

9-MONTH PARENT INTERVIEW

SECTION D – PREGNANCY, BREAST-FEEDING, AND EARLY CHILD FEEDING

IF RESPONDENT IS BIOLOGICAL MOTHER, ASK D1. ELSE, GO TO D31.

D1. Now I have some questions about your pregnancy with (CHILD). First, I'd like you to think back to just before you became pregnant. Before you became pregnant with (CHILD), had you or (CHILD)'s father stopped using all methods of birth control? (Birth control means the pill, condoms, diaphragm, foam, rhythm, Norplant, shots (Depo-Provera), or any other way to keep from getting pregnant.)

NSFG

YES.....	1 (GO TO D2)
NO.....	2 (GO TO D3)
NEVER USED BIRTH CONTROL.....	3 (GO TO D2)
DON'T KNOW	98 (GO TO D3)
REFUSED	99 (GO TO D3)

D2. Why were you or (CHILD)'s father not using any birth control?
CODE ALL THAT APPLY.

NSFG

WANTED TO GET PREGNANT.....	1 (GO TO D5)
DIDN'T THINK I COULD GET PREGNANT	2 (GO TO D3)
HAD BEEN HAVING SIDE EFFECTS	
FROM BIRTH CONTROL I USED.....	3 (GO TO D3)
DIDN'T WANT TO USE BIRTH CONTROL	4 (GO TO D3)
DIDN'T THINK I WAS GOING	
TO HAVE SEX.....	5 (GO TO D3)
HUSBAND/PARTNER DIDN'T WANT	
TO USE BIRTH CONTROL.....	6 (GO TO D3)
COULDN'T AFFORD TO USE BIRTH	
CONTROL.....	7 (GO TO D3)
DIDN'T KNOW ABOUT BIRTH	
CONTROL.....	8 (GO TO D3)
OTHER.....	91 (GO TO D3)
SPECIFY _____	
DON'T KNOW	98 (GO TO D3)
REFUSED	99 (GO TO D3)

D3. At the time you became pregnant with (CHILD), did you yourself actually want to have a(nother) baby at some time?

NSFG

YES	1 (GO TO D5)
NO	2 (GO TO D6)
DON'T KNOW	98 (GO TO D4)
REFUSED	99 (GO TO D4)

D4. It is sometimes difficult to recall these things but, just before that pregnancy began, would you say you probably wanted a(nother) baby at some time or probably not?

NSFG

PROBABLY YES 1 (GO TO D5)
 PROBABLY NO 2 (GO TO D6)
 DIDN'T CARE 3 (GO TO D6)
 DON'T KNOW 98 (GO TO D6)
 REFUSED 99 (GO TO D6)

D5. Did you become pregnant sooner than you wanted, later than you wanted, or at about the right time?

NSFG

SOONER 1
 LATER 2
 RIGHT TIME 3
 DON'T KNOW 98
 REFUSED 99

D6. And what about your partner at the time you became pregnant with (CHILD), did he want you to have a(nother) baby at some time?

NSFG

YES 1 (GO TO D7)
 NO 2 (GO TO BOX BEFORE D8)
 DON'T KNOW 98 (GO TO BOX BEFORE D8)
 REFUSED 99 (GO TO BOX BEFORE D8)

D7. Did you become pregnant sooner than he wanted, later than he wanted, or at about the right time?

NSFG

SOONER 1
 LATER 2
 RIGHT TIME 3
 DON'T KNOW 98
 REFUSED 99

ASK D8 IF CHILD IS A TWIN. ELSE, GO TO D10.

D8. Did you or (CHILD)'s father ever go to a doctor or other medical care provider to talk about ways to help you become pregnant with (CHILD)?

NSFG

YES 1 (GO TO D9)
 NO 2 (GO TO D10)
 DON'T KNOW 98 (GO TO D10)
 REFUSED 99 (GO TO D10)

D9. Which of the following services did you or (CHILD)'s father have to help you become pregnant? How about...
 NSFG CODE ALL THAT APPLY

Advice, ... 1
 Infertility testing, ... 2
 Drugs to improve your ovulation, ... 3
 Surgery to correct blocked tubes, ... 4
 Artificial insemination, or 5
 Other types of medical help? 91
 SPECIFY _____
 DON'T KNOW 98
 REFUSED 99

D10. How many weeks pregnant were you when you first found out that you were pregnant with (CHILD)?
 NMIHS

 WEEKS

DON'T KNOW 98
 REFUSED 99

D11. How soon after you found out that you were pregnant did you tell (CHILD)'s father?
 EHS

WITHIN ONE DAY 1
 WITHIN 2-3 DAYS 2
 WITHIN ONE WEEK 3
 WITHIN ONE MONTH 4
 MORE THAN A MONTH LATER 5
 AFTER THE BABY WAS BORN 6
 NEVER TOLD 7
 DON'T KNOW 98
 REFUSED 99

D12. What was your weight just before you became pregnant with (CHILD)?
 NMIHS PROBE: Your best estimate will be fine.

 POUNDS OR _____
 KILOGRAMS

DON'T KNOW 998
 REFUSED 999

D13. Have you ever attended childbirth or Lamaze classes?
NEW

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

D14. During each month of your pregnancy, about how many visits for prenatal care did you have?
PRAMS If you don't know exactly how many, please give your best guess. Don't count visits for WIC.
It may help to use a calendar.
PROMPTS WILL BE PROVIDED.

Month of pregnancy	How many visits?
a. First trimester (1-3 months)	_____
b. Second trimester (4-6 months)	_____
c. Third trimester (7-9 months)	_____
d. I DID NOT GO FOR PRENATAL CARE	00 (GO TO D19)
DON'T KNOW	98 (GO TO D19)
REFUSED	99 (GO TO D19)

D15. Where did you go most of the time for your prenatal visits? Don't include visits for WIC.
PRAMS

CLINIC OR HEALTH CENTER	1
DOCTOR'S OFFICE OR HMO	2
HOSPITAL EMERGENCY ROOM	3
HOSPITAL OUTPATIENT DEPARTMENT	4
SOME OTHER PLACE	5
DOESN'T GO TO ONE PLACE MOST OFTEN	6
DON'T KNOW	98
REFUSED	99

D16. How was your prenatal care paid for? CODE ALL THAT APPLY.
PRAMS

MEDICAID	1
PERSONAL INCOME (CASH, CHECK OR CREDIT CARD)	2
HEALTH INSURANCE	3
INDIAN HEALTH SERVICE (PHS)	4
CITY OR COUNTY INDIGENT FUND	5
OTHER (SPECIFY) _____	91
DON'T KNOW	98
REFUSED	99

D17. During any of your prenatal care visits, did a doctor, nurse, or other health care worker talk with you about any of the following? How about ...

PRAMS

	<u>YES</u>	<u>NO</u>	<u>DK</u>	<u>R</u>
a. What you should eat during your pregnancy	1	2	98	99
b. How smoking during your pregnancy could affect your baby	1	2	98	99
c. Breast-feeding your baby	1	2	98	99
d. How drinking alcohol during pregnancy could affect your baby	1	2	98	99
e. Birth control methods to use after your pregnancy	1	2	98	99
f. The kinds of medicines that were safe to take during your pregnancy.....	1	2	98	99
g. How your baby grows and develops during your pregnancy	1	2	98	99
h. What to do if your labor starts early	1	2	98	99
i. Getting your blood tested for HIV (the virus that causes AIDS)	1	2	98	99

D18. Did you have an ultrasound or sonogram during the first half of your pregnancy (that is, before 20 weeks)?

NEW

YES 1
 NO 2
 DON'T KNOW 98
 REFUSED 99

D19. How much weight did you gain during your pregnancy with (CHILD)?
 PROBE: Your best estimate will be fine.

NEW

 OR
 POUNDS KILOGRAMS

DON'T KNOW 998
 REFUSED 999

D20. How tall are you?

NEW

 OR
 FEET INCHES METERS CENTIMETERS

DON'T KNOW 98
 REFUSED 99

D21. Have you smoked at least 100 cigarettes in your entire life?

PRAMS

YES 1 (GO TO D22)
 NO 2 (GO TO D24)
 DON'T KNOW 98 (GO TO D24)
 REFUSED 99 (GO TO D24)

D22. In the **3 months before** you got pregnant, how many cigarettes or packs did you smoke on an average day? (A pack has 20 cigarettes)

PRAMS

CIGARETTES OR PACKS

LESS THAN 1 CIGARETTE A DAY 95
 DIDN'T SMOKE 00
 DON'T KNOW 98
 REFUSED 99

D23. In the **last 3 months** of your pregnancy, how many cigarettes or packs did you smoke on an average day? (A pack has 20 cigarettes)

PRAMS

CIGARETTES OR PACKS

LESS THAN 1 CIGARETTE A DAY 95
 DIDN'T SMOKE 96
 DON'T KNOW 98
 REFUSED 99

D24. In the **3 months before** you got pregnant, how many alcoholic drinks did you have in an average week? (A drink is: One glass of wine, one wine cooler, one can or bottle of beer, one shot of liquor, or one mixed drink.)

PRAMS

I DIDN'T DRINK THEN 0
 LESS THAN 1 DRINK 1
 1 TO 3 DRINKS 2
 4 TO 6 DRINKS 3
 7 TO 13 DRINKS 4
 14 TO 19 DRINKS 5
 20 OR MORE DRINKS 6
 DON'T KNOW 98
 REFUSED 99

D25. During the **last 3 months** of your pregnancy, how many alcoholic drinks did you have in an average week?

PRAMS

I DIDN'T DRINK THEN 0
 LESS THAN 1 DRINK 1
 1 TO 3 DRINKS 2
 4 TO 6 DRINKS 3
 7 TO 13 DRINKS 4
 14 TO 19 DRINKS 5
 20 OR MORE DRINKS 6
 DON'T KNOW 98
 REFUSED 99

D26. Did you take vitamin and/or mineral supplements at least 3 days a week during the 3 months
NHIS before you found out that you were pregnant?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

D27. Did you take vitamin and/or mineral supplements at least 3 days a week during the 3 months
NHIS after you found out that you were pregnant?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

D28. Did the doctor tell you to stay in bed for one or more weeks during your pregnancy with
NMIHS (CHILD)?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

D29. If you could choose exactly the number of children to have in your whole life, how many would
NSFG you choose now?

NUMBER

DON'T KNOW 98
REFUSED 99

D30. How old were you when you gave birth for the first time?
NHES

YEARS

DON'T KNOW 98
REFUSED 99

ASK D31 IF CHILD IS A TWIN. ELSE, GO TO D32.
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D31. Are (CHILD) and (TWIN) identical twins or fraternal (non-identical) twins?

ECLS-K

IDENTICAL.....	1
FRATERNAL.....	2
DON'T KNOW.....	98
REFUSED.....	99

D32. How do you know (CHILD) and (TWIN) are (identical/fraternal) twins?
NEW CODE ALL THAT APPLY

CHEEK SWAB DNA TEST.....	1
BLOOD DNA TEST.....	2
PLACENTAL MEMBRANE DNA TEST.....	3
BLOOD TYPING TEST.....	4
OBSERVATION OF PLACENTA.....	5
DOCTOR/MIDWIFE TOLD ME.....	6
COMPLETED A QUESTIONNAIRE.....	7
SOMEONE ELSE NOT PRESENT AT DELIVERY TOLD ME.....	8
OTHER.....	91
SPECIFY.....	
DON'T KNOW.....	98
REFUSED.....	99

D33. Now I have some questions about medical problems (CHILD) may have had. As a newborn, did (CHILD) have to stay longer in the hospital because of medical problems?
EHS PROBE: Please include only the days (he/she) stayed in the hospital because of medical problems. Do not include the time spent in the hospital at birth.

YES.....	1	(GO TO D34)
NO.....	2	(GO TO D39)
DON'T KNOW.....	98	(GO TO D39)
REFUSED.....	99	(GO TO D39)

D34. How many days did (CHILD) stay in the hospital because of medical problems?
EHS

____|____|____|
NUMBER OF DAYS

DON'T KNOW.....	998
REFUSED.....	999

D35. Were any of these days in the Neonatal Intensive Care Unit (NICU), or were they all in the regular nursery?
EHS

ALL IN NICU.....	1	(GO TO D36)
SOME IN NICU.....	2	(GO TO D36)
ALL IN REGULAR NURSERY.....	3	(GO TO D37)
DON'T KNOW.....	98	(GO TO D37)
REFUSED.....	99	(GO TO D37)

D36. How many days did (CHILD) stay in the NICU after birth?
EHS

NUMBER OF DAYS

DON'T KNOW 998
REFUSED 999

D37. Did (CHILD) require assisted ventilation for more than 30 minutes?
EHS

YES 1 (GO TO D38)
NO 2 (GO TO D39)
DON'T KNOW 98 (GO TO D39)
REFUSED 99 (GO TO D39)

D38. How many days did (CHILD) require ventilation?
EHS

NUMBER OF DAYS

DON'T KNOW 998
REFUSED 999

IF RESPONDENT IS BIOLOGICAL MOTHER, ASK D39. ELSE, GO TO SECTION E.
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D39. Since (CHILD) came home after birth, have there ever been periods of one week or more when
EHS you and (CHILD) did not live together, either because you were away from home or (CHILD) was
away from home?

YES 1 (GO TO D40)
NO 2 (GO TO E1)
DON'T KNOW 98 (GO TO E1)
REFUSED 99 (GO TO E1)

D40. Since (CHILD) was born, how many times have you and (CHILD) been separated for one week or
EHS more?

NUMBER OF TIMES

DON'T KNOW 98
REFUSED 99

D41. And altogether, how many weeks have you been separated from (CHILD) since (he/she) was
EHS born?

|_|_|_|

NUMBER OF WEEKS

DON'T KNOW 98

REFUSED 99

9-MONTH PARENT INTERVIEW

SECTION E – MOTHER'S BACKGROUND

E1. Next are some questions about who you lived with while you were growing up. Did you live
NSFH with your biological mother from the time you were born until age 16?

YES 1 (GO TO E4)
NO 2 (GO TO E2)
DON'T KNOW 98 (GO TO E2)
REFUSED 99 (GO TO E2)

E2. Did you live with your biological mother at any time until age 16?
NEW

YES 1 (GO TO E3)
NO 2 (GO TO E4)
DON'T KNOW 98 (GO TO E4)
REFUSED 99 (GO TO E4)

E3. How old were you when you stopped living with your biological mother?
NEW

AGE

DON'T KNOW 98
REFUSED 99

E4. Did you live with your biological father from the time you were born until age 16?
NSFH

YES 1 (GO TO E7)
NO 2 (GO TO E5)
DON'T KNOW 98 (GO TO E5)
REFUSED 99 (GO TO E5)

E5. Did you live with your biological father at any time until age 16?
NEW

YES 1 (GO TO E6)
NO 2 (GO TO E7)
DON'T KNOW 98 (GO TO E7)
REFUSED 99 (GO TO E7)

E6. How old were you when you stopped living with your biological father?
NEW

AGE

DON'T KNOW 98
REFUSED 99

E7. Did any of the people you lived with during your school years—about age 5 to age 16—ever
JOBS receive Aid to Families with Dependent Children (AFDC) {OR STATE SPECIFIC PROGRAM}
or welfare?

PROBE: AFDC is now called TANF.

YES	1 (GO TO E8)
NO	2 (GO TO E9)
DON'T KNOW	98 (GO TO E9)
REFUSED	99 (GO TO E9)

E8. Between the ages of 5 and 16, was welfare assistance received during all, most, half, or just
JOBS some of these years?

ALL	1
MOST	2
HALF	3
SOME	4
DON'T KNOW	98
REFUSED	99

E9. Next, I have a few questions about your parents, that is, the parents you spent most of your childhood with. These parents may be your biological parents or other parent-figures such as step, adoptive, or foster parents. Tell me about the persons who were most like parents to you while you were growing up. What is the highest grade or year of regular school that your father or father-figure completed?

ECLS-K

[IF NECESSARY, SAY: Again, any information you can provide will be helpful.]

NO FORMAL SCHOOLING.....	0
1ST GRADE.....	1
2ND GRADE	2
3RD GRADE	3
4TH GRADE	4
5TH GRADE	5
6TH GRADE	6
7TH GRADE	7
8TH GRADE	8
9TH GRADE	9
10TH GRADE	10
11TH GRADE	11
12TH GRADE BUT NO DIPLOMA	12
HIGH SCHOOL DIPLOMA/EQUIVALENT	13
VOC/TECH PROGRAM AFTER HIGH SCHOOL	
BUT NO VOC/TECH DIPLOMA.....	14
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	15
SOME COLLEGE BUT NO DEGREE	16
ASSOCIATE'S DEGREE.....	17
BACHELOR'S DEGREE.....	18
GRADUATE OR PROFESSIONAL SCHOOL BUT	
NO DEGREE	19
MASTER'S DEGREE (MA, MS).....	20
DOCTORATE DEGREE (PHD, EDD).....	21
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE	
(MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	22
DON'T KNOW	98
REFUSED.....	99

E10. What is the highest grade or year of regular school your mother or mother-figure completed?
ECLS-K

[IF NECESSARY, SAY: Again, any information you can provide will be helpful.]

NO FORMAL SCHOOLING	0
1ST GRADE.....	1
2ND GRADE	2
3RD GRADE	3
4TH GRADE	4
5TH GRADE	5
6TH GRADE	6
7TH GRADE	7
8TH GRADE	8
9TH GRADE	9
10TH GRADE	10
11TH GRADE	11
12TH GRADE BUT NO DIPLOMA	12
HIGH SCHOOL DIPLOMA/EQUIVALENT	13
VOC/TECH PROGRAM AFTER HIGH SCHOOL	
BUT NO VOC/TECH DIPLOMA.....	14
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	15
SOME COLLEGE BUT NO DEGREE	16
ASSOCIATE'S DEGREE.....	17
BACHELOR'S DEGREE.....	18
GRADUATE OR PROFESSIONAL SCHOOL BUT	
NO DEGREE	19
MASTER'S DEGREE (MA, MS).....	20
DOCTORATE DEGREE (PHD, EDD).....	21
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE	
(MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	22
DON'T KNOW	98
REFUSED.....	99

E11. Now I have a few questions about your education. What is the highest grade or year of school that
ECLS-K you have completed?

[IF NECESSARY, SAY: Again, any information you can provide will be helpful.]

NO FORMAL SCHOOLING	0 (GO TO SECTION F)
1ST GRADE	1 (GO TO E12)
2ND GRADE	2 (GO TO E12)
3RD GRADE	3 (GO TO E12)
4TH GRADE	4 (GO TO E12)
5TH GRADE	5 (GO TO E12)
6TH GRADE	6 (GO TO E12)
7TH GRADE	7 (GO TO E12)
8TH GRADE	8 (GO TO E12)
9TH GRADE	9 (GO TO E12)
10TH GRADE	10 (GO TO E12)
11TH GRADE	11 (GO TO E12)
12TH GRADE BUT NO DIPLOMA	12 (GO TO E12)
HIGH SCHOOL DIPLOMA/EQUIVALENT	13 (GO TO E13)
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	14 (GO TO E12)
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	15 (GO TO E14)
SOME COLLEGE BUT NO DEGREE	16 (GO TO E12)
ASSOCIATE'S DEGREE	17 (GO TO E14)
BACHELOR'S DEGREE	18 (GO TO E14)
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	19 (GO TO E14)
MASTER'S DEGREE (MA, MS)	20 (GO TO E14)
DOCTORATE DEGREE (PHD, EDD)	21 (GO TO E14)
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	22 (GO TO E14)
DON'T KNOW	98 (GO TO E14)
REFUSED	99 (GO TO E14)

E12. Do you have a high school diploma or its equivalent, such as a GED?
NHES

YES	1 (GO TO E13)
NO	2 (GO TO E14)
DON'T KNOW	98 (GO TO E14)
REFUSED	99 (GO TO E14)

E13. Which do you have, a high school diploma or a GED?
NLSY

HIGH SCHOOL DIPLOMA	1
GED	2
DON'T KNOW	98
REFUSED	99

E14. When you were in school, did you ever receive special help because you had trouble with reading?
NEW

PROBE: By special help, we mean tutors, special classes, or other kinds of attention. This does not include difficulties for non-native English speakers or ESL.

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

E15. Did you ever repeat a grade in school?
NHES

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

IF E11 = 8 OR LESS (8 TH GRADE OR LESS), GO TO SECTION F. ELSE, ASK E16.

E16. Now thinking about high school, what grades did you usually get?
ECLS-K

MOSTLY A'S (NUMERICAL AVERAGE OF 90-100).....	1
MOSTLY A'S AND B'S (85-89)	2
MOSTLY B'S (80-84)	3
MOSTLY B'S AND C'S (75-79)	4
MOSTLY C'S (70-74)	5
MOSTLY C'S AND D'S (65-69)	6
MOSTLY D'S AND LOWER (64 AND BELOW)	7
DON'T KNOW	98
REFUSED	99

E17. Was your high school program ...
ECLS-K

Academic or college preparatory, ...	1
Commercial or business training, or	2
Vocational or technical?	3
DON'T KNOW	98
REFUSED	99

E18. While you were in high school, did you take any of the following high school mathematics and technical courses? Did you take...
ECLS-K

	<u>TAKEN</u>	<u>NOT TAKEN</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Elementary Algebra or Algebra I?	1	2	98	99
b. Plane Geometry?	1	2	98	99
c. Business Math?	1	2	98	99
d. Intermediate Algebra or Algebra II?	1	2	98	99

IF RESPONDENT HAS NOT TAKEN INTERMEDIATE ALGEBRA OR ALGEBRA II (E18d = 2), GO TO SECTION F. ELSE, ASK E18e-g.
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e. Trigonometry?	1	2	98	99
f. Calculus?	1	2	98	99
g. Physics?	1	2	98	99

9-MONTH PARENT INTERVIEW **SECTION F – HOUSEHOLD COMPOSITION**

IF CURRENTLY ASKING ABOUT TWIN, GO TO SECTION G. ELSE, CONTINUE WITH F1.

F1. ECLS-K {Now I have a few questions about your household. We have listed that you and {CHILD} {and {TWIN}} currently live in this household. Please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}

{ENTER NAME OF {RESPONDENT/{NAME}}.}

{How old {are you/is {NAME}}?}

{ENTER AGE OF {NAME}.}

{CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME}} male or female?}

{ENTER GENDER OF {NAME}.}

{PROBE: Anyone else (living in this household)?}

{ENTER AGE AND GENDER OF RESPONDENT.}

{YOU WILL NEED TO ENTER THE NAME, AGE, AND GENDER OF EACH HOUSEHOLD MEMBER NAMED BEFORE LEAVING THE MATRIX.}

PRESS ENTER TO RECORD THE AGE AND GENDER OF THE RESPONDENT OR PRESS THE DOWN ARROW KEY TO ADD A HOUSEHOLD MEMBER.

{ENTER NAME OF HOUSEHOLD MEMBER OR PRESS ENTER ON A BLANK FIELD IF MATRIX IS COMPLETE.}

	FIRST NAME	LAST NAME	AGE	GENDER
R	{Display Respondent First Name}	[Enter Respondent Last Name - 25]	[Enter Age - 3]	[Enter Gender - M/F]
C	{Display Child First Name}	{Display Child Last Name}	{Display Age}	{Display Gender}
	[Enter First Name - 20]	[Enter Last Name - 25]	[Enter Age - 3]	[Enter Gender - M/F]
	[Enter First Name - 20]	[Enter Last Name - 25]	[Enter Age - 3]	[Enter Gender - M/F]

F2. ECLS-K Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

YES..... 1 (RETURN TO F1)
 NO..... 2 (GO TO F3)
 DON'T KNOW 98 (GO TO F3)
 REFUSED 99 (GO TO F3)

F3. Do you have a spouse or partner who lives in this household?

ECLS-K

YES	1	(GO TO F4)
NO	2	(GO TO BOX AFTER F4)
DON'T KNOW	98	(GO TO BOX AFTER F4)
REFUSED	99	(GO TO BOX AFTER F4)

F4. Who in the household is your spouse or partner?

ECLS-K

SELECT NAME FROM ROSTER.

IF NAME NOT LISTED, BACK UP AND ADD PERSON (IF PART OF HOUSEHOLD).

{Display Household Member Name}
{Display Household Member Name}
{Display Household Member Name}
{Display Household Member Name}

ASK F5 – F10 FOR EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT F1) WHO IS NOT THE FOCAL CHILD.

F5. What {is your/is {NAME}'s} relationship to {CHILD}?

ECLS-K

MOTHER/FEMALE GUARDIAN	1	(GO TO F6)
FATHER/MALE GUARDIAN	2	(GO TO F7)
SISTER	3	(GO TO F8)
BROTHER	4	(GO TO F9)
GIRLFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN	5	(GO TO BOX BEFORE F11)
BOYFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN	6	(GO TO BOX BEFORE F11)
GRANDMOTHER	7	(GO TO BOX BEFORE F11)
GRANDFATHER	8	(GO TO BOX BEFORE F11)
AUNT	9	(GO TO BOX BEFORE F11)
UNCLE	10	(GO TO BOX BEFORE F11)
COUSIN	11	(GO TO BOX BEFORE F11)
OTHER RELATIVE	12	(GO TO BOX BEFORE F11)
OTHER NONRELATIVE	13	(GO TO F10)
DON'T KNOW	98	(GO TO BOX BEFORE F11)
REFUSED	99	(GO TO BOX BEFORE F11)

F6. {Are you/Is {NAME}} {CHILD}'s ...

ECLS-K

Birth mother, ...	1	(GO TO F11)
Adoptive mother, ...	2	(GO TO F11)
Step mother, or.....	3	(GO TO F11)
Foster mother or female guardian?	4	(GO TO F11)
DON'T KNOW	98	(GO TO F11)
REFUSED	99	(GO TO F11)

F7. {Are you/Is {NAME}} {CHILD}'s ...

ECLS-K

Birth father, ...	1	(GO TO F11)
Adoptive father, ...	2	(GO TO F11)
Step father, or.....	3	(GO TO F11)
Foster father or male guardian?	4	(GO TO F11)
DON'T KNOW	98	(GO TO F11)
REFUSED	99	(GO TO F11)

F8. {Are you/Is {NAME}} {CHILD}'s ...

ECLS-K

Full sister, ...	1	(GO TO BOX BEFORE F11)
Half sister, ...	2	(GO TO BOX BEFORE F11)
Step sister, ...	3	(GO TO BOX BEFORE F11)
Adoptive sister, or	4	(GO TO BOX BEFORE F11)
Foster sister?	5	(GO TO BOX BEFORE F11)
DON'T KNOW	98	(GO TO BOX BEFORE F11)
REFUSED.....	99	(GO TO BOX BEFORE F11)

F9. {Are you/Is {NAME}} {CHILD}'s ...

ECLS-K

Full brother, ...	1	(GO TO BOX BEFORE F11)
Half brother, ...	2	(GO TO BOX BEFORE F11)
Step brother, ...	3	(GO TO BOX BEFORE F11)
Adoptive brother, or.....	4	(GO TO BOX BEFORE F11)
Foster brother?	5	(GO TO BOX BEFORE F11)
DON'T KNOW	98	(GO TO BOX BEFORE F11)
REFUSED.....	99	(GO TO BOX BEFORE F11)

F10. CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.

ECLS-K

GIRLFRIEND OR PARTNER OF {CHILD}'S PARENT/ GUARDIAN	1
BOYFRIEND OR PARTNER OF {CHILD}'S PARENT/ GUARDIAN	2
FEMALE GUARDIAN	3
MALE GUARDIAN	4
DAUGHTER/SON OF {CHILD}'s PARENT'S PARTNER.....	5
OTHER RELATIVE OF {CHILD}'s PARENT'S PARTNER.....	6
OTHER NON-RELATIVE (SPECIFY)	91
DON'T KNOW	98
REFUSED.....	99

ASK F11 AND F12 FOR EACH F5 = 1, 2, 5, OR 6 (MOTHER, FATHER, GIRLFRIEND/PARTNER, OR BOYFRIEND/PARTNER) AND FOR THE FOCAL CHILD. ELSE, GO TO SECTION G.
--

F11. {Are you/Is {NAME}} of Spanish, Hispanic, or Latino origin?

ECLS-K

YES.....	1 (GO TO F12)
NO.....	2 (GO TO F13)
DON'T KNOW	98 (GO TO F13)
REFUSED	99 (GO TO F13)

F12. {Are you/Is {NAME}}... CODE ALL THAT APPLY

CENSUS

Mexican, Mexican American, Chicano,...	1
Puerto Rican,.....	2
Cuban, or.....	3
Another Spanish/Hispanic/Latino group?	91
SPECIFY	
DON'T KNOW	98
REFUSED	99

F13. What is {your/{NAME} 's} race? CODE ALL THAT APPLY
CENSUS

WHITE.....	1
BLACK, AFRICAN AMERICAN, OR NEGRO.....	2
AMERICAN INDIAN OR ALASKA NATIVE.....	3
SPECIFY _____	
ASIAN INDIAN.....	4
CHINESE	5
FILIPINO	6
JAPANESE.....	7
KOREAN	8
VIETNAMESE	9
OTHER ASIAN	10
SPECIFY _____	
NATIVE HAWAIIAN	11
GUAMANIAN OR CHAMORRO	12
SAMOAN.....	13
OTHER PACIFIC ISLANDER.....	14
SPECIFY _____	
ANOTHER RACE	91
SPECIFY _____	
DON'T KNOW	98
REFUSED	99

9-MONTH PARENT INTERVIEW

SECTION G – MARRIAGES AND PARTNER RELATIONSHIPS

G1. Next are a few questions about your marital history. Are you now...

ECLS-K

Married, ...	1
Separated, ...	2
Divorced, ...	3
Widowed, or	4
Have you never been married?	5
DON'T KNOW	98
REFUSED	99

IF G1= 1-4 (MARRIED, SEPARATED, DIVORCED, OR WIDOWED), GO TO G2;
 ELSE IF F3=1 (LIVING WITH A PARTNER), GO TO G3;
 ELSE GO TO G6.

G2. How many times have you been married?

NEW

TIMES

IF G1=1 (MARRIED) OR F3=1 (LIVING WITH A PARTNER), GO TO G3;
 ELSE IF F3 = 2 (NOT LIVING WITH PARTNER), GO TO G5.

G3. When did you first start living with (NAME OF CURRENT SPOUSE/ PARTNER)?

ECLS-K

 MONTH YEAR

DON'T KNOW 98
 REFUSED 99

IF G1 = 1 (MARRIED) OR G1=2 (SEPARATED), GO TO G4;
 ELSE IF G1=3 (DIVORCED), OR 4 (WIDOWED) AND F3 = 1 (LIVING WITH PARTNER NOT CHILD'S BIOLOGICAL FATHER), GO TO G5;
 ELSE IF G1=5 (NEVER MARRIED) AND F7=1 (LIVING WITH PARTNER WHO IS BIOLOGICAL FATHER), GO TO G14;
 ELSE GO TO G6;

G4. When did you marry (NAME OF CURRENT SPOUSE)?

ECLS-K

____|____| ____|____|____|____|
MONTH YEAR

DON'T KNOW 98

REFUSED 99

IF F7 = 1 (LIVING WITH CHILD'S BIOLOGICAL FATHER), GO TO G14.
ELSE, GO TO G5.

G5. Were you ever married to (CHILD)'s biological father?

ECLS-K

YES 1

NO 2

DON'T KNOW 98

REFUSED 99

IF F7 = 1 (LIVING WITH CHILD'S BIOLOGICAL FATHER), GO TO G14.
ELSE, GO TO G6.

G6. (Before you got married,) Did you ever live together with (CHILD)'s biological father in a marriage-like relationship?

NEW

YES 1 (GO TO G7)

NO 2 (GO TO BOX BEFORE G8)

DON'T KNOW 98 (GO TO BOX BEFORE G8)

REFUSED 99 (GO TO BOX BEFORE G8)

G7. When did you start living together with (CHILD)'s biological father?

ECLS-K

____|____| ____|____|____|____|
MONTH YEAR

DON'T KNOW 98

REFUSED 99

IF F7 = 1 (LIVING WITH CHILD'S BIOLOGICAL FATHER), GO TO G14.
ELSE IF G5=1 (EVER MARRIED TO BIOLOGICAL FATHER) GO TO G8.
ELSE GO TO G10.

G8. When did you marry (CHILD)'s biological father?

ECLS-K

____|____| ____|____|____|____|
MONTH YEAR

DON'T KNOW 98
REFUSED 99

G9. Was your marriage to (CHILD)'s biological father ended by...

ECLS-K

Death, ... 1 (GO TO G11)
Divorce, ... 2
Separation, or 3
Annulment? 4
DON'T KNOW 98
REFUSED 99

G10. Is (CHILD)'s biological father still living?

NEW

YES 1 (GO TO BOX BEFORE G11)
NO 2 (GO TO G11)
DON'T KNOW 98 (GO TO BOX BEFORE G11)
REFUSED 99 (GO TO BOX BEFORE G11)

IF G6 = 2 (NEVER LIVED WITH CHILD'S BIOLOGICAL FATHER), GO TO
BOX BEFORE G14. ELSE, GO TO G12.

G11. When did (CHILD)'s biological father pass away?

NEW

____|____| ____|____|____|____|
MONTH YEAR

DON'T KNOW 98
REFUSED 99

IF F7 NE 1 (LIVING WITH PARTNER WHO IS NOT CHILD'S BIOLOGICAL
FATHER), GO TO G14.
ELSE IF F3 = 2 (NOT LIVING WITH PARTNER), GO TO SECTION H.
ELSE, GO TO G12.

G12. When did you stop living with (CHILD)'s biological father?
ECLS-K

 MONTH YEAR

DON'T KNOW 98
 REFUSED 99

IF G1 = 3 (DIVORCED) AND F7 NE 1 (LIVING WITH PARTNER WHO IS NOT
 CHILD'S BIOLOGICAL FATHER), GO TO G13.
 ELSE IF F3 = 2 (NOT LIVING WITH PARTNER), GO TO SECTION H.
 ELSE, GO TO G14.

G13. What month and year did your marriage to (CHILD)'s biological father legally end in divorce?
NEW

 MONTH YEAR

DON'T KNOW 98
 REFUSED 99

IF G1=1 (MARRIED) OR F3=1 (LIVING WITH A PARTNER), GO TO G14.
 ELSE, GO TO SECTION H.

G14. Now, some questions about your (marriage/relationship) with (NAME OF CURRENT SPOUSE/ PARTNER). Would you say that your (marriage/relationship) is...
NSC

Very happy, ... 1
 Fairly happy, or 2
 Not too happy? 3
 DON'T KNOW 98
 REFUSED 99

G15. About how often do you and (NAME OF CURRENT SPOUSE/PARTNER) do the following things? Would you say almost every day, once or twice a week, once or twice a month, or less often?
NSC/DAS

	Almost every day	Once or twice a week	Once or twice a month	Less often	Don't know	Refused
a. Talk to each other about your day?.....	1	2	3	4	98	99
b. Laugh together?	1	2	3	4	98	99
c. Calmly discuss something?	1	2	3	4	98	99
d. Work together on a project?	1	2	3	4	98	99
e. Talk about things that interest you both?.....	1	2	3	4	98	99

G16. Couples deal with serious disagreements in different ways. When you have a serious disagreement with your (husband/partner), how often do you:
 ECLS-K/
 FF

	<u>Often</u>	<u>Some- times</u>	<u>Hardly Ever</u>	<u>Never</u>	<u>Don't know</u>	<u>Refused</u>
a. Just keep your opinions to yourself?	1	2	3	4	98	99
b. Discuss your disagreements calmly?	1	2	3	4	98	99
c. Argue heatedly or shout at each other?	1	2	3	4	98	99
d. End up hitting or throwing things at each other?	1	2	3	4	98	99
e. Reach a compromise?	1	2	3	4	98	99
f. Criticize each other?	1	2	3	4	98	99

G17. Some people are afraid that their spouse or partner will hit them if they argue with (him/her) or do something (he/she) doesn't like. How much would you say you are afraid of this? Would you say...

Not at all, ...	1
A little, ...	2
Quite a bit, or	3
Very afraid?	4
DON'T KNOW	98
REFUSED	99

9-MONTH PARENT INTERVIEW

SECTION H – EXPECTATIONS FOR CHILD DEVELOPMENT

CAPI INSTRUCTION: DO NOT ALLOW DON'T KNOW AT H1 AND H2.

This next set of questions asks about how you think most young children act, how they grow, and how to care for them.

Please answer each of the following questions based on young children in general, not about (CHILD) and how (he/she) acts. Think about what you know about young children you have had contact with or anything you have read.

H1. First, for each statement I read, please tell me whether, for most young children, you agree or disagree with the statement, or are not sure.
KIDI/EHS CODE "DON'T KNOW" RESPONSE AS "NOT SURE."

SHOW
CARD
H1

		<u>AGREE</u>	<u>DISAGREE</u>	<u>NOT SURE</u>	<u>REFUSED</u>
a.	All infants need the same amount of sleep	1	2	3	99
b.	A young brother or sister may start wetting the bed or thumbsucking when a new baby arrives in the family	1	2	3	99
c.	A child thinks he is speaking correctly even when he says words and sentences in an unusual or different way, like "I goed to town" or "What the dollie have?"	1	2	3	99
d.	Children learn all of their language by copying what they have heard adults say	1	2	3	99

H2. Now, the next statements are about the age at which young children can do something. If you think the age is about right, say you agree. If you don't agree, please tell me if you think an older or younger child can do it. If you aren't sure of the age, just tell me you aren't sure.
KIDI/EHS CODE "DON'T KNOW" RESPONSE AS "NOT SURE."
PROBE: (IF DISAGREE: Would that be an older or younger child?)

SHOW
CARD
H2

		<u>AGREE</u>	<u>OLDER</u>	<u>YOUNGER</u>	<u>NOT SURE</u>	<u>REFUSED</u>
a.	A one-year-old knows right from wrong	1	2	3	4	99
b.	A baby will begin to respond to her name at 10 months.....	1	2	3	4	99
c.	Most infants are ready to be toilet trained by one year of age	1	2	3	4	99
d.	A baby of 12 months can remember toys he has watched being hidden.....	1	2	3	4	99
e.	One-year-olds often cooperate and share when they play together	1	2	3	4	99
f.	A baby is about 7 months old before she can reach for and grab things.....	1	2	3	4	99
g.	A baby usually says its first real word by six months of age	1	2	3	4	99

9-MONTH PARENT INTERVIEW

SECTION I – HOME EDUCATIONAL ACTIVITIES AND LANGUAGE ENVIRONMENT

The next questions are about the language you speak and reading you do at home.

I1. Is any language other than English regularly spoken in your home?

ECLS-K

YES	1 (GO TO I2)
NO	2 (GO TO I7)
DON'T KNOW	98 (GO TO I7)
REFUSED	99 (GO TO I7)

I2. What languages other than English are spoken in your home? CODE ALL THAT APPLY

ECLS-K

ARABIC	1	KOREAN	9
CHINESE	2	POLISH	10
FILIPINO LANGUAGE	3	PORTUGUESE	11
FRENCH	4	SPANISH	12
GERMAN	5	VIETNAMESE	13
GREEK	6	SOME OTHER LANGUAGE	
ITALIAN	7	(SPECIFY)	91
JAPANESE	8	DON'T KNOW	98
		REFUSED	99

I3. Is English also spoken in your home?

ECLS-K

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

ASK I4 IF MORE THAN ONE LANGUAGE SPOKEN AT HOME.
ELSE, GO TO I5.

I4. What is the primary language spoken in your home? CODE '14' IF RESPONDENT CANNOT CHOOSE A PRIMARY LANGUAGE.

ECLS-K

ENGLISH	0	KOREAN	9
ARABIC	1	POLISH	10
CHINESE	2	PORTUGUESE	11
FILIPINO LANGUAGE	3	SPANISH	12
FRENCH	4	VIETNAMESE	13
GERMAN	5	CANNOT CHOOSE	14
GREEK	6	SOME OTHER LANGUAGE	
ITALIAN	7	(SPECIFY)	91
JAPANESE	8	DON'T KNOW	98
		REFUSED	99

15. How well do you do the following? Would you say very well, pretty well, not very well, or not well at all? How well do you . . .

ECLS-K

	VERY WELL	PRETTY WELL	NOT VERY WELL	NOT WELL AT ALL	DON'T KNOW	REFUSED
a. Speak English?	1	2	3	4	98	99
b. Read English?	1	2	3	4	98	99
c. Write English?	1	2	3	4	98	99
d. Understand someone speaking English?	1	2	3	4	98	99

16. How often do you (or another adult in the household) use ((NON-ENGLISH LANGUAGE)/a language other than English) in speaking to (CHILD)? Would you say never, sometimes, often, or very often?

ECLS-K

IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often do you use all languages, other than English, in speaking to (CHILD)?

PROBE: We just need to know in general.

NEVER.....	1
SOMETIMES.....	2
OFTEN	3
VERY OFTEN.....	4
DON'T KNOW	98
REFUSED	99

17. About how many different magazines, including parenting magazines, do you look at or read on a regular basis?

NHES

NUMBER

DON'T KNOW	98
REFUSED	99

18. Have you used any books or magazines about babies or parenting to help you with (CHILD)?

NEW

YES.....	1
NO.....	2
DON'T KNOW	98
REFUSED	99

I9. How often do you get a chance to read stories to or look at picture books with (CHILD)?
 NLSY/ Would you say . . .
 HOME

Never, ... 1
 Several times a year, ... 2
 Several times a month, ... 3
 Once a week, ... 4
 About 3 times a week, or 5
 Every day? 6
 DON'T KNOW 98
 REFUSED 99

Now I have some questions about the types of things you may do with (CHILD).

I10. In the past month, how often did you do the following things with (CHILD)? Was it more than
 EHS/ once a day, about once a day, a few times a week, a few times a month, rarely, or not at all?
 SNOW How often do you ...
 PROBE: Rarely would be once a month or less.

SHOW
CARD
I10

	MORE THAN ONCE A DAY	ABOUT ONCE A DAY	A FEW TIMES A WEEK	A FEW TIMES A MONTH	RARELY	NOT AT ALL	DON'T KNOW	REFUSED
a. Play peek-a-boo with (CHILD)?	1	2	3	4	5	6	98	99
b. Do things like tickle (CHILD), blow on (his/her) belly, or move (his/her) arms and legs around in a playful way? ...	1	2	3	4	5	6	98	99
c. Sing songs or nursery rhymes to (him/her)?.....	1	2	3	4	5	6	98	99
d. Take (CHILD) outside for a walk or to play in the yard, a park, or a playground?.....	1	2	3	4	5	6	98	99
e. Take (CHILD) shopping or on errands with you? ...	1	2	3	4	5	6	98	99

9-MONTH PARENT INTERVIEWER

SECTION J – PARENT BEHAVIORS AND ATTITUDES

J1. Next, I'm going to read some opinions which some parents have. I'm going to read two statements at a time. Please choose the one that is closest to your own ideas, either statement 1 or 2.
JORDAN

SHOW
CARD J

- a. You can spoil a tiny baby by picking him up every time he cries, or..... 1
 You cannot spoil a tiny baby by picking him up every time he cries. 2
 DON'T KNOW 98
 REFUSED 99
- b. If a mother trains her baby properly, he will not need diapers 1
 after he is one year old, or 2
 It is better not to start toilet training a baby until he is at least a year old. 2
 DON'T KNOW 98
 REFUSED 99
- c. Small babies should be fed when they are hungry, or 1
 Small babies should be fed on a regular schedule. 2
 DON'T KNOW 98
 REFUSED 99
- d. It is important to see that a young child does not form bad habits, or..... 1
 If a young child is happy, he will not form bad habits. 2
 DON'T KNOW 98
 REFUSED 99
- e. Most mothers nowadays let their children get away with too much, or..... 1
 Most mothers nowadays do a pretty good job of raising their children. 2
 DON'T KNOW 98
 REFUSED 99

9-MONTH PARENT INTERVIEW

SECTION K-N – CHILD CARE ARRANGEMENTS

Next, I'd like to talk to you about all child care (CHILD) now receives on a regular basis from someone other than (you/(his/her) (parents/guardians)). This does not include occasional baby-sitting or backup care providers.

IF CURRENTLY ASKING ABOUT [TWIN], ASK K1.
ELSE, GO TO K2.

K1. Does (TWIN) currently have the same child care arrangements as (CHILD)?

ECLS-K

YES	1	(GO TO SECTION O)
NO	2	(GO TO K2)
DON'T KNOW	98	(GO TO K2)
REFUSED	99	(GO TO K2)

Relative Care

K2. Is (CHILD) now receiving care from a relative on a regular basis? This may include grandparents, brothers and sisters, or any relatives other than (you/(CHILD)'s (parents/guardians)).

ECLS-K

YES	1	(GO TO K4)
NO	2	(GO TO K3)
DON'T KNOW	98	(GO TO K3)
REFUSED	99	(GO TO K3)

K3. Has (CHILD) ever received care from a relative on a regular basis?

ECLS-K

YES	1	(GO TO K4)
NO	2	(GO TO L1)
DON'T KNOW	98	(GO TO L1)
REFUSED	99	(GO TO L1)

K4. How old was (CHILD) in months when (he/she) first received care from any relative on a regular basis?

ECLS-K

 OR
MONTHS WEEKS

DON'T KNOW	98
REFUSED	99

K5. (Not including your current arrangement,) how many past arrangements has (CHILD) had with a relative on a regular basis?

NEW

NUMBER OF ARRANGEMENTS

DON'T KNOW 98
REFUSED 99

ASK K6 IF RESPONDENT HAS CURRENT RELATIVE ARRANGEMENT.
ELSE, GO TO L1.

K6. How many different regular care arrangements do you currently have with relatives for (CHILD)?

ECLS-K

ONE 1
TWO 2
THREE 3
FOUR 4
DON'T KNOW 98
REFUSED 99

K7. (Let's talk about the relative who provides the most care for (CHILD) now.) Is that relative (CHILD)'s...

ECLS-K

Grandparent 1
Aunt 2
Uncle 3
Brother 4
Sister, or 5
Another relative? 91
SPECIFY _____
DON'T KNOW 98
REFUSED 99

K8. Is the care provided by ((CHILD)'s (RELATIVE)/ that relative) in your home or another home?

ECLS-K

OWN HOME 1 (GO TO K9)
OTHER HOME 2 (GO TO K10)
BOTH/VARIES 3 (GO TO K9)
DON'T KNOW 98 (GO TO K9)
REFUSED 99 (GO TO K9)

K9. Does (CHILD)'s (RELATIVE) who provides this care live in your household?
NHES

YES..... 1
NO..... 2
DON'T KNOW 98
REFUSED 99

K10. Is the care that (CHILD) receives from [(his/her) RELATIVE/that relative] regularly scheduled
ECLS-K at least once each week?

