ICPSR 4091

Carolina Abecedarian Project and the Carolina Approach to Responsive Education (CARE), 1972-1992

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Bibliographic Description

ICPSR Study No.: 4091

Title: Carolina Abecedarian Project and the Carolina Approach to

Responsive Education (CARE), 1972-1992

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[distributor], 2004.

Scope of Study

Summary: The data come from two consecutive longitudinal studies on the

effectiveness of early childhood educational intervention for children at high risk for developmental delays and school failure. The projects are the Abecedarian Project and a related study, the Carolina Approach to Responsive Education (CARE). Combined, the two studies test the hypothesis that child care, home visit, and home school resource interventions can enhance cognitive and academic outcomes for children at risk for school failure due to factors such as poverty, low maternal IQ, or low parental education. The study is a prospective randomized trial with participants from low-income families either participating in the planned "treatment" groups or serving as untreated controls. All have been followed from birth to adolescence. These studies provide the only experimental data regarding the efficacy of child care interventions that began during early infancy and lasted until the child entered kindergarten. In addition, the data allow for tests of the efficacy of intervention during the primary grades. The Abecedarian Project recruited children born between 1972 and 1977. At entry to school, half of the children within each of the two randomized

preschool groups were randomly assigned to receive a home school

resource teacher program during the first three years of elementary school. Children recruited for Project CARE (Carolina Approach to Responsive Education), however, were born between 1978 and 1980 and randomly assigned to one of three treatment groups: child care plus home visits, home visits only, or control. All Project CARE children assigned to either the child care plus home visit or home visit only groups also received the home school resource teacher treatment during the first three years of elementary school. Essentially, three educational treatments were provided: educational child care from six weeks to school entry, home visit from six weeks to school entry, and home school resource services during the child's first three years of school. They varied in terms of intensity and orientation. The child care treatment was essentially child-centered and offered the most intensive exposure to education. It involved the child receiving child care at the child development center from infancy until entry to kindergarten. The home visit and home school treatments were less intensive and were family-oriented, emphasizing the role of the parent as a change agent in the child's development. Participants were tested based on four different measurement scales: maternal measures, quality of the family environment, cognitive assessment, and academic achievement. The maternal measures include variables such as marital status, maternal and paternal age, education, and family socioeconomic status. The cognitive assessments include the Bayley Scales of Infant Development at 3, 6, 9, 12, and 18 months, the Stanford-Binet Intelligence Scale at 24, 36, and 48 months, the McCarthy Scales of Children's Abilities at 30, 42, and 54 months, the Wechsler Preschool and Primary Scale of Intelligence at 60 months, and the Wechsler Intelligence Scale for Children-Revised (WISC-R) at 6.5, 8, 12, and 15 years. Some of the tests were administered in only one study for a particular age. These include the Mental Development Index (MDI) at 3 and 9 months and WISC-R at 15 years (Abecedarian only). Some achievement tests such as Peabody Individual Achievement Test (PIAT) were administered in the fall and spring of the first two years of public school (kindergarten and first grade if the child was at grade level both years) for the Abecedarian Project. The Woodcock-Johnson was administered in the fall and spring of the Abecedarian child's third year of school, in the summer following their seventh and tenth years of school, in the fall and spring of the Project Care child's first three years of school, and in the summer following their seventh year of school.

Subject Terms: academic achievement, child development, cognitive functioning, early

childhood education, intervention, marital status, poverty,

socioeconomic status

Smallest Geographic Unit: Southeastern United States

Geographic Coverage: United States

Time Period: fall 1972-summer 1992

Date of Collection: fall 1972-summer 1992

Universe: Children at risk for school failure due to factors such as having a

teenage mother, parents with less than a high school education, and families with very low incomes who lived in or around a small city in the

Southeast United States.

Data Type: survey data

Data Collection Notes: The codebook is provided by ICPSR as a Portable Document Format

(PDF) file. The PDF file format was developed by Adobe Systems Incorporated and can be accessed using PDF reader software, such as the Adobe Acrobat Reader. Information on how to obtain a copy of

the Acrobat Reader is provided on the ICPSR Web site.

Methodology

Data Source: Interviews with parents, observations of the families, individually

administered cognitive and academic achievement tests, and

extraction from school records.

Response Rates: In the Abecedarian study, 109 of 122 participants agreed to their

random assignment and enrolled a child. In one family with twins, one sibling was admitted, giving 111 children in the base sample. In the CARE sample, 64 of 65 eligible families agreed to their random assignments. The sample included two sets of twins giving a base sample of 66 children born to 64 families. The combined original base

sample thus consisted of 177 children born to 173 families.

Subsequently, one Project CARE child died and was replaced with no data added to the database. The archived data file thus contains 176 subjects, 111 from ABC and 65 from CARE. In Year 3 the response rate was 85 percent. In Year 7, it was 92 percent and in Year 10 it was

94 percent.

Presence of Common Wechsler Intelligence Scale for Children, Home Stimulation Instrument,

Scales: Bayley Scales of Infant Development, McCarthy Scales of Children's

Abilities, Wechsler Intelligence Scale for Children-Revised,

Stanford-Binet Intelligence Scales, Peabody Individual Achievement

Test, and Woodcock-Johnson Psychoeducational Battery

Extent of Processing: DDEF.ICPSR/ CONCHK.PR/ UNDOCCHK.PR/ UNDOCCHK.ICPSR/

SCAN/ REFORM.DATA/ REFORM.DOC

Access and Availability

Extent of Collection: 1 data file + machine-readable documentation (PDF) + SAS data

definition statements + SPSS data definition statements + Stata data

definition statements

Data Format: Logical Record Length with SAS, SPSS, and Stata data definition

statements, Stata system file, SAS transport (xport) file, and SPSS

portable file

File Specifications

Part No.	Part Name	File Structure	Case Count	Variable Count	LRECL	Records Per Case
1	Data file	rectangular	176	119	330	1

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Overview of the Abecedarian Project and PROJECT CARE

Participants

Children living in or near a Southeastern university town who were determined to be "at risk" for school failure due to socioeconomic factors were recruited to participate in two consecutive longitudinal studies on the effectiveness of early intervention: the Abecedarian Project (Ramey & Campbell, 1991) and a related study, Project CARE (Wasik, Ramey, Bryant, & Sparling, 1990).

Intervention Studies

Children were enrolled in one of two sequential studies, the Abecedarian Project or Project CARE. In both projects, children were randomly assigned to treatment or control groups during the first 3 months of life and followed longitudinally. Both studies were conducted in the same community and in the same universityaffiliated child development center; they used comparable criteria to determine eligibility for participation (High Risk Index: Ramey & Smith, 1977); and provided similar child care and school-aged treatments. Both studies included an intensive preschool intervention in a child care setting and a family-based school-aged intervention. Project CARE, however, also included a family-based intervention from infancy to school-age.

