**OVERVIEW**

This document describes some basic functions of the Scoring Program for the MacArthur Communicative Development Inventories (CDI, Version 2013). The program's main file is **CDI2013.mdb**. This file cannot be viewed directly, but must be opened from within Microsoft Access. The program also uses Word documents that contain templates for the Child Report Forms and Parent or Physician Letters. Output from your database can be put into Access Tables or to Excel spreadsheets. **The program is set by default to "COMPACT AND REPAIR" YOUR DATABASE upon closing.** A version of the Basic Information Form is provided in **basinfo.rtf.**

**A general tip:** All of the files associated with a particular CDI2013.mdb file must be kept in a specified directory. Note also that a given CDI2013.mdb file can keep track of all of your CDIs across several different projects (use Selection Tags so that participants in each of the projects are identified and can be pulled out easily by the database). However, in some situations, you might find that it is more manageable to have multiple databases that are each stored in individual cdi.mdb files. If you have multiple databases that you want to keep separate, then simply copy and rename your \*mdb files, but keep both databases in the same directory as the other downloaded documents (e.g., cdi2013Project1.mdb and cdi2013Project2.mdb).

**0. MAIN SWITCHBOARD**

The main switchboard is the starting point for all of the primary functions of the CDI Scoring Program. A brief description of each tab is provided below.

**Participants and Records**

This tab includes listings of all database records by participant, including descriptive information, CDIs, Other administrations, and Selection Tags. From *Participants & Records*, you can enter/change contact and/or descriptive information for a participant, generate a summary of all of the records for that participant, view or enter CDI data, and run Child Report Forms or Letters for a given participant.

If you select the *New Participant* button, you will be prompted to input an ID for a new member of your database. You may add a participant to your database even if they do not have a CDI. For example, when a new participant is recruited for our studies, we enter name and contact information in the database. Later, when the CDI is returned, we add the CDI data at that time.

Select the *Delete/Archive Participants* button to delete all information about an individual participant from the current/active database. This action will delete all records associated with that participant and will not be recoverable. However, if you wish to retrieve the information at a later time, you may archive that information using the *Archive* option. Archived information can be viewed or restored to your current database using the *Utilities* button on the main switchboard (*View/Restore*). Note that participants must be restored to the current/active database in order for them to be available for clinical and variable reports.

**Selected Reports**

This tab allows you to run Child Report Forms or Parent/Physician Letters on a group of participants (i.e., in "batch" mode). You must (1) select the criteria that will be used to determine which participants will be selected (e.g., all participants with a date of CDI in the last week), and (2) indicate which reports and/or letters are to be generated for those participants.

**Selected Variables**

Use the *Selected Variables* tab to generate summaries of your database information. Like *Selected Reports*, you must (1) select the criteria that are used to determine which participants will be included in the report (e.g., all participants with a CDI:W&G between 12 and 13 months of age, all participants who do not have a CDI at 30 months), and (2) indicate which information is to be output for each participant (Descriptive, CDI Data, Additional).

**Edit Lists and Settings**

From this screen (see also *Customizing your CDI program),* the user is able to define the *Selection Tags* and *Other Administration* *Types*. These need to be defined here before they can be applied to a participant.

The user can view *Item Variables*, and *Summary Score Variables* as applied to the CDI data. **Users should be cautioned that any changes that are made to existing variables will impact how information is processed by the CDI program.** However, you are free to create new variables and add them to the CDI scoring program at your own risk (See below).

In *Report Settings,* the file names (and paths) associated with the Word document templates used to generate the Child Report Forms and Parent/Physician Letters are stored. You can also modify the percentile level at which the CDI program will place an asterisk in the Child Report Form and generate a 'below" letter. (Note: We usually use the 10th percentile). In *Target Variables,* you can customize which variables are included in the reports.

*Scanner Settings* can be changed to accommodate the CDI program to your scantools set-ups, but you should not need to modify these if you are using our scanning templates (available upon request).

*Default Directories* allows you to define where the CDI program goes first to look for relevant files and documents (typically c:\cdi).

**Utilities**

*View/Restore Archive* allows the user to examine the archived information that is linked to the current database. Use this option to reinstate archived information into your current/active database.

