

**APPENDIX A: Summary of Interviews and Assessments**

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## Introduction

The tables in this appendix list the sections or assessments that are included in each of the three NSCAW instruments.

The following describes the information included in each instrument table.

- **Interview Section:** The two-letter abbreviation of the interview section.
- **Construct:** The construct(s) the interview section is measuring.
- **Measure:** The measure(s) or assessment(s) used in the interview section.
- **Type of Change from NSCAW II:** How the NSCAW III section compares to the NSCAW II instrument.
- **Source:** The origin of the interview section. If the section is new, the source citation is listed. If the section was included in the prior NSCAW, "NSCAW II" is listed.
- **Child Age (for Child Interview and Assessments only):** The age(s) of the children who will be administered the interview section/assessment.
- **Waves:** The data collection wave(s) that that the interview section/assessment is administered (i.e., Baseline, 18-Month Follow-up, or Both).
- **Information Gathered:** A brief description of the information collected in the interview section/assessment.
- **Perm/Non-Perm (for Caregiver Interview only):** The type of caregiver (Permanent or Non-Permanent) for which the section is administered.

## Child Interview and Assessments

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Child Age	Waves	Information Gathered
QY	N/A	Project-developed introduction script	No Change	NSCAW II	All	Both <sup>1</sup>	N/A
CH	Child characteristics	Project-developed questions	New Version	NSCAW II	All <sup>2</sup>	Both	The majority of the child's demographic information, and height, weight, and head circumference for children < 4 has remained the same. One item regarding child's sex as it appears on the original birth certificate was added. Additionally, for young adults and emancipated youth <i>only</i> , one item on gender identity was added.
KB	Developmental / Cognitive status	Kaufman Brief Intelligence Test, Second Edition (KBIT-2)	New Version	Kaufman & Kaufman (2004); Pearson	≥4	Only administered once, in the first wave the child participates	Standardized assessment tool measuring abilities through two scales: a Crystallized (Verbal) Scale containing verbal knowledge and riddles items & a Fluid (Nonverbal) Scale /Matrices subtest.). Not administered for Spanish-language interviews.
BD	Developmental / Cognitive status	Battelle Developmental Inventory (BDI) & Screening Test, Second Edition: Cognitive Skills	No Change	NSCAW II	<4	Both	Cognitive skills; administered to age 4 and older if K-BIT score = 0
NI	Developmental / Cognitive status	Bayley Infant Neurodevelopmental Screener (BINS)	No Change	NSCAW II	<2	Both	Basic brain function, ability to comprehend and express, and intellectual processes
CO	Communication skills	Preschool Language Scales, Fifth Edition (PLS-5)	New Version	Zimmerman, Steiner, & Pond, (2011); Pearson	<6	Both	Standardized assessment tool comprised of two scales: expressive communication and auditory comprehension; total language score computed
WJ	Academic achievement	Woodcock-Johnson III Tests of Achievement (WJ-III) <b>Children 11 and older:</b> <ul style="list-style-type: none"> <li>• Letter-Word Identification</li> <li>• Applied Problems</li> </ul> <b>Children under age 11:</b> <ul style="list-style-type: none"> <li>• Letter-Word Identification</li> <li>• Applied Problems</li> <li>• Passage Comprehension</li> </ul>	No Change	NSCAW II	≥5, YA, EY <sup>3</sup>	Both	Standardized test of academic achievement; four subtests used: Letter-Word Comprehension, Passage Comprehension, Calculation, and Applied Problems. Not administered for Spanish-language interviews.
CN	Neighborhood factors	Adapted from Philadelphia Family Management Study <sup>1</sup> Parent Interview Schedule	No Change	NSCAW II	YA, EY	Both	Characteristics of the neighborhood/community
SE	School engagement	Drug Free Schools (DFSCA) Outcome Study Questions	No Change	NSCAW II	≥6	Both	School achievement; student's disposition toward learning and school; administered only to children in school (excludes home schooled situations)

<sup>1</sup> “Both” indicates that the section is administered in both the Baseline and the 18-Month Follow-up.

<sup>2</sup> Child household information was provided by caregivers for very young children.

