
NLSY79 CHILD & YOUNG ADULT DATA USERS GUIDE

A Guide to the
1986–2000 Child Data
1994–2000 Young Adult Data

National Longitudinal Survey of Youth 1979
Children & Young Adults

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**CHAPTER 1: THE CHILDREN
OF THE NLSY79**

Introduction

This data users guide provides substantive and technical information about the NLSY79 Child and Young Adult survey data. The document begins with a discussion of the child and mother samples, their constraints, and how the samples have changed over time. This first chapter provides an overview of the NLSY79 child and young adult surveys, focusing on issues that are relevant to children of all ages. Chapter 2 discusses the Child data collection and the assessments used to measure the development and environments of the sample children over time. Chapter 3 focuses on the Young Adult data collection, including information about accompanying geocode files. Chapter 4 offers some potential research applications that use the longitudinal and intercohort aspects of the data. Chapter 5 lists specific information on how to access and use the data files and documentation.

This document should be used in conjunction with a variety of other materials including selected NLSY79 Child Handbooks, the *NLS Handbook*, the *NLSY79 User's Guide*, and the questionnaires used in the field to collect the data for children, young adults and the main Youth respondents. For in-depth information about constructed variables on the Child file that are drawn from the mother's record (in the main NLSY79 files), users should consult the *NLSY79 User's Guide*. Information on how to obtain documentation can be found in Chapter 5.

Overview of the NLSY79

The National Longitudinal Survey of Youth 1979 cohort (NLSY79) is a multi-purpose panel survey that originally included a nationally representative sample of 12,686 men and women who were all 14 to 21 years of age on December 31, 1978. Annual interviews have been completed with most of these respondents since 1979, with a shift to a biennial interview mode after 1994. This report primarily focuses on the interviews with the 6417 children of the women in the 2000 survey. As of the 2000 interview round, all the women had attained the ages of 35 to 43. The children of these female respondents as of 2000 are mostly below the age of 25 and are estimated to represent about 90 percent of all the children ever to be born to this cohort of women.

Sponsored by the U.S. Department of Labor, the NLSY79 contains extensive information about the employment, education, training, and family experiences of the respondents. The survey originally included substantial over-samples of African-American,

Hispanic, economically disadvantaged white, and military youth. Reflecting budget constraints, the latter two over-samples have been largely deleted from the sample. The remaining sample, however, retains its national representation. With appropriate weights, the NLSY79 may be considered as representative of the living members of a national sample of men and women who were 14 to 21 years of age on December 31, 1978. With appropriate weights, the children of the female respondents in this sample, the focus of this users guide, may be considered as a representative sample of children who have been born to this national sample of women. Readers seeking more detail about the main Youth sample of men and women are referred to the current edition of the *NLS Handbook* and its associated *NLSY79 User's Guide*.

The NLSY79 Child Surveys

Starting in 1986, the children of NLSY79 female respondents have been assessed every two years. The assessments measure cognitive ability, temperament, motor and social development, behavior problems, and self-competence of the children as well as the quality of their home environment. Since 1988, children age 10 and over have completed personal interviews that have asked about a wide range of their schooling, family, peer-related and other attitudes and behaviors. Since 1994, more extensive separate interviews/data collection efforts have been completed for the older children of the NLSY79 female respondents. This data collection, subject to constraints noted in Chapter 3, has focused on NLSY79 “children” age 15 and over as of the end of the relevant calendar year (December 31, 2000 for the year 2000 interview round). In this guide, when these older children are the focus, they will be referred to as “Young Adults.” When children below age 15 are being referenced, they will be termed “younger children.” In general, references to the full child cohort will be termed “children.”

Prospective users should use this document in conjunction with a variety of other documents including the *NLS Handbook* and *NLSY79 User's Guide*, the *2000 NLSY79 Child Assessments: Selected Tables*, and relevant child and young adult questionnaires. All of the above materials are available either on line or from the NLS User Services Office at CHRR. Details on documentation can be found in Chapter 5 of this guide.

Substantive questions regarding the data collection and assessments for the younger children should be addressed to Paula Baker at 614-442-7375 (baker.21@osu.edu). Questions

regarding the Young Adult component of the study may be addressed to Canada Keck at 614-442-7377 (keck.2@osu.edu). General questions relating to survey content or the utility of the data set for specific research topics may be addressed to Frank Mott at 614-442-7378 (mott.1@osu.edu). Questions relating to the availability and cost of public use materials should be addressed to the NLS User Services Office at the Center for Human Resource Research, 614-442-7300 (usersvc@postoffice.chrr.ohio-state.edu). The Child and Young Adult data are also available as a free download online from <<http://www.bls.gov/nls>>. User comments regarding any aspect of this survey including suggestions for additions or deletions are welcomed.

The Child Samples

The NLSY79 child sample is comprised of all children born to NLSY79 mothers. With the primary support from the National Institute of Child Health and Human Development (NICHD), the children of the NLSY79 mothers have been independently followed and interviewed in various ways starting in 1986. These children have been interviewed and assessed biennially since that date. Since 1988, all of the children age ten and over have completed fairly extensive self-report questionnaires. The content and scope of the child interviews and assessments are discussed in Chapter 2. Starting in 1994, children who have reached the age of 15 by the end of the survey year are no longer assessed but instead complete personal interviews akin to those given to their mothers during late adolescence and into adulthood. Chapter 3 focuses on the content of the questionnaires administered to these Young Adult children.

The Child & Young Adult Data Collection

Interviews with the NLSY79 younger children are typically conducted in the respondent's home by experienced, specially trained field staff. Reports are obtained from the children and their mothers and by interviewers trained to directly assess each child and to provide evaluations of their home environment. Interviews with all children through 1992 were conducted primarily in person using paper and pencil. Beginning in 1994, the primary Young Adult and younger child instruments and assessments were administered using computer assisted personal interviewing (CAPI). From 1994 to 1998, the primary mode of

data collection for the Young Adults was in-person interview. In 2000, the primary interview mode for the Young Adults shifted to telephone rather than in-home visits. The field period of the interviews has largely coincided with the main interview field period, although Young Adult telephone interviewing in 2000 began approximately six weeks prior to the main and younger child interviews. Further detail about the survey interviewing procedures for the Child and Young Adult surveys may be found in Chapters 2 and 3 respectively.

Sample Sizes: Who Was Interviewed in 2000?

NLSY79 mothers and children. As of 2000, a total of 11,205 children have been identified as having been born to the original 6,283 NLSY79 female respondents, mostly during the years that they have been interviewed. A modest number were born prior to the 1979 first interview round. Obviously, an unknown number of additional children have been born to women subsequent to their having attrited from the sample.

In 2000, of the 4,113 women interviewed, 3,425 were mothers who reported a total of 8,323 children (see Table 1.1). When appropriate weights are applied, NLSY79 women have had on average about 1.82 children, which represents an estimated 90 percent of their ultimate childbearing. A very large proportion of the childbearing for this cohort is now behind them although caution is still advised when generalizing from any selected portion of this child cohort.

Table 1.1. NLSY79 Mother and Child Samples: 1986-2000 Surveys

| Sample Groups | 1979 | 1986 | 1988 | 1990 | 1992 | 1994 | 1996 | 1998 | 2000 |
|--|-------|-------|-------|-------|-------|-------|-------|--------------------|-------|
| NLSY79 Females | | | | | | | | | |
| Interviewed | 6,283 | 5,418 | 5,312 | 4,510 | 4,535 | 4,480 | 4,361 | 4,299 | 4,113 |
| NLSY79 Mothers: | | | | | | | | | |
| Interviewed | | 2,922 | 3,346 | 3,088 | 3,325 | 3,464 | 3,489 | 3,533 | 3,425 |
| Interviewed; Children also interviewed | | 2,774 | 3,196 | 2,772 | 2,964 | 3,212 | 3,228 | 3,221 | 2,934 |
| NLSY79 Children: | | | | | | | | | |
| Born to interviewed mothers | | 5,255 | 6,543 | 6,427 | 7,255 | 7,862 | 8,123 | 8,395 | 8,323 |
| Children not Young Adults | | | | | | 6,622 | 6,010 | 5,343 | 4,438 |
| Young Adults | | | | | | 1,240 | 2,113 | 3,052 | 3,885 |
| Interviewed ¹ | | 4,971 | 6,266 | 5,803 | 6,509 | 7,089 | 7,103 | 7,067 ² | 6,417 |
| Children not Young Adults | | | | | | 6,109 | 5,431 | 4,924 | 3,392 |
| Young Adults | | | | | | 980 | 1,672 | 2,143 | 3,025 |

NOTE: Sample sizes for all child surveys exclude the 441 female members of the military subsample dropped from interviewing in 1985 and their children. In addition, sample sizes for 1990 and later exclude female members of the economically disadvantaged nonblack/non-Hispanic subsample whose children were not eligible for assessment. The exclusion of this subsample after 1990 accounts for much of the drop in sample size between 1988 and 1990.

¹ An interview was considered “complete” if an interviewer was able to directly assess a child or obtain a maternal report of the child’s background, health, or assessment information as recorded in either the child or mother survey instrument.

² This total includes 37 children who were assessed and interviewed, but whose mothers were *not* interviewed.

Of the 2,170 NLSY79 women not interviewed in the 2000 survey round, 441 were members of the military over sample that was dropped after 1984, 890 were from the economically disadvantaged white over sample that was dropped in 1990, and 105 are identified as deceased. Excluding these subsets of respondents means that effective attrition for those who would otherwise be eligible for interview is about 15 percent.

Children & young adults eligible for interview. In all but the first round of the NLSY79 child data collection, all children born to NLSY79 women are generally eligible to be interviewed, subject to the following residential limitation. Children who are part of the younger children sample (age 0-14) must reside at least part or full time with the NLSY79 mother respondent. Young Adult children, with at least one record in the child interview history, are eligible for interview regardless of their residence status. In 1998, the Young Adult interview was limited to youth between the ages of 15 and 20. In 2000 the criteria were restricted (for this survey round only) to exclude from eligibility a random sample of about 38 percent of the children and young adults from the black and Hispanic over samples. This

restriction means that while the full set of oversample mothers was contacted in 2000, only about 60 percent of their children were part of the fielded sample targeted for interview.

Changes in the child samples. The age distribution in Table 1.2 underscores the fact that many NLSY79 women are reaching the end of their childbearing years. There has been a gradual change in the mix of the child population from being predominantly a younger child group towards being older, or more of a young adult population. As of the 2000 survey round, the overall child sample is almost equally divided between children under the age of 15 (the “younger children”) and children aged 15 and over (the “young adults”). Since very few children remain to be born in forthcoming NLSY79 survey rounds, we anticipate a rapid transition towards an even older child population, with increasing numbers in their 20s and even early 30s. Paralleling this shift, the younger component of the overall sample will be increasingly from middle class households, as they will have been born to women at older ages. This trend implies that within-sample analyses comparing children at different ages need to be done cautiously.

Table 1.2. Age of Child by Age of Mother at Birth of Child: NLSY79 Children and Young Adults Interviewed in 2000

| Child Age | Age of Mother at Birth of Child | | | | | | | | | | | | | | | | | | | | Total | | | | | | | | | | | |
|--------------|---------------------------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|-------------|-----|-----|-----|
| | ≤14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | | 34 | 35 | 36 | 37 | 38 | 39 | 40+ | | | | |
| <1 | | | | | | | | | | | | | | | | | | | | | | 1 | 21 | 26 | 29 | 13 | 9 | 10 | 109 | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | 18 | 24 | 22 | 18 | 14 | 3 | 14 | 113 | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | 3 | 20 | 31 | 28 | 20 | 13 | 8 | 4 | 163 | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | 1 | 27 | 33 | 24 | 27 | 23 | 12 | 5 | 157 | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | 2 | 26 | 39 | 25 | 19 | 11 | 14 | 5 | 170 | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | 1 | 29 | 27 | 40 | 31 | 28 | 12 | 12 | 195 | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | 2 | 25 | 35 | 34 | 27 | 25 | 20 | 11 | 16 | 196 | |
| 7 | | | | | | | | | | | | | | | | | | | | | | 2 | 39 | 34 | 41 | 54 | 35 | 22 | 19 | 22 | 270 | |
| 8 | | | | | | | | | | | | | | | | | | | | | | 2 | 36 | 42 | 41 | 35 | 33 | 22 | 6 | 12 | 4 | 233 |
| 9 | | | | | | | | | | | | | | | | | | | | | | 1 | 38 | 49 | 54 | 39 | 38 | 39 | 24 | 23 | 4 | 309 |
| 10 | | | | | | | | | | | | | | | | | | | | | | 2 | 48 | 47 | 54 | 42 | 34 | 34 | 28 | 3 | 327 | |
| 11 | | | | | | | | | | | | | | | | | | | | | | 1 | 29 | 43 | 50 | 48 | 48 | 38 | 22 | 30 | 7 | 316 |
| 12 | | | | | | | | | | | | | | | | | | | | | | 24 | 42 | 56 | 54 | 50 | 32 | 23 | 23 | 9 | 313 | |
| 13 | | | | | | | | | | | | | | | | | | | | | | 3 | 27 | 51 | 45 | 36 | 47 | 35 | 37 | 33 | 4 | 318 |
| 14C | | | | | | | | | | | | | | | | | | | | | | 13 | 24 | 27 | 20 | 29 | 23 | 31 | 25 | 11 | 203 | |
| 14Y | | | | | | | | | | | | | | | | | | | | | | 4 | 31 | 39 | 28 | 30 | 28 | 25 | 22 | 14 | 221 | |
| 15 | | | | | | | | | | | | | | | | | | | | | | 5 | 34 | 61 | 45 | 57 | 45 | 37 | 52 | 34 | 8 | 378 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 2 | 34 | 49 | 40 | 51 | 45 | 46 | 43 | 37 | 6 | 353 |
| 17 | | | | | | | | | | | | | | | | | | | | | | 3 | 30 | 43 | 50 | 56 | 42 | 38 | 48 | 36 | 3 | 349 |
| 18 | | | | | | | | | | | | | | | | | | | | | | 20 | 29 | 41 | 47 | 50 | 50 | 38 | 38 | 6 | 319 | |
| 19 | | | | | | | | | | | | | | | | | | | | | | 10 | 28 | 40 | 52 | 47 | 29 | 27 | 39 | 3 | 275 | |
| 20 | | | | | | | | | | | | | | | | | | | | | | 5 | 22 | 36 | 44 | 48 | 53 | 52 | 43 | 7 | 310 | |
| 21 | | | | | | | | | | | | | | | | | | | | | | 2 | 8 | 20 | 28 | 39 | 41 | 43 | 53 | 8 | 242 | |
| 22 | | | | | | | | | | | | | | | | | | | | | | 5 | 11 | 25 | 34 | 34 | 38 | 41 | 5 | 193 | | |
| 23 | | | | | | | | | | | | | | | | | | | | | | 3 | 8 | 31 | 25 | 31 | 40 | 4 | 142 | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | 1 | 13 | 32 | 38 | 36 | 7 | 127 | | | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | 5 | 8 | 25 | 23 | 4 | 65 | | | | | |
| 26 | | | | | | | | | | | | | | | | | | | | | | 3 | 8 | 11 | 7 | 29 | | | | | | |
| 27 | | | | | | | | | | | | | | | | | | | | | | 2 | 12 | 4 | 18 | | | | | | | |
| 28 | | | | | | | | | | | | | | | | | | | | | | 2 | 1 | 3 | | | | | | | | |
| 29 | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | | | | | | | | | |
| Total | 24 | 74 | 180 | 242 | 289 | 349 | 372 | 393 | 356 | 355 | 348 | 350 | 379 | 360 | 355 | 287 | 263 | 287 | 252 | 188 | 186 | 176 | 141 | 106 | 52 | 25 | 28 | 28 | 6417 | | | |

Note: Child age for children under 15 is measured as of mother's interview date (see C00047.45) and may differ from age at date of child assessment. For two children whose mothers were not interviewed in 2000, age at Child Supplement interview date (C00070.47) was used. Age of children 15 and over (young adults) is measured at their young adult date of interview (see Y11924). Age of mother at birth of child is found in the variable C00070. in the CHILD BACKGROUND area of interest of the child data file.

In the context of the child interviews, “interviewed” for children under age 15 means that some information was obtained from either the mother or child in that survey year. The content of the child data collection and assessment information is described in some detail in Chapter 2. From the perspective of the young adult sample, a completion is defined as a case in which at least a major part of the young adult CAPI interview was completed. A series of flags in the data file (in the “area of interest” called CHILD BACKGROUND) indicate interview and assessment status for younger children and young adults.

Child interviews. Table 1.2 provides information on the number of younger children and young adults who completed the year 2000 interview. There are relatively large numbers of children at all ages below 23. Whereas at one time a large proportion of the children had been born to adolescent mothers, in 2000 fully 82 percent of all the children had been born to women age 20 and over. For the older, young adult children, the percent born to adolescent mothers is 38 percent. As noted earlier, the 2000 data collection includes all children born to these women, excluding a random component of about 38 percent of the children of the black and Hispanic over-samples. The 1998 data collection was limited to all eligible children under the age of 21 as of the date of interview. Earlier rounds included all age eligible children, subject to the fact that women in the military over-sample were dropped from the interview process after the 1984 survey round and the economically disadvantaged white over-sample with the 1990 data collection round. The sample nonetheless retains sufficient numbers of children from these categories to maintain its full national representation. Appropriate weights are available in each year to adjust the un-weighted sample cases for the minority over-samples and year-to-year sample attrition.

Sample limitations. Table 1.3 suggests one other caveat for studies that focus on the consequences of earlier, adolescent childbearing for this cohort of women. A modest proportion of the children (677 of the 6,417 interviewed in 2000) was born prior to the first NLSY79 interview round. If essential explanatory inputs for analysis include pre-1979 points (e.g., employment status in 1977 or early paternal presence in the home), sample size may be temporally constrained because of this left-censoring problem—the unavailability of some data elements for the pre-survey period. All such cases fall in the upper young adult ages, and could affect analyses for young adult children who are 22 or older in 2000.

The increasing heterogeneity of the child sample may also be noted in other ways from Table 1.2. For example, analyses focusing on children in the adolescent age range of ten to seventeen can now include a substantial number of children who have been born to mothers who were between the ages of 20 and 30 at the birth of the child. Having noted this increase in sample heterogeneity over the years, the user should remain mindful that the oldest and youngest children in the sample are likely to come from families that differ in their socio-economic characteristics. However, it is also becoming increasingly reasonable to generalize from the NLSY79 sample of children to broader representations of selected U.S. child populations; overall, it is worth reiterating that as of this date, the cohort of women have completed about 90 percent of their childbearing.

Selecting an Age Variable: A Cautionary Note

The NLSY79 child and young adult data files include several distinct child age variables at each survey point. The most appropriate age variable to use may depend on one's research objectives. There are four relevant age variables for younger children. In most but not all instances, the values for these age variables will be the same. Also, all of these age variables are the age of the child in months, so users who need a variable in which the unit is in "years" will need to do a simple conversion. One primary child age variable references the age of the child as of the mother's interview date. One other created age variable is linked to the date the mother supplement was administered. This variable, termed "Child age at mother supplement date," is appropriate to use when one's research utilizes a mother supplement assessment. Similarly, there is a child assessment age based on the date the interviewer-administered assessments were given. Finally, for younger children there is a PPVT age, which references the date that the child completed the PPVT. All of these issues are clarified further in Chapter 2.

Young adult age variables. There are two young adult age variables most appropriate for use. In contrast with the variables for the younger children, these are computed as age-in-years. One references the young adult's age at his or her interview date, and is the variable that most users would access. The second is an age that references the last day of the calendar year. This variable is included because December 31 of a given reference year defines the eligibility of a child for inclusion in the young adult sample. Starting in

1994, a child must be 15 or older as of that date to be included in the young adult sample. This is the reason that the tables in this report that provide child age as of an interview date split the 14-year-old group between a child and young adult component. The age at end of year variable can also be useful for defining a sample according to an unchanging age cohort as of any interview year. Interview dates are rarely exactly two years apart; an individual who is age 20 at one interview point, while typically 18 at the preceding interview, might possibly have been 19 or 17. Users should also be aware that over the interview years occasional revisions have been made to a child's date of birth that was found to be in error. However, the questions and assessments administered to a child were contingent on the child's age as specified at the time. For a variety of reasons, no attempt has been made to alter the historical age record when a date of birth was revised. Thus, if one is using age-sensitive information from prior interview points, two options are often possible; one may recreate an age variable based on the most recent date of birth of child in conjunction with the interview date in that year. The second option is to use the set of age variables from that year, a variable that will be consistent with all the other information gathered from the child in that year. In most instances, this later option is probably the preferred solution. Finally, in almost no instance would it be appropriate to simply decrement a child's age by the number of years between the most recent (in this case, 2000) interview and the interview round of interest. This can often lead to incorrect estimates for the reason noted above. Additional information about some of these issues as well as the file location of the appropriate age variables is discussed further in chapters 2 and 3.

Sample Changes over Time

The increasing heterogeneity of the child sample over time may be noted from Table 1.4. This table summarizes the age mix as well as the race/ethnic mix of the child sample as it moves forward in time from 1986, the first year of the child interviews, to 2000. Over time, there is a gradual transition towards an older average age at interview. Notwithstanding this increase in age, the overall sample has actually changed very little over time in its racial and ethnic makeup. There has been some counterbalancing between higher minority birthrates and the reality that a higher proportion of the births in recent years are to older, white women. The reader may also note from Table 1.4 that sample size variations over the years have been

considerable, largely reflecting the variations in data collection already noted; the decline from 1988 to 1990 largely reflected the removal of the economically disadvantaged white over-sample. The slight decline from 1996 to 1998 was related to the capping of interviews in that year only at age 20; and the decline from 1998 to 2000 reflected the one time exclusion of a part of the black and Hispanic over-samples. In the 2002 interview round, there are no age or other sample exclusions.

Table 1.4. NLSY79 Child Sample Sizes by Age and Race/Ethnicity

| | 1986 | 1988 | 1990 | 1992 | 1994 | 1996 | 1998 | 2000 |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Total Interviews | 4,971 | 6,266 | 5,803 | 6,509 | 7,089 | 7,103 | 7,067 | 6,417 |
| By Age | | | | | | | | |
| Birth to 9 Years | 4,676 | 5,380 | 4,508 | 4,430 | 4,154 | 3,480 | 2,978 | 1,915 |
| 10-14 Years (Child) | 294 | 851 | 1,158 | 1,700 | 1,955 | 1,951 | 1,996 | 1,477 |
| 15 Years (Young Adult) | 1 | 35 | 137 | 379 | 980 | 1,672 | 2,143 | 3,025 |
| By Race and Ethnicity | | | | | | | | |
| Hispanic | 937 | 1,158 | 1,304 | 1,483 | 1,546 | 1,520 | 1,550 | 1,193 |
| Black | 1,604 | 1,895 | 1,994 | 2,133 | 2,350 | 2,330 | 2,229 | 1,914 |
| Non-Black/Non-Hispanic | 2,430 | 3,213 | 2,505 | 2,893 | 3,193 | 3,253 | 3,288 | 3,310 |

Major strengths of the NLSY79 child data are the panel and intercohort dimensions of the data collections. It is possible to follow large samples of children across much of their lives. Chapter 4 focuses on analytical connections over the life course, suggesting a number of potential within and cross-disciplinary research possibilities. In this chapter, the thrust of the discussion is on longitudinal dimensions that deal directly with the sample sizes that are available for different kinds of longitudinal research, in a generic sense. This discussion looks at three specific data perspectives: the number of cases available across surveys for children of different ages as of 2000; the possibility for enhancing sample sizes across narrowly defined age groups, by cumulating children of specified ages at different survey points; and the possibilities for sibling and cousin research that exist because the original main respondent sample selection included all individuals in a household that were between the ages of 14 and 21, and the data collection for the children of the female respondents includes multiple interviews with all of the children.

Patterning of Child Interview Frequency

This section provides sample sizes for the number of times younger children and young adults of different ages have been interviewed over the life course of the survey. Given that the child interviewing process began with the 1986 interview round, the maximum number of possible child interviews as of the 2000 survey is eight, beginning with 1986 and incrementing on a biennial basis to 2000. Clearly, the content varies considerably between the child and young adult interviews, partly because in recent rounds only younger children were assessed, and partly because many of the questions are life cycle specific. That is, many questions that might be relevant for an eight- or a fourteen-year old might not be appropriate for an older adolescent. Additionally, there have been some changes in questions and question wording over time that suggest that researchers who are using these data in a longitudinal manner need to carefully review the content of the questions they are using. This issue is considered in various ways in the chapters that follow.

The child and young adult surveys are characterized by inherently different question structure, format of data collection, and indeed potentially different research agendas. It is therefore useful to present separately the sample sizes for younger and older children, even though the ultimate research agenda in many instances may join these two sample types. Also, note that child age in Tables 1.5 and 1.6 references December 31 of each relevant survey year rather than the survey date. This is because the age determination for inclusion as a young adult rather than a younger child was the age as of the end of the calendar year. This method of computing age avoids a need to split the fourteen-year old age group between a younger child and a young adult component. Whether one uses a survey date or end of year age typically has little impact on the magnitude of age-specific sample sizes. Most of the younger child sample size estimates presented in this volume will use child age as of the survey date. This is the reason why sample sizes by age presented across tables may not always be identical. Finally, the ages for the children and the young adults indicated in Tables 1.5 and 1.6 respectively indicate their ages as of the end of 2000, *regardless of whether or not they were interviewed in 2000*. However, the number of interviews reported is the actual number of completed interviews between 1986 and 2000 for the children.

Table 1.5. NLSY79 Younger Children: Number of Interviews by Race/Ethnicity and Age as of December 31, 2000

| Age of Child | Number of Interviews | | | | | | | | Total | |
|------------------------|----------------------|-----|-----|-----|-----|-----|-----|----|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| <i>All Races</i> | | | | | | | | | | |
| <1 | 63 | | | | | | | | | 63 |
| 1 | 112 | | | | | | | | | 112 |
| 2 | 80 | 59 | | | | | | | | 139 |
| 3 | 35 | 162 | | | | | | | | 197 |
| 4 | 28 | 100 | 86 | | | | | | | 214 |
| 5 | 13 | 55 | 156 | | | | | | | 224 |
| 6 | 14 | 35 | 127 | 106 | | | | | | 282 |
| 7 | 14 | 21 | 79 | 216 | | | | | | 330 |
| 8 | 10 | 20 | 52 | 162 | 133 | | | | | 377 |
| 9 | 13 | 15 | 26 | 100 | 252 | | | | | 406 |
| 10 | 17 | 5 | 24 | 68 | 168 | 152 | | | | 434 |
| 11 | 15 | 16 | 20 | 22 | 125 | 322 | | | | 520 |
| 12 | 82 | 15 | 15 | 28 | 62 | 161 | 170 | | | 533 |
| 13 | 101 | 14 | 25 | 19 | 51 | 114 | 273 | | | 597 |
| 14 | 90 | 31 | 16 | 23 | 41 | 101 | 234 | 62 | | 598 |
| Total | 687 | 548 | 626 | 744 | 832 | 850 | 677 | 62 | | 5,026 |
| <i>Hispanic Mother</i> | | | | | | | | | | |
| <1 | 17 | | | | | | | | | 17 |
| 1 | 32 | | | | | | | | | 32 |
| 2 | 14 | 11 | | | | | | | | 25 |
| 3 | 12 | 28 | | | | | | | | 40 |
| 4 | 8 | 19 | 13 | | | | | | | 40 |
| 5 | 5 | 18 | 28 | | | | | | | 51 |
| 6 | 4 | 10 | 27 | 13 | | | | | | 54 |
| 7 | 4 | 8 | 23 | 26 | | | | | | 61 |
| 8 | 4 | 5 | 19 | 35 | 19 | | | | | 82 |
| 9 | 6 | 4 | 1 | 31 | 43 | | | | | 85 |
| 10 | 7 | 3 | 6 | 20 | 31 | 23 | | | | 90 |
| 11 | 5 | 2 | 5 | 7 | 37 | 53 | | | | 109 |
| 12 | 7 | 2 | 4 | 3 | 19 | 39 | 26 | | | 100 |
| 13 | 4 | 4 | 6 | 5 | 17 | 37 | 49 | | | 122 |
| 14 | 8 | 2 | 7 | 6 | 9 | 35 | 44 | 8 | | 119 |
| Total | 137 | 116 | 139 | 146 | 175 | 187 | 119 | 8 | | 1,027 |

Table 1.5. NLSY79 Younger Children: Number of Interviews by Race/Ethnicity and Age as of December 31, 2000 (continued)

| Age of Child | Number of Interviews | | | | | | | | Total | |
|----------------------------|----------------------|-----|-----|-----|-----|-----|-----|----|-------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| <i>Black Mother</i> | | | | | | | | | | |
| <1 | 16 | | | | | | | | | 16 |
| 1 | 22 | | | | | | | | | 22 |
| 2 | 20 | 12 | | | | | | | | 32 |
| 3 | 10 | 32 | | | | | | | | 42 |
| 4 | 10 | 19 | 18 | | | | | | | 47 |
| 5 | 2 | 17 | 34 | | | | | | | 53 |
| 6 | 3 | 10 | 28 | 18 | | | | | | 59 |
| 7 | 3 | 7 | 35 | 53 | | | | | | 98 |
| 8 | 2 | 1 | 14 | 39 | 30 | | | | | 86 |
| 9 | 2 | 4 | 9 | 35 | 49 | | | | | 99 |
| 10 | 5 | | 4 | 23 | 42 | 34 | | | | 108 |
| 11 | 3 | 4 | 7 | 5 | 48 | 90 | | | | 157 |
| 12 | 4 | 3 | 1 | 9 | 22 | 50 | 48 | | | 137 |
| 13 | 2 | 5 | 6 | 2 | 12 | 38 | 72 | | | 137 |
| 14 | 5 | 5 | 4 | 6 | 15 | 39 | 65 | 19 | | 158 |
| Total | 109 | 119 | 160 | 190 | 218 | 251 | 185 | 19 | | 1251 |
| <i>White Mother</i> | | | | | | | | | | |
| <1 | 30 | | | | | | | | | 30 |
| 1 | 58 | | | | | | | | | 58 |
| 2 | 46 | 36 | | | | | | | | 82 |
| 3 | 13 | 102 | | | | | | | | 115 |
| 4 | 10 | 62 | 55 | | | | | | | 127 |
| 5 | 6 | 20 | 94 | | | | | | | 120 |
| 6 | 7 | 15 | 72 | 75 | | | | | | 169 |
| 7 | 7 | 6 | 21 | 137 | | | | | | 171 |
| 8 | 4 | 14 | 19 | 88 | 84 | | | | | 209 |
| 9 | 5 | 7 | 16 | 34 | 160 | | | | | 222 |
| 10 | 5 | 2 | 14 | 25 | 95 | 95 | | | | 236 |
| 11 | 7 | 10 | 8 | 10 | 40 | 179 | | | | 254 |
| 12 | 71 | 10 | 10 | 16 | 21 | 72 | 96 | | | 296 |
| 13 | 95 | 5 | 13 | 12 | 22 | 39 | 152 | | | 338 |
| 14 | 77 | 24 | 5 | 11 | 17 | 27 | 125 | 35 | | 321 |
| Total | 441 | 313 | 327 | 408 | 439 | 412 | 373 | 35 | | 2748 |

Table 1.6. NLSY79 Young Adult Children: Number of Interviews by Age and Race/Ethnicity

| Age of Young Adult | # of Young Adult Interviews | | | | # of Child Interviews | | | Total # of Interviews | | | |
|------------------------|-----------------------------|-------|-----|-----|-----------------------|-----|-----|-----------------------|-----|-----|-------|
| | 1 | 2 | 3 | 4 | 0-5 | 6 | 7 | 0-5 | 6 | 7 | 8 |
| All Races | | | | | | | | | | | |
| 15 | 383 | | | | 33 | 40 | 310 | 11 | 22 | 40 | 310 |
| 16 | 364 | | | | 31 | 35 | 298 | 17 | 14 | 35 | 298 |
| 17 | 118 | 327 | | | 110 | 335 | | 26 | 46 | 106 | 267 |
| 18 | 126 | 320 | 1 | | 92 | 355 | | 30 | 25 | 120 | 272 |
| 19 | 37 | 125 | 262 | | 424 | | | 32 | 39 | 126 | 227 |
| 20 | 40 | 113 | 247 | | 400 | | | 37 | 45 | 106 | 212 |
| 21 | 21 | 19 | 53 | 238 | 331 | | | 35 | 25 | 59 | 212 |
| 22 | 26 | 14 | 53 | 149 | 242 | | | 38 | 21 | 59 | 124 |
| 23-25 | 54 | 94 | 225 | 89 | 462 | | | 100 | 92 | 195 | 75 |
| 26-30 | 17 | 12 | 53 | | 82 | | | 27 | 27 | 28 | |
| Total | 1,186 | 1,024 | 894 | 476 | 2,207 | 765 | 608 | 353 | 356 | 874 | 1,997 |
| Hispanic Mother | | | | | | | | | | | |
| 15 | 74 | | | | 8 | 10 | 56 | 2 | 6 | 10 | 56 |
| 16 | 69 | | | | 6 | 14 | 49 | 4 | 2 | 14 | 49 |
| 17 | 38 | 73 | | | 28 | 83 | | 5 | 11 | 38 | 57 |
| 18 | 39 | 67 | | | 39 | 67 | | 11 | 12 | 35 | 48 |
| 19 | 8 | 45 | 53 | | 106 | | | 12 | 9 | 40 | 45 |
| 20 | 8 | 31 | 47 | | 86 | | | 11 | 13 | 25 | 37 |
| 21 | 8 | 9 | 12 | 50 | 79 | | | 15 | 8 | 12 | 44 |
| 22 | 9 | 5 | 8 | 35 | 57 | | | 14 | 5 | 14 | 24 |
| 23-25 | 6 | 20 | 44 | 21 | 91 | | | 18 | 23 | 35 | 15 |
| 26-30 | 4 | 3 | 6 | | 13 | | | 6 | 3 | 4 | |
| Total | 263 | 253 | 170 | 106 | 513 | 174 | 105 | 98 | 92 | 227 | 375 |
| Black Mother | | | | | | | | | | | |
| 15 | 107 | | | | 11 | 15 | 81 | 5 | 6 | 15 | 81 |
| 16 | 98 | | | | 7 | 6 | 85 | 4 | 3 | 6 | 85 |
| 17 | 57 | 104 | | | 47 | 114 | | 9 | 27 | 43 | 82 |
| 18 | 62 | 98 | 1 | | 27 | 134 | | 7 | 8 | 65 | 81 |
| 19 | 10 | 53 | 91 | | 154 | | | 9 | 16 | 49 | 80 |
| 20 | 12 | 57 | 83 | | 152 | | | 12 | 15 | 50 | 75 |
| 21 | 5 | 6 | 25 | 107 | 143 | | | 10 | 12 | 31 | 90 |
| 22 | 9 | 2 | 31 | 70 | 112 | | | 14 | 8 | 30 | 60 |
| 23 to 25 | 28 | 45 | 115 | 42 | 230 | | | 53 | 39 | 100 | 38 |
| 26 to 30 | 9 | 6 | 38 | | 53 | | | 14 | 20 | 19 | |
| Total | 397 | 371 | 384 | 219 | 936 | 269 | 166 | 137 | 154 | 408 | 672 |
| White Mother | | | | | | | | | | | |
| 15 | 202 | | | | 14 | 15 | 173 | 4 | 10 | 15 | 173 |
| 16 | 197 | | | | 18 | 15 | 164 | 9 | 9 | 15 | 164 |
| 17 | 23 | 150 | | | 35 | 138 | | 12 | 8 | 25 | 128 |
| 18 | 25 | 155 | | | 26 | 154 | | 12 | 5 | 20 | 143 |
| 19 | 19 | 27 | 118 | | 164 | | | 11 | 14 | 37 | 102 |
| 20 | 20 | 25 | 117 | | 162 | | | 14 | 17 | 31 | 100 |
| 21 | 8 | 4 | 16 | 81 | 109 | | | 10 | 5 | 16 | 78 |
| 22 | 8 | 7 | 14 | 44 | 73 | | | 10 | 8 | 15 | 40 |
| 23 to 25 | 20 | 29 | 66 | 26 | 141 | | | 29 | 30 | 60 | 22 |
| 26 to 30 | | | 9 | | 16 | | | 7 | 4 | | |
| Total | 526 | 400 | 340 | 151 | 758 | 322 | 337 | 118 | 110 | 239 | 950 |

Table 1.5 indicates the total number of interviews reported for each of the younger children who have been interviewed at some point since 1986. We use 1986 as the starting point for this cumulative count, as 1986 was the first year that children of the NLSY79 were assessed. As noted above, the greatest number of possible interviews for any child in 2000 would be eight biennial interviews between 1986 and 2000. However, to have eight interviews, a child would have had to have been a newborn in 1986, have been born early in the year (most 1986 interviews occurred early in that year), and have been interviewed at all eight possible survey points. As may be seen, only 62 of the younger children age 14 at the end of 2000 fall into that category. However, Table 1.5 shows that much larger numbers of children fall into all the other interview frequency categories. Children who fall into the older age categories as of 2000, but who have completed only a small number of interviews (e.g., 11 year olds with only one or two interview points) have missed some interviews. For example, an 11 year old in 2000 should have six, or at least five completed interviews. Note that there are 73 eleven year olds as of 2000 who have completed four or fewer interviews. The implications of interview repetition for these younger children will be expanded on in Table 2, where this interviewing repetition will be connected with the specific cognitive and socio-emotional assessments that the children complete at younger and older ages.

Table 1.6 extends this interview repetition notion to the young adult component of the survey. Since the young adult survey, which is detailed in Chapter 3, has been ongoing only since 1994, the maximum number of young adult interviews possible by 2000 is four. This maximum would be limited to young adults who are at least 20 years of age as of the end of the 2000 calendar year. It should be recalled that young adults age 21 or over at the end of the 1998 interview year were not interviewed in that year. This leads to a four-year interview gap, between 1996 and 2000, for young adults who are 23 or older as of the end of 2000. From year 2002 forward, the expectation is that the young adult sample will include all youth age 15 and over. While the age references the end of 2000, a particular young adult was not necessarily interviewed in that year. Of the 3,580 young adults included in the table, 3,025 (about 84 percent) were interviewed in 2000. Table 1.6 shows that there are substantial numbers of young adults who have four young adult interview points and a very large sample who have had three interviews as young adults since 1994. Cumulatively, across both the child and young adult interviews, there are almost 2000 young adults who have been

interviewed every round since 1986. In this regard, there are relatively large samples of black, Hispanic and non-Hispanic white (hereafter termed white) young adults who fall in this eight-interview category.

Table 1.6 shows that most of the young adults have had a number of interviews prior to reaching age 15, and then between one and four interviews since that date. Chapter 2 will detail the kinds of information that was collected from and about the younger children, and Chapter 3 will focus on the data collection since age 15. The nature of the data collection changes in fundamental ways when a child transitions from being part of the younger cohort to being a young adult. Below age 15, children are administered (or their mother completes) a variety of assessments. At all these ages the mother also provides a variety of information about the child's health, education, and selected other items, all of which are detailed in Chapter 2. Since 1988, children age ten and over have completed questions about their own behaviors and attitudes in a variety of domains, including education, family and peer interaction processes, selected normative and non-normative attitudes and behaviors and other linked activities. Since 1994, once attaining age 15 (subject to the sampling caveats addressed above or in the chapters that follow), the young adults have completed a lengthy personal interview that addresses issues that encompass most of the major dimensions of their lives—schooling, employment, family, peer interactions and issues of sexuality, and a variety of other behaviors and attitudes that permit the examination in context of their experiences in a holistic manner. A flow diagram that would cross the possible eight survey points for these youth encompassing the 1986 to 2000 period would describe a coherent data collection process that typically follows a child from his or her preadolescent years, describing the child development process in some detail, parallel family and child behaviors and attitudes, and culminate in a kaleidoscope, or moving picture of his later adolescent-early adult transitions to adulthood. The younger child and young adult components of this process are highlighted in Chapters 2 and 3 respectively. Chapter 4 attempts a synthesis of selected data elements and suggests some research agendas for which this data set is particularly appropriate.

Pooling Sample Sizes

The panel dimension of the NLSY79 data collection permits one to cumulate sample cases for children at specified ages across survey points, thus attaining rather substantial sample sizes for children at specific ages. Pooling in this manner also can greatly enhance the

heterogeneity of the sample for specific research topics. The trade off to this methodology is that the ability to follow a particular age cohort across survey years becomes somewhat more limited, although it is still doable for selected research topics. Tables 1.7 and 1.8 highlight potential sample sizes using this approach.

Table 1.7. NLSY79 Younger Children: Sample Sizes for Pooled Age Groups across 1986-2000 Survey Years

| Pooled Age Groups | Total Possible # |
|-------------------|------------------|
| 0 year olds | 2,641 |
| 1 year olds | 2,944 |
| 2 year olds | 3,082 |
| 3 year olds | 3,267 |
| 4 year olds | 3,298 |
| 5 year olds | 3,384 |
| 6 year olds | 3,326 |
| 7 year olds | 3,335 |
| 8 year olds | 3,194 |
| 9 year olds | 3,047 |
| 10 year olds | 2,920 |
| 11 year olds | 2,660 |
| 12 year olds | 2,402 |
| 13 year olds | 2,157 |
| 14 year olds | 1,323 |

NOTE: Ages at survey dates: Cumulative from 1986 to 2000 interview. Children interviewed at least at one survey point.

Table 1.8. NLSY79 Young Adult Children: Sample Sizes for Pooled Age Groups across 1994-2000 Survey Years

| Pooled Age Groups | Total Possible # | # of Males | # of Females |
|-------------------|------------------|------------|--------------|
| 14 Year Olds | 779 | 381 | 398 |
| 15 Year Olds | 1,450 | 734 | 716 |
| 16 Year Olds | 1,292 | 648 | 644 |
| 17 Year Olds | 1,068 | 549 | 519 |
| 18 Year Olds | 970 | 463 | 507 |
| 19 Year Olds | 685 | 353 | 332 |
| 20 Year Olds | 625 | 298 | 327 |
| 21 Year Olds | 329 | 178 | 151 |
| 22 Year Olds | 218 | 102 | 116 |
| 23 Year Olds | 155 | 74 | 81 |
| 24 Year Olds | 126 | 67 | 62 |
| 25 Year Olds | 67 | 34 | 33 |
| 26 Year Olds | 29 | 13 | 16 |
| 27 Year Olds | 18 | 10 | 8 |
| 28 Year Olds | 3 | 1 | 2 |
| 29 Year Olds | 1 | 0 | 1 |

NOTE: Ages at survey dates: cumulative from 1994 to 2000 interview. Young Adults interviewed in at least one year.

From the perspective of the younger children, it may be seen that it is possible to attain single year of age samples numbering in the thousands for specific research efforts. For example, if one wishes to examine associations between memory for digit span scores and other factors for seven year olds, it would be possible to cumulate a sample of more than 3,000 seven year old children across the 1986 to 2000 survey years. Because these children would have been born to mothers in all years between 1979 and 1993 (see Table 1.3), the mothers of these children would range in age from their early teens to their early thirties. The relevance of this pooling approach for younger child evaluation, utilizing various assessments, will be considered further in Chapter 2.

Parallel estimates are provided in Table 1.8 for young adults. In this instance, while several of the cumulated sample sizes are substantial, they do not attain the magnitudes of the sample sizes for the younger children. This is because the young adult interviews have only been on-going since the 1994 survey round, so no single year of age cumulative estimate can include more than four points. Nonetheless, the number of cases cumulated in this way for ages 15 to 18 all attain almost 1000 cases or higher. Also evident in Table 1.3 is that this sample cumulation modestly increases the heterogeneity of these young adult samples. For example, cumulating cases at these early young adult ages expands the age of the mothers at

children's birth from mid-adolescence to the late twenties. Of course, using appropriate statistical technology permits one to collapse sample cases across several young adult age groups, building to a very large, quite heterogeneous sample size.

Sibling and Cousin Samples

When the sample selection for NLSY79 was made, all individuals living in the selected households who were between the ages of 14 and 21 on December 31, 1978 were selected for sample inclusion. In many instances, siblings were included in the original sample. This has methodological implications for those who are concerned about the lack of complete independence between all of the NLSY79 cases. From the perspective of the children of the NLSY79, the particular focus here is on the main Youth sisters who are respondents in the sample. The *NLSY79 User's Guide* details this information, so it is not considered extensively here. The focus in this section is on the children who have been born to the female respondents in this sample. From the child's perspective, children of sisters are cousins to each other. Over the course of the survey years, more than 3000 children in the sample have been identified as having an aunt in the main NLSY79 sample. Most of these children have one aunt, but smaller numbers have multiple aunts. While the number of children who are cousins is considerable, the precise numbers available for a particular research project are contingent on the objectives of the research; in particular, will the researcher be limiting his/her sample to children or women interviewed in 2000 or will the researcher include mothers or children interviewed in one or more earlier survey rounds?

More typically, researchers have been utilizing the large number of *child* sibling sample cases that have been born to the female respondents. As seen in Table 1.9 (which focuses on the children of women interviewed in 2000), most of the women interviewed have had more than one child, including a rather large sample of women who have had three or more children, as they approach the end of their childbearing years. In addition to multiple births, there are many family units where the two or more children are widely spaced in age, thus enhancing the possibility of exploring the impact of childbearing on children that have been born to the same mother but at different maternal life cycle stages. This table is limited to women who have been interviewed in 2000 and their children. Larger sample sizes can be generated by incorporating into one's sample women who were not interviewed in 2000 but who had been interviewed in earlier survey rounds.

Table 1.9. NLSY79 Women Interviewed in 2000 by Number and Ages of Children and by Race/Ethnicity

| Type of Household (Female) | Age of Child(ren) | Number of Households | | | | |
|----------------------------|---------------------------------|----------------------|------------|------------|--------------|---|
| | | Hispanic | Black | White | Total | |
| Females with no child | | 100 | 205 | 383 | 688 | |
| Mothers with 1 child | < 6 years old | 24 | 21 | 74 | 119 | |
| | 6-9 years old | 14 | 31 | 73 | 118 | |
| | 10-14 years old | 30 | 46 | 91 | 167 | |
| | 15+ years old | 40 | 113 | 124 | 277 | |
| | Total | 108 | 211 | 362 | 681 | |
| Mothers with 2 children | Both < 6 years old | 11 | 14 | 49 | 74 | |
| | Both 6-9 years old | 8 | 10 | 45 | 63 | |
| | Both 10-14 years old | 19 | 24 | 67 | 110 | |
| | Both 15+ years old | 69 | 129 | 191 | 389 | |
| | Older 6-9, Younger < 6 | 17 | 15 | 76 | 108 | |
| | Older 10-14, Younger < 6 | 14 | 11 | 25 | 50 | |
| | Older 15+, Younger < 6 | 10 | 15 | 10 | 35 | |
| | Older 10-14, Younger 6-9 | 29 | 34 | 120 | 183 | |
| | Older 15+, Younger 6-9 | 15 | 31 | 24 | 70 | |
| | Older 15+, Younger 10-14 | 67 | 86 | 167 | 320 | |
| | Total | 259 | 369 | 774 | 1,402 | |
| | Mothers with 3 or more children | All < 6 years old | 2 | 1 | 5 | 8 |
| | | All 6-9 years old | 0 | 1 | 1 | 2 |
| All 10-14 years old | | 2 | 2 | 4 | 8 | |
| All 15+ years old | | 50 | 113 | 69 | 232 | |
| Oldest 6-9, Youngest < 6 | | 8 | 3 | 40 | 51 | |
| Oldest 10-14, Youngest < 6 | | 16 | 20 | 62 | 98 | |
| Oldest 15+, Youngest < 6 | | 65 | 74 | 71 | 210 | |
| Oldest 10-14, Youngest 6-9 | | 14 | 17 | 47 | 78 | |
| Oldest 15+, Youngest 6-9 | | 67 | 92 | 102 | 261 | |
| Oldest 15+, Youngest 10-14 | | 93 | 150 | 151 | 394 | |
| Total | | 317 | 473 | 552 | 1,342 | |

As detailed elsewhere in this report, sisters, as well as children born to those sisters can be readily identified. NLSY79 female respondents who are sisters and who were resident in the same household when the sample was selected can be identified by variables on the child file called SISTID1-3 (C00010.-C00012.). Children born to a particular respondent all share the same stem as the ID of their mother, with an additional two-digit identifier (01, 02 etc.) that typically (although not in all cases) clarifies their sibling placement.

