

CHILD REPORT

Variable Name Definitions

Where variable names are not included, please see documentation pertaining to that scale. The variable name will have a prefix describing the scale, item number, cohort and year after. For example, for peer drug use item 1 year 8 (grade 8):

Prefix: PDU

Item: 1

Cohort: 3

Year: 8

So, the variable name is PDU138.

Scale name take on the same definition minus the item number. So, if we use the above scale, the year 8 scale name would be PDU38. This is the computed peer drug use, cohort 3, year 8 (grade 8).

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Cohort 3 Youth Interview: Scale documentation 1999-2005

SCALE: How I Feel

ITEMS USED: A=Anxiety D=Depression; Items labeled as HIFYR##

1. During the past two weeks, I like the way I look
2. During the past two weeks, I felt that I was good
3. During the past two weeks, I felt really scared when I had to take a test
4. During the past two weeks, I felt like crying
5. During the past two weeks, I worried about bad things happening to me
6. During the past two weeks, I felt very afraid that I would make a fool of myself in front of people
7. During the past two weeks, I did not like myself
8. During the past two weeks, I felt nothing made me happy anymore

9. During the past two weeks, I worried a lot that I would do badly at my school work
10. During the past two weeks, I felt afraid to go outside
11. During the past two weeks, I dreamed that I would never see my parents again
12. During the past two weeks, I worried a lot about what other people thought of me
13. During the past two weeks, I worried a lot
14. During the past two weeks, I felt very unhappy
15. During the past two weeks, I felt afraid to talk in front of my class
16. During the past two weeks, I felt sad
17. During the past two weeks, I had a lot of fun
18. During the past two weeks, I suddenly felt as if I could not breathe when there was no reason for this
19. During the past two weeks, I felt like there was no use in really trying
20. During the past two weeks, I felt that I was a bad person
21. During the past two weeks, I felt really scared if I had to travel in a car, bus or train
22. During the past two weeks, I worried that bad things might happen to my parents
23. During the past two weeks, I felt that I might as well give up
24. During the past two weeks, I was very afraid of being in crowded places like shopping centers, movies, buses
25. During the past two weeks, I felt afraid to go to school
26. During the past two weeks, I will have good times in the future
27. During the past two weeks, all of a sudden I felt really scared fro no reason
28. During the past two weeks, I had trouble sleeping
29. During the past two weeks, I worried so much I felt sick
30. During the past two weeks, I felt afraid
31. During the past two weeks, I felt nothing would ever work out for me
32. During the past two weeks, I felt like killing myself
33. During the past two weeks, when my parents leave the house, I worry that they will never come back

34. During the past two weeks, I suddenly became dizzy or faint for no reason
35. During the past two weeks, I felt that I could not make up my mind about things
36. During the past two weeks, I felt really tired
37. During the past two weeks, my heart suddenly started to beat too quickly for no reason
38. During the past two weeks, I did not feel like eating
39. During the past two weeks, I felt that I would have more good times than bad times
40. During the past two weeks, I worried a lot that I would suddenly get a scared feeling when there was nothing to be afraid of
41. During the past two weeks, I felt grouchy
42. During the past two weeks, I felt that I was as good as other kids
43. During the past two weeks, I was very afraid of being in small closed spaces like tunnels or small rooms
44. During the past two weeks, all I can see in the future are bad things not good things
45. During the past two weeks, I felt that it was my fault when bad things happened

ITEM CODING:

Items: 1-6; 9-34 ; 36-37; 39-45: 1=Never, 2=Once in a while, 3=Sometimes, 4=Most Times

Items: 7-8; 35, 38: 1=Most Times, 2=Sometimes, 3=Once in a while, 4=Never

ITEM RECODING:

Re-code items 1, 2, 7, 8, 17, 26, 35, 38, 39, 42 so that 1=4, 2=3, 3=2 4=1.

CALCULATION OF SCALES: Higher score means more anxiety/depression

Anxiety = Sum of (3, 5, 6, 9-13, 15, 18, 21, 22, 24, 25, 27-30, 33-38, 40, 43).

Depression = Sum of (1, 2, 4, 7, 8, 14, 16, 17, 19, 20, 23, 26, 31, 32, 39, 41, 42, 44, 45).

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Physical Appearance Importance Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as IMP##YR

1. Physical appearance is not important OR Physical appearance is important
2. Important how you look OR Not important how you look

QUESTION CODING- 1999-2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING	Questions 2	Questions 1
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if Q#A=1 and Q#B=1 then 3 if Q#A=1 and Q#B=1 then 2

if Q#A=1 and Q#B=2 then 4 if Q#A=1 and Q#B=2 then 1

if Q#A=2 and Q#B=2 then 1 if Q#A=2 and Q#B=2 then 4

if Q#A=2 and Q#B=1 then 2 if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES

Total score calculated summing the variables 1 through 2.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Scholastic Competence Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as SPC##YR

1. *Just as smart as others OR Wonder if they are as smart*
2. Slow finishing schoolwork OR Do schoolwork easily
3. Do well at class work OR Do not do well at class work
4. Trouble figuring answers OR Always can figure answers
5. Pretty intelligent OR Question intelligence

QUESTION CODING: 1999-2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING Questions 1, 3, 5 Questions 2, 4

if Q#A=1 and Q#B=1 then 3 if Q#A=1 and Q#B=1 then 2
if Q#A=1 and Q#B=2 then 4 if Q#A=1 and Q#B=2 then 1
if Q#A=2 and Q#B=2 then 1 if Q#A=2 and Q#B=2 then 4
if Q#A=2 and Q#B=1 then 2 if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES

1999: Total score calculated summing the variables 1 through 5.

2000-05: Total score calculated summing the variables 2 through 5.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Scholastic Competence Importance Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as IMP##YR

1. Important to be intelligent OR Not important to be intelligent
2. Not important to do well in school OR Important to do well in school

QUESTION CODING: 1999- 2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING	Questions 1	Questions 2
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if Q#A=1 and Q#B=1 then 3 if Q#A=1 and Q#B=1 then 2

if Q#A=1 and Q#B=2 then 4 if Q#A=1 and Q#B=2 then 1

if Q#A=2 and Q#B=2 then 1 if Q#A=2 and Q#B=2 then 4

if Q#A=2 and Q#B=1 then 2 if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES

Total score calculated summing the variables 1 through 2.

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Cohort 3 Youth Interview: Scale documentation

Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Social Acceptance Importance Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as IMP##YR

1. Not important to have friends OR Important to have friends
2. Important to be popular OR Not important to be popular

QUESTION CODING: 1999- 2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING	Questions 2	Questions 1
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if Q#A=1 and Q#B=1 then 3	if Q#A=1 and Q#B=1 then 2
if Q#A=1 and Q#B=2 then 4	if Q#A=1 and Q#B=2 then 1
if Q#A=2 and Q#B=2 then 1	if Q#A=2 and Q#B=2 then 4
if Q#A=2 and Q#B=1 then 2	if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES

Total score calculated summing the variables 1 through 2.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Close Friendship Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as SPC##YR

1. Able to make close friends OR Hard to make close friends
2. Close friend to share secrets OR Do not have a close friend
3. Wish had a really close friend OR Do have a close friend
4. Hard to make friends OR Easy to make friends
5. Do not have a close friend OR Do have a close friend

QUESTION CODING: 1999- 2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING	Questions 1-2	Questions 3-5
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if Q#A=1 and Q#B=1 then 3	if Q#A=1 and Q#B=1 then 2
if Q#A=1 and Q#B=2 then 4	if Q#A=1 and Q#B=2 then 1
if Q#A=2 and Q#B=2 then 1	if Q#A=2 and Q#B=2 then 4
if Q#A=2 and Q#B=1 then 2	if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES (all years)

Total score calculated summing the variables 1 through 5.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Close Friendship Importance Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as IMP##YR

1. Important to make close friends OR Not important to make close friends
2. Not important to have a close friend OR Important to have a close friend

QUESTION CODING: 1999- 2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING Questions 1 Questions 2

if Q#A=1 and Q#B=1 then 3 if Q#A=1 and Q#B=1 then 2

if Q#A=1 and Q#B=2 then 4 if Q#A=1 and Q#B=2 then 1

if Q#A=2 and Q#B=2 then 1 if Q#A=2 and Q#B=2 then 4

if Q#A=2 and Q#B=1 then 2 if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES

Total score calculated summing the variables 1 through 2.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Self Worth Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as SPC##YR

SCALE: Harter Behavioral Conduct Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as SPC##YR

1. Usually do the right thing OR often don't do what they know is right.
2. Often get in trouble for the things they do OR usually don't do things that get them in trouble.
3. Feel really good about the way they act OR don't feel that good about the way they often act.
4. Usually act the way they know they are supposed to OR often don't act the way they are supposed to.

