

The National Survey of Child and
Adolescent Well-Being:
Tools for Using a Longitudinal National
Study of Children Involved in Maltreatment
Investigations

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Goals for today

- ▶ Show you the contribution of NSCAW to the study of child maltreatment, child welfare and child development
- ▶ Help prepare you to become an NSCAW user
- ▶ Reflect on the role of NSCAW in research and practice

Three parts

- ▶ Part I: Overview of NSCAW
- ▶ Part II: Using NSCAW Data
- ▶ Part III: Technical Knowledge You Will Need & NSCAW Resources Online

Part I
Overview of NSCAW

Political and Historical Background on NSCAW

- ▶ Child welfare is a state function but the Federal government has a substantial investment through Title IV-E and other programs
- ▶ Child welfare has evolved toward greater emphasis on child well-being
- ▶ Little state and national data available on well-being of children, partly because of measurement difficulties
- ▶ Led DHHS to seek funding from Congress for national study

NSCAW Origins

- ▶ Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Title V, Section 429A (PL 104-193) calls for a “national random sample study of child welfare”
- ▶ Translated into a: “national probability study of children investigated following an abuse and neglect allegation”
- ▶ Federal steering committee designed NSCAW with consultation from numerous child development and child welfare experts
- ▶ Data collection for NSCAW I began November 1999

NSCAW Firsts

- ▶ First national study of child welfare services to collect data from children and caregivers
- ▶ First national study to collect detail about the home environment
- ▶ First study with the sampling methodology to produce national estimates of well-being, safety and permanency of children involved with CPS
 - ▶ Two-stage random sampling of primary sampling units and children within agencies

Primary NSCAW Population

- ▶ Children and youth involved in investigations of child maltreatment by child protective services

Two Cohorts of NSCAW

▶ NSCAW 1

- ▶ Five waves of longitudinal data collected from 1999-2007
- ▶ Available to research community through the National Data Archive on Child Abuse and Neglect, Cornell University (www.ndacan.cornell.edu)

▶ NSCAW 2

- ▶ New cohort with a new sample but essentially same methods
- ▶ 85% to 90% of the same variables as NSCAW 1
- ▶ Data collection began 2008
- ▶ Baseline data will be available from NDACAN this year
- ▶ 18 month follow-up data will be ready in 2012
- ▶ Additional waves will require new Congressional appropriations

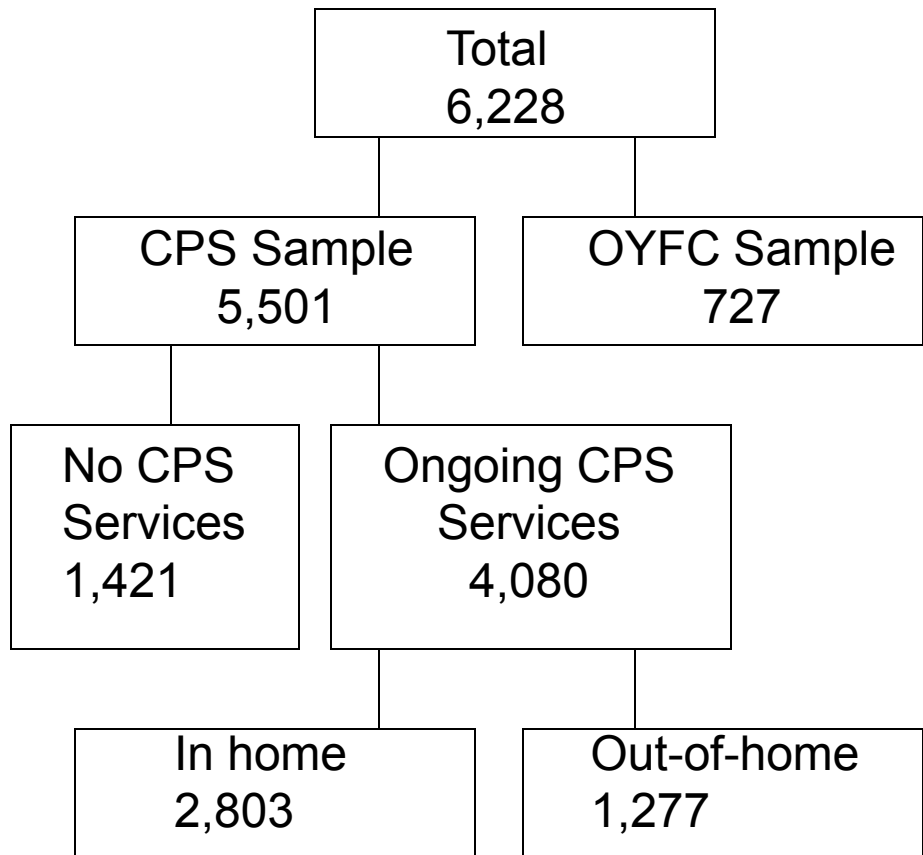
NSCAW Sampling

- Two stage random sampling
- First stage: 92 Primary Sampling Units (PSUs)
 - **PSU:** “a geographic area encompassing the population served by a CPS agency. In most cases, PSUs are counties, but in a few cases two or three contiguous counties were grouped to form a single PSU”
 - PSU’s encompass 97 counties in 36 states
- Second stage: 5,501 children within PSUs

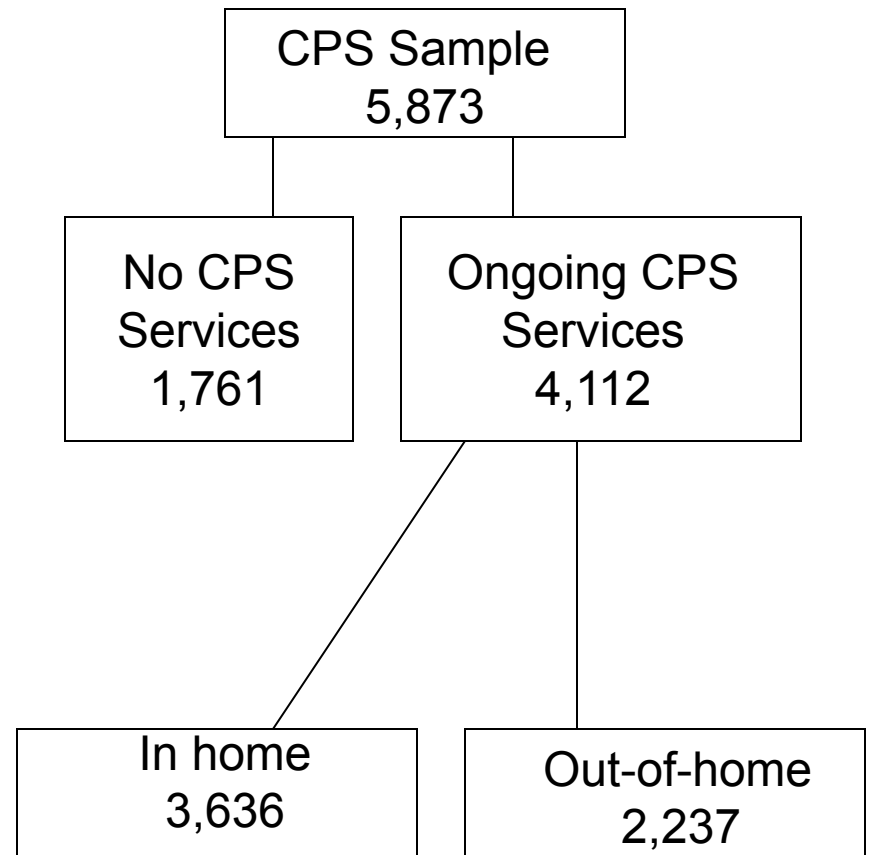
Note: These numbers apply to NSCAW 1 CPS Sample.
NSCAW 2 numbers are similar

Composition of NSCAW Cohorts

NSCAW 1 Cohort



NSCAW 2 Cohort



NSCAW Child Sampling

Oversampled on the basis of:

- Children/Families Receiving Services
- Infants
- Sexually Abused Children (NSCAW 1 only)

Not Sampled on the basis of:

- Substantiated Reports (cases are included whether substantiated or not)

