

THIS SURVEY IS AUTHORIZED BY JTPA TITLE IV PART D SECTION 452

NORC-4440-101S

CASE ID#: _____ - | ____ |
1-7/ 8-9/OMB 0925-0278
EXP 12-31-86NORC
University of ChicagoCENTER FOR HUMAN RESOURCE RESEARCH
OHIO STATE UNIVERSITY

NATIONAL LONGITUDINAL SURVEY OF LABOR FORCE BEHAVIOR

CHILD SUPPLEMENT

YOUTH SURVEY ROUND 8, 1986

Introduction for Child Supplement

En los últimos años NLS ha estado interesado en reunir información acerca del trabajo, la educación, y las experiencias vitales de su generación y, naturalmente, seguimos haciendo esto. Pero ahora su generación ha empezado a tener sus propios niños y, porque son sus niños, ellos son muy importantes para nosotros.

El Instituto Nacional de Salud Infantil y Desarrollo Humano ha patrocinado este estudio sobre el desarrollo de los niños de las personas entrevistadas por el NLS. Por cada niño que participe en este estudio (la madre/el guardián) recibirá \$5 como expresión de gratitud por el tiempo pasado respondiendo el cuestionario. Algunas partes del cuestionario son para (la madre/el guardián); otras se completarán con (el/la) niño(a).

Para lograr que las respuestas de su niño(a) sean las mejores y más precisas posibles, necesitamos llevar a cabo la entrevista en un ambiente tranquilo, con tan poco ruido y distracciones como sea posible.

Tanto la participación suya como la de su niño son esenciales para el éxito de este estudio, pero son voluntarias. Toda la información será protegida por el Acta de Privacidad de 1974. Los resultados del estudio serán publicados solamente en forma resumida o estadística para que las personas entrevistadas no puedan ser identificadas.

TIME BEGAN: AM
 12-15/ PM

SECTION 1: CHILD BACKGROUND

MOTHER/GUARDIAN OF EACH CHILD

READ TO MOTHER/GUARDIAN:

Quiero empezar verificando el nombre de (CHILD) su fecha de nacimiento y su grado de escolaridad.

1. RECORD CHILD'S FULL NAME AND ID FROM CHILDREN'S RECORD FORM, PART A.

CHILD'S NAME CHILD ID

- A. RECORD CHILD'S NAME AND CHILD ID IN MOTHER SUPPLEMENT, 16-17/
 MS-1, Q.1.

2. RECORD MONTH AND DAY OF CHILD INTERVIEW:

| 8 | 6 | | | | |
 YEAR MONTH DAY

18-23/

3. RECORD CHILD'S DATE OF BIRTH FROM CHILDREN'S RECORD FORM, PART A.

- | | | | | | | |
 YEAR MONTH DAY
 24-29/

4. CALCULATE CHILD'S AGE: (SUBTRACT Q.3 FROM Q.2)

| | | | | | | |
 YEARS MONTHS DAYS

- A. RECORD AGE IN MOTHER SUPPLEMENT, 30-35/
 MS-1, Q.3.

5. (CHILD) tiene (YEARS AND MONTHS FROM Q.4) ¿Correcto?

Yes....(GO TO B)
 No....(GO TO A)

- A. RECALCULATE CHILD'S AGE. CHECK CHILD'S DOB ON CHILDREN'S RECORD FORM, PART A. WHEN RECALCULATION IS VERIFIED, GO TO B.
- B. RECORD CHILD'S AGE (YEARS AND MONTHS FROM Q.4) ON FLAP (BOX A) AND IN MOTHER SUPPLEMENT, MS-1, Q.3.

6. CHECK FLAP (BOX A). IS CHILD 2 YRS, 11 MOS OR OLDER?

YES.....(GO TO A)..... 1
 NO.....(SKIP TO Q.11 AND CODE 00)..... 0

A. CALCULATE PPVT AGE:

IF # DAYS IN Q.4 IS 16 OR GREATER, ADD '1' TO MOS AND RECORD HERE

(IF # PPVT MOS = 12 ADD '1'
 TO PPVT YRS AND ZERO FILL
 # PPVT MOS.)

B. RECORD # YRS FROM Q.4 HERE

PPVT YRS # PPVT MOS
36-37/ 38-39/

(IF NEEDED, SEE Q X Q.)

C. RECORD PPVT AGE ON FLAP (BOX B).

7. CHECK FLAP (BOX A). IS CHILD AGE 4 YRS OR OLDER?

YES..... 1
 NO.....(SKIP TO Q.11
 AND CODE 00)..... 0

8. ¿Actualmente (CHILD) asiste o está matriculado/a en una escuela regular?

Sí..... 1
 No....(ASK A)..... 0

40/

A. ¿Alguna vez (él/ella) ha asistido a una escuela regular?

Sí..... 1
 No... (SKIP TO Q.11
 AND CODE 00).. 0

41/

9. ¿A qué grado de escuela regular [está (CHILD) asistiendo/asistió (CHILD) de último?] (CODE ONE.)

Kindergarten..... 00	9th grade..... 09	
1st grade..... 01	10th grade..... 10	42-43/
2nd grade..... 02	11th grade..... 11	
3rd grade..... 03	12th grade..... 12	
4th grade..... 04	1st year in college. 13	
5th grade..... 05	2nd year in college. 14	
6th grade..... 06	3rd year in college. 15	
7th grade..... 07	4th year in college. 16	
8th grade..... 08	Ungraded..... 95	

10. INTERVIEWER: IS Q.9 CODED 95, UNGRADED?

YES.....(ASK A)..... 1
NO..... 0

44/

A. Si su niño(a) estuviera en una clase que tuviera un grado, ¿en qué grado estaría matriculado(a)? (CODE ONE.)

Kindergarten.....	00	9th grade.....	09	45-46/
1st grade.....	01	10th grade.....	10	
2nd grade.....	02	11th grade.....	11	
3rd grade.....	03	12th grade.....	12	
4th grade.....	04	1st year in college.	13	
5th grade.....	05	2nd year in college.	14	
6th grade.....	06	3rd year in college.	15	
7th grade.....	07	4th year in college.	16	
8th grade.....	08			

11. INTERVIEWER: CODE CHILD'S GRADE LEVEL FROM Q.9 OR Q.10A.

Kindergarten or less.	00	9th grade.....	09	
1st grade.....	01	10th grade.....	10	47-48/
2nd grade.....	02	11th grade.....	11	
3rd grade.....	03	12th grade.....	12	
4th grade.....	04	1st year in college..	13	
5th grade.....	05	2nd year in college..	14	
6th grade.....	06	3rd year in college..	15	
7th grade.....	07	4th year in college..	16	
8th grade.....	08			

RECORD GRADE IN Q.11 ON FLAP (BOX C).

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SECTION 2: CHILD HEALTH

MOTHER/GUARDIAN OF EACH CHILD

2

READ TO MOTHER/GUARDIAN:

Ahora quisiera hacerle algunas preguntas sobre el estado general de salud
y características físicas de (CHILD).

1. ¿Cuál es el color natural del pelo de (CHILD)?
(CODE ONE.)

Rubio claro.....	01	49-50/
Rubio.....	02	
Pardo claro.....	03	
Pardo.....	04	
Negro.....	05	
Rojo.....	06	
Otro (SPECIFY)		
	07	

2. ¿Cuál es el color de los ojos de (CHILD)?

(CODE ONE.)

Azul claro.....	01	51-52/
Azul.....	02	
Pardo claro.....	03	
Pardo.....	04	
Negro.....	05	
Verde.....	06	
Avellana.....	07	
Gris.....	08	
Otro (SPECIFY)		
	09	
Todavía no se sabe.	10	

3. INTERVIEWER: CHECK FLAP (BOX A). IS CHILD AGE 4 YRS OR OLDER?

YES.....	1
NO.....(ASK ONLY Q.4C)....	0

4. ¿Tiene (CHILD) algún problema físico, emocional o mental que limita o reduce su habilidad para. . .

A. ir regularmente a la escuela?

Sí.....	1	53/
No.....	0	
No asiste a la escuela..	2	

B. hacer el trabajo de la escuela?

Sí.....	1	54/
No.....	0	
No asiste a la escuela..	2	

C. hacer actividades habituales de la niñez, como jugar, o participar en juegos o deportes?

Sí.....	1	55/
No.....	0	

5. ¿Tiene (CHILD) algún problema físico, emocional, o mental que requiere. . .

A. frecuente atención o tratamiento de un médico u otro profesional de la salud?

Sí.....	1	56/
No.....	0	

B. uso regular de alguna medicina o droga (aparte de vitaminas)?

Sí.....	1	57/
No.....	0	

C. ¿uso de cualquier equipamiento especial, como tirantes, muletas, silla de ruedas, zapatos especiales, casco, cama especial, máscara para respirar, filtro de aire, un catéter, etc.?

Sí.....	1	58/
No.....	0	

6. INTERVIEWER: IS ANY PART OF Q.4 (A-C) OR Q.5 (A-C) CODED YES?

YES.....	1	59/
NO.....(SKIP TO Q.8).....	0	

7. ¿Cuál es el problema de salud o limitación de (CHILD)?
(PROBE IF NECESSARY: ¿Cómo se llama?)

RECORD VERBATIM AND CODE ALL THAT APPLY: _____

2

Problema de aprendizaje	01	60-61/
Una mínima disfunción cerebral, déficit en la capacidad de prestar atención.....	02	
Hiperkinésis, hiperactividad	03	
Asma.....	04	62-63/
Desórdenes respiratorios	05	64-65/
Impedimento del habla.....	06	66-67/
Sería dificultad para oír o sordera.....	07	68-69/
Sería dificultad para ver o ceguera.....	08	70-71/
Serios problemas emocionales	09	72-73/
Alergias	10	74-75/
Lisiado, impedimento ortopédico	11	76-77/
		BEGIN DECK 07
Retardo mental	12	78-79/
Probemas cardíacos	13	12-13/
Desórdenes nerviosos crónicos.....	14	14-15/
Otro (SPECIFY)	15	20-21/

8. ¿Durante los últimos 12 meses ha sufrido (CHILD) algún accidente o tenido lesiones que hayan requerido atención médica?

Sí.....(ASK A)..... 1 22/
No..... 0

- A. ¿Cuántos accidentes o lesiones ha tenido (CHILD) en los últimos 12 meses? (RECORD NUMBER.)

|__|__|

23-24/

NUMBER OF ACCIDENTS
OR INJURIES

9. ¿Durante los últimos 12 meses ha tenido (CHILD) alguna enfermedad que haya requerido atención o tratamiento médico?

Yes.....(ASK A)..... 1
No..... 0

- A. ¿Cuántas de estas enfermedades ha tenido (CHILD) en los últimos 12 meses? (RECORD NUMBER.)

|__|__|

26-27/

NUMBER OF ILLNESSES

10. ¿Cuando fue la última vez que (CHILD) fue al médico para un exámen de rutina?

Hace menos de un mes.....	01	
Hace 1 - 3 meses.....	02	
Hace 4 - 6 meses.....	03	
Hace 7 - 11 meses.....	04	
Hace 1 año - 23 meses....	05	
Hace 2 o más años.....	06	
Nunca.....	07	28-29/

11. INTERVIEWER:

A. WHAT SEX IS CHILD?

MALE....(GO TO Q.11 C)....	1	
FEMALE.....	2	30/

B. CHECK FLAP (BOX A). IS CHILD AGE 8 YRS OR OLDER?

YES....(GO TO Q.12).....	1	
NO.....	0	

C. CHECK FLAP (BOX A). IS CHILD AGE 2 YRS OR OLDER?

YES....(SKIP TO Q.13)....	1	
NO....(SKIP TO Q.14)....	0	

12. INTERVIEWER: SKIP TO CS-70 AND ADMINISTER QUESTION 12 TO MOTHER.

13. ¿Cuándo fue la última vez que (CHILD) fue al dentista para un exámen o para recibir algún tratamiento dental?

Hace menos de un mes.....	01	31-32/
Hace 1 - 3 meses.....	02	
Hace 4 - 6 meses.....	03	
Hace 7 - 11 meses.....	04	
Hace 1 año - 23 meses....	05	
Hace 2 o más años.....	06	
Nunca.....	07	

14. ¿Tiene (CHILD) actualmente un seguro de salud provisto por un patrón o por un plan individual que paga parte o todas las facturas de hospital, del médico o del cirujan?

Yes..... 1
No..... 0

15. Hay un programa nacional llamado Medicaid que paga los gastos médicos de todas las personas necesitadas. ¿Cubre Medicaid actualmente la atención médica de (CHILD)?

Yes..... 1
No..... 0

16. INTERVIEWER: CHECK FLAP (BOX A). IS CHILD'S AGE 3 YEARS OR OLDER?

YES..... 1
NO.....(SKIP TO Q.18).... 0

17. ¿En los últimos 12 meses ha (CHILD) ido algún psiquiatra, psicólogo consejero, o terapista por algún problema emocional, mental o de conducta?

Sí....(ASK A)..... 1
No..... 0

35/

- A. ¿Cuál era el problema? (RECORD VERBATIM)

36/

- B. ¿Estaba el costo cubierto, al menos parcialmente, por cualquier tipo o de programa de seguro o de beneficios?

