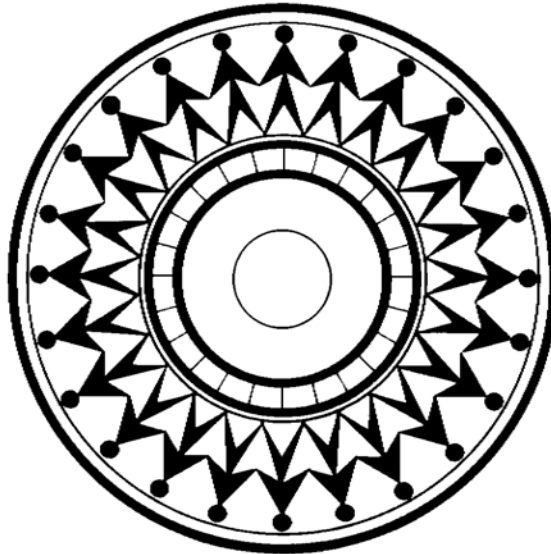


MENTAL HEALTH SERVICE USE OF YOUTH LEAVING FOSTER CARE (VOYAGES) 2001-2003

**NDACAN Dataset Number 133
USER'S GUIDE**



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MENTAL HEALTH SERVICE USE OF YOUTH LEAVING FOSTER CARE (VOYAGES) 2001- 2003

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PREFACE

The data for *Mental Health Service Use Of Youth Leaving Foster Care (Voyages) 2001-2003*, have been given to the National Data Archive on Child Abuse and Neglect for public distribution by Curtis McMillen, Lionel D Scott and Wendy Fran Auslander. Funding for the project was provided by National Institute of Mental Health (Award Number: 1R01 MH 61404).

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Authors should acknowledge the National Data Archive on Child Abuse and Neglect and the original collector of the data when they publish manuscripts that use data provided by the Archive. Users of these data are urged to follow some adaptation of the statement below.

The data used in this publication were made available by the National Data Archive on Child Abuse and Neglect, Cornell University, Ithaca, NY, and have been used with permission. Data from *Mental Health Service Use Of Youth Leaving Foster Care (Voyages) 2001-2003* were originally collected by Curtis McMillen, Lionel D Scott and Wendy Fran Auslander. Funding for the project was provided by the National Institute of Mental Health (Award Number: 1R01 MH 61404). The collector of the original data, the funder, NDACAN, Cornell University and their agents or employees bear no responsibility for the analyses or interpretations presented here.

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PUBLICATION SUBMISSION REQUIREMENT

In accordance with the terms of the *Data License* for this dataset, users of these data are required to deposit a copy of any published work or report based wholly or in part on these data with the Archive. A copy of any completed manuscript, thesis abstract, or reprint should be sent to the National Data Archive on Child Abuse and Neglect, Cornell University, Family Life Development Center, Beebe Hall, Ithaca, New York 14853. Such copies will be used to provide funding agencies with essential information about the use of NDACAN resources and to facilitate the exchange of information about research activities among data users and contributors.

ABSTRACT

The study was funded to explore the changes in mental health service use as older youth leave the foster care system. The data, however, examine many parameters of the lives of older youth in the foster care system, from their perspective. Four-hundred six youth in the Missouri foster care system were interviewed in person near their 17th birthday. They were re-interviewed when possible every three months until their 19th birthday. Eighty percent of the youth were interviewed at age 19. Thus, the study includes nine data points. Domains of instrumentation include psychiatric history, substance use, child maltreatment history, mental health service use, attitudes toward mental health service use, residential history, religious involvement, reading level, dating violence, trauma history, stress, perception of neighborhood, psychopathy, employment, legal involvement, childbearing, sexual activity, and much more. Few variables were assessed at each interview time point.

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STUDY OVERVIEW

Study Identification

Mental Health Service Use Of Youth Leaving Foster Care (Voyages) 2001-2003

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Funding Agency:

National Institute of Mental Health

Award Number: 1R01 MH 61404

Purpose of the Study

The study examined the child to adult service transition for youths leaving the foster care system in Missouri. Youths in the foster care system are among the heaviest mental health service users and lose key service-enabling resources upon foster care exit. The aims of the study were to:

1. Document changes in mental health service use as youths leaves the foster care system.
2. Identify resources, barriers, and characteristics that are related to the change in mental health service use for youths leaving the foster care system.
3. Identify gateways into the adult mental health service system for youths who have left the foster care system.
4. Examine the relationship between continued mental health service use and early adolescent-to-adult transition outcomes.

