

CASE # _____ .

NORC-4742
OMB: 1220-0109
EXPIRES: 12/31/96

NORC
University of Chicago

**CENTER FOR HUMAN RESOURCE RESEARCH
THE OHIO STATE UNIVERSITY**

NATIONAL LONGITUDINAL SURVEY OF YOUTH/1979 COHORT

CHILD SUPPLEMENT

**FOR NLSY79 FEMALE RESPONDENT'S OWN
CHILDREN LIVING IN HOUSEHOLD**

AGES 0 - 14

1996

ROUND SEVENTEEN

1996 NLSY79 Survey

Paper version of the 1996 NLSY79 Child Supplement that was administered as a CAPI instrument in the field.

November 1998

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1996 NLSY79 CHILD CAPI SUPPLEMENT

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1996 NLSY79 Child CAPI Supplement

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*Qnames printed in **bold** denote the major question series in each section.

Introduction

This document describes the content of the 1996 Child Supplement to the National Longitudinal Survey of Youth/1979 Cohort. This instrument, designed to obtain information about the biological children of the female NLSY79 respondents, was administered as a computer-assisted interview. Although some cases were done over the telephone, the dominant interview mode was in-person; thus the term CAPI (computer-assisted personal interview) is used to refer to the data collection technology. From 1986-1992, this supplement was administered using paper and pencil (PAPI) methods, and researchers could easily determine the interview content by examining the printed questionnaire and other interviewing materials.

The aim here is to reproduce the content of the CAPI interview in a clear, complete, and compact format. With this in mind, this CAPI questionnaire has been formatted as similarly as possible to a conventional questionnaire, but it also includes some additional information that enhances the usefulness of the questionnaire for data users. The resulting document summarizes the “conversation” between the interviewer and respondent. Suggestions for improving the questionnaire or comments on irregularities should be directed to NLS User Services at CHRR.

The term “conversation” is chosen to emphasize the difference between the questionnaire and the codebook. The codebook contains the data released as a result of the interview, but some information collected during the interview is not present in the codebook. For example, the questionnaire includes questions for which the response might somehow identify the respondent. Such items are not released, so the questions that collect them are not present in the codebook. Conversely, the codebook contains some information not directly collected in the interview. For example, while created variables are documented in the codebook, there is no reference to them in the questionnaire as they are not part of the conversation between interviewer and respondent.

In order to simplify the questionnaire and the public use data file, a number of time variables have been dropped from which elapsed time can be calculated (time stamps). A time stamp appears

at the beginning of each major section of the questionnaire. Elapsed time may be very useful for a variety of methodological studies. Users interested in these data are encouraged to access the files on the NLSY79 Child CD or contact CHRR for additional information.

To aid researchers in using the questionnaire, this introduction provides information on several topics. First, typical question records are described and key terms such as “Question Name,” “Distribution Code Block,” and “Lead in Questions” are defined. This section explains how to follow the flow of the interview through the questionnaire. Second, instrument compression techniques used to produce a compact questionnaire are discussed and elsewhere noted where appropriate. Finally, an overview on how the CAPI child assessment instruments are presented in this questionnaire is included.

Question Records

Question records are the building blocks of the CAPI questionnaire, with various types of records performing different data collection and/or manipulation functions. Loosely grouped, CAPI question records will either: (a) provide administrative information that assists the interviewer or provides an introduction to the next question; (b) provide question text and control for data entry of the response; or (c) perform internal operations and calculations to guide the interview and maintain the internal data storage during the interview. Question records essential to understanding either the content of the survey or the flow of respondents through the interview appear within the Child Supplement questionnaire.

To aid users, the Child CAPI questionnaire contains some elements found in the NLSY79 Child/Young Adult data set codebook. For example, skip patterns are included in each question block. However, many of the elements not essential to understanding the conversational flow of the interview have been removed from the questionnaire, making each question block less cluttered and easier to read. In particular, automated functions transparent to the interviewer but crucial to

understanding the flow of the questionnaire have been "translated" into a text format that captures the gist of the computer instruction code.

Figure 1 shows the format of a typical question record as used in this document; the various information fields are then explained in the following paragraphs.

QUESTION NAME

In the Question Text block, conventional text indicates what the interviewer read aloud to a respondent.

AN INSTRUCTION OR COMMENT TO THE INTERVIEWER IS CAPITALIZED.

AUTOMATED CAPI OPERATIONS SUCH AS TEXT FILLS (ChildName, he/she), AND SKIPS OR BRANCHES (GO TO CSH-99) ARE ITALICIZED.

(CODING INSTRUCTIONS TO INTERVIEWER APPEAR HERE)

K ₁	response/answer choice 1	<i>(GO TO CSH-98)</i>
K ₂	response/answer choice 2	
K ₃	response/answer choice 3	<i>(GO TO CSH-99A1)</i>
.		
.		
.		
K _n	distribution code block text	

(NUMERIC EVALUATIONS AND SKIPS MAY APPEAR HERE)

Lead In(s):

Default Next Question:

Figure 1. CAPI Question Record

Question Name

Question names are the unique identifiers assigned to identical questions across CAPI survey years. They replace the deck-and-column numbering system used in previous surveys. Subsequent CAPI surveys that field this exact question will use the same question name to help identify comparable questions across years.

Question names provide several items of information. The question name generally indicates the section of the instrument from which each question was derived—e.g., question names beginning with CSSCHL come from the section of the Child Supplement questionnaire regarding the child's schooling. The CSH series designates the child health questions. Additionally, the question name indicates the order in which the question was administered within each section.

Embedded in some question names is an indicator that the question was part of a “looped” or repeated series. For example, the “.1” in question CSH-6C.1 indicates it is the first iteration of a question asking about accidents or injuries that a child may have had; CSH-6C.2 is the second iteration of the same question, but for the next most recent accident or injury; CSH-6C.3 the third most recent accident, and so on. *For the sake of brevity, only the first question of a looped series is shown in the questionnaire.* All replications of a looped question variable that contain data *are* included in the codebook.

Question Text

This field contains the text of the question that the interviewer asked the respondent or other information used to direct the flow of the interview. Up to five lines of question text are allowed in each question block. When a question requires more space, it is preceded by one or more “Dummy Questions” that simply allow the question text to be as long as necessary. Machine instructions often appear in text read by the interviewer. For example, the name of the child being interviewed is stored in a variable, or save array, called “*Child Name*” for use during the interview. Each time a question refers to the child by name, the computer automatically inserts the name of the child into the question. The interviewer never actually sees the text “*Child Name*” on the screen, only the child's actual name. Some CAPI text fills are similar to those used in the PAPI interviews, such as “*he/she*” to handle gender fills. The following types of text may appear:

Question Text:	Text that is read aloud to the respondent--question or information--appears in a conventional mixture of upper and lowercase letters.
INTERVIEWER COMMENTS:	Text in all uppercase is either an instruction to the interviewer or a clarifying comment. NORC interviewers do not read these items to the respondent.
<i>AUTOMATION:</i>	If a question record contains a machine instruction that is executed automatically, text representing that instruction is italicized. Upper case italics indicate a machine instruction that is important to skip logic, but is not seen by the interviewer. To reiterate, only a reduced form of the machine instructions is printed in lieu of computer code in this document. Lower/mixed case italics represent a save array or text fill that the interviewer sees.

Distribution Code Block

When a question requires the choice of one or more items from a predefined list, that list, or distribution code block, is shown in the question block. Each item in the distribution code block has three components:

Code:	The numeric code associated with each possible response is listed first (shown in Figure 1 as K_{1...n}). All data in the NLSY79 public use data file are numeric, so each possible item that could be selected is associated with an integer.
Text:	Next is the item text or description associated with the numeric code, such as "Yes" or "No" or "Very Satisfied".
Skip:	When the selection of a specific response determines which question will be asked next, a (<i>GO TO Question</i>) notation follows the text of the response set.

Some questions collect numeric data (hours, weeks, dollar amounts, etc.) or verbatim text. In these cases, spaces or blank lines appear indicating where digits or lines of text were to be entered. Whenever the next question to be asked depends upon an entered numeric value falling in some range, the corresponding evaluation and machine instructions are shown.

Lead ins

When using PAPI questionnaires, researchers needed to study the instrument in detail to determine under what circumstances a particular question was asked. The CAPI questionnaire

simplifies this process somewhat by including a “Lead in(s)” field in the question block. This field lists the questions that lead into each particular item.

Examples:

CS-99 [Default]	This means that the default path from question CS-99 leads to the current question, but there may be conditions under which a different path would be taken.
CS-99:[All]	This means that all cases in which CS-99 is asked will lead to the current question. Please note this does not imply all respondents are asked question CS-99.
CS-99:[1:4]	This means that whenever the response category for question CS-99 takes on the values one to four (inclusive), the next question will be the current question record. If the response to CS-99 is some other value, the respondent may next be asked a different question.
CS-99	When the lead-in question is shown without a qualifier such as [Default], [All], or [1.4], this is a sign that the “skip pattern compression” algorithm dropped intervening records that could be suppressed (see “Instrument Compression” below). In such cases, if the user refers back to the lead in question, this earlier question will clarify the flow of the interview.

By tracing the skip pattern backward, one may determine the universe of respondents asked a given question. This universe information is a new feature not present in the documentation for paper and pencil interviews.

Default Next Question

This field specifies the question to be asked next unless another skip specification in the distribution code block applies. If Default Next Question is omitted from the question record, the next question in the questionnaire is the default.

Instrument Compression

In order to provide a more compact questionnaire, two types of records have been dropped. The following do not appear within this questionnaire: (1) “looped” questions or repetitive series, and (2)

question records that perform internal operations not necessary for understanding the conversational flow of the survey.

First, repetitions of questions that are asked multiple times are not included. Users can readily identify such repeated “loop” questions because the question names end with “.1”; the replications not printed in the questionnaire (which do appear in the codebook) have names that end “.2” to indicate the second replication, etc. Questions that have been dropped because they are replications will, occasionally, appear in lists of lead-in questions or branching instructions. However, if a referenced question has been dropped, the user can easily determine its function by looking at the corresponding question in the first loop, that is, the question whose name is identical except that it has the suffix “.1.” A note to users is inserted in the questionnaire indicating how many iterations of the question or series were actually allowed.

Second, the instrument was compressed by eliminating question records that contained only nonessential skip pattern information. The resulting questionnaire still contains all relevant information about skip patterns and universes and is easier for researchers to use.

Graphic Display of Child Assessments

With the exception of information added to help understand the flow of the instrument, the question records in this document present what interviewers saw on the computer screen during most of the Child Supplement CAPI interview. Capturing the flow of the child assessments included in the interview, however, presents somewhat more of a challenge. These assessments often rely on visual media (such as flip charts) as part of the assessment, particularly the PIAT and PPVT. The 1996 Child Supplement CAPI instrument presents such graphics to the interviewer. A sample of a typical screen from the PIAT Math is shown in Figure 2. A graphical presentation, question-by-question accompanied by appropriate skip instructions would be more true to the interviewers' experience, but voluminous. Thus, much of the more compact, original PAPI format of the child assessment sections has been retained in this document. Text conventions used throughout the rest of the questionnaire are used in the

assessment section wherever possible. Please note: children are still shown the official item plates for the PIAT and PPVT assessments and do not view the laptop screens seen by the interviewer.

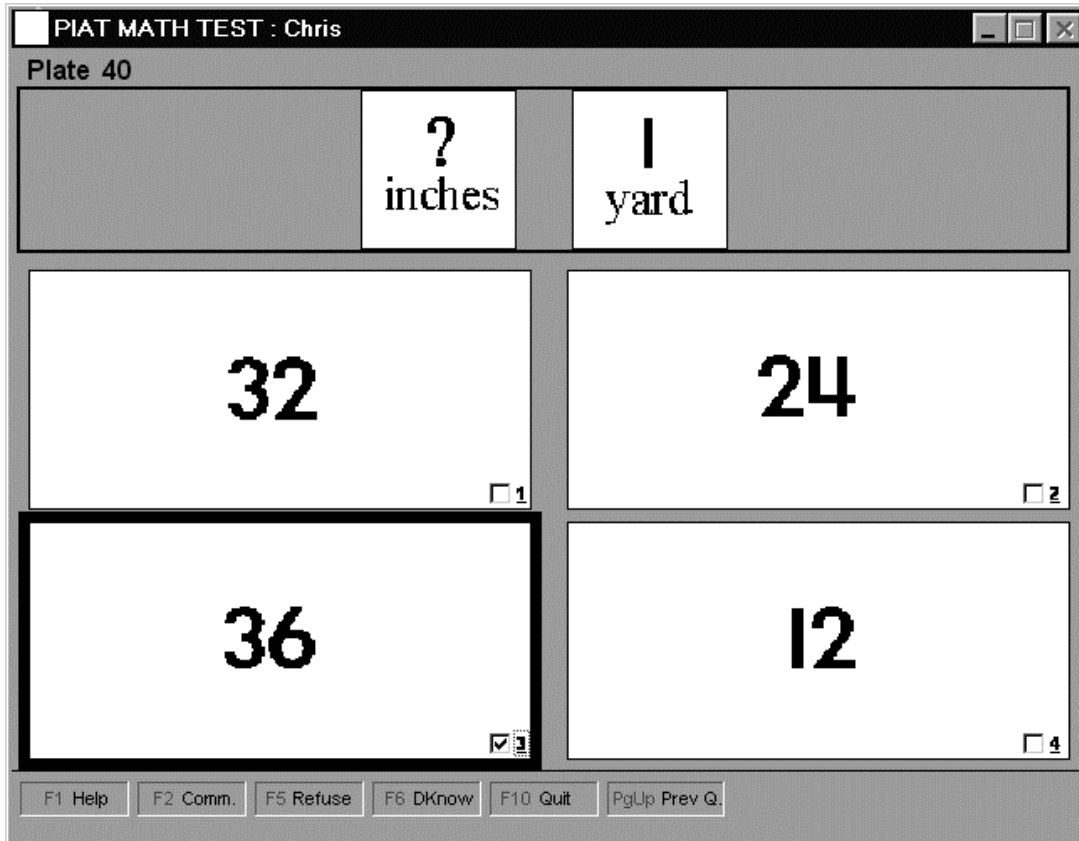


Figure 2. A sample screen capture from the PIAT Math assessment

Other Documentation

Two additional instruments are used in the NLSY79 Child survey: (1) the Mother Supplement, containing maternal reports on the home environment, motor and social development, behavior problems, temperament and school background, and (2) the Child Self-Administered Supplement (CSAS) for children 10 and over. These paper supplements are available, at a nominal charge, from CHRR.

Users who wish information about the NLSY79 Child data or additional documentation should contact:

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NLSY79 CHILD SUPPLEMENT 1996

Child Background

CS-TIME

/* Collect beginning time of Child Supplement */

CS-INTRO-A

In the past years, NLS has gathered information about the work, education, and family life of your generation. Since you have children of your own, and because they are your children, they are very important people to us. The purpose of this study is to better understand how children learn and develop.

CS-INTRO-B

The National Institute of Child Health and Human Development has sponsored this study of the children of the NLS respondents. For each child who participates, you will receive \$5 in appreciation for the time spent answering the questionnaire. Some parts of the questionnaire are asked of the mother and other parts are completed with the child.

CS-INTRO-C

All information will be protected under the Privacy Act of 1974. Results of the study will be made public only in summary or statistical form so that individuals who participate cannot be identified. Both your participation and that of your child are vital to the success of the study, but are voluntary.

CS-INTRO-D

We would first like to ask you some questions about *Child's complete name* and then interview (*him/her*). (READ IF PERSONAL INTERVIEW: In order to assure that *Child Name's* answers are (*his/her*) best, we need to conduct the interview in a quiet atmosphere with as little noise and as few distractions as possible.)

CS-3

INTERVIEWER: RECORD CHILD DATE OF BIRTH FROM CHILD FACE SHEET.

CS-3A

CAPI CHECK: IF BIRTH DATE CONTAINS DON'T KNOW OR REFUSAL, GO TO CS-5, OTHERWISE GO TO CS-4.

Default Next Question: CS-5A

CS-4

CAPI CHECK: CALCULATE AGE OF CHILD.

Lead In(s): CS-3A[0]

CS-4A

CAPI CHECK: CALCULATE AGE OF CHILD IN MONTHS.

Lead In(s): CS-4[All]

CS-5

(VERIFY CHILD'S AGE WITH MOTHER:) *Child Name* is (# years) years and (# months) months. Is that correct?

1 Yes...(GO TO CS-6)

0 No

Lead In(s): CS-4A[All]

CS-5A

INTERVIEWER: ENTER CORRECT BIRTH DATE FOR *Child Name*.

Enter Date:
 month day year

Lead In(s): CS-3A[Default], CS-5[Default]

CS-5B

CAPI CHECK: IF BIRTHDATE HAS DON'T KNOW OR REFUSAL, GO TO FILLAGE-YRS. OTHERWISE, GO TO CS-5C.

Lead In(s): CS-5A[All]

Default Next Question: FILLAGE-YRS

CS-5C

CAPI CHECK: CALCULATE AGE OF CHILD.

Lead In(s): CS-5B[0]

CS-5D

CAPI CHECK: CALCULATE AGE OF CHILD IN MONTHS.

Lead In(s): CS-5C[All]

CS-5E

(VERIFY CHILD'S AGE WITH MOTHER:) *Child Name* is (# years) years and (# months) months. Is that correct?

INTERVIEWER: IF CHILD'S AGE IS STILL INCORRECT, RETURN TO THE PREVIOUS QUESTION AND ENTER THE CORRECT BIRTHDATE.

Lead In(s): CS-5D[All]

Default Next Question: CS-6

FILLAGE-YRS

How old was *Child Name* on (*his/her*) last birthday?

