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HOME OBSERVATION
FOR
MEASUREMENT
OF THE
ENVIRONMENT
(revised edition)
1984

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PSYCHOMETRIC CHARACTERISTICS OF THE HOME INVENTORY
FOR FAMILIES OF INFANTS AND TODDLERS

The present version of the HOME Inventory designed for use with families of infants and toddlers contains 45 items. This 45-item version was extracted from a longer (72-item) version described by Caldwell, Heider and Kaplan (1966). Reducing the number of items seemed desirable both to improve the efficiency of the scale and to facilitate its use as a screening instrument by reducing the time required to administer the scale.

The 72 items were reduced to 45 by means of a factor analysis. The scale development process began by placing the 72 items from the earlier scale into 23 subscales based on common item content. Scores for each subscale were obtained by summing the individual item responses in that subscale. Using data taken from 113 families, the factor analysis of the 23 subscale scores was performed.

A varimax rotation employing an eigen root cut-off of 1.0 revealed seven factors. Each subscale was examined for its loading on the seven factors; and subscales were eliminated if they had a low loading (below .40) on all factors. Individual items were also examined for their correlations with the seven factors. The only items retained in a subscale were those items correlated higher than .34 with the factor on which the subscale had its highest loading. As a result, 49 items remained. These 49 items were reduced to 45 by eliminating two items because of their relatively low loading on Factor #1 and by eliminating Factor #5 because it contained only two items.

Using data obtained from families in Syracuse, New York, an item analysis was performed on the 45 items. As part of that analysis, Cronbach alpha coefficients were computed as a means of estimating the reliability of the six new subscales and the total scale. The coefficients ranged in magnitude from .49 to .78 for the six subscales while the internal consistency of the total scale was calculated at .84. Point-biserial correlations were also computed between individual items and their factor scores. The resulting correlations ranged from .39 to .73. Based on these results, it appeared that the factor structure of the 45-item HOME was sufficiently clear and the subscales sufficiently stable to warrant using the HOME as an index of the quality of stimulation to be found in the early environment.

HOME data were later gathered from 174 families residing in Little Rock, Arkansas. Characteristics of those families are presented in Table 1. The psychometric characteristics presented in this section are based on analyses of HOME data collected on these Little Rock families.

TABLE 1
Characteristics of the Little Rock Sample
(N=174)

Family Data¹

Welfare - 34%, Non-welfare - 66%
 Father Absent - 29%, Father Present - 71%
 Maternal Education (Avg. No. Yrs.) - 12.2
 Paternal Education (Avg. No. Yrs.) - 12.9
 Paternal Occupation (Wide range of employment, but on the average
 about skilled labor to sales.)

Child Data

Black Males: N=57
 Black Females: N=58
 White Males: N=31
 White Females: N=28
 0-12 Months of Age: N=67
 13-24 Months of Age: N=59
 25-36 Months of Age: N=48
 Birth Order²: First born or only child - 53%, second or third born
 child - 30%, fourth or later born child - 17%

¹Complete data were not available on all families. Family data figures are estimates based on the available information.

²Complete birth order data not available on all children. Birth order data figures are estimates based on the available information.

TABLE 6

The HOME Inventory with Correlations of Each Item with Total Score and Subscale Score, Difficulty Index for Each Item, and Discrimination Index for Each Item for Total Scale and Subscale Score

<u>Item</u>	Point Biserial Correlations			Discrimination Index	
	Total Scale	Sub-scale	Difficulty Index	Total Scale	Sub-scale
I. Emotional and Verbal Responsivity of Mother					
1. Mother spontaneously vocalizes to child at least twice during visit (exclude scolding).	.48	.68	.81	.43	.45
2. Mother responds to child's vocalizations with a vocal or verbal response.	.51	.65	.66	.60	.67
3. Mother tells child the name of some object during visit or says name of person or object in a "teaching style."	.38	.48	.32	.44	.51
4. Mother's speech is distinct, clear, and audible to interviewer.	.33	.37	.91	.27	.22
5. Mother initiates verbal interchanges with observer--asks questions, makes spontaneous comments.	.45	.56	.92	.29	.22
6. Mother expresses ideas freely and easily and uses statements of appropriate length for conversation (e.g., gives more than brief answers).	.51	.54	.90	.39	.27
7. Mother permits child occasionally to engage in "messy" types of play.	.24	.32	.84	.21	.27
8. Mother spontaneously praises child's qualities or behavior twice during visit.	.45	.60	.59	.54	.63
9. When speaking of or to child, mother's voice conveys positive feeling.	.29	.42	.97	.12	.08
10. Mother caresses or kisses child at least once during visit.	.33	.49	.66	.38	.54

visit.

Item	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total Scale	Sub-scale		Total Scale	Sub-scale
Avoidance of Restriction and Punishment					
12. Mother does not shout at child during visit.	.22	.41	.90	.19	.33
13. Mother does not express overt annoyance with or hostility toward child.	.20	.11	.97	.10	.11
14. Mother neither slaps nor spans child during visit.	.31	.39	.91	.22	.29
15. Mother reports that no more than one instance of physical punishment occurred during the past week.	.27	.44	.53	.37	.83
16. Mother does not scold nor derogate child during visit.	.36	.54	.83	.33	.56
17. Mother does not interfere with child's actions or restrict child's movements more than three times during visit.	.12	.26	.78	.17	.40
18. At least ten books are present and visible.	.42	.27	.36	.46	.56
19. Family has a pet.	.31	.29	.37	.38	.60
Organization of Physical and Temporal Environment					
20. When mother is away, care is provided by one of three regular substitutes.	.05	.27	.91	.03	.19
21. Someone takes child into grocery store at least once a week.	.35	.61	.74	.33	.60
22. Child gets out of house at least four times a week.	.24	.44	.91	.16	.25
23. Child is taken regularly to doctor's office or clinic for check-ups and preventive health care.	.26	.40	.88	.21	.28
24. Child has a special place in which to keep his toys and "treasures."	.47	.60	.62	.58	.75

