

# Child Development Supplement: Primary Caregiver Household Interview 2014

The Panel Study of Income Dynamics

The Institute for Social Research  
426 Thompson Street  
Ann Arbor, MI 48104

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## PCG Main Screen

NOTE: This screen is presented every time interviewer accesses the PCG sample line; interviewer then chooses whether to enter the PCG Household interview or a PCG Child interview.

[TOC](#)

PCGConfirmInfo. Interviewer checkpoint:

Confirm PCG's info

Name: [FNAME LNAME]

Age: [AGE]

Birthday: [MM/DD/YYYY]

- ENTER [1] to continue

1. Continue

PCGIntro. PCG: [FNAME LNAME]

(Hello, my name is (Interviewer) from the University of Michigan Survey Research Center.)

You have been selected to be part of an important study called the Family Economics Study–Child Development Supplement.

The purpose of the Family Economics Study – Child Development Supplement is to understand how families, schools, and neighborhoods affect children's and adolescents' growth and development.

- ENTER [1] to continue

1. Continue

RECORD RULE: SEE INTERNAL BLAISE FIELD "RECORDIW"

RECORDIW=YES	ALL OTHERS	→ GO TO CHGRADE
↓		

RecordedIW\_Consent. PCG: [FNAME LNAME]

We sometimes record interviews to help us maintain quality. Your interview may be recorded for quality control purposes. Do you agree for this interview to be recorded?

- If R consents to the RECORDING of this interview, ENTER [1]
- If R does not consent to the RECORDING of this interview, ENTER [5]
- If resuming a suspended interview, RE-READ the consent and ENTER [1] if R consents to recording or [5] if R does not consent to recording

1. Yes, consent given    5. No, consent not given

Asked for each CDS Child preloaded for PCG

CHGRADE[1-15]. PCG: [FNAME LNAME]

CDS Child: [CHFNAME CHLNAME], Age [CHAGE]

*1<sup>st</sup> ITERATION*

Before moving on to the interview, I'd like to record the grade your [1 CDS CHILD: child is / >1 CDS CHILD: children are] currently attending in school. [>1 CDS CHILD: Let's start with [CHFNAME].] What grade is [CHFNAME] currently attending in school?

*ALL OTHER ITERATIONS*

(How about) [CHFNAME]? (What grade is [CHFNAME] currently attending in school?)

- IF R SAYS 'Does not attend school', PROBE to clarify whether Child is not old enough for school, graduated/ finished a GED (and not enrolled in college), or dropped out of school without a diploma/GED

1. Grade 1    2. Grade 2    3. Grade 3    4. Grade 4

5. Grade 5	6. Grade 6	7. Grade 7	8. Grade 8
9. Grade 9	10. Grade 10	11. Grade 11	12. Grade 12
13. Graduated high school; GED; not currently enrolled in postsecondary school			
14. College		15. Dropped out; has not earned GED	
95. Kindergarten	96. Pre-kindergarten; nursery school	97. Not old enough for school	

PCG\_RB. PCG: [FNAME LNAME]

[F1]-Help

ASK/Verify that R has the Respondent/Response Booklet with (him/her) for the interview. ASK R: Do you have your Response Booklet with you (that we mailed to you with the letter asking for your participation)? We will be using this booklet throughout the interview. On certain questions, I will ask you to refer to a page in the booklet for help in answering the question. (Would you like to go find it?)

- IF R doesn't have the Respondent/Response Booklet with (him/her) or cannot find it, SAY TO R: If you're able to connect to the internet you could view the booklet on line. The website is <http://fes.isr.umich.edu/CDS2014-RB-PCG/>
- RECORD whether R has the Respondent/Response Booklet, is viewing it on line, or the interview is being done without the booklet.

1. R has Response Booklet with (him/her)	2. R viewing Response Booklet on line
3. Interview will be done without Response Booklet	DK/RF not allowed

BLOCKSTATUS. Status

12-17 IW Consent Section: [N/A / Started / Not Started / Done / PCG Ref] *reflects all consents status*  
 In-Home Consent Section: [N/A / Started / Not Started / Done / PCG Ref]  
 Household Interview Section & Obs: [Started / Not Started / Done / PCG Ref/ OBS Done/Unable to Administer]  
 Children Interview Section: [Started / Not Started / Done//Unable to Administer] *reflects all children status*  
 School Section: [N/A / Started / Not Started / Done / PCG Ref/ Unable to Administer]  
 Child Care Section: [N/A / Started / Not Started / Done / PCG Ref/ Unable to Administer]  
 Absent Parent Section: [N/A / Started / Not Started / Done / PCG Ref /Unable to Administer]  
 Measurements Section: [Started / Not Started / Done / PCG Ref/ R Ref /Unable to Administer] *reflects all measurements status*  
 PCG WCJ Section & HH Obs: [Started / Not Started / Done / PCG Ref-Obs Only / Obs Done / Mode Invalid -R / Mode Invalid -Design /Unable to Administer]  
 Saliva Collection: [Started / Not Started / Done / PCG Ref /Unable to Administer] *reflects all saliva status*

[Not all sections are completed. Please select a section by clicking on the status / All sections are complete, ENTER [1] to continue.]

## PCG Household Interview

### Household Introduction

[TOC](#)

PCGF2F\_TEL. PCG: [PCGFName PCGLName]

Indicate whether this interview is being conducted face to face or on the telephone.

1. Face to face    2. Telephone

PCGVOL. PCG: [PCGFName PCGLName]

IWER: Read the voluntary statement if this is the 1<sup>st</sup> block you are completing. If you have already read this statement to the PCG you do not need to re-read the statement. If you are resuming a suspended iw, only read the 1<sup>st</sup> paragraph.

(Before I begin, I want you to know that this interview is completely voluntary. If we should come to any questions you don't want to answer, just let me know and I will go on to the next question. Your answers will be kept confidential.

The interview will take about 75 minutes, depending on the number of eligible children in your family.

[CurrPrefMode=FTF: In addition, we mailed time diaries for you to record [ONE CDS CHILD IN FU: your child's / >ONE CDS CHILD IN FU: your children's] activities during one weekday and one weekend day.]] We are offering you \$60 in appreciation for your time and effort answering our questions [CurrPrefMode=FTF: and an additional \$10 [ONE CDS CHILD IN FU: for your child's set of completed time diaries / >ONE CDS CHILD IN FU: for each set of time diaries completed for your children]]. Do you have any questions for me?)

- ENTER [1] to continue
- Only ENTER [2] if approved by the Project Team in Ann Arbor
- If PCG refuses to continue, ENTER [5]

1. Continue → GO TO NEXT SECTION    2. Unable to Administer    5. IF Vol: PCG refuses to continue

GO TO BLOCKSTATUS  
Household Interview Section =  
Unable to Administer

GO TO BLOCKSTATUS  
Household Interview Section =  
PCG REF

## Section J: Neighborhood Measurements and Religiosity

[TOC](#)

J1. How long have you lived in your current neighborhood?

1. Less than a year  2. 1 year to less than 3 years  3. 3 years to less than 5 years  4. 5 years or more

J2. [Page 28](#)

How would you rate your neighborhood as a place to raise children?  
Would you say excellent, very good, good, fair, or poor?

1. Excellent  2. Very good  3. Good  4. Fair  5. Poor

J3. [Page 29](#)

How difficult is it for you to tell a stranger in your neighborhood from someone who is a resident?  
Would you say not at all difficult, somewhat difficult, or very difficult?

1. Not at all difficult  2. Somewhat difficult  3. Very difficult

J4. [Page 30](#)

How likely is it that a neighbor would do something if someone was trying to sell drugs to your children in plain sight?  
Would you say very unlikely, unlikely, likely, or very likely?

1. Very unlikely  2. Unlikely  3. Likely  4. Very likely

J5. [Page 30](#)

How likely is it that a neighbor would do something if your kids were getting into trouble?  
(Would you say very unlikely, unlikely, likely, or very likely?)

1. Very unlikely  2. Unlikely  3. Likely  4. Very likely

J6. [Page 30](#)

[\[F1\]-Help](#)

How likely is it that a neighbor would do something if a child was showing disrespect to an adult?  
(Would you say very unlikely, unlikely, likely, or very likely?)

1. Very unlikely  2. Unlikely  3. Likely  4. Very likely

J7. [Page 30](#)

How likely is it that a neighbor would do something if a child was taking something out of a neighbor's apartment, house, garage, car or yard?  
(Would you say very unlikely, unlikely, likely, or very likely?)

1. Very unlikely  2. Unlikely  3. Likely  4. Very likely

J8. [Page 31](#)

[\[F1\]-Help](#)

How safe is it to walk around alone in your neighborhood after dark?  
Would you say it is completely safe, fairly safe, somewhat dangerous, or extremely dangerous?

1. Completely safe  2. Fairly safe  3. Somewhat dangerous  4. Extremely dangerous

Section K: Self-Esteem

[TOC](#)

K1. [Page 32](#)

Please tell me your level of agreement with the following statements.  
I feel that I'm a person of worth, at least on an equal basis with others.  
Would you say you strongly disagree, disagree, agree, or strongly agree?

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K2. [Page 32](#)

(Please tell me your level of agreement with the following statements.)  
I feel that I have a number of good qualities.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K3. [Page 32](#)

(Please tell me your level of agreement with the following statements.)  
All in all, I am inclined to feel that I am a failure.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K4. [Page 32](#)

(Please tell me your level of agreement with the following statements.)  
I am able to do things as well as most other people.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K5. [Page 32](#)

(Please tell me your level of agreement with the following statements.)  
I feel I do not have much to be proud of.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K6. [Page 32](#)

(Please tell me your level of agreement with the following statements.)  
I take a positive attitude toward myself.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K7. [Page 32](#)

(Please tell me your level of agreement with the following statements.)  
On the whole, I am satisfied with myself.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K8.  [Page 32](#)

(Please tell me your level of agreement with the following statements.)

I wish I could have more respect for myself.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K9.  [Page 32](#)

(Please tell me your level of agreement with the following statements.)

I certainly feel useless at times.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------

K10.  [Page 32](#)

(Please tell me your level of agreement with the following statements.)

At times I think I am no good at all.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
----------------------	-------------	----------	-------------------



## Section M: Child Rearing Values and Rules

[TOC](#)

### M1. [Page 33](#)

[IF PCG HAS SPOUSE/PARTNER: How often [ONE CDS CHILD: does/ >1 CDS CHILD: do], your [ONE CDS CHILD: child / >1 CDS CHILD: children], eat a meal with both you and [SPOUSE/PARTNER FIRST NAME]?

[IF PCG DOES NOT HAVE SPOUSE/PARTNER: How often [ONE CDS CHILD: does/ >1 CDS CHILD: do], your [ONE CDS CHILD: child / >1 CDS CHILD: children], eat a meal with you?

Would you say never, a few times a year or less, about once a month, a few times a month, about once a week, several times a week, or at least once a day?

1. Never	2. A few times a year or less	3. About once a month	4. A few times a month
5. About once a week	6. Several times a week	7. At least once a day	

### M2. [Page 34](#)

About how often does your whole family get together with friends or relatives?

Would you say once a year or less, a few times a year, about once a month, two or three times a month, about once a week or more?

- “Whole family” includes their immediate family including PCG, Spouse/Partner, and their children

1. Once a year or less	2. A few times a year	3. About once a month
4. Two or three times a month	5. About once a week or more	

### M3A. [Page 35](#)

If you had to choose, which thing on the list I will read would you pick as the most important for a child to learn, to prepare him or her for life?

Would you say to obey, to be well-liked or popular, to think for himself or herself, to work hard, or to help others when they need help?

- [READ list](#)

1. To obey	2. To be well liked or popular	3. To think for himself/herself
4. To work hard	5. To help others when they need help	

### M3B. [Page 35](#)

Which is second in importance?

- [READ list if needed](#)

1. To obey	2. To be well liked or popular	3. To think for himself/herself
4. To work hard	5. To help others when they need help	

### M3C. [Page 35](#)

Which comes third?

- [READ list if needed](#)

1. To obey	2. To be well liked or popular	3. To think for himself/herself
4. To work hard	5. To help others when they need help	

### M3D. [Page 35](#)

Which comes fourth?

