

Table 1 Constructs, Method, and Timing of Assessments in K-5

CONSTRUCT	METHOD ¹	GRADE ²	CITATION
Social Adaptational Status			
Conduct Problems/Oppositional Defiant Behavior Social Contact/Shy Behavior Likeability/Rejection	T, P, Pr T, P, Pr	T = K ³ -3 P = 1 Pr = 1	<ul style="list-style-type: none"> • Teacher: Teacher Observation of Classroom Adaptation-Revised (TOCA-R): Werthamer-Larsson, Kellam, & Wheeler (1991) • Parent: Parent Observation of Child Adaptation (POCA) (Ialongo et al., 1999) • Peer: Peer Nomination Inventory: Pekarik, Prinz, Leibert, Weintruab, & Neale (1976)
Attention/Concentration Problems Hyperactivity Impulsivity	T, P T, P T, P		
Grades Attendance Standardized Achievement ⁴ Special Education Disciplinary Removals Fee Lunch Status Grade Retention	School Records	K-5	
Criminal Convictions Arrests Police Contact	Police & Court Records	K-5	
Psychological Well-Being			
Anxiety Depression	Y, P, Pr	Y = 1-3 P = 1 Pr = 1	<ul style="list-style-type: none"> • Baltimore How I Feel (BHIF): Ialongo et al. (1989) Parent & Child Versions • Peer: Peer Nomination Inventory: Pekarik, Prinz, Leibert, Weintruab, & Neale (1976)
Mediators & Moderators			
Parent Discipline Practices; Monitoring; Reinforcement; Rejection, Problem Solving, Support for Learning Parent-Teacher Communication	Y, P	Y = 1 P = 1	<ul style="list-style-type: none"> • Structured Interview of Parent Management Skills & Practices: Capaldi & Patterson (1989)
Family Mental Health Family Drug and Alcohol Problems Family Life Events and Social Support	P	P = 1	<ul style="list-style-type: none"> • UM-CIDI (Kessler et al. 1994) • Health and Daily Living Form: Moos, Cronkite, Billings, & Finney (1987)
Parent and Child Physical Health Family Income	P	P = 1	<ul style="list-style-type: none"> • National Health and Nutrition Examination Survey (NHNES): NCHS (1990)
<u>Community Profiles and Characteristics:</u> Unemployment Poverty Education Levels Household Size And Structure Type Of Housing Population Density Ethnic Composition Nature And Rates Of Crime	Census, Police & Court Records	K-5	
Services Need and Use			
Need for Services for Emotional and Behavioral Problems	P, T	P = 1 T = K-3	
Use Of Services For Emotional And Behavioral Problems	P, T,	P = 1 T = K-3	
Need for Special Education Services	P, T	P = 1 T = K-3	
Use Of Special Education Services	P, T	P = 1 T = K-3	

¹ T=Teacher; P=Parent; Pr=Peer; Y=Youth.

² In Grade 1 assessments were conducted in Fall and Spring.

³ An abbreviated form of the TOCA-R was used in the Spring of kindergarten.

⁴ Standardized achievement tests were not administered in Maryland in grade 4.

