IN-HOME
LONGITUDINAL STUDY OF
PRE-SCHOOL AGED CHILDREN

ACTIVITY BOOKLET

HEIGHT/WEIGHT, PPVT/TVIP,
WALK-A-LINE, Q-SORT, AND
CHILD CARE/EMPLOYMENT HISTORY CALENDAR

MPR ID: |___|___| _| _|___| _| _|___|

DATA COLLECTOR ID#: |___|___|___|___|___|

DATE OF OBSERVATION:

|___|___|-|__| ___|-|___|___|___| |__|
  Month   Day   Year

ACTIVITIES COMPLETED

CHECK WHEN EACH IS DONE

WEIGHT/HEIGHT (ACTIVITY A) PAGE 2............................0 1

PPVT/TVIP WITH CHILD (ACTIVITY B) PAGE 5 ....0 2

WALK-A-LINE (ACTIVITY C) PAGE 14...............................0 3

Q-SORT (ACTIVITY D) PAGE 15..0 4

PPVT/TVIP WITH MOTHER (ACTIVITY E) PAGE 16 ....0 5

CHILD CARE/EMPLOYMENT HISTORY
CALENDAR (ACTIVITY F) PAGE 34 ....0 6

Conducted by:

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A/E. HEIGHT AND WEIGHT

INTRODUCTION: We are interested in measuring your child's height and weight today. Because a child's height and weight are related to the height and weight of their parents, we would also like to measure your height and weight.

A/E0.   **INTERVIEWER: IS THIS BEING CONDUCTED IN ENGLISH?**

YES...................................... 01

NO..00 → **GO TO A/S1**

A/E1.   **INTERVIEWER: IS THE CHILD AVAILABLE TO BE WEIGHED WITH THE MOTHER?**

YES...................................... 01

NO..00 → **DO THE MOTHER PPVT/TVIP AND THEN WEIGH CHILD AND MOTHER**

A/E2.   To get an accurate measure of your height, could you please take off your shoes? Please stand against the stadiometer.

MAKE SURE MOTHER IS STANDING HEELS TOGETHER, LEGS STRAIGHT, ARMS AT SIDES, SHOULDERS RELAXED, FACING STRAIGHT AHEAD.

MOTHER'S HEIGHT ....|___|___|___|.|___| CENTIMETERS → **GO TO A/E3**

REFUSED............................9999   → **GO TO A/E2A**

A/E2A.   Please tell me your height without shoes

|___|___| FEET |___|___| INCHES

A/E3.   IS THE MOTHER CURRENTLY PREGNANT?

YES... 01

NO..00 → **GO TO A/E5**

A/E4.   Please tell me how much you weighed before you became pregnant (this time).

|___|___|___| POUNDS

A/E5.   I'd like to weigh you first, and then weigh (CHILD). (IF SHOES ARE NOT OFF YET), Could you please take off your shoes? Please step on this scale.

MOTHER'S WEIGHT ....|___|___|___| POUNDS → **GO TO A/E6**

REFUSED............................r

EXCEEDED SCALE LIMIT ...8888   **GO TO A/E5A**

A/E5A.   Please tell me your weight.

|___|___|___| POUNDS

A/E6.   First let's try to weigh (CHILD) alone. Could you please take off (CHILD's) shoes?
           Let's see if (CHILD) will stand on the scale.

                   WEIGHT OF CHILD WEIGHED
                   BY HIM/HERSELF .... |___|___|___| POUNDS → **GO TO A/E7**

                   REFUSED/UNABLE TO
                   COMPLETE .... r → **GO TO A/E6A**

A/E6A-B.   Maybe (CHILD) will be more comfortable being weighed <u>with </u>you. To get an accurate measure
           of (CHILD's) weight, I'd like to weigh you by yourself first and then weigh you holding child.
           (IF SHOES ARE NOT OFF YET), could you please take off (yours and [CHILD's]) shoes?
           Please step on this scale.

           A.   WEIGHT BY HERSELF .... |___|___|___| POUNDS

                  REFUSED... r → **GO TO A/E6B**

                  EXCEEDED SCALE LIMIT .... 8888 →   **GO TO A/E7**

           B.   WEIGHT WITH CHILD............................. |___|___|___| POUNDS

                  REFUSED / UNABLE TO WEIGH
                  CHILD WITH MOTHER .... …...r ⌐
                                                                      ⌐→ **GO TO A/E7**
                  EXCEEDED SCALE LIMIT .... 8888 ⌐

A/E7.   Now, I would like to measure (CHILD) to see how tall (he/she) is. (IF SHOES ARE NOT OFF
           YET), Could you please take off (CHILD's) shoes?

           (CHILD's HEELS, BUTTOCKS, SHOULDERS, AND HEAD SHOULD BE AGAINST THE
           STADIOMETER; IDEALLY, CHILD SHOULD BE STANDING WITH HIS OR HER HEELS
           TOGETHER, LEGS STRAIGHT, ARMS AT HIS OR HER SIDES, SHOULDERS RELAXED,
           LOOKING STRAIGHT AHEAD.)

                   HEIGHT OF CHILD................................. |___|___|___|.|___| CENTIMETERS

A/E8. PRAISE CHILD. DID PARENT RESPOND POSITIVELY WHEN YOU PRAISED CHILD?

                   YES.. 01
                   NO.. 00

A/S. HEIGHT AND WEIGHT

INTRODUCTION: Estamos interesados en medir la altura y el peso de su hijo(a), hoy día. Porque la altura y el peso de los niños está relacionado a la altura y el peso de sus padres, también quisieramos medir su altura y peso.

A/S1. **INTERVIEWER: IS THE CHILD AVAILABLE TO BE WEIGHED WITH THE MOTHER?**

> YES 01
> NO... 00 → **DO THE MOTHER PPVT/TVIP AND THEN WEIGH CHILD AND MOTHER**

A/S2. Para poder medir su altura precisa, ¿ por favor podría quitarse sus zapatos? Por favor párese pegada al estadiometro.

> **MAKE SURE MOTHER IS STANDING HEELS TOGETHER, LEGS STRAIGHT, ARMS AT SIDES, SHOULDERS RELAXED, FACING STRAIGHT AHEAD.**

> MOTHER'S HEIGHT.............................. |___|___|___|.|___| CENTIMETERS → **GO TO A/S3**
>
> REFUSED... 9999 → **GO TO A/S2A**

A/S2A. Por favor dígame lo alta que es sin zapatos.

> |___|___| FEET |___|___| INCHES → **TO CONVERT CENTIMETERS TO INCHES DIVIDE X CENTIMETERS ÷ 2.54 = Y INCHES**

A/S3. IS THE MOTHER CURRENTLY PREGNANT?

> YES 01
> NO... 00 → **GO TO A/S5**

A/S4. Por favor dígame cuánto usted pesaba antes de estar embarazada (esta vez).

> |___|___|___| POUNDS → **TO CONVERT KILOGRAMS TO POUNDS MULTIPLY X KILOS * 2.2 = Y POUNDS**

A/S5. Quisiera pesarla a usted primero, y después a (CHILD). (IF SHOES ARE NOT OFF YET) Por favor, ¿ podría quitarse los zapatos? Por favor súbase a esta escala.

> MOTHER'S WEIGHT............................. |___|___|___| POUNDS → **GO TO A/S6**
>
> REFUSED... r
>
> EXCEEDED SCALE LIMIT .... 8888 ┘ → **GO TO A/S5A**

A/S5A.   Por favor dígame su peso.

|___|___|___| POUNDS

A/S6.   Primero tratemos de pesar a (CHILD) por sí mismo(a). ¿ Por favor podría quitarle los zapatos a (CHILD)? Veamos si (CHILD) se puede parar en la escala.

