

## CHILDREN OF THE NLSY79

On a regular basis, the main surveys of the NLSY79 have collected information on the experiences of NLSY79 women as they became mothers, including the birth and early childhood of their children. In 1982, the NLS obtained funding from the National Institute of Child Health and Human Development (NICHD) to expand the collection of fertility information from NLSY79 women; in 1983, NICHD provided funds for prenatal care questions. Collection of data on children of NLSY79 women was further expanded in 1986, when NICHD began sponsoring a set of supplemental surveys to gather a large amount of information about the lives of these children. A battery of child cognitive, socioemotional, and physiological assessments has been administered biennially since 1986 to NLSY79 mothers and their children. Beginning in 1988, NLSY79 children aged 10 and older answered a self-administered set of questions gathering information on a variety of topics related to family, friends, jobs, and school.

Starting in 1994, a CAPI interview asked children who had reached age 15 by December 31 of the survey year about their work experiences, training, schooling, health, fertility, attitudes, and work expectations. This NLS-style interview, repeated in subsequent rounds, replaced the child assessment information previously collected for these older adolescents. A confidential supplement recorded the self-reports of these “young adults” on topics such as parent-child conflict, participation in delinquent or criminal activities, use of controlled and uncontrolled substances, access to a computer and computer training, volunteer activities, and expectations for the future. For the 2000 survey, components of the confidential supplement were integrated into the CAPI instrument and no separate paper instrument was used.

The collection of information from young adults has been repeated in each subsequent survey year; in 1998, however, the sample was limited to those who had not reached age 21 by the interview date. All young adults aged 15 years and older were again eligible for interview in the 2000 survey, but the primary mode of interview was changed to telephone, rather than in-person, interviews.

Additionally, a school survey was conducted in 1995–96, collecting information on NLSY79 children who were in grades one through twelve in either the 1993–94 or 1994–95 school years. A public release version of this data set is

currently being prepared; interested researchers should contact NLS User Services for more information. NLS User Services staff can be reached at (614) 442-7366 or [usersvc@postoffice.chrr.ohio-state.edu](mailto:usersvc@postoffice.chrr.ohio-state.edu).

These child data and the longitudinal mother information on the main NLSY79 CD offer researchers a unique opportunity to examine linkages between maternal-family behaviors and attitudes and child development; to some extent, researchers also can investigate relationships between child development and subsequent schooling and early employment activities. Data through the 1998 interview are now available to researchers on CD-ROM; data processing for the 2000 interview is not yet complete.

### Chapter organization

This chapter provides an overview of the Children of the NLSY79 data collection and the types of information present within this data set. The composition of the child sample is first discussed, followed by a description of the survey instruments and assessments used in this data collection. The next section highlights major data elements for the Children of the NLSY79. The chapter concludes with a brief summary of the data files and documentation available for the Children of the NLSY79.

### The NLSY79 child sample

The child sample consists of all children born to female NLSY79 respondents. The number of children born to interviewed mothers has increased from 5,255 in 1986, the initial child collection survey year, to 5,343 children and 3,052 young adults in 1998. During 1998, interviewers completed surveys with 7,067 child and young adult respondents. After applying the child sampling weights, this sample is nationally representative of the children born to women who were born from 1957 to 1964 and were living in the United States in 1978.

Two separate groups of children are interviewed in each child survey year. The first is made up of children younger than age 15 (as of December 31 of that survey year) who live with their NLSY79 mothers. These children are directly assessed and additional information about each child is obtained from the child’s mother. Making up the second group are NLSY79 children who are 15 years of age or older by

the end of the calendar year (limited to those aged 20 and younger in 1998). These young adults, who had previously been assessed during child surveys, answer a separate set of questions gathering information on a wide range of topics. In 1998, the most recent year for which data are available, 4,924 children were assessed and 2,143 young adults were interviewed.

Table 4.1 presents sample sizes for NLSY79 mothers and children across surveys. Several publications discuss important issues related to changes over time in the NLSY79 child and mother sample sizes; see the *NLSY79 1998 Child and Young Adult Data Users Guide* (CHRR, 2000) and the *NLSY Child Handbook: A Guide to the 1986–1990 NLSY Child Data* (Baker et al., 1993) for more information.

The sample of children interviewed during 1998 includes substantial numbers of Hispanic and black children, and children of each age from birth through late adolescence. While the sample was composed mainly of children under 10 years of age in all survey years through 1994, the number of children aged 10 and older represented a majority of the sample for the first time in 1996. Table 4.2 presents, by select age ranges and race/ethnicity, the numbers of children across survey years who completed interviews.

The overall sample of children interviewed during 1998 represents a cross-section of children born to women in the NLSY79 sample who were 33 to 40 years of age on December 31, 1997. Large numbers of children have been born to NLSY79 women between about age 17 and age 33, as shown in table 4.3. The number of children in the sample

represents a large majority of the children to be born to this cohort of women. When weighted, the number of children born to these women can be considered fully representative of children born to a nationally representative sample of women who were between the ages of 14 and 21 on December 31, 1978.

**Sampling weights**

Child weights are based on mother weights, discussed in chapter 3, with an adjustment factor used to account for different interview rates for children in various age, race, and sex groups. These factors use counts of children known to exist, as well as estimates of fertility for women who have attrited from the main NLSY79 sample. However, child weighting does not adjust for differential completion rates for the child assessment portions of the interview. For more information, see the *NLSY79 Child Handbook: A Guide to the 1986–1990 NLSY79 Child Data* (Baker et al., 1993).

**The interviews**

The NLSY79 children, their mothers (or, occasionally, other guardians), and NORC interviewers who are trained to assess each child directly and evaluate the home environment all provide information for the Children of the NLSY79 surveys. Interviewers conducted child surveys through 1992 primarily in person, using a traditional paper-and-pencil interview (PAPI) method. Beginning with the 1994 interviews, computer-assisted personal interviewing (CAPI) replaced the traditional method for the *Child Supplement*

**Table 4.1. NLSY79 mother and child samples: 1986–98 surveys**

Sample groups	1979	1986	1988	1990	1992	1994	1996	1998
<b>NLSY79 females:</b>								
Interviewed	6,283	5,418	5,312	4,510	4,535	4,480	4,361	4,299
<b>NLSY79 mothers:</b>								
Interviewed	—	2,922	3,346	3,088	3,325	3,464	3,489	3,533
Interviewed; children also interviewed	—	2,774	3,196	2,772	2,964	3,212	3,228	3,221
<b>NLSY79 children:</b>								
Born to interviewed mothers	—	5,255	6,543	6,427	7,255	7,862	8,123	8,395
Children not young adults						6,622	6,010	5,343
Young adults						1,240	2,113	3,052
Interviewed <sup>1</sup>	—	4,971	6,266	5,803	6,509	7,089	7,103	<sup>2</sup> 7,067
Children not young adults						6,109	5,431	4,924
Young adults						980	1,672	2,143

**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 the

sample size between 1988 and 1990.

