

# Collaborating Center for Questionnaire Design and Evaluation Research

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## Results of Cognitive Testing of Questions on Positive Childhood Experiences and Related Topics

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### INTRODUCTION

This report presents the findings of a cognitive interview study designed to test questions on Positive Childhood Experiences (PCEs) and related topics for potential inclusion in the Behavioral Risk Factor Surveillance System (BRFSS)<sup>1</sup> and other surveys. The study was conducted by the Collaborating Center for Questionnaire Design and Evaluation Research (CCQDER) at the National Center for Health Statistics, using interpretive cognitive interview methodology. It was carried out in collaboration with the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention (CDC) and received both Office of Management and Budget (OMB) and NCHS/CDC Human Subjects approval.

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PCEs, characterized by safe, stable, and nurturing relationships and environments, are known to promote healthy child development and enhance adult mental and relational well-being. They also help buffer the effects of Adverse Childhood Experiences (ACEs) which include forms of abuse, neglect and household instability. Together, PCEs and ACEs represent interconnected exposures that shape developmental pathways and influence outcomes (1).

The BRFSS is a state-based telephone survey that collects data on health risk behaviors, preventive practices, and healthcare access, with a focus on chronic diseases and injury prevention, and the questions evaluated in this study were adapted from various sources, including prior BRFSS modules and the Youth Risk Behavior Surveillance System (YRBSS). CCQDER has previously tested questions on ACEs for inclusion on the YRBSS (1, 2).

This evaluation is based on 60 cognitive interviews conducted by researchers from CCQDER and Research Support Services (RSS) during the summer of 2023. Three instruments were tested with three different samples: parents/caregivers answering about their child's experiences, adults reporting on their own childhood experiences, and teens (ages 14-18) reporting on their own experiences.

This report outlines the methodology used in the evaluation study and provides a detailed question-by-question review of the findings. The full set of tested instruments is included in Appendices B-D.

<sup>1</sup> Centers for Disease Control and Prevention. (n.d.). *Behavioral Risk Factor Surveillance System (BRFSS)*. <https://www.cdc.gov/brfss/index.html>

## METHODS

This evaluation of survey questions on PCEs and related topics used a one-on-one cognitive interviewing methodology. This approach allows researchers to explore how respondents mentally process survey questions within the context of their own experiences (3). By using this method, researchers can assess construct validity and identify any challenges respondents face in understanding or answering the questions (4). The insights gained from these cognitive interviews help determine whether the questions are likely to introduce measurement error when used in a survey.

*Instruments:* The questions being tested across the three sets of questions, mostly focus on PCEs but also include other types of questions related to PCEs/ACEs. Proxy questions ask adults about their child's experiences and social and emotional influences, recognizing that multiple factors across individual, family and community levels can shape a child's risk and outcomes. Together these questions contribute to the measurement of ACE exposure, protective experiences and broader risk profiles.

*Sample:* A total of 60 respondents were interviewed: 40 adults (ages 18+) half of whom were parents/caregivers and 20 teenagers (ages 14-18). A purposive sample was recruited through email list contacts, flyers, and word of mouth. Care was taken to the extent possible to recruit a demographically diverse sample. The distribution of the demographic characteristics for the full sample are shown in Table 1.

**Table 1. Demographic profile of respondents**

	Self-report (n=20)	Adult Proxy (n=20)	Teen (n=20)	Total (n=60)
<b>Race/Ethnicity</b>				
African American/Black, non-Hispanic	8	11	12	31
Asian, non-Hispanic	2	0	0	2
White, non-Hispanic	9	9	6	24
White, Hispanic	1	0	2	3
<b>Sex</b>				
Female	14	14	10	38
Male	6	6	10	22
<b>Age</b>				
14-18	0	0	20	20
19-29	2	1	0	3
30-49	9	14	0	23
50-64	3	5	0	8
65 and older	6	0	0	6
<b>Education</b>				
Less than High School	1	0	20	21
High School or equivalent	6	5	0	11
Some College	3	5	0	8
Bachelor's Degree	8	6	0	14
Graduate Degree	2	4	0	6

SOURCE: National Center for Health Statistics, Collaborating Center for Questionnaire Design and Evaluation Research, 2023.

**Data Collection:** The 60 interviews were all conducted in English by three CCQDER and four RSS interviewers, all experienced in qualitative interviewing techniques and trained in interpretive cognitive interview methodology. Three instruments were tested across three groups of respondents: adults (18+) answering questions as proxies for their children (n=20), adults (18+) answering questions about their own childhoods (n=20) and teenagers (14-18) answering questions about themselves (n=20). The interviews were conducted remotely using the Zoom for Government video conferencing platform, which met NCHS's security and authorization requirements. Each interview lasted no more than 60 minutes, and respondents received \$50 as compensation for their participation.

**Interview Procedures:** The interview was divided into two parts. In the first part, respondents were asked the survey questions under investigation and selected their responses from the provided answer categories. In the second part, intensive verbal probing was used to gather detailed response process data. Audio or video recordings and written summaries of the interviews were collected for data analysis.

After the interviews, all written summaries were uploaded into Q-Notes<sup>2</sup>, a software tool designed for data storage and analysis of cognitive interviews. Q-Notes also enabled the Principal Investigator to monitor data quality as interviews were completed.

**Data Analysis:** The analysis of the interviews followed cognitive interviewing methodology, guided by the grounded theory approach. Rather than testing existing hypotheses, this approach aims to generate explanations of response error and interpretive patterns based on empirical data. A key component is the constant comparative method, where analysts continuously compare data findings to the original responses (5, 6). This iterative process involves data synthesis and reduction (7).

After each interview, summary notes were written for each question, capturing how respondents interpreted and processed the questions, the experiences or perceptions they used in formulating their responses, and any difficulties they encountered. Once all interviews and summaries were completed, the data were compared to identify common patterns of interpretation and response difficulties for each question. Sub-group analysis was also conducted to examine how patterns of interpretation and responses varied across different groups within the sample.

## RESULTS

Broader patterns and themes that emerged across multiple questions are presented in this section, highlighting key response tendencies and interpretive challenges. A detailed, question-by-question analysis can be found in Appendix A.

### Sensitive topics

Both the set of questions for adult proxies and those asked directly to teens included sensitive topics, particularly regarding abuse. Response error or missing data is possible if respondents choose to lie or avoid answering sensitive questions. Although most respondents recognized the importance of asking about such critical issues and were willing to answer, the questions did give some pause and others were noticeably hesitant or asked to skip questions altogether.

The potentially sensitive questions for adult proxies focused on whether their child had experienced verbal, physical, or sexual abuse by an adult. Some adults noted the sensitive nature of these questions. For example, one respondent admitted feeling self-conscious when asked if his child had been verbally abused, stating, "I felt like I might be judged by my answer... that's a question I might fib on." Another respondent described the questions as "extremely personal" and emphasized the need to reassure parents and explain the purpose

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<sup>2</sup> [www.cdc.gov/qnotes](http://www.cdc.gov/qnotes)

behind such questions. He believed many parents might lie in response, feeling alarmed and defensive. He added, "I would want to know why these questions are being asked and would be offended if asked these questions on a survey." He also felt the questions were personal and accusatory. A third respondent elaborated on the sensitivity of the questions, saying, "I mean, that's a pretty, like, you know, serious conversation to have... maybe if it's on writing and they're filling out a form, they can just circle, yeah. You know, if they went through it and then whoever they're giving it to can reach out if they need help or something." This respondent emphasized the importance of follow-up support for those who might disclose sensitive experiences.

For teens, the questions addressed both experiencing and perpetrating abuse, prompting a range of reactions. One respondent acknowledged the gravity of the questions, saying, "Um, I mean, that's a pretty, like, you know, serious conversation to have. Um, I think whatever, you know, questionnaire it is that has those, it's obviously very something serious." A different respondent was caught off guard by the question, saying, "Yeah, it kind of caught me off guard too because I don't know, it just did. Yeah, like I don't give people sexual assault at all basically, but that one, I was like, what?" In a few cases, teen respondents requested to skip questions they felt were too sensitive. For example, when one respondent was asked about being bullied, he said, "Skip."

### **Proxy Response**

The first set of questions were proxy questions, where an adult answered on behalf of their child's experiences or social and emotional context. Proxy reporting introduces potential measurement error in two ways. First, adults may be asked about experiences they have not fully observed, leading to uncertainty or reliance on assumptions. Second, when questions ask about the broader family or household environment, it is sometimes unclear whether respondents should answer based on themselves, their family as a whole, or their child specifically. Both issues can introduce variability in how questions are interpreted and answered. Some respondents openly expressed uncertainty, even when the questions included the phrase "To the best of your knowledge..." to acknowledge the limits of their awareness. For example, one respondent answered "no" to the question about physical abuse but added, "There's been no physical abuse at all for him, unless it was like, at school that I don't know about, but in the home, no. He's been very protected." Similarly, another respondent said, "I mean, nobody that I know of," when asked whether his child had experienced verbal abuse.

Other respondents relied more heavily on assumptions. Some believed their child would have disclosed any abuse if it had occurred. For example, one respondent answered "no" to the question on sexual abuse and explained, "She and my wife have had those conversations... so if she had an issue with that, she would have notified us." Others speculated based on characteristics of caregivers or on situations they had not directly witnessed. One mother, when asked whether her child had been verbally abused, answered "yes" and said, "I think he might have been... my uncle was, um, kind of domineering." Another respondent, uncertain how her daughter handled challenges at school, answered "sometimes" and explained, "Some things she might not tell me about... I assume that nobody's perfect." Although these respondents did not explicitly express uncertainty, their reliance on assumptions rather than direct knowledge introduces additional potential for measurement error.

In addition to knowledge gaps, some respondents encountered confusion about the intended focus of certain questions related to family functioning. These questions were designed to provide insight into the child's social and emotional context, which is relevant to understanding both PCEs and ACEs, but it was not always clear to respondents that the focus was on the child. For example, when asked about their family's ability to stay hopeful during difficult times, some respondents answered based on their own attitudes rather than their child's experiences. This ambiguity in reference point further complicates the interpretation of proxy responses.

## Sociocultural Influences

There were a few notable observations about how respondents' sociocultural contexts influenced their interpretation of the questions. The clearest example appeared in the proxy question on physical abuse (AP 2). While most respondents indicated they would include spanking in their interpretation of physical abuse, respondents from cultural backgrounds where corporal punishment is more normalized tended to distinguish spanking from abuse. For example, one respondent answered "no" but said, "I am not going to lie, I did spank her one time, maybe twice. I am being honest. In Black culture and Hispanic it is very different. We discipline our kids sometimes. If they are acting crazy, you are going to hit them one time on the hand and say stop." When probed if she was thinking about that when answering the question, she clarified, "No, I was only thinking about abuse."

Sociocultural experiences also shaped responses to questions about community and fairness. While the overall response patterns were similar and no measurement error was seen, respondents' reflections revealed how lived experiences of culture, discrimination and social norms contributed to how they understood and answered questions.

Some respondents reflected on how experiences of discrimination and racial dynamics influenced their perceptions. For example, one respondent, who grew up in a predominantly White neighborhood, recalled, "We experienced a lot of racism. So, we were often shunned out, like not invited to birthday parties...I mean, just really kind of weird stuff...This was in the 90's, so they got away with a lot of that stuff." Another respondent noted that although she grew up in a predominantly Black community in the South, her sense of racial dynamics shifted when she moved north. While racism was still present, "it was a different dynamic in the North...in a community that was predominantly Black."

In reflecting on fairness, another respondent explained that while she grew up in an affluent Black community and did not experience much discrimination as a child, she became more aware of racial inequality later in life. She explained, "I hear so many...African American people's stories...about being treated unfairly, of being discriminated against by White people or whatever."

Broader cultural influences were evident in responses to social and emotional questions as well. One biracial respondent, identifying as both White and Black, described feeling torn between two cultural expectations:

For instance, being... as a girl, being White, you wanted to be skinny, you're supposed to be skinny...and my mom was White, so she's like, coming off the scale and telling me her weight. And then you have my Black friends – or not friends, but like, for instance in gym class...they saw my jeans when I was changing, and they were like... "What size are you?"... I was a 5...they were laughing at me because I had no ass...okay, what am I supposed to be?

She went on to describe the complexities of belonging in both communities, "There were times when being around Black people, I wasn't Black enough, and being around White people, like I obviously wasn't White...you're trying to see yourself...where do I fit socially?"

These responses highlight how respondents' broader social and cultural environments shaped their interpretations of questions, especially those related to abuse, neighborhood dynamics, and fairness.

## Timeframe

The questions present several different timeframes which affected both recall and response. Some of the questions for adult-proxy and teen respondents specify "in the past month" or "in the past 12 months" while many have no specific timeframe. In the set of questions asked to adult respondents about their own childhoods, they were asked to focus on the time before they turned 18.

When answering questions with a specific timeframe, respondents did not always pay attention to timeframe given. In answering questions that asked about their child “in the past month,” adult-proxy respondents were not necessarily thinking of the past month but rather their child in general or their current era of parenting. Several respondents referred to “the teenage years,” indicating that their answers were influenced by their child’s current stage of development rather than recent experiences. For the question asking about how often the respondent’s child did things that really bothered the respondent in the past month, one respondent clarified her response, saying, “I wasn’t thinking about the past month. Just in general, you know, what kind of situations we deal with, with her.” Similarly, with this and other questions asking about “the past month,” respondents focused on broader, ongoing experiences rather than recent events, suggesting that their answers were informed by a more general view of their child’s behavior and their parenting experience.

Rather than strictly following the specified timeframes—such as the past month or past 12 months—respondents often relied on personally meaningful reference points. Teenagers, in particular, tended to frame their responses in terms of school transitions, distinguishing between periods like “when I was in elementary school,” “back in middle school,” or “since high school started.” For example, one respondent explained, “When I was in elementary school, I had some problems with bullying, but once I got to middle and high school, it was fine.” While there was often substantial overlap between these personal reference points and the intended timeframes, mismatches could introduce response error if respondents’ interpretations did not align with the question’s specified period.

For adults answering questions about their own childhoods, recalling specific events before they were 18 was often challenging, especially since for many of the respondents, childhood was a long time ago. Respondents often used their own salient time references such as “before my mother died,” “after I got married” or “before we moved.” Some respondents’ lives had remained relatively stable, but for others, their circumstances changed a lot over the course of their childhoods. Respondents resolved the differences between the various time periods of their childhoods in different ways leading to differing response strategies. Some respondents averaged across different time periods while others focused on a specific time period.

Many respondents averaged their experiences across different time periods. For example, one respondent explained her response to the question on how often during her childhood there was one adult in her household with whom she felt safe. She reflected on how safe she felt before and after their father’s death. She said, “I’d say... often. Because there’s a period when one parent died when I was 11. Before that, everything was great. And then after 11 to 18, it was very tense.” For this respondent an average of “very often” (before her father’s death) and “rarely” (after her father’s death) resulted in her response of “often.”

Other respondents focused on a specific time period. For example, one respondent, who answered “often,” to the question about having a regular home routine, shared, “[After mom left] We ate dinner every night as a family. We went to church as a family.” Before her mother left, her home life had been much more unpredictable. This respondent came up with the response “often” by focusing only on the time after her mother left, but if she had averaged across time periods, she would probably come up with a very different answer.

## **Bullying norms**

Several of the questions asked to teens focused on bullying behavior (either in-person or electronic). The preamble to these questions provides a very specific definition of bullying and for the most part, respondents’ responses conformed to this definition. However, there were instances where norms in certain contexts obscured behaviors that might otherwise be considered bullying. For example, for the questions on in-person bullying, the line was not always clear between teasing and bullying and it was not always clear whether



potentially abusive behavior was “normal” or had crossed the line. For example, one respondent described her friends repeatedly making comments about her appearance. The comments clearly made her feel bad, but she did not consider it bullying. She said, “They were, maybe, picking on me a little bit. Sometimes they wouldn’t stop, and I would just tell them to stop pointing out my skin problems, but they thought it was ok because we all do it. It’s just, like, being a teenage girl.”

Similarly, the culture around online gaming allows many behaviors that respondents described as “upsetting” and “toxic” but did not classify as bullying. One respondent described what it’s like to play games online, saying, “There’s a lot of yelling and a lot of name-calling. Everyone is loud and everyone is a target. If you can’t handle it, you don’t play, but if you want to play you have to put up with a lot of abuse. That’s part of the game.”

