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

**Wave 3:**

**PARENT CODEBOOK**

**PARENT REPORT MEASURES:**

**Home Environment:** bio parent relationship, income, occupation, location/where twins go to school

**Confusion, Hubbub, and Order Scale (CHAOS):** measurement of home confusion and disorganization

**About You:** psychological diagnoses the parent has significantly struggled with during twins lifetime

**Positive and Negative Affect Scale (PANAS):** trait level of positive and negative affectivity, parent self-report

**Homework and Free Time:** TV habits and preferences, reading habits, homework routines, technology use, parental monitoring of media/technology use habits

**Grades:** Children’s grades

**Characteristics of Your Child:** history of receiving special education/gifted services, and prior diagnoses of learning disabilities, Autism, language impairment, ADHD

**SWAN:** ADHD dimensions (inattention and hyperactivity)

**Disruptive Behavior Disorder (DBD) Rating Scale** – diagnostic checklist for DSM-IV conduct disorder, oppositional defiant disorder, and ADHD

Some variables were altered or removed to deidentify data for sharing on LDBase. Original data may be available upon request. This includes most free-response options for demographic variables.

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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**

**Home Environment Measure**

The first section of this questionnaire focuses mostly on demographic characteristics of the twins’ family.

1. [hem1] a.) The person completing this questionnaire is the twins’ (check one):

\_1\_\_ Biological mother

\_2\_\_ Biological father

\_3\_\_ Step mother

\_4\_\_ Step father

\_5\_\_ Other relative (e.g., grandmother, aunt, etc.)

\_6\_\_ Adoptive or foster parent

\_7\_\_ Other (please explain: hem1t )

[hem31\_a (& hem31\_b if multiple are checked)] b.) The other adult caregiver in the home is:

\_1\_\_ Biological mother

\_2\_\_ Biological father

\_3\_\_ Step mother

\_4\_\_ Step father

\_5\_\_ Other relative (e.g., grandmother, aunt, etc.)

\_6\_\_ Adoptive or foster parent

\_7\_\_ Other (please explain: hem31t )

\_8\_\_ N/A (there is no other adult caregiver in the home)

[hem1 and hem31 on LDBase] 1 – biological mother, 2 – biological father, 3 – Other

\*Caregivers were reviewed after all waves. The following rules were used to ensure consistency in ratings over time.

* If a family rated different items for the same person over time (e.g., stepfather who adopted twins rated 4 in one wave and 6 in another), then the closest relation is chosen for all relevant waves (in this example, 4-stepfather)
* A family composed of a same sex female couple (one biological mother, one non-biological mother) was coded as bio-mom and step-mom
* A mother who is a genetic aunt (e.g., sister donated eggs) but provided the pre-natal environment is coded as bio-mom
* When children spend ½ time with each parent in a separated/divorced family, the caregivers recorded in the data are only those in the household that is providing the parent ratings (i.e., “other” is not checked just for an explanation)
* Other siblings (e.g., college sibling returns for a summer) who do not have caregiver responsibilities for the twins were removed from the “other caregiver” category if initially indicated.
* Examples of caregivers appropriate for the “other” category include answers such as “Roommate,” “boyfriend/girlfriend,” and “godmother.”
* When mothers checked 2 bio-moms, but provided information that there was only 1 adult in the home and they were divorced, separated, widowed, or never married to the twins’ bio-father, caregivers were recoded as “bio mom” and “N/A (no other adult caregiver)”

Missing = -99

Don’t Know = -98

1. [hem3] Which of the following describes the *current* relationship between the twins’ **biological parents**? (check one)

\_1\_\_ Married and living together

\_2\_\_ Separated hem3t = explanation if needed

\_3\_\_ Living together but not married

\_4\_\_ Not living together and never married

\_5\_\_ Divorced

\_6\_\_ Widow/Widower

\_7\_\_ Both parents deceased

\_-98\_\_ Don’t know

\*Found in wave 3 that several families had deceased parents (i.e., widowed/both parents deceased). These options were added and retrospectively recoded in earlier waves when applicable.