Table 1b. The Existing Data Set: Constructs & Measures Grades 6-12

CONSTRUCT	METHOD ¹	GRADE	CITATION
SOCIAL ADAPTATIONAL STATUS			
Conduct Problems/Oppositional Defiant Behavior Social Contact/Shy Behavior	T,P T,P	T = 6-12 P = 6-9	<ul style="list-style-type: none"> Teacher: Teacher Observation of Classroom Adaptation-Revised (TOCA-R): Werthamer-Larsson, Kellam, & Wheeler (1991) Parent: Parent Observation of Child Adaptation (POCA): Ialongo, Edelsohn, Werthamer-Larsson, Crockett, & Kellam (1989)
Attention/Concentration Problems Hyperactivity Impulsivity	T,P T,P T,P		
Likeability/Rejection	T,P		
Conduct Disorder	Y, P	P = 6-9 Y = 6-12	<ul style="list-style-type: none"> Diagnostic Interview Schedule for Children: (DISC-Y & P): Shaffer, Fisher, Lucas, Dulcan, Schwab-Sone (2000)
Tobacco, Alcohol, Marijuana, Crack, Cocaine, Heroin, Inhalants, Ecstasy, Hallucinogens, Amphetamines, Narcotics, & Tranquilizers: Ever Offered Intent To Use Ever Use Age At First Use Frequency Of Use Last Use Dependence/Impairment	Y	Y = 6-12	<ul style="list-style-type: none"> National Survey on Drug Use & Health (NSDUH): SAMHSA (2001)
Gambling	Y	Y = 11	<ul style="list-style-type: none"> The South Oaks Gambling Screen—Revised for Adolescents (Winters et al., 1993)
Reading Math	Y	Y = 6-10 ² 12	<ul style="list-style-type: none"> Kaufman Test of Educational Achievement (K-TEA): Kaufman & Kaufman (1998)
Grades Attendance Standardized Achievement Special Education Disciplinary Removals Free Lunch Status Grade Retention Dropout/Graduation	School Records	6-12	
Criminal Convictions Arrests Police Contact	Police & Court Records	K-12	
PSYCHOLOGICAL WELL-BEING			
Anxious And Depressive Symptoms	Y	Y = 6-12	<ul style="list-style-type: none"> Baltimore How I Feel (BHIF): Ialongo et al. (1989) Youth Version
Major Depression Dysthymia	Y, P	Y = 6-12 P = 6-9	<ul style="list-style-type: none"> DISC-P; DISC-Y Major Depression & Dysthymia Modules: Shaffer et al. (2000)
Generalized Anxiety Disorder	P	P = 6-9	<ul style="list-style-type: none"> DISC-P Generalized Anxiety Disorder Module: Shaffer et al. (2000)
MEDIATORS & MODERATORS			
Parent Discipline Practices; Monitoring; Reinforcement; Rejection, Problem Solving, Parent-Teacher Communication And Support For Learning	Y, P	Y = 6-12 P = 6-12	<ul style="list-style-type: none"> Structured Interview of Parent Management Skills & Practices: Capaldi & Patterson (1989)

¹ T=Teacher; P=Parent; Y=Youth.

² Math subtest not administered until grade 7

Table 1b continued. The Existing Data Set: Constructs & Measures Grades 6-12

CONSTRUCT	METHOD ¹	GRADE	CITATION
MEDIATORS & MODERATORS – CONTINUED			
Parent And Teacher Reinforcement And Punishment; Academic and Behavioral Domains	Y	Y = 6-12	
Youth’s Perception Of Parents And Friends Reaction If They Used Drugs Youth’s Attitudes Toward Friends Drug Use Youth’s Report Of Friends Drug Use Youth’s Report Of Risk And Availability Of Drugs Opportunity and Intention to Use Perceived Peer Pressure to Engage in Drug Use	Y	Y = 6-12	<ul style="list-style-type: none"> Monitoring the Future: Johnson, O’Malley, & Bachman (1995) National Survey on Drug Use & Health (NSDUH): SAMHSA (2001)
Youth’s Report Of Affiliation With Deviant Peers	Y	Y = 6-12	<ul style="list-style-type: none"> Exposure to Deviant Peers: Capaldi & Patterson (1989)
<u>Perception Of Neighborhood:</u> Drug Use; Violent Crime; Poverty	Y	Y = 6-12	<ul style="list-style-type: none"> Neighborhood Environment Scale (NES): Elliott, Huizinga, & Ageton (1985)
Youth’s Self Report: Perceived Competence: Scholastic Competence Close Friendships Physical Attractiveness Social Acceptance Romantic Relationships Athletic Competence Behavioral Conduct Global Self-Worth Salience: Scholastic Competence Close Friendships Physical Attractiveness Social Acceptance Romantic Relationships Athletic Competence Behavioral Conduct Global Self-Worth	Y	Y = 6-12	<ul style="list-style-type: none"> Self-Perception Profile for Adolescents: Harter (1988) How Important are These to How You Feel about Yourself as a Person: Harter (1988)
<u>Perfectionism:</u> Self Perception, Other’s Perceptions	Y	Y = 6-12	<ul style="list-style-type: none"> Child and Adolescent Perfectionism Scale (CAPS): Hewitt & Flett (1991)
<u>Control and Contingency:</u> Academic; Social; Behavioral, Related Beliefs, Romantic Relations, Athletics	Y	Y = 6-12	<ul style="list-style-type: none"> Control and Contingency Related Beliefs: Weisz et al (1993)
Negative Experience Associated With Race	Y	Y = 6-12	<ul style="list-style-type: none"> The Racism and Life Experiences Scales: Harrell (1997)
Social Support Network Quality of Social Support	Y	Y = 6-12	<ul style="list-style-type: none"> Arizona Social Support Interview Schedule (Barrera, 1981)
<u>Major Stressful Life Events Experienced By:</u> Youth Family Members Close Friends	Y	Y = 6-12	<ul style="list-style-type: none"> The Life Events Questionnaire: Coddington (1972) Adolescent Perceived Events Scale: Compass, Davis, Glen, & Forsythe (1985) Adolescent-Family Inventory of Life Changes: McCubbin & Patterson (1983)
Parent and Child Physical Health Family Income	P	P = 6-12	<ul style="list-style-type: none"> National Health and Nutrition Examination Survey (NHNES): NCHS (1990)
Height, Weight, Physical Attractiveness	OBS	Y = 6-12	<ul style="list-style-type: none"> Interviewer Observations