QUESTION CODING: 1999-2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING Questions 1,3-4 Questions 2

if Q#A=1 and Q#B=1 then 3 if Q#A=1 and Q#B=1 then 2
if Q#A=1 and Q#B=2 then 4 if Q#A=1 and Q#B=2 then 1
if Q#A=2 and Q#B=2 then 1 if Q#A=2 and Q#B=2 then 4
if Q#A=2 and Q#B=1 then 2 if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES

2001-05: Total score calculated summing the variables 1-4.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Athletic Competence Importance Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as IMP##YR

1. Think it's important to be good at sports OR don't care much about being good at sports.
2. Think that being athletic is important OR Don't think that being athletic is that important.

QUESTION CODING: 1999-2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING Questions 1-2

if Q#A=1 and Q#B=1 then 2

if Q#A=1 and Q#B=2 then 1

if Q#A=2 and Q#B=2 then 4

if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES

Total score calculated summing the variables 1 through 2.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Romantic Appeal Importance Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as IMP##YR

1. Don't really care that much whether someone they are interested in likes them that much OR think it's important that the people they are romantically interested in like them back.
2. Don't care that much whether they are dating someone they are romantically interested in OR think it's important to be dating someone they are interested in.

QUESTION CODING: 1999-2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING Questions 1-2

if Q#A=1 and Q#B=1 then 2

if Q#A=1 and Q#B=2 then 1

if Q#A=2 and Q#B=2 then 4

if Q#A=2 and Q#B=1 then 3

CALCULATION OF SCALES

Total score calculated summing the variables 1 through 2.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Harter Behavioral Conduct Importance Subscale

CITATION/REFERENCES: 'What I am Like' Self-Perception Profile for Children

Susan Harter, Ph.D., University of Denver 1985

QUESTIONS USED: Items labeled as IMP##YR

1. Don't think it's that important to do the right thing OR think that doing the right thing is important.
2. Think it's important to act the way they are supposed to OR don't care that much whether they are acting the way they are supposed to.

QUESTION CODING: 1999-2005

Responses for each question coded in two parts; part A indicates which part of statement; part B indicates if sort of true=1 or really true=2.

QUESTION RECODING Questions 1 Questions 2

if Q#A=1 and Q#B=1 then 2 if Q#A=1 and Q#B=1 then 3

if Q#A=1 and Q#B=2 then 1 if Q#A=1 and Q#B=2 then 4

if Q#A=2 and Q#B=2 then 4 if Q#A=2 and Q#B=2 then 1

if Q#A=2 and Q#B=1 then 3 if Q#A=2 and Q#B=1 then 2

CALCULATION OF SCALES

Total score calculated summing the variables 1 through 2.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Perceived Contingency

ITEMS USED: A = Academic, B = Behavioral, S = Social, SP = Sports, R = Romantic, P = Physical Appearance; Items labeled as CGY##YR

1. *Kids won't get yelled at if they behave.*
2. Lots of kids who are not friendly are well liked.
3. ***Teachers are not very fair in the grades they give.***
4. *Kids will like you if you are fair with them.*
5. *Adults are very fair in how they treat kids.*
6. Grades do not depend on how hard kids try.
7. Making friends is just a matter of luck. It doesn't matter what you do.
8. Kids who try to behave don't get punished.
9. *Kids who share their things are well-liked.*
10. Teachers do not give kids the grades they deserve.
11. ***Kids get yelled at even if they behave.***
12. Lots of kids can not make a friend no matter how hard they try.
13. *Grades depend on exactly what a kids has learned.*
14. Kids can get into trouble even if they do the right thing.
15. Kids will like you if they trust you.
16. Kids can work hard in school and still get bad grades.
17. ***Some kids are well-liked and some are not. It doesn't matter if they act nice.***
18. *Good things happen to kids if they act the way they're supposed to.*
19. Grades depend on how hard kids try.
20. Kids who try to behave get punished anyway.
21. Kids will like you even if they do not trust you.
22. If a kid is not well-liked, there's usually a good reason.
23. ***Grades don't really depend on what a kid has learned.***
24. Kids misbehave without getting into trouble.

25. *Some kids are well-liked and some aren't. It doesn't matter how hard they try.*
26. *Teachers are very fair in the grades they give.*
27. *Acting right doesn't help keep kids out of trouble.*
28. *Kids who work hard in school get good grades.*
29. *Kids can stay out of trouble if they do the right thing.*
30. *Teachers give kids grades they deserve.*
31. *Young people can do very well at sports if they really try hard.*
32. *Doing well at sports is just a matter of luck. It doesn't matter what you do.*
33. *Young people can do really well at sports if they really practice a lot.*
34. *Getting someone to be romantically interested in you is just a matter of luck. It doesn't matter what you do.*
35. *Young people can do well at dating if they try really hard.*
36. *Young people can go out with the people they really want to date if they try really hard*
37. *Young people cannot do anything about their looks or physical appearance.*
38. *Young people can improve their physical appearance if they want.*
39. *Young people can make themselves attractive-looking if they want.*
40. **Young people can improve their physical appearance if they really put their minds to it.**
41. **Young people can do really well at sports if they really put their minds to it.**
42. **Young people can succeed at dating if they really put their minds to it.**

ITEM CODING:

Items: 1,3,6-8,10,12,22: 1=Very True, 2=Sort of True, 3=A little true, 4=Not at all true

Items: 2,4,5,9,11,13-21,23-42: 1=Not at all true, 2=A little true, 3=Sort of true, 4=Very true

ITEM RECODING:

Re-code items 3,4,5,6,7,9,10,12,13,15,18,19,26,28-30, 31, 33, 35-36, 38-42, so that 1=0, 2=1, 3=2, 4=3.

Re-code items 1,2,8,11,14,16,17,20-25,27,32,34,37, so that 1=3, 2=2, 3=1, 4=0.

CALCULATION OF SCALES:

Academic sub-scale = Sum of (3,6,10,13,16,19,23,26,28,30).

Social sub-scale = Sum of (2,4,7,9,12,15,17,21,22,25).

Behavioral sub-scale = Sum of (1,5,8,11,14,18,20,24,27,29).

Total Perceived Contingency = Sum of all three sub-scales.

Sports sub-scale = Sum of (31-33, 41).

Physical Appearance = Sum of (37-40).

Romantic Appeal = Sum of (34-36, 42).

*For reduced scale, drop the bold items.

**Italicized items dropped in 2000.

***Bolded italicized items added back in 2001 including new items 31-39.

****Bolded italicized underlined items added in 2002 including new items 40-42.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Perceived Control

ITEMS USED: A = Academic, B = Behavioral, S = Social, SP = Sports, R = Romantic, P = Physical Appearance; Items labeled as CNT##YR

- 1. I can get really good grades if I try. A
- 2. I can make friends with other kids if I really try. S
- 3. I can not stay out of trouble no matter how hard I try. B
- 4. I can do well on tests at school if I study hard. A

5. I can not get other kids to like me no matter how hard I try. S
6. Even if I try to follow the rules I will get in trouble for my behavior. B
7. I can get good marks for my homework if I really work at it. A
8. If other kids are mean to me, I can not make them stop. S
9. If I try to behave, adults will like the way I act. B
10. ***I can not succeed at school no matter how hard I try.*** A
11. ***I can be popular with kids my age if I really try.*** S
12. ***Even if I try to act right, I will still get yelled at for the things I do.*** B
13. I can not get good grades no matter how hard I try. A
14. I can get other kids to like me if I try. S
15. ***If I try hard to behave the right way, I will not get yelled at.*** B
16. I can not do well on tests at school even if I study hard. A
17. I can not make friends with other kids no matter how hard I try. S
18. I can stay out of trouble if I really try. B
19. I can not get good marks for my homework, even if I work hard at it. A
20. If other kids are mean, I can get them to be nice. S
21. Even if I try to behave, adults won't like the way I act. B
22. ***I can succeed in school if I try.*** A
23. ***Even if I try, I can not be popular with kids my age.*** S
24. If I try to behave, I can keep myself out of trouble. B
25. *I can do well at sports if I try.* SP
26. *I CANNOT do well at sports no matter how hard I try.* SP
27. *I can do well at sports if I really work at it.* SP
28. *I can get someone to be romantically interested in me if I try* R
29. *I CANNOT do well at dating no matter hard I try.* R
30. *I can go out with the people I want to date if I try.* R

- | | |
|--|-----------|
| 31. <i>I cannot do anything about my physical appearance or looks.</i> | <i>P</i> |
| 32. <i>I can make myself physically attractive if I want.</i> | <i>P</i> |
| 33. <i>I CANNOT do anything about how physically attractive I am.</i> | <i>P</i> |
| 34. <i><u>I can improve my physical appearance if I really put my mind to it.</u></i> | <i>P</i> |
| 35. <i><u>I can really do well at sports if I put my mind to it.</u></i> | <i>SP</i> |
| 36. <i><u>I can really succeed at dating if I put my mind to it.</u></i> | <i>RA</i> |

ITEM CODING:

Items: 3, 5, 8, 10, 13, 15-17, 19, 21, 23: 1=Very True, 2=Sort of True, 3=A little true, 4=Not at all true

Items: 1, 2, 4, 6, 7, 9, 11, 12, 14, 18, 20, 22, 24, 25-36: 1=Not at all true, 2=A little true, 3=Sort of true, 4=Very true

ITEM RECODING:

Re-code items 1-5, 7-11, 13, 14, 16-24, 25-36, so that 1=0, 2=1, 3=2, 4=3.

