

THE ARCHIVE

UPDATE

FILE

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Family Life Development Center, New York State College of Human Ecology, Cornell University

Teaching the Art and Science of Secondary Analysis: Lessons We Have Learned from Teaching a Course Called SALES

by Judith D. Singer, Ph.D. and Nina C. Martin, M.Ed.

As anyone who has conducted a secondary analysis knows, there's more to it than simply downloading a dataset and fitting a few statistical models. Secondary analysts must master the *substantive* skills that enable them to formulate interesting research questions, the *computer* skills required to access and manipulate large datasets, the *practical* skills involved in creating sound measures out of data collected by someone else (often for an entirely different purpose), the *statistical* skills required to fit models to data and interpret the output, and the *general research* skills necessary to implement their analytic plan, interpret their findings, and present their results. But as seasoned secondary analysts Jeanne Brooks-Gunn, Erin Phelps, and Glen Elder (1991) note, "[m]ost developmental programs do not provide enough training to allow a graduate student to engage in secondary analyses. . . . Such analyses are ill-advised without training or prior participation in a project with scientists skilled in secondary analyses. Without knowledge of how to move from conceptualization of a problem to choosing measures in a large dataset, researchers can founder for months" (p. 905).

We agree that the apprenticeship model is an ideal way to learn how to do secondary analysis. Realistically, though, few graduate students have this opportunity. Seeing a rapid increase in the number of doctoral stu-

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NIS-3 Workshop to Be Offered at the Eleventh National Conference on Child Abuse and Neglect

By Patrick Collins

The Third National Incidence Study of Child Abuse and Neglect (NIS-3) has been completed. This study, sponsored by the National Center on Child Abuse and Neglect (NCCAN), was designed to estimate the total number of children who are abused or neglected in the United States, and to indicate the degree to which this number has changed since the Second National Incidence Study was conducted in 1988.

As with the first two national incidence studies, NCCAN has contracted with Westat, Inc. of Rockville, Maryland to conduct the study. Westat and NDACAN are co-sponsoring a workshop for users who want to analyze the NIS-3 public use dataset. The workshop will take place at NCCAN's Eleventh National Conference on Child Abuse and Neglect on September 19 in Washington D.C.

The workshop will begin with an overview of the relevant methodological, statistical, and logistical issues. The background and methodology of the study will be reviewed and compared to that of the previous national incidence studies. Data access issues will be covered in depth, including an explanation of the types of documentation and electronic files available from NDACAN and a discussion of the computing resources that users will need to work with this dataset. An on-line demonstration will walk users through the process of data installation and setup.

Next, the panel will focus on data analysis issues such as the importance of using sample weights to obtain population estimates and the importance of adjusting variances to account for the complex survey design. The various methods of complex sample variance calculation will be reviewed and explained. Hypothesis testing will also be covered in detail and an on-line demonstration of Westat's WesVarPC software package will demonstrate how confidence intervals can be used to test hypotheses. (For more information on WesVarPC see "WesVarPC Software Available" on page 4.)

Presenters will describe the limitations of the dataset (i.e., point out what kinds of questions these data cannot answer) and suggest how the data might most readily be analyzed and used. Finally, the presenters will be available for addressing particular user questions, such as, "How do I find perpetrators of sexual abuse?" or "How do the cases from hospitals differ from those reported by schools?"

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NDACAN Data in the Classroom

By Patrick Collins

Part of NDACAN's mission is to educate researchers as to the methods and benefits of conducting secondary analysis in the field of child maltreatment. One way that we do this is to encourage researchers to use our data in instructional settings. Over the last few years an increasing number of professors have obtained data from the Archive with the goal of

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including hands-on work with secondary data in their classes. One of these professors, Dr. Judy Singer of Harvard University, has developed a graduate level course focused on teaching the sometimes elusive art and science of secondary data analysis. We asked Dr. Singer and her teaching assistant Nina Martin to share with our readers some of what they have learned from teaching this course (see cover story). We think this article will be useful both to those who are already using secondary data in their classes and to others who may be considering doing so.