## CONCLUSION

This cognitive interview study serves as a validity study of the proposed PCE questions, demonstrating the constructs captured by the survey questions and highlighting how respondents interpret and respond to them. Using interpretive cognitive interviewing, this study identified patterns in response strategies, sources of uncertainty, and the influence of social and cultural context, providing insight into how respondents construct their answers and navigate the questions. Differences in how respondents defined abuse, assessed fairness, and recalled past experiences illustrate the complexity of capturing these constructs in a standardized way. The study also identifies areas where respondents’ interpretations may diverge from the survey’s intent, which is crucial for evaluating construct validity—the extent to which the questions accurately reflect the underlying concepts they aim to measure.

These findings are informative to data users, who can use this information to better interpret survey results. By understanding how respondents construct their answers, data users can assess potential sources of measurement error, recognize patterns of variation, and consider how different groups may respond differently to the same questions. This is especially important for analyzing trends, making comparisons across populations, and ensuring that conclusions drawn from the data are well-founded.

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## Appendix A: Question-by-question results

### **Set 1. Questions for Adults (18+) reporting on their child's experiences (0-17)**

**Proxy 1. To the best of your knowledge, has this child EVER experienced any of the following? Was regularly sworn at, insulted, or put down by an adult... (yes, no)**

This question was asked to adult respondents reporting on their child's experiences and household context. All respondents understood this question as asking whether their child had experienced harsh verbal treatment from an adult. One respondent who answered "yes" shared her son's experience, saying, "When my mother was alive, she lived in the same home with us and she had a very domineering personality and she, you know, swore a lot. She swore at him and she would, you know, she's very kind of an aggressive person. She was a drug addict, so you know, kind of came with that." In contrast, a respondent who answered "no" described how verbal abuse is discussed within their family, saying, "My wife and I have conversations with our kids, especially with our daughter, about tones and the way people talk to you. We make sure she knows what is acceptable and what is not. We tell her that if someone talks to her in a way that feels wrong, she needs to let us know so we can handle it."

There were also differences in how respondents interpreted the term "regularly." One respondent answered "yes" because her daughter sometimes experiences harsh verbal treatment from her father, saying, "She was in a situation with her father where he would sometimes use foul language around her, and sometimes it was directed at her." For this respondent, "sometimes" was frequent enough to count as "regularly."

Another respondent, who answered "no," described similar treatment by her daughter's father but explained, "Her dad would insult her and put her down infrequently, but anytime that happens, it makes an impact. It's good for children to have their dad in their life, but if he's going to be insulting them...it's maybe not so good." When asked for clarification, this respondent indicated that "infrequently" meant about five times a year, which she did not consider "regularly," leading her to answer "no."

**Proxy 2. To the best of your knowledge, has this child EVER experienced any of the following? Was hit, beat, kicked, or physically hurt by an adult... (yes, no)**

This question was asked to adult respondents reporting on their child's experiences and household context. Respondents understood this question as being about physical abuse. Most respondents indicated that their child had never experienced physical abuse but a few described that their child had been assaulted by an adult. For example, one respondent shared, "There was an incident. There was only one incident, and that was with a godparent, and we took it to the authorities." This respondent answered "yes." Another respondent answered "no" and explained, "He [her husband] would occasionally get in a temper and, he never hit them, but he would yell at them."

Many respondents did not include spanking or light physical punishment in their responses which seemed to reflect, in part, cultural differences. One respondent clarified her understanding of the question, saying, "I thought it was asking if maybe she was being abused by somebody or physically attacked. I did not think about spanking, punishment like that." Another respondent

linked this to cultural norms, noting, “I am being honest. In Black culture and Hispanic it is very different. We discipline our kids sometimes. If they are acting crazy, you are going to hit them one time on the hand and say stop.”

**Proxy 3. To the best of your knowledge, has this child EVER experienced any of the following? Was forced to have sexual intercourse, forced to touch someone in a sexual way, or forced to be touched by someone in a sexual way when the child did not want to... (yes, no)**

This question was asked to adult respondents reporting on their child’s experiences and household context. Respondents understood this question as being about sexual abuse. Most respondents indicated that they did not believe that their child had ever been a victim of sexual abuse of any kind but a few described incidents. For example, a respondent who answered “yes” shared, “[the child] disclosed, maybe when she was about eight or seven or eight, that there was inappropriate touching going on with her father at bath time. Or from her father at bath time.” Meanwhile, a respondent who answered “no” explained, “It came to mind, like sexual abuse, like using your child for your purposes, but of course no. That has not happened to her.”

*Certainty:* Several respondents noted that there’s no way to be completely certain, but they felt confident that their children would tell them if something had happened. One respondent said, “He talks to me. He tells me things. I feel like he would tell me about that.”

**Proxy 4. When your family faces problems, how often are you likely to do each of the following: Talk together about what to do? (a. All of the time, b. Most of the time, c. Some of the time, d. None of the time)**

This question was asked to adult respondents reporting on their child’s experiences and household context. All respondents were able to provide an answer, though one respondent asked for the question to be repeated. She initially said:

So you really want to know if... that question is a little bit complicated, so you have to read this question slowly, because it’s kind of complicated. Also, it’s like, okay, are you talking about the parents talking to each other, the whole family talking to each other as a family meeting, or are you talking about the parents talking to the kids? So that’s not really clear, that question.

After hearing the question again, this respondent provided a response focused on her family’s circumstances.

Respondents generally understood this as a question about whether their family discusses issues. Most of these discussions involved the proxy child and covered topics such as family decisions, finances, punishments, clothing choices, and other matters. One respondent provided an example involving his daughter’s clothing choices, saying, “My daughter... is very independent, very strong-headed, and usually it is to do with clothing. She wants to wear certain clothes that we as parents might not deem as appropriate, and she will sneak it out... You know, kids will go out and change clothes, and then we realize. We have to sit down and discuss.” Another respondent described how she and her husband foster an open environment for discussion in their family, saying, “So like when we’re sitting down watching movies, you know, when the ads come up, the kids will say

things like, ‘We had a good lunch today,’ or ‘Oh, the teacher made us laugh so much,’ and I like to hear them talk about their day.... If you think your tennis shoes smell, I want to hear about that too.” This respondent answered “All the time” because she believes their approach encourages their children to talk to her “about anything.”

A few respondents considered their interactions with the proxy child’s other parent. For example, one respondent explained how they manage co-parenting, saying, “Like when we [she and the proxy child’s father] split up, we had to agree on how we were going to co-parent. And we just wanted to not have any outside interferences, regardless of who we’re with and stuff like that. So we talk, and I told him that we have to agree on things together.”

Respondents who answered “most of the time” or “some of the time” instead of “All the time” often mentioned barriers to discussing things with their child. These barriers included instances when the parent chose to act without discussing first or when the child didn’t want to talk. One respondent noted, “Some of the time my son shuts down. He doesn’t want to talk.” Several respondents also observed that not discussing things isn’t always negative. As one put it, “I think that it’s not necessarily negative that we don’t always talk. I felt the way it was phrased was kind of like if you’re always talking about things, they are going to be better. And I think it depends on the child.”

**Proxy 5. When your family faces problems, how often are you likely to do each of the following: Work together to solve our problems? (a. All of the time, b. Most of the time, c. Some of the time, d. None of the time)**

This question was asked to adult respondents reporting on their child’s experiences and household context. One respondent asked for clarification before she was able to provide a response. She said, “When you say family, what do you mean? My immediate family like my son and his dad? Or my mom and my siblings?” She ultimately decided to answer “some of the time” based on her extended family. She said, “With my siblings, there’s conflict sometimes. I try to be the problem-solver but sometimes, people don’t want to solve a problem, they just want to keep the conflict going on and I’m the opposite so... So it’ll work sometimes and sometimes it won’t because everyone is not on board.” When asked how she would have responded if she had been thinking of her immediate family, she said she would have answered “Most of the time” because “we have a very different dynamic.”

Several respondents noted that this question seemed very similar to the previous question on talking about problems and interpreted the question as asking about communication. One said, “It would probably go back to the last question, you know, if I’m informed and have all the information then we can make the proper call on whatever the event was. It’s about communication.”

Other respondents thought the question referred to teamwork. One said, “We’re a team,” while another said, “We’re all teammates, you know what I mean? So we all work really well together.” These respondents answered “All of the time.”

Respondents who answered less often than “All of the time” mentioned barriers to working together, such as communication difficulties and conflict. One parent blamed the lack of working together on herself, saying, “The house is messy...we’re not organized when it comes to doing

chores and things like that, so there's always a level of frustration, but it's partially from my lack of discipline and my disorganization." She also answered "sometimes."

**Proxy 6. When your family faces problems, how often are you likely to do each of the following: Know we have strengths to draw on? (a. All of the time, b. Most of the time, c. Some of the time, d. None of the time)**

This question was asked to adult respondents reporting on their child's experiences and household context. Two respondents asked for the question to be repeated several times, but were both able to provide a response after hearing the question again. However, in probing, one of these respondents indicated that she hadn't actually understood the question. When asked why she answered "most of the time," she said, "I didn't understand really what that was. We have the strength to what... I didn't really understand that."

The remaining respondents did not have a consistent understanding of what was meant by "strengths to draw on." Several, perhaps influenced by the previous questions on talking about problems and working together, thought about communication. One respondent explained, "I was thinking that our strength is, like, communicating with each other without problems." She answered "some of the time" because, while she communicates well with her immediate family, she has issues communicating with her siblings.

A few other respondents thought about the availability of extended family. For example, one respondent answered "Most of the time" and said, "We have a good family unit, we have an extended, you know, aunt and uncle circle, and you know, the kids feel comfortable going to them."

The rest of the respondents each had their own understanding of what was meant by "strengths to draw on." These ranged from a feeling of inner strength to religious faith to the ability to ask for help when needed.

One respondent summed it up by saying, "It's clear-cut to me. It means that there are resources that we have to help us when things are difficult." However, he was not able to articulate what these resources might be.

**Proxy 7. When your family faces problems, how often are you likely to do each of the following: Stay hopeful even in difficult times? (a. All of the time, b. Most of the time, c. Some of the time, d. None of the time)**

This question was asked to adult respondents reporting on their child's experiences and household context. All respondents answered based on either their own or their family's ability to stay positive and believe in a better outcome to difficult situations. One respondent initially wasn't sure who the question was asking about. She said, "Is this about me or my daughter?" When the question was repeated, she answered "Most of the time" based on her own hopefulness. She explained, "No matter what, I'm going to find the answer to the solution. For me, no matter what, there's always an answer to the problems."

Another respondent, who also thought about her own outlook, answered “All of the time” and said, “I’m just like a positive person, regardless of what I’ve been through... I just keep moving. I’ve been through a lot, but I just keep moving on...”

Other respondents focused on their collective family attitude towards problems. One respondent who answered “Most of the time” said, “We always try to remain hopeful. Hope is more so something that’s a necessity.”

Many respondents referred to their family’s religious faith when explaining their responses. One respondent said, “We are a Christian family, so we do have a church background, and...we pray, so we are pretty hopeful most of the time.” He answered “most of the time.”

**Proxy 8. During the past month, how often have you felt that this child is much harder to care for than most children his or her age? (a. Never, b. Rarely, c. Sometimes, d. Usually, e. Always)**

This question was asked to adult respondents reporting on their child’s experiences and household context. Respondents answered in two different ways, reflecting their varied perspectives on the question. One group of respondents based their answers on their child’s characteristics, such as temperament, emotional regulation, stubbornness, or developmental delays. For example, one respondent said, “Considering his developmental delays, I’d say sometimes,” while another said, “There aren’t really any temper tantrums or a whole lot of back and forth. She’s just very easy going. So that makes it easy to do for her and to care for her and so forth.” This respondent answered “never.” These responses highlight how individual child traits seemed to influence parents’ perception of the ease or difficulty of parenting.

The second group of respondents focused on their own parenting ability or the general difficulty of parenting. For example, one respondent answered “sometimes” and said, “She’s a great kid, but it’s hard raising a kid alone.” Another respondent reflected on the relative ease of raising her daughter compared to the difficulty she experienced when raising her first child. She said, “It was just harder trying to be a parent at such a young age. You know, it was a struggle.” She answered “rarely” because now that she’s an older parent, she rarely feels that parenting is a struggle.

A few respondents made comparisons, referring to their children as “typical” or “average” or comparing the proxy child to their other children or other children they know. For example, one explained his answer of “never” by saying, “She’s just a typical preteen.” However, most respondents did not make an explicit comparison. In fact, several indicated that the comparison was difficult. One said, “I do feel like [she] is difficult. It depends on what you think the average is, you know what I mean? I think she’s difficult but that might not be unusual. I don’t really know what it would be like to parent another kid.” After talking it through, this respondent answered “never,” saying, “It’s normal what we’re going through.” These varied responses show that while some parents compare their children to others, many find it challenging to define what “typical” means.

**Proxy 9. During the past month, how often have you felt that this child does things that really bother you a lot? (a. Never, b. Rarely, c. Sometimes, d. Usually, e. Always)**

This question was asked to adult respondents reporting on their child's experiences and household context. Respondents answered based on either their child's behavior or their ability to manage their child's behavior, highlighting two distinct approaches to the question. Respondents who thought about their child's behavior considered minor annoyances like being late, making food messes, lying, or having difficulty choosing a snack—essentially, what they perceived as "normal kid behavior." For example, one respondent described his experience, saying, "[She's] just being a kid, like she wants to play all day and I'm 41; I don't want to play all day with a 7-year-old. Everything has a question, everything!" This respondent chose "sometimes" as his answer, reflecting the frequent, but not constant, challenges of daily parenting.

Other respondents answered based on their personal ability to not be bothered by these behaviors. One noted, "I get overwhelmed a lot," which led her to answer "sometimes." Conversely, another respondent felt differently, stating, "Rarely because I've learned a lot of emotional intelligence and I've worked on personal development." These responses suggest that some parents focus more on their own coping strategies and emotional resilience when answering the question.

**Proxy 10. During the past 12 months, was there someone that you could turn to for day-to-day emotional support with parenting or raising children?**

This question was asked to adult respondents reporting on their child's experiences and household context. All respondents answered "yes" when asked if there was someone they could rely on to discuss parenting or raising children. However, the sources of support and the way respondents interpreted the question varied.

Many respondents thought of their immediate partners or close family members as their primary sources of support. For example, one respondent said, "I was thinking of my mom and my grandmother." Another respondent mentioned, "It is mainly my wife. We sit up and talk about these things," emphasizing the role of a spouse as the main source of emotional support.

Other respondents mentioned friends or professionals that they can talk to. For example one respondent said, "So, besides my kid's father, I have a social worker assigned to my two-year-old and our family that I talk with every Monday, and it's been really helpful."

A few respondents considered emotional support in general terms, seeing any form of communication or assistance as sufficient to meet their needs, but most focused specifically on support related to their child, interpreting the question in a way that tied emotional support directly to parenting challenges or issues involving their children. For example, one respondent thought specifically about the support group she attends for parents of children who have disabilities similar to the one her child has. This support group is a place she can ask questions and discuss issues and also provides recommendations for services.

A single respondent answered "yes," because she felt she doesn't really needed support. She explained, "I haven't really needed any...I try not to have issues like that because I'd rather try to resolve it...because I don't think that it's too much that I can't resolve here. Yeah, I'd rather keep it in here." This response reflects a sense of self-reliance, where the respondent preferred to manage issues independently and having support was not necessarily seen as a positive attribute.



**Proxy 11. Which of these statements best describes your household’s ability to afford the food you need during the past 12 months (select one): (a. We can always afford to eat good nutritious meals, b. We could always afford enough to eat but not always the kinds of foods we should eat, c. Sometimes we could not afford enough to eat, d. Often we could not afford enough to eat)**

This question was asked to adult respondents reporting on their child’s experiences. Respondents provided varying interpretations of their household’s ability to afford food over the past 12 months, with particular focus on the concept of "affordability" and what constitutes nutritious meals.

When respondents indicated that they could “always afford to eat good nutritious meals,” they typically described these meals as including a balance of protein, fruits, and vegetables, with an emphasis on freshness. For instance, one respondent explained, “It means we put a big emphasis on using our monthly budget to buy healthy foods and vegetables, and things like that.” This interpretation suggests that for these respondents, having the financial means to prioritize and consistently purchase fresh, healthy foods was key to their response.

The concept of "afford" varied among respondents. Some equated affordability with simply having enough money, while others mentioned relying on credit cards or assistance programs like WIC or food stamps to purchase food. These different approaches to affording food highlight the diverse financial strategies families use to ensure they can provide meals, even if it means stretching their resources in various ways. For example, one respondent said, “So, I get food stamps. I also get the WIC for my little ones, so that helps every month or I don't know how the WIC really does it, but we were allowed to get like a certain amount of like vegetables, fruits, fresh fruits, produce. So that was very helpful for us.” Another explained that she can afford food but might need to use a credit card. She said, “It’s just that I have a lot of debt. You know what I mean? When you say afford, I have a lot of credit card debt, but I’m going to pay it off eventually. It’s not like I couldn’t buy groceries, but I might have to use a credit card.”

