Child Trauma Data Archives (CTDA) Project
DATA MANUAL

For the PACT/R and CTPT Data Archives

(CTRL-click on topic to jump to each section)

1. General instructions and guidance for preparing and using CTDA datasets

This data dictionary document provides a guide to variable names and descriptions for key variables and constructs in CTDA datasets. It may not be exhaustive of ALL data points in all CTDA datasets, especially where there are unique variables appearing in only one study.

What variables are included in CTDA datasets?

- There are two main "levels" of data/information that may be captured in CTDA variables:
  - Study-level Data - see Section 2
  - Individual Participant-level Data (IPD) - see Sections 3 through 8
- Study-level variables (Section 2 in this Data Dictionary)
  - Represent 'metadata' about the study context and design that are crucial for understanding and using IPD
  - Study ID and Study Name are the only study-level variables users should expect to see in each IPD dataset.
  - The remainder of study-level attributes will not appear as variables in the IPD dataset for each study, but they are available in various forms for users of CTDA data, linked via Study ID as a key variable.
- Individual participant-level variables (Sections 3 through 8 in this Data Dictionary)
  - Represent data (usually raw, item-level data) for each case/participant in a study
  - In all CTDA IPD datasets to date, each row corresponds to a case, e.g., index child and (sometimes) their parent(s) or other family members
  - Ideally, CTDA IPD datasets include information/IPD for all participants enrolled in a study.
    - If at all possible, cases in a dataset are not limited to participants who complete an intervention or who complete all research assessments. (As part of study-level metadata, investigators are asked to describe any limitations to this due to study design or data availability.)
  - Investigators contributing IPD datasets are asked to provide item-level data (rather than summed total or subscale scores) whenever possible.
    - CTDA aims to include **item-level data** for maximal flexibility of future use.
    - Total and/or summary scores can be included *when this is the best available information from a measure within a dataset*, i.e. when item-level data is not available to be provided to the Archive.
    - Where scale or summary score variables are defined in the Data Dictionary, these reflect the fact that in some existing CTDA datasets these were the most granular data available.
- In this data dictionary we indicate (via shaded variables) which variables should be always be included in CTDA datasets (but see notes for variation across specific study types)

How are data & datasets formatted?

- Study-level data are organized in a master study-level dataset by the CTDA team, with variables in the order in which they are presented in Section 2 of this data dictionary.
- IPD datasets - Preferred order of variables:
  - When preparing dataset for submission, try to keep variables in your IPD dataset in approximately the order shown in this data dictionary in Sections 3 through 8, ie, demographic variables, followed by trauma history, etc
  - Within interview and questionnaire measures in your IPD dataset, arrange first by time point, and then alphabetically by measure within each time point.

- In this Data Dictionary all variables are numeric, unless otherwise specified

- Unless otherwise specified, use these standard value codes:

- 1000 = Other
- 999 = Missing (when a value is expected)
- 888 = Not applicable
- 777 = Not assessed in this study (used in some multi-study merged datasets)

Variable naming conventions

Naming conventions for item-level data from questionnaire and interview measures

Overall, variable names for items within measures should each contain at least 3 (and sometimes 4) pieces of information:

Information	Number of characters	Explanation	Potential values
time point	2-4	Use CTDA standard time buckets to indicate: For PACT/R studies: Time period relative to index event (txx) OR For CTPT studies: Time period relative to intervention study baseline assessment (ATxx)	t1, t2, …. t17, etc AT-1, AT0, AT1,… AT26, etc.
reporter *NOT APPLICABLE FOR ALL MEASURES*	*1-2*	*Indicate reporter if measure could have different reporters (e.g. parent- and child -report versions of a measure)*	*c (child self-report)* *p1 (parent /caregiver1 enrolled in study)* *p2 (parent/caregiver 2 enrolled in study)* *etc.*
measure name acronym	varies	Use CTDA standard acronym for questionnaire and interview measures	
language of measure *NOT APPLICABLE FOR ALL MEASURES*	*2*	*indicate language if measure has multiple language versions*	*use standard language codes*
item number	>= 2	Use standard numbering for the longest, most inclusive version of that measure.	Usually numerals; but some measures have standard item designations that use letters Always use leading zero for item numbers 1 through 9, ie, 01 through 09).

For example…

In a PACT/R study, CPSS item #6 administered in the T2 interval would be t2cpss06

In a CTPT study, ADIS item #5 as reported by parent 1 in the AT3 interval would be AT3p1adis05

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Information about timing of research assessments

To allow consistency across all datasets in the Archives, time points are named based on CTDA standard "time buckets" (see tables below), rather than the number of assessments in a particular study. For example:

- in a study with 3 assessments, at 1 week, 6 weeks, and 6 months after an index potentially traumatic event, the time points would be named as t2, t4, and t7.
- in a study of an intervention delivered over 10 weeks, with 4 assessments: pre-baseline screening, baseline, post-intervention, and 6 month follow-up, the time points would be named AT-1, AT0, AT10, and AT14.

These time bucket indications correspond to variables denoting an individual participant's actual time of assessment, and are also built into variable naming conventions for item-level variables.

Variables denoting individual participant's actual time of assessment

For each participant, the CTDA incorporates (whenever possible) time variables that indicate when that participant's research assessments occurred, relative to (a) an index event and/or (b) baseline assessment in an intervention study.

- days_t[x] variables are applicable when study includes identification of an index trauma event for participants; ie, for all studies in the PACT/R Data Archive and some studies in the CTPT Data Archive
- days_AT[x] variables are applicable when study includes intervention (prevention or treatment); ie, for ALL studies in CTPT Data Archive

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
# Days Post-Trauma (this individual) at each assessment point Time point relative to index event.	days_t1, days_t2, etc.	Time (days) to t1 assessment Time (days) to t2 assessment etc	days_tx = days from index event to tx assessment
# Days Post-Baseline (this individual) at each assessment point time point relative to intervention, where baseline =0	days_AT1, days_AT2, etc	Time (days) to AT1 assessment Time (days) to AT2 assessment	days_ATx = days from baseline to ATx assessment

Standard time buckets (relative to index trauma event)

- t[x] time buckets are applicable when study includes identification of an index trauma event for participants; ie, for all studies in the PACT/R Data Archive and some studies in the CTPT Data Archive

Time bucket label	Time to assessment (time since index trauma event) per study/protocol	When deriving "true time" variables for each participant, use the following time buckets in days.
t0	Assessed pre-event	< 0
t1	Within first 24 hours	≥ 0 AND ≤ 1
t2	24 hours to < 2 weeks	≥ 2 AND ≤ 13

t3	2 weeks to < 1 month	≥ 14 AND ≤ 30
t4	1 month to < 2 months	≥ 31 AND ≤ 59
t5	2 months to < 3 months	≥ 60 AND ≤ 89
t6	3 months to < 6 months	≥ 90 AND ≤ 179
t7	6 months to < 9 months	≥ 180 AND ≤ 269
t8	9 months to < 12 months	≥ 270 AND ≤ 364 * uneven to catch up to 1 year mark
t9	12 months to < 15 months	≥ 365 AND ≤ 454
t10	15 months to < 18 months	≥ 455 AND ≤ 544
t11	18 months to < 21 months	≥ 545 AND ≤ 634
t12	21 months to < 24 months	≥ 635 AND ≤ 729 * uneven to catch up to 2 year mark
t13	24 months to < 27 months	≥ 730 AND ≤ 819
t14	27 months to < 30 months	≥ 820 AND ≤ 909
t15	30 months to < 33 months	≥ 910 AND ≤ 999
t16	33 months to < 36 months	≥ 1000 AND ≤ 1094 * uneven to catch up to 3 year mark
As needed →	Continue in 3 month intervals	

Standard time buckets (relative to <u>intervention</u>)

- AT[x] time buckets are applicable when study includes intervention (prevention or treatment); ie, for ALL studies in CTPT Data Archive
- For this purpose, we define time relative to Baseline (ie Baseline = "assessment time zero", or AT0).
- We define "baseline" as:
  - Prior to allocation to a study arm (in multi-arm studies)
  - The last assessment before allocation to study arm (if applicable)
  - Prior to start of intervention (if applicable)

Time bucket label	**Time to assessment (time since zero point) per study/protocol**	**When deriving "true time" variables for each participant, use the following time buckets in <u>days</u>.**
ATn1	1st screening/before baseline assessment	< 0 (value for number of days will be negative number)
ATn2 (if needed)	2nd screening/before baseline assessment	< 0 (value for number of days will be negative number)
etc.		
AT0	Baseline assessment (see definition above)	0 (this is the zero point)
AT1	1 day to 1 week	≥ 1 AND ≤ 7
AT2	> 1 week to 2 weeks	≥ 8 AND ≤ 14
AT3	> 2 weeks to 3 weeks	≥ 15 AND ≤ 21
AT4	> 3 weeks to 4 weeks	≥ 31 AND ≤ 28
AT5	> 4 weeks to 5 weeks	≥ 31 AND ≤ 35
AT6	> 5 weeks to 6 weeks	≥ 35 AND ≤ 42
AT7	> 6 weeks to 7 weeks	≥ 43 AND ≤ 49
AT8	> 7 weeks to 8 weeks	≥ 50 AND ≤ 56

AT9	> 8 weeks to 9 weeks	≥ 57 AND ≤ 63
AT10	> 9 weeks to 10 weeks	≥ 64 AND ≤ 70
AT11	> 10 weeks to 11 weeks	≥ 71 AND ≤ 77
AT12	> 11 weeks to 12 weeks	≥ 78 AND ≤ 84
AT13	> 12 weeks to < 6 months	≥ 85 AND ≤ 179
AT14	6 months to < 9 months	≥ 181 AND ≤ 269
AT15	9 months to < 12 months	≥ 270 AND ≤ 364 * uneven to catch up to 1 year mark
AT16	12 months to < 15 months	≥ 365 AND ≤ 454
AT17	15 months to < 18 months	≥ 455 AND ≤ 544
AT18	18 months to < 21 months	≥ 545 AND ≤ 634
AT19	21 months to < 24 months	≥ 635 AND ≤ 729 * uneven to catch up to 2 year mark
As needed →	Continue in 3 month intervals	

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Language

As an international collaborative effort to bring together datasets, the CTDA includes research assessments conducted in many languages. This is captured at the study level, ie, identifying the language(s) in which a study was conducted; and at the individual participant level, ie, identifying the language in which a particular study participant was assessed. In addition, the CTDA has adopted a naming convention for measures to denote the language version used, when a measure is available in multiple languages.

For all of these purposes, we use two letter language codes: http://www.loc.gov/standards/iso639-2/php/code_list.php)

Measure naming conventions across languages (adopted March 2020)
In March 2020, a new format was adopted to distinguish between measures completed in various languages. From this point forward:

- Root acronyms for measures will be generated from the measure name in its language of origin/development.
- Use of translated measures will be indicated by attaching an underscore followed by the two-letter international language code (see full listing at http://www.loc.gov/standards/iso639-2/php/code_list.php) of the translation to the original measure root acronym.
- For example, the Revised Child Manifest Anxiety Scale (RCMAS), developed in English, is assigned the root acronym "rcmas." To indicate administration of the RCMAS in its Spanish translation, the root acronym "rcmas_es" would be used.

At this point, we are NOT retrospectively applying this rule to instruments that were already (prior to March 2020) assigned root acronyms in various languages.

Preparing and using data from prospective studies

See information on coding for time of assessment.

Preparing and using data from intervention studies

Assigning arm numbers

To facilitate future use of these data across studies:
- If a study includes a "usual care"/"treatment as usual" arm, designate this arm as "Arm_UC" rather than an Arm number
- If a study includes a "waitlist" arm, designate this arm as "Arm_WL" rather than an arm number
- For study arms involving provision of an intervention, number them starting with Arm1, Arm2, etc. as needed.
- Study arms that deliver a placebo intervention or enhanced treatment as usual should be considered "intervention" and numbered (ie Arm_Int[number])`

(If more than one UC or WL arm, ask CTDA team about arm designations.)

STUDY-LEVEL INFORMATION

2. Study info and characteristics

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Basic study information - all datasets

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
CTDA study ID Assigned by CTDA team	CTDA_study_ID	CTDA study ID	4-digit number assigned by Child Trauma Data Archive as study ID ASK CTDA team
PACT/R study ID Retaining this variable for historical reasons for datasets in merged harmonized datasets	PACTR_study_ID	PACT_R study ID	4-digit number assigned by Child Trauma Data Archive as study ID ASK CTDA team
Case ID (note: This is IPD – placed here for clarity)	caseid		This is the participant ID provided by original study investigators, and is NOT unique across CTDA datasets
CTDA case ID Consult with CTDA team about creating CTDA IDs for your study participants **NOTE: THIS IS A PARTICIPANT-LEVEL VARIABLE. PLACED HERE FOR CLARITY**	CTDA_case_ID		(combined 8-digit number; 4-digit CTDA study ID + 4-digit case ID) ASK CTDA team

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
PACT_R case ID Retaining this for historical reasons for datasets 1001 – 1038. Will not assign new PACT_R case ID's **NOTE: THIS IS A PARTICIPANT-LEVEL VARIABLE. PLACED HERE FOR CLARITY**	PACTR_case_ID	PACT_R case ID	(combined 8-digit number; 4-digit PACTR study ID + 4-digit case ID) ASK CTDA team
CTDA Name of Study Assigned by CTDA team	studyname	Study name	(string variable) ASK CTDA team
Study Type	study_type		1 – Prospective 2 – Intervention
Study Group Assigned by CTDA team	stud_grp	Study Group	ASK CTDA team
Study Location (Country) Retaining this for historical reasons for datasets 1001 – 1038	stud_loc	Study Location (Country)	1- USA 2- UK 3- Australia 4- Switzerland 5- Netherlands 6- Turkey 7- Israel
Study Country Using ISO country codes NEW VARIABLE CREATED IN APRIL 2022	stud_country	Study country (using ISO codes)	036- Australia 376- Israel 528- Netherlands 752- Switzerland 792- Turkey 826- UK 840- USA

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
If study was conducted in more than one country, contact CTDA team for guidance.			
Study Languages (ie. language[s] in which study assessments were administered) This is a set of binary variables – more than 1 may be positive IF YOU DO NOT SEE LANGUAGE OF YOUR STUDY HERE, PLEASE ASK CTDA TEAM Variable names will be "study_lang_" followed by the two-letter international language code (see full listing at http://www.loc.gov/standards/iso639-2/php/code_list.php)	study_lang_EN (English) study_lang_DE (German) study_lang_FR (French) study_lang_ES (Spanish) study_lang_NL (Dutch) study_lang_TR (Turkish) study_lang_HE (Hebrew) study_lang_EL (Greek) study_lang_NB (Norwegian)	Language in which child was assessed	Values for all study_lang_XX variables: 0 - no 1 - yes
Dates Year of study start	study_start_year		4 digit year (YYYY)
Dates Year of study end	study_end_year		4 digit year (YYYY)
Sponsoring or Funding Agency May name up to 3 sponsors – if more please contact CTDA team	sponsor1 sponsor2 sponsor3	(string variable)	
Grant number (i.e., number assigned by funder) If more than 3 grant numbers, please contact CTDA team	grant_num1 grant_num2 grant_num3	(string variable) (may be text/numeric, with hyphens, spaces)	
Number of Study Administration Sites	num_admin_sites	Number of study administration sites	Number of sites (integer)

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Study admin site names	adminsite1_name adminsite2_name adminsite3_name		(string variable)
Study admin site description Describe each site including location	adminsite1_descr adminsite2_descr adminsite3_descr		(string variable)
Type(s) of setting(s) from which participants were identified/recruited	study_recruit_MH	Study identified potential participants in MH service setting(s)	0- No 1- Yes
	study_recruit_ssagency	Study identified potential participants in social service agency setting(s)	
	study_recruit_school	Study identified potential participants in school setting(s)	
	study_recruit_primcare	Study identified potential participants in primary care setting(s)	
	study_recruit_ED	Study identified potential participants in ED/A&E setting(s)	
	study_recruit _hosp	Study identified potential participants in hospital or specialty med care setting(s)	
	study_recruit _public	Study identified potential participants via public announcements	
	study_recruit_othonline	Study identified potential participants via other online sites or methods	
	study_recruit_disp	Study identified potential participants in camps for displaced people	
	study_recruit_oth	Study identified potential participants via another type of setting or method	

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Other type of study recruitment setting - specify	study_recruit_oth_descr	Other type of study recruitment setting - Description	(string variable)
Study Population Briefly describe the setting(s) and overall population(s) from which study participants were recruited	study_pop_desc		(string variable)
Total Study Participants Definition: Total N enrolled & completing at least one assessment	total_study_N	Number of participants enrolled and completing at least 1 study assessment	Integer
Outcome(s) of interest / assessed in this study Outcomes of interest for the overall study (i.e., across arms) Prospective studies should list at least 1 posttrauma outcome of interest Intervention study datasets should list at least 1 intervention outcome of interest	outcome_childPTS outcome_childdep outcome_childanx outcome_childQoL outcome_parPTS outcome_parMH outcome_other	Study outcome = child post-traumatic stress Study outcome = Child depression Study outcome = Child anxiety Study outcome = Child quality of life/functional outcomes Study outcome = Parental/caregiver posttraumatic stress Study outcome = Parental mental health Other study outcome	0- No 1- Yes
In the CTDA dataset, what data are included from this study? *If possible, the dataset should not be limited to participants who complete an intervention or who complete all research assessments.	cases_included		1- All cases screened for study inclusion 2- All cases consented and enrolled into the study 3- All cases assigned to an intervention arm 4- Only cases completing intervention 5- Only cases completing all research assessments