YES..... 1 (GO TO K11)
NO..... 2 (GO TO L1)
DON'T KNOW 98 (GO TO L1)
REFUSED 99 (GO TO L1)

K11. During those times in the day when (CHILD) is in {(his/her) (RELATIVE)'s/that relative's} care,
NEW how long does it take you to get there from where you usually are? Would you say...

Less than 10 minutes, ... 1
10 to 20 minutes, ... 2
20 to 30 minutes, or 3
More than 30 minutes? 4
DON'T KNOW 98
REFUSED 99

K12. How many days each week does (CHILD) receive care from ((his/her) (RELATIVE)/that
ECLS-K relative)?

NUMBER OF DAYS

DON'T KNOW 98
REFUSED 99

K13. How many hours each week does (CHILD) receive care from ((his/her) (RELATIVE)/that
ECLS-K relative)?

NUMBER OF HOURS

DON'T KNOW 98
REFUSED 99

K14. How many children are usually cared for together, in the same group at the same time, by
ECLS-K ((CHILD)'s (RELATIVE)/that relative), counting (CHILD)?

NUMBER OF CHILDREN

DON'T KNOW 98
REFUSED 99

K15. How many adults usually care for (CHILD) at the same time (at your home/at ((his/her)
ECLS-K (RELATIVE)'s/that relative's) home)?

NUMBER OF ADULTS

DON'T KNOW 98
REFUSED 99

IF K5 = 0 (NO PAST ARRANGEMENTS), GO TO K17. ELSE, ASK TO K16.

K16. How old was (CHILD) in months when this particular regular care arrangement with (his/her)
NHES (RELATIVE) began?
[(CHILD) WAS MONTHS OLD WHEN FIRST RECEIVED CARE FROM ANY RELATIVE.]

 OR
MONTHS WEEKS

DON'T KNOW 98
REFUSED 99

K17. What language does [(CHILD)'s (RELATIVE)/that relative] speak most when caring for (CHILD)?
NHES

ENGLISH	0	KOREAN	9
ARABIC	1	POLISH	10
CHINESE	2	PORTUGUESE	11
FILIPINO LANGUAGE	3	SPANISH	12
FRENCH	4	VIETNAMESE	13
GERMAN	5	SOME OTHER LANGUAGE	
GREEK	6	(SPECIFY)	91
ITALIAN	7	DON'T KNOW	98
JAPANESE	8	REFUSED	99

K18. Is there any charge or fee for the care (CHILD) receives from [(his/her)(RELATIVE)/that relative], paid either by you or someone else? Does [(RELATIVE)/that relative] charge a fee for caring for (CHILD)?
ECLS-K

YES 1 (GO TO K19)
NO 2 (GO TO L1)
DON'T KNOW 98 (GO TO L1)
REFUSED 99 (GO TO L1)

K19. Do any of the following people or organizations help to pay for [(CHILD)'s RELATIVE/that relative] to care for (him/her)? How about . . .
NHES

	YES	NO	DON'T KNOW	REFUSED
a. A relative of (CHILD) outside your household who provides money <u>specifically</u> for that care?	1	2	98	99
b. A social service or welfare agency?	1	2	98	99
c. An employer?	1	2	98	99
d. Someone else? (SPECIFY) _____	1	2	98	99

K20. How much does your household pay [(CHILD)'s RELATIVE/that relative] to care for (CHILD)?
ECLS-K

\$, .
AMOUNT UNITS

PER HOUR 1
PER DAY 2
PER WEEK 3
PER MONTH 4
PER YEAR 5
OTHER (SPECIFY) 91

DON'T KNOW 98
REFUSED 99

ASK K21 IF THERE ARE OTHER CHILDREN AGE 12 OR YOUNGER IN THE HOUSEHOLD. ELSE GO TO L1.

K21. Is this amount for (CHILD) only or does it include other children in your household?
ECLS-K

CHILD ONLY 1 (GO TO L1)
CHILD AND OTHER(S) 2 (GO TO K22)
DON'T KNOW 98 (GO TO K22)
REFUSED 99 (GO TO K22)

K22. How many children is this amount for, including (CHILD)?
ECLS-K

NUMBER

DON'T KNOW 98
REFUSED 99

Non-Relative Care

L1. Now I'd like to ask you about any care (CHILD) receives from nonrelatives in a private home, not including child care centers. Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her)? This includes home child care providers, regular sitters, or neighbors.

ECLS-K

YES..... 1 (GO TO L3)
NO..... 2 (GO TO L2)
DON'T KNOW 98 (GO TO L2)
REFUSED 99 (GO TO L2)

L2. Has (CHILD) ever received care in a private home from a nonrelative on a regular basis?

ECLS-K

YES..... 1 (GO TO L3)
NO..... 2 (GO TO M1)
DON'T KNOW 98 (GO TO M1)
REFUSED 99 (GO TO M1)

L3. How old was (CHILD) in months when (he/she) first received regular care in a private home from any nonrelative?

ECLS-K

 OR
MONTHS WEEKS

DON'T KNOW 98
REFUSED 99

L4. (Not including your current arrangement,) how many past arrangements has (CHILD) had with a nonrelative on a regular basis?

NEW

NUMBER OF ARRANGEMENTS

DON'T KNOW 98
REFUSED 99

ASK L5 IF RESPONDENT HAS CURRENT NONRELATIVE ARRANGEMENT. ELSE, GO TO M1.
--

L5. How many different regular care arrangements do you currently have with nonrelatives for (CHILD)?

ECLS-K

ONE 1
TWO 2
THREE 3
FOUR 4
DON'T KNOW 98
REFUSED 99

L6. (Let's talk about the nonrelative who provides the most care for (CHILD).) Is that care provided in
ECLS-K your home or another home?

OWN HOME 1 (GO TO L7)
OTHER HOME 2 (GO TO L8)
BOTH/VARIES 3 (GO TO L7)
DON'T KNOW 98 (GO TO L7)
REFUSED 99 (GO TO L7)

L7. Does this person who cares for (CHILD) live in your household?
NHES

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

L8. Is the care that (CHILD) receives from that person regularly scheduled at least once each
ECLS-K week?

YES 1 (GO TO L9)
NO 2 (GO TO M1)
DON'T KNOW 98 (GO TO M1)
REFUSED 99 (GO TO M1)

L9. During those times in the day when (CHILD) is in care at that person's home, how long does it take
NEW you to get there from where you usually are? Would you say...

Less than 10 minutes, ... 1
10 to 20 minutes, ... 2
20 to 30 minutes, or 3
More than 30 minutes? 4
DON'T KNOW 98
REFUSED 99

L10. How many days each week does (CHILD) receive care from that person?
ECLS-K

NUMBER OF DAYS

DON'T KNOW 98
REFUSED 99

L11. How many hours each week does (CHILD) receive care from that person?
ECLS-K

NUMBER OF HOURS

DON'T KNOW 98
REFUSED 99

L12. How many children are usually cared for together, in the same group at the same time, by that person, counting (CHILD)?

ECLS-K

NUMBER OF CHILDREN

DON'T KNOW 98

REFUSED 99

L13. How many adults usually care for (CHILD) at the same time (at (your/that) home)?

ECLS-K

NUMBER OF ADULTS

DON'T KNOW 98

REFUSED 99

IF L4 = 0 (NO PAST ARRANGEMENTS), GO TO L15. ELSE, ASK TO L14.

L14. How old was (CHILD) in months when this particular care arrangement began?
[(CHILD) WAS MONTHS OLD WHEN FIRST RECEIVED CARE FROM ANY NONRELATIVE.]

NHES

 OR
MONTHS WEEKS

DON'T KNOW 98

REFUSED 99

L15. What language does (CHILD)'s care provider speak most when caring for (CHILD)?

NHES

ENGLISH	0	KOREAN	9
ARABIC	1	POLISH	10
CHINESE	2	PORTUGUESE	11
FILIPINO LANGUAGE	3	SPANISH	12
FRENCH	4	VIETNAMESE	13
GERMAN	5	SOME OTHER LANGUAGE	
GREEK	6	(SPECIFY)	91
ITALIAN	7	DON'T KNOW	98
JAPANESE	8	REFUSED	99

L16. Is there any charge or fee for the care (CHILD) receives from this person, paid either by you or someone else?

ECLS-K

YES 1 (GO TO L17)
NO 2 (GO TO M1)
DON'T KNOW 98 (GO TO M1)
REFUSED 99 (GO TO M1)

L17. Do any of the following people or organizations help to pay this person to care for (CHILD)? How
NHES about . . .

YES NO DON'T
KNOW REFUSED

- | | | | | | |
|----|--|---|---|----|----|
| a. | A relative of (CHILD) outside your household who provides money <u>specifically</u> for that care? | 1 | 2 | 98 | 99 |
| b. | A social service or welfare agency? | 1 | 2 | 98 | 99 |
| c. | An employer? | 1 | 2 | 98 | 99 |
| d. | Someone else? (SPECIFY) _____ | 1 | 2 | 98 | 99 |

L18. How much does your household pay this person to care for (CHILD)?
ECLS-K

\$ _____ , _____ . _____
AMOUNT UNITS

- | | |
|-----------------------|----|
| PER HOUR | 1 |
| PER DAY | 2 |
| PER WEEK | 3 |
| PER MONTH | 4 |
| PER YEAR | 5 |
| OTHER (SPECIFY) | 91 |
| <hr/> | |
| DON'T KNOW | 98 |
| REFUSED | 99 |

ASK L19 IF THERE ARE OTHER CHILDREN AGE 12 OR YOUNGER IN THE HOUSEHOLD.
ELSE, GO TO M1.

L19. Is this amount for (CHILD) only or does it include other children in your household?
ECLS-K

- | | | |
|--------------------------|----|-------------|
| CHILD ONLY | 1 | (GO TO M1) |
| CHILD AND OTHER(S) | 2 | (GO TO L20) |
| DON'T KNOW | 98 | (GO TO L20) |
| REFUSED | 99 | (GO TO L20) |

L20. How many children is this amount for, including (CHILD)?
ECLS-K

NUMBER

- DON'T KNOW 98
REFUSED 99

Center-Based Care

M1. Is (CHILD) now attending a child care center on a regular basis?

ECLS-K

YES..... 1 (GO TO M3)
NO..... 2 (GO TO M2)
DON'T KNOW 98 (GO TO M2)
REFUSED 99 (GO TO M2)

M2. Has (CHILD) ever attended a child care center on a regular basis?

ECLS-K

YES..... 1 (GO TO M3)
NO..... 2 (GO TO N1)
DON'T KNOW 98 (GO TO N1)
REFUSED 99 (GO TO N1)

M3. How old was (CHILD) in months when (he/she) first attended any child care center on a regular basis?

ECLS-K

 OR
MONTHS WEEKS

DON'T KNOW 98
REFUSED 99

M4. (Not including your current arrangement,) how many past arrangements has (CHILD) had with a child care center on a regular basis?

ECLS-K

NUMBER OF ARRANGEMENTS

DON'T KNOW 98
REFUSED 99

ASK M5 IF M1 = 1 (CURRENTLY GOES TO CENTER). ELSE, GO TO N1.

M5. How many different child care centers does (CHILD) currently go to?

ECLS-K

ONE 1
TWO..... 2
THREE 3
FOUR..... 4
DON'T KNOW 98
REFUSED 99

M6. (Let's talk about the program where (CHILD) spends the most time.) Does (CHILD) go to that program on a regularly scheduled basis at least once each week?
ECLS-K

YES..... 1 (GO TO M7)
NO..... 2 (GO TO N1)
DON'T KNOW 98 (GO TO N1)
REFUSED 99 (GO TO N1)

M7. During those times in the day when (CHILD) is in care at the child care center, how long does it take you to get there from where you usually are? Would you say...
NEW

Less than 10 minutes, ... 1
10 to 20 minutes, ... 2
20 to 30 minutes, or 3
More than 30 minutes? 4
DON'T KNOW 98
REFUSED 99

M8. How many days each week does (CHILD) go to that program?
ECLS-K

NUMBER OF DAYS

DON'T KNOW 98
REFUSED 99

M9. How many hours each week does (CHILD) go to that program?
ECLS-K

NUMBER OF HOURS

DON'T KNOW 98
REFUSED 99

M10. How many children are usually in (CHILD)'s room or group, at the same time, at that program?
ECLS-K

NUMBER OF CHILDREN

DON'T KNOW 98
REFUSED 99

M11. How many adults are usually in (CHILD)'s room or group, at the same time, at that program?
ECLS-K

NUMBER OF ADULTS

DON'T KNOW 98
REFUSED 99

IF M4 = 0 (NO PAST ARRANGEMENTS), GO TO M13.
ELSE, ASK TO M12.

M12. How old was (CHILD) in months when (he/she) started going to this particular program?
NHES [(CHILD) WAS ____ MONTHS OLD WHEN FIRST ATTENDED ANY CENTER OR PROGRAM.]

|_|_|_| OR |_|_|_|
MONTHS WEEKS

DON'T KNOW 98
REFUSED 99

M13. What language does (CHILD)'s care provider or teacher at that program speak most with
NHES (him/her)?

ENGLISH	0	KOREAN	9
ARABIC	1	POLISH	10
CHINESE	2	PORTUGUESE	11
FILIPINO LANGUAGE	3	SPANISH	12
FRENCH	4	VIETNAMESE	13
GERMAN	5	SOME OTHER LANGUAGE	
GREEK	6	(SPECIFY)	91
ITALIAN	7	DON'T KNOW	98
JAPANESE	8	REFUSED	99

M14. Is there any charge or fee for the program, paid by either you or someone else?
ECLS-K

YES 1 (GO TO M15)
NO 2 (GO TO N1)
DON'T KNOW 98 (GO TO N1)
REFUSED 99 (GO TO N1)

M15. Do any of the following people or organizations help to pay for (CHILD) to go to the program? How
ECLS-K about . . .

	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. A relative of (CHILD) outside your household who provides money <u>specifically</u> for the program?	1	2	98	99
b. A social service or welfare agency?	1	2	98	99
c. An employer?	1	2	98	99
d. Someone else? (SPECIFY)	1	2	98	99

M16. How much does your household pay for (CHILD) to go to the program?

ECLS-K

\$, .
AMOUNT UNITS

PER HOUR 1
PER DAY 2
PER WEEK 3
PER MONTH 4
PER YEAR 5
OTHER (SPECIFY) 91

DON'T KNOW 98
REFUSED 99

ASK M17 IF THERE ARE OTHER CHILDREN AGE 12 OR YOUNGER IN THE
HOUSEHOLD. ELSE, GO TO N1.

M17. Is this amount for (CHILD) only or does it include other children in your household?

ECLS-K

CHILD ONLY 1 (GO TO N1)
CHILD AND OTHER(S) 2 (GO TO M18)
DON'T KNOW 98 (GO TO M18)
REFUSED 99 (GO TO M18)

M18. How many children is this amount for, including (CHILD)?

ECLS-K

NUMBER OF CHILDREN

DON'T KNOW 98
REFUSED 99

ASK N1 ONLY ONCE PER HOUSEHOLD FOR ALL SAMPLED CHILDREN.

N1. I'm going to read some things that people look for in selecting child care arrangements. For
NHES each one, please tell me if you think it (is/would be) very important, somewhat important, or
not important in selecting an arrangement for (CHILD). How about...

	<u>VERY</u> <u>IMPORTANT</u>	<u>SOME-</u> <u>WHAT</u> <u>IMPORTANT</u>	<u>NOT</u> <u>IMPORTANT</u>	<u>DON'T</u> <u>KNOW</u>	<u>REFUSED</u>
a. A caregiver who has special training in taking care of children. [Is that]	1	2	3	98	99
b. A place where children will be cared for when they are sick. [Is that]	1	2	3	98	99
c. A place close to your home. [Is that]	1	2	3	98	99
d. A reasonable cost. [Is that]	1	2	3	98	99
e. A small number of children in the same group. [Is that]	1	2	3	98	99
f. A caregiver who speaks English with your child. [Is that]	1	2	3	98	99

9-MONTH PARENT INTERVIEW

SECTION O – CHILD HEALTH

Now, I'd like to ask you about (CHILD)'s health.

O1. Would you say (CHILD)'s health is . . .

ECLS-K

Excellent, ...	1
Very good, ...	2
Good, ...	3
Fair, or.....	4
Poor?.....	5
DON'T KNOW	98
REFUSED	99

O2. Since (CHILD) was born, how many times has (he/she) gone for well-baby checkups?

EHS PROBE: These are visits to the doctor when (he/she) isn't sick, but to get (him/her) checked over or to get vaccinations.

 (IF > 0, GO TO O3)
NUMBER OF TIMES

NEVER.....	0	(GO TO O4)
DON'T KNOW	98	(GO TO O4)
REFUSED	99	(GO TO O4)

O3. What kind of place do you usually take your baby for well-baby care?

NMIHS

CLINIC OR HEALTH CENTER.....	1
DOCTOR'S OFFICE OR HMO	2
HOSPITAL EMERGENCY ROOM.....	3
HOSPITAL OUTPATIENT DEPARTMENT	4
SOME OTHER PLACE.....	5
DOESN'T GO TO ONE PLACE MOST OFTEN	7
DON'T KNOW.....	98
REFUSED.....	99

O4. Has (CHILD) ever had (his/her) hearing tested? CODE ALL THAT APPLY.

NEW

YES, IN BIRTH HOSPITAL	1
YES, AFTER GOING HOME.....	2
NO.....	3
DON'T KNOW	98
REFUSED	99

O5. Thinking back to when (CHILD) was born until now, has (he/she) ever needed to see a medical specialist or has your pediatrician or regular doctor ever sent your child to be seen by someone else?
NMIHS

YES..... 1 (GO TO O6)
NO..... 2 (GO TO O7)
DON'T KNOW 98 (GO TO O7)
REFUSED 99 (GO TO O7)

O6. When (CHILD) has gone to a medical specialist or place for special care, did (he/she) need approval or a referral?
NMIHS

YES..... 1
NO..... 2
DON'T KNOW 98
REFUSED 99

O7. Sometimes babies are sent home from the hospital with an apnea monitor if they have problems with their breathing. Was an apnea monitor ever prescribed or recommended for use with (CHILD) at home?
NEW

YES..... 1 (GO TO O8)
NO..... 2 (GO TO O9)
DON'T KNOW 98 (GO TO O9)
REFUSED 99 (GO TO O9)

O8. Did you ever use an apnea monitor at home for (CHILD) for one week or more?
NEW

YES..... 1
NO..... 2
DON'T KNOW 98
REFUSED 99

O9. While at home, has (CHILD) ever stopped breathing to the extent of turning blue or needing stimulation to begin breathing again? (Do not include times when your baby stopped breathing after prolonged coughing or crying, or while in the hospital).
NEW

YES..... 1 (GO TO O10)
NO..... 2 (GO TO O12)
DON'T KNOW 98 (GO TO O12)
REFUSED 99 (GO TO O12)

O10. How many times did this happen?
NEW

NUMBER OF TIMES

DON'T KNOW 98
REFUSED 99

O11. Following any of these times did you talk to your doctor or other medical professional about the fact
NEW that your baby stopped breathing?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

O12. Has your doctor, nurse, or other medical professional ever told you that (CHILD) has asthma, or
NEW any other severe breathing problem, usually with wheezing or chronic cough, that required medication?

YES 1 (GO TO O13)
NO 2 (GO TO O17)
DON'T KNOW 98 (GO TO O17)
REFUSED 99 (GO TO O17)

O13. How many times?
NEW

NUMBER OF TIMES

DON'T KNOW 98
REFUSED 99

O14. Was (CHILD) first treated for this problem in the last 3 months?
NEW

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

O15. How was (CHILD)'s most recent asthma or severe breathing problem treated by your doctor, nurse, or other medical professional? CODE ALL THAT APPLY.

NEW

NO TREATMENT/WATCH AND WAIT 1
 ANTIBIOTICS 2
 OVER-THE-COUNTER MEDICATION 3
 SPECIFY _____
 OTHER (SPECIFY) _____ 91
 DON'T KNOW 98
 REFUSED 99

O16. Has (CHILD) ever been hospitalized for at least one night because of asthma or a severe breathing problem?

NEW

YES 1
 NO 2
 DON'T KNOW 98
 REFUSED 99

O17. Has your doctor, nurse, or other medical professional ever told you that (CHILD) had a severe respiratory illness, such as bronchitis, pneumonia, or bronchiolitis (RSV: respiratory syncytial virus)?

NEW

YES 1 (GO TO O18)
 NO 2 (GO TO O21)
 DON'T KNOW 98 (GO TO O21)
 REFUSED 99 (GO TO O21)

O18. How many times?

NEW

 NUMBER OF TIMES

DON'T KNOW 98
 REFUSED 99

O19. How was (CHILD)'s most recent severe respiratory illness treated by your doctor, nurse, or other medical professional? CODE: MARK ALL THAT APPLY:

NEW

NO TREATMENT/WATCH AND WAIT 1
 ANTIBIOTICS 2
 OVER-THE-COUNTER MEDICATION 3
 SPECIFY _____
 OTHER (SPECIFY) _____ 91
 DON'T KNOW 98
 REFUSED 99

O20. Has (CHILD) ever been hospitalized for at least one night because of a severe respiratory
NEW infection?

YES..... 1
NO..... 2
DON'T KNOW 98
REFUSED 99

O21. Has a doctor, nurse, or other medical professional ever told you that (CHILD) had an ear infection?
NEW

YES..... 1 (GO TO O22)
NO..... 2 (GO TO O26)
DON'T KNOW 98 (GO TO O26)
REFUSED 99 (GO TO O26)

O22. How many times?
NEW

NUMBER OF TIMES

DON'T KNOW 98
REFUSED 99

O23. How old was (CHILD) when (he/she) had the first ear infection?
NEW

 OR
MONTHS WEEKS

DON'T KNOW 98
REFUSED 99

IF O22 = 2 OR MORE (CHILD HAS HAD MORE THAN ONE EAR INFECTION DIAGNOSED
BY A DOCTOR, NURSE, OR OTHER MEDICAL PROFESSIONAL), ASK O24 FOR EACH
DIAGNOSED OCCURRENCE. ELSE, GO TO O25.

O24. How was (CHILD)'s (first/second/third/etc.) ear infection treated by your doctor, nurse, or other
NEW medical professional? CODE: MARK ALL THAT APPLY:

NO TREATMENT/WATCH AND WAIT 1
DECONGESTANTS 2
ANTIBIOTICS 3
WITH EAR TUBES 4
OVER-THE-COUNTER MEDICATION 5
SPECIFY _____
OTHER (SPECIFY) _____ 91
DON'T KNOW 98
REFUSED 99

O25. NMIHS How many other times do you think (CHILD) has had an ear infection or earache for which you did not seek medical treatment?

NEVER..... 0
 ONCE..... 1
 TWICE..... 2
 3-5 TIMES 3
 6 OR MORE TIMES..... 4
 DON'T KNOW 98
 REFUSED 99

O26. NEW Has your doctor, nurse, or other medical professional ever told you that (CHILD) has a severe gastrointestinal illness, as indicated by frequent vomiting, diarrhea or dehydration?

YES..... 1 (GO TO O27)
 NO..... 2 (GO TO O30)
 DON'T KNOW 98 (GO TO O30)
 REFUSED 99 (GO TO O30)

O27. NEW How many times?

 NUMBER OF TIMES

DON'T KNOW 98
 REFUSED 99

O28. NEW How was (CHILD)'s most recent severe gastrointestinal illness treated by your doctor, nurse, or other medical professional? CODE: MARK ALL THAT APPLY:

NO TREATMENT/WATCH AND WAIT 1
 ANTIBIOTICS 2
 OVER-THE-COUNTER MEDICATION 3
 SPECIFY _____
 OTHER (SPECIFY) _____ 91
 DON'T KNOW 98
 REFUSED 99

O29. NEW Has (CHILD) ever been hospitalized for at least one night because of a severe gastrointestinal illness?

YES..... 1
 NO..... 2
 DON'T KNOW 98
 REFUSED 99

O30. Now, I want to ask you about any injuries (CHILD) has had. Since (CHILD) came home after birth,
 NEW how many times has (he/she) seen a doctor or other medical professional or visited a clinic or
 emergency room for an injury?

NEVER.....	0
ONCE.....	1
TWICE.....	2
THREE OR MORE	3
DON'T KNOW	98
REFUSED	99

IF O30 = 0 (NEVER AN INJURY), GO TO O36. ELSE, ASK O31.

O31. Tell me about the most serious injury. What was the cause of this injury?

NEW

FALL	1
CHOKING.....	2
AUTO/TRUCK ACCIDENT: CHILD IN CAR	3
AUTO/TRUCK ACCIDENT: CHILD NOT IN CAR.....	4
HEAT OR FIRE OR ELECTRICITY.....	5
ANIMAL BITE	6
POISONING, SOMETHING CHILD ATE OR DRANK.....	7
BURN OR SCALDING	8
OTHER (SPECIFY).....	91
DON'T KNOW	98
REFUSED	99

O32. Did it occur in the last 3 months?

NEW

YES.....	1
NO.....	2
DON'T KNOW	98
REFUSED	99

O33. Where did this happen? CODE ALL THAT APPLY
SECC

AT CHILD'S HOME	1
AT OTHER'S HOME.....	2
AT CHILD CARE CENTER/NURSERY ..	3
STREET OR HIGHWAY	4
PLAYGROUND, PLACE OF RECREATION OR SPORTS.....	5
ANOTHER PUBLIC BUILDING OR SPACE.....	6
OTHER (SPECIFY).....	91
DON'T KNOW	98
REFUSED	99

O34. Were you (or (CHILD)'s other parent) caring for (CHILD) when this injury occurred?
NEW

YES.....	1
NO.....	2
DON'T KNOW	98
REFUSED	99

O35. Was (CHILD) hospitalized at least one night because of this injury?
NEW

YES.....	1
NO.....	2
DON'T KNOW	98
REFUSED	99

O36. Has a doctor ever told you that (CHILD) has the following conditions? Does (he/she) have...
NMIHS/
OSEP

	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Difficulty seeing or blindness?.....	1	2	98	99
b. Difficulty hearing or deafness?	1	2	98	99
c. Cleft lip/palate?.....	1	2	98	99
d. Heart defect?.....	1	2	98	99
e. Failure to thrive?.....	1	2	98	99
f. Developmental delay?	1	2	98	99
g. A problem with mobility or using (his/her) legs to get around?	1	2	98	99
h. A problem with using (his/her) arms or hands?	1	2	98	99
i. Down's Syndrome?.....	1	2	98	99
j. Turner's Syndrome?	1	2	98	99
k. Spina Bifida?	1	2	98	99
l. Does (he/she) have any other types of special needs or limitations?.....	1	2	98	99
(SPECIFY)				

IF ANY OF O36a-l = YES, ASK O37. ELSE, GO TO O40.

O37. I'm going to read a list of services. For each service, please tell me if (CHILD) or your family received this service to help with (CHILD)'s special needs. Has anyone in your household ever received...

	YES	NO	DON'T KNOW	REFUSED
a. Physical therapy?	1	2	98	99
b. Vision services?	1	2	98	99
c. Hearing services?	1	2	98	99
d. Social work services?	1	2	98	99
e. Psychological services?	1	2	98	99
f. Home visits?	1	2	98	99
g. Parent support or training?	1	2	98	99
h. Special class with other children, some or all of whom also had special needs?	1	2	98	99

IF ANY OF O37a-h = YES, ASK O38. ELSE, GO TO O40.

O38. About how many hours of service per month does (he/she) receive? (If (CHILD) receives more than one service, tell me the total number of hours per month for all services.)

NUMBER OF HOURS

DON'T KNOW 98
REFUSED 99

O39. Is (CHILD) currently participating in an early intervention program or regularly receiving any services for (his/her) condition(s) from . . .

	YES	NO	DON'T KNOW	REFUSED
a. Your local school district?	1	2	98	99
b. A state or local health agency?	1	2	98	99
c. A social service agency?	1	2	98	99
d. A private doctor's office?	1	2	98	99
e. A clinic?	1	2	98	99
f. Some other source?	1	2	98	99
(SPECIFY) _____				

O40. Was there ever a time when (CHILD) needed care, but you couldn't obtain it?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

The next questions are about the health insurance plans for (CHILD). For this kind of insurance, people often pay part of the premium and they may obtain it through work, purchase it directly, or receive it through a state or local government program or community program.

O41. What kind of health insurance or health care coverage does (CHILD) have? By health insurance I mean any kind of coverage that pays for health care expenses. Please do not include private plans that only provide extra cash while hospitalized. Does (he/she) have coverage through...

SHOW
CARD
O41

	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. A private health insurance plan (from employer, workplace, or purchased directly, or through a state or local government program or community program).....	1	2	98	99
b. Medicaid (or name of state programs)	1	2	98	99
c. CHIP (Children's Health Insurance Program) (or name of state programs)	1	2	98	99
d. Military health care/VA/CHAMPUS/TRICARE/CHAMP-VA.....	1	2	98	99
e. Another government program (Indian Health Service, Medicare, State-sponsored health plan)	1	2	98	99

IF ANY OF O41a-c = 1 (HAS HEALTH INSURANCE), GO TO NEXT BOX. ELSE, ASK O41F.

f. No health insurance 1 2 98 99

IF O41F = 2 (NO HEALTH INSURANCE), ASK O42. ELSE, GO TO BOX BEFORE O44.

O42. Have you heard of (STATE SPECIFIC CHIP/your state's CHIP program)?
NHIS

YES 1 (GO TO O43)
NO 2 (GO TO BOX BEFORE O44)
DON'T KNOW 98 (GO TO BOX BEFORE O44)
REFUSED 99 (GO TO BOX BEFORE O44)

O43. Why are you not a participant? CODE ALL THAT APPLY
NHES

a. DIDN'T KNOW I COULD QUALIFY 1
b. DIDN'T KNOW HOW TO JOIN IT 2
c. TRIED BUT DID NOT QUALIFY FOR CHIP 3
d. TOO MUCH TROUBLE TO GET ON PROGRAM 4
f. CHILD WAS NOT SICK 5
g. OTHER 91
SPECIFY
h. DON'T KNOW 98
i. REFUSED 99

IF O41a = 1 (PRIVATE HEALTH INSURANCE), ASK O44. IF O41f = 1 (NO HEALTH INSURANCE), GO TO BOX BEFORE O46. ELSE, GO TO O49.

O44. Who pays for this health insurance? CODE ALL THAT APPLY.

NHIS

SELF OR FAMILY	1
EMPLOYER OR UNION	2
SOMEONE OUTSIDE THE HOUSEHOLD	3
MEDICAID	4
CHIP (CHILDREN'S HEALTH INSURANCE PROGRAM)	5
STATE OR LOCAL GOVERNMENT OR COMMUNITY PROGRAMS	6
OTHER (SPECIFY)	91
DON'T KNOW	98
REFUSED	99

O45. Is this private health insurance plan an HMO (Health Maintenance Organization), an IPA (Individual Practice Association), a PPO (Preferred Provided Organization), a POS (Point-of-Service), Fee For Service (FFS), or is it some other kind of plan?

NHIS

HMO/IPA	1
PPO	2
POS	3
FFS	4
OTHER (SPECIFY)	91
REFUSED	98
DON'T KNOW	99

ASK O46 ONLY IF O41f = 1 (NO HEALTH INSURANCE). ELSE, GO TO O49.

O46. Since (he/she) was born, has (CHILD) ever had health care coverage or health insurance?

NHIS

YES	1	(GO TO O47)
NO	2	(GO TO O48)
DON'T KNOW	98	(GO TO O48)
REFUSED	99	(GO TO O48)

O47. About how many months has it been since (CHILD) last had health care coverage or health insurance?

NHIS

NUMBER OF MONTHS

DON'T KNOW	98
REFUSED	99

O48. Looking at this list, please tell me the reasons (he/she) isn't covered by health insurance?
 NHIS CODE ALL THAT APPLY.

SHOW
CARD
O48/O51

PERSON IN FAMILY WITH HEALTH INSURANCE LOST
 JOB OR CHANGED EMPLOYERS 1
 GOT DIVORCED/SEPARATED OR WIDOWED OR MARRIED
 OR REMARRIED 2
 PARENTS' EMPLOYER DOES NOT OFFER COVERAGE
 OR NOT ELIGIBLE FOR COVERAGE 3
 COST IS TOO HIGH 4
 INSURANCE COMPANY REFUSED COVERAGE 5
 LOST MEDICAID OR MEDICAL PLAN BECAUSE OF NEW
 JOB OR INCREASE IN INCOME 6
 LOST MEDICAID (OTHER REASON) 7
 BECAME INELIGIBLE FOR CHIP 8
 OTHER (SPECIFY) 91
 DON'T KNOW 98
 REFUSED 99

GO TO SECTION P.

O49. Since (CHILD) was born, was there any time when (he/she) did not have any health insurance or
 NHIS coverage?

YES 1 (GO TO O50)
 NO 2 (GO TO SECTION P)
 DON'T KNOW 98 (GO TO SECTION P)
 REFUSED 99 (GO TO SECTION P)

O50. About how many months was (CHILD) without health insurance or health care coverage?
 NHIS

MONTHS

DON'T KNOW 98
 REFUSED 99

O51. Looking at this list, please tell me the reasons (he/she) was not covered by health insurance for this
 NHIS period of time? CODE ALL THAT APPLY.



- PERSON IN FAMILY WITH HEALTH INSURANCE LOST
- JOB OR CHANGED EMPLOYERS 1
- GOT DIVORCED/SEPARATED OR WIDOWED OR
- MARRIED OR REMARRIED 2
- PARENTS' EMPLOYER DOES NOT OFFER COVERAGE
- OR NOT ELIGIBLE FOR COVERAGE 3
- COST IS TOO HIGH 4
- INSURANCE COMPANY REFUSED COVERAGE 5
- LOST MEDICAID OR MEDICAL PLAN BECAUSE OF NEW
- JOB OR INCREASE IN INCOME 6
- LOST MEDICAID (OTHER REASON) 7
- BECAME INELIGIBLE FOR CHIP 8
- OTHER (SPECIFY) _____ 91
- DON'T KNOW 98
- REFUSED 99

9-MONTH PARENT INTERVIEW

SECTION P – FAMILY HEALTH

Let's talk now about the health of your family.

P1. Do any (other) household members have a special need, delay, or disability?

NEILS

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

P2. Would you say your health in general is . . .

FACES

Excellent, ...	1
Very good, ...	2
Good, ...	3
Fair, or	4
Poor?	5
DON'T KNOW	98
REFUSED	99

P3. Where do you usually go for routine medical care?

FACES

CLINIC OR HEALTH CENTER	1
DOCTOR'S OFFICE OR HMO	2
HOSPITAL EMERGENCY ROOM	3
HOSPITAL OUTPATIENT DEPARTMENT	4
SOME OTHER PLACE	5
DOESN'T GO TO ONE PLACE MOST OFTEN	6
DON'T KNOW	98
REFUSED	99

P4. Do you have a physical or mental health problem now that keeps you from working at a job or business or attending school or limits the kind or amount of work you can do?

NMES

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

P5. Do you smoke cigarettes (now)?

NMIHS

YES..... 1 (GO TO P6)
NO..... 2 (GO TO P7)
DON'T KNOW 98 (GO TO P7)
REFUSED 99 (GO TO P7)

P6. How many cigarettes or packs of cigarettes do you smoke on an average day now?

NMIHS

 OR
NUMBER OF CIGARETTES NUMBER OF PACKS
PER DAY PER DAY

LESS THAN 1 CIGARETTE A DAY 000
DON'T KNOW 998
REFUSED 999

P7. (Other than yourself,) how many people smoke at home now?

NMIHS

NUMBER

NONE..... 00
DON'T KNOW 98
REFUSED 99

IF P5 = 1 (RESPONDENT SMOKES) OR P7 > 0 (OTHER HOUSEHOLD
MEMBER SMOKES), ASK P8. ELSE, GO TO P9.

P8 Do (you/they) smoke inside the house?

NEW

YES..... 1
NO..... 2
DON'T KNOW 98
REFUSED 99

P9. Do you currently drink any alcoholic beverages?

NEW

YES..... 1 (GO TO P10)
NO..... 2 (GO TO P12)
DON'T KNOW 98 (GO TO P12)
REFUSED 99 (GO TO P12)

P10. How many alcoholic drinks do you have in an average week now?

NEW

NONE.....	0
LESS THAN 1.....	1
1 TO 3.....	2
4 TO 6.....	3
7 TO 13.....	4
14 TO 19.....	5
20 OR MORE.....	6
DON'T KNOW.....	98
REFUSED.....	99

P11. In the last month, how many times did you drink five or more alcoholic drinks at one sitting?

NEW

TIMES

NONE/NO TIMES.....	0
DON'T KNOW.....	98
REFUSED.....	99

P12. Now, I am going to read a list of ways you may have felt or behaved recently. How often during the past week have you felt these ways? Would you say rarely or never, some or a little of the time, occasionally or a moderate amount of the time, or most or all of the time? How often during the past week have you felt...

FACES/
CESD

SHOW
CARD
P12

	RARELY OR NEVER (LESS THAN 1 DAY)	SOME OR A LITTLE (1-2 DAYS)	OCCASIONALLY OR MODERATE (3-4 DAYS)	MOST OR ALL (5-7 DAYS)	DON'T KNOW	REFUSED
a. Bothered by things that usually don't bother you?	1	2	3	4	98	99
b. You did not feel like eating; your appetite was poor?.....	1	2	3	4	98	99
c. That you could not shake off the blues, even with help from your family and friends?	1	2	3	4	98	99
d. You had trouble keeping your mind on what you were doing?.....	1	2	3	4	98	99
e. Depressed?.....	1	2	3	4	98	99
f. That everything you did was an effort?	1	2	3	4	98	99
g. Fearful?.....	1	2	3	4	98	99
h. Your sleep was restless?.....	1	2	3	4	98	99
i. You talked less than usual?	1	2	3	4	98	99
j. Lonely?	1	2	3	4	98	99
k. Sad?	1	2	3	4	98	99
l. You could not get "going"?.....	1	2	3	4	98	99

P13. In the past 12 months, have you talked with a psychiatrist, psychologist, doctor, or counselor for
NHIS any emotional or psychological problem?

YES..... 1 (GO TO P15)
NO..... 2 (GO TO P14)
DON'T KNOW 98 (GO TO P14)
REFUSED 99 (GO TO P14)

P14. During the past 12 months, have you felt, or has anyone suggested, that you needed help for any
NHIS emotional or psychological problem?

YES..... 1
NO..... 2
DON'T KNOW 98
REFUSED 99

P15. Which of these, if any, have happened to you in your whole life?
EHS

	<u>YES</u>	<u>NO</u>	<u>DON'T</u> <u>KNOW</u>	<u>REFUSED</u>
a. Have you ever been suspended or expelled from school?.....	1	2	98	99
b. Have you ever been fired or laid off from a job because of behavior, attitude, or work performance?	1	2	98	99
c. Have you ever been in a facility overnight for a psychological or mental health problem?	1	2	98	99
d. Have you ever had a drinking or drug problem or have other people thought you had one?.....	1	2	98	99
e. Have you ever been convicted of driving while intoxicated or drunk driving?	1	2	98	99
f. Have you ever been put in jail, arrested or convicted of a crime, other than drunk driving?.....	1	2	98	99

9-MONTH PARENT INTERVIEW

SECTION Q – HOUSEHOLD FOOD SUFFICIENCY

These next questions are about the food eaten in your household.

Q1. Which of these statements best describes the food eaten in your household in the last 12 months, that is, since (CURRENT MONTH) of last year?
USDA

- | | |
|--|---------------|
| We have enough to eat and the kinds of food we want..... | 1 (GO TO Q4) |
| We have enough to eat, but not always the KINDS of food we want..... | 2 (GO TO Q3) |
| Sometimes we don't have enough to eat, or | 3 (GO TO Q2) |
| Often we don't have enough to eat | 4 (GO TO Q2) |
| DON'T KNOW..... | 98 (GO TO Q4) |
| REFUSED..... | 99 (GO TO Q4) |

Q2. Here are some reasons why people don't always have enough to eat. For each one, please tell me if that is a reason why you don't always have enough to eat.
USDA

- | | <u>YES</u> | <u>NO</u> | <u>DON'T KNOW</u> | <u>REFUSED</u> |
|---|------------|-----------|-------------------|----------------|
| a. Not enough money for food?..... | 1 | 2 | 98 | 99 |
| b. Too hard to get to the store? | 1 | 2 | 98 | 99 |
| c. On a diet?..... | 1 | 2 | 98 | 99 |
| d. No working stove available?..... | 1 | 2 | 98 | 99 |
| e. Not able to cook or eat because of health problem? | 1 | 2 | 98 | 99 |

GO TO Q4.

Q3. Here are some reasons why people don't always have the kind of food they want or need. For each one, please tell me if that is a reason why you don't always have the kinds of food you want or need.
USDA

- | | <u>YES</u> | <u>NO</u> | <u>DON'T KNOW</u> | <u>REFUSED</u> |
|---|------------|-----------|-------------------|----------------|
| a. Not enough money for food?..... | 1 | 2 | 98 | 99 |
| b. Too hard to get to the store? | 1 | 2 | 98 | 99 |
| c. On a diet?..... | 1 | 2 | 98 | 99 |
| d. Kinds of food we want not available? | 1 | 2 | 98 | 99 |
| e. Good quality food not available? | 1 | 2 | 98 | 99 |

Q4. Now I am going to read you several statements that people have made about their food situation. USDA For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months, that is, since last (CURRENT MONTH). (IF SINGLE ADULT IS IN HOUSEHOLD, USE "I," "MY," AND "YOU" IN PARENTHETICALS, OTHERWISE USE "WE," "OUR," AND "YOUR" HOUSEHOLD.)

	Often <u>True</u>	Some- times <u>True</u>	Never <u>True</u>	Don't <u>Know</u>	<u>Refused</u>
a. "(I/We) worried whether (my/our) food would run out before (I/we) got money to buy more." Was that <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for your household in the last 12 months?	1	2	3	98	99
b. "The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more." Was that <u>often</u> , <u>sometimes</u> , or <u>never</u> true for your household in the last 12 months?	1	2	3	98	99
c. "(I/We) couldn't afford to eat balanced meals." Was that <u>often</u> , <u>sometimes</u> , or <u>never</u> true for your household in the last 12 months?	1	2	3	98	99
d. "(I/We) relied on only a few kinds of low-cost food to feed ((CHILD)/the children) because (I was/We were) running out of money to buy food." Was that <u>often</u> , <u>sometimes</u> , or <u>never</u> true for your household in the last 12 months?	1	2	3	98	99
e. "(I/We) couldn't feed ((CHILD)/the children) a balanced meal because (I/we) couldn't afford that." Was that <u>often</u> , <u>sometimes</u> , or <u>never</u> true for your household in the last 12 months?	1	2	3	98	99
f. "((CHILD) was/The children were) not eating enough because (I/we) just couldn't afford enough food." Was that <u>often</u> , <u>sometimes</u> , or <u>never</u> true for your household in the last 12 months?.....	1	2	3	98	99

IF ANY Q4 a-f = 1 OR 2 OR Q1= 3 OR 4 (SOMETIMES/OFTEN NOT ENOUGH TO EAT),
ASK Q5. ELSE GO TO SECTION R.

Q5. In the last 12 months, since last (CURRENT MONTH), did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

YES..... 1 (GO TO Q6)
NO..... 2 (GO TO Q7)
DON'T KNOW 98 (GO TO Q7)
REFUSED 99 (GO TO Q7)

Q6. How often did this happen. . .
USDA

Almost every month, ... 1
Some months, but not every month, or... 2
In only 1 or 2 months? 3
DON'T KNOW 98
REFUSED 99

Q7. In the last 12 months, did you ever eat less than you felt you should because there wasn't enough
USDA money to buy food?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

Q8. In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough
USDA food?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

Q9. In the last 12 months, did you lose weight because you didn't have enough money for food?
USDA

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

IF Q5 = 1 (MEAL SIZE CUT/MEALS SKIPPED) OR ANY OF Q7 – Q9 = 1 (ATE LESS/WENT HUNGRY/LOST WEIGHT), THEN ASK Q10. ELSE, GO TO SECTION R.
--

Q10. In the last 12 months, did (you/you or other adults in your household) ever not eat for a whole day
USDA because there wasn't enough money for food?

YES 1 (GO TO Q11)
NO 2 (GO TO Q12)
DON'T KNOW 98 (GO TO Q12)
REFUSED 99 (GO TO Q12)

Q11. How often did this happen. . .
USDA

Almost every month, ... 1
Some months, but not every month, or... 2
In only 1 or 2 months? 3
DON'T KNOW 98
REFUSED 99

The next questions are about children living in the household who are under 18 years of age. (IF ONLY ONE CHILD IN THE HOUSEHOLD, FILL IN PARENTHESES WITH CHILD'S FIRST NAME.)

Q12. In the last 12 months since (CURRENT MONTH) of last year, did you ever cut the size of
USDA ((CHILD)'s/any of the children's) meals because there wasn't enough money for food?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

Q13. In the last 12 months, did ((CHILD)/any of the children) ever skip a meal because there wasn't
USDA enough money for food?

YES 1 (GO TO Q14)
NO 2 (GO TO Q15)
DON'T KNOW 98 (GO TO Q15)
REFUSED 99 (GO TO Q15)

Q14. How often did this happen. . .
USDA

Almost every month, ... 1
Some months, but not every month, or... 2
In only 1 or 2 months? 3
DON'T KNOW 98
REFUSED 99

Q15. In the last 12 months (was (CHILD)/were the children) ever hungry but you just couldn't afford more
USDA food?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

Q16. In the last 12 months did ((CHILD)/any of the children) ever not eat for a whole day because there
USDA wasn't enough money for food?

