

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

NORC-4488-01CSR

CASE ID#: _____ - |____|____|
1-7/ 8-9/

OMB 1220-0109

EXP 12-31-88

NORC
University of ChicagoCENTER FOR HUMAN RESOURCE RESEARCH
OHIO STATE UNIVERSITY

NATIONAL LONGITUDINAL SURVEY OF LABOR MARKET EXPERIENCE

CHILD SUPPLEMENT

YOUTH SURVEY ROUND TEN, 1988

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 que pase respondiendo al 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.

NLS ROUND 10

AUTORIZACION PARA ENTREVISTAR AL NIÑO(A)

El personal de NORC ha solicitado mi autorización para que mi niño(a), _____, participe en un estudio sobre el desarrollo de los niños de los entrevistados de NLS.

Este estudio tendrá como propósito realizar mediciones del desarrollo matemático, de lenguaje y de la memoria de cada niño(a) participante.

Entiendo que la identidad de mi niño(a), así como cualquier información que pudiera servir para identificarlo/la él/ella será mantenida en la más estricta confidencialidad, únicamente será utilizada por las personas que conducen este estudio, y con ningún propósito será revelada o entregada a otras personas.

Consiento que mi niño(a) participe en este estudio.

Firma: _____

Fecha: _____

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

ID del niño(a)

TIME BEGAN: | | | | AM
| | | | 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 en la escuela.

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

	12-41/	_ _ CHILD ID
A. RECORD CHILD'S NAME AND CHILD ID IN <u>MOTHER SUPPLEMENT</u> , MS-1, Q.1.		42-43/

2. RECORD MONTH AND DAY OF CHILD INTERVIEW ON CHILD FACE SHEET ITEM 1. 44-49/

3. VERIFY WITH MOTHER CHILD'S DATE OF BIRTH ON CHILD FACE SHEET ITEM 2. CHANGE IF NECESSARY. 50-55/

4. CALCULATE CHILD'S AGE: SUBTRACT ITEM 2 FROM ITEM 1 ON CHILD FACE SHEET. RECORD CHILD'S AGE (YEARS, MONTHS, DAYS) AT ITEM 3 ON CHILD FACE SHEET. 56-61/

5. VERIFY CHILD'S AGE WITH MOTHER: (CHILD) tiene (YEARS AND MONTHS FROM CHILD FACE SHEET ITEM 3).
¿Correcto?

Yes.....	1	
No.....(GO TO A).....	0	62/

A. RECALCULATE CHILD'S AGE. CHECK CHILD'S DOB ON CHILDREN'S RECORD FORM, PART A. WHEN RECALCULATION IS VERIFIED, GO TO Q.6.

6. CHECK CHILD FACE SHEET (ITEM 3). IS CHILD 2 YRS, 11 MOS OR OLDER?

YES.....(GO TO A)..... 1 63/
 NO.....(SKIP TO SECTION 2, CS-5)..... 0

A. CALCULATE PPVT AGE:

IF # DAYS IN CHILD FACE SHEET ITEM 3 IS 16 OR GREATER, ADD '1' TO MOS AND RECORD AT ITEM 4 ON CHILD FACE SHEET.

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

B. RECORD # YRS FROM ITEM 3 IN ITEM 4 ON CHILD FACE SHEET.

(IF NEEDED, SEE Q X Q.)

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

Si.....(GO TO Q.8)..... 1 64/
 No.....(ASK A)..... 0

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

Si..... 1 65/
 No..(SKIP TO SECTION 2, CS-5).. 0

8. ¿A qué grado de (escuela regular/preescolar) está (CHILD) asistiendo?
 ¿Masta qué grado de (escuela regular/preescolar) asistió (CHILD)?

Nursery/preschool.. 90		
Kindergarten..... 00	9th grade..... 09	
1st grade..... 01	10th grade..... 10	66-67/
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...(ASK A).. 95	

A. Si su niño(a) estuviera en una clase con grados, ¿en qué grado estaría matriculado(a)?

|__|__|
 GRADE

68-69/

9. INTERVIEWER: IS CHILDS AGE 3 YEARS OR OLDER?
 YES.....(ASK A)..... 1 70/
 NO.....(SKIP TO Q.17, CS-4)..... 0

A. IS CHILD CURRENTLY ATTENDING NURSERY/PRESCHOOL? IS Q.8 CODED 90?
 YES.....(CODE Q.10 "YES" WITHOUT ASKING)..... 1 71/
 NO..... 0

10. ¿Alguna vez estuvo (CHILD) matriculado(a) en un programa preescolar (sin contar jardín de infancia)?
 Sí..... 1 72/
 No..... 0

11. ¿Alguna vez estuvo (CHILD) matriculado/a en un programa de guardería o "day care"?
 Sí..... 1 73/
 No..... 0

12. ¿Alguna vez estuvo (CHILD) matriculado(a) en el programa "Head Start"?
 Sí.....(GO TO Q.13)..... 1 74/
 No.....(SKIP TO Q.17, CS-4)..... 0

13. ¿Qué edad tenía (CHILD) cuando empezó a ir a "Head Start"?
 (WRITE IN AGE).
 |__|__| 75-76/
 YEARS

14. En total, ¿durante cuánto tiempo [ha estado/estuvo] (CHILD) en "Head Start"?
 Less than 3 months..... 1
 3 - 11 months..... 2 77/
 1 year - 23 months..... 3
 2 years or more..... 4
 Still enrolled..... 5

15. ¿Qué tan satisfecha (está/estaba) Ud. con lo que "Head Start" ha hecho por (CHILD)?
 Very satisfied..... 4
 Somewhat satisfied..... 3 78/
 Somewhat dissatisfied..... 2
 Very dissatisfied..... 1

16. ¿Qué tan satisfecha (está/estaba) con lo que el programa "Head Start" de (CHILD) ha hecho por Ud.?

Very satisfied.....	4	
Somewhat satisfied.....	3	79/
Somewhat dissatisfied.....	2	
Very dissatisfied.....	1	

17. ¿Alguna vez participó Ud. en "Head Start" cuando era niña?

BEGIN DECK 10

Sí.....	1	
No.....	0	12/

18. ¿Podría darnos el nombre y la dirección de la (actual/última) escuela de (CHILD)?

Sí.....(ASK A).....	1	
Refusal..(SKIP TO SECTION 2, CS-5)...	0	13/
DK.....(SKIP TO SECTION 2, CS-5)...	8	

A. _____ 14-43/
 School Name

B. _____ 44-73/
 Street Address

BEGIN DECK 11

C. _____
 City 12-31/ State 32-33/ Zipcode 34-38/

19. ¿Podemos contactar(a) la escuela para obtener información adicional sobre su (niño/niña)?

YES.....(ASK A).....	1	39/
NO....(GO TO SECTION 2, CS-5)...	0	

A. Por favor firme este formulario para autorizar a la actual escuela de (CHILD) a que nos entregue la información. HAND R RELEASE FORM.

R SIGNED FORM.....	1	40/
R REFUSED TO SIGN FORM.....	2	

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. INTERVIEWER: CHECK CHILD FACE SHEET (ITEM 5). HAS CHILD EVER ATTENDED
PRESCHOOL OR REGULAR SCHOOL?

YES.....	1	41/
NO.....(SKIP TO Q.2C).....	0	

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

A. ir regularmente a la escuela?

Sí.....	1	42/
No.....	0	
No asiste a la escuela.....	2	

B. hacer el trabajo de la escuela?

Sí.....	1	43/
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	44/
No.....	0	

3. ¿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 45/
 No..... 0
- B. uso regular de alguna medicina o droga (aparte de vitaminas)?
- Sí..... 1 46/
 No..... 0
- C. uso de cualquier equip especial, como tirantes, muletas, silla de ruedas, zapatos especiales, casco, cama especial, máscara para respirar, filtro de aire, un catéter, etc.?
- Sí..... 1 47/
 No..... 0

4. INTERVIEWER: IS ANY PART OF Q.2 (A-C) OR Q.3 (A-C) CODED YES?
- YES..... 1 48/
 NO.....(SKIP TO Q.6)..... 0

5. ¿Cuál es el problema de salud o limitación de (CHILD)? (PROBE IF NECESSARY: ¿Cómo se llama?) (CONDITIONS REFERRED TO IN Q.2 AND/OR Q.3)

RECORD VERBATIM AND CODE ALL THAT APPLY: _____

Problema de aprendizaje.....	01	49-50/
Una mínima disfunción cerebral, déficit en la capacidad de prestar atención.....	02	51-52/
Hipercinesis, hiperactividad.....	03	53-54/
Asma.....	04	55-56/
Desórdenes respiratorios o sinusitis.....	05	57-58/
Impedimento del habla.....	06	59-60/
Seria dificultad para oír o sordera.....	07	61-62/
Seria dificultad para ver o ceguera.....	08	63-64/
Serios problemas emocionales.....	09	65-66/
Alergias.....	10	67-68/
Lisiado, impedimento ortopédico.....	11	69-70/
Retardo mental.....	12	71-72/
Problemas cardíacos.....	13	73-74/
Desórdenes nerviosos crónicos.....	14	75-76/
Problemas crónicos o infecciones de oído.....	16	77-78/
		BEGIN DECK 12
Problema en la sangre o deficiencia de inmunidad (por ejemplo, "sickle-cell anemia".....	17	12-13/
Epilepsia/Convulsiones.....	18	14-15/
Otro (SPECIFY)		
	95	16-17/

5A. ¿Por cuanto tiempo ha tenido (CHILD) esta(s) limitación(es)?

__ __	Total # of Years	
	Less than one year.....	00 18-19/
	All his/her life.....	95

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

Sí.....(ASK A-F).....	1	20/
No.....(GO TO Q.7, CS-9).....	0	

A. ¿Cuántos accidentes o lesiones que hayan necesitado atención médica ha tenido (CHILD) en los últimos 12 meses?

ENTER NUMBER OF ACCIDENTS:	__ __	21-22/
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Comenzando con el accidente o lesión más reciente, por favor deme la siguiente información:

	2ND	3RD
MOST	MOST	MOST
RECENT	RECENT	RECENT
INJURY	INJURY	INJURY

B. Piense en el accidente o lesión (más reciente/ anterior al más reciente/ anterior a éste). ¿En qué mes y año ocurrió?

__ __	__ __	__ __
MONTH	MONTH	MONTH
23-24/	29-30/	35-36/
__ __	__ __	__ __
YEAR	YEAR	YEAR
25-26/	31-32/	37-38/

C. ¿Cuál fue la causa del accidente o lesión (más reciente/anterior al más reciente/anterior a éste)?

CODE ONE BELOW	27-28/	33-34/	39-40/
Accidente de un vehículo como pasajero . 01	. . 01	. . 01	. . 01
Accidente de un vehículo como peatón . . 02	. . 02	. . 02	. . 02
Andando en bicicleta 03	. . 03	. . 03	. . 03
Caída no relacionada con una actividad atlética o deportiva. 04	. . 04	. . 04	. . 04
Caída o golpe relacionado con una actividad atlética o deportiva. 05	. . 05	. . 05	. . 05
Fuego o humo 06	. . 06	. . 06	. . 06
Un líquido caliente. 07	. . 07	. . 07	. . 07
Un juguete u objeto para uso infantil. . 08	. . 08	. . 08	. . 08
Equipo o instrumento no diseñado para niños. 09	. . 09	. . 09	. . 09
Envenenamiento 10	. . 10	. . 10	. . 10
Otro (SPECIFY) _____			
	15	15	15
DON'T KNOW	98	. . 98	. . 98