INTERVIEWER: ENTER YEARS. CODE 00=LESS THAN ONE YEAR. MONTHS APPEAR ON NEXT SCREEN.

Enter answer : |__|__|

(IF -2 <= ANSWER <= -1, GO TO FILLAGE-EXIT)

Lead In(s): CS-5B[Default]

FILLAGE-MOS

INTERVIEWER: ENTER MONTHS.

Enter answer : |__|__|

(IF DON'T KNOW OR REFUSAL, GO TO FILLAGE-SET)

Lead In(s): FILLAGE-YRS[Default]

Default Next Question: FILLAGE-CALC

FILLAGE-SET

CAPI CHECK: DON'T KNOW OR REFUSAL HAS BEEN ENTERED FOR MONTHS. PUT A ZERO IN FOR MONTHS SO THE "AGE IN MONTHS" GETS CALCULATED CORRECTLY, AND CONTINUE.

Lead In(s): FILLAGE-MOS[-2,-1]

FILLAGE-CALC

CAPI CHECK: CALCULATE AGE OF CHILD IN MONTHS.

Lead In(s): FILLAGE-MOS[Default], FILLAGE-SET[All]
 Default Next Question: CS-6

FILLAGE-EXIT

INTERVIEWER: NO ACCURATE AGE OR BIRTHDATE COULD BE DETERMINED FOR *Child Name*. THIS CASE WILL NOW BE TERMINATED. RETURN TO THE BIRTHDATE OR AGE QUESTION, IF A BIRTHDATE OR AGE HAS BEEN INCORRECTLY ENTERED.

Lead In(s): FILLAGE-YRS[-2,-1]
 Default Next Question: CSIR-1

CS-6

CAPI CHECK: IF CHILD'S AGE IS YOUNGER THAN 2 YEARS, 11 MONTHS AND 16 DAYS, GO TO CS-6K.

Lead In(s): CS-5[1:1], CS-5E[All], FILLAGE-CALC[All]

CS-6A

INTERVIEWER: PLEASE ASK R TO SIGN A CONSENT FORM FOR *CHILD NAME* TO PARTICIPATE IN THE CHILD SURVEY. RECORD R'S REPOSE BELOW.

- 1 R SIGNED FORM...(GO TO CS-6K)
- 2 R REFUSED TO SIGN FORM

Lead In(s): CS-6[Default]

CS-6B

INTERVIEWER: PLEASE EXPLAIN TO MOTHER THAT WITHOUT A CONSENT FORM THIS CHILD CANNOT PARTICIPATE IN THE CHILD SURVEY. RECORD HER RESPONSE BELOW. IF SHE STILL REFUSES TO SIGN, CONTINUE WITH QUESTIONS TO MOTHER, BUT DO NOT ASSESS CHILD.

- 1 R SIGNED FORM
- 2 R REFUSED TO SIGN FORM

Lead In(s): CS-6A[Default]

CS-6K

*CAPI CHECK: IF CHILD'S AGE IS 0-2 YEARS, GO TO NEXT SECTION, CHILD HEALTH.
IF CHILD'S AGE IS 3-13 YEARS, GO TO CS-7.
IF CHILD'S AGE IS 14 YEARS OR OLDER, GO TO CS-6L.*

Lead In(s): CS-6J[All]

Default Next Question: CSH-INTRO (FIRST QUESTION, NEXT SECTION)

CS-6L

CAPI CHECK: IF CHILD'S AGE IS 15 OR OLDER AS OF 12-31-96, GO TO OVERAGE-1.

Lead In(s): CS-6K[14-99],
Default Next Question: CS-7

OVERAGE-1

INTERVIEWER: THIS CHILD, *CHILD NAME*, IS 15 YEARS OR OLDER AS OF 12-31-96 AND SHOULD NOT BE ASSESSED. PLEASE VERIFY DOB AND AGE OF THIS CHILD WITH MOTHER. IF CHILD IS STILL FOUND TO BE 15 OR OLDER BY 12-31-96, PREPARE TO TERMINATE CASE. NOTIFY YOUR FM FOR REASSIGNMENT OF THIS CASE.

Lead In(s): CS-6L[1]

OVERAGE-2

CAPI CHECK: SET A VALUE (=1) FOR THOSE CHILDREN WHO ARE OVER 15 AND THE CASE IS BEING TERMINATED.

Lead In(s): OVERAGE-1[All]

OVERAGE-3

INTERVIEWER: PLEASE RECORD ANY ADDITIONAL COMMENTS REGARDING THIS CASE. RECORD INTERVIEWER ID IN NEXT SCREEN AND TERMINATE CASE.

Lead In(s): OVERAGE-2[All]
Default Next Question: CSIR-2

CS-7

Is *Child Name* currently attending or enrolled in regular school (or preschool)? [If *Child Name* is between the spring and fall school sessions, please tell us about the LAST school year.]

- 1 Yes...(GO TO CS-7B)
- 0 No

Lead In(s): CS-6K[3:13], CS-6L[Default]

CS-7A

Has (*he/she*) ever attended regular school, nursery school, or preschool?

- 1 Yes
- 0 No...(GO TO CS-12)

Lead In(s): CS-7[Default]
Default Next Question: CS-8

CS-8

What grade [is *Child Name* attending/did *Child Name* last attend]?

(IF R SAYS 'PRE-FIRST GRADE', CODE KINDERGARTEN.)

- 90 Nursery/preschool
- 0 Kindergarten
- 1 1st grade
- 2 2nd grade
- 3 3rd grade
- 4 4th grade
- 5 5th grade
- 6 6th grade
- 7 7th grade
- 8 8th grade
- 9 9th grade
- 10 10th grade
- 11 11th grade
- 12 12th grade
- 13 1st year in college
- 14 2nd year in college
- 15 3rd year in college
- 16 4th year in college
- 95 Ungraded...(GO TO CS-8A)

Lead In(s): CS-7B[All], CS-7C[All]

Default Next Question: CS-11

CS-8A

If *Child Name* were in a graded class, what grade would (*he/she*) be enrolled in?

Enter answer :

Lead In(s): CS-8[95]

CS-11

CAPICHECK: IF CHILD'S AGE <8 YEARS, GO TO CS-11A.

Lead In(s): CS-8[Default], CS-8A[All]

Default Next Question: CSH-INTRO

CS-11A

*CAPI CHECK: IS CHILD NAME CURRENTLY ATTENDING NURSERY/PRESCHOOL?
IF YES, GO TO CS-13.*

Lead In(s): CS-11[1]

CS-12

Has *Child Name* ever been enrolled in a preschool program (not including kindergarten)?

1 Yes

0 No

Lead In(s): CS-7A[0], CS-11A[Default]

CS-13

Has *Child Name* ever been enrolled in day care?

1 Yes

0 No

Lead In(s): CS-11A[1], CS-12[All]

CS-14

Has *Child Name* ever been enrolled in the Head Start Program?

1 Yes

0 No...(GO TO CSH-INTRO)

Lead In(s): CS-13[All]

CS-15

How old was *Child Name* when (*he/she*) first attended Head Start?

(INTERVIEWER: ENTER AGE IN YEARS. CODE 00 = LESS THAN 1 YEAR OLD.)

Enter answer : |_|_|

Lead In(s): CS-14[Default]

CS-16

In total, how long [has *Child Name* attended/did *Child Name* attend] Head Start?

- 1 Less than 3 months
- 2 3 - 11 months
- 3 1 year - 23 months
- 4 2 years or more
- 5 Still enrolled

Lead In(s): CS-15[All]

CS-17

How satisfied are you with what Head Start has done for *Child Name*?

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Somewhat dissatisfied
- 4 Very dissatisfied

Lead In(s): CS-16[All]

CS-18

How satisfied are you with what *Child Name*'s Head Start program has done for you?

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Somewhat dissatisfied
- 4 Very dissatisfied

Lead In(s): CS-17[All]

Default Next Question: CSH-INTRO

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Child Health

CSH-INTRO

READ TO MOTHER/GUARDIAN:

Now I'd like to ask you some questions about *Child Name's* general state of health and (*his/her*) physical characteristics.

Lead In(s): CS-6K[0-2], CS-11[default], CS-14[0], CS-18[All]

CSH-1

CAPI CHECK: IS CHILD CURRENTLY ATTENDING, OR HAS HE/SHE EVER ATTENDED REGULAR SCHOOL, NURSERY SCHOOL OR PRESCHOOL?

Lead In(s): CSH-INTRO[All]

CSH-2A

Does *Child Name* have any physical, emotional, or mental condition that limits or prevents (*his/her*) ability to...

...attend school regularly?

1 Yes

0 No

Lead In(s): CSH-1[Default],

CSH-2B

(Does (*he/she*) have any physical, emotional, or mental condition that limits or prevents (*his/her*) ability to...)

...do regular school work?

1 Yes

0 No

Lead In(s): CSH-2A[All]

CSH-2C

Does *(he/she)* have any physical, emotional, or mental condition that limits or prevents *(his/her)* ability to...

...do usual childhood activities such as play, or participate in games or sports?

- 1 Yes
- 0 No

Lead In(s): CSH-1[0:0], CSH-2B[All]

CSH-3A

Does *(he/she)* have any physical, emotional, or mental condition that requires...

...frequent attention or treatment from a doctor or other health professional?

- 1 Yes
- 0 No

Lead In(s): CSH-2C[All]

CSH-3B

Does *Child Name* have any physical, emotional, or mental condition that requires...

...regular use of any medicine or drug (other than vitamins)?

- 1 Yes
- 0 No

Lead In(s): CSH-3A[All]

CSH-3C

Does *(he/she)* have any physical, emotional, or mental condition that requires...

...use of any special equipment, such as a brace, crutches, a wheelchair, special shoes, a helmet, a special bed, a breathing mask, an air filter, or a catheter and so on?

- 1 Yes
- 0 No

Lead In(s): CSH-3B[All]

CSH-4

CAPI CHECK: DID CHILD HAVE ANY LIMITING CONDITIONS IN CSH-2A, CSH-2B, CSH-2C, CSH-3A, CSH-3B, OR CSH-3C? IF SO, GO TO CSH-5. OTHERWISE, GO TO CSH-6.

Lead In(s): CSH-3C[All]

CSH-5

What (is/are) *Child Name's* health condition(s) or limitation(s)?

(INTERVIEWER: PROBE AS NECESSARY: What is it called?)

RECORD VERBATIM AND CODE ALL THAT APPLY.

- 1 Learning disability
- 2 Minimal brain dysfunction, minimal cerebral dysfunction, attention deficit disorder
- 3 Hyperkineses, hyperactivity
- 4 Asthma
- 5 Respiratory disorder or sinus infection
- 6 Speech impairment
- 7 Serious hearing difficulty or deafness
- 8 Serious difficulty in seeing or blindness
- 9 Serious emotional disturbance
- 10 Allergic condition(s)
- 11 Crippled, orthopedic handicap
- 12 Mental retardation
- 13 Heart trouble
- 14 Chronic nervous disorder
- 16 Chronic ear problems or infections
- 17 Blood disorder or immune deficiency (e.g. sickle cell anemia)
- 18 Epilepsy/Seizures
- 95 Other (SPECIFY)

Lead In(s): CSH-4[Default]

CSH-5A

CAPI CHECK: IF CHILD IS 11 MONTHS OLD OR YOUNGER, GO TO CSH-6.

Lead In(s): CSH-5[All]

CSH-5B

How long has *Child Name* had (this/these) limitation(s)?

INTERVIEWER: ENTER IN YEARS.

CODE 00=LESS THAN ONE YEAR AND 95=ALL (*his/her*) LIFE.

Enter answer : |_|_|

Lead In(s): CSH-5A[Default]

CSH-6

[In the past 12 months, has *Child Name* / Since (he/she) was born, has *Child Name*] had any accidents or injuries that required medical attention?

1 Yes
0 No
1

Lead In(s): CSH-4[0], CSH-5A[1], CSH-5B[All]

CSH-6A

How many such accidents or injuries (requiring medical attention) has *Child Name* had [in the past 12 months / since (he/she) was born]?

Enter answer : |_|_|

(IF 1 = ANSWER, GO TO CSH-6B2.1)

Lead In(s): CSH-6[Default],

CSH-6B1.1

Thinking of the most recent accident or injury, in what month and year did it occur?

Enter Date: |_|_| |_|_|
month year

Lead In(s): CSH-6A[Default]

Default Next Question: CSH-6C.1

CSH-6B2.1

In what month and year did it occur?

Enter Date: |__|__| |__|__|
month year

Lead In(s): CSH-6A[1]

CSH-6C.1

What was the cause of that accident or injury?

RECORD VERBATIM AND CODE ONLY ONE.

-
-
- 1 Motor vehicle accident as occupant
 - 2 Motor vehicle accident as pedestrian
 - 3 Cycling
 - 4 Fall unrelated to athletics or sports activity
 - 5 Fall/contact related to athletics/sports activity
 - 6 Fire or smoke
 - 7 Hot liquid
 - 8 Toy or item intended for child use
 - 9 Equipment or device not intended for a child
 - 10 Poisoning
 - 11 Smashed body part: car/door/window bruise/contusion
 - 12 Adult injured child accidentally (pull/lift injury)
 - 13 Intentional violent injury
 - 14 "Rough housing,"/impact injury: wrestling, etc.
 - 16 Fighting: broke bone/nose, hit in face, shot, stabbed, etc.
 - 17 Struck by object from other person (intent unknown)
 - 18 Insect sting or bite
 - 19 Stepped on sharp object, i.e. glass/nails/metal
 - 20 Ran into stationary object (not in home environment)
 - 22 Ran into stationary object (home environment)
 - 21 Animal bite
 - 23 Cut by sharp object, i.e. knife/glass/tool
 - 24 Burn, i.e. from heater/cigarette/oven/stove
 - 25 Jump/fall accident, i.e. off furniture/other object
 - 26 "Temper" injuries, i.e. fell, kicked furniture, etc.
 - 15 Other (SPECIFY)

Lead In(s): CSH-6B1.1[All], CSH-6B2.1[All]

CSH-6D.1

What specific injury or conditions resulted from the accident mentioned above?

(CODE ALL THAT APPLY.)

- 1 Broken or dislocated bones
- 2 Sprain, strain, or pulled muscle
- 3 Wound: cuts, scrapes, puncture
- 4 Head injury, concussion
- 5 Bruise, contusion, or internal bleeding
- 6 Burn, scald
- 7 Illness or effect from poisons, medicines (drugs), etc.
- 15 Other (SPECIFY)

Lead In(s): CSH-6C.1[All]

CSH-6E.1

Where did the accident or injury happen?

(CODE ONE.)

- 1 At home (any, not necessarily the child's)
- 2 School (including grounds and athletic areas)
- 3 Day care location (preschool/nursery)
- 4 Street or highway
- 5 Public building or space (other than streets or schools)
- 6 Place of recreation and sports, except school
- 7 Farm or agricultural area, except farm house
- 8 Other (SPECIFY)

Lead In(s): CSH-6D.1[All]

CSH-6F.1

CAPI CHECK: WAS THERE MORE THAN ONE ACCIDENT OR INJURY?

Lead In(s): CSH-6E.1[All]

Note: The instrument allows for up to three accidents / injuries.

CSH-7

Now we're going to talk about any time *Child Name* may have been hospitalized since [(he/she) was born /since we last interviewed you *Date of Mother's Last Interview*]. (This may include an injury that you have already mentioned here.)

Has *Child Name* had any accidents or injuries that required hospitalization since *Date of Mother's Last Interview*?

- 1 Yes
- 0 No...(GO TO CSH-8)

Lead In(s): CSH-6[0], CSH-6F.1[Default], CSH-6F.2[Default], CSH-6E.3[All]

CSH-7A

How many such accidents or injuries (requiring hospitalization) has *Child Name* had since *Date of Mother's Last Interview*?

Enter answer : |__|__|

(IF 1 = ANSWER, GO TO CSH-7B2.1)

Lead In(s): CSH-7[Default]

CSH-7B1.1

Thinking of the most recent accident or injury that required hospitalization, in what month and year did it occur?

Enter Date: |__|__| |__|__|
month year

Lead In(s): CSH-7A[Default],
Default Next Question: CSH-7C.1

CSH-7B2.1

In what month and year did it occur?

Enter Date: |__|__| |__|__|
month year

Lead In(s): CSH-7A[1]

CSH-7C.1

What was the cause of this accident or injury?

RECORD VERBATIM AND CODE ONLY ONE.

- 1 Motor vehicle accident as occupant
- 2 Motor vehicle accident as pedestrian
- 3 Cycling
- 4 Fall unrelated to athletics or sports activity
- 5 Fall/contact related to athletics/sports activity
- 6 Fire or smoke
- 7 Hot liquid
- 8 Toy or item intended for child use
- 9 Equipment or device not intended for a child
- 10 Poisoning
- 11 Smashed body part: car/door/window bruise/contusion
- 12 Adult injured child accidentally (pull/lift injury)
- 13 Intentional violent injury
- 14 "Rough housing,"/impact injury: wrestling, etc.
- 16 Fighting: broke bone/nose, hit in face, shot, stabbed, etc.
- 17 Struck by object from other person (intent unknown)
- 18 Insect sting or bite
- 19 Stepped on sharp object, i.e. glass/nails/metal
- 20 Ran into stationary object (not in home environment)
- 22 Ran into stationary object (home environment)
- 21 Animal bite
- 23 Cut by sharp object, i.e. knife/glass/tool
- 24 Burn, i.e. from heater/cigarette/oven/stove
- 25 Jump/fall accident, i.e. off furniture/other object
- 26 "Temper" injuries, i.e. fell, kicked furniture, etc.
- 15 Other (SPECIFY)

Lead In(s): CSH-7B1.1[All], CSH-7B2.1[All]

CSH-7D.1

What specific injury or conditions resulted from the accident mentioned above?