Dr. Singer is one of many instructors who have included hands-on work with NDACAN datasets in their classes. Other courses have ranged from graduate seminars in statistics and research methods to undergraduate classes on child maltreatment. These teachers have reported that using data from the Archive in their classes has been a very positive experience for them personally and for their students. Their experience indicates that doing secondary analysis in a classroom context benefits students in a wide variety of ways including the following, (1) students enjoy working with "real" data and comparing their analysis results with those published

from the dataset, (2) students have greater flexibility in the types of analyses they can do because of the opportunity to work with large datasets (both in terms of the number of variables and sample size), (3) students enjoy working with datasets in a content area of interest to them, (4) the opportunity to work with high quality data stimulates the interest of students who previously may not have had a substantive interest in a particular field, and, (5) some students continue their work outside of the requirements of their class and complete conference posters or papers based on their secondary analyses.

The Archive offers datasets in a variety of ready-to-use formats and provides extensive documentation and technical support to instructors who want to incorporate secondary analysis into their classes. These services make it much easier to create a course that includes hands-on work with data. Teaching such a course requires planning and additional work but it can be an especially enjoyable and rewarding experience for both the students and the instructor.

Patrick Collins is the Project Director of the National Data Archive on Child Abuse and Neglect at Cornell University.

NIS-3 Workshop to Be Offered at the Eleventh National Conference on Child Abuse and Neglect

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For those interested in obtaining the NIS-3 dataset, the current schedule is as follows. Westat will provide NDACAN with the NIS-3 public use dataset and documentation in May 1996. As with the NIS-2, the Archive will convert the dataset to a variety of file formats for use with different types of computers and software packages and develop supplementary documentation. The Archive expects to begin disseminating the data to the public and providing technical support to data users in August 1996. We will announce the availability of the NIS-3 dataset on Child-Maltreatment-Research-L (the Archive's listserv), on our Web server, and in the next issue of *The Archive Updata*.

Those interested in the study findings will want to obtain a copy of the final report which will probably be completed sometime this summer. The final report will be available from the NCCAN Clearinghouse on Child Abuse and Neglect Information (phone: 800-FYI-3366).

For more information about the NIS-3 study design contact Susan Orr, Government Project Officer, National Center on Child Abuse and Neglect, PO Box 1182, Washington, DC 20013, E-mail: sorr@acf.dhhs.gov, phone: 202-205-8696.

For more information about the workshop, contact the Archive.

Patrick Collins is the Project Director of the National Data Archive on Child Abuse and Neglect at Cornell University.

Archive News

New Federal Grant Awarded

The Archive was awarded a new grant from the National Center on Child Abuse and Neglect, United States Department of Health and Human Services on October 1, 1995. The new five year grant provides support for the ongoing work of the Archive as well as new funding to support data acquisitions.

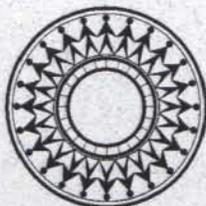
1996 Summer Research Institute

In June the Archive will sponsor its fourth annual Summer Research Institute on the Cornell University campus. The Summer Institute is a week-long intensive workshop that focuses on the secondary analysis of child abuse and neglect data. Each year the Institute is attended by approximately twelve child maltreatment researchers representing a wide variety of disciplines. Applications for the Institute are generally available in the late fall and are due on February 15.

New Staff Members Hired

In November, we welcomed Lisa King to the Archive Staff. Lisa is an old friend of the Archive, having done contract work for the NDACAN as an employee of the Cornell Institute for Social and Economic Research. She will work on data acquisitions and, in particular, with NCCAN Grantees who are required to archive their data. Lisa is an expert SAS consultant and has extensive experience with Census and other secondary data.

