**Florida Twin Project on Behavior and Environment**

**Wave 2:**

**CHILD CODEBOOK**

**(With Sara’s SAS code in the Appendix)**

**TWIN (age 9+) SELF-REPORT MEASURES:**

**Grades-** letter grades in each school subject

**Neighborhood Environment Scale-** measures how safe or dangerous home neighborhood is

**Information Sharing –** measure meant to capture amount of information the child shares with the parent

**Book Authors-** recognition of real authors, and whether child knows about them from reading their work
**Patterns of Adaptive Learning Scales (PALS) –** scales assessing student perceptions of parent, teacher, and classroom achievement goals and approaches, as well as dissonance between home and school.

**Positive and Negative Affect Scale (PANAS)** – trait level of positive and negative affectivity

**Child and Adolescent Dispositions Scale (CADS)** – temperament/personality dimensions of Prosociality (Sympathy, Respect for Rules, and Sociability facets), Negative Emotionality, and Daring

**Friends** – positive and negative peer attributes

**Substance Use** – assesses student’s behaviors and degree of impairment regarding substance use (alcohol, cigarettes, marijuana, other drugs)

**DWECK** – measures child’s implicit ideas about intelligence

**GRIT** – measures grit defined as perseverance and passion for long term goals.

**Academic and Career preferences -** student’s preferred future occupation, projected level of education and favorite school subject

Some variables were altered or removed to deidentify data for sharing on LDBase. Original data may be available upon request.

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**\*Color Notes:**

Original item scoring and variable names as entered in filemaker are in **RED**

Sara’s code or abbreviation of code when embedded in codebook is in **BLUE**

 Other general notes are in **GREEN**

**GRADES**

Circle the letter/word that best describes your academic performance in the following subjects during the 2014/2015 school year.

grades[#]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *A/**Excellent* | *B/**Good* | *C/**Average* | *D/**Below Average* | *F /**Fail* |
| 1 English Language Arts/Reading | 1 | 2 | 3 | 4 | 5 |
| 2 Social Studies | 1 | 2 | 3 | 4 | 5 |
| 3 Math | 1 | 2 | 3 | 4 | 5 |
| 4 Science | 1 | 2 | 3 | 4 | 5 |

**\*There is no scoring protocol for this measure**

**Neighborhood Environment Scale**

Please answer these questions about the neighborhood where you lived during the 2014/2015 school year. Circle the number that best describes your feelings.

nes[#]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not at all true** | **A little true** | **Sort of true** | **Very true** |
| 1. There are plenty of safe places to walk or spend time outdoors in my neighborhood.

**nnes1** | **1****4** | **2****3** | **3****2** | **4****1** |
| 1. Every few weeks, some kid in my neighborhood gets beat-up or mugged.
 | **1** | **2** | **3** | **4** |
| 1. Every few weeks, some adult gets beat-up or mugged in my neighborhood.
 | **1** | **2** | **3** | **4** |
| 1. I have seen people using or selling drugs in my neighborhood.
 | **1** | **2** | **3** | **4** |
| 1. In the morning or later in the day, I often see drunk people on the street in my neighborhood.
 | **1** | **2** | **3** | **4** |
| 1. Most adults in my neighborhood respect the law.

**nnes6** | **1****4** | **2****3** | **3****2** | **4****1** |
| 1. I feel safe when I walk around my neighborhood by myself during the day.

**nnes7** | **1****4** | **2****3** | **3****2** | **4****1** |
| 1. People who live in my neighborhood often damage or steal each other’s property.
 | **1** | **2** | **3** | **4** |
| 1. I feel safe when I walk around my neighborhood by myself at night.

**nnes9** | **1****4** | **2****3** | **3****2** | **4****1** |
| 1. In my neighborhood, the people with the most money are the drug dealers.
 | **1** | **2** | **3** | **4** |

\*There are no subscales for this measure

**'Neighbourhood environment scale mean score'** (1 missing allowed)

NEStotal = mean (of nnes1 nes2 nes3 nes4 nes5 nnes6 nnes7 nes8 nnes9 nes10)

**Information Sharing**

Read each question and then circle the appropriate number under the column that best fits you.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **par [#]** | **Never** | **Rarely/****A little** | **Sometimes** | **Regularly/****Many times** | **Often** |
| 14 Do you spontaneously tell your parents about your friends (which friends you hang out with and how they think and feel about various things)? | **1** | **2** | **3** | **4** | **5** |
| 15How often do you usually want to tell your parents about school (how each subject is going; your relationship with your teachers)? | **1** | **2** | **3** | **4** | **5** |
| 16 Do you keep a lot of secrets from your parents about what you do during your free time? **npar16** | **1****5** | **2****4** | **3****3** | **4****2** | **5****1** |
| 17 Do you hide a lot from your parents about what you do during nights and weekends? **npar17** | **1****5** | **2****4** | **3****3** | **4****2** | **5****1** |
| 18 Do you like to tell your parents about what you did and where you went during the evening? | **1** | **2** | **3** | **4** | **5** |

**'Information sharing total sum score'**(no missing allowed in any IS scale)

info\_sharing\_total = sum (of par14 par15 npar16 npar17 par18);

**Information sharing shares subscale sum score** \*factor structure unconfirmed\*

info\_sharing\_shares = sum(of par14 par15 par18);

**Information sharing hides subscale sum score** \*factor structure unconfirmed\* info\_sharing\_hides = sum (of npar16 npar17);

**Book authors**

Below you will see a list of names. Some of the people in the list are authors and some are not authors at all. You are to read the list of names and put check marks in the boxes next to the names of the individuals you know are **REAL** authors. Do not guess, but only check those whom you know to be authors. Remember, some of the names are people who are not authors, so guessing can be easily detected. auth[#]a Unchecked 0; Checked 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1a Carmela Asaro |  | 18a Roald Dahl |  | 35a Beatrix Potter |  |
| 2a Lynne Reid Banks |  | 19a Daniel Defoe |  | 36a Robert C. O’Brien |  |
| 3a M.A. Barry |  | 20a Stuart Dikeman |  | 37a Ambrose O’Henry |  |
| 4a Noreen Beasley |  | 21a Francesca Doby |  | 38a Gary Paulsen |  |
| 5a Joaquin Beers |  | 22a Anne Fine |  | 39a Ulrike Pope |  |
| 6a Holly Black |  | 23a Arthur Frank |  | 40a Philip Pullman |  |
| 7a Henry Blackwell |  | 24a Cornelia Funke |  | 41a Krisi Quinn |  |
| 8a Judy Blume |  | 25a Brooke Haskell |  | 42a Lynell Ramirez |  |
| 9a Allison Durham Boyd |  | 26a Medina Hodges |  | 43a Rick Riordan |  |
| 10a W.E. Buckley |  | 27a Cindy Jacob |  | 44a Dr. Seuss |  |
| 11a David Calhoun |  | 28a Diana Wynne Jones |  | 45a Quinton Smith |  |
| 12a Lewis Carroll |  | 29a Rudyard Kipling |  | 46a Lemony Snicket |  |
| 13a Hardwick Chandler |  | 30a Madeleine L’Engle |  | 47a Sunny Springfield |  |
| 14a Beverly Cleary |  | 31a C.S. Lewis |  | 48a R.L. Stine |  |
| 15a Eoin Colfer |  | 32a Lois Lowry |  | 49a Sophie Trujillo |  |
| 16a L.L. Constantine |  | 33a Dav Pilkey |  | 50a Mark Twain |  |
| 17a Thomas Cox |  | 34a Sonia Neill |  |  |  |

\*If child checked any of the boxes, all created sums >= 0. If all boxes are blank, leave all sums missing (so we don’t assume a blank page means all negative responses).