Re-code items 6, 12, 15, so that 1=3, 2=2, 3=1, 4=0.

CALCULATION OF SCALES:

Academic sub-scale = Sum of (1, 4, 7, 10, 13, 16, 19, 22).

Social sub-scale = Sum of (2, 5, 8, 11, 14, 17, 20, 23).

Behavioral sub-scale = Sum of (3, 6, 9, 12, 15, 18, 21, 24).

Total Perceived Contingency = Sum of all three sub-scales.

Sports sub-scale = Sum of (25, 26, 27, 35).

Romantic sub-scale = Sum of (28, 29, 30, 36).

Physical Appearance sub-scale = Sum of (31, 32, 33, 34).

*For reduced scale, drop the bolded items.

**Italicized items dropped in 2000.

***Bolded italicized items added in 2001

******Bolded italicized underlined items added in 2002, including new items 34-36.**

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Cohort 3 Youth Interview: Scale documentation

SCALE: The Child and Adolescent Perfectionism Scale (CAPS)

ITEMS USED: S = Self, O = Other; Items labeled as CAP##YR

1. *I try to be perfect, do everything right, 100%, in everything I do.* **S**
2. *I want to be the best at everything I do.* **S**
3. My parents don't always expect me to be perfect in everything I do. **O**
4. *I feel that I have to do my best all the time.* **S**
5. *There are people in my life who expect me to be perfect.* **O**
6. *I always try for the top score on a test.* **S**
7. It really bothers me if I don't do my best all the time. **S**
8. My family expects me to be perfect. **O**
9. I didn't always try to be the best. **S**
10. *People expect more from me than I am able to give.* **O**
11. I get mad at myself when I make a mistake. **S**
12. Other people think I have failed if I do not do my very best all the time. **O**
13. Other people expect me to be perfect. **O**
14. I get upset if there is even one mistake in my work. **S**
15. People around me expect me to be great at every thing. **O**
16. When I do something, it has to be perfect. **S**
17. My teachers expect my work to be perfect. **O**

- | | |
|--|----------|
| 18. I do not have to be the best at everything I do. | S |
| 19. <i>I am always expected to do better than others.</i> | O |
| 20. Even when I pass, I feel that I have failed if I didn't get one of the highest marks in the class. | S |
| 21. I feel that people ask too much of me. | O |
| 22. I can not stand to be less than perfect. | S |

ITEM CODING:

Items: 3, 7, 9, 12, 18, 20, 22: 1=Very True, 2=Sort of True, 3=A little true, 4=Not at all true

Items: 1, 2, 4-6, 8, 10, 11, 13-17, 19, 21: 1=Not at all true, 2=A little true, 3=Sort of true, 4=Very true

ITEM RECODING:

Re-code items 7, 12, 20, 22 so that 1=4, 2=3, 3=2, 4=1.

CALCULATION OF SCALES:

Self = Sum of (1, 2, 4, 6, 7, 9, 11, 14, 16, 18, 20, 22).

Other = Sum of (3, 5, 8, 10, 12, 13, 15, 17, 19, 21).

*For reduced scale, drop the bolded items.

**Italicized items dropped in 2000.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Peer Drug Use

QUESTIONS USED: ITEMS LABELED AS PDU##YR

1. How many of your friends smoke marijuana?
2. How many of your friends use inhalants (sniffing or huffing glue, gases, paint thinner, spray paint, or household cleaners)?
3. How many of your friends take cocaine?
4. How many of your friends take crack?
5. How many of your friends drink beer, wine or liquor?
6. How many of your friends get drunk at least once a week?
7. How many of your friends smoke cigarettes?
8. *How many of your friends take heroin?*
9. ***How many of your friends use ecstasy?***

QUESTION CODING:

Items: 1-7: 1=None, 2=Very few, 3=Some, 4=Most of them, 5=All of them

QUESTION RECODING:

None.

Italicized item added in 2001

Bolded Italicized item added in 2002

CALCULATION OF SCALES: Higher score means more peer drug use

Peer Drug Use 1999-2005 = Sum of (1-7).

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Cohort 3 Youth Interview: Scale documentation

SCALE: Deviant Peer Affiliation

QUESTIONS USED: ITEMS LABELED AS DP##YR

1. During the last year, how many of your friends have cheated on school tests?
2. During the last year, how many of your friends have ruined or damaged something on purpose that wasn't theirs?
3. During the last year, how many of your friends have stolen something worth less than five dollars?
4. During the last year, how many of your friends have stolen something worth more than five dollars?
5. During the last year, how many of your friends have hit or threatened someone without any real reason?
6. During the last year, how many of your friends have suggested that you do something against the law?

QUESTION CODING:

Items: 1-6: 1=None, 2=Very few, 3=Some, 4=Most of them, 5=All of them

QUESTION RECODING:

None.

CALCULATION OF SCALES:

Deviant Peer Affiliation = Sum of (1-6).

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Cohort 3 Youth Interview: Scale documentation

SCALE: Parent Discipline

QUESTIONS USED: ITEMS LABELED AS PM##YR

1. If your parents say you will get punished if you don't stop doing something and you keep on doing it, how often will they punish you?

2. When you break rules and your parents know about it, how often will you get away with NO punishment?
3. How often do your parents get angry when they punish you?
4. How often do you know what kind of punishment to expect when you have done something wrong?
5. How often do you think that the punishment you get depends upon how your parents feel at the time?

QUESTION CODING:

Items: 1-5: 1=All of the time, 2=Most times, 3=Sometimes, 4=Hardly ever, 5=Never, 6=Never possible*

QUESTION RECODING:

Re-code items 2, 3, 5, so that 1=5, 2=4, 3=3, 4=2, 5=1, 6=6.

CALCULATION OF SCALES: Higher score less parent discipline

Parent Discipline = Sum of (1-5).

*This category captures whether the child is never in that particular situation. For example, for item 1 it is possible for the child to respond *I do not come home late*.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Parent Involvement

QUESTIONS USED: ITEMS LABELED AS PM##YR

1. How often do you talk with your parents about your plans for the coming day, such as your plans about what will happen at school or what you are going to do with your friends?

QUESTION CODING:

Items: 1: 1=All of the time, 2=Most times, 3=Sometimes, 4=Hardly ever, 5=Never, 6=Never possible*

QUESTION RECODING:

Re-code items 1, so that 1=5, 2=4, 3=3, 4=2, 5=1, 6=6.

CALCULATION OF SCALES:

Parent Involvement = Item 1.

*This category captures whether the child is never in that particular situation. For example, for item 1 it is possible for the child to respond *I do not come home late*.

SCALE: Parent Reinforcement

QUESTIONS USED: ITEMS LABELED AS PM##YR

1. On a day-to-day basis, how often do your parents notice you are doing a good job and let you know about it?
2. How often do your parents show you they like it when you help around the house without being told?

QUESTION CODING:

Items: 1-2: 1=All of the time, 2=Most times, 3=Sometimes, 4=Hardly ever, 5=Never, 6=Never possible*

QUESTION RECODING:

Re-code items 1-2, so that 1=5, 2=4, 3=3, 4=2, 5=1, 6=6.

CALCULATION OF SCALES:

Parent Involvement = Sum of (1-2).

*This category captures whether the child is never in that particular situation. For example, for item 1 it is possible for the child to respond *I do not come home late*.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Parent Monitoring

QUESTIONS USED: ITEMS LABELED AS PM##YR

1. How often would your parents or a sitter know if you came home an hour late on weekends?
2. How often before you go out, do you tell your parents when you will be back?
3. If your parents or a sitter are not at home, how often do you leave a note for them about where you are going?
4. How often do you check in with your parents or a sitter after school before going to play?
5. When you get home from school, how often is someone there within one hour? By someone, we mean an adult like your parents or a baby sitter.
6. If you are at home when your parents are NOT there, how often do you know how to get in touch with them?

QUESTION CODING:

Items: 1-6: 1=All of the time, 2=Most times, 3=Sometimes, 4=Hardly ever, 5=Never, 6=Never possible*

QUESTION RECODING:

**Prior recoding = Re-code items 1-6, so that 1=5, 2=4, 3=3, 4=2, 5=1, 6=6.

*New recoding 6=1; No other recoding necessary.

CALCULATION OF SCALES: Higher score less parent monitoring

Parent Monitoring = Sum of (1-6).

