**Florida Twin Project on Reading, Behavior, and Environment**

**Wave 3:**

**CHILD CODEBOOK**

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

**Homework and Free Time -** television, reading, and homework habits; student’s preferred and projected future occupation and education level; use of technology and social media; parental monitoring of technology and media use

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

**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

**Disruptive Behaviors Inventory (DBI) –** checklist/endorsement of behavioral problems related to reckless behavior, conduct problems, or anti-social behaviors

**Life Events Questionnaire (LEQ) –** stressful life events (both positive and negative valences) occurring within the past year with ratings for frequency and perceived level of stress associated with the event

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**

**Homework and Free Time**

This section of the questionnaire focuses mostly on your homework and free time habits.

1. During the 2016/2017 school year, on average how many hours ***per day*** did you watch television (TV)? Similar to hem23, but the answers are broken down differently

[hemt\_37a] Weekdays: \_\_\_#\_\_\_\_ hour(s) each day

[hemt\_37b] Saturday: \_\_\_#\_\_\_\_ hour(s)

[hemt\_37c] Sunday: \_\_\_#\_\_\_\_ hour(s)

Note from Wave 1: A weekly total is calculated as [5(#hours mon-fri) + #hours Sat + #hours Sun] = weeklytv

If hours per week spent watching tv is greater than 26 (inclusive), tvhours = 0

If hours per week spent watching tv is between 15 (inclusive) and 26, tvhours = 1

If hours per week spent watching tv is between 0 and 15, tvhours = 2

1. [qhemt\_41] During the 2016/2017 school year, how often did your parent help you with English grammar?

\_\_1\_\_\_ More than 3 times per day \_\_\_2\_\_ Once a day \_\_\_3\_\_ Once a week

\_\_\_4\_\_ Once a month \_\_5\_\_\_ Almost never

1. [hemt\_45\_2] How often do you amuse yourself alone with books? (not as part of homework)

\_\_1\_\_\_ More than 3 times per day \_\_2\_\_\_ Once a day \_\_3\_\_\_ Once a week

\_\_4\_\_\_ Once a month \_\_\_5\_\_ Almost never

1. [qhemt\_47\_2] During the 2016/2017 school year, how many hours per week did you spend on homework?

\_\_1\_\_ 0 \_\_2\_\_ 1-2 \_\_3\_\_ 3-4 \_\_4\_\_5-7 \_\_5\_\_ 8-10 \_\_6\_\_ more than 10

\_\_-98\_\_ Don’t know

1. What do you *really want to be* when you grow up (job/career)? [qoccup1A]
2. What job do you *think you will actually have* when you grow up? [qoccup1B]

\*Similar to qoccup1 in Wave 2

7. [qoccup2] How far in school/education do you think you will go?

\_1\_\_ High school

\_2\_ Some college

\_3\_\_ 2-year college degree

\_4\_\_ Technical school degree

\_5\_\_ 4-year college degree

\_6\_\_ Graduate/Law/Medical degree

8. [qhemt\_31] How often do you use smart phone or iPad/Tablet “apps” for **educational** reasons?

\_\_5\_\_ more than 3 times per day      \_\_4\_\_ 1-2 times per day \_\_3\_\_ At least once a week

\_\_2\_\_ At least once a month    \_\_1\_\_ occasionally       \_\_0\_\_ Never

\_\_\_-98\_\_ N/A (I do not have access to a smart phone or iPad/Tablet)

9. During the 2016/17 school year, when you ***did homework*** how often did you…

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| hwk[#]t | **Never** | **Hardly Ever** | **Sometimes** | **Often** |
| 1 Have the TV on at the same time? | 0 | 1 | 2 | 3 |
| 2 Do social networking at the same time (Facebook, Twitter, Instagram etc.)? | 0 | 1 | 2 | 3 |
| 3 Listen to music at the same time? | 0 | 1 | 2 | 3 |
| 4 Text or use instant messaging (IM) at the same time? | 0 | 1 | 2 | 3 |

10. During the 2016/17 school year, how many ***hours on a typical weekday*** did you spend using a computer, tablet or smartphone for something other than school or homework? Please *circle* the number of hours below for each activity.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| tech[#]mf | **Never** | **1 hour** | **2 hours** | **3 hours** | **4 hours** | **5 hours** | **6+ hours** |
| 1 Using social media (e.g., Facebook, Twitter, or Instagram) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 Playing computer games | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 Browsing websites | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 Video chatting (on Skype, Face Time, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 Watching videos (on YouTube, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 Watching TV shows or movies (on Hulu, Netflix, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 Listening to music (on Pandora, Spotify, iTunes, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 Making your own art or music (e.g., painting, graphics, video editing, making digital music) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9 Reading articles, stories, news, or blogs (not for school) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 Writing something like a story, diary, blog, or article (not for school) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 Doing anything else (e.g., email, IM, shopping, coding) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