<sup>1</sup>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.

<sup>2</sup>This total includes 37 children who were assessed or interviewed whose mothers were **not** interviewed.

Table 4.2. NLSY79 child sample sizes by age and race/ethnicity: 1986–98 surveys

Sample groups	1986	1988	1990	1992	1994	1996	1998
<b>Total interviews</b>	4,971	6,266	5,803	6,509	7,089	7,103	7,067
<b>By age:<sup>1</sup></b>							
Birth to 9 years	4,676	5,380	4,508	4,430	4,154	3,480	2,978
10–14 years	294	851	1,158	1,700	1,955	1,951	1,996
15 years and older	1	35	137	379	980	1,672	2,143
<b>By race and ethnicity:<sup>2</sup></b>							
Hispanic	937	1,158	1,304	1,483	1,546	1,520	1,550
Black	1,604	1,895	1,994	2,133	2,350	2,330	2,229
Nonblack/non-Hispanic	2,430	3,213	2,505	2,893	3,193	3,253	3,288

<sup>1</sup>Starting in 1994, children who are aged 15 by December 31<sup>st</sup> of the interview year are interviewed as young adults. They are counted in this table as 15 years and older even though the chronological age at the time of the actual interview might be

14 years for some respondents. Age for children under the age of 15 refers to their age at their mother's interview date.

<sup>2</sup>Decision rules used in assigning race/ethnicity are described in the *NLSY79 User's Guide*.

Table 4.3. Distribution of child's age in 1998 by mother's age at birth of child: NLSY79 children and young adults assessed or interviewed in 1998

Child's age 1998	Age of mother at birth of child																			Total										
	<17	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		35	36	37+							
<1																	11	26	27	34	35	47	180							
1																	2	36	35	37	33	24	23	190						
2																3	40	38	33	28	19	10	30	201						
3															6	47	28	53	37	31	17	24	11	254						
4													11	43	48	50	44	31	29	18	13	1	288							
5													4	47	43	51	53	43	21	26	26	2	316							
6														7	47	50	51	48	49	31	19	17	2	321						
7														5	52	62	70	56	44	46	31	25	4	395						
8														4	42	67	66	57	54	43	42	31	4	410						
9														4	48	57	63	61	70	38	41	33	8	423						
10														4	46	56	68	71	57	45	45	24	6	422						
11																5	36	80	62	52	56	53	50	41	5	440				
12																	5	53	77	57	48	44	57	54	39	8	442			
13																		6	41	65	53	66	63	54	61	41	10	460		
14-CH																			13	26	22	24	26	20	21	25	5	182		
14-YA																				2	29	33	32	29	26	28	29	20	228	
15																				8	36	61	58	59	55	48	63	48	5	441
16																				2	22	41	53	56	60	63	52	48	8	405
17																				15	45	42	56	58	39	38	47	2	342	
18																				32	35	49	53	63	49	41	3	325		
19																				31	19	37	29	38	46	7	207			
20+																				36	44	31	50	33	1	195				
<b>Total</b>	116	173	238	350	411	431	427	455	442	428	484	450	449	385	354	349	326	231	199	149	108	112	7,067							

**Note:** In this table, the age for children under age 15 is measured as of the mother's interview date and may be different from the age at the time of the child assessment. The age

of children 15 years and older (young adults) is measured at their date of interview (Y06776.). The age of the mother at the birth of her child is found in the variable C00070.

and for certain child assessments, such as the *WISC-R Digit Span Subscale*, the various subscales of the *Peabody Individual Achievement Test*, and the *Peabody Picture Vocabulary Test-Revised*. The young adult surveys have used the CAPI format since they started in 1994. In 2000, the young adults were primarily interviewed via telephone instead of an in-person CAPI interview.

The timing of mother-child assessments generally coincides with the main NLSY79 interview of each mother. Fielding has occurred over a period of approximately 6 months: February through July of 1986; June through December of 1988 and 1990; May through November of 1992, 1994, and 1996; April to September of 1998; and May to November of 2000. Because of the switch to telephone interviews, the 2000 young adult survey began in March, before the main NLSY79 interviews.

Each child interview includes the administration of a number of instruments: The *Mother Supplement*, the *Child Supplement*, and, for children aged 10 to 14, the *Child Self-Administered Supplement*. The young adults provide responses to the *NLSY79 Young Adult CAPI Questionnaire* and, through 1998, complete a confidential *Self-Report Booklet*. (In the 2000 survey, this booklet was included as a section in the CAPI questionnaire administered over the telephone.) These instruments:

- Elicit maternal reports on each child’s background, home environment, schooling, health, temperament, behavior problems, and motor-social development

- Directly assess a child’s development using nationally normed tests such as the *Peabody Picture Vocabulary Test-Revised (PPVT-R)*; the *Wechsler Intelligence Scale for Children-Revised (WISC-R): Digit Span Subscale*; the *Peabody Individual Achievement Test (PIAT): Math, Reading Recognition, and Reading Comprehension Assessments*; and Harter’s *Self-Perception Profile for Children (SPPC)*
- Record the interviewer’s observations of each child’s home environment and an interviewer evaluation of the testing conditions
- Gather information from those NLSY79 children in their preteen, teenage, and young adult years on a variety of factors including child-parent interactions, child home responsibilities, attitudes toward school, schooling, employment, training experiences, religious attendance, health, substance use, dating and friendship patterns, sexual activity, marital history, and expectations for the future

As indicated in table 4.4, not all instruments were fielded in each child survey year and, in some instances, selected assessments were administered to only those children for whom no valid score had been obtained during a previous survey. Between 1988 and 2000, all children aged 10 or 11 completed any assessment for which they were age-eligible in order to establish a representative index group for future analyses. (The exception is the *Self-Perception Profile*, administered only to those 12 to 14 years old since

**Table 4.4. NLSY79 child assessments: Variations in administration by survey year**

Assessment	Age-eligible <sup>1</sup> children	1986	1988	1990	1992	1994	1996	1998	2000
The HOME Inventory	All ages	*	*	*	*	*	*	*	*
Temperament Scales	Under 7 years	*	*	*	*	*	*	*	*
Motor and Social Development Scale	Under 4 years	*	*	*	*	*	*	*	*
Behavior Problems Index	4 years and older	*	*	*	*	*	*	*	*
Parts of the Body	1 through 2 years	*	*	—	—	—	—	—	—
Memory for Location	8 months through 3 years	*	AE	—	—	—	—	—	—
McCarthy Verbal Memory Subscale	3 to 6 years	*	AE	AE <sup>2</sup>	AE	AE	—	—	—
Self-Perception Profile	8 years and older	*	*	*	*	*	3	3	3
WISC-R Digit Span Subscale	7 years and older	*	AE/I	AE/I	AE/I	AE/I	4	4	4
PIAT Math and Reading	5 years and older	*	*	*	*	*	*	*	*
PPVT-R	3 or 4 years and older	*	AE/I	AE/I	*	AE/I	AE/I	5	5

\* = All age-eligible children.

