WLS Support

The Wisconsin Longitudinal Study is supported by the Behavioral and Social Research Program of the National Institute on Aging, RO1 - AG09775, and PO1 - AG21079.
Organization of the WLS Handbook

The Wisconsin Longitudinal Study (WLS) Handbook is a useful resource for researchers who want to use WLS data. The handbook is designed to direct readers to appropriate sources of the WLS data, methodology, and documentation information. Please note: key words and phrases often link to related sources on the WLS website and within this document.

The handbook consists of eight main sections which are described below.

Chapter 1  Electronic Resources: Lists web resources and instructions on how to use these resources, such as the WLS website and the secure data enclave, the WLS listserv, archival listserv, and crosstabs. Also provides helpful contact information................................................................. p.5


Chapter 3  Current Status and Direction: Contains descriptions of current projects, research papers, and manuscripts using WLS data along with investigators, key personnel, and research sites. Also includes WLS change notices, and information about the most recent WLS data releases....... p.19

Chapter 4  About the WLS: Includes WLS support information, comparisons of the WLS with other studies on aging, the historical relevance of the WLS, prominent figures in the study, and influential works from the WLS. Also provides information on other projects affiliated with the WLS and a link to other studies on aging................................................................. p.35

Chapter 5  Summaries: Describes the type of instrument used for each year of the study as well as the particular sample of respondents associated with each year of the study................................................................. p.47

Chapter 6  How to Use the Data: This Chapter is currently under construction. It includes Summary Measures, Best Measures, and Favorite Variables, and will later include examples of how to use the WLS data......................... 73

Chapter 7  WLS Documentation: Offers links to and descriptions of documentation for: variable creation; variable naming conventions; missing value codes; codebooks; questionnaires; flowcharts for graduates, graduate spouses,
siblings and widow(ers); error updates; cross-tabulations; citation and sampling information. Also provides various links to reference documentation and descriptions of items..............................................................p.81

Chapter 8 Flowcharts: Contains general overview flowcharts for the graduate, graduate spouse, graduate widow, and sibling telephone surveys. Includes links to other flowcharts.................................................................p.105

Chapter 9 WLS Publication and Citation: Provides information on where to find the WLS annotated bibliography, publications, and research summaries, as well as instructions for how to cite the WLS data.................................................p.111
Chapter 1: Electronic Resources

In this Chapter:

WLS Websites.................................................................................................................. 5
Data Distinctions.................................................................................................................. 5
Public Data Access.............................................................................................................. 6
Private/Restricted Data Access........................................................................................... 7
Data Formats.......................................................................................................................... 8
WLS Utility Programs.......................................................................................................... 9
Listserves............................................................................................................................... 10

WLS Websites

WLS Websites Respondent Website: http://wisls.org
WLS Public Website: http://www.ssc.wisc.edu/wlsresearch/
Public Data Users: http://dpls.dacc.wisc.edu/wls/index.html

Data Distinctions

WLS data are secure, well-maintained and available to external users to the maximum possible extent. Original paper records are securely stored in the Wisconsin State Archives and kept secure when in use. Four sets of electronic records are maintained:

1. **Public Data**: These data were obtained from WLS respondents and do not contain any data that could potentially allow an individual to be identified. Extreme values are top and bottom coded, and months of events and exact locations are not available. These data are available to the public through the WLS website.

2. **Private Data**: These data were obtained from WLS respondents and contain potentially identifying information. You must use the Secure Data Enclave if your research requires these data.

3. **Restricted Data**: These data contain sensitive information, and were obtained from sources other than a direct report by the respondent. You must use the Secure Data Enclave if your research requires these data.

4. **Identifier Data**: No one has access to these data. Data that fall into this category include names, addresses, phone numbers etc... These files are accessible only to the project programmer and individuals under her direct supervision.

Please Note

Data extracts contain data from the current round of data collection, as well as updates to the official release.

The current round of data collection is still in its final stages, so this is a very preliminary version of the public data.

Frequent updates will be available. Do not use these data in published works until they are part of the official release.
## Public Data Access

<table>
<thead>
<tr>
<th>You want to do the following</th>
<th>You will need the following</th>
</tr>
</thead>
</table>
| • Browse or search data documentation (metadata and codebooks)  
• Review reports and other related publications  
• Obtain univariate summary statistics (means, frequency counts, etc)  
• Download a subset  
• Create cross-tabulations and perform regression analyses  
• Perform more sophisticated multivariate analyses (such as creating and downloading customized data sets that can be imported into SPSS, STATA, or SAS). | You DO NOT need to REGISTER  
See the WLS website to search data documentation, to obtain summary statistics, and to download subsets, click here  
You can access research reports and related publications using CDHA's online annotated bibliography  
Additional codebooks, research reports, and other related publications can be found in the DPLS collection.  
If you are affiliated with CDE, additional materials can be identified using CDECAT.  
Faculty, staff, and students at the University of Wisconsin - Madison might also search the campus library system for additional related holdings.  
To create cross-tabs, perform regression analysis, perform more sophisticated analysis, you MUST REGISTER  
To download a subset, go to the public website. Here, you can also create a customized dataset. |

If you are unsure whether certain data are classified as public/restricted or public, please see the WLS codebook the WLS website:

http://www.ssc.wisc.edu/wlsresearch/

### NOTE

*All files have been updated regularly as data have been added, variables have been recoded, or errors have been collected. Public data, documentation, (bibliography, codebooks, flow-charts, and other memoranda), and extraction tools are available on the web through the DPLS website.*
Private and Restricted Data Access

<table>
<thead>
<tr>
<th>You want to do the following</th>
<th>You will need the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain access to private data such as:</td>
<td>To obtain nonpublic data, use the SECURE DATA ENCLAVE by contacting the WLS:</td>
</tr>
<tr>
<td>• Geographical data</td>
<td><a href="mailto:wls@ssc.wisc.edu">wls@ssc.wisc.edu</a></td>
</tr>
<tr>
<td>• Months of births and deaths</td>
<td>or by contacting the Data Archivist/Analyst by email, phone, or fax:</td>
</tr>
<tr>
<td>• Relationships between sample members</td>
<td>Email: <a href="mailto:cdha_data@ssc.wisc.edu">cdha_data@ssc.wisc.edu</a></td>
</tr>
<tr>
<td>• High school friend state data</td>
<td>Phone: (608) 262-4715</td>
</tr>
<tr>
<td>• Names of colleges</td>
<td>Fax: (608) 262-8400</td>
</tr>
<tr>
<td>• Extreme monetary values</td>
<td>The following is the process of the Secure Data Enclave:</td>
</tr>
<tr>
<td>• Extreme values for height data</td>
<td>1. The researcher submits a request to the WLS/Data Archivist.</td>
</tr>
<tr>
<td>• Extreme values for weight data</td>
<td>2. The researcher is asked to submit a 300 word abstract detailing the proposed use for the data and describing (a) why the public data is insufficient and (b) what parts of the private data the researcher needs to access.</td>
</tr>
<tr>
<td>• Extreme values for body mass index data</td>
<td>3. The WLS/Archivist requests a copy of the researcher’s IRB approval form, and if the researcher is affiliated with an institution other than the University of Wisconsin-Madison, to provide his/her IRB’s “federal wide assurance” number.</td>
</tr>
<tr>
<td>• Other sensitive data that are top-coded and bottom coded</td>
<td>4. The materials are reviewed, and the researcher is notified.</td>
</tr>
</tbody>
</table>

Obtain access to restricted data such as:

• National Death Index data
• Medicare data
• Tax data

If you are unsure whether certain data are classified as public/restricted or public, please see the WLS codebook on the WLS website:

http://www.ssc.wisc.edu/wlsresearch/

**NOTE**

All files have been updated regularly as data have been added, variables have been recoded, or errors have been collected. Public data, documentation, (bibliography, codebooks, flowcharts, and other memoranda), and extraction tools are available on the web through the DPLS website.
Chapter 1: Electronic Resources

Levels of Access to WLS Data

<table>
<thead>
<tr>
<th></th>
<th>outsiders</th>
<th>investigators</th>
<th>leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>public (web)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>private (UW SSC)</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>restricted (CDHA)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>identifiers</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

CDHA at UW has and is continuing to develop a strong system for secure data analysis.

Data Formats

Two WLS data sets are available for users to download:

Several formats of data are available: SAS, STATA, SPSS, and ASCII. By browsing a variable list on the public site, users can also download extracts.

Sensitive data users can take advantage of the secure data enclave (see the “Private data” chart immediately before this section for more information). All of the downloadable data files are compressed in ZIP format. The order of the variables in the data files is the same as the order of the variables in the codebooks/documentation. If a variable is not available due to non-interview, it will have the system missing value. For the SPSS file: variable and value labels are declared. The SAS permanent data set has variable labels, and a command file that allows the user to apply value labels with proc format. The STATA file contains variable and value labels. The variable names are in lower case in Stata because Stata is case sensitive.
WLS Utility Programs

Download the missing value converter for Stata. This converts WLS missing value codes (-1, -2, etc.) into native Stata missing value codes. To do this, click here.

The Wisconsin Longitudinal Study uses negative integers starting with -1 to indicate missing values.

For all numeric variables in the WLS, the Stata program statawls will convert these missing values to Stata missing values. It will also change the value labels so that they remain correct. Additionally, the command can also be used to change all variable names from uppercase to lowercase (or vice versa).

After downloading the WLS dataset, you can run statawls once, save the resulting dataset, and work from that for all your analyses.

If you know how to install and run Stata ado and help files, you can follow the same practices to install and run statawls. Otherwise, statawls.ado is an add-on Stata command, and like all add-on commands, it needs to be installed in a location where Stata will find it. If you type -sysdir-, you can see what directories Stata searches for .ado files. If you have write privileges to the directory listed as PLUS or PERSONAL, we recommend installing it there. Just copy the files into that directory and they should work.

Stata will also search the working directory for .ado files. You can see what directory Stata has set as the working directory by typing "cd". If you type "cd" and a path, you can change the working directory to whatever you want.

After statawls.ado has been put in the PLUS, PERSONAL, or working directory, all you need to do is type: statawls, lower

If you want statawls to change all the missing values and change variable names from uppercase to lowercase. Leave off the ", lower" if you want to leave variable names as is. If they are already lowercase and you want to make them uppercase, you can specify ", upper" instead.

If the .hlp file is installed in either the PLUS, PERSONAL, or working directory, you can get more information on statawls by typing "help statawls".
Chapter 1: Electronic Resources

Archive Listserve

The Data and Program Library Service (DPLS) announces additions to its online archive via a listserver. To join the listserver send an email message to: archive-request@dpls.dacc.wisc.edu containing the words: SUBSCRIBE ARCHIVE in the message body. The listserver will respond with a mail message indicating the success or failure of your attempt.
Chapter 2: Overview and History of the WLS

In this Chapter

Study Purpose ................................................................. 13
Study Description ......................................................... 13
Project History ............................................................... 15
Current Status and Directions ......................................... 17
Relational Structure of WLS Data ...................................... 18

Purpose

The Wisconsin Longitudinal Study (WLS) cohort of men and women, mainly born in 1939, precedes by about a decade the bulk of the baby boom generation that continues to tax social institutions and resources at each stage of life. For this reason, the study can provide early indications of trends and problems that may become important as the larger group ages into its sixties. This adds to the value of the study by obtaining basic information about the life course as such, independent of the cohort's vanguard position with respect to the baby boom. In addition, the WLS is also the first of the large, longitudinal studies of American adolescents, and it thus provides the first large-scale opportunity to study the life course from late adolescence through the early/mid-60s in the context of a complete record of ability, aspiration, and achievement.

WLS Study Description

The WLS is a long-term study of a random sample of 10,317 men and women who graduated from Wisconsin high schools in 1957 and of their randomly selected brothers and sisters. Survey data were collected from the original respondents or their parents in 1957, 1964, 1975, and 1993, and from a selected sibling in 1977 and 1994. These data provide a full record of social background, youthful aspirations, schooling, military service, family formation, labor market experiences, and social participation of the original respondents. The survey data from earlier years have been supplemented by mental ability tests (of primary respondents and 2000 of their siblings), measures of school performance, and characteristics of communities of residence, schools and colleges, employers, and industries. The WLS records for primary respondents are also linked to those of three same-sex high school friends within the study population. In 1977 the study design was expanded with the collection of parallel interview data for a highly stratified sub-sample of 2000 siblings of the primary respondents. In the 1992-93 round of the WLS the sample was expanded to include a randomly selected sibling of every respondent with at least one brother or sister, and the content was extended to obtain detailed occupational histories and job characteristics;
Chapter 2: Overview and History of the WLS

incomes, assets, and inter-household transfers; social and economic characteristics of parents, siblings, and children and descriptions of the respondents’ relationships with them; and extensive information about mental and physical health and well-being.

The WLS sample is broadly representative of white, non-Hispanic American men and women who have completed at least a high school education. Among Americans aged 50 to 54 in 1990 and 1991, approximately 66 percent were non-Hispanic white persons who completed at least 12 years of schooling. Some strata of American society are not well represented. The WLS sample is mainly of German, English, Irish, Scandinavian, Polish, or Czech ancestry. It is estimated that about 75 percent of Wisconsin youth graduated from high school in the late 1950s – everyone in the primary WLS sample graduated from high school; about seven percent of their siblings did not graduate from high school. Minorities are not well-represented: there are only a handful of African American, Hispanic, or Asian persons in the sample, though a project is currently under way to find all African Americans who graduated from Wisconsin high schools in 1957. About 19 percent of the WLS sample is of farm origin, and that is consistent with national estimates of persons of farm origin in cohorts born in the late 1930s. As in the later, large, longitudinal studies of school-based samples, age variation occurs in repeated observations rather than in cross-section. Also, siblings cover several adjoining cohorts: they were born primarily between 1930 and 1948. In 1964, 1975, and again in 1992, about two-thirds of the sample lived in Wisconsin, and about one-third lived elsewhere in the U.S. or abroad.

In 1992-93 a follow-up survey – of about 9,000 men and women who were first interviewed as seniors in Wisconsin high schools in 1957 and have subsequently been followed up in 1957, 1964, and 1975 – was completed. Most respondents were 53 or 54 years old when interviewed. Other members of the original sample who were not interviewed in 1975 (475 of 850 surviving non-respondents) have also been interviewed. In all, 8493 of the 9741 surviving members of the original sample have been interviewed. In 1993-94 randomly selected siblings of the high school graduates were interviewed. Some 2000 siblings were previously interviewed in 1977, and they and approximately 2800 additional siblings were interviewed in the 1993-94 round of the study. The surveys included a one-hour telephone interview followed by a 20-page, self-administered questionnaire. Brief, close-out interviews were carried out with a relative of respondents who have died, and, in cases in which the selected sibling has died, close-out data from the original respondent were obtained.
Chapter 2: Overview and History of the WLS

Project History
1957

The Wisconsin Longitudinal Study (WLS) began with a 1957 survey of the educational plans of all high school seniors in the public, private, and parochial schools of Wisconsin. A professor in the School of Education at the University of Wisconsin, J. Kenneth Little, conducted the statewide survey with the cooperation of the Wisconsin State Superintendent of Schools, and it was used to plan the expansion and consolidation of public higher education in the state.

1964

In 1962, William H. Sewell, one of the academic leaders who brought the behavioral and social sciences into NIH, selected a random, one-third sample of the graduates, consisting of 10,317 cases, for further study. Sewell had long been interested in the formation and consequences of youthful aspirations, but had lacked access to an appropriate population for study. Sewell conducted a short mail survey of the selected students’ parents. He also selected all students in the top tenth of academic ability, but this component of the study was abandoned after the 1964 follow-up because of insufficient funding. He then added information on the measured mental ability of each student from files of the Wisconsin State Testing Service.

Instrument: Wisconsin Tax Department Data (Public Records)
Sample: 1/3 sample and Top 10% IQ
Father's 1957 occupation
Mother's 1957 occupation
Parental income 1957-1960
Male R's 1964 occupation
Male R's spouse's 1964 occupation

1975-1977

In 1975, the graduates were interviewed by telephone. The WLS also obtained a roster of living siblings and chose a focal sibling at random for each graduate, with the exception that all twins were included. In 1977, parallel interview data were obtained for a highly stratified sample of 2100 of these randomly selected siblings.

Included in the 1975 Telephone Questionnaire: 1970 and 1975 residential characteristics, head of household in 1957, parents' education, father's or head's 1957 occupation, mother's 1957 occupation, parental income in 1957, family of origin nationality and religion, religion and church attendance, sib-
Chapter 2: Overview and History of the WLS

ling data (age, sex, and education of all siblings), selected sibling (occupation, high school attended), educational and occupational aspirations, significant others' influence and friends' names, graduate's education (college and vocational), military experience, first full-time job after completing school, job in 1970, job in 1974, labor force status, current or last job, job importance and satisfaction, attitudes toward work, occupational aspirations for 1985, marital history and spouse data, child roster, aspirations for randomly selected child, work histories of ever married women, earnings of R and spouse, social participation.

Included in the 1977 Sibling Survey: test scores from Wisconsin State Testing Service, characteristics of town where sib attended high school, 1970 and 1977 residential characteristics, social background data, occupational history, marital history and spouse data, child roster, work histories of ever married women, earnings of sib and spouse, social participation.

Supplemental Data

Early survey data were supplemented by information on the earnings of parents from state tax records, mental ability test scores and rank in high school class, and characteristics of high schools and colleges, employers, industries, and communities of residence. State archival data on high school district resources from 1954 to 1957 were added. WLS records for graduates are also linked to those of three best same-sex high school friends. Data on the occupational careers of male graduates are supplemented by Social Security earnings histories from 1957 to 1971.

1992-1994

In 1992-94, the WLS collected new data from surviving members of the original sample and their siblings. The graduates were 53 and 54 years old, and four fifths of their siblings were 44 to 62 years old. At those ages, the WLS graduates and their siblings were anticipating their own retirement and aging as well as managing relationships with one another, their adult children, and their elderly parents: (1) In 1993, 91 percent of graduates had at least one living sibling; (2) 90 percent of the graduates had at least one living child aged 18 or older; and (3) 56 percent of graduates had a living mother, and 25 percent had a living father. Forty-five percent had no living parents, and 15 percent had two living parents. Thus, it was believed that the WLS graduates and their siblings were ideally suited for a study of aging and of intergenerational relations among adults.
In 1992-94, the WLS conducted four major surveys with NIA support: telephone and mail surveys of graduates and nearly identical telephone and mail surveys of an expanded random sample of focal siblings. The 1992/93 follow-up survey consisted of about 9,000 men and women who were first interviewed as seniors in Wisconsin high schools in 1957. Other members of the original sample who were not interviewed in 1975 (475 of 850 surviving non-respondents) were also interviewed. In all, 8493 of the 9741 surviving members of the original sample were interviewed. In 1993/94, randomly selected siblings of the high school graduates were interviewed. Some 2000 siblings were previously interviewed in 1977; they and approximately 2800 more siblings were interviewed in this round of the study. The surveys included a 1-hour telephone interview, followed by a 20-page, self-administered questionnaire. In our 1992-94 interviews, we updated measurements of marital status, child-rearing, education, labor force participation, jobs and occupations, social participation, and future aspirations and plans among the graduates and their siblings. In addition, we expanded the content of the study to cover psychological well-being, mental and physical health, wealth, and social and exchange relationships with parents, siblings, and children.

In designing the new round of the study, the WLS tried to balance comparability with our own previous concepts and methods, which were similar to those used in the Current Population Survey and the 1973 Occupational Changes in a Generation Survey, and comparability with other contemporary projects, e.g., the Health and Retirement Survey, the National Survey of Families and Households, NIH surveys of work and psychological functioning, the NORC General Social Survey, and the MacArthur Foundation’s Research Network on Successful Midlife Development.

**Current Status and Direction**

Most recently, survey data were collected from widow(er)s of the graduates and siblings in 2005. The current round of data collection is reaching its final stages, and a very preliminary version of the new data for the original respondents is now available. Data for the original respondent’s spouse, the selected sibling, and the selected sibling’s spouse will be available in the future. Please join the WLS list serv by sending an email to: WLSannounce-request@ssc.wisc.edu with a subject line of "Subscribe" and visit this site frequently to insure you are aware of any updates.
For more information on the current status and direction of the WLS, see Chapter 3 of the WLS Handbook.
Chapter 3: Current Status and Direction

In this Chapter:

Most Recent WLS Data Release .................................................................................................................. 19
WLS Data Updates ........................................................................................................................................ 20
WLS “The Wisconsin Longitudinal Study: As We Age” .......................................................... 24
“Wisconsin Longitudinal Study: Tracking the Life Course” ..................................................... 25
“End-of-Life Planning and Well-Being in Late Life” ................................................................. 26
“Social and Behavioral Contexts of the Aging Mind” ............................................................... 27
“Nonnormative Parenting Impacts in Midlife and Old Age” ..................................................... 27
“Access to Care and Health Outcomes in the Near Elderly” ...................................................... 28
“Work Health and Well-Being” ........................................................................................................... 29
“Education in Careers, Health, and Retirement” .............................................................................. 30
“The Emotional Brain Across the Life Course” ................................................................................. 31
“Interaction and Cognition in Surveys of Older Adults” .............................................................. 32

Most Recent WLS Data Release:

(November 17, 2005) Wisconsin Longitudinal Study Releases 2004 Graduate Data

The Wisconsin Longitudinal Study announces the public release of the 2004 WLS graduate data version 11.0. This is a preliminary release of the data gathered from the telephone and mail interviews of the original graduate respondents. The telephone interview was in the field from July of 2003 through June 2005. The mail survey is still in the field, but will soon be complete. The current release includes 7,265 telephone participants and 6,279 mail participants in the current round of surveys.

These data will be updated with information from siblings, graduates’ spouses, siblings’ spouses, and surviving spouses of deceased graduates and siblings in the months to come. This public-release WLS study is freely available from the WLS website. Data files are downloadable in the following formats: STATA, SAS, and SPSS. In addition to this new data release, the past rounds (1957-1994) of WLS data have been updated. For details about these changes click here.

To keep you informed of all further releases of the data we encourage you to join one or both of our new list servers.

WLSannounce:

Individuals who subscribe to this list will receive occasional updates.
from WLS staff regarding new releases, change notices, pilot grant announcements, or other information of relevance to the WLS community. If you subscribe to this list the only emails you will receive will be from the WLS staff.

To subscribe to WLSannounce send an e-mail to WLSannounce-request@ssc.wisc.edu with the subject line, "Subscribe."  

WLSdiscuss:

This list will be open to posts from any list member who has a question regarding the WLS. The purpose of this list is to facilitate communication among researchers using the WLS data.

To subscribe to WLSdiscuss send an e-mail to WLSdiscuss-request@ssc.wisc.edu with the subject line, "Subscribe."

WLS Data Updates

What follows are summaries of past data updates (change notices). For complete WLS Data Updates, click here.

• A very preliminary release of the new data is now available. Version 11.00 includes new data from the current round of interviews, as well as updates to the 1957-1994 data. Please read Change Notice #23 for complete details.

• New editions of all three waves of data have been released. These new releases (dated 04/2003) replace all previous editions. If you received data and documentation before May 01, 2003, please read Change Notice #22. All of the corresponding pages for these waves now reflect these new editions.

• Best measures of Father's Occupation were updated in the 12/6/00 release of Wave 1 data. See Change Notice #21.

• On December 6, 2000 a new version of the extract program, WLSGV, was released. Files have been updated to reflect new and revised variables and increase the size of arrays for expanded datasets. If you are downloading any of the 12/00 updates, you should also download the 12/00 release of the extract program. This release includes all updates made through December 6, 2000. SEE BELOW.

• A new edition (DPLS edition 4) of the third wave data (1993/94 Sibling
Chapter 3: Current Status and Direction

Telephone and Mail surveys) has been released. This new release (dated 9/00) replaces all previous editions. If you received third wave data and documentation before December 6, 2000, please read Change Notice #21. All of the pages for WLS: 1993/94 Sibling Telephone and Mail surveys now reflect this new edition.

• A new edition (DPLS edition 8) of the second wave data (1992/93 Graduate Telephone and Mail Surveys) has been released. This new release (dated 9/00) replaces all previous editions. If you received second wave data and documentation before December 6, 2000, please read Change Notice #21. All of the pages for WLS: 1992/93 Graduate Telephone and Mail Surveys now reflect this new edition.

• A new edition (DPLS edition 9) of the first wave data (1957-1977 graduate and sibling surveys) has been released. This new release (dated 9/00) replaces all previous editions. If you received first wave data and documentation before December 6, 2000, please read Change Notice #21. All of the pages for WLS: 1957-1977 graduate and sibling surveys now reflect this new edition.

• On November 22, 1999 a new version of the extract program, WLSGV, was released. Files have been updated to reflect new and revised variables and increase the size of arrays for expanded datasets. If you are downloading any of the 11/99 and 12/99 updates, you should also download the 11/99 release of the extract program. This release includes all updates made through December 1, 1999. SEE BELOW.

• A new edition (DPLS edition 3) of the third wave data (1993/94 Sibling Telephone and Mail surveys) has been released. This new release (dated 9/99) replaces all previous editions. If you received third wave data and documentation before December 1, 1999, please read Change Notice #20. All of the pages for WLS: 1993/94 Sibling Telephone and Mail surveys now reflect this new edition.

• A new edition (DPLS edition 7) of the second wave data (1992/93 Graduate Telephone and Mail Surveys) has been released. This new release (dated 9/99) replaces all previous editions. If you received second wave data and documentation before December 1, 1999, please read Change Notice #19. All of the pages for WLS: 1992/93 Graduate Telephone and Mail Surveys now reflect this new edition.

• A new edition (DPLS edition 8) of the first wave data (1957-1977 graduate and sibling surveys) has been released. This new release (dated 9/99) replaces all previous editions. If you received first wave data and doc-
Chapter 3: Current Status and Direction

umentation before November 17, 1999, please read Change Notice #18. All of the pages for WLS: 1957-1977 graduate and sibling surveys now reflect this new edition.

- On 7/98 a new variable for type of illness (MX120RER) was added to Wave 2 mail data (WLS23MU.DAT) in the 3/98 release. The codebooks included this variable and did not need to be changed. If you received second wave data before 7/98, please read Change Notice #17.

- A 5/98 revised version of the extract program, WLSGV, was released for use with the 3/98 data releases of waves 1, 2, and 3. This corrected a problem for Wave 1 - WLSCOMP and Wave 3 - XBEGV and WLS23SM. If you received WLSGV before 5/98, please read Change Notice #16.

- On 5/98 revised version of Wave 1 (1957-1977 graduate and sibling surveys) documentation was released. This corrected a problem for Wave 1 documentation in the company data module - WLSCOMP. Please read Change Notice #15.

- On 5/98 a revised version of Wave 3 (1993/94 Sibling Telephone and Mail surveys) documentation was released. This corrected a problem for Wave 3 documentation - XBEGV and WLS23SM. Please read Change Notice #14.

- On 3/98 an edition (DPLS edition 2) of the third wave data (1993/94 Sibling Telephone and Mail surveys) was released. This new release replaced all previous editions. If you received third wave data before 3/98, please read Change Notice #13.

- On 3/98 an edition (DPLS edition 6) of the second wave data (1992/93 Graduate Telephone and Mail Surveys) was released. This new release replaced all previous editions. If you received second wave data before 3/98, please read Change Notice #12.

- On 3/98 an edition (DPLS edition 7) of the first wave data (1957-1977 graduate and sibling surveys) was released. This new release replaced all previous editions. If you received first wave data before 3/98, please read Change Notice #11.

- On 12/97 a revised version of WLSGV was released. This corrected a problem for Wave 3, mail data (1993/94 Sibling Mail Survey). If you received WLSGV before 12/97, please read Change Notice #10.

- On 7/97 a revised release of first wave data (1957-1977 graduate and
sibling surveys) to correct a minor error. If you received first wave data before 7/97, please read Change Notice #9.

- On 4/24/97, twenty-one new variables on sexual harassment and job discrimination were added to the first edition (DPLS edition 1) of the third wave data (1993/94 Sibling Telephone and Mail Surveys) which was originally released on March 26, 1997. Please read Change Notice #8. There was also an updated version of the extract program - WLSGV - to be used with this update.

- On 3/26/97 the first edition (DPLS edition 1) of the third wave data (1993/94 Sibling Telephone and Mail Surveys) was released.

- On 3/26/97 a new edition (DPLS edition 5) of the second wave data (1992/93 Graduate Telephone and Mail Surveys) was released. If you received second wave data before 3/97, please read Change Notice #7.

- On 3/26/97 a new edition (DPLS edition 6) of the first wave data (1957-1977 graduate and sibling surveys) was released. If you received first wave data before 3/97, please read Change Notice #6.

- If you received second wave data (1992/93 Graduate Telephone Surveys) depression and alcohol items in the HPER module, before 8/1/96 please read Change Notice #5. These changes appeared in the 3/26/97 release of the second wave data.

- If you received first wave data (1957-1977 graduate and sibling surveys) before May 31, 1996, updates were made to the Wave 1 documentation and the READMEs for the documentation and appendices. The codebook was updated with complete descriptions of the codes for friends and additional notes were added throughout.

- If you received second wave data (1992/93 Graduate Telephone and Mail Surveys) before 5/31/96, please read this Change Notice #4. The errors that existed in releases prior to the DPLS edition 4 of the second wave data are described in detail in this report.

- If you received first wave data (1957-1977 graduate and sibling surveys) before March 1996, please read this Change Notice #3. The errors that existed in releases prior to the DPLS edition 5 of the first wave data are described in detail in this report.

- If you received second wave data (1992/93 Graduate Telephone and Mail Surveys) before January 19, 1996, please read this Change Notice
Chapter 3: Current Status and Direction

#2.

• If you received first wave data (1957-1977 graduate and sibling surveys) before June of 1995, please read this Change Notice #1.

• In March 1996 the following changes and/or additions were made to the paper copies of the Wave 1 appendices:

  • Appendix F - Remove the original COR #315. It never belonged with that appendix and it has errors.
  
  • Appendix P - Replace the complete original Appendix P with the new Appendix P available in machine-readable form with this new release of Wave 1 data.
  
  • Appendix BB - Add COR #331 which describes the creation of the work experience variables. This is available (at cost) from DPLS or from ICPSR.

The Wisconsin Longitudinal Study: As We Age

We propose to continue the Wisconsin Longitudinal Study (WLS) with a major round of data collection, 45 years after the high school graduation of the original 10,317 participants. We want to exploit the unique scientific value of the WLS to pursue a broad agenda of research on social and economic factors in health and aging. We represent diverse scientific fields – sociology, demography, epidemiology, economics, social and cognitive psychology, industrial engineering, neuroscience, social work, psychiatry, nursing, and medicine. Our plan for data collection – of which these proposed surveys are only the first phase – will span many modes: telephone and mail surveys, brain imaging, personal interview, anthropometric measurement, bio-indicators, content analysis of recorded interviews, and linked administrative records. We intend and expect that these new data, along with the rich data presently available from the WLS, will resolve old questions and open new areas of interdisciplinary inquiry about health, aging, and the life course. All WLS data will be released to the research community as soon as they have been collected, cleaned, and documented.

(a) We propose one-hour telephone and 48 page mail surveys in 2002-03 of more than 9600 surviving American men and women who were first interviewed as graduating seniors in high school in 1957 and were followed up in 1964, 1975, and 1992; they will be 63-64 years old when they are surveyed. (b) We propose parallel telephone and mail surveys of 7150 randomly selected siblings of the graduates; they vary widely in age and most were first surveyed in 1994; about 2100 were first interviewed in 1977.
Chapter 3: Current Status and Direction

We propose shorter (30 minute) telephone interviews with spouses (N = 10,150) and widows of graduates and their siblings (N = 850). The WLS is unique as a large scale longitudinal study of adults and their families that will soon cover almost half a century. It is a valuable public resource for studies of aging and the life course, inter-generational transfers and relationships, family functioning, long-term effects of education and of cognitive ability, occupational careers, physical and mental well-being, and morbidity and mortality. Our goal is to extend and enrich our observations of the WLS cohort since their adolescence in ways that will answer important research questions in aging for decades to come.

Wisconsin Longitudinal Study: Tracking the Life Course

We propose a collaborative, multidisciplinary program of projects on aging and the life course that will both exploit and add to core resources of the Wisconsin Longitudinal Study (WLS). The program will use existing longitudinal data and new data, collected 45 years after the 1957 high school graduation of the original 10,317 participants. We are more than 50 investigators and colleagues at the University of Wisconsin and across the nation. We want to exploit the unique scientific value of the WLS, along with other relevant and comparable data on population aging, to pursue a broad agenda of research on social and economic factors in health and aging. We represent diverse scientific fields – sociology, demography, epidemiology, economics, social and cognitive psychology, industrial engineering, neuroscience, social work, psychiatry, nursing, and medicine. Our analytic work will reflect and, we hope, intermingle the full range of theories, models, and methods of our home disciplines. Regardless of our individual and collective plans, all WLS data will be released to the research community as soon as they can be collected, cleaned, and documented. We will recruit, encourage, and support a cadre of researchers (and researchers-in-training) at the UW-Madison and elsewhere who will fully exploit the unique resources of the Wisconsin Longitudinal Study. We will supplement existing and new WLS data with linked data from individual administrative records, organizational records, and small area data. We will disseminate WLS data by several means, including both public and secure access. We will sponsor and organize local and extramural seminars and workshops to encourage use of WLS data and to report research in progress, and we will organize a small project competition and workshops to encourage innovative uses (and new users) of WLS data. We will provide common resources and a venue for productive scientific interaction for an initial set of eight major analytic research projects that will use data from the WLS: Social and Behavioral Contexts of the Aging Mind; End-of-Life Planning and Well-Being in Late Life; Nonnormative Parenting Impacts in Midlife and Old Age; Access to Care and
Health Outcomes in the Near Elderly; Family Relations, Labor Supply, and Health in Later Life; Work, Health, and Well-Being; Education in Careers, Health, and Retirement; and The Emotional Brain Across the Life Course.

End-of-Life Planning and Well Being in Late Life

The proposed research will investigate the impact of individual- and couple-level end-of-life planning on the economic, psychological and physical well-being of midlife men and women. End-of-life planning includes economic preparations (e.g., preparation of wills, pension and investment strategies), health-related preparations (e.g., advance directives, long-term care insurance), and psychological preparations (e.g., in-depth discussions with family members). The analyses will use data from the Wisconsin Longitudinal Study, a sample survey of men and women who graduated Wisconsin high schools in 1957, and who were reinterviewed in 1964, 1975, and 1992-93. Our analyses will also use data obtained from the respondent, a selected sibling, and spouse in the 2002 wave of the WLS. Retrospective accounts of planning behavior will be obtained from widowed persons and respondents who have recently lost a parent, in order to explore linkages between past planning behavior and current well-being for persons who have already experienced death of a close relative. Our research is guided by two important themes: First, preparation for death and the consequences of death for survivors are embedded in complex family relationships. Second, the preparations and plans made for end-of-life are influenced both by contemporaneous economic and health conditions, and earlier life course experiences, including economic, health and marital trajectories, and characteristics of siblings and parents. We will address three broad objectives: (1) to identify the contemporaneous and early life course characteristics that influence the end-of-life planning strategies adopted by midlife adults; (2) to investigate the effects of end-of-life planning on the psychological, physical and economic well-being of midlife adults who have recently lost a spouse or parent; and (3) to document the end-of-life planning strategies adopted by midlife adults, and to prospectively explore the consequences of these strategies for physical, emotional and economic well-being as the respondents and spouses approach old age. These research goals are critically important today, as public policies and medical technologies afford older adults greater control over when, how and where they will die. We will use multivariate techniques to test hypotheses derived from the specific aims.