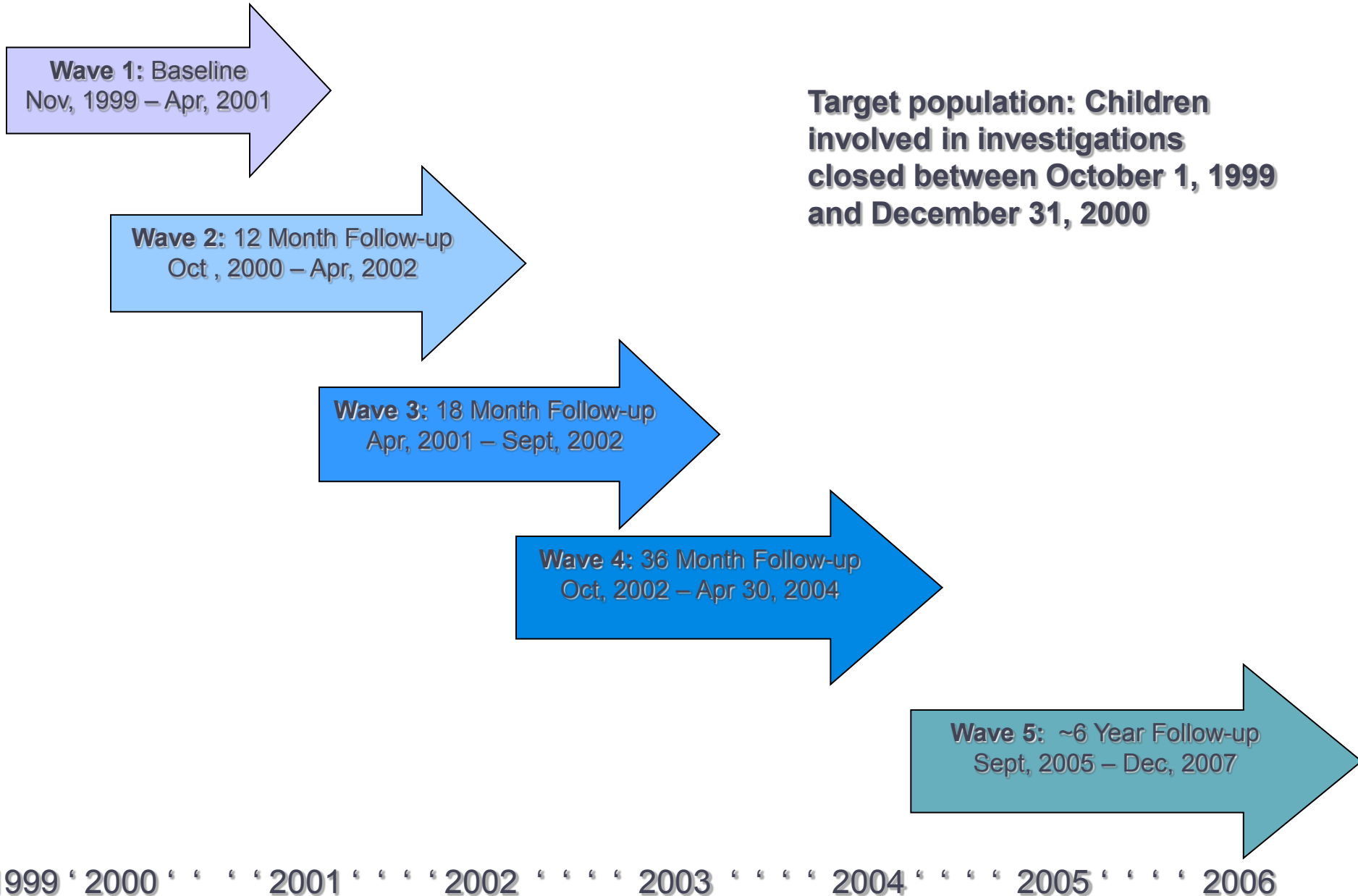
Note on Relationship of NSCAW to Child Welfare

- Children are included at baseline even if report was not substantiated and/or child welfare case was closed
- Children continue to be tracked regardless of their status with the child welfare agency
- Many children have limited involvement with the child welfare agency; on average, the sample's involvement with child welfare diminishes over time
- Some children re-enter child welfare system

More on NSCAW Data

- ▶ National staff of field interviewers
- ▶ Used laptop computers to conduct [computer-assisted personal interviews \(CAPI\)](#)
- ▶ Interviewed
 - ▶ Children (Reported Victims)
 - ▶ Caregivers
 - ▶ Caseworkers
 - ▶ Teachers
- ▶ Data on re-reports and child placement will be added from state CPS administrative data sets at 18 month follow-up (new in NSCAW 2)

Data Collection Timeline: NSCAW 1



Data Collection Timeline: NSCAW 2

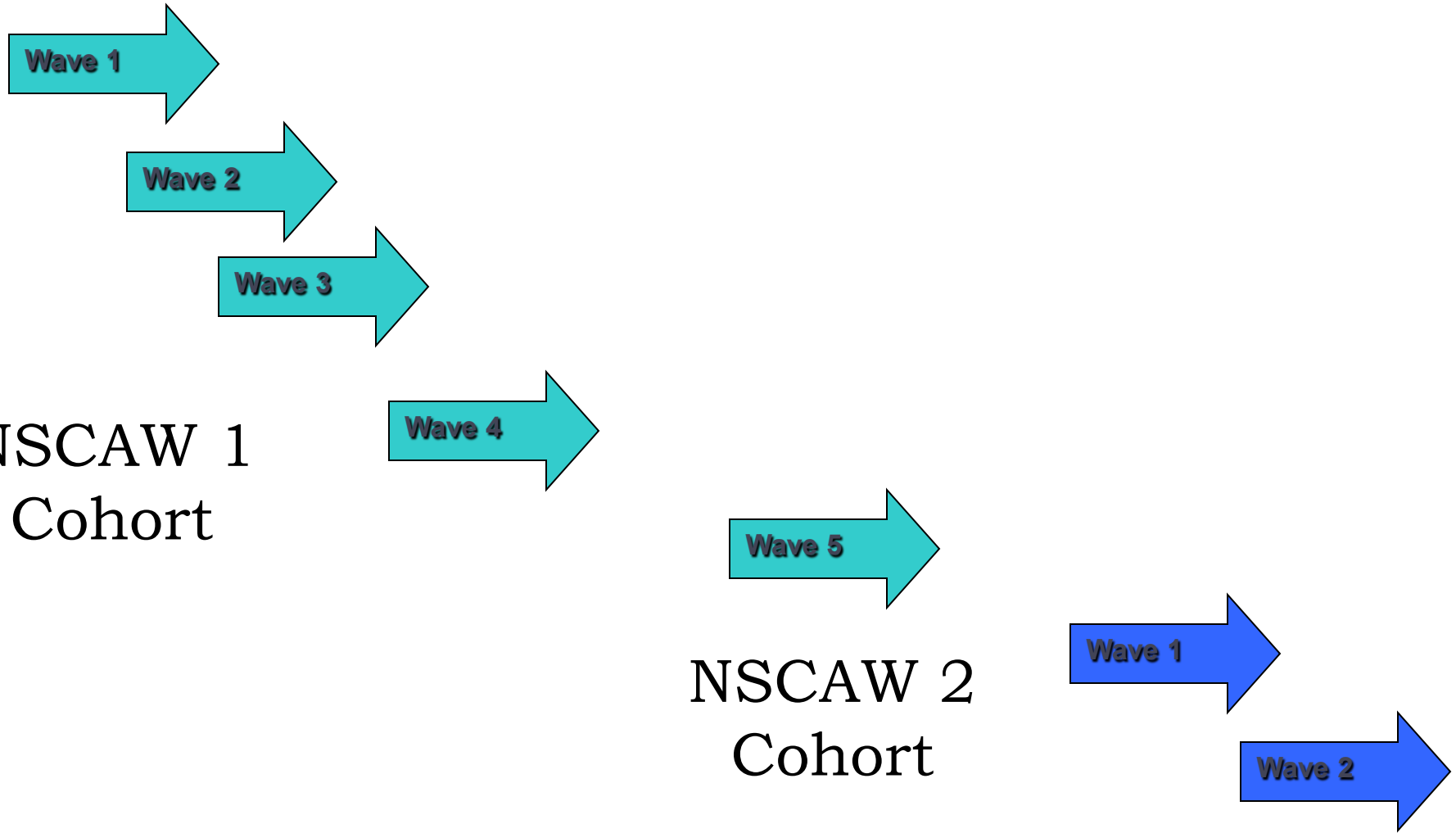
Wave 1: Baseline
Apr. 2008 – Dec. 2009

Wave 2: 18 Month Follow-up
Oct. 2009 – Jan 2011

Target population: Children involved in investigations closed between February 2008 and April 2009

2008 ' ' ' ' 2009 ' ' ' ' 2010 ' ' ' ' 2011

Data Collection Timeline: NSCAW 1 and 2



1999 ' 2000 ' 2001 ' 2002 ' 2003 ' 2004 ' 2005 ' 2006 ' 2007 ' 2008 ' 2009 ' 2010