AE = All age-eligible children without a previous valid score.

I = Index group is made up of all children aged 10 and 11.

This age group is not age-eligible for certain tests like Memory for Location and Verbal Memory Subscale.

<sup>1</sup>Beginning in 1994, assessments were no longer given to

children who had attained age 15 by the end of that calendar year.

<sup>2</sup>Administered to children aged 4 to 6 in 1990.

<sup>3</sup>Administered to children aged 12 to 14 in 1996 and later.

<sup>4</sup>Administered to children aged 7 to 11.

<sup>5</sup>Administered to children aged 4, 5, 10, and 11.

1996.)

During each survey year, substantial numbers of children have valid scores available; completion rates remain high for each instrument. (See *1998 NLSY79 Child Assessments Selected Tables* for more information.). In 1998, for example, a total of 4,550 children have valid scores on the *Home Observation for Measurement of the Environment (HOME)*, the one assessment for which all children in each survey year are eligible. Table 4.5 presents the numbers of children with valid scores in 1998 by assessment instrument and race/ethnicity. The “Major data elements” section below describes the types of child variables present on the NLSY79 child data file.

### Major data elements

The NLSY79 child data release includes data from the bi-

ennial child assessments, the young adult interviews, and certain child-specific variables from the main NLSY79 interviews with the children’s mothers. All child-specific information in the NLSY79 child file can be linked with the mother data present on the NLSY79 main data file and the specially constructed NLSY79 work history and geocode files. The following discussion summarizes the major child data elements in this collection; mother data elements are described in chapter 3 of this handbook. Users can find more detailed information on the types of data available for the NLSY79 children and their mothers by examining the child assessment instruments, young adult questionnaires, and main youth questionnaires, by browsing the documentation files on the NLSY79 child data and main file discs, or by consulting the documentation products described in chapter 9 of this handbook.

**Table 4.5. Numbers and percentages of children with valid assessment scores: Children of the NLSY79 in 1998**

Assessment	Child Age	Race/ethnicity							
		All children		Hispanic		Black		Nonblack/ non-Hispanic	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Child home environment</b>									
The HOME Inventory	All ages	4,550	92.4	920	88.9	1,264	91.9	2,366	94.2
	Under 3 years	446	78.1	120	70.0	95	77.2	267	81.4
	3 to 5 years	809	94.4	144	91.1	197	92.9	468	96.1
	6 to 9 years	1,465	94.6	292	92.1	404	92.9	769	96.5
	10 to 14 years	1,830	94.0	440	90.9	568	93.7	862	95.7
<b>Child motor, social, and emotional development</b>									
Temperament Scale	Under 1 year	160	90.4	31	86.1	34	91.9	95	91.3
	1 year	172	89.9	28	82.4	37	82.2	107	93.9
	2 to 6 years	1,298	94.1	255	90.4	310	91.4	733	96.6
Motor and Social Development Scale	Under 4 years	716	86.9	130	81.8	151	83.4	435	89.9
Behavior Problems Index	4 to 14 years	3,795	92.6	770	87.9	1,088	91.0	1,937	95.5
Self-Perception Global	12 to 14 years	955	87.5	216	88.9	298	86.4	441	87.5
Self-Perception Scholastic	12 to 14 years	955	87.5	216	88.9	298	86.4	441	87.5
<b>Child cognitive development</b>									
WISC-R Digit Span Subscale	7 to 11 years	1,872	89.8	389	88.2	555	90.7	928	89.9
PIAT Math	PPVT aged 5 to 14	3,388	88.5	722	87.8	993	88.6	1,673	88.8
PIAT Reading Recognition	PPVT aged 5 to 14	3,387	88.5	724	88.1	995	88.8	1,668	88.5
PIAT Reading Comprehension	PPVT aged 5 to 14	3,356	87.7	716	87.1	987	88.0	1,653	87.7
PPVT-R	4 to 5 and 10 to 11 years	1,241	85.9	264	84.3	358	86.6	619	86.3

**Note:** Of the 8,432 children born to mothers interviewed in 1998, 4,924 children were living in the household of an eligible mother or were otherwise known to be available, and were as-

essed in 1998. Children who had reached age 15 by the end of 1998 were not eligible for assessment.

Data elements for the Children of the NLSY79 are discussed in the order presented in figure 4.1.

**1. Child demographic and family background characteristics**

Demographic information for each child includes his or her date of birth, birth order, sex, and race, as well as the respondent identification number of each sibling. Also accessible are characteristics of the child’s immediate family (for example, mother’s age, mother’s educational attainment). Additionally, the survey provides data on the usual living arrangements of the child at each of the mother’s interview dates by stating whether the child resides with the mother, with the father, or elsewhere. Starting with the 1984 main NLSY79 interview, information for children living in the mother’s household includes whether the child’s father is alive and whether he is present in the household. If a father does not reside with his children, the survey asks about the frequency of the child’s contact with the father.

**2. Prenatal and child postnatal health history**

This includes information about the mother’s access to prenatal care, alcohol use, smoking, marijuana and cocaine use (beginning in 1988), use of sonograms, amniocentesis, and dietary supplementation during pregnancy. Also available for each child are data regarding gestation and birth weight, as well as infant feeding practices, illnesses and injuries, and well-baby care in the first year of life.

**3. Child health**

Information on this topic includes ongoing physical characteristics (such as height, weight, and left- or right-handedness); type of health conditions affecting school attendance or childhood activities; use of medicine or medical equipment; and care by a doctor or other health care professional. 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 survey also probes the need of the child in the past 12 months for professional assistance with a behavioral, emotional, or mental problem; visits in the past 12 months to a psychiatrist, psychologist, or counselor; and routine use of medication to control 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.

**4. Child home environment**

The *Home Observation for Measurement of the Environment (HOME) Inventory*, administered in four versions for children of all ages, measures the nature and quality of the

**Figure 4.1. Data elements in the Children of the NLSY79**

1	Child demographic and family background characteristics
2	Prenatal and child postnatal health history
3	Child health
4	Child home environment
5	Child cognitive development
6	Child motor, social, and emotional development
7	Educational experiences
8	Preteen and teen behaviors and attitudes
9	Young adult survey
10	Mother-specific information

child’s home environment. These data, collected from both mother reports and interviewer observations during the biennial assessment interviews, provide information on the overall quality of the home environment, maternal emotional and verbal responsiveness, maternal acceptance of and involvement with her child, organization of the environment, presence of materials for learning, and variety of stimulation. For the older age groups, the *HOME Inventory* also includes a measure of parental modeling of maturity.

**5. Child cognitive development**

The following assessments are administered to children of selected ages. Ages of children taking each assessment and other sampling information appear in tables 4.4 and 4.5.