For those who indicated that they could always afford enough to eat but not always the kinds of foods they should eat, the responses reflected a juggling act with their budgets. These respondents often had to make tough choices, such as buying smaller portions or opting for less healthy options due to financial constraints. One respondent shared, “Um, it's because we can't always afford, you know, the good stuff. Sometimes it's just a cheeseburger from McDonald's because that's all we really can have the money for.” Another respondent also described the challenge of balancing a limited budget with the desire to eat healthier foods:

Yeah, I mean, you know, you have to cut corners sometimes, and especially when there's one income household. So, yeah... [it means getting] not more of the like full meals. You know, we could probably buy a banquet meal, a frozen meal, and that would be, you know, rather than something that you have to sit down and fully cook the meats, the veggies, the starches, that type of thing.

Interestingly, one respondent focused on the phrase "should eat" when choosing this option, explaining that although they had the financial means, they sometimes chose unhealthy options regardless. He said that his family “...is “financially able to afford what we like,” but went on to explain that he chose the second option because of “...occasional indulgences and things that we



shouldn't have." This suggests that for some, the challenge lies not just in affordability but in making healthier food choices even when they have the resources to do so.

**Proxy 12. To what extent do you agree or disagree with these statements about your neighborhood or community? People in the neighborhood help each other out (a. Definitely agree, b. Somewhat agree, c. Somewhat disagree, d. Definitely disagree)**

This question was asked to adult respondents reporting on their child's experiences and household context. When answering this question respondents focused on three different aspects of community.

Several respondents reflected on their personal connections within their neighborhood when determining their level of agreement. Those who did not know their neighbors well tended to disagree with the statement. For example, one respondent who chose "definitely disagree" explained, "No. I'm in an apartment building and I don't know my neighbors." Another respondent who selected "somewhat disagree" shared, "I probably do know some people in my neighborhood," indicating a more moderate level of connection but still a lack of strong relationships with neighbors.

However, some respondents thought about the broader sense of community and how people look out for one another. One respondent who chose "definitely agree" emphasized the community's vigilance, saying, "It's a tight-knit community because we know what looks normal and we know what don't look normal so that's important. And everybody has cameras." This response suggests that even if personal relationships aren't strong, a shared sense of responsibility for the community contributes to the feeling that neighbors help each other out.

Others considered their neighbors' general willingness to help, even if they didn't know them personally. For instance, one respondent reflected, "I was just thinking to myself, yes, if someone were in distress or needed help, someone on the street in the neighborhood would help," and chose "definitely agree." In contrast, another respondent who selected "definitely disagree" remarked, "A lot of people are very self-centered nowadays," potentially indicating a belief that the communal spirit has diminished, leading to less mutual support among neighbors.

**Proxy 13. To what extent do you agree or disagree with these statements about your neighborhood or community? We watch out for each others' children in this neighborhood (a. Definitely agree, b. Somewhat agree, c. Somewhat disagree, d. Definitely disagree)**

This question was asked to adult respondents reporting on their child's experiences and household context. Respondents answered this question in a manner similar to the previous one about neighborhood support, with a few noting that it felt like a repetition of the earlier question. The primary focus for many respondents was on whether their neighbors actively watch out for each other's children.

Those who agreed with the statement often did so because they felt their neighbors were willing to look after their children if needed, even in less-than-ideal circumstances. For example, one respondent who chose "definitely agree" explained, "Yeah, so if I need someone to watch my child, they would do it. There might be a drug house next door, but I know that my child will be

watched.” This response reflects a trust in the immediate community's ability to care for each other's children, despite potential concerns about the neighborhood.

On the other hand, some respondents strongly disagreed, citing a lack of supervision for children in their neighborhood. One respondent stated, “Nobody is supervising those kids,” and selected “definitely disagree,” indicating a belief that there is little to no communal oversight of children.

Respondents who selected “somewhat agree” or “somewhat disagree” typically did so because there were few or no children in their neighborhood or because they didn’t know their neighbors well enough to gauge the level of vigilance. For instance, one respondent who chose “somewhat disagree” noted, “I’ve never really seen any kids. Again, we live on a busy street. So, obviously, there’s not going to be no kids in the front or anything.” This suggests that the presence or absence of children, as well as the nature of the neighborhood, may influence how respondents perceived communal child supervision.

**Proxy 14. To what extent do you agree or disagree with these statements about your neighborhood or community? When we encounter difficulties, we know where to go for help in our community (a. Definitely agree, b. Somewhat agree, c. Somewhat disagree, d. Definitely disagree)**

This question was asked to adult respondents reporting on their child’s experiences and household context. When asked about the extent to which they agreed or disagreed with statements about accessing help in their neighborhood or community, respondents considered a wide range of resources, including police, the fire department, borrowing a phone, HOA (Homeowners Association), city call centers, public pools, mental health professionals, community centers, neighbors, and neighborhood apps.

Many respondents found the question to be vague or too broad, which influenced their responses. For example, one respondent remarked, “Help can be so broad. What do you mean? Financial help? Help with, you know, the house is on fire?” Another respondent echoed this sentiment, saying, “Like ‘help’ is a broad statement, right? So I don’t know in what capacity of help you’re referring to.” These comments indicate that some respondents were unsure about what type of help the question was addressing, leading them to uncertainty about their responses.

Respondents also identified several barriers to accessing help in their communities. These included a lack of trust in local resources, insufficient advertising or awareness of available help, long waits for services (particularly in healthcare), fear of being labeled a snitch, and non-responsiveness from community services. Respondents who mentioned these barriers tended to answer “somewhat,” reflecting a recognition of available help but also acknowledging the difficulties in accessing it.

**Proxy 15. To what extent do you agree or disagree with these statements about your neighborhood or community? This child is safe in our neighborhood (a. Definitely agree, b. Somewhat agree, c. Somewhat disagree, d. Definitely disagree)**

This question was asked to adult respondents reporting on their child’s experiences and household context. When asked about the extent to which they agreed that their child is safe in their neighborhood, respondents considered a range of factors, from potential threats to actions they take

to enhance safety. A few respondents expressed difficulty in choosing from the available response options, with some asking for a “middle category” to better capture their feelings. One respondent struggled to choose a definitive answer, indicating that the complexity of the issue made it hard to fit their perception of safety into the provided categories.

Several respondents mentioned specific threats to safety, such as general violence, the presence of sex offenders, gun violence, drug dealing, and robbery. These concerns were particularly pronounced among those who answered “somewhat disagree.” One respondent, reflecting on the unpredictability of urban life, said, “We live in [city] so anything can happen anywhere from car accidents, shootings, people robbing you, you know, so I don’t want to say my kid is completely safe because I feel like nobody is safe in [city]. Nobody is like a hundred percent safe.” This response highlights a sense of unease and recognition of the broader dangers that can affect perceptions of neighborhood safety.

In contrast, respondents who selected “definitely agree” often pointed to positive experiences and the freedom their children enjoy, such as being able to ride bikes or walk to school. For example, one respondent mentioned, “They can ride their bikes and walk to school and stuff like that,” suggesting a strong sense of security within their immediate environment.

Other respondents discussed measures they take to enhance their child’s safety, which influenced their responses. Those who chose “somewhat agree” often mentioned that they felt their child was safe, but only under certain conditions. One respondent explained, “I don’t want her out there where I can’t see. She’s only 10 years old. She never does that.” This response reflects a cautious approach, where the child’s safety is perceived as contingent on close supervision.

**Proxy 16. To what extent do you agree or disagree with these statements about your neighborhood or community? This child is safe at school (a. Definitely agree, b. Somewhat agree, c. Somewhat disagree, d. Definitely disagree)**

This question was asked to adult respondents reporting on their child’s experiences and household context. Two respondents were not able to provide a response because their children were not yet in school. Other respondents considered both general safety concerns and specific examples of potential dangers that could impact their child’s well-being.

Many respondents thought about overall safety in schools and mentioned various risks, including kids being rough with each other, smoking marijuana, the presence of weapons, fights, and cyberbullying. These concerns often led respondents to express uncertainty about their child’s safety. For example, one respondent who answered “somewhat agree” explained, “Yeah... because I know like now they have security there and they’re about to put those things you walk through... metal detectors, and they teach them what to do with a fire drill, if something bad happens, and I tell her as well, so I think we’re both doing our part, but it’s not a definite thing. Anything could happen.”

Similarly, another respondent also chose “somewhat agree” and highlighted concerns about the environment at school, stating, “The primary area that it’s known for the kids are known to be rather rough, and smoking weed... there’s always been the idea that some of those things could

impact him.” This indicates a level of concern about the influence of the school environment on their child, despite efforts to maintain safety.

Other respondents pointed to specific factors that made them feel more secure about their child's safety at school. These factors included the presence of security guards, metal detectors, smaller class sizes, and the choice to homeschool their child or send them to a school outside of their neighborhood. These respondents generally expressed more confidence in the safety measures at their child's school, which influenced their responses. For example, one respondent answered “definitely agree” and described her child's school, “Right now she goes to a small, private school. A small population. So yeah, her environment at school is very safe... it is a church school and... it is really small, about 35 kids. They have two teachers and they have them all in one space, so it is very safe.”

**Proxy 17. How often is this child affectionate and tender with you? (a. Always, b. Usually, c. Sometimes, d. Never)**

This question was asked to adult respondents with a proxy-child between the ages of 6 months and 5 years. Two respondents asked for clarification on what was meant by "affectionate" and "tender," with one specifically asking for examples. Most respondents, however, were readily able to answer the question based on how frequently their children kiss, hug, and cuddle. For example, one respondent answered “usually” and noted, “Yeah, lately he's learned how to do kissy faces, so he comes up, gives a kiss.”

Despite the examples provided, there was not enough data due to small sample size (n=4) to draw conclusions about the overall performance of this question.

**Proxy 18. How often does this child bounce back quickly when things do not go his or her way? (a. Always, b. Usually, c. Sometimes, d. Never)**

This question was asked to adult respondents with a proxy child between the ages of 6 months and 5 years. Respondents thought about how fast their child recovered from disappointments. Several respondents mentioned “meltdowns” and “tantrums,” particularly when switching activities. For example, one respondent answered “usually” and noted, “He often has a meltdown when we turn off the TV.”

Despite the examples provided, there was not enough data due to small sample size (n=4) to draw conclusions about the overall performance of this question.

**Proxy 19. How often does this child show interest and curiosity in learning new things? (a. Always, b. Usually, c. Sometimes, d. Never)**

This question was asked to adult respondents with a proxy child between the ages of 6 months and 5 years. Respondents reflected on their child's interest and curiosity in learning new things, often citing examples such as playing with toys and exploring. One respondent, whose 2-year-old has lead poisoning and a developmental delay, noted that the child has a very short attention span and difficulty playing with toys. She said, “He doesn't really learn things. His attention is like really, I

don't even know how to explain it. It's really short. So, he's like always going and he hasn't yet learned how to successfully play with a toy." This respondent answered "never."

Despite the examples provided, there was not enough data due to small sample size (n=4) to draw conclusions about the overall performance of this question.

**Proxy 20. How often does this child smile and laugh? (a. Always, b. Usually, c. Sometimes, d. Never)**

This question was asked to adult respondents with a proxy child between the ages of 6 months and 5 years. Respondents discussed how frequently their child expresses happiness, with several mentioning behaviors such as smiling, laughing, giggling, and enjoying time with siblings and family. One respondent said that his child "is very playful, smiley and happy and very attached to me and her mom." He answered "usually" because the child does cry occasionally when hungry and is not happy all the time.

Despite the examples provided, there was not enough data due to small sample size (n=4) to draw conclusions about the overall performance of this question.

**Proxy 21. Compared to other children his or her age, how much difficulty does this child have making or keeping friends? (a. No difficulty, b. A little difficulty, c. A lot of difficulty)**

This question was asked to adult respondents with a proxy child between the ages of 3 and 17. Respondents reflected on their child's ability to form and maintain friendships, considering factors such as the stability of their child's friend group, the number of friends, shifting social dynamics as the child ages, and occasional quarrels with friends. One respondent selected "a little difficulty," explaining, "She don't have difficulty in making friends, at least sometimes. It is keeping friends [that is the problem]." Another respondent, who chose "no difficulty," described the typical social fluctuations of preteen behavior: "Well, she's a preteen, you know, typical preteen. I don't want to be that person's friend. I don't like that person. I like that person. I don't like that person, you know." A third respondent also answered "no difficulty," relying on teacher feedback. She said, "None of her teachers ever told me that she had any problem in that area, not ever, so I think that so far she's doing well."

**Proxy 22. How well can you and this child share ideas or talk about things that really matter? (a. very well, b. somewhat well, c. not very well, d. not well at all)**

This question was asked to adult respondents with a proxy child between the ages of 6 and 17. Respondents reflected on their ability to discuss meaningful topics with their child, touching on subjects such as emotions, goals, physical changes, hygiene, global events, and personal matters like a recent funeral. One respondent, who answered "very well," shared, "He tells me everything, even things I don't want to know, he tells me." Another respondent explained his response of "very well" saying, "I talk to her about hygiene and stuff like that... do you need anything extra like powder or do you want to change your toothpaste... stuff like that. It's important to me."

Respondents who answered “not very well” or “not well at all” thought about various challenges to meaningful communication. One respondent who answered “not well at all” made a comparison with how well she communicates with her older child. She said, “Honestly, we actually do talk... it’s just that relative to how I am able to talk more easily to her older sister. It’s like, oh, I wish I could talk this well with her.” In another case, the respondent had different interests from his child. He likes sports and the child likes cartoons, so he didn’t feel like they could connect on these divergent topics. Several respondents also mentioned that communication duties were divided between parents, with one noting, “She mainly communicates things with my wife.” He answered “not very well” because he is not the one who usually communicates with his daughter.

**Proxy 23. Other than you or other adults in your home, is there at least one other adult in this child’s school, neighborhood, or community who knows this child well and who he or she can rely on for advice or guidance? (a. yes, b. no)**

This question was asked to adult respondents with a proxy child between the ages of 6 and 17. Almost all respondents answered “yes,” indicating that there was at least one adult outside the home whom their child could rely on for support. Many mentioned individuals such as teachers, older relatives, friends’ parents, scout leaders, older siblings, cousins, adult friends, or mentors. One respondent described their child’s strong connection to a school aide saying, “That’s the lady that goes to his school. He talks to her like she’s his friend even though she’s older. He shares things with her... in school, that’s his safe place, with his aide.” Another respondent highlighted a live-action role play group where their child formed friendships with several adults, explaining, “It’s very nerdy. They dress up in costumes and go out in the forest and reenact scenes... but there are a bunch of adults there that he’s really friends with.”

However, one respondent answered “no,” feeling her daughter didn’t need anyone else. She said, “No. Because that’s what I’m here for. I would not allow her to go to someone else when I’m here for that, so I could not say yes to that.”

**Proxy 24. How often does this child do all required homework? (a. always, b. usually, c. sometimes, d. never)**

This question was asked to adult respondents with a proxy child between the ages of 6 and 17. When answering, most respondents considered their child’s overall academic habits, with one parent noting, “She is very good with school. She cares about her GPA and getting her work turned in... so for the most part, she’s on it,” and answered “always.”

Some respondents answered based on their child’s academic habits combined with their own involvement. One respondent shared, “So, she and I do it together. I did reach out to a tutor to help her, because I am being honest. I hate helping my daughter with homework. I hate it.” However, this respondent answered “always” because, together, they get it done.

Respondents often averaged their child’s performance over time, such as one who stated, “She did better than the year before, and the hope is that she will do much better this year than last year,” and answered “usually” considering past, present, and future performance.



**Proxy 25. How often does this child care about doing well in school? (a. always, b. usually, c. sometimes, d. never)**

This question was asked to adult respondents with a proxy child between the ages of 6 and 17. Most respondents focused on extrinsic motivators, such as rewards, getting into specific colleges, or avoiding summer school, when considering how much their child cares about doing well academically. One respondent, who answered “sometimes,” shared, “She sometimes cares about it, for sure. She doesn’t want to fail all her classes. She doesn’t want to go to summer school.” Another respondent answered “sometimes” and reflected, “Yeah, I mean he’ll do what is required but not a whole lot more.”

Some respondents thought about their child’s intrinsic motivation and love for school. One parent, who answered “always,” simply noted, “She just loves school.”

A few respondents mentioned a disconnect between their child’s desire to do well and their actual performance. One respondent, who answered “sometimes,” explained, “I hesitated because she does want to do well in school. So, that’s why it’s a little bit confusing because she definitely has aspirations to do really well, but right now she’s not performing at the level that’s going to get her to where she wants to go.”