ARTcorrect = sum (of auth2a auth6a auth8a auth12a auth14a auth15a auth18a auth19a auth22a auth24a auth28a auth29a auth30a auth31a auth32a auth33a auth35a auth36a auth38a auth40a auth43a auth44a auth46a auth48a auth50a);

ARTfalse = sum (of auth1a auth3a auth4a auth5a auth7a auth9a auth10a auth11a auth13a auth16a auth17a auth20a auth21a auth23a auth25a auth26a auth27a auth34a auth37a auth39a auth41a auth42a auth45a auth47a auth49a);

**'ART: Total Print Exposure Score'**

ARTtpe = ARTcorrect - ARTfalse;

\*\*\*NOTE: (ARTtpe = # of real authors checked as “real” minus # of false authors checked as “real”)

**PALS**

Here are some questions about yourself as a student in your English/Language Arts classroom. Please circle the number that best describes what you think.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| qpals[#] | **Not at all true** |  | **Somewhat true** |  | **Very true** |
| 1 My teacher thinks mistakes are okay as long as we are learning. | **1** | **2** | **3** | **4** | **5** |
| 2 My teacher wants us to understand our work, not just memorize it. | **1** | **2** | **3** | **4** | **5** |
| 3 My teacher really wants us to enjoy learning new things. | **1** | **2** | **3** | **4** | **5** |
| 4 My teacher recognizes us for trying hard | **1** | **2** | **3** | **4** | **5** |
| 5 My teacher gives us time to really explore and understand new ideas. | **1** | **2** | **3** | **4** | **5** |
| 6 My teacher points out those students who get good grades as an example to all of us. | **1** | **2** | **3** | **4** | **5** |
| 7 My teacher lets us know which students get the highest scores on a test. | **1** | **2** | **3** | **4** | **5** |
| 8 My teacher tells us how we compare to other students. | **1** | **2** | **3** | **4** | **5** |
| 9 My teacher tells us that it is important that we don’t look stupid in class. | **1** | **2** | **3** | **4** | **5** |
| 10 My teacher says that showing others that we are not bad at class work should be our goal. | **1** | **2** | **3** | **4** | **5** |
| 11 My teacher tells us it’s important to join in discussions and answer questions so it doesn’t look like we can’t do the work. | **1** | **2** | **3** | **4** | **5** |
| 12 My teacher tells us it’s important to answer questions in class, so it doesn’t look like we can’t do the work. | **1** | **2** | **3** | **4** | **5** |
| 13 In our class, trying hard in very important. | **1** | **2** | **3** | **4** | **5** |
| 14 In our class, how much you improve is really important. | **1** | **2** | **3** | **4** | **5** |
| 15 In our class, really understanding the material is the main goal. | **1** | **2** | **3** | **4** | **5** |
| 16 In our class, it’s important to understand the work, not just memorize it. | **1** | **2** | **3** | **4** | **5** |
| 17 In our class, learning new ideas and concepts is very important. | **1** | **2** | **3** | **4** | **5** |
| 18 In our class, it’s OK to make mistakes as long as you are learning. | **1** | **2** | **3** | **4** | **5** |
| 19 In our class, getting good grades is the main goal. | **1** | **2** | **3** | **4** | **5** |
| 20 In our class, getting right answers is very important. | **1** | **2** | **3** | **4** | **5** |
| 21 In our class, it’s important to get high scores on tests. | **1** | **2** | **3** | **4** | **5** |
| 22 In our class, showing others that you are not bad at class work is really important. | **1** | **2** | **3** | **4** | **5** |
| 23 In our class, it’s important that you don’t make mistakes in front of everyone. | **1** | **2** | **3** | **4** | **5** |
| 24 In our class, it’s important not to do worse than other students. | **1** | **2** | **3** | **4** | **5** |
| 25 In our class, it’s very important not to look dumb. | **1** | **2** | **3** | **4** | **5** |
| 26 In our class, one of the main goals is to avoid looking like you can’t do the work. | **1** | **2** | **3** | **4** | **5** |
|  27 My parents don’t like it when I make mistakes in my class work. | **1** | **2** | **3** | **4** | **5** |
| 28 My parents would like it if I could show that I’m better at class work than other students in my class. | **1** | **2** | **3** | **4** | **5** |
| 29 My parents would like me to show others that I am good at class work. | **1** | **2** | **3** | **4** | **5** |
| 30 My parents think getting the right answers in class is very important. | **1** | **2** | **3** | **4** | **5** |
| 31 My parents would be pleased if I could show that class work is easy for me. | **1** | **2** | **3** | **4** | **5** |
| 32 I don’t like to have my parents come to school because their ideas are very different from my teachers’ ideas. | **1** | **2** | **3** | **4** | **5** |
| 33 I feel uncomfortable when my parents come to school, because they are different from the parents of many of my classmates. | **1** | **2** | **3** | **4** | **5** |
| 34 I feel troubled because my home life and my school life are like two different worlds. | **1** | **2** | **3** | **4** | **5** |
| 35 I am not comfortable talking to many of my classmates because my family is very different from theirs. | **1** | **2** | **3** | **4** | **5** |
| 36 I feel upset because my teacher and my parents have different ideas about what I should learn in school. | **1** | **2** | **3** | **4** | **5** |

**'PALS: teacher mastery goal'** (no missing allowed)

PALS\_teachermastery = mean (of qpals1-qpals5);

**'PALS: teacher performance-approach goal'** (no missing allowed)

PALS\_teacherapproach = mean (of qpals6-qpals8);

**'PALS: teacher performance-avoid goal'** (no missing allowed)

PALS\_teacheravoid = mean (of qpals9-qpals12);

**'PALS: classroom mastery goal structure'** (no missing allowed)

PALS\_classroommaster = mean (of qpals13-qpals18);

**'PALS: classroom performance approach structure'** (no missing allowed)

PALS\_classroomapproach = mean (of qpals19-qpals21);

**'PALS: classroom performance avoid goal structure'** (no missing allowed)

PALS\_classroomavoid = mean (of qpals22-qpals26);

**'PALS: parent performance goal'** (no missing allowed)

PALS\_parentperformance = mean (of qpals27-qpals31);

**'PALS: dissonance between home and school'** (no missing allowed)

PALS\_parentdissonance = mean (of qpals32-qpals36);

**PANAS**

Below are a number of words that describe different feelings and emotions. Read each word and then circle the appropriate number under the correct column next to that word. Mark each word for the **degree you feel this way**, that is, **for how you feel in general**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| panas[#]t | Very SlightlyOrNot at All | A Little | Moderately | QuiteA Bit  | Extremely |
| 1. INTERESTED  | 1 | 2 | 3 | 4 | 5 |
| 2. DISTRESSED | 1 | 2 | 3 | 4 | 5 |
| 3. EXCITED | 1 | 2 | 3 | 4 | 5 |
| 4. UPSET | 1 | 2 | 3 | 4 | 5 |
| 5. STRONG | 1 | 2 | 3 | 4 | 5 |
| 6. GUILTY | 1 | 2 | 3 | 4 | 5 |
| 7. SCARED | 1 | 2 | 3 | 4 | 5 |
| 8. HOSTILE | 1 | 2 | 3 | 4 | 5 |
| 9. ENTHUSIASTIC | 1 | 2 | 3 | 4 | 5 |
| 10. PROUD | 1 | 2 | 3 | 4 | 5 |
| 11. IRRITABLE | 1 | 2 | 3 | 4 | 5 |
| 12. ALERT | 1 | 2 | 3 | 4 | 5 |
| 13. ASHAMED | 1 | 2 | 3 | 4 | 5 |
| 14. INSPIRED | 1 | 2 | 3 | 4 | 5 |
| 15. NERVOUS | 1 | 2 | 3 | 4 | 5 |
| 16. DETERMINED | 1 | 2 | 3 | 4 | 5 |
| 17. ATTENTIVE | 1 | 2 | 3 | 4 | 5 |
| 18. JITTERY | 1 | 2 | 3 | 4 | 5 |
| 19. ACTIVE | 1 | 2 | 3 | 4 | 5 |
| 20. AFRAID | 1 | 2 | 3 | 4 | 5 |

**'PANAS Positive Affect twin rating mean score'**(1 missing allowed)

panas\_PA = mean (of panas1t panas3t panas5t panas9t panas10t panas12t panas14t panas16t panas17t panas19t)

**'PANAS Negative Affect twin rating mean score'**(1 missing allowed)

panas\_NA = mean (of panas2t panas4t panas6t panas7t panas8t panas11t panas13t panas15t panas18t panas20t)

**CADS – Youth Version**

These questions are of your personality. When you answer these questions, please think about the **last 12 months** and circle the number that you feel best describes you.