- [READ list if needed](#)

1. To obey	2. To be well liked or popular	3. To think for himself/herself
4. To work hard	5. To help others when they need help	

M4.  Page 36

Next, I will read some statements about raising children. Thinking about your [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children], please indicate on a scale from 1 to 5, where 1 means not at all true and 5 means completely true, the number that best describes how true each statement is.

Being a parent is harder than I thought it would be.

1. Not at all true	2	3	4	5. Completely true
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M5.  Page 36

(Please indicate on a scale from 1 to 5, where 1 means not at all true and 5 means completely true, the number that best describes how true each statement is)

I feel trapped by my responsibilities as a parent.

1. Not at all true	2	3	4	5. Completely true
--------------------	---	---	---	--------------------

M6.  Page 36

(Please indicate on a scale from 1 to 5, where 1 means not at all true and 5 means completely true, the number that best describes how true each statement is)

I find that taking care of my [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children] is much more work than pleasure.

1. Not at all true	2	3	4	5. Completely true
--------------------	---	---	---	--------------------

M7.  Page 36

(Please indicate on a scale from 1 to 5, where 1 means not at all true and 5 means completely true, the number that best describes how true each statement is.)

I often feel tired, worn out, or exhausted from raising a family.

1. Not at all true	2	3	4	5. Completely true
--------------------	---	---	---	--------------------

M8.  Page 36

(Please indicate on a scale from 1 to 5, where 1 means not at all true and 5 means completely true, the number that best describes how true each statement is.)

There are some things that my [*ONE CDS CHILD*: child does / >1 *CDS CHILD*: children do] that really bother me a lot.

1. Not at all true	2	3	4	5. Completely true
--------------------	---	---	---	--------------------

M9.  Page 36

(Please indicate on a scale from 1 to 5, where 1 means not at all true and 5 means completely true, the number that best describes how true each statement is.)

I find myself giving up more of my life to meet my [*ONE CDS CHILD*: child's / >1 *CDS CHILD*: children's] needs than I ever expected.

1. Not at all true	2	3	4	5. Completely true
--------------------	---	---	---	--------------------

M10.  Page 36

(Please indicate on a scale from 1 to 5, where 1 means not at all true and 5 means completely true, the number that best describes how true each statement is.)

I often feel angry with my [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children].

1. Not at all true	2	3	4	5. Completely true
--------------------	---	---	---	--------------------

[F1]-Help

M11. Sometimes parents do certain things to make life better for their children. In order to make life better for your [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children] have you ever moved to a different neighborhood?

1. Yes  5. No

[F1]-Help

M12. In order to make life better for your [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children], have you ever increased your work hours, or taken a second job?

1. Yes  5. No

[F1]-Help

M13. In order to make life better for your [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children], have you ever reduced your work hours, or refused extra work?

1. Yes  5. No

M14. [Page 37](#)

[F1]-Help

Please tell me your level of agreement with the following statements.  
If a husband and a wife both work full-time, they should share household tasks equally.  
Would you say you strongly disagree, disagree, agree, or strongly agree?

1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree

M15. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)  
Women are much happier if they stay at home and take care of their children.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree

M16. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)  
It is much better for everyone if the man earns the main living and the woman takes care of the home and family.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree

M17. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)  
It is more important for a wife to help her husband's career than to have one herself.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree

M18. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)  
An employed mother can establish as warm and secure a relationship with her children as a mother who is not employed.  
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree

M19. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)  
Parents should encourage just as much independence in their daughters as in their sons.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

M20. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)

Preschool children are likely to suffer if their mother is employed.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

M21. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)

Mothers should not work full time if their child is younger than 5 years old.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

M22. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)

It is fine for children under 3 years of age to be cared for all day in a daycare center or daycare home.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

M23. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)

It is essential for the child's well-being that fathers spend time interacting and playing with their children.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

M24. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)

A father should be as heavily involved in the care of his child as the mother.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

M25. [Page 37](#)

[F1]-Help

(Please tell me your level of agreement with the following statements.)

Fathers play a central role in the child's personality development.

(Would you say you strongly disagree, disagree, agree, or strongly agree?)

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

## Section N: Psychological Distress and Wellbeing

[TOC](#)

### N1. [Page 38](#)

During the past 30 days, how often did you...

Feel nervous?

(Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?)

1. None of the time   2. A little of the time   3. Some of the time   4. Most of the time   5. All of the time

### N2. [Page 38](#)

(During the past 30 days, how often did you...)

Feel hopeless?

(Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?)

1. None of the time   2. A little of the time   3. Some of the time   4. Most of the time   5. All of the time

### N3. [Page 38](#)

(During the past 30 days, how often did you...)

Feel restless or fidgety?

(Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?)

1. None of the time   2. A little of the time   3. Some of the time   4. Most of the time   5. All of the time

### N4. [Page 38](#)

(During the past 30 days, how often did you...)

Feel that everything was an effort?

(Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?)

1. None of the time   2. A little of the time   3. Some of the time   4. Most of the time   5. All of the time

### N5. [Page 38](#)

(During the past 30 days, how often did you...)

Feel so sad nothing could cheer you up?

(Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?)

1. None of the time   2. A little of the time   3. Some of the time   4. Most of the time   5. All of the time

### N6. [Page 38](#)

(During the past 30 days, how often did you...)

Feel worthless?

(Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?)

1. None of the time   2. A little of the time   3. Some of the time   4. Most of the time   5. All of the time

N7 RULE:

ANY ITEM N1-N6 = SOME, MOST, ALL OF THE TIME	ALL OTHERS	→ GO TO N10 RULE
↓		

### N7. [Page 39](#)

[\[F1\]-Help](#)

Thinking about the feelings I just asked you about, altogether, did these feelings occur more often in the past 30 days than is usual for you, less often than usual, or about the same as usual?

1. More often than usual	2. Less often than usual	3. About the same as usual	DK/RF
--------------------------	--------------------------	----------------------------	-------



GO TO N9

N8. [Page 40](#)

[\[F1\]-Help](#)

Was it a lot [more / less], somewhat [more / less], or only a little [more / less] often than usual?

1. A lot [more/less] than usual	2. Somewhat [more/less] than usual	3. Only a little [more/less] than usual
---------------------------------	------------------------------------	---

N9. [Page 41](#)

How much do these feelings usually interfere with your life or activities – a lot, some, a little, or not at all?

1. A lot	2. Some	3. A little	4. Not at all
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N10 RULE: See PRELOAD.PCGPARTNER; Spouse/Partner in FU

SPOUSE/PARTNER IN FU	ALL OTHERS	→ GO TO N12
↓		

N10. [Page 42](#)

[\[F1\]-Help](#)

For the next questions, please indicate how satisfied you are on a scale from 1 to 7, where 1 means completely dissatisfied and 7 means completely satisfied.

How satisfied are you with the amount of practical help you receive from [SPOUSE/PARTNER NAME]?

1. Completely dissatisfied	2	3	4. Neither satisfied nor dissatisfied	5	6	7. Completely satisfied
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N11. [Page 42](#)

[\[F1\]-Help](#)

(How satisfied are you with...)

The amount of emotional support you receive from [SPOUSE/PARTNER NAME]?

(on a scale from 1 to 7, where 1 means completely dissatisfied and 7 means completely satisfied)

1. Completely dissatisfied	2	3	4. Neither satisfied nor dissatisfied	5	6	7. Completely satisfied
----------------------------	---	---	---------------------------------------	---	---	-------------------------

N12. [Page 42](#)

[\[F1\]-Help](#)

[SPOUSE/PARTNER IN FU: (How satisfied are you with...)] / ALL OTHERS: For the next questions, please indicate how satisfied you are on a scale from 1 to 7, where 1 means completely dissatisfied and 7 means completely satisfied.]

The amount of practical help you receive from your family [PCG HAS SPOUSE/PARTNER IN FU: besides [SPOUSE/PARTNER NAME]]?

[SPOUSE/PARTNER IN FU: (On a scale from 1 to 7, where 1 means completely dissatisfied and 7 means completely satisfied)]

1. Completely dissatisfied	2	3	4. Neither satisfied nor dissatisfied	5	6	7. Completely satisfied
----------------------------	---	---	---------------------------------------	---	---	-------------------------

N13. [Page 42](#)

[\[F1\]-Help](#)

(How satisfied are you with...)

The amount of emotional support you receive from your family [PCG HAS SPOUSE/PARTNER IN FU: besides [SPOUSE/PARTNER NAME]]?

(On a scale from 1 to 7, where 1 means completely dissatisfied and 7 means completely satisfied)

1. Completely dissatisfied	2	3	4. Neither satisfied nor dissatisfied	5	6	7. Completely satisfied
----------------------------	---	---	---------------------------------------	---	---	-------------------------

N14. [Page 42](#)

[\[F1\]-Help](#)

(How satisfied are you with...)

The amount of practical help you receive from your friends?

(On a scale from 1 to 7, where 1 means completely dissatisfied and 7 means completely satisfied)

1. Completely dissatisfied	2	3	4. Neither satisfied nor dissatisfied	5	6	7. Completely satisfied
----------------------------	---	---	---------------------------------------	---	---	-------------------------

N15. [Page 42](#)

[\[F1\]-Help](#)

(How satisfied are you with...)

The amount of emotional support you receive from your friends?

(On a scale from 1 to 7, where 1 means completely dissatisfied and 7 means completely satisfied)

1. Completely dissatisfied	2	3	4. Neither satisfied nor dissatisfied	5	6	7. Completely satisfied
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## Section P: Family Pets

[TOC](#)

P1. How many pets does your family have?

- ENTER a number from 1 to 20
- If R says 'None', ENTER [0]

→ GO TO P3     → GO TO P3

↓

P2. Why doesn't your family have a pet?

P3. Did your family have a pet 5 years ago?

P4 RULE: SEE P1; NUMBER OF PETS

→ GO TO Q1 RULE      
↓

P4. What kind of pet(s) does your family have?

- ENTER all that apply

P5. [Page 43](#)

Thinking about your [E1=2+ PETS: favorite] pet, how often do you spend time each day playing with or exercising your pet?

Would you say almost always, often, sometimes, or never?

P6. [Page 43](#)

(Thinking about your [E5=2+ PETS: favorite] pet...)

When you feel bad, how often do you seek your pet for comfort?

(Would you say almost always, often, sometimes, or never?)

P7. [Page 43](#)

(Thinking about your [E5=2+ PETS: favorite] pet...)

How often do you consider your pet to be a member of your family?

(Would you say almost always, often, sometimes, or never?)



## Section Q: Disagreement in Parenting and Joint Goals

[TOC](#)

Q1 RULE: See PRELOAD.PCGPARTNER; Spouse/Partner in FU

SPOUSE/PARTNER IN FU	ALL OTHERS	→ GO TO Q9
↓		

Q1. [Page 44](#)

In most families there are disagreements or arguments. How often do you and [SPOUSE/PARTNER] disagree about...

How your [ONE CDS CHILD: child is/ >1 CDS CHILD: children are] raised?

Would you say never, hardly ever, sometimes, or often?

1. Never	2. Hardly ever	3. Sometimes	4. Often
----------	----------------	--------------	----------

Q2. [Page 44](#)

(How often do you and [SPOUSE/PARTNER] disagree about...)

How you spend money on your [ONE CDS CHILD: child / >1 CDS CHILD: children]?

(Would you say never, hardly ever, sometimes, or often?)

1. Never	2. Hardly ever	3. Sometimes	4. Often
----------	----------------	--------------	----------

Q3. [Page 44](#)

(How often do you and [SPOUSE/PARTNER] disagree about...)

The amount of time [SPOUSE/PARTNER NAME] spends with your [ONE CDS CHILD: child / >1 CDS CHILD: children]?

(Would you say never, hardly ever, sometimes, or often?)

1. Never	2. Hardly ever	3. Sometimes	4. Often
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Q4. [Page 44](#)

(How often do you and [SPOUSE/PARTNER] disagree about...)

The friends ([SPOUSE/PARTNER NAME]) spends time with?

(Would you say never, hardly ever, sometimes, or often?)

1. Never	2. Hardly ever	3. Sometimes	4. Often
----------	----------------	--------------	----------

[\[F1\]-Help](#)

Q5. [Page 44](#)

(How often do you and [SPOUSE/PARTNER NAME] disagree about...)