In September, Andrea Beukenkamp joined our staff. Andrea filled the position formerly occupied by Cammie Kent, who moved to another project at the Family Life Development Center. Andrea's responsibilities include handling subscriptions to the listserv, administering our WWW Server, coordinating our mailing list, responding to requests for information, and processing mailings. She is also handling logistics for the Summer Research Institute.



NDACAN Investigator's Handbook Available

The Archive has released an updated version of *Depositing Data With the National Data Archive on Child Abuse and Neglect: A Handbook for Investigators*. This manual was developed for NCCAN Research Grantees who are required to archive their study's data with NDACAN. It contains guidelines for the preparation of data files and their documentation including technical specifications and helpful tips for simplifying the process of contributing data. Investigators who are not required to deposit data in the Archive are also encouraged to follow these guidelines if they are interested in the possibility of sharing or archiving their data in the future. It will also give you an idea of what would be involved in depositing a study in the Archive should you choose to do so. This new version of the Handbook includes all the relevant information from our earlier publication, *The Preparation of Data Sets for Analysis and Dissemination: Technical Guidelines for Machine-Readable Data* which is now obsolete. The new handbook is free; it can be obtained by contacting the Archive.

NDACAN Launches WWW Site

The National Data Archive on Child Abuse and Neglect (NDACAN) has recently established a World Wide Web (WWW) server on the Internet. Sometimes called a "home page" a WWW server allows users to browse text and graphical information on the Internet using Web browser software such as NCSA Mosaic or Netscape Navigator.

On the server at the present time you will find information about the Archive's products and services (e.g., Listserv, Summer Research Institute), our publications (e.g., Handbook for

Investigators), and data documentation (including codebooks, user's guides, and frequencies) for several of the most popular datasets in the Archive. In addition, you will find links to the home pages of other organizations that play a role in the child abuse and neglect field.

This WWW server will replace the Gopher/FTP server that NDACAN has operated for the last two years. While we will continue to offer Gopher access during the transition to the new server, information on the Gopher server will no longer be updated. As this information becomes obsolete it will be removed from the server and eventually Gopher access will be discontinued. Hence, users of NDACAN's Gopher server are encouraged to begin using the WWW server immediately.

In the future, we hope to make available all documentation and data in the Archive's holdings, an archive of the postings to the Child Maltreatment Research Listserv, a directory of child maltreatment researchers, and a database of instruments used in child maltreatment research.

To access the NDACAN server using a World Wide Web browser such as NCSA Mosaic or Netscape Navigator, use the URL, <http://www.ndacan.cornell.edu/>. If you have trouble connecting, try using the IP address: 132.236.157.101. When you connect, you will find links to the publications, datasets, and services of the Archive.

The NDACAN server is under construction and the organization of its contents will change from time to time. New information will be posted on a regular basis. If you have questions about the NDACAN server or would like us to establish a link to your server, contact Andrea Beukenkamp, (phone: 607-255-7799, E-mail: ab32@cornell.edu).

Addresses for NDACAN Internet Resources

NDACAN Internet Mailbox: DataCAN@cornell.edu

Child Maltreatment Listserv: Child-Maltreatment-Research-L@cornell.edu

Subscription Address for Listserv: listserv@cornell.edu

World Wide Web: <http://www.ndacan.cornell.edu/>

Gopher: <gopher.ndacan.cornell.edu> (132.236.157.101)

Anonymous FTP: <gopher.ndacan.cornell.edu> (132.236.157.101)

