**HOME Middle Childhood (6 to 10 yrs.)**

Bettye M. Caldwell and Robert H. Bradley

Folio\_\_\_ foliocc \_\_\_\_\_

Family name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_ fecha\_visita \_ Evaluator: \_a\_psicologa\_

Child's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age:\_\_\_\_\_\_ a\_edad \_\_\_\_\_\_\_\_ Sex: \_ a\_sexo \_\_

Interviewee (a)\_\_\_\_a\_contesto\_\_\_\_If it is not a parent, relationship with the child\_\_\_\_\_\_\_\_\_\_

Family Composition (Lives at home):

a\_papá 1-Yes 2-No 3- Stepdad a\_mamá 1-Yes 2-No 3- Stepmom a\_hermanos Total siblings

a\_hab\_hog Total people living in household

Maternal Education: \_\_\_\_\_\_\_\_\_\_\_a\_edu\_m\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

paternal Education: \_\_\_\_\_\_\_\_\_\_\_a\_edu\_p\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Provider: \_\_\_\_\_\_\_\_\_\_\_a\_proveedor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Remarks/Observations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUMMARY** | | | | |
| **Subscale** | **Possible**  **Scores** | **Median** | **Current Score** | **Feedback** |
| 1. **Parental sensitivity** | **10** | **9** | a\_sptot |  |
| 1. **Encouraging maturity** | **7** | **5** | a\_amtot |  |
| 1. **Emotional climate** | **8** | **7** | a\_cetot |  |
| 1. **Materials and opportunities to learn** | **8** | **4** | a\_moatot |  |
| 1. **Enrichment** | **8** | **6** | a\_etot |  |
| 1. **Family accompaniment** | **6** | **5** | a\_acftot |  |
| 1. **Integrated family** | **4** | **3** | a\_fitot |  |
| 1. **Physical environment** | **8** | **7** | a\_amftot |  |
| **Total score** | **59** | **46** | a\_puntuación\_total |  |

Place a plus (+) or minus (-) symbol on the box next to each line depending on whether the behavior observed during the visit or whether parent reports indicate that the conditions or events are characteristic of the family environment. Record the subtotals and total in the summary sheet. Observation (O), One or the other (E), or Interview (I) is indicated in each line.

|  |  |  |
| --- | --- | --- |
| **a\_sp** | **I PARENTAL SENSITIVITY** |  |
| 1. | The family has relatively regular and predictable schedules for the child (food, care, bedtime, TV schedules, homework, etc.). **I** |  |
| 2. | The parent yields to the child's fears and allows some rituals (light at night, accompanying the child in new experiences, etc.). **I** |  |
| 3. | The child has been praised at least twice over the past week for doing something. **I** |  |
| 4. | The child is encouraged to read on his/her own. **I** |  |
| 5. | The parent encourages the child to participate in the conversation during the visit. **O** |  |
| 6. | The parent shows some positive emotional response to the child's praise from the interviewer. **O** |  |
| 7. | The parent answers the child's questions during the visit. **O** |  |
| 8. | The parent uses full sentence structures and a few long words in conversation. **O** |  |
| 9. | When talking about the child, the parent's voice conveys positive feelings. **O** |  |
| 10. | The parent initiates verbal exchanges with the interviewer, asks spontaneous questions and comments. **O** |  |
| **a\_am** | **II. ENCOURAGING MATURITY** |  |
| 11. | The family requires the child to carry out certain self-care routines, for example: making his/her bed, cleaning his/her room, cleaning when dirty, bathing. **I** |  |
| 12. | The family requires the child to keep the play area and room reasonably clean and tidy. **I** |  |
| 13. | The child puts his/her street clothes, dirty clothes, and pajamas in a special place. **I** |  |
| 14. | Parents set limits on the child and usually enforce them. **I** |  |
| 15. | The parent is consistent in establishing or applying family rules. **I** |  |
| 16. | The parent introduces the child to interviewer **O** |  |
| 17. | The parent does not violate common courtesy rules during the visit. **O** |  |
| **a\_ce** | **III. EMOTIONAL CLIMATE** |  |
| 18. | The father has not lost patience with the child more than once during the past week. **I** |  |
| 19. | The father does not report more than one incident of physical punishment that occurred during the past month. **I** |  |
| 20. | The child may express negative feelings toward the parents without being severely reprimanded. **I** |  |
| 21. | The parent has not cried or been visibly sad in the child's presence more than once over the past week. **I** |  |
| 22. | The child has a special place to store his/her belongings. E |  |
| 23. | The parent talks to the child during the visit **O** |  |
| 24. | The parent uses some term of affection or diminutive to name the child when talking about him at least twice during the visit. **O** |  |
| 25. | The parent does not express anger or hostility towards the child (complains, describes him as "bad", says he doesn't care, etc.). **O** |  |