([SPOUSE/PARTNER NAME]'s) use of alcohol or drugs?

(Would you say never, hardly ever, sometimes, or often?)

1. Never	2. Hardly ever	3. Sometimes	4. Often
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[\[F1\]-Help](#)

Q6. [Page 45](#)

To what extent do you and [SPOUSE/PARTNER NAME] agree or disagree about...

Your job or career plans?

Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?

1. Completely disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Completely agree
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Q7. [Page 45](#)

(To what extent do you and [SPOUSE/PARTNER NAME] agree or disagree about...)

[SPOUSE/PARTNER NAME]'s job or career plans?

(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

1. Completely disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Completely agree
------------------------	-------------	-------------------------------	----------	---------------------

Q8. [Page 45](#)

(To what extent do you and [SPOUSE/PARTNER NAME] agree or disagree about...)

Spending leisure time?

(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

1. Completely disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Completely agree
------------------------	-------------	-------------------------------	----------	---------------------

Q9. [Page 45](#)

[\[F1\]-Help](#)

Next are some statements about how families get along and settle arguments. Tell me how much you agree or disagree with each statement.

We fight a lot in our family.

[SPOUSE/PARTNER in FU: (Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)/ALL OTHERS: Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?]

1. Completely disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Completely agree
------------------------	-------------	-------------------------------	----------	---------------------

Q10. [Page 45](#)

[\[F1\]-Help](#)

(Tell me how much you agree or disagree with each statement.)

Family members sometimes get so angry they throw things.

(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

1. Completely disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Completely agree
------------------------	-------------	-------------------------------	----------	---------------------

Q11. [Page 45](#)

[\[F1\]-Help](#)

(Tell me how much you agree or disagree with each statement.)

Family members always calmly discuss problems.

(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

1. Completely disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Completely agree
------------------------	-------------	-------------------------------	----------	---------------------

Q12. [Page 45](#)

[\[F1\]-Help](#)

(Tell me how much you agree or disagree with each statement.)

Family members often criticize each other.

(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

1. Completely disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Completely agree
------------------------	-------------	-------------------------------	----------	---------------------

Q13. [Page 45](#)

[\[F1\]-Help](#)

(Tell me how much you agree or disagree with each statement.)

Family members sometimes hit each other.

(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

1. Completely disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Completely agree
------------------------	-------------	-------------------------------	----------	---------------------

[F1]-Help

Q14. The next questions ask about situations your household may have experienced.

Do you think that any of the following has a negative effect on your [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children]:

A household member's consumption of alcohol?

1. Yes  5. No → GO TO Q15

↓

Q14A. Whose alcohol consumption are you talking about?

- ENTER all that apply

1. Primary care giver  2. Spouse/partner of PCG

3. Child in family  4. Other adult family member

5. Other adult household member (non-family)

6. Other child in household (non-family)

[F1]-Help

Q15. (Do you think that any of the following has a negative effect on your [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children])

A household member's mental disability?

1. Yes  5. No → GO TO Q16

↓

Q15A. Whose mental disability are you talking about?

- ENTER all that apply

1. Primary care giver  2. Spouse/partner of PCG

3. Child in family  4. Other adult family member

5. Other adult household member (non-family)

6. Other child in household (non-family)

[F1]-Help

Q16. (Do you think that any of the following has a negative effect on your [*ONE CDS CHILD*: child / >1 *CDS CHILD*: children])

A household member's physical disability?

1. Yes  5. No → GO TO R1

↓

Q16A. Whose physical disability are you talking about?

- ENTER all that apply

1. Primary care giver  2. Spouse/partner of PCG

3. Child in family  4. Other adult family member

5. Other adult household member (non-family)

6. Other child in household (non-family)

Section R: Food Security

[TOC](#)

Household Stage 1

R1. [Page 46](#)

Now I'm going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for [OthAdltFU=0: you / OthAdltFU=1: your household] in the last 12 months—that is, since last [CURRENT MONTH]. The first statement is "[OthAdltFU=0: I / OthAdltFU=1: We] worried whether [OthAdltFU=0: my / OthAdltFU=1: our] food would run out before [OthAdltFU=0: I / OthAdltFU=1: we] got money to buy more." Was that often true, sometimes true, or never true for [ OthAdltFU=0: you / OthAdltFU=1: your household] in the last 12 months?

1. Often true	2. Sometimes true	3. Never true
---------------	-------------------	---------------

R2. [Page 46](#)

"The food that [OthAdltFU=0: I / OthAdltFU=1: we] bought just didn't last, and [OthAdltFU=0: I / OthAdltFU=1: we] didn't have money to get more."  
(Was that often, sometimes, or never true for [OthAdltFU=0: you / OthAdltFU=1: your household] in the last 12 months?)

1. Often true	2. Sometimes true	3. Never true
---------------	-------------------	---------------

R3. [Page 46](#)

"[OthAdltFU=0: I / OthAdltFU=1: we] couldn't afford to eat balanced meals."  
(Was that often, sometimes, or never true for [OthAdltFU=0: you / OthAdltFU=1: your household] in the last 12 months?)

1. Often true	2. Sometimes true	3. Never true
---------------	-------------------	---------------

Adult Stage 2

R4 RULE: SEE R1 – R3

IF ONE OR MORE OF R1, R2 or R3 = OFTEN, SOMETIMES	ALL OTHERS	→ GO TO R9
↓		

R4. In the last 12 months, since last [CURRENT MONTH], did [OthAdltFU=0: you / OthAdltFU=1: 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?

1. Yes	5. No	→ GO TO R5
--------	-------	------------

↓

R4A. [Page 47](#)

How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?

1. Almost every month	2. Some months but not every month	3. Only 1 or 2 months
-----------------------	------------------------------------	-----------------------

R5. In the last 12 months, (since last [CURRENT MONTH]), did you ever eat less than you felt you should because there wasn't enough money for food?

1. Yes  5. No

R6. In the last 12 months, (since last [CURRENT MONTH]), were you every hungry but didn't eat because there wasn't enough money for food?

1. Yes  5. No

R7. (G7) In the last 12 months, did you lose weight because there wasn't enough money for food?

1. Yes  5. No

### Adult Stage 3

R8 RULE: SEE G4 – G7

IF ONE OR MORE OF R5, R6 or R7 = YES	ALL OTHERS	→ GO TO R9
↓		

R8. In the last 12 months, (since last [CURRENT MONTH]), did [OthAdltFU=0: you / OthAdltFU=1: you or other adults in your household] ever not eat for a whole day because there wasn't enough money for food?

1. Yes  5. No → GO TO R9

↓

R8A. [Page 47](#)

How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?

1. Almost every month  2. Some months but not every month  3. Only 1 or 2 months

### Child Stage 1

R9. [Page 48](#)

Now I'm going to read you several statements that people have made about the food situation of their children. For these statements, please tell me whether the statement was OFTEN true, SOMETIMES true, or NEVER true in the last 12 months for your [ONE CDS CHILD IN FU: child / >ONE CDS CHILD IN FU: children living in the household who are under 18 years old].

"[OthAdltFU =0: I / OthAdltFU=1: we] relied on only a few kinds of low-cost food to feed [OthAdltFU =0: my / OthAdltFU=1: our] [ONE CDS CHILD IN FU: child / >ONE CDS CHILD IN FU: children] because [OthAdltFU=0: I was / OthAdltFU =1: we were] running out of money to buy food."

Was that often, sometimes, or never true for [OthAdltFU=0: you / OthAdltFU=1: your household] in the last 12 months, (since last [CURRENT MONTH])?

1. Often true  2. Sometimes true  3. Never true

R10. [Page 48](#)

"[*OthAdltFU =0: I / OthAdltFU=1: We*] couldn't feed [*OthAdltFU =0: my / OthAdltFU=1: our*] [*ONE CDS CHILD IN FU: child / >ONE CDS CHILD IN FU: children*] a balanced meal, because [*OthAdltFU =0: I / OthAdltFU =1: we*] couldn't afford that."

(Was that often, sometimes, or never true for [*OthAdltFU =0: you / OthAdltFU=1: your household*] in the last 12 months, (since last [CURRENT MONTH]))?

1. Often true  2. Sometimes true  3. Never true

R11. [Page 48](#)

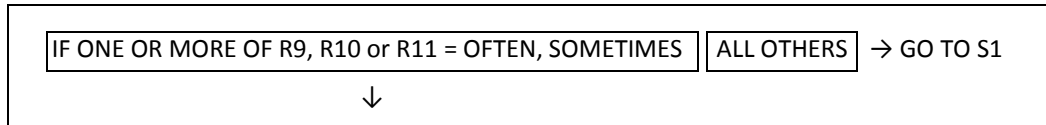
"[*OthAdltFU =0: My / OthAdltFU=1: Our*] [*ONE CDS CHILD IN FU: child was / >ONE CDS CHILD IN FU: children were*] not eating enough because [*OthAdltFU =0: I / OthAdltFU=1: we*] just couldn't afford enough food."

(Was that often, sometimes, or never true for [*OthAdltFU =0: you / OthAdltFU=1: your household*] in the last 12 months, (since last [CURRENT MONTH]))?

1. Often true  2. Sometimes true  3. Never true

## Child Stage 2

R12 RULE: SEE R10 – R11



R12. In the last 12 months, since [CURRENT MONTH] of last year, did you ever cut the size of [*ONE CDS CHILD IN FU: your child's / >ONE CDS CHILD IN FU: any of the children's*] meals because there wasn't enough money for food?

1. Yes  5. No

R13. In the last 12 months, (since last [CURRENT MONTH]), did [*ONE CDS CHILD IN FU: your child / >ONE CDS CHILD IN FU: any of the children*] ever skip meals because there wasn't enough money for food?

1. Yes  5. No → GO TO R14

↓

R13A. [Page 49](#)

How often did this happen? Would you say almost every month, some months but not every month, or in only 1 or 2 months?)

1. Almost every month  2. Some months but not every month  3. Only 1 or 2 months

R14. In the last 12 months, (since last [CURRENT MONTH]), [*ONE CDS CHILD IN FU: was your child / >ONE CDS CHILD IN FU: were the children*] ever hungry but you just couldn't afford more food?

1. Yes  5. No

R15. In the last 12 months, (since last [CURRENT MONTH]), did [*ONE CDS CHILD IN FU: your child / >ONE CDS CHILD IN FU: the children*] ever not eat for a whole day because there wasn't enough money for food?

1. Yes  5. No

Section S: Home Environment

[TOC](#)

S1. Do you have a working TV in your home?

→ GO TO S9

↓

S2. About how many hours is the TV on in your home each day?

- ENTER a number from 0 to 24
- If R says 'None', ENTER [0]
- Do not double time if two TVs are on at the same time

S3. How many working televisions are in your home?

- ENTER a number from 1 to 7

S4. How many televisions have cable or satellite service?

- ENTER a number from 0 to 7
- If R says 'None', ENTER [0]

S5. [*ONE CDS CHILD*: Does / >1 *CDS CHILD*: Do any of] your [*ONE CDS CHILD*: child/ >1 *CDS CHILD*: children] have a TV in [*ONE CDS CHILD*: his/her / >1 *CDS CHILD*: their] bedroom?

→ GO TO S9

↓

S6. [*ONE CDS CHILD*: Does child have / >1 *CDS CHILD*: Which children have] a TV in their bedroom?

- READ LIST of children if necessary
- ENTER all that apply
- If only one child is in the household, ENTER that child here

*List of CDS Children preloaded for this PCG*

S7 RULE: SEE S3, S4

<input type="text" value="S3 = S4"/>	<input type="text" value="S4=0"/>	<input type="text" value="ALL OTHERS"/>
GO TO S8		↓

S7. [*ONE CDS CHILD*: Does child have / >1 *CDS CHILD*: Which of these children has] a TV with cable or satellite?

*List of CDS Children selected at S6*

[\[F1\]-Help](#)

S8. [>1 *CDS CHILD*: Which of these children has / *ONE CDS CHILD*: Does your child have] a DVD, DVR, or other streaming media player connected to their TV?

*List of CDS Children selected at S6*

S9.  Page 50

How true is the following statement:

There are some TV programs that our family watches regularly together.

Is this true none of the time, a little of the time, some of the time, most of the time, or all of the time?