	MOST RECENT INJURY	2ND MOST RECENT INJURY	3RD MOST RECENT INJURY
D. ¿Qué lesión o problemas de salud específicos resultaron del accidente recién mencionado? CODE ALL THAT APPLY.			
Huesos rotos o dislocados.	01 41-42/	. . 01 62-63/	. . 01 15-16/
Distensión, torsión o torcedura de un músculo.	02 43-44/	. . 02 64-65	. . 02 17-18/
Herida: cortes, raspaduras, pinchazos.	03 45-46/	. . 03 66-67/	. . 03 19-20/
Lesión en la cabeza, conmoción.	04 47-48/	. . 04 68-69/	. . 04 21-22/
Magulladura, contusión o hemorragia interna.	05 49-50/	. . 05 70-71/	. . 05 23-24/
Quemadura, escaldadura.	06 51-52/	. . 06 72-73/	. . 06 25-26/
Enfermedad o efecto de venenos, medicamentos (drogas), etc.	07 53-54/	. . 07 74-75/	. . 07 27-28/
Otro (SPECIFY) _____		_____	_____
_____	15 55-56/	___ 15 76-77/	___ 15 29-30/
DON'T KNOW	98 57-58/	. . 98 78-79/	. . 98 31-32/

E. ¿Dónde ocurrió el accidente o lesión?
CODE ONE BELOW.

En una residencia privada (sin contar guarderías o "day care").	01 59-60/	BEGIN DECK 13 . . 01 12-13/	. . 01 33-34/
En la escuela (incluyendo terrenos y áreas deportivas)	02	. . 02	. . 02
En un lugar de cuidado diurno (guardería/preescolar).	03	. . 03	. . 03
En una calle o autopista	04	. . 04	. . 04
En un edificio o espacio público (sin contar calles o escuelas)	05	. . 05	. . 05
En un lugar de recreación y deportes, excluyendo la escuela	06	. . 06	. . 06
En una granja o área agrícola, excluyendo la casa de una granja.	07	. . 07	. . 07
Otro (SPECIFY) _____		_____	_____
_____	15	___ 15	___ 15
DON'T KNOW	98	. . 98	. . 98

F. INTERVIEWER: IS ANOTHER ACCIDENT OR INJURY CODED IN Q.6A.?

YES . . (REASK B-F)	1 61/ 1 14/	GO TO Q.7
NO.	0 0	

7. Ahora vamos a conversar sobre cualquier ocasión en que (CHILD) pueda haber estado hospitalizado/a. [Esto puede incluir una lesión que Ud. ya haya mencionado anterioremente.] En algún momento de su vida, ¿sufrió (CHILD) algún accidente o lesión que haya requerido hospitalización?

Sí.....(ASK A-F)..... 1 35/
 No.....(GO TO Q.8, CS-11)..... 0

A. ¿Cuántos de esos accidentes o lesiones que requirieron hospitalización ha sufrido (CHILD) alguna vez?

ENTER # OF INJURIES: |__|__| 36-37/

Comenzando con el accidente o lesión más reciente que haya requerido hospitalización, por favor deme la siguiente información:

	MOST RECENT INJURY	2ND MOST RECENT INJURY	3RD MOST RECENT INJURY
B. Piense en el accidente o lesión (más reciente/ anterior a ese). ¿anterior al más reciente/qué mes y año ocurrió?	__ __ MONTH 38-39/ __ __ YEAR 40-41/	__ __ MONTH 44-45/ __ __ YEAR 46-47/	__ __ MONTH 50-51/ __ __ YEAR 52-53/

(IF HOSPITALIZED MORE THAN ONCE FOR SAME INJURY, CODE DATE OF ORIGINAL INJURY.)

C. ¿Cuál fue la causa del accidente o lesión (más reciente/anterior al más reciente/anterior a éste)?
 CODE ONE BELOW

	42-43/	48-49/	54-55/
Accidente de vehículo como pasajero.	01	01	01
Accidente de vehículo como peatón	02	02	02
Andando en bicicleta	03	03	03
Caída no relacionada con una actividad atlética o deportiva.	04	04	04
Caída o golpe relacionado con una actividad atlética o deportiva.	05	05	05
Fuego o humo	06	06	06
Un líquido caliente.	07	07	07
Un juguete u objeto para uso infantil.	08	08	08
Equipo o instrumento no diseñado para niños.	09	09	09
Envenenamiento	10	10	10
Otro (SPECIFY) _____	_____	_____	_____
_____	15	15	15
DON'T KNOW	98	98	98

	MOST RECENT INJURY	2ND MOST RECENT INJURY	3RD MOST RECENT INJURY
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D. ¿Qué lesión o problemas de salud específicos resultaron del accidente recién mencionado?
CODE ALL THAT APPLY.

			BEGIN DECK 14		
Huesos rotos o dislocados.	01 56-57/	. . 01 12-13/		. . 01 33-34/	
Distensión, torsión o torcedura de un músculo.	02 58-59/	. . 02 14-15/		. . 02 35-36/	
Herida: cortes, raspaduras, pinchazos.	03 60-61/	. . 03 16-17/		. . 03 37-38/	
Lesión en la cabeza, conmoción	04 62-63/	. . 04 18-19/		. . 04 39-40/	
Magulladura, contusión o hemorragia interna	05 64-65/	. . 05 20-21/		. . 05 41-42/	
Quemadura, escaldadura	06 66-67/	. . 06 22-23/		. . 06 43-44/	
Enfermedad o efecto de venenos, medicamentos (drogas), etc.	07 68-69/	. . 07 24-25/		. . 07 45-46/	
Otro (SPECIFY) _____		_____		_____	
	15 70-71/	_____ 15 26-27/		_____ 15 47-48/	
DON'T KNOW	98 72-73/	. . 98 28-29/		. . 98 49-50/	

E. ¿Dónde ocurrió el accidente o lesión?
CODE ONE BELOW.

En una residencia privada (sin contar guarderías o "day care").	01 74-75/	. . 01 30-31/		. . 01 51-52/
En la escuela (incluyendo terrenos y áreas deportivas)	02	. . 02		. . 02
En un lugar de cuidado diurno (guardería/preescolar).	03	. . 03		. . 03
En una calle o autopista	04	. . 04		. . 04
En un edificio o espacio público (sin contar calles o escuelas)	05	. . 05		. . 05
En un lugar de recreación y deportes, excluyendo la escuela	06	. . 06		. . 06
En una granja o área agrícola, excluyendo la casa de una granja	07	. . 07		. . 07
Otro (SPECIFY) _____		_____		_____
	15	_____ 15		_____ 15
DON'T KNOW	98	. . 98		. . 98

F. INTERVIEWER: IS ANOTHER ACCIDENT OR INJURY CODED IN Q.7A.?

YES . . (REASK B-F)	1 76/	. . 1 32/	GO TO Q.8
NO.	0	. . 0	

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

Sí.....(ASK A)..... 1 53/
 No.....(GO TO Q.9)..... 0

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

NUMBER OF ILLNESSES: |__|__| 54-55/

9. ¿Cuando fue la última vez que (CHILD) fué al médico para un examen de rutina?

Hace menos de un mes..... 01 56-57/
 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

10. INTERVIEWER:

A. WHAT SEX IS CHILD?

MALE.....(SKIP TO C)..... 1
 FEMALE.....(GO TO B)..... 2 58/

B. CHECK CHILD FACE SHEET (ITEM 3). IS CHILD AGE 8 YRS OR OLDER?

YES.....(SKIP TO Q.11)..... 1 59/
 NO.....(GO TO C)..... 0

C. CHECK CHILD FACE SHEET (ITEM 3). IS CHILD AGE 2 YRS OR OLDER?

YES.....(SKIP TO Q.12)..... 1 60/
 NO.....(SKIP TO Q.13)..... 0

11. ¿Alguna vez ha tenido (CHILD) el período o menstruación?

Sí.....(ASK A)..... 1 61/
 No.....(GO TO Q.12)..... 0

A. ¿Qué edad tenía (CHILD) cuando tuvo el período menstrual por primera vez?

|__|__| 62-63/
 YEARS

B. ¿En qué mes y año tuvo ella su primer período menstrual?

|__|__| |__|__| 64-67/
 MONTH YEAR

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

Hace menos de un mes..... 01 68-69/
 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

13. ¿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 cirujano? [THIS DOES NOT INCLUDE PUBLIC ASSISTANCE HEALTH CARE PROGRAMS.]

Sí..... 1 70/
 No..... 0

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

Sí..... 1 71/
 No..... 0

15. INTERVIEWER: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD'S AGE 3 YEARS OR OLDER?

YES..... 1 72/
 NO....(SKIP TO Q.17, CS-13).... 0

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

Sí.....(ASK A)..... 1
 No.....(GO TO Q.17)..... 0

73/

A. ¿Cuál era el problema? RECORD VERBATIM AND CODE ALL THAT APPLY.
 (PROBE: ¿Sabe usted el nombre o la palabra específica para eso?)

- LEARNING PROBLEMS, LEARNING DISABILITY, DYSLEXIA,
 READING PROBLEMS, SPEECH PROBLEMS 01 74-75/
- BEHAVIOR PROBLEMS IN SCHOOL/PRESCHOOL. 02
- FAMILY PROBLEMS: LOSS OF PARENT OR SIB,
 DIVORCE 03
- UNMANAGEABLE, TEMPER TANTRUMS, DISRUPTIVE,
 HYPERACTIVE 04
- STRESS, CRIES A LOT. 05
- LYING. 06
- EMOTIONAL TRAUMA: MOLESTATION, ABUSE. 07
- AUTISM 08
- SHYNESS. 09
- NIGHTMARES 10
- OTHER (SPECIFY) _____ 15

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

Sí.....(SKIP TO Q.18)..... 1
 No.....(SKIP TO Q.18)..... 0

76/

17. ¿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

77/

18. ¿Toma (CHILD) regularmente alguna medicina o droga para ayudar a controlar su nivel de actividad o su conducta?

Sí..... 1 12/
No..... 0

19. INTERVIEWER: ARE ANY CONDITIONS CODED IN Q.5, CS-6?

YES.....(GO TO A)..... 1 13/
NO.....(SKIP TO Q.20)..... 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.

20. INTERVIEWER: IF (CHILD) IS NOT ALREADY PRESENT, READ TO MOTHER:
¿Por favor, puede Ud. traer a (CHILD) al cuarto y ayudarme a hacer la(la) sentirse cómodo(a)?

- A. CHECK CHILD FACE SHEEET (ITEM 3). IS CHILD AGE 4 YRS OR OLDER?

YES..... 1 14/
NO.....(SKIP TO Q.22)..... 0

21. 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. o: Ya veo.) Tu madre nos ha estado ayudando respondiendo algunas preguntas. Ahora te toca a ti. Primero vamos a ver lo grande que eres y luego te haré algunas preguntas. Quisiera que las respondieras lo mejor que puedas.