**Proxy 26. How often does this child show interest and curiosity in learning new things? (a. always, b. usually, c. sometimes, d. never)**

This question was asked to adult respondents with a proxy child between the ages of 6 and 17. Respondents reflected on their child’s interest and curiosity in a variety of topics, including math, science fiction, drama, scouting, medicine, crafts, and the world in general. One respondent, answered “always,” and described his daughter’s interest in learning, saying, “She’s always coming to us saying, ‘Oh, I want to do this’... My son, we always have to be like, ‘Don’t you like this?’” but with my daughter, it’s very different. She finds something that she likes and comes to us saying, “I want to do that... I want to do that.” Another respondent, also answering “always,” remarked, “He always has a lot of questions, always wants to learn more. He just generally has a natural thirst for knowledge.”

A few respondents based their answers on their child’s lack of interest in certain topics. For example, one respondent mentioned wanting to teach his daughter about sports, but she was not interested. He answered “sometimes” because sometimes he can get her to be interested in the topics he wants to tell her about.

**Proxy 27. How often does this child work to finish tasks he or she starts? (a. always, b. usually, c. sometimes, d. never)**

This question was asked to respondents with a proxy child between the ages of 6 and 17. Respondents generally considered their child’s ability to complete tasks such as homework, cleaning their room, applying to college, getting a driver’s license, or putting away toys. One respondent, who answered “sometimes,” shared, “He just doesn’t have that follow through... He’s not as interested as his peers in getting his license.” Another respondent answered “usually” and explained, “I think sometimes he loses focus and doesn’t do it, but usually he does.” When asked for



an example, he continued, "Like when he does cleaning, when he's cleaning sometimes he starts doing something else. Like making lunch for himself, organizing things, those kinds of things."

A few respondents noted that their child has difficulty completing tasks due to distractions, such as friends, phones, TikTok, and selfies, which could interfere with task completion. For example, one respondent answered "sometimes" and explained, "Like I said, these days, they get distracted by so many things as far as technology, and they tend not to come back to finish the task. Also to do with housework, chores. They do a lot of stuff halfway. "Why didn't you finish the job?" "Oh well, someone called and we got on the phone..."

Some respondents answered based on their child's ability to complete tasks with assistance or reminders. One noted, "He needs to be pushed," and answered "sometimes," while another explained, "If I stay on her, she will try to complete it, or she might come back and complete it," answering "usually."

**Proxy 28. How often does this child stay calm and in control when faced with a challenge? (a. always, b. usually, c. sometimes, d. never)**

This question was asked to respondents with a proxy child between the ages of 6 and 17. Respondents considered how their child regulates their own emotions. Respondents mentioned various challenges including the child wanting things they can't have, difficult homework, conflicts with other children, dating relationships, and losing at sports. One respondent answered "usually" and reflected that her son is generally able to remain calm but when faced with a breakup he became emotional. She noted, "He just didn't know how to approach [a breakup] analyzing it and what to do and that sort of thing."

Some respondents attributed their child's emotional regulation (or lack thereof) to their general disposition, with one sharing, "I think he's really good, unlike me, at kind of staying grounded or not getting thrown off." Similarly, another respondent thought her child's emotional lability was related to his ADHD diagnosis. She said, "He has ADHD so he's a little bit all over the place you know what I mean? It's hard for him to stay in control, you know, of he just kind of goes this way and that way and this way and that, you know. But sometimes he's able to."

A single respondent, who answered "sometimes," explained that she has never seen her child lose control but is unsure of how they behave at school. Her answer left open the possibility that her child might behave differently outside of her observation.

**Set 2: Questions for Adults (18+) reporting on their own experiences.**

*These questions refer to the time before you were 18 years of age.*

**Self 1. How often did you feel your family stood by you during difficult times? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Respondents generally understood the question as asking whether their family supported their emotional and physical needs during childhood. For example, one respondent, who answered "very often," shared, "My grandparents

were really loving. I loved my grandparents, really a lot.” Another respondent, who answered “rarely,” explained, “Well, I mean, they were there, but I said sometimes because I often felt ignored. I was an easy child with a lot of siblings who were more difficult, so I was just kind of forgotten.”

Some respondents thought about their family’s support during specific challenging periods. One respondent, who answered “often,” reflected, “When my sister had cancer, we all stuck together.” Respondents whose parents were abusive answered “never,” with one stating, “Well, they wouldn’t—that’s an odd question because to say they didn’t stand by me during difficult times, they *were* the difficult times.”

A few respondents mentioned they didn’t experience difficult times, but this led to different interpretations of how to respond. One explained, “I had a very easy upbringing, like I said, middle, upper-class, we didn’t have a lot of drama or death or whatever,” and answered “very often” to indicate a lack of difficulty. In contrast, another respondent said, “I don’t remember there being any real crises,” and answered “never” to convey the same lack of difficulty.

Some respondents noted they didn’t ask for support and hesitated to blame their family in their responses. One respondent explained, “I don’t want to say that they rarely supported me, and I think that it’s also because, if I didn’t say that I needed support, I can’t expect someone to help me when I didn’t ask for it. But now as I’ve gotten older, I know...I can’t just expect someone to know things.” She answered “sometimes” as a compromise, sharing responsibility for both offering and seeking support.

**Self 2. How often did you feel that you were able to talk to your family about your feelings? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Respondents reflected on their ability to discuss emotional issues with family members, especially their parents. One respondent, who answered “often,” said, “Well, if I had some anxiety with school, I was always able to discuss that with my parents. They understood my feelings and they comforted me. They gave me different little treatment options like, you know, try to drink some tea, try to meditate, and there was always understanding about my feelings. They never ignored it.”

In contrast, another respondent, who answered “rarely,” described a different experience, “They said ‘Stuff it!’ You know, ‘I don’t know what you’re doing all of this crying for,’ whatever. ‘Stuff it!’ And that’s what I did. I stuffed my feelings for years.”

Some respondents answered “sometimes” when certain topics were off limits in their family. One noted, “Some things definitely my grandmother did not want to talk about, like sex. That was not on the radar.” A few respondents mentioned that they didn’t always want to share their feelings, even though they could have. As one explained, “Sometimes I didn’t want to talk to them about my feelings. I always *could*,” and answered “sometimes.”

**Self 3. For how much of your childhood was there an adult in your household who made you feel safe and protected? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Respondents considered whether there was someone in their household who provided a sense of physical protection and security, mentioning parents, siblings, grandparents, and others. One respondent, reflected on different types of safety, saying, “Generally, I felt safe. I had a home, a mother, food, clothes, a bed. But I realized I didn’t always feel emotionally safe.” She answered “very often” reflecting her feeling of physical safety and not her lack of emotional safety. Another respondent answered “never” because he never felt physically safe in his house. He was scared of his father and his mother wasn’t able to protect him. When asked for an example of what he was scared of, he explained:

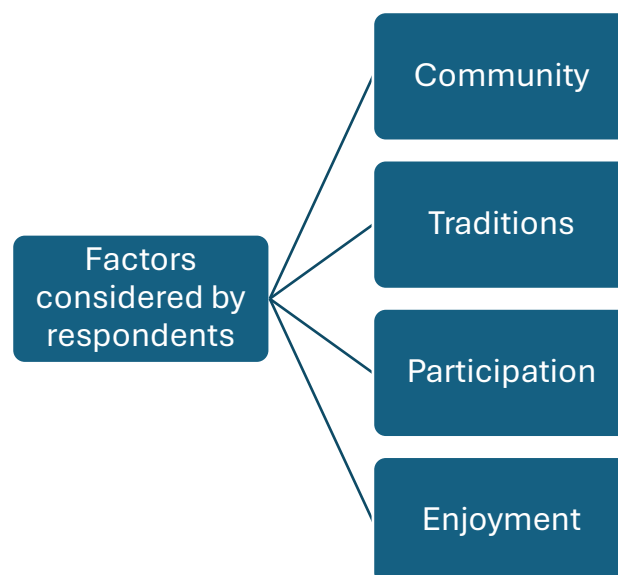
For example, like he would, he would threaten to like burn, burn his half of the house down. And I always wondered like, which is his half at the time as a kid, I didn't know that that wasn't really possible to only burn half of a house. But I was like, does he mean upstairs? Is that his half? Or is he going to cut the house vertically so that like, you know, is he going to burn his room or is he going to burn my room, you know? That was really, really scary.

Some respondents thought about both physical and emotional safety. One respondent noted, “They [her parents] were always there, but their mental capacity to make me feel safe... As far as having shelter, food, clothes, absolutely. But emotionally safe all the time, maybe not.” This respondent answered “sometimes” as an average of her feelings of physical and emotional safety. Another respondent answered “rarely” and reflected on the safety she felt during the few times her grandmother came to stay with the family:

... the times she’d come stay with us... I so much appreciated her being there because I noticed my father would back off the physical stuff. But she eventually got to where she refused to come to the house anymore, shortly before I ran away, because of my father’s abuse of my brother. But when she was there, she was so loving and kind.

#### **Self 4. How often did you enjoy participating in your community’s traditions?**

Figure. 1 Dimensions of Self 4



This question was asked to respondents aged 18 and older. As illustrated in the figure above, respondents' answers reflected four dimensions: community, traditions, participation, and enjoyment. Respondents' interpretations of these dimensions varied, with some focusing more on particular aspects than others.

**Community:** Respondents first considered which community or communities they belonged to, including civic, religious, and family groups. Some had ties to multiple communities, which shaped their experiences. One respondent said, "Community to me is the church." Another explained, "I'm a part of all these different communities, but when I think of the community where I grew up, I would just think of the town." Others described living in multiple communities during their childhood. One respondent reflected on his engagement with two different communities:

I think about all the different communities... When I was staying in the suburbs of Chicago, it was a better-off neighborhood. People had a little more money. But earlier in my life, we stayed in a not-so-great neighborhood. It was a lot more together. We knew our neighbors, had block parties, all the kids played together. Summers were fun. It was a totally different vibe. Early on, we would participate in certain things, but in other communities, we weren't as involved.

Because of these differing levels of involvement, the respondent answered "sometimes" as an average.

**Traditions:** Respondents then considered what constituted a tradition in their communities, mentioning events such as holidays, parties, reunions, ethnic dances, and sporting events. One respondent mentioned "parties in the neighborhood and events like the 4th of July," while another thought of "football games, parades, community fundraisers, holidays." A third respondent wasn't sure at first what was meant by traditions but ultimately decided to focus on "parties at school." Some respondents noted a lack of traditions in their communities. One answered "rarely" and said, "I was thinking that there were rarely traditions. Matter of fact, I can't really think of any."

**Participation:** Next, respondents considered how often they took part in these traditions. Some thought about how frequently they were able to participate in community activities. One respondent explained, "I just had a lot going on," and, because he was busy with extracurriculars, answered "sometimes." Another respondent answered "never" because her family forced her to participate in other activities, preventing her from joining in school traditions. A third respondent answered "always," saying, "I'm just like that. I participate. I'm there. Party, parade, reunion, I'm there." A fourth respondent talked about being excluded from the traditions in her community due to her race. She said, "The interesting thing is that the community where we grew up there were a lot of traditions, that I think were put in place to foster an open community, it just wasn't available to us. We were one of the only brown people. There were no Black people."

**Enjoyment:** Finally, respondents reflected on how much they enjoyed participating in traditions. One respondent described experiencing discrimination, saying, "The neighborhood where we grew up was predominantly White, and we experienced a lot of racism." She answered "rarely," explaining, "So, no, I didn't enjoy that." Another respondent mentioned her anxiety around crowds, saying, "I didn't really like being around a large crowd of people, especially as a kid, it gave me anxiety. But I did it anyway... the thought of it wasn't enjoyable."

Some respondents considered the combination of community, tradition, participation, and enjoyment in their answers, while others focused on just one aspect or weren't sure which to prioritize. For example, one respondent asked, "Is the question getting to how often I participated or how often I enjoyed?" She ultimately answered "often" based on how often she took part in family activities.

**Self 5. How often did you feel supported by your friends? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Respondents considered how their friends stood by them during difficult times including helping with decisions, spending time together, listening to their problems, or offering other types of assistance. One respondent, who answered "very often," said, "I only had a couple friends, but we were really close. And it didn't matter what we were going through. We were always there for each other." Another respondent, who answered "sometimes," reflected, "We did things outside, and they knew my family situation, but they had family activities and other friends. A lot of times I was just there by myself."

Some respondents averaged their responses over different phases of life or focused on a specific period. One respondent, who answered "often," shared, "The most recent, the most consistent, would be those that I had in high school." Another respondent, who answered "sometimes," noted, "Before the age of 18? Well, there were so many different phases. Teenager was very different than child. I guess 'sometimes' is the best way."

A single respondent answered "very often" based on her friends encouraging her to do things she shouldn't do, saying, "I think that's one of those things whereas we get older, we realize we were kind of dumb. We encouraged each other to do dumb things, not realizing at the time that it was actually dumb. But at the time, it felt like support, like you had friends who cared about you."

**Self 6. How often did you feel that you belonged at your high school? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Respondents reflected on their sense of feeling included during high school, considering factors like friendships, fitting in, support from teachers, and academic performance.

Some respondents focused on having friends. One respondent, who answered "never," shared, "There were no friendships, I'd say." In contrast, another respondent, who answered "very often," said, "I was very popular at that high school. I had a lot of friends."

Other respondents focused on their overall sense of belonging. One respondent, who answered "sometimes," explained, "It's not like I felt like an outcast... I just did not feel like I was the same as the people around me." Another respondent, also answering "sometimes," described feeling caught between different social groups: "There were times when being around Black people, I wasn't Black enough. And being around White people, like I obviously wasn't White... it's that time when you're trying to see yourself and where you fit in socially."

Another group reflected on feeling cared for by their teachers and administrators. One respondent, who answered “rarely,” said, “I don’t feel like the high school cared about the kids. They only cared about you being in school and doing good... I don’t feel like the teachers console you or check up on you.”

Finally, one respondent thought about keeping up academically. This respondent answered “sometimes,” and noted, “I always was a slow student.”

**Self 7. How often were there at least two adults, other than your parents, who took a genuine interest in you? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Respondents considered adults outside of their parents, such as extended family, teachers, coaches, neighbors, and employers, who cared about them and offered support. One respondent, who answered “rarely,” mentioned, “My grandparents supported me, but they lived four hours away from us, so it wasn’t... it was rare.” Another respondent, who answered “very often,” shared, “The neighbors always seemed like they thought about each other and other people’s kids... all our neighbors were close to each other’s children.”

Respondents often considered different phases of their lives when answering. One respondent, who answered “sometimes,” reflected, “So I thought about... my time span in school, and it was different people at one point or another who really attempted to get to know me and see me for who I was, you know, not necessarily just the things I was doing.” Similarly, another respondent said, “There was a fair amount of people that took interest in me growing up, you know, especially people that was in the area or people that also was into the same type of sports that I was into growing up, such as skateboarding. You know, a lot of people gravitated towards that.” When asked why he answered “sometimes,” he said, “It’s sometimes because it wasn’t someone who paid attention or showed interest all the time growing up, it was somebody would be there, you know, and then sometimes not.”

**Self 8. For how much of your childhood did you have beliefs that gave you comfort? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. A few respondents expressed confusion about the question. One admitted, “I’m not entirely sure what ‘beliefs that gave me comfort’ means.” She answered “very often” despite not being sure what that meant. Another respondent, who answered “often,” shared their uncertainty, “I might have been thinking of something else. Beliefs in what? Myself? I don’t know.”

About half of the respondents interpreted the question as referring to religious beliefs, with many finding comfort in their faith. One respondent, who answered “very often,” shared, “Church was very comforting, and still is. And I went to church my whole life, so I just always had that.” Another respondent, who answered “never” due to a lack of religious belief, reflected, “At that time, I didn’t know about Christianity. I didn’t know there was a God. The only comfort I had was in my inner self, planning my escape.”



Other respondents found comfort in beliefs unrelated to religion, such as a sense of moral responsibility, self-confidence, a sense of being cared for, hope, or belief in the future. One respondent explained why she answered “very often” despite lacking religious conviction:

I typically think when people say beliefs, religion, and I am not super religious, and there are teachings from Judaism that are important to me and were important to me as a kid, but I didn’t really ever believe in God...so it’s not like I could say like, my belief in God is a core part of who I am... [my core beliefs were] the immigrant mentality of like, work hard, we’re here to make something of ourselves, to lift ourselves up... and you know, to be a good person, treat others how we would want to be treated... lead with compassion, those kind of things.

A different respondent, who answered "often," said, “When I was younger, I believed I could do anything, and the future was open to possibilities.”