1. None of the time	2. A little of the time	3. Some of the time
GO TO S11	4. Most of the time	5. All of the time
		DK/RF



S10. When your family watches TV together, do you: discuss TV programs with your child(ren)?

1. Yes	5. No
--------	-------

S11.  Page 51

The next set of questions is about rules you may have.

Do you have rules about how much time your [*ONE CDS CHILD*: child / *>1 CDS CHILD*: children] can watch TV in a day?

Are there clear rules that are enforced, general rules that are monitored, are there rules, but child makes own choices, or are there no rules?

1. Yes, there are clear rules and they are enforced	2. Yes, there are general rules and they are monitored	3. Yes, there are rules, but child makes own choices
5. No	6. <i>If Vol</i> : Child/children are too young	7. <i>If Vol</i> : Child/children are too old

S12.  Page 51

Do you have rules about what TV programs your [*ONE CDS CHILD*: child watches/ *>1 CDS CHILD*: children watch]? (Are there clear rules that are enforced, general rules that are monitored, are there rules, but child makes own choices, or are there no rules?)

1. Yes, there are clear rules and they are enforced	2. Yes, there are general rules and they are monitored	3. Yes, there are rules, but child makes own choices
5. No	6. <i>If Vol</i> : Child/children are too young	7. <i>If Vol</i> : Child/children are too old

S13.  Page 52

How often do you permit your [*ONE CDS CHILD*: child / *>1 CDS CHILD*: children] to watch TV during the evening meal?

Would you say never, less than half of the time, about half of the time, most of the time or all of the time?

1. Never	2. Less than half of the time	3. About half of the time	4. Most of the time	5. All of the time
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S14A. How many cell phones does your household have in use?

- **IF NEEDED:** Either in service or just to play games
- **ENTER a number from 0 to 12**

0	→ GO TO H14C	1 – 12	DK/RF	→ GO TO S14C
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[F1]-Help

S14B. [*H14=1*: Is that a smartphone] / [*H14>1*: How many are smartphones] (like an iPhone or Android)?

- [*H14=1*: If R says "Yes", ENTER [1]]
- [*H14=1*: If R says "No", ENTER [0]]



- [H14>1: ENTER a number from 0 to 12]

0 – [H14A]

[F1]-Help

S14C. How many desktop or laptop computers does your household have in use?

- ENTER a number from 0 to 12

0 – 12

S14D RULE: See PCG CHILD.E50=6; WTR HH HAS A TABLET

HH DOES NOT HAVE A TABLET PCG CHILD.E50 = 6 FOR 1 <sup>ST</sup> CHILD  ASSIGN: S14D = 0 <hr/> GO TO S14E	ALL OTHERS ↓
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Age 0 – 17

[F1]-Help

S14D. How many tablet computers (like an iPad, Samsung, Motorola Xoom, or Kindle Fire) does your household have in use?

- ENTER a number from 0 to 12

0 – 12

[F1]-Help

S14E. Does your household have high-speed internet access?

- If “No”, PROBE: Do you have internet access but not high-speed, or no internet access?

1. Yes, high-speed	2. No, has internet access but not high speed	5. No, does not have internet access	DK/RF
↓	GO TO S14G RULE		

[F1]-Help

S14F. Does your household have wireless or Wi-Fi internet access?

1. Yes 5. No

S14G RULE: SEE S14B, S14C, S14D

HAS SMARTPHONE OR COMPUTER OR TABLET	ALL OTHERS	→ GO TO S14M
↓		

S14G.  Page 53

[F1]-Help

Some families have rules about when and how children can use a computer, tablet or smartphone.

Do you currently have rules for [ONE CDS CHILD: your child / >1 CDS CHILD: any of your children] about the amount of time they may use a computer or other electronic device (such as a tablet or smartphone) to watch TV shows, videos, or movies?

Are there clear rules that are enforced, general rules that are monitored, are there rules, but children make their own choices, or are there no rules?

1. Yes, there are clear rules and they are enforced	2. Yes, there are general rules and they are monitored	3. Yes, there are rules, but child makes own choices
5. No	6. If Vol: Child/children are too young	7. If Vol: Child/children are too old

S14H.  Page 53

[F1]-Help

(Do you currently have rules for [ONE CDS CHILD: your child / >1 CDS CHILD: any of your children] about)...  
The types of TV shows, videos, or movies they may watch on a computer or other electronic device (such as a tablet or smartphone)?

(Are there clear rules that are enforced, general rules that are monitored, are there rules, but children make their own choices, or are there no rules?)

1. Yes, there are clear rules and they are enforced	2. Yes, there are general rules and they are monitored	3. Yes, there are rules, but child makes own choices
5. No	6. <a href="#">If Vol:</a> Child/children are too	7. <a href="#">If Vol:</a> Child/children are too old

S14I.  Page 53

[F1]-Help

(Do you currently have rules for [ONE CDS CHILD: your child / >1 CDS CHILD: any of your children] about)...  
Using social media, texting, or emailing to interact with friends and others?

(Are there clear rules that are enforced, general rules that are monitored, are there rules, but children make their own choices, or are there no rules?)

1. Yes, there are clear rules and they are enforced	2. Yes, there are general rules and they are monitored	3. Yes, there are rules, but child makes own choices
5. No	6. <a href="#">If Vol:</a> Child/children are too young	7. <a href="#">If Vol:</a> Child/children are too old

S14J.  Page 53

[F1]-Help

(Do you currently have rules for [ONE CDS CHILD: your child / >1 CDS CHILD: any of your children] about)...  
The amount of time they may use a computer or other electronic device (such as a tablet or smartphone) to play games?

(Are there clear rules that are enforced, general rules that are monitored, are there rules, but children make their own choices, or are there no rules?)

1. Yes, there are clear rules and they are enforced	2. Yes, there are general rules and they are monitored	3. Yes, there are rules, but child makes own choices
5. No	6. <a href="#">If Vol:</a> Child/children are too young	7. <a href="#">If Vol:</a> Child/children are too old

S14K.  Page 53

[F1]-Help

(Do you currently have rules for [ONE CDS CHILD: your child / >1 CDS CHILD: any of your children] about)...  
The types of games they may play on electronic devices?

(Are there clear rules that are enforced, general rules that are monitored, are there rules, but children make their own choices, or are there no rules?)

1. Yes, there are clear rules and they are enforced	2. Yes, there are general rules and they are monitored	3. Yes, there are rules, but child makes own choices
5. No	6. <a href="#">If Vol:</a> Child/children are too young	7. <a href="#">If Vol:</a> Child/children are too old

S14L.  Page 54

How often do you monitor your [ONE CDS CHILD: child's / >1 CDS CHILD: children's] use of computers and other electronic devices (such as tablets and smartphones)?

Would you say never, some of the time, or always?

1. Never	2. Some of the time	3. Always
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S14M. [Page 55](#)

[F1]-Help

How confident are you in understanding new terms and words related to computers and the Internet?  
Please choose a number between 1 and 5 where 1 represents not at all confident, 3 represents somewhat confident, and 5 represents very confident.

- If R says "Somewhere in between" PROBE: Is that somewhere in-between not at all confident and somewhat confident, or somewhere in-between very confident and somewhat confident?

1. Not at all confident	2.	3. Somewhat confident	4.	5. Very confident
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S14N1. [Page 56](#)

How familiar are you with the following computer and Internet-related terms?  
Advanced search.

Please choose a number between 1 and 5, where 1 represents no understanding, 3 represents some understanding, and 5 represents full understanding of the term.

- If R says "Somewhere in between" PROBE: Is that somewhere in-between no understanding and some understanding, or somewhere in-between full understanding and some understanding?

1. No understanding	2.	3. Some understanding	4.	5. Full understanding
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S14N2. [Page 56](#)

(How familiar are you with the following computer and Internet-related terms?)  
Privacy settings.

(Please choose a number between 1 and 5, where 1 represents no understanding, 3 represents some understanding, and 5 represents full understanding of the term.)

- If R says "Somewhere in between" PROBE: Is that somewhere in-between no understanding and some understanding, or somewhere in-between full understanding and some understanding?

1. No understanding	2.	3. Some understanding	4.	5. Full understanding
---------------------	----	-----------------------	----	-----------------------

S14N3. [Page 56](#)

(How familiar are you with the following computer and Internet-related terms?)  
A wiki.

(Please choose a number between 1 and 5, where 1 represents no understanding, 3 represents some understanding, and 5 represents full understanding of the term.)

- If R says "Somewhere in between" PROBE: Is that somewhere in-between no understanding and some understanding, or somewhere in-between full understanding and some understanding?

1. No understanding	2.	3. Some understanding	4.	5. Full understanding
---------------------	----	-----------------------	----	-----------------------

S14N4. [Page 56](#)

(How familiar are you with the following computer and Internet-related terms?)  
Spyware.

(Please choose a number between 1 and 5, where 1 represents no understanding, 3 represents some understanding, and 5 represents full understanding of the term.)

- If R says "Somewhere in between" PROBE: Is that somewhere in-between no understanding and some understanding, or somewhere in-between full understanding and some understanding?

1. No understanding	2.	3. Some understanding	4.	5. Full understanding
---------------------	----	-----------------------	----	-----------------------

S14N5. [Page 56](#)

(How familiar are you with the following computer and Internet-related terms?)  
Hashtag.

(Please choose a number between 1 and 5, where 1 represents no understanding, 3 represents some understanding, and 5 represents full understanding of the term.)

- If R says “Somewhere in between” PROBE: Is that somewhere in-between no understanding and some understanding, or somewhere in-between full understanding and some understanding?

1. No understanding	2.	3. Some understanding	4.	5. Full understanding
---------------------	----	-----------------------	----	-----------------------

S14N6.  Page 56

(How familiar are you with the following computer and Internet-related terms?)

Phishing- spelled with the letters P and H.

(Please choose a number between 1 and 5, where 1 represents no understanding, 3 represents some understanding, and 5 represents full understanding of the term.)

- If R says “Somewhere in between” PROBE: Is that somewhere in-between no understanding and some understanding, or somewhere in-between full understanding and some understanding?

1. No understanding	2.	3. Some understanding	4.	5. Full understanding
---------------------	----	-----------------------	----	-----------------------

S15.  Page 57

[F1]-Help

About how many books are there in the house?

- This includes e-books

1. None	2. One or two	3. 3 to 9	4. 10 to 19	5. 20 or more	DK/RF
---------	---------------	-----------	-------------	---------------	-------

GO TO S17



GO TO S17

S16. What is your best estimate of the number of books in the house?

- This includes e-books

20 – 5000

S17.  Page 57

[F1]-Help

How many books have you read during the past year?

- This includes e-books

1. None	2. One or two	3. 3 to 9	4. 10 to 19	5. 20 or more	DK/RF
---------	---------------	-----------	-------------	---------------	-------

GO TO H19



GO TO H19

S18. (H18) What is your best estimate of the number of books you have read in the past year?

20 – 500

S19. In the last 12 months, how many times have you participated in any of the following activities at (any of) [ONE CDS CHILD: [CHILD NAME]/ >1 CDS CHILD: your children’s] school(s)?

Volunteered in any classroom, school office, or library?

- ENTER a number from 0 to 365
- If R says “None”, ENTER [0]

0 – 365

S20. (In the last 12 months, how many times have you participated in any of the following activities at (any of) [ONE CDS CHILD: [CHILD NAME]/ >1 CDS CHILD: your children’s] school(s)?

Attended a meeting of the PTA or other such organization?

- ENTER a number from 0 to 365
- If R says “None”, ENTER [0]

S21.  Page 58

If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to...