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

WAIT FOR CHILD'S RESPONSE, THEN CONTINUE:

(Muy bien. 0 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 ti. 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.

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SECTION 3: PARTS OF THE BODY

AGES: 1 YEAR - LESS THAN 3 YEARS

3

STEP ONE: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD'S AGE 1 YEAR OR 2 YEARS?

YES..... 1 30/
 NO..(SKIP TO SECTION 4, CS-21).. 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 ayudarlo/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.

INTERVIEWER NOTE:

- (1) IF CHILD SKIPS AN OCCASIONAL WORD . . .
- . CONTINUE TO ASK WORDS THROUGH Q.10.
 - . RETURN IMMEDIATELY AND RE-ASK EACH UNANSWERED WORD ONE MORE TIME ONLY. STILL RECORDING UNDER ATTEMPT ONE.
 - . RECORD CHILD'S ANSWER IN SAME ATTEMPT CODE BOX.
 - . MAKE NO FURTHER ATTEMPTS. GO TO Q.11.
- (2) IF CHILD DOES NOT ANSWER ANY OF THE FIRST 5 QUESTIONS (Q.1 - Q.5 CODED 'NO ANSWER') . . .
- . ASSUME CHILD WILL WARM UP LATER.
 - . TURN TO CHILD FACE SHEET AND RECORD NEED FOR ATTEMPT 2 ON TEST GRID.
 - . RETURN TO SECTION 3 LATER TO COMPLETE.
- (3) WHEN YOU COMPLETE AN ATTEMPT, GO TO Q.11.

STEP FIVE: ADMINISTER EACH QUESTION, SAYING:

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

BODY PART	ATTEMPT ONE CODE BOX			NO ANSWER	ATTEMPT TWO CODE BOX			NO ANSWER
	CORRECT	WRONG			CORRECT	WRONG		
1. nariz	1	2	3	31/	1	2	3	41/
2. ojo	1	2	3	32/	1	2	3	42/
3. oreja	1	2	3	33/	1	2	3	43/
4. boca	1	2	3	34/	1	2	3	44/
5. pelo	1	2	3	35/	1	2	3	45/
6. barbilla	1	2	3	36/	1	2	3	46/
7. dedo de la mano	1	2	3	37/	1	2	3	47/
8. dedo del pie	1	2	3	38/	1	2	3	48/
9. ceja	1	2	3	39/	1	2	3	49/
10. codo	1	2	3	40/	1	2	3	50/

INTERVIEWER: IF QUESTIONS 1-5 ARE ALL CODED "NO ANSWER" ASSUME CHILD WILL WARM-UP AND TRY ATTEMPT TWO LATER.

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1 51/
 NO.....(GO TO Q.12)..... 0

A. IF PRESENT,	CODE #	PERSONS	EFFECT ON CHILD'S PERFORMANCE		
			SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	____	52/	1	2	3 53/
FATHER	____	54/	1	2	3 55/
OTHER ADULTS	__	56-57/	1	2	3 58/
CHILDREN	__	59-60/	1	2	3 61/

12. CODE CHILD'S ENERGY LEVEL DURING SECTION. 62/

Low (tired)..... 1
 Medium..... 2
 High..... 3

13. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 63/
 NO....(GO TO SECTION 4, CS-21).... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 64-65/
 CHILD WOULD NOT RESPOND..... 02 66-67/
 MAJOR INTERRUPTION CAUSED TERMINATION... 03 68-69/
 CHILD COULD NOT UNDERSTAND TASK..... 04 70-71/
 CHILD HAD LANGUAGE PROBLEM..... 05 72-73/
 CHILD'S EMOTIONAL CONDITION..... 06 74-75/
 CHILD'S PHYSICAL CONDITION..... 07 76-77/
 OTHER (SPECIFY) _____ 08 78-79/

IF THIS IS SECOND ATTEMPT, SKIP TO SECTION 11, CS-71.

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SECTION 4: MEMORY FOR LOCATION

AGES: 8 MONTHS - LESS THAN 4 YEARS OLD

4

STEP ONE: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD AT LEAST 8 MOS AND LESS THAN 4 YRS OLD?

YES..... 1 12/
NO.(SKIP TO SECTION 5, CS-29).. 0

STEP TWO: CHECK CHILD FACE SHEET TEST GRID. DOES CHILD HAVE A VALID SCORE FOR MEMORY FOR LOCATION IN 1986?

YES.(SKIP TO SECTION 5, CS-29). 1 13/
NO..... 0

[STEP THREE: 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 este muñeco (SHOW DOLL). Para averiguarlo, pondré el muñeco debajo de una de estas vasos. Luego esconderé los vasos para que no las pueda ver por un rato. Después de eso, le pediré que me enseñe dónde está el muñeco.]

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

STEP FIVE: INSTRUCT THE CHILD.

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

STEP SIX: ADMINISTER PRACTICE QUESTIONS

PRACTICE A (ALL CHILDREN)

(CIRCLE CHILD'S ANSWER IN BOX)

USE 2 CUPS -> |

	0			*	
1	2	3	4	5	6

SCREENING TIME = NONE

14/

CORRECT..(SKIP TO STEP SEVEN)... 1

WRONG.....(GO TO PRACTICE B).... 2

15/

PRACTICE B (CHILDREN CODED WRONG ON PRACTICE A)

(CIRCLE CHILD'S ANSWER IN BOX)

USE 2 CUPS-> |

	*			0	
1	2	3	4	5	6

SCREENING TIME = NONE

16/

CORRECT..... 1

17/

WRONG...(DO FURTHER PRACTICE THEN GO TO STEP SEVEN)... 2

INTERVIEWER NOTE:

IF CHILD REFUSES TO RESPOND, RECORD NEED FOR
 ADDITIONAL ATTEMPT ON CHILD FACE SHEET TEST GRID.
 MAKE UP TO TWO ADDITIONAL ATTEMPTS TO GAIN COOPERATION.
 AFTER FINAL ATTEMPT -- WHETHER COMPLETED OR NOT --
 SKIP TO Q.11, CS-27.

STEP SEVEN: INTERVIEWER: CHECK CHILD FACE SHEET (ITEM 3).
 IS CHILD'S AGE . . .

- 8 MOS - 23 MOS.....(GO TO Q.1)..... 1 18/
- 2 YRS - 2 YRS, 11 MOS.....(SKIP TO Q.4, CS-24)..... 2
- 3 YRS - 3 YRS, 11 MOS.....(SKIP TO Q.7, CS-25)..... 3

(CIRCLE ANSWER IN BOX THEN CODE)

START
HERE
FOR
8 MOS -
23 MOS.

1. A.

USE 2 CUPS->

	*			0	
1	2	3	4	5	6

CORRECT..(GO TO Q.2).. 1 20/
WRONG....(ASK B)..... 2

SCREENING TIME = 1 SECOND 19/

B.

USE 2 CUPS->

	0			*	
1	2	3	4	5	6

CORRECT.(GO TO Q.2).. 1 22/
WRONG...(SKIP TO Q.11,
CS-27)..... 2

SCREENING TIME = 1 SECOND 21/

2. A.

USE 2 CUPS->

	0			*	
1	2	3	4	5	6

CORRECT.(GO TO Q.3)... 1 24/
WRONG....(ASK B)..... 2

SCREENING TIME = 5 SECONDS 23/

B.

USE 2 CUPS->

	*			0	
1	2	3	4	5	6

CORRECT.(GO TO Q.3).. 1 26/
WRONG.(SKIP TO Q.4).. 2

SCREENING TIME = 5 SECONDS 25/

3. A.

USE 2 CUPS->

	*			0	
1	2	3	4	5	6

CORRECT.(GO TO Q.4)... 1 28/
WRONG....(ASK B)..... 2

SCREENING TIME = 10 SECONDS 27/

B.

USE 2 CUPS->

	0			*	
1	2	3	4	5	6

CORRECT.(GO TO Q.4).. 1 30/
WRONG...(GO TO Q.4).. 2

SCREENING TIME = 10 SECONDS 29/

(CIRCLE ANSWER IN BOX THEN CODE)

START
HERE
FOR
2 YRS.-
2 YRS,
11 MOS

4. A.

USE 4 CUPS->

	0	0	*	0	
1	2	3	4	5	6

CORRECT...(GO TO Q.5)... 1 32/
WRONG.....(ASK B)..... 2

SCREENING TIME = 1 SECOND 31/

B.

USE 4 CUPS->

	0	*	0	0	
1	2	3	4	5	6

CORRECT...(GO TO Q.5)... 1 34/
WRONG...(SKIP TO Q.11,
CS-27)..... 2

SCREENING TIME = 1 SECOND 33/

5. A.

USE 4 CUPS->

	*	0	0	0	
1	2	3	4	5	6

CORRECT...(GO TO Q.6)... 1 36/
WRONG.....(ASK B)..... 2

SCREENING TIME = 5 SECONDS 35/

B.

USE 4 CUPS->

	0	0	*	0	
1	2	3	4	5	6

CORRECT...(GO TO Q.6).. 1 38/
WRONG...(SKIP TO Q.7).. 2

SCREENING TIME = 5 SECONDS 37/

6. A.

USE 4 CUPS->

	0	0	0	*	
1	2	3	4	5	6

CORRECT...(GO TO Q.7)... 1 40/
WRONG.....(ASK B)..... 2

SCREENING TIME = 10 SECONDS 39/

B.

USE 4 CUPS->

	0	*	0	0	
1	2	3	4	5	6

CORRECT...(GO TO Q.7).. 1 42/
WRONG...(GO TO Q.7)... 2

SCREENING TIME = 10 SECONDS 41/

(CIRCLE ANSWER IN BOX THEN CODE)

START
HERE
FOR
3 YRS -
3 YRS,
11 MOS

7. A.

USE 6 CUPS->

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

CORRECT..(GO TO Q.8).. 1 44/
WRONG.....(ASK B)..... 2

SCREENING TIME = 1 SECOND 43/

B.

USE 6 CUPS->

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

CORRECT..(GO TO Q.8).. 1 46/
WRONG...(SKIP TO Q.11,
CS-27)..... 2

SCREENING TIME = 1 SECOND 45/

8. A.

USE 6 CUPS->

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

CORRECT..(GO TO Q.9).. 1 48/
WRONG.....(ASK B)..... 2

SCREENING TIME = 5 SECONDS 47/

B.

USE 6 CUPS->

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

CORRECT..(GO TO Q.9).. 1 50/
WRONG...(SKIP TO Q.11,
CS-27)..... 2

SCREENING TIME = 5 SECONDS 49/

9. A.

USE 6 CUPS->

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

CORRECT..(GO TO Q.10).. 1 52/
WRONG.....(ASK B)..... 2

SCREENING TIME = 10 SECONDS 51/

B.

USE 6 CUPS->

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

CORRECT..(GO TO Q.10).. 1 54/
WRONG...(SKIP TO Q.11,
CS-27)..... 2

SCREENING TIME = 10 SECONDS 53/

10. A.

USE 6 CUPS->	0	0	0	*	0	0	CORRECT..(GO TO Q.11).. 1	56/
	1	2	3	4	5	6		

SCREENING TIME = 15 SECONDS 55/

B.