YES.....	1
NO.....	2
DON'T KNOW	98
REFUSED	99

9-MONTH PARENT INTERVIEW

SECTION R – SOCIAL SUPPORT

The next questions are about people you know and may ask for help when you need it. Who is the one person not living here that you would ask for help with the following:

R1. Suppose you had a problem, and you were feeling depressed or confused about what to do. Who would you ask for help or advice?
PSID-CDS

SHOW CARD R1/R2/ R3	NO ONE	0	BABY'S OTHER PARENT.....	8
	FORMER HUSBAND/PARTNER.....	1	FRIEND/NEIGHBOR.....	9
	MY MOTHER/FATHER	2	COUNSELOR/MINISTER/ OTHER CLERGY/RABBI	10
	MOTHER-IN-LAW/FATHER-IN-LAW.....	3	MEMBERS OF CHURCH/ OTHER ORGANIZATION.....	11
	MY GRANDMOTHER/GRANDFATHER....	4	CO-WORKERS.....	12
	SPOUSE'S GRANDMOTHER/ GRANDFATHER.....	5	GROWN CHILD	13
	SISTER/BROTHER.....	6	OTHER	91
	AUNT/UNCLE/COUSIN	7	(SPECIFY)	
			DON'T KNOW.....	98
			REFUSED	99

R2. What if you had to borrow some money for a few weeks because of an emergency? Who would you ask?
PSID-CDS

SHOW CARD R1/R2 R3	NO ONE	0	BABY'S OTHER PARENT.....	8
	FORMER HUSBAND/PARTNER.....	1	FRIEND/NEIGHBOR.....	9
	MY MOTHER/FATHER	2	COUNSELOR/MINISTER/ OTHER CLERGY/RABBI	10
	MOTHER-IN-LAW/FATHER-IN-LAW.....	3	MEMBERS OF CHURCH/ OTHER ORGANIZATION.....	11
	MY GRANDMOTHER/GRANDFATHER....	4	CO-WORKERS.....	12
	SPOUSE'S GRANDMOTHER/ GRANDFATHER.....	5	GROWN CHILD	13
	SISTER/BROTHER.....	6	OTHER	91
	AUNT/UNCLE/COUSIN	7	(SPECIFY)	
			DON'T KNOW.....	98
			REFUSED	99

R3. Suppose that you had an emergency in the middle of the night and needed help. Who would you call?
PSID-CDS

SHOW CARD R1/R2 R3	NO ONE	0	BABY'S OTHER PARENT.....	8
	FORMER HUSBAND/PARTNER.....	1	FRIEND/NEIGHBOR.....	9
	MY MOTHER/FATHER	2	COUNSELOR/MINISTER/ OTHER CLERGY/RABBI	10
	MOTHER-IN-LAW/FATHER-IN-LAW.....	3	MEMBERS OF CHURCH/ OTHER ORGANIZATION.....	11
	MY GRANDMOTHER/GRANDFATHER....	4	CO-WORKERS.....	12
	SPOUSE'S GRANDMOTHER/ GRANDFATHER.....	5	GROWN CHILD	13
	SISTER/BROTHER.....	6	OTHER	91
	AUNT/UNCLE/COUSIN	7	(SPECIFY)	
			DON'T KNOW.....	98
			REFUSED	99

R4. Do you have someone who could give you advice or information about the care of (CHILD)?
SSSII

YES	1 (GO TO R5)
NO.....	2 (GO TO R6)
DON'T KNOW	98 (GO TO R6)
REFUSED	99 (GO TO R6)

R5. Who would you ask for help or advice? [CODE ALL THAT APPLY.]
SSSII IF R NAMES ONLY ONE PERSON, PROBE: Anyone else?

SHOW CARD R5	MY HUSBAND/PARTNER	1	NURSE.....	12
	BABY'S FATHER	2	COUNSELOR	13
	MY MOTHER.....	3	SOCIAL WORKER.....	14
	MY FATHER.....	4	MINISTER/PRIEST/RABBI.....	15
	MY GRANDFATHER/GRANDMOTHER....	5	CHURCH MEMBER.....	16
	MY SISTER/BROTHER	6	FRIEND OR NEIGHBOR	17
	MY HUSBAND'S/PARTNER'S FAMILY	7	FAMILY DOCTOR.....	18
	BABY'S FATHER'S FAMILY.....	8	STAFF AT CLINICS	19
	OTHER RELATIVES.....	9	OTHER	91
	TEACHER/TEACHER'S AIDES.....	10	(SPECIFY)	
	CO-WORKERS.....	11	DON'T KNOW.....	98
			REFUSED	99

Now I have some questions about your biological mother and father.

R6. How old is your biological mother now?

NEW

AGE (GO TO R9)

MOTHER NO LONGER LIVING 1 (GO TO R7)

ADOPTED/NEVER KNEW MOTHER 2 (GO TO R9)

DON'T KNOW 98 (GO TO R9)

REFUSED 99 (GO TO R9)

R7. How long ago did she pass away?

NEW

NUMBER UNITS

YEARS 1

MONTHS 2

DON'T KNOW 98

REFUSED 99

R8. How old was she when she passed away?

NEW

AGE

DON'T KNOW 98

REFUSED 99

R9. How old is your biological father now?

NEW

AGE (GO TO R12)

FATHER NO LONGER LIVING 1 (GO TO R10)

ADOPTED/NEVER KNEW FATHER 2 (GO TO R12)

DON'T KNOW 98 (GO TO R12)

REFUSED 99 (GO TO R12)

R10. How long ago did he pass away?

NEW

NUMBER UNITS

YEARS 1

MONTHS 2

DON'T KNOW 98

REFUSED 99

R11. How old was he when he passed away?

NEW

___ AGE

DON'T KNOW 98

REFUSED 99

(Now I have a few questions about the parents you spent most of your childhood with.)

R12. How close (do/did) you feel to your mother or mother-figure? Would you say...

NSC

Extremely close, ... 1

Quite close, ... 2

Fairly close, or 3

Not very close? 4

NOT APPLICABLE 5

DON'T KNOW 98

REFUSED 99

R13. How close (do/did) you feel to your father or father-figure? Would you say...

NSC

Extremely close, ... 1

Quite close, ... 2

Fairly close, or 3

Not very close? 4

NOT APPLICABLE 5

DON'T KNOW 98

REFUSED 99

9-MONTH PARENT INTERVIEW

SECTION S – COMMUNITY SUPPORT

These questions ask about your community involvement.

S1. Since (CHILD) was born, how often do you and your (husband/partner) get together socially with
NSFH friends or neighbors? Would you say. . .

Never, ...	0
Less than once a month, ...	1
About once or twice a month, ...	2
About once a week, or	3
Several times a week?	4
DON'T KNOW	98
REFUSED	99

S2. How often did you attend religious services in the past year? Was it . . .
NHES

Never, ...	0
About once or twice, ...	1
Several times during the year, ...	2
About once or twice a month, or	3
Nearly every week or more?	4
DON'T KNOW	98
REFUSED	99

S3. Do you participate in any ongoing community service activity, for example, volunteering at a school,
NHES coaching a sports team, or working with a church or neighborhood association?

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

S4. Now I have some questions about your household's experiences with various community agencies.
 FACES I would like to know about services your household has received since you became pregnant with (CHILD). Since you became pregnant with (CHILD), have you or anyone in your household received...

	<u>YES</u>	<u>NO</u>	<u>DON'T</u> <u>KNOW</u>	<u>REFUSED</u>
a. Job training or employment assistance?	1	2	98	99
b. Help getting transportation to a job or training?	1	2	98	99
c. Education assistance—for example, GED, college, learning to read, or English as a second language?	1	2	98	99
d. Help with housing?	1	2	98	99
e. Help with utilities (running water, hot water, heat, electricity, or telephone service)?	1	2	98	99
f. Help with or advice for parenting?	1	2	98	99
g. Alcohol or drug abuse treatment or counseling?	1	2	98	99
h. Mental health services?	1	2	98	99
i. Legal aid?	1	2	98	99
j. Help dealing with family violence?	1	2	98	99

9-MONTH PARENT INTERVIEW
SECTION T – FAMILY ROUTINES

The next questions are about your routine when it's time to put (CHILD) to bed.

T1. First, when you put (CHILD) to bed, is (he/she) usually awake or asleep?
NEW

AWAKE	1
ASLEEP	2
DON'T KNOW	98
REFUSED	99

T2. Do you usually put (CHILD) to bed with a bottle?
NEW

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

T3. When (CHILD) was about 3 months old, in what position did you usually put (him/her) to sleep?
NCHS

LYING ON STOMACH WITH FACE TO SIDE	1
LYING ON STOMACH WITH FACE DOWN	2
LYING ON BACK	3
LYING ON SIDE	4
PROPPED IN A SITTING POSITION	5
OTHER	91
SPECIFY _____	
DON'T KNOW	98
REFUSED	99

T4. When (CHILD) was newborn, in what position did you put (him/her) to sleep?
NCHS

LYING ON STOMACH WITH FACE TO SIDE	1
LYING ON STOMACH WITH FACE DOWN	2
LYING ON BACK	3
LYING ON SIDE	4
PROPPED IN A SITTING POSITION	5
OTHER	91
SPECIFY _____	
DON'T KNOW	98
REFUSED	99

ASK T5 IF MOTHER'S SPOUSE/PARTNER IS PRESENT IN HOUSEHOLD. ELSE, GO TO BOX BEFORE U1.
--

- T5. The next questions are about the types of things [(CHILD)'s father/your husband/your partner] may do with (CHILD). In the past month, how often did [(CHILD)'s father/your husband/your partner] do the following things with (him/her)? Was it more than once a day, about once a day, a few times a week, a few times a month, rarely, or not at all? How often did he ...
- EHS
- PROBE: Rarely means once a month or less

SHOW
CARD
T5

	<u>MORE THAN ONCE A DAY</u>	<u>ABOUT ONCE A DAY</u>	<u>A FEW TIMES A WEEK</u>	<u>A FEW TIMES A MONTH</u>	<u>RARELY</u>	<u>NOT AT ALL</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>	<u>N/A</u>
a. Change (CHILD)'s diaper?	1	2	3	4	5	6	98	99	00
b. Feed (CHILD) or give (him/her) a bottle?	1	2	3	4	5	6	98	99	00
c. Play peek-a-boo with (CHILD)?...	1	2	3	4	5	6	98	99	00
d. Read or tell stories to (CHILD) or look at picture books together? ...	1	2	3	4	5	6	98	99	00
e. Hold (him/her)?.....	1	2	3	4	5	6	98	99	00
f. Do things like tickle (CHILD), blow on (his/her) belly, or move (his/her) arms and legs around in a playful way?.....	1	2	3	4	5	6	98	99	00
g. Sing songs or nursery rhymes to (CHILD)?	1	2	3	4	5	6	98	99	00
h. Put (CHILD) to sleep?.....	1	2	3	4	5	6	98	99	00
i. Wash or bathe (CHILD)?	1	2	3	4	5	6	98	99	00
j. Take (CHILD) outside for a walk or to play in the yard, a park or playground?.....	1	2	3	4	5	6	98	99	00
k. Take (CHILD) to or from the sitter or day care center?.....	1	2	3	4	5	6	98	99	00

- T6. When the following things happen or need to be done, how often is [(CHILD)'s father/your husband/your partner] the one who does them? Is it always, often, sometimes, rarely, never do them?
- EHS

SHOW CARD T6								
	<u>ALWAYS</u>	<u>OFTEN</u>	<u>SOME- TIMES</u>	<u>RARELY</u>	<u>NEVER</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>	<u>N/A</u>
a. Get up with (CHILD) when (he/she) wakes up during the night?	1	2	3	4	5	98	99	00
b. Soothe (CHILD) when (he/she) is upset?	1	2	3	4	5	98	99	00
c. Take (CHILD) to the doctor?	1	2	3	4	5	98	99	00
d. Stay home to care for (CHILD) when (he/she) is ill?	1	2	3	4	5	98	99	00

9-MONTH PARENT INTERVIEW

SECTION U – BIOLOGICAL FATHER'S INFORMATION

IF BIOLOGICAL FATHER LIVES IN HH, GO TO U3. IF G10 = 2 (BIOLOGICAL FATHER IS NO LONGER LIVING), GO TO BOX BEFORE U7. ELSE, GO TO U1.

Next, I have some questions about (CHILD)'s biological father.

U1. First, I would like to verify some information about (CHILD)'s biological father. I understand he is
NEW not living in this household, is that correct?

YES 1 (GO TO U2)
NO 2 (GO TO BOX BEFORE U2)
DON'T KNOW 98 (GO TO SECTION V)
REFUSED 99 (GO TO SECTION V)

DISPLAY HOUSEHOLD ROSTER ALONG WITH THE FOLLOWING
INTERVIEWER INSTRUCTION.

[REVIEW HOUSEHOLD ROSTER WITH RESPONDENT. IF BIOLOGICAL FATHER IS LISTED ON THE HOUSEHOLD ROSTER, CORRECT HOUSEHOLD ROSTER INFORMATION AS NECESSARY AND CODE RELATIONSHIP AS "BIRTH FATHER." IF BIOLOGICAL FATHER IS NOT LISTED ON THE HOUSEHOLD ROSTER, ADD HIM AS PART OF THE HOUSEHOLD.]

GO TO U3.

CAPI INSTRUCTION: SET FLAG TO INDICATE THAT BIOLOGICAL FATHER WAS IDENTIFIED IN SECTION U.

U2. Has (CHILD)'s father ever lived with you since (CHILD) was born?
NEW

YES 1 (GO TO U4)
NO 2 (GO TO U6)
DON'T KNOW 98 (GO TO U6)
REFUSED 99 (GO TO U6)

U3. Has (CHILD)'s father always lived with you since (CHILD) was born?
NEW

YES 1 (GO TO U6)
NO 2 (GO TO U4)
DON'T KNOW 98 (GO TO U4)
REFUSED 99 (GO TO U4)

U4. Since (CHILD) was born, how many months (did/has) he (live/lived) with you?

NEW

MONTHS

DON'T KNOW 98

REFUSED 99

IF U1 = 2 (FATHER LIVES IN HOUSEHOLD), GO TO U6. ELSE, ASK U5.

U5. When did (CHILD)'s biological father stop living in the household?

NEW

MONTH _____
YEAR

DON'T KNOW 98

REFUSED 99

U6. What is (CHILD)'s biological father's date of birth?

NHES

MONTH _____
DAY YEAR

[IF DK, ASK FOR FATHER'S AGE]
OR

AGE

DON'T KNOW 98

REFUSED 99

IF BIOLOGICAL FATHER LIVES IN HOUSEHOLD, GO TO U10. ELSE, GO TO U7.

U7. Is (CHILD)'s biological father of Spanish, Hispanic, or Latino origin?

CENSUS

YES 1 (GO TO U8)

NO 2 (GO TO U9)

DON'T KNOW 98 (GO TO U9)

REFUSED 99 (GO TO U9)

U8. Is he... [CODE ALL THAT APPLY.]
CENSUS

Mexican, Mexican American, Chicano,...	1
Puerto Rican, ...	2
Cuban, or	3
Another Spanish/Hispanic/Latino group?	91
SPECIFY	
DON'T KNOW	98
REFUSED	99

U9. What is his race? [CODE ALL THAT APPLY.]
CENSUS

WHITE	1
BLACK, AFRICAN AMERICAN, OR NEGRO	2
AMERICAN INDIAN OR ALASKA NATIVE	3
SPECIFY	
ASIAN INDIAN	4
CHINESE	5
FILIPINO	6
JAPANESE	7
KOREAN	8
VIETNAMESE	9
OTHER ASIAN	10
SPECIFY	
NATIVE HAWAIIAN	11
GUAMANIAN OR CHAMORRO	12
SAMOAN	13
OTHER PACIFIC ISLANDER	14
SPECIFY	
ANOTHER RACE	91
SPECIFY	
DON'T KNOW	98
REFUSED	99

U10. What is the highest grade or year of school that he has completed?

ECLS-K

NO FORMAL SCHOOLING	0 (GO TO BOX AFTER U12)
1ST GRADE	1 (GO TO U11)
2ND GRADE	2 (GO TO U11)
3RD GRADE	3 (GO TO U11)
4TH GRADE	4 (GO TO U11)
5TH GRADE	5 (GO TO U11)
6TH GRADE	6 (GO TO U11)
7TH GRADE	7 (GO TO U11)
8TH GRADE	8 (GO TO U11)
9TH GRADE	9 (GO TO U11)
10TH GRADE	10 (GO TO U11)
11TH GRADE	11 (GO TO U11)
12TH GRADE BUT NO DIPLOMA	12 (GO TO U11)
HIGH SCHOOL DIPLOMA/EQUIVALENT	13 (GO TO U12)
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	14 (GO TO U11)
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	15 (GO TO BOX AFTER U12)
SOME COLLEGE BUT NO DEGREE	16 (GO TO U11)
ASSOCIATE'S DEGREE	17 (GO TO BOX AFTER U12)
BACHELOR'S DEGREE	18 (GO TO BOX AFTER U12)
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	19 (GO TO BOX AFTER U12)
MASTER'S DEGREE (MA, MS)	20 (GO TO BOX AFTER U12)
DOCTORATE DEGREE (PHD, EDD)	21 (GO TO BOX AFTER U12)
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	22 (GO TO BOX AFTER U12)
DON'T KNOW	98 (GO TO BOX AFTER U12)
REFUSED	99 (GO TO BOX AFTER U12)

U11. Does he have a high school diploma or its equivalent, such as a GED?

NHES

YES	1 (GO TO U12)
NO	2 (GO TO BOX AFTER U12)
DON'T KNOW	98 (GO TO BOX AFTER U12)
REFUSED	99 (GO TO BOX AFTER U12)

U12. Which does he have, a high school diploma or a GED?

NLS

HIGH SCHOOL DIPLOMA	1
GED	2
DON'T KNOW	98
REFUSED	99

IF BIOLOGICAL FATHER LIVES IN HH, GO TO U13. ELSE, GO TO U30.

U13. During the past week, did (CHILD)'s father work at a job or business for pay?
NHES

YES 1 (GO TO BOX BEFORE U15)
NO 2 (GO TO U14)
DON'T KNOW 98 (GO TO U14)
REFUSED 99 (GO TO U14)

U14. Was he on leave or vacation from a job or business?
ECLS-K

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

IF U13 = 1 (WORKED LAST WEEK) OR U14 = 1 (ON LEAVE OR VACATION), GO TO U15. ELSE GO TO U25.
--

U15. How many jobs does (CHILD)'s father have now?
ECLS-K

NUMBER OF JOBS

DON'T KNOW 98
REFUSED 99

U16. About how many total hours per week does (CHILD)'s father usually work for pay (counting all
ECLS-K jobs)? [IF HOURS VARY, PROBE FOR AVERAGE HOURS PER WEEK.]

NUMBER OF WEEKLY HOURS

DON'T KNOW 98
REFUSED 99

U17. (Counting all jobs) about how much does (CHILD)'s father earn before taxes and other deductions?
NHES

\$|_|_|_| , |_|_|_| . |_|_|
AMOUNT UNITS

PER HOUR 1
PER DAY 2
PER WEEK 3
PER BI-WEEKLY (EVERY 2 WEEKS) ... 4
PER MONTH..... 5
PER YEAR 6
OTHER (SPECIFY)..... 91

DON'T KNOW 98
REFUSED 99

U18. Is (CHILD)'s father eligible for the following benefits through (any of) his current job(s)? How about
EHS ...

	YES	NO	DON'T KNOW	REFUSED
a. Medical or hospital insurance?.....	1	2	98	99
b. Sick leave with full pay?	1	2	98	99
c. Vacation with full pay?.....	1	2	98	99
d. Pension plan or retirement program, such as a 401K plan?..	1	2	98	99
e. Child care assistance?	1	2	98	99
f. Flexible hours or flex-time?	1	2	98	99
g. A dental plan?.....	1	2	98	99
h. Employer-provided transportation?.....	1	2	98	99
i. Tuition reimbursement or training classes?	1	2	98	99

U19. Which of the following best describes the hours (CHILD)'s father usually works (at his main job)?
CPS

A regular daytime shift, ... 1
A regular evening shift, ... 2
A regular night shift, ... 3
A rotating shift – one that changes
periodically from days to evenings
or night, ... 4
A split shift – one consisting of two
distinct periods each day, or 5
Some other schedule (SPECIFY) 91

DON'T KNOW 98
REFUSED 99

U20. As part of his (main) job, does (CHILD)'s father do any of his work at home?
CPS

PROBE: This means he has a formal arrangement with his employer to work at home, not just taking work home from the job.

YES	1
NO	2
SELF-EMPLOYED	3
DON'T KNOW	98
REFUSED	99

U21. For whom does he work?

ECLS-K

PROBE FOR: NAME OF THE COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER. IF MORE THAN ONE CURRENT JOB, ASK ABOUT THE ONE AT WHICH THE PERSON SPENDS THE MOST TIME.

NAME OF COMPANY _____

DON'T KNOW	98
REFUSED	99

U22. What kind of business or industry is this?

ECLS-K

PROBE: What do they make or do? For example: TV and radio manufacturing, retail shoe store, state labor department, farming.

TYPE OF INDUSTRY _____

DON'T KNOW	98
REFUSED	99

U23. What kind of work is he doing?

ECLS-K

PROBE: For example: electrical engineer, stock clerk, typist, farmer.

JOB TITLE _____

DON'T KNOW	98
REFUSED	99

U24. What are his most important activities or duties on this job? What does he actually do at this job?

ECLS-K

PROBE: For example: typing, keeping account books, filing, selling cars, operating a printing press, finishing concrete

IMPORTANT DUTY _____

DON'T KNOW	98
REFUSED	99

GO TO BOX BEFORE U37.

U25. Has (CHILD)'s father been actively looking for work in the past 4 weeks?

ECLS-K

YES	1 (GO TO U26)
NO	2 (GO TO U27)
DON'T KNOW	98 (GO TO U27)
REFUSED	99 (GO TO U27)

U26. What has (CHILD)'s father been doing in the past 4 weeks to find work? CODE ALL THAT APPLY.

ECLS-K

CHECKED WITH PUBLIC EMPLOYMENT AGENCY	1
CHECKED WITH PRIVATE EMPLOYMENT AGENCY	2
CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME	3
CHECKED WITH FRIENDS OR RELATIVES	4
PLACED OR ANSWERED ADS/SENT RESUME	5
READ WANT-ADS	6
SOMETHING ELSE (SPECIFY)	7

DON'T KNOW	98
REFUSED	99

IF U26 = 1-5, GO TO U28. ELSE, GO TO U27.

U27. What was (CHILD)'s father doing most of last week? Would you say ...

ECLS-K

Keeping house or caring for children, ...	1
Going to school, ...	2
Retired, ...	3
Unable to work, or	4
Something else? (SPECIFY)	7

DON'T KNOW	98
REFUSED	99

GO TO U29.

U28. Could he have taken a job last week if one had been offered?

ECLS-K

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

U29. Is he planning to go to work at a job for pay within the next 9 months?

NEW

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

GO TO BOX BEFORE U37.

U30. How many minutes does (CHILD)'s (biological) father live from (him/her)?
EHS USE CATEGORIES AS PROBES IF NECESSARY.

10 MINUTES OR LESS 1
11 TO 30 MINUTES 2
31 TO 59 MINUTES 3
1 TO 2 HOURS 4
MORE THAN 2 HOURS 5
DON'T KNOW 98
REFUSED 99

U31. Does (CHILD)'s (biological) father live in the same state or a different state than (CHILD)?
ECLS-K

SAME STATE 1
DIFFERENT STATE 2
DON'T KNOW 98
REFUSED 99

U32. How long has it been since (CHILD)'s (biological) father last saw (CHILD)?
NHES

NUMBER UNIT

DAYS 1
WEEKS 2
MONTHS 3
FATHER HAS NEVER SEEN CHILD 4 (GO TO U35)
DON'T KNOW 98 (GO TO U37)
REFUSED 99 (GO TO U37)

IF U32 IS GREATER THAN 3 MONTHS OR GREATER THAN OR EQUAL TO
13 WEEKS OR GREATER THAN 90 DAYS THEN GO TO U34.

U33. In the last 3 months, on how many days has (CHILD)'s father seen (CHILD)?
ECLS-K PROBE: Your best guess is fine.

NONE 0
1 TO 6 DAYS 1
7 TO 14 DAYS 2
15 OR MORE DAYS 3
DON'T KNOW 98
REFUSED 99

IF U32 IS GREATER THAN OR EQUAL TO 2 MONTHS OR GREATER THAN 4 WEEKS OR 30 DAYS, ASK U34. ELSE, GO TO U37.

U34. You said that (CHILD)'s father last saw (CHILD) (FILL LENGTH OF TIME FROM U32) ago. Why
DADS hasn't he seen (CHILD) more recently? Is it because....

YOU DO NOT WANT HIM TO SEE
(CHILD) 1 (GO TO U37)
HE DOES NOT WANT TO SEE
(CHILD) 2 (GO TO U37)
HE HAS BEEN UNABLE TO SEE
(CHILD) 3 (GO TO U36)
DON'T KNOW 98 (GO TO U37)
REFUSED 99 (GO TO U37)

U35. You said that (CHILD)'s father has never seen (CHILD). Why hasn't he seen (CHILD)? Is it
NEW because....

YOU DO NOT WANT HIM TO SEE
(CHILD) 1 (GO TO U37)
HE DOES NOT WANT TO SEE
(CHILD) 2 (GO TO U37)
HE HAS BEEN UNABLE TO SEE
(CHILD) 3 (GO TO U36)
DON'T KNOW 98 (GO TO U37)
REFUSED 99 (GO TO U37)

U36. Why has he been unable to see (CHILD)? Is it because....
NEW

HE LIVES TOO FAR AWAY 1
HE IS SICK OR DISABLED 2
HE IS IN THE MILITARY 3
HE IS IN JAIL OR PRISON 4
SOME OTHER REASON 91
SPECIFY _____
DON'T KNOW 98
REFUSED 99

U37. In the last 3 months, how often have you been in touch with (CHILD)'s father, either by phone,
NEW letter, or other means? Is it...

Every day or almost every day 1
Several times a week 2
About once a week 3
Two or three times a month 4
About once a month 5
Less often 6
DON'T KNOW 98
REFUSED 99

IF U32 GREATER THAN 1 MONTH, 4 WEEKS, OR 30 DAYS GO TO U39.

U38. In the past month, how often has (CHILD)'s (biological) father looked after (him/her) while you did other things? Was it . . .

EHS

PROBE: In the last 30 days.

Every day or almost every day,.....	1
A few times a week, ...	2
A few times a month,.....	3
Once or twice, or	4
Never?	5
DON'T KNOW	98
REFUSED	99

U39. How often has he done any of the following for (CHILD)? Has he (READ ITEM) often, sometimes, or never? CODE ONLY ONE RESPONSE FOR EACH STATEMENT.

EHS

	<u>OFTEN</u>	<u>SOME- TIMES</u>	<u>NEVER</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Bought clothes, diapers, toys, or presents for (CHILD)?	1	2	3	98	99
b. Paid for (CHILD)'s medical insurance, doctor bills, or medicines?	1	2	3	98	99
c. Given you extra money to help out, not including child support?	1	2	3	98	99
d. Helped pay for (CHILD)'s child care expenses?	1	2	3	98	99

U40. Thinking about child support, do you have a legal agreement, an informal agreement, or no arrangement at all with (CHILD)'s (biological) father?

EHS

LEGAL	1
INFORMAL	2
NOT NEEDED, STILL MARRIED TO FATHER	3
NO ARRANGEMENT	4
DON'T KNOW	98
REFUSED	99

IF BIOLOGICAL MOTHER IS LIVING WITH, BUT IS NOT MARRIED TO, BIOLOGICAL FATHER OR WAS NOT MARRIED TO HIM AT TIME OF CHILD'S BIRTH, ASK U41. ELSE, GO TO SECTION V.

U41. Did (CHILD)'s father ever sign the application for (CHILD)'s birth certificate or sign a statement that
EHS legally says he is (CHILD)'s father?

YES 1 (GO TO BOX BEFORE U43)
NO 2 (GO TO U42)
DON'T KNOW 98 (GO TO U42)
REFUSED 99 (GO TO U42)

U42. Did you have to go to court to establish that he was (CHILD)'s legal father?
EHS

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

GO TO U43 IF U40 = 1 OR 2 (HAS LEGAL OR INFORMAL SUPPORT ARRANGEMENT). ELSE GO TO SECTION V.

U43. How much per month is he supposed to pay for (CHILD)'s support?
EHS PROBE: Your best estimate will be fine.

\$|_|, |_|_| PER MONTH

DON'T KNOW 98
REFUSED 99

U44. How much per month do you usually get for (CHILD)'s support?
NEW PROBE: Your best estimate will be fine.

\$|_|, |_|_| PER MONTH

DON'T KNOW 98
REFUSED 99

9-MONTH PARENT INTERVIEW

SECTION V – MOTHER'S EDUCATION, EMPLOYMENT AND INCOME

IF RESPONDENT IS BIOLOGICAL MOTHER, ASK V1. ELSE, GO TO V8.

V1. The next questions are about your education, training, and employment. Did you work any time during the 12 months before (CHILD) was born?
NMIHS

PROBE: Include active duty in the Armed Forces.

YES..... 1 (GO TO V2)
NO..... 2 (GO TO V8)
DON'T KNOW 98 (GO TO V8)
REFUSED 99 (GO TO V8)

V2. During the 12 months before (CHILD) was born, for how many months did you work?
NMIHS

NUMBER OF MONTHS

DON'T KNOW 98
REFUSED 99

V3. About how many hours per week did you usually work for pay at that job?
NMIHS

HOURS PER WEEK

DON'T KNOW 98
REFUSED 99

V4. Did you ever take maternity leave, paid or unpaid, from a job you held when you were pregnant with (CHILD)?
NSFG

PROBE: Maternity leave is any leave (paid or unpaid) due to pregnancy and child birth that a woman takes from a job to which she expects to return, at least when she starts the leave.

YES..... 1 (GO TO V6)
NO..... 2 (GO TO V5)
DON'T KNOW 98 (GO TO V5)
REFUSED 99 (GO TO V5)

V5. Was this because you were not employed during the pregnancy, were employed but quit before
NSFG you delivered, or some other reason?

NOT EMPLOYED DURING PREGNANCY 1 (GO TO V8)
EMPLOYED, BUT QUIT BEFORE DELIVERY 2 (GO TO V8)
OTHER (SPECIFY) 91 (GO TO V8)
DON'T KNOW 98 (GO TO V8)
REFUSED 99 (GO TO V8)

V6. In total how many weeks of maternity leave, paid or unpaid, did you take?
NSFG

NUMBER OF WEEKS

DON'T KNOW 98
REFUSED 99

V7. Some women receive pay from their jobs during their maternity leave, through vacation, sick pay,
NSFG maternity benefits, and other kinds of paid leave. In total, how many weeks of paid leave did you
receive from your job while you were on maternity leave?

NUMBER OF WEEKS

DON'T KNOW 98
REFUSED 99

V8. During the past week, did you work at a job or business for pay?
ECLS-K [IF RESPONDENT IS SELF-EMPLOYED, CODE AS YES (1).]

YES 1 (GO TO V14)
NO 2 (GO TO V9)
DON'T KNOW 98 (GO TO V9)
REFUSED 99 (GO TO V9)

V9. Were you on leave or vacation from a job or business?
ECLS-K

YES 1 (GO TO V14)
NO 2 (GO TO V10)
DON'T KNOW 98 (GO TO V10)
REFUSED 99 (GO TO V10)

V10. Have you actively been looking for work in the past 4 weeks?
ECLS-K

YES 1 (GO TO V11)
NO 2 (GO TO V12)
DON'T KNOW 98 (GO TO V12)
REFUSED 99 (GO TO V12)

V11. What have you been doing in the past 4 weeks to find work? CODE ALL THAT APPLY.

ECLS-K

- CHECKED WITH PUBLIC EMPLOYMENT AGENCY 1
- CHECKED WITH PRIVATE EMPLOYMENT AGENCY 2
- CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME 3
- CHECKED WITH FRIENDS OR RELATIVES 4
- PLACED OR ANSWERED ADS/SENT RESUME 5
- READ WANT-ADS 6
- SOMETHING ELSE 7
- (SPECIFY) _____
- DON'T KNOW 98
- REFUSED 99

IF V11 = 1-5, GO TO V13. ELSE, GO TO
V12.

V12. What were you doing most of last week? Would you say ...

ECLS-K

- Keeping house or caring for children, ... 1
- Going to school, ... 2
- Retired, ... 3
- Unable to work, or 4
- Something else? 5
- (SPECIFY) _____
- DON'T KNOW 98
- REFUSED 99

GO TO V25.

V13. Could you have taken a job last week if one had been offered?

ECLS-K

- YES 1
- NO 2
- DON'T KNOW 98
- REFUSED 99

GO TO V25.

V14. How many jobs do you have now?

ECLS-K

NUMBER OF JOBS

- DON'T KNOW 98
- REFUSED 99

V15. About how many total hours per week do you usually work for pay (counting all jobs)?
ECLS-K [IF HOURS VARY, PROBE FOR AVERAGE HOURS PER WEEK.]

NUMBER OF WEEKLY HOURS

DON'T KNOW 98
REFUSED 99

V16. Which of the following best describes the hours you usually work (at your main job)?
CPS PROBE: Main job is the job where you work the most hours.

A regular daytime shift, ... 1
A regular evening shift, ... 2
A regular night shift, ... 3
A rotating shift – one that changes
periodically from days to evenings
or night, ... 4
A split shift – one consisting of two
distinct periods each day, or 5
Some other schedule 6
SPECIFY _____
DON'T KNOW 98
REFUSED 99

V17. As part of your (main) job, do you do any of your work at home?
CPS PROBE: This means you have a formal arrangement with your employer to work at home, not just taking work home from the job.

YES 1
NO 2
SELF-EMPLOYED 3
DON'T KNOW 98
REFUSED 99

IF V8 = 1 (CURRENTLY WORKING) OR V9 = 1 (ON LEAVE OR VACATION),
GO TO V18. ELSE, GO TO V25.

V18. For whom do you work?
ECLS-K PROBE FOR: NAME OF THE COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER. IF MORE THAN ONE CURRENT JOB, ASK ABOUT THE ONE AT WHICH THE PERSON SPENDS THE MOST TIME.

NAME OF COMPANY _____

DON'T KNOW 98
REFUSED 99

V19. What kind of business or industry is this?
ECLS-K PROBE: What do they make or do? For example, TV and radio manufacturing, retail shoe store, state labor department, farming.

TYPE OF INDUSTRY _____

DON'T KNOW 98
REFUSED 99

V20. What kind of work are you doing?
ECLS-K PROBE: What is (your/(NAME)'s) job called? For example, electrical engineer, stock clerk, typist, farmer.

JOB TITLE _____

DON'T KNOW 98
REFUSED 99

V21. What are your most important activities or duties on this job? What do you actually do at this job?
ECLS-K PROBE: For example, typing, keeping account books, filing, selling cars, operating a printing press, finishing concrete.

IMPORTANT DUTY _____

DON'T KNOW 98
REFUSED 99

IF RESPONDENT IS BIOLOGICAL MOTHER, ASK V22. ELSE, GO TO V23.

V22. Is it the same job you had before (CHILD) was born?
NEW

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

V23.
NHES

\$ _____, _____ . _____
AMOUNT UNITS

PER HOUR	1
PER DAY	2
PER WEEK	3
PER BI-WEEKLY (EVERY 2 WEEKS) ...	4
PER MONTH	5
PER YEAR	6
OTHER (SPECIFY)	91
DON'T KNOW	98
REFUSED	99

V24.
EHS

	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Medical or hospital insurance?	1	2	98	99
b. Sick leave with full pay?	1	2	98	99
c. Vacation with full pay?	1	2	98	99
d. Pension plan or retirement program, such as a 401K plan?	1	2	98	99
e. Child care assistance?	1	2	98	99
f. Flexible hours or flex-time?	1	2	98	99
g. A dental plan?	1	2	98	99
h. Employer-provided transportation?	1	2	98	99
i. Tuition reimbursement or training classes?	1	2	98	99

V25.
ECLS-K

YES	1	(GO TO V26)
NO	2	(GO TO V27)
DON'T KNOW	98	(GO TO V27)
REFUSED	99	(GO TO V27)

V26.
ECLS-K

FULL-TIME	1
PART-TIME	2
DON'T KNOW	98
REFUSED	99

V27. Are you currently participating in a job-training or on-the-job-training program?

ECLS-K

YES..... 1 (GO TO V28)
NO..... 2 (GO TO V29)
DON'T KNOW 98 (GO TO V29)
REFUSED 99 (GO TO V29)

V28. About how many hours a week do you spend in that program?

ECLS-K

HOURS PER WEEK

DON'T KNOW 98
REFUSED 99

IF RESPONDENT IS BIOLOGICAL MOTHER, ASK V29. ELSE, GO TO
SECTION W.

V29. Thinking about the time when (CHILD) was born, were you planning to (go back to work/find a job
NEW for pay)?

YES..... 1 (GO TO V30)
NO..... 2 (GO TO BOX BEFORE V31)
DON'T KNOW 98 (GO TO BOX BEFORE V31)
REFUSED 99 (GO TO BOX BEFORE V31)

V30. How old did you want (CHILD) to be before you started working at a job (again)?

NEW

AGE UNITS

MONTHS..... 1
YEARS..... 2
DON'T KNOW 98
REFUSED 99

IF V8 = 1 (DID NOT WORK LAST WEEK) AND V9 = 2 (NOT ON LEAVE OR
VACATION), GO TO V31. ELSE, GO TO V32.

V31. Have you gone (back) to work at a job since (CHILD) was born?

NEW

YES..... 1 (GO TO V32)
NO..... 2 (GO TO V33)
DON'T KNOW 98 (GO TO V33)
REFUSED 99 (GO TO V33)

V32. How old was (CHILD) in months when you first went (back) to work at a job?
NEW

AGE IN MONTHS

DON'T KNOW 98
REFUSED 99

V33. There are a number of reasons why mothers (do not) go (back) to work after the birth of a child.
NCCS What is your main reason for (not) going (back) to work?

[SET A. FOR MOTHERS CURRENTLY WORKING]

INCOME/NEED THE MONEY 1
CAREER/PERSONAL FULFILLMENT 2
GET OUT OF THE HOUSE/SPEND TIME WITH ADULTS 3
OTHER 91
(SPECIFY) _____
DON'T KNOW 98
REFUSED 99

[SET B. FOR MOTHERS NOT CURRENTLY WORKING]

PREFERS NOT TO WORK WHILE CHILD IS YOUNG 1
CAN'T AFFORD CHILD CARE 2
PROBLEMS FINDING SATISFACTORY CHILD CARE 3
CAN'T FIND A JOB 4
NOT INTERESTED IN WORKING/DON'T NEED THE MONEY .. 5
HUSBAND DOES NOT WANT WIFE TO WORK 6
NEVER WORKED/LACK JOB SKILLS 7
FAMILY MEMBER HAS SPECIAL NEEDS 8
ILLNESS/HEALTH REASONS 9
MOVED/RELOCATED 10
IN SCHOOL OR TRAINING 11
OTHER 91
(SPECIFY) _____
DON'T KNOW 98
REFUSED 99

IF V8 = 1 (NOT WORKING LAST WEEK)) AND V9 = 2 (NOT ON LEAVE OR VACATION), GO TO V34. ELSE, GO TO SECTION W.

V34. Are you planning to go to work at a job for pay within the next 9 months?
NEW

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

9-MONTH PARENT INTERVIEW

SECTION W – WELFARE AND OTHER PUBLIC ASSISTANCE

Now I have a few questions about your family's income.

W1. At any time since (CHILD) was born, have you (or anyone else in your household) received Food
USDA Stamps?

YES..... 1 (GO TO W2)
NO..... 2 (GO TO W3)
DON'T KNOW 98 (GO TO W3)
REFUSED 99 (GO TO W3)

W2. For how many months since (CHILD) was born did you (or anyone else in your household) receive
NEW Food Stamps?

NUMBER OF MONTHS

DON'T KNOW 98
REFUSED 99

W3. At any time since (CHILD) was born, have you (or anyone else in your household) received TANF
USDA (state specific) or welfare? (TANF is Temporary Assistance for Needy Families.)

YES..... 1 (GO TO W4)
NO..... 2 (GO TO W5)
DON'T KNOW 98 (GO TO W5)
REFUSED 99 (GO TO W5)

W4. For how many months since (CHILD) was born did you (or anyone else in your household) receive
NEW TANF (state specific) or welfare?

NUMBER OF MONTHS

DON'T KNOW 98
REFUSED 99

W5. At any time since (CHILD) was born, have you (or anyone else in your household) received
USDA Medicaid benefits?

YES..... 1 (GO TO W6)
NO..... 2 (GO TO W7)
DON'T KNOW 98 (GO TO W7)
REFUSED 99 (GO TO W7)

W6. For how many months since (CHILD) was born did you (or anyone else in your household)
NEW receive Medicaid?

NUMBER OF MONTHS

DON'T KNOW 98
REFUSED 99

W7. While you were pregnant with (CHILD), did you use WIC vouchers to buy food for yourself?
USDA WIC is the Women, Infants, and Children nutrition program.

YES 1 (GO TO W8)
NO 2 (GO TO W9)
DON'T KNOW 98 (GO TO W9)
REFUSED 99 (GO TO W9)

W8. How many months pregnant were you when you first started to receive WIC vouchers?
USDA

1 TO 3 MONTHS (1st TRIMESTER) 1
4 TO 6 MONTHS (2nd TRIMESTER) 2
7 TO 9 MONTHS (3rd TRIMESTER) 3
DON'T KNOW 98
REFUSED 99

W9. During the first 6 months after (CHILD) was born, did you use WIC vouchers to buy food for
USDA yourself?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

W10. In the last 30 days, did you use WIC vouchers to buy food for yourself?
USDA

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

W11. In the last 30 days, did you use WIC vouchers to buy formula or other food for (CHILD)?
USDA

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

ASK W12 IF OTHER CHILDREN AGE 5 OR YOUNGER IN HOUSEHOLD. ELSE, GO TO X1.

W12. In the last 30 days, did you use WIC vouchers to buy food for any other child in your household?
USDA

YES..... 1
NO..... 2
DON'T KNOW 98
REFUSED 99

9-MONTH PARENT INTERVIEW

SECTION X – HOUSEHOLD INCOME AND ASSETS

X1. Including yourself, how many adults contribute to your household income?

FACES

NUMBER OF ADULTS

DON'T KNOW 98

REFUSED 99

X2. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

NHES

Was it . . .

\$25,000 or less, or 1 (READ SET 1)

More than \$25,000 2 (READ SET 2)

DON'T KNOW 98 (GO TO X5)

REFUSED 99 (GO TO X5)

X3. Was it . . .

NHES

[SET 1]

\$5,000 or less, ... 1

\$5,000 to \$10,000, ... 2

\$10,001 to \$15,000, ... 3

\$15,001 to \$20,000, ... 4

\$20,001 to \$25,000, ... 5

DON'T KNOW 98

REFUSED 99

[SET 2]

\$25,001 to \$30,000, ... 6

\$30,001 to \$35,000, ... 7

\$35,001 to \$40,000, ... 8

\$40,001 to \$50,000, ... 9

\$50,001 to \$75,000, or 10

More than \$75,000? 11

DON'T KNOW 98

REFUSED 99

```

ASK X4 IF
(NUMBER IN HH=2 AND X3 ≤3) OR
(NUMBER IN HH=3 AND X3 ≤3) OR
(NUMBER IN HH=4 AND X3 ≤4) OR
(NUMBER IN HH=5 AND X3 ≤4) OR
(NUMBER IN HH=6 AND X3 ≤5) OR
(NUMBER IN HH=7 AND X3 ≤5) OR
(NUMBER IN HH=8 AND X3 ≤6) OR
(NUMBER IN HH≥9 AND X3 ≤7).
ELSE, GO TO BOX BEFORE X5.

```

NHES

DON'T KNOW 98
REFUSED 99

INTERVIEWER: CODE X5 IF OBVIOUS. ELSE ASK RESPONDENT.

NEW

A house, townhouse, or condominium,.....	1
An apartment,.....	2
A mobile home or trailer,.....	3
A community shelter, ...	4
A hotel or motel room,.....	5
Are you homeless, or	6
Do you live in another type of housing?.....	91
SPECIFY	
DON'T KNOW	98
REFUSED	99

X11. Do you (or anyone in your household) have any money in checking or savings accounts,
PSID money market funds, certificates of deposit, or government savings bonds, or Treasury bills,
including IRAs?

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

9-MONTH PARENT INTERVIEW

SECTION Y - WOODCOCK-JOHNSON LETTER WORD IDENTIFICATION TEST

Instructions

Now we are going to do something a little bit different. One thing that helps us understand a baby's language development is to know more about the parent's use of language.

I am going to show you some words and ask you to say each word aloud. You do not need to spell the words or even know what they mean. I just want to see how you read them aloud. Some are very easy and others might be very hard. Usually, no one pronounces them all the same way, so just relax and do your best.

DO NOT PENALIZE A SUBJECT FOR MISPRONUNCIATIONS RESULTING FROM SPEECH DEFECTS, DIALECTS, OR REGIONAL SPEECH PATTERNS.

START	ADMINISTER FIRST SET OF ITEMS BASED ON EDUCATION LEVELS								
	<table><tr><td><u>EDUCATION LEVEL</u></td><td><u>STARTING POINTS</u></td></tr><tr><td>GRADES 3 TO 4</td><td>ITEM 24</td></tr><tr><td>GRADES 5 TO 9</td><td>ITEM 30</td></tr><tr><td>GRADE 10 AND UP</td><td>ITEM 36</td></tr></table>	<u>EDUCATION LEVEL</u>	<u>STARTING POINTS</u>	GRADES 3 TO 4	ITEM 24	GRADES 5 TO 9	ITEM 30	GRADE 10 AND UP	ITEM 36
<u>EDUCATION LEVEL</u>	<u>STARTING POINTS</u>								
GRADES 3 TO 4	ITEM 24								
GRADES 5 TO 9	ITEM 30								
GRADE 10 AND UP	ITEM 36								
BASAL	TEST BY COMPLETE PAGES UNTIL THE 6 LOWEST-NUMBERED ITEMS ADMINISTERED ARE CORRECT. ARE ITEMS 24-29/30-35/36-41 CORRECT? YES..... 1 (GO TO NEXT HIGHER SET) NO..... 2 (GO TO NEXT LOWER SET)								
CEILING	Test by complete pages until the 6 highest-numbered items administered are failed or until the page with the last test item has been administered.								

From the *Woodcock-Johnson-Revised Test of Achievement*. Copyright © 1989 by the
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9-MONTH PARENT INTERVIEW

SECTION Z – CLOSING STATEMENT AND TRACING INFORMATION

Thank you for your cooperation and for taking the time to participate in this important study. Just to make sure I can reach you for the next interview, which will take place when (CHILD) is about 18 months old, I'd like to ask a few questions about how to find you.