Social and Behavioral Contexts of the Aging Mind
Principal Investigator: Robert M. Hauser
Investigators: Jeremy Freese, Dean Dennis Krahn, Molly Carnes, Deborah Carr, Maryellen C. MacDonald, Kristen Lawton Barry, and Fred Blow
This research will identify and estimate reciprocal relationships between specific social and behavioral contexts and psychological functioning in an aging population. Our interest in psychological functioning is not limited to cognition, but also includes related aspects of individuals’ psychological lives, especially symptoms of mental disorder and psychological well-being. The research will encompass two general features of social context (everyday social and intellectual engagement; the experience of stressors); one specific behavioral context (alcohol use); and one specific technological context (computer ownership and Internet use). In each of these four domains, we seek to explicate how differences in psychological functioning may be both a cause and consequence of differences in life contexts. The overarching goal is to understand both how contextual factors affect psychological functioning among older adults and how psychological factors contribute to differences in the social, behavioral, and technological contexts of older adults’ lives. Such reciprocal relationships can only be elaborated satisfactorily with longitudinal data. This project will exploit existing and new data collected in the Wisconsin Longitudinal Study (WLS), which has followed a cohort of some 10,000 Wisconsin high school graduates—and more than 5000 of their sisters and brothers—from 1957 to the present. The wealth of contextual information already available in the WLS positions it to contribute importantly and uniquely to the understanding of sources and patterns of change in psychological functioning with age.

Nonnormative Parenting Impacts in Midlife and Old Age
Principal Investigator: Marsha Seltzer
Investigators: Jan Greenberg, Frank Floyd, Larry Bumpass, and Robert M. Hauser

This research builds on the progress of a small grant (R03 AG15549) and uses the Wisconsin Longitudinal Study (WLS) to investigate the long-range effects of nonnormative parenting. Parents who have either a child with a developmental disability (DD) or schizophrenia, or who have experienced the death of a child, will be compared with unaffected parents with respect to parental attainment and well-being as the parents transition from midlife to the early retirement years. Using a new set of screening measures, parents in these groups will be identified in the WLS cohort. Affected WLS parents will be compared with unaffected parents, controlling for differences among the parent groups before the nonnormative parenting event occurred. The analyses will include withingroup assessments of heterogeneity among WLS parents who experienced a nonnormative parenting challenge, cross-sectional group comparisons at various points in the life course, and longitudinal analyses of the effects of nonnormative parenting experiences on the life course trajectories and outcomes. The study has four specific aims: (1) to
investigate how parents of children with DD or schizophrenia and parents who have lost a child to death differ from parents of unaffected children in midlife and in the transition to retirement; (2) to investigate the effect of the timing of these nonnormative parenting events on parental life course trajectories and well-being; (3) to examine the differential impact on mothers versus fathers of having a child with a disability or experiencing the death of a child; and (4) to replicate these analyses using data from the NSFH survey in order to compare the WLS findings to those obtained in a national sample with a broader age range. The proposed research integrates the life course perspective with models of process and change from the stress and coping framework to understand life-long patterns of adaptation associated with nonnormative parenting experiences. The WLS provides an unprecedented opportunity to study the effects of nonnormative parenting for a sample that was recruited and assessed before the events occurred, and is thus less vulnerable to the self-selection biases that constrained previous research.

Access to Care and Health Outcomes in the Near Elderly
Principal Investigator: Maureen Smith
Investigators: John Mullahy, Roberta Riportella-Muller, Stephanie Robert, Molly Carnes, Karen Holden, Robert M. Hauser, and Richard Campbell

There are widespread concerns that near-elderly Americans (55-64 years old) face increasing barriers to obtaining health care during a time of significant life transitions and deteriorating health. The long-term objective of the proposed research is to examine determinants of access to care, use of services, and health-related outcomes in the near-elderly. The specific aims are to determine the role of 1) significant recent life transitions such as changes in health insurance, health, work, or income, 2) financial and non-financial incentives in a person’s current health insurance plan, 3) the healthcare environment (e.g., managed care market share, rural/urban), and 4) family history (e.g., parental health and early life experiences). Disparities in access to care are examined for women and persons with low income or poor health, as these vulnerable subgroups may have additional difficulties overcoming barriers to care. This study builds on the strengths of the Wisconsin Longitudinal Study (WLS). For 44 years, the WLS has followed men and women who graduated from Wisconsin high schools in 1957 (N=10,317) and a randomly selected sibling (N=7,638). Data were collected on mental and physical health, health insurance, socioeconomic status, and occupational histories. WLS project leaders have proposed a new round of telephone and mail surveys in 2002-03 of the surviving graduates and their siblings. This proposal extends the WLS by 1) adding items on health insurance, access to care, use of health services, and health outcomes to the WLS telephone and mail surveys, 2) collecting detailed information on health plan characteristics through a survey of health insurance companies,
3) linking to environmental data from the Area Resource File and Interstudy, and 4) linking eligible sibling records to Medicare enrollment and claims data. Multilevel modeling will be used to separate the effects of individuals, their health plans, their healthcare environment, and their family history in explaining variation in access to care, use of services, and health outcomes. The proposed research will provide valuable information to policymakers and researchers interested in the health and healthcare experiences of the near-elderly.

**Work, Health, and Well-Being**  
Principal Investigator: John Robert Warren  
Investigators: Pascale Carayon and Peter Hoonakker

This is a proposal to investigate the impact of the physical and psychosocial characteristics of paid employment on a variety of physical and mental health outcomes from midlife to ages 63-64 using data from the Wisconsin Longitudinal Study (WLS). The WLS has followed a cohort of some 10,000 Wisconsin high school graduates since 1957. The goal of the project is to explain the ways in which physical and psychosocial job characteristics mediate between socioeconomic status (SES) and health among women and men. It will also explore the roles of job satisfaction, psychological well-being, and other factors as mediators in the relationships between job attributes and health. The proposed analyses will use data on detailed job conditions and health from the 1975-77, 1992-93, and 2002 waves of the WLS. Most health measures are self-reports of symptoms and diagnosed medical conditions, but data from state workers’ compensation files will be incorporated as well. The proposal addresses three analytic questions, described in the specific aims: First, how do job characteristics affect health? Specifically, how do the physical and psychosocial characteristics of jobs influence general/overall health, depression, and cardiovascular, musculoskeletal, and stress-related health problems and medical conditions? Second, how do Quality of Working Life (QWL) factors mediate the relationships between job characteristics and health? It is hypothesized that QWL factors – including job satisfaction, psychological well being, and the relationship between work and family life – play an important role in mediating the effects of job characteristics on health. Third, how are the cumulative characteristics of jobs across the career related to health among the near elderly? The first phase of the analysis will examine the impact of job characteristics as measured in 1975, 1992, and 2002 on health as measured in 1992 and 2002, both in cross-section and longitudinally. However, the analysis will also assess the cumulative health impact of job characteristics (and changes in job characteristics) from 1975 through 2002. The analyses will develop structural equation models that test hypotheses derived from each of the specific aims.
Chapter 3: Current Status and Direction

Education in Careers, Health, and Retirement
Principal Investigator: Robert M. Hauser
Investigators: Charles Halaby and Craig A. Olson

This is a proposal for research on the life-long effects of educational attainment and academic performance on health, careers, and retirement, based on data from the Wisconsin Longitudinal Study (WLS). Data from new WLS surveys will be complemented by administrative record data (Core C of this proposal). The WLS has followed a cohort of more than 10,000 youth – and more than 5000 of their sisters or brothers – from high school graduation to their deaths or to their early 60s. Thus, it provides unique opportunities to study education, careers, and their consequences for health, retirement, and mortality: baseline measurements of adolescent cognitive functioning, educational performance, school resources and programs, and ambition; detailed histories of education, family life, and careers; similar data for randomly selected brothers or sisters of the Wisconsin graduates. Familial patterns of resemblance or divergence in career lines and their consequences may be traced, and self-reports of key variables are validated with cross-sibling reports. Data have been obtained from the National Death Index on mortality by cause through 1998 for graduates, siblings, and their parents. We propose links to earnings and disability data from the Social Security Administration. Other new data will be obtained through telephone and mail surveys of graduates, siblings, spouses, and widows (proposed in a complementary R01). Among other aims, we will extend a social-psychological model of socioeconomic achievement from youth through maturity, modifying it to add new explanatory variables and a richer set of health and disability outcomes. We will assess the changing impacts of schooling – including primary and secondary school resources – and of cognitive ability on earnings and other career outcomes. We will compare similarities and differences between women and men and among brothers and sisters in selected outcomes, including prior health and behavioral factors that are proximate to current outcomes. We will study differentials in retirement, conceived as a process of changing commitment to the labor market vs. other activities. We will also use new analytic methods to look at effects of major contingent events, such as military service and type of college attended, on economic, psychological, and health outcomes.

The Emotional Brain Across the Life Course
Group Leader: Richard J. Davidson

This project will use magnetic resonance imaging (MRI) to obtain high resolution information about the morphometry of particular brain regions implicated in emotion and emotion regulation and their levels of functional activation in a biological subsample of WLS respondents. Respondents will
undergo functional and structural MR imaging, along with brain electrical activity measures. The circuitry that will be featured will include the amygdala, hippocampus and different territories of the prefrontal cortex (PFC). Each of these structures has been implicated in different aspects of emotion and emotion regulation and is part of the central circuitry that is likely crucial for understanding how cumulative psychosocial burden can have deleterious effects upon health. For example, the hippocampus plays a crucial role in the regulation of the hypothalamic-pituitary-adrenal axis and high levels of glucocorticoids have been implicated in hippocampal atrophy. The failure to modulate emotion in a context-appropriate fashion is likely a consequence of hippocampal dysfunction. In addition to the hippocampus, the amygdala and prefrontal cortices are other key structures in the circuitry of emotion regulation and also play an important role in regulating peripheral biology that may be consequential for health. This project will utilize functional and structural MRI along with high-density electrophysiological measures to makes inferences about the structure and function of this circuitry in a subsample of WLS respondents. These measures of brain function and structure will be related to indices of advantage and adversity as well as measures of affect, mental health and physical health. The data will provide the most comprehensive examination to date of the relations between the central circuitry of emotion in the aging brain and physical and mental health.

**Interaction and Cognition in Surveys of Older Adults**

PI: Nora Cate Schaeffer

We propose new studies of respondent-interviewer interaction in telephone interviews in the Wisconsin Longitudinal Study (WLS). High quality recordings of almost all the WLS telephone interviews provide a data resource about aging research participants that is unique in its size and richness. This proposal focuses on a key set of participant-interviewer interactions, namely, assessments of cognitive functioning. The project will integrate existing as well as innovative research methodologies for the study of interviewing, and it will improve methods for conducting interviews, training interviewers, measuring cognition, and analyzing survey data. This will be the 10th project in P01-AG21079. The P01 is a collaborative, multi-disciplinary program of projects on aging and the life course that will both exploit and add to core resources of the WLS. The larger project has engaged more than 50 investigators and research colleagues at the UW and across the nation. The program of projects complements the 5th major round of WLS data collection, 46 years after the 1957 high school graduation of the original 10,317 participants, “The Wisconsin Longitudinal Study: As We Age” (R01-AG09775). This new proposal embodies the sixth specific aim of the WLS P01, to develop additional research activities using the WLS. This project
will enrich and improve the research in other components of the WLS P01, especially (but not only) in the case of Project 1 (The Aging Mind), which focuses in part on the relationships between everyday social activities and variations in cognitive functioning. While we anticipated a project of the present kind in developing the current WLS R01 and P01 projects, neither of those projects requested any support for the analysis of respondent-interviewer interaction. Thus, this proposal does not alter any of the original specific aims of the WLS program of projects, but rather has its own impetus and trajectory that complements these current projects. The WLS focuses on a set of processes – the cumulation of experiences and outcomes across the life course during the last half of the 20th century and the beginning of the 21st century. The WLS began with a 1/3 random sample (N = 10,317) of women and men who graduated from Wisconsin high schools in 1957. For a complete review of previous research with the WLS, see Sewell et al. (2003).

The next two waves of survey data, collected from the graduates or their parents in 1964 and 1975, contain social background, high school curriculum, youthful aspirations and social influences, schooling, military service, family formation, labor market experiences, and social participation. Survey data were supplemented by earnings of parents from state tax records, mental ability test scores and rank in high school class, and characteristics of high schools and colleges, employers, industries, and communities of residence, as well as state archival data on high school district resources from 1954 to 1957. Data on the occupational careers of male graduates are supplemented by Social Security earnings histories from 1957 to 1971. In 1992, the 1-hour telephone interview covered life history data, family rosters, and job histories. The telephone survey collected selected items from key inventories of personality, health (depression and alcohol use), and well-being of which there are more detailed measures in the mail instrument. The mail instrument adds measures of social contact, exchanges, and health, including an extensive account of menopausal experience.

We expect to close out the graduate interviews for new data collection in mid-summer 2004. The telephone recordings are delivered daily, as interviews proceed, stored on a highly secure, dedicated (and massive) file server, and backed up at another secure location. Because the recordings are available immediately, a crew of trained coders is evaluating the cognitive assessments on a flow basis. In addition, coded survey data should be available in full by the fall. Important for the proposed project, continuous recording means that early studies of the interaction are currently underway and further activities proposed here can commence immediately.
Chapter 4: About the WLS

In this Chapter

WLS Support.................................................................35
Special Aspects of the WLS..................................................35
Influential Works from the WLS.............................................36
Prominent Figures in the WLS..............................................to be added
Other Projects Affiliated with the WLS.................................39
WLS Pilot Grant Program..................................................42

WLS Support

The Wisconsin Longitudinal Study is supported by the Behavioral and Social Research Program of the National Institute on Aging.

Special Aspects of the WLS

The Wisconsin study had been preceded by careful and insightful, but small and selective longitudinal studies, which had long been in progress. These include the studies of exceptionally able youth initiated by Lewis Terman and the two small studies of youth in California communities that were made famous by Glen Elder and John Clausen. In addition, the WLS was soon followed by large, national longitudinal studies of youth, first among which was the ill-fated Project Talent of 1960. Three highly successful school-based national longitudinal studies of youth have followed—the National Longitudinal Study of the High School Class of 1972, High School and Beyond (the class of 1982), and the National Educational Longitudinal Study (the class of 1992). However, none of these larger studies has continued more than 15 years. The National Longitudinal Studies of Labor Market Experience began with cohorts of 14 to 24 year-old women and men in the late 1960s, but the male sample was soon abandoned because of high attrition rates. Only with the aging of the cohorts in the 1979 National Longitudinal Study of Youth—who are only 37 to 44 years old in 2002—is there likely to be a national longitudinal study of women and men that compares favorably with the WLS both in size and coverage of the life course.

The WLS graduates and their siblings have lived through major social changes: rising affluence, suburban growth, the decline of old ethnic cleavages, the cold war, and changing gender roles. The WLS is unusually valuable in its representation of women as well as men. Moreover, the WLS cohort, born mainly in 1939, precedes by a few years the baby boom generation that has taxed social institutions and resources at each stage of life, and thus the study can provide early indications of trends and problems that will become important as the larger group passes through its early 60s.
Chapter 4: About the WLS

Prominent Figures in the WLS

J. Kenneth Little
William H. Sewell
Robert M. Hauser

Influential Works from the WLS

The Following are influential WLS publications.


Chapter 4: About the WLS


Other Unique Qualities of the WLS

- **Baseline data on social origins, adolescent cognition, academic performance, ambition, and social support.**
- **Partial life histories: education, occupation, family, health, religion, social participation**
- **Relational structure of the data**
- **NDI link**
- **Geographic proximity of participants**
- **High response rate**
- **Gender comparisons**
- **Cross-cutting complimentary uses of the data within the WLS and relative to other major studies**

WLS Comparative Disadvantages

- **Origins in Wisconsin**
- **Lack of minority representation – but it does represent about 2/3 of their cohort**
Chapter 4: About the WLS

Methodological Features

- Interviews by random replicates
- Bracketing amounts with random anchors
- Selecting special children (supplemental interview and survey)
- Cognitive measurement
- Health vignettes (WHS)
- DRQ/ERM (Kahneman)
- Recording interviews

Non-survey data:

- High school standardized test scores (Henmon-Nelson Test in freshman and junior years)
- High school class rank
- Parents’ occupation and income (tax records), 1957-60
- College and employer characteristics
- Possible biomarkers and vital statistics matches
- Social security earnings (men only, blind link)
- Links to National Death Index
- Geocodes of addresses
- High school resources (from state archives)
- High school yearbooks (for ~75% of Rs)
The NSFH was designed as a resource for the research community at large. Life history data range from childhood family composition, through home-leaving, marriage, cohabitation, childbearing, education and employment. Family relationships across the life span include parenting practices, couple relationships, and exchange relationships with both children and parents. These, in turn, can be related to economic and psychological well-being, social interaction, and family orientations.

Features

- National random sample of 9,637 respondents
- Additional 3370 household oversampling of blacks, Puerto Ricans, Mexican Americans, single-parent families, families with step-children, cohabiting couples and recently married persons
- Surveyed in 1987-88; 5-year follow-up in 1992-94; 15-year follow-up in 2001-02
- Original survey includes interviews with primary respondent and spouse or cohabiting partner
- 5-year follow-up included interviews with primary respondents’ current and former spouses and cohabiting partners, randomly selected parent, and randomly selected child
- 15 year follow-up included the first-interview spouse/partner and the selected child, and first-interview spouse/partner of other main respondents under age 45 in 2000.

Data Access

- Public-use data, associated documentation, and a list of publications are available on the internet

Questionnaires, codebooks, public-use data, and a list of publications are available from the NSFH website (http://www.ssc.wisc.edu/nsfh/).

For additional assistance, contact nsfhhelp@ssc.wisc.edu
Those without email access should contact the CDHA Data Analyst/Archivist by phone (608-265-3937) or fax (608-262-8400).

For information concerning other data resources, visit the CDHA website (http://www.ssc.wisc.edu/cdha) or send email to cdhadata@ssc.wisc.edu.
Chapter 4: About the WLS

PUERTO RICAN ELDERLY HEALTH CONDITIONS

University of Wisconsin – Madison

PREHCO is a national study of the elderly in Puerto Rico. The project randomly sampled 5000 people aged 60+. The primary respondent and his/her surviving spouse were interviewed for the study. The resulting data is nationally representative and contains an oversample of those of African descent in order to facilitate comparative analyses. The study is a collaborative effort between the Center for Demography and Ecology at the University of Wisconsin - Madison and the School of Public Health at the University of Puerto Rico.

Survey objectives

• To identify the characteristics of physical and psychological health through anthropometry and self-assessment of personal health status, chronic conditions, symptoms, and functional limitations
• To generate information on access to and use of health services
• To elicit information concerning exposure to stress, early childhood conditions, and recent experience and to identify the impact of these factors on health
• To assess migration experience and evaluate its effect on health status and on access to care
• To characterize residential arrangements, intra-family transfers, and sources of income
• To describe patterns of labor force participation and retirement and identify other sources of support

Data access

• Questionnaires and publications are posted to the PREHCO website as they become available
• Public-use data and associated documentation is available from the CDHA data archive
• For assistance in downloading the data or accessing related documentation, contact CDHA's Data Analyst/Archivist

For more information, visit the PREHCO website (http://prehco.rcm.upr.edu/index.html). For assistance in downloading data or accessing related documentation, contact CDHA's Data Analyst/Archivist by phone (608-265-3937), fax (608-262-8400), or email(cdhadata@ssc.wisc.edu). For information concerning other public-use data resources, visit the CDHA website (http://www.ssc.wisc.edu/cdha/data.html).
Salud, Bienestar, Y Envejecimiento en America Latina y El Caribe

University of Wisconsin – Madison

SABE is a cross-sectional survey on health and aging organized as a cooperative venture among researchers in Argentina, Barbados, Brazil, Chile, Cuba, Mexico and Uruguay.

Survey Objectives

• Describe health conditions of elders (60+) including chronic and acute conditions, disability, and physical and mental impairment with special attention to those aged 80+
• Evaluate elder’s access to and use of traditional and formal health care services
• Assess the relative contribution of family relations and networks, public assistance and private financial resources to health care utilization
• Analyze differences in health, access, and utilization with respect to social class, gender, and birth cohort
• Evaluate the impact of health-related behaviors, occupational history, socioeconomic conditions, gender, and cohort on health
• Perform comparative analysis across countries who share important characteristics

Data Access

• Public-use data and associated documentation are available from the CDHA data archive.
• For assistance in downloading the data or accessing related documentation, contact the CDHA Archivist.

Participating Countries: Argentina, Barbados, Brazil, Chile, Cuba, Mexico and Uruguay.

Questionnaires: http://www.ssc.wisc.edu/sabe
Publications: http://www.ssc.wisc.edu/sabe
Public-use Data and Documentation: send email to cdhadata@ssc.wisc.edu

For assistance, please contact CDHA's Data Analyst/Archivist by phone (608-265-3937), fax (608-262-8400), or email (cdhadata@ssc.wisc.edu).
WLS Pilot Grant Program

The Center for Demography of Health and Aging (CDHA) at the University of Wisconsin-Madison awarded three pilot grants to investigators using the Wisconsin Longitudinal Study (WLS) data for scholarly research. Selected recipients received $10,000 to support their research, along with a residency at CDHA, where they received training and support in use of WLS data. The residency took place in January of 2006, and papers will be presented at CDHA during the summer of 2006. Authors are encouraged to publish their work in any appropriate outlet.

Grant recipients have access to pre-release data from the 2003-2005 interviews. At this date, graduate interviews are complete, but collection of data from graduate spouses, siblings, and sibling spouses is still underway.

Applications for the next round of pilot grants are welcomed from investigators in such diverse fields as anthropology, demography, economics, epidemiology, family studies, genetics, gerontology, human development, medicine, nursing, psychology, public health, and sociology. Applicants must have a doctoral-level degree. We encourage applications from junior researchers (i.e., fewer than five years since completing their doctoral-level degree), and more experienced researchers who are new to the WLS data. Applicants must be affiliated with either educational institutions or with 501(c)(3) nonprofit organizations. Expenses for travel to Madison will be covered in addition to the $10,000 grant. Grant money may be used for investigators’ salary or research support.

The deadline for application is June 1, 2006. Recipients will be notified no later than July 1, 2006. To apply submit a research proposal (5 page maximum) and a CV either electronically (preferred) or printed to:

Carol Roan  
Center for Demography of Health and Aging  
University of Wisconsin-Madison  
1180 Observatory Drive, Room 4430  
Madison, Wisconsin 53706  
roan@ssc.wisc.edu

More information about the WLS and the pilot grant program including questionnaires, codebooks and public data may be found at the WLS pilot grant website: http://www.ssc.wisc.edu/wlsresearch/pilot. Please contact Carol Roan by e-mail roan@ssc.wisc.edu or by telephone (608) 265-6196 if you have further questions.
Chapter 4: About the WLS

Pilot Grant Workshop 2005

2005 Pilot Grant Workshop Awardees

“Digital Inequality: The Social Context of Differentiated Internet Use”
Eszter Hargittai
Northwestern University

“Divorce, Intergenerational Solidarity, and Perceived Support”
I-Fen Lin
Bowling Green State University

“Military Service and Men’s Health Outcomes in Midlife”
Andrew London and Janet Wilmoth
Center for Policy Research, Maxwell School of Citizenship and Public Affairs
Syracuse University

2005 Pilot Grant Workshop Presentations

How Older Adults Prepare for the end of Life: New Findings from the WLS
Deborah Carr
Dmitry Khodyakov
Rutgers University

Predictors of Resilience and Vulnerability among Individuals with Low IQ Scores
Waisman Center-University of Wisconsin-Madison
Julie J. Lounds
Marsha Mailick Seltzer
Jan S. Greenberg
Jinkuk Hong
Frank J. Floyd
David Merrill
Heather Doescher
Chapter 4: About the WLS

Pilot Grant Workshop 2005

Sexual Behavior at Ages 62-67: A Test of a Biopsychosocial Model
John DeLamater and Janet Hyde
University of Wisconsin-Madison

Accumulation of Wealth at Mid-life and later Life
Erin Ruel Robert M. Hauser
University of Wisconsin Madison

Changes in Health between Ages 53 and 65:
The Role of Job Characteristics and Socioeconomic Status
John Robert Warren
University of Minnesota
Pascale Carayon & Peter Hoonakker
University of Wisconsin-Madison

Measuring Psychological Well-Being in Life Course Studies
Robert M. Hauser
Kristen W. Springer
Tetyana Pudrovska
Jeremy Freese

Families in the Process of Health Stratification
Daphne Kuo
UW Comprehensive Cancer Center

Childhood Physical Abuse and Mid-life Physical Health:
Testing a Multi-Pathway Life Course Model
Kristen Springer
Retirement in the WLS: A First Look and Future Plans
Jim Raymo
Chapter 4: About the WLS

Pilot Grant Workshop 2005

A Typology of Patient Preferences for Participation in Decision Making
Kathryn Flynn, PhD
Duke University
Center for Clinical and Genetic Economics
Maureen Smith, MD PhD MPH
Dave Vanness, PhD
University of Wisconsin Medical School
Department of Population Health Sciences

Cognition, Personality, and Internet Use
Jeremy Freese
University of Wisconsin-Madison
RWJ Scholars in Health Policy Research Program, Harvard University
Salvador Rivas
University of Wisconsin-Madison

Conversation Analysis and Interaction Coding
for Models of Interview Process and Product
Doug Maynard
Nora Cate Schaeffer
Jeremy Freese

Stability or Change: Personality in Late-Midlife
Zhen Zeng Center for Demography of Health and Aging
University of Wisconsin-Madison
Chapter 4: About the WLS

Pilot Grant Workshop 2006

2006 Pilot Grant Workshop Awardees

"Bad Jobs" and Health: Do Negative Work Exposures Work Together?
Sarah Burgard
University of Michigan

"Early-Life Environment and Cognitive Functioning in Late Midlife"
Zhenmei Zhang
Michigan State University

2006 Pilot Grant Workshop Presentations

“Digital Inequality: The Social Context of Differentiated Internet Use”
Eszter Hargittai Discussant Sal Rivas

“Divorce, Intergenerational Solidarity, and Perceived Support”
I-Fen Lin Discussant Jim Raymo

“Military Service and Men’s Health Outcomes in Midlife”
Andrew London and Janet Wilmoth Discussant Bob Hauser

“Life Course Influences on End-of-Life Planning: Who Prepares for Late-Life
Health Care Needs?”
Debby Carr

"Nonnormative Parenting Impacts in Midlife and Later Life"
Jan Greenberg

"Socioeconomic Status, Job Characteristics, and Health across the Life
Course"
Rob Warren
Chapter 5: Summaries

In this Chapter:

Collapsed Roadmap of the WLS ..........................................................49
Sample Flowchart of the WLS 1957-2005 ...........................................50
Complete Roadmap of the WLS ..........................................................51

Collapsed Roadmap

A. Identifying information and administrative data
B. April, 1957 Questionnaire (all seniors )
C. October, 1957 Mail Questionnaire (1/6 sample parents.
D. Wisconsin Tax Department Data - Public Records (1/3 sample and Top 10% IQ)
E. 1964 Mail Questionnaire Data (1/3 sample and Top 10% IQ parents)
F. 1975 Telephone Questionnaire Data (1/3 sample Class of 1957)
G. 1977 Sibling Telephone Questionnaire Data (Selected siblings of 1/3 sample of Class of 1957)
H. 1992 Telephone Questionnaire Data (1/3 sample Class of 1957)
I. Mail Questionnaire sent to 1993 telephone survey respondents
J. 1994 Telephone Questionnaire Data (Selected Siblings)
K. Mail Questionnaire sent to 1994 sibling telephone survey respondents
L. Revised Mail Questionnaire Completed by an additional 559 Siblings who were not administered the 1994 sibling telephone survey
M. 2004 Telephone Survey Grads
N. 2004 Mail Survey Grads
O. 2005 Mail Only to Grad Telephone Non-Responders
P. 2005 Grad Spouse Telephone Survey
Q. 2005 Telephone Survey Sibs
R. 2005 Mail Survey Sib
S. 2005 Mail Only to Sib Telephone Non-Responders
T. 2005 Sib Spouse Telephone Survey
U. 2005 Widows of grads and sibs telephones

For helpful summary papers see “publications” on the WLS website
Chapter 5: Summaries

Wisconsin Longitudinal Study Sample Flow: 1957-2006

Original WLS Sample of 10,317 Wisconsin High School Seniors in 1957

1964 Post Card To Parents
Graduates Found to be deceased: 71
Response Rate: 87%

1975 Round: Graduate
Deceased: 103
Response Rate: 89%

1977 Round: Sibling
Deceased: 9
Response Rate: 86%

1992-93 Round: Graduate
Deceased: 414
Response Rate: 87%  
Mail Survey Response Rate: 80%

1993-94 Round: Sibling
Deceased: 408
Response Rate: 90%  
Mail Survey Response Rate: 71%

2004-05 Graduate
Deceased: 383
Response Rate: 87%  
Mail Survey Response Rate: TBA

2004-05 Graduate Spouse
Deceased: TBA
Response Rate: TBA

2005-06 Sibling
Deceased: TBA
Response Rate: TBA

2005-06 Sibling Spouse
Deceased: TBA
Response Rate: TBA
Chapter 5: Summaries

Complete Roadmap of the WLS
(Year, Instrument, Sample)

A. Identifying information and administrative data
   • Sample and response variables
   • High school class ranks
   • High school address

B. April, 1957 Questionnaire (all seniors)
   • 1957 residential characteristics
   • Background data and SES
   • High school characteristics
   • Educational aspirations and plans
   • Parental support and finance for education
   • High school course work completed
   • Interest in high school studies
   • Occupational aspirations and plans
   • Marriage and military plans
   • Significant other's influence and encouragement (teachers, parents, and friends)

C. October, 1957 Mail Questionnaire (1/6 sample parents)
   • Response status
   • Student's 1957 activity
   • Parent's aspiration for child's future education
   • Parental report of child's high school course work
   • Parental family wealth estimate
   • Parental opinion of value of college
   • Questionnaire respondent

D. Wisconsin Tax Department Data - Public Records (1/3 sample and Top 10% IQ)
   • Father's 1957 occupation
   • Mother's 1957 occupation
   • Parental income 1957-1960
   • Male R's 1964 occupation
   • Male R's spouse's 1964 occupation

E. 1964 Mail Questionnaire Data (1/3 sample and Top 10% IQ parents)
   • 1964 residential characteristics
   • Education (college and vocational)
• Military status in 1964
• 1964 occupation
• Marital status in 1964
• Husband's occupation in 1964

**F. 1975 Telephone Questionnaire Data (1/3 sample Class of 1957)**
• Sample and response variables
• 1970 and 1975 residential characteristics
• Background Data
• Head of household information
• Parents' education
• Father's or head's 1957 occupation
• Mother's 1957 occupation
• Parental income in 1957
• Family of origin nationality and religion
• R's religion and church attendance
• Sibling data - all sibs in the family of origin
• Selected sibling data
• R's educational and occupational aspirations
• Significant others' influence and friends data
• R's education (college and vocational)
• Military experience
• R's occupational history
• First full-time job after completing school
• Job in 1970
• Job in 1974
• Labor force data (pertaining to week prior to interview in 1975)
• Current or last job
• Job importance and satisfaction
• Attitudes toward work
• Occupational aspirations for 1985
• Marital history and spouse data
• Fertility
• Randomly selected child
• Work histories for ever married women
• Earnings for R and spouse
• Social participation
• Quality of data codes
• Replicated items - best measures

**1977 Sibling Telephone Questionnaire Data (Selected siblings of 1/3 sample of Class of 1957)**
• Identifying information
• Sample and response variables
Chapter 5: Summaries

- Sib's IQ and ability test scores from Wisconsin State Testing Service
- Residential characteristics of town where sib attended high school
- 1970 and 1977 residential characteristics
- Sib's Background Data
- Parents' education and occupation when sib was 16
- Sib's religion and church attendance
- Relationship of 1975 and 1977 respondents
- Sib's educational and occupational aspirations
- Labor union participation of sib and head of household
- Sib's education (college and vocational)
- Military experience
- Sib's occupational history
  o First full-time job after completing school
  o Job in 1970
  o Job in 1976
  o Labor force data (pertaining to date of interview in 1977)
  o Current or last job
  o Job satisfaction
  o Attitudes toward work
  o Occupational aspirations for 1987
- Marital history and spouse data
- Fertility
- Work histories for ever married women
- Earnings for sib and spouse
- Social participation
- Quality of data codes

1992 Telephone Questionnaire Data (1/3 sample Class of 1957)
- Identifying and confirming information
  o Introduction
  o Death data (dates, place, cause of death, and usual or last occupation)
- Education
  o Complete educational history (for 1975 non-respondents)
  o Post-1975 educational history (for 1975 respondents)
  o Current education
  o Future educational plans
  o Importance and success of education
- Military service
  o Military experience (for 1975 non-respondents)
  o Marriage
  o Complete marital history (for 1975 non-respondents)
  o Post-1975 marital history (for 1975 respondents)
  o Contact/closeness with current spouse
Chapter 5: Summaries

- Employment of current spouse
  - Children's roster
    - Update on children prior to 1975 (for 1975 respondents)
    - Children prior to 1975 (for 1975 non-respondents)
    - Children since 1975 for the entire sample
    - For all children of the respondents:
      - Name
      - Birthdate
      - Sex
      - Deaths and dates
      - Relationship to R (biological, adopted, step or foster)
      - Education
      - Residence with R
      - Current marital status

- Parent's roster
  - Living
  - Residence
  - Marital status
  - Mother: contact/closeness
  - Father: contact/closeness
  - Same sex parent comparison

- Background Data (for 1975 non-respondents)
  - Living with both parents most of the time up to senior year
  - Identification of head of household
  - Head's occupation during senior year
  - Head's education
  - Father's origin nationality
  - Mother's occupation during senior year
  - Mother's education

- In-law's roster
  - Living
  - Residence
  - Marital status

- Household roster
  - Name
  - Sex
  - Age
  - Relationship

- Employment history
  - Past job aspirations (for 1975 non-respondents)
  - First job after completing school (for 1975 non-respondents)
  - Job history from 1975 to the present (full-time, part-time, self-employed, and unemployment)
  - Dates (started, stopped, and reasons for leaving)
Chapter 5: Summaries

- Company name and place
- Industry
- Occupation
- Class of worker
- Labor union membership
- Benefits (Pension or retirement plans, health insurance, educational training)
- Current/last job in 1992
  - How they got job (if not self-employed)
  - Wages
  - Job characteristics
  - Job supervision (respondents received either Wright's or Jenck's supervision questions)
  - Job satisfaction and conditions
  - Job Importance
- Personality
  - Big 5 personality items
- Cognition
  - Eight items from the WAIS
- Selected child (same as 1975 if still living; else newly selected child)
  - Complete name
  - Spouse name
  - Current address
  - Current education
  - Educational plans
  - R's educational plans, aspirations, and expectation for selected child
  - Military experience
  - Current job
  - Job help from R
  - Contact and closeness between selected R and child
  - Comparisons between R and child
- Sibling Roster (for 1975 non-respondents and those 1975 respondents with deceased selected siblings)
  - Number, sex, and sibling position of all siblings ever born (including step and children adopted by your parents)
  - Complete roster of all currently living biological and adopted siblings
    - Name
    - Sex
    - Relationship to R
    - Age
    - Education
- Selected sib (If selected sibling from 1975 survey is deceased, obtain the following closeout)
Chapter 5: Summaries

- Full name
- Relationship to R (biological, adopted, step or foster)
- Death date
- Place of death
- Cause of death
- Birthdate
- Last or usual job prior to death

- Selected sib (for 1975 non-respondents and those 1975 respondents with deceased selected siblings)
  - Full name
  - Address
  - Last high school attended

- Selected sib (same as 1975 if still living; else newly selected sibling)
  - Live in same household most of the time up to age 16
    - Marital status
    - Number of children
    - Employment status
    - Current or last job
    - Job help from R
    - Contact and closeness between R and selected sibling
    - Comparisons between R and selected sibling

- Religion
  - Family religious preference when you were in high school (for 1975 non-respondents)
  - Current religious preference
  - Attendance at religious services during the past year
  - Current religious preference of spouse
  - Religious preference of spouse at time of marriage

- Selected Friend (Asked of the 20.8% of the 1975 respondents who named each other as best same-sex friends when they were seniors in high school.)
  - Current contact and closeness between R and friend
  - Comparisons between R and friend
  - If friend is deceased,
    - Complete name of friend at time of death
    - Date of death
    - Place of death

