# Separation Anxiety Variable List

*(symptoms and diagnoses)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Label</th>
<th>Symptom</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>j4nsep1</td>
<td>Separation distress from home or attachment figure</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>j4nsep2</td>
<td>Worry about possible harm</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>j4nsep3</td>
<td>Worry about calamitous separation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>j4nsep4</td>
<td>Persistent reluctance/refusal to go to school</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>j4nsep5</td>
<td>Avoidance of being alone</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>j4nsep6</td>
<td>Reluctance to sleep away</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>j4nsep7</td>
<td>Separation nightmares</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>j4nsep8</td>
<td>Physical symptoms</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>J4_SEP</td>
<td>Separation Anxiety</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>J4L_SEP</td>
<td>Separation Anxiety with duration</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>J4E_SEP</td>
<td>Separation Anxiety with duration and early onset</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>variable</td>
<td>description</td>
<td>PAPA</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weighted %</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep1</td>
<td>Separation distress from home or attachment figure</td>
<td>18.80</td>
<td>85</td>
</tr>
<tr>
<td>j4nsep2</td>
<td>Worry about possible harm</td>
<td>10.37</td>
<td>55</td>
</tr>
<tr>
<td>j4nsep3</td>
<td>Worry about calamitous separation</td>
<td>.35</td>
<td>3</td>
</tr>
<tr>
<td>j4nsep4</td>
<td>Persistent reluctance/refusal to go to school</td>
<td>7.08</td>
<td>36</td>
</tr>
<tr>
<td>j4nsep5</td>
<td>Avoidance of being alone</td>
<td>13.71</td>
<td>65</td>
</tr>
<tr>
<td>j4nsep6</td>
<td>Reluctance to sleep away</td>
<td>23.94</td>
<td>116</td>
</tr>
<tr>
<td>j4nsep7</td>
<td>Separation nightmares</td>
<td>4.38</td>
<td>19</td>
</tr>
<tr>
<td>j4nsep8</td>
<td>Physical symptoms</td>
<td>4.34</td>
<td>36</td>
</tr>
<tr>
<td>J4_SEP</td>
<td>Separation Anxiety</td>
<td>8.55</td>
<td>57</td>
</tr>
<tr>
<td>J4L_SEP</td>
<td>Separation Anxiety with duration</td>
<td>8.55</td>
<td>57</td>
</tr>
<tr>
<td>J4E_SEP</td>
<td>Separation Anxiety with duration and early onset</td>
<td>7.20</td>
<td>47</td>
</tr>
</tbody>
</table>
J4NSEP1: Separation distress from home or attachment figure

**Separation Anxiety Variable List**

**Description**

**Raw Variable(s)**

**CAPA Interview Section**

**Glossary Notes**

**Additional Variables**

**N, Weighted Prevalence, and Missing Data**

**Citations**

**SAS CODE**

**Separation Anxiety** (symptom list)

---

**DESCRIPTION**

DSM-IV definition: Fails to pay attention to details.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- N/A.

Note:

<table>
<thead>
<tr>
<th>Available (home)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available (school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (elsewhere)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>90th % Cutoff</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**RAW VARIABLE(S)**

<table>
<thead>
<tr>
<th>p/cbf5i01 (anticipatory distress)</th>
<th>1.3</th>
<th>1.4</th>
<th>2.0.3</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>p/cbf6i01 (withdrawal)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>p/cbf7i01 (distress)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>pbg2i01 (disruption due to child’s stress at separation)</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>pb1li01 (disruption due to child’s stress at separation)</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE INTERVIEW SECTION

Definitions and questions

PHYSICAL SYMPTOMS OF SEPARATION

Complaints of physical symptoms, e.g. stomachaches, headaches, nausea, vomiting, when separation from major attachment figures is anticipated or occurs. Exclude for daycare/school attendance, which is coded on the next page.

EXCLUDE WHEN GOING TO DAYCARE/SCHOOL.

REMEMBER TO COMPLETE ANXIOUS AUTONOMIC SYMPTOMS AND SOMATIC SYMPTOMS SECTION IF, FOR EXAMPLE, STOMACH ACHES OCCUR WITH SEPARATION. BE SURE TO CODE IN THE SOMATIC COMPLAINTS SECTION AS WELL.

Does s/he complain of headaches, stomach aches, sore throat or other aches or pains when s/he anticipates being separated from you or your "partner)?

How about when s/he is apart from you?

How often does this happen?

When did it start?

"PARENT" CHANGED PLANS TO LEAVE CHILD BECAUSE OF CHILD'S DISTRESS AT SEPARATION

"Parent" changed plans at least once in the last three months because of child's distress or fear in anticipation of separation from major attachment figure.

In the last three months have you changed your plans to leave because s/he was so upset or frightened about being separated from you?

Have you canceled an evening out or taken your child with you because s/he is so upset about you leaving?

Have you changed your work or childcare plans because s/he is so frightened about you leaving him/her?

How often has this happened?

What effect has it had on your family's life?

Coding rules

PHYSICAL SYMPTOMS ON SEPARATION

<table>
<thead>
<tr>
<th>Intensity</th>
<th>Frequency</th>
<th>Onset</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PHYSICAL SYMPTOMS ON SEPARATION**

Complaints of physical symptoms, e.g., stomachaches, headaches, nausea, vomiting, when separation from major attachment figures is anticipated or occurs. Exclude for daycare/school attendance, which is coded on the next page.

"Does s/he complain of headaches, stomach aches, sore throat or other aches or pains when s/he anticipates being separated from you or your "partner"?

How about when s/he is apart from you?

How often does this happen?

When did it start?

REMEMBER TO COMPLETE ANXIOUS AUTONOMIC SYMPTOMS AND SOMATIC SYMPTOMS SECTION IF, FOR EXAMPLE, STOMACH ACHES OCCUR WITH SEPARATION. BE SURE TO CODE IN THE SOMATIC COMPLAINTS SECTION AS WELL.

**"PARENT" CHANGED PLANS TO LEAVE CHILD BECAUSE OF CHILD’S DISTRESS AT SEPARATION**

"Parent" changed plans at least once in the last three months because of child's distress or fear in anticipation of separation from major attachment figure.

"In the last three months have you changed your plans to leave X because s/he was so upset or frightened about being separated from you?"

Have you canceled an evening out or taken your child with you because s/he is so upset about you leaving?

Have you changed your work or childcare plans because s/he is so frightened about you leaving him/her?

How often has this happened?

What effect has it had on your family's life?

**DISRUPTION DUE TO CHILD’S DISTRESS AT SEPARATION**

0 = No

2 = Yes, on at least one occasion in last 3 months
ANTICIPATORY DISTRESS

Signs or complaints of excessive distress in anticipation of separation from major attachment figures, or crying, pleading with parents not to leave.

"How do you feel when your "parents" are going out without you?"

What do you do when you think your parents might be going to leave you?

"Or when you have to leave them?"

WITHDRAWAL WHEN ATTACHMENT FIGURE ABSENT

Social withdrawal, apathy, sadness, or difficulty concentrating on work or play when not with a major attachment figure.

"How do you feel when your "parents" are gone and you are left on your own (or with a babysitter)."

"What happens when you're alone?"

How do you feel?
Do you feel sad or miserable?
Can you concentrate?
Does anything make the feeling better?
What's it like when you're with friends?

ACTUAL DISTRESS WHEN ATTACHMENT FIGURE ABSENT

Signs or complaints of excessive distress, or extreme homesickness, when separated from major attachment figure.

"Do you get really upset sometimes when you're not with your "parents"?"

"Do you get homesick?"

What's that like?
What do you do?

Coding rules

ANTICIPATORY DISTRESS

2 = At least sometimes uncontrolled distress related to potential separation from attachment figures. At least sometimes unresponsive to reassurance and occurring in at least 2 activities.

3 = Nearly always uncontrolled distress related to potential separation from attachment figures. Usually unresponsive to reassurance and occurring in most activities.

WITHDRAWAL

2 = At least sometimes uncontrolled withdrawal etc., in at least 2 activities, when not with attachment figures.

3 = Nearly always uncontrolled withdrawal etc., in most activities, when not with attachment figures.

DISTRESS

2 = At least sometimes uncontrolled distress etc., in at least 2 activities, when not with attachment figure.

3 = Nearly always uncontrolled distress etc., in most activities, when not with attachment figure.
GLOSSARY NOTES

(Notes from PAPA Glossary)

ANTICIPATORY DISTRESS/RESISTANCE TO SEPARATION

Signs or complaints of excessive distress in anticipation of separation from major attachment figures; or significant reluctance or resistance to separation such as crying, pleading with parents not to leave.

0 = Absent

2 = At least sometimes uncontrollable distress related to potential separation from attachment figures. At least sometimes unresponsive to reassurance and occurring in at least 2 activities.

3 = Nearly always uncontrollable distress related to potential separation from attachment figures. Usually unresponsive to reassurance and occurring in most activities.

WITHDRAWAL WHEN ATTACHMENT FIGURE ABSENT

Social withdrawal, apathy, sadness, or difficulty concentrating or playing when not with a major attachment figure.

0 = Absent

2 = At least sometimes uncontrollable withdrawal etc., in at least 2 activities, when not with attachment figures.

3 = Nearly always uncontrollable withdrawal etc., in most activities, when not with attachment figures.

ACTUAL DISTRESS WHEN ATTACHMENT FIGURE ABSENT

Signs or complaints of excessive distress, fear or agitation, when separated from major attachment figure.

0 = Absent

2 = At least sometimes uncontrollable distress etc., in at least 2 activities, when not with attachment figure.

3 = Nearly always uncontrollable distress etc., in most activities, when not with attachment figure.

APARENT® CHANGES PLANS TO LEAVE CHILD BECAUSE OF CHILD=’S DISTRESS AT SEPARATION
A Parent® changed plans at least once in the last three months because of child’s distress or fear in anticipation of separation from major attachment figure

0 = No

2 = Yes, on at least one occasion in last 3 months

(Notes from CAPA Glossary)

ANTICIPATORY DISTRESS

Signs or complaints of excessive distress in anticipation of separation from major attachment figures; or crying or pleading with them not to leave; or extreme homesickness.

2 = At least sometimes uncontrollable distress related to separation, or potential separation, from attachment figures, which is at least sometimes unresponsive to reassurance, and occurs in at least two activities.

3 = Nearly always uncontrollable distress related to separation, or potential separation, from attachment figures, when child is at least sometimes unresponsive to reassurance, and occurs in most activities.
WITHDRAWAL WHEN ATTACHMENT FIGURE ABSENT

Social withdrawal, apathy, sadness, or difficulty concentrating on work or play when not with a major attachment figure(s).

2 = At least sometimes uncontrollable withdrawal etc., in at least two activities, when not with an attachment figure(s).

3 = Nearly always uncontrollable withdrawal etc., in most activities, when not with an attachment figure(s).

ACTUAL DISTRESS WHEN ATTACHMENT FIGURE ABSENT

Signs or complaints of excessive distress, or extreme homesickness, when separated from major attachment figure(s).

2 = At least sometimes uncontrollable distress etc., in at least 2 activities, when not with attachment figure(s).

3 = Nearly always uncontrollable distress etc., in most activities, when not with attachment figure(s).

N, WEIGHTED PREVALENCE, AND MISSING DATA

<table>
<thead>
<tr>
<th></th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(total)</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>.Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>81.20</td>
<td>343</td>
<td>97.80</td>
</tr>
<tr>
<td>1</td>
<td>18.80</td>
<td>85</td>
<td>2.20</td>
</tr>
</tbody>
</table>

Missing data notes:
- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.
OTHER VARIABLES

J4OSEP1: 'Onset age: Separation distress from home or attachment figure'

SAS CODE

**************SAS Code for PAPA**********************;
if version='1.3' then do;
  if pBF5I01 ge 2 or pBF6I01 ge 2 or pBF7I01 ge 2 or pbg2I01 ge 2 then do;
    if pBF5I01 ge 2 then do;
      p4nsep1=1;
      p4osep1=min(p4osep1,(agedays-pbf5o01));
      end;
    if pBF6I01 ge 2 then do;
      p4nsep1=1;
      p4osep1=min(p4osep1,(agedays-pbf6o01));
      end;
    if pBF7I01 ge 2 then do;
      p4nsep1=1;
      p4osep1=min(p4osep1,(agedays-pbf7o01));
      end;
    if pbg2I01 ge 2 then do;
      p4nsep1=1;
      p4osep1=min(p4osep1,(agedays-pbg2o01));
      end;
  end;
else if pBF5I01 ne . or pBF6I01 ne . or pBF7I01 ne . or pbg2I01 ne . then p4nsep1=0;
end;

*** replaced pbg2i01 with pbi1i01 ***;

if version in ('1.4','2.0.3') then do;
  if pBF5I01 ge 2 or pBF6I01 ge 2 or pBF7I01 ge 2 or pbi1I01 ge 2 then do;
    if pBF5I01 ge 2 then do;
      p4nsep1=1;
      p4osep1=min(p4osep1,(agedays-pbf5o01));
      end;
    if pBF6I01 ge 2 then do;
      p4nsep1=1;
      p4osep1=min(p4osep1,(agedays-pbf6o01));
      end;
end;
if pBF7I01 ge 2 then do;
p4nsep1=1;
p4osep1=min(p4osep1,(agedays-pbf7o01));
end;
if pbii1i01 ge 2 then do;
p4nsep1=1;
p4osep1=min(p4osep1,(agedays-pbii01));
end;
end;
else if pBF5I01 ne . or
     pBF6I01 ne . or pBF7I01 ne . or
     pbii1i01 ne . then p4nsep1=0;
end;

label p4nsep1='Sep.distress from home or att.figure';
label p4osep1='Onset age:Sep.distress from home or att.figure';

j4nsep1 = p4nsep1;
        j4osep1 = p4osep1;

label j4nsep1='Sep.distress from home or att.figure';
label j4osep1='Onset age:Sep.distress from home or att.figure';

***************SAS Code for CAPA**********************;
If YAPA ne 1 then do;
if      pBF5I01 ge 2 or
     pBF6I01 ge 2 or pBF7I01 ge 2 then do;
      if pBF5I01 ge 2 then do;
p4nsep1=1;
p4osep1=min(p4osep1,(agedays-pbf5o01));
end;
if pBF6I01 ge 2 then do;
p4nsep1=1;
p4osep1=min(p4osep1,(agedays-pbf6o01));
end;
if pBF7I01 ge 2 then do;
p4nsep1=1;
p4osep1=min(p4osep1,(agedays-pbf7o01));
end;
end;
else if pBF5I01 ne '' or
     pBF6I01 ne '' or pBF7I01 ne '' then p4nsep1=0;
label p4nsep1='Sep.distress from home or att.figure';
label p4osep1='Onset age:Sep.distress from home or att.figure';

if      cBF5I01 ge 2 or
     cBF6I01 ge 2 or cBF7I01 ge 2 then do;
      if cBF5I01 ge 2 then do;
c4nsep1=1;
c4osep1=min(c4osep1,(agedays-cbf501));
end;
if cBF6I01 ge 2 then do;
c4nsep1=1;
c4osep1=min(c4osep1,(agedays-cbf6o01));
end;
if cBF7I01 ge 2 then do;
c4nsep1=1;
c4osep1=min(c4osep1,(agedays-cbf7o01));
end;
end;
else if cBF5I01 ne '' or
  cBF6I01 ne '' or cBF7I01 ne '' then c4nsep1=0;
label c4nsep1='Sep.distress from home or att.figure';
label c4osep1='Onset age:Sep.distress from home or att.figure';
if c4nsep1 = 1 or p4nsep1 = 1 then j4nsep1 = 1;
else if c4nsep1 ne . or p4nsep1 ne . then j4nsep1 = 0;
label j4nsep1='Sep.distress from home or att.figure';
label j4osep1='Onset age:Sep.distress from home or att.figure';
end;

**************SAS Code for YAPA**********************;
*No yapa variable;
J4NSEP2: Worry about possible harm

**Separation Anxiety Variable List**

**Description**

**Glossary Notes**

**Additional Variables**

**N, Weighted Prevalence, and Missing Data**

**Citations**

**SAS CODE**

**Separation Anxiety (symptom list)**

---

**DESCRIPTION**

---

DSM-IV definition: Difficulty concentrating on tasks.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- N/A.

