



**SECTION I: INTRODUCTION**

11. Before we get started, I would like to verify some information.

What is your birth date?

**INTERVIEWER: YOU MUST RECORD MONTH, DAY, AND YEAR BELOW.**

|\_|\_|/|\_|\_|/|\_|\_|\_|\_| → **GO TO I3**  
MONTH DAY YEAR

DON'T KNOW ..... d

REFUSED ..... r

12. We have recorded your birth date as (BIRTH DATE = MONTH, DAY, YEAR FROM CONTACT SHEET). Is this correct?

YES ..... 01

NO ..... 00

NOT ON CONTACT SHEET ..... n

13. What is (CHILD)'s birth date?

**INTERVIEWER: YOU MUST RECORD MONTH, DAY, AND YEAR BELOW.**

|\_|\_|/|\_|\_|/|\_|\_|\_|\_| → **GO TO ACTIVITY A**  
MONTH DAY YEAR

DON'T KNOW ..... d

REFUSED ..... r

14. We have recorded (CHILD)'s birth date as (BIRTH DATE = MONTH, DAY, YEAR FROM CONTACT SHEET). Is this correct?

YES ..... 01

NO ..... 00

NOT ON CONTACT SHEET ..... n

## ACTIVITY A: HEIGHT AND WEIGHT

A0. **INTERVIEWER: IS THIS BEING CONDUCTED IN ENGLISH?**

YES.....01

NO.....00 → **GO TO SPANISH ACTIVITY BOOKLET**

A0A. **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.

**INTERVIEWER: FIND A FLAT, HARD SURFACE (PREFERABLY WOOD, TILE OR LINOLEUM) TO SET UP THE SCALE AND STADIOMETER. IF NECESSARY, ASK THE MOTHER FOR ASSISTANCE IN FINDING A GOOD PLACE.**

A1. **INTERVIEWER: IS THE CHILD AVAILABLE TO BE WEIGHED WITH THE MOTHER?**

YES.....01 → **GO TO A2**

NO.....00

A1A. **INTERVIEWER: CHECK CONTACT SHEET. IS THIS THE SAME RESPONDENT WHO COMPLETED THE 36-MONTH SURVEY?**

YES.....01

NO.....00 → **GO TO G2A**

A1B. **INTERVIEWER: CHECK CONTACT SHEET. IS THE PPVT/TVIP VALID?**

YES.....01 → **DO NOT COMPLETE RESPONDENT PPVT/TVIP**

NO.....00 → **GO TO G2A**

A2. 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 A3**

REFUSED.....9999 → **GO TO A2A**

A2A. Please tell me your height without shoes.

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

A3. **INTERVIEWER: IS THE MOTHER (RESPONDENT) CURRENTLY PREGNANT?**

YES ..... 01

NO ..... 00 → **GO TO A5**

A4. Please tell me how much you weighed before you became pregnant (this time).

|\_|\_| POUNDS

A5. 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 A6**

REFUSED ..... r

EXCEEDED SCALE LIMIT ... 8888 → **GO TO A5A**

A5A. Please tell me your weight

**PROBE:** Your best estimate is fine.

|\_|\_| POUNDS

REFUSED ..... r

DON'T KNOW ..... d

A6. Now let's weigh (CHILD).

**PARENT AGREES TO HAVE CHILD WEIGHED.**

YES ..... 01

NO ..... 00 → **GO TO A7**

A6A. Could you please take off your shoes?  
Please step on the scale only when I tell you, and then stand very still!

**INTERVIEWER: MOTHER CAN ASSIST WITH CHILD'S SHOES IF NECESSARY. MAKE SURE CHILD DOES NOT STEP ON SCALE UNTIL YOU HAVE ZEROED IT OUT. IF CHILD GETS ON TOO EARLY OR TOO LATE, ASK HIM OR HER TO GET OFF AND TRY AGAIN.**

CHILD'S WEIGHT .....|\_|\_| POUNDS

REFUSED/UNABLE TO  
COMPLETE ..... r

A7. Now, I would like to measure (CHILD) to see how tall (he/she) is.

**(IF SHOES ARE NOT OFF YET), SAY TO CHILD:** Could you please take off your shoes? Stand very straight and tall on the blue plate. Please keep your feet flat on the ground!

**INTERVIEWER: 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. CHECK TO MAKE SURE THAT CHILD’S HEELS ARE ON THE GROUND.**

HEIGHT OF CHILD..... |\_\_|\_\_|\_\_|.|\_\_| CENTIMETERS

A8. **PRAISE CHILD. (EXAMPLES:** “What a nice, cooperative child you have!” or “What a good (boy/girl) you have!” or “(He/she) is such a (handsome/pretty) child!”)

**DID PARENT RESPOND POSITIVELY WHEN YOU PRAISED CHILD?**

YES..... 01

NO ..... 00

## ACTIVITY B: CHILD'S PEABODY PICTURE VOCABULARY TEST

### NO B1-B5 THIS VERSION

Now I would like to do a few short activities with (CHILD). Please don't try to talk to (CHILD) or help (him/her) while we work together. I can answer any questions you have when we're done.

**INTERVIEWER: FIND A TABLE, PREFERABLY IN A QUIET LOCATION, TO CONDUCT THE PPVT. IF NECESSARY, ASK THE MOTHER FOR ASSISTANCE IN FINDING A GOOD PLACE.**

### 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 TRAINING PLATE A, 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 TRAINING PLATE B (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.

TRAINING ITEM B—SAY:

**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.

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

<b>SET 1</b>						<b>CIRCLE ONE</b>	
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 _____							

<b>SET 2</b>						<b>CIRCLE ONE</b>	
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 _____							

<b>SET 3</b>						<b>CIRCLE ONE</b>	
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 _____							

<b>SET 4</b>						<b>CIRCLE ONE</b>	
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 _____							

<b>SET 5</b>						<b>CIRCLE ONE</b>	
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 _____							

<b>SET 6</b>						<b>CIRCLE ONE</b>	
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**

<b>START AGES 8-9</b>					<b>SET 7</b>	
<b>Item</b>	<b>Word</b>	<b>Key</b>	<b>Response</b>	<b>Correct</b>	<b>Error</b>	
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 _____						

<b>START AGES 12-16</b>					<b>SET 10</b>	
<b>Item</b>	<b>Word</b>	<b>Key</b>	<b>Response</b>	<b>Correct</b>	<b>Error</b>	
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 _____						

<b>START AGES 10-11</b>					<b>SET 8</b>	
<b>Item</b>	<b>Word</b>	<b>Key</b>	<b>Response</b>	<b>Correct</b>	<b>Error</b>	
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 _____						

<b>START AGES 12-16</b>					<b>SET 11</b>	
<b>Item</b>	<b>Word</b>	<b>Key</b>	<b>Response</b>	<b>Correct</b>	<b>Error</b>	
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 _____						

<b>START AGES 10-11</b>					<b>SET 9</b>	
<b>Item</b>	<b>Word</b>	<b>Key</b>	<b>Response</b>	<b>Correct</b>	<b>Error</b>	
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 _____						

<b>START AGES 12-16</b>					<b>SET 12</b>	
<b>Item</b>	<b>Word</b>	<b>Key</b>	<b>Response</b>	<b>Correct</b>	<b>Error</b>	
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 _____						

## ACTIVITY C: LETTER-WORD IDENTIFICATION

**W-J**

MATERIALS: WOODCOCK-JOHNSON, REVISED, LANGUAGE SURVEY EASEL,  
**TEST 22**

**CODE 0 IF INCORRECT OR 1 IF CORRECT**

POSITION THE EASEL IN FRONT OF CHILD AND SAY:

**Now we are going to do something different. Let's look at this.**

SAMPLE INTRODUCTION: FLIP TO SAMPLE INTRODUCTION OF LETTER-WORD IDENTIFICATION.

POINT TO THE REBUS (SYMBOL) FOR "HOUSE" ON CHILD'S SIDE AND SAY:

a. **This is "house." Put your finger on "house."**

POINT TO THE REBUS ON CHILD'S SIDE AND SAY:

b. **This is "cat." Put your finger on "cat."**

POINT TO THE REBUS AND SAY:

c. **This is "dog." Put your finger on "dog."**

POINT TO THE REBUS AND SAY:

d. **This is "chair." Put your finger on "chair."**

POINT TO THE REBUS AND SAY:

e. **This is "book." Put your finger on "book."**

FLIP TO SAMPLE ITEM A. POINT TO THE REBUS (THE SYMBOL, NOT THE PICTURE) FOR "HOUSE" AND SAY:

**This is "house."**

POINT TO THE REBUS FOR "DOG" AND SAY:

**This is "dog."**

f.

**Now, you show me which one of these . . . (POINT TO THE TWO REBUSES) tells about this big picture. (POINT TO THE PICTURE OF THE HOUSE)**

CORRECT..... 1 → GO TO C1

NOT CORRECT ... 0 ↓

g. IF CHILD MAKES AN ERROR OR DOES NOT RESPOND, POINT TO THE REBUS FOR "HOUSE" AND SAY:

**This is "house." "House" tells about the big picture.  
POINT TO THE PICTURE.  
Let's do it again.**

REPEAT SAMPLE ITEM A UNTIL CHILD UNDERSTANDS THE CONCEPT.

