

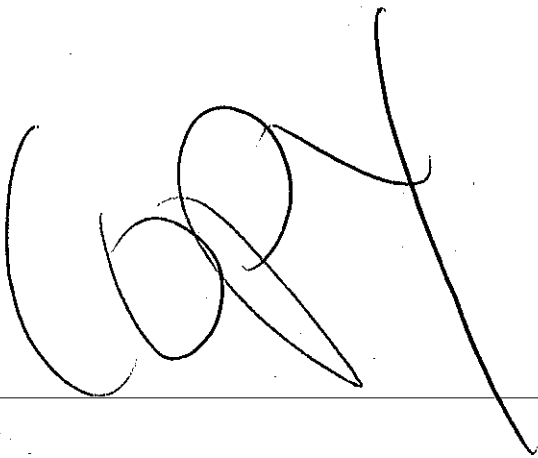
Alison,

Dr. Campbell thought this packet of instruments, coding, and the initial interview would be a good place for you to start. The packet contains Abecedarian Preschool Instruments, the coding and the initial preschool interview used with parents upon entry to the study. You can contact Dr. Campbell (Campbell@mail.fpg.unc.edu) or myself (aem22@mail.unc.edu) if you have any questions.

Sincerely,

Andrea McLaughlin

919-619-1061 cell
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# List of Instruments Administered During the Preschool Phase <sup>1</sup>

Wechsler Adult Intelligence Scale (WAIS) given to mother	Birth
Parent Interview	Birth and 60 months <sup>2</sup>
Demographic Interview	Birth and 18, 30, 42 and 54 months
Growth Measurements	3, 6, 9, 12, 18, 24, 36, 48 and 60 months
<b>Bayley Scales of Infant Development and Infant Behavior rECORD</b>	2, 6, 9, 12 and 18 months (IBR was also given at 24 months)
<b>Parental Attitudes Research Inventory (PARI)</b>	6 and 18 months
<b>Home Observation/Stimulation</b>	6, 18, 30, 42 and 54 months
<b>Rotter's Internality-Externality Scale</b>	3 and 18 months
<b>Infant Behavior Inventory, completed by teacher</b>	Twice a year, from age 2 1/2 to school entrance <sup>3</sup>
Infant Behavior Inventory, completed by parent	12 months ?
Child Behavior with Parent	12 months ?
Illinois Test of Psycholinguistic Ability	36 and 48 months
Gordon Psycholinguistic Battery/Preschool Language Performance	42 and 54 months
Uzgiris-Hunt Ordinal Scales of Psychological Development	15 months <sup>4</sup>

<sup>1</sup> We don't have copies of all the instruments given during the Preschool phase. Those that we do have are indicated in bold lettering.

<sup>2</sup> This instrument is listed as having been given at 60 months also. However, there is neither a copy of the questionnaire nor data on the network. Is it possible that the instrument just wasn't given at this time?

<sup>3</sup> Although the instrument is available, the data is not on the network.

<sup>4</sup> No copy of the instrument is available and the data have never been downloaded from the mainframe.

Video-taped observations of mother-child interactions 6, 20, 36 and 60 months

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**Stanford-Binet Intelligence Scale** 24, 36, 48 and 60 months <sup>5</sup>

**Kohn and Rosman Test Behavior Inventory** 24, 36, 48 and 60 months <sup>5</sup>

**Wechsler Preschool and Primary Scale of Intelligence (WPPSI)** 60 months <sup>5</sup>

**McCarthy Scales of Children's Development** 42 and 54 months  
(verbal intelligence section only given at 30 months)

**Raven's Progressive Matrices** 60 months <sup>4</sup>

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<sup>5</sup> The 60-month test scores appear in the Preschool analysis test file. However, they also appear in School Age test files. The WPPSI and Kohn and Rosman are in both the Year 1 and Year 2 test files, the Stanford-Binet scores in the Year 1 file.

*All document  
annotated 2/95*

I. Tests

A. Bayley Scales of Infant Development

Ages: 3, 6, 9, 12, and 18 months

1. Mental Developmental Index (MDI)

- a. Mental Scale
- b. Age placement and chronological age
- c. Items (163)

2. Psychomotor Developmental Index (PDI)

- a. Motor Scale
- b. Age placement and chronological age
- c. Items (81)

B. Uzgiris-Hunt Scales

Ages: Given in 1974 to cohorts I and II cross-sectionally  
Given at 15 months to cohorts II, III, and IV

1. Scale steps (73)

2. Highest scale step passed (8)

- a. Visual pursuit and object permanence
- b. Means for obtaining desired environmental events
- c. The development of imitation
  - i. Vocal imitation
  - ii. Gestural imitation
- d. Operational causality
- e. Construction of object relations in space
- f. Development of schemes for relating to objects

3. Age in months at 1974 test

C. Stanford-Binet Intelligence Scale

Ages: 24, 36, and 48 months

- 1. Intelligence Quotient
- 2. Mental age and chronological age
- 3. Items (70 at 24, 36 months; 84 at 48 months)

*We have  
copies of  
instrument  
and data  
has been  
downloaded.*

*Couldn't  
locate a copy  
of instrument.  
(Data  
hasn't been  
downloaded)*

*We have  
a copy of  
instrument  
Data down*

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Description of Information

D. McCarthy Scale of Children's Abilities

Ages: Verbal section only at 30 months

Full test administered at 42 and 54 months

*No instrument*

*Data down*

1. Scale indices -- sums of weighted raw scores (6)

- a. Verbal (3+4+7+15+17)
- b. Perceptual-Performance (1+2+6+8+12+13+18)
- c. Quantitative (5+14+16)
- d. General Cognitive (V+P+Q)
- e. Memory (3+6+7+14)
- f. Motor (9+10+11+12+13)

2. Weighted raw scores (20)

- a. Block building (1)
- b. Puzzle solving (2)
- c. Pictorial memory (3)
- d. Word knowledge (4)
- e. Number questions (4)
- f. Tapping sequences (6)
- g. Verbal memory, i (7)
- h. Verbal memory, ii (7)
- i. Right-left orientation (8)
- j. Leg coordination (9)
- k. Arm coordination (10)
- l. Imitative action (11)
- m. Draw-a-design (12)
- n. Draw-a-child (13)
- o. Numerical memory, i (14)
- p. Numerical memory, ii (14)
- q. Verbal fluency (15)
- r. Counting and sorting (16)
- s. Opposite analogies (17)
- t. Conceptual grouping (18)

3. Age of child at time of test, in months

E. Wechsler Preschool and Primary Scale of Intelligence (WPPSI)

Ages: 60 months

1. Intelligence Quotient (3)

- a. Full Scale (V+P)
- b. Verbal (a+b+c+d+e)
- c. Performance (f+g+h+i+j)

*Copy of  
instrument  
data down*

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Description of Information

2. Subtests (10)

- a. Information
- b. Vocabulary
- c. Arithmetic
- d. Similarities
- e. Comprehension
- f. Animal house
- g. Picture completion
- h. Mazes
- i. Geometric design
- j. Block design

3. Age of child at time of test, in months

F. Preschool Language Performance (Alice Gordon)

Given at 42 months to cohort I and Middle Class sample only

1. Summary scores for experimental tasks(8)

- a. Spatial terms
- b. Quantitative terms
- c. Comparative terms
- d. Same-Different
- e. Imitation
- f. Picture Identification
- g. Questions
- h. Paraphrase

*No copy  
of instrument,  
no data on  
network  
( )*

II. Behavior in Test Situations

*Copy of instrument & data down. In fact, a dataset devoted to the IBR scale - ABC/BR JSD*  
A. Bayley Infant Behavior Record (IBR)

Ages: 3, 6, 9, 12, 18, and 24 months

1. Items (30)

B. Kohn and Rosman Rating Scale

Ages: 24, 36, 48, and 60 months

1. Items (26)

2. Factor sums and factor sum means (4)

- a. Confident-friendly
- b. Anxious-withdrawn
- c. Attentive-cooperative
- d. Distractible-disruptive

### III. Demographic Data

#### A. ID Information

1. Name
2. Sex
3. Birthdate
4. Cohort
5. Treatment group
6. Nickname
7. Age in months when dropped (0=active)
8. Mother's name
9. Foster mother's name, if applicable

*We have a demographic dataset on the network (PSDEMO5), which contains this info.*

#### B. High Risk Index

Calculated before entry into program

1. Weighted score based on selected demographic items
2. Items -- yes or no (9)

- a. Father absent
- b. No maternal relatives in area
- c. Slow siblings
- d. Welfare
- e. Father unstable work history
- f. Parent with IQ < 90
- g. Contact with social agency
- h. Professional help
- i. Special circumstances

*Not sure about the instrument. We have one called, "Abecedarian (Demographic Data & Initial Interview)" which captures some of the info.*

#### C. Initial Demographic Data

Collected at initial interview

1. Income
2. Age of mother
3. Age of father
4. Occupation of mother
5. Occupation of father
6. Mother's last grade of school completed
7. Father's last grade of school completed
8. Number of siblings
9. Ages of siblings (6)
10. Age at entry into program
11. Marital status of mother
12. Does father live with child
13. Race of child

*There are also a couple of other questionnaires which may contribute to the data.*



D. General Demographic Data

Ages: 18, 30, 42, and 54 months

1. Relationship to child of adult interviewed
2. Mother's present occupation
3. Mother's last grade of school completed
4. Number of places lived since last interview
5. Number of primary caretakers since last interview
6. Mother's marital status
7. Does father live with child
8. Number of months in day care since last interview
9. Annual income of parent(s)
10. Source of child's support
11. Number of siblings
12. Number of jobs held by mother since last interview

E. Day Care Experiences

Ages: 0-6, 7-12, 13-18, 19-24, 25-30, 31-36, 37-42, 43-48, 49-54,  
and 55-60 months. (Two entries per time period possible.)  
Collected on control group children only.

1. Number of days per week
2. Number of hours per day
3. Location or type of care
4. Age when began
5. Age when ended

F. Life Change Units per year

Calculated in 1975 for cohorts I and II, Center children only

1. Total life change units divided by years at FPG.

IV. Home Information

A. Inventory of Home Stimulation

Ages: 6, 18, and 30 months

1. Items (43)
2. Subscales (6)
  - a. Maternal warmth
  - b. Absence of punishment
  - c. Organization of physical and temporal environment
  - d. Provision of appropriate play materials
  - e. Maternal involvement with child
  - f. Opportunities for variety
3. Total score
4. Relationship to child of adult interviewed

B. Inventory of Home Stimulation for ages 3 to 6

Ages: 42 and 54 months

1. Items (80)
2. Subscales (7)
  - a. Provision of stimulation through equipment, toys and experiences
  - b. Stimulation of mature behavior
  - c. Provision of stimulating physical and language environment
  - d. Avoidance of restriction and punishment
  - e. Pride, affection, and thoughtfulness
  - f. Masculine stimulation
  - g. Independence from parental control
3. Total score
4. Relationship to child of adult interviewed

ABECEDARIAN FILE  
Description of Information

V. Maternal Data

A. Pregnancy history, from hospital records

*No copy of  
embryment,  
data is  
on file  
on network  
See notebook,  
"Abecedarian,  
Arachne,  
Programs"  
for further  
info*

1. Number of previous pregnancies
2. Number of previous premature pregnancies
3. Number of previous miscarriages
4. Number of previous abortions
5. Number of dead siblings
6. Age in years of siblings at death (4)
7. Full term or premature
8. Gestational age in weeks
9. Method of delivery
10. Presentation
11. Duration of labor
12. Complications of delivery
13. Ante and post-partum complications
14. Type of anesthesia
15. Maternal weight gain during pregnancy

B. Maternal IQ -- Wechsler Adult Intelligence Scale (WAIS)

Given at initial interview

(The Wechsler Intelligence Scale for Children (WISC) is given to mothers who are less than 16 years old. WISC subscales appear in slightly different order on the test from that of the WAIS subscales, but are coded to conform to the WAIS ordering.)

*Data is  
with file*

1. Intelligence Quotient (3)
  - a. Full Scale (V+P)
  - b. Verbal (a+b+c+d+e+f)
  - c. Performance (g+h+i+j+k)
2. Subtests (11).
  - a. Information
  - b. Comprehension
  - c. Arithmetic
  - d. Similarities
  - e. Digit span
  - f. Vocabulary
  - g. Digit symbol (Coding on WISC)
  - h. Picture completion
  - i. Block design
  - j. Picture arrangement
  - k. Object assembly

ABECEDARIAN FILE  
Description of Information

C. Parental Attitudes Research Inventory

Given to caretaker when child is 6 and 18 months

1. Items (55)
2. Factors (3)
  - a. Authoritarian control
  - b. Hostility and rejection
  - c. Democratic attitudes
3. Scales (11)
  - a. Fostering dependency
  - b. Seclusiveness of mother
  - c. Suppression of aggression
  - d. Excluding of outside influences
  - e. Suppression of sexuality
  - f. Marital conflict
  - g. Rejection of the homemaking role
  - h. Irritability
  - i. Encouraging verbalization
  - j. Equalitarianism
  - k. Comradeship and sharing
4. Relationship to child of adult interviewed

*We have  
instrument  
and data  
on file*

D. Rotter's Internality-Externality Scale

Given to caretaker when child is 3 and 18 months

1. Externality score (locus of control)
2. Relationship to child of adult interviewed

*Instrument  
& data on  
file, at  
least these  
two items are*

ABECEDARIAN FILE  
Description of Information

VI. Physical Data

A. APGAR scores, from hospital records

1. 1 minute
2. 5 minutes

B. Growth data

Ages: Birth, 3, 6, 9, 12, 18, 24, 36, 48, and 60 months  
percentiles from the National Academy of Science

- All data,  
as instrument  
available*
1. Age in weeks at time of measurement
  2. Weight in kilograms
  3. Weight/age percentile
  4. Height in centimeters
  5. Height/age percentile
  6. Weight/height percentile
  7. Head circumference
  8. Head circumference percentile

VII. Behavior in non-Test Situations

A. Infant Behavior Inventory

Given to caretaker when child is 12 months

*Instrument  
& data  
on network*

1. Items (56)
2. Age of child at time of inventory, in months
3. Scales (14)
4. Relationship to child of adult interviewed

B. Child Behavior with Parent Inventory

Given cross-sectionally in 1975 to cohorts I and II only

1. Items (56)
2. Age of child at time of inventory, in months
3. Scales (14)

C. Infant Behavior Inventory, completed by teacher.  
Center children only.

Given cross-sectionally in May and November, 1975, to cohorts I and II only.

Given cross-sectionally in August, 1976 and 1977, to cohorts I, II, and III.

1. Teacher
2. Child's age at time of inventory, in months (Nov. 1975 only)
3. Scales, 1975 (14)  
Scales, 1976 and 1977 (18)

*Have  
instrument  
( ) but data  
must still  
be on  
mainframe*

VIII. Observational Studies

A. Mother-child interaction

Ages: 6 and 20 months

*No instrument,  
data on  
network,  
in  
NCK ANALYSIS*

summarized for cohorts I and II only  
no frequencies for cohort I at 6 months

1. Frequencies of behaviors (13)
2. Durations of behaviors (13)
3. Factors (2), cohorts I, II, and General Population Sample

**BAYLEY SCALES OF INFANT DEVELOPMENT**, given at 3, 6, 9, 12, 18 and 24<sup>1</sup> months  
The instrument consists of three parts:

- a section evaluating the child's mental development,
- a section devoted to the child's motor development,
- a section to assess the child's social reactions and task orientation during the test situation, as expressed in attitudes, interests, emotions, energy, activity, and tendencies to approach or withdraw from stimulation (Infant Behavior Record).

The **Mental Scale** consists of 163 items (BxMI1-BxMI163), with a value of 1 (Pass/Yes) or 2 (Fail/No). A raw score is obtained from summing the 1's, and it is transformed to a standard score, the child's Mental Development Index (MDI).

The **Motor Scale** consists of 81 items (BxPDI1-BxPDI81) with the same values as the mental scale items. A raw score is obtained in the same fashion as has already been described, and it is transformed into a Psychomotor Development Index (PDI).

The last section, known as the **Infant Behavior Record (IBR)**, is completed after the Mental and Motor Scales have been administered. It consists of 30 items (IBRx11-IBRx130), 1-24 evaluating the infant's behavior, and 25-30 evaluating the child in comparison to others of his/her age. For some items, responses are either 1 (Yes, Normal, etc.) or 2 (No, Exceptional, etc.)<sup>2</sup>. In others they range from 1-5, and in still others, from 1-9, with either end of the scale representing an extreme, and the other values, degrees of each extreme, converging toward the middle. **Neither extreme of the scale is desirable behavior.**

Items with values of 1 or 2:	9, 10, 29 30
values of 1-5:	2, 3, 25-28
values of 1-9:	1, 4-8, 11-24

From the IBR items, David McPhee created four cluster scores:

Task Orientation	(TASKx)	sum of items 8, 11, 12 and 20
Activity Level	(ACTVx)	sum of items 14, 21 and 25
Cooperativeness	(COOPx)	sum of items 2, 4, 5 (reverse-scored), 7 and 13
Sociability	(SOCIABx)	sum of items 1 and 3

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<sup>1</sup> Apparently only the Infant Behavior Record section (IBR) was administered at 24 months

<sup>2</sup> For some instruments, the coding of yes/no variables as 1/2, where 2=No, was problematic. What was done in the calculation of subscales was to sum only the items with values of 1. This was done in deriving the Bayley mental and psychomotor development indices. For the Infant Behavior Record, it is not a problem because none of the cluster scores depends upon any yes/no items. If, however, some future analysis wishes to use those items, their coding needs to be taken into consideration.



## INFANT BEHAVIOR INVENTORY

This questionnaire was filled out only for FPG preschool experimental subjects, by daycare teachers. The data were collected twice a year, from age 2 1/2 to school entrance. Forty-two items had values of 1 (not at all like), 2 (very little like), 3 (somewhat like), or 4 (very much like). A supplement, consisting of 10 items, was scored the same. From these, 15 subscales were derived:

Verbal expressiveness	IBISCA1	sum of items 1,15,29
Distractibility	IBISCA2	sum of items 2,16,30
Attentiveness	IBISCA3	sum of items 3,17,31
Bellicerence	IBISCA4	sum of items 4,18,32
Positive Social Response	IBISCA5	sum of items 5,19,33
Self-consciousness	IBISCA6	sum of items 6,20,34
Concentration	IBISCA7	sum of items 7,21,35
Hyperactivity	IBISCA8	sum of items 8,22,36
Perseverence	IBISCA9	sum of items 9,23,37
Withdrawal	IBISCA10	sum of items 10,24,38
Creativity	IBISCA11	sum of items 11,25,39
Irritability	IBISCA12	sum of items 12,26,40
Good-natured	IBISCA13	sum of items 13,27,41
Curiosity	IBISCA14	sum of items 14,28,42
Verbal Intelligence	IBISCA15	sum of items 43-52

and three cluster scores, derived from the subscales:

Extraversion	IBICLEXT	IBISCA1 + IBISCA5 - IBISCA6 - IBISCA10 + 19
Competent	IBICLCOM	IBISCA3 + IBISCA7 + IBISCA9 + IBISCA14 + IBISCA11 - IBISCA2
Hostility	IBICLHOS	IBISCA4 + IBISCA8 + IBISCA12 - IBISCA13 + 5

Documentation about this instrument was taken from notebook, "CBI, PEI, IBI, SAI". In that notebook was a program for a version of the instrument having been input into dataset IBI\_V1.SSD on the mainframe. Since it looks like this instrument was used many times, yet there's only one dataset mentioned (with 203 obs), and it was administered to only Preschool Experimental children, I think that there may, indeed, be only one dataset, with multiple observations per child corresponding to the various times the instrument was given. IBI\_V1.SSD was not downloaded to the PC, and there's no indication that any data from this instrument exists in a dataset on the PC.

PROCEDURE FOR CALCULATING TEMPERAMENT FACTORS  
FROM THE BAYLEY INFANT BEHAVIOR RECORD

1) Input statement (SAS):

#3 @10 (A1-A25) (1.)	items for 3 mo. IBR
#4 @10 (B1-B25) (1.)	items for 6 mo. IBR
#5 @10 (C1-C25) (1.)	9
#6 @10 (D1-D25) (1.)	12
#7 @10 (E1-E25) (1.)	items for 18 mo. IBR

2) Item 5 must be reversed or it will have a negative factor loading:

A5=(10-A5);	item rated on a 9 point scale
B5=(10-B5);	
C5=(10-C5);	
etc.	

3) Label statement:

```

LABEL A1 = Responsiveness to persons-IBR3
      A2 = Responsiveness to examiner-IBR3
      A3 = Responsiveness to mother-IBR3
      A4 = Cooperativeness-IBR3
      A5 = Approach-IBR3,
      A7 = Emotional tone-IBR3
      A8 = Object orientation-IBR3
      A11 = Goal-directedness-IBR3
      A12 = Attention span-IBR3
      A13 = Endurance-IBR3
      A14 = Activity level-IBR3
      A20 = Interest in manipulation-IBR3
      A21 = Interest in body motion-IBR3
      A25 = Level of energy-IBR3
  
```

etc. for 6 through 18 months.