<u>Item</u>	Point Biserial Correlations		<u>Difficulty Index</u>	Discrimination Index	
	Total Scale	Sub-scale		Total Scale	Sub-scale
25. Child's play environment appears safe and free of hazards.	.40	.55	.77	.37	.51
V. Provision of Appropriate Play Materials					
26. Child has one or more muscle toys or pieces of equipment.	.42	.54	.83	.39	.40
27. Child has push or pull toy.	.49	.62	.62	.62	.65
28. Child has stroller or walker, kiddie car, scooter, or tricycle.	.32	.38	.87	.24	.25
29. Mother provides toys or interesting activities for child during interview.	.50	.54	.50	.62	.62
30. Provides learning equipment appropriate to age--mobile, table and chairs, high chair, play pen.	.32	.38	.90	.24	.25
31. Provides learning equipment appropriate to age--cuddly toy or role-playing toy.	.63	.68	.65	.78	.75
32. Provides eye-hand coordination toys--items to go in and out of receptacle, fit together toys, beads.	.58	.69	.52	.67	.89
33. Provides eye-hand coordination toys that permit combinations--stacking or nesting toys, blocks or building toys.	.60	.72	.59	.68	.87
34. Provides toys for literature and music (books, records, toy musical instruments).	.60	.69	.51	.74	.85
Maternal Involvement with Child					
35. Mother tends to keep child within visual range and to look at him often.	.20	.37	.86	.15	.24

<u>Item</u>	Point Biserial Correlations		<u>Difficulty Index</u>	Discrimination Index	
	<u>Total Scale</u>	<u>Sub- scale</u>		<u>Total Scale</u>	<u>Sub- scale</u>
36. Mother "talks" to child while doing her work.	.40	.50	.89	.29	.30
37. Mother consciously encourages developmental advances.	.55	.69	.63	.68	.83
38. Mother invests "maturing" toys with value via her attention.	.66	.80	.38	.79	.97
39. Mother structures child's play periods.	.36	.53	.22	.35	.45
40. Mother provides toys that challenge child to develop new skills.	.70	.78	.47	.86	.95
I. Opportunities for Variety in Daily Stimulation					
41. Father provides some caregiving every day.	.36	.64	.56	.43	.71
42. Mother reads stories to child at least three times weekly.	.46	.63	.30	.52	.67
43. Child eats at least one meal per day with mother and father.	.23	.57	.57	.25	.61
44. Family visits or receives visits from relatives approximately once a month.	.15	.27	.93	.11	.12
45. Child has three or more books of his own.	.55	.56	.44	.71	.63

Items	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total Scale	Sub- scale		Total Scale	Sub- scale
SUBSCALE I: Stimulation through Toys, Games, and Reading Materials					
1. Toys to learn colors, sizes, & shapes-- pressouts, play school, peg boards, etc.	.62	.62	.59	.72	.89
2. Three or more puzzles.	.63	.65	.39	.88	.97
3. Record player and at least five children's records.	.50	.53	.32	.63	.82
4. Toy or game permitting free expression (finger paints, play dough, crayons, paint & paper, etc.).	.54	.49	.78	.53	.64
5. Toys or games necessitating refined movements (paint by number, dot book, paper dolls, crayons & coloring books).	.60	.57	.67	.67	.82
6. Toys or game facilitating learning numbers (blocks with numbers, books about numbers, games with numbers, etc.).	.64	.60	.67	.74	.86
7. Ten children's books.	.61	.63	.56	.73	.93
8. At least ten books are present and visible in the home or apartment.	.50	.51	.54	.64	.82
9. Family buys a newspaper daily and reads it.	.50	.54	.55	.67	.89

HARD TIDE

TABLE 2

HOME Inventory for Families of Preschool Age Children: Correlations of Each Item with Total Score and Subscale Score, Difficulty Index for Each Item, and Discrimination Index for Each Item with Total Score and Subscale Score

N=117

Items	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total Scale	Sub- scale		Total Scale	Sub- scale
SUBSCALE I: Stimulation through Toys, Games, and Reading Materials					
10. Family subscribes to at least one magazine.	.64	.61	.50	.91	.86
11. Child is encouraged to learn shapes.	.61	.63	.48	.76	.89
SUBSCALE II: Language Stimulation					
12. Parent teaches child about animals through books, games, puzzles.	.57	.39	.75	.59	.71
13. Child is encouraged to learn alphabet.	.44	.39	.68	.44	.89
14. Parent teaches child some simple manners (To say "Please", "Thank you", "I'm Sorry", etc.).	.37	.35	.95	.15	.29
15. Mother uses correct grammar and pronunciation.	.51	.38	.80	.44	.82
16. Parent encourages child to relate experiences or takes time to listen to him/her relate experiences.	.45	.36	.86	.32	.65

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 or takes time to listen to him/her relate experiences.

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HOME Inventory for Families of Preschool Age Children: Correlations of Each Item with Total Score and Subscale Score, Difficulty Index for Each Item, and Discrimination Index for Each Item with Total Score and Subscale Score

N=117

Items	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total Scale	Sub-scale		Total Scale	Sub-scale
SUBSCALE II: Language Stimulation					
17. When speaking of or to child mother's voice conveys positive feeling.	.30	.25	.95	.15	.18
18. Child is permitted some choice in mealtime menu.	.31	.29	.88	.23	.41
SUBSCALE III: Physical Environment: Safe, Clean, and Conductive to Development.					
19. Building has no potentially dangerous structural or health defect (plaster coming down, stairway with board missing, rodents, etc.).	.56	.76	.76	.62	.67
20. Child's outside play environment appears safe and free of hazards. (No outside play area requires automatic "NO".	.45	.61	.60	.55	.92
21. The interior of the home or apartment is not dark or perceptually monotonous.	.47	.45	.82	.47	.44
22. Neighborhood has trees, grass, birds-is esthetically pleasing.	.49	.61	.76	.50	.67
23. There is at least 100 square feet of living space per person in the house.	.43	.58	.72	.56	.72

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HOME INVENTORY

TABLE 2

HOME Inventory for Families of Preschool Age Children: Correlations of Each Item with Total Score and Subscale Score, Difficulty Index for Each Item, and Discrimination Index for Each Item with Total Score and Subscale Score

N=117

Items	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total Scale	Sub- scale		Total Scale	Sub- scale
SUBSCALE III: Physical Environment: Safe, Clean, and Conductive to Development.					
24. In terms of available floor space, the rooms are not overcrowded with furniture.	.22	.43	.85	.26	.42
25. All visible rooms are reasonably clean and minimally cluttered.	.39	.55	.82	.41	.56
SUBSCALE IV: Pride, Affection, & Warmth					
26. Parent holds child close ten to fifteen minutes per day (During TV, storytime, visiting, etc.).	.40	.40	.68	.47	.68
27. Mother converses with child at least twice during visit. (Scolding and suspicious comments not counted).	.42	.60	.87	.32	.6
28. Mother answers child's questions or requests verbally.	.44	.65	.74	.50	.9
29. Mother usually responds verbally to child's talking.	.37	.56	.86	.29	.6