**BEFORE ASKING C1, BE SURE THAT CHILD HAS UNDERSTOOD WHAT YOU ARE ASKING (HIM/HER) TO DO IN THE SAMPLE EXERCISES AND THAT CHILD HAS CORRECTLY RESPONDED TO THOSE EXERCISES. IF CHILD HAS NOT BEEN SUCCESSFUL, GO BACK AND REPEAT THE EXERCISES.**

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C1. FLIP TO ITEM 1. POINT TO THE TWO REBUSES AND SAY:

**Put your finger on the one that tells about the big picture.**

IF CHILD MAKES AN ERROR OR DOES NOT RESPOND, SCORE 0. THEN POINT TO THE REBUS FOR "CHAIR" AND SAY:

**This is "chair." "Chair" tells about the big picture.**  
(POINT TO THE PICTURE)

**Let's do it again.**  
REPEAT THE INSTRUCTIONS.

SCORE	0	1
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C2. FLIP TO ITEM 2. POINT TO THE THREE REBUSES AND SAY:

**Put your finger on the one that tells about the big picture.**

IF CHILD MAKES AN ERROR OR DOES NOT RESPOND, SCORE 0. THEN POINT TO THE REBUS FOR "BOOK" AND SAY:

**This is "book." "Book" tells about the big picture.**  
POINT TO THE PICTURE

SCORE	0	1
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**SKIP TO ACTIVITY D: ATTENTION SUSTAINED TASK, PAGE 15, AFTER YOU REACH THE CEILING OF 3 CONSECUTIVE INCORRECT RESPONSES OR NON-RESPONSES.**

**READ ERROR/NO RESPONSE BOX IN EASEL FOR EACH ERROR OR NO RESPONSE.**

**AFTER 3 CONSECUTIVE INCORRECT RESPONSES OR NON-RESPONSES ON THE ITEMS (C5-C57), STOP—GO TO ACTIVITY D: ATTENTION SUSTAINED TASK, PAGE 15.**

TEST ITEM	SCORE	
	0	1
C3. Dog	0	1
C4. Cat	0	1
C5. O (the letter)	0	1
C6. S	0	1
C7. A	0	1
C8. Z	0	1
C9. G	0	1
C10. D	0	1
C11. M	0	1
C12. H	0	1
C13. J	0	1
C14. to	0	1
C15. in	0	1
C16. dog	0	1
C17. as	0	1
C18. get	0	1
C19. was	0	1
C20. his	0	1
C21. when	0	1
C22. fixed	0	1
C23. must	0	1
C24. about	0	1
C25. part	0	1
C26. knew	0	1
C27. because	0	1

C28. faster	0	1
C29. whole	0	1
C30. shoulder	0	1
C31. island	0	1
C32. correctly	0	1
C33. since	0	1
C34. personal	0	1
C35. experiment	0	1
C36. distance	0	1
C37. bounties	0	1
C38. process	0	1
C39. doubtful	0	1
C40. mustache	0	1
C41. cologne	0	1
C42. hesitating	0	1
C43. masculine	0	1
C44. sufficient	0	1
C45. domesticated	0	1
C46. preyed	0	1
C47. therapeutic	0	1
C48. significance	0	1
C49. bouquet	0	1
C50. apparatus	0	1
C51. diacritical	0	1
C52. debutante	0	1
C53. trivialities	0	1
C54. expostulate	0	1
C55. stochastic	0	1
C56. ubiquitous	0	1
C57. enceinte	0	1



## ACTIVITY D: ATTENTION SUSTAINED TASK

MATERIALS: TIMER, 2 MARKERS, AND SUSTAINED ATTENTION TASK BOOKLET

TARGET OBJECTS: FLOWER, BUTTERFLY, FUNNY GUY, AND GOAT

PRESENT THE CHILD WITH A CHOICE OF 2 MARKERS

PRESENT TO CHILD EACH TEACHING TRIAL BOX FOLLOWED BY TEST BOX WITH CORRESPONDING TARGET OBJECT.

### 1. TEACHING TRIALS

TEACHING TIME: 2 MINUTES FOR FLOWER.

35-40 SECONDS FOR BUTTERFLY, FUNNY GUY, GOAT

COVER THE IRRELEVANT TRIAL BOXES WITH YOUR HANDS OR A PIECE OF PAPER SO ONLY THE CURRENT TARGET BOX IS EXPOSED

SAY TO CHILD:

**“See (TARGET OBJECT).”**

**(POINT TO THE EXAMPLE AT THE TOP OF THE BOX. DO NOT SPECIFY KEY FEATURES OF THE TARGET OBJECT FOR THE CHILD)**

**“I want you to mark a line through all the (TARGET OBJECTS) in this box.**

TAP THE CURRENT TRIAL BOX WITH YOUR FINGERS. DO NOT OUTLINE AROUND THE BOX AS THIS ENCOURAGES THE CHILD TO TRACE AROUND THE BOX RATHER THAN FIND THE OBJECTS IN THE BOX.



START TIMING

AT THE END OF EACH TEACHING TRIAL SAY:

**“Good job!”**

DIRECTIONS ALLOWED DURING TEACHING TRIALS:

IF THE CHILD SCRIBBLES OR COLORS, SAY:

**“No coloring, just mark a line like this.”**

AND DEMONSTRATE BY PLACING YOUR HAND OVER THE CHILD’S HAND. DO NOT DEMONSTRATE FOR THE CHILD ON THE TEST PAGES.

IF THE CHILD MISSES SOME OBJECTS, POINT TO AN OBJECT AND SAY:

**“Mark a line through all of the (TARGET OBJECT)s. This one too.”**

IF THE CHILD DRAWS ONE CONTINUOUS LINE, DEMONSTRATE HOW TO PICK UP THE MARKERS AND THEN HOW TO FIND ANOTHER (TARGET OBJECT).

IF THE CHILD DRAWS A LINE THROUGH A DIFFERENT PICTURE, POINT TO THE EXAMPLE AT THE TOP OF THE PAGE AND SAY.

**“No, not that one, just the (TARGET OBJECT)s.”**

MAKE SURE THE CHILD UNDERSTANDS THE TASK BEFORE YOU BEGIN THE CORRESPONDING TEST TRIAL. IF THE CHILD DOES NOT UNDERSTAND THE TASK BY THE SECOND TEACHING TRIAL (BUTTERFLY), **STOP** THE ASSESSMENT.

## II. TESTING TRIALS

CENTER THE TESTING BOOKLET IN FRONT OF THE CHILD SO THAT **ONLY** THE PAGE WITH THE CURRENT TESTING TRIAL IS EXPOSED.

SPECIFIC TIMING INSTRUCTIONS FOR EACH TEST TRIAL ARE NOTED AT THE TOP OF EACH PAGE. WATCH THE TIME FOR EACH TEST TRIALS.

MOST CHILDREN DO NOT FIND ALL OF THE OBJECTS.

CIRCLE WITH PENCIL/PEN ANY OBJECTS THE CHILD HAS MARKED AFTER THE TIME IS UP.

SAY TO CHILD:

**“Now, here are more (TARGET OBJECT)s. Mark a line through all the (TARGET OBJECT)s.”**

***(YOU MAY POINT TO THE EXAMPLE AND THEN TO ONE (TARGET OBJECT).)***

**“I want you to mark a line through as many (TARGET OBJECT)s as you can until I tell you to stop. Go as fast as you can! Ready? Go.”**



START TIMING

AT THE END OF THE TEST SAY:

**“That’s all the time we have, good job.”**

DIRECTIONS ALLOWED DURING TEST TRIALS:

YOU MAY ANSWER THE CHILD’S QUESTIONS USING AS FEW WORDS AS POSSIBLE. FOR EXAMPLE, IF THE CHILD ASKS WHY YOU’RE ASKING THEM TO DO THIS, SAY:

**“I want to see how good you are at finding pictures.”**

IF THE CHILD STOPS BEFORE TIME IS UP, PROMPT (HIM/HER) TO CONTINUE. YOU CAN SAY:

**“Mark a line through all the pictures that look like this. Do as many as you can before I say stop. Find all (TARGET OBJECT)’s.”**

YOU MAY CUE UP TO 2 TIMES PER TEST PAGE, TO INCLUDE POINTING TO 1 CORRECT ANSWER/PAGE IF NECESSARY.

WHEN ATTENTION SUSTAINED TASK IS DONE SAY:

**Thank you very much for doing these activities with me! I would like to give you this book as a gift. I hope you like it.**

## ACTIVITY E: CALENDARS

**INTERVIEWER: PLEASE BE SURE TO HAVE THE CHILD CARE AND EMPLOYMENT HISTORY CALENDAR AND A PENCIL FOR THE RESPONDENT READY BEFORE STARTING.**

**CHECK CONTACT SHEET. DID RESPONDENT COMPLETE CALENDAR LAST WAVE?**

YES .....01 → **GO TO E1**

NO .....00

DON'T KNOW.....d

→ **GO TO E1A**

- E1. We'd like to get some information about what you've been doing since (CHILD's) third birthday. I will be recording your answers on this calendar. **SHOW CHILD CARE AND EMPLOYMENT HISTORY CALENDAR.** To help remind you, we will put (CHILD's) age at various years on the calendar. Let's start with that.