- Psychological (administered to 80% of the respondents; same individuals received Health questions)
  - Items for C. Ryff’s Psychological Well-Being Scale
    - Parent’s income (administered to 50% of the respondents; for all parents and in laws whether still married to original spouses or in new marriages)
    - Income from all sources during past 12 months
Chapter 5: Summaries

- Total assets
- Debt
- Respondent's other income (for all members of the household, how much and who received it?)
  - Amounts received during the past 12 months
    - Wages, salaries, commissions, and tips before taxes
    - Interest dividends or other investments
    - Social security or supplemental security income
    - Pensions, annuities, or survivor's benefits
    - Public assistance
    - Other government programs
    - Receive child support
    - Receive alimony
    - Gifts, lump sum payments, and inheritances
    - Other income - including lottery winnings, proceeds from one-time asset sales, etc.
- Amounts paid out during the past 12 months
  - Paid child support
  - Paid alimony
- Intertransfers
  - Receiving
    - Inheritances
    - Insurance settlements (amount and dates)
    - Gifts (Amounts, sources, purposes of gifts (i.e., education, downpayment, medical expenses)
  - Giving
    - Charity contributions
- Transfers to children (transfers since 1975 amounts listed for each child)
  - $1,000 or more for downpayment on a house
  - All education expenses including tuition payments
  - Any other property, assets, or money
- Transfers to parents and in-laws (transfers since 1975 amounts listed for each individual or couple)
  - Money and purpose of transfer
  - Any other property or assets
- Assets (current worth and debt)
  - Home
  - Other real estate
  - Business or farm
  - Vehicles
  - Credit cards
  - Loans (personal and student)
  - Bills
• Savings accounts
• Other investments (IRAs, Money market shares, CDs, stocks, bonds, mutual funds, Tax Deferred Annuities)

• Health insurance
  o Do you have health insurance?
  o Through employer or private plans?
  o Main reason for not having health insurance

• Pensions
  o Employer pension plan (other than Social Security or Railroad)
  o Retirement benefits
  o Earliest age to receive benefits from this plan
  o Individual IRA or Keogh Account
  o Spouse retirement plans

• Health (administered to 80% of the respondents; same individuals received Psychological questions)
  o Depression history
  o Alcohol use by respondent
  o Feelings about respondent's own drinking
  o Respondent's use of alcohol causing problems at home or work

• Problems with alcohol use within the family by respondent or other family members
  o Ever lived with a problem drinker

• Caregiving
  o Receiving care: Long-term physical or mental condition, illness or disability of respondent?
    Limit to respondent's activities
    Name of the illness
    Type of care needed
  o Giving care: Long-term physical or mental condition, illness or disability of other household members?
    Limit activities
    Who has this limitation
    Name of the illness
    Type of care needed

• Future Plans
  o Plans for work in 10 years
    Chances to do what you want

• Retirement
  o Respondent plans
  o Spouse plans

• Assessment of achievements

• Closeout items
  o Social Security Number
  o Confirmation of correct address
Chapter 5: Summaries

I. Mail Questionnaire sent to 1992/93 telephone survey respondents

- Health
  - General health
  - Smoking
  - Medical symptoms and conditions
  - Menopause
- Values and Attitudes
  - Personality characteristics
  - Depression
- Work and Family
  - Work/family interaction
  - Job importance
  - Caregiving/receiving
  - Social Participation

J. 1993/94 Telephone Questionnaire Data (Selected Siblings)

- Identifying and confirming information
  - Introduction
  - Birthdate for (for 1977 non-respondents)
  - Place of birth (for 1977 non-respondents)
- Educational History
  - High school information (for 1977 non-respondents)
  - Post-high school education (for 1977 non-respondents)
  - Post-1977 education (for 1977 respondents)
  - Future educational plans
  - Importance of education and perceptions of success
- Military service
  - Military experience (for 1977 non-respondents)
- Marriage
  - Current marital status
  - Marital history
  - Update on 1977 spouse (for 1977 respondents)
  - Current spouse (birthdate, education, health)
  - Contact/closeness with current spouse
  - Employment of current spouse
- Children's roster
  - Update on children's prior to 1977 (for 1977 respondents)
  - Children's prior to 1977 (for 1977 non-respondents)
  - Children since 1977 for the entire sample
- For all children of the siblings:
  - Name
  - Birthdate
Chapter 5: Summaries

- Sex
- Deaths and dates
- Relationship to R (biological, adopted, step or foster)
- Education
- Residence with R
- Current marital status

- Parent's roster
  - Living
  - Marital status
  - Mother: contact/closeness
  - Father: contact/closeness
  - Same sex parent comparison

- In-law's roster
  - Living
  - Residence
  - Marital status

- Household roster
  - Name
  - Sex
  - Age
  - Relationship

- Employment history
  - First job after leaving school for the last time
  - Job in 1977 (for 1977 non-respondents)

- Current/last job in 1993
  - Industry
  - Occupation
  - Class of worker
  - Benefits (Pension or retirement plans, health insurance, educational training)
  - How they got job (if not self-employed)
  - Wages
  - Job characteristics
  - Job supervision (respondents received either Wright's or Jenck's supervision questions)
  - Job satisfaction and conditions
  - Job importance
  - Discrimination and harassment at work (administered to 50% of the sample)

- Personality
  - Big 5 personality items

- Cognition
  - Ten items from the WAIS

- Selected child
Chapter 5: Summaries

- Complete name
- Marital status
- Education
- Residence

- Selected sibling (this refers to the original sample member)
  - Confirmation of original sample member information:
    - Complete name
    - Place of birth
    - Living
  - For deceased original sample members:
    - Death date
    - Birthdate
    - Place of death
    - Cause of death
    - Last or usual job prior to death
  - Current job (for 1992 original sample member non-respondents)
  - Did you ever help the original sample member find a job?
  - Contact and closeness between you and the original sample member
  - Comparisons between you and the original sample member

- Religion
  - Current religious preference
  - Attendance at religious services during the past year

- Psychological (administered to same 80% as the corresponding primary respondent; same individuals received the Health questions)
  - Items for C. Ryff’s Psychological Well-Being Scale

- Parent's income (administered to 50% of the respondents; for all parents and in laws whether still married to original spouses or in new marriages)
  - Income from all sources during past 12 months
    - Total assets
    - Debt

- Respondent's other income (for all members of the household, how much and who received it?)
  - Amounts received during the past 12 months
    - Wages, salaries, commissions, and tips before taxes
    - Interest dividends or other investments
    - Social security or supplemental security income
    - Pensions, annuities, or survivor's benefits
    - Public assistance
    - Other government programs
    - Receive child support
    - Receive alimony
    - Gifts, lump sum payments, and inheritances
    - Other income - including lottery winnings, proceeds
Chapter 5: Summaries

from one-time asset sales, etc.
- Amounts paid out during the past 12 months
  - Paid child support
  - Paid alimony
- Intertransfers
  - Receiving
    - Inheritances
    - Insurance settlements (amount and dates)
    - Gifts (Amounts, sources, purposes of gifts (i.e., education, downpayment, medical expenses)
  - Giving
    - Charity contributions
- Transfers to children (transfers since 1977 amounts listed for each child)
  - $1,000 or more for downpayment on a house
  - All education expenses including tuition payments
  - Any other property, assets, or money
- Transfers to parents and in-laws (transfers since 1977 amount listed for each individual or couple)
  - Money and purpose of transfer
  - Any other property or assets
- Assets (current worth and debt)
  - Home
  - Other real estate
  - Business or farm
  - Vehicles
  - Credit cards
  - Loans (personal and student)
  - Bills
  - Savings accounts
  - Other investments (IRAs, Money market shares, CDs, stocks, bonds, mutual funds, Tax Deferred Annuities)
- Health insurance
  - Do you have health insurance?
  - Through employer or private plans?
  - Main reason for not having health insurance
- Pensions
  - Employer pension plan (other than Social Security or Railroad
  - Retirement benefits)
  - Earliest age to receive benefits from this plan
  - Individual IRA or Keogh Account
  - Spouse retirement plans
- Health (administered to same 80% as the corresponding primary respondent; same individuals received the Health questions)
Chapter 5: Summaries

- Depression history
- Alcohol use by respondent
- Feelings about respondent's own drinking
- Respondent's use of alcohol causing problems at home or work
- Problems with alcohol use within the family by respondent or other family members
- Ever lived with a problem drinker

• Caregiving
  - Receiving care: Long-term physical or mental condition, illness or disability of respondent?
    - Limit to respondent's activities
    - Name of the illness
    - Type of care needed
  - Giving care: Long-term physical or mental condition, illness or disability of other household members?
    - Limit activities
    - Who has this limitation
    - Name of the illness
    - Type of care needed

• Future Plans
  - Plans for work in 10 years
  - Chances to do what you want

• Retirement
  - Respondent plans
  - Spouse plans

• Assessment of achievements
• Closeout items
  - Social Security Number
  - Confirmation of correct address

K. Mail Questionnaire sent to 1993/94 sibling telephone survey respondents (Males and Females)

• Health
  - General health
  - Smoking
  - Medical symptoms and conditions
  - Menopause

• Values and Attitudes
  - Personality characteristics
  - Depression

• Work and Family
  - Work/family interaction
  - Caregiving/receiving
  - Social participation
Chapter 5: Summaries

- Job importance
- Caregiving/receiving
- Family relationships
- Social participation

L. Revised Mail Questionnaire completed by an additional 559 siblings who were not administered the 1993/94 sibling telephone survey

Same as above mail questionnaire with the exclusion of job importance items and the addition of:

- Identifying Information
  - Birthdate
- Education
  - Attend a high school in Wisconsin?
  - Name, date, and location of high school
  - Highest grade or year of regular school completed
  - Post-high school education
- Current/last job in 1993
  - Labor force status
  - Industry
  - Occupation
  - Class of worker
  - Full or part-time
- Marriage
  - Marital history
  - Spouse current employment
- Children's Roster (for all children of the siblings)
  - Sex
  - Birthdate
  - Education
  - Relationship to R (biological, adopted, step or foster)
  - Residence with R
  - Deceased

M. 2004 Telephone Survey Grads

- Introduction
- Education
- Marriage update
- Kid roster – Non-normative screener – Selected kid
- Parents
- Household
- Selected sibling, other siblings
- Health
Chapter 5: Summaries

- African American identity
- Cognition letter/category fluency
- Cognition-similarities task
- Employment history since last interview
- Disability
- Pensions
- Retirement Attitudes
- Characteristics of pre-retirement or current/last job
- Cognition-digit ordering
- Other income
- Assets
- Cognition immediate recall
- Health insurance
- Utilization of health care
- Volunteering
- Alcohol history
- Religion
- Internet use
- Cognition-delayed recall
- Depression history
- African American discrimination
- Psychological well-being
- End of life preparations
- End of life death reactions
- Intertransfers
- Non-normative extension interview

N. 2004 Mail Survey Grads (Males and Females)
- Health
  - Childhood health
  - Recent physical health problems
  - Physical symptoms and diagnosed conditions/illnesses
- Women’s health
  - Menstruation history (Females)
  - Hormone usage history (Females)
  - Menopause (Females)
Chapter 5: Summaries

- Spouse’s health (Male and female)
- Family history (Male and female)
- Eye and ear examinations (Male and female)

- Social background
  - Birth location (city, county, state)
  - Birth weight
  - Race/origin

- Values and attitudes
  - Gender equality attitudes
  - Characteristics of self
  - General feelings/attitudes
  - Importance of social identities

- Work and family
  - Comparisons between R and others (America, community)
  - Importance of High Pay
  - Employment/Retirement history
  - Family life and work life (current job if employed, otherwise previous job)
  - Attitudes about supervisor and coworkers
  - Job characteristics

- Dealing with problems
  - History of difficult experiences
  - Reactions to difficult or stressful events

- Religion and spirituality
  - Importance of religion or spirituality
  - Frequency of religious behavior

- How you’ve felt this past week
  - Feelings and behaviors experienced in past week

- How you feel during a typical week
  - Feelings experienced during typical week

- Social relationships
  - Family and friend support
  - Help and support given to people (other than spouse)
  - Help received from others (other than spouse)
  - Treatment by mother and father during childhood

- Health behaviors
Chapter 5: Summaries

- Smoking (home, job)
- Sleep habits
- Weight
  - Maximum weight and corresponding age
  - Minimum weight and corresponding age (after age 18)
- Height
- Current weight goals
- Alcohol use
- Use of internet for health information
- Attitudes about R’s doctor and medical services
- Prescriptions
- Difficulties obtaining health care
- Long-term care insurance
- Predictions about the future
- Attitudes about death

• Marriage
  - Relationship with spouse
  - Sexual activity

• Social and civic participation
  - Political views
  - Leisure time activities (past 4 weeks, 10 years ago, when 35 years old)
  - Clubs and organizations
  - Internet/e-mail use
  - Volunteer work

O. 2005 Mail Only to Grad Telephone Non-Responders

P. 2005 Grad Spouse Telephone Survey

• Introduction
• Education
• Siblings
• Parents
• Employment benefits
• Cognition-similarities task
• Health
Chapter 5: Summaries

- Depression
- Alcohol
- Cognition immediate recall
- Health insurance
- Pensions
- Retirement attitudes
- Other income
- Assets
- Cognition-delayed recall
- Marriage
- Children
- Nisbett items
- End of life preparations
- Church attendance
- Internet use

Q. 2005 Telephone Survey Sibs

- Introduction
- Education
- Marriage update
- Kid roster – Non-normative screener – Selected kid
- Parents
- Household
- Selected sibling, other siblings
- Health
- Cognition letter/category fluency
- Cognition-similarities task
- Employment history since last interview
- Disability
- Pensions
- Retirement Attitudes
- Characteristics of pre-retirement or current/last job
- Cognition-digit ordering
- Other income
- Assets
Chapter 5: Summaries

- Cognition immediate recall
- Health insurance
- Utilization of health care
- Volunteering
- Alcohol history
- Religion
- Internet use
- Cognition-delayed recall
- Depression history
- Nisbett items
- End of life preparations
- End of life death reactions
- Intertransfers
- Non-normative extension interview

R. 2005 Mail Survey Sib

- Health
  - Childhood health
  - Recent physical health problems
  - Physical symptoms and diagnosed conditions/illnesses
- Women’s health
  - Menstruation history (Females)
  - Hormone usage history (Females)
  - Menopause (Females)
  - Spouse’s health (Male and female)
  - Family history (Male and female)
  - Eye and ear examinations (Male and female)
- Social background
  - Birth location (city, county, state)
  - Birth weight
  - Race/origin
- Values and attitudes
  - Gender equality attitudes
  - Characteristics of self
  - General feelings/attitudes
Chapter 5: Summaries

- Importance of social identities
  - Work and family
    - Comparisons between R and others (America, community)
    - Importance of High Pay
    - Employment/Retirement history
    - Family life and work life (current job if employed, otherwise previous job)
    - Attitudes about supervisor and coworkers
    - Job characteristics
  - Dealing with problems
    - History of difficult experiences
    - Reactions to difficult or stressful events
  - Religion and spirituality
    - Importance of religion or spirituality
    - Frequency of religious behavior
  - How you’ve felt this past week
    - Feelings and behaviors experienced in past week
  - How you feel during a typical week
    - Feelings experienced during typical week
  - Social relationships
    - Family and friend support
    - Help and support given to people (other than spouse)
    - Help received from others (other than spouse)
    - Treatment by mother and father during childhood
  - Health behaviors
    - Smoking (home, job)
    - Sleep habits
    - Weight
      - Maximum weight and corresponding age
      - Minimum weight and corresponding age (after age 18)
    - Height
    - Current weight goals
    - Alcohol use
    - Use of internet for health information
    - Attitudes about R’s doctor and medical services
    - Prescriptions
Chapter 5: Summaries

- Difficulties obtaining health care
- Long-term care insurance
- Predictions about the future
- Attitudes about death

- Marriage
  - Relationship with spouse
  - Sexual activity

- Social and civic participation
  - Political views
  - Leisure time activities (past 4 weeks, 10 years ago, when 35 years old)
  - Clubs and organizations
  - Internet/e-mail use
  - Volunteer work

S. 2005 Mail Only to Sib Telephone Non-Responders

T. 2005 Sib Spouse Telephone Survey
- Introduction
- Education
- Siblings
- Parents
- Employment benefits
- Cognition-similarities task
- Health
- Depression
- Alcohol
- Cognition immediate recall
- Health insurance
- Pensions
- Retirement attitudes
- Other income
- Assets
- Cognition-delayed recall
- Marriage
Chapter 5: Summaries

- Children
- Nisbett items
- End of life preparations
- Church attendance
- Internet use

U. 2005 Widows of Grads and Sibs Telephones
- Introduction
- Graduate mortality close out
- Marriage update
- Education
  - High school, junior high, and elementary school names
- Kid roster – Non-normative screener – Selected kid
- Parents and parents-in-law
  - Grad parents’ mortality information
- Household
- Widow birth order/grad sub-ship and mortality
- Cognition-similarities task
- Health
- Current last job and benefits
- Pensions
- Retirement attitudes
- Other income
- Assets
- Cognition immediate recall
- Health insurance
- Alcohol history
- Religion
- Internet use
- Cognition-delayed recall
- Depression history
- End of life preparations
- End of life death reactions
- Intertransfers
- Non-normative extension interview
*Please note: This chapter is currently under construction.*

In this Chapter:
Summary Measures, Best Measures, and Favorite Variables......................73
Examples of how to use the WLS data..............................................to be added

Summary Measures, Best measures, and Favorite Variables

Respondent identification number
(same for Graduate, Sibling, and their spouses or widows)

IDUSER

Interview Status

RSPW64 Status of ’64 survey (parent respondent)
STAT75 Status of ’75 survey (graduate respondent)
XSTAT77 Status of ’77 survey (selected sibling respondent)
STAT92P Status of ’92/’93 Graduate phone survey
XSTAT93P Status of ’94 Sibling phone Survey
STAT92M Status of 92/94 graduate mail survey
XSTAT93M Status of 1993 sibling mail survey
STAT04P Status of 2004 graduate phone survey

The following variables are pending
Status of 2004 graduate mail survey
Status of 2004 sibling phone survey
Status of 2004 sibling mail survey
Status of 2004 graduate spouse survey
Status of 2004 Sibling spouse survey
Status of 2006 widow survey

Dates of Interview

MOINT month of graduate phone interview ’75
XMOINT month of sibling phone interview ’77

RA016REM Month of graduate respondent phone interview ’92/’93
SA012REM Month of sibling respondent phone interview ‘94
RA016REY Year of graduate respondent phone interview ‘92/’93
SA012REY Year of sibling respondent phone interview ‘94

Also See: Missing Value Converter for Stata
### Chapter 6: Using the WLS Data

- **RA017REM**: Month graduate mail interview received ‘92/’93
- **SA013REM**: Month sibling mail interview received ‘94
- **RA017REY**: Year graduate mail interview received ‘92/’93
- **SA014REY**: Year sibling mail interview received ‘94
- **GA016REM**: Month of 2003-05 graduate respondent telephone interview
- **GA016REY**: Year of 2003-05 graduate respondent telephone interview

The following variables are pending:

- Month and year of sibling interview 2003-06
- Month and year of graduate’s spouse’s interview 2004-06
- Month and year of sibling’s spouse’s interview 2005-06
- Month and year of widow interview 2006

#### Gender

- **SEXRSP**: Gender of graduate respondent
- **SSBSEX**: Gender of selected sibling respondent

#### Year of Birth

- **BRDXDY**: Graduate’s year of birth
- **XBRDXDY**: Selected sibling’s year of birth

#### Mortality Status

- **LIVGRAD**: Is graduate respondent still living? (last updated 10/05)
- **XLIVSIB**: Is selected sibling respondent still living? (last updated 03/02)

#### Year of Death

- **DEATYR**: Year of graduate respondent’s death
- **XDEATYR**: Year of sibling respondent’s death

**WI Resident or elsewhere at time of survey**
### Chapter 6: Using the WLS data

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA020RE</td>
<td>Graduate’s residence 1993</td>
</tr>
<tr>
<td>SA015RE</td>
<td>Sibling’s residence 1994</td>
</tr>
<tr>
<td>GA020RE</td>
<td>Graduate’s residence 2004</td>
</tr>
</tbody>
</table>

**Adolescent Academic Ability**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWIIQ_F</td>
<td>Freshman year IQ score (normalized)</td>
</tr>
<tr>
<td>GWIIQ_J</td>
<td>Junior year IQ score (normalized)</td>
</tr>
<tr>
<td>GWIIQ_BM</td>
<td>Best Measure graduate’s IQ (normalized)</td>
</tr>
<tr>
<td>HSRSCORQ</td>
<td>Graduate’s rank in High School Class (normalized)</td>
</tr>
<tr>
<td>SWIIQ_T</td>
<td>Best measure of sibling’s IQ (normalized)</td>
</tr>
</tbody>
</table>

**Adolescent Aspirations**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPOCASP3</td>
<td>Best Measure of status grad aspired to in 1957 (based on 1970 Duncan SEI score)</td>
</tr>
<tr>
<td>PLNSEDQ</td>
<td>Kind of School Respondent Plans to Attend</td>
</tr>
<tr>
<td>PLNS58Q</td>
<td>Respondent's Plans for Next Year-1958</td>
</tr>
</tbody>
</table>

**Family Background**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BKLVPR</td>
<td>Did graduate live in a “broken household” at age 16?</td>
</tr>
<tr>
<td>BMMAED</td>
<td>Best measure of mother’s education ’75</td>
</tr>
<tr>
<td>BMFAED</td>
<td>Best measure of father’s education ’75</td>
</tr>
<tr>
<td>OCEH57</td>
<td>Father’s Occupational Education</td>
</tr>
<tr>
<td>OCIH57</td>
<td>Father’s Occupational Income</td>
</tr>
<tr>
<td>BMPIN2</td>
<td>Parents’ income 1957-1960</td>
</tr>
<tr>
<td>SIBSTT</td>
<td>Family Size</td>
</tr>
<tr>
<td>RELFML</td>
<td>Religion</td>
</tr>
<tr>
<td>OCMH57U</td>
<td>Farm background = yes if OCMH57U ==17</td>
</tr>
</tbody>
</table>

**Education**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RB003RED</td>
<td>Summary of graduate’s equivalent Years of Regular Education Based on HIGHEST Degree</td>
</tr>
<tr>
<td>SB003RED</td>
<td>Summary of sibling’s equivalent Years of Regular Education Based on HIGHEST Degree</td>
</tr>
<tr>
<td>RB002REC</td>
<td>Graduate’s years of college completed 92/94</td>
</tr>
<tr>
<td>SB002REC</td>
<td>Sibling’s years of college completed 92/94</td>
</tr>
</tbody>
</table>

**Military Service**
### Chapter 6: Using the WLS Data

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILTY</td>
<td>Graduate ever been in military</td>
</tr>
<tr>
<td>XMILTY</td>
<td>Sibling ever been in the military</td>
</tr>
<tr>
<td>MILDUR</td>
<td>Duration of military service of graduate</td>
</tr>
<tr>
<td>XMILDUR</td>
<td>Duration of military service of sibling</td>
</tr>
</tbody>
</table>

#### Occupation

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCSX1U2</td>
<td>Occupational Status (Duncan SEI) for Graduate Respondent's First Job</td>
</tr>
<tr>
<td>OCSXCRU2</td>
<td>Occupational Status (Duncan SEI) For Respondent's Current or Last Job 1975 Graduate</td>
</tr>
<tr>
<td>RFU37JCF</td>
<td>1970 Duncan SEI score for last or only job in current/last (1992/93) employer job spell 1992/93 Graduate</td>
</tr>
<tr>
<td>XOCSX1U</td>
<td>Occupational Status (Duncan SEI) for Sib-Respondent's First Job</td>
</tr>
<tr>
<td>XOCSXCRU</td>
<td>Occupational Status (Duncan SEI) For Sib-Respondent's Current or Last Job 1977 Sibling</td>
</tr>
<tr>
<td>SFU57REF</td>
<td>1970 Duncan SEI score for current/last job 1993/94 Sibling</td>
</tr>
</tbody>
</table>

#### Income

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>YRER74</td>
<td>Graduate’s Total Earnings in 1974 (in $100's) 1975 Graduate Survey</td>
</tr>
<tr>
<td>RP001RE</td>
<td>Graduate’s income from wages, salaries, commissions, and tips before taxes and other deductions in the last 12 months 92/94</td>
</tr>
<tr>
<td>GP202RE</td>
<td>Graduate’s income from wages, salaries, commissions, and tips before taxes and other deductions in the last 12 months 2003/05 (Bracketed)</td>
</tr>
<tr>
<td>XYRER76</td>
<td>Sib-Respondent's Total Earnings in 1976 (in 100's) 1977 Sibling Survey</td>
</tr>
<tr>
<td>SP001RE</td>
<td>Sibling’s income from wages, salaries, commissions, and tips before taxes and other deductions in the last 12 months. 92/94</td>
</tr>
<tr>
<td>CP202RE</td>
<td>Sibling’s income from wages, salaries, commissions, and tips before taxes and other deductions in the last 12 months 2003/05 (Bracketed)</td>
</tr>
</tbody>
</table>

#### Parents’ birth and death
Chapter 6: Using the WLS data

RE051MA  Mother’s year of birth as reported by graduate
SE051MA  Mother’s year of birth as reported by sibling
RE052MAB Mother’s year of death as reported by graduate
SE052MA  Mother’s year of death as reported by sibling

RE063FA  Father’s year of birth as reported by the graduate
SE056FA  Father’s year of birth as reported by the sibling
RE064FAB Father’s year of death as reported by the graduate
SE057FA  Father’s year of death as reported by the sibling

Children

RD001KD  Graduate’s total # of children in 92/94
SD001KD  Sibling’s total # of children in 92/94

Selected Child

RD016SK  Selected child’s birth order Graduate interview 92/93
SD016SK  Selected child’s birth order sibling interview 92/93
RD003SK  Sex of selected child Graduate interview 92/93
SD003SK  Sex of selected child Sibling Interview 92/93
RD010SK  Highest grade select child ever attended

*Variables for 2003/5 round to be added

Marriage

RC001RE  Graduate’s marital status in 92/94
SC001RE  Sibling’s marital status in 92/94
GC001RE  Graduate’s marital status in 2004
CC001RE  Sibling’s marital status in 2004

RC005RE  Year graduate’s current marriage began as reported in 92/94
SC005REF Year sibling’s current marriage began as reported in 92/94
GC005RE  Year graduate’s current marriage began as reported in 2004
CC005RE  Year sibling’s current marriage began as reported in 2004

RC006RE  age of graduate when married current spouse as of 92/94
SC006REG  age of sibling when married current spouse as of 92/94
**Chapter 6: Using the WLS Data**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC006RE</td>
<td>age of graduate when married current spouse as of 2004</td>
</tr>
<tr>
<td>CC006RE</td>
<td>age of sibling when married current spouse as of 2004</td>
</tr>
<tr>
<td>RC007RE</td>
<td># of children born during graduate’s current marriage 92/94</td>
</tr>
<tr>
<td>SC007REH</td>
<td># of children born during sibling’s current marriage 92/94</td>
</tr>
<tr>
<td>RC003RE</td>
<td># of graduate’s marriages as of 92/94</td>
</tr>
<tr>
<td>SC003REC</td>
<td># of sibling’s marriages as of 92/94</td>
</tr>
<tr>
<td>GC003RE</td>
<td># of graduate’s marriages as of 2003/05</td>
</tr>
<tr>
<td>CC003RE</td>
<td># of sibling’s marriages as of 2005</td>
</tr>
<tr>
<td>RC010SP</td>
<td>Graduate’s spouse’s educational attainment 92/94 (reported by graduate)</td>
</tr>
<tr>
<td>SC010SPC</td>
<td>Sibling’s spouse’s educational attainment 92/94 (reported by sibling)</td>
</tr>
<tr>
<td>RCU22SP</td>
<td>1970 Duncan SEI score for graduate’s current (1992) spouse's current/last job</td>
</tr>
<tr>
<td>SCU22SPG</td>
<td>1970 Duncan SEI score for sibling’s current (1993) spouse's current/last job</td>
</tr>
<tr>
<td>MX009RER</td>
<td>Graduate’s Weight 92/94</td>
</tr>
<tr>
<td>IX009RER</td>
<td>Graduate’s Weight 2004</td>
</tr>
<tr>
<td>MX010REC</td>
<td>Graduate’s Height 92/94</td>
</tr>
<tr>
<td>IX010REC</td>
<td>Graduate’s Height 2004</td>
</tr>
<tr>
<td>NX023RER</td>
<td>Sibling’s Weight 92/94</td>
</tr>
<tr>
<td>CX023RER</td>
<td>Sibling’s Weight 2004</td>
</tr>
<tr>
<td>NX024REC</td>
<td>Sibling’s Height 92/94</td>
</tr>
<tr>
<td>CX024REC</td>
<td>Sibling’s Height 2004</td>
</tr>
<tr>
<td>MX011REC</td>
<td>Graduate’s Body mass index 92/94</td>
</tr>
<tr>
<td>IX0011REC</td>
<td>Graduate’s Body mass index 2004</td>
</tr>
<tr>
<td>NX025REC</td>
<td>Sibling’s Body mass index 92/94</td>
</tr>
<tr>
<td>CX025REC</td>
<td>Sibling’s Body mass index 2004</td>
</tr>
<tr>
<td>MX012RER</td>
<td>has graduate ever smoked regularly 92/94</td>
</tr>
</tbody>
</table>

**Spouse**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC007RE</td>
<td># of children born during graduate’s current marriage 92/94</td>
</tr>
<tr>
<td>SC007REH</td>
<td># of children born during sibling’s current marriage 92/94</td>
</tr>
<tr>
<td>RC003RE</td>
<td># of graduate’s marriages as of 92/94</td>
</tr>
<tr>
<td>SC003REC</td>
<td># of sibling’s marriages as of 92/94</td>
</tr>
<tr>
<td>GC003RE</td>
<td># of graduate’s marriages as of 2003/05</td>
</tr>
<tr>
<td>CC003RE</td>
<td># of sibling’s marriages as of 2005</td>
</tr>
</tbody>
</table>

**General Health**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MX009RER</td>
<td>Graduate’s Weight 92/94</td>
</tr>
<tr>
<td>IX009RER</td>
<td>Graduate’s Weight 2004</td>
</tr>
<tr>
<td>MX010REC</td>
<td>Graduate’s Height 92/94</td>
</tr>
<tr>
<td>IX010REC</td>
<td>Graduate’s Height 2004</td>
</tr>
<tr>
<td>NX023RER</td>
<td>Sibling’s Weight 92/94</td>
</tr>
<tr>
<td>CX023RER</td>
<td>Sibling’s Weight 2004</td>
</tr>
<tr>
<td>NX024REC</td>
<td>Sibling’s Height 92/94</td>
</tr>
<tr>
<td>CX024REC</td>
<td>Sibling’s Height 2004</td>
</tr>
<tr>
<td>MX011REC</td>
<td>Graduate’s Body mass index 92/94</td>
</tr>
<tr>
<td>IX0011REC</td>
<td>Graduate’s Body mass index 2004</td>
</tr>
<tr>
<td>NX025REC</td>
<td>Sibling’s Body mass index 92/94</td>
</tr>
<tr>
<td>CX025REC</td>
<td>Sibling’s Body mass index 2004</td>
</tr>
<tr>
<td>MX012RER</td>
<td>has graduate ever smoked regularly 92/94</td>
</tr>
</tbody>
</table>
Chapter 6: Using the WLS data

IX012RER  has graduate ever smoked regularly 2004
NX038RER  has sibling ever smoked regularly 92/94
CX038RER  has sibling ever smoked regularly 2005

MX001RER  how would graduate rate health at the present time 92/94
IX001RER  how would graduate rate health at the present time 2003/05

NX001RER  how would sibling rate health at the present time 92/94
CX001RER  how would sibling rate health at the present time 2005

MX002RER  How would graduate rate health compared to other people your age and sex 92/94
IX002RER  How would graduate rate health compared to other people your age and sex 2003/05
NX002RER  How would sibling rate health compared to other people your age and sex 92/94
CX002RER  How would sibling rate health compared to other people your age and sex 2005

MX117REC  Graduate’s total # of medical conditions 92/94
IX117REC  Graduate’s total # of medical conditions 2003/05

NX139RER  Sibling’s total # of medical conditions 92/94
CX139RER  Sibling’s total # of medical conditions 2005

MX082REC  Graduate’s total # of physical symptoms 92/94
IX082REC  Graduate’s total # of physical symptoms 2003/05

NX102RER  Sibling’s total # of physical symptoms 92/94
CX102RER  Sibling’s total # of physical symptoms 2005

MU026REC  Graduate’s hostility index (sum of items) 92/94
IU026REC  Graduate’s hostility index (sum of items) 2003/05

Household Roster

RE001HE  # of household members Graduate 92/94
GE001HE  # of household members Graduate 2003/05
SE001HE  # household members Sibling 93/94
Chapter 6: Using the WLS Data

CE001HE  # household members Sibling 2005
Chapter 7: Documentation

What type of documentation do you need?

Depending on your needs, some sections of documentation may be more helpful than others. For this reason, the documentation section of the handbook is organized in two ways.

1. Web Documentation

Click for links to:

- Codebooks
- Flowcharts
- Appendices
- Original Cross-Reference Tables
- Change Notices
- Questionnaires

For web documentation, click here.

Click here to search for variables in the WLS DATA SET.

Click here for CHANGE NOTICES.

2. Appendices

The appendices provide documentation for all modules of the study through each wave of the study. Included in this section are:

1. Description of Appendices
2. Appendices Items

To VIEW APPENDICES ITEMS, click here.
APPENDICES

- Appendices for the 9th Release of WLS 1992/93
  follow-up of the original class of 1957
- Explanation of Cors and Memos
- Lists of appropriate cors/memos for each appendix

Appendix A..........................Introduction, Background, and Questionnaires
Appendix B..........................Education
Appendix C..........................Marriage
Appendix D..........................Rosters
Appendix E..........................Occupation Coding and Variable Construction
Appendix F..........................Employment History
Appendix G..........................Personality Items, Cognition Comparisons,
                                 Closeness, Values and Attitudes
Appendix H..........................Selected Child
Appendix I...........................Religion.
Appendix J...........................Geographic Coding
Appendix K...........................Psychological Well-Being
Appendix L..........................Income, Assets, Intertransfers
Appendix M..........................Health, Caregiving, Alcohol, Depression, and
                                 Utilization of Health Care
Appendix N..........................Relationship Codes
Appendix O..........................Century Month
Appendix P..........................Health Insurance Coding
Appendix Q..........................Coding for Types of Pensions and
                                 Retirement Plans
Appendix R..........................Death and Disability Coding
Appendix S..........................Company Characteristics
Appendix T..........................Military Service
Appendix U..........................End of Life Preparation and Death
                                 Reactions
Appendix V..........................Internet and Personal Computers

Appendices compile all data sets and changes that have been currently
released for a particular module.

APPENDIX A

Introduction, background, and questionnaires for telephone and mail, and sampling selection

Introduction, background, and questionnaires for the 1992-93 followup of
Chapter 7: Documentation

the 1957 high school students in the Wisconsin Longitudinal Study (WLS) are here along with variable name mnemonics. This section also contains summaries of the 1992/3 mail and telephone surveys, in both their original version and with added questions about menopause. There are also files use for the CASES CATI survey for both respondents and nonrespondents. Included also are sibling data construction, background variables for graduates and siblings, variable name mnemonics, coding of retrospective data, and process used to identify sample members who are married to one another. 1957-77 Background and questionnaires for 1957, 1964, 1975, and 1977 rounds of the WLS along with interviewer instructions for 1975 graduates and 1977 siblings, recoding of questionnaires, and tracing procedures are all detailed in this section of Appendix A. Included also are sibling data construction, background variables for graduates and siblings, variable name mnemonics, coding of retrospective data, and process used to identify sample members who are married to one another.

APPENDIX B  Education

Documents here detail the process of variable creation for education, including codes for degree titles and levels of education, major fields of study, and colleges. Not included on public release are Wisconsin high school codes, school district variables, state, college, and vocational codes. *** Not included on public release are: Wisconsin high school codes, school district variables, state, college, and vocational codes.