COMMENT: Data is available for cohorts II - IV on the 24 month IBR, given in conjunction with the Stanford-Binet. However, the factor structure is not at all clear and does not replicate the preceding 5 factor analyses.

COMMENT: Not all 25 IBR items were used. A few are dichotomous variables, scored present/absent. The rest had insignificant loadings on the first four factors and did not load consistently (if the loading reached .40) across ages.

4) Factor analysis:

```

PROC FACTOR METHOD=PRIN NFACT=4 ROTATE=VARIMAX;
VAR A1 A2 A3 A4 A5 A7 A8 A11 A12 A13 A14 A20 A21 A25;
TITLE1 FACTOR ANALYSIS OF THE BAYLEY IBR;
TITLE3 AGE = 3 MONTHS;
  
```

Bayley IBR  
Method for computing cluster scores

developed by Dave MacPhee with Kaye Fendt

July 1980

1. The subjects used in all factor analyses were the Experimental and Control groups from all four cohorts in the Abecedarian files, ages 3,6,9,12, and 18 months.
2. All items on the IBR scored on a 5- or 9-point-scale were factored using a principal components factor analysis with varimax rotation.
3. Those items that loaded higher than .40 were retained. These 14 items loaded consistently on the same factors across all ages, except 9 months.

The formula for deriving cluster scores is:

	<u>Item #</u>	<u>Column #</u>	<u>Description</u>
Task orientation:	8	17	Object orientation
	11	20	Goal-directedness
	12	21	Attention span
	20	29	Interest in manipulation
Activity level:	14	23	Activity level
	21	30	Interest in body motion
	25	34	Level of energy
Cooperativeness	2	11	Responsiveness to examiner
	4	13	Cooperativeness
	*5	14	Approach
	7	16	Emotional tone
	13	22	Endurance.
Sociability	1	10	Responsiveness to persons
	3	12	Responsiveness to mother

Most of the cluster scores are uncorrelated with each other across ages, except at 9 months:

	<u>Task or</u>	<u>Activity</u>	<u>Cooper.</u>	<u>Sociab.</u>
Task or				
Activity	.43			
Cooper.	.38	.64		
Sociab.	.38	.37	.22	

all  $r > .37$  significant  $p < .0001$

Further, only Task orientation is significantly correlated with same-age IQ scores: .46 to .70, median  $r = .63$

I looked through my printouts and the only data I have printed out by subject is a summary score from the IBR, not cluster scores. But, using SAS, all I did was:

\*Item 5 is an item reversal. (10-Item 5)

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Sociability	(SOCIABx)	sum of items 1 and 3

---

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<sup>2</sup> For some instruments, the coding of yes/no variables as 1/2, where 2=No, was problematic. What was done in the calculation of subscales was to sum only the items with values of 1. This was done in deriving the Bayley mental and psychomotor development indices. For the Infant Behavior Record, it is not a problem because none of the cluster scores depends upon any yes/no items. If, however, some future analysis wishes to use those items, their coding needs to be taken into consideration.

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Attentiveness	IBISCA3	sum of items 3,17,31
Belligerence	IBISCA4	sum of items 4,18,32
Positive Social Response	IBISCA5	sum of items 5,19,33
Self-consciousness	IBISCA6	sum of items 6,20,34
Concentration	IBISCA7	sum of items 7,21,35
Hyperactivity	IBISCA8	sum of items 8,22,36
Perseverance	IBISCA9	sum of items 9,23,37
Withdrawal	IBISCA10	sum of items 10,24,38
Creativity	IBISCA11	sum of items 11,25,39
Irritability	IBISCA12	sum of items 12,26,40
Good-natured	IBISCA13	sum of items 13,27,41
Curiosity	IBISCA14	sum of items 14,28,42
Verbal Intelligence	IBISCA15	sum of items 43-52

and three cluster scores, derived from the subscales:

Extraversion	IBICLEXT	$IBISCA1 + IBISCA5 - IBISCA6 - IBISCA10 + 19$
Competent	IBICLCOM	$IBISCA3 + IBISCA7 + IBISCA9 + IBISCA14 + IBISCA11 - IBISCA2$
Hostility	IBICLHOS	$IBISCA4 + IBISCA8 + IBISCA12 - IBISCA13 + 5$

Documentation about this instrument was taken from notebook, "CBI, PEI, IBI, SAI". In that notebook was a program for a version of the instrument having been input into dataset IBI\_V1.SSD on the mainframe. Since it looks like this instrument was used many times, yet there's only one dataset mentioned (with 203 obs), and it was administered to only Preschool Experimental children, I think that there may, indeed, be only one dataset, with multiple observations per child corresponding to the various times the instrument was given. IBI\_V1.SSD was not downloaded to the PC, and there's no indication that any data from this instrument exists in a dataset on the PC.

PROCEDURE FOR CALCULATING TEMPERAMENT FACTORS  
FROM THE BAYLEY INFANT BEHAVIOR RECORD

## 1) Input statement (SAS):

```
#3 @10 (A1-A25) (1.)      items for 3 mo. IBR
#4 @10 (B1-B25) (1.)      items for 6 mo. IBR
#5 @10 (C1-C25) (1.)      9
#6 @10 (D1-D25) (1.)      12
#7 @10 (E1-E25) (1.)      items for 18 mo. IBR
```

## 2) Item 5 must be reversed or it will have a negative factor loading:

```
A5=(10-A5);      item rated on a 9 point scale
B5=(10-B5);
C5=(10-C5);
etc.
```

## 3) Label statement:

```
LABEL A1 = Responsiveness to persons-IBR3
      A2 = Responsiveness to examiner-IBR3
      A3 = Responsiveness to mother-IBR3
      A4 = Cooperativeness-IBR3
      A5 = Approach-IBR3,
      A7 = Emotional tone-IBR3
      A8 = Object orientation-IBR3
      A11 = Goal-directedness-IBR3
      A12 = Attention span-IBR3
      A13 = Endurance-IBR3
      A14 = Activity level-IBR3
      A20 = Interest in manipulation-IBR3
      A21 = Interest in body motion-IBR3
      A25 = Level of energy-IBR3
```

etc. for 6 through 18 months.

COMMENT: Data is available for cohorts II - IV on the 24 month IBR, given in conjunction with the Stanford-Binet. However, the factor structure is not at all clear and does not replicate the preceding 5 factor analyses.

COMMENT: Not all 25 IBR items were used. A few are dichotomous variables, scored present/absent. The rest had insignificant loadings on the first four factors and did not load consistently (if the loading reached .40) across ages.

## 4) Factor analysis:

```
PROC FACTOR METHOD=PRIN NFACT=4 ROTATE=VARIMAX;
VAR A1 A2 A3 A4 A5 A7 A8 A11 A12 A13 A14 A20 A21 A25;
TITLE1 FACTOR ANALYSIS OF THE BAYLEY IBR;
TITLE3 AGE = 3 MONTHS;
```

Bayley IBR  
Method for computing cluster scores

developed by Dave MacPhee with Kaye Fendt

July 1980

1. The subjects used in all factor analyses were the Experimental and Control groups from all four cohorts in the Abecedarian files, ages 3,6,9,12, and 18 months.
2. All items on the IBR scored on a 5- or 9-point-scale were factored using a principal components factor analysis with varimax rotation.
3. Those items that loaded higher than .40 were retained. These 14 items loaded consistently on the same factors across all ages, except 9 months.

The formula for deriving cluster scores is:

	<u>Item #</u>	<u>Column #</u>	<u>Description</u>
Task orientation:	8	17	Object orientation
	11	20	Goal-directedness
	12	21	Attention span
	20	29	Interest in manipulation
Activity level:	14	23	Activity level
	21	30	Interest in body motion
	25	34	Level of energy
Cooperativeness	2	11	Responsiveness to examiner
	4	13	Cooperativeness
	*5	14	Approach
	7	16	Emotional tone
	13	22	Endurance
Sociability	1	10	Responsiveness to persons
	3	12	Responsiveness to mother

Most of the cluster scores are uncorrelated with each other across ages, except at 9 months:

	<u>Task or</u>	<u>Activity</u>	<u>Cooper.</u>	<u>Sociab.</u>
Task or				
Activity	<u>.43</u>			
Cooper.	.38	<u>.64</u>		
Sociab.	.38	.37	<u>.22</u>	

all  $r > .37$  significant  $p < .0001$

Further, only Task orientation is significantly correlated with same-age IQ scores: .46 to .70, median  $r = .63$

I looked through my printouts and the only data I have printed out by subject is a summary score from the IBR, not cluster scores. But, using SAS, all I did was:

\*Item 5 is an item reversal. (10-Item 5)

# BAYLEY SCALES OF INFANT DEVELOPMENT

## INFANT BEHAVIOR RECORD



NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_

	Year	Month	Day
Date Tested	_____	_____	_____
Date of Birth	_____	_____	_____
Age	_____	_____	_____

Development Index*	
Mental Scale _____	(M)
Motor Scale _____	(P)

\*The standard score for the Mental Scale is called the MDI (for Mental Development Index); for the Motor Scale it is the (for Psychomotor Development Index). See Manual for discussion.

INSTRUCTIONS: Fill out this form immediately after the Mental and Motor Scales have been administered. For e rating scale, circle the number next to the one statement that best describes the child's behavior. Additional comments specific behaviors may be noted in the space to the right of each rating scale; also in this space are partial lists of spec behaviors which may be checked off if observed by the examiner. Space is provided at the end of the form for recording deviant behavior and an overall evaluation of the child. (For complete instructions, see the Manual.)

### SOCIAL ORIENTATION

#### 1. Responsiveness to persons (Circle one)

Rating

- 1 Behavior towards persons is not different from behavior towards objects
- 2 Between 1 and 3
- 3 Responds briefly to social approach but when not approached directly by persons does not attend to them
- 4 Between 3 and 5
- 5 Responds to social approach and persons present, but less than half the time
- 6 Between 5 and 7
- 7 Responds to social approach and continues interest in persons present
- 8 Between 7 and 9
- 9 Behavior seems to be continuously affected by awareness of persons present

### CHECK RELEVANT BEHAVIORS WRITE CLARIFYING DESCRIPTIVE NO

### SOCIAL ORIENTATION

#### 2. Responsiveness to examiner (Circle one)

Rating

- 1 Avoiding or withdrawn
- 2 Hesitant
- 3 Accepting
- 4 Friendly
- 5 Inviting (initiating, demanding)

- \_\_\_\_\_ Freezes
- \_\_\_\_\_ Frowns
- \_\_\_\_\_ Watches warily
- \_\_\_\_\_ Brightens
- \_\_\_\_\_ Smiles
- \_\_\_\_\_Laughs
- \_\_\_\_\_Vocalizes
- \_\_\_\_\_Fusses
- \_\_\_\_\_Hides and peeks

### SOCIAL ORIENTATION

#### 3. Responsiveness to mother (Circle one)

Rating

- 1 Avoiding or withdrawn
- 2 Hesitant
- 3 Accepting
- 4 Friendly
- 5 Inviting (initiating, demanding)

- |                  | Examiner | Mother |
|------------------|----------|--------|
| Calls to         | _____    | _____  |
| Turns from       | _____    | _____  |
| Turns to         | _____    | _____  |
| Approaches       | _____    | _____  |
| Other (Specify): |          |        |

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		CHECK RELEVANT BEHAVIORS WRITE CLARIFYING DESCRIPTIVE NOTES
<b>GENERAL EMOTIONAL TONE</b> 7. Degree of happiness (Circle one) Rating 1 Child seems unhappy throughout the testing period 2 Between 1 and 3 3 At times rather unhappy, but may respond happily to interesting procedures 4 Between 3 and 5 5 Moderately happy or contented; may become upset, but recovers fairly easily 6 Between 5 and 7 7 Generally appears to be in a happy state of well-being 8 Between 7 and 9 9 Radiates happiness; nothing is upsetting; animated		_____ Cries _____ Fusses _____ Whines _____ Listless droop _____ Protests _____ Frowns _____ Unhappy expression _____ Non-expressive _____ Smiles _____ Coos or babbles with happy intonations _____ Laughs _____ Squeals _____ Crows _____ Animated expressions _____ Other (Specify):  Describe any disturbing incidents or conditions:
<b>OBJECT ORIENTATION</b> 8. Responsiveness to objects; toys or test materials (Circle one) Rating 1 Does not look at or in any way indicate interest in objects 2 Between 1 and 3 3 When given materials, glances at them and holds them briefly but does not exploit them 4 Between 3 and 5 5 Plays with materials when presented; discards or loses interest in each after a brief reaction 6 Between 5 and 7 7 Sustained interest in the test materials, in each new one in turn as presented 8 Between 7 and 9 9 Reluctantly relinquishes test materials		_____ Touches _____ Manipulates _____ Examines _____ Mouths _____ Throws _____ Bangs _____ Relates 2 objects _____ Reaches for _____ Asks for _____ Cries for _____ Clings to _____ Offers to person _____ Other (Specify):
<b>OBJECT ORIENTATION</b> 9. Plays imaginatively with materials; e.g., arranging them in new relationships, or introducing them into play sequence (Circle one) 1 Yes 2 No		
<b>OBJECT ORIENTATION</b> 10. Is there persistent attachment to any specific toy or to some object of his own? (Circle one) 1 Yes 2 No		If "Yes," does he relinquish it during testing? <input type="checkbox"/> Yes <input type="checkbox"/> No

CHECK RELEVANT BEHAVIORS  
WRITE CLARIFYING DESCRIPTIVE NOTES

ACTIVITY

Amount of gross bodily movement (Circle one)

Rating

- 1 Stays quietly in one place, with practically no self-initiated movement
- 2 Between 1 and 3
- IBR3I143 Usually quiet and inactive but responds appropriately in situations calling for some activity
- IBR6I144 Between 3 and 5
- IBR12I145 Moderate activity; enters into games with freedom of action
- IBR18I146 Between 5 and 7
- IBR24I147 In action during much of the period of observation
- 8 Between 7 and 9
- 9 Hyperactive; cannot be quieted for sedentary tests

- \_\_\_ Face and head movements
- \_\_\_ Hand movements
- \_\_\_ Waves arms
- \_\_\_ Squirms
- \_\_\_ Rolls
- \_\_\_ Kicks
- \_\_\_ Twists
- \_\_\_ Creeps
- \_\_\_ Runs
- \_\_\_ Climbs
- \_\_\_ Jumps
- \_\_\_ Bounces
- \_\_\_ Other (Specify):

Note any peculiarities in motor activities:

REACTIVITY

15. The ease with which a child is stimulated to react in general; his SENSITIVITY or EXCITABILITY; reactivity may be positive or negative in tone (Circle one)

Rating

- 1 Unreactive; seems to pay little heed to what goes on around him; responds only to strong or repeated stimulation
- 2 Between 1 and 3
- 3 Some tendency to be unreactive to the usual testing stimuli, etc.
- 4 Between 3 and 5
- 5 Moderately alert and responsive in reaction to test stimuli, etc.
- 6 Between 5 and 7
- 7 Quickly shows awareness of changes in test materials and situations
- 8 Between 7 and 9
- 9 Very reactive; every little thing seems to stir him up; he startles, reacts quickly, seems keenly sensitive to things going on around him

- \_\_\_ Quiets
- \_\_\_ Startles
- \_\_\_ Quivers
- \_\_\_ Fusses
- \_\_\_ Cries
- \_\_\_ Looks alert
- \_\_\_ Vocalizes
- \_\_\_ Squeals
- \_\_\_ Other (Specify):

Responds to:

- \_\_\_ Sights
- \_\_\_ Sounds
- \_\_\_ Temperatures
- \_\_\_ Touches
- \_\_\_ Pressures
- \_\_\_ Smells
- \_\_\_ Being jarred
- \_\_\_ Being carried
- \_\_\_ Other (Specify):

SENSORY AREAS OF INTEREST DISPLAYED (Circle one for each item)

Note.—Ratings range from 1 (None) to 9 (Excessive).

	None									Excessive								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
16. Sights—looking																		
17. Listening to sounds																		
18. Producing sounds—vocal																		
19. banging toys or hands on table, throwing toys, etc.																		
20. Manipulating (exploring with hands)																		
21. Body motion																		
22. Mouthing or sucking—thumb or fingers																		
23. pacifier																		
24. toys																		

The above 24 items; we have 3: in the  
dataset.

Table 17. Distribution of Ratings for the IBR Standardization Sample  
Age 2 Months (N=40)

IBR  
Age 2 mos.

Item No.	Behavior	Mode
1	Responsiveness to persons	None 10 5 28 2 8 10 2 8 0 Much
2	Responsiveness to examiner	Avoid 0 0 32 2 0 Invite
3	Responsiveness to mother	Avoid 0 0 40 5 0 Invite
4	Cooperativeness	None 0 0 0 5 8 5 0 0 0 Much
5	Fearfulness	None 10 2 0 0 0 0 0 0 0 Much
6	Tension	Low 2 2 22 8 2 0 0 0 0 High
7	General emotional tone	Unhappy 0 2 8 5 25 8 5 2 0 Happy
8	Responsiveness to objects	None 2 38 2 5 5 2 0 0 0 Much
9	Imaginative play with materials	Yes 2 0 No
0	Attachment to object	Yes 0 0 No
1	Goal directedness	None 15 25 10 5 0 0 0 0 2 Much
2	Attention span	Short 2 8 10 10 2 12 2 2 2 Long
3	urance	Little 2 0 0 8 25 2 0 2 2 Much

Table 17. Distribution of Ratings for the IBR Standardization Sample  
Age 2 Months (N=40)

Item No.	Behavior	Mode
4	Activity	None 8 5 18 10 12 12 0 0 0 Much
5	Reactivity	None 5 0 15 18 12 2 0 2 0 Much
6	Sights—looking	None 0 8 15 12 20 20 0 2 0 Excessive
7	Listening to sounds	None 0 20 4 5 6 7 8 9 0 Excessive
8	Producing sounds—vocal	None 2 25 12 12 12 2 0 0 0 Excessive
9	" " banging	None 2 2 0 0 0 0 0 0 0 2 Excessive
0	Manipulating	None 15 0 2 2 0 0 0 0 0 Excessive
1	Body motion	None 2 15 15 22 8 5 8 2 0 Excessive
2	Mouthing or sucking—thumb or fingers	None 15 0 0 0 0 0 0 0 0 Excessive
3	" " " pacifier	None 10 5 2 0 0 0 0 0 0 Excessive

### General Coding Instructions for Bayley

These instructions are applicable to all times the test is given (6-24 months) to children in project care:

The Bayley MDI and PDI developmental indeces are generated from the Raw Score. The score is calculated by the tester and checked by the data management room. Specific scoring instructions are found in the Bayley Testing Manual. (All items below the Basal item which is determined by test administrator are considered passed. Passed items are coded "1" failed, "2". All omitted items or those coded other are coded as fail, "2"). The total raw score is the number of passed items. To determine a developmental index; 1) find the appropriate age column 2) with the age column find the raw score that has been calculated and match that with the index which appears on the left hand side of each page.

(The child's age which has been determined by the tester should also be checked!) The child is 5 months and 25 days look in column 6 which includes 5m 24d through 6m 15 day. Follow the column vertically until the raw score of 77 is found. Then looking to the left are bold faced numbers which represent PDI and MDI's. For the example infant the MDI is 110.

If a child is premature then the difference of the 37 weeks and the actual gestational age is subtracted from the chronologic age of the child. Thus, a child who had an estimated gestation at age of 32 weeks is 5 weeks premature ( $37 - 32 = 5$ ). At a chronologic age of 6 months this child's MDI or PDI would be calculated from 6m - 5 week or 4m 3 week (4 month 21 day) column. (This is a new procedure which applies only for CARE).

The mental age of a child is calculated in a similar fashion. The mental age is coded (XX.X) where the raw mental score corresponds with a developmental index of 100. The mental age of the child in the example is (07.0) 7 months (6m 15d through 7m 15d). The raw score 77 at 7 months corresponds with a developmental index (MDI) of 100. At 7 months a Raw score of 77 corresponds with an MDI of 94 which is 6 steps above 100 ( $110 - 100$ ) since 6 is close to 100 the child's mental age is 7 months (07.0).

The items from the Bayley Infant Behavior Record can be coded directly from the instrument. The answer coded for each question is the number of circled. eg. If "8" is selected for question 5 then an 8 is coded in the appropriate column, in this case column 14. For question 23 pacifier - if the child has no pacifier then 1 should be coded. If the child has a pacifier but it is not with him/her then code 1 also.