[qhem48] What is the *current* **household income** for the twins? (check one) Similar to hem5, but the money scales are different

\_\_1\_\_ less than $5,000 \_\_8\_\_ $35,000 – 39,999

\_\_2\_\_ $5,000 – 9,999 \_\_9\_\_ $40,000 – 49,999

\_\_3\_\_ $10,000 – 14,999 \_\_10\_\_ $50,000 – 59,999

\_\_4\_\_ $15,000 – 19,999 \_\_11\_\_ $60,000 – 74,999

\_\_5\_\_ $20,000 – 24,999 \_\_12\_\_ $75,000 – 99,999

\_\_6\_\_ $25,000 – 29,999 \_\_13\_\_ $100,000 or more

\_\_7\_\_ $30,000 – 34,999 \_\_-98\_\_ Don’t know

1. How many individuals live in your home? [qhem20\_adults]\_\_#\_\_ Adults [qhem20\_children]\_\_#\_ Children
2. [qhem21] What is the zip code of the school that the twins attended during the 2016/2017 school year? \_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If twins attended schools in different zipcodes, qhem21\_a is for the second reported zipcode)

1. [qhem4] What is the name of the school that the twins attended during the 2016/2017 school year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If twins attended different schools, qhem4\_a is for the second reported school)

1. Please put a check mark to indicate your current occupation. If the twins have a second adult caregiver, please indicate their current occupation as well. If you are the only caregiver of the twins, please check “N/A” in the “other adult caregiver” column.

|  |  |  |
| --- | --- | --- |
| **Occupation** | **Person completing questionnaire**  [hem33a] | **Other adult caregiver**  [hem33b] |
| Day laborer; janitor; house cleaner; farm worker; food counter sales; food preparation worker; busboy. | 1 | 1 |
| Garbage collector; short-order cook; cab driver; shoe sales; assembly line workers; masons; baggage porter. | 2 | 2 |
| Painter; skilled construction trade; sales clerk; truck driver; cook; sales counter or general office clerk. | 3 | 3 |
| Automobile mechanic; typist; locksmith; farmer; carpenter; receptionist; construction laborer; hairdresser. | 4 | 4 |
| Machinist; musician; bookkeeper; secretary; insurance sales; cabinet maker; personnel specialist; welder. | 5 | 5 |
| Supervisor; librarian; aircraft mechanic; artist or artisan; electrician; administrator; military enlisted personnel; buyer. | 6 | 6 |
| Nurse; skilled technician; medical technician; counselor; manager; police or fire personnel; financial manager; physical, occupational, speech therapist. | 7 | 7 |
| Mechanical, nuclear or electrical engineer; educational administrator; veterinarian; military officer; elementary, high school or special education teacher. | 8 | 8 |
| Physician; attorney; professor; chemical or aerospace engineer; judge; CEO; senior manager; public official; psychologist; pharmacist; accountant. | 9 | 9 |
| N/A [hem33a\_other; hem33b\_other] | 10 | 10 |

If parent writes in another occupation enter -30 and write in text box. hem33a/b\_other; “Wave 1 (Sara’s note: I changed the NA value from “10” to “.”)”

[qhem33a] What is **your** current job? (Please be as specific as you can) text

[qhem33b] What is the **other caregiver’s** current job? (put N/A if not applicable) text

**CHAOS**

Below are some things that happen in most homes. Please circle the number that best describes **the twins’ home**:

**Definitely Somewhat Not really Somewhat Definitely**

**Untrue Untrue True or Untrue True True**

1. [hem13] The twins have a regular

bedtime routine (e.g., same bed time

each night, brushing teeth, 1 2 3 4 5

reading a story, etc.) **nhem13 5 4 3 2 1**

1. [hem14] You can’t hear yourself 1 2 3 4 5

think in our home

1. [hem15] It’s a real zoo in our home 1 2 3 4 5
2. [hem16] We are usually able to stay 1 2 3 4 5

on top of things. **nhem16** **5 4 3 2 1**

1. [hem17] There is usually a television on

somewhere in our home. 1 2 3 4 5

25. [hem18] The atmosphere in our house 1 2 3 4 5

is calm. **nhem18**  **5 4 3 2 1**

**CHAOS scale** (no missing allowed)

P\_chaos = mean of **n**hem13 hem14 hem15 **n**hem16 hem17 **n**hem18

**About You**

This section of the questionnaire focuses on characteristics of you, the twins’ caregiver.

