

Q2-BC ITEM LEVEL Release Codebook

(Questionnaire 2 for waves 2 and 3)

[W] = Wave Letter (wave 2 = B wave 3 = C)

[P] = Parent (Mother = M Father = F)

[T] = twin Number (1 or 2)

Sections:

Family-level

Demographics

About Your Home – Questions 13-16 (Home Literacy Environment – Family-level)
Six Questions after #16 (CHAOS scale)

Child-level

Reading With Child At Home (Home Literacy Environment – Child-level)

Child's School Work – Questions 7-15 (Petrill Educational Progress Survey)

Child's Behavior – first 1-60 questions (Child Behavior Checklist)

second section, questions 1-18 & 1-8 & 19-26 (Disruptive Behavior Rating Scale)

Feelings About Child (Parent Feelings Questionnaire)

NOTE: If errors were discovered in item-level values for variables that were not to be included in general Release datasets, the item-level corrections were not made. In such cases, only Released variables, such as the raw scores or scaled scores, were corrected.

[W] = Wave Letter

PART I [P] = Parent who responded

M = mother

F = father

1. Today's Date _____ / _____ / _____

About You

2. First name «Parent_1_First_Name»

3. Last name «Parent_1_Last_Name»

Please provide us with any corrections to the spelling, etc. of your name.

First name _____

Last name _____

4. Has the highest level of your education *changed*?

No, there has been no change. [W][P] EDU_CHA

Yes →

Please check your highest level of education: [W][P] EDU_CH1

- Grade 6 or less
- Grade 7-12 (without graduating high school or equivalent)
- Graduated high school or high school equivalent
- Some college
- Graduated from 2-year college
- Graduated from 4-year college
- Attended graduate or professional school without graduating
- Completed graduate or professional school
- Other PLEASE DESCRIBE: [W][P] EDU_CH4T

5. Has your job status *changed*?

No, my job status has not changed [W][P] JOB_CHA

Yes →

Do you currently have a job outside the home? [W][P] JOB_HOME
 Yes No Staying at home to look after children

What is/was your most recent occupation? (Please, state full job title) [W][P] JOB_OCC

Did you need any special qualification for the job? [W][P] JOB_GUA
 YES NO Don't Know

If YES, please describe: [W][P] JOB_GUAT

Of the following, which best describes you in this position? (PLEASE CHECK ONE)

- manager employee self-employed - with employees
- foreman apprentice self-employed - with no employees

Is/Was any responsibility for other staff held in this position? [W][P] JOB_DES

YES NO [W][P] JOB_RES

PLEASE CHECK BOTH SIDES OF PAGE

6. Has your relationship with your partner **changed**?

No [W][P] REL - CHA

Yes → We are now: [W][P] REL - CH 1
 Married and living together
 Separated
 Co-habiting
 Divorced
 Other: [W][P] REL - CH T

About Your Partner

→ If not applicable, please, skip to Page 5

Please provide us with any corrections to the spelling, etc. of your partner's name.

7. First name «Parent_2_First_Name»

First name: _____

8. Last name «Parent_2_Last_Name»

Last name: _____

9. Has the highest level of your partner's education **changed**?

No, there has been no change [W][P] EDU PCHA

Yes → Please check your partner's highest level of education:
 Grade 6 or less [W][P] EDU PCH 1
 Grade 7-12 (without graduating high school or equivalent)
 Graduated high school or high school equivalent
 Some college
 Graduated from 2-year college
 Graduated from 4-year college
 Attended graduate or professional school without graduating
 Completed graduate or professional school
 Other PLEASE DESCRIBE: [W][P] EDU PCH T

PLEASE CHECK BOTH SIDES OF PAGE

[W][P] JOB PCHA

10. Has your partner's job status **changed**?

- No
- Yes →

Does your partner currently have a job outside the home?
 Yes No Staying at home to look after children
[W][P] JOB P HOME

What is/was your partner's most recent occupation? (Please, state full job title)
[W][P] JOB P OCC

Did he or she need any special qualification for the job? [W][P] JOB P QUAL
 YES NO Don't Know

If YES, please describe:
[W][P] JOB P QUAL

Of the following, which best describes him/her in this position? (PLEASE CHECK ONE)
 manager employee self-employed - with employees
 foreman apprentice self-employed - with no employees
[W][P] JOB P DES

Is/Was any responsibility for other staff held in this position? (PLEASE CHECK ONE)
 YES NO [W][P] JOB P RES

If YES, how many staff? ← Please, describe:
[W][P] JOB P RESC [W][P] JOB P RECT

PLEASE CHECK BOTH SIDES OF PAGE

About Your Children's Health

11. Have either «Child_1_Name» or «Child_2_Name» developed a **new** health or learning problem?

- No [W][P] NEWPROB
 Yes → Complete chart below...