WEIGHT OF CHILD WEIGHED
BY HIM/HERSELF .... |___|___|___| POUNDS → **GO TO A/S7**

REFUSED/UNABLE TO
COMPLETE .... r → **GO TO A/S6A**

A/S6A-B. Quizás sería más cómodo para (CHILD) si (lo/la) pesamos junto con usted. Para poder tener una medida precisa del peso de (CHILD), quisiera pesarla primero a usted por sí misma, y después pesarla a usted cargando a (CHILD). (IF SHOES ARE NOT OFF YET) Por favor, ¿ podría (quitarse los zapatos) (y) (quitarle los zapatos a [CHILD])? Por favor súbase a esta escala.

A.   WEIGHT BY HERSELF................. |___|___|___| POUNDS

REFUSED .... r → **GO TO A/S6B**

EXCEEDED SCALE LIMIT............ 8888 → **GO TO A/S7**

B.   WEIGHT WITH CHILD .... |___|___|___| POUNDS

REFUSED / UNABLE TO WEIGH
CHILD WITH MOTHER .... …....r ┐
                                                              ├→ **GO TO A/S7**
EXCEEDED SCALE LIMIT............ 8888 ┘

A/S7.   Ahora, quisiera medir a (CHILD) para ver lo alto(a) que (él/ella) es. (IF SHOES ARE NOT OFF YET) ¿ Por favor podría quitarle los zapatos a (CHILD)?

(CHILD's HEELS, BUTTOCKS, SHOULDERS, AND HEAD SHOULD BE AGAINST THE STADIOMETER; IDEALLY, CHILD SHOULD BE STANDING WITH HIS OR HER HEELS TOGETHER, LEGS STRAIGHT, ARMS AT HIS OR HER SIDES, SHOULDERS RELAXED, LOOKING STRAIGHT AHEAD.)

HEIGHT OF CHILD............................... |___|___|___|.|___| CENTIMETERS

A/S8.   PRAISE CHILD. DID PARENT RESPOND POSITIVELY WHEN YOU PRAISED CHILD?

YES.. 01
NO... 00

B. CHILD'S PEABODY PICTURE VOCABULARY TEST OR TVIP

B1.   DOES THIS CHILD SPEAK SPANISH?

        YES ....01 → **ADMINISTER THE TVIP FIRST (B2)**
                                              AND THEN THE PPVT-III (B6)

        NO.......................................00 → **ADMINISTER THE PPVT-III ONLY (B6), PAGE 9**

B2.   TVIP (FOR CHILDREN WHO SPEAK SPANISH)

GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "el/la" or "uno/una" in front of any word. You may repeat the word if the child asks.

<u>Always </u>record the number of the picture the child indicates, whether correct or an error.

Indicate correct items by circling "1".

Indicate errors by circling "0".

If child asks for correct answer, say:

> **Por ahora quisiera saber qué palabras sabes sin que yo te lo diga. Después hablamos de eso. Te los diré después de que hayamos terminado, pero por ahora, sigamos.**

If child indicates more than one picture for a word, ask him/her to pick just one picture. If you are not sure of the child's answer, ask him/her to show you again.

When the ceiling is reached, discontinue TVIP.

CEILING RULES

CEILING: Lowest 8 consecutive responses containing 6 errors.

Continue until the CEILING is established—when the child makes 6 errors in <u>8 consecutive </u>items. Stop testing when the CEILING is reached.

PRACTICE ITEMS

SET UP *TVIP* TENT AND PLACE BEFORE THE CHILD. SAY:

> **Quiero que mires unos dibujos conmigo.**

TURN TO TRAINING PLATE A, POINT TO ALL FOUR PICTURES, AND SAY:

> **¿Ves todas los dibujos en esta página? Yo voy a decir una palabra; después quiero que pongas tu dedo en el dibujo que mejor muestra lo que significa la palabra. Probemos con uno. Pone tu dedo en "muñeca."**

IF THE CHILD MAKES THE CORRECT RESPONSE, TURN TO TRAINING PLATE B, SAYING:

> **Bien. Ahora pone tu dedo en "hombre."**

IF CHILD AGAIN MAKES THE CORRECT RESPONSE, TURN TO TRAINING PLATE C, SAYING:

> **Muy bien! Muéstrame "columpiar."**

IF CHILD AGAIN MAKES THE CORRECT RESPONSE, GO TO NEXT PAGE AND BEGIN TESTING.

IF CHILD NEEDS MORE TRAINING, FOLLOW THESE PROCEDURES:

ONLY WHILE USING THE SAMPLE PLATES, IF CHILD CHOOSES THE WRONG PICTURE, BEFORE GOING ON TO THE NEXT PLATE, POINT OUT THE CORRECT RESPONSE WHILE SAYING, FOR EXAMPLE:

> **Hiciste un buen esfuerzo, pero ésta es la respuesta correcta.**

AT THE SAME TIME, BRIEFLY EXPLAIN WHY THE ANSWER IS CORRECT. REPEAT THE ITEM UNTIL THE SUBJECT MAKES THE CORRECT RESPONSE; THEN GO ON TO THE NEXT ITEM. WITH VERY YOUNG AND LEARNING DISABLED CHILDREN, TRAINING WITH ADDITIONAL PRACTICE WORDS MAY BE NEEDED TO ESTABLISH THE DESIRED POINTING BEHAVIOR. IN SUCH CASES, USE AS MANY OF THE SERIES OF ALTERNATE WORDS AS NEEDED. CONTINUE THROUGH THE TRAINING PLATES UNTIL THE CHILD RESPONDS CORRECTLY TO A COMPLETE CYCLE OF THREE CONSECUTIVE WORDS WITHOUT YOUR HELP.

Training Plate	Words			
A	muñeca (4)	tenedor (1)	mesa (2)	perro (3)
B	hombre (2)	peine (3)	media (4)	boca (1)
C	columpiar (3)	beber (4)	andar (1)	subir (2)

THE LENGTH OF TIME REQUIRED TO ESTABLISH THE DESIRED POINTING BEHAVIOR WILL VARY FROM CHILD TO CHILD. TRAINING PLATES MAY BE REPEATED.

If the child has not successfully completed a training item after a number of trials, discontinue training and write your explanation of why the child is untestable in this box.

_____

_____

_____

_____

WHEN THE DESIRED POINTING BEHAVIOR HAS BEEN ESTABLISHED, TURN TO ITEM #1, THEN SAY:

Bien! Ahora voy a mostrarte algunos otros dibujos. Cada vez yo diré algo y tu indicarás el mejor dibujo de esto. Cuando lleguemos más adelante, puede que no estés seguro(a) cual indicar, pero quiero que mires cuidadosamente todos los dibujos de todas maneras y escojas el que tu pienses que es el correcto.

Muéstrame . . .

		CIRCLE ONE						CIRCLE ONE	
Plate Number	Word	Key	Response	Correct	Error	Plate Number	Word	Key	Response	Correct	Error

A ceiling is established when there are 6 error in 8 consecutive items.

Plate Number	Word	Key	Response	Correct	Error	Plate Number	Word	Key	Response	Correct	Error
1.	barco	(2)	_____	1	0	26.	vacío	(3)	_____	1	0
2.	Lámpara	(4)	_____	1	0	27.	pelar	(3)	_____	1	0
3.	vaca	(1)	_____	1	0	28.	uniforme	(4)	_____	1	0
4.	vela	(2)	_____	1	0	29.	tronco	(2)	_____	1	0
5.	Trompeta	(1)	_____	1	0	30.	líquido	(4)	_____	1	0
6.	rodilla	(4)	_____	1	0	31.	grupo	(3)	_____	1	0
7.	jaula	(1)	_____	1	0	32.	músico	(2)	_____	1	0
8.	Ambulancia	(1)	_____	1	0	33.	ceremonia	(4)	_____	1	0
9.	leer	(4)		1	0	34.	culebra	(4)		1	0
10.	flecha	(2)	_____	1	0	35.	bebida	(1)	_____	1	0
11.	cuello	(3)	_____	1	0	36.	médico	(4)		1	0
12.	mueble	(3)	_____	1	0	37.	aislamiento	(1)	_____	1	0
13.	abeja	(3)	_____	1	0	38.	mecánico	(2)	_____	1	0
14.	hora	(3)	_____	1	0	39.	premiar	(3)	_____	1	0
15.	medir	(2)	_____	1	0	40.	dentista	(3)		1	0
16.	ballena	(2)	_____	1	0	41.	hombro	(3)	_____	1	0
17.	roto	(1)	_____	1	0	42.	sobre	(2)	_____	1	0
18.	Acariciar	(1)	_____	1	0	43.	joyas	(1)	_____	1	0
19.	Accidente	(2)	_____	1	0	44.	humano	(2)	_____	1	0
20.	Canguro	(2)	_____	1	0	45.	artista	(1)	_____	1	0
21.	codo	(4)	_____	1	0	46.	recoger	(4)	_____	1	0
22.	río	(3)	_____	1	0	47.	construcción	(2)	_____	1	0
23.	águila	(2)	_____	1	0	48.	dirigir	(2)	_____	1	0
24.	romper	(4)	_____	1	0	49.	arbusto	(1)	_____	1	0
25.	pintor	(3)	_____	1	0						

OFFICE ONLY: SCORE |___|___|

B2A. DOES (CHILD) SPEAK ANY ENGLISH?

