



TIME BEGAN:     AM  
    PM  
12-15/

### SECTION 1: CHILD BACKGROUND

#### MOTHER/GUARDIAN OF EACH CHILD

READ TO MOTHER/GUARDIAN:

I'd like to begin by verifying (CHILD)'s name, birthdate and school grade.

- 
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,  
MS-1, Q.1.

16-17/

- 
2. RECORD MONTH AND DAY OF CHILD INTERVIEW:

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

30-35/

- 
5. VERIFY CHILD'S AGE WITH MOTHER: (CHILD) is (YEARS AND MONTHS FROM Q.4).  
Is that correct?

Yes.....(GO TO B)..... 1

No.....(GO TO A)..... 0

- 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?

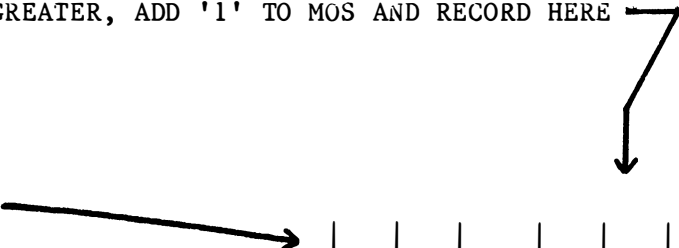
YES.....(GO TO A)..... 1  
 NO.....(SKIP TO Q.11 AND CODE 00)..... 0

## 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. Is (CHILD) currently attending or enrolled in regular school?

Yes..... 1 40/  
 No.....(ASK A)..... 0

## A. Has (he/she) ever attended regular school?

Yes..... 1 41/  
 No.....(SKIP TO Q.11  
 AND CODE 00)..... 0

## 9. What grade of regular school [is (CHILD) attending/did (CHILD) last attend]? (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

44/

NO..... 0

## A. If (CHILD) were in a graded class, what grade would (he/she) be enrolled in? (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

47-48/

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

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

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**SECTION 2: CHILD HEALTH****MOTHER/GUARDIAN OF EACH CHILD**

READ TO MOTHER/GUARDIAN:

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

- 
1. What is (CHILD)'s natural hair color?  
(CODE ONE.)

Light blonde.....	01	49-50/
Blonde.....	02	
Light brown.....	03	
Brown.....	04	
Black.....	05	
Red.....	06	
Other (SPECIFY)		
_____	07	

---

2. What color are (CHILD)'s eyes?  
(CODE ONE.)

Light blue.....	01	51-52/
Blue.....	02	
Light brown.....	03	
Brown.....	04	
Black.....	05	
Green.....	06	
Hazel.....	07	
Grey.....	08	
Other (SPECIFY)		
_____	09	
Can't tell yet;		
Child too young..	10	

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

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

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

A. attend school regularly?

Yes.....	1	53/
No.....	0	
Does not attend school...	2	

B. do regular school work?

Yes.....	1	54/
No.....	0	
Does not attend school....	2	

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

Yes.....	1	55/
No.....	0	

- 
5. Does (CHILD) have any physical, emotional, or mental condition that requires...

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

Yes.....	1	56/
No.....	0	

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

Yes.....	1	57/
No.....	0	

C. 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?

Yes.....	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. What is (CHILD)'s health condition or limitation? (PROBE IF NECESSARY:  
What is it called?)

RECORD VERBATIM AND CODE ALL THAT APPLY: \_\_\_\_\_

Learning disability.....	01	60-61/
Minimal brain dysfunction, minimal cerebral dysfunction, attention deficit disorder.....	02	62-63/
Hyperkinesis, hyperactivity.....	03	64-65/
Asthma.....	04	66-67/
Respiratory disorder.....	05	68-69/
Speech impairment.....	06	70-71/
Serious hearing difficulty or deafness.....	07	72-73/
Serious difficulty in seeing or blindness.....	08	74-75/
Serious emotional disturbance.....	09	76-77/
Allergic condition(s).....	10	78-79/
BEGIN DECK 07		
Crippled, orthopedic handicap.....	11	12-13/
Mental retardation.....	12	14-15/
Heart trouble.....	13	16-17/
Chronic nervous disorder.....	14	18-19/
Other (SPECIFY) _____	15	20-21/

8. During the past 12 months, has (CHILD) had any accidents or injuries that required medical attention?

Yes.....(ASK A)..... 1 22/  
No..... 0

- A. How many such accidents or injuries has (CHILD) had in the past 12 months? (RECORD NUMBER.)

\_\_\_\_ 23-24/

NUMBER OF ACCIDENTS  
OR INJURIES

9. During the past 12 months has (CHILD) had any illnesses that required medical attention or treatment?

Yes.....(ASK A)..... 1 25/  
No..... 0

- A. How many such illnesses has (CHILD) had in the past 12 months?  
(RECORD NUMBER.)

\_\_\_\_ 26-27/

NUMBER OF ILLNESSES



10. When did (CHILD) last see a doctor for a routine health checkup?

Less than 1 month ago..... 01  
1 - 3 months ago..... 02  
4 - 6 months ago..... 03  
7 - 11 months ago..... 04  
1 year - 23 months ago..... 05  
2 or more years ago..... 06  
Never..... 07

28-29/

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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.

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13. When did (CHILD) last see a dentist for a checkup or to have some dental work done?

Less than 1 month ago..... 01  
1 - 3 months ago..... 02  
4 - 6 months ago..... 03  
7 - 11 months ago..... 04  
1 year - 23 months ago..... 05  
2 or more years ago..... 06  
Never..... 07

31-32/

14. Is (CHILD)'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.]

Yes..... 1 33/  
No..... 0

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15. There is a national program called Medicaid that pays for health care for persons in need. Is (CHILD)'s health care now covered by Medicaid?

Yes..... 1 34/  
No..... 0

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

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

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17. During the past 12 months has (CHILD) seen a psychiatrist, psychologist, counselor, or therapist about any behavioral, emotional or mental problem?

Yes....(ASK A)..... 1  
No..... 0 35/

- A. What was the problem? (RECORD VERBATIM.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ 36/

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

Yes.....(SKIP TO Q.19)..... 1  
No.....(SKIP TO Q.19)..... 0 37/

---

18. During the past 12 months, have you felt, or has anyone suggested, that (CHILD) needed help for any behavioral, emotional, or mental problem?

Yes..... 1 38/  
No..... 0

19. Does (CHILD) regularly take any medicines or prescription drugs to help control (his/her) activity level or behavior?

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

39/

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

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

- A. INTERVIEWER: IF CHILD HAS 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.

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

- 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. 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. GO TO Q.23.

- B. 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. 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.