Please check which of your children has this **new** concern:

	«Child 1 Name»	«Child 2 Name»
Vision (seeing) problem. Describe: [W][P] NEWVIS1	<input type="checkbox"/>	2 <input type="checkbox"/>
Hearing problem. Describe: [W][P] NEWHEA1	<input type="checkbox"/>	2 <input type="checkbox"/>
Seizures. Describe: [W][P] NEWSEZ1	<input type="checkbox"/>	2 <input type="checkbox"/>
Serious physical problem (Eg: diabetes, heart problems, asthma) Describe: [W][P] NEWPHY1	<input type="checkbox"/>	2 <input type="checkbox"/>
Specific learning disability. Describe: [W][P] NEWLD1	<input type="checkbox"/>	2 <input type="checkbox"/>
Other. Describe: [W][P] NEWOTH1	<input type="checkbox"/>	2 <input type="checkbox"/>

[W][P] NEWOTH2

12. Have there been any **additions to your family**?

- No → Skip to "About Your Home" on p. 6 [W][P] ADDKIDS
 Yes → Please tell us about your **new children**...

Child 1: Full name [W][P] ADDNAME

Sex Boy Girl Date of Birth/...../..... (Month/Day/Year)

[W][P] ADD-SEX [W][P] CHILD 1 BD

Do you consider this child to be: (PLEASE CHECK ONE) [W][P] ADD RACE

Asian/Asian-American African-American, Black Hispanic

White/European-American Other: [W][P] ADD RACE T

Relationship to you: Biological Child (Blood related to you) Step-child

[W][P] ADD-REL Adopted Child Other: [W][P] ADD REL T

Relationship to your partner: Biological Child (Blood related to your partner) Step-child

[W][P] ADD PREL Adopted Child Other: [W][P] ADD PREL T

PLEASE CHECK BOTH SIDES OF PAGE

Child 2:
Full name

[W][P] ADDNAM2

Sex Boy Girl

Date of Birth/...../..... (Month/Day/Year)

[W][P] ADDSEX2

[W][P] CHILD2BD

Do you consider this child to be: (PLEASE CHECK ONE) [W][P] ADD2 RACE

Asian/Asian-American

African-American,
Black

Hispanic

White/European-American

Other (PLEASE DESCRIBE) [W][P] RACE2OT

Relationship to you:

Biological Child (Blood related to you) Step-child

[W][P] ADD2REL

Adopted Child Other: [W][P] ADD2OTH

Relationship to your partner:

Biological Child (Blood related to your partner) Step-child

[W][P] ADD2PRE

Adopted Child Other: [W][P] ADD2POTH

Relationships of your new children: (Check all that apply)

Child 1 has the same set of biological parents (blood related to both parents). [W][P] CHILD_1

Child 1 has the same set of biological parents as your twins. [W][P] CHILD1A

Child 2 has the same set of biological parents (blood related to both parents). [W][P] CHILD_2

Child 2 has the same set of biological parents as your twins. [W][P] CHILD2A

Other: Please describe: [W][P] DESCR

[W][P] CHILDOT

About Your Home

Please circle the number that best answers each of the following questions for you.

Reading materials come in many forms. The following questions are about the types of reading materials in YOUR home

1. Does anyone in your home have a library card? [w][p] READ-13

0 = No

1 = Yes → How often is it (or are they) used? _____ times per month

2 = Don't know

[w][p] READ 13A

2. Does your family subscribe to any newspapers/magazines? [w][p] READ-14

0 = No

1 = Yes → How many? A 2a Newspapers

[w][p] READ 14

B

2b Magazines for Adults (eg *Newsweek*, *People*, etc)

C

2c Magazines for Children (eg *Highlights*, etc)

D

2d Other Describe [w][p] READ 14 DT

2 = Don't know

3. How often do you read to yourself? [w][p] READ 3

1 = Daily

2 = Several times a week

3 = Weekly or less

4 = I don't read to myself

4. How often does your spouse (partner) read to him/herself? [w][p] READ 3 B

1 = Daily

2 = Several times a week

3 = Weekly or less

4 = He/she does not read to him/herself.

5 = I currently do not have a spouse/partner.

About Your Home (questions 1-4)

Based on Home Literacy Environment Scale.

Griffin, E., & Morrison, F. (1997). The unique contribution of home literacy environment to differences in early literacy skills. *Early Child Development and Care*, 127-128, 233-243.

Family-level HLE score:

For questions 1 & 2:

A response of "don't know" translates to a missing value for that part of the HLE score.

A response of "yes" but no details provided, if required, translates to a missing value for that part of the HLE score.