Contact your child's teacher or principal?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely   2. Somewhat unlikely   3. Not sure how likely   4. Somewhat likely   5. Very likely

S22.  Page 58

(If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Talk with your child?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely   2. Somewhat unlikely   3. Not sure how likely   4. Somewhat likely   5. Very likely

S23.  Page 58

(If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Keep a closer eye on your child's activities?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely   2. Somewhat unlikely   3. Not sure how likely   4. Somewhat likely   5. Very likely

S24.  Page 58

(If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Punish your child?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely   2. Somewhat unlikely   3. Not sure how likely   4. Somewhat likely   5. Very likely

S25.  Page 58

(If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Lecture your child?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely   2. Somewhat unlikely   3. Not sure how likely   4. Somewhat likely   5. Very likely

S26.  Page 58

(If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Wait and see if your child improves on [his/her] own?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely 2. Somewhat unlikely 3. Not sure how likely 4. Somewhat likely 5. Very likely

S27.  Page 58

(If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Tell your child to spend more time on schoolwork?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely 2. Somewhat unlikely 3. Not sure how likely 4. Somewhat likely 5. Very likely

S28.  Page 58

(If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Spend more time helping your child with schoolwork?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely 2. Somewhat unlikely 3. Not sure how likely 4. Somewhat likely 5. Very likely

S29.  Page 58

(If [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Limit or reduce your child's non-school activities (play, sports, clubs, etc.)?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

1. Not at all likely 2. Somewhat unlikely 3. Not sure how likely 4. Somewhat likely 5. Very likely

S30. Are there any other things you would do if [*ONE CDS CHILD*: your child / >1 *CDS CHILD*: one of your children] brought home a report card with grades or progress lower than expected?

1. Yes 5. No → GO TO S31

↓

S30A. What other things?

- If necessary **PROBE**: Anything else?

String 200

S30B.  Page 58

How likely is it that you would do this? Is it not at all likely, somewhat unlikely, somewhat likely or very likely?

1. Not at all likely 2. Somewhat unlikely 3. Not sure how likely 4. Somewhat likely 5. Very likely

[F1]-Help

S31. (H31) Now I have some questions about your own schooling.

Did you attend school for your own education last week?

1. Yes 5. No → GO TO S32

↓

S31A. How many hours do you spend in class each week?

- ENTER a number from 1.0 to 60.0

0 – 60.0

S31B. How long (in minutes) does it typically take you to get to school each way?

- ENTER a number from 1 to 480

0 – 480

[F1]-Help

S32. Did you work for pay last week?

1. Yes 5. No → GO TO S39

↓

S33. How many jobs do you currently have?

- ENTER a number from 1 to 7

1 – 7

[F1]-Help

S34. Thinking about all work you do for pay – either at home, the workplace, or any other location – how many hours per week do you typically work on [your job/all jobs]?

- ENTER a number from 1 to 97

1 – 97

S35. Thinking about all work you do for pay – either at home, the workplace, or any other location – how many days per week do you typically work on the job you work the most hours?

- ENTER a number from 1 to 7

1 – 7

S36. [On your job/On the job you work the most hours], do you usually work a regular daytime schedule or some other schedule?

1. Regular daytime schedule → GO TO S38 2. Some other schedule DK/RF

↓

S37.  Page 59

Which of the following best describes the hours you usually work at this job?

- IF R says “flextime”, PROBE to determine if shift actually falls in day or evening

1. A regular evening shift

2. A regular night shift

3. A rotating shift; one that changes periodically from days to evenings or nights

4. A split shift; one consisting of two distinct periods each day

5. An irregular schedule arranged by employer

7. Other-specify (S37SPEC. (H37SPEC) Please specify. (String 200))

[F1]-Help

S38. How many minutes does it typically take you to get to work each way?

- ENTER a number from 1 to 480

0 – 480

S39. During the past 12 months, on average, how often did you go to religious services?

- ENTER amount here, then ENTER unit of time on next screen (Day, Week, Two weeks, Month Year)

→ GO TO S41     → GO TO S41



S40. The amount entered is [H38] per \_\_\_\_

- SELECT the unit of time below

S41.  Page 60

Apart from attending religious services, how important would you say religion is to you?

Would you say not important, somewhat important, or very important?

S42.  Page 60

Aside from conventional religion, how important would you say spirituality or faith is to you?

(Would you say not important, somewhat important, or very important?)

PCG\_LANG. IWER CHECKPOINT: SPANISH OR FOREIGN LANGUAGE USED

- Was SPANISH, or any OTHER FOREIGN language, used anywhere in this interview?



## Address Update and Respondent Payment

[TOC](#)

### R Mailing Address (AddrType=2)

RP2A. Before we go on to the next part of the interview, I'd like to make sure we have contact information for you so that we can send you a check for \$60.00 in appreciation of your help. In order for the University of Michigan to send you a check or other correspondence, I must make sure that I have your correct name and address.

- [VERIFY/UPDATE R's mailing address and phone number](#)
- [ENTER \[1\] to continue](#)

1. Continue

TITLE. What is your name and complete mailing address?

- [Title – e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”](#)
- [If no title, PRESS \[Enter\] to continue](#)

String 6

NAMF. [First Name](#)

String 20

NAMM. [Middle Name](#)

- [If none, PRESS \[Enter\] to continue](#)

String 20

NAML. [Last Name](#)

String 20

SUFFIX. [Suffix – e.g. “Sr”, “Jr”](#)

- [If none, PRESS \[Enter\] to continue](#)

String 3

INCO. [In Care Of](#)

[\[F1\]-Help](#)

- [If none, PRESS \[Enter\] to continue](#)

String 40

ADDR1. [Address Line 1](#)

- [IF R has a street address and a PO Box in the same city, ENTER street address here in Address Line 1 and enter PO Box in Address Line 2.](#)
- [IF R has a street address and a PO Box in different cities, ENTER PO Box here in R's Mailing Address Line 1 and enter street address in the next section R's Street Address.](#)
- [Ctrl-D and Ctrl-R not allowed; For DK/RF type \[DK\] or \[RF\]](#)

String 40

APTSTE. Is there an apartment, suite, or building number?

- [Apt/Suite](#)
- [If none, PRESS \[Enter\] to continue](#)

String 10

ADDR2. Address Line 2

- IF R has a street address and a PO Box in the same city, ENTER PO Box here in Address Line 2.
- If none, PRESS [Enter] to continue

String 40

CITY. City

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

STATE/STATEABBREV. State

- Start typing the name of the State to bring up look-up list
- If foreign country, ENTER [FOR] to select "Foreign Country"

String 30; String 4 *State Lookup List*

ZIP. Zip Code

- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10 *ALL 8'S/9'S not allowed*

COUNTRY/COUNTRYABBR. Country

- Start typing the name of the Foreign Country to bring up look-up list

String 30; String 2 *Country Lookup List*

RP2B. Area Code and Telephone Number

- If foreign phone, ENTER all [0]'s and put foreign number in next field
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10 *ALL 8'S/9'S not allowed*

RP2C. Is there an extension for this number?

- Extension
- ENTER foreign phone number in this field
- If no extension, PRESS [Enter] to continue

String 20

RP2D. In whose name is this phone listed?

- If phone number is not listed, ENTER [UNLISTED]
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

RP2E. Is this a home phone, work phone, cell phone, or what?

1. Home 2. Work 3. Cell 4. Pager 5. Fax 6. VoIP 7. Other-specify (RP2ESPEC. Specify (String 50))

RP2F. Is there a [second / third] phone?

- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

1. Yes → ASK RP2B-RP2F; MAX=3; THEN GO TO RP2G  5. No



RP2G. In the future, we will be trying some interviews using the internet instead of telephone. We think this will save you time and be more convenient. May I have your email address so we can contact you when we're ready to start internet interviewing?

1. Yes  5. No → GO TO RP3A



RP2H. (What is that e-mail address?)

- ENTER email address, then READ BACK and VERIFY with Respondent
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

### R Street Address

RP3A. Is your street address where you actually live different from your mailing address?

1. Yes  5. No → GO TO RP4A



INCO. What is that address?

[F1]-Help

In Care Of

- If none, PRESS [Enter] to continue

String 40

ADDR1. Address Line 1

- DO NOT enter PO Box here, since we are asking for R's street address. GO BACK to the previous section R's Mailing Address to enter a PO Box for R.
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

APTSTE. Is there an apartment, suite, or building number?

- Apt/Suite
- If none, PRESS [Enter] to continue

String 10

ADDR2. Address Line 2

- DO NOT enter PO Box here, since we are asking for R's street address. GO BACK to the previous section R's Mailing Address to enter a PO Box for R.
- If none, PRESS [Enter] to continue

String 40

CITY. City

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

STATE/STATEABBREV. **State**

- Start typing the name of the State to bring up look-up list
- If foreign country, ENTER [FOR] to select "Foreign Country"

String 30; String 4 *State Lookup List*

ZIP. **Zip Code**

- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10 *ALL 8'S/9'S not allowed*

COUNTRY/COUNTRYABBR. **Country**

- Start typing the name of the Foreign Country to bring up look-up list

String 30; String 2 *Country Lookup List*

Other Payee Address (AddrType=3)

RP4A. You may accept the [\$60.00] or have it sent to someone else of your choosing. Which would you prefer?

1. Respondent accepts [\$60]	3. Other person should receive [\$60]	7. If Vol: Payment declined
GO TO RP5A	↓	GO TO RP5A

TITLE. Who would you like to receive the check? To what address should we send the check?

- Title – e.g. "Mr", "Mrs", "Ms", "Miss", "Dr"
- If no title, PRESS [Enter] to continue

String 6

NAMF. **First Name**

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

NAMM. **Middle Name**

- If none, PRESS [Enter] to continue

String 20

NAML. **Last Name**

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

SUFFIX. **Suffix – e.g. "Sr", "Jr"**

- If none, PRESS [Enter] to continue

String 3

INCO. In Care Of

[F1]-Help

- If none, PRESS [Enter] to continue

String 40

ADDR1. Address Line 1

- IF there is a street address and a PO Box, ENTER street address here in Address Line 1 and ENTER PO Box in Address Line 2.
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

APTSTE. Is there an apartment, suite, or building number?

- Apt/Suite
- If none, PRESS [Enter] to continue

String 10

ADDR2. Address Line 2

- IF there is a street address and a PO Box, ENTER PO Box here in Address Line 2.
- If none, PRESS [Enter] to continue

String 40

CITY. City

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

STATE/STATEABBREV. State

- Start typing the name of the State to bring up look-up list
- If foreign country, ENTER [FOR] to select "Foreign Country"

String 30; String 4 *State Lookup List*

ZIP. Zip Code

- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10 *ALL 8'S/9'S not allowed*

COUNTRY/COUNTRYABBR. Country

- Start typing the name of the Foreign Country to bring up look-up list

String 30; String 2 *Country Lookup List*

RP4C. Is there a phone number for [NAMF NAML]?

1. Yes 5. No → GO TO RP5A



RP4D. What is [NAMF NAML]'s area code and phone number?

- Area Code and Telephone Number
- If foreign phone, ENTER all [0]'s and put foreign number in next field
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10 ALL 8'S/9'S not allowed

RP4E. Is there an extension for this number?

- Extension
- ENTER foreign phone number in this field
- If no extension, PRESS [Enter] to continue

String 20

RP4F. In whose name is this phone listed?

- If phone number is not listed, ENTER [UNLISTED]
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

RP4G. Is this a home phone, work phone, cell phone, or what?

1. Home 2. Work 3. Cell 4. Pager 5. Fax 6. VoIP  
7. Other-specify (RP4GSPEC. Specify (String 50))

Contact 1 (AddrType=4)

RP5A. An interviewer for the Child Development Supplement may telephone you again in about seven years. You will receive a token of our appreciation for that interview, too. Just in case you should move before then, we would like the name of someone, such as a close friend or relative not living with you, who will know where we can reach you. Is there someone you could list as a contact person?

- ENTER [1] to continue

1. Yes 5. No

↓ GO TO RP7A

TITLE. What is (his / her) complete name and mailing address?

- Title – e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”
- If no title, PRESS [Enter] to continue
- IF R refuses Contact Person info, DO NOT ENTER anything here. Go back to RP5A and enter [5] to exit these questions.

String 6

NAMF. First Name

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

NAMM. Middle Name

- If none, PRESS [Enter] to continue

String 20

NAML. Last Name

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

SUFFIX. Suffix – e.g. “Sr”, “Jr”

- If none, PRESS [Enter] to continue

String 3

INCO. In Care Of

[F1]-Help

- If none, PRESS [Enter] to continue

String 40

ADDR1. Address Line 1

- IF there is a street address and a PO Box, ENTER street address here in Address Line 1 and ENTER PO Box in Address Line 2.
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

APTSTE. Is there an apartment, suite, or building number?