NOMS Inventory for Families of Preschool Age Children: Correlations of Each Item with Total Score and Subscale Score, Difficulty Index for Each Item, and Discrimination Index for Each Item with Total Score and Subscale Score

N=117

Items	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total Scale	Sub-scale		Total Scale	Sub-scale

SUBSCALE IV: Pride, Affection, & Warmth

30. Mother spontaneously praises child's qualities or behavior twice during visit.	.28	.38	.72	.35	.64
31. Mother caresses, kisses, or cuddles child at least once during visit.	.41	.44	.59	.49	.80
32. Mother sets up situation that allows child to show off during visit.	.38	.45	.34	.48	.96

SUBSCALE V: Stimulation of Academic Behavior

33. Child is encouraged to learn colors.	.56	.50	.76	.62	.72
34. Child is encouraged to learn patterned speech (nursery rhymes, prayers, songs, TV commercials, etc.).	.42	.48	.81	.41	.65
35. Child is encouraged to learn spatial relationships (up, down, under, big, little, etc.).	.28	.35	.84	.29	.45
36. Child is encouraged to learn numbers.	.46	.48	.80	.43	.62
37. Child is encouraged to learn to read a few words.	.32	.38	.21	.32	1.00

HOME INVENTORY

TABLE 2

HOME Inventory for Families of Preschool Age Children: Correlations of Each Item with Total Score and Subscale Score, Difficulty Index for Each Item, and Discrimination Index for Each Item with Total Score and Subscale Score

N=117

Items	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total Scale	Sub- scale		Total Scale	Sub- scale
SUBSCALE VI: Modeling and Encouraging of Social Maturity					
38. Some delay of food gratification is demanded of the child. (Not to whine or demand food unless within 1/2 hour of mealtime).	.33	.37	.49	.42	.77
39. Family has TV, and it is used judiciously, not left on continuously. (No TV requires automatic "NO", any scheduling scores "YES").	.29	.40	.68	.38	.83
40. Mother introduces interviewer to child.	.32	.38	.21	.33	.69
41. Child can express negative feelings without harsh reprisal.	.38	.41	.76	.41	.71
42. Child is permitted to hit parent without reprisal.	.28	.42	.35	.51	.8
SUBSCALE VII: Variety of Stimulation					
43. Real or toy musical instrument (Piano, drum, xylophone).	.43	.35	.63	.50	.56
44. Family member has taken child on one outing at least every other week (Picnic, shopping, etc.).	.45	.45	.82	.41	.54

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etc.).

HOME Inventory for Families of Preschool Age Children: Correlations of Each Item with Total Score and
Subscale Score, Difficulty Index for Each Item, and Discrimination Index for Each Item with Total Score
and Subscale Score

N=117

Items	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total- Scale	Sub- scale		Total Scale	Sub- scale
BSCALE VII: Variety of Stimulation					
45. Parent tries to get child to pick up & put away toys after play session--without help.	.46	.46	.62	.71	.79
46. Mother uses some complex sentence structure and some long words in conversing.	.39	.43	.30	.50	.85
47. Child's art work is displayed some place in house (anything that child makes.).	.52	.45	.84	.41	.42
48. Child eats at least one meal per day, on most days, with mother and father (One parent families get automatic "NO").	.38	.24	.92	.21	.24
49. Parent lets child choose certain favorite food products or brands at grocery store.	.36	.35	.33	.53	.61
50. Child has been taken by family member on a trip more than fifty miles from home during the past year (50 mile radial distance not total distance).	.35	.42	.48	.42	.76
51. Child has been taken by a family member to a scientific, historical, or art museum within within the past year.	.41	.45	.78	.44	.54

HOME INVENTORY

TABLE 2

HOME Inventory for Families of Preschool Age Children: Correlations of Each Item with Total Score and Subscale Score, Difficulty Index for Each Item, and Discrimination Index for Each Item with Total Score and Subscale Score

N=117

Items	Point Biserial Correlations		Difficulty Index	Discrimination Index	
	Total Scale	Sub- scale		Total Scale	Sub- scale
SUBSCALE VIII: Physical Punishment					
52. Mother does not scold (yell) or derogate child more than once during visit.	.11	.48	.84	.23	.78
53. Mother does not use physical restraint, shake, grab, or pinch child during visit.	.15	.42	.91	.15	.48
54. Mother neither slaps nor spans child during visit.	.08	.27	.93	.12	.26
55. No more than one instance of physical punishment occurred during the past week (accept parental report).	.27	.44	.52	.40	.83

TABLE 3

Means and Standard Deviations for the HOME Inventory for Families with Preschool Age Children

HOME Subscales	36-42 Months		48-57 Months	
	Mean	SD	Mean	SD
I. Toys, Games, and Materials	6.56	3.50	6.02	3.60
II. Language Stimulation	5.96	1.35	6.08	1.02
III. Physical Environment	5.38	2.07	5.64	1.44
IV. Pride, Affection, and Warmth	4.97	1.93	5.59	1.58
V. Stimulation of Academic Behavior	3.30	1.27	3.90	1.19
VI. Modeling Social Maturity	2.37	1.30	2.67	1.37
VII. Variety of Stimulation	7.85	2.01	7.95	2.28
VIII. Physical Punishment	3.15	0.95	3.39	1.06
TOTAL SCALE	37.54	10.41	41.85	9.95

GENERAL INSTRUCTIONS

The Inventory is administered by a person who goes into the home at a time when the child is awake and can be observed in his or her normal routine for that time of day. The entire procedure in the home generally takes about an hour. No assumption is made that the presence of another person in the home will not in some way distort the parent-child interaction. Furthermore, no assumption is made that the degree of distortion will be constant from one home to the next. However, it is assumed that with an increase in the time that the parent and the interviewer are together, it will become progressively more difficult for the mother to inhibit her ordinary reaction tendencies. It will be noted, however, that the Inventory contains many non-interactive items, the scoring of which is less dependent on what the mother does or says during the time of the visit than on conditions that preceded and will presumably follow the visit.

Making Arrangements for the Visit

The visit should never be made without careful advance arrangements, lest the mother be led to feel that an attempt is being made to catch her "off guard" (when her house is not clean, she is not tidy, etc.). Advance contact may be made either by letter or telephone, making certain that the person you contact knows: (a) whom you represent and what kind of information you need, (b) how much time she should allow for the visit, (c) that it is important for the child to be present and awake, and (d) that the person will be giving something of value to you and the group you represent and to all people who are concerned about how young children grow and develop.