YES .... 01 → **CONTINUE WITH PPVT (B6)**

NO .... 00 → **GO TO NEXT ACTIVITY**

Prepared by Mathematica Policy Research, Inc.

B6. CHILD PPVT III (FORM A)

REMEMBER TO ALWAYS RECORD THE NUMBER OF THE CHILD'S RESPONSE, WHETHER CORRECT OR INCORRECT.

GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "the" or "a" in front of any word. You may repeat the word if the child asks.

Always record the number of the picture the child indicates, whether correct or an error.

Indicate correct items by circling "1".

Indicate errors by circling "0".

If child asks for correct answer, say:

> **For now I want to see what words you know without my telling you. We'll talk about it later. I'll tell you after we're done, but let's keep going for now.**

If child indicates more than one picture for a word, ask him/her to pick just one picture. If you are not sure of the child's answer, ask him/her to show you again.

When the ceiling set is completed, discontinue PPVT.

RULES FOR USING SETS

COMPLETE SET RULE.

Once you begin a set of test items, always administer all 12 items in that set in order, and always start with the first item in the set.

CEILING SET RULE.

The ceiling set rule is eight (8) or more errors in a set.

PLACE SET UP PPVT TENT BEFORE CHILD.

> **Now, I want you to look at some pictures with me. I'm going to say some words. For each word I say, you tell me the number or point to the picture that best shows what the word means. Let's try some.**

SHOW <u>TRAINING PLATE A</u>, AND SAY:

> **See all the pictures on this page?**

POINT TO EACH OF THE FOUR PICTURES AND SAY:

> **I will say something; then I want you to put your finger on the picture of what I have said. Let's try one. Put your finger on "ball."**

RESPONSE WAS:

> **CORRECT**..1 → **READ A**
>
> **INCORRECT** ....0 → **READ B**

A. CORRECT RESPONSE

> **Good! Let's try another one. Put your finger on "dog."**

IF THE CHILD RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO THE DOG IN QUADRANT 4, SAY:

> **Good.**

GO TO <u>TRAINING PLATE B</u> (ON THE NEXT PAGE)

B. INCORRECT RESPONSE

IF THE CHILD RESPONDS INCORRECTLY, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO THE BALL AND SAYING:

> **You tried, but this is "ball." Now try again. Put your finger on "ball."**

HELP AS NECESSARY UNTIL THE CHILD CAN MAKE A CORRECT RESPONSE. THEN SAY:

> **Good! Let's try another one. Put your finger on "dog."**

IF NECESSARY, HELP THE CHILD AS YOU DID WITH BALL. SINCE THE CHILD NEEDS ASSISTANCE IN ESTABLISHING THE CORRECT POINTING RESPONSE, CONTINUE TRAINING WITH THE WORDS BANANA (3) AND SPOON (1) BEFORE GOING ON TO TRAINING ITEM B.

<u>TRAINING ITEM B—SAY:</u>

> **Now look at all the pictures on this page.**

POINT TO EACH OF THE FOUR PICTURES ON TRAINING PLATE B. THEN SAY:

> **Point to "crying."**   OR   **Put your finger on "crying."**

RESPONSE WAS:

> **CORRECT ....** **1 → READ A**
>
> **INCORRECT..** **0 → READ B**

A. CORRECT RESPONSE

> **Good! Let's try another one. Point to "sleeping."**

IF THE CHILD RESPONDS CORRECTLY, DISCONTINUE USING THE TRAINING ITEMS AND INTRODUCE THE TEST ITEMS BY SAYING:

> **Now I am going to show you some more pictures. Each time I will say something and you will point to the best picture of it. When we get further along, you may not be sure which one to point to, but I want you to look carefully at all of the pictures anyway and choose the one you think is right.**

> **Point to . . .**

B. INCORRECT RESPONSE

IF THE CHILD RESPONDS INCORRECTLY TO "CRYING," DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO CRYING AND SAYING:

> **You tried, but this is "crying." Now try again. Point to "crying."**

HELP AS NECESSARY UNTIL THE CHILD MAKES A CORRECT RESPONSE. THEN SAY:

> **Good! Let's try another one. Point to "sleeping."**

If the child has not successfully completed at least two training items after a number of trials, discontinue training and write your explanation of why the child is untestable in this box.

_____

_____

_____

_____

A ceiling is established when there are 8 or more errors in a set

SET 1

Item	Word	Key	Response	Correct	Error
1.	bus	(4)	_____	1	0
2.	drinking	(3)	_____	1	0
3.	hand	(1)	_____	1	0
4.	climbing	(1)	_____	1	0
5.	key	(4)	_____	1	0
6.	reading	(1)	_____	1	0
7.	closet	(2)	_____	1	0
8.	jumping	(3)	_____	1	0
9.	lamp	(4)	_____	1	0
10.	helicopter	(2)	_____	1	0
11.	smelling	(2)	_____	1	0
12.	fly	(3)	_____	1	0

No. of Errors _____

SET 2

Item	Word	Key	Response	Correct	Error
13	digging	(2)	_____	1	0
14.	cow	(1)	_____	1	0
15.	drum	(3)	_____	1	0
16.	feather	(1)	_____	1	0
17.	painting	(3)	_____	1	0
18.	cage	(2)	_____	1	0
19.	knee	(1)	_____	1	0
20.	wrapping	(4)	_____	1	0
21.	fence	(3)	_____	1	0
22.	elbow	(4)	_____	1	0
23.	garbage	(2)	_____	1	0
24.	exercising	(4)	_____	1	0

No. of Errors _____

SET 3

Item	Word	Key	Response	Correct	Error
25.	empty	(1)	_____	1	0
26.	shoulder	(3)	_____	1	0
27.	square	(4)	_____	1	0
28.	measuring	(4)	_____	1	0
29.	porcupine	(1)	_____	1	0
30.	arrow	(2)	_____	1	0
31.	peeling	(3)	_____	1	0
32.	fountain	(2)	_____	1	0
33.	accident	(2)	_____	1	0
34.	penguin	(1)	_____	1	0
35.	decorated	(4)	_____	1	0
36.	nest	(3)	_____	1	0

No. of Errors _____

SET 4

Item	Word	Key	Response	Correct	Error
37.	castle	(2)	_____	1	0
38.	sawing	(4)	_____	1	0
39.	cactus	(3)	_____	1	0
40.	farm	(1)	_____	1	0
41.	going	(2)	_____	1	0
42.	harp	(1)	_____	1	0
43.	astronaut	(3)	_____	1	0
44.	raccoon	(4)	_____	1	0
45.	juggling	(4)	_____	1	0
46.	envelope	(2)	_____	1	0
47.	tearing	(3)	_____	1	0
48.	claw	(1)	_____	1	0

