The Robustness of Indices of Child Well-being

0

Kristin Anderson Moore, Ph.D., David Murphey, Ph.D., Tawana Bandy, and Elizabeth Lawner Child Trends





Goal

 Assess the promise of using a carefully constructed child development framework to develop indices that are robust, even if they are modified slightly in response to social changes or methodological improvements

National Survey of Children's Health (NSCH)

- Developed to provide indicator data for U.S. children <18 for the nation and each state
- Telephone interviews with the most knowledgeable parent
- Primary focus on health, but includes information on a range of child well-being constructs and on the contexts in which children grow up.
- Data on more than 90,000 children from 2003 and also from 2007

Micro Data Indices

- Children's circumstances can be described for <u>each</u> individual child, across multiple developmental domains, and then aggregated.
- Different than macro indices, which are built from data that have already been aggregated.

Index Domains for Children 6-11 and 12-17

- Physical Health
- Psychological Health
- Social Health and Behavior
- Education and Cognitive Development
- Overall Well-Being



Two Micro Indices

- Positive Well-Being
- Negative Well-Being

Two Age Groups for Each Index6-11

• 12-17

An example: how was the positive social health domain constructed for adolescents 12-17?



- 0
 - •
- 0
 - •
 - •
 - •
 - •
- 0
- - •
 - - •

An Example: Social Health

•

•

•

• Parent/child relationship

• Activity engagement

- •
- •
- •
- •

• Positive social behaviors

An Example: Social Health

- Parent/child relationship
 - Communication
- Activity engagement
 - Sports
 - Clubs
 - Organized events
 - Volunteer, service work
- Positive social behaviors
 - Respect for teachers, neighbors
 - Gets along with other children
 - Tries to understand feelings
 - Tries to resolve conflicts

But the actual measures change

Positive cognitive development items

- 2003
 - Child reads for pleasure

• 2007

- Child reads for pleasure
- Child cares about doing well in school
- Child does required homework

And response categories can change Negative social behavior items were the same

- 2003
 - Child argues too much
 - Child bullies or is cruel or mean to others
 - Child is disobedient
 - Child is stubborn, sullen, or irritable

• 2007

- Child argues too much
- Child bullies or is cruel or mean to others
- Child is disobedient
- Child is stubborn, sullen, or irritable

But the response categories changed

- 2003 response options
 - Never
 - Sometimes
 - Usually
 - Always
- 2007 response options
 - Never
 - Rarely
 - Sometimes
 - Usually
 - Always

Response Categories

- 2003 response options
 - Never
 - Sometimes
 - Usually
 - Always
- 2007 response options
 - Never
 - Rarely
 - Sometimes
 - Usually
 - Always

Given these differences...

 Can we use micro-indices to track trends, even if the items differ somewhat?

Analyses completed:

- Coded indices
- Created standardized scores
- Examined distributions by gender & age across 2003 & 2007
- Assessed regressions for indices by family structure, poverty, child age, parent education, and child gender
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- Conclusions

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Negative Index





Distributions for boys

Positive Index





Negative Index



Distributions for adolescents 12-17

Positive Index



Distributions for adolescents 12-17

Negative Index



Distributions for children 6-11

Positive Index



Distributions for children 6-11

Negative Index



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Negative index for physical health, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	.05	.07	No
Poverty	04	02	No
Child Age	.03	.02	No
Parent Education	08	03	No
Child Gender	05	04	Yes

Negative index for psychological health, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	.08	.08	Yes
Poverty	03	03	Yes
Child Age	.04	.04	Yes
Parent Education	01	05	No
Child Gender	05	02	No

Negative index for social health, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	.02	.04	No
Poverty	03	03	Yes
Child Age	01	05	No
Parent Education	07	07	Yes
Child Gender	01	.00	Yes

Negative index for education, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	.11	.10	Yes
Poverty	05	04	Yes
Child Age	.08	.05	No
Parent Education	08	05	No
Child Gender	19	16	Yes

Negative index overall, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	.26	.39	No
Poverty	16	20	No
Child Age	.14	.04	No
Parent Education	24	36	No
Child Gender	30	26	No

Positive index for physical health, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	08	07	Yes
Poverty	.08	.05	No
Child Age	05	02	No
Parent Education	.14	.11	No
Child Gender	.06	.03	No

Positive index for psychological health, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	12	03	No
Poverty	.04	.03	Yes
Child Age	09	05	No
Parent Education	.04	.05	Yes
Child Gender	.07	.02	No

Positive index for social health, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	08	05	No
Poverty	.07	.04	No
Child Age	01	08	No
Parent Education	.16	.12	No
Child Gender	.06	.03	No

Positive index for education, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	11	10	Yes
Poverty	.06	.06	Yes
Child Age	10	30	No
Parent Education	.10	.06	No
Child Gender	.21	.11	No

Positive index overall, children aged 6-17

Variable	2003 Beta coefficient	2007 Beta coefficient	Within confidence interval for 2003?
Family Structure	39	24	No
Poverty	.25	.19	No
Child Age	25	17	No
Parent Education	.45	.34	No
Child Gender	.39	.19	No

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Assess Correlations: 6-11 year olds

	Overall(-) '03	Overall(-) '07	Overall(+) '03	Overall(+) '07
Physical (-)	.72	.59	59	56
Psychological (-)	.78	.71	70	56
Social (-)	.47	.56	37	39
Education (-)	.84	.68	77	65
Child well- being (-)	1.00	1.00	88	84
Physical (+)	52	58	.69	.69
Psychological (+)	75	65	.80	.58
Social (+)	44	50	.61	.65
Education (+)	80	57	.79	.73
Child well- being (+)	88	84	1.00	1.00