USE 6 CUPS->	0	*	0	0	0	0	CORRECT..(GO TO Q.11).. 1	58/
	1	2	3	4	5	6		

SCREENING TIME = 15 SECONDS 57/

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1
 NO.....(GO TO Q.12)..... 0 59/

A. <u>IF PRESENT,</u>	<u>CODE # PERSONS</u>	<u>EFFECT ON CHILD'S PERFORMANCE</u>		
		<u>SEEMED TO BE HARMFUL</u>	<u>NONE OBSERVABLE</u>	<u>SEEMED TO IMPROVE</u>
MOTHER	____ 60/	1	2	3 61/
FATHER	____ 62/	1	2	3 63/
OTHER ADULTS	__ 64-65/	1	2	3 66/
CHILDREN	__ 67-68/	1	2	3 69/

12. CODE CHILD'S ENERGY LEVEL DURING SECTION. 70/

Low (tired)..... 1
 Medium..... 2
 High..... 3

13. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 71/
 NO.....(GO TO Q.14, CS-28)..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	72-73/
CHILD WOULD NOT RESPOND.....	02	74-75/
MAJOR INTERRUPTION CAUSED TERMINATION...	03	76-77/
		BEGIN DECK 17
CHILD COULD NOT UNDERSTAND TASK.....	04	12-13/
CHILD HAD LANGUAGE PROBLEM.....	05	14-15/
CHILD'S EMOTIONAL CONDITION.....	06	16-17/
CHILD'S PHYSICAL CONDITION.....	07	18-19/
OTHER (SPECIFY)	08	20-21/

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

14. INTERVIEWER: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD'S AGE . . .

LESS THAN - 2 YRS, 11 MOS..(SKIP TO SECTION 11, CS-71). 1

2 YRS., 11 MOS.....(ANSWER A)..... 2 22/

3 YRS - OR OLDER.....(GO TO SECTION 5, CS-29)..... 3

A. CHECK CHILD FACE SHEET (ITEM 4). IS CHILD'S PPVT AGE. . .

LESS THAN 3 YEARS....(SKIP TO SECTION 11, CS-71).... 1 23/

3 YEARS.....(GO TO SECTION 10, CS-59)..... 2

IF THIS IS SECOND OR THIRD ATTEMPT, SKIP TO SECTION 11, CS-71.

SECTION 5: VERBAL MEMORY

AGES: CHILDREN 3 YEARS - LESS THAN 7 YEARS

STEP ONE: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD'S AGE 3 YRS - LESS THAN 7 YRS?

YES..... 1 24/
NO...(SKIP TO SECTION 6, CS-37).... 0

STEP TWO: CHECK CHILD FACE SHEET TEST GRID. DOES CHILD HAVE A VALID SCORE FOR VERBAL MEMORY IN 1986?

YES...(SKIP TO SECTION 6, CS-37)... 1 25/
NO..... 0

[STEP THREE: 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 FOUR: INSTRUCTIONS FOR PART A (WORDS).

ADMINISTER WORDS:

- (1) READ AT EVEN RATE: ONE WORD/SECOND.
- (2) READ EACH QUESTION ONLY ONCE.
- (3) AS CHILD REPEATS WORDS, WRITE ORDER NUMBER ABOVE EACH WORD. IF CHILD DOES NOT REPEAT WORD, WRITE NOTHING ABOVE IT.
- (4) IF NEEDED, ENCOURAGE CHILD WITH: Now it's your turn. Say the words back to me.

SCORE WORDS:

- (1) COUNT EACH WORD WITH A NUMBER ABOVE IT. ENTER TOTAL NUMBER IN BOX A.
- (2) IF CHILD MADE ANY CHANGE IN WORD ORDER, ENTER A '1' IN BOX B.
-- IF NO REVERSALS OCCURRED, ENTER A SCORE OF '0'
-- DO NOT DEDUCT POINTS FOR BABY WORDS OR SLANG.
- (3) SUBTRACT BOX B FROM BOX A FOR EACH QUESTION, PUT SCORE IN BOX C.

[IF NEEDED, SEE Q X Q.]

STEP SEVEN: 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 said goodbye to his dog every morning before he went to school.

BOX E
| | | | 54-55/
| 0 | | |
(MAXIMUM OF 7)

6. The girl tied a pretty pink ribbon on her doll before she went out.

+
| | | | 56-57/
| 0 | | |
(MAXIMUM OF 9)

7. RECORD TOTAL BOX D SCORE FROM CS-30.

BOX D
+ | | | | 58-59/
| | | |
(MAXIMUM 14)

8. ADD BOTH BOX E SCORES TO BOX D AND ENTER TOTAL IN BOX F --->

BOX F
| | | | 60-61/
| | | |
GRAND TOTAL
(MAXIMUM 30)

9. DOES BOX F TOTAL EQUAL 5 OR MORE?

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

62/

NO.....(SKIP TO Q.21, CS-35)..... 0

PART C: STORY.

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

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

- . CIRCLE EXACT WORD/PHRASE IF CHILD USES IT.
- . WRITE ALTERNATE WORDS CHILD USES ABOVE PRINTED WORD.
- . IF CHILD OMITTS IDEA, 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

INTERVIEWER NOTE: CODERS WILL CODE THESE QUESTIONS.

10.	Bob	Correct..... 1 Wrong..... 2	63/
11.	The Woman	Correct..... 1 Wrong..... 2	64/
12.	Letters	Correct..... 1 Wrong..... 2	65/
13.	(Bob) Walking To Store	Correct..... 1 Wrong..... 2	66/
14.	(Bob) Saw Woman	Correct..... 1 Wrong..... 2	67/
15.	(Wind) Blew Letters	Correct..... 1 Wrong..... 2	68/
16.	(Bob Shouted,) "I'll Get Them For You!"	Correct..... 1 Wrong..... 2	69/
17.	(Bob) Was Careful	Correct..... 1 Wrong..... 2	70/
18.	(Bob) Picked Up Letters	Correct..... 1 Wrong..... 2	71/
19.	(Woman) was happy	Correct..... 1 Wrong..... 2	72/
20.	(Woman) Thanked Bob	Correct..... 1 Wrong..... 2	73/

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1 74/
 NO.....(GO TO Q.22)..... 0

A. IF PRESENT,	CODE # PERSONS	EFFECT ON CHILD'S PERFORMANCE		
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	____ 75/	1	2	3 76/
FATHER	____ 77/	1	2	3 78/
OTHER ADULTS	__ 79-80/	1	2	3 12/
CHILDREN	__ 13-14/	1	2	3 15/

22. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Low (tired)..... 1 16/
 Medium..... 2
 High..... 3

23. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 17/
 NO.....(GO TO Q.24)..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 18-19/
 CHILD WOULD NOT RESPOND..... 02 20-21/
 MAJOR INTERRUPTION CAUSED TERMINATION... 03 22-23/
 CHILD COULD NOT UNDERSTAND TASK..... 04 24-25/
 CHILD HAD LANGUAGE PROBLEM..... 05 26-27/
 CHILD'S EMOTIONAL CONDITION..... 06 28-29/
 CHILD'S PHYSICAL CONDITION..... 07 30-31/
 OTHER (SPECIFY)_____ 08 32-33/

24. INTERVIEWER: CHECK CHILD FACE SHEET (ITEM 4). IS CHILD'S PPVT AGE . . .

3 YRS - 4 YRS, 11 MOS....(SKIP TO SECTION 10, CS-59)..... 1 34/
 5 YRS OR OLDER.....(SKIP TO SECTION 8, CS-47)..... 2

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SECTION 6: WHAT I AM LIKE

AGES: 8 YEARS AND OLDER

STEP ONE: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD'S AGE 8 YRS OR OLDER?
 YES..... 1 35/
 NO..(SKIP TO SECTION 7, CS-41)... 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 quisiéramos saber cuál de ellos se parece más a ti.

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

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

- 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 realmente en tu caso o solamente más o menos cierta.

IF NECESSARY, PROBE: Bueno, ¿que piensas? ¿En tu caso, es realmente 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.

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

<u>REALMEN-</u> <u>TE CIERTO</u> <u>EN MI CASO</u>	<u>MAS 0</u> <u>MENOS CIERTO</u> <u>EN MI CASO</u>	X	Q#	Y	<u>MAS 0</u> <u>MENOS CIERTO</u> <u>EN MI CASO</u>	<u>REALMENTE</u> <u>CIERTO</u> <u>EN MI CASO</u>	
4	3		1. Algunos niños piensan que son muy <u>buenos</u> haciendo la tarea de la escuela	PERO	2 Otros niños <u>se preocupan</u> acerca de si <u>pueden</u> hacer la tarea que les dan en la escuela.	1	36/
1	2		2. Algunos niños con frecuencia se sienten <u>descontentos</u> consigo mismos.	PERO	3 Otros niños se sienten bastante <u>satisfechos</u> consigo mismos.	4	37/
4	3		3. Algunos niños piensan que son <u>igual de inteligentes</u> que otros niños de su edad.	PERO	2 Otros niños no están tan seguros y <u>se preguntan</u> si son igual de inteligentes.	1	38/
1	2		4. A algunos niños <u>no</u> les gusta la vida que llevan	PERO	3 A otros niños <u>sí</u> les gusta la vida que llevan.	4	39/
1	2		5. Algunos niños son bastante <u>lentos</u> para terminar la tarea de la escuela	PERO	3 Otros niños pueden hacer la tarea de la escuela <u>rápidamente</u>	4	40/
4	3		6. Algunos niños están <u>contentos</u> consigo mismos como personas	PERO	2 Otros niños frecuentemente <u>no</u> están contentos consigo mismos.	1	41/

INTERVIEWER: INSTRUCT CHILD.

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

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

<u>REALMENTE CIERTO EN MI CASO</u>	<u>MAS O MENOS CIERTO EN MI CASO</u>	X	Q#	Y	<u>MAS O MENOS CIERTO EN MI CASO</u>	<u>REALMENTE CIERTO EN MI CASO</u>	
1	2		7.		3	4	42/
			PERO	Otros niños pueden recordar <u>con facilidad</u> lo que aprenden.			
				Algunos niños <u>olvidan</u> con frecuencia lo que aprenden			
4	3		8.		2	1	43/
			PERO	Otros niños desearían con frecuencia ser otra persona.			
				A algunos niños <u>les gusta</u> el tipo de <u>persona</u> que son			
4	3		9.		2	1	44/
			PERO	A otros niños <u>no</u> les va bien en su trabajo en clase.			
				A algunos niños les va <u>muy bien</u> en su trabajo en clase			
4	3		10.		2	1	45/
			PERO	Otros niños desearían ser <u>diferentes</u> .			
				Algunos niños están muy <u>contentos</u> siendo como son			
1	2		11.		3	4	46/
			PERO	Otros niños casi <u>siempre</u> pueden pensar las respuestas.			
				Algunos niños tienen <u>dificultad</u> para pensar las respuestas en la escuela			
1	2		12.		3	4	47/
			PERO	Otros niños piensan que la forma en que hacen las cosas está <u>bien</u> .			
				Algunos niños <u>no están</u> muy contentos con la forma en que hacen muchas cosas			

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1 48/
 NO.....(GO TO Q.14)..... 0

A. IF PRESENT,	CODE # PERSONS	EFFECT ON CHILD'S PERFORMANCE			
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
MOTHER	____ 49/	1	2	3	50/
FATHER	____ 51/	1	2	3	52/
OTHER ADULTS	__ 53-54/	1	2	3	55/
CHILDREN	__ 56-57/	1	2	3	58/

14. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Low (tired)..... 1
 Medium..... 2 59/
 High..... 3

15. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 60/
 NO....(GO TO SECTION 7, CS-41).... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 61-62/
 CHILD WOULD NOT RESPOND..... 02 63-64/
 MAJOR INTERRUPTION CAUSED TERMINATION... 03 65-66/
 CHILD COULD NOT UNDERSTAND TASK..... 04 67-68/
 CHILD HAD LANGUAGE PROBLEM..... 05 69-70/
 CHILD'S EMOTIONAL CONDITION..... 06 71-72/
 CHILD'S PHYSICAL CONDITION..... 07 73-74/
 OTHER (SPECIFY)_____ 08 75-76/

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 EACH QUESTION.