Number of research assessments per study protocol (i.e., research assessments planned to be completed by all participants)	num_res_assess_all	Number of planned research assessments for ALL participants	number (integer)
For intervention studies: Did participants in intervention arms complete additional assessments? (e.g., interim assessments of symptoms)	int_arm_additional_assess	Did participants in intervention arms complete additional assessments?	0 – No 1 - Yes
For prospective studies: Were all participants enrolled in prospective study eligible for follow-up assessments?	pro_follow-up_all	Were all prospective study participants eligible for follow-up?	0- No 1- Yes
For prospective studies: If not all enrolled participants eligible for follow-up, describe follow-up protocol	pro_follow-up_desc	If not all prosp study participants elig for follow-up, describe.	(string variable)

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Information on study inclusion and exclusion criteria - all datasets

Variable	**Variable name /naming convention**	**SPSS variable label (note: case sensitive)**	**Values**
Study Inclusion Criteria: Were there study inclusion criteria based on any of these?	Age: study_incl_age Language fluency: study_incl_lang Trauma exposure: study_incl_traumaexp Presence of traumatic stress symptoms or diagnosis: study_incl_PTS Presence of other mental health symptoms or diagnosis: study_incl_MH	Study had age inclusion criterion Study had language inclusion criterion Study had trauma exposure inclusion criterion Study had PTS symptom/diagnosis inclusion criterion Study had MH symptom/diagnosis inclusion criterion	Values for all study_incl_XX variables: 0 - no 1 - yes

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
	Other criteria not listed here: study_incl_other	Study had other inclusion criteria	
If study had inclusion criteria based on presence of PTS symptoms or diagnosis, describe	study_incl_PTS_desc	Description of PTS symptom inclusion criteria	(string variable)
If study had inclusion criteria based on presence of other mental health symptoms or diagnosis, describe	study_incl_MH_desc	Description of MH symptom inclusion criteria	(string variable)
If other study inclusion criteria, describe	study_incl_other_desc		(string variable)
Study Inclusion Criteria Minimum age included (in years):	study_min_age	Minimum age for study inclusion	Integer
Study Inclusion Criteria Maximum age included (in years):	study_max_age	Maximum age for study inclusion	Integer
Study Inclusion Criteria Type of Trauma Exposure Select all trauma exposure types that could have made participants eligible for inclusion in the study See definitions in Appendix	study_incl_accident study_incl_disaster study_incl_medical study_incl_bereave study_incl_abuse study_incl_viol_envt study_incl_int_viol study_incl_mass_viol	Accident – eligible for study Disaster – eligible for study Medical experience – eligible for study Bereavement – eligible for study Interpersonal abuse – eligible for study Violent environment outside household – eligible for study Interpersonal violence outside household – eligible for study	0 - no 1 - yes

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
	study_incl_war study_incl_displace study_incl_other	Exposure to mass violence – eligible for study War or armed conflict – eligible for study Migration or displacement – eligible for study Other trauma type – eligible for study	
If other trauma exposure type made participants eligible for study - describe	study_incl_other_desc	Other trauma type eligible for study - Description	(string variable)
If applicable, description of more **specific** trauma exposure type(s) that made participants eligible for study inclusion. e.g., child sexual abuse with recent disclosure, road traffic accident, specific types of illness	study_trauma_types_desc	Description of specific types of trauma exposure included in study	(string variable)
Study Exclusion Criteria: Set of binary variables – more than 1 may be positive	Prior/concurrent treatment: study_excl_othertx Co-morbid conditions: study_excl_comorbid Specific trauma type(s): study_excl_traumatype Other exclusion criteria: study_excl_other	Study had prior/concurrent treatment exclusion criterion Study had comorbid condition exclusion criterion Study had trauma type exclusion criterion Study had other exclusion criteria	Values for all study_excl_XX variables: 0 - no 1 - yes
If external treatment exclusion criteria, describe	study_excl_othertx_desc	Description of external treatment exclusion criteria	(string variable)
If co-morbid condition exclusion criteria, describe	study_excl_comorbid_desc	Description of co-morbid condition exclusion criteria	(string variable)

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
If trauma type exclusion criteria, describe	study_excl_traumatype_desc	Description of trauma type exclusion criteria	(string variable)
If other exclusion criteria, describe	study_excl_other_desc	Description of other exclusion criteria	(string variable)
Were participants identified based on an index event/trauma exposure known to the investigators? (e.g., an injury or illness event, a specific disaster or violent event, a child's disclosure of abuse)?	study_index_event	Participants were identified based on index event exposure	0- No 1- Yes
If yes, what best describes the time lag between participants' index event and study recruitment?	study_ time_since_index_event	Timeframe for lag between index event and study recruitment	1- Immediate (within a day) 2- More than 1 day to 1 month 3- 1 to 6 months 4- More than 6 months 1000- Other time lag
If other time lag, describe	time_lag_desc	Description of other time lag	
Sampling Describe nature of sample	study_sample	Nature of study sample/sampling approach	1- Convenience sample 2- Cohort from known population - specify 3- Sampled from known population - specify 1000- Other sampling approach
If other type of sample, describe	study_sample_other	Other sampling approach - description	(string variable)
If cohort from known population, describe	study_sample_cohort	Study cohort from known population - description	(string variable)
If sampled from known population, describe	Study_sample_knownpop	Study sampled from known population - description	(string variable)
If formal algorithm used, describe sampling scheme	study_sample_algorithm	Sampling algorithm - description	(string variable)
Does this study include multiple levels that must be taken into account in analyses, i.e., children grouped within classrooms?	study_multilevel	Study includes multiple levels for analysis	0- No 1- Yes

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
If multi-level, describe	study_multilevel_desc		(string variable)
Study participants/reporters Who was included in study research assessments (whether completing self- or proxy-report)?	Children study_report_child Parent(s)/Caregivers study_report_parent Siblings (of index child) study_report_sibs Other family members study_report_fam Teachers study_report_teach Other reporters study_report_other	Study assessments include children as reporters Study assessments include parents as reporters Study assessments include siblings as reporters Study assessments include other family members as reporters Study assessments include teachers as reporters Study assessments include other reporters	0- No 1- Yes
If other reporter, specify	study_report_other_desc	Specify other reporters	(string variable)
Did study assessments include parents/caregivers' own mental health/trauma responses?	study_parentMH	Study includes info on parent/caregiver mental health	0- No 1- Yes

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Prospective study info and characteristics

SHADED ITEMS IN THIS SECTION SHOULD BE PRESENT IN ALL PROSEPCTIVE STUDY DATASETS.

THIS SECTION UNDER CONSTRUCTION

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values

Intervention study info and characteristics

SHADED ITEMS IN THIS SECTION SHOULD BE PRESENT IN ALL INTERVENTION STUDY DATASETS.
IN ADDITION, ALL INTERVENTION DATASETS SHOULD INCLUDE A NAME AND DESCRIPTION FOR EACH STUDY ARM

See instructions for assigning arm numbers

Basic intervention study design and description

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Overall intervention purpose	study_intx_purpose	Broad purpose of study interventions	1- Universal prevention 2- Targeted prevention/Early treatment 3- Treatment
Other study outcome: Description	outcome_other_desc	Description of other study outcome	(string variable)
Intervention Study Design If intervention study, this variable is required	intervdesign	Intervention study design	1- Pre-post study 2- Randomized controlled trial (RCT) 3- Nonrandomized controlled trial 4- Intervention study with historical/non-concurrent controls 1000- Other design
Other design, describe:	intervdesign_oth		
Arms How many arms did the study include?	arms		1- 1 (single) arm (i.e., no control group) 2- 2 arms 3- 3 arms 4- 4 arms
Are there participants who were (a) enrolled and screened regarding symptoms or functioning (e.g., to determine eligibility for inclusion in trial) and (b) intentionally not allocated to an intervention or control arm in the trial –whose data can be included in this dataset?	any_arm_screen	Study dataset includes a group of participants with symptom / functional screening but not allocated to an intervention or control arm	0- No 1- Yes

Does any arm include a "waitlist" (delayed intervention) control condition? See note below – designate the waitlist arm as Arm_WL.	any_arm_WL	Study includes arm with waitlist/delayed intervention	0- No 1- Yes
Usual Care Arm Name	arm_UC_name	Usual care arm name	(string variable)
Usual Care Arm Description Brief description of relevant usual care/treatment as usual	arm_UC_desc	Usual care arm description	(string variable)
N enrolled in Usual Care Arm at baseline	Arm_UC_baselineN	Usual care arm N enrolled at baseline	Integer
Waitlist Arm Name If study had >1 waitlist arm, contact CTDA team	arm_WL_name	Waitlist arm name	(string variable)
If original investigators used a different name for the Waitlist Arm intervention in pubs about the study, specify original intervention name	Arm_WL_orig_name	Name used in study publications for Waitlist Arm	(string variable)
Waitlist Arm Description Brief description of relevant care/activities during waitlist period. At which time point did participants in these arms receive active intervention component(s)?	arm_WL_desc	Waitlist arm description	(string variable)
N enrolled in Arm WL at baseline	Arm_WL_baselineN	Waitlist arm N enrolled at baseline	Integer
Arm_Int1 Name (from CTDA standard list)	arm_Int1_name	Arm 1 Intervention standard name	Will be assigned by CTDA team

If original investigators used a different name for this Arm's intervention in pubs about the study, specify original intervention name	Arm_Int1_orig_name	Name used in study publications for intervention arm 1	(string variable)
Arm_Int1 Description Description of the study intervention for this study arm	arm_Int1_desc	Arm 1 Intervention description	(string variable)
N enrolled in arm 1 at baseline	Arm_Int1_baselineN	Arm 1 Intervention N enrolled at baseline	Integer
Arm_Int2 Name (from CTDA standard list)	arm_Int2_name	Arm 2 Intervention standard name	Will be assigned by CTDA team
If original investigators used a different name for this Arm's intervention in pubs about the study, specify original intervention name	Arm_Int2_orig_name	Name used in study publications for intervention arm 2	(string variable)
Arm_Int2 Description Description of the study intervention for this study arm	arm_Int2_desc	Arm 2 Intervention description	(string variable)
N enrolled in arm 2 at baseline	Arm_Int2_baselineN	Arm 2 Intervention N enrolled at baseline	Integer
Screening 'Arm' Name	Arm_Screen_name	Screening arm name	(string variable)
Screening 'Arm' Description Brief description of Screening "arm", ie circumstances in which participants are screened for symptoms / functioning but not allocated to an intervention, UC, or Wait List study arm	Arm_Screen_desc	Screening arm description	(string variable)
N enrolled in Screening 'Arm' at baseline	Arm_Screen_baselineN	Screening arm N enrolled at baseline	Integer

Were all participants enrolled at baseline eligible for follow-up assessments?	intx_follow_up_all	Were all baseline intervention study participants eligible for follow-up assessments?	0- No 1- Yes
If not all those enrolled at baseline were eligible, describe follow-up protocol	intx_follow_up_desc	If not all intervention study participants eligible for follow-up, describe	(string variable)

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Characteristics of each arm (intervention studies)

These variables should be repeated to describe each study arm that included an intervention. This includes any Waitlist arm – describe the intervention delivered after waiting period.

- These variables do not apply to any Usual Care arm.
- These variables do apply to any arm that delivered a placebo intervention or 'enhanced treatment as usual'. These arms are named as intervention arms (ie Arm_Int[number]) and the nature and contents of the placebo intervention or the elements of enhanced TAU should be described.

Most variables are repeated for each arm separately. Variable names designate the appropriate arm: Replace [ARM NAME] with Arm_Int1, Arm_Int2, or Arm_WL, as appropriate

Intervention content – General

Variable	**Variable name /naming convention**	**SPSS variable label (note: case sensitive)**	**Values**
Broad intervention type	Arm_Int1_intx_type Arm_Int2_intx_type Arm_WL_intx_type	Arm 1: Broad Intervention Type Arm 2: Broad Intervention Type Waitlist Arm: Broad Intervention Type after delay	1- Psychological Intervention 2- Complementary and Integrative Health 3- Collaborative Care 4- Pharmacotherapy 5- Placebo intervention 6 – Enhanced treatment as usual 1000- Other Intervention type
Intervention Focus (ie broad mechanisms targeted) Set of binary variables – more than 1 may be positive	Arm_Int1_CBmech Arm_Int2_CBmech Arm_WL_CBmech Arm_[NAME]_emoreg	[Arm 1/Arm 2/Waitlist Arm]: Intervention with significant focus on cognitive and cognitive-behavioral mechanisms	0- No 1- Yes

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Variable names & labels incorporate arm names as in first example	Arm_[NAME]_pcrel Arm_[NAME]_fam Arm_[NAME]_systems Arm_[NAME]_CAM Arm_[NAME]_comp	Arm xx: Intervention with significant focus on emotional regulation Arm xx: Intervention with significant focus on parent-child relational factors Arm xx: Intervention with significant focus on family relationships or communication Arm xx: Intervention with significant focus on larger systems Arm xx: Intervention with complementary or alternative health interventions Arm xx: Intervention that most often serves as comparator, i.e., supportive listening	
Did the manual/intervention model include planned variation in intervention elements, duration, delivery (e.g., variations based on symptoms or response to intervention)?	Arm_[NAME]_variation	Arm XX: Planned variation in intervention elements?	0- No 1- Yes
If planned variation: Description (i.e., Per manual/delivery algorithm, what can vary? How is this determined?)	Arm_[NAME]_variation_desc	Arm XX: Variation description	(string variable)

Intervention content – Common Practice Elements

What specific "common practice elements" are part of the intervention delivered in this arm?
A brief definition for each practice element is provided in an Appendix at the end of this document

Variable	**Variable name/naming convention**	**SPSS variable label (note: case sensitive)**	**Values**
Practice elements – Engagement & Working alliance	Arm_[NAME]_PE_alliance	Build working alliance/rapport	0- No 1- Yes
	Arm_[NAME]_PE_motivate	Enhance motivation/readiness	
	Arm_[NAME]_PE_goalset	Goal setting (overall)	
	Arm_[NAME]_PE_agendaset	Agenda setting (in session)	
	Arm_[NAME]_PE_supplisten	Supportive listening	
Practice elements – Child Psychoeducation	Arm_[NAME]_PE_chpsychoedtr	Psychoeducation (with child) about trauma	0- No 1- Yes
	Arm_[NAME]_PE_chpsychoedgen	Psychoeducation (with child) that is not trauma specific	
Practice elements – Child Affect/Emotional processing	Arm_[NAME]_PE_feelident	Feelings identification	0- No 1- Yes
	Arm_[NAME]_PE_emoexpress	Emotional expression/communication	
	Arm_[NAME]_PE_emoreg	Emotional regulation skills	
	Arm_[NAME]_PE_griefprocess	Grief/loss processing	
Practice elements – Child Bilateral stimulation	Arm_[NAME]_PE_bilatstim	Bilateral stimulation with negative/positive cognition and traumatic event	0- No 1- Yes
Practice elements – Child Cognitive processing	Arm_[NAME]_PE_psychoedcog	Psychoeducation - cognitive model	0- No 1- Yes
	Arm_[NAME]_PE_traumanarr	Developing a trauma narrative (with child)	
	Arm_[NAME]_PE_negthought	Identify & challenge maladaptive/negative thoughts	
	Arm_[NAME]_PE_altthought	Generate & practice alternative thoughts	
	Arm_[NAME]_PE_rumincogwork	Rumination focused cognitive work	
Practice elements – Child Coping skills	Arm_[NAME]_PE_positiveact	Positive activity scheduling	0- No 1- Yes
	Arm_[NAME]_PE_mindbodytech	Mind-body techniques - relaxation, breathing	

	Arm_[NAME]_PE_probsolv Arm_[NAME]_PE_resiliencebuild Arm_[NAME]_PE_socialsuppskill	Problem solving Resilience building and skills Social support skills training and enhancement	
Practice elements – Child Exposure	Arm_[NAME]_PE_imaginalexp Arm_[NAME]_PE_invivoexp	Imaginal exposure In-vivo exposure	0- No 1- Yes
Practice elements – Child Non-verbal or Expressive Practices	Arm_[NAME]_PE_expressther Arm_[NAME]_PE_mindful Arm_[NAME]_PE_massagether	Expressive therapies Mindfulness/Meditation Massage therapy	0- No 1- Yes
Practice elements – Child Safety skills	Arm_[NAME]_PE_safetyskill	Personal safety skills (physical safety)	0- No 1- Yes
Practice elements – Child Other practices	Arm_[NAME]_PE_chassess Arm_[NAME]_PE_insightbuild Arm_[NAME]_PE_groupcohesion	Assessment (conducted with child) as an intervention element Insight building and meaning-making activities Group cohesion	0- No 1- Yes
Practice elements – Parent & Family Psychoeducation	Arm_[NAME]_PE_parpsychoed_tr Arm_[NAME]_PE_parpsychoed_gen Arm_[NAME]_PE_psychoeddevelopment	Psychoeducation (with parent/caregiver) about trauma Psychoeducation (with parent/caregiver) that is not trauma specific Psychoeducation - Developmental guidance	0- No 1- Yes
Practice elements – Parent & Family Parenting practices	Arm_[NAME]_PE_copingskill Arm_[NAME]_PE_behavmanage	Parent/caregiver coping/self-regulation skills Training in child behavior management	0- No 1- Yes
Practice elements – Parent & Family Attachment/ Strengthening relationships	Arm_[NAME]_PE_cocreatetraumanarr Arm_[NAME]_PE_parchattune Arm_[NAME]_PE_strengthfam	Cocreation of a trauma narrative between parent/caregiver and child Promoting parent/caregiver-child attunement and communication	0- No 1- Yes

