

Suubi4Stigma

Addressing HIV-Associated Stigma Among Adolescents

Caregiver Baseline Report 2020/2021



**SUUBI4STIGMA: ADDRESSING HIV-ASSOCIATED STIGMA AMONG
ADOLESCENTS**

**Caregiver Baseline Report
2020 - 2021**

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1. EXECUTIVE SUMMARY

This baseline report presents pre-intervention survey data from caregivers of adolescents in the Suubi4Stigma study. Suubi4Stigma is a two-year (2020 – 2022) pilot study funded by the National Institute of Mental Health (NIMH, Grant # R21MH121141), aimed at addressing HIV/AIDS-associated stigma and its negative impact on adolescent health and psychosocial well-being. The study examines two evidence-informed interventions: 1) group cognitive behavioral therapy (G-CBT) that aims at cognitive restructuring and strengthening coping skills at the individual level, and 2) multiple family group (MFG) that strengthens family relationships intended to address HIV/AIDS-associated stigma at the individual level and within families.

A total of 89 adolescents living with HIV (ALHIV) and their caregivers who met the inclusion were enrolled in the study and completed the screening and baseline interviews. Details on the study, including methods are provided in the adolescents' baseline report [1].

This report is based on baseline data collected between January – April 2021, from caregivers. Data were collected using a 90-minute multidimensional survey instrument, administered by trained research assistants. The survey combines existing evidence-based measurement tools, as well as adapted scales and questions developed for children affected by HIV and their caregivers. The measures used in the Suubi4Stigma study were adapted, tested and or refined in our previous and ongoing studies in the study region [2-11].

The following are highlights of the key findings from the baseline survey data:

- **Demographic Characteristics.** We captured information on respondents' demographic and household characteristics. Respondents were between 22-90 years of age (mean age= 47.3, SD = 14.1), and 77.5% (n=69) were female. Of the total sample, Of the total respondents, 36% (n= 32) identified at the biological mother and 25.8% (n=23) identified as the grandmother. The average number of people in the household was 6.8 (range = 2-17) and 4.28 children (range 1-14) under 18 years.
- **Family Relations and Support.** Family relations were measured on several dimensions, including family cohesion, family care and relationships, family communication and perceived caregiver support. Respondents reported moderate levels of family cohesion (mean =26.6, SD=5.2, actual range = 14-35), high levels of family care and relationships (mean =25.3, SD = 3.4, actual

range = 18-30), and moderate levels of perceived caregiver support (mean = 57.9, SD=5.5, actual range = 47-76). In addition, respondents reported moderate levels of frequency of discussions with their children on specific topics, including puberty, HIV/AIDS, education, and future plans (mean = 27.0, SD = 9.0, actual range =12-52) and moderate comfort levels discussing these topics (mean =30.1, SD = 8.0, actual range 12-44).

- **Family Rules, Child Supervision and Monitoring.** We assessed child supervision and monitoring practices, as well as adherence to family rules. Respondents reported moderate levels of adherence to family rules (mean =51.5, SD =6.6, actual range = 33-70). In terms of supervision and monitoring, 42.7% (n=38) reported difficulty keeping track of the child's whereabouts, 87.6% (n=78) reported that they would not know if their child came home an hour late, and 84.3% (n=75) reported that they knew the parents of their child's friend. Regarding perceived effectiveness of discipline in controlling the child's behaviors, the average score was 20.2 (SD=3.2, actual range 13-25), indicating high perceptions of discipline effectiveness.
- **Child Emotional and Behavioral Difficulties.** Caregivers' perceptions of children's emotional and behavioral difficulties were assessed using items from the Child Strengths and Difficulties Questionnaire. This brief behavioral screening questionnaire includes scales related to emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behavior. The overall mean score (excluding the prosocial subscale) was 41.2 (SD=10.4, actual range =23-68), indicating moderate levels of child difficulties as reported by the caregivers.
- **Family Socioeconomic Status.** Respondents were asked questions related to their finances, including availability of savings, attitudes toward saving and household assets. Of the total sample, 55.1 % (n=49) indicated that they currently save money. Of these, 11 (22.4%) were saving in a bank and 22 (44.9) were saving in a credit union. Respondents placed a significant importance on saving for specific goals, such as education, a family business, etc. (mean = 23.4, SD=1.2, actual range = 17-24). In addition, most respondents' families (84.3%, n=75) owned their own homes, 79.8% (n=71) owned a piece of land, and 47.2% (n=42) owned a bicycle –primarily used as a means of transportation.

- **Mental Health and Parenting Stress.** Caregiver mental health functioning was assessed using items from the Brief Symptom Inventory. The scale measures symptoms of anxiety, somatization and depression. The overall mean score was 74.5 (SD= 22.4, actual range = 34-125, indicating moderate levels of caregiver mental health challenges. In addition, parenting stress was assessed using items from the Parenting Stress Index. The scale assesses symptoms related to parental distress, difficult child, and caregiver-child dysfunctional relationships. The overall mean score was 72.1 (SD = 18.1, actual range =42-120), indicating moderate levels of parenting distress.
- **Caregiver HIV Knowledge.** Knowledge of HIV/AIDS transmission was assessed by asking respondents whether statements about HIV/AIDS were correct. Most respondents were able to accurately answer items related to transmission, such as, “You can get AIDS even if you have sex only once without a condom”, and “a person can get HIV from sharing needles.” However, a significant number of respondents also incorrectly reported or rejected true statements, such as “people infected with HIV are usually very thin and sickly, and “someone with HIV cannot spread the virus by coughing and spitting.”
- **HIV-Related Stigma.** We assessed stigma using items from the HIV/AIDS Stigma and Discrimination Scale. The overall mean score was 39.2 (SD=11, actual range= 22-67), indicating moderate levels of stigma and discrimination. In addition, we assessed Stigma by association using items adapted from the Brief Stigma-by Association Scale. The scale measures experiences and consequences of associated stigma. The overall mean score was 4.7 (SD=5.2, actual range= 0-20), indicating low levels of stigma by association.
- **Caregiver Substance Use.** Participants were asked a range of questions related to cigarette smoking, marijuana use and alcohol use. Self-reported cigarette and marijuana use was minimal at baseline. Of the total 89 respondents, only 8 reported that they had tried smoking cigarettes, and 1 respondent had tried marijuana use. However, over half of the sample (n=46, 51.7%) reported drinking alcohol.

Overall, the baseline survey data illustrates how caregivers of adolescents living with HIV currently view themselves, their children and their families. These baseline data act as benchmarks from which change will be measured, at 3 and 6-months follow-up between the usual care and treatment conditions.

2. DEMOGRAPHIC CHARACTERISTICS

Table 1.1 shows the demographic characteristics of caregivers who completed baseline interviews (N=89). Respondents were between 22-90 years of age (mean age= 47.3, SD = 14.1), and 77.5% (n=69) were female. Of the total respondents, 36% (n= 32) identified at the biological mother and 25.8% (n=23) identified as the grandmother. Regarding religion, 59.6% (n=53) self-identified as Catholic and 21.3% (n=19) self-identified as Protestant. About 66.3 % (n=59) reported visiting the church/mosque almost every week.

Table 2.1. Demographic Characteristics (N=89)

Variable	Male (n=20) n%	Female (n=69) n (%)	Total (N=89) n (%)
Gender (%)	22.5	77.5	100
Age Groups			
22-29	2 (10.0)	8 (11.6)	10 (11.2)
30-39	3 (15.0)	16 (23.2)	19 (21.3)
40-49	6 (30.0)	18 (26.1)	24 (27.0)
50+	9 (45.0)	27 (39.1)	36 (40.4)
Relationship to the child			
Biological Mother	0 (0.0)	32 (46.4)	32 (36.0)
Biological Father	12 (60.0)	0 (0.0)	12 (13.5)
Grandfather	5 (25.0)	0 (0.0)	5 (5.6)
Grandmother	0 (0.0)	23 (33.3)	23 (25.8)
Other relative (aunt, uncle, cousin)	3 (15.0)	14 (20.3)	17 (19.1)
Religion			
Catholic	12 (60.0)	41 (59.4)	53 (59.6)
Protestant	5 (25.0)	14 (20.3)	19 (21.3)
Muslim	2 (10.0)	10 (14.5)	12 (13.5)
Born-again/saved	0 (0.0)	4 (5.8)	4 (4.5)
Not religious	1 (5.0)	0 (0.0)	(1.1)

3. FAMILY BACKGROUND

Respondents were asked several questions about their current household, including length of stay with the child, the total number of people in the household (adults and children), number of children of school-going age who attend school and those who do not, including the reasons for not attending school.

At baseline, caregivers had lived with the participating child between less than a year to 14 years. The average number of people in the household was 6.8 (range = 2-17) and 4.28 children (range 1-14) under 18 years. Most caregivers (89.9%) reported that children of school-going age who lived in their households attended school. For those who did not attend school, reasons for non-attendance included children not interested in continuation of education, and financial constraints (i.e., could not afford to pay for school related expenses).

4. FAMILY RELATIONS AND SUPPORT

All items measuring family relations were adapted from the Family Environment Scale [13] and the Family Assessment Measure [14,15]. Family relationships were measured on a number of dimensions: 1) family cohesion, 2) family care and relationships, 3) family communication assessed by frequency of conversation with the child on specific topics and level of comfort discussing specific topics with the child, and 4) perceived caregiver support.

Family Cohesion

Family cohesion was measured using 7 items that assess the degree of commitment, help, and support that family members provide for one another. Participants were asked to rate how often each item occurred in their family, on a 5-point Likert scale, with *1=never*, *2=sometimes*, *3=about half of the time*, *4=most of the time*, and *5=always*. The theoretical range for this scale is 7-35, with high-summed scores indicating high levels of family cohesion (Cronbach alpha =0.723). The overall mean score was 26.6 (SD =5.2, actual range = 14-35) indicating moderate levels of family cohesion (Table 4.1). Favorable ratings were reported on items related to feeling loved by family members (mean = 4.2, SD=1.0) and feeling close to family members (mean = 4.0, SD=1.1). Individual response data are presented in Table A.1 of the Appendix.