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

23. I'd like to find out how tall (CHILD) is. Would you prefer to measure (him/her) yourself or shall I do it?

RECORD HEIGHT.

|\_|\_|\_|\_|      |\_|\_|\_|\_|  
FEET                  INCHES

40-41/  
42-43/

24. I'd like to find out (CHILD)'s weight. Would you prefer to weigh (him/her) yourself or shall I do it?

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 & FRIENDLY

EXTREMELY 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  
NO..... 0

50/

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

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.

We want to find out how many of the parts of the body (CHILD)  
can identify by their common English names. I will ask  
(him/her) to point to various parts of the body. Please try not  
to help (him/her).]

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

STEP FOUR: INSTRUCT THE CHILD.

Let's play a game. I'd like you to show me some things.

STEP FIVE: ADMINISTER EACH QUESTION, SAYING:

Show me your.../Point to your.../where is your.../How about your.../Touch your.../(ONLY IF NECESSARY HAND SHOWCARD A) Show me the baby's . . .

BODY PART	ATTEMPT ONE CODE BOX				ATTEMPT TWO CODE BOX				ATTEMPT THREE CODE BOX			
	CORRECT	WRONG	NO ANSWER		CORRECT	WRONG	NO ANSWER		CORRECT	WRONG	NO ANSWER	
1. nose	1	2	3	51/	1	2	3	61/	1	2	3	71/
2. eye	1	2	3	52/	1	2	3	62/	1	2	3	72/
3. ear	1	2	3	53/	1	2	3	63/	1	2	3	73/
4. mouth	1	2	3	54/	1	2	3	64/	1	2	3	74/
5. hair	1	2	3	55/	1	2	3	65/	1	2	3	75/
6. chin	1	2	3	56/	1	2	3	66/	1	2	3	76/
7. finger	1	2	3	57/	1	2	3	67/	1	2	3	77/
8. toe	1	2	3	58/	1	2	3	68/	1	2	3	78/
9. eyebrow	1	2	3	59/	1	2	3	69/	1	2	3	79/
10. elbow	1	2	3	60/	1	2	3	70/	1	2	3	80/

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.

## 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		
	IF PRESENT,	CODE # PERSONS	SEEMED TO	NONE	SEEMED TO
			BE HARMFUL	OBSERVABLE	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/
	SIBLING	27-28/	1	2	3 29/
CHILDREN	FRIEND	30-31/	1	2	3 32/
	OTHER (SPECIFY)	33-34/	1	2	3 35/

12.	CODE CHILD'S ENERGY LEVEL DURING SECTION.	low (tired)	medium	high	36/
		1	2	3	

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/

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



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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

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

Children of different ages remember the locations of objects for varying lengths of time. We want to get an idea of how long (CHILD) can remember the location of this doll (SHOW DOLL). To find out, I will put the doll under one of these cups. Then I will hide the cups from (his/her) view for a length of time. After that, I will ask (him/her) to show me where the doll is located.]

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

STEP FOUR: INSTRUCT THE CHILD.

Let's play a game. I'm going to hide the doll under one of these cups. Then I'm going to hide the cups. Let's see if you can remember where the doll is. OK?

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-&gt;

	*			0	
1	2	3	4	5	6

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

57/

SCREENING TIME = 1 SECOND 55-56/

A.

USE 2 CUPS-&gt;

	0			*	
1	2	3	4	5	6

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

60/

SCREENING TIME = 1 SECOND 58-59/

2.

USE 2 CUPS-&gt;

	0			*	
1	2	3	4	5	6

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

63/

SCREENING TIME = 5 SECONDS 61-62/

A.

USE 2 CUPS-&gt;

	*			0	
1	2	3	4	5	6

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

66/

SCREENING TIME = 5 SECONDS 64-65/

3.

USE 2 CUPS-&gt;

	*			0	
1	2	3	4	5	6

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

69/

SCREENING TIME = 10 SECONDS 67-68/

A.

USE 2 CUPS-&gt;

	0			*	
1	2	3	4	5	6

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

72/

SCREENING TIME = 10 SECONDS 70-71/

(CIRCLE ANSWER THEN CODE)

4.

USE 4 CUPS-&gt;

	0	0	*	0	
1	2	3	4	5	6

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

16/

SCREENING TIME = 1 SECOND<sup>14-15/</sup>

A.

USE 4 CUPS-&gt;

	0	*	0	0	
1	2	3	4	5	6

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

19/

SCREENING TIME = 1 SECOND<sup>17-18/</sup>

5.

USE 4 CUPS-&gt;

	*	0	0	0	
1	2	3	4	5	6

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

22/

SCREENING TIME = 5 SECONDS<sup>20-21/</sup>

A.

USE 4 CUPS-&gt;

	0	0	*	0	
1	2	3	4	5	6

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

25/

SCREENING TIME = 5 SECONDS<sup>23-24/</sup>

6.

USE 4 CUPS-&gt;

	0	0	0	*	
1	2	3	4	5	6

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

28/

SCREENING TIME = 10 SECONDS<sup>26-27/</sup>

A.

USE 4 CUPS-&gt;

	0	*	0	0	
1	2	3	4	5	6

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

31/

SCREENING TIME = 10 SECONDS<sup>29-30/</sup>

(CIRCLE ANSWER THEN CODE)

7.

USE 6 CUPS-&gt;

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

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

34/

32-33/  
 SCREENING TIME = 1 SECOND

A.

USE 6 CUPS-&gt;

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

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

37/

35-36/  
 SCREENING TIME = 1 SECOND

8.

USE 6 CUPS-&gt;

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

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

40/

38-39/  
 SCREENING TIME = 5 SECONDS

A.

USE 6 CUPS-&gt;

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

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

43/

41-42/  
 SCREENING TIME = 5 SECONDS

9.

USE 6 CUPS-&gt;

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

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

46/

44-45/  
 SCREENING TIME = 10 SECONDS

A.

USE 6 CUPS-&gt;

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

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

49/

47-48/  
 SCREENING TIME = 10 SECONDS

10.

USE 6 CUPS->

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

CORRECT..... 1

WRONG.....(ASK A)..... 2

52/

SCREENING TIME = 15 SECONDS<sup>50-51/</sup>

A.