- *Peabody Picture Vocabulary Test-Revised (PPVT-R)*. Administered to children 3 years of age or older. Measures the child’s hearing vocabulary of Standard American English. From 1988–98, the Hispanic-American adaptation of the *PPVT-R (Test de Vocabulario en Imágenes Peabody or TVIP)* was used to measure receptive vocabulary of single Spanish words spoken by an examiner.
- *McCarthy Scale of Children’s Abilities: Verbal Memory Subscale*. Typically administered to children ranging from 3 through 6 years old. Assesses short-term verbal memory. Not administered after 1994.
- *Wechsler Intelligence Scale for Children-Revised (WISC-R): Digit Span Subscale*. Administered to children aged 7 and older during the 1986–94 interviews and to children aged 7 to 11 years beginning with the 1996 interview. Measures short-term memory.
- *Peabody Individual Achievement Test (PIAT): Math, Reading Recognition, and Reading Comprehension Assessments*. Administered to children 5 years of age and older. Measures ability in mathematics and oral reading and the ability to derive meaning from printed

words.

- *Memory for Location Assessment.* Administered to children 8 months through 3 years of age in 1986 or 1988. Measures a child's short-term memory.
- *Body Parts Assessment.* Administered in the 1986 and 1988 rounds to children 1 or 2 years of age. Measures receptive vocabulary knowledge of orally presented words.

#### 6. Child motor, social, and emotional development

Interviewers administered the following four assessments during each of the assessment years to children of the appropriate age group. (See tables 4.4 and 4.5.)

- *Behavior Problems Index.* Completed by the child's mother for children 4 years of age and older. The public file includes an overall behavior problems score, as well as an externality and internality scale. Additionally, subscales rate the child on the following six types of behavior problems: antisocial, anxious or depressed, hyperactive, headstrong, dependent, and peer conflicts.
- *Temperament Scales.* Completed by the child's mother. These items measure the temperament or behavioral style of children under age 7. Three age-specific versions assess such factors as activity, predictability, positive affect, fearfulness, compliance, and insecure attachment. Interviewer assessments of the child's shyness, cooperation, interest, and persistence during the interview, as well as attitude about and rapport with the interviewer, also are collected.
- *Self-Perception Profile for Children (SPPC).* A self-administered scale that measures, for children 8 and older (12 to 14 years old beginning with the 1996 survey), the child's perceived competence in academics and sense of general self-worth.
- *Motor and Social Development Scale.* Completed by the mother. Measures developmental milestones in the areas of motor, cognitive, communication, and social development for children under 4 years of age.

#### 7. Educational experiences

A major focus of the Children of the NLSY79 surveys has been education and school experiences. Each survey has collected information about the child's preschool and regular school attendance. Since 1988, the child's mother has provided information about the child's schooling, including data such as grades skipped or repeated, type of school attended, quality of the school, and the child's performance in class. The *Child Self-Administered Supplement*, administered since 1988, gathers information from children aged 10 and older on the characteristics of their school, the involvement of their parents in their education, and their educational expectations. Beginning in 1994, young adults

(aged 15 and older) have answered an extensive series of questions covering topics such as school attendance, degrees and diplomas received, school characteristics, parent involvement with school, college experiences, and a number of other areas.

This information collected from respondents is supplemented by a one-time school survey, conducted in 1995–96. This survey, administered by mail, on the telephone, or in person, collected information from school officials at schools attended by NLSY79 child respondents in grades 1 through 12 during either the 1993–94 or 1994–95 school year. School officials first responded to a questionnaire that collected information about the characteristics of the school, such as type of school, graduation rate, ethnic/racial and gender composition of the staff and students, school policies, and community involvement with the school. A second questionnaire gathered data on the experiences of each individual child sample member, including participation in special programs, attendance, and grades. Additionally, the data include scores on standardized tests recorded from student transcripts. Some information is available for almost 3,000 children and complete data are available for about 2,200 children.

The school survey data are not yet available to the public. A public use version of the data set, which removes items that might threaten respondent confidentiality, is currently being prepared. This data set may be released either as part of the main child data set or as a separate file. If the file is separate, researchers will be able to link the school information to the child survey data on the main CD-ROM. Researchers should contact NLS User Services for the release date and details on the format of the file.

#### 8. Preteen and teen behaviors and attitudes

Each survey except the initial 1986 interview has collected self-reported information from children aged 10 and older (10 through 14, beginning in 1994). Information gathered includes child-parent interaction, child home responsibilities, attitudes towards school, time use, employment, religious attendance, alcohol and drug use, sexual activity (aged 13 and older), dating and friendship patterns, and other attitudes and behaviors. Mott and Quinlan (1993) discuss the data in detail and present summary tabulations from the 1990 round.

#### 9. Young adult survey

Since 1994, a special set of instruments has gathered information from children aged 15 and older by the end of the calendar year of the survey. In 1998 only, those aged 21 and older as of the interview date were excluded from the sample. All young adults aged 15 and older were again eligible for interview in 2000. Young adult surveys through 1998 utilized a CAPI questionnaire modeled on the main

NLSY79 interview; the 2000 survey, however, was primarily conducted via telephone interviews.

The 2000 young adult survey was extensively redesigned to accommodate the telephone mode of interviewing and to integrate the self-report booklet (YASRB) into the CAPI questionnaire. The resulting questionnaire was still parallel to the NLSY79 main questionnaire in some sections, but fewer data were collected about household members, employment, training, fertility, and child care than in past young adult surveys. New series on migration, sibling contact, ideal relationships, financial strain, marijuana addiction, and amphetamine usage were introduced into the questionnaire in 2000. Additionally, the questionnaire was modified to ensure a more complete history of key events such as employment, marriages, cohabitations, and births. It was also streamlined to ensure a reasonable interview length for administration over the telephone; because of this, some questions asked in other years did not continue the previous question name pattern. Items retained from the YASRB were modified for CAPI/telephone administration and either integrated into existing sections of the CAPI questionnaire or located in the new confidential section. This section was interviewer-administered for telephone interviews and self-administered for in-person interviews.

The young adult survey collects information about these young people's regular schooling, job history, military experience, training investments, physical well-being, dating and marital history, fertility, child care arrangements, household composition, and family income and assets. It fields a variety of attitude, aspiration, and psychological well-being questions, including questions about the young person's knowledge of the world of work, attitudes toward women working, expectations about work, feelings of self-esteem, and sense of autonomy. A confidential supplement (incorporated into the CAPI instrument in 2000) records these young adults' self-reports on their alcohol use, cigarette smoking, use of prescribed and nonprescribed drugs, participation in delinquent or criminal activities, arrest records, parent-child conflict, access to a computer and computer training, volunteer activities, expectations for the future, and neighborhood problems. As with the child data, these young adult data can be readily linked with the complete file of mother's information, as well as with the respondent's own child history.

#### 10. Mother-specific information

While the complete set of variables on each NLSY79 mother is no longer available on the child CD, all mother-specific information present on the NLSY79 main file and on the specially constructed NLSY79 work history and geocode files can be linked with the child data. Discussions of the types of information available for NLSY79 mothers can be found in the *NLSY79 User's Guide* or chapter 3 in this hand-

book.