Bayley Age Placements are calculated from the test protocols. The Mental Scale age placement is calculated from the Mental Scale Record Form (yellow) and the Psychomotor Scale age placement is calculated from the Motor Scale Record Form (blue). To generate the age placement simply find the Raw score, for example 78. Then open the test booklet and find 78 in the item number cloumn of the far left hand side of the page. In the next box (moving horizontally) to the right the upper number is the age placement. This number is in the form of X.X. From the example a raw score of 78 corresponds to an age placement of 6.5. This number is found in a column labeled "age placement

and range (months)". This procedure is performed for both the mental and psychomotor scale. Once the age placement is calculated it is coded in the following format, XX.X. The example would be coded "06.5". (Code the decimal).

The chronologic age is calculated as indicated on the instructions on the following page. "To calculate precise age at testing situation or Growth Measurement. Follow instructions through step B. At this point, 57 month and 22 days, divide 22 by 30 to get a fraction expressed as a decimal.  $22/30 = .73$ . Thus, the child's age is  $57 + .73 = 57.73$ . This rounds to 57.7 and is coded in the same manner as the age placements.

Table 12. Mental Scale Items Arranged by Situation Codes  
 Note.—Item numbers prefixed by "mr" refer to the Motor Scale. Item numbers followed by "T" are early items administered at the table.

<b>A: Responses to bell</b>		<b>E: Social responses to persons</b>	
1	Responds to sound of bell	6	Regards person momentarily
47	Turns head to sound of bell	10	Eyes follow moving person
<b>B: Responses to being lifted</b>		11	Responds to voice
2	Quiets when picked up	18	Social smile: E talks and smiles
22	Anticipatory excitement	25	Visually recognizes mother
35	Anticipatory adjustment to lifting	26	Social smile: E smiles, quiet
<b>C: Responses to rattle</b>		27	*Vocalizes to E's social smile and talk
3	Responds to sound of rattle	31	Reacts to disappearance of face
36	Simple play with rattle	<b>F: Red light—visual responses</b>	
48	Turns head to sound of rattle	9	Horizontal eye coordination: light
59	Recovers rattle, in crib	12	Vertical eye coordination: light
<b>Uncoded (0-3.9 months)</b>		15	Circular eye coordination: light
4	Responds to sharp sound: click of light switch	20	Turns eyes to light
23	Reacts to paper on face	<b>G: Vocalizations</b>	
24	Blinks at shadow of hand	13	*Vocalizes once or twice
29	Eyes follow pencil	21	*Vocalizes at least 4 times
38T	Follows ball visually across table	30	*Vocalizes 2 different sounds
<b>D: Red ring—visual responses</b>		<b>G<sup>1</sup>: Visual and manual behaviors, first 4 months</b>	
5	Momentary regard of red ring	17	*Free inspection of surroundings
7	Prolonged regard of red ring	39	*Fingers hand in play
8	Horizontal eye coordination: red ring	42	*Aware of strange situation
14	Vertical eye coordination: red ring	45	*Inspects own hands
16	Circular eye coordination: red ring	<b>AC: Responses to bell and rattle</b>	
19	Turns eyes to red ring	28	Searches with eyes for sound
		34	Glances from one object to another

*Total # items: 81*

Table 13. Motor Scale Items Arranged by Situation Codes

<b>A: Held upright in arms</b>		<b>Uncoded (0-3.9 months)</b>	
1	Lifts head when held at shoulder	15	*Hands predominantly open
2	Postural adjustment when held at shoulder	<b>E: Cube behavior—grasp (Situation Code H on Mental Scale)</b>	
8	Head erect: vertical	16	†Cube: ulnar-palmar prehension
9	Head erect and steady	21	†Cube: partial thumb opposition (radial-palmar)
14	Holds head steady	32	†Cube: complete thumb opposition (radial-digital)
18	Head balanced	<b>F: Gaining vertical position—with help of person</b>	
<b>B: Prone—crib, playpen, or table</b>		20	Effort to sit
3	Lateral head movements	22	Pulls to sitting position
4	Crawling movements	36	Pulls to standing position
12	Elevates self by arms: prone	<b>G: Manipulative capacity</b>	
33	Prewalking progression	24	*Unilateral reaching
<b>C: Supine in crib—extremities</b>		26	*Rotates wrist
5	†Retains red ring	39	†Combines spoons or cubes: midline
6	*Arm thrusts in play	44	†Pat-a-cake: midline skill
7	*Leg thrusts in play	<b>H: Pellet behavior (Situation Code J on Mental Scale)</b>	
10	Lifts head: dorsal suspension	25	†Attempts to secure pellet
<b>C<sup>1</sup>: Supine in crib—turning</b>		30	†Scoops pellet
11	Turns from side to back	35	†Pellet: partial finger prehension (inferior pincer)
19	*Turns from back to side	41	†Pellet: fine prehension (neat pincer)
28	*Rolls from back to stomach	<b>I: Upright progress to walking</b>	
<b>D: Sitting—hard surface</b>		34	Early stepping movements
13	Sits with support	40	Stepping movements
17	Sits with slight support	42	Walks with help
23	Sits alone momentarily	43	Sits down
27	Sits alone 30 seconds or more	45	Stands alone
29	Sits alone, steadily	46	Walks alone
31	Sits alone, good coordination		

\* May be observed incidentally. † May be presented during administration of Mental Scale.

Table 13. Motor Scale Items Arranged by Situation Codes—Continued

**J: Gaining vertical position—by furniture**

- 37 Raises self to sitting position
- 38 Stands up by furniture

**K: Stands up from floor alone**

- 47 Stands up: I
- 57 Stands up: II
- 71 Stands up: III

**Uncoded (4-14.9 months)**

- 48 †Throws ball

**L: Walking skill—pull toy**

- 49 Walks sideways
- 50 Walks backward

**M: Balance**

- 51 Stands on right foot with help
- 52 Stands on left foot with help
- 58 Stands on left foot alone
- 60 Stands on right foot alone

**N: Stairs**

- 53 Walks up stairs with help
- 54 Walks down stairs with help
- 64 Walks up stairs alone: both feet on each step
- 66 Walks down stairs alone: both feet on each step
- 72 Walks up stairs: alternating forward foot
- 80 Walks down stairs: alternating forward foot

**O: Walking board**

- 55 Tries to stand on walking board
- 56 Walks with one foot on walking board
- 62 Walking board: stands with both feet
- 67 Walking board: attempts step
- 74 Walking board: alternates steps part way

**P: Jumping from floor**

- 59 Jumps off floor, both feet
- 77 Jumps over string 2 inches high
- 81 Jumps over string 8 inches high

**Q: Walks on line**

- 61 Walks on line, general direction
- 65 Walks on tiptoe, few steps
- 68 Walks backward, 10 feet
- 73 Walks on tiptoe, 10 feet
- 75 Keeps feet on line, 10 feet

**R: Jumping from height**

- 63 Jumps from bottom step
- 69 Jumps from second step
- 70 Distance jump: 4 to 14 inches
- 76 Distance jump: 14 to 24 inches
- 78 Distance jump: 24 to 34 inches

**Uncoded (15-30+ months)**

- 79 Hops on one foot, 2 or more hops

† May be presented during administration of Mental Scale.

**Table 12. Mental Scale Item Arranged by Situation Codes—Continued**

**Note.**—Item numbers prefixed by "mr" refer to the Motor Scale.

**Uncoded (4-14.9 months)**

- 57 Exploitive paper play
- 99 Pushes car along
- 104 Pats whistle doll, in imitation
- 116 \*Uses gestures to make wants known

**E<sup>1</sup>: Responses to persons**

- 58 \*Discriminates strangers
- 61 Likes frolic play
- 81 Cooperates in games
- 97 \*Repeats performance laughed at
- mr44 Pat-a-cake: midline skill

**L: Cup behavior**

- 63 Lifts inverted cup
- 73 Lifts cup with handle
- 88 Picks up cup: secures cube
- 90 Puts cube in cup on command
- 92 Stirs with spoon in imitation
- 100 Puts 3 or more cubes in cup
- 114 Puts 9 cubes in cup

**D<sup>2</sup>: Ring and string behavior**

- 67 Sustained inspection of ring
- 68 Exploitive string play
- 71 Pulls string: secures ring
- 80 Pulls string adaptively: secures ring
- 105 Dangles ring by string

**M: Crayon and paper**

- 74 Attends to scribbling
- 94 Inhibits on command
- 95 Attempts to imitate scribble
- 98 Holds crayon adaptively
- 112 Spontaneous scribble
- 125 Imitates crayon stroke
- 135 Differentiates scribble from stroke
- 147 Imitates strokes: vertical and horizontal
- 157 Folds paper

**A<sup>1</sup>: Hand bell**

- 78 Manipulates bell: interest in detail
- 83 Rings bell purposively

**N: Verbal comprehension**

- 84 \*Listens selectively to familiar words
- 89 Responds to verbal request
- 106 \*Imitates words
- 117 Shows shoes or other clothing, or own

**H<sup>1</sup>: Cube behaviors**

- 86 Uncovers toy
- 96 Unwraps cube
- 111 Builds tower of 2 cubes
- 119 Builds tower of 3 cubes
- 143 Builds tower of 6 cubes
- 154 Train of cubes
- 161 Builds tower of 8 cubes
- 162 Concept of one

\* May be observed incidentally.

O: I

1

1

1

1

1

P: B

1

10

10

1

Q: P

1

10

R: B

11

12

12

14

15

15

16

S: P

12

13

15

Uncod

12

13



Table 12. Mental Scale Items Arranged by Situation Codes—Continued

Note.—Item numbers prefixed by "mr" refer to the Motor Scale.

**O: Peg board**

- 87 Fingers holes in peg board
- 108 Places 1 peg repeatedly
- 118 Pegs placed in 70 seconds
- 123 Pegs placed in 42 seconds
- 134 Pegs placed in 30 seconds
- 156 Pegs placed in 22 seconds

**P: Boxes**

- 91 Looks for contents of box
- 102 Uncovers blue box
- 107 Puts beads in box (6 of 8)
- 115 Closes round box

**Q: Picture book**

- 93 Looks at pictures in book
- 103 Turns pages of book

**R: Blue board**

- 110 Blue board: places 1 round block
- 121 Blue board: places 2 round blocks
- 129 Blue board: places 2 round and 2 square blocks
- 142 Blue board: places 6 blocks
- 155 Blue board: completes in 150 seconds
- 159 Blue board: completes in 90 seconds
- 160 Blue board: completes in 60 seconds

**S: Pink board**

- 120 Pink board: places round block
- 137 Pink board: completes
- 151 Pink board: reversed

**Uncoded (15-30+ months)**

- 122 Attains toy with stick
- 131 Finds 2 objects

**T: Naming objects (ball, watch, pencil, scissors, cup)**

- 124 Names 1 object
- 138 Names 2 objects
- 146 Names 3 objects
- mr48 Throws ball

**U: Jointed doll**

- 126 Follows directions, doll
- 128 Points to parts of doll

**V: Naming and pointing to pictures**

- 130 Names 1 picture
- 132 Points to 3 pictures
- 139 Points to 5 pictures
- 141 Names 3 pictures
- 148 Points to 7 pictures
- 149 Names 5 pictures

**W: Mends broken doll**

- 133 Broken doll: mends marginally
- 140 Broken doll: mends approximately
- 153 Broken doll: mends exactly

**X: Discriminates objects**

- 144 Discriminates 2: cup, plate, box
- 152 Discriminates 3: cup, plate, box

**Y: Incomplete watch**

- 145 Names watch, 4th picture
- 150 Names watch, 2nd picture

**Z: Prepositions**

- 158 Understands 2 prepositions
- 163 Understands 3 prepositions

**Table 12. Mental Scale Items Arranged by Situation Codes—Continued**

**Note.**—Item numbers prefixed by "mr" refer to the Motor Scale. Item numbers followed by "T" are early items administered at the table.

**H: Cubes (Situation Code E on Motor Scale)**

- 32T Regards cube
- 49 Reaches for cube
- 51 Eye-hand coordination in reaching
- 54 Picks up cube
- 56 Retains 2 cubes
- 60 Reaches persistently
- 64 Reaches for 2nd cube
- 70 Picks up cube deftly and directly
- 77 Retains 2 of 3 cubes offered
- 82 Attempts to secure 3 cubes
- mr16 Cube: ulnar-palmar prehension
- mr21 Cube: partial thumb opposition (radial-palmar)
- mr32 Cube: complete opposition (radial-digital)

37

**D<sup>1</sup>: Red ring—coordinated manipulation**

- 33 Manipulates red ring
- 37 Reaches for dangling ring
- 40T Head follows dangling ring
- 44 Carries ring to mouth
- 46 Closes on dangling ring
- mr5 Retains red ring

**I: Spoons**

- 41T Head follows vanishing spoon
- 62 Turns head after fallen spoon
- 75 Looks for fallen spoon
- mr39 Combines spoons or cubes: midline

\* May be observed incidentally.

**G<sup>2</sup>: Manipulative behavior**

- 43T \*Manipulates table edge slightly
- 50 \*Manipulates table edge actively
- 66 \*Bangs in play
- 69 \*Transfers object hand to hand
- 72 \*Interest in sound production

**J: Pellet (Situation Code H on Motor Scale)**

- 52 Regards pellet
- 109 Removes pellet from bottle
- mr25 Attempts to secure pellet
- mr30 Scoops pellet
- mr35 Pellet: partial finger prehension (inferior)
- mr41 Pellet: fine prehension (neat pincer)

**K: Mirror**

- 53 Mirror image approach
- 65 Smiles at mirror image
- 76 Playful response to mirror

**G<sup>3</sup>: Vocalizations and words**

- 55 \*Vocalizes attitudes
- 79 \*Vocalizes 4 different syllables
- 85 \*Says "da-da" or equivalent
- 101 \*Jabbers expressively
- 113 \*Says 2 words
- 127 \*Uses words to make wants known
- 136 \*Sentence of 2 words

**PARENTAL ATTITUDES RESEARCH INVENTORY (PARI)**, given at 6 and 18 months  
 This instrument attempts to capture parental attitudes toward child rearing. It consists of 55 items (PARI611-PARI6155 and PAR1811-PAR18155), with possible values of 1 (strongly agree), 2 (mildly agree), 3 (mildly disagree), 4 (strongly disagree).

From these items are derived 11 subscale scores and three factor scores. Each factor score is listed, followed by the subscales comprising it.

A. Authoritarian Control

PARxAUT

(sum of items 1,2,5,8,9,12,13,16,19,20,23,24,27,30,31,34,35,38,41,42,45,46,49,52,53) + 50

- |                                    |        |                                   |
|------------------------------------|--------|-----------------------------------|
| 1. Fostering dependency            | PARxS1 | sum of items 1, 12, 23, 34 and 45 |
| 2. Seclusiveness of mother         | PARxS2 | sum of items 5, 16, 27, 38 and 49 |
| 3. Suppression of aggression       | PARxS3 | sum of items 9, 20, 31, 42 and 53 |
| 4. Exclusion of outside influences | PARxS4 | sum of items 8, 19, 30, 41 and 52 |
| 5. Suppression of sexuality        | PARxS5 | sum of items 2, 13, 24, 35 and 46 |

B. Hostility and Rejection

PARxHOS

(sum of items 3,6,10,14,17,21,25,28,32,36,39,43,47,50,54) + 50

- |                                 |        |                                   |
|---------------------------------|--------|-----------------------------------|
| 1. Marital conflict             | PARxS6 | sum of items 3, 14, 25, 36 and 47 |
| 2. Rejection of homemaking role | PARxS7 | sum of items 6, 17, 28, 39 and 50 |
| 3. Irritability                 | PARxS8 | sum of items 10,21, 32, 43 and 54 |

C. Democratic Attitudes

PARxDEM

(sum of items 4,7,11,15,18,22,26,29,33,37,40,44,48,51,55) + 50

- |                              |        |                                   |
|------------------------------|--------|-----------------------------------|
| 1. Encouraging verbalization | PARx9  | sum of items 7, 18, 29, 40 and 51 |
| 2. Egalitarianism            | PARx10 | sum of items 4, 15, 26, 37 and 48 |
| 3. Comradeship and Sharing   | PARx11 | sum of items 11,22, 33, 44 and 55 |

Interview and Attitudinal  
Measures on Parents

I. Initial Interview

Covers the mother's attitudes and health status during her pregnancy and delivery, her family background, her ideas about care, feeding and discipline of children, and her knowledge of child development.

II. Parental Attitudes Research Inventory 6 & 18 mos.

A. Authoritarian Control (25 items)

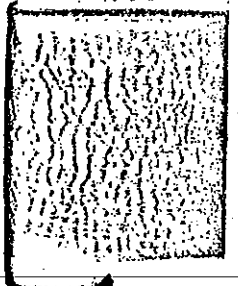
1. Fostering Dependency - 1, 12, 23, 34, 45
2. Seclusiveness of Mother - 16, 5, 38, 27, 49
3. Suppression of Aggression - 9, 20, 42, 31, 53
4. Excluding of Outside Influences - 19, 8, 30, 41, 52
5. Suppression of Sexuality - 2, 13, 24, 35, 46

B. Hostility and Rejection (15 items)

1. Marital Conflict - 3, 25, 14, 36, 47
2. Rejection of the Homemaking Role - 17, 6, 28, 39, 50
3. Irritability - 21, 43, 10, 32, 54

C. Democratic Attitudes

1. Encouraging Verbalization - 40, 7, 29, 51, 18
2. Equalitarianism - 15, 4, 26, 48, 37
3. Comradship and Sharing - 22, 44, 11, 33, 55



MODIFIED PARI

Mother Form

1. A good mother should shelter her child from life's little difficulties.
2. Children should be taught about sex as soon as possible.
3. People who think they can get along in marriage without arguments just don't know the facts.
4. Parents should not have to earn the respect of their children by the way they act.
5. The women who want lots of parties seldom make good mothers.
6. Most mothers are content to be with children all the time.
7. A child has a right to his own point of view and ought to be allowed to express it.
8. If a parent is wrong he should admit it to his child.
9. A child should be taught to avoid fighting no matter what happens.
10. Most mothers can spend all day with the children and remain calm and even-tempered.
11. Parents who are interested in hearing about their children's parties, dates, and fun help them grow up right.
12. A child should learn that he has to be disappointed sometimes.
13. It is very important that young boys and girls not be allowed to see each other completely undressed.
14. If a couple really loves each other there are very few arguments in their married life.
15. Parents should adjust to the children some rather than always expecting the children to adjust to the parents.
16. A good mother should develop interests outside the home.
17. One of the worst things about taking care of a home is a woman feels that she can't get out.
18. Children should not be allowed to disagree with their parents, even if they feel their own ideas are better.
19. It's best for the child if he never gets started wondering whether his mother's views are right.
20. A child should be taught to fight his own battles.
21. Children will get on any woman's nerves if she has to be with them all day.

22. Children would be happier and better behaved if parents would show less interest in their affairs.
23. A child should be protected from jobs which might be too tiring or hard for him.
24. Sex play is a normal thing in children.
25. Sometimes it's necessary for a wife to tell off her husband in order to get her rights.
26. Children should learn to compromise and adjust to the demands of their parents.
27. Too many women forget that a mother's place is in the home.
28. Most young mothers don't mind spending most of their time at home.
29. A child's ideas should be seriously considered in making family decisions.
30. A child should be encouraged to look for answers to his questions from other people even if the answers contradict his parents.
31. Children should not be encouraged to box or wrestle because it often leads to trouble or injury.
32. Raising children is an easy job.
33. If parents would have fun with their children, the children would be more apt to take their advice.
34. Children have to face difficult situations on their own.
35. Sex is one of the greatest problems to be contended with in children.
36. Almost any problem can be settled by quietly talking it over.
37. There is no reason parents should have their own way all the time, any more than the children should have their own way all the time.
38. A mother can keep a nice home and still have plenty of time left over to visit with neighbors and friends.
39. One of the bad things about raising children is that you aren't free enough of the time to do just as you like.
40. Children should be discouraged from telling their parents about it when they feel family rules are unreasonable.
41. The child should not question the thinking of his parents.
42. It's quite natural for children to hit one another.
43. Mothers very often feel that they can't stand their children a moment longer.
44. Laughing at children's jokes and telling children jokes ~~and telling children jokes~~ usually fail to make things go more smoothly.

45. Children should be kept away from all hard jobs which might be discouraging.
46. Children are normally curious about sex.
47. It's natural to have quarrels when two people who both have minds of their own get married.
48. It is rarely possible to treat a child as an equal.
49. A good mother will find enough social life within the family.
50. Most young mothers are pretty content with home life.
51. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.
52. A good mother can tolerate criticism of herself, even when the children are around.
53. Most parents prefer a quiet child to a "scrappy" one.
54. A mother should keep control of her temper even when children are demanding.
55. When you do things together, children feel close to you and can talk easier.