USE 6 CUPS->

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

CORRECT..... 1

WRONG..... 2

55/

SCREENING TIME = 15 SECONDS<sup>53-54/</sup>

## 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	MOTHER	<input type="text"/> <input type="text"/> 56/	1	2	3	57/
	FATHER	<input type="text"/> <input type="text"/> 58/	1	2	3	59/
	GUARDIAN	<input type="text"/> <input type="text"/> 60/	1	2	3	61/
	RELATIVE	<input type="text"/> <input type="text"/> 62-63/	1	2	3	64/
	FAMILY FRIEND	<input type="text"/> <input type="text"/> 65-66/	1	2	3	67/
	OTHER (SPECIFY)					
	<input type="text"/> <input type="text"/>	68-69/	1	2	3	70/
CHILDREN	SIBLING	<input type="text"/> <input type="text"/> 71-72/	1	2	3	73/
	FRIEND	<input type="text"/> <input type="text"/> 74-75/	1	2	3	76/
	OTHER (SPECIFY)					
	<input type="text"/> <input type="text"/>	77-78/	1	2	3	79/

12.	CODE CHILD'S ENERGY LEVEL DURING SECTION.	low (tired)	medium	BEGIN high	DECK 10
		<input type="text"/>	<input type="text"/>	<input type="text"/>	14/
		1	2	3	

13. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1

NO..... 0

15/

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	16-17/
CHILD WOULD NOT RESPOND/REFUSED.....	02	18-19/
MAJOR INTERRUPTION CAUSED TERMINATION.....	03	20-21/
CHILD COULD NOT UNDERSTAND TASK.....	04	22-23/
CHILD HAD LANGUAGE PROBLEM.....	05	24-25/
CHILD'S EMOTIONAL CONDITION.....	06	26-27/
CHILD'S PHYSICAL CONDITION.....	07	28-29/
OTHER (SPECIFY)		
<input type="text"/>	08	30-31/



---

**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.. (GO TO A) ..... 1  
 3 YRS - 3 YRS, 11 MOS..(GO TO SECTION 5, CS-25)..... 2

A. CHECK CS-1, Q.4. IS CHILD'S AGE...

8 MOS - 2 YRS, 11 MOS, 15 DAYS....  
 (SKIP TO SECTION 11, CS-61)..... 1  
 2 YRS, 11 MOS, 16 DAYS - 2 YRS, 11 MOS, 31 DAYS ....  
 (SKIP TO SECTION 10, CS-53)..... 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

[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 <sub>32/</sub>	chair <sub>33/</sub>	light <sub>34/</sub>		minus		=		35-37/
2.	doll <sub>38/</sub>	dark <sub>39/</sub>	coat <sub>40/</sub>		minus		=		41-43/
3.	after <sub>44/</sub>	color <sub>45/</sub>	funny <sub>46/</sub>	today <sub>47/</sub>		minus		=	48-50/
4.	around <sub>51/</sub>	because <sub>52/</sub>	under <sub>53/</sub>	never <sub>54/</sub>		minus		=	55-57/

## 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.

5. The boy<sup>58/</sup> said goodbye<sup>59/</sup> to his dog<sup>60/</sup> every morning<sup>61/</sup> before<sup>62/</sup> he went<sup>63/</sup> to school<sup>64/</sup>.

BOX C

0	
---	--

65-66/

6. The girl<sup>67/</sup> tied<sup>68/</sup> a pretty<sup>69/</sup> pink<sup>70/</sup> ribbon<sup>71/</sup> on her doll<sup>72/</sup> before<sup>73/</sup> she went<sup>74/</sup> out<sup>75/</sup>.

0	
---	--

76-77/

BOX D

7. TOTAL ALL BOX C SCORES FROM Q.1-Q.6. ENTER TOTAL IN **BOX D** --->

--	--

78-79/

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.

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

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

INTERVIEWER NOTE: CODERS WILL CODE THESE QUESTIONS.

10.	Bob	Correct..... 1 Wrong..... 2	14/
11.	The Woman	Correct..... 1 Wrong..... 2	15/
12.	Letters	Correct..... 1 Wrong..... 2	16/
13.	(Bob) Walking To Store	Correct..... 1 Wrong..... 2	17/
14.	(Bob) Saw Woman	Correct..... 1 Wrong..... 2	18/
15.	(Wind) Blew Letters	Correct..... 1 Wrong..... 2	19/
16.	(Bob Shouted,) "I'll Get Them For You!"	Correct..... 1 Wrong..... 2	20/
17.	(Bob) Was Careful	Correct..... 1 Wrong..... 2	21/
18.	(Bob) Picked Up Letters	Correct..... 1 Wrong..... 2	22/
19.	(Woman) was happy	Correct..... 1 Wrong..... 2	23/
20.	(Woman) Thanked Bob	Correct..... 1 Wrong..... 2	24/

## 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				
	IF PRESENT,	CODE # PERSONS	SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE		
ADULTS	MOTHER	<input type="text"/>	25/	1	2	3	26/
	FATHER	<input type="text"/>	27/	1	2	3	28/
	GUARDIAN	<input type="text"/>	29/	1	2	3	30/
	RELATIVE	<input type="text"/>	31-32/	1	2	3	33/
	FAMILY FRIEND	<input type="text"/>	34-35/	1	2	3	36/
	OTHER (SPECIFY)	<input type="text"/>					
	<input type="text"/>	<input type="text"/>	37-38/	1	2	3	39/
	SIBLING	<input type="text"/>	40-41/	1	2	3	42/
CHILDREN	FRIEND	<input type="text"/>	43-44/	1	2	3	45/
	OTHER (SPECIFY)	<input type="text"/>					
	<input type="text"/>	<input type="text"/>	46-47/	1	2	3	48/
22.	CODE CHILD'S ENERGY LEVEL DURING SECTION.		low (tired)	medium	high		49/
			1	2	3		

23. WAS THIS SECTION TERMINATED PREMATURELY?

YES....(ASK A)..... 1 50/  
 NO..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 51-52/  
 CHILD WOULD NOT RESPOND/REFUSED..... 02 53-54/  
 MAJOR INTERRUPTION CAUSED TERMINATION.... 03 55-56/  
 CHILD COULD NOT UNDERSTAND TASK..... 04 57-58/  
 CHILD HAD LANGUAGE PROBLEM..... 05 59-60/  
 CHILD'S EMOTIONAL CONDITION..... 06 61-62/  
 CHILD'S PHYSICAL CONDITION..... 07 63-64/  
 OTHER (SPECIFY) 08 65-66/

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



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## 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.]

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

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

STEP FOUR: INSTRUCT THE 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 ITALICIZED WORDS.

Some kids would rather                      other kids would  
   play outdoors in their            BUT       rather watch TV.  
   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.

<u>REALLY TRUE FOR ME</u>	<u>SORT OF TRUE FOR ME</u>	X		Y	<u>SORT OF TRUE FOR ME</u>	<u>REALLY TRUE FOR ME</u>	
4	3	Some kids feel they are very good at their school work	1. BUT	Other kids worry about about whether they can do the school work assigned to them.	2	1	67/
1	2	Some kids are often unhappy with themselves	2. BUT	Other kids are pretty pleased with themselves.	3	4	68/
4	3	Some kids feel like they are just as smart as other kids their age	3. BUT	Other kids aren't so sure and wonder if they are as smart.	2	1	69/
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	70/
1	2	Some kids are pretty slow in finishing their school work	5. BUT	Other kids can do their school work quickly.	3	4	71/
4	3	Some kids are happy with themselves as a person	6. BUT	Other kids are often not happy with themselves.	2	1	72/

INTERVIEWER: INSTRUCT CHILD.