Many people struggle with serious problems at some point in their life. During the time the twins have lived with you, have you ever struggled significantly with any of the following? (Check all that apply):

Unchecked 0; Checked 1

\_\_\_\_ Depression [psych1p]

\_\_\_\_ Anxiety [psych2p]

\_\_\_\_ Alcohol/Substance Abuse [psych3p]

\_\_\_\_ ADHD/ADD [psych4p]

\_\_\_\_ Bipolar Disorder [psych5p]

\_\_\_\_ Eating Disorder [psych6p]

\_\_\_\_ Schizophrenia [psych7p]

\_\_\_\_ Other [psych8p] \_\_\_\_\_\_\_\_\_\_[psych8p\_other] \_\_\_\_\_\_\_\_\_\_ (🡨text field explaining)

\*Only diagnosable conditions were retained for “Other” (i.e., fibromyalgia, insomnia, OCD, PTSD, bereavement). OCD and PTSD were not given their own categories because of the low frequency of endorsement (N=3 combined)

**PANAS (for Parent)**

**Please answer the following questions about yourself.** 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* are in general.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| panas[#]p | 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 parent self-rated mean score'**(1 missing allowed)

panas\_PAp = mean (of panas1p panas3p panas5p panas9p panas10p panas12p panas14p panas16p panas17p panas19p)

**'PANAS Negative Affect parent self-rated mean score'**(1 missing allowed)

panas\_NAp = mean (of panas2p panas4p panas6p panas7p panas8p panas11p panas13p panas15p panas18p panas20p)

Please answer the following section of questions about:

[TWIN 1 name]

**Homework and Free Time**

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

1. During the 2016/2017 school year, on average, how many ***hours per day***did your child watch television (TV)? Similar to hem23, but the answers are broken down differently. All values <=24/day were accepted as valid answers.

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

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

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

Note from Wave 1:

A weekly total is calculated as [5(#hours mon-fri) + #hours Sat + #hours Sun] = p\_weeklytv

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

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

If hours per week spent watching tv is between 0 and 15, p\_tvhours = 2

1. [qhem\_41] During the 2016/2017 school year, how often did you help your child 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. [hem\_45\_2] How often does your child amuse him/herself 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. [qhem\_47\_2] During the 2016/2017 school year, how many hours per week did your child 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. [hem17a] What is the highest level of education you expect your child to receive?

\_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

1. [qhem\_31] How often does your child 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 (child does not have access to a smart phone or iPad/Tablet)

1. During the 2016/17 school year, when your child ***did homework*** how often did he/she...

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| hwk[#]p | **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 |

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

Yes = 1; No = 0

* 1. [media1p] *When* he/she can use media (such as only on weekends, only after (1) Yes ; (0) No

homework or chores)

* 1. [media2p] How *long* he/shecan use media for (such as no more than an hour a day) (1) Yes ; (0) No
  2. [media3p] What *types* of media he/she can use (such as no watching certain types of (1) Yes ; (0) No

shows or playing certain games)

* 1. [media4p] Staying safe online (such as not giving out personal information) (1) Yes ; (0) No
  2. [media5p] Being responsible, respectful, and kind online (such as not bullying (1) Yes ; (0) No

or copying other people’s work)

**GRADES**

Indicate your child’s academic performance in the following subjects in the 2016/2017 school year. If letter grades are not assigned, please use the alternative grade system column.

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

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

What score(s) did your child receive on the Florida Standard Assessment this past year (2016/2017 school year)? Please list all applicable scores. If you don’t know, please write DK next to any score that you don’t know. \*See separate PDF on FSA scoring in the ALL CODEBOOKS folder on the twins drive before using this variable.

Reading Score: # [qfsa\_1]

Math Score: # [qfsa\_2]

Science Score: # [qfsa\_3]

Writing Score: # [qfsa\_4]

What grade was your child in during the 2016/2017 school year? \_\_\_#\_\_\_ [qcrtgrd]

\*Some parents wrote in a gpa value (e.g., 2.9) in the current grade question. These were recoded to -99 missing (ID 129800/01)

**Characteristics of Your Child**

This section focuses on characteristics of your child that relate to learning. -98=N/A; unchecked=0; checked=1

1. Did/does your child require a special service at school for academic purposes? Check one:

\_\_\_\_ [trld1a] Special Education/504 Plan/IEP/RTI unchecked = 0; checked = 1

\_\_\_\_ [trld1b] Gifted/Enriched Programming

\*entered -98 if both were unchecked, -98 for items trld1a and trld1b should be re-coded to 0

1. If you checked either of the first two above, indicate below all of the years he/she received that service (even if he or she didn’t receive the service the whole time but did for some of the time).

