NatPAT COVID-19 2021 Survey Codebook

Section 0: Twin Registry Information

Ethnicity_0/Ethnicity_1 (parent reported ethnicity of twin)

   1 = Hispanic or Latino

   0 = Not Hispanic or Latino

Race_0/race_1 (parent reported race of twin)

   1 = American Indian or Alaska Native

   2 = Asian

   3 = Black or African American

   4 = Native Hawaiian or Other Pacific Islander

   5 = White

   6 = Mixed

ageCOVIDsurvey2021_0/ ageCOVIDsurvey2021_1 (age of twin, calculated by date of birth subtracted from Aug 15, 2021)

twinsex_0/twinsex_1 (parent reported child-level sex)

   1 = male

   0 = female

pair_sex (parent reported twin sex at pair level)

   0 = female-female pair

   1 = male-male pair

   2 = male-female pair

schoolgradecovidsurvey2021_0/schoolgradecovidsurvey2021_1 (parent reported child-level grade)

zygosity (calculated zygosity from questionnaire)

   1 = MZ twins

   2 = DZ twins

***All the following variables are the core variable names. In the final datasets, the core variable names have "_0" or "_1" at the end

***For any of the following scored scales, sum/mean scores are only calculated if no more than 10% of the item level data was not missing.

Section 1: About you and your family

Questions refer to caregiver relationship to twins, caregiver job, race, ethnicity, caregiver education level, and household income.

Section 1
About you and your family

1. A) The person completing this questionnaire is (check one): *questionnaire*

- 1 ☐ Biological Mother
- 2 ☐ Biological Father
- 3 ☐ Step mother
- 4 ☐ Step father
- 5 ☐ Other relative (e.g. grandmother, aunt, etc.) Please specify:_____*otherrelativeresponse*_____
- 6 ☐ Adoptive or foster parent
- 7 ☐ Other, specify: *questionnaireotherresponse*_____

B) Your twins' other adult caregiver in the home is: *otheradult*

- 1 ☐ Biological Mother
- 2 ☐ Biological Father
- 3 ☐ Step mother
- 4 ☐ Step father
- 5 ☐ Other relative (e.g. grandmother, aunt, etc.) Please specify:_____*otheradultotherrelativeresponse*_____
- 6 ☐ Adoptive or foster parent
- 7 ☐ Other, specify: _____*otheradultotherresponse*_____
- -99 ☐ N/A (there is no other adult caregiver in the home)

2. How many individuals live in your home?

adulthome
_____#_____ Adults (18 yrs. old or older)   *kidhome* _____#_____ Children (younger than 18 yrs. old)

3. What is your current job? (Please be as specific as you can)

job

_____

_____

4. Do you consider yourself a "frontline" (or essential) worker during COVID-19?

2 ☐ Yes   1 ☐ Sort of   0 ☐ No   *frontline*

5. What is your twins' other caregiver's current job? (put N/A if not applicable)

otherjob

_____

_____

6. Do you consider the other caregiver as a "frontline" (or essential) worker during COVID-19?

☐ Yes   ☐ Sort of   ☐ No   ☐ N/A (There is no other adult caregiver in the home)

2   1   0   -99

otherfrontline

7. What was your job in January 2019? (Please be as specific as you can; put "the same" if it is the same as your response for question 3)

Job2019

_____

_____

8. What was your twins' other caregiver's job in January 2019? (Put N/A if not applicable; put "the same" if it is the same as your response for question 5)

Otherjob2019

_____

_____

9. What is your ethnicity? (check one):

hispanic

0 ☐ Non-Hispanic
1 ☐ Hispanic / Latino

10. What is your race? (check all that apply):

Enter 1 if checked

☐ American Indian or Alaska Native indigenous
☐ Asian asian
☐ Native Hawaiian or Other Pacific Islander hawaiian
☐ Black or African American black
☐ White white
☐ Other, specify: _____ raceotherresponse
raceother

11. What race/ethnicity do you identify as? Feel free to use your own words.

ownrace

_____

12. What is your highest level of school completed? (check one) education

1 ☐ Grade 6 or less
2 ☐ Grade 7 – 12 (without graduating high school or equivalent)
3 ☐ Graduated high school or high school equivalent
4 ☐ Some college
5 ☐ Graduated from 2-year college
6 ☐ Graduated from 4-year college
7 ☐ Attended graduate or professional school without graduating
8 ☐ Completed graduate or professional school

13. What is the highest level of school the twins' other caregiver in the home completed? (check one)

othereducation

1 ☐ Grade 6 or less
2 ☐ Grade 7 – 12 (without graduating high school or equivalent)
3 ☐ Graduated high school or high school equivalent
4 ☐ Some college
5 ☐ Graduated from 2-year college
6 ☐ Graduated from 4-year college
7 ☐ Attended graduate or professional school without graduating
8 ☐ Completed graduate or professional school
-99 ☐ N/A (There is no other adult caregiver in the home)

CaregiverRace (caregiver reporter reported race of self)

1 = American Indian or Alaska Native
2 = Asian
3 = Native Hawaiian or Other Pacific Islander
4 = Black or African American
5 = White
6 = Mixed
-99 = missing