Sí..(SKIP TO Q.19)..... 1
No.....(SKIP TO Q.19).... 0

37/

18. ¿En los últimos 12 meses sintió usted o alguien le sugirió que (CHILD) necesita ayuda en relación a cualquier problema emocional, mental o de conducta?

Sí..... 1
No..... 0

19. ¿Toma (CHILD) regularmente algun medicina o droga que ayuda a controlar su nivel de actividad o su conducta?

Si.....1
No.....0

20. INTERVIEWER: ARE ANY CONDITIONS CODED IN Q.7, CS,7?

YES.....(GO TO A)..... 1
NO.....(GO TO Q.21)..... 0

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

21. ¿Por favor, puede Ud. traer a (CHILD) al cuarto y ayudarme a hacer que se sienta cómodo(a)?

A. CHECK FLAP (BOX A): IS CHILD AGE 4 YRS OR OLDER?

YES.....1
NO....(SKIP TO Q.23)..... 0

22. INTERVIEWER: CHILDREN 4 YRS AND OLDER NEED A GENERAL INTRODUCTION.

IF CHILD IS . . .

4 YRS - 4 YRS, 11 MOS....(READ A)
5 YRS OR OLDER.....(READ B)

A. ¿Qué te dijo tu madre acerca de mi visita?

WAIT FOR CHILD'S RESPONSE, THEN CONTINUE:

(Muy bien. Ya veo). Tu madre nos ha estado ayudando respondiendo algunas preguntas. Ahora te toca a tí. Primero vamos a ver lo grande que eres y luego te haré algunas preguntas. Quisiera que las respondieras mejor que puedas. GO TO Q.23

B. ¿Qué te dijo tu madre acerca de mi visita?

WAIT FOR CHILD'S RESPONSE, THEN CONTINUE:

(Muy bien. O Ya veo). Tu madre nos ha estado ayudando respondiendo preguntas desde hace muchos años. Esto hace que ella sea una persona muy importante para nosotros. Ahora tenemos algunas preguntas para tí. Algunas son sobre lenguaje, algunas sobre (aritmética/matemáticas), y algunas son sobre como tú te sientes. Algunas preguntas tienen respuestas correctas o incorrectas, otras no. Quiero que pienses bien en las preguntas y me des tu mejor respuesta para cada una de ellas.

INTERVIEWER NOTE: FOR Q.23 AND Q.24 BE SURE CHILD IS NOT WEARING SHOES OR HEAVY OUTER GARMENTS.

2

23. Yo quisiera averiguar la altura de (CHILD). ¿Prefiere medirlo/a usted o lo hago yo?

RECORD HEIGHT.

FEET	INCHES			

 40-41/
42-43/

24. Yo quisiera averiguar el peso de (CHILD). ¿Prefiere pesarlo/a usted o lo hago yo?

RECORD WEIGHT.

POUNDS	OUNCES				

 44-46/
47-48/

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

NOT AT ALL SHY & ANXIOUS/
SOCIABLE & FRIENDLYEXTREMELY SHY/QUIET/
WITHDRAWN

1	2	3	4	5	49/

26. INTERVIEWER: WAS ANYONE ELSE PRESENT, EXCLUDING YOUNG CHILDREN, WHEN YOU ASKED THE QUESTIONS IN THIS SECTION?

YES.....	1	50/
NO.....	0	

27. INTERVIEWER: CHECK FLAP (BOX A). IS CHILD'S AGE...

0 MOS - 7 MOS.....(SKIP TO SECTION 12, CS-65).....	01
8 MOS - 11 MOS.....(SKIP TO SECTION 4, CS-17).....	02
12 MOS - 2 YRS, 11 MOS.....(GO TO SECTION 3, CS-13).....	03
3 YRS - 3 YRS, 11 MOS.....(SKIP TO SECTION 4, CS-17).....	04
4 YRS - 6 YRS, 11 MOS.....(SKIP TO SECTION 5, CS-25).....	05
7 YRS - 7 YRS, 11 MOS.....(SKIP TO SECTION 7, CS-37).....	06
8 YRS OR OLDER?.....(SKIP TO SECTION 6, CS-33).....	07

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SECTION 3: PARTS OF THE BODY

AGES: 12 MONTHS - 2 YEARS, 11 MONTHS

3

STEP ONE: CHECK FLAP (BOX A). IS CHILD'S AGE 12 MOS - 2 YRS, 11 MOS?

YES..... 1
NO.....(CHECK FLAP, BOX E).... 0

[STEP TWO: IF NEEDED, READ TO MOTHER/GUARDIAN.

Queremos saber cuántas partes del cuerpo (CHILD) sabe identificar por sus nombres comunes en inglés. Le pediré a (él/ella) que señale varias partes del cuerpo. Por favor trate de no aydarlo/a.]

[STEP THREE: IF NEEDED SEE Q x Q.]

STEP FOUR: INSTRUCT THE CHILD.

Vamos a jugar un juego. Quiero que me enseñes algunas cosas.

STEP FIVE: ADMINISTER EACH QUESTION, SAYING:

Enséñame tu.../Señala tu.../Dónde está tu .../Toca tu.../(ONLY IF NECESSARY HAND SHOWCARD A) Enseña el/la...del bebé...

BODY PART	ATTEMPT ONE CODE BOX			ATTEMPT TWO CODE BOX			ATTEMPT THREE CODE BOX			71/ 72/ 73/ 74/ 75/ 76/ 77/ 78/ 79/ 80/	
	CORRECT	WRONG	NO ANSWER	CORRECT	WRONG	NO ANSWER	CORRECT	WRONG	NO ANSWER		
1. nariz	1	2	3	51/	1	2	3	61/	1	2	3
2. ojo	1	2	3	52/	1	2	3	62/	1	2	3
3. oreja	1	2	3	53/	1	2	3	63/	1	2	3
4. boca	1	2	3	54/	1	2	3	64/	1	2	3
5. pelo	1	2	3	55/	1	2	3	65/	1	2	3
6. mentón	1	2	3	56/	1	2	3	66/	1	2	3
7. dedo de la mano	1	2	3	57/	1	2	3	67/	1	2	3
8. dedo del pie	1	2	3	58/	1	2	3	68/	1	2	3
9. ceja	1	2	3	59/	1	2	3	69/	1	2	3
10. codo	1	2	3	60/	1	2	3	70/	1	2	3

INTERVIEWER NOTE: IF CHILD FAILS TO ANSWER ALL 10 QUESTIONS . . .

(1) BY SKIPPING AN OCCASIONAL WORD . . .

- CONTINUE TO ASK WORDS THROUGH Q.10.
- RETURN IMMEDIATELY AND RE-ASK EACH UNANSWERED WORD ONE MORE TIME ONLY.
- RECORD CHILD'S ANSWER IN SAME ATTEMPT CODE BOX.
- MAKE NO FURTHER ATTEMPTS. GO TO Q.11.

(2) BY REFUSING TO ANSWER (Q.1 - Q.5 CODED 'NO ANSWER')

- ASSUME CHILD WILL WARM UP LATER.
- TURN TO FLAP (BOX D), RECORD NEED FOR ATTEMPT 2 OR 3.
- RETURN TO SECTION 3 LATER TO COMPLETE.

(3) WHEN YOU COMPLETE AN ATTEMPT, GO TO Q.11.

SHOWCARD A

4440-105A



INTERVIEWER REMARKS:

11. HOW MANY PEOPLE WERE PRESENT DURING ADMINISTRATION OF THIS SECTION AND WHAT EFFECT, IF ANY, DID THEIR PRESENCE HAVE ON THE CHILD?

3

		EFFECT ON CHILD'S PERFORMANCE			
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	IF PRESENT, CODE # PERSONS				
	MOTHER	__ 12/	1	2	3
	FATHER	__ 14/	1	2	3
	GUARDIAN	__ 16/	1	2	3
	RELATIVE	__ 18-19/	1	2	3
	FAMILY FRIEND	__ 21-22/	1	2	3
CHILDREN	OTHER (SPECIFY)	__ 24-25/	1	2	3
	SIBLING	__ 27-28/	1	2	3
	FRIEND	__ 30-31/	1	2	3
	OTHER (SPECIFY)	__ 33-34/	1	2	3
					35/

12. CODE CHILD'S ENERGY LEVEL DURING SECTION.

low (tired)	medium	high
1	2	3

36/

13. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1	37/
NO..... 0	

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01	38-39/
CHILD WOULD NOT RESPOND..... 02	40-41/
MAJOR INTERRUPTION CAUSED TERMINATION... 03	42-43/
CHILD COULD NOT UNDERSTAND TASK..... 04	44-45/
CHILD HAD LANGUAGE PROBLEM..... 05	46-47/
CHILD'S EMOTIONAL CONDITION..... 06	48-49/
CHILD'S PHYSICAL CONDITION..... 07	50-51/
OTHER (SPECIFY)	

08 52-53/

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SECTION 4: MEMORY FOR LOCATIONS

AGES: 8 MONTHS - 3 YEARS, 11 MONTHS

STEP ONE: CHECK FLAP (BOX A). IS CHILD 8 MOS - 3 YRS, 11 MOS?

YES..... 1
NO....(CHECK FLAP, BOX E).... 0

4

[STEP TWO: IF NEEDED, READ TO MOTHER/GUARDIAN.

Niños de distintas edades recuerdan la ubicación de objetos por distintos períodos de tiempo. Nosotros quisiéramos averiguar por cuanto tiempo puede (CHILD) recordar la ubicación de ese muñeco (SHOW DOLL). Para averiguarlo, pondré el muñeco debajo de una de estas copas. Luego esconderé las copas para que no las pueda ver por un rato. Despues de eso, le pediré que me enseñe dónde está el muñeco.]

[STEP THREE: IF NEEDED, SEE Q X Q.]

STEP FOUR: INSTRUCT THE CHILD.

Vamos a jugar a un juego. Voy a esconder el muñeco bajo una de estas copas. Luego voy a esconder las copas. Déjame ver si puedes recordar dónde está el muñeco. ¿De acuerdo?

STEP FIVE: ADMINISTER PRACTICE QUESTIONS

PRACTICE A (ALL CHILDREN)**(CIRCLE CHILD'S ANSWER)**

USE 2 CUPS ->

	0		*		
1	2	3	4	5	6

SCREENING TIME = NONE

CORRECT...(SKIP TO STEP SIX)... 1
 WRONG...(GO TO PRACTICE B)... 2

PRACTICE B (CHILDREN CODED WRONG ON PRACTICE A)**(CIRCLE CHILD'S ANSWER)**

USE 2 CUPS->

	*		0		
1	2	3	4	5	6

SCREENING TIME = NONE

CORRECT..... 1
 WRONG....(DO FURTHER PRACTICE
 THEN GO TO STEP SIX).... 2

INTERVIEWER NOTE:

IF CHILD REFUSES TO RESPOND, RECORD NEED FOR ADDITIONAL ATTEMPT ON FLAP (BOX D). MAKE UP TO TWO ADDITIONAL ATTEMPTS TO GAIN COOPERATION. AFTER FINAL ATTEMPT -- WHETHER COMPLETED OR NOT -- SKIP TO Q.11, CS-23.

STEP SIX: CHECK FLAP (BOX A). IS CHILD'S AGE . . .

8 MOS - 23 MOS.....(GO TO Q.1)..... 1
 2 YRS - 2 YRS, 11 MOS....(SKIP TO Q.4, CS-20).... 2
 3 YRS - 3 YRS, 11 MOS....(SKIP TO Q.7, CS-21).... 3

(CIRCLE ANSWER THEN CODE)

1.

USE 2 CUPS->

	*		0		
1	2	3	4	5	6

CORRECT..... 1 54/
WRONG....(ASK A)..... 2

4

SCREENING TIME = 1 SECOND

A.

USE 2 CUPS->

	0		*		
1	2	3	4	5	6

CORRECT..... 1 55/
WRONG...(SKIP TO Q.11,
CS-23)..... 2

SCREENING TIME = 1 SECOND

2.

USE 2 CUPS->

	0		*		
1	2	3	4	5	6

CORRECT..... 1 56/
WRONG....(ASK A)..... 2

SCREENING TIME = 5 SECONDS

A.

USE 2 CUPS->

	*		0		
1	2	3	4	5	6

CORRECT..... 1 57/
WRONG..(SKIP TO Q.4).. 2

SCREENING TIME = 5 SECONDS

3.

USE 2 CUPS->

	*		0		
1	2	3	4	5	6

CORRECT..... 1 58/
WRONG....(ASK A)..... 2

SCREENING TIME = 10 SECONDS

A.

USE 2 CUPS->

	0		*		
1	2	3	4	5	6

CORRECT 1 59/
WRONG...(GO TO Q.4).. 2

SCREENING TIME = 10 SECONDS

(CIRCLE ANSWER THEN CODE)

4.

USE 4 CUPS->

	0	0	*	0	
1	2	3	4	5	6

CORRECT..... 1 60/
WRONG....(ASK A)..... 2

SCREENING TIME = 1 SECOND

A.