There are a few more of these. Turn to the next card.

<u>REALLY TRUE FOR ME</u>	<u>SORT OF TRUE FOR ME</u>	X	Y	<u>SORT OF TRUE FOR ME</u>	<u>REALLY TRUE FOR ME</u>	
1	2	Some kids often forget what they learn	7. BUT	Other kids can remember things easily.	3	4 14/
4	3	Some kids like the kind of person they are	8. BUT	Other kids often wish they were someone else.	2	1 15/
4	3	Some kids do very well at their classwork	9. BUT	Other kids don't do very well at their classwork.	2	1 16/
4	3	Some kids are very happy being the way they are	10. BUT	Other kids wish they were different.	2	1 17/
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 18/
1	2	Some kids aren't 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 19/

## 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?

			EFFECT ON CHILD'S PERFORMANCE			
IF PRESENT,	CODE #	PERSONS	SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	MOTHER	20/	1	2	3	21/
	FATHER	22/	1	2	3	23/
	GUARDIAN	24/	1	2	3	25/
	RELATIVE	26-27/	1	2	3	28/
	FAMILY FRIEND	29-30/	1	2	3	31/
	OTHER (SPECIFY)	32-33/	1	2	3	34/
CHILDREN	SIBLING	35-36/	1	2	3	37/
	FRIEND	38-39/	1	2	3	40/
	OTHER (SPECIFY)	41-42/	1	2	3	43/

14. CODE CHILD'S ENERGY LEVEL DURING SECTION.

low (tired)	medium	high
1	2	3

44/

15. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 45/  
 NO..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 46-47/  
 CHILD WOULD NOT RESPOND/REFUSED..... 02 48-49/  
 MAJOR INTERRUPTION CAUSED TERMINATION..... 03 50-51/  
 CHILD COULD NOT UNDERSTAND TASK..... 04 52-53/  
 CHILD HAD LANGUAGE PROBLEM..... 05 54-55/  
 CHILD'S EMOTIONAL CONDITION..... 06 56-57/  
 CHILD'S PHYSICAL CONDITION..... 07 58-59/  
 OTHER (SPECIFY) 08 60-61/

**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.

This section gives us an idea of (CHILD)'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.]

[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.

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

## DIGITS FORWARD MEASUREMENT

	CORRECT	WRONG		CORRECT	WRONG
1. A. 3-8-6	1	2 62/	B. 6-1-2	1	2 63/
2. A. 3-4-1-7	1	2 64/	B. 6-1-5-8	1	2 65/
3. A. 8-4-2-3-9	1	2 66/	B. 5-2-1-8 6	1	2 67/
4. A. 3-8-9-1-7-4	1	2 68/	B. 7-9-6-4-8-3	1	2 69/
5. A. 5-1-7-4-2-3-8	1	2 70/	B. 9-8-5-2-1-6-3	1	2 71/
6. A. 1-6-4-5-9-7-6-3	1	2 72/	B. 2-9-7-6-3-1-5-4	1	2 73/
7. A. 5-3-8-7-1-2-4-6-9	1	2 74/	B. 4-2-6-9-1-7-8-3-5	1	2 75/

## STEP SIX: INSTRUCT CHILD FOR 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 backwards. 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.

NO.....SAY:

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

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 14/	B. 6-3 (ANS = 3-6)	1	2 15/
9.	A. 5-7-4 (ANS = 4-7-5)	1	2 16/	B. 2-5-9 (ANS = 9-5-2)	1	2 17/
10.	A. 7-2-9-6 (ANS = 6-9-2-7)	1	2 18/	B. 8-4-9-3 (ANS = 3-9-4-8)	1	2 19/
11.	A. 4-1-3-5-7 (ANS = 7-5-3-1-4)	1	2 20/	B. 9-7-8-5-2 (ANS = 2-5-8-7-9)	1	2 21/
12.	A. 1-6-5-2-9-8 (ANS = 8-9-2-5-6-1)	1	2 22/	B. 3-6-7-1-9-4 (ANS = 4-9-1-7-6-3)	1	2 23/
13.	A. 8-5-9-2-3-4-2 (ANS = 2-4-3-2-9-5-8)	1	2 24/	B. 4-5-7-9-2-8-1 (ANS = 1-8-2-9-7-5-4)	1	2 25/
14.	A. 6-9-1-6-3-2-5-8 (ANS = 8-5-2-3-6-1-9-6)	1	2 26/	B. 3-1-7-9-5-4-8-2 (ANS = 2-8-4-5-9-7-1-3)	1	2 27/



## 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?

			EFFECT ON CHILD'S PERFORMANCE			
			SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
IF PRESENT,	CODE #	PERSONS				
MOTHER	<input type="text"/>	28/	1	2	3	29/
FATHER	<input type="text"/>	30/	1	2	3	31/
GUARDIAN	<input type="text"/>	32/	1	2	3	33/
ADULTS RELATIVE	<input type="text"/>	34-35/	1	2	3	36/
FAMILY FRIEND	<input type="text"/>	37-38/	1	2	3	39/
OTHER (SPECIFY)						
	<input type="text"/>	40-41/	1	2	3	42/
SIBLING	<input type="text"/>	43-44/	1	2	3	45/
FRIEND	<input type="text"/>	46-47/	1	2	3	48/
CHILDREN OTHER (SPECIFY)						
	<input type="text"/>	49-50/	1	2	3	51/

16.	CODE CHILD'S ENERGY LEVEL DURING SECTION.	low (tired)	medium	high	
		<input type="text"/>	<input type="text"/>	<input type="text"/>	52/
		1	2	3	

17. WAS THIS SECTION TERMINATED PREMATURELY?

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

53/

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01      54-55/  
CHILD WOULD NOT RESPOND/REFUSED..... 02      56-57/  
MAJOR INTERRUPTION CAUSED TERMINATION.... 03      58-59/  
CHILD COULD NOT UNDERSTAND TASK..... 04      60-61/  
CHILD HAD LANGUAGE PROBLEM..... 05      62-63/  
CHILD'S EMOTIONAL CONDITION..... 06      64-65/  
CHILD'S PHYSICAL CONDITION..... 07      66-67/  
OTHER (SPECIFY) \_\_\_\_\_ 08      68-69/