Broad generalizations about what the NSCAW data set contains

	Case data	Child data	Caregiver & home data
Primary content	CPS events and actions and caseworker judgments	Child well-being, behavior, and services and youth perceptions	Child's care and living environment and caregiver risk factors
Source of information	<ul style="list-style-type: none"> ▶ Caseworker interview ▶ Administrative data (NSCAW 2 only) 	<ul style="list-style-type: none"> ▶ Child interview ▶ Caregiver interview ▶ Caseworker interview ▶ Teacher interview 	<ul style="list-style-type: none"> ▶ Caregiver interview ▶ Caseworker interview

Case	Child	Caregiver and home
Investigation	Cognitive development and social skills	Home environment
Risk assessment	Health, behavior problems & mental health	Family income
CPS services	School achievement	Caregiver mental health & well-being measures
Caseworker relationship with caregiver	Youth report of delinquency, substance abuse, sexual behavior	Caregiver substance abuse & criminal history
Placement	Youth report of child maltreatment	Caregiver report of child discipline and child maltreatment
Permanency	Mental health, education & health services	Social support
Re-reports	Youth perceptions of foster and adoptive care	Caregiver satisfaction with caseworker

More detail on case variables

- ▶ Abuse and neglect info
- ▶ Investigative assessment of risk, harm and evidence of maltreatment
- ▶ Substantiation of reports
- ▶ Risk assessment
- ▶ Caseworker assessment of family service needs
- ▶ Caseworker referral for services
- ▶ Caseworker contact with caregivers
- ▶ Family history with child welfare

- ▶ Caseworker report of relationship with caregiver
- ▶ Type of placement
- ▶ Court hearing outcomes
- ▶ Reunification efforts
- ▶ Changes in placement
- ▶ Termination of parent rights
- ▶ Adoption possibilities
- ▶ Permanency planning possibilities
- ▶ Parental visitation in placements
- ▶ Family compliance and progress

- ▶ Re-reports
- ▶ Substantiation of re-reports
- ▶ Caseworker background
- ▶ Caseworker responsibility
- ▶ Organizational culture of child welfare agency

More detail on child variables

- ▶ Infant neurodevelopment
- ▶ Physical health
- ▶ Adaptive behavior
- ▶ Temperament
- ▶ Cognitive skills
- ▶ IQ
- ▶ Language development
- ▶ Social skills
- ▶ Peer relationships
- ▶ Special educational needs
- ▶ Disability status
- ▶ Behavior problems
- ▶ Trauma symptoms
- ▶ Depression

- ▶ Exposure to violence
- ▶ Youth report of maltreatment by caregivers
- ▶ School engagement
- ▶ Grade progression
- ▶ School achievement
- ▶ Extracurricular activities
- ▶ Special education
- ▶ Health services
- ▶ Outpatient mh services
- ▶ Inpatient mh services
- ▶ Non-specialty mh services
- ▶ Use of psychiatric medications

- ▶ Youth delinquent behaviors
- ▶ Youth sexual activity
- ▶ Youth substance abuse
- ▶ Youth report of future expectations
- ▶ Youth satisfaction with caseworker
- ▶ Youth perceptions of out-of-home care
- ▶ Youth perceptions of their adoptive homes
- ▶ Youth report of parental monitoring
- ▶ Emancipated youth independent living skills

More detail on caregiver and home variables

- ▶ Family income
- ▶ Family socioeconomic status
- ▶ Household composition
- ▶ Disruptions in child's living environment
- ▶ Caregiver emotional nurturance of child
- ▶ Caregiver's cognitive/verbal responsiveness to child
- ▶ Caregiver's stimulation of child
- ▶ Quality of child's community environment
- ▶ Caregiver social support

- ▶ Caregiver physical health
- ▶ Caregiver depression
- ▶ Caregiver alcohol dependence
- ▶ Caregiver drug dependence
- ▶ Caregiver criminal history
- ▶ Caregiver report of child discipline and maltreatment of child
- ▶ Domestic violence
- ▶ Caregiver satisfaction with caseworker
- ▶ Services received by caregiver

- ▶ Foster parents' thoughts about adopting child

Selected Standardized Measures Used

- ▶ Battelle Developmental Inventory
- ▶ Bayley Infant Neurodevelopmental Screener
- ▶ Brief Toddler Social Emotional Assessment
- ▶ Vineland Adaptive Behavior Scale
- ▶ Kaufman Brief Intelligence Test
- ▶ Woodcock-McGrew-Werder Mini-Battery of Achievement (Waves 1-4); Woodcock-Johnson (Wave 5)
- ▶ Child Behavior Checklist (behavior problems)
- ▶ Youth Self-Report (behavior problems)
- ▶ Teacher Report Form (behavior problems)
- ▶ Children's Depression Inventory

Selected Standardized Measures Used (continued)

- ▶ Trauma Symptom Checklist for Children (adapted)
- ▶ Conflict Tactics Scale—Parent Child
- ▶ Home Observation Measure of the Environment
- ▶ Social Skills Rating System
- ▶ Self-Report Delinquency
- ▶ Youth Risk Behavior Survey
- ▶ Short Form Health Survey
- ▶ Satisfaction with Caseworker and Services
- ▶ Child and Adolescent Services Assessment

Data Release Status

- ▶ “Tiered” data release plan to ensure security and confidentiality of data
 - ▶ General (allows users to get a feel for data but not adequate for actual research)
 - ▶ Restricted (release for vast majority of NSCAW research)
 - ▶ RTI Restricted (special category for special circumstances)

Achieved Samples: NSCAW 1

Wave 1

▶ Current caregiver :	(CPS) 70%	(OYFC) 73%
▶ Child welfare worker:	(CPS) 86%	(OYFC) 80%
▶ Children:	(CPS) 66%	(OYFC) 70%

Wave 2

▶ Current caregiver:	(CPS) 83%	(OYFC) 89%
▶ Child welfare worker:	(CPS) 84%	(OYFC) 85%

Wave 3

▶ Current caregiver :	(CPS) 85%	(OYFC) 87%
▶ Child welfare worker:	(CPS) 94%	(OYFC) 95%
▶ Children:	(CPS) 82%	(OYFC) 84%

Wave 4

▶ Current caregiver :	(CPS) 84%	(OYFC) 87%
▶ Child welfare worker:	(CPS) 97%	(OYFC) 97%
▶ Children:	(CPS) 82%	(OYFC) 84%

Wave 5

▶ Current caregiver :	(CPS) 73%	(OYFC) NA
▶ Child welfare worker:	(CPS) 79%	(OYFC) NA
▶ Children:	(CPS) 90%	(OYFC) NA

Additional NSCAW data:

One Year in Foster Care (OYFC) sample

- ▶ NSCAW data were collected on an additional sample of 727 children who had been in foster care for about 12 months
- ▶ Four waves of data available (no Wave 5)
- ▶ Data have been under-utilized
- ▶ Report on this study:

http://www.acf.hhs.gov/programs/opre/abuse_neglect/nscaw/reports/exesum_nscaw/exsum_nscaw.html

Additional NSCAW data: 1999 Local Agency Survey

- ▶ Survey of an administrator at each of 92 participating agencies
- ▶ One time event near beginning of NSCAW I
- ▶ Data at the agency level only
- ▶ Examines, e.g., Agency organization ,Staffing and training Services and service dynamics, Budget and expenditures
- ▶ Can be use in a multi-level modeling analysis
- ▶ Separate report on this survey, including text of instrument, is available at:

http://www.acf.hhs.gov/programs/opre/abuse_neglect/nscaw/reports/wellbeing_local_child/wellbeing_local_toc.html

Additional NSCAW data: 1999 State Agency Survey

- ▶ Survey of an administrator at each of 36 participating states
- ▶ One time event near beginning of study
- ▶ Data at the state level only
- ▶ Examine, e.g., Organization of services, Collaborations with other agencies, Subcontracting of services, Investigation process
- ▶ Can be used in a multi-level modeling analysis
- ▶ Separate report on this survey, including text of instrument, is available at:

http://www.acf.hhs.gov/programs/opre/abuse_neglect/nscaw/reports/wellbeing_state_child/wellbeing_state_toc.html

Current NSCAW Use

- ▶ Over 200 researchers hold data use licenses. Over 200 journal articles, book chapters, dissertations and other publications.
- ▶ Federal Administration for Children and Families
 - ▶ Baseline reports on CPS sample, One Year in Foster Care sample, Local agency survey
 - ▶ 5 year longitudinal reports on CPS sample for children and adolescents

13 research briefs

See http://www.acf.hhs.gov/programs/opre/abuse_neglect/nscaw/ or first hit on Google search of “NSCAW”

Examples of NSCAW research

Example 1

Behavior Problems and Placement Change: A Prospective Study

From: Aarons, G.A., James, S., Monn, A.R., Raghavan, R., Wells, R.S. & Leslie, L.K. (2010). Behavior problems and placement change in a National child welfare sample: A prospective study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 49, 1, 11-12