| cadsyv[#] | NOT AT ALL | JUST A LITTLE | PRETTY MUCH/PRETTY OFTEN | VERY MUCH/VERY OFTEN |
| --- | --- | --- | --- | --- |
| 1. Are you curious?
 | 1 | 2 | 3 | 4 |
| 1. Are you friendly?
 | 1 | 2 | 3 | 4 |
| 1. Are you daring and adventurous?
 | 1 | 2 | 3 | 4 |
| 1. Do you do things to help other people your age without being asked?
 | 1 | 2 | 3 | 4 |
| 1. Do you try to do excellent work in school or at work?
 | 1 | 2 | 3 | 4 |
| 1. Do you like rough games and sports?
 | 1 | 2 | 3 | 4 |
| 1. Would you feel guilty if you did something that broke the law?
 | 1 | 2 | 3 | 4 |
| 1. Are you smooth and charming when you are trying to get your way?
 | 1 | 2 | 3 | 4 |
| 1. Do you enjoy doing things that are risky or dangerous?
 | 1 | 2 | 3 | 4 |
| 1. Do you react with little or no emotion to both positive and negative things?
 | 1 | 2 | 3 | 4 |
| 1. Do you like things that are exciting and loud?
 | 1 | 2 | 3 | 4 |
| 1. Do you keep your true feelings to yourself?
 | 1 | 2 | 3 | 4 |
| 1. Are you good at telling lies that other people believe?
 | 1 | 2 | 3 | 4 |
| 1. Would it bother you if you didn’t have a close friend?
 | 1 | 2 | 3 | 4 |
| 1. Do you like for things to stay the same and not change?
 | 1 | 2 | 3 | 4 |
| 1. Do you avoid situations where you might get hurt?
 | 1 | 2 | 3 | 4 |
| 1. Do you share your things with other people without being asked?
 | 1 | 2 | 3 | 4 |
| 1. Are you shy with other people your age?
 | 1 | 2 | 3 | 4 |
| 1. Do you feel bad for other people when they get hurt?
 | 1 | 2 | 3 | 4 |
| 1. Are you emotional?
 | 1 | 2 | 3 | 4 |
| 1. Would you get upset if you saw an animal being hurt?
 | 1 | 2 | 3 | 4 |
| 1. Do you enjoy bothering or hurting other people your age?
 | 1 | 2 | 3 | 4 |
| 1. Are you easily embarrassed?
 | 1 | 2 | 3 | 4 |
| 1. Do you like TV, movies, comics, or electronic games with a lot of violence in them?
 | 1 | 2 | 3 | 4 |
| 1. Are you afraid of people your age who like to fight?
 | 1 | 2 | 3 | 4 |
| 1. Do you think it’s funny when other people your age are upset?
 | 1 | 2 | 3 | 4 |
| 1. Are you more interested in sex than other people your age?
 | 1 | 2 | 3 | 4 |
| 1. Do you get upset easily?
 | 1 | 2 | 3 | 4 |
| 1. Do you enjoy doing what you are told not to do?
 | 1 | 2 | 3 | 4 |
| 1. Do you get bored easily?
 | 1 | 2 | 3 | 4 |
| 1. Are you carefree?
 | 1 | 2 | 3 | 4 |
| 1. Do you like meeting new people your age?
 | 1 | 2 | 3 | 4 |
| 1. Do you enjoy it when other people say you did a good job?
 | 1 | 2 | 3 | 4 |
| 1. Do you try to cheer up other people your age who are sad or upset?
 | 1 | 2 | 3 | 4 |
| 1. Do you like to scare other people your age?
 | 1 | 2 | 3 | 4 |
| 1. Do you react intensely when you get upset?
 | 1 | 2 | 3 | 4 |
| 1. Do you feel sorry for kids who get picked on?
 | 1 | 2 | 3 | 4 |
| 1. Are you cautious?
 | 1 | 2 | 3 | 4 |
| 1. Would you think it would be fun to watch two dogs fight?
 | 1 | 2 | 3 | 4 |
| 1. Are you selfish?
 | 1 | 2 | 3 | 4 |
| 1. Do you want everyone to follow the rules, including yourself?
 | 1 | 2 | 3 | 4 |
| 1. Do you care about other people’s feelings?
 | 1 | 2 | 3 | 4 |
| 1. Do you enjoy learning about new and interesting things?
 | 1 | 2 | 3 | 4 |
| 1. Are you calm and easy-going?
 | 1 | 2 | 3 | 4 |
| 1. Do you enjoy being with other people your age?
 | 1 | 2 | 3 | 4 |
| 1. Do you exaggerate things and blow them out of proportion?
 | 1 | 2 | 3 | 4 |
| 1. Are you jealous of what other people have?
 | 1 | 2 | 3 | 4 |
| 1. Are you concerned about what is right and wrong?
 | 1 | 2 | 3 | 4 |
| 1. Do your moods change unpredictably?
 | 1 | 2 | 3 | 4 |
| 1. Are you brave?
 | 1 | 2 | 3 | 4 |
| 1. Are you energetic when you have a job to do?
 | 1 | 2 | 3 | 4 |
| 1. Are you enthusiastic about life?
 | 1 | 2 | 3 | 4 |
| 1. When you have something to do, are you determined to get it done?
 | 1 | 2 | 3 | 4 |
| 1. Do you feel confident that you can handle life’s challenges?
 | 1 | 2 | 3 | 4 |
| 1. Are you a self-starter, who does things you need to do without being told?
 | 1 | 2 | 3 | 4 |
| 1. Are you proud of yourself?
 | 1 | 2 | 3 | 4 |
| 1. Are you cheerful?
 | 1 | 2 | 3 | 4 |

**CADS-Dispositional Sympathy Facet twin report mean score** (no missing allowed)

cadsyv\_dis = mean (of cadsyv42 cadsyv19 cadsyv4 cadsyv34 cadsyv37 cadsyv21 cadsyv33);

**CADS-Respect for Rules twin report mean score** (no missing allowed)

cadsyv\_resp = mean (of cadsyv48 cadsyv41 cadsyv7);

**CADS-Sociability Facet twin report mean score** (no missing allowed)

cadsyv\_soc = mean (of cadsyv32 cadsyv2 cadsyv45);

**CADS-Negative Emotionality Dimension twin report mean score** (no missing allowed)

cadsyv\_neg = mean (of cadsyv28 cadsyv36 cadsyv49 cadsyv46 cadsyv47 cadsyv30 cadsyv23);

**CADS-Prosociality Dimension twin report mean score** (1 missing allowed)

cadsyv\_pro = mean (of cadsyv42 cadsyv19 cadsyv4 cadsyv34 cadsyv37 cadsyv21 cadsyv33 cadsyv48 cadsyv41 cadsyv7 cadsyv32 cadsyv2 cadsyv45);

**CADS-Daring Dimension twin report mean score** (no missing allowed)

cadsyv\_dar = mean (of cadsyv3 cadsyv9 cadsyv6 cadsyv11 cadsyv50);

**CADS-Positive Emotionality Dimension twin report mean score** (no missing allowed) \*note, not validated in original pub\*

cadsyv\_pos = mean (of cadsyv51-cadsyv57)

**FRIENDS**

In the following set of questions, we will be asking you what your friends are like. Please circle the number that corresponds to your answer. In answering each question please think about ALL of your friends, both guys and girls, rather than just one or two particular friends.

| **friends[#]** | All of my friends are like that | Most of my friends are like that | Just a few of my friends are like that | None of my friends are like that |
| --- | --- | --- | --- | --- |
| 1. My friends work hard to get good grades in school. nfriends1
 | 14 | 23 | 32 | 41 |
| 1. My friends break the rules. nfriends2
 | 14 | 23 | 32 | 41 |
| 1. My friends are popular with other kids. nfriends3
 | 14 | 23 | 32 | 41 |
| 1. My friends drink alcohol or beer. nfriends4
 | 14 | 23 | 32 | 41 |
| 1. My friends are very smart. nfriends5
 | 14 | 23 | 32 | 41 |
| 1. My friends get into trouble with the police. nfriends6
 | 14 | 23 | 32 | 41 |
| 1. My friends are good at sports. nfriends7
 | 14 | 23 | 32 | 41 |
| 1. My friends smoke cigarettes or chew tobacco. nfriends8
 | 14 | 23 | 32 | 41 |
| 1. My friends do their homework and study a lot. nfriends9
 | 14 | 23 | 32 | 41 |
| 1. My friends steal things from others. nfriends10
 | 14 | 23 | 32 | 41 |
| 1. My friends get invited to all the parties. nfriends11
 | 14 | 23 | 32 | 41 |
| 1. My friends use drugs. nfriends12
 | 14 | 23 | 32 | 41 |
| 1. My friends get good grades in school. nfriends13
 | 14 | 23 | 32 | 41 |
| 1. My friends get into fights with other kids. nfriends14
 | 14 | 23 | 32 | 41 |
| 1. Other kids look up to (respect) my friends. nfriends15
 | 14 | 23 | 32 | 41 |
| 1. My friends know where to buy drugs. nfriends16
 | 14 | 23 | 32 | 41 |
| 1. My friends are liked by their teachers. nfriends17
 | 14 | 23 | 32 | 41 |
| 1. My friends get in trouble at school. nfriends18
 | 14 | 23 | 32 | 41 |

1. How many of your friends do you and your twin share? nfriends19
	1. (1; 4) All or nearly all of our friends.
	2. (2; 3) Many but not all of our friends.
	3. (3; 2) A few of our friends.
	4. (4; 1) None of our friends.

