



# CAP NEWS

Issue #29

Summer 2002

## CAP TESTING SCHEDULE

AGE	TIME	TYPE
15	1.5 hrs	Telephone
16	4 hrs	In-person
17	4 hrs	In-person
18-21	1.5 hrs	Telephone
22-30	45 min	Telephone
Parent	30 min	Telephone

## NEW MEASURE

A new telephone interview has been added for CAP parents. The interview lasts approximately 1/2 hour and covers topics such as parent-child relationships, attitudes towards various social issues, and demographic information. Participants will be paid \$20 for their time. If you have any questions about participating please contact us.

## DNA on the Web

Visit the following websites for more information on DNA & genetics.

<http://www.dnafb.org>

*DNA from the Beginning*

This site includes an animated primer on the basics of DNA, genes and heredity.

<http://www.gslc.genetics.utah.edu>

*The Genetic Learning Center*

This website provides a resource for students, teachers and families that explains genetic concepts and how they relate to our lives. It includes online activities, labs, experiments and workshops.

## Sleep Problems, Behavior & Emotion

Sleep problems come in a variety of forms. Too much sleep, too little sleep, and frequent nightmares can all have a big impact on other aspects of life. In this study, researchers looked at CAP data spanning an 11 year period, from ages 4 to 15. They looked at sleep patterns over time to find out whether or not sleep problems remained stable through childhood and adolescence, and if sleep problems were related to other problems such as depression and anxiety.

For this study researchers used data from questionnaires given to parents when CAP children were 4, 7, and then every year from 9-15. These questionnaires asked parents to rate many aspects of their children's behavior, including questions about sleep problems ('sleeps less than most children', 'experiences nightmares', etc.), depression ('cries a lot', 'unhappy, sad or depressed'), and attention ('can't sit still', 'daydreams', etc.). These data were then analyzed to look for consistency in sleep problems over time as well as overlap between sleep problems and other behavioral/emotional problems.

Researchers found that children with sleep problems at age 4 tended to continue to have sleep problems, although their severity decreased from pre-school to mid

adolescence. They also found that sleep problems at age 4 predicted later emotional and behavioral problems such as depression and anxiety. Possible explanations for this finding included the idea that the same mechanism in the brain may be responsible for both sleep and depression/anxiety, or that disturbances in sleep may disrupt biological rhythms, which in turn could cause disturbances in behavior and emotion. There were no differences found in sleep problems between adopted and non-adopted children.



The results of this study may lead to new ways to predict future emotional and behavioral problems and address them before they begin. Also, if sleep problems can be treated at an early age, future problems such as depression or anxiety may be remedied as well.

Gregory, A. M., O'Connor, T. G., & Plomin, R. (in press). Sleep Problems in Childhood: A Longitudinal Study of Development Change and Association with Behavioral Problems. *Journal of the American Academy of Child and Adolescent Psychiatry*.



## CAP Website Up and Running

To access recent news, the history of the CAP, and other study related research please visit our new website. The address is:

<http://ibgwww.colorado.edu/cap>

In addition to research news you can also find maps to our facility, tester room and phone numbers and other information related to lab visits.

In the future we hope to expand the website

to include downloadable consent forms and possibly even questionnaires that can be completed on-line. If you have any questions or comments about things you would like to see on the site please email us directly from the site or at [johnsoab@colorado.edu](mailto:johnsoab@colorado.edu). This site is being developed to provide general information to participants and visitors, so please let us know what would make it more useful. Thanks!

University of Colorado

CAP  
Institute for Behavioral Genetics  
Campus Box 447  
Boulder, CO 80309  
johnsoab@colorado.edu  
(303)492-7991

We're on the Web!  
[http://ibgwww.  
colorado.edu/cap](http://ibgwww.colorado.edu/cap)

A new CAP book is in the works and slated to be published in early 2003. It is called **Nature, Nurture, and the Transition to Early Adolescence**. It is the 4th book featuring data collected exclusively from the CAP and covers results from interviews and visits up to 12 years of age. The following is an excerpt from Amazon.com "This latest volume, edited by four eminent researchers in developmental psychology, builds on the large body of research already generated by investigating the role of genes and environments on early adolescent development. Because it is the only volume on the most comprehensive investigation of the effect of genes and environments on early adolescent development, this work will be invaluable to researchers in developmental, cognitive, and social psychology."

Other CAP books:

- 1985 - Origins of Individual Differences in Infancy
- 1988 - Nature and Nurture During infancy and Early Childhood
- 1994 - Nature and Nurture During Middle Childhood

If you would like to borrow a copy of any of these books from our library please contact us!

## From the Archives

The more things change the more they stay the same. This story comes from our 1977 newsletter. We continue to conduct many of the processes described below to maintain data integrity over time (data must remain similar in order to perform accurate analysis). Most of our testing books are still hand coded and are identical to the books completed by parents in the 1970's. Of course we no longer use computer cards to enter the data, and Karen Jax doesn't work at IBG any more, but other researchers still perform the tasks she was responsible for 25 years ago.

### From Issue #3 , Winter 1977.

Many people wonder "What happens to my booklet after I take the test?" The answer to this question is a person - Karen Jax. Her responsibility for the project involves transforming the wealth of information in the booklets and from the home visits into a form that can be readily analyzed by a computer.



*Karen Jax transfers data from test books to computer cards.*

new booklets arrive in the office is to record the identification number and date of testing. This ID number is a unique 9-digit code, very important in maintaining confidentiality. The various parts of the battery are then "scored", which usually involves tallying the number of correct items, the incorrect responses, and any number of other measures. With 2 assistants, Karen takes the test battery, personality inventory, and other miscellaneous information such as handedness, musical ability, interests and talents and turns specific information into numbers, which are put on computer sheets.



*This picture from a 1977 newsletter shows doctoral students checking old computer cards and readouts*

This entire process is double checked, and then the information is given to the key-puncher who transfers this coded information to 3" by 7" computer cards. The end result is that all the information from one adult booklet is summarized on only 16 computer cards, and from each visit on about 30 cards!!

The first step taken when