(CODE ALL THAT APPLY.)

- 1 Broken or dislocated bones
- 2 Sprain, strain, or pulled muscle
- 3 Wound: cuts, scrapes, puncture
- 4 Head injury, concussion
- 5 Bruise, contusion, or internal bleeding
- 6 Burn, scald
- 7 Illness or effect from poisons, medicines (drugs), etc.
- 15 Other (SPECIFY)

Lead In(s): CSH-7C.1[All]

CSH-7E.1

Where did the accident or injury happen?

- 1 At home (any, not necessarily the child's)
- 2 School (including grounds and athletic areas)
- 3 Day care location (preschool/nursery)
- 4 Street or highway
- 5 Public building or space (other than streets or schools)
- 6 Place of recreation and sports, except school
- 7 Farm or agricultural area, except farm house
- 8 Other (SPECIFY)

Lead In(s): CSH-7D.1[All]

CSH-7F.1

CAPI CHECK: IS A (SECOND/THIRD) ACCIDENT CODED IN CSH-7A? IF SO, GO TO CSH-7B.2.

Lead In(s): CSH-7E.1[All]

Note: The instrument allows for up to three accidents / injuries.

CSH-8

[Since (he/she) was born / In the past 12 months] has *Child Name* had any illnesses that required medical attention or treatment?

- 1 Yes
- 0 No...(GO TO CSH-9)

Lead In(s): CSH-7[0], CSH-7F.1[Default], CSH-7F.2[Default], CSH-7E.3[All]

CSH-8A

How many such illnesses has *Child Name* had [since (he/she) was born / in the past 12 months]?

Enter answer :

Lead In(s): CSH-8[Default],

CSH-9

When did *Child Name* last see a doctor for a routine health checkup?

- 1 Less than 1 month ago
- 2 1 - 3 months ago
- 3 4 - 6 months ago
- 4 7 - 11 months ago
- 5 1 year - 23 months ago
- 6 2 or more years ago
- 7 Never

Lead In(s): CSH-8[0], CSH-8A[All]

CSH-10A

CAPI CHECK: IS CHILD A FEMALE? IF SO, GO TO CSH-10B.

Lead In(s): CSH-9[All]
Default Next Question: CSH-10D

CSH-10B

CAPI CHECK: IS CHILD 8 YEARS OR OLDER? IF SO, GO TO CSH-10C. IF YOUNGER THAN 8 YEARS, GO TO CSH-10D.

Lead In(s): CSH-10A[1]

CSH-10C

CAPI CHECK: HAS CHILD PREVIOUSLY REPORTED HAVING HAD A MENSTRUAL PERIOD? IF NO, GO TO CSH-11.

Lead In(s): CSH-10B[Default]
 Default Next Question: CSH-11C

CSH-10D

CAPI CHECK: IS CHILD 2 YEARS OLD OR OLDER? IF SO, GO TO CSH-11C; IF NOT, GO TO CSH-13.

Lead In(s): CSH-10A[Default], CSH-10B[0]
 Default Next Question: CSH-11C

CSH-11

Has *Child Name* ever had a menstrual period?

- 1 Yes
- 0 No...(GO TO CSH-11C)

Lead In(s): CSH-10C[0]

CSH-11A

How old was *Child Name* when she had her first menstrual period?

(INTERVIEWER: ENTER AGE IN YEARS.)

Enter answer :

Lead In(s): CSH-11[Default]

CSH-11B

In what month and year did she have her first period?

Enter Date:
 month year

Lead In(s): CSH-11A[All]

CSH-11C

Which hand does *Child Name* use for writing?

CODE ONLY ONE. IF R SAYS CHILD DOESN'T WRITE YET, ASK WHICH HAND HE/SHE USES MOST OFTEN. IF R VOLUNTEERS "AMBIDEXTROUS", "EITHER", OR "BOTH", ENTER EITHER AND RECORD EXPLANATION IN COMMENT SCREEN.

- 1 Left
- 2 Right
- 3 Either/both

Lead In(s): CSH-10C[Default], CSH-10D[Default], CSH-11[0], CSH-11B[All]

CSH-11D

Please think about the hand *Child Name* uses for activities such as throwing a ball or brushing teeth.

When (*he/she*) throws a ball, does (*he/she*) use (*his/her*)...

- 1 right hand nearly all of the time?
- 2 right hand more than half of the time?
- 3 right and left hands about equally?
- 4 left hand more than half of the time?
- 5 left hand nearly all of the time?

Lead In(s): CSH-11C[All]

CSH-11E

When (*he/she*) brushes (*his/her*) teeth, does (*he/she*) use (*his/her*)...

- 1 right hand nearly all of the time?
- 2 right hand more than half of the time?
- 3 right and left hands about equally?
- 4 left hand more than half of the time?
- 5 left hand nearly all of the time?

Lead In(s): CSH-11D[All]

CSH-12

When did *Child Name* last see a dentist for a checkup or to have some dental work done?

- 1 Less than 1 month ago
- 2 1 - 3 months ago
- 3 4 - 6 months ago
- 4 7 - 11 months ago
- 5 1 year - 23 months ago
- 6 2 or more years ago
- 7 Never

Lead In(s): CSH-11E[All]

CSH-13

Is *Child Name's* health care now covered by health insurance provided either by an employer or by an individual plan that pays part or all of a hospital, doctor's, or surgeon's bill? (THIS DOES NOT INCLUDE PUBLIC ASSISTANCE HEALTH CARE PROGRAMS.)

- 1 Yes
- 0 No

Lead In(s): CSH-12[All]

CSH-14

There is a national program called Medicaid that pays for health care for persons in need.

Is *Child Name's* health care now covered by Medicaid?

- 1 Yes
- 0 No

Lead In(s): CSH-13[All]

CSH-15

CAPI CHECK: IS CHILD NAME 3 YEARS OLD OR OLDER? IF SO, GO TO CSH-16; IF NOT GO TO CSH-17.

Lead In(s): CSH-14[All]

CSH-16

During the past 12 months has *Child Name* seen a psychiatrist, psychologist, or counselor about any behavioral, emotional, or mental problem?

- 1 Yes
0 No

Lead In(s): CSH-15[Default]

CSH-16A

What was the problem?

(RECORD VERBATIM THEN CODE ALL THAT APPLY.)

- 1 LEARNING PROBLEMS, LEARNING DISABILITY, DYSLEXIA, READING PROBLEMS, SPEECH PROBLEMS
- 2 BEHAVIOR PROBLEMS IN SCHOOL/PRESCHOOL
- 3 FAMILY PROBLEMS: LOSS OF PARENT OR SIB, DIVORCE
- 4 UNMANAGEABLE, TEMPER TANTRUMS, DISRUPTIVE, HYPERACTIVE
- 5 STRESS, CRIES A LOT
- 6 LYING
- 7 EMOTIONAL TRAUMA: MOLESTATION, ABUSE
- 8 AUTISM
- 9 SHYNESS
- 10 NIGHTMARES
- 15 OTHER (SPECIFY)

Lead In(s): CSH-16[Default],

CSH-16B

Was the cost covered, at least in part, by any form of insurance or benefit program?

- 1 Yes
0 No

Lead In(s): CSH-16A[All]

Default Next Question: CSH-18

CSH-17

[In the past 12 months, since (he/she) was born], have you felt, or has anyone suggested, that *Child Name* needed help for any behavioral, emotional, or mental problem?

- 1 Yes
- 0 No

Lead In(s): CSH-16[0]

CSH-18

Does *Child Name* regularly take any medicines or prescription drugs to help control (*his/her*) activity level or behavior?

- 1 Yes
- 0 No

Lead In(s): CSH-17[All]

CSH-18A

CAPI CHECK: IS CHILD YOUNGER THAN 3 YEARS, 11 MONTHS AND 16 DAYS? IF YES, GO TO CSH-20.

Lead In(s): CSH-18[All]

CSH-19

INTERVIEWER: DOES CHILD HAVE ANY SERIOUS HEALTH LIMITATIONS THAT WOULD AFFECT TESTING? IF YES, RECORD CONDITION IN COMMENT FIELD.

- 1 YES
- 0 NO...(GO TO CSH-20)

Lead In(s): CSH-18A[Default]

CSH-19A

INTERVIEWER: IF CHILD HAS A SERIOUS PHYSICAL OR MENTAL CONDITION THAT MAY INFLUENCE MEASUREMENT, TACTFULLY TELL MOTHER THAT SOME MEASUREMENTS MAY BE INAPPROPRIATE FOR CHILD BUT THAT YOU WILL ADMINISTER THE ONES YOU CAN.

Lead In(s): CSH-19[Default]

CSH-20

(INTERVIEWER: IF CHILD IS NOT ALREADY PRESENT, READ TO MOTHER): Could you please bring *Child Name* into the room and help me make (*him/her*) comfortable?

Lead In(s): CSH-18A[1], CSH-19A[All]

CSH-20A

CAPI CHECK: IS CHILD 3 YEARS, 11 MONTHS, 16 DAYS OR OLDER? I.E., IS CHILD'S PPVT AGE 4 YRS OR MORE? IF SO, GO TO CSH-21; IF NOT, GO TO CSH-22.

Lead In(s): CSH-20[All]

CSH-21

CAPI CHECK: IS CHILD 5 YEARS OLD OR OLDER? IF YES, GO TO CSH-21B AND READ "OLDER" INTRO TO CHILD.

Lead In(s): CSH-20A[Default]

CSH-21A

What did your mother tell you about my visit?

WAIT FOR CHILD'S RESPONSE, THEN CONTINUE: (That's right, OR, I see.)

Your mother has been helping us by answering some questions. Now it's your turn. First we'll see how big you are and then I'll ask you some questions. I want you to give me the best answers you can.

Lead In(s): CSH-21[Default]

Default Next Question: CSH-22

CSH-21B

(TO CHILD:) What did your mother tell you about my visit?

WAIT FOR CHILD'S RESPONSE, THEN CONTINUE: (That's right. OR, I see.)

Your mother has been helping us by answering questions for many years now.

This makes her a very important person to us. Now we have some questions for you.

Some are about language, some about (arithmetic/math), and some are about how you feel.

Lead In(s): CSH-21[1]

CSH-21C

Some questions have right or wrong answers, others don't. I want you to concentrate on the questions and give me your best answer for each one.

Lead In(s): CSH-21B[All]

CSH-22

(TO MOTHER:) I'd like to find out how tall *Child Name* is. Would you prefer to measure (*him/her*) yourself or shall I do it? (RECORD FEET)

(INTERVIEWER: INCHES APPEAR ON NEXT SCREEN.)

Enter answer :

Lead In(s): CSH-20A[0], CSH-21C[All]

CSH-22A

INTERVIEWER: RECORD INCHES.

Enter answer :

Lead In(s): CSH-22 [All]

CSH-22B

INTERVIEWER: HOW WAS HEIGHT REPORTED?

- 1 TAPE MEASUREMENT
- 2 MOTHER RECALL

Lead In(s): CSH-22A[All]

CSH-23

I'd like to find out *Child Name's* weight. Would you prefer to weigh (*him/her*) yourself or shall I do it? (RECORD POUNDS.)

INTERVIEWER: BE SURE CHILD IS NOT WEARING SHOES OR HEAVY OUTER GARMENTS. OUNCES FOR CHILDREN UNDER 20 LBS. APPEAR ON NEXT SCREEN.

Enter answer : |_|_|_|_|

(IF 0 <= ANSWER <= 19, GO TO CSH-23A)

Lead In(s): CSH-22B[All]

Default Next Question: CSH-23B

CSH-23A

INTERVIEWER: RECORD OUNCES.

Enter answer : |_|_|_|_|

Lead In(s): CSH-23[0-19]

CSH-23B

INTERVIEWER: HOW WAS WEIGHT REPORTED?

- 1 SCALE MEASUREMENT
- 2 MOTHER RECALL

Lead In(s): CSH-23[Default]

CSH-24

CAPI CHECK: IF CHILD NAME IS YOUNGER THAN 3 YEARS OLD, GO TO CSH-24A. IF HE / SHE IS 3 YEARS OLD OR OLDER, GO TO CSH-24B.

Lead In(s): CSH-23B[All]

CSH-24A

INTERVIEWER: HOW SHY OR ANXIOUS WAS CHILD WHEN YOU FIRST MET
(HIM/HER)?

- (1) NOT AT ALL SHY OR ANXIOUS/SOCIABLE & FRIENDLY
- (2)2
- (3)3
- (4)4
- (5) EXTREMELY SHY/QUIET/WITHDRAWN
- (6) UNABLE TO ASSESS CHILD (SPECIFY)...(*GO TO CSH-25A*)
- (7) CHILD NOT PRESENT-TOO YOUNG TO ASSESS...
(*GO TO CSH-25A*).

Lead In(s): CSH-24 [0-35]

Default Next Question: CSH-25

CSH-24B

INTERVIEWER: HOW SHY OR ANXIOUS WAS CHILD WHEN YOU FIRST MET
(HIM/HER)?

- (1) NOT AT ALL SHY OR ANXIOUS/SOCIABLE & FRIENDLY
- (2)2
- (3)3
- (4)4
- (5) EXTREMELY SHY/QUIET/WITHDRAWN
- (6) UNABLE TO ASSESS CHILD (SPECIFY)...(*GO TO CSH-25A*)

Lead In(s): CSH-24[36-999]

CSH-25

INTERVIEWER: WAS ANYONE ELSE PRESENT, EXCLUDING THE RESPONDENT AND
YOUNG CHILDREN (AGE 3 AND YOUNGER), WHEN YOU ASKED THE
QUESTIONS IN THIS SECTION?

- 1 YES
- 0 NO
- 2 TELEPHONE INTERVIEW...(*GO TO CS-TEL*)

Lead In(s): CSH-24B[Default]

Default Next Question: Age checks to determine which assessment will be administered first (see p.26)

CSH-25A

INTERVIEWER: WAS ANYONE ELSE PRESENT, EXCLUDING THE RESPONDENT AND YOUNG CHILDREN (AGE 3 AND YOUNGER), WHEN YOU ASKED THE QUESTIONS IN THIS SECTION?

- 1 YES
- 0 NO
- 2 TELEPHONE INTERVIEW...(GO TO CS-TEL)

Lead In(s): CSH-24A[6,7]; CSH-24B[6]

Default Next Question: CSEV-5

CS-TEL

INTERVIEWER: THIS CHILD CASE HAS BEEN CODED A TELEPHONE INTERVIEW. DO YOU PLAN TO ADMINISTER ANY ASSESSMENTS TO *CHILD NAME* AT ALL?

- 1 YES
- 0 NO...(GO TO CS-END-TEL ON PAGE 79)

Lead In(s): CSH-25A[2]

Default Next Question: CST-1

CST-1 to CST-1A-C

CAPI CHECK: AGE CHECKS TO DETERMINE WHICH ASSESSMENT WILL BE ADMINISTERED FIRST.

1. *IF CHILD AGE IS BETWEEN [12 YRS] AND [14 YRS, 11MOS], GO TO WHAT I AM LIKE.*
2. *IF CHILD AGE IS BETWEEN [7 YRS] AND [11 YRS, 11MOS], GO TO DIGIT SPAN.*
3. *IF CHILD AGE IS BETWEEN [4 YRS, 11 MOS, 16 DAYS] AND [6 YRS, 11 MOS], GO TO PIAT MATH.*
4. *IF CHILD AGE IS BETWEEN [3 YRS, 11 MOS, 16 DAYS] AND [4 YRS, 11 MOS, 15 DAYS], GO TO PPVT.*
5. *IF CHILDAGE IS YOUNGER THAN [3 YRS, 11 MOS, 16 DAYS], **SKIP ASSESSMENTS AND GO TO CSEV-5 ON P.93.***

Note: Assessment sections run automatically based on child age. If mother refused to sign consent form, interviewer skips the assessments section and goes to the CHILD SCHOOLING section on page 67.

WHAT I AM LIKE

(Self-Perception Profile for Children)

AGES: CHILDREN 12 YEARS AND OLDER

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section is meant to give us an idea of how (CHILD) views (him/her)self.

READ TO CHILD.

- A. All kids think and feel differently about things. We are interested in what you think you are like and how you think and feel. This is not a test. There are no right or wrong answers. Remember all kids are different.

[HAND SHOWCARD SET B.] This Section is called "What I Am Like." Here's an example of how the questions work. I'll read the question aloud and you follow along and think about it before you answer. This question is about two kinds of kids and we want to know which kids are more like you.

- B. READ BOTH PARTS OF PRACTICE SENTENCE. EMPHASIZE THE UNDERLINED WORDS.

Some kids would rather		other kids would
<u>play outdoors</u> in their	BUT	rather <u>watch TV</u> .
spare time.		

- C. What you do is this: First, decide which kids are more like you -- the kids on the "X" side of the card (POINT TO "X" SIDE OF SHOWCARD) or the kids on the "Y" side of the card (POINT TO "Y" SIDE OF SHOWCARD).

IF NECESSARY, PROBE: Which kind of kid is more like you? The kid on the "X" side or the kid on the "Y" side of the card?

- D. POINTING TO ANSWER CATEGORIES ON SHOWCARD, SAY:

Now, think about the answer you just gave me and then decide if that is **really true for you** or **only sort of true for you**.

IF NECESSARY, PROBE: OK, what do you think? Really true or sort of true for you?

- E. Okay, that was just for practice. Now let's do some more questions. Turn to the next card.
-

INTERVIEWER: THERE SHOULD BE ONLY ONE ANSWER FOR EACH QUESTION.