## MODIFIED PARI

### Mother Form

1. A good mother should shelter her child from life's little difficulties.
2. Children should be taught about sex as soon as possible.
3. People who think they can get along in marriage without arguments just don't know the facts.
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**HOME STIMULATION**, given at 6, 18, 30, 42 and 54 months and Endpoint

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

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

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

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

For the version given at 6, 18 and 30 months<sup>1</sup>:

45 items	HSx11-HSx145	
Maternal warmth	MWARMx	sum of items 1-10
Absence of punishment	ABSPUNx	sum of items 12-18
Organization of environment	ORGENVx	sum of items 20-25
Provision of appropriate toys	APPTOYx	sum of items 26-34
Maternal involvement w child	MINVOLx	sum of items 35-40
Opportunity for variety	OPPVARx	sum of items 41-45
Total score	HSTOTx	sum of all items, excluding 11 and 19

For the version given at 42 and 54 months:

89 items	HSx11-HSx180	
Stimulation through equipment, toys, experiences	HSxS1	sum of items 1-21
Stimulation of mature behavior	HSxS2	sum of items 22-33
Physical and language environment	HSxS3	sum of items 34-45
Avoidance of restriction and punishment	HSxS4	sum of items 46-52
Pride, affection, thoughtfulness	HSxS5	sum of items 53-68
Masculine stimulation	HSxS6	sum of items 69-73
Independence from parental control	HSxS7	sum of items 74-80
Total score	HSTOTx	sum of all items

---

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

For the Endpoint version:

85 Items	HSEPI1-HSEPI85	
Organization of stable environment	HSEPPSS1	sum of Items 1-6
Developmental stimulation	HSEPPSS2	sum of Items 7-20
Quality of language environment	HSEPPSS3	sum of Items 21-30
Need gratification/avoidance of restriction	HSEPPSS4	sum of Items 31-33
Fostering maturity/Independence	HSEPPSS5	sum of Items 34-48
Emotional climate	HSEPPSS6	sum of Items 49-54
Breadth of experience	HSEPPSS7	sum of Items 55-64
Aspects of physical environment	HSEPPSS8	sum of Items 65-80
Play materials	HSEPPSS9	sum of Items 81-85
Total score	HSEPTOT	sum of all Items

Mother's Name \_\_\_\_\_ Father's Name \_\_\_\_\_

Child's Name \_\_\_\_\_ Child's Age (in mo.) \_\_\_\_\_

Interviewer \_\_\_\_\_ Date \_\_\_\_\_ Day \_\_\_\_\_

Type of Dwelling #people/rooms

1	2	3	4	5	6	7	8	9	10	11	12	13	14
I.D. #	group	othn.	class	sex	form	month	day	year					

15	16	17	18	19
age	interviewer			

Others living or working in household \_\_\_\_\_

Amount of prior interviewer contact with family \_\_\_\_\_ (hours)

FATHERMOTHER

Occupation	Approx. Age	Educ.	Ethn.	Occupation	Approx. Age	Educ.	Ethn.

Persons present in home during visit \_\_\_\_\_

If person other than mother gives information, specify details:

Name	/	/	/	/	Relationship to designee
	Age				

Comments \_\_\_\_\_

\_\_\_\_\_

Yes No

## I. MATERNAL WARMTH

1. Mother spontaneously vocalizes to child at least twice during the visit (excluding scolding). — —
2. Mother responds to child's vocalizations with a vocal or verbal response. — —
3. Mother tells child the name of some object during the visit or says the name of a person or object in a "teaching" style. — —
4. Mother's speech is distinct, clear, and audible to interviewer. — —
5. Mother initiates verbal interchanges with the observer—asks questions, makes spontaneous comments. — —
6. Mother expresses ideas freely and easily and uses statements of appropriate length for conversation (e.g., gives more than brief answers). — —
7. Mother permits child occasionally to engage in "messy" types of play. — —
8. Mother spontaneously praises child's qualities or behavior twice during the visit. — —
9. When speaking of or to child, mother's voice conveys positive feelings. — —
10. Mother caresses or kisses child at least once during the visit. — —

(total #)  
Subscore

11. Mother shows some positive emotional response to praise of child offered by visitor. — —

omit

## II. ABSENCE OF PUNISHMENT

12. Mother does not shout at child during the visit. — —
13. Mother does not express overt annoyance with or hostility toward child. — —
14. Mother neither slaps nor spansks child during the visit. — —
15. Mother reports that no more than one instance of physical punishment occurred during the past week. — —

16. Mother does not scold or criticize or "run down" the child during the visit.

Yes No

— —

17. Mother does not interfere with child's actions or restrict child's movement more than three times during the visit.

— —

✓ 18. At least ten books are present and visible in the home.

— —

Subscore

19. Family has a pet.

Omit

### III. ORGANIZATION OF ENVIRONMENT, Physical & Temporal

20. When mother is away, care is provided by one of three regular substitutes.

— —

21. Someone takes child into grocery store at least once a week.

— —

22. The child gets out of the house at least four times a week.

— —

23. Child is taken regularly to a doctor's office or clinic for check-ups and preventive health care.

— —

24. Child has a special place in which to keep his toys and "treasures."

— —

✓ 25. The child's play environment appears safe and free of hazards.

— —

Subscore

### IV. PROVISION OF APPROPRIATE PLAY MATERIALS

26. Child has one or more muscle activity toys or pieces of equipment.

— —

27. Child has push or pull toy.

— —

28. Child has stroller or walker, kiddie-car, scooter, or tricycle.

— —

29. Mother provides toys or interesting activities for child during the interview.

— —

30. Provides learning equipment appropriate to age -- mobile, table and chair, highchair, playpen.

— —

31. Provides learning equipment appropriate to age -- cuddly toy or role-playing toys.

— —

32. Provides eye-hand coordination toys -- items to go in and out of receptacle, fit together toys, beads to string, etc.

— —

Yes No

33. Provides eye-hand coordination toys that permit combinations -- stacking or nesting toys, blocks, or building toys.

— —

34. Provides toys for literature and music (books, records, toy musical instruments, etc.)

— —

Subscore

V. MATERNAL INVOLVEMENT WITH CHILD

V. 35. Mother tends to keep child within visual range and to look at him often.

— —

36. Mother "talks" to child while doing her work.

— —

37. Mother consciously encourages developmental advance.

— —

38. Mother invests "maturing" toys with value via her attention.

— —

39. Mother structures child's play period.

— —

40. Mother provides toys that challenge the child to develop new skills.

— —

Subscore

VI. OPPORTUNITIES FOR VARIETY

VI. 41. Father provides some caregiving everyday.

— —

42. Mother reads stories to child at least three times weekly.

— —

43. Child eats at least one meal per day with mother and father.

— —

44. Family visits or receives visits from relatives or friends approximately once a month.

— —

45. Child has three or more books of his own.

— —

Subscore

Total Score

Inventory of Home Stimulation

HOME Observation for Measurement of the Environment  
Inventory for Ages 3-6

42 mo. / 54 mo.  
card 13 / card 100

1 = yes  
2 = no

I. PROVISION OF STIMULATION THROUGH EQUIPMENT, TOYS,  
AND EXPERIENCES.

Yes No No. Info

1-12 The following are present in home and either belong  
to child subject or he is allowed to play with them:

column 8

1. Toys to learn colors, sizes, shapes--toy type-  
writer, presscuts, play school, peg boards, etc.

9

2. Toy or game facilitating learning letters  
(e.g., blocks with letters, toy typewriter,  
letter sticks, books about letters, etc.)

10

3. Three or more puzzles.

11

4. Two toys necessitating some finger and whole  
hand movement (crayons and coloring books,  
paper dolls, etc.)

12

5. Record player and at least five children's  
records.

13

6. Real or toy musical instrument (piano, drum,  
toy xylophone or guitar, etc.)

14

7. Toy or game permitting free expression (finger  
paints, play dough, crayons or paint and paper,  
etc.)

15

8. Toys or game necessitating refined movements  
(paint by number, dot book, paper dolls,  
crayons and coloring books.)

16

9. Toys to learn animals--books about animals,  
circus games, animal puzzles, etc.

17

10. Toy or game facilitating learning numbers  
(e.g., blocks with numbers, books about  
numbers, games with numbers, etc.)

18

11. Building toys (blocks, tinker toys, Lincoln  
blocks, Lego, etc.)

19

12. Ten children's books.

20

13. At least ten books are present and visible in the  
apartment.



42 mo 54 mo  
 card 13 card 100

-2-

			Yes	No	No.	Info.
umn	<u>21</u>	14.	Family buys a newspaper daily and reads it.	—	—	—
	<u>22</u>	15.	Family subscribes to at least one magazine.	—	—	—
	<u>23</u>	16.	Family member has taken child on one outing (picnic, shopping excursion) at least every other week.	—	—	—
	<u>24</u>	17.	Child has been taken out to eat in some kind of restaurant three-four times in the past year.	—	—	—
		18-20	Child has been taken by a family member to the following within the past year:			
	<u>25</u>	18.	Airport	—	—	—
	<u>26</u>	19.	A trip more than 50 miles from his home (50 mile radial distance not total distance.)	—	—	—
	<u>27</u>	20.	A scientific, historical, or art museum.	—	—	—
	<u>28</u>	21.	Child is taken to grocery store at least once a week.	—	—	—
			42 mo card 14 SUESCORE (#yes)	54 mo card 101 columns 15-16		

## II. STIMULATION OF MATURE BEHAVIOR

			Yes	No	No.	Info.
		22-29	Child is encouraged to learn the following:			
	<u>29</u>	22.	Colors	—	—	—
	<u>30</u>	23.	Shapes	—	—	—
	<u>31</u>	24.	Patterned speech (nursery rhymes, prayers, songs, TV commercials, etc.)	—	—	—
	<u>32</u>	25.	The alphabet	—	—	—
	<u>33</u>	26.	To tell time	—	—	—
	<u>34</u>	27.	Spatial relationships (up, down, under, big, little, etc.)	—	—	—
	<u>35</u>	28.	Numbers	—	—	—
	<u>36</u>	29.	To read a few words	—	—	—
	<u>37</u>	30.	Tries to get child to pick up and put away toys after play session--without help.	—	—	—

-3-

		Yes	No	No. Info.
mn 38	31. Child is taught rules of social behavior which involve recognition of rights of others.	_____	_____	_____
39	32. Parent teaches child some simple manners--to say, "please," "Thank you," "I'm sorry."	_____	_____	_____
40	33. Some delay of food gratification is demanded for the child, e.g., not to whine or demand food unless within 1/2 hour of meal time.	_____	_____	_____
		42 mo Card 14	54 mo card 101	
		SUBSCORE columns 17 - 18		

III. PROVISION OF A STIMULATING PHYSICAL AND LANGUAGE ENVIRONMENT (Observation items, except \*\*45)

		Yes	No	No. Info
41	34. Building has no potentially dangerous structural or health defect (e.g., plaster coming down from ceiling; stairway with boards missing, rodents, etc.)	_____	_____	_____
42	35. Child's outside play environment appears safe and free of hazards. (No outside play area requires an automatic "no".)	_____	_____	_____
43	36. The interior of the apartment is not dark or perceptably monotonous.	_____	_____	_____
44	37. House is not overly noisy--television, shouts of children, radio, etc.	_____	_____	_____
45	38. Neighborhood has trees, grass, birds--is esthetically pleasing.	_____	_____	_____
46	39. There is at least 100 square feet of living space per person in the house.	_____	_____	_____
47	40. In terms of available floor space, the rooms are not overcrowded with furniture.	_____	_____	_____
48	41. All visible rooms of the house are reasonably clean and minimally cluttered.	_____	_____	_____
49	42. Mother* used complex sentence structure and some long words in conversing.	_____	_____	_____
50	43. Mother uses correct grammar and pronunciation.	_____	_____	_____

\*throughout interview this refers to mother or other caregiver who is present for interview.

42mo 54mo  
 card 13 card 100

-4-

		<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
mn <u>51</u>	44. Mother's speech is distinct clear and audible.	—	—	—
<u>52</u>	**45. Family has TV, and it is used judiciously, not left on continuously. (No TV requires an automatic "No"—any scheduling scores "Yes".)	—	—	—
		42mo card 14	54mo card 101	19 - 20
		SUBSCORE columns		

IV. AVOIDANCE OF RESTRICTION AND PUNISHMENT  
 (Observation items, except \*\*51 and \*\*52)

		<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
<u>53</u>	46. Mother does not scold or derogate child more than once during visit.	—	—	—
<u>54</u>	47. Mother does not use physical restrain, shake, grab, pinch child during visit.	—	—	—
<u>55</u>	48. Mother neither slaps nor spansks child during visit.	—	—	—
<u>56</u>	49. Mother does not express over-annoyance with or hostility toward child--complain, say child is "bad" or won't mind.	—	—	—
<u>57</u>	50. Child is not punished or ridiculed for speech.	—	—	—
<u>58</u>	**51. No more than one instance of physical punishment occurred during the past week. (accept parental report)	—	—	—
<u>59</u>	**52. Child does not get slapped or spanked for spilling food or drink.	—	—	—
		42mo card 14	54mo card 101	21 - 22
		SUBSCORE columns		

V. PRIDE, AFFECTION AND THOUGHTFULNESS  
 (Observation items except \*\*53, \*\*54, \*\*55, \*\*56, \*\*57, \*\*58, \*\*59)

		<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
<u>60</u>	**53. Parent turns on special TV program regarded as "good" for children (Captain Kangaroo, Magic Toy Shop, Walt Disney, Flipper, Lassie, Educational TV, etc.	—	—	—
<u>61</u>	**54. Someone reads stories to child or shows and comments on pictures in magazines five times weekly.	—	—	—

-5-

		Yes	No	No. Info.
mn 62	**55. Parent encourages child to relate experiences or takes time to listen to him relate experiences.	_____	_____	_____
63	**56. Parent holds child close ten to fifteen minutes per day, e.g., during TV, story time, visiting.	_____	_____	_____
64	**57. Parent occasionally sings to child, or sings in presence of child.	_____	_____	_____
65	**58. Child has a special place in which to keep his toys and "treasures."	_____	_____	_____
66	**59. Child's are work is displayed some place in house (anything that child makes.)	_____	_____	_____
67	60. Mother introduces interviewer to child.	_____	_____	_____
68	61. Mother converses with child at least twice during visit (scolding and suspicious comments not counted.)	_____	_____	_____
69	62. Mother answers child's questions or requests verbally.	_____	_____	_____
70	63. Mother usually responds verbally to child's talking.	_____	_____	_____
71	64. Mother provides toys or interesting activities or in other ways structures situation for child during visit when her attention will be elsewhere. (To score "yes" mother must make an active guiding gesture or suggestion to structure child's play.)	_____	_____	_____
72	65. Mother spontaneously praises child's qualities or behavior twice during visit.	_____	_____	_____
73	66. When speaking of or to child, mother's voice conveys positive feeling.	_____	_____	_____
74	67. Mother caresses, kisses or cuddles child at least once during visit.	_____	_____	_____
75	68. Mother sets up situation that allows child to show off during visit.	_____	_____	_____
	42 mo 54mo card 14 card 101	_____	_____	_____
SUBSCORE columns 23-24				

42mo 54mo  
rd13 card100

6

# VI. MASCULINE STIMULATION

Yes No No. Info.

mns 76 69. Child sees and spends some time with father or father figure four days a week. \_\_\_\_\_

77 70. Child eats at least one meal per day, on most days, with mother (or mother figure) and father (or father figure). (One-parent families get an automatic "no".) \_\_\_\_\_

71-73 The following are present in home and either belong to child subject or he is allowed to play with them:

79 71. Ride toy (tricycle, scooter, wagon, bike with or without training wheels.) \_\_\_\_\_

79 72. Medium wheel toys--trucks, trains, doll carriage, etc. \_\_\_\_\_

80 73. Large muscle toy (jump rope, swing, ball, climbing object, etc. 42mo 54mo  
card14 card101) \_\_\_\_\_

SUBSCORE columns 25-26

42mo 54mo  
rd14 card101

# VII. INDEPENDENCE FROM PARENTAL CONTROL

Yes No No. Info.

mn 9 74. Child is encouraged to try to dress himself. \_\_\_\_\_

9 75. Child is permitted to choose some of his clothing to be worn except on very special occasions. \_\_\_\_\_

10 76. Child is permitted some choice in lunch or breakfast menu. \_\_\_\_\_

11 77. Parent lets child choose certain favorite food products or brands at grocery store \_\_\_\_\_

12 78. Child is permitted to go to another house to play without having the caregiver accompany him. \_\_\_\_\_

13 79. Child can express negative feelings without harsh reprisal. \_\_\_\_\_

14 80. Child is permitted to hit parent without harsh reprisal. 42mo 54mo  
card14 card101 \_\_\_\_\_

SUBSCORE columns 27-28

TOTAL SCORE columns 29-30

**INVENTORY OF HOME STIMULATION**  
(Ages 3-6)

Mother's Name \_\_\_\_\_ Father's Name \_\_\_\_\_  
 Child's Name \_\_\_\_\_ Child's Age (in mo.) \_\_\_\_\_  
 Interviewer \_\_\_\_\_ Date \_\_\_\_\_ Day \_\_\_\_\_  
 Type of Dwelling \_\_\_\_\_

1	2	3
I.D. #		

Others living or working in household \_\_\_\_\_

Amount of prior interviewer contact with family \_\_\_\_\_ (hours)

FATHER

MOTHER

<u>Occupation</u>	<u>Approx. Age</u>	<u>Educ.</u>	<u>Ethn.</u>	<u>Occupation</u>	<u>Approx. Age</u>	<u>Educ.</u>	<u>Ethn.</u>

Persons present in home during visit \_\_\_\_\_

If person other than mother gives information, specify details:

Name	_____	_____	_____	_____	_____
	Approx.	Educ.	Eth.	Relationship	to designee
	Age				

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

HOME Observation for Measurement of the Environment  
Inventory for Ages 3-6

I. PROVISION OF STIMULATION THROUGH EQUIPMENT, TOYS,  
AND EXPERIENCES.

		<u>Yes</u>	<u>No</u>	<u>No. Info</u>
1-12	The following are present in home and either belong to child subject or he is allowed to play with them:			
1.	Toys to learn colors, sizes, shapes--toy typewriter, presscuts, play school, peg boards, etc.	_____	_____	_____
2.	Toy or game facilitating learning letters (e.g., blocks with letters, toy typewriter, letter sticks, books about letters, etc.)	_____	_____	_____
3.	Three or more puzzles.	_____	_____	_____
4.	Two toys necessitating some finger and whole hand movement (crayons and coloring books, paper dolls, etc.)	_____	_____	_____
5.	Record player and at least five children's records.	_____	_____	_____
6.	Real or toy musical instrument (piano, drum, toy xylophone or guitar, etc.)	_____	_____	_____
7.	Toy or game permitting free expression (finger paints, play dough, crayons or paint and paper, etc.)	_____	_____	_____
8.	Toys or game necessitating refined movements (paint by number, dot book, paper dolls, crayons and coloring books.)	_____	_____	_____
9.	Toys to learn animals--books about animals, circus games, animal puzzles, etc.	_____	_____	_____
10.	Toy or game facilitating learning numbers (e.g., blocks with numbers, books about numbers, games with numbers, etc.)	_____	_____	_____
11.	Building toys (blocks, tinker toys, Lincoln blocks, Lego, etc.)	_____	_____	_____
12.	Ten children's books.	_____	_____	_____
13.	At least ten books are present and visible in the apartment.	_____	_____	_____

		<u>Yes</u>	<u>No</u>	<u>No.</u>	<u>Info.</u>
14.	Family buys a newspaper daily and reads it.	_____	_____	_____	_____
15.	Family subscribes to at least one magazine.	_____	_____	_____	_____
16.	Family member has taken child on one outing (picnic, shopping excursion) at least every other week.	_____	_____	_____	_____
17.	Child has been taken out to eat in some kind of restaurant three-four times in the past year.	_____	_____	_____	_____
18-20	Child has been taken by a family member to the following within the past year:				
	18. Airport	_____	_____	_____	_____
	19. A trip more than 50 miles from his home (50 mile radial distance not total distance.)	_____	_____	_____	_____
	20. A scientific, historical, or art museum.	_____	_____	_____	_____
21.	Child is taken to grocery store at least once a week.	_____	_____	_____	_____
SUBSCORE		_____	_____	_____	_____

## II. STIMULATION OF MATURE BEHAVIOR

		<u>Yes</u>	<u>No</u>	<u>No.</u>	<u>Info.</u>
22-29	Child is encouraged to learn the following:				
	22. Colors	_____	_____	_____	_____
	23. Shapes	_____	_____	_____	_____
	24. Patterned speech (nursery rhymes, prayers, songs, TV commercials, etc.)	_____	_____	_____	_____
	25. The alphabet	_____	_____	_____	_____
	26. To tell time	_____	_____	_____	_____
	27. Spatial relationships (up, down, under, big, little, etc.)	_____	_____	_____	_____
	28. Numbers	_____	_____	_____	_____
	29. To read a few words	_____	_____	_____	_____
30.	Tries to get child to pick up and put away toys after play session--without help.	_____	_____	_____	_____



		<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
31.	Child is taught rules of social behavior which involve recognition of rights of others.	_____	_____	_____
32.	Parent teaches child some simple manners--to say, "Please," "Thank you," "I'm sorry."	_____	_____	_____
33.	Some delay of food gratification is demanded for the child, e.g., not to whine or demand food unless within 1/2 hour of meal time.	_____	_____	_____
	SUBSCORE	_____	_____	_____
III.	PROVISION OF A STIMULATING PHYSICAL AND LANGUAGE ENVIRONMENT ( <u>Observation</u> items, except **45)			
		<u>Yes</u>	<u>No</u>	<u>No. Info</u>
34.	Building has no potentially dangerous structural or health defect (e.g., plaster coming down from ceiling, stairway with boards missing, rodents, etc.)	_____	_____	_____
35.	Child's outside play environment appears safe and free of hazards. (No outside play area requires an automatic "no".)	_____	_____	_____
36.	The interior of the apartment is not dark or perceptably monotonous.	_____	_____	_____
37.	House is not overly noisy--television, shouts of children, radio, etc.	_____	_____	_____
38.	Neighborhood has trees, grass, birds--is esthetically pleasing.	_____	_____	_____
39.	There is at least 100 square feet of living space per person in the house.	_____	_____	_____
40.	In terms of available floor space, the rooms are not overcrowded with furniture.	_____	_____	_____
41.	All visible rooms of the house are reasonably clean and minimally cluttered.	_____	_____	_____
42.	Mother* used complex sentence structure and some long words in conversing.	_____	_____	_____
43.	Mother uses correct grammar and pronunciation.	_____	_____	_____

\*throughout interview this refers to mother or other caregiver who is present for interview.