11. During the 2016/17 school year, how many ***hours on a typical weekend (Saturday or Sunday)*** did you spend using a computer, tablet or smartphone for something other than school or homework? Please *circle* the number of hours below for each activity.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| tech[#]ss | **Never** | **1 hour** | **2 hours** | **3 hours** | **4 hours** | **5 hours** | **6+ hours** |
| 1 Using social media (e.g., Facebook, Twitter, or Instagram) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 Playing computer games | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 Browsing websites | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 Video chatting (on Skype, Face Time, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 Watching videos (on YouTube, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 Watching TV shows or movies (on Hulu, Netflix, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 Listening to music (on Pandora, Spotify, iTunes, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 Making your own art or music (e.g., painting, graphics, video editing, making digital music) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9 Reading articles, stories, news, or blogs (not for school) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 Writing something like a story, diary, blog, or article (not for school) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 Doing anything else (e.g., email, IM, shopping, coding) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

12. Have your parents ***ever talked*** to you about any of the following (Please circle **Yes** or **No**):

Yes = 1; No = 0

* 1. [media1t] *When* you can use media (such as only on weekends, only after (1) Yes ; (0) No

homework or chores)

* 1. [media2t] How *long* you can use media for (such as no more than an hour a day) (1) Yes ; (0) No
  2. [media3t] What *types* of media you can use (such as no watching certain types of (1) Yes ; (0) No

shows or playing certain games)

* 1. [media4t] Staying safe online (such as not giving out personal information) (1) Yes ; (0) No
  2. [media5t] Being responsible, respectful, and kind online (such as not bullying (1) Yes ; (0) No

or copying other people’s work)

13. How much do your parents know about...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| media[#]t | **I don’t know (DK)** | **Nothing** | **Only a little** | **Some** | **A lot** |
| 6 What you do and see online | DK  -98 | 0 | 1 | 2 | 3 |
| 7 The types of video or computer games you play | DK  -98 | 0 | 1 | 2 | 3 |
| 8 Which TV shows you watch | DK  -98 | 0 | 1 | 2 | 3 |
| 9 The songs you listen to | DK  -98 | 0 | 1 | 2 | 3 |
| 10 What you do on social media (such as Facebook, Twitter, or Instagram) | DK  -98 | 0 | 1 | 2 | 3 |
| 11 Which apps you use | DK  -98 | 0 | 1 | 2 | 3 |

14. List the **top 3** video games (on console, computer, tablet etc.) ***you played the most*** during the 2016/2017 school year: See separate video game coding schemes. If N/A was checked, game1,2,3 are all -98 (N/A)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [game1\_text] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [game2\_text] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [game3\_text] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_ [game\_na] \_\_\_\_\_\_ N/A (I don’t play video games) \*this item will either be 1 if they endorsed they do not play video games or -98 if they wrote video game names above.

**GRADES**

Circle the letter/word that best describes your academic performance in the following subjects during the 2016/2017 school year.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| grades[#] | *A/*  *Excellent* | *B/*  *Good* | *C/*  *Average* | *D/*  *Below Average* | *F /*  *Fail* | *Alternative Grade System\** |
| 1 English Language Arts/Reading | 1 | 2 | 3 | 4 | 5 | 6E 7S 8N 9U |
| 2 Social Studies | 1 | 2 | 3 | 4 | 5 | 6E 7S 8N 9U |
| 3 Math | 1 | 2 | 3 | 4 | 5 | 6E 7S 8N 9U |
| 4 Science | 1 | 2 | 3 | 4 | 5 | 6E 7S 8N 9U |

\*E = excellent S = satisfactory N = needs improvement U = unsatisfactory

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

**Neighborhood Environment Scale**

Please answer these questions about the neighborhood where you lived during the 2016/2017 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”)

**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 Slightly  Or  Not at All | A Little | Moderately | Quite  A 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)

**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.

\*items 20 and 21 were added in Wave 3, after item 19 below it. Therefore, the numbering in the scale in the codebook skips 19 and goes # 18, 20, 21, and then #19.

| 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 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends break the rules. nfriends2 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends are popular with other kids. nfriends3 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends drink alcohol or beer. nfriends4 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends are very smart. nfriends5 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends get into trouble with the police. nfriends6 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends are good at sports. nfriends7 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends smoke cigarettes or chew tobacco. nfriends8 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends do their homework and study a lot. nfriends9 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends steal things from others. nfriends10 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends get invited to all the parties. nfriends11 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends use drugs. nfriends12 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends get good grades in school. nfriends13 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends get into fights with other kids. nfriends14 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. Other kids look up to (respect) my friends. nfriends15 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends know where to buy drugs. nfriends16 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends are liked by their teachers. nfriends17 | 1  4 | 2  3 | 3  2 | 4  1 |
| 1. My friends get in trouble at school. nfriends18 | 1  4 | 2  3 | 3  2 | 4  1 |
| **20.** My friends attend the same school as me. nfriends20 | 1  4 | 2  3 | 3  2 | 4  1 |
| **21.** My friends are older than me. nfriends21 | 1  4 | 2  3 | 3  2 | 4  1 |

1. **[friends19]** 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.