In making the contact you might wish to use a little speech that says roughly the following:

"I am from the _____ . We are interested in seeing what (Scott) does when he is in his home territory--how he occupies his time, what he likes to play with, whether he plays by himself or with someone else, etc. Because of this I will want to come at a time when he is awake and going about his usual routine. My visit will last about an hour. I would very much appreciate the opportunity to visit with you."

It is crucial that the home visit be made at a time when the child is awake (at least for part of the visit). If, after an appointment has been carefully arranged, the interviewer makes a trip to the home and finds that the child has just gone to sleep, it is probably wise to forego that visit and make another appointment (preferably for later the same morning or afternoon). This inconvenience to the interviewer is necessary as scoring on at least one-third of the items is predicated on interaction between the mother and

the child during the visit. However, if the child is asleep when the interviewer arrives but is expected by the mother to awaken any moment, it is all right to go ahead and begin the visit. Save all items that require observation of the mother and child together and go on to the items that rely on the interview.

The Interview

We do not recommend a standard interview for eliciting the information necessary to score the items which require information that cannot be obtained by observation (e.g., whether child is taken to grocery store). We do, however, recommend one standard feature--good interviewers. A good interviewer is a person who can be at ease in the situation, can put the mother or caregiver at ease, can easily adjust subsequent questions to answers given by the mother, and can ask questions in such a way as to avoid putting the informant on the defensive and thereby trying to second-guess the interviewer as to what is the "right" or "expected" response. Your goal is to be objective and accepting as opposed to approving or disapproving. This is essential if you are to find out how this person feels and what she does with her child rather than what she may think you want her to say.

HOME is being used by different researchers in different ways, and in each setting slight differences in procedure are warranted. In most known uses, information is being obtained about some dependent variable in the child in the same visit in which information about the developmental environment is being obtained via HOME. In such cases, the interviewer will have to use his or her own judgment as to whether to administer HOME or the other procedure first. If the person who is to assess the child's development is a stranger to the child, going through the HOME procedure first will provide a period of acclimatization during which the child can become accustomed to the strange person.

Before you actually try to conduct an interview, be very familiar with the items. This will help you be more relaxed and the person with whom you are talking feel less "on stage." In fact, we highly recommend that, if at all possible, you accompany a person already trained in use of the Inventory prior to handling the interview all alone (see later section on Training).

The warm-up. Mothers are seldom nervous during this procedure, but interviewers sometimes are. Spend a little time at the beginning just getting acquainted with the mother and with the key child. Many times there will be another child present at the time of the interview, and you will want to devote some attention to him or her as well as to the key child. The general tone of the interview should be that of two friendly people, who like to talk about children, sitting down together and doing exactly that. This warm-up period offers a good opportunity to say something nice about the child (refer to the child's appearance or behavior, whatever comes easily to you and can be done honestly). Not only will the compliment help break the ice, but observation of the mother's response will enable you to score that item.

Obviously the interviewer must be careful not to ask questions in a threatening or seemingly judgmental manner. For example, rather than ask, "Do you ever read stories to your child?" it is preferable to ask, "Do you ever manage to find time to sit down and read to him?" If the mother answers affirmatively, the interviewer can explore further by inquiring, "How often does he like you to do that?" You will note here that the burden of frequency is put on the child, not the mother; however, in her answer she will inevitably describe her own behavior, e.g., "He would like me to sit and read to him all day, but I can't do that. I tell him, "I've already read to you, and one book a day is enough!"

Although it is a good idea to develop techniques for avoiding seemingly accusatory questions, the interviewer should not be so concerned about subtle wording as to ask the question in a way that will elicit tangential and irrelevant answers to the items as worded. Reassurance for timid interviewers should be found in the fact that most mothers believe that what they do with and to their children is for the children's own good, and they often report with pride actions that you might expect them to try and conceal.

A good technique for beginning the interview, and for helping the mother to relax, is to ask her to describe a typical day in the home, using something like the following statement:

"You will remember that we are interested in knowing the kinds of things your baby (child) does when he is at home. A good way to get a picture of what his days are like is to have you think of one particular day--like yesterday--and tell me everything that happened to him as well as you can remember it. Start with the things that happened when he first woke up. It is usually easy to remember the main events once you get started."

If the mother cannot get started, help her with questions like, "Was he the first one to wake up?" "Where did he eat his breakfast--at the table with the family or by himself?" The interviewer should jot down notes during this and reassure the mother that this is being done "to help my memory" in case she asks any questions about it. Most mothers run through the recital of a day's events in about five minutes, and this procedure is designed more to warm her up than to provide specific information for the Inventory. However, in the course of her description the information needed to score several items may come out spontaneously. "We went over to my mother's and I had to whip him twice for getting into her cabinets," and so on. Please note that this part of the interview is recommended and not required. If you have a better way to begin this interview, feel free to use it.

Areas Covered in the Interview

The information necessary to score the Inventory can be obtained with about three main probes dealing respectively with (1) trips out of the home and visits into the home, (2) toys that are available to the child, (3) the way the family arranges the daily routine, and (4) discipline. In the event

the interview has occurred in a part of the apartment or house (perhaps the kitchen) that does not allow the interviewer to see the main part of the living quarters, a few miscellaneous questions will permit the remaining information needed to score the Inventory to be obtained (like whether the child has ten books or whether the total living environment is safe from hazards). We do not consider it necessary to ask to see the rest of the house or apartment.

Outside trips. A suggested format for securing information needed to score certain items on the 0-3 scale is as follows:

"A child as young as X ties a mother down much of the time. Do you ever manage to get away by yourself?" If reply is affirmative, ask, "Who takes care of X when you are away?" (Item 20). If the reply does not indicate that the mother has a regular person or small group of persons, ask: "Can you usually count on her (him) or do you have to get a different person each time?" (Item 20). In her answer she might indicate that she goes out when the father is home, and with just a little bit of additional questioning you can use this lead to get the information needed for Item 41.

A good probe to move immediately into (or to begin with when administering the 3-6 scale) relates to places the mother goes and takes the child with her, viz.: "Give me some examples of places you go and take (child's name) with you." Unless mentioned spontaneously, ask about the grocery store, doctor's office or clinic, relatives, art museums, zoo, etc. When administering the 0-3 scale, the inquiry about relatives can be followed immediately by a question such as, "How often do relatives come to visit your family?" Note that if the mother says, "I take him with me over to my mother's apartment two or three times a week," there is no need to ask whether relatives come to visit. The intent of the item is to determine whether the infant has contact with some members of his or her extended family, and it does not matter whether that involves going out or having other people come to the apartment or house. Before leaving the area of excursion outside the home, be sure to ask about frequency of such activities.