If there is an answer to the details/text variable, that value determines the value for that part of the HLE score, independent of the answer (or lack of an answer) to the initial question. For instance, if question 1 "# of times per month" [[W][P]READ13A] is answered, then that value is used to determine the portion of the HLE score that comes from question 1, regardless of what [W][P]READ_13 equals.

Does anyone in the home have a library card? () Yes () No If YES, how often is it used?

0 points = once a month or less

1 point = more than once a month

Does your family subscribe to newspapers/magazines? () Yes () No

Newspapers

0 points = no newspapers

1 point = 1 newspaper

2 points = more than 1 newspaper

Adult magazines

0 points = no adult magazines

1 point = 1 or 2 adult magazines

2 points = more than 2 adult magazines

Child magazines

0 points = no children's magazines

1 point = 1 children's magazine

2 points = more than 1 children's magazine

How often do you (mother) read to yourself?

() Daily () Several times a week () Weekly or less

0 points = weekly or less

1 point = several times a week

2 points = daily

How often do you (father) read to yourself.

() Daily () Several times a week () Weekly or less

0 points = weekly or less

1 point = several times a week

2 points = daily

[W][P]HLEFAM = sum of the 6 point values above

[W][P]HLEFAM

Q2: Griffin and Morrison home literacy environment family-specific

Below are some things that happen in most homes. Please read each item carefully and circle the number beside it to tell us what best describes YOUR home.

[W][P]HOME [item #]	Definitely Untrue	Somewhat Untrue	Not Really True or Untrue	Somewhat True	Definitely True
1. The children have a regular bedtime routine (For example, same bed-time each night, a bath before bed, reading a story, saying prayers...)	1	2	3	4	5
2. You can't hear yourself think in our home.	1	2	3	4	5
3. It's a real zoo in our home.	1	2	3	4	5
4. We are usually able to stay on top of things.	1	2	3	4	5
5. There is usually a television turned on somewhere in our home.	1	2	3	4	5
6. The atmosphere in our house is calm.	1	2	3	4	5

Based on CHAOS scale.

Matheny, A., Wachs, T., Ludwig, J., & Phillips, K. (1995). Bringing order out of chaos: psychometric characteristics of the confusion, hubbub, and order Scale. *Journal of Applied Developmental Psychology*, 16, 429-444.

Items 1, 4, and 6 are reverse-scored, then a mean of all items becomes the CHAOS score.

[this method is based off of the TEDS study in Britain]

[W][P]CHAOS

Q2: CHAOS Scale

Reading with «Child_1_Name» at Home

1. Some parents have the opportunity to read with their children. Who reads to «Child_1_Name»? (Circle the number for all that apply)

[P] RH [T] - 1 F = You

G = Spouse/partner

E = Other: [W] [P] RH [T] 1 0

T = No one reads to «Child_1_Name» at home → skip to #3

2. On average, how often do these people read to «Child_1_Name»?

[P] RH [T] - 2 [item letter]

<input checked="" type="checkbox"/> You:	1 = Daily	2 = Several times a week	3 = Weekly or less
<input type="checkbox"/> Spouse/Partner:	1 = Daily	2 = Several times a week	3 = Weekly or less
<input type="checkbox"/> Other:	1 = Daily	2 = Several times a week	3 = Weekly or less

3. Approximately how many books does «Child_1_Name» own (have at home)?

- 1 = Less than 10 [P] RH [T] - 3
- 2 = 10-30
- 3 = More than 30
- 4 = Don't know

4. On average, how many hours per day does «Child_1_Name» watch television (TV)?

[P] RH [T] - 4 [item letter]

- Weekdays (Monday-Friday): _____ hour(s) each day
- Saturday: _____ hour(s)
- Sunday: _____ hour(s)

PLEASE CHECK BOTH SIDES OF PAGE

Reading With Child At Home

Based on Home Literacy Environment Scale.

Griffin, E., & Morrison, F. (1997). The unique contribution of home literacy environment to differences in early literacy skills. *Early Child Development and Care*, 127-128, 233-243.

Twin-level HLE score:

For questions 1 & 2:

if ANYONE reads to the child daily, then the value used for this section of the HLE score = 2.

if NO ONE reads to the child daily and ANYONE reads to them several times per week, then the value used for this section of the HLE score = 1

if NO ONE reads to the child daily or several times per week, and ANYONE reads to them weekly or less, then the value used for this section of the HLE score = 0

if no details are provided in any of [W][P]RH[T]_2[Y S O] but [W][P]RH[T]_1T = 1 (no one reads to them) then the value used for this section of the HLE score = 0

How many hours per day does your child watch TV? Mon-Fri ___ Sat ___ Sun ___

(a weekly total is calculated as [5(#hrs Mon-Fri) + #hrs Sat + #hrs Sun])

0 points = hours per week spent watching TV is greater than 26 (inclusive)

1 point = hours per week spent watching TV is between 15 (inclusive) and 26

2 points = hours per week spent watching TV is between 0 and 15

Who reads to your child?