*This category captures whether the child is never in that particular situation. For example, for item 1 it is possible for the child to respond *I do not come home late*.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Neighborhood

ITEMS USED: ITEMS LABELED AS NEI##YR

1. There are plenty of safe places to walk or spend time outdoors in my neighborhood.
2. Every few weeks, some kid in my neighborhood gets beat-up or mugged.
3. Every few weeks, some adult gets beat-up or mugged in my neighborhood.
4. I have seen people using or selling drugs in my neighborhood.
5. In the morning or later in the day, I often see drunk people on the street in my neighborhood.
6. Most adults in my neighborhood respect the law.
7. I feel safe when I walk around my neighborhood by myself during the day.
8. The people who live in my neighborhood often damage or steal each other's property.
9. I feel safe when I walk around my neighborhood by myself at night.
10. In my neighborhood, the people with the most money are the drug dealers.

ITEM CODING:

Items: 1-10: 1=Not at all true, 2=A little true, 3=Sort of true, 4=Very true

ITEM RECODING:

Re-code items 1, 6, 9, so that 1=4, 2=3, 3=2 4=1.

CALCULATION OF SCALES:Higher score means worse neighborhood

Neighborhood = Sum of (1-10).

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DISC CD ITEMS YOUTH REPORT GRADE 6 SPRING 1999

CDC6W	Conduct Disorder lifetime child report
CDC6Y	Past year: diagnosis for conduct disorder child report
CDC6IMA	At least one medium level impairment conduct disorder child report
CDC6IMB	At least two medium level impairments conduct disorder child report
CDC6IMC	At least one severe level impairment conduct disorder child report
CDC6MIMA	Past Month At least one medium level impairment conduct disorder child report
CDC6MIMB	Past Month At least two medium level impairments conduct disorder child report
CDC6MIMC	Past Month At least one severe level impairment conduct disorder child report
CDC6YIMA	Past Year At least one medium level impairment conduct disorder child report
CDC6YIMB	Past Year At least two medium level impairments conduct disorder child report
CDC6YIMC	Past Year At least one severe level impairment conduct disorder child report

Item Coding

All above variables in the table: 1= yes, 0=no.

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**DISC MDD (MAJOR DEPRESSIVE DISORDER) ITEMS YOUTH REPORT
GRADE 6 SPRING 1999**

MDC6W	Major depression lifetime child report
MDC6Y	past Year: diagnosis for major depression child report
MDC6IMA	At least one medium level impairment major depression child report

MDC6IMB	At least two medium level impairments major depression child report
MDC6IMC	At least one severe level impairment major depression child report
MDC6MIMA	Past Month At least one medium level impairment major depression child report
MDC6MIMB	Past Month At least two medium level impairments major depression child report
MDC6MIMC	Past Month At least one severe level impairment major depression child report
MDC6YIMA	Past Year At least one medium level impairment major depression child report
MDC6YIMB	Past Year At least two medium level impairments major depression child report
MDC6YIMC	Past Year At least one severe level impairment major depression child report

Item Coding

Items MDC6A1M TO MDC6A9Y MDC6AY MDC6EM MDC6EY MDC6M MDC6W
MDC6Y: 0 =No, 1=Yes

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DISC DD (DYSTHYMIC DISORDER) ITEMS YOUTH REPORT
GRADE 6 SPRING 1999

DDC6Y	Dysthymia Diagnosis for dysthymic disorder child report
DDC6IMA	At least one medium level impairment dysthymic disorder child report
DDC6IMB	At least two medium level impairments dysthymic disorder child report
DDC6IMC	At least one severe level impairment dysthymic disorder child report
DDC6MIMA	Past Month At least one medium level impairment dysthymic disorder child report
DDC6MIMB	Past Month At least two medium level impairments dysthymic disorder child report
DDC6MIMC	Past Month At least one severe level impairment dysthymic disorder child report
DDC6YIMA	Past Year At least one medium level impairment dysthymic disorder child report
DDC6YIMB	Past Year At least two medium level impairments dysthymic disorder child report
DDC6YIMC	Past Year At least one severe level impairment dysthymic disorder child report

Item Coding

Items DDC6AY TO DDC6C DDC6DY DDC6EY DDC6Y: 0 =No, 1 =Yes

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DISC CD ITEMS YOUTH REPORT GRADE 7 SPRING 2000

CDC7M	Past 6 months: diagnosis for conduct disorder child report
CDC7W	Conduct Disorder lifetime child report
CDC7Y	Past year: diagnosis for conduct disorder child report
CDC7IMA	At least one medium level impairment conduct disorder child report
CDC7IMB	At least two medium level impairments conduct disorder child report
CDC7IMC	At least one severe level impairment conduct disorder child report
CDC7MIMA	Past Month At least one medium level impairment conduct disorder child report
CDC7MIMB	Past Month At least two medium level impairments conduct disorder child report
CDC7MIMC	Past Month At least one severe level impairment conduct disorder child report
CDC7YIMA	Past Year At least one medium level impairment conduct disorder child report
CDC7YIMB	Past Year At least two medium level impairments conduct disorder child report
CDC7YIMC	Past Year At least one severe level impairment conduct disorder child report

Item Coding

All above variables in the table: 1= yes, 0=no.

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**DISC MDD (MAJOR DEPRESSIVE DISORDER) ITEMS YOUTH REPORT
GRADE 7 SPRING 2000**

MDC7W	Major depression lifetime child report
MDC7Y	past Year: diagnosis for major depression child report
MDC7IMA	At least one medium level impairment major depression child report
MDC7IMB	At least two medium level impairments major depression child report

MDC7IMC	At least one severe level impairment major depression child report
MDC7MIMA	Past Month At least one medium level impairment major depression child report
MDC7MIMB	Past Month At least two medium level impairments major depression child report
MDC7MIMC	Past Month At least one severe level impairment major depression child report
MDC7YIMA	Past Year At least one medium level impairment major depression child report
MDC7YIMB	Past Year At least two medium level impairments major depression child report
MDC7YIMC	Past Year At least one severe level impairment major depression child report

Item Coding

MDC7A1M TO MDC7A9Y MDC7AY MDC7EM MDC7EY MDC7M MDC7W
MDC7Y

0 No 1 Yes

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DISC DD (DYSTHYMIC DISORDER) ITEMS YOUTH REPORT GRADE 7
SPRING 2000

DDC7Y	Dysthymia Diagnosis for dysthymic disorder child report
DDC7IMA	At least one medium level impairment dysthymic disorder child report
DDC7IMB	At least two medium level impairments dysthymic disorder child report
DDC7IMC	At least one severe level impairment dysthymic disorder child report
DDC7MIMA	Past Month At least one medium level impairment dysthymic disorder child report
DDC7MIMB	Past Month At least two medium level impairments dysthymic disorder child report
DDC7MIMC	Past Month At least one severe level impairment dysthymic disorder child report
DDC7YIMA	Past Year At least one medium level impairment dysthymic disorder child report
DDC7YIMB	Past Year At least two medium level impairments dysthymic disorder child report

DDC7YIMC	Past Year At least one severe level impairment dysthymic disorder child report
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Item Coding

DDC7AY TO DDC7C DDC7DY DDC7EY DDC7Y

0 No 1 Yes

DISC CD ITEMS YOUTH REPORT GRADE 8 SPRING 2001

CDC8M	Past 6 months: diagnosis for conduct disorder child report
CDC8W	Conduct Disorder lifetime child report
CDC8Y	Past year: diagnosis for conduct disorder child report
CDC8IMA	At least one medium level impairment conduct disorder child report
CDC8IMB	At least two medium level impairments conduct disorder child report
CDC8IMC	At least one severe level impairment conduct disorder child report
CDC8MIMA	Past Month At least one medium level impairment conduct disorder child report
CDC8MIMB	Past Month At least two medium level impairments conduct disorder child report
CDC8MIMC	Past Month At least one severe level impairment conduct disorder child report
CDC8YIMA	Past Year At least one medium level impairment conduct disorder child report
CDC8YIMB	Past Year At least two medium level impairments conduct disorder child report
CDC8YIMC	Past Year At least one severe level impairment conduct disorder child report

Item Coding

All above variables in the table: 1= yes, 0=no.