WesVarPC Software Available

By Patrick Collins

The Fall 1994 issue of the *Archive Update* contained an article that reviewed the various software packages that are available for complex survey variance estimation (see volume 5 (1), 3-4). Such software packages are of interest to NDACAN's users because they are necessary for working with data from complex surveys such as The Third National Incidence Study of Child Abuse and Neglect (NIS-3) and the NCCAN Study of the Maltreatment of Children with Disabilities. One of these packages, WesVarPC, was available only to beta testers at the time we published our review. This package has since been released in a full production version with complete documentation. WesVarPC was developed by Westat Inc., the contractor for both the NIS-3 and NCCAN Disabilities studies. The package runs on the Microsoft Windows platform (version 3.1 or higher) and requires a 386 class or higher machine and at least 4 MB of RAM. The program uses approximately 6 MB of hard disk storage. It will read raw data, SAS datasets and transport files,

dBase (.dbf) files, and SPSS for Windows files. Users of WesVar, the program's mainframe based predecessor, will appreciate the new user-friendly graphical interface.

The current release of WesVarPC (version 2.0) allows users to obtain survey estimates and their associated confidence intervals and chi-square tests of independence for two way tests of weighted frequency tables. The package also supports linear and logistic regression analysis. In contrast to the other packages on the market, Westat's software uses the replication approach to estimate the variance of sample statistics. The user is able to choose either balanced repeated replication or one of two forms of jackknife replication. One jackknife method is based on Tukey's procedure and one is for use with stratified samples such as NIS-3. It is important to remember that, when using the replication method, one must divide the sample into replicates and compute weights for each replicate. These 'replicate weights' must be used in addition to the full sample weights in the

analysis. While the creation of replicates is an essential step, it should not be considered a major obstacle. The procedure is well-documented and can be accomplished in a reasonable amount of time by a statistician or an experienced analyst. Users of the NIS-3 and NCCAN Disabilities datasets can obtain replicate weights (created by Westat) from the Archive.

WesVarPC is available to interested users free of cost. Internet users can download the package from Westat's World Wide Web site (<http://www.westat.com/>). Westat also has an electronic mailing list for WesVarPC users (WESVAR-L@listserv.westat.com); the list is used for product announcements and updates. For more information about WesVarPC, contact Debby Vivari, Westat Inc., 1650 Research Boulevard, Rockville, MD 20850, E-mail: wesvar@westat.com, phone: 301-251-1500, fax: 301-294-2034.

Patrick Collins is the Project Director of the National Data Archive on Child Abuse and Neglect at Cornell University.

Child-Maltreatment-Research-L Changed to a Moderated List

By Patrick Collins

After nearly two years of steady growth in subscribers and postings, Child-Maltreatment-Research-L finally reached the point where it could no longer be run as an unmoderated list. Last summer some new subscribers began using the list as a forum to express their opinions and personal stories. To the dismay of many longtime subscribers, these messages generated responses that took the discussion even further off track. Many subscribers asked us to do something to improve this situation. The consensus was to reduce unwanted traffic and keep the list focused on research. As a result, we strongly encouraged subscribers to keep the discussion focused and professional and warned that we would censor postings if subscribers did not moderate themselves. These efforts were not successful and ultimately our only choice was to move to

a moderated forum whereby we could censor unwanted traffic. The change took place on July 31 and was supported by the majority of subscribers, many of whom called and wrote to us to thank us for "saving the list." Switching to a moderated list reduced overall traffic on the list and eliminated the unwanted traffic that caused so much frustration. We have received no complaints since making the change and subscriptions have continued to grow.

Now when a message is sent to the list it is forwarded to one of the four list moderators (the responsibility rotates). The moderator on duty has the option of approving the message in full or discarding it — no editing can be done. If a message is approved it is forwarded to all subscribers (as all messages were in the past). Guidelines have been developed in order to ensure that the moderators are consistent. Based on

these guidelines, the following types of messages will generally not be approved:

- 1) messages intended for the List-processor rather than the list
- 2) messages concerning subscriptions to the list
- 3) inappropriate replies — messages that are intended for an individual subscriber, rather than for the whole list. **NOTE:** We will not forward these messages to the intended recipient.
- 4) messages not focused on or related to child maltreatment research
- 5) overly general requests for information and assistance
- 6) messages concerning strictly clinical aspects of child maltreatment
- 7) messages consisting of opinions or personal statements

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dents who wanted to learn these skills, we therefore developed, and have taught for the past three years, an advanced seminar at the Harvard University Graduate School of Education entitled SALES: The Secondary Analysis of Large Educational Surveys. In the hopes of encouraging colleagues around the country to offer similar courses, we describe below the SALES course, and share what we have learned about what works, and what doesn't work, as we have tried to teach graduate students the art and science of secondary analysis.