If mother describes a high frequency of outside trips (walks), there is no need to inquire about whether the child gets out of the house four times a week (0-3; Item 22). If, however, the mother says that she seldom takes the baby with her on her own trips, it is necessary to inquire about such excursions, viz.: "Do you ever take her out in the yard and put her in a play pen, or walk her in a stroller? About how often?"

Toys available to the child. Inquiries in this section of the interview can be taken directly from the Inventory items. The interviewer might begin by saying something like, "I'm interested in knowing something about the kinds of toys and play materials your child likes to play with. Most people feel that toys and play materials have something to do with helping a child learn." The mother will probably begin to mention specific toys which you can then classify as to whether they adequately represent one of the Inventory items. If she does not mention the items spontaneously, ask about each type, using essentially the wording of the Inventory items. A friendly interviewer

will find opportunities to praise the mother for her concern about proper play materials or will say something like, "I bet he has enjoyed that." Also, if the interviewer is a mother or father, it should not be considered a violation of good protocol to comment on some object mentioned by the mother, "My little girl had one of those, and she just loved it." The interviewer will have to judge from the objects listed whether the toys would challenge the child to develop new skills (0-3; Item 40). At the end of this section, if it is not visible, ask, "Where do you keep his toys? Have you set aside some special place for them?" (0-3; Item 25).

Daily home routine. In this part of the interview you will be trying to learn whether the mother manages to give some time and attention to her young child as she carries out her routine household chores, whether she makes additional time available that is just for the child, and whether the father is involved in the child care routine. A good beginning, especially for the 0-3 scale, is something like the following: "One of the hardest things about having young children around the house is that they are always demanding attention and you have a lot of other things to do besides pay attention to them. For example, how do you arrange things while you are doing the dishes (or the laundry, or cleaning house)?" What you want to learn here is whether the mother permits the child to be involved with her in these tasks and whether she makes the effort to help structure his play periods for him without demanding that he do all of this on his own. Helpful questions would be: (0-3; Item 36) "When you do housework do you concentrate entirely on it, or do you sometimes make conversation with X as you do your work?" (0-3; Item 39) "How does he get started playing with his toys? Do you let him select what he wants to do, or do you make some suggestions to him or maybe get out certain toys?" Then it is essential to learn whether the mother finds time to do some things that are especially planned for him, e.g., "Do you like to sit down and play with him sometimes?" If mother says yes, ask her to give an example. Also ask, "Does he like for you to do that, or does he prefer to play with his toys by himself?" This would also be a good time to ask about who puts the toys and games away when play time is over (3-6; Item 48). From her description of her actions and the kinds of play in which she engages with her child, you will be able to determine whether she is consciously encouraging developmental advance (903; Item 37).

In this part of the interview you will usually learn spontaneously whether the mother permits the child to engage in "messy" play activities (0-3; Item 7). If not, a question must be phrased for this item, e.g., "Babies (or children) of this age usually love to play in things that get them all messy and dirty -- mud, water, their food, and so on. Does your child ever want to do this kind of thing? How do you feel about it?" Also this line of questioning provides a good entre for learning about misbehavior. "In general, does he mind you pretty well? Or do you have to punish him to get him to do what you want?" (Wait for answer.) "About how many times in a given week would you say you have to spank him?"

While discussing the daily routine one can also secure the information necessary to code items dealing with meal patterns, e.g. "How do you manage meal times at your house? Do you feed _____ of the family, or do you feed him/her (or your children) separately?"

Two items on the 0-3 Inventory and one in the 3-6 Inventory require information about whether the young child has contact with a father or father figure. They can be asked about using essentially the wording of the items: "Does his father give you some help with X?" "Does he do this kind of thing regularly and for at least ten minutes or so each day?" Then finally, "How do you manage meal times at your house?" "Do you feed X at the table with the rest of the family, or do you always give him his meals separately?"

Some have objected to these items on grounds that many infants are being reared these days in fatherless homes and that the presence of such items automatically penalizes such children. In spite of these objections the items have been left in because they were good.

Discipline. The final area which needs coverage in the interview is the amount and type of discipline administered to the child. Using simplified versions of the actual wording of the relevant items will cover this area fairly well. Also questions need to be asked about the frequency and causes of physical punishment. Again it is important to ask these questions in a way that does not threaten the parents. One way to do this is to ask something like, "How often do you have to spank him/her?" rather than, "How often did you spank him/her last week?" The former expression communicates that the interviewer understands that occasionally the child will misbehave and that it is to be understood that some sort of discipline will have occurred. If the mother uses some technique other than spanking, she will be quick to report that.

A Final Caution

No attempt has been made here to provide a specific probe for every single item on the Inventory. This is because of our experience that most of the information will flow forth fairly smoothly without the use of precisely worded probes. It is better to get the information as the parent provides it rather than through the use of an invariant interview procedure. However it is important to check each item before leaving the home. It is very easy to think that you have obtained all the necessary information, when actually you omitted some items. We feel that it is advisable to call the mother's attention to your checking of the items rather than have her make an inquiry about it. A simple statement such as, "I'm jotting this down because if I don't I tend to forget some of the things you tell me" will usually handle the situation nicely.

If you should feel that an invariant interview procedure is desirable, then we recommend your abstracting the questions suggested in this section and asking them in the order given. Certainly this will not interfere with the administration of the Inventory, and it might well facilitate the procedure for some persons and some purposes.

The Wrap-up

It is advisable to complete your coding of the Inventory before you leave the house; do not trust your memory. If the Inventory is being used for research purposes; it is quite possible that you will have some kind of form for the mother to fill out. A good procedure is to ask her to do this after you complete the interview. While she does that you will have an opportunity to make certain that you have covered and scored every item that requires an interview question. It will also give you an opportunity to be a close observer during a period when you do not have to worry about what question you are going to ask next. During this time you should also check all items that are based on observation only. Before you leave the home, you should have placed a check in either the "yes" or "no" column for every item on the Inventory.

Many persons will also want to get some demographic information about the family. This can be obtained either during the warm-up or the wrap-up period. For our purposes we use a fairly extensive form. However, since it contains items that other groups are not likely to want, we have included on the face sheet of our form only a limited amount of demographic and child care information. A good rule to follow in developing forms of this sort is that you should never ask questions for which you do not have a definite need.