Note:

<table>
<thead>
<tr>
<th>Available (home)</th>
<th>1.3</th>
<th>1.4</th>
<th>2.0.3</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available (school)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (elsewhere)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>90th % Cutoff</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### RAW VARIABLE(S)

<table>
<thead>
<tr>
<th></th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>p/cbe8i01</strong></td>
<td>1.3</td>
<td>1.4</td>
<td>2.0</td>
</tr>
<tr>
<td>(worries about possible harm)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td><strong>p/cbe7f01</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(separation worries / anxiety)</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td><strong>pbf1i01</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(rises to check on family members)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td><strong>pbf1f01</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(rises to check on family members)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
SAMPLE INTERVIEW SECTION

Child and Adolescent Psychiatric Assessment

Definitions and questions

SEPARATION ANXIETY

SEPARATION WORRIES/ANXIETY

Excessive worries or fear concerning separation from the persons to whom the affected child is attached.

There are 2 forms of Separation Worries/Anxiety: Worries/Anxiety about Possible Harm, and Worries/Anxiety about Calamitous Separation.

WORRIES/ANXIETY ABOUT POSSIBLE HARM

Unrealistic and persistent worry or fear about possible harm befalling major attachment figures, or fear that they will leave and will not return.

"When you're away from your parents do you worry that they might come to some harm?"

"Or leave you?"

How much do you worry about that?

What do you do about it?

Can you stop yourself worrying?

What do you do?

WORRIES/ANXIETY ABOUT CALAMITOUS SEPARATION

Unrealistic and persistent worry or fear that an unexpected calamitous event will separate the child from a major attachment figure, e.g., the child will be lost, kidnapped, killed, or be the victim of an accident.

"Do you worry that you might come to some harm while you're away from your family?"

What do you do about it?

What happens at school time?

What happens if a friend asks you to go out?

What do you do about it?

Can you stop yourself worrying about that?
**Definitions and questions**

**RELUCTANCE TO SLEEP ALONE**
Persistent reluctance to go to sleep without being near a major attachment figure.

*Can you go to sleep on your own?*

What happens?  
What do you do about it?  
How long does that last?  

What do your family members do?  
Could you go to sleep by yourself if you had to?

**SLEEPS WITH FAMILY MEMBER**
Actually sleeps with a family member because of persistent refusal to sleep (through the night) without being near a major attachment figure.

*Can you sleep the night through on your own?*

*Do you ever have to sleep with your Mom and Dad?*

**RIsing TO CHECK ON FAMILY MEMBERS**
Rising at night to check that attachment figures are still present and/or free from harm.  
This does not include rising to check on subject's own child, if s/he has one.

*Do you ever get up to check that your "family members" are OK?*

How often do you do that?
GLOSSARY NOTES

(RNotes from PAPA Glossary)

RISING TO CHECK ON FAMILY MEMBERS

Rising at night to check that attachment figures are still present and/or free from harm.

0 = Symptom absent

2 = Sometimes rises to check on family members but without waking them.

3 = Wakes family members up when checks on them.

(Notes from CAPA Glossary)

SEPARATION WORRIES/ANXIETY

Developmentally inappropriate, excessive worries or fears concerning separation from the persons to whom the affected child is attached. They have the characteristics of Worries or Subjective Anxious Affect in general. (A total daily duration on one hour is not required.) Typically, the child will worry about a major attachment figure coming to some harm, or going away and not returning, or that the child himself will get lost or die or be hurt, resulting in separation, from major attachment figures. There is no firm age requirement to count as an attachment figure nor must it necessarily be a parent, although the major attachment figure would most predictably be a parental figure.

Sometimes one might think that the child has separation anxiety because s/he expresses anxiety about being separated from his/her parents while s/he is an inpatient undergoing treatment. In this instance one should question further to determine whether this is excessive and whether there is some evidence that the child has experienced this anxiety in the past (prior to the admission), and in relation to other situations in which s/he anticipated separation from his/her parents. Anxiety limited to fear of upcoming novel (and potentially unpleasant) separation such as that presented by hospitalization is not counted here.

2 = Worrying or Subjective Anxious Affect intrusive into at least two activities and uncontrollable at least some of the time.
3 = Worrying or Subjective Anxious Affect intrusive into most activities and nearly always uncontrollable.

There are two subtypes of Separation Worries/Anxiety:

**RISING TO CHECK ON FAMILY MEMBERS**

Rising at night to check that attachment figures are still present and/or free from harm. This does not include rising to check on the subject's own child if s/he has one.

2 = Sometimes rises to check on family members but without waking them.

3 = Wakes family members up when checks on them.

---

**N, WEIGHTED PREVALENCE, AND MISSING DATA**

<table>
<thead>
<tr>
<th></th>
<th>PAPA Weighted %</th>
<th>N</th>
<th>CAPA Weighted %</th>
<th>N</th>
<th>YAPA Weighted %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing (total)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>0</td>
<td>89.63</td>
<td>373</td>
<td>96.88</td>
<td>6396</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>10.37</td>
<td>55</td>
<td>3.12</td>
<td>278</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

---

**OTHER VARIABLES**

J4OSEP2: 'Onset age: Worry about possible harm’

---

**SAS CODE**
***************SAS Code for PAPA**********************;
*** Don't have pbe7i01 ***;
if version='1.3' then
  do;
  if pBE8I01 ge 2 or pBF1F01 ge 12 then do;
    if pBE8I01 ge 2 then do;
      p4nsep2=1;
      p4osep2=min(p4osep2,(agedays-pbe8o01));
    end;
    if pBF1F01 ge 12 then do;
      p4nsep2=1;
      p4osep2=min(p4osep2,(agedays-pbf1o01));
    end;
  end;
  else if pBE8I01 ne . or pBF1F01 ne . then p4nsep2=0;
end;
if version in ('1.4','2.0.3') then do;
  *** replaced pbf1F01 with pbf1I01 ***;
  if pBE8I01 ge 2 or pBF1I01 ge 2 then do;
    if pBE8I01 ge 2 then do;
      p4nsep2=1;
      p4osep2=min(p4osep2,(agedays-pbe8o01));
    end;
    if pBF1I01 ge 2 then do;
      p4nsep2=1;
      p4osep2=min(p4osep2,(agedays-pbf1o01));
    end;
  end;
  else if pBE8I01 ne . or pBF1I01 ne . then p4nsep2=0;
end;
label p4nsep2='Worry about possible harm to attachment figure';
label p4osep2='Onset age:Worry about harm to attachment figure';
j4nsep2 = p4nsep2;
j4osep2 = p4osep2;
label j4nsep2='Worry about possible harm to attachment figure';
label j4osep2='Onset age:Worry about harm to attachment figure';

***************SAS Code for CAPA***********************;
If YAPA ne 1 then do;
  if (pBE8I01 ge 2 and pBE7F01 ge 12) or
pBF1F01 ge 12 then do;
  if (pBE8I01 ge 2 and pBE7F01 ge 12) then do;
    p4nsep2=1;
    p4osep2=min(p4osep2,(agedays-pbe7o01));
  end;
  if pBF1F01 ge 12 then do;
    p4nsep2=1;
    p4osep2=min(p4osep2,(agedays-pbf1o01));
  end;
end;
else if (pBE8I01 ne ' ' and pBE7F01 ne ' ') or
  pBF1F01 ne ' ' then p4nsep2=0;

label p4nsep2='Worry about possible harm';
label p4osep2='Onset age: Worry about harm';

if (cBE8I01 ge 2 and cBE7F01 ge 12) or
  cBF1F01 ge 12 then do;
  if (cBE8I01 ge 2 and cBE7F01 ge 12) then do;
    c4nsep2=1;
    c4osep2=min(c4osep2,(agedays-cbe7o01));
  end;
  if cBF1F01 ge 12 then do;
    c4nsep2=1;
    c4osep2=min(c4osep2,(agedays-cbf1o01));
  end;
end;
else if (cBE8I01 ne ' ' and cBE7F01 ne ' ') or
  cBF1F01 ne ' ' then c4nsep2=0;

label c4nsep2='Worry about possible harm';
label c4osep2='Onset age: Worry about harm';

if c4nsep2 = 1 or p4nsep2 = 1 then j4nsep2 = 1;
else if c4nsep2 ne . or p4nsep2 ne . then j4nsep2 = 0;

label j4nsep2='Worry about possible harm';
label j4osep2='Onset age: Worry about harm';
end;

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

*No yapa variable;
**J4NSEP3: Doesn’t listen**

**Separation Anxiety Variable List**

**Description**

**Raw Variable(s)**

**CAPA Interview Section**

**Glossary Notes**

**Additional Variables**

**N, Weighted Prevalence, and Missing Data**

**Citations**

**SAS CODE**

**Separation Anxiety (symptom list)**

---

**DESCRIPTION**

---

DSM-IV definition: Doesn’t listen.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- N/A.

---

Note:

<table>
<thead>
<tr>
<th>Available (home)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available (school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (elsewhere)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

90th % Cutoff

<table>
<thead>
<tr>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>1.4</td>
<td>2.0 .3</td>
</tr>
</tbody>
</table>

---

**RAW VARIABLE(S)**

---

<table>
<thead>
<tr>
<th>p/cbe9i01 (worries about calamitous separation)</th>
<th>1.3</th>
<th>1.4</th>
<th>2.0 .3</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>p/cbe7f01 (separation worries / anxiety)</th>
<th>N</th>
<th>N</th>
<th>N</th>
<th>Y</th>
<th>N</th>
<th>N</th>
</tr>
</thead>
</table>
SAMPLE INTERVIEW SECTION

Child and Adolescent Psychiatric Assessment

Definitions and questions

SEPARATION ANXIETY

SEPARATION WORRIES/ANXIETY
Excessive worries or fear concerning separation from the persons to whom the affected child is attached.

There are 2 forms of Separation Worry/Anxiety: Worries/Anxiety about Possible Harm, and Worries/Anxiety about Calamitous Separation.

WORRIES/ANXIETY ABOUT POSSIBLE HARM
Unrealistic and persistent worry or fear about possible harm befalling major attachment figures, or fear that they will leave and will not return.

*When you're away from your parents do you worry that they might come to some harm?

*Or leave you?
How much do you worry about that?
What do you do about it?
Can you stop yourself worrying?
What do you do?

WORRIES/ANXIETY ABOUT CALAMITOUS SEPARATION
Unrealistic and persistent worry or fear that an unexpected calamitous event will separate the child from a major attachment figure, e.g., the child will be lost, kidnapped, killed, or be the victim of an accident.

*Do you worry that you might come to some harm while you're away from your family?
What do you do about it?
What happens at school time?
What happens if a friend asks you to go out?

What do you do about it?
Can you stop yourself worrying about that?

Coding rules

<table>
<thead>
<tr>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C06701</td>
</tr>
<tr>
<td>C067001</td>
</tr>
<tr>
<td>C067002</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C06801</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C069101</td>
</tr>
</tbody>
</table>
GLOSSARY NOTES

(Notes from PAPA Glossary)

WORRIES/ANXIETY ABOUT CALAMITOUS SEPARATION

Unrealistic and persistent Subjective Anxious Affect or Worry that an untoward calamitous event (e.g. car accident, getting lost or kidnaped) will separate the child from a major attachment figure; or that following separation, a calamitous event (such as an accident, mutilation, or death) will occur to the child.

2 = Fear or Worrying intrusive into at least two activities and uncontrollable at least some of the time.

3 = Fear or Worrying intrusive into most activities and nearly always uncontrollable.

(Notes from CAPA Glossary)

SEPARATION WORRIES/ANXIETY

Developmentally inappropriate, excessive worries or fears concerning separation from the persons to whom the affected child is attached. They have the characteristics of Worries or Subjective Anxious Affect in general. (A total daily duration on one hour is not required.) Typically, the child will worry about a major attachment figure coming to some harm, or going away and not returning, or that the child himself will get lost or die or be hurt, resulting in separation, from major attachment figures. There is no firm age requirement to count as an attachment figure nor must it necessarily be a parent, although the major attachment figure would most predictably be a parental figure.

Sometimes one might think that the child has separation anxiety because s/he expresses anxiety about being separated from his/her parents while s/he is an inpatient undergoing treatment. In this instance one should question further to determine whether this is excessive and whether there is some evidence that the child has experienced this anxiety in the past (prior to the admission), and in relation to other situations in which s/he anticipated separation from his/her parents. Anxiety limited to fear of upcoming novel (and potentially unpleasant) separation such as that presented by hospitalization is not counted here.

2 = Worrying or Subjective Anxious Affect intrusive into at least two activities and uncontrollable at least some of the time.

3 = Worrying or Subjective Anxious Affect intrusive into most activities and nearly always uncontrollable.
There are two subtypes of Separation Worries/Anxiety:

**WORRIES/ANXIETY ABOUT CALAMITOUS SEPARATION**

Unrealistic and persistent Subjective Anxious Affect or Worry that an untoward calamitous event (e.g. car accident, getting lost or kidnapped) will separate the child from a major attachment figure; or that following separation, a calamitous event (such as an accident, mutilation, or death) will occur to the child.

2 = Fear or Worrying intrusive into at least two activities and uncontrollable at least some of the time.

3 = Fear or Worrying intrusive into most activities and nearly always uncontrollable.

### N, WEIGHTED PREVALENCE, AND MISSING DATA

<table>
<thead>
<tr>
<th></th>
<th>PAPA Weighted</th>
<th>N</th>
<th>CAPA Weighted</th>
<th>N</th>
<th>YAPA Weighted</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing (total)</td>
<td>.13</td>
<td>2</td>
<td>.01</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>.13</td>
<td>2</td>
<td>.01</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>0</td>
<td>99.51</td>
<td>424</td>
<td>99.23</td>
<td>6615</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>.35</td>
<td>3</td>
<td>.76</td>
<td>58</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

### OTHER VARIABLES

J4OSEP3: 'Onset age: Worry about calamitous separation'
SAS CODE

'******************SAS Code for PAPA******************';
*** PAPA  ***;
*** Don't have pbe7f01 ***;

if pBE9I01 ge 2 then do;
   p4nsep3=1;
p4osep3=(agedays-pbe9o01);
end;
else if pBE9I01 ne . then p4nsep3=0;

label p4nsep3 = 'Worry about calamitous separation';
label p4osep3 = 'Onset age:Worry about calam. separation';

j4nsep3 = p4nsep3;
j4osep3 = p4osep3;

label j4nsep3 = 'Worry about calamitous separation';
label j4osep3 = 'Onset age:Worry about calam. separation';

'******************SAS Code for CAPA******************';
If YAPA ne 1 then do;

if pBE9I01 ge 2 and pBE7F01 ge 12 then do;
   p4nsep3=1;
p4osep3=(agedays-pbe7o01);
end;
else if pBE9I01 ne . and pBE7F01 ne . then p4nsep3=0;

label p4nsep3 = 'Worry about calamitous separation';
label p4osep3 = 'Onset age:Worry about calam. separation';

if cBE9I01 ge 2 and cBE7F01 ge 12 then do;
   c4nsep3=1;
c4osep3=(agedays-cbe7o01);
end;
else if cBE9I01 ne . and cBE7F01 ne . then c4nsep3=0;

label c4nsep3 = 'Worry about calamitous separation';
label c4osep3 = 'Onset age:Worry about calam. separation';
if c4nsep3 = 1 or p4nsep3 = 1 then j4nsep3 = 1;
else if c4nsep3 ne . or p4nsep3 ne . then j4nsep3 = 0;

label j4nsep3 = 'Worry about calamitous separation';
label j4osep3 = 'Onset age:Worry about calam. separation';
end;

'******************SAS Code for YAPA******************';
*No yapa variable;
**J4NSEP4: Persistent reluctance/refusal to go to school**

**Separation Anxiety Variable List**

**Description**

**Raw Variable(s)**

**CAPA Interview Section**

**Glossary Notes**

**Additional Variables**

**N, Weighted Prevalence, and Missing Data**

**Citations**

**SAS CODE**

**Separation Anxiety (symptom list)**

---

**DESCRIPTION**

DSM-IV definition: Does not follow instructions, fails to finish

Informant:  
PAPA - Parent only.  
CAPA - Parent and child either/or rule.  
YAPA - N/A.