The SALES Course

Our goal in teaching SALES is to help students acquire the knowledge and skills necessary to conduct high quality secondary analyses of large-scale datasets available in education, psychology, and the social sciences. Building upon methodological skills acquired in previous statistics courses and their substantive knowledge in particular disciplines, students work either individually or collaboratively to carry out a secondary analysis in a structured and supportive environment. Class sessions focus on a variety of topics that enable students to learn how to identify a research question, select an appropriate dataset, develop an analysis plan, construct analytic variables, conduct statistical analyses, and summarize their results in a form that can serve as the basis of a submission to a professional conference or an academic journal.

Class meetings are divided among three activities: (1) **didactic sessions** that focus on technical issues arising in the analysis of large datasets (e.g., selecting an analytic approach, variable construction, weighting, clustering, cross-validation); (2) **brainstorming sessions** in which class members describe their analytic approaches and statistical results and receive feedback from colleagues about alternative approaches and interpretations; and (3) **formal student presentations** of their analytic plans and analytic results. These three types of activities enable students to learn the necessary skills of secondary analysis, to experience being part of a research team, and to practice presenting results in a formal

academic setting. Course requirements also include a written analysis plan, periodic analytic memos, and a final paper.

Sources of secondary data for student use

Students choose datasets from a growing "data library" that we began to assemble when we decided to teach the course for the first time and that we update every year. The datasets in our library come from one of three sources: *government agencies* (such as the National Center for Education Statistics, which provides such datasets as the National Educational Longitudinal Study [NELS: 88] and the National Longitudinal Study [NLS-72]); *free-standing data archives* (such as the National Data Archive on Child Abuse and Neglect at Cornell University, ICPSR at the University of Michigan, and the Murray Research Center at Radcliffe College); and *individual research teams* (which supply datasets such as the National Longitudinal Survey of Youth [NLSY], and the Longitudinal Survey of American Youth [LSAY]).

Course materials

Required course reading includes, first and foremost, the documentation for the dataset students choose for their analysis (these documents are stored in our data library). Students then use a "Data Import Manual" that we have written, which describes the procedures necessary for transferring the data from the medium on which they were received (e.g., magnetic tape, CD-ROM, floppy diskette) to our host computer (a Digital Alpha machine running the VMS operating system).

During the semester, we also ask students to read journal articles that either serve as examples of secondary analyses or focus on particular technical issues arising in such work. In addition, we discuss various specialized statistical software packages throughout the course (such as SUDAAN or WesVarPC for handling complex cluster samples) and provide the documentation for these packages as necessary. Though we require no course textbook, students are encouraged to consult additional texts throughout the course,

including materials that focus on various aspects of the secondary analysis process itself, statistical manuals, and publication manuals.

Lessons we have learned about what works . . . and what doesn't

In teaching SALES for three years, we have learned not only about how to articulate some of the hidden processes involved in conducting secondary analyses, but also about some of the potential stumbling blocks in teaching such a course for graduate students. We address below several questions we consider central to the process of developing a course in secondary analysis for those who may wish to develop a similar course at their institution, and we offer our advice based on our experiences thus far.

Where will I find the datasets? A course like SALES requires considerable advance planning, as the course organizers must identify, acquire, and become familiar with all datasets that are to be included in the data library. Our data library now includes over 15 large datasets (most longitudinal, many national in scope). We identified these datasets by using a number of strategies to explore the vast number of datasets potentially available, including searching the Internet for data archives, scanning journal articles that report secondary analyses, and speaking with colleagues who have conducted such work. Our consistent goal in building our library has been to identify datasets that match the substantive interests of our students. As the course has grown, so has our library, and we obtain new datasets each year.