Exceptions to Standard Procedures

Whenever one tries to define standard conditions under which procedures should be carried out, one immediately has to face the inevitability of there being more exceptions than there are standards. Such has certainly been the fate of this procedure. In designing the instrument we opted for binary (either-or) choices rather than ratings along a 5- or 7-point continuum, for arbitrarily selected cutting points ("...no more than one instance of physical punishment occurred during the past week") rather than estimates of quantity and severity ("...uses physical punishment extensively, moderately, minimally"). We hoped thereby to eliminate a great deal of the objectivity ordinarily associated with similar inventories. Accordingly, with each revision the items became more and more concrete and, we hoped, objective. However, significant objectivity for one family reads "does not compute" for another.

For example, many of the items begin "Mother does..." something or other (reads to child, encourages developmental advance, provides toys, etc.), leading to a possible accusation that this is a sexist procedure. This choice of wording does indeed reflect the orientation that the mother is an important person in the early life of the young child. However, there is no counter assumption that the father is not important; in fact, there are several items which are automatically scored "No" unless there is a father to interact with the child. The wording simply reflects the cultural assumption that the mother will be the next major caregiver for children younger than six. But, of course, that assumption is not always valid, and in many instances the daily routine care will be largely provided by someone other than the mother. For example, if the mother works outside the home, some kind of substitute caregiver will be provided. Also in homes with older siblings, many of the activities covered

by inventory items might occur in the life of the child but might be provided by someone else in the family other than the mother. For example, some mothers have responded to "Mother reads stories at least three times weekly," with a statement such as, "I don't, but the older kids do."

The frequency with which such exceptions occur requires the articulation of an over-riding principle which will help make decisions about the scoring of individual items. That principle is as follows: the intent of the assessment procedure is to get a picture of what the child's world is like from his or her perspective--i.e., from where he or she lies, sees, hears, smells, feels, and tastes that world. If that principle is kept in mind, then the interviewer will not have to split hairs. The Inventory is attempting to assess the home environment from the perspective of the child and is not exclusively appraising the caregiving abilities of the mother. If the mother is the informant and interactor, then those abilities will inevitably be assessed in the items that require direct observation for scoring; however, a still broader portrait of the supportive qualities of the home is desired and can be obtained by evaluating each exception in terms of the simple question: what is in it for the child?

Some exceptions will occur not just on individual items but in terms of the entire home situation. For example, suppose an interviewer goes to the home after having made an appointment to conduct a HOME interview and is told by the mother that she won't be there but "my baby sitter will." This situation leads to a dilemma which can be resolved only by referring to the guiding principle referred to above (assess the environment from the child's perspective). That is, should one forego the assessment because the mother is not available? Or should one assess the environment in which the child is currently functioning? In cases of full-time employment of the mother outside the home or full-time employment within the home, the decision is easy: the interview should be conducted with the person who is generally available to the infant or young child (substitute caregiver in the first instance and mother in the second). Only when we face situations in which the role of major caregiver is shared does it become necessary to make an arbitrary decision. Our decision is as follows: If the mother works half-time (at least 20 hours outside the home during the work week), conduct the interview with the substitute caregiver should she happen to be with the child at the time the interview is scheduled. In such cases, base interview items on a combination of what is offered through the family and through the substitute caregiver. Observation items obviously would be scored totally in terms of what is observed during the visit. In these instances, the interviewer should note on the front of the form that a substitute caregiver was the source of information.

One might justifiably ask why, in the light of such exceptions which occur regularly in today's world, the wording of the items has not been changed to reflect the realities of the home environment for many children. The answer is that we cannot legitimately change the wording without restandardization of the Inventory. In the factor analysis from which the final items were selected the most powerful single factor to emerge was one which had to do with the emotional and verbal responsibility of the caregiver, and the mother

HOME Inventory for Families of Infants and Toddlers
Bettye M. Caldwell and Robert H. Bradley

Family Name _____	Date _____	Visitor _____			
Child's Name _____	Birthdate _____	Age _____ Sex _____			
Relationship to child _____					
Caregiver for visit _____					
Family Composition (Persons living in household, including sex and age of children)					
Family Ethnicity _____	Language Spoken _____	Maternal Education _____			
Is Mother Employed? _____	Type of work when employed _____	Is Father Employed? _____			
Paternal Education _____					
Type of work when employed _____					
Address _____ Phone _____					
Current child care arrangements _____					
Summarize past year's arrangements _____					
Caregiver for visit _____ Other persons present _____					
Comments _____					
SUMMARY					
Subscale	Score	Lowest Middle	Middle Half	Upper Fourth	
I. Emotional and Verbal RESPONSIVITY of Parent	0-6	7-9	10-11		
II. ACCEPTANCE of Child's Behavior	0-4	5-6	7-8		
III. ORGANIZATION of Physical and Temporal Environment	0-3	4-5	6		
IV. Provision of Appropriate PLAY MATERIALS	0-4	5-7	8-9		
V. Parent INVOLVEMENT with Child	0-2	3-4	5-6		
VI. Opportunities for VARIETY in Daily Stimulation	0-1	2-3	4-5		
TOTAL SCORE					
			0-25	26-36	37-45
For rapid profiling of a family, place an X in the box across from each subscale and the total score.					

place a plus (+) or minus (-) in the box alongside each item if the behavior is observed during the visit or if the parent reports that the conditions or events are characteristic of the home environment. Enter the subtotal and the total on the front side of the Record sheet.

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Emotional and Verbal RESPONSIVITY

1. Parent spontaneously vocalized to child twice.
2. Parent responds verbally to child's verbalizations.
3. Parent tells child name of object or person during visit.
4. Parent's speech is distinct and audible.
5. Parent initiates verbal exchanges with visitor.
6. Parent converses freely and easily.
7. Parent permits child to engage in "messy" play.
8. Parent spontaneously praises child at least twice.
9. Parent's voice conveys positive feelings toward child.
10. Parent caresses or kisses child at least once.
11. Parent responds positively to praise of child offered by visitor.

Subtotal

II. ACCEPTANCE of Child's Behavior

12. Parent does not shout at child.
13. Parent does not express annoyance with or hostility to child.
14. Parent neither slaps nor spanks child during visit.
15. No more than one instance of physical punishment during past week.
16. Parent does not scold or criticize child during visit.
17. Parent does not interfere or restrict child more than 3 times.
18. At least ten books are present and visible.
19. Family has a pet.