**Self 9. For how much of your childhood did you have at least one teacher who cared about you? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Respondents based their answers on two different factors. Most respondents answered based on the amount of time that there were teachers who showed interest in them during childhood, although the depth of those relationships varied. One respondent, who answered "sometimes," shared, “I think I can pick out a few teachers, but I don’t remember that many who were like, this teacher’s awesome, I really relate to this teacher.” Another respondent, who answered "rarely," reflected on their negative experiences, “I can’t think of many teachers at school who were very supportive. I think a lot had to do with where we grew up... some of the racist comments came from teachers, and even those who were neutral didn’t feel supportive.”

Other respondents answered based on the impact of single teacher, focusing on quality of the relationship rather than the frequency. One respondent, who answered "very often," focused on the influence of their AP biology teacher, saying, “My AP bio teacher really pushed me.” Therefore, this respondent didn’t focus on the frequency throughout childhood but the magnitude of the impact of one teacher.

There were also instances of potential response error, where respondents may have considered experiences outside the intended time frame or misinterpreted the question. One respondent, who answered "sometimes," realized they were thinking of college. He said, “The teacher that cared about me most was in college... when I was under 18? hm... maybe I shouldn’t have said that!” Another respondent chose "sometimes" to avoid a negative connotation, explaining, “I didn’t want to say never, like nobody ever cared about me, because that would imply someone actively didn’t care or ignored me when I needed help.” However, this respondent couldn’t think of any teachers who particularly cared about him.

**Self 10. How often did you have opportunities to have a good time? (a. never, b. rarely, c. sometimes, d. often, e. very often)**



This question was asked to respondents aged 18 and older. Most respondents reflected on the enjoyable experiences they had during their childhood. One respondent, who answered "rarely," shared, "We lived really far in the country, and there just wasn't a lot of opportunities to do anything." Another respondent, who answered "very often," described a wide range of activities that he perceived as fun, "We smoked a lot of dope... prior to that, video games, bike riding... skateboarding, running around the neighborhoods, fishing, exploring the woods... sports. There was no real limit on me running around with my friends... unless homework got in the way."

A few respondents noted that the idea of having a good time was subjective. One respondent, who answered "very often," explained, "A good time is whatever you consider a good time. Technically, sure, I had opportunities. If you consider a walk down the street a good time, sure, I had that. It all depends on what you think." Another respondent said, "I was thinking of the church activities if you call that a good time. I did and I still do."

**Self 11. How often did you have a predictable home routine, like regular meals and a regular bedtime? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents reflected on the consistency of their home life, particularly regarding meals, bedtimes, and other regular activities. One respondent, who answered "sometimes," described a household where routines varied depending on who was home, "When my dad was home, things were chaos and we never really could predict what was happening. When my mother was the only one there, everything was routine." Another respondent, who also answered "sometimes," noted, "Back then it was not the same routine every day. It depends, it was never the same thing every day."

Some respondents, like one who answered "rarely," highlighted a lack of structure altogether, "They were always around and offering their love, but there wasn't structure, or routine, or even rules actually. It just felt unstable, kind of."

**Self 12. How often did you and your parent/caregiver share ideas or talk about things that really matter? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Respondents reflected on their ability to share ideas and discuss meaningful topics with their parents or caregivers, such as hobbies, hopes, world events, or personal values. One respondent, who answered "rarely," shared, "I didn't get a lot of one-on-one time with either parent... when I did, we weren't really talking about things that mattered to me. I didn't feel like they cared about anything that mattered to me or my interests or hobbies... it still didn't feel very good." Another respondent, who answered "often," described conversations that were important to him because they were practical, "I would talk to my parents often about things like dental procedures, getting a vehicle, working on getting my license, and trying to get some driving practice."

Some respondents highlighted more in-depth discussions on broader issues. One respondent, who answered "very often," explained, "My dad is a sociologist, my mom worked in public health. They're both very active politically... so my impression of things that really matter was about your community and the world at large, as opposed to talking about the Kardashians or whatever." Similarly, another respondent thought about conversations about history and social issues when

answering “very often.” She said, “I was just thinking about, again, learning about... the history of the South... my father would definitely let you know about – it’s almost like the Holocaust and Jewish people, you can never let this be forgotten, and whatever, and my father let us know that when it came to racism, and lynchings, and things like that.”

**Self 13. In general, how was your parents’/caregivers’ mental or emotional health? (a. excellent, b. very good, c. good, d. fair, e. poor)**

This question was asked to respondents aged 18 and older. A few respondents considered official mental health diagnoses when reflecting on their parents’ or caregivers’ mental state. One respondent, who answered "good," shared, “They dealt with depression.” Another explained her answer saying, “...they both had some depression during my teenage years. And continue to have, but it is not something that has characterized their lives... I knew that my dad was seeing a psychologist when I was a teenager.”

Most respondents, however, focused on how emotional or mental health issues manifested in their parents’ behavior. One respondent, who answered "good," explained, “They were just doing the best they could do as parents.” In contrast, another respondent, who answered "poor," described their father as “brutal, violent, physically and sexually abusive,” and added that their mother “just blamed me.”

Many respondents noted that they lacked insight into their parents’ inner emotional lives, often because their parents were emotionally reserved. One respondent, who answered "good," said, “I think they were really quiet and didn’t express themselves much emotionally.” Another answered very good and simply stated, “They were both just normal, healthy people.”

Some respondents found the question challenging due to differences in the emotional or mental health of each parent. One respondent, unsure of how to respond, shared, “My mother, excellent; my father, poor.” Another asked, “If I had two parents and they were very different, how would I answer that question?” He went on to say, “For one of my parents it was good, for the other not so much. He (my father) was an alcoholic. I would like to split the answer, but it is hard.” Ultimately, this respondent averaged his father’s very bad mental health with his mother’s very good mental health and answered “good.”

**Self 14. Which of these statements best describes your household’s ability to afford the food you needed when you were growing up: (a. we could always afford to eat good nutritious meals, b. we could always afford enough to eat but not always the kinds of foods we should eat, c. sometimes we could not afford enough to eat, d. often we could not afford enough to eat)**

This question was asked to respondents aged 18 and older. One respondent had difficulty answering the question because of the complexity of their experience. She said, “That’s a confusing question because we ate nutritious, but... we picked dandelions, ate dandelions for dinner. Maybe the next day we’d have a bowl of string beans... We never went hungry, but I don’t know how to answer that question.” Ultimately, this respondent could not provide an answer because she didn’t think that any of the response categories fit her experience.

Most respondents answered based on their household's level of food security. One respondent, who selected "We could always afford to eat good nutritious meals," shared, "Sometimes money was tight, but we never were struggling for food." Another respondent, who chose the same category, said, "We always had food on the table." However, a respondent who selected "Often we could not afford enough to eat" reflected on their limited food options, explaining, "We were able to have food, but it was limited... all the food we ate was from the garden in the back."

Some respondents who chose the second category struggled with the phrase "foods we should eat," interpreting it inconsistently. One respondent thought of eating at a fancy restaurant or getting treats that his family "was too low on cash" to afford. Another focused on nutrition. He chose the second category even though his family did not have financial difficulty. He said, "They could afford it, but we ate a lot of junk food... They didn't make the smartest food choices."

**Self 15. Looking back on the neighborhood or community where you grew up (before you were 18 years of age), how often did people in the neighborhood help each other out? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents answered based on the level of mutual support in their childhood neighborhoods or communities. Some respondents focused on specific tasks and acts of reciprocity, such as mowing lawns, babysitting, helping with car issues, or raising funds for a sick neighbor. One respondent, who answered "rarely," shared, "Not really. I mean, I don't know what you mean by helping out... we were always friendly towards each other, but we didn't go to people's houses to eat dinner." Another respondent, who answered "often," noted, "People tended to share if they had more than enough or not enough."

Others interpreted the question based on the overall sense of friendliness and community in their neighborhood. One respondent, who answered "very often," said, "People really looked out for each other back then. We didn't have to lock our doors or anything like that. It was really safe in that aspect." Another respondent, who answered "often," reflected, "There was no conflict... there wasn't a feeling of dislocation or lack of safety."

A few respondents had difficulty answering the question, either due to lack of awareness as children or frequent moves. One respondent, who answered "never," admitted, "I really don't know because I wasn't paying attention to that stuff... I would say never because I didn't pay attention to what other people were doing." Another respondent struggled with the question, noting, "This is another tough one because we used to move around a pretty healthy amount." He went on to explain the different types of neighborhoods he'd lived in:

Certain neighborhoods were very helpful, certain neighborhoods and honestly those are the ones that were a little less well-off let's say. The ones where everybody was kind of let's say struggling quote-unquote. It would be a little bit more of a community and people be more willing to help each other. The neighborhoods that I lived in where it was a little bit better or people were making a little bit more money you would, you would maybe wave or say hello if you saw them, but it wasn't, you know, it was a little bit more everybody's to themselves kind of a thing.

Ultimately, he answered “often” because he “probably spent more time in situations where the communities were a little bit more helpful.”

**Self 16. Looking back on the neighborhood or community where you grew up (before you were 18 years of age), how often did families watch out for each other’s children in your neighborhood? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents answered based on how often families in their childhood neighborhood looked out for each other’s children. Almost all respondents answered by recalling how adults in their community monitored and reported on the behavior of neighborhood kids. One respondent, who answered “often,” shared, “Parents would watch out for us. If we were biking around and it started to get dark, they’d tell us, ‘You need to go home.’” Another respondent, also answering “often,” recalled, “... if there was a kid waiting in the pickup area after school, the other parents would ask, ‘Are you going to get picked up? Do you need a ride?’”

Some respondents noted how parents communicated quickly about misbehavior. For example, a respondent, who answered “sometimes,” said, “If you did something wrong, your parents knew about it before you got home,” but added that they didn’t often misbehave.

Two respondents interpreted the question in terms of babysitting for children in the neighborhood. One said, “I would babysit the kids next door,” and answered “often.”

**Self 17. Looking back on the neighborhood or community where you grew up (before you were 18 years of age), how often did you feel safe in your neighborhood? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. All respondents answered based on their sense of physical security where they grew up. One respondent, who answered “sometimes,” said, “I was told not to go off the block because bad stuff would happen on the surrounding blocks. One time I did, and my bike got stolen. So, you know, I couldn’t go as far as one block.” Another respondent, who answered “very often,” described a sense of independence, saying, “We were very independent, especially when I got a car. I never felt scared of anything.” A third respondent, who answered “rarely,” mentioned a sense of caution due to racism in their rural neighborhood where she had heard of violent, racist incidents occurring. She said, “Generally, everybody stayed close to home because it was rural. There was a lot of racism, so people didn’t venture out *too* far.”

**Self 18. How often did you care about doing well in school? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. All respondents answered based on their desire to perform well in school, with most focusing on their high school years. One respondent, who answered “very often,” expressed a strong commitment to academic excellence. He said, “I set a really high standard for myself. I wanted to be perfect on everything. I wanted to get in all the advanced classes.” Another respondent, also answering “very often,” emphasized the importance of education in overcoming societal challenges, “From my father, I learned that... it was understood that education is your way to navigate racism.” Some respondents had a more moderate approach to

school. One, who answered "sometimes," admitted, "I didn't really care that much, I just wanted to pass. I was an average student."

**Self 19. How often did you get along with people around you? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents focused on their ability to be liked or make friends. For example, one respondent, who answered "very often," said, "I've always been able to make friends easily." Another respondent said, "I'm just a likeable person."

Others considered their tendency to avoid conflict. One respondent, who answered "often," shared, "Yeah, I'm not a person of conflict at all. I wasn't back then either." Another respondent described how he got along with others despite not considering himself likeable. He explained, "I was never favored. I didn't attract people. I didn't know how to socialize. But I was a friendly person... I followed directions and did what the teachers told me, but I wasn't one of those people socializing in a positive way." This respondent answered "very often" since he didn't experience conflict.

**Self 20. How important was getting an education to you? (a. not at all important, b. a little important, c. somewhat important, d. very important)**

This question was asked to respondents aged 18 and older. Most respondents focused on their desire to excel academically, similar to their thoughts on doing well in school. One respondent, who answered "very important," said, "In the community where I grew up, it was very clear that if you do good in school, you would do good in life."

Other respondents thought about the importance of being educated. One respondent described how his attitude towards education has changed since he was a child:

As a kid, it wasn't that important, but growing up, becoming an adult, it's like very important. But as a kid, it wasn't really that important because I didn't see how important it was. I didn't see that your skills and your education and your whatever traits you got that kind of determines your hourly wage and how much you get paid, you know. So, growing up now, you know, I've gotten back into learning school, taking classes, you know, but as a kid I didn't really think it was that important.

He answered "a little important" reflecting his attitude as a child. For another respondent, however, education has become less important over time. He answered "somewhat important" and said:

Because if I'm being honest, it's really not that important to me. The older I get, the less and less importance it really has. Unless you're specifically being trained for something, to do something. Other than that, I feel like a lot of that stuff is like a cash grab. It's a waste of time. They're not really teaching you anything that you can use in the real world when like, you have to be done with school. [Education is] a big thing in my family. I just don't particularly care that much.

A few respondents thought about their desire to pursue higher education or get a degree. One respondent, who answered "somewhat," explained, "I knew I would not be advancing in education. I would not be going on to college. I was just getting enough education to get out. To graduate high school." Another respondent focused on her goal of getting a high school diploma. She said:

When I left my husband, that summer I went to summer school. I took two courses in summer school to become a senior and I graduated with my class. I persevered and I told myself that I was going to do everything I can to graduate high school with my class. Even if it wasn't with my class, but I wanted to graduate high school. I wasn't going to be labeled loser or dropout because it wasn't the life that I had pictured for myself.

**Self 21. How often did you feel that your parents/caregivers really looked out for you? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. All respondents answered based on a general sense of being cared for and protected by their parents or caregivers. One respondent, who answered "very often," said, "I never have felt no other way but safe." Another answered "sometimes" explaining:

Well, I mean even with my mom and my dad, both, I feel like they only looked out for me sometimes. I feel like a lot of times they were looking out for themselves because they needed me to be the babysitter, they needed me to do this, they needed me to do that. And maybe that wasn't really in my best interest but it's kind of what they needed at the time.

A third respondent who answered "very often" described his very involved mother:

... My mom was like, what do they call Asian moms, like the tiger mom? Like if something happened... my mom used to pick us up and drop us off at school. And make our lunch every day. And say we're on the way home, she's asking how our day went, we say something happened [makes woooop turning around sound] – something she didn't like, we're going back to the school. Like we're going into the office. She was that mom. She stayed up the principal's ass about everything.

**Self 22. How often did you feel that your parents/caregivers knew a lot about you (for example, who your friends were, what you liked to do)? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents answered based on whether their parents took an active interest in their lives. One respondent, who answered "very often," shared, "I had a close relationship with my parents. They knew who I was and what things I liked growing up." Another, who answered "rarely," said, "I did what I wanted and they didn't care. I am a kid and I just do whatever I want."

One respondent, who answered "often," thought about how the people who raised her knew her background. She said, they knew her "...because they knew my situation... they knew I wasn't the child of my aunt. They knew why I was there."



A few respondents had to average their experiences between two parents. One respondent, who answered "sometimes," explained, "My father had a genuine interest in knowing about what you did in school... but after he passed, it wasn't the same with my mother. I don't think my mother could tell you the names of two of my friends."

**Self 23. How often did you feel that people liked to spend time with you? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents considered their social interactions. One respondent, who answered "rarely," shared, "I had a couple of friends, but in general, I never really felt like anyone wanted to be around me a lot."

Some respondents linked their personality and skills to how others perceived them. One respondent, who answered "often," said, "I think that I'm generally fun to be around. I don't create drama or anything," while another noted that people were drawn to his art and skateboarding skills.

Several respondents expressed uncertainty about how others truly felt. One respondent, who answered "often," questioned, "Do you really ever know if people like being around you? I don't know."

**Self 24. How often were you able to talk to your family/caregiver(s) about your feelings (for example, when you were hurt or sad)? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents reflected on how often they were able to share their emotions with their parents or caregivers. One respondent, who answered "rarely," said, "I didn't get a lot of time with them, and even when I did, I didn't feel like I could discuss my feelings with them, especially if I was upset." Another respondent, who answered "very often," shared a more positive experience, "I think they were always receptive. Now, what came out of those conversations, who knows? But I think they were always willing to listen."

**Self 25. How often did you feel that your family/caregiver(s) cared about you when times were hard (for example, when you were sick or had done something wrong)? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. All respondents reflected on how their parents or caregivers supported them during difficult times, often providing specific examples of care. One respondent, who answered "very often," shared, "I am thinking of my parents. They were very ready to be there when something happened. My mom would leave work, and my dad was always there anytime... they took it seriously when it was needed." Another respondent, who also answered "very often," recalled, "If I was sick, they would try to help me with different home remedies to help me get better."