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DISC MDD (MAJOR DEPRESSIVE DISORDER) ITEMS YOUTH REPORT
GRADE 8 SPRING 2001

MDC8W	Major depression lifetime child report
MDC8Y	past Year: diagnosis for major depression child report
MDC8IMA	At least one medium level impairment major depression child report
MDC8IMB	At least two medium level impairments major depression child report
MDC8IMC	At least one severe level impairment major depression child report
MDC8MIMA	Past Month At least one medium level impairment major depression child report
MDC8MIMB	Past Month At least two medium level impairments major depression child report
MDC8MIMC	Past Month At least one severe level impairment major depression child report
MDC8YIMA	Past Year At least one medium level impairment major depression child report
MDC8YIMB	Past Year At least two medium level impairments major depression child report
MDC8YIMC	Past Year At least one severe level impairment major depression child report

Item Coding

MDC8A1M TO MDC8A9Y MDC8AY MDC8EM MDC8EY MDC8M MDC8W
MDC8Y

0 No 1 Yes

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DISC DD (DYSTHYMIC DISORDER) ITEMS YOUTH REPORT GRADE 8
SPRING 2001

DDC8Y	Dysthymia Diagnosis for dysthymic disorder child report
DDC8IMA	At least one medium level impairment dysthymic disorder child report
DDC8IMB	At least two medium level impairments dysthymic disorder child report
DDC8IMC	At least one severe level impairment dysthymic disorder child report
DDC8MIMA	Past Month At least one medium level impairment dysthymic disorder child report
DDC8MIMB	Past Month At least two medium level impairments dysthymic disorder child report

DDC8MIMC	Past Month At least one severe level impairment dysthymic disorder child report
DDC8YIMA	Past Year At least one medium level impairment dysthymic disorder child report
DDC8YIMB	Past Year At least two medium level impairments dysthymic disorder child report
DDC8YIMC	Past Year At least one severe level impairment dysthymic disorder child report

Item Coding

DDC8AY TO DDC8C DDC8DY DDC8EY DDC8Y

0 No 1 Yes

DISC CD ITEMS YOUTH REPORT GRADE 9 SPRING 2002

CDC9M	Past 6 months: diagnosis for conduct disorder child report
CDC9W	Conduct Disorder lifetime child report
CDC9Y	Past year: diagnosis for conduct disorder child report
CDC9IMA	At least one medium level impairment conduct disorder child report
CDC9IMB	At least two medium level impairments conduct disorder child report
CDC9IMC	At least one severe level impairment conduct disorder child report
CDC9MIMA	Past Month At least one medium level impairment conduct disorder child report
CDC9MIMB	Past Month At least two medium level impairments conduct disorder child report
CDC9MIMC	Past Month At least one severe level impairment conduct disorder child report
CDC9YIMA	Past Year At least one medium level impairment conduct disorder child report
CDC9YIMB	Past Year At least two medium level impairments conduct disorder child report
CDC9YIMC	Past Year At least one severe level impairment conduct disorder child report

Item Coding

All above variables in the table: 1= yes, 0=no.

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DISC MDD (MAJOR DEPRESSIVE DISORDER) ITEMS YOUTH REPORT
GRADE 9 SPRING 2002

MDC9W	Major depression lifetime child report
MDC9Y	past Year: diagnosis for major depression child report
MDC9IMA	At least one medium level impairment major depression child report
MDC9IMB	At least two medium level impairments major depression child report
MDC9IMC	At least one severe level impairment major depression child report
MDC9MIMA	Past Month At least one medium level impairment major depression child report
MDC9MIMB	Past Month At least two medium level impairments major depression child report
MDC9MIMC	Past Month At least one severe level impairment major depression child report
MDC9YIMA	Past Year At least one medium level impairment major depression child report
MDC9YIMB	Past Year At least two medium level impairments major depression child report
MDC9YIMC	Past Year At least one severe level impairment major depression child report

MDC9A1M TO MDC9A9Y MDC9AY MDC9EM MDC9EY MDC9M MDC9W
MDC9Y

0 No 1 Yes

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DISC DD (DYSTHYMIC DISORDER) ITEMS YOUTH REPORT GRADE 9
SPRING 2002

DDC9Y	Dysthymia Diagnosis for dysthymic disorder child report
DDC9IMA	At least one medium level impairment dysthymic disorder child report
DDC9IMB	At least two medium level impairments dysthymic disorder child report
DDC9IMC	At least one severe level impairment dysthymic disorder child report

DDC9MIMA	Past Month At least one medium level impairment dysthymic disorder child report
DDC9MIMB	Past Month At least two medium level impairments dysthymic disorder child report
DDC9MIMC	Past Month At least one severe level impairment dysthymic disorder child report
DDC9YIMA	Past Year At least one medium level impairment dysthymic disorder child report
DDC9YIMB	Past Year At least two medium level impairments dysthymic disorder child report
DDC9YIMC	Past Year At least one severe level impairment dysthymic disorder child report

DDC9AY TO DDC9C DDC9DY DDC9EY DDC9Y

0 No 1 Yes

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DISC CD ITEMS YOUTH REPORT GRADE 10 SPRING 2003-2005

CDCAM	Past 6 months: diagnosis for conduct disorder child report
CDCAW	Conduct Disorder lifetime child report
CDCA Y	Past year: diagnosis for conduct disorder child report
CDCAIMA	At least one medium level impairment conduct disorder child report
CDCAIMB	At least two medium level impairments conduct disorder child report
CDCAIMC	At least one severe level impairment conduct disorder child report
CDCAMIMA	Past Month At least one medium level impairment conduct disorder child report
CDCAMIMB	Past Month At least two medium level impairments conduct disorder child report
CDCAMIMC	Past Month At least one severe level impairment conduct disorder child report
CDCA YIMA	Past Year At least one medium level impairment conduct disorder child report
CDCA YIMB	Past Year At least two medium level impairments conduct disorder child report
CDCA YIMC	Past Year At least one severe level impairment conduct disorder child report

Item Coding

All above variables in the table: 1= yes, 0=no.

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DISC MDD (MAJOR DEPRESSIVE DISORDER) ITEMS YOUTH REPORT
GRADE 10 SPRING 2003-2005

MDCAW	Major depression lifetime child report
MDCAY	past Year: diagnosis for major depression child report
MDCAIMA	At least one medium level impairment major depression child report
MDCAIMB	At least two medium level impairments major depression child report
MDCAIMC	At least one severe level impairment major depression child report
MDCAMIMA	Past Month At least one medium level impairment major depression child report
MDCAMIMB	Past Month At least two medium level impairments major depression child report
MDCAMIMC	Past Month At least one severe level impairment major depression child report
MDCAYIMA	Past Year At least one medium level impairment major depression child report
MDCAYIMB	Past Year At least two medium level impairments major depression child report
MDCAYIMC	Past Year At least one severe level impairment major depression child report

MDCAA1M MDCAAY MDCAEM MDCAEY MDCAM MDCAW MDCAY

0 No 1 Yes

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DISC DD (DYSTHYMIC DISORDER) ITEMS YOUTH REPORT GRADE 10
SPRING 2003-2005

DDCAY	Dysthymia Diagnosis for dysthymic disorder child report
DDCAIMA	At least one medium level impairment dysthymic disorder child report

DDCAIMB	At least two medium level impairments dysthymic disorder child report
DDCAIMC	At least one severe level impairment dysthymic disorder child report
DDCAMIMA	Past Month At least one medium level impairment dysthymic disorder child report
DDCAMIMB	Past Month At least two medium level impairments dysthymic disorder child report
DDCAMIMC	Past Month At least one severe level impairment dysthymic disorder child report
DDCAYIMA	Past Year At least one medium level impairment dysthymic disorder child report
DDCAYIMB	Past Year At least two medium level impairments dysthymic disorder child report
DDCAYIMC	Past Year At least one severe level impairment dysthymic disorder child report

DDCAAY TO DDCAC DDCADY DDCAEY DDCAY

0 No 1 Yes

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Cohort 3 Youth Interview: Scale documentation

SCALE: Praise (P= Parent, T=Teacher); ITEMS LABELED AS PRS##YR

During the past three months,

1. How often have parents fussed at you or complained about the grades you received at school? **P**
2. How often have your parents punished you--taken away privileges or grounded-- you because of the grades you received at school? **P**
3. How often have parents warned you that they would punish you—take away privileges or ground you-- if your grades did not improve? **P**
4. How often have your parents praised you for your grades at school? **P**
5. How often have your parents given you extra privileges—like getting to stay up late or go out to see a movie or other rewards because of your grades at school? **P**
- 5a *How often have your parents told others that you are doing well in your studies at school? By studies, we mean English, Math, and Science.* **P**
6. How often have your teachers fussed at you or complained about the grades you received at school? **T**

7. How often have your teachers take away privileges because of the grades you received at school? **T**
8. How often have your teachers warned you that they would punish you--take away privileges or ground you-- if your grades did not improve? **T**
9. How often have your teachers praised you for your grades at school? **T**
10. How often have your teachers given you extra privileges or other rewards because of your grades at school? **T**
- 10a. *How often have your teachers told your parents, other teachers, or your classmates that you are doing well in your studies at school.* **T**
11. How often have parents fussed at you or complained about your behavior at home school? **P**
12. How often have your parents punished you--taken away privileges or grounded-- you because of your behavior at home or at school? **P**
13. How often have parents warned you that they would punish you—take away privileges or ground you-- if your behavior did not improve? **P**
14. How often have your parents praised you for your behavior at home or school? **P**
15. How often have your parents given you extra privileges—like getting to stay up late or go out to see a movie or other rewards because of your behavior at school? **P**
- 15a. *How often have your parents told others that you are well-behaved at home or at school?* **P**
16. How often have your teachers fussed at you or complained about your behavior at school? **T**
17. How often have your teachers punished you sent you to the principal's office gave you detention or got you suspended-- because of your behavior at school? **T**
18. How often have your teachers warned you that they would punish you if your behavior did not improve? **T**
19. How often have your teachers praised you for your behavior at school? **T**
20. How often have your teachers given you extra privileges because of your behavior at school? **T**
- 20a. *How often have your teachers told your parents, other teachers, or your classmates that you are well-behaved at school?* **T**

ITEM CODING:

Items: 1=All of the time, 2=Most times, 3=Sometimes, 4=Hardly ever, 5=Never

ITEM RECODING:

Recode items: 1-3, 6-8, 11-13, 16-18 so that 1=5, 2=4, 3=3, 4=2, 5=1.