Table 4.1. Family Cohesion Scale (N=89)

Statement	Mean (SD)
Do your family members ask each other for help before asking non-family members for help?	3.6 (1.4)
Do your family members like to spend free time with each other?	3.6 (1.3)
Do your family members feel close to each other?	4.0 (1.1)
Are you available when others in the family want to talk to you?	3.9 (1.2)

Do you listen to what other family members have to say, even when you disagree?	3.5 (1.2)
Do you do things together as a family?	3.7 (1.2)
Do you think that your family members love you?	4.2 (1.0)
Total mean score	26.6 (5.2)
Range	14-35

Family Care and Relationships

Family care was measured using 6 items related to things that parents/caregivers sometimes do with their children. Respondents were asked to rate how often each item occurred in their family, on a 5-point Likert scale, with *1=never*, *2=sometimes*, *3=about half of the time*, *4=most of the time*, and *5=always*. The theoretical range for this scale is 6-30, with high scores indicating higher levels of family care and relationships. Table 4.2 below presents the mean scores and standard deviations for each item, and the overall mean score. Individual response data are presented in Table A.2 of the Appendix.

Table 4.2 Family Care and Relationships (N=89)

Statement	Mean (SD)
Do you take time to listen to your child when s/he wants to talk to you?	3.9 (1.1)
If your child has a problem, does s/he bring it to your attention so that you can help?	3.9 (1.2)
Over the past 3 months, how often has your child gone without enough food to eat? *	4.5 (0.8)
Over the past 3 months, how often has your child gone without enough clean water? *	4.5 (1.0)
Over the past 3 months, how often has your child gone without medicine when s/he was sick? *	4.6 (0.9)
Over the past 3 months, how often has your child gone without school expenses for example: fees, uniforms or books? *	4.1(1.0)
Total mean score	25.3 (3.4)
Range	18-30

*Item has been reverse-coded, so that higher scores represent higher levels of care and relationships.

The overall mean score was 25.3 (SD = 3.4, actual range = 18-30) indicating high levels of family care and relationships at baseline. High scores were reported on items related to availability of basic needs, i.e., respondents were less likely to report their children going without enough food to eat (mean = 4.5, SD =0.8), enough clean water (mean = 4.5, SD =1.0), medicine (mean = 4.6, SD=0.9), or scholastic materials (mean = 4.1, SD =1.0), for children who were enrolled in school.

Family Communication

Two dimensions of family communication were measured: 1) frequency of conversation with the child about certain topics, such as puberty, HIV/AIDS, having sex, education, and future plans, among others; and 2) level of comfort discussing these topics with the child.

Frequency of Discussions with the Child on Specific Topics

Respondents were asked to indicate how often they discussed 11 specific topics with their child. Responses were rated on a 5-point Likert scale, with *1=never*, *2=sometimes*, *3=about half of the time*, *4=most of the time*, and *5=always*. The theoretical range for this scale is 11-55, with higher scores indicating high communication frequency levels (Cronbach Alpha = 0.812). The mean scores for each item are presented in Table 4.3. Individual response data is presented in Table A.3 of the Appendix.

Table 4.3 Frequency of Discussions with the Child (N=89)

Topic	Mean (SD)
Alcohol/Drinking	2.0 (1.4)
Cigarette Smoking	1.8 (1.4)
HIV or AIDS	3.5 (1.4)
Sexually transmitted diseases	2.1 (1.4)
Having sex	1.9 (1.4)
Bad friends	3.1 (1.5)
Your child's education	3.7 (1.1)
Puberty	2.4 (1.6)
What your child will do to earn a living in the future	3.0 (1.4)
How your child can avoid getting pregnant or getting other people pregnant.	2.1 (1.4)
Marriage and when you expect your child to get married	1.5 (1.0)
Total mean score	27.0 (9.0)
Range	12-52

The overall mean score was 27.0 (SD = 9.0, actual range =12-52), indicating moderate levels of discussions with the child. Respondents rated highly having discussions about their child`s education (mean = 3.7, SD=1.1), HIV/AIDS (mean = 3.5, SD=1.4), and bad friends (mean = 3.1, SD=1.5). Having sex (mean = 1.9, SD=1.4), cigarette smoking (mean = 1.8, SD=1.4), and marriage (mean = 1.3, SD=0.9) were the least topics discussed with the child.

Level of Comfort Discussing Specific Topics with Children

Respondents were also asked to rate how comfortable they felt talking to their children about the above specific topics. Responses were rated on a 4-point scale, with 1=*very uncomfortable*, 2=*somewhat uncomfortable*, 3=*somewhat comfortable*, and 4=*very comfortable*. The theoretical range for this scale is 11-44, with high-sumated scores indicating high comfort levels of discussing with the child (Cronbach’s alpha =0.860). The overall mean score was 30.1 (SD = 8.0, actual range 12-44), indicating moderate comfort levels (Table 4.4). Consistent with frequency of conversation, caregivers felt more comfortable discussing topics related to their children’s education and future planning, and felt less comfortable discussing topics related to substance use (alcohol use and cigarette smoking), having sex, and STDs. Individual response data are presented in Table A.4 of the Appendix.

Table 4.4 Level of Comfort Discussing Specific Topics (N=89)

Topic	Mean (SD)
Alcohol/Drinking	2.4 (1.2)
Cigarette Smoking	2.3 (1.2)
HIV or AIDS	2.6 (1.2)
Having sex	2.3 (1.2)
Sexually transmitted diseases (STDs)	2.4 (1.2)
Bad friends	2.5 (1.2)
Your child's education	3.8 (0.6)
Puberty	3.0 (1.0)
What your child will do to earn a living in the future	3.6 (0.7)
How your child can avoid getting pregnant or getting other people pregnant.	2.5 (1.2)
Marriage and when you expect your child to get married	2.8 (1.1)
Total mean score	30.1 (8.0)
Range	12-44

Perceived Caregiver Support

Items measuring perceived caregiver support were adapted from Social Support Behaviors Scale (SS-B) scale [16]. Respondents were asked to rate themselves on a 17-item scale. Responses were rated on a 5-point Likert scale, with 1= *never*, 2 = *sometimes*, 3=*about half of the time*, 4=*most of the time*, and 5= *always*. Items in the inverse direction were reverse coded to create summated scores. The theoretical range for this scale is 17-85, with high-summated scores indicating high levels of perceived caregiver support (Cronbach alpha =0.792). Table 4.5 presents the mean scores and standard deviations for each item, and the overall mean score of the scale. Individual response data is presented in Table A.5 of the Appendix.

Table 4.5 Perceived Caregiver Support (N=89)

Statement	Mean (SD)
Can your child count on you to help, if they have a problem?	4.0 (1.1)
Do you teach your child not to argue with adults? *	2.2 (1.1)
Do you push your child to do his/her best in whatever they do?	4.2 (1.0)
Do you teach your child that it is best to let other people win arguments rather than make people angry? *	2.7 (1.3)
Do you challenge your child to think independently?	3.4 (1.3)
Do you show interest in your child's work (whatever they do)?	4.1 (0.9)
Do you show interest in your child's homework (for children in school)?	3.7 (1.2)
Do you tell your child that your ideas are correct, and they should not question them? *	3.6 (1.5)
When you want your child to do something, do you explain why?	3.7 (1.1)
Whenever you argue with your child, do you say things like, "You'll know better when you grow up"? *	3.6 (1.5)
Do you let your child make their own plans for things they want to do?	2.5 (1.4)
Do you know who your child's friends are?	3.2 (1.4)
You act cold and unfriendly if your child does something you don't like?*	2.4 (1.3)
Do you spend time just talking with your child?	3.5 (1.2)
When your child makes a mistake, do you make them feel bad? *	3.6 (1.3)
Do you do things for fun together as a family?	3.3 (1.2)
Do you stop doing things with your child when they do something you don't like? (i.e., stop talking to them, spending time with them) *	4.3(1.1)
Total mean scores	57.9 (5.5)
Range	47-76

*Item has been reverse-coded so that higher scores reflect better caregiver communication

The overall mean score was 57.9 (SD=5.5, actual range = 47-76) indicating moderate levels of perceived caregiver support at baseline. Respondents ranked highly items related to warmth and acceptance, such as their child counting on them for help in case of a problem (mean =4.0, SD= 1.1), pushing their child to always do their best (mean = 4.2, SD=1.0), showing interest in their child's work (mean = 4.1, SD=0.9), and not stopping doing things with the child if they do something unacceptable (mean = 4.3, SD= 1.1). On the other hand, respondents ranked lower on items related to psychological autonomy, such as teaching the child not to argue with adults (mean = 2.2, SD =1.1.), teaching a child to let others win arguments (mean = 2.7, SD= 1.3), and acting cold and friendly if the child does something they don't like (mean = 2.4, SD= 1.3).

5. SOCIAL SUPPORT

Respondents were asked to name two most important adults (18 years and older) in their children's lives. For each individual, respondents were asked to indicate the relationship to the child and number of times they communicated with the child per week. About 89.9% (n=80) of caregivers identified at least one important adult and 74% (n=66) identified a second person. These included both family members and non-kin. Most respondents reported the child communicated on average, 1-7 times a week (90.9%, n=51) with an important adult.

In addition, respondents were asked to rate each of the two adults on 10-items related to perceived social support, with responses rated on a 5-point Likert scale, with 1= *never true*, 2 = *rarely true*, 3= *sometimes true*, 4=*most of the time true*, and 5= *always true*. Summated scores were created with higher scores indicating high levels of perceived support from the important adult (Cronbach alpha = 0.78). The average mean score for important adult 1 was 37.8 (SD=6.0, range = 22-49), and 34.7 (SD=5.4, range = 19-46) for important adult 2 (Table 5.1). For important adult 1, respondents rated highly items related to willingness to help the child in practical ways (mean= 4.0, SD=1.1), making the child feel good about themselves (mean = 4.0, SD= 1.0), being a good listener to the child (mean = 4.1, SD = 0.9), and not causing problems for the child (mean =4.8, SD= 0.6). Similar rankings were observed for important adult 2. Individual response data is presented in Tables A.6 and A.7 of the Appendix.