No. of Errors _____

SET 5

Item	Word	Key	Response	Correct	Error
49.	parachute	(3)	_____	1	0
50.	delivering	(1)	_____	1	0
51.	rectangle	(1)	_____	1	0
52.	diving	(2)	_____	1	0
53.	camper	(4)	_____	1	0
54.	target	(2)	_____	1	0
55.	writing	(1)	_____	1	0
56.	furry	(4)	_____	1	0
57.	drilling	(2)	_____	1	0
58.	hook	(3)	_____	1	0
59.	group	(3)	_____	1	0
60.	dripping	(4)	_____	1	0

No. of Errors _____

SET 6

Item	Word	Key	Response	Correct	Error
61.	vehicle	(4)	_____	1	0
62.	oval	(1)	_____	1	0
63.	luggage	(2)	_____	1	0
64.	awarding	(3)	_____	1	0
65.	hydrant	(4)	_____	1	0
66.	swamp	(3)	_____	1	0
67.	calculator	(2)	_____	1	0
68.	signal	(1)	_____	1	0
69.	squash	(4)	_____	1	0
70.	globe	(2)	_____	1	0
71.	vegetable	(3)	_____	1	0
72.	frame	(1)	_____	1	0

No. of Errors _____

13

C. WALK-A-LINE

Walk-a-Line Task

The walk-a-line task measures motor control among preschool aged children (Kochanska, Murray, & Harlan, 2000; Maccoby, Dowley, Hagen, & Degerman, 1965; Razza, Martin, & Brooks-Gunn, 2016).

Administration

During the home visit, children were asked to walk along the length of a six-inch-wide, six-foot-long line three times. Before the child began, the data collector demonstrated how to walk along the line keeping their feet on the line as they walked. During the baseline trial, children were asked to walk the line at a normal speed. Children were then asked to walk the line at a very slow speed for the second and third trials. The data collector used a stopwatch to measure the time of each trial, beginning timing as soon as the child began moving and stopping as soon as both feet were off the line.

Scoring

Razza and colleagues (2016) calculated the time difference between the normal speed and each slow trial, then averaged these differences. Higher scores indicated higher motor control.

Table XX. Walk-a-Line Variables

Variable	*Variable Description*
ch3walk	Participated in Walk-a-Line (18 cities only)
ch3walkc1b	Walk-a-Line Baseline
ch3walkc2st	Walk-a-Line Slow Trial 1
ch3walkc3st	Walk-a-Line Slow Trial 2
ch3walkc1b_m	Reason for missing in hv3_walkc1b
ch3walkc2st_m	Reason for missing in hv3_walkc2st
ch3walkc3st_m	Reason for missing in hv3_walkc3st

Kochanska, G., Murray, K. T., & Harlan, E. T. (2000). Effortful control in early childhood: Continuity and change, antecedents, and implications for social development. *Developmental Psychology*, *36*(2), 220-232.
Maccoby, E. E., Dowley, E. M., Hagen, J. W., & Degerman, R. (1965). Activity level and intellectual functioning in normal preschool children. *Child Development*, 761-770.
Razza, R.A., Martin, A. & Brooks-Gunn, J. (2016). Links Between Motor Control and Classroom Behaviors: Moderation by Low Birth Weight. *Journal of Child and Family Studies*, *25*(8), 2423-2434.

ATTACHMENT Q-SORT

The Toddler Attachment Q-Sort was conducted during the Three-Year In-Home interview as part of the survey on Child Care and Parental Employment. The Q-Sort consisted of 39 attachment-related items from Everett Waters' 90-item Attachment Q-Set. This 90-item set was revised for simplicity and limited time constraints in the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), resulting in a 39-item version, called the Toddler Attachment Sort-39 (TAS-39)[1]. Some variation in the wording of the 39 items exists between the ECLS-B and the Fragile Families sets. The items included in the Fragile Families TAS-39 are as follows:

1. Cooperates willingly with mother and passes things if asked
2. Is very clingy
3. Seeks and enjoys being hugged by mother
4. If asked, child lets friendly strangers hold and share playthings
5. Actively ignores visitors and finds own activities more interesting
6. Generally finds something else to do when finished with an activity and does not go to mother for help
7. When child sees something desirable to play with, child will fuss
8. When child cries, cries loud and long
9. Rarely goes to mother for any help
10. Gets upset if mother leaves or shifts to another place
11. Hugs or cuddles with mother without being asked to do so
12. If there is a choice, child prefers to play with toys rather than friendly adults
13. When others ask child to do something, child readily understands what is wanted but may not obey
14. Child easily becomes angry at mother
15. Cries as a way of getting mother to do what is wanted
16. When child is bored will go to mother looking for something to do
17. Enjoys copying what friendly strangers do
18. Turns away from friendly adult strangers if they come too close
19. Obeys when asked to bring or give something to mother
20. Explores freely in new unfamiliar places
21. Is content to be alone without mother's involvement playing or watching TV
22. When mother does not do what child wants right away, child gets angry
23. Wants to be center of attention
24. When upset by mother's leaving, is hard to comfort by friendly adult strangers
25. A social child who enjoys the company of others
26. Is easily comforted by contact or interaction with mother when crying or otherwise distressed
27. Protests or interrupts if mother shows affection to other people including family members
28. Relaxes when in contact with mother
29. Is fearless (approaches things and people without hesitation)

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[1] See Andreassen, C. and Fletcher, P. (2007). "Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Psychometric Report for the 2-year Data Collection." National Center for Education Statistics, available online at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007084.

30. Enjoys being hugged or held by friendly adult strangers
31. Responds positively to helpful hints from mother
32. When mother talks with anybody else, child seeks mother's attention
33. If wary, pulls back or freezes but does not go looking for mother for comfort or reassurance
34. When child is upset after mother leaves, will sit and cry without attempting to follow
35. Is very independent
36. Eager to join in with friendly adult strangers
37. When mother says follow child does so willingly
38. Cries or otherwise tries to prevent separation if mother is leaving or moving to another place
39. Often wants mother's attention

Items 24, 33, and 34 replaced the following three items in the ECLS-B version of the TAS-39: "Cries often, regardless of how hard or how long," "Child does not try new things and always wants mother to help," and "Soon loses interest in friendly adult strangers/new visitors." The final analysis file for the Fragile Families data, "ff_attachment_variables_pub," contains data provided by 2,268 mothers (or another primary caregiver, if the biological mother was not the respondent for the In-Home survey). The raw variables specifying the placement of each individual item are not included on this data file.

Administration of Q-Sort

In completing the Q-Sort, respondents sorted 39 cards into three piles, each containing a characteristic or behavior a child might exhibit (see Table 1 for examples). First, respondents sorted each card into three piles: frequently applicable to the focal child, conspicuously infrequent, and not at either extreme. Respondents were encouraged to choose between frequent or infrequent and discouraged from sorting cards into the middle pile, for neither extreme.   Next, the frequently applicable pile was sorted into applies mostly (1) and applies often (2), while the infrequently applicable pile was sorted into applies rarely or hardly ever (5) and applies sometimes (4). Respondents were encouraged to sort items in the middle pile "neither extreme," into applies sometimes (4) or applies often (2).   Sorting resulted in items being rated on a five point Likert scale, described above, ranging from 1 to 5.

Q-Sort Scoring: Main Attachment Variables

Raw data were scored by Dr. John Kirkland at Massey University (New Zealand). The models used for scoring the Q-Sort were data driven, not theory driven. Models for analyses included multidimensional scaling, factor analysis and hierarchical clustering.

The resultant attachment classifications from the scoring are three categories (insecure-avoidant, secure, and insecure-resistant) of attachment. The final attachment category, disorganized, was not supported by these data. The variable, "ch3att_codeabc" codes children into these three categories: 1=insecure-avoidant, 2 = secure, and 3=insecure-resistant.   Table 2 describes the distribution of children in these three categories.

Table 2: Q-Sort Attachment Profiles

Secure	Insecure-Avoidant	Insecure-Resistant
1,719	47	502

The binary variable, "ch3att_secure2," separates secure attachment ("ch3att_codeabc"=2 secure) from the two other categories of insecure attachments.