CALCULATION OF SCALES: 2000-2003, 2005

Parent Praise – Academic = Sum of items 1-5; *5a*
Teacher Praise – Academic = Sum of items 6-10; *10a*
Parent Praise – Behavior = Sum of items 11-15; *15a*
Teacher Praise – Behavior = Sum of items 16-20; *20a*

Parent Praise – Academic Positive= Sum of items 4-5*a*
Parent Praise – Academic Negative= Sum of items 1-3
Parent Praise – Behavior Positive = Sum of items 14-15*a*
Parent Praise – Behavior Negative = Sum of items 11-13
Teacher Praise – Behavior Positive= Sum of items 19-20*a*
Teacher Praise – Behavior Negative= Sum of items 16-18
Teacher Praise – Academic Positive = Sum of items 9-10*a*
Teacher Praise – Academic Negative = Sum of items 6-8

*Italicized items added in 2001

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Cohort 3 Youth Interview: Scale documentation

SCALE: Racism (2000-2003, 2005)

QUESTIONS USED: ITEMS LABELED AS RACE#YR

1. How often have you or a family member been ignored, overlooked, or not given service in a restaurant or store because of your race?
2. How often have you or a family member been treated rudely or disrespectfully because of your race?
3. How often have others reacted to you as if they were afraid or scared because of your race?
4. How often have you or a family member been watched or followed while in public places, like stores or restaurants, because of your race?
5. How often have you or a family member been treated as if you were stupid or talked down to

because of your race?

6. How often have you or a family member been insulted or called a name because of your race?
7. How often have you been excluded (left out) from a group activity (game, party, or social event) because of your race?

QUESTION CODING:

Items 1-7: 1= Less than once a year, 2= A few times a year, 3= About once a month, 4= A few times a month, 5= Once a week or more.

QUESTION RECODING:

None.

CALCULATION OF SCALES:

Racism = Sum of 1-7.

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Cohort 3 Youth Interview:

SCALE: Reward and Inhibition (2002 ONLY)

QUESTIONS USED: ITEMS LABELED AS RT#YR

1	If I think something unpleasant is going to happen I usually get pretty worked up
2	I worry about making mistakes
3	Criticism or scolding hurts me quite a bit
4	I feel pretty worried or upset when I think or know somebody is angry at me
5	Even if something bad is about to happen to me, I rarely experience fear or nervousness
6	I feel worried when I think I have done poorly at something
7	I have very few fears compared to my friends
8	When I get something I want, I feel excited and energized
9	When I am doing well at something, I love to keep at it

10	When good things happen to me, it affects me strongly
11	It would excite me to win a contest
12	When I see an opportunity for something I like, I get excited right away
13	When I want something, I usually go all out to get it
14	I go out of my way to get things I want
15	If I see a chance to get something I want, I move on it right away
16	When I go after something I use a no holds barred approach
17	I will often do things for no other reason than that they might be fun
18	I crave excitement and new sensations
19	I am always willing to try something new if I think it will be fun
20	I often act on the spur of the moment

QUESTION CODING:

Items 1-20: 1=Not at all, 2=A little true, 3= Sort of true, 4=Very true

QUESTION RECODING:

recode items 5 and 7 so that (1=4) (2=3) (3=2) (4=1)

CALCULATION OF SCALES:

Behavioral Inhibition System = mean of items (1, 2, 3, 4, 6)

Behavioral Activation System - Reward Responsiveness = mean of items (8-12)

Behavioral Activation System - Drive = mean of items (13-16)

Behavioral Activation System - Fun Seeking = mean of items (17-20)

*Please note that items 5 and 7, originally part of the BIS scale, were not used in our computation because the items were negatively correlated.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Alcohol and Drug Dependence

CALCULATION OF SYMPTOM COUNTS: 2002

Alcohol

alcdp39 = Sum of alcdp139 alcdp239 alcdp339 alcdp439 alcdp539 alcdp639 alcdp739
alcdp839 alcdp939 alcdpa39 alcdpb39 alcdpc39 alcdpd39 alcdpe39 alcdpf39 alcdpg39
(1) .

alcdp39=Alcohol Past Year Dependence Symptom Count

Marijuana

mrjdp39 = Sum of mrjdp139 mrjdp239 mrjdp339 mrjdp439 mrjdp539 mrjdp639
mrjdp739 (1) .

mrjdp39= Marijuana Past Year Dependence Symptom Count

Cocaine/Crack

crckdp39 = Sum of crckd139 crckd239 crckd339 crckd439 crckd539 crckd639 crckd739
crckd839 crckd939 crckda39 crckdb39 crckdc39 crckdd39 crckde39 (1) .

crckdp39= Cocaine/Crack Past Year Dependence Symptom Count

Inhalants

inhdp39 = Sum of inhdp139 inhdp239 inhdp339 inhdp439 inhdp539 inhdp639 inhdp739
(1) .

inhdpYR= Inhalant Past Year Dependence Symptom Count

Heroin

herdp39 = Sum of herdp139 herdp239 herdp339 herdp439 herdp539 herdp639 herdp739
herdp839 herdp939 herdpa39 herdpb39 herdpc39 herdpd39 herdpe39 herdpf39 herdpg39
herdph39 (1) .

herdpYR= Heroin Past Year Dependence Symptom Count

Ecstasy

ectdp39 = Sum of ectdp139 ectdp239 ectdp339 ectdp439 ectdp539 ectdp639 ectdp739 (1)
.

ectdpYR= Ecstasy Past Year Dependence Symptom Count

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Cohort 3 Youth Interview: Scale documentation

SCALE: Panic Disorder 2002

pac9ima	At least one medium level impairment panic disorder child report
pac9imb	At least two medium level impairments panic disorder child report
pac9imc	At least one severe level impairment panic disorder child report
pac9MIMA	Past Month At least one medium level impairment panic disorder child report
pac9MIMB	Past Month At least two medium level impairments panic disorder child report
pac9MIMC	Past Month At least one severe level impairment panic disorder child report
pac9YIMA	Past Year At least one medium level impairment panic disorder child report
pac9YIMB	Past Year At least two medium level impairments panic disorder child report
pac9YIMC	Past Year At least one severe level impairment panic disorder child report
PAC9Y	Past year: panic disorder
PAC9M	Past month: panic disorder
pac9AGY	Past year: panic without agoraphobia
pac9AGM	Past month: panic without agoraphobia
pac9WAGY	Past year: panic with agoraphobia
pac9WAGM	Past month: panic with agoraphobia
pac9agpy	Past year: agoraphobia without panic
pac9agpM	Past month: agoraphobia without panic
PAC9CRTY	Youth Panic Disorder Criteria Count - Last Year
PAC9CRTM	Youth Panic Disorder Criteria Count - Last Month
PAC9SYMP	Youth Panic Disorder Symptom Count
Pac9A1	Panic attack type 1
pac9A2	Panic attack type 2
Pac3A3	Panic attack type 3

PAC91C	Not due to substance or medical condition - type 1
PAC92C	Not due to substance or medical condition - type 2
PAC93C	Not due to substance or medical condition - type 3

Item Coding

pac9a1 pac9a2 pac9a3 ypaa1 pac9a2ay ypaa2by pac9a2cy pac9a2y pac9a2am pac9a2bm
pac9a2cm pac9a2m pac91ay pac92ay pac93ay pac91am pac92am pac93am pac91c
pac92c pac93c pac9y pac9m pac9agy pac9agm pac9wagy pac9wagm pac9agpy
pac9agpm pac9ima1 pac9ima2 pac9ima3 pac9ima4 pac9ima5 pac9ima6 pac9ima
pac9yima pac9mima pac9imb pac9yimb pac9mimb pac9imc1 pac9imc2 pac9imc3
pac9imc4 pac9imc5 pac9imc6 pac9imc pac9yimc pac9mimc

0 'No'

1 'Yes'.