When was (CHILD's) third birthday? **RECORD DATE OF 3<sup>rd</sup> BIRTHDAY AT TOP OF CALENDAR.** So child was three years old in (YEAR), four in (YEAR), and five in [YEAR]. **RECORD THE AGE IN EACH QUARTER ON THE TOP LINE OF THE CALENDAR ABOVE THE APPROPRIATE YEAR.**

**GO TO E2**

- E1A. We'd like to get some information about what you've been doing since the birth of (CHILD). I will be recording your answers on this calendar. **SHOW CHILD CARE AND EMPLOYMENT HISTORY CALENDAR.** To help remind you, we will put (CHILD'S) age at various years on the calendar. Let's start with that.

When was (CHILD) born? **RECORD DATE OF BIRTH AT TOP OF CALENDAR.**

So (CHILD) was one year old in (YEAR), two in (YEAR), and three in (YEAR). **RECORD THE AGE IN EACH QUARTER ON THE TOP LINE OF THE CALENDAR ABOVE THE APPROPRIATE YEAR. CONTINUE TO E2.**

## EMPLOYMENT

- E2. Now, let's talk about employment.

Since (CHILD) was (born/three) have you worked in a paid job for at least 2 weeks in a row?

YES → **CONTINUE**

NO → **SKIP TO CHILD CARE SECTION**

E3. I'd like to record on this calendar information about each paid job you've had for at least two weeks since (CHILD) was (born/three). When did your first job start after the (birth of/third birthday of) (CHILD)?

**RECORD "1" IN THE QUARTER WHEN THE FIRST JOB STARTED.**

E4. Are you still working in this job?

YES → **DRAW AN ARROW FROM THE NUMBER INDICATING WHEN THE JOB STARTED TO THE CURRENT QUARTER. SKIP TO E6**

NO → **CONTINUE**

E5. When did this job end?

**RECORD "1" (OR 2, 3, ETC. FOR SUBSEQUENT JOBS) IN THE QUARTER WHEN THE JOB ENDED AND CONNECT IT WITH THE NUMBER INDICATING WHEN THE JOB STARTED BY DRAWING A LINE.**

E6. When you started this job, how many hours did you usually work per week, including regular overtime hours?

**RECORD HOURS PER WEEK IN THE QUARTER THAT JOB STARTED (UNDER THE NUMBER).**

E7. At any time during this job, did the number of hours that you worked significantly change? For example, did you ever switch from full- to part-time or part- to full-time? Or, were your hours ever reduced or increased? Or, did you ever stop working for a period of time?

YES → **ASK: When did that happen and how many hours did you work? RECORD HOURS PER WEEK IN THE QUARTER WHEN THE CHANGE IN HOURS BEGAN.**

NO → **SKIP TO E9**

E8. Were there any other changes in your hours?

YES → **ASK: When did that happen and how many hours did you work? RECORD HOURS PER WEEK IN THE QUARTER WHEN THE CHANGE IN HOURS BEGAN. REPEAT THIS QUESTION.**

NO → **CONTINUE**

- E9. Thinking again about the hours you typically worked each day when you started this job, did you work...? **READ EACH OF THE FOLLOWING BELOW. FOR EACH ONE, IF RESPONDENT ANSWERS YES, RECORD THE LETTER IN THE QUARTER THAT JOB STARTED (UNDER THE HOURS PER WEEK).**

D=Days (7 a.m. to 7 p.m.)  
E=Evenings (7 p.m. to 11 p.m.)  
N=Nights (11 p.m. to 7 a.m.)  
R=Rotating shift

- E10. At any time during this job, did the hours you typically worked each day significantly change? For example, did you ever go from working nights to days, etc.?

YES → Did you work...? **READ THE CHOICES IN THE BOX IN E9. FOR EACH ONE, IF RESPONDENT ANSWERS YES, RECORD THE LETTER IN THE CALENDAR QUARTER WHEN NEW SHIFT STARTED (UNDER THE LINE).**

NO → **SKIP TO E12**

- E11. Were there any other changes in your daily work time or shifts?

YES → Did you work...? **READ THE CHOICES IN THE BOX IN E9 IF NECESSARY. RECORD EACH LETTER IN APPROPRIATE QUARTER IN CALENDAR. REPEAT THIS QUESTION.**

NO → **CONTINUE**

- E12. If you had to take a leave from this job because of the birth of a child or other family medical reasons, would you be guaranteed a job when you returned to work?

**RECORD "YES" OR "NO" UNDER SHIFT HOURS IN THE QUARTER WHEN THE JOB STARTED.**

- E13. Have you had any other jobs since (CHILD) was (born/three)?

YES → When did you start that job? **RECORD 2 (OR 3, 4, ETC. FOR SUBSEQUENT JOBS) IN APPROPRIATE QUARTER WHEN THE JOB STARTED. REPEAT E4-E13.**

NO → **CONTINUE**

- E14. If you could do what you wanted to do, ideally, how many hours in total would you like to work each week?

\_\_\_\_\_ HOURS PER WEEK

## CHILD CARE/KINDERGARTEN

Now I'd like to talk about any child care arrangements you've made for (CHILD), including time (CHILD) was/is in preschool and Kindergarten.

- E15. Has your child ever been cared for on a regular basis by someone other than yourself? By regular, I mean at least once a week for one month or more.

YES → **CONTINUE**

NO → **SKIP TO E26B**

- E16. On this calendar, I'd like to record each child care arrangement you've made since (CHILD) was (born/three). When was the first time your child was cared for by someone else on a regular basis?

**RECORD "1" IN THE QUARTER WHEN FIRST CHILD CARE ARRANGEMENT STARTED.**

- E17. Who cared for child?

**RECORD APPROPRIATE LETTER(S) BELOW NUMBER "1" (OR 2, 3, ETC. FOR SUBSEQUENT ARRANGEMENTS).**

**(NOTE: IF RESPONDENT GIVES MORE THAN ONE CAREGIVER, BE SURE THE RESPONDENT IS ANSWERING FOR ONE CHILD CARE ARRANGEMENT AT A TIME. IF MORE THAN ONE CAREGIVER WITHIN A CHILD CARE ARRANGEMENT, PROBE FOR THE PRIMARY CAREGIVER FOR THAT ARRANGEMENT. ONLY ONE SELECTION SHOULD BE MADE FOR EACH CAREGIVER TYPE.)**

F=CHILD'S FATHER  
S=CHILD'S SIBLING  
MP=MOTHER'S PARTNER OR BOYFRIEND  
MG=CHILD'S MATERNAL GRANDPARENT  
MR=OTHER RELATIVE ON MOTHER'S SIDE  
PG=CHILD'S PATERNAL GRANDPARENT  
PR=OTHER RELATIVE ON FATHER'S SIDE  
FP=FATHER'S PARTNER OR GIRLFRIEND  
MPR=MOTHER'S PARTNER'S RELATIVE  
FPR=FATHER'S PARTNER'S RELATIVE  
FN=NON-RELATED FRIEND OR NEIGHBOR  
CP=NON-RELATED CENTER/FAMILY DAY CARE PROVIDER  
K=KINDERGARTEN  
A=OTHER NON-RELATED ADULT

E18. Where did (CAREGIVER) care for child?

**PLACE A COMMA AFTER THE LETTER(S) FOR WHO CARED FOR CHILD, THEN RECORD APPROPRIATE LETTERS BELOW TO INDICATE LOCATION.**

CH=CHILD'S HOME  
SH=SOMEONE ELSE'S HOME  
DC=DAY CARE CENTER/NURSERY SCHOOL  
HS=HEAD START  
EHS=EARLY HEAD START  
KPU=KINDERGARTEN IN PUBLIC SCHOOL  
KPR=KINDERGARTEN IN PRIVATE SCHOOL  
KPA=KINDERGARTEN IN PAROCHIAL (RELIGIOUS) SCHOOL  
O1=OTHER (SPECIFY: \_\_\_\_\_)  
O2=OTHER (SPECIFY: \_\_\_\_\_)  
O3=OTHER (SPECIFY: \_\_\_\_\_)

E19. Is your child still [cared for by (CAREGIVER)/attending this school]?

YES → **DRAW AN ARROW FROM THE NUMBER INDICATING WHEN THE ARRANGEMENT STARTED TO THE CURRENT QUARTER. SKIP TO E21**

NO → **CONTINUE**

E20. When did your child stop [using this child care arrangement/attending this school]?