- Apt/Suite
- If none, PRESS [Enter] to continue

String 10

ADDR2. Address Line 2

- IF there is a street address and a PO Box, ENTER PO Box here in Address Line 2.
- If none, PRESS [Enter] to continue

String 40

CITY. City

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

STATE/STATEABBREV. State

- Start typing the name of the State to bring up look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”

String 30; String 4 *State Lookup List*

ZIP. Zip Code

- If foreign country, ENTER all [0]’s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]’s

String 10 *ALL 8’S/9’S not allowed*

COUNTRY/COUNTRYABBR. Country

- Start typing the name of the Foreign Country to bring up look-up list

Country Lookup List

RP5C2. Is there a phone number for [RP5D.NAMF RP5D.NAML]?

→ GO TO RP5J



RP5E. (What is the area code and phone number?)

- Area Code and Telephone Number
- If foreign phone, ENTER all [0]'s and put foreign number in next field
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

ALL 8'S/9'S not allowed

RP5F. Extension?

- Extension
- ENTER foreign phone number in this field
- If no extension, PRESS [Enter] to continue

RP5G. In whose name is this phone listed?

- If phone number is not listed, ENTER [UNLISTED]
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

RP5H. Is this a home phone, work phone, cell phone, or what?

RP5I. Is there a second phone?

→ ASK RP5E-RP5H; MAX=2; THEN GO TO RP5J



RP5J. What is (his / her) relationship to you?

<input type="text" value="1. Mother"/>	<input type="text" value="2. Father"/>	<input type="text" value="3. Son"/>	<input type="text" value="4. Daughter"/>	<input type="text" value="5. Sister"/>	<input type="text" value="6. Brother"/>
<input type="text" value="7. Aunt"/>	<input type="text" value="8. Uncle"/>	<input type="text" value="9. Grandmother"/>	<input type="text" value="10. Grandfather"/>	<input type="text" value="11. Friend"/>	<input type="text" value="12. Father-in-law"/>
<input type="text" value="13. Mother-in-law"/>	<input type="text" value="14. Cousin"/>	<input type="text" value="97. Other-specify (RP5JSPEC. Specify (String 50))"/>			

### Contact 2 (AddrType=5)

RP6C. We would like to have the name of a second contact person, someone who will know where we can reach you if the first contact is not able to help us. Is there a second contact person who can help us reach you?

→ GO TO RP7A



Title. What is (his / her) complete name and mailing address?

- Title – e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”
- If no title, PRESS [Enter] to continue



- IF R refuses Contact Person info, DO NOT ENTER anything here. Go back to RP6c and enter [5].

String 6

NAMF. First Name

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

NAMM. Middle Name

- If none, PRESS [Enter] to continue

String 20

NAML. Last Name

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

SUFFIX. Suffix – e.g. “Sr”, “Jr”

- If none, PRESS [Enter] to continue

String 3

INCO. In Care Of

[F1]-Help

- If none, PRESS [Enter] to continue

String 40

ADDR1. Address Line 1

- IF there is a street address and a PO Box, ENTER street address here in Address Line 1 and ENTER PO Box in Address Line 2.
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

APTSTE. Is there an apartment, suite, or building number?

- Apt/Suite
- If none, PRESS [Enter] to continue

String 10

ADDR2. Address Line 2

- IF there is a street address and a PO Box, ENTER PO Box here in Address Line 2.
- If none, PRESS [Enter] to continue

String 40

CITY. City

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

STATE/STATEABBREV. **State**

- Start typing the name of the State to bring up look-up list
- If foreign country, ENTER [FOR] to select "Foreign Country"

*State Lookup List*

ZIP. **Zip Code**

- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

*ALL 8'S/9'S not allowed*

COUNTRY/COUNTRYABBR. **Country**

- Start typing the name of the Foreign Country to bring up look-up list

*Country Lookup List*

RP6C2. Is there a phone number for [RP6D.NAMF NRP6D.NAML]?

→ GO TO RP6J



RP6E. (What is the area code and phone number?)

- **Area Code and Telephone Number**
- If foreign phone, ENTER all [0]'s and put foreign number in next field
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

*ALL 8'S/9'S not allowed*

RP6F. Extension?

- **Extension**
- ENTER foreign phone number in this field
- If no extension, PRESS [Enter] to continue

RP6G. In whose name is this phone listed?

- If phone number is not listed, ENTER [UNLISTED]
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

RP6H. Is this a home phone, work phone, cell phone, or what?

RP6I. Is there a second phone?

→ ASK RP6E-RP6H; MAX=2; THEN GO TO RP6J



RP6J. What is (his / her) relationship to you?

1. Mother	2. Father	3. Son	4. Daughter	5. Sister	6. Brother
7. Aunt	8. Uncle	9. Grandmother	10. Grandfather	11. Friend	12. Father-in-law
13. Mother-in-law	14. Cousin	97. Other-specify (RP6JSPEC. Specify (String 50))			

Payment

RP7A. Interviewer Checkpoint

- Did Respondent use a cell phone to complete this interview?
- If this IW was conducted FTF, ENTER [5]

1. Yes 5. No → GO TO RP9 RULE

↓

RP7B. Interviewer Checkpoint

- Was a cell phone payment offered by you or anyone else?

1. Yes 5. No

RP9 RULE: WHETHER R ACCEPTS PAYMENT (RP4A=1) OR WANTS PAYMENT SENT TO OTHER PERSON (RP4A=3) OR DECLINED PAYMENT (RP4A=5)

ACCEPTED PAYMENT, SEND TO OTHER PAYEE	DECLINED PAYMENT	→ GO TO RP9 HARD CHECK
↓		

RP9A. Can the incentive(s) be paid by check or did R request a money order? (Multiple selections 1+7, 2+7 only)

- Standard payment for the CDS interview is \$60.00
- For standard payments by check or money order, ENTER [1] or [2]. To request a cell phone payment or record a temporary mailing address in addition to the standard payment, ENTER [7] for Special Handling IN ADDITION to [1] or [2].
- For non-standard payment amounts, with or without cell phone payment/temporary mailing address, ENTER [7] to go to Special Handling screen.
- For cash payments, ENTER [5] to go to date paid, amount paid, and cell phone amount paid screens.
- ENTER all that apply

1. Yes, pay by <u>check</u> in standard amount	2. Yes, pay by <u>money order</u> in standard amount	5. No, interviewer paid Respondent Fee in <u>cash</u>	7. <u>Special handling</u> (Non-Std IW Pymt; Cell Pymt; Temp Addr)
SELECTED ALONE, GO TO RP9 HARD CHECK	GO TO RP9B	GO TO RP9D	

RP9A SOFT CHECK #1 (SUPPRESS=continue, CLOSE/GOTO=RP9A).

IF RP9A=MONEY ORDER:

You have selected money order as method of payment. Read to R: A money order would delay payment by 1-2 weeks, and if it is lost cannot be replaced for 6-8 weeks. Is that okay or should we issue a check instead? Change your selection to "1. Check" if necessary.

RP9A SOFT CHECK #2 (SUPPRESS=continue, CLOSE/GOTO=RP9A, RP7B).

IF RP7B=YES & ((RP9A=CHECK OR RP9A=MONEY ORDER) & RP9A<>SPECIAL HANDLING):

INTERVIEW WAS COMPLETED USING CELL PHONE and CELL PHONE PAYMENT HAS BEEN OFFERED.

Standard payments by check or money order: ENTER [7] in addition to [1] or [2].

Non-standard payment amounts: ENTER [7].

Cash payments: a separate screen will automatically ask for cell phone payment amount.

Cash Payment (RP9A=5)

RP9B. When did you make the cash payment?

- ENTER MM/DD/[CYEAR/CYEAR+1], with or without slashes

\_\_ / \_\_ / [CYEAR/CYEAR+1]

RP9C. How much was the Respondent payment for this interview?

- ENTER an amount from \$60.00 to \$200.00
- The standard payment for the CDS interview is \$60.00
- The maximum amount for the child care **OR** meal reimbursement payment is \$40.00
- DO NOT INCLUDE amount for cell phone payment here – cell phone payment must be recorded separately at the next screen.

\$ 60.00 – \$ 160.00

RP9C2. How much, if any, was the Respondent payment for cell phone use?

- ENTER either \$0.00 or \$10.00
- The standard payment for cell phone use is \$10.00

\$0.00; \$10.00

GO TO RP9 HARD CHECK

RP9C2 SOFT CHECK (SUPPRESS=continue, CLOSE/GOTO=RP9C2, RP7B).

IF RP7B=YES & RP9C2=\$0:

INTERVIEW WAS COMPLETED USING CELL PHONE and CELL PHONE PAYMENT HAS BEEN OFFERED. Cash payments: RECORD amount paid.

Special Handling (RP9A=7)

RP9D. Please indicate the type(s) of special handling needed.

- ENTER all that apply

[RP9A<>1, 2: 1. Non-standard interview payment amount]	2. Temporary mailing address	3. Cell phone use payment, \$10
--	------------------------------	---------------------------------

GO TO RP9DAMT

GO TO RP9D TITLE

IF SELECTED ALONE, GO TO RP9 HARD CHECK

RP9D SOFT CHECK (SUPPRESS=continue, CLOSE/GOTO=RP9D, RP7B).

IF RP7B=YES & RP9D<>CELL PHONE:

INTERVIEW WAS COMPLETED USING CELL PHONE and CELL PHONE PAYMENT HAS BEEN OFFERED. Standard and non-standard payments: ENTER [3].

Special Handling – Non-standard Amount (RP9D=1)

RP9DAMT. How much is the Respondent payment for this interview?

- ENTER an amount from \$60.00 to \$200.00
- The standard payment for the CDS interview is \$ 60.00
- The maximum amount for the child care **OR** meal reimbursement payment is \$40.00
- DO NOT INCLUDE amount for cell phone payment here – a separate check must be issued for cell phone payment. GO BACK to RP9D and select “3.Cell phone payment”

\$60.00 – \$200.00

Special Handling – Temporary Address (RP9D=2) (AddrType=8)

TITLE. What is that name and address?

- Title – e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”
- If no title, PRESS [Enter] to continue

String 6

NAMF. First Name

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

NAMM. Middle Name

- If none, PRESS [Enter] to continue

String 20

NAML. Last Name

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

SUFFIX. Suffix – e.g. “Sr”, “Jr”

- If none, PRESS [Enter] to continue

String 3

INCO. In Care Of

[F1]-Help

- If none, PRESS [Enter] to continue

String 40

ADDR1. Address Line 1

- IF there is a street address and a PO Box, ENTER street address here in Address Line 1 and ENTER PO Box in Address Line 2.
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

APTSTE. Is there an apartment, suite, or building number?

- Apt/Suite
- If none, PRESS [Enter] to continue

String 10

ADDR2. Address Line 2

- IF there is a street address and a PO Box, ENTER PO Box here in Address Line 2.
- If none, PRESS [Enter] to continue

String 40

CITY. City

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

STATE/STATEABBREV. [State](#)

- [Start typing the name of the State to bring up look-up list](#)
- [If foreign country, ENTER \[FOR\] to select "Foreign Country"](#)

String 30; String 4 [State Lookup List](#)

ZIP. [Zip Code](#)

- [If foreign country, ENTER all \[0\]'s](#)
- [Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all \[0\]'s](#)

String 10 [ALL 8'S/9'S not allowed](#)

COUNTRY/COUNTRYABBR. [Country](#)

- [Start typing the name of the Foreign Country to bring up look-up list](#)

String 30; String 2 [Country Lookup List](#)

RP9. HARD CHECK (SUPPRESS=continue, CLOSE/GOTO=RP9D, RP9A, RP4A).

IF NO PAYMENT SELECTED AT RP4A, P9A, RP9D:

[You must select an interview payment type at RP9A or RP9D.](#)

Thank You

RP8. As part of our quality control procedures, another interviewer from The University of Michigan may call you back to ask a few questions about this interview and to answer any questions you may have about the interview process.