¹T=Teacher; P=Parent; Y=Youth; OBS = Interviewer Observation; SMHP=School-Based Mental Health Professional

Table 1b continued. The Existing Data Set: Constructs & Measures Grades 6-12

CONSTRUCT	METHOD ¹	GRADE	CITATION
MEDIATORS & MODERATORS – CONTINUED			
<u>Community Profiles and Characteristics:</u> Unemployment Poverty Education Levels Household Size And Structure Type Of Housing Population Density Ethnic Composition Nature And Rates Of Crime	Census, Police & Court Records	6-12	
Children’s Report of Violence Exposure	Y	6-12	• CREV, Cooley-Quille et al, 1995
Behavioral Inhibition System/Behavioral Activation System Scales	Y	9	• BIS/BAS, Carver & White, 1994
Anxiety Sensitivity	Y	9	• ASI (Peterson and Reiss, 1992; Reiss et al., 1986)
SERVICES NEED AND USE			
Need for Services for Emotional and Behavioral Problems	P, T, SMHP	P = 6-12 T = 6-12 SMHP=6-12	• Service Assessment for Children and Adolescents. (Horwitz et al, in press)
Use Of Services For Emotional And Behavioral Problems	P, T, SMHP	P = 6-12 T = 6-12 SMHP=6-12	• Service Assessment for Children and Adolescents. (Horwitz et al, in press)
Need for Special Education Services	P, T	P = 6-12 T = 6-12	• Service Assessment for Children and Adolescents. (Horwitz et al, in press)
Use Of Special Education Services	P, T	P = 6-12 T = 6-12	• Service Assessment for Children and Adolescents. (Horwitz et al, in press)
Youth Mental Health Service Utilization	Y, State & Local Records	Y = 10-12	• Service Assessment for Children and Adolescents. (Horwitz et al, in press)
Drug Treatment Service Utilization	Y, State & Local Records	Y = 10-12	• Service Assessment for Children and Adolescents. (Horwitz et al, in press)

¹T=Teacher; P=Parent; Y=Youth; OBS = Interviewer Observation; SMHP=School-Based Mental Health Professional