Using the Sampling Weights

The 2000 sampling weights for younger children (C24955., CSAMWT2000) and young adults (Y11923., YA00WEIGHT) (1) adjust the unweighted data for sample attrition of mothers and their children since the first survey round (1979) and the sample reduction due to the loss of the military and economically disadvantaged white oversample and (2) adjust the

sample for the over-representation of black and Hispanic youth. For those interested in generating population estimates for prior survey rounds, sampling weights for those survey rounds are available. Using these weights translates the unweighted sample of children into a population that represents all children who have been born by that date to a nationally representative sample of women who were 14 to 21 on December 31,1978.

Weights are computed only for younger children or young adults who have been interviewed in a given year. *Children not assessed and young adults not interviewed in a given year are assigned a weight of zero for that year.* The child’s sampling weight equals the mother’s 1979 weight (C00700.04, SAMPWT79) times an adjustment factor that is the reciprocal of the rate at which children in a particular age, sample type, and sex cell are interviewed. When these individual cells contain small counts, they are grouped across ages (and sometimes sample types) to avoid large fluctuations in the child weights. This grouping varies from year to year, primarily because of the increasing sample sizes over time at the higher young adult ages. Weights can be particularly unstable at the oldest ages where sample sizes may be small. Table 1.10 lists the complete set of child, young adult, and mother sampling weights.

Table 1.10. NLSY79 Child, Young Adult, and Mother Sampling Weights

| Reference Number | Variable Description | Question Number | Year | Area of Interest |
|------------------|-----------------------------|-----------------|------|-------------------------|
| C00700.04 | Sampling Weight of Mother | SAMPWT79 | 1979 | FAMILY BACKGROUND |
| C05812. | Child Sampling Weight | CSAMWT86 | 1986 | ASSESSMENT 1986 |
| C08007. | Child Sampling Weight | CSAMWT88 | 1988 | ASSESSMENT 1988 |
| C09999. | Child Sampling Weight | CSAMWT90 | 1990 | ASSESSMENT 1990 |
| C11999. | Child Sampling Weight | CSAMWT92 | 1992 | ASSESSMENT 1992 |
| C15089. | Child Sampling Weight | CSAMWT94 | 1994 | ASSESSMENT 1994 |
| C15658. | Child Sampling Weight | CSAMWT96 | 1996 | ASSESSMENT 1996 |
| C18012. | Child Sampling Weight | CSAMWT98 | 1998 | ASSESSMENT 1998 |
| C24955. | Child Sampling Weight | CSAMWT2000 | 2000 | ASSESSMENT 2000 |
| Y03565. | Young Adult Sampling Weight | YA94WEIGHT | 1994 | YA COMMON KEY VARIABLES |
| Y06507. | Young Adult Sampling Weight | YA96WEIGHT | 1996 | YA COMMON KEY VARIABLES |
| Y09469. | Young Adult Sampling Weight | YA98WEIGHT | 1998 | YA COMMON KEY VARIABLES |
| Y11923. | Young Adult Sampling Weight | YA00WEIGHT | 2000 | YA COMMON KEY VARIABLES |

We caution users that comparing weighted estimates across years can be risky as the composition of the sample can change in subtle ways depending on who was interviewed.

Analyzing data from children interviewed in multiple years also creates problems since the yearly weights are not appropriate to such a universe. To be correct, weights for a multi-wave analysis would have to be constructed for that particular set of observations. If analyses are limited to children present in one specific outcome year, that year's weights should be used. For multivariate analyses utilizing samples across survey rounds, using the unweighted data is encouraged.

Research Based on the NLSY79 Child and Young Adult Data

The within and cross generation research possibilities offered by this data set are considerable. They overlap the interests of researchers in a rather wide range of intellectual disciplines. This chapter has highlighted a number of data and sample considerations that are relevant to many research agendas, suggesting strengths and limitations of this panel data set. Chapters 2 and 3 provide considerable detail about the contents of the younger child and young adult data files. Chapter 4 suggests how the data set can be used for mainstream research topics in sociology, economics, child development, public health, and several other related disciplines.

CHAPTER 2: THE NLSY79 CHILD SURVEYS

The NLSY79 Child dataset contains information about the family background, experiences, and development of the biological children of the female respondents. In addition to the mother's longitudinal history from the NLSY79, the Child surveys provide assessments of each child as well as demographic and other developmental information collected from either the mother or child. This profile includes not only the battery of cognitive and socio-emotional assessments administered since the 1986 survey but detailed reports on the birth history, health, school experiences, family background, attitudes, and quality of the home environment of the sample children.

This chapter discusses the types of data found in the child files and provides information on the data collection methods that have been used in the surveys. In order to use the child survey information effectively it is helpful to understand the instrumentation and methods that have been used in the field to collect the data. At the end of this guide is a detailed listing of the topics covered in each of the child survey rounds (see Appendix H: Child Survey Content, 1986-2000).

Instrumentation

Multiple field instruments are used to collect information from and about the NLSY79 children. The Child Supplement (CS) is a questionnaire administered by the interviewer to both the mother and child that contains assessments, health questions, and background information. The self-administered Mother Supplement (MS) contains mother-report assessments and, from 1990-1998, questions about school-agers.¹ In 1988 a confidential self-report booklet called the Child Self-Administered Supplement (CSAS) was introduced that contains more sensitive questions for children 10 and older.

The child survey instruments were all in paper format until 1994 when the Child Supplement was converted to Computer Assisted Personal Interview (CAPI). In 2000 all items in the Mother Supplement for children under age four were moved to the Child CAPI Supplement. The types of questionnaires and their general content for 1986-1998 are outlined in Table 2.1.

¹ Abbreviated versions of the mother and child supplements called the Infant Supplement and the Mother of Infant Supplement were used in the 1986 survey for households with only children under eight months of age.

Table 2.1. NLSY79 Child: Contents of the Child Survey Instruments, 1986-1998

| Child Supplement (CS) | Mother Supplement (MS) | Child Self-Administered Supplement (CSAS) ¹ |
|--|--|--|
| Child Background | HOME - Short Form | Interactions with Parents |
| Child Health | How My Child Usually Acts (Temperament) | TV viewing |
| Body Parts ² | Motor & Social Development | Computer Use & Attitudes |
| Memory for Location ² | Behavior Problems Index | Responsibilities in the Home |
| Verbal Memory ³ | School & Family Background | Time Use after School |
| Self-Perception Profile for Children (SPCC)/ What I Am Like | Interviewer Remarks | School Satisfaction |
| Digit Span | | Religion |
| PIAT Math & Reading | | Peer Relationships |
| PPVT | | Dating |
| Interviewer evaluation of testing conditions | | Marriage & Childbearing Expectations |
| Interviewer observations of home environment | | Sexual Activity & Sex Education |
| Interviewer Remarks | | Substance Use |
| | | Work for Pay |
| | | Interviewer Remarks |

¹ Introduced in 1988.

² Assessments not used after 1988.

³ Assessment not used after 1994.

In the 2000 survey round, each child interview involved the administration of at least two of three field instruments. Children who were eligible for any of the interviewer-administered assessments (ages 4-14) were administered both a Mother Supplement and a Child CAPI Supplement. The Child Self-Administered Supplement booklet was given to children ages 10 to 14. These instruments are used to administer the assessments to the NLSY79 children and to elicit reports about their health, aptitudes, achievement, attitudes, and behavior. The Child Supplement, which includes questions about health and school enrollment status addressed to the mother as well as a subset of all the child assessments, was administered in CAPI format in 2000. The Mother Supplement, which in 2000 only contained the mother-report assessments for children 4 to 14, is a paper booklet filled out by the mother for each eligible child. Some sections on school and family that had previously been in the MS were transferred to the Child Supplement for CAPI administration in 2000. The Child Self-Administered Supplement used in 2000 was still the confidential paper self-report aimed at children ages 10-14. Table 2.2 gives a detailed list of the contents of the three questionnaires that were used in the 2000 survey.

Table 2.2. NLSY79 Child Surveys: Instrument Content in R19-2000

| Child Supplement (CS) | Child Self-Administered Supplement (CSAS) | | | | |
|---|--|-------------------------------|--|---|--|
| <p>Child Background – mother report: Enrollment & current grade School/preschool attendance; Head Start Homework & program participation Parental involvement in school Scholastic progress & difficulties School effectiveness Child expectations & social relationships Child religious attendance; importance</p> <p>Child Schooling – child report: Homework Classroom activities/teacher practices Parental involvement</p> <p>Child Health – mother report: General health status; limiting conditions Accidents, injuries, illnesses; hospitalizations Menarche & handedness Insurance coverage Mental health Child height & weight</p> <p>Assessments (0-47 mos) – mother report: The HOME How My Child Usually Acts (Temperament) Motor & Social Development</p> <p>Interviewer-Administered Assessments: What I Am Like (SPPC): 12-14 years Memory for Digit Span: 7-11 years PIAT Math: 5-14 years PIAT Reading: 5-14 years PPVT: 4-5, 10-11 years</p> <p>Testing Conditions Observations of the Home Environment</p> | <p>Child Self-Report for children 10-14 years: Parent-Child Joint Activities Household Task Expectations Rules for Child Behavior Parent-Child Decision-Making Parent-Child Interaction Parental Consensus Child "Moods"/Depression School Satisfaction After-School Activities Educational Expectations Attitudes on Gender Roles Summer Activities Neighborhood Safety TV Viewing Work for Pay Anti-Social Activities Religion Friendship Network Risk-Taking Behavior Alcohol, Cigarette, & Drug Use Dating Marriage & Childbearing Expectations Sex Education; Knowledge Time Away from Parents Computer Access/Training/Activities</p> <tr> <td colspan="2" style="background-color: #d3d3d3;">Mother Supplement (MS)</td> </tr> <tr> <td colspan="2"> <p>Mother-Report Assessments for children 4-14 years: The HOME Behavior Problems Index (BPI) How My Child Acts (Temperment)</p> </td> </tr> | Mother Supplement (MS) | | <p>Mother-Report Assessments for children 4-14 years: The HOME Behavior Problems Index (BPI) How My Child Acts (Temperment)</p> | |
| Mother Supplement (MS) | | | | | |
| <p>Mother-Report Assessments for children 4-14 years: The HOME Behavior Problems Index (BPI) How My Child Acts (Temperment)</p> | | | | | |

The Child data collection instruments have undergone changes, some of which are documented in detail in the *NLSY79 Child Handbook: 1986-1990* (Baker et al., 1993). Most of the primary variables found in the child data set are derived directly from one or more survey instruments, e.g., questionnaires or other interview forms. The constructed variables on the Child file that are not based directly on the Child assessments (e.g., pre- and postnatal care, child care, or maternal employment) are derived from information reported by the mothers during their own main NLSY79 Youth interviews. Users are urged to examine the

NLSY79 Child data collection instruments and relevant main NLSY79 Youth questionnaires in conjunction with the other documentation that accompanies the data files. On-line documentation for these questionnaires is discussed in Chapter 5.

Table 2.3 provides a detailed picture of which questionnaires were directed to the mother and which portions were administered directly to the child. The mother completed the HOME, Temperament (How My Child Acts), and Behavior Problems (BPI) in the Mother Supplement booklet for each of her children 4 and older. If she had a child under age 4, she was administered the HOME, Temperament, and Motor & Social Development in the Child CAPI Supplement. While most of the Child Supplement was designed for the interviewer-administered *child* assessments, the CS sections on “Child Background,” “Family and School,” and “Child Health” were answered by the mother. Digit Span, SPPC (Self Perception Profile for Children), the PIAT achievement subtests, and the PPVT were administered directly to age-eligible children by the interviewer. Children age 5 and older (some with help from their mothers) answered questions about their current school and classroom experience. The HOME observations were completed for children of all ages by the interviewer. The last column in Table 2.3 (marked CSAS) indicates that children 10-14 completed the Child Self-Administered Supplement, a confidential booklet aimed at older children. The content of each questionnaire used in 2000 and the mode of administration are discussed in detail in the following section.

Table 2.3. NLSY79 Child Survey: Pattern of Questionnaire Administration by Child Age across Instruments, 2000 Survey

Key: CS = Child Supplement, MS = Mother Supplement, CSAS = Child Self-Administered Supplement (10-14), C = CAPI, P = Paper self-report, P# = Paper self-report and Confidential Card

| Child Age | Mother Report | | | | | Child Report | | | | | | | | |
|-----------|---------------|-------|-----|-----|-------------|-----------------|--------------|-------|------|-------|------|--------|----------|------------------|
| | CS/MS | | MS | CS | | | CS | | | | | | | |
| | Home | Temp. | BPI | MSD | Child Bkgrd | Family & School | Child Health | Digit | SPPC | PIATs | PPVT | School | HOME Obs | CSAS Self-Report |
| 0 | C | C | | C | C | | C | | | | | | C | |
| 1 | C | C | | C | C | | C | | | | | | C | |
| 2 | C | C | | C | C | | C | | | | | | C | |
| 3 | C | C | | C | C | | C | | | | | | C | |
| 4 | P | P | P | | C | | C | | | | C | | C | |
| 5 | P | P | P | | C | | C | | | C | C | | C | |
| 6 | P | P | P | | C | | C | | | C | C | | C | |
| 7 | P | | P | | C | | C | | | C | C | | C | |
| 8 | P | | P | | C | | C | | | C | C | | C | |
| 9 | P | | P | | C | | C | | | C | C | | C | |
| 10 | P | | P | | C | | C | | | C | C | | C | P |
| 11 | P | | P | | C | | C | | | C | C | | C | P |
| 12 | P | | P | | C | | C | | | C | C | | C | P |
| 13 | P | | P | | C | | C | | | C | C | | C | P* |
| 14 | P | | P | | C | | C | | | C | C | | C | P* |

NOTE: In 2000, mothers reported on the HOME environment and temperament of children under age 4 in the CAPI Child Supplement (CS). The Mother Supplement (MS) was used for children age 4 years and older.

Mother Supplement, 2000. The Mother Supplement (MS) is a paper booklet, filled out by the mother, that asks about each child’s home environment, behavior problems, and temperament.² Designed to be completed by the mother or guardian for each child age 4 to 14, the Mother Supplement contains the following sections in 2000:

Mother report assessments - The HOME (children 4-14); Behavior Problems Index (children 4-14); and Temperament or “How My Child Acts” (children age 4 to 6); and Interviewer Remarks.

In 2000 all mother-report assessments for children under age 4 years were moved to the Child CAPI Supplement. This change resulted in mothers completing the HOME and Temperament for children 4 and older in the Mother Supplement and for children under 4 in the CAPI CS. Users are reminded that in 2000 there was no paper Mother Supplement for children under age four. The flowchart in Appendix G-1 depicts the general content and pathways of the Mother Supplement in 2000.

Child CAPI Supplement, 2000. The Child CAPI Supplement (CS) is used by the interviewer to: (1) give children the interviewer-administered cognitive and socio-emotional assessments, (2) collect child background information from the mother, (3) obtain information about the child’s current school experience, (4) evaluate the testing conditions, and (5) record observations of the child's home environment.

The Child Supplement begins with questions addressed to the mother on the child’s current grade, enrollment status, preschool experience and recent health history. The Child CAPI Supplement flowchart in Appendix G-2 illustrates the sequence in which a case proceeds through this questionnaire according to the age of the child. In the 2000 survey round, the interviewer administers the following sections to the mother before starting any child assessments:

- Preliminaries – short introduction in which the interviewer verifies the name and age of the child to be interviewed and the mode in which the questionnaire will be administered (in-person or telephone).
- Child Background – questions on school attendance, Head Start, teacher behavior and classroom activities, parental involvement in school, child’s religious attendance, the importance of religion, and a confidential series on the child’s progress in school and ratings of school quality.

² Specific content listings for the Mother Supplement in any given survey year can be found on the inside cover of the instrument where printed charts depict the specific parts administered for children of varying ages.

- Child Health – mother reports on the child’s general health status, accidents and injuries, illnesses, menses update, handedness, insurance coverage, mental health.
- Child height and weight – either mother report or interviewer measurement.

The following three assessments appropriate for children under age four are then administered to the mother in the Child CAPI Supplement. Mothers had the option of completing the HOME section using computerized self-administered (CASI) format.

- Mother-report CAPI Assessments – The HOME, How My Child Usually Acts (Temperament), Mother & Social Development (all for children under age 4).

The interviewer then administers the following assessments directly to children age 4 and older:

- Interviewer-administered Child Assessments – What I am Like (SPPC) for children age 12-14; Memory for Digit Span for children 7-11; PIAT Math and Reading subtests given to children 5 and older, and the PPVT-R administered to children 4-5, and 10-11.

All interviewer-administered assessments are completed using CAPI software, a process that was introduced into the surveys in 1994. The software presents the interviewer with on-screen facsimiles of the stimulus questions, stores each response that is entered, and then automatically scores the test. Original materials prepared by the test designers for published tests are presented to the child.

After the interviewer-administered assessments are completed, the following section is administered to children of school age:

- Child Schooling – questions addressed to school age children about reading, homework, classroom activities, and their perception of parental involvement in school.

The Child Supplement concludes with interviewer reports on the child’s testing environment and a checklist of conditions observed in the home.

- Interviewer Evaluation of Testing – interviewer reports used to gauge the attitude of the child toward testing, the child’s general physical condition, and whether there were any events that interfered with assessment or caused premature termination of the session.

- Interviewer Observations of the Home Environment – interviewer perceptions of the child-mother interaction and the nature of the child’s physical surroundings.

Most of the items that comprise the HOME scales are in the mother-report section of either the Child Supplement or the Mother Supplement. However, selected interviewer observations of the home environment (found in the CS) are used in scoring the HOME assessment.

Changes in the Child & Mother Supplements. Two major changes, as mentioned, were made in the Child CAPI Supplement for 2000. First, mother-report assessment items for children under the age of 4 were moved from the Mother Supplement to the Child CAPI instrument. Thus, the HOME, How My Child Usually Acts (Temperament), and Motor and Social Development were given to mothers of children under 4 during the administration of the Child CAPI Supplement. For children 4 years of age and older, the HOME and How My Child Usually Acts (Temperament) assessments were still completed by mothers as a self-report in the paper Mother Supplement. Behavior Problems Index items also remained in the Mother Supplement for 2000.

The second change in the Child CAPI Supplement was the transfer of the “School and Family Background” items from the paper Mother Supplement to the part of the Child Background section in the CS called “Confidential Report: Home & School.” Through 1998 these items on the child’s academic progress, school quality, friendships, and religion comprised Section 5 of the Mother Supplement. These changes eliminated the need for a Mother Supplement for children under the age of 4 years in the 2000 survey round.

Child Face Sheet. This interviewer information sheet, used as a paper aid during the 1988-1996 fieldings, contained information on the child's ID, name, mother's sample type (1990 only), Child Supplement interview date, child's date of birth, child's age at date of child supplement, PPVT age, school grade, whether child has had menses, interviewer ID, and a grid indicating which assessments should be administered (through 1994). Interviewers continue to utilize this type of information in electronic formats in conjunction with their case management.

Child Self-Administered Supplement (CSAS). The Child Self-Administered Supplement (CSAS), introduced in 1988, has been used to collect information from children ages 10 years and over on a wide range of topics including child-parent interactions, family

decision-making, attitudes toward school, extra-curricular activities, work for pay, peer relationships, dating activities, attendance at religious services, antisocial behavior, and substance use. This self-report booklet, filled out by children 10 years or older (ages 10 to 14 beginning in 1994), collects information on: (1) child-parent interactions, (2) family decision-making, (3) attitudes toward school, (4) after school and extra-curricular activities, (5) jobs and employment, (6) peer relationships and dating activities, (7) religious identification and attendance at religious services, (8) birth and marriage expectations, (9) sex education, (10) participation in various delinquent activities, (11) use of cigarettes, alcohol, and other illegal substances, (12) age at initiation of sexual activity (for those 13 or older), (13) risk taking and depression and (14) computer use. The content of this supplement, which originally contained only the above topics 1-12, has gradually expanded since 1988. A CSAS confidential report, described below, has been used from 1988 to 2000 to collect information on early sexual activity for children 13 and older.

Child Self-Administered Supplement Confidential Card. A separate confidential form, introduced with the 1988 child survey, is given to children age 13 and over for reporting on whether the child has ever engaged in sexual intercourse and, if so, the age and date of first intercourse. The 1992, 1994, 1996, and 1998 versions included dates of any live births.

Changes in the CSAS. In 1992, the following items and topics were added to the Child Self-Administered Supplement: (1) dates of birth and usual residence of any children born to the NLSY79 children age 13 or older, (2) expanded categories on the decision-making questions, (3) parent interaction, (4) parent-child closeness, (5) depression, (6) peer pressure, (7) school rating, and (8) neighborhood safety. In 1994, several new items were added to the CSAS which was limited to children ages 10-14, beginning in that year. A sequence of questions was added regarding the specific nature of parent interactions on issues relating to the child. A seven-item series probes into the child's ideas about appropriate roles for boys and girls in the family, with peers, and in school. Also included for the first time in 1994 was a sequence on risk-taking. The substance use series was substantially augmented by the addition of more in-depth questions about current use of cigarettes, alcohol, marijuana, and a variety of other drugs. A series of questions about computer use and programming knowledge was also introduced in 1994. The only significant change since 1996 was an expansion in 1998 of the sequence of questions relating to substance use. In 2000 the

questions on the Confidential Card about live births were eliminated since this information is now collected as the children become young adults. Otherwise the CSAS instrument remained essentially unchanged in 2000 (see Table 2.2 for details on the CSAS content).

Data Collection

PAPI and CAPI. The NLSY79 child interviews were conducted using paper and pencil personal interviewing (PAPI) from 1986-1992. In 1994 the Child Supplement and the entire Young Adult interview were administered using computer-assisted personal interviewing (CAPI). The CAPI questionnaire, administered on laptop computers, allows interviewers to enter responses directly into the computer during the interviews. This computerized mode offers advantages in terms of timeliness of data availability, improved data quality, and the extent to which an interview can be tailored to the particular respondent. In the case of the child survey, the CAPI mode allows for computerized scoring of the assessments and machine calculation of child age. CAPI also enables the interview to utilize pre-loaded information on the child's eligibility for various questions, including menses, and feeds current information from the main Youth interview about the mother and the status of the father in the household.

Mode. Interviews with the NLSY79 children are typically conducted in the respondent's home by experienced, specially trained field staff. Reports are obtained from the children and their mothers and by interviewers trained to directly assess each child and to provide evaluations of the home environment. As mentioned, child interviews through 1992 were conducted primarily in person using paper and pencil. Beginning in 1994, the assessments given directly to the child were administered using computer-assisted personal interviewing (CAPI). In the 2000 Child survey 300 cases were completed by telephone for children under age 4 who were not eligible for interviewer-administered assessments and could be completed without an in-person visit.

Field Period. The field period of the Child data collection generally coincides with the survey dates of the main NLSY79 interview of each mother. However the child instruments are not always fielded on a single date. Fielding typically occurs over a period of about six months from late May through November. In the 2000 survey round a very small number of cases were actually completed in the year 2001. Information on fielding dates specific to each CAPI round can be found in the CHILD SUPPLEMENT areas of interest.

Each Child Supplement date of interview, starting with the first CAPI round in 1994, is available on the public file.

Spanish Translation. Spanish translations of several child assessment instruments have been made available to respondents with limited proficiency in English. In 1986, a total of 354 children, age eight months or older, were assigned to bilingual interviewers. Of these cases, slightly more than 100 children were actually assessed in Spanish. More than 100 children were assigned to bilingual interviewers in 1988. By 1990, 52 children were assigned to bilingual interviewers, but of this number, only 17 were actually assessed in Spanish. In 1998 approximately 50 children were interviewed in Spanish but most of them were assessed in English. In 2000 the number of children assessed in Spanish declined to fewer than 10. Part of this recent decline results from the higher minimum age of children eligible to be assessed. By the current survey round most of the Spanish language parents would have resided in the U.S. for two decades. The following questionnaire sections and child assessment instruments were translated for administration into Spanish:

1. Mother Supplement (the HOME, BPI, Temperament, and Motor & Social Development)
2. Mother-report sections of the Child Supplement (background, school, health)
3. Interviewer administered assessments in the Child Supplement:
 - Parts of the Body
 - Memory for Location
 - What I am Like (SPPC)
 - Memory for Digit Span
 - PPVT-R (starting in 1988)

Basic Documentation

Most details related to documentation of the child data appear in Chapter 5 of this guide. However, some basic information about the documentation is useful in understanding the data description that follows.

Areas of Interest. Referred to as “record types” in prior surveys, the areas of interest are topical categories used to organize the multitude of questionnaire items and constructed variables in the file. The names have been converted from mnemonics to phrases starting with the 2000 data round. Table 2.4 lists the Child areas of interest with a brief description of the types of variables assigned to each topical area. The “SUPPLEMENT” areas of interest are grouped in the table, but in the documentation they occur separately by year.

Table 2.4. NLSY79 Child Data Files: Child Areas of Interest

| Areas of Interest | Description of Area of Interest |
|------------------------------------|---|
| ASSESSMENT 1986-1988 | 13 sets of raw & normed assessment scores; PPVT age; child sampling weight 1986-1988 |
| ASSESSMENT 1990-2000 | 11 sets of raw & normed assessment scores; PPVT age; child sampling weight 1990-2000 |
| CHILD BACKGROUND | Child linkage variables; demographics characteristics; usual residence; father presence; interview status |
| CHILD CARE | Retrospective childcare in first 3 years of life |
| CHILD SUPPLEMENT 1986 | 1986 <i>Child Supplement</i> assessment items; health; enrollment; grade level; testing conditions |
| CHILD SUPPLEMENT 1988-1994 | 1988-1994 <i>Child Supplement</i> assessments; health; enrollment; grade; Head Start; testing conditions |
| CHILD SUPPLEMENT 1996-2000 | 1996-2000 <i>Child Supplement</i> assessments; health; enrollment; grade; Head Start; testing conditions; schooling |
| CHILD SELF-ADMINISTERED SUPPLEMENT | <i>Child Self-Administered Supplement</i> questionnaire items & confidential card 1988-2000 |
| FAMILY BACKGROUND | Maternal background: age; highest grade completed; enrollment status; original sample ID and sampling weight |
| MATERNAL HOUSEHOLD COMPOSITION | Maternal household composition: age, education, and work status of household members |
| MATERNAL WORKHISTORY | Mother's quarterly employment history linked to child date of birth |
| MOTHER SUPPLEMENT 1986 | <i>Mother Supplement</i> assessments, 1986 |
| MOTHER SUPPLEMENT 1988-1998 | 1988-1998 <i>Mother Supplement</i> assessments; school and family background |
| MOTHER SUPPLEMENT 2000 | 2000 <i>Mother Supplement</i> assessments for children under age 4 |
| PRE/POST NATAL CARE | Prenatal care of child; postnatal care of child; infant health in first year of life |

NOTE: NLSY79 young adult children, regardless of age, are represented in all areas of interest except for those related to the Child and Mother supplements or assessments in the years they were interviewed as young adults.

Reference Numbers. Child reference numbers refer to the identifiers, constructed with an initial letter followed by a sequence number, that uniquely identify each individual item on the file. NLSY79 reference numbers generally start with C for data items from the Child files, Y for young adult variables, and R for the main NLSY79 file.

Question and Variable Names. Through 1998 the naming system for variables on the NLSY79 child data set are derived from one of three sources: (1) question names used in the Child, Mother, and Child-Self-Administered supplements described above (CS, or MS, or CSAS), (2) acronyms used to identify the child assessments administered at the time of the survey (e.g., *BPI2000* for Behavior Problems Index-Raw Score, 2000), or (3) mnemonic names for constructed variables that are based on inputs taken from the main NLSY79 survey (e.g., *AGEMOM2000* for Age of mother at interview date, 2000). In 2000, question names are not bound by deck and column as in the early child surveys. Items from the Mother

Supplement or Child Self-Administered supplement are prefixed to indicate the source of the question (MS or CSAS). Some question names from the Child CAPI Supplement carry the CS prefix, but most indicate (with a short abbreviation) the section of the instrument from which each question was derived—e.g., question names beginning with SCHL come from the section of the Child Supplement questionnaire regarding the child's schooling. The HLTH series designates the child health questions. They also indicate the order in which the question was administered within each section of the questionnaire. Additional details on the question names can be found in Chapter 5.

The Child Data

The NLSY79 Child survey tracks children's health and growth, abilities, problems, school progress, social experiences, and home environments. Some measures are obtained through mother or child responses to interviewer questions. Assessment data, described later in this Chapter, are collected through mother report and interviewer administration of standard tests directly to the children. Beginning in 1994, Young Adult members of the child sample are no longer assessed but given a questionnaire appropriate for respondents age 15 and older. All the "child" measures for these young adult children remain, however, in the child data files for the periods that they were interviewed or assessed as children.

The Child data files provide information on the cognitive and socio-emotional development, behavior, health, home environment, school, and family background of the sample children. Reports are recorded on schooling, grade repetition, school behavior and expectations, peer relations, and religious attendance and training for children age 10 years or older. Information for older children is also available on family decision-making, school attitudes, work activities, peer relationships, religious attendance, smoking, alcohol and drug use, and sexual activity, computer use and gender roles. Table 2.5 provides the reference numbers for a set of commonly used variables in the Child file.

The section that follows first outlines the data elements that are *not* related to the child assessments. The data topics are presented in alphabetical order, starting with "AGE" and ending with "SMOKING." Particular attention is given in this section to some of the scales used to collect information from the NLSY79 children who are entering adolescence.

Table 2.5. Key Variables on the NLSY79 Child Files (1986-2000): Variable Descriptions and Reference Numbers

| Variable Description | Child Survey Year | | | | | | | |
|--|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 1986 | 1988 | 1990 | 1992 | 1994 | 1996 | 1998 | 2000 |
| Identification code of child | * | * | * | * | * | * | * | C00001.00 |
| Identification code of mother of child | * | * | * | * | * | * | * | C00002.00 |
| Age of child (in months) at interview date of mother | C00045.00 | C00047.00 | C00047.20 | C00047.40 | C00047.42 | C00047.43 | C00047.44 | C00047.45 |
| Age of child (in months) at child assessment date (CS) | C00065.00 | C00068.00 | C00070.10 | C00070.30 | C00070.41 | C00070.43 | C00070.45 | C00070.47 |
| Age of child (in months) at child assessment date (MS) | C00066.00 | C00069.00 | C00070.20 | C00070.40 | C00070.42 | C00070.44 | C00070.46 | C00070.48 |
| Age of mother at birth of child | * | * | * | * | * | * | * | C00070.00 |
| Age of mother at date of interview | C00365.00 | C00377.00 | C00382.30 | C00382.32 | C00382.34 | C00382.35 | C00382.36 | C00382.37 |
| Race of child (mother's racial/ethnic cohort in screener) | * | * | * | * | * | * | * | C00053.00 |
| Sex of child | * | * | * | * | * | * | * | C00054.00 |
| Date of birth of child (month, day, year) | * | * | * | * | * | * | * | C00055-57 |
| Birth order of child | * | * | * | * | * | * | * | C00058.00 |
| Interview status of child | | | | | | | | C00115.07 |
| Does child have a Child Supplement record | | | | | | | | C00115.10 |
| Does child have a Mother Supplement record | | | | | | | | C00115.11 |
| Does child 10-14 years old have a CSAS record | | | | | | | | C00115.12 |
| Is child eligible for a Young Adult interview this round | | | | | | | | C00112.06 |
| Usual residence of child | C00078.00 | C00080.00 | C00080.20 | C00080.40 | C00080.42 | C00080.43 | C00080.44 | C00080.45 |
| Highest grade completed by mother as of current interview | C00599.00 | C00611.00 | C00611.12 | C00611.16 | C00611.20 | C00611.22 | C00611.24 | C00611.26 |
| Number of household members in household of mother | C01123.00 | C01177.00 | C01242.00 | C01276.01 | C01279.01 | C01280.01 | C19864.00 | C24924.00 |
| Number of children of mother in HH of mother | C01143.00 | C01198.00 | C01262.00 | C01276.21 | C01279.21 | C01280.21 | C19883.00 | C24943.00 |
| Is spouse of mother present in household of mother | C01117.00 | C01200.00 | C01264.00 | C01276.23 | C01279.23 | C01280.23 | C19885.00 | C24945.00 |
| Is partner of mother present in household of mother | C01119.00 | C01202.00 | C01267.00 | C01276.26 | C01279.26 | C01280.26 | C19888.00 | C24948.00 |
| Does father of child (living in HH) live in this household | C00091.00 | C00097.00 | C00102.00 | C00107.00 | C00111.12 | C00111.17 | C00111.22 | C00111.27 |
| Week # of child birthdate from 1/1/78 to current interview | * | * | * | * | * | * | * | C02700.00 |
| First survey year of mother after date of birth of child | * | * | * | * | * | * | * | C00052.00 |
| Child sampling weight | C05812.00 | C08007.00 | C09999.00 | C11999.00 | C15089.00 | C15658.00 | C18012.00 | C24955.00 |
| Mother sampling weight, 1979 (Youth Ref # R02161.) | * | * | * | * | * | * | * | C00700.04 |
| Mother sample ID code (Youth Ref # R01736.) | * | * | * | * | * | * | * | C00700.01 |

NOTE: This table displays a small subset of the total number of variables on the NLSY79 Child & YA files.

* These variables are updated as of the current survey point and therefore maintain the same reference number in each data release.

CS = Child Supplement, MS = Mother Supplement

Age & Demographics

A number of child background variables are provided in the child data files that designate each child's date of birth, birth order, sex, and mother's race. This series of variables is updated in each release to reflect information for all children as of the current survey point, including children who have become young adults. These key variables, assigned to the CHILD BACKGROUND area of interest, are updated to incorporate children born since the last interview. The demographic information is also reviewed in light of mother updates from the main Youth file. Included in this series is an indication of the child's usual residence at the time of the mother's survey. From 1979-1981 and in 1983 and 1985 the child's residence status is based on reports from the mother's household roster. In all other years, child residence information is derived from the child-specific questions on "with whom the child usually lives" in the Fertility section of the main Youth questionnaire. This set of variables also includes a variable that can be used for linking child events with information linked to the mother's survey date:

C0052. 1st SURVEY YEAR OF MOTHER FOLLOWING DATE OF BIRTH OF CHILD

Age of child. The NLSY79 Child Data Files contain a variety of age-related variables specific to a birth date as well as to the child's age at various developmental or interview points, e.g., 'Age of Child at Interview Date of Mother,' 'Age of Child at Child Assessment Date,' 'PPVT Age of Child at Child Assessment Date.'" Table 2.5 presents reference numbers for some of the more commonly used child age variables. Area of interest locations for some common age and date of birth variables include the ASSESSMENT files (child's PPVT age variables) and PRE/POST NATAL (child age in weeks formula feeding data).

Users should exercise caution when applying age variables in conjunction with the child assessment data. Some *unedited* child date of birth and age variables appear in the CHILD SUPPLEMENT and MOTHER SUPPLEMENT areas of interest. These items, not available for all children, appear exactly as recorded in the field. Users are generally discouraged from using these items as reported directly from the questionnaires and instead are urged to rely on the child age variables found in the CHILD BACKGROUND area of interest.

Most of the child assessments are designed to be administered to select age groups of children. For example, Part D of the Motor and Social Development Scale is intended for children 10–12 months of age, while PIAT Math is administered to children whose PPVT age is 5 years or older. Since assessment dates are not always the same for the child and the mother supplements, users should apply the age variable specific to the supplement that was used to administer the particular assessment. In 2000 this issue becomes somewhat more complex in that two assessments (the HOME and Temperament) are administered in the Child CAPI Supplement for children under age 4. In prior years it would have been advisable to use the Mother Supplement age at assessment for these two measures, but in 2000 the CS age is more appropriate for children under age 4.

Information on a child's date of birth from the *Children's Record Form (CRF)*, an instrument used with the main NLSY79 until recent rounds, was the source of birth date information for the *Child Supplements*. Beginning in 1988, a *Child Face Sheet* was introduced as an aid to interviewers in the calculation of child ages. This instrument contained a preprinted child birth date or a place for the interviewer to record the child's date of birth from Part A of the *CRF* and provided a place for calculating child age and PPVT age in reference to the *Child Supplement* interview date. This paper *Face Sheet* was replaced in 1994 by a CAPI feature that computed child age so that interviewers could anticipate which assessments would be administered.

A child's birth date may occasionally be altered on the basis of new information received from the mother in conjunction with the internal evaluation procedures carried out at CHRR. Thus, in a small number of cases, date of birth and child age information may not be completely consistent across all survey rounds. Appendix 5-NLSY79 Supplemental Fertility File Documentation, in the *NLSY79 Codebook Supplement*, discusses cases in which child birth dates were edited.

Age of mother at child's birth. The child file contains a key age variable that indicates the age of the mother in relationship to each of her children: "Age of Mother at Birth of Child." (Table 1.2 depicts the distribution of the age of the child by the age of the mother at the birth of the child.) This maternal age variable is assigned to the CHILD BACKGROUND area of interest. A constructed variable that indicates, for each main Youth survey year, the age of the mother at the birth of her *first child* can be found in the

FERTILITY & RELATIONSHIPS area of interest in the main Youth file and can be linked to the child file by case ID.

Child Activities

Unless indicated otherwise, the items about activities addressed to children 10 and older are assigned to the CHILD SELF-ADMINISTERED SUPPLEMENT area of interest.

After school and summer. Beginning with the 1988 child survey, children age 10 and older are asked to enumerate the kinds of activities they engage in after school. They are also asked where they go after school, including home, another person's home, community or sports facility, job, mall or after school facility. Children 10-14 are also asked about their activities on a typical summer day.

Computer use. Starting with the 1994 survey round, children age 10 and older are asked a series of questions on their access to a computer at home and at school, and the extent of their computer use. They are asked whether they use a computer to do school work, write papers, correspond, play games and other recreational uses, access the internet, or search for information. The children are asked who helped them learn how to learn computers and whether they themselves have had any special training. Questions about computer use related to work, asked in the YA self-report series, are *not* asked of children under age 15. Young Adults are asked about accessing the internet while children 10-14 are asked about "surfing the net" and access to "bulletin boards." The child computer questions are assigned to the CHILD SELF-ADMINISTERED SUPPLEMENT area of interest.

Friends and dating. In all survey rounds except 1986, children 10 and older have been asked about their friendships, whether they feel lonely, and how much pressure they feel from friends to engage in anti-social behavior. They are asked how often (if ever) they go out on dates, at what age they started, and whether there are any rules in the family about dating. If there are rules, they indicate how much say they have in making such rules and whether they argue with their parents about dating or parties. Children completing the Child Self Administered Supplement are asked to express the degree to which they agree with this statement: "It is ok for a girl to ask a boy for a date." The pattern of administration by survey year for these items on friendship and dating can be found in Appendix H: Content of the

Child Surveys. Questions about dating are asked in greater detail once the child becomes part of the Young Adult cohort.

TV viewing. Questions on television viewing are posed to mothers for each of her children of all ages in the HOME sections of the Child and Mother Supplements. Mothers report the number of hours each child watches TV, the number of hours the TV is on in the home, and for children 3 and older, the amount of TV viewing on a typical weekday as well as each weekend day. Children age 10 and older also indicate how much time they spend watching TV on a typical weekday, typical Saturday, and typical Sunday. Children 10 and older also report about family rules governing TV viewing and how much they share with their parents about what they watch.

Selected questions on TV viewing are included in the computation of the HOME scores, but in different ways according to the age of the child. For children ages 3-5 a question estimating the number of hours the TV is on is used in the total HOME score and emotional support subscale score. The total and cognitive stimulation HOME scores for children ages 6 and older only include the single TV question about whether the child discusses programs. These mother-report items as documented for the 2000 survey round are listed below and can be found in the CHILD and MOTHER SUPPLEMENT areas of interest, depending on the age of the child. The recoded items, actually used in scoring the HOME, are listed here:

- C25088. (RC1B7) RECODE: HOME B (3-5 YRS): NUMBER OF HOURS PER DAY TV IS ON IN HOME
- C25120. (RC1C20) RECODE: HOME C (6-9 YRS): DO PARENTS DISCUSS TV PROGRAMS WITH CHILD
- C25147. (RC1D19) RECODE: HOME D (10-14 YRS): DO PARENTS DISCUSS TV PROGRAMS WITH CHILD

Two items related to TV in the child assessment files are incorporated into the computation of the Temperament scales for children ages 4 to 6 years: (1) how often child turns off the TV with no protest (Question MS3-05 in 2000) and (2) how often child obeys when told to turn off the TV (question MS3-06 in 2000). These two items are assigned to the MOTHER SUPPLEMENT areas of interest.

Volunteer and community service. Children ages 10 and older have been asked, starting with the 1994 survey, about volunteer work or community service after school. These questions, in the CHILD SELF-ADMINISTERED SUPPLEMENT, had only two response

choices of “yes” or “no” through 1996. In 1998 they were converted from a dichotomous format to gauge the frequency with which the children perform volunteer activities.

Starting in 1996 in the Child Supplement, school-agers are asked to estimate how often either parent volunteers at their school. Mothers of school age children are also asked about parent volunteer activities related to the child’s classroom or school. Through 1998 the questions about school involvement that are addressed to mothers are found in the MOTHER SUPPLEMENT area of interest. In 2000 these items are in the CHILD SUPPLEMENT area of interest. Young adults answer a series of questions about community service in the young adult questionnaire.

Work for pay. Children 10-14 are asked if they do any work for pay, not counting jobs around the house. They list the kinds of jobs and the amount they work and usually earn in a week. In 1990 and 1992 children simply answered whether they worked or not. In 1994 children who worked for pay chose from a short list of employment categories. The code categories on this question series have been expanded, starting in 1996, to include babysitting, house cleaning, paper route, yard work for neighbors, house-sitting, fast food work, farm work, clerk or office work, pet care, and construction.

Child Alcohol Use - Drinking

The child survey includes several questions for children ages 10 and older on alcohol consumption. Introduced in 1988, this series asks whether they have ever consumed alcohol, whether they drank in the past three months, their age at first use, and the number of times in the past year they got drunk. Table 2.6 provides the child reference numbers of the alcohol use questions asked of the NLSY79 Children. The pattern of administration of these questions on drinking can be found in Appendix H: Content of the Child Surveys.

Table 2.6. NSY79 Child: Alcohol Use Questions for Children Ages 10 and Older, 1988–2000

| Year | Eligible ages | Reference number |
|------|---------------|------------------|
| 1988 | 10 and older | C07325.–C07336. |
| 1990 | 10 and older | C09442.–C09453. |
| 1992 | 10 and older | C11396.–C11407. |
| 1994 | 10–14 | C13692.–C13713. |
| 1996 | 10–14 | C15915.–C15936. |
| 1998 | 10–14 | C19321.–C19356. |
| 2000 | 10–14 | C22176.–C22211. |

CHRR adapted forms of the NLSY79 main alcohol questions for the 1988 Child survey for 10 and older. NIAAA was involved in the development of many of the Youth alcohol items. Questions from past NHIS surveys were also incorporated that asked respondents:

- whether they had ever consumed alcohol,
- whether they had consumed alcohol in the past three months,
- their age at first use, and
- the number of times in the past year the child had gotten drunk.

In designing the alcohol (and related deviant behavior and substance use) CHRR staff were advised by NIDA staff, including James Colliver and Andrea Kopstein, Survey and Analysis Branch, Division of Epidemiology and Prevention Research, SAMHSA, and Lloyd D. Johnston. In choosing the question format for the older children instruments, the following studies were reviewed: (1) National Youth Survey (NYS) conducted in 1976, 1977, 1978, 1979, 1980, 1983, and 1987 and sponsored by the National Institute of Mental Health; (2) the National Household Survey of Drug Abuse (NHSDA), sponsored by the Office of Applied Studies at the Substance Abuse and Mental Health Services Administration; and (3) the school-based Youth Behavior Risk Surveys (YSRB), conducted every two years starting in 1991, and sponsored by the CDC.

Beginning in 1994, when the NLSY79 children ages 15 and older moved into the young adult cohort, a more extensive sequence about alcohol use was introduced. This series about alcohol use has some questions adapted from the CSAS design but most of the young adult questions more closely resemble the main NLSY79 alcohol use questions. See Chapter 3 for the young adult questionnaire content.

Child Attitudes

The NLSY79 Child surveys contain a range of attitude information from both the child's and mother's perspective. For the younger children (not young adults) these questions are administered primarily in the Child Self-Administered Self-report (CSAS) booklet, completed by children 10 years of age and older. Mothers also report on their children's attitudes and prospects. Mother-report items have, from 1988 to 1998, been asked in the Family & Schooling section of the Mother Supplement. In 2000 the more sensitive items were moved into the Computer Assisted Self-Interview (CASI) portion of the Child CAPI Supplement that is directed to the mother. She responds, in CASI format if preferred, to questions that ask her to think about how things are going in her child's life and to rate (1) how much trouble it has been to bring up this child, (2) the child's health, (3) the child's relationships with friends, siblings, and with her, (4) and her child's feelings about him or herself.

Each round of the NLSY79 Young Adult survey includes a questionnaire section devoted to attitudes. The details of these young adult items are explained in Chapter 3, which also contains an overview of comparables scales addressed to NLSY79 mothers (Table 3.6). Readers who are not experienced with the NLSY79 mother data will find that main Youth respondents have been administered several scales, a number of which parallel those administered in the Child and Young Adult Surveys, such as the Rotter, the Rosenberg Self-Esteem Scale, sociability and Pearlin Mastery Scales, neighborhood quality, attitudes toward women working (family attitudes), and the CES-D. More information about the attitude scales in the main Youth for NLSY79 mothers can be found in Chapter 4 of the *NLSY79 User's Guide*.

Gender roles. Children 10-14 respond to a series of questions on whether girls should be treated differently than boys. This scale appears in the Child Self-Administered Supplement (CSAS).

Risk behavior. The NLSY79 Child Administered Supplement (CSAS) asks about the child's attitude toward risky behaviors and planning for the future. The six CSAS (Q.49) ratings of propensity for risk taking ("feelings toward yourself") items were taken from Section F. (Social-Psychology) of the American Teenage Study, which contains 25 items that were intended to create at least 3 distinct scales.

Expectations & Aspirations. NLSY79 Children have been asked a repeat question series about when they expect to marry and when they expect to have children. Mothers of children who are at least school age are asked to rate each child's prospects for the future and to estimate how far they think their child will go in school. Through 1998 these questions, posed in the Mother Supplement, were assigned to the MOTHER SUPPLEMENT areas of interest. These questions, which were moved to the Child CAPI Supplement in the 2000 survey round, can be found in the CHILD SUPPLEMENT 2000 area of interest. Young Adults have also been asked about expectations at age 35 and prospects for separation and divorce (see Chapter 3).