<sup>3</sup> YA” and “EY” stand for Young Adults and Emancipated Youth, respectively. By the 18-Month Follow-up, a subset of the sampled children will be Young Adults 18 years of age or older. For both the Baseline and 18-Month Follow-up, there is the possibility of youth who have legally emancipated from their parents.

## Child Interview and Assessments

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Child Age	Waves	Information Gathered
RP	Peer relationships, including social rejection	Loneliness and Social Dissatisfaction Questionnaire for Young Children	Omitted	Asher, S. and Wheeler, V. (1985)	5-7	Both	Success in making and keeping friendships; school adjustment; administered only to children in school (excludes home schooled situations)
RR	Peer relationships, including social acceptance and bullying/victimization	Peer Affiliation and Social Acceptance (PASA); Gatehouse Bullying Scale	New Version	Dishion, Kim, Stormshak & O'Neill (2014); Bond, Wolfe, Tollit, Butler & Patton (2007)	≥7	Both	Influence of friends' behaviors, whether the child/adolescent is accepted or rejected by peers in school and in the neighborhood, and bullying/victimization experiences.
PF	Protective factors	Resiliency Scale - LongSCAN	Omitted	Runyan, Curtis, Hunter, Black, Kotch, Bangdiwala, Dubowitz, English, Everson, Landsverk (1997)	≥11; YA, EY	Both	Resources that a child has that facilitate resiliency
PM	Behavioral Monitoring	Supervision-Child Scale from Fast Track Project	No Change	NSCAW II	≥10	Both	Extent to which the caregiver monitors the child's activities
GR	Persistence and perseverance	Grit Scale	Added	Duckworth (2007)	≥11; YA, EY	Both	Mental resilience and persistence in pursuing goals
SF	Global self-worth	Rosenberg Self-Esteem Scale (RSES)	Added	Rosenberg (1989)	≥11; YA, EY	Both	Positive or negative orientation toward self; overall evaluation of self-worth or value.
IP	Independent living	Project-developed questions; items from California Youth Transition to Adulthood (CaYOUTH study)	New Version	Courtney et al. (2014)	≥14, YA, EY	Both	Life skills the youth may have developed and where he/she learned the skill
OH	Child in out-of-home care; Perceptions of Permanency, Disruptions, Contact with Family	University of California at Berkeley Foster Care Study; items from California Youth Transition to Adulthood (CaYOUTH study)	New Version	Fox, Frasch, & Berrick (2000); Courtney et al. (2014)	≥6	Both	Adjustment of children in out-of-home placement, including concerns about how well they fit in with their foster family and how permanent they view the placement
AO	Perceptions of Permanency, Disruptions, Contact with Family	University of California at Berkeley Foster Care Study	No Change	NSCAW II	≥6	Both	Adjustment of adopted and emancipated youth, including concerns about how well they fit in with their adoptive family (if applicable) and contact with biological family
SW	Satisfaction with Caseworker services	Project developed satisfaction questions; items from California Youth Transition to Adulthood (CaYOUTH study)	No Change	NSCAW II	≥11	Both	Degree of satisfaction with caseworker services
FE	Future expectations	Adapted from Expectations About Employment, Education, and Life Span Section from Adolescent Health Survey	No Change	NSCAW II	≥10	Both	Expectations related to children's life experiences