The Abecedarian Project recruited children born between 1972 and 1977. At entry to school, half of the children within each of the two randomized preschool groups were randomly assigned to receive a home-school resource teacher program during the first three years of elementary school (see Campbell & Ramey, 1994 for more details). Children recruited for Project CARE (Carolina Approach to Responsive Education) were born between 1978 and 1980 and randomly assigned to one of three treatment groups; child care plus home visits, home visits only, or control (see Wasik et al., 1990 for more details). All CARE children assigned to either the child care plus home visit or home visit only groups also received the home-school resource teacher treatment during the first three years of elementary school.

Essentially, three educational treatments were provided: educational child care from six weeks to school entry, home visit from six weeks to school entry, and home school resource services during the child's first three years of school. They varied in terms of intensity and orientation. The child care treatment was essentially child-centered, offered the most intensive exposure to education. The home visit and home-school treatments were less intensive and were family-oriented, emphasizing the role of the parent as a change agent in the child's development.

The child care treatment involved attending the child care at the child development center from infancy until entry to kindergarten. Children attended 6-8 hours a day, 12 months a year. The center maintained the NAEYC recommended caregiver-staff ratios (i.e., 1:3 for infants and toddlers, 1:4 for 2 year-olds, 1:6 for 3-5 year-olds), provided regular in-service training for staff members, and had a specified curriculum (viz., Learningames; Sparling & Lewis, 1979, 1984). The curriculum was designed to provide a stable, predictable, intellectually stimulating environment to enhance cognitive, social, and emotional development in low income children. Teacher education varied from high school to masters level, and all teachers attended semi-annual inservice training.

The preschool home visit treatment involved home visitors who delivered an educational curriculum in the home. The home visitors' educational background ranged from high school to masters level educators and social workers. Home visitors encouraged and modeled positive parent-child interactions, provided the family with support, served as an advocate for the family, and promoted effective coping skills. The home visitors also used the Learningames curriculum (Sparling & Lewis, 1979, 1984) and a problem solving approach. They demonstrated and described developmentally appropriate activities and helped the family identify home materials suitable for such activities. The problem solving curriculum (Wasik, Bryant & Lyons, 1990) involved semi-structured discussions between the home visitors and the parents regarding ongoing concerns and ways that the parents could use problem-solving strategies to deal with them. Home visits were scheduled weekly during the child's first three years and at a schedule chosen by the parents for the child's fourth and fifth year.

School-age intervention involved having a resource teacher who worked between home and school to show parents how to supplement the child's regular education in the classroom. The program was provided for the first three years the child was in public school. Resource teachers created for each target child individualized educational activities, based on the child's current needs as identified by the classroom teacher. These activities were then delivered to the family to be used with the child at home. The goal was to reinforce the child's learning of basic reading and mathematics concepts by fostering parent involvement in the educational process. The resource teacher visited the homes and classrooms on alternative weeks, more often if necessary.

Measures.

Maternal measures. Demographic characteristics and maternal IQ (Wechsler Adult Intelligence Scale; Wechsler, 1955; and the WISC-R; Wechsler, 1974 for the few very young mothers) were obtained at entry to the study. Marital status, maternal and paternal age, education, and family socio-economic status were recorded during an entry interview. Similar questions were asked during annual interviews for the child's first five years.

Quality of the family environment. The responsiveness and educational stimulation of the family environment were assessed annually from 6 to 54 months and at 84 months with the Home Observation for Measurement of the Environment (HOME; Caldwell & Bradley, 1979). The three versions of the HOME (infant, preschool, and school-aged) were used with all families.

Cognitive assessments All children were assessed with an age-appropriate, standardized, individually-administered, intelligence and achievement test between the ages of 6 months and twelve years, and an additional follow-up assessment at 15 years was conducted for the Abecedarian Project, but not Project Care. The cognitive assessments include the Bayley Scales of Infant Development (Bayley, 1969) at 3, 6, 9, 12, and 18 months; the Stanford Binet (Terman & Merrill, 1972) at 24, 36, and 48 months; the McCarthy Scales of Children's Abilities (McCarthy, 1972) at 30, 42 and 54 months; the Wechsler Preschool and Primary Scale of Intelligence (WPPSI; Wechsler, 1967) at 60 months; and the Wechsler Intelligence Scale for Children-Revised

(WISC-R; Wechsler, 1974) at 6.5, 8, 12, and 15 years. Some of the tests were administered in only one study for a particular age. These include the MDI at 3 and 9 months and WISC-R at 15 years (Abecedarian only).

Academic Achievement. Achievement was measured with individually administered achievement test. The PIAT (ref) was administered in the fall and spring of first two years of public school (Kindergarten and first grade if the child was at grade level both years) for the Abecedarian Project. The Woodcock-Johnson (ref) was administered in the fall and spring the Abecedarian child's third year of school, and in the summer following their seventh and tenth years of school, and in the fall and spring of the Project Care child's first three years of school and in the summary following their seventh year of school.

Variable Descriptions of Extant Dataset for

Abecedarian Project and Project Care

Oct 14, 2002

University of North Carolina-Chapel Hill FPG Child Development Center (c) 2002

Subject Identifier

Variable Name	Type	Length	Variable Description	Values
SUBJECT	NUM	8	Unique ID variable. For convenience, subjects in similar treatment groups are assigned similar numbers. ABC subjects are numbered starting from 1001, and CARE subjects from 2001. To enhance confidentiality, the value of SUBJECT differs from the unique identifying variable (ID) used in the confidential database.	5000 +

Treatment Groups

Variable Name	Type	Length	Variable Description	Values
DC_TRT	NUM	3	Day Care (Preschool) Treatment Group	1=Treatment 0=Control
HV_TRT	NUM	3	Home Visit Treatment Group	1=Treatment 0=Control
SA_TRT	NUM	3	Schoolage Treatment Group	1=Treatment 0=Control .=Not assigned

The Abecedarian study randomized subjects into DAYCARE TREATMENT (treatment versus control) and SCHOOLAGE TREATMENT (treatment, control, and not assigned: subjects left study before receiving an assignment). These two factors are crossed, forming six groups in all. No Abecedarian subjects received Home Visits, so HV_TRT is always "0".

The CARE study randomized subjects into three groups:

DAYCARE TREATMENT plus HOME VISIT TREATMENT plus SCHOOLAGE TREATMENT, HOME VISIT TREATMENT plus SCHOOLAGE TREAMENT, and CONTROL (no treatment of any kind).