DIGITS FORWARD MEASUREMENT.

		CORRECT	WRONG	
1.	A. 3 - 8 - 6	1	2	12-13/
	B. 6 - 1 - 2	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD, CS-43.

2.	A. 3 - 4 - 1 - 7	1	2	14-15/
	B. 6 - 1 - 5 - 8	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD, CS-43.

3.	A. 8 - 4 - 2 - 3 - 9	1	2	16-17/
	B. 5 - 2 - 1 - 8 - 6	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD, CS-43.

4.	A. 3 - 8 - 9 - 1 - 7 - 4	1	2	18-19/
	B. 7 - 9 - 6 - 4 - 8 - 3	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD, CS-43.

5.	A. 5 - 1 - 7 - 4 - 2 - 3 - 8	1	2	20-21/
	B. 9 - 8 - 5 - 2 - 1 - 6 - 3	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD, CS-43.

6.	A. 1 - 6 - 4 - 5 - 9 - 7 - 6 - 3	1	2	22-23/
	B. 2 - 9 - 7 - 6 - 3 - 1 - 5 - 4	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD, CS-43.

		CORRECT	WRONG	
7.	A. 5 - 3 - 8 - 7 - 1 - 2 - 4 - 6 - 9	1	2	24-25/
	B. 4 - 2 - 6 - 9 - 1 - 7 - 8 - 3 - 5	1	2	

IF BOTH A & B ARE CODED WRONG, GO TO DIGITS BACKWARD, BELOW.

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: 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	
8.	A. 2-5 (ANS = 5-2)	1	2	26-27/
	B. 6-3 (ANS = 3-6)	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15, CS-45.

9.	A. 5-7-4 (ANS = 4-7-5)	1	2	28-29/
	B. 2-5-9 (ANS = 9-5-2)	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15, CS-45.

10.	A. 7-2-9-6 (ANS = 6-9-2-7)	1	2	30-31/
	B. 8-4-9-3 (ANS = 3-9-4-8)	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15, CS-45.

		CORRECT	WRONG	
11.	A. 4-1-3-5-7 (ANS = 7-5-3-1-4)	1	2	32-33/
	B. 9-7-8-5-2 (ANS = 2-5-8-7-9)	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15, CS-45.

12.	A. 1-6-5-2-9-8 (ANS = 8-9-2-5-6-1)	1	2	34-35/
	B. 3-6-7-1-9-4 (ANS = 4-9-1-7-6-3)	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15, CS-45.

13.	A. 8-5-9-2-3-4-2 (ANS = 2-4-3-2-9-5-8)	1	2	36-37/
	B. 4-5-7-9-2-8-1 (ANS = 1-8-2-9-7-5-4)	1	2	

IF BOTH A & B ARE CODED WRONG, SKIP TO Q.15, CS-45.

14.	A. 6-9-1-6-3-2-5-8 (ANS = 8-5-2-3-6-1-9-6)	1	2	38-39/
	B. 3-1-7-9-5-4-8-2 (ANS = 2-8-4-5-9-7-1-3)	1	2	

GO TO Q.15, CS-45.

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1 40/
 NO.....(GO TO Q.16)..... 0

A. IF PRESENT,	CODE #	PERSONS	EFFECT ON CHILD'S PERFORMANCE			
			SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
MOTHER	____	41/	1	2	3	42/
FATHER	____	43/	1	2	3	44/
OTHER ADULTS	__	45-46/	1	2	3	47/
CHILDREN	__	48-49/	1	2	3	50/

16. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Low (tired)..... 1
 Medium..... 2 51/
 High..... 3

17. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 52/
 NO....(GO TO SECTION 8, CS-47).... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED.....	01	53-54/
CHILD WOULD NOT RESPOND.....	02	55-56/
MAJOR INTERRUPTION CAUSED TERMINATION...	03	57-58/
CHILD COULD NOT UNDERSTAND TASK.....	04	59-60/
CHILD HAD LANGUAGE PROBLEM.....	05	61-62/
CHILD'S EMOTIONAL CONDITION.....	06	63-64/
CHILD'S PHYSICAL CONDITION.....	07	65-66/
OTHER (SPECIFY)_____	08	67-68/

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SECTION 8: PIAT MATH

AGES: PPVT AGE 5 YEARS AND OLDER

STEP ONE: CHECK CHILD FACE SHEET (ITEM 4). IS CHILD'S PPVT AGE 5 YRS OR OLDER?

YES..... 1 69/
NO...(SKIP TO SECTION 10, CS-59)... 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 CHILD FACE SHEET (ITEM 5). IS CHILD IN 1ST GRADE OR HIGHER?

YES.....(SKIP TO B)..... 1 70/
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: CHECK GRADE ON CHILD FACE SHEET (ITEM 5). CODE CHILD'S STARTING Q#, TURN TO APPROPRIATE EASEL PAGE AND PROCEED.

KINDERGARTEN OR LESS....(GO TO Q.1, CS-48)..... 00
1ST GRADE.....(GO TO Q.15, CS-48)..... 01
2ND GRADE.....(GO TO Q.25, CS-48)..... 02
3RD GRADE.....(GO TO Q.30, CS-48)..... 03
4TH GRADE.....(GO TO Q.35, CS-48)..... 04 71-72/
5TH GRADE.....(GO TO Q.40, CS-48)..... 05
6TH GRADE.....(GO TO Q.45, CS-48)..... 06
7TH GRADE.....(GO TO Q.50, CS-48)..... 07
8TH GRADE.....(GO TO Q.54, CS-49)..... 08
9TH GRADE.....(GO TO Q.58, CS-49)..... 09
10TH GRADE.....(SKIP TO Q.60, CS-49)..... 10
11TH GRADE.....(SKIP TO Q.62, CS-49)..... 11
12TH GRADE.....(SKIP TO Q.64, CS-49)..... 12

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

COUNT BACK 5 TO ESTABLISH BASAL
ONLY IF STARTING Q# IS WRONG -
JUMP BACK TO NEXT LOWER GRADE.

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

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

COUNT BACK 5 TO ESTABLISH BASAL
ONLY IF STARTING Q# IS WRONG -
JUMP BACK TO NEXT LOWER GRADE.

GRADE	ANSWER	RECORD (CODE ONE)		CORRECT	WRONG	GRADE	ANSWER	RECORD (CODE ONE)		CORRECT	WRONG	
		RESPONSE						RESPONSE				
								BEGIN DECK 22				
	53. (4)	()	46/	1	2	47/	69. (1)	()	12/	1	2	13/
8th	54. (4)	()	48/	1	2	49/	70. (1)	()	14/	1	2	15/
	55. (2)	()	50/	1	2	51/	71. (2)	()	16/	1	2	17/
	56. (3)	()	52/	1	2	53/	72. (1)	()	18/	1	2	19/
	57. (1)	()	54/	1	2	55/	73. (1)	()	20/	1	2	21/
9th	58. (2)	()	56/	1	2	57/	74. (3)	()	22/	1	2	23/
	59. (2)	()	58/	1	2	59/	75. (3)	()	24/	1	2	25/
10th	60. (1)	()	60/	1	2	61/	76. (4)	()	26/	1	2	27/
	61. (3)	()	62/	1	2	63/	77. (3)	()	28/	1	2	29/
11th	62. (1)	()	64/	1	2	65/	78. (2)	()	30/	1	2	31/
	63. (4)	()	66/	1	2	67/	79. (3)	()	32/	1	2	33/
12th	64. (3)	()	68/	1	2	69/	80. (4)	()	34/	1	2	35/
	65. (2)	()	70/	1	2	71/	81. (2)	()	36/	1	2	37/
	66. (2)	()	72/	1	2	73/	82. (1)	()	38/	1	2	39/
	67. (4)	()	74/	1	2	75/	83. (2)	()	40/	1	2	41/
	68. (4)	()	76/	1	2	77/	84. (2)	()	42/	1	2	43/

85. INTERVIEWER: A. DID YOU GET A BASAL? ARE THERE FIVE (5) CONSECUTIVE CORRECT RESPONSES AT THE BEGINNING?

YES..... 1 44/
 NO...(GO BACK AND GET THE BASAL).... 0

B. DID YOU GET A CEILING? ARE THE LAST FIVE (5) CONSECUTIVE RESPONSES INCORRECT?

YES..... 1 45/
 NO...(GO BACK AND GET THE CEILING... 0

86. INTERVIEWER: COMPUTE SCORE:

- > A. ENTER CEILING Q#: _____ | _____ | 46-47/
 (LAST ITEM WRONG)
- B. ENTER TOTAL # OF ERRORS BETWEEN _____ | _____ | 48-49/
 BASAL AND CEILING:
- C. SUBTRACT 'B' FROM 'A': _____ | _____ | = SCORE 50-51/

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1 52/
 NO.....(GO TO Q.88)..... 0

A. IF PRESENT,	CODE #	PERSONS	EFFECT ON CHILD'S PERFORMANCE			
			SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
MOTHER	____	53/	1	2	3	54/
FATHER	____	55/	1	2	3	56/
OTHER ADULTS	_	57-58/	1	2	3	59/
CHILDREN	_	60-61/	1	2	3	62/

88. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Low (tired)..... 1
 Medium..... 2 63/
 High..... 3

89. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 64/
 NO....(GO TO SECTION 9, CS-51).... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 65-66/
 CHILD WOULD NOT RESPOND..... 02 67-68/
 MAJOR INTERRUPTION CAUSED TERMINATION... 03 69-70/
 CHILD COULD NOT UNDERSTAND TASK..... 04 71-72/
 CHILD HAD LANGUAGE PROBLEM..... 05 73-74/
 CHILD'S EMOTIONAL CONDITION..... 06 75-76/
 CHILD'S PHYSICAL CONDITION..... 07 77-78/
 OTHER (SPECIFY)_____ 08 79-80/

SECTION 9: PIAT READING

AGES: PPVT 5 YEARS AND OLDER

PART A: READING RECOGNITION

STEP ONE: CHECK CHILD FACE SHEET (ITEM 4). IS CHILD'S PPVT AGE 5 YRS OR OLDER?

YES..... 1 12/
NO...(SKIP TO SECTION 10, CS-59).. 0

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

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

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

STEP FOUR: PRACTICE EXERCISES (INCLUDES INSTRUCTIONS TO CHILD)

CHECK CHILD FACE SHEET (ITEM 5). IS CHILD IN 1ST GRADE OR HIGHER?