USE 4 CUPS->

	0	*	0	0	
1	2	3	4	5	6

CORRECT..... 1 61/
WRONG...(SKIP TO Q.11,
CS-23)..... 2

SCREENING TIME = 1 SECOND

5.

USE 4 CUPS->

	*	0	0	0	
1	2	3	4	5	6

CORRECT..... 1 62/
WRONG....(ASK A)..... 2

SCREENING TIME = 5 SECONDS

A.

USE 4 CUPS->

	0	0	*	0	
1	2	3	4	5	6

CORRECT..... 1 63/
WRONG..(SKIP TO Q.7).. 2

SCREENING TIME = 5 SECONDS

6.

USE 4 CUPS->

	0	0	0	*	
1	2	3	4	5	6

CORRECT..... 1 64/
WRONG....(ASK A)..... 2

SCREENING TIME = 10 SECONDS

A.

USE 4 CUPS->

	0	*	0	0	
1	2	3	4	5	6

CORRECT..... 1 65/
WRONG..(GO TO Q.7)... 2

SCREENING TIME = 10 SECONDS

(CIRCLE ANSWER THEN CODE)

7.

USE 6 CUPS->

0	*	0	0	0	0
1	2	3	4	5	6

CORRECT..... 1 66/
WRONG.....(ASK A)..... 2**4**

SCREENING TIME = 1 SECOND

A.

USE 6 CUPS->

0	0	0	0	*	0
1	2	3	4	5	6

CORRECT..... 1 67/
WRONG... (SKIP TO Q.11,
CS-23)..... 2

SCREENING TIME = 1 SECOND

8.

USE 6 CUPS->

0	0	*	0	0	0
1	2	3	4	5	7

CORRECT..... 1 68/
WRONG.....(ASK A)..... 2

SCREENING TIME = 5 SECONDS

A.

USE 6 CUPS->

0	0	0	*	0	0
1	2	3	4	5	6

CORRECT..... 1 69/
WRONG... (SKIP TO Q.11,
CS-23)..... 2

SCREENING TIME = 5 SECONDS

9.

USE 6 CUPS->

0	0	0	0	*	0
1	2	3	4	5	6

CORRECT..... 1 70/
WRONG.....(ASK A)..... 2

SCREENING TIME = 10 SECONDS

A.

USE 6 CUPS->

0	0	*	0	0	0
1	2	3	4	5	6

CORRECT..... 1 71/
WRONG... (SKIP TO Q.11,
CS-23)..... 2

SCREENING TIME = 10 SECONDS

10.

USE 6 CUPS->

0	0	0	*	0	0
1	2	3	4	5	6

CORRECT..... 1 72/
WRONG.....(ASK A)..... 2

SCREENING TIME = 15 SECONDS

A.

USE 6 CUPS->

0	*	0	0	0	0
1	2	3	4	5	6

CORRECT..... 1 73/
WRONG..... 2

SCREENING TIME = 15 SECONDS

INTERVIEWER REMARKS:

11. HOW MANY PEOPLE WERE PRESENT DURING ADMINISTRATION OF THIS SECTION AND WHAT EFFECT, IF ANY, DID THEIR PRESENCE HAVE ON THE CHILD?

		EFFECT ON CHILD'S PERFORMANCE			
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	<u>IF PRESENT,</u> CODE # PERSONS				
	MOTHER	74/	1	2	3 75/
	FATHER	76/	1	2	3 77/
	GUARDIAN	78/	1	2	3 79/
	RELATIVE	12-13/	1	2	3 BEGIN DECK 09 14/
	FAMILY				
	FRIEND	15-16/	1	2	3 17/
CHILDREN	OTHER (SPECIFY)				
		18-19/	1	2	3 20/
	SIBLING	21-22/	1	2	3 23/
	FRIEND	24-25/	1	2	3 26/
	OTHER (SPECIFY)				
		27-28/	1	2	3 29/

12. CODE CHILD'S ENERGY LEVEL DURING SECTION.
- | | | |
|-------------|--------|------|
| low (tired) | medium | high |
| | | |
| 1 | 2 | 3 |
- 30/

13. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 31/
NO..... 0

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

- | | | |
|--|----|--------|
| PARENT/GUARDIAN TERMINATED/REFUSED..... | 01 | 32-33/ |
| CHILD WOULD NOT RESPOND/REFUSED..... | 02 | 34-35/ |
| MAJOR INTERRUPTION CAUSED TERMINATION..... | 03 | 36-37/ |
| CHILD COULD NOT UNDERSTAND TASK..... | 04 | 38-39/ |
| CHILD HAD LANGUAGE PROBLEM..... | 05 | 40-41/ |
| CHILD'S EMOTIONAL CONDITION..... | 06 | 42-43/ |
| CHILD'S PHYSICAL CONDITION..... | 07 | 44-45/ |
| OTHER (SPECIFY) | | |

INTERVIEWER NOTE: IF YOU HAVE NOT DONE SO, GIVE MOTHER/GARDIAN MOTHER SUPPLEMENT. IF THIS IS LAST SECTION ADMINISTERED TO CHILD, THANK CHILD FOR HELPING YOU.

14. CHECK FLAP (BOX A). IS CHILD'S AGE . . .

8 MOS - 2 YRS, 11 MOS..(SKIP TO SECTION 11, CS-61)..... 1

3 YRS - 3 YRS, 11 MOS..(GO TO SECTION 5)..... 2

IF THIS IS SECOND OR THIRD ATTEMPT, SKIP TO SECTION 11, CS-61.

SECTION 5: VERBAL MEMORY

AGES: 3 YEARS - 6 YEARS, 11 MONTHS

STEP ONE: CHECK FLAP (BOX A). IS CHILD'S AGE 3 YRS - 6 YRS, 11 MOS?

YES..... 1
 NO.....(CHECK FLAP, BOX E).... 0

5

[STEP TWO: IF NEEDED, READ TO MOTHER/GUARDIAN.

Children at different ages remember the order of words for different lengths of time. These questions give us an idea of (CHILD)'s verbal memory - that is (his/her) ability to remember and repeat sequences of words.]

STEP THREE: INSTRUCTIONS FOR PART A (WORDS).

ADMINISTER WORDS:

- (1) READ AT EVEN RATE: ONE WORD/SECOND.
- (2) READ EACH QUESTION ONLY ONCE.
- (3) IF NEEDED, ENCOURAGE CHILD WITH: Now it's your turn.
Say the words back to me.

SCORE WORDS:

- (1) AS CHILD REPEATS WORDS, WRITE ORDER NUMBER ABOVE EACH WORD.
IF CHILD DOES NOT REPEAT WORD, WRITE NOTHING ABOVE IT.
- (2) COUNT EACH WORD WITH A NUMBER ABOVE IT.
ENTER TOTAL NUMBER IN BOX A.
- (3) IF CHILD MADE ANY CHANGE IN WORD ORDER, ENTER A SCORE
OF '1' IN BOX B.
 - IF NO REVERSALS OCCURRED, ENTER A SCORE OF '0'
 - DO NOT DEDUCT POINTS FOR BABY WORDS OR SLANG.
- (4) CALCULATE BOX C SCORE FOR EACH QUESTION.
[IF NEEDED, SEE Q X Q.]

STEP FOUR: INSTRUCT CHILD FOR PART A.

Now I am going to say some words and I want to see how many of them you can say after me. Wait until I have finished saying all the words before you start to answer.

BEFORE READING EACH QUESTION, MAKE SURE CHILD IS PAYING ATTENTION. SAY: Listen/Ready!

PART A: WORDS.

(WRITE ORDER NUMBER ABOVE EACH WORD)

BOX A minus BOX B = BOX C

1.	toy	chair	light		minus		=		48-50/
2.	doll	dark	coat		minus		=		51-53/
3.	after	color	funny	today		minus		=	54-56/
4.	around	because	under	never		minus		=	57-59/

STEP FIVE: INSTRUCTIONS FOR PART B (SENTENCES).

ADMINISTER SENTENCES:

- (1) READ EACH SENTENCE ONLY ONCE, SLOWLY AND CLEARLY. DO NOT EMPHASIZE UNDERLINED WORDS.

SCORE SENTENCES:

- (1) CIRCLE ONLY UNDERLINED WORDS AS CHILD REPEATS THEM.

--DO NOT DEDUCT POINTS FOR REVERSE WORD ORDER,
BABY WORDS OR SLANG.

- (2) COUNT CIRCLED WORDS, ENTER TOTAL IN BOX C FOR EACH SENTENCE.

STEP SIX: INSTRUCT CHILD FOR PART B.

Now I am going to say some sentences. I want you to repeat them back to me. Ready?

PART B: SENTENCES.

BOX C

5. The boy said goodbye to his dog every
morning before he went to school. 0 0 60-61/

6. The girl tied a pretty pink ribbon on
her doll before she went out. 0 0 62-63/

BOX D

7. TOTAL ALL BOX C SCORES FROM Q•1-Q•6. ENTER TOTAL IN BOX D ----> 0 0 64-65/

8. DOES BOX D TOTAL EQUAL 8 OR MORE?

YES.....(GO TO PART C)..... 1

NO.....(SKIP TO Q•21, CS-30)..... 0

PART C: STORY.

[STEP SEVEN: IF NEEDED, SEE Q X Q.]

STEP EIGHT: INSTRUCT THE CHILD FOR PART C (story).

Now I am going to read you a little story. Listen carefully, and we will see how well you can tell it back to me. You don't have to tell it back to me word-for-word. Just tell me the story as well as you can.

5

STEP NINE: READ THE STORY SLOWLY, CLEARLY, AND WITHOUT EMPHASIZING ANY SIGNIFICANT WORDS OR PHRASES.

One day after school Bob was walking to the store. On the way he saw a woman carrying some letters to a mailbox. Suddenly, the wind blew the woman's letters into the street. Bob shouted, "I'll get them for you!" He looked both ways and saw that there were no cars coming. He ran into the street and picked up all of the letters. The woman was very happy to get her letters back. She thanked Bob for being such a kind and helpful boy.

STEP TEN: RECORD CHILD'S ANSWER ON IDEA SHEET, NEXT PAGE.

- CIRCLE EXACT WORD/PHRASE IF CHILD USED IT.
- WRITE ALTERNATE WORDS CHILD USED ABOVE PRINTED WORD.
- IF CONCEPT OMITTED BY CHILD, RECORD NOTHING.

IDEA SHEET

BOB

WALKING TO STORE

SAW

WOMAN

BLEW

LETTERS

SHOUTED "I'LL GET THEM FOR YOU!"

WAS CAREFUL

PICKED UP/RETURNED

WAS HAPPY

THANKED BOB

Q.9 INTERVIEWER: COUNT NUMBER OF CORRECT ANSWERS AND RECORD HERE: 66-67/
SKIP TO Q.21, CS-30.

INTERVIEWER NOTE: CODERS WILL CODE THESE QUESTIONS.

10. Bob	Correct..... 1 Wrong..... 2	68/
11. The Woman	Correct..... 1 Wrong..... 2	69/
12. Letters	Correct..... 1 Wrong..... 2	70/
13. (Bob) Walking To Store	Correct..... 1 Wrong..... 2	71/
14. (Bob) Saw Woman	Correct..... 1 Wrong..... 2	72/
15. (Wind) Blew Letters	Correct..... 1 Wrong..... 2	73/
16. (Bob Shouted,) "I'll Get Them For You!"	Correct..... 1 Wrong..... 2	74/
17. (Bob) Was Careful	Correct..... 1 Wrong..... 2	75/
18. (Bob) Picked Up Letters	Correct..... 1 Wrong..... 2	76/
19. (Woman) was happy	Correct..... 1 Wrong..... 2	77/
20. (Woman) Thanked Bob	Correct..... 1 Wrong..... 2	78/

5

INTERVIEWER REMARKS:

21. HOW MANY PEOPLE WERE PRESENT DURING ADMINISTRATION OF THIS SECTION AND WHAT EFFECT, IF ANY, DID THEIR PRESENCE HAVE ON THE CHILD?

		EFFECT ON CHILD'S PERFORMANCE			
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	MOTHER	__ 12/	1	2	3 13/
	FATHER	__ 14/	1	2	3 15/
	GUARDIAN	__ 16/	1	2	3 17/
	RELATIVE	__ 18-19/	1	2	3 20/
	FAMILY FRIEND	__ 21-22/	1	2	3 23/
	OTHER (SPECIFY)	__ 24-25/	1	2	3 26/
CHILDREN	SIBLING	__ 27-28/	1	2	3 29/
	FRIEND	__ 30-31/	1	2	3 32/
	OTHER (SPECIFY)	__ 33-34/	1	2	3 35/

22. CODE CHILD'S ENERGY LEVEL DURING SECTION.

low (tired) | medium | high

1 | 2 | 3 36/

23. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 37/

NO..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	38-39/
CHILD WOULD NOT RESPOND/REFUSED.....	02	40-41/
MAJOR INTERRUPTION CAUSED TERMINATION....	03	42-43/
CHILD COULD NOT UNDERSTAND TASK.....	04	44-45/
CHILD HAD LANGUAGE PROBLEM.....	05	46-47/
CHILD'S EMOTIONAL CONDITION.....	06	48-49/
CHILD'S PHYSICAL CONDITION.....	07	50-51/
OTHER (SPECIFY)	08	52-53/

24. INTERVIEWER: CHECK FLAP (BOX A). IS CHILD'S AGE . . .

3 YRS - 4 YRS, 11 MOS.....(SKIP TO SECTION 10, CS-53)..... 1

5 YRS AND OLDER.....(SKIP TO SECTION 8, CS-41)..... 2

THIS PAGE INTENTIONALLY BLANK

SECTION 6: WHAT I AM LIKE

AGES: 8 YEARS AND OLDER

STEP ONE: CHECK FLAP (BOX A): IS CHILD'S AGE 8 YRS OR OLDER?