Neighborhood Safety. In 1992 a question was added to the Child Self-Administered Supplement for children 10 and older about how safe they felt walking and playing in their neighborhood. That same year mothers were first asked to rate their neighborhood as a place to raise children. They were also asked to assess the quality of the neighborhood on a number of dimensions, similar to those also addressed to young adults starting in 1994. The NLSY79 neighborhood quality series, which was continued through the 2000 survey round, is taken from the National Commission on Children Parent & Child Study, 1990 Parent Questionnaire, p.7 (V32, V34-V41).

Child Care

A range of both cross-sectional (past four weeks) and retrospective childcare information is available in the NLSY79. The mother-report child care sections from the main NLSY79 surveys provide the types of current child care arrangements used for each child in the household, the overall family expenditure for current care, and a retrospective of child care experiences during the first three years of life for all children (of at least 1 year of age) born to the respondent. Only the retrospective information about the first three years of each child's life appears on the Child files. The other cross sectional childcare information can be extracted from the main Youth files and merged.

The child-based childcare variables that are assigned to the CHILD CARE area of interest (child reference numbers C03564. -C03590.) provide a cumulative updated profile of the childcare experiences in the first three years of life for children of at least one year of age. (While child care information was not collected in the 1990 main Youth survey round it was

updated in 1992, and in subsequent rounds for mothers not interviewed in 1992.) Note that children who were less than three years old at the date of the current main Youth survey will not have a complete 3-year child care retrospective for the first three years of life until the next release of the Child data.

Child care information in the 1984 and 1985 NLSY main Youth surveys describes child care arrangements used in the past four weeks for the youngest child by parents who were either employed, in school, or in training at the survey date. Location and type of primary and secondary care, hours of use, nature of payment and grandmother care are reported in 1984. Location, type, payment, detail on group arrangements, and hypothetical care are available for 1985. In both years, respondents who are not currently employed but who have an employed spouse report limited information on location and type of care. The retrospective information collected in 1986 and the current childcare information collected between 1984 and 1988 relate to different universes of children and utilize different childcare definitions. These distinctions are clarified further in the topical section titled “Child Care” in the current *NLSY79 User’s Guide*. Additional childcare information was also collected in the 1982 and 1983 main NLSY79 surveys. The childcare data from these two years can be found on the NLSY79 main Youth file.

Users are reminded that the child-based variables drawn from the mother’s retrospective childcare record have no noninterview values assigned. Since the variables reference each child the inputs do not necessarily come from any one interview year.

Family Background

Age of mother. The child file contains two variables that indicate the age of the mother in relationship to her child, e.g., ‘Age of Mother at Birth of Child,’ ‘Age of Mother at Birth of 1st Child.’ The creation procedures for age of mother variables present on the NLSY79 Child File are based on the mother’s 1979 NLSY79 date of birth. (Table 1.2 depicts the distribution of the age of the child by the age of the mother at the birth of the child.) The variables that indicate the age of the mother at each interview date are assigned to the FAMILY BACKGROUND area of interest while the “Age of Mother at Birth of Child” variable is found in CHILD BACKGROUND.

Mother's sample ID & sampling weight. Two key variables from the mother's main Youth record appear in the FAMILY BACKGROUND area of interest: (1) the mother's original sample identification category (whether she was in one of the cross-sectional samples or special oversamples) and (2) her 1979 sampling weight. Individual case weights are assigned for each year so that group population estimates can be produced when using tabulations. The assignment of individual respondent weights involves various types of adjustment, with additional considerations necessary for weighting of NLSY79 Child data. For information on the construction and use of the NLSY79 sampling weights, consult Chapter 2 of the *NLSY79 User's Guide*. Details on the nature of the original NLSY79 sample identification code for the main Youth respondents can also be found in the *NLSY79 User's Guide* (S24Q01, R01736.).

Family Education & Competence. This series of variables describes the educational background of the child's mother at each of the mother's interview dates. Maternal enrollment status and highest grade completed by the mother at each date of interview are constructed for each main Youth survey round and assigned to the FAMILY BACKGROUND area of interest. Variables that summarize the education of the mother's spouse or partner as well as the other adult members of the household are discussed below with the MATERNAL HOUSEHOLD COMPOSITION variables. Table 2.5 only includes key variables related to the child survey rounds starting with 1986. There are several cross-sectional variables in the child data files that are based on the mother's history from her interviews *prior* to 1986 (the first child assessment year) and for "non-child" survey years since 1986.

Maternal Household Composition. Since the children eligible for interview in the survey are living at least part-time with their mothers, the mother's main Youth household record is used to describe the cross-sectional composition of the child's household. Constructed cross-sectional variables describe the people living in the child's mother's household in each survey round. Variables include number of family members, family units, children and adults present at date of interview. The family unit includes members related by blood, marriage, or adoption who share the same household. The household unit additionally includes others living in the same residence as the respondent. There are also indicators of whether a spouse, partner, mother, or father of the child's mother is present as well as the

number of household members present in various age ranges. These household and family variables are created from the yearly household enumeration roster. As this information is provided for all survey dates, some variables describe the composition of the mother's household prior to the birth of a particular child. Variables referring to whether a spouse or partner is present in the household are based strictly on the main Youth household record, not on the marital section of the main Youth questionnaire. The "0" or "no" category for the "spouse present" variables in this series includes responses from both ever married and never married mothers. The variables describing the number of children of the mother are based on a count of biological, adopted and stepchildren in the total. They are *not* limited to children born to the mother.

Religion. Starting with the 1988 Child survey, children ages 10 and older are asked their religious affiliation and how often they attend religious services. They are also asked if they usually attend with their parents, if they would attend without their parents, whether many of their friends attend services, and the extent to which their friends attend the same services. In 1998 the format for the affiliation question was changed to a code-all (or mark-all) format that allowed multiple choices. The "other" verbatim responses were recoded into existing categories wherever possible and other categories added to capture responses that did not match the choices offered.

Siblings and aunts. Some respondents in the original NLSY79 sample were related either by marriage or family. A series of identification codes is included in the child file that identifies the child siblings and the interviewed spouse and sisters of the mother if they were part of the original NLSY79 sample selected in 1979. The sibling identification codes (CSIBID01-09), the mother's spouse ID (SPOUSEID) and the mother's sisters IDs (SISTID1-SISTID4) are assigned to the CHILD BACKGROUND area of interest.

Health

The child survey has regularly collected a range of detailed information on each child's current health conditions and health history. Table 4.4 gives an overview of the types of reports of physical development, and mental health asked over the survey rounds for children and young adults.

Accidents & Injuries. Questions about child accidents and injuries were asked beginning with the 1988 survey. Mothers report: 1) whether the child had an accident in the past 12 months that required medical attention, and 2) whether the child ever had an accident (not necessarily in the past 12 months) requiring hospitalization. If the mother answers yes to either of these questions, she is asked the specific month and year of the three most recent accidents. The way that these questions have been framed means that information is available for varying time periods for different children. Some researchers interested in linking these events with maternal work history have organized the data into quarters to deal with the seasonal patterns in accident rates (Currie and Hotz, 2001). The NHIS series on accidents and injuries was the source of the NLSY79 child questions (see above).

Birth Histories. On a regular basis, the NLSY79 has collected pre- and postnatal care information from the sample women as they became mothers. Fertility questions in the main Youth interview ask about all pregnancies/live births, a cumulative inventory of all children reported, and contraceptive methods used. NLSY79 mothers report on their health and behavior during each pregnancy. Pre- and postnatal practices are detailed below under “Prenatal and infant care.”

Handedness. Beginning in 1996, the mother answers several questions about whether the child is right- or left-handed. These questions are assigned to the CHILD SUPPLEMENT area of interest. The Motor and Social Development assessment also contains a number of related items related to when the child held an object in one hand. Handedness questions can also be found in the Young Adult HEALTH area of interest.

Health Care Access/Medical Visits. Details concerning use of the medical system include the presence, number, and type of accidents, injuries, or illnesses requiring medical attention in the past 12 months; hospitalization history in the past 24 months; timing of last routine health and dental checkups; and coverage by and type of health insurance. The health services questions are featured in the Child Core of the National Health Interview Survey (NHIS).

Health Insurance. From the first Child survey in 1986, mothers have been asked in the CHILD SUPPLEMENT whether each child is covered by health insurance, not including public assistance, provided either by an employer or by an individual plan. They are also asked whether Medicaid covers each child’s health care. Starting in 1994, mothers of young

adult children in the household are asked this same set of questions in the fertility section of the main Youth questionnaire. These items are assigned to the BIRTH RECORD areas of interest in the main Youth file and can be linked to specific children by use of the child ID. There are also limited questions about the respondent's health plan related to children in the HEALTH area of interest of the main Youth file. The child health insurance questions are currently in the Family Section of the National Health Interview Survey (NHIS).

Health assessments. The child assessment data collection includes a number of questions and scales designed to capture child health information and to measure the child's temperament, motor and social development, and behavior problems. This information is obtained from the mother. The How My Child Usually Acts/Temperament scale forms a measure of temperament or behavioral style over the past two-week period for each child under age seven. The Motor and Social Development Scale measures motor-social-cognitive development for children under age four. The Behavior Problems Index elicits mother ratings of children four years of age or older in areas of problem behavior such as hyperactivity, anxiety, dependency, aggressiveness, and peer conflict. These child health assessments were originally all in the paper self-administered booklet called the Mother Supplement. In 2000 the questions related to Temperament, Motor & Social Development were moved to CAPI format and administered in the Child Supplement. Data items related to the individual assessment responses are therefore found in the MOTHER SUPPLEMENT areas of interest for 1986-1998 and in both the CHILD SUPPLEMENT and MOTHER SUPPLEMENT areas of interest in 2000.

Health conditions. The mother is asked to report on the child's health history and medical treatment in the last twelve months. The National Health Interview Survey (NHIS) was the principal source for various NLSY79 child health questions. The limiting conditions questions are featured in the NHIS Child Core. (The NHIS is a multi-purpose health survey conducted by the National Center for Health Statistics [NCHS], Centers for Disease Control and Prevention [CDC], and is the principal source of information on the health of the civilian, noninstitutionalized, household population of the United States.) The questions on limiting health conditions can also be found in the NHES Parent questionnaire section on family involvement in education (i.e., PJ3. Does CHILD have any physical, emotional, or mental

condition that limits or interferes with his/her ability to do regular schoolwork? To take part in sports, games, or other activities with children his/her age?).

Height and weight. The child's height and weight at the time of interview are measured either by the interviewer or recorded as reported by the mother.

Immunization. In the fertility section of the 1986-1990 main Youth questionnaire, mothers were asked to report on the types of shots administered to each child. Users should note that only the subset of immunization questions (DPT/oral polio and measles) most comparable across these survey years is included in the Child file. The questions used to construct the immunization variables were not asked after 1990 and therefore children born since that time have been assigned a missing value on these variables. The NLSY79 child series on shots is in the Immunizations section of the National Health Interview Survey (NHIS).

Menses. Starting with the first child survey year, mothers are asked about whether their daughter has started menstruation and the date and age of menses.

Mental Health. At each survey point the mother is asked whether in the past 12 months her child has been referred for professional assistance with a behavioral, emotional, or mental problem or made any visits to a psychiatrist, psychologist, or counselor. She is also asked about use of medication to control the child's activity level or behavior. Comparable questions continue to be asked of the young adults, allowing researchers the opportunity to continue examining health issues into adulthood.

Prenatal and infant care. Maternal prenatal care information and health-related characteristics are provided on the NLSY79 Child and Young Adult file. Information derived from mother reports in the fertility section of the main NLSY79 youth questionnaire is linked to each individual biological child. The following information is available for most children in the file: prenatal doctor visits, maternal alcohol/cigarette/drug use during pregnancy, other prenatal behaviors (vitamin intake, salt intake, etc.); amniocentesis, ultrasound performed; was child born early or late; cesarean birth; mother's weight gain during pregnancy; child's birth size; length of hospital stay; well baby/sick baby health care in first year; was child breast fed; other infant feeding practices. The child pre and postnatal data are assigned to the PRE/POST NATAL area of interest in the data files.

Users who attempt in-depth analyses based on the pregnancy and postnatal information should review the Fertility Section of the main Youth questionnaire to see when certain questions were asked for specific children of specific ages. For example, while birth weight was reported in 1983 for all children born as of that date, certain feeding questions were applicable only to a subset of children. Feeding questions about solid foods, which may have been inappropriate for an infant in 1983, were updated in 1984 or 1985, depending on the developmental stage of the child at each interview date. Also, unlike the series of child illness questions asked of the mother starting in the 1984, the 1983 interview schedule refers to illnesses experienced by the youngest child in the first year only if the child had been hospitalized (see Section 10, Q. 40A and B, pages 10-105 of the 1983 NLS main Youth questionnaire). Users interested in maternal and child health information related to pregnancy and birth in the NLSY79 should consult the report by Mott and Quinlan (1991) available at no charge from CHRR.

Maternal Employment

Each release of the Child data contains an updated series of quarterly employment variables that describes the mother's work history from one year prior to each child's date of birth up through the first five years following the birth (or the mother's most recent interview date). These variables are measured in 13-week intervals and are constructed from the main Youth work history data file that provides a weekly record of the labor force activity of each respondent from January 1, 1978, through the current survey date.

The following child-specific work history variables are constructed for up to 24 quarters in the child's life: weeks and hours worked; number of jobs held; number of weeks in the military; hours, occupation, industry, and pay at main job; earnings at all jobs. The first five variables in the series refer to all jobs held by a mother, and the next set provides details on the duration and nature of the "main" job in each quarter, defined as the job at which the mother worked the most hours. Only the 13-week intervals of a child's life that are complete within the 1978-2000 time frame receive valid values. Children born prior to 1/1/1978 can be identified by a value of "0" on C2700., "WEEK # OF DATE OF BIRTH OF CHILD FROM 1/1/78 TO CURRENT DATE OF INTERVIEW." This variable is included for users who wish to link the child's birth date with other event on the main file. The complete set of

quarterly maternal employment variables is assigned to the MATERNAL WORK HISTORY area of interest. Users interested in greater detail on the NLSY79 work history data should consult the *NLSY79 User's Guide* at <http://www.bls.gov/nls/79guide/nls79usg.htm>.

Parenting

A number of items are used in the Child surveys that are designed to measure aspects of the relationship of parents and children. Drawing on other studies in which scales of parent-child interaction and parenting were used, the Child survey introduced in 1994 the following types of measures: (1) parental monitoring, (2) emotional relationship with parents, (3) parent-child interaction in discussion and activities, and (4) child perception of the degree of parent involvement. Details on the parenting items found in the survey are outlined in Table 2.7, which is adapted from a study based on the NLSY79 Child data (Joshi et al., 1998). While several of these items are asked as part of the HOME sections of the questionnaire, many of them are *not* included as part of the HOME scale.

Table 2.7. Parenting Items in the NLSY79 Child 1994-2000

| Variable | Question(s) |
|--|---|
| 1. Engagement in Parent-Child Activities <i>a. Monthly Activities</i> (Child rating) | Within the last month have you and your parent(s)... (Yes/No) <ul style="list-style-type: none"> • Gone to the movies together • Gone out to dinner • Gone shopping to get something for you, such as clothes, books, records, or games • Gone on an outing together, like to a museum or sporting event • Gone to church or religious services together |
| <i>b. Weekly Activities</i> (Child rating) | Within the last week have you and your parent(s)... (Yes/No) <ul style="list-style-type: none"> • Done things together such as build or make things, cook, or sew • Worked on schoolwork together • Played a game or a sport |
| 2. Ratings of Parental Time/Involvement <i>a. Amount of Time</i> (Child rating) | Please think about the time you spend with each of your parents. Do you think your parents spend enough time with you? (Spends enough time with me, wish s/he spent more time with me, spends too much time with me) |
| <i>b. Miss Activities that Are Important</i> (Child rating) | About how often does each parent miss the events or activities that are important to you? (Misses events a lot, sometimes misses events, almost never misses events) |
| 3. Parent-Child Discussions <i>a. Talk Over Decisions</i> (Child rating) | How often does each of your parents talk over important decisions with you? (Often, sometimes, hardly ever) |
| <i>b. Listen to Children in Discussions</i> (Child rating) | How often does each of your parents listen to your side of an argument? (Often, sometimes, hardly ever) |
| <i>c. Ability to Discuss Things</i> (Child rating) | How well do you and each of your parents share ideas or talk about things that really matter? (Extremely well, quite well, fairly well, not very well) |
| 4. Parental Monitoring <i>a. Parents Knowledge of Where Children Are</i> (Child rating) | About how often does each parent know who you are with when you're not home? (Often, sometimes, hardly ever) |
| <i>b. Parents Knowledge of Where Children Are</i> (Mother rating) | About how often do you know who your child is with when s/he is not at home? Would you say you know who s/he is with ... (All of the time, most of the time, some of time, only rarely) |
| 5. Emotional Relationship with Parents <i>a. Feelings of Closeness to Parents</i> (Child rating) | How close do you feel to each of your parents? (Extremely close, quite close, fairly close, not very close) |
| <i>b. Feelings of Closeness to Parents</i> (Mother rating) | How close does your child feel toward you? (Extremely close, quite close, fairly close, not at all close) |

NOTE: All questions asked of children age 10-14 in the Child Self-Administered Supplement (CSAS), except for the mother rating of child's emotional relationship with parents (5b above). This question is administered in the Mother Supplement from 1994-1998 and in the Child Supplement in 2000. Table adapted from Joshi et al., 1998.

Child discipline. A series of items related to child discipline are addressed to the mother in the HOME sections of the Mother Supplement. These items, derived from the National Survey of Families and Households (NSFH; 1988, M306, Q.306), ask: "Sometimes children behave well and sometimes they don't. Have you had to spank (CHILD) when (he/she) behaved badly in the past week?" The following questions are also used in the

NSFH (1882-1883 M307, Q.307): “About how many times have you had to spank (CHILD) in the past week? (NSFH/1 October 88 Page M-186).

Father presence and contact. In the main Youth interview, the mother reports, for each child, whether the child’s father is living in the household, and if not, the frequency of contact, the distance of his residence, and when he left the household or died if not living. These questions are asked in the Fertility section of the main Youth questionnaire. Users should note that, due to an oversight, the parent presence/visitation question (Q.19) in the 1991 main Youth Fertility section was only asked about children born since the last interview. The documentation currently describes these items as follows:

R35564.00 FATHER/MOTHER OF 1ST CHILD LIVE IN HOUSEHOLD? 91 INT
R35570.00 FATHER/MOTHER OF 2ND CHILD LIVE IN HOUSEHOLD? 91 INT
R35576.00 FATHER/MOTHER OF 3RD CHILD LIVE IN HOUSEHOLD? 91 INT

The restriction in 1991 on the universe of children means that there is incomplete data for “Does parent of child live in HH” for all children for all years. If the mother was interviewed subsequent to 1991, information for those children may potentially be recovered based on reports of when he left/died (if not living). Comparing those dates with the 1991 interview date should allow the user to determine, in most cases, whether a given child’s other parent was in the household at the time of the 1991 interview. Data loss would occur primarily for children who have a father who moves in and out of the household repeatedly. Users are reminded that rather than an event history, the father-child contact information is an indication of his residence situation at the time of the mother’s interview.

Family rules. The questions on family rules that were introduced in the 1988 NLSY79 Child survey round were adapted from the National Survey of Children, Wave 2 1980. Users interested in details on this survey and its content are directed to Child Trends: <<http://www.childtrends.org>>. Questions about family rules are answered by NLSY79 children ages 10-14 in the Child Self-Administered Supplement (CSAS). With the exception of variations in response choices, the following questions were taken directly from the National Survey of Children, Wave 2 (Spring 1981), Section C: Child Questionnaire, items 58-61: CSAS questions 3a-3d (child expected to help around house), Q.4a-4d (existence of rules about watching TV, parent knowledge of child's whereabouts, homework, and dating),

Q.5 (how much say child has in the previous rules), and Q.6 (how often child and parents argue about the rules). The differences in response choice scoring are as follows:

NLSY79 1988 CSAS Q.3a-d (expected help around house) and Q.4a-d (rules) are scored 1=yes, 0=no; NSC items 58a-d and 59a-d are scored 1=yes, 2=no.

NLSY79 1988 CSAS Q.5 (say in rules) was scored on a 4-point scale and presented in order of 4=a lot of say to 1=no say at all. This was a simple reversal of the NSC scoring for the same question (item 60, also a 4-point scale) presented in order of 1=a lot of say to 4=no say at all.

NLSY79 1988 CSAS Q.6 (argue about rules) was scored (3-point scale) 1=hardly ever, 2=sometimes, 3=frequently. This represented somewhat more of a change from the NSC item 61 (3-point scale) 1=frequently, 2=occasionally, 3=hardly ever.

In 1990, a change was made to CSAS items 5 and 6. Rather than two global questions about the child's influence and arguments with parents about rules, CSAS items 5 and 6 were expanded to Q.5a-5d and Q.6a-6d. The updated items inquired specifically about each of the four categories of rules asked about in Q.4a-4d. The response choices for the expanded items were kept consistent with previous scoring.

In the 1988-1994 CSAS (and the corresponding NSC wave 2 item), a conditional skip follows question 4d. If child answered "no" to all four items 4a-4d (i.e., the child reported none of the four categories of rules were in force in the household), the question flow skips over items 5 (child's say in the rules), and 6 (arguments about the rules). This skip was dropped from the CSAS beginning in 1996.

Child "moods" and depression. The depression or child "moods" items in the NLSY79 Child CSAS questionnaire came from the National Commission on Children, Parent & Child Study. The specific source for these questions can be found in the 1990 NCC Parent & Child Final Questionnaire and Codebook for Children, question V432. (Several other parent-child interaction questions in the CSAS were also drawn from this instrument: V322, V323, V339, V307 for example on spending time with each parent, parent missing activities, peer pressure.)

Parent-child interaction. The questions on parent-child interactions that were introduced into the NLSY79 Child survey in 1996 were developed with the assistance of Robert Emery, University of Virginia. Three of the parental agreement items were derived from scales developed in the Stanford Divorce Study that measure (1) How often do your

parents get along well, (2) How often do they agree about rules, and (3) How often do your parents argue (Buchanan, Maccoby, & Dornbusch, 1991). The other parental agreement items were taken from instruments prepared for The 1991 American Teenage Survey, a large-scale survey of adolescent sexual behavior. A study using the NLSY79 child parent-child interaction items indicates that parent-child discussions and arguments can be used to discriminate self-esteem and problem behavior trajectories (Bailey, 1996; Carlson, 1998).

Schooling

The NLSY79 Child surveys contain schooling information, linked to each child, for: (1) children assessed during each child survey year, (2) NLSY79 mothers, and (3) members of the mother's household such as spouse, partner, or other adult household members. The types of schooling information available for young adults and their partner or spouse are discussed in Chapter 3. The Child schooling items added in 1996 were drawn primarily from the 1988 National Education Longitudinal Study (NELS88). These questions on parent involvement, teacher style, and classroom practices are addressed directly to children ages 6 and older in 1996-1998 and to children ages 8 and older in 2000.

Enrollment and grade. Current school enrollment and grade information is collected at each survey point for children ages four years or older. Grade information is gathered for those children currently attending and, if not currently attending, for those who have ever attended regular school.

Preschool and Head Start. Post-1986 child surveys include questions, posed to the mother, for children three years of age or older (under age 9 in 1990) on whether the children attend nursery school or a preschool program or had ever been enrolled in preschool, day care, or Head Start. The Head Start series provides information on age first attended, length of time attending, and how satisfied the child's mother is with the Head Start program. Main Youth respondents interviewed in 1994 were asked if they had attended Head Start as a preschooler (Q3-31, R45317.).

School experiences. Starting in 1988, mothers of school-age children (ten or older 1988-1994; five and older starting in 1996) are asked for additional information on their child's schooling experiences. For children attending school, mothers are asked what type of school their child attends. They are asked if the school is "public," "private," or "religious,"

and whether the second identifies the school as a “school for gifted children,” a “school for handicapped children,” or a “regular public or private school.” In the main Youth interview the mother also gives information on what type of school the child currently attends or last attended with the following categories: 1 Elementary School, 2 Middle School/Intermediate School/Junior High School, 3 High School, 4 Two Year College, Community College, or Junior College, 5 Four Year College or University. Note that she reports this school type information for all children of school age.

In 1998 and 2000 CAPI enabled CHRR to recode verbatim responses to these school-type questions. However, the procedure used in 2000 for documenting the recodes differed from the one used in 1998. The school type question in 2000 (BGN-20-RC) contains only verbatim recodes for question BKGN-20. In contrast, the 1998 variable MS98TYPSCHL contained all response values plus recoded other verbatim.

Information is also collected for children attending school on: (1) whether the child attends special classes for remedial or advanced work and (2) whether the child has ever repeated a grade and, if so, the reason(s), e.g., the child failed academically (too young or immature, moved to a more difficult school, was truant, frequently absent, etc.). Reasons for not attending school are identified by the mother according to the following categories: expulsion or suspension, physical, emotional, or mental condition, the school was closed, or the child’s father would not let the child attend.

School ratings and classroom experiences. During the child interviews, children ages ten and older (including young adults) supply information on: (1) the grade they currently attend (or last attended); (2) characteristics of their school; and (3) satisfaction with their school. The rating and satisfaction items, asked repeatedly of children 10 and over starting in 1988, include the following: (1) most teachers know their subjects well; (2) most teachers help with personal problems; (3) most classes are boring; (4) don’t feel safe at this school; (5) at this school a person has the freedom to learn, etc. (see pg. 15 of the Child2000 CSAS). This school satisfaction scale is the same as one addressed to the mother in 1979. Through 1998 the Mother Supplement contained a series of items rating the children’s school as reported by the mother (Q.16 in the MS 1998). In 2000 these questions were moved to the Child CAPI Supplement (see question BKGN-43A to BKGN-43H in the 2000 CAPI CS). The school rating questions addressed to the child are assigned to the CHILD SELF-

ADMINISTERED SUPPLEMENT area of interest while the mother-report items in which she grades the school performance can be found in MOTHER SUPPLEMENT through 1998, and CHILD SUPPLEMENT 2000.

Homework and parent involvement. In 1996, the schooling section of the survey was augmented for both the children aged 10 to 14 and the young adults. This expansion, which has continued to the current survey round, asks children about the extent of involvement by their parents in homework and the school. The NLSY79 Child questions on parent involvement and time spent on homework can be found in the National Household Education Surveys (NHES) parent questionnaire, section on parent/family involvement in education (“Now I have some questions about CHILD’s homework. How often does CHILD do homework at home? Would you say never, less than once a week, 1 to 2 times week, 3 to 4 times a week, or 5 or more times a week?” pg.1). The NLSY79 Child schooling series also solicits information on the frequency of specific teaching and learning activities and the use of certain materials in the classroom.

Child school survey. A separate, one-time survey was conducted in 1995-1996 of the schools attended by NLSY79 children (over the age of five) in the 1994 and 1995 school years. A questionnaire designed for the school principal collected information about the characteristics of the school, graduation rate, ethnic and gender composition of student body and staff, school policies and practices, and community involvement. A second questionnaire, completed by school office personnel, asked about the child’s academic success, social adjustment, participation in school activities, the child’s grade level, attendance record, and involvement in special programs. The third part of the survey collected standardized test scores from student transcripts for each child. The data file, which contains information for a sample of about 3,000 children, as well as a users guide and copies of the questionnaires, are available for download and from NLS public user services. Readers interested in more information about the Child School Survey should consult the *NLSY79 Child School Survey User’s Guide*, available from NLS User Services or on-line at the following ftp site: <ftp://ftp.chrr.ohio-state.edu/usersvc/>.

Smoking, Drugs, and Antisocial Behavior

Cigarette use. Questions on smoking have been asked in each Child survey round, starting with the 1988 survey. Children 10 years of age and older have been asked about age at first use and extent of cigarette use. (A more extensive set of questions has been asked of NLSY79 mothers and of the children once they became NLSY79 young adults starting in 1994.) Variables related to smoking for NLSY79 children can be found in the CHILD SELF-ADMINISTERED area of interest of the data files. Table 2.8 illustrates the types of questions on cigarette smoking that have appeared in the Child surveys and the years in which they were asked.

Table 2.8. NLSY79 Child: Smoking and Drug Use Questions for Children Ages 10 and Older, 1988-2000

| Topics | 1988 | 1990 | 1992 | 1994 | 1996 | 1998 | 2000 |
|---------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Cigarettes | 10+ | 10+ | 10+ | 10-14 | 10-14 | 10-14 | 10-14 |
| Marijuana | 10+ | 10+ | 10+ | 10-14 | 10-14 | 10-14 | 10-14 |
| Inhalants | | | | 10-14 | 10-14 | 10-14 | 10-14 |
| Hallucinogens (LSD, PCD, peyote) | | | | | | 10-14 | 10-14 |
| Cocaine (crack) | | | | | | 10-14 | 10-14 |
| Uppers or downers (amphetamines) | | | | | | 10-14 | 10-14 |
| Other, unspecified | 10+ | 10+ | 10+ | 10-14 | | | |
| Other (LSD, cocaine, uppers, downers) | | | | | 10-14 | | |
| Reference Number | C07325.- C07336. | C09442.- C09453. | C11396.- C11407. | C13692.- C13713. | C15915.- C15936. | C19321.- C19356. | C22176.- C22211. |

Drug use. Starting with the 1988 survey, children age 10 and older answer a series of questions on whether they have ever used marijuana and/or other drugs such as LSD, cocaine, etc. If they answer “yes,” they report whether such use occurred in the past three months and how old they were at first use. In 1994 more details were added to the substance use questions, also asked of children aged 15 and older in the Young Adult survey (see Chapter 3). Drug use questions are posed to children in the *Child Self-Administered Supplements* and are assigned to the CHILD SELF-ADMINISTERED area of interest in the child data files. The types of drug-use questions that have been asked in the Child surveys are displayed in Table 2.8.

Antisocial behavior. Starting in 1988, the child surveys included questions for children who were ten years of age and older dealing with (1) the extent of each child's self-reported participation during the past year in various illegal activities such as vandalism, shoplifting, and assault and, as mentioned above, and (2) the extent of use and age of first use of cigarettes, alcohol, marijuana, and drugs. (Table 2.6 details the alcohol use questions posed to NLSY79 Children and Table 2.8 lists the substance use questions.) Children ages 10 and older are asked if they have ever: (1) Stayed out later than parents said, (2) Hurt someone badly enough to need doctor, (3) Lied to parents about something important, (4) Taken something from store without paying, (5) Damaged school property intentionally, (6) Gotten drunk. The “risk behaviors” (Q.40: “In the last year, about how many times have you...”) were drawn from a larger set of main Youth NLSY79 items that in turn were adapted from previously used self-report delinquency scales. Four of these Child items are the same as items used in Section U: Other Behaviors, from the American Teenage Study Teen In-Home Questionnaire, female version (p.124). Self-report items on antisocial and delinquent behavior are in the CHILD SELF-ADMINISTERED area of interest in the Child files.

The Child Assessments

The NLSY79 Child surveys contain a wide range of detailed assessment information about the children of female respondents. Since 1986, a battery of child cognitive, socioemotional, and physiological assessments has been administered biennially for age appropriate children. Many of the assessments, and much of the supplemental information about each child, are based on reports from the child’s mother. These reports include child demographic and family background characteristics, health history (both pre- and postnatal), and information on the child’s home environment, including maternal emotional and verbal responsiveness and involvement with her child. Each of the child assessment measures is discussed in detail in this section.

Starting with the 1994 survey, children ages 15 and older are no longer assessed. As explained in detail in Chapter 3 of this guide, they complete an interview modeled on the NLSY79 main Youth questionnaire administered to their mothers. Users are reminded that, while young adults are no longer administered the child instruments, they typically possess a child history represented in the child data file. Data obtained in the surveys during which the young adult children were under age 15 are included as part of the child files in such areas of

interest in the data files as CHILD BACKGROUND and ASSESSMENT 1988. Most young adults, as discussed in Chapter 4, have at least one survey round in which they were assessed as a child.

What Assessments Are Used and When?

The assessments used in the Child surveys were selected on the basis of their validity, reliability, and suitability for use in a large-scale household survey. The selection was designed to accommodate a range of child ages and a broad spectrum of dimensions in the child's development. In the following section, information is presented on the nature of each assessment and how each one is administered and scored. Issues essential to using the current assessment data are highlighted. The following assessments, listed here and then discussed in detail, have been used in the Child surveys:

1. The HOME Short Form - items from the HOME (Home Observation for Measurement of the Environment) Inventory, developed by Bradley and Caldwell, designed to measure the nature and quality of the child's home environment from birth to adolescence.
2. How My Child Usually Acts/Temperament - items from Rothbart's Infant Behavior Questionnaire, Kagan's Compliance Scale and other items from Campos, which combine to form a set of maternal-report scales measuring temperament or behavioral style over the past two-week period for each child under age seven.
3. Motor and Social Development - items drawn from Poe, Bayley, Gesell, and the Denver Developmental Screening Test, which measure motor-social-cognitive development for children under age four.
4. Behavior Problems Index - items from Zill and Peterson's adaptation of the Child Behavior Checklist, developed by Achenbach and Edelbrock, which elicit mother ratings of children four years of age or older in such areas of problem behavior as hyperactivity, anxiety, dependency, aggressiveness, and peer conflict.
5. Parts of the Body - ten items, developed by Kagan, that measure the ability of children aged one or two to identify various parts of their bodies. This assessment was not administered after 1988.
6. Memory for Location - an assessment, developed by Kagan, that measures the ability of children eight months of age through three years to remember the location of an object which is subsequently hidden from view. This assessment was not used after 1988.
7. Verbal Memory - a subtest of the McCarthy Scales of Children's Abilities (Psychological Corporation) that assesses short-term verbal memory of children aged three through six years to remember words, sentences, or major concepts from a short

story. Part C, the story, was not used after the 1990 survey. This assessment was not administered after 1994.

8. What I Am Like/Self-Perception Profile for Children (SPPC) - two scales from Harter's Self Perception Profile for Children that measure perceived self-competence in the academic skill domain and sense of general self-worth for children aged eight and above (12 and above beginning in 1996).
9. Memory for Digit Span - a component of the revised Wechsler Intelligence Scales for Children (Psychological Corporation) which assesses the ability of children seven through eleven years of age to remember and repeat numbers sequentially in forward and reverse order.
10. Peabody Individual Achievement Test (PIAT) Math - (American Guidance Service), a PIAT subtest that offers a wide-range measure of achievement in mathematics for children with a PPVT age of five years or older.
11. PIAT Reading Recognition and Reading Comprehension - (American Guidance Service), PIAT subtests that assess the attained reading knowledge and comprehension of children with a PPVT age of five and older.
12. The Peabody Picture Vocabulary Test-Revised (PPVT-R), Form L - (American Guidance Service), a wide-range test used to measure the hearing vocabulary knowledge of children whose PPVT age is three and above. Administered to children age 4 and 5 or 10 and 11 starting with the 1996 survey round.

Not all assessments are fielded in each child survey year. In some instances, assessments are administered only to children for whom no valid score has been obtained during a previous survey. In 1988 a procedure was introduced by which children ages 10 or 11 were designated to complete any assessment for which they were age-eligible in order to establish a representative index group for future analyses. Starting in 1996, the Self-Perception Profile (What I Am Like) is only administered to children ages 12 and over. The McCarthy Verbal Memory Subscale was administered for the final time in 1994.

Users are urged to examine the NLSY79 Child and Young Adult data collection instruments in order to understand the assessments that were administered to various age groups and to learn about variations in administration across survey rounds. Printable versions of the child questionnaires are available either from NLS user services or on-line at: <<ftp://ftp.chrr.ohio-state.edu/usersvc>> (see Chapter 5 for details).

What Scores Are Computed?

The NLSY79 Child data files contain summary scores for each assessment measure. For a subset of assessments subscores are constructed. Where available, the user is provided

with national norms based on the raw scores. Table 2.9 and Table 2.10 list the raw and normed scores available in the Child data files. The data file includes individual item responses as recorded in the field as well as interviewer reports of testing conditions for each assessment. Edit or imputation “flags” are constructed for selected assessments to indicate where prorations were necessary or where alternate scoring schemes were considered. Scoring procedures are addressed below in relation to specific assessments.

Members of the CHRR staff have examined the assessment data as carefully as possible while preparing the assessment scores for the public use files. Researchers who encounter data problems with the assessments are encouraged to contact NLS user services. Should a problem be detected, an effort will be made to inform data users by publicizing the issue in the quarterly NLS newsletter, posting updates to the NLSY79 errata website, and by correcting subsequent public releases. Chapter 5 contains details on where users can find such updates.

Table 2.9. Raw, Standard, and Percentile Assessment Scores on the NLSY79 Child File, 1986-1994

| Assessment | 1986 Scores | | | 1988 Scores | | | 1990 Scores | | | 1992 Scores | | | 1994 Scores | | |
|---|-------------|-------|--------|-------------|-------|--------|-------------|--------|--------|-------------|--------|--------|-------------|--------|--------|
| | Raw | Std | %-tile | Raw | Std | %-tile | Raw | Std | %-tile | Raw | Std | %-tile | Raw | Std | %-tile |
| Total HOME Score¹ | | | | | | | | | | | | | | | |
| 0-2 Years | C5700 | C5715 | C5712 | C7900 | C7919 | C7916 | C9900 | C9919 | C9916 | C11903 | C11922 | C11919 | C14981 | C15000 | C14997 |
| 3-5 Years | C5704 | | | C7904 | | | C9904 | | | C11907 | | | C14985 | | |
| 6-9 Years | C5708 | | | C7908 | | | C9908 | | | C11911 | | | C14989 | | |
| 10 & Over Years | C5708 | | | C7912 | | | C9912 | | | C11915 | | | C14993 | | |
| HOME Cognitive Stimulation Score¹ | | | | | | | | | | | | | | | |
| 0-2 Years | C5702 | C5716 | C5713 | C7902 | C7920 | C7917 | C9902 | C9920 | C9917 | C11905 | C11923 | C11920 | C14983 | C15001 | C14998 |
| 3-5 Years | C5706 | | | C7906 | | | C9906 | | | C11909 | | | C14987 | | |
| 6-9 Years | C5710 | | | C7910 | | | C9910 | | | C11913 | | | C14991 | | |
| 10 & Over Years | C5710 | | | C7914 | | | C9914 | | | C11917 | | | C14995 | | |
| HOME Emotional Support Scale¹ | | | | | | | | | | | | | | | |
| 0-2 Years | C5703 | C5717 | C5714 | C7903 | C7921 | C7918 | C9903 | C99021 | C9918 | C11906 | C11924 | C11921 | C14984 | C15002 | C14999 |
| 3-5 Years | C5707 | | | C7907 | | | C9907 | | | C11910 | | | C14988 | | |
| 6-9 Years | C5711 | | | C7911 | | | C9911 | | | C11914 | | | C14992 | | |
| 10 & Over Years | C5711 | | | C7915 | | | C9915 | | | C11918 | | | C14996 | | |
| Temperament | | | | | | | | | | | | | | | |
| Activity | C5718 | | | C7922 | | | C9922 | | | C11925 | | | C15003 | | |
| Predictability | C5719 | | | C7923 | | | C9923 | | | C11926 | | | C15004 | | |
| Fearfulness | C5720 | | | C7924 | | | C9924 | | | C11927 | | | C15005 | | |
| Positive Affect | C5721 | | | C7925 | | | C9925 | | | C11928 | | | C15006 | | |
| Compliance | C5722 | | | C7926 | | | C9926 | | | C11929 | | | C15007 | | |
| Insecure Attachment | C5723 | | | C7927 | | | C9927 | | | C11930 | | | C15008 | | |
| Sociability | C5724 | | | C7928 | | | C9928 | | | C11931 | | | C15009 | | |
| Difficulty Composite | C5725 | | | C7929 | | | | | | | | | | | |
| Difficulty Composite – Abbrev. | C5725.10 | | | C7929.10 | | | C9929.10 | | | C11932 | | | C15010 | | |
| Neg. Hedonic Tone Composite | C5726 | | | C7930 | | | C9930 | | | C11933 | | | C15011 | | |
| Friendliness Composite | C5727 | | | C7931 | | | | | | | | | | | |
| Friendliness Composite – Abbrev. | C5727.10 | | | C7931.10 | | | C9931.10 | | | C11934 | | | C15012 | | |
| Motor & Social Development Same Gender | | | | | | | | | | | | | | | |
| | C5728 | C5730 | C5729 | C7932 | C7934 | C7933 | C9932 | C9934 | C9933 | C11935 | C11937 | C11936 | C15013 | C15015 | C15014 |
| | | C5732 | C5731 | C7932 | C7936 | C7935 | C9932 | C9936 | C9935 | | C11939 | C11938 | | C15017 | C15016 |

¹ Internal Norms provided

Table 2.9. Raw, Standard, and Percentile Assessment Scores on the NLSY79 Child File, 1986-1994 (continued)

| Assessment | 1986 Scores | | | 1988 Scores | | | 1990 Scores | | | 1992 Scores | | | 1994 Scores | | |
|---|-------------|-------|--------|-------------|-------|--------|-------------|-------|--------|-------------|--------|--------|-------------|--------|--------|
| | Raw | Std | %-tile | Raw | Std | %-tile | Raw | Std | %-tile | Raw | Std | %-tile | Raw | Std | %-tile |
| Behavior Problems | | | | | | | | | | | | | | | |
| Antisocial | C5733 | C5747 | C5740 | C7937 | C7951 | C7944 | C9937 | C9951 | C9944 | C11940 | C11954 | C11947 | C15018 | C15032 | C15025 |
| Anxious/Depressed | C5734 | C5748 | C5741 | C7938 | C7952 | C7945 | C9938 | C9952 | C9945 | C11941 | C11955 | C11948 | C15019 | C15033 | C15026 |
| Headstrong | C5735 | C5749 | C5742 | C7939 | C7953 | C7946 | C9939 | C9953 | C9946 | C11942 | C11956 | C11949 | C15020 | C15034 | C15027 |
| Hyperactive | C5736 | C5750 | C5743 | C7940 | C7954 | C7947 | C9940 | C9954 | C9947 | C11943 | C11957 | C11950 | C15021 | C15035 | C15028 |
| Dependent | C5737 | C5751 | C5744 | C7941 | C7955 | C7948 | C9941 | C9955 | C9948 | C11944 | C11958 | C11951 | C15022 | C15036 | C15029 |
| Peer Conflict | C5738 | C5752 | C5745 | C7942 | C7956 | C7949 | C9942 | C9956 | C9949 | C11945 | C11959 | C11952 | C15023 | C15037 | C15030 |
| | C5739 | C5753 | C5746 | C7943 | C7957 | C7950 | C9943 | C9957 | C9950 | C11946 | C11960 | C11953 | C15024 | C15038 | C15031 |
| Behavior Problems Same Gender | | | | | | | | | | | | | | | |
| Antisocial | | C5761 | C5754 | | C7965 | C7958 | | C9965 | C9958 | | C11968 | C11961 | | C15046 | C15039 |
| Anxious/Depressed | | C5762 | C5755 | | C7966 | C7959 | | C9966 | C9959 | | C11969 | C11962 | | C15047 | C15040 |
| Headstrong | | C5763 | C5756 | | C7967 | C7960 | | C9967 | C9960 | | C11970 | C11963 | | C15048 | C15041 |
| Hyperactive | | C5764 | C5757 | | C7968 | C7961 | | C9968 | C9961 | | C11971 | C11964 | | C15049 | C15042 |
| Dependent | | C5765 | C5758 | | C7969 | C7962 | | C9969 | C9962 | | C11972 | C11965 | | C15050 | C15043 |
| Peer Conflict | | C5766 | C5759 | | C7970 | C7963 | | C9970 | C9963 | | C11973 | C11966 | | C15051 | C15044 |
| | | C5767 | C5760 | | C7971 | C7964 | | C9971 | C9964 | | C11974 | C11967 | | C15052 | C15045 |
| Behavior Probs. Trichotomous Items | | | | | | | | | | | | | | | |
| External | | | | | | | | | | | | | | | |
| Internal | | | | | | | | | | | | | | | |
| Body Parts¹ | C5779 | | | C7972 | C7975 | C7974 | | | | | | | | | |
| Memory for Location¹ | C5781 | C5784 | C5783 | C7976 | C7979 | C7978 | | | | | | | | | |
| Verbal Memory | | | | | | | | | | | | | | | |
| A + B: Words/Sentences | C5785 | C5787 | C5786 | C7980 | C7982 | C7981 | C9972 | C9974 | C9973 | C11975 | C11977 | C11976 | C15065 | C15067 | C15066 |
| C: Story | C5788 | C5790 | C5789 | C7983 | C7985 | C7984 | C9975 | C9977 | C9976 | | | | | | |
| Self-Perception | | | | | | | | | | | | | | | |
| Scholastic | C5791 | | | C7986 | | | C9978 | | | C11978 | | | C15068 | | |
| Self-Worth | C5793 | | | C7988 | | | C9980 | | | C11980 | | | C15070 | | |
| Forward | C5795 | C5798 | | C7990 | C7993 | | C9982 | C9985 | | C11982 | C11985 | | C25072 | C15075 | |
| Backward | C5796 | | | C7991 | | | C9983 | | | C11983 | | | C25073 | | |
| | C5797 | | | C7992 | | | C9984 | | | C11984 | | | C25074 | | |
| PIAT Math | C5799 | C5801 | C5800 | C7994 | C7996 | C7995 | C9986 | C9988 | C9987 | C11986 | C11988 | C11987 | C25076 | C15078 | C15077 |
| PIAT Reading Recognition | C5802 | C5804 | C5803 | C7997 | C7999 | C7998 | C9989 | C9991 | C9990 | C11989 | C11991 | C11990 | C25079 | C15081 | C15080 |
| PIAT Reading Comprehension | C5805 | C5807 | C5806 | C8000 | C8002 | C8001 | C9992 | C9994 | C9993 | C11992 | C11994 | C11993 | C25082 | C15084 | C15083 |
| PPVT | C5809 | C5810 | C5811 | C8004 | C8005 | C8006 | C9996 | C9997 | C9998 | C11966 | C11997 | C11998 | C25086 | C15087 | C15088 |

¹ Internal Norms provided

Table 2.10. Assessment Scores on the NLSY79 Child File, 1996-2000

| Assessment | 1996 Scores | | | 1998 Scores | | | 2000 Scores | | |
|---|-------------|------------|----------|-------------|------------|----------|-------------|------------|----------|
| | Raw | Percentile | Standard | Raw | Percentile | Standard | Raw | Percentile | Standard |
| Total HOME¹ | | C15566 | C15569 | | C17923 | C17926 | | C25025 | C25024 |
| 0-2 Years | C15550 | | | C17907 | | | C25008 | | |
| 3-5 Years | C15554 | | | C17911 | | | C25009 | | |
| 6-9 Years | C15558 | | | C17915 | | | C25010 | | |
| 10 & Over Years | C15562 | | | C17919 | | | C25011 | | |
| HOME Cognitive Stimulation¹ | | C15567 | C15570 | | C17924 | C17927 | | C25027 | C25026 |
| 0-2 Years | C15552 | | | C17909 | | | C25016 | | |
| 3-5 Years | C15556 | | | C17913 | | | C25017 | | |
| 6-9 Years | C15560 | | | C17917 | | | C25018 | | |
| 10 & Over Years | C15564 | | | C17921 | | | C25019 | | |
| HOME Emotional Support¹ | | C15568 | C15572 | | C17925 | C17928 | | C25029 | C25028 |
| 0-2 Years | C15553 | | | C17910 | | | C25020 | | |
| 3-5 Years | C15557 | | | C17914 | | | C25021 | | |
| 6-9 Years | C15561 | | | C17918 | | | C25022 | | |
| 10 & Over Years | C15565 | | | C17922 | | | C25023 | | |
| Temperament | | | | | | | | | |
| Activity | C15572 | | | C17929 | | | C25050 | | |
| Predictability | C15573 | | | C17930 | | | C25051 | | |
| Fearfulness | C15574 | | | C17931 | | | C25053 | | |
| Positive Affect | C15575 | | | C17932 | | | C25055 | | |
| Compliance | C15576 | | | C17933 | | | C25047 | | |
| Insecure Attachment | C15577 | | | C17934 | | | C25048 | | |
| Sociability | C15578 | | | C17935 | | | C25049 | | |
| Difficulty Composite – Abbrev. | C15579 | | | C17936 | | | C25052 | | |
| Neg. Hedonic Tone Composite | C15580 | | | C17937 | | | C25056 | | |
| Friendliness Composite – Abbrev. | C15581 | | | C17938 | | | C25054 | | |
| Motor & Social Development – All Same Gender | C15582 | C15583 | C15584 | C17939 | C17940 | C17941 | C25030 | C25033 | C25034 |
| | | C15585 | C15586 | | C17942 | C17943 | | C25031 | C25032 |
| Behavior Problems | C15587 | C15594 | C15601 | C17944 | C17951 | C17958 | C24956 | C24959 | C24961 |
| Antisocial | C15588 | C15595 | C15602 | C17945 | C17952 | C17959 | C24974 | C24976 | C24978 |
| Anxious/Depressed | C15589 | C15596 | C15603 | C17946 | C17953 | C17960 | C24979 | C24981 | C24983 |
| Headstrong | C15590 | C15597 | C15604 | C17947 | C17954 | C17961 | C24989 | C24991 | C24993 |
| Hyperactive | C15591 | C15598 | C15605 | C17948 | C17955 | C17962 | C24994 | C24996 | C24998 |
| Dependent | C15592 | C15599 | C15606 | C17949 | C17956 | C17963 | C24984 | C24986 | C24988 |
| Peer Conflict | C15593 | C16000 | C15607 | C17950 | C17957 | C17964 | C24999 | C25001 | C25003 |
| Behavior Problems | C15587 | C15594 | C15601 | C17944 | C17951 | C17958 | C24956 | C24959 | C24961 |
| Antisocial | C15588 | C15595 | C15602 | C17945 | C17952 | C17959 | C24974 | C24976 | C24978 |
| Anxious/Depressed | C15589 | C15596 | C15603 | C17946 | C17953 | C17960 | C24979 | C24981 | C24983 |
| Headstrong | C15590 | C15597 | C15604 | C17947 | C17954 | C17961 | C24989 | C24991 | C24993 |
| Hyperactive | C15591 | C15598 | C15605 | C17948 | C17955 | C17962 | C24994 | C24996 | C24998 |
| Dependent | C15592 | C15599 | C15606 | C17949 | C17956 | C17963 | C24984 | C24986 | C24988 |
| Peer Conflict | C15593 | C16000 | C15607 | C17950 | C17957 | C17964 | C24999 | C25001 | C25003 |
| Self-Perception | | | | | | | | | |
| Scholastic | C15637 | | | C17991 | | | C25059 | | |
| Self-Worth | C15639 | | | C17993 | | | C25060 | | |
| Digit Span | C15641 | | C15644 | C17995 | | C17998 | C25004 | | C25007 |
| Forward | C15642 | | | C17996 | | | C25005 | | |
| Backward | C15643 | | | C17997 | | | C25006 | | |

¹ Internal Norms provided

Table 2.10. Assessment Scores on the NLSY79 Child File, 1996-2000 (continued)

| Assessment | 1996 Scores | | | 1998 Scores | | | 2000 Scores | | |
|----------------------------|-------------|------------|----------|-------------|------------|----------|-------------|------------|----------|
| | Raw | Percentile | Standard | Raw | Percentile | Standard | Raw | Percentile | Standard |
| PIAT Math | C15645 | C15644 | C15646 | C17999 | C18000 | C18001 | C25035 | C25036 | C25037 |
| PIAT Reading Recognition | C15648 | C15649 | C15650 | C18002 | C18003 | C18004 | C25038 | C25040 | C25039 |
| PIAT Reading Comprehension | C15651 | C15652 | C15653 | C18005 | C18006 | C18007 | C25041 | C25042 | C25043 |
| PPVT-R | C15655 | C15657 | C15656 | C18009 | C18011 | C18010 | C25044 | C25045 | C25046 |

Other child assessment documentation. Key references related to the assessments are cited at the end of this guide. Users interested in additional research based on the NLSY79 child assessment data are encouraged to access the on-line NLS bibliography <<http://www.nlsbibliography.org>>.