Z1. Is there a second telephone number, such as a work number, a friend or relative's number, or a pager, beeper or cell phone number where you can sometimes be reached?
ECLS-K

YES 1 (GO TO Z2)
NO 2 (GO TO Z4)
DON'T KNOW 98 (GO TO Z4)
REFUSED 99 (GO TO Z4)

Z2. What is that telephone number?
ECLS-K

(| | | |) | | | | - | | | | | ext. _____

DON'T KNOW 98
REFUSED 99

Z3. Where is that telephone located?
ECLS-K

OFFICE/PLACE OF BUSINESS 1
RELATIVE (SPECIFY) 2
NEIGHBOR (SPECIFY) 3
FRIEND (SPECIFY) 4
PAGER/BEEPER NUMBER 5
CELL PHONE 6
OTHER (SPECIFY) _____ 91
DON'T KNOW 98
REFUSED 99

Z4. Is there a relative or friend, who does not live in this household, who will always know how to get in touch with the family?
ECLS-K
IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

YES 1 (GO TO Z5)
NO 2 (GO TO BOX BEFORE Z8)
DON'T KNOW 98 (GO TO BOX BEFORE Z8)
REFUSED 99 (GO TO BOX BEFORE Z8)

Z5. What is the name, address, and telephone number of that person?
ECLS-K PROBE: What is this person's relationship to you?

FIRST NAME: _____ LAST NAME: _____
ADDRESS: _____
CITY: _____ STATE: _____ ZIPCODE: _____
TELEPHONE: (____) _____ - _____
RELATIONSHIP: _____

Z6. Aside from (PERSON IN Y5), is there another relative or friend, who does not live in this
ECLS-K household, who will always know how to get in touch with the family?

IF NECESSARY, SAY: I will only contact this person if I cannot locate you for the next interview.

YES	1	(GO TO Z7)
NO	2	(GO TO BOX BEFORE Z8)
DON'T KNOW	98	(GO TO BOX BEFORE Z8)
REFUSED	99	(GO TO BOX BEFORE Z8)

Z7. What is the name, address, and telephone number of this person?
ECLS-K

FIRST NAME: _____ LAST NAME: _____
ADDRESS: _____
CITY: _____ STATE: _____ ZIPCODE: _____
TELEPHONE: (____) _____ - _____
RELATIONSHIP: _____

Z8. Do (you/(CHILD)'s parents/(CHILD)'s (mother/father)) plan to move to a new home before the
ECLS-K summer of 2001?

YES	1	(GO TO Z9)
NO	2	(GO TO BOX BEFORE Z11)
DON'T KNOW	98	(GO TO BOX BEFORE Z11)
REFUSED	99	(GO TO BOX BEFORE Z11)

Z9. What is the address and telephone number where (you/(CHILD)'s (mother/father)) plan to
ECLS-K move?

ADDRESS: _____
CITY: _____ STATE: _____ ZIPCODE: _____
TELEPHONE: (____) _____ - _____

Z10. CODE IF OBVIOUS, OTHERWISE ASK: Are (you/(CHILD)'s (mother/father)) planning to
ECLS-K move . . .

To a new state,.....	1
To a new city or town in the same state, or, ...	2
To a new home in the same city or town?	3
DON'T KNOW	98
REFUSED	99

IF NONRESIDENT BIOLOGICAL FATHER IS LIVING, GO TO NEXT BOX.
ELSE, GO TO CLOSE.

IF NONRESIDENT BIOLOGICAL FATHER HAS SEEN CHILD IN THE LAST
MONTH, ASK Z11. ELSE, GO TO NEXT BOX.

IF NONRESIDENT BIOLOGICAL FATHERS HAS NEVER SEEN CHILD
(U32=NEVER SEEN CHILD) AND MOTHER DOES NOT WANT HIM TO
SEE CHILD (U35=1) GO TO CLOSE. ELSE GO TO NEXT BOX.

IF NONRESIDENT BIOLOGICAL FATHER HAS NOT SEEN CHILD IN
MORE THAN 1 MONTH (U32 GREATER THAN 1 MONTH, 4 WEEKS, OR
30 DAYS) AND MOTHER DOES NOT WANT HIM TO SEE CHILD (U34=1)
GO TO CLOSE. ELSE GO TO NEXT BOX.

IF:

- 1) NONRESIDENT BIOLOGICAL FATHER HAS NOT SEEN CHILD IN
LAST 2 OR 3 MONTHS ($U32 \geq 2$ AND ≤ 3 MONTHS OR $U32 > 4$ AND ≤ 13
WEEKS OR $U32 > 30$ AND ≤ 90 DAYS)
OR
- 2) NONRESIDENT BIOLOGICAL FATHER HAS NOT SEEN CHILD IN
MORE THAN 1 MONTH ($U32 > 1$ MONTH OR > 4 WEEKS OR > 30 DAYS)
AND MOTHER HAS BEEN IN TOUCH WITH FATHER AT LEAST ONCE
A MONTH IN THE PAST 3 MONTHS ($U37 \geq 1$ AND ≤ 5)
OR
- 3) (NONRESIDENT BIOLOGICAL FATHER HAS NEVER SEEN CHILD
($U32=4$) OR MOTHER REFUSED TO ANSWER OR DIDN'T KNOW
HOW LONG SINCE NON-RESIDENT FATHER LAST SAW CHILD
($U32=98$ or $U32=99$)) AND MOTHER HAS BEEN IN TOUCH WITH
FATHER AT LEAST ONCE A MONTH IN THE PAST 3 MONTHS ($U37$
 ≥ 1 AND ≤ 5),

GO TO Z11. ELSE, GO TO CLOSE.

Z11. Thank you again for your cooperation in participating in the Early Childhood Longitudinal Study. As I promised you earlier, this interview is completely confidential and we won't share any information with anyone else.

As part of this study, we are very interested in fathers as well as mothers. I would like your permission to contact (CHILD)'s father for an interview. I won't tell (CHILD)'s father anything you've told me in this interview. I'll just tell him that you are participating in this important study and you gave me his name and number. If he doesn't want to participate, we'll respect his decision – it's entirely up to him. Do I have your permission to contact him?

PROBE: We will be asking him about things fathers do with their children and attitudes about things fathers should do for their children.

YES..... 1 (GO TO Z12)
NO..... 2 (GO TO Z13)
DON'T KNOW..... 98 (GO TO Z13)
REFUSED..... 99 (GO TO Z13)

Z12. What is the name, address, and telephone number of (CHILD)'s father?

ECLS-K

FIRST NAME: _____ LAST NAME: _____
ADDRESS: _____
CITY: _____ STATE: _____ ZIPCODE: _____
TELEPHONE 1: (____) _____ - _____
LOCATION OF TEL1: _____
BEST TIME TO CALL: _____
TELEPHONE 2: (____) _____ - _____
LOCATION OF TEL2: _____
BEST TIME TO CALL: _____

DON'T KNOW..... 98 (GO TO Z13)
REFUSED..... 99 (GO TO CLOSE)

Z13. (In case I can't reach him at the number(s) you've given me,) Is there someone else I could talk to who might know how to get in contact with (CHILD)'s father?

ECLS-K

YES..... 1 (GO TO Z14)
NO..... 2 (GO TO CLOSE)
DON'T KNOW..... 98 (GO TO CLOSE)
REFUSED..... 99 (GO TO CLOSE)

Z14. What is the name, address, and telephone number of this person, and are they a friend or a
ECLS-K relative of (CHILD)'s father?

FIRST NAME: _____ LAST NAME: _____
ADDRESS: _____
CITY: _____ STATE: _____ ZIPCODE: _____
TELEPHONE: (| | |) | | | - | | | |
RELATIONSHIP: _____

CLOSE. Thank you again for your cooperation in participating in the Early Childhood Longitudinal
Study.

Appendix B

Appendix B

Early Childhood Longitudinal Study

Birth Cohort 2000

**Protocol for 9- and 18-Month
Direct Child Assessments Protocol**

PROTOCOL FOR 9- AND 18-MONTH DIRECT CHILD ASSESSMENTS

Protocol for 9-Month Direct Child Assessments

BSID-II Scales of Infant Development (BSID-II)

Administration of the BSID-II can occur at any time during the home visit. Preferably when the infant is awake and most active. Ask the caregiver when the infant last ate, and what time the infant usually begins to get hungry. Determine the best starting time for the BSID-II based upon that information. Expect the entire testing procedure to take about 20 minutes for 9-month-olds and 35 minutes for 18-month-olds.

All materials necessary for testing the child come with the BSID-II test kit except several sheets of blank white paper, facial tissues, three plastic bags, and a stopwatch. These extra materials and antibacterial "WetOnes" for cleaning the testing materials after administration will be added to the kits received from Psychological Corporation.

The following steps are followed for the administration of the BSID-II:

1. **First build a rapport with the infant.** Infants should be approached slowly, in a friendly and engaging manner. Often the best approach is to focus your initial attention on the infant's caregiver and put him or her at ease. This initiation period allows the infant to observe your nonthreatening interaction with the caregiver. Observing the caregiver's relaxed interaction with you can facilitate the infant's feeling of comfort with you and with the testing situation. During the initiation period, glance toward and smile at the infant. If the infant attempts to interact with you, respond to him or her in a calm and friendly manner. Never sweep the infant from the caregiver's arms and immediately begin testing; such behavior will most likely negatively affect the infant's performance.

It is possible to observe stranger anxiety in infants as young as 9 months of age. You may need to take special measures to establish rapport with an infant experiencing stranger anxiety. Allowing the infant to sit in the caregiver's lap while being tested and enlisting the caregivers assistance in retrieving test materials may reduce the infant's apprehension toward you. You may also allow the infant's caregiver to console or encourage the infant; however, be certain that any tactic employed does not change the nature or difficulty of the task.

2. **Determine the child's chronological age.** The BSID-II specifies sets of items to administer to a child depending on his or her chronological age. To choose the appropriate item set based on the child's chronological age, round the child's calculated age to the nearest whole month (e.g., a 9-month, 18-day-old child should be started in the 10-month item set). To calculate the child's exact age on the date of testing, enter the date of testing and the child's birth date in the appropriate spaces on the Mental Scale and Motor Scale Record Forms. Subtract the date of birth from the date of testing. For these computations, all months are assumed to have 30 days. Round the child's calculated age to the nearest whole month (e.g., a 9-month 18-day-old child should be started in the 10-month item set). In general, if the calculated age is 15 days or less, round downward; if the calculated age is 16 days or more, round upward to the nearest whole month. If you are testing a premature child, one additional calculation is necessary to compute the child's age. This computation involves subtracting the amount of time (in months and days) the child was premature from the chronological age to compute the corrected age.

3. **To administer the BSID-II, the examiner begins with the first item in the administration booklet.** For example, for a 9-month-old child, this would be item 66—Rings Bell Purposely (an example of the booklet page for this item follows). Included on each page are directions for administering the items and tips on what to do if the child does not immediately engage in the item. The item page also gives instructions for the number of times an item can be readministered and the scoring criteria for that item. Each item page contains explicit instructions with all of the information necessary to administer that item properly. The entry for each item contains specific directions for positioning the child and yourself, presenting the stimulus materials, timing, scoring the child's performance on related items and administering related items.

4. **Score each item as you move through the booklet.** At the bottom of each page the examiner records the score for that item by placing a mark in the box reflecting the child's score. The standard abbreviations used by the BSID-II provide a useful convention for recording a child's performance without using terms such as pass or fail, which have negative connotations for caregivers. (A copy of the scoring forms for the BSID-II Mental and Motor Scales are presented at the end of this protocol.)

C (Credit)	The child responded or performed correctly and received credit for the item.
NC (No Credit)	The child responded or performed incorrectly and did not receive credit for the item.
RF (Refused)	The child refused to perform the task and does not receive credit for the item.
O (Omit)	The item was omitted either inadvertently or intentionally. The child does not receive credit for the item.

**RPT
(Caregiver
Report)**

The caregiver reports that the child has displayed at some other time the behavior or skill that the item tests. The child does not receive credit for that item.

5. **Checkpoints are inserted in the administration booklet to determine if the basal and ceiling levels have been reached.** If the basal level has not been reached (i.e., the child has not received credit for six or more items on the mental scale) then the administration booklet tells the interviewer which item number to move to in the "basal not reached booklet" and continue testing until a basal level is reached.

Likewise, if a ceiling has not been reached (i.e., the child has not received **no credit** for three or more items on the mental scale) then the administration booklet will instruct the interviewer to continue with the testing until a ceiling is reached.

6. **Several items on the BSID-II are incidental observation items.** These items are contained in a separate booklet titled "Observational Items." For example, item 68—Uses Gestures to Make Wants Known—is an incidental item in the 9-month item set. Throughout the examination the interviewer should be watching to see if the infant uses a gesture to try to communicate with the interviewer or the caregiver. If this occurs, give the child credit in the administration booklet, and record the gesture(s) the infants makes.

Nursing Child Assessment Teaching Scale (NCATS)

Nursing Child Assessment Satellite Training (NCAST) is the name of the entire package consisting of two interaction tasks with six subscales scored for each task, as well as a set of assessment and early intervention programs that train service providers to assess and intervene to improve parent-child interactions in clinical settings. The two tasks and the scoring systems for each task are named the Nursing Child Assessment Feeding Scale (NCAFS) and the NCATS. For ECLS-B, only the teaching scale will be videotaped at both the 9- and 18-month home visits. The purpose of the videotaping is to capture and record parent-child interactions during the NCAST Teaching Task that will allow for more extensive coding of all NCAST Teaching Scales following the home visit. The administration and videotaping of the teaching task will average approximately 5 minutes and will be performed as follows:

Step 1. Preparation and Setup

Materials

1. Portable camcorder-type video recorder that will record using the smaller 8mm format
2. Spare, fully-charged battery pack

3. NCATS Child Activity Card (9- or 18- month version)
4. Teaching kit

Before Arrival at the Home

1. Test the camcorder, making sure all functions work and the battery is fully charged.
2. Clean all of the teaching kit materials using alcohol wipes.
3. Become thoroughly familiar with the types of teaching activities listed on the activity card that are approximately close to the child's age.

Step 2. Administration and Videotaping of the NCATS

1. The teaching task is done immediately following the BSID-II. Introduce the NCATS to the parent and present the written consent form to the parent. If the parent agrees to the videotaping and signs the consent form, proceed with videotaping the NCATS.
2. Select either a low table top or an open play area for parent and child interaction. You may want to discuss this need with the parent at the beginning to make sure the space is appropriate for a teaching task.
3. Assess the space for proper lighting levels. The camera is designed to sense and adjust for different lighting levels. Unobtrusively turn on the camera if you are not sure there is enough light, telling the parent that you are just testing your equipment. If you cannot see clearly through the viewfinder, then the lighting levels are too low. You have two options: (a) Ask the parent to turn on some additional lights if possible for low-light conditions, or (b) use the light supplied with the camera, but ask the parent first and test it now to make sure it does not unduly distress the child before starting the teaching task.
4. If there are other children present, give a brief instruction asking the parent to make sure these children are out of [CHILD]'s view and away from where the teaching task will be done. Just ask the parent once, and if the other children continue to intervene, you must continue to record the teaching task. Do not stop recording the interaction while it is going on, even if other children in the household intervene.
5. Try to remember the kinds of tasks the baby was able to perform on the BSID-II to use as a guide for helping the parent select the most appropriate teaching task from the activity card
6. Introduce the teaching task as follows: "Now we have something a little different that we would like you and [CHILD] to do together. First, I want to make sure you are aware that you have already agreed to allow me to use a video camera to record what

we are doing. The camera will be recording only for the next few minutes. [SHOW THE VIDEO CAMERA TO PARENT]. [THEN SHOW 9-/18-MONTH ACTIVITY CARD TO PARENT AND SAY:] Here is a list of activities that some children who are in the same age group as [CHILD] can do. Please read through the list and show me the first activity your child cannot do."

7. Make sure the caregiver has chosen an activity that you know, from the BSID-II, the child has NOT performed successfully. If the parent has chosen an activity that you have seen the child perform successfully on the BSID-II, say the following: "Remember that I want you to choose an activity that you know your child cannot yet do. I think we just saw [CHILD] do this in the last games that I played with him/her. Please pick another activity. It is okay if the [CHILD] doesn't know how to do this because you are going to help him/her."
8. If the parent does not know whether a child can or cannot perform an activity, then you should guide them in choosing an activity that you have not seen the child perform successfully on the BSID-II. Remember that the activities are listed in order of developmental age from youngest to oldest, so if you help the parent, choose the next youngest activity that you know the child cannot do, based on his/her performance on the BSID-II.
9. Once the caregiver has selected the task, give the parent the materials from the teaching kit needed for that task (**DO NOT** leave them on the table or hand them to the child) and say: "See if you can teach [CHILD] to [DESCRIBE THE ACTIVITY AS IT LISTED ON THE ACTIVITY CARD]. Take as long as you like. It's okay if [CHILD] doesn't learn this right now, we just want to see what he/she can do. Please let me know when you are done. I cannot help you or say anything to you, but I will just sit over here and record what you are doing using this camcorder."
10. [BEFORE TURNING ON THE VIDEO CAMERA] Ask: "Before we start, do you have any questions?" Answer any questions, and then sit in an ideal location to view the interaction using the video camera, making sure that you are not in the way. Begin recording. Make sure you have the interaction framed properly by looking through the camera viewfinder. Make sure that you are holding the camera as steady as possible, and that you have an unobstructed view of the faces and upper-bodies of both the parent and child. Record until the parent says, "We are done," or "That's it, he's finished." If 6 minutes have elapsed and the parent has not said they are finished or done, then ask, "Are you finished yet or do you want to continue?"
11. If the parent wants to continue, keep recording. If the parent says he/she is finished, then stop recording. There will be very few instances where a parent will go over the 6 minutes, but if this does happen, continue recording and, after another 2 minutes (approximately) ask the parent again if the parent is finished. You must wait for the parent to indicate that the teaching episode is finished.
12. If the caregiver begins the teaching episode and then stops for any reason, disregard that teaching and have them select another activity. Start the recording over with the new activity (record over the first episode as this is not counted in the scoring). Do not combine two separate tasks for one observation. It is very important to see the

flow of interaction from the beginning of the teaching to the end for a single activity or teaching task.

13. When the parent is finished with the teaching task, thank the parent and say you want to take a few minutes to make sure the video camera properly recorded the interaction. If the parent wants to watch the playback, you can permit this.
14. Before moving on to the next assessment task, it is very important that you briefly rewind the tape and play it back, looking at the monitor, to make sure that the camera was recording.
15. Once you are satisfied that the teaching task was properly recorded, eject the tape from the camera, and place a child ID label on the tape. Make sure the camera is turned off and stow it away in your materials bag.
16. Make sure you have collected all of the teaching task materials and that these are properly stowed (for cleaning when you return from the visit).
17. Move to the next item in the assessment procedure.

Step 3. After the Home Visit

1. Complete the hard-copy case transmittal indicating the tape has been successfully done.
2. Make sure the tape is properly labeled with the child ID label and date of recording.
3. Mail the tape to the Westat home office along with the rest of the completed non-computer-assisted-personal-interview (CAPI) assessment forms.
4. Make sure you have the full set of teaching kit materials for the next home visit.
5. Recharge the video camera battery.

Activities for Children (9-month version)

Here is a list of activities children roughly 9-months old, give or take a few months, can do. Please read the list. Let me know the first activity your child **cannot** do.

1. Child can turn the pages of the book.
2. Child can pull the car by the string.
3. Child can play pat-a-cake.
4. Child can stack two blocks on top of each other.
5. Child can pretend to drink from the cup.

Activities for Children (18-month version)

Here is a list of activities children roughly 18-months old, give or take a few months, can do. Please read the list. Let me know the first activity your child **cannot** do.

1. Child can pretend to drink from the cup.
2. Child can take the lid off the small container.
3. Using the picture book, child can point to a body part (hand, foot, eye, and nose) when asked.
4. Child can imitate a line on the paper using a crayon.
5. Child can string beads.
6. Child can put together the three-piece puzzle.

Physical Growth Measurements

Weight and Length. Taking the child's physical growth measurements should ideally be done after the BSID-II and the NCAST. The child should be wearing only a clean diaper. The equipment needed for the weighing and measuring are a plastic measuring apparatus and a weigh scale. The caregiver should assist the interviewer by helping to sooth and calm the child while the measurement is being taken. The following directions should be followed for measuring infant length:

- Select a firm surface, such as a kitchen or bathroom floor. Do not use a carpeted floor! Fully unfold "measure mat," smoothing it out by hand.
- Place the child on mat facing upwards, with top of child's head touching headboard of measure mat. Be sure child's body is exactly perpendicular to headboard.
- Holding child's knees together and pressing them gently against mat with one hand, bring footboard up against child's heels.
- Making sure that footboard is parallel to headboard, read measurement along each of measure mat.
- After using, wipe clean with antibacterial tissues supplied and store by placing footboard and headboard flat against each other, then folding mat material into the angle they form.

The following directions should be followed for measuring infant weight:

- Place the scale on a flat, firm surface. Do not place on a rug or carpet.
- Ask the caregiver to stand on the scale and record her weight.
- Ask the caregiver to hold the baby and stand upright on the scale. Try to minimize the amount of movement by the infant by asking the caregiver to smile at and soothe the infant.
- Record the weight of both the baby and caregiver.
- After the home visit, subtract the caregiver's weight from the combined weight to produce a weight for the infant. Make sure all three weights are recorded.

If the caregiver is not agreeable to be weighed, then the interviewer may perform the same procedure while holding the baby.

Middle Upper Arm Circumference (MUAC). For measuring MUAC, the child may sit in the parent's lap. To reliably measure MUAC, it is first necessary to measure the upper arm length in order to locate and mark the midpoint. This is done by flexing the child's right arm to 90 degrees at the elbow with the palm facing up. On the right scapula, the uppermost edge of the posterior border of the acromion process is located and marked with a horizontal line. Holding the measuring tape at this mark, the tape is extended down the posterior surface of the arm to the tip of the olecranon process (the bony part of the mid-elbow). This length is recorded, meanwhile keeping the tape in position. The distance is divided in half to locate the midpoint, which is then marked at the posterior aspect of the arm. MUAC is measured at the midpoint and perpendicular to the long axis of the upper arm. During measurement, the child is upright, with shoulders relaxed, and the right arm hanging loosely. It is important that the muscle of the arm not be flexed or tightened by the child, or that the assessor compress the skin and underlying subcutaneous tissue, both of which would result in an inaccurate reading.

Head Circumference. This measurement is obtained with the baby sitting in the parent's lap and with any hair ornaments or braids removed. The measuring tape is placed across the frontal bones just above the eyebrows, around the head above the ears on each side, and over the occipital prominence at the back of the head (See Figure 1). The examiner holds the tape snugly around the head. The tape is moved up and down over the back of the head to locate the maximal circumference of the head. The tape

should be perpendicular to the long axis of the face and should be pulled firmly to compress the hair and underlying soft tissues. Head circumference is then recorded.

Measuring Handicapped Babies

Length, weight, and head circumference can be recorded in the same manner as other babies. MUAC can also be measured in the same manner as long as the right arm is not restricted in any way.

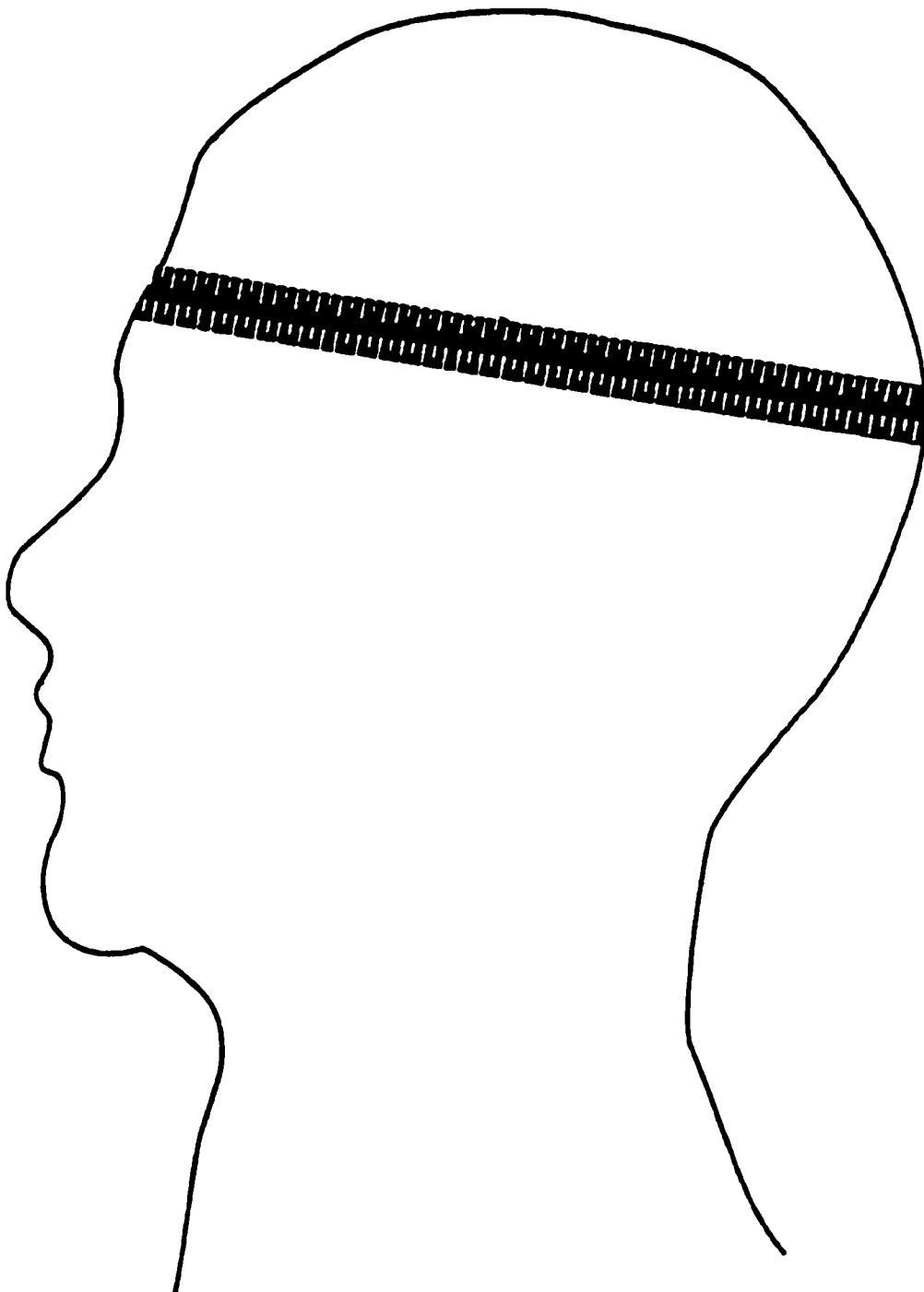


Figure 1. Measuring tape position for head circumference

Protocol for 18-Month Direct Child Assessments

Please refer to the 9-month detailed procedures of the Bayley Scales of Infant Development (BSID-II) and the Nursing Child Assessment Teaching Scale (NCATS).

Physical Growth Measurements

Taking the child's physical growth measurements should ideally be done after the Bayley and the NCAST. The child should be wearing only a clean diaper or underclothes. The equipment needed for the weighing and measuring are a plastic "measure mat," ruler, and a weigh scale. Measurement of middle upper arm circumference requires a tape measure.

Weight and Length. The following directions should be followed for measuring toddler length:

1. Place the plastic measuring tape against the wall in an uncarpeted doorway (i.e. bathroom or kitchen).
2. Affix the measuring tape at the top and bottom to the doorjamb. Make sure that it is straight.
3. Ask the child to stand with his back against the doorjamb.
4. Place the ruler flat on the child's head and against the doorjamb.
5. Make a mark on the measuring tape with a pen where the ruler meets the measuring tape.
6. Record the child's height.

The following directions should be followed for measuring toddler weight:

1. Place the scale on a flat, firm surface. Do not place on a rug or carpet.
2. Ask the child to stand upright on the scale. Try to minimize the amount of movement by asking the toddler to stand still.
3. Record the weight of the child.

Middle Upper Arm Circumference (MUAC). For measuring MUAC, the child may stand up by himself or herself or may sit in the parent's lap. To reliably measure MUAC, it is first necessary to measure the upper arm length in order to locate and mark the midpoint. This is done by flexing the child's right arm to 90 degrees at the elbow with the palm facing up. On the right scapula, the uppermost edge of the posterior border of the acromion process is located and marked with a horizontal line. Holding the measuring tape at this mark, the tape is extended down the posterior surface of the arm to the tip of the olecranon process (the bony part of the mid-elbow). This length is recorded, meanwhile keeping the tape in position. The distance is divided in half to locate the midpoint, which is then marked at the posterior aspect of the arm. MUAC is measured at the midpoint and perpendicular to the long axis of the upper arm. During measurement, the child is upright, with shoulders relaxed, and the right arm hanging loosely. It is important that the muscle of the arm not be flexed or tightened by the child, or that the assessor compress the skin and underlying subcutaneous tissue, both of which would result in an inaccurate reading.

Attachment Q-Sort

Given the time and burden constraints likely to be imposed by the home visits at 9- and 18-months, we propose employing *both* maternal- and observer-completed Q-Sorts, but using a reduced set of Q-Sort items. The strategy of having both the mother and the interviewer complete Q-Sorts will boost the validity of the attachment measure (Vaughn, personal communication; Teti and McGourty, 1994) while the reduced Q-item set would minimize the burden to either parents or observers. Validity is boosted by corroborating the parent's reports of their child's attachment security at the 18-month home visit with the observer's Q-Sort following the home visit. In this way, we will not be relying solely on parent's reports for information on the child's socio-emotional development and we can assess issues of reliability and validity of the procedure across different sources (observer and parent).

Although the use of both maternal- and observer-completed Q-Sorts in the same study has been well-used by attachment researchers, the use of a reduced set of Q-Sort items, rather than the standard 90-item set, is relatively new. We are aware of a 40-item set developed by German Posada as well as a 16-item set by Richard Tremblay and a 30-item set by John Kirkland in New Zealand. Of these, Kirkland's set appears the most promising and has received the endorsement of one of the key researchers

who assisted in the development of the AQS measure, Dr. Brian Vaughn, from Auburn University.¹ Dr. Vaughn and Dr. Everett Waters, the developer of the AQS, are consultants to the ECLS-B and will help to ensure that this reduced item set is both valid and reliable. Further, we will conduct some pilot/cognitive testing of these approaches to determine their feasibility within the larger plans for the home visits, and their measurement characteristics. A final "go/no go" decision about using the AQS should be withheld until after this work is completed.

In an earlier "think-piece" about the feasibility of using the AQS, we recommended that the Q-Sort be done by a trained observer at the home office viewing the videotape record of the entire home visit, rather than by the home visitor following the visit. This was based on our view that the interviewer's work during the home visit is already very burdensome and will likely detract from their ability to accurately observe mother-child interactions. But further investigation suggests that a reduced set of Q-Sort items would be sufficient to minimize the interviewer's burden. Discussions with Dr. Vaughn support the view that a shorter Q-Sort requiring approximately 15 minutes of the interviewer's time (after completing the home visit) would yield useful data and would not overly burden the interviewer. He also agrees that the interviewer will be able to observe sufficient amounts of the child's and mother's behavior within all the activities currently planned for the home visit.

In the sections below, we describe the general procedure that would be followed for both the parent- and observer-completed Q-Sorts. We then describe the adjustments to this general procedure that would be required for each type of rater (parent and observer). In these sections we also describe the specific ways in which these procedures would be implemented in the proposed study.

General Q-Sort Procedure

The Q-Sort materials consist of a deck of 3 x 5 index cards with typed descriptions of parent or child behavior that has been theoretically and empirically validated as a key indicator of attachment security. The procedure for completing the Q-Sort is almost identical when the rater is either the parent or an outside observer and consists of the following two-step sorting scheme.

¹ Brian Vaughn raised concern that a Q-Sort item set with too few items may not have enough secure-base variance to properly assess meaningful variations in attachment. We have attempted contact with Tremblay (who is a consultant to the Canadian National Longitudinal Study of Children and Youth), but we have not been able to reach him as of this writing.

During the first step, the rater (either the parent or the observer) is asked to place each of the cards into one of three stacks according to whether the item is characteristic, uncharacteristic or neither characteristic nor uncharacteristic of the child. At this stage, it does not matter how many cards are placed in each pile. Then each pile is further subdivided into three piles according to whether these items are characteristic of the child, not characteristic or neither and the rater must move cards from pile to pile until there are an equal number of cards in each of the nine piles (this produces a standard "rectangular" distribution). The piles of cards are ordered from #1 to #9 corresponding to a Likert-type scale from #1 for "least characteristic" to #9 "most characteristic." The observer then enters the pile number and the card identifying numbers that comprise the pile (the order of the cards within each final pile is not important).

The following are a list of the 30 items used in the Kirkland Q-Sort:

- When child returns to mother after playing, he is sometimes fussy for no clear reason.
- Child is more interested in people than in things.
- When child is near mother and sees something he wants to play with, he fusses or tries to drag mother over to it.
- When child cries, he cries hard.
- Child is lighthearted and playful most of the time.
- Child often hugs or cuddles against mother without her asking or inviting him to do so.
- When the child is upset by mother's leaving, he continues to cry or even gets angry after she is gone.
- Child quickly loses interest in new adults if they do anything that annoys him.
- When mother tells child to bring or give her something, he obeys. (Do not count refusals that are playful or part of a game unless they clearly become disobedient.)
- When mother sits with other family members or is affectionate with them, child tries to get mom's affection for himself.
- Child is easy for mother to lose track of when he is playing out of her sight.
- Child cries when mother leaves him at home with baby-sitter, father, or grandparent.
- Child enjoys relaxing in mother's lap.

- Child wants to be the center of mother's attention. If mom is busy or talking to someone, he interrupts.
- When mother says "no" or punishes him, child stops misbehaving (at least at that time). Doesn't have to be told twice.
- Child is independent with mother. Prefers to play on his own; leaves mother easily when he wants to play.
- Child is demanding and impatient with mother. Fusses and persists unless she does what he wants right away.
- When mother says to follow her, child does so. (Do not count refusals or delays that are playful or part of a game unless they clearly become disobedient.)
- Child stays closer to mother or returns to her more often than the simple task of keeping track of her requires.
- Child asks for mother to and enjoys having her hold, hug, and cuddle him.
- Child enjoys dancing or singing along with music.
- Child has trouble handling small objects or putting small things together.
- Child puts his arms around mother or puts his hand on her shoulder when she picks him up.
- Child becomes shy or loses interest when an activity looks like it might be difficult.
- When child finishes with an activity or toy, he generally finds something else to do without returning to mother between activities.
- When child is in a happy mood, he is likely to stay that way all day.
- Even before trying things himself, child tries to get someone to help him.
- Rarely asks mother for help.
- When mother doesn't do what child wants right away, he behaves as if mom were not going to do it at all. (Fusses, gets angry, walks off to other activities, etc.)
- At home, child gets upset or cries when mother walks out of the room. (May or may not follow her.)
- When mother asks child to do something, he readily understands what she wants. (May or may not obey.)
- Child cries as a way of getting mother to do what he wants.

- When child is bored, he goes to mother looking for something to do.

It is interesting to note that none of the studies using the attachment Q-Sort have applied a CAPI (computer-assisted personal interview) system, although we have found some examples of CAPI approaches for other Q-Sort types of measures. We would like to consider the feasibility of developing a CAPI system for the parent Q-Sort procedure with the expectation that this would reduce the amount of time and instruction required for parents to complete this assessment.

Parent-completed Q-Sort Procedure

We suggest following the parent-completed Q-Sort procedure outlined by Teti and McGourty (1994), but which draws on earlier AQS work with parents described in a host of research reports that makeup the seminal SRCD Monograph by Waters, Vaughn, Posada and Kondo-Ikemura (1995).

Approximately 1 week before the home visit, the parent (primary caregiver) will be mailed the Q-Sort cards and a set of instructions asking to familiarize himself or herself with the items with regard to the child's current behavior. However, parents are not asked to complete the sort at that time. They are simply asked to read the cards and note the child's behavior relative to the descriptions on the cards. The actual sorting procedure would be done after the parent interview but before the NCAST procedure so that the sorts are not biased by what occurred during the teaching task. Instruction to help parents understand the Q-Sort items should be done before the home visit because the parent has to take the time to observe the child with the items in mind before actually completing the sort. We would also like to test the possibility of having a telephone conversation with the parent approximately 2 to 3 days before the visit to help the parent become familiar with the Q-Sort items and to answer any questions that arise. A 30-item Q-Sort is estimated to require approximately 20 minutes of the parent's time, although for parent raters the procedure might require up to 40 minutes (not including the initial training time).

In a parent-completed Q-Sort, the interviewer communicates a set of instructions such as "here are some cards that have descriptions of children about the same age as yours. Please sort these cards into three groups." "Pile A has cards that are not like your child, pile C for those cards that are very much like your child, and pile B (the middle pile) for those cards that you are undecided". Then, the standard sorting procedure, described earlier, is followed. According to Brian Vaughn, the interviewer must be trained to provide assistance to the parent to help them do the sort correctly. The interviewer

must answer the parent's questions about the meaning of each descriptor and must help the parent with the sort, as required. While some of the questions will be relatively standard where answers can be easily programmed in a CAPI application, the interviewer must be trained well-enough to provide correct but spontaneous answers at the level for the parent to understand (Vaughn, personal communication). When the parent has completed the sort (a 30-item set should take approximately 15 to 20 minutes) the interviewer enters the card piles and scores in a computerized scoring program.

Interviewer-completed Q-Sort Procedure

Many studies using the AQS have varied the actual procedures in the home and these variations do not seem to affect the reliability of the results from different researchers. Researchers have reported reliable and valid assessments with single, two-hour observations by single observers (Waters, 1995). As mentioned earlier, the AQS seems to be particularly robust and yields reliable data across a range of settings, observers and procedures.

In home-based AQS protocols used by many researchers, the first hour of the home visit is devoted to structured activity between the parent and the child, followed by one hour of unstructured time where the observer watches the child's behavior while the mother is present. In the proposed study procedures for the ECLS-B home visits at 18 months, there are both structured and unstructured opportunities to observe mother-child interaction. An example of an unstructured opportunity is when the mother is interviewed and the child is in the room playing or attempting to get the mother's attention, while another structured opportunity would occur when observing the mother and child interact during the Bayley. Further, the use of the NCAST Teaching Task at 18-months would provide additional data directly relevant to the interviewer's observations of the parent-child relationship.² Finally, the length of the proposed home visit, approximately 1.5 hours, is not that different from the two-hour length typically used by observers in the AQS protocol. Each Q-Sort would require approximately 15 minutes of the interviewer's time following the home visit.

To assist the interviewer in recalling key aspects of the visit that relate to the Q-Sort items, we would provide them with a brief checklist form that lists the Q-Sort items and allows them to briefly

² The downside to using observations of other measures for conducting the Q-sort is that the Q-sort data may not be independent from these other measures. However, since the Q-sort covers a wide range of behaviors across the entire home visit, and since the Q-sort items require a high level of inference, it can be argued that the independence of the data may be preserved.

score these items "on the fly" during the visit while providing a place for them to make additional notes. Such a form can also be programmed within CAPI as a pop-up window, thereby allowing the observer to make notes from which to recall key events later when doing the Q-Sort. It can be argued that the interviewer will have too much to do during the home visit to make observational notes. We would test this procedure in the pilot/cognitive test phase and also in the field test to determine its useability.

The interviewers would be asked to complete their Q-Sorts within an hour or two of the home visit, to make sure they can accurately recall events that occurred during the visit, and the completed Q-Sorts would be entered into a CAPI application that can be programmed to score it. Everett Waters has developed a computerized scoring program for the 90-item Q-Sort and we would work with him in customizing it for application in this study.

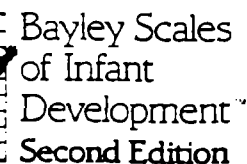
Scoring and Analysis of the Q-Sort Data

Following the sorting, the Q-Sort data can be scored in several ways. Individual items can be compared across subgroups of children to provide important descriptive information about the secure-base behavior of two (or more) reference groups, such as boys vs. girls. Summary scales can be derived from items with related content, using either factor analysis to identify factors or using "a priori" judgments of item groupings followed by internal consistency analysis using Cronbach's Alpha. In one factor-analytic approach, four factors were derived as follows: smooth interactions with mother, proximity to mother, physical contact with mother, and interactions with other adults (Posada, Waters, Crowell and Lay, 1995). In a study using a priori item groupings, eight scales were determined as follows (with the Cronbach Alpha's in parentheses): proximity/exploration balance (.83), differential responsiveness to caregiver (.84), positive affect (.85), sociability (.88), independence (.84), social perceptiveness (.73), endurance (.74), and object use (.26).

Additionally, a child's security score can be obtained by correlating his or her composite Q-Sort description with a criterion profile of the prototypical "optimally secure" child developed by a set of experts. The experts had previously conducted their own Q-Sort to describe this hypothetical extreme, and these "expert sorts" are averaged to produce a composite criterion definition. Attachment security is the dimension of interest and it was described, for the composite extreme child, as one whose "secure-based behavior is smoothly organized, with an appropriate balance maintained between proximity seeking and exploration away from the caregiver" (Posada, Gao, et al, 1995). The correlation between the

individual child's profile and this composite "optimally secure" criterion profile indicates the extent to which the child's behavioral profile uses the mother as a secure base for comfort and exploration. Researchers typically interpret these correlations as "security scores" that fall along a linear continuum of attachment security that permit studies of individual differences (Vaughn and Waters, 1990). Waters (1987) also provides criterion sorts for the constructs "security" and "dependency." Finally, cluster analytic techniques have been used with the Q-Sort items to identify three clusters of children in samples that appear to correspond to the three main attachment classifications (the classic A, B, C patterns) obtained from the Strange Situation (Strayer, Verissimo, Vaughn and Howes, 1995).

Child's Gender



	Year	Month	Day
Date of Testing:			
Date of Birth:			
Chronological Age:			
Adjustment for Prematurity:			
Corrected Age:			

[illegible]

Dev. Age	Cognitive		Dev. Age	Language		Dev. Age	Social		Dev. Age	Motor		Dev. Age
	Mental	Motor		Mental	Motor		Mental	Motor		Mental	Motor	
42	155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178	104, 105, 111		155, 156, 159, 164, 166, 167, 172, 177			158	98		165, 169	98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111	42
41												41
40											97	40
39												39
38												38
37												37
36											96	36
35												35
34												34
33											95	33
32											92, 93, 94	32
31												31
30									91		91	30
29												29
28												28
27											88	27
26											86, 89, 90	26
25											87	25
24											135	24
23											83, 84, 85	23
22											130	22
21											132	21
20												20
19											112, 123	19
18											119, 120	18
17											115, 116	17
16											74, 78	16
15											76, 77	15
14											73	14
13											90, 103	13
12											87, 93, 97, 98	12
11											91, 92	11
10											59	10
9											82	9
8											73, 75, 77, 79	8
7											74	7
6											62, 55, 66, 67	6
5											57, 58, 59	5
4											43, 44, 45, 48, 52, 55	4
3											34, 36, 37, 38, 39, 40, 41, 42	3
2											19, 21, 22, 23, 24, 25, 26, 27, 28	2
1											1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20	1

Begin
1 & 2
months

Age
Group

1 month

Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF, RPT, O
			Scored	Admin.			
1. Regards Person Momentarily	Supine		14, 19, 21				
2. Quiets When Picked Up	Supine						
3. Responds to Voice	Supine						
4. Inspects Surroundings							
5. Eyes Follow Moving Person	Supine						
6. Regards Ring for 3 Seconds	Supine	Ring with String		15			
7. Habituates to Rattle	Supine	Rattle		8		Trial 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	
8. Discriminates Between Bell and Rattle	Supine	Bell			7		
9. Searches with Eyes for Sound	Supine, head propped	Bell & Rattle			8		
10. Vocalizes Four Times							
11. Becomes Excited In Anticipation	Supine		12		2		
12. Adjusts in Anticipation of Being Lifted	Supine				11		
13. Visually Recognizes Caregiver	Supine		20	20			
14. Smiles When Examiner Speaks	Supine		19, 21, 33		1		
15. Eyes Follow Ring (Horizontal Excursion)	Supine	Ring with String		16	6		
16. Eyes Follow Ring (Vertical Excursion)	Supine	Ring with String		17	15		
17. Eyes Follow Ring (Circular Path)	Supine	Ring with String		18	16		
18. Eyes Follow Ring (Arc)	Supine, head propped	Ring with String		37	17		
19. Smiles When Examiner Smiles	Supine		21, 33		14		

months

☐ Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

Begin
3 & 4
months



End
1 & 2
months

Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF, RPT, O
				Scored	Admin.			
3 months	20. Reacts to Disappearance of Face	Supine				13		
	21. Vocalizes When Examiner Speaks	Supine		33		19		
1 month	22. Vocalizes Two Different Vowel Sounds					10		
	23. Glances from Bell to Rattle	Supine, head propped	Bell & Rattle		35	9	Scoring Criterion: 2 of 3	
	24. Head Follows Ring	Seated	Ring with String			18		
	25. Regards Cube for 3 Seconds	Seated	1 Cube					
	26. Habituates to Visual Stimulus 30 seconds	Seated	Card 26, Easel, &		27			
	27. Discriminates Novel Visual Pattern 10 seconds per card	Seated	Cards 27A-B, Easel, &		28	26	Scoring Criterion: 2 of 2 Card 27A ____ 27B ____	
	28. Displays Visual Preference 15 seconds per card	Seated	Cards 28A-B, Easel, &		29	27	Scoring Criterion: 2 of 2 Card 28A ____ 28B ____	
	29. Prefers Novelty A: 20 seconds B: 10 seconds C: 10 seconds	Seated	Cards 29A-C, Easel, &			28	Scoring Criterion: 2 of 2 Card 29A 29B ____ 29C ____	
	30. Turns Head to Sound	Seated	Bell & Rattle			23		
	31. Vocalizes Attitude						Pleasure ____ Displeasure ____ Eagerness ____ Satisfaction ____ Others ____	
	32. Eyes Follow Ball Rolling Across Table	Seated	Ball					
	33. Vocalizes When Examiner Smiles	Supine				21		
	34. Inspects Own Hands							
	35. Plays with Rattle	Supine	Rattle					
	36. Eyes Follow Rod	Supine	Rod					
2 months	37. Manipulates Ring	Supine	Ring with String	40	38			

Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

Begin
3, 6 & 7
months

End
3 & 4
months

Age
Group

Item

Position

Materials

Next Item

Scored

Admin.

