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| **Disinhibiting Behaviors - Impulsivity – Child** |
| **Protocol Id** | 180402 |
| **Description of Protocol** | The UPPS-P Impulsive Behavior Scale for Children includes 40 self-administered items that are scored as five subscales (urgency, premeditation, perseverance, sensation seeking, and positive urgency). The respondent is asked to read each item and circle the number on a scale that best describes him/her. The 4-item Likert scale includes values for 1 (not at all like me), 2 (not like me), 3 (somewhat like me), and 4 (very much like me). |
| **Specific Instructions** | None |
| **Protocol Text** | Below are a number of statements that describe ways in which people act and think. Read each one carefully and think about whether it is like you. For each statement, circle the number that represents how the statement describes you.

|  |  |  |  |
| --- | --- | --- | --- |
| Not At All Like Me | Not Like Me | Somewhat Like Me | Very Much Like Me |
| 1 | 2 | 3 | 4 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. If I feel like doing something, I tend to do it, even if it's bad. | 1 | 2 | 3 | 4 |
| 2. I like new, thrilling things to happen. | 1 | 2 | 3 | 4 |
| 3. I like to see things through to the end. | 1 | 2 | 3 | 4 |
| 4. I tend to blurt out things without thinking. | 1 | 2 | 3 | 4 |
| 5. I am upset when I am not finished with things. | 1 | 2 | 3 | 4 |
| 6. I like to stop and think about something before I do it. | 1 | 2 | 3 | 4 |
| 7. When I feel bad, I often do things I later regret in order to make myself feel better now. | 1 | 2 | 3 | 4 |
| 8. I would like water skiing. | 1 | 2 | 3 | 4 |
| 9. Once I get going on something I hate to stop. | 1 | 2 | 3 | 4 |
| 10. I like to know just what to do before I start a project. | 1 | 2 | 3 | 4 |
| 11. Sometimes when I feel bad, I keep doing something even though it is making me feel worse. | 1 | 2 | 3 | 4 |
| 12. I enjoy taking risks. | 1 | 2 | 3 | 4 |
| 13. It is easy for me to think hard. | 1 | 2 | 3 | 4 |
| 14. I would like parachute jumping. | 1 | 2 | 3 | 4 |
| 15. I finish what I start. | 1 | 2 | 3 | 4 |
| 16. I try to take a careful approach to things. | 1 | 2 | 3 | 4 |
| 17. When I am upset I often act without thinking. | 1 | 2 | 3 | 4 |
| 18. I like new, thrilling things, even if they are a little scary. | 1 | 2 | 3 | 4 |
| 19. I tend to get things done on time. | 1 | 2 | 3 | 4 |
| 20. When I feel rejected, I often say things that I later regret. | 1 | 2 | 3 | 4 |
| 21. I would like to learn to fly an airplane. | 1 | 2 | 3 | 4 |
| 22. I am a person who always gets the job done. | 1 | 2 | 3 | 4 |
| 23. I am very careful. | 1 | 2 | 3 | 4 |
| 24. I almost always finish projects that I start. | 1 | 2 | 3 | 4 |
| 25. I like to know what to expect, before doing something new. | 1 | 2 | 3 | 4 |
| 26. I often make matters worse because I act without thinking when I am upset. | 1 | 2 | 3 | 4 |
| 27. I would like to ski very fast down a high mountain slope. | 1 | 2 | 3 | 4 |
| 28. I tend to stop and think before doing things.  | 1 | 2 | 3 | 4 |
| 29. Before making a choice, I tend to think about both the good things and the bad things about the choice. | 1 | 2 | 3 | 4 |
| 30. When I am mad, I sometimes say things that I later regret.  | 1 | 2 | 3 | 4 |
| 31. I would enjoy fast driving. | 1 | 2 | 3 | 4 |
| 32. Sometimes I do crazy things I later regret. | 1 | 2 | 3 | 4 |