Note:

<table>
<thead>
<tr>
<th></th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available (home)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (elsewhere)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>90th % Cutoff</td>
<td>1</td>
<td>20</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**RAW VARIABLE(S)**

<table>
<thead>
<tr>
<th>Variable</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pbg6i01</strong> (fear anxiety about daycare / school attendance screen positive)</td>
<td>1.3</td>
<td>1.4</td>
<td>2.0.3</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td><strong>pbi5i01</strong> (fear anxiety about daycare/school attendance screen positive)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>pbg7i01</td>
<td>stays out of daycare/school some mornings due to fear/anxiety</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>pb6i01</td>
<td>stays out of daycare/school some mornings due to fear/anxiety</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>pbg7f01</td>
<td>stays out of daycare/school some mornings due to fear/anxiety - frequency</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>pbe3i01</td>
<td>has to be taken to school some mornings due to fear / anxiety</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>pbe3i02</td>
<td>has to be taken to school some mornings due to separation anxiety</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>pbg8i01</td>
<td>picked up early from daycare / school due to fear / anxiety</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>pb9i01</td>
<td>child tries unsuccessfully to leave daycare / school due to fear / anxiety</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>pbg9i01</td>
<td>child leaves daycare / school due to fear / anxiety</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>pb7i01</td>
<td>has to take child to daycare or school due to fear/anxiety</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>pb7i02</td>
<td>misses time at daycare/school due to separation anxiety</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>pb9i01</td>
<td>child tries unsuccessfully to leave daycare/school due to fear/anxiety</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>pbj0i01</td>
<td>child leaves daycare/school due to fear/anxiety</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbd8i01</td>
<td>worries/anxiety about leaving home - intensity</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbd8f01</td>
<td>worries/anxiety about leaving home - frequency</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbd8d01</td>
<td>worries/anxiety about leaving home - duration</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbd9i01</td>
<td>anticipatory fear of school - intensity</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbd9f01</td>
<td>anticipatory fear of school - frequency</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbd9d01</td>
<td>anticipatory fear of school - duration</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbe0f01</td>
<td>fear when away of what will happen at home - frequency</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>p/cbe0d01</td>
<td>fear when away of what will happen at home - duration</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>p/cbe2f01</td>
<td>stays at home some mornings due to worry/anxiety</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>p/cbe3f01</td>
<td>has to be taken to school some mornings due to worry/anxiety</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbe4f01</td>
<td>child fails to reach or leaves school to come home due to worry/anxiety</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>p/cbe5f01</td>
<td>child fails to reach or leaves school and goes off alone due to</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>p/cbe6f01 (child fails to reach or leaves school and goes off with peers due to worry/anxiety)</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>p/cbe7f01 (separation worries anxiety)</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
STAYS OUT OF DAYCARE/SCHOOL SOME MORNINGS (FEAR/ANXIETY)

Child stays out of daycare/school because of fear/anxiety/emotional disturbance.

*Over the last three months, has X been unable to go to daycare/school because s/he was so upset, frightened, or worried about going?*

*What happened?*

*Does s/he cry or scream?*

*Does s/he kick, hit or bite when s/he is so upset?*

*How often does this happen?*

*What do you do when this happens?*

*Do you try to make him/her go to daycare/school?*

*How do you do that?*

*What happens then?*

*When was the first time this happened?*

IF MISSED ANY DAYS DUE TO FEAR/ANXIETY, CONTINUE. OTHERWISE SKIP TO NEXT PAGE.

MISSING TIME AT DAYCARE/SCHOOL (FEAR/ANXIETY)

Time missed because of fear/anxiety related to daycare/school attendance. Do not include time missed for usually acceptable reasons, such as sickness.

*How many days of daycare/school has X missed because of fear or anxiety?*
HAS TO BE TAKEN TO DAYCARE/SCHOOL (FEAR/ANXIETY)

*Does your child ride a bus/car pool to daycare/school?

IF SO:

*Do you have to take your child to daycare/school sometimes because s/he is too scared or upset to ride the bus/car pool?

How often has this happened?

What happens?

When was the first time?

Is it because of X's difficulty in separating from you?

PICKED UP EARLY FROM DAYCARE/SCHOOL (FEAR/ANXIETY)

Child picked up from daycare/school before the end of the day because s/he is too afraid or upset to remain at daycare/school.

*In the last three months, have you had to pick him/her up from daycare/school before the day was over, because s/he was too afraid or upset to be at daycare/school?

Has the teacher or care giver called and asked you to pick X up before the daycare/school day was done?

Why did the teacher or care giver think that X needed to be picked up?

How many times has this happened over the last three months?

When did this start?
ATTEMPTS TO LEAVE DAYCARE/SCHOOL (FEAR/ANXIETY)

"Has s/he ever tried to leave daycare/school without permission?"

What happened?
Why do you think s/he tried to leave?
Was s/he afraid or worried?
How often has this happened?

IF ATTEMPT WAS MADE, ASK IF ATTEMPT WAS SUCCESSFUL, OTHERWISE SKIP TO NEXT PAGE.

"Has s/he ever actually left daycare/school without permission?"

What happened?
Where did s/he go?
Do you know why s/he left?
How often has this happened?

QUESTION IN DETAIL TO DIFFERENTIATE ANXIETY OVER DAYCARE/SCHOOL ATTENDANCE FROM POOR SUPERVISION, OR OTHER REASONS FOR LEAVING SUCH AS ILLNESS.
**WORRIES/ANXIETY OVER GOING TO SCHOOL**

REMEMBER TO GET EXAMPLES OF BEHAVIOR.

CONSIDER SEPARATION ANXIETY RATINGS IN RELATION TO THESE ITEMS

**WORRIES/ANXIETY ABOUT LEAVING HOME**

Worry or subjective anxious affect related to leaving home for school.

*Are you ever worried about leaving home to go to school?*

*Are you frightened about having to leave home?*

Why?
What do you think might happen?

Do you ever end up staying at home? Or leaving school early, before you should?

**ANTICIPATORY FEAR OF SCHOOL**

Anticipatory worry or subjective anxious affect related to school situation.

*Are you frightened or worried about anything at school?*

*Such as particular classes, or teachers, or the behavior of other children?*

Why?

*Do you get worried or frightened about school when you’re not actually there?*

Can you stop yourself being “frightened”? How do you do it? How often does it work?

**WORRIES/ANXIETY ABOUT LEAVING HOME**

2 = With anticipatory worry or anticipatory anxiety intrusive into at least 2 activities that cannot be entirely controlled.

3 = With anticipatory worry or anticipatory anxiety occurring, almost entirely uncontrollably, in most activities.

**ANTICIPATORY FEAR OF SCHOOL**

2 = With anticipatory worry or anticipatory anxiety intrusive into at least 2 activities that cannot be entirely controlled.

3 = With anticipatory anxiety occurring, almost entirely uncontrollably, in most activities.
Definitions and questions

FEAR WHEN AWAY OF WHAT WILL HAPPEN AT HOME

Worry or subjective anxious affect related to the possibility of bad things happening at home while the child is at school.

*Do you worry about what might happen at home when you’re away at school?

What do you think about?
What do you do about that?
What happens then?

Do you worry about what might happen when you’re away even when you’re at home?

PHYSICAL SYMPTOMS ON SEPARATION

Complaints of physical symptoms, e.g. stomachaches, headaches, nausea, vomiting, on school days, or on other occasions when separation from major attachment figures occurs or is anticipated.

*Do you get any aches or pains on school days?

*Or at other times when you have to leave your parents?

*Do you ever feel sick at these times?

Or get headaches?

Or stomachaches?

REMEMBER TO COMPLETE ANXIOUS AUTONOMIC SYMPTOMS SECTION (PAGE 79/77).
**PATTERN OF NON-ATTENDANCE (WORRY/ANXIETY)**

**STAYS AT HOME SOME MORNINGS (WORRY/ANXIETY)**

Subject stays out of school because of worry/anxiety/emotional disturbance.

*Do you stay at home sometimes?*

*When is that?*

*How often?*

*How do you feel on these mornings?*

*What do your parents do when you don’t want to go to school?*
  *Do they make you go?*
  *Do they try to?*
  *What happens then?*

*Tell me about the last time it happened.*
*Is it like that every morning?*

**QUESTION IN DETAIL TO DIFFERENTIATE STAYING AT HOME BECAUSE OF ANXIETY, OR OTHER EMOTIONAL DISTURBANCE, FROM STAYING AT HOME FOR OTHER REASONS.**

**HAS TO BE TAKEN TO SCHOOL (WORRY/ANXIETY)**

Parent, or someone else, has to take child to school to ensure arrival because the child is anxious about leaving home or going to school.

*Do your parents have to take you to school sometimes?*

*Why is that?*

*How often?*

*What happens?*
RUNS OUT OF SCHOOL (WORRY/ANXIETY)

Child either fails to reach school because of worry/anxiety, or leaves before end of school day without permission because of worry/anxiety.

*Are there ever times when you just can’t bear to go into school?

What is it that makes it difficult for you to go into school?

*Or when you leave school without permission?

Why do you leave?
Where do you go?
Who with?
What do you do?
What have your parents done about that?
What has the school done?

QUESTION IN DETAIL TO DIFFERENTIATE ANXIETY OVER SCHOOL ATTENDANCE FROM TRUANCY OR OTHER FORMS OF NON-ATTENDANCE

IF SCHOOL NON-ATTENDANCE PRESENT, REMEMBER TO COMPLETE LEGAL ACTION OR TREATMENT SECTION (PAGE 51) AND AUTONOMIC SYMPTOMS.

DISTINGUISH BETWEEN ANXIOUS AUTONOMIC SYMPTOMS SPECIFIC TO PANIC ATTACK (PAGE 77) AND ANXIOUS SYMPTOMS NOT ACCOMPANIED BY PANIC ATTACK (PAGE 73).

IF EVIDENCE OF WORRY/ANXIETY OVER SEPARATION (SCREEN PAGE 52), COMPLETE SEPARATION ANXIETY (PAGE 57). OTHERWISE, SKIP TO WORRIES (PAGE 61).
SEPARATION ANXIETY

SEPARATION WORRIES/ANXIETY
Excessive worries or fear concerning separation from the persons to whom the affected child is attached.

There are 2 forms of Separation Worries/Anxiety: Worries/Anxiety about Possible Harm, and Worries/Anxiety about Calamitous Separation.

WORRIES/ANXIETY ABOUT POSSIBLE HARM
Unrealistic and persistent worry or fear about possible harm befalling major attachment figures, or fear that they will leave and will not return.

"When you're away from your parents do you worry that they might come to some harm?"

"Or leave you?"

How much do you worry about that?
What do you do about it?
Can you stop yourself worrying?
What do you do?

WORRIES/ANXIETY ABOUT CALAMITOUS SEPARATION
Unrealistic and persistent worry or fear that an unexpected calamitous event will separate the child from a major attachment figure, e.g., the child will be lost, kidnapped, killed, or be the victim of an accident.

"Do you worry that you might come to some harm while you're away from your family?"

What do you do about it?
What happens at school time?
What happens if a friend asks you to go out?

What do you do about it?
Can you stop yourself worrying about that?

Coding rules

SEPARATION WORRIES/ANXIETY
2 = Worrying or anxiety is intrusive into at least 2 activities and uncontrollable at least some of the time.
3 = Worrying or anxiety is intrusive into most activities and nearly always uncontrollable.

WORRIES ABOUT POSSIBLE HARM
2 = Worrying is intrusive into at least 2 activities and uncontrollable at least some of the time.
3 = Worrying is intrusive into most activities and nearly always uncontrollable.

WORRIES ABOUT CALAMITOUS SEPARATION
2 = Worrying is intrusive into at least 2 activities and uncontrollable at least some of the time.
3 = Worrying is intrusive into most activities and nearly always uncontrollable
STAYS OUT OF DAYCARE/SCHOOL SOME MORNINGS (FEAR/ANXIETY)

Child stays out of daycare/school because of fear/anxiety/emotional disturbance.

Over the last three months, has X been unable to go to daycare/school because s/he was so upset, frightened, or worried about going?

What happened?
Does s/he cry or scream?
Does s/he kick, hit or bite when s/he is so upset?
How often does this happen?
What do you do when this happens?
Do you try to make him/her go to daycare/school?
How do you do that?
What happens then?

When was the first time this happened?

IF MISSED ANY DAYS DUE TO FEAR/ANXIETY, CONTINUE. OTHERWISE, SKIP TO "HAS TO BE TAKEN TO DAYCARE/SCHOOL (FEAR/ANXIETY)", (PAGE 12).
**definitions and questions**

**MISSING TIME AT DAYCARE/SCHOOL (FEAR/ANXIETY)**
Time missed because of fear/anxiety related to daycare/school attendance. Do not include time missed for usually acceptable reasons, such as sickness.

*Has X missed any days of daycare/school because of fear or anxiety?*

*How many days of daycare/school has X missed because of fear or anxiety?*

*Number of 1/2 days in daycare/school period when enrolled in daycare/school.*

**HAS TO BE TAKEN TO DAYCARE/SCHOOL (FEAR/ANXIETY)**

*Does your child ride a bus/car pool to daycare/school?*

*Do you have to take your child to daycare/school sometimes because s/he is too scared or upset to ride the bus/car pool?*

*How often has this happened? What happens?*

*When was the first time?*

*Is it because of X’s difficulty in separating from you?*

**coding rules**

**MISSING TIME AT DAYCARE/SCHOOL (FEAR/ANXIETY)**

0 = Absent

2 = Present

**HAS TO TAKE CHILD TO DAYCARE/SCHOOL**

0 = No

2 = Yes, on at least one occasion in last 3 months.

**DUE TO SEPARATION ANXIETY**

0 = No

2 = Yes
Definitions and questions

FEAR/ANXIETY ABOUT DAYCARE/SCHOOL ATTENDANCE-UNABLE TO GO TO DAYCARE/SCHOOL BECAUSE WORRIED OR UPSET

Has s/he ever been unable to go to daycare/school because s/he was worried or upset?

When was the first time she was unable to go to daycare/school because s/he was worried or upset?

FEAR/ANXIETY ABOUT DAYCARE/SCHOOL ATTENDANCE-SCREEN POSITIVE

Has s/he been scared or anxious about going to daycare or school in the last three months?

Does s/he get worried or upset on mornings when s/he has to go to daycare/school?

Does s/he cry, scream or have a tantrum about going to school/daycare?

Has s/he pretended to be sick so s/he won’t have to go to school/daycare?

Have you had to pick him/her up early from daycare/school because she was too afraid or upset to stay?

IF FEAR/ANXIETY ABOUT DAYCARE/SCHOOL NOT PRESENT IN THE LAST THREE MONTHS, SKIP TO "BEDTIME", (PAGE 4).
Definitions and questions

PICKED UP EARLY FROM DAYCARE/SCHOOL (FEAR/ANXIETY)
Child picked up from daycare/school before the end of the day because s/he is too afraid or upset to remain at daycare/school.

In the last three months, have you had to pick him/her up from daycare/school before the day was over, because s/he was too afraid or upset to be at daycare/school?

Has the teacher or care giver called and asked you to pick X up before the daycare/school day was done? Why did the teacher or care giver think that X needed to be picked up?

How many times has this happened over the last three months?

When did this start?

ATTEMPTS TO LEAVE DAYCARE/SCHOOL (FEAR/ANXIETY)

QUESTION IN DETAIL TO DIFFERENTIATE ANXIETY OVER DAYCARE/SCHOOL ATTENDANCE FROM POOR SUPERVISION, OR OTHER REASONS FOR LEAVING SUCH AS ILLNESS.

Has s/he ever tried to leave daycare/school without permission?

What happened?

Why do you think s/he tried to leave?

Was s/he afraid or worried?

How often has this happened?

ACTUALLY LEAVES DAYCARE/SCHOOL (FEAR/ANXIETY)
Has s/he ever actually left daycare/school without permission?

What happened?

Where did s/he go?

Do you know why s/he left?
FEAR/ANXIETY ABOUT DAYCARE/SCHOOL ATTENDANCE
Fear and/or anxiety specifically related to daycare/school attendance.

EVER: SCARED OR ANXIOUS ABOUT GOING TO DAYCARE OR SCHOOL
0 = No
2 = Yes

EVER: UNABLE TO GO TO DAYCARE/SCHOOL BECAUSE WORRIED OR UPSET
0 = No
2 = Yes

FEAR/ANXIETY ABOUT LEAVING HOME
Fear or subjective anxious affect related to leaving home for daycare/school.

0 = Absent
2 = Anticipatory worry or anticipatory anxiety present and at times is responsive to reassurance
3 = Anticipatory worry or anticipatory anxiety present and almost entirely uncontrollable
ANTICIPATORY FEAR OF DAYCARE/SCHOOL

Anticipatory fear or subjective anxious affect related to daycare/school situation.

0 = Absent

2 = With anticipatory worry or anticipatory anxiety intrusive into at least 2 activities that cannot be entirely controlled.

3 = With anticipatory anxiety occurring, almost entirely uncontrollably, in most activities

CONTENT OF FEARS

Code up to three

1 = Teacher/caregiver
2 = Other children
3 = Recess
4 = Show and Tell
5 = Eating lunch or snack
6 = Going to the bathroom
7 = Other specific activity (e.g., art) ___________________________
8 = Generalized
9 = Unknown
STAYS OUT OF DAYCARE/SCHOOL SOME MORNINGS (FEAR/ANXIETY)
Child stays out of daycare/school because of fear/anxiety/emotional disturbance.