Study Design

The study was a longitudinal cohort design. Youth were interviewed every three months from age 17 to 19 (9 interviews). Interviews one and nine were in-person. Interviews 2-8 could have been conducted over the phone. Youth were interviewed using a structured interview protocol in conjunction with a history calendar to improve recall accuracy.

Date(s) of Data Collection

Data collection began on 12/15/2001 and ended on 6/30/2003.

Geographic Area

Youth who were in foster care and resided in selected counties in the state of Missouri.

Unit of Observation

The unit of analysis is the person.

Sample

Each month, From December 2001 to May 2003 the Missouri Children's Division (CD, formerly the Missouri Division of Family Services), the child welfare authority in Missouri, provided to the research team the names and caseworkers of youth from eight Missouri counties who were turning 16 years, nine months of age and were in the custody and care of the Division. The eight counties included the six in and around St. Louis and two other counties in another part of the state included at the request of the CD to make the sample more ethnically representative of the state's foster care population. The CD foster care case manager was then contacted to provide informed consent. They were instructed to exclude from participation youth who 1) were no longer in CD custody; 2) had a report of a full scale IQ below 70 in the case record; or 3) did not speak English. The study team also excluded youth who were living more than 100 miles from the boundaries of one of the eight counties. After the case manager consented, youth were contacted and asked if they wanted to participate.

Summary of Study Inclusion Criteria:

1. In the legal custody of the Missouri Division of Family Services (now Children's Division).
2. Case manager county was one of eight pre-selected counties or living in one of these counties.
3. Turning age 17 from December 1, 2001 to June 30, 2003.
4. Living within 100 miles of one of the 8 counties.
5. Able to speak and understand English.
6. IQ above 70 (IQ below 70 must be documented in youth's record for exclusion).
7. Eventually, we excluded youth who remained on runaway status from their 17th birthdates to 45 days beyond.

*Note that youth were included no matter where they were living. This includes 33 youth who had been in alternative care but had been returned to live with a biological parent, but whose custody remained with the Division.

A total of 647 youths were referred to the project; 81 (13%) were excluded due to custody status changes that occurred prior to informed consent and assent being obtained; 31 (5%) were excluded because of documented full scale IQ scores below 70; 31 (5%) were excluded because they were living out of the study area (11 placed out of state with relatives, 10 placed at a secure facility out of the area that would not allow a confidential interview, and 10 placed in-state but out of the study area); 5 (1%) were excluded because they had a chronic medical condition that it made it impossible for them to communicate. In addition, 49 (8%) were excluded because they were on runaway status at age 17 and had not returned by

age 17 years, 45 days.

Of the 451 youth determined to be eligible to participate, 406 (90%) were interviewed. Of those eligible, 39 (8%) chose not to participate. We were unable to garner consent from a case manager for another 4 youth (1%), and we were unable to complete one interview for which consent and assent had been obtained.

The resulting sample of 406 young people included 228 females (57%) and 178 males (43%). Study investigators considered the sample to constitute 178 white youth (43%) and 228 youth of color (56%) that included 204 African Americans, 14 youth of mixed race; 3 American Indians, 4 Latinos, and 2 of other races. Twenty-six more young people were interviewed than was originally proposed.

	Wave								
	Index	F1	F2	F3	F4	F5	F6	F7	Final
n	407	360	347	326	304	293	285	260	325

Data Collection Procedures

Youth were interviewed in person for the first time near their 17th birthday at their homes or the facilities in which they were living by trained professional interviewers. Most youth were interviewed for the first time very near their 17th birthday (mean age of the youth at first interview was 16.99 years, +/- .09 years), but the range was from 16 years 9 months to 17 years 5 months. All data at baseline is from in-person interview. Waves 2-8 were phone interviews. Wave 9 was an in-person interview.

Response Rates

The study's retention goal was 85%. Attained retention was 80%.

Sources of Information

The data were collected via multiple measures combined together into one survey that was administered in person at baseline and wave nine and also by phone at waves 2-8.

