

ODD Variable List

(symptoms and diagnoses)

[Introduction](#) (Please read prior to using any ODD variables)

Name	Label	Symptom	Diagnosis
j4nopp1	Losing temper	X	
j4nopp2	Arguments with adult items	X	
j4nopp3	Level 3 disobedience or rule breaking	X	
j4nopp4	Annoying behavior	X	
j4nopp5	Blaming others	X	
j4nopp6	Touchy or easily annoyed	X	
j4nopp7	Angry or resentful	X	
j4nopp8	Spiteful/vindictive	X	
j4nopp	Number of DSM-IV ODD symptoms		X
j_opp	Alternative diagnostic variable using a 3+ symptom cutoff		X
j4_opp	ODD using preschool 90th%ile		X
j4i_opp	ODD using preschool 90th%ile and overall impairment		X
j4l_opp	ODD with 6month duration, using preschool 90th%ile		X
j4li_opp	ODD with duration and impairment		X

Introduction

The DSM-IV ODD symptom criterion includes a note stating “Consider a criterion met only if the behavior occurs more frequently than is typically observed in individuals of comparable age and developmental level.” This raises the issue of how often ODD behaviors occur in most people, or alternatively, how often is “often.” In 1996, Drs. Angold and Costello published an article presenting rates of ODD behaviors in the first wave of the GSMS sample and proposed frequency cutoffs based upon the 90th percentile frequencies. This general rule (i.e., >90th percentile) has been incorporated into the SAS code for PAP/CAPA/YAPA ODD. The table below displays the original rates published in the 1996 article, the rates when using all GSMS CAPA waves, and the rates for GSMS YAPA waves at ages 19 and 21.

Symptom (90th percentile cut points) (papa version)	PAPA			CAPA (from article)	CAPA (all observations)	YAPA (cohage 19-21)
	1.3	1.4	2.0.3			
Often loses temper	130	130	130	34	30	3
Often argues with adults	22	22	22	29	30	3
Often actively defies or refuses to comply with adults' requests or rules	366	366	90	25	30	1
Often deliberately annoys people	49	49	49	60	60	1
Often blames others for his or her mistakes	19	19	19	0	1	1
Often touchy or easily annoyed by others	45	45	45	24	45	1
Often angry and resentful	73	73	73	48	24	1
Often spiteful or vindictive	1	1	1	0	3	1
Often swears or uses obscene language (included only in DSM-III-R diagnosis)	--	--	--	0	--	--
Meeting DSM-IV symptom criterion	7.00			2.4	7.01	0.9
DSM-IV ODD with duration and impairment criteria met	5.93				5.15	0.41

Angold A, Costello EJ. Toward establishing an empirical basis for the diagnosis of Oppositional Defiant Disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*. 1996;35:1205-1212.

J4NOPP1: Losing temper

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DESCRIPTION

DSM-IV definition: Often loses temper.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note: CAPA raw variables cge0f01 and cge0f04 were not collected for GSMS wave 1.

	PAPA	CAPA	YAPA
Available (home)	Y	Y	Y
Available (school)	Y	Y	Y
Available (elsewhere)	Y	Y	Y
90 th % Cutoff	130	30	2

RAW VARIABLE(S)

	PAPA	CAPA	YAPA		
	1.3	1.4	2.0.3		
p/cge0f02 (losing temper -home)	Y	N	N	Y	Y
p/cge0f03 (losing temper -school)	Y	N	N	Y	Y
pge0f04 (losing temper -elsewhere)	Y	Y	Y	Y	Y
pge1f04 (non-destructive temper tantrums-home)	N	Y	Y	N	N
pge1f05 (non-destructive temper tantrums-school)	N	Y	Y	N	N
pge1f06 (non-destructive temper tantrums-elsewhere)	N	Y	Y	N	N

pge1f07 (destructive temper tantrums-home)	N	Y	Y	N	N
pge1f08 (destructive temper tantrums-school)	N	Y	Y	N	N
pge1f09 (destructive temper tantrums-elsewhere)	N	Y	Y	N	N
p/cge0f01 (losing temper)	N	N	N	Y	N
p/cge1f01 (temper tantrums- any type at home)	Y	N	N	Y	Y
p/cge1f02 (temper tantrums- any type at school)	Y	N	N	Y	Y
p/cge1f03 (temper tantrums- any type elsewhere)	Y	N	N	Y	Y

SAMPLE INTERVIEW SECTION

Preschool Age Psychiatric Assessment 2.0.3

Definitions and questions

LOSING TEMPER

Discrete episodes of temper manifested by shouting or name calling but without violence and not meeting criteria for a temper tantrum.

What sort of temper has s/he got?

What happens when s/he loses his/her temper?

*How often does s/he lose his/her temper?
When did that start?*

Coding rules

LOSING TEMPER

0 = Absent

2 = Present

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes

PGE0I01
Intensity

PGE0F02
Home
Frequency

PGE0F03
Daycare/School
Frequency

PGE0F04
Elsewhere
Frequency

PGE0O01
Onset

Definitions and questions

IF A CHILD HAS DESTRUCTIVE TANTRUMS, ASK SEPARATELY ABOUT THE FREQUENCY AND DURATION OF NONDESTRUCTIVE AND DESTRUCTIVE (LEVEL 3) TANTRUMS.

How often does s/he have a tantrum?

Where do the tantrums happen?

How often has s/he had a tantrum at home in the last three months?

How about at school?

Or elsewhere like at a store?

How long does that tantrum last, that is, how long does it take him/her to return to his/her usual self?

What seems to trigger his/her tantrums?

Does s/he seem to have tantrums when s/he is tired?

Or frustrated?

What transitions, such as stopping playing to go on an errand?

Or going to bed?

Do changes in routine trigger tantrums?

Do his/her tantrums ever seem to come "out of the blue" with no clear cause or trigger?

Coding rules

HOME

DAYCARE/SCHOOL

ELSEWHERE

HOURS : MINUTES

TRIGGERS

1 = Anger

2 = Frustration

3 = Fatigue

4 = Transitions

5 = Changes in routine

6 = "Out of the blue"

7 = Other

8 = Bedtime

Specify

Codes

PGE1F04
Home
Frequency

PGE1F05
Daycare/School
Frequency

PGE1F06
Elsewhere
Frequency

PGE1D02
Duration

PGE1O02
Onset

PGE1X16

PGE1X17

PGE1X18

PGE1X19

PGE1X20

PGE1X21

PGE1X22

PGE1X23

Definitions and questions

Does s/he hit others?

Or hit him/herself?

Does s/he kick others?

Or bite others?

Does s/he bite him/herself?

Any other behaviors?

*How often does s/he have a destructive tantrum?
Where do these destructive tantrums happen?
How often has s/he had a destructive tantrum at home in
the last three months?
How about at school?
Or elsewhere, like at the store?*

*How long does the destructive tantrum last, that is, how
long does it take him/her to return to his/her usual self?*

*How old was your child when s/he first began losing his/her
temper?*

Coding rules

HITTING OTHERS

0 = Absent
3 = Present

HITTING SELF

0 = Absent
3 = Present

KICKING OTHERS

0 = Absent
3 = Present

BITING OTHERS

0 = Absent
3 = Present

BITING SELF

0 = Absent
3 = Present

OTHER

0 = Absent
2 = Present

Specify

HOME

DAYCARE/SCHOOL

ELSEWHERE

HOURS : MINUTES

Codes

PGE1X08

PGE1X09

PGE1X10

PGE1X12

PGE1X13

PGE1X15

PGE1F07

Home
Frequency

PGE1F08

Daycare/School
Frequency

PGE1F09

Elsewhere
Frequency

PGE1D03

Duration

PGE1O03

Onset

Definitions and questions

CONDUCT PROBLEMS INVOLVING VIOLENCE

LOSING TEMPER

Discrete episodes of temper manifested by shouting or name calling but without violence and not meeting criteria for a temper tantrum.

**What sort of temper have you got?*

**What happens when you lose your temper?*

*How often do you lose your temper?
When did that start?*

TEMPER TANTRUMS

Discrete episodes of excessive temper, frustration or upset, manifested by shouting, crying or stamping, and involving violence or attempts at damage directed against people or property.

Violence or damage done here does not constitute Vandalism or Assault.

**Do you ever get into a tantrum?*

What do you do?

Tell me about the last time.

What do your parents (caretakers) do about it?

How long does it go on for?

How often does it happen?

When did it start?

N.B. INFORMATION OBTAINED HERE MAY ALSO BE RELEVANT TO TOUCHY OR EASILY ANNOYED (PAGE 96), ANGRY OR RESENTFUL (PAGE 96), AND IRRITABILITY (PAGE 97).

Coding rules

LOSING TEMPER

0 = Absent
2 = Present

HOME

SCHOOL

ELSEWHERE

TEMPER TANTRUMS

2 = Non destructive violence directed only against, property, (e.g. slamming doors, stamping, etc.).

3 = With destructive violence (e.g. smashing window) or violence against persons.

HOME

SCHOOL

ELSEWHERE

Codes

CGE0
I01
Intensity

Frequency **F02**

Frequency **F03**

Frequency **F04**

Onset **O01**

CGE1
I01
Intensity

Situation
Frequency **F01**

Frequency **F02**

Frequency **F03**

Duration **D01**

Onset **O01**

GLOSSARY NOTES

(Notes from PAPA Glossary)

TEMPER TANTRUMS

Discrete episodes of excessive temper, frustration or upset, manifested by shouting, crying or stamping, and/or involving violence or attempts at damage directed against oneself, other people, or property.

Violence or damage done here does not constitute Vandalism or Assault.

0 = Absent

2 = Discrete episodes of temper without violence.

3 = Non destructive violence directed only against property (e.g. throwing toys; hitting walls, etc.).

4 = With destructive violence (e.g. breaking toys) or violence against self or others (e.g. hitting, biting, head banging).

STAMPING FEET

0 = No

2 = Yes

BREAKING TOYS

0 = No

2 = Yes

HITTING WALL/FLOOR/TABLE

0 = No

2 = Yes

HITTING OTHERS

0 = No

2 = Yes

HITTING SELF

0 = No

2 = Yes

KICKING OTHERS

0 = No

2 = Yes

KICKING SELF

0 = No

2 = Yes

KICKING OBJECTS

0 = No

2 = Yes

BITING OTHERS

0 = No

2 = Yes

BITING SELF

0 = No

2 = Yes

HOLDING BREATH

0 = No

2 = Yes

HEAD BANGING

0 = No

2 = Yes

OTHER

0 = No

2 = Yes Specify _____

TRIGGERS FOR TEMPER TANTRUMS

May code up to four

S = Not applicable

1 = Frustration: Tantrums occurring as a result of the child's not being allowed or able to do what s/he wants to do

2 Fatigue: Tantrums resulting from the child's being "over tired"

3 "Out of the blue": Tantrums occurring without any apparent precipitants

4 = Other _____

DURATION OF AVERAGE TANTRUM

LENGTH OF TIME TO RECOVERY

Average length of time until child returns to status quo emotional state.

ONSET OF TEMPER TANTRUMS

WITH PARENT # 1

WITH PARENT #2

WITH OTHER PARENT #1

WITH OTHER PARENT # 2

WITH BABYSITTER IN HOME

WITH CAREGIVERS/TEACHERS AT DAYCARE/SCHOOL

WITH OTHER ADULTS

(Notes from CAPA Glossary)

LOSING TEMPER

Discrete episodes of temper, manifested by shouting or name calling, but without violence, and not meeting the criteria for a temper tantrum.