\*this item (i.e., variables trld2\_0 to trld2\_12) is duplicated in the dataset—once for gifted and once for special education because a few parents provided data for both.

trld2\_[#]g —variables for gifted services; # refers to grade in school; 0 = unchecked, 1 = checked

trld2\_[#]s —variables for special education; # refers to grade in school; 0 = unchecked, 1 = checked

\*if item above was unchecked, all grade years are entered -98 (N/A) or -99 if years were checked but no indication was made regarding whether it was special education or gifted.

\_\_\_0 kindergarten \_\_\_1st grade \_\_\_2nd grade \_\_\_3rd grade \_\_\_4th grade \_\_\_5th grade

\_\_\_6th grade \_\_\_7th grade \_\_\_8th grade \_\_\_9th grade \_\_\_10th grade \_\_\_11th grade \_\_\_12th grade

1. Has your child been **diagnosed by a school or medical professional** with any of the following problems (please check all that apply and, for those you check, answer the follow-up questions about type of problem and age of diagnosis)

\*data entry included the following rules for each disability and set of sub-questions below

* 0 (no disability) if unchecked in the header yields all -98 (N/A) answers for subordinate questions
* 1 (disability) in the header yields 0’s and 1’s for subordinate answers when others are checked
* 1 (disability) in the header with either all blanks or “Don’t Know or N/A” yields -99 (missing) for everything except item d, which gets a 1 (Don’t Know).
* For ages of disorders, medications, etc., when parents provided months and years (e.g., 1/09), these were recoded to calculate an age estimate based on the twin’s date of birth.

**\_\_\_\_** [trld3] **Learning Disability** Unchecked = 0; checked = 1

If yes,

\_\_\_\_\_ [trld3a] Reading Disability/Dyslexia 🡪 (age of diagnosis: [trld3a\_age] = # )

\_\_\_\_\_ [trld3b] Math Learning Disability/Dyscalculia 🡪 (age of diagnosis: [trld3b\_age] = # )

\_\_\_\_\_ [trld3c] Other \_\_\_\_\_ [trld3c\_other] \_\_\_\_\_\_ 🡪 (age of diagnosis: [trld3c\_age] = # )

\_\_\_\_\_ [trld3d] Don’t know or N/A

**\_\_\_\_** [trld4] **Autism Spectrum Disorder** Unchecked = 0; checked = 1

If yes,

\_\_\_\_\_ [trld4a] higher functioning ASD 🡪 (age of diagnosis: [trld4a\_age] = # )

\_\_\_\_\_ [trld4b] lower functioning ASD 🡪 (age of diagnosis: [trld4b\_age] = # )

\_\_\_\_\_ [trld4c] Asperger’s Syndrome 🡪 (age of diagnosis: [trld4c\_age] = # )

\_\_\_\_\_ [trld4d] Don’t know or N/A

**\_\_\_\_** [trld5] **Specific Language Impairment (SLI)** Unchecked = 0; checked = 1

If yes,

What was the age of diagnosis? [trld5\_age] \_\_\_\_\_#\_\_\_\_\_\_

**\_\_\_\_** [trld6] **Attention Deficit/Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)**

Unchecked = 0; checked = 1

If yes,

\_\_\_\_\_ [trld6a]Inattentive type 🡪 (age of diagnosis: [trld6a\_age] = # )

\_\_\_\_\_ [trld6b]Hyperactive-Impulsive type 🡪 (age of diagnosis: [trld6b\_age] = # )

\_\_\_\_\_ [trld6c]Combined type 🡪 (age of diagnosis: [trld6c\_age] = # )

\_\_\_\_\_ [trld6d]Don’t know or N/A

\*If inattentive and hyperactive were both checked, these were recoded to combined

If yes,

Does your child take medicine to treat ADD or ADHD? [trld6med]

\_\_0\_\_ no

\_\_1\_\_yes

From what age to what age? [trld6med\_y1] = # yrs to [trld6med\_y2] = # yrs

Was he/she on medicine all or most of that time? [trld6med\_t] (1) Yes ; (0) No

\*For ADHD medication, some parents indicated 0 (no medication) to the present tense question and then included ages for when the twin was on medication in the past. This allows for a lifetime (i.e., ever on medication) and current adhd medication variable to be calculated.