REALLY TRUE FOR ME	SORT OF TRUE FOR ME	X	Q#	Y	SORT OF TRUE FOR ME	REALLY TRUE FOR ME
4	3	Some kids feel they are very good at their school work.	1. BUT	Other kids worry about whether they can do the school work assigned to them.	2	1
1	2	Some kids are often unhappy with themselves.	2. BUT	Other kids are pretty pleased with themselves.	3	4
4	3	Some kids feel like they are just as smart as other kids their ages.	3. BUT	Other kids aren't so sure and wonder if they are as smart.	2	1
1	2	Some kids don't like the way they are leading their life.	4. BUT	Other kids do like the way they are leading their life.	3	4
1	2	Some kids are pretty slow in finishing their school work.	5. BUT	Other kids can do their school work quickly .	3	4
4	3	Some kids are happy with themselves as a person.	6. BUT	Other kids are often not happy with themselves as a person.	2	1
REALLY TRUE FOR ME	SORT OF TRUE FOR ME	X	Q#	Y	SORT OF TRUE FOR ME	REALLY TRUE FOR ME

INTERVIEWER: READ TO CHILD.

There are a few more of these. Turn the card over.

INTERVIEWER: THERE SHOULD ONLY BE ONE ANSWER FOR EACH QUESTION.

REALLY TRUE FOR ME	SORT OF TRUE FOR ME	X	Q#	Y	SORT OF TRUE FOR ME	REALLY TRUE FOR ME
1	2	Some kids often forget what they learn.	7. BUT	Other kids can remember things easily .	3	4
4	3	Some kids like the kind of person they are.	8. BUT	Other kids often wish they were someone else.	2	1
4	3	Some kids do very well at their classwork.	9. BUT	Other kids don't do very well at their classwork.	2	1
4	3	Some kids are very happy being the way they are.	10. BUT	Other kids wish they were different .	2	1
1	2	Some kids have trouble figuring out the answers in school.	11. BUT	Other kids almost always can figure out the answers.	3	4
1	2	Some kids are not very happy with the way they do a lot of things.	12. BUT	Other kids think the way they do things is fine .	3	4
REALLY TRUE FOR ME	SORT OF TRUE FOR ME	X	Q#	Y	SORT OF TRUE FOR ME	REALLY TRUE FOR ME

INTERVIEWER REMARKS:

13. WAS ANYONE ELSE PRESENT, IN THE ROOM DURING THE ADMINISTRATION OF THIS SECTION?

YES (ANSWER A) 1

NO (GO TO Q.14) 0

		EFFECT ON CHILD'S PERFORMANCE		
A. IF PRESENT,	CODE # PERSONS	SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	<input type="checkbox"/>	1	2	3
FATHER	<input type="checkbox"/>	1	2	3
OTHER ADULT(S)	<input type="checkbox"/> <input type="checkbox"/>	1	2	3
CHILDREN	<input type="checkbox"/> <input type="checkbox"/>	1	2	3

14. CODE CHILD'S ENERGY LEVEL DURING SECTION.

LOW (TIRED) 1

MEDIUM 2

HIGH 3

15. **CAPI CHECK**: WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ANSWER A).....1

NO(GO TO NEXT SECTION, PIAT MATH).....0

A. REASON(S) FOR PREMATURE TERMINATION OF THIS SECTION.
CODE ALL THAT APPLY.

PARENT/GUARDIAN TERMINATED/REFUSED01

CHILD WOULD NOT RESPOND.....02

MAJOR INTERRUPTION CAUSED TERMINATION.....03

CHILD COULD NOT UNDERSTAND TASK04

CHILD HAD LANGUAGE PROBLEM05

CHILD'S EMOTIONAL CONDITION06

CHILD'S PHYSICAL CONDITION07

CHILD TIRED08

OTHER (SPECIFY) _____
 _____ 09

(GO TO NEXT SECTION: PIAT MATH)

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MEMORY FOR DIGIT SPAN

AGES: CHILDREN 7-11 YEARS

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section gives us an idea of (Child Name)'s memory for number order. Each sequence of numbers has more digits than the last. It is rare for anyone to remember all the sequences.

INSTRUCTIONS FOR DIGITS FORWARD.

ADMINISTER QUESTIONS:

- (1) READ EACH DIGIT SPAN **ONLY ONCE** AT AN EVEN RATE OF 1 DIGIT PER SECOND.
- (2) READ PART A OF QUESTION; PAUSE FOR RESPONSE THEN SCORE.
- (3) READ PART B OF QUESTION; PAUSE FOR RESPONSE THEN SCORE.
- (4) IF CHILD DOES NOT RESPOND, DO **NOT** ENCOURAGE FURTHER.
- (5) STOP WHEN CHILD MISSES PART A **AND** PART B OF ANY **ONE** QUESTION.

SCORE QUESTIONS:

- (1) TO BE SCORED CORRECT, NO DIGITS MAY BE OMITTED OR BE IN REVERSED ORDER.
-

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DIGITS FORWARD.

READ TO CHILD. I am going to say some numbers. Listen carefully, and when I am through, say them right after me. SAY: "Ready" BEFORE EACH QUESTION.

ASK BOTH A AND B FOR EACH QUESTION.

		CORRECT	WRONG
1.	A. 3 - 8 - 6	1	2
	B. 6 - 1 - 2	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

2.	A. 3 - 4 - 1 - 7	1	2
	B. 6 - 1 - 5 - 8	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

3.	A. 8 - 4 - 2 - 3 - 9	1	2
	B. 5 - 2 - 1 - 8 - 6	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

4.	A. 3 - 8 - 9 - 1 - 7 - 4	1	2
	B. 7 - 9 - 6 - 4 - 8 - 3	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

5.	A. 5 - 1 - 7 - 4 - 2 - 3 - 8	1	2
	B. 9 - 8 - 5 - 2 - 1 - 6 - 3	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

6.	A. 1 - 6 - 4 - 5 - 9 - 7 - 6 - 3	1	2
	B. 2 - 9 - 7 - 6 - 3 - 1 - 5 - 4	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

7.	A. 5 - 3 - 8 - 7 - 1 - 2 - 4 - 6 - 9	1	2
	B. 4 - 2 - 6 - 9 - 1 - 7 - 8 - 3 - 5	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

DIGITS BACKWARD.

A. READ: Now I am going to say some more numbers, but this time when I stop, I want you to say them backward. For example, if I say 9-2-7, what would you say?

B. PAUSE FOR THE CHILD TO RESPOND. DID CHILD RESPOND CORRECTLY (7-2-9)?

YES (7-2-9)SAY: That's right. Let's go on with the rest of the numbers.

NOSAY: No, you would say 7-2-9. I said 9-2-7, so to say it backward you would say 7-2-9. Now try these numbers. Remember you are to say them backward: 3-6-5.

ASK BOTH A AND B FOR EACH QUESTION.

		CORRECT	WRONG
8.	A. 2 - 5 (ANS = 5-2)	1	2
	B. 6 - 3 (ANS = 3-6)	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15.

9.	A. 5 - 7 - 4 (ANS = 4-7-5)	1	2
	B. 2 - 5 - 9 (ANS = 9-5-2)	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15.

10.	A. 7 - 2 - 9 - 6 (ANS = 6-9-2-7)	1	2
	B. 8 - 4 - 9 - 3 (ANS = 3-9-4-8)	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15.

11.	A. 4 - 1 - 3 - 5 - 7 (ANS = 7-5-3-1-4)	1	2
	B. 9 - 7 - 8 - 5 - 2 (ANS = 2-5-8-7-9)	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15.

12.	A. 1 - 6 - 5 - 2 - 9 - 8 (ANS = 8-9-2-5-6-1)	1	2
	B. 3 - 6 - 7 - 1 - 9 - 4 (ANS = 4-9-1-7-6-3)	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15.

		CORRECT	WRONG
13.	A. 8 - 5 - 9 - 2 - 3 - 4 - 2 (ANS = 2-4-3-2-9-5-8)	1	2
	B. 4 - 5 - 7 - 9 - 2 - 8 - 1 (ANS = 1-8-2-9-7-5-4)	1	2

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15.

14.	A. 6 - 9 - 1 - 6 - 3 - 2 - 5 - 8 (ANS = 8-5-2-3-6-1-9-6)	1	2
	B. 3 - 1 - 7 - 9 - 5 - 4 - 8 - 2 (ANS = 2-8-4-5-9-7-1-3)	1	2

GO TO Q.15.

INTERVIEWER REMARKS:

15. WAS ANYONE ELSE PRESENT, IN THE ROOM DURING THE ADMINISTRATION OF THIS SECTION?

YES (ANSWER A) 1

NO (GO TO Q.16) 0

		EFFECT ON CHILD'S PERFORMANCE		
A. IF PRESENT,	CODE # PERSONS	SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	<input type="checkbox"/>	1	2	3
FATHER	<input type="checkbox"/>	1	2	3
OTHER ADULT(S)	<input type="checkbox"/> <input type="checkbox"/>	1	2	3
CHILDREN	<input type="checkbox"/> <input type="checkbox"/>	1	2	3

16. CODE CHILD'S ENERGY LEVEL DURING SECTION.

- LOW (TIRED)1
- MEDIUM2
- HIGH.....3

17. **CAPI CHECK:** *WAS THIS SECTION TERMINATED PREMATURELY?*

- YES.....(ANSWER A).....1
- NO..... (GO TO NEXT SECTION)0

A. REASON(S) FOR PREMATURE TERMINATION OF THIS SECTION.

CODE ALL THAT APPLY.

- PARENT/GUARDIAN TERMINATED/REFUSED01
- CHILD WOULD NOT RESPOND.....02
- MAJOR INTERRUPTION CAUSED TERMINATION.....03
- CHILD COULD NOT UNDERSTAND TASK04
- CHILD HAD LANGUAGE PROBLEM05
- CHILD'S EMOTIONAL CONDITION06
- CHILD'S PHYSICAL CONDITION07
- CHILD TIRED08
- OTHER (SPECIFY) _____

_____ 09

(GO TO NEXT SECTION: PIAT MATH)

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PIAT MATH

AGES: CHILDREN PPVT AGE 5-14 YEARS

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section measures (Child Name)'s mathematical skills. The questions begin at a very basic skill level and go to a very high skill level. No one is expected to answer all the questions.

PRACTICE EXERCISES.

A. CAPI CHECK: IS CHILD IN 1ST GRADE OR HIGHER?

YES(SKIP TO C)..... 1
 NO(GO TO B)..... 0

B. PRACTICE EXERCISES FOR CHILDREN NOT YET IN 1ST GRADE.

- (1) TURN TO "INTRODUCTION TO THE MATHEMATICS SUBTEST" (IN PIAT VOLUME I). READ: Let's start with some math problems. First, we'll do some just for practice to show you what they are like.
- (2) FOLLOW TEXT IN EASEL FOR PRACTICE EXERCISES A - E THEN GO TO STEP FIVE.

C. NO PRACTICE FOR CHILDREN IN 1ST GRADE OR HIGHER.

READ: We are going to start with some mathematics problems. Some of the first ones would be too easy for you, so let's start with this one.

CAPI CHECK: CHILD'S CURRENT GRADE...

KINDERGARTEN	
OR LESS.....	(GO TO Q.1) 00
1ST GRADE	(GO TO Q.15) 01
2ND GRADE	(GO TO Q.25) 02
3RD GRADE	(GO TO Q.30) 03
4TH GRADE.....	(GO TO Q.35) 04
5TH GRADE.....	(GO TO Q.40) 05
6TH GRADE.....	(GO TO Q.45) 06
7TH GRADE.....	(GO TO Q.50) 07
8TH GRADE.....	(SKIP TO Q.54) 08
9TH GRADE.....	(SKIP TO Q.58) 09
10TH GRADE.....	(SKIP TO Q.60) 10
11TH GRADE.....	(SKIP TO Q.62) 11
12TH GRADE	
(OR HIGHER)	(SKIP TO Q.64) 12

BASAL=5 of 5 CORRECT
CEILING=5 OF 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM DROPS BACK TO NEXT GRADE LEVEL UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL, THEN PROCEEDS FORWARD.

GRADE	ANSWER	RECORD	(CODE ONE)		GRADE	ANSWER	RECORD	(CODE ONE)					
		RESPONSE	CORRECT	WRONG			RESPONSE	CORRECT	WRONG				
K	1.	(4)	()	1	2	3rd	27.	(3)	()	1	2		
	2.	(2)	()	1	2		28.	(1)	()	1	2		
	3.	(3)	()	1	2		29.	(3)	()	1	2		
	4.	(1)	()	1	2		30.	(2)	()	1	2		
	5.	(4)	()	1	2		31.	(2)	()	1	2		
	6.	(3)	()	1	2		32.	(4)	()	1	2		
	7.	(3)	()	1	2		33.	(4)	()	1	2		
	8.	(1)	()	1	2		34.	(2)	()	1	2		
	9.	(4)	()	1	2		4th	35.	(3)	()	1	2	
	10.	(4)	()	1	2			36.	(1)	()	1	2	
	11.	(1)	()	1	2			37.	(2)	()	1	2	
	12.	(3)	()	1	2			38.	(3)	()	1	2	
	1st	13.	(4)	()	1		2	5th	39.	(1)	()	1	2
		14.	(2)	()	1		2		40.	(4)	()	1	2
15.		(4)	()	1	2	41.	(4)		()	1	2		
16.		(3)	()	1	2	42.	(4)		()	1	2		
17.		(1)	()	1	2	6th	43.	(1)	()	1	2		
18.		(3)	()	1	2		44.	(3)	()	1	2		
19.		(2)	()	1	2		45.	(4)	()	1	2		
20.		(3)	()	1	2		46.	(2)	()	1	2		
21.		(2)	()	1	2		47.	(1)	()	1	2		
22.		(1)	()	1	2		48.	(1)	()	1	2		
23.		(2)	()	1	2		49.	(3)	()	1	2		
24.		(2)	()	1	2		7th	50.	(3)	()	1	2	
2nd	25.	(1)	()	1	2	51.		(2)	()	1	2		
	26.	(4)	()	1	2	52.	(4)	()	1	2			

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO 85.

BASAL=5 of 5 CORRECT

CEILING=5 of 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM DROPS BACK TO NEXT GRADE LEVEL UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRET, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL, THEN PROCEEDS FORWARD.

GRADE	ANSWER	RECORD	(CODE ONE)		GRADE	ANSWER	RECORD	(CODE ONE)	
		RESPONSE	CORRECT	WRONG			RESPONSE	CORRECT	WRONG
8th	53.	()	1	2	69.	()	1	2	
	54.	()	1	2		70.	()	1	2
	55.	()	1	2		71.	()	1	2
	56.	()	1	2		72.	()	1	2
	57.	()	1	2		73.	()	1	2
9th	58.	()	1	2	74.	()	1	2	
	59.	()	1	2	75.	()	1	2	
	10th	60.	()	1	2	76.	()	1	2
61.		()	1	2	77.	()	1	2	
11th		62.	()	1	2	78.	()	1	2
	63.	()	1	2	79.	()	1	2	
	12th	64.	()	1	2	80.	()	1	2
65.		()	1	2	81.	()	1	2	
66.		()	1	2	82.	()	1	2	
67.		()	1	2	83.	()	1	2	
68.		()	1	2	84.	()	1	2	

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO 85.

85. **CAPI CHECK: COMPUTE SCORE:**

A. RECORD FINAL BASAL.

B. ENTER CEILING Q# (LAST ITEM WRONG).

C. ENTER TOTAL # OF ERRORS BETWEEN BASAL AND CEILING.

–

D. SUBTRACT 'C' FROM 'B'.

=SCORE

INTERVIEWER REMARKS:

86. WAS ANYONE ELSE PRESENT, IN THE ROOM DURING THE ADMINISTRATION OF THIS SECTION?

YES (ANSWER A) 1

NO (GO TO Q.87) 0

		EFFECT ON CHILD'S PERFORMANCE		
A. IF PRESENT,	CODE # PERSONS	SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	<input type="text"/>	1	2	3
FATHER	<input type="text"/>	1	2	3
OTHER ADULT(S)	<input type="text"/> <input type="text"/>	1	2	3
CHILDREN	<input type="text"/> <input type="text"/>	1	2	3

88. CODE CHILD'S ENERGY LEVEL DURING SECTION.

LOW (TIRED)	1
MEDIUM	2
HIGH	3

89. **CAPI CHECK:** WAS THIS SECTION TERMINATED PREMATURELY?

YES..... (ANSWER A).....	1
NO (GO TO NEXT SECTION).....	0

A. REASON(S) FOR PREMATURE TERMINATION OF THIS SECTION.
CODE ALL THAT APPLY.

PARENT/GUARDIAN TERMINATED/REFUSED	01
CHILD WOULD NOT RESPOND.....	02
MAJOR INTERRUPTION CAUSED TERMINATION.....	03
CHILD COULD NOT UNDERSTAND TASK	04
CHILD HAD LANGUAGE PROBLEM	05
CHILD'S EMOTIONAL CONDITION	06
CHILD'S PHYSICAL CONDITION	07
CHILD TIRED	08
OTHER (SPECIFY) _____	
_____	09

(GO TO NEXT SECTION: PIAT READING RECOGNITION)

PIAT READING RECOGNITION

AGES: CHILDREN PPVT AGE 5-14 YEARS

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section measures (Child Name)'s ability to recognize letters and words. The questions begin at a basic level and proceed to a higher level of skill. No one is expected to answer all the questions.

PRACTICE EXERCISES.