**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

70-71/

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

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

GRADE	ANSWER	RECORD RESPONSE	(CODE ONE)		CORRECT	WRONG		GRADE	ANSWER	RECORD RESPONSE	(CODE ONE)		CORRECT	WRONG	
	59.	(2)	( )	14/	1	2	15/		72.	(1)	( )	40/	1	2	41/
10th	60.	(1)	( )	16/	1	2	17/		73.	(1)	( )	42/	1	2	43/
	61.	(3)	( )	18/	1	2	19/		74.	(3)	( )	44/	1	2	45/
11th	62.	(1)	( )	20/	1	2	21/		75.	(3)	( )	46/	1	2	47/
	63.	(4)	( )	22/	1	2	23/		76.	(4)	( )	48/	1	2	49/
12th	64.	(3)	( )	24/	1	2	25/		77.	(3)	( )	50/	1	2	51/
	65.	(2)	( )	26/	1	2	27/		78.	(2)	( )	52/	1	2	53/
	66.	(2)	( )	28/	1	2	29/		79.	(3)	( )	54/	1	2	55/
	67.	(4)	( )	30/	1	2	31/		80.	(4)	( )	56/	1	2	57/
	68.	(4)	( )	32/	1	2	33/		81.	(2)	( )	58/	1	2	59/
	69.	(1)	( )	34/	1	2	35/		82.	(1)	( )	60/	1	2	61/
	70.	(1)	( )	36/	1	2	37/		83.	(2)	( )	62/	1	2	63/
	71.	(2)	( )	38/	1	2	39/		84.	(2)	( )	64/	1	2	65/

85. INTERVIEWER: CALCULATE RAW SCORE:

- > A. ENTER CEILING Q#:   66-67/  
(LAST ITEM WRONG)
- B. ENTER TOTAL # OF ERRORS BETWEEN   68-69/  
BASAL AND CEILING:
- C. SUBTRACT 'B' FROM 'A':   = RAW SCORE 70-71/
- > 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			
IF PRESENT, CODE # PERSONS			SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	MOTHER	<u>  </u> <u>  </u> 14/	1	2	3	15/
	FATHER	<u>  </u> <u>  </u> 16/	1	2	3	17/
	GUARDIAN	<u>  </u> <u>  </u> 18/	1	2	3	19/
	RELATIVE	<u>  </u> <u>  </u> 20-21/	1	2	3	22/
	FAMILY FRIEND	<u>  </u> <u>  </u> 23-24/	1	2	3	25/
	OTHER (SPECIFY)	<u>  </u> <u>  </u> 26-27/	1	2	3	28/
CHILDREN	SIBLING	<u>  </u> <u>  </u> 29-30/	1	2	3	31/
	FRIEND	<u>  </u> <u>  </u> 32-33/	1	2	3	34/
	OTHER (SPECIFY)	<u>  </u> <u>  </u> 35-36/	1	2	3	37/

87. CODE CHILD'S ENERGY LEVEL DURING SECTION.

low (tired)	medium	high	
<u>  </u> <u>  </u>	<u>  </u> <u>  </u>	<u>  </u> <u>  </u>	38/
1	2	3	

88. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1

NO..... 0

39/

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	40-41/
CHILD WOULD NOT RESPOND/REFUSED.....	02	42-43/
MAJOR INTERRUPTION CAUSED TERMINATION....	03	44-45/
CHILD COULD NOT UNDERSTAND TASK.....	04	46-47/
CHILD HAD LANGUAGE PROBLEM.....	05	48-49/
CHILD'S EMOTIONAL CONDITION.....	06	50-51/
CHILD'S PHYSICAL CONDITION.....	07	52-53/
OTHER (SPECIFY)		
	08	54-55/

**SECTION 9: PIAT READING**

AGES: 5 YEARS AND OLDER

**PART A: READING RECOGNITION**

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)

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# -----&gt;

BOX A	

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

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

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

PLATE #	ITEM #	ANSWER	CODE ONE...			PLATE #	ITEM #	ANSWER	CODE ONE...		
			CORRECT	WRONG					CORRECT	WRONG	
	59.	(colleague)	1	2	14/		72.	(aesthetic)	1	2	27/
	60.	(medieval)	1	2	15/		73.	(deluge)	1	2	28/
	61.	(pinnacle)	1	2	16/		74.	(didactic)	1	2	29/
	62.	(picturesque)	1	2	17/		75.	(titular)	1	2	30/
	63.	(adjacent)	1	2	18/		76.	(credulity)	1	2	31/
	64.	(navigable)	1	2	19/		77.	(judiciable)	1	2	32/
	65.	(diminutive)	1	2	20/		78.	(nihilism)	1	2	33/
	66.	(ensign)	1	2	21/		79.	(pharyngeal)	1	2	34/
	67.	(dilapidated)	1	2	22/		80.	(pterodactyl)	1	2	35/
	68.	(bureaucrat)	1	2	23/		81.	(macrocosm)	1	2	36/
	69.	(adulation)	1	2	24/		82.	(chimerical)	1	2	37/
	70.	(exorbitantly)	1	2	25/		83.	(disaccharide)	1	2	38/
	71.	(epoch)	1	2	26/		84.	(apophthegm)	1	2	39/

85. INTERVIEWER: CALCULATE RAW SCORE:

- A. ENTER HIGHEST CEILING Q#:   40-41/  
(LAST ITEM WRONG)
- B. ENTER TOTAL # OF ERRORS BETWEEN   42-43/  
BASAL AND CEILING:
- C. SUBTRACT 'B' FROM 'A':   = RAW SCORE 44-45/
- 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:

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

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

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

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	NONE	SEEMED TO		
	IF PRESENT,	CODE # PERSONS	BE HARMFUL	OBSERVABLE	IMPROVE		
ADULTS	MOTHER	_	14/	1	2	3	15/
	FATHER	_	16/	1	2	3	17/
	GUARDIAN	_	18/	1	2	3	19/
	RELATIVE	_ _	20-21/	1	2	3	22/
	FAMILY FRIEND	_ _	23-24/	1	2	3	25/
	OTHER (SPECIFY)						
	_____	_ _	26-27/	1	2	3	28/
CHILDREN	SIBLING	_ _	29-30/	1	2	3	31/
	FRIEND	_ _	32-33/	1	2	3	34/
	OTHER (SPECIFY)						
	_____	_ _	35-36/	1	2	3	37/

86.	CODE CHILD'S ENERGY LEVEL DURING SECTION.	low (tired)	medium	high	
		<input type="text"/>	<input type="text"/>	<input type="text"/>	38/
		1	2	3	

87. WAS THIS SECTION TERMINATED PREMATURELY?

YES...(ASK A)..... 1  
NO..... 0 39/

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 40-41/  
CHILD WOULD NOT RESPOND/REFUSED..... 02 42-43/  
MAJOR INTERRUPTION CAUSED TERMINATION..... 03 44-45/  
CHILD COULD NOT UNDERSTAND TASK..... 04 46-47/  
CHILD HAD LANGUAGE PROBLEM..... 05 48-49/  
CHILD'S EMOTIONAL CONDITION..... 06 50-51/  
CHILD'S PHYSICAL CONDITION..... 07 52-53/  
OTHER (SPECIFY) 08 54-55/

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## SECTION 10: PEABODY PICTURE VOCABULARY TEST - REVISED (FORM L)

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.

