

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

NORC-4512-C-01

CASE ID#:

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OMB: 1220-0109

EXP: 12/31/90

01-08/ 09-10/

NORC  
University of Chicago

CENTER FOR HUMAN RESOURCE RESEARCH  
OHIO STATE UNIVERSITY

NATIONAL LONGITUDINAL SURVEY OF LABOR FORCE BEHAVIOR

CHILD SUPPLEMENT

YOUTH SURVEY ROUND TWELVE, 1990

Introduction for Child Supplement

En los últimos años NLS ha estado interesado en reunir información acerca del trabajo, la educación, y las experiencias de vida 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 12

Permission To Interview Child

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 a 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: \_\_\_\_\_

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ID del niño(a)

TIME BEGAN: 

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 AM  
PM

HOUR                      MINUTE

11-12/                      13-14/                      15-16/

**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 FROM THE CHILD FACE SHEET.

CHILD  
NAME:

FIRST	INITIAL	LAST	
			17-46/

A. RECORD CHILD'S NAME IN Q.1, PAGE 1 OF MOTHER SUPPLEMENT.

2. RECORD MONTH AND DAY OF CHILD INTERVIEW ON CHILD FACE SHEET ITEM 1.

3. IF NOT PREPRINTED, RECORD CHILD DATE OF BIRTH FROM CHILDREN'S RECORD FORM (PART A) ON CHILD FACE SHEET, ITEM 2.  
VERIFY CHILD'S DATE OF BIRTH ON CHILD FACE SHEET (ITEM 2) WITH MOTHER.

4. CALCULATE CHILD'S AGE: SUBTRACT DATE OF BIRTH (ITEM 2) FROM DATE OF INTERVIEW (ITEM 1) ON CHILD FACE SHEET. RECORD AGE AT ITEM 3 ON CHILD FACE SHEET.

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

Sí ..... 1

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

47-48/

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

6. CHECK CHILD FACE SHEET (ITEM 3). IS CHILD 3 YRS OR OLDER?

YES.....(GO TO A)..... 1

NO.....(SKIP TO SECTION 2, CS-5)..... 0

49-50/

A. IS CHILD 3 YEARS, 11 MOS OR OLDER?

YES.....(GO TO B)..... 1

NO.....(SKIP TO Q.7)..... 0

51-52/

B. 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.)

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

7. Actualmente, ¿está (CHILD) (asistiendo/atendiendo) o inscrito en una escuela regular o pre-escolar ("preschool")? (Si (CHILD) se encuentra entre las sesiones escolares de primavera y otoño, por favor hablenos del año anterior.)

Sí.....(GO TO Q.8)..... 1

No.....(ASK A)..... 0

53-54/

A. ¿Alguna vez (él/ella) ha (asistido/atendido) a una escuela regular, jardín de infancia o pre-escolar ("preschool")?

Sí..... 1

No..(SKIP TO SECTION 2, CS-5).. 0

55-56/

8. ¿A qué grado de escuela regular o pre-escolar (CHILD) (está asistiendo/asistió más recientemente)? CODE ONE. (IF R SAYS 'Pre-first grade', CODE 00.)

Nursery/preschool.....	90		
Kindergarten.....	00	9th grade.....	09
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	Ungraded...(ASK A).....	95

57-58/

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

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GRADE

59-60/

9. INTERVIEWER: SEE CHILD FACE SHEET, ITEM 3. IS CHILD'S AGE 3 - 7 YEARS?

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

NO.....(SKIP TO SECTION 2, CS-5).....0 11-12/

A. IS CHILD CURRENTLY ATTENDING NURSERY/PRESCHOOL? IS Q.8 CODED 90?

YES....(CODE Q.10 "YES" WITHOUT ASKING).....1

NO.....0 13-14/

10. ¿Alguna vez (CHILD) estuvo matriculado(a) en un programa pre-escolar (sin contar jardín de infancia)?

Sí.....1

No.....0 15-16/

11. ¿Alguna vez (CHILD) estuvo matriculado(a) en un programa de guardería o "day care"?

Sí.....1

No.....0 17-18/

12. ¿Alguna vez (CHILD) estuvo matriculado en el programa "Head Start"

Sí.....(GO TO Q.13).....1

No.....(SKIP TO SECTION 2, CS-5).....0 19-20/

13. ¿Qué edad tenía (CHILD) cuando empezó a ir a "Head Start"?  
(WRITE IN AGE.)

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YEARS

21-22/

14. En total, ¿durante cuánto tiempo [ha estado/estuvo] (CHILD) en "Head Start"?

Menos de 3 meses.....1

3 - 11 meses.....2

1 año - 23 meses.....3

2 años o más.....4

Todavía está matriculado.....5

23-24/

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

Muy contenta.....4

Algo contenta.....3

25-26/

Algo descontenta.....2

Muy descontenta.....1

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

Muy contenta.....4

Algo contenta.....3

27-28/

Algo descontenta.....2

Muy descontenta.....1

**SECTION 2: CHILD HEALTH**

**MOTHER/GUARDIAN OF EACH CHILD**

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	
		29-30/
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	
No.....	0	31-32/
No asiste a la escuela.....	2	

B. hacer el trabajo de la escuela?

Sí.....	1	33-34/
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	
No.....	0	35-36

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 37-38/  
No..... 0
- B. uso regular de alguna medicina o droga (aparte de vitaminas)?
- Sí..... 1 39-40/  
No..... 0
- C. uso de cualquier equipo especial, como tirantes, muletas, silla de ruedas, zapatos especiales, casco, cama especial, máscara para respirar, filtro de aire, un catéter, etc.?
- Sí..... 1 41-42/  
No..... 0
- 

4. INTERVIEWER: IS ANY PART OF Q.2 (A-C) OR Q.3 (A-C) CODED YES?
- YES..... 1 43-44/  
NO.....(SKIP TO Q.6)..... 0

5. ¿Cuál(es) (es/son) (el/los) problema(s) de salud o limitación(es) 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:

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Problema de aprendizaje.....	01	45-46/
Una mínima disfunción cerebral, déficit en la capacidad de prestar atención.....	02	47-48/
Hipercinesis, hiperactividad.....	03	49-50/
Asma.....	04	51-52/
Desórdenes respiratorios o sinusitis.....	05	53-54/
Impedimento del habla.....	06	55-56/
Seria dificultad para oír o sordera.....	07	57-58/
Seria dificultad para ver o ceguera.....	08	59-60/
Serios problemas emocionales.....	09	61-62/
Alergias.....	10	63-64/
		BEGIN DECK 17
Lisiado, impedimento ortopédico.....	11	11-12/
Retardo mental.....	12	13-14/
Problemas cardíacos.....	13	15-16/
Desórdenes nerviosos crónicos.....	14	17-18/
Problemas crónicos o infecciones de oído.....	16	19-20/
Problemas de la sangre o deficiencia de inmunidad (por ejemplo, "sickle cell anemia").....	17	21-22/
Epilepsia/Convulsiones.....	18	23-24/
Otro (SPECIFY)		
	95	25-26/

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

__ __  # Total de Años	27-28/
Menos de un año.....	00
Toda su vida.....	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 29-30/

No.....(GO TO Q.7, CS-10)..... 0

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

ENTER NUMBER OF ACCIDENTS: |\_\_|\_\_| 31-32/

Comenzando con el accidente o lesión más reciente, 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 al más reciente/ anterior a ese), ¿en qué mes y año ocurrió?	__ __  MONTH 33-34/  __ __  YEAR 35-36/	__ __  MONTH 39-40/  __ __  YEAR 41-42/	__ __  MONTH 45-46/  __ __  YEAR 47-48/
C. ¿Cuál fue la causa del accidente o lesión (más reciente/anterior al más reciente)? CODE ONE BELOW.			
	37-38/	43-44/	49-50/
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	_____ 15
DON'T KNOW . . . . . 98	. . 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 51-52/	01 15-16/	01 37-38/
Distensión, torción o torcedura de un músculo. . . . .	02 53-54/	02 17-18/	02 39-40/
Herida: corte, raspadura, pinchazo . . . . .	03 55-56/	03 19-20/	03 41-42/
Lesión en la cabeza, conmoción . . . . .	04 57-58/	04 21-22/	04 43-44/
Magulladura, contusión o hemorragia interna . . . . .	05 59-60/	05 23-24/	05 45-46/
Quemadura, escaldadura . . . . .	06 61-62/	06 25-26/	06 47-48/
Enfermedad o efecto de venenos, medicamentos (drogas), etc. . . . .	07 63-64/	07 27-28/	07 49-50/
Otro (SPECIFY) _____			
_____ 15 65-66/	_____ 15 29-30/	_____ 15 51-52/	
DON'T KNOW . . . . .	98 67-68/	98 31-32/	98 53-54/

	BEGIN DECK 18		
E. ¿Dónde ocurrió el accidente o lesión? CODE ONE BELOW.			
En casa (no necesariamente la casa (del/de la) niño(a)). . . . .	11-12/ 01	33-34/ 01	55-56/ 01
En la escuela (incluyendo terrenos y áreas deportivas) . . . . .	02	02	02
En un lugar de cuidado diurno ("preschool"/guadería). . . . .	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. <u>INTERVIEWER</u> : IS A (2ND/3RD) ACCIDENT OR INJURY CODED IN Q.6A.?			
YES . . (REASK B-F) . . . . .	1 13-14/	35-36/ .(REASK B-F).. 1	GO TO Q.7
NO. . . (GO TO Q.7) . . . . .	0	.(GO TO Q.7).. 0	

7. Ahora vamos a conversar sobre **cualquier ocasión en que** (CHILD) pueda haber estado hospitalizado(a) desde que tuvimos nuestra última entrevista el (DATE OF 1988 OR PRIOR INTERVIEW). [Esto puede incluir una lesión que Ud. ya haya mencionado anteriormente.] Desde (DATE OF 1988 OR PRIOR MOTHER INTERVIEW), ¿sufrió (CHILD) algún(os) accidente(s) o lesión(es) que haya(n) requerido hospitalización?

Sí.....(ASK A-F)..... 1 57-58/

No...(GO TO Q.8, PAGE CS-12)..... 0

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

ENTER # OF INJURIES: |\_\_|\_\_| 59-60/

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

BEGIN DECK 19

	MOST RECENT INJURY	2ND MOST RECENT INJURY	3RD MOST RECENT INJURY
B. Piense en el accidente o lesión (más reciente/anterior a ése), ¿en qué mes y año ocurrió?	__ __  MONTH 61-62/	__ __  MONTH 11-12/	__ __  MONTH 17-18/
(IF HOSPITALIZED MORE THAN ONCE FOR SAME INJURY, CODE DATE OF ORIGINAL INJURY.)	__ __  YEAR 63-64/	__ __  YEAR 13-14/	__ __  YEAR 19-20/
C. ¿Cuál fue la causa del accidente o lesión (más reciente/anterior al más reciente/anterior a ése)? CODE ONE BELOW.	65-66/	15-16/	21-22/
Accidente de un vehículo como pasajero . . . . .	01	. . 01	..01
Accidente de un 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
D. ¿Qué lesión o problemas de salud específicos resultaron del accidente recién mencionado? CODE ALL THAT APPLY.			BEGIN DECK 20
Huesos rotos o dislocados . . . . .	01 23-24/	01 45-46/	01 11-12/
Distensión, torsión o torcedura de de un músculo. . . . .	02 25-26/	02 47-48/	02 13-14/
Herida: corte, raspadura, pinchazo . . . . .	03 27-28/	03 49-50/	03 15-16/
Lesión en la cabeza, conmoción . . . . .	04 29-30/	04 51-52/	04 17-18/
Magulladura, contusión o hemorragia interna. . . . .	05 31-32/	05 53-54/	05 19-20/
Quemadura, escaldadura . . . . .	06 33-34/	06 55-56/	06 21-22/
Enfermedad o efecto de venenos, medicamentos (drogas), etc. . . . .	07 35-36/	07 57-58/	07 23-24/
Otro (SPECIFY)			
	15 37-38/	15 59-60/	15 25-26/
DON'T KNOW . . . . .	98 39-40/	98 61-62/	98 27-28/
E. ¿Dónde ocurrió el accidente o lesión? CODE ONE BELOW.			
En casa (no necesariamente la casa (del/de la) niño(a)). . . . .	41-42/ 01	63-64/ 01	29-30/ 01
En la escuela (incluyendo terrenos y áreas deportivas) . . . . .	02	02	02
En un lugar de cuidado diurno ("preschool"/guardería). . . . .	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 A (2ND/3RD) ACCIDENT OR INJURY CODED IN Q.7A.?			
YES . . (REASK B-F) . . . . .	43-44/ 1	65-66/ ... (REASK B-F) 1	GO TO Q.8
NO. . . (GO TO Q.8) . . . . .	0	... (GO TO Q.8) 0	

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

Sí..... (ASK A) ..... 1 31-32/  
 No..... 0

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

NUMBER OF ILLNESSES: |\_\_|\_\_| 33-34/

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

Hace menos de 1 mes..... 01  
 Hace 1 - 3 meses..... 02  
 Hace 4 - 6 meses..... 03 35-36/  
 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 D) ..... 1 37-38/  
 FEMALE..... (GO TO B) ..... 2

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

YES..... (GO TO C) ..... 1 39-40/  
 NO..... (SKIP TO D) ..... 0

C. CHECK CHILD FACE SHEET (ITEM 6). HAS CHILD HAD A MENSTRUAL PERIOD?

YES..... (SKIP TO Q.12) ..... 1 41-42/  
 NO..... (GO TO Q.11) ..... 0

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

YES..... (SKIP TO Q.12) ..... 1 43-44/  
 NO..... (SKIP TO Q.13) ..... 0

11. ¿Alguna vez ha tenido (CHILD) el periodo o menstruación?
- Sí.....(ASK A)..... 1 45-46/  
 No.....(GO TO Q.12)..... 0
- A. ¿Qué edad tenía (CHILD) cuando tuvo el periodo menstrual por primera vez?
- |\_\_|\_\_| 47-48/  
 YEARS
- B. ¿En qué mes y año tuvo ella su primer periodo menstrual?
- |\_\_|\_\_| |\_\_|\_\_| 49-50/  
 MONTH YEAR 51-52/

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  
 Hace 1 - 3 meses..... 02  
 Hace 4 - 6 meses..... 03 53-54/  
 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 del hospital, del médico o del cirujano? [THIS DOES NOT INCLUDE PUBLIC ASSISTANCE HEALTH CARE PROGRAMS.]
- Sí..... 1 55-56/  
 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 57-58/  
 No..... 0

15. INTERVIEWER: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD'S AGE 3 YEARS OR OLDER?
- YES..... 1 59-60/  
 NO....(SKIP TO Q.17) ..... 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 11-12/

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

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- LEARNING PROBLEMS, LEARNING DISABILITY, DYSLEXIA,  
 READING PROBLEMS, SPEECH PROBLEMS. . . . . 01 13-14/
- BEHAVIOR PROBLEMS IN SCHOOL/PRESCHOOL . . . . . 02 15-16/
- FAMILY PROBLEMS: LOSS OF PARENT OR SIB,  
 DIVORCE. . . . . 03 17-18/
- UNMANAGEABLE, TEMPER TANTRUMS, DISRUPTIVE,  
 HYPERACTIVE. . . . . 04 19-20/
- STRESS, CRIES A LOT . . . . . 05 21-22/
- LYING . . . . . 06 23-24/
- EMOTIONAL TRAUMA: MOLESTATION, ABUSE . . . . . 07 25-26/
- AUTISM. . . . . 08 27-28/
- SHYNESS . . . . . 09 29-30/
- NIGHTMARES. . . . . 10 31-32/
- OTHER (SPECIFY) \_\_\_\_\_ 15 33-34/

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

Sí.....(SKIP TO Q.18)..... 1 35-36/  
 No.....(SKIP TO Q.18)..... 0

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 37-38/  
 No..... 0

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

Sí..... 1 39-40/  
No..... 0

19. INTERVIEWER: ARE ANY CONDITIONS CODED IN Q.5, CS-7?

YES..... (GO TO A)..... 1 41-42/  
NO..... (GO TO Q.20)..... 0

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

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

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

YES..... 1 43-44/  
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 tí. Primero vamos a ver lo grande que eres y luego te haré algunas preguntas. Quisiera que las respondieras lo mejor que puedas. GO TO Q.22.

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

WAIT FOR CHILD'S RESPONSE, THEN CONTINUE:

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





28. ¿Su nombre es el mismo que Ud. usaba al momento del nacimiento de (CHILD)?

Sí.....(GO TO Q. 29)..... 1

41-42/

No.....(ASK A)..... 0

A. ¿Cuál era su nombre en ese entonces?

FIRST

I.

LAST

43-72/

BEGIN DECK 25

29. ¿Cuál es su nombre de soltera, en caso que los registros esten guardados bajo ese nombre?

FIRST

I.

LAST

11-40/

30. ¿Nos permite contactar al hospital en el que (CHILD) nació para obtener información de su ficha médica?

Sí ..... 1

41-42/

No ..... 0

31. ¿Nos permite contactar a la oficina de estadística de nacimientos donde (CHILD) nació para obtener una copia de su certificado de nacimiento?

Sí.....(ASK A).....1

43-44/

No.....(GO TO Q. 32).....0

A. Por favor firme esta hoja de consentimiento. HAND R RELEASE FORM. IF R REFUSES TO APPROVE HOSPITAL OR REGISTRAR, CROSS OUT THE APPROPRIATE WORD IN FIRST PARAGRAPH OF RELEASE FORM.

R SIGNED FORM.....1

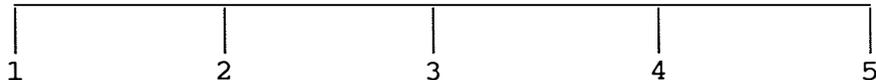
45-46/

R REFUSED TO SIGN FORM.....0

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

NOT AT ALL SHY OR ANXIOUS/  
SOCIAL & FRIENDLY

EXTREMELY SHY/QUIET/  
WITHDRAWN



UNABLE TO ASSESS CHILD (SPECIFY REASON) \_\_\_\_\_ 6

47-48/

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

YES..... 1

49-50/

NO..... 0

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

LESS THAN 3 YRS, 11 MOS.....(SKIP TO SECTION 12, CS-79)..... 01

3 YRS, 11 MOS.....(SKIP TO SECTION 10, CS-63)..... 02

4 YRS - 6 YRS, 11 MOS .....(GO TO SECTION 5, CS-33)..... 03

51-52/

7 YRS - 7 YRS, 11 MOS.....(SKIP TO SECTION 7, CS-45)..... 04

8 YRS OR OLDER.....(SKIP TO SECTION 6, CS-41)..... 05

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SECTION 3 (CS-21 - CS-24) AND SECTION 4 (CS-25 - CS-32)  
HAVE BEEN INTENTIONALLY DELETED



**SECTION 5: VERBAL MEMORY**

AGES: CHILDREN 4 YEARS - LESS THAN 7 YEARS

---

STEP ONE: CHECK CHILD FACE SHEET (ITEM 3). IS CHILD'S AGE 4 YRS - LESS THAN 7 YEARS?

YES..... 1 53-54/  
 NO... (SKIP TO SECTION 6, CS-41).... 0

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

YES... (SKIP TO SECTION 6, CS-41)... 1 55-56/  
 NO..... 0 -->TEST CHILD!

[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.]

---

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STEP FIVE: READ TO CHILD.

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 THAT CHILD UTTERS WORD ABOVE EACH WORD).

BOX A minus BOX B = BOX C  
(0=OK, 1=WRONG)

- |    |                                       |                          |                        |                        |                      |                      |                      |                      |                      |                      |
|----|---------------------------------------|--------------------------|------------------------|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1. | <u>toy</u><br>57-58/<br>BEGIN DECK 26 | <u>chair</u><br>59-60/   | <u>light</u><br>61-62/ | <input type="text"/>   | minus                | <input type="text"/> | =                    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|    |                                       |                          |                        | 62-64/                 |                      | 65-66/               |                      | 67-68/               |                      |                      |
| 2. | <u>doll</u><br>11-12/                 | <u>dark</u><br>13-14/    | <u>coat</u><br>15-16/  | <input type="text"/>   | minus                | <input type="text"/> | =                    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|    |                                       |                          |                        | 17-18/                 |                      | 19-20/               |                      | 21-22/               |                      |                      |
| 3. | <u>after</u><br>23-24/                | <u>color</u><br>25-26/   | <u>funny</u><br>27-28  | <u>today</u><br>29-30/ | <input type="text"/> | minus                | <input type="text"/> | =                    | <input type="text"/> | <input type="text"/> |
|    |                                       |                          |                        |                        | 31-32/               |                      |                      | 33-34/               |                      | 35-36/               |
| 4. | <u>around</u><br>37-38/               | <u>because</u><br>39-40/ | <u>under</u><br>41-42/ | <u>never</u><br>43-44/ | <input type="text"/> | minus                | <input type="text"/> | =                    | <input type="text"/> | <input type="text"/> |
|    |                                       |                          |                        |                        | 45-46/               |                      |                      | 47-48/               |                      | 49-50/               |

ADD ALL BOX C SCORES AND RECORD TOTAL HERE----->

<input type="text"/>	<input type="text"/>
----------------------	----------------------

51-52/

TOTAL  
BOX D  
(MAXIMUM 14)

STEP SIX: INSTRUCTIONS FOR PART B (SENTENCES).

ADMINISTER SENTENCES:

- (1) READ EACH SENTENCE ONLY ONCE, SLOWLY AND CLEARLY. DO NOT EMPHASIZE UNDERLINED WORDS.
- (2) CIRCLE ONLY UNDERLINED WORDS AS CHILD REPEATS THEM.

SCORE SENTENCES:

- (1) DO NOT DEDUCT POINTS FOR REVERSE WORD ORDER, BABY WORDS OR SLANG.
- (2) COUNT CIRCLED WORDS, ENTER TOTAL IN BOX E FOR EACH SENTENCE.

STEP SEVEN: READ TO CHILD.

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

PART B: SENTENCES. (CIRCLE EACH UNDERLINED WORD CHILD UTTERS.)

5. The boy said goodbye to his dog every morning before he went to school.

BOX E

0	
---	--

53-54/

(MAXIMUM OF 7)

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

+

0	
---	--

55-56/

(MAXIMUM OF 9)

BOX F

7. RECORD TOTAL BOX D SCORE FROM CS-34 HERE.

+

--	--

57-58/

(MAXIMUM 14)

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

BOX G

--	--

59-60/

GRAND TOTAL

9. DOES GRAND TOTAL IN BOX G EQUAL 5 OR MORE?

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

NO.....(SKIP TO Q.21, CS-39)..... 0

PART C: STORY.

---

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

STEP NINE: READ TO THE CHILD.

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 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

INTERVIEWER NOTE: CODERS WILL CODE THESE QUESTIONS.

10.	Bob	Correct.....	1	11-12/
		Wrong.....	2	
11.	The Woman	Correct.....	1	13-14/
		Wrong.....	2	
12.	Letters	Correct.....	1	15-16/
		Wrong.....	2	
13.	(Bob) Walking To Store	Correct.....	1	17-18/
		Wrong.....	2	
14.	(Bob) Saw Woman	Correct.....	1	19-20/
		Wrong.....	2	
15.	(Wind) Blew Letters	Correct.....	1	21-22/
		Wrong.....	2	
16.	(Bob Shouted,) "I'll Get Them For You!"	Correct.....	1	23-24/
		Wrong.....	2	
17.	(Bob) Was Careful	Correct.....	1	25-26/
		Wrong.....	2	
18.	(Bob) Picked Up Letters	Correct.....	1	27-28/
		Wrong.....	2	
19.	(Woman) was happy	Correct.....	1	29-30/
		Wrong.....	2	
20.	(Woman) Thanked Bob	Correct.....	1	31-32/
		Wrong.....	2	

**INTERVIEWER REMARKS:**

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

YES..... (ANSWER A).....1 33-34/  
 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	_____  35-36/	1	2	3 37-38/
FATHER	_____  39-40/	1	2	3 41-42/
OTHER ADULTS	_____  43-44/	1	2	3 45-46/
CHILDREN	_____  47-48/	1	2	3 49-50/

22. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Low (tired)..... 1  
 Medium..... 2 51-52/  
 High..... 3

23. WAS THIS SECTION TERMINATED PREMATURELY?

YES..... (ANSWER A)..... 1 53-54/  
 NO..... (GO TO Q.24)..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 55-56/  
 CHILD WOULD NOT RESPOND..... 02 57-58/  
 MAJOR INTERRUPTION CAUSED TERMINATION... 03 59-60/  
 CHILD COULD NOT UNDERSTAND TASK..... 04 61-62/  
 CHILD HAD LANGUAGE PROBLEM..... 05 63-64/  
 CHILD'S EMOTIONAL CONDITION..... 06 65-66/  
 CHILD'S PHYSICAL CONDITION..... 07 67-68/  
 OTHER (SPECIFY) \_\_\_\_\_  
 \_\_\_\_\_ 08 69-70/

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

4 YRS - 4 YRS, 11 MOS.... (SKIP TO SECTION 10, CS-63)..... 1 71-72/  
 5 YRS AND OLDER..... (SKIP TO SECTION 8, CS-51)..... 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

11-12/

NO..(SKIP TO SECTION 7, CS-45)... 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: READ TO 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 voy 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 tí.

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

Algunos niños prefieren jugar afuera en su tiempo libre                      BUT                      otros niños prefieren ver televisión.

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

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

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

Ahora, piensa acerca de la respuesta que me diste y decide si es 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- TE 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>
4	3		1. Algunos niños piensan que son muy <u>buenos</u> haciendo la tarea de la escuela	PERO Otros niños <u>se preocupan</u> acerca de si pueden hacer la tarea que les dan en la escuela.	2	1 13-14
1	2		2. Algunos niños con frecuencia se sienten <u>descontentos</u> consigo mismos.	PERO Otros niños se sienten bastante <u>satisfechos</u> consigo mismos.	3	4 15-16
4	3		3. Algunos niños piensan que son <u>igual de inteligentes</u> que otros niños de su edad.	PERO Otros niños no están tan <u>seguros</u> y <u>se preguntan</u> si son igual de inteligentes.	2	1 17-18
1	2		4. A algunos niños <u>no</u> les gusta la vida que llevan	PERO A otros niños <u>si</u> les gusta la vida que llevan.	3	4 19-20
1	2		5. Algunos niños son bastante <u>lentos</u> para terminar la tarea de la escuela	PERO Otros niños pueden hacer la tarea de la escuela <u>rápidamente</u>	3	4 21-22
4	3		6. Algunos niños están <u>contentos</u> consigo mismos como personas	PERO Otros niños <u>frecuentemente no</u> están contentos consigo mismos.	2	1 23-24
<u>REALMEN- TE 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>

INTERVIEWER: READ TO 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	Algunos niños <u>olvidan</u> con frecuencia lo que aprenden	7.	PERO Otros niños pueden recordar <u>con facilidad</u> lo que aprenden.	3	4 25-26
4	3	A algunos niños <u>les gusta</u> el tipo de <u>persona</u> que son	8.	PERO Otros niños desearían con frecuencia ser otra persona.	2	1 27-28
4	3	A algunos niños les va <u>muy bien</u> en su trabajo en clase	9.	PERO A otros niños <u>no</u> les va bien en su trabajo en clase.	2	1 29-30
4	3	Algunos niños están <u>muy contentos</u> siendo como son	10.	PERO Otros niños desearían ser <u>diferentes</u> .	2	1 31-32
1	2	Algunos niños tienen <u>dificultad</u> para pensar las respuestas en la escuela	11.	PERO Otros niños casi <u>siempre</u> pueden pensar las respuestas.	3	4 33-34
1	2	Algunos niños <u>no están</u> muy contentos con la forma en que hacen muchas cosas	12.	PERO Otros niños piensan que la forma en que hacen las cosas está <u>bien</u> .	3	4 35-36

<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>
------------------------------------	--------------------------------------	---	----	---	--------------------------------------	------------------------------------

INTERVIEWER REMARKS:

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

YES..... (ANSWER A) ..... 1  
 NO..... (GO TO Q.14) ..... 0  
 37-38/

A. IF PRESENT,	CODE #	PERSONS	EFFECT ON CHILD'S PERFORMANCE			
			SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
MOTHER	____	39-40/	1	2	3	41-42/
FATHER	____	43-44/	1	2	3	45-46/
OTHER ADULTS	__	47-48/	1	2	3	49-50/
CHILDREN	__	51-52/	1	2	3	53-54/

14. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Baja (cansado/a) ..... 1  
 Mediana ..... 2  
 Alta ..... 3  
 55-56/

15. WAS THIS SECTION TERMINATED PREMATURELY?

YES..... (ANSWER A) ..... 1  
 NO.... (GO TO SECTION 7, CS-45) .... 0  
 57-58/

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 59-60/  
 CHILD WOULD NOT RESPOND..... 02 61-62/  
 MAJOR INTERRUPTION CAUSED TERMINATION... 03 63-64/  
 CHILD COULD NOT UNDERSTAND TASK..... 04 65-66/  
 CHILD HAD LANGUAGE PROBLEM..... 05 67-68/  
 CHILD'S EMOTIONAL CONDITION..... 06 69-70/  
 CHILD'S PHYSICAL CONDITION..... 07 71-72/  
 OTHER (SPECIFY)\_\_\_\_\_ 08 73-74/

**SECTION 7: MEMORY FOR DIGIT SPAN**

AGES: 7 YEARS AND OLDER

- 
- STEP ONE:
- A. CHECK CHILD FACE SHEET (ITEM 3). IS CHILD'S AGE 7 YRS OR OLDER?
- YES.....(GO TO B)..... 1 11-12/  
NO...(SKIP TO SECTION 8, CS-51)... 0
- B. CHECK CHILD FACE SHEET TEST GRID. DOES CHILD HAVE A VALID SCORE FOR DIGIT SPAN?
- YES.....(GO TO C)..... 1 13-14/  
NO.....(SKIP TO STEP TWO)..... 0--->TEST CHILD!
- C. IS CHILD'S AGE 10 OR 11 YEARS?
- YES.....(GO TO STEP TWO)..... 1--->TEST CHILD!  
NO...(SKIP TO SECTION 8, CS-51).. 0 15-16/

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

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

[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 DIGITS MAY BE OMITTED OR BE IN REVERSED ORDER.
-

STEP FIVE: READ TO CHILD.

Voy a decir unos números. Pon (presta) atención, y cuando yo acabe (termine) dílos tú inmediatamente después. SAY: "Listo" BEFORE EACH QUESTION.

**DIGITS FORWARD.**

ASK BOTH A AND B FOR EACH QUESTION

		CORRECT	WRONG	
1.	A. 3 - 8 - 6	1	2	17-18/
	B. 6 - 1 - 2	1	2	19-20/

IF BOTH A & B ARE CODED WRONG, SKIP TO STEP SIX, CS-47.

2.	A. 3 - 4 - 1 - 7	1	2	21-22/
	B. 6 - 1 - 5 - 8	1	2	23-24/

IF BOTH A & B ARE CODED WRONG, SKIP TO STEP SIX, CS-47.

3.	A. 8 - 4 - 2 - 3 - 9	1	2	25-26/
	B. 5 - 2 - 1 - 8 - 6	1	2	27-28/

IF BOTH A & B ARE CODED WRONG, SKIP TO STEP SIX, CS-47.

4.	A. 3 - 8 - 9 - 1 - 7 - 4	1	2	29-30/
	B. 7 - 9 - 6 - 4 - 8 - 3	1	2	31-32/

IF BOTH A & B ARE CODED WRONG, SKIP TO STEP SIX, CS-47.

5.	A. 5 - 1 - 7 - 4 - 2 - 3 - 8	1	2	33-34/
	B. 9 - 8 - 5 - 2 - 1 - 6 - 3	1	2	35-36/

IF BOTH A & B ARE CODED WRONG, SKIP TO STEP SIX, CS-47.

6.	A. 1 - 6 - 4 - 5 - 9 - 7 - 6 - 3	1	2	37-38/
	B. 2 - 9 - 7 - 6 - 3 - 1 - 5 - 4	1	2	39-40/

IF BOTH A & B ARE CODED WRONG, SKIP TO STEP SIX, CS-47.

7.	A. 5 - 3 - 8 - 7 - 1 - 2 - 4 - 6 - 9	1	2	41-42/
	B. 4 - 2 - 6 - 9 - 1 - 7 - 8 - 3 - 5	1	2	43-44/

IF BOTH A & B ARE CODED WRONG, GO TO STEP SIX, BELOW.

STEP SIX: READ TO CHILD.

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?

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 tu 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.**

ASK BOTH A AND B FOR EACH QUESTION.

			CORRECT	WRONG	
8.	A. 2-5	(ANS = 5-2)	1	2	45-46/
	B. 6-3	(ANS = 3-6)	1	2	47-48/

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

9.	A. 5-7-4	(ANS = 4-7-5)	1	2	49-50/
	B. 2-5-9	(ANS = 9-5-2)	1	2	51-52/

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

10.	A. 7-2-9-6	(ANS = 6-9-2-7)	1	2	53-54/
	B. 8-4-9-3	(ANS = 3-9-4-8)	1	2	55-56/

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

11.	A. 4-1-3-5-7	(ANS = 7-5-3-1-4)	1	2	57-58/
	B. 9-7-8-5-2	(ANS = 2-5-8-7-9)	1	2	59-60/

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

12.	A. 1-6-5-2-9-8	(ANS = 8-9-2-5-6-1)	1	2	61-62/
	B. 3-6-7-1-9-4	(ANS = 4-9-1-7-6-3)	1	2	63-64/

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

13.	A. 8-5-9-2-3-4-2	(ANS = 2-4-3-2-9-5-8)	1	2	65-66/
	B. 4-5-7-9-2-8-1	(ANS = 1-8-2-9-7-5-4)	1	2	67-68/

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

14.	A. 6-9-1-6-3-2-5-8	(ANS = 8-5-2-3-6-1-9-6)	1	2	69-70/
	B. 3-1-7-9-5-4-8-2	(ANS = 2-8-4-5-9-7-1-3)	1	2	71-72/

GO TO Q.15.

INTERVIEWER REMARKS:

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

YES.....(ANSWER A)..... 1 11-12/  
 NO.....(GO TO Q.16)..... 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	____	13-14/	1	2	3	15-16/
FATHER	____	17-18/	1	2	3	19-20/
OTHER ADULTS	__	21-22/	1	2	3	23-24/
CHILDREN	__	25-26/	1	2	3	27-28/

16. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Baja (cansado/a)..... 1  
 Mediana..... 2 29-30/  
 Alta..... 3

17. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ANSWER A)..... 1 31-32/  
 NO....(GO TO SECTION 8, CS-51)..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 33-34/  
 CHILD WOULD NOT RESPOND..... 02 35-36/  
 MAJOR INTERRUPTION CAUSED TERMINATION... 03 37-38/  
 CHILD COULD NOT UNDERSTAND TASK..... 04 39-40/  
 CHILD HAD LANGUAGE PROBLEM..... 05 41-42/  
 CHILD'S EMOTIONAL CONDITION..... 06 43-44/  
 CHILD'S PHYSICAL CONDITION..... 07 45-46/  
 OTHER (SPECIFY)\_\_\_\_\_ 08 47-48/

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**SECTION 8: PIAT MATH TEST**

AGES: 5 YEARS AND OLDER

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

YES..... 1 49-50/  
 NO... (SKIP TO SECTION 10, CS-63)... 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.

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

YES..... (SKIP TO C)..... 1 51-52/  
 NO..... (GO TO B)..... 0

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

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

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

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

STEP FIVE: CODE CHILD'S GRADE. TURN TO APPROPRIATE EASEL PAGE AND PROCEED.

KINDERGARTEN OR LESS.... (GO TO Q.1, CS-52).....	00	
1ST GRADE..... (GO TO Q.15, CS-52).....	01	
2ND GRADE..... (GO TO Q.25, CS-52).....	02	
3RD GRADE..... (GO TO Q.30, CS-52).....	03	53-54/
4TH GRADE..... (GO TO Q.35, CS-52).....	04	
5TH GRADE..... (GO TO Q.40, CS-52).....	05	
6TH GRADE..... (GO TO Q.45, CS-52).....	06	
7TH GRADE..... (GO TO Q.50, CS-52).....	07	
8TH GRADE..... (SKIP TO Q.54, CS-53).....	08	
9TH GRADE..... (SKIP TO Q.58, CS-53).....	09	
10TH GRADE..... (SKIP TO Q.60, CS-53).....	10	
11TH GRADE..... (SKIP TO Q.62, CS-53).....	11	
12TH GRADE..... (SKIP TO Q.64, CS-53).....	12	

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

IF STARTING Q. IS WRONG, DROP  
 BACK TO NEXT GRADE LEVEL  
 UNTIL CHILD ANSWERS CORRECTLY.  
 \*\*\*\*THEN TEST FORWARD\*\*\*\*  
 IF CHILD CAN'T GET 5 IN A ROW  
 CORRECT, WORK BACK, ITEM BY  
 ITEM TO GET BASAL

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

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

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

IF STARTING Q. IS WRONG, DROP BACK TO NEXT GRADE LEVEL UNTIL CHILD ANSWERS CORRECTLY.  
 \*\*\*\*\*THEN TEST FORWARD\*\*\*\*\*  
 IF CHILD CAN'T GET 5 IN A ROW CORRECT, WORK BACK, ITEM BY ITEM TO GET BASAL.

GRADE	ANSWER	RECORD (CODE ONE)		ANSWER	RECORD (CODE ONE)
		RESPONSE	CORRECT WRONG		
	53. (4)	( ) 39-40/	1 2	41-42/	
8th	54. (4)	( ) 43-44/	1 2	45-46/	
	55. (2)	( ) 47-48/	1 2	49-50/	
	56. (3)	( ) 51-52/	1 2	53-54/	
	57. (1)	( ) 55-56/	1 2	57-58/	
9th	58. (2)	( ) 59-60/	1 2	61-62/	
	59. (2)	( ) 63-64/	1 2	65-66/	
10th	60. (1)	( ) 11-12/	1 2	13-14/	
	61. (3)	( ) 15-16/	1 2	17-18/	
11th	62. (1)	( ) 19-20/	1 2	21-22/	
	63. (4)	( ) 23-24/	1 2	25-26/	
12th	64. (3)	( ) 27-28/	1 2	29-30/	
	65. (2)	( ) 31-32/	1 2	33-34/	
	66. (2)	( ) 35-36/	1 2	37-38/	
	67. (4)	( ) 39-40/	1 2	41-42/	
	68. (4)	( ) 43-44/	1 2	45-46/	
	69. (1)	( ) 47-48/	1 2	49-50/	
	70. (1)	( ) 51-52/	1 2	53-54/	
	71. (2)	( ) 55-56/	1 2	57-58/	
	72. (1)	( ) 59-60/	1 2	61-62/	
	73. (1)	( ) 63-64/	1 2	65-66/	
	BEGIN DECK 36				
	74. (3)	( ) 11-12/	1 2	13-14/	
	75. (3)	( ) 15-16/	1 2	17-18/	
	76. (4)	( ) 19-20/	1 2	21-22/	
	77. (3)	( ) 23-24/	1 2	25-26/	
	78. (2)	( ) 27-28/	1 2	29-30/	
	79. (3)	( ) 31-32/	1 2	33-34/	
	80. (4)	( ) 35-36/	1 2	37-38/	
	81. (2)	( ) 39-40/	1 2	41-42/	
	82. (1)	( ) 43-44/	1 2	45-46/	
	83. (2)	( ) 47-48/	1 2	49-50/	
	84. (2)	( ) 51-52/	1 2	53-54/	

85. INTERVIEWER: A. DID YOU GET A BASAL? ARE THERE FIVE (5) CONSECUTIVE CORRECT RESPONSES AT THE BEGINNING?
- YES..... 1  
 NO... (GO BACK AND GET THE BASAL).... 0
- B. DID YOU GET A CEILING? ARE THE LAST FIVE (5) CONSECUTIVE RESPONSES INCORRECT?
- YES..... 1  
 NO... (GO BACK AND GET THE CEILING).. 0

IF CHILD REACHES ITEM #1 WITHOUT GETTING 5 OF 5 CORRECT, ITEM #1 IS BASAL!

55-56/  
  
  
  
  
  
  
  
  
  
57-58/

86. INTERVIEWER: COMPUTE SCORE:

- A. RECORD FINAL BASAL. \_\_\_\_\_ | | | | 59-60/
- B. ENTER CEILING Q# (LAST ITEM WRONG). |\_\_|\_\_| 61-62/
- C. ENTER TOTAL # OF ERRORS BETWEEN BASAL AND CEILING. \_\_\_\_\_ | | | | 63-64/
- D. SUBTRACT 'C' FROM 'B'. |\_\_|\_\_| = SCORE 65-66/

INTERVIEWER REMARKS:

BEGIN DECK 37

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

- YES..... (ANSWER A)..... 1 11-12/
- NO..... (GO TO Q.88)..... 0

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  __  13-14/	1	2	3	15-16/
FATHER  __  17-18/	1	2	3	19-20/
OTHER ADULTS  __  21-22/	1	2	3	23-24/
CHILDREN  __  25-26/	1	2	3	27-28/

88. CODE CHILD'S ENERGY LEVEL DURING SECTION.

- Low (tired)..... 1
- Medium..... 2 29-30/
- High..... 3

89. WAS THIS SECTION TERMINATED PREMATURELY?

- YES..... (ASK A)..... 1 31-32/
- NO.... (GO TO SECTION 9, CS-55)..... 0

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

- PARENT/GUARDIAN TERMINATED/REFUSED..... 01 33-34/
- CHILD WOULD NOT RESPOND..... 02 35-36/
- MAJOR INTERRUPTION CAUSED TERMINATION.. 03 37-38/
- CHILD COULD NOT UNDERSTAND TASK..... 04 39-40/
- CHILD HAD LANGUAGE PROBLEM..... 05 41-42/
- CHILD'S EMOTIONAL CONDITION..... 06 43-44/
- CHILD'S PHYSICAL CONDITION..... 07 45-46/
- OTHER (SPECIFY) \_\_\_\_\_ 08 47-48/

**SECTION 9: PIAT READING**

AGES: PFVT AGE 5 YEARS AND OLDER

PART A: READING RECOGNITION

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

YES..... 1 49-50/  
NO...(SKIP TO SECTION 10, CS-63).. 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.

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

YES.....(SKIP TO C)..... 1 51-52/  
NO.....(GO TO B)..... 0

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

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

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

(2) FOLLOW TEXT IN EASEL FOR PRACTICE EXERCISES (A-E). THEN GO TO STEP FIVE.

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

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

STEP FIVE: TURN BACK TO Q.86D, CS-54. RECORD 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-54, Q.86D.)---->

--	--

53-54/

**BOX A**

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

IF STARTING Q. IS WRONG, JUMP BACK  
 5 UNTIL CHILD ANSWERS CORRECTLY.  
 \*\*\*\*\*THEN TEST FORWARD\*\*\*\*\*  
 IF CHILD CAN'T GET 5 IN A ROW CORRECT,  
 WORK BACK, ITEM BY ITEM TO GET BASAL.

**INTERVIEWER: BE SURE TO CIRCLE EVERY ITEM ADMINISTERED.  
 BE SURE TO CODE EVERY ANSWER.**

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

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

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

IF STARTING Q. IS WRONG, JUMP BACK  
 5 UNTIL CHILD ANSWERS CORRECTLY.  
 \*\*\*\*\*THEN TEST FORWARD\*\*\*\*\*  
 IF CHILD CAN'T GET 5 IN A ROW CORRECT,  
 WORK BACK, ITEM BY ITEM TO GET BASAL.

**INTERVIEWER: CIRCLE EACH ITEM GIVEN. CODE EVERY ANSWER.**

PLATE/ITEM # #	CIRCLE ANSWER	CODE ONE...___		PLATE/ITEM # #	CIRCLE ANSWER	CODE ONE...___		BEGIN DECK 40
		CORRECT	WRONG			CORRECT	WRONG	
	45. (anchor)	1	2	31-32/	65. (diminutive)	1	2	11-12/
PLATE 18-->	46. (elegant)	1	2	33-34/	66. (ensign)	1	2	13-14/
	47. (gaudy)	1	2	35-36/	67. (dilapidated)	1	2	15-16/
	48. (treacherous)	1	2	37-38/	68. (bureaucrat)	1	2	17-18/
	49. (yacht)	1	2	39-40/	69. (adulation)	1	2	19-20/
	50. (guerilla)	1	2	41-42/	70. (exorbitantly)	1	2	21-22/
	51. (boisterous)	1	2	43-44/	71. (epoch)	1	2	23-24/
	52. (isthmus)	1	2	45-46/	72. (aesthetic)	1	2	25-26/
	53. (anticipation)	1	2	47-48/	73. (deluge)	1	2	27-28/
	54. (vertebrates)	1	2	49-50/	74. (didactic)	1	2	29-30/
	55. (contemplate)	1	2	51-52/	75. (titular)	1	2	31-32/
	56. (heroine)	1	2	53-54/	76. (credulity)	1	2	33-34/
	57. (unparalleled)	1	2	55-56/	77. (judiciable)	1	2	35-36/
	58. (inaccessible)	1	2	57-58/	PLATE 20--> 78. (nihilism)	1	2	37-38/
	59. (colleague)	1	2	59-60/	79. (pharyngeal)	1	2	39-40/
	60. (medieval)	1	2	61-62/	80. (pterodactyl)	1	2	41-42/
	61. (pinnacle)	1	2	63-64/	81. (macrocosm)	1	2	43-44/
PLATE 19-->	62. (picturesque)	1	2	65-66/	82. (chimerical)	1	2	45-46/
	63. (adjacent)	1	2	67-68/	83. (disaccharide)	1	2	47-48/
	64. (navigable)	1	2	69-70/	84. (apophthegm)	1	2	49-50/

**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  
NO..... (GO BACK AND GET THE BASAL)..... 0

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

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

IF CHILD REACHES ITEM # 1 WITHOUT 5 OF 5 CORRECT, ITEM # 1 IS BASAL!

51-52/

53-54/

86. WAS THIS SECTION TERMINATED PREMATURELY?

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

55-56/

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

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

57-58/

59-60/

61-62/

63-64/

65-66/

67-68/

69-70/

71-72/

87. INTERVIEWER: COMPUTE SCORE:

BEGIN DECK 41

A. ENTER FINAL BASAL. |\_\_|\_\_|

11-12/

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

13-14/

C. ENTER TOTAL # OF ERRORS BETWEEN BASAL AND CEILING. |\_\_|\_\_|

15-16/

D. SUBTRACT 'C' FROM 'B'.   = SCORE

17-18/

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

YES..... (GO TO STEP SIX) ..... 1

19-20/

NO..... (SKIP TO Q.87, CS-62) ..... 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.

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

YES... (SKIP TO C) ..... 1

21-22/

NO.... (GO TO B) ..... 0

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

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

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

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

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

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

STEP NINE: RECORD SCORE FROM Q.87D, CS-58 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-58, Q.87D.)

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23-24/

BOX B

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

IF STARTING Q. IS WRONG, JUMP BACK  
 5 UNTIL CHILD ANSWERS CORRECTLY.  
 \*\*\*\*\*THEN TEST FORWARD\*\*\*\*\*  
 IF CHILD CAN'T GET 5 IN A ROW CORRECT,  
 WORK BACK, ITEM BY ITEM TO GET BASAL.

INTERVIEWER: BE SURE TO CODE EVERY ANSWER.

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

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

CODE ONE...					CODE ONE...						
PLATE	RECORD				PLATE	RECORD					
#	ANSWER	RESPONSE	CORRECT	WRONG	#	ANSWER	RESPONSE	CORRECT	WRONG		
65.	(4)	( )	35-36/ 1	2	37-38/	75.	(1)	( )	19-20/ 1	2	21-22/
66.	(1)	( )	39-40/ 1	2	41-42/	76.	(2)	( )	23-24/ 1	2	25-26/
67.	(2)	( )	43-44/ 1	2	45-46/	77.	(3)	( )	27-28/ 1	2	29-30/
68.	(1)	( )	47-48/ 1	2	49-50/	78.	(4)	( )	31-32/ 1	2	33-34/
69.	(4)	( )	51-52/ 1	2	53-54/	79.	(2)	( )	35-36/ 1	2	37-38/
70.	(2)	( )	55-56/ 1	2	57-58/	80.	(3)	( )	39-40/ 1	2	41-42/
71.	(1)	( )	59-60/ 1	2	61-62/	81.	(3)	( )	43-44/ 1	2	45-46/
72.	(1)	( )	63-64/ 1	2	65-66/	82.	(1)	( )	47-48/ 1	2	49-50/
73.	(4)	( )	11-12/ 1	2	13-14/	83.	(2)	( )	51-52/ 1	2	53-54/
74.	(4)	( )	15-16/ 1	2	17-18/	84.	(1)	( )	55-56/ 1	2	57-58/

**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 59-60/  
NO...(GO BACK AND GET THE BASAL).... 0

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

YES..... 1 61-62/  
NO...(GO BACK AND GET THE CEILING)... 0

86. INTERVIEWER: COMPUTE SCORE:

A. RECORD FINAL BASAL. |\_\_\_\_|\_\_\_\_| 63-64/

B. ENTER HIGHEST CEILING Q# (LAST ITEM WRONG). |\_\_\_\_|\_\_\_\_| 65-66/

C. ENTER TOTAL # OF ERRORS BETWEEN BASAL AND CEILING. |\_\_\_\_|\_\_\_\_| 67-68/

D. SUBTRACT 'C' FROM 'B':  = SCORE 69-70/

INTERVIEWER REMARKS:

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

YES.....(ANSWER A) ..... 1 11-12/  
 NO.....(GO TO Q.88) ..... 0

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	____  13-14/	1	2	3	15-16/
FATHER	____  17-18/	1	2	3	19-20/
OTHER ADULTS	__  21-22/	1	2	3	23-24/
CHILDREN	__  25-26/	1	2	3	27-28/

88. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Low (tired)..... 1  
 Medium..... 2 29-30/  
 High..... 3

89. WAS THIS SECTION TERMINATED PREMATURELY?

YES.....(ASK A) ..... 1 31-32/  
 NO.....(GO TO SECTION 10, CS-63) ..... 0

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

PARENT/GUARDIAN TERMINATED/REFUSED..... 01 33-34/  
 CHILD WOULD NOT RESPOND..... 02 35-36/  
 MAJOR INTERRUPTION CAUSED TERMINATION..... 03 37-38/  
 CHILD COULD NOT UNDERSTAND TASK..... 04 39-40/  
 CHILD HAD LANGUAGE PROBLEM..... 05 41-42/  
 CHILD'S EMOTIONAL CONDITION..... 06 43-44/  
 CHILD'S PHYSICAL CONDITION..... 07 45-46/  
 OTHER (SPECIFY) \_\_\_\_\_  
 \_\_\_\_\_ 08 47-48/

**SECTION 10: PEBODY PICTURE VOCABULARY TEST**

AGES: PPVT AGE 4 YEARS AND OLDER

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

YES..... 1 49-50/  
 NO.(SKIP TO SECTION 11, CS-75)... 0

B. CHECK CHILD FACE SHEET TEST GRID. DOES CHILD HAVE A VALID SCORE FOR PPVT?

YES.....(GO TO Q.C)..... 1  
 NO.....(SKIP TO STEP TWO)..... 0 ----> TEST CHILD! 51-52/

C. IS CHILD AGE TEN OR ELEVEN YEARS?

YES.....(GO TO STEP TWO)..... 1 ----> TEST CHILD! 53-54/  
 NO..(SKIP TO SECTION 11, CS-75).. 0

[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 55-56/  
 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) CORRECT....GO TO PRACTICE B.  
 tenedor (1) WRONG.....ASK ALTERNATE WORDS, THEN  
 mesa (2) GO TO PRACTICE B.  
 carro (3)

**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 AND 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)  
 sogá (1)  
 rastrillo (3)

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

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.

CHILD'S PPVT AGE . . .

4 YRS - 4 YRS, 5 MOS.....(SKIP TO Q.15, CS-65)... 01  
 4 YRS, 6 MOS - 4 YRS, 11 MOS...(SKIP TO Q.20, CS-65)... 02  
 5 YRS - 5 YRS, 5 MOS.....(SKIP TO Q.30, CS-66)... 03  
 5 YRS, 6 MOS - 5 YRS, 11 MOS...(SKIP TO Q.35, CS-66)... 04  
 6 YRS - 6 YRS, 5 MOS.....(SKIP TO Q.40, CS-66)... 05  
 6 YRS, 6 MOS - 6 YRS, 11 MOS...(SKIP TO Q.50, CS-67)... 06  
 7 YRS - 7 YRS, 11 MOS.....(SKIP TO Q.55, CS-67)... 07  
 8 YRS - 8 YRS, 11 MOS.....(SKIP TO Q.65, CS-67)... 08  
 9 YRS - 9 YRS, 11 MOS.....(SKIP TO Q.70, CS-68)... 09  
 10 YRS - 10 YRS, 11 MOS.....(SKIP TO Q.80, CS-68)... 10  
 11 YRS - 11 YRS, 11 MOS.....(SKIP TO Q.85, CS-68)... 11  
 12 YRS - 12 YRS, 11 MOS.....(SKIP TO Q.90, CS-68)... 12  
 13 YRS - 13 YRS, 11 MOS.....(SKIP TO Q.95, CS-69)... 13  
 14 YRS - 14 YRS, 11 MOS.....(SKIP TO Q.100, CS-69).. 14  
 15 YRS - 15 YRS, 11 MOS.....(SKIP TO Q.105, CS-69).. 15  
 16 YRS - 16 YRS, 11 MOS.....(SKIP TO Q.110, CS-69).. 16

57-58/

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
1. barco (2)	( ) 59-60/	1	2 61-62/
2. lámpara (4)	( ) 63-64/	1	2 65-66/
3. vaca (1)	( ) 67-68/ BEGIN DECK 47	1	2 69-70/
4. vela (2)	( ) 11-12/	1	2 13-14/
5. trompeta (1)	( ) 15-16/	1	2 17-18/
6. rodilla (4)	( ) 19-20/	1	2 21-22/
7. jaula (1)	( ) 23-24/	1	2 25-26/
8. ambulancia (1)	( ) 27-28/	1	2 29-30/
9. leer (4)	( ) 31-32/	1	2 33-34/
10. flecha (2)	( ) 35-36/	1	2 37-38/
11. cuello (3)	( ) 39-40/	1	2 41-42/
12. mueble (4)	( ) 43-44/	1	2 45-46/
13. abeja (3)	( ) 47-48/	1	2 49-50/
14. hora (3)	( ) 51-52/	1	2 53-54/
15. medir (2)	( ) 55-56/	1	2 57-58/
16. ballena (2)	( ) 59-60/	1	2 61-62/
17. roto (1)	( ) 63-64/ BEGIN DECK 48	1	2 65-66/
18. acariciar (1)	( ) 11-12/	1	2 13-14/
19. accidente (2)	( ) 15-16/	1	2 17-18/
20. canguro (2)	( ) 19-20/	1	2 21-22/
21. codo (4)	( ) 23-24/	1	2 25-26/
22. río (1)	( ) 27-28/	1	2 29-30/
23. águila (2)	( ) 31-32/	1	2 33-34/

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 6 WRONG

COUNT BACK 8 FOR BASAL.

DO NOT JUMP BACK FOR  
THE PPVT.

INTERVIEWER: IF YOU CODED 6 IN A ROW WRONG, SKIP TO Q.176, CS-73.

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
24. romper (4)	( ) 35-36/	1	2 37-38/
25. pintor (3)	( ) 39-40/	1	2 41-42/
26. vacío (3)	( ) 43-44/	1	2 45-46/
27. pelar (3)	( ) 47-48/	1	2 49-50/
28. uniforme (4)	( ) 51-52/	1	2 53-54/
29. tronco (2)	( ) 55-56/	1	2 57-58/
30. líquido (4)	( ) 59-60/	1	2 61-62/
31. grupo (3)	( ) 63-64/ BEGIN DECK 49	1	2 65-66/
32. músico (2)	( ) 11-12/	1	2 13-14/
33. ceremonia (4)	( ) 15-16/	1	2 17-18/
34. culebra (4)	( ) 19-20/	1	2 21-22/
35. bebida (1)	( ) 23-24/	1	2 25-26/
36. médico (4)	( ) 27-28/	1	2 29-30/
37. aislamiento (1)	( ) 31-32/	1	2 33-34/
38. mecánico (2)	( ) 35-36/	1	2 37-38/
39. premiar (3)	( ) 39-40/	1	2 41-42/
40. dentista (3)	( ) 43-44/	1	2 45-46/
41. hombro (3)	( ) 47-48/	1	2 49-50/
42. sobre (2)	( ) 51-52/	1	2 53-54/
43. joyas (1)	( ) 55-56/	1	2 57-58/
44. humano (2)	( ) 59-60/	1	2 61-62/
45. artista (1)	( ) 63-64/	1	2 65-66/
46. recoger (4)	( ) 67-68/	1	2 69-70/

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 6 WRONG

COUNT BACK 8 FOR BASAL.

DO NOT JUMP BACK FOR  
THE PPVT.

INTERVIEWER: IF YOU CODED 6 IN A ROW WRONG, SKIP TO Q.176, CS-73.

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
47. construcción (2)	( ) 11-12/	1	2 13-14/
48. dirigir (2)	( ) 15-16/	1	2 17-18/
49. arbusto (1)	( ) 19-20/	1	2 21-22/
50. bosque (3)	( ) 23-24/	1	2 25-26/
51. agricultura (4)	( ) 27-28/	1	2 29-30/
52. raíz (2)	( ) 31-32/	1	2 33-34/
53. nutritivo (3)	( ) 35-36/	1	2 37-38/
54. par (3)	( ) 39-40/	1	2 41-42/
55. secretaria (4)	( ) 43-44/	1	2 45-46/
56. iluminación (4)	( ) 47-48/	1	2 49-50/
57. carrete (1)	( ) 51-52/	1	2 53-54/
58. transparente (3)	( ) 55-56/	1	2 57-58/
59. cosechar (1)	( ) 59-60/	1	2 61-62/
60. discusión (1)	( ) 63-64/	1	2 65-66/
BEGIN DECK 51			
61. cooperación (4)	( ) 11-12/	1	2 13-14/
62. barandal (1)	( ) 15-16/	1	2 17-18/
63. sorprendido (4)	( ) 19-20/	1	2 21-22/
64. gotear (2)	( ) 23-24/	1	2 25-26/
65. embudo (3)	( ) 27-28/	1	2 29-30/
66. tallo (3)	( ) 31-32/	1	2 33-34/
67. isla (1)	( ) 35-36/	1	2 37-38/
68. ángulo (2)	( ) 39-40/	1	2 41-42/
69. desilusión (4)	( ) 43-44/	1	2 45-46/

BASAL = 8 OF 8 CORRECT.

CEILING = 6 OF 6 WRONG.

COUNT BACK 8 FOR BASAL.

DO NOT JUMP BACK FOR  
THE PPVT.

INTERVIEWER: IF YOU CODED 6 IN A ROW WRONG, SKIP TO Q.176, CS-73

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
70. carpintero (2)	( ) 47-48/	1	2 49-50/
71. archivar (3)	( ) 51-52/	1	2 53-54/
72. mercantil (1)	( ) 55-56/	1	2 57-58/
73. cuarteto (4)	( ) 59-60/	1	2 61-62/
74. marco (1)	( ) 63-64/	1	2 65-66/
	BEGIN DECK 52		
75. binocular (3)	( ) 11-12/	1	2 13-14/
76. judicial (2)	( ) 15-16/	1	2 17-18/
77. roer (3)	( ) 19-20/	1	2 21-22/
78. morsa (2)	( ) 23-24/	1	2 25-26/
79. confiar (3)	( ) 27-28/	1	2 29-30/
80. temo (4)	( ) 31-32/	1	2 33-34/
81. contemplar (2)	( ) 35-36/	1	2 37-38/
82. ave (3)	( ) 39-40/	1	2 41-42/
83. portátil (2)	( ) 43-44/	1	2 45-46/
84. clasificar (1)	( ) 47-48/	1	2 49-50/
85. carroña (3)	( ) 51-52/	1	2 53-54/
86. brújula (2)	( ) 55-56/	1	2 57-58/
87. esférico (2)	( ) 59-60/	1	2 61-62/
88. felino (2)	( ) 63-64/	1	2 65-66/
	BEGIN DECK 53		
89. paralelo (4)	( ) 11-12/	1	2 13-14/
90. sumergir (4)	( ) 15-16/	1	2 17-18/
91. árido (4)	( ) 19-20/	1	2 21-22/
92. frágil (3)	( ) 23-24/	1	2 25-26/

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 6 WRONG

COUNT BACK 8 FOR BASAL.

DO NOT JUMP BACK FOR  
THE PPVT.

INTERVIEWER: IF YOU CODED, 6 IN A ROW WRONG, SKIP TO Q.176, CS-73.

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
93. instruir (4)	( ) 27-28/	1	2 29-30/
94. arqueólogo (4)	( ) 31-32/	1	2 33-34/
95. consumir (4)	( ) 35-36/	1	2 37-38/
96. incandescente (4)	( ) 39-40/	1	2 41-42/
97. arrogante (2)	( ) 43-44/	1	2 45-46/
98. utensilio (2)	( ) 47-48/	1	2 49-50/
99. ira (2)	( ) 51-52/	1	2 53-54/
100. cítrico (3)	( ) 55-56/	1	2 57-58/
101. lubricar (1)	( ) 59-60/	1	2 61-62/
102. eslabón (4)	( ) 63-64/	1	2 65-66/
	BEGIN DECK 54		
103. morada (1)	( ) 11-12/	1	2 13-14/
104. anfibio (1)	( ) 15-16/	1	2 17-18/
105. prodigio (1)	( ) 19-20/	1	2 21-22/
106. jubilosa (2)	( ) 23-24/	1	2 25-26/
107. aparición (2)	( ) 27-28/	1	2 29-30/
108. ascender (3)	( ) 31-32/	1	2 33-34/
109. fragmento (3)	( ) 35-36/	1	2 37-38/
110. perpendicular (3)	( ) 39-40/	1	2 41-42/
111. atuendo (4)	( ) 43-44/	1	2 45-46/
112. córnea (2)	( ) 47-48/	1	2 49-50/
113. paralelogramo (1)	( ) 51-52/	1	2 53-54/
114. copioso (2)	( ) 55-56/	1	2 57-58/
115. inducir (3)	( ) 59-60/	1	2 61-62/

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 6 WRONG

COUNT BACK 8 FOR BASAL.

DO NOT JUMP BACK FOR  
THE PFVT.

INTERVIEWER: IF YOU CODED 6 IN A ROW WRONG, SKIP TO Q.176, CS-73.

WORD	RECORD RESPONSE	CODE ONE	
		CORRECT	WRONG
116. atónico (3)	( ) 11-12/	1	2 13-14/
117. transeúnte (2)	( ) 15-16/	1	2 17-18/
118. emisión (3)	( ) 19-20/	1	2 21-22/
119. obelisco (1)	( ) 23-24/	1	2 25-26/
120. ciénaga (3)	( ) 27-28/	1	2 29-30/
121. ambulante (2)	( ) 31-32/	1	2 33-34/
122. cóncavo (3)	( ) 35-36/	1	2 37-38/
123. incisivo (1)	( ) 39-40/	1	2 41-42/
124. alipse (4)	( ) 43-44/	1	2 45-46/
125. deciduo (4)	( ) 47-48/	1	2 49-50/

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 6 WRONG

COUNT BACK 8 FOR BASAL.

DO NOT JUMP BACK FOR  
THE PPVT.

INTERVIEWER: IF YOU CODED 6 IN A ROW WRONG, SKIP TO Q.176, CS-73.

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176. INTERVIEWER: A. DID YOU GET A BASAL? ARE THERE EIGHT (8) CONSECUTIVE CORRECT RESPONSES AT THE BEGINNING?
- YES..... 1 27-28/  
 NO.. (GO BACK AND GET THE BASAL). 0
- B. DID YOU GET A CEILING? ARE THE LAST SIX (6) CONSECUTIVE RESPONSES INCORRECT?
- YES..... 1 29-30/  
 NO..... (GO BACK AND GET THE CEILING)..... 0

177. INTERVIEWER: CALCULATE RAW SCORE.
- A. RECORD FINAL BASAL. |\_\_\_| |\_\_\_| 31-32/  
 \_\_\_\_\_
- B. ENTER HIGHEST CEILING Q# (LAST ITEM WRONG). |\_\_\_| |\_\_\_| 33-34/
- C. ENTER TOTAL # ERRORS BETWEEN BASAL AND CEILING. |\_\_\_| |\_\_\_| 35-36/  
 \_\_\_\_\_
- D. SUBTRACT 'C' FROM 'B.' |\_\_\_| |\_\_\_| = SCORE 37-38/

INTERVIEWER REMARKS:

178. WAS ANYONE ELSE PRESENT, IN THE ROOM DURING THE ADMINISTRATION OF THIS SECTION?
- YES..... (ANSWER A).....1 39-40/  
 NO..... (GO TO Q.179).....0

A. IF PRESENT,	CODE # PERSONS	EFFECT ON CHILD'S PERFORMANCE			
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE	
MOTHER	___  41-42/	1	2	3	43-44/
FATHER	___  45-46/	1	2	3	47-48/
OTHER ADULTS	___  49-50/	1	2	3	51-52/
CHILDREN	___  53-54/	1	2	3	55-56/

179. CODE CHILD'S ENERGY LEVEL DURING SECTION.

Baja (casada/o).....	1	57-58/
Mediana.....	2	
Alta.....	3	

180. WAS THIS SECTION TERMINATED PREMATURELY?

YES..... (ANSWER A).....	1	59-60/
NO..... (GO TO Q.181).....	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	BEGIN DECK 60 11-12/
CHILD'S EMOTIONAL CONDITION.....	06	13-14/
CHILD'S PHYSICAL CONDITION.....	07	15-16/
OTHER (SPECIFY)		
_____	08	17-18/

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

YES... (GIVE CHILD SELF-ADMINISTERED CHILD QUESTIONNAIRE, THEN GO TO SECTION 11, CS-75).....	1	19-20/
NO..... (THANK CHILD AND GO TO SECTION 11, CS-75).....	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	21-22/
B. RAPPORT WITH INTERVIEWER?	1	2	3	4	5	23-24/
C. PERSEVERANCE/PERSISTENCE?	1	2	3	4	5	25-26/
D. COOPERATION?	1	2	3	4	5	27-28/
E. MOTIVATION/INTEREST?	1	2	3	4	5	29-30/

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

A. VISUAL SHARPNESS? YES.....1 31-32/  
NO..... 0  
(SPECIFY) \_\_\_\_\_

B. HEARING? YES..... 1 33-34/  
NO..... 0  
(SPECIFY) \_\_\_\_\_

C. STATE OF HEALTH? YES..... 1 35-36/  
NO..... 0  
(SPECIFY) \_\_\_\_\_

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

NOT AT ALL SHY & ANXIOUS/ SOCIAL & FRIENDLY		EXTREMELY SHY/QUIET/ WITHDRAWN			
1	2	3	4	5	37-38/

4. DID ANY INTERFERENCES OCCUR DURING THE CHILD SUPPLEMENT?

YES.....(GO TO A)..... 1 39-40/  
 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	41-42/	
(2) INTERRUPTIONS	1	2	3	4	5	NA	43-44/	
(3) DISTRACTIONS	1	2	3	4	5	NA	45-46/	
(4) LIGHT	1	2	3	4	5	NA	47-48/	
(5) TEMPERATURE	1	2	3	4	5	NA	49-50/	
(6) PRESENCE OF OTHERS	1	2	3	4	5	NA	51-52/	
(7) OTHER (SPECIFY)								
_____	1	2	3	4	5	NA	53-54/	

5. WHERE WAS THIS CHILD SUPPLEMENT ADMINISTERED?

CHILD'S RESIDENCE..... 1 55-56/  
 OTHER PRIVATE RESIDENCE..... 2  
 OTHER SITE (SPECIFY)  
 \_\_\_\_\_  
 \_\_\_\_\_ 3

6. IS THE MOTHER SUPPLEMENT COMPLETED?

YES.....(GO TO Q.7)..... 1 57-58/  
 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.....(GO TO Q.10)..... 1 59-60/  
 NO..... 0

8. WHY IS CHILD SUPPLEMENT INCOMPLETE?

SECTIONS INCOMPLETE .....	(GO TO A) .....	1	
			61-62/
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 SECTION 12, CS-79) ...	1	
			63-64/
INCOMPLETE.....	(GO TO Q.9) .....	2	

9. WHY WAS CHILD SUPPLEMENT TERMINATED PREMATURELY?

PARENT/GUARDIAN TERMINATED.....	1	
CHILD TERMINATED.....	2	
		65-66/
INTERRUPTION TERMINATED.....	3	
CHILD NOT PRESENT.....	4	
OTHER (SPECIFY)		
_____		
_____	5	

10. IN WHAT LANGUAGE WAS THIS CHILD ASSESSED?

ENGLISH.....	1	
		67-68/
OTHER (SPECIFY)		
_____		
_____	3	

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**SECTION 12: INTERVIEWER OBSERVATIONS OF HOME ENVIRONMENT**

**EACH CHILD**

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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-80)..... 1

3 YRS - 5 YRS, 11 MOS.....(SKIP TO PART B, CS-81)..... 2 69-70/

6 YRS AND OLDER.....(SKIP TO PART C, CS-82)..... 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 11-12/  
 NO.... (SKIP TO Q.9)..... 0

YES NO NOT OBSERVED

2. (MOTHER/GUARDIAN) SPONTANEOUSLY SPOKE TO CHILD TWICE OR MORE (EXCLUDING SCOLDING). 1 0 2 13-14/

3. (MOTHER/GUARDIAN) RESPONDED VERBALLY TO CHILD'S SPEECH. 1 0 2 15-16/

4. (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED CHILD AT LEAST ONCE. 1 0 2 17-18/

5. (MOTHER/GUARDIAN) SLAPPED OR SPANKED CHILD AT LEAST ONCE. 1 0 2 19-20/

6. (MOTHER/GUARDIAN) INTERFERED WITH CHILD'S ACTIONS OR RESTRICTED CHILD FROM EXPLORING MORE THAN 3 TIMES. 1 0 2 21-22/

7. (MOTHER/GUARDIAN) PROVIDED TOYS OR INTERESTING ACTIVITIES FOR CHILD. 1 0 2 23-24/

8. (MOTHER/GUARDIAN) KEPT CHILD IN VIEW/COULD SEE CHILD/LOOKED AT (HIM/HER) OFTEN. 1 0 2 25-26/

9. CHILD'S PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS WITHIN A TODDLER'S OR INFANT'S RANGE).  
 (E.G., FALLING PLASTER, PEELING PAINT, RODENTS, GLASS, POISONS AND CLEANING MATERIALS, FLAMES & HEAT, FRAYED ELECTRICAL WIRES). 1 0 2 27-28/

TIME ENDED:

--	--	--	--

AM  
PM

HR MIN 33-34/  
 29-30/ 31-32/

10. INTERVIEWER: SKIP TO CS-83.

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

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

YES..... 1 35-36/  
 NO... (SKIP TO Q.8).... 0

	YES	NO	NOT OBSERVED	
2. (MOTHER/GUARDIAN) CONVERSED WITH CHILD AT LEAST TWICE (EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS).	1	0	2	37-38/

3. (MOTHER/GUARDIAN) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.	1	0	2	39-40/
--	---	---	---	--------

4. (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED CHILD AT LEAST ONCE.	1	0	2	41-42/
--	---	---	---	--------

5. (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO CHILD BY NAME.	1	0	2	43-44/
--	---	---	---	--------

6. (MOTHER/GUARDIAN) PHYSICALLY RESTRICTED OR (SHOOK/ GRABBED) CHILD.	1	0	2	45-46/
--	---	---	---	--------

7. (MOTHER/GUARDIAN) SLAPPED OR SPANKED CHILD AT LEAST ONCE.	1	0	2	47-48/
---	---	---	---	--------

8. (MOTHER/GUARDIAN) 'S VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.	1	0	2	49-50/
--	---	---	---	--------

9. CHILD'S PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A <u>PRESCHOOLER'S</u> RANGE).	1	0	2	51-52/
--	---	---	---	--------

10. INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.	1	0	2	53-54/
---	---	---	---	--------

11. ALL VISIBLE ROOMS OF HOUSE/APARIMENT ARE REASONABLY CLEAN.	1	0	2	55-56/
---	---	---	---	--------

12. ALL VISIBLE ROOMS OF HOUSE/APARIMENT ARE MINIMALLY CLUTTERED.	1	0	2	57-58/
--	---	---	---	--------

INTERVIEWER: SKIP TO CS-83.

TIME ENDED: 

--	--

--	--

 AM  
 PM  
 HR MIN 63-64/  
 59-60/ 61-62/

PART C: CHILD 6 YRS AND OLDER

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

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

11-12/

	YES	NO	NOT OBSERVED	
2. (MOTHER/GUARDIAN) ENCOURAGED CHILD TO CONTRIBUTE TO THE CONVERSATION.	1	0	2	13-14/

3. (MOTHER/GUARDIAN) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.	1	0	2	15-16/
---	---	---	---	--------

4. (MOTHER/GUARDIAN) CONVERSED WITH CHILD EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.	1	0	2	17-18/
--	---	---	---	--------

5. (MOTHER/GUARDIAN) , INTRODUCED INTERVIEWER TO CHILD BY NAME.	1	0	2	19-20/
---	---	---	---	--------

6. (MOTHER/GUARDIAN) 'S VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.	1	0	2	21-22/
---	---	---	---	--------

7. INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.	1	0	2	23-24/
---	---	---	---	--------

8. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.	1	0	2	25-26/
---	---	---	---	--------

9. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.	1	0	2	27-28/
--	---	---	---	--------

10. BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A SCHOOL-AGED CHILD'S RANGE.	1	0	2	29-30/
--	---	---	---	--------

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

TIME ENDED:

--	--	--	--

AM  
PM

HR 31-32/ MIN 33-34/ 35-36/

INTERVIEWER: GO TO CS-83.

<u>SECTION NAME</u>	<u>PAGE</u>	<u>SECTION NAME</u>	<u>PAGE</u>
1. BACKGROUND	CS-1	7. MEMORY FOR DIGITS	CS-45
2. CHILD HEALTH	CS-5	8. PIAT MATH	CS-51
3. DELETED		9. PIAT READING	CS-55
4. DELETED		10. PPVT	CS-63
5. VERBAL MEMORY	CS-33	11. INT. EVALUATION	CS-75
6. WHAT I AM LIKE	CS-41	12. INT. OBSERVATIONS	CS-79

CHILD'S AGE:	SECTIONS TO BE COMPLETED											
0 MOS - 7 MOS	1	2										12
8 MOS - 11 MOS	1	2								11		12
1 YR - 2 YRS, 11 MOS	1	2								11		12
3 YRS - 3 YRS, 11 MOS *	1	2							*	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 3YRS, 11 MOS, 16 - 31 DAYS (PPVT AGE = 4 YRS) DO SECTION 10

INTERVIEWER:

- A. RETRIEVE MS FROM MOTHER/GUARDIAN. CHECK MS TO SEE IF ALL SECTIONS ARE COMPLETE.
- B. IF NECESSARY, RETRIEVE CSAS FROM CHILD. CHECK CASE 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 37-38/  
 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:

- 
- 1. Please record your interview ID #: |\_\_|\_\_|\_\_|\_\_|\_\_|\_\_| 39-44/

---

  - 2. Please sign your name here: \_\_\_\_\_

---

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

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