*Batch Archive* allows the user to archive information about participants in the database using a "batch" mode. Archiving deletes all information about a given participant from the current/active database, but is stored in a form that can later be retrieved. Participants can be archived on an individual basis using the *Delete/Archive Participant* button within the Participants and Records screen.

**Exit to Database**

Closes the Main Switchboard and displays tables and forms that store the information in your database. You should be able to do most everything without directly accessing these tables and forms. However, an experienced user of ACCESS might find it more efficient to enter or paste information directly into the tables.

**Quit**

Closes the CDI.mdb file and exits Access. **It is our recommendation to always exit the CDI Scoring program from within the main switchboard (QUIT),** rather than clicking on the X box in the upper right hand corner.

1. **ADDING A NEW PARTICIPANT TO YOUR DATABASE**

Within *Participants and Records,* click on the box labeled *New Participant*. You will be prompted to enter a string (any combination of numbers of letters, 8 characters maximum) for the *Participant ID.* The *Participant ID* must uniquely identify your participant and will be the key variable that will link all CDIs, Other Administrations, and Selection Tags.

*General Information.* Enter basic information regarding the participant, including Name, Date of Birth, Gender, Address, Parent/Guardian name, Physician Information, Inservices, Best Time to Contact, and Comments. This information can be changed, but previous versions of this screen cannot be saved**. You need not enter information in all of these slots, but you must include Name, DOB and gender. The CDI program requires at least this information in order to calculate percentile scores.**

*Current Descriptive Information*. This tab will bring up a window that contains the most recent descriptive information available on a given participant. A version of this window is associated with each CDI record; however, the information that you see here represents the most recent information (which may be different from descriptive information at the time of a given CDI). Note: You may view the *Descriptive Information* associated with a particular CDI record by going into the *CDI* tab, clicking on a given CDI record, and then selecting the box labeled *Descriptive Information.*

*CDIs.* Under this tab, you will see a place to list all of the CDIs for a given participant. See *Scoring a CDI* (below) in order to add CDI data to the database.

*Other Administrations*. List any other test administrations. **Codes must be user-defined prior to use in this window** (go to *Edit Lists and Settings*).Once an Other Administration is defined, it will appear in the drop-down window and can be selected from the list. For example, we use this section to track when a CDI is sent and received, and when a participant comes into the lab for standardized testing (e.g., Bayley).

*Selection Tags*. Participants may be "tagged" using user-defined codes (e.g., SLI, NL). Like Other Administrations, **Selection Tags must be defined by the user prior to use in this window** so that they appear in the drop-down list (see *Edit Lists and Settings*).

From within the CDI window, you can generate an *Administration Summary* for any given participant by selecting the button in the upper right-hand corner. An *Administration Summary* will provide a "snapshot" of all CDI records and *Other Administrations* for a given participant listed by age.

**Scroll through the participants in any of the windows using the arrow keys in the lower left-hand portion of the screen.** You can search for participants (by any full or partial field) using the FIND button. Note that you can sort your database using the up and down arrow shortcuts (or the drop-down menus) from within ACCESS.

1. **SCORING A CDI FOR A PARTICIPANT**

Within *Participants and Records,* select the *CDI* tab:

*New Record*. Selecting *New Record* will automatically bring up the *Descriptive Information* screen. Here, you can input information about the participant's medical history and caregiver situation at the time of administration of that particular CDI. Once you have finished with this screen, select *Back* (or Alt B on the keyboard). This will take you to the CDIs screen. From there, you will need to input the remainder of the line item information; Date of CDI, CDI Language, and CDI Form.

In some cases, you would like to compare a child's scores on the CDI to the norms from ages that are different from the actual age of the child when the CDI was completed; e.g., the child is older than the available norms or was born prematurely. In these cases, input the appropriate age in the "age to compare" slot.

*Delete Record*. If you wish to delete a CDI record for a given participant, you may do so by selecting *Delete Record.* This will delete the descriptive and CDI data that are contained in this record.

*Descriptive Information*. Each CDI record has descriptive information associated with it at the time that the CDI was completed. This information is based on the Basic Information Form (see basinfo.rtf). See also Coding Conventions listed at the end of this document.

Once you've selected *New Record*, this screen automatically appears and allows you to input information. (Note: Tab will take you through each of the windows. Ctl-Tab will advance you to the next window.) When you exit this window, you will be prompted to update the current descriptive information. If you do, the information that is shown in the *Current Descriptive Information* window (see above) will be updated to match the information that you just input. If you do not wish to change the *Current* information, indicate NO and that information will not be overwritten.