**RECORD "1" (OR 2, 3, ETC. FOR SUBSEQUENT ARRANGEMENTS) IN THE QUARTER WHEN THE ARRANGEMENT ENDED AND CONNECT IT WITH THE NUMBER INDICATING WHEN THE ARRANGEMENT STARTED BY DRAWING A LINE.**

E21. When your child started [using this child care arrangement/attending this school], how many hours per week on average did (she/he) spend there?

**RECORD HOURS PER WEEK IN THE QUARTER WHEN THE ARRANGEMENT STARTED (UNDER THE LETTERS FOR WHO AND WHERE).**

E22. At any time, did the number of hours that your child spent in this arrangement significantly change? For example, did (he/she) ever switch from full- to part-time care or part- to full-time care? Or, were the hours ever reduced or increased? Or, did you ever stop the arrangement for a period of time?

YES → **RECORD HOURS PER WEEK IN THE QUARTER WHEN CHANGE OF HOURS BEGAN.**

NO → **SKIP TO E24**



E23. Were there any other changes in his/her hours?

YES → **RECORD HOURS PER WEEK IN THE CHANGE OF HOURS BEGAN. REPEAT THIS QUESTION**

NO → **CONTINUE**

E24. (Do/Did) you receive any vouchers or scholarships for this arrangement?

**RECORD "YES" OR "NO" UNDER HOURS PER WEEK IN START QUARTER.**

E25. Has your child been cared for in any other arrangements since (he/she) was (born/three)? Remember that your child may have been using more than one arrangement at the same time. I want to know about all of these arrangements, even if they overlapped.

YES → When did the next arrangement start? **RECORD "2" (OR 2, 3, ETC. FOR SUBSEQUENT ARRANGEMENTS) IN THE QUARTER WHEN ARRANGEMENT BEGAN. REPEAT E17-E25**

NO → **CONTINUE**

E26A. **IS (CHILD) CURRENTLY ATTENDING KINDERGARTEN?**

YES → **GO TO E27 AND ASK FOR KINDERGARTEN CONTACT INFORMATION**

NO → **CONTINUE**

E26B. **ASK PARENT:** Do you plan to enter (CHILD) in Kindergarten next year?

YES → **GO TO E27 AND ASK FOR KINDERGARTEN CONTACT INFORMATION**

NO → **CONTINUE**

E26C. **WAS THE CHILD IN KINDERGARTEN DURING THE PREVIOUS SCHOOL YEAR?**

YES → **GO TO E27 AND ASK FOR KINDERGARTEN CONTACT INFORMATION**

NO → **END**

E27. **SCRIPT:** Great! You qualify for participation in the Survey of Parents Kindergarten Project.

I would like to tell you about another special project connected to the study where we interview your child's Kindergarten teacher to obtain information about their day-to-day activities with (CHILD). Even though this will not take any of your time, you will be paid \$20 for your participation.

All we would like to do is to contact (CHILD'S) Kindergarten teacher and invite him or her to be a part of the Survey of Parents Kindergarten Project.

**(SAY ONLY IF CHILD ON SUMMER BREAK AND/OR NOT YET IN KINDERGARTEN:** Because we are interested in (CHILD's) Kindergarten classroom, we would like to contact (his/her) (previous/future) Kindergarten teacher.)

We will contact him or her at school and then conduct a brief interview with him or her, most likely over the phone. In addition to the \$20 we will pay you, we will also pay your child's teacher for allowing us to interview him or her.

Just to remind you, your participation in the Kindergarten project is voluntary. Your child's teacher is, of course, free to refuse to participate. All the information you or the teacher gives us will be kept confidential and will not be shared with any city, state, or federal agency. By participating in the project, the risk to you, (CHILD), and the teacher is no more than what you would encounter during a typical conversation about (CHILD's) school.

- a) Do you have any questions about the Kindergarten project or your participation in it?
- b) Is it okay to contact your child's Kindergarten teacher to invite him or her to be in the project?

YES → **CONTINUE**

NO → Please remember your role is minimal. (CHILD)'s teacher will participate in the interview. All we are asking from you is your permission to ask the teacher to participate. Are there any particular reasons that you feel unable to join this project? For example, do you have specific questions that may help me to clarify your concerns?

**TRY TO ADDRESS CONCERNS.**

**IF PARENT CONSENTS, CONTINUE TO QUESTION c.**

**IF STILL A REFUSAL, READ THE FOLLOWING STATEMENT:** If you change your mind, please feel free to contact me. **LEAVE CARD WITH NAME AND PHONE NUMBER.**

- c) Please tell me the name of [(CHILD's) school/the school (CHILD) will enter in the fall/the school (CHILD) attended last year)].

- d) Is (SCHOOL NAMED ABOVE) a public, private or parochial (religious) school?
- e) **IF SCHOOL IS PUBLIC:** (SCHOOL NAMED ABOVE) is located in what school district?
- f) **IF CHILD IS ATTENDING OR HAS COMPLETED KINDERGARTEN:** What (is/was) (CHILD's) teacher's name?
- g) Who is the principal of (CHILD's) school?
- h) What is the phone number for (SCHOOL NAMED ABOVE)?
- i) What is the address?
- j) Because we will need to verify with the school that we are contacting your child's teacher, and not the teacher of another child with the same name, we would like to record your child's date of birth, and social security number if possible, on the contact sheet. Is this okay? Can you give me this information?

**RECORD RESPONSES ON KINDERGARTEN CONTACT SHEET.  
THEN GO TO QUESTION k.**

- k) Because we would not want to ask anyone to talk to us without being able to prove that we have your permission, we would like to have you sign a consent form. I'll go over this form with you now. Feel free to ask any questions that you may have about the project.

**GO OVER FORM, OBTAIN SIGNATURE.**

## LIVING ARRANGEMENTS

- E28. Please indicate for me on the calendar, which months, if any, since [the birth of (CHILD)/(CHILD) turned 3] you were living in the same household as the biological father?

**RECORD "BF" IN EACH QUARTER RESPONDENT IS/WAS LIVING WITH BIOLOGICAL FATHER.**

**IF NONE, CHECK HERE:**

- E29. Which months since [the birth of (CHILD)/(CHILD) turned 3], if any, were you living in the same household as a romantic partner or spouse who is not (CHILD'S) biological parent?

**RECORD "S" FOR SPOUSE OR "P" FOR PARTNER IN EACH OF THE APPROPRIATE QUARTER(S).**

**IF NONE, CHECK HERE:**

- E30. Which months since [the birth of (CHILD)/(CHILD) turned 3], if any, were you the only adult, 18 or older, in your household?

**RECORD "A" IN EACH OF THE APPROPRIATE QUARTER(S).**

**IF NONE, CHECK HERE:**

- E31. Which months, if any, were you living with another adult relative of yours (for example, your mother or sister, your in-laws, or someone else related to you).

**RECORD "R" IN EACH OF THE APPROPRIATE QUARTER(S).**

**IF NONE, CHECK HERE:**

- E32. Which months since (CHILD) was born, if any, were you living in a dormitory, barracks, correctional facility, or other institution?

**RECORD "I" IN EACH OF THE APPROPRIATE QUARTER(S).**

**IF NONE, CHECK HERE:**

## CALENDAR CODES

### WORK SHIFTS:

D=Days (7 a.m. to 7 p.m.)  
E=Evenings (7 p.m. to 11 p.m.)  
N=Nights (11 p.m. to 7 a.m.)  
R=Rotating shift

### CAREGIVER TYPE:

F=CHILD'S FATHER  
S=CHILD'S SIBLING  
MP=MOTHER'S PARTNER OR BOYFRIEND  
MG=CHILD'S MATERNAL GRANDPARENT  
MR=OTHER RELATIVE ON MOTHER'S SIDE  
PG=CHILD'S PATERNAL GRANDPARENT  
PR=OTHER RELATIVE ON FATHER'S SIDE  
FP=FATHER'S PARTNER OR GIRLFRIEND  
MPR=MOTHER'S PARTNER'S RELATIVE  
FPR=FATHER'S PARTNER'S RELATIVE  
FN=NON-RELATED FRIEND OR NEIGHBOR  
CP=NON-RELATED CENTER/FAMILY DAY CARE PROVIDER  
K=KINDERGARTEN  
A=OTHER NON-RELATED ADULT  
**(NOTE: FOR CHILD CARE AND EMPLOYMENT HISTORY CALENDAR CODE ONLY ONE CAREGIVER, OR THE PRIMARILY CAREGIVER.**

### CHILD CARE LOCATION:

CH=CHILD'S HOME  
SH=SOMEONE ELSE'S HOME  
DC=DAY CARE CENTER/NURSERY SCHOOL  
HS=HEAD START  
EHS=EARLY HEAD START  
KPU=KINDERGARTEN IN PUBLIC SCHOOL  
KPR=KINDERGARTEN IN PRIVATE SCHOOL  
KPA=KINDERGARTEN IN PAROCHIAL (RELIGIOUS) SCHOOL  
O1=OTHER **(SPECIFY IN ACTIVITY BOOK)**  
O2=OTHER **(SPECIFY IN ACTIVITY BOOK)**  
O3=OTHER **(SPECIFY IN ACTIVITY BOOK)**

### LIVING ARRANGEMENT:

BF=BIOLOGICAL FATHER  
S=SPOUSE  
P=PARTNER  
A=ALONE  
R=RELATIVE  
I=DORMITORY, BARRACKS, CORRECTIONAL FACILITY, OR OTHER INSTITUTION

**ACTIVITY F: FIVE MINUTE SPEECH SAMPLE OF MOTHER/CAREGIVER**

F1. **WARM UP:** Now I would like to ask you some questions about (CHILD) to learn more about (him/her). It should only take about five minutes. For these next questions, I'd like to turn the tape recorder on so that I can record what we say without having to write it down. Neither your or (CHILD)'s full names will be recorded or written on the tape. The tape will be used only for research purposes. Is it okay to turn on the tape recorder?