- |   | <u>Yes</u> | <u>No</u> | <u>No. Info.</u> |
|---|------------|-----------|------------------|
| 44. Mother's speech is distinct clear and audible.  | _____      | _____     | _____            |
| **45. Family has TV, and it is used judiciously, not left on continuously. (No TV requires an automatic "No"--any scheduling scores "Yes".) | _____      | _____     | _____            |

SUBSCORE

IV. AVOIDANCE OF RESTRICTION AND PUNISHMENT  
(Observation items, except \*\*51 and \*\*52)

- |  | <u>Yes</u> | <u>No</u> | <u>No. Info.</u> |
|--|------------|-----------|------------------|
| 46. Mother does not scold or derogate child more than once during visit.   | _____      | _____     | _____            |
| 47. Mother does not use physical restrain, shake, grab, pinch child during visit.                                      | _____      | _____     | _____            |
| 48. Mother neither slaps nor spanks child during visit.  | _____      | _____     | _____            |
| 49. Mother does not express over-annoyance with or hostility toward child--complain, say child is "bad" or won't mind. | _____      | _____     | _____            |
| 50. Child is not punished or ridiculed for speech.   | _____      | _____     | _____            |
| **51. No more than one instance of physical punishment occurred during the past week. (accept parental report)         | _____      | _____     | _____            |
| **52. Child does not get slapped or spanked for spilling for or drink.   | _____      | _____     | _____            |

SUBSCORE

V. PRIDE, AFFECTION AND THOUGHTFULNESS  
(Observation items except \*\*53, \*\*54, \*\*55, \*\*56, \*\*57, \*\*58, \*\*59)

- |  | <u>Yes</u> | <u>No</u> | <u>No. Info.</u> |
|--|------------|-----------|------------------|
| **53. Parent turns on special TV program regarded as "good" for children (Captain Kangaroo, Magic Toy Shop, Walt Disney, Flipper, Lassie, Educational TV, etc. | _____      | _____     | _____            |
| **54. Someone reads stories to child or shows and comments on pictures in magazines five times weekly.   | _____      | _____     | _____            |

	<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
**55. Parent encourages child to relate experiences or takes time to listen to him relate experiences.	_____	_____	_____
**56. Parent holds child close ten to fifteen minutes per day, e.g., during TV, story time, visiting.	_____	_____	_____
**57. Parent occasionally sings to child, or sings in presence of child.	_____	_____	_____
**58. Child has a special place in which to keep his toys and "treasures."	_____	_____	_____
**59. Child's work is displayed some place in house (anything that child makes.)	_____	_____	_____
60. Mother introduces interviewer to child.	_____	_____	_____
61. Mother converses with child at least twice during visit (scolding and suspicious comments not counted.)	_____	_____	_____
62. Mother answers child's questions or requests verbally.	_____	_____	_____
63. Mother usually responds verbally to child's talking.	_____	_____	_____
64. Mother provides toys or interesting activities or in other ways structures situation for child during visit when her attention will be elsewhere. (To score "yes" mother must make an active guiding gesture or suggestion to structure child's play.)	_____	_____	_____
65. Mother spontaneously praises child's qualities or behavior twice during visit.	_____	_____	_____
66. When speaking of or to child, mother's voice conveys positive feeling.	_____	_____	_____
67. Mother caresses, kisses or cuddles child at least once during visit.	_____	_____	_____
68. Mother sets up situation that allows child to show off during visit.	_____	_____	_____
SUBSCORE	_____	_____	_____

VI. MASCULINE STIMULATION

	<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
69. Child sees and spends some time with father or father figure four days a week.	_____	_____	_____
70. Child eats at least one meal per day, on most days, with mother (or mother figure) and father (or father figure). (One-parent families get an automatic "no".)	_____	_____	_____
71-73 The following are present in home and either belong to child subject or he is allowed to play with them:			
71. Ride toy (tricycle, scooter, wagon, bike with or without training wheels.)	_____	_____	_____
72. Medium wheel toys--trucks, trains, doll carriage, etc.	_____	_____	_____
73. Large muscle toy (jump rope, swing, ball, climbing object, etc.	_____	_____	_____
SUBSCORE	_____	_____	_____

VII. INDEPENDENCE FROM PARENTAL CONTROL

	<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
74. Child is encouraged to try to dress himself.	_____	_____	_____
75. Child is permitted to choose some of his clothing to be worn except on very special occasions.	_____	_____	_____
76. Child is permitted some choice in lunch or breakfast menu.	_____	_____	_____
77. Parent lets child choose certain favorite food products or brands at grocery store	_____	_____	_____
78. Child is permitted to go to another house to play without having the caregiver accompany him.	_____	_____	_____
79. Child can express negative feelings without harsh reprisal.	_____	_____	_____
80. Child is permitted to hit parent without harsh reprisal.	_____	_____	_____
SUBSCORE	_____	_____	_____
TOTAL SCORE	_____	_____	_____

*Manual:*

# INVENTORY OF HOME STIMULATION

FOR AGES OVER 6

## I. ORGANIZATION OF A STABLE AND PREDICTABLE ENVIRONMENT:

	YES	NO
1. When mother is away, care is provided by one of three regular substitutes.		
2. Family has not moved twice within the past twelve months.		
3. 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.)		
4. Child sees and spends some time with father or father figure, 4 days a week.		
5. Family has a fairly regular and predictable daily schedule for child (meals, day care, bedtime, how much TV, homework, etc.).		
6. 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".)		
SUBTOTAL		

## II. DEVELOPMENTAL STIMULATION:

7. Parent protects television time for child for special TV programs regarded as "good" for children--Educational TV, Children's Specials, etc.		
8. Parent helps child to achieve advanced motor skills--ride a two-wheel bicycle, roller skates, ice skates, footballs, etc.		
9. Family has at least one recreational hobby.		

	YES	NO
10. Child is regularly included in family's recreational hobby.		
11. Family encourages child to develop or sustain hobbies.		
12. Child has a library card, and family arranges for child to go to library once a month.		
13. Parents discuss television programs with child.		
14. Family provides lessons or organizational membership to support child's talents (exp., Y membership, gymnastic lessons, Art Center, etc.).		
15. Child is permitted to use household appliances and tools (with supervision if necessary).		
16. Parent reads to, or listens to child read, once a week.		
17. Child is encouraged to read on his own.		
18. Parent initiates verbal interchanges with visitor, asks questions, makes spontaneous comments.		
19. Parents set up situations that allow child to show off during visit.		
20. Parent uses reasonably correct grammar and pronunciation.		
SUBTOTAL		

### III. QUALITY OF LANGUAGE ENVIRONMENT:

21. Family USUALLY converses freely at meals at which child is present. (A "Yes" requires the study of the child's participation.)		
--	--	--

	YES	NO
22. Family has a television, and it is used judiciously, not left on continuously. (No TV requires an automatic "No"--any scheduling scores, "Yes".)		
23. During most of the year, the child watches television no more than two hours daily.		
24. Parent occasionally sings with child, or sings in his presence.		
25. Parent encourages child to relate experiences or takes time to listen to him relate experiences.		
26. Child is included in some two-way conversation with parent(s) every day.		
27. Parent uses complete sentence structure and some long words in conversing.		
28. Parents speech is distinct, clear and audible		
29. Parent occasionally uses some term of endearment or some diminutive for child's name when talking about child.		
30. When speaking of or to child, parent's voice conveys positive feelings.		
SUBTOTAL		

IV. NEED GRATIFICATION AND AVOIDANCE  
OF RESTRICTION:

31. Parent will OFFER help if child is frustrated by a task.		
32. Parent sometimes yields to child's fears or rituals--e.g., allows night light, accompanies child to new experiences, etc.		

	YES	NO
33. Child can express negative feelings toward parents without harsh reprisals.		
SUBTOTAL		

V. FOSTERING MATURITY AND INDEPENDENCE:

34. Child is permitted some choice in lunch or breakfast menu, clothing, or transportation.		
35. Child is required to get up and get ready by himself.		
36. Child chooses own clothing except on very special occasions.		
37. Family requires child to carry out certain self-care routines, e.g., makes bed, cleans up room, cleans up after spills, bathes self. (A "Yes" requires 3 of 4 items.)		
38. Child can choose clothes to be bought.		
39. Child can go to a friend's house alone.		
40. Child puts his outdoor clothing, dirty clothes, and night clothes in a special place.		
41. Family requires child to keep living and play area reasonably clean and straight.		
42. Child has been praised at least twice during past week for doing something.		
43. Child has visited a friend by himself during the past week.		
44. Parents let child choose or request certain favorite food products or brands at grocery store.		



	YES	NO
45. Parent explains reasons for discipline to child.		
46. Parents set limits for child and generally enforces them--e.g., curfew, homework before television, or other regulations that fit family pattern.		
47. Child is taught rules of social behavior which involve recognition of rights of others.		
48. Parent teaches child manners and expects conformity--not coughing and/or sneezing in someone's face, not interrupting, saying "Excuse me.", etc.		
SUBTOTAL		

VI. EMOTIONAL CLIMATE:

49. Parent spends a few minutes (1-to-1) with child each day.		
50. Where two adults living in the home are responsible for caretaking of the child at HOME, there is usually agreement on situations that call for discipline. (One-parent families score an automatic "Yes".)		
51. The adults in item No. 50 usually agree on severity of punishment. (One-parent families score an automatic "Yes".)		
52. Mother reports that no more than one instance of physical punishment occurred during the past month.		
53. Parent shows some positive emotional responses to praise of child by visitor.		

	YES	NO
54. Parent does not express over annoyance with or hostility toward child--complains, describes child as "bad", says he won't mind, etc		
SUBTOTAL		

VII. BREADTH OF EXPERIENCE:

55. Family visits or receives visits from relatives or friends at least once every other week.		
56. There is at least one adult non-nuclear family member with whom the child has a significant relationship (spends some time with, talks about a lot, etc.).		
57. Child talks to someone on the phone 2-3 times a week.		
58. Child has accompanied parent on a family business venture 3-4 times within the past year; e.g., to garage, barbershop, or to a beautyshop, clothing shop, appliance repair shop, etc.		
59. Someone in the family attends church, and takes child, at least twice a month.		
60. Child has been taken out to eat in some kind of restaurant 3-4 times within the past year.		
61. Child has been taken by a family member on a trip on a plane, train, or bus within the past year.		
62. Child has been taken by a family member to some type of live concert.		
63. Child has been taken by a family member to a scientific, historical or art museum.		

	YES	NO
64. Child has been taken by a family member on a trip of more than 50 miles from his home (fifty miles radial distance, not total distance.		
SUBTOTAL		

VIII. ASPECTS OF PHYSICAL ENVIRONMENT:

65. Child has a special place in which to keep his possessions.		
66. Family has at least one pet, including fish or birds.		
67. Family subscribes to at least one magazine.		
68. Parent buys and reads a newspaper daily.		
69. House is not overly noisy--television, shouts of children, radio, etc.		
70. The interior of the apartment is not dark or perceptually monotonous.		
71. In terms of available floor space, the rooms are not overcrowded with furniture.		
72. All visible rooms of the house are reasonably clean and minimally cluttered.		
73. There is at least 100 square feet of living space per person in the house.		
74. Building has no potentially dangerous structural or health defects (e.g., plaster coming down from ceiling, stairway with boards missing, rodents, etc.).		
75. Child's outside play environment appears safe and free of hazards. (No outside play area requires an automatic "No".)		

	YES	NO
76. Child's room has a picture or wall decoration appealing to children.		
77. Mother displays child's art or craft work somewhere in house (anything that child made).		
78. Apartment has at least two pictures or other type of art work on the walls.		
79. Family has at least one house plant.		
80. At least 10 books are present and VISIBLE in the apartment.		
SUBTOTAL		

IX. PLAY MATERIALS:

81. Child has free access to bicycle, skates, or skate board.		
82. Child has free access to musical instrument (piano, drum, ukelele, or guitar, etc.).		
83. Child has free access to record player or radio.		
84. Child has free access to at least ten appropriate books.		
85. Child has free access to desk or other suitable place for reading or studying.		
SUBTOTAL		
TOTAL SCORE		

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

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

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

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

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

For the version given at 6, 18 and 30 months<sup>1</sup>:

45 items	HSxI1-HSxI45	
Maternal warmth	MWARMx	sum of items 1-10
Absence of punishment	ABSPUNx	sum of items 12-18
Organization of environment	ORGENVx	sum of items 20-25
Provision of appropriate toys	APPTOYx	sum of items 26-34
Maternal involvement w child	MINVOLx	sum of items 35-40
Opportunity for variety	OPPVARx	sum of items 41-45
Total score	HSTOTx	sum of all items, excluding 11 and 19

For the version given at 42 and 54 months:

89 items	HSxI1-HSxI80	
Stimulation through equipment, toys, experiences	HSxS1	sum of items 1-21
Stimulation of mature behavior	HSxS2	sum of items 22-33
Physical and language environment	HSxS3	sum of items 34-45
Avoidance of restriction and punishment	HSxS4	sum of items 46-52
Pride, affection, thoughtfulness	HSxS5	sum of items 53-68
Masculine stimulation	HSxS6	sum of items 69-73
Independence from parental control	HSxS7	sum of items 74-80
Total score	HSTOTx	sum of all items

---

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

For the Endpoint version:

85 items	HSEPI1-HSEPI85	
Organization of stable environment	HSEPPSS1	sum of items 1-6
Developmental stimulation	HSEPPSS2	sum of items 7-20
Quality of language environment	HSEPPSS3	sum of items 21-30
Need gratification/avoidance of restriction	HSEPPSS4	sum of items 31-33
Fostering maturity/independence	HSEPPSS5	sum of items 34-48
Emotional climate	HSEPPSS6	sum of items 49-54
Breadth of experience	HSEPPSS7	sum of items 55-64
Aspects of physical environment	HSEPPSS8	sum of items 65-80
Play materials	HSEPPSS9	sum of items 81-85
Total score	HSEPTOT	sum of all items

## INVENTORY OF HOME STIMULATION

\* given at 6, 18, 30 months  
2.

Mother's Name \_\_\_\_\_ Father's Name \_\_\_\_\_

Child's Name \_\_\_\_\_ Child's Age (in mo.) \_\_\_\_\_

Interviewer \_\_\_\_\_ Date \_\_\_\_\_ Day \_\_\_\_\_

Type of Dwelling #people/rooms

1	2	3	4	5	6	7	8	9	10	11	12	13	14
I.D. #	group	ethn.	class	sex	form	month	day	year					

15	16	17	18	19
age		interviewer		

Others living or working in household \_\_\_\_\_

Amount of prior interviewer contact with family \_\_\_\_\_ (hours)

FATHERMOTHER

Occupation	Approx. Age	Educ.	Ethn.	Occupation	Approx. Age	Educ.	Ethn.
_____	_____	_____	_____	_____	_____	_____	_____

Persons present in home during visit \_\_\_\_\_

If person other than mother gives information, specify details:

Name	/	/	/	/	
	Approx. Age	Educ.	Ethn.	Relationship to designee	

Comments \_\_\_\_\_

Yes No

I. MATERNAL WARMTH

1. Mother spontaneously vocalizes to child at least twice during the visit (excluding scolding). — —
2. Mother responds to child's vocalizations with a vocal or verbal response. — —
3. Mother tells child the name of some object during the visit or says the name of a person or object in a "teaching" style. — —
4. Mother's speech is distinct, clear, and audible to interviewer. — —
5. Mother initiates verbal interchanges with the observer—asks questions, makes spontaneous comments. — —
6. Mother expresses ideas freely and easily and uses statements of appropriate length for conversation (e.g., gives more than brief answers). — —
7. Mother permits child occasionally to engage in "messy" types of play. — —
8. Mother spontaneously praises child's qualities or behavior twice during the visit. — —
9. When speaking of or to child, mother's voice conveys positive feelings. — —
10. Mother caresses or kisses child at least once during the visit. — —

(total #)  
Subscore

11. Mother shows some positive emotional response to praise of child offered by visitor. omit

II. ABSENCE OF PUNISHMENT

12. Mother does not shout at child during the visit. — —
13. Mother does not express overt annoyance with or hostility toward child. — —
14. Mother neither slaps nor spansks child during the visit. — —
15. Mother reports that no more than one instance of physical punishment occurred during the past week. — —



- |   | <u>Yes</u> | <u>No</u> |          |
|---|------------|-----------|----------|
| 16. Mother does not scold or criticize or "run down" the child during the visit.  | —          | —         |          |
| 17. Mother does not interfere with child's actions or restrict child's movement more than three times during the visit. | —          | —         |          |
| ✓ 18. At least ten books are present and visible in the home.   | —          | —         | Subscore |

19. Family has a pet. Omit

III. ORGANIZATION OF ENVIRONMENT, physical & temporal

- |   |   |   |          |
|---|---|---|----------|
| 20. When mother is away, care is provided by one of three regular substitutes.                        | — | — |          |
| 21. Someone takes child into grocery store at least once a week.                                      | — | — |          |
| 22. The child gets out of the house at least four times a week.                                       | — | — |          |
| 23. Child is taken regularly to a doctor's office or clinic for check-ups and preventive health care. | — | — |          |
| 24. Child has a special place in which to keep his toys and "treasures."                              | — | — |          |
| ✓ 25. The child's play environment appears safe and free of hazards.                                  | — | — | Subscore |

IV. PROVISION OF APPROPRIATE PLAY MATERIALS

- |   |   |   |  |
|---|---|---|--|
| 26. Child has one or more muscle activity toys or pieces of equipment.  | — | — |  |
| 27. Child has push or pull toy.   | — | — |  |
| 28. Child has stroller or walker, kiddie-car, scooter, or tricycle.   | — | — |  |
| 29. Mother provides toys or interesting activities for child during the interview.  | — | — |  |
| 30. Provides learning equipment appropriate to age -- mobile, table and chair, highchair, playpen.                        | — | — |  |
| 31. Provides learning equipment appropriate to age -- cuddly toy or role-playing toys.                                    | — | — |  |
| 32. Provides eye-hand coordination toys -- items to go in and out of receptacle, fit together toys, beads to string, etc. | — | — |  |

Yes      No

33. Provides eye-hand coordination toys that permit combinations -- stacking or nesting toys, blocks, or building toys.

\_\_\_\_\_

34. Provides toys for literature and music (books, records, toy musical instruments, etc.)

\_\_\_\_\_

Subscore

4 V. MATERNAL INVOLVEMENT WITH CHILD

V. 35. Mother tends to keep child within visual range and to look at him often.

\_\_\_\_\_

36. Mother "talks" to child while doing her work.

\_\_\_\_\_

37. Mother consciously encourages developmental advance.

\_\_\_\_\_

38. Mother invests "maturing" toys with value via her attention.

\_\_\_\_\_

39. Mother structures child's play period.

\_\_\_\_\_

40. Mother provides toys that challenge the child to develop new skills.

\_\_\_\_\_

Subscore

6 VI. OPPORTUNITIES FOR VARIETY

VI. 41. Father provides some caregiving everyday.

\_\_\_\_\_

42. Mother reads stories to child at least three times weekly.

\_\_\_\_\_

43. Child eats at least one meal per day with mother and father.

\_\_\_\_\_

44. Family visits or receives visits from relatives or friends approximately once a month.

\_\_\_\_\_

45. Child has three or more books of his own.

\_\_\_\_\_

Subscore

Total Score

Given at 42 and 54 mos

Inventory of Home Stimulation  
HOME Observation for Measurement of the Environment  
Inventory for Ages 3-6

42 mo.      54 mo.  
nd 13      card 100

I. PROVISION OF STIMULATION THROUGH EQUIPMENT, TOYS,  
AND EXPERIENCES.

Yes   No   No. Info

1-12 The following are present in home and either belong  
to child subject or he is allowed to play with them:

column 8

1. Toys to learn colors, sizes, shapes--toy type-  
writer, presscuts, play school, peg boards, etc.

9

2. Toy or game facilitating learning letters  
(e.g., blocks with letters, toy typewriter,  
letter sticks, books about letters, etc.)