A. **CAPI CHECK:** IS CHILD IN 1ST GRADE OR HIGHER?

YES..... (SKIP TO C)1
 NO(GO TO B)0

B. PRACTICE FOR CHILDREN NOT YET IN 1ST GRADE.

- (1) TURN TO "INTRODUCTION TO READING RECOGNITION SUBTEST" (IN PIAT VOLUME I). READ:

Now I am going to give you some problems in reading. First, let's look at some more practice ones to show you what these are like. (TURN TO EXERCISE A.)

- (2) FOLLOW TEXT IN EASEL FOR PRACTICE EXERCISES (A-E).

C. NO PRACTICE FOR CHILDREN IN 1ST GRADE OR HIGHER. TURN TO "INTRODUCTION TO READING RECOGNITION SUBTEST" (PIAT VOLUME 1) READ:

Now we are going to do some reading. Again, let's skip over some of the very easy ones and start here.

CAPI CHECK: RECORD SCORE FROM PIAT MATH Q.85D.

SKIP TO STARTING Q# BASED ON PIAT MATH SCORE. TURN TO APPROPRIATE EASEL PAGE AND PROCEED.

BASAL = 5 OF 5 CORRECT
CEILING = 5 OF 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM JUMPS BACK 5 UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL.

CAPI CHECK: BE SURE TO CIRCLE EVERY ITEM ADMINISTERED.
BE SURE TO CODE EVERY ANSWER.

PLATE #	ITEM #	CIRCLE ANSWER	CODE ONE...		PLATE #	ITEM #	CIRCLE ANSWER	CODE ONE...	
			CORRECT	WRONG				CORRECT	WRONG
	1.	(1)	1	2		23.	(wagon)	1	2
	2.	(2)	1	2		24.	(fishing)	1	2
	3.	(1)	1	2		25.	(brook)	1	2
	4.	(4)	1	2		26.	(gloves)	1	2
	5.	(3)	1	2		27.	(smile)	1	2
	6.	(2)	1	2		28.	(colt)	1	2
	7.	(1)	1	2		29.	(round)	1	2
	8.	(2)	1	2	PLATE 17 →	30.	(blaze)	1	2
	9.	(4)	1	2		31.	(feather)	1	2
	10.	(B b)	1	2		32.	(flour)	1	2
	11.	(A a)	1	2		33.	(igloo)	1	2
	12.	(O)	1	2		34.	(liquid)	1	2
	13.	(S)	1	2		35.	(purse)	1	2
	14.	(N)	1	2		36.	(dangerous)	1	2
PLATE 15 →	15.	(c)	1	2		37.	(lodge)	1	2
	16.	(i)	1	2		38.	(stylish)	1	2
	17.	(d)	1	2		39.	(accident)	1	2
	18.	(m)	1	2		40.	(ruin)	1	2
PLATE 16 →	19.	(run)	1	2		41.	(exercise)	1	2
	20.	(play)	1	2		42.	(pigeon)	1	2
	21.	(jump)	1	2		43.	(moisture)	1	2
	22.	(kitten)	1	2		44.	(artificial)	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO Q.85.

BASAL = 5 OF 5 CORRECT
 CEILING = 5 OF 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM JUMPS BACK 5 UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL.

CAPI CHECK: CIRCLE EACH ITEM GIVEN. CODE EVERY ANSWER.

PLATE #	ITEM #	CIRCLE ANSWER	CODE ONE...		PLATE #	ITEM #	CIRCLE ANSWER	CODE ONE...	
			CORRECT	WRONG				CORRECT	WRONG
	45.	(anchor)	1	2		65.	(diminutive)	1	2
PLATE 18 →	46.	(elegant)	1	2		66.	(ensign)	1	2
	47.	(gaudy)	1	2		67.	(dilapidated)	1	2
	48.	(treacherous)	1	2		68.	(bureaucrat)	1	2
	49.	(yacht)	1	2		69.	(adulation)	1	2
	50.	(guerrilla)	1	2		70.	(exorbitantly)	1	2
	51.	(boisterous)	1	2		71.	(epoch)	1	2
	52.	(isthmus)	1	2		72.	(aesthetic)	1	2
	53.	(anticipation)	1	2		73.	(deluge)	1	2
	54.	(vertebrates)	1	2		74.	(didactic)	1	2
	55.	(contemplate)	1	2		75.	(titular)	1	2
	56.	(heroine)	1	2		76.	(credulity)	1	2
	57.	(unparalleled)	1	2		77.	(judiciable)	1	2
	58.	(inaccessible)	1	2	PLATE 20 →	78.	(nihilism)	1	2
	59.	(colleague)	1	2		79.	(pharyngeal)	1	2
	60.	(medieval)	1	2		80.	(pterodactyl)	1	2
	61.	(pinnacle)	1	2		81.	(macrocosm)	1	2
PLATE 19 →	62.	(picturesque)	1	2		82.	(chimerical)	1	2
	63.	(adjacent)	1	2		83.	(disaccharide)	1	2
	64.	(navigable)	1	2		84.	(apophthegm)	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO Q.85.

85. WAS THIS SECTION TERMINATED PREMATURELY?

YES (ANSWER A)..... 1
 NO..... (GO TO Q.86)..... 0

A. REASON FOR PREMATURE TERMINATION OF THIS SECTION.
 CODE ALL THAT APPLY.

PARENT/GUARDIAN TERMINATED/REFUSED.....01
 CHILD WOULD NOT RESPOND02
 MAJOR INTERRUPTION CAUSED TERMINATION03
 CHILD COULD NOT UNDERSTAND TASK.....04
 CHILD HAD LANGUAGE PROBLEM05
 CHILD'S EMOTIONAL CONDITION06
 CHILD'S PHYSICAL CONDITION.....07
 CHILD TIRED08
 OTHER (SPECIFY _____)
 _____ 09

86. **CAPI CHECK:** COMPUTE SCORE.

A. ENTER FINAL BASAL.

B. ENTER CEILING Q# (LAST ITEM WRONG).

C. ENTER TOTAL # OF ERRORS BETWEEN BASAL AND CEILING.

D. SUBTRACT 'C' FROM 'B'.

= SCORE

E. IS CHILD'S SCORE 19 OR HIGHER?

YES ... (GO TO PIAT READING COMPREHENSION SECTION)..... 1
 NO..... (SKIP TO INTERVIEWER REMARKS AT END OF READING
 COMPREHENSION, Q.86, PG. 52)..... 0

PIAT READING COMPREHENSION

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section measures (Child Name)'s ability to understand what (he/she) reads. The questions begin at a very basic skill level and go to a very high skill level. No one is expected to answer all the questions.

PRACTICE EXERCISES.

A. **CAPI CHECK**: IS CHILD IN 1ST GRADE OR HIGHER GRADE?

YES (SKIP TO C)1
 NO (GO TO B)0

B. PRACTICE FOR CHILDREN NOT YET IN 1ST GRADE.

- (1) TURN TO "INTRODUCTION TO READING COMPREHENSION SUBTEST" (IN PIAT VOLUME II) AND READ:

Now I want to find out how well you understand and remember what you read. Let us practice again a little so you will know what I want you to do. (**GO TO PRACTICE A.**)

- (2) FOLLOW TEXT IN EASEL FOR PRACTICE EXERCISES.

C. NO PRACTICE FOR CHILDREN IN 1ST GRADE OR HIGHER. TURN TO "INTRODUCTION TO THE READING COMPREHENSION SUBTEST," IN PIAT VOLUME II AND READ:

Now I want to find out how well you can understand and remember what you read. But, first, let me explain what you are to do. I am going to show you a page. It will have only a sentence printed on it. Read this sentence silently (PAUSE) to yourself (PAUSE) just once. When you have finished, look up at me. Then I will show you the next page which will have four pictures on it. You are to (show me/point to/tell me the number of) the picture that best describes what you have read. Be sure to remember what you have read, once, and then look up at me.

CAPI CHECK: RECORD SCORE FROM PIAT READING RECOGNITION, Q.86D. SKIP TO STARTING Q# BASED ON READING RECOGNITION SCORE. TURN TO APPROPRIATE EASEL PAGE AND PROCEED IF RAW SCORE = 19 OR HIGHER.

(STARTING Q# FROM READING RECOGNITION) →



BASAL = 5 OF 5 CORRECT

CEILING = 5 OF 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM JUMPS BACK 5 UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL.

CAPI CHECK: BE SURE TO CODE EVERY ANSWER.

PLATE #	ANSWER	RECORD RESPONSE	CODE ONE ...		PLATE #	ANSWER	RECORD RESPONSE	CODE ONE ...	
			CORRECT	WRONG				CORRECT	WRONG
19.	(3)	()	1	2	42.	(3)	()	1	2
20.	(1)	()	1	2	43.	(1)	()	1	2
21.	(2)	()	1	2	44.	(4)	()	1	2
22.	(3)	()	1	2	45.	(2)	()	1	2
23.	(2)	()	1	2	46.	(3)	()	1	2
24.	(3)	()	1	2	47.	(1)	()	1	2
25.	(1)	()	1	2	48.	(1)	()	1	2
26.	(1)	()	1	2	49.	(2)	()	1	2
27.	(2)	()	1	2	50.	(3)	()	1	2
28.	(3)	()	1	2	51.	(2)	()	1	2
29.	(2)	()	1	2	52.	(4)	()	1	2
30.	(1)	()	1	2	53.	(3)	()	1	2
31.	(3)	()	1	2	54.	(4)	()	1	2
32.	(4)	()	1	2	55.	(2)	()	1	2
39.	(2)	()	1	2	56.	(4)	()	1	2
34.	(4)	()	1	2	57.	(2)	()	1	2
35.	(3)	()	1	2	58.	(4)	()	1	2
36.	(4)	()	1	2	59.	(3)	()	1	2
37.	(1)	()	1	2	60.	(2)	()	1	2
38.	(2)	()	1	2	61.	(3)	()	1	2
39.	(3)	()	1	2	62.	(2)	()	1	2
40.	(1)	()	1	2	63.	(4)	()	1	2
41.	(3)	()	1	2	64.	(3)	()	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO Q.85.

PLATE #	ANSWER	RECORD RESPONSE	CODE ONE...		PLATE #	ANSWER	RECORD RESPONSE	CODE ONE...	
			CORRECT	WRONG				CORRECT	WRONG
65.	(4)	()	1	2	75.	(1)	()	1	2
66.	(1)	()	1	2	76.	(2)	()	1	2
67.	(2)	()	1	2	77.	(3)	()	1	2
68.	(1)	()	1	2	78.	(4)	()	1	2
69.	(4)	()	1	2	79.	(2)	()	1	2
70.	(2)	()	1	2	80.	(3)	()	1	2
71.	(1)	()	1	2	81.	(3)	()	1	2
72.	(1)	()	1	2	82.	(1)	()	1	2
73.	(4)	()	1	2	83.	(2)	()	1	2
74.	(4)	()	1	2	84.	(1)	()	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, GO TO Q.85.

85. **CAPI CHECK: COMPUTE SCORE:**

A. RECORD FINAL BASAL.

B. ENTER CEILING Q# (LAST ITEM WRONG).

C. ENTER TOTAL # OF ERRORS BETWEEN BASAL AND CEILING.

-

D. SUBTRACT 'C' FROM 'B'.

= SCORE

GO TO Q.86.

INTERVIEWER REMARKS:

86. WAS ANYONE ELSE PRESENT, IN THE ROOM DURING THE ADMINISTRATION OF THIS SECTION?

YES.....(ANSWER A).....1

NO(GO TO Q.87).....0

		EFFECT ON CHILD'S PERFORMANCE		
A. IF PRESENT,	CODE # PERSONS	SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	<input type="checkbox"/>	1	2	3
FATHER	<input type="checkbox"/>	1	2	3
OTHER ADULT(S)	<input type="checkbox"/> <input type="checkbox"/>	1	2	3
CHILDREN	<input type="checkbox"/> <input type="checkbox"/>	1	2	3

87. CODE CHILD'S ENERGY LEVEL DURING SECTION.

LOW (TIRED).....1

MEDIUM2

HIGH.....3

88. **CAPI CHECK:** WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ANSWER A).....1

NO.....(GO TO NEXT SECTION).....0

A. REASON(S) FOR PREMATURE TERMINATION OF THIS SECTION.
(CODE ALL THAT APPLY).

PARENT/GUARDIAN TERMINATED/REFUSED.....01

CHILD WOULD NOT RESPOND.....02

MAJOR INTERRUPTION CAUSED TERMINATION03

CHILD COULD NOT UNDERSTAND TASK.....04

CHILD HAD LANGUAGE PROBLEM.....05

CHILD'S EMOTIONAL CONDITION.....06

CHILD'S PHYSICAL CONDITION.....07

CHILD TIRED.....08

OTHER (SPECIFY) _____

_____ 09

(GO TO NEXT SECTION: PPVT)

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PEABODY PICTURE VOCABULARY TEST (PPVT-R)

AGES: CHILDREN PPVT AGE 4-14 YEARS

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section is designed to measure (Child Name)'s vocabulary. Children usually enjoy doing this. I tell (him/her) a word and (he/she) looks at four pictures and tells me which picture has the same meaning as the word I said.]

1. **CAPI CHECK:** DID CHILD HAVE VALID PPVT SCORE IN LAST ROUND?

YES(GO TO Q.2).....1

NO(GO TO Q.3).....0

2. **CAPI CHECK:** IS CHILD'S PPVT AGE 10 OR 11 YEARS?

YES(GO TO Q.3).....1

NO(SKIP TO NEXT SECTION, CHILD SCHOOLING)..0

3. **CAPI CHECK:** IS CHILD'S PPVT AGE . . .

4 YRS - 7 YRS(GO TO PRACTICE A BELOW).....1

8 YRS -14 YRS(GO TO PRACTICE B BELOW).....2

PRACTICE A: TURN TO PPVT EASEL, TRAINING PLATE A AND SAY TO CHILD: I want you to look at some pictures with me. See all the pictures on this page? (POINT TO EACH PICTURE.) I will say a word; then I want you to put your finger on the picture of the word I have said. If you are not sure, just tell me your best guess. Let's try one. Put your finger on the picture of **doll**.

<u>doll</u>	(4)	CORRECT..... GO TO PRACTICE B.
fork	(1)	WRONG..... ASK ALTERNATE WORDS, THEN GO TO
table	(2)	PRACTICE B.
car	(3)	

PRACTICE B: TURN TO TRAINING PLATE B. PROCEED AS IN PRACTICE A.

<u>man</u>	(2)
comb	(3)
sock	(4)
mouth	(1)

PRACTICE C: TURN TO TRAINING PLATE C. PROCEED AS IN PRACTICE A.

swinging (3)
 drinking (4)
 walking (1)
 climbing (2)

B. INSTRUCTIONS FOR CHILD 8 YRS AND OLDER.

READ TO CHILD: I have some pictures to show you/OR (FOR OLDER CHILDREN) I want to find out how large your vocabulary is.

PRACTICE D: TURN TO TRAINING PLATE D AND READ:

See, there are four pictures. Each of them is numbered (POINT). I will say a word; then I want you to tell me the number of, or point to, the picture that best tells the meaning of wheel. If you are not sure, tell me your best guess. PROCEED AS IN PRACTICE A.

wheel (4)
 zipper (2)
 rope (1)
 rake (3)

PRACTICE E: TURN TO TRAINING PLATE E. PROCEED AS IN PRACTICE D.

giant (1)
 bride (3)
 witch (4)
 royal (2)

CAPI CHECK: PPVT: IS CHILD'S PPVT AGE . . .

4 YRS - 4 YRS, 5 MOS	.....(SKIP TO Q.15)	.....03
4 YRS, 6 MOS - 4 YRS, 11 MOS	.....(SKIP TO Q.20)	.....04
5 YRS - 5 YRS, 5 MOS	.....(SKIP TO Q.30)	.....05
5 YRS, 6 MOS - 5 YRS, 11 MOS	.....(SKIP TO Q.35)	.....06
6 YRS - 6 YRS, 5 MOS	.....(SKIP TO Q.40)	.....07
6 YRS, 6 MOS - 6 YRS, 11 MOS	.....(SKIP TO Q.50)	.....08
7 YRS - 7 YRS, 11 MOS	.....(SKIP TO Q.55)	.....09
8 YRS - 8 YRS, 11 MOS	.....(SKIP TO Q.65)	.....10
9 YRS - 9 YRS, 11 MOS	.....(SKIP TO Q.70)	.....11
10 YRS - 10 YRS, 11 MOS	.....(SKIP TO Q.80)	.....12
11 YRS - 11 YRS, 11 MOS	.....(SKIP TO Q.85)	.....13
12 YRS - 12 YRS, 11 MOS	.....(SKIP TO Q.90)	.....14
13 YRS - 13 YRS, 11 MOS	.....(SKIP TO Q.95)	.....15
14 YRS - 14 YRS, 11 MOS	.....(SKIP TO Q.100)	.....16

WORD			RECORD RESPONSE	CODE ONE ...		
				CORRECT	WRONG	
1.	bus	(4)	()	1	2	BASAL = 8 OF 8 CORRECT CEILING = 6 OF 8 WRONG
2.	hand	(1)	()	1	2	
3.	bed	(3)	()	1	2	COUNT BACK 8 FOR BASAL. NO JUMP BACK FOR THE PPVT.
4.	tractor	(2)	()	1	2	
5.	closet	(1)	()	1	2	
6.	snake	(4)	()	1	2	
7.	boat	(2)	()	1	2	
8.	tire	(3)	()	1	2	
9.	cow	(1)	()	1	2	
10.	lamp	(4)	()	1	2	
11.	drum	(3)	()	1	2	
12.	knee	(4)	()	1	2	
13.	helicopter	(2)	()	1	2	
14.	elbow	(4)	()	1	2	
15.	bandage	(4)	()	1	2	
16.	feather	(1)	()	1	2	
17.	empty	(3)	()	1	2	
18.	fence	(4)	()	1	2	
19.	accident	(2)	()	1	2	
20.	net	(2)	()	1	2	
21.	tearing	(4)	()	1	2	
22.	sail	(1)	()	1	2	
23.	measuring	(2)	()	1	2	

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO Q.176.

