measurement of child neglect: The validity of the parent-child activities interview. *Child Maltreatment*, 13(4), 320-333. doi: 10.1177/1077559508320680

### **Risk of Physical Neglect Indicator (RPNI)**

- Baggett, K. (n.d.). *Risk of physical neglect indicator (RPNI) [Unpublished Instrument]*. Kansas City, KS: University of Kansas.

### **Social Support Interview (SSI)**

- Ramey, S. L. (n.d.). *Social support interview [unpublished instrument]*. Washington, DC: Georgetown University.

### **Strange Situation**

- Ainsworth, M. D. S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, N.J.: Lawrence Erlbaum.

### **Supplement to the HOME for Impoverished Families (SHIF)**

- Ertem, I. O., Forsyth, B. W. C., Avni-Singer, A., Damour, L. K., & Cicchetti, D. V. (1997). Development of a supplement to the HOME scale for children living in impoverished urban environments. *Journal of Developmental and Behavioral Pediatrics, 18*(5), 322-328. Retrieved from: [http://journals.lww.com/jrnldb/Fulltext/1997/10000/Development\\_of\\_a\\_Supplement\\_to\\_the\\_HOME\\_Scale\\_fo](http://journals.lww.com/jrnldb/Fulltext/1997/10000/Development_of_a_Supplement_to_the_HOME_Scale_fo)

### **Wechsler Abbreviated Scale of Intelligence (WASI)**

- Wechsler, David (1999). *Wechsler abbreviated scale of intelligence (WASI)*. San Antonio, TX: Pearson Education, Inc. Available from: <http://pearsonassess.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8981-502&Mode=summary>

### Related Publications & Reports

**\*Users are strongly encouraged to obtain these references before doing analyses. To view a complete list of publications, go to [www.ndacan.cornell.edu](http://www.ndacan.cornell.edu), navigate to the Borkowski dataset page, and click on the publications link.**

Akai, C. E. (2007). *Redefining early child neglect: Subthreshold pathways to non-optimal development*. (Doctoral dissertation, University of Notre Dame). Retrieved from <http://proquest.umi.com/pqdweb?did=1564034341&sid=9&Fmt=2&clientId=8424&RQT=309&VName=PQD>. (AAT 3318045)

Bert, S. C., Guner, B. M., Lanzi, R. G., & Centers for Prevention of Child Neglect. (2009). The influence of maternal history of abuse on parenting knowledge and behavior. *Family Relations, 58*(2), 176-187. doi:<http://dx.doi.org/10.1111/j.1741-3729.2008.00545.x>