		Interventions to strengthen family structure, flexibility, communication	
Practice elements – Parent & Family Other practices	Arm_[NAME]_PE_parassess Arm_[NAME]_PE_partherapy	Assessment (conducted with parent/caregiver) as an intervention element Individual therapy for parent/caregiver	0- No 1- Yes
Practice elements – Broader context Attention to social context	Arm_[NAME]_PE_teachpsychoedtr Arm_[NAME]_PE_advocacy Arm_[NAME]_PE_casemanage Arm_[NAME]_PE_cultreligprac	Psychoeducation (with teacher or school staff) about trauma Advocacy Case management or collaborative intervention service planning Specific cultural/religious practices	0- No 1- Yes
Practice elements – Process Access/Availability	Arm_[NAME]_PE_access Arm_[NAME]_PE_txbarrier	Access promotion (location, transport) Addressing practical barriers to treatment	0- No 1- Yes
Practice elements – Process Assessment/Monitoring	Arm_[NAME]_PE_sxassess Arm_[NAME]_PE_monitorprior Arm_[NAME]_PE_monitorduring Arm_[NAME]_PE_reeval	Initial assessment of child symptoms/context Monitoring prior to session Monitoring in session Reevaluation (post-termination)	0- No 1- Yes
Practice elements – Process Activities outside session	Arm_[NAME]_PE_assignhw	Assign homework	0- No 1- Yes
Practice elements – Process Relapse prevention	Arm_[NAME]_PE_termritual	Termination rituals/Interventions	0- No 1- Yes
Other Practice Elements	Arm_[NAME]_PE_other	Other practice elements not mentioned elsewhere	string variable

Intervention participants

Variable	**Variable name /naming convention**	**SPSS variable label (note: case sensitive)**	**Values**

Primary Participants in Intervention - WHO is involved Variable names and labels incorporate arm names as in first example	Arm_Int1_intx_child Arm_Int2_intx_child Arm_WL_intx_child Arm_[NAME]_intx_parent Arm_[NAME]_intx_sibs Arm_[NAME]_intx_fam [Arm_[NAME]_intx_other _	[Arm 1/Arm 2/Waitlist Arm]: Child participates in intervention Arm xx: Parents/caregivers participate in intervention Arm xx: Siblings participate in intervention Arm xx: Other family members participate in intervention Arm xx: Others participate in intervention	0- No 1- Yes
If "Other family member" participants – specify	Arm_[NAME]_intx_fam_desc	Arm xx: Description of other family member intervention participants	(string variable)
If "Other" Primary intervention participants - specify	Arm_[NAME]_intx_other_desc	Arm xx: Description other primary intervention participants	(string variable)
Intervention delivery "unit" To what group/unit of people is the intervention delivered? If standard intervention delivery includes a mix of units/groups – select "other" and provide an explanation.	Arm_[NAME]_unit	Unit or group to whom Arm XX is delivered	1- Individual 2- Family 3- Group 4- Classroom 5- Systems 1000- Other - specify
If delivered to "other" unit, description	Arm_[NAME]_unit_other_desc_	Arm XX delivered to other unit or group - description	(string variable)
Planned level of caregiver involvement in the intervention Overall level (regardless of who are the primary participants)	Arm_[NAME]_parentinvolve	Planned level of caregiver involvement in Arm XX	0- None 1- Minimal/optional 2- Moderate 3- Extensive 4- Caregiver only

Mode of caregiver involvement	Arm_[NAME]_par_observe Arm_[NAME]_conjoint Arm_[NAME]_par_only	Arm XX includes caregiver observation of child session(s) Arm XX includes child-caregiver conjoint sessions Arm XX includes caregiver-only sessions	0- No 1- Yes
Planned number of sessions that include caregiver involvement	Arm_[NAME]_par_sessions	Arm XX: Planned number of sessions with caregiver involvement	Integer

Intervention delivery

Variable	**Variable name /naming convention**	**SPSS variable label (note: case sensitive)**	**Values**
Intervention delivery: directed by professional/provider or self-directed? (Note: Based on this, we collect different variables for certain aspects of intervention delivery and timing)	Arm_[NAME]_prof_self	Delivery direction of Arm XX	1- Directed by provider/professional 2- Self-directed
VARIABLES RELATED TO INTERVENTION DELIVERY – for self-directed interventions			
Primary delivery modality for self-directed intervention	Arm_[NAME]_self_mod	Self-directed intervention: Delivery modality	1- Online – web-based 2- Mobile app 3- Print materials 1000- Other
Professional/provider involvement	Arm_[NAME]_self_provassist	Self-directed intervention: Any provider assistance?	1- Fully self-directed 2- Provider assisted
For provider assisted: Level of provider involvement	Arm_[NAME]_self_level_provassist	Self-directed intervention: Level of provider involvement	1- None 2- Minimal 3- Extensive
For provider assisted: Primary medium by which the provider involvement is delivered	Arm_[NAME]_self_provmedium	Self-directed intervention: Medium of provider assistance	1- In person 2- Virtual 3- Text/email 1000- Other

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
For provider assisted: Qualitative description - Expertise of persons providing assistance; type of assistance offered, timing & frequency of assistance	Arm_[NAME]_self_provassist_desc	Self-directed intervention: Description of provider assistance	(string variable)
Self-directed: Did intervention include a required sequence or set of activities to complete?	Arm_[NAME]_self_require	Self-directed intervention:	0- No required set/sequence 1- Required set of activities 2- Required sequence of activities 3- Other - describe
Describe required set/sequence	Arm_[NAME]_self_require_desc	Self-directed intervention: Description of required activity set or sequence	(string variable)
VARIABLES RELATED TO INTERVENTION DELIVERY – for provider-directed interventions			
Provider-directed: Intervention; Primary delivery modality	Arm_[NAME]_prov_mod	Provider-directed intervention: Primary delivery modality	1- In person 2- Virtual 1000- Other
If in person, types of intervention delivery settings used in study	Arm_[NAME]_del_MH Arm_[NAME]_del_school Arm_[NAME]_del_socserv Arm_[NAME]_del_primcare Arm_[NAME]_del_ED Arm_[NAME]_del_hosp	Study delivered intervention in mental health service setting(s) Study delivered intervention in school(s) Study delivered intervention in social service agency setting(s) Study delivered intervention in primary care setting(s) Study delivered intervention in ED/A&E setting(s) Study delivered intervention in hospital	0- No 1- Yes

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
		and specialty medical care setting(s)	
	Arm_[NAME]_del_disp	Study delivered intervention in camp(s) for displaced people	
	Arm_[NAME]_del_setting_other	Study delivered intervention in other setting(s)	
Other delivery setting - specify	Arm_[NAME]_del_setting_other _desc_	Other delivery setting - Description	(string variable)
VARIABLES RELATED TO PROVIDERS – for provider-directed & provider-assisted interventions			
Which provider(s) deliver the intervention? For self-directed interventions with provider assistance, select descriptor for the person(s) providing assistance.	Arm_[NAME]_prov_MHspec Arm_[NAME]_prov_MHtrainee Arm_[NAME]_prov_OtherProf Arm_[NAME]_prov_MHspec Arm_[NAME]_prov_MHspec Arm_[NAME]_prov_MHspec	Specialist mental health provider Mental health trainee – Other professional Layperson 5-NA – Completely self-directed 1000-Other provider	0- No 1- Yes
If provided by mental health specialists, which types of specialists were providers in this study?	Arm_[NAME]_prov_psychology Arm_[NAME]_prov_psychiatry Arm_[NAME]_prov_socwork Arm_[NAME]_prov_psychnurse Arm_[NAME]_prov_MHcouns Arm_[NAME]_prov_otherMHspec	Psychologists Psychiatrists Social workers Psychiatric nurses Mental health counselors Other MH specialists	0- No 1- Yes
If provided by Mental health trainee, specify	Arm_[NAME]_prov_MHtrain_desc	MH trainee - specify	(string variable)
If delivered by other professionals, specify	Arm_[NAME]_prov_otherprof_dee	Other professional - specify	(string variable)
If delivered by laypersons, describe who and how recruited	Arm_[NAME]_prov_lay_desc	Lay provider - specify	(string variable)
If delivered by other provider, describe provider type(s)	Arm_[NAME]_prov_other_desc	Other provider - specify	(string variable)
Provider-directed: Was intervention delivered	Arm_[NAME]_prov_manual_desc	Intervention manual description	0- No 1- Yes

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
based on an intervention manual? (i.e., published, or specifically designed for the study)			
Provider-directed: How can the manual be accessed for review? (Provide a copy to archive if possible.)	Arm_[NAME]_prov_manualaccess	Intervention manual access	(string variable)
Provider training and supervision summary Describe training/experience required or provided for those delivering the intervention, and if/how supervision was provided	Arm_[NAME]_prov_trainsup_desc	Provider training and supervision description	(string variable)
Was provider fidelity to plan/manual assessed?	Arm_[NAME]_prov_fidelityassess	Was provider fidelity assessed?	0- No 1- Yes
How was provider fidelity assessed? (for example: direct or video observation of sessions by supervisor, supervisor review of provider notes, formal measures of protocol adherence)	Arm_[NAME]_prov_fidelityassess_desc	How provider fidelity was assessed	(string variable)

Intervention timing

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Planned number of sessions ie, the full "dose" For self-directed interventions, recommended number of sessions	Arm_[NAME]_sessionnum	Arm XX Planned number of sessions	Integer
Planned length of sessions in minutes	Arm_[NAME]_sessionlength	Arm XX Planned session length (in minutes)	Number (minutes per session)

For self-directed interventions, recommended length of sessions			
Planned frequency of intervention sessions For self-directed interventions, recommended frequency of intervention use	Arm_[NAME]_sessionfreq	Arm XX Planned frequency of intervention sessions	1- Multiple times per day 2- Daily 3- Weekly 4- Monthly 5- Own pace 1000- Other
Other planned frequency – Description	Arm_[NAME]_sessionfreq_desc	Arm XX Other planned frequency –Description	(string variable)
Planned intervention duration (in weeks) (Predefined and intended)	Arm_[NAME]_intxduration	Arm XX Planned intervention duration (weeks)	Number of weeks (allow decimal portions of weeks for very brief interventions, ie 1 day = 0.14 weeks)
Intervention completion – as defined in study What constitutes full dose/completion? e.g sessions attended, homework, adherence, successful use or completion of activities, etc? If "partial completion" is possible, also define this.	Arm_[NAME]_intx_completion	Arm XX intervention completion - definition	(string variable)
Was participant adherence to intervention assessed?	Arm_[NAME]_adher_assess	Arm XX Participant adherence assessed?	0- No 1- Yes
How was participant adherence to intervention assessed?	Arm_[NAME]_adher_assess_desc_	Arm XX adherence assessment description	(string variable)

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INDIVIDUAL PARTICIPANT DATA

3. Demographic characteristics

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Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Child Age	cage	Child age in years	Child age in years
Child age as an integer	cage_integer	Child age at last birthday in years	Child age at last birthday

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Child Yrs of School/Grade YEARS OF SCHOOL (STARTING WITH 1st YR of PRIMARY AS 1)	ceduc	Child yrs of school or grade	[If between school years, grade completed]
Child Gender	cgender	Child gender	1- Male 2- Female WILL ADD MORE CATEGORIES HERE IF NEEDED - ask CHOP team
Child Race / Ethnicity Given that race/ethnicity is socially constructed differently across countries, our approach is to use standard ways of capturing race or ethnicity within each country – Investigators may wish to re-group for some analyses IF YOU DO NOT SEE YOUR COUNTRY HERE, PLEASE ASK CTDA TEAM	crace	Child race	10- Black/African-American (US) 11- White (US) 12- Asian (US) 13- American Indian/Alaska Native (US) 14- Native Hawaiian or Other Pacific Islander (US) 15- Multi-racial (US) 16- Hispanic/Latino (US) 20- White (UK) 21- Black (UK) 22- Asian (UK) 23- Chinese (UK) 24- Mixed (UK) 25- Other (UK) 30- Non-indigenous Australian (AUS) 31- Indigenous Australian (AUS) 32- New Zealander (AUS) 33- New Zealand Maori (AUS) 34- Pacific Islander (AUS) 35- European (AUS) 36- African (AUS) 37- Middle-Eastern (AUS) 38- Asian (AUS) 40 – Swiss (SUI) 41 – Foreigner (SUI) 60 - Turkish Muslim (TUR) 70 – Israeli Jew (ISR) 71 – Israeli Arab Muslim (ISR) 72 - Israeli Arab Christian (ISR) 73 – Israeli Former Soviet Union immigrants (ISR) 70 – Israelí Jew (ISR) 71 – Israelí Arab (ISR) 72 – Israelí Arab Muslim (ISR) 73 – Israeli Arab Christian (ISR) 74 – Israeli Former Soviet Union immigrants (ISR)

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
			75 – Other (ISR) WILL ADD MORE COUNTRIES AS NEEDED – ASK CHOP TEAM 1000 - Other (specify)
Child Race (Other)	crace_oth	Child race (other)	(string variable)
Child Race (Multi-racial)	crace_m	Child race (multi-racial)	(string variable)
Child is ethnic minority in their country of residence Harmonized variable derived by CTDA team	c_ethnic_minority		0 - no 1 - yes
# siblings	sibs	Number of siblings	
Family size	famsize	Family size	
Relationship of Parent/Caretaker to index child (i.e., for parent/caretaker who is informant/study participant - relationship to index child participant)	p1_re p2_rel	Relationship of parent/caregiver 1 to index child Relationship of parent/caregiver 2 to index child	1- Mother 2- Father 3- Other (non-parent) guardian
Parent/Caregiver Relationship (Other)	p1_rel_oth p2_rel_oth	Relationship of Parent/Caregiver 1 (other), Relationship of Parent/Caregiver 2 (other)	(string variable)
Parent/Caregiver Age	p1_age p2_age	Parent/Caregiver 1 age Parent/Caregiver 2 age	Parent age in years
Parent/Caregiver Gender	p1_gend p2_gend	Parent/Caregiver 1 gender Parent/Caregiver 2 gender	1- Male 2 - Female
Parent/Caregiver Race	p1race p2race	Parent/Caregiver 1 race Parent/Caregiver 2 race	SEE ABOVE - SAME CODES AS CHILD RACE CATEGORIES
Parent/Caregiver Race (Other)	p1race_oth p2race_oth	Parent/Caregiver 1 race (other), Parent/Caregiver 2 race (other)	(string variable)
Parent /Caregiver Race (Multi-racial)	p1race_m p2race_m	Parent/Caregiver 1 race (multi-racial) Parent/Caregiver 2 race (multi-racial)	(string variable)

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Parent/Caregiver Relationship Status	p1_relat p2_relat	Parent/Caregiver 1 relationship status Parent/Caregiver 2 relationship status	1- Single 2- De Facto (Australia) 3- Married 4- Separated 5- Divorced 6- Widowed
Parent/Caregiver # of Years with Marital Status	p1_mar p2_mar		
Highest level of parent/caregiver education (for each parent) NOTE: Please share with the PACTR Archive the variable as your study originally coded it	p1_educ [DATASET NUMBER] e.g., p1_educ_1001	Highest level of education completed by parent/caregiver 1 (county of origin), …	Original values from study - i.e. matching that country's educational system. Thus, range and content of values may vary by study - be sure to label
Highest level of parent/caregiver education (for each parent) NOTE: Create an additional variable that uses ISCED 1997 classifications for education - ASK CHOP TEAM	p1_educ p2_educ m_educ, f_educ (included only when this added unique information beyond p1_educ and p2_educ variables due to data collection methods of specific datasets)	Highest level of education completed by parent/caregiver 1, Highest level of education completed by parent/caregiver 2	0 - Preprimary 1 - Primary 2 - Lower secondary 3 - Upper secondary 4 - Post-secondary non-tertiary 5 - First stage of tertiary education 6 - Second stage of tertiary education
Parent/Caregiver completed secondary education	p1_sec_educ p2_sec_educ	Parent 1 completed secondary education Parent 2 completed secondary education	0 - no 1 - yes
Parent/Caregiver Household Income NOTE: Variable as your study originally coded it	p1_inc[DATASET NUMBER] e.g., p1_inc_1001		Original values from study - i.e. in that country's currency. Thus, range and content of values may vary by study - be sure to label
Language in which study assessments were administered **for this participant** IF YOU DO NOT SEE THE LANGUAGE YOU NEED HERE, ASK CTDA TEAM	language		1– English 2– German 3– French 4– Spanish 5– Dutch 6- Turkish 7- Hebrew 8- Greek 9- Norwegian

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
			WILL ADD MORE LANGUAGES AS NEEDED - ASK CTDA TEAM

4. Trauma/Event characteristics

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NOTE:

- All datasets in which study participants were identified based on exposure to an identifiable index event (ie, all PACT/R datasets and some CTPT datasets) should include participant-level data about the trauma type(s) of that index event (see below).
- Whether or not there is an identifiable index event, all datasets should include participant-level data about
  - the trauma exposure(s) that brought this participant to study participation,
- If assessed, it is highly desirable to include data about:
  - prior/other trauma history and exposure for this participant
  - interim/ongoing trauma exposure for this participant during the course of the study

- **In 2022, we are updating our code lists for trauma exposure variables to ensure consistency across instances in which these codes are used. See Appendix for more information.**

Index event characteristics

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Date (year) of index event	event_yr	Year of Event	4 digit year in which event occurred
Date (day) of index event NOTE: This element should not be included if it constitutes identifiable information	event_date	Date of Event	dd/mm/yyyy
Trauma exposure(s) that made this participant eligible for this study NEW VARIABLE IN 2022	index_trauma_ accident index_trauma_disaster index_trauma_medical index_trauma_bereave	Index trauma: Accident Index trauma: Disaster Index trauma: Medical experience Index trauma: Bereavement	0 - no 1 - yes