10

3. Three or more puzzles.

11

4. Two toys necessitating some finger and whole  
hand movement (crayons and coloring books,  
paper dolls, etc.)

12

5. Record player and at least five children's  
records.

13

6. Real or toy musical instrument (piano, drum,  
toy xylophone or guitar, etc.)

14

7. Toy or game permitting free expression (finger  
paints, play dough, crayons or paint and paper,  
etc.)

15

8. Toys or game necessitating refined movements  
(paint by number, dot book, paper dolls,  
crayons and coloring books.)

16

9. Toys to learn animals--books about animals,  
circus games, animal puzzles, etc.

17

10. Toy or game facilitating learning numbers  
(e.g., blocks with numbers, books about  
numbers, games with numbers, etc.)

18

11. Building toys (blocks, tinker toys, Lincoln  
blocks, Lego, etc.)

19

12. Ten children's books.

20

13. At least ten books are present and visible in the  
apartment.

-2-

			<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
unn.	<u>21</u>	14. Family buys a newspaper daily and reads it.	_____	_____	_____
	<u>22</u>	15. Family subscribes to at least one magazine.	_____	_____	_____
	<u>23</u>	16. Family member has taken child on one outing (picnic, shopping excursion) at least every other week.	_____	_____	_____
	<u>24</u>	17. Child has been taken out to eat in some kind of restaurant three-four times in the past year.	_____	_____	_____
		18-20 Child has been taken by a family member to the following within the past year:			
	<u>25</u>	18. Airport	_____	_____	_____
	<u>26</u>	19. A trip more than 50 miles from his home (50 mile radial distance not total distance.)	_____	_____	_____
	<u>27</u>	20. A scientific, historical, or art museum.	_____	_____	_____
	<u>28</u>	21. Child is taken to grocery store at least once a week.	_____	_____	_____
<div> <div>42 mo card 14</div> <div>54 mo card 101</div> <div>SUBSCORE (#yes)</div> </div>			columns	15-16	_____

## II. STIMULATION OF MATURE BEHAVIOR

			<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
		22-29 Child is encouraged to learn the following:			
	<u>29</u>	22. Colors	_____	_____	_____
	<u>30</u>	23. Shapes	_____	_____	_____
	<u>31</u>	24. Patterned speech (nursery rhymes, prayers, songs, TV commercials, etc.)	_____	_____	_____
	<u>32</u>	25. The alphabet	_____	_____	_____
	<u>33</u>	26. To tell time	_____	_____	_____
	<u>34</u>	27. Spatial relationships (up, down, under, big, little, etc.)	_____	_____	_____
	<u>35</u>	28. Numbers	_____	_____	_____
	<u>36</u>	29. To read a few words	_____	_____	_____
	<u>37</u>	30. Tries to get child to pick up and put away toys after play session--without help.	_____	_____	_____

42 mo 54 mo  
card 13 card 100

-3-

		Yes	No	No. Info.
mn 38	31. Child is taught rules of social behavior which involve recognition of rights of others.	—	—	—
39	32. Parent teaches child some simple manners--to say, "Please," "Thank you," "I'm sorry."	—	—	—
40	33. Some delay of food gratification is demanded for the child, e.g., not to whine or demand food unless within 1/2 hour of meal time.	—	—	—
	42 mo card 14 54 mo card 101	—	—	—
	SUESCORE columns	17	18	—

### III. PROVISION OF A STIMULATING PHYSICAL AND LANGUAGE ENVIRONMENT (Observation items, except \*\*45)

Yes No No. Info

41	34. Building has no potentially dangerous structural or health defect (e.g., plaster coming down from ceiling; stairway with boards missing, rodents, etc.)	—	—	—
42	35. Child's outside play environment appears safe and free of hazards. (No outside play area requires an automatic "no".)	—	—	—
43	36. The interior of the apartment is not dark or perceptably monotonous.	—	—	—
44	37. House is not overly noisy--television, shouts of children, radio, etc.	—	—	—
45	38. Neighborhood has trees, grass, birds--is esthetically pleasing.	—	—	—
46	39. There is at least 100 square feet of living space per person in the house.	—	—	—
47	40. In terms of available floor space, the rooms are not overcrowded with furniture.	—	—	—
48	41. All visible rooms of the house are reasonably clean and minimally cluttered.	—	—	—
49	42. Mother* used complex sentence structure and some long words in conversing.	—	—	—
50	43. Mother uses correct grammar and pronunciation.	—	—	—

\*throughout interview this refers to mother or other caregiver who is present for interview.

42mo 54mo  
card 13 card 100

-4-

		<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
mn <u>51</u>	44. Mother's speech is distinct clear and audible.	_____	_____	_____
<u>52</u>	**45. Family has TV, and it is used judiciously, not left on continuously. (No TV requires an automatic "No"--any scheduling scores "Yes".)	_____	_____	_____
<div style="text-align: right;"> <u>42mo</u>    <u>54mo</u>  <u>card 14</u>    <u>card 101</u>            SUBSCORE columns <u>19</u> - <u>20</u> </div>				

IV. AVOIDANCE OF RESTRICTION AND PUNISHMENT  
 (Observation items, except \*\*51 and \*\*52)

		<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
<u>53</u>	46. Mother does not scold or derogate child more than once during visit.	_____	_____	_____
<u>54</u>	47. Mother does not use physical restrain, shake, grab, pinch child during visit.	_____	_____	_____
<u>55</u>	48. Mother neither slaps nor spansks child during visit.	_____	_____	_____
<u>56</u>	49. Mother does not express over-annoyance with or hostility toward child--complain, say child is "bad" or won't mind.	_____	_____	_____
<u>57</u>	50. Child is not punished or ridiculed for speech.	_____	_____	_____
<u>58</u>	**51. No more than one instance of physical punishment occurred during the past week. (accept parental report)	_____	_____	_____
<u>59</u>	**52. Child does not get slapped or spanked for spilling food or drink.	_____	_____	_____
<div style="text-align: right;"> <u>42mo</u>    <u>54mo</u>  <u>card 14</u>    <u>card 101</u>            SUBSCORE columns <u>21</u> - <u>22</u> </div>				

V. PRIDE, AFFECTION AND THOUGHTFULNESS  
 (Observation items except \*\*53, \*\*54, \*\*55, \*\*56, \*\*57, \*\*58, \*\*59)

		<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
<u>60</u>	**53. Parent turns on special TV program regarded as "good" for children (Captain Kangaroo, Magic Toy Shop, Walt Disney, Flipper, Lassie, Educational TV, etc.	_____	_____	_____
<u>61</u>	**54. Someone reads stories to child or shows and comments on pictures in magazines five times weekly.	_____	_____	_____

2 mo 54mo  
 rel 13 card 100

-5-

		<u>Yes</u>	<u>No</u>	<u>No. Info.</u>
mn <u>62</u>	**55. Parent encourages child to relate experiences or takes time to listen to him relate experiences.	—	—	—
<u>63</u>	**56. Parent holds child close ten to fifteen minutes per day, e.g., during TV, story time, visiting.	—	—	—
<u>64</u>	**57. Parent occasionally sings to child, or sings in presence of child.	—	—	—
<u>65</u>	**58. Child has a special place in which to keep his toys and "treasures."	—	—	—
<u>66</u>	**59. Child's are work is displayed some place in house (anything that child makes.)	—	—	—
<u>67</u>	60. Mother introduces interviewer to child.	—	—	—
<u>68</u>	61. Mother converses with child at least twice during visit (scolding and suspicious comments not counted.)	—	—	—
<u>69</u>	62. Mother answers child's questions or requests verbally.	—	—	—
<u>70</u>	63. Mother usually responds verbally to child's talking.	—	—	—
<u>71</u>	64. Mother provides toys or interesting activities or in other ways structures situation for child during visit when her attention will be elsewhere. (To score "yes" mother must make an active guiding gesture or suggestion to structure child's play.)	—	—	—
<u>72</u>	65. Mother spontaneously praises child's qualities or behavior twice during visit.	—	—	—
<u>73</u>	66. When speaking of or to child, mother's voice conveys positive feeling.	—	—	—
<u>74</u>	67. Mother caresses, kisses or cuddles child at least once during visit.	—	—	—
<u>75</u>	68. Mother sets up situation that allows child to show off during visit.	—	—	—

42 mo 54mo  
 card 14 card 101

→ SUBSCORE columns 23-24

## VI. MASCULINE STIMULATION

	Yes	No	No. Info.
69. Child sees and spends some time with father or father figure four days a week.			
70. Child eats at least one meal per day, on most days, with mother (or mother figure) and father (or father figure). (One-parent families get an automatic "no".)			
71-73 The following are present in home and either belong to child subject or he is allowed to play with them:			
71. Ride toy (tricycle, scooter, wagon, bike with or without training wheels.)			
72. Medium wheel toys--trucks, trains, doll carriage, etc.			
73. Large muscle toy (jump rope, swing, ball, climbing object, etc.)			

2mo 54mo  
card 14 card 101

SUBSCORE columns 25-26

## VII. INDEPENDENCE FROM PARENTAL CONTROL

		Yes	No	No. Info.
mn <u>9</u>	74. Child is encouraged to try to dress himself.			
<u>9</u>	75. Child is permitted to choose some of his clothing to be worn except on very special occasions.			
<u>10</u>	76. Child is permitted some choice in lunch or breakfast menu.			
<u>11</u>	77. Parent lets child choose certain favorite food products or brands at grocery store			
<u>12</u>	78. Child is permitted to go to another house to play without having the caregiver accompany him.			
<u>13</u>	79. Child can express negative feelings without harsh reprisal.			
<u>14</u>	80. Child is permitted to hit parent without harsh reprisal.			
SUBSCORE		columns	27-28	
TOTAL SCORE		columns	29-30	



1. ~~a.~~ Children get into trouble because their parents punish them too much.  
~~b.~~ The trouble with most children nowadays is that their parents are too easy with them.
2. ~~a.~~ Many of the unhappy things in people's lives are partly due to bad luck.  
~~b.~~ People's misfortunes result from the mistakes they make.
3. ~~a.~~ One of the major reasons why we have wars is because people don't take enough interest in politics.  
~~b.~~ There will always be wars, no matter how hard people try to prevent them.
4. ~~a.~~ In the long run people get the respect they deserve in this world.  
~~b.~~ Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. ~~a.~~ The idea that teachers are unfair to students is nonsense.  
~~b.~~ Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. ~~a.~~ Without the right breaks one cannot be an effective leader.  
~~b.~~ Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don't like you.  
 b. People who can't get others to like them don't understand how to get along with others.
8. ~~a.~~ Heredity plays the major role in determining one's personality.  
~~b.~~ It is one's experiences in life which determine what they're like.
9. a. I have found that what is going to happen will happen.  
 b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.  
 b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.  
 b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.  
 b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.  
~~b.~~ It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14. ~~a.~~ There are certain people who are just no good.  
~~b.~~ There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.  
 b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.  
 b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.  
 b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.  
 b. There really is no such thing as "luck".

- 19.a. One should always be willing to admit mistakes.  
b. It is usually best to cover up one's mistakes.
- 20.a. It is hard to know whether or not a person really likes you.  
b. How many friends you have depends upon how nice a person you are.
- 21.a. In the long run the bad things that happen to us are balanced by the good ones.  
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
- 22.a. With enough effort we can wipe out political corruption, ~~over the things politicians do in office.~~ *it is difficult for people to have much control over the things people do in office.*
- 23.a. Sometimes I can't understand how teachers arrive at the grades they give.  
b. There is a direct connection between how hard I study and the grades I get.
- 24.a. A good leader expects people to decide for themselves what they should do.  
b. A good leader makes it clear to everybody what their jobs are.
- 25.a. Many times I feel that I have little influence over the things that happen to me.  
b. It is impossible for me to believe that chance or luck plays an important role in my life.
- 26.a. People are lonely because they don't try to be friendly.  
b. There's not much use in trying too hard to please people, if they like you, they like you.
- 27.a. There is too much emphasis on athletics in high school.  
b. Team sports are an excellent way to build character.
- 28.a. What happens to me is my own doing.  
b. Sometimes I feel that I don't have enough control over the direction my life is taking.
- 29.a. Most of the time I can't understand why politicians behave they do.  
b. In the long run the people are responsible for bad government on a national as well as on a local level.

## INFANT BEHAVIOR INVENTORY

This questionnaire was filled out only for FPG preschool experimental subjects, by daycare teachers. The data were collected twice a year, from age 2 1/2 to school entrance. Forty-two items had values of 1 (not at all like), 2 (very little like), 3 (somewhat like), or 4 (very much like). A supplement, consisting of 10 items, was scored the same. From these, 15 subscales were derived:

Verbal expressiveness	IBISCA1	sum of items 1,15,29
Distractibility	IBISCA2	sum of items 2,16,30
Attentiveness	IBISCA3	sum of items 3,17,31
Belligerence	IBISCA4	sum of items 4,18,32
Positive Social Response	IBISCA5	sum of items 5,19,33
Self-consciousness	IBISCA6	sum of items 6,20,34
Concentration	IBISCA7	sum of items 7,21,35
Hyperactivity	IBISCA8	sum of items 8,22,36
Perseverance	IBISCA9	sum of items 9,23,37
Withdrawal	IBISCA10	sum of items 10,24,38
Creativity	IBISCA11	sum of items 11,25,39
Irritability	IBISCA12	sum of items 12,26,40
Good-natured	IBISCA13	sum of items 13,27,41
Curiosity	IBISCA14	sum of items 14,28,42
Verbal Intelligence	IBISCA15	sum of items 43-52

and three cluster scores, derived from the subscales:

Extraversion	IBICLEXT	$IBISCA1 + IBISCA5 - IBISCA6 - IBISCA10 + 19$
Competent	IBICLCOM	$IBISCA3 + IBISCA7 + IBISCA9 + IBISCA14 + IBISCA11 - IBISCA2$
Hostility	IBICLHOS	$IBISCA4 + IBISCA8 + IBISCA12 - IBISCA13 + 5$

Documentation about this instrument was taken from notebook, "CBI, PEI, IBI, SAI". In that notebook was a program for a version of the instrument having been input into dataset IBI\_V1.SSD on the mainframe. Since it looks like this instrument was used many times, yet there's only one dataset mentioned (with 203 obs), and it was administered to only Preschool Experimental children, I think that there may, indeed, be only one dataset, with multiple observations per child corresponding to the various times the instrument was given. IBI\_V1.SSD was not downloaded to the PC, and there's no indication that any data from this instrument exists in a dataset on the PC.

# INFANT BEHAVIOR INVENTORY August, 1976

TEACHER'S NAME \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_

## INSTRUCTIONS

Please describe as accurately as possible how the above child behaves in your classroom by circling one of the four responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE. Please do not confer with anyone about the student before completing this form.

		Not At All Like	Very Little Like	Some What Like	Very Much Like
IBI 1	1. Will talk to you about his toys, clothes, what he is doing, etc.	1	2	3	4
IBI 2	2. Easily loses interest in what he is doing; goes from one thing to another	1	2	3	4
	3. Responds quickly when you try to get his attention	1	2	3	4
	4. Often pushes people away in an unfriendly way	1	2	3	4
IBI 5	5. Almost always smiles at a friendly person	1	2	3	4
	6. Is uncomfortable with people; would rather not be noticed	1	2	3	4
	7. Pays attention to what he is doing and is not easily distracted	1	2	3	4
	8. Is too active, making it difficult to handle him	1	2	3	4
	9. Tries hard to work a toy, build something, gets things in the right place or open something	1	2	3	4
IBI 10	10. Would just as soon be left alone if you try to play or talk with him	1	2	3	4

		Not At All Like	Very Little Like	Some What Like	Very Much Like	
IBI 11.	Says interesting and original things	1	2	3	4	8)
12.	Is likely to throw a temper tantrum if he can't have his way	1	2	3	4	
13.	Is generally good-natured	1	2	3	4	
14.	Shows curiosity about many things	1	2	3	4	
IBI 15	15. Likes to talk or make sounds to you when you come near or pay attention to him	1	2	3	4	
IBI 16	16. Switches from one activity to another frequently	1	2	3	4	
17.	Directs his attention to a picture of a toy when you ask him to	1	2	3	4	
18.	Attacks others to get a toy or an object away from them	1	2	3	4	
19.	Is warm and friendly with someone who tries to play with him	1	2	3	4	
IBI 20	20. Tries to stay out of sight when strangers are around	1	2	3	4	
21.	Stays a long time with toys or books that interest him	1	2	3	4	
22.	Must always be doing something, so that it is hard to keep up with him	1	2	3	4	
23.	Makes a great effort to do something that is difficult for him, reaching, pulling, dragging, etc.	1	2	3	4	
24.	Does not seek attention; moves away or withdraws in some way if he is able to	1	2	3	4	
IBI 25	25. Has many ideas about interesting things to do	1	2	3	4	
26.	Gets mad quickly if he can't do what he's trying to do	1	2	3	4	
27.	Is even-tempered	1	2	3	4	
28.	Shows strong interest in learning new things	1	2	3	4	
29.	Uses words or sounds to tell you what he wants, rather than only pointing or making faces	1	2	3	4	
IBI 30	30. Forgets what he was doing and goes on to something else on the slightest distraction	1	2	3	4	

IBI 35

IBI 40

	Not At All Like	Very Little Like	Some What Like	Very Much Like	
31. Listens to a person who tries to talk to him	1	2	3	4	(38)
32. Grabs what he wants and will hit and push in order to keep it	1	2	3	4	
33. Always wants to be played with	1	2	3	4	
34. Stops talking and acts ill-at-ease when around strangers	1	2	3	4	
35. Is very good at paying attention to a single object or activity	1	2	3	4	
36. Is very restless; is on the go most of the time	1	2	3	4	
37. Gets determined to reach something, get something, do something; works toward a goal	1	2	3	4	
38. Plays alone unless he's urged to play with others	1	2	3	4	
39. Thinks of new ways to use materials	1	2	3	4	
40. Usually fusses and cries when he must give up something he wants to keep	1	2	3	4	
41. Is easy to manage	1	2	3	4	
42. Asks questions that show an interest in ideas	1	2	3	4	(49)

# Infant Behavior Inventory Supplement

In answering the following questions, please keep the child's age in mind. For example you would rate a three-year-old very much like the item "understands difficult words" if he understands more difficult words than the average three-year-old.

	<u>Not at All Like</u>	<u>Very Little Like</u>	<u>Some What Like</u>	<u>Very Much Like</u>
43. Is quick to grasp the meaning of what he is told	1	2	3	4
44. Uses long words and sentences for his age	1	2	3	4
IBI 45 45. Understands difficult words	1	2	3	4
46. Uses a large and varied vocabulary for his age	1	2	3	4
47. Gives a good report of what he has seen or done	1	2	3	4
48. Understands and remembers instructions from the teacher	1	2	3	4
49. Has a good fund of information for a child his age	1	2	3	4
50. Is good at repeating instructions from the teacher	1	2	3	4
51. Gives correct answers to questions from teachers or peers	1	2	3	4
IOI 52 52. Quickly learns the rules for a new game or activity	1	2	3	4

## Scoring Form for IBI

			Total		
I.	Verbal Expressiveness	IBISCA1	1	15	29
II.	Distractibility	IBISCA2	2	16	30
III.	Attentiveness	IBISCA3	3	17	31
IV.	Belligerence	IBISCA4	4	18	32
V.	Positive Social Response	IBISCA5	5	19	33
VI.	Self-Consciousness	IBISCA6	6	20	34
VII.	Concentration	IBISCA7	7	21	35
VIII.	Hyperactivity	IBISCA8	8	22	36
IX.	Perseverance	IBISCA9	9	23	37
X.	Withdrawal	IBISCA10	10	24	38
XI.	Creativity	IBISCA11	11	25	39
XII.	Irritability	IBISCA12	12	26	40
XIII.	Good-Nature	IBISCA13	13	27	41
XIV.	Curiosity	IBISCA14	14	28	42

XV Verbal Intelligence 43-52 IBISCA15

IBICL

Cluster

IBICL EXT Extroversion = Verbal + social<sup>5</sup> - selfcons<sup>6</sup> - withdraw<sup>10</sup> + 19;

IBICL COM Competent = atten + concentr + perser + curious  
+ creat - distract;

IBICL HOS Hostility = bellig + hyper + irrit - goodnat + 5;

(Variables added to present structure were)



CARD (1-4) #1322  
ID (5-7)

# RECORD BOOK T-Form L-M

## Stanford-Binet Intelligence Scale



8420 W. Bryn Mawr Avenue, Chicago, IL 60631

Name..... Sex..... Year..... Month..... Day.....  
Address..... Date of test.....  
School..... Birthdate.....  
Parent..... Grade..... Examiner..... Age.....  
Birthplace..... [From.....] Agency.....  
Occupation of father..... of mother.....  
Occupation of mother..... of mother.....