APPENDIX C  Marriage

This appendix contains information about the construction of variables for marital history, number of children born into each marriage, couples within our respondent pool, living arrangements of the current spouse and marital and fertility coding.

APPENDIX D  Family: household, children, parents, and siblings
Details on the creation of both the respondent’s household roster and children’s roster are provided here.

APPENDIX E  Occupation coding and variable construction

Included in occupation coding and variable construction are: coding information on industry, class of worker, occupational aspirations, and taxes. Other information proved here describes coding follow-ups, prestige and status scores, hourly wage rate variable creation, index of job desirability, SEI score information, job importance items, related mapping information and a list of occupation for the 1992/93 round. Calculations of
SEI/MSEI/TSEI/Occ.Ed./Occ.Inc. score to use when a weighted average must be computed are also provided.

APPENDIX F  Employment History, Detailed Job Change

Included are details on labor force and current occupation for 1975 and 1977, 1957 and 1977 surveys, work experience, and the creation of complete job histories for women 1957-93. Also included are coding of experience and tenure for respondents not in the labor force at the time of the interview and mapping of occupation categories.

APPENDIX G  Personality items, cognition, comparisons, closeness, values and attitudes

Covered here are references and variable creation for psychological, personality, health, work and family, organization, Tenacious Goal Pursuit (TGP) and Flexible Goal Adjustment (FGA). Also included are details on scoring of cognition items, and scales for personality items (including the 5 factor model of personality structure), the Weschler Adult Intelligence Scale - WAIS), graduate IQ and high school rank data and construction of "new" IQ variables.

APPENDIX H  Selected child

This section details inconsistencies in the residence of selected child.

**NOTE: cor for Non-Normative is not yet available.

APPENDIX I  Religion

Codes for religion are provided in this section.

APPENDIX J  Geographic coding

Included are: selected addresses for 1957-1977 WLS follow-up studies, variable creation for size of place of residence, and notes about size of place of residence. Included in this section, also, are states and foreign country codes, Geographic codes (for County Codes- FIPS- and selected addresses), Labor Market Areas (LMA), Metropolitan Statistical Areas (MSA) and county populations. City codes are not available on public release.

APPENDIX K  Psychological well-being
Chapter 7: Documentation

This section contains the creation of psychological well-being variables as well as comparative survey measurement of health, psychological well-being and social responsibility in the WLS, NSFH, and Whitehall Survey of British Civil Servants.

APPENDIX L  Income, assets, intertransfers

Included in this section are income, assets, intertransfers details, and procedures in gathering tax data in June 1966. Processing of intertransfers to children information, coding of transfers received, and a note on factor weighted SES scores and construction of new best measures of 1957 parental income.

APPENDIX M  Health, caregiving, alcohol, depression, and utilization of health care

Covered here are references and variable creation for psychological, personality, health, work and family, organization, Tenacious Goal Pursuit (TGP) and Flexible Goal Adjustment (FGA). Also included are details on scoring of cognition items, and scales for personality items (including the 5 factor model of personality structure) and a list of health problems. Lastly is the inclusion of comparative survey measurement of health, psychological well-being and social responsibility in the WLS, NSFH, and the Whitehall Survey of British Civil Servants.

APPENDIX N  Relationship codes

Appendix N contains a list of relationship codes for both male and female respondents.

APPENDIX O  Century month

The file in this appendix provides century month allocations for cases when only year or season was obtained. It also serves as a source of conversion into century months for 1992/94 follow-up studies.

APPENDIX P  Health insurance coding

Descriptions of health insurance codes for questions 826s: "Can you tell me the main reason that you don't have any health insurance?" and 826n: "Can you tell me more about that [health insurance]?" are detailed in this section.
APPENDIX Q  Coding for types of pensions and retirement plans

This section provides a full description of coding for types of pensions and retirement plans.

APPENDIX R  Death and disability coding.

Included in this section are cause of death codes, friends death reports coding information, and disability codes.

APPENDIX S  Company characteristics

In this section are: coding the name of employer for last or current job in 1975 and coding of company and industry data.

APPENDIX T  Military service

This appendix contains details on the creation of military variables.

APPENDIX U  End of Life Preparation and Death Reactions

Included in this new appendix, is information on variable creation, coding, and description of problems/solutions for End of Life Preparation and Death Reactions.

APPENDIX V  Internet and Personal Computers

Included in this new appendix, is information on variable creation, coding, and description of problems/solutions for internet and personal computers.

Appendices Items

The following lists contain references to specific appendices items. Most of the references are “cors” or “memos” which are simply text documents items created to describe changes/conventions in the study. The appendices items are available on the public website.

Appendix A  Introduction, Background, and Questionnaires.
Telephone, Mail, and Sampling Selection.
### Chapter 7: Documentation

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>wls70.asc</td>
<td>1957/77 data used for 1992 survey</td>
</tr>
<tr>
<td>cor446.asc</td>
<td>Summary of 1992/93 telephone survey</td>
</tr>
<tr>
<td>rqfile.zip</td>
<td>Files used for the CASES CATI survey for 197 respondents. (Contains 25 files.)</td>
</tr>
<tr>
<td>rqqfile.zip</td>
<td>Files used for the CASES CATI survey for 197 respondents. (Contains 25 files.)</td>
</tr>
<tr>
<td>mailq23r.wp5</td>
<td>Files used for the CASES CATI survey for 1975 non-respondents (contains 25 files)</td>
</tr>
<tr>
<td>mqmenorg.wp5</td>
<td>Final version of 1992 mail survey with revised menopause page (Word Perfect 5.1)</td>
</tr>
<tr>
<td>mailq.zip</td>
<td>Original version of 1992 mail survey with original menopause page (Word Perfect 5.1)</td>
</tr>
<tr>
<td>memo110c.asc</td>
<td>Files used for data entry using the CASES software for the 1992 mail surveys sent to all respondents of the 1992 telephone surveys (contains 5 files)</td>
</tr>
<tr>
<td>ques57.asc</td>
<td>A general selection of variables for WLS data</td>
</tr>
<tr>
<td>ques64.asc</td>
<td>1957 questionnaire</td>
</tr>
<tr>
<td>ques75.asc</td>
<td>1964 questionnaire</td>
</tr>
<tr>
<td>ques77.asc</td>
<td>1975 questionnaire</td>
</tr>
<tr>
<td>cor336at5.asc</td>
<td>1977 questionnaire</td>
</tr>
<tr>
<td>cor703.asc</td>
<td>History of Interviews</td>
</tr>
<tr>
<td>cor704.asc</td>
<td>Interviewer instructions for 1975 graduate survey</td>
</tr>
<tr>
<td>cor000a.asc</td>
<td>Interviewer instructions for 1977 sibling survey Recoding of 1957 questionnaires - 8/18/62</td>
</tr>
<tr>
<td>cor336at3.asc</td>
<td>Notes on coding of the 1964 follow-up study and recoding of questionnaires - 8/17/62</td>
</tr>
<tr>
<td>memo130.asc</td>
<td>Location of 1957 raw data: Status of variables and Recommendations for 1983 recoding memo127a.asc</td>
</tr>
<tr>
<td>memo127a.asc</td>
<td>Selection of Sample for Sibling Study and other notes</td>
</tr>
<tr>
<td>memo128.asc</td>
<td>&quot;Tracing Members of a Panel: a 17-year Follow-up&quot;</td>
</tr>
<tr>
<td>cor607.asc</td>
<td>Selection of Sample for Sibling Study and other notes</td>
</tr>
<tr>
<td>cor368a.asc</td>
<td>1977 Sibling Study Tracing Procedures</td>
</tr>
<tr>
<td>cor368.asc</td>
<td>Conversion into century months</td>
</tr>
<tr>
<td>cor699.asc</td>
<td>Sibling data construction in the 1975 survey Clarification of the graduate's education variable in the 1975 sibling roster - selection of birth order and education variables</td>
</tr>
</tbody>
</table>

**Wisconsin Longitudinal Study Handbook 2006**
Chapter 7: Documentation

cor700.asc Variables in the background section that presented special problems in cleaning and recoding
memo131.asc Background variables for the 1977 sibling study
cor586.asc Variable name mnemonics

Coding of retrospective data collected in 1992/93 for 1975 nonrespondents

cor857.txt Process used to identify sample members who are married to one another

Variable Creation for summary variables - gbeg 2004 graduate phone survey.

Appendix B Education

memo115a.asc Creation of education variables
cor554.asc Degree Titles and Levels of Education
cor555.asc Major Fields of Study
cor573.asc College Codes
cor275.asc Coding of 1964 educational variables
cor573.asc State and College Code Manual (not for public release)
cor705.asc Vocational School Code Manual (not for public release)
cor554.asc Degree titles
cor554.asc Major fields of study
memo005.asc Notes on the coding procedures used by WSRL in coding the Wisconsin School Study – 1975
cor701.asc Special problems in the cleaning of graduate's education data in 1975
cor229a.asc Combining responses to vocational and technical questions in 1975
cor256.asc Allocation of century months for regular education variables in 1975 survey
memo044.asc Notes on cleaning education variables in 1977 sibling study
cor588.asc Code numbers of Wisconsin high schools
memo129.asc Creation of the Value of College Variable from 1957 data
cor872.txt Variable Creation for the Education Module - Graduate Instrument

*** Not included on public release are: Wisconsin high school codes, school district variables, state, college, and vocational codes.
### Appendix C  
**Marriage**

<table>
<thead>
<tr>
<th>File</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor515a.asc</td>
<td>Construction of Marital History</td>
</tr>
<tr>
<td>cor429a.asc</td>
<td>Data Construction for Marital History</td>
</tr>
<tr>
<td>memo116a.asc</td>
<td>Number of Children Born in each Marriage</td>
</tr>
<tr>
<td>cor474a.asc</td>
<td>Couples among 1975 Respondents and Among 1977 Sibling Respondents</td>
</tr>
<tr>
<td>cor514.asc</td>
<td>Living Arrangements of Current Spouse</td>
</tr>
<tr>
<td>cor690.asc</td>
<td>Major decisions made in the cleaning and editing of the marriage, fertility and work history sections (ever-married females only) of the 1975 and 1977 questionnaires</td>
</tr>
<tr>
<td>cor875.txt</td>
<td>Variable Creation for the Marriage Module - Graduate Instrument</td>
</tr>
</tbody>
</table>

### Appendix D  
**Family, Household, Children, Parents, and Siblings**

<table>
<thead>
<tr>
<th>File</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor511.asc</td>
<td>Creation of Respondent's Household Roster</td>
</tr>
<tr>
<td>cor520.asc</td>
<td>Creation of Complete Children's Roster</td>
</tr>
<tr>
<td>cor876.txt</td>
<td>Variable Creation for the Household Module - Graduate Instrument</td>
</tr>
<tr>
<td>cor832.txt</td>
<td>Variable construction for gkid module 2004 graduate phone. Problems and resolutions in cor832a.txt</td>
</tr>
<tr>
<td>cor873.txt</td>
<td>Variable Creation for the Parent Module - Graduate Instrument</td>
</tr>
<tr>
<td>cor844.txt</td>
<td>Graduate Instrument, Sibling module - analysis variable creation.</td>
</tr>
</tbody>
</table>

### Appendix E  
**Occupation Coding and Variable Construction**

<table>
<thead>
<tr>
<th>File</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor074a.asc</td>
<td>Revised memo on coding of father's occupation as farmer</td>
</tr>
<tr>
<td>cor074b.asc</td>
<td>Theoretical Situs Location of Selected Occupations</td>
</tr>
<tr>
<td>cor074c.asc</td>
<td>On the coding of occupational aspirations (See also cor617a2.asc and cor617f2.asc)</td>
</tr>
<tr>
<td>cor074d.asc</td>
<td>Coding of graduate's occupational choice</td>
</tr>
<tr>
<td>cor074e.asc</td>
<td>Census occupation codes with SEI and NORC scores</td>
</tr>
<tr>
<td>memo122.asc</td>
<td>Description of SEI and Prestige releases of 1957-77 and 1992/93 data prior to January 1996</td>
</tr>
<tr>
<td>memo122a.asc</td>
<td>Differences between Original WLS SEI and Prestige Scores and Revised Scores of December 1995: &quot;Total&quot; vs. Revised &quot;Male&quot; Scores Based on Featherman, Sobel, and Dickens Update of Duncan SEI and Siegel</td>
</tr>
<tr>
<td>File</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>memo122a.wk4</td>
<td>Excel worksheet for memo122a WLS 1976-77 Dec 1995 Fix</td>
</tr>
<tr>
<td>memo122b.asc</td>
<td>Resolution of discrepant SEI assignments: WLS Source Files  [SEI70(2). LIS and SEI70(1).LIS] vs. Featherman, Sobel, and Dickens, Appendix B</td>
</tr>
<tr>
<td>memo122b.wk4</td>
<td>Excel worksheet for memo122b Resolution of discrepant SEI assignments</td>
</tr>
<tr>
<td>memo122c.asc</td>
<td>SEI (Duncan) and Prestige (Siegel) Scores for 1970-Basis Occupations as Updated by Featherman, Sobel, and Dickens with Corrections and Scores for Allocation Categories</td>
</tr>
<tr>
<td>memo122c.wk4</td>
<td>Excel worksheet for memo122c - SEI (Duncan) and Prestige (Siegel) Scores for 1970-Basis Occupations as Updated by Featherman, Sobel, and Dickens with Corrections and Scores for Allocation Categories</td>
</tr>
<tr>
<td>cor315.asc</td>
<td>Recodes of 1970-Basis Duncan and Siegel (NORC Prestige) Scores for selected occupation/class of worker/industry combinations</td>
</tr>
<tr>
<td>cor315d.asc</td>
<td>List of Duncan SEI and Siegel Prestige scores as originally used to code 1975-1977 occupation data</td>
</tr>
<tr>
<td>cor612.asc</td>
<td>Instructions to repair 1970-Basis Duncan and Siegel scores for 1975-77 data</td>
</tr>
<tr>
<td>cor612a.asc</td>
<td>List of all job variables in 1975-77 data and how they were created</td>
</tr>
<tr>
<td>cor612c.asc</td>
<td>Update of COR521C used to create Wave 1 occupation variables</td>
</tr>
<tr>
<td>cor613.asc</td>
<td>Modified assignment of Duncan and Siegel scores for 1970-basis occupation lines when industry or class of worker is missing</td>
</tr>
<tr>
<td>cor613a.asc</td>
<td>List of scores from cor613.asc</td>
</tr>
<tr>
<td>cor613b.asc</td>
<td>List of scores used to code OCASSK and OCEXSK occupation variables</td>
</tr>
<tr>
<td>cor226.asc</td>
<td>Creating major industry, major occupation, SEI, and prestige scores</td>
</tr>
<tr>
<td>cor569.asc</td>
<td>Correction of error in major industry codes</td>
</tr>
<tr>
<td>cor603a.asc</td>
<td>Occupation-Industry Coding Handbook for 1974-75 Follow-Up</td>
</tr>
<tr>
<td>cor638.asc,.zip</td>
<td>Documentation for files Describing 1970-Basis Occupation Characteristics</td>
</tr>
<tr>
<td>cor713.asc</td>
<td>This document--details the status scales checked and the errors found in the 1970-basis mappings</td>
</tr>
</tbody>
</table>
| cor713.sas   | SAS code (module) that contains the final versions of
## Chapter 7: Documentation

DUNCAN SEI, SIEGEL, PRESTIGE, MSEI2, TSEI2, OCCUPATIONAL EDUCATION SCORES, and OCCUPATIONAL INCOME SCORES used in the WLS data. Sets missing data appropriately for each wave. Sets scores appropriately depending on type of missing data for Split Occupation lines. Also maps MAJOR OCCUPATION and MAJOR INDUSTRY categories (but see MEMO133 for explanation of these.) To obtain the 1970-basis mappings from a SAS MACRO call, see COR7131.SAS and COR713m.SAS.

<table>
<thead>
<tr>
<th>File</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor713a.asc</td>
<td>Duncan's original 1950-basis SEI scores. From Duncan 1961a (Reiss), Appendix B-1</td>
</tr>
<tr>
<td>cor713b.asc</td>
<td>Duncan's original 1950-basis SEI scores for 1950 Major Occupation Categories. From Duncan 1961a (Reiss), Table VII-4</td>
</tr>
<tr>
<td>cor713c.asc</td>
<td>Duncan's 1950-basis SEI scores for 1950 Major Occupation Categories, some split by Industry and/or Class-of-Worker as in Blau and Duncan 1967. From Duncan 1961b (Mimeo).</td>
</tr>
<tr>
<td>cor713d.asc</td>
<td>Duncan's 1950-basis SEI scores for 1960 Detailed Occupation Categories. Industry/Class-of-Worker Splits are included. From Duncan 1961c (Mimeo).</td>
</tr>
<tr>
<td>cor713e.asc</td>
<td>Siegel's 1960-basis PRESTIGE scores for 1960 Detailed Occupation Categories. From Siegel 1971, Table 5</td>
</tr>
<tr>
<td>cor713f.asc</td>
<td>Footnote from Featherman, Jones and Hauser (1975), which lists the SEI and PRESTIGE scores for Major Occupation Categories (but rounds PRESTIGE to two digits!)</td>
</tr>
<tr>
<td>cor713g.asc</td>
<td>Appendix B from Featherman, Sobel and Dickens (1975) which maps 1960-basis SEI and PRESTIGE scores (COR713d and COR713e above) to 1970 Detailed Occupation Categories</td>
</tr>
<tr>
<td>cor713h.xls</td>
<td>An EXCEL worksheet containing the data in Tech. Paper 26, Table 1. Instructions for using this spreadsheet are included in this COR (COR713.ASC).</td>
</tr>
<tr>
<td>cor713i.xls</td>
<td>Mapping 1960 Detailed Industry Categories to the 1970 Detailed Industry Classification System - for use with</td>
</tr>
<tr>
<td>cor713j.xls</td>
<td>Calculations of SEI/MSEI/TSEI/Occ.Ed./Occ.Inc. score to use when a weighted average must be computed. For example, when class-of-worker is not known, or when an allocated occupation category is used to represent an entire major occupation category (rather than allocation for missing data, as in the Census usage.)</td>
</tr>
<tr>
<td>cor713k.tar</td>
<td>SAS programs and ASCII data files for checking</td>
</tr>
</tbody>
</table>
Chapter 7: Documentation

TOTAL-based Occupational Education and Occupational Income scores. To be used with the original Nam-Powers data (educ.dat and income.dat) found in COR638.ZIP.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor713l.sas</td>
<td>Code to call COR713m.SAS as a MACRO. Edit template in COR713L.SAS to call COR713m.SAS as a SAS MACRO.</td>
</tr>
<tr>
<td>cor713m.sas</td>
<td>COR713.SAS in a SAS MACRO format. This MACRO code should not be changed. Use the template in COR713L.SAS to get the scores from COR713m.SAS.</td>
</tr>
<tr>
<td>cor725.asc</td>
<td>Updates for Best Measures of Father's Occupation (11/00)</td>
</tr>
<tr>
<td>memo133.asc</td>
<td>Describes each mapping used in the WLS for 1970-basis Occupation variables. Lists all applicable CORS and MEMOs related to these mappings. Lists all known errors in the data, how introduced, how and when fixed.</td>
</tr>
<tr>
<td>cor617a2.asc</td>
<td>Recoding of 1957 Occupational Aspiration Responses</td>
</tr>
<tr>
<td>cor617f2.asc</td>
<td>Instructions to Coders for 1957 Aspiration Recoding</td>
</tr>
<tr>
<td>cor476.asc</td>
<td>Coding Occupations in the Wisconsin Longitudinal Study: 1992-94 Follow-Ups</td>
</tr>
<tr>
<td>cor498.asc</td>
<td>Occupations Which Cannot be Classified by 1970 Codes</td>
</tr>
<tr>
<td>cor512.asc</td>
<td>1970 Based SEI Scores - Stevens and Featherman</td>
</tr>
<tr>
<td>cor521c.asc</td>
<td>Construction of 1970 Based Major Industry, Major Occupation, Status, and Prestige Scores (rev. 1/96)</td>
</tr>
<tr>
<td>cor525a.asc</td>
<td>List of all Occupations Coded for 1992/93 Survey</td>
</tr>
<tr>
<td>cor532.asc</td>
<td>Prestige and Status Scores for 1989/90</td>
</tr>
<tr>
<td>cor556a.asc</td>
<td>Correcting Class of Worker Codes for Family Workers</td>
</tr>
<tr>
<td>cor575.asc</td>
<td>1970 Census Industry and Occupation Codes</td>
</tr>
<tr>
<td>cor582.asc</td>
<td>Creation of Hourly Wage Rate Variable (replaced 6/97)</td>
</tr>
<tr>
<td>cor603a.asc</td>
<td>Occupation Coding Handbook: 1974/75</td>
</tr>
<tr>
<td>cor605.asc</td>
<td>Creation of Class of Worker Variables</td>
</tr>
<tr>
<td>cor638.asc</td>
<td>Documentation for Files Describing 1970-Basis</td>
</tr>
<tr>
<td>cor638.zip</td>
<td>Occupation Characteristics</td>
</tr>
<tr>
<td>cor639.asc</td>
<td>Construction of 1990-basis Occupation Characteristics and SEI Scores</td>
</tr>
<tr>
<td>cor681.asc</td>
<td>Mapping 1990 Detailed Occupation and Industry Codes to 1970 Major Occupation and Industry categories</td>
</tr>
<tr>
<td>cor683.asc</td>
<td>Sas code to write 5% prestige scores given 1990 occ codes.</td>
</tr>
<tr>
<td>cor684.asc</td>
<td>Code to map 1970 Occ Codes to 1970 Occupational Education and Income Characteristics (4-digits); Code</td>
</tr>
</tbody>
</table>
to map 1990 Occ Codes to 1990 Occupational Education and Earnings Characteristics (4-digits).

mem072.asc  Index of Job Desirability
mem0120.asc  Job Importance Items

**Appendix F**  Employment History and Detailed Job Changes

cor553.asc  The 1992 WLS Employment History Section: Instrument and Codebook Design
cor522.asc  Job History Summary Variables
cor691.asc  Labor force and current occupation for the 1957 and 1977 surveys
mem0043.asc  The variables EXPER and TENURE - 11/81
cor331a.asc  Coding of EXPER and TENURE for respondents not in the labor force at the time of interview. 11/81
cor648a.asc  ASCII versions of Excel worksheets used in the mappings of the occupation coding described in
cor648b.asc  ASCII versions of Excel worksheets used in the mappings of the occupation coding described in
cor648c.asc  ASCII versions of Excel worksheets used in the mappings of the occupation coding described in
cor648d.asc  ASCII versions of Excel worksheets used in the mappings of the occupation coding described in
cor648a.xls  Excel worksheets used in the mappings of the occupation coding described in COR648.asc
cor648b.xls  Excel worksheets used in the mappings of the occupation coding described in COR648.asc
cor648c.xls  Excel worksheets used in the mappings of the occupation coding described in COR648.asc
cor648d.xls  Excel worksheets used in the mappings of the occupation coding described in COR648.asc
cor851  Variable Creation for the Employment Module - Graduate Instrument
cor850.rtf  Variable Creation for the Job Characteristics Module - Graduate Instrument
cor850a.rtf  Job Characteristics Module - Graduate Instrument-describes the base hourly wage rate construction
cor850b.sas  Job Characteristics Module - Graduate Instrument-contains the code used to create the base hourly wage rate
cor851a.rtf  Employment Module - Graduate Instrument-describes retirement reasons codeset
cor851b.rtf  Employment Module - Graduate Instrument-describes
### Appendix G

**Personality items, Cognition, Comparisons, Closeness, Values and Attitudes, and Volunteering**

<table>
<thead>
<tr>
<th>File</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor851c.rtf</td>
<td>Employment Module - Graduate Instrument - describes reason laid off codeset</td>
</tr>
<tr>
<td>cor863generic.sas</td>
<td>SAS code used to create 1990 Major Industry, Major Occupation, Nakao Treas Prestige Score, Occupational Income, and Occupational Education Scores</td>
</tr>
<tr>
<td>cor571a.asc</td>
<td>References and variable creation for psychological, personality, health, work and family, and organization items. Tenacious Goal Pursuit (TGP) and Flexible Goal Adjustment (FGA) by Brandsttader and Renner. (Complete Preliminary English Version)(rev.9/00)</td>
</tr>
<tr>
<td>cor572.asc</td>
<td>Scoring for cognition items: sibling sample 1994 follow-up.</td>
</tr>
<tr>
<td>memo114.asc</td>
<td>Scales for the personality items (5- factor model of personality structure, cognition assessment, alcohol, depression, self evaluation and social comparisons, similarity, closeness, and contact)</td>
</tr>
<tr>
<td>structure,.txt</td>
<td>- cognition assessment, alcohol, depression, self evaluation and social comparisons, similarity, closeness, and contact)&quot;</td>
</tr>
<tr>
<td>memo091.asc</td>
<td>Effect of instrument on distributions of otherwise identical &quot;Five-Factor Model of Personality&quot; items.</td>
</tr>
<tr>
<td>memo099.asc</td>
<td>Examination of &quot;Five-Factor Model of Personality&quot; mail items for unusual response patterns.</td>
</tr>
<tr>
<td>memo121.asc</td>
<td>Using data on IQ and high school rank from the WLS (with additional notes on allocation flags and recoded items from the 1957 Questionnaire)</td>
</tr>
<tr>
<td>memo124.asc</td>
<td>Supporting figures for IQ updates and recommendations</td>
</tr>
<tr>
<td>memo124.pdf</td>
<td>Supporting figures for IQ updates and recommendations</td>
</tr>
</tbody>
</table>
Chapter 7: Documentation

cor652.asc  Construction of "new" IQ variables


cor860FluencyCodingToWLS.zip  Cognition-Fluency Coding files for 2003-2005 surveys.

cor860FluencyCodingSupervisorInstructions.doc  Cognition-Fluency Coding files for 2003-2005 surveys.


cor862.txt  Variable creation for the Cognition Digit Ordering Module - Graduate Instrument

cor825.txt  Variable creation for the Cognition Word Recall Module - Immediate and Delayed, Graduate Instrument

cor841.txt  Variable Creation For Volunteering


cor871.txt  Cognition Similarities open-ended coding

Appendix H  Selected Child and Nonnormative Children

cor576.asc  Inconsistencies in Residence of Selected Child

**NOTE:cor for Non-Normative is not yet available.

Appendix I  Religion

cor483r.asc  Master List of Religion Codes (rev.5/96)
cor870.txt  Variable creation for the Religion Module - Graduate Instrument

Appendix J  Geographic Coding

cor483s.asc  States and Foreign Country Codes
cor606.asc  Geographic Coding for County Codes (FIPS), Labor
**Chapter 7: Documentation**

<table>
<thead>
<tr>
<th>File</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor685.asc</td>
<td>Market Areas (LMA), Metropolitan Statistical Areas (MSA), and County Population.</td>
</tr>
<tr>
<td>memo007.asc</td>
<td>City codes (not available on public release)</td>
</tr>
<tr>
<td>cor337a.asc</td>
<td>Geographic coding of selected addresses for 1957-1977 WLS follow-up studies</td>
</tr>
<tr>
<td>cor344a.asc</td>
<td>Creation of variables for size of place of residence in hundreds</td>
</tr>
<tr>
<td>cor437.asc</td>
<td>Notes about size of place of residence in hundreds</td>
</tr>
</tbody>
</table>

**Appendix K** Psychological Well-Being

- cor574a.asc: Creation of Psychological Well-Being Variables
- cor437.asc: Comparative survey measurement of health, psychological well-being and social responsibility in the WLS, NSFH, and Whitehall Survey of British Civil Servants.
- cor840.txt: On variable creation for (and purpose of) the 2004 Psychological Well-Being graduate phone module. Note that this is not the same as the PWB *mail* module.

**Appendix L** Income, Assets, Intertransfers

- cor702.asc: Procedures in gathering tax data (June 1966)
- cor689.asc: A note on factor weighted SES scores
- cor578.asc: Processing of intertransfers to children
- cor483i.asc: Coding of Transfers Received
- cor877.txt: Variable Creation for the Assets Module - Graduate Module
- cor878.txt: Variable Creation for the Other Income Module - Graduate Module
- cor879.txt: Variable Creation for the Other Income Module - Graduate Module

**Appendix M** Health, Caregiving, Alcohol, Depression, and Utilization of Health Care

- memo114.asc: Scales for the personality items (5-factor model of personality structure, cognition assessment, alcohol, depression, self evaluation and social comparisons, similarity, closeness, and contact, and menopause).
- memo145.doc: Implementation of World Health Survey Vignettes

---

*Note*

Not included on public release are: Wisconsin high school codes, school district variables, state, college, and vocational codes.
### Chapter 7: Documentation

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor483h.asc</td>
<td>Health problems</td>
</tr>
<tr>
<td>cor571a.asc</td>
<td>References and variable creation for psychological, personality, health, work and family, and organization items. Tenacious Goal Pursuit (TGP) and Flexible Goal Adjustment (FGA) by Brandstädter and Renner. (Complete Preliminary English Version)(rev.9/00)</td>
</tr>
<tr>
<td>cor437.asc</td>
<td>Comparative survey measurement of health, psychological well-being and social responsibility in the WLS, NSFH, and Whitehall Survey of British Civil Servants.</td>
</tr>
<tr>
<td>cor849.rtf</td>
<td>Variable Creation for the Alcohol Module - Graduate Instrument</td>
</tr>
<tr>
<td>cor852.txt</td>
<td>Variable Creation for the Depression Module - Graduate Instrument</td>
</tr>
<tr>
<td>cor814.txt</td>
<td>Decision rules for Graduate Telephone Health variable creation (ghealth).</td>
</tr>
</tbody>
</table>

**Appendix N**  
**Relationship Codes**

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor483p.asc</td>
<td>Relationship codes</td>
</tr>
</tbody>
</table>

**Appendix O**  
**Century Month**

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor607.asc</td>
<td>Conversion into century months for 1992/94 follow-up studies.</td>
</tr>
</tbody>
</table>

**Appendix P**  
**Health Insurance Coding**

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor608.asc</td>
<td>Health insurance coding</td>
</tr>
<tr>
<td>cor845.txt</td>
<td>Graduate Instrument, Access module - analysis variable creation</td>
</tr>
</tbody>
</table>

**Appendix Q**  
**Coding for Types of Pensions and Retirement Plans.**

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor609.asc</td>
<td>Coding for types of pensions and retirement plans.</td>
</tr>
<tr>
<td>cor880.txt</td>
<td>Variable Creation for the Pensions Module - Graduate Module</td>
</tr>
</tbody>
</table>

**Appendix R**  
**Death and disability Coding**

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor483d.asc</td>
<td>Cause of Death/Disability Codes from 1992/4 Survey</td>
</tr>
<tr>
<td>cor867.txt</td>
<td>ICD-9 Overview</td>
</tr>
<tr>
<td>cor867b_decision_tree.sdr</td>
<td>ICD-9 Decision Tree</td>
</tr>
<tr>
<td>cor867d.xls</td>
<td>ICD-9 Common code spreadsheet</td>
</tr>
<tr>
<td>cor867f</td>
<td>ICD-9 Code Set</td>
</tr>
<tr>
<td>cor867g</td>
<td>Variable Description</td>
</tr>
<tr>
<td>Appendix S</td>
<td>Company Characteristics</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>cor307.asc</td>
<td>Coding name of employer for last or current job in 1975</td>
</tr>
<tr>
<td>cor335.asc</td>
<td>Coding of company and industry data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix T</th>
<th>Military Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>memo026.asc</td>
<td>Creation of military variables</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix U</th>
<th>End of Life Preparations and Death Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor853.txt</td>
<td>Variable Creation for the End of Life - Death Reaction Module - Graduate Instrument</td>
</tr>
<tr>
<td>cor854.txt</td>
<td>On variable creation for the 2004 End of Life Preparations module (graduate instrument)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix V</th>
<th>Internet and Personal Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>cor822.txt</td>
<td>Decision rules for Graduate Telephone Internet variable creation (ginet)</td>
</tr>
</tbody>
</table>
**Variable Naming Conventions**

1957-1977 Variables  The following mnemonics were used to assign names to variables in the WLS 1957-1977:

<table>
<thead>
<tr>
<th>A</th>
<th>after</th>
<th>CN</th>
<th>college name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>after birth of current pregnancy</td>
<td>CO</td>
<td>county</td>
</tr>
<tr>
<td>AD</td>
<td>address</td>
<td>CR</td>
<td>correct</td>
</tr>
<tr>
<td>ADG</td>
<td>after degree</td>
<td>CS</td>
<td>cover sheet item</td>
</tr>
<tr>
<td>AGE</td>
<td>age</td>
<td>CUR (CR)</td>
<td>current</td>
</tr>
<tr>
<td>AL</td>
<td>after last birth or last appropriate period</td>
<td>CW</td>
<td>class of worker</td>
</tr>
<tr>
<td>AM</td>
<td>after marriage</td>
<td>D</td>
<td>dollars</td>
</tr>
<tr>
<td>ASP(AS)</td>
<td>aspiration</td>
<td>DA</td>
<td>day</td>
</tr>
<tr>
<td>A1</td>
<td>after first birth</td>
<td>DH</td>
<td>death</td>
</tr>
<tr>
<td>A2</td>
<td>after second birth</td>
<td>DV</td>
<td>divorce</td>
</tr>
<tr>
<td>A3</td>
<td>after third or next to last birth</td>
<td>E</td>
<td>exact</td>
</tr>
<tr>
<td>B</td>
<td>before</td>
<td>ED</td>
<td>education</td>
</tr>
<tr>
<td>BB</td>
<td>baby, did you want this baby?</td>
<td>EDT</td>
<td>educational training programs</td>
</tr>
<tr>
<td>BDG(BD)</td>
<td>bachelor's degree</td>
<td>EDV</td>
<td>vocational school programs</td>
</tr>
<tr>
<td>BG(B)</td>
<td>beginning,began</td>
<td>EL</td>
<td>enrolled</td>
</tr>
<tr>
<td>BK</td>
<td>background of X</td>
<td>ELF</td>
<td>experienced labor force</td>
</tr>
<tr>
<td>BL</td>
<td>before last birth</td>
<td>EMP (EM)</td>
<td>employed, employment</td>
</tr>
<tr>
<td>BM</td>
<td>before marriage</td>
<td>EN (E)</td>
<td>ending, end</td>
</tr>
<tr>
<td>BRD</td>
<td>birth date</td>
<td>EVR (EV)</td>
<td>ever</td>
</tr>
<tr>
<td>BRO</td>
<td>brother</td>
<td>EX</td>
<td>Expectations</td>
</tr>
<tr>
<td>BRTH</td>
<td>birth place</td>
<td>F</td>
<td>father</td>
</tr>
<tr>
<td>B1</td>
<td>before first birth</td>
<td>FM</td>
<td>family</td>
</tr>
<tr>
<td>B2</td>
<td>before second birth</td>
<td>FN</td>
<td>female not currently working</td>
</tr>
<tr>
<td>B3</td>
<td>before third birth, before next to last birth</td>
<td>FP</td>
<td>full-time/part-time</td>
</tr>
<tr>
<td>CHT</td>
<td>cohort</td>
<td>FRND</td>
<td>friends</td>
</tr>
<tr>
<td>CI</td>
<td>city</td>
<td>FT</td>
<td>fertility</td>
</tr>
<tr>
<td>CK</td>
<td>check item</td>
<td>FW</td>
<td>female work history</td>
</tr>
<tr>
<td>CL</td>
<td>college</td>
<td>FY</td>
<td>female currently working</td>
</tr>
<tr>
<td>CLF</td>
<td>civilian labor force</td>
<td>G</td>
<td>general</td>
</tr>
<tr>
<td>CM</td>
<td>completed</td>
<td>GD</td>
<td>grade</td>
</tr>
<tr>
<td>CN</td>
<td>college name</td>
<td>GDG</td>
<td>graduate degree</td>
</tr>
<tr>
<td>CO</td>
<td>county</td>
<td>GR</td>
<td>graduate</td>
</tr>
<tr>
<td>CR</td>
<td>correct</td>
<td>GRP</td>
<td>group</td>
</tr>
<tr>
<td>CS</td>
<td>cover sheet item</td>
<td>CUR (CR)</td>
<td>current</td>
</tr>
<tr>
<td>CW</td>
<td>class of worker</td>
<td>H</td>
<td>death</td>
</tr>
<tr>
<td>D</td>
<td>dollars</td>
<td>HH</td>
<td>head of household</td>
</tr>
<tr>
<td>DA</td>
<td>day</td>
<td>HR</td>
<td>hours</td>
</tr>
<tr>
<td>DH</td>
<td>death</td>
<td>HS</td>
<td>high school</td>
</tr>
<tr>
<td>HSD</td>
<td></td>
<td>HSD</td>
<td>household</td>
</tr>
</tbody>
</table>
### Chapter 7: Documentation

#### Helpful Hint

Nmenonic variable names are from 1957-1977 data.