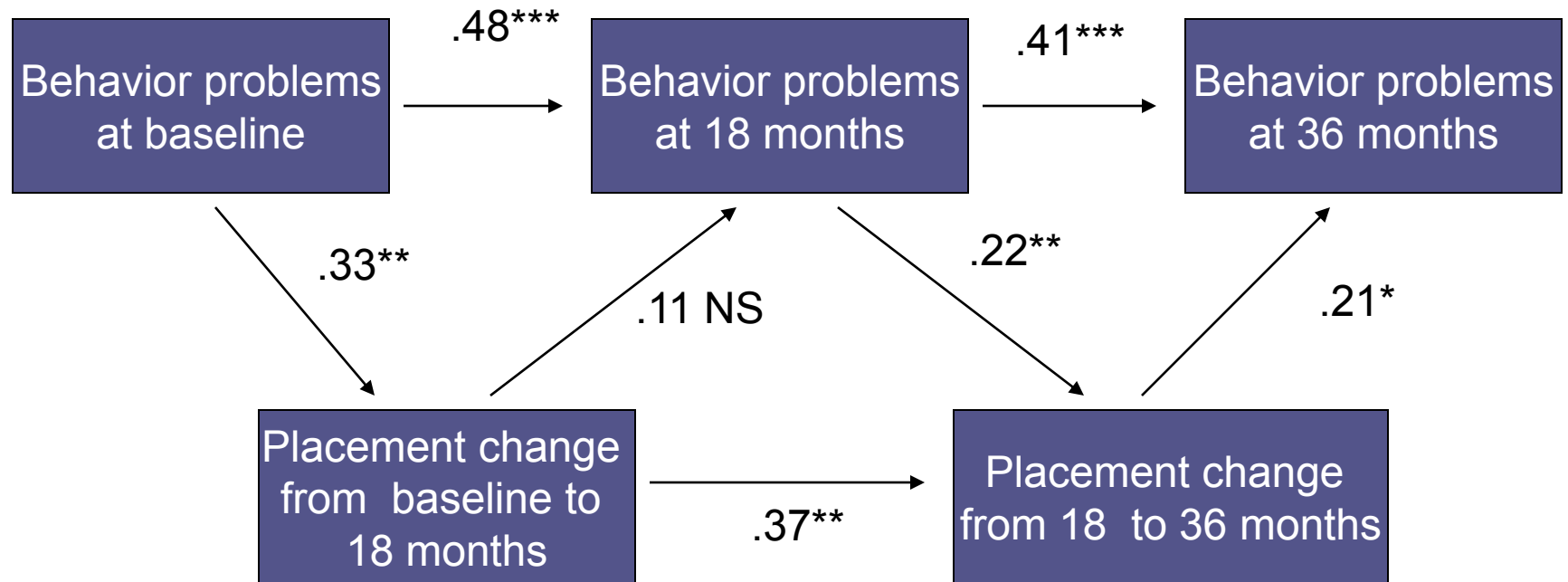
What explains the relationship between child behavior problems and placement changes?

- ▶ Numerous studies show that children in foster care who have behavior problems are also more likely to have multiple placements, but what explains this?
- ▶ Do behavior problems lead caregivers and professionals to seek placement changes?
- ▶ Or do the stress and loss of a placement change lead to behavior problems?

Aarons et al.'s method for addressing these questions

- ▶ Subsample of 500 youth age 2-15 who had been in out-of-home care for entire 36 month period studied (Baseline through Wave 4 of NSCAW)
- ▶ NSCAW data
 - ▶ Child behavior problems at baseline, 18 month follow-up and 36 month follow-up
 - ▶ Caseworker report of number of placement changes between measurement time points
- ▶ Prospective cross-lag design and path analysis

Path analysis results for externalizing behavior



- Earlier behavior problems significantly predicted later placement changes at both 18 and 36 months
- Placement changes from 18 to 36 months predicted behavior problems at 36 months

Reciprocal relationship

Additional results

- ▶ Boys' baseline internalizing problems predicted placement changes by 18 months
 - ▶ No other significant effects for internalizing problems
- ▶ Placement changes from baseline to 18 months predicted increased internalizing problems at 18 months only for boys
- ▶ Placement changes from 18 to 36 months predicted externalizing and internalizing behavior problems at 36 months but only for girls