The child CD includes a set of created variables from the main NLSY79 interview that provides information on the mother with respect to the child's life situation. These constructed variables include maternal family background, maternal household composition at each interview, educational background of the child's parents and other members of the household, and maternal health history. Also constructed are maternal work histories that include mother's quarterly employment activity and job characteristics starting 1 year prior to the child's birth and continuing for a period subsequent to the child's birth.

#### Data files and documentation

The NLSY79 Child/Young Adult Data 1996–98 compact disc presents the data for the NLSY79 children and young adults. The current disc includes data and documentation from the NLSY79 1986–98 child assessments, the 1988–98 preteen supplements, the 1994–98 young adult interviews, and other information collected during each child survey. Users can easily link the child and young adult data with mother information in the NLSY79 main, geocode, and work history data files.

Search and extraction software enables users to peruse, select, and extract variables on both data sets. NLS compact discs are designed for use in a PC MS-DOS environment. Chapter 8 offers more details on hardware requirements and descriptions of supplementary NLSY79 child and NLSY79 main file documentation items not present on the disc.

Lists of NLSY79 child documentation items can be found in chapters 8 and 9, under the appropriate child heading.

#### Selected variables by survey year: Children of the NLSY79

Tables 4.6 (children, birth to age 14) and 4.7 (young adults aged 15 and older) depict selected variables from the Children of the NLSY79 CD-ROM. The top row of the tables lists the years in which the Children of the NLSY79 have been surveyed; the first column gives some of the variables that have been collected. The letter "C" (for Child Supplement), the letter "M" (for Mother Supplement), or an asterisk (\*) indicate that information for the designated variable was obtained for the relevant child sample in the year indicated. In some instances, an asterisk can also indicate a created variable. "R" used in variable descriptions stands for "respondent." Users should be aware that, in some instances, the variable descriptions in the table represent a group of questions, and not single response items. Question series asked only of a restricted universe of respondents have the restrictions included in the variable description or in the section heading.

**Table 4.6. Selected variables by survey year: Children (birth to age 14) of the NLSY79**

Variable	86	88	90	92	94	96	98	00
<b>CHILD SUPPLEMENT AND MOTHER SUPPLEMENT</b>								
Child's date of birth	*	*	*	*	*	*	*	*
Child's age	*	*	*	*	*	*	*	*
Date of child interview	C	C	C	C	C	C	C	C
Date mother supplement completed	M	M	M	M	M	M	M	M
Relationship of person completing supplement to child	M	M	M	M	M	M	M	M
Verify child's age with mother	C	C	C	C	C	C	C	C
<b>A. Child background</b>								
Child currently attending or enrolled in regular school (or preschool)	C	C	C	C	C	C	C	C
Child ever attended regular school, nursery school, or preschool	C		C	C	C	C	C	C
Current or last school attended		C		C	C			
Current or last grade attended	C	C	C	C	C	C	C	C
Head Start program information		C	C	C	C	C	C	C
<b>B. Child health</b>								
Child's eye and hair color	C							
Place of child's birth			C	C				
Does health limit school or play	C	C	C	C	C	C	C	C
Any physical, emotional, or mental condition requiring: frequent treatment, medicine, or special equipment	C	C	C	C	C	C	C	C
Type and duration of health conditions	C	C	C	C	C	C	C	C
Accidents and injuries needing medical attention in last 12 months; details	C	C	C	C	C	C	C	C
Accidents and injuries needing hospitalization since last interview or since birth; details		C	C	C	C	C	C	C
Number of illnesses requiring medical attention or treatment	C	C	C	C	C	C	C	C
Date of last routine health checkup	C	C	C	C	C	C	C	C
Sex of child	C	C	C	C				
Menstrual period information	C	C	C	C	C	C	C	C
Right- or left-handedness						C	C	C
Date of last dental checkup or dental work	C	C	C	C	C	C	C	C
Source of health insurance, if any	C	C	C	C	C	C	C	C
Behavioral, emotional, or mental problems; did insurance cover doctor visit	C	C	C	C	C	C	C	C
Any medicines or prescription drugs taken to help control activity or behavior	C	C	C	C	C	C	C	C
Height and weight of child	C	C	C	C	C	C	C	C
<b>C. Child assessments</b>								
Parts of the Body (1 to 3 years): number of body parts child can identify by common English names	C	C						
Memory for Locations (8 months to 4 years): how long the child can remember the location of the doll	C	C						
Verbal Memory test (3 to 7 years): ability to remember and repeat word sequences	C	C	C	C	C			

**Table 4.6. Selected variables by survey year: Children (birth to age 14) of the NLSY79**

Variable	86	88	90	92	94	96	98	00
SPPC (aged 8 and older through 1994; aged 12 to 14 since 1996): what child thinks he or she is like, how he or she thinks and feels	C	C	C	C	C	C	C	C
Memory for Digit Span test (aged 7 and older, 7 to 11 in 2000): memory for number order	C	C	C	C	C	C	C	C
PIAT Math (PPVT aged 5 and older)	C	C	C	C	C	C	C	C
PIAT Reading (PPVT aged 5 and older)	C	C	C	C	C	C	C	C
Peabody Picture Vocabulary Test (PPVT aged 3 and older through 1996, aged 4 to 5 and 10 to 11 since 1998): vocabulary	C	C	C	C	C	C	C	C
HOME inventory (all ages) (in 2000: ages 0 to 4 in Child survey, others in Mother Supplement)	M	M	M	M	M	M	M	C,M
Temperament Scales (less than 7 years old in 1986–98, less than 4 years old in 2000)	M	M	M	M	M	M	M	C,M
Motor and Social Development Scale (less than 4 years old)	M	M	M	M	M	M	M	C
Behavior Problems Index (aged 4 years or older)	M	M	M	M	M	M	M	M
<b>D. Child schooling</b>								
Time spent on homework, reading for fun						C	C	C
Style of teaching in English classes						C	C	C
Parent involvement in child's schooling (19 items)						C	C	C
<b>E. School and family background (children 10 to 14 years old in 1986–94; 5 to 14 years old in 1996–2000)</b>								
Type of school child attends		M	M	M	M	M	M	C
Reason child not attending school		M	M	M	M	M	M	C
Grades child has repeated		M	M	M	M	M	M	C
Reason child last repeated a grade		M	M	M	M	M	M	C
Has child had behavior problems at school; grade this first happened		M	M	M	M	M	M	C
Number of different schools child has attended						M	M	C
Time child spends on homework each week						M	M	C
Extent of parent involvement in school						M	M	C
Child ever suspended or expelled from school; grade this first happened		M	M	M	M	M	M	C
Parent ranking of child in class		M	M	M	M	M	M	C
Does child get remedial help in school		M	M	M	M	M	M	C
Does child attend advanced classes		M	M	M	M	M	M	C
Parent rating of child's school (series)				M	M	M	M	C
Parent perception of child's probable educational attainment			M	M	M	M	M	C
Parent perception of difficulty in raising child				M	M	M	M	C
Parent rating of aspects of child's life (series): health, friendships, relationship with mother, feelings about self, future prospects, relationships with siblings				M	M	M	M	C
Number of child's friends that parent knows			M	M	M	M	M	C
How often parent knows who child is with when not at home				M	M	M	M	C
Frequency of child's attendance at religious services in the past year			M	M	M	M	M	C
Importance parent puts on child's religious training			M	M	M	M	M	C