CA.....
MA.....
IQ.....

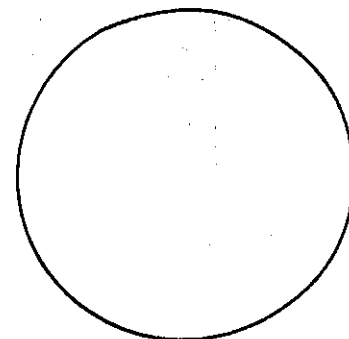
### FACTORS AFFECTING TEST PERFORMANCE

#### OVERALL RATING OF CONDITIONS

Optimal	Good	Average	Detrimental	Seriously detrimental
Attention				
a) Absorbed by task..... Easily distracted				
Reactions During Test Performance				
a) Normal activity level..... Hyperactive or depressed				
b) Initiates activity..... Waits to be told				
c) Quick to respond..... Urging needed				
Emotional Independence				
a) Socially confident..... Shy, reserved, reticent				
b) Realistically self-confident..... Distrusts own ability or overconfident				
c) Comfortable in adult company..... Ill-at-ease				
d) Assured..... Anxious about success				
Problem Solving Behavior				
a) Persistent..... Gives up easily or can't give up				
b) Reacts to failure realistically..... Withdrawing, hostile, or denying				
c) Eager to continue..... Seeks to terminate				
d) Challenged by hard tasks..... Prefers only easy tasks				
Independence of Examiner Support				
a) Needs minimum of commendation..... Needs constant praise and encouragement				
Was it hard to establish a positive relationship with this person?.....				

TEST SUMMARY		Yrs.	Mos.
II			
II-6			
III			
III-6			
IV			
IV-6			
V			
VI			
VII			
VIII			
IX			
X			
XI			
XII			
XIII			
XIV			
AA			
SA I			
SA II			
SA III			
Total			
MA Score			
Testing time			

NAME \_\_\_\_\_ AGE \_\_\_\_\_ DATE OF TEST \_\_\_\_\_



**YEAR II** (6 tests, 1 month each; or 4 tests, 1½ months each)

- ☒ 1. \*Three-hole form board (1+) [ ] a)..... b).....
- ☐ 2. Delayed response (2+) [ ] a) Middle..... b) Right..... c) Left.....
- ☒ 3. \*Identifying parts of the body (same as II-6, 2) (4+) [ ]  
a) Hair..... b) Mouth..... c) Feet..... d) Ear..... e) Nose..... f) Hands..... g) Eyes.....
- ☐ 4. Block building: Tower (±) [ ]
- ☒ 5. \*Picture vocabulary (same as II-6, 4; III, 2; IV, 1) (3+) [ ]  
1. airplane..... 4. ball..... 7. horse..... 10. ship..... 13. flag..... 16. pocket knife.....  
2. telephone..... 5. tree..... 8. knife..... 11. umbrella..... 14. cane..... 17. pitcher.....  
3. hat..... 6. key..... 9. coat..... 12. foot..... 15. arm..... 18. leaf.....
- ☒ 6. \*Word combinations (±) [ ] Example .....  
..... Alternate. Identifying objects by name (5+) [ ]  
a) Dog..... b) Ball..... c) Engine..... d) Bed..... e) Doll..... f) Scissors.....

\_\_\_\_\_ Mos. credit at Year II

**YEAR II-6** (6 tests, 1 month each; or 4 tests, 1½ months each)

- ☐ 1. \*Identifying objects by use (3+) [ ]  
a) Cup..... b) Shoe..... c) Penny..... d) Knife..... e) Automobile..... f) Iron.....
- ☐ 2. Identifying parts of the body (same as II, 3) (6+) [ ]
- ☐ 3. \*Naming objects (5+) [ ]  
a) Chair..... b) Automobile..... c) Box..... d) Key..... e) Fork..... f) Flag.....
- ☐ 4. \*Picture vocabulary (same as II, 5; III, 2; IV, 1) (8+) [ ]
- ☐ 5. \*Repeating 2 digits (1+) [ ]  
a) 4-7..... b) 6-3..... c) 5-8.....
- ☐ 6. Obeying simple commands (2+) [ ] a)..... b)..... c).....  
..... Alternate. Three-hole form board: Rotated (II, 1 must precede) (2+) [ ] a)..... b)..... c).....

\_\_\_\_\_ Mos. Credit at Year II-6

**YEAR III** (6 tests, 1 month each; or 4 tests, 1½ months each)

- ☐ 1. Stringing beads (4+) (2 min.) [ ]
- ☐ 2. \*Picture vocabulary (same as II; II-6, 4; IV, 1) (10+) [ ]
- ☐ 3. \*Block building: Bridge ( $\pm$ ) [ ]
- ☐ 4. \*Picture memories (1+) [ ] a)..... b).....
- ☐ 5. \*Copying a circle (1+) [ ] a)..... b)..... c).....
- ☐ 6. Drawing a vertical line ( $\pm$ ) [ ]
- ..... Alternate. Repeating 3 digits (1+) [ ]
  - a) 6-4-1..... b) 3-5-2..... c) 8-3-7.....

\_\_\_\_ Mos. Credit at Year III

**YEAR III-6** (6 tests, 1 month each; or 4 tests, 1½ months each)

- ☐ 1. \*Comparison of balls (3 of 3, or 5 of 6+) [ ]
  - a)..... b)..... c)...../ d)..... e)..... f).....
- ☐ 2. Patience: Pictures (1+) [ ]
  - a)..... b).....
- ☐ 3. \*Discrimination of animal pictures (4+) [ ]
- ☐ 4. \*Response to pictures (same as VI, A) (Level I, 2+) [ ]
  - a) Grandmother's story.....
  - .....
  - .....
  - .....
  - b) Birthday party.....
  - .....
  - .....
  - .....
  - c) Wash day.....
  - .....
  - .....
  - .....
- ☐ 5. Sorting buttons (2 min.  $\pm$ ) [ ] Errors.....
- ☐ 6. \*Comprehension I (1+) [ ]
  - a)..... b).....
- ..... Alternate. Comparison of sticks (3 of 3, or 5 of 6+) [ ]
  - a)..... b)..... c)...../ d)..... e)..... f).....

\_\_\_\_ Mos. credit at Year III-6

**YEAR IV** (6 tests, 1 month each; or 4 tests, 1½ months each)

- ☐ 1. \*Picture vocabulary (same as II, 5; II-6, 4; III, 2) (14+) [ ]
- ☐ 2. \*Naming objects from memory (2+) [ ] a)..... b)..... c).....
- ☐ 3. \*Opposite analogies I (same as IV-6, 2) (2+) [ ]  
a)..... b)..... c)..... d)..... e).....
- ☐ 4. \*Pictorial identification (same as IV-6, A) (3+) [ ]  
a) Stove..... b) Umbrella..... c) Cow..... d) Rabbit..... e) Moon..... f) Cat.....
- ☐ 5. Discrimination of forms (8+) [ ]
- ☐ 6. Comprehension II (2+) [ ]  
a)..... b).....
- ..... Alternate. Memory for sentences I (1+) [ ]  
a) We are going to buy some candy for mother.  
b) Jack likes to feed the little puppies in the barn.

\_\_\_\_ Mos. Credit at Year IV

**YEAR IV-6** (6 tests, 1 month each; or 4 tests, 1½ months each)

- ☐ 1. Aesthetic comparison (3+) [ ] a)..... b)..... c).....
- ☐ 2. \*Opposite analogies I (same as IV, 3) (3+) [ ]
- ☐ 3. \*Pictorial similarities and differences I (3+) [ ]  
a)..... b)..... c)..... d)..... e).....
- ☐ 4. Materials (2+) [ ] a) House..... b) Window..... c) Book.....
- ☐ 5. \*Three commissions (3+) [ ] a)..... b)..... c).....
- ☐ 6. \*Comprehension III (1+) [ ]  
a)..... b).....

..... Alternate. Pictorial identification (same as IV, 4) (4+) [ ]

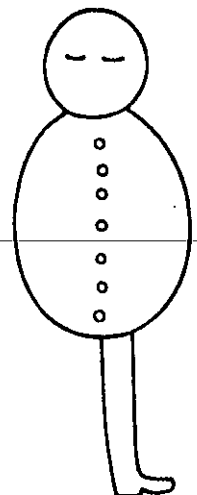
\_\_\_\_ Mos. credit at Year IV-6

**YEAR V** (6 tests, 1 month each; or 4 tests, 1½ months each)

- ☐ 1. \*Picture completion: Man (2 points+) [ ]
- ☐ 2. Paper folding: Triangle (±) [ ]
- ☐ 3. \*Definitions (2+) [ ] a) Ball..... b) Hat..... c) Stove.....
- ☐ 4. \*Copying a square (1+) [ ] a)..... b)..... c).....
- ☐ 5. Pictorial similarities and differences II (9+) [ ]  
a)..... b)..... c)..... d)..... e).....  
f)..... g)..... h)..... i)..... j).....
- ☐ 6. \*Patience: Rectangles (2+) [ ] a)..... b)..... c).....

..... Alternate. Knot (±) [ ]

\_\_\_\_ Mos. credit at Year V





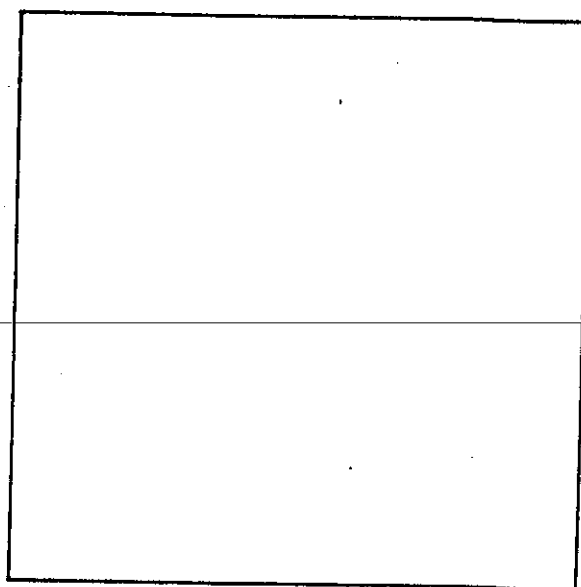
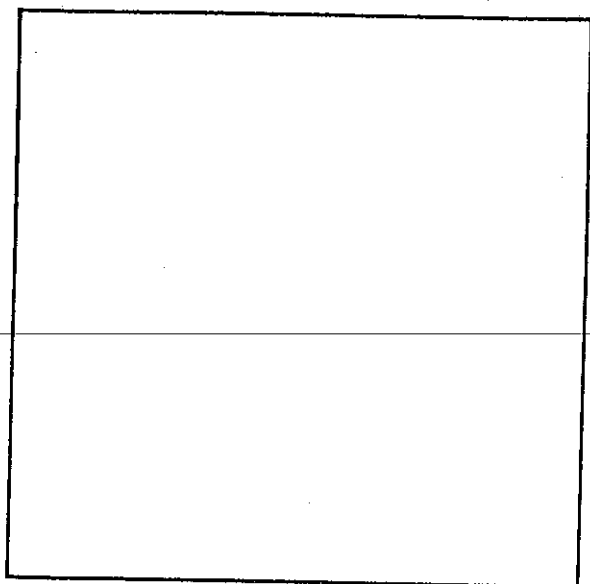
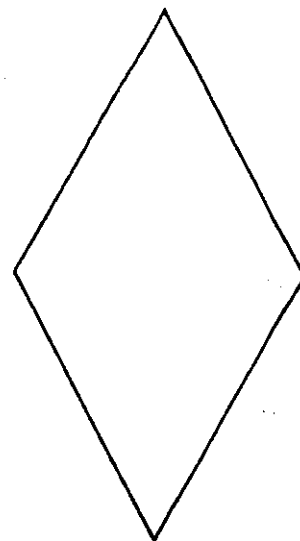
**YEAR VI** (6 tests, 2 months each; or 4 tests, 3 months each)

- ☐ 1. \*Vocabulary (6+) [ ]
- ☐ 2. \*Differences (2+) [ ]
- a) Bird and dog.....
- b) Slipper and boot.....
- c) Wood and glass.....
- ☐ 3. Mutilated pictures (4+) [ ]
- a)..... b)..... c)..... d)..... e).....
- ☐ 4. \*Number concepts (4+) [ ] a)..... b)..... c)..... d)..... e).....
- ☐ 5. \*Opposite analogies II (3+) [ ] a)..... b)..... c)..... d).....
- ☐ 6. Maze tracing (2+) [ ] a)..... b)..... c).....
- ..... Alternate. Response to pictures (same as III-6, 4) (Level II, 2+) [ ]
- \_\_\_\_ Mos. credit at Year VI

**YEAR VII** (6 tests, 2 months each; or 4 tests, 3 months each)

- ☐ 1. Picture absurdities I (4+) [ ]
- a).....
- b).....
- c).....
- d).....
- e).....
- ☐ 2. \*Similarities: Two things (2+) [ ]
- a) Wood and coal (or charcoal).....
- b) Apple and peach.....
- c) Ship and automobile.....
- d) Iron and silver.....
- ☐ 3. \*Copying a diamond (1+) [ ] a)..... b)..... c).....
- ☐ 4. \*Comprehension IV (same as VIII, 5) (3+) [ ]
- a).....
- b).....
- c).....
- d).....
- e).....
- f).....
- ☐ 5. Opposite analogies III (2+) [ ]
- a)..... b)..... c)..... d).....
- ☐ 6. \*Repeating 5 digits (1+) [ ]
- a) 3-1-8-5-9..... b) 4-8-3-7-2..... c) 9-6-1-8-3.....
- ..... Alternate. Repeating 3 digits reversed (1+) [ ]
- a) 2-9-5..... b) 8-1-6..... c) 4-7-3.....

\_\_\_\_ Mos. credit at Year VII



**YEAR VIII (6 tests, 2 months each; or 4 tests, 3 months each)**

- ☐ 1. \*Vocabulary (8+) [ ]
- ☐ 2. Memory for stories: The Wet Fall (5+) [ ]  
a)..... b)..... c)..... d).....  
e)..... f).....
- ☐ 3. \*Verbal absurdities I (3+) [ ]  
a).....  
b).....  
c).....  
d).....
- ☐ 4. \*Similarities and differences (3+) [ ]  
a) Baseball — orange.....  
b) Airplane — kite.....  
c) Ocean — river.....  
d) Penny — quarter.....
- ☐ 5. \*Comprehension IV (same as VII, 4) (4+) [ ]
- ☐ 6. Naming the days of the week (order correct. 2 checks+) [ ] Tu..... Thu..... Fri.....  
..... Alternate. Problem situations I (2+) [ ]  
a).....  
b).....  
c).....

\_\_\_\_ Mos. credit at Year VIII

**YEAR IX (6 tests, 2 months each; or 4 tests, 3 months each)**

- ☐ 1. Paper cutting (same as XIII, A) (1+) [ ] a)..... b).....
- ☐ 2. Verbal absurdities II (same as XII, 2) (3+) [ ]  
a).....  
b).....  
c).....  
d).....  
e).....
- ☐ 3. \*Memory for designs I (same as XI, 1) (1+ or 2 with ½ credit each) [ ] a)..... b).....
- ☐ 4. \*Rhymes: New form (3+) [ ] a)..... b)..... c)..... d).....
- ☐ 5. \*Making change (2+) [ ] a) 10-4..... b) 15-12..... c) 25-4.....
- ☐ 6. \*Repeating 4 digits reversed (1+) [ ]  
a) 8-5-2-6..... b) 4-9-3-7..... c) 3-6-2-9.....
- ..... Alternate. Rhymes: Old form (2+) (30 sec. ea.) [ ]  
a).....  
b).....  
c).....

\_\_\_\_ Mos. credit at Year IX



**YEAR X** (6 tests, 2 months each; or 4 tests, 3 months each)

- ☐ 1. \*Vocabulary (11+) [ ] 

- ☐ 2. Block counting (8+) [ ]
- ☐ 3. \*Abstract words I (same as XII, 5) (2+) [ ]
- a) Pity.....
- b) Curiosity.....
- c) Grief.....
- d) Surprise.....
- ☐ 4. Finding reasons I (2+) [ ]
- a).....
- b).....
- ☐ 5. \*Word naming (28 words in one minute+) [ ]
- ☐ 6. \*Repeating 6 digits (1+) [ ]
- a) 4-7-3-8-5-9..... b) 5-2-9-7-4-6..... c) 7-2-8-3-9-4.....
- ..... Alternate. Verbal absurdities III (2+) [ ]
- a).....
- b).....
- c).....
- \_\_\_\_\_ Mos. credit at Year X

**YEAR XI** (6 tests, 2 months each; or 4 tests, 3 months each)

- ☐ 1. \*Memory for designs I (same as IX, 3) (1½+) [ ]
- ☐ 2. \*Verbal absurdities IV (2+) [ ]
- a).....
- b).....
- c).....
- ☐ 3. \*Abstract words II (same as XIII, 2) (3+) [ ]
- a) Connection.....
- b) Compare.....
- c) Conquer.....
- d) Obedience.....
- e) Revenge.....
- ☐ 4. Memory for sentences II (1+) [ ]
- a) At the summer camp the children get up early in the morning to go swimming.
- b) Yesterday we went for a ride in our car along the road that crosses the bridge.
- ☐ 5. Problem situation II (±) [ ]
- ☐ 6. \*Similarities: Three things (3+) [ ]
- a) Snake — cow — sparrow.....
- b) Rose — potato — tree.....
- c) Wool — cotton — leather.....
- d) Knifeblade — penny — piece of wire.....
- e) Book — teacher — newspaper.....
- ..... Alternate. Finding reasons II (2+) [ ]
- a).....
- b).....
- \_\_\_\_\_ Mos. credit at Year XI

**YEAR XII** (6 tests, 2 months each; or 4 tests, 3 months each)

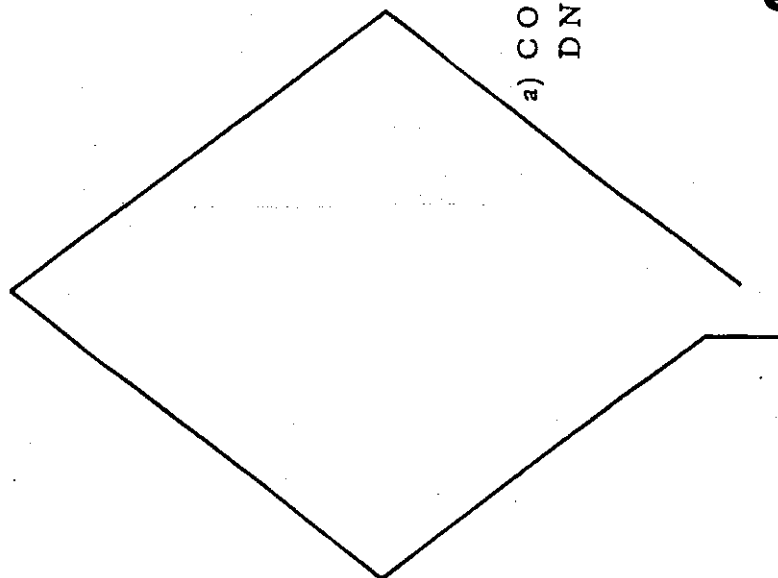
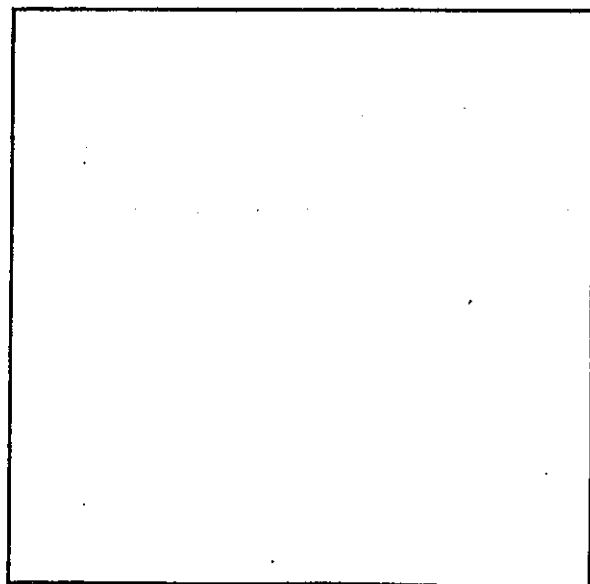
- ☐ 1. \*Vocabulary (15+) [ ]
- ☐ 2. \*Verbal absurdities II (same as IX, 2) (4+) [ ]
- ☐ 3. Picture absurdities II: The Shadow ( $\pm$ ) [ ]
- .....
- ☐ 4. Repeating 5 digits reversed (1+) [ ]  
a) 8-1-3-7-9..... b) 6-9-5-8-2..... c) 9-2-5-1-8.....
- ☐ 5. \*Abstract words I (same as X, 3) (3+) [ ]
- ☐ 6. \*Minkus completion I (5 min.) (3+) [ ]
- ..... Alternate. Memory for designs II ( $\pm$ ) [ ]
- ..... Mos. credit at Year XII

**YEAR XIII** (6 tests, 2 months each; or 4 tests, 3 months each)

- ☐ 1. \*Plan of search ( $\pm$ ) [ ]
- ☐ 2. \*Abstract words II (same as XI, 3) (4+) [ ]
- ☐ 3. Memory for sentences III (1+) [ ]  
a) The airplane made a careful landing in the space which had been prepared for it.  
b) Tom Brown's dog ran quickly down the road with a huge bone in his mouth.
- ☐ 4. \*Problems of fact (2+) [ ]  
a).....  
b).....  
c).....
- ☐ 5. \*Dissected sentences (2+) (1 min. ea.) [ ]  
a).....  
b).....  
c).....
- ☐ 6. Copying a bead chain from memory ( $\pm$ ) (2 min.) [ ]
- ..... Alternate. Paper cutting (same as IX, 1) (2+) [ ]
- ..... Mos. credit at Year XIII

**YEAR XIV** (6 tests, 2 months each; or 4 tests, 3 months each)

- ☐ 1. \*Vocabulary (17+) [ ]
- ☐ 2. \*Induction ( $\pm$ ) [ ] a)..... b)..... c)..... d)..... e)..... f)..... Rule:.....
- ☐ 3. \*Reasoning I ( $\pm$ ) [ ]
- ☐ 4. \*Ingenuity I (same as AA, 2; SA II, 4) (1+) (3 min. ea.) [ ]  
a).....  
b).....  
c).....
- ☐ 5. Orientation: Direction I (3+) [ ] a)..... b)..... c)..... d)..... e).....
- ☐ 6. Reconciliation of opposites (same as SA I, A) (2+) [ ]  
a) Winter — summer..... d) Much — little.....  
b) Happy — sad..... e) Beginning — end.....  
c) Loud — soft.....
- ..... Alternate. Ingenuity II (1+) (3 min.) [ ]  
a).....
- ..... Mos. credit at Year XIV



### MINKUS COMPLETION II

- a) He is.....well grounded in geography.....his brother,.....  
he is not so quick in arithmetic.
- b) ..... he give me his word, I will not trust him.
- c) You must not, ....., imagine that my silence has been due to ignorance of what is going on.
- d) ..... either of us could speak, we were at the bottom of the stairs.