Variables consisting of a combination of letters and numbers are from 1992-2005 data.

<table>
<thead>
<tr>
<th>ID</th>
<th>identification</th>
<th>PW</th>
<th>stopped working</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMP</td>
<td>importance</td>
<td>RACE</td>
<td>race</td>
</tr>
<tr>
<td>IN</td>
<td>industry</td>
<td>RC</td>
<td>regular college</td>
</tr>
<tr>
<td>IO</td>
<td>involvement in organizations</td>
<td>RCB</td>
<td>regular college began</td>
</tr>
<tr>
<td>IT</td>
<td>interviewer, interview</td>
<td>RCE</td>
<td>regular college end</td>
</tr>
<tr>
<td>J</td>
<td>job characteristics for beginning, end, etc.</td>
<td>REG</td>
<td>regular</td>
</tr>
<tr>
<td>JA</td>
<td>job aspects</td>
<td>RGN</td>
<td>region</td>
</tr>
<tr>
<td>KID (KD)</td>
<td>kids, children</td>
<td>RL</td>
<td>religion</td>
</tr>
<tr>
<td>L</td>
<td>longest</td>
<td>SIB (SB)</td>
<td>siblings, selected sibling</td>
</tr>
<tr>
<td>LC</td>
<td>last college</td>
<td>SIS</td>
<td>sister</td>
</tr>
<tr>
<td>LT (L)</td>
<td>last</td>
<td>SN</td>
<td>senior</td>
</tr>
<tr>
<td>LV</td>
<td>living, alive</td>
<td>SO</td>
<td>social participation</td>
</tr>
<tr>
<td>M</td>
<td>mother</td>
<td>SP (S)</td>
<td>spouse, separation</td>
</tr>
<tr>
<td>MAR (MR)</td>
<td>married, marital, marriage</td>
<td>ST</td>
<td>state</td>
</tr>
<tr>
<td>MI</td>
<td>missing</td>
<td>STA</td>
<td>status</td>
</tr>
<tr>
<td>MILITY (M)</td>
<td>military</td>
<td>SW</td>
<td>start working</td>
</tr>
<tr>
<td>MJ (M)</td>
<td>major fields of study</td>
<td>SWL</td>
<td>Wisconsin Longitudinal Study</td>
</tr>
<tr>
<td>MO (M)</td>
<td>month, number of months</td>
<td>SZ</td>
<td>size</td>
</tr>
<tr>
<td>MRNC (M)</td>
<td>not currently married</td>
<td>T</td>
<td>time, termination (death or divorce)</td>
</tr>
<tr>
<td>M1</td>
<td>between marriage and first birth</td>
<td>TCH</td>
<td>teacher</td>
</tr>
<tr>
<td>N</td>
<td>not, no</td>
<td>TP</td>
<td>type of place</td>
</tr>
<tr>
<td>NAT</td>
<td>national origin</td>
<td>TT</td>
<td>total</td>
</tr>
<tr>
<td>NF</td>
<td>influence</td>
<td>TWN (TW)</td>
<td>twin</td>
</tr>
<tr>
<td>NH</td>
<td>number of hours per week</td>
<td>TY</td>
<td>type</td>
</tr>
<tr>
<td>NJ</td>
<td>number of jobs</td>
<td>V</td>
<td>divorce</td>
</tr>
<tr>
<td>NM</td>
<td>name</td>
<td>WB</td>
<td>have you worked here before this period?</td>
</tr>
<tr>
<td>NO</td>
<td>number</td>
<td>WG</td>
<td>wage, salary</td>
</tr>
<tr>
<td>NW</td>
<td>number of weeks</td>
<td>WI</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>NX</td>
<td>next</td>
<td>WK (W)</td>
<td>week</td>
</tr>
<tr>
<td>OC</td>
<td>occupation</td>
<td>WR (W)</td>
<td>work, worker, working</td>
</tr>
<tr>
<td>OG</td>
<td>number of organizations</td>
<td>WW</td>
<td>women's work</td>
</tr>
<tr>
<td>OL</td>
<td>older, oldest</td>
<td>XR</td>
<td>1977 respondent</td>
</tr>
<tr>
<td>OR</td>
<td>origin</td>
<td>Y</td>
<td>income variables</td>
</tr>
<tr>
<td>OT</td>
<td>other</td>
<td>YR</td>
<td>year, years</td>
</tr>
<tr>
<td>P</td>
<td>part-time</td>
<td>Z</td>
<td>items repeated from 1957</td>
</tr>
<tr>
<td>PC</td>
<td>public, private, commercial</td>
<td>X</td>
<td>1977 respondent</td>
</tr>
<tr>
<td>PED</td>
<td>plans for education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td>pregnant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PJ</td>
<td>project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL</td>
<td>place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLN</td>
<td>plan, plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR (P)</td>
<td>parents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 7: Documentation

WLS Data Conventions

Structure of WLS Longitudinal Data

This longitudinal data is presented as a rectangular file rather than a hierarchical file. Each record contains data for the entire family. There is only one ID for the public - IDUSER. IDUSER is the same for graduate respondents, their sibling and their spouse. Variables that are the same for the different respondents are named uniquely.

Missing Values
The following missing value codes are used throughout 1957-2005 data. 1957-1994 data only include codes -1 through -4.

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>Don't know</td>
</tr>
<tr>
<td>-2</td>
<td>Inappropriate</td>
</tr>
<tr>
<td>-3</td>
<td>Refused</td>
</tr>
<tr>
<td>-4</td>
<td>Not ascertained</td>
</tr>
<tr>
<td>-5</td>
<td>Partial interview</td>
</tr>
<tr>
<td>-6</td>
<td>Amount given</td>
</tr>
<tr>
<td>-7</td>
<td>No such income/assets/pensions/inheritance</td>
</tr>
<tr>
<td>-8</td>
<td>dk/r screener</td>
</tr>
<tr>
<td>-9</td>
<td>Item not on path</td>
</tr>
<tr>
<td>-10</td>
<td>Global refusal</td>
</tr>
<tr>
<td>-11</td>
<td>At most part time worker</td>
</tr>
<tr>
<td>-12</td>
<td>At least full time worker</td>
</tr>
<tr>
<td>-13</td>
<td>Amount Differs For Generic/Brand-Name</td>
</tr>
<tr>
<td>-14</td>
<td>Amount Changes Over The Year (Vol)</td>
</tr>
<tr>
<td>-15</td>
<td>Multiple Sessions</td>
</tr>
<tr>
<td>-16</td>
<td>Never went to usual provider</td>
</tr>
<tr>
<td>-17</td>
<td>Special Missing Code for Allocation Cases</td>
</tr>
<tr>
<td>-18</td>
<td>Unable to Code (ICD-9 related questions)</td>
</tr>
<tr>
<td>-19</td>
<td>Occupational scores not assigned to military occupations</td>
</tr>
</tbody>
</table>

Note: From 1964-1977, if the respondent was not fielded or did not respond at all to the survey, all variables for the respondent in that year of the survey are coded -3 (originally labeled refused, not ascertained). From 1992-2006, if the respondent was not fielded or did not respond to the survey at all, all variables for the respondent in that year are coded system missing (. for numeric variables and blank for string variables).
Variable Naming

- If the variable name is a mnemonic, then data is from 1957-1977 surveys.
- 1992-2005 variable names consist of a combination of letters and numbers that allow for convenient identification of the year of the survey, the subject of the variable and the object of the variable.
- 1992-2005 variables that differ only by year of the survey have identical characters in columns 2-8 of the variable name.

Variable names for 1992-2005 are of the form:
2 letters
3 numbers
2 or 3 letters

The first letter indicates the year of the survey:
- R 1992-93 Graduate Respondent's Phone Interview
- M 1992-93 Graduate Respondent's Mail Survey
- S 1993-94 Selected Sibling Respondent's Phone Interview
- N 1993-94 Selected Sibling Respondent's Mail Survey
- G 2003-2005 Graduate Respondent's Phone Interview
- I 2003-2005 Graduate Respondent's Mail Interview

The second letter of the variable name indicates the subject of the variable.
- A Flags and interview information
- B Education
- C Marital history and spouse's employment
- D Children's roster
- E Parents’, household
- F Employment
- G Job characteristics
- H Personality
- I Cognition
- J Selected child
- K Selected sibling
- L Religion
- M Internet
- N Psychological
- P Income
- Q Intertransfers
- R Assets
- S Health care
- T Pensions
- U Depression and alcohol
- V Volunteer and Caregiving
Chapter 7: Documentation

X Health
Y End of life prep, end of life death
Z Social participation and behaviors
  (including family violence)

The sixth and seventh letters of the variable names identify the object of the variable.

RE Respondent to the survey
SP Spouse
RP Respondent and current spouse if married else just respondent
KD Children
SK Selected Child
PA Both parents
FA Father
MA Mother
PI Both in-laws
FI Father in-law
MI Mother in-law
PB Both parents and both parents-in-laws
SS Selected sibling of the respondent is dependent upon who is the respondent for that wave of the data (i.e., the selected sibling could be the original 1957 high school student if the respondent is the selected sibling OR the selected sibling of the original 1957 high school student)
SA-SOSiblings in sibling roster
HD Head of household
HH Other household members
HE Entire household
JS Job history summary variables
JA 1975 job aspirations for 1992
J1 First job spell
  1975 job or first job after 1975 if unemployed in 1975
J2 Second job spell
  First post-1975 job (or post-job after 1975 if unemployed in 1975)
J3 Third job spell
  Second post-1975 job
J4 Fourth job spell
  Next to last job
JC Current/last job
  Could be a newly reported job or same job described in J1-J4
JJ Current/last job characteristics
Chapter 8: Flowcharts

In this Chapter
2005 Flowcharts:

Graduate Flowchart.................................................................106
Spouse Flowchart.................................................................107
Sibling Flowchart.................................................................108
Widow Flowchart.................................................................109
Nonnormative Flowchart......................................................to be added
Letter Fluency Flowchart......................................................to be added
Cognitive Similarities............................................................to be added
Category Flowchart..............................................................to be added
Pensions Flowchart..............................................................to be added
Retirement Flowchart............................................................to be added
Assets Flowchart.................................................................to be added
Intertransfers Flowchart.........................................................to be added

To find flowcharts that are not included here, see “documentation” on the WLS public website.

The following flowcharts are included due to their popularity and/or because they are new additions to the WLS.
Chapter 8: Flowcharts

Graduate Overall Flow: Includes African American Modules

- Intro
- Education
- Marriage Update
- Kid Roster
- Nonnorm Screener
- Selected Kid
- Parents

Cognition-Similarity Task
Cognition-Letter Category Fluency
African American Identity
Health
Selected Sib, Other Sibs
Household

No permission to record
No Siblings

Employment History Since Last Interview
Disability
Pensions
Retirement Attitudes
Characteristics of Pre-retirement or Current/Last Job
Cognition-Digit Ordering

No job since last interview

Volunteering
Utilization of Health Care
Health Insurance
Cognition Immediate Recall
Assets
Other Income

Alcohol History
Religion
Internet Use
Cognition-Delayed Recall
Depression History
African American Discrimination

The End
Nonnormative Extension Interview
Intertransfers
End of Life Death Reactions
End of Life Preparations
Psychological Well-Being

No eligible non-norm child
No spouse or parent death

* Only Asked of African Americans
Net Asked of the African American Oversample (BUT...These Were Asked of all African Americans in the Original 1/3 Sample)
Module or Some Section of the Module Will Be Subsampled
Chapter 8: Flowcharts

Graduate Spouse & Sibling Spouse Overall Flow

Intro → Education* → Siblings → Parents* → Employment/ Benefits → Cognition-Similarity Task* → Pensions → Health Insurance → Cognition Immediate Recall* → Alcohol* → Depression* → Health* → Retirement Attitudes → Other Income → Assets → Cognition-Delayed Recall* → Marriage → Children

The End → Internet Use* → Church Attendance* → End of Life Preparations* → Nisbett Items*

* Module or Some Section of the Module Will be Subsampled
^ Not in the graduate spouse interview
Chapter 8: Flowcharts

Preliminary Widow Overview Flow

- Intro
- Graduate Mortality Review
- Marital Update
- Children

If the person contacted was divorced from the K before the death we want to get the name and location of all new spouses. Even though there was a divorce before the death we still want to interview this individual.

- Widow health order
- Grad schoolship & mortality
- Household
- Parents & Facets-in-law

We want to ask grad parents mortality info here.

- Cognition-Simulation Task
- Health
- Current Last Job & Benefits

We need to contact Karen Holden about particular questions we might want to add to these sections about changes after widowhood

- Health Insurance
- Cognitive-Immediate Recall
- Assets
- Other Income

- Alcohol History
- Internet Use
- Cognition-Delayed Recall
- Depression History

- The End
- Noncognitive Extension
- End of Life Preparations
- End of Life Reactions

Will receive the non-norm shaller

No eligible non-norm child

Dobby Care will take care of merging these two sections and adding the appropriate questions.
Chapter 9: Publications

In This Chapter

Bibliography Information ................................................................. 111
Recent Papers and Manuscripts ......................................................... 111
Recent Proposals ............................................................................. 114
Citation Information ........................................................................ 114

Bibliography

Click here for an updated WLS bibliography.

Recent Papers and Manuscripts


Jackson, Daren C., Corrina J. Mueller, Isa Dolski, Kim M. Dalton, Jack B. Nitschke, Heather L. Urry, Melissa A. Rosenkranz, Carol D. Ryff, Burton


Seltzer, Marsha Mailick, Jan S. Greenberg, Frank J. Floyd, and Jinkuk Hong, November, 2000. "Accommodative Coping and Well-Being of Midlife Parents of Children with Mental Health Problems or Developmental Disabilities." An earlier version of this paper was presented at the 53rd Annual Scientific Meeting of the Gerontological Society of
Chapter 9: Publications

American, Washington, DC.


Chapter 9: Publications


Recent Proposals

Brandon, Peter D., June 2004 "Becoming My Brother or Sister's Keeper" R03

Flynn, Kathryn E., June 2004. "AHRQ Grants for Health Services Research Dissertation"


How to Cite the WLS Data Properly

Acknowledgment Text for Use of WLS Data

This research uses data from the Wisconsin Longitudinal Study (WLS) of the University of Wisconsin-Madison. Since 1991, the WLS has been supported principally by the National Institute on Aging (AG-9775 and AG-21079), with additional support from the Vilas Estate Trust, the National Science Foundation, the Spencer Foundation, and the Graduate
Chapter 9: Publications

School of the University of Wisconsin-Madison. A public use file of data from the Wisconsin Longitudinal Study is available from the Wisconsin Longitudinal Study, University of Wisconsin-Madison, 1180 Observatory Drive, Madison, Wisconsin 53706 and at http://www.ssc.wisc.edu/~wls/data/. The opinions expressed herein are those of the authors.

Bibliographic Citations

Electronic resources are well established as a means of information dissemination. The purpose of making a reference to an electronic resource is to give enough information so that it can be located as well as acknowledge those authors whose intellectual works are in electronic format.

Users of these data are requested to cite them properly. Below is an example of proper citation for these works. You should consult a proper style manual and modify the examples to maintain consistency in punctuation and typeface.


Appendices

DOCUMENTATION OF SCALES.........................................................118
DOCUMENTATION OF SCALES

in

WISCONSIN LONGITUDINAL STUDY

1992-3 Respondent Mail Questionnaire & Telephone Interview
1993-4 Sibling Mail Questionnaire & Telephone Interview

University of Wisconsin Center for Demography of Health and Aging
January 11, 2006
# Table of Contents

## Introduction  .................................................................7

## 1992-3 Respondent Mail Questionnaire .................................8

### Psychological Well-Being .................................................8
  1. Autonomy ........................................................................8
  2. Environmental Mastery ..................................................9
  3. Personal Growth ..........................................................9
  4. Positive Relation with Others ........................................10
  5. Purpose in Life ............................................................11
  6. Self-Acceptance ............................................................12

## Cross-Referencing .........................................................13

## Source ................................................................................14

## Selected Studies Using Psychological Well-Being Scales ..........14

## Big Five Personality Items ................................................15
  1. Extraversion ....................................................................15
  2. Agreeableness ................................................................15
  3. Conscientiousness .........................................................16
  4. Neuroticism ....................................................................17
  5. Openness ........................................................................17

## Cross-Referencing .........................................................18

## Source ................................................................................19

## Selected Studies Using Big Five Personality Items Scales ........19

## Depression (CESD) ..........................................................20

## Cross-Referencing .........................................................21

## Source ................................................................................21

## Selected Studies Using CESD Scale ....................................21

## Family-Work Spillover ......................................................23
  1. Family Stress Spills Over to Work ...................................23
  2. Work Stress Spills Over Into Family Life .........................23
  3. Family Enhancement Spills Over Into Work Life ..............24

## Cross-Referencing .........................................................25

## Source ................................................................................25

## Selected Studies Using Family-Work Spillover Scales ..........25

## Brandstadter Goal Attainment ............................................26
  1. Flexible Goal Adjustment (FGA) ................................. 26
2. Tenacious Goal Pursuit (TGP) ............................................... 26
   Cross-Referencing ......................................................... 27
   (1992-3 Respondent Mail Questionnaire continued)

   Source ........................................................................... 27
   Selected Studies Using Brandstater Goal Attainment Scales . 28

Hostility......................................................................................... 29
   Cross-Referencing ............................................................... 29
   Source .................................................................................. 29
   Selected Studies Using Hostility Scale .................................. 30

Health Symptoms.......................................................................... 31
   Cross-Referencing ............................................................... 32
   Source .................................................................................. 32
   Selected Studies Using Health Symptoms Scale ................. 32

Illness.......................................................................................... 33
   Cross-Referencing ............................................................... 34
   Source .................................................................................. 34
   Selected Studies Using Illness Scale .................................... 34

Body Mass Index (BMI) ............................................................. 35
   Cross-Referencing ............................................................... 35
   Source .................................................................................. 35
   Selected Studies Using BMI Scale ...................................... 36

1992-3 Respondent Telephone Interview .................................. 37

Psychological Well-Being ....................................................... 37
   1. Autonomy ........................................................................ 37
   2. Environmental Mastery .................................................. 38
   3. Personal Growth ............................................................... 38
   4. Positive Relations with Others ........................................ 39
   5. Purpose in Life ................................................................. 40
   6. Self-Acceptance ............................................................... 40
   7. Total Score for Psychological Well-Being ...................... 41
   Cross-Referencing ............................................................... 43
   Source .................................................................................. 44
   Selected Studies Using Psychological Well-Being Scales ..... 44

   Big Five Personality Items .................................................. 45
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Neuroticism</td>
<td>65</td>
</tr>
<tr>
<td>5. Openness</td>
<td>65</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>66</td>
</tr>
<tr>
<td>Source</td>
<td>67</td>
</tr>
<tr>
<td>Selected Studies Using Big Five Personality Items Scales</td>
<td>67</td>
</tr>
<tr>
<td>(1993-4 Sibling Mail Questionnaire continued)</td>
<td></td>
</tr>
<tr>
<td>Depression (CESD)</td>
<td>68</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>69</td>
</tr>
<tr>
<td>Source</td>
<td>69</td>
</tr>
<tr>
<td>Selected Studies Using CESD Scale</td>
<td>69</td>
</tr>
<tr>
<td>Family-Work Spillover</td>
<td>70</td>
</tr>
<tr>
<td>1. Family Stress Spills Over to Work</td>
<td>70</td>
</tr>
<tr>
<td>2. Work Stress Spills Over Into Family Life</td>
<td>70</td>
</tr>
<tr>
<td>3. Family Enhancement Spills Over Into Work Life</td>
<td>71</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>72</td>
</tr>
<tr>
<td>Source</td>
<td>72</td>
</tr>
<tr>
<td>Selected Studies Using Family-Work Spillover Scales</td>
<td>72</td>
</tr>
<tr>
<td>Brandstader Goal Attainment</td>
<td>73</td>
</tr>
<tr>
<td>1. Flexible Goal Adjustment (FGA)</td>
<td>73</td>
</tr>
<tr>
<td>2. Tenacious Goal Pursuit (TGP)</td>
<td>73</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>74</td>
</tr>
<tr>
<td>Source</td>
<td>74</td>
</tr>
<tr>
<td>Selected Studies Using Brandstader Goal Attainment Scales</td>
<td>75</td>
</tr>
<tr>
<td>Anxiety Symptoms and Beliefs</td>
<td>76</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>76</td>
</tr>
<tr>
<td>Source</td>
<td>77</td>
</tr>
<tr>
<td>Selected Studies Using Anxiety Symptoms and Beliefs Scale</td>
<td>77</td>
</tr>
<tr>
<td>Spielberger Anxiety and Anger Indices</td>
<td>78</td>
</tr>
<tr>
<td>1. Spielberger Anxiety Index</td>
<td>78</td>
</tr>
<tr>
<td>2. Spielberger Anger Index</td>
<td>79</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>79</td>
</tr>
<tr>
<td>Source</td>
<td>80</td>
</tr>
<tr>
<td>Selected Studies Using Spielberger Anxiety and Anger Indices</td>
<td>80</td>
</tr>
<tr>
<td>Health Symptoms</td>
<td>81</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>82</td>
</tr>
<tr>
<td>Source</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Selected Studies Using Health Symptoms Scale</td>
<td>82</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>82</td>
</tr>
<tr>
<td>Source</td>
<td>83</td>
</tr>
<tr>
<td>Selected Studies Using Illness Scale</td>
<td>84</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>84</td>
</tr>
<tr>
<td>Body Mass Index (BMI)</td>
<td>85</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>85</td>
</tr>
<tr>
<td>(1993-4 Sibling Mail Questionnaire continued)</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>85</td>
</tr>
<tr>
<td>Selected Studies Using BMI Scale</td>
<td>86</td>
</tr>
<tr>
<td>1993-4 Sibling Telephone Interview</td>
<td>87</td>
</tr>
<tr>
<td>Psychological Well-Being</td>
<td>87</td>
</tr>
<tr>
<td>1. Autonomy</td>
<td>87</td>
</tr>
<tr>
<td>2. Environmental Mastery</td>
<td>88</td>
</tr>
<tr>
<td>3. Personal Growth</td>
<td>88</td>
</tr>
<tr>
<td>4. Positive Relations with Others</td>
<td>89</td>
</tr>
<tr>
<td>5. Purpose in Life</td>
<td>90</td>
</tr>
<tr>
<td>6. Self-Acceptance</td>
<td>90</td>
</tr>
<tr>
<td>7. Total Score for Psychological Well-Being</td>
<td>91</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>93</td>
</tr>
<tr>
<td>Source</td>
<td>94</td>
</tr>
<tr>
<td>Selected Studies Using Psychological Well-Being Scales</td>
<td>94</td>
</tr>
<tr>
<td>Five Factor Model of Personality Structure (Big Five Items)</td>
<td>95</td>
</tr>
<tr>
<td>1. Extraversion</td>
<td>95</td>
</tr>
<tr>
<td>2. Openness</td>
<td>95</td>
</tr>
<tr>
<td>3. Neuroticism</td>
<td>96</td>
</tr>
<tr>
<td>4. Conscientiousness</td>
<td>97</td>
</tr>
<tr>
<td>5. Agreeableness</td>
<td>98</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>98</td>
</tr>
<tr>
<td>Source</td>
<td>99</td>
</tr>
<tr>
<td>Selected Studies Using Big Five Personality Items Scales</td>
<td>99</td>
</tr>
<tr>
<td>Depression History</td>
<td>100</td>
</tr>
<tr>
<td>Cross-Referencing</td>
<td>101</td>
</tr>
<tr>
<td>Source</td>
<td>101</td>
</tr>
<tr>
<td>Selected Studies Using Depression History Scale</td>
<td>101</td>
</tr>
</tbody>
</table>
INTRODUCTION

This document provides information about the scales constructed from data contained in the Wisconsin Longitudinal Study (WLS) for the Respondent Mail Questionnaire and Telephone Interview conducted in 1992-3 and the Sibling Mail Questionnaire and Telephone Interview conducted in 1993-4. It will also include documentation of the scales in the 2003-5 WLS when the complete data become available, and scales are constructed.

Each scale entry contains:

> scale name and summary variable
> number of subscales and subscale names (if any)
> variables and corresponding question numbers of items that comprise the scale or subscales
> statements/questions that comprise the scale or subscales, as the were asked to WLS respondents
> coding information
> scaling details
> reliability coefficients (where applicable)
> complete cross-references among Respondent Mail, Respondent Telephone, Sibling Mail, and Sibling Telephone data

Please send corrections, comments and suggestions to Anna Forster at aforster@sociology.rutgers.edu.

1992-3 Respondent Mail Questionnaire
**PSYCHOLOGICAL WELL-BEING (α=.93) >?**

**Subscales (n = 6)**

1. **Autonomy**

   **MN001REC:** continuous variable based on 7 items

   **Items:** 1992-3 Respondent Mail Questionnaire, Questions MN003RER (19a), MN004RER (19g), MN005RER (19h), MN006RER (19o), MN007RER (19v), MN008RER (19cc), MN009RER (19jj)

   - MN003RER. “My decisions are not usually influenced by what everyone else is doing.”
   - MN004RER. “I have confidence in my opinions even if they are contrary to the general consensus.”
   - MN005RER. “I tend to worry what other people think of me.”
   - MN006RER. “I often change my mind about decisions if my friends or family disagree.”
   - MN007RER. “I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.”
   - MN008RER. “Being happy with myself is more important to me than having others approve of me.”
   - MN009RER. “It is difficult for me to voice my opinions on controversial matters.”

   **Coding:** 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

   **Scaling:** MN001REC was constructed by summing the values for each of the seven items. Items MN003RER, MN004RER, MN007RER and MN008RER were reverse coded in the creation of this variable.

   **Note:** This variable was constructed based on questions scn3, 19, 19a, 19g, 19h,19o, 19v, 19cc and 19jj.

   **Reliability:** \( \alpha = .71 \)

**MN002RE:** number of autonomy items answered

   \( = 0 \) if no autonomy items answered
2. Environmental Mastery

**MN010REC**: continuous variable based on 7 items

**Items**: 1992-3 Respondent Mail Questionnaire, Questions MN012RER (19b), MN013RER (19i), MN014RER (19n), MN015RER (19p), MN016RER (19w), MN017RER (19dd), MN018RER (19kk)

- MN012RER. “I am good at juggling my time so that I can fit everything in that needs to get done.”
- MN013RER. “I often feel overwhelmed by my responsibilities.”
- MN014RER. “I am quite good at managing the many responsibilities of my daily life.”
- MN015RER. “I do not fit very well with the people and community around me.”
- MN016RER. “I have difficulty arranging my life in a way that is satisfying to me.”
- MN017RER. “I have been able to create a lifestyle for myself that is much to my liking.”
- MN018RER. “I generally do a good job of taking care of my personal finances and affairs.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

**Scaling**: MN010REC was created by summing the values for each of the seven items. Items MN012RER, MN014RER, MN017RER and MN018RER were reverse coded in the creation of this variable.

**Reliability**: á = .74

**MN011RE**: number of environmental mastery items answered

- = 0 if no environmental mastery items answered
- = 1-7 if one to seven items answered

3. Personal Growth
Appendices

MN019REC: continuous variable based on 7 items

Items: 1992-3 Respondent Mail Questionnaire, Questions MN021RER (19c), MN022RER (19j), MN023RER (19q), MN024RER (19u), MN025RER (19x), MN026RER (19ee), MN027RER (19ll)

MN021RER. “I am not interested in activities that will expand my horizons.”
MN022RER. “I have the sense that I have developed a lot as a person over time.”
MN023RER. “When I think about it, I haven’t really improved much as a person over the years.”
MN024RER. “I think it is important to have new experiences that challenge how I think about myself and the world.”
MN025RER. “I don’t want to try new ways of doing things – my life is fine the way it is.”
MN026RER. “I do not enjoy being in new situations that require me to change my old familiar ways of doing things.”
MN027RER. “There is truth to the saying you can’t teach an old dog new tricks.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: MN019REC was created by summing the values on each of the seven items. Items MN022RER and MN024RER were reverse coded in the creation of this variable.

Reliability: $a = .77$

MN020RE: number of personal growth items answered
= 0 if no personal growth items answered
= 1-7 if one to seven items answered

4. Positive Relation with Others

MN028REC: continuous variable based on 7 items
Appendices

Items: 1992-3 Respondent Mail Questionnaire, Questions MN030RER (19d), MN031RER (19k), MN032RER (19r), MN033RER (19y), MN034RER (19bb), MN035RER (19ff), MN036RER (19mm)

MN030RER. “I don’t have many people who want to listen when I need to talk.”
MN031RER. “I enjoy personal and mutual conversations with family members and friends.”
MN032RER. “I often feel lonely because I have few close friends with whom to share my concerns.”
MN033RER. “It seems to me that most other people have more friends than I do.”
MN034RER. “People would describe me as a giving person, willing to share my time with others.”
MN035RER. “Most people see me as loving and affectionate.”
MN036RER. “I know I can trust my friends and they know they can trust me.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: MN028REC was constructed by summing the values on each of the seven items. Items MN031RER, MN034RER, MN035RER and MN036RER were reverse coded in the creation of this variable.

Reliability: $a = .79$

MN029RE: number of positive relation to others items answered
= 0 if no positive relation to others items answered
= 1-7 if one to seven items answered

5. Purpose in Life

MN037REC: continuous variable based on 7 items

Items: 1992-3 Respondent Mail Questionnaire, Questions MN039RER (19e), MN040RER (19i), MN041RER (19s), MN042RER (19z), MN043RER (19gg), MN044RER (19ii), MN045RER (19nn)

MN039RER. “I enjoy making plans for the future and working
Appendices

Wisconsin Longitudinal Study handbook 2006

6. Self-Acceptance

**MN046REC**: continuous variable based on 7 items

**Items**: 1992-3 Respondent Mail Questionnaire, Questions MN048RER (19f), MN049RER (19m), MN050RER (19t), MN051RER (19aa), MN052RER (19hh), MN053RER (19oo), MN054RER (19pp)

- MN048RER. “I feel like many of the people I know have gotten more out of life than I have.”
- MN049RER. “In general, I feel confident and positive about myself.”
- MN050RER. “When I compare myself to friends and acquaintances, it makes me feel good about who
I am.”
MN051RER. “My attitude about myself is probably not as positive as most people feel about themselves.”
MN052RER. “I made some mistakes in the past, but I feel that all in all everything has worked out for the best.”
MN053RER. “The past had its ups and down, but in general, I wouldn’t want to change it.”
MN054RER. “In many ways, I feel disappointed about my achievements in life.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: MN047REC was constructed by summing the values for each of the seven items. Items MN049RER, MN0050RER, MN052RER and MN053RER were reverse coded in the creation of this variable.

Reliability: $a = .81$

MN047RE: number of self-acceptance items answered
= 0 if no self-acceptance items answered
= 1-7 if one to seven items answered.

Cross-Referencing

1992-3 Respondent Telephone Interview: RN014RED (total score), items RN016REC-RN027REC
Autonomy: RN002RED, items RN016REC (Qs 438s, 439), RN025REC (Qs 490, 490b)
Environmental Mastery: RN004RED, items RN017REC (Qs 440, 400b), RN021REC (Qs 442m, 442p)
Personal Growth: RN006RED, items RN022RED (Qs 442s, 443), RN026REC (Qs 490m, 490p)
Positive Relations with Others: RN008RED, items RN108REC (Qs 440m, 440p), RN023REC (Qs 488g, 488j)
Purpose in Life: RN010RED, items RN019REC (Qs 440s, 441), RN024REC (Qs 488m, 488p)
Self-Acceptance: RN012RED, items RN020REC (Qs 442, 442b), RN027REC (Qs 492f, 492j)
Appendices

1993-4 Sibling Mail Questionnaire: no total score for all subscales

- **Autonomy**: NP001REC, items NP003RER-NP009RER (Qs 41a, 41g, 41h, 41o, 41v, 41cc, 41jj)
- **Environmental Mastery**: NP010REC, items NP012RER-NP018RER (Qs 41b, 41i, 41n, 41p, 41s, 41dd, 41kk)
- **Personal Growth**: NP019REC, items NP021RER-NP027RER (Qs 41c, 41f, 41l, 41s, 41e, 41aa, 41ee, 41ll)
- **Positive Relations with Others**: NP028REC, items NP030RER-NP036RER (Qs 41d, 41k, 41r, 41y, 41bb, 41ff, 41mm)
- **Purpose in Life**: NP037REC, items NP039RER-NP045RER (Qs 41e, 41f, 41l, 41z, 41gg, 41ii, 41nn)
- **Self-Acceptance**: NP047REC, items NP048RER-NP054RER (Qs 41f, 41m, 41t, 41aa, 41hh, 41pp, 41oo)

1993-4 Sibling Telephone Interview: RN014RED (total score), items SN016REC-SN027REC

- **Autonomy**: SN002RED, items SN016REC (Qs 438s, 439), SN025REC (Qs 490, 490b)
- **Environmental Mastery**: SN004RED, items SN017REC (Qs 440, 440b), SN021REC (Qs 442m, 442p)
- **Personal Growth**: SN006RED, items SN022REC (Qs 442s, 443), SN026REC (Qs 490m, 490p)
- **Positive Relations with Others**: SN008RED, items SN018REC (Qs 440m, 440p), SN023REC (Qs 488g, 488j)
- **Purpose in Life**: SN010RED, items SN019REC (Qs 440s, 441), SN024REC (Qs 488m, 488p)
- **Self-Acceptance**: SN012RED, items SN020REC (Qs 442, 442b), SN027REC (Qs 492f, 492j)

Source


Selected Studies Using Psychological Well-Being Scales


**BIG FIVE PERSONALITY ITEMS**

**Subscales (n = 5)**

1. Extraversion

   **MH001REC**: continuous variable based on 6 items

   **Items**: 1992-3 Respondent Mail Questionnaire, Questions MH003RER (17a), MH004RER (17d), MH005RER (17f), MH006RER (17j), MH007RER (17t), MH008RER (17v)

   I see myself as someone who

   MH003RER. “is talkative.”
   MH004RER. “is reserved.”
   MH005RER. “is full of energy.”
   MH006RER. “tends to be quiet.”
   MH007RER. “is sometimes shy, inhibited.”
   MH008RER. “generates a lot of enthusiasm.”

   **Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

   **Scaling**: MH001REC was constructed by summing the values of the six items. Items MH003RER, MH005RER and MH003RER were reverse coded in the creation this variable.

   **Reliability**: TK
MH002RE: number of extraversion items answered
   = 0 if no extraversion items answered
   = 1-6 if one to six extraversion items answered

2. Agreeableness

MH009REC: continuous variable based on 6 items

Items: 1992-3 Respondent Mail Questionnaire, Questions MH011RER (17b), MH012RER (17o), MH013RER (17p), MH014RER (17w), MH015RER (17y), MH016RER (17bb)

I see myself as someone who

MH011RER. “tends to find fault with others.”
MH012RER. “is sometimes rude to others.”
MH013RER. “is generally trusting.”
MH014RER. “can be cold and aloof.”
MH015RER. “is considerate to almost everyone.”
MH016RER. “likes to cooperate with others.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: MH009REC was constructed by summing the values of the six items. Items MH013RER, MH015RER and MH016RER were reverse coded in the creation of this variable.