ARC010.XPT

A note on the naming of variables across the timepoints: When the same instrument is used at more than one timepoint, that fact is reflected in the name of the variable itself. We used three conventions for coining such names. If the variable refers to a preschool period, then the age of the child in months is often part of the variable name (e.g., DAYCARE42). If the variable refers to something in the School Age years (abbreviated SCYR in SAS variable "labels"), the variable name reflects the grade level expected of a student making normal progress. Thus, School Year 1 is Kindergarten ("K"), School Year 2 is First Grade ("1"), and School Year 3 is Second Grade ("2"). For example, HOSTILE1 refers to First grade, which is School Year 2. This can be a source of confusion. Finally, variables referring to School Years 7 or, in Abecedarian, 10, usually have a suffix of "YR7" or "YR10" (e.g., IEPYR7).

Truncation of extreme values. To maintain confidentiality, outliers were truncated by replacing outliers with certain percentile points of the distribution. For variables in both studies, the values were truncated at the 2nd and 98th percentiles. For variables occurring in only one study, the values were truncated at the 5th and 95th percentiles.

Missing data codes. SAS datafiles permit "special missing codes" on numeric-type variables. In this dataset, only one variable (PST1RCAS) contains such a code, whose meaning is explained below.

Variable Name	Type	Length	Variable Description	Values
AGEENTRY	NUM	3	CHILD'S AGE IN WEEKS WHEN ENTERED PROGRAM	
APGAR5	NUM	3	APGAR SCORE-5 MIN	
DAYCAR42	NUM	4	NO. OF MONTHS IN DAY CARE @ 42 MOS	
DAYCAR54	NUM	4	NO. OF MONTHS IN DAY CARE @ 54 MOS	
FATHER0	NUM	3	FATHER LIVE IN HOME @ BIRTH	1=Yes
				2=No
GESTAGE	NUM	3	GESTATION AGE IN WEEKS	Extremes truncated: 35 and below,
				43 and higher
HH4SCORE	NUM	8	HOLLINGHEAD 4-FACTOR INDEX SCORE @ BIRTH	Extremes truncated: 11 and below, 29 and higher
HOSTILEK	NUM	8	CBI 42-SCALE HOSTILITY @ SCHOOL YEAR 1 (KINDERGARTEN) SPRING	2) the higher
HOSTILE1	NUM	8	CBI 42-SCALE HOSTILITY @ SCHOOL YEAR 2 (1ST GRADE) SPRING	
HOSTILE2	NUM	8	CBI 42-SCALE HOSTILITY @ SCHOOL YEAR 3 (2ND GRADE) SPRING	
HRI0	NUM	3	HIGH RISK INDEX @ BIRTH	Extremes truncated: 13 and below, 32 and higher
HSTOT6	NUM	3	HOME STIMULATION TOTAL SCORE @6 MOS	See Notes on HOME STIMULATION instrument
HSTOT18	NUM	3	HOME STIMULATION TOTAL SCORE @18 MOS	
HSTOT30	NUM	3	HOME STIMULATION TOTAL SCORE @30 MOS	

Variable Name	Type	Length	Variable Description	Values
HSTOT42	NUM	8	HOME STIMULATION TOTAL SCORE @42 MOS	
HSTOT54	NUM	8	HOME STIMULATION TOTAL SCORE @54 MOS	
HSTOTY3	NUM	8	HOME STIMULATION TOTAL SCORE @ SCHOOL YEAR 3 (2ND GRADE)	
IEPYR7	NUM	8	HAS CHILD EVER RECEIVED IEP-BASED	1=YES
			SPECIAL SERVICES IN STUDY YEARS 1 THROUGH 7 (KINDERGARTEN THROUGH	0=NO
			GRADE 6 UNDER NORMAL PROGRESS).	
			SUCH SERVICES ARE:	
			SPEECH/LANGUAGE, LD, BEHAVIORAL,	
			VISION, AND EDUCABLY MENTALLY	
IEPYR10	NUM	3	HANDICAPPED.	1=YES
IEPIKIU	NUM	3	HAS CHILD EVER RECEIVED IEP-BASED SPECIAL SERVICES IN STUDY YEARS 1	
			THROUGH 10 (KINDERGARTEN	0=NO
			THROUGH GRADE 9 UNDER NORMAL	
			PROGRESS).	
			SAME SERVICES AS LISTED ABOVE. ABECEDARIAN KIDS ONLY.	
MC30VRB	NUM	3	MCCARTHY SCALE INDEX/VERBAL @30	
Wesovid	110111	5	MOS	
MC42GCI	NUM	5	MCCARTHY SCALE INDEX/GENERAL	
1.63.127.77.77			COGNITIVE @42 MOS	
MC42VRB	NUM	3	MCCARTHY SCALE INDEX/VERBAL @42 MOS	
MC54GCI	NUM	5	MCCARTHY SCALE INDEX/GENERAL	
	-, -, -, -, -, -, -, -, -, -, -, -, -, -		COGNITIVE @54 MOS	
MC54VRB	NUM	3	MCCARTHY SCALE INDEX/VERBAL @54 MOS	
MDI12	NUM	8	BAYLEY MDI @12 MOS	
MDI18	NUM	8	BAYLEY MDI @18 MOS	
MDI3	NUM	3	BAYLEY MDI @3 MOS	
MDI6	NUM	8	BAYLEY MDI @6 MOS	
MDI9	NUM	3	BAYLEY MDI @9 MOS	
MINVOL18	NUM	3	HOME STIM/MATERNAL INVOLVEMENT W/CHILD @18 MOS	
MINVOL30	NUM	3	HOME STIM/MATERNAL INVOLVEMENT W/CHILD @30 MOS	
MINVOL6	NUM	8	HOME STIM/MATERNAL INVOLVEMENT W/CHILD @6 MOS	
MOMED0	NUM	3	MOTHER'S EDUCATION/LAST GRADE COMPLETED AT SUBJECT'S BIRTH	7=7 th grade or less 8=8 th grade 9=9 th 10=10 th 11=11 th 12=12 th 13=13 th or more