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
	index_trauma_abuse index_trauma_viol_envt index_trauma_int_viol index_trauma_mass_viol index_trauma_war index_trauma_displace	Index trauma: Interpersonal abuse Index trauma: Violent environment outside household Index trauma: Interpersonal violence outside household Index trauma: Mass violence Index trauma: War or armed conflict Index trauma: Migration or displacement	
COMING SOON – ADDITIONAL VARIABLES FOR MORE SPECIFIC EXPOSURE TYPES – SEE APPENDIX			

****The following event descriptors are under review as we transition to new codes for trauma exposure types.****

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Primary trauma type (this index event) Keeping variable for historical reasons in studies 1001-1038. NOTE: The original trauma_1 variable may not be sufficiently mutually exclusive; trauma_1_v2 improved upon categorical classifications to make them mutually exclusive and to clarify distinction	trauma_1	Primary Index Trauma 1	1 – Unintentional Injury 2 - Acute medical event (non-injury) 3 - MVA/RTA 4 - Interpersonal Violence 5 - Disaster 1000- Other

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
between RTA and other unintentional injury In 2022, we are updating our code lists for trauma exposure.			
Other – specify field	trauma_1_oth	her Primary Index Trauma – specify	(string variable)
Primary trauma type (this index event) Keeping variable for historical reasons in studies 1001-1038. * Has been required for PACT/R datasets	trauma_1_v2	Primary Index Trauma 1	1 – Unintentional injury (not RTA) 2 – Acute medical event (non-injury) 3 – RTA requiring medical attention 4 – Interpersonal violence (not abuse/maltreatment) 5 – Disaster 1000- Other
Additional trauma type (this index event) Keeping variable for historical reasons in studies 1001-1038.	trauma_2	Additional Index Trauma 2	1- Unintentional Injury 2- Acute medical event (non-injury) 3 - MVA/RTA 4- Interpersonal Violence 5 – Disaster 1000- Other
Other – specify field	trauma_2_oth	Other Index Trauma 2 - specify	(string variable)
Additional trauma type (this index event) Keeping variable for historical reasons in studies 1001-1038.	trauma_3	Additional Index Trauma 3	1- Unintentional Injury 2- Acute medical event (non-injury) 3 - MVA/RTA 4- Interpersonal Violence 5 – Disaster 1000- Other
Other – specify field	trauma_3_oth	Other Index Trauma 2 - specify	(string variable)
Direct/indirect exposure?	Dir_exp1	Type of Exposure to Primary Index Trauma 1	1 – Indirect exposure only 2 – Direct exposure – witnessed 3 – Direct exposure - victim
Direct/indirect exposure?	Dir_exp2	Type of Exposure to Additional Index Trauma 2	1 – Indirect exposure only 2 – Direct exposure – witnessed 3 – Direct exposure - victim
Direct/indirect exposure?	Dir_exp3	Type of Exposure to Additional Index Trauma 3	1 – Indirect exposure only

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
			2 – Direct exposure – witnessed 3 – Direct exposure - victim
Unintentional injury circumstances	inj_circ	Unintentional Injury Circumstance	1- Traffic (MVA/RTA) 2- Fall 3 - Sports - organized 4- Sports/recreation 5- Animal bite/attack 6- Fire/burn 7 – Near drowning 8 – Poisoning/ingestion 1000- Other unintentional injury circumstances
Other – specify field	inj_circ _oth	Other Unintentional Injury - specify	(string variable)
MVA/RTA circumstances	RTA_circ	MVA/RTA circumstance	1- MV occupant 2- Pedestrian 3 - Bicyclist 4 – Motorcyclist/scooter 1000- Other MVA/RTA circumstances
Other – specify field	RTA_circ _oth	Other MVA/RTA Circumstance - specify	(string variable)
Type of acute medical event NOT MUTUALLY EXCLUSIVE: SELECT CODE THAT IS BEST MATCH	med_circ	Type of Acute Medical Event	1 –Illness - Sudden onset or learning of new diagnosis 2 - Illness episode (e.g. asthma attack, sickle cell episode) 3 – Surgery 4 – Other medical procedure 1000 - Other acute medical event
Other – specify field	med_circ _oth	Other Acute Medical Event - specify	(string variable)
Acute medical event – primary disorder NOT MUTUALLY EXCLUSIVE: SELECT CODE THAT IS BEST MATCH	med_dx	Acute Medical Event -	1- Asthma 2- Appendicitis 3- Diabetes 4- Pneumonia 5- Infection 6- GI Concerns 7 – Sickle cell 8 – Cancer 9 - Cardiac 1000 - Other

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Other – specify field	med_dx _oth	Primary Disorder = Other - specify	(string variable)
Interpersonal violence circumstances NOT MUTUALLY EXCLUSIVE: SELECT CODE THAT IS BEST MATCH	vio_circ	Interpersonal Violence Circumstance	1- Assault/violence by non-family member 2- Assault/violence by family member 3- Mass violence (e.g. school shooting or terrorist attack) 4- Witness to violence against other(s) 1000 - Other
Other – specify field	vio_circ _oth	Other - specify field	(string variable)
Known or Unknown Offender	vio_non_fam	1-	1- Known 2- Stranger 3- Authority 888 – Not Applicable 999 – Missing 1000 – Other
Type of disaster	dis_type	Type of disaster	1- Earthquake 2- Flood 3- Wildfire/Bush fire 4- Hurricane/Typhoon 5- Tornado 6- Tsunami 7- Volcanic Eruption 8- Mudslide 9- Avalanche 10- Blizzard 11- Technological Disaster 1000 - Other
Other – specify field	dis_type _oth		(string variable)

Trauma history/exposure variables

2022 update: We are mapping these variables to the updated code list of trauma exposure types. More info coming soon.

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Prior trauma history (prior to index trauma)?	tr_hx	Prior trauma history?	0 – No 1- Yes 888 – Not applicable (because no index event as reference)

			777 – Not assessed in this study
Age at earliest trauma	age_tr1	Age at earliest trauma	Code as child age in years
Number of prior trauma types	tr_hx_count_type		
Number of prior trauma events	tr_hx_count_events		
Prior unintentional Injury	pr_uninj	Prior unintentional injury?	0 – No 1 – Yes
Prior MVA/RTA	pr_RTA	Prior MVA/RTA?	0 – No 1 – Yes
Prior acute medical event	pr_med	Prior acute medical event	0 – No 1 – Yes
Prior interpersonal violence	pr_viol	Prior interpersonal violence?	0 – No 1 – Yes
Prior exposure to disaster	pr_disas		0 – No 1 – Yes
Prior abuse/maltreatment	pr_maltx	Prior abuse/maltreatment?	0 – No 1 – Yes
Prior exposure to war/armed conflict	pr_war	Prior exposure to war/armed conflict?	0 – No 1 – Yes
Prior refugee trauma	pr_refug	Prior refugee trauma?	0 – No 1 – Yes
Other prior trauma	pr_other	Other prior trauma?	0 – No 1 – Yes
Other prior trauma (specified)	pr_trauma_oth (Multiple other prior traumas can be designated pr_trauma_oth1, pr_trauma_oth2, etc.)	Other prior trauma -specify	(string variable)

5. Medical care and physiological/biological measures

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Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Was child treated in ED/A&E because of this event?	emerg_tx	Child treated in ED/A&E because of this event	0- No 1- Yes
Was child transported to ED in an ambulance or via emergency transport?	emstrans		0-No 1-Yes
Was child admitted to hospital because of this event?	hospadmit	Child admitted to hospital because of this event	0- No 1- Yes
Was child admitted to ICU because of this event?	icuadmit	Child admitted to ICU because of this event	0- No 1- Yes
Length of time in hospital (in days) with day of admit = 1	hospdays	Length of time in hospital (in days) with day of admit=1	
Was child seen at an outpatient clinic/doctor's office?	doc_office		0- No 1- Yes
Was child injured?	injured	Child injured	0- No 1- Yes
Type of injury	injury	Type of injury	(string variable)
Fracture?	fracture	Child sustained fracture	0- No 1- Yes
Burn?	burn	Child sustained burn	0- No 1- Yes
Sustained multiple injuries?	mult_inj	Child sustained multiple	0- No 1- Yes
If injured, injury severity score	ISS	Injury Severity Score (if injured)	
Did child have a head injury?	HI_presence	Child had head injury	0 – No 1- Yes 9- Unknown
Classification of head injury severity	HI_classify	Classification of head injury severity	1 = mild 2 = moderate 3 = severe 9= unknown
Loss of consciousness?	LOC_pres	Child lost consciousness	0 – No 1 - Probable 2 – Yes 9 - Unknown
Duration of LOC/coma (if it was present – otherwise N/A)	LOC_dur	Duration of LOC/coma	0 = none 1 = 0-5 mins 2 = 5 min - 1 day

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
			3 = 1 - 7 days 4 = More than 7 days 9 = Unknown duration
First available GCS	GCS_initial	First available GCS	
Lowest GCS in first 24 hrs	GCS_24hr	Lowest GCS in first 24 hrs	
Post-trauma amnesia?	PTA_pres	Post-trauma amnesia	0 – No 1- Yes 9- unknown
Duration of post-trauma amnesia (if it was present – otherwise N/A)	PTA_dur		1 = Less than 24 hours 2 = 1 - 7 days 3 = Greater than 7 days 9 = Unknown/not indicated in medical file
Neurological signs (e.g. seizure, dysarthria, ataxia, etc)	Neuro_signs	Neurological Signs (e.g. seizure, dysarthria, ataxia)	0 – No 1- Yes 9- unknown
Child BMI	bmi		
Child BMI (for age)	bmiage		
Child BMI Percentile	bmipct		
Child Tanner score	tanner		
Chronic health concerns?	chronic		0 – No 1- Yes 9 - Unknown
Did child receive meds in hospital (in ED or during inpt stay)?	hospmed		0 – No 1- Yes 9-unknown
Were all medications received in-hospital recorded in the dataset?	allmeds		0-No 1-Yes
Opiates (by time period)	opiate_t1, opiate_t2, etc.		0 – No 1- Yes 9 - Unknown
Beta-blockers (by time period)	betablock_t1, betablock_t2, etc.		0 – No 1- Yes 9 - Unknown
List any other meds received	med_o1, med_o2, etc.		(string variable)
Was child on meds at time of assessment? (must include assessment point)	Cmedst1, etc.		0 – No 1- Yes 9 - Unknown
What meds? List	Asmed_t1, etc.		(string variable)
Respiration (by time period)	resp_t1, resp_t2, etc.		
Respiration pre-hospital admission (during EMS transport)	Presp		

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Pulse pre-hospital admission (during EMS transport)	Ppulse		
Systolic BP pre-hospital admission (during EMS transport)	psys		
Diastolic BP pre-hospital admission (during EMS transport)	pdia		
Respiration upon hospital triage	Tresp		
Pulse upon hospital triage	Tpulse	Pulse upon hospital triage	
Systolic BP upon hospital triage	Tsys		
Diastolic BP upon hospital triage	Tdia		
Respiration upon hospital discharge	Dresp		
Pulse upon hospital discharge	Dpulse	Pulse upon hospital discharge	
Systolic BP upon hospital discharge	Dsys		
Diastolic BP upon hospital discharge	Ddia		
Pulse (by time period)	pulse_t1, pulse_t2, etc.		
Systolic BP (by time period)	sys_t1, sys_t2, etc.		
Diastolic BP (by time period)	dia_t1, dia_t2, etc.		
Urinary Cortisol levels ug/dl (specify time period)	ucort_t1, ucort_t2, etc.		
Urinary Epinephrine (specify time period)	uepi_t1, uepi_t2, etc.		
Urinary Norepinephrine (specify time period)	une_t1, une_t2, etc.		
Urinary Dopamine (specify time period)	udpa_t1, udpa_t2, etc.		
Urine volume	uvol_t1, uvol_t2, etc.		
Creatinine (specify time period)	creat_t1, creat_t2, etc.		
Was salivary cortisol assessed?	salcort_a		0 - No 1 - Yes
If yes, what sampling times were used?	salcort_b		(string)
Salivary cortisol levels by sampling time	salcort_t1, salcort_t2, etc.		

6. Participant-level variables for intervention studies

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Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Study Administrative Site for this participant (Study admin sites should have been defined and assigned a number in an earlier step – contact CTDA team if needed)	part_admin_site	Study administrative site for this participant	Response options = the full list of admin sites across all studies. 2001.1 = Admin Site 1 for Study 2001 etc [CTDA Study Number] (dot) [Admin site number within that study]
Type of setting through which this participant was identified/recruited	part_recruit_setting	Type of setting where this participant was identified/recruited for study	1- Mental health setting 2- Social service agency 3- School setting 4- Primary care 5 - ED/A&E 6 - Hospital or specialty medical care 7- Camp for displaced people 8- Public announcement 9- Other (targeted) online site or method 1000- Other type of setting or method - specify
If participant identified via other site or method, describe	part_recruit_setting_oth_describe	Participant identified via other site or method - Description	(string variable)
Arm Allocation for this participant * Required for CTPT datasets (Study arms should have been defined and numbered in an earlier step – contact CTDA team if needed)	part_arm_allocation	Arm allocation number for this participant	2001.1- Intervention Arm 1 for Study 2001 2001.2- Intervention Arm 2 for Study 2001 etc 2001.55 – Usual Care Arm for Study 2001 2001.66 – Waitlist Arm for Study 2001 [CTDA Study Number] (dot) [Arm number within that study]

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Intervention delivery modality for this participant	part_intx_mode	Intervention delivery modality for this participant	1- All in-person 2- All virtual 3- Mix of in-person & virtual
Type of intervention delivery setting for this participant	part_intx_setting	Intervention delivery setting for this participant	1- Mental health setting 2- Social service agency 3- School setting 4- Primary care 5 - ED/A&E 6 - Hospital or specialty medical care 7- Camp for displaced people 8- Participant's home 80 - NA: Virtual/telehealth delivery 81 - NA: Self-directed 1000 - Other – specify
Other delivery site for this participant - specify	part_intx_setting_other_desc	Other delivery site for this participant - Description	(string variable)
Actual caregiver involvement for this participant (compared to planned involvement per intervention protocol)	actual_caregiver_involve	Actual caregiver involvement – overall for this participant	1- Less than planned per protocol 2- As much as planned per protocol 3- More than planned per protocol
Actual number of sessions with caregiver involvement for this participant	actual_caregiver_sessions	Actual number of sessions with caregiver involvement for this participant	Number of sessions
Actual frequency of intervention use/sessions for this participant	actual_session_freq	Actual frequency of intervention use/sessions by this participant	1- Multiple times per day 2- Daily 3- Weekly 4- Monthly 1000- Other
Actual number of sessions for this participant	actual_num_sessions	Actual number of sessions for this participant	Number of sessions
Self-directed: Actual average session length in minutes for this participant	actual_avg_session_length	Self-directed: Actual average session length in minutes for this participant	Number of minutes
Actual intervention duration in weeks for this participant Weeks from start to last session attended/last use of intervention	actual_intx_duration	Actual number of weeks duration of intervention for this participant	Number of weeks

Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Did this participant complete intervention?	actual_intx_completion	Did this participant complete intervention – per the study's definition	1- Not completed 2- Partially completed 3- Completed
Concurrent external psychotherapy /other formal psychosocial support **in addition to study intervention** for this participant?	concurrent_ext_psychtx	Did participant receive concurrent external psychotherapy/other formal psychosocial support in addition to study intervention?	0 - No 1 - Yes 2 - Unknown
If "yes" describe what type of treatment/formal support	specify_ext_psychtx		string
Concurrent external psychopharm treatment (medication) **in addition to study intervention** for this participant?	concurrent_ext_pharmtx	Concurrent external psychopharm treatment (medication) in addition to study intervention	0 - No 1 - Yes 2 - Unknown
If "yes" describe pharmacologic treatment	specify_ext_pharmtx		string

7. Generic variables – may apply across measures

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Variable	Variable name /naming convention	SPSS variable label (note: case sensitive)	Values
Questionable Validity (as applicable, per assessment time point) Denotes concerns about validity of data/responses, e.g., based on child respondent's fatigue, potential misunderstanding of item content	qval_t1, qval_t2, etc.	Questionable validity: tx	0 – No 1- Yes

8. Standardized interview and questionnaire measures

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NOTE TO INVESTIGATORS PREPARING DATA FOR SUBMISSION - If you have used a measure that is not listed here with a root acronym and standard response values, please get in touch with CHOP team to agree on these before recoding.