- [ENTER "1" to continue](#)

1. Continue

Helper 1 (AddrType=6)

RP10A. [Did you offer an incentive for assistance in locating the CDS family?](#)

1. Yes 5. No → GO TO INTERVIEW END

↓

TITLE. [Enter name and mailing address for Helper #1](#)

- [Title – e.g. "Mr", "Mrs", "Ms", "Miss", "Dr"](#)
- [If no title, PRESS \[Enter\] to continue](#)

String 6

NAMF. [First Name](#)

- [Ctrl-D and Ctrl-R not allowed; For DK/RF type \[DK\] or \[RF\]](#)

String 20

NAMM. [Middle Name](#)

- [If none, PRESS \[Enter\] to continue](#)

String 20

NAML. [Last Name](#)

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

SUFFIX. Suffix – e.g. “Sr”, “Jr”

- If none, PRESS [Enter] to continue

String 3

INCO. In Care Of

[F1]-Help

- If none, PRESS [Enter] to continue

String 40

ADDR1. Address Line 1

- IF there is a street address and a PO Box, ENTER street address here in Address Line 1 and ENTER PO Box in Address Line 2.
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

APTSTE. Is there an apartment, suite, or building number?

- Apt/Suite
- If none, PRESS [Enter] to continue

String 10

ADDR2. Address Line 2

- IF there is a street address and a PO Box, ENTER PO Box here in Address Line 2.
- If none, PRESS [Enter] to continue

String 40

CITY. City

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

STATE/STATEABBREV. State

- Start typing the name of the State to bring up look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”

String 30; String 4 State Lookup List

ZIP. Zip Code

- If foreign country, ENTER all [0]’s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]’s

String 10 ALL 8’S/9’S not allowed

COUNTRY/COUNTRYABBR. Country

- Start typing the name of the Foreign Country to bring up look-up list

String 30; String 2 Country Lookup List

RP10B2. Is there a phone number for Helper 1?

1. Yes  5. No → GO TO RP10G



RP10C. Area Code and telephone Number

- If foreign phone, ENTER all [0]'s and put foreign number in next field
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10 ALL 8'S/9'S not allowed

RP10D. Extension

- ENTER foreign phone number in this field
- If no extension, PRESS [Enter] to continue

String 20

RP10E. In whose name is this phone listed?

- If phone number is not listed, ENTER [UNLISTED]
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

RP10F. Is this a home phone, work phone, cell phone, or what?

1. Home  2. Work  3. Cell  4. Pager  5. Fax  6. VoIP

7. Other-specify (RP10FSPEC. Specify (String 50))

RP10G. What is Helper's relationship to Respondent?

<input type="checkbox"/> 1. Mother	<input type="checkbox"/> 2. Father	<input type="checkbox"/> 3. Son	<input type="checkbox"/> 4. Daughter	<input type="checkbox"/> 5. Sister	<input type="checkbox"/> 6. Brother
<input type="checkbox"/> 7. Aunt	<input type="checkbox"/> 8. Uncle	<input type="checkbox"/> 9. Grandmother	<input type="checkbox"/> 10. Grandfather	<input type="checkbox"/> 11. Friend	<input type="checkbox"/> 12. Father-in-law
<input type="checkbox"/> 13. Mother-in-law	<input type="checkbox"/> 14. Cousin	<input type="text"/> 97. Other-specify (RP10GSPEC. Specify (String 50))			

RP10H. How much did you offer Helper 1?

10. Ten dollars (\$10)  15. Fifteen dollars (\$15)

20. Twenty dollars (\$20) with TL approval

RP10I. Can Helper 1 be paid by check or did (he / she) request a money order?

1. Check  2. Money order  3. Cash  4. Declined payment

GO TO RP11A



GO TO RP11A

RP10J. When was Helper 1 paid?

- ENTER MM/DD/[CYEAR/CYEAR+1], with or without slashes

\_\_ / \_\_ / [CYEAR/CYEAR+1]

Helper 2: (AddrType=7)

RP11A. Did you offer an incentive to a second person for assistance in locating the CDS family?

1. Yes  5. No → GO TO INTERVIEW END





TITLE. Enter name and mailing address for Helper #2

- Title – e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”
- If no title, PRESS [Enter] to continue

String 6

NAMF. First Name

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

NAMM. Middle Name

- If none, PRESS [Enter] to continue

String 20

NAML. Last Name

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 20

SUFFIX. Suffix – e.g. “Sr”, “Jr”

- If none, PRESS [Enter] to continue

String 3

INCO. In Care Of

[F1]-Help

- If none, PRESS [Enter] to continue

String 40

ADDR1. Address Line 1

- IF there is a street address and a PO Box, ENTER street address here in Address Line 1 and ENTER PO Box in Address Line 2.
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

APTSTE. Is there an apartment, suite, or building number?

- Apt/Suite
- If none, PRESS [Enter] to continue

String 10

ADDR2. Address Line 2

- IF there is a street address and a PO Box, ENTER PO Box here in Address Line 2.
- If none, PRESS [Enter] to continue

String 40

CITY. City

- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

STATE/STATEABBREV. [State](#)

- Start typing the name of the State to bring up look-up list
- If foreign country, ENTER [FOR] to select "Foreign Country"

String 30; String 4 *State Lookup List*

ZIP. [Zip Code](#)

- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10 *ALL 8'S/9'S not allowed*

COUNTRY/COUNTRYABBR. [Country](#)

- Start typing the name of the Foreign Country to bring up look-up list

String 30; String 2 *Country Lookup List*

RP11B2. [Is there a phone number for Helper 2?](#)

1. Yes  5. No → GO TO RP11G

↓

RP11C. [Area Code and Telephone Number](#)

- If foreign phone, ENTER all [0]'s and put foreign number in next field
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10 *ALL 8'S/9'S not allowed*

RP11D. [Extension](#)

- ENTER foreign phone number in this field
- If no extension, PRESS [Enter] to continue

String 20

RP11E. [In whose name is this phone listed?](#)

- If phone number is not listed, ENTER [UNLISTED]
- Ctrl-D and Ctrl-R not allowed; For DK/RF type [DK] or [RF]

String 40

RP11F. [Is this a home phone, work phone, cell phone, or what?](#)

1. Home  2. Work  3. Cell  4. Pager  5. Fax  6. VoIP

7. [Other-specify](#) (RP11FSPEC. [Specify](#) (String 50))

RP11G. [What is Helper's relationship to Respondent?](#)

<input type="text"/> 1. Mother	<input type="text"/> 2. Father	<input type="text"/> 3. Son	<input type="text"/> 4. Daughter	<input type="text"/> 5. Sister	<input type="text"/> 6. Brother
<input type="text"/> 7. Aunt	<input type="text"/> 8. Uncle	<input type="text"/> 9. Grandmother	<input type="text"/> 10. Grandfather	<input type="text"/> 11. Friend	<input type="text"/> 12. Father-in-law
<input type="text"/> 13. Mother-in-law	<input type="text"/> 14. Cousin	<input type="text"/> 97. <a href="#">Other-specify</a> (RP11GSPEC. <a href="#">Specify</a> (String 50))			

RP11H. [How much did you offer Helper 2?](#)

10. Ten dollars (\$10)  15. Fifteen dollars (\$15)

20. Twenty dollars (\$20) with TL approval

RP11I. Can Helper 2 be paid by check or did (he / she) request a money order?

1. Check   2. Money order   3. Cash   4. Declined payment

GO TO HHIWCOMPLETE   ↓   GO TO HHIWCOMPLETE

RP11J. When was Helper 2 paid?

- ENTER MM/DD/[CYEAR/CYEAR+1], with or without slashes

-- / -- / [CYEAR/CYEAR+1]

HH Interview End

[TOC](#)

HHIWCOMPLETE. We have reached the end of the Household Interview

- ENTER [1] to complete the Post Interview Observations
- If you are unable to complete the Post Interview HH Observations at this time, click on the PCG tab to return to the Block Status screen. Finish the observations as soon as possible.

1. Complete

Post Interview Observations

[TOC](#)

PCGIO1. [Post Interview Observation](#)

Indicate language(s) used to conduct this interview

- ENTER all that apply

1. English	2. Spanish	7. Other than English or Spanish -specify (PCGIO1A. Please specify (String 100))
------------	------------	--

GO TO PCGOB1



PCGIO2. [Post Interview Observation](#)

Who did the translating?

1. Bilingual interviewer (Spanish or other)	2. Translator / study aide	3. Other FU member
4. Friend / non-relative not in FU	5. Blaise translation	7. Other -specify (PCGIO2A. Please specify (String 100))

PCGOB1. [Post Interview Observation](#)

[F1]-Help

Based on your interview with the primary caregiver during this visit, please rate (her/him) on a scale from 1 to 5 for each item below.

Primary caregiver's speech was distinct, clear, and audible to interviewer?

1. Never	2	3. Sometimes	4	5. Often
----------	---	--------------	---	----------

PCGOB2. [Post Interview Observation](#)

Primary caregiver appeared to readily understand the interviewer's questions?

1. Never	2	3. Sometimes	4	5. Often
----------	---	--------------	---	----------

PCGOB3. [Post Interview Observation](#)

[F1]-Help

Primary caregiver expressed ideas freely and easily and used statements of appropriate length?

1. Never	2	3. Sometimes	4	5. Often
----------	---	--------------	---	----------

PCGOB4. [Post Interview Observation](#)

[F1]-Help

Primary caregiver initiated interchanges with the interviewer, asked questions, and made spontaneous comments?

1. Never	2	3. Sometimes	4	5. Often
----------	---	--------------	---	----------

PCGOB5. [Post Interview Observation](#)

Primary caregiver used complex sentence structure and long words in (his/her) speech?

1. Never	2	3. Sometimes	4	5. Often
----------	---	--------------	---	----------

ObsComplete. You have reached the end of the Post Interview Observations

- ENTER [1] to complete

1. Complete
-------------

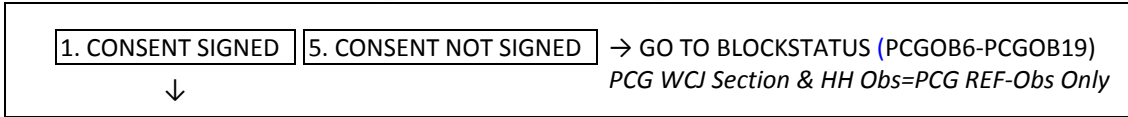
## PCG Assessment

*The following assessments are taken from the Woodcock–Johnson Revised Tests of Cognitive Abilities.*

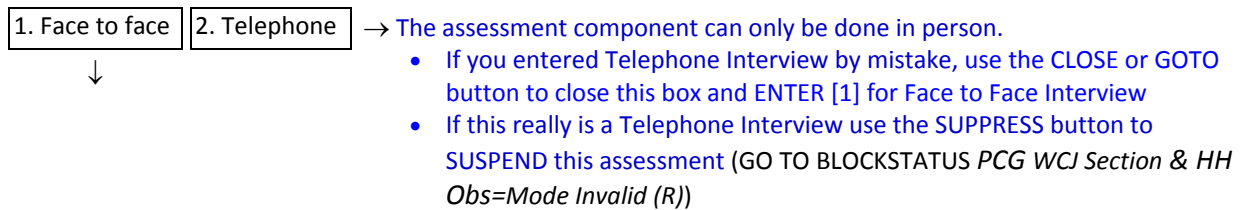
### Passage Comprehension Assessment

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PCECKPT: SEE CONSENT BLOCK CONSENT\_PCGINHOME=1 AND CD\_READINGCBX=1; WTR PCG CONSENTED TO ASSESSMENT

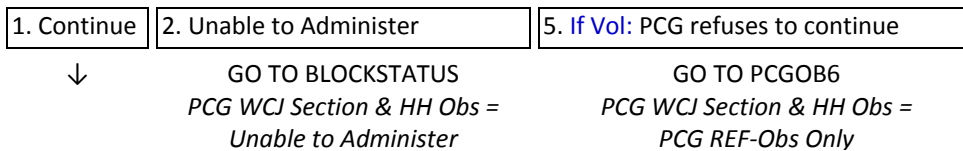


PCFTF\_TEL. Indicate whether this interview is being conducted face to face or on the telephone.



ASSESSVOL. Now, we'll do the reading assessment.

- ENTER [1] to continue
- Only ENTER [2] if approved by the Project Team in Ann Arbor
- If PCG refuses to continue, ENTER [5]



PCSTART. Passage Comprehension

Administer sample item A on page 61 to everyone.

Read the text in blue (in the WCJ) to the Respondent.

Text passages are intended to be read silently by the subject.