YES ..... 01 → **Have respondent review and sign audiotape release (Part I); GO TO F2**

NO ..... 02

↓  
**Ask (mother/caregiver) why (she/he) does not want to be audiotaped; reassure (her/him) that all information will remain confidential and be used only for research purposes; review audiotape release Part I with (him/her); if (mother/caregiver) still refuses to be audiotaped, SKIP TO G1.**

**INTERVIEWER: TURN ON TAPE RECORDER.**

**INTERVIEWER: FOR ALL QUESTIONS, USE THESE ELABORATION PROBES FOR RESPONDENTS WHO ARE NOT TALKATIVE:**

- Can you tell me more about that?
- Can you give me an example of that?
- How do you feel about that?

F2. First, how is (CHILD) similar to (his/her) (sibling/closest aged sibling)?

**IF CHILD HAS NO SIBLINGS, ASK:** How is (CHILD) similar to (his/her) closest aged cousin?

**IF CHILD HAS NO COUSINS, ASK:** How is (CHILD) similar to other children (his/her) age?

F3. How is (CHILD) different?

F4. Now I'd like to get a general picture of (CHILD). Can you tell me a little about (him/her)?

**PROBES:**

(I've only just met (CHILD);) can you tell me what (he/she) is really like?

How would you describe (his/her) personality?

How does (he/she) compare to other children (his/her) age?

F5. **INTERVIEWER, IF TALKING TO MOTHER OR FATHER OF CHILD, ASK:** Who is (CHILD) more like, you or (his/her) (other parent)? Why?

**PROBES:**

Does (he/she) take after one of you more than the other?

In what ways is (he/she) more like you or (his/her) (other parent)?

In what ways is (he/she) similar to (parent not named above)?

F5A. **INTERVIEWER, IF TALKING TO OTHER CAREGIVER OF CHILD, ASK:** Let's talk about who (CHILD) is most like. Who do you think (CHILD) is most like?

**PROBES:**

Does (he/she) take after you, or (his/her/) (mother/father)?

In what ways is (he/she) similar to (PERSON NAMED ABOVE)?

Does (he/she) take after one of you more than the other?

F6. All children are easier to raise in some ways and harder to raise in others. How would you like (CHILD) to be different?

**PROBES:**

What things does (he/she) do that you wish (he/she) wouldn't?

What parts of (his/her) personality do you wish were different?

What qualities do you wish he/she had?

**INTERVIEWER, THE NEXT 2 QUESTIONS ASK ABOUT HOW THE RESPONDENT'S FEELS DURING TWO DIFFERENT SITUATIONS. BE SURE TO FIND OUT ABOUT THE RESPONDENT'S FEELINGS NOT JUST (HIS/HER) OR CHILD'S BEHAVIOR.**

F7. How do you feel about (CHILD'S) behavior when you are around other people?

**MAKE SURE RESPONDENT ANSWERS ABOUT HOW (HE/SHE) FEELS, NOT JUST ABOUT HOW CHILD BEHAVES.**

**PROBES:**

**IF RESPONDENT TALKS ABOUT (HIS/HER) OR CHILD'S BEHAVIOR, ASK:**

How does that make you feel?

How do other people react to (him/her)? How does that make you feel?

F8. How do you feel when you are away from (CHILD)?

**MAKE SURE RESPONDENT ANSWERS ABOUT HOW (HE/SHE) FEELS.**

**PROBES:**

For example, when you are at work and (he/she) is (in school/with day care provider/with babysitter)?

How do you feel when you or (CHILD) leaves?

How do you feel when you see (him/her) again?

**INTERVIEWER: USE APPROPRIATE PHRASE, E.G., IF CHILD DOES NOT GO TO PRESCHOOL, KINDERGARTEN OR ANY KIND OF DAY CARE, ASK ABOUT HOW MOTHER FEELS WHEN SHE LEAVES THE CHILD WITH A BABYSITTER OR DURING ANY SHORT SEPARATION.**

**HAVE RESPONDENT REVIEW AUDIOTAPE RELEASE PART II AND SIGN CONSENT FORM IF (HE/SHE) AGREES.**



**ACTIVITY G: RESPONDENT'S PEABODY PICTURE  
VOCABULARY TEST**

**G1. INTERVIEWER: CHECK CONTACT SHEET. IS THIS THE SAME RESPONDENT WHO COMPLETED THE 36-MONTH SURVEY?**

YES ..... 01

NO ..... 00 → **GO TO G2A**

**G2. INTERVIEWER: IS THE PPVT VALID?**

YES ..... 01 → **ADMINISTER CHILD ACTIVITIES  
IF NOT COMPLETE**

NO ..... 00 → **GO TO G2A**

G2A. Please tell me your age.

|\_|\_| AGE → **ADMINISTER RESPONDENT PPVT**

DON'T KNOW ..... d

REFUSED ..... r

} → **GO TO G2B**

G2B. What is your birthdate?

|\_|\_| / |\_|\_| / |\_|\_|\_|  
MONTH      DAY      YEAR

DON'T KNOW ..... d

REFUSED ..... r

### G3. MOTHER PPVT INSTRUCTIONS

REMEMBER TO ALWAYS 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.

Always 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. 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 TRAINING PLATE C, 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 CORRECTLY WITHOUT HELP BY POINTING TO THE PARROT 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 SCISSORS IN QUADRANT 1, SAY:

**Good.**

GO TO **TRAINING ITEM D** (ON PAGE 35).

## B. INCORRECT RESPONSE

IF THE MOTHER RESPONDS INCORRECTLY, 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.

TRAINING ITEM D—SAY:

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

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

**Λ**

**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 CORRECTLY, 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 39:**

**Point to . . .**

**B. INCORRECT RESPONSE**

IF THE MOTHER RESPONDS INCORRECTLY 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 NOT SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS AFTER A NUMBER OF TRIALS, DISCONTINUE TRAINING AND WRITE YOUR EXPLANATION OF WHY THE MOTHER IS UNTESTABLE:

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IF MOTHER HAS SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS, CONTINUE WITH ITEM SET 13, PAGE 39

**ADULT PPVT**

**DO NOT START HERE**

<b>START AGES 2-6—3</b>						<b>SET 1</b>
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>START AGE 4</b>						<b>SET 2</b>
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>START AGE 5</b>						<b>SET 3</b>
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>SET 4</b>					
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>
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 _____					

<b>START AGES 6-7</b>						<b>SET 5</b>
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>SET 6</b>					
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>
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**

<b>START AGES 8-9</b>						<b>SET 7</b>
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>START AGES 10-11</b>						<b>SET 8</b>
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>SET 9</b>						
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>START AGES 12-16</b>						<b>SET 10</b>
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>SET 11</b>						
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						

<b>SET 12</b>						
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>	
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 _____						



**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.**

SET 14					
Item	Word	Key	Response	Correct	Error
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				_____	

Λ

AGES 17 Adult			SET 13		
Item	Word	Key	Response	Correct	Error
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				_____	

SET 15					
Item	Word	Key	Response	Correct	Error
169.	incandescent.....	(4)	_____	1	0
	[in kuhn DES uhnt]				
170.	Pilfering.....	(2)	_____	1	0
	[PIL fuhr ing]				
171.	Trajectory.....	(1)	_____	1	0
	[truh JEK tuh ree]				
172.	mercantile.....	(3)	_____	1	0
	[MUR kuhn teel]				
173.	Derrick.....	(4)	_____	1	0
	[DAYR ik]				
174.	Ascending.....	(2)	_____	1	0
	[uh SEN ding]				
175.	Monetary.....	(3)	_____	1	0
	[MON uh tayr ee]				
176.	entomologist.....	(2)	_____	1	0
	[ent uh MOL uh juhst]				
177.	Gaff.....	(1)	_____	1	0
	[GAF]				
178.	Quintet.....	(3)	_____	1	0
	[kwin TET]				
179.	Nautical.....	(4)	_____	1	0
	[NAW ti kuhl]				
180.	incarcerating.....	(1)	_____	1	0
	[in CAR se rayt ing]				
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.	nidifying..... (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 _____		

**INTERVIEWER: IF HEIGHT/WEIGHT ACTIVITY IS NOT COMPLETE, RETURN TO A2 AND COMPLETE THIS ACTIVITY.**

**IF CHILD ACTIVITIES, PPVT, WOODCOCK-JOHNSON LETTER-WORD RECOGNITION TEST, AND ATTENTION SUSTAINED TASK ARE NOT COMPLETE, RETURN TO B6 AND COMPLETE THESE ACTIVITIES.**