*Inventory Data*. All of the responses from the CDIs are stored in *Inventory Data*. Responses are listed by each category heading. The total number of items within a category is also listed. To view responses for each individual item within a section, click on *View or Edit Item Responses* when the arrow key is marking the section that you want to view/edit.

To enter items for each category total, you would count the number of responses in each category and enter it into the appropriate box. For example, "Toys" has a total of 8 items. If the child is reported to understand 2 of those items you would enter the number 2 next to the letter "U". This child is not producing any of these items, so you would enter the number 0 next to the letter "P". Let's say the remainder of the section was left blank. The program codes that as a "no response" and automatically fills in the blanks with the letter "N". You would find the number 6 next to the letter "N". After you have finished, select the button marked "Back" or Alt+B (on the keyboard).

**To hand-enter item the data,** select *Inventory Data*, and then for each section, select *View/Edit Item Responses*. All of the individual items will appear. Enter the appropriate response, e.g., a “U” or “P” next to each item (for Words & Gestures) or “P” (for Words & Sentences). **Note that some of the sections are included on the Child Report Form at the item level. Thus, information for the following sections MUST be entered at the item-level: *First signs of understanding* (Words & Gestures), *How children use words, Word Endings* (Words & Sentences).**

*Supplemental Data*. Information in the "*Supplemental Data*" section must be input by hand. For Pretend Objects (on Words & Gestures), the user must enter the exact examples provided by the caregiver. Pretend object(s) data needs to be input in the section marked "Examples of Pretend Objects".

For the English/Spanish Words & Sentences and English Level III, you must enter the 3 longest utterances that were provided by the parent (*Three Longest Sentences*). The CDI program automatically calculates the mean length in morphemes for each sentence and calculates the mean of those (M3L). **Place a space between each word and a / between each word-internal morpheme that you want to be counted as individual units. Do not put spaces between words/morphemes that you want to be counted as a single unit (e.g., wheelsonthebus). These transcription conventions are generally similar to SALT or CHILDES and were followed to compute M3L for the English (in morphemes) and Spanish (in words) norms.** General hints and conventions are listed at the end of this document. For more information, see SALT manual (Miller & Chapman, 1993) and the English and Spanish User's Guides.

Lastly, the comment section (on Words & Gestures and Words & Sentences) needs to be input in the section marked "textual data". The program automatically knows which form you are working in and will bring up the appropriate sections once you click on the "*Supplemental Data*" button.

*Current Report Settings/View Report Settings*. The CDI program allows you to customize letters/report files for various uses. This is especially useful for letters that may apply to special sub-sets of your sample (e.g., children who are coming into the lab on a regular basis, or children who have been targeted to be at risk). As another example, we regularly run across children who are premature. Instead of generating a standard parent letter and editing the letter directly to address that situation, we have made it possible for you to select a predefined report setting to pull up a different set of letters (see *Customizing your CDI program*). As you run into different situations on a regular basis, you can set up multiple report settings that contain templates for letters that provide different information or make different recommendations. Remember that if you change the current report settings from this window, it will continue to display that selected setting until you either change it or exit *Participants and Records*. Once you exit *Participants and Records*, the current report settings will default back to the "Standard".

1. **RUNNING CHILD REPORT FORMS AND LETTERS**

To print reports and letters, you should have your reports and letters set up and listed in their appropriate slots (see "Setting up reports and letters"). **Before running a report, be sure to check that you have selected the correct CDI on which you want to run your report/letter.** Click on any one of the fields associated with that particular CDI, e.g., Date of CDI, CDI language, CDI form, Age in months, Age to compare or Bilingual tag. At the left side of the screen (to the left of the record #), an arrow key indicates the report you have selected (). Next, select the button marked "Child Report Form", "Parent Letter" or "Physician Letter". The program will output the report/letter to a Microsoft Word document that can be printed and/or saved. This is a good time to do a quick double-check of the results of the Child Report Form with the actual responses on the CDI. This word document can be edited directly (if necessary). If you need to make changes to the item responses, you can do so by returning to the CDI window and clicking on the *Inventory Data* box. Remember to check that you are accessing the correct set of letters by noting the *Report Settings* in the lower right hand corner.