How often? (___) Daily (___) Several times a week (___) Weekly or less

0 points = weekly or less

1 point = several times a week

2 points = daily

Approximately how many books does your child own?

(___) Less than 10 (___) 10-30 (___) More than 30

0 points = fewer than 10 books

1 point = 10 to 30 books

2 points = more than 30 books

[W][P]HLETW[T] = sum of the 3 point values above

[W][P]HLETW[T]

Q2: Griffin and Morrison home literacy environment, twin specific

«Child_1_Name»'s School Work

1. What type of school does «Child_1_Name» go to (or most recently gone to)?

- Public Parochial Private (non-religious) [W][P]SC[T] - 1
 Charter Boarding Homeschooled
 Other *Please describe:*

2. What grade is «Child_1_Name» currently in? (Check one) [W][P]SC[T] - 2

- Preschool Pre-K Kindergarten
 1st grade 2nd grade 3rd grade
 Other *Please describe:* [W][P]SC[T] - 2T

3. What is «Child_1_Name»'s typical reading grade? [W][P]SC[T] - 3

- A B C D F
 Outstanding Good Satisfactory Unsatisfactory
 Other *Please describe:*
 The school does not provide this type of information.
 Don't know

4. What is «Child_1_Name»'s typical math grade? [W][P]SC[T] - 4

- A B C D F
 Outstanding Good Satisfactory Unsatisfactory
 Other *Please describe:*
 The school does not provide this type of information.
 Don't know

5. What is «Child_1_Name»'s grade point average? [W][P]SC[T] - 5

- ___ on a scale of 4.0
 ___ on a scale of 5.0 [W][P]SC[T] - 5T2
 The school does not calculate a grade point average for my child.
 Don't know

6. Has «Child_1_Name» taken an achievement test? [W][P]SC[T] - 6

- Yes → Type of test: [W][P]SC[T] - 6T1 Percentile Rank: ___ Grade Equivalent: [W][P]SC[T] - 1T;
 No [W][P]SC[T] - 6T2
 Don't know

7. How many hours per week do you expect «Child_1_Name» to spend on homework?

0 ■ I don't expect him/her to do homework.

■ I expect him/her to spend _____ Hours / week on homework.

Composite Variable: [W][P] HM WK [T]

8. How many times do you discuss «Child_1_Name»'s school progress with him/her?

[W][P] SC [T] - 8

- 1 = More than 3 times a week 2 = Once a week 3 = Once every couple of weeks
4 = Once each grading period 5 = Once each school year 6 = Almost never

9. How well do you know what «Child_1_Name» is studying in school? [W][P] SC [T] - 9

- 1 = I know when every assignment is due and what he/she is studying on particular days
2 = I know what he/she is studying, but I don't always know what he/she is studying on particular days
3 = I have a general idea of the activities that he/she is doing in school
4 = I know what classes he/she is taking, but I am not aware of particular activities within these classes.

10. How often do you help «Child_1_Name» with English grammar? [W][P] SC [T] - 10

- 1 = More than 3 times per day 2 = Once a day 3 = Once a week
4 = Once a month 5 = Almost never

11. In a typical week, how many times do you and «Child_1_Name» read books together?

[W][P] SC [T] - 11

- 1 = More than 3 times per day 2 = Once a day 3 = Once a week
4 = Once a month 5 = Almost never

12. How often does «Child_1_Name» ask you to read books to him/her? [W][P] SC [T] - 12

- 1 = More than 3 times per day 2 = Once a day 3 = Once a week
4 = Once a month 5 = Almost never

13. Describe how much «Child_1_Name» enjoys being read to. [W][P]SC[T]_13

- 1 = Very much
- 2 = Somewhat
- 3 = A little
- 4 = Not at all

14. How often does «Child_1_Name» amuse him/herself alone with books?

[W][P]SC[T]_14

- 1 = More than 3 times per day
- 2 = Once a day
- 3 = Once a week
- 4 = Once a month
- 5 = Almost never

15. How many books does «Child_1_Name» bring home from the library in a given month?

[W][P]CHBK[T]

_____ books per month

Child's School Work (questions 7-15)

Based on Petrill Educational Progress Survey.