	WORD		RECORD RESPONSE	CODE ONE ...	
				CORRECT	WRONG
24.	peeling	(3)	()	1	2
25.	cage	(1)	()	1	2
26.	tool	(4)	()	1	2
27.	square	(4)	()	1	2
28.	stretching	(1)	()	1	2
29.	arrow	(2)	()	1	2
30.	tying	(2)	()	1	2
31.	nest	(1)	()	1	2
32.	envelope	(2)	()	1	2
33.	hook	(3)	()	1	2
34.	pasting	(4)	()	1	2
35.	patting	(1)	()	1	2
36.	penguin	(1)	()	1	2
37.	sewing	(2)	()	1	2
38.	delivering	(1)	()	1	2
39.	diving	(2)	()	1	2
40.	parachute	(3)	()	1	2
41.	furry	(4)	()	1	2
42.	vegetable	(4)	()	1	2
43.	shoulder	(3)	()	1	2
44.	dripping	(2)	()	1	2
45.	claw	(4)	()	1	2
46.	decorated	(3)	()	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAP I CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO Q.176.

	WORD		RECORD RESPONSE	CODE ONE ...	
				CORRECT	WRONG
47.	frame	(1)	()	1	2
48.	forest	(3)	()	1	2
49.	faucet	(2)	()	1	2
50.	group	(3)	()	1	2
51.	stem	(3)	()	1	2
52.	vase	(3)	()	1	2
53.	pedal	(1)	()	1	2
54.	capsule	(2)	()	1	2
55.	surprise	(4)	()	1	2
56.	bark	(2)	()	1	2
57.	mechanic	(2)	()	1	2
58.	tambourine	(1)	()	1	2
59.	disappointment	(4)	()	1	2
60.	awarding	(3)	()	1	2
61.	pitcher	(3)	()	1	2
62.	reel	(1)	()	1	2
63.	signal	(1)	()	1	2
64.	trunk	(2)	()	1	2
65.	human	(2)	()	1	2
66.	nostril	(1)	()	1	2
67.	disagreement	(1)	()	1	2
68.	exhausted	(2)	()	1	2
69.	vine	(4)	()	1	2

BASAL = 8 OF 8 CORRECT
 CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.
 NO JUMP BACK FOR THE PPVT.

CAPICHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO Q.176.

	WORD		RECORD RESPONSE	CODE ONE...	
				CORRECT	WRONG
70.	ceremony	(4)	()	1	2
71.	casserole	(2)	()	1	2
72.	vehicle	(4)	()	1	2
73.	globe	(3)	()	1	2
74.	filing	(3)	()	1	2
75.	clamp	(2)	()	1	2
76.	reptile	(2)	()	1	2
77.	island	(1)	()	1	2
78.	spatula	(3)	()	1	2
79.	cooperation	(4)	()	1	2
80.	scalp	(4)	()	1	2
81.	twig	(2)	()	1	2
82.	weasel	(2)	()	1	2
83.	demolishing	(4)	()	1	2
84.	balcony	(1)	()	1	2
85.	locket	(1)	()	1	2
86.	amazed	(3)	()	1	2
87.	tubular	(1)	()	1	2
88.	tusk	(1)	()	1	2
89.	bolt	(3)	()	1	2
90.	communication	(4)	()	1	2
91.	carpenter	(2)	()	1	2
92.	isolation	(1)	()	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO Q.176.

WORD			RECORD RESPONSE	CODE ONE ... CORRECT WRONG	
93.	inflated	(3)	()	1	2
94.	coast	(3)	()	1	2
95.	adjustment	(2)	()	1	2
96.	fragile	(3)	()	1	2
97.	assaulting	(1)	()	1	2
98.	appliance	(1)	()	1	2
99.	pyramid	(4)	()	1	2
100.	blazing	(1)	()	1	2
101.	hoisting	(1)	()	1	2
102.	arch	(4)	()	1	2
103.	lecturing	(4)	()	1	2
104.	dilapidated	(4)	()	1	2
105.	contemplating	(2)	()	1	2
106.	canister	(1)	()	1	2
107.	dissecting	(3)	()	1	2
108.	link	(4)	()	1	2
109.	solemn	(3)	()	1	2
110.	archery	(2)	()	1	2
111.	transparent	(3)	()	1	2
112.	husk	(1)	()	1	2
113.	utensil	(2)	()	1	2
114.	citrus	(3)	()	1	2
115.	pedestrian	(2)	()	1	2

BASAL = 8 OF 8 CORRECT
 CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.
 NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO Q.176.

WORD	RECORD RESPONSE	CODE ONE ...	
		CORRECT	WRONG
116. parallelogram (1)	()	1	2
117. slumbering (3)	()	1	2
118. peninsula (4)	()	1	2
119. upholstery (2)	()	1	2
120. barricade (4)	()	1	2
121. quartet (4)	()	1	2
122. tranquil (3)	()	1	2
123. abrasive (1)	()	1	2
124. fatigued (3)	()	1	2
125. spherical (2)	()	1	2
126. syringe (2)	()	1	2
127. feline (2)	()	1	2
128. arid (4)	()	1	2
129. exterior (1)	()	1	2
130. constellation (4)	()	1	2
131. cornea (2)	()	1	2
132. mercantile (1)	()	1	2
133. ascending (3)	()	1	2
134. filtration (1)	()	1	2
135. consuming (4)	()	1	2
136. cascade (4)	()	1	2
137. perpendicular (3)	()	1	2
138. replenishing (1)	()	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

<u>COUNT BACK 8 FOR BASAL.</u>

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO Q.176.

WORD	RECORD RESPONSE	CODE ONE...	
		CORRECT	WRONG
139. emission (3)	()	1	2
140. talon (3)	()	1	2
141. wrath (3)	()	1	2
142. incandescent (4)	()	1	2
143. arrogant (2)	()	1	2
144. confiding (3)	()	1	2
145. rhombus (3)	()	1	2
146. nautical (3)	()	1	2
147. tangent (1)	()	1	2
148. inclement (4)	()	1	2
149. trajectory (1)	()	1	2
150. fettered (1)	()	1	2
151. waif (3)	()	1	2
152. jubilant (2)	()	1	2
153. pilfering (4)	()	1	2
154. repose (2)	()	1	2
155. carrion (3)	()	1	2
156. indigent (2)	()	1	2
157. convex (1)	()	1	2

BASAL = 8 OF 8 CORRECT
 CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.
 NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO Q.176.

WORD	RECORD RESPONSE	CODE ONE...	
		CORRECT	WRONG
158. emaciated (2)	()	1	2
159. divergence (4)	()	1	2
160. dromedary (2)	()	1	2
161. embellishing (2)	()	1	2
162. entomologist (3)	()	1	2
163. constrain (1)	()	1	2
164. infirm (1)	()	1	2
165. anthropoid (3)	()	1	2
166. specter (4)	()	1	2
167. incertitude (2)	()	1	2
168. vitreous (1)	()	1	2
169. obelisk (1)	()	1	2
170. embossed (4)	()	1	2
171. ambulation (2)	()	1	2
172. calyx (2)	()	1	2
173. osculation (3)	()	1	2
174. cupola (4)	()	1	2
175. homunculus (4)	()	1	2

BASAL = 8 OF 8 CORRECT
CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO Q.176.

176. **CAPI CHECK:** CALCULATE RAW SCORE.

A. ENTER FINAL BASAL.

B. ENTER HIGHEST CEILING Q# (LAST ITEM WRONG).

C. ENTER TOTAL # OF ERRORS BETWEEN
BASAL AND CEILING.

D. SUBTRACT 'C' FROM 'B'.

= SCORE

INTERVIEWER REMARKS:

177. WAS ANYONE ELSE PRESENT, IN THE ROOM DURING THE ADMINISTRATION OF THIS SECTION?

YES.....(ANSWER A).....1

NO(GO TO Q.178).....0

		EFFECT ON CHILD'S PERFORMANCE		
A. IF PRESENT,	CODE # PERSONS	SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	<input type="checkbox"/>	1	2	3
FATHER	<input type="checkbox"/>	1	2	3
OTHER ADULT(S)	<input type="checkbox"/> <input type="checkbox"/>	1	2	3
CHILDREN	<input type="checkbox"/> <input type="checkbox"/>	1	2	3

178. CODE CHILD'S ENERGY LEVEL DURING SECTION.

LOW (TIRED).....	1
MEDIUM	2
HIGH	3

179. **CAPI CHECK:** WAS THIS SECTION TERMINATED PREMATURELY?

YES	(ANSWER A).....	1
NO.....	(GO TO NEXT SECTION)	0

A. REASON(S) FOR PREMATURE TERMINATION OF THIS SECTION.
CODE ALL THAT APPLY.

PARENT/GUARDIAN TERMINATED/REFUSED.....	01
CHILD WOULD NOT RESPOND	02
MAJOR INTERRUPTION CAUSED TERMINATION	03
CHILD COULD NOT UNDERSTAND TASK.....	04
CHILD HAD LANGUAGE PROBLEM	05
CHILD'S EMOTIONAL CONDITION	06
CHILD'S PHYSICAL CONDITION.....	07
CHILD TIRED	08
OTHER (SPECIFY) _____	
_____	09

GO TO NEXT SECTION: CHILD SCHOOLING

CHILD SCHOOLING

AGES: CHILDREN AGE 6-14 YEARS

CSSCHL-AGE1

CAPI CHECK: IS CHILD'S AGE ³ 6 YEARS? IF NOT, GO TO CS-END & START NEXT SECTION CONTAINING INTERVIEWER EVALUATION OF TESTING CONDITIONS.

Lead In:

Default Next Question: CSSCHL-1

CSSCHL-1

Now I would like to ask you a few questions about school. About how much time do you spend on homework each week in school?

(INTERVIEWER: RECORD # OF HOURS.)

Enter answer : |_|_|

(IF -2 = ANSWER, GO TO CSSCHL-1A)

Lead In(s): CSSCHL-AGE1

Default Next Question: CSSCHL-2

CSSCHL-1A

Which of these is closer to the amount of time you usually spend on homework during school each week?

- 1 1-4 hours
- 2 5-9 hours
- 3 10-14 hours
- 4 15-19 hours.
- 5 20 or more hours

Lead In(s): CSSCHL-1[-2]

CSSCHL-2

And about how much time do you spend on homework each week outside of school?

(INTERVIEWER: RECORD # OF HOURS.)

Enter answer : |__|__|

(IF -2 = ANSWER, GO TO CSSCHL-2A)

Lead In(s): CSSCHL-1A[All]

Default Next Question: CSSCHL-3

CSSCHL-2A

Which of these is closer to the amount of time you usually spend on homework outside of school each week?

- 1 1-4 hours
- 2 5-9 hours
- 3 10-14 hours
- 4 15-19 hours.
- 5 20 or more hours

Lead In(s): CSSCHL-2[-2]

CSSCHL-3

How many hours each week do you read for fun? (Do not count any school-assigned reading.)

(INTERVIEWER: RECORD # OF HOURS.)

Enter answer : |__|__|

(IF -2 = ANSWER, GO TO CSSCHL-3A)

Lead In(s): CSSCHL-2A[All]

Default Next Question: CSSCHL-4

CSSCHL-3a

Which of these is closest to the amount of time you usually spend on reading for fun each week?

- 1 1-4 hours
- 2 5-9 hours
- 3 10-14 hours
- 4 15-19 hours.
- 5 20 or more hours

Lead In(s): CSSCHL-3[-2]

CSSCHL-4

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...review work from the previous day?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-3A[All]

CSSCHL-5

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...lecture or teach to the whole class at the same time?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-4[All]

CSSCHL-6

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...have you use a textbook or workbook?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-5[All]

CSSCHL-7

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...have you explain your work or give a report in front of the class (or give a report out loud)?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-6[All]

CSSCHL-8

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...have you work in small groups with other students?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-7[All]

CSSCHL-9

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...read to you in class?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-8[All]

CSSCHL-10

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...have you read books in class?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-9[All]

CSSCHL-11

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...have you work on a writing assignment (paper, story, report, poem, etc.)?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-10[All]

CSSCHL-12

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...assign you work sheets or workbook pages in class?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-11[All]

CSSCHL-13

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...have you use a computer?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-12[All]

CSSCHL-14

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...give you a quiz or test?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-13[All]

CSSCHL-15

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...give you homework?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week.
- 4 Almost every day
- 5 Every day
- 6 Teacher/school does not give homework (too young)

Lead In(s): CSSCHL-14[All]

CSSCHL-16

[In your current English class/In your current language arts class/When you have language arts],
how often does your teacher...

...grade your homework and pass it back?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week.
- 4 Almost every day
- 5 Every day
- 6 Teacher/school does not give homework (too young)

Lead In(s): CSSCHL-15[All]

CSSCHL-17

How often do(es) your parent(s)...

...check on whether you have done your homework?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week.
- 4 Almost every day
- 5 Every day
- 6 Teacher/school does not give homework (too young)

Lead In(s): CSSCHL-16[All]

CSSCHL-18

...help you with your homework?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month
- 3 1-2 times a week.
- 4 Almost every day
- 5 Every day
- 6 Teacher/school does not give homework (too young)

Lead In(s): CSSCHL-17[All]

CSSCHL-19

...require you to do work or chores around the home?

- 0 Never
- 1 Less than once a month
- 2 1-2 times a month.
- 3 1-2 times a week.
- 4 Almost every day
- 5 Every day

Lead In(s): CSSCHL-18[All]

CSSCHL-20

Do(es) your parent(s) ...

...give you special privileges because of good grades or progress reports?

- 1 Yes
- 0 No

Lead In(s): CSSCHL-19[All]

CSSCHL-21

...limit privileges because of poor grades or progress report?

- 1 Yes
- 0 No

Lead In(s): CSSCHL-20[All]

CSSCHL-22

...limit the amount of time you can spend watching TV or playing video games?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-21[All]

CSSCHL-AGE2

CAPI CHECK: IS CHILD YOUNGER THAN 10 YEARS OLD? IF SO, GO TO CSSCHL-24.

Lead In(s): CSSCHL-22[All]

CSSCHL-23

...limit the amount of time you go out with friends on school nights?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-AGE2[Default]

CSSCHL-24

In the first half of this school year, how often have you discussed the following with either or both of your parents (or guardians)...

...school activities or events of particular interest to you?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-AGE2[0], CSSCHL-23[All]

CSSCHL-25

...things you've studied in class?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-24[All]

CSSCHL-26

...your grades or report card?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-25[All]

CSSCHL-27

...community, national, or world events?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-26[All]

CSSCHL-28

...plans and preparation for district, state, or national tests (such as the ACT, SAT, state proficiency exams)?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-27[All]

CSSCHL-AGE3

CAPI CHECK: IS CHILD YOUNGER THAN 10 YEARS OLD? IF SO, GO TO CS-END AT END OF THIS SECTION.

Lead In(s): CSSCHL-28[All]

CSSCHL-29

How often have you discussed...

...selecting courses or programs at school?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-AGE3[Default]

CSSCHL-30

...going to college?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-29[All]

CSSCHL-31

...things that are troubling you?

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often

Lead In(s): CSSCHL-30[All]

CSSCHL-32

In the first half of the school year, how many times did either of your parents (or guardians)...

...attend a school meeting?

- 0 Never/almost never
- 1 1-2 times a term
- 2 Once a month
- 3 1-2 times a month
- 4 Once a week or more

Lead In(s): CSSCHL-31[All]

CSSCHL-33

...phone or speak to your teacher or counselor?

- 0 Never/almost never
- 1 1-2 times a term
- 2 Once a month
- 3 1-2 times a month
- 4 Once a week or more

Lead In(s): CSSCHL-32[All]

CSSCHL-34

...attend a school event in which you participated?

- 0 Never/almost never
- 1 1-2 times a term
- 2 Once a month
- 3 1-2 times a month
- 4 Once a week or more

Lead In(s): CSSCHL-33[All]

CSSCHL-35

...act as a volunteer at your school?

- 0 Never/almost never
- 1 1-2 times a term
- 2 Once a month
- 3 1-2 times a month
- 4 Once a week or more

Lead In(s): CSSCHL-34[All]

CS-END

CAPI CHECK:

IF CHILD'S AGE IS YOUNGER THAN 3 YEARS,

GO TO INTERVIEWER EVALUATION OF TESTING CONDITIONS, CSEV-5.

IF CHILD'S AGE IS 3-9 YEARS,

GO TO INTERVIEWER EVALUATION OF TESTING CONDITIONS CSEV-1A.

IF CHILD'S AGE IS 10 OR 11 YEARS,

GO TO CS-SAS AT END OF LOCATING SECTION, PG. 82.

IF CHILD'S AGE IS 12-14 YRS, GO TO LOCATING INFORMATION SECTION.

Lead In(s): CSSCHL-35[All]

Default Next Question: CSLI-1

CS-END-TEL

CAPI CHECK:

IF CHILD'S AGE IS YOUNGER THAN 3 YEARS,

GO TO INTERVIEWER EVALUATION OF TESTING CONDITIONS, CSEV-5.

IF CHILD'S AGE IS 3-9 YEARS,

GO TO INTERVIEWER EVALUATION OF TESTING CONDITIONS, CSEV-1A.