Type of Data Collected

The data were collected via surveys.

Measures

BENEVOLENT WORLD SCALE (BWS)

Janoff-Bulman, R. (1989). Assumptive worlds and the stress of traumatic events: Applications of the schema construct. *Social Cognition*, 7(2), 113-136.

McMillen, C., Zuravin, S., & Rideout, G. (1995). Perceived benefit from child sexual abuse. *Journal of Consulting and Clinical Psychology*, 63(6), 1037-1043. doi:<http://dx.doi.org/10.1037/0022-006X.63.6.1037>

CHILD TRAUMA QUESTIONNAIRE (CTQ)

Violence Institute of New Jersey. (2006). *Childhood trauma questionnaire*. Retrieved 3/9/2009, from <http://vinst.umdj.edu/VAID/TestReport.asp?Code=CTQ>

Bernstein, D. P., & Fink, L. (1998). *Childhood trauma questionnaire: A retrospective self-report*. San Antonio, TX: Harcourt Brace & Co.

Bernstein, D. P., & Fink, L. (1998). *The childhood trauma questionnaire manual*. San Antonio, TX: The Psychological Corporation.

COMPREHENSIVE ADDICTION SEVERITY INDEX FOR ADOLESCENTS (CASI-A)

For youth who had substance use in the past six months, DSM-IV substance abuse and dependence criteria were assessed with items from the Comprehensive Addiction and Severity Index for Adolescents. Study investigators added two questions to assess for (a) DSM-IV dependence criterion seven on continued use despite knowledge of a physical or psychological problem made worse by substance use, and (b) DSM-IV abuse criterion three on recurrent substance abuse related legal problems.

Meyers, K. (1993). Comprehensive addiction survey for adolescents. In T. McLellan, R. Dembo & Center for Substance Abuse Treatment (U.S.) (Eds.), *Screening and assessment of alcohol- and other drug-abusing adolescents* (Series Publication Number 95-3058 ed.,). Rockville, MD: U.S. Dept. of Health and Human Services, Public Health Service, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment.

CONFORMITY TO MASCULINE NORMS INVENTORY (CMNI)

Mahalik, J. R., Locke, B. D., Ludlow, L. H., Diemer, M. A., Scott, R. P. J., Gottfried, M., et al. (2003). Development of the conformity to masculine norms inventory. *Psychology of Men & Masculinity*, 4(1), 3-25. doi:<http://dx.doi.org/10.1037/1524-9220.4.1.3>

DEPRESSION-ARKANSAS SCALE (D-ARK)

Walter, L. J., Meresman, J. F., Kramer, T. L., & Evans, R. B. (2003). The depression - arkansas scale: A validation study of a new brief depression scale in an HMO. *Journal of Clinical Psychology*, 59(4), 465-481. doi:<http://dx.doi.org/10.1002/jclp.10137>

Smith, G. R., Kramer, T. L., Hollenberg, J. A., Mosley, C. L., Ross, R. L., & Burnam, A. (2002). Validity of the depression-arkansas (D-ARK) scale: A tool for measuring major depressive disorder. *Mental Health Services Research*, 4(3), 167-173. doi:<http://dx.doi.org/10.1023/A:1019763130150>

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Bergman, L. (1992). Dating violence among high school students. *Social Work*, 37(1), 21-27.
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DIAGNOSTIC INTERVIEW SCHEDULE (DIS)

Helzer, J. E., & Robins, L. N. (1988). The diagnostic interview schedule: Its development, evolution, and use. *Social Psychiatry and Psychiatric Epidemiology*, 23(1), 6-16.
doi:<http://dx.doi.org/10.1007/BF01788437>

DIAGNOSTIC INTERVIEW SCHEDULE VERSION FOUR (DSM-IV)

Robins, L. N. (1999). *Diagnostic interview schedule version IV training manual*. St. Louis, Mo.: Washington University School of Medicine, Dept. of Psychiatry.

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Briere, J., & Runtz, M. (2002). The inventory of altered self-capacities (IASC): A standardized measure of identity, affect regulation, and relationship disturbance. *Assessment*, 9(3), 230-239.
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MIDWEST EVALUATION OF THE ADULT FUNCTIONING OF FORMER FOSTER YOUTH (MEAFF)

Courtney, M. E., Chapin Hall Center for Children, & University of Chicago. (2007). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 21*. Chicago, IL: Chapin Hall Center for Children at the University of Chicago.