**\*NOTE:** there is no coding protocol for this measure...seems to fit into three subscales - caution made by Taylor/Hart - should be explored again before pub\*

**'Friends "Good" factor mean score'** (no missing allowed)

friends\_good = mean(of nfriends3 nfriends7 nfriends11 nfriends15)

**'Friends "School" factor mean score'** (no missing allowed)

friends\_school = mean(of nfriends1 nfriends5 nfriends9 nfriends13 nfriends17)

**'Friends "Bad" factor mean score'** (1 missing allowed)

friends\_bad = mean(of nfriends2 nfriends4 nfriends6 nfriends8 nfriends10 nfriends12 nfriends14 nfriends16 nfriends18)

**'Friends How many friends shared with twin item'**

friends19

**Substance Use**

Some kids use alcohol and other drugs without their parents’ permission. The following questions ask about your drinking and drug use. If you don’t want to answer a question, just skip it. **qsub[#]**

1. During the past year, about how often did you drink alcohol without your parents’ permission?
2. (0) Never
3. (1) Less than once a month
4. (2) Once a month
5. (3) Twice a month
6. (4) Three times a month
7. (5) One time a week
8. (6) More than once a week
9. (7) Every day
10. If you drank without your parents’ permission in the past year, about how many drinks did you typically have? Keep in mind that 1 drink is:

 1 can/bottle of beer, or

 1 glass of wine or wine cooler, or

 1 serving of liquor or mixed drink

1. (0) None in the past year
2. (1) Less than 1 drink
3. (2) 1 drink
4. (3) 2 drinks
5. (4) 3 drinks
6. (5) 4 drinks
7. (6) 5 drinks
8. (7) 6 drinks
9. (8) 7 drinks
10. (9) 8 drinks
11. (10) 9 drinks
12. (11) 10 or more drinks
13. How long have you been drinking alcohol without your parent’s permission?

\_\_\_ years \_\_\_ months \_[0]\_ I never drink alcohol without permission

\*years are converted into months and entered as total number of months

1. What is the highest number of alcoholic drinks you ever had at one time?

\_\_\_\_\_#\_\_\_\_\_ (put 0 if you have never drank alcohol)

1. How do you *usually* get alcohol? (Circle one)
2. (1) Friends give it to me
3. (2) From my house
4. (3) I buy/steal it myself from stores/other people
5. (4) Not applicable (I don’t drink alcohol)
6. Have you ever smoked cigarettes? Yes (2) or No (1)
7. If yes, have you ever been a regular smoker (smoked most days)? Yes (2) or No (1)
8. How do you *usually* get your cigarettes? (Circle one)
9. (1) Friends give it to me
10. (2) From my house
11. (3) I buy/steal it myself from stores/other people
12. (4) Not applicable (I don’t drink alcohol)
13. During the past year, about how often did you smoke marijuana? Please indicate the response below which comes closest to describing your smoking patterns.
14. (0) None in the past year
15. (1) Less than once a month
16. (2) Once a month
17. (3) Twice a month
18. (4) Three times a month
19. (5) One time a week
20. (6) More than once a week
21. (7) Every day
22. How long have you been smoking marijuana?

\_\_\_ years \_\_\_ months \_\_[0]\_ Never (I don’t smoke marijuana)

\*years are converted into months and entered as total number of months

1. How do you *usually* get your marijuana? (Circle one)
2. (1) Friends give it to me
3. (2) From my house
4. (3) I buy/steal it myself from other people
5. (4) Not applicable (I don’t smoke marijuana)
6. During the past year, about how often did you use other drugs (including medicine that was not yours)?
7. (0) None in the past year
8. (1) Less than once a month
9. (2) Once a month
10. (3) Twice a month
11. (4) Three times a month
12. (5) One time a week
13. (6) More than once a week
14. (7) Every day
15. How long have you been using other drugs (including medicine that was not yours)?

\_\_\_ years \_\_\_ months \_\_[0]\_ Never (I don’t use other drugs)

\*years are converted into months and entered as total number of months

1. How do you *usually* get your other drugs? (Circle one)
2. (1) Friends give it to me
3. (2) From my house
4. (3) I buy/steal it myself from other people
5. (4) Not applicable (I don’t use other drugs)
6. During the past year, how often did alcohol, smoking, or other drugs impact your school work (including homework, getting suspended/expelled, not doing as well because you were high or hung over in class, missing school to use or because you were high or hung over)?
7. (0) Never in the past year
8. (1) Less than once a month
9. (2) Once a month
10. (3) Twice a month
11. (4) Three times a month
12. (5) One time a week
13. (6) More than once a week
14. (7) Every day
15. During the past year, how often has using alcohol or drugs ever gotten you in trouble with adults (including your parents, teachers, coaches)?
16. (0) Never in the past year
17. (1) Less than once a month
18. (2) Once a month
19. (3) Twice a month
20. (4) Three times a month
21. (5) One time a week
22. (6) More than once a week
23. (7) Every day

if qsub1 = **0** then qsub2 = **0**;

if qsub6 = **1** then qsub7 = **1**;

if qsub6 = **1** then qsub8 = **4**;

if qsub10 = **0** then qsub9 = **0**;

if qsub10 = **0** then qsub11 = **4**;

if qsub13 = **0** then qsub12 = **0**;

if qsub13 = **0** then qsub14 = **4**;

if (qsub4 = **0** and qsub6 = **1** and qsub10 = **0** and qsub13 = **0**) then qsub15 = **0** ;

if (qsub4 = **0** and qsub6 = **1** and qsub10 = **0** and qsub13 = **0**) then qsub16 = **0** ;

**DWECK**

This questionnaire has been designed to investigate ideas about intelligence. There are no right or wrong answers. We are interested in your ideas. Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate number.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| qdweckt[#] | Strongly Agree | Agree | Mostly Agree | Mostly Disagree | Disagree | Strongly Disagree |
| 1. You have a certain amount of intelligence, and you can’t really do much to change it.
 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Your intelligence is something about you that you can’t change very much.
 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. No matter who you are, you can significantly change your intelligence level. **nqdweckt3**
 | 1**6** | 2**5** | 3**4** | 4**3** | 5**2** | 6**1** |
| 1. To be honest, you can’t really change how intelligent you are.
 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. You can always substantially change how intelligent you are. **nqdweckt5**
 | 1**6** | 2**5** | 3**4** | 4**3** | 5**2** | 6**1** |
| 1. You can learn new things, but you can’t really change your basic intelligence.
 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. No matter how much intelligence you have, you can always change it quite a bit. **nqdweckt7**
 | 1**6** | 2**5** | 3**4** | 4**3** | 5**2** | 6**1** |
| 1. You can change even your basic intelligence level considerably. **nqdweckt8**
 | 1**6** | 2**5** | 3**4** | 4**3** | 5**2** | 6**1** |

Implicit Theories of Intelligence Scale assesses general beliefs about fixedness vs. malleability of intelligence. Lower totalss indicate greater fixedness about intelligence. Four incremental scale items (indicative of malleability or growth) are reverse scored. Castella & Byrne (2015) used a sum for the general scale, (as per validation paper), but means for self-theory scales

**'DWECK total sum score'** (1 missing allowed)

DWECKtotal = sum (of qdweckt1 qdweckt2 nqdweckt3 qdweckt4 nqdweckt5 qdweckt6 nqdweckt7

nqdweckt8)

**'DWECK entity belief sum score'** (no missing allowed)

DWECKentity = sum (of qdweckt1 qdweckt2 qdweckt4 qdweckt6)

**'DWECK incremental belief sum score'** (no missing allowed)

DWECKincremental = sum (of nqdweckt3 nqdweckt5 nqdweckt7 nqdweckt8)

**GRIT Scale**

Here are a number of statements that may or may not apply to you. For the most accurate score, when responding, think of how you compare to most people -- not just the people you know well, but most people in the world. There are no right or wrong answers, so just answer honestly!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **qgrit[#]** | Very much like me | Mostly like me | Somewhat like me | Not much like me | Not like me at all |
| 1. I have overcome setbacks to conquer an important challenge. **nqgrit1**
 | 1**5** | 2**4** | 3**3** | 4**2** | 5**1** |
| 1. New ideas and projects sometimes distract me from previous ones.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My interests change from year to year.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Setbacks don’t discourage me **nqgrit4**
 | 1**5** | 2**4** | 3**3** | 4**2** | 5**1** |
| 1. I have been obsessed with a certain idea or project for a short time but later lost interest.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I am a hard worker. **nqgrit6**
 | 1**5** | 2**4** | 3**3** | 4**2** | 5**1** |
| 1. I often set a goal but later choose to pursue a different one.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I have difficulty maintaining my focus on projects that take more than a few months to complete.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I finish whatever I begin. **nqgrit9**
 | 1**5** | 2**4** | 3**3** | 4**2** | 5**1** |
| 1. I have achieved a goal that took years of work. **nqgrit10**
 | 1**5** | 2**4** | 3**3** | 4**2** | 5**1** |
| 1. I become very interested in new pursuits every few months.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I am diligent. **nqgrit12**
 | 1**5** | 2**4** | 3**3** | 4**2** | 5**1** |

\*In original pub, lower scores meant MORE grit. See scoring details for reversing these items; should be arranged so that maximum score is 5 (Extreme GRIT) and lowest score is 1 (not at all gritty).