IF CHILD'S AGE IS 10 OR 11 YEARS,

GO TO CS-SAS AT END OF LOCATING SECTION, PG. 82.

IF CHILD'S AGE IS 12-14 YRS, GO TO LOCATING INFORMATION SECTION.

Lead In(s): CS-TEL[0]

Default Next Question: CSLI-2

Locating Information

Children Ages 12-14 Years

CSLI-1

CAPI CHECK: IS CHILD 12 YEARS OLD OR OLDER? IF SO, GO TO CSLI-1A.

Lead In(s): CS-END

Default Next Question: CS-SAS

CSLI-1A

Thinking of all the people you know, except the people who live at home with you, who would be the one person you keep in touch with who would be most likely to know where you are?

INTERVIEWER: PRESS ENTER TO BRING UP LOCATOR SCREEN. ENTER ALL INFORMATION. PRESS THE <F4> KEY TO BRING UP CHOICES FOR THE STATE, RELATIONSHIP, AND COUNTRY IF NECESSARY.

Lead In(s): CSLI-1[1]

CSLI-1B

/ THIS IS WHERE LOCATOR SCREENS APPEAR. */*

Lead In(s): CSLI-1A[All]

Default Next Question: CS-SAS

CSLI-2

CAPI CHECK: IS CHILD 12 YEARS OR OLDER? IF SO, GO TO CSLI-2A.

Lead In(s):

Default Next Question: CS-SAS

CSLI-2A (TO MOTHER:)

Thinking of all the people *Child Name* knows, except the people who live at home with you, who would be the one person (*he/she*) keeps in touch with who would be most likely to know where (*he/she*) is?

(INTERVIEWER: BRING UP LOCATOR SCREEN. ENTER ALL INFORMATION. BRING UP CHOICES FOR STATE, RELATIONSHIP, & COUNTRY IF NEEDED.)

Lead In(s): CSLI-2[1:1]

CSLI-2B

/ THIS IS WHERE LOCATOR SCREENS APPEAR. */*

Lead In(s): CSLI-2A[All]

CS-SAS

INTERVIEWER: CHILD IS AGE 10 OR OLDER GIVE *CHILD NAME* THE CHILD SELF-ADMINISTERED SUPPLEMENT. IF THIS IS A TELEPHONE INTERVIEW, TRY TO ADMINISTER THE CSAS TO *CHILD NAME* OVER THE PHONE.

Lead In(s): CSLI-2B[All]

Default Next Question: CSEV-1A

INTERVIEWER EVALUATION OF TESTING CONDITIONS

CHILDREN 4-14 YEARS

CSEV-1A

INTERVIEWER: DURING THE INTERVIEW, HOW WAS *CHILD NAME'S*...ATTITUDE TOWARD BEING TESTED?

- 1 POOR
- 2 BELOW AVERAGE
- 3 AVERAGE
- 4 ABOVE AVERAGE
- 5 EXCELLENT
- 6 UNABLE TO ASSESS CHILD AT ALL

Lead In(s): CSEV-TITLE[All]

CSEV-1B

INTERVIEWER: HOW WAS *CHILD NAME'S* ...RAPPORT WITH INTERVIEWER?

- 1 POOR
- 2 BELOW AVERAGE
- 3 AVERAGE
- 4 ABOVE AVERAGE
- 5 EXCELLENT
- 6 UNABLE TO ASSESS CHILD AT ALL

Lead In(s): CSEV-1A[All]

CSEV-1C

INTERVIEWER: HOW WAS *CHILD NAME'S* ...PERSEVERANCE/PERSISTENCE?

- 1 POOR
- 2 BELOW AVERAGE
- 3 AVERAGE
- 4 ABOVE AVERAGE
- 5 EXCELLENT
- 6 UNABLE TO ASSESS CHILD AT ALL

Lead In(s): CSEV-1B[All]

CSEV-1D

INTERVIEWER: HOW WAS *CHILD NAME'S* ...COOPERATION?

- 1 POOR
- 2 BELOW AVERAGE
- 3 AVERAGE
- 4 ABOVE AVERAGE
- 5 EXCELLENT
- 6 UNABLE TO ASSESS CHILD AT ALL

Lead In(s): CSEV-1C[All]

CSEV-1E

INTERVIEWER: HOW WAS *CHILD NAME'S* ...MOTIVATION/INTEREST?

- 1 POOR
- 2 BELOW AVERAGE
- 3 AVERAGE
- 4 ABOVE AVERAGE
- 5 EXCELLENT
- 6 UNABLE TO ASSESS CHILD AT ALL (GO TO CSEV-3)

Lead In(s): CSEV-1D[All]

CSEV-2A

INTERVIEWER: DURING THE INTERVIEW WERE THERE ANY PROBLEMS WITH
CHILD NAME'S ... VISUAL SHARPNESS?

- 1 Yes
- 0 No

Lead In(s): CSEV-1E[Default],

CSEV-2B

INTERVIEWER: DURING THE INTERVIEW WERE THERE ANY PROBLEMS WITH
CHILD NAME'S ... HEARING?

- 1 Yes
- 0 No

Lead In(s): CSEV-2A[All]

CSEV-2C

INTERVIEWER: DURING THE INTERVIEW WERE THERE ANY PROBLEMS WITH
CHILD NAME'S ... STATE OF HEALTH?

- 1 Yes
- 0 No

Lead In(s): CSEV-2B[All]

CSEV-3

*CAPI CHECK: IF CHILD'S AGE IS YOUNGER THAN 3 YRS, GO TO CSEV-3A.
IF CHILD'S AGE IS 3 YRS OR OLDER, GO TO CSEV-3B.*

Lead In(s): CSEV-2C[All]

CSEV-3A

INTERVIEWER: HOW SHY AND ANXIOUS WAS *CHILD NAME* AT THE END OF THE CHILD SUPPLEMENT?

- (1) NOT AT ALL SHY OR ANXIOUS/SOCIABLE & FRIENDLY
- (2) 2
- (3) 3
- (4) 4
- (5) EXTREMELY SHY/QUIET/WITHDRAWN
- (6) UNABLE TO ASSESS CHILD (SPECIFY)
- (7) CHILD NOT PRESENT - TOO YOUNG TO ASSESS

Lead In(s): CSEV-3[0:35], CSEV-3[Default]

Default Next Question: CSEV-4

CSEV-3B

INTERVIEWER: HOW SHY AND ANXIOUS WAS *CHILD NAME* AT THE END OF THE CHILD SUPPLEMENT?

- (1) NOT AT ALL SHY OR ANXIOUS/SOCIABLE & FRIENDLY
- (2) 2
- (3) 3
- (4) 4
- (5) EXTREMELY SHY/QUIET/WITHDRAWN
- (6) UNABLE TO ASSESS CHILD (SPECIFY)

Lead In(s): CSEV-3[36-999]

CSEV-4

INTERVIEWER: DID ANY INTERFERENCES OCCUR DURING THE CHILD SUPPLEMENT?

- 1 YES
- 0 NO...(GO TO CSEV-5)

Lead In(s): CSEV-3B[All]

CSEV-4A

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE: NOISE LEVEL

- (1) INTERFERING
- (2) 2
- (3) 3
- (4) 4
- (5) NOT INTERFERING
- (6) NOT APPLICABLE

Lead In(s): CSEV-4[Default]

CSEV-4B

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE: INTERRUPTIONS

- (1) INTERFERING
- (2) 2
- (3) 3
- (4) 4
- (5) NOT INTERFERING
- (6) NOT APPLICABLE

Lead In(s): CSEV-4A[All]

CSEV-4C

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE: DISTRACTIONS

- (1) INTERFERING
- (2) 2
- (3) 3
- (4) 4
- (5) NOT INTERFERING
- (6) NOT APPLICABLE

Lead In(s): CSEV-4B[All]

CSEV-4D

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE: LIGHT

- (1) INTERFERING
- (2) 2
- (3) 3
- (4) 4
- (5) NOT INTERFERING
- (6) NOT APPLICABLE

Lead In(s): CSEV-4C[All]

CSEV-4E

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
TEMPERATURE

- (1) INTERFERING
- (2) 2
- (3) 3
- (4) 4
- (5) NOT INTERFERING
- (6) NOT APPLICABLE

Lead In(s): CSEV-4D[All]

CSEV-4F

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
PRESENCE OF OTHERS

- (1) INTERFERING
- (2) 2
- (3) 3
- (4) 4
- (5) NOT INTERFERING
- (6) NOT APPLICABLE

Lead In(s): CSEV-4E[All]

CSEV-4G

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE: OTHER
CODE VERBATIM OR SPECIFY

-
-
- (1) INTERFERING
 - (2) 2
 - (3) 3
 - (4) 4
 - (5) NOT INTERFERING
 - (6) NOT APPLICABLE

Lead In(s): CSEV-4F[All]

CSEV-5

INTERVIEWER: WHERE WAS THIS CHILD SUPPLEMENT ADMINISTERED?

- 1 CHILD'S RESIDENCE
- 2 OTHER PRIVATE RESIDENCE
- 3 TELEPHONE INTERVIEW
- 4 OTHER SITE (SPECIFY)

Lead In(s): CSEV-4G[All], CST-1, CST-1A

CSEV-6

INTERVIEWER: IS THE MOTHER SUPPLEMENT COMPLETED?

- 1 YES...(GO TO CSEV-6B)
- 0 NO

Lead In(s): CSEV-5[All]

CSEV-6A

INTERVIEWER: IF YOU HAVE ALREADY GIVEN MS TO MOTHER, ASK HER IF SHE
NEEDS ANY HELP IN COMPLETING IT. IF YOU HAVE NOT YET GIVEN MS TO
MOTHER, DO SO NOW.

Lead In(s): CSEV-6[Default]

CSEV-6B

CAPI CHECK: IF CHILD IS YOUNGER THAN [3 YRS, 11 MOS, 16 DAYS], GO TO CSEV-10.

Lead In(s): CSEV-6A[All]

CSEV-7

INTERVIEWER: HAVE ALL APPROPRIATE ASSESSMENTS IN THIS CHILD SUPPLEMENT BEEN COMPLETED?

- 1 YES...(GO TO CSEV-10)
- 0 NO

Lead In(s): CSEV-6B[Default]

CSEV-8

INTERVIEWER: WHY IS CHILD SUPPLEMENT INCOMPLETE?

- 1 SECTIONS INCOMPLETE
- 2 TERMINATED PREMATURELY...(GO TO CSEV-9)

Lead In(s): CSEV-7[Default]

CSEV-8A

INTERVIEWER: TRY TO COMPLETE SECTIONS NOW. AFTER ATTEMPT (WHETHER SUCCESSFUL OR NOT), RETURN HERE AND RECORD RESULTS.

- 1 CS NOW COMPLETE...(GO TO CSEV-10)
- 2 CS INCOMPLETE

Lead In(s): CSEV-8[Default]

CSEV-9

INTERVIEWER: WHY WAS CHILD SUPPLEMENT TERMINATED PREMATURELY OR ANY SECTIONS LEFT INCOMPLETE?

- 1 PARENT/GUARDIAN TERMINATED
- 2 CHILD TIRED OR SICK
- 3 CHILD COULDN'T UNDERSTAND
- 4 INTERRUPTION
- 5 CHILD NOT PRESENT
- 6 OTHER (SPECIFY)

Lead In(s): CSEV-8A[Default], CSEV-8[2]

CSEV-10

INTERVIEWER: IN WHAT LANGUAGE WAS THIS CHILD SUPPLEMENT ADMINISTERED?

- 1 ENGLISH
- 2 SPANISH
- 3 OTHER (SPECIFY)

Lead In(s): CSEV-9[All], CSEV-6B[1], CSEV-7[1], CSEV-8A[1]
Default Next Question: CSOB

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Interviewer Observations Of Home Environment

All Ages: From Birth to 14 Years

CSOB

ANSWER ON THE BASIS OF YOUR PERSONAL OBSERVATION OF THE HOME ENVIRONMENT, OF EACH CHILD IN STUDY AT TIME OF YOUR VISIT. RECORD OBSERVATIONS AT CONCLUSION OF THE ENTIRE INTERVIEW FOR THIS CHILD. NOTE: FOR PURPOSES OF THIS SECTION, *CHILD NAME* "HOME" IS (*HIS/HER*) OFFICIAL PERMANENT RESIDENCE.

Lead In(s): CSEV-10[All]

CSOB-1A1

CAPI CHECK:

IF CHILD'S AGE IS YOUNGER THAN 3 YRS, GO TO CSOB-1A;

IF CHILD'S AGE IS BETWEEN [3 YRS] AND [5 YRS, 11 MOS], GO TO CSOB-1B;

IF CHILD'S AGE IS BETWEEN [6 YRS] AND [14 YRS, 11 MOS], GO TO CSOB-1C.

Lead In(s): CSOB[All]

HOME Observations – Part A: Under 3 Years

CSOB-1A

INTERVIEWER: DID YOU OBSERVE *CHILD NAME* AND (*HIS/HER*) MOTHER TOGETHER AT ANY TIME?

- 1 YES
- 0 NO...(GO TO CSOB-9a)

Lead In(s): CSOB-1A1[0:35], CSOB-1A1[Default]

CSOB-2A

INTERVIEWER: (MOTHER/GUARDIAN) SPONTANEOUSLY SPOKE TO *CHILD NAME* TWICE OR MORE (EXCLUDING SCOLDING).

- 1 YES
- 0 NO

Lead In(s): CSOB-1A[Default]

CSOB-3A

INTERVIEWER: (MOTHER/GUARDIAN) RESPONDED VERBALLY TO *CHILD NAME'S* SPEECH.

- 1 YES
- 0 NO

Lead In(s): CSOB-2A[All]

CSOB-4A

INTERVIEWER: (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED *CHILD NAME* AT LEAST ONCE.

- 1 YES
- 0 NO

Lead In(s): CSOB-3A[All]

CSOB-5A

INTERVIEWER: (MOTHER/GUARDIAN) SLAPPED OR SPANKED *CHILD NAME* AT LEAST ONCE.

- 1 YES
- 0 NO

Lead In(s): CSOB-4A[All]

CSOB-6A

INTERVIEWER: (MOTHER/GUARDIAN) INTERFERED WITH *CHILD NAME'S* ACTIONS OR RESTRICTED *CHILD NAME* FROM EXPLORING MORE THAN 3 TIMES.

- 1 YES
- 0 NO

Lead In(s): CSOB-5A[ALL]

CSOB-7A

INTERVIEWER: (MOTHER/GUARDIAN) PROVIDED TOYS OR INTERESTING ACTIVITIES FOR *CHILD NAME*.

- 1 YES
- 0 NO

Lead In(s): CSOB-6A[All]

CSOB-8A

INTERVIEWER: (MOTHER/GUARDIAN) KEPT *CHILD NAME* IN VIEW/COULD SEE *CHILD NAME*/LOOKED AT (*HIM/HER*) OFTEN.

- 1 YES
- 0 NO

Lead In(s): CSOB-7A[All]

CSOB-9A

INTERVIEWER: *CHILD NAME'S* PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS WITHIN A TODDLER'S OR INFANT'S RANGE.)

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-8A[All]

CSOB-10A

CAPI CHECK: COLLECT ENDING TIME OF SUPPLEMENT.

Lead In(s): CSOB-9A[All]

Default Next Question: NEXT SECTION, INTERVIEWER REMARKS.

HOME Observations - Part B: 3 to 5 Years

CSOB-1B

INTERVIEWER: DID YOU OBSERVE *CHILD NAME* AND (*HIS/HER*) MOTHER TOGETHER AT ANY TIME?

- 1 YES
- 0 NO...(GO TO CSOB-8B).

Lead In(s): CSOB-1A[36-71]

CSOB-2B

INTERVIEWER: (MOTHER/GUARDIAN) CONVERSED WITH *CHILD NAME* AT LEAST TWICE (EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS).

- 1 YES
- 0 NO

Lead In(s): CSOB-1B[1]

CSOB-3B

INTERVIEWER: (MOTHER/GUARDIAN) ANSWERED *CHILD NAME'S* QUESTIONS OR REQUESTS VERBALLY.

- 1 YES
- 0 NO

Lead In(s): CSOB-2B[All]

CSOB-4B

INTERVIEWER: (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED *CHILD NAME* AT LEAST ONCE.

- 1 YES
- 0 NO

Lead In(s): CSOB-3B[All]

CSOB-5B

INTERVIEWER: (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO *CHILD NAME* BY NAME.

- 1 YES
- 0 NO

Lead In(s): CSOB-4B[All]

CSOB-6B

INTERVIEWER: (MOTHER/GUARDIAN) PHYSICALLY RESTRICTED OR (SHOOK/ GRABBED) *CHILD NAME*.

- 1 YES
- 0 NO

Lead In(s): CSOB-5B[All]

CSOB-7B

INTERVIEWER: (MOTHER/GUARDIAN) SLAPPED OR SPANKED *CHILD NAME* AT LEAST ONCE.

- 1 YES
- 0 NO

Lead In(s): CSOB-6B[All]

CSOB-8B

INTERVIEWER: (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT *CHILD NAME*.

- 1 YES
- 0 NO

Lead In(s): CSOB-7B[All]

CSOB-9B

INTERVIEWER: *CHILD NAME'S* OUTSIDE PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A PRESCHOOLER'S RANGE).

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-8B[All]

CSOB-10B

INTERVIEWER: INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONO-TONOUS.

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-9B[All]

CSOB-11B

INTERVIEWER: ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE REASONABLY CLEAN.

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-10B[All]

CSOB-12B

INTERVIEWER: ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-11B[All]

CSOB-13B

CAPICHECK: COLLECT ENDING TIME OF SUPPLEMENT.

Lead In(s):

Default Next Question: NEXT SECTION, INTERVIEWER REMARKS.