Previous
item in
Series

Comments/
Scoring Criteria/
Trial & Counted information

Score
C, NC, RF,
RPT, O

3 months

38. Reaches for
Suspended Ring

Supine

Ring with String

39

37

39. Grasps
Suspended Ring

Supine

Ring with String

38

40. Carries Ring
to Mouth

Ring with String

39

41. Approaches
Mirror Image

Seated

Mirror

49, 50

42. Reaches for Cube

Seated

3 Cubes

44, 45,
53, 57,
58, 65

43. Reaches
Persistently

Seated

Cube, Rabbit or
Other Small Toy

44. Uses Eye-Hand
Coordination
in Reaching

Seated

3 Cubes

45, 53,
57, 58,
65

42

45. Picks Up Cube

Seated

3 Cubes

53, 57,
58, 65
(M) 31

44

46. Fixates on
Disappearance of
Ball for 2 Seconds

Supine

Shield & Ball

47. Displays
Awareness of
Novel Surroundings

48. Plays with String

Seated

Ring with String

62

62

49. Smiles at
Mirror Image

Seated

Mirror

50

41

50. Responds Playfully
to Mirror Image

Seated

Mirror

49

51. Regards Pellet

Seated

Sugar Pellet

(M) 41,
(M) 32

52. Bangs in Play

Seated

Spoon or Other
Hard Object

53. Reaches for
Second Cube

Seated

3 Cubes

57, 58,
65

45

54. Transfers Object
from Hand to Hand

Rattle, Ring with String,
Spoon, or Other
Hard Object

55. Lifts Inverted Cup

Seated

Cup, Cube, Rabbit
or Other Small Toy

67

56. Looks for
Fallen Spoon

Seated

Mirror & Spoon

Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

Begin
8, 9, 10
11 & 12
months

End
5, 6 & 7
months

Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RE, RPT, O
				Scored	Admin.			
8 months	57. Picks Up Cube Deftly	Seated	3 Cubes	58, 65, (M) 31, (M) 37		53		
	58. Retains Two Cubes for 3 Seconds	Seated	3 Cubes	65		57		
	59. Manipulates Bell. Showing Interest in Detail	Seated	Bell	66				
	60. Attends to Scribbling	Seated	Crayon & Paper					
	61. Vocalizes Three Different Vowel Sounds					22	Vowel Sounds:	
9 months	62. Pulls String Adaptively to Secure Ring	Seated	Ring with String	82	82	48		
	63. Imitates Vocalization							
10 months	64. Cooperates in Game	Seated	Shield					
	65. Retains Two of Three Cubes for 3 Seconds	Seated	3 Cubes	75		58		
11 months	66. Rings Bell Purposely	Seated	Bell			59		
	67. Lifts Cup by Handle	Seated	Cup, Cube, Rabbit, or Other Small Toy			55		
	68. Uses Gesture to Make Wants Known						Gesture(s):	
	69. Looks at Pictures in Book	Seated	Picture Book	73				
	70. Listens Selectively to Two Familiar Words							
12 months	71. Repeats Vowel-Consonant Combination					61	Vowel-Consonant Combination(s):	
	72. Looks for Contents of Box	Seated	2 Square Beads & Box (no lid)					
	73. Turns Pages of Book	Seated	Picture Book			69		
	74. Puts One Cube in Cup	Seated	Cup & 9 Cubes	85, 95			Number of Cubes in Cup _____	

☐ Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

Begin
13 & 14-16
months



End
8, 9, 10 & 11
months

Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF, RPT, O
				Scored	Admin.			
3 months	75. Attempts to Secure Three Cubes	Seated	3 Cubes			65		
	76. Jabbbers Expressively					71		
	77. Pushes Car	Seated	Car					
	78. Vocalizes Four Different Vowel-Consonant Combinations					75	Vowel-Consonant Combination(s):	
	79. Fingers Holes in Pegboard	Seated	Pegboard (no pegs)					
	80. Removes Lid from Box	Seated	Box, Solid Lid, Cube or Other Small Toy			72	Scoring Criterion: 2 of 3 Trial 1___ 2___ 3___	
	81. Responds to Spoken Request					70		
	82. Suspends Ring by String	Seated	Ring with String			62		
	83. Pats Toy in Imitation	Seated	Squeaky Toy					
	84. Finds One Object	Seated	Rabbit & 2 Cups		96	67	Scoring Criterion: 2 of 3 Trial 1___ 2___ 3___	
6 months	85. Removes Pellet from Bottle	Seated	Sugar Pellet & Bottle					
	86. Puts Three Cubes in Cup	Seated	Cup & 9 Cubes	95		74	Number of Cubes in Cup _____	
	87. Places One Peg Repeatedly 30 seconds	Seated	Pegboard, 6 Yellow Pegs &	98		79	Number of Pegs: Trial 1___ 2___ 3___ Time: Trial 1___ 2___ 3___	
	88. Retrieves Toy (Clear Box I)	Seated	Clear Box, Rabbit or Other Small Toy		105			
9 months	89. Puts Six Beads in Box	Seated	Box, Lid with Hole & 8 Square Beads				Scoring Criterion: 6 of 8 Number of Beads _____	
	90. Places One Piece (Blue Board) 150 seconds	Seated	Blue Puzzle Board: 4 Round & 5 Square Pieces (Blue Block Set) &				Number of Pieces _____ Time _____	
	91. Scribbles Spontaneously	Seated	Crayon & Paper		103	60		
	92. Closes Round Container	Seated	Round Container					



Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

Begin
17-19
months

End
12 & 13
months

Age
Group

Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF RPT, O																						
			Scored	Admin.																									
93. Places Circle Piece (Pink Board) 180 seconds 	Seated	Pink Puzzle Board: Square, Triangle, Circle Pieces (Red Block Set) & 																											
94. Imitates Word					63																								
95. Puts Nine Cubes in Cup	Seated	Cup & 9 Cubes			86	Number of Cubes in Cup _____																							
96. Finds Toy under Reversed Cups	Seated	2 Cups & Rabbit		102	84	Scoring Criterion: 2 of 3 Trial 1____ 2____ 3____																							
97. Builds Tower of Two Cubes	Seated	12 Cubes	123			Number of Cubes: Trial 1____ 2____ 3____																							
98. Places Pegs in 70 seconds 	Seated	Pegboard, 6 Yellow Pegs & 	119		87	Number of Pegs: Trial 1____ 2____ 3____ Time: Trial 1____ 2____ 3____																							
99. Points to Two Pictures	Seated	Stimulus Booklet	109, 122, 133			Scoring Criterion: 2 of 10 <table><thead><tr><th>Names</th><th>Points to</th></tr></thead><tbody><tr><td>Shoe</td><td></td></tr><tr><td>Dog</td><td></td></tr><tr><td>Cup</td><td></td></tr><tr><td>House</td><td></td></tr><tr><td>Clock</td><td></td></tr><tr><td>Book</td><td></td></tr><tr><td>Fish</td><td></td></tr><tr><td>Star</td><td></td></tr><tr><td>Leaf</td><td></td></tr><tr><td>Car</td><td></td></tr></tbody></table>	Names	Points to	Shoe		Dog		Cup		House		Clock		Book		Fish		Star		Leaf		Car		
Names	Points to																												
Shoe																													
Dog																													
Cup																													
House																													
Clock																													
Book																													
Fish																													
Star																													
Leaf																													
Car																													
100. Uses Two Different Words Appropriately					94	Words:																							
101. Shows Shoe, Other Clothing, or Object					81	Clothing/Object:																							
102. Retrieves Toy (Visible Displacements)	Seated	2 Cups & Rabbit			96	Scoring Criterion: 2 of 3 Trial 1____ 2____ 3____																							
103. Imitates Crayon Stroke	Seated	2 Crayons & Paper		115	91																								
104. Uses Rod to Attain Toy	Seated	Rabbit & Rod																											
105. Retrieves Toy (Clear Box II)	Seated	Clear Box & Rabbit or Other Small Toy			88	Scoring Criterion: 2 of 2 Trial 1____ 2____																							
106. Uses Word(s) to Make Wants Known					100	Words:																							

 Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

Begin
20-22 &
23-25
months



End
14-16
months

Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF, RPT, O
				Scored	Admin.			
20-22 months	107. Follows Directions (Doll)	Seated	Doll, Spoon, Comb & Facial Tissue			101	Scoring Criterion: 2 of 3 Trial 1___ 2___ 3___	
	108. Points to Three of Doll's Body Parts	Seated	Doll			107	Scoring Criterion: 3 of 7 Hair___ Mouth___ Ears___ Hands___ Eyes___ Feet___ Nose___	
	109. Names One Picture	Seated	Stimulus Booklet	122, 133		99	Scoring Criterion: 1 of 10 Names Points to Shoe_____ Dog_____ Cup_____ House_____ Clock_____ Book_____ Fish_____ Star_____ Leaf_____ Car_____	
	110. Names One Object	Seated	Ball, Picture Book, Pencil, Spoon, & Cup	126			Scoring Criterion: 1 of 5 Ball___ Book___ Cup___ Spoon___ Pencil___	
14-16 months	111. Combines Word and Gesture					106		
	112. Places Four Pieces in 150 seconds (Blue Board)	Seated	Blue Puzzle Board, 4 Round & 5 Square Pieces (Blue Block Set) &	130		90	Number of Pieces _____ Time _____	
23-25 months	113. Says Eight Different Words					111	Words:	
	114. Uses a Two-Word Utterance					113	Utterance:	
	115. Completes Pink Board 150 seconds	Seated	Pink Puzzle Board, Square, Circle, Triangle Pieces (Red Block Set) &		120	93		
	116. Differentiates Scribble from Stroke	Seated	2 Crayons & Paper	139		103		
	117. Imitates a Two-Word Sentence					114		
	118. Identifies Objects in Photograph	Seated	Object Tray, Rabbit, Bell, Cube, Car, Triangle Piece (from Red Block Set), Shield & Stimulus Booklet				Scoring Criterion: 2 of 5 Rabbit___ Bell___ Cube___ Car___ Triangle___	



Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

Begin
26-28
months

End
17-19
months

Age
Group

Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF, RPT, O																						
			Scored	Admin.																									
119. Places Pegs in 15 seconds 	Seated	Pegboard, 6 Yellow Pegs & 			98	Number of Pegs: Trial 1____ 2____ 3____ Time: Trial 1____ 2____ 3____																							
120. Completes Reversed Pink Board	Seated	Pink Puzzle Board: Square, Circle & Triangle Pieces (Red Block Set)			115																								
121. Uses Pronoun(s)						Pronouns:																							
122. Points to Five Pictures	Seated	Stimulus Booklet	133		109	Scoring Criterion: 5 of 10 <table><thead><tr><th>Names</th><th>Points to</th></tr></thead><tbody><tr><td>Shoe</td><td></td></tr><tr><td>Dog</td><td></td></tr><tr><td>Cup</td><td></td></tr><tr><td>House</td><td></td></tr><tr><td>Clock</td><td></td></tr><tr><td>Book</td><td></td></tr><tr><td>Fish</td><td></td></tr><tr><td>Star</td><td></td></tr><tr><td>Leaf</td><td></td></tr><tr><td>Car</td><td></td></tr></tbody></table>	Names	Points to	Shoe		Dog		Cup		House		Clock		Book		Fish		Star		Leaf		Car		
Names	Points to																												
Shoe																													
Dog																													
Cup																													
House																													
Clock																													
Book																													
Fish																													
Star																													
Leaf																													
Car																													
123. Builds Tower of Six Cubes	Seated	12 Cubes	135		97	Number of Cubes: Trial 1____ 2____ 3____																							
124. Discriminates Book, Cube, and Key	Seated	Picture Book, Cube & Key				Scoring Criterion: 3 of 3 Cube____ Key____ Book____																							
125. Matches Pictures	Seated	Stimulus Booklet				Scoring Criterion: 3 of 4 Airplane____ Tricycle____ Tree____ Telephone____																							
126. Names Three Objects	Seated	Ball, Picture Book, Pencil, Spoon & Cup			110	Scoring Criterion: 3 of 5 Ball____ Picture Book____ Cup____ Spoon____ Pencil____																							
127. Uses a Three-Word Sentence					117	Sentences:																							
128. Matches Three Colors	Seated	Stimulus Booklet, Red, Yellow & Blue Disks		137		Red____ Yellow____ Blue____																							
129. Makes a Contingent Utterance					127	Utterance:																							

 Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

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Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF, RPT, G																					
				Scored	Admin.																								
23-27 months	130. Completes Blue Board in 75 seconds 	Seated	Blue Puzzle Board, 4 Round & 5 Square Pieces (Blue Block Set) & 			112	Number of Pieces____ Time____																						
	131. Attends to Story	Seated	Picture Book	142		73																							
	132. Places Beads in Tube in 120 seconds 	Seated	Tube, String of Beads & 																										
	133. Names Five Pictures	Seated	Stimulus Booklet			122	Scoring Criterion: 5 of 10 <table><thead><tr><th>Names</th><th>Points to</th></tr></thead><tbody><tr><td>Shoe</td><td></td></tr><tr><td>Dog</td><td></td></tr><tr><td>Cup</td><td></td></tr><tr><td>House</td><td></td></tr><tr><td>Clock</td><td></td></tr><tr><td>Book</td><td></td></tr><tr><td>Fish</td><td></td></tr><tr><td>Star</td><td></td></tr><tr><td>Leaf</td><td></td></tr><tr><td>Car</td><td></td></tr></tbody></table>	Names	Points to	Shoe		Dog		Cup		House		Clock		Book		Fish		Star		Leaf		Car	
Names	Points to																												
Shoe																													
Dog																													
Cup																													
House																													
Clock																													
Book																													
Fish																													
Star																													
Leaf																													
Car																													
20-22 months	134. Displays Verbal Comprehension	Seated	Stimulus Booklet				Scoring Criterion: 3 of 6 Trial 1__ 2__ 3__ 4__ 5__ 6__																						
	135. Builds Tower of Eight Cubes	Seated	12 Cubes		138	123	Number of Cubes: Trial 1__ 2__ 3__																						
	136. Poses Question(s)					129	Question(s):																						
	137. Matches Four Colors	Seated	Stimulus Booklet, Red, Yellow, Blue, Black & Green Disks			128	Scoring Criterion: 4 of 5 Red__ Yellow__ Blue__ Black__ Green__																						
	138. Builds Train of Cubes	Seated	10 Cubes			135																							
28-31 months	139. Imitates Vertical and Horizontal Strokes	Seated	2 Crayons & Paper			116	Vertical__ Horizontal__																						
	140. Understands Two Prepositions	Seated	3 Cups & Rabbit	153			Scoring Criterion: 2 of 6 On__ In__ Under__ Between__ Behind__ In Front of__																						
	141. Understands Concept of One	Seated	3 Cubes																										
	142. Produces Multiple-Word Utterances in Response to Picture Book	Seated	Picture Book			131	Utterances:																						

 Incidental Observation

Number of Items
Child Received Credit (C)
for This Page

Begin
38-42
months



End
23-25, 26-28
& 29-31 months

Age
Group

Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criterion/ Trial & Counted Information	Score C, NC, RF RPT, O
			Scored	Admin.			
143. Recalls Geometric Forms	Seated	Circle, Square, Triangle pieces (Red Block Set) & Shield				Scoring Criterion: 2 of 3 Circle ____ Square ____ Triangle ____	
144. Discriminates Pictures I	Seated	Stimulus Booklet		151		Scoring Criterion: 2 of 2 Apple ____ Giraffe ____	
145. Compares Sizes	Seated	Stimulus Booklet				Scoring Criterion: 2 of 2 Big tree ____ Little tree ____	
146. Counts (Number Names)	Seated			164		Number counted to: ____	
147. Compares Masses	Seated	2 Boxes (attached lids)				Scoring Criterion: 2 of 2 Trial 1 ____ 2 ____	
148. Uses Past Tense						Use of Past Tense:	
149. Builds Bridge	Seated	6 Cubes		150	138		
150. Builds Wall	Seated	8 Cubes			149		
151. Discriminates Pictures II	Seated	Stimulus Booklet			144	Scoring Criterion: 2 of 2 Calf ____ Donkey ____	
152. Repeats Three Number Sequences	Seated					Scoring Criterion: 3 of 4 A ____ B ____ C ____ D ____	
153. Understands Four Prepositions	Seated	2 Cups & Rabbit			140	Scoring Criterion: 4 of 6 On ____ In ____ Under ____ Between ____ Behind ____ In Front of ____	
154. Identifies Gender	Seated					Scoring Criterion: Trial 1 and correct response on 2 or 3 Trial 1 ____ 2 ____ 3 ____	
155. Names Four Colors	Seated	Stimulus Booklet			137	Scoring Criterion: 4 of 5 Red ____ Yellow ____ Blue ____ Black ____ Green ____	
156. Understands Concept of More	Seated	8 Cubes			141	Scoring Criterion: 2 of 2 Trial 1 ____ 2 ____	
157. Counts (One-to-One Correspondence)	Seated	5 Cubes			146		
158. Understands Another's Perspective I	Seated	Box (attached lid) & Rabbit		172		Utterance(s):	
159. Counts (Stable Number Order)	Seated				157		
160. Remembers Sequence	Seated					Scoring Criterion: Succeeds at Pat/Touch/Clap ____ Pat/Touch/Touch ____	
161. Discriminates Patterns	Seated	Stimulus Booklet				Scoring Criterion: 2 of 3 Square ____ Triangle ____ E ____	

Number of Items _____
Child Received Credit (C)
for This Page _____



End
32-34, 35-37
& 38-42 months

Age
Group

Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF, RFT, O
			Scored	Admin.			
162. Sorts Pegs by Color	Seated	4 Red, 4 Yellow, 4 Blue Pegs & 3 Plastic Bags					
163. Discriminates Sizes	Seated	Stimulus Booklet				Scoring Criterion: 2 of 3 Largest _____ Middle _____ Smallest _____ Bowl _____ Lid _____ Shoe _____	
164. Counts (Cardinality)	Seated	5 Cubes	157	175	159	Scoring Criterion: 2 of 2 Responses: Trial 1 _____ 2 _____	
165. Completes Blue Board in 30 seconds	Seated	Blue Puzzle Board, 4 Round & 5 Square Pieces (Blue Block Set) &			130	Number of Pieces: _____ Time: _____	
32-34 months 166. Identifies Three Incomplete Pictures	Seated	Stimulus Booklet				Scoring Criterion: 3 of 3 (by second page in trial) Trial 1 _____ 2 _____ 3 _____	
167. Relates Temporal Sequence of Events	Seated					Events:	
35-37 months 168. Completes Pattern	Seated	Pegboard, 4 Red, 3 Blue & 2 Yellow Pegs			162	Scoring Criterion: 2 of 2 Trial 1 _____ 2 _____	
169. Finds Most Direct Route on Map	Seated	Map & Car		170		Scoring Criterion: Credit on first trial Trial 1 _____ 2 _____	
170. Finds Alternate Route on Map	Seated	Map, Car & Stick		171	169		
171. Picks Up Two Friends on Map	Seated	Map & Car			170		
172. Understands Another's Perspective II	Seated	Box (lid attached) & Rabbit			158		
173. Builds T	Seated	10 Cubes		176	150		
174. Classifies Objects	Seated	Stimulus Booklet				Scoring Criterion: 2 of 3 Train _____ Lamp _____ Banana _____	
175. Counts (Order Invariance)	Seated	5 Cubes			164	Response:	
176. Builds Steps	Seated	12 Cubes			173		
177. Comprehends Congruent and Incongruent Tasks	Standing						
38-42 months 178. Solves Bridge-Building Problem	Seated	Stimulus Booklet & 3 Sticks					

Number of Items _____
Child Received Credit (C)
for This Page _____

Bayley Scales
of Infant
Development
Second Edition

	Year	Month	Day
1. Year			
2. Month			
3. Day			
4. Year			
5. Month			
6. Day			
7. Year			
8. Month			
9. Day			
10. Year			
11. Month			
12. Day			

Scale	Factor	Raw Score	MDI	PDI	Confidence Interval (____%)	Percentile	Classification
Mental							
Motor							
Behavior Rating	Attention/ Arousal						
	Orientation/ Engagement						
	Emotional Regulation						
	Motor Quality						
	Additional Items						
	Total Raw Score						

[illegible]

Begin
1-2 & 3
months

Age
Group

Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C NO. RE EPT. C
			Scored	Admin.			
1. Thrusts Arms in Play	Supine						
2. Thrusts Legs in Play	Supine						
3. Lifts Head When Held at Shoulder	Supine		4, 5, 7	15			
4. Holds Head Erect for 3 Seconds (Vertical Position)	Upright at Shoulder		5, 7		3		
5. Adjusts Posture When Held at Shoulder	Upright at Shoulder		7		4		
6. Hands are Fisted							
7. Holds Head Erect and Steady for 15 Seconds	Upright at Shoulder				5		
8. Lifts Head (Dorsal Suspension)	Upright						
9. Holds Legs Up for 2 Seconds	Supine						
10. Makes Crawling Movements	Prone						
11. Turns from Side to Back	Supine						
12. Attempts to Bring Hand to Mouth							
13. Returns Ring	Supine	Ring with String					
14. Adjusts Head to Ventral Suspension	Prone				8		
15. Holds Head Steady While Being Moved	Upright at Shoulder				7		
16. Displays Symmetric Movements	Supine						

☐ Incidental Observation

Number of Items _____
Child Received Credit (C) _____
for This Page _____

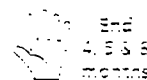
Begin
4, 5 & 6
months

End
1, 2 & 3
months

Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RF, RPT, C
				Scored	Admin.			
4 months	17. Holds Head in Midline Position	Supine						
	18. Elevates Self by Arms	Prone						
	19. Balances Head	Upright				15		
	20. Maintains Head at 45° and Lowers with Control	Prone		24				
5 months	21. Sits with Support	Seated		22, 28, 34				
	22. Sits with Slight Support for 10 Seconds	Seated		28, 34, 36		21		
	23. Keeps Hands Open					6		
	24. Maintains Head at 90° and Lowers with Control	Prone				20		
6 months	25. Shifts Weight on Arms	Prone				18		
	26. Turns from Back to Side	Supine	Bell or Rattle	38		11		
	27. Rotates Wrist		Cube, Rattle, Bell or Other Small Toy					
	28. Sits Alone Momentarily	Seated		34, 36		22		
7 months	29. Uses Whole Hand to Grasp Rod	Seated	Rod				Type of Grasp:	
	30. Reaches Unilaterally						Hand _____	
	31. Uses Partial Thumb Opposition to Grasp Cube	Seated	Cube	37				
	32. Attempts to Secure Pellet	Seated	Sugar Pellet	41				

☐ Incidental Observation

Number of Items _____
Child Received Credit (C) _____
for This Page _____



Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, PF RFD, C
				Scored	Admin.			
4 months	33. Pulls to Sitting Position	Supine		45				
	34. Sits Alone for 30 Seconds 	Seated 		36		28		
	35. Sits Alone While Playing with Toy	Seated	Rabbit, Bell, Rattle or Other Small Toy			34		
5 months	36. Sits Alone Steadily	Seated				35		
	37. Uses Pads of Fingertips to Grasp Cube	Seated	Cube			31		
	38. Turns from Back to Stomach	Supine	Bell or Rattle			26		
	39. Grasps Foot with Hands	Supine	Facial Tissue					
	40. Makes Early Stepping Movements	Standing			44			
6 months	41. Uses Whole Hand to Grasp Pellet	Seated	Sugar Pellet	49, 56		32		
	42. Attempts to Raise Self to Sit	Supine	Bell or Rattle					
	43. Moves Forward, Using Prewalking Methods	Seated	Bell or Rattle			25		
	44. Supports Weight Momentarily	Standing		46, 53		40		
	45. Pulls to Standing Position	Supine				33		
	46. Shifts Weight While Standing	Standing		53		44		
	47. Raises Self to Sitting Position	Supine	Bell or Rattle			42		
	48. Brings Spoons or Cubes to Midline	Seated	2 Spoons or Cubes					

Number of Items _____
 Child Received Credit (C) _____
 for This Page _____

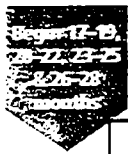


End
7, 8, 9 & 10
months

Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score 0-100, 15-100, 0
				Scored	Admin.			
6 months	49. Uses Partial Thumb Opposition to Grasp Pellet	Seated	Sugar Pellet	56		41		
	50. Rotates Trunk While Sitting Alone	Seated	Bell			36	Scoring Criteria: 1 of 2 Trial 1____ 2____	
7 months	51. Moves from Sitting to Creeping Position	Seated	Bell			50		
	52. Raises Self to Standing Position	Supine	Bell or Rattle			47		
8 months	53. Attempts to Walk	Standing		60, 61		46		
	54. Walks Sideways While Holding on to Furniture	Standing				53		
9 months	55. Sits Down	Standing						
	56. Uses Pads of Fingertips to Grasp Pellet	Seated	Sugar Pellet			49		
10 months	57. Uses Partial Thumb Opposition to Grasp Rod	Seated	Rod			29		
	58. Grasps Pencil at Farthest End	Seated	Pencil & Paper	70				
11 months	59. Stand Up!	Seated		68		52		
	60. Walks with Help	Standing		61, 62 63		54		
12 months	61. Stands Alone	Standing		52, 63		60		
	62. Walks Alone	Standing		63		61	Number of Steps _____	
13 months	63. Walks Alone with Good Coordination	Standing	Any toy that interests child			62	Number of Steps _____	
	64. Throws Ball	Standing	Ball					

☐ Incidental Observation

Number of Items _____
Child Received Credit (C) _____
for This Page _____

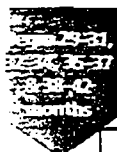


End
11, 12, 13 &
14-15 months

Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, RE, RPT, O
				Scored	Admin.			
	65. Squats Briefly	Standing				55		
11 months	66. Walks Up Stairs with Help	Standing	Stairs & any toy that interests child	79	69			
	67. Walks Backward	Standing	Pull Toy			63	Number of Steps _____	
	68. Stands Up II	Standing				59		
11 months	69. Walks Down Stairs with Help	Standing	Stairs & any toy that interests child	80		66		
12 months	70. Grasps Pencil at Middle	Seated	Pencil & Paper	74, 75, 90		58		
	71. Walks Sideways	Standing	Pull Toy			67		
12 months	72. Stands on Right Foot with Help	Standing			82			
	73. Stands on Left Foot with Help	Standing			83	72		
	74. Uses Pads of Fingertips to Grasp Pencil	Seated	Pencil & Paper	75, 90		70		
13 months	75. Uses Hand to Hold Paper in Place	Seated	Pencil & Paper	90				
	76. Places 10 Pellets in Bottle in 60 Seconds	Seated	12 Sugar Pellets. Bottle & 			56	Number of Pellets _____	
	77. Runs with Coordination	Standing	Ball			71		
13 months	78. Jumps off Floor (Both Feet)	Standing	Jumping Rope					
14 months	79. Walks Up Stairs Alone. Placing Both Feet on Each Step	Standing	Stairs & any toy that interests child	95	80	69		
	80. Walks Down Stairs Alone. Placing Both Feet on Each Step	Standing	Stairs & any toy that interests child		81	79		

Incidental Observation

Number of Items _____
Child Received Credit (C)
for This Page _____



End 17-19,
20-22, 23-25 &
26-28 months

Age Group	Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria: Trial & Counted Information	Score 0, 10, 25, 50, 75
				Scored	Admin.			
17-19 months	81. Jumps from Bottom Step	Standing	Stairs			78		
	82. Stands Alone on Right Foot	Standing				73		
	83. Stands Alone on Left Foot	Standing				82		
	84. Walks Forward on Line	Standing	Tape Measure		85	77		
	85. Walks Backward Close to Line	Standing	Tape Measure			84		
20-22 months	86. Swings Leg to Kick Ball	Standing	Ball			83		
	87. Jumps Distance of 4 Inches	Standing	Tape Measure			78	Scoring Criterion: 1 of 3 Trials $\geq$ 4" Trial 1____ 2____ 3____	
	88. Laces Three Beads	Seated	2 Shoe Strings & 8 Square Beads				Number of Beads ____	
	89. Walks on Tiptoe for Four Steps	Standing	Tape Measure	99		85	Scoring Criterion: 4 Steps Number of Steps ____	
	90. Grasps Pencil at Nearest End	Seated	Pencil & Paper	93		74		
23-25 months	91. Imitates Hand Movements	Seated			98		Scoring Criterion: 2 of 3 Trial 1____ 2____ 3____	
	92. Tactilely Discriminates Shapes	Seated	2 Pegs, 2 Cubes, 2 Square Pieces (from Blue Block Set) & Shield				Scoring Criterion: 2 of 3 Peg____ Cube____ Square____	
	93. Manipulates Pencil in Hand	Seated	Pencil & Paper			90		
	94. Stands Up III	Standing				68		
	95. Walks Up Stairs, Alternating Feet	Standing	Stairs & any toy that interests child		108	80		
26-28 months	96. Copies Circle	Seated	Pencil & Paper		104			
	97. Uses Eye-Hand Coordination in Tossing Ring	Standing	Rod, Pegboard & Ring (without String)					

Number of Items _____
Child Received Credit (C)
for This Page _____



End 29-31,
32-34, 35-37 &
38-42 months

Age
Group

Item	Position	Materials	Next Item		Previous Item in Series	Comments/ Scoring Criteria/ Trial & Counted Information	Score C, NC, R, RPT, O
			Scored	Admin.			
98. Imitates Postures	Standing				91	Scoring Criterion: 2 of 3 Trial 1___ 2___ 3___	
99. Walks on Tiptoe for 9 Feet	Standing	Tape Measure			89		
100. Stops from a Full Run	Standing	Tape Measure				Scoring Criterion: 2 of 3 $\leq$ 2 Steps Steps needed to stop Trial 1___ 2___ 3___	
101. Buttons One Button	Seated	Button Sleeve					
102. Stands Alone on Left Foot for 4 Seconds	Standing			103	83		
103. Stands Alone on Right Foot for 4 Seconds	Standing				102		
104. Copies Plus Sign	Seated	Pencil & Paper		111	96		
105. Traces Designs	Seated	Tracing Sheet & Pencil			104	Scoring Criterion: 2 of 3 Square___ Circle___ Diamond___	
106. Jumps Over Rope	Standing	Jumping Rope			87	Scoring Criterion: 8 inches 2 inches : Trial 1___ 2___ 4 inches : Trial 1___ 2___ 6 inches : Trial 1___ 2___ 8 inches : Trial 1___ 2___	
107. Hops Twice on One Foot	Standing	Tape Measure	110		103	Number of Hops _____	
108. Walks Down Stairs. Alternating Feet	Standing	Stairs & any toy that interests child			95		
109. Jumps Distance of 24 Inches	Standing	Tape Measure			106	Scoring Criterion: 1 of 3 $\geq$ 24" Inches: _____ Trial 1___ 2___ 3___	
110. Hops Five Feet	Standing	Tape Measure			107	Distance: _____	
111. Copies Square	Seated	Pencil & Paper			105		

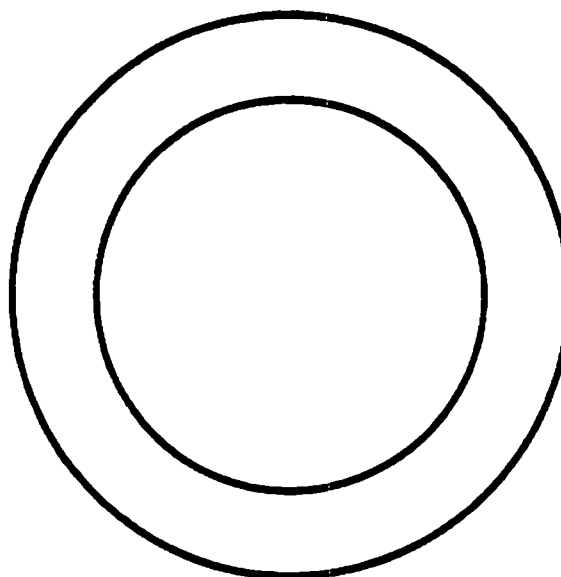
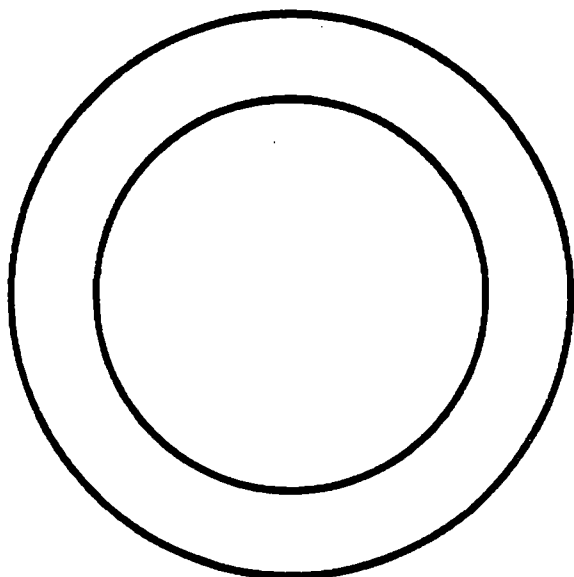
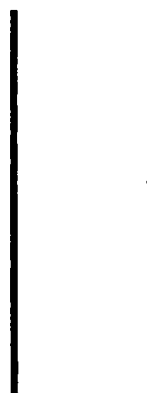
29-31
months

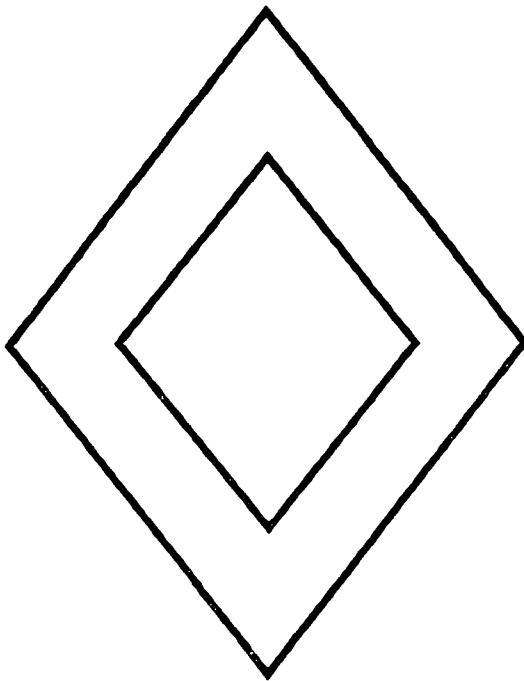
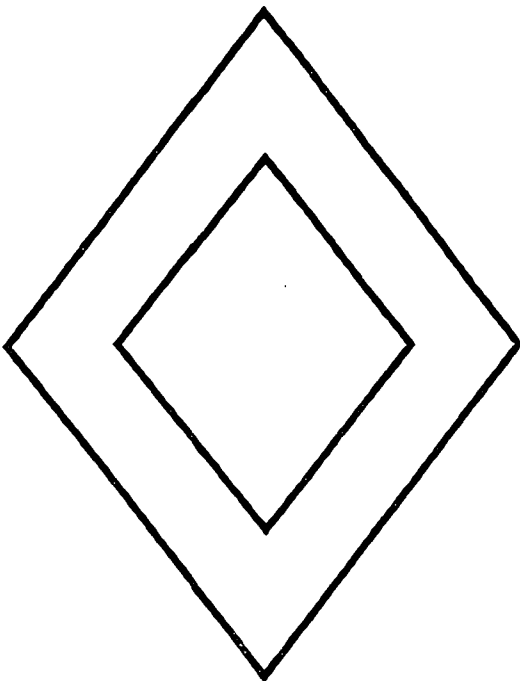
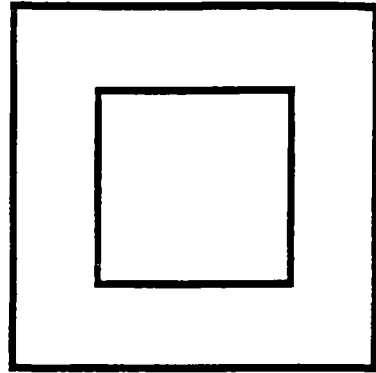
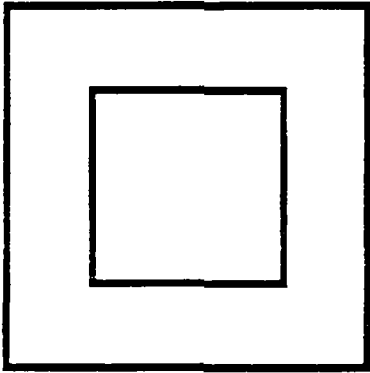
32-34
months

35-37 &
38-42
months

Number of Items
Child Received Credit (C)
for This Page

Child's Name: _____ Examiner's Name _____





1

Appendix C

Early Childhood Longitudinal Study

Birth Cohort 2000

9-Month and 18-Month Interviewer Observations

PROTOCOL FOR THE 9-MONTH AND 18-MONTH INTERVIEWER OBSERVATIONS

Procedures for Administering the Interviewer Checklist in Early Childhood Longitudinal Study, Birth Cohort 2000 (ECLS-B)

The Interviewer Observation Checklist consists of three measures:

- Eight items taken from the HOME-Short Form (HOME-SF);
- The entire Behavior Ratings Scales, from the Bayley Scales of Infant Development (BSID-II) (30 items); and
- Three items from the Carolina Record of Individual Behavior, developed by the Frank Porter Graham Child Development Center.

The checklist will allow analysts to gain a better understanding of children's home learning environments, and also the child's behavior, without placing a greater burden on the respondent. In addition, the items should be more objective in nature than maternal-report items, as they are being completed by the interviewer who serves as an external observer.

ECLS-B Interviewer Checklist

The Interviewer Checklist contains a total of 41 items and should only take a few minutes for the interviewer to complete (after each 9- and 18-month interview).

The response set for the HOME-SF items (the first 8 items in the checklist) is "1" for "yes, observed" and "2" for "not observed." While the NLSY study had three response categories ("1" for "yes," "0" for "no," and "2" for "not observed"), it was decided that the "no" category was not needed.

The Carolina Record of Individual Behavior items (item numbers 9, 10, and 11 on the checklist) are coded in a different manner. The interviewer will be given lists of behaviors for each item—communication, object orientation, and attention span—and will choose the option that best described the child's behavior during the home visit. The options are listed below each item in the list of items below.

The BSID-II Behavior Rating Scale (BRS) items (item numbers 12 to 41) are rated on a five-point scale. The scales for each item are slightly different per item and are listed with each item in Section 1.5.

The interviewer will be able to observe all of the items in the course of his or her interview. She or he will not need to see other portions of the house in order to accurately complete the checklist. Any actions that were not evident should be coded as "not observed."

The checklist should be completed at the end of the interview (both 9 and 18 months), after the interviewer has already left the house. We recommend that the interviewer take a minute upon reaching his or her car (or other means of transportation) to fill out the checklist and BRS (discussed in the next section) while the memory of the visit is still fresh. There will be room on the checklist for additional comments or notes the interviewer wishes to make.

Procedures for Administering the BRS in the Interviewer Observation Checklist

To complete the BRS, each interviewer will need to follow the steps listed below:

1. Transfer the necessary demographic information from the Mental or Motor Scale Record Form to the upper portion of the page.
2. Transfer the child's chronological age (already calculated on the MDI and PDI forms) to the appropriate space on the BRS form.
3. Rate each item in the three factors on a five-point scale. The value of the scale is dependent on the item. For the values of the individual scales, refer to the specific items, listed on the following pages.
4. Transfer the scores for each item to the space provided on the BRS form, in the appropriate age column. Items not to be rated for a child of a given age are blacked out.
5. Sum the scores for each factor to obtain a Total Factor Score. The Total Factor Scores are then summed to obtain a Total Raw Score.
6. Transfer these scores to the appropriate spaces to the left side of the Record Form in the space provided. The interviewers will compare the Total Factor Scores and Total Raw Score to a table with percentile ranks and classifications.

Each total factor score and total raw score will be classified into one of three categories: (1) **within normal limits** for his or her age, (2) **questionable**, or **nonoptimal** for a child his or her age. It is this classification, rather than the numerical value of the scores that will be used by analysts.

The cutoff scores for each category are as follows: (1) **within normal limits** = 26th percentile and above; **questionable** = between 11th and 25th percentile; and **nonoptimal** = at or below the 10th percentile. The cutoff score is that score at which the description of a child's performance changes from one classification to another.

The interviewer may also use the space provide to record any comments or observations that arose from the observation of the child. These comments may include behavior that the interviewer thought was unusual or interfered with the child's completion of the MDI or PDI tasks.

Scoring the Individual Items on the BRS

As noted above, each item in the three factors is scored on a five-point scale. The scales for each item are reproduced on the following pages. Sometimes, deciding between two ratings can be difficult. It may be easier to first determine which end of the continuum the child's behavior most closely represents. If even this decision is difficult, the interviewer is urged to choose "3."

Below are listed the individual IOC items with a brief description. The first two BRS items (item numbers 12 and 13) are questions that must be asked directly of the respondent. These questions must be asked before the interviewer leaves the home, ideally immediately after completion of the Mental and Motor Scales. The remaining questions, based on the interviewer's observations during the entire interview, can be completed after the interviewer has left.

Individual Checklist Items

1. **Parent spontaneously spoke to child twice or more (excludes scolding).** This item involves maternal conversation, not just vocalization, which can be any sounds or words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding or degrading comments.

2. **Mother responded verbally to child's speech.** In order for this interaction to count, the mother must make an effort to answer the question for the child or address the child's need. If the mother is unable to answer it, she may tell the child she doesn't know, as long as she does not simply ignore the child's question or need. Responses such as "Mother's busy, go away" or "Don't bother me now" do not receive credit.
3. **Parent caresses, kisses, or hugs child at least once.** This item involves overt displays of affection, including a hug, a stroke of the hair, patting an arm or a leg, reaching out affectionately and touching the face, etc. Blowing a kiss as well as actually establishing physical contact may be counted as a kiss. Other behaviors that would receive a "yes" include simple signs of concern such as gently tucking the child's shirt in, holding the child on her lap, holding a hand, or a gentle pat on the shoulder.
4. **Parent slapped or spanked child at least once.** If you don't know whether a mother is playing or seriously slapping or spanking the child, the best guide is the child's behavior. If the child reacts with pleasure or happiness, do not score as slapping or spanking. If the child frowns, looks unhappy, whimpers, or cries, score "yes." Typically, the slaps and spansks must be in anger or as a reprimand for some wrongdoing; an affectionate pat on the bottom does not count.
5. **Parent interfered with child's actions or restricted child from exploring more than 3 times.** This item involves the mother's overt efforts to constrain the child's movement or activity. In a younger child the mother might hold the child in her lap even though the child struggles to get down. An older child might be placed in a chair to keep him or her out of the way, or he or she might be jerked back from handling items on a table or pulled away if he or she tried to climb on the interviewer's lap.
6. **Mother provided toys or interesting activities for child.** This can be observed during the parent interview. The mother may offer the child a distraction while she is talking with the interviewer, or she may offer a toy if the child begins to fuss.
7. **Mother kept child in view/could see child/looked at (him/her) often.** This should be coded "yes" if the mother tries to keep an eye on the child during the parent interview, or goes after the child if he or she begins to crawl away.
8. **Child's play environment is safe.** No potentially dangerous health or structural hazards within child's range such as falling plaster, peeling paint, glass, poisons and cleaning materials within reach of a child. Other examples of hazards are furniture with obvious wood splinters on it, an uncovered fan, boards with nails sticking out of it, pot handles extending over the edge of the stove. Overcrowding or clutter would not be counted as a hazard unless it existed to such an extent that it could harm the child.
9. **Receptive Communication.** A rating of how intentional the child is in responding to communication from his or her parent or others, including the interviewer.

- There is no evidence that the child responds to any nonverbal or verbal stimulation (e.g., speaking to, touching, smiling etc.)
- Makes postural adjustments of total body to nonverbal stimulation (e.g., "shuts down," rolls over when touched a certain way, will quiet to touch or holding.)
- Brightens, moves head or trunk in response to nonverbal/verbal stimulation.
- Child responds by selectively attempting to reach toward or push away presented stimulus (e.g. toy, food, etc.)
- Child displays appropriate behavior to pointing, waving, showing, giving to others.
- Child understands simple gestures that may be unique to child (e.g., hand to mouth "eating" etc.)
- Child understands single words or formal signs that may or may not be unique to child
- Child understands simple phrases of speech or signs.
- Child understands complete sentences in speech and signs.
- Not applicable.

10. **Object Orientation.** An overall measure of how the child deals with objects in the world, how the child manipulates objects, and shows intentionally.

- Does not look at, show interest and/or seem aware of objects.
- Looks at and/or turns toward only if object attracts attention (e.g., makes noise, flashes light, etc.) High stimulation objects only.
- When presented with materials, turns to or looks at briefly but does not attempt to approach, reach for, manipulate any object.
- Sustained interest in objects as they are presented (e.g., turns to, looks at, smiles at, etc.).
- Does attempt to approach or manipulate objects; uses in same manner regardless of form or function, e.g., bangs all objects, mouths all objects.
- Reaches for and manipulates objects in a variety of exploratory ways—holding, feeling, visual examination, shaking etc.
- Manipulates objects with some regard to form (e.g., puts block in cup, peers into box, sticks fingers into holes).

