
ABCD Human Subject Study

Adolescent Brain Cognitive Development – ABCDSTUDY.org

Release Notes: Adolescent Brain Cognitive Development Study (ABCD) Data Release 2.0

Neurocognition

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List of Instruments

Instrument	Short Name
ABCD Youth Edinburgh Handedness Inventory Short Form	abcd_ehis01
ABCD Youth Snellen Vision Screener	abcd_svs01
ABCD Youth NIH TB Summary Scores	abcd_tbss01
ABCD TBX Demo	abccdemo01
ABCD Cash Choice Task	cct01
ABCD Little Man Task	lmt01
ABCD Pearson Scores	absd_ps01
ABCD Youth Delay Discounting Scores	abcd_ydds01
ABCD Emotional Stroop Task	abcd_yest01

General Information

The following information refers to the Adolescent Brain Cognitive Development (ABCD) Study Data Release 2.0 available from <https://data-archive.nimh.nih.gov/abcd>. An overview of the ABCD Study is at <https://abcdstudy.org> and detailed descriptions of elements of the study are listed in <https://abcdstudy.org/scientists/protocols>.

This document describes the contents of various instruments available for download. To understand the context of this information, see *Release Notes ABCD README FIRST* and *Release Notes ABCD Imaging Instruments*.

To access additional detailed information about the instruments administered in this domain, the constructs they are intended to measure, and relevant citations for each measure, please see: <https://doi.org/10.1016/j.dcn.2018.02.006>

ABCD Youth Edinburgh Handedness Inventory Short Form (EHIS) - Handedness; laterality quotient; participants complete four self-report items to yield an estimate of handedness (right, mixed, left); details can be found in Veale, J.F. (2014). Edinburgh Handedness Inventory - Short Form: A revised version based on confirmatory factor analysis. *Laterality*, 19(2), 164-177.

ABCD Youth Snellen Vision Screener (SVS) - Vision screening; the score is the last line correctly read on the Snellen chart without errors, with both eyes together, and using corrective lenses if needed; from Snellen, H. (1862). *Letterproeven tot Bepaling der Gezichtsscherpte*, Utrecht, Weyers (Dutch edition). Also published in many languages as *Optotypi ad Visum Determinandum*.

ABCD Youth NIH TB Summary Scores

NIH Toolbox (NIH Tbx) Picture Vocabulary - Language vocabulary knowledge, estimated verbal IQ; from the NIH Toolbox Cognition battery; uncorrected and age corrected scores are presented; see <http://www.nihtoolbox.org>

NIH Tbx Flanker Inhibitory Control & Attention - Attention, cognitive control, executive function, inhibition of automatic response, from the NIH Toolbox Cognition battery; uncorrected and age corrected scores are presented; see <http://www.nihtoolbox.org>

NIH Tbx Picture Sequence Memory - Episodic memory; sequencing; from the NIH Toolbox Cognition battery; uncorrected and age corrected scores are presented; see <http://www.nihtoolbox.org>

NIH Tbx Dimensional Change Card Sort - Executive function: set shifting, flexible thinking, concept formation; from the NIH Toolbox Cognition battery; uncorrected and age corrected scores are presented; see <http://www.nihtoolbox.org>

NIH Tbx Pattern Comparison Processing Speed - Information processing, processing speed; from the NIH Toolbox Cognition battery; uncorrected and age corrected scores are presented; see <http://www.nihtoolbox.org>

NIH Tbx Oral Reading Recognition - Language, oral reading (decoding) skills, academic achievement; from the NIH Toolbox Cognition battery; uncorrected and age corrected scores are presented; see <http://www.nihtoolbox.org>

NIH Tbx List Sorting Working Memory - Working memory, information processing; from the NIH Toolbox Cognition battery; uncorrected and age corrected scores are presented; see <http://www.nihtoolbox.org>

ABCD TBX Demo - Demographics (Age only)

ABCD Youth NIH TB Summary Scores included in the NDA data share, Uncorrected Scores: Uncorrected scores compare the score of the test taker to those in the nationally representative NIH Toolbox normative sample (ages 3 to 85 years) regardless of age or any other variable. These are presented as Standard Scores (mean=100, SD=15).

Age Corrected Scores: Age-corrected scores compare the score of the test-taker to others of the same age. Age-corrected scores were derived separately for children (ages 3-17) and adults (ages 18-85). For children, normative scores are provided separately for each year of age to take into account expected developmental changes. These are presented as Standard Scores (mean=100, SD=15).