Standardized interview measures assessing child PTS or other MH symptoms

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Anxiety Disorders Interview Schedule (ADIS) PTSD/ASD module ● PTSD Criterion A1 ● PTSD Criterion A2 ● PTSD Criterion B ● PTSD Criterion C ● PTSD Criterion D ● PTSD Criterion E ● PTSD Criterion F ● PTSD Interference ● PTSD Diagnosis ● PTSD Sub-Syndromal ● PTSD Clinician Severity Rating ● ASD Diagnosis ● ASD Sub-Syndromal	t1p1adisptsd01 (parent report) t1p2adisptsd01 (parent report) t1cadisptsd01 (child report) ● adisptsdca1 ● adisptsdca2 ● adisptsdcb ● adisptsdcc ● adisptsdcd ● adisptsdce ● adisptsdcf ● adisptsdint ● adisptsddia ● adisptsdsub ● adisptsdcsr ● adisasddia ● adisasdsub	adisptsd	26	0 = No 1 = Yes 2 = Other For interference and clinician severity rating items: Values from 0 to 8, where 0 = Not at all 8 = Very much
Major Depressive Disorder (MDD) module ● MDD Diagnosis ● MDD Sub-syndromal	t1p1adismdd01 (parent report) t1p2adismdd01 (parent report) t1cadismdd01 (child report) ● adismdddia ● adismddsub	adismdd	12	
Acute Stress Disorder Interview for Children (ASDC)	t1asdc01	asdc	19	Likert 0-1-2-3-4
Acute Stress Disorder Interview for Parents (ASDP) *ASDP item content appear to be based on the Acute Stress Disorder Scale (ASDS) but ASDP is scaled differently	t1p1asdp01	asdp	19	Likert 0-1-2-3-4
ASD Dissociation Criterion Interview	t1cdisso01 t1p1disso01	disso	5	0= No, 1= Yes
Clinician Administered PTSD Scale for DSM-IV (CAPS-CA)	*CRIT A ITEMS:* DO NOT INCLUDE IN DATASET	capsca	34 items	

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Also see: IBS-KJ in German	*CRIT B/C/D SYMPTOM ITEMS (1 -17):* t3capsca06f t3capsca06i CRIT E (18-19) CRIT F (20-23) GLOBAL SEVERITY RATING (25): t3capsca18, etc. *ASSOC FEATURES* (27-34): t3capsca27f t3capsca27i *SUMMARY SCORES* (included in PACT/R only if no item-level data is available) t3capsca_crb_tot (CRIT B Total) t3capsca_crb_count (CRIT B symptom count) t3capsca_crb_met (CRIT B met y/n) t3capsca_crc_tot (CRIT C Total) t3capsca_crc_count (CRIT C symptom count) t3capsca_crc_met (CRIT C met y/n) t3capsca_crd_tot (CRIT D Total) t3capsca_crd_count (CRIT D symptom count) t3capsca_crd_met (CRIT D met y/n) t3capsca_tot (CAPS-CA Total Score)			Items 1-17 and 27-34: Freq 0-4 Intensity 0-4 Item 18: # of months (delay in onset) Item 19: duration more than one month (no/yes) 0/1 Items 20-23, 25: 0-4
Children's PTSD Inventory	t3ptinvB01a	ptinv	4 items for DSM-IV Crit A2 34 symptom items 5 impairment items Some PACT studies added 18 items for peri- & post-trauma dissociation	Most items are Yes/No Should be coded as Yes = 1 No = 0
Diagnostic Interview for Children and Adolescents (DICA) Acute Stress Disorder Module (DICA-ASD)	t3cdica_asd01 (child report) t3cdica_ptsd01 (child report)	dica_asd dica_ptsd	58	Most items are 1-3-5 Some are 1-2-3-4

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Post-Traumatic Stress Disorder Module (DICA-PTSD)				
Entrevista Diagnóstica para Niños y Adolescentes (EDNA) Acute Stress Disorder Module (EDNA-ASD) Post-Traumatic Stress Disorder Module (EDNA-PTSD) Also see: DICA-ASD and DICA-PTSD in English	t3cedna_asd01 (child report) t3p1edna_asd01 (parent report) t3p2edna_asd01 (parent report) t3cedna_ptsd01 (child report) t3p1edna_ptsd01 (parent report) t3p2edna_ptsd01 (parent report)	edna_asd edna_ptsd		
IBS-KJ (Interviews zu Belastungsstörungen bei Kindern und Jugendlichen) Also see: CAPS-CA in English	t2ibsab1af (ASD) t2ibsacra1 (Trauma criterion A1) t2ibsacra2 (Trauma criterion A2) t2ibscratraumacr (Trauma criterion) t5ibspb1af (PTSD)	ibsa (ASD interview) ibsp (PTSD interview—German equivalent of CAPS-CA)		Likert Freq 0-1-2-3-4 Inten 0-1-2-3-4
Post Traumatic Symptom Inventory for Children (PTSIC)	t1ptsic01	ptsic	30	Likert 0-1-2
PTSD Semi-Structured Interview and Observational Record for Infants and Young Children (previously known as the Scheeringa Interview – "scher")	t1p1ptsdssi02	ptsdssi		***In progress*** Items 2-23: Likert 0-1-2 Items 25-29: Likert 1-2-3-4-5

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Child PTS measures - questionnaires/checklists

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Acute Stress Disorder Checklist for Children (ASC-Kids) (English) ASC-Kids (Spanish)	t2asc01 t2ascs01	asc ascs	29 items - 3 Crit A2 - 19 symptoms - 3 impairment - 4 other	Likert 0-1-2
Acute Stress Disorder Scale (ASDS) NOTE: Adult measure but has been given to older adolescents	t1asds01 When completed by **ADOLESCENT** about **self**	asds	19 symptoms	Likert 1-2-3-4-5

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Adolescent Dissociative Experiences Scale (A-DES) – Child Completed	t1ades01	ades	30	Likert 0-1-2-3-4-5-6-7-8-9-10
Child Acute Stress Questionnaire (CASQ)	t3casq01	casq	33	Likert 0-1-2
Child and Adolescent Trauma Survey (CATS) *CHECK MEASURE CAREFULLY (March & Amaya-Jackson 1997)	t1cats01	cats	12 (original) 13 (w/numbing)	Likert 0-1-2-3
Child Dissociative Checklist (CDC)	t1p1cdc01b (before trauma) t1p1cdc01s (since trauma)	cdc	20	Likert 0-1-2
Children's Impact of Event Scale 2 versions: * 13-item (CRIES) * 8-item (CIES)	t2cries01	cries	Short= 8 items Long= 13 items *Item numbers do not correspond across versions.* ***For PACT/R datasets, recode CRIES-8 items to match CRIES-13 numbering***	Likert Short: 1-2-3-4 **Long: 0-1-3-5** *Value scales have equivalent anchors.* ***For PACT/R datasets, CRIES-8 response values must be recoded to correspond to CRIES-13 values of 0-1-3-5***
Child PTSD Symptom Scale (CPSS) (DSM-IV version) (English) Child PTSD Symptom Scale (CPSS) (DSM-IV version) (Spanish)	t1cpss02 t1cpsp02	cpss cpsp	24 items - 17 symptoms - 7 impairment	Items 01 – 17 (symptoms): 0-1-2-3 Items 18-24 (impairment): 0 - No 1 - Yes
Child Stress Disorders Checklist (CSDC) (parent report) CSDC, short form (parent report)	t2p1csdcA1a t2p1csdc01	csdc	35 items - 5 Crit A2 - 30 symptoms 4 symptom items *For PACT/R datasets, recode CSDC short form items to match item content in full length CSDC – ask CHOP team if unsure*	Likert 0-1-2 Likert 0-1-2
Child Trauma Screening Questionnaire (CTSQ) (10-item) CTSQ (15-item)	t1ctsq01, t1ctsq02, etc. t1ctsqa, t1ctsqb, etc. (a through b are "extra" items from the development of the measure found in datasets 1010 and 1012)	ctsq (numeric only) ctsq (numeric and alphabetical)	10 symptoms 15 symptoms	No/Yes 0-1 No/Yes 0-1

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Impact of Event Scale (IES) *The IES is an adult measure but was administered to children in Dataset 1035	t1ies01	ies	15 symptoms	Likert 0-1-3-5
Immediate Stress Reaction Checklist	t1isrc01	isrc	27	Likert 0-1-2
PTSD Checklist for Children - Parent Report (PCL-C/PR)	t3p1pclc01 t3p1pclc18	p1pclc (parent report of child) p2pclc (parent report of child)	17 symptoms	Likert 1-2-3-4-5
PTSD-Reaction Index (Frederick) * CHECK REACTION INDEX VERSIONS CAREFULLY (UCLA vs OTHERS; DSM –IV vs DSM-5)	t3cri01	cri (child report) p1ri (parent report) p2ri (parent report)	20 symptom items	
Screener for the Development of a Response Posttrauma (SDRP)	t2p1sdrp01	sdrp	15	Likert 1-2-3-4-5-6-7
Trauma Symptom Checklist for Children (TSCC) ("Alternate version" TSCC-A omits 10 items about sexual concerns - TSCC-A items in datasets using this alternate version were recoded and renumbered to correspond to TSCC)	t2tscc01	tscc	54/44 *Item numbers do not correspond across versions.* ***For PACT/R datasets, recode TSCC--A items to march TSCC numbering***	Likert 0-1-2-3
UCLA PTSD Reaction Index for DSM-IV * CHECK REACTION INDEX VERSIONS CAREFULLY (UCLA vs OTHERS; DSM-IV vs DSM-5)	Symptom items: t3cuclaIV01 (child-report) t3p1uclaIV01 (parent-report) Trauma history items: t3cuclaIV_th01 (child-report)	uclaIV	22 items in the PTS symptom portion - but **20 are used for PTSD scoring** (omit 14 and 21 when scoring) If study used CHILD version with 20 symptom items, item #20 (afraid bad thing will happen again) should be numbered as item #22 to correspond to adolescent version	Likert 0-1-2-3-4 No/Yes 0-1

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
	t3p1uclaIV_th01 (parent-report) Criterion A2 items: t3cuclaIV_a2_15 (child-report) t3p1uclaIV_a2_15 (parent-report)		14 items in the trauma history portion 13 items in the Criterion A2 portion	
UCLA PTSD Reaction Index for DSM-5 -English	Symptom ítems: t1cucla5_01 (child report) t1p1ucla5_01 (parent report) Trauma History ítems: t1cucla5_th01 (child report) t1cucla5_th01 (parent report) Impairment ítems: t1cucla5_imp01 (child report) t1p1ucla_imp01 (parent report)	ucla5 (English)	31 items in the PTS symptom portion 16 items in the trauma history portion 18 items in the impairment portion	Likert 0-1-2-3-4 No/Yes 0-1 No/Yes 0-1
-German * CHECK REACTION INDEX VERSIONS CAREFULLY (UCLA vs OTHERS; DSM -IV vs DSM-5)	Symptom ítems: t1cucla5_de_01 t1p1ucla5_de_01 Trauma History ítems: t1cucla5_de_th01 (child report) t1cucla5_de_th01 (parent report) Impairment ítems: t1cucla5__de_imp01 (child report) t1p1ucla__de_imp01 (parent report) NOTE: using Arabic numeral 5 to correspond with DSM-5 usage	ucla5_de (German)		

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Measures of child exposure to trauma or life events

** may assess exposure to aspects of index event, events experienced prior to index event or since index event

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
ALSO SEE measures of child PTS which contain trauma exposure items: Children's PTSD Inventory UCLA PTSD Reaction Index (DSM-IV)				
Hurricane-Related Traumatic Experiences (HURTE) During/after/since/talking	t1hurted01 – during t1hurtea01 – after t1hurtes01 – since t1hurtet01 – talking	hurted (during) hurtea (after) hurtes (since) hurtet (talking)	17	Varies: No/Yes 0 – 1 Likert scales for some items: not at all/a little/a whole lot (0-3) none/once/twice/three or more (0-3) very unhappy/unhappy/okay/happy/very unhappy (1-5)
KID-SAVE	t1ksave01a – frequency t1ksave01b – how upsetting	ksave	35 (how often & how upsetting for each item)	Likert 0-1-2
Life Events Scale ELEMENTARY age group	t1lifelem01	lifelem	36	No/Yes 0 – 1
Life Experiences Survey (LES)	t3p1les03a – occurrence y/n t3p1les03b – impact t3p1les05aa – occurrence y/n t3p1les05ab – impact	les	50 (event occurrence y/n and impact for each item, some items have sub-items)	No/Yes 0-1 Likert -3 to +3
Screen for Adolescent Violence Exposure (SAVE)	t1save01a – school, frequency t1save01b – school, bothered t1save01c – home, frequency t1save01d – home, bothered t1save01e – neighborhood, frequency t1save01f – neighborhood, bothered Dataset 1035 includes additional items (#40-57) from the development version of the SAVE. These items are denoted by the suffix "_1035": (e.g., xxsave40a_1035)	save	32 (how often & how bothersome for each item in 3 settings: school, home, neighborhood) (+ 17 additional items in Dataset 1035)	Likert 0-1-2-3-4
Traumatic Events Screening Inventory (TESI-P) (Parent report)	t4p1tesib03 (TESI-P-Brief)	tesi	12 (TESI-P-Brief)	No/Yes 0 - 1
Youth Trauma Screen (YTS) English version	t1p1yts01 – occurrence y/n	yts	13	No/Yes 0 - 1

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Spanish version	t1p1yts01a – age at which event occurred t1p1yts_es01 – occurrence y/n t1p1yts_es01a – age at which event occurred	yts_es		Age, in yrs. (whole numbers)
NON-STANDARD MEASURE Use of weapon Did anyone use a weapon at the scene of the event?	t1_useweapon	useweapon		0 – No 1 – Yes 888 – Not Applicable 999 – Missing
NON-STANDARD MEASURE Before this injury/event, did your child stay overnight in a hospital? Before this injury/event, was your child seen in an emergency room? Before this injury/event, did your child see any other doctor or health care provider at a clinic or doctors' office?	 t1_pr_hospadmit t1_pr_emerg_tx t1_pr_doc_office	 pr_hospadmit pr_emerg_tx pr_doc_office		No/Yes 0 - 1

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PTS risk prediction measures

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
PTSD Risk Screener USED IN CHOP DATASETS 1001, 1002 Note that these screeners included items from other standardized measures (Screening Tool for Early Predictors of PTSD, Bieri Faces Scale, Colored Analogue Scale). Such items have been renamed and renumbered to correspond to the standard variable names for these standardized measures. Only items unique to the PTSD Risk Screener are labeled using the "riskscreen" variable acronym.	p1priskscreen01 (parent) criskscreen01 (child)	riskscreen	28 (parent) 23 (child)	No/Yes 0-1

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Screening Tool for Early Predictors of PTSD STEPP STEPP v2	 t1step01 t1cstep201 (child) t1p1step201 (parent) * NOTE: STEPP does not have separate child & parent versions (step2 must have specifier for child v parent)	 step step2	12 items - 8 are child PTS risk items Varies (additional items & altered response scale)	No/Yes 0-1 Likert 0-1-2-3

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Broad measures of child behavior

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Behavior Assessment System for Children (BASC-2) Parent-, teacher-, and child-rated BASC-2 subscales - T scores (Note: some subscales are only completed by select respondent group(s))	t1cbasc201 (child report) t1p1basc201 (parent report) t1tbasc201 (teacher report) SCALES: t1p1basc2hyp/t1tbasc2hyp/t1cbasc2hyp (hyperactivity) t1p1basc2agg/t1tbasc2agg (aggression) t1p1basc2con/t1tbasc2con (conduct) t1p1basc2anx/t1tbasc2anx/t1cbasc2anx (anxiety) t1p1basc2dep/t1tbasc2dep/t1cbasc2dep (depression) t1p1basc2som/t1tbasc2som/t1cbasc2som (somatization) t1p1basc2aty/t1tbasc2aty/t1cbasc2aty (atypicality) t1p1basc2wd/t1tbasc2wd (withdrawal) t1p1basc2att/t1tbasc2att/t1cbasc2att (attention problems) t1p1basc2adapt/t1tbasc2adapt (adaptability) t1p1basc2soc/t1tbasc2soc (social skills) t1p1basc2lead/t1tbasc2lead (leadership) t1p1basc2adl (activities of daily living) t1tbasc2learn (learning problems) t1tbasc2study (study skills) t1tbasc2func (functional communication) t1cbasc2selfes (self-esteem) t1cbasc2attsch (attitude toward school) t1cbasc2attteach (attitude toward teachers) t1cbasc2senseek (sensation seeking) t1cbasc2socstress (social stress) t1cbasc2inadeq (sense of inadequacy) t1cbasc2intrel (interpersonal relations) COMPOSITE SCALES:	basc2		Parent and teacher items: Likert 0-1-2-3 Child items: No/Yes 0-1 T-scores for scales and composite scales Validity indices range from 1-5

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
	t1p1basc2adskill/t1tbasc2adskill (adaptive skills) t1p1basc2beh/t1tbasc2beh (behavioral symptoms index) t1p1basc2ext/t1tbasc2ext (externalizing) t1p1basc2int/t1tbasc2int/t1cbasc2int (internalizing) t1tbasc2sch/t1cbasc2sch (school problems) t1cbasc2emo (emotional symptoms index) t1cbasc2inatt (inattention/hyperactivity) t1cbasc2peradj (personal adjustment) VALIDITY INDICES: t1p1basc2validf/t1tbasc2validf/t1cbasc2validf (Validity F Index) t1p1basc2validcon/ t1tbasc2validcon/ t1cbasc2validcon (Validity Consistency Scale)			
Child Behavior Checklist(CBCL) CBCL – English version CBCL – Spanish version (CCN) CBCL – German *NOTE: There are 2 versions of the CBCL: the initial CBCL/4-18 and a 2001 revision, the CBCL/6-18. While CBCL items are mostly the same across versions, subscale scores are unique and thus have their version reflected in their variable names. Items 2, 4, 5, 28, 78 and 99 vary in content between versions. These items are denoted by including the version (418 or 618) in the variable name (e.g., t1p1cbcl418_02, t1p1cbcl618_02). **Subscale Scores (CBCL/4-18, pre-2001):** CBCL/4-18 Subscale Raw Scores	t1p1cbcl01 (parent report) t1p1cbcl_es01 (parent report) t1p1cbcl_de01 (parent report) Anxious/Depressed = cbcl418_ad_raw/cbcl418_es_ad_raw/cbcl418_de_ad_raw	cbcl cbcl_es cbcl_de	113	Likert 0-1-2

