

### Overview of NSCAW Child Instrument

| Module                        | CAPI Section | Construct                        | Measure   | Author /Publisher  | Child Age        | Waves             | Information Gathered  |
|-------------------------------|--------------|----------------------------------|---|--|------------------|-------------------|---|
|                               | CH           | Child characteristics            | Project-developed questions   | N/A  | All <sup>1</sup> | 1, 3, 4           | Child s demographic information, and height, weight, and head circumference for children < 4  |
| Cognitive Status              | KB           | Developmental / Cognitive status | Kaufman Brief Intelligence Test (K-BIT): Expressive Vocabulary, Definitions, and Matrices | Kaufman & Kaufman, 1990, American Guidance Service, Inc.                 | 4                | 1, 3, 4           | Standardized assessment tool comprised of two sub sets: Vocabulary (expressive vocabulary and definitions) & Matrices (ability to perceive relationships & complete analogies). |
| Cognitive Status              | BD           | Developmental / Cognitive status | Battelle Developmental Inventory (BDI) & Screening Test Cognitive Skills section          | Newborg, Stock, Wnek, Guidubaldi, & Svinicki, 1988, Riverside Publishing | <4               | 1, 3, 4           | Cognitive skills; administered to age 4 and older if B-BIT score = 0  |
| Neurodevelopmental Impairment | NI           | Developmental / Cognitive status | Bayley Infant Neurodevelopmental Screener (BINS)  | Aylward, 1995  | <2               | 1, 3 <sup>2</sup> | Basic brain function, ability to comprehend and express, and intellectual processes   |
| Communication                 | CO           | Communication skills             | Preschool Language Scales-3 (PLS-3)   | Zimmerman, Steiner, & Pond, 1992, The Psychological Corporation          | <6               | 1, 3, 4           | Standardized assessment tool comprised of three scales: expressive communication, auditory comprehension, and total language, which include pre-linguistic and language skills  |
| School Achievement            | AH           | Academic achievement             | Mini Battery of Achievement (MBA)   | Woodcock, McGrew, & Werder, 1994, Riverside Publishing                   | 6                | 1, 3, 4           | Standardized test of academic achievement with respect to reading and mathematics   |
| Community Environment         | CN           | Neighborhood factors             | Abridged Community Environment Scale from National Evaluation of Family Support Programs  | Abt Associates, Inc., 1996   | EY               | 4                 | Behavior of emancipated youth in terms of the environment of their community; items mirror Community Environment module in Current Caregiver Instrument                         |

1

Child household information was provided by caregivers for very young children.

2

The BINS is not administered at Wave 4 because sampled children have aged up.

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| School Engagement                     | SE           | School engagement  | Drug Free Schools (DFSCA) Outcome Study Questions                      | U.S. Department of Education: Office of the Under Secretary                                   | 6         | 1, 3,4 | School achievement; student's disposition toward learning and school; administered only to children in school (excludes home schooled situations)                 |
| Relationship with Peers               | RP           | Peer relationships, including social rejection   | Loneliness and Social Dissatisfaction Questionnaire for Young Children | Asher et al., 1984; Asher and Wheeler (rev.), 1985  | 5-7       | 1, 3,4 | Success in making and keeping friendships; school adjustment; administered only to children in school (excludes home schooled situations)                         |
| Relationship with Peers               | RR           | Peer relationships, including social rejection   | Loneliness and Social Dissatisfaction Questionnaire for Young Children | Asher et al., 1984; Asher and Wheeler (rev.), 1985  | 8         | 1, 3,4 | Success in making and keeping friendships; school adjustment; administered only to children in school (excludes home schooled situations)                         |
| Protective Factors                    | PF           | Protective factors   | Resiliency Scale - Long SCAN   | Runyan, Curtis, Hunter, Black, Kotch, Bangdiwala, Dubowitz, English, Everson, Landsverk, 1997 | 11        | 1, 3,4 | Resources that a child has that facilitate resiliency   |
| Parental Monitoring                   | PM           | Behavioral Monitoring  | Parental Monitoring from UNOC CAP                                      | Use, Need, Outcome, and Costs in Child and Adolescent Populations Steering Committee          | 10        | 1, 3,4 | Extent to which the caregiver monitors the child's activities   |
| Independent Living                    | IP           | Independent living   | Project-developed questions  | N/A   | 14        | 4      | Life skills the youth may have developed and where he/she learned the skill   |
| Questions for Children in Out-of-Home | OH           | Child in out-of-home care; Perceptions of Permanency, Disruptions, Contact with Family | University of California at Berkeley Foster Care Study                 | Fox, Frasch, & Berrick, 2000  | 6         | 1, 3,4 | Adjustment of children in out-of-home placement, including concerns about how well they fit in with their foster family and how permanent they view the placement |