Variable Name	Type	Length	Variable Description	Values
MOMSAGE	NUM	3	MOTHER'S AGE, CATEGORIZED, AT BIRTH	1: 17 years or younger 2: 18 or 19 years 3: 20 or older
MOMWAIS0	NUM	3	BIOLOGICAL MOTHER'S WAIS FULL-SCALE SCORE AT SUBJECT'S BIRTH	
MPRFIQ0	NUM	5	BIOLOGICAL MOTHER'S WAIS PERFORMANCE IQ SCORE AT SUBJECT'S BIRTH	
MVRBIQ0	NUM	5	BIOLOGICAL MOTHER'S WAIS VERBAL IQ SCORE AT SUBJECT'S BIRTH	
MWARM18	NUM	3	HOME STIM/MATERNAL WARMTH @18 MOS	
MWARM30	NUM	3	HOME STIM/MATERNAL WARMTH @30 MOS	
MWARM6	NUM	3	HOME STIM/MATERNAL WARMTH @6 MOS	
OPPVAR18	NUM	3	HOME STIM/OPPORTUNITY FOR VARIETY @18 MOS	
OPPVAR30	NUM	3	HOME STIM/OPPORTUNTY FOR VARIETY @30 MOS	
OPPVAR6	NUM	3	HOME STIM/OPPORTUNITY FOR VARIETY @6 MOS	
ORGENV6	NUM	3	HOME STIM/ORGANIZATION OF ENVIRONMENT @6 MOS	
ORGENV18	NUM	3	HOME STIM/ORGANIZATION OF ENVIRONMENT @18 MOS	
ORGENV30	NUM	3	HOME STIM/ORGANIZATION OF ENVIRONMENT @30 MOS	
PRE1INAS	NUM	4	PIAT GENERAL INFORMATION AGE STD @ SCHOOL YEAR 2 (1ST GRADE) FALL	
PRE1TOAS	NUM	4	PIAT TOTAL TEST AGE STD @ SCHOOL YEAR 2 (1ST GRADE) FALL	
PST1INAS	NUM	4	PIAT GENERAL INFORMATION AGE STD @ SCHOOL YEAR 2 (1ST GRADE) SPRING	
PST1RCAS	NUM	4	PIAT READING COMPREHENSION AGE STD @ SCHOOL YEAR 2 (1ST GRADE) SPRING	NOTE: Special missing dot-G means that raw score was below minimum value for which Age Standardized score assigned.
PST1TOAS	NUM	4	PIAT TOTAL TEST AGE STD @ SCHOOL YEAR 2 (1ST GRADE) SPRING	
PSTKINAS	NUM	4	PIAT GENERAL INFORMATION AGE STD @ SCHOOL YEAR 1 (KINDERGARTEN) SPRING	
PSTKTOAS	NUM	4	PIAT TOTAL TEST AGE STD @ SCHOOL YEAR 1 (KINDERGARTEN) SPRING	

Variable Name	Type	Length	Variable Description	Values
RETNYR7	NUM	8	HAS CHILD EVER BEEN RETAINED IN SCHOOL, STUDY YEARS 1 THROUGH 7 (KINDERGARTEN THROUGH GRADE 6 IF NORMAL PROGRESS)? DATA IS AVAILABLE FOR BOTH ABECEDARIAN AND CARE STUDY SUBJECTS. SUBJECTS WHO WERE MARKED FOR RETENTION IN ONE YEAR, BUT WHO NEVERTHELESS CONTINUED TO THE NEXT GRADE LEVEL, POSSIBLY IN ANOTHER SCHOOL DISTRICT, ARE NOT COUNTED AS RETAINED. NOTE: NO SUBJECTS IN THE ABECEDARIAN STUDY WERE RETAINED FOR GRADE 6 ALONE, SO THIS VARIABLE MEANS THE SAME THING	1=Yes 0=No
RETNYR10	NUM	3	FOR BOTH ABC AND CARE SUBJECTS. HAS CHILD EVER BEEN RETAINED IN SCHOOL, STUDY YEARS 1 THROUGH 10 (KINDERGARTEN THROUGH GRADE 9 IF NORMAL PROGRESS)? DATA IS AVAILABLE ON ONLY ABECEDARIAN STUDY SUBJECTS.	1=Yes 0=No
SBIQ24	NUM	3	STANFORD BINET IQ SCORE @24 MOS	
SBIQ36	NUM	5	STANFORD BINET IQ SCORE @36 MOS	
SBIQ48	NUM	5	STANFORD BINET IQ SCORE @48 MOS	
SEX	CHAR	1	GENDER OF CHILD	M=Male F=Female
STUDY	CHAR	4	OF WHICH STUDY WAS THIS SUBJECT ENROLLED?	ABC=Abecedarian or CARE
WISCR10	NUM	8	WISCR-REVISED FULL SCALE IQ SCORE @ SCHOOL YEAR 10	
WISCR10P	NUM	8	WISCR-REVISED PERFORMANCE IQ SCORE @ SCHOOL YEAR 10	
WISCR10V	NUM	8	WISCR-REVISED VERBAL IQ SCORE @ SCHOOL YEAR 10	
WISCR78	NUM	4	WISCR-REVISED FULL SCALE SCORE @78 MOS	
WISCR78P	NUM	4	WISCR-REVISED PERFORMANCE @78 MOS	
WISCR78V	NUM	4	WISCR-REVISED VERBAL @78 MOS	
WISCR96	NUM	4	WISCR-REVISED FULL SCALE SCORE @96 MOS	
WISCR96P	NUM	4	WISCR-REVISED PERFORMANCE @96 MOS	
WISCR96V	NUM	4	WISCR-REVISED VERBAL @96 MOS	
WISCRY7	NUM	8	WISCR-REVISED FULL SCALE IQ SCORE @ SCHOOL YEAR 7	
WISCRY7P	NUM	8	WISCR-REVISED PERFORMANCE IQ SCORE @ SCHOOL YEAR 7	
WISCRY7V	NUM	8	WISCR-REVISED VERBAL IQ SCORE @ SCHOOL YEAR 7	