Example 2

Children's Mental Health Services Research in
NSCAW

From various publications

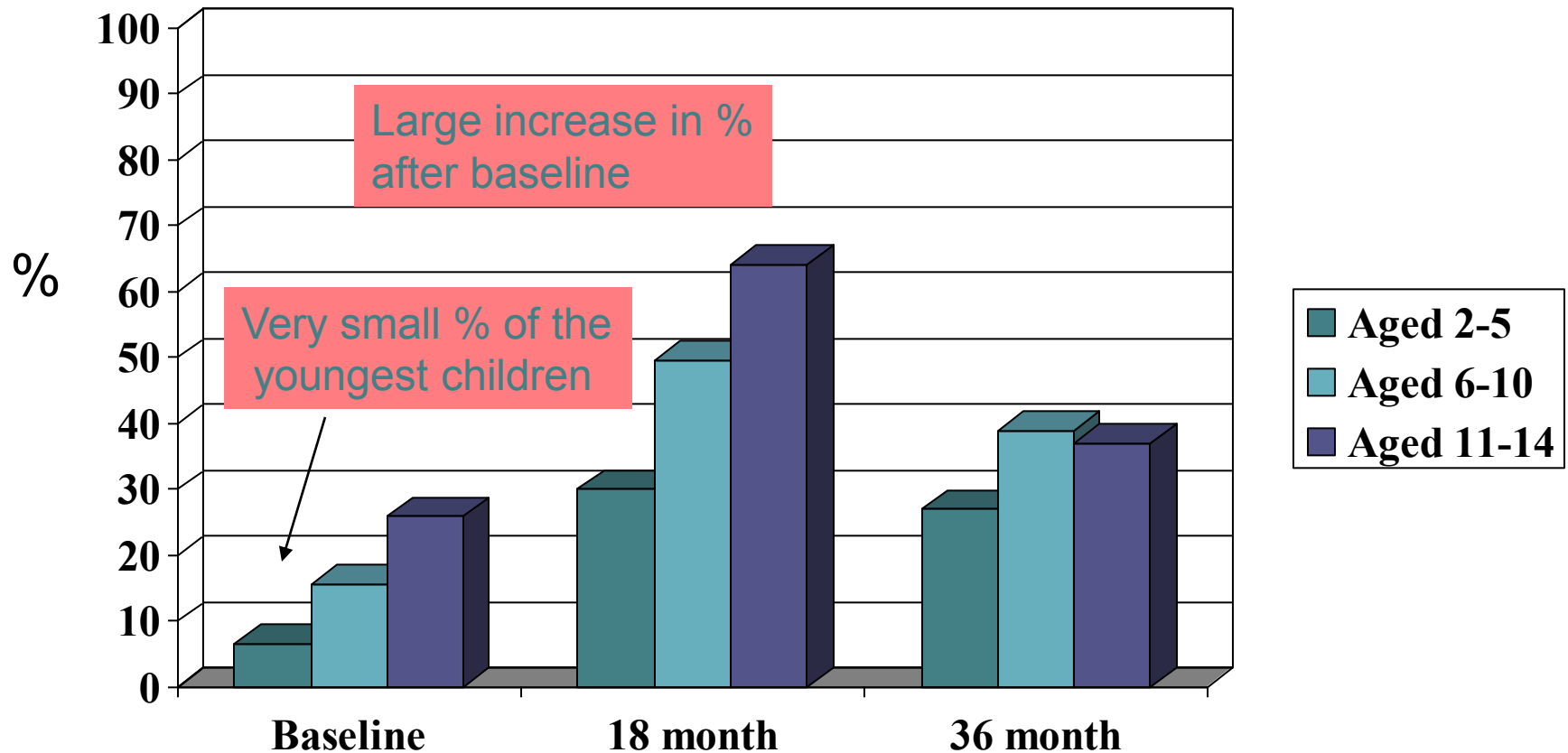
Children's MHS Use in First 12 Months

From Burns, et al., 2000

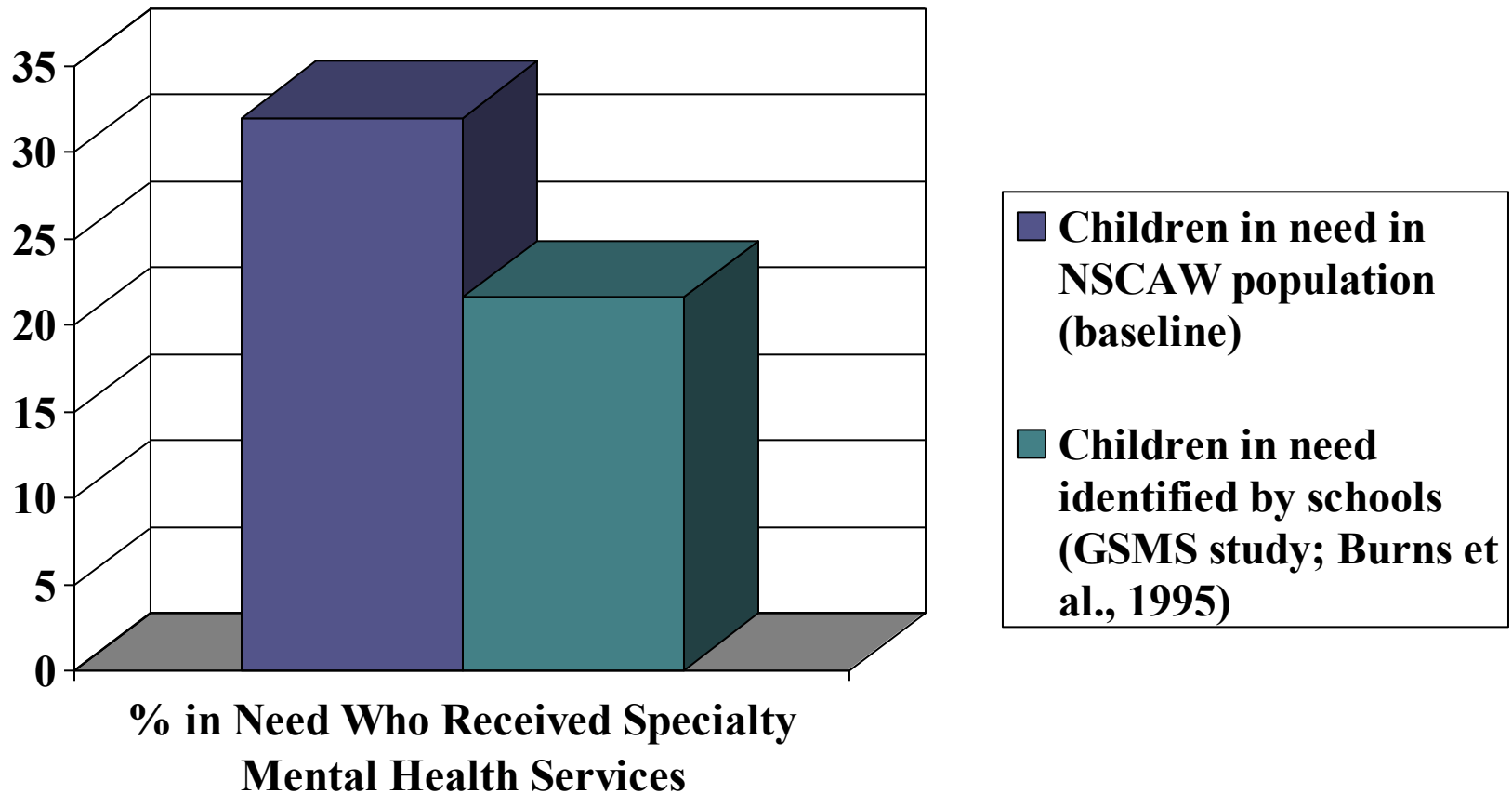
CBCCL Score in Clinical Range

		Yes (47.9%)	No (52.1%)
Mental Health Service Use	Yes (15.8%)	11.7%	4.1%
	No (84.2%)	36.2%	48.0%

Receipt of Specialty Mental Health Services in NSCAW



In child welfare, a larger proportion of those in need receive services



Summary of NSCAW findings on children's mental health services

- ▶ There is a larger need for children's mental health services in child welfare population
- ▶ Persistent gap between need and receipt of services
- ▶ Child welfare contact increases chances of getting services -- Sizable, immediate effect
- ▶ Greater involvement with child welfare services increases likelihood of receiving mental health services
- ▶ Large gap in service delivery among very young children
 - ▶ Not yet in school
 - ▶ Low rate of prior child welfare contact`
 - ▶ Consistent with studies of other populations of children in need

Selected References for NSCAW Research on Children's Mental Health Services

- Burns, B.J., Phillips, S.D., Wagner, H.R., Barth, R.P., Kolko, D., Campbell, Y., and Landsverk, J. (2004) Mental Health Need and Access to Mental Health Services by Youth Involved With Child Welfare: A National Survey. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43(8), 960-970
- Leslie, L., Hurlburt, M., James, S., Landsverk, J., Slymen, D., Zhang, J. (2005). Relationship between entry into child welfare and mental health service use. *Psychiatric Services*, 56(8):981-7.
- Leslie, L.K., M.S. Hurlburt, J. Landsverk, R. Barth, and D.J. Slymen. (2004). Outpatient Mental Health Services for Children in Foster Care: A National Perspective. *Child Abuse and Neglect*, 28(6), 697-712.
- Hurlburt, M., Leslie, L. K., Landsverk, J. S., Barth, R. P., Burns, B. J., Gibbons, R. D., Slymen, D. J., and J. Zhang. (2004). Contextual Predictors of Mental Health Service Use Among a Cohort of Children Open to Child Welfare. *Archives of General Psychiatry*, 61(12), 1217-1224.

Example 3

The Effect of Sensitive Caregiving on the Resilience of At Risk Children

From: Jaffee, S. (2007). Sensitive, stimulating caregiving predicts cognitive and behavior resilience neurodevelopmentally at-risk infants. *Development and psychopathology*, 19, 631-647.

These results are taken from the following journal article:

- ▶ Jaffee, S. (2007). Sensitive, stimulating caregiving predicts cognitive and behavior resilience neurodevelopmentally at-risk infants. *Development and psychopathology*, 19, 631-647.

Jaffee's research question:

- ▶ Does an improvement in the sensitivity of the caregiving environment lead to greater resilience among neurodevelopmentally at-risk children?

Jaffee's methods:

Sample	1,720 children age 3-24 months at NSCAW baseline
Selected measures/variables used	<ul style="list-style-type: none">• Home Observation for Measurement of the Environment (HOME)• Preschool Language Scale• Child removed from biological parents (yes/no)• Family SES
Measurement points	Baseline, 18 month follow-up
Analysis	Regression analysis examining whether change in caregiving environment predicts child language ability over and above effects of SES and child removal from home of biological parents

Jaffee's regression results predicting language ability at 18 month follow-up

Predictor	b	SE
Change in cognitive stimulation	2.83*	1.23
Removal from care of biological parents	-3.27	2.97
Family income (Wave 3)	2.98***	0.79
Removal from care x change in cognitive stimulation	7.82*	3.92

$R^2 = 8.5\%$, * $p < .05$. ** $p < .01$. *** $p < .001$.

Jaffee's conclusions

- ▶ Positive change to a more cognitive stimulating environment promotes language ability, over and above the effects of child removal and family socioeconomic status
- ▶ Changes in the cognitive stimulation of the environment on children's language had a bigger impact when children were removed the home of biological parents

Part II
Using NSCAW Data

Many Research Opportunities Remain in NSCAW

Areas “tapped out”	Some papers published (examples)	Few or no papers published (examples)
NONE	Child maltreatment & domestic violence	Permanency
	Children’s services	Youth and caregiver substance abuse
	Developmental and behavioral needs	Educational outcomes
	Criminal justice and child welfare	Relation of state and agency practice to services and outcomes

Getting Started with NSCAW

—General Advice

- ▶ Check out the materials, websites and publicly available reports
- ▶ If you are still interested, get the general release data set (see ndacan.cornell.edu) and explore in detail whether the data are a good fit for your needs
- ▶ Talk with NDACAN at any time about your ideas.

Tips on Planning an NSCAW Analysis

General Theme

- ▶ **First, think schematically**
- ▶ **Then, and only then, study the detail**

Ask **D.W.I.T.E. !**

D.W.I.T.E. !

- ▶ **D** What NSCAW **data** do I want to use?
- ▶ **W** What **wave(s)** do I want data from?
- ▶ **I** What **informants (interviews)** do I want to use?
- ▶ **T** What **topics** do I want to study?
- ▶ **E** Are there particular **events** in the case or the child's life I am interested in?

D.W.I.T.E. !

Data

Choose your **D**ata

- ▶ NSCAW has different data sets and useful subgroups within the primary data sets
- ▶ All Waves of NSCAW 1 data are available
- ▶ Baseline NSCAW 2 data will be available this year and 18 month follow-up in 2012
- ▶ There are many opportunities but you need to make a choice

NSCAW samples

1. NSCAW 1

- a. Child Protective Services sample – covers population of all children age 0-14 involved in CPS investigations
- b. One Year in Foster Care sample -- 727 children who had been in foster care for about 12 months

2. NSCAW 2

- a. Child Protective Services sample only

NSCAW 1, NSCAW 2 or both?