Table 1c. The Existing Data Set: Ages 19-26 Constructs & Measures

Construct	METHOD ¹	AGE	CITATION
SOCIAL ADAPTATIONAL STATUS			
Antisocial Personality Disorder & Behavior	YA	19-26	• Diagnostic Interview Schedule (DIS, Robbins et al , 2000)
Eating Problems	YA	25-26	• Eating Disorders Inventory (EDI) (Garner, Olmsted, & Polivy, 1983).
Tobacco, Alcohol, Marijuana, Crack, Cocaine, Heroin, Inhalants, Ecstasy, Hallucinogens, Amphetamines, Narcotics, & Tranquilizers: Ever Offered Intent To Use Ever Use Age At First Use Frequency Of Use Last Use Dependence/Impairment	YA	19-26	• National Survey on Drug Use & Health (NSDUH): SAMHSA (2001)
Pathological Gambling	YA	19-26	• Pathological Gambling Diagnostic Scale (Stinchfield et al., 2001)
Post Secondary Years of Education Grades Employment History Income	YA & College/ Vocational School Records YA	19-26	
History of Sexual Behavior (Lifetime & Last Month) History of STDs (Lifetime & Last Year). Pregnancy History.	YA	19-26	
Criminal Convictions Arrests Police Contact	Police & Court Records	19-26	
PSYCHOLOGICAL WELL-BEING			
Major Depression/ Dysthymia	YA	19-26	• CDISC IV --Y (Shaffer et al. , 2 000)
Generalized Anxiety Disorder Panic Social Phobia PTSD	YA	19-26 23-26	• CDISC IV –Y (Shaffer et al., 2000)

¹YA=Young Adult

Table 1c continued. The Existing Data Set: Ages 19-25 Constructs & Measures

CONSTRUCT	METHOD ¹	AGE	CITATION
MEDIATORS & MODERATORS			
Attention/Concentration Problems Hyperactivity Impulsivity	YA YA YA	19-26	<ul style="list-style-type: none"> • Adult ADHD Self-Report Scale-Short Form (ASRS, Kessler et al., 2006).
Young Adult's Perception Of Parents And Friends Reaction If They Used Drugs Attitudes Toward Friends Drug Use Friends Drug Use Risk And Availability Of Drugs Opportunity and Intention to Use Perceived Peer Pressure to Engage in Drug Use	YA	19-26	<ul style="list-style-type: none"> • Monitoring the Future: Johnson, O'Malley, & Bachman (1995) • National Survey on Drug Use & Health (NSDUH): SAMHSA (2001)
Youth's Report Of Affiliation With Deviant Peers	YA	19-26	<ul style="list-style-type: none"> • Exposure to Deviant Peers: Capaldi & Patterson (1989)
<u>Perception Of Neighborhood:</u> Drug Use; Violent Crime; Poverty	YA	19-26	<ul style="list-style-type: none"> • Neighborhood Environment Scale (NES): Elliott, Huizinga, & Ageton (1985)
<u>Young Adult's Self Report: of Perceived Competence:</u> Intellectual Intimate Relationships Physical Attractiveness Sociability Athletic Job Competence Nurturance Adequacy as a Provider Household Management Global Self-Worth <u>Salience:</u> Intellectual Intimate Relationships Physical Attractiveness Sociability Athletic Job Competence Nurturance Adequacy as a Provider Household Management Global Self-Worth	YA	19-26	<ul style="list-style-type: none"> • Adult Self-Perception Profile: Harter (Messer & Harter,) • How Important are These to How You Feel about Yourself as a Person (Messer & Harter, 1986)
<u>Perfectionism</u>	YA	19-26	<ul style="list-style-type: none"> • Multidimensional Perfectionism Scale (MPS): Hewitt & Flett (1991)
<u>Control and Contingency Related Beliefs:</u> Academic; Social; Behavioral, Romantic Relations, Athletics, Work	YA	19-26	<ul style="list-style-type: none"> • Control and Contingency Related Beliefs: Weisz et al (2001)
Negative Experience Associated With Race	YA	19-26	<ul style="list-style-type: none"> • The Racism and Life Experiences Scales: Harrell (1997)
Perceived Relations with Romantic Partners and Parents/Caregivers	YA	20-26	<ul style="list-style-type: none"> • The Quality of Relationships Inventory (QRI, Pierce, 1996)
Interpersonal Conflict	YA	20-26	<ul style="list-style-type: none"> • Revised Conflict Tactics Scales (CTS2) (Straus et al., 1996)
<u>Major Stressful Life Events Experienced By:</u> Young Adult Family Members Close Friends	YA	19-26	<ul style="list-style-type: none"> • The Life Events Questionnaire: Coddington (1972) • Health and Daily Living Form (HDL) (Moos et al., 1987)