Variable Name	Type	Length	Variable Description	Values
WJ10ZAFS	NUM	8	WOODCOCK-JOHNSON AGE STAND.	
			SCORE: FULL-SCALE BROAD	
			COGNITIVE ABILITY	
			@ SCHOOL YEAR 10	
WJ10ZAKN	NUM	8	WOODCOCK-JOHNSON AGE STAND.	
			SCORE-KNOWLEDGE	
			@ SCHOOL YEAR 10	
WJ10ZAMA	NUM	8	WOODCOCK-JOHNSON AGE STAND.	
			SCORE-MATH	
			@ SCHOOL YEAR 10	
WJ10ZARD	NUM	8	WOODCOCK-JOHNSON AGE STAND.	
	- 1 - 1 - 1		SCORE-READING	
			@ SCHOOL YEAR 10	
WJ10ZAVA	NUM	8	WOODCOCK-JOHNSON AGE STAND.	
VV3102211111	110111	O	SCORE-VERBAL ABILITY	
			@ SCHOOL YEAR 10	
WJ2FZAKN	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
11 J21 ZAIXIV	11011	7	SCOREKNOWLEDGE @ SCHOOL YEAR	
			2 (1ST GRADE) FALL	
WJ2FZAMA	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
WJZFZANIA	NUM	4	SCOREMATH @ SCHOOL YEAR 2 (1ST	
			GRADE) FALL	
WIJEZADD	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
WJ2FZARD	NUM	4		
			SCOREREADING @ SCHOOL YEAR 2	
WIOEZACIZ	NII IN A	4	(1ST GRADE) FALL	
WJ2FZASK	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCORESKILLS @ SCHOOL YEAR 2 (1ST	
*******			GRADE) FALL	
WJ2FZAWL	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREWRITTEN LANG @ SCHOOL	
			YEAR 2 (1ST GRADE) FALL	
WJ2SZAKN	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREKNOWLEDGE @ SCHOOL YEAR	
			2 (1ST GRADE) SPRING	
WJ2SZAMA	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREMATH @ SCHOOL YEAR 2 (1ST	
			GRADE) SPRING	
WJ2SZARD	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREREADING @ SCHOOL YEAR 2	
			(1ST GRADE) SPRING	
WJ2SZASK	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCORESKILLS @ SCHOOL YEAR 2 (1ST	
			GRADE) SPRING	
WJ2SZAWL	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREWRITTEN LANG @ SCHOOL	
			YEAR 2 (1ST GRADE) SPRING	
WJ3FZAKN	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREKNOWLEDGE @ SCHOOL YEAR	
			3 (2ND GRADE) FALL	
WJ3FZAMA	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREMATH @ SCHOOL YEAR 3 (2ND	
			GRADE) FALL	
WJ3FZARD	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
		•	SCOREREADING @ SCHOOL YEAR 3	
			(2ND GRADE) FALL	

Variable Name	Type	Length	Variable Description	Values
WJ3FZASK	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCORESKILLS @ SCHOOL YEAR 3 (2ND	
			GRADE) FALL	
WJ3FZAWL	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREWRITTEN LANG @ SCHOOL	
			YEAR 3 (2ND GRADE) FALL	
WJ3SZAKN	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREKNOWLEDGE @ SCHOOL YEAR	
			3 (2ND GRADE) SPRING	
WJ3SZAMA	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREMATH @ SCHOOL YEAR 3 (2ND	
			GRADE) SPRING	
WJ3SZARD	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREREADING @ SCHOOL YEAR 3	
			(2ND GRADE) SPRING	
WJ3SZASK	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	1,01,1	·	SCORESKILLS @ SCHOOL YEAR 3 (2ND	
			GRADE) SPRING	
WJ3SZAWL	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
**************************************	110111	•	SCOREWRITTEN LANG @ SCHOOL	
			YEAR 3 (2ND GRADE) SPRING	
WJ7ZAKN	NUM	3	WOODCOCK-JOHNSON AGE STANDARD	
W 3 / Zh HKI V	110111	3	SCORE - KNOWLEDGE	
			@ SCHOOL YEAR 7	
WJ7ZAMA	NUM	3	WOODCOCK-JOHNSON AGE STANDARD	
VV 3 / Zh 11VII 1	110111	3	SCORE - MATH @ SCHOOL YEAR 7	
WJ7ZARD	NUM	3	WOODCOCK-JOHNSON AGE STANDARD	
Warzind	110111	3	SCORE - READING @ SCHOOL YEAR 7	
WJ7ZASK	NUM	3	WOODCOCK-JOHNSON AGE STANDARD	
WITZINI	110111	3	SCORE - SKILLS @ SCHOOL YEAR 7	
WJ7ZAWL	NUM	3	WOODCOCK-JOHNSON AGE STANDARD	
WJ/ZAWL	IVOIVI	3	SCORE - WRITTEN LANG @ SCHOOL	
			YEAR 7	
WJKFZAKN	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
WJIXI ZAIXIV	IVOIVI	7	SCOREKNOWLEDGE @ SCHOOL YEAR	
			1 (KINDERGARTEN) FALL	
WJKFZAMA	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
WJKIZAWA	IVOIVI	7	SCOREMATH @ SCHOOL YEAR 1	
			(KINDERGARTEN) FALL	
WJKFZARD	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
WJKIZAKD	NOM	+	SCOREREADING @ SCHOOL YEAR 1	
			(KINDERGARTEN) FALL	
WJKFZASK	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
WJKFZASK	NUM	4	SCORESKILLS @ SCHOOL YEAR 1	
			(KINDERGARTEN) FALL	
WJKFZAWL	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
WJKFZAWL	NUM	4	SCOREWRITTEN LANG @ SCHOOL	
WHIZOT A IZNI	NII IN #	A	YEAR 1 (KINDERGARTEN) FALL	
WJKSZAKN	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREKNOWLEDGE @ SCHOOL YEAR	
WIIIZOZARZA	ATT IS #	4	1 (KINDERGARTEN) SPRING	
WJKSZAMA	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREMATH @ SCHOOL YEAR 1	
			(KINDERGARTEN) SPRING	

Variable Name	Type	Length	Variable Description	Values
WJKSZARD	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREREADING @ SCHOOL YEAR 1	
			(KINDERGARTEN) SPRING	
WJKSZASK	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCORESKILLS @ SCHOOL YEAR 1	
			(KINDERGARTEN) SPRING	
WJKSZAWL	NUM	4	WOODCOCK-JOHNSON AGE STANDARD	
			SCOREWRITTEN LANG @ SCHOOL	
			YEAR 1 (KINDERGARTEN) SPRING	
WPPSI60	NUM	4	WPPSI IQ SCORE @60 MOS	
WPPSI60P	NUM	4	WPPSI PERFORMANCE IQ SCORE @60 MOS	
WPPSI60V	NUM	4	WPPSI VERBAL IQ SCORE @60 MOS	

Appendices

Appendix I: Descriptive Statistics on Categorical Variables

Appendix II: Descriptive Statistics on Continuous Variables

Appendix III: Information about the Home Stimulation Instrument

Appendix IV: Information about Data Collection Instruments

Appendix V: Print of First and Last Observations in Dataset

Appendix I: Descriptive Statistics--Frequencies of Categorical Variables

There are 176 subjects in the datafile. The following tables show their distributions over the demographic variables and the measures.