Table 1.1 Support from Important Adults

Statement	Adult 1 (n=80) Mean (SD)	Adult 2 (n=66) Mean (SD)
This person is available when your child needs him or her	3.9 (1.0)	3.5 (1.0)
Your child tells this person about any important thing that has happened to them	3.8 (1.1)	3.2 (1.0)
Your child lets this person know when he/she is feeling sad or upset	3.3 (1.3)	2.9 (1.2)
This person is always willing to help your child in practical ways (loan, money, meals, clothes, job)	4.0 (1.1)	3.5 (1.2)
This person makes your child feel good about himself/herself	4.0 (1.0)	3.7 (1.1)
This person is a good listener when your child is having problems	4.1 (0.9)	3.9 (1.0)
This person often criticizes your child*	2.9 (1.1)	2.9 (1.1)
This person has caused your child a lot of problems*	4.8 (0.6)	4.5 (1.1)
This person helps your child set rules for him/herself (tells them what she/he must do and can't do)	3.4 (1.3)	3.1 (1.3)
This person would help your child if he/she had a problem in school or with other kids.	3.7 (1.1)	3.6 (1.0)
Total mean score	37.8 (6.0)	34.7 (5.4)
Range	22-49	19-46

*Item has been reverse-coded so that higher scores reflect higher perceived support.

6. FAMILY RULES

Child Routines and Supervision

Family rules and routines were measured using 15 items related to household rules. Respondents were asked to rate how often each item occurred in their family in relation to their children, on a 5-point Likert scale, with *1=never*, *2=sometimes*, *3=about half of the time*, *4=most of the time*, and *5=always*. The theoretical range for this scale is 15-75, with high-summed scores indicating good adherence to family rules. The overall mean score was 51.5 (SD =6.6, actual range = 33-70) indicating moderate adherence to family rules (Table 6.1). High ratings were reported on items related to child not going out after school without permission from an adult (mean = 4.6, SD= 0.9), child not going places without telling the caregiver (mean = 4.6, SD= 0.9), and not letting the child visit peers

known to get in trouble (mean = 4.8, SD= 0.6). Items rated lower were those related to having met or know the child's friends, knowing in advance that an adult would be present when the child goes out with friends, and talking to the child's friend's parents before spending a night at their house. Individual response data are presented in Table A.8. of the Appendix.

Table 6.1. Child Routines and Supervision (N=86)

Statement	Mean (SD)
After school your children are expected to be at a certain place by a certain time (i.e., at the shelter, school activities, etc.)	3.7 (1.3)
When school is out, your child goes some place where s/he is supervised.	4.0 (1.2)
Your child is expected to do at least one thing to help your family every day.	3.8 (1.1)
Your child can spend as much of his/her free time in the afternoons visiting friends, as he/she wants*	4.0 (1.3)
In the afternoon or evening you ask your child if he/she has homework to do for the next day.	3.7 (1.3)
You know or have met most of your child's friends.	2.5 (1.3)
On school nights you expect your child to be in bed by a certain time (for example 9, 10 o'clock.)	3.4 (1.4)
You ask your child in the evening if they finished their homework.	3.7 (1.2)
Your child can go out (leave the village) after school without asking you (or another adult in charge.) *	4.6 (0.9)
You know in advance whether an adult will be there when your child goes somewhere with friends (parties, movies, soccer games)	2.1 (1.4)
You talk to your child's friends' parents before he/she can spend the night at their house.	1.9 (1.3)
You have met or spoken to the parents of your child's friends.	2.3 (1.4)
Your child can do things or go places without telling you exactly where he/she will be *	4.6 (0.9)
You let your child visit kids who are known to get into trouble. *	4.8 (0.6)
When your child is at a friend's house, there are adults there.	2.3 (1.5)
Total Mean score	51.5 (6.6)
Range	33-70

*Item has been reverse-coded so that higher scores reflect good adherence to family rules

In addition to family rules, respondents were asked items related to child monitoring, including how hard it was to keep track of their child's whereabouts, how well they knew their children's friends and how often the children did not adhere to family rules. Results are presented in Table 6.2. below. About 42.7% (n=38) of respondents reported some level of difficulty when it came to keeping track of the child's whereabouts when they are away from them; 87.6% (n=78) reported that they would not know if their child came back home an hour late. In addition, 84.3% (n=75) reported that they knew the parents of their child's friend.

Table 6.2. Child Monitoring (N= 89)

Statement	Male (n=20) <i>n%</i>	Female (n=69) <i>n%</i>	Total (N=89) <i>n%</i>
How hard is it to keep track of your child's whereabouts?			
Not at all difficult	13 (65.0)	34 (49.3)	47 (52.8)
A little difficult	1 (5.0)	10 (14.5)	11 (12.4)
Moderately difficult	3 (15.0)	2 (2.9)	5 (5.6)
Very difficult	2 (10.0)	9 (13.0)	11 (12.4)
Extremely difficult	1 (5.0)	14 (20.3)	15 (16.9)
Would you know if your child came home an hour late?			
Yes	3 (15.0)	5 (7.3)	8 (9.0)
No	16 (80.0)	62 (89.9)	78 (87.6)
May be	1 (5.0)	2 (2.9)	3 (3.4)
How well do you know the parents your child's friend?			
Don't know them all	1 (5.0)	13 (18.8)	14 (15.7)
Know them some	2 (10.0)	6 (8.7)	8 (9.0)
Know them a little bit	6 (30.0)	19 (27.5)	25 (28.1)
Know them fairly well	2 (10.0)	3 (4.3)	5 (5.6)
Know them extremely well	9 (45.0)	28 (40.6)	37 (41.6)
How hard is it to keep track of your child's whereabouts when s/he is out of the home or away from the home?			
Not ever outside or away from home	4 (20.0)	18 (26.1)	22 (24.7)
Not at all difficult	10 (50.0)	19 (27.5)	29 (32.6)
A little difficult	1 (5.0)	11 (15.9)	12 (13.5)
Quite difficult	2 (10.0)	10 (14.5)	12 (13.5)
Extremely difficult	3 (15.0)	11 (15.9)	14 (15.7)

How often do you think your child goes places that you ask him/her not to go to?

Never	11 (55.0)	47 (68.1)	58 (65.2)
Sometimes	7 (35.0)	18 (26.1)	25 (28.1)
About half the time	0 (0.0)	2 (2.9)	2 (2.2)
Most of the time	2 (10.0)	2 (2.9)	4 (4.5)
Always	0 (0.0)	0 (0.0)	0 (0.0)

When your child goes out of the house for more than a few minutes, how often are you aware of what s/he is doing?

Never	3 (15.0)	16 (23.2)	19 (21.3)
Sometimes	6 (30.0)	29 (42.0)	35 (39.3)
About half the time	1 (5.0)	6 (8.7)	7 (7.9)
Most of the time	7 (35.0)	9 (13.0)	16 (18.0)
Always	3 (15.0)	9 (13.0)	12 (13.5)

Finally, respondents were asked their perception of how effective their discipline in controlling the child's behaviors via 5-items. Responses were rated on a 5-point Likert scale, with *1=never*, *2=sometimes*, *3=about half of the time*, *4=most of the time*, and *5=always*. The overall mean score was 20.2 (SD=3.2), actual range =13-25) indicating high levels of perceived discipline effectiveness (Table 6.3). Individual response data are presented in Table A.9 of the Appendix.

Table 6.3. Discipline Effectiveness

Statement	Mean (SD)
Is the discipline you use effective for your child? (Does it work?)	3.8 (1.2)
If your child is punished, does the punishment work?	3.3 (1.3)
When you punish your child, does his or her behavior get worse? *	4.5 (1.0)
When you are by yourself, do you have more difficulty controlling your child? *	4.4 (1.1)
When other adults are present, how difficult is it to get your child to behave properly? *	4.1 (1.3)
Total mean score	20.2 (3.2)
Range	13-25

7. CHILD STRENGTHS AND DIFFICULTIES

Respondents were asked to rate their children’s emotional and behavioral difficulties, measured by items adapted from the Child Strengths and Difficulties Questionnaire [17, 18]. The 25-item brief behavioral screening questionnaire includes scales related to emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behavior. Responses were rated on a 5-point Likert scale, with 1=*Never*, 2=*rarely*, 3=*sometimes*, 4=*most of the time* and 5=*always*. All subscales, excluding the prosocial behavior are summated to create the total difficulties score.

As presented in Table 7.1 below, the overall mean score (excluding prosocial subscale) was 41.2 (SD=10.4, actual range =23-68) indicating moderate child difficulties as reported by caregivers. In terms of the subscales, the mean score on emotional symptoms was 10.7 (SD=4.0, range= 5-23); conduct problems 9.1 (SD=3.1, range= 5-17), hyperactivity 10.8 (SD= 3.3, range= 5-21), and peer problems = 10.6 (SD=3.2). Individual item data are presented in Table A.10 of the Appendix.

Table 7.1. Child Strengths and Difficulties (N=89)

Statement	Mean (SD)
Emotional Symptoms	
Your child often complains of headaches, stomachaches or sickness.	2.8 (1.2)
Your child has many worries or often seems worried.	1.9 (1.3)
Your child is often unhappy, depressed or tearful.	1.8 (1.1)
Your child is nervous in new situations, easily loses confidence.	2.0 (1.3)
Your child has many fears. Is easily scared.	2.3 (1.3)
<i>Mean Score</i>	10.7 (4.0)
<i>Range</i>	5-23
Conduct Problems	
Your child often loses temper.	2.4 (1.3)
Your child is generally well- behaved, usually does what adults request. *	1.8 (0.9)
Your child often fights with other youth or bullies them.	1.9 (1.1)
Your child often lies or cheats.	1.6 (1.1)
Your child steals from home, school or elsewhere.	1.4 (1.0)
<i>Mean Score</i>	9.1 (3.1)
<i>Range</i>	5-17
Hyperactivity	

Your child is restless, overactive, cannot stay still for long.	2.5 (1.5)
Your child is constantly fidgeting or squirming.	1.9 (1.2)
Your child is easily distracted, concentration wanders.	2.0 (1.2)
Your child thinks things out before acting *	2.5 (1.1)
Your child has a good attention span, sees chores or homework through the end *	1.9 (0.9)
<i>Mean Score</i>	10.8 (3.3)
<i>Range</i>	5-21
Peer Problems	
Your child would rather be alone than with other teenagers.	1.9 (1.3)
Your child has at least one good friend*	2.4 (1.1)
Your child is generally liked by other youth*	1.9 (1.0)
Your child is picked on or bullied by other youth.	2.3 (1.2)
Your child gets along better with adults than with other youth.	2.3 (1.4)
<i>Mean Score</i>	10.6 (3.2)
<i>Range</i>	5-21
Grand Mean	41.2 (10.4)
Range	23-68
Prosocial Behavior	
Your child is considerate of other people's feelings.	3.4 (1.3)
Your child shares readily with other youths	3.8 (1.2)
Your child is helpful if someone is hurt, upset or is feeling ill.	3.6 (1.1)
Your child is kind to young children.	4.1 (1.1)
Your child often offers to help others (parents, teachers, other children)	3.7 (1.1)
<i>Mean Score</i>	18.6 (3.4)
<i>Range</i>	9-25

In addition, respondents were asked to indicate whether their children have difficulties related to emotions, concentration, behavior and getting along with other people. Results are presented in Table 7.2 below. Most respondents reported that their child did not have any difficulties (59.6%, n=53). Of those who reported minor to severe difficulties (40.5%, n=36), about 19% (n=17) stated that the length of difficulty was between 1-5 months, and 5.6% (n=5) reported that it had been over 12 months.