YES..... 1
 NO....(CHECK FLAP, BOX E).... 0

[STEP TWO: IF NEEDED, READ TO MOTHER/GUARDIAN.

El propósito de esta sección es darnos una idea de como (CHILD) se ve a sí mismo/a.]

[STEP THREE: IF NEEDED, SEE Q X Q.]

STEP FOUR: INSTRUCT THE CHILD.

- A. Cada niño piensa y siente de diferente manera. Nos interesa saber cómo crees que eres y cómo piensas y sientes. Esto no es un examen. No hay respuestas correctas o incorrectas. Recuerda que cada niño es diferente.

[HAND SHOWCARD SET B.] Esta sección se llama "Cómo soy." Te voy a dar un ejemplo de cómo funcionan las preguntas. Te leeré la pregunta en voz alta y mientras la escuchas piensa bien antes de responderla. Esta pregunta es acerca de dos tipos de niños y quisieramos saber cuál de ellos se parece más a tí.

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

Algunos niños prefieren <u>jugar</u> afuera en su tiempo libre	PERO	Otros niños prefieren <u>ver</u> televisión.
--	------	---

- C. Lo que tienes que hacer es lo siguiente: Primero, decide cuales niños son más como tú--los niños del lado "X" de la tarjeta (POINT TO "X" SIDE OF SHOWCARD) o los niños del lado "Y" de la tarjeta (POINT TO "Y" SIDE OF SHOWCARD).

IF NECESSARY, PROBE: ¿Cuál tipo de niño es más como tú? El niño del lado "X" o del lado "Y" de la tarjeta?

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

Ahora, piensa acerca de la respuesta que me diste y decide si es muy cierta en tu caso o solamente más o menos cierta.

IF NECESSARY, PROBE: Bueno, ¿qué piensas? ¿En tu caso, es muy cierta o es más o menos cierta?

- E. Bien, esto era sólo para practicar. Ahora vamos a hacer unas preguntas más. Pasa a la próxima tarjeta.

PRACTICA

X

Y

Algunos niños prefieren
jugar afuera en su
tiempo libre

OTROS NIÑOS PREFEREN
PERO ver televisión.

X

Y

MUY MAS O
CIERTO MENOS CIERTO
PARA MI PARA MI

Algunos niños piensan
que son muy buenos PERO
haciendo la tarea de
la escuela

1.

Otros niños se preocupan
acerca de si pueden hacer
la tarea que les dan en la
escuela.

MAS O MUY
MENOS CIERTO CIERTO
PARA MI PARA MI

MUY MAS O
CIERTO MENOS CIERTO
PARA MI PARA MI

Algunos niños con
frecuencia se
sienten descontentos
consigo mismos

2.

PERO

Otros niños se sienten
bastante satisfechos
consigo mismos.

MAS O MUY
MENOS CIERTO CIERTO
PARA MI PARA MI

MUY MAS O
CIERTO MENOS CIERTO
PARA MI PARA MI

Algunos niños
piensan que son
igual de inteli-
gentes que otros
niños de su edad

3.

PERO

Otros niños no están tan
seguros y se preguntan
si son igual de
inteligentes.

MAS O MUY
MENOS CIERTO CIERTO
PARA MI PARA MI

MUY MAS O
CIERTO MENOS CIERTO
PARA MI PARA MI

A algunos niños no
les gusta la vida
que llevan

4.

PERO

A otros niños sí les
gusta la vida que
llevan.

MAS O MUY
MENOS CIERTO CIERTO
PARA MI PARA MI

MUY MAS O
CIERTO MENOS CIERTO
PARA MI PARA MI

Algunos niños son
bastante lentos
para terminar la
tarea de la escuela

5.

PERO

Otros niños pueden
hacer la tarea de la
escuela rápidamente.

MAS O MUY
MENOS CIERTO CIERTO
PARA MI PARA MI

MUY MAS O
CIERTO MENOS CIERTO
PARA MI PARA MI

Algunos niños
están contentos
consigo mismos
como personas

6.

PERO

Otros niños
frecuentemente no
están contentos consigo
mismos.

MAS O MUY
MENOS CIERTO CIERTO
PARA MI PARA MI

X

Y

MUY CIERTO PARA MI MAS O MENOS CIERTO PARA MI

Algunos niños olvidan con frecuencia lo que aprenden

7.
PERO

Otros niños pueden recordar con facilidad lo que aprenden.

MAS O MENOS CIERTO PARA MI MUY CIERTO PARA MI

MUY CIERTO PARA MI MAS O MENOS CIERTO PARA MI

A algunos niños les gusta el tipo de persona que son

8.
PERO

Otros niños desearían con frecuencia ser otra persona.

MAS O MENOS CIERTO PARA MI MUY CIERTO PARA MI

MUY CIERTO PARA MI MAS O MENOS CIERTO PARA MI

A algunos niños les va muy bien en su trabajo en clase

9.
PERO

A otros niños no les va bien en su trabajo en clase.

MAS O MENOS CIERTO PARA MI MUY CIERTO PARA MI

MUY CIERTO PARA MI MAS O MENOS CIERTO PARA MI

Algunos niños están contentos siendo como son

10.
PERO

Otros niños desearían ser diferentes.

MAS O MENOS CIERTO PARA MI MUY CIERTO PARA MI

MUY CIERTO PARA MI MAS O MENOS CIERTO PARA MI

Algunos niños tienen dificultad para pensar las respuestas en la escuela

11.
PERO

Otros niños casi siempre pueden pensar las respuestas.

MAS O MENOS CIERTO PARA MI MUY CIERTO PARA MI

MUY CIERTO PARA MI MAS O MENOS CIERTO PARA MI

Algunas niños no están muy contentos con la forma en que hacen muchas cosas

12.
PERO

Otros niños piensan que la forma en que hacen las cosas está bien.

MAS O MENOS CIERTO PARA MI MUY CIERTO PARA MI

MUY CIERTO PARA MI	MAS O MENOS CIERTO PARA MI	X	Y	MAS O MENOS CIERTO PARA MI	MUY CIERTO PARA MI
4	3	1. Algunos niños piensan que son muy <u>buenos</u> PERO haciendo la tarea de la escuela	Otros niños <u>se preocupan</u> acerca de si pueden hacer la tarea que les dan en la escuela.	2	1 54/
1	2	2. Algunos niños con frecuencia se sienten <u>descontentos</u> consigo mismos	Otros niños se sienten bastante <u>satisfechos</u> consigo mismos.	3	4 55/
4	3	3. Algunos niños piensan que son <u>igual de inteligentes</u> que otros niños de su edad	Otros niños no están tan seguros y <u>se preguntan</u> si son igual de inteligentes.	2	1 56/
1	2	4. A algunos niños <u>no</u> les gusta la vida que llevan	A otros niños <u>sí</u> les gusta la vida que llevan.	3	4 57/
1	2	5. Algunos niños son bastante <u>lentos</u> para terminar la tarea de la escuela	Otros niños pueden hacer la tarea de la escuela <u>rápidamente</u> .	3	4 58/
4	3	6. Algunos niños están <u>contentos</u> consigo mismos como personas	Otros niños frecuentemente <u>no</u> están contentos consigo mismos.	2	1 59/

INTERVIEWER: INSTRUCT CHILD.

Hay unas cuantas más de estas preguntas. Pasa a la próxima tarjeta.

REALMENTE CIERTO PARA MI		MAS O MENOS CIERTO PARA MI	X	Y	MAS O MENOS CIERTO PARA MI	REALMENTE CIERTO PARA MI
1	2	Algunos niños <u>olvidan</u> con frecuencia lo que aprenden	PERO	7. Otros niños pueden recordar <u>con facilidad</u> lo que aprenden.	3	4 60/
4	3	A algunos niños <u>les</u> <u>gusta</u> el tipo de persona que son	PERO	8. Otros niños desearían con frecuencia ser otra persona.	2	1 61/ 6
4	3	A algunos niños les va <u>muy bien</u> en su trabajo en clase	PERO	9. A otros niños <u>no</u> les va bien en <u>su</u> trabajo en clase.	2	1 62/
4	3	Algunos niños están <u>contentos</u> siendo como son	PERO	10. Otros niños desearían ser <u>diferentes</u> .	2	1 63/
1	2	Algunos niños tienen <u>dificultad</u> para pensar las respues- tas en la escuela	PERO	11. Otros niños casi <u>siempre</u> pueden pensar las respuestas.	3	4 64/
1	2	Algunas niños <u>no están</u> muy contentos con la forma en que hacen muchas cosas	PERO	12. Otros niños piensan que la forma en que hacen las cosas <u>está bien</u> .	3	4 65/

INTERVIEWER REMARKS:

13. HOW MANY PEOPLE WERE PRESENT DURING ADMINISTRATION OF THIS SECTION AND WHAT EFFECT, IF ANY, DID THEIR PRESENCE HAVE ON THE CHILD?

	<u>IF PRESENT,</u>	<u>CODE # PERSONS</u>	EFFECT ON CHILD'S PERFORMANCE			<u>67/</u>
			<u>SEEMED TO BE HARMFUL</u>	<u>NONE OBSERVABLE</u>	<u>SEEMED TO IMPROVE</u>	
ADULTS -	MOTHER	__ 66/	1	2	3	
	FATHER	__ 68/	1	2	3	<u>69/</u>
	GUARDIAN	__ 70/	1	2	3	<u>71/</u>
	RELATIVE	__ 72-73/	1	2	3	<u>74/</u>
	FAMILY FRIEND	__ 75-76/	1	2	3	<u>77/</u>
	OTHER (SPECIFY)	__ 78-79/	1	2	3	<u>80/</u> BEGIN DECK 11
CHILDREN -	SIBLING	__ 12-13/	1	2	3	<u>14/</u>
	FRIEND	__ 15-16/	1	2	3	<u>17/</u>
	OTHER (SPECIFY)	__ 18-19/	1	2	3	<u>20/</u>

14. CODE CHILD'S ENERGY LEVEL DURING SECTION.
- | | | |
|-------------|--------|------|
| low (tired) | medium | high |
| 1 | 2 | 3 |
- 21/

15. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 22/

NO..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	<u>23-24/</u>
CHILD WOULD NOT RESPOND/REFUSED.....	02	<u>25-26/</u>
MAJOR INTERRUPTION CAUSED TERMINATION.....	03	<u>27-28/</u>
CHILD COULD NOT UNDERSTAND TASK.....	04	<u>29-30/</u>
CHILD HAD LANGUAGE PROBLEM.....	05	<u>31-32/</u>
CHILD'S EMOTIONAL CONDITION.....	06	<u>33-34/</u>
CHILD'S PHYSICAL CONDITION.....	07	<u>35-36/</u>
OTHER (SPECIFY)	08	<u>37-38/</u>

SECTION 7: MEMORY FOR DIGIT SPAN

AGES: 7 YEARS AND OLDER

STEP ONE: CHECK FLAP (BOX A): IS CHILD'S AGE 7 YRS OR OLDER?

YES..... 1
 NO....(CHECK FLAP, BOX E).... 0

[STEP TWO: IF NEEDED, READ TO MOTHER/GUARDIAN.

Esta sección nos da una idea de la memoria de (CHILD) para recordar el orden de los números. Cada secuencia de números tiene más dígitos que la anterior. Es raro que alguien pueda recordar todas las secuencias.]

7

[STEP THREE: IF NEEDED, SEE Q X Q.]

STEP FOUR: 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 NUMBERS MAY BE OMITTED OR BE IN REVERSED ORDER.

STEP FIVE: INSTRUCT THE CHILD FOR DIGITS FORWARD.

Voy a decir unos números. Pon (presta) atención, y cuando yo acabe (termine) dílos tú inmediatamente después. SAY: Listo.
BEFORE ITEMS TO GET CHILD'S ATTENTION.

DIGITS FORWARD MEASUREMENT

	CORRECT	WRONG		CORRECT	WRONG	
1. A. 3-8-6	1	2	B. 6-1-2	1	2	39-40/
2. A. 3-4-1-7	1	2	B. 6-1-5-8	1	2	41-42/
3. A. 8-4-2-3-9	1	2	B. 5-2-1-8 6	1	2	43-44/
4. A. 3-8-9-1-7-4	1	2	B. 7-9-6-4-8-3	1	2	45-46/
5. A. 5-1-7-4-2-3-8	1	2	B. 9-8-5-2-1-6-3	1	2	47-48/
6. A. 1-6-4-5-9-7-6-3	1	2	B. 2-9-7-6-3-1-5-4	1	2	49-50/
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	51-52/

STEP SIX: INSTRUCT CHILD FOR DIGITS BACKWARD.