**'GRIT total mean score'** (1 missing allowed)

GRITtotal = mean (of nqgrit1 qgrit2 qgrit3 nqgrit4 qgrit5 nqgrit6 qgrit7 qgrit8 nqgrit9 nqgrit10 qgrit11 nqgrit12)

**'GRIT Consistency of Interests mean score'** (no missing allowed)

GRITconsistency = mean (of qgrit2 qgrit3 qgrit5 qgrit7 qgrit8 qgrit11)

**'GRIT Perseverance of Effort mean score'** (no missing allowed)

GRITperseverance = mean(of nqgrit1 nqgrit4 nqgrit6 nqgrit9 nqgrit10 nqgrit12)

**Below is a list of jobs. Check the box next to the job that most closely matches the job you would like to have when you grow up.**

|  |  |
| --- | --- |
| **Occupation;**  | **When you grow up****qoccup1** |
| Day laborer; janitor; house cleaner; farm worker; food counter sales; food preparation worker; busboy. | **1** |
| Garbage collector; short-order cook; cab driver; shoe sales; assembly line workers; masons (builders); baggage porter (bell hop). | **2** |
| Painter; skilled construction trade; sales clerk; truck driver; cook; sales counter or general office clerk. | **3** |
| Automobile mechanic; typist; locksmith; farmer; carpenter; receptionist; construction laborer; hairdresser. | **4** |
| Machinist; musician; bookkeeper; secretary; insurance sales; cabinet maker; personnel specialist; welder. | **5** |
| Supervisor; librarian; aircraft mechanic; artist or artisan; electrician; administrator; military enlisted personnel; buyer. | **6** |
| Nurse; skilled technician; medical technician; counselor; manager; police or fire personnel; financial manager; physical, occupational, speech therapist. | **7** |
| Mechanical, nuclear or electrical engineer; educational administrator; veterinarian; military officer; elementary, high school or special education teacher. | **8** |
| Physician (doctor); attorney (lawyer); professor; chemical or aerospace engineer; judge; CEO; senior manager; public official; psychologist; pharmacist; accountant. | **9** |
| Other (please list) **qoccup1\_other** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **-30** |

1. How far in school/education do you think you will go? qoccup2

 \_\_\_ High school

 \_\_\_ Some college

 \_\_\_ 2-year college degree

 \_\_\_ Technical school degree

 \_\_\_ 4-year college degree

\_\_\_ Graduate/Law/Medical degree

1. What is your favorite subject (for example, Math or Social Studies)? qoccup3\_[1-8] ; multiple fields to allow for student to check multiple answers.

 \_1\_ English/Language Arts

 \_2\_ Math

 \_3\_ Science

 \_4\_ Social Studies

 \_5\_ Dance

\_6\_ Health Education

\_7\_Physical Education

\_8\_Theatre/Visual Art

\_9\_Music

\_10\_World Languages

\_\_\_Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ qoccup3\_other = {text field for ‘string’ answer}

**REFERENCES**

*Below are references for scales used in Wave 2. References appear in same order as found in codebook/child booklet. The following measures were created for the study and DO NOT have references:* ***Grades, Substance Use***

**Neighborhood Environment Scale (p. 4)**

Elliot, D. S., Huizinga, D., & Ageton, S. S. (1985). Explaining delinquency and drug use. Beverly Hills, CA: Sage Publications.

**Information Sharing (p. 5)**

Kerr, M., & Stattin, H. (2000). What parents know, how they know it, and several forms of adolescent adjustment. *Developmental Psychology, 36*, 366-380.

Stattin, H. &. Kerr, M. (2000). Parental Monitoring: A Reinterpretation. Child Development, 72(4), 1072-1085.

**Book Authors (based on Author Recognition Test) (p. 6)**

Martin-Chang, S.L. & Gould, O. N. (2008). Revisiting print exposure: Exploring differential links to vocabulary, comprehension, and reading rate. Journal of Research in Reading.

**PALS (p. 7-9)**

Midgley, C., Maehr, M. L., Hruda, L. Z., Anderman, E., Anderman, L., Freeman, K. E., … & Urdan, T. (2000). Manual for the patterns of adaptive learning scales. *Ann Arbor*, *1001*, 48109-1259.

**PANAS (p. 10)**

Watson, D., Clark, L. A., Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology, 54*(6), 1063-107

**CADS (p. 11-14)**

Lahey, B. B., Applegate, B., Chronis, A. M., Jones, H. A., Williams, S. H., Loney, J. & Waldman, I. D. (2008). Psychometric characteristics of a measure of emotional dispositions developed to test a developmental propensity model of conduct disorder. *Journal of Clinical Child & Adolescent Psychology 37*(4), 794 – 807.

**FRIENDS (p. 15-16)** – *I do not have a reference for this (CL)*

**DWECK (p. 20)**

De Castella, K., & Byrne, D. (2015). My intelligence may be more malleable than yours: The revised implicit theories of intelligence (self-theory) scale is a better predictor of achievement, motivation, and student disengagement. *European Journal of Psychology of Education*, *30*(3), 245-267.

**GRIT (p. 21)**

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. Journal of Personality and Social Psychology, 9, 1087-1101.

**Academic and Career preferences (p. 22-23) –** *based on a specific occupation scoring system which I do not have the reference for (CL)*

**\*\*\*FULL CODE APPENDIX\*\*\***

**Code by Sara Hart**

The following code is the full code written and run by Sara for preparation of final datasets. Chunks of code are embedded throughout this codebook, but the full code is contained here exactly as was sent to Chelsea Lynch on 3/21/2017.

**proc** **import** datafile="C:\Sara\Florida\data\Wave 2 packlet coding\WAVE 2 DATA (from filemaker)\Twin Self-Report Data\SPSS Data File\Twin Self-Report Data (8212016).sav"

out=kid dbms = sav replace;

**run**;

**proc** **contents**; **run**;

**data** kid1; set kid;

array nvar(\*) \_numeric\_;

 do i= **1** to dim(nvar);

 if nvar(i) in(-**98**, -**99**, -**9**, -**35**) then nvar(i)= **.**;

 end;

 **run**;

**proc** **print**; where fid=**998**;**run**;

\*\*\*\*\*\*neighbourhood environment scale\*\*\*\*\*\*\*\*\*\*\*;

**proc** **means**; var nes1 nes2 nes3 nes4 nes5 nes6 nes7 nes8 nes9 nes10; **run**;

**data** kid2; set kid1;

 array rr3ecold {\*} nes1 nes6 nes7 nes9 ;

 array rr3ecnew {\*} nnes1 nnes6 nnes7 nnes9 ;

 do J=**1** to dim(rr3ecold);

 if rr3ecold{J} = **1** then rr3ecnew{J} = **4**;

 if rr3ecold{J} = **2** then rr3ecnew{J} = **3**;

 if rr3ecold{J} = **3** then rr3ecnew{J} = **2**;

 if rr3ecold{J} = **4** then rr3ecnew{J} = **1**;

 end;

missingnes = n (of nnes1 nnes6 nnes7 nnes9 nes10 nes8 nes5 nes4 nes3 nes2);

**run**;

**data** kid3 (drop=missingnes); set kid2;

if missingnes ge **9** then NEStotal = mean (of nnes1 nes2 nes3 nes4 nes5 nnes6 nnes7 nes8 nnes9 nes10);

label

NEStotal = 'Neighbourhood environment scale mean score';

**run**;

**proc** **print**; var nnes1 nes2 nes3 nes4 nes5 nnes6 nnes7 nes8 nnes9 nes10 NEStotal; **run**;

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*information sharing\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*;

**proc** **freq**; tables par14-par18; **run**;

**data** kid4; set kid3;

 array rr3ecold {\*} par16-par17 ;

 array rr3ecnew {\*} npar16-npar17 ;

 do J=**1** to dim(rr3ecold);

 if rr3ecold{J} = **1** then rr3ecnew{J} = **5**;

 if rr3ecold{J} = **2** then rr3ecnew{J} = **4**;

 if rr3ecold{J} = **3** then rr3ecnew{J} = **3**;

 if rr3ecold{J} = **4** then rr3ecnew{J} = **2**;

 if rr3ecold{J} = **5** then rr3ecnew{J} = **1**;

 end;

missinginfo = n (of par14 par15 npar16 npar17 par18);

missingiss = n (of par14 par15 par18);

missingish = n (of npar16 npar17);

**run**;

**data** kid5 (drop=missinginfo missingiss missingish); set kid4;

if missinginfo = **5** then info\_sharing\_total = sum (of par14 par15 npar16 npar17 par18);

if missingiss = **3** then info\_sharing\_shares = sum(of par14 par15 par18);

if missingish = **2** then info\_sharing\_hides = sum (of npar16 npar17);

label

info\_sharing\_total = 'Information sharing total sum score'

info\_sharing\_shares = 'Information sharing shares subscale sum score \*\*factor structure unconfirmed\*\*'

info\_sharing\_hides = 'Information sharing hides subscale sum score \*\*factor structure unconfirmed\*\*';

**run**;

**proc** **print**; var par14 par15 npar16 npar17 par18 info\_sharing\_total; **run**;

**proc** **corr**; var info\_sharing\_total info\_sharing\_shares info\_sharing\_hides; **run**;

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*author recognition test\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*;