6

14. What is your current household income? (check one) income

1 ☐ $0 – 9,999	9 ☐ $80,000 – 89,999
2 ☐ $10,000 – 19,999	10 ☐ $90,000 – 99,999
3 ☐ $20,000 – 29,999	11 ☐ $100,000 – 109,999
4 ☐ $30,000 – 39,999	12 ☐ $110,000 – 119,999
5 ☐ $40,000 – 49,999	13 ☐ $120,000 – 129,999
6 ☐ $50,000 – 59,999	14 ☐ $130,000 – 139,999
7 ☐ $60,000 – 69,999	15 ☐ $140,000 – 149,999
8 ☐ $70,000 – 79,999	16 ☐ $150,000 or more
	-98 ☐ Don't know or prefer not to answer

15. What was your household income in 2019 (the year before COVID-19)? (check one) Income2019

1 ☐ $0 – 9,999	9 ☐ $80,000 – 89,999
2 ☐ $10,000 – 19,999	10 ☐ $90,000 – 99,999
3 ☐ $20,000 – 29,999	11 ☐ $100,000 – 109,999
4 ☐ $30,000 – 39,999	12 ☐ $110,000 – 119,999
5 ☐ $40,000 – 49,999	13 ☐ $120,000 – 129,999
6 ☐ $50,000 – 59,999	14 ☐ $130,000 – 139,999
7 ☐ $60,000 – 69,999	15 ☐ $140,000 – 149,999
8 ☐ $70,000 – 79,999	16 ☐ $150,000 or more
	-98 ☐ Don't know or prefer not to answer

Section 2: Your twins' home life during COVID-19

Questions refer to relationships with school teachers, helping twins with schoolwork, school provided supplies, family provided supplies, and internet connection. Note: any open ended responses have been removed from final data due to import issues with quantitative data. These are available from Sara Hart

Section 2
Your twins' school life during COVID-19

1. During the part of the 2019-2020 school year before COVID-19 (i.e., up until March 2020), did you feel comfortable interacting with or communicating with your twins' teachers? Comfort2019

1 ☐ Not comfortable   2 ☐ Somewhat comfortable   3 ☐ Neutral   4 ☐ Comfortable   5 ☐ Very comfortable

2. During the 2020-2021 school year, did you feel comfortable interacting with or communicating with your twins' teachers? Comfort2020

1 ☐ Not comfortable   2 ☐ Somewhat comfortable   3 ☐ Neutral   4 ☐ Comfortable   5 ☐ Very comfortable

3. During 2019-2020 school year before COVID-19 (i.e., up until March 2020), how effective did you feel in dealing with concerns raised by your twins' teachers? Effective2019

1 ☐ Not effective   2 ☐ Somewhat effective   3 ☐ Neutral   4 ☐ Effective   5 ☐ Very effective

4. During the 2020-2021 school year, how effective did you feel in dealing with concerns raised by your twins' teachers? Effective2020

1 ☐ Not effective   2 ☐ Somewhat effective   3 ☐ Neutral   4 ☐ Effective   5 ☐ Very effective

5. During the 2019-2020 school year before COVID-19 (i.e., up until March 2020), how satisfied did you feel after interacting with your twins' teachers? Satisfied2019

1 ☐ Not satisfied   2 ☐ Somewhat satisfied   3 ☐ Neutral   4 ☐ Satisfied   5 ☐ Very satisfied

6. During the 2020-2021 school year, how satisfied did you feel after interacting with your twins' teachers? Satisfied2020

1 ☐ Not satisfied   2 ☐ Somewhat satisfied   3 ☐ Neutral   4 ☐ Satisfied   5 ☐ Very satisfied

7. During the 2019-2020 school year before COVID-19 (i.e., up until March 2020), did you feel "qualified" or like an authority in terms of your twins' school achievement? Qualified2019

1 ☐ Not qualified   2 ☐ Somewhat qualified   3 ☐ Neutral   4 ☐ Qualified   5 ☐ Very qualified

8. During the 2020-2021 school year, did you feel "qualified" or like an authority in terms of your twins' school achievement? Qualified2020

1 ☐ Not qualified   2 ☐ Somewhat qualified   3 ☐ Neutral   4 ☐ Qualified   5 ☐ Very qualified

9. During the 2019-2020 school year before COVID-19 (i.e., up until March 2020), how likely were you to question a teacher's practices or school curriculum? Question2019

1 ☐ Not likely   2 ☐ Somewhat likely   3 ☐ Neutral   4 ☐ Likely   5 ☐ Very likely

10. During the 2020-2021 school year, how likely were you to question a teacher's practices or school curriculum? *Question2020*

1	2	3	4	5
☐ Not likely	☐ Somewhat likely	☐ Neutral	☐ Likely	☐ Very likely

11. During the 2019-2020 school year before COVID-19 (i.e., up until March 2020), did you help your twins with schoolwork? *help2019*

1	2	3	4	5
☐ Not at all	☐ Rarely	☐ Sometimes	☐ Often	☐ Very often

12. During the 2020-2021 school year, did you help your twins with schoolwork? *Help2020*

☐ Not at all	☐ Rarely	☐ Sometimes	☐ Often	☐ Very often

13. The 2019-2020 school year before COVID-19 (i.e., up until March 2020), did you feel it was your responsibility to help your twins with schoolwork? *Response2019*