\*For twins who are currently on ADHD medications, the present age is recorded as -30 so that their present age can be added afterwards.

**SWAN**

Children differ in their abilities to focus attention, control activity, and inhibit impulses. **For each item listed below, how does your child compare to other children of the same age?** Please select the best rating based on your observations **over the past month**.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **swan\_#** | **Far**  **Below** | **Below** | **Slightly**  **Below** | **Average** | **Slightly**  **Above** | **Above** | **Far**  **Above** |
| 1. Gives close attention to detail and avoids careless mistakes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Sustains attention on tasks or play activities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Listens when spoken to directly. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Follows through on instructions and finishes school work/chores. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Organizes tasks and activities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Engages in tasks that require sustained mental effort. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Keeps track of things necessary for activities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Ignores extraneous stimuli. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Remembers daily activities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Sits still (controls movement of hands/feet or controls squirming). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Stays seated (when required by class rules/social conventions). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Modulates motor activity (inhibits inappropriate running/climbing). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Plays quietly (keeps noise level reasonable). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Settles down and rests (controls constant activity). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Modulates verbal activity (controls excess talking). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Reflects on questions (controls blurting out answers). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Awaits turn (stands in line and takes turns). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Enters into conversations and games (controls interrupting/intruding). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**'SWAN ADHD-In mean score (ques 1-9) parent on twin'** (1 missing allowed)

P\_swan\_att = mean (of swan\_1 swan\_2 swan\_3 swan\_4 swan\_5 swan\_6 swan\_7 swan\_8 swan\_9)

**'SWAN ADHD-H/Im mean score (ques 10-18) parent on twin'** (1 missing allowed)

P\_swan\_hyper = mean (of swan\_10 swan\_11 swan\_12 swan\_13 swan\_14 swan\_15 swan\_16 swan\_17 swan\_18);