Subtotal

III. ORGANIZATION of Environment

20. Substitute care is provided by one of three regular substitutes.
21. Child is taken to grocery store at least once/week.
22. Child gets out of house at least four times/week.
23. Child is taken regularly to doctor's office or clinic.
24. Child has a special place for toys and treasures.
25. Child's play environment is safe.

Subtotal

IV. Provision of PLAY MATERIALS

26. Muscle activity toys or equipment.
27. Push or pull toy.
28. Stroller or walker, kiddie car, scooter, or tricycle.
29. Parent provides toys for child during visit.
30. Learning equipment appropriate to age--cuddly toys or role-playing toys.
31. Learning facilitators--mobile, table and chairs, high chair, play pen.
32. Simple eye-hand coordination toys.
33. Complex eye-hand coordination toys (those permitting combination).
34. Toys for literature and music.

Subtotal

V. Parental INVOLVEMENT with Child

35. Parent keeps child in visual range, looks at often.
36. Parent talks to child while doing household work.
37. Parent consciously encourages developmental advance.
38. Parent invests maturing toys with value via personal attention.
39. Parent structures child's play periods.
40. Parent provides toys that challenge child to develop new skills.

Subtotal

VI. Opportunities for VARIETY

41. Father provides some care daily.
42. Parent reads stories to child at least 3 times weekly.
43. Child eats at least one meal per day with mother and father.
44. Family visits relatives or receives visits once a month or so.
45. Child has 3 or more books of his/her own.

Subtotal

TOTAL SCORE

*For complete wording of items, please refer to the Administration Manual.

HOME Inventory for Families of Preschoolers (Three to Six)

Bettye M. Caldwell and Robert H. Bradley

Date _____ Visitor _____

Family Name _____

Birthdate _____

Age _____

Sex _____

Child's Name _____

Relationship to child _____

Caregiver for visit _____

Family composition _____

(Persons living in household, including sex and age of children)

Family
Ethnicity _____

Language
Spoken _____

Maternal
Education _____

Paternal
Education _____

Is Mother
employed? _____

Type of work
when employed _____

Is Father
employed? _____

Type of work
when employed _____

Address _____

Phone _____

Current child care arrangements _____

Summarize past
year's arrangements _____

Caregiver for visit _____

Other persons
present _____

SUMMARY

Subscale	Score	Percentile Range		
		Lowest Fourth	Middle Half	Upper Fourth
I. LEARNING STIMULATION	0-2	3-9		10-11
II. LANGUAGE STIMULATION	0-4	5-6		7
III. PHYSICAL ENVIRONMENT	0-3	4-6		7
IV. WARMTH AND AFFECTION	0-3	4-5		6-7
V. ACADEMIC STIMULATION	0-2	3-4		5
VI. MODELING	0-1	2-3		4-5
VII. VARIETY IN EXPERIENCE	0-4	5-7		8-9
VIII. ACCEPTANCE	0-2	3		4
TOTAL SCORE	0-29	30-45		46-55

For rapid profiling of a family, place an X in the box that corresponds to the raw score

HOME Inventory (Preschool)

Use a plus (+) or minus (-) in the box alongside each item if the behavior is observed during the home visit or if the parent reports that the conditions or events are characteristic of the home environment. Enter the subtotals and the total on the front side of the Record Sheet.

LEARNING STIMULATION

Child has toys which teach color, shape.

Child has three or more puzzles.

Child has record player and at least children's records.

Child has toys permitting free session.

Child has toys or games requiring refined movements.

Child has toys or games which help teach numbers.

Child has at least 10 children's books.

At least 10 books are visible in apartment.

Family buys and reads a daily newspaper.

Family subscribes to at least one magazine.

Child is encouraged to learn shapes.

Subtotal

LANGUAGE STIMULATION

Child has toys that help teach the names of animals.

Child is encouraged to learn the alphabet.

Parent teaches child simple social manners (please, thank you).

Mother uses correct grammar and pronunciation.

Parent encourages child to talk and uses time to listen.

Parent's voice conveys positive feeling to child.

Child is permitted choice in breakfast or lunch menu.

Subtotal

PHYSICAL ENVIRONMENT

Building appears safe.

Outside play environment appears

Interior of apartment not dark or excessively monotonous.

Neighborhood is esthetically pleasing.

23. House has 100 square feet of living space per person.

24. Rooms are not overcrowded with furniture.

25. House is reasonably clean and minimally cluttered.

Subtotal

IV. WARMTH AND ACCEPTANCE

26. Parent holds child close 10-15 minutes per day.

27. Parent converses with child at least twice during visit.

28. Parent answers child's questions or requests verbally.

29. Parent usually responds verbally to child's speech.

30. Parent praises child's qualities twice during visit.

31. Parent caresses, kisses, or cuddles child during visit.

32. Parent helps child demonstrate some achievement during visit.

Subtotal

V. ACADEMIC STIMULATION

33. Child is encouraged to learn colors.

34. Child is encouraged to learn patterned speech (songs, etc.).

35. Child is encouraged to learn spatial relationships.

36. Child is encouraged to learn numbers.

37. Child is encouraged to learn to read a few words.

Subtotal

VI. MODELING

38. Some delay of food gratification is expected.

39. TV is used judiciously.

40. Parent introduces visitor to child.

41. Child can express negative feelings without reprisal.

42. Child can hit parent without harsh reprisal.

VII. VARIETY IN EXPERIENCE

- 43. Child has real or toy musical instrument.
- 44. Child is taken on outing by family member at least every other week.
- 45. Child has been on trip more than fifty miles during last year.
- 46. Child has been taken to a museum during past year.
- 47. Parent encourages child to put away toys without help.
- 48. Parent uses complex sentence structure and vocabulary.
- 49. Child's art work is displayed some place in house.
- 50. Child eats at least one meal per day with mother and father.
- 51. Parent lets child choose some foods or brands at grocery store.

Subtotal

VIII. ACCEPTANCE

- 52. Parent does not scold or derogate child more than once.
- 53. Parent does not use physical restraint during visit.
- 54. Parent neither slaps nor spans child during visit.
- 55. No more than one instance of physical punishment during past week.

Subtotal

*For complete wording of items, please refer to the Administration Manual.