Where will I find the money to pay for the datasets? Many datasets are provided free-of-charge or for nominal processing and handling fees, while others (typically those provided by for-profit companies) must be purchased at considerable cost. Anyone wishing to offer such a course will need to acquire a modest sum of money that can be used to purchase datasets and documentation. We approached our Dean with a proposal for SALES that emphasized its potential for student learning and the generation of dissertations,

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research projects, conference presentations, and journal articles. Our school was supportive of our request and has allotted us a small fund that we use both for the initial purchase of resources and for subsequent updates.

Should students use datasets not contained in the data library? A data library such as ours cannot satisfy all students' interests. We therefore allow students to use other datasets, provided they have *experience with* and *immediate access* to the data. We have learned the hard way that if students use a dataset that is new both to them and to us, they are likely to have considerable difficulty in getting up to speed in their analyses during a 14-week semester. Both the data cleaning process and the data acquisition procedures necessary for student-identified datasets can significantly delay students' progress. To diminish the number of surprises (and delays) during the first week of the course, we specify in the university catalogue that students contemplating enrollment contact the professor before the beginning of the term to identify the dataset they wish to use.

How will students master the mechanics of preparing datasets for analysis? Datasets come on a variety of media (e.g., CD-ROMs, floppy diskettes, magnetic tapes, FTP files) and exist on these media in a variety of formats (e.g., ASCII files, SAS transport files, SAS-PC files, SPSS portable files). Different procedures are required for reading each type of medium and data format, and these procedures are usually unique to a university's operating system. As experienced secondary analysts know, the process of preparing datasets for analysis can be time-consuming if users aren't familiar with the proper procedures. To streamline that process, we work with each dataset in our library *before it is released to students* and document, in our "Data Import Manual," the procedures necessary to upload each dataset to our host system. We cannot emphasize strongly enough the importance of such a manual in allowing students to progress quickly to the data extraction stage of their projects such that they can complete their work within the semester time-frame. Without such a manual, stu-

dents may well spend an entire semester on the mechanics of data manipulation, leaving too little time for their statistical analyses.

Can a secondary analysis be completed in a semester? We continue to underestimate the time it takes to conduct secondary analyses and have had to adjust our expectations accordingly. Student time during the semester is spent primarily on two activities: (1) accessing the data itself, and, (2) conducting the analyses necessary to answer one's research questions. Accessing the data involves becoming familiar with the dataset documentation, identifying and extracting the necessary variables, and creating a dataset for one's project. Even with the most well-organized and "clean" datasets, it is during this process that students encounter "dirty data," mislabeled variables, discrepancies with the codebook, or other problems that must be solved before analyses can get fully underway. After this stage, students can begin their analyses, which usually involve extensive time in exploring and creating composites, scaling variables, conducting exploratory analyses, and investigating the presence of missing data. We have found that all of these challenges require a considerable investment of time on the part of the student (and the professor and teaching assistant!), and many represent real-world difficulties that most students have not previously faced. We work intensively with students throughout the course, and most intensively at the beginning of the term, to allow them to meet, and get past, these often frustrating challenges.

What prerequisites do students need? Before they take SALES, students must have both the computer programming skills necessary to negotiate the statistical software they use for their analyses (SAS, in our case) and the statistical skills necessary to complete their projects. We require that all SALES students take a three-semester sequence of statistics courses before they can be admitted to the course. These courses acquaint students with a variety of statistical methodologies, including multiple regression, logistic regression, principal components analysis, and log-linear modeling. Given the

challenges inherent in conducting secondary analyses, students *must* have a solid statistical foundation prior to their entrance to the course.

