



# Child-Development Supplement

## ***CHILDREN 3-12 YEARS OLD***

### ***Child Questionnaire***

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The University of Michigan  
Survey Research Center  
Institute for Social Research  
Ann Arbor, MI 48106

**SAMPLE LABEL**

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**INTERVIEWER LABEL**

Date of IW: \_\_\_\_\_

Length of IW: \_\_\_\_\_

Length of Edit: \_\_\_\_\_

Woodcock-Johnson-Revised

A0. EXACT TIME NOW: \_\_\_\_\_

A1. INTERVIEWER CHECKPOINT

<input type="checkbox"/> 1. CHILD IS IN SCHOOL (KINDERGARTEN OR HIGHER) → GO TO A2, AND ATTEMPT ASSESSMENTS. <input type="checkbox"/> 2. CHILD IS NOT SCHOOL-AGED
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A1a. INTERVIEWER CHECKPOINT (ASK PRIMARY CAREGIVER)

<input type="checkbox"/> 1. CHILD SPEAKS ENGLISH → GO TO A2, AND ATTEMPT ASSESSMENTS <input type="checkbox"/> 2. CHILD DOES NOT SPEAK ENGLISH → DO NOT ATTEMPT ASSESSMENTS. GO TO SECTION E AND CODE "LANGUAGE PROBLEM" AND CONTINUE WITH OTHER HOUSEHOLD QUESTIONNAIRES.
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A2. INTERVIEWER CHECKPOINT (ASK CHILD OR PRIMARY CAREGIVER)

<input type="checkbox"/> 1. CHILD NEEDS GLASSES OR HEARING AID → BE SURE CHILD HAS THEM ON BEFORE CONTINUING. <input type="checkbox"/> 2. CHILD DOES NOT NEED GLASSES OR HEARING AID
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A3. (ASK IF CHILD IS 5 OR OLDER) What grade are you in?

\_\_\_\_\_ GRADE

USE GRADE TO DETERMINE STARTING POINT FOR WOODCOCK-JOHNSON ASSESSMENTS.

## **2**

**Test 22: LETTER-WORD IDENTIFICATION (3-12 YEAR OLDS)**

**Test 23: PASSAGE COMPREHENSION (6-12 YEAR OLDS)**

**Test 24: CALCULATION (6-12 YEAR OLD)**

**Test 25: APPLIED PROBLEMS (3-12 YEAR OLDS)**

**(IF NEEDED, READ TO PRIMARY CAREGIVER)**

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

**B0. EXACT TIME NOW: \_\_\_\_\_**

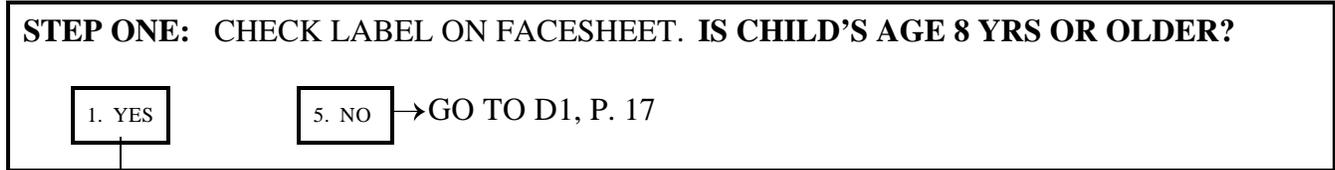
DIGIT SPAN SUBTEST OF THE WISC-R

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SECTION C: TASK PERCEPTION

Ages: CHILDREN 8 YEARS AND OLDER

C0. INTERVIEWER CHECKPOINT



**STEP TWO: READ THE FOLLOWING STATEMENTS:**

**Example 1:**

(HAND R RESPONDENT BOOKLET) Now, I am going to ask you your opinion about some questions. I want you to know that there are no right or wrong answers to them, I only want to know what you think. Here is a picture to use in answering the question I will ask next. For example, if I asked:

(RB, P. 4) How hard is **spelling** for you?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>VERY EASY</b>			<b>NOT EASY OR HARD</b>		<b>VERY HARD</b>	

If you think spelling is very easy, you would tell me the number 1.

If you think it is very hard, you would tell me the number 7.

What would you say if it's not easy or hard?

IF R CHOOSES 4, SAY "Four means not easy or hard."

IF R DOES NOT CHOOSE 4, SAY "Actually, four means not easy or hard ."

What number would you say if you think it's a little hard?