After the sample item, identify the correct page/item in the assessment booklet based on the Child's Grade before pressing 1 to continue.

- ENTER [1] to start test

1. Start test

PCSTARTTIME. Exact time in seconds

1 - 99999999

Response categories for PCSample - PC43:

1. Correct | 5. Incorrect

	English	Spanish
PCSAMPLE	Page 61 Sample Item man, woman, lady, boy, girl, child, daddy, mommy, person	Page 63 Ítem de ejemplo hombre, niño, muchacho, papá
PC1	Page 53 - ^pWhich Item 1 big house	Página 55 - ^pWhich Item 1 casa grande
PC2	Page 55 - ^pWhich Item 2 two trees	Página 57 - ^pWhich Artículo 2 dos árboles
PC3	Page 57 - ^pWhich Item 3 cat and dog	Página 59 - ^pWhich Artículo 3 el perro y el gato
PC4	Page 59 - ^pWhich Item 4 the little green chair	Página 61 - ^pWhich Artículo 4 la pequeña silla verde
PC5	Page 63 - ^pWhich Item 5 box	Página 65 - ^pWhich Artículo 5 pelota, bola
PC6	Page 65 - ^pWhich Item 6 is, looks, was	Página 67 - ^pWhich Artículo 6 está, parece, estaba
PC7	Page 67 - ^pWhich Item 7 ball	Página 69 - ^pWhich Artículo 7 son, encontraron, tienen
PC8	Page 67 - ^pWhich Item 8 sofa, couch	Página 69 - ^pWhich Artículo 8 calle, avenida, carretera, pista
PC9	Page 69 - ^pWhich Item 9 under, beneath	Página 71 - ^pWhich Artículo 9 tarde, después
PC10	Page 69 - ^pWhich Item 10 time	Página 71 - ^pWhich Artículo 10 Animales
PC11	Page 71 - ^pWhich Item 11 clean, pick, straighten	Página 73 - ^pWhich Artículo 11 Sofá, sillón
PC12	Page 71 - ^pWhich Item 12 cities, towns	Página 73 - ^pWhich Artículo 12 soy, era, fui
PC13	Page 73 - ^pWhich Item 13 B	Página 75 - ^pWhich Artículo 13 ordenarlo, arreglarlo, limpiarlo, recogerlo
PC14	Page 73 - ^pWhich Item 14 feet, legs, wings, eyes, any answer of which a	Página 75 - ^pWhich Artículo 14 Caja

	bird has two (and only two)	
PC15	Page 75 - ^pWhich Item 15 down	Página 77 - ^pWhich Artículo 15 debajo, abajo
PC16	Page 75 - ^pWhich Item 16 tree	Página 77 - ^pWhich Artículo 16 Hora
PC17	Page 75 - ^pWhich Item 17 morning, day, goat	Página 77 - ^pWhich Artículo 17 gallina, mama, madre
PC18	Page 77 - ^pWhich Item 18 dig	Página 79 - ^pWhich Artículo 18 está
PC19	Page 77 - ^pWhich Item 19 worry	Página 79 - ^pWhich Artículo 19 animal
PC20	Page 77 - ^pWhich Item 20 paper(s), pulp	Página 79 - ^pWhich Artículo 20 patinar, manejarlos, usarlos
PC21	Page 79 - ^pWhich Item 21 water	Página 81 - ^pWhich Artículo 21 mañana, hora, noche
PC22	Page 79 - ^pWhich Item 22 boys, family, sons, children, kids	Página 81 - ^pWhich Artículo 22 ciudades, calles
PC23	Page 79 - ^pWhich Item 23 skate, roller-skate	Página 81 - ^pWhich Artículo 23 siguiendo, persiguiendo
PC24	Page 81 - ^pWhich Item 24 laws, rules	Página 83 - ^pWhich Artículo 24 Tierra
PC25	Page 81 - ^pWhich Item 25 screen, television, TV, sets, hamburgers	Página 83 - ^pWhich Artículo 25 calientes, calurosos, protegidos
PC26	Page 81 - ^pWhich Item 26 written, done, said, wrote	Página 83 - ^pWhich Artículo 26 Agua
PC27	Page 83 - ^pWhich Item 27 forests, forest	Página 85 - ^pWhich Artículo 27 habla, entiende, sabe
PC28	Page 83 - ^pWhich Item 28 excited, interested, inspired, enticed	Página 85 - ^pWhich Artículo 28 Romanos
PC29	Page 83 - ^pWhich Item 29 diet(s), dieting, exercise, fats, calories	Página 85 - ^pWhich Artículo 29 geográfico, ambiente
PC30	Page 85 - ^pWhich	Página 87 - ^pWhich

	Item 30 entertainment, music, shows, concerts, musicals, plays	Artículo 30 enseñando, ejerciendo, su vocación, la tradicón
PC31	Page 85 - ^pWhich Item 31 food, meat, nourishment	Página 87 - ^pWhich Artículo 31 bucal, de boca, dental, diaria, constante, siempre
PC32	Page 85 - ^pWhich Item 32 anything	Página 87 - ^pWhich Artículo 32 comida, carne, alimentos, comestibles
PC33	Page 87 - ^pWhich Item 33 capitalization, capitals	Página 89 - ^pWhich Artículo 33 cualquier, otra
PC34	Page 87 - ^pWhich Item 34 fear, danger	Página 89 - ^pWhich Artículo 34 Lluvia
PC35	Page 87 - ^pWhich Item 35 ready	Página 89 - ^pWhich Artículo 35 preciosas, valiosas, hermosas, especiales
PC36	Page 89 - ^pWhich Item 36 her	Página 91 - ^pWhich Artículo 36 Compara
PC37	Page 89 - ^pWhich Item 37 trash, garbage	Página 91 - ^pWhich Artículo 37 transformaciones, cambios, alteraciones, modificaciones
PC38	Page 89 - ^pWhich Item 38 precious, valuable, beautiful, special	Página 91 - ^pWhich Artículo 38 ajustes, problemas, cambios
PC39	Page 91 - ^pWhich Item 39 challenge	Página 93 - ^pWhich Artículo 39 otros, muchos
PC40	Page 91 - ^pWhich Item 40 compared	Página 93 - ^pWhich Artículo 40 procurar, promover, fomentar
PC41	Page 91 - ^pWhich Item 41 about, describing, critiquing, demolishing	Página 93 - ^pWhich Artículo 41 dos
PC42	Page 93 - ^pWhich Item 42 plans, laws, guidelines, measures, regulations, solutions, restrictions, compromises	Página 95 - ^pWhich Artículo 42 soluciones, mejoras, resoluciones
PC43	Page 93 - ^pWhich Item 43 failure, attempt	Página 95 - ^pWhich Artículo 43 Problema

PCENDTIME. Exact time in seconds



1 – 99999999

PCEND. Thank you. That is the end of this exercise.

- ENTER [1] to continue

1. Continue

Post Assessment Observations

[TOC](#)

ASOB1. [Assessment Observation](#)

[F1]-Help

These next few questions are the Assessment Observations and should be completed immediately after the completed assessments.

Was anyone else present in the room at any time during the administration of the assessments?

→ GO TO ASOB2



ASOB1A. [Assessment Observation](#)

How much did the presence of this person distract the child or interfere with the assessments?

ASOB2. [Assessment Observation](#)

Were all the appropriate Woodcock-Johnson assessments completed?

→GO TO ASOB4



ASOB3. [Assessment Observation](#)

What were the reasons for not completing them?

- ENTER all that apply

<input type="text" value="1. Parent/PCG terminated/refused"/>	<input type="text" value="2. Child would not respond"/>
<input type="text" value="3. Major interruption caused termination"/>	<input type="text" value="4. Child could not understand task"/>
<input type="text" value="5. Child had language problem"/>	<input type="text" value="6. Child's emotional condition"/>
<input type="text" value="7. Child's physical condition"/>	<input type="text" value="8. Child tired"/>
<input type="text" value="97. Other-specify (ASOB3SPEC. Specify. String 100)"/>	

ASOB4. [Assessment Observation](#)

Please provide a few words about the information collected in the assessments that would help the project staff understand and ambiguous, confusing, or conflicting information.

ASOB5. [Assessment Observation](#)

Briefly provide a description of the interview situation that would help the project staff understand the assessment data. Include information about the interview setting, distractions during the interview, the respondent's level of cooperation, etc.

PCSEC\_END. [Assessment Observation](#)

This is the end of the Assessment Observations.

- ENTER [1] to continue to Post Interview HH Observations
- If you are unable to complete the Post Interview HH Observations at this time, click on the CDS2014Child tab to return to the Block Status screen. Finish the observations as soon as possible.

Post Interview Household Observations

[TOC](#)

PCGOB6. [Post-Interview HH Observation](#)

Did you observe the inside of the home?

1. Yes  5. No → GO TO PCGOB16

↓

PCGOB7. [Post-Interview HH Observation](#)

[F1]-Help

Interior of the home is dark or perceptually monotonous?

1. Not at all  2  3. Somewhat  4  5. Very

PCGOB8. [Post-Interview HH Observation](#)

[F1]-Help

All visible rooms in the (house/apartment) are cluttered?

1. Not at all  2  3. Somewhat  4  5. Very

PCGOB9. [Post-Interview HH Observation](#)

[F1]-Help

All visible rooms in the (house/apartment) are clean?

1. Not at all  2  3. Somewhat  4  5. Very

PCGOB10. [Post-Interview HH Observation](#)

The child(ren)'s play environment is safe (no potentially dangerous health or structural hazards within a child's range). (EXAMPLES: Falling plaster, peeling paint, rodents, glass, poisons and cleaning materials, flames & heat, frayed electrical wires.)?

1. Yes  5. No

PCGOB11. [Post-Interview HH Observation](#)

[F1]-Help

House or apartment has at least 100 square feet of living space per person?

1. Yes  5. No

PCGOB12. [Post-Interview HH Observation](#)

[F1]-Help

In terms of available floor space, the rooms were not overcrowded with furniture?

1. Not at all  2  3. Somewhat  4  5. Very

PCGOB13. [Post-Interview Observation](#)

[F1]-Help

House or apartment is not overly noisy – from noise in the house (e.g., television, shouts of children, radio)?

1. Not at all  2  3. Somewhat  4  5. Very

PCGOB14. [Post-Interview HH Observation](#)

[F1]-Help

House or apartment is not overly noisy – from noise outside the house (e.g., train, cars, people, music)?

1. Not at all  2  3. Somewhat  4  5. Very

PCGOB15. [Post-Interview HH Observation](#)

There are no obvious signs of recent alcohol or non-prescription drug consumption in the home (e.g., drug paraphernalia, beer cans, liquor bottles)?

1. None	2. Almost none	3. Yes, but not a lot	4. Yes, quite a bit	5. Yes, just about everywhere
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PCGOB16. [Post-Interview HH Observation](#) [F1]-Help  
 How would you rate the general condition of most of the housing units or other buildings in the face-block?

1. Well kept, good repair	2. Fair condition	3. Poor condition (peeling paint, broken windows)
4. Badly deteriorated	5. Not observed	

PCGOB17. [Post-Interview HH Observation](#) [F1]-Help  
 How would you rate the condition of the street in the face-block?

1. Very good – recent resurfacing, smooth	2. Moderate – evidence kept in good repair
3. Fair - minor repairs needed, but not rough surface	4. Poor – potholes and other evidence of neglect
5. Not observed	

PCGOB18. [Post-Interview HH Observation](#) [F1]-Help  
 Is there garbage, litter, or broken glass (except beer/liquor bottles) in the street or on the sidewalk (including around the dwelling unit and neighboring houses)?

1. None, or almost none	2. Yes, but not a lot	3. Yes, quite a bit
4. Yes, just about everywhere	5. Not observed	

PCGOB19. [Post-Interview HH Observation](#)  
 Are there drug-related paraphernalia, condoms, beer, or liquor containers or packaging, cigarette butts, or discarded cigarette packages in the street or on the sidewalk?

1. None, or almost none	2. Yes, but not a lot	3. Yes, quite a bit
4. Yes, just about everywhere	5. Not observed	

PCOBS\_END. You have reached the end of post-interview HH observations.

- ENTER [1] to continue

1. Continue	→ GO TO BLOCKSTATUS PCG WCJ Section & HH Obs=Obs Done
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