- Manipulates objects with appropriate regard to form or function (e.g., rocks doll, pushes car, stacks blocks).
 - Plays imaginatively with materials, uses objects several ways.
 - Not applicable.
11. **Attention Span.** Measures the child's degree of persistence in attending to objects, persons, or activity.
- No visible attention to external stimuli.
 - Fleeting attention to intrusive stimuli only (e.g., loud noises, bright lights, physical contact).
 - Attends to new stimuli in environment for less than 10 seconds, easily distracted by incidental activity.
 - Attends to stimuli for short periods (less than 30 seconds) soon searching for something new.
 - Attends to each new stimuli for as long as is appropriate in situation—switches attention to next stimuli as presented.
 - Continues to attend to stimuli beyond needs of situation, can be distracted.
 - Attention varies with nature of stimulus (e.g., more attentive to persons, more attentive to things that move, etc.).
 - Continues interest in stimuli for as long allowed in situation--must be actively distracted.
 - Attends to stimuli indefinitely—difficult to draw child's attention to new stimuli, extremely difficult to distract.
 - Not applicable.
12. **Parental Assessment of Test Session.** Obtain the caregiver's response as to whether the child's performance was typical. Low scores suggest the child's behavior during the interview was atypical and test results may underestimate the child's usual behavior. (1 to 42 months)
13. **Parental Assessment of Test Adequacy.** Obtain the caregiver's response as to whether the test was an adequate measure of the child's skills. Low scores suggest the child's performance was below his or her optimal level of functioning. The validity of the evaluation should be more carefully examined. (1 to 42 months)
14. **Predominant State.** The child's state of arousal that is most prevalent during the test session. The states range from drowsy or asleep to awake and alert. (1 to 12 months)

15. **Liability of State of Arousal.** Whether the child's state of arousal changes during the test session or whether one state of arousal predominates. (1 to 12 months)
16. **Positive Affect.** The degree to which the child displays positive affect in response to either the test materials or to the examiner and caregiver. Positive affect includes smiling, laughing, or making sounds that are perceived as expressions of happiness, excitement, or pleasure. The ratings refer to both duration and intensity. (1 to 42 months)
17. **Negative Affect.** The degree to which the child displays negative affect in response to either the test materials or to the examiner or caregiver. Negative affect includes fussing, pouting, whining, crying, and vocal or physical expressions of anger. The ratings refer to both duration and intensity. (1 to 42 months)
18. **Soothability when Upset.** The amount of external support required to calm the child once the child becomes upset. If the child does not become upset during the testing, the interviewer should make inquiries of the caregiver about the child's soothability in similar situations involving structured interactions with strangers. (1 to 42 months)
19. **Hypersensitivity to Test Materials and Stimuli.** The child's excitability or sensitivity to the stimulation provided by the test materials, the environment, or by the interviewer or caregiver as the interviewer interacts with the child. (1 to 42 months)
20. **Energy.** Behavior that is vigorous, robust, animated, or expressive. (1 to 42 months)
21. **Adaptation to Change in Test Materials.** The child's ability to repeatedly relinquish material used for one item and accept the material for the next item. (1 to 42 months)
22. **Interest in Test Materials and Stimuli.** The amount of interest the child displays in the materials or stimuli. This does not mean the amount of enthusiasm, persistence, or overall attention the child displays towards the materials, but rather the degree to which the child initially attends to a material or the examiner during each item administration. (1 to 42 months)
23. **Initiative with Tasks.** The extent to which the child's initiative in exploring materials or his or her environment. (6 to 42 months)
24. **Exploration of Objects and/or Surroundings.** The degree to which the child actively seeks out new aspects of objects or the environment, including the child's visual, auditory, and tactile exploration. (1 to 42 months)
25. **Attention to Tasks.** The degree to which the child remains focused on the tasks presented by the examiner. In other words, the degree to which the child sustains interest in the tasks. (6 to 42 months)

26. **Persistence in Attempting to Complete Tasks.** The degree to which the child persists at tasks in attempting to complete them. (6 to 42 months)
27. **Enthusiasm Toward Tasks.** The degree to which the child exhibits deep concentration, coupled with excitement or delight, in the materials or tasks. (6 to 42 months)
28. **Fearfulness.** The extent to which the child shows fear towards the examiner when the examiner makes a social or physical approach towards the child or when the examiner presents material to the child. (6 to 42 months)
29. **Frustration with Inability to Complete Tasks.** The degree to which the child becomes frustrated when he or she is unable to understand or complete a task. (6 to 42 months)
30. **Orientation to Examiner.** The degree to which the child accepts the interviewer from the time the interviewer arrives to the time the interviewer leaves. (1 to 42 months)
31. **Social Engagement.** The degree to which the child willingly attempts to engage the interviewer or the caregiver in social interaction. The child may or may not use the materials to interact interaction. (6 to 42 months)
32. **Cooperation.** The degree to which the child willingly responds to the interviewer's requests to perform the tasks. (6 to 42 months)
33. **Gross-Motor Movement Required by Tasks.** The appropriateness of the child's movements and coordination in her arms, legs, and/or trunk, in response to the demands of the tasks. (1 to 42 months)
34. **Fine-Motor Movement Required by Tasks.** The appropriateness of the child's movement and coordination in her fingers and hands, in response to the demands of the tasks. (6 to 42 months)
35. **Control of Movement.** The child's control of her muscle movement, including her posture when in a relaxed state, moving from one position to another, or moving towards the material. (1 to 42 months)
36. **Hypotonicity.** Reduced muscle tone exhibited in the child's motor movements. The reduced muscle tone may be restricted to certain parts of the body. (1 to 42 months)
37. **Hypertonicity.** A stiffness or rigidity exhibited in the child's motor movements. It may be contained to certain parts of the body. (1 to 42 months)
38. **Tremulousness.** Tremors in the child's motor movements. Tremors may appear as intermittent spastic movements or constant trembling of the limbs or other parts of the body. (1 to 42 months)

39. **Slow or Delayed Movement.** Movement that appears sluggish or temporally delayed. This item also address the quality of movement and amount of time the child takes to move toward the test materials and change positions. (1 to 42 months)
40. **Frenetic Movement.** Movement that appears overly quick or erratic and addresses the quality of movement and amount of time the child takes to move towards the test materials or to change positions. (1 to 42 months)
41. **Hyperactivity.** Behavior that is superfluous and impulsive. (6 to 42 months)

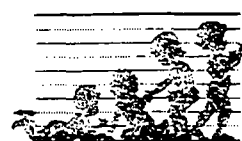
On some occasions, some of these items may not be observed, or the items may be deemed inapplicable. For example, "soothability when upset" may be labeled "not observed" if the child did not get upset during the interview. If BRS items were not observed, the interviewer should ask the respondent before leaving the house what behavior the child would have demonstrated in another similar situation. The interviewer can then make the appropriate rating based on the response. It is important to not have too many "not observed" responses; more than one or two of these will artificially depress the BRS scores, and create the incorrect impression that the child is functioning in the questionable or nonoptimal range.

Bayley Scales of Infant Development (BSID-II) Behavior Rating Scale Coding Form

A copy of the BSID-II BSR coding form follows.

Child's Gender _____

	Year	Month	Day
			
			
			
			
			
			

Bavley Scales
of Infant
Development
Second Edition

645

1-5 6-12 13-42
months months months

Factor	Raw Score	Percentile	Classification
Academic Grade			
Orientation/Engagement			
Intellectual Regulation			
Motor Quality			
Additional Items			
Total Raw Score			

Observations and General Comments _____

**Architectural
Acquisition**

3. Predominant State
4. Liability of State of Arousal
5. Positive Affect
6. Negative Affect
7. Soothability When Upset
9. Energy
11. Interest in Test Materials and Stimuli
13. Exploration of Objects and/or Surroundings
19. Orientation to Examiner

Total Attention / Arousal Factor

A 10x10 grid with the right half shaded. The grid is divided into two equal vertical sections by a central vertical line. The left section consists of 5 columns of white squares, and the right section consists of 5 columns of black squares. There are 50 white squares and 50 black squares in total.

Optimization and Quantity Factor

3. Predominant State
4. Liability of State of Arousal
5. Positive Affect
9. Energy
11. Interest in Test Materials and Stimuli
12. Initiative with Tasks
13. Exploration of Objects and/or Surroundings
15. Persistence in Attempting to Complete Tasks
16. Enthusiasm Toward Tasks
17. Fearfulness
19. Orientation to Examiner
20. Social Engagement

Total Orientation/ Engagement Factor

THE UNIVERSITY OF CHICAGO

6. Negative Affect
8. Hypersensitivity to Test Materials and Stimuli
10. Adaptation to Change in Test Materials
14. Attention to Tasks
15. Persistence in Attempting to Complete Tasks
18. Frustration with Inability to Complete Tasks
19. Orientation to Examiner (Do not add to Total Raw Score
Ages 13 –42 months)
21. Cooperation
29. Frenetic Movement
30. Hyperactivity

Total Emotional Regulation Factor

600

22. Gross-Motor Movement Required by Tasks
23. Fine-Motor Movement Required by Tasks
24. Control of Movement
25. Hypotonicity
26. Hypertonicity
27. Tremulousness
28. Slow and Delayed Movement
29. Frenetic Movement (Do not add to Total Raw Score
Ages 13-42 months)

Total Motor Quality Factor

—

7. Soothability When Upset
8. Hypersensitivity to Test Materials and Stimuli
10. Adaptation to Change in Test Materials
27. Tremulousness

Total Additional Items

Total Raw Score

1-5 months	6-12 months	13-42 months

You must obtain the information for Items 1 and 2 from the child's caregiver at the completion of the evaluation.

Item	Rating
	(Circle)

1. Parental Assessment of Test Session

Ask the caregiver: "How typical was your child's behavior? Did (child's name) play the way she (or he) usually does? Was she (or he) as happy or upset as usual? As alert and active as usual?"

- | | |
|--|---|
| Very atypical; caregiver never sees this type of behavior | 1 |
| Mostly atypical..... | 2 |
| Somewhat typical; caregiver sees this type of behavior on some occasions | 3 |
| Typical | 4 |
| Very typical; caregiver always sees this type of behavior | 5 |

2. Parental Assessment of Test Adequacy

Ask the caregiver: "Do you think (child's name) did as well as she (or he) could? Have you seen (child's name) do better or worse on the type of things we worked on?"

- | | |
|--|---|
| Poor indicator of child's optimal performance; child always performs much better | 1 |
| Barely adequate | 2 |
| Adequate; child performs as well, on average | 3 |
| Good..... | 4 |
| Excellent: child never performs better..... | 5 |

3. Predominant State

1-12 months

- | | |
|---|---|
| Drowsy or asleep..... | 1 |
| Typically drowsy; a few moments of wakefulness | 2 |
| Drowsy half the time; awake and alert half the time..... | 3 |
| Typically awake and alert; a few moments of drowsiness..... | 4 |
| Awake and alert..... | 5 |

4. Lability of State of Arousal

1-12 months

- | | |
|--|---|
| Constant changes from state of drowsiness or sleeping to alert state | 1 |
| Frequent changes of state of drowsiness or sleeping to alert state..... | 2 |
| Several changes of state of drowsiness or sleeping to alert state | 3 |
| One or two changes in state of drowsiness or sleeping to alert state | 4 |
| Constant state of drowsiness or alertness | 5 |

Item	Rating (Circle)
5. Positive Affect 1–42 months	
No positive affect displayed	1
One or two brief displays of positive affect.....	2
Three or more brief displays of positive affect.....	3
One or two intense, heightened, or prolonged displays of positive affect	4
Three or more intense, heightened, or prolonged displays of positive affect	5
6. Negative Affect 1–42 months	
Three or more intense, heightened, or prolonged displays of negative affect.....	1
One or two intense, heightened, or prolonged displays of negative affect	2
Three or more brief displays of negative affect	3
One or two brief displays of negative affect	4
No negative affect displayed.....	5
7. Soothability When Upset 1–42 months	
Cannot be soothed	1
Soothed only by being physically comforted (e.g., held, patted).....	2
Soothed by being given a desired toy or object.....	3
Soothed by being spoken to	4
Does not need external assistance to be soothed.....	5
8. Hypersensitivity to Test Materials and Stimuli 1–42 months	
Constantly hypersensitive; hypersensitivity disrupts testing.....	1
Typically hypersensitive; returns to test activity in one or two instances	2
Occasionally hypersensitive	3
Typically reacts appropriately; hypersensitive in a few instances	4
Constantly responds appropriately	5

Item	Rating (Circle)
------	--------------------

9. Energy

1-42 months

Consistently lacks animation or energy; tired and lackluster	1
Typically tired and lackluster; one or two periods of animation or energy	2
Animated or energetic half the time; tired and lackluster half the time	3
Typically animated or energetic; one or two periods of being tired and lackluster	4
Consistently animated or energetic	5

10. Adaptation to Change in Test Materials

1-42 months

Consistently resists relinquishing materials and/or refuses to accept new materials	1
Typically resists relinquishing materials and/or refuses to accept new materials; makes one or two transitions easily	2
Makes poor transitions half the time; makes good transitions half the time	3
Typically relinquishes materials and accepts new materials; one or two poor transitions	4
Consistently relinquishes materials and accepts new materials	5

11. Interest in Test Materials and Stimuli

1-42 months

No interest	1
One or two displays of interest	2
Moderate interest	3
Much interest	4
Constant interest	5

12. Initiative with Tasks

5-42 months

Consistently shows no initiative	1
Typically shows no initiative; one or two instances of initiative	2
Shows initiative half the time	3
Typically shows initiative; one or two instances of no initiative	4
Consistently shows initiative	5

Item	Rating (Circle)
13. Exploration of Objects and/or Surroundings	
1-42 months	
No exploration	1
One or two instances of exploration	2
Moderate exploration.....	3
Much exploration.....	4
Constant exploration.....	5
14. Attention to Tasks	
6-42 months	
Constantly off task; does not attend.....	1
Typically off task; attends in one or two instances.....	2
Off task half the time.....	3
Typically attends; attention wanders in one or two instances.....	4
Constantly attends	5
15. Persistence in Attempting to Complete Tasks	
6-42 months	
Consistently lacks persistence	1
Typically not persistent; one or two instances of persistence	2
Lacks persistence half the time.....	3
Typically persistent; lacks persistence in one or two instances.....	4
Consistently persistent	5
16. Enthusiasm Toward Tasks	
6-42 months	
Consistently unenthusiastic; no particular interest beyond attending to the tasks	1
Typically unenthusiastic; enthusiastic in one or two instances.....	2
Unenthusiastic half the time.....	3
Typically enthusiastic; unenthusiastic in one or two instances.....	4
Consistently enthusiastic	5
17. Fearfulness	
6-42 months	
Constantly fearful; never trusting	1
Typically fearful; one or two instances of trust	2
Fearful half the time; trusting half the time.....	3
Typically trusting; one or two instances of fear	4
Constantly trusting; never fearful	5

Item	Rating (Circle)
18. Frustration with Inability to Complete Tasks	
6–42 months	
Consistently becomes frustrated	1
Typically becomes frustrated	2
Occasionally becomes frustrated	3
Rarely becomes frustrated	4
Never becomes frustrated	5
19. Orientation to Examiner	
1–42 months	
Consistently avoids or resists; never responsive	1
Typically avoids or resists; one or two instances of responsiveness	2
Avoids or resists half the time; responds half the time	3
Typically responds; one or two instances of avoidance or resistance	4
Consistently responds; never avoidant or resistant	5
20. Social Engagement	
6–42 months	
No attempts to interact socially	1
One or two attempts to interact socially	2
Several attempts to interact socially	3
Many attempts to interact socially	4
Constant attempts to interact socially	5
21. Cooperation	
6–42 months	
Consistently resists suggestions or requests	1
Typically resists suggestions or requests; one or two instances of cooperation	2
Resists suggestions or requests half the time; cooperates half the time	3
Typically cooperates; one or two instances of resistance	4
Consistently cooperates	5
22. Gross-Motor Movement Required by Tasks	
1–42 months	
Consistently inappropriate	1
Typically inappropriate; one or two instances of appropriate gross-motor movement	2
Inappropriate half the time; appropriate half the time	3
Typically appropriate; one or two instances of inappropriate gross-motor movement	4
Consistently appropriate	5

Item	Rating (Circle)
------	--------------------

23. Fine-Motor Movement Required by Tasks

6-42 months

Consistently inappropriate	1
Typically inappropriate; one or two instances of appropriate fine-motor movement	2
Inappropriate half the time; appropriate half the time	3
Typically appropriate; one or two instances of inappropriate fine-motor movement	4
Consistently appropriate	5

24. Control of Movement

1-42 months

Consistently jerky or clumsy	1
Typically jerky or clumsy	2
Jerky or clumsy half the time; smooth or coordinated half the time	3
Typically smooth or coordinated	4
Consistently smooth or coordinated	5

25. Hypotonicity

1-42 months

Consistently hypotonic; like a rag doll	1
Typically hypotonic; one or two instances of normal muscle tone	2
Hypotonic half the time; normal muscle tone half the time	3
Typically normal muscle tone; one or two instances of hypotonicity	4
Absence of hypotonicity	5

26. Hypertonicity

1-42 months

Consistently hypertonic; muscles are rigid and tight	1
Typically hypertonic; one or two instances of normal muscle tone	2
Hypertonic half the time; normal muscle tone half the time	3
Typically normal muscle tone; one or two instances of hypertonicity	4
Absence of hypertonicity	5

27. Tremulousness

1-42 months

Constant	1
Frequent	2
Occasional	3
Infrequent	4
None	5

Item	Rating (Circle)
------	--------------------

28. Slow and Delayed Movement

1-42 months

Consistently slow and delayed.....	1
Typically slow and delayed; one or two instances of movement that has appropriate timing and pacing	2
Slow and delayed half the time; appropriately timed and paced half the time	3
Typically appropriate timing and pacing; one or two instances of slow and delayed movement.....	4
Consistently appropriate timing and pacing	5

29. Frenetic Movement

1-42 months

Consistently frenetic	1
Typically frenetic; one or two instances of movement that has appropriate timing and pacing	2
Frenetic half the time; appropriately timed and paced half the time.....	3
Typically appropriate timing and pacing; one or two instances of frenetic movement.....	4
Consistently appropriate timing and pacing	5

30. Hyperactivity

6-42 months

Consistently hyperactive; fidgety and agitated in movement	1
Typically hyperactive; one or two instances of appropriate activity level.....	2
Hyperactive half the time; appropriate activity level half the time	3
Typically not hyperactive; one or two instances of hyperactivity	4
Consistently not hyperactive; never fidgety or agitated in movement	5

Appendix D

Appendix D

9-month Resident Father SAQ

Early
Childhood
Longitudinal
Study

[MW1]

Dear _____

I am pleased to invite you to participate in a new and exciting study of children's early learning experiences. This study is called the Early Childhood Longitudinal Study – Birth Cohort 2000 (ECLS-B). It is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education, the National Center for Health Statistics of the Centers for Disease Control and Prevention, and many other Federal agencies with responsibility for the health, education, and well-being of the Nation's children. Your child, _____, and _____ have already agreed to participate. Now we would like your views about being a father and to learn more about you and your family. Very little is known about fathers of young children. Thus, you are a very important part of this study. Because this is a scientific study, we cannot replace your answers with anyone else's. Your participation is completely voluntary, but we really need your help.

Your child was selected at random to join 15,000 other babies from all over the country to take part in this important national study. These children were selected to represent the experiences of the more than 4 million children born in the United States this year. It is important that each and every child participate so that the study accurately describes the early experiences of all babies in the United States. The goal is to provide information to help understand how children's early experiences affect their learning and development. This is the first national study that looks at the early learning experiences of infants.

Your participation is very important to the success of the Early Childhood Longitudinal Study, Birth Cohort. The information you give us can help resolve many questions regarding fathers and young children. We hope that you decide to participate in this exciting study. If you do, we will give you \$20 for completing the questionnaire in appreciation for your help. You may refuse to answer any question that you choose. However, your answers are all very important to us, and we hope that you will answer each question. There are no negative consequences to you should you choose not to participate.

The questions in this booklet are about you, _____, and _____. Whenever the terms **the child** or **your child** are used, we mean _____. You will be asked about things you do with your child, your attitudes about being a father, your family life, your health, your background, and stressful events in your life, including your experiences with the law or legal system. All information you give us will be kept completely confidential and private, as required by law. No information about an individual child or parent will be reported in any way. No names will be released. The questionnaire should take about 20 minutes to complete. When you are finished, please seal it in the postage-paid envelope provided, and mail it back to us.

Thank you for your time. Researchers from Westat are directing the study. If you have any questions about the study, please call 1-800-XXX-XXXX and ask to speak to _____.

Sincerely yours,

Brad Edwards
Project Director

ECLS-B information is collected under Authority of the following: Section 308(d) of the Public Health Service Act (42 USC 242m) and the Privacy Act of 1974 (5 USC 552a), which state that we are forbidden to release any information that identifies you or your family to anyone, for any purpose, without your consent. Under Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382, NCES is authorized to collect information about infants and children. No information collected under this Act may be used for any purpose other than the purpose for which it was supplied. This Act, which expands upon the Privacy Act of 1974, requires strict procedures to protect the privacy of individual respondents. Public response burden: time for this collection of information is estimated to average 20 minutes per response. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to U.S. Department of Education, Washington, DC 20202-4651. The valid OMB control number for this information is xxxx-xxxx.

Sources for Items in the 9-Month Resident Father Self-Administered Questionnaire

Birth certificate

CENSUS – 2000 Decennial Census

CESD – Center for Epidemiologic Studies – Depression Scale

CPS – Current Population Survey

DAS – Dyadic Adjustment Scale

ECLS-K – Early Childhood Longitudinal Study – Kindergarten Cohort

EHS – Early Head Start Study

FACES – Family and Child Experiences Study (Head Start study)

FF – Fragile Families Survey

IFI – Inventory of Father Involvement

JOBS – JOBS Study (Job Opportunity & Basic Skills training program)

KIDI – Knowledge of Infant Development Inventory

MTF – Monitoring the Future

NHES – National Household Education Survey

NLSY – National Longitudinal Survey of Youth

NMES – National Medical Expenditure Survey

NMIHS – National Maternal and Infant Health Survey

NSC – National Survey of Children

NSFG – National Survey of Family Growth

NSFH – National Survey of Families and Households

SPPA – Survey of Public Participation in the Arts

FATHER QUESTIONNAIRE

An important part of this study is to learn more about the types of things fathers do with their young children and how they feel about their children.

Q1. In the past month, how often did you do the following things with your child? Was it more than once a day, about once a day, a few times a week, a few times a month, rarely, or not at all?

EHS

For each item, mark (X) one response

	<u>More than once a day</u>	<u>About once a day</u>	<u>A few times a week</u>	<u>A few times a month</u>	<u>Rarely</u>	<u>Not at all</u>	<u>Not appli- cable</u>
a. Change your child's diaper?	☐	☐	☐	☐	☐	☐	
b. Prepare meals or bottles for your child?	☐	☐	☐	☐	☐	☐	☐
c. Feed your child or give your child a bottle?	☐	☐	☐	☐	☐	☐	☐
d. Play peek-a-boo with your child?	☐	☐	☐	☐	☐	☐	
e. Read or tell stories to your child or look at picture books together?	☐	☐	☐	☐	☐	☐	
f. Hold (him/her)?	☐	☐	☐	☐	☐	☐	
g. Do things like tickle child, blow on (his/her) belly, or move (his/her) arms and legs around in a playful way?	☐	☐	☐	☐	☐	☐	
h. Sing songs or nursery rhymes to your child?	☐	☐	☐	☐	☐	☐	
i. Take your child shopping or on errands with you?	☐	☐	☐	☐	☐	☐	
j. Put your child to sleep?	☐	☐	☐	☐	☐	☐	
k. Wash or bathe your child?	☐	☐	☐	☐	☐	☐	
l. Take your child outside for a walk or to play in the yard, a park, or playground?	☐	☐	☐	☐	☐	☐	
m. Take your child to or from the sitter or day care center?	☐	☐	☐	☐	☐	☐	☐
n. Dress your child?	☐	☐	☐	☐	☐	☐	

Q2. When the following things happen or need to be done, how often are you the one who does them? Do you always, often, sometimes, rarely, or never do them?

NEW

For each item, mark (X) one response

	<u>Always</u>	<u>Often</u>	<u>Some- times</u>	<u>Rarely</u>	<u>Never</u>
a. Get up with your child when (he/she) wakes up during the night?.....	☐	☐	☐	☐	☐
b. Soothe your child when (he/she) is upset?	☐	☐	☐	☐	☐
c. Take your child to the doctor?	☐	☐	☐	☐	☐
d. Stay home to care for your child when (he/she) is ill?	☐	☐	☐	☐	☐

Q3. How often do you feel this way or do these things?

EHS

For each item, mark (X) one response

	<u>All of the time</u>	<u>Some of the time</u>	<u>Rarely</u>	<u>Never</u>
a. You talk a lot about your child to your friends and family.....	☐	☐	☐	☐
b. You carry pictures of your child with you wherever you go	☐	☐	☐	☐
c. You often find yourself thinking about your child.....	☐	☐	☐	☐
d. You think holding and cuddling your child is fun.	☐	☐	☐	☐
e. You think it's more fun to get your child something new than to get yourself something new.	☐	☐	☐	☐

The next few questions are about before the child was born and the birth of the child. We would like to learn more about how fathers feel and the things they do during their wife/partner's pregnancy and at childbirth.

If you are not the child's biological or natural father, please skip to statement before Q10 on page 6.

Q4. At the time your (wife/partner) became pregnant with the child, did you want her to have a (nother) baby at some time?

NSFG

Mark (X) one

☐ Yes
☐ No → *Skip to Q6*

Q5. Did she become pregnant sooner than you wanted, later than you wanted, or at about the right time?

NSFG

Mark (X) one

☐ Sooner
☐ Later
☐ At about the right time

Q6. Did you do any of the following before your child was born? Did you...

EHS

Mark (X) one response for each item

	<u>Yes</u>	<u>No</u>
a. Discuss how your (wife's/partner's) pregnancy was going with her?	☐	☐
b. See a sonogram or ultrasound of the baby?	☐	☐
c. Listen to the baby's heartbeat?	☐	☐
d. Feel the baby move?	☐	☐
e. Attend childbirth classes or Lamaze classes with your child's mother?	☐	☐
f. Buy things for the child?	☐	☐

Q7. Thinking of your child's birth, were you in the delivery room or the room where the child was born?

EHS

☐ Yes
☐ No

Q8. Whether or not you were present at the birth, when your child was in the hospital or birthing center after (he/she) was born, did you come to see (him/her)?

EHS

Mark (X) one

- ☐ Yes
- ☐ No
- ☐ Child never in hospital or birthing center

Q9. When did you first hold your child?

EHS

Mark (X) one

- ☐ Within an hour after delivery
- ☐ Day of birth, but more than an hour after delivery
- ☐ 1 day after birth
- ☐ 2-3 days after birth
- ☐ 4-7 days after birth
- ☐ 8-14 days after birth
- ☐ 15 or more days after birth

This next set of questions asks about how you think most babies act, how they grow, and how to care for them.

Please answer each of the following questions based on babies in general, not about your child and how he or she acts. Think about what you know about babies you have had contact with or anything you have read.

Q10. For each of the following statements, say whether, for most babies, you agree or disagree with the statement, or are not sure.

KIDI

For each item, mark (X) one response.

	<u>Agree</u>	<u>Disagree</u>	<u>Not sure</u>
a. All infants need the same amount of sleep.....	☐	☐	☐
b. A young brother or sister may start wetting the bed or thumbsucking when a new baby arrives in the family	☐	☐	☐
c. A child thinks he or she is speaking correctly even when he or she says words and sentences in an unusual or different way, like "I goed to town" or "What the dollie have?".....	☐	☐	☐
d. Children learn all of their language by copying what they have heard adults say.....	☐	☐	☐

Q11. The next statements are about the age at which babies can do something. If you think the age is about right, say you agree. If you don't agree, please say whether you think an older or younger baby can do it. If you aren't sure, mark the not sure box.

KIDI

For each item, mark (X) one response

	<u>Agree</u>	<u>Older</u>	<u>Younger</u>	<u>Not sure</u>
a. A 1-year old knows right from wrong.....	☐	☐	☐	☐
b. An infant will begin to respond to his or her name at 10 months.....	☐	☐	☐	☐
c. Most babies are ready to be toilet trained by 1 year of age ..	☐	☐	☐	☐
d. An infant of 12 months can remember toys he or she has watched being hidden.....	☐	☐	☐	☐
e. One-year olds often cooperate and share when they play together	☐	☐	☐	☐
f. A baby is about 7 months old before he or she can reach for and grab things.....	☐	☐	☐	☐
g. A baby usually says its first real word by 6 months of age....	☐	☐	☐	☐

Q12. Below are some statements that men have made about their role as fathers. For each of the following statements, please indicate how much you agree or disagree with the statement.

EHS

For each item, mark (X) one response

	Strongly agree	Agree	Disagree	Strongly disagree
a. It is essential for the child's well being that fathers spend time playing with their children	☐	☐	☐	☐
b. It is difficult for men to express affectionate feelings toward babies	☐	☐	☐	☐
c. A father should be as heavily involved as the mother in the care of the child	☐	☐	☐	☐
d. The way a father treats his baby has long-term effects on the child	☐	☐	☐	☐
e. The activities a father does with his children don't matter. What matters more is whether he provides for them	☐	☐	☐	☐
f. On of the most important things a father can do for his children is to give their mother encouragement and emotional support.....	☐	☐	☐	☐
g. All things considered, fatherhood is a highly rewarding experience	☐	☐	☐	☐

Q13. Fathers do many things for their children. Of the list of things below, which 3 do you think are most important for you, as a father, to do?

IFI

Please rank them by entering 1 (most important), 2 (second most important), and 3 (third most important) next to the 3 things you think are the most important for you to do. Select only three.

Rank

- ☐ Showing my child love and affection
- ☐ Taking time to play with my child
- ☐ Taking care of my child financially
- ☐ Giving my child moral and ethical guidance
- ☐ Making sure my child is safe and protected
- ☐ Teaching my child and encouraging his or her curiosity

Q14. Please check the ONE item that best describes how you feel about yourself as a father. Do you feel that you are...

FF/EHS

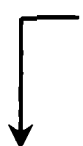
Mark (X) one

- ☐ Not very good at being a father
- ☐ A person who has some trouble being a father
- ☐ An average father
- ☐ A better than average father
- ☐ A very good father

We would also like to learn more about how often fathers are separated from their children either overnight or for longer periods. This may happen for many reasons. The father may travel for his job or might need to take care of family matters away from home. It may also happen because the child is hospitalized or stays with relatives, such as grandparents, for a while.

Q15. In the past month, have you been away from your child overnight?

EHS



☐ Yes

☐ No → *Skip to Q17.*

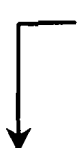
Q16. If yes, how many nights in the past month have you been separated?

NEW

|_|_| NIGHTS

Q17. Since your child came home after birth, have there ever been periods of one week or more when you and the child did not live together, either because you were away from home or the child was away from home?

EHS



☐ Yes

☐ No → *Skip to statement before Q20 on page 9.*

Q18. Since your child was born, how many times have you and the child been separated for one week or more?

EHS

|_|_| TIMES

Q19. And altogether, how many weeks have you been separated from the child since he/she was born?

NEW

|_|_| NUMBER OF WEEKS

We want to learn more about how parents with young children decide about using child care for their children.

Q20. Does your child now receive child care on a regular basis from someone other than you or your spouse/partner?

ECLS-K

Do not include occasional baby-sitting or back-up care.

☐ Yes

☐ No → *Skip to Q22*

Q21. How much were you involved in making the decision about your child's current child care arrangement?

NEW

Mark (X) one

☐ A great deal

☐ Somewhat

☐ Not at all

} → *Skip to Q23*

Q22. How much were you involved in making the decision not to use any child care?

NEW

Mark (X) one

☐ A great deal

☐ Somewhat

☐ Not at all

Q23. In the past month, how often have you looked after your child while the child's mother did other things? Was it ...

EHS

Mark (X) one

☐ Every day or almost every day

☐ A few times a week

☐ A few times a month

☐ Once or twice, or

☐ Never

The next few questions are about your relationship with your wife/partner.

Q24. Would you say that your (marriage/relationship) is...

NSC

Mark (X) one

- ☐ Very happy,
☐ Fairly happy, or
☐ Not too happy?

Q25. About how often do you and your (spouse/partner) do the following things? Would you say almost every day, once or twice a week, once or twice a month, or less often?

NSC/DAS

For each item, mark (X) one response

	Almost every day <u>day</u>	Once or twice a week <u>a week</u>	Once or twice a month <u>a month</u>	Less often <u>often</u>
a. Talk to each other about your day?	☐	☐	☐	☐
b. Laugh together?	☐	☐	☐	☐
c. Calmly discuss something?	☐	☐	☐	☐
d. Work together on a project?	☐	☐	☐	☐
e. Talk about things that interest you both?.....	☐	☐	☐	☐

Q26. Do you and your (spouse/partner) often, sometimes, hardly ever, or never have arguments about...

NSC

For each item, mark (X) one response

	<u>Often</u>	<u>Some- times</u>	<u>Hardly ever</u>	<u>Never</u>
a. Chores and responsibilities?	☐	☐	☐	☐
b. Your child(ren)?	☐	☐	☐	☐
c. Money?	☐	☐	☐	☐
d. Not showing love and affection?	☐	☐	☐	☐
e. Sex?	☐	☐	☐	☐
f. Religion?	☐	☐	☐	☐
g. Leisure time?	☐	☐	☐	☐
h. Drinking?	☐	☐	☐	☐
i. Other women or men?	☐	☐	☐	☐
j. In-laws?	☐	☐	☐	☐

Q27. Couples deal with serious disagreements in different ways. When you have a serious disagreement with your (wife/partner), how often do you ...

ECLS-K

+FF

For each item, mark (X) one response

	<u>Often</u>	<u>Some- times</u>	<u>Hardly ever</u>	<u>Never</u>
a. Just keep your opinions to yourself?	☐	☐	☐	☐
b. Discuss your disagreements calmly?	☐	☐	☐	☐
c. Argue heatedly or shout at each other?	☐	☐	☐	☐
d. End up hitting or throwing things at each other?	☐	☐	☐	☐
e. Reach a compromise?	☐	☐	☐	☐
f. Criticize each other?	☐	☐	☐	☐

Now we have a few questions about the number of marriages you have had and children you have fathered.

Q28. How many times, if ever, have you been married?

NEW

|_|_| NUMBER OF TIMES MARRIED (including current marriage)

Q29. Altogether, how many biological or natural children do you have?

NEW

|_|_| NUMBER OF CHILDREN (including subject child)

Q30. How old were you when your first child was born?

NEW

|_|_| AGE WHEN FIRST CHILD BORN

Q31. Do you have any biological or natural children who live outside your household?

NEW

☐ Yes

☐ No → Skip to statement before Q34 on page 12.

Q32. How many of your biological or natural children live outside of your household?

NEW

|_|_| NUMBER OF CHILDREN LIVING OUTSIDE YOUR HOUSEHOLD

Q33. Do you pay child support for any of these children?

NEW

☐ Yes

☐ No

We would like to ask a few background questions about yourself.

Q34. First, what is your birth date?

NEW

|_|_| MONTH |_|_| DAY |_|_|_|_| YEAR

Q35. In what country were you born?

NHES

Mark (X) one

☐ United States (50 states or DC)

☐ U.S. territories: Puerto Rico, Guam, American Samoa,
U.S. Virgin Islands, Mariana Islands, or Solomon Islands

} → Skip to Q38

☐ Some other country *Please specify* ↪



Q36. How old were you when you first moved to the United States?

NHES

|_|_| AGE

Q37. Are you a citizen of the United States?

CENSUS

☐ Yes

☐ No

Q38. What was the first language you learned to speak?

NHES

☐ English → Skip to Q40

☐ Spanish

☐ Spanish and English equally

☐ Another language *Please specify* ↪

Q39. How well do you...

ECLS-K

For each item, mark (X) one response

	<u>Very well</u>	<u>Pretty well</u>	<u>Not very well</u>	<u>Not well at all</u>
a. Speak English?	☐	☐	☐	☐
b. Read English?	☐	☐	☐	☐
c. Write English?	☐	☐	☐	☐
d. Understand someone speaking English?	☐	☐	☐	☐

Q40. With the exception of children's books or books required for work or school, did you read any books in the last 12 months?

SPPA

☐ Yes
☐ No → Skip to Q42

↓

Q41. About how many books did you read during the past 12 months?

MTF

|_|_|_|
NUMBER OF BOOKS

Q42. How often do you read a newspaper? Would it be ...

NHES

Mark (X) one

☐ Almost every day
☐ At least once a week
☐ At least once a month, or
☐ Hardly ever?

Q43. About how many different magazines do you look at or read on a regular basis?

NHES

|_|_|_|
NUMBER

Now we have a few questions about your education, employment, and training.

Q44. What is the highest grade or year of school that you have completed?

ECLS-K +

CENSUS

Mark (X) one

- ☐ No schooling completed
- ☐ Nursery school to 4th grade
- ☐ 5th grade or 6th grade
- ☐ 7th grade or 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade, **NO DIPLOMA**
- ☐ **HIGH SCHOOL GRADUATE**
- ☐ Voc/tech program after graduating from high school, but no voc/tech diploma
- ☐ Voc/tech diploma after graduating from high school
- ☐ Some college, but no degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Graduate or professional school, but no degree
- ☐ Master's degree (MA, MS)
- ☐ Doctorate degree (PhD, EdD)
- ☐ Professional degree after Bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)

Skip
to
Q47

Q45. Do you have a high school diploma or its equivalent, such as a GED?

NHES

- ☐ Yes
- ☐ No → Skip to Q47

Q46. Which do you have, a high school diploma or a GED?

NLSY

- ☐ High school diploma
- ☐ GED

Q47. When you were in school, did you ever receive special help because you had trouble with reading?

NEW

By special help, we mean tutors, special classes, or other kinds of attention.

- ☐ Yes
☐ No

Q48. Did you ever repeat a grade in school?

NEW

- ☐ Yes
☐ No

Q49. Now thinking about high school, what grades did you usually get?

ECLS-K

Mark (X) one

- ☐ Mostly A's (numerical average of 90 – 100)
☐ Mostly A's and B's (85 – 89)
☐ Mostly B's (80 – 84)
☐ Mostly B's and C's (75 – 79)
☐ Mostly C's (70 – 74)
☐ Mostly C's and D's (65 – 69)
☐ Mostly D's and lower (64 and below)
☐ Never in high school → *Skip to Q52*

Q50. Was your high school program...

ECLS-K

Mark (X) one

- ☐ Academic or college preparatory
☐ Commercial or business training
☐ Vocational or technical?

Q51. While you were in high school, did you take any of the following high school mathematics and technical courses?

ECLS-K

For each item, mark (X) one response

	<u>Yes</u>	<u>No</u>
a. Elementary Algebra or Algebra I	☐	☐
b. Plane Geometry	☐	☐
c. Business math	☐	☐
d. Intermediate Algebra or Algebra II	☐	☐
e. Trigonometry	☐	☐
f. Calculus	☐	☐
g. Physics	☐	☐

Q52. During the past week, did you work at a job or business for pay?

ECLS-K

☐ Yes → Skip to Q54
☐ No

Q53. Were you on leave or vacation from a job or business?

ECLS-K

☐ Yes
☐ No → Skip to Q57

Q54. How many jobs do you have now?

ECLS-K

JOBS

Q55. About how many total hours per week do you usually work for pay, counting all jobs?

ECLS-K

HOURS

Q56. Which of the following best describes the hours you usually work at your main job?

CPS

☐ A regular daytime shift
☐ A regular evening shift
☐ A regular night shift
☐ A rotating shift – one that changes periodically from days to evenings or night
☐ A split shift – one consisting of two distinct periods each day
☐ Some other schedule Please specify 

} → Skip to statement before Q61-A on page 18.

Q57. If you do not currently have a job or business, have you been actively looking for work in the past 4 weeks?

ECLS-K

- ☐ Yes
☐ No → Skip to Q59

Q58. What have you been doing in the past 4 weeks to find work?

ECLS-K

Mark (X) all that apply

- ☐ Checked with public employment agency
☐ Checked with private employment agency
☐ Checked with employer directly/sent resume
☐ Checked with friends or relatives
☐ Placed or answered ads/sent resume
☐ Read want-ads
☐ Something else Please specify ↻
- } → Skip to Q60

Q59. What were you doing most of last week? Would you say...

ECLS-K

- ☐ Keeping house or caring for children
☐ Going to school
☐ Retired
☐ Unable to work
☐ Something else Please specify ↻

Q60. Could you have taken a job last week if one had been offered?

ECLS-K

- ☐ Yes
☐ No

Q63. Are you eligible for the following benefits through any of your current jobs?

EHS

For each item, mark (X) one response

	<u>Yes</u>	<u>No</u>
a. Medical or hospital insurance?	☐	☐
b. Sick leave with full pay?	☐	☐
c. Vacation with full pay?	☐	☐
d. Pension plan or retirement program, such as a 401K plan?	☐	☐
e. Child care assistance?	☐	☐
f. Flexible hours or flex-time?	☐	☐
g. A dental plan?	☐	☐
h. Employer-provided transportation?	☐	☐
i. Tuition reimbursement or training classes?	☐	☐

Q64. Are you currently attending or enrolled in any courses from a school, college, or university?

ECLS-K

- ☐ Yes, full-time
☐ Yes, part-time
☐ No

Q65. Are you currently participating in a job-training or on-the-job-training program?

ECLS-K

- ☐ Yes
☐ No → *Skip to statement before Q67*

Q66. About how many hours a week do you spend in that program?

ECLS-K

|_|_| HOURS PER WEEK

Now we have some questions about your health and well-being.

Q67. How tall are you?

NEW

|_| FEET |_|_| INCHES OR |_| METERS |_|_| CENTIMETERS

Q68. How much do you weigh?

NEW

|_|_|_| POUNDS OR |_|_|_| KILOGRAMS

Q69. Would you say your health in general is...

FACES

Mark (X) one

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor?

Q70. Do you have a physical or mental health problem now that keeps you from working at a job or business or attending school or limits the kind or amount of work you can do?

NMES

- ☐ Yes
- ☐ No

Q71. Below is a list of ways you may have felt or behaved recently. How often during the past week have you felt these ways? Would you say rarely or never, some or a little of the time, occasionally or a moderate amount of the time, or most or all of the time? How often during the past week have you felt...

CESD

For each item, mark (X) one response

	Rarely or never (less than 1 day)	Some or a little (1-2 days)	Occasionally or moderate (3-4 days)	Most or all (5-7 days)
a. Bothered by things that usually don't bother you?	☐	☐	☐	☐
b. You did not feel like eating; your appetite was poor?	☐	☐	☐	☐
c. That you could not shake off the blues, even with help from your family and friends?	☐	☐	☐	☐
d. You had trouble keeping your mind on what you were doing?	☐	☐	☐	☐
e. Depressed?	☐	☐	☐	☐
f. That everything you did was an effort?	☐	☐	☐	☐
g. Fearful?	☐	☐	☐	☐
h. Your sleep was restless?	☐	☐	☐	☐
i. You talked less than usual?	☐	☐	☐	☐
j. Lonely?	☐	☐	☐	☐
k. Sad?	☐	☐	☐	☐
l. You could not get "going"?	☐	☐	☐	☐

Q72. In the past 12 months, have you talked with a psychiatrist, psychologist, doctor, or counselor for any emotional or psychological problem?

NHIS

☐ Yes → Skip to Q74

☐ No



Q73. During the past 12 months, have you felt, or has anyone suggested, that you needed help for any emotional or psychological problem?

NHIS

☐ Yes

☐ No

Q74. Do you smoke cigarettes now?

NMHS

☐ Yes

☐ No → Skip to Q76

Q75. How many cigarettes or packs of cigarettes do you smoke on an average day now?

NMHS

|_|_| CIGARETTES PER DAY OR |_|_| NUMBER OF PACKS PER DAY

Q76. Do you currently drink any alcoholic beverages?

NEW

☐ Yes

☐ No → Skip to Q79

Q77. How many alcoholic drinks do you have in an average week now?

NEW

Mark (X) one

☐ None

☐ Less than 1 drink

☐ 1 to 3 drinks

☐ 4 to 6 drinks

☐ 7 to 13 drinks

☐ 14 to 19 drinks

☐ 20 or more drinks

Q78. In the last month, how many times did you drink five or more alcoholic drinks at one sitting?

NEW

TIMES

Q79. Which of these, if any, have happened to you in your whole life?

EHS

For each item, mark (X) one response

	<u>Yes</u>	<u>No</u>
a. Have you ever been suspended or expelled from school?	☐	☐
b. Have you ever been fired or laid off from a job because of behavior, attitude, or work performance?	☐	☐
c. Have you ever been in a facility overnight for a psychological or mental health problem?	☐	☐
d. Have you ever been convicted of driving while intoxicated or drunk driving?	☐	☐
e. Have you ever been put in jail, arrested or convicted of a crime, other than drunk driving?	☐	☐

Q80.

NEW

	<u>Yes</u>	<u>No</u>
a. Have you or any of your blood relatives ever had an alcohol abuse problem or disorder?	☐	☐



If YES, was that you, your mother, father, brother, sister, or another blood relative?

Mark (X) all that apply

- ☐ Myself
- ☐ Mother
- ☐ Father
- ☐ Brother
- ☐ Sister
- ☐ Other blood relative (such as an aunt, uncle, cousin, or grandparents)

- b. Have you or any of your blood relatives ever had a drug abuse problem or disorder?** Yes No
☐ ☐
↓
If YES, was that you, your mother, father, brother, sister, or another blood relative?

Mark (X) all that apply

- ☐ Myself
☐ Mother
☐ Father
☐ Brother
☐ Sister
☐ Other blood relative (such as an aunt, uncle, cousin, or grandparents)

- c. Have you or any of your blood relatives ever had major depression?** Yes No
☐ ☐
↓
If YES, was that you, your mother, father, brother, sister, or another blood relative?

Mark (X) all that apply

- ☐ Myself
☐ Mother
☐ Father
☐ Brother
☐ Sister
☐ Other blood relative (such as an aunt, uncle, cousin, or grandparents)

	<u>Yes</u>	<u>No</u>
d. Have you or any of your blood relatives ever had a serious mental illness, such as schizophrenia, a paranoid disorder, bipolar disorder, or manic episodes?	☐	☐
	↓	
If YES, was that you, your mother, father, brother, sister, or another blood relative?		
<i>Mark (X) all that apply</i>		
☐ Myself		
☐ Mother		
☐ Father		
☐ Brother		
☐ Sister		
☐ Other blood relative (such as an aunt, uncle, cousin, or grandparents)		

	<u>Yes</u>	<u>No</u>
e. Have you or any of your blood relatives ever had asthma?	☐	☐
	↓	
If YES, was that you, your mother, father, brother, sister, or another blood relative?		
<i>Mark (X) all that apply</i>		
☐ Myself		
☐ Mother		
☐ Father		
☐ Brother		
☐ Sister		
☐ Other blood relative (such as an aunt, uncle, cousin, or grandparents)		

	<u>Yes</u>	<u>No</u>
f. Have you or any of your blood relatives ever had a learning disability?	☐	☐
	↓	
If YES, was that you, your mother, father, brother, sister, or another blood relative?		
<i>Mark (X) all that apply</i>		
☐ Myself		
☐ Mother		
☐ Father		
☐ Brother		
☐ Sister		
☐ Other blood relative (such as an aunt, uncle, cousin, or grandparents)		

Next we have some questions about who you lived with while you were growing up.

Q81. Did you live with your biological mother from the time you were born until age 16?

NSFH

☐ Yes → *Skip to Q84*

☐ No



Q82. Did you live with your biological mother at any time until age 16?

NSFH

☐ Yes

☐ No → *Skip to Q84*



Q83. How old were you when you stopped living with your biological mother?

NEW

|_|_| AGE

Q84. Did you live with your biological father from the time you were born until age 16?