1. [qsub1] 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

\*Note: question #2 (below) is NOT contingent on #1. Do not code these questions as an “if, then” statement. Many older twins put 0 (Never without permission) and include a number below for max drinks.

1. [qsub4\_py] During the past year, what is the highest number of alcoholic drinks you ever had at one time?

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

1. [qsub6\_py] During the past year, have you ever smoked cigarettes? Yes (2) or No (1)
   1. [qsub7\_py] If yes, were you a regular smoker (smoked most days)? Yes (2) or No (1)

\*qsub6\_py and qsub7\_py are related. If qsub6\_py is “No,” then qsub7\_py is missing because it is N/A. When twins coded 1 (No) and 1 (Not regular), recode to 1 (No) and system missing.

1. [qsub9] During the past year, about how often did you smoke marijuana? Please indicate the response below which comes closest to describing your smoking patterns.
2. (0) None in the past year
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. [qsub12] During the past year, about how often did you use other drugs (including medicine that was not yours)?
11. (0) None in the past year
12. (1) Less than once a month
13. (2) Once a month
14. (3) Twice a month
15. (4) Three times a month
16. (5) One time a week
17. (6) More than once a week
18. (7) Every day
19. [qsub15] 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)?
20. (0) Never in the past year
21. (1) Less than once a month
22. (2) Once a month
23. (3) Twice a month
24. (4) Three times a month
25. (5) One time a week
26. (6) More than once a week
27. (7) Every day
28. [qsub16] During the past year, how often has using alcohol or drugs ever gotten you in trouble with adults (including your parents, teachers, coaches)?
29. (0) Never in the past year
30. (1) Less than once a month
31. (2) Once a month
32. (3) Twice a month
33. (4) Three times a month
34. (5) One time a week
35. (6) More than once a week
36. (7) Every day

**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 totals 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)

**DBI**

The following statements pertain to your own experiences; below are listed minor behavioral problems that adolescents might become involved in. Please read each description and mark an X in the blank if you ever had this problem.

TIDs 217400, 287700, 463200, and 308700/01 put X’s for all items, suggesting they completed the questionnaire incorrectly (i.e., X’ed the items NOT relevant to them), particularly given the young age (<13) and their other data (e.g., no behavior problems, no substance use, no friends who get in trouble). Their questionnaires were recoded.

dbi[#] Unchecked = 0; Checked = 1

|  |  |
| --- | --- |
| 1. Riding a bicycle or skateboard recklessly (for example, not stopping for stop signs, riding fast on sidewalks). |  |
| 2. Driving a car or motorcycle without a license or learner’s permit. |  |
| 3. Belonging to a group (of 10 or more people) who go around together and sometimes get into fights or cause a disturbance. |  |
| 4. Cutting classes at school. |  |
| 5. Deliberately traveling without a ticket or paying the wrong fare (on a bus, for example). |  |
| 6. Setting off fireworks in the street. |  |
| 7. Taking money from home, with no intention of returning it. |  |
| 8. Taking an unknown person’s car or motorcycle for joyriding (with no intention of keeping it for good). |  |
| 9. Smashing, slashing, or damaging things (this includes writing and spray painting things) in public places, like streets, theaters, school halls, buses, and subways. |  |
| 10. Annoying, insulting, or fighting other people (strangers) in public. |  |
| 11.Breaking into a big store, mall, warehouse, etc. |  |
| 12. Breaking into a small shop or store, whether or not anything was stolen. |  |
| 13. Stealing things out of cars. |  |
| 14. Carrying some kind of weapon (for example, a knife or gun) in case it is needed in a fight. |  |
| 15. Attacking an enemy or someone in a rival gang (without using any sort of weapon) in a public place. |  |
| 16. Breaking the windows of empty houses. |  |
| 17. Using any kind of a weapon (for example, a knife, gun, razor, or broken bottle) in a fight. |  |
| 18. Drinking alcoholic drinks in bars while under age. |  |
| 19. Using a fake ID in a bar or restaurant. |  |
| 20. Stealing things from big stores, supermarkets, or shops in a mall (while the store is open). |  |
| 21. Stealing things from small shops or stores (while the shop is open). |  |
| 22. Deliberately littering the streets or sidewalks by smashing bottles, tipping trash cans, etc. |  |
| 1. Buying cheap, or accepting as a present, anything known or suspected of being stolen. |  |
| 1. Planning well in advance to get into a house or apartment to steal valuables and following through on the plan. |  |
| 1. Getting into a house or apartment and stealing things (don’t count this if stealing results from planning well in advance). |  |
| 1. Taking a bicycle belonging to an unknown person, and keeping it. |  |
| 1. Struggling or fighting to get away from a policeman. |  |
| 1. Attacking or fighting a policeman who is trying to arrest someone else. |  |
| 1. Stealing school property worth more than about $5. |  |
| 1. Stealing tools, materials, or anything else worth more than $5 from an employer (during working hours – don’t count breaking in). |  |
| 1. Trespassing (for example, railroad cars, private property, public places after closing time, empty houses). |  |
| 1. Going to R-rated or NC-17 rated films under age. |  |
| 1. Illegally gambling, including under aged gambling. |  |
| 1. Stealing goods or money from video games, public telephones, parking meters, etc. |  |
| 1. Stealing from people’s clothes hanging up or laying around anywhere. |  |
| 1. Obtaining money by false pretenses, or conning/scamming someone. |  |