**Self 26. How often did you feel that your friends cared about you when times were hard (for example if you were sick or had done something wrong)? (a. never, b. rarely, c. sometimes, d. often, e. very often)**



This question was asked to respondents aged 18 and older. Most respondents answered based on whether they had supportive friends during difficult times. One respondent, who answered "sometimes," shared, "I think it's just their mere act of kindness in that they would have anything to do with me showed that they cared." Another respondent, who answered "rarely," said, "They don't check up on me, they don't call or come to my house to see how I am doing. That is how I felt."

A few respondents answered based on not having any close friends. One respondent, who answered "never," explained, "You only had friends in school, and they lived in different areas, so you really didn't have friends."

**Self 27. How often did you feel treated fairly in your community? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents answered based on whether they experienced discrimination or unfair treatment in their community. One respondent, who answered "sometimes," said, "My dad was crazy, and I think people treated me or our family differently because of that. I don't think it was fair to treat me differently just because of him." Another respondent, who answered "often," said, "I didn't get a sense of racism until I got into college." A third respondent, who also answered "often," explained that his fair treatment as a child was due to his behavior, "In my community, I stay out of trouble. I don't cause any trouble, so I get treated pretty fairly."

A few respondents thought about their sense of belonging within their community. One respondent, who answered "very often," said, "I knew I belonged – even if I felt like somebody was looking at me funny or thinking I shouldn't be there – I *knew* I belonged."

One respondent answered "never" because she thought her parents didn't treat her fairly. She gave an example of their unfair treatment:

There was, in elementary school they had a dance. It was a traditional [dance from her culture] and my mom and dad would not let me do it or perform. But all the other Asian families, they let their kids perform and I was the only one that was sitting in the audience. And I'm the same ethnicity... yeah, I wasn't able to participate. That was not fair.

**Self 28. How often did you have chances to show others that you were growing up and could do things by yourself? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents reflected on opportunities they had during childhood to demonstrate their independence by taking on responsibilities. Respondents mentioned tasks such as caring for younger children, driving, preparing for college, doing paid work, and learning to cook as key ways they showed independence. One respondent, who answered "very often," said, "From the time I can remember, I was taking care of younger siblings." Another respondent, who answered "sometimes," said, "I wasn't really able to do a lot by myself... once I eventually was on my own, it felt like I was learning a lot at one time because I didn't get a chance to have those experiences growing up."

**Self 29. How often did you feel safe when you were with your family/caregivers? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents answered based on whether they felt secure and out of harm's way when they were with their parents or caregivers. One respondent, who answered "sometimes," said, "Sometimes my dad, when he was in a good mood, everything would be great. When he wasn't, it would be chaos. If he was gone, things would be okay. But then he always came back." Another respondent, who answered "very often," explained, "I felt safe being in the house because the doors were always locked and secure. I wasn't scared being around them. I felt more safe around them than by myself or at school."

**Self 30. How often did you have chances to learn things that would be useful when you were older (like cooking, working, and helping others)? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to respondents aged 18 and older. Most respondents answered based on opportunities they had to learn practical life skills, such as cooking, driving, preparing for college, and budgeting. One respondent, who answered "very often," shared, "From my mom, I learned homemaking, cooking, running the household when she's at work or not around. We were taught how to take care of ourselves. She didn't hold back when explaining how to take care of yourself." Another respondent, who answered "sometimes," explained that while they watched their grandmother cook, it was not hands-on learning. One respondent, who answered "never," reflected on feeling unprepared when she went to college, saying, "I felt like I was learning more outside of the classroom than inside."

**Set 3: Questions for Adolescents (14-18) reporting on their own experiences**

*The next 4 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.*

**Teen 1. During the past 12 months, have you ever been bullied on school property? (a. yes, b. no)**

This question was asked to teens aged 14-18. Respondents answered based on whether they had been systematically mistreated by peers in high school, mostly ignoring the specified timeframe of "the past 12 months." An introductory definition of bullying was provided, which most respondents found helpful in shaping their responses. For example, when asked how they understood bullying, one respondent said, "The definition pretty much sums it up. I wasn't totally sure but the definition sent it home for me that that's what we were talking about." However, opinions still varied on what constituted bullying. Respondents generally viewed bullying as behaviors involving putting others down, being rude, treating people unfairly, physical intimidation, or spreading rumors. Most respondents could recall specific instances of bullying, either personally experienced or witnessed.

One respondent shared his experience of being bullied in elementary and middle school:

I had bullying when I was younger, like in elementary, because of my skin—I had eczema. It's gone now, but I had it bad when I was young, like from age 6 to about 15. People would pick on me, saying my skin looked weird, calling me an alligator. I didn't cry, but I probably should have. I'd throw away their lunches or we'd start fighting if someone called me 'crocodile.' It was like a trigger for me because of what happened back then.

This respondent answered "no" because he hadn't experienced bullying in high school, as his condition improved. However, his earlier experiences informed his response.

Other respondents noted that bullying was often more subtle than the "classic" forms portrayed in movies. One respondent, who answered "no," remarked, "Movies always depict it, but it never really happens like that. In movies, it's people getting thrown into lockers, and there's none of that." Some respondents did consider these more subtle behaviors to be forms of bullying. For example, one respondent, who answered "yes," described being bullied, "I didn't know anyone. I trusted everyone, but some people took advantage and started spreading rumors."

However, a few other respondents didn't consider these subtle behaviors as bullying. One respondent, who answered "no," recounted being repeatedly teased for having braces but didn't label it as bullying. She said, "People called me 'train tracks,' but I didn't consider it bullying because it didn't make me cry or feel frustrated."

**Timeframe:** Respondents did not reference the past 12 months as specified in the question, instead focusing on their experiences since starting high school. Several mentioned earlier instances of bullying that were no longer relevant in their current situation, offering these past experiences as context for their answers.

**Teen 2. During the past 12 months, have you ever been electronically bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.) (a. yes, b.no)**

This question was asked to teens aged 14-18. Most respondents understood "electronic bullying" as harassment, attacks, being made fun of, or defamation that occurred online. Many were more familiar with the term "cyberbullying." All respondents reported having at least some access to electronic communication, including social media platforms, video games, texting, and online chat groups.

Teens answered based on whether they had been mistreated online since they began high school. One respondent, who answered "yes," explained, "It was on Instagram, in a group chat dedicated to me... They would talk about me and add me to it, but I just blocked them." Another respondent described receiving messages from the ex-boyfriend of a girl he was talking to, saying, "This guy started cyberbullying me. He was sending me so many messages." A third respondent shared, "My experience with it was in 2020 when COVID hit. I was in this group chat with about 10 people, and we would joke around. They used to joke about me being adopted, saying things like 'your parents didn't want you.' Sometimes it would hurt, but I didn't care much because I have parents that care about me." This respondent answered "no" because these events occurred before high school, the timeframe most relevant to him, started.

A few respondents brushed off negative interactions online, such as one who said, "There's random people on the internet that are mean, but that doesn't bother me," and answered "no." Others also noted that aggressive online behavior is a norm in online gaming platforms. One explained, "That's part of what happens." Despite heated and aggressive language, respondents did not consider it to be bullying.

*Timeframe:* Most respondents focused on the time since they started high school as a reference point rather than the "past 12 months" specified in the question.

**Teen 3. During the past 12 months, have you ever bullied someone on school property? (a. yes, b.no)**

This question was asked to teens aged 14-18. Respondents understood the question as asking whether they had harassed, teased or menaced someone at school. All respondents answered "no," with most explaining that they avoided bullying because they wouldn't want to be bullied themselves. One respondent elaborated, "I would never bully them because I would never want to be bullied. I wouldn't try to bully someone just because of how they look or anything like that."

Respondents emphasized that personal experiences with being picked on or teased, even in minor situations, made them more empathetic and less likely to engage in bullying behaviors. For example, one respondent answered "no" and explained:

Like, I know what it means, because in elementary school, I was bullied for being different because I wasn't white, basically. I wasn't like, yeah, I'm not dark, but I'm not super white, like blonde hair, blue eyes. So why would I go out of my way to make someone else's day horrible when I know how that feels? And also, they should just be happy in their own bliss. I wouldn't interfere with that.

**Teen 4. During the past 12 months, have you ever electronically bullied someone? (a. yes, b.no)**

This question was asked to teens aged 14-18. Respondents understood the question as asking whether they had harassed or made fun of someone electronically. All respondents answered "no," stating they had never harassed or made fun of another person "on a phone, tablet, or other device."

One respondent, however, reflected on behavior during online gaming that he considered toxic:

The community in the game, I would say it was toxic. It's not for people who are weak or who get butthurt easily... we would tell people to mic up, and when they did, we'd jawn on them, tell them they're bad, go outside, stuff like that. You know, just usual teenager toxic... I would feel bad in some cases, like afterwards. We were like trolls, basically.

This respondent answered "no" because the behavior happened "back in middle school" although he wasn't sure if he would have classified it as bullying at the time it occurred. "It just seemed normal," he said.

**Teen 5. During the past 12 months, did you ever force anyone to do sexual things that they did not want to do? (a. yes, b.no)**

This question was asked to teens aged 14-18. Respondents understood the question as asking whether they had ever sexually abused anyone, including using verbal, emotional, or physical coercion. All respondents answered “no.” One respondent explained how he understood the question:

Basically, like, pressuring someone for something that they don't want to do. Like, even as little as a kiss, if they don't like, like you said, oh, can I kiss you? And they're like, no, like, no means no. Or like, I don't want to, or I don't feel like it. That still means no. And just for that, you shouldn't like, make someone do it because it will feel uncomfortable.

Another respondent said that sexual abuse could include, “Anything without consent.”

A few respondents mentioned that sexual abuse could include online activities, such as coercing someone to post sexual photos as blackmail. One said, “It happens online too. I knew a girl...”

Although all respondents were able to answer the question, a few expressed surprise at being asked, with one noting, “The question caught me off-guard.”

**Teen 6. Do you have at least one caregiver with whom you feel safe? (a. yes, b.no)**

This question was asked to teens aged 14-18. All respondents answered “yes” when asked if they had at least one caregiver with whom they felt safe although respondents understood this in slightly different ways.

Some respondents focused on caregivers who actively protected them from harm. For example, one respondent said, “My dad is more of the ‘protector’ of the house because he will make sure that everyone in the house is safe.” Another mentioned having parents who “will protect you at all costs.”

Others described feeling safe simply in the presence of their caregivers. One respondent noted, “We’ve never been forced to do anything we don’t want to do. I feel safe around both of my parents because I play around a lot with my dad and I get along well with my mom.”

While most respondents thought of their parents as primary caregivers, many also considered other family members. One respondent said, “I would probably say more than just [my mom and dad] because I have my godmom, my grandma, my uncles.” Another added, “I was thinking about my brothers, my sister, my mom, my aunt—yeah, especially my aunt. I talk to her a lot.”

**Teen 7. Do you have at least one good friend? (a. yes, b.no)**

This question was asked to teens aged 14-18. All respondents answered “yes,” indicating they had at least one person they feel close to and spend time with. Respondents described qualities they look for in a friend. One respondent said, “They are the people I want to hang out with, be on the phone

with, go to the movies with, hang out. Yeah. They are cool people.” Another said, “I feel like I can just be myself around them and I won’t get judged.”

Most mentioned being part of a group of friends. One respondent said, "I have a good friend group... a good amount of friends that I've known for a long time." However, some respondents singled out a particular friend they were especially close to. One reflected on a meaningful friendship, saying, "There's this one friend that I have... he was one of my greatest friends. We went through thick and thin together... he was probably one of the best friends I could ever have in my life."

### **Teen 8. Do you have beliefs that give you comfort? (a. yes, b.no)**

This question was asked to teens aged 14-18. All respondents answered "yes" and generally understood the question to ask if they had ideas or values that provided them reassurance, though their interpretations varied slightly.

Some respondents focused specifically on religious beliefs. One explained, "I'm a Christian. I believe in God. I can talk to God, and it helps me. I can pray about it." Another said, "I was really thinking about, like, my religion, because I'm Christian."

Other respondents thought about non-religious beliefs. One shared, "That one day, all of my hard work is going to pay off." Another described her thinking:

I'm not religious, but I kind of like to think about the afterlife being nice, and that is comforting. And I'm very – I'm one of those people that's very, I'm super optimistic and I like to think that there's good in most people. Like when people say that humans are bad, I'm like, but I'm human and I know that I'm good!... that kind of thing makes me feel a little better when terrible stuff happens...there's always good people who are trying to fix it. So that kind of thing is very comforting.

Quite a few respondents were initially confused by the question but still provided an answer. One respondent noted, "At first, I was thinking more like religion or religiously, then kind of, I shifted my focus to, like, I have people who care for me, and that is kind of a belief that I find comfort in." Another added, "I kind of thought it was something about religion but also just habits or something... I didn't quite get it very much. It wasn't very clear."

### **Teen 9. Do you have at least one teacher who cares about you? (a. yes, b.no)**

This question was asked to teens aged 14-18. All respondents answered “yes” and thinking about whether they had ever had a teacher who looked out for them, with most focusing on their current experiences.

One respondent described her connection with her Russian teacher, "She is constantly asking how we are, like individually, not just as a class. She can sense if you're having a rough time and will come up to you and ask to talk if that's okay. She's really nice and helpful with all the students." Another respondent gave an example of what it looks like when teachers care, "Like, them sweeping stuff under the rug. If I came to class late, they'd be like, okay, I'm not going to report it."



Or they'd tell me to go a different way if the principal is coming. They're looking out for you, not ratting you out to the dean or whoever."

One respondent, who didn't feel a deep connection with their teachers still answered "yes" because she felt cared for, "I guess I'm kind of shy. So, I don't have any deep connections with my teachers, but I can tell they care about me."

**Teen 10. How often is there an adult, other than your parents or caregivers, who could provide you with support or advice? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to teens aged 14-18. Most respondents answered based on how often they could seek support or advice from adults other than their parents or caregivers, such as friends' parents, uncles, grandparents, teachers, or coaches. One respondent, who answered "very often," said, "I don't really get advice from a lot of adults outside of my parents, but I think if I needed to, I could, like whenever I want." Another added, "I don't really talk to my parents... because, you know, most teens don't tell their parents everything. You're not going to be like, 'oh, I just snuck out of the house to go to a party.'" This respondent also answered "very often" because he feels that adults are available if needed.

Some respondents focused on how often they actually seek guidance from other adults. One respondent, who answered "sometimes," explained, "I was thinking about my middle school guidance counselor because I keep in contact with her through email and text. Sometimes we'll communicate about what's going on, and she helps me." Another respondent also answered "sometimes," adding, "Some teachers don't help you all the time, and some teachers do."

One respondent based his response on the availability of supportive adults throughout his life. He said:

I don't know. I guess just really because I never really had no one, like, really, like, other than my parents, or like, somebody in my family and I had a deep connection with them, really. Like, a little bit, but like, not to the point where I can, like, tell them, like, how I'm feeling and stuff. I guess it's just because I'm like, I don't know I guess I just don't talk enough.

When asked why he answered "rarely," he explained, "I had someone before—my auntie—but I don't really talk to her anymore." Thus, he averaged his experiences over time.

**Teen 11. Do you have opportunities to have a good time? (a. yes, b.no)**

This question was asked to teens aged 14-18. All respondents answered "yes." When answering, respondents thought about on how they spent time enjoying themselves with friends and family.

One respondent said he likes to have fun by "hanging out with my friends, like playing outside, and being on the phone with them. Mainly things like that." Another respondent described their experience:

Like we all laughin', having fun, enjoying each other's company. Like it's not boring, dry, or drama, we all just having fun. Doesn't mean we have to use adult stuff like drugs and all that, we can just be like having fun, watching a movie, laughin', eating popcorn, or going to the mall and just joking around.

Some respondents mentioned finding enjoyment in everyday activities. One said:

Enjoying things... ? I don't know. Like I always say yes to going to the grocery store with my parents because if I do, I can usually get something for myself while I am there. And it makes it so that I am not just sitting at home doing nothing all day.

Other examples of fun included, watching TV, reading, and playing games.

## **Teen 12. Do you have a predictable home routine, like regular meals and a regular bedtime? (a. yes, b.no)**

This question was asked to teens aged 14-18. Most respondents answered based on the amount of structure in their home life.

Some focused on having a regular schedule and routine with particular emphasis on mealtimes and bedtimes which were mentioned in the question. For example, one respondent explained, "We usually eat dinner around 7 to 8 and that's regular. That's like the regular thing. And then for the summer, going to bed around 12 is ideal, and during school, like 10 o'clock."