**Table 4.6. Selected variables by survey year: Children (birth to age 14) of the NLSY79**

Variable	86	88	90	92	94	96	98	00
E. Interviewer evaluation of testing conditions	C	C	C	C	C	C	C	C
F. Home observations: Interviewer observations of home environment	C	C	C	C	C	C	C	C
CHILD SELF-ADMINISTERED SUPPLEMENT (10–14 years old)								
A. Home								
In last month, have R and parents gone to: Movies, shopping, outing, church		*	*	*	*	*	*	*
In last week, have R and parents done: Crafts, schoolwork, games together		*	*	*	*	*	*	*
Does R help around house		*	*	*	*	*	*	*
Any rules about: homework, TV, whereabouts, dating, parties		*	*	*	*	*	*	*
How much say R has in making rules		*	*	*	*	*	*	*
How often R argues with parent(s) about the rules		*	*	*	*	*	*	*
How often each parent talks over decisions, listens to R's side		*	*	*	*	*	*	*
Who usually makes the decisions about: Buying clothes, spending money, friends, curfew, allowance, TV, religious training		*	*	*	*	*	*	*
B. Parents								
How often each parent knows who R is with when not home				*	*	*	*	*
Does R think parents spend enough time with him or her				*	*	*	*	*
How often each parent misses events or activities important to R				*	*	*	*	*
How close R feels to each parent				*	*	*	*	*
How well R and each parent share ideas and talk about things that matter				*	*	*	*	*
In dealing with R, how often R and mother or father agree with each other				*	*	*	*	*
Does R live with biological father, stepfather, or neither					*	*	*	*
Do biological parents (and mother and stepfather, if applicable) get along, agree about rules, argue					*	*	*	*
Does R feel caught in middle; can R talk to each parent about the other					*	*	*	*
What R tells parent about activities (TV and movies watched, whereabouts, teachers, and so forth)						*	*	*
How often R feels (series): sad, happy, nervous, bored, lonely, tired, excited, too busy, pressured				*	*	*	*	*
R been away from mother or father for at least 2 months, except summer camp		*	*	*	*	*	*	*
Where, how old was R the last time away from mother or father		*	*	*	*	*	*	*
C. School and activities								
Current grade attending		*	*	*	*	*	*	*
Characteristics of R's school (eight items)		*	*	*	*	*	*	*
Level of satisfaction with school		*	*	*	*	*	*	*
Usual activities between school and dinner		*	*	*	*	*	*	*
If R goes home after school, is an adult usually present		*	*	*	*	*	*	*
Level of schooling R anticipates		*	*	*	*	*	*	*
Is R member of any clubs, teams, or school activities in/out of school		*	*	*	*	*	*	*

**Table 4.6. Selected variables by survey year: Children (birth to age 14) of the NLSY79**

Variable	86	88	90	92	94	96	98	00
Perceptions of gender roles (six items)					*	*	*	*
Usual activities in summer				*	*	*	*	*
Does R feel safe in neighborhood				*	*	*	*	*
Usual time spent watching TV on weekdays and on weekends			*	*	*	*	*	*
Number of times in last year R engaged in a series of criminal or delinquent acts		*	*	*	*	*	*	*
<b>D. Employment</b>								
Work for pay (babysitting, paper route, yard work, and so forth), excluding chores around home; type of work		*	*	*	*	*	*	*
Usual frequency with which R works; hours worked in usual week in last 3 months		*	*	*	*	*	*	*
Money earned in a usual week		*	*	*	*	*	*	*
<b>E. Religion</b>								
Present religion, attendance at religious services in past year		*	*	*	*	*	*	*
Does R attend services with or without parents		*	*	*	*	*	*	*
Do friends attend services; if so, do they attend services at the same place		*	*	*	*	*	*	*
<b>F. Friendships and peers</b>								
Number of close friends of each sex		*	*	*	*	*	*	*
How much R tells own parents and friends' parents about boyfriends or girlfriends							*	*
Are close friends in the same or a different grade or not in school		*	*	*	*	*	*	*
How often R is lonely, wants more friends		*	*	*	*	*	*	*
Does R feel pressure from friends to (series): Smoke; work hard in school; try drugs; drink alcohol; skip school; or commit a crime or do something violent?				*	*	*	*	*
Risk-taking behaviors and attitudes (six items)					*	*	*	*
<b>G. Substance use</b>								
Cigarette use; age first smoked; frequency		*	*	*	*	*	*	*
Alcohol use (more than a sip or two); age at which R first drank; frequency		*	*	*	*	*	*	*
Marijuana use; age at which R first used; frequency		*	*	*	*	*	*	*
Use of substances (like glue, gas, sprays, fluids) that are "sniffed/huffed"; age at which R first used; frequency					*	*	*	*
Other drug use (LSD, cocaine, uppers, downers); age at which R first used; frequency		*	*	*	*	*	*	*
<b>H. Dating and relationships</b>								
Age at which R had first date or went out alone with someone of opposite sex		*	*	*	*	*	*	*
How often R usually has a date; is it usually the same person		*	*	*	*	*	*	*
Best age and youngest age R can imagine for getting married, having first child		*	*	*	*	*	*	*
<b>I. Sex education</b>								
Any courses or time spent in class on sex education; grade, month and year		*	*	*	*	*	*	*

**Table 4.6. Selected variables by survey year: Children (birth to age 14) of the NLSY79**

Variable	86	88	90	92	94	96	98	00
Who in family R talks to about sex		*	*	*	*	*	*	*
When during the menstrual cycle pregnancy is most likely to occur		*	*	*	*	*	*	*
<b>J. Computer use</b>								
Does R have a computer at home					*	*	*	*
What R uses computer for most often					*	*	*	*
Has R ever used computer at school					*	*	*	*
Where and from whom has R learned most about computers					*	*	*	*
Has R ever had a class or other training, in school or elsewhere, on: Computer use, programming, or word processing					*	*	*	*
How often R uses computer to do homework, play games, use e-mail, and so forth					*	*	*	*