If a given participant has both an English and a Spanish CDI, the program will prompt you to indicate which type of report (Individual or Composite) and the language in which the report should be printed (English or Spanish). Individual reports summarize responses on the English CDI or Spanish IDHCs taken separately (independently of responses on the other). Composite reports compute Total Concepts scores based on an item-by-item comparison of the English and Spanish CDIs. The CDI program will create a composite report for any participant with an English CDI and a Spanish IDHC at the same age. If you want scores from an English CDI and Spanish IDHC to be "composite" when the *Age of CDI* is different (e.g., English at 15 mos, Spanish at 16 months), then you must enter the same letter (e.g., A) in the bilingual tag slot. **It is not necessary to enter anything in the Bilingual Tag slot if *Age of CDI* is the same for both forms.**

1. **SELECTED VARIABLES**

In general, running a *Selected Variables* report requires that you define (1) WHO you want to select*(Selection Criteria)*, and (2) WHAT INFORMATION you want to be included in the report *(Output Variables)*.

From the Main Switchboard go to *Selected Variables*. There are several “canned” reports already saved for you to generate the most typically used variables. However, if you want to save a new canned report, you can create a new template. To do so, click on "new" to create a new selection label and name your report template. You can have as many selection labels as you wish. Scroll through each of your templates by clicking on the arrows in the bottom left-hand corner of the screen.

*Selection Criteria* can include any variable (or sets of variables) in General Participant Information, CDI Records, Other Administrations, Descriptive Information, or Participant Ids. For example, if you want to generate a report on all of the participants in your database who have an English CDI:W&G, you would use the following set up in the CDI records section:

Language: **English**

CDI form: **W&G (Words & Gestures)**

**□** Not CDI age (months): From To

**□** Not CDI age to compare: From To

**□** Not Date of CDI From To

However, let's say you want to narrow your selection to only those participants who had English W&G CDIs only at 15 months. In some cases, you might want to select participants based on the fact that they did not fit a particular criterion (e.g., did not have a CDI at 15 months). Here, you would select the box next to the appropriate field, indicating that the report would only include participants that did not meet this criterion. For example,

Language: English

CDI form: W&G (Words & Gestures)

**☑** Not CDI age (months): From 15 To 15

**□** Not CDI age to compare: From To

**□** Not Date of CDI From To

In other situations, you may want to see information for particular participants. Select specific participants by ID in the box labeled *Participant Ids*. Here, the *Selected Variables* report would only output information pertaining to those specific participants. If you have a list of specific participants that you wish to select and you do not want to type them in, click on *Get Ids from Table*. This will prompt you to input the name of a table that contains your list. Access will automatically import the Participant Ids from a specified table.

Define your *Output Variables* in the *Descriptive*, *Data* (only CDI data) and/or *Additional* tabs. If you would like to see CDI information for the participants that were identified in the *Selection Criteria*, click the appropriate boxes in the CDIs section. If you want to restrict the information to only a subset of the CDIs that are associated to a particular participant, use the *Restrict CDIs for Output* option. For example, if you don't restrict your output, you will see ALL of the CDI data that is associated with the subset of participants you have selected. For example, if you selected all of the children in your database who have 15 month W&G CDIs, the program will output ANY CDI that those kids have unless you restrict the output. If you want to see ONLY the 15 month CDI data, then select on that basis in the *Selection Criteria* tab AND limit the output in the *Descriptive Tab.*

If you restrict the output in this way, note that the CDI variables that show up in the pop-down menu will only be those that are relevant to the particular CDI that you chose. For example, if you restricted output to W&G, then you will not be able to request variables that are only on the W&S.

In the *Participants & Records* tab, selecting the "Composite" option will generate variables that merge responses from an English and a Spanish CDI for a given participant at a given age. Recall that the CDI program will automatically link an English CDI and a Spanish IDHC for a given participant if the Age of CDI is the same for both CDIs. If you want CDIs of two different ages to be linked (e.g., English at 15 months, Spanish at 16 months), then you need to put a common code in the Bilingual Code slot (*Participants & Records, CDIs*). As in the single language case, only those variables that are relevant to the composite data are listed and available to you in the Data window. For composite scores, you must further specify how you want the composite variables to be defined in your report. You have the option to compute the composite scores based on all items vs. only those items that appear on both the English and the Spanish forms. For each category of words, you can output how many words appear in (a) English Only, (b) Spanish Only, (c) English & Spanish (both), and/or (d) English Or Spanish = English Only + Spanish Only + Both (counting both only once)).