Three additional variables ("ch3att_ad", "ch3att_bd", and "ch3att_cd") indicate distance between the child's specific profile classification and the three attachment classifications.

Variable	*Description*
ch3att_ad	Distance to A – Avoidant
ch3att_bd	Distance to B – Secure
ch3att_cd	Distance to C – Resistant

Q-Sort Scoring: Additional Analysis Variables

As mentioned above, one component of the classification of children into attachment categories was factor analysis.   Data processing yielded eight significant factors that are included in the file (variables "ch3att_s" through "ch3att_z"). Ultimately, classification was done by comparing children's scores on these eight factors or "latent constructs" to prototypical descriptions of the A, B and C styles of attachment.

Variable	*Description*
ch3att_s	Comfortably cuddly, enjoys and is comforted by close physical contact with parent
ch3att_t	Cooperative, responsive to directions and suggestions; interaction with parent is harmonious
ch3att_u	Enjoys company, happy and friendly
ch3att_v	Independent, little use or reliance on parents, self-sufficient and self-regulating
ch3att_w	Attention-seeking, reliant on parent's attention or affection, competes with other calls upon them
ch3att_x	Upset by separation, early upset by parents actual or anticipated absence
ch3att_y	Avoids others/Does not socialize, shows little interest in interaction with parent or friendly adults
ch3att_z	Demanding, fusses, cries, becomes angry if parent's responses are not immediate

Higher positive scores on these factors indicate greater congruence with behaviors encompassed by the factor whereas lower negative scores indicate less congruence. For example, children with high positive scores on factor "ch3att_s" (Comfortably cuddly, enjoys and is comforted by close physical contact with parent) were rated as more cuddly, whereas children with low negative scores on factor "ch3att_s" were rated as less cuddly.

Three additional variables also included on this file were derived from multidimensional scaling. These variables ("ch3att_b1," "ch3att_b2" and "ch3att_b3') describe children's fit on each of the following dimensions, with sociability being the least important:

Variable	Description
ch3att_b1	security
ch3att_b2	Dependency
ch3att_b3	Sociability

Higher values for these variables indicate more security, dependence or sociability whereas lower values indicate less security, dependence or sociability.

E. MOTHER'S PEABODY PICTURE VOCABULARY TEST OR TVIP

E1.   **WAS THE MOTHER INTERVIEW CONDUCTED IN SPANISH?**

YES ....01 → **ADMINISTER THE TVIP FIRST (E2) AND THEN, IF SHE IS WILLING, THE PPVT-III (E3)**

NO ....00 → **ADMINISTER THE PPVT-III ONLY (E3, PAGE 23)**

E2.   TVIP (FOR MOTHER'S WHO WERE INTERVIEWED IN SPANISH)

GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "el/la" or "uno/una" in front of any word. You may repeat the word if the mother asks.

<u>Always </u>record the number of the picture the mother indicates, whether correct or an error.

Indicate correct items by circling "1".

Indicate errors by circling "0".

If mother asks for the correct answer, say:

> **Por ahora quisiera saber qué palabras sabes sin que yo te lo diga. Después hablamos de eso. Te los diré después de que hayamos terminado, pero por ahora, sigamos**

If the mother indicates more than one picture for a word, ask her to pick just one picture. If you are not sure of the mother's answer, ask her to tell you again.

When the ceiling is reached, discontinue TVIP.

BASAL RULES

Start at item number 91. Administer the items until the mother answers 8 consecutive items correct. If the mother makes an error within the first 8 responses, work backward until she answers 8 consecutive items. Then, return to the highest item asked and continue forward.

CEILING RULES

CEILING: Lowest 8 consecutive responses containing 6 errors.

Continue until the CEILING is established—when the mother makes 6 errors in <u>8 consecutive</u> items. Stop testing when the CEILING is reached.

E2A. **PRACTICE ITEMS**

Ahora queremos conducir una última actividad con usted [antes de hacer algunas actividades con (CHILD)]. Con esta actividad vamos a obtener algo de información acerca de su vocabulario. Una de las cosas que nos ayuda a comprender el desarrollo del lenguaje en los bebés, es saber más acerca del uso del lenguaje de los padres. Algunas de las palabras son difíciles, y otras son fáciles. Nadie las sabe todas.

PLACE SET UP TVIP TENT BEFORE MOTHER.

Queremos ver si usted sabe los nombres de las cosas en algunos dibujos.

SHOW <u>TRAINING PLATE C</u>, AND SAY:

Vea, hay cuatro dibujos en esta pagina. Cada una tiene un número.

POINT TO EACH OF THE FOUR PICTURES AND SAY:

Voy a decir una palabra; entonces quiero que usted me diga el número, o que me muestre el dibujo que mejor nos dice el significado de la palabra. Vamos a tratar con una. ¿ Cuál es el número, o enséñeme el dibujo que mejor nos muestra el significado de ("loro/cotorra/papagayo")?

RESPONSE WAS:

    CORRECT .... 1 → **READ A**

    INCORRECT.. 0 → **READ B**

A. CORRECT RESPONSE

        IF THE MOTHER RESPONDS <u>CORRECTLY</u> WITHOUT HELP BY POINTING TO THE PARROT IN QUADRANT 2, SAY:

        ¡ Muy bien! Vamos a tartar con otro. ¿ Qué número son "tijeras"?

        IF THE MOTHER RESPONDS <u>CORRECTLY</u> WITHOUT HELP BY POINTING TO THE PARROT IN QUADRANT 1, SAY:

        ¡ Muy bien!

GO TO **TRAINING PLATE D** (ON PAGE 26).

B.   INCORRECT RESPONSE

IF THE MOTHER RESPONDS INCORRECTLY, DEMONSTRATE THE CORRECT
RESPONSE BY POINTING TO THE PARROT AND SAYING:

> **Usted lo intentó, pero este es un(a) ("loro/cotorra/papagayo"), el número 2.
> ¿ Cuál es el número, o enséñeme el dibujo que mejor nos muestra el
> significado de ("loro/cotorra/papagayo")? Lo vamos a tratar otra vez.**

HELP AS NECESSARY UNTIL THE MOTHER CAN MAKE A CORRECT RESPONSE.
THEN SAY:

> **¡ Muy bien! Vamos a tratar con otro. ¿ Qué número son "tijeras"?**

> IF NECESSARY, HELP THE MOTHER AS YOU DID WITH PARROT. SINCE THE
> MOTHER NEEDS ASSISTANCE IN ESTABLISHING THE CORRECT POINTING
> RESPONSE, CONTINUE TRAINING WITH THE WORDS FLOR (3) AND
> (CUERDA/SOGA) (4) BEFORE GOING ON TO TRAINING ITEM D.

TRAINING ITEM D—SAY:

> **Ahora, por favor mire a los dibujos en esta página.**

POINT TO EACH OF THE FOUR PICTURES ON TRAINING PLATE D. THEN SAY:

> **Enseñeme "cortar el césped (zácate)"** *O* **¿ Qué número es "cortar el césped (zácate)"?**

RESPONSE WAS:

    CORRECT .... 1 → **READ A**

    INCORRECT .... 0 → **READ B**

A. CORRECT RESPONSE

IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING
TO MOWING (3), SAY:

> **¡ Muy bien! Vamos a tratar con otro. ¿ Qué número es "montar la bicicleta"?**

IF THE MOTHER RESPONDS CORRECTLY, DISCONTINUE USING THE
TRAINING ITEMS AND INTRODUCE THE TEST ITEMS BY SAYING:

> **¡ Muy bien! Ahora le voy a mostrar unos dibujos más. Cada vez que yo diga una palabra, usted me tiene que decir qué número es, o enseñarme el dibujo que mejor nos muestra el significado de la palabra. Mientras vamos avanzando en el libro, usted quizás no va a estar segura acerca del significado de algunas de las palabras, pero quiero que mire atentamente a todos los dibujos, y que escoja el dibujo que usted cree es el correcto.**

BEGIN TESTING STARTING WITH **NUMBER 91:**

Point to . . .