**Table 4.7. Selected variables by survey year: Young adult children (aged 15 and older) of the NLSY79**

Variable	94	96	98	00
<b>I. LABOR MARKET EXPERIENCE VARIABLES</b>				
<b>A. Current labor force and employment status</b>				
Survey week labor force and employment status	*	*	*	
Hours worked in survey week	*	*	*	
Hours per week usually worked	*	*	*	
Job search activities	*	*	*	
<b>B. Work experience since January 1 of previous year through 1998 or date of last interview in 2000</b>				
Weeks worked	*	*	*	*
Hours usually worked per week	*	*	*	*
Number of weeks unemployed, out of labor force	*	*	*	
Spells of unemployment	*	*	*	*
Characteristics of last job lasting 2 weeks or more and of first significant job after leaving high school	*	*	*	*
<b>C. Characteristics of jobs (more than 10 hours/week, more than 9 weeks in duration) since January 1 of previous year through 1998 or date of last interview in 2000</b>				
Occupation and industry (census code)	*	*	*	*
Class of worker	*	*	*	*
Start date and stop date	*	*	*	*
Hours per week usually worked	*	*	*	*
Shift worked	*	*	*	
Rate of pay	*	*	*	*
Hourly rate of pay	*	*	*	*
Commuting time to job, method of transportation	*	*	*	
Covered by collective bargaining	*	*	*	
Is R union member	*	*	*	
Availability of fringe benefits (CPS job only in 2000)	*	*	*	*
Global job satisfaction item	*	*	*	*
Size of employer	*	*	*	
Reason for leaving job	*	*	*	
Promotion and promotion potential with employer	*	*	*	
<b>II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES</b>				
<b>A. Early formative influences</b>				
Date of birth	*	*	*	*
Ethnic self-identification	*	*	*	*
Number of times R has lived away from mother	*	*	*	*
Father's employment status, occupation, highest grade completed, ethnicity	*	*	*	*
Contact with nonresidential parent(s)	*	*	*	*
Contact with sibling R feels closest to				*

**Table 4.7. Selected variables by survey year: Young adult children (aged 15 and older) of the NLSY79**

Variable	94	96	98	00
Current religion, religious attendance, importance of religion	*	*	*	*
<b>B. Education</b>				
Current enrollment status, grade	*	*	*	*
Reason stopped attending school	*	*	*	*
Date of last enrollment	*	*	*	*
Periods of nonattendance, grades when occurred, reason why	*	*	*	*
Grades repeated or skipped	*	*	*	*
Highest grade attended, highest grade completed	*	*	*	*
GED or diploma received, date received	*	*	*	*
Is or was the school R attended public, private, or religious	*	*	*	*
High school curriculum	*	*	*	*
Time spent on homework in school, out of school		*	*	*
Style of teaching in English classes		*	*	*
Parent involvement with R's schooling (19 items in 1996–98, 17 items in 2000)		*	*	*
Job or career counseling received in high school	*	*	*	*
Characteristics of R's school (nine items)	*	*	*	*
Level of satisfaction with school	*	*	*	*
Number of high schools attended	*	*	*	*
Date of college enrollment	*	*	*	*
College degree received, date received (asked in 2000)	*	*	*	*
Type of college attending (2- or 4-year)	*	*	*	
Field of study or specialization in college	*	*	*	*
College tuition	*	*	*	*
Educational loans or financial aid in college	*	*	*	*
Other means of paying college expenses	*	*	*	*
Highest grade R would like or expects to complete	*	*	*	*
Highest grade R's best friend would like to complete	*	*	*	
<b>C. Vocational training outside regular school (information on the only the most recent program was obtained in 2000)</b>				
Type(s) of training	*	*	*	*
Services provided by training program	*	*	*	*
Duration of training programs	*	*	*	*
Was training completed	*	*	*	*
Hours per week usually spent in training	*	*	*	*
Was training related to specific job or employer, related to a promotion	*	*	*	
Method of financing training	*	*	*	*
Does R have certificate or journeyman's card	*	*	*	*
<b>D. Physical and mental health</b>				
Does health limit work or school activity	*	*	*	*

**Table 4.7. Selected variables by survey year: Young adult children (aged 15 and older) of the NLSY79**

Variable	94	96	98	00
Type and duration of health limitation	*	*	*	*
Recent accidents, injuries, illnesses, hospitalization	*	*	*	*
Height, weight	*	*	*	*
Right- or left-handedness		*	*	
Menstrual period information	*	*	*	*
Health insurance coverage for R, children	*	*	*	*
CES-Depression Scale (seven items)	*	*	*	*
<b>E. Relationship history and household characteristics</b>				
Number, ages, and demographic characteristics of all household residents (information only on age and relationship was obtained in 2000)	*	*	*	*
Number of close friends of each sex, their ages relative to R's age				*
Month and year or age at first date	*	*	*	*
Number of people R has dated in the past 12 months	*	*	*	*
How often R usually has a date	*	*	*	*
Marital status	*	*	*	*
Unmarried R's: Status of current relationship	*	*	*	*
Has R ever (since last interview) lived with someone R was not married to	*	*	*	*
Month and year or age of spouse or partner when R and spouse or partner began living together	*	*	*	*
Characteristics of current spouse or partner: Ethnicity, religion, education, employment, income	*	*	*	*
Relationship history: Characteristics of previous spouses or partners	*	*	*	*
Relationship quality: Happiness rating, positive activities series, topics of arguments series	*	*	*	*
Relationship plans, expectations	*	*	*	*
Fertility history	*	*	*	*
Use of various birth control methods	*	*	*	*
Prenatal care (females)	*	*	*	*
Health care and nutrition during pregnancy (females)	*	*	*	
Cigarette and alcohol use during pregnancy (females)	*	*	*	*
Drug use during pregnancy (females)	*	*	*	
Postnatal infant care (females)	*	*	*	*
Expected number of children	*	*	*	*
R's opinions or beliefs about parenting; actual parenting behaviors				*
<b>F. Financial characteristics and program participation</b>				
Income of R and spouse from farm or own business	*	*	*	*
Income of R and spouse from wages or salary (military income included in 2000)	*	*	*	*
Income of R and spouse from unemployment compensation	*	*	*	*
Income of R and spouse from public assistance	*	*	*	*
Income of R and spouse from Food Stamps	*	*	*	*
Income of R and spouse from Social Security, other sources	*	*	*	*