However, other respondents answered based on a general sense of structure in their households despite not having a regular schedule or routine. For example, one respondent answered "yes" but said, "I wouldn't say I have like a bedtime. I like go to bed at a range of times. So I don't go to bed too late but I also don't have like a set bedtime." The respondent went on to explain that his parents do remind him to go to bed. He said, "Sometimes they say... like recently, I've been going to bed at ten o'clock every day because I have to get up early for soccer and they kind of like facilitate that, like say, 'Oh it's getting late, you should get ready for bed.'" He explained that similarly, there is no regular schedule for dinner, but that his parents provide some structure around mealtimes:

We don't have dinner at the same time every day and sometimes I am out for dinner but a lot of times my mom says, we're going to have dinner at home today, and it's not the same time every day but she'll say like dinner will be at 7 and then we eat at 7 and maybe the next day she says dinner is at 6:30 or 7:30 or something like that.

The questions were asked during summer break, leading to potential response error for some respondents. One respondent, who answered "no," said, "Nah, it's summer, so I just hang out and go to bed when I want." Another respondent noted, "Um, depending on like, when because if it was like school, yeah, like I'll get home, eat, do my homework, go to sleep. But if it's just summer, I'll go to sleep like at 2 in the morning or something because I'll be talking to my friends." Unlike the previous respondent, this respondent answered "yes" based on having more structure during the school year.

**Teen 13. How often do you and your parent/caregiver share ideas or talk about things that really matter? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to teens aged 14-18. Respondents answered based on how often they discuss important topics with their parents or caregivers. Topics included pet peeves, people they don't like, politics, school, their mental and physical health, personal identity, family issues like homelessness, and plans for the future.

One respondent, who answered "often," said, "Most of the time it's over dinner, where we talk about things that happen, either in the world or in our lives. My mom is a neuropsychologist, and she talks about the less fortunate kids she sees to remind us how lucky we are." Another respondent answered "sometimes" and said, "I mean, like we don't talk about stuff like that all of the time, like sometimes we just talk about stuff that I would say don't really matter as much... just like conversation. But I wouldn't say that every conversation matters..." He went on to explain that if he needed to, he could talk to his parents about important things like school. Similarly, another respondent described coming out to her parents and then said, "My mom... is very loving. I know I can talk to my parents, but if I came home with my tongue pierced, they wouldn't be happy—but that's not really important. I can tell them anything, but I don't always need to." She answered "sometimes" because she only needs to talk to them about important things sometimes.

Some respondents described selectively choosing what to share with their parents. One respondent, who also answered "sometimes," explained, "Yeah. If I want to go somewhere, it's like you can tell your parents, but you can't tell them the full truth about what you're doing... My parents are strict, but not too strict. I said sometimes because sometimes I tell them where I'm going, but I tell them half the truth, not the full truth."

When asked if he tells his parents what they need to know, the respondent replied, "Yeah. I tell them as much as they need to know, not what they want to know... it's not like me being sneaky, but it's like they can't handle the truth of everything." When asked about whether could talk to his parents about something important to him, the respondent said, "Like if something happened—say I was at a party and it got shot up, or a car almost hit me—I'd tell them about that."

**Teen 14. In general, how is your parents'/caregivers' mental or emotional health? (a. excellent, b. very good, c. good, d. fair, e. poor)**

This question was asked to teens aged 14-18. Most respondents answered based on how well their parents or caregivers manage stress and emotional challenges in general.

One respondent, who answered "very good," said he was thinking about "how stressed they are. Like if it's with work or family stuff and the balance in that." Another respondent, who answered "good," explained that his family had been experiencing homelessness and that his mother's mental health was tied to their situation. He said, "I chose good because like, I wouldn't say it's bad or anything, my mom seems pretty like, she's fine but she could be, everyone could be, better, but I guess it's like, because there's just been a lot going on, but she's like staying strong through it. Like no matter what we going through..."

A few respondents thought of formal diagnoses. For example, one respondent mentioned that her mother has ADHD. “We both do,” she said. She went on to say that her father has “pretty bad anxiety” as well. Nonetheless, she answered “very good” because “they’re both ok these days.” Another respondent mentioned that her mother has depression. She answered “fair” and explained, “because like, you know, like my mom has her ups and downs. She has like depression and stuff. So, yeah, like that kind of affects it and stuff. Yeah, that’s basically it.”

One respondent expressed concern that his response might be reported to a child protection agency or other authorities. He answered “excellent” but also explained that his mother “is going through a lot right now because she just lost her sister.” He mentioned that his mother might yell at him now and then and that his father is very stable, though he used to punish him physically. While his explanation did not indicate behavior that would be reportable to child protection services, his concern suggests the possibility of social desirability bias, where respondents may adjust their answers to avoid negative perceptions or consequences.

**Teen 15. Which of these statements best describes your household’s ability to afford the food you needed: (a. We can always afford to eat good nutritious meals, b. we can always afford enough to eat but not always the kinds of food we should eat, c. sometimes we cannot afford enough to eat, d. often we cannot afford enough to eat)**

This question was asked to teens aged 14-18. Respondents answered based on their perception of their family’s food security. Most respondents selected the first option, indicating that their family always had enough money to eat healthy food, and described the types of food they usually ate. One respondent described “nutritious meals” as “a meat, a vegetable, maybe a fruit, unless you want to have that for your snack, and some rice.”

Another respondent also chose the first option but noted that even though his family could afford nutritious meals, he didn’t always eat them. He said:

They buy healthy stuff. Healthy like... we eat mostly greens... I hate it! I mean, I like broccoli to a certain extent but... cauliflower, peas, green beans, corn, spinach, Brussel sprouts, I hate Brussel sprouts, squash. I don’t eat any of it. The only vegetables I like are like carrots, cucumbers (I love cucumbers) or broccoli, corn, or rice, that’s about it... The rest I can throw away.

When asked if his parents encouraged him to eat the healthy food, he replied, “They try but I would just sit there and look at it. I would not like touch the plate, everything on it is like contaminated. I would not eat it.” This respondent answered based on his family’s ability to afford healthy food, rather than his willingness to eat it.

A few respondents chose options other than the first, reflecting varying levels of difficulty affording food choices. One respondent chose the last option, “often we cannot afford enough to eat,” because his family struggles to afford enough food and relies on EBT [electronic benefit transfer], as his mother’s job does not cover all household expenses. Another respondent chose the second option, “We can always afford enough to eat but not always the kinds of foods we should eat,” because his family recently ate at home instead of McDonald’s. He said, “I wanted some McDonald’s. [My

mom] was like, you know, she don't have no McDonald's money for me, so we had to just eat in, really. The food was still good though."

A third respondent also chose the second option and commented on the price differences and food options available in different parts of the city. She said "I live in (City), but not the best side. So, when you go to the part that has Whole Foods and stuff like that, it's really hard to afford, but it's super healthy for you. But if you go over here, you'll have KFC or a chicken spot or a deli, which is not ideal for your body, but it's affordable."

**Teen 16. Thinking about the neighborhood or community where you live, how often do people in the neighborhood help each other out? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to teens aged 14-18. Some respondents thought about adult neighbors helping one another. One respondent, who answered "often," said, "My dad will, like, help mow their (the neighbors') lawn." Another respondent said, "For example, our neighbors, there's these two, these two middle aged ladies that live there, and my dad would go up to, you know, sometimes help them with stuff."

Other respondents focused on the general character of the neighborhood. One respondent, who answered "rarely," explained, "If you already knew a person in the neighborhood, then you could ask them for help. But we're very – not necessarily distant people, but we keep our business our business. We don't really talk to the other neighbors." Another respondent described their neighborhood as "a quiet, peaceful neighborhood" and answered "often." A third respondent answered "rarely" and described his neighborhood saying, "There are a lot of sirens and drugs like people overdosing at bus stops...used needles there where we play ball. They always fighting across the street." When asked, this respondent couldn't think of any examples of people helping each other out. But when asked why he said rarely versus never he said there are certain people he can rely on for help. He said, "I know who to go to."

Some respondents considered how children in the neighborhood helped out. One respondent, who answered "sometimes," said, "I mean I got paid, so it was kind of like a job, but one of my neighbors went somewhere for a couple of weeks and I would like go over every other day and water their plants and stuff like that."

**Teen 17. Thinking about the neighborhood or community where you live, how often do families watch out for each others' children in your neighborhood? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to teens aged 14-18. Several respondents were unable to answer the question. A few expressed uncertainty about whether this happened in their neighborhood. One said, "I don't know. I don't really talk to the neighbors." Another respondent was unclear on what was meant by "watch out for" children.

Some respondents thought about babysitting arrangements. One respondent, who answered "sometimes," explained, "There is like, one house, which is why I chose sometimes, who does, like,

babysitting for another house in the neighborhood. But other than that, it's not like a 'Hey, can you come over, watch my kids' kind of neighborhood."

Other respondents interpreted the question as referring to general supervision of children in the neighborhood. One respondent answered "rarely" and said, "I actually should have said never because the neighbor who lives right next to us, she always lets her kids just go outside by themselves and nobody really watches them or anything. They be doing like a lot of stuff outside that they shouldn't be doing. And nobody says anything to them." Another respondent, however, answered "sometimes" and mentioned that the children in her neighborhood sometimes play outside while the mothers sit on the steps and watch them.

Variable answers were seen from respondents who reported few children in their neighborhoods. One answered "often" and said, "There's not really a lot of children in the neighborhood that need taking care of... So often, if needed," while another answered "never," explaining, "There's no children to watch here, so it never happens."

**Teen 18. Thinking about the neighborhood or community where you live, how often do you feel safe in your neighborhood? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to teens aged 14-18. All respondents answered based on how physically safe they feel in their neighborhood. Some respondents expressed high levels of confidence about their safety. One respondent, who answered "very often," explained, "I can go outside any time and not get kidnapped or something." Other respondents, while feeling safe, described their neighborhood in neutral terms. One respondent answered "often" and said, "It's not necessarily like a friendly neighborhood. I wouldn't say it's unfriendly, but it's not like a, you know... everybody's close or whatever. It's just like a safe neighborhood because of the suburbanism and just how it is."

A few respondents considered their safety in more complex terms, factoring in the people around them and their personal preparedness. One respondent, who answered "sometimes," shared, "I don't walk around by myself, but if I did, I'd carry my phone and jackknife. It's a shady city. If I'm with my friends, I feel 100 percent safe because they know the places to go or not go more than me."

**Teen 19. Has there ever been a time when you needed health care but it was not received? By health care, we mean medical care as well as other kinds of care like dental care, vision care, and mental health services. (a. yes, b.no)**

This question was asked to teens aged 14-18. Two respondents found the wording of the question confusing and initially weren't sure whether the question was asking if they had or had not received care. Both initially answered "yes" but when they heard the question again, changed their responses to "no." One said, "Oh I wasn't sure what that was asking. I guess it's "no," I have received care."

Respondents answered based on whether they had ever required any type of medical attention but not been able to get it. Almost all respondents answered "no" and said that their medical, dental, and mental health needs were addressed, and they had not experienced any significant gaps in care. One said, "I thought about, like, my mom, for real, because every time I tell her something is wrong or like something about my teeth or anything, she always calls instantly the same day and like set up an appointment, so I never really had to, like, not get like care when I needed it." One



respondent, however, answered "yes" because he had cavities that needed attention but had not yet been filled. In general, his medical needs are met, but in this case, it has taken a while for his parents to make a dental appointment for him.

**Teen 20. Do you get along with people around you? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. Most respondents answered based on how much they felt other people liked them. One respondent, who answered "a lot," said, "I'm very friendly. I try to be friends with everybody or cool with everybody." Another respondent, who also answered "a lot," explained, "I think it's because anybody that I reach out to, I probably get along with them."

A few respondents focused more on how they feel about others. One respondent, who answered "somewhat," said, "I get irritated very easily, so it's like I get along with you but, like, don't irritate me." Another respondent, who answered "quite a bit," added, "If there is someone who I don't like, then I'm probably not with them often."

**Teen 21. Is doing well in school important to you? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. All respondents answered based on how much they value academic success. Most respondents felt that education was important to their future goals. One respondent, who answered "a lot," said, "Yeah. I think that school is like the foundation of your whole life because your education can help you get a job and that will help you have a stable life when you are older." Another respondent also answered "a lot," explaining, "It makes me feel good when I get good grades, and my parents care about that kind of thing."

Some respondents expressed more mixed feelings. One respondent, who answered "quite a bit," said, "Yeah, it's important, but I don't care. I've seen a lot of people who are like, genuinely 100% striving for grades, and I try to not be like them." Another respondent, who answered "a little," reflected on the limits of formal education, saying, "Some things you can learn from school, and some things you can't."

**Teen 22. Do you feel that your parents/caregivers really look out for you? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. All respondents answered based on how much their parents or caregivers care for them and actively prioritize their well-being. One respondent, who answered "a lot," said, "I mean, I think my mom always wants to know where I am when I go out. My dad, like when I'm sick, both my dad and my mom, they help me. And they set rules, like I have to be home at a certain time, but I know it's for my safety." Another respondent, who also answered "a lot," mentioned, "They make sure I have all my needs. They do extra things. Sometimes we do fun things like golfing together." A third answered "a lot" and described it as, "Not necessarily like helicoptering, but just like, monitoring you, seeing how you're doing, like, seeing how your emotions have changed over time. And just talking to you, reaching out, in general seeing how you feel."

**Teen 23. Do you feel that your parents/caregivers know a lot about you (for example, who your friends are, what you like to do)? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. Respondents answered based on how well their parents or caregivers understand them, their interests, and the people they know. One respondent, who answered "a lot," explained, "My mom always knows about my friends. Like, she don't let me just, like, have friends and she don't know about them. She got to meet them or something like that. Like, if they come to, like, over or something, she got to, like, meet them first, talk to them a little bit. And I'll tell her most, like I tell her everything, what's going on."

Another respondent, who answered "quite a bit," said, "I live with them so I try to make sure they know what I'm doing... they don't know everything, but they know a fair amount (and) have trust."

Many respondents noted that they kept certain aspects of themselves from their parents, or that their friends knew sides of them that their parents didn't, which generally led them to answer "quite a bit" rather than "a lot." For example, one respondent explained why she chose "quite a bit" rather than "a lot." She said:

I think that there's... some elements of me that they don't necessarily know, but they get like, 80-90%... I think [the part they don't know is] more of like, the wackiness, the zaniness that I carry... it's that as well as, sometimes, I can be very edgy/dark/brooding, or whatever. That would be one of the things that I wouldn't offer up to them because I know they wouldn't understand it.

Similarly, another respondent, who also answered "quite a bit," shared, "Yeah. I feel like they know most of my personality, but not really like my crazy side. My friends know more about that."

Another respondent echoed this, saying, "There's like, ways I talk to my friends where I don't talk to my parents like that. Like, I make jokes with my friends that I wouldn't make around my parents because that would be strange... and then they don't know some of my interests... like, I'm really into bugs and reptiles, I think that they're really cool, and my mom is not a fan of bugs."

**Teen 24. Do you talk to your family/caregiver(s) about your feelings (for example, when you are hurt or sad)? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. Respondents answered based on how much they talk to their parents or other family members (such as aunts or siblings) about their emotions and problems. One respondent, who answered "a lot," described a time when she shared a problem with her mother: "[I told my mother about a problem] and she kept reassuring me that everything was going to be okay once I got the help that I eventually got, and once that happened, I thanked her so much." Another respondent, who answered "somewhat," explained, "The times where I don't tell them are like, most of the time. But if something like, genuinely life-changing, or like a big event happened to me, I feel like I would talk to them about it."

A few respondents mentioned preferring not to share their feelings. One respondent, who answered "a little," said, "If I get sad, I don't really like to talk to anyone, I like to be by myself."

**Teen 25. Do you feel treated fairly in your community? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. Respondents answered based whether they felt they received equitable treatment in their communities, often comparing their experiences to those of others in their neighborhoods. For example, one respondent, who answered "a lot," said, "I'm treated the same as the other people. Like if boys wanted to play basketball, they would let the girls play too." Another said, "Mostly people not being rude specifically because like, I'm a girl or because I'm queer, or anything like that." She answered "quite a bit."

Race was a frequent topic in the responses. One respondent, who answered "quite a bit," shared, "I'm not the type of person to do something bad, but if I were to, for some odd reason, the person that did it with me would get the same consequences, not like based on their race." Another respondent, who answered "a little," described feeling judged based on race:

I guess like because like I said, (name of suburb) is like more like it's White people there, so I don't know they just look, they just look at me weird and they like assume stuff about me I guess but... Like I was just walking on sidewalk and I try to walk past someone, and they cross the street and walk the same direction that they're already doing. Just because I was walking past, I don't know.