0 = Absent

2 = Present

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	0	0	.09	8	.50	20
.	0	0	.09	8	.50	20
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	88.08	372	91.59	5913	89.74	1876
1	11.92	57	8.32	753	9.76	2132

Missing data notes:

- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

OTHER VARIABLES

P/J4OOPP1: 'Onset: Losing temper';

SAS CODE

```
*****SAS Code for PAPA*****;  
  
if instrument='PAPA' and version='1.3' then do;  
    p4ntemper=sum(of pGE0F02 pge0f03 pge0f04  
                  pGE1F01 pGE1F02 pGE1F03);  
    end;  
  
else if instrument='PAPA' and (version in ('1.4','2.0.3')) then do;
```

```

p4ntemper=sum(of pGE0F02 pge0f03 pge0f04
                pge1f04 pge1f05 pge1f06
                pge1f07 pge1f08 pge1f09);
end;

label p4ntemper='sum of freq of losing temper/temper tantrums';

if p4ntemper ge 130 then do;
  p4nopp1=1;
  if instrument='PAPA' and (version='1.3' or version='1.4')
    then p4oopp1=min( (agedays-pge0o01),(agedays-pge1o01));
  else if instrument='PAPA' and substr(version,1,3)='2.0'
    then p4oopp1=min( (agedays-pge0o01),(agedays-pge1o03));
  end;
  else if p4ntemper ne . then p4nopp1=0;

label p4nopp1='loses temper/tantrums top 10%';
label p4oopp1='Onset age:loses temper/tantrums';

j4nopp1 = p4nopp1;
j4oopp1 = p4oopp1;

label j4nopp1='loses temper/tantrums top 10%';
label j4oopp1='Onset age:loses temper/tantrums';

*-----;

*****SAS Code for CAPA*****;
if YAPA ne 1 then do;

if study='GSMS' and wave=1 then do;

  ptempef=sum(of pge0f01 pGE1F01 pGE1F02 pGE1F03);
  if ptempef ge 30 then do;
    if pGE0F01 ge 1 then do;
      p4nopp1=1;
      p4oopp1=min(p4oopp1,(agedays-pge0o01));
      end;
    if sum(of pGE1F01 pGE1F02 pGE1F03) ge 1 then do;

      p4nopp1=1;
      p4oopp1=min(p4oopp1,(agedays-pge1o01));
      end;
    end;
  else if ptempef ne . then do;
    p4nopp1=0;
    end;
  end;

else do;

  if ptempef ge 30 then do;
    if sum(of pGE0F02 pge0f03 pge0f04) ge 1 then do;
      p4nopp1=1;
      p4oopp1=min(p4oopp1,(agedays-pge0o01));
      end;
    if sum(of pGE1F01 pGE1F02 pGE1F03) ge 1 then do;
      p4nopp1=1;
      p4oopp1=min(p4oopp1,(agedays-pge1o01));
      end;
    end;
  end;
end;

```

```

else if ptempef ne . then do;
    p4nopp1=0;
end;
end;

if study='GSMS' and wave=1 then do;

    ctempef=sum(of cge0f01 cGE1F01 cGE1F02 cGE1F03);
    if ctempef ge 30 then do;
        if cGE0F01 ge 1 then do;
            c4nopp1=1;
            c4oopp1=min(c4oopp1,(agedays-cge0o01));
end;
        if sum(of cGE1F01 cGE1F02 cGE1F03) ge 1 then do;
            c4nopp1=1;
            c4oopp1=min(c4oopp1,(agedays-cge1o01));
end;
        end;
    else if ctempef ne . then do;
        c4nopp1=0;
        end;
    end;

else do;
    if ctempef ge 30 then do;
        if sum(of cGE0F02 cge0f03 cge0f04) ge 1 then do;
            c4nopp1=1;
            c4oopp1=min(c4oopp1,(agedays-cge0o01));
end;
        if sum(of cGE1F01 cGE1F02 cGE1F03) ge 1 then do;
            c4nopp1=1;
            c4oopp1=min(c4oopp1,(agedays-cge1o01));
end;
        end;
    else if ctempef ne . then do;
        c4nopp1=0;
        end;
    end;

if c4nopp1 = 1 or p4nopp1 = 1 then j4nopp1=1;
else if c4nopp1 ne . or p4nopp1 ne . then j4nopp1=0;

j4oopp1=min(c4oopp1, p4oopp1);

label j4nopp1='Losing temper';
label j4oopp1='Onset: Losing temper';

end;

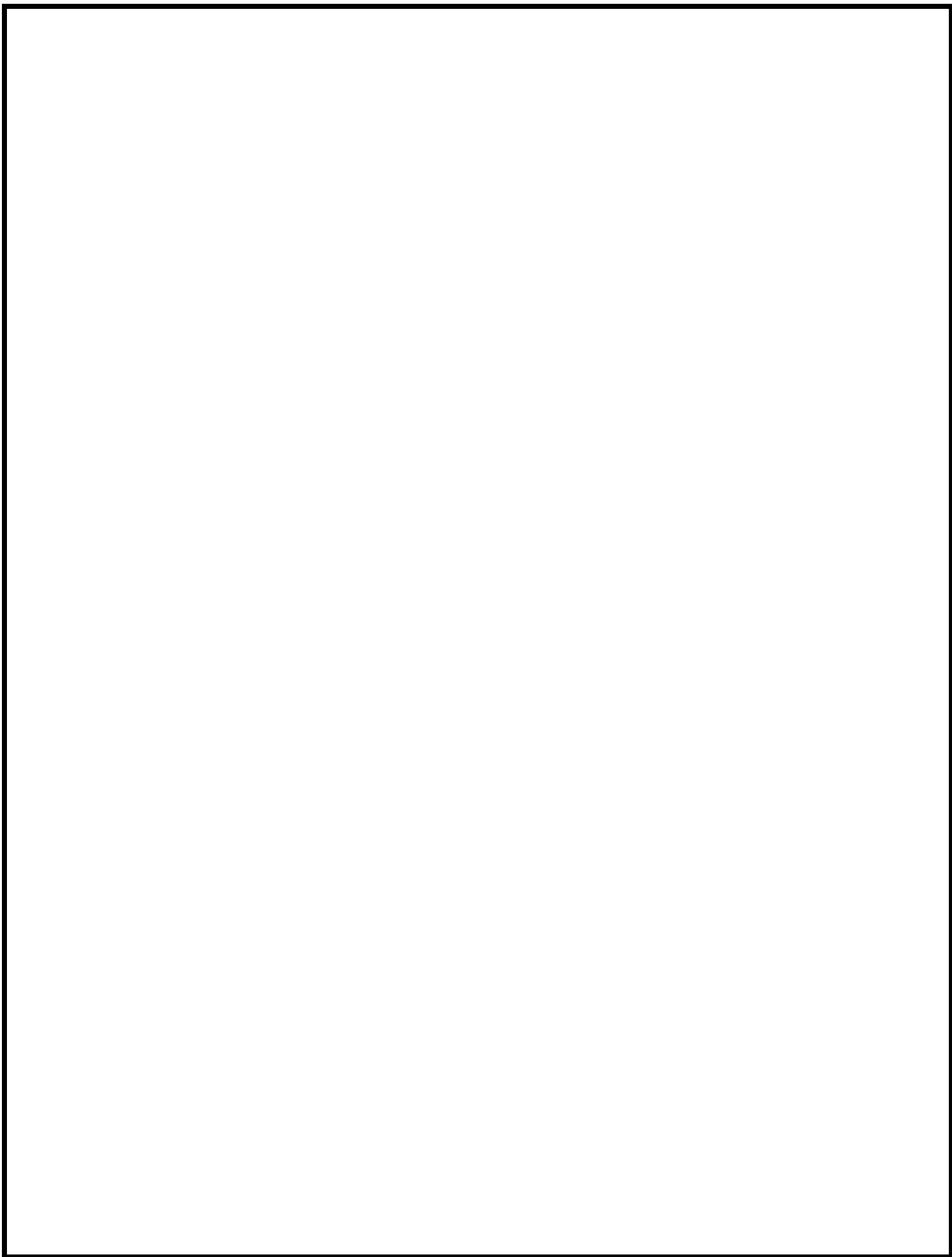
*****SAS Code for YAPA*****;

ctempef=sum(of cGE0F02 cGE0F03 cGE0F04);
if ctempef ge 3 then do;
    c4nopp1=1;
    c4oopp1=(agedays-cge0o01);
end;

else if ctempef ne . then do;
    c4nopp1=0;
end;

```

```
end;  
  
label c4nopp1='Losing temper';  
label c4oopp1='Onset: Losing temper';  
  
j4nopp1 = c4nopp1;  
j4oopp1 = c4oopp1;  
  
label j4nopp1='loses temper/tantrums top 10%';  
label j4oopp1='Onset age:loses temper/tantrums';
```



J4NOPP2: Arguments with adult items

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DESCRIPTION

DSM-IV definition: Often argues with adults.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note: YAPA raw variables cad1f01, cad4f01, cae4f01, and cae7f01 were not collected for GSMS waves 14 and 15.

	PAPA	CAPA	YAPA
Available (home)	Y	Y	Y
Available (school)	Y	Y	Y
Available (elsewhere)	Y	N	N
90 th % Cutoff	22	30	3

RAW VARIABLE(S)

	PAPA	CAPA	YAPA		
	1.3	1.4	2.0.3		
pgl5f01 (arguments with adults - home)	Y	Y	Y	N	N
pgl5f02 ((arguments with adults - daycare / school)	Y	Y	Y	N	N
rgl5f03 ((arguments with adults - elsewhere)	Y	Y	Y	N	N

p/cad1f01 (number of arguments with P1)	N	N	N	Y	Y
p/cad4f01 (number of arguments with P2)	N	N	N	Y	Y
p/cae4f01 (number of arguments with OP1)	N	N	N	Y	Y
p/cae7f01 (number of arguments with OP2)	N	N	N	Y	Y
p/cal1f01 (number of arguments with other adults)	N	N	N	Y	N
p/cbb7f01 (number of arguments with teachers)	N	N	N	Y	Y
cbc0f01 (number of arguments with peers at school)	N	N	N	Y	Y
cas2f01 (number of arguments with spouse / live-in partner)	N	N	N	Y	Y

SAMPLE INTERVIEW SECTION

Preschool Age Psychiatric Assessment 2.0.3

Definitions and questions

ARGUMENTS- WITH ADULTS

An argument is a negative verbal dispute in which there is strong disagreement or difference of opinion. An argument involves an interaction, or attempted interaction, between two people. An argument begins with a verbal exchange. The PAPA definition of argument implies anger and some form of verbal aggression (raised voices, name calling, taunting) or physical aggression directed towards the person the child is arguing with.

There are elements in common between temper tantrums and arguments. Temper tantrums may be triggered or preceded by an argument but once a tantrum starts, it almost has a "life of its own" that does not involve interaction or exchange with another person. It is a "display of temper". Physical aggression can be a common element to temper tantrums and arguments. Certainly, arguments and temper tantrums can both be coded.

Note: In order to distinguish from normative assertions of autonomy, persistence and intransigence need to be determined.

Does X argue with adults a lot?

Does s/he disagree with you in a negative, angry, or defiant way?

Does s/he shout?

Name call?