### Child Interview and Assessments

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Child Age	Waves	Information Gathered
SU	Social support and other family resources, including assistance with child-rearing	Adapted from Duke-UNC Functional Social Support Questionnaire.	No Change	NSCAW II	YA, EY	Both	Perceived social support
PE	Physical health	Short-Form Health Survey (SF-12); The National Survey of Children with Special Health Care Needs (SLAITS)	No Change	NSCAW II	YA, EY	Both	Physical health status and chronic health conditions
YH	Health and disabilities Services received by young adult	Child and Adolescent Services Assessment (CASA); Child Health Questionnaire from National Evaluation of Family Support Programs; Brief Global Health Inventory;)and project developed questions on services	No Change	NSCAW II	YA, EY	Both	History of health, injury, and disability status of young adult; services received by the young adult
CD	Mental health	Children's Depression Inventory 2 (CDI-2)	New Version	Kovacs (2011); MHS, Inc)	≥7	Both	All aspects of well-being, including behavior problems. Not administered for Spanish-language interviews.
YD	Mental Health - Depression	Composite International Diagnostic Interview Short-Form (CIDI-SF) - module for depression Modified from National Comorbidity Survey (NCS)	Omitted	Kessler, Andrews, Mroczek, Ustun, & Wittchen (1998)Kessler (2000)	YA, EY	Both	Young Adult's experiences that indicate symptoms of depression
TR	Mental health	Adapted from Trauma Symptom Checklist for Children - PTSD Section; Adapted from Trauma Symptom Checklist for Adults – Intrusive Experiences and Dissociation	No Change	NSCAW II	≥8, YA, EY	Both	Indicators of Post-traumatic Stress Disorder
YA	Participation in activities	Youth Self Report - Social Competence Scale	No Change	NSCAW II	≥11	Both	Involvement in activities which may promote social skills or cognitive development
YB	Behavior problems	Youth Self Report - Syndrome and Total Problems Scale; Adult Self Report - Syndrome and Total Problems Scale	No Change	NSCAW II	≥11; YA, EY	Both	Magnitude of aggressive behavior and impulse control
ER	Employment History and Economic Well-being	Questions are project-developed and from the Three State Survey, the National Longitudinal Survey of Youth (NLSY97) the Current Population Survey (CPS) and the Precarious Families Study	No Change	NSCAW II	YA, EY	Both	Formal and informal work history of the young adult
YI	Income	Project-developed questions. Economic Strain Questionnaire	New Version	Conger and Elder (1994)	YA, EY	Both	Financial resources available to the young adult's household
AC	N/A	Project-developed practice questions	No Change	NSCAW II	≥11	Both	N/A

## Child Interview and Assessments

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Child Age	Waves	Information Gathered
RC	Relationship with parents and other significant adults	Rochester Assessment Package for Schools (RAPS)	No Change	NSCAW II	≥11	Both	Degree of supportive relationships between child and adult
CL	Relationship with parents and other significant adults	National Longitudinal Study of Adolescent Health, In-Home questionnaire	No Change	NSCAW II	≥11	Both	Degree of supportive relationships between child and adult
EV	Loss, violence and other stressors in and out of the home	Violence Exposure Scale (VEX-R) - Home Set	No Change	NSCAW II	≥8	Both	Violence observed and experienced in the home
SV	Services received	Project-developed questions	No Change	NSCAW II	≥11	Both	Factors that affect the service provision process; includes items administered only at Wave 4 for emancipated youth
SA	Substance abuse	Global Appraisal of Individual Needs-Quick (GAIN-Q) Substance Related Issues module. Titus & Dennis, 2005).	New Version	Titus & Dennis, 2005)	≥11; YA, EY	Both	Use of specific substances and problems associated with the use and abuse of and dependence on drugs and alcohol.
SX	Sexual behavior	Project developed questions	New Version	NSCAW II	≥11; YA, EY	Both	Sexual behavior and activity; sexual orientation
DE	Delinquency	Modified Self Report of Delinquency; Denver Youth Survey	No Change	NSCAW II	≥11; YA, EY	Both	Participation in delinquent or criminal activities; includes items added at Wave 4 on reasons for recent arrests
PA	Deviant peer affiliation	Deviant Peer Affiliation Scale	Omitted	NSCAW II	≥11	Both	Involvement with peers who engage in risky or deviant behaviors
VC	Victimization	Incidence and Prevalence of Drug Abuse Among Runaway and Homeless Youth Study – Shelter Sample Questionnaire; Adverse Childhood Experiences (ACEs)	New Version	Research Triangle Institute (2002); Felitti et al. (1998)	YA	18-Month Follow-up	Victimization and other adverse events young adults may have experienced before the age of 18
HT	Coercion	Sources of Coercion	Added	Urban Institute/ASPE	>13, YA, EY	Both	Exposure to situations that may indicate coercion
IJ	Maltreatment	Injury Questions from Child Health and Illness Profile-Adolescent Edition	No Change	NSCAW II	>11; YA, EY	Both	Nature and extent of injuries in the past 12 months
YL	Criminal Involvement of Parents	Project-developed questions	No Change	NSCAW II	YA , EY	Both	Young adult criminal history and involvement with the criminal justice system
YM	Behavioral Monitoring and Discipline	Parent-Child Conflict Tactics Scale (CTSPC) with Neglect and Substance Abuse questions added	No Change	NSCAW II	YA , EY	Both	Methods and frequency of discipline measures used by the young adult on their own child during the last 12 months; administered only to young adults who report having children of own who currently live with them
YV	Domestic Violence in the Home	Conflict Tactics Scale (CTS2) – Physical Assault Subscale	Omitted	Straus, M.A. (1990)	YA , EY	Both	Type and frequency of violence occurring in the home and directed toward female young adult in the last 12 months, and subsequent use of services
YD	Conflict in Dating Relationships	Conflict in Adolescent Dating Relationships Inventory short-form (CADRI-S)	Added	Fernandez, Wekerle & Goldstein (2012)	YA	18-Month Follow-up	Extent of dating violence experienced and perpetrated by male and female young adults
CM	Maltreatment	Adaption of Parent-Child Conflict Tactics Scale	No Change	NSCAW II	≥11	Both	Additional maltreatment information in order to better understand the effects of the severity and specific type of abuse