**Table 4.7. Selected variables by survey year: Young adult children (aged 15 and older) of the NLSY79**

Variable	94	96	98	00
Income of R and spouse from military service	*	*	*	
Income of R and spouse from child support	*	*	*	*
Child support expected versus amount received	*	*	*	*
Income of R and spouse from other sources	*	*	*	*
Possession of various assets (R and spouse)	*	*	*	*
Asset market values (R and spouse)	*	*	*	
Household income				*
Financial strain				*
Amount of debts	*	*	*	*
<b>G. Military service (current or past)</b>				
Branch of Armed Forces	*	*	*	*
Months spent in Armed Forces	*	*	*	*
Military occupation(s)	*	*	*	*
Participation in VEAP or GI bill	*	*	*	*
Type and amount of military training	*	*	*	*
Formal education received while in service	*	*	*	*
<b>H. Attitudes toward work and self</b>				
Knowledge of World of Work score	*	*	*	
Characteristics of job R is willing to take (for R's who are unemployed or out of labor force)	*	*	*	
Reaction to hypothetical job offers	*	*	*	
Pearlin Mastery Scale (seven items)	*	*	*	*
Self-Esteem Scale (Rosenberg) (10 items)	*	*	*	*
Attitude toward women working	*	*	*	
<b>I. Child care (youngest child in household in 2000)</b>				
Child care arrangements in last month	*	*	*	*
Cost per week	*	*	*	*
Number of hours per week	*	*	*	*
Did child care problems force R to turn down job offer or to lose work	*	*	*	*
<b>J. Looking for work</b>				
R looking for work or employed when found current or most recent job	*	*	*	
Methods of job search used	*	*	*	
Job offers rejected (while looking for each job)	*	*	*	
Desired characteristics of job sought	*	*	*	
<b>III. ATTITUDES AND BEHAVIORS (located in self-report booklet through 1998)</b>				
<b>A. Computer use</b>				
Does R have a computer at home or have access to one elsewhere	*	*	*	*
What R uses computer for most often	*	*	*	

**Table 4.7. Selected variables by survey year: Young adult children (aged 15 and older) of the NLSY79**

Variable	94	96	98	00
Has R ever used computer at school or college, or at work	*	*		
How R has learned about computers	*	*	*	
Has R ever had a class or training in computer use, programming, or word processing	*	*	*	
How often R uses computer for various activities	*	*	*	*
<b>B. Substance use</b>				
Extent, frequency of R's alcohol use; age first used	*	*	*	*
Where and with whom was first drink	*	*		
Alcohol abuse behavior in past year series (had an argument, missed school or work, drove a car, and so on)	*	*	*	*
Does R usually drink beer, wine, or liquor	*	*	*	
Where and with whom R usually drinks	*	*	*	
R's perception of how many drink at least sometimes (series): Students in R's grade, people R's age with whom R hangs out, people R's age in R's neighborhood	*	*	*	*
Extent, frequency of cigarette use; age first used	*	*	*	*
Extent, frequency of marijuana use; various details	*	*	*	*
Extent, frequency of amphetamine use				*
Extent, frequency of use of substances (glue, gas, sprays, fluids) that are "sniffed/huffed"	*	*	*	*
Extent, frequency of cocaine use	*	*	*	*
Extent, frequency of "crack" use	*	*	*	*
Age at which R first used each drug	*	*	*	
Extent, frequency of use of other drugs (LSD, uppers, downers); age at which R first used	*	*		
Frequency of use of hallucinogens (LSD, PCP, peyote, mescaline)			*	*
Frequency of use of sedatives or downers (barbiturates, sleeping pills)			*	*
Frequency of use of other drugs (stimulants, heroin, steroids, MDMA/"Ecstasy", crystal meth./"Ice")				*
While high, has R ever: Hurt self or someone else; stayed home from school or work; gone late to school or work; driven a car	*	*	*	
Due to drug use, have R's grades suffered; has R ever hurt chances for a raise or for a better job	*	*	*	
Has R ever taken sedatives, tranquilizers, stimulants, painkillers, steroids, heroin, hallucinogens, or an injection of any drug without doctor's orders	*	*	*	
<b>C. Attitudes and expectations</b>				
Risk-taking behaviors and attitudes (six items)	*	*	*	*
Best age for R to marry; youngest age at which R can imagine getting married	*	*	*	
Best age and youngest age R can imagine to have first child	*	*	*	
Aspirations for future (marriage, fertility, employment, relationships)	*	*	*	*
<b>D. Sex education and sexual intercourse</b>				
Any courses or time spent in class on sex education	*	*	*	*
Grade R first had this course	*	*	*	*
Who in family R talks to about sex	*	*	*	
Ever had sexual intercourse; age at first intercourse	*	*	*	*

**Table 4.7. Selected variables by survey year: Young adult children (aged 15 and older) of the NLSY79**

Variable	94	96	98	00
Number of partners in last 12 months	*	*	*	*
When last sexual intercourse occurred	*	*	*	*
During last sexual intercourse, did R and partner use birth control and, if so, which method(s)	*	*	*	*
Relationship with and characteristics of partner at last intercourse			*	*
Has R ever been pregnant, number of times	*	*	*	*
Month and year in which R got pregnant the first time, R's age at the time	*	*	*	*
In the month before the last time R got pregnant, did R or R's partner use birth control and, if so, which methods	*	*	*	*
Did R or R's partner use a birth control method on every occasion of sexual intercourse that month	*	*	*	
R ever had an abortion and, if so, how many	*	*	*	
Month and year of R's first abortion, and R's age at the time	*	*	*	
<b>E. Home and neighborhood environment</b>				
Does R live with biological father or stepfather	*	*	*	*
Do biological parents (and mother and stepfather, if applicable) get along, agree about rules, argue	*	*	*	*
Does R feel caught in the middle; can R talk about each parent in front of the other	*	*	*	*
Extent of neighborhood problems (series): Disrespect for laws, incidence of crime or violence, incidence of unemployment, and so forth.	*	*	*	*
Number of times R has run away from home	*	*	*	*
R's age the first time R ran away	*	*	*	*
<b>F. Criminal activities</b>				
Crimes or delinquent activities R has committed in the last year (got in a fight, stole something, and so on)	*	*	*	*
Has R ever been convicted on any charges except a minor traffic violation; if so, what was R's age at the time	*	*	*	*
Number of times R has been convicted of something	*	*	*	*
Date of most recent conviction	*	*	*	
Charges on which R was convicted (for example, assault, robbery, or theft)	*	*	*	*
Has R ever been convicted on charges in adult court	*	*	*	
Has R ever been on probation; has R been on probation since last interview	*	*	*	*
When R's (most recent) probation period ended	*	*	*	
Has R ever been sentenced to spend time in a youth or adult corrections institution	*	*	*	*
Date of most recent release from corrections facility	*	*	*	
Number of times R has been referred to a court-related counseling or diversion program by police, courts, school, or own parents; if so, age at which this first occurred	*	*	*	
Date on which (most recent) counseling program ended	*	*	*	
<b>G. Volunteer activities</b>				
Volunteer work performed in last 2 years or since last interview	*	*	*	*
Was any of the volunteer work: Court ordered, church- or school-sponsored, other	*	*	*	*

**Table 4.7. Selected variables by survey year: Young adult children (aged 15 and older) of the NLSY79**

Variable	94	96	98	00
Types of organizations R is or was involved with (for example, service, church, youth)	*	*	*	*
<b>H. Mental health</b>				
Has R received any help for an emotional, behavioral, or family problem in the last 12 months	*	*	*	*
Type of problem(s)	*	*	*	*
Has R felt or has anyone suggested that R needed help for any behavioral, emotional, or mental problem in the past 12 months?	*	*	*	
Does R regularly take any medicine or prescription drugs to help control activity level or behavior	*	*	*	*