**proc** **means**; var auth1a auth2a auth3a auth4a auth5a auth6a auth7a auth8a auth9a auth10a auth11a auth12a

auth13a auth14a auth15a auth16a auth17a auth18a auth19a auth20a auth21a auth22a auth23a auth24a auth25a auth26a auth27a

auth28a auth29a auth30a auth31a auth32a auth33a auth34a auth35a auth36a auth37a auth38a auth39a auth40a auth41a auth42a

auth43a auth44a auth45a auth46a auth47a auth48a auth49a auth50a; **run**;

/\*Sept 8, 2016, noticed that kid tid=99801 had simply checked off all boxes for this. JT and I decided to set to zero\*/

**data** kid5a; set kid5;

array nvar(\*) auth2a auth6a auth8a auth12a auth14a auth15a auth18a auth19a auth22a auth24a auth28a

 auth29a auth30a auth31a auth32a auth33a auth35a auth36a auth38a auth40a auth43a auth44a auth46a auth48a auth50a

auth1a auth3a auth4a auth5a auth7a auth9a auth10a auth11a auth13a auth16a auth17a

 auth20a auth21a auth23a auth25a auth26a auth27a auth34a auth37a auth39a auth41a auth42a auth45a auth47a auth49a;

 do i= **1** to dim(nvar);

 if nvar(i) in(**1**) and tid=**99801** then nvar(i)= **.**;

 end;

 **run**;

**data** kid6; set kid5a;

ARTcorrect = sum (of auth2a auth6a auth8a auth12a auth14a auth15a auth18a auth19a auth22a auth24a auth28a

 auth29a auth30a auth31a auth32a auth33a auth35a auth36a auth38a auth40a auth43a auth44a auth46a auth48a auth50a);

ARTfalse = sum (of auth1a auth3a auth4a auth5a auth7a auth9a auth10a auth11a auth13a auth16a auth17a

 auth20a auth21a auth23a auth25a auth26a auth27a auth34a auth37a auth39a auth41a auth42a auth45a auth47a auth49a);

if ARTcorrect ne **.** and ARTfalse = **.** then ARTfalse = **0**;

ARTtpe = ARTcorrect - ARTfalse;

label

ARTtpe = 'ART: Total Print Exposure Score';

**run**;

**proc** **print**; var auth1a auth2a auth3a auth4a auth5a auth6a auth7a auth8a auth9a auth10a auth11a auth12a

auth13a auth14a auth15a auth16a auth17a auth18a auth19a auth20a auth21a auth22a auth23a auth24a auth25a auth26a auth27a

auth28a auth29a auth30a auth31a auth32a auth33a auth34a auth35a auth36a auth37a auth38a auth39a auth40a auth41a auth42a

auth43a auth44a auth45a auth46a auth47a auth48a auth49a auth50a ARTcorrect ARTfalse ARTtpe; **run**;

**proc** **means**; var ARTcorrect ARTfalse arttpe ; **run**;

**proc** **freq**; tables ARTfalse; **run**;

**proc** **print**; var tid auth1a auth2a auth3a auth4a auth5a auth6a auth7a auth8a auth9a auth10a auth11a auth12a

auth13a auth14a auth15a auth16a auth17a auth18a auth19a auth20a auth21a auth22a auth23a auth24a auth25a auth26a auth27a

auth28a auth29a auth30a auth31a auth32a auth33a auth34a auth35a auth36a auth37a auth38a auth39a auth40a auth41a auth42a

auth43a auth44a auth45a auth46a auth47a auth48a auth49a auth50a ARTcorrect ARTfalse ARTtpe; where ARTfalse = **25**; **run**;

**proc** **print**; where tid=**99801**; **run**;

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*PALS\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*;

**proc** **means** data=kid6; var qpals1-qpals36 ; **run**;

**data** kid7; set kid6;

missingPALS\_teachermastery = n (of qpals1-qpals5);

missingPALS\_teacherapproach = n (of qpals6-qpals8);

missingPALS\_teacheravoid = n (of qpals9-qpals12);

missingPALS\_classroommaster = n (of qpals13-qpals18);

missingPALS\_classroomapproach = n (of qpals19-qpals21);

missingPALS\_classroomavoid = n (of qpals22-qpals26);

missingPALS\_parentperformance = n (of qpals27-qpals31);

missingPALS\_parentdissonance = n (of qpals32-qpals36);

**run**;

**proc** **freq** data=kid7; tables missingPALS\_teachermastery missingPALS\_teacherapproach missingPALS\_teacheravoid missingPALS\_classroommaster

missingPALS\_classroomapproach missingPALS\_classroomavoid missingPALS\_parentperformance missingPALS\_parentdissonance; **run**;

**data** kid8 (drop =missingPALS\_teachermastery missingPALS\_teacherapproach missingPALS\_teacheravoid missingPALS\_classroommaster

missingPALS\_classroomapproach missingPALS\_classroomavoid missingPALS\_parentperformance missingPALS\_parentdissonance); set kid7;

if missingPALS\_teachermastery = **5** then PALS\_teachermastery = mean (of qpals1-qpals5);

if missingPALS\_teacherapproach = **3** then PALS\_teacherapproach = mean (of qpals6-qpals8);

if missingPALS\_teacheravoid = **4** then PALS\_teacheravoid = mean (of qpals9-qpals12);

if missingPALS\_classroommaster = **6** then PALS\_classroommaster = mean (of qpals13-qpals18);

if missingPALS\_classroomapproach = **3** then PALS\_classroomapproach = mean (of qpals19-qpals21);

if missingPALS\_classroomavoid = **5** then PALS\_classroomavoid = mean (of qpals22-qpals26);

if missingPALS\_parentperformance = **5** then PALS\_parentperformance = mean (of qpals27-qpals31);

if missingPALS\_parentdissonance = **5** then PALS\_parentdissonance = mean (of qpals32-qpals36);

label

PALS\_teachermastery = 'PALS: teacher mastery goal'

PALS\_teacherapproach = 'PALS: teacher performance-approach goal'

PALS\_teacheravoid = 'PALS: teacher performance-avoid goal'

PALS\_classroommaster = 'PALS: classroom mastery goal structure'

PALS\_classroomapproach = 'PALS: classroom performance approach structure'

PALS\_classroomavoid = 'PALS: classroom performance avoid goal structure'

PALS\_parentperformance = 'PALS: parent performance goal'

PALS\_parentdissonance = 'PALS: dissonance between home and school';

**run**;

**proc** **means**; var PALS\_teachermastery PALS\_teacherapproach PALS\_teacheravoid PALS\_classroommaster PALS\_classroomapproach

PALS\_classroomavoid PALS\_parentperformance PALS\_parentdissonance; **run**;

**proc** **print**; var qpals1-qpals36 PALS\_teachermastery PALS\_teacherapproach PALS\_teacheravoid PALS\_classroommaster PALS\_classroomapproach

PALS\_classroomavoid PALS\_parentperformance PALS\_parentdissonance; **run**;

\*\*PANAS;

**proc** **means** data=kid8; var panas1t panas3t panas5t panas9t panas10t panas12t panas14t panas16t panas17t panas19t

panas2t panas4t panas6t panas7t panas8t panas11t panas13t panas15t panas18t panas20t; **run**;

\*missing data?;

**data** kid9; set kid8;

missingPA = n (of panas1t panas3t panas5t panas9t panas10t panas12t panas14t panas16t panas17t panas19t );

missingNA = n (of panas2t panas4t panas6t panas7t panas8t panas11t panas13t panas15t panas18t panas20t);

**run**;

**proc** **freq** data=kid9; tables missingPA missingNA ; **run**;

**data** kid10 (drop = missingPA missingNA ) ; set kid9;

if missingPA ge **9** then panas\_PA = mean (of panas1t panas3t panas5t panas9t panas10t panas12t panas14t panas16t panas17t panas19t);

if missingNA ge **9** then panas\_NA = mean (of panas2t panas4t panas6t panas7t panas8t panas11t panas13t panas15t panas18t panas20t);

label

panas\_PA = 'PANAS Positive Affect twin rating mean score'

panas\_NA = 'PANAS Negative Affect twin rating mean score';

**run**;

**proc** **means**; var panas\_PA panas\_NA ; **run**;

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*CADS\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*;

**proc** **means** ; var cadsyv1-cadsyv57 ; **run**;

**data** kid11; set kid10;

missingdis = n (of cadsyv42 cadsyv19 cadsyv4 cadsyv34 cadsyv37 cadsyv21 cadsyv33);

missingresp = n (of cadsyv48 cadsyv41 cadsyv7);

missingsocial = n (of cadsyv32 cadsyv2 cadsyv45);

missingneg = n (of cadsyv28 cadsyv36 cadsyv49 cadsyv46 cadsyv47 cadsyv30 cadsyv23);

missingpro = n (of cadsyv42 cadsyv19 cadsyv4 cadsyv34 cadsyv37 cadsyv21 cadsyv33 cadsyv48 cadsyv41 cadsyv7 cadsyv32 cadsyv2 cadsyv45 );

missingdar = n (of cadsyv3 cadsyv9 cadsyv6 cadsyv11 cadsyv50);

missingpos = n (of cadsyv51-cadsyv57);