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
CBCL/4-18 Subscale T-Scores	Withdrawn/Depressed = cbcl418_wd_raw/cbcl418_es_wd_raw/cbcl418_de_wd_raw Somatic Complaints = cbcl418_sc_raw/cbcl418_es_sc_raw/cbcl418_de_sc_raw Social Problems = cbcl418_sp_raw/cbcl418_es_sp_raw/cbcl418_de_sp_raw Thought Problems = cbcl418_tp_raw/cbcl418_es_tp_raw/cbcl418_de_tp_raw Attention Problems = cbcl418_ap_raw/cbcl418_es_ap_raw/cbcl418_de_ap_raw Delinquent Behavior = cbcl418_del_raw/cbcl418_es_del_raw/cbcl418_de_del_raw Aggressive Behavior = cbcl418_ab_raw/cbcl418_es_ab_raw/cbcl418_de_ab_raw Sex Problems = cbcl418_sexp_raw/cbcl418_es_sexp_raw/cbcl418_de_sexp_raw Internalizing Behavior = cbcl418_int_raw/cbcl418_es_int_raw/cbcl418_de_int_raw Externalizing Behavior = cbcl418_ext_raw/ccbcl418_es_ext_raw/cbcl418_de_ext_raw Total Behavior = cbcl418_tot_raw/cbcl418_es_tot_raw/cbcl418_de_tot_raw			
CBCL/4-18 Subscale Percentiles	Anxious/Depressed = cbcl418_ad_t/cbcl418_es_ad_t/cbcl418_de_ad_t Withdrawn/Depressed = cbcl418_wd_t/cbcl418_es_wd_t/cbcl418_de_wd_t Somatic Complaints = cbcl418_sc_t/cbcl418_es_sc_t/cbcl418_de_sc_t Social Problems = cbcl418_sp_t/cbcl418_es_sp_t/cbcl418_de_sp_t Thought Problems = cbcl418_tp_t/cbcl418_es_tp_t/cbcl418_de_tp_t Attention Problems = cbcl418_ap_t/cbcl418_es_ap_t/cbcl418_de_ap_t Delinquent Behavior = cbcl418_del_t/cbcl418_es_del_t/cbcl418_de_del_t			

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
CBCL/4-18 Subscale Clinical T-Scores **Subscale Scores (CBCL/6-18 version, 2001):** CBCL/6-18 Subscale Raw Scores	Aggressive Behavior = cbcl418_ab_t/cbcl418_es_ab_t/cbcl418_de_ab_t Sex Problems = cbcl418_sexp_t/cbcl418_es_sexp_t/cbcl418_de_sexp_t Internalizing Behavior = cbcl418_int_t/cbcl418_es_int_t/cbcl418_de_int_t Externalizing Behavior = cbcl418_ext_t/ccbcl418_es_ext_t/cbcl418_de_ext_t Total Behavior = cbcl418_tot_t/cbcl418_es_tot_t/cbcl418_de_tot_t Anxious/Depressed = cbcl418_ad_p/cbcl418_es_ad_p/cbcl418_de_ad_p Withdrawn/Depressed = cbcl418_wd_p/cbcl418_es_wd_p/cbcl418_de_wd_p Somatic Complaints = cbcl418_sc_p/cbcl418_es_sc_p/cbcl418_de_sc_p Social Problems = cbcl418_sp_p/cbcl418_es_sp_p/cbcl418_de_sp_p Thought Problems = cbcl418_tp_p/cbcl418_es_tp_p/cbcl418_de_tp_p Attention Problems = cbcl418_ap_p/cbcl418_es_ap_p/cbcl418_de_ap_p Delinquent Behavior = cbcl418_del_p/cbcl418_es_del_p/cbcl418_de_del_p Aggressive Behavior = cbcl418_ab_p/cbcl418_es_ab_p/cbcl418_de_ab_p Sex Problems = cbcl418_sexp_p/cbcl418_es_sexp_p/cbcl418_de_sexp_p Internalizing Behavior = cbcl418_int_p/cbcl418_es_int_p/cbcl418_de_int_p Externalizing Behavior = cbcl418_ext_p/ccbcl418_es_ext_p/cbcl418_de_ext_p Total Behavior = cbcl418_tot_p/cbcl418_es_tot_p/cbcl418_de_tot_p Anxious/Depressed = cbcl418_ad_ct/cbcl418_es_ad_ct/cbcl418_de_ad_ct			

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
CBCL/6-18 Subscale T-Scores	Withdrawn/Depressed = cbcl418_wd_ct/cbcl418_es_wd_ct/cbcl418_de_wd_ct Somatic Complaints = cbcl418_sc_ct/cbcl418_es_sc_ct/cbcl418_de_sc_ct Social Problems = cbcl418_sp_ct/cbcl418_es_sp_ct/cbcl418_de_sp_ct Thought Problems = cbcl418_tp_ct/cbcl418_es_tp_ct/cbcl418_de_tp_ct Attention Problems = cbcl418_ap_ct/cbcl418_es_ap_ct/cbcl418_de_ap_ct Delinquent Behavior = cbcl418_del_ct/cbcl418_es_del_ct/cbcl418_de_del_ct Aggressive Behavior = cbcl418_ab_ct/cbcl418_es_ab_ct/cbcl418_de_ab_ct Sex Problems = cbcl418_sexp_ct/cbcl418_es_sexp_ct/cbcl418_de_sexp_ct Internalizing Behavior = cbcl418_int_ct/cbcl418_es_int_ct/cbcl418_de_int_ct Externalizing Behavior = cbcl418_ext_ct/ccbcl418_es_ext_ct/cbcl418_de_ext_ct Total Behavior = cbcl418_tot_ct/cbcl418_es_tot_ct/cbcl418_de_tot_ct			
CBCL/6-18 Subscale Percentiles	Anxious/Depressed = cbcl618_ad_raw/cbcl618_es_ad_raw/cbcl618_de_ad_raw Withdrawn/Depressed = cbcl618_wd_raw/cbcl618_es_wd_raw/cbcl618_de_wd_raw Somatic Complaints = cbcl618_sc_raw/cbcl618_es_sc_raw/cbcl618_de_sc_raw Social Problems = cbcl618_sp_raw/cbcl618_es_sp_raw/cbcl618_de_sp_raw Thought Problems = cbcl618_tp_raw/cbcl618_es_tp_raw/cbcl618_de_tp_raw Attention Problems = cbcl618_ap_raw/cbcl618_es_ap_raw/cbcl618_de_ap_raw			
CBCL/6-18 Subscale Clinical T-Scores				

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
	Rule-Breaking Behavior = cbcl618_rb_raw/cbcl618_es_rb_raw/cbcl618_de_rb_raw Aggressive Behavior = cbcl618_ab_raw/cbcl618_es_ab_raw/cbcl618_de_ab_raw Internalizing Behavior = cbcl618_int_raw/cbcl618_es_int_raw/cbcl618_de_int_raw Externalizing Behavior = cbcl618_ext_raw/ccbcl618_es_ext_raw/cbcl618_de_ext_raw Total Behavior = cbcl618_tot_raw/cbcl618_es_tot_raw/cbcl618_de_tot_raw Anxious/Depressed = cbcl618_ad_t/cbcl618_es_ad_t/cbcl618_de_ad_t Withdrawn/Depressed = cbcl618_wd_t/cbcl618_es_wd_t/cbcl618_de_wd_t Somatic Complaints = cbcl618_sc_t/cbcl618_es_sc_t/cbcl618_de_sc_t Social Problems = cbcl618_sp_t/cbcl618_es_sp_t/cbcl618_de_sp_t Thought Problems = cbcl618_tp_t/cbcl618_es_tp_t/cbcl618_de_tp_t Attention Problems = cbcl618_ap_t/cbcl618_es_ap_t/cbcl618_de_ap_t Rule-Breaking Behavior = cbcl618_rb_t/cbcl618_es_rb_t/cbcl618_de_rb_t Aggressive Behavior = cbcl618_ab_t/cbcl618_es_ab_t/cbcl618_de_ab_t Internalizing Behavior = cbcl618_int_t/cbcl618_es_int_t/cbcl618_de_int_t Externalizing Behavior = cbcl618_ext_t/ccbcl618_es_ext_t/cbcl618_de_ext_t Total Behavior = cbcl618_tot_t/cbcl618_es_tot_t/cbcl618_de_tot_t Anxious/Depressed = cbcl618_ad_p/cbcl618_es_ad_p/cbcl618_de_ad_p Withdrawn/Depressed = cbcl618_wd_p/cbcl618_es_wd_p/cbcl618_de_wd_p			

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
	Somatic Complaints = cbcl618_sc_p/cbcl618_es_sc_p/cbcl618_de_sc_p Social Problems = cbcl618_sp_p/cbcl618_es_sp_p/cbcl618_de_sp_p Thought Problems = cbcl618_tp_p/cbcl618_es_tp_p/cbcl618_de_tp_p Attention Problems = cbcl618_ap_p/cbcl618_es_ap_p/cbcl618_de_ap_p Rule-Breaking Behavior = cbcl618_rb_p/cbcl618_es_rb_p/cbcl618_de_rb_p Aggressive Behavior = cbcl618_ab_p/cbcl618_es_ab_p/cbcl618_de_ab_p Internalizing Behavior = cbcl618_int_p/cbcl618_es_int_p/cbcl618_de_int_p Externalizing Behavior = cbcl618_ext_p/ccbcl618_es_ext_p/cbcl618_de_ext_p Total Behavior = cbcl618_tot_p/cbcl618_es_tot_p/cbcl618_de_tot_p Anxious/Depressed = cbcl618_ad_ct/cbcl618_es_ad_ct/cbcl618_de_ad_ct Withdrawn/Depressed = cbcl618_wd_ct/cbcl618_es_wd_ct/cbcl618_de_wd_ct Somatic Complaints = cbcl618_sc_ct/cbcl618_es_sc_ct/cbcl618_de_sc_ct Social Problems = cbcl618_sp_ct/cbcl618_es_sp_ct/cbcl618_de_sp_ct Thought Problems = cbcl618_tp_ct/cbcl618_es_tp_ct/cbcl618_de_tp_ct Attention Problems = cbcl618_ap_ct/cbcl618_es_ap_ct/cbcl618_de_ap_ct Rule-Breaking Behavior = cbcl618_rb_ct/cbcl618_es_rb_ct/cbcl618_de_rb_ct Aggressive Behavior = cbcl618_ab_ct/cbcl618_es_ab_ct/cbcl618_de_ab_ct Internalizing Behavior = cbcl618_int_ct/cbcl618_es_int_ct/cbcl618_de_int_ct			

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
	Externalizing Behavior = cbcl618_ext_ct/ccbcl618_es_ext_ct/cbcl618_de_ext_ct Total Behavior = cbcl618_tot_ct/cbcl618_es_tot_ct/cbcl618_de_tot_ct			
Pediatric Symptom Checklist (PSC) Pediatric Symptom Checklist-17 (PSC-17)	t1cpsc01 t1p1psc01 PSC-17 items are named per corresponding PSC items	cpsc p1psc	35 (full version) 17 (PSC-17)	Likert 0-1-2
Strengths and Difficulties Questionnaire (SDQ) *SDQ items in the PACT/R archive are not differentiated by version administered as items across age group versions measure the same constructs	t4p1sdq01	sdq	33	Likert Items 1-25: 0-1-2 Items 26-33: 0-1-2-3 Items 7, 11, 14, 21, and 25 are reverse-scored
Youth Self-Report (YSR) (child-report version of the Child Behavior Checklist)	t1ysr01	ysr	112	Likert 0-1-2

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Measures of child health-related quality of life/functional outcomes

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
ALSO SEE the following PTS interviews or instruments which contain impairment symptom items: ADIS ASDC ASC-Kids CAPS-CA DICA-ASD CPSS PCL-C/PR				
Adaptive Behavior Assessment System Second Edition (ABAS-II) Includes five rating forms for specific ages and respondent groups (only 2 forms and 2 subscales are currently in PACT/R Dataset 1034, so item labels are currently incomplete):		abas2	193-241 items (dependent on rating form)	Likert 0-1-2-3

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Infant-Preschool Parent/Primary Caregiver Form (Ages 0-5) -Communication Subscale -Self-care Subscale Parent Form (Ages 5-21) -Communication Subscale -Self-Care Subscale	t1p1abas2ip_com01 (Communication items) t1p1abas2ip_self01 (Self-care items) t1p1abas2_com01 (Communication items) t1p1abas2_self01 (Self-care items)			
Child Health Questionnaire (CHQ) CHQ-PF50 (Parent-report) CHQ-CF87 (Child self-report) CHQ Scales (provided only for datasets where item-level data was unavailable)- -Physical Functioning Scale -Role Functioning Emotional-Behavioral Scale -Role Functioning Physical Scale -Behavior Scale -Mental Health Scale -Self-Esteem Scale -General Health Perception Scale -Emotional Impact on Parent Scale -Time Impact on Parent Scale -Family Activities Scale -Bodily Pain Scale -Change in Health Scale -Family Cohesion Scale	 t1p1chq01_1 t1p1chq09_2a t1cchq01_1 t1p1chq_pf_tot (parent) t1cchq_pf_tot (child) t1p1chq_rfeb_tot (parent) t1cchq_rfeb_tot (child) t1p1chq_rfp_tot (parent) t1cchq_rfp_tot (child) t1p1chq_b_tot (parent) t1cchq_b_tot (child) t1p1chq_mh_tot (parent) t1cchq_mh_tot (child) t1p1chq_se_tot (parent) t1cchq_se_tot (child) t1p1chq_ghp_tot (parent) t1cchq_ghp_tot (child) t1p1chq_eip_tot (parent) t1cchq_eip_tot (child) t1p1chq_tip_tot (parent) t1cchq_tip_tot (child) t1p1chq_fa_tot (parent) t1cchq_fa_tot (child) t1p1chq_bp_tot (parent) t1cchq_bp_tot (child) t1p1chq_ch_tot (parent) t1cchq_ch_tot (child) t1p1chq_fc_tot (parent) t1cchq_fc_tot (child)	chq	Various forms, including PF50 (50 parent-report items) CF87 (87 child-report items)	Varies throughout Items throughout are reverse coded or recalibrated/weighted according to scoring manual instructions
KIDSCREEN -English -Spanish	 t1ckids1_01 (child) t1p1kids1_01 (parent) t1ckids_es1_01 (child)	 kids kids_es	52 (27- and 10-item versions should be	

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
	t1p1kids_es1_01 (parent)		recoded to match 52 item numbering)	
Pediatric Quality of Life Inventory Version 4.0 (PedsQL) Child or Teen Report – English version Parent Report for Children or Teens – English version Child or Teen Report – German version Parent Report for Children or Teens – German version (Due to similarity between child and teen forms, these versions are collapsed.)	 t1cpql01a (child/teen) t1p1pql01a (parent) t1cpql_de01a (child/teen) t1p1pql_de01a (parent)	 pql pql_de	23	Likert 0-1-2-3-4
PedsQL Cognitive Functioning Scale Child or Teen Report Parent Report for Children or Teens	 t1cpqlcf01 (child/teen) t1p1pqlcf01 (parent)	pqlcf	6	Likert 0-1-2-3-4
PedsQL Family Impact Module (FIM) Daily Activities Scale Parent Report for Children or Teens – English version Parent Report for Children or Teens – German version Family Relationships Scale Parent Report for Children or Teens – English version Parent Report for Children or Teens – German version (Due to similarity between child and teen forms, these versions are collapsed.)	 t1p1pqlda01 (parent) t1p1pqlda_de01 (parent) t1p1pqlfr01 (parent) t1p1pqlfr_de01 (parent)	 pqlda (English) pqlda_de (German) pqlfr (English) pqlfr_de (German)	 3 5	Likert 0-1-2-3-4
PedsQL Cognitive Problems Scale * Child or Teen Report Parent Report for Children or Teens (Due to similarity between child and teen forms, these versions are collapsed.)	 t1cpqlcp01 t1p1pqlcp01	pqlcp	7	Likert 0-1-2-3-4

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
* Note that the Cognitive Problems scale is found on multiple disease-specific PedsQL modules and differs in length across various modules. Item numbering in the PACT/R Archive is based upon numbering from the PedsQL Brain Tumor Module.				
NON-STANDARD MEASURE Recovery from injuries sustained ● In your opinion is your child recovered now - or "back to normal" - from the injury/injuries s/he sustained? ● Would you say you are all the way "back to normal" from the injury/injuries you had/from when you got hurt?	t1p1normal t1cnormal	normal	1	0 = Not at all recovered 1 = Partially recovered/Part way or somewhat recovered 2 = Yes, completely recovered and "back to normal"

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Measures of child anxiety

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
ALSO SEE modules of broad child MH interviews (child or parent informant): ADIS DICA				
Fear Inventory	t1fear01	fear	12	IN PROGRESS 0-1-2 0 = None 1 = Some 2 = A lot
Multidimensional Anxiety Scale for Children (MASC)	t7masc01	masc	39	Likert 0-1-2-3
Revised Child Manifest Anxiety Scale (RCMAS) - English - Spanish -Total score (included in PACT/R only if item-level data was unavailable)	t1rcmas01 (previously t1cma01) t1rcmas_es01 (previously t1rcm01) rcmas_total (total score)	rcmas (previously cma) rcmas_es (previously rcm)	37	No/Yes 0-1
Spence Children's Anxiety Scale (SCAS)—Parent & Child Versions	t1cscas01 (child version) t1p1scas01 (parent vers.) t1p2scas01 (parent vers.)	cscas p1scas/p2scas	45 (child) 39 (parent)	Likert 0-1-2-3
SCARED – Brief Version		scar	4	Likert 1-2-3-4