Petrill, S. A., Deater-Deckard, K., Schatschneider, C., & Davis, C. (2005). Measured Environmental Influences on Early Reading: Evidence From an Adoption Study. *Scientific Studies of Reading. Special Issue: Genes, Environment, and the Development of Reading Skills.* 9(3), 237-259

Question 7: if parent answered [W][P]SCH[T]_7 then [W][P]HMWK[T] = [W][P]SCH[T]_7
if parent did not answer [W][P]SCH[T]_7 but did check [W][P]SCH[T]_7O then
[W][P]HMWK[T] = 0

Questions 8-14:

Reverse-score questions 8, 9, 11, 12, 13, 14

Then this SAS code is run on the resulting values:

```
proc standard mean = 0 std = 1 out = m3;
  var nsch1_8 nsch1_9 nsch1_11 nsch1_12 nsch1_13 nsch1_14
      nsch2_8 nsch2_9 nsch2_11 nsch2_12 nsch2_13 nsch2_14;
run;
...
environ[T]sum = sum(of nsch[T]_8 nsch[T]_9 nsch[T]_11 nsch[T]_12 nsch[T]_13
  nsch[T]_14);
environ[T]tot = n(of nsch[T]_8 nsch[T]_9 nsch[T]_11 nsch[T]_12 nsch[T]_13 nsch[T]_14);
[W][P]ACENV[T] = environ[T]sum/environ[T]tot;
if environ[T]tot < 3 then [W][P]ACENV[T] = .;
```

[W][P]HMWK[T] Q2: number hours expect twin to do homework

[W][P]ACENV[T] Q2: academic involvement composite petrill et al

16. How much education do you expect «Child_1_Name» to receive? [w][P] SC [T] - 16

- 1 = High school
- 2 = Some college
- 3 = 2-year college degree
- 4 = Technical school degree
- 5 = 4-year college degree
- 6 = Graduate/Law/Medical school

17. Describe the kind of job you would like «Child_1_Name» to have:

(not entered)

[W][P]RE[T]_ [item #]

«Child_1_Name»'s Behavior

Below is a list of items that describe children. For each item that describes «Child_1_Name» now or within the past 6 months, please circle the 2 if the item is very true or often true of «Child_1_Name». Circle the 1 if the item is somewhat or sometimes true of «Child_1_Name». If the item is not true of «Child_1_Name», circle the 0. Please answer all items as well as you can, even if some do not seem to apply to «Child_1_Name».

0 = Not True (as far as you know)	1 = Somewhat or Sometimes True	2 = Very True or Often True
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1. Argues a lot	0	1	2
2. Bragging, boasting	0	1	2
3. Complains of loneliness	0	1	2
4. Cries a lot	0	1	2
5. Cruelty, bullying, or meanness to others	0	1	2
6. Deliberately harms self or attempts suicide	0	1	2
7. Demands a lot of attention	0	1	2
8. Destroys his/her own things	0	1	2
9. Destroys things belonging to his/her family or other children	0	1	2
10. Disobedient at home	0	1	2
11. Disobedient at school	0	1	2
12. Doesn't seem to feel guilty after misbehaving	0	1	2
13. Easily jealous	0	1	2
14. Fears he/she might think or do something bad	0	1	2
15. Feels he/she has to be perfect	0	1	2
16. Feels or complains that no one loves him/her	0	1	2
17. Feels others are out to get him/her	0	1	2
18. Feels worthless or inferior	0	1	2
19. Gets in many fights	0	1	2
20. Hangs around with children who get in trouble	0	1	2
21. Likes to be alone	0	1	2
22. Lies or cheats	0	1	2
23. Nervous, highstrung, or tense	0	1	2
24. Too fearful or anxious	0	1	2
25. Feels dizzy	0	1	2
26. Feels too guilty	0	1	2
27. Overtired	0	1	2
28. Physical problems without known medical cause:			
28A a. Aches or pains	0	1	2
28B b. Headaches	0	1	2
28C c. Nausea, feels sick	0	1	2

PLEASE CHECK BOTH SIDES OF PAGE

[W][P]RE[T] - [item #]

0 = Not True (as far as you know)	1 = Somewhat or Sometimes True	2 = Very True or Often True
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28D d. Problems with eyes (describe): <u>[W][P]RE[T] - 28DD</u>	0	1	2
28E e. Rashes or other skin problems	0	1	2
28F f. Stomach-aches or cramps	0	1	2
28G g. Vomiting, throwing up	0	1	2
29. Physically attacks people	0	1	2
30. Prefers playing with older children	0	1	2
31. Refuses to talk	0	1	2
32. Runs away from home	0	1	2
33. Screams a lot	0	1	2
34. Secretive, keeps things to him/her self	0	1	2
35. Self-conscious or easily embarrassed	0	1	2
36. Sets fires	0	1	2
37. Showing off or clowning	0	1	2
38. Shy or timid	0	1	2
39. Stares blankly	0	1	2
40. Steals at home	0	1	2
41. Steals outside the home	0	1	2
42. Stubborn, sullen, or irritable	0	1	2
43. Sudden changes in mood or feelings	0	1	2
44. Sulks a lot	0	1	2
45. Suspicious	0	1	2
46. Swearing or obscene language	0	1	2
47. Talks about killing self	0	1	2
48. Talks too much	0	1	2
49. Teases a lot	0	1	2
50. Temper tantrums or hot temper	0	1	2
51. Thinks about sex too much	0	1	2
52. Threatens people	0	1	2
53. Truancy, skips school	0	1	2
54. Underactive, slow moving, or lacks energy	0	1	2
55. Unhappy, sad, or depressed	0	1	2
56. Unusually loud	0	1	2
57. Uses alcohol or drugs for non-medical purposes (describe): <u>[W][P]RE[T] - 57B</u>	0	1	2
58. Vandalism	0	1	2
59. Withdrawn, doesn't get involved with others	0	1	2
60. Worries	0	1	2