Table 7.2. Duration of Child Difficulties

Statement	Male (n=20)	Female (n=69)	Total (N=89)
	n%	n%	n%
Do you think that your child has emotional, concentration, behavior and social difficulties?			
Minor difficulties	4 (20.0)	24 (34.8)	28 (31.5)
Definite difficulties	3 (15.0)	2 (2.9)	5 (5.6)
Severe difficulties	3 (15.0)	0 (0.0)	3 (3.4)
None	10 (50.0)	43 (62.3)	53 (59.6)
How long have these difficulties been present?			
Less than a month	2 (10.0)	6 (8.7)	8 (9.0)
1-5 months	5 (25.0)	12 (17.4)	17 (19.1)
6-12 months	1 (5.0)	5 (7.3)	6 (6.7)
Over 12 months	2 (10.0)	3 (4.3)	5 (5.6)
Not applicable	10 (50.0)	43 (62.3)	53 (59.6)

Respondents were also asked to rate their perceived impact of these difficulties on the child's life, including interfering with their family life, friendships, classroom learning, leisure activities, and home life. Responses were rated on a 5-point Likert scale, with 1=*Never*, 2=*rarely*, 3=*sometimes*, 4=*most of the time* and 5=*always*, with high summated scores indicating more negative impact on children's lives (theoretical range = 5-35, Cronbach alpha= 0.905). As presented in Table 7.3, the overall mean score was 14.9 (SD=7.0, range =7-35), indicating moderate impact of difficulties on the children's life. Individual response data are presented in Table A.11. of the Appendix.

Table 7.3. Strengths and Difficulties Impact Scale (N=89)

Statement	Mean (SD)
Do the difficulties upset or distress your child?	2.3 (1.3)
Do the difficulties interfere with your child's family life?	2.2 (1.3)
Do the difficulties interfere with your child's friendships?	2.0 (1.2)
Do the difficulties interfere with your child's classroom learning? *	2.3 (1.2)
Do the difficulties interfere with your child's leisure activities?	2.0 (1.2)
Do the difficulties put a burden on you or the family as whole?	2.2 (1.3)
Do the difficulties interfere with your child's home life?	2.0 (1.2)
Total mean score	14.9 (7.0)
Range	7-35

*Not applicable for those not in school at baseline (n=3)

8. FAMILY SOCIOECONOMIC STATUS

Finances and Savings Attitudes

Respondents were asked several questions related to their finances, including availability of savings, attitudes toward savings, and household assets. Of the total sample, 55.1% (n=49) indicated that they currently save money. Of these, 22.4% (n= 11) were saving in a bank, 44.9% (n=22) were saving in a credit union, and 27% (n= 24) were saving in other places. When given a hypothetical question on what they would do if they had shs10,000 Uganda shillings, most respondents (74.2%, n=66) reported that they would buy an animal (cow, goat, etc.) that would eventually bring money, 16.9% (n=15) note that they would *spend half and save half*, and 2 respondents stated that they would save it all.

In addition, respondents were asked to rate the importance of saving money toward a specific goal (e.g., education, a family business) on a Likert scale with responses: 1=*not important at all*, 2=*not very important*, 3=*somewhat important*, 4=*very important* and 5=*extremely important*. The overall summated mean score. The overall mean score was 23.4 (SD=1.2, range = 17-24), indicating a significant importance placed on saving overall (Table 8.1). Individual response data are presented in Table A.12 of the Appendix.

Table 8.1. Importance of Saving (N=89)

Statement	Mean (SD)
Saving money for a family business	4.0 (0.0)
Saving money for your children's education	3.9 (0.3)
Saving money for your own technical, or job training	3.8 (0.5)
Saving money for your family	3.8 (0.5)
Saving money to buy an animal such as a goat, pig cow	3.9 (0.3)
Saving money to move into one's own house	3.9 (0.4)
Total mean score	23.4(1.2)
Range	17-24

Household Assets and Employment status

Respondents were also asked about household assets. Responses are presented in Table 8.2. The majority of respondents' families (84.3%, n=75) owned their own homes, 79.8% (n=71) owned a piece of land, and 47.2% (n=42) owned a bicycle –primarily used as a means of transportation. Given that Uganda's economy is primarily agricultural, the majority of households owned several gardens, including bananas, coffee, beans and maize, as well as farm animals such as cows, goats, and pigs. Household assets are usually supplemented by

small scale income generating activities. As such, 20.2% (n=18) of respondents reporting owning poultry for sale, and 39.3% (n=35) owned a small business. In terms of employment status, more than half of respondents (57.3%, n=51) reported being peasant farmers, and 74.2% (n=66) stated that they financially supported their families.

Table 8.2. Household Assets (N=89)

Variable	Male (n=20) n%	Female(n=69) n%	Total (N=89) n (%)
House	19 (95.0)	56 (81.2)	75 (84.3)
Rental property	3 (15.0)	2 (2.9)	5 (5.6)
Land	18 (90.0)	53 (76.8)	71 (79.8)
Bicycle	13 (65.0)	29 (42.0)	42 (47.2)
Motorcycle/ “boda-boda”	10 (50.0)	5 (7.2)	15 (16.9)
Car	1 (5.0)	4 (5.8)	5 (5.6)
Banana garden	16 (80.0)	47 (68.1)	63 (70.8)
Coffee garden	16 (80.0)	42 (60.9)	58 (65.2)
Sweet potatoes garden	14 (70.0)	46 (66.7)	60 (67.4)
Cassava garden	12 (60.0)	45 (65.2)	57 (64.0)
Other gardens	18 (90.0)	49 (71.0)	67 (75.3)
Cow(s)	6 (30.0)	14 (20.3)	20 (22.5)
Goat(s)	10 (50.0)	23 (33.3)	33 (37.1)
Pig(s)	17 (85.0)	39 (56.5)	56 (62.9)
Poultry (for sale)	6 (30.0)	12 (17.4)	18 (20.2)
A small business/retail store/shop/kiosk	8 (40.0)	27 (39.1)	35 (39.3)
Any other business	5 (25.0)	16 (23.2)	21 (23.6)

Household Facilities

Respondents were asked questions related to their living arrangements and facilities at home. Responses are presented in Table 8.3 below. Half of respondents (50.6%, n=45) reported that their houses were made of bricks, iron sheets and cemented floors, and 38.2% (n=34) reported that their houses did not have cemented floors. In addition, 52.8 % (n=47) of respondents reported that they lived in houses with electricity.

9. MENTAL HEALTH FUNCTIONING

Respondents' mental health functioning was assessed using 34-items adapted from the Brief Symptom Inventory (BSI) [19]. The scale measures symptoms of anxiety, somatization and depression. The BSI has been tested in our previous Suubi studies [10,11]. Respondents were asked to rate how they felt emotionally, on a 5-point Likert scale, with *1=Never true, 2=rarely true, 3=true sometimes, 4=true most of the time and 5=always true*. The theoretical range for this scale is 34-170 (Cronbach Alpha = 0.623). The overall mean score was 74.5 (SD=22.4, range 34-125), indicating moderate levels of caregiver mental health challenges. Individual response data are presented in Table A.13 of the Appendix.

10. PARENTING STRESS

Parenting stress was measured by 33 items adapted from the Parenting Stress Index [20]. The 33-item scale assesses symptoms related to parental distress, difficult child, and caregiver-child dysfunctional relationships. Respondents were asked to rate their parenting stress, on a 4-point Likert scale, with *1=strongly disagree, 2=somewhat disagree, 3=somewhat agree and 4=strongly agree*. Items in the inverse direction were reverse coded to create summated scores. The theoretical range for this scale is 7-35, with higher scores indicating high levels of parental distress (Cronbach alpha= 0.910). The overall mean score was 72.1 (SD = 18.1, actual range =42-120), indicating moderate levels of parenting distress. Individual response data are presented in Table A.12 of the Appendix.

11. HIV KNOWLEDGE

Knowledge of HIV/AIDS transmission was assessed by asking respondents to indicate whether each of the 19 statements about HIV/AIDS was correct. Response options were *1=not sure, 2=false and 3=true*. Responses are presented in Table 11.1 below. Most respondents were able to accurately answer items such as, "You can get AIDS even if you have sex only once without a condom" (73%, n=65), "Once you are infected with HIV, you are infected for life" and "a person can get HIV from sharing needles" (93.7%, n=82). However, 66.3% (n=59) of respondents incorrectly reported that "people infected with HIV are usually very thin and sickly, 50.6% (n=45) rejected the statement that "someone with HIV cannot spread the virus by coughing and spitting," and 34.8% (n=31) rejected the statement that "it is not dangerous to hug a person with AIDS."