A. READ: Ahora voy a decir otros números, pero esta vez cuando yo pare quiero que tú los digas al revés, de atrás para adelante. Por ejemplo, si yo digo 9-2-7, ¿Qué dirías tú (tú dirías)?

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

YES (7-2-9).....SAY:

Eso es. Continuemos con el resto de los números.

NO.....SAY:

No, tú dirías 7-2-9. Yo dije 9-2-7, entonces para decirlos al revés tú tendrías que decir 7-2-9. Ahora trata estos números. Acuérdate, tienes que decirlos al revés: 5-6-3.

C. WHETHER THE CHILD IS CORRECT OR WRONG ON THE SECOND EXAMPLE, GO TO Q.8 AND PROCEED EXACTLY AS IN DIGITS FORWARD.

DIGITS BACKWARD MEASUREMENT

	CORRECT	WRONG		CORRECT	WRONG	
8. A. 2-5 (ANS = 5-2)	1	2	B. 6-3 (ANS = 3-6)	1	2	53-54/
9. A. 5-7-4 (ANS = 4-7-5)	1	2	B. 2-5-9 (ANS = 9-5-2)	1	2	55-56/
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	57-58/
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	59-60/
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	61-62/
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	63-64/
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	65-66/

INTERVIEWER REMARKS:

15. HOW MANY PEOPLE WERE PRESENT DURING THE ADMINISTRATION OF THIS SECTION AND WHAT EFFECT, IF ANY, DID THEIR PRESENCE HAVE ON THE CHILD?

	<u>IF PRESENT,</u>	<u>CODE # PERSONS</u>	EFFECT ON CHILD'S PERFORMANCE			68/ 70/ 72/ 75/ 78/ 14/ 17/ 20/ 23/
			SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	MOTHER	67/	1	2	3	BEGIN DECK 12
	FATHER	69/	1	2	3	
	GUARDIAN	71/	1	2	3	
	RELATIVE	73-74/	1	2	3	
	FAMILY FRIEND	76-77/	1	2	3	
	OTHER (SPECIFY)	12-13/	1	2	3	
CHILDREN	SIBLING	15-16/	1	2	3	17/
	FRIEND	18-19/	1	2	3	20/
	OTHER (SPECIFY)	21-22/	1	2	3	23/

16. CODE CHILD'S ENERGY LEVEL DURING SECTION.

low (tired)	medium	high
1	2	3

17. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A).....	1	25/
NO.....	0	

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	26-27/
CHILD WOULD NOT RESPOND/REFUSED.....	02	28-29/
MAJOR INTERRUPTION CAUSED TERMINATION....	03	30-31/
CHILD COULD NOT UNDERSTAND TASK.....	04	32-33/
CHILD HAD LANGUAGE PROBLEM.....	05	34-35/
CHILD'S EMOTIONAL CONDITION.....	06	36-37/
CHILD'S PHYSICAL CONDITION.....	07	38-39/
OTHER (SPECIFY)	08	40-41/

SECTION 8: PIAT MATH TEST

AGES: 5 YEARS AND OLDER

STEP ONE: CHECK FLAP (BOX A): IS CHILD'S AGE 5 YRS OR OLDER?

YES..... 1
 NO.....(CHECK FLAP, BOX E).... 0

[STEP TWO: IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section measures (CHILD)'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.]

[STEP THREE: IF NEEDED, SEE Q X Q.]

STEP FOUR: PRACTICE EXERCISES (INCLUDES INSTRUCTIONS TO CHILD).

CHECK FLAP (BOX C): IS CHILD IN 1ST GRADE OR HIGHER?

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

A. 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.

B. CHILDREN IN 1ST GRADE OR HIGHER NEED NO PRACTICE EXERCISES. 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.

STEP FIVE: CODE CHILD'S STARTING Q#, TURN TO APPROPRIATE EASEL PAGE AND PROCEED.

KINDERGARTEN OR LESS.....(GO TO Q.1, CS-42).....	00
1ST GRADE.....(GO TO Q.15, CS-42).....	01
2ND GRADE.....(GO TO Q.25, CS-42).....	02
3RD GRADE.....(GO TO Q.30, CS-42).....	03
4TH GRADE.....(GO TO Q.35, CS-42).....	04
5TH GRADE.....(GO TO Q.40, CS-42).....	05
6TH GRADE.....(GO TO Q.45, CS-42).....	06
7TH GRADE.....(GO TO Q.50, CS-42).....	07
8TH GRADE.....(GO TO Q.54, CS-42).....	08
9TH GRADE.....(GO TO Q.58, CS-42).....	09
10TH GRADE.....(SKIP TO Q.60, CS-43).....	10
11TH GRADE.....(SKIP TO Q.62, CS-43).....	11
12TH GRADE.....(SKIP TO Q.64, CS-43).....	12

BASAL = 5 OF 5 CORRECT	COUNT BACK 5 TO ESTABLISH BASAL
CEILING = 5 OF 7 WRONG	ONLY IF STARTING Q# IS WRONG -- JUMP BACK TO NEXT LOWER GRADE.

GRADE	ANSWER	RECORD RESPONSE	(CODE ONE)		GRADE	ANSWER	RECORD RESPONSE	(CODE ONE)	
			CORRECT	WRONG				CORRECT	WRONG
(K)	1. (4) ()		1	2	44/	3rd	30. (2) ()	1	2 73/
	2. (2) ()		1	2	45/		31. (2) ()	1	2 74/
	3. (3) ()		1	2	46/		32. (4) ()	1	2 75/
	4. (1) ()		1	2	47/		33. (4) ()	1	2 76/
	5. (4) ()		1	2	48/		34. (2) ()	1	2 77/
	6. (3) ()		1	2	49/	4th	35. (3) ()	1	2 78/
	7. (3) ()		1	2	50/		36. (1) ()	1	2 79/
	8. (1) ()		1	2	51/		37. (2) ()	1	2 80/ BEGIN DECK 13
	9. (4) ()		1	2	52/		38. (3) ()	1	2 12/
	10. (4) ()		1	2	53/		39. (1) ()	1	2 13/
	11. (1) ()		1	2	54/	5th	40. (3) ()	1	2 14/
	12. (3) ()		1	2	55/		41. (4) ()	1	2 15/
	13. (4) ()		1	2	56/		42. (4) ()	1	2 16/
	14. (2) ()		1	2	57/		43. (1) ()	1	2 17/
1st	15. (4) ()		1	2	58/		44. (3) ()	1	2 18/
	16. (3) ()		1	2	59/	6th	45. (4) ()	1	2 19/
	17. (1) ()		1	2	60/		46. (2) ()	1	2 20/
	18. (3) ()		1	2	61/		47. (1) ()	1	2 21/
	19. (2) ()		1	2	62/		48. (1) ()	1	2 22/
	20. (3) ()		1	2	63/		49. (3) ()	1	2 23/
	21. (2) ()		1	2	64/	7th	50. (3) ()	1	2 24/
	22. (1) ()		1	2	65/		51. (2) ()	1	2 25/
	23. (2) ()		1	2	66/		52. (4) ()	1	2 26/
	24. (2) ()		1	2	67/		53. (4) ()	1	2 27/
2nd	25. (1) ()		1	2	68/	8th	54. (4) ()	1	2 28/
	26. (4) ()		1	2	69/		55. (2) ()	1	2 29/
	27. (3) ()		1	2	70/		56. (3) ()	1	2 30/
	28. (1) ()		1	2	71/		57. (1) ()	1	2 31/
	29. (3) ()		1	2	72/	9th	58. (2) ()	1	2 32/



INTERVIEWER: IF YOU CODED 5 OF 7 WRONG, SKIP TO Q.85.

BASAL = 5 OF 5 CORRECT	COUNT BACK 5 TO ESTABLISH BASAL
CEILING = 5 OF 7 WRONG	ONLY IF STARTING Q# IS WRONG --- JUMP BACK TO NEXT LOWER GRADE.

GRADE	ANSWER	RECORD RESPONSE	(CODE ONE)		GRADE	ANSWER	RECORD RESPONSE	(CODE ONE)				
			CORRECT	WRONG				CORRECT	WRONG			
59.	(2)	()	1	2	33/	72.	(1)	()	1	2	46/	
10th	60.	(1)	()	1	2	34/	73.	(1)	()	1	2	47/
61.	(3)	()	1	2	35/	74.	(3)	()	1	2	48/	
11th	62.	(1)	()	1	2	36/	75.	(3)	()	1	2	49/
63.	(4)	()	1	2	37/	76.	(4)	()	1	2	50/	
12th	64.	(3)	()	1	2	38/	77.	(3)	()	1	2	51/
65.	(2)	()	1	2	39/	78.	(2)	()	1	2	52/	
66.	(2)	()	1	2	40/	79.	(3)	()	1	2	53/	
67.	(4)	()	1	2	41/	80.	(4)	()	1	2	54/	
68.	(4)	()	1	2	42/	81.	(2)	()	1	2	55/	
69.	(1)	()	1	2	43/	82.	(1)	()	1	2	56/	
70.	(1)	()	1	2	44/	83.	(2)	()	1	2	57/	
71.	(2)	()	1	2	45/	84.	(2)	()	1	2	58/	

8

85. INTERVIEWER: CALCULATE RAW SCORE:

---> A. ENTER CEILING Q#: (LAST ITEM WRONG) |__|__| 59-60/

B. ENTER TOTAL # OF ERRORS BETWEEN BASAL AND CEILING: |__|__| 61-62/

C. SUBTRACT 'B' FROM 'A': |__|__| = RAW SCORE 63-64/

---> D. RECORD RAW SCORE FROM 'C' ABOVE INTO SECTION 9, STEP FIVE (BOX A), CS-45, THEN RETURN TO Q.86, CS-44.

INTERVIEWER REMARKS:

86. HOW MANY PEOPLE WERE PRESENT DURING ADMINISTRATION OF THIS SECTION AND WHAT EFFECT, IF ANY, DID THEIR PRESENCE HAVE ON THE CHILD?

		EFFECT ON CHILD'S PERFORMANCE			
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	MOTHER	__ 65/	1	2	3 66/
	FATHER	__ 67/	1	2	3 68/
	GUARDIAN	__ 69/	1	2	3 70/
	RELATIVE	__ 71-72/	1	2	3 73/
	FAMILY FRIEND	__ 74-75/	1	2	3 76/
	OTHER (SPECIFY)	__ 77-78/	1	2	3 79/ BEGIN DECK 14
CHILDREN	SIBLING	__ 12-13	1	2	3 14/
	FRIEND	__ 15-16/	1	2	3 17/
	OTHER (SPECIFY)	__ 18-19/	1	2	3 20/

87. CODE CHILD'S ENERGY LEVEL DURING SECTION.

low (tired)	medium	high
1	2	3

21/

88. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 22/

NO..... 0

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

- PARENT/GUARDIAN TERMINATED/REFUSED..... 01 23-24/
- CHILD WOULD NOT RESPOND/REFUSED..... 02 25-26/
- MAJOR INTERRUPTION CAUSED TERMINATION.... 03 27-28/
- CHILD COULD NOT UNDERSTAND TASK..... 04 29-30/
- CHILD HAD LANGUAGE PROBLEM..... 05 31-32/
- CHILD'S EMOTIONAL CONDITION..... 06 33-34/
- CHILD'S PHYSICAL CONDITION..... 07 35-36/
- OTHER (SPECIFY) _____ 08 37-38/

SECTION 9: PIAT READING

AGES: 5 YEARS AND OLDER

PART A: READINGrecognition

STEP ONE: CHECK FLAP (BOX A). IS CHILD AGE 5 YRS OR OLDER?

YES..... 1
 NO.....(CHECK FLAP, BOX E).... 0

[STEP TWO: IF NEEDED, READ TO MOTHER/GUARDIAN.

This section measures (CHILD)'s reading recognition skills. The questions begin at a basic level of skill and proceed to a higher level of skill. No one is expected to answer all the questions.]

[STEP THREE: IF NEEDED SEE Q X Q.]

STEP FOUR: PRACTICE EXERCISES (INCLUDES INSTRUCTIONS TO CHILD)

9

CHECK FLAP, BOX C: IS CHILD IN 1ST GRADE OR HIGHER?

YES.....(SKIP TO B)
 NO.....(GO TO A)

A. PRACTICE EXERCISES 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 PRACTICE A.)

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

B. CHILDREN IN 1ST GRADE OR HIGHER NEED NO PRACTICE EXERCISES. TURN TO "INTRODUCTION TO READING RECOGNITION SUBTEST" (PIAT VOLUME 1) AND READ:

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

STEP FIVE: SKIP TO STARTING Q# (SEE BOX A BELOW), TURN TO APPROPRIATE EASEL PAGE AND PROCEED. (CHILD'S STARTING Q# = RAW SCORE FROM SECTION 8, CS-43, Q.85C.

STARTING Q# ----->

--	--

BOX A

NOTE: AFTER RECORDING RAW SCORE, RETURN TO SECTION 8, Q.86. CS-44.