IF R CHOOSES 5 OR 6, SAY "(5/6) means a little hard."

IF R DOES NOT CHOOSE 5 OR 6, SAY "Actually, you would choose 5 or 6 because 4 is not easy or hard, and 7 is very hard, and a little hard is somewhere in between those."

Let's try another one,

**Example 2:**

(RB, P. 5) If you were to list all the students in your class from the worst to the best in spelling, where would you put yourself?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>ONE OF THE WORST</b>			<b>IN THE MIDDLE</b>		<b>THE BEST</b>	

Imagine how well all the kids in your class do in spelling. If you think you are one of the worst, you would choose the number 1, the smallest or shortest bar.

If you think you are the best, you would choose the number 7, the largest or highest bar.

What would you circle if you think you are in the middle?  
IF R CHOOSES 4, SAY "Four means not one of the worst or one of the best."  
IF R DOES NOT CHOOSE 4, SAY "Actually, you would choose 4."

How about if you're between the middle and the best?  
IF R CHOOSES 5 OR 6, SAY "(5/6) means between the middle and the best."  
IF R DOES NOT CHOOSE 5 OR 6, SAY "Actually, you would choose 5 or 6."

Now, I'm going to ask you some questions and you just let me know which number describes how you think or feel. Remember any answer is fine as long as it's the way you think or feel!

**IWER INSTRUCTION:** IF R HAS DIFFICULTY READING THE RESPONSE CATEGORIES IN THE RB, READ THEM TO R BEFORE READING EACH QUESTION.

IF CHILD GIVES THE CATEGORY AS AN ANSWER, ASK FOR NUMBER.

**MATH**

- C1. (RB, P. 6) How good at math are you? (not at all good, ok, very good, or somewhere in between?)  
 \_\_\_\_\_ (ENTER #)
- C2. (RB, P. 7) If you were to list all the students in your class from the worst to the best in math, where would you put yourself? (one of the worst, in the middle, the best, or somewhere in between?)  
 \_\_\_\_\_ (ENTER #)
- C3. (RB, P. 8) Some kids are better in one subject than another. For example, you might be better in math than in reading. Compared to most of your other school subjects, how good are you at math? (a lot worse in math than in other subjects, about the same, a lot better in math than in other subjects, or somewhere in between?)  
 \_\_\_\_\_ (ENTER #)
- C4. (RB, P. 9) How well do you expect to do in math this year? (not at all well, ok, very well, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C5. (RB, P. 10) How good would you be at learning something new in math? (not at all good, ok, very good, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C6. (RB, P. 11) How hard is math for you? (not at all hard, somewhat hard, very hard, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C7. (RB, P. 12) Some things that you learn in school help you to do things better outside of class, that is, they are useful. For example, learning about plants might help you grow a garden. In general, how useful is what you learn in math? (not at all useful, somewhat useful, very useful, or somewhere in between?)  
 \_\_\_\_\_ (ENTER #)

- C8. (RB, P. 13) For you, being good in math is: (READ OPTIONS IF NECESSARY: not important, somewhat important, very important, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C9. (RB, P. 14) Do you find working on math assignments: (very boring, somewhat interesting, very interesting, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C10. (RB, P. 15) How much do you like doing math? (not at all, somewhat, very much, or somewhere in between?) \_\_\_\_\_ (ENTER #)

### **READING**

- C11. (RB, P. 16) How good at reading are you? (not at all good, ok, very good, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C12. (RB, P. 17) If you were to list all the students in your class from the worst to the best in reading, where would you put yourself? (one of the worst, in the middle, the best, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C13. (RB, P. 18) Compared to most of your other school subjects, how good are you at reading? (a lot worse in reading than in other subjects, about the same, a lot better in reading than in other subjects, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C14. (RB, P. 19) How well do you expect to do in reading this year? (not at all well, ok, very well, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C15. (RB, P. 20) How good would you be at learning something new in reading? (not at all good, ok, very good, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C16. (RB, P. 21) How hard is reading for you? (not at all hard, somewhat hard, very hard, or somewhere in between?) \_\_\_\_\_ (ENTER #)

## 8

- C17. (RB, P. 22) How useful is what you learn in reading? (not at all useful, somewhat useful, very useful, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C18. (RB, P. 23) For you, being good in reading is: (READ OPTIONS IF NECESSARY: not at all important, somewhat important, very important, or somewhat in between) \_\_\_\_\_ (ENTER #)
- C19. (RB, P. 24) Do you find working on reading assignments: (very boring, somewhat interesting, very interesting, or somewhere in between?) \_\_\_\_\_ (ENTER #)
- C20. (RB, P. 25) How much do you like doing reading? (not at all, somewhat, very much, or somewhere in between?) \_\_\_\_\_ (ENTER #)

### GENERAL

(RB, P. 26) Now I am going to read some statements. For each, think about whether the statement never applies to you, sometimes applies to you, always applies to you, or is somewhere in between. Then give me the number from the booklet after I read each sentence.