Does s/he become physical during the argument?

How often does s/he argue at home?

Or daycare/school?

Or elsewhere?

When did s/he start arguing so much?

IF NO SIBLINGS, SKIP TO "ARGUMENTS- WITH PEERS", (PAGE 11).



Coding rules

ARGUMENTS WITH ADULTS

0 = Absent

2 = Present, but without physical violence by child.

3 = Present, and one or more arguments with physical violence by child.

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes

PGL5I01
Intensity

PGL5F01
Home
Frequency

PGL5F02
Daycare/School
Frequency

PGL5F03
Elsewhere
Frequency

PGL5O01
Onset

Definitions and questions

NUMBER OF ARGUMENTS WITH PARENT #1

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

**Do you have arguments with parent #1?*

Tell me about the last time.

How long do these arguments last?

How many arguments have you had with parent #1 over the last three months?

Did the arguments ever get physical?

What happened?

**Have you "hit" your "parent #1" over the last three months?*

Coding rules

**PARENT #1
NUMBER OF ARGUMENTS**

**ARGUMENTS WITH PHYSICAL
VIOLENCE BY CHILD**

0 = No
2 = Yes

**OTHER PHYSICAL VIOLENCE BY
CHILD
(without arguments)**

0 = No
2 = Yes

Codes

CAD1F01
Frequency

CAD1O01
Onset

CAD2I01
Intensity

CAD2F01
Frequency

CAD2O01
Onset

CAD3I01
Intensity

CAD3F01
Frequency

CAD3O01
Onset

Definitions and questions

NUMBER OF ARGUMENTS WITH PARENT #2

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

***Do you have arguments with parent #2?**

Tell me about the last time.

How long do these arguments last?

How many arguments have you had with parent #2 over the last three months?

Did the arguments ever get physical?

What happened?

***Have you "hit" your "parent #2" over the last three months?**

Coding rules

PARENT #2

NUMBER OF ARGUMENTS

ARGUMENTS WITH PHYSICAL VIOLENCE BY CHILD

0 = No
2 = Yes

OTHER PHYSICAL VIOLENCE BY CHILD
(without arguments)

0 = No
2 = Yes

Codes

CAD4F01
Frequency

CAD4001
Onset

CAD5I01
Intensity

CAD5F01
Frequency

CAD5001
Onset

CAD6I01
Intensity

CAD6F01
Frequency

CAD6001
Onset

Definitions and questions

NUMBER OF ARGUMENTS WITH OTHER PARENT #1

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

"Do you have arguments with "other parent #1"?"

Tell me about the last time.

How long do these arguments last?

How many arguments have you had with "other parent #1" over the last three months?

Did the arguments ever get physical?

What happened?

Have you "hit" your "other parent #1" over the last three months?

Coding rules

**OTHER PARENT #1
NUMBER OF ARGUMENTS**

S = No contact

**ARGUMENTS WITH PHYSICAL
VIOLENCE BY CHILD**

S = No contact
0 = No
2 = Yes

**OTHER PHYSICAL VIOLENCE BY
CHILD**

(without arguments)
S = No contact
0 = No
2 = Yes

Codes

CAE4F01
Frequency

CAE4O01
Onset

CAE5I01
Intensity

CAE5F01
Frequency

CAE5O01
Onset

CAE6I01
Intensity

CAE6F01
Frequency

CAE6O01
Onset

Definitions and questions

NUMBER OF ARGUMENTS WITH OTHER PARENT #2

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

"Do you have arguments with "other parent #2"?"

Tell me about the last time.

How long do these arguments last?

How many arguments have you had with "other parent #2" over the last three months?

Did the arguments ever get physical?

What happened?

Have you "hit" your "other parent #2" over the last three months?

Coding rules

OTHER PARENT #2

NUMBER OF ARGUMENTS

S = No contact

ARGUMENTS WITH PHYSICAL VIOLENCE BY CHILD

S = No contact

0 = No

2 = Yes

OTHER PHYSICAL VIOLENCE BY CHILD

(without arguments)

S = No contact

0 = No

2 = Yes

Codes

CAE7F01

Frequency

CAE7001

Onset

CAE8I01

Intensity

CAE8F01

Frequency

CAE8001

Onset

CAE9I01

Intensity

CAE9F01

Frequency

CAE9001

Onset

Definitions and questions

NUMBER OF ARGUMENTS WITH OTHER ADULTS

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

**Do you have arguments with other adults whom you see outside of school?*

*Who do you argue with?
Tell me about the last time.*

How long do these arguments last?

How many arguments have you had with other adults over the last three months?

Did the arguments ever get physical?

What happened?

**Have you "hit" an "other adult" over the last three months?*

Coding rules

NUMBER OF ARGUMENTS

ARGUMENTS WITH PHYSICAL VIOLENCE BY CHILD

0 = No
2 = Yes

OTHER PHYSICAL VIOLENCE BY CHILD
(without arguments)

0 = No
2 = Yes

Codes

CAL1F01
Frequency

CAL1O01
Onset

CAL2I01
Intensity

CAL2F01
Frequency

CAL2O01
Onset

CAL3I01
Intensity

CAL3F01
Frequency

CAL3O01
Onset

Definitions and questions

NUMBER OF ARGUMENTS WITH TEACHERS

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

**Do you have arguments with your teachers?*

*Who do you argue with?
Tell me about the last time.*

How long do these arguments last?

How many arguments have you had with teachers over the last three months?

Did the arguments ever get physical?

What happened?

Have you "hit" a "teacher" over the last three months?

NUMBER OF ARGUMENTS WITH PEERS AT SCHOOL

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

**Do you have arguments with other kids at school?*

*Who do you argue with?
Tell me about the last time.*

How long do these arguments last?

How many arguments have you had with other kids at school over the last three months?

When did you first argue with friends like that?

Coding rules

NUMBER OF ARGUMENTS WITH TEACHERS

ARGUMENTS WITH PHYSICAL VIOLENCE BY CHILD

0 = No
2 = Yes

OTHER PHYSICAL VIOLENCE BY CHILD (without arguments)

0 = No
2 = Yes

NUMBER OF ARGUMENTS WITH PEERS AT SCHOOL

Codes

CBB7F01
Frequency

CBB7O01
Onset

CBB8I01
Intensity

CBB8F01
Frequency

CBB8O01
Onset

CCBB9I01
Intensity

CBB9F01
Frequency

CBB9O01
Onset

CBC0F01
Frequency

CBC0O01
Onset

Definitions and questions

NUMBER OF ARGUMENTS WITH PEERS AT SCHOOL

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

Do you have arguments with other students at school?

*Who do you argue with?
Tell me about the last time.*

*How long do these arguments last?
How often do you have these arguments?*

SUBJECT ATTENDS COLLEGE

INTERVIEWER: DO NOT ASK. CODE PRESENT IF SUBJECT ATTENDED COLLEGE.

IF SUBJECT ATTENDS COLLEGE/TECHNICAL CERTIFICATION/JOB TRAINING COURSES/CLASSES WHILE IN MILITARY, ASK ABOUT ATTENDANCE, OTHERWISE, SKIP TO "WORRIES", (PAGE 1).



Coding rules

NUMBER OF ARGUMENTS WITH PEERS AT SCHOOL

0 = No

2 = Yes

SUBJECT ATTENDS COLLEGE

0 = Absent

2 = Present

Codes

CBC0I01
Intensity

CBC0F01
Frequency

CBC0O01
Onset

abc4003
Intensity

Definitions and questions

NUMBER OF ARGUMENTS WITH SPOUSE/LIVE-IN PARTNER

An argument is defined as a disagreement, lasting at least 5 minutes, that results in a dispute involving raised voices, shouting, verbal abuse, or physical aggression or fights.

*Do you have arguments with "spouse/live-in partner?"
Tell me about the last time.
How long do these arguments last?*

*Did the arguments get physical?
What happened?*

How many arguments have you had with him/her over the last three months?

Coding rules

SPOUSAL ARGUMENTS

- 0 = Absent
- 2 = Present

Codes

abc0207
Onset

abc0205
Intensity

abc0206
Frequency

GLOSSARY NOTES

(Notes from PAPA Glossary)

ARGUMENTS

An argument is a verbal dispute in which there is strong disagreement or difference of opinion. An argument involves an interaction, or attempted interaction, between two people. An argument begins with a verbal exchange. The PAPA definition of argument implies anger and some form of verbal aggression (raised voices, name calling, taunting) or physical aggression directed towards the person the child is arguing with.

There are elements in common between temper tantrums and arguments. Temper tantrums may be triggered or preceded by an argument but once a tantrum starts, it almost has a “life of its own” that does not involve interaction or exchange with another person. It is a “display of temper.” Physical aggression can be a common element to temper tantrums and arguments. Certainly, arguments and temper tantrum can both be coded.

ARGUMENTS WITH ADULTS

0 = Absent

2 = Present, but without physical violence by child

3 = Present, and one or more argument(s) with physical violence by child

HOME

DAYCARE/SCHOOL

ELSEWHERE

(Notes from CAPA Glossary)

NUMBER OF ARGUMENTS WITH PARENTS

Disagreements, lasting at least 5 minutes, that result in a dispute involving raised voices, shouting, verbal abuse, physical aggression, or fights.

Arguments are coded separately for Parent #1 and Parent #2.

ARGUMENTS WITH PHYSICAL VIOLENCE BY CHILD

The presence of arguments, as defined above, which include physical violence by the child toward one of his/her parents.

NUMBER OF ARGUMENTS WITH OTHER PARENTS

Disagreements, lasting at least 5 minutes, that result in a dispute involving raised voices, shouting, verbal abuse, physical aggression, or fights.

Arguments are coded separately for Other Parent #1 and Other Parent #2.