Table 11.1 HIV Knowledge (N=89)

Statement	Not sure <i>n (%)</i>	False <i>n (%)</i>	True <i>n (%)</i>
You can get AIDS even if you have sex only once without a condom.	7 (7.9)	6 (6.7)	76 (85.4)
Condoms are 100% effective in preventing HIV.	10 (11.2)	14 (15.7)	65 (73.0)
Abstinence from sex is the best way for youth to avoid getting HIV	0 (0.0)	11 (12.4)	78 (87.6)
You can get HIV from drinking from the same glass, cup or mug that a person with AIDS drank from.	2 (2.2)	77 (86.5)	10 (11.2)
HIV can be found in semen, vaginal fluids, and blood.	5 (5.6)	6 (6.7)	78 (87.6)
A person can get HIV by sharing needles.	2 (2.2)	5 (5.6)	82 (92.1)
HIV can be found in breast milk.	5 (5.6)	11 (12.4)	73 (82.0)
Once you are infected with HIV, you are infected for life.	1 (1.1)	3 (3.4)	85 (95.5)
People infected with HIV are usually very thin and sickly	3 (3.4)	27 (30.3)	59 (66.3)
You can get HIV from a mosquito bite.	13 (14.6)	49 (55.1)	27 (30.3)
Someone with AIDS can't spread HIV by coughing and spitting.	9 (10.1)	45 (50.6)	35 (39.3)
You can get HIV from using the same washing basin with someone infected with HIV.	6 (6.7)	76 (85.4)	7 (7.9)
It is possible to find out if you are infected with HIV.	1 (1.1)	5 (5.6)	83 (93.3)
It is not dangerous to hug a person with AIDS.	3 (3.4)	31 (34.8)	55 (61.8)
People infected with HIV do not necessarily look sick.	1 (1.1)	12 (13.5)	76 (85.4)
You can be cured of HIV if you are careful to take the medicine the doctor gives you.	3 (3.4)	29 (32.6)	57 (64.0)
The breast milk of the mother who has HIV is safe for her baby.	6 (6.7)	42 (47.2)	41 (46.1)
All STD's can be cured.	6 (6.7)	16 (18.0)	67 (75.3)
Not all people with STD's show symptoms.	4 (4.5)	24 (27.0)	61 (68.5)

12. HIV-RELATED STIGMA

HIV/AIDS Stigma and Discrimination

Items assessing stigma were adapted from the HIV/AIDS Stigma and Discrimination Scale [21]. The 22-item scale assessed respondents about what they think about people living with HIV/AIDS. Responses were rated on a 4-point scale with 1= *strongly agree*, 2= *agree*, 3=*disagree* and 4=*strongly disagree*. The theoretical range for this scale is 22- 88, with higher scores indicating higher levels of perceived HIV-related stigma and discrimination (Cronbach alpha= 0.87). As presented in Table 12.1, the overall mean score was 39.2 (SD=11, range =22-67), indicating moderate levels of stigma and discrimination. Individual item responses are presented in Table A.15. of the Appendix.

Table 12.1 HIV/ AIDS Stigma and Discrimination (N=89)

Statement	Mean (SD)
People living with HIV/AIDS should be ashamed	2.0 (1.1)
People with AIDS should be isolated from other people	1.8 (1.0)
People who have HIV/AIDS are cursed	1.8 (1.1)
A person with HIV/AIDS should be allowed to work with other people *	1.4 (0.6)
People living with HIV/AIDS deserve to be punished	1.5 (0.9)
Families of people living with HIV/AIDS should be ashamed	1.7 (0.9)
It is reasonable for an employer to fire people who have HIV/AIDS	1.6 (0.9)
People with HIV/AIDS are disgusting	1.7 (1.0)
People who have HIV/AIDS deserve compassion *	1.3 (0.7)
People with HIV should be allowed to participate fully in social events in this community*	1.4 (0.7)
People living with HIV/AIDS face neglect from their family	2.0 (1.0)
People living with HIV/AIDS face physical abuse	2.0 (1.1)
People want to be friends with someone who has HIV/AIDS*	2.1 (1.0)
People living with HIV/AIDS face rejection from their homes by their families	2.1 (1.0)
Most people would not buy vegetables from a shopkeeper or food seller that they knew had AIDS	1.9 (1.1)
People who are suspected of having HIV/AIDS lose respect in the community	2.2 (1.2)
People who have HIV/AIDS face verbal abuse	2.3 (1.2)
People living with HIV/AIDS face rejection from their peers	2.3 (1.1)
People living with HIV/AIDS should be treated the same as everyone else*	1.3 (0.6)
People who have HIV/AIDS do not deserve any support	1.7 (1.0)
People with HIV/AIDS should not have the same freedoms as other people	1.7 (1.0)

People living with HIV/AIDS should be treated similarly by health care professionals as people with other illnesses*	1.4 (0.7)
Total mean score	39.2
Range	(11.0)
	22-67

*Item has been reverse-coded so that higher scores reflect higher levels of stigma and discrimination.

Stigma by Association

Stigma by association was measured using 10-items adapted from the Brief Stigma-by Association Scale [22]. The scale measures experiences and consequences of associated stigma, on a 3-point scale, with 0= *Not at all*, 1= *Sometimes* and 2= *All the time*. The theoretical range for the scale is 0-20 (Cronbach alpha= 0.928). The overall mean score was 4.7 (SD=5.2, range= 0-20), indicating low levels of stigma by association. Individual item responses are presented in Table A.16 of the Appendix.

13. CAREGIVER SUBSTANCE USE

Respondents were asked about cigarette, marijuana and alcohol use. Self-reported cigarette and marijuana use was minimal at baseline. Of the total sample, only 8 reported that they had tried smoking cigarettes, and 1 respondent had tried marijuana use. However, more than half of the sample (n=46, 51.7%) had tried drinking alcohol.

14. CONCLUSION

This report presented baseline survey data on the 89 caregivers of adolescents enrolled in the Suubi4Stigma study, prior to G-CBT and MFG interventions. The report provides a detailed understanding of caregivers in the following key areas: demographics, family relationships and social support, family routines, child monitoring and supervision, perceptions of child difficulties, family socioeconomic status, mental health functioning, parenting stress, HIV knowledge, HIV stigma, and substance use. These baseline data acts as benchmarks from which change will be measured, at 3 and 6-follow-up between caregivers randomized to the usual care and treatment conditions. Given that data was self-recorded, social desirability is a potential limitation. Overall, the baseline survey data illustrates how caregivers currently view themselves and their families.

15. APPENDIX: EXTENDED TABLES

Table A.1. Family Cohesion Scale (N=89)

Statement	Never <i>n (%)</i>	Sometimes <i>n (%)</i>	About half the time <i>n (%)</i>	Most of the time <i>n (%)</i>	Always <i>n (%)</i>
Do your family members ask each other for help before asking non-family members for help?	5 (5.6)	24 (27.0)	2 (2.2)	26 (29.2)	32 (36.0)
Do your family members like to spend free time with each other?	3 (3.4)	23 (25.8)	4 (4.5)	32 (36.0)	27 (30.3)
Do your family members feel close to each other?	1 (1.1)	16 (18.0)	5 (5.6)	31 (34.8)	36 (40.4)
Are you available when others in the family want to talk to you?	3 (3.4)	16 (18.0)	6 (6.7)	24 (27.0)	40 (44.9)
Do you listen to what other family members have to say, even when you disagree?	3 (3.4)	24 (27.0)	8 (9.0)	32 (36.0)	22 (24.7)
Do you do things together as a family?	3 (3.4)	16 (18.0)	10 (11.2)	32 (36.0)	28 (31.5)
Do you think that your family members love you?	0 (0.0)	12 (13.5)	5 (5.6)	25 (28.1)	47 (52.8)

Table A.2. Family Care and Relationships (N=89)

Statement	Never <i>n (%)</i>	Sometimes <i>n (%)</i>	About half the time <i>n (%)</i>	Most of the time <i>n (%)</i>	Always <i>n (%)</i>
Do you take time to listen to your child when s/he wants to talk to you?	0 (0.0)	19 (21.3)	4 (4.5)	31 (34.8)	35 (39.3)
If your child has a problem, does s/he bring it to your attention so that you can help?	0 (0.0)	21 (23.6)	7 (7.9)	24 (27.0)	37 (41.6)
Over the past 3 months, how often has your child gone without enough food to eat?	56 (62.9)	26 (29.2)	2 (2.2)	5 (5.6)	0 (0.0)
Over the past 3 months, how often has your child gone without enough clean water?	63 (70.8)	15 (16.9)	3 (3.4)	7 (7.9)	1 (1.1)
Over the past 3 months, how often has your child gone without medicine when s/he was sick?	69 (77.5)	13 (14.6)	3 (3.4)	0 (0.0)	4 (4.5)
Over the past 3 months, how often has your child gone without school expenses (fees, uniform, books) *	36 (40.4)	35 (39.3)	4 (4.5)	8 (9.0)	2 (2.2)

* Not applicable for those not in school at baseline (n=3)

Table A.3. Frequency of Discussions with Child on Specific Topics (N=89)

Topic	Never	Sometimes	About half	Most of	Always
	<i>n (%)</i>	<i>n (%)</i>	the time <i>n (%)</i>	the time <i>n (%)</i>	<i>n (%)</i>
Alcohol/Drinking	51 (57.3)	16 (18.0)	0 (0.0)	13 (14.6)	9 (10.1)
Cigarette Smoking	57 (64)	13 (14.6)	3 (3.4)	8 (9.0)	8 (9.0)
HIV or AIDS	9 (10.1)	21 (23.6)	3 (3.4)	29 (32.6)	27 (30.3)
Sexually transmitted diseases	45 (50.6)	21 (23.6)	5 (5.6)	7 (7.9)	11 (12.4)
Having sex	57 (64)	10 (11.2)	2 (2.2)	12 (13.5)	8 (9.0)
Bad friends	15 (16.9)	25 (28.1)	6 (6.7)	20 (22.5)	23 (25.8)
Your child's education*	2 (2.2)	16 (18.0)	8 (9.0)	37 (41.6)	22 (24.7)
Puberty	38 (42.7)	19 (21.3)	4 (4.5)	11 (12.4)	17 (19.1)
What your child will do to earn a living in the future	13 (14.6)	29 (32.6)	8 (9.0)	21 (23.6)	18 (20.2)
How to avoid getting pregnant or getting other people pregnant.	48 (53.9)	15 (16.9)	7 (7.9)	10 (11.2)	9 (10.1)
Marriage	68 (76.4)	8 (9.0)	5 (5.6)	7 (7.9)	1 (1.1)