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| Family Contact for Adopted and Emancipated Youth | AO           | Perceptions of Permanency, Disruptions, Contact with Family                        | University of California at Berkeley Foster Care Study  | Fox, Frasch, & Berrick, 2000   | 6         | 4       | Adjustment of adopted and emancipated youth, including concerns about how well they fit in with their adoptive family (if applicable) and contact with biological family |
| Satisfaction with Caseworker Services            | SW           | Satisfaction with Caseworker services  | Project developed satisfaction questions  | N/A  | 11        | 1, 3, 4 | Degree of satisfaction with caseworker services  |
| Future Expectations                              | FE           | Future expectations  | Expectations About Employment, Education, and Life Span Section from Adolescent Health Survey | Beaman, Jones, and Udry, 1997  | 10        | 1, 3, 4 | Expectations as related to children's life experiences   |
| Social Support                                   | SU           | Social support and other family resources, including assistance with child-rearing | Adapted from Duke Functional Social Support Scale and Sarason Social Support Questionnaire-3  | Sarason, Levine, Basham, & Sarason, 1983; Sarason, Sarason, Shearin & Pearce, 1987 | EY        | 4       | Perceived social support for emancipated youth; items mirror Social Support module in Current Caregiver Instrument   |
| Physical Health                                  | PE           | Physical health  | Short-Form Health Survey (SF-12)  | Ware, Kosinski & Keller, 1996  | EY        | 4       | Physical health status of emancipated youth; items mirror Physical Health module in Current Caregiver Instrument   |
| Depression                                       | CD           | Mental health  | Children's Depression Inventory   | Kovacs, 1992; Multi Health Systems   | 7         | 1, 3, 4 | All aspects of well-being, including behavior problems   |
| Trauma   | TR           | Mental health  | Trauma Symptom Checklist for Children - PTSD Section  | Briere, 1996   | 8         | 1, 3, 4 | Indicators of Post-traumatic Stress Disorder   |
| Youth Activities                                 | YA           | Participation in activities  | Youth Self Report - Social Competence Scale   | Achenbach, 1991, University Associates in Psychiatry; Burlington, VT               | 11        | 1, 3, 4 | Involvement in activities which may promote social skills or cognitive development   |
| Youth Behavior                                   | YB           | Behavior problems  | Youth Self Report - Syndrome and Total Problems Scale   | Achenbach, 1991, University Associates in Psychiatry; Burlington, VT               | 11        | 1, 3, 4 | Magnitude of aggressive behavior and impulse control   |

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| ACASI Introduction                       | AC           | N/A   | Project-developed practice questions   | N/A   | 11        | 1, 3, 4 | N/A   |
| Relationship with Care giver (s) (ACASI) | RC           | Relationship with parents and other significant adults    | Revised Adolescent Health Survey Questions: Relatedness Scale from Research Assessment Package for Schools - Self-Report Instrument for Middle School Students (RAPSS-M) | James P. Connell, 1998  | 11        | 1, 3, 4 | Degree of supportive relationships between child and adult  |
| Closeness to Care giver (s) (ACASI)      | CL           | Relationship with parents and other significant adults    | Project-developed questions  | N/A   | 11        | 1, 3, 4 | Degree of supportive relationships between child and adult  |
| Exposure to Violence (ACASI)             | EV           | Loss, violence and other stressors in and out of the home | Violence Exposure Scale (VEX-R) - Home Set   | Fox & Leavit, 1995  | 5         | 1, 3, 4 | Violence observed and experienced in the home   |
| Services Received (ACASI)                | SV           | Services received   | Project-developed questions  | N/A   | 11        | 1, 3, 4 | Factors that affect the service provision process; includes items administered only at Wave 4 for emancipated youth |
| Substance Abuse (ACASI)                  | SA           | Substance abuse   | Drug Free School Community Act Outcome Study Questions   | U.S. Department of Education: Office of the Under Secretary                                   | 11        | 1, 3, 4 | Misuse of controlled substances as associated with depression and maltreatment                                      |
| Sexual Activity (ACASI)                  | SX           | Sexual behavior   | LongSCAN   | Runyan, Curtis, Hunter, Black, Kotch, Bangdiwala, Dubowitz, English, Everson, Landsverk, 1997 | 11        | 1, 3, 4 | Early sexual activity   |

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| Delinquency (ACASI)        | DE           | Delinquency   | Modified Self Report of Delinquency<br><br>Revised Adolescent Health Survey Questions                        | Achenbach, 1991, University Associates in Psychiatry; Burlington, VT; Elliot and Busse, 1992 | 11        | 1, 3, 4 | Participation in delinquent or criminal activities; includes items added at Wave 4 on reasons for recent arrests  |
| Injuries (ACASI)           | IJ           | Maltreatment  | Injury Questions from Child Health and Illness Profile-Adolescent Edition                                    | Starfield, Ensminger, Green, Riley, Ryan, Kim-Harris, Crawford, Johnston, 1995               | 11        | 1, 3, 4 | Nature and extent of injuries in the past 12 months   |
| Victimization (ACASI)      | VC           | Victimization | Incidence and Prevalence of Drug Abuse Among Runaway and Homeless Youth Study - Shelter Sample Questionnaire | Research Triangle Institute, 2002  | EY        | 4       | Emancipated youth's victimization, including things that may have happened to the youth since he/she started living on own (e.g., robbery sexual assault) |
| Child Maltreatment (ACASI) | CM           | Maltreatment  | Adaption of Parent-Child Conflict Tactics Scale  | Straus, M.A, Hamby, S.L., Finkelhor, D., Moore, D.W., & Runyan, D., 1998                     | 11        | 1, 3, 4 | Additional maltreatment information in order to better understand the effects of the severity and specific type of abuse                                  |
| ACASI Finish               | AF           | N/A           | Project-developed script to close ACASI module   | N/A  | 11        | 1, 3, 4 | N/A   |
| Teacher Authorization      | AU           | N/A           | Project-developed questions to collection contact information for the teacher survey                         | N/A  | EY        | 4       | Teacher contact information collected from emancipated youth, including school name, address, and phone number  |
| Locator Form               | LO           | N/A           | Project-developed questions to track respondent for future interview waves                                   | N/A  | EY        | 4       | Locator information for emancipated youth and up to 3 contact persons   |

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| Data Linkage          | LK           | N/A       | Project-developed script requesting permission for researchers to link NSCAW data to data from other sources | N/A               | 13        | 3, 4   | N/A                  |
| Verifications         | VO           | N/A       | Project-developed script informing respondent of potential recontact for interview QC purposes               | N/A               | EY        | 4      | N/A                  |
| Child Interview Close | CC           | N/A       | Project-developed end-of-interview script  | N/A               | All       | 1, 3,4 | N/A                  |