**run**;

**proc** **freq** data=kid11; tables missingdis missingresp missingneg missingpro missingdar missingpos ; **run**;

**data** kid12 (drop= missingdis missingresp missingneg missingpro missingdar missingpos) ; set kid11;

if missingdis = **7** then cadsyv\_dis = mean (of cadsyv42 cadsyv19 cadsyv4 cadsyv34 cadsyv37 cadsyv21 cadsyv33);

if missingresp = **3** then cadsyv\_resp = mean (of cadsyv48 cadsyv41 cadsyv7);

if missingsocial = **3** then cadsyv\_soc = mean (of cadsyv32 cadsyv2 cadsyv45);

if missingneg = **7** then cadsyv\_neg = mean(of cadsyv28 cadsyv36 cadsyv49 cadsyv46 cadsyv47 cadsyv30 cadsyv23);

if missingpro ge **12** then cadsyv\_pro = mean(of cadsyv42 cadsyv19 cadsyv4 cadsyv34 cadsyv37 cadsyv21 cadsyv33 cadsyv48 cadsyv41 cadsyv7 cadsyv32 cadsyv2 cadsyv45);

if missingdar = **5** then cadsyv\_dar = mean(of cadsyv3 cadsyv9 cadsyv6 cadsyv11 cadsyv50);

if missingpos ge **6** then cadsyv\_pos = mean(of cadsyv51-cadsyv57);

label

cadsyv\_dis = 'CADS-Dispositional Sympathy Facet twin report mean score'

cadsyv\_resp = 'CADS-Respect for Rules twin report mean score'

cadsyv\_soc = 'CADS-Sociability Facet twin report mean score'

cadsyv\_neg = 'CADS-Negative Emotionality Dimension twin report mean score'

cadsyv\_pro = 'CADS-Prosociality Dimension twin report mean score '

cadsyv\_dar = 'CADS-Daring Dimension twin report mean score'

cadsyv\_pos = 'CADS-Positive Emotionality Dimension twin report mean score \*note, not validated in original pub\* ';

**run**;

**proc** **means**; var cadsyv\_dis cadsyv\_resp cadsyv\_neg cadsyv\_pro

cadsyv\_dar cadsyv\_pos; **run**;

**proc** **corr**; var cadsyv\_dis cadsyv\_resp cadsyv\_neg cadsyv\_pro

cadsyv\_dar cadsyv\_pos; **run**;

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*friends\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*;

**proc** **freq** data=kid12; tables friends1-friends19; **run**;

**proc** **means** data=kid12; var friends1-friends19; **run**;

**proc** **print**; var tid friends19; where friends19 = **0**; **run**;

**data** kid13 (drop=J); set kid12;

 array rr3ecold {\*} friends1-friends18;

 array rr3ecnew {\*} nfriends1-nfriends18 ;

 do J=**1** to dim(rr3ecold);

 if rr3ecold{J} = **1** then rr3ecnew{J} = **4**;

 if rr3ecold{J} = **2** then rr3ecnew{J} = **3**;

 if rr3ecold{J} = **3** then rr3ecnew{J} = **2**;

 if rr3ecold{J} = **4** then rr3ecnew{J} = **1**;

 end;

if friends19 = **0** then friends19 = **.**;

missinggood = n (of nfriends3 nfriends7 nfriends11 nfriends15);

missingbad = n (of nfriends2 nfriends4 nfriends6 nfriends8 nfriends10 nfriends12 nfriends14 nfriends16 nfriends18);

missingschool = n (of nfriends1 nfriends5 nfriends9 nfriends13 nfriends17);

**run**;

**data** kid14 (drop=missinggood missingschool missingbad); set kid13;

if missinggood = **4** then friends\_good = mean (of nfriends3 nfriends7 nfriends11 nfriends15);

if missingschool = **5** then friends\_school = mean(of nfriends1 nfriends5 nfriends9 nfriends13 nfriends17);

if missingbad ge **8** then friends\_bad = mean(of nfriends2 nfriends4 nfriends6 nfriends8 nfriends10 nfriends12 nfriends14 nfriends16 nfriends18);

label

friends\_good = 'Friends "Good" factor mean score-caution made by Taylor/Hart should be explored again before pub'

friends\_school = 'Friends "School" factor mean score-caution made by Taylor/Hart should be explored again before pub'

friends\_bad = 'Friends "Bad" factor mean score-caution made by Taylor/Hart should be explored again before pub'

friends19 = 'Friends How many friends shared with twin item';

**run**;

**proc** **corr**; var friends\_good friends\_school friends\_bad; **run**;

\*\*\*\*\*\*\*\*\*\*\*\*\*DWECK\*\*\*\*\*\*\*\*\*\*;

**proc** **means**; var qdweckt1 qdweckt2 qdweckt3 qdweckt4 qdweckt5 qdweckt6 qdweckt7 qdweckt8; **run**;

**data** kid15; set kid14;

 array rr3ecold {\*} qdweckt3 qdweckt5 qdweckt7 qdweckt8 ;

 array rr3ecnew {\*} nqdweckt3 nqdweckt5 nqdweckt7 nqdweckt8 ;

 do J=**1** to dim(rr3ecold);

 if rr3ecold{J} = **1** then rr3ecnew{J} = **6**;

 if rr3ecold{J} = **2** then rr3ecnew{J} = **5**;

 if rr3ecold{J} = **3** then rr3ecnew{J} = **4**;

 if rr3ecold{J} = **4** then rr3ecnew{J} = **3**;

 if rr3ecold{J} = **5** then rr3ecnew{J} = **2**;

 if rr3ecold{J} = **6** then rr3ecnew{J} = **1**;

 end;

missingDWECKtotal = n (of qdweckt1 qdweckt2 nqdweckt3 qdweckt4 nqdweckt5 qdweckt6 nqdweckt7 nqdweckt8);

missingDWECKentity = n (of qdweckt1 qdweckt2 qdweckt4 qdweckt6);

missingDWECKincremental = n (of nqdweckt3 nqdweckt5 nqdweckt7 nqdweckt8);

**run**;

**proc** **freq** data=kid15; tables missingDWECKtotal missingDWECKentity missingDWECKincremental; **run**;

**data** kid16 (drop= missingDWECKtotal missingDWECKentity missingDWECKincremental) ; set kid15;

if missingDWECKtotal ge **7** then DWECKtotal = sum (of qdweckt1 qdweckt2 nqdweckt3 qdweckt4 nqdweckt5 qdweckt6 nqdweckt7 nqdweckt8);

if missingDWECKentity = **4** then DWECKentity = sum (of qdweckt1 qdweckt2 qdweckt4 qdweckt6);

if missingDWECKincremental = **4** then DWECKincremental = sum (of nqdweckt3 nqdweckt5 nqdweckt7 nqdweckt8);

label

DWECKtotal = 'DWECK total sum score'

DWECKentity = 'DWECK entity belief sum score'

DWECKincremental = 'DWECK incremental belief sum score';

**run**;

**proc** **means** ; var DWECKtotal DWECKentity DWECKincremental; **run**;

\*\*\*\*\*\*\*\*\*\*\*\*\*GRIT\*\*\*\*\*\*\*\*\*\*;

**proc** **means**; var qgrit1-qgrit12; **run**;

**data** kid17; set kid16;

 array rr3ecold {\*} qgrit1 qgrit4 qgrit6 qgrit9 qgrit10 qgrit12 ;

 array rr3ecnew {\*} nqgrit1 nqgrit4 nqgrit6 nqgrit9 nqgrit10 nqgrit12 ;

 do J=**1** to dim(rr3ecold);

 if rr3ecold{J} = **1** then rr3ecnew{J} = **5**;

 if rr3ecold{J} = **2** then rr3ecnew{J} = **4**;

 if rr3ecold{J} = **3** then rr3ecnew{J} = **3**;

 if rr3ecold{J} = **4** then rr3ecnew{J} = **2**;

 if rr3ecold{J} = **5** then rr3ecnew{J} = **1**;

 end;

missingGRITtotal = n (of nqgrit1 qgrit2 qgrit3 nqgrit4 qgrit5 nqgrit6 qgrit7 qgrit8 nqgrit9 nqgrit10 qgrit11 nqgrit12 );

missingGRITconsistency = n (of qgrit2 qgrit3 qgrit5 qgrit7 qgrit8 qgrit11);

missingGRITperseverance = n (of nqgrit1 nqgrit4 nqgrit6 nqgrit9 nqgrit10 nqgrit12);