Detailed information about validity of the Child data through the 1992 survey round can be found in the *NLSY79 Children 1992: Description & Evaluation*. Background information on the child assessment data in the initial child survey rounds is discussed in *The NLSY Child Handbook, 1986-1990* (Baker et al. 1993). Both of these documents are available at no charge from NLS user services.

Tables describing the Child assessment scores in each survey round, starting with the 1994 data collection, can be found in a series of reports entitled *The NLSY79 Child Assessments: Selected Tables*. These reports display distributions of the raw and normed assessment scores by various child characteristics such as age and race/ethnicity. They are available, starting with the 1994 survey, from NLS user services or on-line at <<ftp://ftp.chrr.ohio-state.edu/usersvc/>> (see Chapter 5).

Which Children Are Assessed?

In the initial 1986 Child survey round efforts were made to assess *all* biological children of NLSY79 mothers, regardless of their residence status. Starting in 1988 the sample of children eligible for assessment was restricted to children living part or full-time with their mothers. Table 2.11 and Table 2.12 provide an overview of the numbers of children interviewed in each survey year. These tables show the various sample sizes by age and ethnicity for all the children in the sample, including those of Young Adult age. Through 1992 (Table 2.11) the distribution represents all children for whom some interview or assessment information was obtained. In Table 2.12, which pertains to the 1994-2000 survey

rounds, the upper age limit of children eligible for assessment is labeled “14 Years (Child).” Children represented above that age level were interviewed as Young Adults. The slight decline in the 1998 levels may be affected by diminished child-bearing of the NLSY79 women, aging of the child samples into the Young Adult cohort, and increased attrition rates in recent main Youth surveys. The decline in the overall-level of the child sample sizes in 2000 reflects the fact that about 40% of the minority oversamples were excluded from interview.

Table 2.11. NLSY79 Children and Young Adults Interviewed by Single Year of Age and Race/Ethnicity, 1986-1992

| Child Age at Interview | 1986 | | | | 1988 | | | | 1990 | | | | 1992 | | | |
|------------------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Hisp | Black | White | Total | Hisp | Black | White | Total | Hisp | Black | White | Total | Hisp | Black | White | Total |
| < 1 | 96 | 157 | 321 | 574 | 97 | 132 | 321 | 550 | 80 | 112 | 217 | 409 | 76 | 84 | 178 | 338 |
| 1 | 111 | 167 | 345 | 623 | 101 | 134 | 309 | 544 | 94 | 139 | 224 | 457 | 81 | 93 | 249 | 423 |
| 2 | 111 | 172 | 300 | 583 | 113 | 149 | 314 | 576 | 104 | 127 | 230 | 461 | 84 | 124 | 238 | 446 |
| 3 | 121 | 184 | 289 | 594 | 117 | 169 | 360 | 646 | 105 | 117 | 212 | 434 | 91 | 131 | 213 | 435 |
| 4 | 137 | 167 | 283 | 587 | 102 | 157 | 304 | 563 | 104 | 139 | 217 | 460 | 117 | 136 | 226 | 479 |
| 5 | 91 | 157 | 228 | 476 | 108 | 169 | 306 | 583 | 112 | 158 | 247 | 517 | 109 | 121 | 216 | 446 |
| 6 | 83 | 161 | 201 | 445 | 130 | 173 | 274 | 577 | 100 | 148 | 205 | 453 | 111 | 145 | 211 | 467 |
| 7 | 68 | 112 | 146 | 326 | 99 | 158 | 256 | 513 | 105 | 165 | 188 | 458 | 111 | 146 | 252 | 509 |
| 8 | 48 | 105 | 117 | 270 | 82 | 169 | 232 | 483 | 136 | 155 | 170 | 461 | 108 | 149 | 194 | 451 |
| 9 | 27 | 78 | 93 | 198 | 62 | 130 | 153 | 345 | 86 | 146 | 166 | 398 | 93 | 156 | 187 | 436 |
| 10 | 21 | 74 | 60 | 155 | 52 | 103 | 123 | 278 | 81 | 149 | 147 | 377 | 136 | 153 | 174 | 463 |
| 11 | 15 | 41 | 25 | 81 | 36 | 77 | 121 | 234 | 63 | 118 | 94 | 275 | 92 | 155 | 146 | 393 |
| 12 | 4 | 17 | 15 | 36 | 29 | 84 | 69 | 182 | 49 | 94 | 65 | 208 | 86 | 140 | 143 | 369 |
| 13 | 4 | 9 | 5 | 18 | 16 | 52 | 39 | 107 | 33 | 83 | 54 | 170 | 68 | 108 | 90 | 266 |
| 14 | | 2 | 2 | 4 | 10 | 20 | 20 | 50 | 27 | 62 | 39 | 128 | 47 | 95 | 67 | 209 |
| 15 | | 1 | | 1 | 1 | 15 | 9 | 25 | 16 | 50 | 19 | 85 | 28 | 72 | 49 | 149 |
| 16+ | | | | | 3 | 4 | 3 | 10 | 9 | 32 | 11 | 52 | 45 | 125 | 60 | 230 |
| Total | 937 | 1,604 | 2,430 | 4,971 | 1,158 | 1,895 | 3,213 | 6,266 | 1,304 | 1,994 | 2,505 | 5,803 | 1,483 | 2,133 | 2,893 | 6,509 |

Table 2.12. NLSY79 Children and Young Adults Interviewed by Single Year of Age and Race/Ethnicity, 1994-2000

| Child Age at Interview | 1994 | | | | 1996 | | | | 1998 | | | | 2000 | | | |
|------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Hisp | Black | White | Total |
| < 1 | 52 | 68 | 153 | 273 | 49 | 46 | 113 | 208 | 36 | 39 | 105 | 180 | 29 | 25 | 55 | 109 |
| 1 | 72 | 91 | 193 | 356 | 42 | 56 | 140 | 238 | 35 | 42 | 113 | 190 | 27 | 27 | 59 | 113 |
| 2 | 73 | 91 | 187 | 351 | 52 | 80 | 169 | 301 | 49 | 42 | 110 | 201 | 32 | 28 | 103 | 163 |
| 3 | 80 | 100 | 240 | 420 | 63 | 80 | 184 | 327 | 39 | 59 | 156 | 254 | 25 | 35 | 97 | 157 |
| 4 | 84 | 115 | 228 | 427 | 68 | 82 | 174 | 324 | 57 | 77 | 154 | 288 | 33 | 35 | 102 | 170 |
| 5 | 98 | 142 | 211 | 451 | 76 | 91 | 233 | 400 | 62 | 76 | 178 | 316 | 24 | 41 | 130 | 195 |
| 6 | 94 | 134 | 226 | 454 | 88 | 120 | 205 | 413 | 72 | 88 | 161 | 321 | 26 | 44 | 126 | 196 |
| 7 | 103 | 126 | 216 | 445 | 87 | 134 | 198 | 419 | 77 | 92 | 226 | 395 | 38 | 57 | 175 | 270 |
| 8 | 108 | 141 | 218 | 467 | 89 | 125 | 205 | 419 | 80 | 113 | 217 | 410 | 41 | 52 | 140 | 233 |
| 9 | 110 | 154 | 243 | 507 | 101 | 128 | 202 | 431 | 88 | 141 | 194 | 423 | 45 | 63 | 201 | 309 |
| 10 | 97 | 159 | 193 | 449 | 111 | 138 | 200 | 449 | 98 | 130 | 194 | 422 | 49 | 83 | 195 | 327 |
| 11 | 100 | 160 | 188 | 448 | 95 | 146 | 232 | 473 | 100 | 136 | 204 | 440 | 48 | 98 | 170 | 316 |
| 12 | 126 | 154 | 165 | 445 | 88 | 147 | 171 | 406 | 105 | 140 | 197 | 442 | 57 | 81 | 175 | 313 |
| 13 | 86 | 156 | 145 | 387 | 98 | 155 | 178 | 431 | 100 | 137 | 223 | 460 | 56 | 92 | 170 | 318 |
| 14 (Child) | 80 | 144 | 131 | 355 | 56 | 63 | 73 | 192 | 37 | 64 | 81 | 182 | 39 | 53 | 111 | 203 |
| 14 (YA) | 23 | 57 | 40 | 120 | 50 | 73 | 73 | 196 | 58 | 80 | 90 | 228 | 44 | 63 | 114 | 221 |
| 15 | 63 | 115 | 95 | 273 | 80 | 141 | 144 | 365 | 102 | 163 | 176 | 441 | 64 | 102 | 212 | 378 |
| 16 | 47 | 92 | 55 | 194 | 71 | 141 | 131 | 343 | 107 | 150 | 148 | 405 | 79 | 106 | 168 | 353 |
| 17 | 28 | 73 | 44 | 145 | 53 | 112 | 70 | 235 | 81 | 134 | 127 | 342 | 70 | 106 | 173 | 349 |
| 18 | 26 | 64 | 38 | 128 | 41 | 83 | 65 | 189 | 73 | 141 | 111 | 325 | 68 | 112 | 139 | 319 |
| 19 | 12 | 42 | 17 | 71 | 31 | 67 | 45 | 143 | 50 | 93 | 64 | 207 | 56 | 82 | 137 | 275 |
| 20 | 6 | 16 | 3 | 27 | 16 | 63 | 28 | 107 | 39 | 87 | 54 | 180 | 62 | 127 | 121 | 310 |
| 21+ | 2 | 15 | 4 | 21 | 15 | 59 | 20 | 94 | 5 | 5 | 5 | 15 | 181 | 402 | 237 | 820 |
| Total | 1,546 | 2,350 | 3,193 | 7,089 | 1,520 | 2,330 | 3,253 | 7,103 | 1,550 | 2,229 | 3,288 | 7,067 | 1,193 | 1,914 | 3,310 | 6,417 |

NOTE: Child age (for children 0-14) in this table is measured as of the mother's interview date and may differ from assessed age. Young Adult age is measured as of the Young Adult interview date.

For information on exactly which children completed assessments in 2000, users will need to turn to Table 2.14 which provides the number of children with valid scores for each assessment in that survey year. Comparable tables of completion rates for years prior to 2000 appeared in past Child Data Users Guides. Users interested in copies of those tables will need to contact NLS User Services.

Some assessments are completed only once by a child at the first time he or she becomes age-eligible. Others are completed at each survey point by all age-eligible children. With the exception of SPPC, at *each* survey, ten- and eleven-year olds complete all assessments for which they are age-eligible, regardless of whether or not they had previously completed the assessment(s). This “index” group of children will ultimately represent a large, more fully representative sample for analysis. Table 2.13 contains details on the ages at which children were administered particular assessments. This table also summarizes changes in administration patterns.

Table 2.13. NLSY79 Child: Variations in Ages of Children Eligible for Assessment by Survey Year

| Assessment | Eligible ages ¹ | | | |
|---|----------------------------|------------------------|------------------------|------------------------|
| | 1986 | 1988 | 1990 | 1992 |
| Parts of the Body | 1–2 | 1–2 | — | — |
| Memory for Locations ² | 8 months–3 years | (8 months–3 years) | — | — |
| McCarthy Verbal Memory Subscale ² | 3–6 | (3–6) | (4–6) | (3–6) |
| What I Am Like (Self-Perception Profile for Children) | 8 and older | 8 and older | 8 and older | 8 and older |
| WISC-R Digit Span Subscale ² | 7 and older | 10–11 (7 and older) | 10–11 (7 and older) | 10–11 (7 and older) |
| PIAT Math and Reading | 5 and older | 5 and older | 5 and older | 5 and older |
| PPVT-R ² | 3 and older | 10–11 (3 and older) | 10–11 (3 and older) | 3 and older |
| HOME environment | All ages | All ages | All ages | All ages |
| Temperament | 0–6 | 0–6 | 0–6 | 0–6 |
| Motor & Social Development | 0–3 | 0–3 | 0–3 | 0–3 |
| Behavior Problems Index | 4 and older | 4 and older | 4 and older | 4 and older |

¹Age in years unless otherwise noted.

²Parentheses indicate age eligibility for children with *no* previous valid score. For example, in 1990, all 10- and 11-year-olds were eligible for the PPVT-R; a 6-year-old with no previous score was also eligible, but a 6-year-old with a previous valid score from 1986 or 1988 was *not* eligible.

Table 2.13. NLSY79 Child: Variations in Ages of Children Eligible for Assessment by Survey Year (continued)

| Assessment | Eligible ages ¹ | | | |
|--|----------------------------|-----------------|---------------|---------------|
| | 1994 | 1996 | 1998 | 2000 |
| Parts of the Body | — | — | — | — |
| Memory for Locations | — | — | — | — |
| McCarthy Verbal Memory Subscale ² | (3–6) | — | — | — |
| What I Am Like (Self-Perception Profile) | 8–14 | 12–14 | 12–14 | 12–14 |
| WISC-R Digit Span Subscale ² | 10–11 (7–14) | 7–11 | 7–11 | 7–11 |
| PIAT Math and Reading | 5–14 | 5–14 | 5–14 | 5–14 |
| PPVT-R ² | 10–11 (3–14) | 10–11 (4–14) | 4–5, 10–11 | 4–5, 10–11 |
| HOME environment | 0–14 | 0–14 | 0–14 | 0–14 |
| Temperament | 0–6 | 0–6 | 0–6 | 0–6 |
| Motor & Social Development | 0–3 | 0–3 | 0–3 | 0–3 |
| Behavior Problems Index | 4–14 | 4–14 | 4–14 | 4–14 |

¹Age in years unless otherwise noted.

²Parentheses indicate age eligibility for children with *no* previous valid score. For example, in 1996, all 10- and 11-year-olds were eligible for the PPVT-R; a 6-year-old with no previous score was also eligible, but a 6-year-old with a previous valid score from 1994 or an earlier survey was *not* eligible.

NOTE: Beginning in 1994, assessments were no longer given to children who reached age 15 by the end of that calendar year.

Beginning in 1994, children age 15 or older by December 31 of the interview year were no longer given *any* of the assessments. The data collected for these children as they enter adulthood are discussed in Chapter 3.

Users can rely on the child sampling weights to determine which children have assessment information in any given survey year. Cases restricted to where a child sampling weight is greater than zero will yield a sample of assessed children in that year. However, these assessed children will not necessarily have a *valid score* on any particular assessment in that year. A series of flags was introduced in 1998 (C00115.01-12) to indicate the child's interview and assessment status. In 2000, the interview status flags were simplified to identify children interviewed, whether the child's mother was interviewed, and an indication as to whether each type of child field instrument was administered.

Assessment Completion Rates

Table 2.14 provides estimates of the number of children who were administered each assessment in 2000 and the completion rate for each assessment. The number of children

undertaking and completing each assessment continues to be substantial, including reasonably high numbers of black, white, and Hispanic children available for separate analyses by race/ethnicity. Sufficient sample sizes are particularly important for those assessments where there are major differences in outcome by race, or more importantly, where the linkages between critical explanatory inputs and assessment outcomes vary by race/ethnicity. Table 2.14 shows that, for the most part, the percent of children receiving valid scores is quite high, frequently over 90 percent. Variations in completion rates by race/ethnicity are generally quite modest.

Table 2.14. NLSY79 Children with Valid Assessment Scores: Children Ages 0-14 Assessed in 2000

| Assessment | Child age | All children | | Race/ethnicity | | | | | |
|---|-------------------|--------------|------|----------------|------|-------|------|-------|------|
| | | | | Hispanic | | Black | | White | |
| Child home environment | | | | | | | | | |
| The HOME Inventory | All ages birth-14 | 3,150 | 92.9 | 504 | 88.6 | 762 | 93.6 | 1,884 | 93.8 |
| | < 3 years | 304 | 79.8 | 64 | 72.7 | 63 | 80.8 | 177 | 82.3 |
| | 3-5 years | 493 | 93.9 | 73 | 88.0 | 105 | 92.9 | 315 | 95.7 |
| | 6-9 years | 952 | 95.2 | 139 | 93.3 | 203 | 95.3 | 610 | 95.6 |
| | 10 to 14 years | 1,401 | 94.3 | 228 | 91.6 | 391 | 95.4 | 782 | 94.6 |
| Child motor/social/emotional development | | | | | | | | | |
| Temperament Scale | < 1 year | 102 | 97.1 | 29 | 100 | 24 | 100 | 49 | 94.2 |
| | 1 year | 117 | 100 | 27 | 100 | 28 | 100 | 62 | 100 |
| | 2-6 years | 808 | 91.7 | 122 | 86.5 | 164 | 90.1 | 522 | 93.5 |
| Motor & Social Development Scale | Under 4 years | 518 | 95.7 | 106 | 93.8 | 110 | 96.5 | 302 | 96.2 |
| Behavior Problems Index | 4 to 14 years | 2,608 | 91.5 | 392 | 86.0 | 631 | 90.1 | 1,585 | 93.5 |
| Self-Perception Global | 12 to 14 years | 758 | 90.6 | 142 | 93.4 | 203 | 89.0 | 413 | 90.4 |
| Self-Perception Scholastic | 12 to 14 years | 758 | 90.6 | 142 | 93.4 | 203 | 89.0 | 413 | 90.4 |
| Child cognitive development | | | | | | | | | |
| WISC-R Digit Span Subscale | 7-11 years | 1,341 | 92.4 | 210 | 95.5 | 333 | 94.9 | 798 | 90.7 |
| PIAT Math | PPVT ages 5-14 | 2,462 | 91.6 | 398 | 93.4 | 615 | 92.5 | 1,449 | 90.8 |
| PIAT Reading Recognition | PPVT ages 5-14 | 2,464 | 91.7 | 396 | 93.0 | 619 | 93.1 | 1,449 | 90.8 |
| PIAT Reading Comprehension | PPVT ages 5-14 | 2,451 | 91.2 | 394 | 92.5 | 617 | 92.8 | 1,440 | 90.2 |
| PPVT-R | PPVT ages 4-5, | 326 | 89.6 | 49 | 81.7 | 70 | 92.1 | 207 | 90.8 |
| | PPVT ages 10-11 | 599 | 92.3 | 93 | 94.9 | 171 | 93.4 | 335 | 91.0 |

NOTE: Of the 8,323 children born to mothers interviewed in 2000, 3,392 children ages 0-14 were living in the household of an interviewed mother or were otherwise known to be available, and were assessed in 2000. Children who had reached age 15 by the end of 2000 were not eligible for assessment. A portion of the Black and Hispanic child over-samples was dropped in 2000 and was therefore ineligible for assessment this round.

Changes in the Child Assessments

Over time there have been changes in the administration of various assessments in the Child surveys. Details on changes in the content, administration, or scoring of particular assessments are discussed in the appropriate assessment-specific sections below. Two assessments, Memory for Location and Body Parts, were administered in 1986 and 1988, but have since been deleted from the data collection effort due to funding constraints. However, the 1986 and 1988 individual items and scores for these two assessments remain in the data file and are available to users. A brief description of these two assessments is included in this document.

The HOME-SF (Home Observation of the Environment - Short Form)

The Home Observation Measurement of the Environment-Short Form (HOME-SF) is the primary measure of the quality of a child's home environment included in the NLSY79 child survey. It has been extensively used as both an input in helping to explain other child characteristics or behaviors and as an outcome in its own right—for researchers whose objective is to explain associations between the quality of a child's home environment and earlier familial and maternal traits and behaviors.

The HOME-SF is a modification of the HOME inventory (Caldwell and Bradley 1984, 1992), a unique observational measure of the quality of the cognitive stimulation and emotional support provided by a child's family. The HOME-SF is about half as long as the original HOME Inventory, an adaptation necessitated by survey time and cost constraints. More than half of the HOME-SF's items are multi-response maternal reports reworded, with the assistance of the instrument's designers, from the original HOME Inventory's dichotomous observer ratings.

A complete listing of the HOME-SF items, arranged by age group and according to the mode of administration, appears in Appendix A-1. From 1986-1998 all mother-report HOME items were located in Section 1 of the *Mother Supplement*. A facsimile of the questionnaire items used in the 1998 survey appears in Appendix A-3. This set of records is representative of the format and presentation used in the 1986-1996 Child surveys as well. Starting in 2000 the HOME items designed for children under age four were all administered

in the Child CAPI Supplement. The HOME items based on interviewer observation appear in the *Child Supplement* for all survey years.

The HOME-SF is divided into four parts: one for children under the age three; a second for children between the ages of three and five; a third for children ages six through nine; and starting with the 1988 survey round, a fourth version for children ten and over. At several survey points, as mentioned, the set of questions in the HOME sections of the survey was expanded, but these added items are not part of the total HOME score or subscores.

Bettye Caldwell designed the Infant version of the original HOME Inventory and, with Robert Bradley, developed the Preschool and School Age versions. Bradley and Caldwell reviewed and approved the final draft of the Infant, Preschool, and Elementary HOME-SF versions used in the 1986 Mother and Child Supplements of the NLSY79, and Bradley was involved in a 1988 review.

Changes in the HOME. The following changes have been made to the HOME sections in recent years. In 1988 a version of the mother-report HOME was added for children 10 and older. In 1986 one set of items was used for all children ages 6 and older. Beginning with the 1992 *Mother Supplement*, code categories were added to the questions on the relationship of the child's father/father-figure to the mother, and a category was added to the parent efficacy question for older children. Three questions on the following topics were added to the School & Family section (Section 5) of the *Mother Supplement* in 1992: (1) rating of child's current school, (2) rating of the child's general well-being and prospects, and (3) degree of parent knowledge about child's friends. These questions are now completed by mothers for all their children of school age. In 1996 and thereafter the minimum child age for these schooling questions was lowered from age 10 to 5 years.

Beginning with 1994, one additional sequence was added to the HOME assessment to measure child-parent closeness. Mothers are now asked how close each of her children feels to her, to the child's biological father, or to his/her stepparents (e.g., see Q16a for children under the age of three). In 1996, check questions asking if the child ever sees his or her father were dropped. *Neither this change nor any of those made in previous years affect the HOME score or subscores in any way. The components of the HOME scores have remained unchanged since 1986.*

In 2000 the HOME questions addressed to the mother for children under the age of 4 years were moved from the paper Mother Supplement to the Child CAPI Supplement. While the question format was slightly altered for CAPI administration, the content of these items remains the same. These HOME items administered in the Child CAPI Supplement have question names in the documentation that differ from the series in the Mother Supplement. The HOME items for 2000 for children under age 4 are documented in Appendix A-4.

Scoring the HOME. The total raw score for the HOME-SF is a simple summation of the recorded individual item scores and it varies by age group, as the number of individual items varies according to the age of the child. The procedure used to recode non-dichotomous responses into a 1,0 form is illustrated in Appendix A-3 and documented for the year 2000 in Appendix A-4. The data transformation process used in all survey years was essentially the same.

The total HOME-SF score and the two subscores have one implied decimal place. For example, a score of 30 in the public data file is really 3, and so on. In addition, total scores were imputed for children where one or more of the component items had inadvertently been left unanswered. The imputation procedure assigns an average value, derived from all those items that had been completed, to each of the unanswered items. Proration flag variables specify the number of items that require imputation for the different age groups; a score of zero on this proration flag variable means that all individual component items were answered. For the two subscores specified below, a more stringent proration rule was followed: scores were derived only for cases where no more than one item was missing.

Recoding of HOME Items. Prior to constructing an overall score and the two subscores for the HOME-SF, all of the individual items were translated into dichotomous zero-one variables and then appropriately summed. The precise recoding used in computing the HOME scores can be found in Appendix A-3 for 1986-1998 and Appendix A-4 for 2000. The dichotomous HOME items, available only for 1998 and 2000 on the public data file, are assigned respectively to the ASSESSMENT 1998 area of interest (reference numbers C18996.-C19084.) and to the ASSESSMENT 2000 area of interest (reference numbers C25061.-C25149).

Cognitive Stimulation and Emotional Support subscales. In addition to the overall HOME-SF score, the Child file includes two subscores: a cognitive stimulation and emotional

support score. The (questionnaire item) components of the total scale, as well as cognitive stimulation and emotional support subscales are specified in the HOME appendices A1-A4 to this document. Because there are no appropriate national norms available for the overall HOME-SF score or its components, internally normed standard and percentile scores are provided for the overall HOME-SF scores and for the cognitive stimulation and emotional support subscores.

HOME Norms. Internal norms for the NLSY79 HOME were developed using standard normal curve assumptions. Children were normed on a single year of age basis with each (weighted) single year age of age group being assigned a standard score mean of 100 and standard deviation of 15. Percentile scores were derived from the standard scores using an inverse normal routine. To the extent that the single year of age data deviate from normality, this procedure produces less than optimal results. An alternate percentile score can be generated using the empirical cumulative distribution function by age that is computed using the sampling weights. That frequency could be used to crosswalk from raw score to percentile score.

The HOME Discipline Items. Several of the HOME-SF items required review and coding of verbatim comments from the mother in order to fully utilize the responses originally coded as “other.” The HOME-SF Part B (for children 3-5) contains items concerning the mother’s response to the child hitting her (Mother Supplement question B08). Part C (for children 6-9) and Part D (for children 10-14) of the HOME-SF contain items concerning the mother’s response to the child swearing at her (questions C22 and D21 respectively). Both items are coded “1” if the parent’s response is moderate, defined as without harsh reprisal.

The discipline item for children ages 3-5 (previously called HOME-Part B) contributes to the HOME-SF scale scores only when certain alternatives (“send to room,” “talk,” “ignore,” and “give a chore”) are selected and the “other” alternative is without harsh reprisal—that is, if a mild reaction is the first response. The discipline item is scored zero if any of the following are selected: “hit,” “spank,” or the “other” alternative is harsh. Harshness is defined as either extensive or excessive deprivation (time-out longer than two hours; deprivation longer than two days) or physical punishment (firmly grasping the child, spanking then talking, or talking then spanking).

The HOME discipline item for older children was scored in a similar manner. Yelling back and withdrawal of love were assigned a value of “1” if there was no indication of a severe or physical responses. The item is scored zero if “spanking” is selected or if the “other” alternative is excessive (longer than three hours of time-out; longer than three days of deprivation) or if physical means (“eat soap”) are the first types of punishment selected. Examples of verbatim scores as harsh are “break him up,” “spank and ground for two weeks,” and “spank then explain why.” If the length of time was not specified (“send to room”), then it was assumed to be a moderate amount of time, so scoring the item was mild. Other examples of verbatims scored non-harsh are “never happens,” “depends on the situation,” “stand in corner until apologizes.” Another example of a mild response (conveying no harsh discipline) was “give him something to eat.” A few other verbatims should be noted. Some mothers selected the “hit” category and commented, “Then say I’m sorry,” while others who checked “hit” said, “But not like I’d hit an adult.” The latter were scored as harsh and assigned a value of “0.”

Three primary coders were used in this process. Inter-coder reliability on the coding of the HOME discipline items was evaluated using Cohen’s Kappa and also by computing percent disagreement. In 2000 there was 100 percent agreement on the recoding decisions for the discipline items.

The HOME Scores. As indicated above, the items that mothers complete are dependent on the age of the child: children under age 3 years, 3 through 5, 6 through 9, and 10 and over follow different question sequences. The HOME items and the recoding instructions can be found in Appendix A-3 and Appendix A-4. The reference numbers for the raw and normed HOME scores are listed in Table 2.9 and Table 2.10. All children under the age of 15 living with their mothers are eligible for the HOME assessment (until 1994, all children, regardless of age, had a HOME supplement completed by their mother). Thus, children born by the 1986 survey date (and still below the age of 15 in 2000) may have eight rounds of HOME scores available. Children born between 1986 and 1988 may have seven HOME scores and children born since the 1988 survey can have up to six HOME scores—assuming of course that their mothers completed a HOME assessment for them at the relevant survey points. Note also that whereas the *raw* scores are specific to a child’s age at a

particular survey point, a single set of normed scores is created for each survey round, regardless of the child's age.

Completion Rates – The HOME. Table 2.14 indicates the number and types of children at different ages for which a HOME assessment was completed in 2000. Overall, 92.9 percent of children under age 15 have a HOME score in 2000. This level of completion for the HOME assessment has been maintained over recent survey rounds. However, completion rates are much lower for the youngest children, because the interviewer observation items at the end of the *Child Supplement* are less likely to be completed for this age group. Since there are no assessments directly addressed to children under the age of four, interviewers are less likely to see the mother in direct contact with the child, and thus are less able to meaningfully answer the items that require direct observation of mother-child contact. This lack of data is even a more significant issue with respect to the emotional support subscore, partly because the conditions permitting proration of subscores are more stringent, as noted above.

Validity and Reliability – The HOME. The HOME assessment is among the most often used of all the assessments. It is widely employed both as an input, predicting many other child outcomes, and as an outcome in its own right. Several analyses based on the NLSY79 child data indicate that the HOME-SF is closely related to several different indices of family poverty, and, that the measure is sensitive to increments in family income, particularly when looking at children born into poverty. Numerous researchers have continued to utilize the HOME-SF child assessment for various purposes in recent years. The overall HOME-SF scale and the cognitive stimulation and emotional support subscales are used frequently as outcomes of interest predicted by various family circumstances, such as mothers' and fathers' employment. These measures of the home environment continue to be often used as predictors of children's cognitive and/or behavioral outcomes using PPVT, PIAT, and BPI scores. Studies that utilize existing or previously constructed measures from the HOME-SF typically cite one or more of the following sources for reliability and validity information: Baker and Mott, 1989; Menaghan and Parcel, 1989 & 1991; Luster and Dubow, 1990 & 1992; Parcel and Menaghan, 1990.

Slight variations on the overall HOME-SF scale are used in order to isolate a facet of the home environment for theoretical reasons. The most frequent example is that father

presence has been isolated in some studies so that its unique effects can be examined (Mott, 1993; Baydar, 1995). Although not as frequently utilized as the overall scale and the two main subscales, individual items and researcher-constructed subscales representing a variety of specific concepts are also studied as predictors and as outcomes. For example, some studies use measures of discipline/punitiveness constructed from one or more HOME-SF items to predict later child behavioral outcomes (Dornfeld and Kruttschnitt, 1992; McLeod and Shanahan, 1993; McLeod et al., 1994; Rodgers et al., 1994; Parcel and Geschwender, 1995; Straus et al., 1997).

Some researchers with concerns about the reliability of some of the subscales have opted to rely on the overall HOME-SF (Ketterlinus et al., 1992). Some analysts, who have conducted confirmatory factor analysis on factor structures for the HOME-SF for younger children, recommend that the HOME-SF should not be thought of as measuring a single concept (Ferron et al., 1994). Researchers with concerns about the validity of the HOME for Hispanic children should be aware that the instrument is administered in Spanish if that is the preferred language of the mother. An extensive discussion of the unique aspects and numerous applications of the NLSY79 HOME scales can be found in Mott, 2002.

As mentioned earlier, bibliographies of research based on the NLSY79 child data are available on-line or from NLS User Services (see Chapter 5). An extensive body of research has developed in which the NLSY79 HOME scales have been used. The *NLSY79 Child Handbook: 1986-1990* describes this research in detail through 1990, emphasizing earlier work that examined the reliability and validity of the HOME (Baker et al., 1993). *The NLSY Children 1992* provides further evidence regarding linkages between the HOME scale and subscales, and a variety of family and maternal antecedents (Mott et al., 1995). Finally, *The NLSY79 Child Assessments: Selected Tables* provides detailed distributions by age and race/ethnicity for the overall HOME scores and the two subscores. Tables series 1 in each of these survey-year reports contains information about the HOME scores.

Temperament (How My Child Usually Acts)

At the time of the design of the initial NLSY79 Child survey design, no single instrument seemed adequate to use for measuring child temperament, within the context of a large national survey administered by lay personnel. As a result, a Temperament scale was

developed, based on Rothbart's Infant Behavior Questionnaire, Campos and Kagan's compliance scale, and other items from Campos.

Because the child's temperament is partially a parental perception, the behavioral style of children in the NLSY79 was measured by a set of maternal-report items (for all children younger than seven years) and interviewer ratings (in 1996-1998, for children three years or older and in 2000 for children age 4 and older). The maternal scale "How My Infant Usually Acts" addresses the activity, predictability, fearfulness, positive affect, and friendliness of infants below age one. "How My Toddler Usually Acts" addresses the fearfulness, positive affect, and friendliness of one-year-olds. "How My Child Usually Acts" measures the compliance and attachment of two- and three-year-olds and additionally, the friendliness of children aged four through six. For children ages three through six, the interviewer rates the child's shyness when first introduced, shyness at the end of the session, and the child's cooperation, interest and motivation, energy, persistence, and attitude toward and rapport with the interviewer during the assessment. All of the scales were available for administration in English and Spanish.

The Temperament Scores. A total of ten distinct scores tap various dimensions of temperament, but not all dimensions are appropriate for all ages. For example, when examining infant temperament as a predictor of childhood behavior problems, Colder, Mott and Berman (2002) performed a confirmatory factor analysis on six items producing two factors or subscales: fear and activity level (p. 6). Gortmaker, Kagan, Caspi and Silva (1997) used the sum of two shyness questions taken at two different time points to produce an indicator of overall shyness in children ages 2 to 7 years old. The specific (questionnaire) items for each Temperament score, and the age appropriateness of the scores are indicated in Appendix B. The complete listing of assessment scores for 1986 through 2000 can be found in Table 2.9 and Table 2.10.

The behavioral tendencies of the children are rated by the mother on a five-point scale, ranging from Almost Never (value of 1) to Almost Always (value of 5). The scores of the various scales are computed by summing the individual items in the scale where appropriate. Some items are recoded in reverse before summing. Such items are indicated by a "R" following the question name in the Q# column in Appendix B. If any item component of a

subscale was missing, that subscore was not computed. Since no appropriate national norms are available for this assessment, only raw scores are provided.

Changes in Scoring the Temperament Scales. An important and necessary change was made beginning with the 1990 Temperament scoring. Because in some survey rounds children under the age of four are not administered any of the *Child Supplement* items, it is necessary to truncate two scales addressed to younger children. These are the difficulty composite score for children between the ages of 8 months and 23 months and the friendliness scale for children under the age two. For researchers requiring comparability over time, abbreviated and unabbreviated versions of the scores for 1986 and 1988 are included in the public use file.

Completion, Validity, and Reliability - Temperament. Researchers considering the use of the Temperament scores may wish to examine Table series 2 in *The NLSY79 Child Assessments: Selected Tables*, as well as the evaluation of the temperament reliability and validity included in *The NLSY Children 1992* (Mott, et al., 1995). The latter document examines, within a multivariate context, the extent to which selected temperament scores are independently linked to a wide range of demographic and socioeconomic antecedents while also predicting other child outcomes in subsequent survey rounds. In general, completion rates for this assessment are quite high, often above 90 percent (see Tables series 2.12 to 2.12 in *The NLSY79 Child Assessments: Selected Tables*).

Motor and Social Development

The Motor and Social Development scale (MSD) was developed by the National Center for Health Statistics to measure dimensions of the motor, social, and cognitive development of young children from birth through three years. The items were derived from standard measures of child development (Bayley Scales of Infant Development, the Gesell Scale, Denver Developmental Screening Test), which have high reliability and validity (Poe 1986). The scale has been used in the National Health Interview Survey (a large national health survey that included 2,714 children up to age four) and in the third National Health and Nutrition Examination Survey (NHANES, 1988-1994). Analyses by Child Trends, a non-profit, non-partisan research organization, of the scale in the 1981 *Child Health Supplement to*

the National Health Interview Survey established the age ranges at which each item's developmental milestone is generally reached by U.S. children (Peterson and Moore 1987).

Based on the child's age, NLSY79 mothers answer fifteen age-appropriate items out of 48 motor and social development items. These items have been used with a full spectrum of minority children with no apparent difficulty. A Spanish version of the schedule was available to NLSY79 mothers whose principal language is Spanish.

Scoring Motor & Social Development. The NLSY79 Motor and Social Development assessment has eight components (parts A through H) that a mother completes contingent on the child's ages. Part A is appropriate for infants during the first four months of life (i.e., zero through three months) and the most advanced section, Part H, is addressed to children between the ages of 22 and 47 months. All of the items are dichotomous (scored either zero or one) and the total raw score for children of a particular age is obtained by a simple summation (with a range 0 to 15) of the affirmative responses in the age-appropriate section. Associated with each raw score is a series of norms: (1) an overall percentile and standard score and (2) same-gender by age percentile and normed scores. That is, boys were scored using the male national norms and girls were assigned female national norms, and both genders received combined gender norm scores. All these normed scores were constructed by CHRR using data from the nationally representative sample in the 1981 Child Supplement to the National Health Interview Survey (National Center for Health Statistics 1984). The reference numbers for the various raw scores, overall scores, and same-gender normed scores for Motor & Social Development are listed in Table 2.9 and Table 2.10.

MSD Norms. The Motor & Social Development norms are grouped into fairly narrow age categories reflecting the extreme sensitivity of a child's level of development to his or her age: following a (four month) zero through three months age break, the four through thirty month age range was normed by successive three month age groups with the thirty-one through forty-two month range being normed according to three successive four month categories, followed by one five month (forty-three through forty-seven month) category. No proration was attempted on this assessment since the proportion of missing items is modest and there was some question about the appropriateness of the procedure, given that later items in the assessment tend to be more difficult than earlier items, and non-

response is not random across items. Appendix C-1 contains the complete norming tables for this assessment.

Caution should be exercised when interpreting results for three-year-olds, the oldest group completing this assessment. The Motor and Social Development assessment tends to “top out” for three-year-olds and does not provide a sensitive ceiling for these older children. *For this reason, researchers using the assessment should include an age control in any multivariate analyses even when they are using normed scores.* In general, the distribution of scores for NLSY79 children on this assessment tends to be more peaked for the youngest and oldest children (e.g., see Table 3.3 in *The NLSY79 Child Assessments: Selected Tables*).

While not described in these tables, it is also useful to note the reported gender differences at the youngest ages. Infant girls score significantly higher than their male counterparts, consistent with other evidence regarding early gender differences in motor and social development. Researchers interested in separately analyzing boys or girls are reminded that separate gender-specific norms are available.

Completion, Validity, and Reliability - MSD. As seen in Table 2.14, the overall completion rate for MSD in 2000 is about 96 percent, with a slightly lower completion rate for Hispanic children. The overall completion rate for this assessment declined in recent years through 1998 until the current survey round. A substantial proportion of the non-completions resulted from situations where the mother skipped the section in the paper booklet or inadvertently left a number of the items blank. In 2000 this assessment was moved to the Child CAPI Supplement, which may account for the significant increase in overall unit and item response.

Readers interested in information about the validity and reliability of the NLSY79 Child data for this assessment may want to examine the discussions of MSD in the *NLSY79 Child Handbook: 1986-1990* (Baker et al., 1993) and *The NLSY Children 1992* (Mott et al., 1995). Analyses based on the NHANES III data indicate that low birth weight status and pre-term delivery are associated independently with small, but measurable, delays in MSD (Hediger et al., 2002).

The Behavior Problems Index

The Behavior Problems Index was created by Nicholas Zill and James Peterson to measure the frequency, range, and type of childhood behavior problems for children age four and over (Peterson and Zill 1986). Many items were derived from the Achenbach Behavior Problems Checklist (Achenbach and Edelbrock 1981) and other child behavior scales (Graham and Rutter 1968; Kellam et al., 1975; Rutter, Tizard and Whitmore 1970).

Parent respondents to the 1981 Child Health Supplement of the National Health Interview Survey were asked an extensive series of structured questions concerning the child's problem behaviors and use of mental health services (NCHS 1982: 100-102). The specific questions varied somewhat depending on the age of the child. The behavior problem items utilized in the NLSY79 were developed from these items.

Scoring the BPI. The Behavior Problems total score is based on responses from the mothers to 28 questions in the *Mother Supplement* (items 1-26, 31, and 32 in the Behavior Problems scale). These mother-report questions ask about specific behaviors that children age four and over may have exhibited in the previous three months. (Note: Questions 27 through 30 in the BPI section are *not* part of the Behavior Problems scale. They were added by CHRR to tap dimensions that are particularly relevant for older children.) Three response categories were used in the questionnaire: (1) "often true," (2) "sometimes true," and (3) "not true".

Overall Score and Subscales. For the overall Behavior Problems scale and the set of six subscales defined below, responses to the individual items are dichotomized and summed to produce an index for each child. In this recoding process, each item answered "often" or "sometimes true" is given a value of one. Each item answered "not true" is given a value of zero. Thus, higher scores represent a greater level of behavior problems. Two of the items (Q.31 and Q.32 in the Behavior Problems sequence) are appropriate only for those children who have attended school at some time. *Only the overall score and the antisocial subscore use these two items.* Thus, for the BPI assessment, parallel raw scores are computed for children in school and children not yet in school.

Factor analysis was used to determine the six subscores alluded to above according to the following domains: (1) antisocial behavior, (2) anxiousness/depression, (3) headstrongness, (4) hyperactivity, (5) immaturity (6) dependency, and (7) peer conflict/social withdrawal. Appendix D-1 of this document displays the components of these subscales. The

procedures used to define these subscores are detailed in the *NLSY79 Child Handbook: 1986-1990* (Baker et al., 1993).

Externalizing/Internalizing scales. CHRR has also prepared an alternate revised trichotomous BPI scale and two subscales measuring a child's tendency to internalize or externalize behaviors. These three scales, preferred by some users, are constructed from items that are *not* dichotomized but are recoded from 1 (Often True), 2 (Sometimes true), 3 (Not true) to 0, 1, 2 with the following recoding: 3 = 0, 2 = 1, 1 = 2 before summing. The exact composition of these externalizing and internalizing scales can be found in Appendix D-1.

BPI Norms. All of the above scores and subscores are available for all age eligible children who were assessed biennially between 1986 and 2000. For all of the above except the last three (the non-dichotomous external, internal and total scores which were not recoded), overall as well as "same-gender" normed scores have been created based on data from the 1981 National Health Interview Survey. (Girls are systematically more likely to be reported as exhibiting "better" behavior on most of these scales.) Normed scores for the BPI include both percentile and standard scores (with a national mean of 100 and a standard deviation of 15) and are based on single year of age data. For children below the age of six, separate norms are created for children in school and out of school.

Nationally normed percentile and standard scores are provided for the three trichotomous scores, but normed "same-gender" scores are not available. The overall behavior problems score based on trichotomous non-recoded items is identified by the word "revised" in the variable title. With regard to the six subscores, the user is cautioned that the range of normed outcomes is quite constrained, because of the limited number of possible responses for some of the subscores. As with the other *Mother Supplement* assessments, a user who wishes to select a sample of children of a particular age should access the *Mother Supplement* child age variable. Users will find the reference numbers for the Behavior Problems scores in Table 2.9 and Table 2.10. The components for the various BPI scores and subscores are listed in Appendix D-1. Note: Normed scores are not available for the Dependency subscale for children ages 12 and over. The BPI norming tables are printed in Appendix D-2.