NSFH

☐ Yes → *Skip to Q87*

☐ No



Q85. Did you live with your biological father at any time until age 16?

NSFH

☐ Yes

☐ No → *Skip to Q87*



Q86. How old were you when you stopped living with your biological father?

NEW

|_|_| AGE

Q87. Did any of the people you lived with during your school years—about age 5 to age 16—ever receive Aid to Families with Dependent Children (AFDC) or welfare?

JOBS

☐ Yes

☐ No

☐ Don't know

} → *Skip to statement before Q89*

Q88. Between the ages of 5 and 16, was welfare assistance received during all, most, half, or just some of those years?

JOBS

Mark (X) one

- ☐ All
- ☐ Most
- ☐ Half
- ☐ Some
- ☐ Don't know

Next we have a few questions about your own parents, that is, the parents you spent most of your childhood with. These parents may be your biological parents or other parent-figures such as step, adoptive, or foster parents. Tell us about the persons who were most like parents to you while you were growing up.

Q89. What is the highest grade or year of regular school that your father or father-figure completed?

ECLS-K +

CENSUS

Mark (X) one

- ☐ No schooling completed
- ☐ Nursery school to 4th grade
- ☐ 5th grade or 6th grade
- ☐ 7th grade or 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade, **NO DIPLOMA**
- ☐ **HIGH SCHOOL GRADUATE** - high school DIPLOMA or the equivalent (*for example: GED*)
- ☐ Voc/tech program after graduating from high school, but no voc/tech diploma
- ☐ Voc/tech diploma after graduating from high school
- ☐ Some college, but no degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Graduate or professional school, but no degree
- ☐ Master's degree (MA, MS)
- ☐ Doctorate degree (PhD, EdD)
- ☐ Professional degree after Bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)
- ☐ Don't know

Q90. What is the highest grade or year of regular school your mother or mother-figure completed?

ECLS-K +

CENSUS

Mark (X) one

- ☐ No schooling completed
- ☐ Nursery school to 4th grade
- ☐ 5th grade or 6th grade
- ☐ 7th grade or 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade, **NO DIPLOMA**
- ☐ **HIGH SCHOOL GRADUATE** - high school DIPLOMA or the equivalent (*for example: GED*)
- ☐ Voc/tech program after graduating from high school, but no voc/tech diploma
- ☐ Voc/tech diploma after graduating from high school
- ☐ Some college, but no degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Graduate or professional school, but no degree
- ☐ Master's degree (MA, MS)
- ☐ Doctorate degree (PhD, EdD)
- ☐ Professional degree after Bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)
- ☐ Don't know

Q91. How close do (did) you feel to your mother or mother-figure? Would you say...

NSC

Mark (X) one

- ☐ Extremely close
- ☐ Quite close
- ☐ Fairly close
- ☐ Not very close
- ☐ Inapplicable (never knew mother)

Q92. How close do (did) you feel to your father or father-figure? Would you say...

NSC

Mark (X) one

- ☐ Extremely close
- ☐ Quite close
- ☐ Fairly close
- ☐ Not very close
- ☐ Inapplicable (never knew father)

This last set of questions are about your religion, your involvement in community activities, and how often you have a chance to get together with friends.

Q93. In what religion were you raised?

NEW

Mark (X) one

- ☐ Baptist
- ☐ Methodist
- ☐ Lutheran
- ☐ Presbyterian
- ☐ Episcopal
- ☐ Pentecostal
- ☐ Other Protestant
- ☐ Roman Catholic
- ☐ Eastern Orthodox
- ☐ Mormon
- ☐ Other Christian
- ☐ Jewish
- ☐ Muslim
- ☐ Hindu
- ☐ Buddhist
- ☐ Other *Please specify* _____
- ☐ None

Q94. How often did you attend religious services in the past year? Was it...

NHES

Mark (X) one

- ☐ Never
- ☐ About once or twice
- ☐ Several times during the year
- ☐ About once or twice a month
- ☐ Nearly every week or more?

Q95. Do you participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

NHES

- ☐ Yes
- ☐ No

Q96. Since child was born, how often do you and your wife/partner get together socially with friends or neighbors?

NSFH

Mark (X) one

- ☐ Never
- ☐ Less than once a month
- ☐ About once or twice a month
- ☐ About once a week
- ☐ Several times a week

Tracing Information

Thank you for taking the time to complete this questionnaire. We may want to interview you again when your child is older. Just to make sure we can reach you in the future, we'd like to ask a few questions about how to find you.

Is there a relative or friend, who does not live in this household, who will always know how to get in touch with you?

☐ YES
☐ NO



What is the name, address, and telephone number of that person? We will only contact this person if we cannot find you.

FIRST NAME: _____ LAST NAME: _____

ADDRESS: _____

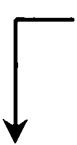
CITY: _____ STATE: _____ ZIP CODE: _____

TELEPHONE: (____) _____-____

Relationship to you: _____

Aside from the person named above, is there another relative or friend, who does not live in this household, who will always know how to get in touch with you?

☐ YES
☐ NO



What is the name, address, and telephone number of that person? We will only contact this person if we cannot find you.

FIRST NAME: _____ LAST NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

TELEPHONE: (____) _____-____

Relationship to you: _____

Your comments will be appreciated, either here or in a separate envelope.

Thank you again for taking the time to complete this questionnaire.

Please return your completed questionnaire in the enclosed envelope to:

Appendix E

Appendix E

Early Childhood Longitudinal Study

Birth Cohort 2000

**9-Month Nonresident Father Instrument
(Long and Short Versions)**

Sources for Items in the 9-Month Nonresident Father Questionnaire

Birth certificate

CENSUS – 2000 Decennial Census

CESD – Center for Epidemiologic Studies – Depression Scale

Colorado Paternity – Colorado Statewide Paternity Outreach Project

CPS – Current Population Survey

ECLS-K – Early Childhood Longitudinal Study – Kindergarten Cohort

EHS – Early Head Start Study

FACES – Family and Child Experiences Study (Head Start study)

FF – Fragile Families Survey

GSS – General Social Surveys

IFI – Inventory of Father Involvement

JOBS – JOBS Study (Job Opportunity & Basic Skills training program)

MTF – Monitoring the Future

NHES – National Household Education Survey

NHIS – National Health Interview Survey

NLSY – National Longitudinal Survey of Youth

NMES – National Medical Expenditure Survey

NMIHS – National Maternal and Infant Health Survey

NSC – National Survey of Children

NSFG – National Survey of Family Growth

NSFH – National Survey of Families and Households

PSID – Panel Study of Income Dynamics

SPPA – Survey of Public Participation in the Arts

**9-MONTH NONRESIDENT FATHER SCREENER
(LONG AND SHORT VERSIONS)**

- S1. (CHILD'S FIRST, MIDDLE, and LAST NAME) has been selected to take part in the Early Childhood Longitudinal Study, a national study of American children born in the year 2000. The National Center for Education Statistics of the U.S. Department of Education is sponsoring this study. You should have received a packet in the mail telling you more about this study. (CHILD'S MOTHER'S NAME) has told us that you are (CHILD)'s biological father. Is that correct?

YES 1 (GO TO INTRO
SECTION A)
NO 2
DON'T KNOW 98 (GO TO S3)
REFUSED 99 (THANK THEM AND
END INTERVIEW)

- S2. Can you think of any reason why (CHILD'S MOTHER'S NAME) told us that you are the father?

YES (SPECIFY) 1
..... (END INTERVIEW)
NO 2 (END INTERVIEW)

- S3. Even though you are not sure whether you are (CHILD)'s father, would you be willing to take part in this study?

YES 1 (GO TO INTRO TO
SECTION A)
NO 2 (END OF INTERVIEW)

END INTERVIEW: Thank you very much.

**9-MONTH NONRESIDENT FATHER INTERVIEW
(LONG VERSION)**

SECTION A – INTRODUCTION AND TIME WITH CHILD

(CHILD) has been selected to take part in the Early Childhood Longitudinal Study. This is the first national study that looks at the development and learning experiences of infants and young children. The goal is to provide information to help understand how children's early experiences affect their learning and development. You are an important part of this study. There has been increased public attention to the role that nonresident fathers may play in their children's lives. However, there is very little information about such fathers, especially from the fathers themselves. I want to ask you some questions about things you do with (CHILD), your attitude about being a father, and things about yourself. The information I collect in this interview will be extremely important in helping to resolve many questions regarding fathers who do not live with their young children and young children's development. The information you provide will be kept completely confidential and private as required by law.

A1. Since (CHILD) was born, have you ever lived in the same household as (him/her)?
NEW

YES	1 (GO TO A2a)
NO	2 (GO TO A2b)
DON'T KNOW	98 (GO TO A2b)
REFUSED	99 (GO TO A2b)

A2a. Since you stopped living with (CHILD), about how often have you seen (him/her)?
NEW Would you say . . .

SHOW
CARD A

Every day or almost every day	1 (GO TO A3)
Several times a week	2 (GO TO A3)
About once a week	3 (GO TO A3)
Two to three times a month	4 (GO TO A3)
About once a month	5 (GO TO A3)
Less often	6 (GO TO A3)
DON'T KNOW	98 (GO TO A3)
REFUSED	99 (GO TO A3)

A2b. Since (CHILD) was born, about how often have you seen (him/her)?
NEW Would you say . . .

SHOW
CARD A

Every day or almost every day	1
Several times a week	2
About once a week	3
Two to three times a month	4
About once a month	5
Less often	6
DON'T KNOW	98
REFUSED	99

A3. How long has it been since you last saw (CHILD)?

NHES

NUMBER

DAYS 1
WEEKS 2
MONTHS..... 3

A4. How many minutes do you live from (CHILD)?

ECKLS-K

USE CATEGORIES AS PROBES IF NECESSARY.

10 MINUTES OR LESS 1
11 TO 30 MINUTES 2
31 TO 59 MINUTES 3
1 TO 2 HOURS 4
MORE THAN 2 HOURS 5
DON'T KNOW 98
REFUSED 99

IF A4 DAYS $\leq$ 30, WEEKS $\leq$ 4, or MONTHS=1 GO TO A5. ELSE IF DAYS >30, WEEKS >5, OR MONTHS >1 GO TO A9.

A5. In the past month, how often have you spent one or more hours a day with (CHILD)? Was it...

EHS

PROBE: In the last 30 days.

Every day or almost every day, ... 1
A few times a week, ... 2
A few times a month, ... 3
Once or twice, or 4
Never? 5 (GO TO A9)
DON'T KNOW 98
REFUSED 99

A6. In the past month, how often have you taken care of (CHILD) while (CHILD'S) mother did other things? Was it...

EHS

PROBE: In the last 30 days.

Every day or almost every day, ... 1
A few times a week, ... 2
A few times a month, ... 3
Once or twice, or 4
Never? 5
DON'T KNOW 98
REFUSED 99

- A7. The next questions are about things you may have done with or for (CHILD). In the past month, how often did you do the following things with (him/her)? Was it more than once a day, about once a day, a few times a week, a few times a month, rarely, or not at all? How often did you ...
- EHS PROBE: Rarely means once a month or less.

SHOW
CARD
B

	MORE THAN ONCE A DAY	ABOUT ONCE A DAY	A FEW TIMES A WEEK	A FEW TIMES A MONTH	RARELY	NOT AT ALL	DON'T KNOW	REFUSED	N/A
a. Change (CHILD)'s diaper?.....	1	2	3	4	5	6	98	99	00
b. Prepare meals or bottles or (CHILD)?.....	1	2	3	4	5	6	98	99	00
c. Feed (CHILD) or give (him/her) a bottle?	1	2	3	4	5	6	98	99	00
d. Play peek-a-boo with (CHILD)?	1	2	3	4	5	6	98	99	00
e. Read or tell stories to (CHILD) or look at picture books together?.	1	2	3	4	5	6	98	99	00
f. Hold (him/her)?	1	2	3	4	5	6	98	99	00
g. Do things like tickle (CHILD), blow on (his/her) belly, or move (his/her) arms and legs around in a playful way?	1	2	3	4	5	6	98	99	00
h. Sing songs or nursery rhymes to (CHILD)?.....	1	2	3	4	5	6	98	99	00
i. Take (CHILD) shopping or on errands with you??	1	2	3	4	5	6	98	99	00
j. Put (CHILD) to sleep?.....	1	2	3	4	5	6	98	99	00
k. Wash or bathe (CHILD)?	1	2	3	4	5	6	98	99	00
l. Take (CHILD) outside for a walk or to play in the yard, a park or playground?	1	2	3	4	5	6	98	99	00
m. Take (CHILD) to or from the sitter or day care center?	1	2	3	4	5	6	98	99	00
n. Dress (CHILD)?	1	2	3	4	5	6	98	99	00

- A8. When the following things happen or need to be done, how often are you the one who does them? Is it always, often, sometimes, rarely, never do them?
- EHS

SHOW
CARD
C

	ALWAYS	OFTEN	SOME- TIMES	RARELY	NEVER	DON'T KNOW	REFUSED	N/A
a. Soothe (CHILD) when (he/she) is upset?	1	2	3	4	5	98	99	00
b. Take (CHILD) to the doctor?	1	2	3	4	5	98	99	00
c. Stay home to care for (CHILD) when (he/she) is ill?	1	2	3	4	5	98	99	00

A9. How often do you feel the following ways or do the following things? Is it all the time, some of the time, rarely, or never?
EHS

SHOW
CARD
D

	ALL THE TIME	SOME OF THE TIME	RARELY	NEVER	DON'T KNOW	REFUSED	N/A
a. You talk a lot about (CHILD) to your friends and family	1	2	3	4	98	99	00
b. You carry pictures of (CHILD) with you wherever you go	1	2	3	4	98	99	00
c. You often find yourself thinking about (CHILD)	1	2	3	4	98	99	00
d. You think holding and cuddling (CHILD) is fun	1	2	3	4	98	99	00
e. You think it's more fun to get (CHILD) something new than to get yourself something new	1	2	3	4	98	99	00

A10. How often do you talk with (CHILD)'s mother about (CHILD)? Would you say several times a week, about once a week, 1-3 times a month, once a month, or less often?
PSID
var

Several times a week..... 1
About once a week 2
1-3 times a month 3
Once a month 4
Less often 5

A11. How much influence do you have in making major decisions about things such as child care and health care for (CHILD)? Do you have...
EHS
NSFH

None..... 1
Some, or 2
A great deal of influence? 3
DON'T KNOW..... 98
REFUSED..... 99

A12. Do you want to be involved in raising (CHILD) in the coming years?
FF

YES..... 1
NO..... 2
DON'T KNOW..... 98
REFUSED..... 99

A13. How do you think (CHILD)'s mother feels about you visiting and being involved with (CHILD)?
Colorado Would you say ...

Paternity

She wants you to visit and stay involved, ...	1
She doesn't want you to be involved, or	2
You are not sure what she thinks?.....	3
DON'T KNOW	98
REFUSED	99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION B – PRENATAL EXPERIENCES

Now, I have a few questions about before (CHILD) was born and (CHILD)'s birth.

B1. At the time (CHILD)'s mother became pregnant with (CHILD), did you want to have a baby
NSFG with her at some time?

YES 1 (GO TO B2)
NO 2 (GO TO B3)
DON'T KNOW 98 (GO TO B3)
REFUSED 99 (GO TO B3)

B2. Did she become pregnant sooner than you wanted, later than you wanted, or at about the
NSFG right time?

Sooner 1
Later 2
Right time 3
DON'T KNOW 98
REFUSED 99

B3. Did you do any of the following before (CHILD) was born? Did you...
EHS

	<u>YES</u>	<u>NO</u>	<u>DON'T</u> <u>KNOW</u>	<u>REFUSED</u>
a. Discuss how mother's pregnancy was going with her?	1	2	98	99
b. See a sonogram or ultrasound (CHILD)?	1	2	98	99
c. Listen to (CHILD'S) heartbeat?	1	2	98	99
d. Feel (CHILD) move?	1	2	98	99
e. Attend childbirth classes or Lamaze classes with (CHILD's) mother?	1	2	98	99
f. Buy things for (CHILD)?	1	2	98	99

B4. Thinking of (CHILD'S) birth, were you in the delivery room or the room where (CHILD) was
EHS born?

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

B5. Whether or not you were present at the birth, when (CHILD) was in the hospital or birthing center after (he/she) was born, did you come to see (him/her)?
EHS

YES	1
NO	2
CHILD NEVER IN HOSPITAL OR BIRTHING CENTER	3
DON'T KNOW	98
REFUSED	99

B6. When did you first hold (CHILD)?
EHS

Within a hour after delivery	1
Day of birth, but more than an hour after delivery	2
1 day after birth	3
2-3 days after birth	4
4-7 days after birth	5
8-14 days after birth	6
15 or more days after birth	7
DON'T KNOW	98
REFUSED	99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION C – ROLE OF FATHER

C1. Below are some statements that men have made about their role as fathers. For each of the following
EHS statements, please indicate how much you agree or disagree with the statement.

	STRONGLY <u>AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	STRONGLY <u>DISAGREE</u>
a. It is essential for the child's well being that fathers spend time playing with their children.....	1	2	3	4
b. It is difficult for men to express affectionate feelings toward babies.....	1	2	3	4
c. A father should be as heavily involved as the mother in the care of the child.....	1	2	3	4
d. The way a father treats his baby has long-term effects on the child.....	1	2	3	4
e. The activities a father does with his children don't matter. What matters more is whether he provides for them.....	1	2	3	4
f. One of the most important things a father can do for his children is give their mother encouragement and emotional support.....	1	2	3	4
g. All things considered, fatherhood is a highly rewarding experience.....	1	2	3	4

C2. Fathers do many things for their children. I am going to read you a list of six things fathers do. After I
IFI read them, please tell me which three are the most important for you, as a father, to do. I will ask you to rank them as most important, second most important, and third most important. Please select only three.

SHOW
CARD

- a. Showing your child love and affection
- b. Taking time to relax and play with your child
- c. Taking care of your child financially
- d. Giving your child moral and ethical guidance
- e. Making sure your child is safe and protected
- f. Teaching your child and encouraging (his/her) curiosity

Which of these things is ...

Most important? _____

Second most important? _____

Third most important? _____

C3. Please tell me the ONE item that best describes how you feel about yourself as a father to (CHILD).
FF/ Do you feel that you are . . .
EHS

- Not very good at being a father,..... 1
- A person who has some trouble
being a father, ... 2
- An average father,..... 3
- A better than average father, or 4
- A very good father? 5

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION D – RELATIONSHIP WITH (CHILD'S) MOTHER

D1. Next are a few questions about your marital history and your current relationship with (CHILD'S) mother. Are you now...
ECLS-K

Married, ...	1 (GO TO D2)
Separated, ...	2 (GO TO D2)
Divorced, ...	3 (GO TO D2)
Widowed, or	4 (GO TO D2)
Have you never been married?	5 (GO TO D4)
DON'T KNOW	98
REFUSED	99

D2. Are you (married to/separated from/divorced from/widowed from) (CHILD)'s mother or someone else?
EHS

(CHILD)'S MOTHER	1
SOMEONE ELSE	2
BOTH [DO NOT READ]	3

D3. How many times have you been married?
NEW

--	--

TIMES

D4. Which of the following statements best describes your current relationship with (CHILD)'s mother?
Adapted from Colorado Paternity

We generally get along pretty well	1
We don't get along too well	2
We fight a lot and do not get along well	3
We avoid seeing each other	4

D5. I am going to read you a list of issues that you and (CHILD)'s mother may have disagreements about. For each one, please tell me if you have none, some, or a great deal of disagreement.
EHS

	<u>NONE</u>	<u>SOME</u>	<u>A GREAT DEAL</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. How (CHILD) is raised?	1	2	3	98	99
b. How you spend money on (CHILD)	1	2	3	98	99
c. How (CHILD)'s mother spends money on (CHILD) ...	1	2	3	98	99
d. How much time you spend with (CHILD)	1	2	3	98	99
e. Your financial contribution to (CHILD)'s support	1	2	3	98	99
f. Where (CHILD) lives	1	2	3	98	99

D6. People deal with serious disagreements in different ways. When you have a serious disagreement with (CHILD'S) mother, how often do you:

FF

	<u>OFTEN</u>	<u>SOME- TIMES</u>	<u>HARDLY EVERY</u>	<u>NEVER</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Just keep your opinions to yourself?	1	2	3	4	98	99
b. Discuss your disagreements calmly?	1	2	3	4	98	99
c. Argue heatedly or shout at each other?.....	1	2	3	4	98	99
d. End up hitting or throwing things		2				
at each other?	1		3	4	98	99
e. Reach a compromise?	1	2	3	4	98	99
f. Criticize each other?	1	2	3	4	98	99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION E – FERTILITY HISTORY AND CHILD SUPPORT

E1. Altogether, how many biological or natural children do you have?

NEW

PROBE: Include subject child.

|_|_|

NUMBER OF BIOLOGICAL CHILDREN

E2. How old were you when your first child was born?

NEW

|_|_|

AGE

IF E1=1 GO TO E4. ELSE GO TO E3.

E3. How many of your biological or natural children live outside of your household?

NEW

PROBE: Include subject child.

|_|_|

NUMBER OF CHILDREN
LIVING OUTSIDE HOUSEHOLD

E4. How often have you done any of the following for (CHILD)? Have you (READ ITEM) often, sometimes, hardly ever, or never? CODE ONLY ONE RESPONSE FOR EACH STATEMENT.

EHS

	<u>OFTEN</u>	<u>SOME- TIMES</u>	<u>HARDLY EVERY</u>	<u>NEVER</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Bought clothes, diapers, toys, or presents for (CHILD)?	1	2	3	4	98	99
b. Paid for (CHILD)'s medical insurance, doctor bills, or medicines?	1	2	3	4	98	99
c. Given (CHILD'S) mother extra money to help out, not including child support?	1	2	3	4	98	99

E5. Have you given anyone in (CHILD'S) household help by:

	<u>YES</u>	<u>NO</u>	<u>DK</u>	<u>REFUSED</u>
a. Helping with repairs around the house or to the car	1	2	98	99
b. Buying food—either groceries or meals out	1	2	98	99
c. Making car payments, paying for repairs, or purchasing or loaning a car.....	1	2	98	99
d. Making rent or mortgage payments	1	2	98	99
e. Helping pay for utilities or other household bills.....	1	2	98	99
f. Some other kind of help? (SPECIFY) _____	1	2	98	99

E6. Thinking about child support, do you have a legal agreement, an informal agreement, or no arrangement at all with (CHILD)'s mother?
EHS

LEGAL..... 1
 INFORMAL..... 2
 NO ARRANGEMENT..... 3
 DON'T KNOW..... 98
 REFUSED..... 99

E7. Did you ever sign the application for (CHILD)'s birth certificate or sign a statement that legally says
 you are (CHILD)'s father?
 EHS

YES..... 1
 NO..... 2
 DON'T KNOW..... 98
 REFUSED..... 99

GO TO E8 IF E6 = 1 OR 2 (HAS LEGAL OR INFORMAL SUPPORT
 ARRANGEMENT). ELSE GO TO BOX BEFORE E10a.

E8. How much per month are you supposed to pay for (CHILD)'s support?
 EHS

PROBE: Your best estimate will be fine.

\$|_|_|.|_|_|_| PER MONTH

DON'T KNOW..... 98
 REFUSED..... 99

E9. How much did you pay for (CHILD)'s support last month?

NEW

PROBE: Your best estimate will be fine.

\$|_|_|_|_| PER MONTH

DON'T KNOW 98

REFUSED 99

If E3=2 GO TO E10a. If E3>2 GO TO E10b.
ELSE GO TO SECTION F.

E10a. Do you pay child support for your other child?

NEW

YES 1

NO 2

DON'T KNOW 98

REFUSED 99

E10b. Do you pay child support for any of your other children?

NEW

YES 1

NO 2

DON'T KNOW 98

REFUSED 99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION F – BACKGROUND AND EDUCATION

F1. Now I would like to ask you some questions about your background. First, what is your birth date?
NHES

|_|_| - |_|_| - |_|_|_|_|
MO DAY YR

DON'T KNOW 98
REFUSED 99

F2. In what country were you born?
NHES

UNITED STATES (50 STATES OR DC) 1 (GO TO F5)
U.S. TERRITORIES: PUERTO RICO, GUAM,
AMERICAN SAMOA, U.S. VIRGIN ISLANDS,
MARIANA ISLANDS, OR SOLOMON ISLANDS 2 (GO TO F5)
(SPECIFY) _____
SOME OTHER COUNTRY 3 (GO TO F3)
(SPECIFY) _____
DON'T KNOW 98 (GO TO F3)
REFUSED 99 (GO TO F3)

F3. How old were you when you first moved to the (United States/50 states/District of Columbia)?
NHES

|_|_|
AGE

DON'T KNOW 98
REFUSED 99

F4. Are you a citizen of the United States?
CENSUS

YES 1
NO 2
DON'T KNOW 98
REFUSED 99

F5. What was the first language you learned to speak?
NHES

English 1 (GO TO F7)
Spanish 2
Spanish and English equally 3
Another language
(SPECIFY) _____ 4
DON'T KNOW 98
REFUSED 99

F6. How well do you do the following? Would you say very well, pretty well, not very well, or not well at all? How well do you . . .

ECLS-K

	VERY WELL	PRETTY WELL	NOT VERY WELL	NOT WELL AT ALL	DON'T KNOW	REFUSED
a. Speak English?	1	2	3	4	98	99
b. Read English?	1	2	3	4	98	99
c. Write English?	1	2	3	4	98	99
d. Understand someone speaking English?	1	2	3	4	98	99

F7. With the exception of books required for work or school, did you read any books in the last 12 months?

SPPA

PROBE: The books could be in a language other than English.

YES 1 (GO TO F8)
 NO 2 (GO TO F9)
 DON'T KNOW 98 (GO TO F9)
 REFUSED 99 (GO TO F9)

F8. About how many books did you read during the past 12 months?

MTF

 NUMBER OF BOOKS

DON'T KNOW 98
 REFUSED 99

F9. How often do you read a newspaper? Would it be . . .

NHES

Almost every day, ... 1
 At least once a week, ... 2
 At least once a month, or 3
 Hardly ever? 4
 DON'T KNOW 98
 REFUSED 99

F10. About how many different magazines do you look at or read on a regular basis?

NHES

 NUMBER

DON'T KNOW 98
 REFUSED 99

F11. Now I have a few questions about your education. What is the highest grade or year of school that
ECLS-K you have completed?

[IF NECESSARY, SAY: Again, any information you can provide will be helpful.]

1ST GRADE	1 (GO TO F12)
2ND GRADE	2 (GO TO F12)
3RD GRADE	3 (GO TO F12)
4TH GRADE	4 (GO TO F12)
5TH GRADE	5 (GO TO F12)
6TH GRADE	6 (GO TO F12)
7TH GRADE	7 (GO TO F12)
8TH GRADE	8 (GO TO F12)
9TH GRADE	9 (GO TO F12)
10TH GRADE	10 (GO TO F12)
11TH GRADE	11 (GO TO F12)
12TH GRADE BUT NO DIPLOMA	12 (GO TO F12)
HIGH SCHOOL DIPLOMA/EQUIVALENT	13 (GO TO F14)
VOC/TECH PROGRAM AFTER HIGH SCHOOL	
BUT NO VOC/TECH DIPLOMA	14 (GO TO F12)
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	15 (GO TO F14)
SOME COLLEGE BUT NO DEGREE	16 (GO TO F12)
ASSOCIATE'S DEGREE	17 (GO TO F14)
BACHELOR'S DEGREE	18 (GO TO F14)
GRADUATE OR PROFESSIONAL SCHOOL BUT	
NO DEGREE	19 (GO TO F14)
MASTER'S DEGREE (MA, MS)	20 (GO TO F14)
DOCTORATE DEGREE (PHD, EDD)	21 (GO TO F14)
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE	
(MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	22 (GO TO F14)
DON'T KNOW	98 (GO TO F14)
REFUSED	99 (GO TO F14)

F12. Do you have a high school diploma or its equivalent, such as a GED?

NHES

YES	1 (GO TO F13)
NO	2 (GO TO F14)
DON'T KNOW	98 (GO TO F14)
REFUSED	99 (GO TO F14)

F13. Which do you have, a high school diploma or a GED?

NLSY

HIGH SCHOOL DIPLOMA	1
GED	2
DON'T KNOW	98
REFUSED	99

F14. When you were in school, did you ever receive special help because you had trouble with
NEW reading?

PROBE: By special help, we mean tutors, special classes, or other kinds of attention. This does not include difficulties for non-native English speakers or ESL.

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

F15. Did you ever repeat a grade in school?
NHES

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

IF $F11 \geq 9$ AND ≤ 22, GO TO F16. ELSE IF $F11 < 9$, GO TO SECTION G.
--

F16. Now thinking about high school, what grades did you usually get?
ECLS-K

MOSTLY A'S (NUMERICAL AVERAGE OF 90-100)	1
MOSTLY A'S AND B'S (85-89)	2
MOSTLY B'S (80-84)	3
MOSTLY B'S AND C'S (75-79)	4
MOSTLY C'S (70-74)	5
MOSTLY C'S AND D'S (65-69)	6
MOSTLY D'S AND LOWER (64 AND BELOW)	7
DON'T KNOW	98
REFUSED	99

F17. Was your high school program . . .
ECLS-K

Academic or college preparatory, ...	1
Commercial or business training, or	2
Vocational or technical?	3
DON'T KNOW	98
REFUSED	99

F18. Now I have a list of high school mathematics and technical courses. As I read each one, please
ECLS-K tell me whether you have taken that course in regular high school.

	<u>TAKEN</u>	<u>NOT TAKEN</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Elementary Algebra or Algebra I?	1	2	98	99
b. Plane Geometry?	1	2	98	99
c. Business Math?	1	2	98	99
d. Intermediate Algebra or Algebra II?	1	2	98	99

IF RESPONDENT HAS NOT TAKEN INTERMEDIATE ALGEBRA OR ALGEBRA II (F24d = 2), GO TO SECTION G. ELSE, ASK F24e-g.
--

e. Trigonometry?	1	2	98	99
f. Calculus?	1	2	98	99
g. Physics?	1	2	98	99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION G – WORK AND TRAINING

G1. During the past week, did you work at a job or business for pay?

ECLS-K

[IF RESPONDENT IS SELF-EMPLOYED, CODE AS YES (1).]

YES	1	(GO TO BOX BEFORE G7)
NO	2	
DON'T KNOW	98	
REFUSED	99	

G2. Were you on leave or vacation from a job or business?

ECLS-K

YES	1	(GO TO BOX BEFORE G7)
NO	2	
DON'T KNOW	98	
REFUSED	99	

G3. Have you actively been looking for work in the past 4 weeks?

ECLS-K

YES	1	(GO TO G4)
NO	2	(GO TO G5)
DON'T KNOW	98	(GO TO G5)
REFUSED	99	(GO TO G5)

G4. What have you been doing in the past 4 weeks to find work? CODE ALL THAT APPLY.

ECLS-K

CHECKED WITH PUBLIC EMPLOYMENT AGENCY	1
CHECKED WITH PRIVATE EMPLOYMENT AGENCY	2
CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME	3
CHECKED WITH FRIENDS OR RELATIVES	4
PLACED OR ANSWERED ADS/SENT RESUME	5
READ WANT-ADS	6
SOMETHING ELSE	7
(SPECIFY)	
DON'T KNOW	98
REFUSED	99

IF G4 = 1-5, GO TO G6. ELSE, GO TO G5.
--

G5. What were you doing most of last week? Would you say ...

ECLS-K

Keeping house or caring for children, ...	1
Going to school, ...	2
Retired, ...	3
Unable to work, or	4
Something else?	5
(SPECIFY)	
DON'T KNOW	98
REFUSED	99

GO TO BOX BEFORE G12.

G6. Could you have taken a job last week if one had been offered?

ECLS-K

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

IF G1=1 (CURRENTLY WORKING) OR G2=1
(ON LEAVE OR VACATION), GO TO G7.
ELSE, GO TO G12.

G7. How many jobs do you have now?

ECLS-K

NUMBER OF JOBS

DON'T KNOW	98
REFUSED	99

G8. What is the total number of hours per week that you usually work for pay (counting all jobs)?

ECLS-K

[IF HOURS VARY, PROBE FOR AVERAGE HOURS PER WEEK.]

NUMBER OF WEEKLY HOURS

DON'T KNOW	98
REFUSED	99

G9. Which of the following best describes the hours you usually work (at your main job)?

CPS

PROBE: Main job is the job where you work the most hours.

- A regular daytime shift, ... 1
- A regular evening shift, ... 2
- A regular night shift, ... 3
- A rotating shift – one that changes periodically from
days to evenings or night, ... 4
- A split shift—one consisting of two distinct periods each day, or .. 5
- Some other schedule 6
- SPECIFY _____
- DON'T KNOW 98
- REFUSED 99

G10. (Counting all jobs) about how much do you currently earn before taxes and other deductions?

NHES

\$ _____

- PER HOUR 1
- PER DAY 2
- PER WEEK 3
- PER BI-WEEKLY (EVERY 2 WEEKS) ... 4
- PER MONTH 5
- PER YEAR 6
- OTHER (SPECIFY) 91
- _____
- DON'T KNOW 98
- REFUSED 99

G11. Are you eligible for the following benefits through (any of) your current job(s)? How about ...

EHS

	YES	NO	DON'T KNOW	REFUSED
a. Medical or hospital insurance?.....	1	2	98	99
b. Sick leave with full pay?.....	1	2	98	99
c. Vacation with full pay?.....	1	2	98	99
d. Pension plan or retirement program, such as a 401K plan?.....	1	2	98	99
e. Child care assistance?.....	1	2	98	99
f. Flexible hours or flex-time?.....	1	2	98	99
g. A dental plan?.....	1	2	98	99
h. Employer-provided transportation?.....	1	2	98	99
i. Tuition reimbursement or training classes?.....	1	2	98	99

IF G1 = 1 (CURRENTLY WORKING) OR G2 = 1
(ON LEAVE OR VACATION), GO TO G12.
IF G1=2 AND G2=2, ASK ABOUT LAST JOB OR BUSINESS
SINCE 1993 AND PHRASE QUESTION IN PAST TENSE.

G12. For whom do (did) you work?

ECLS-K

PROBE FOR: NAME OF THE COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER. IF MORE THAN ONE CURRENT JOB, ASK ABOUT THE ONE AT WHICH THE PERSON SPENDS THE MOST TIME.

NAME OF COMPANY _____

DON'T KNOW 98

REFUSED 99

G13. What kind of business or industry is (was) this?

ECLS-K

PROBE: What do (did) they make or do? For example, TV and radio manufacturing, retail shoe store, state labor department, farming.

TYPE OF INDUSTRY _____

DON'T KNOW 98

REFUSED 99

G14. What kind of work are (did) you doing (do)?

ECLS-K

PROBE: What is (was) (your/(NAME)'s) job called? For example, electrical engineer, stock clerk, typist, farmer.

JOB TITLE _____

DON'T KNOW 98

REFUSED 99

G15. What are (were) your most important activities or duties on this job? What do (did) you actually do at this job?

ECLS-K

PROBE: For example, typing, keeping account books, filing, selling cars, operating a printing press, finishing concrete.

IMPORTANT DUTY _____

DON'T KNOW 98

REFUSED 99

G16. Are you currently attending or enrolled in any courses from a school, college, or university?

ECLS-K

YES 1 (GO TO G17)

NO 2 (GO TO G18)

DON'T KNOW 98 (GO TO G18)

REFUSED 99 (GO TO G18)

G17. Are you currently taking courses full-time or part-time?

ECLS-K

FULL-TIME	1
PART-TIME	2
DON'T KNOW	98
REFUSED	99

G18. Are you currently participating in a job-training or on-the-job-training program?

ECLS-K

YES	1	(GO TO G19)
NO	2	(GO TO SECT. H)
DON'T KNOW	98	(GO TO SECT. H)
REFUSED	99	(GO TO SECT. H)

G19. About how many hours a week do you spend in that program?

ECLS-K

HOURS PER WEEK

DON'T KNOW	98
REFUSED	99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION H – HEALTH AND WELL BEING

Now I have some questions about your health and well-being.

H1. How tall are you?

NEW

FEET

INCHES

METERS

CENTIMETERS

DON'T KNOW 98

REFUSED 99

H2. How much do you weigh?

NEW

PROBE: Your best estimate will be fine.

POUNDS

KILOGRAMS

DON'T KNOW 998

REFUSED 999

H3. Would you say your health in general is . . .

FACES

Excellent, ... 1

Very good, ... 2

Good, ... 3

Fair, or 4

Poor? 5

DON'T KNOW 98

REFUSED 99

H4. Do you have a physical or mental health problem now that keeps you from working at a job or business or attending school or limits the kind or amount of work you can do?

NMES

YES 1

NO 2

DON'T KNOW 98

REFUSED 99

H5. Now, I am going to read a list of things you may have felt or done. Please tell me how often you have felt this way during the past week.
 FACES
 CES-D

Would you say rarely or never, some or a little of the time, occasionally or a moderate amount of the time, or most or all of the time? How often during the past week have you felt . . .

SHOW
CARD
A

	RARELY OR NEVER (LESS THAN 1 DAY)	SOME OR A LITTLE (1-2 DAYS)	OCCASIONALLY OR MODERATE (3-4 DAYS)	MOST OR ALL (5-7 DAYS)	DON'T KNOW	REFUSED
a. Bothered by things that usually don't bother you?	1	2	3	4	98	99
b. You did not feel like eating; your appetite was poor?	1	2	3	4	98	99
c. That you could not shake off the blues, even with help from your family and friends?	1	2	3	4	98	99
d. You had trouble keeping your mind on what you were doing? ..	1	2	3	4	98	99
e. Depressed?	1	2	3	4	98	99
f. That everything you did was an effort?	1	2	3	4	98	99
g. Fearful?	1	2	3	4	98	99
h. Your sleep was restless?	1	2	3	4	98	99
i. You talked less than usual?	1	2	3	4	98	99
j. Lonely?	1	2	3	4	98	99
k. Sad?	1	2	3	4	98	99
l. You could not get "going"?	1	2	3	4	98	99

H6. In the past 12 months, have you talked with a psychiatrist, psychologist, doctor, or counselor for any emotional or psychological problem?
 NHIS

YES 1 (GO TO H8)
 NO 2 (GO TO H7)
 DON'T KNOW 98 (GO TO H7)
 REFUSED 99 (GO TO H7)

H7. During the past 12 months, have you felt, or has anyone suggested, that you needed help for any emotional or psychological problem?
 NHIS

YES 1
 NO 2
 DON'T KNOW 98
 REFUSED 99

H8. Do you smoke cigarettes now?

NMIHS

YES	1 (GO TO H9)
NO	2 (GO TO H10)
DON'T KNOW	98 (GO TO H10)
REFUSED	99 (GO TO H10)

H9. How many cigarettes or packs of cigarettes do you smoke on an average day now?

NMIHS

<u> </u> <u> </u> <u> </u> <u> </u>	OR	<u> </u> <u> </u> <u> </u> <u> </u>
NUMBER OF CIGARETTES		NUMBER OF PACKS
PER DAY		
LESS THAN 1 CIGARETTE A DAY.....000		
DON'T KNOW.....998		
REFUSED.....999		

H10. Do you currently drink any alcoholic beverages?

NEW

YES	1 (GO TO H11)
NO	2 (GO TO H13)
DON'T KNOW	98 (GO TO H13)
REFUSED	99 (GO TO H13)

H11. How many alcoholic drinks do you have in an average week now?

NEW

NONE.....	0
LESS THAN 1	1
1 TO 3	2
4 TO 6	3
7 TO 13	4
14 TO 19	5
20 OR MORE	6
DON'T KNOW	98
REFUSED	99

H12. In the last month, how many times did you drink five or more alcoholic drinks at one sitting?

NEW

<u> </u> <u> </u> <u> </u>	
TIMES	
DID NOT DRINK AT ALL	0
DON'T KNOW	98
REFUSED	99

H13. Which of these, if any, have happened to you in your whole life?
EHS

	<u>YES</u>	<u>NO</u>	<u>DON'T</u>	
			<u>KNOW</u>	<u>REFUSED</u>
a. Have you ever been suspended or expelled from school?	1	2	98	99
b. Have you ever been fired or laid off from a job because of behavior, attitude, or work performance?	1	2	98	99
c. Have you ever been in a facility overnight for a psychological or mental health problem?	1	2	98	99
d. Have you ever been convicted of driving while intoxicated or drunk driving?	1	2	98	99
e. Have you ever been put in jail, arrested or convicted of a crime, other than drunk driving?	1	2	98	99

H14. Have you or any of your blood relatives ever had ...
NEW

PROBE: Blood relatives include parents, brothers, sisters, aunts, uncles, cousins, and grandparents.

	<u>YES</u>	<u>NO</u>	<u>DON'T</u>	
			<u>KNOW</u>	<u>REFUSED</u>
a. An alcohol abuse problem or disorder?	1	2	98	99
b. A drug abuse problem or disorder?	1	2	98	99
c. Major depression?	1	2	98	99
d. A serious mental illness, such as schizophrenia, a paranoid disorder, a bipolar disorder, or manic episodes?	1	2	98	99
e. Asthma?	1	2	98	99
f. Learning disability?	1	2	98	99

H15. [FOR EACH "YES" AT H14:] Was that you, your mother, father, brother, sister, or another blood relative? [CODE ALL THAT APPLY.]
NEW

PROBE: Anyone else?

SELF	1
MOTHER	2
FATHER	3
BROTHER	4
SISTER	4
OTHER BLOOD RELATIVE	6
DON'T KNOW	98
REFUSED	99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION I – FAMILY BACKGROUND

- I1. Next are some questions about who you lived with while you were growing up. Did you live with your biological mother from the time you were born until age 16?
NSFH

YES 1 (GO TO I4)
NO 2 (GO TO I2)
DON'T KNOW 98 (GO TO I2)
REFUSED 99 (GO TO I2)

- I2. Did you live with your biological mother at any time until age 16?
NEW

YES 1 (GO TO I3)
NO 2 (GO TO I4)
DON'T KNOW 98 (GO TO I4)
REFUSED 99 (GO TO I4)

- I3. How old were you when you stopped living with your biological mother?
NEW

AGE

DON'T KNOW 98
REFUSED 99

- I4. Did you live with your biological father from the time you were born until age 16?
NSFH

YES 1 (GO TO I7)
NO 2 (GO TO I5)
DON'T KNOW 98 (GO TO I5)
REFUSED 99 (GO TO I5)

- I5. Did you live with your biological father at any time until age 16?
NEW

YES 1 (GO TO I6)
NO 2 (GO TO I7)
DON'T KNOW 98 (GO TO I7)
REFUSED 99 (GO TO I7)

16. How old were you when you stopped living with your biological father?
NEW

|_|_|
AGE

DON'T KNOW 98
REFUSED 99

17. Did any of the people you lived with during your school years—about age 5 to age 16—ever
JOBS receive Aid to Families with Dependent Children (AFDC) {OR STATE SPECIFIC PROGRAM}
or welfare?

PROBE: AFDC is now called TANF.

YES 1 (GO TO 18)
NO 2 (GO TO 19)
DON'T KNOW 98 (GO TO 19)
REFUSED 99 (GO TO 19)

18. Between the ages of 5 and 16, was welfare assistance received during all, most, half, or just
JOBS some of these years?

ALL 1
MOST 2
HALF 3
SOME 4
DON'T KNOW 98
REFUSED 99

Now, I have a few questions about your parents. By parents I mean the parents you spent most of your childhood with. These parents may be your biological parents or other parent-figures such as step, adoptive, or foster parents. Tell me about the persons who were most like parents to you while you were growing up.

19. What is the highest grade or year of regular school that your father completed?

ECLS-K

[IF NECESSARY, SAY: Again, any information you can provide will be helpful.]

1ST GRADE	1
2ND GRADE	2
3RD GRADE	3
4TH GRADE	4
5TH GRADE	5
6TH GRADE	6
7TH GRADE	7
8TH GRADE	8
9TH GRADE	9
10TH GRADE	10
11TH GRADE	11
12TH GRADE BUT NO DIPLOMA	12
HIGH SCHOOL DIPLOMA/EQUIVALENT	13
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	14
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	15
SOME COLLEGE BUT NO DEGREE	16
ASSOCIATE'S DEGREE	17
BACHELOR'S DEGREE	18
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	19
MASTER'S DEGREE (MA, MS)	20
DOCTORATE DEGREE (PHD, EDD)	21
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	22
DON'T KNOW	98
REFUSED	99

I10. What is the highest grade or year of regular school your mother completed?

ECLS-K

[IF NECESSARY, SAY: Again, any information you can provide will be helpful.]

1ST GRADE	1
2ND GRADE	2
3RD GRADE	3
4TH GRADE	4
5TH GRADE	5
6TH GRADE	6
7TH GRADE	7
8TH GRADE	8
9TH GRADE	9
10TH GRADE	10
11TH GRADE	11
12TH GRADE BUT NO DIPLOMA	12
HIGH SCHOOL DIPLOMA/EQUIVALENT	13
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	14
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	15
SOME COLLEGE BUT NO DEGREE	16
ASSOCIATE'S DEGREE	17
BACHELOR'S DEGREE	18
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	19
MASTER'S DEGREE (MA, MS)	20
DOCTORATE DEGREE (PHD, EDD)	21
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	22
DON'T KNOW	98
REFUSED	99

I11. How close (do/did) you feel to your mother? Would you say...

NSC

Extremely close, ...	1
Quite close, ...	2
Fairly close, or	3
Not very close?	4
NOT APPLICABLE	5
DON'T KNOW	98
REFUSED	99

112. How close (do/did) you feel to your father? Would you say...

NSC

Extremely close, ...	1
Quite close, ...	2
Fairly close, or	3
Not very close?	4
NOT APPLICABLE.....	5
DON'T KNOW	98
REFUSED	99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION J – RELIGION AND SOCIAL CONNECTEDNESS

This next questions are about your religion, your involvement in community activities, and how often you have a chance to get together with friends..

J1. In what religion were you raised?

GSS

BAPTIST	1
BUDDHIST	2
EASTERN ORTHODOX	3
EPISCOPAL	4
HINDU	5
JEWISH.....	6
LUTHERAN	7
METHODIST	8
MORMON	9
MUSLIM	10
OTHER CHRISTIAN	11
OTHER PROTESTANT	12
PENTECOSTAL	13
PRESBYTERIAN	14
ROMAN CATHOLIC	15
OTHER	91
(SPECIFY)	
NONE	17
DON'T KNOW	98
REFUSED	99

J2. How often did you attend religious services in the past year? Was it . . .