DAYCARE/SCHOOL NON-ATTENDANCE (FEAR/ANXIETY)
0 = Absent
2 = Without marked parental attempts to get him/her to daycare/school
3 = With marked parental attempts to get him/her to daycare/school

MISSING TIME AT DAYCARE/SCHOOL (FEAR/ANXIETY)
Time missed because of fear/anxiety related to daycare/school attendance. Do not include time missed for usually acceptable reasons, such as sickness.

Number of 2 days in daycare/school period when enrolled in daycare/school

PARENT HAS TO TAKE CHILD TO SCHOOL
0 = No
2 = Yes, on at least one occasion in last 3 months

CHILD IS PICKED UP EARLY FROM DAYCARE/SCHOOL (FEAR/ANXIETY)
0 = No
2 = Yes
ATTEMPTS TO LEAVE DAYCARE/SCHOOL (FEAR/ANXIETY)

CHILD TRIES UNSUCCESSFULLY TO LEAVE DAYCARE/SCHOOL (FEAR/ANXIETY)

0 = No
2 = Yes

CHILD LEAVES DAYCARE/SCHOOL (FEAR/ANXIETY)

0 = No
2 = Yes

(Notes from CAPA Glossary)

WORRY/ANXIETY OVER SCHOOL ATTENDANCE AND SEPARATION

Note that this section has a screening structure that includes missing time at school because of worries/anxiety. This does not mean, however, that school time must have been missed for the section to be completed. Any evidence of worries or anxiety over school attendance and separation is grounds for completing the section.

Note also that these specific worries are not counted in the Worries section, and do not need to meet the "worries" time criterion of one hour in total daily duration. This is an example of the general CAPA rule that states that if a mental state or behavior meets criteria for two or more symptoms it is coded only under the more specific heading. That is the item that involves the greatest number of characteristics of the mental state or behavior.

It is not uncommon, however, for a mental state or behavior to be coded under two items, when those items refer to different aspects of that state or behavior. For instance, a subject who described feeling simultaneously depressed and irritable would receive codings under both Depressed Mood and Irritability.

NB. For these items, worrying/anxiety does not have to last at least one hour, provided that it conforms to the usual requirements for intrusiveness, uncontrollability and occurrence in at least two activities. Anticipatory worrying should also be considered, in the same way as anticipatory
anxiety is included in the rating of Subjective Anxious Affect. This is of particular importance when a child has not been to school with parental collusion for some time, since in such a case, actual worrying or anxiety may not have been present during the previous three months. However, the child may be quite clear that such worrying or anxiety would have accompanied school attendance or pressure from others to attend, in which case worry/anxiety over school attendance should be coded as being present. If the child is not going to school at all see TIME PERIOD reference below.

If a child says s/he has missed time at school for worries/anxiety, but then does not code for worries/anxiety about school in the section, reconsider whether time was missed because of worry/anxiety or whether it was actually truancy.

TIME PERIOD

1) Worry/Anxiety Over School Attendance is completed on the primary period if the child was enrolled for at least one month and present at least 1 day per week for 4 weeks; otherwise it is to be completed on the secondary or tertiary period.

2) Worry/Anxiety Over Separation is always completed on the primary period, due to the notion that separation experiences can occur regardless of school enrollment and/or attendance.

WORRY/ANXIETY OVER SCHOOL ATTENDANCE

Worry and/or Subjective Anxious Affect (q.v.) with content specifically related to the topic of school attendance. The worry or anxiety may be more or less reasonable in the interviewer's judgment, but no account should be taken of this. For instance, the child who is clearly suffering from severe bullying and is afraid to go to school because of it scores here, as well as the child who appears to be afraid for no good reason.

This item serves as a screen and no ratings are made. There are, therefore, no intensity definitions. If there is worry or anxiety over school attendance, then the time reported as being missed from school is coded under Missing Time at School (Worry/Anxiety), on the other hand, if there is no such worry or anxiety, then such time missed from school, without an acceptable excuse, should be coded under Missing Time at School (Truancy). Time may also be missed at school on account of both Truancy and Worry/Anxiety. In this situations the total amount of time is divided between Truancy and Worry/Anxiety in the proportions described by the child or parent.

WORRY/ANXIETY OVER SEPARATION

Worry and/or Subjective Anxious Affect (q.v.) with content specifically related to the topic of separation from attachment figures. The worry or anxiety may be more or less reasonable in the interviewer's judgment, but no account should be taken of this.
On the Worry/ Anxiety Over School Attendance and Separation screen, if the subject responds negatively to the questions related to Worry/ Anxiety Over School Attendance, yet responds positively to 1 or more of the Separation Anxiety questions, complete both the Worry/ Anxiety Over School Attendance and the Separation sections. However, if the subject responds positively to the questions related to Worry/ Anxiety Over School Attendance and negatively to all the Separation Anxiety related screen questions, then only do the Worry/ Anxiety Over School Attendance section and skip the Separation section.

If symptoms in either the Worry/ Anxiety Over School Attendance or the Separation section are coded, then be sure to complete the Anxious Autonomic Symptoms.

MISSING TIME AT SCHOOL (WORRY/ANXIETY)

The child fails to reach, or leaves school without the permission of the school authorities, and without a normally acceptable excuse (such as illness) because of Worry/Anxiety over Separation or Worry/Anxiety over School Attendance.

Code the average number of missed half days during the School Period (period when the subject was enrolled in school for at least 4 weeks) due to Worry/Anxiety over School Attendance or Worry/Anxiety over Separation.

Three lessons = one half day
Six lessons = two half days
Nine lessons = 3 half days.
(Round to nearest multiple of 3)

WORRIES/ANXIETY OVER GOING TO SCHOOL

TIME PERIOD

The Worry/ Anxiety Over School Attendance section is completed on the primary period if the child was enrolled for at least one month and present at least 1 day per week for 4 weeks; otherwise it is to be completed on whatever time s/he did attend in the primary period plus the secondary or tertiary period.

WORRIES/ANXIETY ABOUT LEAVING HOME

Worry or Subjective Anxious Affect related to leaving home for school. In this case the worry or anxiety must be specifically about the home rather than about the school. Of course, worries about both the home and school may be present, in which case, both should be coded.

2 = With anticipatory worries or anxiety in at least two activities that cannot entirely be controlled.
3 = With anticipatory anxiety occurring almost entirely uncontrollably in most activities.

**ANTICIPATORY FEAR OF SCHOOL**

Worry or Subjective Anxious Affect related to the school situation. Include fears about lessons, relationships with teachers and peer relationships at school, or any other worries or anxieties relating directly to the school situation.

Normal test anxiety does not code here. Exclude worries or anxiety about a particular test in the week before that test. Worrying or anxiety about school tests at other times are, however, coded here.

2 = With anticipatory worry or anxiety in at least two activities that cannot entirely be controlled.

3 = With anticipatory worry or anxiety occurring almost entirely uncontrollably in most activities.

**FEAR OF WHAT WILL HAPPEN AT HOME WHEN AWAY**

Worry or Subjective Anxious Affect related to a perceived possibility that something terrible is going to happen, or might happen, at home, while the child is at school. Include fears or worries that may seem justified or realistic, such as that the child's mother may be beaten up by a boyfriend who has done it before, provided that they conform to the intensity definitions. This item codes worries specific to what will happen at home when the child is at school. This is distinguished from Worries About Possible Harm, which is an unrealistic fear of what may happen to the child's attachment figures when the child is separated from them. If child has both Fear of What Will Happen at Home When Away and Fear about Possible Harm, code all fears that occur at school here, and all unrealistic fears, that occur either at school or other separation situations under Fear of Possible Harm. Thus, unrealistic fears occurring at school are coded under both items.

2 = Worry or Subjective Anxious Affect is intrusive into at least two activities, and uncontrollable at least sometimes.

3 = Worry or Subjective Anxious Affect is intrusive into most activities, and nearly always uncontrollable.

**PATTERN OF NON-ATTENDANCE (WORRY/ANXIETY)**
STAYS AT HOME SOME MORNINGS (WORRY/ANXIETY)

The child remains at home from school because of worry/anxiety/emotional disturbance. Do not include here children who stay at home simply because they dislike school, unless they are avoiding school because of worry, anxiety or other emotional disturbance. School avoidance of that sort should be rated under Pattern of Non-Attendance (Truancy).

2 = Without marked parental attempts to get the subject to school.

3 = With marked parental attempts to get the subject to school.

HAS TO BE TAKEN TO SCHOOL (WORRY/ANXIETY)

The child's parents, or some other adult (such as an education welfare officer), have to take the child to school to ensure arrival, because the child is anxious about leaving home or going to school. Do not include children who are taken to school by other children or their older siblings.

0 = No

2 = Yes, on at least one occasion in the last three months.

RUNS OUT OF SCHOOL (WORRY/ANXIETY)

The child either fails to reach school because of anxiety, or leaves before the end of school day without permission for the same reason.

3 possible patterns are coded under this heading:

CHILD FAILS TO REACH, OR LEAVES, SCHOOL AND RETURNS HOME (WORRY/ANXIETY)

CHILD FAILS TO REACH, OR LEAVES, SCHOOL AND GOES OFF ALONE (WORRY/ANXIETY)

CHILD FAILS TO REACH, OR LEAVES, SCHOOL AND GOES OFF WITH PEERS (WORRY/ANXIETY)
**Missing data notes:**
- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

**OTHER VARIABLES**

**J40SEP4:** 'Onset age: Persistent reluctance/refusal to go to school'

**SAS CODE**

```
***************SAS Code for PAPA***************;
*** PAPA ***;
*** does not use the duration and frequency approach ***;
*** new variables added ***;
*** pbg6i01 pbg7i01 pbg7f01 pbe3i02 ***;
*** pbg8i01 pbf9i01 pbg9i01 ***;
*** don't have these variables ***;
*** pbe0i01 pbd7f01 pbe2i01 pbe4f01 ***;
*** pbe5f01 pbe6f01 ***;

*** 09/04/2006: error here pbe3i02 was written as pbe3i01 ***;

if version='1.3' then do;
if pbd8i01 ge 2 or pbd9i01 ge 2 or
    pbg7i01 ge 2 or pbe3i01 ge 2 or
    pbe3i02 ge 2 or pbg8i01 ge 2 or
    pbf9i01 ge 2 or pbg9i01 ge 2 or
    pbg6i01 ge 2 then do;
```
if pbd8i01 ge 2 then do;
  p4nsep4=1;
  p4osep4=min(p4osep4,(agedays-pbd8o01));
end;
if pbd9i01 ge 2 then do;
  p4nsep4=1;
  p4osep4=min(p4osep4,(agedays-pbd9o01));
end;
if pbg7i01 ge 2 then do;
  p4nsep4=1;
  p4osep4=min(p4osep4,(agedays-pbg7o01));
end;
*** 09/04/2006: note here 3i01/3i02 are used but only ***;
*** one onset variable ***;
if pbe3i01 ge 2 then do;
  p4nsep4=1;
  p4osep4=min(p4osep4,(agedays-pbe3o01));
end;
if pbe3i02 ge 2 then do;
  p4nsep4=1;
  p4osep4=min(p4osep4,(agedays-pbe3o01));
end;
if pbg8i01 ge 2 then do;
  p4nsep4=1;
  p4osep4=min(p4osep4,(agedays-pbg8o01));
end;
if pbf9i01 ge 2 then do;
  p4nsep4=1;
  p4osep4=min(p4osep4,(agedays-pbf9o01));
end;
if pbg9i01 ge 2 then do;
  p4nsep4=1;
  *** no onset var ***;
  p4osep4=.;
end;
end;
*** 09/04/2006: note typo was 'pbg6i01 ge 2' now 'ge .' ***;
else if pbd8i01 ne . or pbd9i01 ne . or
  pbg7i01 ne . or pbe3i01 ne . or
  pbe3i02 ne . or pbg8i01 ne . or
  pbf9i01 ne . or pbg9i01 ne . or
  pbg6i01 ge . then p4nsep4=0;
end;
if version in ('1.4','2.0.3') then do;
if pbd8i01 ge 2 or pbd9i01 ge 2 or
  pb16i01 ge 2 or pb17i01 ge 2 or
  pb17i02 ge 2 or pbg8i01 ge 2 or
  pb19i01 ge 2 or pbj0i01 ge 2 or
  pb15i01 ge 2 then do;
if pbd8i01 ge 2 then do;
p4nsep4=1;
p4osep4=min(p4osep4,(agedays-pbd8o01));
end;
if pbd9i01 ge 2 then do;
p4nsep4=1;
p4osep4=min(p4osep4,(agedays-pbd9o01));
end;
if pbi6i01 ge 2 then do;
p4nsep4=1;
p4osep4=min(p4osep4,(agedays-pbi6o01));
end;
*** 08/04/2006: note 7i01/7i02 but only 7o01 onset used ***;
if pbi7i01 ge 2 then do;
p4nsep4=1;
p4osep4=min(p4osep4,(agedays-pbi7o01));
end;
if pbi7i02 ge 2 then do;
p4nsep4=1;
p4osep4=min(p4osep4,(agedays-pbi7o01));
end;
if pbg8i01 ge 2 then do;
p4nsep4=1;
p4osep4=min(p4osep4,(agedays-pbg8o01));
end;
if pbj0i01 ge 2 then do;
p4nsep4=1;
p4osep4=min(p4osep4,(agedays-pbj0o01));
end;
if pbj0i02 ge 2 then do;
p4nsep4=1;
p4osep4=min(p4osep4,(agedays-pbj0o01));
end;
if pbi5i01 ge 2 then do;
p4nsep4=1;
*** no onset variable ***;
end;
end;

else if pbd8i01 ne . or pbd9i01 ne . or
  pbi6i01 ne . or pbi7i01 ne . or
  pbi7i02 ne . or pbj01i01 ne . or
  pbj0i01 ne . or pbg8i01 ne . or
  pbi5i01 ge . then p4nsep4=0;
end;

label p4nsep4 = 'Persistent reluctance/refusal to go to school/daycare';
label p4osep4 = 'Onset age: reluctance/refusal to go to school/daycare';
j4nsep4 = p4nsep4;
j4osep4 = p4osep4;

label j4nsep4 = 'Persistent reluctance/refusal to go to school/daycare';
label j4osep4 = 'Onset age: reluctance/refusal to go to school/daycare';

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

\begin{align*}
p41dur &= pBD8F01*pBD8D01; \\
p42dur &= pBD9F01*pBD9D01; \\
p43dur &= pBE0F01*pBE0D01;
\end{align*}

\textit{label} p41dur = 'WORRIES/ANXIETY ABOUT LEAVING HOME: freq * duration';

\textit{label} p42dur = 'ANTICIPATORY FEAR OF SCHOOL: freq * duration';

\textit{label} p43dur = 'FEAR WHAT WILL HAPPEN HOME WHEN AWAY: freq * duration';

\begin{align*}
\text{if sum(of p41dur p42dur p43dur) ge 20 or} \\
\text{sum(of pBE2F01 pBE3F01 pBE4F01 pBE5F01 pBE6F01 pBD7F01) ge 3} \\
\text{then do;}
\end{align*}

\begin{align*}
\text{if sum(of p41dur p42dur p43dur) ge 20 then do;} \\
p4nsep4 = 1; \\
p4osep4 = \min((\text{agedays-pbd8o01}), \\
(\text{agedays-pbd9o01}), \\
(\text{agedays-pbe0o01})); \\
\text{end;}
\end{align*}

\begin{align*}
\text{if sum(of pBE2F01 pBE3F01 pBE4F01 pBE5F01 pBE6F01 pBD7F01) ge 3} \\
\text{then do;} \\
p4nsep4 = 1; \\
p4osep4 = \min(p4osep4, (\text{agedays-pbd7o01})); \\
\text{end;}
\end{align*}

\begin{align*}
\text{end;}
\end{align*}

\begin{align*}
\text{else if p41dur ne . or p42dur ne . or p43dur ne . or} \\
pBE2F01 ne ' ' or pBE3F01 ne ' ' or pBE4F01 ne ' ' or \\
pBE5F01 ne ' ' or pBE6F01 ne ' ' or pBD7F01 ne ' ' then p4nsep4 = 0;
\end{align*}

\textit{label} p4nsep4 = 'Persistent reluctance/refusal to go to school';

\textit{label} p4osep4 = 'Onset age: reluctance/refusal to go to school';

\begin{align*}
c41dur &= cBD8F01*cBD8D01; \\
c42dur &= cBD9F01*cBD9D01; \\
c43dur &= cBE0F01*cBE0D01;
\end{align*}

\textit{label} c41dur = 'WORRIES/ANXIETY ABOUT LEAVING HOME: freq * duration';

\textit{label} c42dur = 'ANTICIPATORY FEAR OF SCHOOL: freq * duration';

\textit{label} c43dur = 'FEAR WHAT WILL HAPPEN HOME WHEN AWAY: freq * duration';

\begin{align*}
\text{if sum(of c41dur c42dur c43dur) ge 20 or} \\
\text{sum(of cBE2F01 cBE3F01 cBE4F01 cBE5F01 cBE6F01 cBD7F01) ge 3} \\
\text{then do;}
\end{align*}

\begin{align*}
\text{if sum(of c41dur c42dur c43dur) ge 20 then do;} \\
c4nsep4 = 1; \\
c4osep4 = \min((\text{agedays-cbd8o01}), \\
(\text{agedays-cbd9o01}), \\
(\text{agedays-cbe0o01})); \\
\text{end;}
\end{align*}

\begin{align*}
\text{if sum(of cBE2F01 cBE3F01 cBE4F01 cBE5F01 cBE6F01 cBD7F01) ge 3} \\
\text{then do;}
\end{align*}
c4nsep4=1;
c4nsep4=min(c4nsep4,(agedays-cbd701));
end;
end;

else if c41dur ne . or c42dur ne . or c43dur ne . or cBE2F01 ne ' ' or cBE3F01 ne ' ' or cBE4F01 ne ' ' or cBE5F01 ne ' ' or cBE6F01 ne ' ' or CBD7F01 ne ' ' then c4nsep4=0;

label c4nsep4 = 'Persistent reluctance/refusal to go to school';
label c4osep4 = 'Onset age: reluctance/refusal to go to school';

if c4nsep4 = 1 or p4nsep4 = 1 then j4nsep4 = 1;
else if c4nsep4 ne . or p4nsep4 ne . then j4nsep4 = 0;

label j4nsep4 = 'Persistent reluctance/refusal to go to school';
label j4osep4 = 'Onset age: reluctance/refusal to go to school';

end;

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

*No yapa variable;
J4NSEP5: Avoidance of being alone

Separation Anxiety Variable List

Description

Raw Variable(s)

CAPA Interview Section

Glossary Notes

Additional Variables

N, Weighted Prevalence, and Missing Data

Citations

SAS CODE

Separation Anxiety (symptom list)

DESCRIPTION

DSM-IV definition: Difficulty organizing tasks/activities.