*Not applicable for those not in school at baseline (n=3)

Table A.4. Level of Comfort Discussing Specific Topics (N=89)

Topic	Very Uncomfortable	Somewhat Uncomfortable	Somewhat Comfortable	Very Comfortable
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
Alcohol/Drinking	29 (32.6)	21 (23.6)	11 (12.4)	28 (31.5)
Cigarette Smoking	33 (37.1)	20 (22.5)	14 (15.7)	22 (24.7)
HIV or AIDS	20 (22.5)	26 (29.2)	13 (14.6)	30 (33.7)
Having sex	30 (33.7)	23 (25.8)	11 (12.4)	25 (28.1)
Sexually transmitted diseases	26 (29.2)	26 (29.2)	14 (15.7)	23 (25.8)
Bad friends	21 (23.6)	27 (30.3)	13 (14.6)	28 (31.5)
Your child's education*	0 (0.0)	6 (6.7)	9 (10.1)	70 (78.7)
Puberty	11 (12.4)	13 (14.6)	29 (32.6)	36 (40.4)
What your child will do to earn a living in the future	3 (3.4)	4 (4.5)	18 (20.2)	64 (71.9)
How to avoid getting pregnant or getting other people pregnant.	28 (31.5)	15 (16.9)	18 (20.2)	28 (31.5)
Marriage	19 (21.3)	13 (14.6)	27 (30.3)	30 (33.7)

*Not applicable for those not in school at baseline (n=3)

Table A.5. Perceived Caregiver Support (N=89)

Statement	Never <i>n (%)</i>	Sometimes <i>n (%)</i>	About half the time <i>n (%)</i>	Most of the time <i>n (%)</i>	Always <i>n (%)</i>
Can your child count on you to help him/her out, if they have a problem?	0 (0.0)	14 (15.7)	6 (6.7)	32 (36.0)	37 (41.6)
Do you teach your child not to argue with adults?	4 (4.5)	10 (11.2)	9 (10.1)	39 (43.8)	27 (30.3)
Do you push your child to do his/her best in whatever they do?	1 (1.1)	9 (10.1)	4 (4.5)	32 (36.0)	43 (48.3)
Do you teach your child that it is best to let other people win arguments rather than make people angry?	9 (10.1)	23 (25.8)	8 (9.0)	30 (33.7)	19 (21.3)
Do you challenge your child to think independently?	7 (7.9)	22 (24.7)	12 (13.5)	24 (27.0)	24 (27.0)
Do you show interest in your child's work (whatever they do)?	0 (0.0)	8 (9.0)	9 (10.1)	37 (41.6)	35 (39.3)
Do you show interest in your child's homework *	4 (4.5)	16 (18.0)	4 (4.5)	38 (42.7)	23 (25.8)
Do you tell your child that your ideas are correct, and they should not question them?	36 (40.4)	19 (21.3)	5 (5.6)	20 (22.5)	9 (10.1)
When you want your child to do something, do you explain why?	1 (1.1)	20 (22.5)	4 (4.5)	40 (44.9)	24 (27.0)
Whenever you argue with your child, do you say things like, "You'll know better when you grow up"?	35 (39.3)	23 (25.8)	1 (1.1)	19 (21.3)	11 (12.4)
Do you let your child make his/her own plans for things they want to do?	25 (28.1)	31 (34.8)	4 (4.5)	21 (23.6)	8 (9.0)
Do you know who your child's friends are?	15 (16.9)	21 (23.6)	7 (7.9)	26 (29.2)	20 (22.5)
Do you act cold and unfriendly if your child does something you don't like?	4 (4.5)	22 (24.7)	8 (9.0)	28 (31.5)	27 (30.3)
Do your current parent(s)/guardian(s) spend time just talking with you?	3 (3.4)	23 (25.8)	4 (4.5)	41 (46.1)	18 (20.2)
When your child makes a mistake, do you make them feel bad about it?	24 (27)	36 (40.4)	8 (9.0)	12 (13.5)	9 (10.1)
Do you do things for fun together as a family?	1 (1.1)	35 (39.3)	3 (3.4)	34 (38.2)	16 (18.0)
Do you stop doing things with your child when they do something you	49 (55.1)	29 (32.6)	1 (1.1)	7 (7.9)	3 (3.4)

don't like? (e.g., stop talking to them for some-time, spending time with them, etc.).

*Not applicable for those not in school at baseline (n=3)

Table A.6. Perceived Support from Important Adult 1 (N=80)

Statement	Never true <i>n (%)</i>	Rarely true <i>n (%)</i>	Sometimes true <i>n (%)</i>	Most of the times true <i>n (%)</i>	Always true <i>n (%)</i>
This person is available when your child needs him or her	0 (0.0)	7 (8.8)	25 (31.3)	18 (22.5)	30 (37.5)
Your child tells this person about any important thing that has happened to them	2 (2.5)	7 (8.8)	24 (30.0)	21 (26.3)	26 (32.5)
Your child lets this person know when he/she is feeling sad or upset	9 (11.3)	12 (15.0)	24 (30.0)	19 (23.8)	16 (20.0)
This person is always willing to help your child in practical ways (e.g., Loan, money, meals, clothes, job)	4 (5.0)	3 (3.8)	18 (22.5)	23 (28.7)	32 (40.0)
This person makes your child feel good about himself/herself	3 (3.8)	3 (3.8)	13 (16.3)	33 (41.3)	28 (35.0)
This person is a good listener when your child is having problems	2 (2.5)	2 (2.5)	14 (17.5)	33 (41.3)	29 (36.3)
This person often criticizes your child	10 (12.5)	10 (12.5)	31 (38.8)	21 (26.3)	8 (10.0)
This person has caused your child a lot of problems	68 (85.0)	8 (10.0)	2 (2.5)	2 (2.5)	0 (0.0)
This person helps your child set rules for him/herself (tells them what she/he must do and can't do)	11 (13.8)	5 (6.3)	23 (28.7)	21 (26.3)	20 (25.0)
This person would help your child if he/she had a problem in school or with other kids.	4 (5.0)	3 (3.8)	26 (32.5)	24 (30.0)	23 (28.7)

Table A.7. Perceived Support from Important Adult 2 (N=66)

Statement	Never true <i>n (%)</i>	Rarely true <i>n (%)</i>	Sometimes true <i>n (%)</i>	Most of the times true <i>n (%)</i>	Always true <i>n (%)</i>
This person is available when your child needs him or her	1 (1.5)	10 (15.2)	25 (37.9)	16 (24.2)	14 (21.2)
Your child tells this person about any important thing that has happened to them	5 (7.6)	7 (10.6)	31 (47.0)	17 (25.8)	6 (9.1)
Your child lets this person know when he/she is feeling sad or upset	13 (19.7)	9 (13.6)	25 (37.9)	12 (18.2)	7 (10.6)
This person is always willing to help your child in practical ways (e.g., loan, money, meals, clothes, job)	6 (9.1)	6 (9.1)	19 (28.8)	21 (31.8)	14 (21.2)
This person makes your child feel good about himself/herself	5 (7.6)	1 (1.5)	17 (25.8)	27 (40.9)	16 (24.2)
This person is a good listener when your child is having problems	2 (3.0)	4 (6.1)	12 (18.2)	30 (45.5)	18 (27.3)
This person often criticizes your child	8 (12.1)	7 (10.6)	26 (39.4)	20 (30.3)	5 (7.6)
This person has caused your child a lot of problems	53 (80.3)	4 (6.1)	2 (3.0)	5 (7.6)	2 (3.0)
This person helps your child set rules for him/herself (tells them what she/he must do and can't do)	11 (16.7)	11 (16.7)	18 (27.3)	14 (21.2)	12 (18.2)
This person would help your child if he/she had a problem in school or with other kids.	4 (6.1)	2 (3.0)	23 (34.8)	24 (36.4)	13 (19.7)

Table A.8. Child Routines and Supervision (N= 85)

Statement	Never <i>n (%)</i>	Sometimes <i>n (%)</i>	About half the time <i>n (%)</i>	Most of the time <i>n (%)</i>	Always <i>n (%)</i>
After school your children are expected to be at a certain place by a certain time (i.e., at the shelter, school activities, etc.)	5 (5.9)	16 (18.8)	5 (5.9)	32 (37.6)	27 (31.8)
When school is out, your child goes some place where s/he is supervised.	5 (5.9)	7 (8.2)	4 (4.7)	33 (38.8)	36 (42.4)
Your child is expected to do at least one thing to help your family every day.	1 (1.2)	17 (20.0)	5 (5.9)	35 (41.2)	27 (31.8)
Your child can spend as much of his/her free time in the afternoons visiting friends, as he/she wants.	45 (52.9)	21 (24.7)	5 (5.9)	6 (7.1)	8 (9.4)
In the afternoon or evening you ask your child if he/she has homework to do for the next day.	6 (7.1)	17 (20.0)	5 (5.9)	27 (31.8)	30 (35.3)
You know or have met most of your child's friends.	21 (24.7)	34 (40.0)	6 (7.1)	14 (16.5)	10 (11.8)
On school nights you expect your child to be in bed by a certain time (for example 9, 10 o'clock.)	10 (11.8)	17 (20.0)	8 (9.4)	30 (35.3)	20 (23.5)
You ask your child in the evening if he/she has finished his/her homework.	3 (3.5)	18 (21.2)	5 (5.9)	34 (40.0)	25 (29.4)
Your child can go out (leave the village) after school without asking you (or another adult in charge.)	66 (77.6)	10 (11.8)	3 (3.5)	4 (4.7)	2 (2.4)
You know in advance whether an adult will be there when your child goes somewhere with friends (parties, movies, soccer games, market, etc.)	42 (49.4)	19 (22.4)	4 (4.7)	14 (16.5)	6 (7.1)
You talk to your child's friends' parents before he/she can spend the night at their house.	51 (60.0)	15 (17.6)	4 (4.7)	11 (12.9)	4 (4.7)
You have met or spoken to the parents of your child's friends.	30 (35.3)	28 (32.9)	2 (2.4)	18 (21.2)	7 (8.2)
Your child can do things or go places without telling you exactly where he/she will be.	65 (76.5)	11 (12.9)	2 (2.4)	6 (7.1)	1 (1.2)