### Child Interview and Assessments

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Child Age	Waves	Information Gathered
AF	N/A	Project-developed script to close ACASI module	No Change	NSCAW II	≥11, YA, EY	Both	N/A
AU	N/A	Project-developed questions to collection contact information for the teacher survey	Omitted	N/A	EY	Both	Teacher contact information collected from emancipated youth, including school name, address, and phone number
LO	N/A	Project-developed questions to track respondent for future interview waves	No Change	NSCAW II	≥16, YA, EY	Both	Locator information for emancipated youth and up to 3 contact persons
LK	N/A	Project-developed script requesting permission for researchers to link NSCAW data to data from other sources	No Change	NSCAW II	≥13, YA, EY	Both	N/A
VO	N/A	Project-developed script informing respondent of potential recontact for interview QC purposes	No Change	NSCAW II	YA, EY	Both	N/A
EF	Response inhibition, cognitive flexibility, and attention	Shape Go No-Go and Dimensional Change Card Sort tests	Added	Psychology Software Tools, Inc., Pittsburgh, PA NIH Toolbox	≥5	Both	Computer-administered tests that assess the child's executive function and self-regulation skills.
CC	N/A	Project-developed end-of-interview script	No Change	NSCAW II	All	Both	N/A

Caregiver Interview							
Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Perm/ Non-Perm <sup>4</sup>	Waves	Information Gathered
QP	N/A	Project-developed introduction script	No Change	NSCAW II	P/NP	Both	N/A
NP	N/A	Project-developed verification questions to drive instrument wording/flow	No Change	NSCAW II	P/NP	Both	Verification of respondent contact information, relationship to child, out-of-home placement status, and legal guardianship
HH	Family composition and demographics	Project-developed questions	No Change	NSCAW II	P/NP	Both	Family composition and demographic information necessary for classification and description of subjects.
GH	Group home classification and composition	Project-developed questions	No Change	NSCAW II	P/NP	Both	Composition of group home facility, including number of children in home and relationship to child, and demographics of group home caregiver
LE	Disruption in caregivers; housing changes and quality	Project-developed questions)	New Version	Ippen, Ford, Racusin, Acker, Bosquet, Rogers, Ellis, Schiffman, Ribbe, Cone, Lukovitz, & Edwards (2002)	P/NP	Both	Variations/Changes of mother and father figures; housing moves and indicators of housing quality
CE	Neighborhood factors	Adapted from "Philadelphia Family Management Study" Parent Interview Schedule	No Change	NSCAW II	P/NP	Both	Characteristics of the neighborhood/community
HS	Health and disabilities Services received by child	Child and Adolescent Services Assessment (CASA); Child Health Questionnaire from National Evaluation of Family Support Programs; Brief Global Health Inventory; and project developed questions on services Questionnaire for Identifying Children with Chronic Conditions – Revised (QUICCC-R) SLAITS The National Survey of Children with Special Health Care Needs II Services Assessment for Children and Adolescents(SACA) The National Early Intervention Longitudinal Study (NEILS) National Comorbidity Survey (NCS) National Health Interview Survey (NHIS) National Survey of America's Families (NSAF)	No Change	NSCAW II	P/NP	Both	History of health, injury, and disability status of child; services received by the child
LP	Child's readiness to live on own	Project-developed questions	No Change	NSCAW II	P/NP	Both	Most recent caregiver's perception of emancipated youth's readiness to live independently