dbi[#] Unchecked = 0; Checked = 1

**Life Events Questionnaire**

Please read each item carefully and indicate the number of times each event has happened to you and its stressful impact on you in the **past 12 months**. Use the following scale to rate how stressful each event was (if event occurred more than once, please rate the one that was most stressful):

\*2 variables per item scored on a 0 to 3 scale

\*leq[#]n = number of times an event happened (left column)

\*leq[#]s = how stressful the child perceived the event (right column)

When leq[#]n = 0, leq[#]s is recoded to system missing. Cannot have a severity of an event that never happened.

How Stressful: **0** (not at all) **1** (somewhat) **2** (moderately) **3** (very stressful)

|  |  |  |
| --- | --- | --- |
| ***In the past 12 months have you/has…*** | **leq[#]n**  **# of times** | **leq[#]s**  **How Stressful** |
| 1. Moved into a different home/apartment? | 0 1 2 3+ | 0 1 2 3 |
| 2. Changed schools during the school year? | 0 1 2 3+ | 0 1 2 3 |
| 3. Failed a class? | 0 1 2 3+ | 0 1 2 3 |
| 4. Skipped ahead a grade because you were doing so well? | 0 1 2 3+ | 0 1 2 3 |
| 5. Been held back in school because you weren’t doing well or weren’t ready to go on to the next grade? | 0 1 2 3+ | 0 1 2 3 |
| 6. Been written up, disciplined, or suspended from school? | 0 1 2 3+ | 0 1 2 3 |
| 7. Went on a big vacation with your family? | 0 1 2 3+ | 0 1 2 3 |
| 8. Not made an after school activity (sport, club, or group) that you wanted to participate in? | 0 1 2 3+ | 0 1 2 3 |
| 9. Had a significant conflict with an adult at school (teacher, coach, etc.)? | 0 1 2 3+ | 0 1 2 3 |
| 10. Had a serious fight with a close friend? | 0 1 2 3+ | 0 1 2 3 |
| 11. Had a serious fight with a family member? | 0 1 2 3+ | 0 1 2 3 |
| 12. Been bullied or picked on by other kids? | 0 1 2 3+ | 0 1 2 3 |
| 13. A family pet, like a dog or cat, died? | 0 1 2 3+ | 0 1 2 3 |
| 14. A close relative died? | 0 1 2 3+ | 0 1 2 3 |
| 15. Competed in a contest at school for reading, math, spelling, etc.? | 0 1 2 3+ | 0 1 2 3 |
| 16. Started dating someone? | 0 1 2 3+ | 0 1 2 3 |
| 17. Your parents (or other adults living in your home) gotten into a serious fight/argument? | 0 1 2 3+ | 0 1 2 3 |
| 18. A new adult come to live with your family? | 0 1 2 3+ | 0 1 2 3 |
| 19. Lived apart from your twin? | 0 1 2 3+ | 0 1 2 3 |
| 20. Had a serious illness, accident, or injury? | 0 1 2 3+ | 0 1 2 3 |
| 21. Had to go to the emergency room? | 0 1 2 3+ | 0 1 2 3 |

**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: Homework and Free Time, Grades, Substance Use*

**Neighborhood Environment Scale (p. 9)**

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

**Information Sharing (p. 10)**

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. 11)**

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.

**PANAS (p. 12)**

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

**FRIENDS (p. 13-14)** – *I do not have a reference for this (CL)*

**DWECK (p. 17)**

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.

**DBI (p. 18-19)** *– Do not yet have a reference for this, but we do have a document with scoring information on the twins drive (CL)*

**LEQ (p. 20)** *– Do not yet have the primary reference for this, but we have several documents related to scoring on the twins drive (CL)*