Gender of child (M=Male F=Female)					
SEX	Frequency	Percent		Cumulative Percent	
F	84	47.73	84	47.73	
M	92	52.27	176	100.00	

NO. OF MONTHS IN DAY CARE @ 42 MOS							
DAYCAR42	Frequency	Percent	Cumulative Frequency	Cumulative Percent			
	22	12.50	22	12.50			
0	30	17.05	52	29.55			
1	4	2.27	56	31.82			
3	5	2.84	61	34.66			
4	1	0.57	62	35.23			
6	7	3.98	69	39.20			
7	1	0.57	70	39.77			
8	4	2.27	74	42.05			
9	3	1.70	77	43.75			
10	1	0.57	78	44.32			
12	98	55.68	176	100.00			

NO. O	F MONTHS	IN DAY	CARE @ 54	MOS
DAYCAR54	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	26	14.77	26	14.77
0	23	13.07	49	27.84
2	2	1.14	51	28.98
4	2	1.14	53	30.11
7	1	0.57	54	30.68
8	2	1.14	56	31.82
9	4	2.27	60	34.09
10	1	0.57	61	34.66
11	1	0.57	62	35.23
12	114	64.77	176	100.00

FATHER LIVE IN HOME @ BIRTH													
FATHER0	Frequency	Percent	Cumulative Frequency										
1	46	26.14	46	26.14									
2	130	73.86	176	100.00									

Appendix II: Descriptive Statistics--Means of Continuous Variables

		Std		N	10th	50th	90th
	Mean	Dev	ABC	CARE	%	%	%
CHILD'S AGE IN WEEKS WHEN ENTERED PROGRAM	7.91	5.47	110	64	1.00	6.50	17.00
APGAR SCORE-5 MIN	8.92	0.89	97	60	8.00	9.00	10.00
CBI 42-SCALE HOSTILITY @ SCYR 1 SPRING	8.31	3.24	89	54	4.00	8.00	13.00
CBI 42-SCALE HOSTILITY @ SCYR 2 SPRING	9.12	3.24	84	59	5.00	9.00	14.00
CBI 42-SCALE HOSTILITY @ SCYR 3 SPRING	8.88	3.55	87	61	4.00	9.00	14.00
GESTATION AGE IN WEEKS	39.60	2.13	102	64	36.00	40.00	42.00
HOLLINGHEAD 4-FACTOR INDEX SCORE @ BIRTH	19.44	5.56	75	58	13.00	19.00	29.00
HIGH RISK INDEX @ BIRTH	20.53	5.37	109	65	15.00	19.50	29.00
HOME STIMULATION TOTAL SCORE @18 MOS	29.80	5.75	99	61	21.00	30.50	37.00
HOME STIMULATION TOTAL SCORE @30 MOS	30.20	5.63	97	61	22.00	30.00	37.00
HOME STIMULATION TOTAL SCORE @42 MOS	56.47	9.31	96	59	43.00	58.00	67.00
HOME STIMULATION TOTAL SCORE @54 MOS	59.01	9.06	90	59	46.00	62.00	69.00
HOME STIMULATION TOTAL SCORE @6 MOS	27.68	5.41	105	62	21.00	28.00	35.00
HOME STIMULATION TOTAL SCORE @ SCYR 3	66.42	7.54	85	26	57.00	67.00	77.00
MCCARTHY SCALE INDEX/VERBAL @30 MOS	48.11	8.47	98	62	36.50	48.00	59.00
MCCARTHY SCALE INDEX/GENERAL COGNITIVE @42 MOS	97.92	12.39	97	60	81.00	99.00	114.00
MCCARTHY SCALE INDEX/VERBAL @42 MOS	49.89	7.33	97	60	39.00	50.00	60.00
MCCARTHY SCALE INDEX/GENERAL COGNITIVE @54 MOS	95.85	12.56	95	60	78.00	96.00	111.00
MCCARTHY SCALE INDEX/VERBAL @54 MOS	50.56	8.69	95	60	38.00	52.00	62.00
BAYLEY MDI @12 MOS	109.47	14.15	104	63	91.00	112.00	128.00
BAYLEY MDI @18 MOS	100.59	15.76	100	62	81.00	100.00	123.00
BAYLEY MDI @3 MOS	95.27	10.93	107	0	82.00	96.00	110.00
BAYLEY MDI @6 MOS	105.30	14.87	106	63	89.00	102.00	124.00
BAYLEY MDI @9 MOS	109.81	13.40	104	0	93.00	112.50	126.00
HOME STIM/MATERNAL INVOLVEMENT W/CHILD @18 MOS	3.38	1.59	99	61	1.00	3.00	5.50
HOME STIM/MATERNAL INVOLVEMENT W/CHILD @30 MOS	3.40	1.65	98	61	1.00	4.00	6.00
HOME STIM/MATERNAL INVOLVEMENT W/CHILD @6 MOS	3.40	1.49	105	63	2.00	3.00	5.00
BIO MOTHER'S WAIS FULL-SCALE SCORE @BIRTH	85.68	10.30	111	65	73.00	85.00	98.00
BIO MOTHER'S WAIS PERFORMANCE IQ SCORE AT SUBJECT'S BIRTH	88.20	11.00	111	65	73.00	89.00	102.00
BIO MOTHER'S WAIS VERBAL IQ SCORE AT SUBJECT'S BIRTH	85.48	10.59	111	65	72.00	85.00	101.00
HOME STIM/MATERNAL WARMTH @18 MOS	7.41	2.13	99	61	4.00	8.00	10.00