Informant: PAPA- Parent only.
       CAPA- Parent and child either/or rule.
       YAPA- N/A.

Note:

<table>
<thead>
<tr>
<th></th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available (home)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (elsewhere)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>90\textsuperscript{th} % Cutoff</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

RAW VARIABLE(S)

<table>
<thead>
<tr>
<th></th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>p/chf4i01 (avoidance of being alone)</td>
<td>1.3</td>
<td>1.4</td>
<td>2.0.3</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE INTERVIEW SECTION

Child and Adolescent Psychiatric Assessment

Definitions and questions

AVOIDANCE OF SLEEPING AWAY FROM FAMILY
Avoidance, or attempted avoidance, of sleeping away from family, as a result of worrying or anxiety about separation from home or family.

*Have you ever been on any overnight school trips?
*Do you ever stay overnight with friends?
*What about at your grandmother’s (or other relatives)?

IF NO, ASK:
Have you ever been asked to sleep over?
Do you get worried about sleeping away from home?

SEPARATION DREAMS
Unpleasant dreams involving theme of separation.

*Do you have any nightmares about leaving your “parents”?
How often?

AVOIDANCE OF BEING ALONE
Persistent avoidance of being alone, due to anxiety about being away from attachment figures.

*Do you try to avoid being on your own?
Why is that?
What do you do?

Coding rules

AVOIDANCE OF SLEEPING AWAY FROM FAMILY
2 = Avoidance, or attempted avoidance, in last 3 months, but has slept away from the family at some time.
3 = Avoidance in last 3 months, and has never slept away from family.
5 = Opportunity not arisen in the last 3 months.

SEPARATION DREAMS
2 = Separation dreams recalled
3 = Separation nightmares wake subject

AVOIDANCE OF BEING ALONE
2 = At least sometimes tries to avoid being alone because of at least sometimes uncontrollable worry or anxiety about being away from attachment figures.
3 = Almost always tries to avoid being alone because of nearly always uncontrollable worry or anxiety about being away from attachment figures.
GLOSSARY NOTES

(Notes from PAPA Glossary)

AVOIDANCE OF BEING ALONE

Persistent avoidance of being alone, due to anxiety about being away from major attachment figures.

2 = At least sometimes tries to avoid being alone because of at least sometimes uncontrollable anxiety about being away from attachment figure(s).

3 = Almost always tries to avoid being alone because of nearly always uncontrollable anxiety about being away from attachment figure(s).

(Notes from CAPA Glossary)

AVOIDANCE OF BEING ALONE

Persistent avoidance of being alone, due to anxiety about being away from major attachment figures.

2 = At least sometimes tries to avoid being alone because of at least sometimes uncontrollable anxiety about being away from attachment figure(s).

3 = Almost always tries to avoid being alone because of nearly always uncontrollable anxiety about being away from attachment figure(s).

N, WEIGHTED PREVALENCE, AND MISSING DATA

<table>
<thead>
<tr>
<th></th>
<th>PAPA Weighted %</th>
<th>N</th>
<th>CAPA Weighted %</th>
<th>N</th>
<th>YAPA Weighted %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing (total)</td>
<td>.24</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>.24</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>0</td>
<td>86.06</td>
<td>361</td>
<td>98.83</td>
<td>6568</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>13.71</td>
<td>65</td>
<td>1.17</td>
<td>106</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Missing data notes:
- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

OTHER VARIABLES

J4OSEP5: 'Onset age: Avoidance of being alone'

SAS CODE

*************SAS Code for PAPA*************;
*** PAPA ***;
if pBF4I01 ge 2 then do;
   p4nsep5=1;
   p4osep5=(agedays-pbf4o01);
   end;
else if pBF4I01 ne . then
   p4nsep5=0;
label p4nsep5='Avoidance of being alone';
label p4osep5='Onset age:Avoidance of being alone';
j4nsep5 = p4nsep5;
j4osep5 = p4osep5;

label j4nsep5='Avoidance of being alone';
label j4osep5='Onset age:Avoidance of being alone';

*************SAS Code for CAPA*************;
If YAPA ne 1 then do;
   if pBF4I01 ge 2 then do;
      p4nsep5=1;
      p4osep5=(agedays-pbf4o01);
      end;
   else if pBF4I01 ne ' ' then
      p4nsep5=0;

   label p4nsep5='Avoidance of being alone';
   label p4osep5='Onset age:Avoidance of being alone';

    if cBF4I01 ge 2 then do;
      c4nsep5=1;
c4osep5=(agedays-cbf4o01);
   end;
else if cBF4I01 ne '' then
   c4nsep5=0;

label c4nsep5='Avoidance of being alone';
label c4osep5='Onset age:Avoidance of being alone';

if c4nsep5 = 1 or p4nsep5 = 1 then j4nsep5 = 1;
else if c4nsep5 ne . or p4nsep5 ne . then j4nsep5 = 0;

label j4nsep5='Avoidance of being alone';
label j4osep5='Onset age:Avoidance of being alone';
end;

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

*No yapa variable;
J4NSEP6: Reluctance to sleep away

Separation Anxiety Variable List

Description

Raw Variable(s)

CAPA Interview Section

Glossary Notes

Additional Variables

N, Weighted Prevalence, and Missing Data

Citations

SAS CODE

Separation Anxiety (symptom list)

DESCRIPTION

DSM-IV definition: Avoids sustained mental effort.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- N/A.

Note:

<table>
<thead>
<tr>
<th>Available (home)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available (school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (elsewhere)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>90th % Cutoff</td>
<td>90</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

RAW VARIABLE(S)

<table>
<thead>
<tr>
<th>pfj6f01 (sleeps with family member)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>20.3</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

59
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>p/cbf0i01</td>
<td>(reluctance to sleep alone - intensity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p/cbf0f01</td>
<td>(reluctance to sleep alone - frequency)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p/cbf2i01</td>
<td>(avoidance of sleeping away from family)</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>p/cbf8i01</td>
<td>(sleeps with family member)</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>
SAMPLE INTERVIEW SECTION

Definitions and questions

SLEEPS WITH FAMILY MEMBER DUE TO A RELUCTANCE TO SLEEP ALONE

Sleeps part of the night or whole night with a family member because of persistent refusal to sleep (through the night) without being near a major attachment figure.

Exclude sleeping in a “family bed” with parents.

Does s/he sleep with you for part of the night because s/he refuses to sleep alone?

Or the whole night?

Does s/he sleep with any other family member(s)?

Whom does s/he sleep with?

How often does s/he sleep with family member(s)?

How long does s/he sleep with a family member?

When did this start?
RELUCTANCE TO SLEEP ALONE

Persistent reluctance to go to sleep without being near a major attachment figure.

*Can you go to sleep on your own?

What happens?
What do you do about it?
How long does that last?

What do your family members do?

Could you go to sleep by yourself if you had to?

SLEEPS WITH FAMILY MEMBER

Actually sleeps with a family member because of persistent refusal to sleep (through the night) without being near a major attachment figure.

*Can you sleep the night through on your own?

*Do you ever have to sleep with your Mom and Dad?

RISING TO CHECK ON FAMILY MEMBERS

Rising at night to check that attachment figures are still present and/or free from harm.
This does not include rising to check on subject's own child, if s/he has one.

*Do you ever get up to check that your "family members" are OK?

How often do you do that?

Coping rules

RELUCTANCE TO SLEEP ALONE
2 = Sometimes reluctant to go to sleep alone.
3 = Almost always reluctant to go to sleep alone. Protax nearly every night unless allowed to go to sleep with family member.

SLEEPS WITH FAMILY MEMBER
2 = Sometimes insists on sleeping with family member.
3 = Almost always insists on sleeping with family member.

RISING TO CHECK ON FAMILY MEMBERS
2 = Sometimes rises to check on family members but without waking them.
3 = Wakes family members up when checks on them.
### Definitions and Questions

**AVOIDANCE OF SLEEPING AWAY FROM FAMILY**
Avoidance, or attempted avoidance, of sleeping away from family, as a result of worrying or anxiety about separation from home or family.

- Have you ever been on any overnight school trips?
- Do you ever stay overnight with friends?
- What about at your grandmother’s (or other relatives)?

If no, ask:

- Have you ever been asked to sleep over?
- Do you get worried about sleeping away from home?

**SEPARATION DREAMS**
Unpleasant dreams involving theme of separation.

- Do you have any nightmares about leaving your “parents”?
  - How often?

**AVOIDANCE OF BEING ALONE**
Persistent avoidance of being alone, due to anxiety about being away from attachment figures.

- Do you try to avoid being on your own?
  - Why is that?
  - What do you do?

---

### Coding Rules

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR2101</td>
<td>AVOIDANCE OF SLEEPING AWAY FROM FAMILY</td>
</tr>
<tr>
<td>CPR2001</td>
<td>INTENSITY</td>
</tr>
<tr>
<td>CPR2102</td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>CPR2001</td>
<td>Onset</td>
</tr>
</tbody>
</table>

**SEPARATION DREAMS**

- 2 = Separation dreams recalled
- 3 = Separation nightmares wake subject

---

**AVOIDANCE OF BEING ALONE**

- 2 = At least sometimes tries to avoid being alone because of at least sometimes uncontrollable worry or anxiety about being away from attachment figures.
- 3 = Almost always tries to avoid being alone because of nearly always uncontrollable worry or anxiety about being away from attachment figures.
Definitions and questions

**RELUCTANCE TO SLEEP ALONE**
Persistent reluctance to go to sleep without being near a major attachment figure.

*Can you go to sleep on your own?*
What happens?
What do you do about it?
How long does that last?
What do your family members do?
Could you go to sleep by yourself if you had to?

**SLEEPS WITH FAMILY MEMBER**
Actually sleeps with a family member because of persistent refusal to sleep (through the night) without being near a major attachment figure.

*Can you sleep the night through on your own?*

*Do you ever have to sleep with your Mom and Dad?*

**RISE TO CHECK ON FAMILY MEMBERS**
Rising at night to check that attachment figures are still present and/or free from harm. This does not include rising to check on subject’s own child, if s/he has one.

*Do you ever get up to check that your “family members” are OK?*
How often do you do that?

**Coding rules**

**RELUCTANCE TO SLEEP ALONE**
2 = Sometimes reluctant to go to sleep alone.
3 = Almost always reluctant to go to sleep alone. Protest nearly every night unless allowed to go to sleep with family member.

**SLEEPS WITH FAMILY MEMBER**
2 = Sometimes insists on sleeping with family member.
3 = Almost always insists on sleeping with family member.

**RISE TO CHECK ON FAMILY MEMBERS**
2 = Sometimes rises to check on family members but without waking them.
3 = Wakes family members up when checks on them.
GLOSSARY NOTES

(Notes from PAPA Glossary)

RELUCTANCE TO GO TO SLEEP ALONE

Persistent reluctance, or refusal to go to sleep without being near a major attachment figure.

0 = Symptom absent

2 = Sometimes reluctant to go to sleep alone.

3 = Almost always reluctant to go to sleep alone. Protests nearly every night unless family member in room with him/her while s/he falls asleep.

MOST COMMON SCENARIO WHEN CHILD RELUCTANT TO GO TO SLEEP ALONE

1 = Adult caregiver in child’s room but not in bed

2 = Adult caregiver in child’s bed

3 = Child in adult caregiver’s bed with adult caregiver in room

4 = Child is in adult caregiver’s bed with adult caregiver in bed

5 = Other____________

SLEEPS WITH FAMILY MEMBER DUE TO A RELUCTANCE TO SLEEP ALONE

Sleeps part of the night or whole night with a family member because of persistent refusal to sleep (through the night) without being near a major attachment figure.

Exclude sleeping in a family bed® with parents or others, if the child is not expected to sleep elsewhere.

SLEEPS WITH FAMILY MEMBER

0 = Absent

2 = Present

FREQUENCY: # OF NIGHTS
DURATION: HOW MUCH OF NIGHT

1 = Less than 1 hour
2 = More than one hour
3 = All night

(Notes from CAPA Glossary)

RELUCTANCE TO SLEEP ALONE

Persistent reluctance, or refusal, to go to sleep without being next to a major attachment figure, or to go to sleep away from home.

2 = Sometimes reluctant to go to sleep alone. Protests and attempts to sleep with parents on at least some occasions.

3 = Almost always reluctant to go to sleep alone. Protests nearly every night unless allowed to go to sleep with parents.

SLEEPS WITH FAMILY MEMBER

Actually sleeps with a family member because of persistent refusal to sleep (through the night) without being near a major attachment figure.

2 = Sometimes insists on sleeping with family member.

3 = Almost always insists on sleeping with family member.

AVOIDANCE OF SLEEPING AWAY FROM FAMILY

Avoidance, or attempted avoidance, of sleeping away from the family, as a result of Worrying or Subjective Anxious Affect about separation from home or family.

2 = Avoidance, or attempted avoidance, during the last three months, but the subject has slept away from the family at some time.

3 = Avoidance in last three months, and has not slept away from family at any time.