	Advantages	Disadvantages/ Challenges
NSCAW 1	Longitudinal data over 5-6 years are available	<ul style="list-style-type: none">▶ Data are not contemporary▶ Some studies have already been done
NSCAW 2	Data are contemporary	<ul style="list-style-type: none">▶ Limited waves of data for now
Using both	<ul style="list-style-type: none">▶ Replicating results in both data sets is powerful▶ Comparison provides historical test	<ul style="list-style-type: none">▶ More work▶ Special comparison weights needed

Oversampled groups

- ▶ Some subgroups were oversampled to allow large enough subsamples for analysis
 - ▶ Children age 0-2 (at baseline) (n=1,996)
 - ▶ Sexual abuse cases (NSCAW I only) (n=644)
 - ▶ Children receiving ongoing CWS services at baseline (n=4,080)
- ▶ Entire analyses could be done on these subgroups

In-Home and Out-of-Home Settings are Very Different

▶ In-home

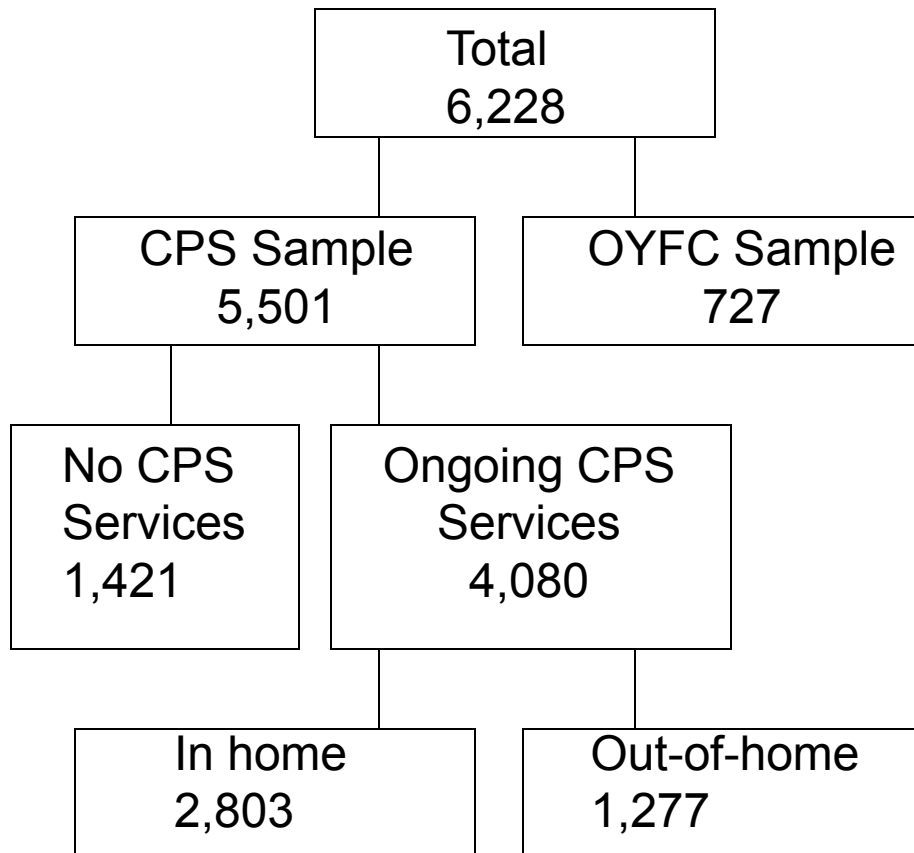
- ▶ Children staying with original caregivers at baseline
- ▶ Note that caregivers may shift informally and children may still be in-home

▶ Out-of-home

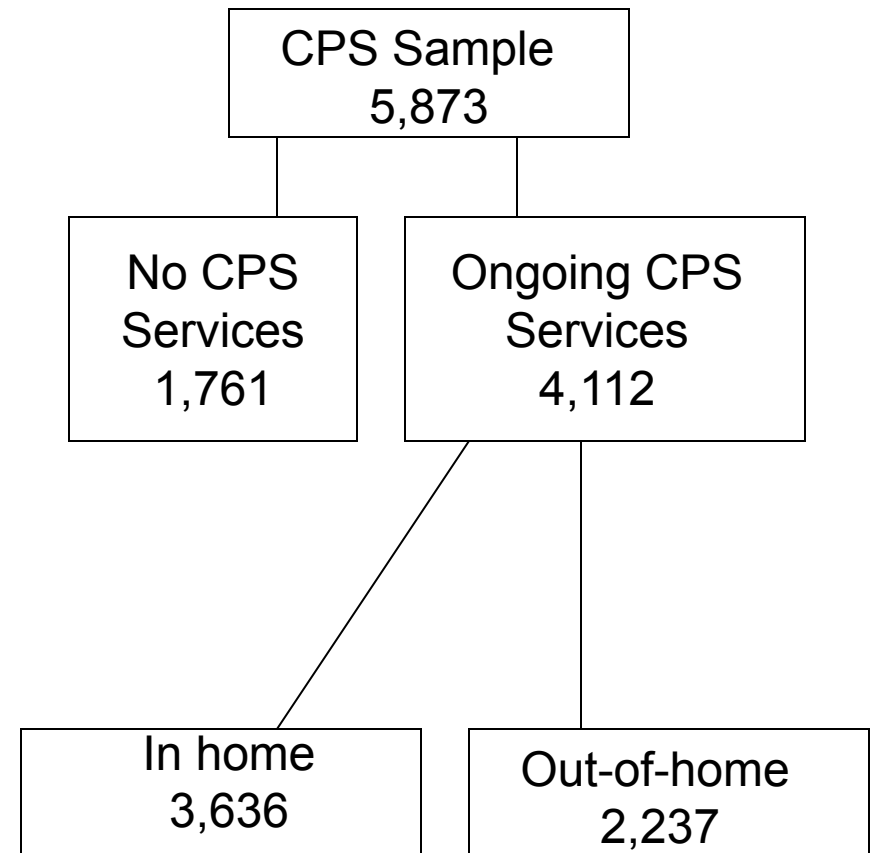
- ▶ Foster care – foster caregivers complete measures
 - ▶ Kinship care – kin caregivers complete measures
 - ▶ Other out-of-home (group home etc.) – a comparatively small group
- ▶ Your analysis may focus on one or the other

Composition of NSCAW Cohorts

NSCAW 1 Cohort



NSCAW II Cohort



Researchers may want other subsets

▶ Examples:

- ▶ Children in substantiated cases (?! –Substantiation is NOT a proxy for maltreatment – may want to use risk and harm variables instead)
- ▶ Children with a demonstrable need for services
- ▶ Subsamples are often – but not always! – large enough to accommodate separate analysis

Information about CWS case flow that is relevant

- ▶ About 2/3 of cases are not substantiated
- ▶ Children may be in and out of CWS services, placements and caregiver settings
- ▶ The later the wave, the smaller the percentage of children who are receiving CWS services
 - ▶ The majority of children are NOT receiving CWS services in later waves
 - ▶ In later waves, the population might be better described as children at risk than children involved with CWS