NHES

Never,.....	0
About once or twice,.....	1
Several times during the year, ...	2
About once or twice a month, or	3
Nearly every week or more?	4
DON'T KNOW	98
REFUSED	99

J3. Do you participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

NHES

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

J4. How often do you get together socially with friends or neighbors? Would you say. . .
NSFH

Never, ...	0
Once a year or less, ...	1
About once a month, ...	2
About once a week, or	3
Several times a week?	4
DON'T KNOW	98
REFUSED	99

9-MONTH NONRESIDENT FATHER INTERVIEW **SECTION K – LIVING ARRANGEMENTS AND INCOME**

This last section is about your current living arrangements and household income.

INTERVIEWER: CODE K1 IF OBVIOUS. ELSE ASK RESPONDENT.

K1. In what type of housing do you now live? Is it . . .
NEW

A house, ...	1
An apartment, ...	2
A mobile home or trailer, ...	3
A community shelter, ...	4
A hotel or motel room, ...	5
Are you homeless, or	6
Do you live in another type of housing? (SPECIFY)	91
DON'T KNOW	98
REFUSED	99

K2. What is your current housing situation? Do you . . .
ECLS-K

Own your own home or condominium, ...	1 (GO TO K4)
Rent your house or apartment, ...	2
Exchange services for housing, ...	3
Not pay for housing, ...	4
Live in temporary housing or a shelter, or	5
Have another type of housing arrangement	91
(SPECIFY)	
DON'T KNOW	98
REFUSED	99

K3. Do you live in public housing or do you and your family receive a rent subsidy or pay a lower
ECLS-K rent because the government pays part of the cost?

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

K4. How many other people lived in your (house/apartment) with you last month?

EHS

PROBE: In the last 30 days?

NUMBER

NO ONE ELSE – ONLY SELF 0
HOMELESS 95
INSTITUTIONALIZED 96
DON'T KNOW 98
REFUSED 99

K5. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

NHES

Was it . . .

\$25,000 or less, or 1 (READ SET 1)
More than \$25,000 2 (READ SET 2)
DON'T KNOW 98 (READ SET 2)
REFUSED 99 (READ SET 2)

K6. Was it . . .

NHES

[SET 1]

\$5,000 or less, ... 1
\$5,000 to \$10,000, ... 2
\$10,001 to \$15,000, ... 3
\$15,001 to \$20,000, ... 4
\$20,001 to \$25,000, ... 5
DON'T KNOW 98
REFUSED 99

[SET 2]

\$25,001 to \$30,000, ... 6
\$30,001 to \$35,000, ... 7
\$35,001 to \$40,000, ... 8
\$40,001 to \$50,000, ... 9
\$50,001 to \$75,000, or 10
More than \$75,000? 11
DON'T KNOW 98
REFUSED 99

```

ASK K7 IF
(K4=1 AND K6 ≤3) OR
(K4=2 AND K6 ≤3) OR
(K4=3 AND K6 ≤4) OR
(K4=4 AND K6 ≤4) OR
(K4=5 AND K6 ≤5) OR
(K4=6 AND K6 ≤5) OR
(K4=7 AND K6 ≤6) OR
(K4≥8 AND < 94 AND K6 ≤7).
ELSE, GO TO BOX BEFORE K8.

```

\$, .

TOTAL INCOME

IF K4 > 1 and < 94 GO TO K8. ELSE, GO TO SECTION L.

NUMBER OF ADULTS

DON'T KNOW 98

REFUSED 99

9-MONTH NONRESIDENT FATHER INTERVIEW

SECTION L – CLOSING STATEMENT AND TRACING INFORMATION

Thank you for your cooperation and for taking the time to participate in this important study. We may want to interview you again when your child is older. Just to make sure I can reach you in the future, I'd like to ask a few questions about how to find you.

L1. Is there a second telephone number, such as a work number, a friend or relative's number, or a
ECLS-K beeper or cell phone number where you can sometimes be reached?

YES 1 (GO TO L2)
NO 2 (GO TO L4)
DON'T KNOW 98 (GO TO L4)
REFUSED 99 (GO TO L4)

L2. What is that telephone number?
ECLS-K

(| | | |) | | | | - | | | | | ext. _____

OR

DON'T KNOW 98
REFUSED 99

L3. Where is that telephone located?
ECLS-K

OFFICE/PLACE OF BUSINESS 1
RELATIVE (SPECIFY) 2
NEIGHBOR (SPECIFY) 3
FRIEND (SPECIFY) 4
BEEPER NUMBER 5
CELL PHONE 6
OTHER (SPECIFY) _____ 7
DON'T KNOW 98
REFUSED 99

L4. Is there a relative or friend, who does not live in this household, who will always know how to get in
ECLS-K touch with the family?
IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

YES 1
NO 2 (GO TO END)
DON'T KNOW 98 (GO TO END)
REFUSED 99 (GO TO END)

L5. What is the name, address, and telephone number of that person?
ECLS-K PROBE: What is this person's relationship to you?

FIRST NAME: _____ LAST NAME: _____
ADDRESS: _____
CITY: _____ STATE: _____ ZIPCODE: _____
TELEPHONE: (____)____-____
RELATIONSHIP: _____

L6. Aside from (PERSON IN L5), is there another relative or friend, who does not live in this household,
ECLS-K who will always know how to get in touch with the family?

IF NECESSARY, SAY: I will only contact this person if I cannot locate you for the next interview.

YES 1 (GO TO L7)
NO 2 (GO TO END)
DON'T KNOW 98 (GO TO END)
REFUSED 99 (GO TO END)

L7. What is the name, address, and telephone number of this person?
ECLS-K

FIRST NAME: _____ LAST NAME: _____
ADDRESS: _____
CITY: _____ STATE: _____ ZIPCODE: _____
TELEPHONE: (____)____-____
RELATIONSHIP: _____

END

Early Childhood Longitudinal Study

Birth Cohort 2000

**9-Month Nonresident Father Instrument
(Short Version)**

9-MONTH NONRESIDENT FATHER INTERVIEW

SHORT VERSION

Q1. How long has it been since you last saw (CHILD)?
NHES

NUMBER

DAYS 1
WEEKS 2
MONTHS 3

Q2. How many minutes do you live from (CHILD)?
ECKLS-K

USE CATEGORIES AS PROBES IF NECESSARY.

10 MINUTES OR LESS 1
11 TO 30 MINUTES 2
31 TO 59 MINUTES 3
1 TO 2 HOURS 4
MORE THAN 2 HOURS 5
DON'T KNOW 98
REFUSED 99

IF Q2 DAYS $\leq$ 30, WEEKS $\leq$ 4, or MONTHS=1 GO TO Q3. ELSE IF DAYS >30, WEEKS >5, OR MONTHS >1 GO TO Q5.

Q3. In the past month, how often have you spent one or more hours a day with (CHILD)? Was it...
EHS

PROBE: In the last 30 days.

Every day or almost every day, ... 1
A few times a week, ... 2
A few times a month, ... 3
Once or twice, or 4
Never? 5 (GO TO Q5)
DON'T KNOW 98
REFUSED 99

Q4. In the past month, how often have you taken care of (CHILD) while (CHILD'S) mother did other things? Was it . . .

EHS

PROBE: In the last 30 days.

Every day or almost every day, ... 1
 A few times a week, ... 2
 A few times a month, ... 3
 Once or twice, or 4
 Never?..... 5
 DON'T KNOW 98
 REFUSED 99

Q5. How often do you feel the following ways or do the following things? Is it all the time, some of the time, rarely, or never?

EHS

SHOW
CARD

	ALL THE TIME	SOME OF THE TIME	RARELY	NEVER	DON'T KNOW	REFUSED	N/A
a. You talk a lot about (CHILD) to your friends and family	1	2	3	4	98	99	00
b. You carry pictures of (CHILD) with you wherever you go	1	2	3	4	98	99	00
c. You often find yourself thinking about (CHILD)	1	2	3	4	98	99	00
d. You think holding and cuddling (CHILD) is fun	1	2	3	4	98	99	00
e. You think it's more fun to get (CHILD) something new than to get yourself something new	1	2	3	4	98	99	00

Q6. How much influence do you have in making major decisions about things such as child care and health care for (CHILD)? Do you have...

EHS

NSFH

None,..... 1
 Some, or 2
 A great deal of influence? 3
 DON'T KNOW 98
 REFUSED 99

Q7. Do you want to be involved in raising (CHILD) in the coming years?

FF

YES 1
 NO 2
 DON'T KNOW 98
 REFUSED 99

Now, I have a few questions about before (CHILD) was born and (CHILD)'s birth.

Q8. At the time (CHILD)'s mother became pregnant with (CHILD), did you want to have a baby
NSFG with her at some time?

YES 1 (GO TO Q9)
NO 2 (GO TO Q10)
DON'T KNOW 98 (GO TO Q10)
REFUSED 99 (GO TO Q10)

Q9. Did she become pregnant sooner than you wanted, later than you wanted, or at about the
NSFG right time?

Sooner..... 1
Later..... 2
Right time 3
DON'T KNOW 98
REFUSED 99

Q10. When did you first hold (CHILD)?
EHS

Within a hour after delivery 1
Day of birth, but more than an hour
after delivery 2
1 day after birth 3
2-3 days after birth 4
4-7 days after birth 5
8-14 days after birth 6
15 or more days after birth..... 7
DON'T KNOW 98
REFUSED 99

Q11. Please tell me the ONE item that best describes how you feel about yourself as a father to (CHILD).
FF/ Do you feel that you are ...
EHS

Not very good at being a father, ... 1
A person who has some trouble
being a father, ... 2
An average father, ... 3
A better than average father, or 4
A very good father?..... 5

Next are a few questions about your current relationship with (CHILD)'s mother.

Q12. Which of the following statements best describes your current relationship with (CHILD)'s mother?

Adapted
from
Colorado
Paternity

We generally get along pretty well 1
We don't get along too well 2
We fight a lot and do not get along well 3
We avoid seeing each other 4

Q13. I am going to read you a list of issues that you and (CHILD)'s mother may have disagreements about. For each one, please tell me if you have none, some, or a great deal of disagreement.

EHS

	<u>NONE</u>	<u>SOME</u>	<u>A GREAT DEAL</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. How (CHILD) is raised?	1	2	3	98	99
b. How you spend money on (CHILD).....	1	2	3	98	99
c. How (CHILD)'s mother spends money on (CHILD)...	1	2	3	98	99
d. How much time you spend with (CHILD).....	1	2	3	98	99
e. Your financial contribution to (CHILD)'s support	1	2	3	98	99
f. Where (CHILD) lives	1	2	3	98	99

Q14. People deal with serious disagreements in different ways. When you have a serious disagreement with (CHILD'S) mother, how often do you:

FF

	<u>OFTEN</u>	<u>SOME- TIMES</u>	<u>HARDLY EVERY</u>	<u>NEVER</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Just keep your opinions to yourself?	1	2	3	4	98	99
b. Discuss your disagreements calmly?	1	2	3	4	98	99
c. Argue heatedly or shout at each other?	1	2	3	4	98	99
d. End up hitting or throwing things at each other?	1	2	3	4	98	99
e. Reach a compromise?	1	2	3	4	98	99
f. Criticize each other?	1	2	3	4	98	99

Q15. Altogether, how many biological or natural children do you have?

NEW

PROBE: Include subject child.

NUMBER OF BIOLOGICAL CHILDREN

Q16. How old were you when your first child was born?

NEW

AGE

Q17. How often have you done any of the following for (CHILD)? Have you (READ ITEM) often, sometimes, hardly ever, or never? CODE ONLY ONE RESPONSE FOR EACH STATEMENT.

EHS

	<u>OFTEN</u>	<u>SOME- TIMES</u>	<u>HARDLY EVERY</u>	<u>NEVER</u>	<u>DON'T KNOW</u>	<u>REFUSED</u>
a. Bought clothes, diapers, toys, or presents for (CHILD)?.....	1	2	3	4	98	99
b. Paid for (CHILD)'s medical insurance, doctor bills, or medicines?	1	2	3	4	98	99
c. Given (CHILD'S) mother extra money to help out, not including child support?	1	2	3	4	98	99

Q18. Have you given anyone in (CHILD'S) household help by:

	<u>YES</u>	<u>NO</u>	<u>DK</u>	<u>REFUSED</u>
a. Helping with repairs around the house or to the car	1	2	98	99
b. Buying food—either groceries or meals out.....	1	2	98	99
c. Making car payments, paying for repairs, or purchasing or loaning a car.....	1	2	98	99
d. Making rent or mortgage payments	1	2	98	99
e. Helping pay for utilities or other household bills.....	1	2	98	99
f. Some other kind of help? (SPECIFY) _____	1	2	98	99

Q19. Thinking about child support, do you have a legal agreement, an informal agreement, or no arrangement at all with (CHILD)'s mother?
EHS

LEGAL	1
INFORMAL	2
NO ARRANGEMENT.....	3
DON'T KNOW	98
REFUSED	99

GO TO Q20 IF Q19 = 1 OR 2 (HAS LEGAL OR INFORMAL SUPPORT ARRANGEMENT). ELSE GO Q22.

Q20. How much per month are you supposed to pay for (CHILD)'s support?
EHS

PROBE: Your best estimate will be fine.

\$|_|_|,|_|_|_| PER MONTH

DON'T KNOW	98
REFUSED	99

Q21. How much did you pay for (CHILD)'s support last month?
NEW

PROBE: Your best estimate will be fine.

\$|_|_|,|_|_|_| PER MONTH

DON'T KNOW	98
REFUSED	99

Q22. Now I have a few questions about your education. What is the highest grade or year of school that
ECLS-K you have completed?

[IF NECESSARY, SAY: Again, any information you can provide will be helpful.]

- 1ST GRADE 1 (GO TO Q23)
- 2ND GRADE 2 (GO TO Q23)
- 3RD GRADE 3 (GO TO Q23)
- 4TH GRADE 4 (GO TO Q23)
- 5TH GRADE 5 (GO TO Q23)
- 6TH GRADE 6 (GO TO Q23)
- 7TH GRADE 7 (GO TO Q23)
- 8TH GRADE 8 (GO TO Q23)
- 9TH GRADE 9 (GO TO Q23)
- 10TH GRADE 10 (GO TO Q23)
- 11TH GRADE 11 (GO TO Q23)
- 12TH GRADE BUT NO DIPLOMA 12 (GO TO Q23)
- HIGH SCHOOL DIPLOMA/EQUIVALENT 13 (GO TO Q25)
- VOC/TECH PROGRAM AFTER HIGH SCHOOL
BUT NO VOC/TECH DIPLOMA 14 (GO TO Q23)
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL 15 (GO TO Q25)
- SOME COLLEGE BUT NO DEGREE 16 (GO TO Q23)
- ASSOCIATE'S DEGREE 17 (GO TO Q25)
- BACHELOR'S DEGREE 18 (GO TO Q25)
- GRADUATE OR PROFESSIONAL SCHOOL BUT
NO DEGREE 19 (GO TO Q25)
- MASTER'S DEGREE (MA, MS) 20 (GO TO Q25)
- DOCTORATE DEGREE (PHD, EDD) 21 (GO TO Q25)
- PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE
(MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) 22 (GO TO Q25)
- DON'T KNOW 98 (GO TO Q25)
- REFUSED 99 (GO TO Q25)

Q23. Do you have a high school diploma or its equivalent, such as a GED?
NHES

- YES 1 (GO TO Q24)
- NO 2 (GO TO Q25)
- DON'T KNOW 98 (GO TO Q25)
- REFUSED 99 (GO TO Q25)

Q24. Which do you have, a high school diploma or a GED?
NLSY

- HIGH SCHOOL DIPLOMA 1
- GED 2
- DON'T KNOW 98
- REFUSED 99

Q25. Now, I am going to read a list of things you may have felt or done. Please tell me how often you have felt this way during the past week.

FACES

CES-D

Would you say rarely or never, some or a little of the time, occasionally or a moderate amount of the time, or most or all of the time? How often during the past week have you felt . . .

SHOW
CARD

	RARELY OR NEVER (LESS THAN 1 DAY)	SOME OR A LITTLE (1-2 DAYS)	OCCASIONALLY OR MODERATE (3-4 DAYS)	MOST OR ALL (5-7 DAYS)	DON'T KNOW	REFUSED
a. Bothered by things that usually don't bother you?	1	2	3	4	98	99
b. You did not feel like eating; your appetite was poor?	1	2	3	4	98	99
c. That you could not shake off the blues, even with help from your family and friends?.....	1	2	3	4	98	99
d. You had trouble keeping your mind on what you were doing? ..	1	2	3	4	98	99
e. Depressed?.....	1	2	3	4	98	99
f. That everything you did was an effort?	1	2	3	4	98	99
g. Fearful?	1	2	3	4	98	99
h. Your sleep was restless?.....	1	2	3	4	98	99
i. You talked less than usual?.....	1	2	3	4	98	99
j. Lonely?	1	2	3	4	98	99
k. Sad?.....	1	2	3	4	98	99
l. You could not get "going?"	1	2	3	4	98	99

Appendix F

JUSTIFICATION FOR 18-MONTH PARENT INTERVIEW*

Some General Notes on Dependent Interviewing

Dependent interviewing is an aspect of longitudinal studies that can require considerable design, programming, and testing resources. Essentially, dependent interviewing is defined as the use of data from a previous interview in the current interview. A limited example of dependent interviewing is contained in the introduction to the 9-month parent interview, where we propose to confirm key data from the birth certificate. However, the 18-month parent interview presents many more opportunities for dependent interviewing: household composition, parents' employment, child illnesses and use of health services, health insurance, public program participation, and the questions that help to locate the child and the parent for future waves of data collection.

Dependent interviewing in a computer-assisted personal interviewing/computer-assisted telephone interviewing (CAPI/CATI) context can take the baseline/change approach described in W.S. Edwards *et al.* (1992), first confirming that the data recorded in the last interview are correct, then collecting changes that have occurred since the last interview. This has the advantage of distinguishing between true changes and corrections of data errors. Alternatively, the previous data can be presented without confirmation, and the interviewer merely records any current differences from the previous recorded state. Where the data error rate is expected to be very low, this second method may be preferred, because it is easier to design, program, and implement. Both methods in a computer-assisted instrument can bound recall and reduce seam effects by anchoring the respondent in the data reported last time.

The alternative to dependent interviewing is to re-ask the item, without presenting the previous data to the respondent. Areas that are not prone to telescoping errors in respondent recall or to seam effects, where the amount of change appears exaggerated at the seam of the interview date (Moore and Kasprzyk, 1984), may not need to take advantage of dependent interviewing approaches. For some items, it may be appropriate to use a time reference such as "Since the last interview in (MONTH),..."

* In preparing the justification of the proposed content for the parent interview, we have made free use of a report that Kristin Moore and others at Child Trends produced for NCES entitled *Rationales for Proposed Birth Cohort Study*. We wish to acknowledge the tremendous amount of work that they invested in preparing that useful report.

We have carefully considered these tradeoffs in thinking about updating information in the 18-month parent interview. We propose to update the household composition (Section B), the parents' employment (in Sections D and E), the disability condition of siblings (in Section N), the residence of the biological father (in Section U), and the tracing questions (Section X). We recommend the approach that does not explicitly confirm the baseline information.

The household composition is critical for a number of areas, both operationally in the interview and analytically, in constructing poverty groups and program eligibility, social support networks, and so on. We believe its importance justifies the effort to create a dependent interviewing approach. However, we believe the 9-month data are not likely to contain many errors, and we can assume that deletions and additions in the 18-month parent interview reflect true change in household composition. Where there are exceptions, the interviewer can make a comment at the appropriate items to explain the problem.

The parent's employment is a problematic area. The series is extensive, costly to record and code, and prone to seam effects and telescoping errors. However, it is costly to design a complete review of the previous data because it has so many facets. We have chosen a compromise, presenting the previously reported employer (in D25), and if the respondent reports working for the same employer, we skip the questions about the name of the company and the type of business or industry. This reduces respondent burden and coding effort and minimizes seam effects but still allows us to capture change in jobs with the same employer.

In section N, we carry forward the information about a sibling's disability and ask if the special need, delay, or disability still exists. The design and programming are straightforward. Asking the question in this way allows us to be sensitive to the family context, and is a gentler approach than merely re-asking the question.

In Section U, we select the appropriate series of questions based on the biological father's residence status at the 9-month interview and in the current interview. This allows us to avoid collecting redundant information.

The information obtained in the tracing items in Section X could be entirely redundant with the 9-month data if we merely re-asked the questions. The previous data are easy to present to the respondent. We propose to display it and ask if it is still accurate.

We examined the child care questions, the health insurance items, and the program participation items. None of them are intended to create a continuous timeline between the two interview dates. All are expected to exhibit a fair amount of change over the course of a 9-month period. Developing a dependent interviewing approach for each of them could present difficulties in design and programming. Re-asking the items may facilitate benchmarking to other estimates, such as Current Population Survey (CPS) health insurance coverage. Therefore, we recommend the approach of re-asking the 9-month questions in these areas for the 18-month parent interview.

Section B – Update Household Composition

As mentioned in the above notes about dependent interviewing, household composition is important information to keep current for a number of reasons. These include the analytic issues of defining familial socioeconomic status and constructing poverty groups and program eligibility, ethnicity, social support networks, and so on. In addition, family structure has implications for the economic, social and psychological resources that are available to the family for child rearing purposes. For example, single-mother families are more likely to be poor (Garfinkel and McLanahan, 1986) and to stay persistently poor (Bane and Ellwood, 1983). In addition, the children of unmarried mothers are likely to experience a variety of living arrangements and household transitions (Aquilino, 1996). On the other hand, children who grow up in stable, two-parent families are more likely to have more positive outcomes in school (Thompson, Entwisle, Alexander and Sundius, 1992).

Because household composition is important for determining the child rearing resources that can be focused on the child and because household composition can be variable over time, a series of questions are included in this section that obtain information about household members, their ethnicity, and their relation to the child.

Section C – Child's Development

This section as a whole focuses on key aspects of child behavior and competencies that are directly relevant to the major accomplishments of child development in the toddler period, which include the several major developmental milestones, the acquisition of language, and the formation of attachment relationship with primary caregivers.

Developmental Milestones (Items C1-C4)

Developmental milestones are included in the 18-month measurement period in order to assess the child's growth during the period between the 9- and 18-month intervals. Four items from the Minnesota Child Development Inventory (MN-CDI) were selected because they are developmentally appropriate for 18-month-olds. The items were adapted to conform to the same format, and according to the same criteria, as those used at 9 months. A detailed rationale and background for the developmental milestones was provided in the 9-Month Parent Interview Rationale and will not be repeated here. The items include how old the child was when he/she: (1) took his/her first steps; (2) started saying first words; (3) started playing with other children; and (4) started feeding him/herself. By 18 months, most children will have taken their first steps and saying their first words. Playing with other children, however, is less likely to have happened at this age. These items will approximately cover a broad range of competencies that some 18-month children will have accomplished while the repetition of the "feeding self" item forms the bridge between 9-months and 18-months.

Early Communication (Items C5-C7)¹

The transition from preverbal to verbal communication is a critical developmental milestone for children. At 18 months, the age at which children are typically making this transition, early communication will be measured by the expressive language and language comprehension subscales of the MN-CDI (MN-CDI; Ireton, 1992) and by the "Early Words" and "Words Children Use" subscales of the MacArthur Communication Development Inventory (M-CDI; Fenson, Dale, Reznick, Bates, Thal, and Pethick, 1994).

Child Development Inventory. Originally developed some 20 years ago as the MN-CDI (Ireton and Thwing, 1972, 1974), the MN-CDI was recently revised and re-normed as the Child Development Inventory (Ireton, 1992). It was originally designed to provide a systematic way of obtaining in-depth information from parents about their children's development in order to screen children for developmental problems. The MN-CDI measures the present development of young children based on the mother's report of what she has seen the child do. Although the inventory norms are based on maternal reports, another caregiver can complete the inventory if

¹ Because of the similarity of the acronyms, we will refer to the Child Development Inventory by Ireton according to its original name, the Minnesota Child Development Inventory (MN-CDI) and the Communication Development Inventory as the M-CDI.

they have observed the child's behavior extensively. The inventory assesses development in eight areas, including social, self-help, gross motor, fine motor, expressive language, language comprehension, letters, and numbers. The MN-CDI is designed for children from 15 months to 6 years of age and the infant version, the Minnesota Infant Development Inventory covers the birth to 21-month ages, with a number of items bridging the two versions.

Only two construct areas, expressive language and language comprehension, will be included at 18 months due to time constraints. All of the expressive language and language comprehension items will be administered and no adaptations have been made to these items, unlike in the previous developmental milestones section. In addition, the items selected for inclusion at 18 months were chosen according to instructions in the MN-CDI manual, which is to begin with items at half the child's age and continue to those questions that are one-half more than the child's age. In addition, items present in the MN-CDI were not selected if they were also present in the M-CDI so that there is no item overlap between the two. The result is 15 items from the MN-CDI expressive language and language comprehension areas. Given the importance of the 18-month period as a time when the child is developing emergent language skills, we felt it was important to include additional measures of this construct, hence, the choice of these subscales from the MN-CDI. Further, the MN-CDI items were chosen over those in the Vineland or other developmental inventories because they are clearly written and designed for parents to understand and answer easily.

The MN-CDI was normed on a sample of 568 children ranging up to 6 years of age. School census information, from a public school system in which the mean eighth-grade score on the Sort Form Test of Academic Aptitude was 100, was used to identify age eligible children. The norm sample was obtained in a white, working class, urban community and was a fairly average sample in terms of parental education level with an average of 13.4 years of education.

The manual describes three methods of establishing validity, two of which are relevant for present purposes. First, the MN-CDI is designed to measure the developmental progress of young children from infancy to school age. This means that it includes items that differentiate the development of younger children from that of older children. To be valid, therefore, the MN-CDI scales must be sensitive to developmental changes and one method of establishing that sensitivity is by correlating children's age with their MN-CDI scores. For the expressive language scale, the correlation with children's age was $r = .83$ and for the language comprehension scale it was $r = .84$. Using Cronbach's alpha as the measure of internal

consistency, the expressive language and language comprehension scores show high reliabilities at 18 months (Cronbach's alphas were .94 and .92, respectively).

A second method of assessing validity that is described in the manual is establishing the rate at which the MN-CDI identifies developmental problems and delays. The percentages of norm group children who obtained low scores for their age was determined, low scores being defined as the percentage of children who score within 25-30 percent below age range, and greater than 30 percent below age range. This was done for each scale and for the overall MN-CDI score. For the two language scales, which are our primary concern in ECLS-B, the MN-CDI identified approximately 3 percent of toddlers in the 15-24 month age range as being 25 percent or more below age range on the expressive language scale and 4.5 percent on the language comprehension scale.

The MN-CDI appears to be especially useful for the identification of children with disabilities and has been widely used for the past two decades as a screening tool in a variety of applied settings, such as preschool programs and pediatric clinics. The settings in which it has been used include the Colorado Spring Early Head Start Program where both the MN-CDI and its infant version are used to screen and to track children's development after admission into the program. Colorado Springs' Child Find, a collaborative effort of school districts, community agencies and parents, also uses the MN-CDI as a screening tool to identify children at risk for developmental problems or who have special needs. In Minnesota, the Washington County Early Intervention Network uses the MN-CDI to help determine whether children need additional assessments: if a child scores below 20 percent in more than two areas on the MN-CDI, an overall assessment is usually done. Several school districts also use this inventory to screen children with significant hearing loss, with communication problems, and with autism for developmental delays and problems. In addition, it is used widely in pediatric practices and clinics as a general indicator of developmental well-being, as well as to screen for developmental problems in medically fragile children, in low birth weight children and in children with serious medical problems, such as end-stage renal disease, lead toxicity and structural deformities. In addition, the inventory has been adapted for use in many different cultures, such as Armenia, Chile, Russia and China, which attests to its applicability across cultures.

MacArthur Communication Development Inventory. The major portion of Part I of the M-CDI ("Early Words" and "Words Children Use") consists of vocabulary checklists organized into semantic categories. Part II ("Actions and Gestures") focuses on actions and gestures, offering an opportunity to obtain appraisals of a range of early communicative and

representational skills that are not dependent on verbal expression. While the M-CDI has been used in studies with much younger children, it was felt that this would be overly burdensome to administer at the 9-month home visit. If it could be administered at only one of these two time periods, we felt (based on advice from our consultants) that it should be administered at the 18-month period, which is seen as the earliest time where emergent literacy can be reasonably assessed.

Items were selected from the M-CDI based on Table C1 in Fenson's SRCD monograph (Fenson, Dale, Reznick, Bates, Thal and Pethick, 1994). At 18 months, all items passed by 50 percent of 12 to 18-month-olds were included. However, we are considering the feasibility of developing an adaptive version of the M-CDI, with assistance from Dr. Fenson. Therefore, we propose including 49 words that are commonly used by the average 18-month-old, as well as 6 communicative gestures, as presented in the Child Instrument section.

There is some concern among a few researchers that the M-CDI may not be appropriate for low-income families because parents may underreport the words the child knows. In our discussions, Dr. Fenson has indicated that he has obtained additional data that suggest this may not be true and that specific methods of probing during the interview can be used to elicit a comprehensive set of words that the child knows. In addition, the M-CDI has been used effectively with several nationally representative samples or with low-income samples. These include the NICHD Early Child Care Study, the Health Steps study, and The Caring for Children Study. These studies involved large populations with cross-sections of income groups, minorities, and SES groups that are similar to those included in ECLS-B. Positive results from these studies indicate that the M-CDI will be appropriate for the ECLS-B population as well. In addition, clinical researchers may argue that the number of words the child know is sufficient and that it is not necessary to go into the detail of vocabulary content that the M-CDI does. However, it is important to employ a reliable and accurate measure that assesses the child's establishment of a strong foundation for vocabulary growth.

The M-CDI has been widely used in both basic and applied research and has been used in several national or large scale studies. In addition, its strong psychometric properties further support its use in ECLS-B. The internal consistency of the M-CDI, using Cronbach's Coefficient Alpha is .95, .96, and .96, respectively for infant comprehension, infant production, and toddler production. The test-retest reliability is also strong. With an average lag of 1.35 months, the Pearson coefficients between the two administrations were .87, .95, and .86 for comprehension, production, and gesture, respectively. The concurrent validity ranges from .33 to

.85 (median=.61). The highest of these were for the observed vocabulary and the Expressive One Word Picture Vocabulary Test (EOWPVT). The multiple correlation between these two laboratory tests was higher (.79) than either of the simple correlations, and a multiple regression analysis confirmed that each was related to a distinct, significant portion of the variance in M-CDI vocabulary.

Attachment: Separation and Reunion Behaviors (Items C8-C12)

Attachment, the child's formation of an enduring affective bond with the primary caregiver, is a hallmark of the child's socio-emotional development in early childhood, and by 18 months the child's organization with respect to his/her relationships with key parental caregivers is relatively stable. As discussed in the section describing the Attachment Q-Sort, there are a variety of methods for measuring this construct, and we recommend a relatively low-cost parent report method that can complement data obtained from the Attachment Q-Sort.

The NICHD study of the quality of early child care used a multicomponent parent and alternate caregiver report of the child's and parent's separation and reunion behaviors when the child is left with the child care provider. For ECLS-B, we propose adapting two of the rating scales assessing the child's behavior in separations from and reunions with the parent.² The first rating scale, Caregiver Ratings of Parent-Child Behaviors When Parent Leaves, consists of 22 items scored on a 4-point Likert scale. The parent, or child care provider, is asked to describe the child's behavior at various points during the separation from the parent and the subsequent reunion. In order to allow this scale to be applicable to families where the child is not yet in a form of alternate child care, the question was changed to include any separation from the parent lasting over an hour when another adult is put in charge of the child. The second rating scale, Caregiver Ratings of Parent-Child Behaviors When Parent Returns, consists of 19 items, each item again scored on a 4-point Likert scale. In this scale the parent is asked to describe the child's behavior when the parent returns from brief separations (again the question was slightly reworded to apply to any separation from the parent lasting more than one hour). Although the original scales included a component addressing both the child's and the parent's behavior during separations and reunions, for ECLS-B we will only ask the parent about the child's behavior.

² Data in support of these instruments have not yet been published. We are, however, in contact with project members who have informed us that preliminary results should be available in the coming months.

These two scales offer the advantage of having been used effectively in a large-scale national study on a sample with characteristics similar to the ECLS-B. The practical constraints of carrying out a large-scale, national study of the dimensions of ECLS-B make these two rating scales a reasonable approach for evaluating attachment-related behavior. In conjunction with the Attachment Q-Sort, ECLS-B would have a set of complementary measures of an important construct in the socio-emotional development domain, which is often not as well measured as the cognitive or language domains due to the lack of reliable and valid instruments. This study would go a long way in establishing the construct validity of these measures, and hence the utility of the domain, by assessing the relationship between attachment security on the Q-Sort with the children's and caregivers' separation and reunion behaviors.

Due to time and budget constraints, it was not feasible to use the full set of 41 items for the separation and reunion scales. A short set of items were selected by eliminating the parent behavior items and asking only those items that have direct bearing on determining the child's attachment classification from his/her behavior during parental leave-taking and reunions. In addition, we further reduced the number of items by ensuring that the distribution of secure vs. insecure descriptors of the child's behavior conform to the distribution of attachment styles in normal populations. Since secure attachment accounts for approximately 60 percent of attachment styles, we selected more items that describe secure attachment styles and fewer items that assessed avoidant and ambivalent styles. While this strategy may inadvertently reduce the variability of attachment classifications, the insecure item descriptors appeared somewhat redundant and thus no additional variability would have been gained by adding more of these items to the set.

The items that describe secure attachment include:

- C8a. When you introduce the person who will watch child, does he/she greet the sitter enthusiastically?
- C10b. While you are leaving, does child say goodbye in some way?
- C11a. When you return does child greet you as soon as possible?
- C11e. When you return, does child cooperate in dressing to go home or to leave?
- C12a. When the sitter leaves or when you and the child leave the sitter, does child say goodbye to the sitter, such as by smiling or waving?

The items that assess the Avoidant (Type A) attachment classification include:

C10c. While you are leaving, does child ignore you?

C11c. When you return, does child try to stay in physical contact with you?

C11d. When you return, does child ignore or avoid you?

The items that capture the Resistant/Ambivalent (Type C) attachment classification include:

C9a. While you are still there, does child cling to you or stay right next to you?

C10a. While you are leaving, does child misbehave (hit, have a tantrum, yell)?

C11b. When you return, does child misbehave (hitting, biting, throwing things)?

Thus, the result is that the original 41-item separation and reunion measure from the NICHD Early Child Care Study are reduced to the above 13-item set for inclusion in the 18-month parent interview in ECLS-B.

Sections D and E – Update Mother's and Resident Father's Education, Employment, and Income

Parental education is first an indicator of knowledge attained as a result of formal schooling. It also reflects the "status origins" of the family. Parental education is also strongly associated with the probability that a child will attain a given level of education (e.g., finishing high school or college (Hauser and Mossel, 1985; Bowles and Gintis, 1976)). In addition, parental education predicts positive outcomes for children in terms of school success in the early grades (Alexander and Entwisle, 1988). There are various ways that parental education can exert its effects on child outcome, including inherited ability, provision of access to educational resources, and differences in values and emphases placed on education for the child.

Parental employment determines the availability of material and nonmaterial resources for the child. Gottfried (1984), for example, conducted a meta-analysis of several studies and concluded that socioeconomic status, as measured by parental education and occupation, is positively associated with the quality of stimulation that parents provide their infants and preschoolers.

As discussed in the justification for the 9-month parent interview, mother's education is one of the strongest predictors of positive child outcomes making it imperative, therefore, to update information about her current and any previous enrollment in schools, colleges and vocational training since the 9-month visit. Additionally, because maternal employment and its implications for increased family earnings power are such influential predictors of family well-being, maternal well-being and child outcomes, it is important also to update information about her current income, current employment status and her employment history during the intervening 9 months.

Less is known about the direct effects of father's education and employment on children's development beyond their relationship to household income. There is some research to suggest that when fathers are able to contribute to the family financially, they are more likely to be involved with their children and with their spouse/partner. McAdoo (1988), for example, concluded that fathers who are able to provide financially for their family are more likely to interact nurturantly with children than are fathers who are unable to provide financial support.

Sections D and E obtain parallel information about the education, employment and income of both the mother and the resident father. Information is also obtained about the characteristics of their employment, including the hours worked and whether the employer offers certain benefits such as medical coverage, tuition reimbursement, child care assistance, etc.

Section F – Home Educational Activities and Environment

Early preliteracy and subsequent literacy development have been shown to be related to family social interactions that are both intended to support language acquisition (e.g., joint mother-child book reading) and those that are not necessarily intended to foster language development (e.g., shopping) (Snow, 1983; Heath, 1982; Teale, 1984). In addition to the beneficial effects of joint mother-child book reading, there is also evidence that parents who read more for themselves tend to have children who read at earlier ages (Teale, 1984). This may be because children who observe their parents reading to themselves may become more motivated to learn to read, and to actually read themselves, than are children whose parents do not read. In addition to verbal interaction, engaging young children in shared activities is another form of cognitive stimulation for children. Clarke-Stewart (1980) found that fathers who were able to keep their infants interested in games such as peek-a-boo, ball toss, and bouncing had more

cognitively advanced children. Another activity is taking outings, such as to parks and playgrounds, to provide children with opportunities for exploration, exercise, and social interaction.

An environment that is rich in stimulating materials also positively influences cognitive development and subsequent achievement for children. For example, the number of books in the home has been found to be positively associated with children's literacy (Teale, 1984). Other valuable materials include toys that provide opportunities for muscular activity (e.g., push-pull toys), visual and auditory feedback (e.g., jack-in-the-box, musical toys), exercising eye-hand coordination (e.g., stacking toys, building blocks), pretend play (e.g., cuddly toys, dolls), and creative activity (e.g., crayons). Having appropriate play materials during infancy has been found to have a strong relationship to child IQ at age 5 (Lozoff et al., 1995). Questions F1 to F9 obtain information about the literacy environment and activities of the family, the presence of toys and other learning materials and the family's and child's engagement in stimulating activities in order to examine their relationship to the child's acquisition of significant language-related milestones.

Safety is an important aspect of the home environment that is associated with children's well-being and this information is obtained in questions F10 through F14. In order to allow the child to explore the home environment safely, it is necessary to "child-proof" the home as much as possible. This is particularly important in the toddler period when increased mobility may mean increased risk to the child. Child-proofing includes covering electrical outlets, putting cleaning products and other chemicals in child-proof cabinets, and using gates to restrict access to stairs. Parents also need to ensure that toys are age appropriate and safe, and that other general safety practices are used, such as having working smoke detectors in the home, and using a car seat for the infant when traveling by car. Child safety is also ensured when the parent knows what to do in certain emergency situations that may suddenly occur, such as the ingestion of poison.

Section G – Expectations for Child Development

Parents' knowledge about child development (items G1 and G2) may have implications for individual child development. Parents' knowledge about typical infant and toddler behaviors and the age at which children typically achieve common developmental milestones has implications for the child (MacPhee, 1983). In general, knowledge of child

development affects parents' child rearing practices, for example by influencing how parents structure their interactions with their children as well as how they organize the child's environment.

Parents' expectations for children's later academic achievement (item G3) have been identified as important predictors of later school achievement (Brooks-Gunn, Guo, and Furstenberg, 1993). Parents' expectations for their children's school performance and their ideas about children's ability are also powerful predictors of children's ideas about their own academic ability in elementary grades (Entwisle and Baker, 1983; Parsons, Adler, and Kaczala, 1982). Because educational aspirations for children may be affected by children's level of development and change with family experiences, it is important to measure aspirations and expectations over time. Measurement of these aspirations has been proposed for the 18-month time point.

Section H – Marriages and Partner Relationships

Because marital relations and structure so strongly influences child development and outcomes, we will update the marital history data we gathered in the 9-month interview. Questions ask about the current marriage or living arrangement as well as marital happiness and conflict.

Sections I-L – Child Care Arrangements

In the past several decades, the number of children receiving some form of substitute care, either from a daycare provider or an early education program, has soared. From 1940 to 1989, the percentage of preschoolers (under 6 years of age) who needed substitute childcare increased from 9 percent to 51 percent (Hernandez, 1995). And, by 1995 60 percent of preschoolers (under age 5) were in some form of substitute care, either nonparental care or an early education program (Hofferth, 1996). As a consequence of the entry of women and mothers into the labor force, children as a group experience a wide variety of childcare and preschool arrangements, often beginning at a very young age. The NICHD Early Child Care Research Network (1996), for example, found that 64 percent of their sample were in some form of nonmaternal care by the age of 6 months. Furthermore, children often experience multiple forms of care on a regular basis and/or may experience multiple changes in their primary form of care through the preschool years.

With the increase in children in substitute care has come increased debate about the consequences for various child outcome measures. Researchers have come to different conclusions about these consequences and it appears that part of the explanation for these contradictory findings may be the amount of time that children spend in substitute care giving arrangements, as well as the number of different care giving arrangements children have had. Belsky and Rovine, 1988; Clarke-Stewart, 1989 found that infants who were placed in substitute care for 20 hours or more per week were more likely to be classified as insecurely attached. On the other hand, Roggman, Langlois, Hubb-Tait and Rieser-Danner (1994) found no significant relationship between amount of time in care and the quality of the child's attachment. There is also some indication that children who experience a greater number of changes in child care arrangements show less positive play with peers (Howes and Stewart, 1987), increased incidence of aggressive behavior (Howes and Hamilton, 1993) and school problems as first graders (Howes, 1988).

The complexity of children's alternate childcare arrangements, the variability of the characteristics (whether from a relative, a nonrelative, or from a center) of that care, and the fluidity with which children pass from one arrangement to another both simultaneously and sequentially makes research on childcare difficult, especially if parents are asked to report their childcare arrangements retrospectively. An advantage of the longitudinal design of ECLS-B is that children's childcare arrangements can be investigated in a more timely fashion, obtaining information about all arrangements concurrent with each of the data collection points as well as filling in information about arrangements that occurred since previous data collection. In addition, because both parents and childcare providers can be contacted to provide information, the quality of the data will be considerably improved by obtaining converging information from both the parents and providers. For these reasons, Sections I-L obtain basic essential information from the parent that includes whether the child receives care from a relative or nonrelative or from a center; how old the child was when each arrangement began; how many arrangements the child has had; the amount of time (in hours by days) per week that the child spends in each arrangement; the number of children cared for at a time; the language environment at the care provider; weekly fees and receipt of subsidies; and, the parent's perception of the quality of the child's experience in this care which can then be compared with parental reports of quality preferences (item L1) in seeking substitute child care.

Finally, because the child care provider will be contacted to provide information about the child's care, several questions obtain information about the care provider to enable field staff to contact the provider (items I26-28; J25-27; K24-26).

Section M – Child Health

The health status of children begins, obviously, with the prenatal period and the child's genetic composition, the prenatal environment, and the quality of the neonatal environment. The mother's health status, nutritional intake and substance abuse during pregnancy can all influence the health of the infant. These influences can continue throughout childhood (e.g., certain substance abuse can lead to serious congenital abnormalities that have enduring effects). Low birth weight babies, as another example, are more likely to encounter enduring chronic health conditions and have to have problems in school later on (Frisbie, Forbes and Pullum, 1996; McCormick, 1989; National Commission on Children, 1991; McCormick, Gortmaker and Sobol, 1990). Health plays a pivotal role in the lives of children. Ensuring a healthy start for infants and preserving and/or improving health is essential for their growth and development. Conversely, ill health in children may be associated with decelerations in the normal rate of development and perhaps even by reversals in the process of development.

In the infancy and toddler period, the child's health status depends on a number of parental and community factors. Parents contribute in many ways to the child's physical well-being during this period. One way is by insuring that the child has adequate nutritional intake. Adequate nutrition is a prerequisite for maintaining children's physical well being. A series of questions (items M1-M8) obtain information about basic issues in children's nutrition and eating habits. Parents also contribute to children's health and well-being by securing adequate health care for children. Many communicable diseases that commonly afflicted children in the past (e.g., rubella, measles, can now be prevented with routine immunizations that are commonly dispensed at well-baby checks). In addition, the potential sequel of many common illnesses of early childhood, e.g., otitis media may have long term consequences for children's ability to communicate and possibly learn to focus attention, may be prevented by timely interventions. For these reasons, a series of questions (items M9-M32) obtain information about characteristics of the child's medical care and whether the child has been diagnosed with any of four health conditions that commonly afflict children, including respiratory problems (e.g., wheezing, asthma), ear infections, gastrointestinal problems (e.g., dehydration due to vomiting or diarrhea), supplemented by a series of questions about injuries. The presence of any of these conditions is followed up by a series of questions obtaining information about the number incidences of each condition and the nature of the treatment and whether it required hospitalization. Information

about receipt of ongoing interventions and medications to improve the child's well-being due to a range of chronic or disabling conditions is also obtained (Items M33-M41).

An important determinant of parent's ability to secure adequate health care for children is the health insurance coverage. From 1977 to 1987, the percentages of children covered by health insurance plummeted, with uninsured rates increasing by 40 percent, which translates to over 3 million children who were uninsured (Monheit and Cunningham, 1992). In 1991, over 8 million children under the age of 18, and 9 percent of pregnant mothers were uninsured. In addition, almost 1 in 4 children are without coverage in any one year, as estimated by Monheit and Cunningham (1992) using 1987 figures. These authors attribute the increase in uninsured to declines in coverage by private, largely employment-related coverage and to declining eligibility of children in single-parent household for public health insurance programs, such as Medicaid. The consequences of lack of coverage are widespread. For example, because of poor access to health care, less than 70 percent of white children and 50 percent of black preschoolers (4 and under) received all their immunizations in 1985. A series of questions (items M42-M47) obtain information about health insurance coverage and whether the child was unable to receive care due to a lack of insurance.

Section N – Family Health

Parenting resources are not unlimited. The presence of another child with a disability in the family reduces the amount of parenting resources available to the other child(ren). For this reason it is important to obtain information about the presence of any siblings with a disability, and/or to update information from the 9-month interview about a known sibling with a disability.

Maternal health status is an additional factor that contributes to determining the amount of parenting resources that are available to the child. The extent of limitations to the mother's activities due to poor health status is assessed in one question. Maternal childbearing history also influences maternal health: a rapid succession of pregnancies would be expected to deplete maternal physical resources and several questions obtain information about pregnancies subsequent to the child's. Maternal engagement in behaviors that are considered health risks, such as smoking and drinking is assessed in a series of seven questions.