After specifying your selection criteria and output variables for the report, click on either *Generate Spreadsheet* or *Generate Table*. These will output the resulting information to an Excel spreadsheet or an Access table, respectively. You can then go into spreadsheet/table and modify as needed. **Generating a *Selected Variable* report can take many minutes** depending on the speed of your machine, other applications that you are running, the size of your database, and the variables that you have included in your report. We recommend also that you generate selected variable reports in meaningful chunks, rather than trying to get all of the information about your database all at once. Again, a user who is familiar with ACCESS might find that it is more effective to open the tables directly for certain variables that are stored directly in the tables (e.g., demographic information) (see Exit to Database). The CDI program is working in the background and you will not be able to work in Access while you are running a report. **After you run a large selected variable report, it is highly recommended that you Compact and Repair your database.**

1. **CUSTOMIZING YOUR CDI SCORING PROGRAM**

*Letters.* You can customize the appearance and content of the letters that are generated by the CDI program. From the Main switchboard go to *Edit Lists and Settings*. Go to subset marked *Report Settings.* Here, you can indicate which letters and reports you would like the CDI program to use for your particular database**.** It is important to have all of these Word documents in one directory. Remember to name your documents in a way that makes sense to you or a fellow user. Select the appropriate slots(s) to place your letters/reports based on the contingencies that we have provided (e.g., No Target Variables below the 10th percentile). To do so, place your cursor in the field in which you wish to place your letter/report and click on the button marked "Browse". The program will automatically bring up a predefined directory. Choose the file name for the letter that you wish to have placed in that slot. You can have the same letter name in multiple slots. **It is our suggestion that you modify the letter templates that we provided by changing the letterhead (logo), address information and text. Note that the merge fields interface with information from the CDI program and should be modified with care. To edit letter/report templates, place your cursor in desired field(s) and click on button marked *Edit Template*.**

Note that we have provided sets of letters that comprise the "Standard" set up. Scroll through each "set up" record in the lower left-hand corner of the window. These different set-up configurations allow you to create sets of letters that are customized for a particular situation where a standard set of letters might not apply. For example, in the "Standard" set, you have all your letters that fit the most typical situation that you run across. However, let's say that you have a population of participants that require a letter different than the standard letter, e.g., children who were born prematurely. You can modify each of the letter templates to add an additional phrase about how the child is being compared to children who are matched on gestational, rather than chronological, age. You modify the standard letter and "save as" one for each of the "slots" that are provided. You can name this report setting "Premature" and indicate the names of the modified letters in each of the slots using the same method as described above. Now you have 2 different predetermined report settings that you can use to generate letters in two different situations.

When you are processing a CDI (in the CDIs tab), you will be able to see your choices of report settings under the pop-down menu labeled *Current Report Settings*. (See *Current Report Settings*). **The *Report Settings* menu also allows you to change the value of the percentiles used for the lower cut-off (we usually use 10th percentile), which *Target Variables* are included in the reports, as well as the minimum age at which that variable is printed in the Child Report Form.**

*CDI Variables.* From within *Edit Lists & Settings,* *Item Variables* and *Summary Score Variables*, the user can view the predefined CDI variables. **The user should be cautioned that any changes that are made to existing variables will impact how information is processed by the CDI program.**

However, the user is free to create new variables that will be available to the CDI scoring program. For example, let's say that I wanted to create a new variable called "COLORWD" which represents all of the items in the Vocabulary Checklist of CDI:W&S that are "color words". To do this, I would go to *Edit List and Settings*, and then *Summary Score Variables.* The program will display a warning about making changes. Click *Yes* to continue. All of the summary variables will be listed. Click *NEW*. Fill out the description of that new variable (e.g., "Color Words Produced - English"). Group variables are simply the sum of scores on individual items or a set of items. Formula variables are recalculations using existing variables. Lookup variables call-up information stored in table format, e.g., percentile scores based on age and gender of participant (See CDI Manual). (Note: You will probably not be creating new look-up variables.) Click on *Edit Variable Information* and list the items or summary variables that are to be included (e.g., blue, red, orange). Click OK. This variable should now be available to you when running *Selected Variables.* In addition, I might also want to create "COLORPER" which is based on this variable and represents what proportion of a child's vocabulary are color words. This variable would be "Formula," defined as (COLORWD/VOCAB)\*100. Note that you will need to create the group variable prior to the formula variable.