1	2	3	4	5
☐ Not at all	☐ Rarely	☐ Sometimes	☐ Often	☐ Very often

14. During the 2020-2021 school year, did you feel it was your responsibility to help your twins with schoolwork? *Response2020*

1	2	3	4	5
☐ Not at all	☐ Rarely	☐ Sometimes	☐ Often	☐ Very often

15. Other than yourself and their teacher, who else helped the twins with their schoolwork during the 2019-2020 school year before COVID-19 (i.e., up until March 2020)? (select all that apply)

Enter 1 if checked

- ☐ Biological Mother *biomom2019*
- ☐ Biological Father *biodad2019*
- ☐ Step mother *stepmom2019*
- ☐ Step father *stepdad2019*
- ☐ Grandparent *grandparent2019*
- ☐ Sibling *sibling2019*
- ☐ Other family member (e.g. cousin, aunt, etc.) *otherfamily2019*
- ☐ Adoptive or foster parent *adoptive2019*
- ☐ Other, specify: *helpsother2019* _____ *helpsotherresponse2019* _____
- ☐ No one else helped *noone2019*

16. Other than yourself and their teacher, who else helped the twins with their schoolwork during the 2020-2021 school year? (select all that apply)

Enter 1 if checked

- ☐ Biological Mother *biomom2020*
- ☐ Biological Father *Biodad2020*
- ☐ Step mother *Stepmom2020*
- ☐ Step father *Stepdad2020*
- ☐ Grandparent *Grandparent2020*
- ☐ Sibling *Sibling2020*
- ☐ Other family member (e.g. cousin, aunt, etc.) *Otherfamily2020*
- ☐ Adoptive or foster parent *Adoptive2020*
- ☐ Other, specify: *Helpsother2020* _____ *Helpsotherresponse2020* _____
- ☐ No one else helped *Noone2020*

**#1-#16 were
investigator created by Sara Hart and team**

17. Did your twins' school or school district provide you any of the following to use at home to support your twins' learning during COVID-19? (Please give a response to each even if the answer is "No".)

School Supplied	Yes	No
Laptop or desktop computer schcomp	☐ 1	☐ 0
Mobile phone schphone	☐ 1	☐ 0
Internet access (i.e., 4G dongle) schinternet	☐ 1	☐ 0
Tablet schtablet	☐ 1	☐ 0
Headphones or earbuds schhead	☐ 1	☐ 0
Webcam (for video communication) schwebcam	☐ 1	☐ 0
Learning apps, software, or other online programs schapps	☐ 1	☐ 0
Printer schprinter	☐ 1	☐ 0

18. Did you have to purchase any of the following to use at home to support your twins' learning during COVID-19? (Please give a response to each even if the answer is "No".)

Your family provided	Yes	No
Laptop or desktop computer famcomp	☐ 1	☐ 0
Mobile phone famphone	☐ 1	☐ 0
Internet access (i.e., 4G dongle) faminternet	☐ 1	☐ 0
Tablet famtablet	☐ 1	☐ 0
Headphones or earbuds famhead	☐ 1	☐ 0
Webcam (for video communication) famwebcam	☐ 1	☐ 0
Learning apps, software, or other online programs famapps	☐ 1	☐ 0
Printer famprinter	☐ 1	☐ 0

19. During the 2020-2021 school year, what type(s) of internet did you have at home? (select all that apply)

Enter 1 if checked

- ☐ Dedicated household internet or wifi wifi
- ☐ Dedicated cellular hotspot hotspot
- ☐ Hotspot through someone's mobile phone mobile
- ☐ No Internet at home No_internet
- ☐ Use public internet sources (e.g., library, restaurants, etc.) public
- ☐ Other (please describe):internetother   internetotherresponse

20. During the 2020-2021 school year, how reliable has your internet at home been? (circle one)

No problems with connection	reliableinternet			Frequent connection problems
1	2	3	4	5
1	2	3	4	5

#17-#20 were investigator created by Callie LIttle

Section 3: Your home life during COVID-19

Questions refer to the impact of COVID-19 on mental health, financial security, risk perception, and support. Note: any open ended responses have been removed from final data due to import issues with quantitative data. These are available from Sara Hart

Section 3
Your home life during COVID-19

1. Since COVID-19, were any of the following true in your household?

covidimpacts#

		1 Not True	2 Somewhat True	3 Very True
1	Significant decrease (over 10%) in household income	1	2	3
2	Gone into financial debt	1	2	3
3	Job disruption or loss (myself or other caregiver)	1	2	3
4	Could not access essential supplies (e.g., sanitizer, soap, toilet paper) even when they were available	1	2	3
5	Overwhelmed by the amount of COVID-19 news coverage	1	2	3
6	Applied for employment insurance or government assistance	1	2	3
7	Experienced significant delays in receiving employment insurance or government assistance (leave blank if did not apply)	1	2	3
8	Became concerned about providing for my family	1	2	3
9	Became stressed by crowded grocery stores and shopping centers	1	2	3
10	Experienced increased arguments with family members	1	2	3
11	Experienced increased emotional withdrawal from family members	1	2	3
12	Children became harder to manage	1	2	3
13	Was not able to access educational materials for children	1	2	3
14	More relationship conflicts with my partner (leave blank if not in a relationship)	1	2	3
15	Struggled emotionally with the loss of routine	1	2	3
16	Felt crowded in my living space	1	2	3
17	Significant anxiety/panic about danger to myself or loved ones	1	2	3
18	Difficulty in finding or keeping childcare	1	2	3