Following is a group of statements that may describe you to varying degrees. Please answer whether you feel the statement is “very much” like you, “somewhat” like you, “not” like you, or “not at all” like you, using the following scale:

|  |  |  |  |
| --- | --- | --- | --- |
| Not At All Like Me | Not Like Me | Somewhat Like Me | Very Much Like Me |
| 1 | 2 | 3 | 4 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 33. When I am very happy, I can’t stop myself from going overboard. | 1 | 2 | 3 | 4 |
| 34. When I am really thrilled, I tend not to think about the results of my actions. | 1 | 2 | 3 | 4 |
| 35. When I am in a great mood, I tend to do things that could cause me problems. | 1 | 2 | 3 | 4 |
| 36. I tend to act without thinking when I am very, very happy. | 1 | 2 | 3 | 4 |
| 37. When I get really happy about something, I tend to do things that can lead to trouble. | 1 | 2 | 3 | 4 |
| 38. When I am really happy, I tend to get out of control.  | 1 | 2 | 3 | 4 |
| 39. I tend to lose control when I am in a great mood. | 1 | 2 | 3 | 4 |
| 40. When I am very happy, I tend to do things that may cause problems in my life. | 1 | 2 | 3 | 4 |

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| **Selection Rationale** | The UPPS-P Impulsive Behavior Scale for Children was developed by revising the widely used UPPS-P Impulsive Behavior Scale. This instrument has been used successfully on a large sample (1,843) of elementary school students. The scales also have good internal consistency and reliability. |
| **Source** | Zapolski, T. C. B., Stairs, A. M., Settles, R. F., Combs, J. L., & Smith, G. T. (2010). The measurement of dispositions to rash action in children. *Assessment*, *17*(1), 116-125. |
| **Language** | English, Spanish |
| **Participant** | Ages 11-13 years |
| **Personnel and Training Required** | None |
| **Equipment Needs** | None |
| **Standards** |

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| --- | --- | --- | --- |
| **Standard** | **Name** | **ID** | **Source** |
| Common Data Element (CDE) | Child Impulsive Behavior Assessment Scale | 3162878 | [CDE Browser](https://cdebrowser.nci.nih.gov/CDEBrowser/search?elementDetails=9&FirstTimer=0&PageId=ElementDetailsGroup&publicId=3162878&version=1.0) |
| Logical Observation Identifiers Names and Codes (LOINC) | Disinhibit behav - impuls child proto UP | 62921-2 | [LOINC](http://s.details.loinc.org/LOINC/62921-2.html?sections=Web) |

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| **General References** | Coskunpinar, A., Dir, A. L., & Cyders, M. A. (2013). Multidimensionality in impulsivity and alcohol use: A meta-analysis using the UPPS model of impulsivity. *Alcoholism,* *37,* 1441-1450. d’Acremont, M., & Van der Linden, M. (2005). Adolescent impulsivity: Findings from a community sample. *Journal of Youth and Adolescence, 34*, 427-435. Gunn, R. L., & Smith, G. T. (2010). Risk factors for elementary school drinking: Pubertal status, personality, and alcohol expectancies concurrently predict fifth grade alcohol consumption. *Psychology of Addictive Behaviors*, *24*(4), 617-627. Miller, D. J., Derefinko, K. J., Lynam, D. R., Milich, R., & Fillmore, M. T. (2010). Impulsivity and attention deficit-hyperactivity disorder: Subtype classification using the UPPS Impulsive Behavior Scale. *Journal of Psychopathology and Behavioral Assessment, 32*(3), 323-332.Reynolds, B., Ortengren, A., Richards, J. B., & deWit, H. (2006) Dimensions of impulsive behavior: Personality and behavioral measures. *Personality and Individual Differences, 40,* 305-315.Whiteside, S. P., & Lynam, D. R. (2001). The Five Factor Model and impulsivity: Using a structural model of personality to understand impulsivity. *Personality and Individual Differences*, *30,* 669-689. |
| **Protocol Type** | Self-administered questionnaire |
| **Derived Variables** | None |
| **Requirements** |

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| **Requirement Category** | **Required** |
| Average time of greater than 15 minutes in an unaffected individualAverage time of greater than 15 minutes in an unaffected individual | No |
| Major equipmentThis measure requires a specialized measurement device that may not be readily available in every setting where genome wide association studies are being conducted. Examples of specialized equipment are DEXA, Echocardiography, and Spirometry | No |
| Specialized requirements for biospecimen collectionThis protocol requires that blood, urine, etc. be collected from the study participants. | No |
| Specialized trainingThis measure requires staff training in the protocol methodology and/or in the conduct of the data analysis. | No |

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