B. INCORRECT RESPONSE

IF THE MOTHER RESPONDS INCORRECTLY TO MOWING, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO MOWING AND SAYING:

> **Usted lo intentó, pero el número 3 es "cortar el césped". Tratemos otra vez. ¿ Qué número es "cortar el césped"?**

HELP AS NECESSARY UNTIL THE MOTHER CAN MAKES A CORRECT RESPONSE. THEN SAY:

> **¡ Muy bien!   Vamos a tratar con otro.   ¿ Qué número es "montar la bicicleta"?**

IF THE MOTHER HAS <u>NOT</u> SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS AFTER A NUMBER OF TRIALS, DISCONTINUE TRAINING AND WRITE YOUR EXPLANATION OF WHY THE MOTHER IS UNTESTABLE:

_____

_____

_____

IF MOTHER HAS SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS, CONTINUE WITH NUMBER 91.

DO NOT BEGIN ON THIS PAGE – START AT ITEM 91

				CIRCLE ONE						_CIRCLE ONE_	
Item	_Word_	_Key_	_Response_	_Correct_	_Error_	_Item_	_Word_	_Key_	_Response_	_Correct_	_Error_
1.	barco	(2)	_____	1	0	46.	recoger	(4)	_____	1	0
2.	lámpara	(4)	_____	1	0	47.	construcción	(2)	_____	1	0
3.	vaca	(1)	_____	1	0	48.	dirigir	(2)	_____	1	0
4.	vela	(2)	_____	1	0	49.	arbusto	(1)	_____	1	0
5.	trompeta	(1)	_____	1	0	50.	bosque	(3)	_____	1	0
6.	rodilla	(4)	_____	1	0	51.	agricultura	(4)	_____	1	0
7.	jaula	(1)	_____	1	0	52.	raíz	(2)	_____	1	0
8.	ambulancia	(1)	_____	1	0	53.	nutritivo	(3)	_____	1	0
9.	leer	(4)	_____	1	0	54.	par	(3)	_____	1	0
10.	flecha	(2)	_____	1	0	55.	secretaria	(4)	_____	1	0
11.	cuello	(3)	_____	1	0	56.	iluminación	(4)	_____	1	0
12.	mueble	(3)	_____	1	0	57.	carrete	(1)	_____	1	0
13.	abeja	(3)	_____	1	0	58.	transparente	(3)	_____	1	0
14.	hora	(3)	_____	1	0	59.	cosechar	(1)	_____	1	0
15.	medir	(2)	_____	1	0	60.	discusión	(1)	_____	1	0
16.	ballena	(2)	_____	1	0	61.	cooperación	(4)	_____	1	0
17.	roto	(1)	_____	1	0	62.	barandal	(1)	_____	1	0
18.	acariciar	(1)	_____	1	0	63.	sorprendido	(4)	_____	1	0
19.	accidente	(2)	_____	1	0	64.	gotear	(2)	_____	1	0
20.	canguro	(2)	_____	1	0	65.	embudo	(3)	_____	1	0
21.	codo	(4)	_____	1	0	66.	tallo	(3)	_____	1	0
22.	río	(3)	_____	1	0	67.	Isla	(1)	_____	1	0
23.	águila	(2)	_____	1	0	68.	ángulo	(2)	_____	1	0
24.	romper	(4)	_____	1	0	69.	desilusión	(4)	_____	1	0
25.	pintor	(3)	_____	1	0	70.	carpintero	(2)	_____	1	0
26.	vacío	(3)	_____	1	0	71.	archivar	(3)	_____	1	0
27.	pelar	(3)	_____	1	0	72.	mercantil	(1)	_____	1	0
28.	uniforme	(4)	_____	1	0	73.	cuarteto	(4)	_____	1	0
29.	tronco	(2)	_____	1	0	74.	marco	(1)	_____	1	0
30.	líquido	(4)	_____	1	0	75.	binocular	(3)	_____	1	0
31.	grupo	(3)	_____	1	0	76.	judicial	(2)	_____	1	0
32.	músico	(2)	_____	1	0	77.	roer	(3)	_____	1	0
33.	ceremonia	(4)	_____	1	0	78.	morsa	(2)	_____	1	0
34.	culebra	(4)	_____	1	0	79.	confiar	(3)	_____	1	0
35.	bebida	(1)	_____	1	0	80.	terno	(4)	_____	1	0
36.	medico	(4)	_____	1	0	81.	contemplar	(2)	_____	1	0
37.	aislamiento	(1)	_____	1	0	82.	ave	(3)	_____	1	0
38.	mecánico	(2)	_____	1	0	83.	portátil	(2)	_____	1	0
39.	premiar	(3)	_____	1	0	84.	clasificar	(1)	_____	1	0
40.	dentista	(3)	_____	1	0	85.	carroña	(3)	_____	1	0
41.	hombro	(3)	_____	1	0	86.	brújula	(2)	_____	1	0
42.	sobre	(2)	_____	1	0	87.	esférico	(2)	_____	1	0
43.	joyas	(1)	_____	1	0	88.	felino	(2)	_____	1	0
44.	humano	(2)	_____	1	0	89.	paralelo	(4)	_____	1	0
45.	artista	(1)	_____	1	0	90.	sumergir	(4)	_____	1	0

		Basal Rule: Lowest 8 correct items
		Ceiling Rule: 6 out of 8 incorrecrt items

Item	Word Key	Response	Correct	Error	Item	Word Key	Response	Correct	Error
91.	Árido...............(4)		1	0	109.	fragmento .... 3)		1	0
92.	Frágil ....(3)		1	0	110.	perpendicular ...(3)		1	0
93.	instruir ....(4)		1	0	111.	atuendo ....(4)		1	0
94.	arqueólogo.......(4)		1	0	112.	cornea ....(2)		1	0
95.	consumir ....(4)		1	0	113.	paralelogramo ..(1)		1	0
96.	incandescente..(4)		1	0	114.	copioso.............(2)		1	0
97.	arrogante..........(2)		1	0	115.	inducir..............(3)		1	0
98.	utensilio............(2)		1	0	116.	atónito ....(3)		1	0
99.	Ira....................(3)		1	0	117.	transeúnte ....(2)		1	0
100.	Cítrico..............(3)		1	0	118.	emission ....(3)		1	0
101.	lubricar ....(1)		1	0	119.	obelisco ....(1)		1	0
102.	eslabón ....(4)		1	0	120.	ciénaga.............(3)		1	0
103.	morada.............(1)		1	0	121.	ambulante ....(2)		1	0
104.	anfibio ....(1)		1	0	122.	cóncavo............(3)		1	0
105.	prodigio ....(1)		1	0	123.	incisivo ....(1)		1	0
106.	jubilosa..............(2)		1	0	124.	elipse................(4)		1	0
107.	aparición ....(2)		1	0	125.	deciduo.............(4)		1	0
108.	ascender ....(3)		1	0				1	0

E2A.   Would you like to try this in English as well?

YES ....01 → **GO TO E3**

NO ....00 → **COMPLETE ANY REMAINING HOME VISIT TASKS**

E3. **MOTHER PPVT INSTRUCTIONS**

REMEMBER TO <u>ALWAYS</u> RECORD THE NUMBER OF THE MOTHER'S RESPONSE, WHETHER CORRECT OR INCORRECT.

GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "the" or "a" in front of any word. You may repeat the word if the mother asks.

<u>Always</u> record the number of the picture the mother indicates, whether correct or an error.

Indicate correct items by circling "1".

Indicate errors by circling "0".

If mother asks for correct answer, say:
For now I want to see what words you know without my telling you. We'll talk about it later. I'll tell you after we've done, but let's keep going for now.

If mother indicates more than one picture for a word, ask him/her to pick just one picture. If you are not sure of the mother's answer, ask him/her to show you again.

Use the set rules to determine basal and ceiling sets. When the ceiling set is completed, discontinue PPVT.