2. At the beginning of the pandemic, how did you perceive COVID-19 as a risk...

covidrisk#

		1 No risk	2 Low risk	3 Moderate risk	4 High risk
1	...to your physical health?	1	2	3	4
2	...to your twins' physical health?	1	2	3	4
3	...to your mental health?	1	2	3	4
4	...to your twins' mental health?	1	2	3	4
5	...to your family's financial situation?	1	2	3	4
6	...to your twins' education?	1	2	3	4

3. Looking back, do you think your perceptions of COVID-19 as a risk...

Covidriskperception#

		1 Not at all justified	2 Very little justified	3 Somewhat justified	4 Very justified
1	...to your physical health was justified?	1	2	3	4
2	...to your twins' physical health was justified?	1	2	3	4
3	...to your mental health was justified?	1	2	3	4
4	...to your twins' mental health was justified?	1	2	3	4
5	...to your family's financial situation was justified?	1	2	3	4
6	...to your twins' education was justified?	1	2	3	4

#1 is from

Prime, H., Wade, M., May, S. S., Jenkins, J. M., & Browne, D. T. (2021). The COVID-19 Family Stressor Scale: Validation and measurement invariance in female and male caregivers. *Frontiers in Psychiatry*, 716.

#2 & #3 are investigator created by Jeffrey Shero

4. During the 2020-2021 school year, how difficult was it for you to cover your expenses and pay all your bills? paybills

     1   2   3

☐ Very difficult   ☐ Somewhat difficult   ☐ Not at all difficult

5. During the 2020-2021 school year, how often were you able to afford to eat how you normally do?

   1   2   3   4   5   affordeat

☐ Not at all   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Very often

6. Think of the support you receive from people close to you (such as family, friends, close co-workers, neighbors). Support can be related to financial help, child care, advice, house chores, giving rides, etc. During COVID-19, was there an increase or decrease in the amount of support as before COVID-19? support

   5   4   3   2   1

☐ Big increase   ☐ Increase   ☐ No change   ☐ Decrease   ☐ Big decrease

7. To what extent has COVID-19 had a negative effect on the mental health of …

	1 Not at all	2 A little	3 Somewhat	4 Much	5 Very much
You mentalyou	1	2	3	4	5
Your spouse/partner (leave blank if not in a relationship) mentalspouse	1	2	3	4	5

8. On a scale of 0 (not at all) to 10 (very much), how stressful has COVID-19 been for you? (circle one) covidstress

  0   1   2   3   4   5   6   7   8   9   10

  0   1   2   3   4   5   6   7   8   9   10

9. During the last 30 days, about how often did... Distress#

	1 None of the time	2 A little of the time	3 Some of the time	4 Most of the time	5 All the time
1 ... you feel depressed?	1	2	3	4	5
2 ... you feel so depressed that nothing could cheer you up?	1	2	3	4	5
3 ... you feel hopeless?	1	2	3	4	5
4 ... you feel restless or fidgety?	1	2	3	4	5
5 ... you feel so restless that could not sit still?	1	2	3	4	5
6 ... you feel tired out for no good reason?	1	2	3	4	5
7 ... you feel that everything was an effort?	1	2	3	4	5
8 ... you feell worthless?	1	2	3	4	5
9 ... you feel nervous?	1	2	3	4	5
10 ... you feel so nervous that nothing could calm you down?	1	2	3	4	5

#4. From COVID-19 Related Household Finances

https://www.phenxtoolkit.org/protocols/view/980101

Citation is RAND American Life Panel (MS546) Impacts of COVID-19 [RIR Survey 1]

#5 is investigator created by Sara Hart and team

#6 is investigator created by Willa van Dijk

#7 investigator created, based slightly from Drouin, M., McDaniel, B. T., Pater, J., & Toscos, T. (2020). How parents and their children used social media and technology at the beginning of the COVID-19 pandemic and associations with anxiety. *Cyberpsychology, Behavior, and Social Networking*, *23*(11), 727-736.

#8 investigator created by Sara Hart, based from the 0-10 math anxiety scale (you can see Hart & Ganley, 2019)

#9. The distress scale is from Kessler, R. C., Andrews, G., Colpe, L. J., Hiripi, E., Mroczek, D. K., Normand, S. L., ... & Zaslavsky, A. M. (2002). Short screening scales to monitor population prevalences and trends in non-specific psychological distress. *Psychological medicine*, *32*(6), 959-976.

```
data parent7; set parent6;
missingdepressed= n (of distress1-distress3);
missing_motor = n (of distress4-distress5);
missing_fatigue = n (of distress6-distress7);
missing_anxiety = n (of distress9-distress10);

if missingdepressed ge 3 then KesslerDepressed = sum (of distress1-
distress3);
if missing_motor ge 2 then KesslerMotor = sum (of distress4-distress5);
if missing_fatigue ge 2 then KesslerFatigue = sum (of distress6-distress7);
if missing_anxiety ge 2 then KesslerAnxiety = sum (of distress9-distress10);
KesslerWorthless = distress8;

label
KesslerDepressed = 'Kessler Depressed Mood Scale - sum of items 1-3'
KesslerMotor = 'Kessler Motor Agitation Scale - sum of items 4-5'
KesslerFatigue = 'Kessler Fatigue Scale - sum of items 6-7'
KesslerAnxiety = 'Kessler Anxiety Scale - sum of items 9-10'
KesslerWorthless = 'Kessler Worthless Guilt Item - Item 8';
run;
```

Section 4/Section 5

Questions refer to the individual twins' school experiences, school supports or services, after school activities, peer interactions, and COVID-19 impacts.