COMMENTS

HOME Inventory for Families of Elementary Children

Bettye M. Caldwell and Robert H. Bradley

Family Name _____	Date of Visit _____	Observed Child's Name _____	
Birthdate _____	Sex _____	Caregiver for Visit _____	
Relationship to child _____		Family Ethnicity _____	
Family Composition _____	(Persons living in household, including sex and age of children)		
Maternal Education _____	Paternal Education _____	HOME Visitor _____	
Is Mother Employed? _____	If yes, give type of work _____	Father Employed? _____	Type of work _____
Address _____	How long? _____		Phone _____
Current Child Care Arrangements _____			
Summarize Past Year's Arrangements _____			
Persons in home at time of visit _____			

Observation Summary

	Score
I. Emotional & Verbal Responsivity	
II. Encouragement of Maturity	
III. Emotional Climate	
IV. Growth Fostering Materials & Experiences	
V. Provision for Active Stimulation	
VI. Family Participation in Developmentally Stimulating Experiences	
VII. Paternal Involvement	
VIII. Aspects of the Physical Environment	

COMMENTS: _____

HOME Inventory (Elementary)

Place a plus (+) or minus (-) in the box alongside each item if the behavior is observed during the visit or if the parent reports that the conditions or events are characteristic of the home environment. Enter the subtotals and the total on the front side of the Record Sheet.

EMOTIONAL & VERBAL RESPONSIBILITY

- *Family has fairly regular & predictable daily schedule for child (meals, daycare bedtime, TV, homework, etc.)
- *Parent sometimes yields to child's fears or rituals (allows nightlight, accompanies child to new experiences, etc.)
- Child has been praised at least twice during past week for doing something.
- Child is encouraged to read on his own.
- *Parent encourages child to contribute to the conversation during visit.
- *Parent shows some positive emotional responses to praise of child by visitor.
- *Parent responds to child's questions during interview.
- *Parent uses complete sentence structure and some long words in conversing.
- *When speaking of or to child, parent's voice conveys positive feelings.
- *Parent initiates verbal interchanges with visitor, asks questions, makes spontaneous comments.

Subtotal

ENCOURAGEMENT OF MATURITY

- Family requires child to carry out certain selfcare routines, e.g., makes bed, cleans room, cleans up after spills, bathes self. (A YES requires 3 out of 4)
- Family requires child to keep living & play area reasonably clean & straight.
- Child puts his outdoor clothing, dirty clothes, night clothes in special place.
- Parents set limits for child & generally enforce them (curfew, homework before TV, or other regulations that fit family pattern.)
- Parent introduces interviewer to child.
- *Parent is consistent in establishing or applying family rules.
- *Parent does not violate rules of common courtesy.

Subtotal

EMOTIONAL CLIMATE

- Parent has not lost temper with child more than once during previous week.
- Mother reports no more than one instance of physical punishment occurred during past month.
- Child can express negative feelings toward adults.

III. EMOTIONAL CLIMATE (Cont'd)

21. Parent has not cried or been visibly upset in child's presence more than once during past week.
22. Child has a special place in which to keep his possessions.
- 23.*Parent talks to child during visit (beyond correction and introduction).
- 24.*Parent uses some term of endearment or some diminutive for child's name when talking about child at least twice during visit.
- 25.*Parent does not express over annoyance with or hostility toward child - complains, describes child as "bad", says he won't mind, etc.

Subtotal

IV. GROWTH FOSTERING MATERIALS & EXPERIENCES

26. Child has free access to record player or radio.
27. Child has free access to musical instrument (piano, drum, ukelele, or guitar, etc.)
28. Child has free access to at least ten appropriate books.
29. Parent buys and reads a newspaper daily.
30. Child has free access to desk or other suitable place for reading or studying.
31. Family has a dictionary and encourages child to use it.
32. Child has visited a friend by him/herself in the past week.
- 33.*House has at least two pictures or other type of art work on the walls.

Subtotal

V. PROVISION FOR ACTIVE STIMULATION

34. Family has a television, and it is used judiciously, not left on continuously. (No TV requires an automatic NO - any scheduling scores YES.)
35. Family encourages child to develop or sustain hobbies.
36. Child is regularly included in family's recreational hobby.
37. Family provides lessons or organizational membership to support child's talents (especially to membership, gymnastic lessons, Art Center, etc.)

V. PROVISION FOR ACTIVE STIMULATION (Cont'd) VII. PATERNAL INVOLVEMENT

- | | |
|--|--|
| 38. Child has ready access to at least two pieces of playground equipment in the immediate vicinity. | |
| 39. Child has access to a library card, and family arranges for child to go to library once a month. | |
| 40. Family member has taken child, or arranged for child to go to a scientific, historical or art museum within the past year. | |
| 41. Family member has taken child, or arranged for child to take a trip on a plane, train, or bus within the past year. | |

Subtotal

- | | |
|--|--|
| 48. Father (or father substitute) regularly engages in outdoor recreation with child. | |
| 49. Child sees and spends some time with father or father figure, 4 days a week. | |
| 50. Child eats at least one meal per day, on most days, with mother and father (or mother and father figures). (One parent families rate an automatic NO.) | |
| 51. Child has remained with this primary family group for ALL his life aside from 2-3 week vacations, illnesses of mother, visits of grandmother, etc. (A YES requires no changes in mother's, father's, grandmother's or grandfather's presence since birth.) | |

Subtotal

VI. FAMILY PARTICIPATION IN DEVELOPMENTALLY STIMULATING EXPERIENCES

- | | |
|---|--|
| 42. Family visits or receives visits from relatives or friends at least once every other week. | |
| 43. Child has accompanied parent on a family business venture 3-4 times within the past year; e.g., to garage, clothing shop, appliance repair shop, etc. | |
| 44. Family member has taken child, or arranged for child to attend some type of live musical or theatre performance. | |
| 45. Family member has taken child, or arranged for child to go on a trip of more than 50 miles from his home (fifty miles radial distance, not total distance). | |
| 46. Parents discuss television programs with child. | |
| 47. Parent helps child to achieve motor skills - ride a two-wheel bicycle, roller skate, ice skate, play ball, etc. | |

Subtotal

VIII. ASPECTS OF THE PHYSICAL ENVIRONMENT

- | | |
|--|--|
| 52. Child's room has a picture or wall decoration appealing to children. | |
| 53.*The interior of the apartment is not dark or perceptually monotonous. | |
| 54.*In terms of available floor space, the rooms are not overcrowded with furniture. | |
| 55.*All visible rooms of the house are reasonably clean and minimally cluttered. | |
| 56.*There is at least 100 square feet of living space per person in the house. | |
| 57.*House is not overly noisy - television, shouts of children, radio, etc. | |
| 58.*Building has no potentially dangerous structural or health defects (e.g., plaster coming down from ceiling, stairway with boards missing, rodents, etc.) | |
| 59.*Child's outside play environment appears safe and free of hazards. (No outside play area requires an automatic NO.) | |

Subtotal