		Std		N	10th	50th	90th
	Mean	Dev	ABC	CARE	%	%	%
HOME STIM/MATERNAL WARMTH @30 MOS	7.35	1.69	97	61	5.00	8.00	9.00
HOME STIM/MATERNAL WARMTH @6 MOS	7.01	2.14	105	62	4.00	7.00	10.00
HOME STIM/OPPORTUNITY FOR VARIETY @18 MOS	2.74	1.28	99	61	1.00	3.00	5.00
HOME STIM/OPPORTUNTY FOR VARIETY @30 MOS	3.01	1.22	98	61	1.00	3.00	5.00
HOME STIM/OPPORTUNITY FOR VARIETY @6 MOS	1.97	0.87	105	63	1.00	2.00	3.00
HOME STIM/ORGANIZATION OF ENVIRONMENT @18 MOS	5.18	0.89	99	61	4.00	5.00	6.00
HOME STIM/ORGANIZATION OF ENVIRONMENT @30 MOS	5.30	0.89	98	61	4.00	6.00	6.00
PIAT GENERAL INFORMATION AGE STD @ SCYR 2 FALL	97.38	11.06	90	0	82.50	97.00	113.50
PIAT TOTAL TEST AGE STD @ SCYR 2 FALL	95.29	6.56	90	0	85.50	96.00	105.00
PIAT GENERAL INFORMATION AGE STD @ SCYR 2 SPRING	99.64	9.80	91	0	87.00	98.00	114.00
PIAT TOTAL TEST AGE STD @ SCYR 2 SPRING	97.44	8.31	91	0	87.00	98.00	107.00
PIAT GENERAL INFORMATION AGE STD @ SCYR 1 SPRING	97.26	11.26	91	0	82.00	100.00	111.00
PIAT TOTAL TEST AGE STD @ SCYR 1 SPRING	98.04	7.51	90	0	87.50	99.00	107.00
STANFORD BINET IQ SCORE @24 MOS	90.35	12.31	99	63	75.00	88.00	108.00
STANFORD BINET IQ SCORE @36 MOS	93.21	14.91	98	61	72.00	93.00	113.00
STANFORD BINET IQ SCORE @48 MOS	94.78	12.10	97	61	78.00	96.00	110.00
WISC-R FULL SCALE IQ SCORE @ SCYR 10	93.23	10.30	104	0	80.00	91.00	106.00
WISC-R PERFORMANCE IQ SCORE @ SCYR 10	98.51	12.40	104	0	82.00	100.00	117.00
WISC-R VERBAL IQ SCORE @ SCYR 10	89.50	10.30	104	0	75.00	90.00	102.00
WISC-R FULL SCALE SCORE @78 MOS	96.04	12.34	91	59	78.00	97.00	109.50
WISC-R PERFORMANCE @78 MOS	95.50	14.91	91	59	76.00	96.00	113.00
WISC-R VERBAL @78 MOS	95.42	13.09	91	59	79.00	97.50	108.50
WISC-R FULL SCALE SCORE @96 MOS	94.78	12.25	91	59	81.00	96.00	109.50
WISC-R PERFORMANCE @96 MOS	97.07	12.59	91	59	81.00	96.00	112.00
WISC-R VERBAL @96 MOS	93.80	12.71	91	59	78.50	94.50	109.00
WISC-R FULL SCALE IQ SCORE @ SCYR 7	92.70	10.59	101	61	79.00	92.00	108.00
WISC-R PERFORMANCE IQ SCORE @ SCYR 7	95.16	12.28	101	61	80.00	95.00	114.00
WISC-R VERBAL IQ SCORE @ SCYR 7	91.98	10.89	101	61	77.00	92.00	107.00
W-J AGE STAND. SCORE-FULL-SCALE BROAD COGNITIVE ABILITY @ SCYR 10	93.09	10.45	104	0	79.00	92.00	107.00
W-J AGE STAND. SCORE-KNOWLEDGE @ SCYR 10	89.76	9.22	103	0	77.00	90.00	102.00
W-J AGE STAND. SCORE-MATH @ SCYR 10	90.35	11.84	104	0	73.00	90.00	107.00
W-J AGE STAND. SCORE-READING @ SCYR 10	91.53	10.40	104	0	81.00	90.00	105.00
W-J AGE STAND. SCORE-VERBAL ABILITY @ SCYR 10	90.72	11.14	104	0	77.00	91.00	105.00
W-J AGE STANDARD SCOREKNOWLEDGE @ SCYR 2 FALL	94.25	10.56	0	59	81.00	94.00	105.00

		Std		N	10th	50th	90th	
	Mean	Dev	ABC	CARE	%	%	%	
W-J AGE STANDARD SCOREMATH @ SCYR 2 FALL	93.12	14.07	0	59	77.00	90.00	114.00	
W-J AGE STANDARD SCOREREADING @ SCYR 2 FALL	95.63	14.64	0	59	75.00	95.00	118.00	
W-J AGE STANDARD SCORESKILLS @ SCYR 2 FALL	95.46	12.45	0	59	79.00	95.00	118.00	
W-J AGE STANDARD SCOREWRITTEN LANG @ SCYR 2 FALL	93.93	10.42	0	59	79.00	96.00	109.00	
W-J AGE STANDARD SCOREKNOWLEDGE @ SCYR 2 SPRING	95.58	10.30	0	60	83.00	93.00	111.00	
W-J AGE STANDARD SCOREMATH @ SCYR 2 SPRING	99.73	16.26	0	60	76.00	102.50	119.00	
W-J AGE STANDARD SCOREREADING @ SCYR 2 SPRING	96.63	15.27	0	60	75.00	95.50	121.00	
W-J AGE STANDARD SCORESKILLS @ SCYR 2 SPRING	98.13	13.54	0	60	79.50	97.00	118.00	
W-J AGE STANDARD SCOREWRITTEN LANG @ SCYR 2 SPRING	98.54	14.01	0	60	82.00	97.50	119.00	
W-J AGE STANDARD SCOREKNOWLEDGE @ SCYR 3 FALL	94.16	11.06	0	61	80.00	92.00	110.00	
W-J AGE STANDARD SCOREMATH @ SCYR 3 FALL	92.41	13.04	86	61	75.00	94.00	109.00	
W-J AGE STANDARD SCOREREADING @ SCYR 3 FALL	89.41	14.55	82	61	69.00	90.00	108.00	
W-J AGE STANDARD SCORESKILLS @ SCYR 3 FALL	90.33	13.51	86	61	74.00	90.00	108.00	
W-J AGE STANDARD SCOREWRITTEN LANG @ SCYR 3 FALL	96.98	15.58	0	61	79.00	95.00	118.00	
W-J AGE STANDARD SCOREKNOWLEDGE @ SCYR 3 SPRING	94.26	12.97	0	61	79.00	91.00	110.00	
W-J AGE STANDARD SCOREMATH @ SCYR 3 SPRING	95.52	14.39	88	61	77.00	95.00	115.00	
W-J AGE STANDARD SCOREREADING @ SCYR 3 SPRING	91.07	13.39	87	61	72.00	91.00	111.00	
W-J AGE STANDARD SCORESKILLS @ SCYR 3 SPRING	92.34	13.56	88	61	74.00	90.00	111.00	
W-J AGE STANDARD SCOREWRITTEN LANG @ SCYR 3 SPRING	99.30	16.19	0	61	78.00	101.00	120.00	
W-J AGE STANDARD SCORE - KNOWLEDGE @ SCYR 7	91.41	12.07	101	61	75.00	92.00	106.00	
W-J AGE STANDARD SCORE - MATH @ SCYR 7	90.17	12.52	101	61	72.00	91.00	106.00	
W-J AGE STANDARD SCORE - READING @ SCYR 7	88.68	12.64	101	61	74.00	88.50	104.00	
W-J AGE STANDARD SCORE - SKILLS @ SCYR 7	91.19	13.90	101	61	74.00	90.00	111.00	
W-J AGE STANDARD SCORE - WRITTEN LANG @ SCYR 7	93.36	14.38	101	61	77.00	92.00	112.00	
W-J AGE STANDARD SCOREKNOWLEDGE @ SCYR 1 FALL	90.12	10.66	0	58	75.00	88.50	107.00	
W-J AGE STANDARD SCOREMATH @ SCYR 1 FALL	92.10	8.20	0	58	81.00	90.50	104.00	
W-J AGE STANDARD SCOREREADING @ SCYR 1 FALL	96.40	10.55	0	58	81.00	95.00	110.00	
W-J AGE STANDARD SCORESKILLS @ SCYR 1 FALL	93.78	15.83	0	58	67.00	96.50	116.00	
W-J AGE STANDARD SCOREWRITTEN LANG @ SCYR 1 FALL	98.40	16.45	0	58	70.00	99.00	118.00	
W-J AGE STANDARD SCOREKNOWLEDGE @ SCYR 1 SPRING	94.63	11.19	0	59	78.00	95.00	110.00	
W-J AGE STANDARD SCOREMATH @ SCYR 1 SPRING	94.07	14.38	0	59	79.00	89.00	118.00	
W-J AGE STANDARD SCOREREADING @ SCYR 1 SPRING	99.41	11.12	0	59	84.00	100.00	114.00	
W-J AGE STANDARD SCORESKILLS @ SCYR 1 SPRING	100.49	11.30	0	59	86.00	101.00	120.00	
W-J AGE STANDARD SCOREWRITTEN LANG @ SCYR 1 SPRING	100.85	10.88	0	59	86.00	103.00	118.00	
WPPSI IQ SCORE @60 MOS	97.62	12.89	95	59	79.00	97.00	114.00	