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	0	0	0	0	.04	2
.	0	0	0	0	.04	2
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	87.93	366	92.68	5932	91.24	1897
1	12.07	63	7.32	742	8.72	233

Missing data notes:

- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

OTHER VARIABLES

P/J4OOPP2: 'Onset: Arguments with adult items';

SAS CODE

```
*****SAS Code for PAPA*****;
p4nargue=sum(of pg15f01 pg15f02 pg15f03);
```

```

label p4nargue='sum of freq of arguments with adults';

if p4nargue ge 22 then do;
  p4nopp2=1;
  p4oopp2=(agedays-pg15o01);
end;
else if p4nargue ne . then p4nopp2=0;

label p4nopp2='argues with adults top 10%';
label p4oopp2='Onset age:argues with adults';

j4nopp2 = p4nopp2;
j4oopp2 = p4oopp2;

label j4nopp2='argues with adults top 10%';
label j4oopp2='Onset age:argues with adults';

*-----;

*****SAS Code for CAPA*****;

parguef=sum(of pAD1F01 pAD4F01 pAE4F01 pAE7F01 pAL1F01 pBB7F01);
if parguef ge 30 then do;
  if pAD1F01 ge 1 then do;
    p4nopp2=1;
    p4oopp2=min(p4oopp2,(agedays-pad1o01));
  end;
  if pAD4F01 ge 1 then do;
    p4nopp2=1;
    p4oopp2=min(p4oopp2,(agedays-pad4o01));
  end;
  if pAE4F01 ge 1 then do;
    p4nopp2=1;
    p4oopp2=min(p4oopp2,(agedays-pae4o01));
  end;
  if pAE7F01 ge 1 then do;
    p4nopp2=1;
    p4oopp2=min(p4oopp2,(agedays-pae7o01));
  end;
  if pAL1F01 ge 1 then do;
    p4nopp2=1;
    p4oopp2=min(p4oopp2,(agedays-pal1o01));
  end;
  if pBB7F01 ge 1 then do;
    p4nopp2=1;
    p4oopp2=min(p4oopp2,(agedays-pbb7o01));
  end;
end;
else if parguef ne . then do;
  p4nopp2=0;
end;

carguef=sum(of cAD1F01 cAD4F01 cAE4F01 cAE7F01 cAL1F01 cBB7F01);
if carguef ge 30 then do;
  if cAD1F01 ge 1 then do;
    c4nopp2=1;
    c4oopp2=min(c4oopp2,(agedays-cad1o01));
  end;
  if cAD4F01 ge 1 then do;
    c4nopp2=1;
  end;
end;

```

```

c4oopp2=min(c4oopp2,(agedays-cad4o01));
end;
if cAE4F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-cae4o01));
end;
if cAE7F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-cae7o01));
end;
if cAL1F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-call1o01));
end;
if cBB7F01 ge 1 then do;

c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-cbb7o01));
end;
end;
else if carguef ne . then do;
c4nopp2=0;
end;

if c4nopp2 = 1 or p4nopp2 = 1 then j4nopp2=1;
else if c4nopp2 ne . or p4nopp2 ne . then j4nopp2=0;

j4oopp2=min(c4oopp2,p4oopp2);

label j4nopp2='Arguments with adult items';
label j4oopp2='Onset: Arguments with adult items';

*****SAS Code for YAPA*****;
carguef=sum(of cAD1F01 cAD4F01 cAE4F01 cBB7F01 CBC0F01 CAS2F01);
if carguef ge 3 then do;
if cAD1F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-cad1o01));
end;
if cAD4F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-cad4o01));
end;
if cAE4F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-cae4o01));
end;
if cAE7F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-cae7o01));
end;
if CBC0F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-CBC0o01));
end;
if CAS2F01 ge 1 then do;
c4nopp2=1;
c4oopp2=min(c4oopp2,(agedays-CAS2o01));
end;

```

```
end;
else if carguef ne . then do;
    c4nopp2=0;
end;

label c4nopp2='Arguments with adult items';
label c4oopp2='Onset: Arguments with adult items';

j4nopp2 = c4nopp2;
j4oopp2 = c4oopp2;

label j4nopp2='argues with adults top 10%';
label j4oopp2='Onset age:argues with adults';
```


J4NOPP3: Level 3 disobedience or rule breaking

[ODD Variable List](#)
[Description](#)
[Raw Variable\(s\)](#)
[CAPA Interview Section](#)
[Glossary Notes](#)
[Additional Variables](#)
[N, Weighted Prevalence, and Missing Data](#)
[Citations](#)
[SAS CODE](#)
[ODD \(symptom list\)](#)

DESCRIPTION

DSM-IV definition: often actively defies or refuses to comply with adult requests or rules.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note: CAPA raw variable cga0f01 was not collected for GSMS waves 1,2,3,7,8 and cga1f01- cga1f03 were not collected for GSMS waves 4,5,6.

	PAPA			CAPA	YAPA
	1.3	1.4	2.0.3		
Available (home)	Y	Y	Y	Y	Y
Available (school)	Y	Y	Y	Y	Y
Available (elsewhere)	Y	Y	Y	Y	Y
90 th % Cutoff	366	366	90	30	1

RAW VARIABLE(S)

	PAPA			CAPA	YAPA
	1.3	1.4	2.0.3		
p/cga0f03 (rule breaking - home)	Y	Y	Y	Y	N
p/cga0f04 (rule breaking - school)	N	Y	Y	N	N
p/cga0f05 (rule breaking - elsewhere)	Y	Y	Y	N	N

p/cga1f01 (disobedience - home)	Y	Y	Y	Y	Y
p/cga1f02 (disobedience - school)	Y	Y	Y	Y	Y
p/cga1f03 (disobedience - elsewhere)	Y	Y	Y	Y	Y
p/cga0f01 (rule breaking - school)	Y	N	N	Y	Y
p/cga0f02 (rule breaking - elsewhere)	Y	N	N	Y	Y

SAMPLE INTERVIEW SECTION

Preschool Age Psychiatric Assessment 2.0.3

Definitions and questions

RULE BREAKING

Violation of standing rules at home daycare/school or at elsewhere.

Do you have some clearly stated rules in your family?

*Such as "no food in the living room?"
Or "no writing on the walls?"
Or "an hour of TV a day?"
Or "no hitting?"*

Does s/he understand these rules?

How well does s/he follow your family's rules?

What sort of rules does s/he break?

Tell me about the rules s/he breaks.

How good is s/he at obeying the rules at daycare/school?

Do the teachers or caregivers describe him/her as a troublemaker?

*What sort of rules does s/he break?
How do you hear about it?*

Does s/he break the rules anywhere else?

Tell me about the last time that happened.

When did s/he start to break rules at home, daycare/school and/or elsewhere?

Coding rules

FAMILY HAS RULES

- 0 = Absent
- 2 = Present
- 3 = Child doesn't understand rules.

RULE BREAKING

- 0 = Absent
- 2 = The child breaks rules relating to at least 2 activities, and at least sometimes responds to admonition by public failure to comply.
- 3 = Rule breaking occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes

PGM3I01
Intensity

PGA0I01

PGA0F03
Home
Frequency

PGA0F04
Daycare/School
Frequency

PGA0F05
Elsewhere
Frequency

PGA0O01
Onset

//

Definitions and questions

DISOBEDIENCE

Failure to carry out specific instructions when directly given.

**What happens when you're told to do things by your parents and you don't want to do them?*

**What about with teachers?*

**Are you disobedient anywhere (else)?*

When was the last time?
What happened?

Can they usually get you to do what they want in the end?
How do they do it?

How long have you been like that?

How often do you disobey?

When did you start doing that?

Coding rules

DISOBEDIENCE

2 = Disobedience occurs for at least 2 activities.

3 = Disobedience occurs in most activities.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time)

3 = Accompanied 50% or more of the time

Codes

CGA1I01
Intensity

Situation
CGA1F01
Frequency

CGA1F02
Frequency

CGA1F03
Frequency

CGA1X01
Solitary

CGA1O01
Onset

Definitions and questions

OPPOSITIONAL/CONDUCT DISORDER

OPPOSITIONAL BEHAVIOR

REMEMBER TO GET EXAMPLES AND BEHAVIORAL DESCRIPTIONS

RULE BREAKING

Violation of standing rules at school or elsewhere but NOT at home.

N.B. "Rule-breaking" at home is rated as disobedience since families do not have formal rules.

Do not include breaking laws or violating parole.

**How good are you at obeying the rules at school?*

**What happens if you don't?*

**What sort of rules do you break?*

**Do you break the rules anywhere else?*

Tell me about the last time that happened.

Do you get into trouble?

How often do you break the rules?

When did you start breaking rules?

Do you do it on your own or with other people?

Coding rules

RULE BREAKING

2 = If the child breaks rules relating to at least 2 activities, and at least sometimes responds to admonition by public failure to comply.

3 = If rule breaking occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time)

3 = Accompanied 50% or more of the time

Codes

CGA0I01
Intensity

Situation
CGA0F01
Frequency

CGA0F02
Frequency

CGA0X01
Solitary

CGA0001
Onset

GLOSSARY NOTES

(Notes from PAPA Glossary)

FAMILY HAS RULES

The parent perceives the family as having standing rules for behavior, to which the child is expected to adhere.

U = Child doesn't understand the concept of rules at home

0 = Absent

2 = Present

If the family does not have rules, or if the child does not understand the concept of rules at home, the interviewer proceeds to consideration of rules at daycare/school or elsewhere.

RULE BREAKING

Violation of standing rules at home, at daycare/school or elsewhere.

0 = Absent

U = The child does not understand the concept of rules at daycare/school or elsewhere

2 = The child breaks rules relating to at least 2 activities at home, daycare/school, or elsewhere and at least sometimes responds to admonition by public failure to comply

3 = Rule breaking occurs in most activities at home, at daycare/school, or elsewhere and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her

DISOBEDIENCE

Refers to failures to carry out specific instructions when directly given. Differentiate from rule-breaking, which refers to violation of formal standing rules.

2 = Disobedience occurs in at least two activities.

3 = Disobedience occurs in most activities.

If Disobedience is present, the presence or absence of defiance (disputing or challenging instructions or requests) is assessed.

When a child's behavior meets criteria for both Rule Breaking and Disobedience, both can be coded. The violation of a standing rule and the negative interaction between the child and an authority are considered to be two different components of the same behavior.

Having established disobedience, the parent's perception of scale score frequency of disobedience with different parental figures, caregivers/teachers, and other adults is noted

EVER ASKED TO LEAVE DAYCARE/SCHOOL BECAUSE OF RULE BREAKING OR DISOBEDIENCE

Child sent home (or "parent" requested to take child home) from daycare/school because of rule breaking or disobedience.

Distinguish from other reasons such as fighting or assaults that may have caused the child to be asked to leave daycare/school and which are coded separately.

EVER: ASKED TO LEAVE DAYCARE/PRESCHOOL

0 = No

1 = Preschool/daycare have threatened exclusion of the child, but have not taken action on this threat.

2 = Asked to leave temporarily

3 = Asked to leave permanently

(Notes from CAPA Glossary)

RULE BREAKING

Violation of standing rules at school or elsewhere but NOT at home. Breaking laws and/or probation violations do not count here.

2 = The child breaks rules relating to at least 2 activities, and at least sometimes responds to admonition by public failure to comply.

3 = Rule breaking occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her.

N.B. "Rule-breaking" at home is rated as disobedience since families usually do not have formal rules.

DISOBEDIENCE

Refers to failures to carry out specific instructions when directly given. Differentiate from rule-breaking, which refers to violation of formal standing rules.

2 = Disobedience occurs in at least two activities.

3 = Disobedience occurs in most activities.

When a child's behavior meets criteria for both Rule Breaking and Disobedience, both can be coded. The violation of a standing rule and the negative interaction between the child and an authority are considered to be two different components of the same behavior.