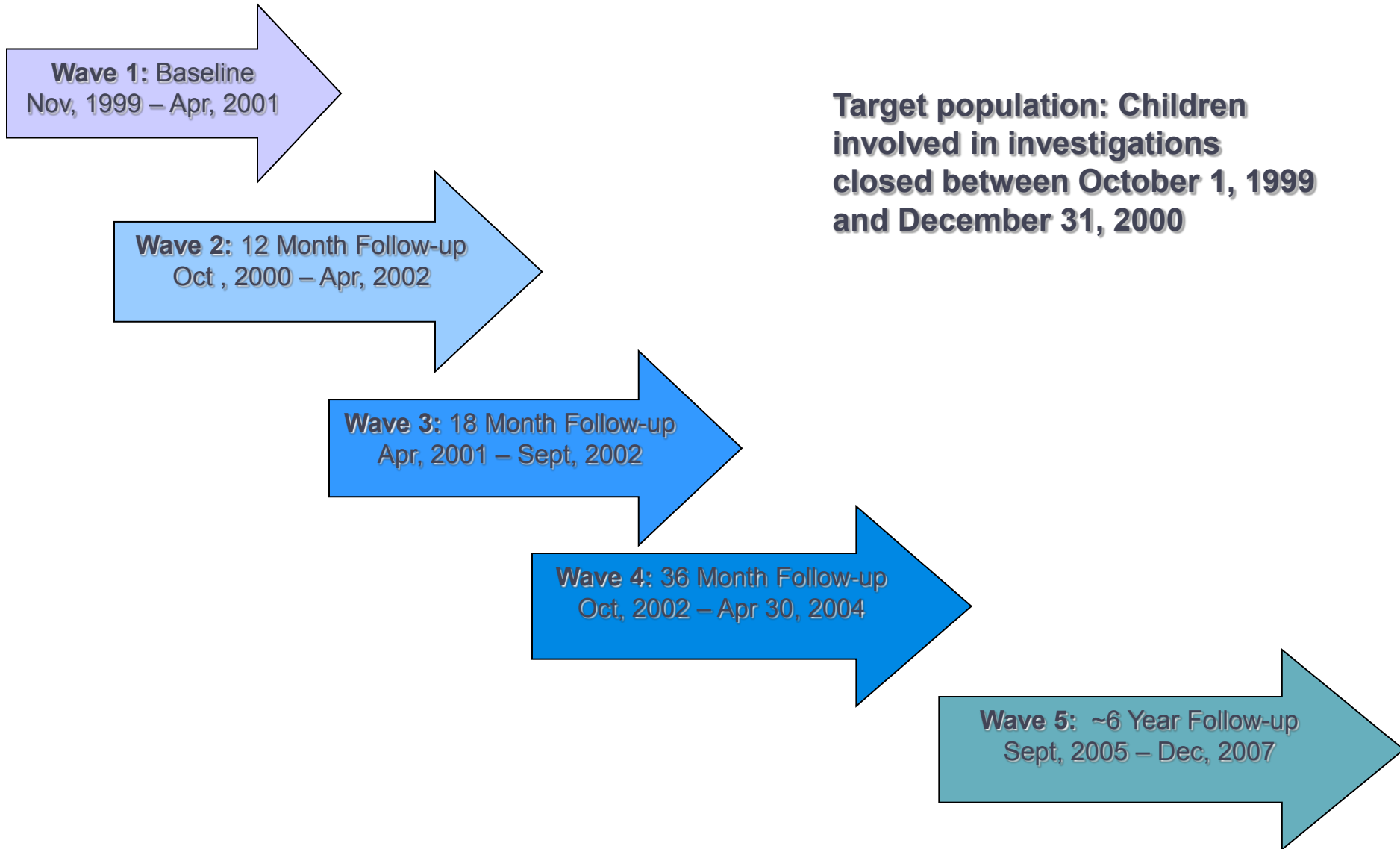
D.W.I.T.E. !

Wave

Choose Your Wave(s)

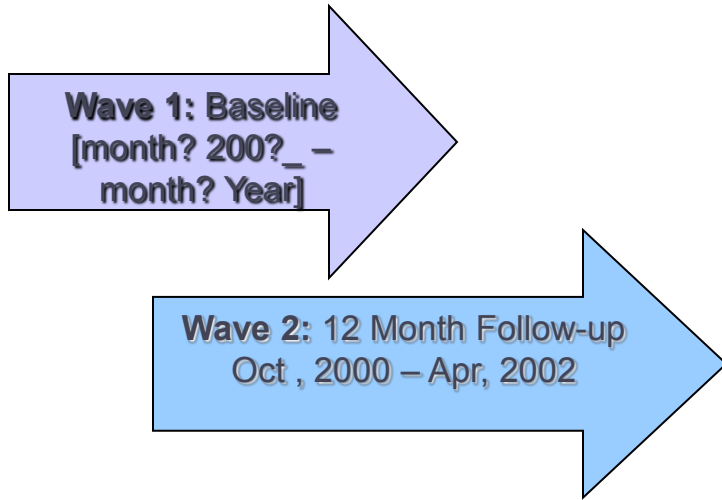
- ▶ NSCAW is longitudinal, but not all waves of data are useful for all analyses
- ▶ You need to choose which wave(s) of data to use

NSCAW 1: Data Collection Timeline



1999 ' 2000 ' ' ' 2001 ' ' ' 2002 ' ' ' 2003 ' ' ' 2004 ' ' ' 2005 ' ' ' 2006

NSCAW 2: Data Collection Timeline



Target population: Children involved in investigations closed between [date?] and [date?]

General Guidelines on Choosing Waves

Focus of Research	Waves to Use
<ul style="list-style-type: none">• Investigation• Caseworker judgments and actions• Understanding children of a certain age (Type 1)	Baseline
<ul style="list-style-type: none">• How baseline characteristics and events relate to final status	Baseline and Wave 5

General Guidelines on Choosing Waves (cont).

Focus of Research	Waves to Use
<ul style="list-style-type: none">• How maltreatment and CWS response relate to children's status after about 1 year	Baseline and Wave 3
<ul style="list-style-type: none">• True longitudinal analysis• History of certain events (e.g., service delivery)• Understanding children of a certain age (Type 2)	All Waves

Waves and Weights

- ▶ There are special weights to use for each individual wave
- ▶ There are special weights to use for longitudinal analysis that take into account all waves

D.W.I.T.E. !

Informant (Interview)

Multiple Informants (Interview)

- ▶ Child
- ▶ Caregiver
- ▶ Caseworker
- ▶ Teacher (In NSCAW I, Wave 5 only?!)
- ▶ Local agency administrator (agency level only)
- ▶ State agency administrator (state agency level only)

Each informant...

- ▶ Has a separate interview (child interview includes several standardized measures)
- ▶ May be interviewed on different times

Many Topics Are Covered
By Multiple Informants (Examples Below)

	Child	Care-giver	Case-worker	Teacher	Local Agency	State Agency
Depression	X	X		X		
DV	X	X	X			
Social skills	X	X		X		
Interagency coordination			X		X	X

Informant perspective, reliability and validity

- ▶ Researchers need to keep in mind that different informants vary on their perspective and the reliability and validity of their responses; consider e.g.,
 - ▶ Parents reports of their own violence toward children
 - ▶ Teacher reports on child depression
 - ▶ Caseworker reports on families' needs

Child interview

- ▶ Content and variables vary considerably by child age
- ▶ Makes it difficult to do straightforward longitudinal analysis of child data
- ▶ Includes many standardized instruments-- cognitive development especially
- ▶ Children have limitations as informants

Selected contents of child interview

- ▶ Cognitive status and development
- ▶ School achievement
- ▶ Depression and behavior problems
- ▶ Loneliness
- ▶ Children's reactions to foster care and caregivers
- ▶ Substance abuse, delinquency, risk sexual behavior (adolescents)

Caregiver interview

- ▶ Largest single source of information
- ▶ Separate caregiver interviews for permanent and foster caregivers
 - ▶ Content differs greatly between them
 - ▶ May need to write code to combine variables
- ▶ Questions asked to identify caregiver relationship and household membership
- ▶ Caregivers shift across waves – tricky!

Selected Contents of Caregiver Interview

- ▶ Child behavior problems
- ▶ Child and family services received
- ▶ Disciplinary methods
- ▶ Caregiver mental health and well-being measures

Caseworker Interview

- ▶ Investigating caseworker at baseline and ongoing caseworker at subsequent waves
- ▶ Sometimes ongoing caseworker answered baseline questions if investigating caseworker was not available
- ▶ **MUCH LESS** caseworker data at Waves 2-5 than at baseline because many children were no longer a CWWS case

Selected Contents of Caseworker Interview

- ▶ Investigation characteristics
- ▶ Risk factors and risk assessment
- ▶ Out-of-home placement and adoption variables
- ▶ CWS services

Teacher interview

- ▶ Unfortunately, the large percentage of missing cases in Waves 1-4 of NSCAW I makes these data difficult to use before Wave 5
- ▶ Response rate was improved at Wave 5 and teacher data at Wave 5 are very useful – especially since a large percentage of these kids are in school then
- ▶ Baseline teacher data in NSCAW 2 are useful

Selected Contents of Teacher Interview

- ▶ Child behavior problems in school
- ▶ Social skills in school
- ▶ Academic progress
- ▶ Special education interventions

Derived Variables

- ▶ Variables created based on combinations of original variables
- ▶ Derived variables can be based on:
 - ▶ Multiple informants
 - ▶ Multiple waves
 - ▶ Multiple variables within an informant and wave
- ▶ A number of derived variables have already been created and are available in the data set

Example of an Existing Derived Variable

CHDOOHPL

Ch OOH Placement (chOOHPI)

Placement type and situation information from the child, caregiver, and caseworker were reviewed for discrepancies. If none were found, chdOOHPI and chdOOHSi were set to non-missing values from one of the interviews. If discrepancies were found, the first non-missing data found from the caregiver, then the child, and then the caseworker was used. Discrepancies were resolved using relationship of caregiver, number, age, gender, and relationship of children in the household.

D.W.I.T.E. !