Can students really keep up with the work? Even our strongest students have encountered difficulties during SALES that we simply didn't expect. The biggest issue undoubtedly is time: students must work on their projects continually, or they will be unable to complete even the simplest of proposals during a semester. We have found that meeting with students individually at the beginning of the term often helps them scale back their goals and plan their projects more wisely to match the 14-week time-frame of a semester. To this end, we also require analytic memos and student presentations of progress-to-date, which together help students track their own progress and provide a vehicle for receiving assistance in a timely fashion. In addition, many students have, with our encouragement, met outside of class in groups to discuss their progress and receive help from others. We encourage anyone contemplating offering such a course to stress to students the amount of time required in conducting a secondary analysis and to implement a variety of strategies to guide students through their work.

Should students collaborate? Although we encourage students to work together in groups during the course, we have found, thus far, that few take advantage of this opportunity, perhaps because they view research as an independent venture or because they are deeply invested in their own substantive interests. We are convinced, however, that students learn a tremendous amount from collaborating with each other and can progress more quickly when working together. Because we strongly support collaborative research, both for students and professionals, we continue to struggle with ways to make collaboration more appealing and achievable.

Bottom line: What students learn Even those students with extensive experience in working on others' research projects report that they learn a tremendous amount when conducting

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their own secondary analyses for the first time. Regardless of their level of prior research experience, most students are new to the idea and the process of secondary analysis, and they report having a new "world of opportunity" made available to them as a result of the course. Students have used their work in SALES as the basis for dissertation proposals, conference presentations and posters, and journal articles. In addition, the SALES course enables students to become more highly qualified data analysts in general, such that they are valued members of research teams at our university and elsewhere.

Offering a course in secondary analysis takes advance planning, on-going support, and sometimes more work than is involved in teaching a more "professor-centered" course. We believe strongly, however, as do former SALES students, that the payoffs are enormous. We encourage experienced secondary analysts to consider developing courses similar to SALES, so that increasing numbers of students can be introduced to the process of secondary analysis and can envision and experience the benefits of analyzing the growing resources accumulating in our nation's data archives.

References

Brooks-Gunn, J., Phelps, E., and Elder, G. H., Jr. (1991). Studying lives through time: Secondary data analyses in developmental psychology. *Developmental Psychology*, 27 (6), 899-910.

Judith Singer is a professor and Nina Martin is an advanced doctoral candidate at the Harvard University Graduate School of Education. Please address all correspondence to Judith D. Singer, Harvard University, Graduate School of Education, Larsen Hall, 7th Floor, Cambridge, MA 02138, or by E-mail to singerju@hugsel.harvard.edu.

Child-Maltreatment-Research-L Changed to a Moderated List

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The four moderators are on the staff of the Family Life Development Center (parent organization of NDACAN) and all are very familiar with the list. The Child-Maltreatment-Research-L moderators are as follows.

John Eckenrode, Principal Investigator of the National Data Archive on Child Abuse and Neglect and Associate Director of Cornell's Family Life Development Center

Patrick Collins, Project Director of the National Data Archive on Child Abuse and Neglect

Kerry Bolger, Research Associate at the Family Life Development Center

Jane Powers, Former Project Director of the National Data Archive on Child Abuse and Neglect and Senior Research Associate at the Family Life Development Center

Subscribers should be aware that messages that are not approved are **not** returned to their authors. If your mes-

sage is approved and your mail option is set to "ACK" (the default setting) you will receive a copy of your posting. If your message is not approved, you will **not** receive notification. Therefore, we recommend keeping your mail option set to ACK so you will know if your messages have been approved.

Finally, keep in mind that the list is set up so that replies are sent to the list (not to the author of the message). Thus, if you use the reply option in your mail system to respond to a message from the list, your reply will be directed to all subscribers on the list! You always have the option of responding to the originator of a message rather than to the whole list.