One respondent, who answered "somewhat," noted a mix of experiences, "Because it's like there's a lot of people who look like me in my community. So, yeah, but there's sometimes people who are ignorant too, that will treat you unfairly, but a lot of the time there's other people that will agree with you in some sense of features or ethnic background or stuff like that."

**Teen 26. Do you have chances to show others that you are growing up and can do things by yourself? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. Respondents understood the question as asking about whether they have opportunities to show others that they are growing up and can do things independently.

Some respondents focused on specific tasks they are able to do. One respondent, who answered "quite a bit," said, "Mainly showing my parents that I am maturing and that I am getting older and I can like handle more things by myself." Another respondent, who answered "a lot," described his growing independence in practical tasks:

I can get across town myself because we get free bus cards for the city through school. So I can get where I need to be. I also know how to jump start a car if a battery dies. I can cook. I can fix things. I know how to make a bunch of stuff. And I don't get very worried about much. Like if I get a stain on my clothes, I don't get worried because I know how to get the stain out.

A few respondents mentioned either their desire to be independent or their parents' hesitancy to give them freedom. One respondent, who answered "somewhat," said, "I don't think they trust me all

that much." Another, who answered "quite a bit," expressed her desire for independence, saying, "I want to show them I'm not a baby."

**Teen 27. Do you feel safe when you are with your family/caregivers? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. Respondents understood the question as asking about how secure they feel when they are with their family or caregivers. Respondents generally answered based on feelings of safety, comfort, and protection.

One respondent, who answered "a lot," said, "I can count on them if something serious happens." Another respondent, who answered "quite a bit," said, "Most of the time, well, all the time, really, I'm safe with them. I don't think anything's ever happened when I was like with any family or anything or my mom. So, like most of the time everything's fine. I never had any problems with them." A third respondent, who also answered "a lot," expressed, "Feeling peace. Loved. Nurtured."

**Teen 28. Do you have chances to learn things that will be useful when you are older, like cooking, working, and helping others? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. Respondents answered based on whether they've had a chance to gain skills that will help them in the future. Responses generally focused on the examples provided in the question, particularly cooking and working. One respondent, who answered "a lot," described learning to cook, "Both of my parents cook so I've known how to cook like eggs for a long time. Yeah, like eggs was probably the first thing that I learned. And I make pasta a lot for myself. And really, I think that I could cook a lot of things for myself if I needed to. So that's just like a tool that would be useful."

Another respondent thought of school classes on career readiness that offered "career and learning experience...it's like a class where you learn to, like you're doing, interview people and stuff like that." She answered "quite a bit" because she felt that what she learned in the class would be useful when she got a job.

**Teen 29. Do you like the way your family/caregiver(s) celebrates things, like holidays or learning about your culture? (a. not at all, b. a little, c. somewhat, d. quite a bit, e. a lot)**

This question was asked to teens aged 14-18. Respondents answered based on how much they enjoy the way their family marks special occasions or observes cultural practices. Most respondents thought about religious and cultural holidays. One respondent, who answered "quite a bit," described some holiday celebrations that were important and enjoyable to her:

Well, at Thanksgiving, we usually go to my aunt's house—that's usually like the holiday house that we all go to and just eat and have fun with family. And Christmas, we usually just stay home and open presents, have a nice dinner, and talk about how we're feeling. We don't really have electronics at the table for Christmas, so we can just talk and have a good time.

Another respondent, described her family's religious traditions, saying, "They are long, very long, very, very long, six-hour services—six hours is short, some places go all day, and they switch out the rabbis because they are so long, and I am occasionally forced to go to the entire service." This respondent answered “quite a bit” rather than “a lot” because the length of the services was “just too much” even though she appreciates them overall. “It’s the little things,” she said.

A third respondent, who answered "somewhat," reflected on financial challenges impacting celebrations, saying, “I said somewhat because... I mean, we do stuff sometimes, but like, I feel like most of the time we don't end up celebrating any holidays or anything because, like, we don't have any money for us to celebrate anything. Really, we don't really do anything no more. We used to celebrate all the time, no matter the holiday.”

**Teen 30. During your life, how often has there been an adult in your household who made you feel safe and protected? (a. never, b. rarely, c. sometimes, d. often, e. very often)**

This question was asked to teens aged 14-18. Most respondents understood the question as asking about how often they feel a sense of security with the adults in their lives. Respondents mostly thought of their parents, but also mentioned other family members such as siblings, aunts, or uncles.

One respondent, who answered "very often," said, "I just know that if like something happened, my parents would always help me out and always do what is best for me." Another respondent, who answered "often," explained, "When you're with your family, you don't have to worry about anything happening to you."

A few respondents thought about whether they feel endangered by their family members. For example, one respondent focused on her mom, “Like, I've never been like afraid of her or anything. She has never, I guess you can say like hit me, or do anything like that. She would just probably take my phone or something but, I'm serious like I don't know, I've never really gotten into a big issue with my mom before.”

## Appendix B. Adult Proxy Instrument

### I. Questions for Adults (18+) reporting on their child's experiences

#### *Parents of children 0-17 years old*

1. To the best of your knowledge, has this child EVER experienced any of the following? Was regularly sworn at, insulted, or put down by an adult
  - a. Yes
  - b. No
2. To the best of your knowledge, has this child EVER experienced any of the following? Was hit, beat, kicked, or physically hurt by an adult
  - a. Yes
  - b. No
3. To the best of your knowledge, has this child EVER experienced any of the following? Was forced to have sexual intercourse, forced to touch someone in a sexual way, or forced to be touched by someone in a sexual way when the child did not want to
  - a. Yes
  - b. No
4. When your family faces problems, how often are you likely to do each of the following:  
Talk together about what to do
  - a. All of the time
  - b. Most of the time
  - c. Some of the time
  - d. None of the time
5. When your family faces problems, how often are you likely to do each of the following:  
Work together to solve our problems
  - a. All of the time
  - b. Most of the time
  - c. Some of the time
  - d. None of the time
6. When your family faces problems, how often are you likely to do each of the following:  
Know we have strengths to draw on
  - a. All of the time
  - b. Most of the time
  - c. Some of the time
  - d. None of the time
7. When your family faces problems, how often are you likely to do each of the following:  
Stay hopeful even in difficult times



- a. All of the time
  - b. Most of the time
  - c. Some of the time
  - d. None of the time
8. During the past month, how often have you felt that this child is much harder to care for than most children his or her age?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Usually
  - e. Always
9. During the past month, how often have you felt that this child does things that really bother you a lot?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Usually
  - e. Always
10. During the past 12 months, was there someone that you could turn to for day-to-day emotional support with parenting or raising children?
- a. Yes
  - b. No
11. Which of these statements best describes your household's ability to afford the food you need during the past 12 months (select one):
- a. We can always afford to eat good nutritious meals
  - b. We could always afford enough to eat but not always the kinds of foods we should eat
  - c. Sometimes we could not afford enough to eat
  - d. Often we could not afford enough to eat
12. To what extent do you agree or disagree with these statements about your neighborhood or community? People in the neighborhood help each other out
- a. Definitely agree
  - b. Somewhat agree
  - c. Somewhat disagree
  - d. Definitely disagree
13. To what extent do you agree or disagree with these statements about your neighborhood or community? We watch out for each others' children in this neighborhood
- a. Definitely agree
  - b. Somewhat agree

- c. Somewhat disagree
- d. Definitely disagree

14. To what extent do you agree or disagree with these statements about your neighborhood or community? When we encounter difficulties, we know where to go for help in our community

- a. Definitely agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Definitely disagree

15. To what extent do you agree or disagree with these statements about your neighborhood or community? This child is safe in our neighborhood

- a. Definitely agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Definitely disagree

16. To what extent do you agree or disagree with these statements about your neighborhood or community? This child is safe at school

- a. Definitely agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Definitely disagree

*Parents of children 6 months to 5 years*

17. How often is this child affectionate and tender with you?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

18. How often does this child bounce back quickly when things do not go his or her way?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

19. How often does this child show interest and curiosity in learning new things?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

20. How often does this child smile and laugh?

- a. Always

- b. Usually
- c. Sometimes
- d. Never

*Parents of children 3-17 years*

21. Compared to other children his or her age, how much difficulty does this child have making or keeping friends?
- a. No difficulty
  - b. A little difficulty
  - c. A lot of difficulty

*Parents of children 6-17 years*

22. How well can you and this child share ideas or talk about things that really matter?
- a. Very well
  - b. Somewhat well
  - c. Not very well
  - d. Not well at all
23. Other than you or other adults in your home, is there at least one other adult in this child's school, neighborhood, or community who knows this child well and who he or she can rely on for advice or guidance?
- a. Yes
  - b. No
24. How often does this child do all required homework?
- a. Always
  - b. Usually
  - c. Sometimes
  - d. Never
25. How often does this child care about doing well in school?
- a. Always
  - b. Usually
  - c. Sometimes
  - d. Never
26. How often does this child show interest and curiosity in learning new things?
- a. Always
  - b. Usually
  - c. Sometimes
  - d. Never
27. How often does this child work to finish tasks he or she starts?
- a. Always
  - b. Usually

- c. Sometimes
- d. Never

28. How often does this child stay calm and in control when faced with a challenge?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

## Appendix C. Adult Self-Report (ASR) Instrument

### II. Questions for Adults (18+) reporting on their own experiences

**These questions refer to the time before you were 18 years of age.**

1. How often did you feel your family stood by you during difficult times?
  - a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
2. How often did you feel that you were able to talk to your family about your feelings?
  - a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
3. For how much of your childhood was there an adult in your household who made you feel safe and protected?
  - a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
4. How often did you enjoy participating in your community's traditions?
  - a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
5. How often did you feel supported by your friends?
  - a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
6. How often did you feel that you belonged at your high school?
  - a. Never
  - b. Rarely

- c. Sometimes
  - d. Often
  - e. Very often
7. How often were there at least two adults, other than your parents, who took a genuine interest in you?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
8. For how much of your childhood did you have beliefs that gave you comfort?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
9. For how much of your childhood did you have at least one teacher who cared about you?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
10. How often did you have opportunities to have a good time?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
11. How often did you have a predictable home routine, like regular meals and a regular bedtime?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
12. How often did you and your parent/caregiver share ideas or talk about things that really matter?
- a. Never
  - b. Rarely



- c. Sometimes
  - d. Often
  - e. Very often
13. In general, how was your parents'/caregivers' mental or emotional health?
- a. Excellent
  - b. Very Good
  - c. Good
  - d. Fair
  - e. Poor
14. Which of these statements best describes your household's ability to afford the food you needed when you were growing up:
- a. We could always afford to eat good nutritious meals
  - b. We could always afford enough to eat but not always the kinds of foods we should eat
  - c. Sometimes we could not afford enough to eat
  - d. Often we could not afford enough to eat
15. Looking back on the neighborhood or community where you grew up (before you were 18 years of age), how often did people in the neighborhood help each other out?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
16. Looking back on the neighborhood or community where you grew up (before you were 18 years of age), how often did families watch out for each others' children in your neighborhood?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
17. Looking back on the neighborhood or community where you grew up (before you were 18 years of age), how often did you feel safe in your neighborhood?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often

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18. How often did you care about doing well in school?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
19. How often did you get along with people around you?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
20. How important was getting an education to you?
- a. Not at all important
  - b. A little important
  - c. Somewhat important
  - d. Very important
21. How often did you feel that your parents/caregivers really looked out for you?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
22. How often did you feel that your parents/caregivers knew a lot about you (for example, who your friends were, what you liked to do)?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
23. How often did you feel that people liked to spend time with you?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
-

24. How often were you able to talk to your family/caregiver(s) about your feelings (for example, when you were hurt or sad)?
- Never
  - Rarely
  - Sometimes
  - Often
  - Very often
25. How often did you feel that your family/caregiver(s) cared about you when times were hard (for example, when you were sick or had done something wrong)?
- Never
  - Rarely
  - Sometimes
  - Often
  - Very often
26. How often did you feel that your friends cared about you when times were hard (for example if you were sick or had done something wrong)?
- Never
  - Rarely
  - Sometimes
  - Often
  - Very often
27. How often did you feel treated fairly in your community?
- Never
  - Rarely
  - Sometimes
  - Often
  - Very often
28. How often did you have chances to show others that you were growing up and could do things by yourself?
- Never
  - Rarely
  - Sometimes
  - Often
  - Very often
29. How often did you feel safe when you were with your family/caregivers?
- Never
  - Rarely
  - Sometimes
  - Often

e. Very often

30. How often did you have chances to learn things that would be useful when you were older (like cooking, working, and helping others)?

a. Never

b. Rarely

c. Sometimes

d. Often

e. Very often

## Appendix D: Teen self-report instrument (Teen)

### III. Questions for Adolescents (14-18) reporting on their own experiences

*The next 4 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.*

1. During the past 12 months, have you ever been bullied on school property?
  - a. Yes
  - b. No
2. During the past 12 months, have you ever been electronically bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)
  - a. Yes
  - b. No
3. During the past 12 months, have you ever bullied someone on school property?
  - a. Yes
  - b. No
4. During the past 12 months, have you ever electronically bullied someone?
  - a. Yes
  - b. No
5. During the past 12 months, did you ever force anyone to do sexual things that they did not want to do?
  - a. Yes
  - b. No
6. Do you have at least one caregiver with whom you feel safe?
  - a. Yes
  - b. No
7. Do you have at least one good friend?
  - a. Yes
  - b. No
8. Do you have beliefs that give you comfort?
  - a. Yes
  - b. No
9. Do you have at least one teacher who cares about you?
  - a. Yes
  - b. No

10. How often is there an adult, other than your parents or caregivers, who could provide you with support or advice?
1. Never
  2. Rarely
  3. Sometimes
  4. Often
  5. Very often
11. Do you have opportunities to have a good time?
- a. Yes
  - b. No
12. Do you have a predictable home routine, like regular meals and a regular bedtime?
- a. Yes
  - b. No
13. How often do you and your parent/caregiver share ideas or talk about things that really matter?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
14. In general, how is your parents'/caregivers' mental or emotional health?
- a. Excellent
  - b. Very Good
  - c. Good
  - d. Fair
  - e. Poor
15. Which of these statements best describes your household's ability to afford the food you needed:
- a. We can always afford to eat good nutritious meals
  - b. We can always afford enough to eat but not always the kinds of foods we should eat
  - c. Sometimes we cannot afford enough to eat
  - d. Often we cannot afford enough to eat
16. Thinking about the neighborhood or community where you live, how often do people in the neighborhood help each other out?
- a. Never
  - b. Rarely
  - c. Sometimes



- d. Often
- e. Very often

17. Thinking about the neighborhood or community where you live, how often do families watch out for each others' children in your neighborhood?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Very often

18. Thinking about the neighborhood or community where you live, how often do you feel safe in your neighborhood?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Very often

19. Has there ever been a time when you needed health care but it was not received? By health care, we mean medical care as well as other kinds of care like dental care, vision care, and mental health services.

- a. Yes
- b. No

20. Do you get along with people around you?

- a. Not at all
- b. A little
- c. Somewhat
- d. Quite a bit
- e. A lot

21. Is doing well in school important to you?

- a. Not at all
- b. A little
- c. Somewhat
- d. Quite a bit
- e. A lot

22. Do you feel that your parents/caregivers really look out for you?

- a. Not at all
- b. A little
- c. Somewhat
- d. Quite a bit
- e. A lot

23. Do you feel that your parents/caregivers know a lot about you (for example, who your friends are, what you like to do)?
- Not at all
  - A little
  - Somewhat
  - Quite a bit
  - A lot
24. Do you talk to your family/caregiver(s) about your feelings (for example, when you are hurt or sad)?
- Not at all
  - A little
  - Somewhat
  - Quite a bit
  - A lot
25. Do you feel treated fairly in your community?
- Not at all
  - A little
  - Somewhat
  - Quite a bit
  - A lot
26. Do you have chances to show others that you are growing up and can do things by yourself?
- Not at all
  - A little
  - Somewhat
  - Quite a bit
  - A lot
27. Do you feel safe when you are with your family/caregivers?
- Not at all
  - A little
  - Somewhat
  - Quite a bit
  - A lot
28. Do you have chances to learn things that will be useful when you are older (like cooking, working, and helping others)?
- Not at all
  - A little
  - Somewhat
  - Quite a bit

e. A lot

29. Do you like the way your family/caregiver(s) celebrates things (like holidays or learning about your culture)?

- a. Not at all
- b. A little
- c. Somewhat
- d. Quite a bit
- e. A lot

30. During your life, how often has there been an adult in your household who made you feel safe and protected?

- 1. Never
- 2. Rarely
- 3. Sometimes
- 4. Often
- 5. Very often