<sup>4</sup> Permanent caregivers ("P") refer to birth and adoptive parents and kin caregivers. Non-permanent caregivers ("NP") refer to foster parents and children living in group homes or other institutionalized settings.



## Caregiver Interview

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Perm/ Non-Perm	Waves	Information Gathered
VI ages 0-2 VN ages 3-5 VE ages 6-12 VL ages 13-18	Adaptive Skills	Vineland Adaptive Behavior Scale (VABS) Screener - Daily Living Skills and Socialization Skills	Omitted	Sparrow, Carter, & Cicchetti (1993)	P/NP	Both	Regular behaviors the child exhibits. A different set of items are administered depending on the age of the child.
SD	Social-emotional development for children between the ages of 12 and 18 months.	Brief Toddler Social Emotional Assessment (BITSEA)	No Change	NSCAW II	P/NP	Both	Socio-emotional functioning
PS for Children 3-5 PT for Children 6-10 PU for Children 11+	Global Social Competence	Social Skills Rating System (SSRS) — Social Skills Scale	No Change	NSCAW II	P/NP	Both	Level of development of social skills possessed by the child. A different set of items are administered depending on the age of the child.
TE	Emotional regulation / Temperament	How My Infant/Toddler/Child Usually Acts from National Longitudinal Survey of Youth Infant Behavior Questionnaire (IBQ)	No Change	NSCAW II	P/NP	Both	Child's demonstration of ability to express emotions and cope with highly charged emotional situations
TC for Children 1.5 - 5 BC for Children 6-18	Behavior problems	Child Behavior Checklist	No Change	NSCAW II	P/NP	Both	Degree to which child exhibits different types of behaviors; The Behavior Problems Index (BPI) was administered at Wave 2 in place of the full checklist. A different set of items are administered depending on the age of the child.
IN	Income	Project-developed questions. Economic Strain Questionnaire.	New Version	Conger & Elder (1994)	P/NP	Both	Financial resources available to the child's household
SR	Services received by caregiver	Project-developed questions	No Change	NSCAW II	P	Both	Frequency and duration that services were received
SS	Social Support and other family resources, including assistance with child-rearing	Adapted from Duke-UNC Functional Social Support Questionnaire.	No Change	NSCAW II	P	Both	Perceived social support for child and family
PH	Physical Health	Short-Form Health Survey (SF-12)	No Change	NSCAW II	P/NP	Both	Physical health status
FC	Services received by foster caregivers	Project-developed questions	No Change	NSCAW II	NP	Both	Frequency and duration that services were received
AP	Adoption possibilities for child	Project-developed questions Adapted items from This Is My Baby Interview	No Change	NSCAW II	NP	18-Month Follow-up	Adoption possibilities for child, including factors that encouraged or discouraged adoption decision
PP	Permanency planning possibilities for child	Project-developed questions	No Change	NSCAW II	NP	18-Month Follow-up	Permanency planning options for child, including adoption, legal guardianship, and long-term foster care