**I HAVE READ THIS COMPLETED QUESTIONNAIRE AND CERTIFY THAT ALL QUESTIONS REQUIRING ANSWERS HAVE BEEN APPROPRIATELY FILLED IN, AND THAT THIS INTERVIEW HAS BEEN ADMINISTERED TO THE DESIGNATED SAMPLE MEMBER.**

\_\_\_\_\_ ID NUMBER \_\_\_\_\_

INTERVIEWER SIGNATURE

\_\_\_\_\_

DATE

# Appendix:

## Fragile Families and Child Wellbeing Study Additional Year 5 In-Home Documentation

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Child Care/Employment Calendar Activity Book Excerpts	2
Memo on Child Care/Employment Calendar Data	10

***Bendheim-Thoman***

***Center for Research on Child Wellbeing***

Wallace Hall  
Princeton University  
Princeton, NJ 08544

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New York, NY 10027

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Prepared by the staff at the Bendheim-Thoman Center for Research on Child Wellbeing (CRCW), Princeton University. For more information about Fragile Families, please visit our web site at [fragilefamilies.princeton.edu](http://fragilefamilies.princeton.edu) or email [ffdata@princeton.edu](mailto:ffdata@princeton.edu).

IN-HOME  
LONGITUDINAL STUDY OF  
PRE-SCHOOL AGED CHILDREN



**5-Year Wave ACTIVITY BOOKLET Section:  
Employment History and Child Care Calendars**

Conducted by:

Mathematica Policy Research, Inc.  
P.O. Box 2393  
Princeton, NJ 08543-2393

## ACTIVITY E: CALENDARS

**INTERVIEWER: PLEASE BE SURE TO HAVE THE CHILD CARE AND EMPLOYMENT HISTORY CALENDAR AND A PENCIL FOR THE RESPONDENT READY BEFORE STARTING.**

**CHECK CONTACT SHEET. DID RESPONDENT COMPLETE CALENDAR LAST WAVE?**

YES .....01 → **GO TO E1**

NO .....00 → **GO TO E1A**

DON'T KNOW.....d → **GO TO E1A**

- E1. We'd like to get some information about what you've been doing since (CHILD's) third birthday. I will be recording your answers on this calendar. **SHOW CHILD CARE AND EMPLOYMENT HISTORY CALENDAR.** To help remind you, we will put (CHILD's) age at various years on the calendar. Let's start with that.

When was (CHILD's) third birthday? **RECORD DATE OF 3<sup>rd</sup> BIRTHDAY AT TOP OF CALENDAR.** So child was three years old in (YEAR), four in (YEAR), and five in [YEAR]. **RECORD THE AGE IN EACH QUARTER ON THE TOP LINE OF THE CALENDAR ABOVE THE APPROPRIATE YEAR.**

**GO TO E2**

- E1A. We'd like to get some information about what you've been doing since the birth of (CHILD). I will be recording your answers on this calendar. **SHOW CHILD CARE AND EMPLOYMENT HISTORY CALENDAR.** To help remind you, we will put (CHILD'S) age at various years on the calendar. Let's start with that.

When was (CHILD) born? **RECORD DATE OF BIRTH AT TOP OF CALENDAR.**

So (CHILD) was one year old in (YEAR), two in (YEAR), and three in (YEAR). **RECORD THE AGE IN EACH QUARTER ON THE TOP LINE OF THE CALENDAR ABOVE THE APPROPRIATE YEAR. CONTINUE TO E2.**

## EMPLOYMENT

- E2. Now, let's talk about employment.

Since (CHILD) was (born/three) have you worked in a paid job for at least 2 weeks in a row?

YES → **CONTINUE**

NO → **SKIP TO CHILD CARE SECTION**

E3. I'd like to record on this calendar information about each paid job you've had for at least two weeks since (CHILD) was (born/three). When did your first job start after the (birth of/third birthday of) (CHILD)?

**RECORD "1" IN THE QUARTER WHEN THE FIRST JOB STARTED.**

E4. Are you still working in this job?

YES → **DRAW AN ARROW FROM THE NUMBER INDICATING WHEN THE JOB STARTED TO THE CURRENT QUARTER. SKIP TO E6**

NO → **CONTINUE**

E5. When did this job end?

**RECORD "1" (OR 2, 3, ETC. FOR SUBSEQUENT JOBS) IN THE QUARTER WHEN THE JOB ENDED AND CONNECT IT WITH THE NUMBER INDICATING WHEN THE JOB STARTED BY DRAWING A LINE.**

E6. When you started this job, how many hours did you usually work per week, including regular overtime hours?

**RECORD HOURS PER WEEK IN THE QUARTER THAT JOB STARTED (UNDER THE NUMBER).**

E7. At any time during this job, did the number of hours that you worked significantly change? For example, did you ever switch from full- to part-time or part- to full-time? Or, were your hours ever reduced or increased? Or, did you ever stop working for a period of time?

YES → **ASK:** When did that happen and how many hours did you work?  
**RECORD HOURS PER WEEK IN THE QUARTER WHEN THE CHANGE IN HOURS BEGAN.**

NO → **SKIP TO E9**

E8. Were there any other changes in your hours?

YES → **ASK:** When did that happen and how many hours did you work?  
**RECORD HOURS PER WEEK IN THE QUARTER WHEN THE CHANGE IN HOURS BEGAN. REPEAT THIS QUESTION.**

NO → **CONTINUE**

- E9. Thinking again about the hours you typically worked each day when you started this job, did you work...? **READ EACH OF THE FOLLOWING BELOW. FOR EACH ONE, IF RESPONDENT ANSWERS YES, RECORD THE LETTER IN THE QUARTER THAT JOB STARTED (UNDER THE HOURS PER WEEK).**

D=Days (7 a.m. to 7 p.m.)  
E=Evenings (7 p.m. to 11 p.m.)  
N=Nights (11 p.m. to 7 a.m.)  
R=Rotating shift

- E10. At any time during this job, did the hours you typically worked each day significantly change? For example, did you ever go from working nights to days, etc.?

YES → Did you work...? **READ THE CHOICES IN THE BOX IN E9. FOR EACH ONE, IF RESPONDENT ANSWERS YES, RECORD THE LETTER IN THE CALENDAR QUARTER WHEN NEW SHIFT STARTED (UNDER THE LINE).**

NO → **SKIP TO E12**

- E11. Were there any other changes in your daily work time or shifts?

YES → Did you work...? **READ THE CHOICES IN THE BOX IN E9 IF NECESSARY. RECORD EACH LETTER IN APPROPRIATE QUARTER IN CALENDAR. REPEAT THIS QUESTION.**

NO → **CONTINUE**

- E12. If you had to take a leave from this job because of the birth of a child or other family medical reasons, would you be guaranteed a job when you returned to work?

**RECORD "YES" OR "NO" UNDER SHIFT HOURS IN THE QUARTER WHEN THE JOB STARTED.**

- E13. Have you had any other jobs since (CHILD) was (born/three)?

YES → When did you start that job? **RECORD 2 (OR 3, 4, ETC. FOR SUBSEQUENT JOBS) IN APPROPRIATE QUARTER WHEN THE JOB STARTED. REPEAT E4-E13.**

NO → **CONTINUE**

- E14. If you could do what you wanted to do, ideally, how many hours in total would you like to work each week?

\_\_\_\_\_ HOURS PER WEEK

## CHILD CARE/KINDERGARTEN

Now I'd like to talk about any child care arrangements you've made for (CHILD), including time (CHILD) was/is in preschool and Kindergarten.

- E15. Has your child ever been cared for on a regular basis by someone other than yourself? By regular, I mean at least once a week for one month or more.

YES → **CONTINUE**

NO → **SKIP TO E26B**

- E16. On this calendar, I'd like to record each child care arrangement you've made since (CHILD) was (born/three). When was the first time your child was cared for by someone else on a regular basis?

**RECORD "1" IN THE QUARTER WHEN FIRST CHILD CARE ARRANGEMENT STARTED.**

- E17. Who cared for child?

**RECORD APPROPRIATE LETTER(S) BELOW NUMBER "1" (OR 2, 3, ETC. FOR SUBSEQUENT ARRANGEMENTS).**

**(NOTE: IF RESPONDENT GIVES MORE THAN ONE CAREGIVER, BE SURE THE RESPONDENT IS ANSWERING FOR ONE CHILD CARE ARRANGEMENT AT A TIME. IF MORE THAN ONE CAREGIVER WITHIN A CHILD CARE ARRANGEMENT, PROBE FOR THE PRIMARY CAREGIVER FOR THAT ARRANGEMENT. ONLY ONE SELECTION SHOULD BE MADE FOR EACH CAREGIVER TYPE.)**

F=CHILD'S FATHER  
S=CHILD'S SIBLING  
MP=MOTHER'S PARTNER OR BOYFRIEND  
MG=CHILD'S MATERNAL GRANDPARENT  
MR=OTHER RELATIVE ON MOTHER'S SIDE  
PG=CHILD'S PATERNAL GRANDPARENT  
PR=OTHER RELATIVE ON FATHER'S SIDE  
FP=FATHER'S PARTNER OR GIRLFRIEND  
MPR=MOTHER'S PARTNER'S RELATIVE  
FPR=FATHER'S PARTNER'S RELATIVE  
FN=NON-RELATED FRIEND OR NEIGHBOR  
CP=NON-RELATED CENTER/FAMILY DAY CARE PROVIDER  
K=KINDERGARTEN  
A=OTHER NON-RELATED ADULT



E18. Where did (CAREGIVER) care for child?