YES.....(SKIP TO B)..... 1 13/
NO.....(GO TO A)..... 0

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

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

STEP FIVE: TURN BACK TO Q.86C, CS-49. RECORD TOTAL MATH SCORE IN BOX A BELOW. SKIP TO STARTING Q# (SEE BOX A), TURN TO APPROPRIATE EASEL PAGE AND PROCEED.

(STARTING Q# FROM SECTION 8, CS-49, Q.86C.) |

 14-15/
----->|

 BOX A

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

COUNT BACK 5 TO ESTABLISH BASAL
ONLY IF STARTING Q# IS WRONG -
JUMP BACK 5 ITEMS.

INTERVIEWER: BE SURE TO CODE EVERY ANSWER.

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

INTERVIEWER: IF YOU CODED 5 IN A ROW WRONG, SKIP TO Q. 85.

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

COUNT BACK 5 TO ESTABLISH BASAL
ONLY IF STARTING Q# IS WRONG -
JUMP BACK 5 ITEMS.

INTERVIEWER: BE SURE TO CODE EVERY ANSWER.

PLATE ITEM			<u>CODE ONE...</u>		PLATE ITEM			<u>CODE ONE...</u>			
#	#	ANSWER	CORRECT	WRONG	#	#	ANSWER	CORRECT	WRONG		
	45.	(anchor)	1	2	60/	65.	(diminutive)	1	2	12/	
(18)	46.	(elegant)	1	2	61/	66.	(ensign)	1	2	13/	
	47.	(gaudy)	1	2	62/	67.	(dilapidated)	1	2	14/	
	48.	(treacherous)	1	2	63/	68.	(bureaucrat)	1	2	15/	
	49.	(yacht)	1	2	64/	69.	(adulation)	1	2	16/	
	50.	(guerilla)	1	2	65/	70.	(exorbitantly)	1	2	17/	
	51.	(boisterous)	1	2	66/	71.	(epoch)	1	2	18/	
	52.	(isthmus)	1	2	67/	72.	(aesthetic)	1	2	19/	
	53.	(anticipation)	1	2	68/	73.	(deluge)	1	2	20/	
	54.	(vertebrates)	1	2	69/	74.	(didactic)	1	2	21/	
	55.	(contemplate)	1	2	70/	75.	(titular)	1	2	22/	
	56.	(heroine)	1	2	71/	76.	(credulity)	1	2	23/	
	57.	(unparalleled)	1	2	72/	77.	(judiciable)	1	2	24/	
	58.	(inaccessible)	1	2	73/	(20)	78.	(nihilism)	1	2	25/
	59.	(colleague)	1	2	74/	79.	(pharyngeal)	1	2	26/	
	60.	(medieval)	1	2	75/	80.	(pterodactyl)	1	2	27/	
	61.	(pinnacle)	1	2	76/	81.	(macrocosm)	1	2	28/	
(19)	62.	(picturesque)	1	2	77/	82.	(chimerical)	1	2	29/	
	63.	(adjacent)	1	2	78/	83.	(disaccharide)	1	2	30/	
	64.	(navigable)	1	2	79/	84.	(apophthegm)	1	2	31/	

INTERVIEWER: IF YOU CODED 5 IN A ROW WRONG, SKIP TO Q.85.

85. INTERVIEWER: A. DID YOU GET A BASAL? ARE THERE FIVE (5) CONSECUTIVE CORRECT RESPONSES AT THE BEGINNING?

YES..... 1 32/
 NO...(GO BACK AND GET THE BASAL)..... 0

B. DID YOU GET A CEILING? ARE THE LAST FIVE (5) CONSECUTIVE RESPONSES INCORRECT?

YES..... 1 33/
 NO...(GO BACK AND GET THE CEILING)... 0

86. INTERVIEWER: COMPUTE SCORE:

A. ENTER HIGHEST CEILING Q#: |__|__| 34-35/
 (LAST ITEM WRONG)

B. ENTER TOTAL # OF ERRORS BETWEEN |__|__| 36-37/
 BASAL AND CEILING: _____

C. SUBTRACT 'B' FROM 'A': |__|__| = SCORE 38-39/

D. IS CHILD'S SCORE IN 'C' 15 OR HIGHER?

YES.....(GO TO STEP SIX)..... 1 40/
 NO.....(SKIP TO Q.87, CS-58)..... 0

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).

CHECK CHILD FACE SHEET (ITEM 5). IS CHILD IN 1ST GRADE OR HIGHER GRADE?

YES...(SKIP TO B)..... 1 41/
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: RECORD SCORE FROM Q.86C, CS-54 IN BOX B BELOW. SKIP TO STARTING Q# (SEE BOX B BELOW), TURN TO APPROPRIATE EASEL PAGE AND PROCEED IF RAW SCORE = 15 OR HIGHER.

(STARTING Q# FROM PART A, CS-54, Q.86C.) [] [] 42-43/
-----> [] []
BOX B

IF SCORE IN 'BOX B' IS LESS THAN 15, SKIP TO Q.87, CS-58.

BASAL = 5 OF 5 CORRECT CEILING = 5 OF 5 WRONG
--

COUNT BACK 5 TO ESTABLISH BASAL ONLY IF STARTING Q# IS WRONG - JUMP BACK 5 ITEMS.

INTERVIEWER: BE SURE TO CODE EVERY ANSWER.

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

BEGIN DECK 25

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

COUNT BACK 5 TO ESTABLISH BASAL
ONLY IF STARTING Q# IS WRONG -
JUMP BACK 5 ITEMS.

PLATE #	ANSWER	RECORD RESPONSE	CODE ONE...	
			CORRECT	WRONG
65.	(4)	()	68/ 1	2
66.	(1)	()	70/ 1	2
67.	(2)	()	72/ 1	2
68.	(1)	()	74/ 1	2
69.	(4)	()	76/ 1	2
70.	(2)	()	12/ 1	2
71.	(1)	()	14/ 1	2
72.	(1)	()	16/ 1	2
73.	(4)	()	18/ 1	2
74.	(4)	()	20/ 1	2

BEGIN DECK 26

PLATE #	ANSWER	RECORD RESPONSE	CODE ONE...	
			CORRECT	WRONG
69/ 75.	(1)	()	22/ 1	2
71/ 76.	(2)	()	24/ 1	2
73/ 77.	(3)	()	26/ 1	2
75/ 78.	(4)	()	28/ 1	2
77/ 79.	(2)	()	30/ 1	2
13/ 80.	(3)	()	32/ 1	2
15/ 81.	(3)	()	34/ 1	2
17/ 82.	(1)	()	36/ 1	2
19/ 83.	(2)	()	38/ 1	2
21/ 84.	(1)	()	40/ 1	2

INTERVIEWER: IF YOU CODED 5 IN A ROW WRONG, GO TO Q.85.

85. INTERVIEWER: A. DID YOU GET A BASAL? ARE THERE FIVE (5) CONSECUTIVE CORRECT RESPONSES AT THE BEGINNING?

YES..... 1 42/
 NO...(GO BACK AND GET THE BASAL).... 0

B. DID YOU GET A CEILING? ARE THE LAST FIVE (5) RESPONSES INCORRECT?

YES..... 1 43/
 NO...(GO BACK AND GET THE CEILING)... 0

86. INTERVIEWER: COMPUTE SCORE:

- A. ENTER HIGHEST CEILING Q#: |__|__| 44-45/
 (LAST ITEM WRONG)
- B. ENTER TOTAL # OF ERRORS BETWEEN |__|__| 46-47/
 BASAL AND CEILING: _____
- C. SUBTRACT 'B' FROM 'A': |__|__| = SCORE 48-49/

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1 50/
 NO.....(GO TO Q.88)..... 0

A. IF PRESENT,	CODE #	PERSONS	EFFECT ON CHILD'S PERFORMANCE			
			SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
MOTHER	____	51/	1	2	3	52/
FATHER	____	53/	1	2	3	54/
OTHER ADULTS	__	55-56/	1	2	3	57/
CHILDREN	__	58-59/	1	2	3	60/

88. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Low (tired)..... 1
 Medium..... 2 61/
 High..... 3

89. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 62/
 NO.....(GO TO SECTION 10, CS-59)..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 63-64/
 CHILD WOULD NOT RESPOND..... 02 65-66/
 MAJOR INTERRUPTION CAUSED TERMINATION... 03 67-68/
 CHILD COULD NOT UNDERSTAND TASK..... 04 69-70/
 CHILD HAD LANGUAGE PROBLEM..... 05 71-72/
 CHILD'S EMOTIONAL CONDITION..... 06 73-74/
 CHILD'S PHYSICAL CONDITION..... 07 75-76/
 OTHER (SPECIFY) _____
 _____ 08 77-78/

SECTION 10: PEABODY PICTURE VOCABULARY TEST

AGES: PPVT AGE 3 YEARS AND OLDER

- STEP ONE: A. CHECK CHILD FACE SHEET (ITEM 4). IS CHILD'S PPVT AGE 3 YRS OR OLDER?
- YES..... 1 12/
NO.(SKIP TO SECTION 11, CS-71).. 0
- STEP TWO: B. CHECK CHILD FACE SHEET TEST GRID. DOES CHILD HAVE A VALID SCORE FOR PPVT IN 1986?
- YES.....(GO TO Q.C)..... 1 13/
NO.....(SKIP TO STEP TWO)..... 0
- C. IS CHILD AGE TEN OR ELEVEN YEARS?
- YES.....(GO TO STEP TWO)..... 1 14/
NO..(SKIP TO SECTION 11, CS-71). 2

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

Esta sección está diseñada para medir el vocabulario de (CHILD). A los niños en general les gusta hacer esto. Yo le digo una palabra y (él/ella) mira los cuatro dibujos y me dice cuál dibujo quiere decir lo mismo que la palabra que le dije.

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

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

CHECK CHILD FACE SHEET (ITEM 4). IS CHILD'S PPVT AGE...

3 YRS - 7 YRS, 11 MOS.....(GO TO A).....1 15/
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:

Quiero que mires algunas láminas conmigo. Mira todas las láminas en esta página. (POINT TO EACH PICTURE) Yo voy a decir una palabra. Entonces yo quiero que tú pongas tu dedo en la lámina de la palabra que yo dije. Vamos a probar con una. Pon tu dedo en "muñeca".

muñeca (4)
tenedor (1)
mesa (2)
perro (3)

CORRECT....GO TO PRACTICE B.
WRONG.....ASK ALTERNATE WORDS, THEN
GO TO PRACTICE B.

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

hombre (2)
peine (3)
media (4)
boca (1)

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

columpiar (3)
beber (4)
andar (1)
subir (2)

B. INSTRUCTIONS FOR CHILD 8 YRS OR OLDER.

READ TO CHILD:

Tengo algunas láminas para enseñarte/OR (FOR OLDER CHILDREN)
 Quiero averiguar cuán extenso es tu vocabulario.

PRACTICE D: TURN TO TRAINING PLATE D AND READ:

Ves, hay cuatro láminas en esta página. Cada una tiene un número (POINT). Yo voy a decir una palabra. Entonces quiero que tú me digas el número o señales la parte de la lámina que mejor ilustra el significado de la palabra. Vamos a tratar una. Dime el número o señala la lámina que mejor ilustra el significado de "rueda".