Imputation of BPI scores. Since 1992, imputed values have been assigned for the overall dichotomous raw score for all children for whom one item was missing. Norms are, of course, also provided for all those children. Similarly, beginning in 1994, scores have been imputed for the overall internal and external subscales where only one item is missing. The overall trichotomous score was *not* imputed as of 2000. The overall dichotomous raw score includes one extra digit; with the final digit representing one implied decimal place. The external and internal raw scores have been rounded to the nearest full digit. Imputation flag variables are available that identify those cases that have been prorated. In no instance does imputation involve very many cases.

Completion, Validity and Reliability - BPI. The Behavior Problems Index is among the most frequently used of the NLSY79 child assessments, both as an outcome in its own right and as a robust predictor of a wide range of child attitudes and behaviors. The overall completion rate for the Behavior Problems scale is about 93 percent, with somewhat lower levels of completion Hispanic children in the sample. The racial/ethnic variation evident in the 1998 and 2000 rounds are not as pronounced as in earlier survey rounds (Mott, 1998).

A fully representative sample of children would be expected to have a mean standard BPI score of 100, however the mean for the NLSY79 child sample is 103.5 in 1998 and 101.5 in 2000 (see Table 4.3 in the *Selected Assessment Tables*). Previous evaluations (Mott 1998) speculated that this level reflects the fact that the NLSY79 children are not yet fully representative of a national cross-section of American children and somewhat over-represent children born to younger and less-educated women. This becomes less of an issue with the passing of time as the NLSY79 mothers approach the end of their childbearing years. For example, whereas the NLSY79 children over the age of ten in 1996 have mean behavior problem scores well over 100 (as high as 106 in 1996), the mean score for children ages 4 or 5 is closer to 98. While the age-score pattern appears somewhat erratic over time, there is evidence that the sample of NLSY79 children may have normed scores not substantially different from the overall 1982 national norming sample. The assessment tables reports include distributions for the Behavior Problems Scales starting in 1994 (see Chapter 5 for information on the 1994-2000 *Selected Assessment Tables*).

Researchers continue to frequently use the BPI assessment in studies based on the NLSY79 child data. The overall scale, typically used more often than its subscales, is often

seen as an outcome predicted by family circumstances and parental characteristics. The overall index has also been used to test the reliability and validity of other scales, such as the temperament scales (Baydar 1995).

Original or modified versions of the internalizing and externalizing subscales have been used as outcomes of interest in a number of studies (Chase-Lansdale and Gordon 1996; McLeod and Shanahan 1993; McLeod and Edwards 1995; Mott, Kowaleski-Jones, and Menaghan 1997).

The six provided behavior problem subscales (antisocial, anxious/depressed, headstrong, hyperactive, dependency, and peer conflict) are often used as child outcomes of interest within a single study. The antisocial and anxious/depressed subscales are also studied separately in some cases. Several researchers have created other subscales from the items in the BPI child assessment to use as child outcomes. The most frequently studied outcome of this type is oppositional action, a fifteen-item scale that represents “acting out” behaviors (Cooksey, Menaghan and Jekielek 1997).

The *NLSY79 Child Handbook: 1986-1990* (Baker et al., 1993) discusses additional literature on this assessment. *The NLSY Children 1992* includes a discussion of the reliability and validity of the assessment based on the earlier waves of child data (Mott et al., 1995). Users are encouraged to review an annotated listing of research in which the BPI scales are used by accessing the NLS on-line bibliography or contacting NLS user services (see Chapter 5).

Parts of the Body (1986 and 1988 only)

The Parts of the Body assessment was completed by age-eligible NLSY79 children in 1986 and 1988 only. Developed by Jerome Kagan of Harvard University, Parts of the Body attempts to measure a one- or two-year-old child’s receptive vocabulary knowledge of orally presented words as a means of estimating verbal intellectual development. The interviewer names each of ten body parts and asks the child to point to that part of his or her body.

Scoring Body Parts. The child’s score is computed by summing the items that a child correctly identifies (C7972. for 1988 and C5799. for 1986). Thus, a minimum score is 0 and a maximum score is 10. No proration was attempted since the later items in the sequence are more difficult than the earlier items. A Spanish version of this assessment was available

for use with young Hispanic children. A complete protocol for the Body Parts assessment can be found in the *1988 Child Supplement* (available from NLS User Services or online at <ftp://ftp.chrr.ohio-state.edu/usersvc/>).

Because of inconsistency in the way some interviewers interpreted the instructions, the Body Parts assessment was scored in 1988 using three alternate criteria. First, a child had to answer each of the ten items either (1) correctly or (2) incorrectly on at least one of the two attempts (see page CS-18 in the *1988 Child Supplement*). If scoring was completed according to this criteria, then the case was coded a “1” on the Body Parts scoring criteria flag (C7973.). A second, less restrictive criterion, allowed some of the individual items to be coded “3” (no answer) on some of the attempts. For this subset of children, a code of “3” was treated as an incorrect response and the overall assessment was accordingly scored. These cases can be identified by a value of “2” on the Body Parts criteria flag. Children for whom virtually all the responses were coded “3” (and translated into incorrect responses) received a value of “3” on the Body Parts criteria flag. Thus, users may restrict analyses to the more constrained sample or opt to include only children who had been scored according to the less conservative definitions. As with all the assessments, users who plan to use a particular assessment are strongly urged to evaluate the scoring schema and data quality according to their own criteria. While we have made every effort to create scores that are faithful to the intentions of the assessment designers, there are instances where researchers could reasonably disagree about what precise scoring procedures should be utilized. The Body Parts assessment was given to very young children for whom there could be considerable ambiguity in differentiating between “incorrect” and “non responses.”

Norms – Body Parts. As no appropriate national norms are available for scoring this assessment, CHRR has provided (for 1988) internally normed standard and percentile scores (see Table 2.9). No normed results are provided for 1986. As the raw score on this assessment is extremely sensitive to the age of the child, users of the raw scores are encouraged to apply appropriate techniques that permit analytical comparisons of children across different ages. When controlling for age, the user should select the appropriate *Child Supplement* age variable that specifies the child’s age (in months) as of the *Child Supplement* interview date.

Completion, Validity, and Reliability – Body Parts. Notwithstanding the availability of a Spanish version of this assessment in the NLSY79, the user should proceed cautiously when interpreting its reliability and validity, particularly with regard to minority and relatively more disadvantaged children. It appears that a child's score may be quite sensitive to the child's English language capabilities as well as rapport with the interviewer. In 1986, the non-completion rate for this assessment was about 17 percent. For about half of the completed assessments, a child is reported to have not responded on at least one question, requiring the alternate assumptions with regard to scoring we describe above to be made. For a more complete discussion of the reliability and internal validity of this assessment and the Memory for Location assessment, please see pages 30-31 in *The NLSY Children 1992* (Mott et al. 1995).

Memory for Locations (1986 and 1988 only)

The Memory for Locations assessment was completed by age-eligible NLSY79 children in 1986 and 1988 only. It was developed as a measure of a child's short-term memory and has been extensively used by Jerome Kagan of Harvard University (Kagan 1981). The child, aged eight months through three years, watches as a figure is placed under one of two to six cups. The cups are screened from a child's view for one to fifteen seconds; the child is then asked to find the location of the figure. Items increase in difficulty as the number of cups and/or the length of time during which the cups are hidden from view increases. A child's score is based on his or her ability to select the cup hiding the figure.

Scoring Memory for Locations. The number of individual items that a child can potentially answer in this assessment is contingent on the age of the child. Children between the ages of 8 and 23 months start with item 1, the easiest question; children who are at least two years of age begin with item 4, and children age three start with item 7. A child's score is based on the highest (most difficult) question answered. A child who cannot answer the entry item receives a raw score of zero *regardless of where he or she enters*. Otherwise, if Q.1 is the highest item answered correctly, the child receives a score of 1. The maximum score is 10, if the tenth or final item is correctly answered. A child under two years of age is eligible to receive a score between zero and ten; a child age three, by virtue of the fact that he/she enters at item seven, can only receive a raw score of 0, 7, 8, 9, 10. Because external norms

were not available, internally normed standard and percentile scores were developed. The scores that are constructed for this assessment are identified in Table 2.9. The user is still advised to use the normed scores cautiously because of the unusual distribution of raw scores described above.

Because of the complexity of the administration procedures for this assessment, a number of responses were not coded precisely according to the decision rules. On the advice of the assessment developer, children who followed a sequence that might have led to “extra learning” (as part of the assessment administration process) were still scored. For example, if a child was asked Q.1B after having correctly answered Q.1A, the child was scored and not given an “invalid skip” code, even though, theoretically, the child was supposed to proceed directly from Q.1A to Q.2A. In addition, a careful examination of the individual responses suggests that there were a number of children who began the assessment at an improper entry point but who ended up at a level where they would, in all likelihood, have wound up anyway. In these instances, a score was provided for the children and these cases were “flagged” with a code of “2” on the Memory for Location flag variable (C7977. for 1988 and C5782. for 1986). A code of “1” on this flag includes all scored cases *except* those defined as 2’s. Researchers who plan to use this assessment extensively should carefully examine the actual response patterns to individual items. Individual researchers may choose to impose scoring criteria that are more or less stringent than those used in computing the raw scores provided in this data file.

This assessment displays a clear tendency to “top out” for the oldest children in the sample. That is, a very large proportion (63 percent in 1986) of all three- year-olds and 32 percent of two year olds received the maximum raw score of ten on the assessment. A relatively normal distribution may be in evidence only for children below the age of two.

The Body Parts and Memory for Location assessments were deleted from the NLSY79 child assessment package following the 1988 Child data collection effort, partly because of funding constraints and partly because of the greater difficulty in administering them to children in a home setting. Interviewers found it difficult to make an unambiguous determination as to whether a child was unable to respond or whether he/she was just shy. It was sometimes difficult to be definitive regarding the direction in which a child was pointing, either toward a cup or toward a body part.

Finally, evaluation of these two assessments in 1986 showed little in the way of significant linkages between a wide range of socio-economic antecedents and these two outcomes. However, more recent research suggests that these two assessments may be useful independent predictors of cognitive development (Mott, et al., 1995) since Body Parts and Memory for Location scores in 1986 are highly significant predictors of Peabody assessments in 1992. It appears that, in standard multivariate analyses, these early child cognitive measures may indeed be useful predictors of aptitude and achievement measures six years later.

McCarthy Scales of Children's Abilities - Verbal Memory (1986-1994)

The Verbal Memory subscale of the McCarthy Scales of Children's Abilities, last administered in 1994, assesses a child's *short-term* memory in response to auditory stimuli. The Verbal Memory subtest selected for use in the NLSY79 Child is only one of six scales that form the complete McCarthy assessment battery. Verbal Memory was administered by first asking the child, age three through six years, to repeat words or sentences said by the interviewer (Parts A and B). Then the child listens to and retells the essential aspects of a short story read aloud by the interviewer (Part C).

Verbal Memory has typically been completed by children between the ages of three and six, although in 1990, administration was limited to ages four to six. In all child survey years it was only administered to age-eligible children who had not previously (in a prior round) completed the assessment. The precise administration pattern by year is noted in Table 2.13.

Changes in Verbal Memory. From 1986 to 1990, both the word and sentence components as well as the story part of the assessment were administered. In 1992 and 1994, administration was limited to the word/sentence component of the assessment. This means that in 1992 and 1994, only the first two parts (A and B) of Verbal Memory were administered. After 1994, due to cost reasons and concerns about data quality, administration of this assessment was discontinued.

Scoring Verbal Memory. In the first half of the word-sentence component of the assessment (Part A), the score that the child received was contingent on the child repeating a series of words, ideally in the same sequence that they were uttered by the interviewer. In

Part B of this first section, the child was scored according to the number of key words that he or she repeated from a sentence read by the interviewer. The combined total score for Parts A and B determined whether the story (Part C) was administered. In Part C, the child was read a story paragraph and then scored on the basis of his or her ability to recall key ideas from that story. National norms are available for this assessment, so children were assigned normed scores based on his or her performance in comparison with a nationally representative sample.

The number of correct responses to the words and sentences on pages 50 and 51 in the 1994 *Child Supplement* (the last year the assessment was administered) were combined to generate one total raw score. Appropriate national norms are available in the McCarthy manual (McCarthy, 1972: 205). Thus, percentile and standard scores are available for linking with the raw scores. The specific identification of these raw and normed scores is found in Table 2.9.

As noted in the 1986 through 1990 rounds of data collection, the Verbal Memory assessment included a “Part C” or a “Story” section. Children who received this assessment in 1986-1990 received two scores in each year. Entry into the “Story” was contingent upon receiving a minimum combined score of 8 on Part A plus Part B. The researcher may note that there were a few instances of children entering and receiving a score on Part C who had received an invalid skip score on Part A and Part B. While it may not have been possible to score A and B for various reasons, the available information was sufficient for the scorer to be confident that the A and B score was at least 8. Children who received a valid score of less than 8 on Part A and Part B were automatically assigned a zero on Part C. This explains the considerable heaping at the zero outcome for Part C.

The scoring on Part C is a simple summation of the number of key words/phrases identified correctly from the paragraph on page CS-36 of the 1990 *Child Supplement*. No proration was attempted for missing responses. The individual items appear on page CS-38 of that supplement. A total raw score and two normed scores were generated for Part C in 1986 through 1990 (Table 2.9).

From an analytical perspective, the prospective user may note that the distribution of the percentile and standard scores for Part C are somewhat uneven, reflecting the fact that the Part C outcome allowed for only 12 possible responses (0 and 1 through 11) with a major heaping as noted, at the zero category. The fact that the percentile/standard scores assigned to

the various raw scores vary by the age of the child helps to smooth the normed response somewhat. However, the user is encouraged to examine the pattern of normed responses before proceeding with his or her research. As with all of the assessments in the *Child Supplement*, the *Child Supplement age* variable should be used when stratifying the sample by age of child.

Validity – Verbal Memory. While this subscale has a high face validity regarding what it purports to measure, the user should be sensitive to the fact that the scoring of Part C, the story section, undoubtedly includes an element of subjectivity. Interviewers can, in some instances, disagree regarding whether or not a child’s specific response was indeed a “correct” or “incorrect” interpretation of an aspect of the story. Also, to some extent, the verbatim verbal responses recorded by the interviewer could, in some instances, be coded in different manners by different interviewers. In order to test this latter premise, NORC had the 1986 verbatim responses for about 400 children independently coded by two coders. There was complete agreement between coders for 92 percent of the respondents.

At a different level, there is also some possibility that the Part A response patterns reflect a lack of precision in the instruction—an ambiguity that also exists in the McCarthy manual. The instructions (for Part A) only ask the child to repeat the words that the interviewer reads to him or her, but do not specify that the words should be repeated in the same sequence. However, in the scoring, the respondent loses a point if the words are repeated out of sequence. Thus, the extent to which the words were repeated in or out of sequence may have been a function of how the instructions were understood, an artifact that could attenuate the reliability of the Part A score.

Completion Rates - Verbal Memory. The 1994 completion rate for Parts A and B was only about 82 percent, below the completion rate for all of the other child-administered assessments. Hispanic children had a completion rate of only 77 percent, substantially below that for other children. Thus, as with some of the other assessments, there is surface evidence that language constraints come into play when evaluating the reliability and potential validity of this assessment. With regard to this assessment, it is important to note that a Spanish translation was *not* utilized. Since this test measures *English* language verbal retention, a language bias is likely for at least some children. Hispanic children and children of less

educated mothers are heavily over-represented among those who could not be scored—the “invalid response” subset.

Verbal Memory has been one of the most difficult of the assessments to administer because of the ambiguity involved in determining whether a child does not know an answer or is just shy (see Baker and Mott 1995, for a discussion of this issue and its impact on the assessment). This is primarily an issue with younger children who had not previously been tested or had not been in a formal school environment. With the introduction of the CAPI administration procedures in 1994, one additional problem became apparent. The number of cases scored “zero” increased substantially, but interviewer comments suggest that many of these cases really should have been “non-completions.” This is discussed in detail in Baker and Mott (1995). For the reasons noted above, this assessment should be used cautiously. Additional discussion relating to the reliability and validity of this assessment, as well as how it has been used by other researchers, can be found in the *NLSY79 Child Handbook: 1986-1990* (Baker et al., 1993) and in *The NLSY Children 1992* (Mott et al., 1995).

Self-Perception Profile for Children

The Self-Perception Profile for Children (SPPC) is a self-report magnitude estimation scale that measures a child’s sense of general self-worth and self-competence in the domain of academic skills (Harter 1982, 1985). Harter’s instrument taps five specific domains of self-concept as well as global self-worth. The twelve items selected from the original for use in the NLSY79 assessment translate into two subscores, a global self-worth score and a scholastic competence score. There is no overall self-perception score. The global self-worth score is a summation of the six “even-numbered” items, beginning with the second item. The scholastic competence score is a summation of the odd numbered items, beginning with item one. These two scales represent two of six subscales developed by Susan Harter. A full description of all the subscales appears in the SPPC Manual (Harter 1985). The NLSY79 testing protocol for this assessment is also explained in the user version of the *Child Supplement* (see Chapter 5 for details about questionnaire documentation).

The assessment, titled “What I Am Like” in the *Child Supplement*, was completed by children ages eight and over in the survey years 1986-94. Beginning with the 1996 survey,

administration was limited to children 12 and over. Scale items are typically phrased as follows:

“Some kids like the kind of person they are BUT other kids often wish they were someone else.”

Children select which option is most like them and then indicate whether the statement is *sort of true* or *really true* for them. A value of “4” for each item denotes the highest level of self-worth and a “1” denotes the lowest level.

Users should note that, with Harter’s consultation, very minor wording changes were made to the original items when adapting them for use in the NLSY79 Child. For example, two items each from the Scholastic Competence and Global Self-Worth subscales show the following variation:

| Harter wording | NLSY79 Child wording |
|---|--|
| Some kids often forget what they learn BUT | Other kids can remember things easily Other kids remember things easily |
| Some kids often forget what they learn BUT | Other kids don’t do well at their classwork Other kids don’t do very well at their classwork |
| Some kids are usually happy with themselves as a person BUT | Some kids are happy with themselves as a person Other kids are often not happy with themselves |
| Some kids are not happy with the way they do a lot of things Some kids are not very happy the way they do a lot of things BUT | Other kids think the way they do things is fine |

In the NLSY79, interviewers administer this instrument directly to the children. The interviewer reads each statement to the child, then asks “which kind of kid is more like you,” and follows up by asking whether or not the particular response is “really true for you” or “sort of true for you.” Older children have the option of reading along on printed cards and simply answering whether they are more like the “X” side or the “Y” side of the card. The graphical format and layout of the CAPI screens for SPPC can be found at the back of the Child Supplement (available from NLS User Services or on-line at <ftp://ftp.chrr.ohio-state.edu/usersvc/>). These sample pages are included in the appendix to the Child CAPI Supplement (see Chapter 5 for access information).

Changes in SPPC. From 1986 to 1994 the Self-Perception Profile for Children (SPPC) was administered to children ages 8 and older. Beginning with the 1996 survey, SPPC is administered only to children ages 12 and over.

Scoring the SPPC. Each of the two subscales include six items that are scored between one and four, with higher scores representing greater scholastic competence or greater global self-worth. Only raw scores, which are a simple summation of the six individual items in each scale, are provided, as no national norms are available. Subscore identification is documented in Table 2.9 and Table 2.10.

For a small number of cases, there are some missing items. In these instances, a prorated score is computed, assigning average values to the missing items. Flag variables that identify the degree to which cases have been prorated are included in each year's data. For example, a value of zero on these flags indicates that all items were completed and no proration performed; a "1" indicates that one item was missing, and so on.

Completion Rates - SPPC. The SPPC assessment has a relatively high completion rate (87.5 percent) in the current round, with only modest ethnic or racial variability (see Table 2.14). However, there is evidence that younger children, those under ten (who had been administered this assessment in the pre-1996 survey years), may have had greater difficulty in understanding some of the items. For this reason, scores for younger children may have been somewhat less reliable and valid. In this regard, it is useful to note that within and cross-year correlations between the two SPPC subscales and the various other cognitive assessments are significantly higher for children age ten and over than for eight and nine year olds. The zero-order correlation between the two subscales is about 0.3 for eight- and nine-year-olds compared with 0.4 for children age ten and over (Baker, et al. 1993: 130-131). For younger children, there is little association between the two scores and demographic or socioeconomic priors (Mott, et al. 1995).

Validity and Reliability - SPPC. In general, the reported reliabilities for the NLSY79 administration of these two subscales are somewhat lower than those reported by Harter (1985, 1990). She reports internal reliability of about .8 compared with .67 for the NLSY79 samples. This may partly reflect differences between the samples in their racial, ethnic, or socio-economic mix.

Researchers who have used the NLSY79 child SPPC measures have relied on the constructed SPPC scores that are provided in the NLSY79 public child file. Using the 6-item global self-worth subscale, Baydar, Hyle, and Brooks-Gunn (1997) report a significant effect of a sibling birth on global self-worth, particularly among children of economically disadvantaged families. Turner (2000) used the scholastic subscale in finding that children resistant to overall delinquency, including drug use, report greater self-perceived scholastic competence than children who report engaging in delinquent behavior and drug use (p. 137 and p. 160). Both the *NLSY79 Child Handbook: 1986-1990* and *The NLSY Children 1992* include more extensive evaluations of the reliability and validity for these two subscores and the *NLSY79 Child Handbook* includes a review of other literature on the topic (Baker et al., 1993; Mott et al., 1995).

As a final note, it appears that there has been some escalation in the scores of the Global Self-Worth assessment over time. For example, in 1988, 58.4 percent of the children scored 20 or over, compared with about 63-64 percent in 1990-1992, 69 percent in 1994 and 76 percent (children age 12 and over) in 1996. This category surpassed 71 percent in 1998 and exceeded 70 percent in 2000 (see Table 5.3 in the *Child Assessment Tables*). The reason for the decline in the proportion with very low scores during the period remains unclear.

Wechsler Intelligence Scale for Children - Memory for Digit Span

The Memory for Digit Span assessment, a component of the Wechsler Intelligence Scales for Children–Revised (WISC-R), is a measure of short-term memory for children aged seven and over (Wechsler 1974). The WISC-R is one of the best normed and most highly respected measures of child intelligence (although it should be noted that the Digit Span component is one of the two parts of the Wechsler scale not used in establishing IQ tables).

There are two parts to the Memory for Digit Span assessment. First, the child listens to and repeats a sequence of numbers said by the interviewer. In the second part, the child listens to a sequence of numbers and repeats them in reverse order. In both parts, the length of each sequence of numbers increases as the child correctly responds. Starting in 1996, this assessment is administered to all children age seven through 11 years. In prior rounds, it was administered typically to children ages seven and over who had not previously received the assessment, and to all ten and eleven year olds (see Table 2.14).

The child is instructed to repeat a series of 14 numbers (with increasing numbers of digits) forward and a different series of digits in reverse order. Each correct response is worth one point; the theoretical maximum on each of the subscores is, thus, 14 and for the total score, 28. The forward digit sequence is completed prior to the backward digit sequence. However, entry into the reverse sequence is not contingent on successful entry or completion of the forward sequence. Where appropriate, this assessment is administered in Spanish.

Digit Span Scores. This assessment generates three non-normed “raw” scores and one overall age-appropriate normed (standard) score. Whereas the normed scores for the other assessments are based on a mean of 100 and a standard deviation of 15, the Digit Span assessment is normed against a distribution that has a mean of 10 and a standard deviation of 3. Norms are only available for the total score. The variables to be accessed for these raw and normed scores can be found in Table 2.9 and Table 2.10. The norms are published in the *WISC* manual (Wechsler 1974: 118-150). The precise instruction and items used in this assessment can be found in the Memory for Digit Span section of the 1996 *Child Supplement*, available from NLS user services or on-line at <ftp://ftp.chrr.ohio-state.edu/usersvc/>.

Completion Rates – Digit Span. The completion rate for Digit Span in the current round is about 90 percent (Table 2.14) with only limited racial or ethnic variability. Based on a cross-year examination of Digit Span scores, it is difficult to generalize about racial or ethnic differences in scores. As in 1998, the scores for whites in 2000 appear to be slightly above those of minority groups, with this difference being most prevalent on the “backwards” assessments (see Tables series 6 in the *Assessment Tables* Report). However, in at least several prior years, different patterns were in evidence, with racial differences not following any generalizable systematic pattern.

As noted above, a Spanish version is available for administration. While this version is available for use, it may be that some Hispanic children with a less than adequate understanding of verbal English (the assessment is verbally administered by an interviewer) nonetheless completed the English version with less than optimal results.

Validity and Reliability – Digit Span. In multivariate analyses carried out with the 1992 data that controlled for a wide range of demographic and socio-economic antecedents, the scores of black and Hispanic children were not below those of non-Hispanic, non black children on either the forward or backward assessment (*The NLSY79 Children 1992*). In the

same analyses, it was also found that the Digit Span subscores in 1986, in particular the reverse order “digit backwards” assessment, are useful independent predictors of all of the PIAT scores for older children in 1992. Users who want more detailed information about the reliability and validity of these assessments and a brief discussion of other literature about studies that have used these assessments should consult the *NLSY Child Handbook: 1986-1990* (Baker et al., 1993) and *The NLSY Children 1992* (Mott et al., 1995).

PIAT Mathematics

The Peabody Individual Achievement Test (PIAT) is a wide-ranging measure of academic achievement for children aged five and over and is widely known and used in research. It is among the most widely used brief assessment of academic achievement having demonstrably high test-retest reliability and concurrent validity. The NLSY79 *Child Supplement* includes three subtests from the full PIAT battery: the Mathematics, Reading Recognition, and Reading Comprehension assessments. Many of the comments related here to the PIAT math subtest are equally appropriate for the other PIAT (as well as PPVT) assessments.

The PIAT Mathematics assessment protocol used in the field is described in the Appendix to the *Child Supplement*. This subscale measures a child’s attainment in mathematics as taught in mainstream education. It consists of 84 multiple-choice items of increasing difficulty. It begins with such early skills as recognizing numerals and progresses to measuring advanced concepts in geometry and trigonometry. Essentially, the child looks at each problem and then chooses an answer by pointing to or naming one of four options.

PIAT Basal and Ceiling. The PIAT Mathematics assessment was administered to all children below young adult age whose “PPVT age” was five years and above. Administration of this assessment is relatively straightforward. Children entering the assessment at an age-appropriate item (although this is not essential to the scoring) and establish a “basal” by attaining five consecutive correct responses. If no basal is achieved then a basal of “1” is assigned (see PPVT). A “ceiling” is reached when five of seven items are answered incorrectly. The non-normalized raw score is equivalent to the ceiling item minus the number of incorrect responses between the basal and the ceiling scores.

PIAT Norms. For a precise statement of the norm derivations, the user should consult the *PIAT Manual* (Dunn and Markwardt, 1970, pp. 81-91, 95). In interpreting the normed scores, the researcher should note that the *PIAT assessments used in the NLSY79 Child were normed about 30 years ago*. Social changes affecting the mathematics and reading knowledge of small children in recent years undoubtedly have altered the mean and dispersion of the reading distribution over this time period. In this regard, a revised version of the PIAT (“PIAT-R”) was released in 1986, but this release occurred too late to incorporate as a 1986 child assessment. To date, we have opted to maintain internal continuity within the NLSY79 by continuing to use the 1968 version of the PIAT.

In 1998 and in 2000, the overall (weighted) standard score mean for NLSY79 children completing the PIAT Mathematics assessment is about 104 compared with 100 for the 1968 norming sample (tabulations for the PIAT Mathematics test can be viewed in Tables series 7 in the *Selected Tables* reports). Thus, even though NLSY79 children are somewhat disadvantaged compared with a full cross-section of contemporary American children, they nonetheless score above average compared to what one might expect from a full national cross-section. It is likely that this pattern at least partly reflects changes that have occurred in American society in the last 30 years. For example, it is very possible that factors such as child educational television viewing patterns or involvement in pre-school programs have improved younger children’s readiness for mathematics and reading, if not their advanced capability.

Normalized percentile and standard scores are derived on an age-specific basis from the child’s raw score. The user is reminded that *a child’s age determination for this assessment is based on a PPVT age*. The norming procedures essentially are a two-step process with the percentile scores being derived from the raw scores and the standard scores from the percentile scores. The reference numbers for the 1986 through 2000 raw and normed scores are listed in Table 2.9 and Table 2.10. The norming sample has a mean of 100 and a standard deviation of 15.

Completion Rates – the PIATs. The majority of the invalidly skipped items in the PIATs between 1986 and 1992 (years when the survey was administered by paper and pencil) fall into two categories. First, there are some children who inadvertently were skipped over even though they were of an appropriate age. Second, a number of children could not be

scored because the scoring decision rules were not followed properly so either a basal or ceiling could not be obtained. This looser data collection procedure, which resulted in children being asked a greater number of questions than was required by protocol, is no longer utilized beginning with the 1994 assessment administration. The utilization of computer-assisted personal interview (CAPI) techniques were introduced with the 1994 child data collection round and this took the decision making regarding basal and ceiling procedures out of the hands of the interviewer. Thus, a PIAT assessment can no longer be terminated inadvertently because an interviewer errs in deciding whether a basal or ceiling has been reached.

Users of the PIAT assessments are encouraged to examine carefully the individual response patterns as well as the reasons for invalid scores, particularly for the 1986–92 period. Having the individual responses will permit the user to note that a number of assessments originally considered “unscorable” were scorable once the actual patterns of response on the various assessments were considered individually. This edit was possible because the interviewer recorded the actual response and a score of correct or incorrect for each answer. Thus, if the correct-wrong item was left blank inadvertently (something which was possible only with paper-and-pencil administration), but the actual response was available, it was frequently possible, in scoring the 1986 through 1992 assessments, to make a post hoc determination of “correctness.” In addition, depending on the user’s research intention, it may be possible to “score” additional cases if one is willing to sacrifice some precision in the scoring. For example, some additional cases could be scored, if one is willing to accept as adequate a score that does not deviate by more than one or two points from the “true” score. This issue has become less relevant beginning with the introduction of CAPI interviewing procedures in 1994.

Table 2.14 shows that the overall completion rate for PIAT Math is about 89 percent. There are only modest differences between the white, black and Hispanic completion rates. This is a lower completion rate than was in evidence for any prior survey round, and largely reflects the lower interview completion status of children’s mothers in the main Youth survey.

Changes in PIAT Scoring. Beginning with 1990, changes were introduced into the PIAT norming scheme to improve the utility of these measures and to simplify their use. First, children between the ages of 60 and 62 months (for whom no normed percentile scores

had been available previously) are now normed using percentile scores designed for children enrolled in the first third of the kindergarten year—the closest approximation available to ages 60 to 62 months.

Starting in 1994, children with raw scores translating to percentiles that were below the established minimum were assigned percentile scores of “1”; children with raw scores translating to percentile scores above the maximum are assigned percentile scores of 99. In prior years, the “out-of-range” children had been assigned arbitrarily scores of 0, which led to some inadvertent misuse of the data. (Prior to the 1994 period, children who were more than 217 months of age were assigned normed scores of -4, since they were beyond the maximum ages for which nationals normed scores are available.)

Validity and Reliability – PIAT Math. In general, the PIAT Math is a highly reliable and valid assessment. As described in the *NLSY Child Handbook: 1986-1990* and *The NLSY Children 1992*, it is correlated closely with a variety of other cognitive measures. It is both predicted by and predicts scores on a variety of the other assessments. A particularly strong analytical advantage derived from all of the PIAT assessments is the fact that they have now been repeatedly asked of children aged five and over. Indeed, there are some children in the sample aged 13 or 14 years who have completed these assessments five times. Additionally, most of the children in the Young Adult sample have several PIAT administrations in their NLSY79 history. This permits one to carefully examine their developmental profiles in relation to school and early-career development.

PIAT Reading Recognition

The Peabody Individual Achievement Test (PIAT) Reading Recognition subtest, one of five in the PIAT series, measures word recognition and pronunciation ability—essential components of reading achievement. Children read a word silently, then say it aloud. PIAT Reading Recognition contains 84 items, each with four options, which increase in difficulty from preschool to high school levels. Skills assessed include matching letters, naming names, and reading single words aloud. To quote directly from the PIAT manual, the rationale for the reading recognition subtest is as follows:

“In a technical sense, after the first 18 readiness-type items, the general objective of the reading recognition subtest is to measure skills in translating sequences of printed alphabetic symbols which form words, into speech sounds

that can be understood by others as words. This subtest might also be viewed as an oral reading test. While it is recognized that reading aloud is only one aspect of general reading ability, it is a skill useful throughout life in a wide range of everyday situations in or out of school” (Dunn and Markwardt 1970: 19-20). The authors also recognize that “performance on the reading recognition subtest becomes increasingly confounded with the acculturation factors as one moves beyond the early grades.”

This assessment is administered to children below young adult age whose PPVT age is five and over. The scoring decisions and procedures are identical to those described for the PIAT Mathematics assessment. A description of the process and a list of the words uttered by the interviewer are included in the public user version of the *Child Supplement*. The only difference in the implementation procedures between the PIAT Mathematics and PIAT Reading Recognition assessments is that the entry point into the Reading Recognition assessment is based on the child’s score in the Mathematics assessment, although entering at the correct point is not essential to the scoring.

As with PIAT Mathematics, it is important to note that the norming sample for Reading Recognition was selected and the norming carried out in the late 1960s. This has implications for interpreting the standardized scores of the children in the NLSY79 sample, as already described in the PIAT Mathematics discussion. In this regard, the child sample that has completed the Reading Recognition assessment has a mean standard score of about 107 compared with 100 for the national norming sample (see Table series 8 in the *NLSY79 Child Assessments Tables* report).

Most children with invalid Reading Recognition scores (assigned a value of -3) have either not entered the assessment or prematurely terminated the assessment. In some instances, a careful review of the individual responses in conjunction with an examination of the interviewer’s actual scoring calculations permitted clarification, and ultimately scoring, of additional cases. This type of data review was more prevalent during the years that the assessments were administered on paper without the benefit of CAPI scoring.

It is however, important to note that while interviewers are able to record the actual response to each PIAT Math item, the nature of the PIAT Reading Recognition makes this infeasible for the individual items. This is one reason that, in years that this assessment was administered on paper, the overall response rate is slightly lower on the PIAT Reading Recognition assessment. In contrast with the PIAT Mathematics assessment, it was not

possible to rectify inadvertent skips for some children on the PIAT Reading Recognition assessment where the “correct-noncorrect” check item inadvertently was left blank. Researchers who plan to use the PIAT Reading Recognition assessment extensively are encouraged to examine the individual response patterns. Where a particular researcher does not require great precision on this particular outcome (e.g., a categorization of scores into a number of discrete categories being sufficient), it possible to reduce the non-completion rate. In a number of cases, while an exact score may not be determined, an appropriate score determination (e.g., within two or three points, or a score of at least a certain level) may be possible.

Scoring Changes – PIAT Reading. Changes were introduced beginning with the 1990 PIAT norming scheme to improve the utility of these measures and to simplify their use. First, children between the ages of 60 and 62 months (for whom no normed percentile scores had been available in 1986 or 1988) are now normed using percentile scores designed for children enrolled in the first third of the kindergarten year—the closest approximation available to ages 60 to 62 months.

Starting in 1994, children with raw scores translating to percentiles below the established minimum are now assigned percentile scores of one; children with raw scores translating to percentile scores above the maximum are assigned percentile scores of 99. In prior years, the “out-of-range” children had been arbitrarily assigned scores of 0, which led to some inadvertent misuse of the data. (Through 1994, children more than 217 months of age were assigned normed scores of -4 since they were beyond the maximum ages for which national normed scores are available.)

PIAT Reading Recognition Scores. Three scores are reported for the PIAT Reading Recognition assessment in the child data file: an overall nonnormed raw score and two normed scores—a percentile score and a standard score. The norming sample has a mean of 100 and a standard deviation of 15; these were normed against standards based on a national sample of children in the United States in 1968. The specific child reference numbers for the PIAT reading recognition scores for all survey years appear in Table 2.9 and Table 2.10.

Completion, Validity, and Reliability – PIAT Reading Recognition. The overall PIAT Reading Recognition completion rate for 2000 reached the lowest level yet reported for this assessment, and this largely reflects the continuing declines in interview completion rates

for the mothers. About 89 percent of eligible children completed the assessment, with little difference between non-Hispanic white and minority children (Table 2.14). As is true for the mathematics assessment, the recognition assessment is considered quite reliable and valid. The *NLSY Child Handbook: 1986-1990* includes a comprehensive discussion of these issues, drawing on material from the PIAT Manual as well as a variety of research that has been completed using the NLSY79 Child PIAT reading data (Baker et al., 1993). This discussion also includes internal CHRR evaluation of the cross-year correlations with other NLSY79 PIAT scores and the full spectrum of other cognitive assessments. Analyses presented in *The NLSY Children 1992* offer evidence of strong longitudinal independent associations between PIAT reading and a full set of demographic and socio-economic priors (Mott et al., 1995). In general, this assessment, as well as all of the other Peabody assessments, is widely used and has a well-established record in research.

PIAT Reading Comprehension

The Peabody Individual Achievement Test (PIAT) Reading Comprehension subtest measures a child's ability to derive meaning from sentences that are read silently. For each of 66 items of increasing difficulty, the child silently reads a sentence once and then selects one of four pictures that best portrays the meaning of the sentence.

“While understanding the meaning of individual words is important, comprehending passages is more representative of practical reading ability since the context factor is built in, which plays an important role, not only in deciphering the intended meaning of specific words, but of the total passage. Therefore, the format selected for the reading subtest is one of a series of sentences of increasing difficulty. The 66 items in Reading Comprehension are number 19 through 84, with item 19 corresponding in difficulty with item 19 in Reading Recognition.” (Dunn and Markwardt, 1970, pp. 21-22)

The PIAT Reading Comprehension assessment is administered to all children below young adult age whose PPVT age is five years and over *who scored at least 19 on the Reading Recognition assessment*. (From 1986 through 1992, PIAT Reading Comprehension was actually administered to all children who scored 15 or higher on Reading Recognition. This lowered threshold was used to maximize our ability to score the Reading Comprehension assessment for those cases where interviewers made minor addition errors in totaling the

Reading Recognition test, computing actual scores of 19 or more as only being 15 through 18.)

Children who score less than 19 on Reading Recognition are assigned their Reading Recognition score as their Reading Comprehension score. If they score at least 19 on the Reading Recognition assessment, their Reading Recognition score determines the entry point to Reading Comprehension. Entering at the correct location is, however, not essential to the scoring. Basals and ceilings on PIAT Reading Comprehension and an overall nonnormed raw score are determined in a manner identical to the other PIAT procedures. The only difference is that *children for whom a basal could not be computed (but who otherwise completed the comprehension assessment) are automatically assigned a basal of 19*. Administration instructions can be found in the assessment section of the Child Supplement. As with the other PIAT tests, norming was accomplished in the late 1960s with all of its attendant potential analytical problems. These are noted in more detail in the discussion above about the PIAT Mathematics subtest. For a precise statement of the scoring decisions and the norm derivations, the user should consult Dunn and Dunn (1981) and Dunn and Markwardt (1970).

The PIAT Reading Comprehension Scores. The NLSY79 Child dataset provides the following PIAT Reading Comprehension scores: overall nonnormed raw scores that can range from 0 to 84, normed percentile scores, and normed standard scores. Reference numbers for the PIAT reading comprehension scores are listed in Table 2.9 and Table 2.9. It should be noted that many younger children (aged seven years and below) who receive low raw scores *cannot be given normed scores* because their scores are out of the range of the national PIAT sample used in the norming procedure. These children have been assigned “-4” codes on the percentile and standard score variables. Researchers wishing to keep these children in their analyses will need to consider special decision rules. The way to identify these children is to cross-classify children by their raw score and standard score. They will be identified by having a raw score of zero or greater but a standard and percentile score of -4.

If one is using the PIAT Reading Comprehension assessment for analyzing five- and six-year-olds, the proportion of children without a standard score is a major constraint that cannot be ignored. A large proportion of five- and six-years-olds that have a *valid* raw score on Reading Comprehension could not be given a normed score. All of these children had raw scores below 19 and thus, had their Reading Recognition score imputed as the

Comprehension score; one solution for the youngest children (those with PPVT ages under 7) is to limit analyses to Reading Recognition. Another possible strategy is to use the raw score and to include an age control in one's equations.

By applying procedures parallel to those used with PIAT Mathematics, it was sometimes possible to clarify the score of a previously “unscorable” child by carefully examining the individual response patterns, particularly where the actual response for the “correct-incorrect” item had not been completed. This was more relevant in the 1986–92 “pre-CAPI” administration survey rounds. In this way, we were able to retrieve a number of cases not previously scorable. Depending on a researcher's individual inclination or need for precision, it may be possible to score, in an approximate manner, a number of additional children. In order to accomplish this, the researcher will need to examine the individual PIAT comprehension items. Researchers who plan to use this outcome extensively are encouraged to examine the individual item responses.

Scoring Changes – PIAT Reading Comprehension. Changes were introduced beginning with the 1990 PIAT norming scheme to improve the utility of these measures and to simplify their use. First, children between the ages of 60 and 62 months (for whom no normed percentile scores had been available previously) are now normed using percentile scores designed for children enrolled in the first third of the kindergarten year—the closest approximation available to ages 60 to 62 months.

As of the 1994 round, children with raw scores translating to percentiles below the established minimum are now assigned percentile scores of one; children with raw scores translating to percentile scores above the maximum are assigned percentile scores of 99. In prior years, the “out-of-range” children actually had arbitrarily been assigned scores of 0, which led to some inadvertent misuse of the data. (Prior to 1994, children more than 217 months of age are assigned normed scores of -4 since they are beyond the maximum ages for which normed scores are available.)

Completion Rates – PIAT Reading Comprehension. Reading Comprehension completion rates have typically been lower than many of the other assessments. For example, in 1992 only about 86 percent of eligible youth received a comprehension score. In the pre-1994 survey period, several reasons have been suggested for the relatively low comprehension completion rate. In some instances, the assessment was simply skipped over with no reason

given. In other instances, a valid Reading Recognition score was available, but the interviewer neglected to assess the child on Reading Comprehension. More typically, the Reading Comprehension assessment was attempted, but the interviewer did not attempt a sufficient number of items to attain a basal or ceiling. An apparently common problem was where an interviewer entered Reading Comprehension at a fairly low level, apparently tested a child, but did not record all of the responses. As with all of the assessments, the researcher is encouraged to examine the scoring patterns for the invalid responses. Depending on one's research objectives, some flexibility in rescoring may be possible.

The PIAT Comprehension completion rates in 1994 and 1996 are substantially higher than in 1992, almost reaching 90 percent, but have dipped to about 88 percent starting in 1998, reflecting the lower overall survey completion rates. This decline appears for virtually all ages, with the poorest completion rates continuing to be in evidence for the youngest, 5-6 year old children.

Validity and Reliability – PIAT Reading Comprehension. As with the other PIAT assessments, Reading Comprehension is generally considered to be a highly reliable and valid assessment that has been extensively used for research purposes. This version was normed in the late 1960s and thus is subject to the same analytical constraints as the other PIAT assessments. In this regard, while the level of the standardized scores appears too high, it is likely that the patterning of the responses is reasonable. That is, higher scores will represent better outcomes in comparison with lower scores. Readers wishing additional detail regarding specific research, which has utilized this NLSY79 assessment, should examine the PIAT discussion in the *NLSY Child Handbook* and review the most recent articles based on the NLSY79 Child reading assessment data by accessing the NLS on-line bibliography (see Chapter 5 for details). Additional information documenting the association between PIAT Comprehension and a full range of socio-economic and demographic maternal and family antecedents can be found in *The NLSY Children 1992* (Mott et al., 1995). Distributions of the PIAT Reading Comprehension scores are summarized in the Table series 9 in the *Selected Assessment Tables* reports.

The Peabody Picture Vocabulary Test - Revised (PPVT-R)

The Peabody Picture Vocabulary Test (PPVT) “measures an individual’s receptive (hearing) vocabulary for Standard American English and provides, at the same time, a quick estimate of verbal ability or scholastic aptitude” (Dunn and Dunn, 1981). This assessment, designed for ages three and over, has been administered, with some exceptions, to NLSY79 children between the ages of 3-18. Variations in the patterns of administration are somewhat complex for this assessment so the user is encouraged to examine Table 2.14 in order to understand which samples of children took this test over the various survey years.

Readers who wish to examine more than a single example of the actual images (or “plates”) presented to the child, should access the PPVT-R Manual and materials (Dunn and Dunn, 1981) or contact NLS User Services. The English language version of the assessment consists of 175 vocabulary items of generally increasing difficulty. The child listens to a word uttered by the interviewer and then selects one of four pictures which best describes the word’s meaning. A child’s entry point into the assessment is based on his or her PPVT age. A Spanish version of the PPVT-R was introduced into the child survey in 1988.

Administration of the PPVT. Children enter the assessment at an age-appropriate level, although this is not essential to the scoring. A “basal” is established when a child correctly identifies eight consecutive items. (Exceptions to this are those cases where a basal cannot be established. In these instances, a child is given a basal of one.) A “ceiling” is established when a child incorrectly identifies six of eight consecutive items. A child’s raw score is determined by adding the number of correct responses between the basal and ceiling to the basal score.

In 1986, this assessment was only given in English. However, beginning in 1988, a small number of children who preferred to do so were given the Spanish version of this assessment, the “Test de Vocabulario en Imágenes Peabody” or “TVIP.” For this reason, post-1986 assessment results may be less culturally biased than the 1986 version.

In 1986, all children age three and over were given this assessment. In 1988, all ten- and eleven-year-olds (our “index” population) as well as other children age three and over who had not previously completed the assessment in 1986 were given this assessment. In 1990, all children age ten and eleven as well as all other children age four and over who had not previously completed the assessment were eligible for the PPVT-R assessment. In the

1992 survey round, all children age three and over were eligible to be assessed. Thus, there are at least two survey points (1986 and 1992) in which all age-eligible children who were still being interviewed had a PPVT-R score. Of course, many of these children may also have had an intervening (at age 10 or 11) PPVT-R score. Starting in 1998, the administration of the PPVT-R was largely limited to 4- and 5-year-old children who had not been previously administered the test as well as the index group of children 10-11 years old. As has been reported previously, the youngest children administered this test score the poorest, probably reflecting their unfamiliarity with a testing environment. Their lower scores do *not* reflect lower status as these younger children have parents with more education than do the older, 10-11 year olds. In general, as with the PIAT assessments, overall completion rates, as well as age-specific rates are down significantly from 1996. The across-year administration pattern is described in Table 2.13.

Scoring the PPVT. As with PIAT Math and Reading Comprehension, it was possible, primarily in the pre-CAPI years, to improve the overall quality and completion level by utilizing information on the actual responses where “correct-wrong” check item had inadvertently been skipped. In addition, depending on the user’s research intention, it may be possible to “score” additional cases if one is willing to sacrifice some precision in the scoring. For example, some additional cases could be scored if one is willing to accept as adequate a score that does not deviate by more than one or two points from the “true” score. For a precise statement of the scoring decisions and some of the norm derivations, the user should consult the PPVT-R Manual (Dunn and Dunn, 1981, pp. 96-110, 126).

PPVT Norms. The PPVT-R was standardized on a nationally representative sample of children and youth. The norming sample included 4,200 children in 1979, and norms development took place in 1980 (Dunn and Dunn, 1981). For a comprehensive discussion of this norming procedure, researchers should refer to the *PPVT-R Manual for Forms L and M* (Dunn and Dunn, 1981). The *PPVT-R Manual* provided information about the linkage between the standard and percentile score.

Users may note one very important distinction between the PPVT-R and PIAT scores—a difference of particular interest to those who plan to use both assessments concurrently. Whereas the PIAT assessments had surprisingly high mean scores (see PIAT discussions) for a sample with an above average proportion of disadvantaged children, the

PPVT-R means are somewhat below those of the norming sample. The year 2000 NLSY79 PPVT-R sample has a mean standard score of about 97 and a standard deviation of about 20. Only the white sample has a mean approximating the overall national average of 101 (see Table 10.4 in the “*Selected Tables*”). This large differential between the NLSY79 PIAT and PPVT-R mean scores may reflect the fact that the PPVT-R norming sample is relatively more contemporary (1979), whereas the PIAT norming sample is from the late 1960s.

Beginning in 1990, the procedure used to create the NLSY79 Child PPVT-R normed scores was refined in two important ways. First, children with raw scores that translated into standard scores between 20 and 39 are now normed using the *PPVT-R Supplementary Norms Tables* (American Guidance Service, 1981). Second, raw scores that would translate to normed standard scores above the maximum provided are assigned standard scores of 160, and raw scores translating to standard scores below the minimum are now assigned standard scores of 20. Prior to 1990, children with these scores were assigned a standard score of zero. CHRR has prepared file of revised 1986-1988 scores using this updated norming procedure. Users who wish to obtain this file should contact NLS User Services.

Three types of scores are provided for this assessment for each child: a non-normed raw score, a normed standard score, and a normed percentile score. The reference numbers that identify the PPVT scores in the child documentation can be found in Tables 2.9 and 2.10. Instructions in the *PPVT-R Manual* provide information about the linkage between the raw score and the standard score. The percentile score is mechanically determined by the known linkage between the standard and percentile. The NLSY79 Child sample has been normed against a national population with a standard score mean of 100 and a standard deviation of 15.

The user is reminded that the eligibility of children for the PIAT and PPVT-R assessments is based on their “PPVT age,” which can differ from their calendar age (in months). When working with the PPVT-R or PIAT assessments, the “PPVT age” variable should be used.

Validity and Reliability – the PPVT. The PPVT-R is among the best-established indicators of verbal intelligence and scholastic aptitude across childhood. It is among the most frequently cited tests in Mitchell’s (1983) “Tests in Print.” Numerous studies have replicated the reliability estimates from the PPVT’s standardization sample. The *NLSY Child*

Handbook synthesizes much of this work. This report also provides cross-year (1986-1990) reliability and validity evaluation using the NLSY79 Child data. *The NLSY Children 1992* contains an evaluation of the quality issues for the 1992 PPVT-R sample, which included the full spectrum of children age three and over. These analyses show strong associations between a full range of social and demographic priors and 1992 PPVT-R scores. The report also documents strong independent linkages between PPVT-R scores in 1986 and PPVT, PIAT Reading and Mathematics, and SPPC scores in 1992. Typically, stronger associations are found for white and Hispanic than for black children. One other finding of importance should be mentioned. More than for any of the other assessments, substantial racial and ethnic variations may be noted for the PPVT. In the current survey round, the average non-Hispanic white child scores at the 56th percentile compared to the 34th percentile for his or her Hispanic counterpart and the 24th percentile for his or her black counterpart (see Table series 10 *The NLSY79 Child Assessments: Selected Tables*). Substantial ethnic and racial variations remain in multivariate analyses even with demographic and socio-economic controls. The reader is referred to *The NLSY Children 1992* for a more comprehensive evaluation of racial, ethnic, and socio-economic differentials in PPVT-R scores using the 1992 NLSY79 data which included PPVT-R assessment scores for all children 3 and over.

Repeat Assessments

The availability of comprehensive child data, coupled with longitudinal information on the family background, education, employment histories, and economic well-being of their NLSY79 mother provide researchers with a unique opportunity to examine the linkages between maternal- family behaviors and attitudes and subsequent child development. Certain measures in the NLSY79 Child surveys, such as the HOME, are taken at each survey point. Some assessments, such as the PIAT achievement battery, are administered to a wide range of age-eligible children over a period of time. Still others, such as the PPVT, are administered at the first eligible age, and then usually at the index age of 10 or 11. Overall patterns of repeat interviews, described in Chapter 1, can be seen for children in Table 1.5 and for young adults in Table 1.6. Table 2.15 offers an example of the extent of repeat assessment for NLSY79 by showing the number of children with only one valid score and the number with multiple scores. Table 2.15 summarizes the number of repeat PIAT and PPVT scores based on sample

children with valid scores across assessment points. In this table children are counted if they had any valid PIAT math or reading score in any of the assessment years 1986-2000. Viewed in relation with the longitudinal child assessment information discussed in Chapter 4, these counts of repeat assessment scores offer a preliminary idea of the number of data points on these measures over time.

Table 2.15. Repeat PIAT and PPVT Scores: Children Assessed in Any Year 1986-2000

| Number of Valid Scores Available ¹ | PIAT Score | PPVT Score |
|---|-------------|-------------|
| One valid score | 1256 | 3038 |
| Two valid scores | 1438 | 2144 |
| Three valid scores | 1359 | 3138 |
| More than three valid scores | 4008 | 145 |
| Total | 8061 | 8465 |

¹ The number of PIAT scores is based on a count of either a valid Math and/or Reading Recognition and/or Reading Comprehension scores available in any survey year, 1986 to 2000. The number of PPVT scores is based on a count of valid PPVT scores available in any survey year, 1986 to 2000. Counts are based on the number of raw scores.

The pattern of repeat PIAT scores by age at the most recent assessment point is displayed in Table 2.16. This table shows the number of children with multiple PIAT scores, based on a count of any valid math or reading score between 1986 and 2000. Children with only one valid PIAT score comprise the smallest subgroup in this table. As one might expect, the majority of 5- and 6-year-olds at the last interview date have only been tested once. Children in the middle age group and early adolescence have multiple survey points for measuring change. Clearly the numbers of children for whom repeat achievement scores are available is significant, particularly when viewing the distribution for children ages 10-14.

Table 2.16. Number of PIAT Scores by Age of Child at Date of Last Valid Score: Children Assessed in Any Year 1986-2000

| Valid PIAT Scores Available ¹ | Age of Child (Years) | | | | | | | | | | | Total |
|--|----------------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|------------|-------------|
| | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 + | |
| One score | 442 | 438 | 180 | 57 | 33 | 36 | 21 | 20 | 19 | 6 | 4 | 1256 |
| Two scores | 0 | 7 | 364 | 414 | 164 | 155 | 103 | 81 | 73 | 42 | 35 | 1438 |
| Three scores | 0 | 0 | 0 | 21 | 343 | 424 | 139 | 156 | 121 | 68 | 87 | 1359 |
| More than three scores | 0 | 0 | 0 | 0 | 0 | 48 | 400 | 884 | 1531 | 888 | 257 | 4008 |
| Total | 442 | 445 | 544 | 492 | 540 | 663 | 663 | 1141 | 1744 | 1004 | 383 | 8061 |

¹ The number of PIAT scores is based on a count of any valid PIAT Math and/or Reading Recognition and/or Reading Comprehension score available in any child survey year, 1986 to 2000. Counts are based on the number of raw scores.

The number of repeat PPVT scores by child age at the date of the last valid score is profiled in Table 2.17. Users interested in utilizing multiple PPVT scores are directed to the index group of children who were assessed at preschool or early school levels and then again at the age of 10 or 11. Table 2.17 highlights the power of pooling the sample. This table shows larger numbers of children with multiple scores for assessments that were administered to them when they were age 10 or 11 years old. These children may now be of differing ages since the table displays counts at the *last* time a child was administered the PPVT.

Table 2.17. Number of PPVT Scores by Age of Child at Date of Last Valid Score

| Valid PPVT Scores Available ¹ | Age of Child (Years) | | | | | | | | | | | | | Total |
|--|----------------------|-------------|------------|------------|------------|------------|------------|-------------|-------------|------------|------------|------------|------------|-------------|
| | < 4 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 + | |
| One score | 618 | 1066 | 712 | 179 | 91 | 47 | 61 | 104 | 65 | 40 | 31 | 12 | 12 | 3038 |
| Two scores | 0 | 1 | 35 | 72 | 139 | 64 | 49 | 727 | 638 | 60 | 68 | 59 | 232 | 2144 |
| Three scores | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 938 | 1217 | 338 | 250 | 298 | 88 | 3138 |
| More than three scores | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 | 26 | 3 | 0 | 0 | 145 |
| Total | 618 | 1067 | 747 | 251 | 230 | 111 | 119 | 1769 | 2036 | 464 | 352 | 369 | 332 | 8465 |

¹ The number of PPVT scores is based on a count of valid PPVT scores available in any child survey year 1986 to 2000. Counts are based on the number of raw scores.

These examples are intended to illustrate how NLSY79 children experience varying degrees of repeat administration of various assessments. An overall picture of the assessment history of NLSY79 children who have become young adults is available in Table 1.6 in Chapter 1.

Sibling Profiles

Because assessment information is collected for all children living with their NLSY79 mothers, the Child data files offer opportunities for comparing developmental and other outcome measures between siblings and cousins. The relatively large sample of siblings and cousins permits researchers to explore within- and cross-family effects to a greater extent than is typically possible.

Table 2.18 displays the pattern of PIAT math or reading scores available for various types of sibling clusters. The count of scores for “all” children in this table is simply a count of any valid math or reading score. The count of assessment scores for children with siblings is based on the mean number of valid scores available for all siblings. In families with three or more children, the score count is the maximum number available to any two siblings in the group. For example, in a family with three siblings, if sibling #1 has 5 valid scores, sibling #2 has 4 valid scores, and sibling #3 has 3 scores then “4” would be the maximum number of valid scores available to any two children in this group. This same type of sibling assessment profile information is provided in Table 2.19 for PPVT scores.

Table 2.18. Sibling Assessment Profiles: PIAT Scores for NLSY79 Children and Their Siblings

| Type of Family Interviewed | # of PIAT Scores ¹ | Children Interviewed | Families Interviewed |
|--|-------------------------------|----------------------|----------------------|
| All | 2.32 | 11205 | 4864 |
| Single Child | 1.66 | 1203 | 1203 |
| Multiple Siblings ² | | | |
| Two Siblings | 1.71 | 3892 | 1946 |
| Three Siblings | 1.58 | 3273 | 1091 |
| Four Siblings | 1.14 | 1660 | 415 |
| Five Siblings | 0.92 | 675 | 135 |
| Six Siblings | 1.08 | 222 | 37 |
| Seven Siblings | 0.57 | 161 | 23 |
| Eight Siblings | 0.22 | 72 | 9 |
| Nine Siblings | 0 | 27 | 3 |
| Ten Siblings | 0 | 20 | 2 |
| Any two siblings in a family with at least three children ³ | 2.90 | 6110 | 1715 |

¹ The number of valid PIAT scores is based on a count of any valid Math and/or Reading Recognition and/or Reading Composition score available for a particular year, 1986 to 2000. Counts are based on the number of raw scores available.

² For families with multiple siblings, the number of scores is based on a count of the number of valid scores available for all siblings.

³ This count is based on the maximum number of valid PIAT scores available to both of any two siblings. For example, if a family has 5 children, sibling1 with 5 valid PIAT scores, sibling2 with 4 and sibling3 with 3, etc., then 4 will be the maximum number of valid scores available to any of two children in the family at the same time. Thus this count is the mean of the second highest number as the number of valid scores for each family (with at least three children).

Table 2.19. Sibling Assessment Profiles: PPVT Scores for NLSY79 Children and Their Siblings

| Type of Family Interviewed | # of PPVT Scores ¹ | Children Interviewed | Families Interviewed |
|--|-------------------------------|----------------------|----------------------|
| All | 1.54 | 11205 | 4864 |
| Single Child | 1.13 | 1203 | 1203 |
| Multiple Siblings ² | | | |
| Two Siblings | 1.14 | 3892 | 1946 |
| Three Siblings | 1.02 | 3273 | 1091 |
| Four Siblings | 0.73 | 1660 | 415 |
| Five Siblings | 0.61 | 675 | 135 |
| Six Siblings | 0.62 | 222 | 37 |
| Seven Siblings | 0.43 | 161 | 23 |
| Eight Siblings | 0.11 | 72 | 9 |
| Nine Siblings | 0.00 | 27 | 3 |
| Ten Siblings | 0.00 | 20 | 2 |
| Any two siblings in a family with at least three children ³ | 1.92 | 6110 | 1715 |

¹ The number of valid PPVT scores is based on a count of any valid PPVT score available for a particular year 1986 to 2000. Counts are based on the number of valid raw scores available.

² For families with multiple siblings, the number of valid PPVT scores is based on the number of valid PPVT scores available to all siblings.

³ This mean is based on the maximum number of valid PPVT scores available to both of any two siblings in a family with at least three children.

Interviewer Remarks and Testing Conditions

At the conclusion of each assessment in the *Child Supplement*, there is a series of interviewer remarks designed to describe the nature of the setting in which the particular assessment was given. These remarks appear on the data file immediately following the appropriate *Child Supplement* Section items.

Summary evaluations of the testing conditions, completed by the interviewer immediately after the entire interview, are found at the end of the *Child Supplement*. Users are encouraged to examine these interviewer observations when evaluating quality issues associated with assessment reliability. In the majority of cases, interviewers indicated that they encountered no particular problems or distractions and they viewed the interviewing environment as quite appropriate, indeed positive. Where an assessment was prematurely terminated, the reason for the termination is frequently noted in the interviewer remarks at the end of that particular session. Based, of course, on one's research intentions, individual researchers can choose to exclude certain children from their study. For example, children in

testing environments where there clearly was substantial interference or who appeared tired (perhaps because it was the last of several assessments that the child had taken) could be excluded from analyses.

In some instances interviewers neglected to complete the remarks items. Thus, an individual user should proceed with caution when using an interviewer remark that suggests that no one other than the target child was present during testing. This is an unlikely scenario in situations where younger children are being assessed. With respect to the interviewer remark items that indicate the presence or absence of parents or siblings, a positive response (i.e., one or greater) indicates that this particular relation was present. However, the absence of that relation was often left blank or not coded zero, particularly in survey years prior to CAPI.

To date little in-depth analysis has been completed that uses the interviewer reports of testing conditions. One study based on the 1992 NLSY79 child data found that differences in achievement test scores by race/ethnicity could be partly explained by testing conditions, including interviewer characteristics, interviewer-child interactions, and the testing environment (Kim et al., 2001). *The NLSY Children 1992* contains a discussion of the impact of testing conditions on selected outcomes. Analyses of the information about the presence of others during the testing indicates that younger children may experience some difficulty in certain cognitive tasks when there is interference in the testing environment and when other adults are present. Younger children who take the SPPC assessment tend to report more positive self-evaluation in the presence of other adults while the presence of other children tends to boost the reports of older children on this assessment. These early results helped inform the field testing protocol so that interviewer procedures could be refined to minimize any external effects on child performance.

CHAPTER 3: THE NLSY79 YOUNG ADULTS

Introduction: An Overview

Because of the enormous potential for furthering research possibilities with the NLSY79 cohort and their offspring, the decision was made in 1994 to separate these older children into a third NLSY79 component, called the Young Adult. This chapter will discuss sample issues that affect the Young Adult survey, the content and structure of the survey instrument and its historical evolution, data quality issues, and constructed variables.

Since 1994, the NLSY79 children who attained age 15 by the end of a survey year have no longer been given cognitive and other assessments, but instead receive a Computer Assisted Personal Interview (CAPI) or Computer Assisted Telephone Interview (CATI) survey. The Young Adult CAPI/CATI questionnaire focuses on the transition to adulthood, with detailed questions on education, employment, training, health, family experiences, attitudes, interactions with other family members, substance use, sexual activity, non-normative activities, computer use, health problems, and prosocial behavior. Many of the questions in the Young Adult survey parallel those that have been asked of their mothers over the years, particularly when their mothers had been at comparable life cycle points. The Young Adult survey, however, contains more in-depth data than had been asked of their mothers for areas such as sexual activity, drug use, schooling activities, attitudes, and marriage and cohabitation history. The primary interview mode for the 1994 through 1998 survey rounds was in-person interviewing; however, beginning with the 2000 survey round the primary mode has shifted to telephone interviewing.

The Young Adult Samples

Not all older children represented in the child file are eligible to be fielded as Young Adults, because the child file includes all children known to have been born to NLSY79 mothers. The older children of mothers in the dropped military and economically disadvantaged white oversamples are in the child file but are ineligible to be interviewed. Additionally, children who have either no or only one or two assessment points from very early in the child study, such as 1986 or 1988, and/or who had not recently been co-resident with their mothers at least part time are usually not fielded in the Young Adult sample even if they are age-eligible. Conversely, young adults who are fielded are eligible to be interviewed regardless of whether or not they are living with their mother. Older children who are

determined to be eligible for the Young Adult survey for a given round are said to be “fielded” in that survey year. Of course, not all of the children we field as young adults get interviewed. Mothers may refuse to allow younger young adults to be interviewed, the young adults themselves may refuse, or they may be unlocatable.

In 1994 and 1996, the Young Adult sample included all children who were age 15 and over by December 31 of that year and who met the other selection criteria. Due to budgetary constraints, the Young Adult sample in 1998 was limited to those less than age 21 as of the interview date. With additional funding through a grant from NICHD, beginning in 2000 the sample again includes young adults aged 21 and older as well as those aged 15 to 20; however, around 40 percent of the black and Hispanic oversample cases between the ages of 15 and 20 were not fielded in 2000 only for budgetary reasons. However, all young adults—regardless of age or minority status—were once again eligible to be interviewed in 2002.

Young Adult Interview Patterns

Table 3.1 shows the pattern of Young Adult interviews for the 1994 through 2000 survey rounds. When the Young Adult Survey was first fielded in 1994, 1,111 older children were identified to be eligible for the Young Adult survey. Of the 1,111 fielded in 1994, interviews were conducted with 980. By 2000, we fielded 3,644 young adults and secured interviews with 3,025 young adults.

Table 3.1. NLSY79 Young Adults Interviewed 1994-2000 by Age and Race/Ethnicity

| Age at Interview | 1994 ¹ | | | | 1996 ¹ | | | | 1998 ¹ | | | | 2000 | | | |
|------------------|-------------------|------------|------------|------------|-------------------|------------|------------|-------------|-------------------|------------|------------|-------------|------------|-------------|-------------|-------------|
| | Hisp | Blk | Wht | Tot | Hisp | Blk | Wht | Tot | Hisp | Blk | Wht | Tot | Hisp | Blk | Wht | Tot |
| 14 | 23 | 57 | 40 | 120 | 51 | 80 | 79 | 210 | 58 | 80 | 90 | 228 | 44 | 63 | 114 | 221 |
| 15 | 63 | 115 | 95 | 273 | 81 | 136 | 141 | 358 | 102 | 163 | 176 | 441 | 64 | 102 | 212 | 378 |
| 16 | 47 | 92 | 55 | 194 | 69 | 142 | 129 | 340 | 107 | 150 | 148 | 405 | 79 | 106 | 168 | 353 |
| 17 | 28 | 74 | 44 | 145 | 54 | 108 | 70 | 232 | 81 | 134 | 127 | 342 | 70 | 106 | 173 | 349 |
| 18 | 26 | 64 | 38 | 128 | 41 | 91 | 66 | 198 | 73 | 141 | 111 | 325 | 68 | 112 | 139 | 319 |
| 19 | 12 | 42 | 17 | 71 | 31 | 60 | 41 | 132 | 50 | 93 | 64 | 207 | 56 | 82 | 137 | 275 |
| 20 | 6 | 16 | 5 | 27 | 15 | 62 | 31 | 108 | 39 | 87 | 54 | 180 | 62 | 127 | 121 | 310 |
| 21+ | 2 | 15 | 4 | 21 | 15 | 49 | 18 | 93 | 5 | 5 | 5 | 15 | 63 | 103 | 76 | 242 |
| 22 | | | | | | | | | | | | | 43 | 89 | 61 | 193 |
| 23-25 | | | | | | | | | | | | | 67 | 179 | 88 | 334 |
| 26-29 | | | | | | | | | | | | | 8 | 31 | 12 | 51 |
| Total | 207 | 475 | 298 | 980 | 357 | 739 | 576 | 1672 | 515 | 853 | 775 | 2143 | 624 | 1100 | 1301 | 3025 |

Note: In 1994, 1996, 1998, and 2000, a respondent must have attained the age of 15 by the end of the survey year to be included in the Young Adult survey. In 1998 only, an additional age restriction was imposed: respondents had to be under 21 by the date of interview. A decision was made to retain data from the 15 Young Adults who were inadvertently interviewed even though they had already turned 21. In 2000, approximately 40 percent of black and Hispanic oversample cases between age 15 and 20 were not fielded.

¹ Age categories have been collapsed to "21+" for 1994, 1996, and 1998 due to the relatively small number of respondents in those categories.

Table 3.2 illustrates the distribution of young adults at various ages by the age of the mother at the young adult's birth, also broken out by the mother's race. As can be seen, as children continue to age up into the Young Adult sample, the Young Adult sample becomes increasingly heterogeneous (see Chapter 1 for a fuller discussion of the NLSY79 Child and Young Adult samples). This is more true with every possible survey round. Table 3.2 clarifies how this increasing heterogeneity is associated with the fact that young adults are increasingly linked with mothers who were older at the child's birth.

Table 3.2. Young Adult Age at 2000 Interview by Age of Mother at Birth of Young Adult and by Race/Ethnicity

| Age of YA | Age of Mother at Child's Birth | | | | | | Total | Mean | Std Dev |
|---------------------------------------|--------------------------------|------------|------------|-------------|------------|------------|-------------|-------------|------------|
| | 11-13 | 14-16 | 17-19 | 20-22 | 23-25 | 24+ | | | |
| All Young Adults | | | | | | | | | |
| 14-16 | | | 41 | 354 | 359 | 198 | 952 | 23.2 | 2.3 |
| 17-19 | | 10 | 286 | 398 | 246 | 3 | 943 | 20.8 | 2.2 |
| 20-22 | | 98 | 342 | 298 | 7 | | 745 | 18.9 | 1.9 |
| 23-25 | 2 | 123 | 205 | 4 | | | 334 | 17.0 | 1.3 |
| 26-29 | 3 | 41 | 7 | | | | 51 | 15.3 | 1.2 |
| Total | 5 | 272 | 881 | 1054 | 612 | 201 | 3025 | 20.6 | 3.0 |
| Hispanic Mother | | | | | | | | | |
| 14-16 | | | 12 | 68 | 71 | 36 | 187 | 23.2 | 2.3 |
| 17-19 | | 4 | 65 | 77 | 47 | 1 | 194 | 20.6 | 2.3 |
| 20-22 | | 18 | 78 | 71 | 1 | | 168 | 19.0 | 1.8 |
| 23-25 | | 22 | 45 | | | | 67 | 17.1 | 1.1 |
| 26-29 | | 7 | 1 | | | | 8 | 15.5 | 0.8 |
| Total | | 51 | 201 | 216 | 119 | 37 | 624 | 20.5 | 2.9 |
| Black Mother | | | | | | | | | |
| 14-16 | | | 20 | 119 | 96 | 36 | 271 | 22.7 | 2.3 |
| 17-19 | | 2 | 100 | 128 | 70 | | 300 | 20.6 | 2.2 |
| 20-22 | | 55 | 158 | 105 | 1 | | 319 | 18.5 | 2.0 |
| 23-25 | 2 | 78 | 95 | 4 | | | 179 | 16.8 | 1.4 |
| 26-29 | 3 | 24 | 4 | | | | 31 | 15.2 | 1.3 |
| Total | 5 | 159 | 377 | 356 | 167 | 36 | 1100 | 19.7 | 3.0 |
| Non-Black, Non-Hispanic Mother | | | | | | | | | |
| 14-16 | | | 9 | 167 | 192 | 126 | 494 | 23.6 | 2.3 |
| 17-19 | | 4 | 121 | 193 | 129 | 2 | 449 | 21.1 | 2.2 |
| 20-22 | | 25 | 106 | 122 | 5 | | 258 | 19.3 | 1.9 |
| 23-25 | | 23 | 65 | | | | 88 | 17.3 | 1.2 |
| 26-29 | | 10 | 2 | | | | 12 | 15.7 | 1.0 |
| Total | | 62 | 303 | 482 | 326 | 128 | 1301 | 21.3 | 3.0 |

Although the child interview years have focused on children who were co-resident with their mothers, as children age up into the Young Adult sample and enter into various stages of their transition to adulthood, their types of residence, not surprisingly, become increasingly diverse. Table 3.3 shows the type of dwelling for Young Adults interviewed in 2000 by their age at interview.

Table 3.3. Young Adult Age at 2000 Interview by Type of Dwelling Unit

| Type of Dwelling | Young Adult Age in Years | | | | | | | | | | | Total |
|----------------------|--------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-------------|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23-25 | 26-29 | |
| Own Household | 1 | — | 5 | 8 | 23 | 60 | 108 | 90 | 92 | 186 | 34 | 607 |
| Parents' Household | 97 | 171 | 131 | 120 | 96 | 62 | 61 | 38 | 22 | 22 | 4 | 824 |
| Mother's Household | 107 | 179 | 179 | 181 | 147 | 105 | 84 | 73 | 42 | 73 | 8 | 1178 |
| Father's Household | 10 | 19 | 21 | 20 | 23 | 8 | 12 | 5 | 5 | 4 | — | 127 |
| Relative's Household | 6 | 8 | 15 | 17 | 20 | 27 | 30 | 21 | 20 | 32 | 1 | 197 |
| Temporary Housing | — | 1 | 2 | 3 | 4 | 12 | 7 | 9 | 3 | 7 | 1 | 49 |
| Military Housing | — | — | — | — | 4 | — | 5 | 3 | 2 | 5 | — | 19 |
| Jail | — | — | — | — | 2 | 1 | 3 | 3 | 7 | 5 | 3 | 24 |
| Total | 221 | 378 | 353 | 349 | 319 | 275 | 310 | 242 | 193 | 334 | 51 | 3025 |

As highlighted in Chapter 1 and discussed in greater detail in Chapter 4, one of the strengths of this data set is the presence of sibling pairs. Table 3.4 highlights this strength by showing for young adults interviewed in 2000 the number of siblings they have *who were also interviewed in 2000*. Most of these siblings were also interviewed in past rounds, giving researchers ample data to carry out within-family analyses.

Table 3.4. Siblings of Young Adults Interviewed in 2000

| Type of Sibling | Total Interviewed in 2000 | | | | |
|-----------------|---------------------------|-----------|---------|----------|-------------|
| | None | Any Sibs? | One Sib | Two Sibs | Three+ Sibs |
| All Siblings | 444 | 2,581 | 1,071 | 867 | 643 |
| YA Siblings | 1,011 | 2,014 | 1,252 | 516 | 246 |
| Child Siblings | 1,701 | 1,324 | 862 | 304 | 158 |

The Young Adult Survey Instrument Structure and Contents

When the Young Adult survey was first designed for the 1994 survey round, many of the CAPI sections were made exactly parallel to those administered to the main NLSY79 respondents. However, other sections of the questionnaire were tailored for this age group. One important part of the design process was to review the NLSY79 1979 questionnaire, to consider where Young Adults could be asked questions that were essentially the same as those asked of their mothers in their first survey round. Additionally, other years of the NLSY79 were reviewed for questions to include. The Young Adult questionnaire remained fairly stable as an instrument through the 1998 fielding, with changes in parallel sections mirroring those in the NLSY79 Youth.

Based partly on input from an advisory group, the 2000 Young Adult survey instrument underwent a major redesign and differs in a variety of important ways not only from the NLSY79 Youth questionnaire, but also from the previous Young Adult instruments. The questionnaire was streamlined and adjusted for telephone administration, so that most interviews were, on average, less than one hour. About 85 percent of all Young Adult interviews were completed by telephone. Additionally, more pre-existing information was incorporated into the information sheets to determine branching for each respondent's path through the questionnaire. Branching also occurred throughout the questionnaire based on the answers provided by the respondent. However, many of the items that are comparable across the main Youth and the Young Adult were retained. Although not an exclusive listing of these items, Table 3.5 provides users with a listing of attitudinal and behavioral sequences where comparable data can be found for mothers and young adults.

Table 3.5. Selected Attitudinal/Behavioral Sequences for Mothers and Young Adults

| Question Sequence | Mothers | YA 1994 | YA 1996 | YA 1998 | YA 2000 |
|---|-----------------|---------------|---------------|---------------|---------------|
| Attitudinal | | | | | |
| Job Satisfaction | X | X | X | X | X |
| Fertility Desires/Expectations | X | X | X | X | X |
| Educational Desires/Expectations | X | X | X | X | X |
| Career Expectations | X (Women) | X | X | X | X |
| Marriage Expectations | X | X | X | X | X |
| Pregnancy "Wantedness" | x | X | X | X | X |
| Women's' Roles Scores | X | X | X | X | |
| Relationship "Quality" | X | X | X | X | X |
| Locus of Control | Rotter, Pearlin | Pearlin | Pearlin | Pearlin | Pearlin |
| Rosenberg Self-Esteem | X | X | X | X | X |
| Depression Scale (CES-D) | X | X | X | X | X |
| Behavioral | | | | | |
| Religion | X | X | X | X | X |
| Police Contact | X | X | X | X | X |
| Delinquency | X | X | X | X | X |
| School Discipline | X | X | X | X | X |
| <i>Alcohol</i> | | | | | |
| Ever? | X | X | X | X | X |
| Age First? | X | X | X | X | X |
| Frequency | X | X | X | X | X |
| Intensity | X | X | X | X | X |
| Location | X | X | x | x | |
| <i>Marijuana</i> | | | | | |
| Age first | X | X | X | X | X |
| Age last | X | Recency | Recency | Recency | Recency |
| Lifetime frequency | X | X | X | X | |
| 30 day frequency | X | X | X | X | X |
| <i>Cocaine ("Crack" separate in 1992, 1994)</i> | | | | | |
| Age first | X | (separately) | (separately) | (separately) | (separately) |
| Age last | X | Recency | Recency | Recency | Recency |
| 30 day frequency | X | X | X | X | X |
| Lifetime frequency | X | X | X | X | |
| <i>"Other" Drugs</i> | | | | | |
| (laundry list) | (laundry list) | (more detail) | (more detail) | (more detail) | (more detail) |
| Lifetime frequency | x | x | x | x | |
| Age first/last | X | X/Recency | X/Recency | X/Recency | X/Recency |
| 30 day frequency | X | X | X | X | X |
| Ever? | X | X | X | X | X |
| <i>Cigarettes</i> | | | | | |
| Ever? | X | X | X | X | X |
| Age first? | X | X | X | X | X |
| Frequency | X | X | X | X | X |
| Intensity | X | X | X | X | X |
| Age Last | X | Recency | Recency | Recency | Recency |

Note: Pearlin = Pearlin Mastery Scale and CES-D = Center for Epidemiologic Studies of Depression Scale

The following outline briefly describes the contents of each section of the 2000 Young Adult survey instrument and highlights changes in that section over time. Users who want a visual representation of the flow of respondents through the questionnaire can review Appendix I. The flow chart in this appendix provides a general overview of the content of each section as well as the path of respondents through each section. To fully understand the survey flow, however, users are encouraged to read the description of each section below and to consult either the printed or the HTML version of the CAPI questionnaire. Note that the HTML version is hyperlinked, allowing users to easily follow survey paths that various respondents might take. Additionally, Appendix J provides a topical listing of the kinds of variables available in the Young Adult data. Again, users should consult the printed versions of questionnaires for each year to find out exact question wording as well as respondent universes.

Generally speaking, the CAPI/CATI data that are released are largely unedited. Exceptions to this pattern are discussed in the relevant sections below. Users should note that the names of the areas of interest (called record types prior to the 1998 release) have been expanded from their previous length of eight characters into what are hopefully useful descriptors, all preceded by “YA.” Although many of the areas of interest are almost identical to the section names, there are exceptions to this pattern. For the benefit of users, the area(s) of interest associated with each section are specified. Table 3.6 provides a summary of the areas of interest in the order in which they appear in the extraction software and a description of their contents. The following sections highlight the content of the year 2000 Young Adult interview schedule, clarifying significant content changes from earlier waves as well as sampling idiosyncrasies.

Table 3.6. Young Adult Areas of Interest

| Area of Interest | Description |
|--|---|
| YA ATTITUDES | Data from Section 16 for 1994-2000 |
| YA BETWEEN JOBS | Data from Section 8 (Gaps) for 1994-98 |
| YA BIRTH RECORD 1994 | Data from the 1994 fertility section (Section 12) |
| YA BIRTH RECORD 1996 | Data from the 1996 fertility section (Section 12) |
| YA BIRTH RECORD 1998 | Data from the 1998 fertility section (Section 12) |
| YA BIRTH RECORD 2000 | Data from the 2000 fertility section (Section 12) |
| YA CHILD CARE | Data from Section 13 for 1994-2000 |
| YA CHILDRENS RECORD FORM BIOLOGICAL | Biological child roster data for 1994-2000 |
| YA COMMON KEY VARIABLES | Commonly used variables from all YA years, constructed summary variables |
| YA CPS | Data from Section 6 (CPS) for 1994-98 |
| YA DATING AND MARRIAGE | Data from Section 3 for 1994-2000 |
| YA FAMILY BACKGROUND | Data from Section 2 for 1994-2000 |
| YA FIRST JOB AFTER HIGH SCHOOL | Data from Section 10 for 1994-2000 |
| YA GEOCODE 1994 | Constructed geocode variables for 1994 (Available only on geocode release) |
| YA GEOCODE 1996 | Constructed geocode variables for 1996 (Available only on geocode release) |
| YA GEOCODE 1998 | Constructed geocode variables for 1998 (Available only on geocode release) |
| YA GEOCODE 2000 | Constructed geocode variables for 2000 (Available only on geocode release) |
| YA HEALTH | Data from Section 14 for 1994-2000 |
| YA HOUSEHOLD RECORD | Final household rosters and selected items from Section 1 for 1994-2000 |
| YA INCOME | Data from Section 15 for 1994-2000 |
| YA INTERVIEWER REMARKS | Selected data from the Interviewer Remarks Section for 1994-2000 |
| YA JOB INFORMATION | Data on job characteristics collected in Employer Supplements for 1994-2000 |
| YA JOBS | Basic job data collected in Section 7 for 1994-2000 |
| YA LAST JOB | Data from Section 9 for 1994-2000 |
| YA MILITARY | Data from Section 5 for 1994-2000 |
| YA SCHOOL | Data from Section 4 for 1994-2000 |
| YA SELF REPORT | Data from the YASRB for 1994-98 and the YASR section for 2000 |
| YA TRAINING | Data from Section 11 for 1994-2000 |

Section 1: Household Interview

The household interview for the Young Adult questionnaire closely parallels that of the NLSY79 Youth; however, no pre-existing information is incorporated into this section. Each young adult goes through this section as though this were a new household, even if the young adult is living in the NLSY79 mother's household. The questionnaire first establishes the type of dwelling that best describes the young adult's current usual living arrangement. Because type of residence is critical to correct branching throughout the survey, the redesign for 2000 streamlined this process. The survey first asks about biological parental presence; if the young adult resides with neither biological parent, the survey then asks for usual living

arrangements. Questions are then asked about the identification, gender (if necessary), age, and relationship to the young adult of each person usually living in the household. Prior to 2000, questions concerning the highest grade completed and work of household members were also asked; these were eliminated in the process of streamlining the questionnaire. A limited amount of information is collected on the type and location of the residence.

The public release version of the questionnaire allows users to visualize how these data were collected from the respondent. However, the data that are made available to the user come from the final household roster. This roster is thoroughly cleaned prior to release to ensure that users have access to the most accurate household data we can provide. A few data elements from this section, along with the final household roster, are available in the YA HOUSEHOLD RECORD area of interest. It is important for users to note that even when the young adult is living with their mother, the mother's version of household composition and the young adult's version may *not* correspond. This can occur because one or the other omitted members, because interview dates were different, or because mothers and youth may be conceptualizing residence in different ways. No attempt is made to reconcile across mother's and young adult's household records.

Section 2: Family Background

The family background section is design to gather information about family characteristics and transitions and includes a variety of types of questions depending on each respondent's situation.

The section begins with a migration sequence, which was expanded in 2000 to include up to two moves since the date of last interview as well as a summary measure of number of moves for people indicating more than two moves. Also added in 2000 were questions aimed at older young adults to identify whether or not there was movement into or out of the mother's household, as well as a question concerning homelessness.

First-time young adults are asked to verify their date of birth and self-identify their race and ethnic background as well as their father's race. Younger young adults not living with their mother are asked when and why they left home. These younger young adults are also asked about their father's work and education, and all young adults not living with parents are asked the amount and type of contact they have with their parent(s). Where

appropriate, young adults are also asked about contact with the sibling to whom they feel closest. All young adults are asked about religious affiliation and attendance, as well as the importance of religion to them. Data from this section are contained in the YA FAMILY BACKGROUND area of interest.

Section 3: Dating and Relationship History

This section of the questionnaire collects detailed marriage and cohabitation histories, with comparable series for spouses and partners, as well as information about dating behavior.

In most survey years, young adults who are new or who have not previously reported dating activity are asked about whether and when they began dating. For 2000 only, we re-asked all young adults these dating questions, in order to have a point of comparison between in-person and telephone administration. Younger young adults also answered two questions about the number of close friend who are girls and who are boys. These questions mesh with parallel questions asked of these youth when they were 10 to 14 years of age.

Young adults who are not in a current marriage or cohabitation are asked about current dating behavior and, if they date only one person, about relationship quality. These young adults, as well as those reporting that they have never been married and no dating behavior, are also asked two questions about ideal romantic relationships.

Respondents then enter a sequence to determine current marital status and marriage/cohabitation histories. All young adults, except those whose relationships from their past interview point are still current, have their current marital status established and are asked about marriages/cohabitations since the date of last interview.

For young adults who were married or cohabiting at their last interview point, information on that relationship is updated. If the relationship is still on-going, spouse/partner characteristics and employment are updated and relationship quality is assessed. If the relationship has ended, information about the termination is collected, and the respondent then enters the sequence to determine current marital status and any additional marriages or cohabitations since the date of last interview.

Any young adults who report a current or past marriage or cohabitation answer a series of questions about the timing of each relationship and certain characteristics of the spouse/partner, including race, religion, age and highest grade completed. Young adults who

report a current spouse or partner are also asked questions about that person's employment and about the quality of the relationship.

Data from this section are available in the YA DATING AND MARRIAGE area of interest.

Section 4: Regular Schooling

This section asks about enrollment status, school experiences, and educational aspirations. All respondents are asked if they are currently enrolled. Older young adults who are not currently enrolled are asked if they have been enrolled at all since the date of last interview. For most older Young Adults who say no, this is the exit point from Section 4. However, if no high school diploma or GED has previously been reported, we ask whether one has been obtained. Also, older respondents who were attending college at their last interview point are asked about degree completion even if they report no enrollment since the date of last interview.

Those who are currently enrolled or who have reported school attendance since the date of last interview, as well as younger young adults who are not currently enrolled, are asked a wide range of questions concerning their education. First time young adult respondents answer core questions about repeating or skipping grades and dropping out. Additionally, there are special questions on (1) school quality and time spent on homework, as well as practices used by teachers and parental involvement in homework and the school community, for respondents currently in grades 1-12, (2) the use of career planning or college preparation services by respondents who are high school juniors or seniors, (3) the names of colleges and/or universities applied to and whether or not the respondent was accepted to them for respondents in twelfth grade or first year in college, and (5) the name, type of school, major, degree receipt and financial assistance for college students. Respondents are branched throughout this section according to both enrollment status and highest grade completed. Not all questions in the 2000 schooling section are available for all years. The questions concerning time spent on homework, practices used by teachers, and parental involvement in homework and the school community were added to this section in 1996 and continue to be asked. The sequence concerning colleges applied to and accepted at was added for the first time in 2000.

The data released to the public from this section are available in the YA SCHOOL area of interest. FICE codes for colleges/universities attended or applied to are available only on the geocode release, in the YA GEOCODE area of interest for each year (see discussion of geocode variables below).

Section 5: Military

This section establishes a history of military service, with detailed questions asked about up to two periods of service. Young adults who are over the age of 16 are asked either whether they have ever (for first time young adults) or since date of last interview (for previously interviewed young adults) been enlisted or sworn into any military branch. This section is similar to the military section in the NLSY79 Youth; however, the questions in the Young Adult ask greater detail about military jobs and training. The question sequence also accommodates delayed entry programs and has questions tailored to respondents in the reserves or on active duty. The Young Adult is asked about schooling prior to and during their service. These data can be found in the YA MILITARY area of interest.

Section 7: Jobs and Employer Supplements

For the 2000 survey, the jobs and employer supplement sections were extensively redesigned, so that all questions concerning a particular employer would be asked before any information about a subsequent employer would be asked. Interviews began with the current or most recent job of the respondent and proceeded backwards chronologically. If multiple jobs were currently or most recently held, the interviewer was instructed to probe for the job with the greatest number of hours worked per week to determine the first job entered.

Beginning with the 2000 survey, information is collected on all jobs held since the date of the last interview. In prior rounds, the employment reference date was set to January 1 of the year preceding the survey round. The integrated section is designed so that the greatest detail is asked of the current or most recent job. For all prior jobs, a smaller set of questions is asked. For jobs of short duration or less than ten hours a week, only employer name, start and stop dates, and hours are asked. The streamlining of the question sequence in 2000 allows users to develop a clear employment history with critical job characteristics such as industry, occupation, and wages.

Data from Section 7 are found in the YA JOBS area of interest, while data from the Employer Supplements are found in the YA JOB INFORMATION area of interest. Although these sections were integrated into one looped section for 2000, the distinction is maintained for documentation purposes, allowing users to quickly locate comparable items across years.

Section 9: Last Job Lasting Two Weeks or More

This short section is designed to collect a small amount of employment information from respondents who were not on active duty in the military *and* who did not report working at any jobs since their employment reference date (see Section 7, Jobs and Employer Supplements). The section ascertains whether these youth have ever had a job for pay lasting two or more weeks and then asks basic details about this job such as tenure, industry, occupation, and wages. These data can be found in the YA LAST JOB area of interest.

Section 10: First Significant Job after Leaving School

This section identifies the first job a respondent had after leaving high school if this job is not identifiable from other sections of the survey. Only first-time young adult respondents who have left school prior to the date of last interview (usually defined as the mother's date of last interview) are branched into this section. A respondent had to have worked at a job for at least 2 months and at least 20 hours a week in order to be eligible for detailed questions in this section. A limited number of job characteristics are asked about, including: start date, stop date, kind of business or industry, kind of work the respondent did, hours per week, and usual earnings. The data from this section is in the YA FIRST JOB AFTER HIGH SCHOOL area of interest.

Section 11: Other Training

This section collects information about training received outside of regular schooling or the military. Prior to 2000, this section collected detailed questions on up to six training experiences. As part of the 2000 redesign, the number of training programs asked about was reduced. Detailed questions are asked only about the current or most recent training program. This includes questions on the type of training, the duration of the program, as well as the source of money to pay for the training. The section also asks about certificates, licenses and

journeyman's cards for practicing professions and what professions these were for. Respondents are then asked an additional summary question about the total number of additional training programs they have attended either ever or since the date of last interview. Younger young adults who are still in high school do not enter this section. These data are located in the YA TRAINING area of interest.

Section 12: Fertility

The fertility section of the Young Adult closely parallels that in main Youth. However, no information is collected about non-biological children or about pregnancies not ending in a live birth, with the exception, beginning in 2000, of first pregnancies. Prior to 2000, the questions relating to first pregnancies were contained in the Young Adult Self-Report Booklet (see discussion below). As part of the redesign for the 2000 Young Adult survey, some of the detailed pre- and postnatal questions were curtailed, and parenting attitude questions were added.

In order to construct a biological child roster for each respondent, information is collected, verified, and updated. Female respondents who have not reported a pregnancy in a past survey round are asked if and when they have ever been pregnant. Previously interviewed young adults are asked to verify and update their fertility information. Respondents who are young adults for the first time in a given survey round have a complete fertility record collected.

Once a biological child roster for each young parent is completed, the youth answers questions regarding each child's residence and contact with each parent. They are then asked a series of parenting attitude questions. Additionally, they are asked about how many children they expect to have, as well as about wantedness and health insurance for their children. Female respondents only are asked a limited number of questions about the pregnancy, the birth weight and length of the child when born, medical visits during the first year due to sickness or injury, well baby care, and breastfeeding for either all pregnancies or pregnancies since the last interview.

The data about pregnancies, births and the first year of life of each child that are collected in this section are available in the YA BIRTH RECORD area of interest for each survey year. However, as with the household record, there is a series of questions relating to

verifying previously reported children and recording any new children that results in a roster of biological children. Data from the final roster are available in the YA CHILDRENS RECORD FORM BIOLOGICAL area of interest. Users may wish to note that in 1994 through 1998, some data cleaning was done on the data that are in the public release. Beginning in 2000, the data in this area of interest are unedited, and a cleaned set of dates of birth has been created for all respondents ever interviewed as Young Adults (see discussion under Key Variables below).

Section 13: Child Care

The child care section of the Young Adult has traditionally focused on current childcare use for all children tied to the young adult respondent, including biological, step, adopted and/or partner's children in the household. In 1994 through 1998, questions about usual childcare arrangements and hours in childcare were asked about all identified children. In 2000, however, the focus of this section shifted dramatically and the kinds of questions asked were expanded.

The questions now focus on the youngest child in the household, regardless of whether that child is step, adopted, partner's, or biological. The rationale for this is that the primary focus of the Young Adult survey is on factors that may impact on the young adult's behavior rather than the relevance of outcomes for their children. The first series of questions in this section concern parenting behavior and are modeled after questions in the HOME section of the NLSY79 Mother Supplement (see Chapter 2 for a discussion of this instrument). These questions were developed for telephone administration and do not allow for creating an actual HOME score as is done in the NLSY79 Mother Supplement. However, the incorporation of these items provides researchers with a unique opportunity to make intergenerational comparisons of parenting behavior between the young adults and their mothers.

This section then asks about current child care for the youngest child. This includes are questions about total child care expenses for all of the children associated with the respondent, as well as whether child care difficulties affected employment. Data from this section can be found in the YA CHILD CARE area of interest.

Section 14: Health

The Young Adult health section closely parallels the health history that has been obtained over the years for all children of NLSY79 mothers. It gathers information on types of limitations, number of accidents and injuries, hospitalizations resulting from these accidents/injuries, height, weight, and insurance coverage. From 1994 through 1998, detailed questions were asked about accidents and injuries requiring medical attention, whether or not they resulted in hospitalization. Beginning in 2000, young adults are asked detailed questions only about accidents and injuries resulting in hospitalization. Young Adult respondents who are *not* in their mother's household are asked additional questions about illnesses and routine medical care. All data from this section are in the YA HEALTH area of interest.

Section 15: Income and Assets

The income section for the Young Adult questionnaire was redesigned for the 2000 survey round to streamline the flow of respondents through the section. Prior to the 2000 survey, this section closely paralleled the analogous section in the NLSY79 Youth survey, although the main Youth had more extensive questions in areas such as interest income, filing income taxes, and income received by household members other than the respondent or spouse/partner. The Young Adult also had—and continues to have—fewer asset questions asked of respondents.

Beginning in 2000, non-emancipated respondents (those under 18 and living with their mother or guardian) are asked only about their own income, their family's total income, and their sense of financial strain. All Young Adults are asked about income they have received from the military, from wages, salary, commissions, or tips, from their farm, or from non-farm business, partnership, or professional practice. Respondents who report an employment history since the date of last interview are asked about unemployment compensation receipt, both amount and duration.

Respondents who are married or who have a partner are asked about income received by their spouse or partner from the military, wages, farm, or business. They are also asked whether their spouse/partner received unemployment compensation. In addition, for several types of reciprocity, respondents are asked if they or their spouse or partner have received benefits and, if so, for how long and for what amounts. Finally, respondents are asked a

limited number of questions about assets, debts, total family income, and financial strain. These data are contained in the YA INCOME area of interest.

Section 16: Attitudes

This section contains attitude sequences that have been asked in previous rounds of the NLSY79 Youth and the Young Adult, with skip patterns based on age and interview status. First time young adults as well as young adults who were last interviewed prior to 1998 were given the Pearlin Mastery scale, introduced into the main NLSY79 in 1992 (Pearlin et al., 1981). These young adults also answered a series of items from the Rosenberg self-esteem scale, also administered to their mothers in 1980 and 1987, and completed a 7-item version of the CES-D depression scale which has been used in the main Youth survey since 1992 (Rosenberg, 1965; Radloff, 1977). Young adults last interviewed in 1998 branched directly into the Self-Report section (see next section). Table 4.3 highlights in summary form attitudinal sequences available for mothers and children.

In previous rounds, some young adults answered a number of questions on women's roles and family attitudes, given to the main Youth in 1979, 1982, and 1987. While this series was not included in the 2000 fielding, it will again be asked in 2002.

Additionally, in survey years 1994 through 1998, a series of questions about the world of work, based on questions asked of their mothers in their first interview in 1979, were asked of "new" young adults. The series about the respondent's knowledge of the world of work was followed by a number of items pertaining to hypothetical job offers, also asked only of new respondents. Each job offer contained a wage offer as well as a brief description of the job duties, and respondents were asked whether or not they would accept the offer. These two series were deleted in 2000. All data from this section are in the YA ATTITUDES area of interest.

Young Adult Self-Reports

From 1994 through 1998, young adult respondents were asked to complete the Young Adult Self-Report Booklet (YASRB), a pencil-and-paper instrument. As part of the 2000 redesign, the questions from the YASRB were streamlined and integrated into the CAPI/CATI questionnaire. For telephone administration, the interviewer read these questions

over the phone and recorded the answers. For in-person interviews, the interviewers turned the laptop around to the respondents. The respondents went through some example questions, and then responded to their actual questions. Preliminary examination of results suggests no major biases associated with the transition from in-person to telephone mode of administration.

The length of the YASRB prohibited its wholesale conversion into the CAPI/CATI instrument. As part of the redesign process, all of the questions in the YASRB were reviewed to determine, first, whether they should be retained and, second, whether they could be incorporated elsewhere in the existing CAPI/CATI instrument or kept in a separate section. For example, the pregnancy history questions fit logically into the fertility section. Most of the questions that were retained were put into the CAPI/CATI instrument in a section called the Young Adult Self Report. However, many series were streamlined as much as possible, and many questions were converted in format to allow telephone administration to maintain confidentiality. Additionally, the conversion to CAPI/CATI allowed for skips to be programmed so that respondents could be branched around questions based on their age, past interview status, information gathered earlier in the survey, and information previously provided. All of this has contributed to some shortening of the time burden being placed on respondents. This section includes questions about parent and child relationships, risk-taking attitudes, computer use, drug and alcohol use, cigarette use, contact with the criminal justice system, sexual activity, contraception, emotional problems, expectations, and participation in community activities.

Respondents who are young adults for the first time begin this section with questions about interaction patterns between the young adult and his or her parents as well as between the young adult's parents. All young adults are asked about closeness to both their mother and their father. All young adults also respond to a series of questions about recent and lifetime substance use (including cigarettes, alcohol, marijuana, and other substances). These questions, which address actual use as well as behaviors resulting from use, are more detailed than those asked of the children age 10-14. Beginning in 2000, explicit questions about amphetamine use were included, as was a series of questions designed to assess the impact of marijuana use in the last 12 months. The self-report section also contains questions relating to the young adult's sexual experiences including age at first intercourse, sex education, and use

of contraception. Questions about the young adult's most recent sexual partner were added beginning in 1998.

Questions about anti-social behaviors ask for information about contact with the law, including any arrests and convictions, as well as delinquent behavior not necessarily resulting in contact with the law. Many of these items were also asked of their mothers in 1980. This section also contains a set of questions on pro-social behavior, including participation in volunteer or community organizations, as well as a short series on emotional problems. Finally, there is a series of items on computer use, very similar to the questions asked of the younger children age 10-14.

The respondents are also asked to rate their neighborhood and to indicate their future expectations of life at age 35. All data from this section can be found in the YA SELF REPORT area of interest.

Section 17: Interviewer Remarks

The interviewer remarks section has remained essentially the same across survey rounds; however, in 2000 branching based on interview type was incorporated into this section. Only interviewer answers about the survey process are released to the public; these data are located in the YA INTERVIEWER REMARKS area of interest.

Deleted Sections

As part of the 2000 redesign, two sections that had been included in the 1994 through 1998 surveys were eliminated. These are the previously administered Section 6 on current labor force status and Section 8 on nonworking gaps. Section 6, Current Labor Force Status (CPS), in the Young Adult was nearly the same as the CPS section that had been in the NLSY79 main Youth. Young adults not currently serving in the active military were asked about work activities during the last week. The survey had determined if the respondent did any work for pay or profit or unpaid work in a family business or farm. There were questions on whether respondents had a disability that prevented them from doing work, number of jobs or businesses, and hours per week usually worked at all jobs. If on layoff, they were asked about the duration of the layoff and job search activities. Those not working were asked about when they last worked and if they were searching for a job. Respondents were also

asked about active and passive job search methods. This section was also eliminated in the main Youth survey for the 2000 fielding. The data for prior rounds from this section can be found in the YA CPS area of interest.

Section 8, Gaps When Not Working or in Military, paralleled a similar section in the main Youth. The number and time periods of gaps when not working were determined internally from dates given by the respondent. Young adult respondents were asked whether they were looking for work or on layoff during any gaps. If not looking for work, the respondent was asked the main reason why. This section was eliminated to facilitate the conversion of the instrument to telephone administration and save time given the additions being made such as incorporating the YASRB into the CAPI/CATI instrument. The data from this section can be found in the YA BETWEEN JOBS area of interest.

Industry and Occupation Coding

All occupation and industry verbatim responses collected in the Young Adult survey are coded using Census coding frames. In 1994, the decision was made to use the 1970 coding frame, which was still in use in the main Youth data, thus making the Young Adult data directly comparable to the mother's data. In addition, the CPS job, defined as the current or most recent primary job of the respondent, was coded using the 1990 coding frame. This pattern of coding was used for the 1996 and 1998 surveys as well.

For the 2000 survey, the decision was made to switch all jobs except father's occupation to the 1990 coding frame. The father's job continued to be coded using the 1970 frame to allow for comparability with the mother's occupation. The primary job of the respondent was coded in both the 1970 and the 1990 coding frames. As a result of that decision, the 1994 through 1998 occupation and industry verbatims that had previously been coded according to the 1970 coding frame were double coded using the 1990 coding frame. As of the 2000 release, all occupation and industry verbatims, except for father's occupation, have 1990 Census codes available to users. The primary job from 2000 and all jobs from 1994 through 1998 also have 1970 codes available.

Key Variables

In addition to the raw data and coded items available in the Young Adult data, there are a number of constructed variables—called key variables—that may be of particular

interest to the user. As with the NLSY79, the key variables are created to provide a set of standardized and easy-to-use variables for the user community. Table 3.7 provides a listing of some of the most commonly used key variables. Generally speaking, these variables can be found in the YA COMMON KEY VARIABLES area of interest. The exception is the CAPI interview dates for 1994 and 1996, which can be found in the YA HOUSEHOLD RECORD area of interest.

Table 3.7. Key Variables on the NLSY79 Young Adult Files (1994-2000): Variable Descriptions and Reference Numbers

| Variable Description | 1994 | 1996 | 1998 | 2000 |
|---|-----------|-----------|-----------|-----------|
| Identification code of Young Adult | * | * | * | Y00001.00 |
| Identification code of mother of Young Adult | * | * | * | Y06508.00 |
| Date of birth of Young Adult – Day ¹ | * | * | * | Y06392.00 |
| Date of birth of Young Adult – Month | * | * | * | Y06392.01 |
| Date of birth of Young Adult – Year | * | * | * | Y06392.02 |
| Sex of Young Adult | * | * | * | Y06774.00 |
| Race of Young Adult (mother's racial/ethnic cohort from screener) | * | * | * | Y06775.00 |
| Year of most recent Young Adult interview | | | | Y12050.00 |
| Number of Young Adult interviews completed | | | | Y12051.00 |
| Number of Child survey years with data available for R | | | | Y12052.00 |
| Young Adult sampling weight | Y03565.00 | Y06507.00 | Y09413.00 | Y11923.00 |
| Age of Young Adult (in years) at interview date | Y03424.00 | Y06776.00 | Y09692.00 | Y11924.00 |
| Age of Young Adult (in years) December 31 of survey year | | Y06777.00 | Y09693.00 | Y11925.00 |
| Date of CAPI interview – Day | Y00002.00 | Y03901.00 | Y09281.00 | Y11805.00 |
| Date of CAPI interview – Month | Y00002.01 | Y03901.01 | Y09281.01 | Y11805.01 |
| Date of CAPI interview – Year | Y00002.02 | Y03901.02 | Y09281.02 | Y11805.02 |
| Type of Residence R lives in, Constructed | Y03838.00 | Y06786.00 | Y09698.00 | Y11929.00 |
| Region of Residence | | Y06787.00 | Y09699.00 | Y11930.00 |
| Number of household members in HH of R | | Y06783.00 | Y09695.00 | Y11926.00 |
| Official Marital Status | | Y06784.00 | Y09696.00 | Y11927.00 |
| Cohabitation Status of R | | Y06785.00 | Y09697.00 | Y11928.00 |
| Has R ever reported cohabitation? | | | | Y12053.00 |
| Month began first cohabitation | | | | Y12054.00 |
| Year began first cohabitation | | | | Y12055.00 |
| Has R ever reported a first marriage? | | | | Y12056.00 |
| Month first marriage began | | | | Y12057.00 |
| Year first marriage began | | | | Y12058.00 |
| Number of children ever born | | | | Y12099.00 |
| Age of R at first birth | | | | Y12100.00 |

NOTE: The items in this list focus on the current data round and constitute a small subset of the total number of variables on the NLSY79 Child and YA files.

* These variables have common reference numbers across survey years.

¹ Available only on the geocode release.

Two key identification codes—that of the young adult and that of the mother—are provided. Any child who has not yet aged up into the Young Adult sample, or who is ineligible for fielding, or who has been fielded but not interviewed, will have a missing value

(-7) on these two ID variables. Only children who have ever been interviewed as young adults (N=3580) have valid values. These variables are provided for users who want to quickly restrict their sample to ever-interviewed young adults. As may be noted from Table 3.7, the ever-interviewed young adults also have an updated date of birth, gender, and race based on mother's racial/ethnic cohort from the 1978 screener (for self-identified race and ethnicity, see Section 2 above).

Beginning with the 2000 release, three interview status variables are provided. The first of these variables specifies the year the Young Adult was most recently interviewed (Y12050.00). Thus, users wishing to focus on young adults interviewed in 2000 could restrict their sample using this variable. As another example, if a respondent was last interviewed in 1994, only information from that year would have been available to use in constructing variables such as ever cohabited or ever reported a first marriage.

The second of these variables is the number of Young Adult interviews completed (Y12051.00). This variable will allow users to assess how many respondents they would have at multiple time points for given measures. Users are reminded, however, that there are a variety of factors that influence a respondent's value on this variable, such as when the respondent aged up to the sample, during what years there were age or other restrictions applied to the fielded sample, and whether or not the respondent was actually interviewed in a given year. There are two flags per survey year, located in the CHILD BACKGROUND area of interest, allowing the user to identify whether a child was eligible to be interviewed as a Young Adult and whether or not a Young Adult interview occurred (see Table 2.5 in Chapter 2).

The last of these interview status variables is the number of Child survey years for which the respondent has at least some data available (Y12052.00). Users should be aware that the Child survey consists of two or three instruments, depending on the age of the child, and some respondents may have data for only one of these instruments in a given survey year (See Chapter 2 for greater detail on the Child survey instruments). This variable, as with the number of Young Adult interviews, is provided to help users gain a quick portrait of data availability. (See Chapter 1, Table 1.6, which shows these two variables, combined with age as of December 31, 2000, and race to provide a portrait of the availability of inputs from multiple time points for Young Adults.)

In addition to the variables discussed so far, there are additional key variables that users may find helpful. For each survey year, there is a Young Adult sampling weight (see discussion of sampling weights in Chapter 1) for those young adults who were interviewed. The user is reminded that young adults and younger children not interviewed in a given survey round are assigned a weight of zero for that round. (Note that there is a very minor exception to this in 2000. Four respondents who were part of the pool of oversample cases that were not fielded were inadvertently interviewed. For these four respondents, their interview data are included in the public release, but their sampling weights are set to zero.)

Also listed in Table 3.7 is the CAPI interview date for each survey round, as well as a small number of constructed variables available for 1996 through 2000. These variables include age in years at interview date (also available for 1994), age at December 31 of the survey year, type of residence R lives in (also available for 1994), region of residence, number of household members, marital status and cohabitation status.

Beginning in 2000, a series of constructed variables concerning relationships and fertility is being made available for users. Most of these variables are “yearless” in that they are constructed for all young adults regardless of when they were last interviewed as Young Adults. Y12050.00, discussed above, quickly allows users to identify for each respondent when these variables were last updated. This series of constructed variables includes flags for whether the respondent has ever reported a cohabitation or a first marriage, as well as month and year their first marriage and/or first cohabitation began, if applicable.

The remaining constructed variables pertain to the fertility history of the respondent and are too numerous to list in Table 3.7. Two – the number of children ever born and the age of R at first birth – have been listed. The remaining variables are child-specific. For each child the respondent has reported having, there are “yearless” variables for month and year of birth, gender, and, if applicable, date of death for that child. These data have been carefully compared across years, and discrepancies have been resolved as far as the data allow. In addition to these variables, there are also year-specific usual residence variables for each child. Users should note that these year-specific variables are created only where appropriate. For example, for fourth children, there are variables for usual residence in 1994, 1996 and 2000. There is no variable for usual residence of the fourth child in 1998 because in 1998 an age cap was in place and no interviewed respondent had more than three children. Similarly,

the only residence variable for a seventh child is for 2000, because that is the first round in which a seventh child was reported.

Geocode Data

A geocode data file for the Young Adult that is comparable to those created each round for the main Youth is now available. A full set of geocode variables was created for *all* Young Adult years. These supplemental data files include selected variables from the *County And City Data Books* from various years along with geographic variables from the NLSY79 Young Adult survey data file.

The county and state of residence for each young adult respondent for each survey year were matched with the county and state variables on the *County And City Data Book* data files for both 1988 and 1994, and selected county-level or SMSA-level environmental variables were extracted from those files and included on the geocode data files. For young adults living in their mother's household, the county and state of residence were drawn from the mother's NLSY79 data if the mother was interviewed for that year. For young adults not living with their mothers or whose mothers were noninterviews in given years, county and state of residence were coded from the Young Adult survey data. In cases where the mother's data were missing or incomplete, Young Adult survey data were used to provide accurate codes wherever possible.

A decision was made to extract geocode variables for all four Young Adult survey years from only the 1988 and 1994 *County And City Data Book* data files. This decision means that the 1994 and 1996 Young Adult geocode variables are *not directly comparable* to those of their mothers, whose geocode variables were extracted from the 1983 and 1988 *County And City Data Book* data files.

The *County And City Data Book* data files were prepared by the U.S. Bureau of the Census. Related printed matter for each of these data files can be found in the *County And City Data Book* for the specified year, which is also published by the U.S. Bureau of the Census.

The *Geocode Codebook* for the Young Adult provides the following detailed information on each geocode variable: its reference number, variable description, coding information, frequency distribution, file name, variable name, and source of the variable. Included are references to pertinent attachments and appendices from the *NLSY79 Geocode*

Codebook Supplement providing supplementary coding and variable creation procedures. Variables are grouped within the geocode codebook according to the year with YA GEOCODE 1994 variables followed by YA GEOCODE 1996 and so forth. (Note: Hardcopy versions of the geocode codebook and numeric index are not provided to CD-ROM users since the disc software allows users to generate their own documentation.)

For greater detail on the geocoding processes used in the NLSY79 main file across survey rounds, users should review the *NLSY79 Geocode Codebook Supplement*. The *NLSY79 Geocode Codebook Supplement* is available electronically on the geocode CD under the NLSY79 documentation (users must unzip and install the NLSY79 data to have this documentation available), online at <<http://www.bls.gov/nls/79quex/y79quex.htm>>, or as a hard copy from NLS User Services. This document has several appendices and attachments, including:

- ◆ *Appendix 10: Geocode Documentation* provides background information on how the original 1979-1982 geocode tape and subsequent updates were created and how those data were modified to form the 1979-2000 release.
- ◆ *Attachment 100: Geographic Regions* provides a listing of those states, which comprise each of the four regions, used in such variables as region of residence and south-non-south place of birth/place of residence at age 14.
- ◆ *Attachment 102: State FIPS Codes*, which are used to code respondents' state of birth and state of residence. (The expanded listing in this section is numbered separately from the remainder of this document.)
- ◆ *Attachment 104: SMSA Codes* contains the coding information utilized to classify SMSA, MSA, CMSA, PMSA of residence at each interview date.
- ◆ *Attachment 105: Addendum to FICE Codes* contains the supplementary identification numbers for those colleges and universities not listed in the Education of Directory Colleges and Universities (1981-1982 and 1982-1983 supplement) published by the National Center for Educational Statistics. (Section F of this attachment is numbered separately from the remainder of this document.)
- ◆ *Appendix 7: Unemployment Rates* provides an explanation of how the continuous and collapsed versions of the variable, unemployment rate for labor market of current residence were created.

1994-2000 Geocode Data File Creation Procedure

The software package Maptitude (V4.2) was used in the creation of the NLSY79 Young Adults 1994-2000 geocode data files for Young Adults who could not be matched to previous mother data (see the *NLSY79 Geocode Codebook Supplement* for greater detail).

This program links respondent address data to standard geographic information such as the FIPS (Federal Information Processing Standards) codes for state and county. Three graduated matching methods were applied, depending on the quality of the address data available.

1. An automated match was done between the respondent's locating address data and the Maptitude database. Address records with matching street segments were assigned the latitude and longitude of the location. In some cases, addresses had to be cleaned before they could be matched by the Maptitude program. Cleaning involves steps such as standardizing the address format, correcting obvious misspellings, identifying apartment numbers and locating them in the correct field, etc. It does not include any changes that might result in a change in the actual address location.
2. For some addresses, the procedure outlined in Step #1 failed to produce a match between the respondent's address data and the Maptitude database. In these cases, geocode staff used the Maptitude program to locate the correct street. If the street number could be located along this street, the latitude and longitude were assigned. However, some streets in the Maptitude database do not include information about street numbers. If this is the case, the address is manually located in the center of the street. The street is then classified as either a short street or a long street. Long streets cross Census tract or block group boundaries while short streets do not. As a result, the level of certainty about geographical information is much higher for short streets than for long streets.
3. Addresses unmatched by either of the first two procedures were assigned latitude and longitude coordinates according to a 5-digit zip centroid. A centroid is essentially the midpoint of a zip code area. The geographic information is less certain for respondents located using the zip centroid method.

Because some Young Adults had latitude and longitude derived from Maptitude, while others had these data matched from NLSY79 records for their mothers from years when different systems were used, a quality of match variable equivalent to GEO10 in the NLSY79 geocode data is not being released. Researchers who need to determine the level of certainty for the respondent's geographic data may contact CHRR User Services for further details.

Supplementary Created Geocode Variables

Birthdate Variables. Data indicating the day of birth of the respondent, his or her parents, children, and other household members are included on the geocode CD-ROM. Month and year of birth variables appear in the public use data set. The reference numbers and question names for the day of birth variables correspond to those used in the main data set

for month and year of birth. For example, the 2000 variables DATE OF BIRTH - MONTH and DATE OF BIRTH - YEAR (Y06392.01 and Y06392.02) released in the Child/Young Adult public data file contain information about the respondent's birth month and year. The corresponding variable released only in the geocode data file is DATE OF BIRTH - DAY (Y06392.00) and provides information about the respondent's day of birth. These variables can be found in the YA COMMON KEY VARIABLES area of interest.

College Variables. In all four Young Adult rounds, information about the name and location of the college or university that the respondent was currently or most recently attending were asked. Included in the geocode variables for each year are FICE codes for these colleges or universities as well as FIPS codes for the state where they are located. Additionally, in 2000, respondents who were either seniors in high school or in their first year of college were asked about what colleges and/or universities they had applied to. For these colleges and universities, FICE codes are available.

Child Support Variables. In all four Young Adult rounds, information about the state in which child support agreements were reached was collected. Included in the geocode variables for each year is the FIPS code for these states.

Missing Data

Following the same convention as the NLSY79 Child and Young Adult public release data, the missing data value for all items on the geocode data files is -7. The -7 values indicate either a non-interview for a given year or respondents who have a missing value in the data for any variables from the *County And City Data Book* for the following reasons:

1. Respondents who were in the military or who had an APO address;
2. Respondents who were residing outside of the United States;
3. Respondents whose state or county codes could not be determined.
4. Respondents who reside in a county or SMSA/MSA for which there is missing data for that geographic location from the *County And City Data Book* for that specific item.
5. Respondents who do not reside in an SMSA for any survey year 1994-2000 will be missing SMSA level environmental variables for that year.
6. Respondents whose state, county, and zip codes for any survey year 1994-2000 do not lead to an unambiguous SMSA designation. This generally applies only to a small number of respondents living in New England.

In the 1994-2000 geocode data file, for 1988 and 1994 metropolitan statistical area variables with NECMA codes, respondents living in the New England states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont were not treated any differently than those residing elsewhere. The addition of the “Record Type” variable in the 1988 and the 1994 County And City Data Book data files allows the user to designate these cases as missing and remove them from the analysis, without having to conduct a county-by-county or state-by-state determination of NECMA/non-NECMA status.

Availability and Use of the Geocode Files

The NLSY79 Young Adult geocode data are released on a CD that also includes the NLSY79 Youth geocode data. Researchers who wish to use the geocode data must file an application with the Bureau of Labor Statistics. In the application, researchers are asked to describe, in a few paragraphs, the research objectives of their project and explain how the geocode data are necessary to meet those objectives. They also are asked to provide information about the physical and electronic security measures in place at their institution. If their application is approved, a Letter of Agreement will be sent to the dean or other high-ranking official authorized to sign on behalf of the university or institution. The Letters of Agreement last one year for students and three years for faculty members. The application document is available online at <<http://www.bls.gov/nls/geocodeapp.htm>>.

Finally, we have a few suggestions concerning the use of these NLSY79 Young Adult geographic data files. Firstly, the data file and the accompanying documentation should be used in conjunction with the printed versions of the 1988 and 1994 *County and City Data Book* and the IPEDS codes so that researchers have complete information regarding variable descriptions and coding idiosyncrasies. Secondly, users should familiarize themselves not only with this document, but with the *NLSY79 Geocode Codebook Supplement*. Finally, it is emphasized that the data should not be used in any fashion that would endanger the confidentiality of any sample member. This is why users must sign a written licensing agreement consenting to protect respondent confidentiality and to other conditions; agree not to make, or allow to be made, unauthorized copies of the geocode file; and further agree to indemnify the Center for Human Resource Research for all claims arising from misuse of the file.

**CHAPTER 4: UTILIZING NLSY79 CHILD
AND YOUNG ADULT DATA FOR RESEARCH**

Introduction

The preceding chapters in this guide have discussed a variety of issues that will help users understand and use the NLSY79 child data. In this section, we outline some research topics for which these data seem particularly appropriate. This chapter will not consider specific research topics in any depth, but rather suggest, drawing on materials from the earlier chapters, the range of topics that can be explored. We suggest ways that the main NLSY79 mother data, the younger children data, and the young adult data can be linked, permitting researchers to carry out not only within but cross-generational research. Specific procedures for accessing and linking the data files are discussed in Chapter 5.

Data have been collected from the NLSY79 main respondents since the first interview round in 1979. An in-depth discussion of the data available from and about these main respondents may be found in the most recent edition of the *NLS Handbook* and the *NLSY79 User's Guide*. As described in the preceding chapters, since 1986, a wide range of behavioral, characteristic, and attitudinal information has been collected from and about the children who have been born to these women, children who as of 2000 range in age from infancy to almost middle age. Large samples of these children are available for analysis for most ages up to and including the mid to late 20s. Large minority samples are available for analysis. As described in Chapter 1, the potential exists for a variety of sibling-oriented analyses. Techniques are available for enhancing the sample sizes for relatively narrow age ranges that at the same time greatly increase the heterogeneity of the sample. From the perspective of maternal childbearing, the child sample now encompasses about 90 percent of the children that will ever be born to this cohort of women (who as of the current survey point have attained the ages of 35 to 43). However, from the perspective of their children, it is useful to recall that the older the children, on average, the younger their mothers were at the time of their birth. This sample selection issue, highlighted in Chapter 1, becomes less significant with every passing survey round, as the older children are increasingly born to women who gave birth at mainstream childbearing ages.

Life Cycle Profiles for the NSLY79 Children

The data elements that have been collected for the younger children as well as the young adults have been highlighted in Chapter 2 and Chapter 3. In this chapter the attempt is made to integrate some of these topical areas across the life cycle suggesting how they may be

integrated into more comprehensive research agendas. Table 4.1 follows two child birth cohorts through their NLSY79 years, suggesting how the data can effectively be used to describe the children’s whole lives from several disciplinary perspectives. The items and years referenced in this table are approximate, but in conjunction with the content of prior chapters they should offer interested readers some perspective regarding the potential longitudinal utility of these data. Other ages could have been selected. Larger sample sizes for specific ages can be generated that would permit users to attach similar, and often identical, explanatory inputs to children who had been at specific ages but in different years.

Table 4.1. Data Elements Available over the Life Course for Two Age Cohorts

| Available Data | 1983–1985 Births | 1977–1979 Births |
|-----------------------------|-------------------------|-----------------------|
| Age in 2000 (by Dec.31) | 15–17 | 21–23 |
| Sample Size in 2000 | 1098 | 676 |
| Mom Age at Birth | 19–28 | 13–22 |
| Key Data Elements | | |
| Pre-/Postnatal Information | Yes | Yes |
| Child Residence Information | Lifelong | Age 6 (approx) onward |
| Detailed Child Health | Age 2–3 onward | Age 7–9 onward |
| School Early Years | 1989/1991 | 1983/1985 |
| Child Assessment Years | 1986–1998 | 1986–1992 |
| HOME Assessment | 1986–1998 | 1986–1992 |
| Behavior Problems | 1986–1998 | 1986–1992 |
| PPVT | 1986/1988 and 1994/1996 | 1986, 1988/1990, 1992 |
| PIATs | 1988–1998 | 1986–1992 |
| Adolescent Self-Report | 1994–1998 | 1988–1994 |
| Young Adult Survey | 1998–2000 | 1994–2000 |

This brief lifespan summary should be considered in conjunction with the materials detailed in Chapters 2 and 3 that discuss the data elements only touched on here. The focus in Table 4.1 is on two young adult birth cohorts. The first, born in 1977–79 was 21 to 23 years in 2000. The second cohort, born in 1983–85, was between the ages of 15 to 17 as of the end of the 2000 calendar year. These two cohorts are analytically useful because their life spans incorporate data elements from both the younger children and young adult data sets as well as many of the adult years of their mothers. These two young adult cohorts include one group (those born in 1972–79) that fully incorporates all of the NLSY79 survey years, has reached incipient adulthood and is well along the path towards mainstream adulthood. The 15 to 17

year olds, the younger of the two groups, have had their full lifespan profiled by the NLSY79 years by virtue of having been born in the early to mid-1980s. Because both of these cohorts have lived most of their lives within the time frame of NLSY79, these data can be used to define their lives in major respects. First, we know a great deal about the child's family environment over the whole period, and this is synthesized in Table 4.2. Indeed, many of the data elements that we have emphasized in the preceding chapters as being available, particularly for the older children, were also asked of their mothers in their middle to later adolescent years. Beginning with the mother's adolescent years, attitudinal and behavioral information about the maternal generation's own developmental path is available. They had been asked about their own educational, employment and family aspirations when they were the ages that many of their children are now. We have information about their schooling progression and from early on about their employment experiences, and marriage and childbearing experiences. This and other related information was systematically updated at every survey round. There is also comprehensive annual income and individual earnings information, household structure updates, and county of residence information (available on a separate geocode file). Attitudinal information, such as the Rosenberg self-esteem scale and a sequence of items on attitudes towards women's roles, is available in selected years, along with a uniform battery of tests of maternal cognition and educational achievement (the Armed services Vocational aptitude Battery, or ASVAB). There also is a short series of questions probing into the mother's religion and religious upbringing. Finally, moving backwards essentially an additional generation, the 1979 first round included a series of questions probing into the socio-economic background of the mother, as measured by the occupation, earnings, and related questions about her parents (i.e., the children's grandparental generation) while she was growing up. This background input incidentally was greatly enhanced by a detailed childhood residence history for these mothers that was collected retrospectively in 1988. We will incorporate some of the above into the discussions of specific research possibilities that follow. Also, the interested reader is referred to the *NLS Handbook, NLSY79 User's Guide*, and selected year-specific interview schedules, as appropriate.

Table 4.2. NLSY79 Mothers & Children: Comparable Attitudinal and Behavioral Questions

| NLSY79 Mothers | Children 10 & Older | Young Adults |
|--|---|--|
| Educational Aspirations/ Expectations, own & child's | Educational Expectations | Educational Expectations |
| Women's Roles | Gender Role Attitudes | Women's Roles |
| Employment, own | Employment/Work for Pay | Employment |
| Marriage & Birth Expectations | Marriage & Birth Expectations | Marriage & Birth Expectations |
| — | Sex Education | Sex Education |
| Early Sexual Activity | Early Sexual Activity | Early/Current Sexual Activity |
| Early Childbearing | Early Childbearing | Early Childbearing |
| Pearlin Mastery | — | Pearlin Mastery |
| Rosenberg Self-Esteem | Child Loneliness; SPPC | Rosenberg Self-Esteem |
| Locus of Control | Peer Pressure | — |
| Depression Scale (CES-D) | Child Moods | Depression Scale (CES-D) |
| AIDS Knowledge | Pregnancy Knowledge | Pregnancy Knowledge |
| Religion, own & child's | Religion & Attendance | Religion & Attendance |
| Delinquency; Police Contact | Non-Normative Behavior | Delinquency; Police/Justice System Contact; Non-Normative Behavior |
| HOME Items on Family Activities | Parent-Child Joint Activities | — |
| School Discipline, own & child's | School Discipline | School Discipline |
| Child HH Chore Expectations & Time Spent | Family Decision-Making | — |
| Child Closeness to Each Parent | Parent-Child "Closeness"/Interaction | Parent-Child "Closeness"/Interaction |
| Relationship (Marital) Quality | Mother-Father Consensus; Dating | Relationship Quality (Spouse, Partner, or Steady Boy-/Girlfriend) Mother-Father Consensus; Dating |
| School Rating/Satisfaction, own & child's | Child Satisfaction with School | Child Satisfaction with School |
| Trouble in School (BPI & MS child items) | Bring Parent to School | Bring Parent to School |
| Parental Monitoring | Parental Monitoring | Limit Setting |
| Parental Involvement in Child's School | Parental Involvement in Child's School | Parental Involvement in Child's School |
| Neighborhood Safety | Neighborhood Safety | Neighborhood Safety |
| TV Viewing by Child | TV Viewing | TV Viewing |
| Knowledge of Child's Friends | How Much Tell Parents about Friends | — |
| Childhood Residence, own | Time Away from Parents; Contact with Nonresident Father | Reasons Left Mother's HH; Contact with Nonresident Father |
| Cigarette, Alcohol, & Drug Use, own | Cigarette, Alcohol, & Drug Use | Cigarette, Alcohol, & Drug Use |

NOTE: Items in the "NLSY79 Mothers" column that are qualified with "own" refer to reports about her own behavior; questions where she reports on her own AND her child(ren)'s behavior are noted.

The older of the two groups specified in Table 4.1 was born between 1977 and 1979, either shortly before or immediately after the NLSY79 cohort was initiated. About 675 respondents in this cohort of young adults, who were ages 21 to 23, were interviewed in 2000. These children were mostly born to quite young mothers. While comprehensive pre- and postnatal information for all children born to female respondents did not begin until 1984, retrospective information for all children was collected in subsequent, 1985 and 1986 survey rounds. Thus, for almost all these young adults, there is considerable information about maternal behaviors during pregnancy, birth-related information, and health-nutrition related activities during the first year of life. Details on these pre- and postnatal variables are discussed in Chapter 2. Also, beginning in 1986, when the children in this cohort were between the ages of seven and nine, fairly detailed information about health-related behaviors were assessed from biennial maternal reports for each child. This health reporting continued through 1992 from the mothers, and directly from the young adults since that date. Also, since 1984, when these children were 5 to 7 years old, we have detailed child and paternal residence information, including visitation information for absent fathers. Beginning in 1986, we have school progression information. Once they attain age 10 (1988 or 1990 for the respondents in the example), the surveys contain more information about their behaviors and experiences. These self-reports for children 10 and over include details about joint activities and interactions with parents, parental rules about activities and behaviors, household decision-making processes, peer pressures, attitudes about school, after-school employment and other extra-curricular activities, incipient substance use, involvement in a variety of non-normative activities, religious activities, dating relationships, sex education and expectations about future marriage and family (in the more recent survey rounds, the depth of the content for some of these topical areas was expanded to collect details about within-family interactions), and—for those age 13 and over—items about sexual activity. Mothers are asked to report on their children’s schooling success (e.g., grade repetition, reasons for success or failure) and each child in this age range is asked to rate the quality of the school attended, how the youth feels about his or her life in general, and parental supervision activities from the mother directly.

Intercohort Analyses

Collection of the most unique data elements available for these respondents began in 1986, the first year we began this data collection effort, and continued through 1992, the last biennial survey point prior to their reaching age 15 for this particular cohort. From a cognitive perspective, virtually all of these children completed the PIAT mathematics and reading assessments four times—in 1986, 1988, 1990, and 1992. They all completed the Peabody Picture Vocabulary Test in 1986 and 1992, and at one additional intervening point depending on their age. At each survey point in which they were age-eligible, their mothers completed the 28-item Behavior Problems scale as well as the NLSY79 version of the Caldwell and Bradley HOME scale. This last assessment complements in important respects the information collected directly from the child in the adolescent self-report booklet noted above. The child self reports, in combination with maternal and child assessments for the 10- to 14-year-old age period, allow comprehensive examination of cognitive, socio-emotional, and behavioral development during these critical late-childhood/early adolescent years.

Beginning in 1994, all of these child respondents had attained young adult age, and almost all began completing the interviewer administered NLSY79 style questionnaire as well as a self-report booklet that addressed a variety of more personal and confidential issues. The young adult surveys are detailed in Chapter 3. A large majority of these respondents have data from four survey points. (Those who had attained age 21 as of the 1998 survey date were not eligible for interview in that year, but were once again administered the survey in 2000. For these youth, questions were asked in 2000 to capture critical behavioral information covering the 1996-2000 gap.) The young adult surveys include detailed data collection for these youth including schooling, employment, and family event histories, as well as a rich attitudinal profiling of these youth over the period. The data permit a careful descriptive and analytical exploration of the linkages between the teen and early adult years. More generally, the data set permits an examination of the connections between children's early childhood, adolescent years, and early adulthood, and how this process may connect with attitudes and behaviors from the child's family of orientation. Table 4.2 highlights the wide range of inputs and outcomes available for such analyses—from the mothers as well as the child's generation, and for younger as well as older children. Of course, as noted above, one constraint for this specific cohort is that the explorations must of necessity focus on a group of youth who had

been born to younger mothers, with all that that may imply for social and economic disadvantage.

We now focus briefly on the other birth cohort highlighted in Table 4.1, those youth born in 1983 through 1985. These youth, who are all between the ages of 15 and 17 in the year 2000 clearly have lived their whole lives within the NLSY79 life span. The advantages of this younger cohort are that they have been born to a more mainstream group of mothers, and that the data available for and about them were almost all collected on an on-going as opposed to retrospective manner. Also, because they have been born to somewhat older women, there are many more of them—almost 1,100 by 2000. Of course, by virtue of their more recent births, they have only recently entered the young adult life cycle stage.

Because of their more recent birth, we have available a relatively continuous family and household profile, both for them as well as for their mothers. This includes contemporaneous information about their residence structure, paternal presence-absence and possible visitation patterns, and virtual life-long health profiles. Also, beginning at very early ages, between ages one and three, this child cohort has been administered the full range of cognitive, and socio-emotional assessments. Beginning in 1994, when most of these youth had already attained age ten, they began completing the age ten and over self-report booklet. Over the 1998-2000 survey rounds, all of these child respondents attained young adult ages, and began completing the more comprehensive regular style NLSY79 interview. Of course, in the 2002 and subsequent survey rounds, these child respondents will rapidly move more fully into the early adult ages, completing their schooling, attaining family responsibilities, and become more fully integrated into the work force.

Other birth cohorts could have been selected equally as well for this profiling. The reader can profile other cohorts, or explore how several age cohorts can be combined to broaden as well as increase the sample size for analysis. Additionally, depending on one's research objective, one can explore how siblings of different ages would fall out in terms of having parallel data elements, albeit in different survey rounds. Additionally, a more detailed look at Table 4.2 will suggest the possibility for finding conceptually similar items for exploration across generations. For example, a number of the attitudinal sequences, including some of the expectation items, a sequence on women's roles, a depression scale, and even satisfaction with schooling are asked in a similar way of mothers and children—at younger

and older ages. Many of the behavioral sequences—including early sexual activity and childbearing, religious involvement, substance use or other non-normative activities have been asked one or more time of the mothers and children. Thus the research possibilities for exploring intergenerational transmission of attitudes and behaviors, to one or more siblings in the child generation, are considerable. Finally, in this regard, there are a limited number of instances where mothers and children are asked essentially mirror images of the same questions, so responses of mothers and children can be compared. This includes questions on parental monitoring, school satisfaction, schooling behaviors, and knowledge about the child’s friends. Therefore, it is possible to explore whether mothers and children are on the same wavelength regarding whether or not they are viewing child or mother activities, or knowledge level, in a similar way.

Possible Research Agendas

The above sections described in a general way possible useful perspectives when considering the NLSY79 child and young adult data for social science research. This section considers a variety of research possibilities within the context of the NLSY79 and its available data components. Both within and cross-generational research possibilities will be briefly considered. To some extent, specific technical issues associated with these research perspectives have been considered in earlier chapters and will be detailed in Chapter 5. Information from Table 4.3 will be selectively utilized in this discussion. On the surface Tables 4.2 and 4.3 appear similar. However, whereas the objective of Table 4.2 was to suggest comparable data items across the generations, the objective here is to highlight conceptual areas that are useful for explaining within and cross-generational attitudinal profiles and behaviors. Once again, it is emphasized that while the data set at this point has some methodological limitations, particularly regarding heterogeneity at the older child ages, it also has considerable strengths. For example, it has large samples at many ages that can be enhanced, a wide range of attitudinal and behavioral items for exploring mother and child connections, substantial minority over-samples, and a large sibling sample. At most younger ages, as has been described, these relatively large samples are quite heterogeneous, including large numbers from all socioeconomic strata. The older children at this time represent an ideal sample for exploring a wide range of programmatic and policy issues related to the adjustment process and mainstream economic and social assimilation of disadvantaged youth,

while at the same time permitting comparisons with children who have been born to relatively younger but middle class mothers. In the immediate years ahead, the sample sizes and heterogeneity of the older youth will increase considerably. We now consider a number of research options for which the current data set is most appropriate.

Table 4.3. Cross-Generational Research Possibilities

| Maternal Background & Inputs | Childhood Mediators | YA Mediators & Outcomes |
|---|---|---|
| Demographic | Pre-/Postnatal Information | Demographic |
| Race/Ethnicity | Maternal Work History | Race/Ethnicity |
| Religion | Maternal Work History | Religion |
| Region | Child Care in 1 st Three Years | Region |
| Urban/Rural | Temperament | Urban/Rural |
| Migration Patterns | Motor and Social Development | Migration Patterns |
| Behavioral | Body Parts | Behavioral |
| Age at Menarche | Memory for Location | Age at Menarche |
| Age at 1 st Sex | Digit Span | Age at 1 st Sex |
| Age at 1 st Birth | PIAT Math | Age at 1 st Birth |
| Age at 1 st Drug Use | PIAT Reading | Age at 1 st Drug Use |
| Age at 1 st Marriage | PPVT | Age at 1 st Marriage |
| Deviant Activity | HOME | Age at 1 st Cohabitation |
| Social Psychological | BPI | Deviant Activity |
| Self-Esteem | SPPC | Sexual Activity |
| Depression | Preschool/Head Start | Dating Activity |
| Locus of Control | Regular Schooling | Social Psychological |
| Mastery | Health | Self-Esteem, Depression, |
| Women's Roles | Relationship with Parents | Mastery, Women's Roles |
| Early Formative Influences | Risk Taking | Goals/Expectations for Education |
| Goals/Expectations for Education | Depression | Educational Attainment |
| Educational Attainment | Gender Attitudes | School to Work Transition |
| School to Work Transition | | Marital History/Relationship Quality |
| Marital History/Relationship Quality | | Job History |
| Job History | | Military Service |
| Military Service | | Recipiency |
| Recipiency | | Transition to Parenthood |
| Father's Background (for years married to mother) | | Parenting attitudes and behaviors |
| | | Father's Background (for non-residential fathers) |

Exploring Cognitive and Socio-Emotional Trajectories

Chapter 2 has detailed the comprehensive trajectories available for following children across time, in many instances from infancy or “toddlerhood” to mid-adolescence. To our knowledge, this is one of the few large-scale data sets that permits researchers to examine the same children repeatedly over time, exploring linkages between intellectual and emotional development, or stability in scores on the same or similar assessments over time. Several examples may usefully clarify this theme. For the 1983 to 1985 birth cohort highlighted above, it is possible to examine over-time connections between infant and early childhood cognitive batteries such as the Kagan memory for location assessment, the body parts assessments, or the temperament scale and later intellectual development. Linkages, including possible causal connections, can be explored between these early cognition measures and not only *levels* of subsequent cognition (as measured, e.g., by PPVT or PIAT scores), but also intellectual *trajectories* over the early childhood to middle adolescent period. In addition to being able to explore differences in levels and trajectories overall, it is possible to consider variations in trajectories between different socio-economic or racial/ethnic groups. Most importantly, variations in trajectories may be linked with differences in life cycle paths. The information available relating to family structure and family economic well-being over time can be used to consider how variations in trajectories, or indeed connections over time between different assessments can be independently linked with variations in background factors or more contemporary family or individual variations.

Validity of Repeat Measures

The data may also be effectively used to explore the face validity of selected assessments over time. As noted, some children have taken the PIAT assessments as many as five times, so it is possible to examine the stability of normed scores over time (bearing in mind that the sample cases were normed against national standards). Similarly the mothers have repeatedly completed a 28-item behavior problems scale for all of their children as they have aged from 4 to 14 years of age. One can explore stability and instability in these scores over time and consider how trajectories over time may be linked to other family factors, including scores on the HOME scale (described in detail in Chapter 2). Repeated measures on this HOME scale provide comprehensive information about the quality of the child’s cognitive and socio-emotional home environment for the full first 14 years of a child’s life.

These home quality dimensions, as well as components of these scales, may be temporally linked with the child's development. Indeed it can be hypothesized that a child's behavior can impact on the home environment (partly perhaps as parents alter the environment to suit their children's needs), and also, perhaps even more so, the environment can alter a child's development process. The repeated measures on these scales, in conjunction with related family information, permit researchers to explore relevant connections in a comprehensive and methodologically more refined way than is typically possible. It is also suggested that the availability of many sibling pairs (see Tables 1.9, 2.18, 2.19, and 3.4) permits a more careful exploration of how within-family transitions can alter intellectual and socio-emotional developmental processes. While this discussion has mentioned selected assessments, it should be noted that over the years a wider range of assessments has been given to (or about) the children. These additional assessments may be useful for specialized analyses. Also, as described in sections that follow, selected assessment may be of particular value as intervening measures for explaining many within and between generational processes.

Early Family and Relationship Transitions and Behaviors

The NLSY79 child and young adult surveys represent a very good data source for exploring the antecedents and trajectories for middle and late adolescent to early adults relationships. Beginning at age 13, the children have reported on their early sexual activity and fertility experiences. Starting at age 15, in-depth information has been collected about relationships in which they have been involved. Beginning with the 1998 survey round, a sequence of items that describe the full range of heterosexual relationships that sexually active youth can be part of are included in the young adult data collection. Family and maternal inputs, as well as over a decade of child assessment information, permit exploration of the mechanisms relating to transitions in the family arena in a comprehensive manner. This includes not only transitions into early relationships but also exploration of why some early relationships last and others do not; why some cohabitations, perhaps reflecting prior attitudes of these children and their families, ultimately turn into marriages; and what seems to be linked with a tendency for some young adults, men and women, to undertake early childbearing while others delay parenthood. Researchers can explore intergenerational tendencies to form early relationships and begin childbearing at early ages. In particular, it is possible to explore in some detail why some youth from relatively disadvantaged families

effectively avoid some of the hurdles posed by early parenthood whereas others are less successful.

Young Adult Schooling and Work Outcomes

Additionally, the data set represents an ideal vehicle for examining how all of the above complexities of early relationship patterns and trajectories are linked with greater or less success regarding late adolescent education progression as well as transitions into the work force. From an employment perspective, there is information about summer and school year employment for these youth from early adolescence onward. There is considerably greater detail regarding the nature and intensity of employment and training experiences during the late adolescent and early adult years. Additionally, the young adult data set includes comprehensive information about later educational experiences from both a behavioral and attitudinal perspective.

Geographic Moves, Location, and Employment

This data set offers some unique opportunities for exploring the inherently complex connections between geographic moves, early family structure transitions, and human capital. Because many of these youth have been effectively tracked since birth, first in their mother's home, and more recently, in increasing numbers, in their own homes, it may be possible to gain clarification regarding the causal connections between some often endogenous processes. A special geocode file is available for all survey rounds for the main respondents in the NLSY79, and is now available in addition, for 1994 to 2000, for all the young adults in the survey regardless of their residence. This data file, described in Chapter 3, can be linked with all of the NLSY79 main, younger child, and young adult data.

Migration of young people is an important feature of their early life course, and having geographic detail on a concurrent basis permits a careful study of residential move patterns, their determinants and consequences. The migration literature points to the importance of family connections in helping to explain migration. The residence information in the young adult data permits researchers to now look at the past locational record of the youth as well as where selected family members live.

From a different perspective, the availability of county-level information for most of the lives of the children permits the exploration of potential connections between intellectual

and academic success and the residential dislocation of children. It is possible to examine in a causal context whether or not younger children and young adults are academically disadvantaged if they are subject to repeated geographic movements throughout their formative years.