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SCALE: Panic Disorder 2003-2005

pacaima	At least one medium level impairment panic disorder child report
pacaimb	At least two medium level impairments panic disorder child report
pacaimc	At least one severe level impairment panic disorder child report
pacaMIMA	Past Month At least one medium level impairment panic disorder child report
pacaMIMB	Past Month At least two medium level impairments panic disorder child report
pacaMIMC	Past Month At least one severe level impairment panic disorder child report
pacaYIMA	Past Year At least one medium level impairment panic disorder child report
pacaYIMB	Past Year At least two medium level impairments panic disorder child report
pacaYIMC	Past Year At least one severe level impairment panic disorder child report
pacaY	Past year: panic disorder
pacaM	Past month: panic disorder
pacaAGY	Past year: panic without agoraphobia
pacaAGM	Past month: panic without agoraphobia
pacaWAGY	Past year: panic with agoraphobia

pacaWAGM	Past month: panic with agoraphobia
pacaagpy	Past year: agoraphobia without panic
pacaagpM	Past month: agoraphobia without panic
pacaCRTY	Youth Panic Disorder Criteria Count - Last Year
pacaCRTM	Youth Panic Disorder Criteria Count - Last Month
pacaSYMP	Youth Panic Disorder Symptom Count
pacaA1	Panic attack type 1
pacaA2	Panic attack type 2
PAc3A3	Panic attack type 3
paca1C	Not due to substance or medical condition - type 1
paca2C	Not due to substance or medical condition - type 2
paca3C	Not due to substance or medical condition - type 3

Item Coding

pacaa1 pacaa2 pacaa3 ypaa1 pacaa2ay ypaa2by pacaa2cy pacaa2y pacaa2am pacaa2bm
pacaa2cm pacaa2m pacal1ay pacal2ay pacal3ay pacal1am pacal2am pacal3am pacal1c pacal2c
pacal3c pacay pacam pacagy pacagm pacawagy pacawagm pacagpy pacagpm
pacaima1 pacaima2 pacaima3 pacaima4 pacaima5 pacaima6 pacaima pacayima
pacamima pacaimb pacayimb pacamimb pacaimc1 pacaimc2 pacaimc3 pacaimc4
pacaimc5 pacaimc6 pacaimc pacayimc pacaimc

0 'No'
1 'Yes'.

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Cohort 3 Youth Interview: Scale documentation

SCALE: Eating Disorders

CITATION/REFERENCES:

QUESTIONS USED: Items labeled as ED##YR

1. I eat when I am upset
2. I stuff myself with food

3. I have gone on eating binges where I felt that I could not stop
4. I have the thought of trying to vomit to lose weight
5. I think about bingeing or overeating
6. I eat moderately in front of others and stuff myself when they are gone
7. I eat or drink in secrecy
8. In your own opinion, what is your current body weight?

QUESTION CODING:

Items: 1-7: 1= Never, 2= Rarely, 3= Sometimes, 4= Frequently, 5= Usually, 6= Always

Item 8: 1 =Very Underweight, 2= Underweight, 3= Average, 4= Overweight, 5= Very Overweight

QUESTION RECODING:

None.

CALCULATION OF SCALES: Higher score less parent discipline

Eating Disorder = Sum of (1-7).

SCALE: Alcohol Abuse/Dependence

CALCULATION OF SYMPTOM COUNTS: 2003-2005

CITATION/REFERENCES: National Household Survey on Drug Abuse

QUESTIONS USED:

1. During the past 12 months, was there a month or more when you spent a lot of your time getting or drinking **alcohol**?
2. During the past 12 months, was there a month or more when you spent a lot of time getting over the effects of the **alcohol** you drank?
3. During the past 12 months, did you try to set limits on how often or how much **alcohol** you would drink?
4. Were you able to keep to the limits you set, or did you often drink more than you intended to?
5. During the past 12 months, did you need to drink more **alcohol** than you used to in order to get the effect you wanted?
6. During the past 12 months, did you notice that drinking the same amount of **alcohol** had less effect on you than it used to?
7. During the past 12 months, did you **want to** or **try to** cut down **or** stop drinking **alcohol**?
8. During the past 12 months, were you **able to** cut down or stop drinking **alcohol every time** you wanted to or tried to?
9. During the past 12 months, did you cut down or stop drinking **at least one time**?

10. During the past 12 months, did you have **2 or more** of these symptoms after you cut back or stopped drinking **alcohol**?

1. Sweating or feeling that you heart was beating fast
2. Having your hands tremble
3. Having trouble sleeping
4. Vomiting or feeling nauseous
5. Seeing, hearing, or feeling things that weren't really there
6. Feeling like you couldn't sit still
7. Feeling anxious
8. Having seizures or fits

11. During the past 12 months, did you have **2 or more of these symptoms at the same time** that lasted for longer than a day after you cut back or stopped drinking **alcohol**?

1. Sweating or feeling that you heart was beating fast
2. Having your hands tremble
3. Having trouble sleeping
4. Vomiting or feeling nauseous
5. Seeing, hearing, or feeling things that weren't really there
6. Feeling like you couldn't sit still
7. Feeling anxious
8. Having seizures or fits

12. During the past 12 months, did you have any problems with your emotions, nerves, or mental health that were probably caused or made worse by drinking **alcohol**?

13. Did you continue to drink **alcohol** even though you thought drinking was causing you to have problems with your emotions, nerves, or mental health?

14. During the past 12 months, did you have any physical health problems that were probably caused or made worse by drinking **alcohol**?

15. Did you continue to drink **alcohol** even though you thought drinking was causing you to have physical problems?

16. This question is about important activities such as going to school, doing fun things such as hobbies and sports, and spending time with friends and family. During the past 12 months, did drinking **alcohol** cause you to give up or spend less time doing these types of important activities?

17. Sometimes people who drink **alcohol** have serious problems at home, work or school. During the past 12 months, did drinking **alcohol** cause you to have serious problems like this either at home, work, or school?

18. During the past 12 months, did you regularly drink **alcohol** and then do something where being drunk might have put you in physical danger?

19. During the past 12 months, did drinking **alcohol** cause you to do things that repeatedly got you in trouble with the law?

20. During the past 12 months, did you have any problems with family or friends that were probably caused by your drinking?

21. Did you continue to drink **alcohol** even though you thought your drinking caused problems with family or friends?

QUESTION CODING:

Items 1-3, 5-20: 1=Yes, 2=No

Items 4: 1=Usually kept to limits, 2=Often drank more than intended

SCALE: Drug Abuse/Dependence

CALCULATION OF SYMPTOM COUNTS: 2003-2005

CITATION/REFERENCES: National Household Survey on Drug Abuse
Drugs included are: marijuana, cocaine/crack, heroin, inhalants, ecstasy

QUESTIONS USED:

1. During the past 12 months, was there a month or more when you spent a lot of your time getting or using **DRUG**?
2. During the past 12 months, was there a month or more when you spent a lot of your time getting over the effects of the **DRUG** you used?
3. During the past 12 months, did you try to set limits on how often or how much **DRUG** you would use?
4. Were you able to keep to the limits you set, or did you often use **DRUG** more than you intended to?
5. During the past 12 months, did you need to use more **DRUG** than you used to in order to get the effect you wanted?
6. During the past 12 months, did you notice that using the same amount of **DRUG** had less effect on you than it used to?
7. During the past 12 months, did you **want to** or **try to** cut down **or** stop using **DRUG**?
8. During the past 12 months, were you **able to** cut down or stop using **DRUG every time** you wanted to or tried to?
9. During the past 12 months, did you have any problems with your emotions, nerves, or mental health that were probably caused or made worse by your use of **DRUG**?
10. Did you continue to use **DRUG** even though you thought it was causing you to have problems with your emotions, nerves, or mental health?
11. During the past 12 months, did you have any physical health problems that were probably caused or made worse by your use of **DRUG**?
12. Did you continue to use **DRUG** even though you thought it was causing you to have

physical problems?

13. This question is about important activities such as going to school, doing fun things such as hobbies and sports, and spending time with friends and family. During the past 12 months, did using **DRUG** cause you to give up or spend less time doing these types of important activities?

14. Sometimes people who use **DRUG** have serious problems at home, work or school. During the past 12 months, did using **DRUG** cause you to have serious problems like this either at home, work, or school?

15. During the past 12 months, did you regularly use **DRUG** and then do something where using **DRUG** might have put you in physical danger?

16. During the past 12 months, did using **DRUG** cause you to do things that repeatedly got you in trouble with the law?

17. During the past 12 months, did you have any problems with family or friends that were probably caused by your use of **DRUG**?

18. Did you continue to use **DRUG** even though you thought it caused problems with family or friends?

QUESTION CODING:

Items 1-3, 5-18: 1=Yes, 2=No

Items 4: 1=Usually kept to limits, 2=Often used more than intended

SCALE: Tobacco Dependence

CALCULATION OF SYMPTOM COUNTS: 2003-2005

CITATION/REFERENCES: National Household Survey on Drug Abuse

Drugs included are: marijuana, cocaine/crack, heroin, inhalants, ecstasy

QUESTIONS USED:

1. During the past 12 months, was there a month or more when you spent a lot of your time getting or using **smoking cigarettes**?
2. During the past 12 months, did you try to set limits on how often or how much **smoking cigarettes** you would use?
3. Were you able to keep to the limits you set, or did you often use **smoking cigarettes** more than you intended to?
4. During the past 12 months, did you need to use more **smoking cigarettes** than you used to in order to get the effect you wanted?