<u>doll</u> (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  
 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

56-57/

## BEGIN DECK 23

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
1. BUS (4)	( ) 14/	1	2 15/
2. HAND (1)	( ) 16/	1	2 17/
3. BED (3)	( ) 18/	1	2 19/
4. TRACTOR (2)	( ) 20/	1	2 21/
5. CLOSET (1)	( ) 22/	1	2 23/
6. SNAKE (4)	( ) 24/	1	2 25/
7. BOAT (2)	( ) 26/	1	2 27/
8. TIRE (3)	( ) 28/	1	2 29/
9. COW (1)	( ) 30/	1	2 31/
10. LAMP (4)	( ) 32/	1	2 33/
11. DRUM (3)	( ) 34/	1	2 35/
12. KNEE (4)	( ) 36/	1	2 37/
13. HELICOPTER (2)	( ) 38/	1	2 39/
14. ELBOW (4)	( ) 40/	1	2 41/
15. BANDAGE (4)	( ) 42/	1	2 43/
16. FEATHER (1)	( ) 44/	1	2 45/
17. EMPTY (3)	( ) 46/	1	2 47/
18. FENCE (4)	( ) 48/	1	2 49/
19. ACCIDENT (2)	( ) 50/	1	2 51/
20. NET (2)	( ) 52/	1	2 53/
21. TEARING (4)	( ) 54/	1	2 55/
22. SAIL (1)	( ) 56/	1	2 57/
23. MEASURING (2)	( ) 58/	1	2 59/

## BEGIN DECK 24

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
24. PEELING (3)	( ) 14/	1	2 15/
25. CAGE (1)	( ) 16/	1	2 17/
26. TOOL (4)	( ) 18/	1	2 19/
27. SQUARE (4)	( ) 20/	1	2 21/
28. STRETCHING (1)	( ) 22/	1	2 23/
29. ARROW (2)	( ) 24/	1	2 25/
30. TYING (2)	( ) 26/	1	2 27/
31. NEST (1)	( ) 28/	1	2 29/
32. ENVELOPE (2)	( ) 30/	1	2 31/
33. HOOK (3)	( ) 32/	1	2 33/
34. PASTING (4)	( ) 34/	1	2 35/
35. PATTING (1)	( ) 36/	1	2 37/
36. PENGUIN (1)	( ) 38/	1	2 39/
37. SEWING (2)	( ) 40/	1	2 41/
38. DELIVERING (1)	( ) 42/	1	2 43/
39. DIVING (2)	( ) 44/	1	2 45/
40. PARACHUTE (3)	( ) 46/	1	2 47/
41. FURRY (4)	( ) 48/	1	2 49/
42. VEGETABLE (4)	( ) 50/	1	2 51/
43. SHOULDER (3)	( ) 52/	1	2 53/
44. DRIPPING (2)	( ) 54/	1	2 55/
45. CLAW (4)	( ) 56/	1	2 57/
46. DECORATED (3)	( ) 58/	1	2 59/

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



## BEGIN DECK 25

RECORD RESPONSE	CODE ONE	
	CORRECT	WRONG

WORD

47.	FRAME (1)	( )	14/	1	2	15/
48.	FOREST (3)	( )	16/	1	2	17/
49.	FAUCET (2)	( )	18/	1	2	19/
50.	GROUP (3)	( )	20/	1	2	21/
51.	STEM (3)	( )	22/	1	2	23/
52.	VASE (3)	( )	24/	1	2	25/
53.	PEDAL (1)	( )	26/	1	2	27/
54.	CAPSULE (2)	( )	28/	1	2	29/
55.	SURPRISED (4)	( )	30/	1	2	31/
56.	BARK (2)	( )	32/	1	2	33/
57.	MECHANIC (2)	( )	34/	1	2	35/
58.	TAMBOURINE (1)	( )	36/	1	2	37/
59.	DISAPPOINTMENT (4)	( )	38/	1	2	39/
60.	AWARDING (3)	( )	40/	1	2	41/
61.	PITCHER (3)	( )	42/	1	2	43/
62.	REEL (1)	( )	44/	1	2	45/
63.	SIGNAL (1)	( )	46/	1	2	47/
64.	TRUNK (2)	( )	48/	1	2	49/
65.	HUMAN (2)	( )	50/	1	2	51/
66.	NOSTRIL (1)	( )	52/	1	2	53/
67.	DISAGREEMENT (1)	( )	54/	1	2	55/
68.	EXHAUSTED (2)	( )	56/	1	2	57/
69.	VINE (4)	( )	58/	1	2	59/

## BEGIN DECK 26

RECORD RESPONSE	CODE ONE	
	CORRECT	WRONG

WORD

70.	CEREMONY (4)	( )	14/	1	2	15/
71.	CASSEROLE (2)	( )	16/	1	2	17/
72.	VEHICLE (4)	( )	18/	1	2	19/
73.	GLOBE (3)	( )	20/	1	2	21/
74.	FILING (3)	( )	22/	1	2	23/
75.	CLAMP (2)	( )	24/	1	2	25/
76.	REPTILE (2)	( )	26/	1	2	27/
77.	ISLAND (1)	( )	28/	1	2	29/
78.	SPATULA (3)	( )	30/	1	2	31/
79.	COOPERATION (4)	( )	32/	1	2	33/
80.	SCALP (4)	( )	34/	1	2	35/
81.	TWIG (2)	( )	36/	1	2	37/
82.	WEASEL (2)	( )	38/	1	2	39/
83.	DEMOLISHING (4)	( )	40/	1	2	41/
84.	BALCONY (1)	( )	42/	1	2	43/
85.	LOCKET (1)	( )	44/	1	2	45/
86.	AMAZED (3)	( )	46/	1	2	47/
87.	TUBULAR (1)	( )	48/	1	2	49/
88.	TUSK (1)	( )	50/	1	2	51/
89.	BOLT (3)	( )	52/	1	2	53/
90.	COMMUNICATION (4)	( )	54/	1	2	55/
91.	CARPENTER (2)	( )	56/	1	2	57/
92.	ISOLATION (1)	( )	58/	1	2	59/