Courtney, M. E., Dworsky, A., Ruth, G., Keller, T., Havlicek, J., & Bost, N. (2005). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 19*. Paper presented at the National Leadership Summit on Improving Results for Youth, Washington, DC. 1-16. Retrieved from http://74.125.95.132/search?q=cache:GUODbe5_DsMJ:www.ncset.org/summit05/docs/NCSET2005_2a_Courtney.pdf+Midwest+Evaluation+of+the+Functioning+of+Former+Foster+Youth&cd=10&hl=en&ct=clnk&gl=us

MCMILLEN CHANGES IN RESIDENCE

McMillen, C., Scott, L.D., & Auslander, W.F. (2001). *McMillen changes in residence* [Instrument]. St. Louis, MO: Washington University.

MCMILLEN CHILDBEARING HISTORY

McMillen, C., Scott, L.D., & Auslander, W.F. (2001). *McMillen childbearing history* [Instrument]. St. Louis, MO: Washington University.

MCMILLEN CONTACT WITH FAMILIES

McMillen, C., Scott, L.D., & Auslander, W.F. (2001). *McMillen contact with families* [Instrument]. St. Louis, MO: Washington University.

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McMillen, C., Scott, L.D., & Auslander, W.F. (2001). *McMillen custody* [Instrument]. St. Louis, MO: Washington University.

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MCMILLEN FINANCIAL ASSETS

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MCMILLEN GENERAL MEDICAL QUESTIONS

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MULTIDIMENSIONAL MEASURE OF RELIGIOUSNESS/SPIRITUALITY (MMRS)

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MULTIGROUP ETHNIC IDENTITY MEASURE (MEIM)

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Fischer, E. H., & Turner, J. L. (1970). "Orientations to seeking professional help: Development and research utility of an attitude scale": Erratum. *Journal of Consulting and Clinical Psychology*, 35(3), 375. doi:<http://dx.doi.org/10.1037/h0020198>

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Winters, K. C., Henly, G. A., & Western Psychological Services. (1989). *Personal experience inventory (PEI) : Manual*. Los Angeles, CA: Western Psychological Services.

PSYCHOPATHY PERSONALITY INVENTORY - SHORT FORM (PPI-SF)

Lilienfeld, S. O. (1990). *Psychopathic personality inventory*. Atlanta, GA: Department of Psychology, Emory University.

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Liang, B., Tracy, A., Taylor, C. A., Williams, L. M., Jordan, J. V., & Miller, J. B. (2002). The relational health indices: A study of Women's relationships. *Psychology of Women Quarterly*, 26(1), 25. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=6556329&site=ehost-live>

ROSENBERG SELF ESTEEM SCALE (RSES)

Rosenberg, M. *Rosenberg's self-esteem scale*. Retrieved 3/23/2009, 2009, from <http://www.wnorton.com/college/psych/psychsci/media/rosenberg.htm>

Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.

RUSSELL SEXUAL ABUSE

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SERVICE ASSESSMENT FOR CHILDREN AND ADOLESCENTS (SACA)

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Hranilovich, T. E. (1982). *The personal experience inventory : Psychosocial scaling of life change with older adult subjects*. Unpublished Thesis, University of Akron, Akron, OH.

STUDENTS' LIFE SATISFACTION SCALE (SLSS)

Terry, T., & Scott Huebner, E. (1995). The relationship between self-concept and life satisfaction in children. *Social Indicators Research*, 35(1), 39-52. doi:<http://dx.doi.org/10.1007/BF01079237>

TEENAGER EXPERIENCE OF RACIAL SOCIALIZATION SCALE (TERS)

Stevenson, H. C., Jr., Cameron, R., Herrero-Taylor, T., & Davis, G. Y. (2002). Development of the teenager experience of racial socialization scale: Correlates of race-related socialization frequency from the perspective of black youth. *Journal of Black Psychology*, 28(2), 84-106. doi:<http://dx.doi.org/10.1177/0095798402028002002>

THE PERCEIVED BENEFIT SCALE (PBS)

McMillen, J. C., & Fisher, R. H. (1998). The perceived benefit scales: Measuring perceived positive life changes after negative events. *Social Work Research*, 22(3), 173-187. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=1017821&site=ehost-live>

WIDE RANGE ACHIEVEMENT TEST (WRAT)

Jastak, J., F., & Jastak, S. (1978). *The wide range achievement test: Manual of instructions*. Wilmington, DE: Jastak Associates, Inc.