**Parent** **DBD Rating Scale**

This questionnaire asks about a wide range of behavior that some children exhibit including some very severe behaviors. Circle the number for the answer that best describes each of your twins. **Please write DK next to any items for which you don't know the answer.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **pdbd\_#** | **NOT AT ALL** | **JUST A LITTLE** | **PRETTY MUCH** | **VERY MUCH** |
| 1. often interrupts or intrudes on others (e.g., butts into conversations or games) | 1 | 2 | 3 | 4 |
| 1. has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning for a lengthy period) | 1 | 2 | 3 | 4 |
| 1. often argues with adults | 1 | 2 | 3 | 4 |
| 1. often lies to obtain goods or favors or to avoid obligations (i.e., "cons" others) | 1 | 2 | 3 | 4 |
| 1. often initiates physical fights with other members of his or her household | 1 | 2 | 3 | 4 |
| 1. has been physically cruel to people | 1 | 2 | 3 | 4 |
| 1. often talks excessively | 1 | 2 | 3 | 4 |
| 1. has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking and entering; forgery) | 1 | 2 | 3 | 4 |
| 1. is often easily distracted by extraneous stimuli | 1 | 2 | 3 | 4 |
| 1. often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into street without looking | 1 | 2 | 3 | 4 |
| 1. often truant from school, beginning before age 13 years | 1 | 2 | 3 | 4 |
| 1. often fidgets with hands or feet or squirms in seat | 1 | 2 | 3 | 4 |
| 1. is often spiteful or vindictive | 1 | 2 | 3 | 4 |
| 1. often swears or uses obscene language | 1 | 2 | 3 | 4 |
| 1. often blames others for his or her mistakes or misbehavior | 1 | 2 | 3 | 4 |
| 1. has deliberately destroyed others' property (other than by fire setting) | 1 | 2 | 3 | 4 |
| 1. often actively defies or refuses to comply with adults' requests or rules | 1 | 2 | 3 | 4 |
| 1. often does not seem to listen when spoken to directly | 1 | 2 | 3 | 4 |
| 1. often blurts out answers before questions have been completed | 1 | 2 | 3 | 4 |
| 1. often initiates physical fights with others who do not live in his or her household (e.g., peers at school or in the neighborhood) | 1 | 2 | 3 | 4 |
| 1. often shifts from one uncompleted activity to another | 1 | 2 | 3 | 4 |
| 1. often has difficulty playing or engaging in leisure activities quietly | 1 | 2 | 3 | 4 |
| 1. often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities | 1 | 2 | 3 | 4 |
| 1. is often angry and resentful | 1 | 2 | 3 | 4 |
| 1. often leaves seat in classroom or in other situations in which remaining seated is expected | 1 | 2 | 3 | 4 |
| 1. is often touchy or easily annoyed by others | 1 | 2 | 3 | 4 |
| 1. often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions) | 1 | 2 | 3 | 4 |
| 1. often loses temper | 1 | 2 | 3 | 4 |
| 1. often has difficulty sustaining attention in tasks or play activities | 1 | 2 | 3 | 4 |
| 1. often has difficulty awaiting turn | 1 | 2 | 3 | 4 |
| 1. has forced someone into sexual activity | 1 | 2 | 3 | 4 |
| 1. often bullies, threatens, or intimidates others | 1 | 2 | 3 | 4 |
| 1. is often "on the go" or often acts as if "driven by a motor" | 1 | 2 | 3 | 4 |
| 1. often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools) | 1 | 2 | 3 | 4 |
| 1. often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness) | 1 | 2 | 3 | 4 |
| 1. has been physically cruel to animals | 1 | 2 | 3 | 4 |
| 1. often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework) | 1 | 2 | 3 | 4 |
| 1. often stays out at night despite parental prohibitions, beginning before age 13 years | 1 | 2 | 3 | 4 |
| 1. often deliberately annoys people | 1 | 2 | 3 | 4 |
| 1. has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery) | 1 | 2 | 3 | 4 |
| 1. has deliberately engaged in fire setting with the intention of causing serious damage | 1 | 2 | 3 | 4 |
| 1. often has difficulty organizing tasks and activities | 1 | 2 | 3 | 4 |
| 1. has broken into someone else's house, building, or car | 1 | 2 | 3 | 4 |
| 1. is often forgetful in daily activities | 1 | 2 | 3 | 4 |
| 1. has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, gun) | 1 | 2 | 3 | 4 |
| 1. does not feel bad or guilty when he/she does something wrong | 1 | 2 | 3 | 4 |
| 1. disregards and is unconcerned with the feelings of others | 1 | 2 | 3 | 4 |
| 1. does not show concern about poor/problematic performance at school, work, or other important activities | 1 | 2 | 3 | 4 |
| 1. does not express feelings or show emotions to others, except in ways that seem shallow, insincere, or superficial, or when used for gain | 1 | 2 | 3 | 4 |

**DBD SYMPTOMS AND DIAGNOSES:**

if pdbd\_[#] = 3 (pretty much) or 4 (very much), then count\_[#] = 1

**'DBD- ADHD Inattention Symptom Count'**

P\_DBDcount\_att = sum (of count\_9 count\_18 count\_23 count\_27 count\_29 count\_34 count\_37 count\_42 count\_44);

**'DBD ADHD Inattention Diagnosis'**

if P\_DBDcount\_att ge **6** then P\_DBD\_Att = **1**;

if P\_DBDcount\_att < **6** then P\_DBD\_Att = **0**;

if P\_DBDcount\_att = **.** then P\_DBD\_Att = **.**;

**'DBD ADHD Hyperactivity Symptom Count '**

P\_DBDcount\_hyp = sum (of count\_1 count\_7 count\_12 count\_19 count\_22 count\_25 count\_30 count\_33 count\_35);

**'DBD ADHD Hyperactivity Diagnosis'**

if P\_DBDcount\_hyp ge **6** then P\_DBD\_hyp = **1**;

if P\_DBDcount\_hyp < **6** then P\_DBD\_hyp = **0**;

if P\_DBDcount\_hyp = **.** then P\_DBD\_hyp = **.**;

**'DBD ADHD Total Symptom Count'**

P\_DBDcount\_total = P\_DBDcount\_hyp + P\_DBDcount\_att;