## Caregiver Interview

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Perm/ Non-Perm	Waves	Information Gathered
AZ	N/A	Project-developed ACASI practice questions	No Change	NSCAW II	P	Both	N/A
DP	Mental Health - Depression	Composite International Diagnostic Interview Short-Form (CIDI-SF) - module for depression Modified from National Comorbidity Survey (NCS)	Omitted	Kessler, Andrews, Mroczek, Ustun, & Wittchen (1998)Kessler (2000)	P	Both	Caregiver experiences that indicate symptoms of depression
DP	Major Depressive Episode	Major Depressive Episode module from the National Survey of Drug Use and Health (NSDUH)	Added	National Survey of Drug Use and Health (NSDUH)	P	Both	Major or clinical depression. One of three measures used to calculate serious mental illness (SMI).
PD	Psychological Distress	Kessler Psychological Distress Scale (K6)	Added	Kessler et al. (2003)	P, NP	Both	Non-specific psychological distress. One of three measures used to calculate serious mental illness (SMI).
HF	Functional Impairment	Adapted version of the World Health Organization Disability Schedule Assessment 2.0 (WHODAS II)	Added	World Health Organization (2004); National Survey of Drug Use and Health (NSDUH)	P, NP	Both	Functional impairment due to health conditions. One of three measures used to calculate serious mental illness (SMI).
AD	Mental Health - Substance Abuse	The Alcohol Use Disorders Identification Test (AUDIT)	No Change	NSCAW II	P	Both	Caregiver experiences that indicate symptoms of alcohol dependence
DD	Mental Health - Substance Abuse	Drug Abuse Screening Test (DAST)	No Change	NSCAW II	P	Both	Caregiver experiences that indicate symptoms of drug dependence
IL	Criminal Involvement of Parents	Project-developed questions	No Change	NSCAW II	P	Both	Caregiver criminal history and involvement with the criminal justice system
DS	Behavioral Monitoring and Discipline	Parent-Child Conflict Tactics Scale (CTSPC) Neglect and Substance Abuse questions added	No Change	NSCAW II	P	Both	Methods and frequency of discipline measures used by the caregiver with the child during the last 12 months
DV	Domestic Violence in the Home	Conflict Tactics Scale (CTS2) – Physical Assault Subscale	No Change	Straus, M.A. (1990)	P	Both	Type and frequency of violence occurring in the home and directed toward caregivers in the last 12 months, and subsequent use of services
SF	Satisfaction with Caseworker	Project-developed questions	No Change	NSCAW II	P	Both	Satisfaction level with services received from caseworker
HO	Emotional Nurturing, Cognitive/Verbal Responsiveness and Stimulation	HOME-Short Form (HOME-SF) developed by the National Longitudinal Study of Youth.	No Change	NSCAW II	P/NP	Both	Scripted items about the child's home environment
EE	Parental Affective Attitudes	Family Affective Rating Scale (FAARS) (5-minute unscripted recorded speech sample)	Added	Bullock & Dishion (2004)	P/NP	Both	Caregiver thoughts and feelings about the child and about their relationship with the child.
LF	N/A	Project-developed questions to track respondent for future interview waves	No Change	NSCAW II	P/NP	Both	Locator information for caregiver and up to 3 contact persons
TA	N/A	Project-developed questions to collect contact information for teacher survey	Omitted	N/A	P/NP	Both	Teacher contact information, including school name, address, and phone number

### Caregiver Interview

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Perm/ Non-Perm	Waves	Information Gathered
LK	N/A	Project-developed script requesting permission for researchers to link NSCAW data to data from other sources	No Change	NSCAW II	P/NP	Both	N/A
VF	N/A	Project-developed script informing respondent of potential recontact for interview quality control purposes	No Change	NSCAW II	P/NP	Both	N/A
IO	Emotional Nurturing, Cognitive/Verbal Responsiveness and Stimulation	HOME-Short Form (HOME-SF) developed by the National Longitudinal Study of Youth.	No Change	NSCAW II	P/NP	Both	Field Representative observations of the child's home environment
AT	Attachment	Toddler Attachment Sort – 45 Item (TAS-45)	Omitted	John Kirkland (1999)	P/NP	Both	Field Representative observations of the toddler-caregiver relationship