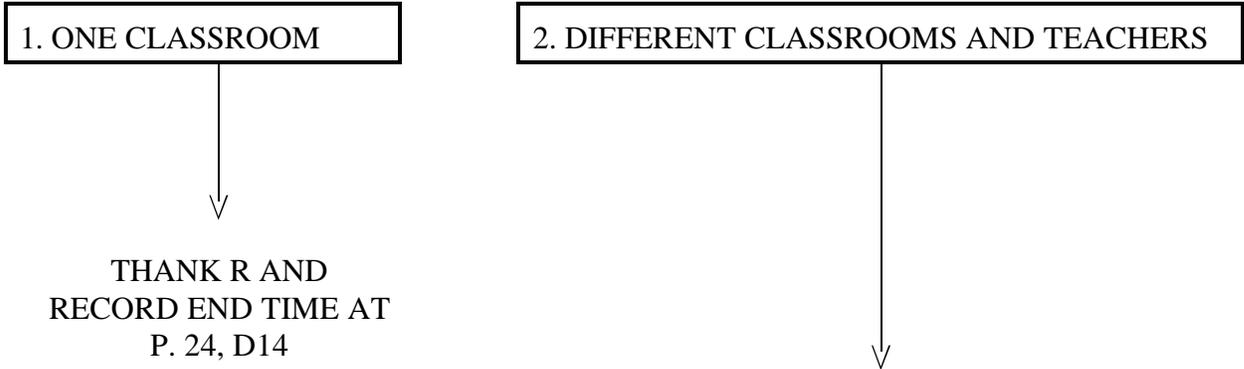
- C21. I do lots of important things. (never, sometimes, always, or somewhere in between?)  
\_\_\_\_\_ (ENTER #)
- C22. I like being the way I am. \_\_\_\_\_ (ENTER #)
- C23. Overall, I have a lot to be proud of. \_\_\_\_\_ (ENTER #)
- C24. I can do things as well as most people. \_\_\_\_\_ (ENTER #)
- C25. A lot of things about me are good. \_\_\_\_\_ (ENTER #)
- C26. I'm as good as most other people. \_\_\_\_\_ (ENTER #)

C27. Other people think I am a good person. \_\_\_\_\_ (ENTER #)

C28. When I do something, I do it well. \_\_\_\_\_ (ENTER #)

SECTION D

D1. Do you have one main teacher and classroom, or do you have different classrooms and teachers for each period during the day in school?



D2. Now I want to ask you a few questions about your day at school. Were you in school on (WEEKDAY DIARY DAY ON LABEL)?



D2a. IWER: CHOOSE THE DAY AS CLOSE AS POSSIBLE TO THE DIARY DAY THAT R WAS IN SCHOOL, AND CONTINUE WITH D3.

D3. Please think about \_\_\_\_\_ in school. I am going to  
 RECORD DAY/DATE FOR MIDDLE SCHOOL DIARY  
 ask you to walk through that school day with me. I will ask you what subjects you had each period, and what you did that day in each class. Use P. 28 of your booklet for answer choices.

D4.  What was your (first/next) activity?	D5. (ASK IF NECESSARY:) What subject was that in?	D6.  What time did that activity begin?	D7.  What time did it end?	D8.  Where were you? (use RB, column A)
#1		____:____	____:____	
#2		____:____	____:____	
#3		____:____	____:____	
#4		____:____	____:____	
#5		____:____	____:____	

D9. Who was teaching the class? (use RB, column B)	D10. Who was doing this activity with you? (use RB, column C)	D11. What format was used for this activity? (use RB, column D)	D12. What materials did you use for this activity? (use RB, column E)	D13. What was your behavior like during this activity? (use RB, column F)
#1				
#2				
#3				
#4				
#5				

D4.  What was your (first/next) activity?	D5. (ASK IF NECESSARY:) What subject was that in?	D6.  What time did that activity begin?	D7.  What time did it end?	D8.  Where were you? (use RB, column A)
#6		____:____	____:____	
#7		____:____	____:____	
#8		____:____	____:____	
#9		____:____	____:____	
#10		____:____	____:____	