PLEASE CHECK BOTH SIDES OF PAGE

Child's Behavior

Based on the Child Behavior Checklist (CBCL)

Achenbach, T.M. (1981). Child behavior checklist for ages 4-16. Burlington, VT: University of Vermont, Department of Psychiatry.

[W][P]CBAGM[T] = mean of items 1 2 5 7 8 9 10 11 13 19 29 33 37 42 43 48 49 50 52 56

[W][P]CBDEM[T] = mean of items 12 20 22 30 32 36 40 41 46 51 53 57 58

[W][P]CBEXM[T] = mean of items 1 2 5 7 8 9 10 11 12 13 19 20 22 29 30 32 33 36 37 40 41 42 43
46 48 49 50 51 52 53 56 57 58

[W][P]CBAXM[T] = mean of items 3 4 14 15 16 17 18 23 24 26 35 45 55 60

[W][P]CBWIM[T] = mean of items 21 31 34 38 39 44 54 55 59

[W][P]CBSOM[T] = mean of items 25 27 28a 28b 28c 28d 28e 28f 28g

[W][P]CBINM[T] = mean of items 3 4 14 15 16 17 18 21 23 24 25 26 27 28a 28b 28c 28d 28e 28f
28g 31 34 35 38 39 44 45 54 55 59 60

[W][P]CBAGM[T]	Q2: CBCL aggressiveness twin [T] mean
[W][P]CBDEM[T]	Q2: CBCL delinquency twin [T] mean
[W][P]CBEXM[T]	Q2: CBCL externalizing twin [T] mean
[W][P]CBAXM[T]	Q2: CBCL anxiety twin [T] mean
[W][P]CBWIM[T]	Q2: CBCL withdrawal twin [T] mean
[W][P]CBSOM[T]	Q2: CBCL somatic twin [T] mean
[W][P]CBINM[T]	Q2: CBCL internalizing twin [T] mean

[W][P] BEH[T] - [item #]

The following are more statements about how some children behave. Please answer the next items by circling one of the numbers following each item that best describes «Child_1_Name»'s behavior during the past 6 months. We know that no item will apply in every situation, but try to consider his/her usual or general behavior. Please answer honestly -- there are no right or wrong answers.

0=Never or Rarely	1=Sometimes	2=Often	3=Very Often
1. «Child_1_Name» fails to give close attention to details or makes careless mistakes in his/her work.	0	1	2 3
2. «Child_1_Name» fidgets with his/her hands or feet or squirms in his/her seat.	0	1	2 3
3. «Child_1_Name» has difficulty sustaining his/her attention in tasks or fun activities.	0	1	2 3
4. «Child_1_Name» leaves his/her seat in classroom or in other situations in which seating is expected.	0	1	2 3
5. «Child_1_Name» doesn't listen when being spoken to directly.	0	1	2 3
6. «Child_1_Name» seems restless.	0	1	2 3
7. «Child_1_Name» doesn't follow through on instructions and fails to finish work.	0	1	2 3
8. «Child_1_Name» has difficulty engaging in leisure activities or doing fun things quietly.	0	1	2 3
9. «Child_1_Name» has difficulty organizing tasks and activities.	0	1	2 3
10. «Child_1_Name» seems "on the go" or "driven by a motor".	0	1	2 3
11. «Child_1_Name» avoids, dislikes, or is reluctant to engage in work that requires sustained mental effort.	0	1	2 3
12. «Child_1_Name» talks excessively.	0	1	2 3
13. «Child_1_Name» loses things necessary for tasks or activities.	0	1	2 3
14. «Child_1_Name» blurts out answers before questions have been completed.	0	1	2 3
15. «Child_1_Name» is easily distracted.	0	1	2 3
16. «Child_1_Name» has difficulty awaiting his/her turn.	0	1	2 3
17. «Child_1_Name» is forgetful in daily activities.	0	1	2 3
18. «Child_1_Name» interrupts or intrudes on others.	0	1	2 3

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To what extent do the problems you may have circled on the past page interfere with «Child_1_Name»'s ability to function in each of these areas of life activities during the past 6 months?