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
State-Trait Anxiety Inventory for Children (STAIC)	t1staic01 (individual item) t1staic_state_tot (State Anxiety subscale total score) t1staic_trait_tot (Trait Anxiety subscale total score)	staic	40 (items 1-20 measure state anxiety, items 21-40 measure trait anxiety)	Likert 1-2-3

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Measures of child depression

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
ALSO SEE modules of broad child MH interviews (child or parent informant): ADIS - MDD module DICA DISC				
Birleson Depression Self-Rating Scale (BDSRS)	t3birl03 (individual item) t3birlto (total score)	birl	18	Likert 0-1-2
Child Depression Inventory CDI – Version 1 -English -Spanish CDI – Version 2 -English -German CDI – Version 3 -German* * in some datasets this is called DIKJ – we are in the process of changing all to cdi3_de	 t1cdi01 t1cdi_es01 t1cdi2_01 t1cdi2_de01 (previously cdig) t1cdi3_de01	 cdi cdi_es cdi2 cdi2_de cdi3_de	 27 27 28 26 29	Likert 0-1-2
Center for Epidemiological Studies-Depression (CES-D)—Child version NOTE: Some studies have used CESD adult version for parents	t1ccesd01 (child version)	ccesd (child version)	20	Likert 0-1-2-3
Patient Health Questionnaire-9 (PHQ-9) PHQ-9 – English PHQ-9 – German NOTE: The PHQ9 can also be given to adults (parents) about their own depression symptoms, this refers to the case where the respondent	 t1cphq01 t1cphqg01	 cphq (child report) cphqg (child report)	9	Likert 0-1-2-3

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
is the child about him/herself.				
Reynolds Adolescent Depression Scale (RADS)	t1rads01	rads	30	Likert 1-2-3-4
Reynolds Child Depression Scale (RCDS)	t1rcds01	rcds	30	Items 1-29: Likert 1-2-3-4 Item 30: Scale of facial expressions 1-2-3-4-5
Short Mood and Feelings Questionnaire	t1smfq	smfq	13	Likert 0-1-2 Not true/sometimes/true

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Measures of child pain

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Bieri Faces Scale (BFS)	t2p1_bfpsnow t2p1_bfpsworst t2c_bfpsnow t2c_bfpsworst	bfps (specify parent or child)	2	Likert 0-1-2-3-4-5-6
Colored Analogue Scale (CAS)	t2p1_casnow t2p1_casworst t2c_casnow t2c_casworst	cas (specify parent or child)	2	Likert 0 to 10 (incl. fractions)
NON-STANDARD MEASURE Headache and Body Pain Assessment in Dataset 1034	XXheadachebef_1034 XXheadachebef_rate_1034 XXpainbef_1034 XXpainbef_area_1034 XXpainbef_oth_desc_1034 XXpainbef_rate_1034 XXpainbef_oth_rate_1034	NA	NA	Varies by item

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Measures related to child cognitive processes

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Childhood Anxiety Sensitivity Index (CASI)	t1casi01	casi	18	Likert 1-2-3
Child Post-Traumatic Cognitions Inventory (CPTCI)	t1cptci01	cptci	25	Likert 1-2-3-4
Response Styles Questionnaire (RSQ) * Modified RSQ-Rumination Subscale (Meiser-Stedman)—Re-worded items & dropped 1 item	t1rsq01 *t1rsqm01	rsq *rsqm	 21	Likert 0-1-2 * Likert 1-2-3-4

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Trauma Memory Quality Questionnaire (TMQQ)	t1tmqq	tmqq	11	Likert 1-2-3-4

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Measures related to coping or help-seeking

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Brief COPE (adults) http://local.psy.miami.edu/faculty/ccarver/sclBrCOPE.html	t1p1bcope01	bcope	28	Likert 1-2-3-4
Children's Coping Assistance Checklist	t1ccac01	ccac	27	Likert 0-1-2-3
Children's Coping Behavior Questionnaire *NOTE: Initially called "NewCope" in 1035	t1ccbq01	ccbq	83	Likert 1-2-3-4
Children's Coping Strategies Checklist – Revision 1(CCSC-R1)	t1ccsc01	ccsc	54	Likert 1-2-3-4
Coping Efficacy Scale	t1copeff01	copeff	7	Likert 1-2-3-4
Coping Health Inventory for Parents (CHIP)	IN PROGRESS			Likert 0-1-2-3 how helpful
How I Coped Under Pressure Scale (HICUPS)	t1hic01	hic	Varies—approx. 70 items	Likert 1-2-3-4
KidCope (Child version) ** NOTE: Modified response scale for some CHOP studies	t1kcope01 – strategy use t1kcope01f – frequency t1kcope01e – efficacy	kcope	15 (use (yes/no) and frequency and/or efficacy for each item)	Use: No/Yes 0-1 Frequency: Likert 0-1-2-3 Efficacy: Likert 0-1-2
KidCope (Adolescent version)	t1kcopea01f – frequency t1kcopea01e – efficacy	kcopea	11 (frequency & efficacy for each item)	Frequency of use of each strategy AND again for efficacy (how much it helped) Likert 0-1-2-3
Health Care Questionnaire	t1hcq10a t1hcq10b	hcq	10a & 10b only	Number of days
Help-Seeking Questions (CHOP-developed scale) English version Spanish version	 t1p1hsq01 t1p1hsq_es01	 hsq hsq_es	 1-6 (each has a & b)	 No/Yes 0 -1
Social Problem Solving Inventory—Revised (SPSI—R)	t1p1spsi01	spsi	25 (short-form, SPSI—R:S)	Likert 0-1-2-3-4

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Measures related to social support

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Duke-UNC Functional Support Questionnaire	t1p1dufss01	dufss	8	Likert 1-2-3-4-5 1= Much less than I would like 5= As much as I would like
Multidimensional Scale of Perceived Social Support	t2mspss01	mspss	12	Likert 1-2-3-4-5-6-7
Sarason Social Support Scale	t1p1sarssq01n –number of people t1p1sarssq01s – degree of satisfaction	sarssq	27	Number of people and degree of satisfaction for each item Likert (degree of satisfaction) 1-2-3-4-5-6
Social Support Scale for Children	t1sssc01	sssc	24	Likert 1-2-3-4 Note that items have been scored/reverse-scored according to the SSSC manual so that higher scores consistently indicate presence of greater social support (i.e., 1 = least support, 4 = most support). See the manual and questionnaire for more information about response values and value labels.
NON-STANDARD MEASURE Future outlook/Social support ● When you think about your future do you feel hopeful? ● If you had a problem and needed the help of a caring adult, is there someone you could talk to?	t1_futhopeful t1_talktooth			0 – No 1 – Yes 888 – Not Applicable 999 – Missing

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Measures related to family processes/functioning or parent-child relationship factors

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Family Adaptability and Cohesiveness Scale-II (FACES-II) – Parent completed	t1p1fac01	fac	30	Likert 1-2-3-4-5
Family Adaptability and Cohesiveness Scale-IV (FACES-IV)	t1cfaciv01 (child) t1p1faciv01 (parent)	faciv	62	Likert 1-2-3-4-5
Family Assessment Device (FAD)	t1p1famad	famad	60	Likert 1-2-3-4

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
				Negatively framed items are reverse scored so that higher values indicate greater problems.
Family Crisis Oriented Personal Evaluation Scales (FCOPES)	t1p1fcopes01	fcopes	30	Likert 1-2-3-4-5 Items 12, 17, 26, & 28 are reverse-coded
Impact on Family Scale (IFS)	t7p1ifsa t7p1ifsbb	ifs	31	Likert 1-2-3-4 Negatively framed items are reverse-coded so that higher scores connote greater negative impact of illness/injury.
Parental Socialization of Coping Questionnaire (PSCQ) CAUTION ABOUT SIMILAR MEASURE ACRONYM AS UQPQ BELOW	t1p1pscq01	pscq	70+ (but many PACT/R studies have used only specific subscales)	Likert 1-2-3-4-5-6-7
University of Queensland Parenting Style Questionnaire (Parenting Support-Control Questionnaire) - CAUTION ABOUT SIMILAR MEASURE ACRONYM AS PSCQ ABOVE	t1p1uqpq01	uqpq	26	Likert 1-2-3-4-5-6
Parenting Style Questionnaire MEASURE UNIQUE TO DATASET 1010	t1p1psq_1010_01	psq	36	Likert 1-2-3-4-5-6

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Miscellaneous other measures of child symptoms/functioning/etc

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
Alcohol Use Disorders Identification Test (AUDIT)	t1caudit01 (child report) t1p1caudit01 (parent report)	audit	10	Likert 0-1-2-3-4
Child and Adolescent Scale of Participation (CASP)	t3ccasp01 t3p1casp01	casp	20	Likert
Life Orientation Test-Revised (LOT-R)	t2p1lotr01	lotr	10	Likert 1-2-3-4-5
Orientation to Life Questionnaire	t1p1otl01	otl	29	Likert 1-2-3-4-5-6-7
Positive Affect Negative Affect Schedule (PANAS)	t1cpanas01 (child report)	panas	20	Likert 1-2-3-4-5
RRPQ-C/RRPQ-P (Reactions to Participating Questionnaire – Child/Parent)	t1crrpq01 t1p1rrpq01	rrpq	12	Likert 1-3-5

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
NON-STANDARD MEASURE Safety concerns (current) ● Do you believe you will be safe for the next few days? ● Do you have any plans to hurt yourself?	● t1_futsafe ● t1_hurtself_si			0 – No 1 – Yes 888 – Not Applicable 999 – Missing
NON-STANDARD MEASURE Subjective threat (peritrauma appraisal) ● I really thought that I was going to die. ● I thought that I was going to be very badly hurt. ● I was really scared.	● t3subje01 ● t3subje02 ● t3subje03	subje	N/A	Likert 1-2-3-4

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Measures of adult (parent) symptoms/functioning

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
PTS measures				
Acute Stress Disorder Scale (ASDS)	t1p1asds01	asds	19 symptoms	Likert 1-2-3-4-5
Clinician-Administered PTSD Scale (CAPS)	t1p1caps11f	caps		Freq 0-4 Intensity 0-4
Impact of Event Scale (IES)	t1p1ies01	ies	15 symptoms	Likert 0-1-3-5
Impact of Event Scale – Revised (IES-R)	t1p1iesr01	iesr	22 symptoms	Likert 0-1-2-3-4
Positive Affect Negative Affect Schedule (PANAS)	t1p1panas01 (parent report about self)	panas	20	Likert 1-2-3-4-5
PTSD Checklist (PCL)	t3p1pcl06 (parent self-report)	pcl	17 symptoms	Likert 1-2-3-4-5
PTSD Diagnostic Scale (PDS)—Parent Scale For DSM-IV - English Total score (included in PACT/R only if item-level data is unavailable) For DSM-IV - German For DSM-5 To date -only in dataset 1032 and the version used was a "work in progress" version that differs from the final PDS-5 so this is marked accordingly	 t3p1pdslV_01 (item) t3p1pdslV_tot (symptom total: sum of 17 symptom items) t3p1pdslVg_01 t3p1pds5g_01 t3p1pds5g_1032_01	 pdslV pdslVg pds5g_1032	DSM-IV version: 49 items (17 are symptom items) *[Dataset 1022 has 5 added items re: dissociation (t3p1pds_dis01 through t3p1pds_dis05)]*	Likert 0-1-2-3 No/Yes 0-1
Stanford Acute Stress Reaction Questionnaire (SASRQ)	t3p1sas01	sas sas	30 items - 28 symptoms - 2 impairment	Likert 0-1-2-3-4-5
Depression and anxiety measures				
Beck Depression Inventory (BDI) BDI total score (included in PACT/R only if item-level data is unavailable)	t1p1bdi01 t1p1bdi_tot	bdi	21	Likert 0-1-2-3
Center for Epidemiological Studies-Depression (CES-D)—Adult version NOTE: Some studies have used CESD child version for children	t1p1cesd01 (adult version as completed by parent/caretaker about themselves)	cesd	20	Likert 0-1-2-3
Generalized Anxiety Disorder 7-item (GAD-7) -English	t1p1gad (parent self-report)	gad gadg	8 (7 symptom items, 1	Likert 0-1-2-3

Name of measure	Standard item variable name (example)	Root acronym for measure	Standard # of items	Standard item response values
-German	t1p1gadg (parent self-report)		impairment item)	
Depression Anxiety Stress Scales (DASS)	t1p1dass01	dass	42	Likert 0-1-2-3
Hospital Anxiety & Depression Scale (HADS)	t1p1hadsa01 (Anxiety individual item) t1p1hadsa_tot (Anxiety total score) t1p1hadsd01 (Depression individual item) t1p1hadsd_tot (Depression total score)	hads	14 items -7 anxiety -7 depression	Likert 0-1-2-3
Patient Health Questionnaire-9 (PHQ-9) -English -German	t1p1phq01 (parent self-report) t1p1phqg01(parent self-report)	phq phqg	10 (9 symptom items, 1 impairment item)	Likert 0-1-2-3
State-Trait Anxiety Inventory (STAI) STAI state anxiety subscale total	t1p1stai01 (individual item) t1p1stai_state_tot (State Anxiety subscale total score)	stai	40 (items 1-20 measure state anxiety, items 21-40 measure trait anxiey)	Likert 1-2-3-4
Other measures				
Parent Post-Traumatic Cognitions Inventory (PTCI)	t1p1ptci01	ptci	36	Likert 1-2-3-4-5-6-7
Short-Form Health Survey (SF-36) NOTE: Item 1 is commonly used single item for general self-rated health (GSRH)	t4p1sf3601	sf36	36	Likert – varies by item Single item GSRH: 1-2-3-4-5
Stress Index for Parents of Adolescents (SIPA)	t1p1sipa01	sipa	112	Items 1-90: Likert 0-1-2-3-4 Items 91-112 (Life Stressors Scale): No/Yes 0-1
Symptom Checklist-90-Revised (SCL-90-R) Brief Symptom Inventory (BSI) -- 53-item shorter form of SCL90	t1p1sclr01 BSI items are named per corresponding SCL90R items	sclr	90 53	Likert 0-1-2-3-4

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Appendix A. Glossary and Definitions

Study Characteristics

Back to Study Characteristics Data Dictionary

Study Administrative Site (study- and participant-level variables)

- Definition:
  - A site/entity/institution that oversees enrollment of participants and may (if applicable) oversee the training & supervision of a unique set of intervention providers or research assessors/interviewers.
  - Many studies will have just one such administration site.
  - When there is more than one administration site, this often corresponds to a funded site at another institution, led by a study co-investigator.
- Rationale:
  - Capturing this information is particularly relevant and important in multi-site intervention studies to allow assessment of potential main effects of site (or site X intervention interaction effects) on study outcomes.
  - May be less crucial for prospective studies, but could be relevant for examining differential follow-up rates or impact of assessor training/supervision on assessor/interviewer-rated measures.

Intervention study design (study-level variable)

- Describes overall study design in broad categories
- Option definitions:
  - **Pre-post study:** Single arm study in which intervention impact is assessed by comparing scores on one or more outcome variable(s) before and after an intervention occurs
  - **Randomized controlled trial (RCT):** Study participants are randomly assigned to one of multiple groups that include one or more groups receiving the intervention(s) being tested and at least one comparison group receiving usual care or a comparison believed to be inactive (controls).
  - **Nonrandomized controlled trial:** Study participants are NON-randomly assigned to one of multiple groups (intervention and control).
  - **Intervention study with historical/non-concurrent controls:** Study participants receive an intervention, and the outcomes are compared to those in a similar group of people followed in the past without the intervention ("historical controls").
  - **Other study design**

"Waitlist" control condition

- Participants assigned to usual care for a period of time who will later receive one or more of the active intervention components

Sampling – describe nature of sample (study-level variable: study_sample**)**

- Describes investigators' approach to identifying potential study participants
- Option definitions:
  - **Convenience sample:** Approached respondents who were convenient or available, with no clear pattern in acquiring these respondents
  - **Cohort**: Approached (or attempted to approach) all potentially eligible persons in a given setting and/or timeframe, e.g., all clinic patients presenting in month x to month y.
  - **Sample from known population -** A formal algorithm was used to sample potential respondents from known population.
  - **Other sampling approach –** specify

Study-Level Intervention Characteristics & Descriptors

Back to Intervention Study Info & Characteristics Data Dictionary

Overall intervention purpose (study-level variable)

- What is the broad intended purpose of the interventions being evaluated in this study?
- Option definitions:
    - **Universal Prevention**:
        - Intervention is offered to those with exposure to a known potentially traumatic event or experience, with no restriction based on symptoms or risk factors.
        - Intervention aim is to prevent the development or persistence of post-trauma mental health difficulties.
        - Usually delivered within weeks or months of the event/experience.
    - **Targeted Prevention/Early Treatment**
        - Intervention is offered to those with known exposure to a potentially traumatic event or experience, based on the presence of symptoms or other risk factors for post-trauma mental health difficulties.
        - Intervention aim is to reduce known symptoms, or prevent the development or persistence of post-trauma mental health difficulties in those thought to be at higher risk.
        - Usually delivered within weeks or months of the event/experience.
    - **Treatment**
        - Intervention is offered to those with known significant post-trauma mental health difficulties (most commonly PTS symptoms).
        - Intervention aim is to reduce symptoms/improve functioning.
        - Usually delivered months to years after trauma exposure, ie when symptoms are significant/persistent.