You let your child visit kids who are known to get into trouble.	79 (92.9)	2 (2.4)	1 (1.2)	3 (3.5)	0 (0.0)
When your child is at a friend's house, there are adults there.	40 (47.1)	13 (15.3)	6 (7.1)	17 (20.0)	9 (10.6)

Table A.9. Discipline Effectiveness (N= 89)

Statement	Never <i>n (%)</i>	Sometimes <i>n (%)</i>	About half the time <i>n (%)</i>	Most of the time <i>n (%)</i>	Always <i>n (%)</i>
Is the discipline you use effective for your child? (Does it work?)	1 (1.1)	22 (24.7)	4 (4.5)	29 (32.6)	33 (37.1)
If your child is punished, does the punishment work?	4 (4.5)	30 (33.7)	8 (9.0)	28 (31.5)	19 (21.3)
When you punish your child, does his or her behavior get worse?	67 (75.3)	12 (13.5)	3 (3.4)	4 (4.5)	3 (3.4)
When you are by yourself, do you have more difficulty controlling your child?	60 (67.4)	16 (18.0)	2 (2.2)	8 (9.0)	3 (3.4)
When other adults are present, how difficult is it to get your child to behave properly?	52 (58.4)	19 (21.3)	1 (1.1)	13 (14.6)	4 (4.5)

Table A.10. Child Strengths and Difficulties Scale (N=89)

Statement	Never true <i>n (%)</i>	Rarely true <i>n (%)</i>	True sometimes <i>n (%)</i>	True most of the time <i>n (%)</i>	Always true <i>n (%)</i>
Your child is considerate of other people's feelings.	13 (14.6)	6 (6.7)	25 (28.1)	24 (27.0)	21 (23.6)
Your child is restless, overactive, cannot stay still for long.	36 (40.4)	11 (12.4)	16 (18.0)	15 (16.9)	11 (12.4)
Your child often complains of headaches, stomachaches or sickness.	21 (23.6)	10 (11.2)	37 (41.6)	12 (13.5)	9 (10.1)
Your child shares readily with other youths	7 (7.9)	1 (1.1)	22 (24.7)	29 (32.6)	30 (33.7)
Your child often loses temper.	30 (33.7)	15 (16.9)	27 (30.3)	9 (10.1)	8 (9.0)
Your child would rather be alone than with other teenagers	56 (62.9)	7 (7.9)	13 (14.6)	9 (10.1)	4 (4.5)
Your child is generally well-behaved, usually does what adults request.	0 (0.0)	3 (3.4)	17 (19.1)	30 (33.7)	39 (43.8)
Your child has many worries or often seems worried.	53 (59.6)	8 (9.0)	17 (19.1)	6 (6.7)	5 (5.6)

Your child is helpful if someone is hurt, upset or is feeling ill.	6 (6.7)	6 (6.7)	29 (32.6)	28 (31.5)	20 (22.5)
Your child is constantly fidgeting or squirming	52 (58.4)	7 (7.9)	22 (24.7)	4 (4.5)	4 (4.5)
Your child has at least one good friend	6 (6.7)	4 (4.5)	26 (29.2)	34 (38.2)	19 (21.3)
Your child often fights with other youth or bullies them.	51 (57.3)	9 (10.1)	20 (22.5)	8 (9.0)	1 (1.1)
Your child is often unhappy, depressed or tearful.	55 (61.8)	8 (9.0)	20 (22.5)	4 (4.5)	2 (2.2)
Your child is generally liked by other youth	2 (2.2)	2 (2.2)	18 (20.2)	30 (33.7)	37 (41.6)
Your child is easily distracted, concentration wanders	49 (55.1)	9 (10.1)	18 (20.2)	10 (11.2)	3 (3.4)
Your child is nervous in new situations, easily loses confidence.	48 (53.9)	11 (12.4)	16 (18.0)	9 (10.1)	5 (5.6)
Your child is kind to young children.	4 (4.5)	4 (4.5)	10 (11.2)	30 (33.7)	41 (46.1)
Your child often lies or cheats	65 (73.0)	6 (6.7)	14 (15.7)	0 (0.0)	4 (4.5)
Your child is picked on or bullied by other youth	39 (43.8)	7 (7.9)	28 (31.5)	12 (13.5)	3 (3.4)
Your child often offers to help others (parents, teachers, others)	5 (5.6)	6 (6.7)	24 (27.0)	30 (33.7)	24 (27.0)
Your child thinks things out before acting	5 (5.6)	8 (9.0)	31 (34.8)	26 (29.2)	19 (21.3)
Your child steals from home, school or elsewhere	75 (84.3)	5 (5.6)	2 (2.2)	3 (3.4)	4 (4.5)
Your child gets along better with adults than with other youth.	41 (46.1)	12 (13.5)	16 (18.0)	12 (13.5)	8 (9.0)
Your child has many fears. Is easily scared	38 (42.7)	7 (7.9)	25 (28.1)	14 (15.7)	5 (5.6)
Your child has a good attention span, sees chores or homework through the end	2 (2.2)	2 (2.2)	16 (18.0)	36 (40.4)	33 (37.1)

Table A.11. Strengths and Difficulties Impact Scale (N=89)

Statement	Never <i>n (%)</i>	Rarely <i>n (%)</i>	Sometime <i>n (%)</i>	Most of the time <i>n (%)</i>	Always <i>n (%)</i>
Do the difficulties upset or distress your child?	38 (42.7)	10 (11.2)	29 (32.6)	4 (4.5)	8 (9.0)
Do the difficulties interfere with your child's family life?	43 (48.3)	8 (9.0)	25 (28.1)	7 (7.9)	6 (6.7)
Do the difficulties interfere with your child's friendships?	45 (50.6)	10 (11.2)	24 (27.0)	8 (9.0)	2 (2.2)
Do the difficulties interfere with your child's classroom learning? *	36 (40.4)	9 (10.1)	28 (31.5)	14 (15.7)	2 (2.2)
Do the difficulties interfere with your child's leisure activities?	47 (52.8)	13 (14.6)	17 (19.1)	9 (10.1)	3 (3.4)
Do the difficulties put a burden on you or the family as a whole?	40 (44.9)	9 (10.1)	26 (29.2)	8 (9.0)	6 (6.7)
Do the difficulties interfere with your child's home life?	49 (55.1)	7 (7.9)	21 (23.6)	9 (10.1)	3 (3.4)

*Not applicable for those not in school at baseline (n=3)

Table A.12. Importance of Saving (N=89)

Statement	Very Important <i>n%</i>	Somewhat important <i>n%</i>	Not very important <i>n%</i>	Not important at all <i>n%</i>
Saving money for a family business	89 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
Saving money for your children's education	84 (94.4)	4 (4.5)	1 (1.1)	0 (0.0)
Saving money for your own technical, or job training	76 (85.4)	9 (10.1)	4 (4.5)	0 (0.0)
Saving money for your family	80 (89.9)	5 (5.6)	3 (3.4)	1 (1.1)
Saving money to buy an animal such as a goat, pig cow	84 (94.4)	3 (3.4)	2 (2.2)	0 (0.0)
Saving money to move into one's own house	82 (92.1)	3 (3.4)	4 (4.5)	0 (0.0)

Table A.13. Caregiver Mental Health (N=89)

Statement	Never true <i>n (%)</i>	Rarely true <i>n (%)</i>	True sometimes <i>n (%)</i>	True most of the times <i>n (%)</i>	Always true <i>n (%)</i>
Nervousness or shakiness inside	35 (39.3)	6 (6.7)	39 (43.8)	7 (7.9)	2 (2.2)
Faintness or dizziness	41 (46.1)	7 (7.9)	31 (34.8)	10 (11.2)	0 (0.0)
The idea that someone else can control your thoughts	56 (62.9)	8 (9.0)	17 (19.1)	6 (6.7)	2 (2.2)
The feeling others are to blame for most of your troubles	48 (53.9)	10 (11.2)	23 (25.8)	4 (4.5)	4 (4.5)
Trouble remembering things	29 (32.6)	8 (9.0)	29 (32.6)	20 (22.5)	3 (3.4)
Pains in heart or chest	35 (39.3)	6 (6.7)	29 (32.6)	14 (15.7)	5 (5.6)
Feeling easily annoyed or irritated	37 (41.6)	9 (10.1)	30 (33.7)	10 (11.2)	3 (3.4)
Thoughts of ending your life	73 (82.0)	6 (6.7)	6 (6.7)	3 (3.4)	1 (1.1)
Feeling that most people can't be trusted	26 (29.2)	7 (7.9)	27 (30.3)	20 (22.5)	9 (10.1)
Poor appetite	46 (51.7)	8 (9.0)	20 (22.5)	12 (13.5)	3 (3.4)
Suddenly scared for no reason	39 (43.8)	5 (5.6)	26 (29.2)	15 (16.9)	4 (4.5)
Temper out bursts that you could not control	61 (68.5)	5 (5.6)	14 (15.7)	8 (9.0)	1 (1.1)
Feeling lonely even when you are with people	60 (67.4)	10 (11.2)	14 (15.7)	3 (3.4)	2 (2.2)
Feeling blocked in getting things done	24 (27.0)	5 (5.6)	41 (46.1)	13 (14.6)	6 (6.7)
Feeling lonely	34 (38.2)	13 (14.6)	32 (36.0)	9 (10.1)	1 (1.1)
Feeling no interest in things	29 (32.6)	9 (10.1)	32 (36.0)	13 (14.6)	6 (6.7)
Feeling fearful	34 (38.2)	12 (13.5)	32 (36.0)	8 (9.0)	3 (3.4)
Your feelings being easily hurt	31 (34.8)	3 (3.4)	40 (44.9)	12 (13.5)	3 (3.4)
Feeling that people are unfriendly or dislike you	41 (46.1)	9 (10.1)	23 (25.8)	10 (11.2)	6 (6.7)
Feeling inferior to others	28 (31.5)	8 (9.0)	30 (33.7)	16 (18.0)	7 (7.9)
Feels like vomiting or suffers from an upset stomach	43 (48.3)	5 (5.6)	26 (29.2)	13 (14.6)	2 (2.2)
Feeling that you are watched or talked about by others	37 (41.6)	4 (4.5)	31 (34.8)	12 (13.5)	5 (5.6)
Trouble falling asleep	39 (43.8)	6 (6.7)	21 (23.6)	16 (18.0)	7 (7.9)
Having to check and double check what you do	34 (38.2)	4 (4.5)	32 (36.0)	12 (13.5)	7 (7.9)
Difficulty making decisions	41 (46.1)	12 (13.5)	29 (32.6)	5 (5.6)	2 (2.2)
Trouble getting your breath	51 (57.3)	7 (7.9)	25 (28.1)	4 (4.5)	2 (2.2)
Feels feverish or gets the shivers	36 (40.4)	10 (11.2)	30 (33.7)	11 (12.4)	2 (2.2)