S = An opportunity to sleep away from the family has not arisen during the last 3 months.
N, WEIGHTED PREVALENCE, AND MISSING DATA

<table>
<thead>
<tr>
<th></th>
<th>PAPA Weighted %</th>
<th>N</th>
<th>CAPA Weighted %</th>
<th>N</th>
<th>YAPA Weighted %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing (total)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>0</td>
<td>76.06</td>
<td>312</td>
<td>98.16</td>
<td>6517</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>23.94</td>
<td>116</td>
<td>1.84</td>
<td>157</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Missing data notes:
- PAPA: no notes.
- CAPA: no notes
- YAPA: n/a

OTHER VARIABLES

J4OSEP6: 'Onset age: Reluctance to sleep away'

SAS CODE

***************SAS Code for PAPAg**************;
*** PAPA ***;
*** pbf0i01(reluctant to sleep alone) ***;
*** New: ***;
*** pfj6i01 (sleeps with family member) ***;
*** pfj6f01 (frequency of sleeping with family member) ***;
*** pfj6x01 (how much of night sleeps with family member) ***;
*** pfj5x02 (location of sleep initiation) ***;
*** (either 2 (sib=s bed) or 3 (parent=s bed)) ***;
*** will need to cross this with pfj5x01 ***;
*** (sleep arrangements) so that we can exclude ***;
*** those children who sleep arrangement is to ***;
*** sleep with a family member ***;
*** (i.e. 4=shares bed with sibling; 5=shares bed with parent 6=family bed)***;
*** don't have: ***;
*** pbf2i01***;
*** pbf8i01***;
*** ***;

if pbf0f01 ge 90 or
 pfj6f01 ge 90 then do;

if pbf0f01 ge 90 then do;
 p4nsep6=1;
 p4osep6=min(p4osep6,(agedays–pBF0o01));
 end;
 if pfj6f01 ge 90 then do;
 p4nsep6=1;
 p4osep6=min(p4osep6,(agedays–pfj6i01));
 end;
 end;

else if pBF0I01 ne . or pfj6i01 ne .
 then p4nsep6=0;

 label p4nsep6='Reluctance to sleep away(go to sleep or sleep alone)';
 label p4osep6='Onset age:Reluctance to sleep away(go to sleep or sleep alone)';

j4nsep6 = p4nsep6;
j4osep6 = p4osep6;

 label j4nsep6='Reluctance to sleep away(go to sleep or sleep alone)';
 label j4osep6='Onset age:Reluctance to sleep away(go to sleep or sleep alone)';

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

If YAPA ne 1 then do;
 if pBF0I01 ge 2 or pBF2I01 ge 2 or
 pbf8i01 ge 2 then do;

 if pBF0I01 ge 2 then do;
 p4nsep6=1;
 p4osep6=min(p4osep6,(agedays–pbf0o01));
 end;
 if pBF2I01 ge 2 then do;
 p4nsep6=1;
 p4osep6=min(p4osep6,(agedays–pbf2o01));
 end;
 if pbf8i01 ge 2 then do;
 p4nsep6=1;
 p4osep6=min(p4osep6,(agedays–pbf8o01));
 end;

 else if pBF0I01 ne ' ' or pBF2I01 ne ' ' or
 pbf8i01 ne ' ' then
 p4nsep6=0;

 label p4nsep6='Reluctance to sleep away';
label p4osep6='Onset age:Reluctance to sleep away';
if cBF0I01 ge 2 or cBF2I01 ge 2 or cbf8I01 ge 2 then do;
  if cBF0I01 ge 2 then do;
    c4nsep6=1;
    c4osep6=min(c4osep6,(agedays-cbf0o01));
  end;
  if cBF2I01 ge 2 then do;
    c4nsep6=1;
    c4osep6=min(c4osep6,(agedays-cbf2o01));
  end;
  if cbf8I01 ge 2 then do;
    c4nsep6=1;
    c4osep6=min(c4osep6,(agedays-cbf8o01));
  end;
end;
else if cBF0I01 ne ' ' or cBF2I01 ne ' ' or cbf8I01 ne ' ' then
  c4nsep6=0;
label c4nsep6='Reluctance to sleep away';
label c4osep6='Onset age:Reluctance to sleep away';
if c4nsep6 = 1 or p4nsep6 = 1 then j4nsep6 = 1;
else if c4nsep6 ne . or p4nsep6 ne . then j4nsep6 = 0;
label j4nsep6='Reluctance to sleep away';
label j4osep6='Onset age:Reluctance to sleep away';
end;

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

*No yapa variable;
J4NSEP7: Separation nightmares

Separation Anxiety Variable List

Description

Raw Variable(s)

CAPA Interview Section

Glossary Notes

Additional Variables

N, Weighted Prevalence, and Missing Data

Citations

SAS CODE

Separation Anxiety (symptom list)

DESCRIPTION

DSM-IV definition: Often loses things.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- N/A.

Note:

<table>
<thead>
<tr>
<th>Available (home)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available (school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (elsewhere)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>90th % Cutoff</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

RAW VARIABLE(S)

<table>
<thead>
<tr>
<th>p/cbf3i01 (separation dreams - intensity)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.3</td>
<td>1.4</td>
<td>2.0.3</td>
</tr>
<tr>
<td>p/cbf3f01 (separation dreams - frequency)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Π – 70
SAMPLE INTERVIEW SECTION

Child and Adolescent Psychiatric Assessment

Definitions and questions

AVOIDANCE OF SLEEPING AWAY FROM FAMILY
Avoidance, or attempted avoidance, of sleeping away from family, as a result of worrying or anxiety about separation from home or family.

*Have you ever been on any overnight school trips?
*Do you ever stay overnight with friends?
*What about at your grandmother’s (or other relatives)?

IF NO, ASK:
Have you ever been asked to sleep over?
Do you get worried about sleeping away from home?

SEPARATION DREAMS
Unpleasant dreams involving theme of separation.

*Do you have any nightmares about leaving your “parents”?
How often?

AVOIDANCE OF BEING ALONE
Persistent avoidance of being alone, due to anxiety about being away from attachment figures.

*Do you try to avoid being on your own?
Why is that?
What do you do?
GLOSSARY NOTES
(Notes from PAPA Glossary)

SEPARATION DREAMS
Unpleasant dreams involving theme of separation.

0 = Absent
2 = Separation dreams recalled
3 = Separation nightmares wake subject

(Notes from CAPA Glossary)

SEPARATION DREAMS
Unpleasant dreams involving the theme of separation.

0 = Absent
2 = Separation dreams during the last three months can be recalled.
3 = Separation nightmares have woken the subject during the last three months.

N, WEIGHTED PREVALENCE, AND MISSING DATA

<table>
<thead>
<tr>
<th></th>
<th>PAPA Weighted %</th>
<th>N</th>
<th>CAPA Weighted %</th>
<th>N</th>
<th>YAPA Weighted %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing (total)</td>
<td>.91</td>
<td>8</td>
<td>.01</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>.91</td>
<td>8</td>
<td>.01</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Missing data notes:
- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

Other Variables

\textbf{J4OSEP7: 'Onset age: Separation nightmares'}

SAS Code

\texttt{**************SAS Code for PAPA**********************;}\newpage
\texttt{if pBF3i01 ge 2 then do;}\newpage
\texttt{p4nsep7=1;}\newpage
\texttt{p4osep7=(agedays-pbf3o01);}\newpage
\texttt{end;}\newpage
\texttt{else if pBF3i01 ne . then} \newpage
\texttt{p4nsep7=0;} \newpage
\texttt{label p4nsep7='Separation nightmares';}\newpage
\texttt{label p4osep7='Onset age:Separation nightmares';}\newpage
\texttt{j4nsep7 = p4nsep7;} \newpage
\texttt{j4osep7 = p4osep7;} \newpage
\texttt{label j4nsep7='Separation nightmares';}\newpage
\texttt{label j4osep7='Onset age:Separation nightmares';}\newpage

\texttt{**************SAS Code for CAPA**********************;}\newpage
\texttt{if YAPA ne 1 then do;}\newpage
\texttt{if pBF3f01 ge 2 then do;}\newpage
\texttt{p4nsep7=1;}
p4osep7=(agedays-pbf3o01);
end;
else if pBF3F01 ne ' ' then
  p4nsep7=0;

label p4nsep7='Separation nightmares';
label p4osep7='Onset age:Separation nightmares';

if cBF3F01 ge 2 then do;
  c4nsep7=1;
  c4osep7=(agedays-cbf3o01);
end;
else if cBF3F01 ne ' ' then
  c4nsep7=0;

label c4nsep7='Separation nightmares';
label c4osep7='Onset age:Separation nightmares';

if c4nsep7 = 1 or p4nsep7 = 1 then j4nsep7 = 1;
else if c4nsep7 ne . or p4nsep7 ne . then j4nsep7 = 0;

label j4nsep7='Separation nightmares';
label j4osep7='Onset age:Separation nightmares';

end;

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

*No yapa variable;
J4NSEP8: Physical symptoms

Separation Anxiety Variable List

Description

Raw Variable(s)

CAPA Interview Section

Glossary Notes

Additional Variables

N, Weighted Prevalence, and Missing Data

Citations

SAS CODE

Separation Anxiety (symptom list)

DESCRIPTION

DSM-IV definition: Easily distracted.

Informant: PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA - N/A.

Note:

<table>
<thead>
<tr>
<th>Available (home)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available (school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Available (elsewhere)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>90th % Cutoff</td>
<td>1</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

RAW VARIABLE(S)

<table>
<thead>
<tr>
<th>pbg1i01 (physical symptoms on separation)</th>
<th>1.3</th>
<th>1.4</th>
<th>2.0.3</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pbg3i01 (physical symptoms over daycare/school attendance)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pfj2x01 (abdominal pain #1 linked to)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>pfj2x02 (abdominal pain #2 linked to)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>pfj2x03 (abdominal pain #3 linked to)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>pfj2x04 (abdominal pain #4 linked to)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>pfj1x01 (headache #1 linked to)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>pfj1x02 (headache #2 linked to)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>pfj1x03 (headache #3 linked to)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>pfj1x04 (headache #4 linked to)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>pbi0i01 (physical symptoms on separation – exclude when going to daycare/school)</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>p/cbe1f01 (physical symptoms on separation-include daycare/school and other anticipated separation)</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
SAMPLE INTERVIEW SECTION

* Preschool Age Psychiatric Assessment

Definitions and questions

PHYSICAL SYMPTOMS ON SEPARATION

Complaints of physical symptoms, e.g., stomachaches, headaches, nausea, vomiting, when separation from major attachment figures is anticipated or occurs. Exclude for daycare/school attendance, which is coded on the next page.

"Does s/he complain of headaches, stomach aches, sore throat or other aches or pains when s/he anticipates being separated from you or your "partner"?

How about when s/he is apart from you?

How often does this happen?

When did it start?

REMEMBER TO COMPLETE ANXIOUS AUTONOMIC SYMPTOMS AND SOMATIC SYMPTOMS SECTION IF, FOR EXAMPLE, STOMACH ACHES OCCUR WITH SEPARATION. BE SURE TO CODE IN THE SOMATIC COMPLAINTS SECTION AS WELL

"PARENT" CHANGED PLANS TO LEAVE CHILD BECAUSE OF CHILD'S DISTRESS AT SEPARATION

"Parent" changed plans at least once in the last three months because of child's distress or fear in anticipation of separation from major attachment figure

"In the last three months have you changed your plans to leave X because s/he was so upset or frightened about being separated from you?"

Have you canceled an evening out or taken your child with you because s/he is so upset about you leaving?

Have you changed your work or childcare plans because s/he is so frightened about you leaving him/her?

How often has this happened?

What effect has it had on your family's life?

Coding rates

PBG1I01

Intensity

(Exclude when going to daycare/school)

0 = No

2 = Yes

Number of days in primary period

PBG1F01

Frequency

PBG1O01

Onset

DISRUPTION DUE TO CHILD'S DISTRESS AT SEPARATION

0 = No

2 = Yes, on at least one occasion in last 3 months
Definitions and questions

PHYSICAL SYMPTOMS OVER DAYCARE/SCHOOL ATTENDANCE

Complaints of physical symptoms, e.g. stomachaches, headaches, nausea, vomiting when attendance at school/daycare is anticipated or occurs.

*Does s/he complain of headaches, stomach aches, sore throat or other aches or pains when s/he has to go to daycare/school?

How often does this happen?

When did it start?

REMEMBER TO COMPLETE ANXIOUS AUTONOMIC SYMPTOMS AND SOMATIC SYMPTOMS SECTION IF, FOR EXAMPLE, STOMACH ACHES OCCUR WITH SEPARATION. BE SURE TO CODE IN THE SOMATIC COMPLAINTS SECTION AS WELL.

Coding rules

PHYSICAL SYMPTOMS OVER DAYCARE/SCHOOL ATTENDANCE

S = Child not in Daycare/school last 3 mos
0 = No
2 = Yes

Number of days in primary period
<table>
<thead>
<tr>
<th>Definitions and questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABDOMINAL PAINS</strong></td>
</tr>
<tr>
<td>INCLUDE STOMACHACHES CODED UNDER &quot;PHYSICAL SYMPTOMS ON SEPARATION&quot;.</td>
</tr>
<tr>
<td><strong>Does s/he complain about stomach aches?</strong></td>
</tr>
<tr>
<td>How long do the symptoms last?</td>
</tr>
<tr>
<td>How sick is s/he when s/he has a stomach ache?</td>
</tr>
<tr>
<td>What does s/he do when s/he has a stomach ache?</td>
</tr>
<tr>
<td>How often over the last 3 months has s/he had a stomach ache like that?</td>
</tr>
<tr>
<td>When did s/he start having stomach aches?</td>
</tr>
<tr>
<td>Why do you think s/he has a stomach ache?</td>
</tr>
<tr>
<td>Does s/he have a fever or diarrhea or vomiting with the stomach ache?</td>
</tr>
<tr>
<td>Does s/he have a stomach ache at times when s/he has to leave you?</td>
</tr>
<tr>
<td>Or when s/he has to go to daycare/school?</td>
</tr>
<tr>
<td>Or when s/he is upset?</td>
</tr>
<tr>
<td><strong>Why do you think s/he has a stomachache?</strong></td>
</tr>
<tr>
<td>Is s/he usually sick with a cold or flu when s/he has a stomachache?</td>
</tr>
<tr>
<td>Does s/he have a stomachache at times when s/he has to leave you?</td>
</tr>
<tr>
<td>Or when s/he has to go to daycare/school?</td>
</tr>
<tr>
<td>Or when s/he is upset?</td>
</tr>
<tr>
<td>Is it influenced by the foods s/he eats?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coding rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABDOMINAL PAINS</strong></td>
</tr>
<tr>
<td>0 = Absent</td>
</tr>
<tr>
<td>2 = Present</td>
</tr>
</tbody>
</table>

| FF1J01 |
| Intensity |
| FF1JF01 |
| Frequency |

| FF1JD01 |
| Duration |

| FF1J201 |
| Onset |

| FF1JX01 |
| ABDOMINAL PAIN LINKED TO: |
| 0 = No link. |
| 1 = Illness (fever, etc.). |
| 2 = Separation from attachment figure. |
| 3 = Daycare/school days. |
| 4 = Anxiety/worries |
| 6 = Anger |
| 7 = Eating |
| 8 = Particular foods. |
| 9 = Other |

Specify
PHYSICAL SYMPTOMS OF SEPARATION

Complaints of physical symptoms, e.g. stomachaches, headaches, nausea, vomiting, when separation from major attachment figures is anticipated or occurs. Exclude for daycare/school attendance, which is coded on the next page.

EXCLUDE WHEN GOING TO DAYCARE/SCHOOL.

REMEMBER TO COMPLETE ANXIOUS AUTONOMIC SYMPTOMS AND SOMATIC SYMPTOMS SECTION IF, FOR EXAMPLE, STOMACH ACHES OCCUR WITH SEPARATION. BE SURE TO CODE IN THE SOMATIC COMPLAINTS SECTION AS WELL.

Does s/he complain of headaches, stomach aches, sore throat or other aches or pains when s/he anticipates being separated from you or your "partner"?

How about when s/he is apart from you?

How often does this happen?

When did it start?

"PARENT" CHANGED PLANS TO LEAVE CHILD BECAUSE OF CHILD'S DISTRESS AT SEPARATION

"Parent" changed plans at least once in the last three months because of child's distress or tear in anticipation of separation from major attachment figure.

In the last three months have you changed your plans to leave X because s/he was so upset or frightened about being separated from you?

Have you canceled an evening out or taken your child with you because s/he is so upset about you leaving?

Have you changed your work or childcare plans because s/he is so frightened about you leaving him/her?

How often has this happened?

What effect has it had on your family's life?
SOMATIZATION

HEADACHES
INCLUDE HEADACHES CODED UNDER "PHYSICAL SYMPTOMS ON SEPARATION".

Has s/he had any headaches over the last three months?

How often does s/he have headaches?
How long do the headaches last?
When did s/he start to get headaches?

Why do you think s/he has a headache?
Is s/he usually sick with a cold or flu when s/he has a headache?
Does s/he have a headache at times when s/he has to leave you?
Or when s/he has to go to daycare/school?
Or when s/he is upset?
Is it influenced by the foods s/he eats?

HEADACHES
0 = Absent
2 = Present

HOURS : MINUTES

HEADACHE LINKED TO:
0 = No link.
1 = Illness (fever, etc.).
2 = Separation from attachment figure.
3 = Daycare/school days.
4 = Anxiety/worries
6 = Anger
7 = Eating
8 = Particular foods.
9 = Other
Specify
FEAR WHEN AWAY OF WHAT WILL HAPPEN AT HOME

Worry or subjective anxious affect related to the possibility of bad things happening at home while the child is at school.

*Do you worry about what might happen at home when you're away at school?

What do you think about?
What do you do about that?
What happens then?

Do you worry about what might happen when you're away even when you're at home?

PHYSICAL SYMPTOMS ON SEPARATION

Complaints of physical symptoms, e.g. stomachaches, headaches, nausea, vomiting, on school days, or on other occasions when separation from major attachment figures occurs or is anticipated.