Intervention delivery: provider-directed vs self-directed (study-level variable described for each arm)

- **Directed by provider/professional:** The intervention is delivered by a provider and the course, content, and timing of intervention activities is directed by the provider. Providers may be mental health professionals, other professionals, or other designated helpers including lay persons.
- **Self-directed:** The intervention is made available to the participant for their own use. There may be a recommended course, order, and timing of activities, but the participant directs their own use of intervention materials/activities. ***In some cases, provider assistance is offered but the primary driver of intervention use is the participant.*** (Most commonly delivered via e-health or printed materials.)

Intervention delivery "unit" (study-level variable described for each arm)

To what groups/units of people is the intervention delivered?

- Defined as units or groups engaged together in intervention activities, whether in-person or virtual, provider- or self-directed.
- If standard intervention delivery includes a mix of units/groups – select "other" and provide an explanation.
- Option definitions:
    - **Individual -** sessions/activities for an individual child, caregiver, or other participant alone
    - **Family** – sessions/activities involving >1 family member, ie, child & parent(s), > 1 parent/caregiver
    - **Group -**sessions/activities involving multiple (non-family-related) **persons** – group of children, group of siblings, group of parent/caregivers – NOTE: if group is a classroom of students, code as classroom
    - **Classroom –** sessions/activities involving classmates

- **Systems** - interactions/activities that involve direct engagement with additional systems in the child's life e.g. religious institutions

Primary participants in intervention (study-level variable described for each arm)

- Who is involved in the intervention?
- Option definitions:
  - **Children** – Children with trauma exposure, risk factors, or symptoms/difficulties who are the target of intervention
  - **Parents/Caregivers**: Those in parental caretaking role (official or otherwise) for target child(ren)
  - **Siblings** – of target child(ren)
  - **Other family members:** Family members other than caregivers and siblings
  - **Other** - specify

Level of parent/caregiver involvement (study-level variable described for each arm)

- Level of planned/intended parent/caregiver involvement in intervention that targets child outcomes
- Option definitions:
  - **None –** No more than incidental involvement, ie caregiver(s) may need to provide consent for intervention with child, may be involved in an initial assessment of child needs and in logistics of child's access to intervention
  - **Minimal/optional –** Invitation to initial or final session (for self-directed interventions, this may be invitation to view child materials), Parents/caregiver(s) are informed about child progress
  - **Moderate –** Caregiver(s) actively involved in some part of the work of the intervention
  - **Extensive –** Caregiver(s) integrally involved through all or most of the intervention
  - **Caregiver only** – Intervention that targets child symptoms / functioning is delivered solely via parent/caregiver(s)

Appendix B. Variables related to study sites and settings

Study administrative site

- Definition:
  - A site/entity/institution that oversees enrollment of participants and may (if applicable) oversee the training & supervision of a unique set of intervention providers or research assessors/interviewers.
  - Many studies will have just one such administration site.
  - When there is more than one administration site, this often corresponds to a funded site at another institution, led by a study co-investigator.
- Rationale:
  - Capturing this information is particularly relevant and important in multi-site intervention studies to allow assessment of potential main effects of site (or site X intervention interaction effects) on study outcomes.
  - May be less crucial for prospective studies, but could be relevant for examining differential follow-up rates or impact of assessor training/supervision on assessor/interviewer-rated measures.

Study recruitment setting

- Definition:
  - Type(s) of setting(s) where study participants were **identified** and then invited/recruited for study participation
- Rationale:
  - Given the many ways in which trauma-exposed (or symptomatic) individuals could be identified or come to the attention of professionals, how and where participants are identified and recruited for a study can have meaningful implications for interpretation & generalizability of findings.
  - This is meaningful both for prospective findings about course/trajectory/etiology/predictors and for findings about intervention outcomes.
  - We code for TYPE of setting, because the most important distinctions (with implications for interpretation and generalization) are likely between settings of different types (e.g. between a school setting and a mental health clinic, rather than between two specific mental health clinics)

Intervention delivery modality and setting

- Definition:
  - How and where interventions were delivered to study participants
  - Provider-directed interventions
    - Primary delivery modality – based on current literature, options are in-person or virtual
    - In-person delivery setting: type of setting where provider and participant meet
  - Self-directed interventions
    - Primary delivery modality - based on current literature, options are: online, mobile app, print materials, other
- Rationale:
  - Interventions for trauma-exposed (or symptomatic) individuals can be delivered in a wide range of settings and modalities, which may have meaningful implications for interpretation & generalizability of findings.
  - We code for TYPE of modality or setting, because the most important distinctions (with implications for interpretation and generalization) are likely between settings of different types (e.g. between a school setting and a mental health clinic, rather than between two specific mental health clinics)

- **Settings - response option definitions**

- "Mental health service setting(s)" are defined as any setting that primarily provides mental health treatment services, i.e., community-based mental health services, as well as explicitly mental health-focused clinics even when these are organizationally part of a medical institution or inside a healthcare building
- "Social service agency setting(s)" refer to child welfare agencies, public welfare agencies, and other non-mental-health-focused settings that provide support for individuals and families
- "Public announcements" for study recruitment refers to publicly available information in print, ads, or social media posting
- "Other online sites or methods" for study recruitment refers to identifying potential participants via online methods. This option is intended to differentiate targeted online methods (ie, in specific forums or sites) from broad public announcements (which may appear online)
- "Virtual" as a modality for provider-directed service delivery refers to interaction between provider and participant(s) that are not in person, ie are connected through electronic means (including video or audio meetings, phone, or text)

Appendix C. Trauma exposure variables & code lists

Recognizing the need for a consistent, re-usable code list to facilitate clear comparisons across several instances in which trauma studies capture or describe trauma exposure:

- At the study level
    - Study inclusion/exclusion criteria
- At the participant level
    - Trauma exposure for this participant that made them eligible for study
    - Other trauma exposure (prior to study)
    - Interim trauma exposure (during timeframe of study)

Toward that end we have adapted and clarified a list of exposure types, based initially on the Thesaurus of Stressors from the PTSD Pubs database of traumatic stress research publications, but revised and updated to meet the need for research data points that describe types of trauma exposure.

THIS SECTION IS UNDER CONSTRUCTION - MORE INFO AND DEFINITIONS COMING SOON

These code lists will allow CTDA to capture event/exposure types at three levels of increasing specificity. The first two levels are listed here.

Event/Exposure type	Definition
1. ACCIDENT	Sudden occurrences that impact one or a few people and that involve actual (or potential) injury, usually unintentional *Distinguish from: "Accidental" disasters that impact large groups or communities* *May co-exist with: Injuries, Medical treatment*
1.1. Road traffic accidents	includes: motor vehicle crash, bicycle crash, pedestrian struck by vehicle
1.2. Falls	
1.3. Animal attacks	eg dog bite
2. DISASTER	Sudden-onset, single or prolonged events that impact groups, communities, regions *Distinguish from: Accidents* *May co-exist with: Injuries, Medical treatment, Prolonged displacement*
2.1. Natural Disasters	
2.2. Technological & Transportation Disasters	
3. MEDICAL EVENTS AND EXPERIENCES	DEFINITION
3.1. Illness	*May co-exist with: Medical treatment*
3.2. Injury	*May co-exist with: Medical treatment, Other categories for which events may result in injury ie violence, disaster, accident*
3.3. Medical Treatment/Procedures	*May co-exist with: Illness, Injury*
4. BEREAVEMENT/DEATH OF A LOVED ONE	DEFINITION
4.1. Sub-categories?	
5. INTERPERSONAL ABUSE	Abuse, usually repeated/chronic/ongoing, that occurs in familial/household/caretaking/trusting relationships, and that may include physical violence *Distinguish from: Violent environments, Mass violence, Interpersonal violence*

	May co-exist with: Injuries, Medical treatment
5.1. Child physical abuse	
5.2. Child sexual abuse	
5.3. Partner abuse	
6. VIOLENT ENVIRONMENT OUTSIDE THE FAMILY/HOUSEHOLD	Ongoing direct or indirect exposure to violence/threatened violence in the social and physical environment *Distinguish from: Mass violence, War & armed conflict* *May co-exist with: Interpersonal violence, Injuries, Medical treatment*
6.1. Community violence (environment)	
6.2. School violence (environment)	
7. INTERPERSONAL VIOLENCE OUTSIDE THE FAMILY/HOUSEHOLD	Single or repeated instances of violence, usually directed at an individual *Distinguish from: Mass violence, Interpersonal abuse* *May co-exist with: Violent environments, Injuries, Medical treatment*
7.1. Physical assault	
7.2. Sexual assault	
7.3. Homicide	includes: direct witness to a homicide, learn about homicide of loved one *May co-exist with: Bereavement / Death of loved one*
7.4. Abduction/Kidnapping	
7.5. Hostage taking	
7.6. Human trafficking	
8. MASS VIOLENCE	DEFINITION *Distinguish from: Violent environments, War & armed conflict* *May co-exist with: Injuries*
8.1. Mass injury or homicide	– how to distinguish from terrorism?
8.2. Terrorism	
8.3. Genocide	
9. WAR & ARMED CONFLICT	DEFINITION *Distinguish from: Violent environments, Mass violence* *May co-exist with: Migration and displacement, Injuries*
9.1. Civilian exposure to warfare or armed conflict	
10. MIGRATION AND DISPLACEMENT	DEFINITION *May co-exist with: War & armed conflict, Mass violence, Disasters*
10.1. Refugee experiences	
10.2. Forced migration	
10.3. Prolonged displacement	

Appendix D. Common Practice Elements: Information and Definitions

Back to Practice Elements variables listing

Practice Elements are a study-level variable that is described for EACH ARM of a study that includes any intervention content (ie all arms other than Usual Care arms).

We want to describe each intervention arm in a way that allows future investigators as much flexibility as possible to examine various aspects of child trauma interventions. Toward this end, the CTDA study-level data describe interventions at several levels, including intervention name, broad type of intervention, and key practice elements within each intervention

For the latter, we developed a list of practice elements in child trauma interventions (prevention or treatment). The list was adapted from the common elements of child mental health interventions delineated by Chorpita et al. (2005), informed by additional evidence in specific child trauma populations, and refined based on expert consultation and the anticipated uses of the CTPT Archive.

Based in this literature and expert review, we defined common practice elements in 4 categories, those that relate to: (1) engagement and working alliance, (2) interventions with the target child, (3) interventions with parents or family members, (4) interventions/interactions with broader systems, and (5) intervention process. See definitions of these elements below.

Practice elements related to engagement and working alliance

Element	Definition
Build working alliance/rapport	Specific actions to promote therapeutic working alliance/engagement with participant(s)
Enhance motivation/readiness	Specific actions to promote interest and readiness for change, e.g. via motivational interviewing techniques (Distinct from rapport building aimed at participant/provider relationship quality)
Goal setting (overall)	Clarify intervention goals, with agreement/commitment from child or family
Agenda setting (in session)	Articulate and implement a specific agenda for each session
Supportive listening	Reflective discussion designed to demonstrate warmth, empathy, and positive

Practice elements related to interventions with the target child

Element	Definition
Child - Psychoeducation	
Psychoeducation (with child) about trauma	Psychoeducation that aims to help child understand posttraumatic reactions
Psychoeducation (with child) that is not trauma specific	Psychoeducation about related relationship or mental health/well-being topics - not specific to trauma
Child - Affect/Emotional processing	
Feelings identification	Work on emotion knowledge and feeling identification

Emotional expression/communication	Work on communicating one's emotions to others effectively
Emotional regulation skills	Work on emotion regulation and self-monitoring, including emotional safety skills (e.g. in-the-moment techniques for dysregulation)
Grief/loss processing	Processing feelings associated with a loss of a significant person
Child - Bilateral stimulation	
Bilateral stimulation with negative/positive cognition and traumatic event	Bilateral stimulation (e.g., eye movements, tactile or visual stimulation, etc.) as explicit intervention element
Child – Cognitive processing	
Psychoeducation – cognitive model	Psychoeducation about connections between thoughts, feelings, and behaviors (e.g., A-B-C model)
Developing a trauma narrative (with child)	Engage child in talking, writing, or drawing to create detailed description of thoughts, emotions, physical sensation, behaviors before, during, and after trauma
Identify & challenge maladaptive/negative thoughts	Assist child to identify maladaptive thoughts/beliefs (cognitive distortions) and learn ways to challenge their validity
Generate & practice alternative thoughts	Practice alternative (adaptive) explanations to replace cognitive distortions
Rumination focused cognitive work	Techniques designed to tackle ruminative responses (i.e., preoccupation with meaning and causes of trauma)
Child – Coping skills	
Positive activity scheduling	Identify/assign activities outside of intervention sessions that promote involvement in satisfying and enriching experiences.
Mind-body techniques - relaxation, breathing	Teach concrete skills like relaxation, breathing techniques, body scan to child
Problem solving	Activities designed to address targeted problems and teach skills to approach future problems
Resilience building and skills	Activities that promote child competencies, talents, and accurate positive self-regard
Social support skills training and enhancement	Activities that build interpersonal competencies and promote use of social support system (family, friends, classmates, community)

Child – Exposure	
Imaginal exposure	Explicit exposure activity in which child focuses on elements of traumatic experience via writing, drawing, play, recounting, or re-reading
In-vivo exposure	Explicit exposure activity in which child is physically present with elements of traumatic experience, usually via graded exposure hierarchy
Child - Non-verbal or Expressive Practices	
Expressive therapies	Use of play, dance/movement, or art as a primary strategy in therapeutic activities
Mindfulness/Meditation	Use of mindfulness or meditation practices as primary strategy in therapeutic activities
Massage therapy	Use of massage as a primary strategy in therapeutic activities
Child - Safety skills	
Personal safety skills (physical safety)	Teach ways to help maintain personal physical safety, e.g. attending to sense of danger, how to ask for help, identifying high-risk situations for trauma or abuse
Child - Other practices	
Assessment (conducted with child) as an intervention element	Assessment activities with child that have an explicit intervention aim (i.e., process or results used to target hypothesized mechanism of symptom development or maintenance)
Insight building and meaning-making activities	Activities to help child construct meaning and self-understanding regarding traumatic event(s) and their impact within life story or context
Group cohesion	In context of group treatment delivery - enhancing cohesion and peer support amongst group members as therapeutic strategy

Practice elements related to interventions with the parent(s) / caregiver(s) or family

Element	Definition
Parent & Family – Psychoeducation	
Psychoeducation (with parent/caregiver) about trauma	Psychoeducation that aims to help parent/caregiver understand posttraumatic reactions

Psychoeducation (with parent/caregiver) that is not trauma specific	Psychoeducation (with parent/caregiver) about related relationship or mental health/well-being topics - not specific to trauma
Psychoeducation - Developmental guidance	Developmental trajectory guidance for parents/caregivers to help them match parenting practices to child needs
Parent & Family - Parenting practices	
Parent/caregiver coping/self-regulation skills	Focus on parents'/caregivers' ability to regulate their own emotions, increase awareness and build appropriate responses to child symptoms/behavior
Training in child behavior management	Train parents/caregivers in positive systems of behavior management via selective reinforcement, logical/natural consequences, points or token systems
Parent & Family - Attachment/ Strengthening relationships	
Cocreation of a trauma narrative between parent/caregiver and child	Work with parent/caregiver and child (via verbal discussion or play) to develop shared understanding of child thoughts, feelings, behaviors related to the trauma
Promoting parent/caregiver-child attunement and communication	Activities to promote parent/caregiver-child emotional attunement and communication (including via play, for younger children)
Interventions to strengthen family structure, flexibility, communication	Activities that address family systems to assist family in handling trauma responses and current development tasks effectively
Parent & Family - Other practices	
Assessment (conducted with parent/caregiver) as an intervention element	Assessment activities with parent/caregiver) that have an explicit intervention aim (i.e., process or results used to target hypothesized mechanism of symptom development or maintenance)
Individual therapy for parent/caregiver	Provide or refer to therapy for parent(s) to address parent(s)' own issues separate from child's

Practice elements related to interventions with the child's broader context

Element	Definition
Psychoeducation (with teacher or school staff) about trauma	Psychoeducation that aims to help school personnel understand posttraumatic reactions (i.e., make sense of child's symptoms) and become a support/collaborative partner for child in school setting
Advocacy	Advocating for child or family needs beyond mental health that are likely to impact child outcomes and well-being

Case management or collaborative intervention service planning	Direct engagement with child/family and/or collaboration with other service systems to address broad practical needs
Specific cultural/religious practices	Inclusion of or interaction with culturally important values, rituals, or persons/systems

Practice elements related to intervention process

Element	Definition
Process: Access/Availability	
Access promotion (location, transport)	Any efforts to make treatment services more convenient and accessible (e.g., co-location with other services, on-site child care, taxi vouchers, bus tokens, rides).
Addressing practical barriers to treatment	Review and address potential barriers at outset and throughout intervention; Help child/family identify & address specific practical concerns
Process: Assessment/Monitoring	
Initial assessment of child symptoms/context	Standard clinical assessment of child history, symptoms, functioning, and relevant social context (Distinct from assessments conducted solely for research study)
Monitoring prior to session	Standard assessment prior to each session of participants' current symptom/distress level, e.g., Subjective Units of Disturbance Scale ("SUDS")
Monitoring in session	Standard assessment of symptoms/distress DURING sessions - ie Subjective Units of Disturbance Scale ("SUDS")
Reevaluation (post-termination)	Planned/periodic assessment after termination to evaluate maintenance of positive results (Distinct from assessments conducted solely for research study)
Process: Activities outside session	
Assign homework	Utilize between-session homework — e.g., worksheets or activities
Process: Relapse prevention	
Termination rituals/Interventions	Practices at end of treatment to mark completion/progress and prevent relapse