HOME Observations – Part C: 6 Years and Over

CSOB-1C

INTERVIEWER: DID YOU OBSERVE *CHILD NAME* AND (*HIS/HER*) MOTHER TOGETHER AT ANY TIME?

- 1 YES
- 0 NO...(GO TO CSOB-6C)

Lead In(s): CSOB-1A1[72-179]

CSOB-2C

INTERVIEWER: (MOTHER/GUARDIAN) ENCOURAGED *CHILD NAME* TO CONTRIBUTE TO THE CONVERSATION.

- 1 YES
- 0 NO

Lead In(s): CSOB-1C[Default]

CSOB-3C

INTERVIEWER: (MOTHER/GUARDIAN) ANSWERED *CHILD NAME'S* QUESTIONS OR REQUESTS VERBALLY.

- 1 YES
- 0 NO

Lead In(s): CSOB-2C[All]

CSOB-4C

INTERVIEWER: (MOTHER/GUARDIAN) CONVERSED WITH *CHILD NAME* EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.

- 1 YES
- 0 NO

Lead In(s): CSOB-3C[All]

CSOB-5C

INTERVIEWER: (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO *CHILD NAME* BY NAME.

- 1 YES
- 0 NO

Lead In(s): CSOB-4C[All]

CSOB-6C

INTERVIEWER: (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT *CHILD NAME*.

- 1 YES
- 0 NO

Lead In(s): CSOB-1C[0], CSOB-5C[All]

CSOB-7C

INTERVIEWER: INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-6C[All]

CSOB-8C

INTERVIEWER: ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-7C[All]

CSOB-9C

INTERVIEWER: ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-8[All]

CSOB-10C

INTERVIEWER: BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A SCHOOL-AGED CHILD'S RANGE.

- 1 YES
- 0 NO
- 2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-9C[All]

CSOB-11C

CAP I CHECK: COLLECT ENDING TIME OF SUPPLEMENT.

Lead In(s): CSOB-10C[All]
Default Next Question: CSIR-1

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Interviewer Remarks

CSIR-1

INTERVIEWER: LIST QUESTIONS WITH SKIP ERRORS, QUESTIONS THAT WERE CONFUSING TO YOU, OR QUESTIONS THAT OTHERWISE DIDN'T WORK.

- 1 SELECT TO ENTER QUESTION
- 0 NO QUESTIONS CAUSED RESPONDENT PROBLEMS...
(GO TO CSIR-EVAL)

Lead In(s): CSOB-11C[All]

CSIR-1A.1

INTERVIEWER: LIST SECTION AND QUESTION NUMBER OF FIRST QUESTION THAT CAUSED RESPONDENT PROBLEMS. IF DON'T KNOW SECTION OR QUESTION NUMBER, RECORD DESCRIPTION OF QUESTION.

Lead In(s): CSIR-1[Default]

CSIR-1B.1

INTERVIEWER: ENTER DESCRIPTION OF PROBLEM WITH QUESTION MENTIONED IN CSIR-1A. REVIEW CSIR-1A.

Lead In(s): CSIR-1A.1[All]

CSIR-1C.1

INTERVIEWER: WERE THERE ANY OTHER QUESTIONS THAT CAUSED PROBLEMS?

- 1 SELECT TO ENTER QUESTION
- 0 NO QUESTIONS CAUSED RESPONDENT PROBLEMS...
(GO TO CSIR-EVAL).

Lead In(s): CSIR-1B.1[All]

Default Next Question: CSIR-1A.2

CSIR-1A.2

INTERVIEWER: LIST SECTION AND QUESTION NUMBER OF FIRST QUESTION THAT CAUSED RESPONDENT PROBLEMS. IF DON'T KNOW SECTION OR QUESTION NUMBER, RECORD DESCRIPTION OF QUESTION.

Lead In(s): CSIR-1[Default]

CSIR-1B.2

INTERVIEWER: ENTER DESCRIPTION OF PROBLEM WITH QUESTION MENTIONED IN CSIR-1A. TO REVIEW CSIR-1A.

Lead In(s): CSIR-1A.1[All]

CSIR-EVAL

INTERVIEWER: IN GENERAL, WHAT WAS THE MOTHER AND THE CHILD'S ATTITUDE ABOUT THE USE OF A COMPUTER IN THE CHILD SURVEY? PLEASE DESCRIBE BELOW. IF NO REACTION, ENTER NONE.

Lead In(s): CSIR-1B.2[All]

CSIR-REMIND

INTERVIEWER: MAKE SURE THAT MOTHER HAS BEEN PAID AND THAT SHE HAS SIGNED THE RECEIPT. IF YOU HAVE NOT ALREADY THANKED MOTHER AND CHILD FOR THEIR PARTICIPATION, PLEASE DO SO NOW.

Lead In(s): CSIR-EVAL[All]

CSIR-2

INTERVIEWER: SELECT YOUR NAME FROM THE LIST OF INTERVIEWERS. IF YOU CANNOT LOCATE YOUR NAME, SELECT "OTHER SPECIFY".

Lead In(s): CSIR-REMIND[All]

Default Next Question: NIL (END OF QUESTIONNAIRE)

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Appendix

NLSY79 Child HOME Observation Help Records

In the computer assisted CAPI NLSY79 Child Supplement, interviewers have access to instructions that guide them in the administration of the electronic questionnaire. These “help” screens replace the traditional hardcopy question-by-question instructions that typically accompany a paper and pencil interview schedule.

The help screens (records) listed below are physically linked to the HOME Observation questions in the CAPI questionnaire for the NLSY79 Child survey. These help records are electronically available to the interviewer during the administration of the CAPI instrument.

For each help screen below, the Question Name appears to the left and a brief explanation of the question to the right. A substantive instruction, adapted directly from the HOME manual as prepared by the designers of the original instrument, appears in each record block. Only help records actively linked to the HOME section of the Child CAPI questionnaire are contained in this list.

General interviewer instructions on the administration of each of the Child assessments appear on screens directly preceding the CAPI sections containing the assessments.

NLSY79 Child CAPI HOME Observations Help Screens

Rec: HELP-CSOB-2A Title: HOME: Mom spontaneously spoke to child twice or more.

MOTHER SPONTANEOUSLY VOCALIZES TO CHILD AT LEAST TWICE DURING THE VISIT (EXCLUDING SCOLDING). "Vocalizes" refers to any sound or words emitted by the mother. For example, she may say, "S-s-s-" or "Sweet baby," or any random words or sounds. In order for this item to be coded "yes", the mother's vocalizations must have occurred spontaneously as opposed to having occurred in response to some vocalization by the child.

Rec: HELP-CSOB-3A Title: HOME: Mom responded verbally to child's speech.

MOTHER RESPONDS TO CHILD'S VOCALIZATIONS WITH A VOCAL OR VERBAL RESPONSE. Again the maternal response may be either a complete word or words or merely clearly differentiated sounds, e.g., "ta-ta"; "tsk-tsk," or "You talking to Mommy?" The key factor here is that the mother is responding to the child's vocalization, not ignoring it. If the child does not vocalize during the interview, thereby denying the mother an opportunity to respond, the score would still be "no."

Rec: HELP-CSOB-4A Title: HOME: Mom caressed, kissed, hugged child at least once.

MOTHER CARESSES OR KISSES CHILD AT LEAST ONCE DURING THE VISIT. "Caresses" include a hug, a stroke of the hair, patting an arm or leg, reaching out affectionately and touching the face, etc. Blowing a kiss as well as actually establishing physical contact may be counted as a kiss.

Rec: HELP-CSOB-5A Title: HOME: Mom slapped/spanked child once or more.

MOTHER SLAPS OR SPANKS CHILD DURING THE VISIT. Occasionally a visitor will feel that she does not know whether a mother is playing or seriously slapping or spanking a child. The best guide to use in such instances is the child's behavior. If the child reacts with pleasure or happiness, chances are this represents a style of positive interaction between him and his mother. This case would be coded "no", - did not slap or spank. If he frowns, looks unhappy, whimpers, or cries, you can feel pretty confident that, however the mother intended it, the child did not perceive it as pleasurable.

Rec: HELP-CSOB-6A Title: HOME: Mom interfered with child's actions more than 3 times.

MOTHER INTERFERES WITH CHILD'S ACTIONS OR RESTRICTS CHILD'S MOVEMENT MORE THAN THREE TIMES DURING THE VISIT. Restrictions and interference here refer to such things as: taking a toy away from a child; putting a child who has climbed up on the sofa back down on the floor; putting a child who is crawling around the floor into a playpen or crib; slapping a child as he starts to pick up the visitor's handbag. In the last instance, the item would be applicable to item CSOB-5A. The Restrictions may also be verbal--"Stop that"; "Get out of there." Do not code as interference any action taken to prevent the child from harming himself (e.g., running into the street).

Rec: HELP-CSOB-7A Title: HOME: Mom provided toys or interesting activities.

MOTHER PROVIDES TOYS OR INTERESTING ACTIVITIES FOR CHILD DURING THE INTERVIEW. In order to be credited on this item, the mother must make some special effort to see to it that the child has something interesting to do during the time she will be talking to the interviewer. If the interview is conducted in a room that contains a number of toys or the child's toy box, one should assume that the mother has taken special efforts to have something available to entertain the child during the interview. If, however, the child tires of what is available and begins to whimper or to ask for something to do, this item should not be coded "yes" unless at that time the mother makes some special effort to bring out a new toy or do something else to interest the child.

Rec: HELP-CSOB-8A Title: HOME: Mom kept child in view/looked at child often.

MOTHER TENDS TO KEEP CHILD WITHIN VISUAL RANGE AND TO LOOK AT HIM OFTEN. "Often" means frequently enough to ensure safety of the child and to keep some kind of interpersonal contact with him -- the sort of thing lovers do when in the same room but out of reach of one another.

Rec: HELP-CSOB-9A Title: HOME: Child's play environment is safe.

THE CHILD'S PLAY ENVIRONMENT APPEARS SAFE AND FREE OF HAZARDS. The interviewer should use her own good judgment in scoring this item. Examples of hazards are: broken glass lying around, furniture with obvious wood splinters, an uncovered rotary fan, boards with nails sticking out, unprotected stairs for a pre-walking baby, a house so close to the street that a child could not safely play in the yard, pot handles extending over edge of the stove, etc. Overcrowding or clutter would not count as a hazard unless it existed to the extent that it could injure the child.

Rec: HELP-CSOB-2B Title: HOME: Mom conversed with child at least twice.

MOTHER CONVERSES WITH CHILD AT LEAST TWICE DURING VISIT (SCOLDING AND SUSPICIOUS COMMENTS ARE NOT COUNTED.) This item involves maternal conversation, not just vocalization which can be any sounds or words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or engage in verbal interchange other than scolding or degrading comments.

Rec: HELP-CSOB-3B Title: HOME: Mom answered child's questions/requests verbally.

MOTHER ANSWERS CHILD'S QUESTIONS OR REQUESTS VERBALLY. In order to receive credit for this item the mother must make an effort to answer the question for the child. If the mother is unable to answer it at the moment she may tell the child she doesn't know but that they will look up the answer later. Responses such as "Mother's busy, go away" or "Don't bother me now" should be coded "no".

Rec: HELP-CSOB-4B Title: HOME: Mom kissed/caressed/hugged child at least once.

MOTHER CARESSES, KISSES OR CUDDLES CHILD AT LEAST ONCE DURING VISIT. This need not be a wild burst of showy affection. Simple signs of concern such as a mother gently tucking the child's shirt in, holding him on her lap, holding a hand, or a gentle pat on the shoulder would all receive a "yes."

Rec: HELP-CSOB-5B Title: HOME: Mom introduced interviewer to child by name.

MOTHER INTRODUCES INTERVIEWER TO CHILD. In many cases the child already knows the interviewer; however, the mother must still remind the child of the visitor's name. A formal introduction is not necessary for credit. A comment such as, "You remember Mrs. Jones, don't you?" or "Show Mrs. Jones the new book you got for your birthday" will receive credit. The object is for the mother to make the child aware of the visitor's name and the fact that she has come to visit both of them and not just the mother.

Rec: HELP-CSOB-6B Title: HOME: Mom physically restricted/grabbed child.

MOTHER USED PHYSICAL RESTRAINT, SHOOK, GRABBED, OR PINCHED CHILD DURING VISIT. In a younger child the mother might be apt to hold the child in her lap even though the child struggles to get down. An older child might be placed in a chair to keep him out of the way, or he might be jerked back for handling items on a table or pulled away if he tried to climb on the interviewer's lap.

Rec: HELP-CSOB-7B Title: HOME: Mom slapped/spanked child at least once.

MOTHER SLAPS OR SPANKS CHILD DURING VISIT. This item goes hand in hand with HELP-CSOB-6B. In this item the slaps and spanks must be in anger or as a reprimand for some wrongdoing. An affectionate pat on the bottom as the mother sends the child out to play does not mean a slap or spank.

Rec: HELP-CSOB-8B Title: HOME: Mom voice conveyed positive feeling about child.

WHEN SPEAKING OF OR TO CHILD, MOTHER'S VOICE CONVEYS POSITIVE FEELING. Is the mother pleased with her child? Does she enjoy her and talk about her in a pleasant, joyful manner or does she talk in a flat tone that communicates, "She's here, so I'll put up with her."

Rec: HELP-CSOB-9B Title: HOME: Child's play environment is safe.

CHILD'S PLAY ENVIRONMENT APPEARS SAFE AND FREE OF HAZARDS. (Not having any outside play area requires an automatic "no".) The interviewer should use good judgment on the scoring. Examples of typical building/home hazards are: plaster coming down from ceiling, stairway with boards missing, rodents, broken glass lying around, junk cars abandoned in the yard or along the side of the street, open ditches of a house so close to a street that a child could not safely play in the yard, and boards with nails sticking out of them.

Rec: HELP-CSOB-10B Title: HOME: Interior of home dark/monotonous.

THE INTERIOR OF THE APARTMENT OR HOME IS DARK OR PERCEPTUALLY MONOTONOUS. On this item the interviewer can take into account a lack of lighting, drawn drapes, a lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

Rec: HELP-CSOB-11B Title: HOME: Rooms are reasonably clean.

ALL VISIBLE ROOMS OF THE HOUSE ARE REASONABLY CLEAN. The interviewer will have to use his or her own good judgment. Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should be coded "no." The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

Rec: HELP-CSOB-12B Title: HOME: Rooms are reasonably uncluttered.

ALL VISIBLE ROOMS OF THE HOUSE ARE MINIMALLY UNCLUTTERED. The interviewer will have to use his or her own good judgment. Allowances should be made for differing styles of housekeeping. The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

Rec: HELP-CSOB-2C Title: HOME: Mom encouraged child to converse.

PARENT ENCOURAGES CHILD TO CONTRIBUTE TO THE CONVERSATION DURING VISIT. This item should be scored "yes" if the parent actively encourages the child to say something or if the parent allows the child input into the conversation without discouragement.

Rec: HELP-CSOB-3C Title: HOME: Mom answered child's questions/requests.

PARENT RESPONDS TO CHILD'S QUESTIONS DURING INTERVIEW. In order to receive credit for this item the parent must make an effort to answer the question for the child. If the parent is unable to answer the question at the moment she may tell the child she doesn't know but that they will look up the answer later. Responses such as, "I'm busy, go away." or, "Don't bother me now." do not receive credit. If the child fails to ask a question during the interview, this item should be coded "no."

Rec: HELP-CSOB-4C Title: HOME: Mom conversed with child excluding scolding.

PARENT TALKS TO CHILD DURING VISIT (BEYOND CORRECTION AND INTRODUCTION). This item refers to conversation, not just vocalization. The parent must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding or degrading comments.

Rec: HELP-CSOB-5C Title: HOME: Mom introduce interviewer to child by name.

PARENT INTRODUCES INTERVIEWER TO CHILD. To receive credit for this item, parent should introduce the child to the interviewer by name and in some way identify the visitor for the child.

Rec: HELP-CSOB-6C Title: HOME: Mom voice conveyed positive feeling about child.

WHEN SPEAKING OF OR TO CHILD, PARENT'S VOICE CONVEYS POSITIVE FEELINGS. The intent of this item is to capture the feeling tone conveyed by the parent toward the child. Does the parent feel good about her child? Does she enjoy her and talk about her in a pleasant, joyful manner or does she talk in a flat tone which communicates, "She's here, so I'll put up with her."

Rec: HELP-CSOB-7C Title: HOME:Home is dark or perceptually monotonous.

THE INTERIOR OF THE APARTMENT IS DARK OR PERCEPTUALLY MONOTONOUS. On this item the interviewer can take into account a lack of lighting, drawn drapes, a lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

Rec: HELP-CSOB-8C Title: HOME: All rooms are reasonably clean.

ALL VISIBLE ROOMS OF THE HOUSE ARE REASONABLY CLEAN. Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should be coded "no." The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

Rec: HELP-CSOB-9C Title: HOME: All rooms are minimally cluttered.

ALL VISIBLE ROOMS OF THE HOUSE ARE MINIMALLY CLUTTERED. Allowances should be made for differing styles of housekeeping. However, the interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

Rec: HELP-CSOB-10C Title: HOME: Building has no dangers/health hazards.

BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH DEFECTS (E.G., NO PLASTER COMING DOWN FROM CEILING, STAIRWAY WITH BOARDS MISSING, RODENTS, ETC.) Some of the most common concerns for this item are: open gas fires in the small home, and the presence of bleach, cleaning fluids, and other poisons within easy reach of a small child. Overcrowding or clutter in the home would not count as a hazard unless it is to such an extent that it could injure the child. A safe environment should be coded "yes."