BASAL = 5 OF 5 CORRECT	COUNT BACK 5 TO ESTABLISH BASAL
CEILING = 5 OF 7 WRONG	ONLY IF STARTING Q# IS WRONG -JUMP BACK 5 Q#

PLATE ITEM			CODE ONE		PLATE ITEM			CODE ONE			
#	#	ANSWER	CORRECT	WRONG	#	#	ANSWER	CORRECT	WRONG		
(1)	1.	(1)	1	2	39/	(17)	30.	(blaze)	1	2	68/
(2)	2.	(2)	1	2	40/		31.	(feather)	1	2	69/
(3)	3.	(1)	1	2	41/		32.	(flour)	1	2	70/
(4)	4.	(4)	1	2	42/		33.	(igloo)	1	2	71/
(5)	5.	(3)	1	2	43/		34.	(liquid)	1	2	72/
(6)	6.	(2)	1	2	44/		35.	(purse)	1	2	73/
(7)	7.	(1)	1	2	45/		36.	(dangerous)	1	2	74/
(8)	8.	(2)	1	2	46/		37.	(lodge)	1	2	75/
(9)	9.	(4)	1	2	47/		38.	(stylish)	1	2	76/
(10)	10.	(B b)	1	2	48/		39.	(accident)	1	2	77/
(11)	11.	(A a)	1	2	49/		40.	(ruin)	1	2	78/
(12)	12.	(O)	1	2	50/		41.	(exercise)	1	2	79/
									BEGIN DECK	15	
(13)	13.	(s)	1	2	51/		42.	(pigeon)	1	2	12/
(14)	14.	(N)	1	2	52/		43.	(moisture)	1	2	13/
(15)	15.	(c)	1	2	53/		44.	(artificial)	1	2	14/
	16.	(i)	1	2	54/		45.	(anchor)	1	2	15/
	17.	(d)	1	2	55/	(18)	46.	(elegant)	1	2	16/
	18.	(m)	1	2	56/		47.	(gaudy)	1	2	17/
(16)	19.	(run)	1	2	57/		48.	(treacherous)	1	2	18/
	20.	(play)	1	2	58/		49.	(yacht)	1	2	19/
	21.	(jump)	1	2	59/		50.	(guerilla)	1	2	20/
	22.	(kitten)	1	2	60/		51.	(boisterous)	1	2	21/
	23.	(wagon)	1	2	61/		52.	(isthmus)	1	2	22/
	24.	(fishing)	1	2	62/		53.	(anticipation)	1	2	23/
	25.	(brook)	1	2	63/		54.	(vertebrates)	1	2	24/
	26.	(gloves)	1	2	64/		55.	(contemplate)	1	2	25/
	27.	(smile)	1	2	65/		56.	(heroine)	1	2	26/
	28.	(colt)	1	2	66/		57.	(unparalleled)	1	2	27/
	29.	(round)	1	2	67/		58.	(inaccessible)	1	2	28/

INTERVIEWER: IF YOU CODED 5 OF 7 WRONG, SKIP TO Q. 85.

BASAL = 5 OF 5 CORRECT	COUNT BACK 5 TO ESTABLISH BASAL
CEILING = 5 OF 7 WRONG	ONLY IF STARTING Q# IS WRONG -JUMP BACK 5 Q#

PLATE	ITEM	CODE ONE...			PLATE	ITEM	CODE ONE...				
		#	#	ANSWER			#	#	ANSWER	CORRECT	WRONG
	59.	(colleague)	1	2	29/		72.	(aesthetic)	1	2	42/
	60.	(medieval)	1	2	30/		73.	(deluge)	1	2	43/
	61.	(pinnacle)	1	2	31/		74.	(didactic)	1	2	44/
(19)	62.	(picturesque)	1	2	32/		75.	(titular)	1	2	45/
	63.	(adjacent)	1	2	33/		76.	(credulity)	1	2	46/
	64.	(navigable)	1	2	34/		77.	(judiciable)	1	2	47/
	65.	(diminutive)	1	2	35/	(20)	78.	(nihilism)	1	2	48/
	66.	(ensign)	1	2	36/		79.	(pharyngeal)	1	2	49/
	67.	(dilapidated)	1	2	37/		80.	(pterodactyl)	1	2	50/
	68.	(bureaucrat)	1	2	38/		81.	(macrocosm)	1	2	51/
	69.	(adulation)	1	2	39/		82.	(chimerical)	1	2	52/
	70.	(exorbitantly)	1	2	40/		83.	(disaccharide)	1	2	53/
	71.	(epoch)	1	2	41/		84.	(apophthegm)	1	2	54/

9

85. INTERVIEWER: CALCULATE RAW SCORE:

A. ENTER HIGHEST CEILING Q#: (LAST ITEM WRONG) |_____| 55-56/

B. ENTER TOTAL # OF ERRORS BETWEEN BASAL AND CEILING: |_____| 57-58/

C. SUBTRACT 'B' FROM 'A': |_____| = RAW SCORE 59-60/

D. IS CHILD'S SCORE IN 'C' 19 OR HIGHER?

YES.....(GO TO E)..... 1

NO.....(SKIP TO Q.85, CS-51).... 0

--->E. RECORD RAW SCORE FROM 'C' ABOVE INTO STEP NINE, BOX B, CS-49 THEN RETURN TO STEP, SIX CS-49.

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PART B: READING COMPREHENSION

[STEP SIX: IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section measures (CHILD)'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.]

(STEP SEVEN: IF NEEDED, SEE Q X Q.)

STEP EIGHT: PRACTICE EXERCISES (INCLUDES INSTRUCTIONS TO CHILD).
IS CHILD IN 1ST GRADE OR HIGHER GRADE?

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

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

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

9

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.

B. CHILDREN IN 1ST GRADE OR HIGHER NEED NO PRACTICE EXERCISES. 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.

STEP NINE: SKIP TO STARTING Q# (SEE BOX B BELOW), TURN TO APPROPRIATE EASEL PAGE AND PROCEED IF RAW SCORE = 19 OR HIGHER.

(STARTING Q# = RAW SCORE FROM PART A, CS-47, Q.85C.)

STARTING Q#

----->

--	--

BOX B

BASAL = 5 OF 5 CORRECT CEILING = 5 OF 7 WRONG	COUNT BACK 5 TO ESTABLISH BASAL <u>ONLY IF STARTING Q# IS WRONG - JUMP BACK 5 Q#</u>
--	---

PLATE #	RECORD		CODE ONE		PLATE #	RECORD		CODE ONE			
	ANSWER	RESPONSE	CORRECT	WRONG		ANSWER	RESPONSE	CORRECT	WRONG		
19.	(3)	()	1	2	61/	52.	(4)	()	1	2	26/
20.	(1)	()	1	2	62/	53.	(3)	()	1	2	27/
21.	(2)	()	1	2	63/	54.	(4)	()	1	2	28/
22.	(3)	()	1	2	64/	55.	(2)	()	1	2	29/
23.	(2)	()	1	2	65/	56.	(4)	()	1	2	30/
24.	(3)	()	1	2	66/	57.	(2)	()	1	2	31/
25.	(1)	()	1	2	67/	58.	(4)	()	1	2	32/
26.	(1)	()	1	2	68/	59.	(3)	()	1	2	33/
27.	(2)	()	1	2	69/	60.	(2)	()	1	2	34/
28.	(3)	()	1	2	70/	61.	(3)	()	1	2	35/
29.	(2)	()	1	2	71/	62.	(2)	()	1	2	36/
30.	(1)	()	1	2	72/	63.	(4)	()	1	2	37/
31.	(3)	()	1	2	73/	64.	(3)	()	1	2	38/
32.	(4)	()	1	2	74/	65.	(4)	()	1	2	39/
33.	(2)	()	1	2	75/	66.	(1)	()	1	2	40/
34.	(4)	()	1	2	76/	67.	(2)	()	1	2	41/
35.	(3)	()	1	2	77/	68.	(1)	()	1	2	42/
36.	(4)	()	1	2	78/	69.	(4)	()	1	2	43/
37.	(1)	()	1	2	79/	70.	(2)	()	1	2	44/
			BEGIN DECK	16							
38.	(2)	()	1	2	12/	71.	(1)	()	1	2	45/
39.	(3)	()	1	2	13/	72.	(1)	()	1	2	46/
40.	(1)	()	1	2	14/	73.	(4)	()	1	2	47/
41.	(3)	()	1	2	15/	74.	(4)	()	1	2	48/
42.	(3)	()	1	2	16/	75.	(1)	()	1	2	49/
43.	(1)	()	1	2	17/	76.	(2)	()	1	2	50/
44.	(4)	()	1	2	18/	77.	(3)	()	1	2	51/
45.	(2)	()	1	2	19/	78.	(4)	()	1	2	52/
46.	(3)	()	1	2	20/	79.	(2)	()	1	2	53/
47.	(1)	()	1	2	21/	80.	(3)	()	1	2	54/
48.	(1)	()	1	2	22/	81.	(3)	()	1	2	55/
49.	(2)	()	1	2	23/	82.	(1)	()	1	2	56/
50.	(3)	()	1	2	24/	83.	(2)	()	1	2	57/
51.	(2)	()	1	2	25/	84.	(1)	()	1	2	58/



INTERVIEWER: IF YOU CODED 5 OF 7 WRONG, GO TO Q.85.

INTERVIEWER REMARKS:

85. HOW MANY PEOPLE WERE PRESENT DURING ADMINISTRATION OF THIS SECTION AND WHAT EFFECT, IF ANY, DID THEIR PRESENCE HAVE ON THE CHILD?

		EFFECT ON CHILD'S PERFORMANCE			
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	MOTHER	__ 59/	1	2	3 60/
	FATHER	__ 61/	1	2	3 62/
	GUARDIAN	__ 63/	1	2	3 64/
	RELATIVE	__ 65-66/	1	2	3 67/
	FAMILY				
	FRIEND	__ 68-69/	1	2	3 70/
CHILDREN	OTHER (SPECIFY)				
		__ 71-72	1	2	3 73/
	SIBLING	__ 74-75	1	2	3 76/
	FRIEND	__ 77-78/	1	2	3 79/
	OTHER (SPECIFY)				BEGIN DECK 17
		__ 12-13/	1	2	3 14/

86. CODE CHILD'S ENERGY LEVEL DURING SECTION.	low (tired)	medium	high
			15/

87. WAS THIS SECTION TERMINATED PREMATURELY?

YES... (ASK A)	1	16/
NO.....	0	

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	17-18/
CHILD WOULD NOT RESPOND/REFUSED.....	02	19-20/
MAJOR INTERRUPTION CAUSED TERMINATION.....	03	21-22/
CHILD COULD NOT UNDERSTAND TASK.....	04	23-24/
CHILD HAD LANGUAGE PROBLEM.....	05	25-26/
CHILD'S EMOTIONAL CONDITION.....	06	27-28/
CHILD'S PHYSICAL CONDITION.....	07	29-30/
OTHER (SPECIFY)		

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SECTION 10: PEABODY PICTURE VOCABULARY TEST

AGES: 3 YEARS AND OLDER

STEP ONE: CHECK FLAP (BOX B). IS CHILD'S PPVT AGE 3 YRS OR OLDER?

YES..... 1
 NO.....(CHECK FLAP, BOX E).... 0

[STEP TWO: IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section is designed to measure (CHILD)'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.]

[STEP THREE: IF NEEDED, SEE Q X Q.]

STEP FOUR: ADMINISTER PRACTICE QUESTIONS (INCLUDES INSTRUCTIONS TO CHILD).

CHECK FLAP (BOX B): IS CHILD'S PPVT AGE...

3 YRS - 7 YRS, 11 MOS.....(GO TO A).....1
 8 YRS OR OLDER.....(GO TO B).....2

A. INSTRUCTIONS FOR CHILD 3 YRS - 7 YRS, 11 MOS.

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.

doll (4) CORRECT....GO TO PRACTICE B.

fork (1)	WRONG.....ASK ALTERNATE WORDS, THEN
table (2)	GO TO PRACTICE B.
car (3)	

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

man (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 A.

giant (1)

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

STEP FIVE: CHECK FLAP (BOX B:) CODE STARTING Q#, TURN TO APPROPRIATE EASEL PAGE AND PROCEED.

IS CHILD'S PPVT AGE . . .