Having to avoid certain things, places, or activities because they frighten you	29 (32.6)	13 (14.6)	27 (30.3)	13 (14.6)	7 (7.9)
Your mind going blank	46 (51.7)	7 (7.9)	24 (27.0)	9 (10.1)	3 (3.4)
Loses feeling in part of the body	54 (60.7)	5 (5.6)	23 (25.8)	5 (5.6)	2 (2.2)
The idea that you should be punished for your sins	46 (51.7)	8 (9.0)	20 (22.5)	9 (10.1)	6 (6.7)
Feeling hopeless about the future	53 (59.6)	5 (5.6)	18 (20.2)	7 (7.9)	6 (6.7)
Trouble concentrating	49 (55.1)	12 (13.5)	17 (19.1)	7 (7.9)	4 (4.5)
Feeling weak in parts of your body	31 (34.8)	5 (5.6)	39 (43.8)	11 (12.4)	3 (3.4)

Table A.14. Parenting Stress Scale (N=89)

Statement	Strongly disagree <i>n (%)</i>	Somewhat disagree <i>n (%)</i>	Somewhat agree <i>n (%)</i>	Strongly agree <i>n (%)</i>
You often have the feeling that you cannot handle things very well	21 (23.6)	8 (9.0)	34 (38.2)	26 (29.2)
You find yourself giving up more of your life to meet your child's needs than you ever expected	1 (1.1)	0 (0.0)	20 (22.5)	68 (76.4)
You feel trapped by your responsibilities as a parent	4 (4.5)	2 (2.2)	22 (24.7)	61 (68.5)
Since you started taking care of this child you have been unable to do new and different things	24 (27.0)	12 (13.5)	20 (22.5)	33 (37.1)
Since you started taking care of this child you feel that you are almost never able to do things that you like to do	29 (32.6)	11 (12.4)	22 (24.7)	27 (30.3)
You are unhappy with the last purchase of clothing you made for yourself	41 (46.1)	4 (4.5)	21 (23.6)	23 (25.8)
There are quite a few things that bother you about your life	10 (11.2)	4 (4.5)	32 (36.0)	43 (48.3)
Taking care of this child has caused more problems than you expected in your relationship with your spouse/boyfriend/girlfriend	48 (53.9)	8 (9.0)	9 (10.1)	24 (27.0)
You feel alone without your friends	29 (32.6)	5 (5.6)	17 (19.1)	38 (42.7)
When you go to party you usually expect not to enjoy yourself	38 (42.7)	16 (18.0)	19 (21.3)	16 (18.0)
You are not as interested in people as you used to be	34 (38.2)	11 (12.4)	18 (20.2)	26 (29.2)
You don't enjoy things as you used to	22 (24.7)	7 (7.9)	25 (28.1)	35 (39.3)
Your child rarely does things for you that make you feel good	45 (50.6)	14 (15.7)	17 (19.1)	13 (14.6)

Most times you feel that your child does not like you and does not want to be close to you	64 (71.9)	12 (13.5)	7 (7.9)	6 (6.7)
Your child smiles at you much less than you expected	53 (59.6)	12 (13.5)	8 (9.0)	16 (18.0)
When you do things for your child, you get the feeling that your efforts are not appreciated very much	57 (64.0)	10 (11.2)	11 (12.4)	11 (12.4)
When playing, this child doesn't often smile or laugh	56 (62.9)	12 (13.5)	9 (10.1)	12 (13.5)
This child doesn't seem to learn as quickly as most others	40 (44.9)	7 (7.9)	24 (27.0)	18 (20.2)
The child doesn't seem to smile as much as most others	49 (55.1)	18 (20.2)	11 (12.4)	11 (12.4)
The child is not able to do as much as you expected him/she might be able to	34 (38.2)	13 (14.6)	27 (30.3)	15 (16.9)
It takes a long time, and it is very hard for your child to get used to new things	34 (38.2)	9 (10.1)	30 (33.7)	16 (18.0)
You feel that you are not very good at being a parent to this child	57 (64.0)	10 (11.2)	8 (9.0)	14 (15.7)
You feel that you are a person who has some trouble being a parent	61 (68.5)	6 (6.7)	11 (12.4)	11 (12.4)
You feel that you are an average parent	31 (34.8)	17 (19.1)	18 (20.2)	23 (25.8)
You feel that you are better than an average parent	9 (10.1)	4 (4.5)	27 (30.3)	49 (55.1)
You expect to have closer and warmer feelings for this child than you do and this bothers you	39 (43.8)	9 (10.1)	15 (16.9)	26 (29.2)
The child does few things which bother you a great deal	30 (33.7)	6 (6.7)	34 (38.2)	19 (21.3)
The child gets upset easily over the smallest things	35 (39.3)	8 (9.0)	24 (27.0)	22 (24.7)
The child's sleeping or eating schedule was much harder to establish than you expected	40 (44.9)	15 (16.9)	21 (23.6)	13 (14.6)
There are some things your child does that really bother you a lot	47 (52.8)	7 (7.9)	28 (31.5)	7 (7.9)
The child turned out to be more of a problem than I had expected	68 (76.4)	10 (11.2)	7 (7.9)	4 (4.5)
The child makes more demands on me than most children	61 (68.5)	11 (12.4)	9 (10.1)	8 (9.0)

Table A.15. HIV Stigma and Discrimination (N=89)

Statement	Strongly disagree <i>n (%)</i>	Disagree <i>n (%)</i>	Agree <i>n (%)</i>	Strongly Agree <i>n (%)</i>
People living with HIV/AIDS should be ashamed	39 (43.8)	21 (23.6)	15 (16.9)	14 (15.7)
People with AIDS should be isolated from other people	45 (50.6)	26 (29.2)	7 (7.9)	11 (12.4)
People who have HIV/AIDS are cursed	52 (58.4)	16 (18.0)	9 (10.1)	12 (13.5)
A person with HIV/AIDS should be allowed to work with other people	2 (2.2)	1 (1.1)	26 (29.2)	60 (67.4)
People living with HIV/AIDS deserve to be punished	60 (67.4)	18 (20.2)	6 (6.7)	5 (5.6)
Families of people living with HIV/AIDS should be ashamed	50 (56.2)	26 (29.2)	7 (7.9)	6 (6.7)
It is reasonable for an employer to fire people who have HIV/AIDS	55 (61.8)	23 (25.8)	5 (5.6)	6 (6.7)
People with HIV/AIDS are disgusting	51 (57.3)	19 (21.3)	12 (13.5)	7 (7.9)
People who have HIV/AIDS deserve compassion	3 (3.4)	1 (1.1)	17 (19.1)	68 (76.4)
People with HIV should be allowed to participate fully in social events in this community	3 (3.4)	2 (2.2)	26 (29.2)	58 (65.2)
People living with HIV/AIDS face neglect from their family	38 (42.7)	26 (29.2)	14 (15.7)	11 (12.4)
People living with HIV/AIDS face physical abuse	40 (44.9)	22 (24.7)	15 (16.9)	12 (13.5)
People want to be friends with someone who has HIV/AIDS	11 (12.4)	14 (15.7)	35 (39.3)	29 (32.6)
People living with HIV/AIDS face rejection from their homes by their families	33 (37.1)	28 (31.5)	16 (18.0)	12 (13.5)
Most people would not buy vegetables from a shopkeeper or food seller that they knew had AIDS	44 (49.4)	21 (23.6)	13 (14.6)	11 (12.4)
People who are suspected of having HIV/AIDS lose respect in the community	35 (39.3)	19 (21.3)	18 (20.2)	17 (19.1)
People who have HIV/AIDS face verbal abuse	32 (36.0)	17 (19.1)	21 (23.6)	19 (21.3)
People living with HIV/AIDS face rejection from their peers	28 (31.5)	21 (23.6)	22 (24.7)	18 (20.2)
People living with HIV/AIDS should be treated the same as everyone else	2 (2.2)	0 (0.0)	23 (25.8)	64 (71.9)
People who have HIV/AIDS do not deserve any support	54 (60.7)	18 (20.2)	7 (7.9)	10 (11.2)
People with HIV/AIDS should not have the same freedoms as other people	53 (59.6)	18 (20.2)	10 (11.2)	8 (9.0)

People living with HIV/AIDS should be treated similarly by health care professionals as people with other illnesses	2 (2.2)	2 (2.2)	26 (29.2)	59 (66.3)
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Table A.16. Stigma by Association (N=89)

Because someone in my family is sick or died of HIV/AIDS:	Not at all <i>n (%)</i>	Sometimes <i>n (%)</i>	All the time <i>n (%)</i>
I've been teased	52 (58.4)	30 (33.7)	7 (7.9)
I've been treated badly	56 (62.9)	26 (29.2)	7 (7.9)
I've been gossiped about	43 (48.3)	30 (33.7)	16 (18)
I feel different or alone	51 (57.3)	29 (32.6)	9 (10.1)
I worry about rejection	57 (64.0)	24 (27.0)	8 (9.0)
I avoid making new friends	57 (64.0)	21 (23.6)	11 (12.4)
People are afraid of me	52 (58.4)	31 (34.8)	6 (6.7)
People think I am a bad person	55 (61.8)	26 (29.2)	8 (9.0)
People avoid touching me	68 (76.4)	15 (16.9)	6 (6.7)
Parents who know don't want me around their kids	64 (71.9)	16 (18.0)	9 (10.1)

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