Reliability: TK

MH010RE: numbers of agreeableness items answered
   = 0 if no agreeableness items answered
   = 1-6 if one to six items answered

3. Conscientiousness

MH017REC: continuous variable based on 6 items

Items: 1992-3 Respondent Mail Questionnaire, Questions MH019RER (17c), MH020RER (17h), MH021RER (17l), MH022RER (17q), MH023RER (17u), MH024RER (17cc)
I see myself as someone who

MH019RER. “does a thorough job.”
MH020RER. “is a reliable workers.”
MH021RER. “tends to be disorganized.”
MH022RER. “is lazy at times.”
MH023RER. “does things efficiently.”
MH024RER. “is easily distracted.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

**Scaling**: MH017REC was constructed by summing the values of the six items. Items MH019RER, MH020RER and MH023RER were reverse coded in the creation of this variable.

**Reliability**: TK

**MH013RE**: number of conscientiousness items answered

- 0 if no conscientiousness items answered
- 1-6 if one to six conscientiousness items answered

4. Neuroticism

**MH025REC**: continuous variable based on 5 items

**Items**: 1992-3 Respondent Mail Questionnaire, Questions MH027RER (17i), MH028RER (17m), MH029RER (17r), MH030RER (17x), MH031RER (17z)

I see myself as someone who

MH027RER. “can be tense.”
MH028RER. “is emotionally stable, not easily upset.”
MH029RER. “worries a lot.”
MH030RER. “remains calm in tense situations.”
MH031RER. “gets nervous easily.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not
ascertained/refused

**Scaling**: MH025REC was constructed by summing the values of the five items. Items MH027RER, MN029RER and MH031RER were reverse coded in the creation of this variable.

**Reliability**: T

**MH026RE**: number of neuroticism items answered
- = 0 if no neuroticism items answered
- = 1-5 if one to five items answered

5. **Openness**

**MH032REC**: continuous variable based on 6 items

**Items**: 1992-3 Respondent Mail Questionnaire, Questions MH034RER (17e), MH035RER (17g), MH036RER (17k), MH037RER (17n), MH038RER (17s), MH039RER (17aa)

I see myself as someone who

MH034RER. “prefers the conventional, traditional.”
MH035RER. “prefers work that is routine and simple.”
MH036RER. “values artistic, aesthetic experiences.”
MH037RER. “has an active imagination.”
MH038RER. “wants things to be simple and clear-cut.”
MH039RER. “is sophisticated in art, music, or literature.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

**Scaling**: MH032REC was constructed by summing the values of the six items. Items MH036RER, MH037RER and MH039RER were reverse coded in the creation of this variable.

**Reliability**: TK

**MH033RE**: number of openness items answered
- = 0 if no openness items answered
- = 1-6 if one to six items answered
Cross-Referencing

1992-3 Respondent Telephone Interview:

- **Extraversion**: RH001REC, items RH011RE (Qs 308n, 309), RH016RE (Qs 312f, 312j)
- **Agreeableness**: RH009REC, items RH014RE (Qs 310m, 310p), RH018RE (Qs 314, 314b)
- **Conscientiousness**: RH007REC, items RH015RE (Qs 310s, 311), RH019RE (Qs 314f, 314j)
- **Neuroticism**: RH005REC, items RH013RE (Qs 310f, 310j), RH020RE (Qs 314m, 314p)
- **Openness**: RH003REC, items RH012RE (Qs 310, 310b), RH017RE (Qs 312m, 312p)

1993-4 Sibling Mail Questionnaire:

- **Extraversion**: NH001REC, items NH003RER-NH008RER (Qs 39a, 39d, 39f, 39j, 39t, 39v)
- **Agreeableness**: NH009REC, items NH011RER-NH016RER (Qs 39b, 39o, 39p, 39w, 39y, 39bb)
- **Conscientiousness**: NH017REC, items NH019RER-NH024RER (Qs 39c, 39h, 39l, 39q, 39u, 39cc)
- **Neuroticism**: NH025REC, items NH027RER-NH031RER (Qs 39i, 39m, 39r, 39x, 39z)
- **Openness**: NH032REC, items NH034RER-NH-039RER (Qs 39e, 39g, 39k, 39n, 39s, 39aa)

1993-4 Sibling Telephone Interview:

- **Extraversion**: SH001REC, items SH011RE (Qs 308n, 309), SH016RE (Qs 312f, 312j)
- **Agreeableness**: SH009REC, items SH014RE (Qs 310m, 310p), SH018RE (Qs 314, 314b)
- **Conscientiousness**: SH007REC, items SH015RE (Qs 310s, 311), SH019RE (Qs 314f, 314j)
- **Neuroticism**: SH005REC, items SH013RE (Qs 310f, 310j), SH020RE (Qs 314m, 314p)
- **Openness**: SH003REC, items SH012RE (Qs 310, 310b), SH017RE (Qs 312m, 312p)

Source

Selected Studies Using Big Five Personality Items Scales


DEPRESSION (CESD)

Depressive Symptoms (Center for Epidemiological Studies Depression scale)

MU001REC: continuous variable based on 20 items

Items: 1992-3 Respondent Mail Questionnaire, Questions MU003RER (18a), MU004RER (18b), MU005RER (18c), MU006RER (18d), MU007RER (18e), MU008RER (18f), MU009RER (18g), MU010RER (18h), MU011RER (18i), MU012RER (18j), MU013RER (18k), MU014RER (18l), MU015RER (18m), MU016RER (18n), MU017RER (18o), MU018RER (18p), MU019RER (18q), MU020RER (18r), MU021RER (18s), MU022RER (18t)

On how many days in the past week did you

MU003RER. “feel you could not shake off the blues even with help from your family and friends?”
MU004RER. “feel bothered by things that don’t usually bother you?”
MU005RER. “think your life had been a failure?”
MU006RER. “feel happy?”
MU007RER. “feel that people were unfriendly?”
MU008RER. “feel lonely?”
MU009RER. “enjoy life?”
MU010RER. “have crying spells?”
MU011RER. “feel the people disliked you?”
MU012RER. “feel sad?”
MU013RER. “feel depressed?”
MU014RER. “have trouble keeping your mind on what you were doing?”
MU015RER. “not feel like eating, your appetite was poor?”
MU016RER. “feel you were just as good as other people?”
MU017RER. “feel everything you did was an effort?”
MU018RER. “feel hopeful about the future?”
MU019RER. “feel fearful?”
MU020RER. “sleep restlessly?”
MU021RER. “talk less than usual?”
MU022RER. “feel you could not ‘get going’?”

**Coding:** 0 zero days; 1 one day; 2 two days; 3 three days; 4 four days; 5 five days; 6 six days; 7 seven days; 9 not ascertained/refused

**Scaling:** MU001REC was created by summing the values of each of the twenty items. Items MU006RER, MU009RER, MU016RER and MU018RER were reverse coded in the creation of this variable.

**Reliability:** á = .89

**Note:** Some respondents answered the first few questions yet did not complete subsequent items. If these respondents answered at least ten questions, then a sum has been computed. Other respondents answered questions scattered throughout this section of the questionnaire and left the remainder of the questions blank. It was assumed that these respondents only answered the questions that applied to them. If at least three items of the questions that comprise this scale were answered and all items answered received a nonzero response, then a sum was computed for MU001REC using zero as the score for unanswered questions.

**MU002RE:** number of depression/psychological distress items answered

- 0 if no depression/psychological distress questions answered
- 1 - 20 if one to twenty questions answered

**Note:** For those respondents who answered at least three items with nonzero responses (that is, for whom a sum for MU001REC was calculated; see above), MU002RE is coded as “20”.

**Cross-Referencing**

**1992-3 Respondent Telephone Interview:** These questions were not asked.
1993-4 Sibling Mail Questionnaire: NU001REC, items NU003RER-NU022RER (Qs 40a-40t)

1993-4 Sibling Telephone Interview: These questions were not asked.

Source


Selected Studies Using CESD Scale


FAMILY-WORK SPILLOVER

Subscales (n = 3)

1. Family Stress Spills Over To Work

MY001REC: continuous variable based on 4 items

Items: 1992-3 Respondent Mail Questionnaire, Questions MY003RER (22a), MY004RER (22c), MY005RER (22d), MY006RER (22e)

MY003RER. “Family matters reduce the time I can devote to my job.”
MY004RER. “Family worries or problems distract me from my work.”
MY005RER. “Family activities stop me from getting the amount of sleep I need to do my job well.”
MY006RER. “Family obligations reduce the time I need to relax or be by myself.”

**Coding:** 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 8 inappropriate; 9 not ascertained/refused

**Scaling:** MY001REC was constructed by summing the value on each of the four items. All items were reverse coded in the creation of this variable.

**Note:** MY003RER is a constructed variable based on questions scn4, 21 and 22a.

**Reliability:** TK alpha = 0.64 (from Jim Raymo)

**MY002RE:** number of family stress spillover items answered
- = 0 if no family stress spillover items answered
- = 1-4 if one to four items answered

2. Work Stress Spills Over Into Family Life

**MY007REC:** continuous variable based on 4 items

**Items:** 1992-3 Respondent Mail Questionnaire, Questions MY009RER (22g), MY010RER (22h), MY011RER (22k), MY012RER (22i)

MY009RER. “My job reduces the amount of time I can spend with the family.”
MY010RER. “Problems at work make me irritable at home.”
MY011RER. “My job takes so much energy I don’t feel up to doing things that need attention at home.”
MY012RER. “My job involves a lot of travel away from home.”

**Coding:** 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 8 inappropriate; 9 not ascertained/refused

**Scaling:** MY007REC was constructed by summing the values of each of the four questions. All items were reverse coded in the creation of
this variable.

Reliability: TK alpha = 0.57 (from Jim Raymo)

**MY008RE**: number of work stress spillover items answered
   - = 0 if no work stress spillover items answered
   - = 1-4 if one to four items answered

### 3. Family Enhancement Spills Over Into Work Life

**MY013REC**: continuous variable based on 3 items

**Items**: 1992-3 Respondent Mail Questionnaire, Questions MY015RER (22b), MY016RER (22f), MY017RER (22j)

- **MY015RER**: “I can do good work on the job because I am so happy at home.”
- **MY016RER**: “Family responsibilities make me work harder on the job.”
- **MY017RER**: “I can devote a lot of time to my job because of the support I get on the home front.”

**Coding**: 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 8 inappropriate; 9 not ascertained/refused

**Scaling**: MY013REC was constructed by summing the values for each of the three items. All items were reverse coded in the creation of this variable.

Reliability: TK

**MY014RE**: number of family enhancing work items answered
   - = 0 if no family enhancing work items answered
   - = 1-3 if one to three items answered

**Cross-Referencing**

**1992-3 Respondent Telephone Interview**: These questions were not asked.

**1993-4 Sibling Mail Questionnaire**: Family Stress Spills Over to Work: NY001REC, items NY003RER-
Selected Studies Using Family-Work Spillover Scales


BRANDSTADTER GOAL ATTAINMENT

Subscales (n = 2)

1. Flexible Goal Adjustment (FGA)

**MN055REC**: continuous variable based on 5 items

*Items*: 1992-3 Respondent Mail Questionnaire, Questions MN057RER (20b), MN058RER (20c), MN059RER (20g), MN060RER (20i), MN061RER (20j)

MN057RER. “If I don’t get something I want, I take it with patience.”

MN058RER. “It is very difficult for me to accept a setback or defeat.”

MN059RER. “I find it easy to see something positive even in a serious mishap.”

MN060RER. “When everything seems to be going wrong, I can usually find a bright side to a situation.”

MN061RER. “In general, I am not upset very long about an
opportunity passed up.”

**Coding:** 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 9 not ascertained/refused

**Scaling:** MN055REC was constructed by summing the values on each of the five items. Items MN057RER, MN059RER, MN060RER and MN061RER were reverse coded in creating this variable.

**Reliability:** \( \alpha = .67 \)

**MN056RE:** number of FGA items answered  
= 0 if no FGA items answered  
= 1-5 if one to five items answered

### 2. Tenacious Goal Pursuit (TGP)

**MN062REC:** continuous variable based on 5 items

**Items:** 1992-3 Respondent Mail Questionnaire, Questions MN064RER (20a), MN065RER (20d), MN066RER (20e), MN067RER (20f), MN068RER (20h)

- MN064RER. “Even when things seem hopeless, I keep on fighting to reach my goals.”
- MN065RER. “I stick to my goals and projects even in the face of great adversity.”
- MN066RER. “The harder a goal is to achieve, the more appeal it has to me.”
- MN067RER. “I can be very stubborn in pursuing my goals.”
- MN068RER. “To avoid disappointment, I don’t set my goals too high.”

**Coding:** 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 9 not ascertained/refused

**Scaling:** MN062REC was constructed by summing the values on each of the five questions. Items MN064RER, MN065RER, MN066RER and MN067RER were reverse coded in creation of this variable.

**Reliability:** \( \alpha = .67 \)

**MN063RE:** number of TGP items answered  
= 0 if no TGP items answered
= 1-5 if one to five items answered

Cross-Referencing

1992-3 Respondent Telephone Interview: These questions were not asked.

1993-4 Sibling Mail Questionnaire:
   Flexible Goal Adjustment: NP055REC, items NP057RER-NP061RER
   (Qs 42b, 42c, 42g, 42i, 42j)
   Tenacious Goal Pursuit: NP062REC, items NP064RER-NP068RER
   (Qs 42a, 42d, 42e, 42f, 42h)

1993-4 Sibling Telephone Interview: These questions were not asked.

Source


Selected Studies Using Brandstadter Goal Attainment Scales


HOSTILITY

Hostility

MU026REC: continuous variable based on 3 items

Items: 1992-3 Respondent Mail Questionnaire, Questions MU023RER (18u), MU024RER (18v), MU025RER (18w)
On how many days during the past week did you

MU023RER. “feel irritable, or likely to fight or argue?”
MU024RER. “feel like telling someone off?”
MU025RER. “feel angry or hostile for several hours at a
time?”

Coding: 0 zero days; 1 one day; 2 two days; 3 three days; 4 four days;
5 five days; 6 six days; 7 seven days; 9 not ascertained/refused

Scaling: MU025RER was constructed by summing the values on each
of the three items.

Reliability: TK

MU027RE: number of hostility items answered
= 0 if no hostility items answered
= 1-3 if one to three items answered

Cross-Referencing

1992-3 Respondent Telephone Interview: These questions were not
asked.

1993-4 Sibling Mail Questionnaire: These questions were not asked.

1993-4 Sibling Telephone Interview: These questions were not asked.

Source

TK

Selected Studies Using Hostility Scale

MacLean, A., & Hauser R. M. (2004). Socioeconomic status and
depression among adult siblings. Center for Demography and Ecology

Marks, N. F. (1996). Flying solo at midlife: Gender, marital status, and
psychological well-being. Journal of Marriage and the Family, 58, 917-
32.

Life course impacts of parenting a child with a disability. American Journal on Mental Retardation, 106(3), 256-286.

HEALTH SYMPTOMS

Total Number of Symptoms

**MX082REC**: continuous variable based on 22 items

**Items**: 1992-3 Respondent Mail Questionnaire, Questions MX016RER (9Aa), MX019RER (9Ab), MX022RER (9Ac), MX025RER (9Ad), MX028RER (9Ae), MX031RER (9Af), MX034RER (9Ag), MX037RER (9Ah), MX040RER (9Ai), MX043RER (9Aj), MX046RER (9Ak), MX049RER (9Al), MX052RER (9Am), MX055RER (9An), MX058RER (9Ao), MX061RER (9Ap), MX064RER (9Ar), MX067RER (9As), MX073RER (9At), MX076RER (9Au), MX079RER (9Av)

In the past six months have you

- **MX016RER**: “felt a lack of energy.”
- **MX019RER**: “had trouble sleeping.”
- **MX022RER**: “had fatigue or exhaustion.”
- **MX025RER**: “had headaches.”
- **MX028RER**: “had visual problems.”
- **MX031RER**: “felt dizziness or faintness.”
- **MX034RER**: “felt numbness.”
- **MX037RER**: “had ringing in the ears.”
- **MX040RER**: “felt nausea.”
- **MX043RER**: “vomited.”
- **MX046RER**: “had upset stomach.”
- **MX049RER**: “had constipation.”
- **MX052RER**: “had diarrhea.”
- **MX055RER**: “had urination problems.”
- **MX058RER**: “had aching muscles.”
- **MX061RER**: “had stiff/swollen joints.”
- **MX064RER**: “had back pain or strain.”
- **MX067RER**: “had chest pain.”
- **MX070RER**: “felt shortness of breath.”
- **MX073RER**: “had excess sweating.”
- **MX076RER**: “had respiratory problems.”
- **MX079RER**: “had skin problems.”
**Appendices**

**Coding:** 1 has symptom; 2 does not have symptom

**Scaling:** MX082RE was constructed by summing the “has symptom” responses for the 22 items.

**Reliability:** INAP

**Cross-Referencing**

**1992-3 Respondent Telephone Interview:** These questions were not asked.

**1993-4 Sibling Mail Questionnaire:** NX102RER, items NX045RER-NX099RER, every second item including NX045RER and NX099RER (Qs 10Aa-10Az, 10A2, 10B3)

**1993-4 Sibling Telephone Interview:** These questions were not asked.

**Source**

TK

**Selected Studies Using Health Symptoms Scale**


**ILLNESS**

**Total Number of Illnesses**

**MX117RE:** continuous variable based on 17 items

**Items:** 1992-3 Respondent Mail Questionnaire, Questions MX083RER (10Aa), MX085RER (10Ab), MX087RER (10Ac), MX089RER (10Ad), MX091RER (10Ae), MX093RER (10Af), MX095RER (10Ag), MX097RER (10Ah), MX099RER (10Ai), MX101RER
Appendices

(10Aj), MX103RER (10Ak), MX105RER (10Al), MX107RER (10Am), MX109RER (10An), MX111RER (10Ao), MX113RER (10Ap), MX115RER (10Aq)

A medical professional says you have

MX083RER. “anemia.”
MX085RER. “asthma.”
MX087RER. “arthritis or rheumatism.”
MX089RER. “bronchitis or emphysema.”
MX091RER. “cancer.”
MX093RER. “chronic liver trouble.”
MX095RER. “diabetes.”
MX097RER. “serious back trouble.”
MX099RER. “heart trouble.”
MX101RER. “high blood pressure.”
MX103RER. “circulation problems.”
MX105RER. “kidney or bladder problems.”
MX107RER. “ulcer.”
MX109RER. “allergies.”
MX111RER. “multiple sclerosis.”
MX113RER. “colitis.”
MX115RER. “some other illness or condition.”

Coding: 1 has symptom; 2 does not have symptom

Scaling: MX117RE was constructed by summing the “has symptom” responses for the 17 items.

Reliability: INAP

Note: MX115RER is a constructed variable based on questions 10Aq and IN75.

Cross-Referencing

1992-3 Respondent Telephone Interview: These questions were not asked.

1993-4 Sibling Mail Questionnaire: NX139RER, items NX103RER-NX137RER, every second item including NX103RER and NX139RER (Qs 11Aa-11Ar, a11A4)
1993-4 Sibling Telephone Interview: These questions were not asked.

Source


Selected Studies Using Illness Scale


**BODY MASS INDEX (BMI)**

Body Mass Index

**MX011REC**: continuous variable based on 2 items

**Items**: 1992-3 Mail Questionnaire, Questions MX009RER (6), MX010REC (7a, 7b, 7c, 7d)

MX009RER. “How much do you weigh?”
MX010RER. “How tall are you?”

**Coding**: MX009RER is coded in pounds; 999 not ascertained/refused. MX010RER is coded in inches; 9999 not ascertained/refused (two decimal places are implied in the data file). MX011REC is one’s body mass index, based on the formula BMI equals kilograms/meters squared.

**Scaling**: MX011REC was constructed using the formula: BMI = (weight in pounds * 703)/ height in inches squared, or MX011REC = (MX009RER * 703)/MX010RER2.

**Reliability**: INAP

**Notes**: MX010RER is a constructed variable based on questions 7a, 7b, 7c and 7d. In the public data file, MX009RER is bottom-coded at 100 and top-coded at 300; MX010RER is bottom-coded at 5500 and top-coded at 7700. In the public data file, MX011REC was created.
using bottom- and top-coded values for MX009RER and MX010RER.

Cross-Referencing

1992-3 Respondent Telephone Interview: These questions were not asked.

1993-4 Sibling Mail Questionnaire: NX025REC, items NX023RER (Q 6), NX024RER (Qs 7a-7d)

1993-4 Sibling Telephone Interview: These questions were not asked.

Source


Selected Studies Using BMI Scale


1992-3 Respondent Telephone Interview

Psychological Well-Being

An 80% random sample was selected to be asked psychological well-being questions in the 1992-3 respondent telephone interviews. If RN001RE = 0, the respondent was not in this 80% sample; if RN001RE = 1, the respondent was in the 80% sample.

Subscales (n = 6)

1. Autonomy

RN002RED: continuous variable based on 2 items
Items: 1992-3 Respondent Telephone Interview, Questions RN016REC (RE001RE, 438s, 439), RN025REC (RE001RE, 490, 490b)

RN016REC: “I tend to be influenced by people with strong opinions.”
RN025REC: “I judge myself by what I think is important, not by what others think is important.”

Coding: 01 agree strongly; 02 agree moderately; 03 agree slightly; 04 neither agree nor disagree; 05 disagree slightly; 06 disagree moderately; 07 disagree strongly; 97 don’t know; 98 inappropriate (RN001RE = 0); 99 refused/not ascertained

Scaling: RN002RED was constructed by summing the values for both items. RN025REC was reverse coded in the creation of this variable.

Notes: RN016REC is a constructed variable based on questions RE001RE, 438s and 439. RN025REC is a constructed variable based on questions RE001RE, 490 and 490b.

Reliability: TK

RN003RED: number of autonomy items answered
= 0 if no autonomy items answered
= 1 if one autonomy item answered
= 2 if two autonomy items answered
= 8 if inappropriate (RN001RE = 0)

2. Environmental Mastery

RN004RED: continuous variable based on 2 items

Items: 1992-3 Respondent Telephone Interview, Questions RN017REC (RE001RE, 440, 440b), RN021REC (RE001RE, 442m, 442p)

RN017REC. “In general, I feel I am in charge of the situation in which I live.”
RN021REC. “The demands of everyday life often get me down.”

Coding: 01 agree strongly; 02 agree moderately; 03 agree slightly; 04 neither agree nor disagree; 05 disagree slightly; 06 disagree moderately; 07 disagree strongly; 97 don’t know; 98 inappropriate
(RN001RE = 0); 99 refused/not ascertained

**Scaling:** RN004RED was constructed by summing the values for both items. RN017REC was reverse coded in the creation of this variable.

**Notes:** RN017REC is a constructed variable based on questions RE001RE, 440 and 440b. RN021REC is a constructed variable based on questions RE001RE, 442m and 442p.

**Reliability:** TK

**RN005RED:** number of environmental mastery items answered  
= 0 if no environmental mastery items answered  
= 1 if one environmental mastery item answered  
= 2 if two environmental mastery items answered  
= 8 if inappropriate (RN001RE = 0)

### 3. Personal Growth

**RN006RED:** continuous variable based on 2 items

**Items:** 1992-3 Respondent Telephone Interview, Questions RN022REC (RE001RE, 442s, 443), RN026REC (RE001RE, 490m, 490p)

RN022REC. “For me, life has been a continuous process of learning, changing, and growing.”

RN026REC. “I gave up trying to make big improvements or changes in my life a long time ago.”

**Coding:** 01 agree strongly; 02 agree moderately; 03 agree slightly; 04 neither agree nor disagree; 05 disagree slightly; 06 disagree moderately; 07 disagree strongly; 97 don’t know; 98 inappropriate (RN001RE = 0); 99 refused/not ascertained

**Scaling:** RN006RED was constructed by summing the values for both items. RN026REC was reverse coded in the creation of this variable.

**Notes:** RN022REC is a constructed variable based on questions RE001RE, 442s and 443. RN026REC is a constructed variable based on questions RE001RE, 490m and 490p.

**Reliability:** TK
Appendices

**RN007RED**: number of personal growth items answered  
- = 0 if no personal growth items answered  
- = 1 if one personal growth item answered  
- = 2 if two personal growth items answered  
- = 8 if inappropriate (RN001RE = 0)

4. Positive Relations with Others

**RN008RED**: continuous variable based on 2 items

**Items**: 1992-3 Respondent Telephone Interview, Questions RN018REC (RE001RE, 440m, 440p), RN023REC (RE001RE, 488g, 488j)

- RN018REC. “Maintaining close relationships has been difficult and frustrating for me.”
- RN023REC. “I have not experienced many warm and trusting relationships with others.”

**Coding**: 01 agree strongly; 02 agree moderately; 03 agree slightly; 04 neither agree nor disagree; 05 disagree slightly; 06 disagree moderately; 07 disagree strongly; 97 don’t know; 98 inappropriate (RN001RE = 0); 99 refused/not ascertained

**Scaling**: RN008RED was constructed by summing the values for both items.

**Notes**: RN018REC is a constructed variable based on questions RE001RE, 440m and 440p. RN023REC is a constructed variable based on questions RE001RE, 488g and 488j.

**Reliability**: TK

**RN009RED**: number of positive relations with others items answered  
- = 0 is no positive relations items answered  
- = 1 if one positive relations item answered  
- = 2 if two positive relations items answered  
- = 8 if inappropriate (RN001RE = 0)

5. Purpose in Life

**RN010RED**: continuous variable based on 2 items

**Items**: 1992-3 Respondent Telephone Interview, Questions RN019REC (RE001RE, 440s, 441), RN024REC (RE001RE, 488m, 488p)
RN019REC. “Some people wander aimlessly through life but I am not one of them.”

RN024REC. “I live life one day at a time and don’t really think about the future.”

**Coding:** 01 agree strongly; 02 agree moderately; 03 agree slightly; 04 neither agree nor disagree; 05 disagree slightly; 06 disagree moderately; 07 disagree strongly; 97 don’t know; 98 inappropriate (RN001RE = 0); 99 refused/not ascertained

**Scaling:** RN010RED was constructed by summing the variables for both items. RN019REC was reverse coded in the creation of this variable.

**Notes:** RN019REC is a constructed variable based on questions RE001RE, 440s and 441. RN024REC is a constructed variable based on questions RE001RE, 488m and 488p.

**Reliability:** TK

**RN011RED:** number of purpose in life items answered
- = 0 if no purpose in life items answered
- = 1 if one purpose in life item answered
- = 2 if two purpose in life items answered
- = 8 if inappropriate (RN001RE = 0)

6. Self-Acceptance

**RN012RED:** continuous variable based on 2 items

**Items:** 1992-3 Respondent Telephone Interview, Questions RN020REC (RN001RE, 442, 442b), RN027REC (RN001RE, 492f, 492j)

RN020REC. “When I look at the story of my life, I am pleased with how things have turned out.”

RN027REC. “I like most aspects of my personality.”

**Coding:** 01 agree strongly; 02 agree moderately; 03 agree slightly; 04 neither agree nor disagree; 05 disagree slightly; 06 disagree moderately; 07 disagree strongly; 97 don’t know; 98 inappropriate (RN001RE = 0); 99 refused/not ascertained
Scaling: RN012RED was constructed by summing the values for both items. Both items were reverse coded in the creation of this variable.

Notes: RN020REC is a constructed variable based on questions RE001RE, 442 and 442b. RN027REC is a constructed variable based on questions RE001RE, 492f and 492j.

Reliability: TK

**RN013RED**: number of self-acceptance items answered

- = 0 if no self-acceptance items answered
- = 1 if one self-acceptance item answered
- = 2 if two self-acceptance items answered
- = 8 if inappropriate (RN001RE = 0)

7. Total Score for Psychological Well-Being

**RN014RED**: continuous variable based on 12 items

Items: 1992-3 Respondent Telephone Interview, Questions RN016REC (RE001RE, 438s, 439), RN017REC (RE001RE, 440, 440b), RN018REC (RE001RE, 440m, 440p), RN019REC (RE001RE, 440s, 441), RN020REC (RE001RE, 442, 442b), RN021REC (RE001RE, 442m, 442p), RN022REC (RE001RE, 442s, 443), RN023REC (RE001RE, 488g, 488j), RN024REC (RE001RE, 488m, 488p), RN025REC (RE001RE, 490, 490b), RN026REC (RE001RE, 490m, 490p), RN027REC (RE001RE, 492f, 492j)

- RN016REC. “I tend to be influenced by people with strong opinions.”
- RN017REC. “In general, I feel I am in charge of the situation in which I live.
- RN018REC. “Maintaining close relationships has been difficult and frustrating for me.”
- RN019REC. “Some people wander aimlessly through life but I am not one of them.”
- RN020REC. “When I look at the story of my life, I am pleased with how things have turned out.”
- RN021REC. “The demands of everyday life often get me down.”
- RN022REC. “For me, life has been a continuous process of learning, changing, and growing.”
Appendices

RN023REC. “I have not experienced many warm and trusting relationships with others.”
RN204REC. “I live life one day at a time and don’t really think about the future.”
RN025REC. “I judge myself by what I think is important, not by what others think is important.”
RN026REC. “I gave up trying to make big improvements or changes in my life a long time ago.”
RN027REC. “I like most aspects of my personality.”

Coding: 01 agree strongly; 02 agree moderately; 03 agree slightly; 04 neither agree nor disagree; 05 disagree slightly; 06 disagree moderately; 07 disagree strongly; 97 don’t know; 98 inappropriate (RN001RE = 0); 99 refused/not ascertained

Scaling: RN014RED was constructed by summing the values for each of the twelve items. RN017REC, RN019REC, RN020REC, RN022REC, RN025REC and RN027REC were reverse coded in the creation of this variable.

Reliability: TK

Notes: RN016REC is a constructed variable based on questions RE001RE, 438s and 439. RN017REC is a constructed variable based on questions RE001RE, 440 and 440b. RN018REC is a constructed variable based on questions RE001RE, 440m and 440p. RN019REC is a constructed variable based on questions RE001RE, 440s and 441. RN020REC is a constructed variable based on questions RE001RE, 442 and 442b. RN021REC is a constructed variable based on questions RE001RE, 442m and 442p. RN022REC is a constructed variable based on questions RE001RE, 442s and 443. RN023REC is a constructed variable based on questions RE001RE, 488j and 488g. RN024REC is a constructed variable based on questions RE001RE, 488m and 488p. RN025REC is a constructed variable based on questions RE001RE, 490 and 490b. RN026REC is a constructed variable based on questions RE001RE, 490m and 490p. RN027REC is a constructed variable based on questions RE001RE, 492f and 492j.

RN015RED: total number of psychological well-being items answered
= 0 if no psychological well-being items answered
= 1-12 if one to twelve items answered
= 98 if inappropriate (RN001RE = 0)
Cross-Referencing

1992-3 Respondent Mail Questionnaire: no total score for all subscales
  Autonomy: MN001REC, items MN000ERER-MN009RER (Qs 19a, 19g, 19h, 19o, 19v, 19cc, 19jj)
  Environmental Mastery: MN010REC, items MN012RER-MN018RER (Qs 19b, 19i, 19n, 19p, 19w, 19dd, 19kk)
  Personal Growth: MN019REC, items MN021RER-MN027RER (Qs 19c, 19j, 19q, 19u, 19x, 19ee, 19ll)
  Positive Relations with Others: MN028REC, items MN030RER-MN036RER (Qs 19e, 19l, 19s, 19gg, 19ii, 19nm)
  Purpose in Life: MN037REC, items MN039RER-MN045RER (Qs 19e, 19l, 19s, 19gg, 19ii, 19nm)
  Self-Acceptance: MN046REC, items MN048RER-MN054RER (Qs 19f, 19m, 19t, 19aa, 19hh, 19oo, 19pp)

1993-4 Sibling Mail Questionnaire: no total score for all subscales
  Autonomy: NP001REC, items NP003RER-NP009RER (Qs 41a, 41g, 41h, 41o, 41v, 41cc, 41jj)
  Environmental Mastery: NP010REC, items NP012RER-NP018RER (Qs 41b, 41i, 41n, 41p, 41s, 41dd, 41kk)
  Personal Growth: NP019REC, items NP021RER-NP027RER (Qs 41c, 41j, 41q, 41u, 41s, 41ee, 41ll)
  Positive Relations with Others: NP028REC, items NP030RER-NP036RER (Qs 41d, 41l, 41x, 41y, 41bb, 41ff, 41mm)
  Purpose in Life: NP037REC, items NP039RER-NP045RER (Qs 41e, 41i, 41s, 41z, 41gg, 41ii, 41mm)
  Self-Acceptance: NP047REC, items NP048RER-NP054RER (Qs 41f, 41m, 41t, 41aa, 41hh, 41pp, 41oo)

1993-4 Sibling Telephone Interview: RN014RED (total score), items SN016REC-SN027REC
  Autonomy: SN002RED, items SN016REC (Qs 438s, 439), SN025REC (Qs 490, 490b)
  Environmental Mastery: SN004RED, items SN017REC (Qs 440, 440b), SN021REC (Qs 442m, 442p)
  Personal Growth: SN006RED, items SN022REC (Qs 442s, 443), SN026REC (Qs 490m, 490p)
  Positive Relations with Others: SN008RED, items SN018REC (Qs 440m, 440p), SN023REC (Qs 488g, 488j)
  Purpose in Life: SN010RED, items SN019REC (Qs 440s, 441), SN024REC (Qs 488m, 488p)
  Self-Acceptance: SN012RED, items SN020REC (Qs 442, 442b),
SN027REC (Qs 492f, 492j)

Source


Selected Studies Using Psychological Well-Being Scales


BIG FIVE PERSONALITY ITEMS

Subscales (n = 5)

1. Extraversion

RH001REC: continuous variable based on 2 items

Items: 1992-3 Respondent Telephone Interview, Questions RH011RE (308n, 309), RH016RE (312f, 312j)

I see myself as someone who

RH011RE. “is outgoing and sociable.”
RH016RE. “tends to be quiet.”

Coding: 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained
Scaling: RH001REC was constructed by summing the values for both items. RH011RE was reverse coded in the creation of this variable.

Notes: RH001RE is a constructed variable based on questions 308n and 309. RH016RE is a constructed variable based on questions 312f and 312j.

Reliability: TK

**RH002REC**: number of extraversion items answered  
= 0 if no extraversion items answered  
= 1 if one extraversion item answered  
= 2 if two extraversion items answered

2. Openness

**RH003REC**: continuous variable based on 2 items

**Items**: 1992-3 Respondent Telephone Interview, Questions RH012RE (310, 310b), RH017RE (312m, 312p)

I see myself as someone who

RH012RE. “is inventive.”
RH017RE. “prefers work that is simple and routine.”

**Coding**: 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

**Scaling**: RH003REC was constructed by summing the values for both items. RH012RE was reverse coded in the creation of this variable.

**Notes**: RH012RE is a constructed variable based on questions 310 and 310b.RH017RE is a constructed variable based on questions 312m and 312p.

Reliability: TK

**RH004REC**: number of openness items answered  
= 0 if no openness items answered  
= 1 if one openness item answered
3. Neuroticism

**RH005REC**: continuous variable based on 2 items

**Items**: 1992-3 Respondent Telephone Interview, Questions RH013RE (310f, 310j), RH020RE (314m, 314p)

I see myself as someone who

RH013RE. “worries a lot.”
RH020RE. “is relaxed and handles stress well.”

**Coding**: 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

**Scaling**: RH005REC was constructed by summing the values for both items. RH013RE was reverse coded in the creation of this variable.

**Notes**: RH013RE is a constructed variable based on questions 310f and 310j. RH020RE is a constructed variable based on questions 314m and 314p.

**Reliability**: TK

**RH006REC**: number of neuroticism items answered

- = 0 if no neuroticism items answered
- = 1 if one neuroticism item answered
- = 2 if two neuroticism items answered

4. Conscientiousness

**RH007REC**: continuous variable based on 2 items

**Items**: 1992-3 Respondent Telephone Interview, Questions RH015RE (310s, 311), RH019RE (314f, 314j)

I see myself as someone who
RH015RE. “can be somewhat careless.”
RH019RE. “is easily distracted.”

Coding: 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

Scaling: RH007REC was constructed by summing the values for both items.