Assess Correlations: 12-17 year olds

	Overall(-) '03	Overall(-) '07	Overall(+) '03	Overall(+) '07
Physical (-)	.71	.60	57	55
Psychological (-)	.80	.73	70	60
Social (-)	.52	.58	43	56
Education (-)	.83	.65	76	62
Child well- being (-)	1.00	1.00	87	83
Physical (+)	49	59	.68	.70
Psychological (+)	75	67	.80	.62
Social (+)	48	42	.65	.65
Education (+)	79	57	.79	.70
Child well- being (+)	87	83	1.00	1.00

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Assess Regressions for Overall Indices

2003 +	2007 +	2003 –	2007 –
R-square	R-square	R-square	R-square
.27	.53	.27	.11

Also, Assess Regressions for Variables that Don't Change Across Years

Variable	2003 (-) R-square	2007 (-) R-square	2003 (+) R-square	2007 (+) R-square
Health promoting behaviors	.05	.08	.25	.23
Externalizing problems	.03	.03	.05	.02
Reads for pleasure	.10	.10	.10	.07

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Compare State Rankings 6-17 (+) Top 25 Bottom 26

2003

I. Minnesota 2. North Dakota 3. Colorado 4. South Dakota 5. Wisconsin 6. Vermont 7. Nebraska 8. New Hampshire 9. Iowa 10. Wyoming II. Montana 12. Oregon 13. Indiana 14. Utah 15. Washington 16. Kansas 17. Alaska 18. Idaho 19. Connecticut 20. Maine 21. Missouri 22. Massachusetts 23. Virginia 24. Illinois 25. North Carolina

I. New Hampshire 2. Iowa 3. Maine 4. Connecticut 5. Minnesota 6. Wisconsin 7. North Dakota 8. Michigan 9. Montana 10. New Jersey II. Rhode Island 12. Pennsylvania 13. Washington 14. Vermont 15. Massachusetts 16. South Dakota 17. West Virginia 18. Virginia 19. Missouri 20. Ohio 21. Kansas 22. Oregon 23. Nebraska 24. Florida 25. Illinois

2007

2003

26. Maryland 27. Michigan 28. California 29. Arizona 30. Ohio 31. Nevada 32. Pennsylvania 33. West Virginia 34. Kentucky 35. Rhode Island 36. New Jersey 37. New Mexico 38. Delaware 39. Oklahoma 40. Tennessee 41. New York 42. Texas 43. Florida 44. Georgia 45. Hawaii 46. Alabama 47. Arkansas 48. South Carolina 49. District of Columbia 50. Louisiana

51. Mississippi

2007

26. Wyoming 27. Maryland 28. Georgia 29. Alaska 30. Idaho 31. Indiana 32. Alabama 33. Colorado 34 Hawaii 35. Utah 36. New Mexico 37. Arkansas 38. Tennessee 39. Kentucky 40. Wyoming 41. California 42. South Carolina 43. Oklahoma 44. North Carolina 45. Nevada 46. Delaware 47. Arizona 48. Mississippi 49. Louisiana 50. Texas 51. District of Columbia

Compare State Rankings 6-17 (-) Top 25 Bottom 26

2003

I. Mississippi 2. Louisiana 3. District of Columbia 4. South Carolina 5. Arkansas 6. Alabama 7. Hawaii 8. Georgia 9. Florida 10. Texas 11. New York 12. Tennessee 13. Oklahoma 14. Delaware 15. New Mexico 16. New Jersey 17. Rhode Island 18. Kentucky 19. West Virginia 20. Pennsylvania 21. Nevada 22. Ohio 23. Arizona 24. California 25. Michigan

2007 I. District of Columbia 2. Arizona 3. Texas 4. Louisiana 5. Mississippi 6. Delaware 7. Nevada 8. North Carolina 9. Oklahoma 10. New York 11. South Carolina 12. California 13. Kentucky 14. Tennessee 15. Arkansas 16. New Mexico 17. Utah 18. Hawaii 19. Colorado 20. Alabama 21. Indiana 22. Idaho 23. Alaska 24. Georgia 25. Maryland

2003

26. Maryland 27. North Carolina 28. Illinois 29. Virginia 30. Massachusetts 31. Missouri 32. Maine 33. New Hampshire 34. Kansas 35. Washington 36. Indiana 37. Connecticut 38. Vermont 39. Utah 40. Alaska 41. Oregon 42. Montana 43. Wyoming 44. Iowa 45. Idaho 46. Nebraska 47. Wisconsin 48. South Dakota 49. North Dakota 50. Minnesota

51. Colorado

2007

26. Wyoming 27. Illinois 28. Florida 29. Nebraska 30. Oregon 31. Kansas 32. Ohio 33. Missouri 34. Virginia 35. West Virginia 36. South Dakota 37. Massachusetts 38. Vermont 39. Washington 40. Pennsylvania 41. Rhode Island 42. New Jersey 43. Montana 44. Michigan 45. North Dakota 46. Wisconsin 47. Minnesota 48. Connecticut 49. Maine 50. Iowa 51. New Hampshire

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Conclusions

- Distributions by gender and age are similar, but not identical across years.
- Coefficients for one year often fall outside the confidence interval for the other year, though the direction and magnitude tend to be similar.
- Results are NOT volatile.
- But there is no gold standard to assess real change relative to changes driven by wording or methology.



Conclusions

- Theory-driven micro indices are a useful advance and distinguish subgroups of children at a given time.
- Comparisons of trends probably require identical measures at both points in time.