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## Caseworker Interview

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Waves	Information Gathered
QC	N/A	Project-developed intro script	No Change	NSCAW II	Both	N/A
UF	N/A	Project-developed questions to drive instrument wording/flow and ensure data linkage	No Change	NSCAW II	Both	Caseworker name and employee ID (to link child interviews to caseworker interviews); employer, date of birth, and name and relationship of child's current caregiver, child's current setting and race/ethnicity, and, whether child entered the child welfare system via a maltreatment investigation or an alternate pathway
CI	Case Investigation	Project-developed questions	No Change	NSCAW II	Baseline	Circumstances surrounding the investigative report; safety plan characteristics, and background of the caseworker
JJ	Juvenile Justice	Project developed questions	Added	N/A	Baseline	Child's involvement with the juvenile justice system.
AA	Nature of abuse	English, D. J. & the LONGSCAN Investigators (1997). Modified Maltreatment Classification System (MMCS). For more information visit the LONGSCAN website at <a href="http://www.iprc.unc.edu/longscan/">http://www.iprc.unc.edu/longscan/</a> As modified from the Maltreatment Classification System outlined in: Barnett, D., Manly, J.T. and Cicchetti, D. (1993). Defining Child Maltreatment: The interface between policy and research. In: D. Cicchetti and S.L. Toth (Eds.), Advances in Applied Developmental Psychology: Child Abuse, Child Development and Social Policy. Norwood, NJ: Ablex Publishing Corp., Chapter 2, pp. 7-73.	No Change	NSCAW II	Baseline	Details about the specific nature of the alleged abuse or neglect and characteristics of the abuse/neglect found from the investigation/assessment.
RA	Risk Assessment	Project-developed questions based on questions from Michigan, New York, Washington, Illinois, Colorado risk assessment forms and checklists	No Change	NSCAW II	Baseline	Factors determining case decisions, including prior history of abuse or neglect, caregiver substance abuse, domestic violence in the home, caregiver mental health problems, poor parenting skills, excessive discipline, and so forth.
HR	Project-developed questions	N/A	No Change	NSCAW II	18-Month Follow-up	Child's history with the child welfare system since the case report that resulted in the child's selection for NSCAW
LN	Child's placement history/parental living situations	Project-developed questions	No Change	NSCAW II	Both	History of child's living situations since investigation, including type of living arrangement and child's contact with biological parents
SP	Services to parents	Project-developed questions	No Change	NSCAW II	Both	Service needs, such as financial assistance, employment services, services for a drug or alcohol problem.
SC	Services to child	Project-developed questions	No Change	NSCAW II	Both	Services child may have received, such as developmental screenings, physical exams, special education classes, services for a drug or alcohol problem
IM	Independent living skills	Project-developed questions	No Change	NSCAW II	18-Month Follow-up	Independent living skills the child may have developed and where each skill was learned

### Caseworker Interview

Interview Section	Construct	Measure	Type of Change From NSCAW II	Source	Waves	Information Gathered
AM	Adoption possibilities for child	Project-developed questions	No Change	NSCAW II	18-Month Follow-up	Adoption possibilities for children in out-of-home care; also factors that encouraged or discouraged the caregiver's decision about adoption *This module is skipped if the child is a young adult or emancipated youth.
PO	Permanency planning possibilities for child	Project-developed questions	No Change	NSCAW II	18-Month Follow-up	Permanency planning possibilities for children in out-of-home care, including adoption, legal guardianship, and long-term foster care; also factors that encouraged or discouraged the caregiver's permanency planning decision. PO module replaced the AM module from prior waves. *This module is skipped if the child is a young adult or emancipated youth.
HB	Prior reports of abuse/neglect	Project-developed questions	No Change	NSCAW II	18-Month Follow-up	Child's history with the child welfare system before the case report that resulted in the child's selection for NSCAW.
CT	Involvement with juvenile justice/court system	Project-developed questions	No Change	NSCAW II	18-Month Follow-up	History of court hearings related to case, including hearing type, recommendations by the child welfare agency, outcome
IV	Caseworker involvement with child/family	Project-developed questions	No Change	NSCAW II	18-Month Follow-up	Caseworker's individual involvement with case, including referrals made for family members, caseworker contact with siblings, number of contacts with service providers and family, and attitudes about service to family
CP	Family's compliance and progress towards case plan	Project-developed questions	No Change	NSCAW II	18-Month Follow-up	Family's progress with and adherence to case plan
CB	Caseworker demographic characteristics	Project-developed questions	No Change	NSCAW II	Both	Demographic information (age, sex, race/ethnicity) about caseworker, employment and educational history, and attitudinal questions about work
OC	Climate of agency	Organizational Social Context (OSC)	No Change	NSCAW II	18-Month Follow-up	Assesses culture, climate, and social context of agency.
CW	N/A	Project-developed script to end caseworker interview	No Change	NSCAW II	Both	N/A