*Do you get any aches or pains on school days?

*Or at other times when you have to leave your parents?

*Do you ever feel sick at these times?

Or get headaches?
Or stomachaches?

REMEMBER TO COMPLETE ANXIOUS AUTONOMIC SYMPTOMS SECTION (PAGE 73/77).
PHYSICAL SYMPTOMS ON SEPARATION

Complaints of physical symptoms, e.g. stomachaches, headaches, nausea, vomiting, when separation from major attachment figures is anticipated or occurs. Exclude for daycare/school attendance, which is coded below.

0 = No
2 = Yes

Number of days in primary period

PHYSICAL SYMPTOMS OVER SCHOOL/DAYCARE ATTENDANCE

Complaints of physical symptoms, e.g. stomachaches, headaches, nausea, vomiting, when attendance at school/daycare is anticipated or occurs.

0 = No
2 = Yes

Number of days in primary period

PHYSICAL SYMPTOMS ON SEPARATION

Complaints of physical symptoms (e.g. stomachaches, headaches, nausea, vomiting). These symptoms predominantly occur when parents/attachment figures are not there, or are leaving to go elsewhere. Symptoms may occur on school days; prior to going to school, or in anticipation of going to school. Symptoms may occur on other occasions when separation from major attachment figures occurs or is anticipated.

Code the frequency of days the subject experienced physical symptoms on separation.
HEADACHES AND STOMACH ACHES

Headaches and stomach aches have to occur at least once a week throughout the primary period, with each episode lasting at least an hour. Do not average duration ratings in determining whether headaches and stomachaches meet criteria. Thus the occurrence of weekly headaches that lasted only 30 minutes half the time, but 2 hours half the time, do not count here.

Include headaches and stomach aches included under Physical Symptoms on School Days.

If the headaches and stomach aches do not meet criteria, they do not count as a symptom for the screen.
## N, Weighted Prevalence, and Missing Data

<table>
<thead>
<tr>
<th></th>
<th>PAPA Weighted %</th>
<th>N</th>
<th>CAPA Weighted %</th>
<th>N</th>
<th>YAPA Weighted %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing (total)</td>
<td>0</td>
<td>0</td>
<td>.01</td>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>0</td>
<td>0</td>
<td>.01</td>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>0</td>
<td>95.66</td>
<td>393</td>
<td>98.40</td>
<td>6550</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>4.34</td>
<td>36</td>
<td>1.59</td>
<td>122</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Missing Data Notes:
- PAPA: no notes.
- CAPA: no notes.
- YAPA: no notes.

## Other Variables

### J40SEP8: 'Onset age: Physical symptoms'

## SAS Code

```sas
*************SAS Code for PAPA***********************;
*** PAPA ***;
*** New: ***;
*** pbgi01 ge 2 (physical symptoms with separation) ***;
*** pbgi01 ge 2 (physical symptoms specifically ***;
*** with separation to school) ***;
*** and the relevant links for both are: ***;
*** 2=separation from attachment figure ***;
*** 3=daycare school days ***;

if version='1.3' then do;
if pbgi01 ge 2 or pbgi01 ge 2 or
```

π – 85
pfj2x01 in (2,3) or pfj2x02 in (2,3) or
pfj2x03 in (2,3) or pfj2x04 in (2,3) or
pfj1x01 in (2,3) or pfj1x02 in (2,3) or
pfj1x03 in (2,3) or pfj1x04 in (2,3)
then do;

if pbgi01 ge 2 then do;
P4nsep8=1;
P4osep8=min(p4osep8,(agedays-pbg1o01));
end;
if pbgi01 ge 2 then do;
P4nsep8=1;
P4osep8=min(p4osep8,(agedays-pbg3o01));
end;
if pfj2x01 in (2,3) or pfj2x02 in (2,3) or
pfj2x03 in (2,3) or pfj2x04 in (2,3)
then do;
P4nsep8=1;
P4osep8=min(p4osep8,(agedays-pfj2o01));
end;
if pfj1x01 in (2,3) or pfj1x02 in (2,3) or
pfj1x03 in (2,3) or pfj1x04 in (2,3)
then do;
P4nsep8=1;
P4osep8=min(p4osep8,(agedays-pfj1o01));
end;
else if pbgi01 ne . or pbgi01 ne . or
pfj2x01 ne . or pfj2x02 ne . or
pfj2x03 ne . or pfj2x04 ne . or
pfj1x01 ne . or pfj1x02 ne . or
pfj1x03 ne . or pfj1x04 ne .
then p4nsep8=0;
end;

if version in ('1.4','2.0.3') then do;
if pbii01 ge 2 or pbii01 ge 2 or
pfj2x01 in (2,3) or pfj2x02 in (2,3) or
pfj2x03 in (2,3) or pfj2x04 in (2,3) or
pfj1x01 in (2,3) or pfj1x02 in (2,3) or
pfj1x03 in (2,3) or pfj1x04 in (2,3)
then do;

if pbii01 ge 2 then do;
P4nsep8=1;
P4osep8=min(p4osep8,(agedays-pbii001));
end;
if pbii01 ge 2 then do;
P4nsep8=1;
P4osep8=min(p4osep8,(agedays-pbii201));
end;
if pfj2x01 in (2,3) or pfj2x02 in (2,3) or
pfj2x03 in (2,3) or pfj2x04 in (2,3)
then do;
P4nsep8=1;
P4osep8=min(p4osep8,(agedays-pfj2o01));
end;
if pfj1x01 in (2,3) or pfj1x02 in (2,3) or
pfj1x03 in (2,3) or pfj1x04 in (2,3)
then do;
p4nsep8=1;
p4osep8=min(p4osep8,(agedays-pfj1o01));
end;

end;
else if pbi0i01 ne . or pbi2i01 ne . or
pfj2x01 ne . or pfj2x02 ne . or
pfj2x03 ne . or pfj2x04 ne . or
pfj1x01 ne . or pfj1x02 ne . or
pfj1x03 ne . or pfj1x04 ne .
then p4nsep8=0;
end;

label p4nsep8='Physical Symptoms';
label p4osep8='Onset age:Physical Symptoms';
j4nsep8 = p4nsep8;
j4osep8 = p4osep8;

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

If YAPA ne 1 then do;

if pBE1F01 ge 3 then do;
p4nsep8=1;
p4osep8=(agedays-pbe1o01);
end;
else if pBE1F01 ne '' then
p4nsep8=0;

label p4nsep8='Physical Symptoms';
label p4osep8='Onset age:Physical Symptoms';

if cBE1F01 ge 3 then do;
c4nsep8=1;
c4osep8=(agedays-cbe1o01);
end;
else if cBE1F01 ne '' then
c4nsep8=0;

label c4nsep8='Physical Symptoms';
label c4osep8='Onset age:Physical Symptoms';

if c4nsep8 = 1 or p4nsep8 = 1 then j4nsep8 = 1;
else if c4nsep8 ne . or p4nsep8 ne . then j4nsep8 = 0;

label j4nsep8='Physical Symptoms';
label j4osep8='Onset age:Physical Symptoms';

end;

**************SAS Code for YAPA**********************;
*No yapa variable;
J4_SEP: Separation Anxiety

Separation Anxiety Variable List

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symptom Variable(s)</td>
</tr>
<tr>
<td>Glossary Notes</td>
</tr>
<tr>
<td>Additional Variables</td>
</tr>
<tr>
<td>N, Weighted Prevalence, and Missing Data</td>
</tr>
<tr>
<td>Citations</td>
</tr>
<tr>
<td>SAS CODE</td>
</tr>
</tbody>
</table>

DESCRIPTION

Definition:

*******************************************************************;
*** Diagnostic criteria for 309.21 Separation Anxiety ***;
*******************************************************************;
*** changes: Two DSM-IIIR items(8 and 9)have been combined
    to reduce redundancy. The duration requirement has been increased
    to 4 weeks for compatibility with ICD-10 Diagnostic Criteria for
    Research.
*******************************************************************;

*******************************************************************;

*** A. Developmentally inappropriate and excessive anxiety concerning
    separation from home or from those to whom the
    individual is attached, as evidenced by three
    (or more) of these symptoms: ***;

Informant:    PAPA- Parent only.
              CAPA- Parent and child either/or rule.
              YAPA- N/A.

Note:

<table>
<thead>
<tr>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>
SYMPTOM VARIABLE(S)

<table>
<thead>
<tr>
<th>SYMPTOM VARIABLE(S)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>j4nsep1 (Separation distress from home or attachment figure)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep2 (Worry about possible harm)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep3 (Worry about calamitous separation)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep4 (Persistent reluctance/refusal to go to school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep5 (Avoidance of being alone)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep6 (Reluctance to sleep away)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep7 (Separation nightmares)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep8 (Physical symptoms)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

GLOSSARY NOTES

(Notes from PAPA Glossary)

SEPARATION WORRIES/ANXIETY

Developmentally inappropriate, excessive worries or fears concerning separation from the persons to whom the affected child is attached. Typically, the child will worry about a major attachment figure coming to some harm, or going away and not returning, or that the child him/herself will get lost or die or be hurt, resulting in separation, from major attachment figures. There is no firm age requirement to count as an attachment figure nor must it necessarily be a parent, although the major attachment figure would most predictably be a parental figure.

Sometimes one might think that the child has separation anxiety because s/he expresses anxiety about being separated from his/her parents while s/he is a patient in the hospital. In this instance one should question further to determine whether this is excessive and whether there is some evidence that the child has experienced this anxiety in the past (prior to the admission), and in relation to other situations in which s/he anticipated separation from his/her parents. Anxiety limited to fear of upcoming novel (and potentially unpleasant) separation such as that presented by hospitalization is not counted here.

2 = Worrying or Subjective Anxious Affect intrusive into at least two activities and uncontrollable at least some of the time.

3 = Worrying or Subjective Anxious Affect intrusive into most activities and nearly always uncontrollable.
(Notes from CAPA Glossary)

**WORRY/ANXIETY OVER SEPARATION**

Worry and/or Subjective Anxious Affect (q.v.) with content specifically related to the topic of separation from attachment figures. The worry or anxiety may be more or less reasonable in the interviewer’s judgment, but no account should be taken of this.

On the Worry/Anxiety Over School Attendance and Separation screen, if the subject responds negatively to the questions related to Worry/Anxiety Over School Attendance, yet responds positively to 1 or more of the Separation Anxiety questions, complete both the Worry/Anxiety Over School Attendance and the Separation sections. However, if the subject responds positively to the questions related to Worry/Anxiety Over School Attendance and negatively to all the Separation Anxiety related screen questions, then only do the Worry/Anxiety Over School Attendance section and skip the Separation section.

If symptoms in either the Worry/Anxiety Over School Attendance or the Separation section are coded, then be sure to complete the Anxious Autonomic Symptoms.

**N, WEIGHTED PREVALENCE, AND MISSING DATA**

<table>
<thead>
<tr>
<th></th>
<th>PAPA</th>
<th></th>
<th>CAPA</th>
<th></th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighted</td>
<td>N</td>
<td>Weighted</td>
<td>N</td>
<td>Weighted</td>
</tr>
<tr>
<td>Missing (total)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>.Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>0</td>
<td>91.45</td>
<td>372</td>
<td>98.80</td>
<td>6549</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>8.55</td>
<td>57</td>
<td>1.20</td>
<td>125</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Missing data notes:
- PAPA: no notes.
- CAPA: no notes.
- YAPA: n/a

**OTHER VARIABLES**
J4NSEPJ4NSEP = ‘Number of separation anxiety symptoms’

J4OSEP = ‘Onset age: Separation anxiety symptoms’

J4DSEP = ‘Onset age: Separation anxiety symptoms’

SAS CODE

*************SAS Code for PAPA*************;
   j4nsep=sum(of j4nsep1-j4nsep8);
   j4osep=min(of j4osep1-j4osep8);
   *** find the third largest date of onset to match the requirement for first 3 symptoms ***;
   array j41sep j4osep1-j4osep8;
   array j4xsep j4xsep1-j4xsep8;
   if j4nsep ge 3 then do;
      do over j41sep;
         j4xsep=j41sep;
      end;
      do i=1 to 3;
         j4dsep=min(of j4xsep1-j4xsep8);
         if i<3 then do over j4xsep;
            if j4dsep=j4xsep and j4dsep^=. then do;
               j4dsep=.;
               j4xsep=.;
            end;
         end;
      end;
      drop j4xsep1-j4xsep8;
   label j4nsep='N of Separation Anxiety Symptoms';
   label j4osep='Onset age:Sep. Anxiety Symptoms';
   label j4dsep='Onset age:Sep. Anxiety Diagnosis';

*******************************************************************;
*** criterion A ***;
*******************************************************************;
*** PAPA ***;
   if j4nsep ge 3 then j4_sep=1;
   else if j4nsep ne . then j4_sep=0;
label j4_sep='Separation Anxiety 3 or more symptoms';

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

If YAPA ne 1 then do;

j4nsepj4nsep=sum(of j4nsep1-j4nsep8);
    j4osep=min(of j4osep1-j4osep8);

*** find the third largest date of onset to match the requirement for first 3 symptoms ***;

array j41sep j4osep1-j4osep8;
array j4xsep j4xsep1-j4xsep8;

if j4nsepj4nsep ge 3 then do;

    do over j41sep;
        j4xsep=j41sep;
    end;
    do i=1 to 3;
        j4dsep=min(of j4xsep1-j4xsep8);
        if i<3 then do over j4xsep;
            if j4dsep=j4xsep and j4dsep^=. then do;
                j4dsep=.;
                j4xsep=.;
            end;
        end;
    end;
end;

drop j4xsep1-j4xsep8;

label j4nsepj4nsep='N of Separation Anxiety Symptoms';
label j4osep='Onset age:Sep. Anxiety Symptoms';
label j4dsep='Onset age:Sep. Anxiety Diagnosis';

if j4nsep ge 3 then j4_sep=1;
else if j4nsep ne . then j4_sep=0;

label j4_sep='Separation Anxiety=1,0 otherwise';

*************SAS Code for YAPA***************;
*No yapa variable;

J4L_SEP: Separation Anxiety with duration

Separation Anxiety Variable List
Description
Symptom Variable(s)
Glossary Notes
Additional Variables
N, Weighted Prevalence, and Missing Data
Citations
SAS CODE
DESCRIPTION

Definition:

*******************************************************************;
*** Diagnostic criteria for 309.21 Separation Anxiety ***;
*******************************************************************;
*** changes: Two DSM-IIIR items(8 and 9)have been combined
 to reduce redundancy. The duration requirement has been increased
 to 4 weeks for compatibility with ICD-10 Diagnostic Criteria for
 Research.
*******************************************************************;
*******************************************************************;
*** A. Developmentally inappropriate and excessive anxiety concerning
 separation from home or from those to whom the
 individual is attached, as evidenced by three
 (or more) of these symptoms: ***;

Informant: PAPA- Parent only.
            CAPA- Parent and child either/or rule.
            YAPA- N/A.

Note:

<table>
<thead>
<tr>
<th>SYMPTOM VARIABLE(S)</th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>j4nsep1 (Separation distress from home or attachment figure)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep2 (Worry about possible harm)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep3 (Worry about calamitous separation)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep4 (Persistent reluctance/refusal to go to school)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep5 (Avoidance of being alone)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep6 (Reluctance to sleep away)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep7 (Separation nightmares)</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>
GLOSSARY NOTES

(Notes from PAPA Glossary)

SEPARATION WORRIES/ANXIETY

Developmentally inappropriate, excessive worries or fears concerning separation from the persons
to whom the affected child is attached. Typically, the child will worry about a major attachment
figure coming to some harm, or going away and not returning, or that the child him/herself will get
lost or die or be hurt, resulting in separation, from major attachment figures. There is no firm age
requirement to count as an attachment figure nor must it necessarily be a parent, although the major
attachment figure would most predictably be a parental figure.

Sometimes one might think that the child has separation anxiety because s/he expresses anxiety
about being separated from his/her parents while s/he is a patient in the hospital. In this instance one
should question further to determine whether this is excessive and whether there is some evidence
that the child has experienced this anxiety in the past (prior to the admission), and in relation to
other situations in which s/he anticipated separation from his/her parents. Anxiety limited to fear of
upcoming novel (and potentially unpleasant) separation such as that presented by hospitalization is
not counted here.

2 = Worrying or Subjective Anxious Affect intrusive into at least two activities and uncontrollable
at least some of the time.

3 = Worrying or Subjective Anxious Affect intrusive into most activities and nearly always
uncontrollable.