**PLACE A COMMA AFTER THE LETTER(S) FOR WHO CARED FOR CHILD, THEN RECORD APPROPRIATE LETTERS BELOW TO INDICATE LOCATION.**

CH=CHILD'S HOME  
SH=SOMEONE ELSE'S HOME  
DC=DAY CARE CENTER/NURSERY SCHOOL  
HS=HEAD START  
EHS=EARLY HEAD START  
KPU=KINDERGARTEN IN PUBLIC SCHOOL  
KPR=KINDERGARTEN IN PRIVATE SCHOOL  
KPA=KINDERGARTEN IN PAROCHIAL (RELIGIOUS) SCHOOL  
O1=OTHER (SPECIFY: \_\_\_\_\_)  
O2=OTHER (SPECIFY: \_\_\_\_\_)  
O3=OTHER (SPECIFY: \_\_\_\_\_)

E19. Is your child still [cared for by (CAREGIVER)/attending this school]?

YES → **DRAW AN ARROW FROM THE NUMBER INDICATING WHEN THE ARRANGEMENT STARTED TO THE CURRENT QUARTER. SKIP TO E21**

NO → **CONTINUE**

E20. When did your child stop [using this child care arrangement/attending this school]?

**RECORD "1" (OR 2, 3, ETC. FOR SUBSEQUENT ARRANGEMENTS) IN THE QUARTER WHEN THE ARRANGEMENT ENDED AND CONNECT IT WITH THE NUMBER INDICATING WHEN THE ARRANGEMENT STARTED BY DRAWING A LINE.**

E21. When your child started [using this child care arrangement/attending this school], how many hours per week on average did (she/he) spend there?

**RECORD HOURS PER WEEK IN THE QUARTER WHEN THE ARRANGEMENT STARTED (UNDER THE LETTERS FOR WHO AND WHERE).**

E22. At any time, did the number of hours that your child spent in this arrangement significantly change? For example, did (he/she) ever switch from full- to part-time care or part- to full-time care? Or, were the hours ever reduced or increased? Or, did you ever stop the arrangement for a period of time?

YES → **RECORD HOURS PER WEEK IN THE QUARTER WHEN CHANGE OF HOURS BEGAN.**

NO → **SKIP TO E24**

E23. Were there any other changes in his/her hours?

YES → **RECORD HOURS PER WEEK IN THE CHANGE OF HOURS BEGAN. REPEAT THIS QUESTION**

NO → **CONTINUE**

E24. (Do/Did) you receive any vouchers or scholarships for this arrangement?

**RECORD "YES" OR "NO" UNDER HOURS PER WEEK IN START QUARTER.**

E25. Has your child been cared for in any other arrangements since (he/she) was (born/three)? Remember that your child may have been using more than one arrangement at the same time. I want to know about all of these arrangements, even if they overlapped.

YES → When did the next arrangement start? **RECORD "2" (OR 2, 3, ETC. FOR SUBSEQUENT ARRANGEMENTS) IN THE QUARTER WHEN ARRANGEMENT BEGAN. REPEAT E17-E25**

NO → **CONTINUE**

E26A. **IS (CHILD) CURRENTLY ATTENDING KINDERGARTEN?**

YES → **GO TO E27 AND ASK FOR KINDERGARTEN CONTACT INFORMATION**

NO → **CONTINUE**

E26B. **ASK PARENT:** Do you plan to enter (CHILD) in Kindergarten next year?

YES → **GO TO E27 AND ASK FOR KINDERGARTEN CONTACT INFORMATION**

NO → **CONTINUE**

E26C. **WAS THE CHILD IN KINDERGARTEN DURING THE PREVIOUS SCHOOL YEAR?**

YES → **GO TO E27 AND ASK FOR KINDERGARTEN CONTACT INFORMATION**

NO → **END**

## CALENDAR CODES

### WORK SHIFTS:

D=Days (7 a.m. to 7 p.m.)  
E=Evenings (7 p.m. to 11 p.m.)  
N=Nights (11 p.m. to 7 a.m.)  
R=Rotating shift

### CAREGIVER TYPE:

F=CHILD'S FATHER  
S=CHILD'S SIBLING  
MP=MOTHER'S PARTNER OR BOYFRIEND  
MG=CHILD'S MATERNAL GRANDPARENT  
MR=OTHER RELATIVE ON MOTHER'S SIDE  
PG=CHILD'S PATERNAL GRANDPARENT  
PR=OTHER RELATIVE ON FATHER'S SIDE  
FP=FATHER'S PARTNER OR GIRLFRIEND  
MPR=MOTHER'S PARTNER'S RELATIVE  
FPR=FATHER'S PARTNER'S RELATIVE  
FN=NON-RELATED FRIEND OR NEIGHBOR  
CP=NON-RELATED CENTER/FAMILY DAY CARE PROVIDER  
K=KINDERGARTEN  
A=OTHER NON-RELATED ADULT  
**(NOTE: FOR CHILD CARE AND EMPLOYMENT HISTORY CALENDAR CODE ONLY ONE CAREGIVER, OR THE PRIMARILY CAREGIVER.**

### CHILD CARE LOCATION:

CH=CHILD'S HOME  
SH=SOMEONE ELSE'S HOME  
DC=DAY CARE CENTER/NURSERY SCHOOL  
HS=HEAD START  
EHS=EARLY HEAD START  
KPU=KINDERGARTEN IN PUBLIC SCHOOL  
KPR=KINDERGARTEN IN PRIVATE SCHOOL  
KPA=KINDERGARTEN IN PAROCHIAL (RELIGIOUS) SCHOOL  
O1=OTHER **(SPECIFY IN ACTIVITY BOOK)**  
O2=OTHER **(SPECIFY IN ACTIVITY BOOK)**  
O3=OTHER **(SPECIFY IN ACTIVITY BOOK)**

### LIVING ARRANGEMENT:

BF=BIOLOGICAL FATHER  
S=SPOUSE  
P=PARTNER  
A=ALONE  
R=RELATIVE  
I=DORMITORY, BARRACKS, CORRECTIONAL FACILITY, OR OTHER INSTITUTION

## **Documentation for 3-year and 5-year Fragile Families Study Calendar Files**

This memo describes the two data files that contain employment and child care calendar data collected during the 3-year and 5-year in-home components of the Fragile Families and Child Wellbeing Study. These calendars detailed the history of jobs and child care arrangements that respondents have had prior to their follow-up interviews.

Only sample members who participated in the In-Home Activities in either wave of data collection (and met the criteria regarding the “focal” child’s child care arrangements and/or respondent’s paid work) will have data in these file. Furthermore, the calendar activities were not completed for sample members in the first two cities.

### *Brief Overview of Files’ Contents*

There are two data files; one contains the 3-year child care and employment calendar data and the other the 5-year child care and employment calendar data. In both files, the data are stored in one single record per family with the “idnum” variable uniquely identifying a family in the Study sample. Variables from each of the two waves are distinguished with the prefix “cc” (for child care variables) or “emp” (for the employment variables) followed by a “3” or “4,” depending on whether the data was collected at the 3-year (denoted as “3”) or 5-year (denoted as “4”) follow-up interview. Within each wave, nearly all families who completed a calendar have both child care and employment calendar data.

The 3-year child care and employment calendar data file contains information for 2,055 respondents, while the 5-year child care and employment data file contains information for 2,013 respondents. Approximately 1,400 respondents completed child care and employment calendars during both the 3-year and 5-year wave of data collection. The two sections below describe the data that were collected in the employment and child care calendars and available at each wave and how they are stored in both the 3-year and 5-year wave’s data files.

Please note, however, there are approximately 1,200 respondents who completed the in-home activities or the telephone survey at the 3-year wave but do not have child care or employment calendar data for the corresponding follow-up. Similarly, there are approximately 1,000 respondents who completed in-home activities or the telephone at the 5-year wave but do not have corresponding child care or employment calendar data.

Also note that the coding conventions used in these files are similar to the core files: (-2) = Don’t Know, (-3) = Missing, and (-6) = Skipped, and (-9) = Not in Wave. However, because dates are stored in a numeric format in these files, any missing date information will be stored as “.” and will not be distinguished with a (-2), (-3), (-6), or (-9).