- rueda (4)
- cierre (2)
- soga (1)
- rastrillo (3)

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

- mapear (1)
- podar (3)
- aserrar (4)
- pasear (2)

STEP FIVE: CHECK PPVT AGE ON CHILD FACE SHEET (ITEM 4). 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-61).....	01
3 YRS, 6 MOS - 3 YRS, 11 MOS...	(SKIP TO Q.10, CS-61)...	02
4 YRS - 4 YRS, 5 MOS.....	(SKIP TO Q.15, CS-61)...	03
4 YRS, 6 MOS - 4 YRS, 11 MOS...	(SKIP TO Q.20, CS-61)...	04
5 YRS - 5 YRS, 5 MOS.....	(SKIP TO Q.30, CS-62)...	05 16-17/
5 YRS, 6 MOS - 5 YRS, 11 MOS...	(SKIP TO Q.35, CS-62)...	06
6 YRS - 6 YRS, 5 MOS.....	(SKIP TO Q.40, CS-62)...	07
6 YRS, 6 MOS - 6 YRS, 11 MOS...	(SKIP TO Q.50, CS-63)...	08
7 YRS - 7 YRS, 11 MOS.....	(SKIP TO Q.55, CS-63)...	09
8 YRS - 8 YRS, 11 MOS.....	(SKIP TO Q.65, CS-63)...	10
9 YRS - 9 YRS, 11 MOS.....	(SKIP TO Q.70, CS-64)...	11
10 YRS - 10 YRS, 11 MOS.....	(SKIP TO Q.80, CS-64)...	12
11 YRS - 11 YRS, 11 MOS.....	(SKIP TO Q.85, CS-64)...	13
12 YRS - 12 YRS, 11 MOS.....	(SKIP TO Q.90, CS-64)...	14
13 YRS - 13 YRS, 11 MOS.....	(SKIP TO Q.95, CS-65)...	15
14 YRS - 14 YRS, 11 MOS.....	(SKIP TO Q.100, CS-65)..	16
15 YRS - 15 YRS, 11 MOS.....	(SKIP TO Q.105, CS-65)..	17
16 YRS - 16 YRS, 11 MOS.....	(SKIP TO Q.110, CS-65)..	18

WORD	RECORD RESPONSE	CODE ONE			
		CORRECT	WRONG		
1. barco (2)	() 18/	1	2	19/	
2. lámpara (4)	() 20/	1	2	21/	
3. vaca (1)	() 22/	1	2	23/	BASAL = 8 OF 8 CORRECT CEILING = 8 OF 8 WRONG
4. vela (2)	() 24/	1	2	25/	
5. trompeta (1)	() 26/	1	2	27/	
6. rodilla (4)	() 28/	1	2	29/	
7. jaula (1)	() 30/	1	2	31/	
8. ambulancia (1)	() 32/	1	2	33/	COUNT BACK 8 FOR BASAL DO NOT JUMP BACK FOR THE PPVT
9. leer (4)	() 34/	1	2	35/	
10. flecha (2)	() 36/	1	2	37/	
11. cuello (3)	() 38/	1	2	39/	
12. mueble (4)	() 40/	1	2	41/	
13. abeja (3)	() 42/	1	2	43/	
14. hora (3)	() 44/	1	2	45/	
15. medir (2)	() 46/	1	2	47/	
16. ballena (2)	() 48/	1	2	49/	
17. roto (1)	() 50/	1	2	51/	
18. acariciar (1)	() 52/	1	2	53/	
19. accidente (2)	() 54/	1	2	55/	
20. canguro (2)	() 56/	1	2	57/	
21. codo (4)	() 58/	1	2	59/	
22. río (1)	() 60/	1	2	61/	
23. águila (2)	() 62/	1	2	63/	

INTERVIEWER: IF YOU CODED 8 IN A ROW WRONG, SKIP TO Q.176, CS-69.

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
24. romper (4)	() 64/	1	2 65/
25. pintor (3)	() 66/	1	2 67/
26. vacío (3)	() 68/	1	2 69/
27. pelar (3)	() 70/	1	2 71/
28. uniforme (4)	() 72/	1	2 73/
29. tronco (2)	() 12/	1	2 13/
30. líquido (4)	() 14/	1	2 15/
31. grupo (3)	() 16/	1	2 17/
32. músico (2)	() 18/	1	2 19/
33. ceremonia (4)	() 20/	1	2 21/
34. culebra (4)	() 22/	1	2 23/
35. bebida (1)	() 24/	1	2 25/
36. médico (4)	() 26/	1	2 27/
37. aislamiento(1)	() 28/	1	2 29/
38. mecánico (2)	() 30/	1	2 31/
39. premiar (3)	() 32/	1	2 33/
40. dentista (3)	() 34/	1	2 35/
41. hombro (3)	() 36/	1	2 37/
42. sobre (2)	() 38/	1	2 39/
43. joyas (1)	() 40/	1	2 41/
44. humano (2)	() 42/	1	2 43/
45. artista (1)	() 44/	1	2 45/
46. recoger (4)	() 46/	1	2 47/

BASAL = 8 OF 8 CORRECT

CEILING = 8 OF 8 WRONG

COUNT BACK 8 FOR BASAL

DO NOT JUMP BACK FOR
THE PPVT

INTERVIEWER: IF YOU CODED 8 IN A ROW WRONG, SKIP TO Q.176, CS-69.

WORD	RECORD	CODE ONE		CORRECT	WRONG	
		RESPONSE				
47. construcción	(2)	()	48/	1	2	49/
48. dirigir	(2)	()	50/	1	2	51/
49. arbusto	(1)	()	52/	1	2	53/
50. bosque	(3)	()	54/	1	2	55/
51. agricultura	(4)	()	56/	1	2	57/
52. raíz	(2)	()	58/	1	2	59/
53. nutritivo	(3)	()	60/	1	2	61/
54. par	(3)	()	62/	1	2	63/
55. secretaria	(4)	()	64/	1	2	65/
56. iluminación	(4)	()	66/	1	2	67/
57. carrete	(1)	()	68/	1	2	69/
58. transparente	(3)	()	70/	1	2	71/
59. cosechar	(1)	()	72/	1	2	73/
60. discusión	(1)	()	12/	1	2	13/
61. cooperación	(4)	()	14/	1	2	15/
62. barandal	(1)	()	16/	1	2	17/
63. sorprendido	(4)	()	18/	1	2	19/
64. gotear	(2)	()	20/	1	2	21/
65. embudo	(3)	()	22/	1	2	23/
66. tallo	(3)	()	24/	1	2	25/
67. isla	(1)	()	26/	1	2	27/
68. ángulo	(2)	()	28/	1	2	29/
69. desilusión	(4)	()	30/	1	2	31/

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

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

BEGIN DECK 29

INTERVIEWER: IF YOU CODED 8 IN A ROW WRONG, SKIP TO Q.176, CS-69.

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
70. carpintero (2)	()	32/ 1	2 33/
71. archivar (3)	()	34/ 1	2 35/
72. mercantil (1)	()	36/ 1	2 37/
73. cuarteto (4)	()	38/ 1	2 39/
74. marco (1)	()	40/ 1	2 41/
75. binocular (3)	()	42/ 1	2 43/
76. judicial (2)	()	44/ 1	2 45/
77. roer (3)	()	46/ 1	2 47/
78. morsa (2)	()	48/ 1	2 49/
79. confiar (3)	()	50/ 1	2 51/
80. terno (4)	()	52/ 1	2 53/
81. contemplar (2)	()	54/ 1	2 55/
82. ave (3)	()	56/ 1	2 57/
83. portátil (2)	()	58/ 1	2 59/
84. clasificar (1)	()	60/ 1	2 61/
85. carroña (3)	()	62/ 1	2 63/
86. brújula (2)	()	64/ 1	2 65/
87. esférico (2)	()	66/ 1	2 67/
88. felino (2)	()	68/ 1	2 69/
89. paralelo (4)	()	70/ 1	2 71/
90. sumergir (4)	()	72/ 1	2 73/
91. árido (4)	()	74/ 1	2 75/
92. frágil (3)	()	76/ 1	2 77/

BASAL = 8 OF 8 CORRECT

CEILING = 8 OF 8 WRONG

COUNT BACK 8 FOR BASAL

DO NOT JUMP BACK FOR
THE PPVT

INTERVIEWER: IF YOU CODED 8 IN A ROW WRONG, SKIP TO Q.176, CS-69.

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
93. instruir (4)	()	12/ 1	2 13/
94. arqueólogo (4)	()	14/ 1	2 15/
95. consumir (4)	()	16/ 1	2 17/
96. incandescente (4)	()	18/ 1	2 19/
97. arrogante (2)	()	20/ 1	2 21/
98. utensilio (2)	()	22/ 1	2 23/
99. ira (2)	()	24/ 1	2 25/
100. cítrico (3)	()	26/ 1	2 27/
101. lubricar (1)	()	28/ 1	2 29/
102. eslabón (4)	()	30/ 1	2 31/
103. morada (1)	()	32/ 1	2 33/
104. anfibio (1)	()	34/ 1	2 35/
105. prodigio (1)	()	36/ 1	2 37/
106. jubilosa (2)	()	38/ 1	2 39/
107. aparición (2)	()	40/ 1	2 41/
108. ascender (3)	()	42/ 1	2 43/
109. fragmento (3)	()	44/ 1	2 45/
110. perpendicular (3)	()	46/ 1	2 47/
111. atuendo (4)	()	48/ 1	2 49/
112. córnea (2)	()	50/ 1	2 51/
113. paralelogramo (1)	()	52/ 1	2 53/
114. copioso (2)	()	54/ 1	2 55/
115. inducir (3)	()	56/ 1	2 57/

BASAL = 8 OF 8 CORRECT

CEILING = 8 OF 8 WRONG

COUNT BACK 8 FOR BASAL

DO NOT JUMP BACK FOR
THE PPVT

INTERVIEWER: IF YOU CODED 8 IN A ROW WRONG, SKIP TO Q.176, CS-69.

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
116. atónico (3)	()	58/ 1	2 59/
117. transeúnte (2)	()	60/ 1	2 61/
118. emisión (3)	()	62/ 1	2 63/
119. obelisco (1)	()	64/ 1	2 65/
120. ciénaga (3)	()	66/ 1	2 67/
121. ambulante (2)	()	68/ 1	2 69/
122. cóncavo (3)	()	70/ 1	2 71/
123. incisivo (1)	()	72/ 1	2 73/
BEGIN DECK 31			
124. elipse (4)	()	12/ 1	2 13/
125. deciduo (4)	()	14/ 1	2 15/

INTERVIEWER: IF YOU CODED 8 IN A ROW WRONG, SKIP TO Q.176, CS-69.

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176. INTERVIEWER: A. DID YOU GET A BASAL? ARE THERE EIGHT (8) CONSECUTIVE CORRECT RESPONSES AT THE BEGINNING?