Nova Southeastern University, Center for Psychological Studies. *Wide range achievement test*. Retrieved 5/12/2009, 2009, from <http://www.cps.nova.edu/~cpphelp/WRAT.html>

Related Publications & Reports

Users are strongly encouraged to obtain these references before doing analyses.

Jonson-Reid, M., Scott, J., Lionel D., McMillen, J. C., & Edmond, T. (2007). Dating violence among emancipating foster youth. *Children and Youth Services Review*, 29(5), 557-571.
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Analytic Considerations

For the index data only, some missing data was hotdecked (we explored the data for the most robust correlates of the item that had missing data, then sorted the data by these correlates and a random value and then imputed from the score above it). We did this for the substance abuse measures, Diagnostic Interview measures when missing data precluded us from making diagnoses, child maltreatment, and service use measures.

The data for waves 2-9 was imputed using IVEware (Raghunathan, Solenberger & Van Hoewyk, 2002), a multiple imputation program that uses a sequence of regression models, varying the types of regression model by the type of variable being imputed. Covariates include other variables observed or imputed on that individual across the different waves, maximizing the amount of information available to impute missing data. Although IVEware is touted as being able to use all existing data for the purposes of , we found the program did not operate well when using more than 30 covariates. So, we screened potential covariates for the strongest predictors of the variable being imputed and used these in our regression calculations.

Five imputed datasets were created using different seeds. Rubin (1987), using a formula created to estimate the efficiency of estimates based on the number of impute datasets used, noted that 3-10 imputates typically achieved sufficient efficiency in estimated missing values. The greater the proportion of missing values, the more imputates needed for reliable estimates. With 20% missing values for final interview data, 5 imputates create an efficiency value of 96, whereas increasing the number of imputates to 10 increases the efficiency only to 98. Five seems to be a fair compromise number balancing relative precision in point estimates and variances and the extra work required for creating additional imputates and analyzing multiple datasets.

Raghunathan, T.E., Solenberger, P. W., & Van Hoewyk, J. (2002). IVEware: Imputation and variance estimation software user guide. Ann Arbor, MI: Survey Research Center, Institute for Social Research.

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Confidentiality Protection

All primary identifiers were removed from the dataset by the data contributor.

Extent of Collection

This collection consists of the User's Guide, contributor developed codebook and supporting documentation, the project's final report, and data files native to SAS, SPSS, and Stata.

Extent of Processing

NDACAN produced the User's Guide and the SPSS, SAS, & Stata native files.

DATA FILE INFORMATION

File Specifications

No.	File Name	Record Count	Variable Count
1	DS_133	2020	12,047

Data File Notes

Youth were scheduled for interviews every three months from age 17 to age 19. Not all youth completed all waves. The variables interview_2 through interview_9 indicate whether youth participated in that interview wave. You can subset the data into those who completed a specific wave (e.g., SAS: where interview_3=1;)

Each variable in the dataset indicates from which interview the data was collected by use of the final underscore in the variable name variable_3, for example, would indicate that the data was from the third interview.

The dataset contains variables with an underscore of _10. This is data that was abstracted from the history calendar information collected on each youth to increase accuracy. We realized after data was collected that we could save hundreds of programming hours by abstracting information from the history calendar. Many of the most valuable variables are summary variables with an underscore of _10. Look at the history calendar abstraction form to decipher these variables.

Study investigators imputed five datasets. If a user wants to use only one dataset (instead of for example, using proc mianalyze to combine results from the five datasets), they can easily subset this using the variable "@_mult_", which ranges from one to five (e.g., SAS: where @_mult_=1; returns results from the first imputed datasets. All data from the first interview is identical in the five datasets.

**Technical support for this dataset is provided by NDACAN.
Please send your inquiries to NDACANSUPPORT@cornell.edu**