0=Never or Rarely	1=Sometimes	2=Often	3=Very Often
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[W][P] INTER [T] - [item #]

- | | | | | |
|--|---|---|---|---|
| 1. In «Child_1_Name»'s home life with the immediate family. | 0 | 1 | 2 | 3 |
| 2. In «Child_1_Name»'s social interactions with other children. | 0 | 1 | 2 | 3 |
| 3. In «Child_1_Name»'s activities or dealings in the community. | 0 | 1 | 2 | 3 |
| 4. In «Child_1_Name»'s school. | 0 | 1 | 2 | 3 |
| 5. In «Child_1_Name»'s sports, clubs, or other organizations. | 0 | 1 | 2 | 3 |
| 6. In «Child_1_Name»'s learning to take care of him/herself. | 0 | 1 | 2 | 3 |
| 7. In «Child_1_Name»'s play, leisure, or recreational activities. | 0 | 1 | 2 | 3 |
| 8. In «Child_1_Name»'s handling of daily chores or other responsibilities. | 0 | 1 | 2 | 3 |

Again please circle the number next to each item that best describe the behavior of «Child_1_Name» during the past 6 months.

[W][P] BEH [T] - [item #]

0=Never or Rarely	1=Sometimes	2=Often	3=Very Often
-------------------	-------------	---------	--------------

- | | | | | |
|---|---|---|---|---|
| 19. «Child_1_Name» loses temper. | 0 | 1 | 2 | 3 |
| 20. «Child_1_Name» argues with adults. | 0 | 1 | 2 | 3 |
| 21. «Child_1_Name» actively refuses to comply with adults' requests or rules. | 0 | 1 | 2 | 3 |
| 22. «Child_1_Name» deliberately annoys people. | 0 | 1 | 2 | 3 |
| 23. «Child_1_Name» blames others for his/her mistakes or misbehavior. | 0 | 1 | 2 | 3 |
| 24. «Child_1_Name» is touchy or easily annoyed by others. | 0 | 1 | 2 | 3 |
| 25. «Child_1_Name» is angry or resentful. | 0 | 1 | 2 | 3 |
| 26. «Child_1_Name» is spiteful or vindictive. | 0 | 1 | 2 | 3 |

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Child's Behavior – second section, questions 1-18 & 1-8 & 19-26

Based on Disruptive Behavior Rating scale.

Barkley, R., & Murphy, K. (1998). Attention-Deficit Hyperactivity Disorder: A Clinical Workbook. New York: The Guilford Press

Scoring the Disruptive Behavior Rating Scales

The DBRS contains the symptoms for ADHD, Oppositional Defiant, and Conduct Disorder (parent form only) as they appear in DSM-IV. The teacher form of this scale does not include the items for Conduct Disorder as teachers are likely to have far less information about these activities than do parents.

Odd-numbered items (1, 3, 5, 7, 9, 11, . . .) are from the Inattention symptom list for ADHD; even-numbered items (2, 4, 6, 8, . . .) are from the Hyperactive–Impulsive symptom list for ADHD. Items 19–26 are from the symptom list for Oppositional Defiant Disorder (ODD). On the parent form, the remaining 15 Yes–No items are the symptom list for Conduct Disorder. To score the ADHD items, sum the odd-numbered item scores for the Inattention items (1, 3, 5, 7, 9, 11, 13, 15, 17) separately. Do the same for the even numbered Hyperactive–Impulsive items (2, 4, 6, 8, 10, 12, 14, 16, 18). Then consult the cutoff scores below for these ADHD items. To score the ODD items (19–26), simply count the number of items answered either 2 (often) or 3 (very often). If the number is 4 or more, this meets or exceeds the recommended symptom cutoff threshold for ODD in DSM-IV.

Of note, the SNAP scale (<http://www.adhd.net>) is also comprised of these items, though the SNAP scoring procedure creates mean scores. Our data follows the Barkley & Murphy model with sum scores.

[W][P]HYIMP[T]	Q2: Barkley and Murphy hyper-impulsive
[W][P]INATT[T]	Q2: Barkley and Murphy inattentiveness
[W][P]ODDCT[T]	Q2: Barkley and Murphy ODD count of extreme items
[W][P]ODDM[T]	Q2: Barkley and Murphy ODD mean

[W][P] FEEL [T]_ [item #]

Feelings about «Child_1_Name»

Every parent experiences both positive and negative feelings toward his or her child. Listed below are statements describing some of these feelings that parents may experience. Read each statement carefully and circle the number that most closely reflects your feelings toward «Child_1_Name». Try to provide an answer for each item without skipping or looking back.