5. During the past 12 months, did you notice that using the same amount of **smoking cigarettes** had less effect on you than it used to?
6. During the past 12 months, did you **want to** or **try to** cut down or stop using **smoking cigarettes**?
7. During the past 12 months, were you **able to** cut down or stop using **smoking cigarettes every time** you wanted to or tried to?
8. During the past 12 months, did you cut down or stop smoking at least one time?
9. During the past 12 months, did you have **4 or more** of these symptoms after you cut back or stopped **smoking cigarettes**?
10. During the past 12 months, did you have **4 or more of these symptoms at the same time** that lasted for longer than a day after you cut back or stopped **smoking cigarettes**?
11. During the past 12 months, did you have any problems with your emotions, nerves, or mental health that were probably caused or made worse by your use of **smoking cigarettes**?
12. Did you continue to use **smoking cigarettes** even though you thought it was causing you to have problems with your emotions, nerves, or mental health?
13. During the past 12 months, did you have any physical health problems that were probably caused or made worse by your use of **smoking cigarettes**?
14. Did you continue to use **smoking cigarettes** even though you thought it was causing you to have physical problems?
15. This question is about important activities such as going to school, doing fun things such as hobbies and sports, and spending time with friends and family. During the past 12 months, did using **smoking cigarettes** cause you to give up or spend less time doing these types of important activities?

QUESTION CODING:

Items 1-2, 5-18: 1=Yes, 2=No

Items 3: 1=Usually kept to limits, 2=Often used more than intended

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SAS Algorithm used from NHSDA web site. Using DSM IV criteria.

The following tables represent the NHSDA criteria used for the Cohort 3 drug assessments. There are two sets of criteria variables used within the drug abuse/dependence algorithm. The first set contains the algorithm for those drugs WITHOUT a withdrawal criteria (marijuana, inhalants, ecstasy), which are represented with a CR and the second set contains those drugs WITH a withdrawal criteria (alcohol, tobacco, crack/cocaine, heroin), which are represent by CRW.

Dependence is defined as the following:

For Non-withdrawal drugs:

- * Indicated 3 or more of the 6 dependence criteria

For withdrawal drugs:

- * Indicated 3 or more of the 7 dependence criteria (seventh is withdrawal symptoms)

Abuse is defined as the following:

- * Indicated 1 or more times they experienced the following 5 criteria
 - * drug use caused serious problem at home/work/school
 - * use drug and did dangerous activities
 - * drug use caused problems with the law
 - * drug use caused problems with family/friends
 - * continued to use drugs despite problems with family/friends

CRIT: Variables CR1, CR3, CR4, CR5, CR6, CR7 are for the 4 specified drugs without a withdrawal criteria. To determine whether R is dependent on each of 4 specified drugs. Each criterion variable takes on the "1" if the specified criterion of dependence is satisfied, the value 0 if the criterion is not satisfied.

CRITW: Variables CRW1, CRW2, CRW3, CRW4, CRW5, CRW6 AND CRW7 are for the 7 specified drugs with the withdrawal criteria to determine whether R is dependent on each of 7 specified drugs. Each criterion variable takes on the "1" if the specified criterion of dependence is satisfied, the value 0 if the criterion is not satisfied.

DEPEND1: Each of the 4 variables of this array indicate whether R is dependent on each of the specified drugs which do not have a withdrawal criteria. Each variable takes on the value 1 if three or more of the criteria of dependence (CRITERIA) are satisfied.

DEPEND2: Each of the 7 variables of this array indicate whether R is dependent on each of the specified drugs which do have a withdrawal criteria. Each variable takes on the value 1 if three or more of the criteria of dependence (CRITERIA) are satisfied.

Marijuana Abuse/Dependence

Cohort 3 Item	NHSDA Item	Dependence Criteria	Abuse
mdep110	drmj01	CR5a	
mdep210	drmj02	CR5b	
mdep310	drmj04		
mdep410	drmj05	CR3	
mdep510	drmj06	CR1a	
mdep610	drmj07	CR1b	
mdep710	drmj08		
mdep810	drmj09	CR4	
mdepb10	drmj13		
mdepc10	drmj14	CR7a	
mdepd10	drmj15		
mdepe10	drmj16	CR7b	
mdepf10	drmj17	CR6	
mdepg10	drmj18		CR1
mdeph10	drmj19		CR2
mdepi10	drmj20		CR3
mdepj10	drmj21		CR4
mdepk10	drmj22		CR5

Ecstasy Abuse/Dependence

Cohort 3 Item	NHSDA Item*	Dependence Criteria	Abuse
xdep110		CR5a	
xdep210		CR5b	
xdep310			
xdep410		CR3	
xdep510		CR1a	
xdep610		CR1b	
xdep710			
xdep810		CR4	
xdepb10			
xdepc10		CR7a	
xdepd10			
xdepe10		CR7b	
xdepf10		CR6	
xdepg10			CR1
xdeph10			CR2
xdepi10			CR3
xdepj10			CR4

xdepk10			CR5
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*Used the hallucinogens questions

Inhalants Abuse/Dependence

Cohort 3 Item	NHSDA Item	Dependence Criteria	Abuse
idep110	drin01	CR5a	
idep210	drin02	CR5b	
idep310	drin04		
idep410	drin05	CR3	
idep510	drin06	CR1a	
idep610	drin07	CR1b	
idep710	drin08		
idep810	drin09	CR4	
idepb10	drin13		
idepc10	drin14	CR7a	
idepd10	drin15		
idepe10	drin16	CR7b	
idepf10	drin17	CR6	
idepg10	drin18		CR1
ideph10	drin19		CR2
idepi10	drin20		CR3
idepj10	drin21		CR4
idepk10	drin22		CR5

Heroin Abuse/Dependence

Cohort 3 Item	NHSDA Item	Dependence Criteria	Abuse
hdep110	drhe01	CRW5a	
hdep210	drhe02	CRW5b	
hdep310	drhe04		
hdep410	drhe05	CRW3	
hdep510	drhe06	CRW1a	
hdep610	drhe07	CRW1b	
hdep710	drhe08		
hdep810	drhe09	CRW4	
hdep910	drhe10		
hdepa10	drhe11		
hdepa10	drhe12	CRW2	
hdepb10	drhe13		

hdepc10	drhe14	CRW7a	
hdepd10	drhe15		
hdepe10	drhe16	CRW7b	
hdepf10	drhe17	CRW6	
hdepg10	drhe18		CRW1
hdeph10	drhe19		CRW2
hdepi10	drhe20		CRW3
hdej210	drhe21		CRW4
hdepk10	drhe22		CRW5

Alcohol Abuse/Dependence

Cohort 3 Item	NHSDA Item	Dependence Criteria	Abuse
adep110	dralc01	CRW5a	
adep210	dralc02	CRW5b	
adep310	dralc04		
adep410	dralc05	CRW3	
adep510	dralc06	CRW1a	
adep610	dralc07	CRW1b	
adep710	dralc08		
adep810	dralc09	CRW4	
adep910	dralc10		
adepa10	dralc11		
adepaa10	dralc12	CRW2	
adepb10	dralc13		
adepc10	dralc14	CRW7a	
adepd10	dralc15		
adepe10	dralc16	CRW7b	
adepf10	dralc17	CRW6	
adepg10	dralc18		CRW1
adep h10	dralc19		CRW2
adepi10	dralc20		CRW3
adepj10	dralc21		CRW4
adepk10	dralc22		CRW5

Tobacco Dependence

Cohort 3 Item	NHSDA Item	Dependence Criteria
Tdep110	drcig01	CRW5b
Tdep310	drcig04	
Tdep410	drcig05	CRW3
Tdep510	drcig06	CRW1a
Tdep610	drcig07	CRW1b

Tdep710	drcig08	
Tdep810	drcig09	CRW4
Tdep910	drcig10	
Tdepa10	drcig11	
Tdepa10	drcig12	CRW2
Tdepb10	drcig13	
Tdepc10	drcig14	CRW7a
Tdepd10	drcig15	
Tdepe10	drcig16	CRW7b
Tdepf10	drcig17	CRW6

*There was not a criteria 5a item for tobacco. Additionally, there are not any criteria items for abuse regarding tobacco.

Crack/Cocaine Abuse/Dependence

Cohort 3 Item	NHSDA Item	Dependence Criteria	Abuse
Cdep110	drcc01	CRW5a	
Cdep210	drcc02	CRW5b	
Cdep310	drcc04		
Cdep410	drcc05	CRW3	
Cdep510	drcc06	CRW1a	
Cdep610	drcc07	CRW1b	
Cdep710	drcc08		
Cdep810	drcc09	CRW4	
Cdep910	drcc10		
Cdep9a10	drcc10a	CRW2a	
Cdepa10	drcc11		
Cdepa10	drcc12	CRW2	
Cdepb10	drcc13		
Cdepc10	drcc14	CRW7a	
Cdepd10	drcc15		
Cdepe10	drcc16	CRW7b	
Cdepf10	drcc17	CRW6	
Cdepg10	drcc18		CRW1
Cdeph10	drcc19		CRW2
Cdepi10	drcc20		CRW3
Cdepj10	drcc21		CRW4
Cdepk10	drcc22		CRW5

*For cocaine, there is an additional item used within the criteria (CRW2a). Dysphoria must be present for cocaine withdrawal.