(Notes from CAPA Glossary)

WORRY/ANXIETY OVER SEPARATION

Worry and/or Subjective Anxious Affect (q.v.) with content specifically related to the topic of
separation from attachment figures. The worry or anxiety may be more or less reasonable in the
interviewer’s judgment, but no account should be taken of this.

On the Worry/Anxiety Over School Attendance and Separation screen, if the subject responds
negatively to the questions related to Worry/Anxiety Over School Attendance, yet responds
positively to 1 or more of the Separation Anxiety questions, complete both the Worry/Anxiety
Over School Attendance and the Separation sections. However, if the subject responds positively to the questions related to Worry/ Anxiety Over School Attendance and negatively to all the Separation Anxiety related screen questions, then only do the Worry/ Anxiety Over School Attendance section and skip the Separation section.

If symptoms in either the Worry/ Anxiety Over School Attendance or the Separation section are coded, then be sure to complete the Anxious Autonomic Symptoms.

### N, WEIGHTED PREVALENCE, AND MISSING DATA

<table>
<thead>
<tr>
<th></th>
<th>PAPA</th>
<th></th>
<th>CAPA</th>
<th></th>
<th>YAPA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighted</td>
<td>N</td>
<td>Weighted</td>
<td>N</td>
<td>Weighted</td>
<td>N</td>
</tr>
<tr>
<td>Missing (total)</td>
<td>0 0 0 0 0 N/A N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>0 0 0 0 0 N/A N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.C</td>
<td>0 0 0 0 0 N/A N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.Y</td>
<td>0 0 0 0 0 N/A N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>91.45 372</td>
<td>98.95 6565</td>
<td>N/A N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8.55 57</td>
<td>1.05 109</td>
<td>N/A N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Missing data notes:
- PAPA: no notes.
- CAPA: no notes.
- YAPA: n/a

### OTHER VARIABLES

J4LOSEP = ‘Onset age: Separation anxiety symptoms with duration’

J4LDSEP = ‘Onset age: Separation anxiety symptoms with duration’

### SAS CODE
**SAS Code for PAPA**

```
*** find the third largest date of onset to match the requirement for first 3 symptoms ***;
array j41sep j40sep1-j40sep8;
array j4xsep j4xsep1-j4xsep8;
if j4nsep ge 3 then do;
  do over j41sep;
    j4xsep=j41sep;
  end;
  do i=1 to 3;
    j4dsep=min(of j4xsep1-j4xsep8);
    if i<3 then do over j4xsep;
      if j4dsep=j4xsep and j4dsep^=. then do;
        j4dsep=.;
        j4xsep=.;
      end;
    end;
  end;
drop j4xsep1-j4xsep8;
```

```
label j4nsep='N of Separation Anxiety Symptoms';
label j40sep='Onset age: Sep. Anxiety Symptoms';
label j4dsep='Onset age: Sep. Anxiety Diagnosis';
```

**criterion A**

```
*** criterion A ***;
```

**PAPA**

```
*** PAPA ***;
if j4nsep ge 3 then j4l_sep=1;
else if j4nsep ne . then j4l_sep=0;
label j4l_sep='Separation Anxiety 3 or more symptoms';
```

**calculate duration and other requirements**

```
*** calculate duration and other requirements ***;
b=.; c=.; drop b c;
```

**B. The duration of the disturbance is at least 4 weeks.***

```
*** B. The duration of the disturbance is at least 4 weeks. ***;
```

**PAPA**

```
*** PAPA ***;
if (agedays-j40sep) ge 28 then B=1;
```

**C. The onset is before age 18 years.***

```
*** C. The onset is before age 18 years. ***;
```

**PAPA**

```
*** not needed in PAPA since all kids are <=6 ***;
```
if 0 < (j4osep/365.25) < 18 then C=1;
label C='age is less than 18 years old';
******************************************************************************;
*** D. The disturbance causes clinically significant
distress or impairment in
social, academic (occupational), or other
important areas of functioning. ***;
******************************************************************************;
*** note d criteria not used in DSM4 Dx ***;
******************************************************************************;
*** E. The disturbance does not occur exclusively during the course of a
Pervasive Developmental Disorder, Schizophrenia, or other Psychotic
Disorder and in adolescents and adults, is not better accounted for by
Panic Disorder With Agoraphobia ***;
******************************************************************************;
******************************************************************************;
*** diagnosis using full criteria A,B,C,D,E ***;
******************************************************************************;
if j41_sep=1 and b=1 then do;
j4l_sep=1;
j4losep=j4osep;
j4ldsep=j4dsep;
end;
else if j4l_sep ne then j4l_sep=0;
label j4l_sep='SAD with 4 week duration criteria';
label j4losep='Onset age:sep Anx symptoms';
label j4ldsep='Onset age:sep Anx diagnosis';
*************SAS Code for CAPA*************;
if YAPA ne 1 then do;
j4nsep=sum(of j4nsep1-j4nsep8);
j4osep=min(of j4osep1-j4osep8);

*** find the third largest date of onset to match the
requirement for first 3 symptoms ***;
array j41sep j4osep1-j4osep8;
array j4xsep j4xsep1-j4xsep8;
if j4nsep ge 3 then do;
do over j41sep;
j4xsep=j41sep;
end;
do i=1 to 3;
j4dsep=min(of j4xsep1-j4xsep8);
if i<3 then do over j4xsep;
if j4dsep=j4xsep and j4dsep^=. then do;
j4dsep=.;
j4xsep=.;
end;
end;
end;
drop j4xsep1-j4xsep8;

label j4nsep='N of Separation Anxiety Symptoms';
label j4osep='Onset age: Sep. Anxiety Symptoms';
label j4dsep='Onset age: Sep. Anxiety Diagnosis';

if j4nsep ge 3 then j4l_sep=1;
else if j4nsep ne . then j4l_sep=0;
end;

label j4l_sep='Separation Anxiety=1,0 otherwise';

*** calculate duration and other requirements ***;
    b=.; c=.; drop b c;

*******************************************************************************;
*** B. The duration of the disturbance is at least 4 weeks. ***;
    if (agedays-j4osep) ge 28 then b=1;

*******************************************************************************;
*** C. The onset is before age 18 years. ***;
    if 0 < (j4osep/365.25) < 18 then c=1;

*******************************************************************************;
*** D. The disturbance causes clinically significant distress or impairment in
    social, academic (occupational), or other important areas of functioning. ***;

*** implicit in the CAPA ***;

*******************************************************************************;
*** E. The disturbance does not occur exclusively during the course of a
    Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder
    and in adolescents and adults, is not better accounted for by Panic Disorder With Agoraphobia ***;

*** not implimented ***;

if j4l_sep=1 and b=1 and c=1 then do;
    j4l_sep=1;
    j4losep=j4osep;
    j4ldsep=j4dsep;
end;
else if j4l_sep ne . then j4l_sep=0;

label j4l_sep='Sep.Anx. with dur,onset';
label j4losep='Onset age:Sep.Anx.symptoms';
label j4ldsep='Onset age:Sep.Anx.diagnosis';

******************SAS Code for YAPA**********************;
*No yapa variable;
J4E_SEP: Separation Anxiety with duration and early onset

Separation Anxiety Variable List

Description
Symptom Variable(s)
Glossary Notes
Additional Variables
N, Weighted Prevalence, and Missing Data
Citations
SAS CODE

DESCRIPTION

Definition:

*******************************************************************;
*** Diagnostic criteria for 309.21 Separation Anxiety ***;
*******************************************************************;
*** changes: Two DSM-IIIR items(8 and 9) have been combined
 *** to reduce redundancy. The duration requirement has been increased
 to 4 weeks for compatibility with ICD-10 Diagnostic Criteria for
 Research.
*******************************************************************;
*******************************************************************;
*** A. Developmentally inappropriate and excessive anxiety concerning
 separation from home or from those to whom the
 individual is attached, as evidenced by three
 (or more) of these symptoms: ***;

Informant:  PAPA- Parent only.
CAPA- Parent and child either/or rule.
YAPA- N/A.

Note:

<table>
<thead>
<tr>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

Π – 100
## SYMPTOM VARIABLE(S)

<table>
<thead>
<tr>
<th></th>
<th>PAPA</th>
<th>CAPA</th>
<th>YAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>j4nsep1</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep2</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep3</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep4</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep5</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep6</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep7</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>j4nsep8</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

### GLOSSARY NOTES

(Notes from PAPA Glossary)

#### SEPARATION WORRIES/ANXIETY

Developmentally inappropriate, excessive worries or fears concerning separation from the persons to whom the affected child is attached. Typically, the child will worry about a major attachment figure coming to some harm, or going away and not returning, or that the child him/herself will get lost or die or be hurt, resulting in separation, from major attachment figures. There is no firm age requirement to count as an attachment figure nor must it necessarily be a parent, although the major attachment figure would most predictably be a parental figure.

Sometimes one might think that the child has separation anxiety because s/he expresses anxiety about being separated from his/her parents while s/he is a patient in the hospital. In this instance one should question further to determine whether this is excessive and whether there is some evidence that the child has experienced this anxiety in the past (prior to the admission), and in relation to other situations in which s/he anticipated separation from his/her parents. Anxiety limited to fear of upcoming novel (and potentially unpleasant) separation such as that presented by hospitalization is not counted here.

2 = Worrying or Subjective Anxious Affect intrusive into at least two activities and uncontrollable at least some of the time.

3 = Worrying or Subjective Anxious Affect intrusive into most activities and nearly always uncontrollable.
(Notes from CAPA Glossary)

**WORRY/ANXIETY OVER SEPARATION**

Worry and/or Subjective Anxious Affect (q.v.) with content specifically related to the topic of separation from attachment figures. The worry or anxiety may be more or less reasonable in the interviewer's judgment, but no account should be taken of this.

On the Worry/ Anxiety Over School Attendance and Separation screen, if the subject responds negatively to the questions related to Worry/ Anxiety Over School Attendance, yet responds positively to 1 or more of the Separation Anxiety questions, complete both the Worry/ Anxiety Over School Attendance and the Separation sections. However, if the subject responds positively to the questions related to Worry/ Anxiety Over School Attendance and negatively to all the Separation Anxiety related screen questions, then only do the Worry/ Anxiety Over School Attendance section and skip the Separation section.

If symptoms in either the Worry/ Anxiety Over School Attendance or the Separation section are coded, then be sure to complete the Anxious Autonomic Symptoms.

**N, WEIGHTED PREVALENCE, AND MISSING DATA**

<table>
<thead>
<tr>
<th></th>
<th>PAPA Weighted %</th>
<th>N</th>
<th>CAPA Weighted %</th>
<th>N</th>
<th>YAPA Weighted %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Missing</strong></td>
<td></td>
<td></td>
<td><strong>Missing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(total)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>.Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>0</td>
<td>92.80</td>
<td>382</td>
<td>99.57</td>
<td>6636</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>7.20</td>
<td>47</td>
<td>.43</td>
<td>38</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Missing data notes:
- PAPA: no notes.
- CAPA: no notes.
- YAPA: n/a

**OTHER VARIABLES**
No other variables.

---

**SAS CODE**

```sas
**************SAS Code for PAPA**********************;
j4nsep=sum(of j4nsep1-j4nsep8);
j4osep=min(of j4osep1-j4osep8);

*** find the third largest date of onset to match the requirement for first 3 symptoms ***;
array j41sep j4osep1-j4osep8;
array j4xsep j4xsep1-j4xsep8;
if j4nsep ge 3 then do;
do over j41sep;
j4xsep=j41sep;
end;
do i=1 to 3;
j4dsep=min(of j4xsep1-j4xsep8);
if i<3 then do over j4xsep;
   if j4dsep=j4xsep and j4dsep^=. then do;
      j4dsep=.;
      j4xsep=.;
   end;
end;
end;
drop j4xsep1-j4xsep8;

label j4nsep='N of Separation Anxiety Symptoms';
label j4osep='Onset age:Sep. Anxiety Symptoms';
label j4dsep='Onset age:Sep. Anxiety Diagnosis';

*******************************************************************;
*** criterion A ***;
*******************************************************************;

*** PAPA  ***;
if j4nsep ge 3 then j4e_sep=1;
else if j4nsep ne . then j4e_sep=0;

label j4e_sep='Separation Anxiety 3 or more symptoms';

*** calculate duration and other requirements ***;
b=.; c=.; drop b c;

*******************************************************************;
```

π – 103
*** B. The duration of the disturbance is at least 4 weeks. ***;
*******************************************************************;
*** PAPA  ***;
  if (agedays-j4osep) ge 28 then B=1;
       label B='duration greater than 4 weeks';
*******************************************************************;
*** C. The onset is before age 18 years. ***;
*******************************************************************;
*** PAPA  ***;
*** not needed in PAPA since all kids are <=6 ***;
  if 0 < (j4osep/365.25) < 18 then C=1;
  label C='age is less than 18 years old';
*******************************************************************;
*** D. The disturbance causes clinically significant
       distress or impairment in
       social, academic (occupational), or other
       important areas of functioning. ***;
*******************************************************************;
*** note d criteria not used in DSM4 Dx ***;
*******************************************************************;
*** E. The disturbance does not occur exclusively during the course of a
       Pervasive Developmental Disorder, Schizophrenia, or other Psychotic
       Disorder and in adolescents and adults, is not better accounted for by
       Panic Disorder With Agoraphobia ***;
*******************************************************************;
*******************************************************************;
*** diagnosis using full criteria A,B,C,D,E ***;
*******************************************************************;

if j4e_sep=1 and b=1 then do;
  j4l_sep=1;
  j4losep=j4osep;
  j4ldsep=j4dsep;
end;
else if j4e_sep ne . then j4l_sep=0;

label j4l_sep='SAD with 4 week duration criteria';
label j4losep='Onset age:sep Anx symptoms';
labej4ldsep='Onset age:sep Anx diagnosis';

*** Specify if: Early Onset: All participants in the PAPA study are under age
six so j4e_sep should equal j4l_sep ***;

  if j4l_sep=1 and 0 < (j4osep/365.25) < 6 then j4e_sep=1;
  else if j4l_sep ne . then j4e_sep=0;

  label j4e_sep='Sep.Anx. with dur, early onset';

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

If YAPA ne 1 then do;
  j4nsep=sum(of j4nsep1-j4nsep8);
  j4osep=min(of j4osep1-j4osep8);
*** find the third largest date of onset to match the requirement for first 3 symptoms ***;

array j41sep j4osep1-j4osep8;
array j4xsep j4xsep1-j4xsep8;

if j4nsep ge 3 then do;

do over j41sep;
   j4xsep=j41sep;
   end;
do i=1 to 3;
   j4dsep=min(of j4xsep1-j4xsep8);
   if i<3 then do over j4xsep;
      if j4dsep=j4xsep and j4dsep^=. then do;
         j4dsep=.;
         j4xsep=.;
      end;
   end;
end;
drop j4xsep1-j4xsep8;

label j4nsep='N of Separation Anxiety Symptoms';
label j4osep='Onset age:Sep. Anxiety Symptoms';
label j4dsep='Onset age:Sep. Anxiety Diagnosis';

if j4nsep ge 3 then j4e_sep=1;
else if j4nsep ne . then j4e_sep=0;

label j4e_sep='Separation Anxiety=1,0 otherwise';

*** calculate duration and other requirements ***;
b=.; c=.; drop b c;

******************************************************************************;
*** B. The duration of the disturbance is at least 4 weeks. ***;

    if (agedays-j4osep) ge 28 then b=1;

******************************************************************************;
*** C. The onset is before age 18 years. ***;

    if 0 < (j4osep/365.25) < 18 then c=1;

******************************************************************************;
*** D. The disturbance causes clinically signigicant distress or impairment in
    social, academic (occupational), or other important areas of functioning. ***;

*** implicit in the CAPA ***;

******************************************************************************;
*** E. The disturbance does not occur exclusively during the course of a
    Pervasive Developmental Disorder, Schizophrenia, or other Psychotic
    Disorder and in adolescents and adults, is not better accounted for by
    Panic Disorder With Agoraphobia ***;

*** not implimented ***;
if j4e_sep=1 and b=1 and c=1 then do;
j4l_sep=1;
j4losep=j4osep;
j4ldsep=j4dsep;
end;
else if j4e_sep ne . then j4l_sep=0;
label j4l_sep='Sep.Anx. with dur,onset';
label j4losep='Onset age:Sep.Anx.symptoms';
label j4ldsep='Onset age:Sep.Anx.diagnosis';

*** Specify if: Early Onset: if onset occurs before age 6 years ***;
if j4l_sep=1 and 0 < (j4osep/365.25) < 6 then j4e_sep=1;
else if j4l_sep ne . then j4e_sep=0;
label j4e_sep='Sep.Anx. with dur, early onset';

*************SAS Code for YAPA*********************;
*No yapa variable;