RULES FOR USING SETS

COMPLETE SET RULE. Once you begin a set of test items, always administer all 12 items in that set in order, and always start with the first item in the set.

START ITEM. Begin testing with the start item, which is the first item in the appropriate set of test items designated for an adult.

BASAL SET RULE. The basal set rule is one (1) or no errors in a set. Establish the basal set first. If necessary, reverse sequentially by sets until the rule is met. Then test forward by sets until a ceiling set is obtained.

CEILING SET RULE. The ceiling set rule is eight (8) or more errors in a set.

Now we would like to do one last activity with you (before we do some activities with [CHILD]). In this activity I'll be getting some information about your vocabulary. One thing that helps us understand a child's language development is to know more about the parent's use of words. Some of these words are hard and some are easy. No one gets them all right.

PLACE SET UP PPVT TENT BEFORE MOTHER.

I want to find out if you know the names of some pictures.

SHOW <u>TRAINING PLATE C</u>, AND SAY:

See, there are four pictures on this page. Each of them is numbered.

POINT TO EACH OF THE FOUR PICTURES AND SAY:

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 the word. Let's try one. What number is, or point to, the picture that best tells the meaning of "parrot."

RESPONSE WAS:

> **CORRECT** .... **1 → READ A**
>
> **INCORRECT** .... **0 → READ B**

A. CORRECT RESPONSE

> IF THE MOTHER RESPONDS <u>CORRECTLY</u> WITHOUT HELP BY POINTING TO THE SCISSORS IN QUADRANT 2, SAY:
>
> | |
> |---|
> | **Good! Let's try another one. What number is "scissors?"** |

> IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO THE PARROT IN QUADRANT 1, SAY:
>
> | |
> |---|
> | **Good.** |

GO TO **TRAINING PLATE D** (ON PAGE 26).

B. INCORRECT RESPONSE

IF THE MOTHER RESPONDS <u>INCORRECTLY</u>, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO THE PARROT AND SAYING:

You tried, but this a "parrot," number 2. What number is, or point to, the picture that best shows the meaning of "parrot." Now try again.

HELP AS NECESSARY UNTIL THE MOTHER CAN MAKE A CORRECT RESPONSE. THEN SAY:

Good! Let's try another one. What number is "scissors?"

IF NECESSARY, HELP THE MOTHER AS YOU DID WITH PARROT. SINCE THE MOTHER NEEDS ASSISTANCE IN ESTABLISHING THE CORRECT POINTING RESPONSE, CONTINUE TRAINING WITH THE WORDS FLOWER (3) AND ROPE (4) BEFORE GOING ON TO TRAINING ITEM D.

<u>TRAINING ITEM D</u>—SAY:

> **Now look at all the pictures on this page.**

POINT TO EACH OF THE FOUR PICTURES ON TRAINING PLATE D. THEN SAY:

> **Point to "mowing."** *OR* **What number is "mowing."**

RESPONSE WAS:
    CORRECT .... 1 → **READ A**
    INCORRECT .... 0 → **READ B**

A. CORRECT RESPONSE

IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO MOWING (3), SAY:

> **Good! Let's try another one. What number is "riding?"**

IF THE MOTHER RESPONDS <u>CORRECTLY</u>, DISCONTINUE USING THE TRAINING ITEMS AND INTRODUCE THE TEST ITEMS BY SAYING:

> **Fine, now I am going to show you some other pictures. Each time I say a word, you say the number of it or point to, the picture that best tells the meaning of the word. As we are going through the book, you may not be sure you know the meaning of some of the words, but I want you to look carefully at all of the pictures anyway and choose the one you think is right.**

BEGIN TESTING STARTING WITH THE **ITEM SET 13, NUMBER 145, PAGE 30**:

Point to . . .

B. INCORRECT RESPONSE

IF THE MOTHER RESPONDS <u>INCORRECTLY</u> TO MOWING, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO MOWING AND SAYING:

You tried, but number 3 is "mowing."   Let's try again.   What number is "mowing."

HELP AS NECESSARY UNTIL THE MOTHER CAN MAKES A CORRECT RESPONSE. THEN SAY:

Good! Let's try another one. What number is "riding."

IF THE MOTHER HAS <u>NOT</u> SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS AFTER A NUMBER OF TRIALS, DISCONTINUE TRAINING AND WRITE YOUR EXPLANATION OF WHY THE MOTHER IS UNTESTABLE:

_____

_____

_____

IF MOTHER HAS SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS, CONTINUE WITH ITEM SET 13, PAGE 30

DO NOT START HERE

				SET 1
START AGES 2-6—3				
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
1.	bus	(4)		1	0
2.	drinking	(3)		1	0
3.	hand	(1)		1	0
4.	climbing	(1)		1	0
5.	key	(4)		1	0
6.	reading	(1)		1	0
7.	closet	(2)		1	0
8.	jumping	(3)		1	0
9.	lamp	(4)		1	0
10.	helicopter	(2)		1	0
11.	smelling	(2)		1	0
12.	Fly	(3)		1	0
			No. of Errors _____		

				SET 2
START AGE 4				
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
13	digging	(2)		1	0
14.	cow	(1)		1	0
15.	drum	(3)		1	0
16.	feather	(1)		1	0
17.	painting	(3)		1	0
18.	cage	(2)		1	0
19.	knee	(1)		1	0
20.	wrapping	(4)		1	0
21.	fence	(3)		1	0
22.	elbow	(4)		1	0
23.	garbage	(2)		1	0
24.	exercising	(4)		1	0
			No. of Errors _____		

				SET 3
START AGE 5				
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
25.	empty	(1)		1	0
26.	shoulder	(3)		1	0
27.	square	(4)		1	0
28.	measuring	(4)		1	0
29.	porcupine	(1)		1	0
30.	arrow	(2)		1	0
31.	peeling	(3)		1	0
32.	fountain	(2)		1	0
33.	accident	(2)		1	0
34.	penguin	(1)		1	0
35.	decorated	(4)		1	0
36.	nest	(3)		1	0
			No. of Errors _____		

				SET 4
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
37.	castle	(2)		1	0
38.	sawing	(4)		1	0
39.	cactus	(3)		1	0
40.	farm	(1)		1	0
41.	going	(2)		1	0
42.	harp	(1)		1	0
43.	astronaut	(3)		1	0
44.	raccoon	(4)		1	0
45.	juggling	(4)		1	0
46.	envelope	(2)		1	0
47.	tearing	(3)		1	0
48.	claw	(1)		1	0
			No. of Errors _____		

				SET 5
START AGES 6-7				
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
49.	parachute	(3)		1	0
50.	delivering	(1)		1	0
51.	rectangle	(1)		1	0
52.	diving	(2)		1	0
53.	camper	(4)		1	0
54.	target	(2)		1	0
55.	writing	(1)		1	0
56.	furry	(4)		1	0
57.	drilling	(2)		1	0
58.	hook	(3)		1	0
59.	group	(3)		1	0
60.	dripping	(4)		1	0
			No. of Errors _____		

				SET 6
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
61.	vehicle	(4)		1	0
62.	oval	(1)		1	0
63.	luggage	(2)		1	0
64.	awarding	(3)		1	0
65.	hydrant	(4)		1	0
66.	swamp	(3)		1	0
67.	calculator	(2)		1	0
68.	signal	(1)		1	0
69.	squash	(4)		1	0
70.	globe	(2)		1	0
71.	vegetable	(3)		1	0
72.	frame	(1)		1	0
			No. of Errors _____		

DO NOT START HERE

START AGES 8-9					SET 7
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
73.	gigantic	(2)	_____	1	0
74.	nostril	(4)	_____	1	0
75.	vase	(3)	_____	1	0
76.	knight	(1)	_____	1	0
77.	towing	(1)	_____	1	0
78.	horrified	(3)	_____	1	0
79.	trunk	(2)	_____	1	0
80.	selecting	(1)	_____	1	0
82.	island	(2)	_____	1	0
82.	camcorder	(4)	_____	1	0
83.	heart	(3)	_____	1	0
84.	wrench	(4)	_____	1	0
			No. of Errors _____		