Fully Corrected T-Score: Fully Corrected T-Scores (mean = 50, SD = 10) compare the score of the test-taker to those in the NIH Toolbox nationally representative normative sample, while adjusting for key demographic variables. These variables include age, gender, race/ethnicity (white/Asian, black, Hispanic, multiracial), and educational attainment (for ages 3-17, parent's education is used; education is often used as a proxy for socioeconomic status). Thus a "fully corrected" score allows for comparison within a narrower grouping.

ABCD Cash Choice Task - Impulsivity, delayed gratification; this single-item task asked the child "Let's pretend a kind person wanted to give you some money. Would you rather have \$75 in three days or \$115 in 3 months?". The child indicates one of these two options or a third "can't decide" option. See Wulfert, E., Block, J.A., Santa Ana, E., Rodriguez, M.L., & Colman, M., 2002; Anokhin, A.P., Golosheykin, S., Grant, J.D. & Heath, A.C., 2011.

ABCD Little Man Task - Visuospatial processing flexibility, attention; participants view pictures of a figure (little man) presented in different orientations and holding a suitcase and must use mental rotation skills to assess which hand (left or right) is holding the suitcase. Accuracy and latency scores are provided for each trial. Details can be found in Acker, W., & Acker, W., 1982; Nixon, S. J., Prather, R. A., & Lewis, B., 2014.

ABCD Pearson Scores - Rey Auditory Verbal Learning Test – Verbal learning and memory; the task is administered according to standard instructions using a 15-item word list; there are five learning trials (Trials I-V), a distractor trial (Listb), measures of immediate recall (Trial VI) and 30-minute delayed recall (Trial VII); for all trials, the total correct is recorded together with the number of perseverations and intrusions. Details can be found in Strauss, E., Sherman, E.M.S., & Spreen, O., 2006; Lezak, M.D., Howieson, D.B., Bigler, E.D., & Tranel, D., 2012.

Matrix Reasoning Task – Measures fluid intelligence, visuospatial reasoning; the task is from the Wechsler Intelligence Scale for Children-V and administered using Pearson Clinical Assessment's Q-interactive platform. Total raw scores, scaled scores (ranging from 0-19) and scores for each item are available. See Wechsler, D., 2014; Daniel, M.H., Wahlstrom, D. & Zhang, O., 2014.

Delay-discounting task - The participant makes several choices between a small-immediate hypothetical reward right now, or a standard hypothetical \$100 reward at different time points (6h, 1 day, 1 week, 1 month, 3 month, 1 year, and 5 years) in the future. Each block of choices features the same delay to the larger reward, and the immediate reward is titrated after each choice, until both the smaller-sooner reward and the delayed-\$100 reward have equal subjective value to the participant. The summary results file calculates the “indifference point” (the small-immediate amount deemed to have the same subjective value as the \$100 delayed reward) at each of the seven delay intervals. When plotted, the area under the (hyperbolic) curve formed by these indifference points is frequently used to quantify severity of discounting of delayed rewards. The summary file also has a two-part validity check called “JB Pass” 1 and 2, the criteria for which can be found in (Johnson, M.W., and Bickel, W.K. (2008) *Experimental and Clinical Psychopharmacology* 16(3): 264–274). Failure on these criteria suggests inconsistent responding, such as a lack of an orderly decay in subjective value of a reward with progressively lengthening delays to its presentation. Users should consider restricting data analysis to participants for whom “values.Consistent per_JBcriterion1” and “values.Consistent per_JBcriterion2” are both “yes.”

Emotional Stroop Task - The emotional Stroop task (Stroop, 1935) measures cognitive control under conditions of emotional salience (see Başgöze et al., 2015; Banich et al., 2019). The task-relevant dimension is an emotional word, which participants categorize as either a “good” feeling (happy, joyful) or a “bad” feeling (angry, upset). The task-irrelevant dimension is an image, which is of a teenager’s face with either a happy or an angry facial expression. Trials are of two types. On congruent trials, the word and facial emotion are of the same valence (e.g. a happy face paired with word “joyful”). The location of the word varies from trial-to-trial, presented either on the top of the image or at the bottom. On incongruent trials, the word and facial expression are of different valence (e.g., a happy face paired with word “angry”). Participants work through 2 test blocks: one block consists of 50% congruent and 50% incongruent trials; the other consists of 25% incongruent trials and 75% congruent trials. The composition of the former type of block helps individuals keep the task set in mind more so than the latter (Kane & Engle, 2003). The 25% incongruent/75% congruent block is always administered first, followed by the 50% incongruent/50% congruent block. Accuracy and response times for congruent versus incongruent trials for the total task and within each emotion subtype (happy/joyful; angry/upset) are calculated. Relative difficulties with cognitive control are indexed by lower accuracy rates and longer reaction times for incongruent relative to congruent trials.

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