3 YRS - 3 YRS, 5 MOS.....(GO TO Q.1, CS-55).....	01
3 YRS, 6 MOS - 3 YRS, 11 MOS...(SKIP TO Q.10, CS-55)...	02
4 YRS - 4 YRS, 5 MOS.....(SKIP TO Q.15, CS-55)...	03
4 YRS, 6 MOS - 4 YRS, 11 MOS...(SKIP TO Q.20, CS-55)...	04
5 YRS - 5 YRS, 5 MOS.....(SKIP TO Q.30, CS-55)...	05
	33-34/
5 YRS, 6 MOS - 5 YRS, 11 MOS...(SKIP TO Q.35, CS-55)...	06
6 YRS - 6 YRS, 5 MOS.....(SKIP TO Q.40, CS-55)...	07
6 YRS, 6 MOS - 6 YRS, 11 MOS...(SKIP TO Q.50, CS-56)...	08
7 YRS - 7 YRS, 11 MOS.....(SKIP TO Q.55, CS-56)...	09
8 YRS - 8 YRS, 11 MOS.....(SKIP TO Q.65, CS-56)...	10
9 YRS - 9 YRS, 11 MOS.....(SKIP TO Q.70, CS-56)...	11
10 YRS - 10 YRS, 11 MOS.....(SKIP TO Q.80, CS-56)...	12
11 YRS - 11 YRS, 11 MOS.....(SKIP TO Q.85, CS-56)...	13
12 YRS - 12 YRS, 11 MOS.....(SKIP TO Q.90, CS-56)...	14
13 YRS - 13 YRS, 11 MOS.....(SKIP TO Q.95, CS-57)...	15
14 YRS - 14 YRS, 11 MOS.....(SKIP TO Q.100, CS-57)...	16
15 YRS - 15 YRS, 11 MOS.....(SKIP TO Q.105, CS-57)...	17
16 YRS - 16 YRS, 11 MOS.....(SKIP TO Q.110, CS-57)...	18

BASAL = 8 OF 8 CORRECT	COUNT BACK 8 FOR BASAL
CEILING = 6 OF 8 WRONG	DO NOT JUMP BACK FOR THE PPVT

WORD	RECORD RESPONSE	CODE ONE		WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG			CORRECT	WRONG
1. BUS (4)	()	1	2	35/	24. PEELING (3)	()	1
2. HAND (1)	()	1	2	36/	25. CAGE (1)	()	2
3. BED (3)	()	1	2	37/	26. TOOL (4)	()	60/
4. TRACTOR (2)	()	1	2	38/	27. SQUARE (4)	()	2
5. CLOSET (1)	()	1	2	39/	28. STRETCHING (1)	()	2
6. SNAKE (4)	()	1	2	40/	29. ARROW (2)	()	2
7. BOAT (2)	()	1	2	41/	30. TYING (2)	()	2
8. TIRE (3)	()	1	2	42/	31. NEST (1)	()	2
9. COW (1)	()	1	2	43/	32. ENVELOPE (2)	()	2
10. LAMP (4)	()	1	2	44/	33. HOOK (3)	()	2
11. DRUM (3)	()	1	2	45/	34. PASTING (4)	()	2
12. KNEE (4)	()	1	2	46/	35. PATTING (1)	()	2
13. HELICOPTER(2)	()	1	2	47/	36. PENGUIN (1)	()	2
14. ELBOW (4)	()	1	2	48/	37. SEWING (2)	()	2
15. BANDAGE (4)	()	1	2	49/	38. DELIVERING (1)	()	2
16. FEATHER (1)	()	1	2	50/	39. DIVING (2)	()	2
17. EMPTY (3)	()	1	2	51/	40. PARACHUTE (3)	()	2
18. FENCE (4)	()	1	2	52/	41. FURRY (4)	()	2
19. ACCIDENT (2)	()	1	2	53/	42. VEGETABLE (4)	()	2
20. NET (2)	()	1	2	54/	43. SHOULDER (3)	()	2
21. TEARING (4)	()	1	2	55/	44. DRIPPING (2)	()	2
22. SAIL (1)	()	1	2	56/	45. CLAW (4)	()	2
23. MEASURING (2)	()	1	2	57/	46. DECORATED (3)	()	2
							80/

10



INTERVIEWER: IF YOU CODED 6 OF 8 WRONG, SKIP TO Q.176, CS-59.

BASAL = 8 OF 8 CORRECT	COUNT BACK 8 FOR BASAL
CEILING = 6 OF 8 WRONG	DO NOT JUMP BACK FOR THE PPVT

WORD	RECORD RESPONSE	CODE ONE		WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG			CORRECT	WRONG
47. FRAME (1)	()	1	2	12/	70. CEREMONY (4)	()	1
48. FOREST (3)	()	1	2	13/	71. CASSEROLE (2)	()	1
49. FAUCET (2)	()	1	2	14/	72. VEHICLE (4)	()	1
50. GROUP (3)	()	1	2	15/	73. GLOBE (3)	()	1
51. STEM (3)	()	1	2	16/	74. FILING (3)	()	1
52. VASE (3)	()	1	2	17/	75. CLAMP (2)	()	1
53. PEDAL (1)	()	1	2	18/	76. REPTILE (2)	()	1
54. CAPSULE (2)	()	1	2	19/	77. ISLAND (1)	()	1
55. SURPRISED (4)	()	1	2	20/	78. SPATULA (3)	()	1
56. BARK (2)	()	1	2	21/	79. COOPERATION (4)	()	1
57. MECHANIC (2)	()	1	2	22/	80. SCALP (4)	()	1
58. TAMBOURINE (1)	()	1	2	23/	81. TWIG (2)	()	1
59. DISAPPOINTMENT (4)	()	1	2	24/	82. WEASEL (2)	()	1
60. AWARDING (3)	()	1	2	25/	83. DEMOLISHING (4)	()	1
61. PITCHER (3)	()	1	2	26/	84. BALCONY (1)	()	1
62. REEL (1)	()	1	2	27/	85. LOCKET (1)	()	1
63. SIGNAL (1)	()	1	2	28/	86. AMAZED (3)	()	1
64. TRUNK (2)	()	1	2	29/	87. TUBULAR (1)	()	1
65. HUMAN (2)	()	1	2	30/	88. TUSK (1)	()	1
66. NOSTRIL (1)	()	1	2	31/	89. BOLT (3)	()	1
67. DISAGREEMENT (1)	()	1	2	32/	90. COMMUNICATION (4)	()	1
68. EXHAUSTED (2)	()	1	2	33/	91. CARPENTER (2)	()	1
69. VINE (4)	()	1	2	34/	92. ISOLATION (1)	()	1



INTERVIEWER: IF YOU CODED, 6 OF 8 WRONG, SKIP TO Q.176, CS-59.

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

COUNT BACK 8 FOR BASAL
DO NOT JUMP BACK FOR THE PPVT

WORD	RECORD RESPONSE	CODE ONE		WORD	RECORD RESPONSE	CODE ONE		BEGIN	DECK	19
		CORRECT	WRONG			CORRECT	WRONG			
93. INFLATED (3)	()	1	2	58/	116.	PARALLELOGRAM (1)	()	1	2	12/
94. COAST (3)	()	1	2	59/	117.	SLUMBERING (3)	()	1	2	13/
95. ADJUSTABLE (2)	()	1	2	60/	118.	PENINSULA (4)	()	1	2	14/
96. FRAGILE (3)	()	1	2	61/	119.	UPHOLSTERY (2)	()	1	2	15/
97. ASSAULTING (1)	()	1	2	62/	120.	BARRICADE (4)	()	1	2	16/
98. APPLIANCE (1)	()	1	2	63/	121.	QUARTET (4)	()	1	2	17/
99. PYRAMID (4)	()	1	2	64/	122.	TRANQUIL (3)	()	1	2	18/
100. BLAZING (1)	()	1	2	65/	123.	ABRASIVE (1)	()	1	2	19/
101. HOISTING (1)	()	1	2	66/	124.	FATIGUED (3)	()	1	2	20/
102. ARCH (4)	()	1	2	67/	125.	SPHERICAL (2)	()	1	2	21/
103. LECTURING (4)	()	1	2	68/	126.	SYRINGE (2)	()	1	2	22/
104. DILAPIDATED (4)	()	1	2	69/	127.	FELINE (2)	()	1	2	23/
105. CONTEMPLATING (2)	()	1	2	70/	128.	ARID (4)	()	1	2	24/
106. CANISTER (1)	()	1	2	71/	129.	EXTERIOR (1)	()	1	2	25/
107. DISSECTING (3)	()	1	2	72/	130.	CONSTELLATION (4)	()	1	2	26/
108. LINK (4)	()	1	2	73/	131.	CORNEA (2)	()	1	2	27/
109. SOLEMN (3)	()	1	2	74/	132.	MERCANTILE (1)	()	1	2	28/
110. ARCHERY (2)	()	1	2	75/	133.	ASCENDING (3)	()	1	2	29/
111. TRANSPARENT (3)	()	1	2	76/	134.	FILTRATION (1)	()	1	2	30/
112. HUSK (1)	()	1	2	77/	135.	CONSUMING (4)	()	1	2	31/
113. UTENSIL (2)	()	1	2	78/	136.	CASCADE (4)	()	1	2	32/
114. CITRUS (3)	()	1	2	79/	137.	PERPENDICULAR (3)	()	1	2	33/
115. PEDESTRIAN (2)	()	1	2	80/	138.	REPLENISHING (1)	()	1	2	34/

10



INTERVIEWER: IF YOU CODED 6 OF 8 WRONG, SKIP TO Q.176, CS-59.

BASAL = 8 OF 8 CORRECT	COUNT BACK 8 FOR BASAL
CEILING = 6 OF 8 WRONG	DO NOT JUMP BACK FOR THE PPVT

WORD	RECORD RESPONSE	CODE ONE		WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG			CORRECT	WRONG
139. EMISSION (3)	()	1	2	35/ 158.	EMACIATED (2)	()	1 2 54
140. TALON (3)	()	1	2	36/ 159.	DIVERGENCE (4)	()	1 2 55
141. WRATH (3)	()	1	2	37/ 160.	DROMEDARY (2)	()	1 2 56
142. INCANDESCENT (4)	()	1	2	38/ 161.	EMBELLISHING (2)	()	1 2 57
143. ARROGANT (2)	()	1	2	39/ 162.	ENTOMOLOGIST (3)	()	1 2 58
144. CONFIDING (3)	()	1	2	40/ 163.	CONSTRAIN (1)	()	1 2 59
145. RHOMBUS (3)	()	1	2	41/ 164.	INFIRM (1)	()	1 2 60
146. NAUTICAL (3)	()	1	2	42/ 165.	ANTHROPOID (3)	()	1 2 61
147. TANGENT (1)	()	1	2	43/ 166.	SPECTER (4)	()	1 2 62
148. INCLEMENT (4)	()	1	2	44/ 167.	INCERTITUDE (2)	()	1 2 63
149. TRAJECTORY (1)	()	1	2	45/ 168.	VITREOUS (1)	()	1 2 64
150. FETTERED (1)	()	1	2	46/ 169.	OBELISK (1)	()	1 2 65
151. WAIF (3)	()	1	2	47/ 170.	EMBOSSED (4)	()	1 2 66
152. JUBILANT (2)	()	1	2	48/ 171.	AMBULATION (2)	()	1 2 67
153. PILFERING (4)	()	1	2	49/ 172.	CALYX (2)	()	1 2 68
154. REPOSE (2)	()	1	2	50/ 173.	OSCULATION (3)	()	1 2 69
155. CARRION (3)	()	1	2	51/ 174.	CUPOLA (4)	()	1 2 70
156. INDIGENT (2)	()	1	2	52/ 175.	HOMUNCULUS (4)	()	1 2 71
157. CONVEX (1)	()	1	2	53/			

INTERVIEWER: IF YOU CODED 6 OF 8 WRONG, GO TO Q.176.

INTERVIEWER REMARKS:

176. HOW MANY PEOPLE WERE PRESENT DURING ADMINISTRATION OF THIS SECTION AND WHAT EFFECT, IF ANY, DID THEIR PRESENCE HAVE ON THE CHILD?