**run**;

**proc** **freq** data=kid17; tables missingGRITtotal missingGRITconsistency missingGRITperseverance; **run**;

**data** kid18 (drop= missingGRITtotal missingGRITconsistency missingGRITperseverance) ; set kid17;

if missingGRITtotal ge **11** then GRITtotal = mean (of nqgrit1 qgrit2 qgrit3 nqgrit4 qgrit5 nqgrit6 qgrit7 qgrit8 nqgrit9 nqgrit10 qgrit11 nqgrit12);

if missingGRITconsistency = **6** then GRITconsistency = mean (of qgrit2 qgrit3 qgrit5 qgrit7 qgrit8 qgrit11);

if missingGRITperseverance = **6** then GRITperseverance = mean(of nqgrit1 nqgrit4 nqgrit6 nqgrit9 nqgrit10 nqgrit12);

label

GRITtotal = 'GRIT total mean score'

GRITconsistency = 'GRIT Consistency of Interests mean score'

GRITperseverance = 'GRIT Perseverance of Effort mean score';

**run**;

**proc** **means**; var GRITtotal GRITconsistency GRITperseverance; **run**;

\*\*\*\*substance use data\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*;

\*from JT:

If qsub1 = 0, then qsub2 = 0

If qsub6 = 1, then qsub7 = 1 AND qsub8 = 4

If qsub10 = 0, then qsub9 = 0 AND qsub11 = 4

Ifqsub13 = 0, then qsub12 = 0 AND qsub14 = 4

If qsub4 = 0 AND qsub6 = 1 AND qsub10 = 0 AND qsub13 = 0, then qsub15 = 0 AND qsub16 = 0;

**proc** **freq**; tables qsub1 qsub2 qsub6 qsub7 qsub8 qsub10 qsub9 qsub11 qsub13 qsub12 qsub14 qsub4

qsub6 qsub15 qsub16; **run**;

**data** kid19; set kid18;

if qsub1 = **0** then qsub2 = **0**;

if qsub6 = **1** then qsub7 = **1**;

if qsub6 =**1** then qsub8 = **4**;

if qsub10 = **0** then qsub9 = **0**;

if qsub10 = **0** then qsub11 = **4**;

if qsub13 = **0** then qsub12 = **0**;

if qsub13 = **0** then qsub14 = **4**;

if (qsub4 = **0** and qsub6 = **1** and qsub10 = **0** and qsub13 = **0**) then qsub15 = **0** ;

if (qsub4 = **0** and qsub6 = **1** and qsub10 = **0** and qsub13 = **0**) then qsub16 = **0** ;

**run**;

**proc** **freq**; tables qsub1 qsub2 qsub6 qsub7 qsub8 qsub10 qsub9 qsub11 qsub13 qsub12 qsub14 qsub4

qsub6 qsub15 qsub16; **run**;

**data** kid20; set kid19;

bg\_id = tid;

**run**;

\*\*\*bringing in the registry info;

\*there are all sorts of variables I don't want in teh data, so got rid of them in SPSS and then brought in data;

**proc** **import** datafile="C:\Sara\Florida\data\Wave 2 packlet coding\Regmembers 12.02.16\_reduced.sav" out=registry dbms = sav replace;

**run**;

**proc** **contents** data=registry;

**run**;

\*\*bringing together the registry with the twin q data;

**proc** **sort** data=kid20; by bg\_id; **run**;

**proc** **sort** data=registry; by bg\_id; **run**;

**data** twinQ0516 (drop = AIN BIN );

update registry(in=x) kid20 (in=y);

by bg\_id;

AIN=x;

BIN=y;

id = BG\_ID;

if BIN = **1**;

**Run**;

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*Creating Multivariate Dset\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*;

**data** as; set twinQ0516;

\*(here is the code from lisa to double enter to the point where would need to set for full double entry...so really, single entered, but full fam on a line;

%***appendTwin***(as,cqih1,**0**,b);

**data** cqihOdd1; set cqih1; if twinid = **1**; **run**;

**proc** **sort**; by famid; **run**;

**data** cqihEven1; set cqih1; if twinid = **0**; **run**;

**proc** **sort**; by famid; **run**;

%***appendTwin***(as,cqih2,**1**,b);

**data** cqihOdd2; set cqih2; if twinid = **1**; **run**;

**proc** **sort**; by famid; **run**;

**data** cqihEven2; set cqih2; if twinid = **0**; **run**;

**proc** **sort**; by famid; **run**;

\*\*\*\* merge for first round -- odd twin = 1 and even twin = 2 \*\*\*\*;

**data** asSEa; merge cqihOdd1(in=a) cqihEven2(in=b); by famid;

**run**;

\*\*\*\* (sharts code) merge for first round -- odd twin = 2 and even twin = 1 \*\*\*\*;

**data** asSEb; merge cqihEven1(in=a) cqihOdd2(in=b); by famid;

**run**;

\*more shart's code;

**data** multitwinQ0516b; set asSEa asseb;

by famid;

**run**;

\* appendTwin

 adds twin # to end of each non-identifying var name, creates new dset dsetOut

 does add twin # to sid and subid

 \*\*\*\* watch log for warnings about there already being a var with that name in the dset. if so, try using appendTwinUnderscore instead;

**%macro** appendTwin(dsetIn,dsetOut,t,w);

 data &dsetOut.; set &dsetIn.; run; \*initialize new dset since it gets set on itself below;

 proc contents data=&dsetIn. out=varList noprint; run;

 proc sort data=varList; by descending NAME; run; /\*sort descending so adding a

 1 or 2 doesn't create a var name that exists but will be changed later down the list - change the higher #s first;\*/

 data \_NULL\_; set varList;

 call symput('nl' , \_N\_);

 run;

 %do d=**1** %to &nl.;

 data varList;

 set varList;

 if \_N\_=**1** then do;

 call symput('varName',lowcase(strip(NAME)));

 end;

 run;

 data varList;

 set varList;

 if \_N\_=**1** then delete;

 run;

 %if &varName. ne famid and &varName. ne pair\_gender and &varName. ne twinid and &varName. ne zyg\_par and &varName. ne zygparsum and &varName. ne gender\_master and &varName. ne multiple and &varName. ne fid

 %then %do;

 data &dsetOut.;

 set &dsetOut.;

 rename &varName.=&w.&varName.&t.;

 run;

 %end;

 %end;

**%mend** appendTwin;

**data** multitwinQ0816 (rename =(bbg\_id0=bg\_id0

 bbg\_id1=bg\_id1 bdob0=dob0

 bdob1=dob1

 bid0=id0

bid1=id1 bethnic0=ethnic0 bethnic1=ethnic1 braceethnicity0=raceethnicity0 braceethnicity1=raceethnicity1)); set multitwinQ0516b;

 **run**;

**proc** **freq** data=multitwinQ0816; tables famid bg\_id0 bg\_id1; **run**;

libname data 'C:\Sara\Florida\data\Wave 2 packlet coding\WAVE 2 DATA (from filemaker)\Twin Self-Report Data';

**PROC** **IMPORT** OUT= WORK.age DATAFILE= "C:\Sara\Florida\data\Wave 2 packlet coding\WAVE 2 DATA (from filemaker)\Processing Dates (for age variable)\W2 Processing Dates (for age) - 972016.xlsx"

 DBMS=xlsx REPLACE;

 GETNAMES=YES;

**RUN**;

**proc** **contents** data=age; **run**;

**proc** **contents** data=multitwinQ0816; **run**;

**data** age2; set age;

BG\_ID0 = tid;

**run**;

**proc** **sort** data=multitwinQ0816; by BG\_ID0; **run**;

**proc** **sort** data=age2; by BG\_ID0; **run**;

**data** data.multitwinQ0317 (drop= tid bj0 bj1 bi0 bi1);

update multitwinQ0816(in=x) age2 (in=y);

by BG\_ID0;

AIN=x;

BIN=y;

if AIN = **1** ;

bQ2age = (ProcessingDate-dob1 )/**365.25**;

**Run**;

**proc** **means** data=data.multitwinQ0317; var bQ2age; **run**;

LIBNAME mydata2 "C:\Sara\Florida\data\Wave 2 packlet coding\WAVE 2 DATA (from filemaker)\Twin Self-Report Data";

**PROC** **EXPORT** DATA=data.multitwinQ0317

 FILE="multitwinQ0317"

 DBMS=SPSS REPLACE;

**RUN**;

**proc** **corr** data=bg.multitwinQ0816; var reading\_social1 reading\_grades1 reading\_curiosity1 reading\_competition1

reading\_work1 reading\_efficacy1 reading\_recognition1 reading\_involvement1 arttpe1 artppk1

artspk1 friends\_good1 friends\_school1 friends\_bad1 cadsyv\_dis1 cadsyv\_resp1 cadsyv\_neg1

cadsyv\_pro1 cadsyv\_dar1 cadsyv\_pos1 panas\_PA1 panas\_NA1 schAttach1 schBond1 schNeg1 schActiv1

classCA1 classCM1 classSP1 info\_sharing\_total1

info\_sharing\_shares1 info\_sharing\_hides1 parwarmth1 parstrict1 NEStotal1 childchaos1; **run**;