*Scanner Settings* can be changed to accommodate the CDI program to your scantools program, if appropriate.

*Default Directories* allows you to define where the CDI program goes first to look for relevant files and documents.

**English-language conventions for transcribing *Three Longest Utterances***[[1]](#footnote-1)

1. **Possessive Inflections (-s, -’s)**

Use Z so that DAD’S becomes DAD/Z and YOURS becomes YOUR/Z

1. **Plural Noun Inflections (-s, -es)**

Use S so that BABIES becomes BABY/S and HOUSES becomes HOUSE/S. Do not mark nouns which only have a plural form, i.e., use PANTS, CLOTHES, etc.

1. **Plural & Possessive Inflections (-s’)**

Use S/Z so that BABIES’ becomes BABY/S/Z and FATHERS’ becomes FATHER/S/Z

1. **3rd Person Singular Verb Forms (-s, -es)**

Use 3S (for both -s and -es forms) so that GOES becomes GO/3S and TELLS becomes TELL/3S. Note: Use DOES without a slash (considered one morpheme).

1. **Other Verb Tense Inflections (-ed, -d, -ing)**

Use ED (for both -ed and -d forms) so that LOVED becomes LOVE/ED and DIED becomes DIE/ED. Use ING so that DOING becomes DO/ING and HAVING becomes HAVE/ING.

1. **Contractible Verb Forms (-’m, -’s, -’ll, -’re, -’ve)**

Use the free morpheme root spelling with the contracted verb stem so that I’M becomes I/’M, IT’S becomes IT/’S, YOU’LL becomes YOU/’LL, WE’RE becomes WE/’RE and THEY’VE becomes THEY/’VE.

1. **Negative Contractions (-n’t, -’t)**

Use the root spelling of the free morpheme followed by /N’T or /’T. DOESN’T becomes DOES/N’T, CAN’T becomes CAN/’T, and DIDN’T becomes DID/N’T. Note: use DON’T, WON’T and AIN’T without a slash (considered one morpheme).

1. **Special Notes**

* Utterances with multiple instances of the word "and" or "then" should be counted as ONE utterance. (E.g., "I want to get out and change my diaper on my changing table and put on a dress and go downstairs and play.")
* If the example contains extraneous words, they should be excluded from the example or identified as one unit (e.g., "MommyMommyMommy, come here!")
* Count irregular single words (e.g., children) and semi-auxilaries forms (e.g., wanna, gonna, gotta) as ONE morpheme.
* When the spelling of a free morpheme such as CRY changes with the addition of a bound morpheme, use the root spelling of the free morpheme (as if the bound morpheme is not there). Then, simply add the slash plus the bound morpheme (i.e. CRY/ED).
* Words that contain a bound morpheme in an adjectival form that cannot be used in that context without the bound morpheme should be entered without a slash (i.e. scrambled egg, bowling pin, swimming pool).
* Do not mark predicate adjectives as inflections (use I AM TIRED; THEY LOOK BORED; THE DOOR IS CLOSED).
* Frozen phrases like "all gone" and "thank you" should be included but should each count as ONE morpheme and should be input without spaces.
* Utterances that are clearly "routines" (segments of songs, nursery rhymes, or poems) should be excluded from the three longest utterances. Example of these include:

"Happy birthday to you"

"The wheels on the bus go 'round and 'round"

"Humpty Dumpty sat on a wall..."

* Fillers such as "ah" and "urn" should not be counted as morphemes. However, exclamations such as "Oh" and "Hey" that introduce utterances should be counted as morphemes.
* Do not mark gerunds as inflections (use SWIMMING IS FUN).

**Coding Conventions for the CDI Scoring Program**

***Descriptive Information***

These coding conventions are based on the questions asked on the **Basic Information Form** (see basinfo.rtf). Additional demographic information can be user-defined in the "Supplemental data" section (Participants & Records/CDIs/Supplemental Data).