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	.24	1	.10	9	.25	14
.	.24	1	.10	9	.25	14
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	84.39	331	91.48	5781	92.40	1966
1	15.37	97	8.43	884	7.35	152

Missing data notes:

- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

OTHER VARIABLES

P/J4OOPP3: 'Onset: Level 3 disobedience or rule breaking'

SAS CODE

```
*****SAS Code for PAPA*****;
```

```
if instrument='PAPA' and version='1.3' then do;  
  p4nrule =sum(of pga0f01 pga0f02 pga0f03);  
  p4ndisobey=sum(of pga1f01 pga1f02 pga1f03);  
  p4ndefyru1=sum(of p4nrule p4ndisobey);
```



```

end;

else if instrument='PAPA' and version='1.4' then do;
  p4nrule  =sum(of pga0f03 pga0f04 pga0f05);
  p4ndisobey=sum(of pga1f01 pga1f02 pga1f03);
  p4ndefyru1=sum(of p4nrule p4ndisobey);
end;

else if instrument='PAPA' and substr(version,1,3)='2.0' then do;
  p4nrule  =sum(of pga0f03 pga0f04 pga0f05);
  p4ndefy  =sum(of pgm4f01 pgm4f02 pgm4f03);
  p4ndefyru1=sum(of p4nrule p4ndefy);
end;

label p4nrule  ='sum of freq of breaking rules';
label p4ndefy  ='sum of freq of defiance (version 2.0)';
label p4ndisobey='sum of freq of disobediance(version 1.3,1.4)';
label p4ndefyru1='sum of freq of defiance(2.0)or disobediance(1.3,1.4) and breaking rules';

if instrument='PAPA' and version in ('1.3','1.4') then do;
if p4ndefyru1 ge 366 then do;
  p4nopp3=1;
  p4oopp3=min( (agedays-pga1o01), (agedays-pga0o01));
end;
else if p4ndefyru1 ne . then p4nopp3=0;
end;
if instrument='PAPA' and substr(version,1,3)='2.0' then do;
if p4ndefyru1 ge 90 then do;
  p4nopp3=1;
  p4oopp4=min( (agedays-pgm4o01), (agedays-pga0o01));
end;
else if p4ndefyru1 ne . then p4nopp3=0;
end;

label p4nopp3='defies top 10%';
label p4oopp3='Onset age:defies';

j4nopp3 = p4nopp3;
j4oopp3 = p4oopp3;

label j4nopp3='defies top 10%';
label j4oopp3='Onset age:defies';

*-----;

*****SAS Code for CAPA*****;

pdefyf=sum(of pGA1F01 pGA1F02 pGA1F03 pGA0F01 pGA0F02);

if pdefyf ge 30 then do;
  if sum(of pGA1F01 pGA1F02 pGA1F03) ge 1 then do;
    p4nopp3=1;
    p4oopp3=(agedays-pga1o01);
  end;
  if sum(of pGA0F01 pGA0F02) ge 1 then do;
    p4nopp3=1;
    p4oopp3=min(p4oopp3,(agedays-pga0o01));
  end;
end;
else if pdefyf ne . then do;

```

```

p4nopp3=0;
end;

cdefyf=sum(of cGA1F01 cGA1F02 cGA1F03 cGA0F01 cGA0F02);

if cdefyf ge 30 then do;
  if sum(of cGA1F01 cGA1F02 cGA1F03) ge 1 then do;
    c4nopp3=1;
    c4oopp3=(agedays-cga1o01);
    end;
  if sum(of cGA0F01 cGA0F02) ge 1 then do;
    c4nopp3=1;
    c4oopp3=min(c4oopp3,(agedays-cga0o01));
    end;
  end;
else if cdefyf ne . then do;
  c4nopp3=0;
  end;

if c4nopp3 = 1 or p4nopp3 = 1 then j4nopp3=1;
else if c4nopp3 ne . or p4nopp3 ne . then j4nopp3=0;

j4oopp3=min(c4oopp3, p4oopp3);

label j4nopp3='Level 3 disobedience or rule breaking';
label j4oopp3='Onset: Level 3 disobedience or rule breaking';

*****SAS Code for YAPA*****;

cdefyf=sum(of cGA1F01 cGA1F02 cGA1F03 cGA0F01 cGA0F02);

if cdefyf ge 1 then do;
  if sum(of cGA1F01 cGA1F02 cGA1F03) ge 1 then do;
    c4nopp3=1;
    c4oopp3=(agedays-cga1o01);
    end;
  if sum(of cGA0F01 cGA0F02) ge 1 then do;
    c4nopp3=1;
    c4oopp3=min(c4oopp3,(agedays-cga0o01));
    end;
  end;
else if cdefyf ne . then do;
  c4nopp3=0;
  end;

label C4nopp3='Level 3 disobedience or rule breaking';
label C4oopp3='Onset: Level 3 disobedience or rule breaking';

j4nopp3 = c4nopp3;
j4oopp3 = c4oopp3;

label j4nopp3='defies top 10%';
label j4oopp3='Onset age:defies';

```

J4NOPP4: Annoying behavior

[ODD Variable List](#)

[Description](#)

[Raw Variable\(s\)](#)

[CAPA Interview Section](#)

[Glossary Notes](#)

[Additional Variables](#)

[N, Weighted Prevalence, and Missing Data](#)

[Citations](#)

[SAS CODE](#)

[ODD \(symptom list\)](#)

DESCRIPTION

DSM-IV definition: Often deliberately annoys others.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note:

	PAPA	CAPA	YAPA
Available (home)	Y	Y	Y
Available (school)	Y	Y	Y
Available (elsewhere)	Y	Y	Y
90 th % Cutoff	49	60	1

RAW VARIABLE(S)

	PAPA	CAPA	YAPA
	1.3	1.4	2.0.3
p/cga2f01 (annoying behavior - home)	Y	Y	Y
p/cga2f02 (annoying behavior - school)	Y	Y	Y
p/cga2f03 (annoying behavior - elsewhere)	Y	Y	Y

SAMPLE INTERVIEW SECTION

Definitions and questions

ANNOYING BEHAVIOR

Indulgence in active behaviors that annoy or anger peers, siblings, or adults. The child's intention need not be to annoy, but the behaviors would obviously annoy their recipient.

Do not include annoying behaviors that are the result of unintentional acts, for instance, annoyance caused by clumsiness, or failure to understand the rules of games.

Do not include behaviors that conform to the definitions of Rule Breaking and Disobedience.

**Do you find that other people get annoyed by things you do?*

Like what?

**Do you ever do things deliberately to annoy other people?*

**Or do you find that people get annoyed because of things you do for fun?*

*What happens?
Can you tell me about the last time?*

Where do you do those sorts of things?

How often does something like that happen?

When did it start?

Coding rules

ANNOYING BEHAVIOR

2 = Annoying behavior occurs for at least 2 activities, and child is at least sometimes unresponsive to admonition.

3 = Annoying behavior occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary

2 = Often accompanied (25-49% of the time)

3 = Accompanied 50% or more of the time

Codes

CGA2I01
Intensity

Situation
CGA2F01
Frequency

CGA2F02
Frequency

CGA2F03
Frequency

CGA2X01
Solitary

CGA2001
Onset

GLOSSARY NOTES

(Notes from PAPA Glossary)

ANNOYING BEHAVIOR

Indulgence in active behaviors that annoy or anger peers, siblings, or adults. The child's intention need not be to annoy, but the behaviors would obviously annoy their recipient. Do not include annoying behaviors that are the result of unintentional acts, for instance, annoyance caused by clumsiness, or failure to understand the rules of games.

Do not include behaviors that conform to the definitions of Rule Breaking and Disobedience.

Do not code the specific annoying behavior of teasing here but in following item.

0 = Absent

2 = Annoying behavior occurs in at least 2 activities and child is at least sometimes unresponsive to admonition.

3 = Annoying behavior occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her.

ANNOYS PARENTAL FIGURES

0 = No

2 = Yes

ANNOYS TEACHERS/CAREGIVERS AT DAYCARE/SCHOOL

0 = No

2 = Yes

ANNOYS BABYSITTERS

0 = No

2 = Yes

ANNOYS SIBLINGS

0 = No

2 = Yes

PEERS

0 = No

2 = Yes

(Notes from CAPA Glossary)

ANNOYING BEHAVIOR

Indulgence in active behaviors that annoy or anger peers, siblings, or adults. The child's intentions need not be to annoy, but the behaviors would obviously annoy their recipient.

Do not include annoying behaviors that conform to the definition, but are the result of unintentional acts, for instance, annoyance caused by clumsiness, or failure to understand the rules of the games.

2 = Annoying behavior occurs in at least two activities and child is at least sometimes unresponsive to admonition.

3 = Annoying behavior occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her.

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	0	1	.09	8	.31	17
.	0	1	.09	8	.31	17
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	86.99	364	91.43	5933	97.72	2064
1	13.01	64	8.48	733	1.97	51

Missing data notes:

- PAPA: no notes.
- CAPA: no notes.

- YAPA: no notes.

OTHER VARIABLES

P/J4OOPP4: 'Onset: Annoying behavior'

SAS CODE

```
*****SAS Code for PAPA*****;
```

```
p4nannoy=sum(of pGA2F01 pGA2F02 pGA2F03);
```

```
label p4nannoy='Sum of frequency of annoying behavior';
```

```
if p4nannoy ge 49 then do;
```

```
  p4nopp4=1;
```

```
  p4oopp4=(agedays-pga2o01);
```

```
end;
```

```
else if p4nannoy ne . then p4nopp4=0;
```

```
label p4nopp4='annoys top 10%';
```

```
label p4oopp4='Onset age:annoys';
```

```
j4nopp4 = p4nopp4;
```

```
j4oopp4 = p4oopp4;
```

```
label j4nopp4='annoys top 10%';
```

```
label j4oopp4='Onset age:annoys';
```

```
*-----;
```

```
*****SAS Code for CAPA*****;
```

```
pannoyf=sum(of pGA2F01 pGA2F02 pGA2F03);
```

```
if pannoyf ge 60 then do;
```

```
  p4nopp4=1;
```

```
  p4oopp4=(agedays-pga2o01);
```

```
end;
```

```
else if pannoyf ne . then do;
```

```
  p4nopp4=0;
```

```
end;
```

```
cannoyf=sum(of cGA2F01 cGA2F02 cGA2F03);
```

```
if cannoyf ge 60 then do;
```

```
  c4nopp4=1;
```

```
  c4oopp4=(agedays-cga2o01);
```

```
end;
```

```
else if cannoyf ne . then do;
```

```
  c4nopp4=0;
```

```
end;
```

```
if c4nopp4 = 1 or p4nopp4 = 1 then j4nopp4=1;
```

```
else if c4nopp4 ne . or p4nopp4 ne . then j4nopp4=0;
```

```
j4oopp4=min(c4oopp4, p4oopp4);
```

```
label j4nopp4='Annoying behavior';
```

```
label j4oopp4='Onset: Annoying behavior';
```

```
*****SAS Code for YAPA*****;
```

```
cannoyf=sum(of cGA2F01 cGA2F02 cGA2F03);
```

```
if cannoyf ge 1 then do;
```

```
  c4nopp4=1;
```

```
  c4oopp4=(agedays-cga2o01);
```

```
end;
```

```
else if cannoyf ne . then do;
```

```
  c4nopp4=0;
```

```
end;
```

```
label c4nopp4='Annoying behavior';
```

```
label c4oopp4='Onset: Annoying behavior';
```

```
j4nopp4 = c4nopp4;
```

```
j4oopp4 = c4oopp4;
```

```
label j4nopp4='annoys top 10%';
```

```
label j4oopp4='Onset age:annoys';
```


J4NOPP5: Blaming others

[ODD Variable List](#)
[Description](#)
[Raw Variable\(s\)](#)
[CAPA Interview Section](#)
[Glossary Notes](#)
[Additional Variables](#)
[N, Weighted Prevalence, and Missing Data](#)
[Citations](#)
[SAS CODE](#)
[ODD \(symptom list\)](#)

DESCRIPTION

DSM-IV definition: Often blames others for his or her mistakes or misbehavior.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note: CAPA raw variables cgj3i01 and cgj3f01 to cgj3f03 were not collected for GSMS wave 1.