Topic

NSCAW covers four broad domains

Safety

Permanency

Well-Being

Services

Large But Manageable List Of Subtopics

Safety	Permanency	Well-Being	Services
<ul style="list-style-type: none">• Initial abuse• Re-reports (?)• Parental aggression• Domestic violence	<ul style="list-style-type: none">• Placement, foster care, kinship care• Reunification• Termination of parental rights• Adoption• Court data	<ul style="list-style-type: none">• Risk factors• Health• Mental health• Development• Cognition• Academics• Social skills• Delinquency• Caregiver well-being• Living environment• Social support	<ul style="list-style-type: none">• Health• Mental health• Early interv.• Special ed.• CWS• Family support• Agency & state CWS characteristics

How to handle topics

- ▶ Need to think broadly at first about the topics and subtopics covered by NSCAW
- ▶ Once you have chosen a topic, it is useful to spend 2-4 hours studying how NSCAW assesses that topic
 - ▶ Check which informants provide data
 - ▶ Check which waves provide data
 - ▶ Check frequency distributions of relevant variables
 - ▶ Check psychometrics of relevant instruments

D.W.I.T.E. !

Event

NSCAW records a number of relevant events related to the case (examples below)

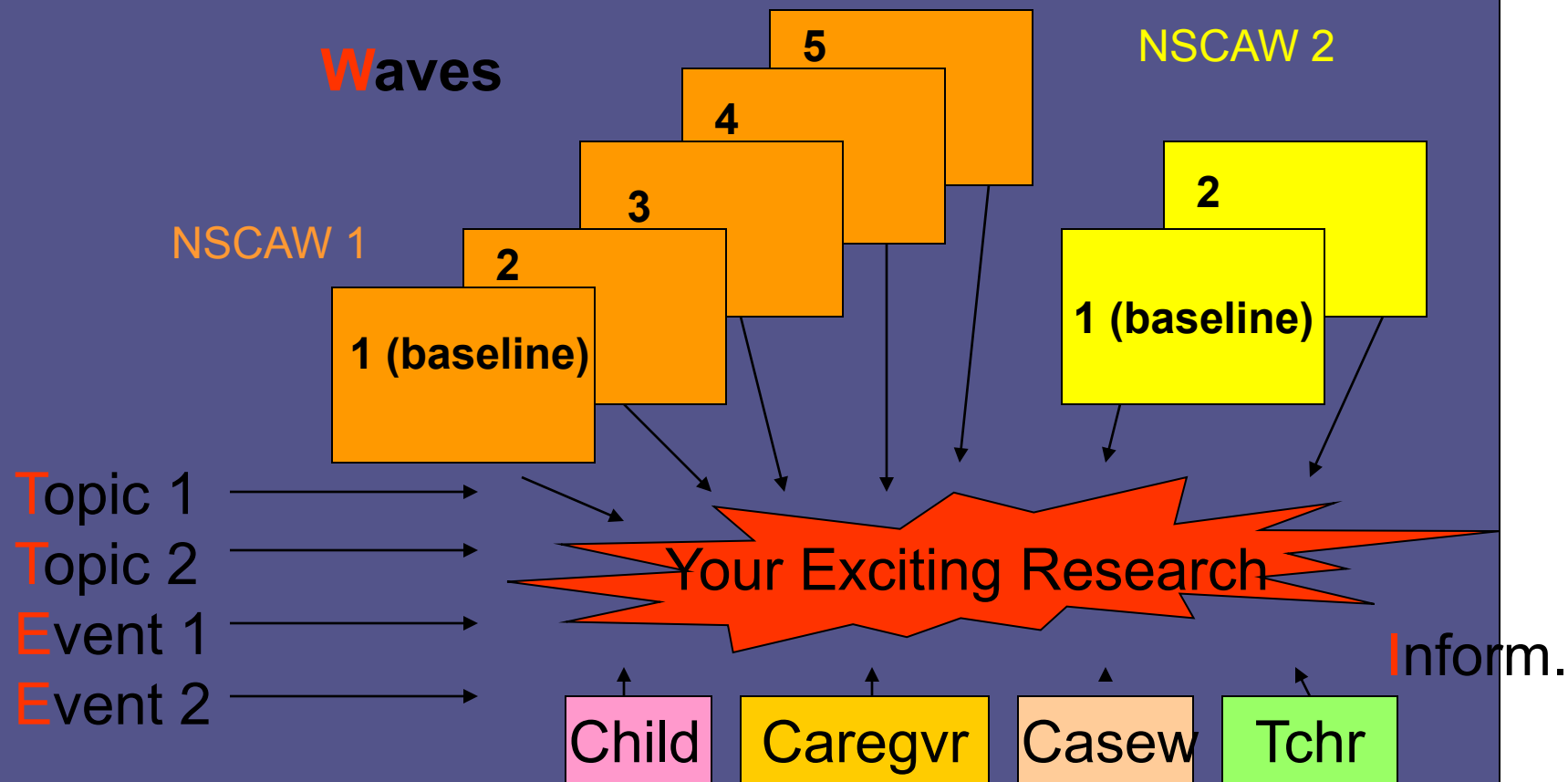
Safety	Permanency	Well-Being	Services
<ul style="list-style-type: none">•Substantiation•Child placement•Parental arrest•Stay in DV shelter	<ul style="list-style-type: none">•Additional placements• TPR•Adoption	<ul style="list-style-type: none">•Injury•ER visit•Child Arrest•Pregnancy	<ul style="list-style-type: none">•Receipt of various services•IEP•Hospital admission

Events

- ▶ Some good, concrete information is available on a number of events
- ▶ Several of these are of great importance: placement, TPR, adoption, IEP, hospitalization
- ▶ Depth of information varies
- ▶ Availability of dates or time sequence information varies
- ▶ NSCAW is not necessarily good at tracking events across waves

DWITE coming together for your research

Data Set Chosen (e.g., all CPS data)



Part III
Some Technical Knowledge
You Need

Documentation

- ▶ **Data File User's Manual**
 - ▶ Main Volume
 - ▶ Appendix I: Forms
 - ▶ Appendix II: Questionnaire Specifications
 - ▶ Appendix III: Assessments and Derived Variables
- ▶ **Statistical User's Manual**

General Release vs. Restricted Release

▶ General Release

- ▶ The least restrictive version
- ▶ Identifying information and geographic detail have been removed
- ▶ Variables posing risk of respondent disclosure have been recoded to make identification of individuals unlikely
- ▶ Requires approval by an Institutional Review Board at the researcher's institution
- ▶ Generally not preferred for scholarly use

General Release vs. Restricted Release

▶ Restricted Release

- ▶ Greater research utility
- ▶ Geographic detail is present
- ▶ Fewer variables have been recoded, but presents a higher risk to respondent confidentiality
- ▶ Only made available to researchers who can justify need for high-level access
- ▶ Requires approval by an Institutional Review Board at the researcher's institution
- ▶ Requires application with data protection plan and willingness to cooperate with unannounced on-site inspections of your research facility

Obtaining Data Sets

- ▶ For more about obtaining NSCAW data:

<http://www.ndacan.cornell.edu/>

- ▶ **Costs:**

- ▶ General Release: no charge
- ▶ Restricted Release: \$500

Data Analysis Issues

- ▶ NSCAW has a complex stratified sample design
- ▶ Because of complex sample design, need appropriate software to conduct analyses
- ▶ Calculation of correct standard errors only possible using appropriate software
- ▶ All analyses should use the appropriate weights

Appropriate Software

- ▶ SUDAAN
- ▶ SAS (use the survey procedures: SurveyMeans, SurveyFreq, SurveyReg, and SurveyLogistic)
- ▶ SPSS (use the Complex Samples module)
- ▶ Stata (use the svy commands)
- ▶ LISREL (version 8.8)
- ▶ MPLUS (version 4.2)
- ▶ HLM (version 6.04)

NSCAW Resources Online

Administration for Children and Families

- ▶ Funds NSCAW; ultimate authority
- ▶ Useful website of NSCAW information and Federal NSCAW reports:
http://www.acf.hhs.gov/programs/opre/abuse_neglect/nscaw/ (it's also the first hit on Google for search term "NSCAW")
 - ▶ Information on NSCAW methods, instruments and measures
 - ▶ Baseline and longitudinal follow-up reports provide an excellent overview of what is in NSCAW and what can be done with it
 - ▶ Research briefs provide quick information on a variety of topics

National Data Archive on Child Abuse and Neglect (NDACAN)

- ▶ Cornell University program (ndacan.cornell.edu) to disseminate and support use of NSCAW and many other child maltreatment data sets
- ▶ **NDACAN...**
 - ▶ Distributes NSCAW data sets
 - ▶ Provides phone and email assistance to NSCAW users
 - ▶ Provides and supports four-day training at Cornell (Summer Research Institute)
 - ▶ Runs an NSCAW listserv
 - ▶ Provides website resources (ndacan.cornell.edu and follow Datasets link to National Survey of Child and Adolescent Well-Being details)
 - ▶ NSCAW User Support Documents
 - ▶ Searchable database of all NSCAW publications