D9. Who was teaching the class? (use RB, column B)	D10. Who was doing this activity with you? (use RB, column C)	D11. What format was used for this activity? (use RB, column D)	D12. What materials did you use for this activity? (use RB, column E)	D13. What was your behavior like during this activity? (use RB, column F)
#6				
#7				
#8				
#9				
#10				

D4.  What was your (first/next) activity?	D5. (ASK IF NECESSARY:) What subject was that in?	D6.  What time did that activity begin?	D7.  What time did it end?	D8.  Where were you? (use RB, column A)
#11		____:____	____:____	
#12		____:____	____:____	
#13		____:____	____:____	
#14		____:____	____:____	
#15		____:____	____:____	

GO TO P. 24, D14 TO RECORD END TIME.

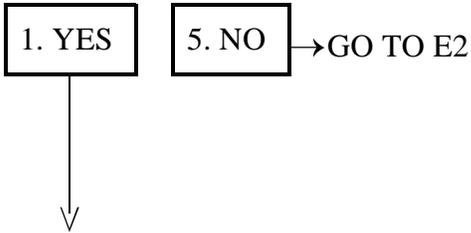
D9. Who was teaching the class? (use RB, column B)	D10. Who was doing this activity with you? (use RB, column C)	D11. What format was used for this activity? (use RB, column D)	D12. What materials did you use for this activity? (use RB, column E)	D13. What was your behavior like during this activity? (use RB, column F)
#11				
#12				
#13				
#14				
#15				

D14. EXACT TIME NOW: \_\_\_\_\_

SECTION E: INTERVIEWER INFORMATION AND OBSERVATIONS

PLEASE FILL OUT THIS INFORMATION AFTER YOU HAVE COMPLETED ALL OF THE CHILD ASSESSMENT PACKAGE

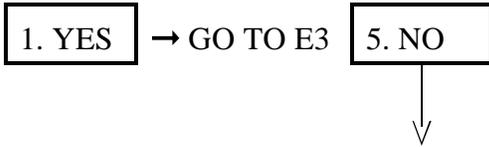
E1. Was anyone else present in the room at any time during the administration of the assessments?



E1a. How much did the presence of this person distract the child or interfere with the assessments?

- 1. A GREAT DEAL
- 2. SOMEWHAT
- 3. NOT AT ALL

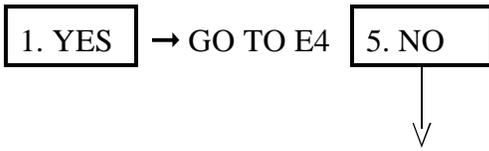
E2. Were all the appropriate Woodcock-Johnson assessments completed?



E2a. What were the reasons for not completing them? (Check all that apply.)

- A. PARENT/PRIMARY CAREGIVER TERMINATED/REFUSED
- B. CHILD WOULD NOT RESPOND
- C. MAJOR INTERRUPTION CAUSED TERMINATION
- D. CHILD COULD NOT UNDERSTAND TASK
- E. CHILD HAD LANGUAGE PROBLEM
- F. CHILD'S EMOTIONAL CONDITION
- G. CHILD'S PHYSICAL CONDITION
- H. CHILD TIRED
- I. OTHER (SPECIFY) \_\_\_\_\_

E3. Was the Digit Span assessment completed?



E3a. What were the reasons for not completing them? (Check all that apply.)

- A. PARENT/PRIMARY CAREGIVER TERMINATED/REFUSED
- B. CHILD WOULD NOT RESPOND
- C. MAJOR INTERRUPTION CAUSED TERMINATION
- D. CHILD COULD NOT UNDERSTAND TASK
- E. CHILD HAD LANGUAGE PROBLEM
- F. CHILD'S EMOTIONAL CONDITION
- G. CHILD'S PHYSICAL CONDITION
- H. CHILD TIRED
- I. OTHER (SPECIFY) \_\_\_\_\_

E4. Please provide a few words about this interview which might help editors and coders understand any **potentially confusing situations**.

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E5. Elaborate on any **ambiguous or conflicting information** in this interview that you want editors and coders to know about.

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E6. How would you describe the interview situation? Please add any other clarifying remarks that will be helpful to editors or coders when this interview is processed. If this R should be **recontacted for missing information** from Ann Arbor, is there something else we should be aware of?

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**B**