	PAPA	CAPA	YAPA
Available (home)	Y	Y	Y
Available (school)	Y	Y	Y
Available (elsewhere)	Y	Y	Y
90 th % Cutoff	19	1	1

RAW VARIABLE(S)

	PAPA	CAPA	YAPA
	1.3	1.4	2.0.3
p/cgc3i01 (blaming) wave1 of GSMS	N	N	N
p/cgc3f01 (blaming - home) wave1 of GSMS	N	N	N
p/cgc3f02 (blaming - school) wave1 of GSMS	N	N	N
p/cgc3f03 (blaming - elsewhere) wave1 of GSMS	N	N	N

p/cgj3I01 (blaming)	Y	Y	Y	Y	Y
p/cgj3f01 (blaming - home)	Y	Y	Y	Y	Y
p/cgj3f02 (blaming – school)	Y	Y	Y	Y	Y
p/cgj3f03 (blaming - elsewhere)	Y	Y	Y	Y	Y

SAMPLE INTERVIEW SECTION

Definitions and questions

DECEPTION

LYING

Distortion of the truth with intent to deceive others.

**Most people tell lies sometimes. What sorts of lies have you told in the last 3 months?*

*What about?
Who to?*

*Why did you do it?
Was it to get out of trouble?*

Where do you tell lies?

How often do you tell lies?

When did you start telling lies?

**Do you ever tell lies to get out of things you don't want to do?*

**What happens when you're caught doing something wrong?*

**When something goes wrong that's your fault, do you admit it?*

BLAMING

**Do you lie if you think you can get out of something by blaming someone else?*

**Do your lies get others into trouble?
Could they?
What do you do?*

What was the result?

*How often do you do this?
When did you start doing it?*

Coding rules

LYING

0 = No
2 = Lies told for gain, or to get out of school attendance etc., or to escape punishment, in at least 2 activities that do not result in others getting into trouble.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary
2 = Often accompanied (25-49% of the time)
3 = Accompanied 50% or more of the time

BLAMING

0 = No
2 = Lies in at least two activities, that result in others being blamed for subject's misdemeanors or otherwise getting into trouble; or lies which, if believed, would have the same result.

HOME

SCHOOL

ELSEWHERE

SOLITARY/ACCOMPANIED

0 = Solitary
2 = Often accompanied (25-49% of the time)
3 = Accompanied 50% or more of the time

Codes

CGC3

I01

Intensity

Situation

Frequency

F01

Frequency

F02

Frequency

F03

Onset

O01

Solitary

X01

CGJ3

Intensity

Situation

Frequency

F01

Frequency

F02

Frequency

F03

Onset

O01

Solitary

X01

GLOSSARY NOTES

(Notes from PAPA Glossary)

BLAMING

Falsely attributing misdemeanors to another so as to avoid reproach or punishment.

0 = No

2 = Lies in at least two activities, that result in others being blamed for child's misdemeanors or otherwise getting into trouble; or lies which, if believed, would have the same result.

(Notes from CAPA Glossary)

BLAMING

Distortion of the truth with the intent to deceive others by blaming someone else.

0 = No

2 = Lies, in at least two activities, that result in others being blamed for subject's misdemeanors or otherwise getting into trouble; or lies which, if believed, would have the same result.

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	1.02	4	.10	10	.63	.84
.	1.02	4	.10	10	.63	.84
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	90.50	368	92.75	5951	99.25	98.87
1	8.49	57	7.14	713	.13	.28

Missing data notes:

- PAPA: no notes.

- CAPA: no notes.
- YAPA: no notes.

OTHER VARIABLES

P/J4OOPP5: 'Onset: Blaming others'

SAS CODE

```
*****SAS Code for PAPA*****;

if instrument='PAPA' and version='1.3' then do;
    p4nblame=sum(of pgj3F01 pgj3F02 pgj3F03);
    end;

    if instrument='PAPA' and (version='1.4' or substr(version,1,3)='2.0')
    then p4nblame=sum(of pgj3F01 pgj3F02 pgj3F03);

    label p4nblame='sum of freq of blaming others';

    if p4nblame ge 19 then do;
        p4nopp5=1;
        p4oopp5=(agedays-pgj3o01);
    end;
    else if p4nblame ne . then p4nopp5=0;

    label p4nopp5='blames top 10%';
    label p4oopp5='Onset age:blames';

j4nopp5 = p4nopp5;
j4oopp5 = p4oopp5;

label j4nopp5='blames top 10%';
label j4oopp5='Onset age:blames';

*-----;

*****SAS Code for CAPA*****;

if study='GSMS' and wave=1 then do;

    if pgc3I01='3' then
        pblamef=sum(of pgc3F01 pgc3F02 pgc3F03);
    end;
    else do;

        if pgj3I01='2' then
            pblamef=sum(of pgj3F01 pgj3F02 pgj3F03);
        end;
    label pblamef='Frequency of blaming others';

    if pblamef ge 1 then do;
        p4nopp5=1;
        if study='GSMS' and wave=1 then p4oopp5=(agedays-pgc3o01);
```

```

else                                     p4oopp5=(agedays-pgj3o01);
end;
else if pblamef ne . then do;
  p4nopp5=0;
end;

if study='GSMS' and wave=1 then do;

  if cgc3I01='3' then
    cblamef=sum(of cgc3F01 cgc3F02 cgc3F03);
  end;
else do;

  if cgj3I01='2' then
    cblamef=sum(of cgj3F01 cgj3F02 cgj3F03);
  end;
label cblamef='Frequency of blaming others';

if cblamef ge 1 then do;
  c4nopp5=1;
  if study='GSMS' and wave=1 then c4oopp5=(agedays-cgc3o01);
  else c4oopp5=(agedays-cgj3o01);
end;
else if cblamef ne . then do;
  c4nopp5=0;
end;

if c4nopp5 = 1 or p4nopp5 = 1 then j4nopp5=1;
else if c4nopp5 ne . or p4nopp5 ne . then j4nopp5=0;

j4opp5=min(c4oopp5, p4oopp5);

label j4nopp5='Blaming others';
label j4oopp5='Onset: Blaming others';

*****SAS Code for YAPA*****;

  if cgj3I01='2' then
    cblamef=sum(of cgj3F01 cgj3F02 cgj3F03);
label cblamef='Frequency of blaming others';

if cblamef ge 1 then do;
  c4nopp5=1;
  if study='GSMS' and wave=1 then c4oopp5=(agedays-cgc3o01);
  else c4oopp5=(agedays-cgj3o01);
end;
else if cblamef ne . then do;
  c4nopp5=0;
end;

label c4nopp5='Blaming others';
label c4oopp5='Onset: Blaming others';

j4nopp5 = c4nopp5;
j4oopp5 = c4oopp5;

```

```
label j4nopp5='blames top 10%';  
label j4oopp5='Onset age:blames';
```

J4NOPP6: Touchy or easily annoyed

- [ODD Variable List](#)
- [Description](#)
- [Raw Variable\(s\)](#)
- [CAPA Interview Section](#)
- [Glossary Notes](#)
- [Additional Variables](#)
- [N, Weighted Prevalence, and Missing Data](#)
- [Citations](#)
- [SAS CODE](#)
- [ODD \(symptom list\)](#)

DESCRIPTION

DSM-IV definition: Is often touchy or easily annoyed by others.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note:

	PAPA	CAPA	YAPA
Available (home)	Y	Y	Y
Available (school)	Y	Y	Y
Available (elsewhere)	Y	Y	Y
90 th % Cutoff	1	45	1

RAW VARIABLE(S)

	1.3	PAPA 1.4	2.0.3	CAPA	YAPA
p/cda6f01 (touchy or easily annoyed)	Y	Y	Y	Y	Y

SAMPLE INTERVIEW SECTION

Definitions and questions

TOUCHY OR EASILY ANNOYED

The child is generally more prone to feelings of anger, bad temper, short temper, resentment, sulking or annoyance, under minor provocation than most children. This pattern need not represent a change in behavior.

**Do things get on your nerves easily?*

What sorts of things?

**Do you get annoyed more easily than most people, do you think?*

What do you do?

How often does that sort of thing happen?

How long have you been like that?

ANGRY OR RESENTFUL

The child is generally more prone to manifestations of anger or resentment (such as snappiness, shouting, quarrelling or sulking) under minor provocation, than most children.

This pattern need not represent a change in behavior.

**Do you get angry very often?*

How often?

What happens?

How often does that happen?

**Do you get "sulky" or "pout"?*

How often?

What do you do?

How often does that happen?

How long have you been like that?

Coding rules

TOUCHY OR EASILY ANNOYED

0 = Absent

2 = Present

ANGRY OR RESENTFUL

0 = Absent

2 = Present

Codes

CDA6I01
Intensity

CDA6F01
Frequency

CDA6D01
Duration

CDA6O01
Onset

CDA7I01
Intensity

CDA7F01
Frequency

CDA7D01
Duration

CDA7O01
Onset

GLOSSARY NOTES

(Notes from PAPA Glossary)

TOUCHY OR EASILY ANNOYED

The child is generally more prone to feelings of anger, bad temper, short temper, resentment, sulking, or annoyance, under minor provocation than most children. This pattern need not represent a change in behavior.

0 = Absent

2 = Present

(Notes from CAPA Glossary)

TOUCHY OR EASILY ANNOYED

The child is generally more prone to feelings of anger, bad temper, short temper, resentment, sulking, or annoyance, under minor provocation than most children. If the frequency equals three or more under minor provocation, code 2. If the frequency equals less than 3, code 0.

This pattern need not represent a change in behavior.

0 = Absent

2 = Present

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	.16	1	.08	.09	.34	11
.	.16	1	.08	.09	.34	11
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	93.18	380	95.10	93.74	89.81	1912
1	6.66	48	4.82	6.17	9.84	209

Missing data notes:

- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

OTHER VARIABLES

P/J4OOPP6: 'Onset: Touchy or easily annoyed'

SAS CODE

```
*****SAS Code for PAPA*****;
```

```
p4ntouchy=pda6F01+0;
```

```
label p4ntouchy='sum of freq of being touchy or easily annoyed';
```

```
if p4ntouchy ge 1 then do;  
  p4nopp6=1;  
  p4oopp6=(agedays-pda6o01);
```

```
end;  
else if p4ntouchy ne . then p4nopp6=0;
```

```
label p4nopp6='touchy/easily annoyed 10%';  
label p4oopp6='Onset age:touchy/easily annoyed ';
```

```
j4nopp6 = p4nopp6;  
j4oopp6 = p4oopp6;
```

```
label j4nopp6='touchy/easily annoyed 10%';  
label j4oopp6='Onset age:touchy/easily annoyed ';
```

```
*-----;
```

```
*****SAS Code for CAPA*****;
```

```
ptouchf=pDA6F01*1;  
if ptouchf ge 45 then do;  
  p4nopp6=1;  
  p4oopp6=(agedays-pda6o01);  
end;  
else if ptouchf ne . then do;  
  p4nopp6=0;  
end;
```

```
ctouchf=cDA6F01*1;  
if ctouchf ge 45 then do;  
  c4nopp6=1;  
  c4oopp6=(agedays-cda6o01);
```

```

end;
else if ctouchf ne . then do;
  c4nopp6=0;
end;

if c4nopp6 = 1 or p4nopp6 = 1 then j4nopp6=1;
else if c4nopp6 ne . or p4nopp6 ne . then j4nopp6=0;

j4oopp6=min(c4oopp6,p4oopp6);

label j4nopp6='Touchy or easily annoyed';
label j4oopp6= 'Onset: Touchy or easily annoyed';

*****SAS Code for YAPA*****;

ctouchf=cDA6F01*1;
if ctouchf ge 1 then do;
  c4nopp6=1;
  c4oopp6=(agedays-cda6o01);
end;
else if ctouchf ne . then do;
  c4nopp6=0;
end;

label c4nopp6='Touchy or easily annoyed';
label c4oopp6= 'Onset: Touchy or easily annoyed';

j4nopp6 = c4nopp6;
j4oopp6 = c4oopp6;

label j4nopp6='touchy/easily annoyed 10%';
label j4oopp6='Onset age:touchy/easily annoyed ';

```

J4NOPP7: Angry or resentful

[ODD Variable List](#)
[Description](#)
[Raw Variable\(s\)](#)
[CAPA Interview Section](#)
[Glossary Notes](#)
[Additional Variables](#)
[N, Weighted Prevalence, and Missing Data](#)
[Citations](#)
[SAS CODE](#)
[ODD \(symptom list\)](#)

DESCRIPTION

DSM-IV definition: Is often angry and resentful.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note:

	PAPA	CAPA	YAPA
Available (home)	Y	Y	Y
Available (school)	Y	Y	Y
Available (elsewhere)	Y	Y	Y
90 th % Cutoff	73	24	1

RAW VARIABLE(S)

	PAPA	CAPA	YAPA		
p/cda7f01 (angry or resentful)	1.3 Y	1.4 Y	2.0.3 Y	Y	Y

SAMPLE INTERVIEW SECTION

Definitions and questions

TOUCHY OR EASILY ANNOYED

The child is generally more prone to feelings of anger, bad temper, short temper, resentment, sulking or annoyance, under minor provocation than most children. This pattern need not represent a change in behavior.