### **I. Employment Calendar Data**

In order to complete an employment history calendar at the 3-year wave of data collection, a respondent had to work in a paid job for at least two weeks since the “focal” child was born. The respondent is instructed to start by describing characteristics of the first job following the birth of their child and, then, each subsequent job. At the 5-year

## Documentation for 3-year and 5-year Fragile Families Study Calendar Files

wave of data collection, the respondent is instructed to start by describing any paid jobs they've held for at least 2 weeks since either the "focal" child's third birthday (if they had participated in the prior wave's interview) *or* the "focal" child's birth (if they had not participated in the prior wave's interview).

The 3-year and 5-year calendar files contain a similar set of variables related to the respondent's employment history. The employment calendars collected information on the length of time the respondent spent in each job and the hours and shifts worked. Data users should refer to questions F2 through F14 in the 3-year In-Home Activity Book and questions E2 through E14 in the 5-year In-Home Activity Book for the exact wording of the survey questions at each wave.

Please note that the employment history variables in these file do not correspond precisely to the questions in the Employment History Calendar sections of the 3-year and 5-year In-Home Activity Book. For example:

- At each wave, the first question asked is whether the respondent "worked in a paid job for at least two weeks in a row." Those who responded "no" to this question will have a "0" in the variable for the total number of jobs and then no subsequent values in the variables which store substantive information about particular jobs. Those who responded "yes" to this question will have a value of "1" or greater for the total number of jobs. These respondents will have been asked for substantive information on each job based on how many times they continued to say that they had additional jobs at the end of the section.
- This file does not contain the variable that was asked at each wave regarding the "ideal" number of total hours the respondent would like to work each week.

### *Basic Identification Variables for the File*

At each wave, the employment calendar collected a short set of basic descriptive and identification variables, including the date of the interview (empWAVEintmonth and empWAVEintyear), the total number of jobs the respondent has had (empWAVE\_totjob), and the id (idnum) that uniquely identifies a family and can be used to merge this file to other Fragile Families Study data files.

### *Descriptive Variables for Each Job*

The employment calendars also collected descriptive information on up to 10 jobs that the respondent had had by the time of the interview. The employment calendar may also contain supplemental information that denotes when significant changes in hours and/or work shifts for a particular job occurred.

**Table 1. Employment History Calendar Data**

Table 1. Employment History Calendar Data		
<b>Notes on Variable Naming Convention:</b>		
WAVE = "3" or "4" depending on the wave the calendar was completed in; N = "1", "2", through "0" ("0" denotes the 10 <sup>th</sup> job) depending on which job the responses refer to; X= "1" through "5" depending on which significant shift or hour change within a job is being referred to		
Variable Description	Variable Name	Variable Type

## Documentation for 3-year and 5-year Fragile Families Study Calendar Files

Job N: Start Date	empWAVE_startq_N	Date; first day of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> quarter of year in which job started
Job N: End Date	empWAVE_endq_N	Date; first day of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> quarter of year in which job ended
Job N: Hours Worked Per Week	empWAVE_hrwk_N	Continuous; hours worked per week Job N
Job N: Shift is a Day	empWAVE_shday_N	Binary; refers to type of shift for Job N
Job N: Shift is an Evening	empWAVE_sheve_N	
Job N: Shift is Night	empWAVE_shrot_N	
Job N: Shift is Swing	empWAVE_shswi_N	
Job N: Has Protected Leave	empWAVE_leave_N	Binary; refers to leave for Job N
Job N: Had Change in Hours	empWAVE_ch_N	Binary; indicates any significant change in HOURS for Job N
Job N: Number of Hour Changes	empWAVE_chnum_N	Categorical; number of HOUR changes for Job N
<i>Variables Completed Depending on # of Hour Changes</i>		
Job N: Quarter of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Hour Change	empWAVE_chqX_N	Date; first day of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> quarter of year in which HOUR change occurred
Job N: Hr/Wk of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Hour Change	empWAVE_chhrX_N	Continuous; hours worked per week Job N after change
Job N: Had Change in Shift	empWAVE_cs_N	Binary; indicates change in SHIFT for Job N
Job N: Number of Shift Changes	empWAVE_csnum_N	Categorical; number of SHIFT changes for Job N
<i>Variables Completed Depending on # of Shift Changes</i>		
Job N: Quarter of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Shift Change	empWAVE_csqX_N	Date; first day of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> quarter of year in which SHIFT change occurred
Job N: 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Shift Change is Day	empWAVE_csdayX_N	Binary; refers to type of SHIFT change for Job N
Job N: 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Shift Change is Evening	empWAVE_cseveX_N	
Job N: 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Shift Change is Night	empWAVE_csrotX_N	
Job N: 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Shift Change is Swing	empWAVE_csswiX_N	

### I. Child Care Calendar Data

In order to complete a Child Care Calendar at the 3-year wave of data collection, the “focal” child had to ever have been cared for by someone other than the respondent parent on a regular basis. The respondent is instructed to start by describing characteristics of the first child care arrangement the “focal” child was in and, then, each subsequent child care arrangement. At the 5-year wave of data collection, the respondent is instructed to start by describing any child care arrangements the “focal” child has had since either the “focal” child’s third birthday (if they had participated in the prior wave’s interview) *or* the “focal” child’s birth (if they had not participated in the prior wave’s interview).

The 3-year and 5-year calendar files contain a similar set of variables related to the respondent’s previous child care arrangements. The child care calendars collected information on type, hours, duration of child care arrangements that the “focal” child has been in. Data users should refer to questions F15 through F25 in the 3-year In-Home Activity Book and questions E15 through E25 in the 5-year In-Home Activity Book for the exact wording of the survey questions at each wave.

## Documentation for 3-year and 5-year Fragile Families Study Calendar Files

Please note that the child care arrangement variables in these files do not correspond precisely to the questions in the Child Care Calendar sections of the 3-year and 5-year In-Home Activity Book. For example:

- At each wave, the first question asked is whether the “focal” child had ever been cared for on a regular basis by someone other than the respondent. Those who responded “no” to this question will have a “0” in the variable for the total number of child care arrangements and then no subsequent values in the variables which store substantive information about particular arrangements. Those who responded “yes” to this question will have a value of “1” or greater for the total number of arrangements. These respondents will have been asked for substantive information on each arrangement based on how many times they continued to say that they had additional arrangements at the end of the section.
- This file does not contain variables that directly correspond to final two questions in the Child Care Calendar sections (F26/F27 in the 3-year wave and E26/E27 in the 5-year wave); these questions were created to lead interviewers through a script inviting the respondent to participate in the Child Care Provider or Kindergarten Survey.

### *Basic Identification Variables for the File*

At each wave, the child care calendar collected a short set of basic descriptive and identification variables, including the date of the interview (ccWAVEintmonth and ccWAVEintyear), the total number of arrangements the respondent has had for the “focal” child (ccWAVE\_totarr), and the id (idnum) that uniquely identifies a family and can be used to merge this file to other Fragile Families Study data files.

### *Descriptive Variables for Each Child Care Arrangement*

The child care calendars also collected descriptive information on up to 10 child care arrangements that the respondent had had by the time of the interview. The child care calendars may also contain supplemental information that denotes when significant changes in hours the “focal” child spends in a particular arrangement occurred.

**Table 2. Child Care Calendar Data**

<b>Notes on Variable Naming Convention:</b>		
WAVE = “3” or “4” depending on the wave the calendar was completed in; N = “1”, “2”, through “0” (“0” denotes the 10 <sup>th</sup> child care arrangement) depending on which arrangement the responses refer to; X= “1” through “5” depending on which significant hour change within an arrangement is being referred to		
<b>Variable Description</b>	<b>Variable Name</b>	<b>Variable Type</b>
Arrangement N: Start Date	ccWAVE_cstartq_N	Date; first day of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> quarter of year in which arrangement started
Arrangement N: End Date	ccWAVE_cendq_N	Date; first day of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> quarter of year in which arrangement ended
Arrangement N: Hours Worked Per Week	ccWAVE_chrwk_N	Continuous; hours worked per week “focal” child in arrangement N
Arrangement N: Type of Provider	ccWAVE_prov_N	Categorical: type of provider – additional documentation in instrument
Arrangement N: Location of Provider	ccWAVE_provlo_N	Categorical: location of provider-

### Documentation for 3-year and 5-year Fragile Families Study Calendar Files

		additional documentation in instrument
Arrangement N: Voucher Used for Provider	ccWAVE_vouch_N	Binary; indicates that a voucher is used to pay for this arrangement
Arrangement N: Had Change in Hours	ccWAVE_cch_N	Binary; indicates any significant change in HOURS for Arrangement N
Arrangement N: Number of Hour Changes	ccWAVE_cchnum_N	Categorical; number of HOUR changes for Arrangement N
<i>Variables Completed Depending on # of Hour Changes</i>		
Arrangement N: Quarter of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Hour Change	ccWAVE_cchqX_N	Date; first day of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> quarter of year in which HOUR change occurred
Arrangement N: Hr/Wk of 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Hour Change	ccWAVE_cchhrX_N	Continuous; hours “focal” child in arrangement N per week after change