¹YA= Young Adult

Table 1c continued. The Existing Data Set: Ages 19-26 Constructs & Measures

CONSTRUCT	METHOD ¹	AGE	CITATION
MEDIATORS & MODERATORS – CONTINUED			
DNA	Blood or Saliva	21-26	
Physical Health	YA	19-26	• National Health and Nutrition Examination Survey (NHNES): NCHS (1990)
<u>Community Profiles and Characteristics:</u> Unemployment Poverty Education Levels Household Size And Structure Type Of Housing Population Density Ethnic Composition Nature And Rates Of Crime	Census, Police & Court Records	19-26	
Violence Exposure	YA	19-26	• CREV, Cooley-Quille et al, 1995
SERVICES NEED AND USE			
Mental Health Service Utilization	YA, State & Local Records	19-26	• Service Assessment for Children and Adolescents. (Horwitz et al, 2001)
Drug Treatment Service Utilization	YA, State & Local Records	19-26	• National Survey on Drug Use & Health (NSDUH): SAMHSA (2001)

¹YA = Young Adult

Table 2 1st Grade Random Stratified Sub-Sample-Child Report

MEASURE	CONSTRUCT	RESPONDENT	FOCUS
COGNITIVE TASK ASSESSMENT (NEWMAN)	<p><u>*COGNITIVE LEVEL</u></p> <ul style="list-style-type: none"> -PREOPERATIONAL -EARLY CONCRETE OPERATIONAL -LATE CONCRETE OPERATIONAL 	CHILD	CHILD
THE PICTORIAL SCALE OF PERCEIVED COMPETENCE AND SOCIAL ACCEPTANCE FOR CHILDREN (THE HARTER) (HARTER & PIKE)	<p><u>*PERCEIVED COMPETENCE</u></p> <ul style="list-style-type: none"> -COGNITIVE -PHYSICAL <p><u>*PERCEIVED SOCIAL ACCEPTANCE</u></p> <ul style="list-style-type: none"> -PEER -MATERNAL 	CHILD	CHILD
HOW IMPORTANT ARE THESE THINGS TO HOW YOU FEEL ABOUT YOURSELF AS A PERSON-REVISED (THE HIATT-R) (HARTER)	<p><u>*STIMULUS VALENCE OF DOMAINS OF PERCEIVED COMPETENCE</u></p>	CHILD	CHILD
A MULTIDIMENSIONAL MEASURE OF CHILDREN'S PERCEPTIONS OF CONTROL (THE CONNELL) (CONNELL)	<p><u>*SOURCE OF CONTROL</u></p> <ul style="list-style-type: none"> -INTERNAL -POWERFUL OTHERS -UNKNOWN <p><u>*DOMAIN</u></p> <ul style="list-style-type: none"> -COGNITIVE -SOCIAL -PHYSICAL -GENERAL <p><u>*OUTCOME</u></p> <ul style="list-style-type: none"> -SUCCESS -FAILURE 	CHILD	CHILD
THE CHILD & ADOLESCENT PERFECTIONISM SCALE (THE CAPS) (HEWITT & FLETT)	<p><u>*EXPECTATIONS</u></p> <p><u>*PERFECTIONISM</u></p>	CHILD	CHILD
MY FAMILY & FRIENDS (THE MFF) (REID & RAMEY)	<p><u>*SOCIAL SUPPORT</u></p> <ul style="list-style-type: none"> -PERCEIVED AVAILABILITY -SATISFACTION <p><u>*CONTENT</u></p> <ul style="list-style-type: none"> -EMOTIONAL -INSTRUMENTAL -CONFLICT 	CHILD	CHILD
THE COPING AND THINKING CHILDREN'S INTERVIEW (THE CATCHI) (LUSTIG) (OPTIONAL)	<p><u>*STRESS</u></p> <ul style="list-style-type: none"> -COGNITIVE APPRAISALS -COPING STRATEGIES 	CHILD	CHILD
DIGIT CANCELLATION TEST (DCT)	<p><u>*ATTENTION</u></p> <p><u>*SPEED OF PROCESSING</u></p>	CHILD	CHILD