**Do things get on your nerves easily?*

What sorts of things?

**Do you get annoyed more easily than most people, do you think?*

What do you do?

How often does that sort of thing happen?

How long have you been like that?

ANGRY OR RESENTFUL

The child is generally more prone to manifestations of anger or resentment (such as snappiness, shouting, quarrelling or sulking) under minor provocation, than most children.

This pattern need not represent a change in behavior.

**Do you get angry very often?*

How often?

What happens?

How often does that happen?

**Do you get "sulky" or "pout"?*

How often?

What do you do?

How often does that happen?

How long have you been like that?

Coding rules

TOUCHY OR EASILY ANNOYED

0 = Absent

2 = Present

ANGRY OR RESENTFUL

0 = Absent

2 = Present

Codes

CDA6I01
Intensity

CDA6F01
Frequency

CDA6D01
Duration

CDA6O01
Onset

CDA7I01
Intensity

CDA7F01
Frequency

CDA7D01
Duration

CDA7O01
Onset

GLOSSARY NOTES

(Notes from PAPA Glossary)

ANGRY OR RESENTFUL

The child is generally more prone to manifestations of anger or resentment (such as snappiness, shouting, quarreling, or sulking) **under minor provocation**, than most children.

This pattern need not represent a change in behavior.

0 = Absent

2 = Present

(Notes from CAPA Glossary)

ANGRY OR RESENTFUL

The child is generally more prone to manifestations of anger or resentment (such as snappiness, shouting, quarreling, or sulking) **under minor provocation**, than most children. If the frequency equals three or more under minor provocation, code 2. If the frequency equals less than 3, code 0.

This pattern need not represent a change in behavior.

0 = Absent

2 = Present

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	.12	1	.07	5	.37	13
.	.12	1	.07	5	.37	13
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	88.08	357	85.92	5465	95.72	2001
1	11.44	69	14.00	1204	3.91	118

Missing data notes:

- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

OTHER VARIABLES

P/J4OOPP7: 'Onset: Angry or resentful'

SAS CODE

```
*****SAS Code for PAPA*****;
```

```
p4nangry= pDA7F01+0;  
label p4nangry='sum of freq of being angry or resentful';
```

```
if p4nangry ge 73 then do;  
  p4nopp7=1;  
  p4oopp7=(agedays-pda7o01);  
end;  
else if p4nangry ne . then p4nopp7=0;
```

```
label p4nopp7='angry/resentful top 10%';  
label p4oopp7='Onset age:angry/resentful';
```

```
j4nopp7 = p4nopp7;  
j4oopp7 = p4oopp7;
```

```
label j4nopp7='angry/resentful top 10%';  
label j4oopp7='Onset age:angry/resentful';
```

```
*-----;
```

```
*****SAS Code for CAPA*****;
```

```
pangerf= pDA7F01*1;  
if pangerf ge 24 then do;  
  p4nopp7=1;  
  p4oopp7=(agedays-pda7o01);  
end;  
else if pangerf ne . then do;  
  p4nopp7=0;  
end;
```

```
cangerf= cDA7F01*1;  
if cangerf ge 24 then do;  
  c4nopp7=1;  
  c4oopp7=(agedays-cda7o01);
```



```

end;
else if cangerf ne . then do;
  c4nopp7=0;
end;

if c4nopp7 = 1 or p4nopp7 = 1 then j4nopp7=1;
else if c4nopp7 ne . or p4nopp7 ne . then j4nopp7=0;

j4oopp7=min(c4oopp7, p4oopp7);

label j4nopp7='Angry or resentful';
label j4oopp7='Onset: Angry or resentful';

*****SAS Code for YAPA*****;
cangerf= cDA7F01*1;
if cangerf ge 1 then do;
  c4nopp7=1;
  c4oopp7=(agedays-cda7o01);
end;
else if cangerf ne . then do;
  c4nopp7=0;
end;

label c4nopp7='Angry or resentful';
label c4oopp7='Onset: Angry or resentful';

j4nopp7 = c4nopp7;
j4oopp7 = c4oopp7;

label j4nopp7='angry/resentful top 10%';
label j4oopp7='Onset age:angry/resentful';

```

J4NOPP8: Spiteful/vindictive

[ODD Variable List](#)

[Description](#)

[Raw Variable\(s\)](#)

[CAPA Interview Section](#)

[Glossary Notes](#)

[Additional Variables](#)

[N, Weighted Prevalence, and Missing Data](#)

[Citations](#)

[SAS CODE](#)

[ODD \(symptom list\)](#)

DESCRIPTION

DSM-IV definition: Is often spiteful or vindictive.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note:

	PAPA	CAPA	YAPA
Available (home)	Y	Y	Y
Available (school)	Y	Y	Y
Available (elsewhere)	Y	Y	Y
90 th % Cutoff	1	3	1

RAW VARIABLE(S)

		PAPA		CAPA	YAPA
	1.3	1.4	2.0.3		
p/cga3f01 (spiteful or vindictive - home)	Y	Y	Y	Y	Y
p/cga3f02 (spiteful or vindictive - school)	Y	Y	Y	Y	Y
p/cga3f03 (spiteful or vindictive - elsewhere)	Y	Y	Y	Y	Y

SAMPLE INTERVIEW SECTION

Definitions and questions

SPITEFUL OR VINDICTIVE

Spiteful: The child engages in deliberate actions aimed at causing distress to another child or adult.

Vindictive: The child responds to failure to get his/her own way, disappointment, or interpersonal disagreement with adults or peers with deliberate attempts to hurt the other or gain revenge. For instance, by pinching, biting or attempting to get the other person into trouble.

Do not include behaviors coded under Assault, Cruelty, Bullying, Lying or Malicious Rumors.

**Do you ever do things to upset other people on purpose?*

**Or try to hurt them on purpose?*

**Do you ever try to get other people into trouble on purpose?*

What do you do?

What about during the last 3 months?

Why do you do it?

How often has that happened?

Where does that sort of thing happen?

Who have you done it to?

What about with adults?

When did you start doing that sort of thing?

Coding rules

SPITEFUL OR VINDICTIVE

0 = Absent
2 = Present

HOME

SCHOOL

ELSEWHERE

DIRECTED AGAINST

Codes

CGA3I01
Intensity

Situation
CGA3F01
Frequency

CGA3F02
Frequency

CGA3F03
Frequency

CGA3O01
Onset

CGA3X01
Sibling (s)

CGA3X02
Peers

CGA3X03
Adults

GLOSSARY NOTES

(Notes from PAPA Glossary)

SPITEFUL OR VINDICTIVE

Spiteful: The child engages in deliberate actions aimed at causing distress to another child or adult.

Vindictive: The child responds to failure to get his/her own way, disappointment, or interpersonal disagreement with adults or peers with deliberate attempts to hurt the other or gain revenge. For instance, by pinching, biting or attempting to get the other person into trouble.

Do not include behaviors coded under Assault, Cruelty, Bullying, or Lying

0 = Absent

2 = Present

(Notes from CAPA Glossary)

SPITEFUL OR VINDICTIVE

The child responds to failure to get his/her own way, disappointment, or interpersonal disagreement with adults or peers with deliberate attempts to hurt the other or gain revenge. For instance, by pinching, biting, or attempting to get the other person in trouble.

Do not include behaviors coded under Lying, Malicious Rumors, Assault, Cruelty, or Bullying.

0 = Absent

2 = Present

One difference between Annoying Behavior and Spiteful Or Vindictive, is that the intent is to make the recipient *angry* for the former and *miserable* for the latter.

These two items are considered less specific than Rule Breaking or Disobedience, so that if a behavior meets criteria for both Annoying Behavior and Disobedience, but was not specifically intended to annoy, it should be rated under Disobedience. However, if the child's intention was to annoy, then this would be rated under Annoying Behavior *and* Disobedience, since these two items would then refer to separate components of the behavior. It is also possible to "double-code" a

behavior in which several dynamics are included; for instance, the child was both disobedient to the teacher and annoying to another child during the same behavior.

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	.12	1	.09	8	.17	9
.	.12	1	.09	8	.17	9
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	88.42	365	94.24	6161	99.60	2110
1	11.45	63	5.67	505	.23	13

Missing data notes:

- PAPA: no notes
- CAPA: no notes
- YAPA: no notes

OTHER VARIABLES

P/J4OCD8: 'Onset: Spiteful/vindictive'

SAS CODE

```
*****SAS Code for PAPA*****;
```

```
p4nspite=sum(of pGA3F01 pGA3F02 pGA3F03);
```

```
label p4nspite='sum of freq of being spiteful/vindictive';
```

```
if p4nspite ge 1 then do;
```

```
  p4nopp8=1;
```

```
  p4oopp8=(agedays-pga3o01);
```

```
end;
```

```
else if p4nspite ne . then p4nopp8=0;
```

```
label p4nopp8='Spiteful/vindictive';
label p4oopp8='Onset: Spiteful/vindictive';
```

```
j4nopp8 = p4nopp8;
j4oopp8 = p4oopp8;
```

```
label j4nopp8='Spiteful/vindictive';
label j4oopp8='Onset: Spiteful/vindictive';
```

```
*-----;
```

```
*****SAS Code for CAPA*****;
```

```
pspitef=sum(of pGA3F01 pGA3F02 pGA3F03);
if pspitef ge 3 then do;
  p4nopp8=1;
  p4oopp8=(agedays-pga3o01);
end;
else if pspitef ne . then do;
  p4nopp8=0;
end;
```

```
cspitef=sum(of cGA3F01 cGA3F02 cGA3F03);
if cspitef ge 3 then do;
  c4nopp8=1;
  c4oopp8=(agedays-cga3o01);
end;
else if cspitef ne . then do;
  c4nopp8=0;
end;
```

```
if c4nopp8 = 1 or p4nopp8 = 1 then j4nopp8=1;
else if c4nopp8 ne . or p4nopp8 ne . then j4nopp8=0;
```

```
j4oopp8=min(c4oopp8, p4oopp8);
```

```
label j4nopp8='Spiteful/vindictive';
label j4oopp8='Onset: Spiteful/vindictive';
```

```
*****SAS Code for YAPA*****;
```

```
cspitef=sum(of cGA3F01 cGA3F02 cGA3F03);
if cspitef ge 1 then do;
  c4nopp8=1;
  c4oopp8=(agedays-cga3o01);
end;
else if cspitef ne . then do;
  c4nopp8=0;
end;
```

```
label c4nopp8='Spiteful/vindictive';
label c4oopp8='Onset: Spiteful/vindictive';
```

```
j4nopp8 = c4nopp8;
j4oopp8 = c4oopp8;
```

```
label j4nopp8='Spiteful/vindictive';
```

label j4oopp8='Onset: Spiteful/vindictive';

P/J4LI_OPP: Oppositional Defiant Disorder

[ODD Variable List](#)

[Description](#)

[Symptom Variable\(s\)](#)

[Glossary Notes](#)

[Additional Variables](#)

[N, Weighted Prevalence, and Missing Data](#)

[Citations](#)

[SAS CODE](#)

DESCRIPTION

DSM-IV definition:

A. A pattern of negativistic, hostile, and defiant behavior lasting at least 6 months, during which four (or more) of the following are present.