Notes: RH015RE is a constructed variable based on questions 310s and 311. RH019RE is a constructed variable based on questions 314f and 314j.

Reliability: TK

RH008REC: number of conscientiousness items answered
  = 0 if no conscientiousness items answered
  = 1 if one conscientiousness item answered
  = 2 if two conscientiousness items answered

5. Agreeableness

RH009REC: continuous variable based on 2 items

Items: 1992-3 Respondent Telephone Interview, Questions RH014RE (310m, 310p), RH018RE (314, 314b)

I see myself as someone who

RH014RE. “has a forgiving nature.”
RH018RE. “tends to find fault with others.”

Coding: 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

Scaling: RH009REC was constructed by summing the values for both items. RH014RE was reverse coded in the creation of this variable.

Notes: RH014RE is a constructed variable based on questions 310m and 310p. RH018RE is a constructed variable based on questions 314.
and 314b.

Reliability: TK

**RH010REC**: number of agreeableness items answered
  = 0 if no agreeableness items answered
  = 1 if one agreeableness item answered
  = 2 if two agreeableness items answered

**Cross-Referencing**

**1992-3 Respondent Mail Questionnaire:**
- **Extraversion**: MH001REC, items MH003RER-MH008RER (Qs 17a, 17d, 17f, 17j, 17l, 17v)
- **Agreeableness**: MH009REC, items MH011RER-MH016RER (Qs 17b, 17o, 17p, 17w, 17y, 17bb)
- **Conscientiousness**: MH017REC, items MH019RER-MH024RER (Qs 17c, 17h, 17l, 17g, 17u, 17cc)
- **Neuroticism**: MH025REC, items MH027RER-MH031RER (Qs 17i, 17m, 17r, 17x, 17z)
- **Openness**: MH032REC, items MH034RER-MH039RER (Qs 17e, 17g, 17k, 17n, 17s, 17aa)

**1993-4 Sibling Mail Questionnaire:**
- **Extraversion**: NH011REC, items NH003RER-NH008RER (Qs 39a, 39d, 39f, 39j, 39t, 39v)
- **Agreeableness**: NH009REC, items NH011RER-NH016RER (Qs 39b, 39o, 39p, 39w, 39y, 39bb)
- **Conscientiousness**: NH017REC, items NH019RER-NH024RER (Qs 39c, 39h, 39l, 39q, 39u, 39cc)
- **Neuroticism**: NH025REC, items NH027RER-NH031RER (Qs 39i, 39m, 39r, 39x, 39z)
- **Openness**: NH032REC, items NH034RER-NH039RER (Qs 39e, 39g, 39k, 39n, 39s, 39aa)

**1993-4 Sibling Telephone Interview:**
- **Extraversion**: SH001REC, items SH011RE (Qs 308n, 309), SH016RE (Qs 312f, 312j)
- **Agreeableness**: SH009REC, items SH014RE (Qs 310m, 310p), SH018RE (Qs 314, 314b)
- **Conscientiousness**: SH007REC, items SH015RE (Qs 310s, 311), SH019RE (Qs 314f, 314j)
- **Neuroticism**: SH005REC, items SH013RE (Qs 310f, 310j), SH020RE
Openness: SH003REC, items SH012RE (Qs 310, 310b), SH017RE (Qs 312m, 312p)

Source


Selected Studies Using Big Five Personality Items Scales


DEPRESSION HISTORY

A 79% random sample was selected to be asked depression, depression history and drinking problems/alcohol symptoms questions in the 1992-3 Respondent Telephone Interviews (RU001RE). If RU001RE = 0, the respondent was not in this 79% sample; if RU001RE = 1, the respondent was in the 79% sample. RU024RE includes only those respondents who were selected to the 79% random sample.

The respondent was asked whether he/she had ever had a time in his/her life lasting two weeks or more when nearly every day he/she felt depressed (RU002RE). If RU002RE = 0, the respondent has never had an episode of depression; if RU002RE = 1, the respondent has had at least one episode of depression. RU024REC includes only those respondents for whom RU002RE = 1.

The respondent was asked whether his/her experience with depression was always caused by alcohol, drugs, medications or physical illness (RU003RE). If RU003RE = 1, the respondent’s depression was always caused by alcohol, drugs, medications or physical illness; if RU003RE = 2, the respondent’s depression was sometimes caused by alcohol, drugs, medications or physical illness; if RU003RE = 3, the respondent’s depression was never caused by alcohol, drugs, medications or physical
illness. RU024REC includes only those respondents for whom RU003RE = 2 or 3.

**Depression Symptoms Count**

**RU024REC**: continuous variable based on 7 items

**Items**: 1992-3 Respondent Telephone Interview, Questions RU006RE (870a), RU007RE (870b), RU008RE (870c), RU009RE (870d), RE010RE (870e), RU011RE (870f), RU012RE (870g)

RU006RE. “During this episode of depression, did the respondent lose weight without trying to – as much as 2 pounds a week for several week or as much as 10 pounds altogether?”

RU007RE. “Did respondent have two weeks or more when nearly every night (he/she) had trouble falling asleep?”

RU008RE. “Did respondent have two weeks or more when (he/she) lacked energy or felt tired all the time, even when (he/she) had not been working very hard?”

RU009RE. “Did respondent have two weeks or more when (he/she) felt very bad when waking up, but felt better later in the day?”

RU010RE. “Did respondent have two weeks or more when (he/she) lost interest in most things like work, hobbies, or things (he/she) usually liked to do for fun?”

RU011RE. “Did respondent have two weeks or more when nearly every day (he/she) had a lot more trouble concentrating than normal?”

RU012RE. “Did respondent have two weeks or more when (he/she) thought a lot about death – either (his/her) own, someone else’s, or death in general?”

**Coding**: 1 yes; 2 no; 7 don’t know; 8 inappropriate (RU001RE = 0 or RU002RE = 1 or RU003RE = 1); 9 refused/not ascertained

**Reliability**: TK (INAP?)

**Scaling**: RU024REC was constructed by summing the “yes” responses
for the 7 items.

Cross-Referencing

1992-3 Respondent Mail Questionnaire: These questions were not asked.

1993-4 Sibling Mail Questionnaire: These questions were not asked.

1993-4 Sibling Telephone Interview: SU024REC, items SU006RE-SU012RE (Qs870a-870g)

Source

TK

Selected Studies Using Depression History Scale


ALCOHOL SYMPTOMS

A 79% random sample was selected to be asked depression, depression history and drinking problems/alcohol symptoms questions in the 1992-3 Respondent Telephone Interviews (RU001RE). If RU001RE = 0, the respondent was not in this 79% sample; if RU001RE = 1, the respondent was in the 79% sample. RU024RE includes only those respondents who were selected to the 79% random sample.

Respondent was asked whether he/she has ever drunk alcoholic beverages such as beer, wine, liquor or mixed alcoholic drinks. If RU025RE = 1, the respondent answered “yes,” he/she has drunk alcoholic beverages; if RU025RE = 2, the respondent answered “no,” he/she has never drunk alcoholic beverages. RU034REC includes only those respondents for whom RU025RE = 1.

Alcohol Symptoms Count

165
**RU034REC**: continuous variable based on 5 items

**Items**: 1992-3 Respondent Telephone Interview, Questions RU030RE (876), RU031RE (876f), RU032RE (876m), RU033RE (876s), RU035RE (878)

- RU030RE. “Has respondent ever felt bad or guilty about drinking?”
- RU031RE. “Have people ever annoyed respondent by criticizing respondent’s drinking?”
- RU032RE. “Has respondent’s drinking ever caused a problem at work?”
- RU033RE. “Has respondent’s drinking ever created problems between respondent and spouse, children, parents, or other near relatives?”
- RU035RE. “Has respondent ever gone to anyone for help about drinking?”

**Coding**: 1 yes; 2 no; 7 don’t know; 8 inappropriate (RU001RE = 0, RU025RE = 2); 9 refused/not ascertained

**Scaling**: RU034REC was constructed by summing the “yes” responses for the five items.

**Reliability**: TK

**Notes**: RU034REC is a constructed variable based on questions 876, 876f, 876m, 876s, 878 and 878a.

**Cross-Referencing**

**1992-3 Respondent Mail Questionnaire**: These questions were not asked.

**1993-4 Sibling Mail Questionnaire**: These questions were not asked.

**1993-4 Sibling Telephone Interview**: SU034REC, items SU030RE-SU033RE, SU035RE (Qs 876, 876f, 876m, 876s, 878)

**Source**

Selected Studies Using Alcohol Symptoms Scale


COGNITION VARIABLES

Sum of Scores for Cognition Questions

RI001RE: continuous variable based on 8 items

Items: 1992-3 Respondent Telephone Interview, Questions RI002RE (314t), RI003RE (316), RI004RE (316f), RI005RE (316m), RI006RE (316s), RI007RE (318), RI008RE (318f), RI009RE (318m)

In what way are

RI002RE. “an orange and a banana alike?”
RI003RE. “a table and a chair alike?”
RI004RE. “an eye and an ear alike?”
RI005RE. “an egg and a seed alike?”
RI006RE. “air and water alike?”
RI007RE. “work and play alike?”
RI008RE. “a fly and a tree alike?”
RI009RE. “praise and punishment alike?”

Coding: A score of 0 (low), 1 or 2 (high) was assigned to each response by a computer program. See COR548 and COR572 for detailed information about the scoring of cognition items. Some interviews did not include the cognition questions. If a question was not asked, the code is 9. If at least one individual score is 9, then RI001RE is 99.

Scaling: RI001RE way constructed by summing the values for each of the eight items.

Reliability: TK
Note: Items RI002RE-RI009RE are 8 of the 14 items from the Wechsler Adult Intelligence Scale (WAIS).

Cross-Referencing

1992-3 Respondent Mail Questionnaire: These questions were not asked.

1993-4 Sibling Mail Questionnaire: These questions were not asked.

1993-4 Sibling Telephone Interview: SI001RE, items SI002RE-SI011RE (Qs 314t, 315, 316f, 315e, 316m, 316, 315g, 318, 318f, 318m)

Source


Selected Studies Using Cognition Items Scale


1993-4 Sibling Mail Questionnaire

PSYCHOLOGICAL WELL-BEING

Subscales (n = 6)

1. Autonomy

NP001REC: continuous variable based on 7 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NP003RER (41a), NP004RER (41g), NP005RER (41h), NP006RER (41o), NP007RER (41v), NP008RER (41cc), NP009RER (41jj)

NP003RER. “My decisions are not usually influenced by what
everyone else is doing.”
NP004RER. “I have confidence in my opinions even if they are contrary to the general consensus.”
NP005RER. “I tend to worry about what other people think of me.”
NP006RER. “I often change my mind about decisions if friends or family disagree.”
NP007RER. “I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.”
NP008RER. “Being happy with myself is more important to me than having others approve of me.”
NP009RER. “It’s difficult for me to voice my opinions on controversial matters.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: NP001REC was constructed by summing the values of the seven items. NP003RER, NP004RER, NP007RER and NP008RER were reverse coded in the creation of this variable.

Reliability: TK

NP002RE: number of autonomy items answered
   = 0 if no autonomy items answered
   = 1-7 if one to seven autonomy items answered

2. Environmental Mastery

NP010REC: continuous variable based on 7 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NP012RER (41b), NP013RER (41i), NP014RER (41n), NP015RER (41p), NP016RER (41w), NP017RER (41dd), NP018RER (41kk)

NP012RER. “I am good at juggling my time so that I can fit everything in that needs to get done.”
NP013RER. “I often feel overwhelmed by my responsibilities.”
NP014RER “I am quite good at managing the many responsibilities of my daily life.”
NP015RER. “I do not fit very well with the people and community around me.”
NP016RER. “I have difficulty arranging my life in a way that is satisfying to me.”
NP017RER. “I have been able to create a lifestyle for myself that is much to my liking.”
NP018RER. “I generally do a good job of taking care of my personal finances and affairs.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: NP010REC was constructed by summing the values of the seven items. NP012RER, NP014RER, NP017RER and NP018RER were reverse coded in the creation of this variable.

Reliability: TK

NP011RE: number of environmental mastery items answered
= 0 if no environmental mastery items answered
= 1-7 if one to seven items answered

3. Personal Growth

NP019REC: continuous variable based on 7 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NP021RER (41c), NP022RER (41j), NP023RER (41q), NP024RER (41u), NP025RER (41x), NP026RER (41ee), NP027RER (41ll)

NP021RER. “I am not interested in activities that will expand my horizons.”
NP022RER. “I have the sense that I have developed a lot as a person over time.”
NP023RER. “When I think about it, I haven’t really improved much as a person over the years.”
NP024RER. “I think it is important to have new experiences that challenge how I think about myself and the world.”
NP025RER. “I don’t want to try new ways of doing things – my life is fine the way it is.”
NP026RER. “I do not enjoy being in new situations that require me to change my old familiar ways of doing things.”
NP027RER. “There is truth to the saying you can’t teach an old dog new tricks.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

**Scaling**: NP019REC was constructed by summing the values of the seven items. NP022RER and NP024RER were reverse coded in the creation of this variable.

**Reliability**: TK

**NP020RE**: number of personal growth items answered
  = 0 if no personal growth items answered
  = 1-7 if one to seven items answered

### 4. Positive Relations with Others

**NP028REC**: continuous variable based on 7 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NP030RER (41d), NP031RER (41k), NP032RER (41r), NP033RER (41y), NP034RER (41bb), NP035RER (41ff), NP036RER (41mm)

NP030RER. “I don’t have many people who want to listen when I need to talk.”

NP031RER. “I enjoy personal and mutual conversations with family members and friends.”

NP032RER. “I often feel lonely because I have few close friends with whom to share my concerns.”

NP033RER. “It seems to me that most people have more friends than I do.”

NP034RER. “People would describe me as a giving person, willing to share my time with others.”

NP035RER. “Most people see me as loving and affectionate.”

NP036RER. “I know I can trust my friends and they know they can trust me.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

**Scaling**: NP028REC was constructed by summing the values of the
seven items. NP031RER, NP034RER, NP035RER and NP036RER were reverse coded in the creation of this variable.

**Reliability**: TK

**NP029RE**: number of positive relations to others items answered  
= 0 if no positive relations to others items answered  
= 1-7 if one to seven items answered

### 5. Purpose in Life

**NP037REC**: continuous variable based on 7 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NP039RER (41e), NP040RER (41i), NP041RER (41s), NP042RER (41z), NP043RER (41gg), NP044RER (41ii), NP045RER (41nn)

NP039RER. “I enjoy making plans for the future and working to make them a reality.”

NP040RER. “My daily activities often seem trivial and unimportant to me.”

NP041RER. “I am an active person in carrying out the plans I set for myself.”

NP042RER. “I tend to focus on the present because the future nearly always brings me problems.”

NP043RER. “I don’t have a good sense of what I’m trying to accomplish in life.”

NP044RER “I sometimes feel as if I’ve done all there is to do in life.”

NP045RER. “I used to set goals for myself, but that now seems like a waste of time.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

**Scaling**: NP037REC was constructed by summing the values of the seven items. NP039RER and NP041RER were reverse coded in the creation of this variable.

**Reliability**: TK

**NP038RE**: number of purpose in life items answered
Appendices

6. Self-Acceptance

NP046REC: continuous variable based on 7 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NP048RER (41f), NP049RER (41m), NP050RER (41t), NP051RER (41aa), NP052RER (41hh), NP053RER (41pp), NP054RER (41oo)

NP048RER. “I feel like many of the people I know have gotten more out of life than I have.”
NP049RER. “In general, I feel confident and positive about myself.”
NP050RER. “When I compare myself to friends and acquaintances, it makes me feel good about who I am.”
NP051RER. “My attitude about myself is probably not as positive as most people feel about themselves.”
NP052RER. “I made some mistakes in the past, but all in all everything has worked out for the best.”
NP053RER. “The past had its ups and downs, but in general, I wouldn’t want to change it.”
NP054RER. “In many ways, I feel disappointed about my achievements in life.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: NP046REC was constructed by summing the values of the seven items. NP049RER, NP050RER, NP052RER and NP053RER were reverse coded in the creation of this variable.

Reliability: TK

NP047RE: number of self-acceptance items answered
= 0 if no self-acceptance items answered
= 2-7 if two to seven items answered

Cross-Referencing

1992-3 Respondent Mail Questionnaire: no total score for all subscales
Autonomy: MN001REC, items MN003RER-MN009RER (Qs 19a,
19g, 19h, 19o, 19v, 19cc, 19jj)
Environmental Mastery: MN010REC, items MN012RER-MN018RER (Qs 19b, 19i, 19n, 19p, 19w, 19dd, 19kk)
Personal Growth: MN019REC, items MN021RER-MN027RER (Qs 19c, 19j, 19q, 19u, 19x, 19ee, 19ll)
Positive Relations with Others: MN018REC, items MN0030RER-MN036RER (Qs 19d, 19k, 19r, 19y, 19bb, 19ff, 19mm)
Purpose in Life: MN037REC, items MN039RER-MN045RER (Qs 19e, 19l, 19s, 19z, 19gg, 19ii, 19nn)
Self-Acceptance: MN046REC, items MN048RER-MN054RER (Qs 19f, 19m, 19t, 19aa, 19hh, 19oo, 19pp)

1992-3 Respondent Telephone Interview: RN014RED (total score), items RN016REC-RN027REC
Autonomy: RN002RED, items RN016REC (Qs 438s, 439), RN025REC (Qs 490, 490b)
Environmental Mastery: RN004RED, items RN017REC (Qs 440, 440b), RN021REC (Qs 442m, 442p)
Personal Growth: RN006RED, items RN022RED (Qs 442s, 443), RN026REC (Qs 490m, 490p)
Positive Relations with Others: RN008RED, items RN108REC (Qs 440m, 440p), RN023REC (Qs 488g, 488j)
Purpose in Life: RN010RED, items RN019REC (Qs 440s, 441), RN024REC (Qs 488m, 488p)
Self-Acceptance: RN012RED, items RN020REC (Qs 442, 442b), RN027REC (Qs 492f, 492j)

1993-4 Sibling Telephone Interview: RN014RED (total score), items SN016REC-SN027REC
Autonomy: SN002RED, items SN016REC (Qs 438s, 439), SN025REC (Qs 490, 490b)
Environmental Mastery: SN004RED, items SN017REC (Qs 440, 440b), SN021REC (Qs 442m, 442p)
Personal Growth: SN006RED, items SN022RED (Qs 442s, 443), SN026REC (Qs 490m, 490p)
Positive Relations with Others: SN008RED, items SN018REC (Qs 440m, 440p), SN023REC (Qs 488g, 488j)
Purpose in Life: SN010RED, items SN019REC (Qs 440s, 441), SN024REC (Qs 488m, 488p)
Self-Acceptance: SN012RED, items SN020REC (Qs 442, 442b), SN027REC (Qs 492f, 492j)

Source

**Selected Studies Using Psychological Well-Being Scales**


**BIG FIVE PERSONALITY ITEMS**

**Subscales (n = 5)**

1. **Extraversion**

**NH001REC**: continuous variable based on 6 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NH003RER (39a), NH004RER (39d), NH005RER (39f), NH006RER (39j), NH007RER (39t), NH008RER (39v)

I see myself as someone who

NH003RER. “is talkative.”
NH004RER. “is reserved.”
NH005RER. “is full of energy”
NH006RER. “tends to be quiet.”
NH007RER. “is sometimes shy, inhibited.”
NH008RER. “generates a lot of enthusiasm.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

**Scaling**: NH001REC was constructed by summing the values of the six items. Items NH003RER, NH005RER and NH008RER were reverse coded in the creation of this variable.
Reliability: TK

**NH002RE**: number of extraversion items answered
  = 0 if no extraversion items answered
  = 1-6 if one to six items answered

2. Agreeableness

**NH009REC**: continuous variable based on 6 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NH011RER (39b), NH012RER (39o), NH013RER (39p), NH014RER (39w), NH015RER (39y), NH016RER (39bb)

I see myself as someone who

- NH011RER. “tends to find fault with others.”
- NH012RER. “is sometimes rude to others.”
- NH013RER. “is generally trusting.”
- NH014RER. “can be cold and aloof.”
- NH015RER. “is considerate to almost everyone.”
- NH016RER. “likes to cooperate with others.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

**Scaling**: NH009REC was constructed by summing the values of the six items. Items NH013RER, NH015RER and NH016RER were reverse coded in the creation of this variable.

Reliability: TK

**NH010RE**: number of agreeableness items answered
  = 0 if no agreeableness items answered
  = 1-6 if one to six items answered

3. Conscientiousness

**NH017REC**: continuous variable based on 6 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NH019RER
I see myself as someone who

NH019RER. “does a thorough job.”
NH020RER. “is a reliable worker.”
NH021RER. “tends to be disorganized.”
NH022RER. “is lazy at times.”
NH023RER. “does things efficiently.”
NH024RER. “is easily distracted.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: NH017REC was constructed by summing the values of the six items. NH019RER, NH020RER and NH023RER were reverse coded in the creation of this variable.

Reliability: TK

NH018RE: number of conscientiousness items answered
= 0 if no conscientiousness items answered
= 1-6 if one to six items answered

4. Neuroticism

NH025REC: continuous variable based on 5 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NH027RER (39i), NH028RER (39m), NH029RER (39r), NH030RER (39x), NH031RER (39z)

I see myself as someone who

NH027RER. “can be tense.”
NH028RER. “is emotionally stable, not easily upset.”
NH029RER. “worries a lot.”
NH030RER. “remains calm in tense situations.”
NH031RER. “gets nervous easily.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not
neuroticism items answered
  = 0 if no neuroticism items answered
  = 1-5 if one to five items answered

5. Openness

NH032REC: continuous variable based on 6 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NH034RER (39e), NH035RER (39g), NH036RER (39k), NH037RER (39n), NH038RER (39s), NH039RER (39aa)

I see myself as someone who

NH034RER. “prefers the conventional, traditional.”
NH035RER. “prefers work that is routine and simple.”
NH036RER. “values artistic, aesthetic experiences.”
NH037RER. “has an active imagination.”
NH038RER. “wants things to be simple and clear-cut.”
NH039RER. “is sophisticated in art, music, or literature.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 9 not ascertained/refused

Scaling: NH032REC was constructed by summing the values of the six items. NH036RER, NH037RER and NH039RER were reverse coded in the creation of this variable.

Reliability: TK

NH033RE: number of openness items answered
  = 0 if no openness items answered
  = 1-6 if one to six items answered
Cross-Referencing

1992-3 Respondent Mail Questionnaire:
   Extraversion: MH001REC, items MH003RER-MH008RER (Qs 17a, 17d, 17f, 17j, 17t, 17v)
   Agreeableness: MH009REC, items MH011RER-MH016RER (Qs 17b, 17o, 17p, 17w, 17y, 17bb)
   Conscientiousness: MH017REC, items MH019RER-MH024RER (Qs 17c, 17h, 17l, 17g, 17u, 17cc)
   Neuroticism: MH025REC, items MH027RER-MH031RER (Qs 17i, 17m, 17r, 17x, 17z)
   Openness: MH032REC, items MH034RER-MH039RER (Qs 17e, 17g, 17k, 17n, 17s, 17aa)

1992-3 Respondent Telephone Interview:
   Extraversion: RH001REC, items RH011RE (Qs 308n, 309), RH016RE (Qs 312f, 312j)
   Agreeableness: RH009REC, items RH014RE (Qs 310m, 310p), RH018RE (Qs 314, 314b)
   Conscientiousness: RH007REC, items RH015RE (Qs 310s, 311), RH019RE (Qs 314f, 314j)
   Neuroticism: RH005REC, items RH013RE (Qs 310f, 310j), RH020RE (Qs 314m, 314p)
   Openness: RH003REC, items RH012RE (Qs 310, 310b), RH017RE (Qs 312m, 312p)

1993-4 Sibling Telephone Interview:
   Extraversion: SH001REC, items SH011RE (Qs 308n, 309), SH016RE (Qs 312f, 312j)
   Agreeableness: SH009REC, items SH014RE (Qs 310m, 310p), SH018RE (Qs 314, 314b)
   Conscientiousness: SH007REC, items SH015RE (Qs 310s, 311), SH019RE (Qs 314f, 314j)
   Neuroticism: SH005REC, items SH013RE (Qs 310f, 310j), SH020RE (Qs 314m, 314p)
   Openness: SH003REC, items SH012RE (Qs 310, 310b), SH017RE (Qs 312m, 312p)

Source

Selected Studies Using Big Five Personality Items Scales


DEPRESSION (CESD)

Psychological Distress/Depressive Symptoms (Center for Epidemiological Studies Depression Scale)

**NU001REC**: continuous variable based on 20 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NU003RER (40a), NU004RER (40b), NU005RER (40c), NU006RER (40d), NU007RER (40e), NU008RER (40f), NU009RER (40g), NU010RER (40h), NU011RER (40i), NU012RER (40j), NU013RER (40k), NU014RER (40l), NU015RER (40m), NU016RER (40n), NU017RER (40o), NU018RER (40p), NU019RER (40q), NU020RER (40r), NU021RER (40s), NU022RER (40t)

On how many days during the past week did you

- NU003RER. “feel you could not shake off the blues even with help from your family and friends?”
- NU004RER. “feel bothered by things that don’t usually bother you?”
- NU005RER. “think your life had been a failure?”
- NU006RER. “feel happy?”
- NU007RER. “feel that people were unfriendly?”
- NU008RER. “feel lonely?”
- NU009RER. “enjoy life?”
- NU010RER. “have crying spells?”
- NU011RER. “feel that people disliked you?”
- NU012RER. “feel sad?”
- NU013RER. “feel depressed?”
- NU014RER. “have trouble keeping your mind on what you were doing?”
- NU015RER. “not feel like eating, your appetite was poor?”
NU016RER. “feel you were just as good as other people?”
NU017RER. “feel everything you did was an effort?”
NU018RER. “feel hopeful about the future?”
NU019RER. “feel fearful?”
NU020RER. “sleep restlessly?”
NU021RER “talk less than usual?”
NU022RER. “feel you could not ‘get going’?”

**Coding:** 1 one day; 2 two days; 3 three days; 4 four days; 5 five days; 6 six days; 7 seven days; 9 not ascertained/refused

**Scaling:** NU001REC was constructed by summing the values of the twenty items. NU006RER, NU009RER, NU016RER and NU018RER were reverse coded in the creation of this variable.

**Reliability:** TK

**Note:** A sum was calculated if at least ten items of the scale were answered.

**NU002RE:** number of depression/psychological distress items answered

- = 00 if no depression/psychological distress items answered
- = 1-7 if one to seven items answered
- = 10-20 if ten to twenty items answered

**Cross-Referencing**

**1992-3 Respondent Mail Questionnaire:** MU001REC, items MU003RER-MU22RER (Qs 18a-18t)

**1992-3 Respondent Telephone Interview:** These questions were not asked.

**1993-4 Sibling Telephone Interview:** These questions were not asked.

**Source**


**Selected Studies Using CESD Scale**


**FAMILY-WORK SPILLOVER**

**Subscales (n = 3)**

1. Family Stress Spills Over Into Work

**NY001REC**: continuous variable based on 4 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NY003RER (45a), NY004RER (45c), NY005RER (45d), NY006RER (45e)

NY003RER. “Family matters reduce the time I can devote to my job.”

NY004RER. “Family worries or problems distract me from my work.”

NY005RER. “Family activities stop me from getting the amount of sleep I need to do my job well.”

NY006RER. “Family obligations reduce the time I need to relax or be by myself.”

**Coding**: 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 8 inappropriate (not currently employed); 9 not ascertained/refused

**Scaling**: NY001REC was constructed by summing the values of the four items. All items were reverse coded in the creation of this variable.
Reliability: TK

**NY002RE**: number of family stress spillover items answered
- 0 if no family stress spillover items answered
- 1-4 if one to four items answered

### 2. Work Stress Spills Over Into Family Life

**NY007REC**: continuous variable based on 4 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NY009RER (45g), NY010RER (45h), NY011RER (45k), NY012RER (45i)

- **NY009RER**: “My job reduces the amount of time I can spend with the family.”
- **NY010RER**: “Problems at work make me irritable at home.”
- **NY011RER**: “My job takes so much energy I don’t feel like doing things that need attention at home.”
- **NY012RER**: “My job involves a lot of travel away from home.”

**Coding**: 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 8 inappropriate (not currently employed); 9 not ascertained/refused

**Scaling**: NY007REC was constructed by summing the values of the four items. All items were reverse coded in the creation of this variable.

Reliability: TK

**NY008RE**: number of work spillover items answered
- 0 if no work spillover items answered
- 1-4 if one to four items answered

### 3. Family Enhancement Spills Over Into Work Life

**NY013REC**: continuous variable based on 3 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NY015RER (45b), NY016RER (45f), NY017RER (45j)

- **NY015RER**: “I can do good work on the job because I am so happy at home.”
NY016RER. “Family responsibilities make me work harder on the job.”

NY017RER. “I can devote a lot of time to my job because of the support I get on the home front.”

**Coding**: 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 8 inappropriate (not currently employed); 9 not ascertained/refused

**Scaling**: NY013REC was constructed by summing the values of the three items. All items were reverse coded in the creation of this variable.

**Reliability**: TK

**NY014RE**: number of family enhancement items answered

- = 0 if no family enhancement items answered
- = 1-3 if one to three items answered

**Cross-Referencing**

**1992-3 Respondent Mail Questionnaire**:

- **Family Stress Spills Over to Work**: MY001REC, items MY003RER-MY006RER (Qs 22a, 22c, 22d, 22e)
- **Work Stress Spills Over into Family Life**: MY007REC, items MY009RER- MY012RER (Qs 22g, 22h, 22k, 22i)
- **Family Enhancement Spills Over into Work Life**: MY013REC, items MY015RER-MY017RER (Qs 22b, 22f, 22j)

**1992-3 Respondent Telephone Interview**: These questions were not asked.

**1993-4 Sibling Telephone Interview**: These questions were not asked.

**Source**

TK

**Selected Studies Using Family-Work Spillover Scales**

BRANDSTADTER GOAL ATTAINMENT

Subscales (n = 2)

1. Flexible Goal Adjustment (FGA)

   **NP055REC**: continuous variable based on 5 items

   **Items**: 1993-4 Sibling Mail Questionnaire, Questions NP057RER (42b), NP058RER (42c), NP059RER (42g), NP060RER (42i), NP061RER (42j)

   NP057RER. “If I don’t get something I want, I take it with patience.”
   NP058RER. “It is very difficult for me to accept a setback or defeat.”
   NP059RER. “I find it easy to see something positive even in a serious mishap.”
   NP060RER. “When everything seems to be going wrong, I can usually find a bright side to the situation.”
   NP061RER. “In general, I am not upset very long about an opportunity passed up.”

   **Coding**: 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 9 not ascertained/refused

   **Scaling**: NP055REC was constructed by summing the values of the five items. NP057RER, NP059RER, NP060RER and NP061RER were reverse coded in the creation of this variable.

   **Reliability**: TK

   **NP056REC**: number of flexible FGA items answered
   = 0 if no FGA items answered
   = 1-5 if one to five items answered

2. Tenacious Goal Pursuit (TGP)

   **NP062REC**: continuous variable based on 5 items

   **Items**: 1993-4 Sibling Mail Questionnaire, Questions NP064RER
(42a), NP065RER (42d), NP066RER (42e), NP067RER (41f), NP068RER (41h)

NP064RER. “Even when things seem hopeless, I keep on fighting to reach my goals.”
NP065RER. “I stick to my goals and projects even in the face of great difficulties.”
NP066RER. “The harder a goal is to achieve, the more appeal it has to me.”
NP067RER. “I can be very stubborn in pursuing my goals.”
NP068RER. “To avoid disappointments, I don’t set my goals too high.”

Coding: 1 strongly agree; 2 agree; 3 neither agree nor disagree; 4 disagree; 5 strongly disagree; 9 not ascertained/refused

Scaling: NP062REC was constructed by summing the values of the five items. NP064RER, NP065RER, NP066RER and NP067 were reverse coded in the creation of this variable.

Reliability: TK

NP063RE: number of TGP items answered
= 0 if no TGP items answered
= 1-5 if one to five items answered

Cross-Referencing

1992-3 Respondent Mail Questionnaire:
Flexible Goal Adjustment: MN055REC, items MN057RER-MN061RER (Qs 20b, 20c, 20g, 20i, 20j)
Tenacious Goal Pursuit: MN062REC, items MN064RER-MN068RER (Qs 20a, 20d, 20e, 20f, 20h)

1992-3 Respondent Telephone Interview: These questions were not asked.

1993-4 Sibling Telephone Interview: These questions were not asked.

Source

Selected Studies Using Brandstadter Goal Attainment Scales


ANXIETY

Anxiety Symptoms and Beliefs

**NU023REC**: continuous variable based on 8 items

**Items**: 1993-4 Sibling Mail Questionnaire, Questions NU025RER (40u), NU026RER (40v), NU027RER (40w), NU028RER (40x), NU029RER (40y), NU030RER (40z), NU031RER (40aa), NU032RER (40bb)

How many days during the past week did you

NU025RER. “feel you might collapse?”
NU026RER. “have difficulty swallowing?”
NU027RER. “feel you might die?”
NU028RER. “think you might be going crazy?”
NU029RER. “fear embarrassing yourself?”
NU030RER. “feel as though your surroundings were unreal?”
NU031RER. “feel that other people thought you were a fool?”
NU032RER. “have hot/cold flashes?”

**Coding**: 0 zero days; 1 one day; 2 two days; 3 three days; 4 four days; 5 five days; 6 six days; 7 seven days; 9 not ascertained/refused
(includes all 23 original sample members who are also siblings)

**Scaling**: NU023REC was constructed by summing the values of the eight items.
Reliability: TK

Note: A sum was calculated if at least four items of the scale were answered.

NU024RE: number of anxiety symptoms and beliefs items answered
   = 0 if no anxiety symptoms and beliefs items answered
   = 1-3 if one to three items answered
   = 4-8 if four to eight items answered
   = 09 if not ascertained (includes all 23 original sample members who are also siblings)

Cross-Referencing

1992-3 Respondent Mail Questionnaire: These questions were not asked.

1992-3 Respondent Telephone Interview: These questions were not asked.

1993-4 Sibling Telephone Interview: These questions were not asked.

Source

TK

Selected Studies Using Anxiety Symptoms and Beliefs Scale

TK/none?

SPIELBERGER ANXIETY & ANGER INDICES

Subscales (n=2)

1. Spielberger Anxiety Index

NUA33REC: continuous variable based on 10 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NU035RER (43a), NU037RER (43c), NU039RER (43e), NU041RER (43g), NU043RER (43i), NU045RER (43k), NU047RER (43m), NU049RER (43o), NU051RER (43q), NU053RER (43s)
On how many days during the past week did you

NU035RER. “feel calm?”
NU037RER. “feel tense?”
NU039RER. “feel at ease?”
NU041RER. “worry over possible misfortune?”
NU043RER. “feel nervous?”
NU045RER. “feel jittery?”
NU047RER. “feel relaxed?”
NU049RER. “feel worried?”
NU051RER. “feel steady?”
NU053RER. “feel frightened?”

Coding: 0 zero days; 1 one day; 2 two days; 3 three days; 4 four days; 5 five days 6 six days; 7 seven days; 9 not ascertained/refused (includes all 23 original sample members who are also siblings)

Scaling: NUA33REC was constructed by summing the values of the ten items. NU035RER, NU039RER, NU047RER and NU051RER were reverse coded in the creation of this variable.

Reliability: TK

Note: NU035RER is a constructed variable based on questions scn9 and 43a.

NUB33REC: number of Spielberger anxiety index items answered
= 0 if no Spielberger anxiety index items answered
= 1-4 if one to four items answered
= 4-10 if five to ten items answered
= 99 if not ascertained/refused (includes all 23 original sample members who are also siblings)

2. Spielberger Anger Index

NUA34REC: continuous variable based on 10 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NU036RER (43b), NU038RER (43d), NU040RER (43f), NU042RER (43h), NU044RER (43j), NU046RER (43l), NU048RER (43n), NU050RER (43p), NU052RER (43r), NU054RER (43t)

On how many days during the past week did you
NU036RER. “feel furious?”
NU038RER. “feel like banging on the table?”
NU040RER. “feel angry?”
NU042RER. “feel like yelling at somebody?”
NU044RER. “feel like breaking things?”
NU046RER. “feel mad?”
NU048RER. “feel irritated?”
NU050RER. “feel like hitting someone?”
NU052RER. “feel burned up?”
NU054RER. “feel like swearing?”