		EFFECT ON CHILD'S PERFORMANCE			
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	MOTHER	_____ 72/	1	2	3 73/
	FATHER	_____ 74/	1	2	3 75/
	GUARDIAN	_____ 76/	1	2	3 77/
	RELATIVE	_____ 78-79/	1	2	3 80/
	FAMILY FRIEND	_____ 12-13/	1	2	3 BEGIN DECK 20 14/
	OTHER (SPECIFY)	_____ 15-16/	1	2	3 17/
CHILDREN	SIBLING	_____ 18-19/	1	2	3 20/
	FRIEND	_____ 21-22/	1	2	3 23/
	OTHER (SPECIFY)	_____ 24-25/	1	2	3 26/
					10

177. CODE CHILD'S ENERGY LEVEL DURING SECTION.
- | | | |
|-------------|--------|------|
| low (tired) | medium | high |
| | | |
| 1 | 2 | 3 |
- 27/

178. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A).... 1 28/

NO..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 29-30/

CHILD WOULD NOT RESPOND..... 02 31-32/

MAJOR INTERRUPTION CAUSED TERMINATION..... 03 33-34/

CHILD COULD NOT UNDERSTAND TASK..... 04 35-36/

CHILD HAD LANGUAGE PROBLEM..... 05 37-38/

CHILD'S EMOTIONAL CONDITION..... 06 39-40/

CHILD'S PHYSICAL CONDITION..... 07 41-42/

OTHER (SPECIFY)

08 43-44/

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SECTION 11: INTERVIEWER EVALUATION OF TESTING CONDITIONS

EACH CHILD

- 1. DURING THE INTERVIEW, HOW WAS CHILD'S...
(CODE ONE FOR EACH LETTER.)**

	Poor	Average	Excellent		
	1	2	3	4	5
A. ATTITUDE TOWARD BEING TESTED?	1	2	3	4	5
B. RAPPORT WITH INTERVIEWER?	1	2	3	4	5
C. PERSEVERANCE/PERSISTENCE?	1	2	3	4	5
D. COOPERATION?	1	2	3	4	5
E. MOTIVATION/INTEREST?	1	2	3	4	5

- 2. DURING THE INTERVIEW WERE THERE ANY PROBLEMS WITH CHILD'S**

A. VISUAL SHARPNESS? (SPECIFY) _____	YES.....	1	50/
	NO.....	0	
B. HEARING? (SPECIFY) _____	YES.....	1	51/
	NO.....	0	
C. STATE OF HEALTH? (SPECIFY) _____	YES.....	1	52/
	NO.....	0	

11

- 3. HOW SHY AND ANXIOUS WAS CHILD AT THE END OF THE CHILD SUPPLEMENT?**

NOT AT ALL SHY & ANXIOUS/
SOCIABLE & FRIENDLYEXTREMELY SHY/QUIET/
WITHDRAWN

4. DID ANY INTERFERENCES OCCUR DURING THE CHILD SUPPLEMENT?

YES.....(GO TO A)..... 1
 NO..... 0

54/

A. CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE.

		INTERFERING					NOT INTERFERING	
(1)	NOISE LEVEL	1	2	3	4	5	NA	55/
(2)	INTERRUPTIONS	1	2	3	4	5	NA	56/
(3)	DISTRACTIONS	1	2	3	4	5	NA	57/
(4)	LIGHT	1	2	3	4	5	NA	58/
(5)	TEMPERATURE	1	2	3	4	5	NA	59/
(6)	PRESENCE OF OTHERS	1	2	3	4	5	NA	60/
(7)	OTHER (SPECIFY)	1	2	3	4	5	NA	61/

5. WHERE WAS THIS CHILD SUPPLEMENT ADMINISTERED?

CHILD'S RESIDENCE..... 1
 OTHER PRIVATE RESIDENCE.... 2
 OTHER SITE (SPECIFY)

62/

3

6. CHECK FLAP (BOX F). IS THE MOTHER SUPPLEMENT COMPLETED?

YES..... 1
 NO.....(GO TO A).... 0

63/

A. 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.

7. CHECK FLAP (BOXES D AND E). IS THIS CHILD SUPPLEMENT COMPLETED?

YES.....(SKIP TO SECTION 12, CS-65)..... 1
 NO..... 0

64/

8. WHY IS CHILD SUPPLEMENT INCOMPLETE?

SECTIONS INCOMPLETE	(GO TO A)	1	65/
TERMINATED PERMATURELY	2	

- A. ATTEMPT TO COMPLETE SECTIONS NOW.
AFTER ATTEMPT (WHETHER SUCCESSFUL
OR NOT) RETURN HERE AND RECORD RESULTS.

NOW COMPLETE.....	(SKIP TO SECTION 12, CS-65)	1	66/
INCOMPLETE.....	(SKIP TO SECTION 12, CS-65)	2	

9. WHY WAS CHILD SUPPLEMENT TERMINATED PREMATURELY?

PARENT/GUARDIAN TERMINATED.....	1	67/
---------------------------------	---	-----

CHILD TERMINATED..... 2

INTERRUPTION TERMINATED..... 3

CHILD NOT PRESENT..... 4

OTHER (SPECIFY)

5

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SECTION 12: INTERVIEWER OBSERVATIONS OF HOME ENVIRONMENT

EACH CHILD

STEP ONE: ANSWER ON THE BASIS OF YOUR PERSONAL OBSERVATION OF THE HOME ENVIRONMENT OF EACH CHILD IN STUDY AT TIME OF YOUR VISIT.

STEP TWO: RECORD OBSERVATIONS AT CONCLUSION OF THE ENTIRE INTERVIEW FOR THIS CHILD.

STEP THREE: IS CHILD'S AGE...

LESS THAN 3 YRS OLD.....	(GO TO <u>PART A</u> , CS-66).....	1
3 YRS - 5 YRS, 11 MOS.....	(SKIP TO <u>PART B</u> , CS-67).....	2
6 YRS AND OLDER.....	(SKIP TO <u>PART C</u> , CS-68).....	3

NOTE: FOR PURPOSES OF SECTION 12, CHILD'S "HOME" IS (HIS/HER) OFFICIAL PERMANENT RESIDENCE. IF CHILD LIVES IN INSTITUTION, IN GROUP HOME OR AT SCHOOL, CIRCLE CODE '2', NOT OBSERVED, FOR EACH ANSWER.

PART A: CHILD LESS THAN 3 YRS

		<u>YES</u>	<u>NO</u>	<u>NOT OBSERVED</u>	
1.	(MOTHER/GUARDIAN) SPONTANEOUSLY SPOKE TO CHILD <u>TWICE OR MORE</u> (EXCLUDING SCOLDING).	1	0	2	68/
2.	(MOTHER/GUARDIAN) RESPONDED VERBALLY TO CHILD'S SPEECH.	1	0	2	69/
3.	(MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED CHILD AT LEAST ONCE.	1	0	2	70/
4.	(MOTHER/GUARDIAN) SLAPPED OR SPANKED CHILD AT LEAST ONCE.	1	0	2	71/
5.	(MOTHER/GUARDIAN) INTERFERED WITH CHILD'S ACTIONS OR RESTRICTED CHILD FROM EXPLORING <u>MORE THAN 3 TIMES</u> .	1	0	2	72/
6.	(MOTHER/GUARDIAN) PROVIDED TOYS OR INTERESTING ACTIVITIES FOR CHILD.	1	0	2	73/
7.	(MOTHER/GUARDIAN) KEPT CHILD IN VIEW/COULD SEE CHILD/LOOKED AT (HIM/HER) OFTEN.	1	0	2	74/
8.	CHILD'S PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS WITHIN A <u>TODDLER'S OR INFANT'S RANGE</u>). (E.G., FALLING PLASTER, PEELING PAINT, RODENTS, GLASS, POISONS AND CLEANING MATERIALS, FLAMES & HEAT, FRAYED ELECTRICAL WIRES).	1	0	2	75/

TIME
ENDED:

[]	[]	[]	[]
HR	MIN	AM	PM

76-79/

9. INTERVIEWER: SKIP TO Q.10, CS-69.

PART B: CHILD 3 YRS - 5 YRS, 11 MOS

YES	NO	NOT <u>OBSERVED</u>
-----	----	------------------------

1. (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD. 1 0 2 12/
-
2. (MOTHER/GUARDIAN) CONVERSED WITH CHILD AT LEAST TWICE (EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS). 1 0 2 13/
-
3. (MOTHER/GUARDIAN) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY. 1 0 2 14/
-
4. (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED CHILD AT LEAST ONCE. 1 0 2 15/
-
5. (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO CHILD BY NAME. 1 0 2 16/
-
6. (MOTHER/GUARDIAN) PHYSICALLY RESTRICTED OR (SHOOK/GRABBED) CHILD. 1 0 2 17/
-
7. (MOTHER/GUARDIAN) SLAPPED OR SPANNED CHILD AT LEAST ONCE. 1 0 2 18/
-
8. CHILD'S PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A PRESCHOOLER'S RANGE).

(E.G. FALLING PLASTER, PEELING PAINT, RODENTS, GLASS, POISONS AND CLEANING MATERIALS, FLAMES AND HEAT, FRAYED ELECTRICAL WIRES). 1 0 2 19/
-
9. INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS. 1 0 2 20/
-
10. ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE REASONABLY CLEAN. 1 0 2 21/
-
11. ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE MINIMALLY CLUTTERED. 1 0 2 22/
-

12

TIME
ENDED:

HR	MIN

AM
PM

23-26/

PART C: CHILD 6 YRS AND OLDER

		<u>YES</u>	<u>NO</u>	<u>NOT OBSERVED</u>	
1.	(MOTHER/GUARDIAN) ENCOURAGED CHILD TO CONTRIBUTE TO THE CONVERSATION.	1	0	2	27/
2.	(MOTHER/GUARDIAN) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.	1	0	2	28/
3.	(MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.	1	0	2	29/
4.	(MOTHER/GUARDIAN) CONVERSED WITH CHILD EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.	1	0	2	30/
5.	(MOTHER/GUARDIAN), INTRODUCED INTERVIEWER TO CHILD BY NAME.	1	0	2	31/
6.	INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.	1	0	2	32/
7.	ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.	1	0	2	33/
8.	ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.	1	0	2	34/
9.	BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN <u>A SCHOOL-AGED CHILD'S RANGE.</u> (E.G. FALLING PLASTER, PEELING PAINT, RODENTS, GLASS, POISONS AND CLEANING MATERIALS, FLAMES AND HEAT, FRAYED ELECTRICAL WIRES).	1	0	2	35/

TIME
ENDED:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
HR		MIN	

AM
PM

36-39/

INTERVIEWER: GO TO Q•10, CS-69.

CARETAKER LOCATING INFORMATION SHEET

10. INTERVIEWER: DID CARETAKER ANSWER CS SECTIONS 1 AND 2, AND THE MS?

YES.....(GO TO A.)..... 1
 NO..... 0

40/

- A. We would like some locating information about persons who would always know (CHILD')S whereabouts. (INTERVIEWER SUGGEST THE FOLLOWING):

Grandparent: Name _____
 Street _____
 City/State/Zip _____ / _____ /
 Phone _____

Child's Other Relative: Name _____
 Street _____
 City/State/Zip _____ / _____ /
 Phone _____

Caretaker's Work #
 Name of Business: _____
 Street _____
 City/State/Zip _____ / _____ /
 Phone _____

Other: Name _____
 Street _____
 City/State/Zip _____ / _____ /
 Phone _____

12

11. INTERVIEWER:

- A. RETRIEVE MS FROM MOTHER/GUARDIAN. CHECK MS COVER TO SEE IF ALL SECTIONS ARE COMPLETE. IF THEY ARE COMPLETE, MARK IN CS FLAP (BOX F).

- B. DOES CHILD HAVE ANY MORE SIBLINGS TO BE INTERVIEWED?

YES ... (ADMINISTER NEXT CS) ... 1
 NO 0

41/

THANK MOTHER FOR HER OWN AND HER CHILD'S PARTICIPATION. OBTAIN RECEIPT FOR CASH PAYMENT FOR \$5.00 ON BEHALF OF CHILD.

|_____|_____|_____|_____|_____|
 INTERVIEWER ID

42-47/

12. Has (CHILD) ever had a menstrual period?

Yes....(ASK A)..... 1

No....(RETURN TO Q.13, CS-8).... 0

48/

A. How old was (CHILD) when she had her first menstrual period?

|_____|_____|
YEARS

49-50/

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

51-54/

|_____|_____| |_____|_____|
MONTH YEAR

INTERVIEWER: GO BACK TO Q.13, CS-8.

CS FLAP

CHILD'S NAME (NICKNAME) _____

<u>BOX A: AGE</u>	<u>BOX B: PPVT AGE</u>	<u>BOX C: GRADE</u>	<u>BOX D: NEED FURTHER ATTEMPT</u>																			
<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> YEARS <table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> MONTHS									<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> YEARS <table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> MONTHS									K OR LESS <table border="1"><tr><td> </td></tr></table> GRADE <table border="1"><tr><td> </td><td> </td></tr></table>				SEC. 3 2ND ____ 3RD ____ SEC. 4 2ND ____ 3RD ____

BOX E: SECTION X AGE GRID

<u>SECTION NAME</u>	<u>PAGE</u>	<u>SECTION NAME</u>	<u>PAGE</u>
1. BACKGROUND	CS-1	7. MEMORY FOR DIGITS	CS-37
2. CHILD HEALTH	CS-5	8. PIAT MATH	CS-41
3. PARTS OF THE BODY	CS-13	9. PIAT READING	CS-45
4. MEMORY FOR LOCATIONS	CS-17	10. PPVT	CS-53
5. VERBAL MEMORY	CS-25	11. INTV EVALUATION	CS-61
6. WHAT I'M LIKE	CS-33	12. INTV OBSERVATIONS	CS-65

CIRCLE SECTIONS TO BE ADMINISTERED. SLASH THROUGH WHEN COMPLETED. CHECK (✓) SECTIONS THAT NEED MORE WORK BEFORE COMPLETION.

CHILD'S AGE	SECTIONS TO BE COMPLETED											
0 MOS - 7 MOS	1	2										12
8 MOS - 11 MOS	1	2	4									11 12
12 MOS - 2 YRS, 11 MOS*	1	2	3	4					*	11	12	
3 YRS - 3 YRS, 11 MOS	1	2	4	5					10	11	12	
4 YRS - 4 YRS, 11 MOS	1	2		5					10	11	12	
5 YRS - 5 YRS, 11 MOS	1	2		5		8	9	10	11	12		
6 YRS - 6 YRS, 11 MOS	1	2		5		8	9	10	11	12		
7 YRS - 7 YRS, 11 MOS	1	2			7	8	9	10	11	12		
8 YRS AND OLDER	1	2			6	7	8	9	10	11	12	

* FOR CHILD 2 YRS, 11 MOS, 16-31 DAYS (PPVT AGE = 3 YRS) DO SECTION 10.

BOX F - MOTHER'S SECTION COMPLETED? YES ____ NO ____