- (1) often loses temper.
- (2) often argues with adults.
- (3) often actively defies or refuses to comply with adults requests or rules.
- (4) often deliberately annoys people.
- (5) often blames others for his or her mistakes or misbehavior.
- (6) is often touchy or easily annoyed by others.
- (7) is often angry and resentful.
- (8) is often spiteful or vindictive.

Note: Criterion only met if the behavior occurs more frequently than is typically observed in individuals of comparable age and developmental level.

B. The disturbance in behavior causes clinically significant impairment in social, academic, or occupational functioning.

C. The behaviors do not occur exclusively during the course of a Psychotic or Mood disorder.

D. Criteria are not met for Conduct Disorder, and, if the individual is age 18 years or older, criteria are not met for Antisocial Personality Disorder.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- Self-report.

Note: ODD is coded according to criteria A and B. Apply criteria C and D as necessary.

PAPA	CAPA	YAPA
Y	Y	Y

SYMPTOM VARIABLE(S)

	1.3	PAPA 1.4	2.0.3	CAPA	YAPA
p/j4nopp1 (Losing temper)	Y	Y	Y	Y	Y
p/j4nopp2 (Arguments with adult items)	Y	Y	Y	Y	Y
p/j4nopp3 (Level 3 disobedience or rule breaking)	Y	Y	Y	Y	Y
p/j4nopp4 (Annoying behavior)	Y	Y	Y	Y	Y
p/j4nopp5 (Blaming others)	Y	Y	Y	Y	Y
p/j4nopp6 (Touchy or easily annoyed)	Y	Y	Y	Y	Y
p/j4nopp7 (Angry or resentful)	Y	Y	Y	Y	Y
p/j4nopp8 (Spiteful/vindictive)	Y	Y	Y	Y	Y

GLOSSARY NOTES

(Notes from PAPA Glossary)

Consider the DSM-IV diagnosis of oppositional defiant disorder (p93-94). Eight symptoms are to be considered and four must be present in order for the diagnosis to be given. The second criterion is Aoften argues with adults@. It would seem that the clinician (or computer diagnostic algorithm) must make several judgments in order to determine whether this criterion is met: (1) Does the child manifest the behavior Aarguing with adults@? (2) How often does the child manifest that behavior? (3) Is that frequency enough to be called Aoften@. The first question involves a categorical decision about whether the child manifests any behavior that might be called and Aargument@. The second of these questions involves a dimension and the third the imposition of a cut point on that dimension. All of the criteria for oppositional disorder involve the same basic format. That is, all of them require the diagnostician to jump back and forth between categorical and dimensional judgments. Once all the criterial symptoms have been assessed, the number of positives must be counted and if their sum is four or more then the diagnosis is given. Once again, a dimension (number of symptoms) is being constructed and then reduced to a category by means of a cut point.

N, WEIGHTED PREVALENCE, AND MISSING DATA

	PAPA Weighted %	N	CAPA Weighted %	N	YAPA Weighted %	N
Missing (total)	0	0	0	0	.02	1
.	0	0	0	0	.02	1
.C	0	0	0	0	0	0
.Y	0	0	0	0	0	0
0	94.07	90.91	97.18	6329	99.57	2115
1	5.93	9.09	2.82	345	.41	16

Missing data notes:

- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

OTHER VARIABLES

P/J4NOPP= 'Number of DSM-IV ODD symptoms'

P/J4OOPP= 'Onset age: DSM-IV ODD symptoms'

P/J4DOPP= 'Onset age: DSM-IV ODD diagnosis'

SAS CODE

```
*****SAS Code for PAPA*****;
```

```
*** Number of oppositional disorder symptoms ***;
```

```
p4nopp=sum(of p4nopp1-p4nopp8);  
label p4nopp='Number of DSM ODD symptoms';
```

```
j4nopp= p4nopp;  
label j4nopp='Number of DSM ODD symptoms';
```

```

*** Onset of first ODD sx ***;

p4oopp=min(of p4oopp1-p4oopp8);

label p4oopp='Onset of first ODD symptom';

j4oopp= p4oopp;
label j4oopp='Onset of first ODD symptom';

*** Parent-based ODD diagnosis without time limits ***;

if p4nopp ge 4 then p4_opp=1;
else if p4nopp ne . then p4_opp=0;

if p4_opp = 1 and p_inc = 1 then p4i_opp = 1;
else if p4_opp ne . or p4_opp ne . then p4i_opp = 0;

label p4_opp = 'ODD using preschool 90th%ile';
label p4i_opp='ODD using preschool 90th%ile and overall impairment';

j4_opp = p4_opp;
j4i_opp= p4i_opp;

label j4_opp = 'ODD using preschool 90th%ile';
label j4i_opp='ODD using preschool 90th%ile and overall impairment';

if p4_opp=1 and p4oopp ge 180 then
    p4l_opp=1;
else if p4_opp ne . then p4l_opp=0;

label p4l_opp='ODD with 6month duration criterion,using preschool 90th%ile';

j4l_opp = p4l_opp;
label j4l_opp='ODD with 6month duration criterion, using preschool 90th%ile';

if p4l_opp=1 and p_inc=1 then
    p4li_opp=1;
else if p4l_opp ne . and p_inc ne . then p4li_opp=0;
label p4li_opp='ODD with 6month duration,impairment,using preschool 90th%ile';

j4li_opp= p4li_opp;
label j4li_opp='ODD with 6month duration,impairment,using preschool 90th%ile';

*** Find the fourth largest onset date to match the ***;
*** requirement for first 4 symptoms ***;

array p4oopp_array p4oopp1-p4oopp8;
array p4xopp p4xopp1-p4xopp8;

if p4nopp ge 4 then do;

    do over p4oopp_array;
        p4xopp=p4oopp_array;
    end;
    do i=1 to 4;
        p4dopp=min(of p4xopp1-p4xopp8);
        if i<4 then do over p4xopp;
            if p4dopp=p4xopp and p4dopp ne . then do;
                p4dopp=. ;
            end;
        end;
    end;
end;

```

```

                p4xopp=. ;
            end;
        end;
    end;
end;

drop p4xopp1-p4xopp8;

label p4dopp='Onset of ODD diagnosis';

j4dopp= p4dopp;
label j4dopp='Onset of ODD diagnosis';

drop i;

run;

*****SAS Code for CAPA*****;

j4nopp=sum(of j4nopp1-j4nopp8);
j4oopp=min(of j4oopp1-j4oopp8);

label j4nopp='Number of ODD symptoms';
label j4oopp='Onset age:ODD symptoms';
label j4dopp='Onset age:ODD diagnosis';

    *** find the fourth largest date of onset to match the
    requirement for first 4 symptoms ***;
    array j41opp j4oopp1-j4oopp8;
    array j4xopp j4xopp1-j4xopp8;

    if j4nopp ge 4 then do;

        do over j41opp;
            j4xopp=j41opp;
            end;
        do i=1 to 4;
            j4dopp=min(of j4xopp1-j4xopp8);
            if i<4 then do over j4xopp;
                if j4dopp=j4xopp and j4dopp^=. then do;
                    j4dopp=. ;
                    j4xopp=. ;
                    end;
                end;
            end;
        end;

        drop j4xopp1-j4xopp8;

    if j4nopp ge 4 then j4_opp=1;
    else if j4nopp ne . then j4_opp=0;

    if j4_opp=1 and ((agedays-j4oopp) ge 182) then do;
        j41_opp=1;
        j41oopp=j4oopp;
        j41dopp=j4dopp;
    end;

```

```

end;
else if j4_opp ne . then do;
    j4l_opp=0;
end;

label j4l_opp='ODD with time constraint,using90th%ile';
label j4loopp='Onset age:ODD symptoms with time constraint';
label j4ldopp='Onset age:ODD diagnosis with time constraint';

do over j4nop;
    if j4nop=0 and j4oop=. then j4oop=0;
end;
if j4_opp=0 and j4oopp=. then j4oopp=0;

if j4l_opp=1 and j_inc=1 then j4li_opp=1;
else if j4nopp ne . then j4li_opp=0;

label j4li_opp='ODD with duration and impairment';

*****SAS Code for YAPA*****;

c4nopp=sum(of c4nopp1-c4nopp8);
c4oopp=min(of c4oopp1-c4oopp8);

label c4nopp='Number of ODD symptoms';
label c4oopp='Onset age:ODD symptoms';
label c4dopp='Onset age:ODD diagnosis';

    *** find the fourth largest date of onset to match the
        requirement for first 4 symptoms ***;
array c41opp c4oopp1-c4oopp8;
array c4xopp c4xopp1-c4xopp8;

if c4nopp ge 4 then do;

    do over c41opp;
        c4xopp=c41opp;
        end;
    do i=1 to 4;
        c4dopp=min(of c4xopp1-c4xopp8);
        if i<4 then do over c4xopp;
            if c4dopp=c4xopp and c4dopp^=. then do;
                c4dopp=. ;
                c4xopp=. ;
            end;
        end;
    end;
end;

drop c4xopp1-c4xopp8;

if c4nopp ge 4 then c4_opp=1;
else if c4nopp ne . then c4_opp=0;

if c4nopp ge 3 then j_opp =1;
else if c4nopp ne . then j_opp =0;

```

```
label j_opp = ' Alternative diagnostic variable using a 3+ symptom cutoff;
```

```
if c4_opp=1 and ((agedays-c4oopp) ge 182) then do;
```

```
    c4l_opp=1;
```

```
    c4loopp=c4oopp;
```

```
    c4ldopp=c4dopp;
```

```
end;
```

```
else if c4_opp ne . then do;
```

```
    c4l_opp=0;
```

```
end;
```

```
label c4l_opp='ODD with time constraint,using90th%ile';
```

```
label c4loopp='Onset age:ODD symptoms with time constraint';
```

```
label c4ldopp='Onset age:ODD diagnosis with time constraint';
```

```
if c4l_opp=1 and c_inc=1 then c4li_opp=1;
```

```
else if c4nopp ne . then c4li_opp=0;
```

```
label c4li_opp='ODD with duration and impairment';
```