**Coding:**
0 zero days; 1 one day; 2 two days; 3 three days; 4 four days; 5 five days; 6 six days; 7 seven days; 9 not ascertained/refused (includes all 23 original sample members who are also siblings)

**Scaling:**
NUA34REC was constructed by summing the values of the ten items.

**Reliability:**
TK

**NUB34REC:** number of Spielberger anger index items answered
- 00 if no Spielberger anger index items answered
- 1-4 if one to four items answered
- 5-10 if five to ten items answered
- 99 if not ascertained/refused (includes all 23 original sample members who are also siblings)

**Cross-Referencing**

**1992-3 Respondent Mail Questionnaire:** These questions were not asked.

**1992-3 Respondent Telephone Interview:** These questions were not asked.

**1993-4 Sibling Telephone Interview:** These questions were not asked.

**Source**

**Anxiety Index**

Appendices

Anger Index


Selected Studies Using Spielberger Anxiety and Anger Indices

TK/none?

HEALTH SYMPTOMS

Total Number of Symptoms

**NX102RER:** continuous variable based on 28 items

Items: 1993-4 Sibling Mail Questionnaire, Questions NX045RER (10Aa), NX047RER (10Ab), NX049RER (10Ac), NX051RER (10Ad), NX053RER (10Ae), NX055RER (10Af), NX057RER (10Ag), NX059RER (10Ah), NX061RER (10Ai), NX063RER (10Aj), NX065RER (10Ak), NX067RER (10Al), NX069RER (10Am), NX071RER (10An), NX073RER (10Ao), NX075RER (10Ap), NX077RER (10Aq), NX079RER (10Ar), NX081RER (10As), NX083RER (10At), NX085RER (10Au), NX087RER (10Av), NX089RER (10Aw), NX091RER (10Ax), NX093RER (10Ay), NX095RER (10Az), NX097RER (10A2), NX099RER (10B3)

How often in the past have you had

NX045RER. “a lack of energy in the past six months?”
NX047RER. “trouble sleeping in the past six months?”
NX049RER. “fatigue/exhaustion in the past six months?”
NX051RER. “headaches in the past six months?”
NX053RER. “visual problems in the past six months?”
NX055RER. “dizziness/faintness in the past six months?”
NX057RER. “numbness in the past six months?”
NX059RER. “ringing in ears in the past six months?”
NX061RER. “nausea in the past six months?”
NX063RER. “vomiting in the past six months?”
NX065RER. “upset stomach in the past six months?”
NX067RER. “constipation in the past six months?”
NX069RER. “diarrhea in the past six months?”
NX071RER. “urination problems in the past six months?”
NX073RER. “aching muscles in the past six months?”
NX075RER. “stiff/swollen joints in the past six months?”
NX077RER. “back pain/strain in the past six months?”
NX079RER. “chest pain in the past six months?”
NX081RER. “shortness of breath in the past six months?”
NX083RER. “excessive sweating in the past six months?”
NX085RER. “respiratory problems in the past six months?”
NX087RER. “skin problems in the past six months?”
NX089RER. “coughing/wheezing in the past six months?”
NX091RER. “bone pains in the past six months?”
NX093RER. “palpitations in the past six months?”
NX095RER. “painful sexual intercourse in the past six months?”
NX097RER. “difficulties with sexual intercourse in the past six months?”
NX099RER. “other symptoms.” [Listed; see Notes below.]

**Coding:** The variables that comprise this scale are coded: 0 have not had; 1 monthly or less often; 2 about once a week; 3 daily or more often; 9 not ascertained/refused (including all 23 original sample members who are also siblings). NX102RER is not coded separately.

**Scaling:** NX109RER was constructed by… doesn’t say, but it looks like by taking any 1, 2 or 3 answers as “has symptom” & summing to get a score out of 28

**Reliability:** INAP

**Notes:** NX045RER is a constructed variable based on questions 10Aa and scn2. A complete list of the “other symptoms” that make up NX099RER is available in the 1993-4 Sibling Mail Questionnaire codebook.

**Cross-Referencing**

1992-3 Respondent Mail Questionnaire: MX082REC, items
MX016RER-MX079RER, every third item including
MX016RER and MX079RER (Qs 9Aa-9Av)

1992-3 Respondent Telephone Interview: These questions were not asked.

1993-4 Sibling Telephone Interview: These questions were not asked.
Appendices

Source

TK

Selected Studies Using Health Symptoms Scale


ILLNESS

Total Number of Illnesses

**NX139RER:** continuous variable based on 18 items

**Items:** 1993-4 Sibling Mail Questionnaire, Questions NX103RER (11Aa), NX105RER (11Ab), NX107RER (11Ac), NX109RER (11Ad), NX111RER (11Ae), NX113RER (11Af), NX115RER (11Ag), NX117RER (11Ah), NX119RER (11Ai), NX121RER (11Aj), NX123RER (11Ak), NX125RER (11Al), NX127RER (11Am), NX129RER (11An), NX131RER (11Ao), NX133RER (11Ap), NX135RER (11Ap), NX137RER (11Ar, a11Ar)

Has a medical professional ever said you have

- NX103RER. “anemia?”
- NX105RER. “asthma?”
- NX107RER. “arthritis/rheumatism?”
- NX109RER. “emphysema?”
- NX111RER. “cancer?”
- NX113RER. “chronic liver trouble?”
- NX115RER. “diabetes?”
- NX117RER. “serious back trouble?”
- NX119RER. “heart trouble?”
- NX121RER. “high blood pressure?”
- NX123RER. “circulation problems?”
- NX125RER. “kidney/bladder problems?”
- NX127RER. “an ulcer?”
- NX129RER. “allergies?”
- NX131RER. “multiple sclerosis?”
- NX133RER. “colitis?”
- NX135RER. “high cholesterol?”
NX137RER. “other illnesses or conditions.” [Listed; see Notes below.]

Coding: The variables that comprise this scale are coded: 1 yes; 2 no; 3 not ascertained/refused.

Scaling: NX139RER was constructed by summing the “yes” responses for the eighteen items.

Reliability: INAP

Notes: NX103RER is a constructed variable based on questions scn3 and 11Aa. NX137RER is a constructed variable based on questions 11Ar and a11Ar. A complete list of the other illnesses or conditions that make up NX137RER is available in the 1993-4 Sibling Mail Questionnaire codebook.

Cross-Referencing

1992-3 Respondent Mail Questionnaire: MX117RE, items MX083RER-MX0115RER, every second item including MX083RER and MX0115RER (Qs 10Aa-10Aq)

1992-3 Respondent Telephone Interview: These questions were not asked.

1993-4 Sibling Telephone Interview: These questions were not asked.

Source


Selected Studies Using Illness Scale


BODY MASS INDEX (BMI)

Body Mass Index
**NX025REC**: continuous variable based on 2 items

**Items**: 1993-4 Mail Questionnaire, Questions NX023RER (6), NX024RER (7a, 7b, 7c, 7d)

NX023RER. “How much do you weigh?”
NX024RER. “How tall are you?”

**Coding**: NX023RER is coded in pounds; 999 not ascertained/refused. NX025RER is coded in inches; 9999 not ascertained/refused (two decimal places are implied in the data file). NX025REC is coded in body mass index units, based on the formula BMI equals kilograms/meters squared.

**Scaling**: NX025REC was constructed using the formula:
BMI = (weight in pounds * 703)/ height in inches squared OR
NX025REC = (NX023RER * 703)/NX024RER2

**Reliability**: INAP

**Notes**: NX024REC is a constructed variable based on questions 7a, 7b, 7c and 7d. In the public data file, NX023RER is bottom-coded at 100 and top-coded at 300; NX024RER is bottom-coded at 5500 and top-coded at 7700. In the public data file, NX025RER was created using bottom- and top-coded values for NX023RER and NX024RER.

**Cross-Referencing**

**1992-3 Respondent Mail Questionnaire**: MX001REC, items MX009RER (Q 6), MX010RER (Qs 7a-7d)

**1992-3 Respondent Telephone Interview**: These questions were not asked.

**1993-4 Sibling Telephone Interview**: These questions were not asked.

**Source**

TK

**Selected Studies Using BMI Scale**

TK/none?
1993-4 Sibling Telephone Interview

PSYCHOLOGICAL WELL-BEING

An 80% random sample was selected to be asked psychological well-being questions in the 1993-4 sibling telephone interviews. If SN001RE = 0, the respondent was not in this 80% sample; if SN001RE = 1, the respondent was a part of the 80% sample.

Subscales (n = 6)

1. Autonomy

**SN002RED:** continuous variable based on 2 items

**Items:** 1993-4 Sibling Telephone Interview, Questions SN016REC (SN001RE, 438s, 439, RN016REC), SN025REC (SN001RE, 490, 490b, RN025REC)

SN016REC. “I tend to be influenced by people with strong opinions.”

SN025REC. “I judge myself by what I think is important, not by what others think is important.”

**Coding:** 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 neither agree nor disagree; 5 disagree slightly; 6 disagree moderately; 7 disagree strongly; 97 don’t know; 98 inappropriate (SN001RE = 0); 99 refused/not ascertained

**Scaling:** SN002RED was constructed by summing the values for both items. SN025RED was reverse coded in the creation of this variable.

**Notes:** SN002RED is a constructed variable based on questions SN001RE, SN016REC, SN025REC and RN003RED. SN016REC is a constructed variable based on questions SN001RE, 438s, 439 and RN016REC. SN025REC is a constructed variable based on questions SN001RE, 490, 490b and RN025REC.

**Reliability:** TK

**SN003RED:** number of autonomy items answered
Appendices

Wisconsin Longitudinal Study handbook 2006

2. Environmental Mastery

**SN004RED**: continuous variable based on 2 items

**Items**: 1993-4 Sibling Telephone Interview, Questions SN017REC (SN011RE, 440, 440b, RN017REC), SN021REC (SN001RE, 442m, 442p, RN021REC)

- SN017REC. “In general, I feel I am in charge of the situation in which I live.”
- SN021REC. “The demands of everyday life often get me down.”

**Coding**: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 neither agree nor disagree; 5 disagree slightly; 6 disagree moderately; 7 disagree strongly; 97 don’t know; 98 inappropriate (SN001RE = 0); 99 refused/not ascertained

**Scaling**: SN004RED was constructed by summing the values for both items. SN017REC was reverse coded in the creation of this variable.

**Notes**: SN004RED is a constructed variable based on questions SN001RE, SN017REC, SN021REC and RN004RED. SN017REC is a constructed variable based on questions RN001RE, 440, 440b and RN017REC. SN021REC is a constructed variable based on questions RN001RE, 442m, 442p and RN021REC.

**Reliability**: TK

3. Personal Growth

**SN006RED**: continuous variable based on 2 items
Items: 1993-4 Sibling Telephone Interview, Questions SN022REC (SN001RE, 442s, 443, RN022REC), SN026REC (SN001RE, 490m, 490p, RN026REC)

SN022REC. “For me, life has been a constant process of learning, changing, and growing.”
SN026REC. “I gave up trying to make big improvements or changes in my life a long time ago.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 neither agree nor disagree; 5 disagree slightly; 6 disagree moderately; 7 disagree strongly; 97 don’t know; 98 inappropriate (SN001RE = 0); 99 refused/not ascertained

Scaling: SN006RED was constructed by summing the values for both items. SN022REC was reverse coded in the creation of this variable.

Notes: SN006RED is a constructed variable based on questions SN001RE, SN022REC, SN026REC and RN006RED. SN022REC is a constructed variable based on questions SN001RE, 442s, 443 and RN022REC. SN026REC is a constructed variable based on questions SN001RE, 490m, 490p and RN026REC.

Reliability: TK

SN007RED: number of personal growth items answered
= 0 if no personal growth items answered
= 1 if one personal growth item answered
= 2 if two personal growth items answered
= 8 if inappropriate (SN001RE = 0)

4. Positive Relations with Others

SN008RED: continuous variable based on 2 items

Items: 1993-4 Sibling Telephone Interview, Questions SN018REC (SN001RE, 440m, 440p, RN018REC), SN023REC (SN001RE, 488g, 488j, RN023REC)

SN018REC. “Maintaining close relationships has been difficult and frustrating for me.”
SN023REC. “I have not experienced many warm and trusting
relationships with others.”

**Coding:** 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 neither agree nor disagree; 5 disagree slightly; 6 disagree moderately; 7 disagree strongly; 97 don’t know; 98 inappropriate (SN001RE = 0); 99 refused/not ascertained

**Scaling:** SN008RED was constructed by summing the values for both items.

**Notes:** SN008RED is a constructed variable based on questions SN001RE, SN018REC, SN023REC and RN008RED. SN018REC is a constructed variable based on questions SN001RE, 440m, 440p and RN018REC. SN023REC is a constructed variable based on questions SN001RE, 488g, 488j and RN023REC.

**Reliability:** TK

**SN009RED:** number of positive relations with others items answered
- = 0 if no positive relations items answered
- = 1 if one positive relations item answered
- = 2 if two positive relations items answered
- = 8 if inappropriate (SN001RE = 0)

### 5. Purpose in Life

**SN010RED:** continuous variable based on 2 items

**Items:** 1993-4 Sibling Telephone Interview, Questions SN019REC (SN001RE, 440s, 441, RN019REC), SN024REC (SN001RE, 488m, 488p, RN024REC)

SN019REC. “Some people wander aimlessly through life but I am not one of them.”

SN024REC. “I live life one day at a time and don’t really think about the future.”

**Coding:** 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 neither agree nor disagree; 5 disagree slightly; 6 disagree moderately; 7 disagree strongly; 97 don’t know; 98 inappropriate (SN001RE = 0); 99 refused/not ascertained

**Scaling:** SN010RED was constructed by summing the values for both items. SN019REC was reverse coded in the creation of this
variable.

Notes: SN010RED is a constructed variable based on questions SN001RE, SN019REC, SN024REC and RN010RED. SN019REC is a constructed variable based on questions SN001RE, 440s, 441 and RN019REC. SN024REC is a constructed variable based on questions RN001RE, 488m, 488p and RN024REC.

Reliability: TK

SN011RED: number of purpose in life items answered
  = 0 if no purpose in life items answered
  = 1 if one purpose in life item answered
  = 2 if two purpose in life items answered
  = 8 if inappropriate (SN001RE = 0)

6. Self-Acceptance

SN012RED: continuous variable based on 2 items

Items: 1993-4 Sibling Telephone Interview, Questions SN020REC (RN001RE, 442, 442b, RN020REC), SN027REC (RN001RE, 492f, 492j, RN027REC)

SN020REC. “When I look at the story of my life, I am pleased with how things have turned out.”
SN027REC. “I like most aspects of my personality.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 neither agree nor disagree; 5 disagree slightly; 6 disagree moderately; 7 disagree strongly; 97 don’t know; 98 inappropriate (SN001RE = 0); 99 refused/not ascertained

Scaling: SN012RED was constructed by summing the values for both items. SN020REC and SN027REC were reverse coded in the creation of this variable.

Notes: SN012RED is a constructed variable based on questions SN001RE, SN020REC, SN027REC and RN012RED. SN020REC is a constructed variable based on questions SN001RE, 442, 442b and RN020REC. SN027REC is a constructed variable based on questions SN001RE, 492f, 492j and RN027REC.
7. Total Score for Psychological Well-Being

**SN014RED:** continuous variable based on 12 items

**Items:** 1993-4 Sibling Telephone Interview, Questions SN016REC (SN001RE, 438s, 439, RN016REC), SN017REC (SN001RE, 440, 440b, RN017REC), SN018REC (SN001RE, 440m, 440p, RN018REC), SN019REC (SN001RE, 440s, 441, RN019REC), SN020REC (SN001RE, 442, 442b, RN020REC), SN021REC (SN001RE, 442m, 442p, RN021REC), SN022REC (SN001RE, 443, RN022REC), SN023REC (SN001RE, 488g, 488j, RN023REC), SN024REC (SN001RE, 488m, 488p, RN024REC), SN025REC (SN001RE, 490, 490b, RN025REC), SN026REC (SN001RE, 490m, 490p, RN026REC), SN027REC (SN001RE, 492f, 492j, RN027REC)

SN016REC. “I tend to be influenced by people with strong opinions.”
SN017REC. “In general, I feel I am in charge of the situation in which I live.”
SN018REC. “Maintaining close relationships has been difficult and frustrating for me.”
SN019REC. “Some people wander aimlessly through life but I am not one of them.”
SN020REC. “When I look at the story of my life, I am pleased with how things have turned out.”
SN021REC. “The demands of everyday life often get me down.”
SN022REC. “For me, life has been a continuous process of learning, changing, and growing.”
SN023REC. “I have not experienced many warm and trusting relationships with others.”
SN024REC. “I live life one day at a time and don’t really think about the future.”
SN025REC. “I judge myself by what I think is important, not by what others think is important.”
SN026REC. “I gave up trying to make big improvements or
changes in my life a long time ago.”

SN027REC. “I like most aspects of my personality.”

Coding: 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 neither agree nor disagree; 5 disagree slightly; 6 disagree moderately; 7 disagree strongly; 97 don’t know; 98 inappropriate (SN001RE = 0); 99 refused/not ascertained

Scaling: SN014RED was constructed by summing the values for each of the 12 items. SN017REC, SN019REC, SN020REC, SN022REC, SN025REC and SN027REC were reverse coded in the creation of this variable.

Reliability: TK

Notes: SN014RED is a constructed variable based on questions SN001RE, SN016REC, SN017REC, SN018REC, SN019REC, SN020REC, SN021REC, SN022REC, SN023REC, SN024REC, SN025REC, SN026REC, SN027REC and RN014RED. SN016REC-SN027REC are constructed variables, based on the respective questions listed in parentheses after each variable in the list of items of total score for psychological well-being, above.

SN015RED: total number of psychological well-being items answered

= 0 if no psychological well-being items answered
= 1-12 if one to twelve items answered
= 98 if inappropriate (SN001RE = 0)

Cross-Referencing

1992-3 Respondent Mail Questionnaire: no total score for all subscales

Autonomy: MN001REC, items MN00ERER-MN009RER (Qs 19a, 19g, 19h, 19o, 19v, 19cc, 19jj)

Environmental Mastery: MN010REC, items MN012RER-MN018RER (Qs 19b, 19i, 19n, 19p, 19w, 19dd, 19kk)

Personal Growth: MN019REC, items MN021RER-MN027RER (Qs 19c, 19j, 19q, 19u, 19x, 19ee, 19ll)

Positive Relations with Others: MN028REC, items MN030RER-MN036RER (Qs 19d, 19k, 19r, 19y, 19bb, 19ff, 19mm)

Purpose in Life: MN037REC, items MN039RER-MN045RER (Qs 19e, 19l, 19x, 19z, 19gg, 19ii, 19nn)

1992-3 Respondent Telephone Interview: RN014RED (total score), items
Appendices

RN016REC - RN027REC

Autonomy: RN002RED, items RN016REC (Qs 438s, 439), RN025REC (Qs 490, 490b)
Environmental Mastery: RN004RED, items RN017REC (Qs 440, 400b), RN021REC (Qs 442m, 442p)
Personal Growth: RN006RED, items RN022RED (Qs 442s, 443), RN026REC (Qs 490m, 490p)
Positive Relations with Others: RN008RED, items RN108REC (Qs 440m, 440p), RN023REC (Qs 488g, 488j)
Purpose in Life: RN010RED, items RN019REC (Qs 440s, 441), RN024REC (Qs 488m, 488p)
Self-Acceptance: RN012RED, items RN020REC (Qs 442, 442b), RN027REC (Qs 492f, 492j)

1993-4 Sibling Mail Questionnaire: no total score for all subscales

Autonomy: NP001REC, items NP003RER-NP009RER (Qs 41a, 41g, 41h, 41o, 41v, 41cc, 41jj)
Environmental Mastery: NP010REC, items NP012RER-NP018RER (Qs 41b, 41i, 41n, 41p, 41s, 41dd, 41kk)
Personal Growth: NP019REC, items NP021RER-NP027RER (Qs 41c, 41j, 41q, 41u, 41s, 41ee, 41ll)
Positive Relations with Others: NP028REC, items NP030RER- NP036RER (Qs 41d, 41k, 41r, 41y, 41bb, 41ff, 41mm)
Purpose in Life: NP037REC, items NP039RER-NP045RER (Qs 41e, 41l, 41s, 41z, 41gg, 41ii, 41nn)
Self-Acceptance: NP047REC, items NP048RER-NP054RER (Qs 41f, 41m, 41t, 41aa, 41hh, 41pp, 41oo)

Source


Selected Studies Using Psychological Well-Being Scales


**FIVE FACTOR MODEL OF PERSONALITY STRUCTURE (BIG FIVE PERSONALITY ITEMS)**

For all personality items in the 1993-4 sibling interviews, the response category “neither agree nor disagree” is coded as 0. In addition, the response category “neither agree nor disagree” is not counted as an answered question in the summary items and does not contribute a value to the summary scores.

**Subscales (n = 5)**

1. Extraversion

**SH001REC**: continuous variable based on 2 items

**Items**: 1993-4 Sibling Telephone Interview, Questions SH011RE (308n, 309, RH001RE), SH016RE (312f, 312j, RH016RE)

I see myself as someone who

SH011RE. “is outgoing and sociable.”
SH016RE. “tends to be quiet.”

**Coding**: 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

**Scaling**: SH001REC was constructed by summing the values for both items. SH011RE was reverse coded in the creation of this variable.

**Notes**: SH011RE is a constructed variable based on questions 308n, 309 and RH0011RE. SH016RE is a constructed variable based on questions 312f, 312j and RH016RE.

**Reliability**: TK

**SH002REC**: number of extraversion items answered

= 0 if no extraversion items answered
Appendices

2. Openness

**SH003REC**: continuous variable based on 2 items

**Items**: 1993-4 Sibling Telephone Interview, Questions SH012RE (310, 310b, RH012RE), SH017RE (312m, 312p, RH017RE)

I see myself as someone who

SH012RE. “is inventive.”
SH017RE. “prefers work that is routine and simple.”

**Coding**: 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

**Scaling**: SH003REC was constructed by summing the values for both items. SH012RE was reverse coded in the creation of this variable.

**Notes**: SH012RE is a constructed variable based on questions 310, 310b and RH012RE. SH017RE is a constructed variable based on questions 312m, 312p and RH017RE.

**Reliability**: TK

**SH004REC**: number of openness questions answered

= 0 if no openness items answered
= 1 if one openness item answered
= 2 if two openness items answered

3. Neuroticism

**SH005REC**: continuous variable based on 2 items

**Items**: 1993-4 Sibling Telephone Interview, Questions SH013RE (310f, 310j, RH013RE), SH020RE (314m, 314p, RH020RE)

I see myself as someone who

SH013RE. “worries a lot.”
SH020RE. “is relaxed and handles stress well.”

**Coding:** 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

**Scaling:** SH005REC was constructed by summing the values for both items. SH13RE was reverse coded in the creation of this variable.

**Notes:** SH013RE is a constructed variable based on questions 310f, 310j and RH013RE. SH020RE is a constructed variable based on questions 314m, 314p and RH020RE.

**Reliability:** TK

**SH006REC:** number of neuroticism items answered

= 0 if no neuroticism items answered

= 1 if one neuroticism item answered

= 2 if two neuroticism items answered

4. **Conscientiousness**

**SH007REC:** continuous variable based on 2 items

**Items:** 1993-4 Sibling Telephone Interview, Questions SH015RE (310s, 311, RH015RE), SH019RE (314f, 314j, RH019RE)

I see myself as someone who

SH015RE. “can be somewhat careless.”

SH019RE. “is easily distracted.”

**Coding:** 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

**Scaling:** SH007REC was constructed by summing the values for both items.

**Notes:** SH015RE is a constructed variable based on questions 310s, 311 and RH015RE. SH019RE is a constructed variable based on
questions 314f, 314j and RH019RE.

Reliability: TK

**SH008REC:** number of conscientiousness items answered
- = 0 if no conscientiousness items answered
- = 1 if one conscientiousness item answered
- = 2 if two conscientiousness items answered

### 5. Agreeableness

**SH009REC:** continuous variable based on 2 items

**Items:** 1993-4 Sibling Telephone Interview, Questions SH014RE (310m, 310p, RH014RE), SH018RE (314, 314b, RH018RE)

I see myself as someone who

- SH014RE. “has a forgiving nature.”
- SH018RE. “tends to find fault with others.”

**Coding:** 0 neither agree nor disagree; 1 agree strongly; 2 agree moderately; 3 agree slightly; 4 disagree slightly; 5 disagree moderately; 6 disagree strongly; 7 don’t know; 9 refused/not ascertained

**Scaling:** SH009REC was constructed by summing the values for both items. SH014RE was reverse coded in the creation of this variable.

**Notes:** SH014RE is a constructed variable based on questions 310m, 310p and RH014RE. SH018RE is a constructed variable based on questions 314, 314b and RH018RE.

Reliability: TK

**SH010REC:** number of agreeableness items answered
- = 0 if no agreeableness items answered
- = 1 if one agreeableness item answered
- = 2 if two agreeableness items answered

### Cross-Referencing

**1992-3 Respondent Mail Questionnaire:**

**Extraversion:** MH001REC, items MH003RER-MH008RER (Qs 17a,
Appendices

17d, 17f, 17j, 17t, 17v)
Agreeableness: MH009REC, items MH011RER-MH016RER (Qs 17b, 17o, 17p, 17w, 17y, 17bb)
Conscientiousness: MH017REC, items MH019RER-MH024RER (Qs 17c, 17h, 17i, 17g, 17u, 17cc)
Neuroticism: MH025REC, items MH027RER-MH031RER (Qs 17i, 17m, 17r, 17x, 17z)
Openness: MH032REC, items MH034RER-MH039RER (Qs 17e, 17g, 17k, 17n, 17s, 17aa)

1992-3 Respondent Telephone Interview:
Extraversion: RH001REC, items RH011RE (Qs 308n, 309), RH016RE (Qs 312f, 312j)
Agreeableness: RH009REC, items RH014RE (Qs 310m, 310p), RH018RE (Qs 314, 314b)
Conscientiousness: RH007REC, items RH015RE (Qs 310s, 311), RH019RE (Qs 314f, 314j)
Neuroticism: RH005REC, items RH013RE (Qs 310f, 310j), RH020RE (Qs 314m, 314p)
Openness: RH003REC, items RH012RE (Qs 310, 310b), RH017RE (Qs 312m, 312p)

1993-4 Sibling Mail Questionnaire:
Extraversion: NH001REC, items NH003RER-NH008RER (Qs 39a, 39d, 39f, 39j, 39t, 39v)
Agreeableness: NH009REC, items NH011RER-NH016RER (Qs 39b, 39o, 39p, 39w, 39y, 39bb)
Conscientiousness: NH017REC, items NH019RER-NH024RER (Qs 39c, 39h, 39l, 39q, 39u, 39cc)
Neuroticism: NH025REC, items NH027RER-NH031RER (Qs 39i, 39m, 39r, 39x, 39z)
Openness: NH032REC, items NH034RER-NH-039RER (Qs 39e, 39g, 39k, 39n, 39s, 39aa)

Source


Selected Studies Using Big Five Personality Items Scales


DEPRESSION HISTORY

An 80% random sample was selected to be asked depression and alcohol symptoms questions in the 1993-4 Sibling Telephone Interviews. If SU001RE = 0, the respondent was not in this 80% sample; if SN001RE = 1, the respondent was a part of the 80% sample.

The respondent was asked whether he/she had ever had a time in his/her life lasting two weeks or more when nearly every day he/she felt sad, blue, depressed or when he/she lost interest in most things like work, hobbies or things he/she usually liked to do for fun. If SU002RE = 1, the respondent answered “yes,” that he/she has had an episode of depression; if SU002RE = 2, the respondent answered “no,” that he/she has not had an episode of depression. SU024REC includes only those respondents for whom SU002RE = 1.

The respondent was asked if his/her experience with depression was always caused by alcohol, drugs, medications or physical illness. If SU003RE = 1, the respondent answered “yes”; if SU003RE = 2, the respondent answered “sometimes”; if SU003RE = 3, the respondent answered “no.” SU024REC includes only those respondents for whom SU003RE = 2 or 3.

Depression Symptoms Count

SU024REC: continuous variable based on 7 items

Items: 1993-4 Sibling Telephone Interview, Questions SU006RE (870a, RU006RE), SU007RE (870b, RU007RE), SU008RE (870c, RU008RE), SU009RE (870d, RU009RE), SU010RE (870e, RU010RE), SU011RE (870f, RU011RE), SU012RE (870g, RU012RE)

SU006RE. “During this episode of depression, did the respondent lose weight without trying to – as much as 2 pounds a week for several weeks or as much as 10 pounds altogether?’’

SU007RE. “Did respondent have two weeks or more when nearly every night (he/she) had trouble falling
asleep?”

SU008RE. “Did respondent have two weeks or more when (he/she) lacked energy or felt tired all the time, even when (he/she) had not been working very hard?”

SU009RE. “Did respondent have two weeks or more when (he/she) felt very bad when waking up, but felt better later in the day?”

SU010RE. “Did respondent have two weeks or more when (he/she) lost interest in most things like work, hobbies, or things (he/she) usually liked to do for fun?”

SU011RE. “Did respondent have two weeks or more when nearly every day (he/she) had a lot more trouble concentrating than is normal?”

SU012RE. “Did respondent have two weeks or more when (he/she) thought a lot about death – either (his/her) own, someone else’s, or death in general?”

**Coding:** 1 yes; 2 no; 7 don’t know; 8 inappropriate (SU001RE = 0 or SU002RE =1 or SU003RE = 1); 9 refused/not ascertained

**Scaling:** SU024REC was constructed by summing the “yes” responses for the 7 items.

**Reliability:** TK/INAP?

**Notes:** SU024REC is a constructed variable based on questions SU006RE, SU007RE, SU008RE, SU009RE, SU010RE, SU011RE, SU012RE and RU024REC. SU006RE is a constructed variable based on questions 870a and RU006RE. SU007RE is a constructed variable based on questions 870b and RU007RE. SU008RE is a constructed variable based on questions 870c and RU008RE. SU009RE is a constructed variable based on questions 870d and RU009RE. SU010RE is a constructed variable based on questions 870e and RU010RE. SU011RE is a constructed variable based on questions 870f and RU011RE. SU012RE is a constructed variable based on questions 870g and RU012RE.

**Cross-Referencing**

1992-3 Respondent Mail Questionnaire: These questions were not asked.

1992-3 Respondent Telephone Interview: RU024REC, items RU006RE-
RU012RE (Qs 870a-870g)

**1993-4 Sibling Mail Questionnaire:** These questions were not asked.

**Source**

TK

**Selected Studies Using Depression Symptoms Scale**


**ALCOHOL SYMPTOMS**

An 80% random sample was selected to be asked depression and alcohol symptoms questions in the 1993-4 Sibling Telephone Interviews. If SU001RE = 0, the respondent was not in this 80% sample; if SU001RE = 1, the respondent was a part of the 80% sample.

Respondent was asked whether he/she has ever drunk alcoholic beverages such as beer, wine, liquor, or mixed alcoholic drinks. If SU025RE = 1, the respondent answered “yes,” he/she has drunk alcoholic beverages; if SU025RE = 2, the respondent answered “no,” he/she has never drunk alcoholic beverages. SU034REC includes only those respondents for whom SU025 = 1.

**Alcohol Symptoms Count**

**SU034REC:** continuous variable based on 5 items

**Items:** 1993-4 Sibling Telephone Interview, Questions SU030RE (876, RU030RE), SU031RE (876f, RU031RE), SU032RE (876m, RU032RE), SU033RE (876s, RU033RE), SU035RE (878, RU035RE)

SU030RE. “Has respondent ever felt bad or guilty about drinking?”

SU031RE. “Have people ever annoyed respondent by criticizing respondent’s drinking?”
SU032RE. “Has respondent’s drinking ever caused a problem at work?”
SU033RE. “Has respondent’s drinking ever created problems between respondent and spouse, children, parents, or other near relatives?”
SU035RE. “Has respondent ever gone to anyone for help about drinking?”

**Coding:** 1 yes; 2 no; 7 don’t know; 8 inappropriate (SU001RE = 1 or SU025RE = 2); 9 refused/not ascertained

**Scaling:** SU034REC was constructed by summing the “yes” responses for the five items.

**Reliability:** TK/INAP?

**Notes:** SU034REC is a constructed variable based on questions 876, 876f, 876m, 876s, 878, 878a, RU034REC. SU030RE is a constructed variable based on questions 876 and RU030RE. SU031RE is a constructed variable based on questions 876f and RU031RE. SU032RE is a constructed variable based on questions 876m and RU032RE. SU033RE is a constructed variable based on questions 876s and RU033RE. SU035RE is a constructed variable based on questions 878 and RU035RE.

**Cross-Referencing**

**1992-3 Respondent Mail Questionnaire:** These questions were not asked.

**1992-3 Respondent Telephone Interview:** RU034REC, items RU030RE-RU033RE, RU035RE (Qs 876, 876f, 876m, 876s, 878)

**1993-4 Sibling Mail Questionnaire:** These questions were not asked.

**Source**


**Selected Studies Using Alcohol Symptoms Scale**

Alcohol use and cognition at mid-life: The importance of adjusting for baseline cognitive ability and educational attainment. Alcoholism: Clinical & Experimental Research, 27(7), 1162-1166.


COGNITION VARIABLES

**Total Cognition Score**

**SI001RE:** continuous variable based on 10 items

**Items:** 1993-4 Sibling Telephone Interview, Questions SI002RE (314t, R1002RE), SI003RE (315), SI004RE (316f, R1004RE), SI005RE (315e), SI006RE (316m, R1005RE), SI007RE (316, R1003RE), SI008RE (315g), SI009RE (318, R1007RE), SI010RE (318f, R1008RE), SI011RE (318m, R1009RE)

In what way are

- SI002RE. “an orange a banana alike?”
- SI003RE. “a dog and a lion alike?”
- SI004RE. “an eye and an ear alike?”
- SI005RE. “north and west alike?”
- SI006RE. “an egg and a seed alike?”
- SI007RE. “a table and a chair alike?”
- SI008RE. “a poem and a statue alike?”
- SI009RE. “work and play alike?”
- SI010RE. “a fly and a tree alike?”
- SI011RE. “praise and punishment alike?”

**Coding:** A score of 0 (low), 1 or 2 (high) was assigned to each response by a computer program. See COR572 for detailed information about the scoring of cognition items. The code is 9 if a response was not ascertained or if the questions were not asked (some interviews were partial). If at least one individual score is 9, SI00RE is 99. The 26 original sample members who are also siblings (SA005RE=4) were only asked 7 of the 10 cognition items. The other three items (SI003RE, SI005RE and SI008RE) are coded 9 for these respondents. SI001RE is coded 99 for these respondents.

**Scaling:** SI001RE was constructed by summing the values for each of
the 10 items.

Relevance: TK/INAP?

Notes: Items SI002RE-SI011RE are ten of the fourteen items from the Wechsler Adult Intelligence Scale (WAIS). SI009RE is a constructed variable based on questions 314t and RI002RE. SI004RE is a constructed variable based on questions 316f and RI004RE. SI006RE is a constructed variable based on questions 316m and RI005RE. SI007RE is a constructed variable based on questions 316 and RI003RE. SI009RE is a constructed variable based on questions 318 and RI007RE. SI010RE is a constructed variable based on questions 318f and RI008RE. SI011RE is a constructed variable based on questions 318m and RI009RE.

Cross-Referencing

1992-3 Respondent Mail Questionnaire:

1992-3 Respondent Telephone Interview: RI001RE, items RI002RE-RI009RE (Qs 314t, 316, 316f, 316m, 316s, 318, 318f)

1993-4 Sibling Mail Questionnaire:

Source


Selected Studies Using Cognition Items Scale