START AGES 10-11					SET 8
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
85.	flamingo	(2)	_____	1	0
86.	tambourine	(4)	_____	1	0
87.	palm	(1)	_____	1	0
88.	surprised	(4)	_____	1	0
89.	canoe	(3)	_____	1	0
90.	interviewing	(1)	_____	1	0
91.	clarinet	(4)	_____	1	0
92.	exhausted	(2)	_____	1	0
93.	pitcher	(3)	_____	1	0
94.	reptile	(2)	_____	1	0
95.	polluting	(3)	_____	1	0
96.	vine	(1)	_____	1	0
			No. of Errors _____		

					SET 9
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
97.	pedal	(2)	_____	1	0
98.	dissecting	(2)	_____	1	0
99.	bouquet	(4)	_____	1	0
100.	rodent	(3)	_____	1	0
101.	inhaling	(4)	_____	1	0
102.	valley	(1)	_____	1	0
103.	tubular	(3)	_____	1	0
104.	demolishing	(4)	_____	1	0
105.	tusk	(1)	_____	1	0
106.	adjustable	(2)	_____	1	0
107.	fern	(1)	_____	1	0
108.	hurdling	(3)	_____	1	0
			No. of Errors _____		

START AGES 12-16					SET 10
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
109.	solo	(4)	_____	1	0
110.	citrus	(2)	_____	1	0
111.	inflated	(3)	_____	1	0
112.	lecturing	(3)	_____	1	0
113.	timer	(1)	_____	1	0
114.	injecting	(1)	_____	1	0
115.	links	(4)	_____	1	0
116.	cooperating	(2)	_____	1	0
117.	microscope	(1)	_____	1	0
118.	archery	(2)	_____	1	0
119.	garment	(4)	_____	1	0
120.	fragile	(3)	_____	1	0
			No. of Errors _____		

					SET 11
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
121.	carpenter	(2)	_____	1	0
122.	dilapidated	(4)	_____	1	0
123.	hazardous	(3)	_____	1	0
124.	adapter	(2)	_____	1	0
125.	valve	(3)	_____	1	0
126.	isolation	(1)	_____	1	0
127.	feline	(2)	_____	1	0
128.	wailing	(1)	_____	1	0
129.	coast	(4)	_____	1	0
130	appliance	(1)	_____	1	0
131.	foundation	(4)	_____	1	0
132.	hatchet	(3)	_____	1	0
			No. of Errors _____		

					SET 12
Item	**Word**	**Key**	**Response**	**Correct**	**Error**
133.	blazing	(3)	_____	1	0
134.	mammal	(2)	_____	1	0
135.	reprimanding	(1)	_____	1	0
136.	upholstery	(4)	_____	1	0
137.	hoisting	(1)	_____	1	0
138.	exterior	(1)	_____	1	0
139.	consuming	(4)	_____	1	0
140.	pastry	(4)	_____	1	0
141.	cornea	(2)	_____	1	0
142.	constrained	(3)	_____	1	0
143.	pedestrian	(2)	_____	1	0
144.	colt	(3)	_____	1	0
			No. of Errors _____		

29

ADMINISTRATION RULES:

Basal Set Rules:

If "2" or more wrong in first set (Set 13), go back and administer Set 12. Keep going back by sets until "None" or "1" errors.

Ceiling Set Rule:

After you establish a basal, if "8" or more wrong in a set, STOP at the END of the set.

Item	Word Key		Response	Correct	Error
					SET 14
157.	indigent	(2)	_____	1	0
158.	oasis	(1)	_____	1	0
159.	disappointed	(4)	_____	1	0
160.	perpendicular	(3)	_____	1	0
161.	poultry	(4)	_____	1	0
162.	confiding	(1)	_____	1	0
163.	periodical	(2)	_____	1	0
164.	filtration	(1)	_____	1	0
165.	primate	(4)	_____	1	0
166.	spherical	(2)	_____	1	0
167.	talon	(3)	_____	1	0
168.	octagon	(3)	_____	1	0
			No. of Errors _____		

Item	Word Key		Response	Correct	Error
AGES 17 Adult					**SET 13**
145.	syringe	(4)	_____	1	0
146.	transparent	(3)	_____	1	0
147.	ladle	(2)	_____	1	0
148.	replenishing	(3)	_____	1	0
149.	abrasive	(1)	_____	1	0
150.	parallelogram	(3)	_	1	0
151.	cascade	(4)	_____	1	0
152.	lever	(1)	_	1	0
153.	detonation	(2)	_	1	0
154.	pillar	(2)	_	1	0
155.	cultivating	(1)	_	1	0
156.	aquatic	(4)	_____	1	0
			No. of Errors _____		

Item	Word Key		Response	Correct	Error
					SET 15
169.	incandescent (4) [in kuhn DES uhnt]		_____	1	0
170.	Pilfering (2) [PIL fuhr ing]		_____	1	0
171.	Trajectory (1) [truh JEK tuh ree]		_____	1	0
172.	merchantile (3) [MUR kuhn teel]		_____	1	0
173.	Derrick (4) [DAYR ik]		_____	1	0
174.	Ascending (2) [uh SEN ding]		_____	1	0
175.	Monetary (3) [MON uh tayr ee]		_____	1	0
176.	entomologist (2) [ent uh MOL uh juhst]		_____	1	0
177.	Gaff (1) [GAF]		_____	1	0
178.	Quintet (3) [kwin TET]		_____	1	0
179.	Nautical (4) [NAW ti kuhl]		_____	1	0
180.	incarcerating (1) [in CAR se rayt ing]		_____	1	0
			No. of Errors _____		

		SET 16		
Item	Word Key	Response	Correct	Error
181.	coniferous..............(4) [koh NIF uh ruhs]	_____	1	0
182.	wildebeest ....(1) [WIL duh beest]	_____	1	0
183.	caster ....(3) [KAS tuhr]	_____	1	0
184.	reposing ....(4) [ri POHZ ing]	_____	1	0
185.	convex...................(1) [kon VEKS]	_____	1	0
186.	gourmand ....(3) [GUUR mond]	_____	1	0
187.	dromedary..............(2) [DROM uh dayr ee]	_____	1	0
188.	diverging................(4) [duh VUHRJ ing]	_____	1	0
189.	incertitude..............(2) [in SUHRT uh tude]	_____	1	0
190.	quiescent...............(3) [kwiy ES uhnt]	_____	1	0
191.	honing ....(1) [HOHN ing]	_____	1	0
192.	cupola....................(2) [KYOO puh luh]	_____	1	0
		No. of Errors _____		

		SET 17		
Item	Word Key	Response	Correct	Error
193.	embossed ....(4) [im BAWST]	_____	1	0
194.	perambulating.........(2) [puh RAM byuh layt ing]	_____	1	0
195.	arable....................(3) [AYR uh buhl]	_____	1	0
196.	importunity ....(1) [im puhr TOO nuht ee]	_____	1	0
197.	cenotaph................(1) [SEN uh taf]	_____	1	0
198.	tonsorial ....(4) [ton SOHR ee uhl]	_____	1	0
199.	nidificating..............(3) [NID uf fuh kayt ing]	_____	1	0
200.	terpsichorean..........(1) [tuhr sik uh REE uh]	_____	1	0
201.	cairn......................(4) [KAYRN]	_____	1	0
202.	osculating ....(2) [OS kyuh layt ing]	_____	1	0
203.	vitreous ....(3) [VI tree uhs]	_____	1	0
204.	lugubrious ....(2) [luu GOO bree uhs]	_____	1	0
		No. of Errors _____		

Prepared by Mathematica Policy Research, Inc.

F. CALENDARS

Questions under this section belonged to a study on **Child Care and Parental Employment**. Questions used and data of the Study will be released separately.

More information about the Study can be found at:
http://www.fragilefamilies.princeton.edu/collaborative.asp#topic4