The locational data also support examinations of a history of fine level geography on subsequent earnings during the early years of adulthood, particularly when this geographic trajectory is augmented by school quality information. How this geographic history is linked with prior intellectual “success,” as measured by the range of childhood cognitive assessment information available, and how this all translates into later human capital investments can now be explored with these data.

Non-Normative Behaviors across Generations

As Table 4.2 suggests and is detailed in the *NLSY79 User’s Guide*, this data set is very appropriate for exploring cross-generational tendencies for family members to repeat non-normative behaviors. The child data can be used to explore substance use trajectories over time, and possible linkages between this trajectory and a wide range of parallel child and family behaviors and attitudes. Data available for these analyses include detail on school-linked behaviors and attitudes, the transition from school to work, economic well-being through adolescence, contact with the legal system, self-reports on a variety of delinquent activities, substance use over time, and attitudes which have been shown to be linked with subsequent “success” in several life domains. Many of these data elements are available for both the children and their mothers at comparable life cycle points. In addition to these micro-level connections, it is possible to examine selective tendencies, i.e., the *kinds* of family units that appear more protective, and evidence a better ability to break intergenerational connections of activities or behaviors that might typically be considered non-productive. The young adult geocode file, which contains county-level identifiers, enhances the possibility for sorting out the potential relevance of area-level factors that either additively or interactively may affect connections within and between generations. This is one area of research where sibling histories can help clarify within- and between-family life cycle considerations. For example, to what extent are tendencies to follow selected non-normative pathways conditioned by specific family situations that were prevalent at specific earlier child ages?

The data set is particularly suitable for considering potential cross-generational connections. As noted above, there are many possibilities for exploring cross-generational linkages between personal and family attributes evidenced early in a mother's life cycle and a variety of younger child and young adult behaviors. Independent of other family factors, to what extent are early adult behaviors among the older children, which have potential negative consequences for their progression to "successful" adulthood, parallel to similar early behavior among their mothers? As Tables 4.2 and 4.3 indicate, data elements available for both mothers and children include information on early sexual activity, the Rosenberg self esteem scale, the Pearlin mastery measure, depression measures, items measuring attitudes towards the roles of women in society, early (during adolescence) expectations regarding family, education and work, and school satisfaction. All of these inputs, as well as the wide range of behavioral information, permit researchers to sort out cross-generational socio-economic predictors of non-normative child behaviors from other perhaps more subtle non-normative mother to child connections. In this regard, there are available in this data set a broader range of mother and family traits than are typically available for research of this kind. The Behavior Problems scale, and a number of other child assessments that have been repeatedly completed for each child, can help clarify the mechanisms behind any cross-generational propensities for non-normative behaviors. They do this by providing important explanatory insights regarding the long-term patterns of parent-child interaction, the quality of the cognitive and emotional home environment, and indeed several dimensions of the youth's development process from childhood through later adolescence. These data are available for all children in the same families, so an exploration of the effects of interactions of these assessments with other ongoing family events as well as their temporal occurrence in the life cycle can be considered. This kind of research may help clarify which higher risk families and which children within those families are able to avoid the repetition of dysfunctional behaviors in the younger generation.

How Children Affect Mothers

For those interested in exploring possible feedback effects, the repeated child measurement for several behaviors and attitudes, in conjunction with the detailed information available about maternal behaviors, permit one to sort out to some extent the effect of changing child behaviors on subsequent actions of their mothers. For example, just as one

can examine the impact of maternal employment on a child's behavior, or changes in a child's behavior, one can explore how changes in a child's behavior or health can affect subsequent maternal employment decisions!

Variation in High School and College Attendance

The NLSY79 data file includes in-depth information relating to both maternal/family and youth priors that typically are considered significant analytical predictors of young adult schooling decisions. As the data collection gets extended past the mid-adolescent ages, the censoring issue associated with both very early school leaving and early childbearing is reduced. As of 2000, the data set offers reasonably large samples of youth past adolescence, as well as fairly substantial minority samples at relatively older ages for analysis. (These samples, of course, will increase substantially in the 2002–06 data collection rounds.) The child data collection includes a fairly wide range of information asked of the mothers and children about school progression patterns, parent-school interaction processes, and child and parental satisfaction with the child's schooling. The young adult survey collects a range of information about the high school completion process as well as college attendance. If a young adult has attended college since the date of last interview, the name of the current or most recent college attended is asked as well as the start and stop dates for attendance. Young adults in college are asked their major, whether they are part or full-time students, the cost of attending college, and if they have received degrees of any type. The young adult surveys ask questions about financial aid: whether or not a loan was received and, if so, the amount and how much of the years expenses it covered; whether or not the young adult received work study, scholarships, grants, fellowships, assistantships, as well as various other forms of help from government, institutions, friends, or family. Beginning with the year 2000 data collection, there is an additional series of questions that ask about all colleges that have been applied to and whether or not the youth was accepted. Given that these questions have been asked repeatedly since 1994, the data now permit one to construct college trajectories for a relatively large disadvantaged population. These college profiles can be linked with early employment success, differentiating between white, black, and Hispanic youth.

One can also link these educational profiles with early adult family-related activities. With regard to all these processes, it is possible to clarify the extent to which the cognitive and socio-emotional tests administered in earlier waves either directly to the child or by

maternal proxy are indeed useful predictors of early career or family success, independent of the host of family factors known to be associated with child development. With respect to evaluating the relevance of various forms of college trajectories, a key issue would be to explore causal dimensions of the child assessment-college involvement-early post college “success” trajectory. Users should note that detailed geographic information, as well as information identifying specific colleges, is now available on the young adult geocode file.

Within-Family Differences in Outcomes

This topic has already been addressed in several places throughout this volume, particularly in Chapter 1. Because the NLSY79 child sample is comprised of all children born to female respondents, many sibling clusters have been interviewed over time. For many years, it has been possible to explore the origins of differences between siblings in cognitive, emotional and particularly behavioral outcomes. It has been possible to clarify the independent impact of differential family behaviors that could be conditioned by the reality that children from the same parents may nonetheless encounter different family processes reflecting factors such as variations in their parents’ life cycle stages or sibling placement or gender.

One can now follow many of these same siblings into the young adult years. The numbers of such children available for analysis may be noted in several tables mentioned earlier. There are substantial numbers who have one to three siblings, and the bulk of these siblings are now of young adult age. In addition to sharing many common data elements, the siblings also have many potentially unique background characteristics that can be used to sort out and perhaps explain behavioral differences for a range of outcomes. The HOME scale can provide insights into variations in child raising patterns by child parity, gender, or other characteristics such as health status. Many of the older children and young adults are within two or three years of each other in age so their outcomes, such as employment or family attributes can be measured at approximately similar life cycle points. Of course, with every additional survey round, the heterogeneity of the sample increases, bringing more children who have been born to a wider age range of mothers. It is feasible, for example, to explore how child-raising practices for individual young women may be sensitive to the age of their mother at birth, and how this may translate into considerable variation in adolescent and young adult behaviors for children in the same family. Items from the geocode file could be

used to clarify the impact of geographic moves, neighborhood characteristics and the life cycle stage when these events occurred on subsequent behaviors and attitudes, controlling for many other commonalities within a family. From the perspective of younger children, it may be possible to establish whether early and repeated movement impedes intellectual and behavioral development for some but not all children in a family, as suggested by some child development research.

Child Health and Child Outcomes

Over the years, the NLSY79 child interviews have included a number of measures designed to measure various dimensions of the physical and emotional development of the children. Mothers have reported on limiting health conditions, utilization of health services, and illness and accidents. This information can be linked with all the other developmental and behavioral information available about the child and his/her family.

The health data collection for each child essentially begins prior to the birth of the child, and encompasses the wide range of prenatal inputs about the mother's behavior and attributes (including weight gain during pregnancy and key facts about each pregnancy and birth), as well as summary health measures for the mother, including periodic weight and height measures over her own NLSY79 time line. Table 4.4 summarizes the types of health variables found in the child data files. Key health items from the Young Adult surveys are listed in Table 4.5.

Table 4.4. Health Data in the NLSY79 Child Surveys

| Child Health | 1986 | 1988 | 1990 | 1992 | 1994 | 1996 | 1998 | 2000 |
|---|------|------|------|------|------|------|------|------|
| Child's eye and hair color | M | | | | | | | |
| Does health limit school or play | M | M | M | M | M | M | M | M |
| Physical, emotional, or mental condition requiring: treatment, medicine, or special equipment | M | M | M | M | M | M | M | M |
| Type/duration of limiting health conditions | M | M | M | M | M | M | M | M |
| Accidents/injuries needing medical attention in last 12 months | M | M | M | M | M | M | M | M |
| Accidents/injuries needing hospitalization since last interview/since birth | | M | M | M | M | M | M | M |
| Number of illnesses requiring medical attention or treatment | M | M | M | M | M | M | M | M |
| Date of last routine health checkup | M | M | M | M | M | M | M | M |
| Menses; age at 1 st menarche for female child (and mother) | M | M | M | M | M | M | M | M |
| Right/left handedness | | | | | | M | M | M |
| Date of last dental checkup/work | M | M | M | M | M | M | M | M |
| Source of health insurance, if any | M | M | M | M | M | M | M | M |
| Behavioral, emotional, or mental problems; did insurance cover doctor visit | M | M | M | M | M | M | M | M |
| Or prescription drugs taken to help control activity/behavior | M | M | M | M | M | M | M | M |
| Height and weight of child | M-I |
| Healthcare during pregnancy leading to child's birth ¹ | M | M | M | M | M | M | M | M |
| Postnatal infant healthcare and feeding ¹ | M | M | M | M | M | M | M | M |
| Temperament Scales (<4 years) | M | M | M | M | M | M | M | M |
| Motor and Social Development Scale (<4 years) | M | M | M | M | M | M | M | M |
| Behavior Problems Index (4+ years) | M | M | M | M | M | M | M | M |
| Cigarette use; age first smoked; frequency | | C | C | C | C | C | C | C |
| Alcohol use; age first drank; frequency | | C | C | C | C | C | C | C |
| Marijuana use; age first used; frequency | | C | C | C | C | C | C | C |
| Substance use (like glue, gas, sprays, fluids) that are "sniffed/huffed"; age first used; frequency | | | | | C | C | C | C |
| Other drug use (LSD, cocaine, uppers, downers); age first used; frequency | | C | C | C | C | C | C | C |

NOTE: Users are reminded that, while child and young adult health items are presented separately in these tables, all child health items were collected for young adults when they were age 14 or younger in the years their mothers were interviewed.

"C" denotes child report.

"M" denotes mother report.

"M-I" denotes either mother report or interviewer measurement; flag indicating source of report appears in the data file for each survey year.

¹ Pre- and postnatal items have been asked in the mother's main Youth interview since 1982 so that most information has been collected for most births. This information includes child's birth weight and length, mother's weight gain, type of delivery, etc.

Table 4.5. Health Data in the NLSY79 Young Adult Surveys

| Young Adult Health | 1994 | 1996 | 1998 | 2000 |
|---|------|------|------|------|
| Does health limit work/school | YA | YA | YA | YA |
| Type and duration of health limitation | YA | YA | YA | YA |
| Recent accidents, injuries, illnesses, hospitalization ¹ | YA | YA | YA | YA |
| Height, weight | YA | YA | YA | YA |
| Right/left handedness | | YA | YA | |
| Menses information (females) | YA | YA | YA | YA |
| Health insurance coverage for self and for child(ren) ¹ | YA | YA | YA | YA |
| CES-Depression Scale (7 items) | YA | YA | YA | YA |
| Prenatal care (females) | YA | YA | YA | YA |
| Health care and nutrition during pregnancy (females) | YA | YA | YA | YA |
| Cigarette and alcohol use during pregnancy (females) | YA | YA | YA | YA |
| Drug use during pregnancy (females) | YA | YA | YA | |

NOTE: Users are reminded that, while child and young adult health items are presented separately in these tables, all child health items were collected for young adults when they were age 14 or younger in the years their mothers were interviewed.

¹ Information on recent illnesses, routine check-ups, and health insurance for young adults living in the mother's household is reported by the mother in the fertility section of the main Youth interview. All other young adult health items are obtained through the Young Adult report.

During the first year of life, there is a relatively intensive body of child health information that asks about early infant-birth connected health problems, as well as medical visitations for both sick and well care, including the nature of the contact, and the need for hospitalization. During the first four years of life, mothers complete a motor and social development scale about each child (described in Chapter 2) that assesses the maturational development of the child compared to other children his or her age. Height and weight are reported or measured at each interview point. On a continuing basis over the child's/young adult's whole life, there are biennial reports on child accidents, injuries, and hospitalizations. This information is subject to some censoring as noted in Chapter 2. One advantage that this data collection provides over institutionally collected health data is that, because it is self-reported by mother or child, it avoids biases that may be linked with race, class, and ethnic differentials in the likelihood that specific groups may actually contact appropriate health individuals or institutions. For most years this is a maternal report, but as the children age into the young adult years, they are based on self-reports.

Over the surveys, there also is considerable ancillary information collected about each child that details limiting health conditions (with respect to school, peers, and work);

emotional problems; and the utilization of specialized medical, dental, and psychiatric services. Much of this information has been collected repeatedly for each child, and collected for each child in a family unit. These data are useful not only for profiling children's developmental paths over time, but also for enhancing interpretations of both children's and mother's behavior over time from a causal perspective.

The discussion in this chapter is not intended to be all-inclusive, but rather to suggest avenues for approaching the data. The development of these or other topics must of necessity draw on a variety of other NLSY79 informational sources. These include the other chapters in this volume, the *NLS Handbook*, the *NLSY79 User's Guide*, various child health materials, and in particular, the various child and young adult interview schedules. Access information about these and other relevant materials, including how to obtain the data, may be found on line at <<http://www.bls.gov/nls/nlsy79ch.htm>>. Chapter 5 describes in greater detail the procedures for using and linking some of these data sources.

**CHAPTER 5: DATA FILES &
DOCUMENTATION**

The NLSY79 Child and Young Adult data release contains child-specific information from the Child and Young Adult surveys as well as the mother's main Youth interviews. Certain variables are derived from the longitudinal record of each NLSY79 mother while others represent the questions administered during the Child and Young Adult interviews and the responses from each assessment. Detailed information on the types of data available for the NLSY79 Children and Young Adults can be found by examining print or on-line field instruments and by searching the codebook indices. Instructions on how to search the database can be found in the NLS Investigator's User's Manual that accompanies the data file. Section 3.4 of the *NLSY79 User's Guide* also describes the search functions. This guide is available electronically at <<http://www.bls.gov/nls/79guide/nls79usg.htm>>. Users who are interested in items based on data from the mother's record are encouraged to access copies of the main Youth questionnaires and to review the NLSY79 main Youth documentation.

The NLSY79 Child data file includes demographic and family background, pre-and postnatal health history, home environment reports, childcare and schooling experiences, items and scores from the biennial child assessments, and all items from the child "10 and older" self-report questionnaire. The Young Adult file contains 1994-2000 questionnaire items covering areas such as family background, schooling, training, work and military experiences, relationship history, fertility, health, and drug and alcohol use, as well as a set of created variables for each round. Geographic information for young adults is available on a separate geocode file. Constructed variables drawn from the mothers' records provide information on each mother's household composition, quarterly employment referenced to the birth of each child, and family background. While most information is cross-sectional, many variables link maternal events or behaviors to the child's life cycle—specific points after, or in some instances, before the child's birth. Any item from the complete record of the mother's main Youth record can be linked to the child and young adult files. This chapter discusses the structure of the public data files, the types of documentation available, how to merge files, and where to access user information.

Types of Variables

Variables present in the NLSY79 child and young data files are derived from a number of sources. Some variables represent the unedited respondent answers from the child, mother, or young adult, while others are constructed. The type of variable may affect (1) the

physical placement of the variable within the codebook (its sequence in the reference number list) and (2) the assignment of a variable to a particular area (or areas) of interest. Types of variables that appear in the public releases of the Child and Young Adult files include:

1. Direct (or raw) responses from a questionnaire or assessment or other survey instrument.
2. Recoded or edited variables constructed from raw data according to consistent procedures, e.g., coding of verbatim responses about jobs done for pay or religion other than the precoded categories. Such variables are marked as recode versions of the original.
3. Constructed variables based on responses to more than one data item or multiple reports to the same item, either from cross-sectional or longitudinal information. Some of these created variables are indices or scale summations, such as the assessment scores, and others are individual items edited for consistency where necessary, e.g., child background characteristics such as age, date of birth, and gender.
4. Constructed variables from a non-NLS data source, e.g., the County & City Data Book information present on the NLSY79 Young Adult geocode data files.
5. Variables provided by NORC or another outside organization based on sources not directly available to the user, e.g., the transcript data and test scores from the child school survey.
6. Data collected from or about one universe of respondents reconstructed with a second universe as the unit of observation, e.g., variables on the NLSY79 Child File that are based on inputs from the mother's main Youth record but linked to each child.

Linking the Data & Documentation

Child Question & Variable Names

Variables in the NLSY79 child data set are named according to the source from which they are derived. Items from the Child, Mother, and Child-Self-Administered supplements have question names linked to the location in the instrument (e.g., CS94-14: HAS CHILD EVER BEEN ENROLLED IN HEAD START? - Q.14 asked in the first section of the Child Supplement in 1994). Acronyms are used to identify the child assessments administered at the time of the survey (e.g., *BPI2000* for Behavior Problems Index-Raw Score, 2000). Mnemonic names identify constructed variables that are based on inputs taken from the main NLSY79 survey (e.g., *AGEMOM2000* for Age of mother at interview date, 2000).

Questions from the mother and child assessment instruments are generally identified by “MS” for Mother Supplement or “CS” for Child Supplement and in 2000, “CSAS” for the

Child Self-Administered Supplement. The digits that follow this prefix refer to the year of the survey. Through 1992, the next two numbers refer to the deck number printed at the top of each page in the survey instrument, and finally to the column number printed alongside each question in the survey instrument. For instance, the question name CS861217 refers to deck 12, column 17 of the 1986 Child Supplement. Deck numbers for the Child Self-Administered Supplement follow consecutively those in the regular Child Supplement for each year; questions are numbered in the same manner as the regular Child Supplement.

Starting in 1994, question numbers more closely parallel those of the main youth CAPI. However, the assessment items from the Child Supplement have been assigned mnemonic variable names. The current Child documentation assigns question names, the unique identifiers given to identical questions across CAPI survey years. They replace the deck-and-column numbering system used in previous surveys. *Subsequent CAPI surveys that field this question will use the same question name to help identify comparable questions across years.*

Question names for items from the child questionnaires generally indicate the section of the instrument from which each question was derived. For example, child question names beginning with SCHL come from the schooling section of the Child Supplement questionnaire; items prefixed with “HLTH” designate the child health questions in the supplement. The question name also indicates the order in which the question was administered within each section of a questionnaire. Constructed variables are usually named according to the topic of their content. The item called “FSTYRAFT” (C00052.) in the CHILD BACKGROUND area of interest refers to the “first survey year of mother after the child’s birth.” Such items on NLSY79 mothers and their children are usually based on multiple inputs from the main youth and child survey instruments. Codebook entries for these items may include a reference to one or more main file reference number to give the user an example of the main Youth question on which the child-specific item is based. In the PRE/POST NATAL CARE area of interest the item PRE0009 (C03201.) refers the user to R13284. to see the exact inputs to the variable.

Young Adult Question & Variable Names

Question names in the Young Adult surveys follow one of three general patterns. Individual items from the Young Adult CAPI questionnaire are usually prefixed by “Q” and the section number. The suffix generally indicates the order in which questions appear. Because questions asked in multiple rounds retain the same question name, many suffixes also include letters (e.g., Q4-31B). Thus Q2-19 represents the following question (asked in each survey year) of the Family Background portion (Section 2) of the YA CAPI questionnaire:

Q2-19 IS THIS THE FIRST TIME R STOPPED LIVING WITH MOTHER?

Questions from the Young Adult self-report booklet (in 1994 and 1996) are prefixed with “YA” followed by the survey year, and then a designation of the deck and column number:

YA940939 YA SELF-REPORT: EVER BEEN ON PROBATION?

YA960839 YA SELF-REPORT: EVER BEEN ON PROBATION?

In 1998, question names for these self-report items no longer incorporate the deck and column numbers and are simply named according to question number sequence in the booklet:

YA98100 YA SELF-REPORT: EVER BEEN ON PROBATION?

Starting in 2000, self-report questions appear in the self-report section of the YA CAPI questionnaire and are prefixed by “YASR”:

YASR-67 EVER BEEN ON PROBATION?

Constructed variables on the Young Adult file are identified by mnemonic names related to their content. For example, the series of variables that identifies the cohabitation status in each survey round are named “COHAB” followed by a year designation.

Child Question Naming Conventions—Details

Mother Supplement Question Names. From 1986-1996 question names for items in the Mother Supplement have the following three components: (1) “MS” to designate the source of the item, (2) a 2-digit number to indicate the year of the survey round, and (3) deck and column number. For example in the item listed below, MS960329, the “MS” indicates the Mother Supplement, the “92” means the item is from the 1992 survey, and “0329” shows that the item was in Deck 3, Column 29 in the booklet.

1992: MS920323 HOME PART B (3-5 YRS): HOW OFTEN MOTHER
READS TO CHILD
1994: MS940331 HOME PART B (3-5 YRS): HOW OFTEN MOTHER
READS TO CHILD
1996: MS960329 HOME PART B (3-5 YRS): HOW OFTEN MOTHER
READS TO CHILD

In 1998 a similar system was used in naming Mother Supplement questions except that section number and question numbers replace the deck and column numbers, which were no longer relevant. In the example below, MS981B01 means that this item is from the Mother Supplement, 1998, Section 1-B (the HOME), question 1.

MS981B01 HOME PART B (3-5 YRS): HOW OFTEN MOTHER READS
TO CHILD

In 2000 a new naming system was introduced that more closely parallels that used for the main Youth and young adult surveys. As seen in the example below, questions from the Mother Supplement still use the MS designation and a reference to the section and item number within the section but do not include a reference to the year of the survey.

HOME-B01 HOME (AGE 3 YRS): HOW OFTEN MOTHER READS TO
CHILD
MS1-A01 HOME (AGES 4-5 YRS): HOW OFTEN MOTHER READS TO
CHILD

Note: In 2000 the HOME and Temperament items have different question naming conventions depending on the age of the child. Items for children under age 4 were administered in the Child CAPI Supplement are named according to the name of the assessment (e.g., HOME-B01 above). HOME and Temperament questions for children age 4 and older appear in the Mother Supplement and are therefore prefixed with “MS” followed by the section and item number (MS1-A01 means Mother Supplement, Section 1-A, question 01). Notes have been entered into the codebook for these items to alert users to this change in 2000.

Child Supplement Question Names. Through 1992 questions that were administered in the Child Supplement include CS for the supplement, a year number, and deck and column. When CAPI was introduced in 1994 questions were no longer identified by deck and column but simply by item number.

CS921746 CHILD BACKGROUND: HAS CHILD EVER BEEN
ENROLLED IN HEAD START?

CS94-14 CHILD BACKGROUND: HAS CHILD EVER BEEN ENROLLED
IN HEAD START?
CS96-14 CHILD BACKGROUND: HAS CHILD EVER BEEN ENROLLED
IN HEAD START
CS98-14 CHILD BACKGROUND: HAS CHILD EVER BEEN ENROLLED
IN HEAD START?

Starting in 2000 questions in the Child CAPI Supplement are generally identified by the section of the questionnaire. In the example that follows BKGN stands for the Child Background section of the questionnaire:

2000: BKGN-12 CHILD BACKGROUND: HAS CHILD EVER BEEN
ENROLLED IN HEAD START?

Child Self-Administered Supplement Question Names. Questions in the Child Self-Administered Supplement for children 10 and older are prefixed by “CS” until the 2000 survey when they begin with “CSAS.” Through 1996 deck and column numbers were used to designate the question location in the CSAS booklet. Starting in 1998, item numbers are used.

CS960113 CHILD SELF-ADMIN: GONE TO MOVIES WITH PARENTS
IN LAST MONTH
CS98001A CHILD SELF-ADMIN: GONE TO MOVIES WITH PARENTS
IN LAST MONTH
CSAS001A CHILD SELF-ADMIN: GONE TO MOVIES WITH PARENTS
IN LAST MONTH

Child & Young Adult Reference Numbers

All variables on the NLSY79 Child and Young Adult files are assigned unique identifiers called reference numbers, which determine the relative position of each variable within the codebook. Reference numbers that start with “C” are used for data items on the Child file, and “Y” numbers for the Young Adult. The “C” numbers (for the Child) and the “Y” numbers (for the Young Adult) appear in each codebook entry and also form the basis of the variable names on the SAS and SPSS control cards that are generated by the extraction procedures on the data set.

Through 1994, reference numbers assigned to child variables were specific to a given data release and changed in subsequent releases. Different prefixes identified different releases: variables from the first 1986 release of the NLSY79 child data were preceded by the letter Cxxxxx.xx; second release 1988 variables were preceded by a Dxxxxx.xx, and so forth.

Since 1996, all child variables have been numbered Cxxxxx.xx. Reference numbers for Young Adult variables are prefixed with the letter “Y.” Decimals in the Young Adult reference numbers generally indicate that more than one variable has been derived from a single question. Users of the main Youth data will recognize these reference numbers as conceptually equivalent to the “R” numbers used in the NLSY79 main Youth documentation.

Contents of the Child & Young Adult Public Data Files

NLSY79 Child and Young Adult data files and documentation materials are available on CD-ROM or online for download via FTP. The current public release contains the complete set of Child and Young Adult files that can be linked with the entire record for all NLSY79 females. The 1979-2000 NLSY79 main Youth file is also on the Child/Young Adult CD as a separate file and is also available for download via FTP. See below for specific instructions about each type of file.

The current Child and Young Adult data release supersedes all the files created in connection with the previous releases of the data. The current version of this file includes nearly all the child-based variables created for the last data release, updating information for children already born by 1998, as well as adding information for those born between 1998 and 2000. The file includes the individual items from the Child assessments as well as all the derived raw and normed assessment scores for each survey round. Child-specific information on the file includes demographic and family background, pre-and postnatal health history, home environment reports, childcare experiences, and all items and scores from the biennial child assessments. The Young Adult file contains 1994-2000 questionnaire items, covering areas such as work experience, military service, training, schooling, family background, relationship history, income, health, fertility, childcare, and drug and alcohol use, as well as a set of created variables for each round. Constructed mother-specific variables include information on each mother’s household composition, quarterly employment referenced to the birth of each child, and family background.

The Child and Young Adult files are grouped in topical areas of interest (formerly referred to as “record types”) but may be accessed using a variety of search strategies, including “any word in context,” year, reference number, and question number. The search and extraction software facilitates the process of finding and using the appropriate variables.

Users should refer to the current *NLS Database Investigator Guide*, which accompanies the data, both on the CD and via download.

Constructed Child- and Mother-Specific Variables. In addition to the child questionnaire items and constructed assessment scores discussed in greater detail elsewhere in this document, the NLSY79 Child and Young Adult data sets contain a number of other constructed variables. Also, some constructed variables, such as pre- and postnatal care and child usual residence, are drawn from child-specific information collected in the mother's main Youth interview. Other elements are constructed from mother-based information that does not vary across children, for example, maternal household composition and family background. Constructed variables are generally found in the following Areas of Interest: CHILD BACKGROUND, FAMILY BACKGROUND, MATERNAL HEALTH, MATERNAL HOUSEHOLD COMPOSITION, PRE/POST NATAL CARE, and MATERNAL WORK HISTORY. These created items include sibling identifiers, maternal family background, maternal household composition at each interview, maternal work histories, family educational background, and maternal health. Details on these constructed variables can be found in Chapter 2 of this guide and in Chapter 4 of the *NLS Handbook*. Mother-specific information present on the NLSY79 main data file and on special data sources such as the work history and geocode main youth files can be linked with the child data by case ID.

Constructed Young Adult Variables. In addition to the questionnaire items from the 1994-2000 Young Adult surveys, several constructed variables for Young Adults are available in the current data release (see Chapter 3). Some of these are available for all YA respondents who were interviewed in *any* survey year, while others are specific to a particular survey round. These variables are all located in the Area of Interest on the CD called YA COMMON KEY VARIABLES. The following variables are constructed for *all* young adults: young adult ID (Y00001.00), date of birth, gender, race, and the ID code of the mother.

Child & Young Adult Data on CD-ROM

The Child and Young Adult data, together with search and extraction software, are available on compact disc (CD-ROM) media for use in a Windows environment. The CD contains the 1986-2000 Child file, the 1994-2000 Young Adult file, the complete NLSY79 main Youth 1979-2000 file, and documentation for the Round 19 (2000) Child & Young

Adult. The Young Adult questionnaire, along with an overview and associated help screens, is available in HTML format on the CD. The Young Adult questionnaire is fully hyperlinked, allowing users to easily follow the flow of respondents through the questionnaire. The CD contains all the child-based created variables, all the assessment variables (both “raw” items and created scores), all the Young Adult CAPI and self-report data, and selected constructed variables drawn from the NLSY79 main Youth 1979-2000 database³. One set of current Child questionnaires and the 2000 Child Assessment Tables report are included in PDF format on the CD. Users who wish to retrieve information from the mother’s record beyond the variables included in the child files will need to access the main Youth file, which is on the CD as a separate zipped file. A copy of the *NLSY79 User’s Guide* is automatically available on the CD when accessing the main Youth file.

Child & Young Adult Data On-line for Download

The Child-Young Adult data file, as well as the main Youth file, is available for download via FTP. Instructions for obtaining the data can be found on the *NLS Information* Web page <<http://www.nlsinfo.org>>. At this site, click on Order Data, and select NLSY79-Children-Young Adults. You will see item number:

| | |
|----------|--|
| DCYA-R10 | NLSY79 Child/Young Adult 1979-2000 Data Release R10.0 (CD-ROM includes NLSY79 main file data R11.2) |
|----------|--|

Clicking the box on the far right (Size/Download) will make the Child-YA file available for download. Users who access the child and young adult data in this manner will receive the 1986-2000 Child data and codebook, the 1994-2000 Young Adult file, and documentation for the Round 19 (2000) Child & Young Adult that includes one set of current questionnaires and the 2000 Child Assessment Tables report. Unlike the CD, the complete Youth 1986-2000 file is NOT automatically included as part of the Child-YA download. The NLSY79 main file can be accessed separately from the same website. Users should note that an electronic copy of the *NLSY79 User’s Guide* comes with the download of the main NLSY79 data set. Users who are unfamiliar with the NLS extraction software and wish to use

³ NOTE: Users should note that the Young Adults are represented in all non-round specific Areas of Interest on the Child-YA CD, such as PRE/POST NATAL CARE, MATERNAL WORK HISTORY, and CHILD BACKGROUND. The Young Adults are also included in the variables in MATERNAL HOUSEHOLD COMPOSITION, which are based on data for all mothers and thus attached to each of her children regardless of age.

the file via FTP should review Chapter 8 of the current *NLS Handbook*, which is found on-line at <<http://www.bls.gov/nls/handbook/nlshndbk.htm>>.

Child & Young Adult Documentation

Codebook. The NLSY79 Child and Young Adult (and main Youth) data files are each documented by a codebook that lists each variable and briefly describes its content. Each codebook entry contains the variable's unique reference number, coding categories for the variable, frequency distributions, minimum and maximum values, and any special notes. Entries for questionnaire items also contain links to the previous and next question in the instrument. The hyperlinked reference numbers that appear in codebook entries for created variables simply take the user to the next item in the list, generally within the area of interest.

Areas of Interest. The main Youth and Child/Young Adult data sets are also assigned to topical "Areas of Interest" (formerly called Record Types) in order to group the variables by topic. Since the Child and Young Adult cases reside in the data set as one merged file, users are urged to use caution when searching or selecting "Child" versus "YA" variables. To help users distinguish the child from young adult items, the Areas of Interest for Young Adults are prefixed with "YA." For example, users browsing the topical "Areas of Interest" will find both YA CHILD CARE and CHILD CARE. The former contains all the questions from the Young Adult CAPI questionnaire related to use of childcare for their children. The CHILD CARE index holds information drawn from the mother's main Youth record related to the childcare experiences of the NLSY79 children, including the early experiences of the children who are now Young Adults.

Child and Young Adult Survey Instruments. Since most of the primary variables found within the child data set are derived directly from one or more survey instruments, users should have access to at least one set of questionnaires. Copies of the following Child and Young Adult questionnaires and interview aids are available from NLS User Services at cost or on-line in PDF format:

- Child Supplement (CS)—CAPI 1994-present
- Mother Supplement (MS)
- Child Self-Administered Supplement (CSAS)
- CSAS Confidential Card
- Child Face Sheet
- Young Adult CAPI Questionnaire

Users can access the Round 18 (1998) and Round 19 (2000) child and young adult questionnaires at the BLS-NLS website: <<http://www.bls.gov/nls/nlsy79ch.htm>>. This site has links to the following questionnaires in PDF format:

Round 19 (2000)

- Child CAPI Supplement (abbreviated paper version of Child CAPI questionnaire)
- Child Self-Administered Supplement (paper self-report questionnaire for children age 10-14)
- Child Confidential report (13 and 14, sexual experience report)
- Mother Supplement (paper maternal report for each child age 4-14)
- *The 2000 NLSY79 Child Assessments: Selected Tables*
- Young Adult CAPI Supplement (abbreviated paper version of the Young Adult questionnaire)

Round 18 (1998)

- Child CAPI Supplement (abbreviated paper version of questionnaire)
- Child Self-Administered Supplement (paper self-report questionnaire completed by children age 10-14)
- Mother Supplement (paper maternal report for each child under age 15)
- *The 1998 NLSY79 Child Assessments: Selected Tables*
- Young Adult Self-Report booklet (paper self-administered questionnaire containing sensitive questions)

Copies of child and young adult questionnaires for all survey rounds can also be downloaded via FTP at the <<ftp://ftp.chrr.ohio-state.edu/usersvc/>> CHRR site or by visiting the <http://www.nlsinfo.org/ordering/display_db.php3> Product Availability page.

The NLS Handbook. The *NLS Handbook*, updated periodically, provides an introduction to and overall picture of all the cohorts that comprise the National Longitudinal Surveys: NLSY97, NLSY79 and children, Mature Women, Young Women, Older Men, and Young Men. It is particularly useful for those who are unfamiliar with the surveys and their data. Each cohort-specific chapter of this handbook is accompanied by detailed tables that provide users with information about many of the variables contained in each of the surveys over time.

NLS Bibliographies. NLS User Services maintains an annotated archive of NLS research on-line at <<http://www.nlsbibliography.org>>. Records of more than 4,000 journal articles, working papers, monographs, reports, presentations, and dissertations are available for users to search, retrieve, and print customized listings of NLS research. CHRR has also

compiled a comprehensive listing of research based on the child, maternal, and fertility data from the NLSY79. This bibliography, *Research Using NLSY79 Data on Fertility, Child Care, & Child Development*, can be downloaded at <<http://www.bls.gov/nls/nlsdoc.htm>> or requested from NLS User Services (see contact information at the end of this chapter).

NLS News. The Bureau of Labor Statistics publishes a quarterly NLS newsletter that includes information about new data releases, error notices, completed NLS research, and other information of general interest to the NLS research community. Issues can be downloaded in PDF at <<http://www.bls.gov/nls/nlsnews.htm>>.

Other Documentation. In addition to the codebooks, variable descriptions, search indices, and items described above, CHRR provides the following materials to users as additional documentation for the NLSY79 Child and Young Adult data:

- NLS CD-ROM Guide (for CD users)
- NLSY79 Child Handbooks 1986-1992

Comprehensive documentation and bibliographies are available at no charge from CHRR. Selected reports, user updates, and current questionnaires can be accessed on-line on the BLS Child-YA website. Paper versions of original field instruments can also be purchased from CHRR.

User Notes & Errata

Periodically CHRR provides users with additional updates to the existing data or documentation. Notes are sometimes prepared that clarify certain elements of the current files. This information is compiled into a list of “User Notes,” a copy of which is provided with each data release. Updates are also posted to the Child & Young Adult pages on the BLS-NLS website (<<http://www.bls.gov/nls/nlsy79ch.htm>>). Current known updates to the Child and Young Adult files are listed below.

Cases deleted from file. The following child cases have been deleted from the Round 19 (2000) NLSY79 Child-Young Adult file: Child Public ID = 318802, 318803, 567001, 864903, 902102,1031303. A review of the longitudinal main Youth record has shown that these cases are duplicates, nonbiological children, or non-live births previously reported by NLSY79 respondents.

Case edit for CINTRV2000 (C00115.07). There are two Child cases in the current file for which the Round 19 (2000) child interview status flag (CINTRV2000, C00115.07,

“INTERVIEW STATUS OF CHILD”) and the child sampling weight for 2000 (CSAMWT2000, C24955., “CHILD SAMPLING WEIGHT”) disagree. For case CPUBID=256503, the child interview status flag C00115.07 should be recoded to 0; the child sampling weight (C24955.) value of 0 for this case is correct. For case CPUBID=745801, a telephone interview was completed for the child, even though the child was part of the excluded over sample in 2000. Thus, the child interview status flag C00115.07 has a value of 1 (indicating that the Child Supplement was administered) and a child sampling weight of 0 because the child was in the deleted over sample. Users may decide to recode the interview status value for this case depending on their analysis. See below for an explanation of the deleted over sample in 2000.

Over samples reduced in 2000. In Round 19 (2000), due to funding constraints, children of the black and Hispanic over samples were reduced by about 38 percent. These excluded cases were randomly selected and will be eligible for re-interview in Round 20 (2002). Users can obtain a file that identifies the excluded oversample from NLS User Services or by checking the <<ftp://ftp.chrr.ohio-state.edu/usersvc>> FTP site.

HOME Recode short titles. Several of the variable titles for the HOME recode items (e.g., C19028., C19055., C19082., C25091., C25119., and C25146.) do not have a space between the “&” and the next word (e.g., &DAD). When running SAS this produces a warning, but does not affect the use of the title.

Child cases with no mother interview. In Round 19 (2000) two children (Public ID=11202, 592604) were interviewed whose mothers were not. Users will notice that variables tied to the mother’s interview date, such as AGECH2000 (C00047.45) or AGEMOM2000 (C00382.37) are missing. Users may want to default to the child’s age at the date of assessment (CSAGE2000, C00070.47) for AGECH2000.

Interview status flags reduced and simplified. In Round 19 (2000), the set of child interview status flags has been reduced to 7 from 8 for 1994-98. The key child interview status flag (CINTRV2000) has been created as a dichotomous rather than a 7-category variable as in 1998.

Users should make sure that their supply of documentation includes any errata sheets or users notes that contain corrections and updates to the data files. The full set of user

documentation is listed in a document on the CD. User update information is available from NLS User Services (see the contact information at the end of this chapter).

File and Variable Linking Procedures

The Child/Young Adult data files contain many constructed variables drawn from multiple sources, including both cross-sectional and longitudinal information in both the child and mother records. Users of the Child/Young Adult data who wish to construct variables not found in the Child/ Young Adult files may access the mothers' records in the main Youth files in order to obtain the necessary inputs. A useful variable for linking the mother's longitudinal record to the child is C52., which defines the first survey year (of the mother) following the child's date of birth. (All children born prior to the 1979 survey date are assigned 1979 as their first post-birth survey point.) In general, a researcher interested in creating a variable that references a particular post-birth survey point for all children would need to follow a two-step procedure. For example, to create a variable that defines the first post-birth survey maternal school enrollment status for all children from information collected at the mother's survey dates, one would take the following steps: (1) use C52.00 to define the appropriate survey year following each child's date of birth, and (2) use this variable to choose a maternal enrollment status variable, depending on the date of the birth of the child. If the child's first post-birth survey year is 1982, the maternal enrollment status variable as of the 1982 interview (C570.) would be selected. Similarly the appropriate enrollment status information could be combined across the relevant surveys into one created "First post-birth survey enrollment status" variable.

For more refined linking procedures, the user may need to access maternal interview dates as well as the dates of many relevant events, such as school leaving, job changes, and marital changes. Variables on the file that are keyed to the child's date of birth or to the mother's date of interview can be used to (1) precisely link many social, economic, and demographic maternal behaviors with a child's birth or age at a particular point or to (2) define the survey point closest to a particular child's birth or attained age. The first of these two objectives can be facilitated by using variable C2700., which defines the birth of every child in terms of the number of weeks that have elapsed between January 1, 1978 and the current maternal interview date. This variable can be linked with the NLSY79 main Youth

Work History File, a data set available from CHRR that constructs a week-by-week profile of the respondent's employment experience.

The pre- and postnatal variables (C3200.-C3392.10) are already defined in an appropriate life cycle context, since they reference either the pregnancy leading up to a particular birth or an event/behavior during the first year following a birth. A missing value in this series of constructed child variables means that at least one input from the main Youth file was missing (refer to the note in the Child codebook for C2700.).

Linking Data Files

The child sequential identification code (C1.) allows the user to link children with their siblings on the NLSY79 Child files and with their mothers on the main NLSY79 files. The child ID is composed of the first 5 digits of the mother's sequential ID plus a 2-digit code (01-10) generally *but not always* indicating the child's order of birth. Children with the same first 5 digits in their IDs are siblings. Since the child ID contains the first 5 digits of the mother ID, either the child ID or the mother ID (C2.) enables the users wishing to create a mother-based file to extract maternal characteristics and write them out only for mothers.

Child ID vs. Young Adult ID. Users will note that identification codes are provided for all children as CPUBID (C00001.) in the CHILD BACKGROUND area of interest and again for young adults as CASEID (Y00001.) in YA COMMON KEY VARIABLES. The only distinction between these two variables is that CASEID is only available for children who have been interviewed as young adults. The CPUBID is a comprehensive ID code for all children in the child file, regardless of age or interview status. They are both included for convenience, particularly if users are accessing only the Young Adult file.

Linking Children and Young Adults to Mothers. Space constraints require that the current release of the Child and Young Adult data be stored in a file *separate* from the main Youth files. The Child/Young Adult file does *not* contain software that will enable users to automatically create a merged extract of children or young adults and data selected from the mother's record. Such a merge can be accomplished by means of Child case ID (C1.) and Mother case ID (C2.) saved on a Child/Young Adult extract and mother case ID (R1.) saved on an extract from the main Youth CD files. Respondent identification code should always be among the variables saved in creating any specification file or extract. When selecting variables from the NLSY79 main Youth file, users should include R1. (Identification Code) in

the list of saved variables. Before exiting the Child/Young Adult data set, users should verify that Child ID and mother ID are among the saved variables. The user can employ any of a number of methods for merging files. Appendix F of this document offers sample programs designed to assist users in merging files.

Missing Data

On the current release, missing values other than those reserved for Don't Know (-2), Refused (-1), and Invalid Skip (-3) have been collapsed into a "-7." This value includes noninterviews and valid skips. Users should rely on the Interview/Assessment flags in the CHILD BACKGROUND area of interest to determine child or young adult interview status. The relevant Child interview status variables, available starting in 1998, are identified by reference numbers C00115.01-C00115.15:

CINTRV98 (C00115.01) INTERVIEW STATUS OF CHILD
CASSMT98 (C00115.02) ASSESSMENT STATUS OF CHILD
MINTRV98 (C00115.03) INTERVIEW STATUS OF MOTHER
INCSUP98 (C00115.04) DOES CHILD HAVE A CHILD SUPPLEMENT?
INMSUP98 (C00115.05) DOES CHILD HAVE A MOTHER
SUPPLEMENT RECORD?
INCSAS98 (C00115.06) DOES CHILD 10-14 YEARS OLD HAVE A CSAS
RECORD?
CINTRV2000 (C00115.07) INTERVIEW STATUS OF CHILD
MINTRV2000 (C00115.09) INTERVIEW STATUS OF MOTHER
INCSUP2000 (C00115.10) DOES CHILD HAVE A CHILD
SUPPLEMENT?
INMSUP2000 (C00115.11) DOES CHILD HAVE A MOTHER
SUPPLEMENT RECORD?
INCSAS2000 (C00115.12) DOES CHILD 10-14 YEARS OLD HAVE A
CSAS RECORD?

The series of Young Adult interview status flags, available for 1994-2000, is also in the CHILD BACKGROUND area of interest and can be identified by reference numbers C00112.00 - C00112.07:

YASAMP [1994-2000] IS CHILD ELIGIBLE FOR YOUNG ADULT
INTERVIEW?
YAINTV [1994-2000] WAS CHILD INTERVIEWED AS YOUNG ADULT?
YASAMP2000 IS CHILD ELIGIBLE FOR YA INTERVIEW IN CURRENT
ROUND?
YAINTV2000 WAS CHILD INTERVIEWED AS YOUNG ADULT IN
CURRENT ROUND?

These interview status flags are cross-sectional and thus only reflect valid values for cases from a particular survey round. The “MINTRV” variables in this series indicate if the mother was interviewed as part of the main Youth survey. More details on mothers’ interview status are provided by a series of variables titled “REASON FOR NONINTERVIEW” in the main Youth record COMMON VARIABLES.

Users may also employ the Child and Young Adult sampling weight variables to delineate their analysis sample. The Child sampling weights, in the ASSESSMENT areas of interest, have values greater than “0” for any child interviewed in a particular year. The Young Adult sampling weight for each year is specific to young adults interviewed in that year; any young adult not interviewed or any child who is not a young adult in that year is assigned a value of “0.” Therefore, restricting the sample to cases greater than “0” on either of these types of variables will result in cases interviewed in that year.

Contact and Ordering Information

The NLSY79 Child-YA Web Page

Data users can view information about the NLSY79 Child and Young Adult Surveys on the NLSY79 pages of the BLS web site: <<http://www.bls.gov/nls/nlsy79ch.htm>>. The web site features downloadable public use data and documentation for the current NLSY79 main and Child files, as well as information about any modifications or updates to the data and/or documentation. Published reports from previous years’ surveys are also available.

Users wishing more detailed information about the NLSY79 Child assessments as well as supplementary information about sample constraints in previous survey rounds should consult the *NLSY Child Handbook: 1986-1990* (Baker et al., 1993) and *The NLSY Children 1992* (Mott et al., 1995). Tabular reports for the assessments scores, starting with the 1994 survey round, are available in print format from NLS User Services or online at the CHRR site: <<ftp://ftp.chrr.ohio-state.edu/usersvc/>>.

Information on the NLSY79 Child & Young Adult surveys is available on-line at:
<http://www.bls.gov/nls/nlsy79ch.htm>

The NLS website, managed by The Bureau of Labor Statistics, can be accessed at:
<http://www.bls.gov/nls/home.htm>

Searches of the NLS annotated bibliography can be made via:
<http://www.nlsbibliography.org/>

NLS User Services at CHRR. Please direct all questions and comments related to ordering or using the NLSY79 Child and Young Adult data and documentation to:

NLS User Services
Center for Human Resources Research (CHRR)
921 Chatham Lane, Suite 100
Columbus, OH 43221-2418 USA
Phone: (614) 442-7366
Fax: (614) 442-7329
E-mail: usersvc@postoffice.chrr.ohio-state.edu

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Documents and reports listed below that are prepared by the Center for Human Resources Research are available from CHRR, NLS User Services, or on-line in the NLSY79 folders at the following ftp site: <<ftp://ftp.chrr.ohio-state.edu/usersvc/>>.

A comprehensive, annotated bibliography of NLS research can be accessed at: <<http://www.nlsbibliography.org/>>.

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