YES..... 1 54/
 NO..(GO BACK AND GET THE BASAL). 0

B. DID YOU GET A CEILING? ARE THE LAST EIGHT (8) CONSECUTIVE RESPONSES INCORRECT?

YES..... 1 55/
 NO....(GO BACK AND GET THE CEILING)..... 0

177. INTERVIEWER: CALCULATE RAW SCORE

- A. ENTER HIGHEST CEILING Q# (LAST ITEM WRONG) |___|___|___| 56-58/
- B. ENTER TOTAL # ERRORS BETWEEN BASAL AND CEILING |___|___| 59-60/
- C. SUBTRACT 'B' FROM 'A' |___|___|___| = SCORE 61-63/

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1 64/
 NO.....(GO TO Q.179)..... 0

A. <u>IF PRESENT,</u>	<u>CODE #</u>	<u>PERSONS</u>	<u>EFFECT ON CHILD'S PERFORMANCE</u>			
			<u>SEEMED TO BE HARMFUL</u>	<u>NONE OBSERVABLE</u>	<u>SEEMED TO IMPROVE</u>	
MOTHER	___	65/	1	2	3	66/
FATHER	___	67/	1	2	3	68/
OTHER ADULTS	___	69-70/	1	2	3	71/
CHILDREN	___	72-73/	1	2	3	74/

179. CODE CHILD'S ENERGY LEVEL DURING SECTION. 75/

Low (tired)..... 1
 Medium..... 2
 High..... 3

180. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A)..... 1 12/
 NO.....(GO TO Q.181)..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 13-14/
 CHILD WOULD NOT RESPOND..... 02 15-16/
 MAJOR INTERRUPTION CAUSED TERMINATION..... 03 17-18/
 CHILD COULD NOT UNDERSTAND TASK..... 04 19-20/
 CHILD HAD LANGUAGE PROBLEM..... 05 21-22/
 CHILD'S EMOTIONAL CONDITION..... 06 23-34/
 CHILD'S PHYSICAL CONDITION..... 07 25-26/
 OTHER (SPECIFY) _____ 08 27-28/

181. INTERVIEWER: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD AGE 10 OR OLDER?

YES...(GIVE CHILD SELF-ADMINISTERED CHILD SUPPLEMENT)..... 1 29/
 NO.....(THANK CHILD AND GO TO SECTION 11, CS-71)..... 0

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	30/
B. RAPPORT WITH INTERVIEWER?	1	2	3	4	5	31/
C. PERSEVERANCE/PERSISTENCE?	1	2	3	4	5	32/
D. COOPERATION?	1	2	3	4	5	33/
E. MOTIVATION/INTEREST?	1	2	3	4	5	34/

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

A. VISUAL SHARPNESS?	YES.....	1	35/
	NO.....	0	
(SPECIFY) _____			

B. HEARING?	YES.....	1	36/
	NO.....	0	
(SPECIFY) _____			

C. STATE OF HEALTH?	YES.....	1	37/
	NO.....	0	
(SPECIFY) _____			

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

NOT AT ALL SHY & ANXIOUS/ SOCIABLE & FRIENDLY	EXTREMELY SHY/QUIET/ WITHDRAWN
--	-----------------------------------

					38/
1	2	3	4	5	

4. DID ANY INTERFERENCES OCCUR DURING THE CHILD SUPPLEMENT?

YES.....(ANSWER A).... 1 39/
 NO.....(GO TO Q.5)... 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	40/	
(2) INTERRUPTIONS	1	2	3	4	5	NA	41/	
(3) DISTRACTIONS	1	2	3	4	5	NA	42/	
(4) LIGHT	1	2	3	4	5	NA	43/	
(5) TEMPERATURE	1	2	3	4	5	NA	44/	
(6) PRESENCE OF OTHERS	1	2	3	4	5	NA	45/	
(7) OTHER (SPECIFY)	1	2	3	4	5	NA	46/	

5. WHERE WAS THIS CHILD SUPPLEMENT ADMINISTERED?

CHILD'S RESIDENCE..... 1 47/
 OTHER PRIVATE RESIDENCE.... 2
 OTHER SITE (SPECIFY)

 _____ 3

6. IS THE MOTHER SUPPLEMENT COMPLETED?

YES..... 1 48/
 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. IS THIS CHILD SUPPLEMENT COMPLETED?

YES.....(SKIP TO Q.10, CS-73)..... 1 49/
 NO..... 0

8. WHY IS CHILD SUPPLEMENT INCOMPLETE?

SECTIONS INCOMPLETE(GO TO A).....	1	50/
TERMINATED PERMATURELY(GO TO Q.9).....	2	

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

NOW COMPLETE.....(SKIP TO Q.10).....	1	51/
INCOMPLETE.....(SKIP TO Q.10).....	2	

9. WHY WAS CHILD SUPPLEMENT TERMINATED PREMATURELY?

PARENT/GUARDIAN TERMINATED.....	1	52/
CHILD TERMINATED.....	2	
INTERRUPTION TERMINATED.....	3	
CHILD NOT PRESENT.....	4	
OTHER (SPECIFY)		

_____	5	

10. IN WHAT LANGUAGE WAS THIS CHILD ASSESSED?

ENGLISH.....	1	
SPANISH.....	2	53/
OTHER (SPECIFY)		
_____	3	

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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-76)..... 1 54/
- 3 YRS - 5 YRS, 11 MOS....(SKIP TO PART B, CS-77)..... 2
- 6 YRS AND OLDER.....(SKIP TO PART C, CS-78)..... 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

1. DID YOU OBSERVE THIS CHILD AND MOTHER TOGETHER AT ANY TIME?

YES..... 1 55/
 NO....(SKIP TO Q.9)..... 0

	<u>YES</u>	<u>NO</u>	<u>NOT OBSERVED</u>	
2. (MOTHER/GUARDIAN) SPONTANEOUSLY SPOKE TO CHILD TWICE OR MORE (EXCLUDING SCOLDING).	1	0		56/

3. (MOTHER/GUARDIAN) RESPONDED VERBALLY TO CHILD'S SPEECH.	1	0		57/
--	---	---	--	-----

4. (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED CHILD AT LEAST ONCE.	1	0		58/
--	---	---	--	-----

5. (MOTHER/GUARDIAN) SLAPPED OR SPANKED CHILD AT LEAST ONCE.	1	0		59/
---	---	---	--	-----

6. (MOTHER/GUARDIAN) INTERFERED WITH CHILD'S ACTIONS OR RESTRICTED CHILD FROM EXPLORING MORE THAN 3 TIMES.	1	0		60/
---	---	---	--	-----

7. (MOTHER/GUARDIAN) PROVIDED TOYS OR INTERESTING ACTIVITIES FOR CHILD.	1	0		61/
--	---	---	--	-----

8. (MOTHER/GUARDIAN) KEPT CHILD IN VIEW/COULD SEE CHILD/LOOKED AT (HIM/HER) OFTEN.	1	0		62/
---	---	---	--	-----

9. CHILD'S PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS WITHIN A TODDLER'S OR INFANT'S RANGE).	1	0	2	63/
---	---	---	---	-----

(E.G., FALLING PLASTER, PEELING PAINT, RODENTS, GLASS,
 POISONS AND CLEANING MATERIALS, FLAMES & HEAT, FRAYED
 ELECTRICAL WIRES).

10. INTERVIEWER: SKIP TO CS-79.

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

1. DID YOU OBSERVE THIS CHILD AND MOTHER TOGETHER AT ANY TIME?

YES..... 1 64/
 NO...(SKIP TO Q.8).... 0

	<u>YES</u>	<u>NO</u>	<u>NOT OBSERVED</u>	
2. (MOTHER/GUARDIAN) CONVERSED WITH CHILD AT LEAST TWICE (EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS).	1	0		65/
3. (MOTHER/GUARDIAN) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.	1	0		66/
4. (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED CHILD AT LEAST ONCE.	1	0		67/
5. (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO CHILD BY NAME.	1	0		68/
6. (MOTHER/GUARDIAN) PHYSICALLY RESTRICTED OR (SHOOK/ GRABBED) CHILD.	1	0		69/
7. (MOTHER/GUARDIAN) SLAPPED OR SPANKED CHILD AT LEAST ONCE.	1	0		70/
8. (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.	1	0		71/
9. 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	72/
10. INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.	1	0	2	73/
11. ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE REASONABLY CLEAN.	1	0	2	74/
12. ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.	1	0	2	75/
13. INTERVIEWER: SKIP TO CS-79.				

PART C: CHILD 6 YRS OR OLDER

1. DID YOU OBSERVE THIS CHILD AND MOTHER TOGETHER AT ANY TIME?

YES..... 1 12/
 NO...(SKIP TO Q.6).... 0

	<u>YES</u>	<u>NO</u>	<u>NOT OBSERVED</u>	
2. (MOTHER/GUARDIAN) ENCOURAGED CHILD TO CONTRIBUTE TO THE CONVERSATION.	1	0		13/
3. (MOTHER/GUARDIAN) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.	1	0		14/
4. (MOTHER/GUARDIAN) CONVERSED WITH CHILD EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.	1	0		15/
5. (MOTHER/GUARDIAN), INTRODUCED INTERVIEWER TO CHILD BY NAME.	1	0		16/
6. (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.	1	0	2	17/
7. INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.	1	0	2	18/
8. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.	1	0	2	19/
9. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.	1	0	2	20/
10. BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A SCHOOL-AGED CHILD'S RANGE. (E.G. FALLING PLASTER, PEELING PAINT, RODENTS, GLASS, POISONS AND CLEANING MATERIALS, FLAMES AND HEAT, FRAYED ELECTRICAL WIRES).	1	0	2	21/

TIME ENDED: | | | | AM
 | | | | PM
 HR MIN

INTERVIEWER: GO TO CS-79.

CARETAKER LOCATING INFORMATION SHEET

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

YES.....(GO TO A.)..... 1 22/
NO.....(GO TO CS-80)..... 0

A. Quisiéramos obtener un poco de información sobre cómo localizar a personas que siempre sabrían dónde encontrar a (CHILD).

Grandparent: Name Street City/State/Zip Phone 23-52/ BEGIN DECK 35 12-41/ 42-61/ 62-63/ 64-68/

Child's Other Relative: Name Street City/State/Zip Phone 69-78/ BEGIN DECK 36 12-41/ 42-71/ BEGIN DECK 37 39-48/

Caretaker's Work # Name of Business: Street City/State/Zip Phone 49-78/ BEGIN DECK 38 12-41/ 69-78/ BEGIN DECK 39

Other: Name Street City/State/Zip Phone 12-41/ 42-71/ BEGIN DECK 40 39-48/

INTERVIEWER:

- A. RETRIEVE MS FROM MOTHER/GUARDIAN. CHECK MS COVER TO SEE IF ALL SECTIONS ARE COMPLETE. IF THEY ARE COMPLETE, MARK ON CHILD FACE SHEET TEST GRID.
- B. IF NECESSARY RETRIEVE CHILD SELF-ADMINISTERED SUPPLEMENT FROM CHILD. CHECK CSAS TO SEE IF ALL QUESTIONS ARE COMPLETE. IF THEY ARE COMPLETE, MARK ON CHILD FACE SHEET TEST GRID.
- C. DOES CHILD HAVE ANY MORE SIBLINGS TO BE INTERVIEWED?

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

49/

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

INTERVIEWER:

1. Please record your interview ID #: |__|__|__|__|__|__| 50-55/

2. Please sign your name here: _____

3. Please affix label with your supervisor's name and ID # here:

