CASE # _____ - ☐☐

NORC
University of Chicago

CENTER FOR HUMAN RESOURCE RESEARCH
THE OHIO STATE UNIVERSITY

NATIONAL LONGITUDINAL SURVEY OF YOUTH/1979 COHORT

CHILD SUPPLEMENT

FOR NLSY79 FEMALE RESPONDENT'S OWN
CHILDREN LIVING IN HOUSEHOLD

AGES 0 - 14

1998

ROUND EIGHTEEN

1998 NLSY79 Survey

Paper version of the 1998 NLSY79 Child Supplement that was administered as a CAPI instrument in the field.

June 1999

1998 NLSY79 CHILD SUPPLEMENT

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1998 NLSY79 Child CAPI Supplement

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Introduction

This document describes the content of the 1998 Child Supplement to the National Longitudinal Survey of Youth/1979 Cohort. This instrument, designed to obtain information about the biological children of the female NLSY79 respondents, was administered as a computer-assisted interview. Although some cases were done over the telephone, the dominant interview mode was in-person; thus the term CAPI (computer-assisted personal interview) is used to refer to the data collection technology. From 1986-1992, this supplement was administered using paper and pencil (PAPI) methods, and researchers could easily determine the interview content by examining the printed questionnaire and other interviewing materials.

The aim here is to reproduce the content of the CAPI interview in a clear, complete, and compact format. With this in mind, this CAPI questionnaire has been formatted as similarly as possible to a conventional questionnaire, but it also includes some additional information that enhances the usefulness of the questionnaire for data users. The resulting document summarizes the "conversation" between the interviewer and respondent.

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

In order to simplify the questionnaire and the public use data file, a number of time variables, from which elapsed time can be calculated (time stamps), have been omitted. A time stamp appears at the beginning of each major section of the questionnaire. Elapsed time may be very useful for a variety

of methodological studies. Users interested in these data are encouraged to access the files on the NLSY79 Child CD or contact CHRR for additional information.

To aid researchers in using the questionnaire, this introduction provides information on several topics. First, typical question records are described and key terms such as "Question Name," "Distribution Code Block," and "Lead in Questions" are defined. This section explains how to follow the flow of the interview through the questionnaire. Second, instrument compression techniques used to produce a compact questionnaire are discussed and elsewhere noted where appropriate. Finally, an overview on how the CAPI child assessments are presented in this questionnaire is included. NLS User Services (address on page viii) welcomes comments about the content and suggestions for improving the format of this document.

Question Records

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

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

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

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

Figure 1. CAPI Question Record

QUESTION NAME

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

AN INSTRUCTION OR COMMENT TO THE INTERVIEWER IS CAPITALIZED.

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

(CODING INSTRUCTIONS TO INTERVIEWER APPEAR HERE)

K_1	response/answer choice 1	*(GO TO CSH-98)*
K_2	response/answer choice 2	
K_3	response/answer choice 3	*(GO TO CSH-99A1)*
.		
.		
.		
K_n	distribution code block text	

(NUMERIC EVALUATIONS AND SKIPS MAY APPEAR HERE)

Lead In(s):
Default Next Question:

Question Name

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

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

Embedded in some question names is an indicator that the question was part of a "looped" or repeated series. For example, the "**.01**" in question CSH-6C.01 indicates it is the first iteration of a question asking about accidents or injuries that a child may have had; CSH-6C.02 is the second iteration of the same question, but for the <u>next</u> most recent accident or injury; CSH-6C.03 the <u>third</u> most recent accident, and so on. *For the sake of brevity, only the first question of a looped series is shown in the questionnaire.* All replications of a looped question variable that contain data *are* included in the codebook.

<u>Question Text</u>

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

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

Distribution Code Block

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

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

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

Lead ins

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

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

Examples:

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

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

Default Next Question

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

Instrument Compression

In order to provide a more compact questionnaire, two types of records have been dropped. The following do not appear within this questionnaire: (1) "looped" questions or repetitive series, and (2) question records that perform internal operations not necessary for understanding the conversational flow of the survey.

First, repetitions of questions that are asked multiple times are not included. Users can readily identify such repeated "loop" questions because the question names end with ".01"; the replications not printed in the questionnaire (which do appear in the codebook) have names that end ".02" to indicate the second replication, etc. Questions that have been dropped because they are replications will, occasionally, appear in lists of lead-in questions or branching instructions. However, if a referenced question has been dropped, the user can easily determine its function by looking at the corresponding question in the first loop, that is, the question whose name is identical except that it has the suffix ".01." A note to users is inserted in the questionnaire indicating how many iterations of the question or series were actually allowed.

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

Graphic Display of Child Assessments

With the exception of information added to help understand the flow of the instrument, the question records in this document present what interviewers saw on the computer screen during most of the Child Supplement CAPI interview. Capturing the <u>flow</u> of the child assessments included in the interview, however, presents somewhat more of a challenge. These assessments often rely on visual media (such as flip charts) as part of the assessment, particularly the PIAT and PPVT. The Child Supplement CAPI instrument presents such graphics to the interviewer. A graphical presentation, question-by-question accompanied by appropriate skip instructions would be more true to the interviewers' experience, but

voluminous. Thus, much of the more compact, original PAPI format of the child assessment sections has been retained in this document. A sample of typical screens from each assessment is included in Appendix B. Text conventions used throughout the rest of the questionnaire are used in the assessment section wherever possible. Please note: children are still shown the official item plates for the PIAT and PPVT assessments and do <u>not</u> view the laptop screens seen by the interviewer.

Other Documentation

Two additional instruments are used in the NLSY79 Child survey: (1) the Mother Supplement, containing maternal reports on the home environment, motor and social development, behavior problems, temperament and school background, and (2) the Child Self-Administered Supplement (CSAS) for children 10 and over. These paper supplements are available, at a nominal charge, from CHRR. Users interested in the instruments administered to the children age 15 or over (the NLSY79 Young Adults) should consult the *1998 Young Adult CAPI Questionnaire* and the *1998 Young Adult Self-Report Booklet*.

Information about the NLSY79 Child and Young Adult data or additional documentation is available from:

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1998 NLSY79 CHILD SUPPLEMENT

Child Background

CS-TIME

/* Collect beginning time of Child Supplement */

CS-INTRO-A

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

CS-INTRO-B

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

CS-INTRO-C

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

CS-INTRO-D

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

CS-3

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

CS-3A

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

Default Next Question: CS-5A

CS-4

CAPI CHECK: CALCULATE AGE OF CHILD.

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

CS-4A

CAPI CHECK: CALCULATE AGE OF CHILD IN MONTHS.

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

CS-5

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

        1 Yes...(*GO TO CS-6*)
        0 No

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

CS-5A

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

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

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

CS-5B

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

Lead In(s): CS-5A[Default]
Default Next Question: FILLAGE-YRS

CS-5C

CAPI CHECK: CALCULATE AGE OF CHILD.

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

___

CS-5D

CAPI CHECK: CALCULATE AGE OF CHILD IN MONTHS.

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

___

CS-5E

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

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

Lead In(s): CS-5D[Default]
Default Next Question: CS-6

___

FILLAGE-YRS

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

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

Enter answer : |__|__|

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

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

___

FILLAGE-MOS

INTERVIEWER: ENTER MONTHS.

Enter answer : |__|__|

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

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

FILLAGE-SET

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

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

_____

FILLAGE-CALC

CAPI CHECK: CALCULATE AGE OF CHILD IN MONTHS.

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

_____

FILLAGE-EXIT

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

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

_____

CS-6

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

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

_____

CS-6A

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

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

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

_____

CS-6B

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

        1 R SIGNED FORM
        2 R REFUSED TO SIGN FORM

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

_____

CS-6K

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

Lead In(s): CS-6J[Default]
Default Next Question: CSH-INTRO (FIRST QUESTION, NEXT SECTION)

_____

CS-6L

CAPI CHECK: IF CHILD'S AGE IS 15 OR OLDER AS OF 12-31-98, GO TO OVERAGE-1.

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

_____

OVERAGE-1

INTERVIEWER: THIS CHILD, *CHILD NAME*, IS 15 YEARS OR OLDER AS OF 12-31-98 AND SHOULD NOT BE ASSESSED. PLEASE VERIFY DOB AND AGE OF THIS CHILD WITH MOTHER. IF CHILD IS STILL FOUND TO BE 15 OR OLDER BY 12-31-98, PREPARE TO TERMINATE CASE. NOTIFY YOUR FM FOR REASSIGNMENT OF THIS CASE.

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

_____

OVERAGE-2

CAPI CHECK: SET A VALUE (=1) FOR OVER-AGE CHILD FOR WHOM THE CASE IS BEING TERMINATED.

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

_____

OVERAGE-3

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

_____
_____
_____

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

_____

CS-7

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

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

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

_____

CS-7A

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

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

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

_____

CS-8

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

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

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

Lead In(s): CS-7B[Default], CS-7C[Default]
Default Next Question: CS-11

CS-8-A

CAPI CHECK: (IS CHILD AGE GE 60 OR GE 59 MONTHS AND GE 16 DAYS? IF YES, GO TO CS-8A.)

If answer = 1, then go to CS-8A

Default next question: CS-12

CS-8A

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

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

90	Nursery/preschool
0	Kindergarten
1	1st grade
2	2nd grade
3	3rd grade
4	4th grade
5	5th grade
6	6th grade
7	7th grade
8	8th grade
9	9th grade
10	10th grade
11	11th grade
12	12th grade
13	1st year in college
14	2nd year in college
15	3rd year in college
16	4th year in college

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

___

CS-11

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

Lead In(s): CS-8[Default], CS-8A[Default]
Default Next Question: CSH-INTRO

___

CS-11A

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

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

___

CS-12

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

                1 Yes
                0 No

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

CS-13

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

                1 Yes
                0 No

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

CS-14

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

                1 Yes
                0 No...(*GO TO CSH-INTRO*)

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

CS-15

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

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

     Enter answer : |__|__|

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

CS-16

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

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

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

———

CS-17

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

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

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

———

CS-18

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

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

Lead In(s): CS-17[Default]
Default Next Question: CSH-INTRO

———

Child Health

CSH-INTRO

READ TO MOTHER/GUARDIAN:

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

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

CSH-1

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

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

CSH-2A

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

...attend school regularly?

> 1 Yes
> 0 No

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

CSH-2B

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

...do regular school work?

> 1 Yes
> 0 No

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

CSH-2C

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

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

1 Yes
0 No

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

CSH-3A

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

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

1 Yes
0 No

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

CSH-3B

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

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

1 Yes
0 No

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

CSH-3C

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

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

1 Yes
0 No

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

CSH-4

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

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

CSH-5-A

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

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

RECORD VERBATIM AND CODE ALL THAT APPLY.

_____
_____

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

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

CSH-5A

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

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

CSH-5B

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

INTERVIEWER: ENTER IN YEARS.
CODE 00=LESS THAN ONE YEAR AND 95=ALL *(his/her)* LIFE.

   Enter answer : |__|__|

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

CSH-6

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

               1   Yes
               0   No (*GO TO CSH-7*)

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

CSH-6A

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

   Enter answer : |__|__|

        (IF 0 = ANSWER, GO TO CSH-7)

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

CSH-6-LOOP-BEGIN

CAPI CHECK: BEGIN LOOP ABOUT ACCIDENTS REQUIRING MEDICAL ATTENTION.

Lead-In: CSH-6 [Default]

CSH-6B1

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

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

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

CSH-6C

What was the cause of that accident or injury?

       RECORD VERBATIM AND CODE ONLY ONE.

       _____

       _____

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

Lead In(s): CSH-6B1[Default]

CSH-6D.01

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

(CODE ALL THAT APPLY.)

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

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

CSH-6E.01

Where did the accident or injury happen?

(CODE ONE.)

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

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

CSH-6F-LOOP END.01

CAPI CHECK: REPEAT LOOP FOR AS MANY ACCIDENTS OR INJURIES AS CODED IN CSH-6A.

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

Note: The instrument allows for the number of accidents / injuries specified in CSH-6A.

CSH-7

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

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

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

Lead In(s): CSH-6[0], CSH-6F[Default], CSH-6F[Default], CSH-6E[Default]

_____

CSH-7-LOOP-BEGIN

REPEAT(%csh-loop2%);

Lead-In: CSH-7 [Default]

_____

CSH-7A.01

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

> Enter answer : |__|__|

> *(IF 0 = ANSWER, GO TO CSH-8)*

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

_____

CSH-7B1.01

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

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

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

_____

CSH-7C.01

What was the cause of this accident or injury?

RECORD VERBATIM AND CODE ONLY ONE.

_____

_____

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

Lead In(s): CSH-7B1 [Default]

CSH-7D.01

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

       (CODE ALL THAT APPLY.)

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

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

CSH-7E.01

Where did the accident or injury happen?

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

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

CSH-7-LOOP-END.01

CAPI CHECK: REPEAT LOOP FOR AS MANY ACCIDENTS AS CODED IN CSH-7A-LOOP BEGIN

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

Note: The instrument allows for the number of accidents / injuries specified in CSH-7A.

CSH-8

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

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

Lead In(s): CSH-7[0], CSH-7-LOOP-END[Default]

CSH-8A

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

Enter answer : |__|__|

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

CSH-9

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

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

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

CSH-10A

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

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

CSH-10B

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

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

CSH-10C

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

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

CSH-10D

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

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

CSH-11

Has *Child Name* ever had a menstrual period?

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

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

CSH-11A

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

(INTERVIEWER: ENTER AGE IN YEARS.)

Enter answer : |__|__|

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

CSH-11B

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

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

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

CSH-11C

Which hand does *Child Name* use for writing?

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

1 Left
2 Right
3 Either/both

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

_____

CSH-11D

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

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

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

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

_____

CSH-11E

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

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

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

_____

CSH-12

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

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

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

CSH-13

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

          1   Yes
          0   No

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

CSH-14

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

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

          1   Yes
          0   No

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

CSH-15

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

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

CSH-16

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

      1 Yes
      0 No

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

CSH-16A

What was the problem?

      (RECORD VERBATIM THEN CODE ALL THAT APPLY.)

_____

_____

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

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

CSH-16B

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

      1 Yes
      0 No

Lead In(s): CSH-16A[Default]
Default Next Question: CSH-18

CSH-17

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

> 1   Yes
> 0   No

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

CSH-18

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

> 1   Yes
> 0   No

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

CSH-18A

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

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

CSH-19

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

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

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

CSH-19A

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

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

CSH-20

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

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

CSH-20A

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

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

CSH-21

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

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

CSH-21A

What did your mother tell you about my visit?

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

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

Lead In(s): CSH-21[Default]
Default Next Question: CSH-22

CSH-21B

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

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

Your mother has been helping us by answering questions for many years now.
This makes her a very important person to us. Now we have some questions for you.
Some are about language, some about (arithmetic/math), and some are about how you feel.

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

CSH-21C

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

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

CSH-22

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

(INTERVIEWER: INCHES APPEAR ON NEXT SCREEN.)

        Enter answer : |__|__|

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

CSH-22A

INTERVIEWER: RECORD INCHES.

        Enter answer : |__|__|

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

CSH-22B

INTERVIEWER: HOW WAS HEIGHT REPORTED?

                1   TAPE MEASUREMENT
                2   MOTHER RECALL

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

CSH-23

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

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

Enter answer : |__|__|__|

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

Lead In(s): CSH-22B[Default]
Default Next Question: CSH-23B

CSH-23A

INTERVIEWER: RECORD OUNCES.

Enter answer : |__|__|__|

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

CSH-23B

INTERVIEWER: HOW WAS WEIGHT REPORTED?

       1   SCALE MEASUREMENT
       2   MOTHER RECALL

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

CSH-24

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

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

CSH-24A

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

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

Lead In(s): CSH-24 [0-35]
Default Next Question: CSH-25

CSH-24B

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

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

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

CSH-25

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

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

Lead In(s): CSH-24B[Default]
Default Next Question: CST-1

CSH-25A

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

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

Lead In(s): CSH-24A[6,7]; CSH-24B[6]
Default Next Question: CSEV-5

CS-TEL

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

        1 YES
        0 NO...(*GO TO CS-END-TEL ON PAGE 84*)

Lead In(s): CSH-25A[2]
Default Next Question: CST-1

CST-1 to CST-1A-C

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

1. *IF CHILD AGE IS BETWEEN [12 YRS] AND [14 YRS, 11MOS], GO TO **WHAT I AM LIKE**.*

2. *IF CHILD AGE IS BETWEEN [7 YRS] AND [11 YRS, 11MOS], GO TO **DIGIT SPAN**.*

3. *IF CHILD AGE IS BETWEEN [4 YRS, 11 MOS, 16 DAYS] AND [6 YRS, 11 MOS], GO TO **PIAT MATH**.*

4. *IF CHILD AGE IS BETWEEN [3 YRS, 11 MOS, 16 DAYS] AND [4 YRS, 11 MOS, 15 DAYS], GO TO **PPVT**.*

5. *IF CHILDAGE IS YOUNGER THAN [3 YRS, 11 MOS, 16 DAYS], **SKIP ASSESSMENTS AND GO TO CSEV-5 IN INTERVIEWER EVALUATIONS SECTION.***

Note: *Assessment sections run automatically based on child age. If mother refused to sign consent form, interviewer skips the assessments section and goes to the CHILD SCHOOLING section on page 71.*

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WHAT I AM LIKE

(Self-Perception Profile for Children)

AGES: CHILDREN 12 YEARS AND OLDER

NOTE: SAMPLE SCREENS APPEAR IN APPENDIX B.

[IF NEEDED, READ TO MOTHER/GUARDIAN.] *(See Sample Screen: Appendix B, Figures 2 & 3)*

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

READ TO CHILD.

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

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

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

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

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

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

D.   POINTING TO ANSWER CATEGORIES ON SHOWCARD, SAY:

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

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

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

(See Sample Screen: Appendix B, Figure 4)

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

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

GO TO **INTERVIEWER REMARKS**.

INTERVIEWER REMARKS:

1. WAS ANYONE ELSE PRESENT, IN THE ROOM DURING THE ADMINISTRATION OF THIS <u>WHAT I AM LIKE</u> SECTION?

    YES........................(*ANSWER 2*)........................... 1

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

2.

IF PRESENT,	CODE # PERSONS	EFFECT ON CHILD'S PERFORMANCE		
		SEEMED TO BE HARMFUL	**NONE OBSERVABLE**	**SEEMED TO IMPROVE**
MOTHER	☐	1	2	3
FATHER	☐	1	2	3
OTHER ADULT(S)	☐☐	1	2	3
CHILDREN	☐☐	1	2	3

3. CODE CHILD'S ENERGY LEVEL DURING SECTION.

    LOW 1

    MEDIUM.. 2

    HIGH 3

CAPI CHECK: WAS THIS SECTION TERMINATED PREMATURELY?

> *YES............................ (ANSWER 4) 1*

> *NO............................... (GO TO 5)...0*

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

> PARENT/GUARDIAN TERMINATED/REFUSED 01

> CHILD WOULD NOT RESPOND.......................................02

> MAJOR INTERRUPTION CAUSED TERMINATION 03

> CHILD COULD NOT UNDERSTAND TASK 04

> CHILD HAD LANGUAGE PROBLEM..............................05

> CHILD'S EMOTIONAL CONDITION 06

> CHILD'S PHYSICAL CONDITION 07

> CHILD TIRED..08

> OTHER (SPECIFY) _____

> _____ 09

5. INTERVIEWER: YOU HAVE COMPLETED <u>WHAT I AM LIKE</u>.
    WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT
    OCCURRED DURING THIS ASSESSMENT?

> YES ....(*GO TO 6*)
> NO ....(*GO TO NEXT SECTION:* **PIAT MATH**)

6. RECORD PROBLEMS: _____

    _____

*(GO TO NEXT SECTION: **PIAT MATH**)*

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MEMORY FOR DIGIT SPAN

AGES: CHILDREN 7-11 YEARS

NOTE: SAMPLE SCREENS APPEAR IN APPENDIX B.

[IF NEEDED, READ TO MOTHER/GUARDIAN.] *(See Sample Screen: Appendix B, Figure 5)*

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

INSTRUCTIONS FOR DIGITS FORWARD.

ADMINISTER QUESTIONS:

(1) READ EACH DIGIT SPAN **ONLY ONCE** AT AN EVEN RATE OF 1 DIGIT PER SECOND.

(2) READ PART A OF QUESTION; PAUSE FOR RESPONSE THEN SCORE.

(3) READ PART B OF QUESTION; PAUSE FOR RESPONSE THEN SCORE.

(4) IF CHILD DOES NOT RESPOND, DO **NOT** ENCOURAGE FURTHER.

(5) STOP WHEN CHILD MISSES PART A **AND** PART B OF ANY **ONE** QUESTION.

SCORE QUESTIONS:

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

.

DIGITS FORWARD. *(See Sample Screen: Appendix B, Figure 6)*

READ TO CHILD.

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

(One item is shown per screen; e.g., item 1A is shown on one screen, and item 1B on the next)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DIGITS BACKWARD. *(See Sample Screen: Appendix B, Figure 7)*

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

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

      YES (7-2-9)   SAY: That's right. Let's go on with the rest of the numbers.
                  PROCEED TO 1ˢᵀ ITEM

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

C.   WHETHER THE CHILD IS CORRECT OR WRONG ON THE SECOND EXAMPLE, THE TEST WILL PROCEED.

(One item shown per screen.)

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

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

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

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

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

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

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

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

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

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

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

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

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

GO TO INTERVIEWER REMARKS.

INTERVIEWER REMARKS:

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

         YES........................ (*ANSWER 2*)........................... 1

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

2.		EFFECT ON CHILD'S PERFORMANCE		
IF PRESENT,	**CODE # PERSONS**	**SEEMED TO BE HARMFUL**	**NONE OBSERVABLE**	**SEEMED TO IMPROVE**
MOTHER	☐	1	2	3
FATHER	☐	1	2	3
OTHER ADULT(S)	☐☐	1	2	3
CHILDREN	☐☐	1	2	3

3. CODE CHILD'S ENERGY LEVEL DURING SECTION.

> LOW 1
>
> MEDIUM...2
>
> HIGH...3

CAPI CHECK: WAS THIS SECTION TERMINATED PREMATURELY?

YES .... (ANSWER 4) 1

NO .... (GO TO 5)..0

---

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

    CODE ALL THAT APPLY.

    PARENT/GUARDIAN TERMINATED/REFUSED 01

    CHILD WOULD NOT RESPOND.......................................02

    MAJOR INTERRUPTION CAUSED TERMINATION 03

    CHILD COULD NOT UNDERSTAND TASK 04

    CHILD HAD LANGUAGE PROBLEM..............................05

    CHILD'S EMOTIONAL CONDITION 06

    CHILD'S PHYSICAL CONDITION 07

    CHILD TIRED...08

    OTHER (SPECIFY) _____

    _____ 09

5. INTERVIEWER: YOU HAVE COMPLETED <u>MEMORY FOR DIGIT SPAN</u>.
    WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT
    OCCURRED DURING THIS ASSESSMENT?

    YES ....(*GO TO 6*)
    NO ....(*GO TO NEXT SECTION: **PIAT MATH***)

6. RECORD PROBLEMS: _____
    _____

(*GO TO NEXT SECTION: **PIAT MATH***)

PIAT MATH

AGES: CHILDREN PPVT AGE 5-14 YEARS

NOTE: SAMPLE SCREENS APPEAR IN APPENDIX B.

[IF NEEDED, READ TO MOTHER/GUARDIAN.] *(See Sample Screens: Appendix B, Figures 8 & 9)*

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

PRACTIVE EXERCISES.

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

> *YES...........................(GO TO B)*
> *NO............................(GO TO A)*

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.

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

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

CAPI CHECK: SKIP TO THE APPROPRIATE STARTING QUESTION BASED ON CHILD'S CURRENT GRADE AS DETERMINED IN CS-8 AND CS-8A.

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

Note: Interviewer turns to appropriate easel page and proceeds.

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

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

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

CAPI CHECK: IF CHILD GETS <u>5</u> OUT OF 7 WRONG, SKIP TO <u>COMPUTE SCORE</u>.

BASAL=5 of 5 CORRECT

CEILING=5 of 7 WRONG

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

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

GRADE	Q#/ ANSWER		RECORD RESPONSE	(ITEM SCORE) CORRECT	WRONG	GRADE	Q#/ ANSWER		RECORD RESPONSE	(ITEM SCORE) CORRECT	WRONG
	53.	(4)	( )	1	2		69.	(1)	( )	1	2
8th	54.	(4)	( )	1	2		70.	(1)	( )	1	2
	55.	(2)	( )	1	2		71.	(2)	( )	1	2
	56.	(3)	( )	1	2		72.	(1)	( )	1	2
	57.	(1)	( )	1	2		73.	(1)	( )	1	2
9th	58.	(2)	( )	1	2		74.	(3)	( )	1	2
	59.	(2)	( )	1	2		75.	(3)	( )	1	2
10th	60.	(1)	( )	1	2		76.	(4)	( )	1	2
	61.	(3)	( )	1	2		77.	(3)	( )	1	2
11th	62.	(1)	( )	1	2		78.	(2)	( )	1	2
	63.	(4)	( )	1	2		79.	(3)	( )	1	2
12th	64.	(3)	( )	1	2		80.	(4)	( )	1	2
	65.	(2)	( )	1	2		81.	(2)	( )	1	2
	66.	(2)	( )	1	2		82.	(1)	( )	1	2
	67.	(4)	( )	1	2		83.	(2)	( )	1	2
	68.	(4)	( )	1	2		84.	(2)	( )	1	2

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

COMPUTE SCORE: (*Scores are computed by machine but not displayed.*)

A. *FINAL BASAL.* ⬚⬚

B. *CEILING Q# (LAST ITEM WRONG).* ⬚⬚

C. *TOTAL # OF ERRORS BETWEEN BASAL AND CEILING.* − ⬚⬚

D. *SUBTRACT 'C' FROM 'B'.* ⬚⬚=SCORE

INTERVIEWER REMARKS:

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

    YES........................(*ANSWER 2*)........................... 1

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

2.

IF PRESENT,	CODE # PERSONS	EFFECT ON CHILD'S PERFORMANCE		
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	☐	1	2	3
FATHER	☐	1	2	3
OTHER ADULT(S)	☐ ☐	1	2	3
CHILDREN	☐ ☐	1	2	3

3. CODE CHILD'S ENERGY LEVEL DURING SECTION.

    LOW 1

    MEDIUM... 2

    HIGH 3

CAPI CHECK: WAS THIS SECTION TERMINATED PREMATURELY?

    YES............................ (ANSWER 4) 1

    NO............................. (GO TO 5)..0

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

>   PARENT/GUARDIAN TERMINATED/REFUSED 01
>
>   CHILD WOULD NOT RESPOND......................................02
>
>   MAJOR INTERRUPTION CAUSED TERMINATION 03
>
>   CHILD COULD NOT UNDERSTAND TASK 04
>
>   CHILD HAD LANGUAGE PROBLEM..............................05
>
>   CHILD'S EMOTIONAL CONDITION 06
>
>   CHILD'S PHYSICAL CONDITION 07
>
>   CHILD TIRED...08
>
>   OTHER (SPECIFY) _____
>
>   _____09

5. INTERVIEWER: YOU HAVE COMPLETED PIAT MATH.
                   WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT
                   OCCURRED DURING THIS ASSESSMENT?

>   YES ....(*GO TO 6*)
>   NO...........(*GO TO NEXT SECTION:* ***PIAT READING RECOGNITION***)

6. RECORD PROBLEMS: _____

    _____

(*GO TO NEXT SECTION:* ***PIAT READING RECOGNITION***)

PIAT READING RECOGNITION

AGES: CHILDREN PPVT AGE 5-14 YEARS

NOTE: SAMPLE SCREENS APPEAR IN APPENDIX B.

[IF NEEDED, READ TO MOTHER/GUARDIAN.] *(See Screens: Appendix B, Figures 11 & 12)*

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

PRACTICE EXERCISES.

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

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

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

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

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

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

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

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

CAPI CHECK: *RECORD SCORE FROM PIAT MATH (COMPUTE SCORE ITEM D).*

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

Note: Interviewer turns to appropriate easel page and proceeds.

BASAL = 5 OF 5 CORRECT

CEILING = 5 OF 7 WRONG

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

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

<u>CAPI CHECK</u>: ANSWER EVERY ITEM ADMINISTERED.

RECORD AND SCORE <u>EVERY</u> ANSWER.

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

CAPI CHECK: IF CHILD GETS <u>5</u> OUT OF 7 WRONG, SKIP TO <u>COMPUTE SCORE</u>.

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

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

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

CAPI CHECK: ANSWER EACH ITEM GIVEN. RECORD AND SCORE EVERY ANSWER.

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

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

CAPI CHECK: WAS THIS SECTION TERMINATED PREMATURELY?

> *YES .... (ANSWER A) 1*
>
> *NO .... (GO TO COMPUTE SCORE) 0*

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
>
> CHILD TIRED 08
>
> OTHER (SPECIFY _____
>
> _____ 09

SKIP TO <u>INTERVIEWER REMARKS</u> *AT END OF READING COMPREHENSION.*

COMPUTE SCORE: (Scores computed by machine but not displayed.)

A. *FINAL BASAL.*   ☐☐

B. *CEILING Q# (LAST ITEM WRONG).*   ☐☐

C. *TOTAL # OF ERRORS BETWEEN BASAL AND CEILING.*   -☐☐

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

E. *IS CHILD'S SCORE 19 OR HIGHER?*

> YES .. (*GO TO PIAT READING COMPREHENSION SECTION*) 1
>
> NO .... (*SKIP TO <u>INTERVIEWER REMARKS</u> AT END OF READING
>   COMPREHENSION*) 0

PIAT READING COMPREHENSION

(IF CHILD'S READING RECOGNITION SCORE IS 19 OR HIGHER)

NOTE: SAMPLE SCREENS APPEAR IN APPENDIX B.

[IF NEEDED, READ TO MOTHER/GUARDIAN.] *(See Screens: Appendix B, Figures 15 & 16)*

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

PRACTICE EXERCISES.

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

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

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

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

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

(2) FOLLOW TEXT IN EASEL FOR PRACTICE EXERCISES.

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

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

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

(STARTING Q# FROM READING RECOGNITION)   □□

Note: Interviewer turns to appropriate easel page and proceeds.

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

| IF STARTING Q. IS WRONG, PROGRAM JUMPS BACK 5 UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD. |
| IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL. |

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

CAPI CHECK: IF CHILD GETS <u>5</u> OUT OF 7 WRONG, SKIP TO <u>COMPUTE SCORE</u>.

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

CAPI CHECK: IF CHILD GETS <u>5</u> OUT OF 7 WRONG, GO TO <u>COMPUTE SCORE</u>.

<u>*COMPUTE SCORE*</u>*:*   (Scores computed but not displayed.)

   A.   *FINAL BASAL.*   ☐☐

   B.   *CEILING Q# (LAST ITEM WRONG).*   ☐☐

   C.   *TOTAL # OF ERRORS BETWEEN BASAL AND CEILING.*   -☐☐

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

(*GO TO* <u>INTERVIEWER REMARKS</u>*.)*

INTERVIEWER REMARKS:

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

                        YES .... (*ANSWER 2*)............................. 1

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

2.

IF PRESENT,	CODE # PERSONS	EFFECT ON CHILD'S PERFORMANCE		
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	☐	1	2	3
FATHER	☐	1	2	3
OTHER ADULT(S)	☐☐	1	2	3
CHILDREN	☐☐	1	2	3

3.   CODE CHILD'S ENERGY LEVEL DURING SECTION.

                        LOW 1

                        MEDIUM.. 2

                        HIGH 3

CAPI CHECK: *WAS THIS SECTION TERMINATED PREMATURELY?*

> *YES .... (ANSWER 4).................................. 1*
>
> *NO .... (GO TO 5)................................. 0*

4. REASON(S) FOR PREMATURE TERMINATION OF THIS SECTION.
   (CODE <u>ALL</u> THAT APPLY).

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

5. INTERVIEWER: YOU HAVE COMPLETED <u>PIAT READING COMPREHENSION</u>.
   WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT
   OCCURRED DURING THIS ASSESSMENT?

> YES .... (*GO TO 6*)
> NO........... (*GO TO NEXT SECTION:* **PPVT**)

6. RECORD PROBLEMS: _____

   _____

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PEABODY PICTURE VOCABULARY TEST (PPVT-R)

AGES: CHILDREN PPVT AGE 4-5 or 10-11YEARS

NOTE: SAMPLE SCREENS APPEAR IN APPENDIX B.

CAPI CHECK: DETERMINE APPROPRIATE START POINT FOR PRACTICE ITEMS.

IS CHILD'S PPVT AGE . . .

> 4 YRS - 5 YRS .. (*GO TO INSTRUCTION SCREEN 1*) 1
> 10 YRS - 11 YRS (*GO TO INSTRUCTION SCREEN 2*)............2

---

*INSTRUCTION SCREEN 1: (**See Sample Screen: Appendix B, Figure 18**)*

[IF NEEDED, READ TO MOTHER/GUARDIAN]

> **PRACTICE A:** TURN TO PPVT EASEL, TRAINING PLATE A AND SAY TO CHILD: I want you to look at some pictures with me. See all the pictures on this page? (POINT TO EACH PICTURE.) I will say a word; then I want you to put your finger on the picture of the word I have said. If you are not sure, just tell me your best guess. Let's try one. Put your finger on the picture of **doll.** *(**See Screen Capture: Figure 20**)*

> | | | |
> |---|---|---|
> | *doll* | *(4)* | *CORRECT .... GO TO PRACTICE B.* |
> | *fork* | *(1)* | *WRONG............ ASK ALTERNATE WORDS, THEN GO TO* |
> | *table* | *(2)* | *PRACTICE B.* |
> | *car* | *(3)* | |

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

> | | |
> |---|---|
> | *man* | *(2)* |
> | *comb* | *(3)* |
> | *sock* | *(4)* |
> | *mouth* | *(1)* |

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

> | | |
> |---|---|
> | *swinging* | *(3)* |
> | *drinking* | *(4)* |
> | *walking* | *(1)* |
> | *climbing* | *(2)* |

---

*INSTRUCTION SCREEN 2: (**See Sample Screen: Appendix B, Figure 19**)*

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

> **PRACTICE D**: TURN TO TRAINING PLATE D AND READ:
>
> See, there are four pictures. Each of them is numbered (POINT). I will say a word; then I want you to tell me the number of, or point to, the picture that best tells the meaning of wheel. If you are not sure, tell me your best guess. PROCEED AS IN PRACTICE A.
>
> | | |
> |---|---|
> | *wheel* | *(4)* |
> | *zipper* | *(2)* |
> | *rope* | *(1)* |
> | *rake* | *(3)* |
>
> **PRACTICE E**: TURN TO TRAINING PLATE E. PROCEED AS IN PRACTICE D.
>
> | | |
> |---|---|
> | *giant* | *(1)* |
> | *bride* | *(3)* |
> | *witch* | *(4)* |
> | *royal* | *(2)* |

CAPI CHECK: *SKIP TO STARTING QUESTION BASED ON THE CHILD'S PPVT AGE...*
Note: Interviewer turns to appropriate easel page and proceeds.

> 4 YRS - 4 YRS, 5 MOS ....(*GO TO Q.15*)
> 4 YRS, 6 MOS - 4 YRS, 11 MOS ....(*GO TO Q.20*)
>
> 5 YRS - 5 YRS, 5 MOS ....(*GO TO Q.30*)
> 5 YRS, 6 MOS - 5 YRS, 11 MOS ....(*GO TO Q.35*)
>
> 10 YRS – 10 YRS, 11 MOS...(*GO TO Q.80*)
>
> 11 YRS - 11 YRS, 11 MOS ....(*GO TO Q.85*)

WORD			RECORD	ITEM SCORE . . .	
			RESPONSE	CORRECT	WRONG
1.	bus	(4)	( )	1	2
2.	hand	(1)	( )	1	2
3.	bed	(3)	( )	1	2
4.	tractor	(2)	( )	1	2
5.	closet	(1)	( )	1	2
6.	snake	(4)	( )	1	2
7.	boat	(2)	( )	1	2
8.	tire	(3)	( )	1	2
9.	cow	(1)	( )	1	2
10.	lamp	(4)	( )	1	2
11.	drum	(3)	( )	1	2
12.	knee	(4)	( )	1	2
13.	helicopter	(2)	( )	1	2
14.	elbow	(4)	( )	1	2
15.	bandage	(4)	( )	1	2
16.	feather	(1)	( )	1	2
17.	empty	(3)	( )	1	2
18.	fence	(4)	( )	1	2
19.	accident	(2)	( )	1	2
20.	net	(2)	( )	1	2
21.	tearing	(4)	( )	1	2
22.	sail	(1)	( )	1	2
23.	measuring	(2)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

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

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

*CAPI CHECK***: *IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.*

	WORD		RECORD RESPONSE	ITEM SCORE. . . CORRECT	WRONG	
47.	frame	(1)	( )	1	2	
48.	forest	(3)	( )	1	2	BASAL = 8 OF 8 CORRECT
49.	faucet	(2)	( )	1	2	CEILING = 6 OF 8 WRONG
50.	group	(3)	( )	1	2	
51.	stem	(3)	( )	1	2	
52.	vase	(3)	( )	1	2	
53.	pedal	(1)	( )	1	2	
54	capsule	(2)	( )	1	2	COUNT BACK 8 FOR BASAL.
55.	surprise	(4)	( )	1	2	
56.	bark	(2)	( )	1	2	NO JUMP BACK FOR THE PPVT.
57.	mechanic	(2)	( )	1	2	
58.	tambourine	(1)	( )	1	2	
59.	disappointment	(4)	( )	1	2	
60.	awarding	(3)	( )	1	2	
61.	pitcher	(3)	( )	1	2	
62.	reel	(1)	( )	1	2	
63.	signal	(1)	( )	1	2	
64	trunk	(2)	( )	1	2	
65.	human	(2)	( )	1	2	
66.	nostril	(1)	( )	1	2	
67.	disagreement	(1)	( )	1	2	
68.	exhausted	(2)	( )	1	2	
69.	vine	(4)	( )	1	2	

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

WORD			RECORD RESPONSE	ITEM SCORE. . . CORRECT	WRONG	
70.	ceremony	(4)	( )	1	2	
71.	casserole	(2)	( )	1	2	BASAL = 8 OF 8 CORRECT
72.	vehicle	(4)	( )	1	2	CEILING = 6 OF 8 WRONG
73.	globe	(3)	( )	1	2	
74.	filing	(3)	( )	1	2	
75.	clamp	(2)	( )	1	2	
76.	reptile	(2)	( )	1	2	
77.	island	(1)	( )	1	2	COUNT BACK 8 FOR BASAL.
78.	spatula	(3)	( )	1	2	
79.	cooperation	(4)	( )	1	2	NO JUMP BACK FOR THE PPVT.
80	scalp	(4)	( )	1	2	
81.	twig	(2)	( )	1	2	
82.	weasel	(2)	( )	1	2	
83.	demolishing	(4)	( )	1	2	
84.	balcony	(1)	( )	1	2	
85.	locket	(1)	( )	1	2	
86.	amazed	(3)	( )	1	2	
87.	tubular	(1)	( )	1	2	
88.	tusk	(1)	( )	1	2	
89.	bolt	(3)	( )	1	2	
90.	communication	(4)	( )	1	2	
91.	carpenter	(2)	( )	1	2	
92.	isolation	(1)	( )	1	2	

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

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

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

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

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

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

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

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

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

COMPUTE SCORE: (Scores are computed by machine but not displayed.)

A. *FINAL BASAL.*   □□□

B. *HIGHEST CEILING Q# (LAST ITEM WRONG).*   □□□

C. *TOTAL # OF ERRORS BETWEEN*   **--** □□
    BASAL AND CEILING.

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

INTERVIEWER REMARKS:

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

> YES .... (*ANSWER 2*) 1

> NO .... (*GO TO 3*) 0

2.

IF PRESENT,	CODE # PERSONS	EFFECT ON CHILD'S PERFORMANCE		
		SEEMED TO BE HARMFUL	NONE OBSERVABLE	SEEMED TO IMPROVE
MOTHER	□	1	2	3
FATHER	□	1	2	3
OTHER ADULT(S)	□□	1	2	3
CHILDREN	□□	1	2	3

3. CODE CHILD'S ENERGY LEVEL DURING SECTION.

LOW 1

MEDIUM...2

HIGH 3

CAPI CHECK: WAS THIS SECTION TERMINATED PREMATURELY?

YES .... (ANSWER 4)...1

NO ....(GO TO 7)...0

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

PARENT/GUARDIAN TERMINATED/REFUSED 01

CHILD WOULD NOT RESPOND 02

MAJOR INTERRUPTION CAUSED TERMINATION 03

CHILD COULD NOT UNDERSTAND TASK 04

CHILD HAD LANGUAGE PROBLEM................................05

CHILD'S EMOTIONAL CONDITION 06

CHILD'S PHYSICAL CONDITION 07

CHILD TIRED..08

OTHER (SPECIFY) _____ 09

_____

5. INTERVIEWER: YOU HAVE COMPLETED PPVT-R.
WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT
OCCURRED DURING THIS ASSESSMENT?

YES ....*(GO TO 6)*
NO..*(GO TO 7)*

6. RECORD PROBLEMS: _____

_____

7. *CAPI CHECK: IF CHILD'S AGE IS 4-5 YEARS, GO TO INTERVIEWER EVALUATION OF
TESTING CONDITIONS. IF CHILD'S AGE IS 10-11 YEARS, GO TO NEXT
SECTION: **CHILD SCHOOLING**.*

CHILD SCHOOLING

AGES: CHILDREN AGE 6-14 YEARS

CSSCHL-AGE1

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

Lead In:
Default Next Question: CSSCHL-1

CSSCHL-1

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

(INTERVIEWER: RECORD # OF HOURS.)

Enter answer : |__|__|

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

Lead In(s): CSSCHL-AGE1
Default Next Question: CSSCHL-2

CSSCHL-1A

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

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

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

CSSCHL-2

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

(INTERVIEWER: RECORD # OF HOURS.)

Enter answer : |__|__|

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

Lead In(s): CSSCHL-1A[Default]
Default Next Question: CSSCHL-3

___

CSSCHL-2A

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

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

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

___

CSSCHL-3

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

(INTERVIEWER: RECORD # OF HOURS.)

Enter answer : |__|__|

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

Lead In(s): CSSCHL-2A[Default]
Default Next Question: CSSCHL-4

___

CSSCHL-3a

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

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

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

___

CSSCHL-4

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

...review work from the previous day?

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

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

___

CSSCHL-5

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

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

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

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

___

CSSCHL-6

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

...have you use a textbook or workbook?

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

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

CSSCHL-7

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

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

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

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

CSSCHL-8

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

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

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

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

CSSCHL-9

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

...read to you in class?

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

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

CSSCHL-10

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

...have you read books in class?

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

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

CSSCHL-11

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

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

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

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

CSSCHL-12

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

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

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

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

CSSCHL-13

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

...have you use a computer?

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

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

CSSCHL-14

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

...give you a quiz or test?

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

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

CSSCHL-15

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

...give you homework?

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

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

_____

CSSCHL-16

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

...grade your homework and pass it back?

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

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

_____

CSSCHL-17

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

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

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

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

CSSCHL-18

...help you with your homework?

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

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

CSSCHL-19

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

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

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

CSSCHL-20

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

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

        1 Yes
        0 No

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

___

CSSCHL-21

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

        1 Yes
        0 No

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

___

CSSCHL-22

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

        0 Never
        1 Rarely
        2 Sometimes
        3 Often

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

___

CSSCHL-AGE2

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

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

___

CSSCHL-23

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

        0 Never
        1 Rarely
        2 Sometimes
        3 Often

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

CSSCHL-24

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

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

        0 Never
        1 Rarely
        2 Sometimes
        3 Often

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

CSSCHL-25

...things you've studied in class?

        0 Never
        1 Rarely
        2 Sometimes
        3 Often

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

CSSCHL-26

...your grades or report card?

        0 Never
        1 Rarely
        2 Sometimes
        3 Often

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

CSSCHL-27

...community, national, or world events?

        0 Never
        1 Rarely
        2 Sometimes
        3 Often

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

CSSCHL-28

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

        0 Never
        1 Rarely
        2 Sometimes
        3 Often

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

CSSCHL-AGE3

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

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

CSSCHL-29

How often have you discussed…

…selecting courses or programs at school?

        0 Never
        1 Rarely
        2 Sometimes
        3 Often

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

CSSCHL-30

...going to college?

               0 Never
               1 Rarely
               2 Sometimes
               3 Often

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

CSSCHL-31

...things that are troubling you?

               0 Never
               1 Rarely
               2 Sometimes
               3 Often

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

CSSCHL-32

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

...attend a school meeting?

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

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

CSSCHL-33

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

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

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

CSSCHL-34

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

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

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

CSSCHL-35

...act as a volunteer at your school?

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

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

CS-END

CAPI CHECK:

> *IF CHILD'S AGE IS YOUNGER THAN 3 YEARS,*
> > *GO TO INTERVIEWER EVALUATION OF TESTING CONDITIONS, CSEV-5.*

> *IF CHILD'S AGE IS 3-9 YEARS,*
> > *GO TO INTERVIEWER EVALUATION OF TESTING CONDITIONS CSEV-1A.*

> *IF CHILD'S AGE IS 10 OR 11 YEARS,*
> > *GO TO CS-SAS AT END OF LOCATING SECTION.*

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

Lead In(s): CSSCHL-35[Default]
Default Next Question: CSLI-1

CS-END-TEL

CAPI CHECK:

> *IF CHILD'S AGE IS YOUNGER THAN 3 YEARS,*
> > *GO TO INTERVIEWER EVALUATION OF TESTING CONDITIONS, CSEV-5.*

> *IF CHILD'S AGE IS 3-9 YEARS,*
> > *GO TO INTERVIEWER EVALUATION OF TESTING CONDITIONS, CSEV-1A.*

> *IF CHILD'S AGE IS 10 OR 11 YEARS,*
> > *GO TO CS-SAS AT END OF LOCATING SECTION.*

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

Lead In(s): CS-TEL[0]
Default Next Question: CSLI-2

Locating Information

Children Ages 12-14 Years

CSLI-1

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

Lead In(s): CS-END
Default Next Question: CS-SAS

CSLI-1B

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

(INTERVIEWER: IF NO INFORMATION LISTED, FILL IN SCREEN. MOVE BETWEEN FIELDS USING THE <ENTER> KEY. PRESS <SPACEBAR> ON FIELD TO SELECT STATE.)

FIRST NAME: _____
MIDDLE NAME OR INITIAL: _____
LAST NAME: _____
MAIDEN NAME: _____
OTHER NAME OR NICK NAME: _____
STREET ADDRESS 1: _____
STREET ADDRESS 2: _____
CITY: _____

Lead In(s): CSLI-1 [1]
Default Next Question: CSLI-1C

CSLI-1C

SCREEN 2 - Thinking about all the people you know, except the people who live at home with you, who would be the one person you keep in touch with who would be most likely to know where you are.

(INTERVIEWER: IF NO INFORMATION LISTED, FILL IN SCREEN. MOVE BETWEEN
        FIELDS USING THE <ENTER> KEY.   PRESS <SPACEBAR> ON FIELD TO
        SELECT STATE.)

        STATE: _____
        ENTER 5-DIGIT ZIPCODE: _____
        AREA CODE: _____
        PHONE EXCHANGE: _____
        PHONE NUMBER: _____
        COUNTRY: _____
        FOREIGN PHONE NUMBER: _____

Lead In(s): CSLI-1B [Default]
Default Next Question: CS-SAS

CSLI-2

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

Lead In(s): CS-END-TEL [Default], CS-END-TEL [144:999]
Default Next Question: CS-SAS

CSLI-2B

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

(INTERVIEWER: IF NO INFORMATION LISTED, FILL IN SCREEN. MOVE BETWEEN FIELDS USING THE <ENTER> KEY. PRESS <SPACEBAR> ON FIELD TO SELECT STATE.)

FIRST NAME: _____
MIDDLE NAME OR INITIAL: _____
LAST NAME: _____
MAIDEN NAME: _____
OTHER NAME OR NICK NAME: _____
STREET ADDRESS 1:   _____
STREET ADDRESS 2:   _____
CITY: _____

Lead In(s): CSLI-2 [1:1]
Default Next Question: CSLI-2C

CSLI-2C

SCREEN 2 - Thinking about all the people *Child Name* knows, except the people who live at home with you, who would be the one person *(he/she)* keeps in touch with who would be most likely to know where *(he/she)* is.

(INTERVIEWER: IF NO INFORMATION LISTED, FILL IN SCREEN. MOVE BETWEEN FIELDS USING THE <ENTER> KEY. PRESS <SPACEBAR> ON FIELD TO SELECT STATE.)

STATE: _____
AREA CODE: _____
PHONE EXCHANGE: _____
PHONE NUMBER: _____
COUNTRY: _____
FOREIGN PHONE NUMBER: _____

Lead In(s): CSLI-2B [Default]
Default Next Question: CS-SAS

CS-SAS

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

Lead In(s): CSLI-1 [Default], CSLI-1C [Default], CSLI-2 [Default], CSLI-2C [Default],
        CS-END [120:143], CS-END-TEL [120:143]

Default Next Question: CSEV (NEXT SECTION, INTERVIEWER EVALUATIONS)
_____

CSLI-2C

Screen 2 – Thinking about all the people you know, except the people who live at home with you,
who would be the one person you keep in touch with who would be the most likely to know
where you are?

(INTERVIEWER: IF NO INFORMATION LISTED, FILL IN SCREEN. MOVE BETWEEN
        FIELDS USING THE <ENTER> KEY.   PRESS <SPACEBAR> ON FIELD TO
        SELECT STATE.)

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

CS-SAS

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

Lead In(s): CSLI-2B[Default]
Default Next Question: CSEV-1A
_____

Interviewer Evaluation of Testing Conditions

ALL CHILDREN 4-14 YEARS

CSEV-1A

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

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

Lead In(s): CS-END[36:119], CS-SAS[Default]

CSEV-1B

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

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

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

CSEV-1C

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

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

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

_____

CSEV-1D

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

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

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

_____

CSEV-1E

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

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

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

_____

CSEV-2A

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

       1 Yes
       0 No

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

CSEV-2B

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

       1 Yes
       0 No

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

CSEV-2C

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

       1 Yes
       0 No

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

CSEV-3

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

Lead In(s): CSEV-2C[Default], CSEV-1E[6]

CSEV-3A

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

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

Lead In(s): CSEV-3[0-35], CSEV-3[Default]
Default Next Question: CSEV-4

CSEV-3B

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

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

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

CSEV-4

INTERVIEWER: DID   ANY   INTERFERENCES   OCCUR   DURING   THE   CHILD
     SUPPLEMENT?

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

Lead In(s): CSEV-3A[Default], CSEV-3B[Default]

CSEV-4A

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

                    (1) INTERFERING
                    (2) …................. 2
                    (3) …................. 3
                    (4) …................. 4
                    (5) NOT INTERFERING
                    (6) NOT APPLICABLE

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

CSEV-4B

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
       INTERRUPTIONS

                    (1) INTERFERING
                    (2) …................. 2
                    (3) …................. 3
                    (4) …................. 4
                    (5) NOT INTERFERING
                    (6) NOT APPLICABLE

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

CSEV-4C

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
       DISTRACTIONS

                    (1) INTERFERING
                    (2) …................. 2
                    (3) …................. 3
                    (4) …................. 4
                    (5) NOT INTERFERING
                    (6) NOT APPLICABLE

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

CSEV-4D

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE: LIGHT

        (1) INTERFERING
        (2) …................. 2
        (3) …................. 3
        (4) …................. 4
        (5) NOT INTERFERING
        (6) NOT APPLICABLE

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

CSEV-4E

INTERVIEWER: CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE: TEMPERATURE

        (1) INTERFERING
        (2) …................. 2
        (3) …................. 3
        (4) …................. 4
        (5) NOT INTERFERING
        (6) NOT APPLICABLE

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

CSEV-4F

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

        (1) INTERFERING
        (2) …................. 2
        (3) …................. 3
        (4) …................. 4
        (5) NOT INTERFERING
        (6) NOT APPLICABLE

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

CSEV-4G

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

_____

_____

         (1) INTERFERING
         (2) …................ 2
         (3) …................ 3
         (4) …................ 4
         (5) NOT INTERFERING
         (6) NOT APPLICABLE

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

_____

CSEV-5

INTERVIEWER: WHERE WAS THIS CHILD SUPPLEMENT ADMINISTERED?

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

Lead In(s): CSEV-4G[Default], CSH-25A[Default], CST-1[Default],
        CST-1A[Default], CS-END[0:35], CS-END-TEL[0:35], CSEV-4[0]

_____

CSEV-6

INTERVIEWER: IS THE MOTHER SUPPLEMENT COMPLETED?

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

Lead In(s): CSEV-5[Default], CS-END-TEL[36:119]

_____

CSEV-6A

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

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

_____

CSEV-6B

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

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

_____

CSEV-7

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

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

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

_____

CSEV-8

INTERVIEWER: WHY IS CHILD SUPPLEMENT INCOMPLETE?

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

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

_____

CSEV-8A

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

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

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

_____

CSEV-9

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

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

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

CSEV-10

INTERVIEWER: IN WHAT LANGUAGE WAS THIS CHILD SUPPLEMENT ADMINISTERED?

      1 ENGLISH
      2 SPANISH
      3 OTHER (SPECIFY)

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

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Interviewer Observations Of Home Environment

All Ages: From Birth to 14 Years

CSOB

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

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

CSOB-1A1

CAPI CHECK:

> *IF CHILD'S AGE IS YOUNGER THAN 3 YRS, GO TO CSOB-1A;*
>
> *IF CHILD'S AGE IS BETWEEN [3 YRS] AND [5 YRS,11 MOS], GO TO CSOB-1B;*
>
> *IF CHILD'S AGE IS BETWEEN [6 YRS] AND [14 YRS, 11 MOS], GO TO CSOB-1C.*

Lead In(s): CSOB[Default]

HOME Observations – Part A: Under 3 Years

CSOB-1A

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

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

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

CSOB-2A

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

 1 YES
 0 NO

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

CSOB-3A

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

 1 YES
 0 NO

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

CSOB-4A

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

 1 YES
 0 NO

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

CSOB-5A

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

      1 YES
      0 NO

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

CSOB-6A

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

      1 YES
      0 NO

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

CSOB-7A

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

      1 YES
      0 NO

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

CSOB-8A

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

      1 YES
      0 NO

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

CSOB-9A

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

      1 YES
      0 NO
      2 CHILD'S HOME NOT OBSERVED

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

_____

CSOB-10A

CAPI CHECK: COLLECT ENDING TIME OF SUPPLEMENT.

Lead In(s): CSOB-9A[Default]
Default Next Question: NEXT SECTION, INTERVIEWER REMARKS.

_____

HOME Observations - Part B: 3 to 5 Years

CSOB-1B

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

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

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

CSOB-2B

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

      1 YES
      0 NO

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

CSOB-3B

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

      1 YES
      0 NO

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

CSOB-4B

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

      1 YES
      0 NO

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

CSOB-5B

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

        1 YES
        0 NO

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

_____

CSOB-6B

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

        1 YES
        0 NO

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

_____

CSOB-7B

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

        1 YES
        0 NO

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

_____

CSOB-8B

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

        1 YES
        0 NO

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

_____

CSOB-9B

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

      1 YES
      0 NO
      2 CHILD'S HOME NOT OBSERVED

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

CSOB-10B

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

      1 YES
      0 NO
      2 CHILD'S HOME NOT OBSERVED

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

CSOB-11B

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

      1 YES
      0 NO
      2 CHILD'S HOME NOT OBSERVED

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

CSOB-12B

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

            1   YES
            0   NO
            2   CHILD'S HOME NOT OBSERVED

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

_____

CSOB-13B

CAPI CHECK: COLLECT ENDING TIME OF SUPPLEMENT.

Lead In(s):
Default Next Question: NEXT SECTION, INTERVIEWER REMARKS.

_____

HOME Observations – Part C: 6 Years and Over

CSOB-1C

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

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

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

CSOB-2C

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

      1 YES
      0 NO

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

CSOB-3C

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

      1 YES
      0 NO

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

CSOB-4C

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

      1 YES
      0 NO

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

CSOB-5C

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

       1 YES
       0 NO

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

_____

CSOB-6C

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

       1 YES
       0 NO

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

_____

CSOB-7C

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

       1 YES
       0 NO
       2 CHILD'S HOME NOT OBSERVED

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

_____

CSOB-8C

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

       1 YES
       0 NO
       2 CHILD'S HOME NOT OBSERVED

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

_____

CSOB-9C

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

      1 YES
      0 NO
      2 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-8C[Default]

CSOB-10C

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

      1 YES
      0 NO
      2 CHILD'S HOME NOT OBSERVED

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

CSOB-11C

CAPI CHECK: COLLECT ENDING TIME OF SUPPLEMENT.

Lead In(s): CSOB-10C[Default]
Default Next Question: CSIR-1

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Interviewer Remarks

CSIR-1

INTERVIEWER: LIST QUESTIONS WITH SKIP ERRORS, QUESTIONS THAT WERE CONFUSING TO YOU, OR QUESTIONS THAT OTHERWISE DIDN'T WORK.

      1 SELECT TO ENTER QUESTION
      0 NO QUESTIONS CAUSED RESPONDENT PROBLEMS...
          (GO TO CSIR-EVAL)

Lead In(s): CSOB-11C[Default]

_____

CSIR-1A

INTERVIEWER: LIST SECTION AND QUESTION NUMBER OF FIRST QUESTION THAT CAUSED RESPONDENT PROBLEMS. IF DON'T KNOW SECTION OR QUESTION NUMBER, RECORD DESCRIPTION OF QUESTION.

      _____
      _____
      _____

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

_____

CSIR-1B

INTERVIEWER: ENTER DESCRIPTION OF PROBLEM WITH QUESTION MENTIONED IN CSIR-1A. REVIEW CSIR-1A.

      _____
      _____
      _____

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

_____

CSIR-1C

INTERVIEWER: WERE THERE ANY OTHER QUESTIONS THAT CAUSED PROBLEMS?

      1 SELECT TO ENTER QUESTION
      0 NO QUESTIONS CAUSED RESPONDENT PROBLEMS...
         (*GO TO CSIR-EVAL*).

Lead In(s): CSIR-1B[All]
Default Next Question: CSIR-1A2

———

CSIR-1A.2

INTERVIEWER: LIST SECTION AND QUESTION NUMBER OF FIRST QUESTION THAT CAUSED RESPONDENT PROBLEMS. IF DON'T KNOW SECTION OR QUESTION NUMBER, RECORD DESCRIPTION OF QUESTION.

      _____
      _____
      _____

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

———

CSIR-1B.2

INTERVIEWER: ENTER DESCRIPTION OF PROBLEM WITH QUESTION MENTIONED IN CSIR-1A. TO REVIEW CSIR-1A.

      _____
      _____
      _____

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

———

CSIR-EVAL

INTERVIEWER: IN GENERAL, WHAT WAS THE MOTHER AND THE CHILD'S ATTITUDE ABOUT THE USE OF A COMPUTER IN THE CHILD SURVEY? PLEASE DESCRIBE BELOW. IF NO REACTION, ENTER NONE.

      _____
      _____
      _____

Lead In(s): CSIR-1B2[Default], CSIR-1[0], CSIR-1C[0]

———

CSIR-REMIND

INTERVIEWER: MAKE SURE THAT MOTHER HAS BEEN PAID AND THAT SHE HAS SIGNED THE RECEIPT. IF YOU HAVE NOT ALREADY THANKED MOTHER AND CHILD FOR THEIR PARTICIPATION, PLEASE DO SO NOW.

Lead In(s): CSIR-EVAL[All]

CSIR-2

INTERVIEWER: PLEASE CHOOSE THE CORRECT STAFF IDENTIFICATION NUMBER FOR THIS CASE FROM LIST PROVIDED.

CSIR-2A

INTERVIEWER: PLEASE CHOOSE YOUR NAME FROM THE LIST PROVIDED. IF YOUR NAME IS NOT LISTED, PLEASE ENTER IT ON THE LINE PROVIDED. THEN PRESS <ENTER> TO END SURVEY.

PRESS <SPACEBAR> FOR LIST OF NAMES: _____
ENTER YOUR NAME (MISSING FROM LIST): _____

Go to: NIL

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Appendix A

HOME Observations
Help Records

NLSY79 Child HOME Observations Help Records

In the computer assisted CAPI NLSY79 Child Supplement, interviewers have access to instructions that guide them in the administration of the electronic questionnaire. These "help" screens replace the traditional hardcopy question-by-question instructions that typically accompany a paper and pencil interview schedule.

The help screens (records) listed below are physically linked to the HOME Observation questions in the CAPI questionnaire for the NLSY79 Child survey. These help records are electronically available to the interviewer during the administration of the CAPI instrument.

For each help screen below, the Question Name appears to the left and a brief explanation of the question to the right. A substantive instruction, adapted directly from the HOME manual as prepared by the designers of the original instrument, appears in each record block. Only help records actively linked to the HOME section of the Child CAPI questionnaire are contained in this list.

NOTE: General interviewer instructions on the administration of each of the Child assessments appear on screens directly preceding the CAPI sections containing the assessments.

NLSY79 Child HOME Observations Help Records

HELP-CSOB-2A   Title: HOME: Mom spontaneously spoke to child twice or more.

MOTHER SPONTANEOUSLY VOCALIZES TO CHILD AT LEAST TWICE DURING THE VISIT (EXCLUDING SCOLDING). "Vocalizes" refers to any sound or words emitted by the mother. For example, she may say, "S-s-s-" or "Sweet baby," or any random words or sounds. In order for this item to be coded "yes", the mother's vocalizations must have occurred spontaneously as opposed to having occurred in response to some vocalization by the child.

HELP-CSOB-3A   Title: HOME: Mom responded verbally to child's speech.

MOTHER RESPONDS TO CHILD'S VOCALIZATIONS WITH A VOCAL OR VERBAL RESPONSE. Again the maternal response may be either a complete word or words or merely clearly differentiated sounds, e.g., "ta-ta"; "tsk-tsk," or "You talking to Mommy?" The key factor here is that the mother is responding to the child's vocalization, not ignoring it. If the child does not vocalize during the interview, thereby denying the mother an opportunity to respond, the score would still be "no."

HELP-CSOB-4A   Title: HOME: Mom caressed, kissed, hugged child at least once.

MOTHER CARESSES OR KISSES CHILD AT LEAST ONCE DURING THE VISIT. "Caresses" include a hug, a stroke of the hair, patting an arm or leg, reaching out affectionately and touching the face, etc. Blowing a kiss as well as actually establishing physical contact may be counted as a kiss.

HELP-CSOB-5A   Title: HOME: Mom slapped/spanked child once or more.

MOTHER SLAPS OR SPANKS CHILD DURING THE VISIT. Occasionally a visitor will feel that she does not know whether a mother is playing or seriously slapping or spanking a child. The best guide to use in such instances is the child's behavior. If the child reacts with pleasure or happiness, chances are this represents a style of positive interaction between him and his mother. This case would be coded "no", - did not slap or spank. If he frowns, looks unhappy, whimpers, or cries, you can feel pretty confident that, however the mother intended it, the child did not perceive it as pleasurable.

HELP-CSOB-6A   Title: HOME: Mom interfered with child's actions more than 3 times.

MOTHER INTERFERES WITH CHILD'S ACTIONS OR RESTRICTS CHILD'S MOVEMENT MORE THAN THREE TIMES DURING THE VISIT. Restrictions and interference here refer to such things as: taking a toy away from a child; putting a child who has climbed up on the sofa back down on the floor; putting a child who is crawling around the floor into a playpen or crib; slapping a child as he starts to pick up the visitor's handbag. In the last instance, the item would be applicable to item CSOB-5A. The Restrictions may also be verbal--"Stop that"; "Get out of there." Do not code as interference any action taken to prevent the child from harming himself (e.g., running into the street).

HELP-CSOB-7A   Title: HOME: Mom provided toys or interesting activities.

MOTHER PROVIDES TOYS OR INTERESTING ACTIVITIES FOR CHILD DURING THE INTERVIEW. In order to be credited on this item, the mother must make some special effort to see to it that the child has something interesting to do during the time she will be talking to the interviewer. If the interview is conducted in a room that contains a number of toys or the child's toy box, one should assume that the mother has taken special efforts to have something available to entertain the child during the interview. If, however, the child tires of what is available and begins to whimper or to ask for something to do, this item should not be coded "yes" unless at that time the mother makes some special effort to bring out a new toy or do something else to interest the child.

HELP-CSOB-8A   Title: HOME: Mom kept child in view/looked at child often.

MOTHER TENDS TO KEEP CHILD WITHIN VISUAL RANGE AND TO LOOK AT HIM OFTEN. "Often" means frequently enough to ensure safety of the child and to keep some kind of interpersonal contact with him -- the sort of thing lovers do when in the same room but out of reach of one another.

HELP-CSOB-9A   Title: HOME: Child's play environment is safe.

THE CHILD'S PLAY ENVIRONMENT APPEARS SAFE AND FREE OF HAZARDS. The interviewer should use her own good judgment in scoring this item. Examples of hazards are: broken glass lying around, furniture with obvious wood splinters, an uncovered rotary fan, boards with nails sticking out, unprotected stairs for a pre-walking baby, a house so close to the street that a child could not safely play in the yard, pot handles extending over edge of the stove, etc. Overcrowding or clutter would not count as a hazard unless it existed to the extent that it could injure the child.

HELP-CSOB-2B   Title: HOME: Mom conversed with child at least twice.

MOTHER CONVERSES WITH CHILD AT LEAST TWICE DURING VISIT (SCOLDING AND SUSPICIOUS COMMENTS ARE NOT COUNTED.) This item involves maternal conversation, not just vocalization which can be any sounds or words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or engage in verbal interchange other than scolding or degrading comments.

HELP-CSOB-3B   Title: HOME: Mom answered child's questions/requests verbally.

MOTHER ANSWERS CHILD'S QUESTIONS OR REQUESTS VERBALLY. In order to receive credit for this item the mother must make an effort to answer the question for the child. If the mother is unable to answer it at the moment she may tell the child she doesn't know but that they will look up the answer later. Responses such as "Mother's busy, go away" or "Don't bother me now" should be coded "no".

HELP-CSOB-4B   Title: HOME: Mom kissed/caressed/hugged child at least once.

MOTHER CARESSES, KISSES OR CUDDLES CHILD AT LEAST ONCE DURING VISIT. This need not be a wild burst of showy affection. Simple signs of concern such as a mother gently tucking the child's shirt in, holding him on her lap, holding a hand, or a gentle pat on the shoulder would all receive a "yes."

HELP-CSOB-5B   Title: HOME: Mom introduced interviewer to child by name.

MOTHER INTRODUCES INTERVIEWER TO CHILD. In many cases the child already knows the interviewer; however, the mother must still remind the child of the visitor's name. A formal introduction is not necessary for credit. A comment such as, "You remember Mrs. Jones, don't you?" or "Show Mrs. Jones the new book you got for your birthday" will receive credit. The object is for the mother to make the child aware of the visitor's name and the fact that she has come to visit both of them and not just the mother.

HELP-CSOB-6B   Title: HOME: Mom physically restricted/grabbed child.

MOTHER USED PHYSICAL RESTRAINT, SHOOK, GRABBED, OR PINCHED CHILD DURING VISIT. In a younger child the mother might be apt to hold the child in her lap even though the child struggles to get down. An older child might be placed in a chair to keep him out of the way, or he might be jerked back for handling items on a table or pulled away if he tried to climb on the interviewer's lap.

HELP-CSOB-7B   Title: HOME: Mom slapped/spanked child at least once.

MOTHER SLAPS OR SPANKS CHILD DURING VISIT. This item goes hand in hand with HELP-CSOB-6B. In this item the slaps and spanks must be in anger or as a reprimand for some wrongdoing. An affectionate pat on the bottom as the mother sends the child out to play does not mean a slap or spank.

HELP-CSOB-8B   Title: HOME: Mom voice conveyed positive feeling about child.

WHEN SPEAKING OF OR TO CHILD, MOTHER'S VOICE CONVEYS POSITIVE FEELING. Is the mother pleased with her child? Does she enjoy her and talk about her in a pleasant, joyful manner or does she talk in a flat tone that communicates, "She's here, so I'll put up with her."

HELP-CSOB-9B   Title: HOME: Child's play environment is safe.

CHILD'S PLAY ENVIRONMENT APPEARS SAFE AND FREE OF HAZARDS. (Not having any outside play area requires an automatic "no".) The interviewer should use good judgment on the scoring. Examples of typical building/home hazards are: plaster coming down from ceiling, stairway with boards missing, rodents, broken glass lying around, junk cars abandoned in the yard or along the side of the street, open ditches of a house so close to a street that a child could not safely play in the yard, and boards with nails sticking out of them.

HELP-CSOB-10B   Title: HOME: Interior of home dark/monotonous.

THE INTERIOR OF THE APARTMENT OR HOME IS DARK OR PERCEPTUALLY MONOTONOUS. On this item the interviewer can take into account a lack of lighting, drawn drapes, a lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

HELP-CSOB-11B   Title: HOME: Rooms are reasonably clean.

ALL VISIBLE ROOMS OF THE HOUSE ARE REASONABLY CLEAN. The interviewer will have to use his or her own good judgment. Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should be coded "no." The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-12B   Title: HOME: Rooms are reasonably uncluttered.

ALL VISIBLE ROOMS OF THE HOUSE ARE MINIMALLY UNCLUTTERED. The interviewer will have to use his or her own good judgment. Allowances should be made for differing styles of housekeeping. The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-2C   Title: HOME: Mom encouraged child to converse.

PARENT ENCOURAGES CHILD TO CONTRIBUTE TO THE CONVERSATION DURING VISIT. This item should be scored "yes" if the parent actively encourages the child to say something or if the parent allows the child input into the conversation without discouragement.

HELP-CSOB-3C   Title: HOME: Mom answered child's questions/requests.

PARENT RESPONDS TO CHILD'S QUESTIONS DURING INTERVIEW. In order to receive credit for this item the parent must make an effort to answer the question for the child. If the parent is unable to answer the question at the moment she may tell the child she doesn't know but that they will look up the answer later. Responses such as, "I'm busy, go away." or, "Don't bother me now." do not receive credit. If the child fails to ask a question during the interview, this item should be coded "no."

HELP-CSOB-4C   Title: HOME: Mom conversed with child excluding scolding.

PARENT TALKS TO CHILD DURING VISIT (BEYOND CORRECTION AND INTRODUCTION). This item refers to conversation, not just vocalization. The parent must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding or degrading comments.

HELP-CSOB-5C   Title: HOME: Mom introduce interviewer to child by name.

PARENT INTRODUCES INTERVIEWER TO CHILD. To receive credit for this item, parent should introduce the child to the interviewer by name and in some way identify the visitor for the child.

HELP-CSOB-6C   Title: HOME: Mom voice conveyed positive feeling about child.

WHEN SPEAKING OF OR TO CHILD, PARENT'S VOICE CONVEYS POSITIVE FEELINGS. The intent of this item is to capture the feeling tone conveyed by the parent toward the child. Does the parent feel good about her child? Does she enjoy her and talk about her in a pleasant, joyful manner or does she talk in a flat tone which communicates, "She's here, so I'll put up with her."

HELP-CSOB-7C   Title: HOME:Home is dark or perceptually monotonous.

THE INTERIOR OF THE APARTMENT IS DARK OR PERCEPTUALLY MONOTONOUS. On this item the interviewer can take into account a lack of lighting, drawn drapes, a lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

HELP-CSOB-8C   Title: HOME: All rooms are reasonably clean.

ALL VISIBLE ROOMS OF THE HOUSE ARE REASONABLY CLEAN. Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should be coded "no." The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-9C   Title: HOME: All rooms are minimally cluttered.

ALL VISIBLE ROOMS OF THE HOUSE ARE MINIMALLY CLUTTERED. Allowances should be made for differing styles of housekeeping. However, the interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-10C   Title: HOME: Building has no dangers/health hazards.

BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH DEFECTS (E.G., NO PLASTER COMING DOWN FROM CEILING, STAIRWAY WITH BOARDS MISSING, RODENTS, ETC.) Some of the most common concerns for this item are: open gas fires in the small home, and the presence of bleach, cleaning fluids, and other poisons within easy reach of a small child. Overcrowding or clutter in the home would not count as a hazard unless it is to such an extent that it could injure the child. A safe environment should be coded "yes."

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APPENDIX B

1998 Child CAPI:
Sample Assessment Screens

SAMPLE SCREENS - WHAT I AM LIKE (SPPC)

The interviewer sees the following two instruction screens at the start of the What I Am Like assessment.
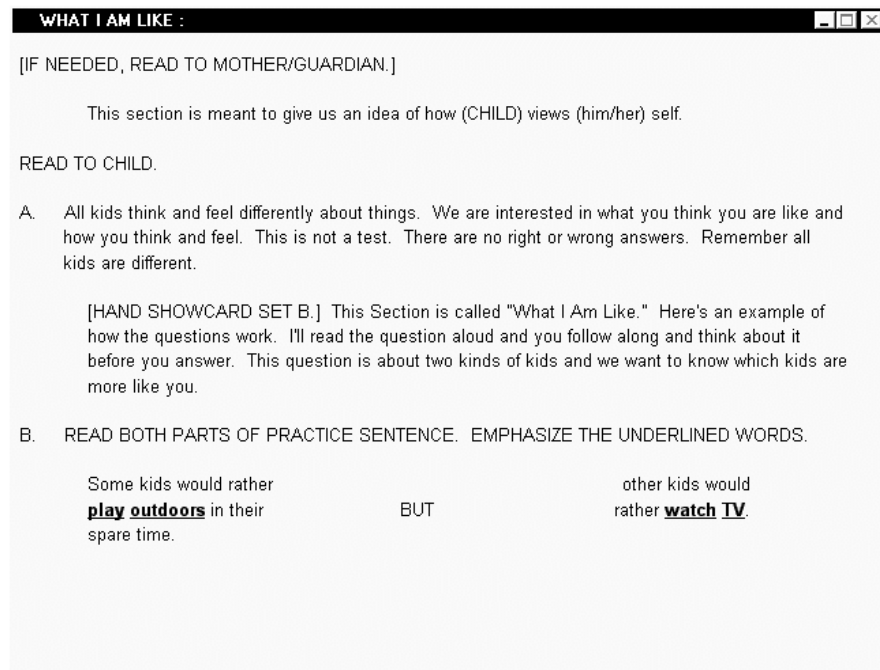
Figure 2. The first instruction screen of the What I Am Like assessment.
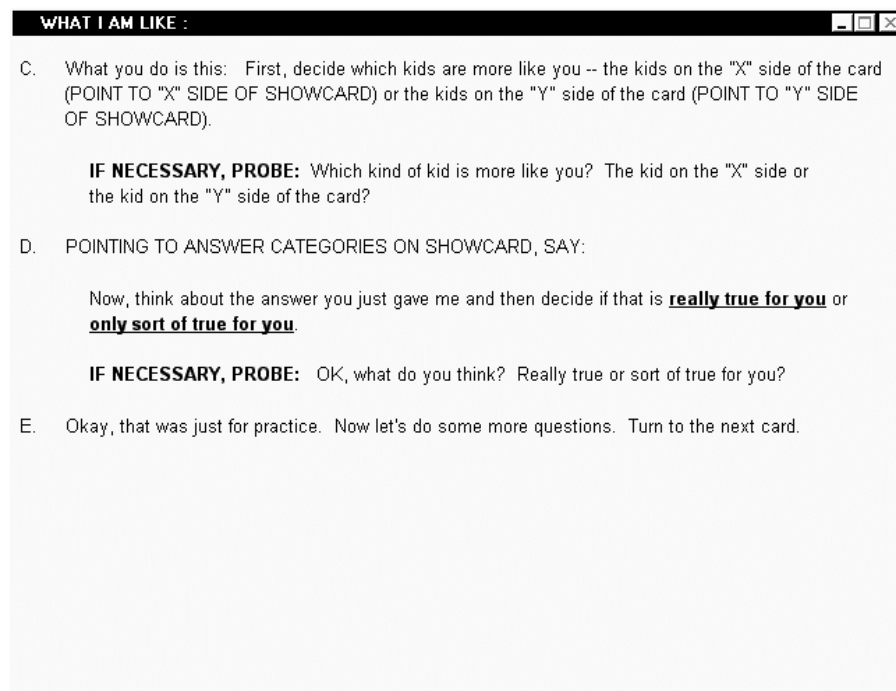
Figure 3. The second instruction screen of the What I Am Like assessment.

Figure 4.   Question 1 of the What I Am Like Assessment is representative of assessment items as seen by the interviewer.   The interviewer enters the respondent's selection of X or Y, then the respondent's selection of "really true for me" or "sort of true for me."   One question item is shown per screen.

SIDE ONE

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

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

Figure 4a: What I Am Like (SPPC): Show Card viewed by child.

SIDE TWO

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

Figure 4b: What I Am Like (SPPC): Continuation of the Show Card viewed by child.
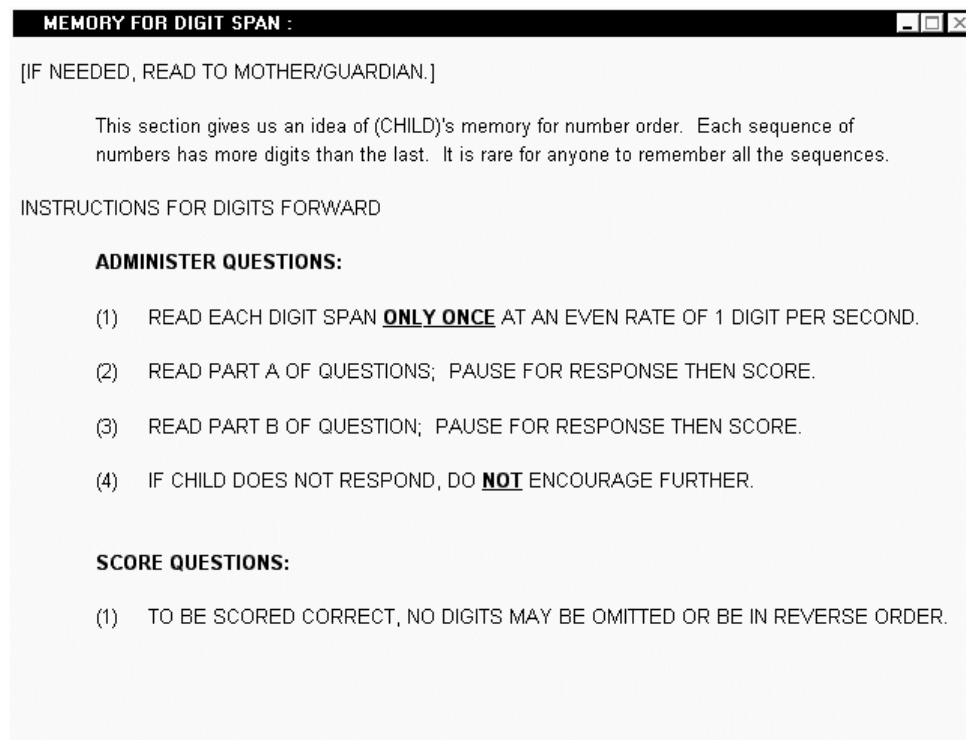
SAMPLE SCREENS - MEMORY FOR DIGIT SPAN

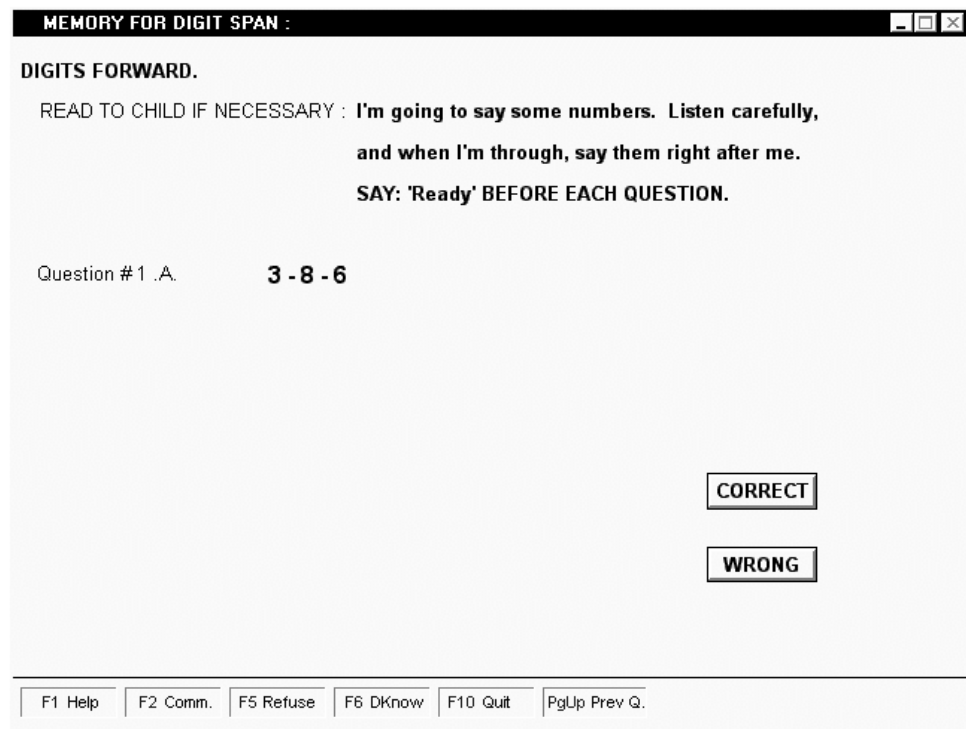Figure 5. The instruction screen at the start of the Memory for Digit Span assessment.

Figure 6. Question 1 of the Digits Forward section of the Memory for Digit Span assessment is representative of assessment items as seen by the interviewer. The interviewer enters whether the respondent is correct or wrong.
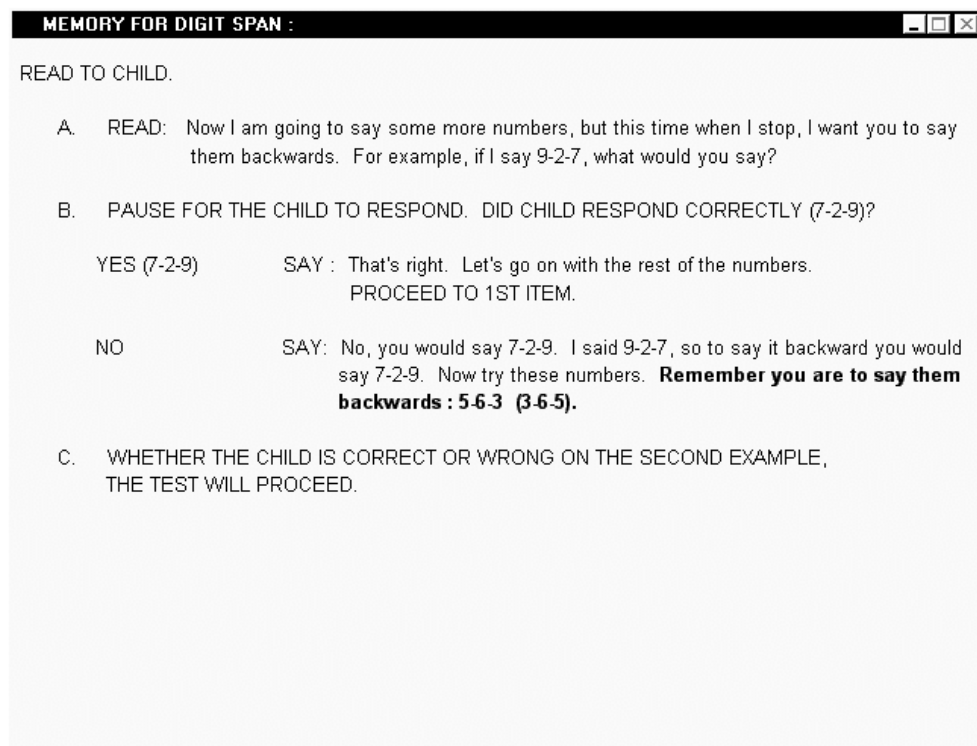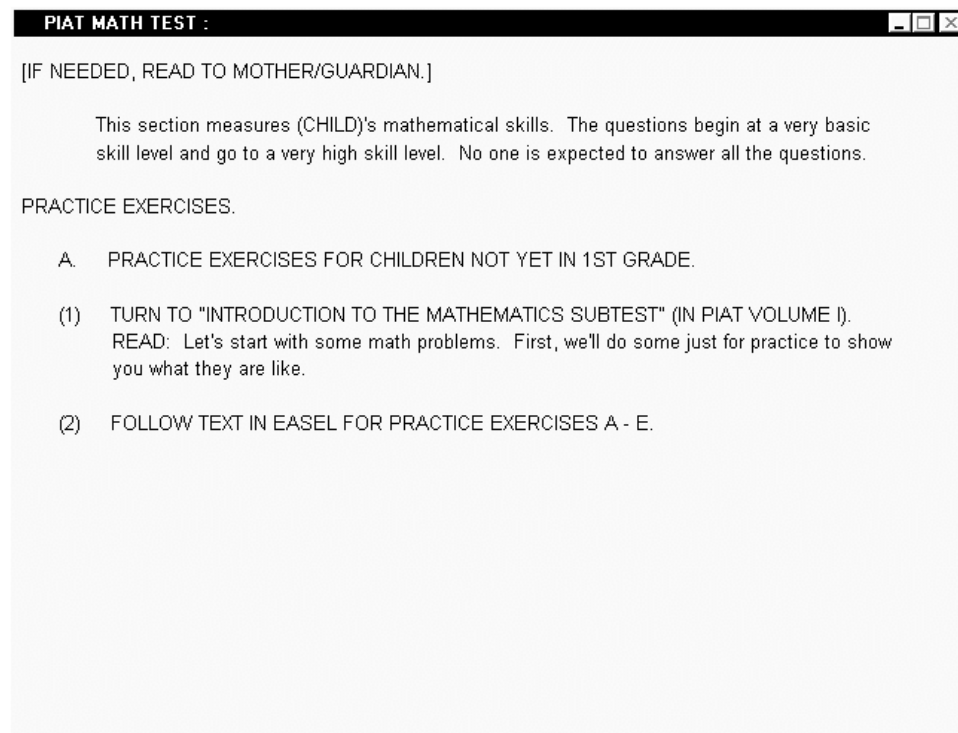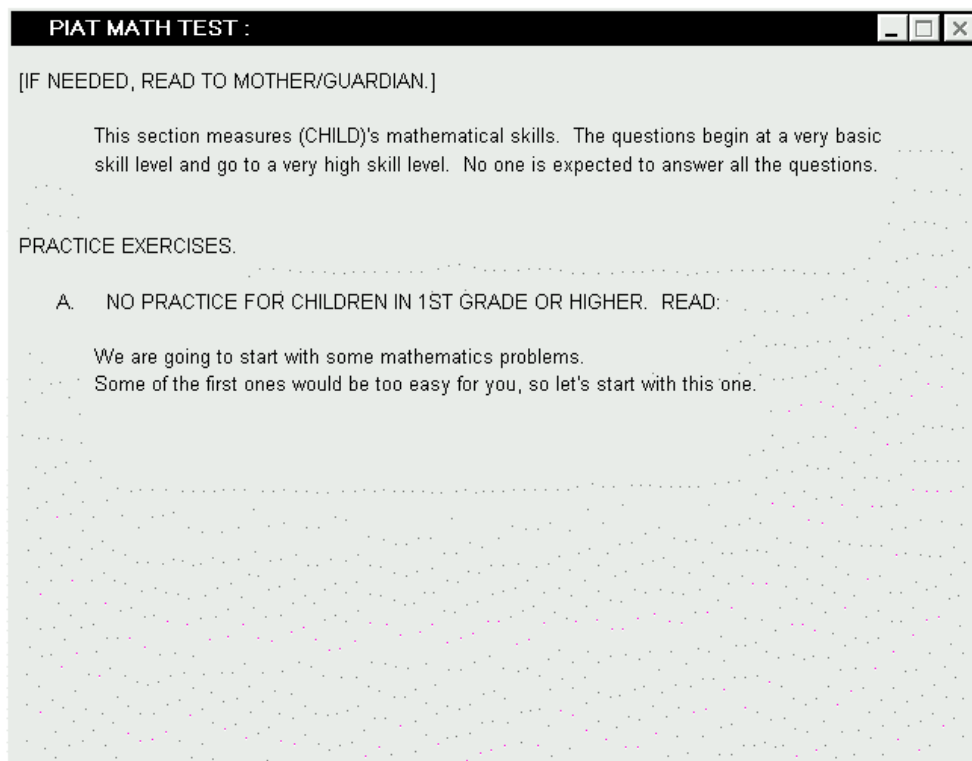
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┌────────────────────────────────────────────────────────────────────────────┐
│ ■ MEMORY FOR DIGIT SPAN :                                         _ □ ☒     │
├────────────────────────────────────────────────────────────────────────────┤
│                                                                              │
│ READ TO CHILD.                                                               │
│                                                                              │
│    A.    READ:   Now I am going to say some more numbers, but this time when I stop, I want you to say │
│                  them backwards.  For example, if I say 9-2-7, what would you say?                     │
│                                                                              │
│    B.    PAUSE FOR THE CHILD TO RESPOND.  DID CHILD RESPOND CORRECTLY (7-2-9)?                        │
│                                                                              │
│       YES (7-2-9)         SAY :  That's right.  Let's go on with the rest of the numbers.             │
│                                  PROCEED TO 1ST ITEM.                                                 │
│                                                                              │
│       NO                  SAY:  No, you would say 7-2-9.  I said 9-2-7, so to say it backward you would │
│                                 say 7-2-9.  Now try these numbers.  **Remember you are to say them**   │
│                                 **backwards : 5-6-3  (3-6-5).**                                         │
│                                                                              │
│    C.    WHETHER THE CHILD IS CORRECT OR WRONG ON THE SECOND EXAMPLE,                                 │
│          THE TEST WILL PROCEED.                                              │
│                                                                              │
│                                                                              │
│                                                                              │
│                                                                              │
│                                                                              │
│                                                                              │
│                                                                              │
└────────────────────────────────────────────────────────────────────────────┘
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Figure 7. The instruction screen for the Digits Backward section of the assessment.

SAMPLE SCREENS - PIAT MATH

PIAT MATH TEST :

[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.

PRACTICE EXERCISES.

    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.

Figure 8. PIAT Math instruction screen if the child has not reached the 1st grade.

PIAT MATH TEST :

[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.

PRACTICE EXERCISES.

    A.   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.

Figure 9. PIAT Math instruction screen presented if child is in 1st grade or above.

(Point to the "3" in the stimulus area.) Find one like this – down here.

(Point in a sweeping motion to the response area.) Point to it. (3)

Figure 10a. PIAT Math item instructions as read to the child.
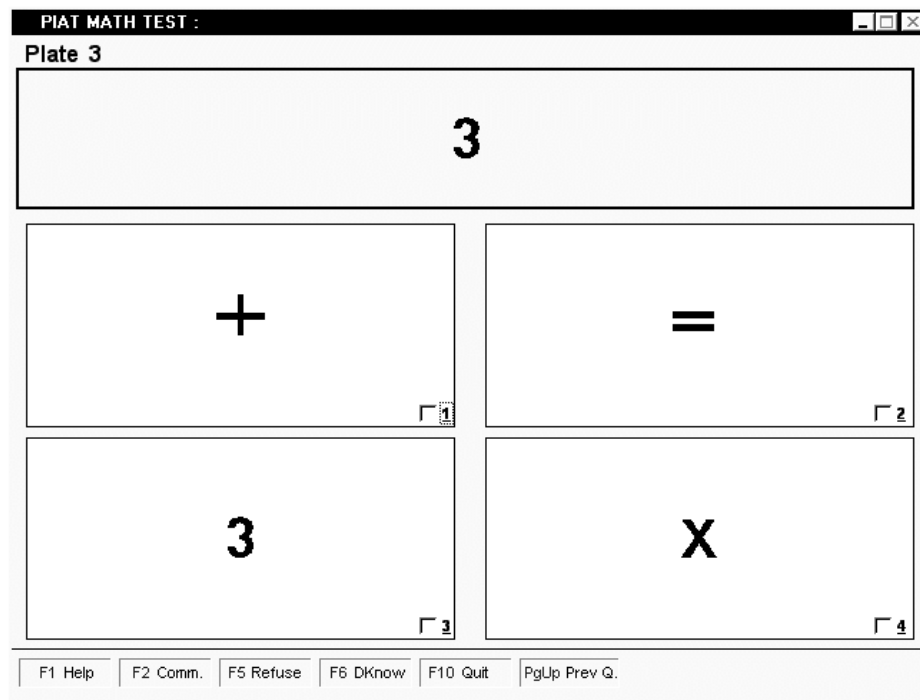

Figure 10b. Plate #3 from the PIAT Math assessment as viewed on the laptop screen by the interviewer. This item is representative of other questions displayed during the assessment. The interviewer reads the question displayed to the child on the PIAT "easel" and then highlights one of the four items to enter the child's response to the question.
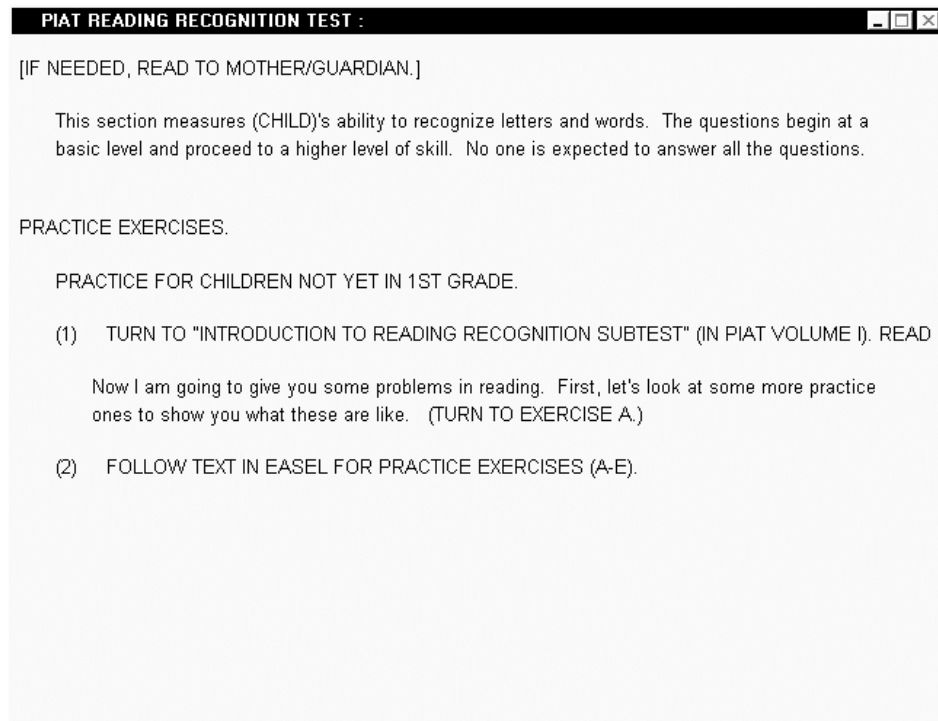
SAMPLE SCREENS - PIAT READING RECOGNITION

Figure 11. PIAT Reading Recognition instruction screen read by the interviewer if child has not reached the 1st grade.
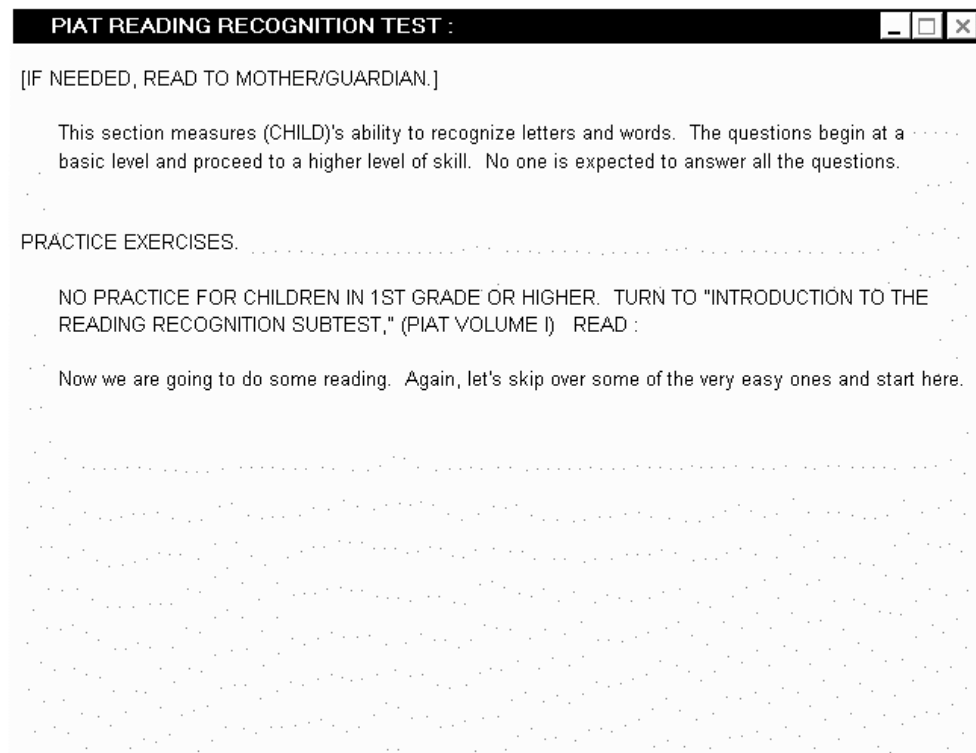

Figure 12. Instruction screen read by the interviewer if child is in the 1st grade or above.
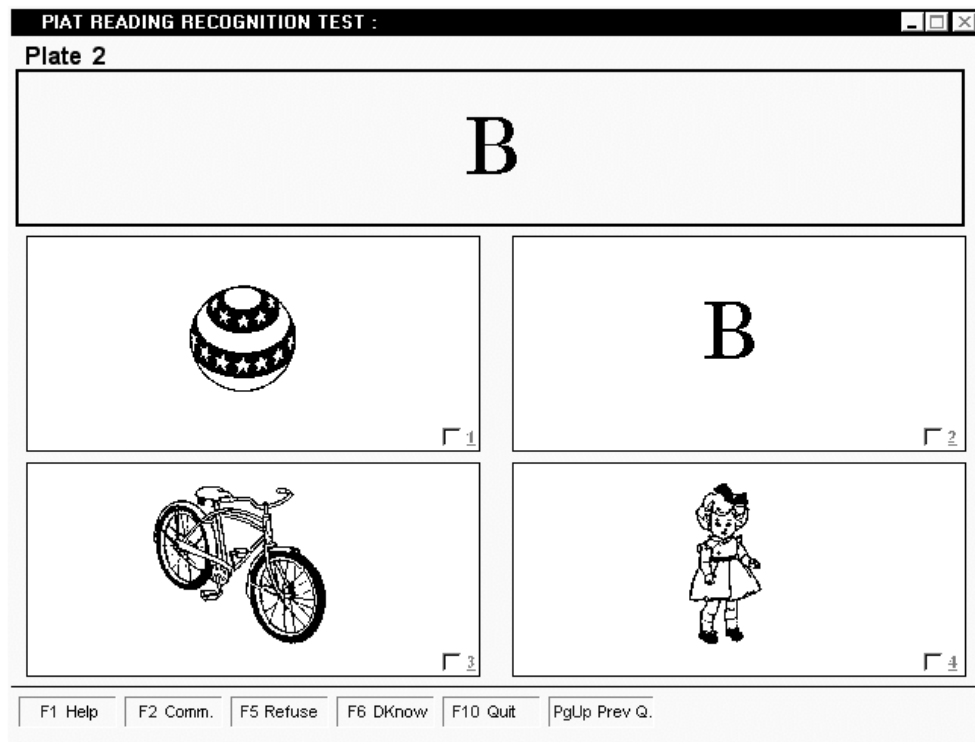
Figure 13. Plate 2 is representative of Plates 1 through 9 as seen by the interviewer.
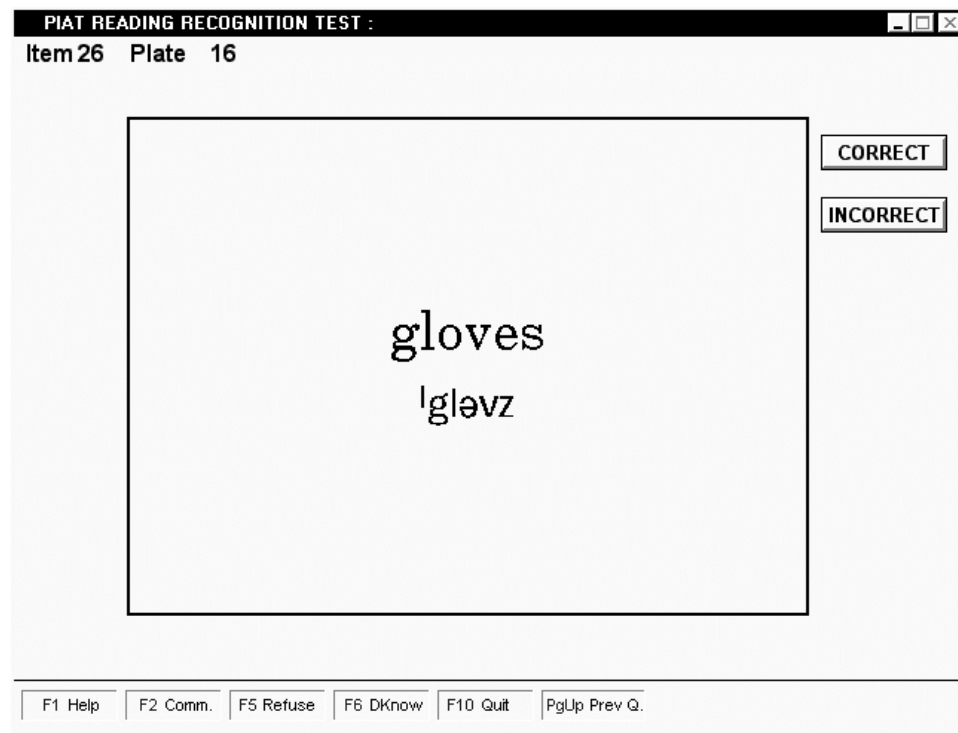

Figure 14. Plate 16 is representative of items presented later in the assessment.
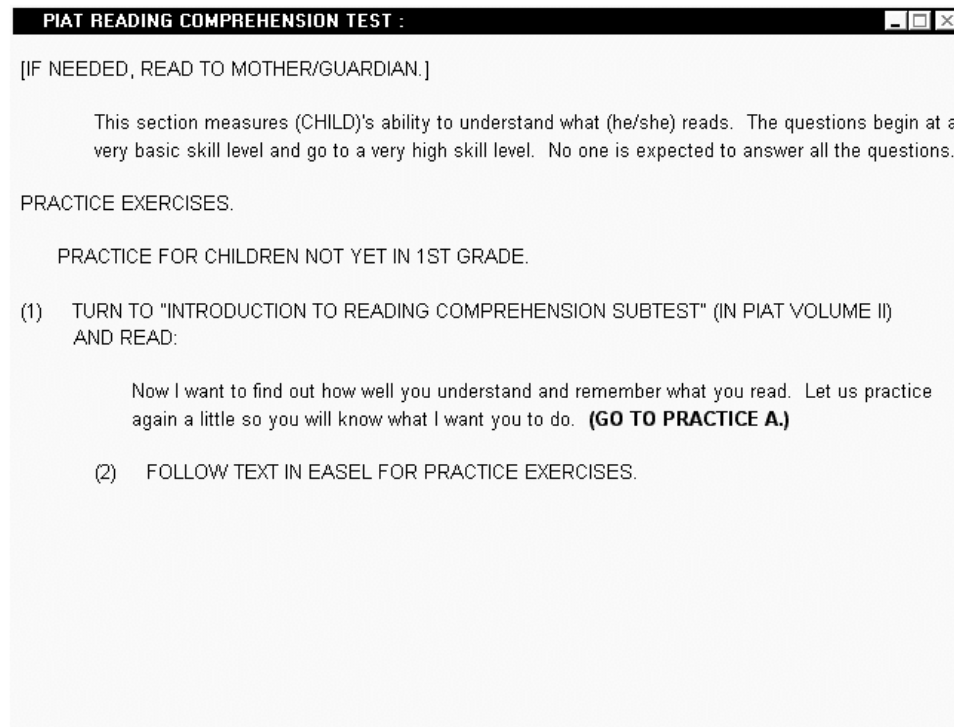
SAMPLE SCREENS - PIAT READING COMPREHENSION

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PIAT READING COMPREHENSION TEST :                        _ □ ×

[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.

PRACTICE EXERCISES.

    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.
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Figure 15. Instruction screen read by the Interviewer to the mother and child for children who have not reached the 1st grade.

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PIAT READING COMPREHENSION TEST :                        _ □ ×

[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.

PRACTICE EXERCISES.

    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 sentences 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 you have read.  Be sure to
      remember what you have read, because you cannot look back.  Let's try one.
      Read this sentence silently  - just once, and then look up at me.
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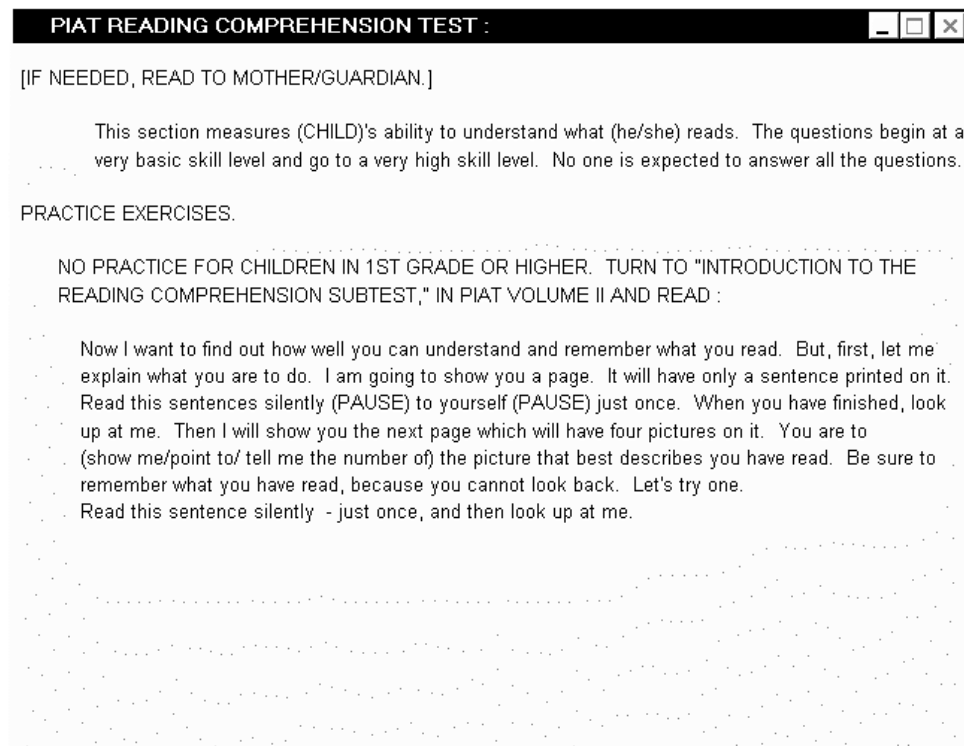
Figure 16. PIAT Reading Comprehension instruction screen read by the interviewer if child is in 1st grade or above.

See the boy with the hat.

(Say the following:) Read this sentence silently – just once, and then look up at me. (When the subject looks up, turn to the following page.)

(Say the following:) Look carefully at all four pictures. Point to the picture that best describes what you have read. (3)

Exercise A

Figure 17a. PIAT Reading Comprehension question as viewed by child on PIAT "easel" with prompts read by the interviewer.
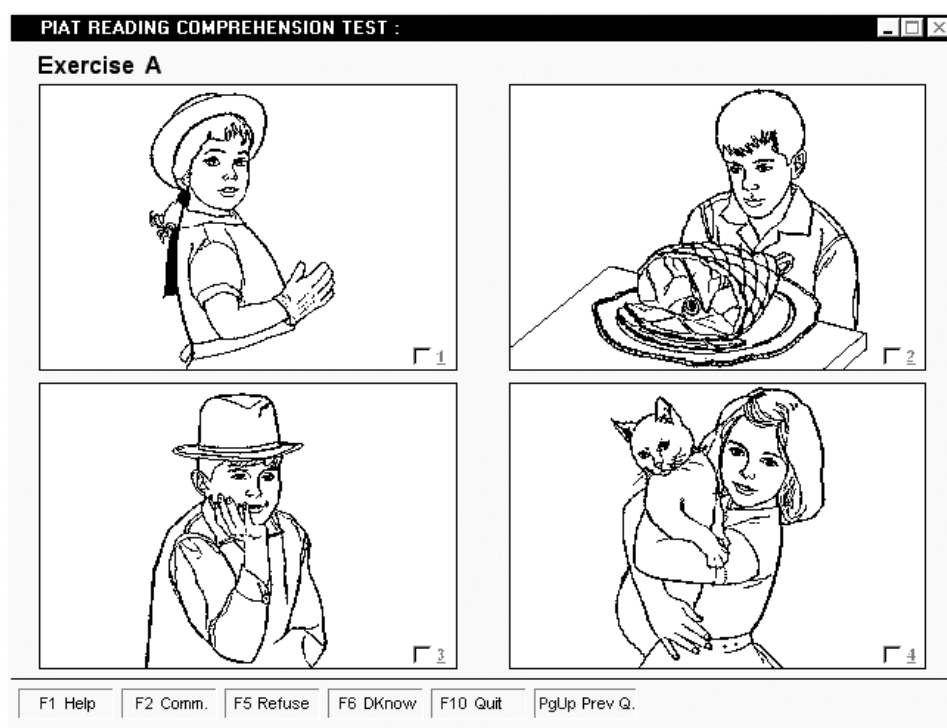

Figure 17b. PIAT Reading Comprehension Exercise A is representative of the least different items displayed during this assessment. The interviewer highlights one of the four items to enter the child's response to the question.
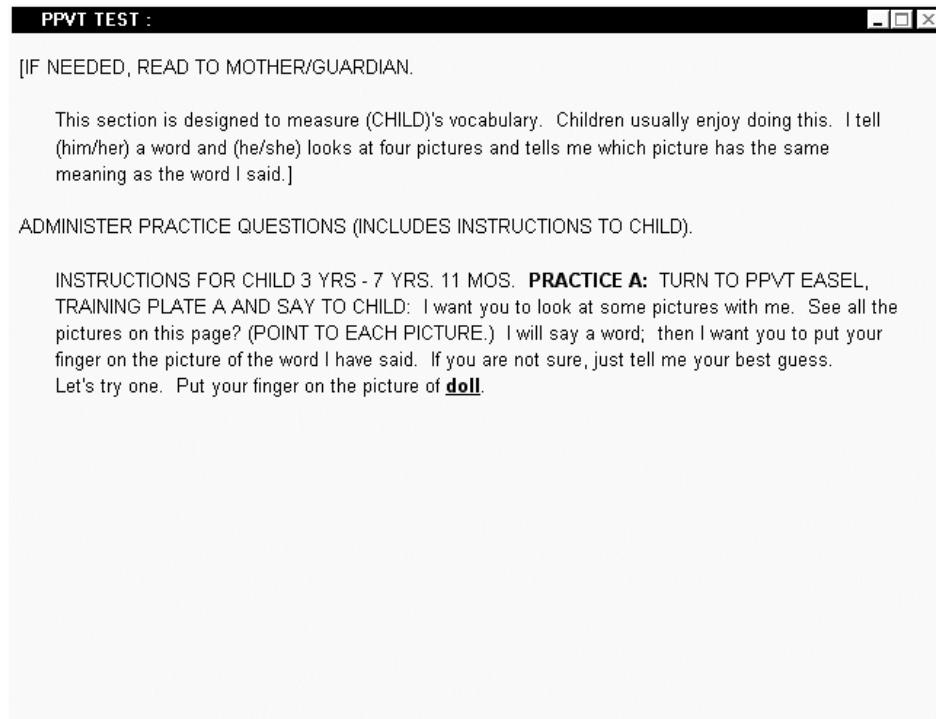
SAMPLE SCREENS – PPVT-R

Figure 18. The PPVT-R Practice A instruction screen for children of PPVT ages 4-7.
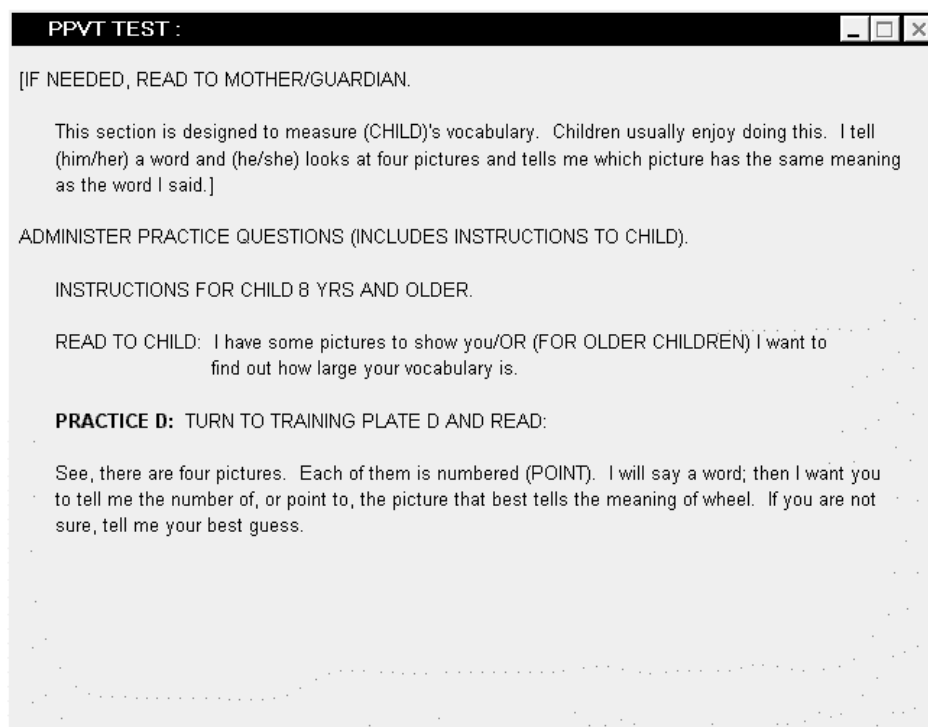

Figure 19. The PPVT-R Practice D instruction screen for children 8 years and older.
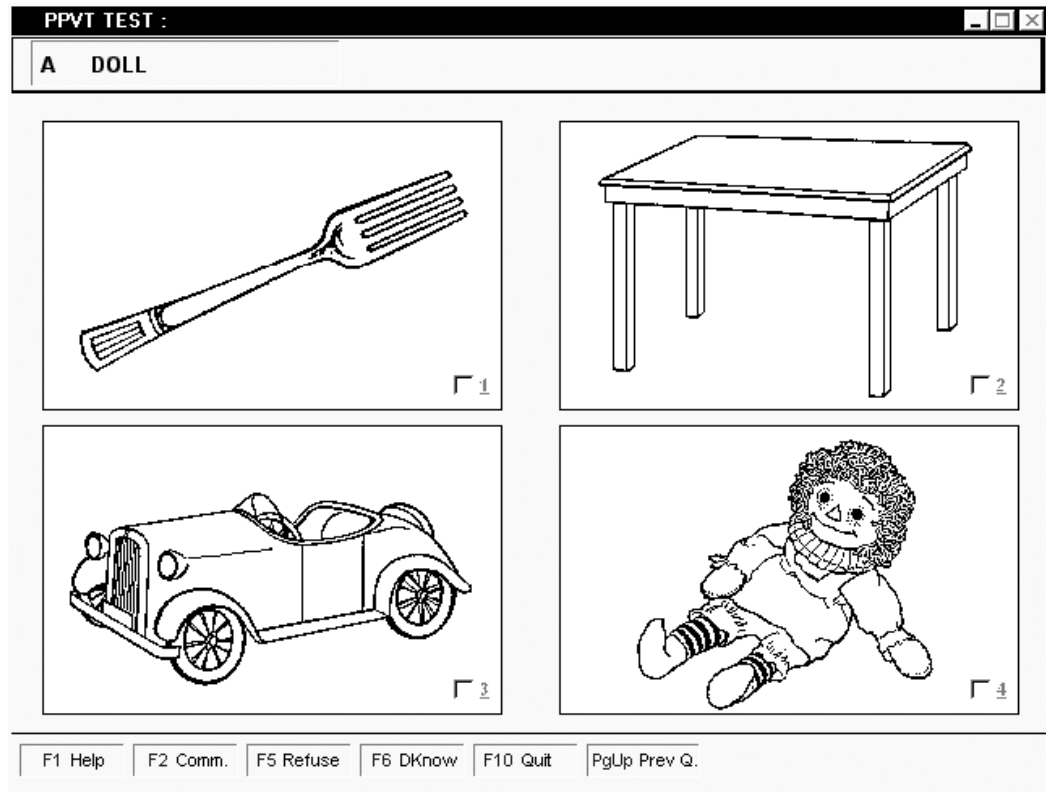
Figure 20. Training Plate A from the PPVT-R is representative of other items displayed to the child on an easel during this assessment.

APPENDIX C

Child CAPI

Supplement Assessments

Appendix C: NLSY79 Child CAPI Supplement Assessments – Variation in Administration by Survey Year

CAPI Assessment	Age-eligible[1] children	1986	1988	1993	1992	1994	1996	1998
Parts of the Body	1 – 2 years	*	*	—	—	—	—	—
Memory for Locations	8 months – 3 years	*		—	—	—	—	—
McCarthy Verbal Memory Subscale	3 – 6 years	*	AE	AE[2]	AE	AE	—	—
What I am Like (Self-Perception Profile)	8 years and older	*	*	*	*	*	[3]	[3]
WISC-R Digit Span Subscale	7 years and older	*	AE/Index	AE/Index	AE/Index	AE/Index	[4]	[4]
PIAT Math and Reading	5 years and older	*	*	*	*	*	*	*
PIAT Reading	5 years and older	*	*	*	*	*	*	*
PPVT-R	3 or 4 years and older	*	AE/Index	AE/Index	*	AE/Index	AE/Index	[5]
HOME Interviewer Observations	All ages	*	*	*	*	*	*	*

* All age-eligible children.

AE = All age-eligible children without a previous valid score.

Index = All children age 10 or 11 years constitute the index group.

[1]Beginning in 1994, assessments were no longer given to children who attained age 15 by the end of that calendar year.

[2]Administered to children 4 to 6 years of age in 1990.

[3]Administered to children age 12-14, starting in 1996.

[4]Administered to children age 7-11, starting in 1996.

[5]Administered to children age 4-5 and 10-11 in 1998.