1. Children had very different experiences with how they went to school during the 2020-2021 school year. We would like to know what happened with your child. Please select how your child went to school, and the dates that applies. If your child switched how they were going to school, you can fill out multiple rows. You do not need to account for normal school holidays with the dates.

School1	Dates
1 ☐ In-person at typical school (physically went to school)	Start (MM/YY): ___(MM/YYYY)___ School1start
2 ☐ In-person at "school pod" or other temporary school	Finish (MM/YY): ___(MM/YYYY)___ School1end
3 ☐ Online	☐ The whole school year (Skip to the
4 ☐ Hybrid (combination of both in-person and online)	Enter 1 if checked
5 ☐ Homeschooled	next page) schoolwhole
6 ☐ Did not go to school/Unschooled	

School2	Dates
1 ☐ In-person at typical school (physically went to school)	Start (MM/YY): ___(MM/YYYY)___ School2start
2 ☐ In-person at "school pod" or other temporary school	Finish (MM/YY): ___(MM/YYYY)___ School2end
3 ☐ Online	
4 ☐ Hybrid (combination of both in-person and online)	
5 ☐ Homeschooled	
6 ☐ Did not go to school/Unschooled	

School3	Dates
1 ☐ In-person at typical school (physically went to school)	Start (MM/YY): ___(MM/YYYY)___ School3start
2 ☐ In-person at "school pod" or other temporary school	Finish (MM/YY): ___(MM/YYYY)___ School3end
3 ☐ Online	
4 ☐ Hybrid (combination of both in-person and online)	
5 ☐ Homeschooled	
6 ☐ Did not go to school/Unschooled	

School4	Dates
1 ☐ In-person at typical school (physically went to school)	Start (MM/YY): ___(MM/YYYY)___ School4start
2 ☐ In-person at "school pod" or other temporary school	Finish (MM/YY): ___(MM/YYYY)___ School4end
3 ☐ Online	
4 ☐ Hybrid (combination of both in-person and online)	
5 ☐ Homeschooled	
6 ☐ Did not go to school/Unschooled	

School5	Dates
1 ☐ In-person at typical school (physically went to school)	Start (MM/YY): ___(MM/YYYY)___ School5start
2 ☐ In-person at "school pod" or other temporary school	Finish (MM/YY): ___(MM/YYYY)___ School5end
3 ☐ Online	
4 ☐ Hybrid (combination of both in-person and online)	
5 ☐ Homeschooled	
6 ☐ Did not go to school/Unschooled	

2. In your opinion, how different has it been for your child to do the following during COVID-19 compared to before COVID-19?

Diffchild#

		1 Much harder	2 Harder	3 About the same	4 Easier	5 Much easier
1	Get their schoolwork done because of other responsibilities at home (taking care of children, family)?	1	2	3	4	5
2	Get their schoolwork done because of the home environment (internet, computers, tension, space)?	1	2	3	4	5
3	Focus on their schoolwork	1	2	3	4	5
4	Finish their schoolwork	1	2	3	4	5
5	Find motivation to start or complete schoolwork	1	2	3	4	5
6	Manage frustration about their schoolwork	1	2	3	4	5
7	Work on their schoolwork on their own	1	2	3	4	5
8	Stay interested in their schoolwork	1	2	3	4	5

3. Did your child regularly receive any of the following supports or services at school before COVID-19 or during the 2020-2021 school year? (Please give a response to each even if the answer is "No".)

	Before COVID-19	During the 2020-2021 school year
School counseling or therapy therapy	0/1 ☐ Yes ☐ No	0/1 ☐ Yes ☐ No Therapy2020
Tutoring/help with schoolwork or homework tutor	0/1 ☐ Yes ☐ No	0/1 ☐ Yes ☐ No Tutor2020
Extended time to complete work extended	0/1 ☐ Yes ☐ No	0/1 ☐ Yes ☐ No Extended2020
Modified assignments or tests modified	0/1 ☐ Yes ☐ No	0/1 ☐ Yes ☐ No Modified2020
Physical or occupational therapy phytherapy	0/1 ☐ Yes ☐ No	0/1 ☐ Yes ☐ No Phytherapy2020
Speech or language therapy speech	0/1 ☐ Yes ☐ No	0/1 ☐ Yes ☐ No Speech2020
Meals provided by school meals	0/1 ☐ Yes ☐ No	0/1 ☐ Yes ☐ No Meals2020

Diffchild variables are from NIH   Phenxtoolkit,   Protocol - COVID-19 Related Employment Status,
https://www.phenxtoolkit.org/protocols/view/980201. The citation there is listed as

Fisher, P.W., Desai, P., Klotz, J., Turner, J.B., Reyes-Portillo, J.A., Ghisolfi, I., Canino, G., and Duarte, C.S. (2020) COVID-19 Experiences (COVEX).

Variables in #3 above are adapted from

 Pfeifer, J., Ladouceur, C. D., Byrne, M. L., Flannery, J., Chavez, S., Cheng, T. W., ... & Oosterhoff, B. (2020). Assessment of COVID-19 Experiences (ACE) for adolescents—Research tracker and facilitator. *Open Science Framework*. https://osf.io/mpcjs

They were found from Becker, S. P., Breaux, R., Cusick, C. N., Dvorsky, M. R., Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without attention-deficit/hyperactivity disorder. *Journal of Adolescent Health*, *67*(6), 769-777.

4. Does your child require any special services at school? Check all that apply: Enter 1 if checked

☐ Special Education   sped

☐ 504 Plan/IEP   IEP

☐ RTI   RTI

☐ Gifted/Enriched Programming   gifted

schother   ☐ Other (please describe):_____schotherresponse_____

☐ None apply, my child doesn't require special services at school (Skip to Question 7)   schnone

If yes, please check all that apply for your child: Enter 1 if checked

☐ Intellectual Disabilities   intdis

☐ Hearing Impairments   hear

☐ Deafness   deaf

☐ Speech or Language Impairment (SLI/DLD)   SLI

☐ Visual Impairment including Blindness   blind

☐ Emotional Disturbance   emodist

☐ Orthopedic Impairment   ortho

☐ Other Health Impairment (e.g., ADHD)   ADHD

☐ Specific Learning Disability (SLD)   SLD

☐ Traumatic Brain Injury   TBI

☐ Autism Spectrum Disorder   ASD

☐ Developmental Delay   devdelay

5. If your child requires special services at school, how satisfied are you with the services provided during the part of the 2019-2020 school year before COVID-19 (i.e., up until March 2020)?

schservices

☐ Not satisfied   ☐ Somewhat satisfied   ☐Neutral   ☐Satisfied   ☐Very satisfied

1   2   3   4   5

#4 (above) & #5 (above) & 6 (below) above were made up by Sara Hart and Stephanie Al Otaiba for a different data collection (Project KIDS). They were adapted for COVID here.

6. If your child requires special services at school, how satisfied are you with the services provided during the 2020-2021 school year?   schservices2020

1	2	3	4	5
☐ Not satisfied	☐ Somewhat satisfied	☐ Neutral	☐ Satisfied	☐ Very satisfied

7. During the part of the 2019-2020 school year before COVID-19 (i.e., up until March 2020) please indicate how often your child participated in the following activities after school (e.g., after 3pm).

	Activities2019_#	Never	Once a week	Twice a week	Three times a week	Four times a week	Five times a week or more
1	Educational lessons or activities, such as Spanish club	0	1	2	3	4	5
2	Art or music lessons, such as piano	0	1	2	3	4	5
3	Youth organizations, such as Boy Scouts	0	1	2	3	4	5
4	Individual sports with a coach or instructor, such as tennis	0	1	2	3	4	5
5	Team sports with a coach or instructor, such as baseball	0	1	2	3	4	5
6	Sports and/or exercise for fun	0	1	2	3	4	5
7	Homework	0	1	2	3	4	5
8	Watch TV	0	1	2	3	4	5
9	Video or computer games	0	1	2	3	4	5
10	Instant messaging	0	1	2	3	4	5
11	Read for fun	0	1	2	3	4	5
12	Household chores	0	1	2	3	4	5
13	Practice a musical instrument	0	1	2	3	4	5
14	Arts & crafts	0	1	2	3	4	5
15	Hang out with friends	0	1	2	3	4	5

8. During the 2020-2021 school year, please indicate how often your child participated in the following activities after school (e.g., after 3pm).

	Activities2020_#	Never	Once a week	Twice a week	Three times a week	Four times a week	Five times a week or more
1	Educational lessons or activities, such as Spanish club	0	1	2	3	4	5
2	Art or music lessons, such as piano	0	1	2	3	4	5
3	Youth organizations, such as Boy Scouts	0	1	2	3	4	5
4	Individual sports with a coach or instructor, such as tennis	0	1	2	3	4	5
5	Team sports with a coach or instructor, such as baseball	0	1	2	3	4	5
6	Sports and/or exercise for fun	0	1	2	3	4	5
7	Homework	0	1	2	3	4	5
8	Watch TV	0	1	2	3	4	5
9	Video or computer games	0	1	2	3	4	5
10	Instant messaging	0	1	2	3	4	5
11	Read for fun	0	1	2	3	4	5
12	Household chores	0	1	2	3	4	5
13	Practice a musical instrument	0	1	2	3	4	5
14	Arts & crafts	0	1	2	3	4	5
15	Hang out with friends	0	1	2	3	4	5

#7 & #8, items 1-6 are from

MDI: Middle Years Development Instrument found in:

Schonert-Reichl, K.A., Guhn, M., Gadermann, A.M. *et al.* Development and Validation of the Middle Years Development Instrument (MDI): Assessing Children's Well-Being and Assets across Multiple Contexts. *Soc Indic Res* **114,** 345–369 (2013). https://doi.org/10.1007/s11205-012-0149-y

Items 7-15 are investigator added to the published scale by Sara Hart and team

9. How has COVID-19 influenced the interactions of your child with their peers?

	Decreased dramatically	Decreased a bit	Stayed the same	Increased a bit	Increased dramatically
Face-to-face contact face2face	1	2	3	4	5
Contact through social media socialmedia	1	2	3	4	5
Number of friends numfriends	1	2	3	4	5
Conflict with friends conflictfriends	1	2	3	4	5

10. To what extent has COVID-19 had a negative effect on the mental health of your child?

    1   2   3   4   5

☐ Not at all   ☐ A little   ☐ Somewhat   ☐ Much   ☐ Very much

covidmentalhealthchild

11. Before COVID-19, how stressful were your parenting experiences with your child? parentingstress

    1   2   3   4   5

☐ Not at all   ☐ A little   ☐ Somewhat   ☐ Much   ☐ Very much

12. During COVID-19, how stressful were your parenting experiences with your child? covidparentingstress

    1   2   3   4   5

☐ Not at all   ☐ A little   ☐ Somewhat   ☐ Much   ☐ Very much

#9 above were investigator created for this data collection by LaTasha Holden

#10 investigator created by Sara Hart and team

#11-#12

Adapted from parenting stress question from

Prime, H., Wade, M., May, S. S., Jenkins, J. M., & Browne, D. T. (2021). The COVID-19 Family Stressor Scale: Validation and measurement invariance in female and male caregivers. *Frontiers in Psychiatry*, 716.

13. For each item, please select "Not True", "Somewhat True" or "Certainly True". It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems odd! Please give your answers on the basis of how your child has been *over the last six months*.

	SDQ#	Not true	Somewhat true	Certainly true
1	Considerate of other people's feelings	1	2	3
2	Restless, overactive, cannot stay still for long	1	2	3
3	Often complains of headaches, stomach-aches or sickness	1	2	3
4	Shares readily with others (food, games, pens etc.)	1	2	3
5	Often has temper tantrums or hot temper	1	2	3
6	Rather solitary, tends to play alone	1	2	3
7	Generally obedient, usually does what adults request	1	2	3
8	Many worries, often seems worried	1	2	3
9	Helpful if someone is hurt, upset or feeling ill	1	2	3
10	Constantly fidgeting or squirming	1	2	3
11	Has at least one good friend	1	2	3
12	Often fights with other children or bullies them	1	2	3
13	Often unhappy, down-hearted or tearful	1	2	3
14	Generally liked by other children	1	2	3
15	Easily distracted, concentration wanders	1	2	3
16	Nervous or clingy in new situations; easily loses confidence	1	2	3
17	Kind to younger children	1	2	3
18	Often lies or cheats	1	2	3
19	Picked on or bullied by other children	1	2	3
20	Often volunteers to help others (parents, teachers, children)	1	2	3
21	Thinks things out before acting	1	2	3
22	Steals from home, school or elsewhere	1	2	3
23	Gets on better with adults than with other children	1	2	3
24	Many fears, easily scared	1	2	3
25	Sees tasks through to the end, good attention span	1	2	3
		0	1	2

Scale details are here
https://www.sdqinfo.org/a0.html

SDQ: Strengths and Difficulties Questionnaire
(Goodman et al., 1998)