**'DBD ADHD Combined Type Diagnosis'**

if P\_DBD\_hyp =**1** then if P\_DBD\_att = **1** then P\_DBD\_comb = **1**;

if P\_DBD\_hyp =**0** then if P\_DBD\_att = **0** then P\_DBD\_comb = **0**;

if P\_DBD\_hyp =**0** then if P\_DBD\_att = **.** then P\_DBD\_comb = **0**;

if P\_DBD\_hyp =**.** then if P\_DBD\_att = **0** then P\_DBD\_comb = **0**;

if P\_DBD\_hyp =**0** then if P\_DBD\_att = **1** then P\_DBD\_comb = **0**;

if P\_DBD\_hyp =**1** then if P\_DBD\_att = **0** then P\_DBD\_comb = **0**;

**'DBD ODD Symptom Count'**

P\_DBDcount\_odd = sum (of count\_3 count\_13 count\_15 count\_17 count\_24 count\_26 count\_28 count\_39 );

**'DBD ODD Diagnosis'**

if P\_DBDcount\_odd ge **4** then P\_DBD\_odd = **1**;

if P\_DBDcount\_odd < **4** then P\_DBD\_odd = **0**;

if P\_DBDcount\_odd = **.** then P\_DBD\_odd = **.**;

**'DBD CD-Aggression to ppl or animals Symptom Count'**

P\_DBDcount\_cd\_agg = sum (of count\_6 count\_20 count\_31 count\_32 count\_36 count\_40 count\_45);

**'DBD CD-Destruction of Property Symptom Count'**

P\_DBDcount\_cd\_prop = sum (of count\_16 count\_41);

**'DBD CD-Deceitfulness or theft Symptom Count'**

P\_DBDcount\_cd\_deceit = sum (of count\_4 count\_8 count\_43);

**'DBD CD-Serious Violation of Rules Symptom Count'**

P\_DBDcount\_cd\_rules = sum (of count\_2 count\_11 count\_38);

**'DBD CD Symptom Count DSM 4’**

totalCD = sum (of P\_DBDcount\_cd\_rules P\_DBDcount\_cd\_deceit P\_DBDcount\_cd\_prop P\_DBDcount\_cd\_agg );

**'DBD CD Diagnosis DSM 4'**

if totalCD ge **3** then P\_DBD\_CD\_DSM4 = **1**;

if totalCD < **3** then P\_DBD\_CD\_DSM4 = **0**;

if totalCD = **.** then P\_DBD\_CD\_DSM4 = **.**;

**DBD FACTOR SCORES:**

If pdbd\_[#] = 1, then npdbd\_[#] = 0

If pdbd\_[#] = 2, then npdbd\_[#] = 1

If pdbd\_[#] = 3, then npdbd\_[#] = 2

If pdbd\_[#] = 4, then npdbd\_[#] = 3

**'DBD ODD factor score (total mean score)'** (1 missing allowed)

P\_DBDfactor\_ODD = mean (of npdbd\_3 npdbd\_13 npdbd\_15 npdbd\_17 npdbd\_24 npdbd\_26 npdbd\_28 npdbd\_39);

**'DBD ADHD Inattention factor score (total mean score)'** (1 missing allowed)

P\_DBDfactor\_Att = mean (of npdbd\_9 npdbd\_18 npdbd\_23 npdbd\_27 npdbd\_29 npdbd\_34 npdbd\_37 npdbd\_42 npdbd\_44);

**'DBD ADHD Impulsivity/Overactivity factor score (total mean score)'** (1 missing allowed)

P\_DBDfactor\_Hyp = mean (of npdbd\_1 npdbd\_7 npdbd\_12 npdbd\_19 npdbd\_22 npdbd\_25 npdbd\_30 npdbd\_33 npdbd\_35);

**‘DBD CD factor score (total mean score)’** (1 missing allowed)

P\_DBDfactor\_CD = mean (of npdbd\_6 npdbd\_20 npdbd\_31 npdbd\_32 npdbd\_36 npdbd\_40 npdbd\_45 npdbd\_16 npdbd\_41 npdbd\_4 npdbd\_8 npdbd\_43 npdbd\_2 npdbd\_11 npdbd\_38);

**REFERENCES**

*Below are references for scales used in Wave 2. References appear in same order as found in codebook codebook/parent booklet. The following measures DO NOT have references: Home Environment, About You, Grades, and Characteristics of your Child.*

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**PANAS (p. 8)**

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**SWAN (p. 15)**

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of ADHD: The SNAP and the SWAN ratings scales [Draft]. Available at: http://www.adhd.net/SNAP\_SWAN.pdf

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**DBD (p. 16-19)**

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