Table 2 (continued) 1st Grade Random Stratified Sub-Sample-Child Report

MEASURE	CONSTRUCT	RESPONDENT	FOCUS
CONTINUOUS PERFORMANCE TEST (CPT)	*ATTENTION *IMPULSIVITY	CHILD	CHILD
ANXIETY DISORDERS INTERVIEW SCHEDULE FOR CHILDREN-CHILD VERSION (THE ADIS-C) (SILVERMAN) SCHEDULE FOR AFFECTIVE DISORDERS & SCHIZOPHRENIA FOR SCHOOL AGE CHILDREN (6-18 YEARS) KIDDIE-SADS (K-SADS III-R)	*DISORDERS: -SCHOOL REFUSAL BEHAVIOR -SEPARATION ANXIETY -OVERANXIOUS DISORDER -MAJOR DEPRESSIVE EPISODE	CHILD	CHILD
SCHEDULE FOR AFFECTIVE DISORDERS & SCHIZOPHRENIA FOR SCHOOL AGE CHILDREN (6-18 YEARS) KIDDIE-SADS (K-SADS III-R) OBSERVATIONAL ITEMS	*BEHAVIORAL OBSERVATIONS -AFFECT -BIZARRE BEHAVIOR -RAPPORT	CLINICIAN	CHILD
CHILDREN'S GLOBAL ASSESSMENT SCALE (CGAS)	*LOWEST OVERALL EMOTIONAL & BEHAVIORAL FUNCTIONING IN PAST 6 MONTHS	CLINICIAN	CHILD
A. DEMOGRAPHICS	*DEMOGRAPHICS	CHILD'S PARENT OR GUARDIAN	PARENT CHILD
B. HOUSEHOLD ROSTER	*MEMBERS OF HOUSEHOLD -RELATIONSHIP TO CHILD -MARITAL STATUS -EDUCATIONAL LEVEL -EMPLOYMENT STATUS	CHILD'S PARENT OR GUARDIAN	MEMBERS OF HOUSEHOLD
C. BIOLOGICAL PARENTS	*BIOLOGICAL PARENTS -AMOUNT OF TIME LIVED AND SPENT WITH CHILD	CHILD'S PARENT OR GUARDIAN	CHILD
D. RACE/ETHNIC BACKGROUND	*RACE/ETHNIC, FAMILY BACKGROUND	CHILD'S PARENT OR GUARDIAN	PARENT
E. HOUSEHOLD/FAMILY CHANGES	*NONNORMAL LIFE EVENTS, *CARETAKING	CHILD'S PARENT OR GUARDIAN	CHILD
F. CHILD HEALTH (NATIONAL HEALTH AND NUTRITION EXAMINATION SURVEY- REVISED; CHILD FORM)	*PHYSICAL WELL BEING, *CHRONIC DISABILITY	CHILD'S PARENT OR GUARDIAN	CHILD
G. ANXIETY DISORDERS INTERVIEW SCHEDULE FOR CHILDREN-PARENT VERSION (THE ADIS-C) (SILVERMAN)	*DISORDERS: -SCHOOL REFUSAL -SIMPLE PHOBIA -SEPARATION ANXIETY -OVERANXIOUS -OBSESSIONS -COMPULSIONS -DYSTHYMIA -ATTENTION DEFICIT HYPERACTIVITY DISORDER -CONDUCT DISORDER	CHILD'S PARENT OR GUARDIAN	CHILD

Table 2 (continued) 1st Grade Random Stratified Sub-Sample-Child Report

MEASURE	CONSTRUCT	RESPONDENT	FOCUS
ETCH-A-SKETCH TASK	*PARENT TEACHING STYLE *COERCIVE BEHAVIOR *AFFECT *CRITICISM *CHILD AGGRESSIVE BEHAVIOR	CHILD PARENT	
FREE PLAY & CLEAN-UP	*PARENT TEACHING STYLE *INEPT AND INCONSISTENT PARENT DISCIPLINE *CHILD AGGRESSIVE BEHAVIOR *AFFECT *CRITICISM *COERCION	CHILD PARENT	