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10/14/2002

		Std		N	10th	50th	90th
	Mean	Dev	ABC	CARE		%	%
WPPSI PERFORMANCE IQ SCORE @60 MOS	99.14	12.65	95	59	82.00	99.00	115.00
WPPSI VERBAL IQ SCORE @60 MOS	96.82	12.80	95	59	79.00	96.00	115.00

Appendix III: Information about the Home Stimulation Instrument

HOME STIMULATION, given at 6, 18, 30, 42 and 54 months and Endpoint

This instrument measures the intellectual stimulation and care provided in the child's home environment. There are three versions of this instrument:

- a 45-item version, given at 6, 18 and 30 months,
- an 80-item version, given at 42 and 54 months,
- an 85-item version, given at Endpoint.

Although the codebook lists the possible values for each item as 1 (Yes), 2 (No) or 3 (No info), 3's were not used; no information is simply missing.

From the items, a total score and several subscales were derived, varying as to which version was used. For all three versions, all subscales and total scores are derived by summing the variables that comprise them with a value of 1.

For the version given at 6, 18 and 30 months ¹:

45 items

Total score HSTOTx sum of all items, excluding 11 and 19

For the version given at 42 and 54 months:

89 items

Total score HSTOTx sum of all items

For the Endpoint version:

85 items

Total score HSEPTOT sum of all items

¹ Items 11 and 19 were not used in the derivation of the subscales or the total score.

Appendix IV: Information about Data Collection Instruments

The data collection instruments for this study are not included in this ICPSR data collection because they contain items from copyrighted instruments. Permission to use these copyrighted instruments can be requested from the sources listed below.

- 1. Variables HOSTILEK, HOSTILE1 and HOSTILE2 come from the Bayley Scales of Infant Development. This instrument is copyrighted by Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX, 78259, 1-800-211-8378, http://www.psychcorp.com.
- Variables HSTOT6 to HSTOTY3, MINVOL6 to MINVOL18, and MWARM6 to MWARM30, OPPVAR6 to OPPVAR30 and ORGENV6 to ORGENV30 come from the Inventory of the Home Stimulation. This instrument is copyrighted by the HOME INVENTORY LLC, Distribution Center, 2627 Winsor Drive, Eau Claire, WI 54703 http://www.ualr.edu/~crtldept/home3.html.
- 3. Variables MC30VRB, MC42GCI, MC42VRB, MC54GCI and MC54VRB come from the McCarthy Scales of Children's Abilities. This instrument is copyrighted by Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX, 78259, 1-800-211-8378, http://www.psychcorp.com.
- 4. Variables MDI3 to MDI8 come from the Bayley Scales of Infant Development. This instrument is copyrighted by Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX, 78259, 1-800-211-8378, http://www.psychcorp.com.
- Variables MOMWAISO, MPRFIQO and MVRBIQO come from the Wechsler Adult Intelligence Scale (WAIS). This instrument is copyrighted by Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX, 78259, 1-800-211-8378, http://www.psycchcorp.com.
- 6. Variables PRE1INAS, PRE1TOAS, PST1INAS, PST1TOAS, PSTKNAS and PSTKTOAS come from the Peabody Individual Achievement Test (PIAT). This instrument is copyrighted by AGS Publishing, 4201 Woodland Road Circle Pines, MN 55014-1796, www.agsnet.com.
- 7. Variables SBIQ24 to SBIQ48 come from the Stanford-Binet Intelligence Scale. This instrument is copyrighted by Houghton Mifflin Company, 222 Berkeley Street Boston, MA 02116, www.hmco.com.
- 8. Variables WISCR78 to WICR10P come from the Wechsler Intelligence Scale for Children- Revised (WISC-R). This instrument is copyrighted by Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX, 78259, 1-800-211-8378, http://www.psychcorp.com.

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- 9. Variables WPPSI60 to WPPSI60Pcome from the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). This instrument is copyrighted by Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX, 78259, 1-800-211-8378, http://www.psychcorp.com.
 - 10. Variables WJ2FZARD to WJ10ZAKN, WJKFZARD to WJKSZASK and WJKSZARD to WJKSZASK come from the WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY. This instrument is copyrighted by Teaching Resources, Corp. 50 Pond Park Road, Hingham, MA, 02043.

Appendix V: Print of first and last observations in the data file ARC010

J _ E T C R T T	A \\ T T T R F T T	S T U D Y	5 E	E N S T E R	M O M I S A G C		M V R B I Q	Q 0	O M E D	G E S T A G E	H R I O	T F H C E A F F O 5	P C A A R A A A A A A A A A A A A A A A A	A Y C A R 5	E I T E N P Y Y R R 7 7	N Y R 1 0	E P Y R 1	S V C A O F R M E 6	1 W / A R R M I 1 6 8	W F A F R V M A 3 F O 6	P P V / A R R 1 6 8	P V A R 3	0 R G E N V 6	R G E N V 1 8	G E N V 3	M I N N N V C O L 1 6 8	N V O O L 3	T 0 T 6
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