|  |  |  |
| --- | --- | --- |
| a\_moa | **IV.MATERIALS AND OPPORTUNITIES TO LEARN** |  |
| 26. | The father buys and reads the newspaper daily. **I** |  |
| 27. | The family has a dictionary and encourages the child to use it. **I** |  |
| 28. | The boy has visited a friend of his/her in the past week. **I** |  |
| 29. | The child has free access to a music player. **I** |  |
| 30. | The child has free access to musical instruments (piano, drums, guitar). **E** |  |
| 31. | The child has access to at least ten appropriate books. **E** |  |
| 32. | The child has access to a desk or an appropriate place to read or study. **I** |  |
| 33. | The house has at least two paintings or some kind of artwork on the walls. **O** |  |
| **a\_e** | **V.ENRICHMENT** |  |
| 34. | The family has a television and uses it judiciously not leaving it on continuously. **I** |  |
| 35. | The family encourages the child to develop and maintain his/her hobbies. |  |
| 36. | The child is regularly included in the family's recreational activities. |  |
| 37. | The family provides classes or belongs to organizations to support the child's talents (club memberships, gym classes, art center, etc.) **I** |  |
| 38. | The child has easy access to at least two play places in the immediate vicinity. **I** |  |
| 39. | The child has access to a library credential and the family arranges for the child to go at least once a month. **I** |  |
| 40. | Family members have taken the child (or arranged a visit to) a science, history, or art museum over the past year. **I** |  |
| 41. | A family member has taken the child (or arranged a visit) by plane, train, bus over the past year. **I** |  |
| **a\_af** | **VI. FAMILY ACCOMPANIMENT** |  |
| 42. | The family visits or receives visits from relatives or friends at least twice a month. **I** |  |
| 43. | The child has accompanied the parent in a family situation 3 to 4 times over the past year (to the mechanic, clothing purchases, appliance purchases, etc.). **I** |  |
| 44. | A family member has taken the child (or arranged for him to be taken) to a live music concert or play. **I** |  |
| 45. | A family member has taken the child (or arranged for him to be taken) on a trip more than a 80 kilometer distance from the home (80 kilometers radial distance, not total distance). **I** |  |
| 46. | Parents discuss TV shows with the child.  **I** |  |
| 47. | The parent helps the child acquire motor skills such as riding a two-wheeled bicycle, roller skating, ice skating, playing ball, etc. **I** |  |
| **a\_fi** | **VII. INTEGRATED FAMILY** |  |
| 48. | The father, (or the parent's surrogate) regularly engages in recreational activities outside the home with the child. **I** |  |
| 49. | The child sees and spends some time with his/her father or father figure 4 days a week. **I** |  |
| 50. | The child eats at least one meal a day, most days, with the mother and father (or maternal and paternal figures). **I** |  |
| 51. | The child has remained in his/her primary family group all his/her life except for holidays of 2-3 weeks, illnesses of the mother, visits to grandparents, etc. **I** |  |
| **a\_amf** | **VIII. PHYSICAL ENVIRONMENT** |  |
| 52. | The child's room has photos or decoration on the walls that is attractive to children. **E** |  |
| 53. | The interior of the house or apartment is not dark or perceptually monotonous. **O** |  |
| 54. | In terms of available space, the rooms are not saturated with furniture. **O** |  |
| 55. | All the visible rooms of the house are reasonably clean and minimally crowded. **O** |  |
| 56. | There is at least 9 square meters of space per person in the house. **O** |  |
| 57. | The house is not too noisy- television, children's screams, radio, etc. **O** |  |
| 58. | The construction has no dangerous or potentially harmful structural defects to health (for example, the flattening of the roof is falling, the railing or some step to the staircase is missing, rodents, dangerous liquids etc.). **O** |  |
| 59. | The child's outdoor environment seems safe and risk-free. (No outside play area means a less automatic.) **O** |  |