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

BEGIN DECK 27					BEGIN DECK 28				
WORD	RECORD RESPONSE	CODE ONE			WORD	RECORD RESPONSE	CODE ONE		
		CORRECT	WRONG				CORRECT	WRONG	
13. INFLATED (3)	( ) 14/	1	2	15/	116. PARALLELOGRAM (1)	( ) 14/	1	2	15/
14. COAST (3)	( ) 16/	1	2	17/	117. SLUMBERING (3)	( ) 16/	1	2	17/
15. ADJUSTABLE (2)	( ) 18/	1	2	19/	118. PENINSULA (4)	( ) 18/	1	2	19/
16. FRAGILE (3)	( ) 20/	1	2	21/	119. UPHOLSTERY (2)	( ) 20/	1	2	21/
17. ASSAULTING (1)	( ) 22/	1	2	23/	120. BARRICADE (4)	( ) 22/	1	2	23/
18. APPLIANCE (1)	( ) 24/	1	2	25/	121. QUARTET (4)	( ) 24/	1	2	25/
19. PYRAMID (4)	( ) 26/	1	2	27/	122. TRANQUIL (3)	( ) 26/	1	2	27/
20. BLAZING (1)	( ) 28/	1	2	29/	123. ABRASIVE (1)	( ) 28/	1	2	29/
21. HOISTING (1)	( ) 30/	1	2	31/	124. FATIGUED (3)	( ) 30/	1	2	31/
22. ARCH (4)	( ) 32/	1	2	33/	125. SPHERICAL (2)	( ) 32/	1	2	33/
23. LECTURING (4)	( ) 34/	1	2	35/	126. SYRINGE (2)	( ) 34/	1	2	35/
24. DILAPIDATED (4)	( ) 36/	1	2	37/	127. FELINE (2)	( ) 36/	1	2	37/
25. CONTEMPLATING (2)	( ) 38/	1	2	39/	128. ARID (4)	( ) 38/	1	2	39/
26. CANISTER (1)	( ) 40/	1	2	41/	129. EXTERIOR (1)	( ) 40/	1	2	41/
27. DISSECTING (3)	( ) 42/	1	2	43/	130. CONSTELLATION (4)	( ) 42/	1	2	43/
28. LINK (4)	( ) 44/	1	2	45/	131. CORNEA (2)	( ) 44/	1	2	45/
29. SOLEMN (3)	( ) 46/	1	2	47/	132. MERCANTILE (1)	( ) 46/	1	2	47/
30. ARCHERY (2)	( ) 48/	1	2	49/	133. ASCENDING (3)	( ) 48/	1	2	49/
31. TRANSPARENT (3)	( ) 50/	1	2	51/	134. FILTRATION (1)	( ) 50/	1	2	51/
32. HUSK (1)	( ) 52/	1	2	53/	135. CONSUMING (4)	( ) 52/	1	2	53/
33. UTENSIL (2)	( ) 54/	1	2	55/	136. CASCADE (4)	( ) 54/	1	2	55/
34. CITRUS (3)	( ) 56/	1	2	57/	137. PERPENDICULAR (3)	( ) 56/	1	2	57/
35. PEDESTRIAN (2)	( ) 58/	1	2	59/	138. REPLENISHING (1)	( ) 58/	1	2	59/

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

## BEGIN DECK 29

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
139. EMISSION (3)	( ) 14/	1	2 15/
140. TALON (3)	( ) 16/	1	2 17/
141. WRATH (3)	( ) 18/	1	2 19/
142. INCANDESCENT (4)	( ) 20/	1	2 21/
143. ARROGANT (2)	( ) 22/	1	2 23/
144. CONFIDING (3)	( ) 24/	1	2 25/
145. RHOMBUS (3)	( ) 26/	1	2 27/
146. NAUTICAL (3)	( ) 28/	1	2 29/
147. TANGENT (1)	( ) 30/	1	2 31/
148. INCLEMENT (4)	( ) 32/	1	2 33/
149. TRAJECTORY (1)	( ) 34/	1	2 35/
150. FETTERED (1)	( ) 36/	1	2 37/
151. WAIF (3)	( ) 38/	1	2 39/
152. JUBILANT (2)	( ) 40/	1	2 41/
153. PILFERING (4)	( ) 42/	1	2 43/
154. REPOSE (2)	( ) 44/	1	2 45/
155. CARRION (3)	( ) 46/	1	2 47/
156. INDIGENT (2)	( ) 48/	1	2 49/
157. CONVEX (1)	( ) 50/	1	2 51/

## BEGIN DECK 30

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
158. EMACIATED (2)	( ) 14/	1	2 15/
159. DIVERGENCE (4)	( ) 16/	1	2 17/
160. DROMEDARY (2)	( ) 18/	1	2 19/
161. EMBELLISHING (2)	( ) 20/	1	2 21/
162. ENTOMOLOGIST (3)	( ) 22/	1	2 23/
163. CONSTRAIN (1)	( ) 24/	1	2 25/
164. INFIRM (1)	( ) 26/	1	2 27/
165. ANTHROPOID (3)	( ) 28/	1	2 29/
166. SPECTER (4)	( ) 30/	1	2 31/
167. INCERTITUDE (2)	( ) 32/	1	2 33/
168. VITREOUS (1)	( ) 34/	1	2 35/
169. OBELISK (1)	( ) 36/	1	2 37/
170. EMBOSSED (4)	( ) 38/	1	2 39/
171. AMBULATION (2)	( ) 40/	1	2 41/
172. CALYX (2)	( ) 42/	1	2 43/
173. OSCULATION (3)	( ) 44/	1	2 45/
174. CUPOLA (4)	( ) 46/	1	2 47/
175. HOMUNCULUS (4)	( ) 48/	1	2 49/

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?

	IF PRESENT,	CODE	# PERSONS	EFFECT ON CHILD'S PERFORMANCE			
				SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
ADULTS	MOTHER	<input type="text"/>	50/	1	2	3	51/
	FATHER	<input type="text"/>	52/	1	2	3	53/
	GUARDIAN	<input type="text"/>	54/	1	2	3	55/
	RELATIVE	<input type="text"/>	56-57/	1	2	3	58/
	FAMILY FRIEND	<input type="text"/>	59-60/	1	2	3	61/
	OTHER (SPECIFY)						
	<input type="text"/>	<input type="text"/>	62-63/	1	2	3	64/
CHILDREN	SIBLING	<input type="text"/>	65-66/	1	2	3	67/
	FRIEND	<input type="text"/>	68-69/	1	2	3	70/
	OTHER (SPECIFY)						
	<input type="text"/>	<input type="text"/>	71-72/	1	2	3	73/

177.	CODE CHILD'S ENERGY LEVEL DURING SECTION.	low (tired)	medium	high	
		<input type="text"/>	<input type="text"/>	<input type="text"/>	74/
		1	2	3	

178. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A).... 1

NO..... 0

75/

BEGIN DECK 31

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	15-16/
CHILD WOULD NOT RESPOND.....	02	17-18/
MAJOR INTERRUPTION CAUSED TERMINATION.....	03	19-20/
CHILD COULD NOT UNDERSTAND TASK.....	04	21-22/
CHILD HAD LANGUAGE PROBLEM.....	05	23-24/
CHILD'S EMOTIONAL CONDITION.....	06	25-26/
CHILD'S PHYSICAL CONDITION.....	07	27-28/
OTHER (SPECIFY)		
<input type="text"/>	08	29-30/

INTERVIEWER: THANK CHILD AND GO TO SECTION 11, CS-61

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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	
A. ATTITUDE TOWARD BEING TESTED?	1	2	3	4	5	31/
B. RAPPORT WITH INTERVIEWER?	1	2	3	4	5	32/
C. PERSEVERANCE/PERSISTENCE?	1	2	3	4	5	33/
D. COOPERATION?	1	2	3	4	5	34/
E. MOTIVATION/INTEREST?	1	2	3	4	5	35/

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

A. VISUAL SHARPNESS?	YES.....	1	36/
(SPECIFY) _____	NO.....	0	
B. HEARING?	YES.....	1	37/
(SPECIFY) _____	NO.....	0	
C. STATE OF HEALTH?	YES.....	1	38/
(SPECIFY) _____	NO.....	0	

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

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

1	2	3	4	5	39/
---	---	---	---	---	-----

## 4. DID ANY INTERFERENCES OCCUR DURING THE CHILD SUPPLEMENT?

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

## A. CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE.

	INTERFERING					NOT INTERFERING	
	1	2	3	4	5	NA	
(1) NOISE LEVEL	1	2	3	4	5	NA	41/
(2) INTERRUPTIONS	1	2	3	4	5	NA	42/
(3) DISTRACTIONS	1	2	3	4	5	NA	43/
(4) LIGHT	1	2	3	4	5	NA	44/
(5) TEMPERATURE	1	2	3	4	5	NA	45/
(6) PRESENCE OF OTHERS	1	2	3	4	5	NA	46/
(7) OTHER (SPECIFY)	1	2	3	4	5	NA	47/
_____	1	2	3	4	5	NA	47/

## 5. WHERE WAS THIS CHILD SUPPLEMENT ADMINISTERED?

CHILD'S RESIDENCE..... 1  
 OTHER PRIVATE RESIDENCE..... 2 48/  
 OTHER SITE (SPECIFY)  
 \_\_\_\_\_ 3  
 \_\_\_\_\_

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

YES..... 1 49/  
 NO.....(GO TO A)..... 0

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 50/  
 NO..... 0

## 8. WHY IS CHILD SUPPLEMENT INCOMPLETE?

SECTIONS INCOMPLETE .....(GO TO A).....	1	
TERMINATED PERMATURELY .....	2	51/

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	
INCOMPLETE.....(SKIP TO SECTION 12, CS-65).....	2	52/

---

9. WHY WAS CHILD SUPPLEMENT TERMINATED PREMATURELY?

PARENT/GUARDIAN TERMINATED.....	1	
		53/

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 PART A, CS-66)..... 1  
 3 YRS - 5 YRS, 11 MOS.....(SKIP TO PART B, CS-67)..... 2  
 6 YRS AND OLDER.....(SKIP TO PART C, 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	54/
2. (MOTHER/GUARDIAN) RESPONDED VERBALLY TO CHILD'S SPEECH.	1	0	2	55/
3. (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED CHILD AT LEAST ONCE.	1	0	2	56/
4. (MOTHER/GUARDIAN) SLAPPED OR SPANKED CHILD AT LEAST ONCE.	1	0	2	57/
5. (MOTHER/GUARDIAN) INTERFERED WITH CHILD'S ACTIONS OR RESTRICTED CHILD FROM EXPLORING <u>MORE THAN 3 TIMES</u> .	1	0	2	58/
6. (MOTHER/GUARDIAN) PROVIDED TOYS OR INTERESTING ACTIVITIES FOR CHILD.	1	0	2	59/
7. (MOTHER/GUARDIAN) KEPT CHILD IN VIEW/COULD SEE CHILD/LOOKED AT (HIM/HER) OFTEN.	1	0	2	60/
8. CHILD'S PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS WITHIN A <u>TODDLER'S</u> OR <u>INFANT'S</u> RANGE).  (E.G., FALLING PLASTER, PEELING PAINT, RODENTS, GLASS, POISONS AND CLEANING MATERIALS, FLAMES & HEAT, FRAYED ELECTRICAL WIRES).	1	0	2	61/

TIME  
ENDED:

HR		MIN	

AM  
PM

62-65/

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

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

	<u>YES</u>	<u>NO</u>	<u>NOT OBSERVED</u>	
1. (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.	1	0	2	66/
2. (MOTHER/GUARDIAN) CONVERSED WITH CHILD <u>AT LEAST TWICE</u> (EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS).	1	0	2	67/
3. (MOTHER/GUARDIAN) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.	1	0	2	68/
4. (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED CHILD AT LEAST ONCE.	1	0	2	69/
5. (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO CHILD BY NAME.	1	0	2	70/
6. (MOTHER/GUARDIAN) PHYSICALLY RESTRICTED OR (SHOOK/ GRABBED) CHILD.	1	0	2	71/
7. (MOTHER/GUARDIAN) SLAPPED OR SPANKED CHILD AT LEAST ONCE.	1	0	2	72/
8. CHILD'S PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A <u>PRESCHOOLER'S</u> RANGE).  (E.G. FALLING PLASTER, PEELING PAINT, RODENTS, GLASS, POISONS AND CLEANING MATERIALS, FLAMES AND HEAT, FRAYED ELECTRICAL WIRES).	1	0	2	73/
9. INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.	1	0	2	74/
10. ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE REASONABLY CLEAN.	1	0	2	75/
11. ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.	1	0	2	76/
TIME ENDED:	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	AM PM	77-80/
	HR	MIN		

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

**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	12/
2. (MOTHER/GUARDIAN) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.	1	0	2	13/
3. (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.	1	0	2	14/
4. (MOTHER/GUARDIAN) CONVERSED WITH CHILD EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.	1	0	2	15/
5. (MOTHER/GUARDIAN), INTRODUCED INTERVIEWER TO CHILD BY NAME.	1	0	2	16/
6. INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.	1	0	2	17/
7. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.	1	0	2	18/
8. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.	1	0	2	19/
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	20/

TIME  
ENDED:

HR	

MIN	

AM  
PM

21-24/

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

25/

NO..... 0

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 \_\_\_\_\_

**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

26/

NO ..... 0

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

\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|  
 INTERVIEWER ID

27-32/

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

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

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

33/

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

YEARS

34-35/

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

MONTH

YEAR

36-39/

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

## CS FLAP

CHILD'S NAME (NICKNAME) \_\_\_\_\_

BOX A: AGE

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
YEARS		MONTHS	
40-43/			

BOX B: PPVT AGE

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
YEARS		MONTHS	
44-47/			

BOX C: GRADE

K OR LESS ☐

GRADE

48-49/

BOX D: NEED FURTHER ATTEMPT

SEC. 3 2ND  3RD

SEC. 4 2ND  3RD

50-51/

## 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 ☐