1	2	3	4	5
Definitely UNTRUE for me	Somewhat untrue for me	Not really true for me	Somewhat true for me	Definitely TRUE for me
1.	I usually make an effort to praise «Child_1_Name» for good behavior.			1 2 3 4 5
2.	Sometimes I am not happy about my relationship with «Child_1_Name».			1 2 3 4 5
3.	Every once in a while «Child_1_Name»'s behavior can bring out the worst in me.			1 2 3 4 5
4.	Every once in a while I avoid talking or playing with «Child_1_Name», such as when I am angry with her/him.			1 2 3 4 5
5.	I enjoy hugging and cuddling with «Child_1_Name».			1 2 3 4 5
6.	Sometimes I find it difficult to be around «Child_1_Name».			1 2 3 4 5
7.	«Child_1_Name» and I do not get along as I had hoped we would.			1 2 3 4 5
8.	Most of the time, «Child_1_Name» brings out the best in me.			1 2 3 4 5
9.	Sometimes I do not enjoy being with «Child_1_Name».			1 2 3 4 5
10.	«Child_1_Name» and I fight or argue more than I would like to.			1 2 3 4 5
11.	I enjoy being «Child_1_Name»'s parent.			1 2 3 4 5
12.	Every once in a while I wish that «Child_1_Name» would just go away for a few minutes.			1 2 3 4 5
13.	Sometimes «Child_1_Name»'s behavior makes me so angry I can barely stand it.			1 2 3 4 5
14.	Being around «Child_1_Name» is more enjoyable than I ever thought it would be.			1 2 3 4 5
15.	Every once in a while I feel some resentment toward «Child_1_Name».			1 2 3 4 5
16.	Sometimes I do not get along well with «Child_1_Name».			1 2 3 4 5
17.	I am usually affectionate with «Child_1_Name».			1 2 3 4 5
18.	I find it easy to praise and compliment «Child_1_Name», especially for good behavior.			1 2 3 4 5
19.	Sometimes I do not enjoy spending time alone with «Child_1_Name».			1 2 3 4 5
20.	Sometimes I find it difficult to communicate with «Child_1_Name».			1 2 3 4 5
21.	When I think about «Child_1_Name», it usually gives me warm feelings.			1 2 3 4 5
22.	Sometimes I raise my voice with «Child_1_Name», especially after I've had a bad day.			1 2 3 4 5
23.	Sometimes «Child_1_Name» can really test my patience.			1 2 3 4 5
24.	I usually feel quite happy about my relationship with «Child_1_Name».			1 2 3 4 5

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[W][P] MORE [T] _ [item #]

Parents experience a wide variety of emotions with respect to their children. Using a 10-point scale (1=**NEVER** to 10=**ALWAYS**), rate how frequently, on average, you experience these emotions when you are with «Child_1_Name».

(circle number)	never										always									never																	always				
Happy	1	2	3	4	5	6	7	8	9	10		Joyful	1	2	3	4	5	6	7	8	9	10																			
Sad	1	2	3	4	5	6	7	8	9	10		Frustrated	1	2	3	4	5	6	7	8	9	10																			
Angry	1	2	3	4	5	6	7	8	9	10		Proud	1	2	3	4	5	6	7	8	9	10																			
Excited	1	2	3	4	5	6	7	8	9	10		Furious	1	2	3	4	5	6	7	8	9	10																			
Hostile	1	2	3	4	5	6	7	8	9	10		Amused	1	2	3	4	5	6	7	8	9	10																			

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Feelings About Child

Based on Parent Feelings Questionnaire

Deater-Deckard K. (2000). Parenting and child behavioral adjustment in early childhood: A quantitative genetic approach to studying family processes. *Child Development*, 71, 468-484.

SCALING

Four scales

two positivity scales (one Likert scale, one 10-point scale)
two negativity scales (one Likert scale, one 10-point scale)

Likert scales

(reverse scoring is required for some items as noted, 1=5, 2=4, 3=3, 4=2, 5=1)

Positivity: average these items

1,5,7(reverse score),8,11,14,17,18,19(reverse score),21,24

Negativity: average these items

2,3,4,6,9,10,12,13,15,16,20,22,23

1-to-10 scales

Positivity: average happy, excited, joyful, proud, amused

Negativity: average sad, angry, hostile, frustrated, furious

Total scores

To compute a total Positivity or Negativity z-score, you can standardize the Likert scale score and the 10-point scale score, average or sum them, and standardize again

[W][P]POSA[T] Q2: Parent Feelings Questionnaire (Deater-Deckard): Positive Feelings A twin [T]

[W][P]POSB[T] Q2: Parent Feelings Questionnaire (Deater-Deckard): Positive Feelings B twin [T]

[W][P]NEGA[T] Q2: Parent Feelings Questionnaire (Deater-Deckard): Negative Feelings A twin [T]

[W][P]NEGB[T] Q2: Parent Feelings Questionnaire (Deater-Deckard): Negative Feelings B twin [T]