- Farris, J. R. (2007). *Adolescent parenting, subthreshold neglect, and infant attachment*. (Doctoral dissertation, University of Notre Dame). Retrieved from <http://proquest.umi.com/pqdweb?did=1564005741&sid=8&Fmt=2&clientId=8424&RQT=309&VName=PQD>. (AAT 3318051)
- Gilbert, K. K. (2006). *Relationship of parenting stress and social support to adolescent maternal parenting behavior and child abuse potential*. (Doctoral Dissertation, The University of Alabama at Birmingham). Retrieved from: [http://gradworks.umi.com/cgi-bin/redirect?url=http://gateway.proquest.com/openurl%3furl\\_ver=Z39.88-2004%26res\\_dat=xri:pqdiss%26rft\\_val\\_fmt=info:ofi/fmt:kev:mtx:dissertation%26rft\\_dat=xri:pqdiss:3253050](http://gradworks.umi.com/cgi-bin/redirect?url=http://gateway.proquest.com/openurl%3furl_ver=Z39.88-2004%26res_dat=xri:pqdiss%26rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation%26rft_dat=xri:pqdiss:3253050). (AAT 3253050)
- Keener, L. J. (2006). *Adult and adolescent parenting: Differences in maternal knowledge of infant development and parenting style*. (Doctoral Dissertation, The University of Alabama at Birmingham). Retrieved from <http://proquest.umi.com/pqdweb?index=0&did=1280145021&SrchMode=1&sid=3&Fmt=2&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1291218715&clientId=8424>. (AAT 3253054)
- Lanzi, R. G., Bert, S. C., Jacobs, B. K., & the Centers for the Prevention of Child Neglect. (2009). Depression among a sample of first-time adolescent and adult mothers. *Journal of Child and Adolescent Psychiatric Nursing*, 22(4), 194-202. doi:<http://dx.doi.org/10.1111/j.1744-6171.2009.00199.x>
- Smith, L. E. (2006). *Early parenting trajectories and children's language development: Differences between adolescent and adult mothers*. (Doctoral Dissertation, University of Notre Dame). Retrieved from <http://proquest.umi.com/pqdweb?index=1&did=1172114531&SrchMode=1&sid=2&Fmt=2&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1291218139&clientId=8424>. (AAT 3221333)
- Smith, L. E., Akai, C. E., Klerman, L. V., & Keltner, B. R. (2010). What mothers don't know and doctors don't say: Detecting early developmental delays. *Infant Mental Health Journal*, 31(4), 455-466. doi:<http://dx.doi.org/10.1002/imhj.20266>
- Smith, L. E., & Howard, K. S. (2008). Continuity of paternal social support and depressive symptoms among new mothers. *Journal of Family Psychology*, 22(5), 763-773. doi:<http://dx.doi.org/10.1037/a0013581>

### Analytic Considerations

Not all measures were administered at all sites and waves. Consult appendix A for a guide to when measures were administered and the data files to determine the site of administration.

If you are considering using Spanish speaking participant's data, carefully consult the English to Spanish comparison documents found at each wave of administration for known issues prior to

conducting any analyses.

Please note: attachment codes, Parent-Child Activity interviews, short cell phone interviews are NOT included in this data collection.

### Confidentiality Protection

All dates have been changed to the 15th of the month. Also, primary and secondary identifiers have been removed, and as a result, there will be instances where variables that appear in the codebooks but are not available in the data files. A listing of variables removed from the dataset has been included in a file called "deleted variables" (see Appendix B).

Potential identifying information has been removed from string variables. In instances where the data from the string variables was re-coded into a new numeric variable, the string variable was removed from the dataset.

### Extent of Collection

This collection consists of the User's Guide, codebook and derivation syntax files corresponding to each wave of data collection.

**Release notes:** The 2012 release of the dataset includes data and associated files for the 24, 30, and 36 month interviews.

### Extent of Processing

NDACAN produced the User's Guide, Appendix B, SAS import statements with text data, and SPSS native data files.

## **DATA FILE INFORMATION**

### File Specifications

No.	File Name
1	PFT12monthv2_0_1_av2
2	PFT12MonthV2_0_RFI
3	PFT18month2_0_av2
4	PFT18MonthV1_0_RFI
5	PFT24monthv1_0
6	PFT24monthV1_ORFI
7	PFT30monthRFI_V1_0
8	PFT30monthv1_0
9	PFT36month
10	PFT36monthRFI



No.	File Name
11	PFT4month2_0_av2
12	PFT6monthv3_0_1_av2
13	PFT6MonthV3_0_RFI
14	PFT8MonthV2_ORFI
15	PFT8monthv3_0_av2
16	PFTPrenatalV5_0_1_av2
17	PFTPrenatalV5_0_RFI

### Data File Notes

Data files can be merged by "particid"

Questions that were asked repeatedly, that would not change over time, were filled in if missing at one assessment. Examples of these include, wedding dates, birth dates of subsequent children, country of mother's birth. Study investigators also used Response Function Imputation (RFI) to estimate data at the item level. Data that were estimated using RFI are in a separate data file with "RFI" in the file name.

There may be variables listed in the Codebooks that have been removed from the data files (see Appendix B).

Attachment codes, Parent-Child Activity interviews, short cell phone interviews are NOT included in this data collection.

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