To subscribe to Child-Maltreatment-Research-L, send an electronic mail message containing the text, subscribe Child-Maltreatment-Research-L your name to listproc@cornell.edu. Substitute your name with your first and last

name. For example, Bill Clinton's message would be as follows: subscribe Child-Maltreatment-Research-L Bill Clinton. You can type your message in upper, lower, or mixed case. When the Listprocessor receives your request it will send you a welcome message containing guidelines and instructions for posting messages. For information about the additional commands available on Cornell's Listprocessor, send a message containing the word help to listproc@cornell.edu. If you have questions about Child-Maltreatment-Research-L or problems with your subscription, contact Andrea Buekenkamp (Phone: 607-255-7799, E-mail, ab32@cornell.edu).

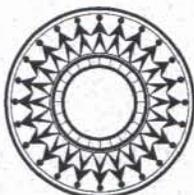
Patrick Collins is the Project Director of the National Data Archive on Child Abuse and Neglect at Cornell University.



The mission of the National Data Archive on Child Abuse and Neglect (NDACAN) is to facilitate the secondary analysis of research data relevant to the study of child abuse and neglect. By making data available to a larger number of researchers, NDACAN seeks to provide a relatively inexpensive and scientifically productive means for researchers to explore important issues in the child maltreatment field.

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NDACAN will co-sponsor two skills seminars at NCCAN's Eleventh National Conference on Child Abuse and Neglect. The NCCAN National conference will be held on September 16-21 in Washington, D.C. For information about the conference, call Rachel Charlip at 301-589-8242. Look for these two skills seminars:

"Conducting Secondary Analyses with the Third National Incidence Study of Child Abuse and Neglect" and
"How To Internetwork: Internet Skills and Tools for Child Abuse and Neglect Professionals"

New Datasets Available from NDACAN

The Maltreatment of Children with Disabilities and Child Maltreatment in Substance Abusing Families, 1991

**National Center on Child Abuse and Neglect
NDACAN Study Number: SIB-068**

This study examines the incidence of substantiated maltreatment among children with cognitive, physical, emotional or learning disabilities, with specific attention given to the relationship between maltreatment and disabilities. It also investigates the incidence of child abuse and neglect among children in substance abusing families, and the relationship between child abuse and familial substance abuse. The data were collected from a nationally representative group of 35 Child Protective Services (CPS) agencies, which were asked to provide information on all cases of substantiated maltreatment over a four to six week period in early 1991.

The Archive's holdings consist of three separate datasets involving a total of 1249 substantiated maltreatment incidents. A case-level data file includes demographic information on the children and adults involved in each case, information on the timing, type, and reporting of maltreatment, data on the relationships between the individuals involved in each case, and case status. A second file contains caseworker assessments of children with suspected or known disabilities, as well as information on the sources and reliability of those assessments. An estimated 14.1 percent of the children in the study were identified by caseworkers as having one or more disabilities, using the definition found

in the Americans with Disabilities Act (P.L. 101-336). Finally, a third data file contains substance abuse information for each adult in the study suspected of substance abuse.

Fertility and Contraception Among Low-Income Child Abusing Mothers in Baltimore, MD, 1984-1985

**Susan J. Zuravin
NDACAN Study Number: SIB-056**

This study examines fertility patterns and contraceptive behaviors of mothers who either neglect, physically abuse, or allow someone else to physically abuse their children. The 518 women in the sample were residents of Baltimore in January of 1984, received Aid to Families with Dependent Children (AFDC), were known to have at least one natural child 12 or under, and were not living with a legally wedded spouse. The sample was broken down into three groups: 118 women with one or more physically abused children, 119 women who were known to personally neglect one or more children, and 281 women who were not known to have any children who met study criteria for abuse or neglect.

The machine-readable data file contains 518 observations and 1404 variables covering a broad range of topics including childbearing and abortion history, physical/mental health and substance abuse history, criminal history, health care practices and preferences, child rearing philosophy and practices, contraception behavior, marital history, employment, and demographic characteristics.