**Title:** You can put anything in this field, but note that this is what will be pulled out in the "Dear …" portion of the Parent Letters. Note that you can put a Spanish version of the title for use in the Spanish letters.

**Gender:** M or F (all in upper case).

**Birth Order:** 1 to 9, or NR

**Ethnicity Code:** NR = not reported

A=Asian

B=Black

H=Hispanic

W=White

1=Native American

2=Other

Note: If the child is adopted or other, note this in “Explanation" slots. If child is of mixed ethnicity, type each parent's ethnicity preceded with a "m/" and "f/" to indicate mother and father. (e.g. m/white,f/Asian).

**Bilingual Code:** "Is child exposed to a language other than English?"

NR = not reported

0 = No exposure

1 = less than 7 hours/week

2 = 8-35 hours/week

3 = 35+ hours/week

Note: Indicate the name of the language in the box labeled "Language".

**Mother's Ed:** 6-18 years, or NR

**Father's Ed:** 6-18 years, or NR

12 = finished high school; 16 = college deg.; 18 = graduate degree

**Medical Code:** NR = not reported

Birth: P = Premature (< 1500 grams, < 38 weeks gestation)

BC = Birth Complications

Hear: E = Ear Infections (more than 5)

EI = Ear Infections with Intervention (e.g., Tubes)

HL = Child is thought to have a hearing loss

Dis: MI = Major Illness

DD = Developmental disability

Fhist: FD = Family history of developmental disability

Explain: Information that further elaborates on any of the codes above. (e.g. P/5wks, FD/child's maternal uncle has dyslexia).

**Lives With: (all that apply)**

NR = not reported

1P = One parent

2P = Both biological parents

AP = Adopted parents

1S = One biological, one step-parent

O = Other

Explain: Information that further elaborates on any of the codes above.

**Who participates in daily care?: (all that apply)**

NR = not reported

MG = mother/guardian

FG = father/guardian

NP = non-parent caregiver in their home (e.g., nanny)

DC = Day care center

OH = outside-the-home provider (e.g., family provider)

Other = Other

Explain: Information that further elaborates on any of the codes above.

Note: If NP, DC, OH, or O is indicated, put number of hours of care/week in box labeled "hours per week".

In order to be consistent across participants, we usually assign a code of MG:FG if the child is reported to live with 2P, 1S or AP, even if parent only selected MG in response to daily care - that is, we assume that the father participates in the day-to-day care of the child at least sometimes!

Special instructions for Scantools users:

*Load from Scan File*. **If you are using a Scantools scanner to process your CDI and IDHC long forms, you should follow these instructions.** **If you are entering the data by hand (i.e., without a scanner) or using the CDI Scoring program to process Level I, Level II or Level III Short forms, see the instructions below under *Inventory Data*.**

Run the Scantools program, scan your CDI and save the data in a \*.dat file. You are now ready to load that information into the CDI scoring program. In the CDI tab, click on the appropriate record in the left margin. Next, click on *Load from Scan File*. Enter the name of the scantools file in the space provided. Alternatively, you can "Browse" (Alt +B on the keyboard) and view a directory window in order to find your file. (Note: the program will bring up a predefined default directory. You can set this up (and other predefined directories) by going to the *Edit Lists and Settings* and *Default Directories* from the main switchboard).

After selecting the appropriate \*.dat file, press Enter or select "Open." Then, select the button marked "Load". (Processing time will vary depending on the size of your database and the swiftness of your computer.) If the CDI program detects an error (e.g., caregiver marked both "Yes" AND "No" for a given item), the program will display an error message. Click on okay and the computer will continue loading scanned file. The message "scanned data input complete" is displayed when the scan file is loaded correctly.

**Fix any relevant errors by hand by going to "*Inventory Data*" (see below) and making the appropriate changes to the data records for each section or for individual items (View or Edit Item responses).**

1. Miller, J., & Chapman, R. (1993). SALT: Systematic Analysis of Language Transcripts, Version 3 [computer program]. Madison, WI: Language Analysis Laboratory, Waisman Center, University of Wisconsin-Madison. See also Fenson, et al., (1993). MacArthur Communicative Development Inventories: User's Guide and Technical Manual. San Diego, CA: Singular Press. [↑](#footnote-ref-1)