

Data Request form YOUth

As a general rule, to obtain access to YOUth data the quid pro quo principle applies. YOUth receives funding by the Dutch Ministry of Education, Culture, and Science by the Netherlands Organization for Scientific Research, and by Utrecht University and the University Medical Center Utrecht to support part of the *core* activities (i.e. collection of data, inclusion of participants, baseline and follow-up measurements, etc.). This funding does not fully cover all the costs made and does not extend to providing support for individual projects. Providing high quality data storage and access is part of our core activities, which is not funded by our grant providers. Furthermore, in order to guarantee the maintenance of the YOUth cohort, researchers will be expected to meet costs for data access and provision. This means that data can only be requested by researchers who contributed to YOUth either in time, money or by return favors. This contribution will be specified in the Contribution Form (see Annex 1). For the use of biological materials, extra fees will be charged for storing, retrieving, sending, and when applicable, returning the biomaterial. Also, for biomaterial the standard access protocol of TCBio needs to be followed (see Appendix 7.5 Data Access Protocol YOUth).

Title of the study (one request per article):
Socioeconomic sampling effects and adolescent social competence and behavioral control

Contact person for the proposed study: (please note that this should be level postdoc or higher)	
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Wave (more options are possible):
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We ask you to provide us with a clear background, methods section and data-analysis plan. These parts of the proposal will be publicly displayed for reference.

<p>Background of the project (max. 500 words): Please provide a short background including the rational of your study as you would do in an introduction of the paper</p>
<p>Although cohort studies generally aim at selecting a sample that is representative for the whole population, vulnerable groups in our society are less often part of these cohort studies. This can result for instance in a sampling bias of participants from a higher socioeconomic status (SES)^{1,2}. An important question that follows is whether these cohort studies reflect the mental and psychological development of the whole population or whether they represent a subsample of our society.</p> <p>Participants from a lower socioeconomic background are more difficult to include and retain than their higher SES counterparts. Some researchers – or policy makers – assume minimal variation in development across social strata, or assume that research findings in middle-to-high SES participants can be extrapolated to low SES individuals. Are these assumptions justified? Socioeconomic circumstances are known to covary and interact with the psychosocial development of children and adolescents^{3,4,5}. Multiple socioeconomic risk factors combined additionally impede child development above and beyond the effects of individual risk factors (Evans et al., 2013). Consequently, SES may be non-linearly related to development, or SES may moderate development. The extent to which a sample reflects the population’s socioeconomic diversity would thus require less or more caution when asserting why some children thrive and others don’t.</p> <p>The goals of this paper are 1) to describe the extent to which developmental studies (struggle to) include a representative distribution of socioeconomic strata in the sample, focusing on the various CID cohorts, 2) to examine how social competence and behavioral control differ between SES strata, and 3) to provide recommendations for including and retaining low SES participants. Investigating the SES sampling in the CID cohorts will add further clarity to (the limitations of) our understanding of why some children thrive and others do not.</p>

<p>Research question</p>
<p>Does SES predict adolescent social competence and behavioral control?</p>
<p>Methods Describe the methods as in the paper in which the data will be presented, according to the categories below, with a total maximum of 1500 words. For a description of task, methods etc. refer to the website, if possible.</p>
<p>For the CID special issue in <i>Developmental Cognitive Neuroscience</i>, we plan to write the research article “Socioeconomic sampling bias and the development of social competence and behavioral control in adolescents” [working title].</p> <p>We would like to compare the socioeconomic diversity (i.e., proportions participants from lower-, middle-, and upper-class) of the CID cohorts (i.e., Generation R, L-CID, NTR, TRAILS, RADAR, YOUth) to the socioeconomic diversity of the Dutch population (based on Dutch census statistics). Next, for each cohort, we would like to assess the relationship between parental socioeconomic status and adolescent social competence and behavioural control, using both raw, unweighted data as well as weighted data that reflects the population’s socioeconomic diversity. For YOUth,</p>

<p>we plan to use the parent-reports of CBCL and SDQ of the R9 participants, as well as the background demographic information of parents.</p> <p>As such, we aim to quantify a possible socioeconomic sampling effect in YOUth and other CID cohorts, in order to improve our understanding of why some children thrive and others do not.</p>
<p>Design of the study (for instance cross-sectional, longitudinal etc.; substantiate your choices)</p>
<p>Cross-sectional. Though social competence and behavioral control scores will be obtained at different ages in adolescence, our study will primarily focus on cross-sectional associations between SES and adolescent social competence and behavioral control.</p>
<p>Study population and sample-size (entire population or a subset; substantiate your choices e.g. Provide a rationale for the requested sample-size, for instance using a power calculation)</p>
<p>All R9 participants.</p>
<p>Data processing and preparation (including necessary recoding of data etc.)</p>
<p>The items of the SDQ subscales <i>Prosocial</i> and <i>Peer problems</i> will be calculated in two sum scores. The Achenbach Self-control Scale will be derived from the CBCL.</p>
<p>Handling missing data (describe how you will detect and handle missingness in the data)</p>
<p>If three or more items are missing in the questionnaires, participants will be excluded from analyses.</p>
<p>Data analysis methods (including statistical design and statistical analysis plan. If it is not possible to provide a detailed statistical plan, as this does not fit in with the research questions formulated above, please explain.)</p>
<p>Mean scores and standard deviations will be calculated for adolescent social competence and behavioral control. SES categories will be created that allow comparisons between cohorts and to national census statistics. Effect size differences will be calculated in adolescent social competence and behavioral control between low SES and high SES.</p>
<p>Planned subgroup analyses (if applicable. Substantiate your choices)</p>
<p>The effect of SES on adolescent social competence and behavioral control will be investigated. Since measures of SES, social competence, and behavioral control differ</p>

(slightly) per cohort (e.g., in age of adolescence); a table will be constructed for each cohort.
Planned sensitivity analyses (if applicable. Substantiate your choices) Sensitivity analyses are analyses that you plan beforehand to test whether certain factors have a major influence on your results.
Sensitivity analyses will be performed for gender of adolescent, gender of parent who reported on adolescent, and other cohort consistent or individual cohort factors.
Timeline and milestones (including dates of when to analyze/write up)
In line with the CID special issue.
Output (e.g. article, report, thesis, etc.)
Research article in the CID special issue.
Proposed authors and their affiliations (please note that the YOUth Data Access Committee can request certain authors to be included)
Ties Fakkkel, Margot Peeters, Wilma Vollebergh, Susan Branje et al.

NOTE: Please fill out the 'Form contributions to YOUth data collection' in Annex 1 to specify your contribution to YOUth in order to gain access to the requested data.

This Annex 1 together with this Request Form should be sent to: Secretary of Chantal Kemner: i.bleeker@uu.nl