Goodman R, Meltzer H, Bailey V. The Strengths and Difficulties Questionnaire: a pilot study on the validity of the self-report version. Eur Child Adolesc Psychiatry. 1998 Sep;7(3):125-30. doi: 10.1007/s007870050057. PMID: 9826298.

```
data child5 (drop=J missingsdq_emotionalproblems_1
missingsdq_emotionalproblems_0 missingsdq_conductproblems_1
missingsdq_conductproblems_0
```

```
missingsdq_hyperactivity_1 missingsdq_hyperactivity_0
missingsdq_peerproblems_1 missingsdq_peerproblems_0 missingsdq_prosocial_1
missingsdq_prosocial_0); set child4;

array rr3ecold {*} SDQ7_0 SDQ7_1 SDQ21_0 SDQ21_1 SDQ25_0 SDQ25_1
SDQ11_0 SDQ11_1 SDQ14_0 SDQ14_1;

array rr3ecnew {*} nSDQ7_0 nSDQ7_1 nSDQ21_0 nSDQ21_1 nSDQ25_0 nSDQ25_1
nSDQ11_0 nSDQ11_1 nSDQ14_0 nSDQ14_1 ;
      do J=1 to dim(rr3ecold);
            if rr3ecold{J} = 2 then rr3ecnew{J} = 0;
            if rr3ecold{J} = 1 then rr3ecnew{J} = 1;
            if rr3ecold{J} = 0 then rr3ecnew{J} = 2;
      end;
missingsdq_emotionalproblems_1= n (of SDQ3_1 SDQ8_1 SDQ13_1 SDQ16_1 SDQ24_1);
missingsdq_emotionalproblems_0= n (of SDQ3_0 SDQ8_0 SDQ13_0 SDQ16_0 SDQ24_0);

missingsdq_conductproblems_1= n (of SDQ5_1 nSDQ7_1 SDQ12_1 SDQ18_1 SDQ22_1);
missingsdq_conductproblems_0= n (of SDQ5_0 nSDQ7_0 SDQ12_0 SDQ18_0 SDQ22_0);

missingsdq_hyperactivity_1= n (of SDQ2_1 SDQ10_1 SDQ15_1 nSDQ21_1 nSDQ25_1);
missingsdq_hyperactivity_0= n (of SDQ2_0 SDQ10_0 SDQ15_0 nSDQ21_0 nSDQ25_0);

missingsdq_peerproblems_1= n (of SDQ6_1 nSDQ11_1 nSDQ14_1 SDQ19_1 SDQ23_1);
missingsdq_peerproblems_0= n (of SDQ6_0 nSDQ11_0 nSDQ14_0 SDQ19_0 SDQ23_0);

missingsdq_prosocial_1= n (of SDQ1_1 SDQ4_1 SDQ9_1 SDQ17_1 SDQ20_1);
missingsdq_prosocial_0= n (of SDQ1_0 SDQ4_0 SDQ9_0 SDQ17_0 SDQ20_0);

if missingsdq_emotionalproblems_1 ge 5 then sdq_emotionalproblems_1 = sum (of
SDQ3_1 SDQ8_1 SDQ13_1 SDQ16_1 SDQ24_1);
if missingsdq_conductproblems_1 ge 5 then sdq_conductproblems_1 = sum (of
SDQ5_1 nSDQ7_1 SDQ12_1 SDQ18_1 SDQ22_1);
if missingsdq_hyperactivity_1 ge 5 then sdq_hyperactivity_1 = sum (of SDQ2_1
SDQ10_1 SDQ15_1 nSDQ21_1 nSDQ25_1);
if missingsdq_peerproblems_1 ge 5 then sdq_peerproblems_1 = sum (of SDQ6_1
nSDQ11_1 nSDQ14_1 SDQ19_1 SDQ23_1);
if missingsdq_prosocial_1 ge 5 then sdq_prosocial_1 = sum (of SDQ1_1 SDQ4_1
SDQ9_1 SDQ17_1 SDQ20_1);

if missingsdq_emotionalproblems_0 ge 5 then sdq_emotionalproblems_0 = sum (of
SDQ3_0 SDQ8_0 SDQ13_0 SDQ16_0 SDQ24_0);
if missingsdq_conductproblems_0 ge 5 then sdq_conductproblems_0 = sum (of
SDQ5_0 nSDQ7_0 SDQ12_0 SDQ18_0 SDQ22_0);
if missingsdq_hyperactivity_0 ge 5 then sdq_hyperactivity_0 = sum (of SDQ2_0
SDQ10_0 SDQ15_0 nSDQ21_0 nSDQ25_0);
if missingsdq_peerproblems_0 ge 5 then sdq_peerproblems_0 = sum (of SDQ6_0
nSDQ11_0 nSDQ14_0 SDQ19_0 SDQ23_0);
if missingsdq_prosocial_0 ge 5 then sdq_prosocial_0 = sum (of SDQ1_0 SDQ4_0
SDQ9_0 SDQ17_0 SDQ20_0);

sdq_difficulties_1 = sum (of sdq_emotionalproblems_1 sdq_conductproblems_1
sdq_hyperactivity_1 sdq_peerproblems_1);
sdq_difficulties_0 = sum (of sdq_emotionalproblems_0 sdq_conductproblems_0
sdq_hyperactivity_0 sdq_peerproblems_0);

sdq_externalizing_1 = sum (of sdq_conductproblems_1 sdq_hyperactivity_1);
```

```
sdq_externalizing_0 = sum (of sdq_conductproblems_0 sdq_hyperactivity_0);

sdq_internalizing_1 = sum (of sdq_emotionalproblems_1 sdq_peerproblems_1);
sdq_internalizing_0 = sum (of sdq_emotionalproblems_0 sdq_peerproblems_0);


label
sdq_emotionalproblems_1 = 'SDQ Emotional Problems Scale'
sdq_emotionalproblems_0 = 'SDQ Emotional Problems Scale'
sdq_conductproblems_1 = 'SDQ Conduct Problems Scale'
sdq_conductproblems_0 = 'SDQ Conduct Problems Scale'
sdq_hyperactivity_1 = 'SDQ Hyperactivity Scale'
sdq_hyperactivity_0 = 'SDQ Hyperactivity Scale'
sdq_peerproblems_1 = 'SDQ Peer Problems Scale'
sdq_peerproblems_0 = 'SDQ Peer Problems Scale'
sdq_prosocial_1 = 'SDQ Prosocial Scale'
sdq_prosocial_0 = 'SDQ Prosocial Scale'
sdq_difficulties_1 = 'SDQ Total Difficulties Score'
sdq_difficulties_0 = 'SDQ Total Difficulties Score'
sdq_externalizing_1 = 'SDQ Externalizing Score'
sdq_externalizing_0 = 'SDQ Externalizing Score'
sdq_internalizing_1 = 'SDQ Internalizing Score'
sdq_internalizing_0 = 'SDQ Internalizing Score'
```