### MINKUS COMPLETION I

- a) We like to pop corn..... to roast chestnuts over the fire.
- b) One cannot always be a hero,..... one can always be a man.
- c) The streams are dry..... there has been little rain.
- d) Lincoln aroused no jealousy..... he was not selfish.

a) COME TO LONDON  
DNND UN MNOCPM  
HURRY

b) COME TO LONDON  
APKF RP JPLEMO  
HURRY

**AVERAGE ADULT** (8 tests, 2 months each; or 4 tests, 4 months each)

- ☐ 1. \*Vocabulary (20+) [ ]
- ☐ 2. \*Ingenuity I (same as XIV, 4; SA II, 4) (2+) (3 min. ea.) [ ]
- ☐ 3. \*Differences between abstract words (2+) [ ]
- a) Laziness and idleness.....
- b) Poverty and misery.....
- c) Character and reputation.....
- ☐ 4. Arithmetical reasoning (2+) (1 min. ea.) [ ] a)..... b)..... c).....
- ☐ 5. Proverbs I (2+) [ ]
- a).....
- b).....
- c).....
- ☐ 6. Orientation: Direction II (4+) [ ]
- a)..... b)..... c)..... d)..... e).....
- ☐ 7. \*Essential differences (same as SA II, 5) (2+) [ ]
- a) Work and play.....
- b) Ability and achievement.....
- c) An optimist and a pessimist.....
- ☐ 8. Abstract words III (4+) [ ]
- a) Generosity.....
- b) Independent.....
- c) Envy.....
- d) Authority.....
- e) Justice.....
- ..... Alternate. Binet paper cutting ( $\pm$ ) [ ]
- \_\_\_\_\_ Mos. credit at Average Adult Level

**SUPERIOR ADULT I** (6 tests, 4 months each; or 4 tests, 6 months each)

- ☐ 1. \*Vocabulary (23+) [ ]
- ☐ 2. Enclosed box problem (4+) [ ] a)..... b)..... c)..... d).....
- ☐ 3. \*Minkus completion II (2+) (5 min.) [ ]
- ☐ 4. \*Repeating 6 digits reversed (1+) [ ]
- a) 4-7-1-9-5-2..... b) 5-8-3-6-9-4..... c) 7-5-2-6-1-8.....
- ☐ 5. \*Sentence building (2+) [ ]
- a) Ceremonial — dignity — impression.....
- b) Baffle — cunning — pursuit.....
- c) Failure — business — incompetent.....
- ☐ 6. Essential similarities (3+) [ ]
- a) Farming and manufacturing.....
- b) Melting and burning.....
- c) An egg and a seed.....
- ..... Alternate. Reconciliation of opposites (same as XIV, 6) (4+) [ ]
- \_\_\_\_\_ Mos. credit at Superior Adult Level I

**SUPERIOR ADULT. II** (6 tests, 5 months each; or 4 tests, 7½ months each)

- ☐ 1. \*Vocabulary (26+) [   ]
- ☐ 2. Finding reasons III (2+) [   ]  
     a).....  
     b).....
- ☐ 3. \*Proverbs II (1+) [   ]  
     a).....  
     b).....
- ☐ 4. \*Ingenuity I (same as XIV, 4; AA, 2) (3+) (3 min. ea.) [   ]
- ☐ 5. \*Essential differences (same as AA, 7) (3+) [   ]
- ☐ 6. Repeating thought of passage I: Value of Life (4 or 5 of 7, +) [   ]

Many opinions have been given on the value of life. | Some call it good, | others call it bad. | It would be nearer correct to say that it is mediocre, | for on the one hand our happiness is never as great as we should like, | and on the other hand our misfortunes are never as great as our enemies would wish for us. | It is this mediocrity of life which prevents it from being radically unjust.

..... Alternate. Codes (1+ or 2 with ½ credit each) (3 min. ea.) [   ] a)..... b).....

\_\_\_\_\_ Mos. credit at Superior Adult Level II

**SUPERIOR ADULT III** (6 tests, 6 months each; or 4 tests, 9 months each)

- ☐ 1. \*Vocabulary (30+) [   ]
- ☐ 2. Proverbs III (2+) [   ]  
     a).....  
     b).....  
     c).....
- ☐ 3. \*Opposite analogies IV (2+) [   ] a)..... b)..... c).....
- ☐ 4. Orientation: Direction III (2+) [   ] a)..... b).....
- ☐ 5. \*Reasoning II (5 min.) (±) [   ]
- ☐ 6. \*Repeating thought of passage II: Tests (4 of 8, +) [   ]

Tests such as we are now making are of value both for the advancement of science and | for the information of the person who is tested. | It is important for science to learn how people differ and | on what factors these differences depend. | If we can separate the influence of heredity from the influence of environment, | we may be able to apply our knowledge so as to guide human development. | We may thus in some cases correct defects and | develop abilities which we might otherwise neglect.

..... Alternate. Opposite analogies V (2+) [   ]  
     a)..... b)..... c).....

\_\_\_\_\_ Mos. credit at Superior Adult Level III

# VOCABULARY

Score.....

- ..... 1. orange.....
- ..... 2. envelope.....
- ..... 3. straw.....
- ..... 4. puddle.....
- ..... 5. tap.....
- ..... 6. gown.....
- ..... 7. roar.....
- ..... 8. eyelash.....
- ..... 9. Mars.....
- ..... 10. juggler.....
- ..... 11. scorch.....
- ..... 12. lecture.....
- ..... 13. skill.....
- ..... 14. brunette.....
- ..... 15. muzzle.....
- ..... 16. haste.....
- ..... 17. peculiarity.....
- ..... 18. priceless.....
- ..... 19. regard.....
- ..... 20. tolerate.....
- ..... 21. disproportionate.....
- ..... 22. lotus.....
- ..... 23. shrewd.....
- ..... 24. mosaic.....
- ..... 25. stave.....
- ..... 26. bewail.....
- ..... 27. ochre.....
- ..... 28. repose.....
- ..... 29. ambergris.....
- ..... 30. limpet.....
- ..... 31. frustrate.....
- ..... 32. flaunt.....
- ..... 33. incrustation.....
- ..... 34. retroactive.....
- ..... 35. philanthropy.....
- ..... 36. piscatorial.....
- ..... 37. milksop.....
- ..... 38. harpy.....
- ..... 39. depredation.....
- ..... 40. perfunctory.....
- ..... 41. achromatic.....
- ..... 42. casuistry.....
- ..... 43. homunculus.....
- ..... 44. sudorific.....
- ..... 45. parterre.....

Age Level	Score
VI	6
VIII	8
X	11
XII	15
XIV	17
AA	20
SA I	23
SA II	26
SA III	30

**KOHN and ROSMAN TEST BEHAVIOR INVENTORY**, given at 24,36,48,60,72,78,96 months and Year 7

This 26-Item Instrument (KRxxI1-KRxxI26) assumes values of 1 (never), 2 (hardly ever), 3 (sometimes), 4 (often), 5 (very often), 6 (always). It is used to assess the child's task orientation and cooperativeness. Four factor scores and four mean factor scores were derived:

Factor 1+ (confident/friendly)	KRxxFT1P	sum of Items 1,8,12,14,20,22,26
Factor 1- (anxious/withdrawn)	KRxxFT1M	sum of Items 4,6,11,16,18,25
Factor 2+ (attentive/cooperative)	KRxxFT2P	sum of Items 2,5,9,13,19
Factor 2- (distractible/disruptive)	KRxxFT2M	sum of Items 3,7,10,15,17,21,23,24
Factor 1+ (conf/friendly) <i>mean</i>	KRxxMN1P	mean of Items 1,8,12,14,20,22,26
Factor 1- (anx/withdrawn) <i>mean</i>	KRxxMN1M	mean of Items 4,6,11,16,18,25
Factor 2+ (attent/coop) <i>mean</i>	KRxxMN2P	mean of Items 2,5,9,13,19
Factor 2- (distract/disrupt) <i>mean</i>	KRxxMN2M	mean of Items 3,7,10,15,17,21,23,24

Name \_\_\_\_\_  
Rater \_\_\_\_\_

ID: (5-8)

Date (9-14) MMDDYY  
Situation \_\_\_\_\_

1	2	3	4	5	6
Never	Hardly Ever	Some- times	Often	Very Often	Always

Factor 1		Factor 2	
+	-	+	-

- 1. Appeared self-confident in ability to perform task.....
- 2. Cooperated with examiner.....
- 3. Impulsive, began without knowing what to do (or without listening to instructions).....
- 4. Appeared flat, unresponsive.....
- 5. Followed directions well.....
- 6. Encouragement or reassurance.....

This was what was administered to child at year 7 (Follow-up). I am assuming that what was used during the preschool phase is the same.

Please key the numbers in the boxes

- 19. Was able to sit, took tests efficiently.....
- 20. Was friendly to examiner.....
- 21. Interrupted test situation, was disruptive.....
- 22. Was eager to continue.....
- 23. Was easily distracted by extraneous noises or activities.....
- 24. Gazed around the room.....
- 25. Spoke in a low, unsteady tone (or worked nervously).....
- 26. Expressed ideas clearly.....

Total				
N	7	6	5	8
Mean				



Name \_\_\_\_\_ ID (5-8) Date (9-14) MMDDYY  
 Rater \_\_\_\_\_ Situation \_\_\_\_\_

1	2	3	4	5	6
Never	Hardly Ever	Some- times	Often	Very Often	Always

Factor 1		Factor 2	
+	-	+	-

- Appeared self-confident in ability to perform task..... (15)
2. Cooperated with examiner..... (16)
3. Impulsive, began without knowing what to do (or without listening to instructions). .... (17)
4. Appeared flat, unresponsive..... (18)
5. Followed directions well..... (19)
6. Needed praise, encouragement or reassurance..... (20)
7. Openly insisted on doing things his own way, changed or challenged rules. .... (21)
8. Appeared comfortable with test situation..... (22)
9. Attended closely to examiner's directions and instructions..... (23)
10. Attention was distracted by objects..... (24)
11. Acted helpless and confused..... (25)
12. Worked readily..... (26)
- Appeared to have a good grasp of instructions..... (27)
14. Carried out instructions in an independent way and understood what was required. .... (28)
15. Appeared to have a short attention span..... (29)
16. Avoided looking at the examiner..... (30)
17. Appeared to comply, but actually did not and did things in his own way. .... (31)
18. Appeared tense, anxious..... (32)
19. Was able to sit, took tests efficiently..... (33)
20. Was friendly to examiner..... (34)
21. Interrupted test situation, was disruptive..... (35)
22. Was eager to continue..... (36)
23. Was easily distracted by extraneous noises or activities..... (37)
24. Gazed around the room..... (38)
25. Spoke in a low, unsteady tone (or worked nervously)..... (39)
- Expressed ideas clearly..... (40)

Please key the numbers in the boxes

Total

N

Mean

7	6	5	8

**WECHSLER INTELLIGENCE SCALE FOR CHILDREN**, given at 60 mos (WPPSI), 78 and 96 mos, Years 7 and 10 (WISC-R)

One of primary instruments used over the years for measuring intelligence. From 10 scale scores (60 mos) or 12 scale scores (after 60 mos), three IQ measures derive: verbal, performance and overall. At some time periods, the items have been entered also.

Scale scores:

Information	WPSINFO	WISxINF
Vocabulary	WPSVOC	WISxVOC
Arithmetic	WPSARITH	WISxARI
Similarities	WPSSIMIL	WISxSIM
Comprehension	WPSCOMP	WISxCOM
Animal House	WPSANIML	
Digit Span		WISxDIG
Picture Completion	WPSPICCP	WISxPC
Picture Arrangement		WISxPA
Mazes	WPSMAZES	WISxMAZ
Geometrical Design	WPSGEOMD	
Block Design	WPSBLOKD	WISxBLK
Object Assembly		WISxOBJ
Coding		WISxCOD

**MCCARTHY SCALES OF CHILDREN'S DEVELOPMENT**, at 30 (only verbal intelligence), 42, 54 and 84 months

This instrument, consisting of 20 weighted raw scores (MCxR1-MCxR6, MCxR7A, MCxR7B, MCxR8-MCxR13, MCxR14A, MCxR14B, MCxR15-MCxR18), assesses skill levels in different areas of development and gives rise to six indices, which are sums of weighted raw scores.

The six indices are:

Verbal Intelligence	MCxVRB	sum of pictorial memory, word knowledge, verbal memory 1 and 2, verbal fluency and opposite analogies
Perceptual Performance	MCxPERF <sup>5</sup>	sum of block building, puzzle solving, tapping sequences, right-left orientation, draw-a-design, draw-a-child, conceptual grouping
Quantitative	MCxQNT	sum of number questions, numerical memory 1 and 2, counting and sorting
General Cognitive	MCxGCI	sum of verbal intelligence, perceptual performance and quantitative
Memory	MCxMEM	sum of pictorial memory, tapping sequences, verbal memory 1 and 2, numerical memory 1 and 2
Motor Abilities	MCxMOT	sum of leg coordination, arm coordination, imitative action, draw-a-design, draw-a-child

Only the verbal portion was done at 30 months, and the scale score and raw scores comprising it are in the MO30VER9.SSD. The raw and scale scores for 42 and 54 months appear in MO42VER8.SSD and MO54VR11.SSD, respectively. For 84 months, only the scale scores appear in the datasets, YR2T28.SSD and SAIQV1.SSD

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<sup>5</sup>At 84 months, the variable is MC84PRF.

*Change font*

ABECEDARIAN FILE  
Description of Information

D. McCarthy Scale of Children's Abilities

Ages: Verbal section only at 30 months  
Full test administered at 42 and 54 months

1. Scale indices -- sums of weighted raw scores (6)

MC84VRB	a. Verbal (3+4+7+15+17)	MC30VRB	MC42VRB	MC54VRB
MC84PRP	b. Perceptual-Performance (1+2+6+8+12+13+18)		MC42PRP	MC54PRP
MC84QNT	c. Quantitative (5+14+16)		MC42QNT	MC54QNT
MC84GCI	d. General Cognitive (V+P+Q)		MC42GCI	MC54GCI
MC84MEM	e. Memory (3+6+7+14)		MC42MEM	MC54MEM
MC84MOT	f. Motor (9+10+11+12+13)		MC42MOT	MC54MOT

2. Weighted raw scores (20)

a. Block building (1)		MC42R1	MC54R1
b. Puzzle solving (2)		MC42R2	MC54R2
c. Pictorial memory (3)	MC30R3	MC42R3	MC54R3
d. Word knowledge (4)	MC30R4	MC42R4	MC54R4
e. Number questions (5)		MC42R5	MC54R5
f. Tapping sequences (6)		MC42R6	MC54R6
g. Verbal memory, i (7)	MC30R7A	MC42R7A	MC54R7A
h. Verbal memory, ii (7)	MC30R7B	MC42R7B	MC54R7B
i. Right-left orientation (8)		MC42R8	MC54R8
j. Leg coordination (9)		MC42R9	MC54R9
k. Arm coordination (10)		MC42R10	MC54R10
l. Imitative action (11)		MC42R11	MC54R11
m. Draw-a-design (12)		MC42R12	MC54R12
n. Draw-a-child (13)		MC42R13	MC54R13
o. Numerical memory, i (14)		MC42R14A	MC54R14A
p. Numerical memory, ii (14)		MC42R14B	MC54R14B
q. Verbal fluency (15)	MC30R15	MC42R15	MC54R15
r. Counting and sorting (16)		MC42R16	MC54R16
s. Opposite analogies (17)	MC30R17	MC42R17	MC54R17
t. Conceptual grouping (18)		MC42R18	MC54R18

3. Age of child at time of test, in months

E. Wechsler Preschool and Primary Scale of Intelligence (WPPSI)

Ages: 60 months

1. Intelligence Quotient (3)

- a. Full Scale (V+P)
- b. Verbal (a+b+c+d+e)
- c. Performance (f+g+h+i+j)

Abcedarian Demographic Data at Initial Interview

Card 1.

Child's Name: \_\_\_\_\_ ID: \_\_\_\_\_

Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

ol 7-11

Sex of child: 1 Male  
                  2 Female

12-13

Annual income of parent(s):

1	No income	9	\$7000-8000
2	Under \$1000	10	\$8000-9000
3	\$1000-2000	11	\$9000-10,000
4	\$2000-3000	12	\$10,000-11,000
5	\$3000-4000	13	\$11,000-12,000
6	\$4000-5000	14	\$12,000-13,000
7	\$5000-6000	15	\$13,000-14,000
8	\$6000-7000	16	Over \$14,000

14-15

Age of mother: \_\_\_\_\_

Date of birth: \_\_\_\_\_

16-17

Age of father: \_\_\_\_\_

Date of birth: \_\_\_\_\_

18-19

Occupation of mother prior to pregnancy:

1	No work	6	Driver
2	Maid	7	Other
3	Student	8	Child care
4	Clerical or Secretarial		
5	Waitress or Store Clerk	9	Unknown

20-21

Occupation of father:

1	No work	5	Factory worker
2	Janitorial, Maintenance, or Waiter		
3	Construction	6	Student
4	Store clerk	7	Other

22-23

Education of mother ~~number of years in school:~~ HIGHEST GRADE COMPLETED: \_\_\_\_\_

24-25

Education of father ~~number of years in school:~~ \_\_\_\_\_

26-27

Number of Siblings: \_\_\_\_\_

28-29

Age sibling 1: \_\_\_\_\_ in years

Date of birth: \_\_\_\_\_

30-31

Age sibling 2: \_\_\_\_\_

Date of birth: \_\_\_\_\_

32-33

Age sibling 3: \_\_\_\_\_

Date of birth: \_\_\_\_\_

34-35

Age sibling 4: \_\_\_\_\_

Date of birth: \_\_\_\_\_

36-37

Age sibling 5: \_\_\_\_\_

Date of birth: \_\_\_\_\_

38-39

Age sibling 6: \_\_\_\_\_

Date of birth: \_\_\_\_\_

40-41

Age at entry into the program (in weeks): \_\_\_\_\_

Name of mother: \_\_\_\_\_

50

Marital status of Mother;

- |   |          |   |           |
|---|----------|---|-----------|
| 1 | Married  | 3 | Separated |
| 2 | Divorced | 4 | Widowed   |
|   |          | 5 | Single    |

51

Does the Father live with child: 1 Yes  
2 No

52

Race of child: 1 Black  
2 White  
3 Other

99

Is. 20-21 Relationship to child of adult interviewed

- 01= mother
- 02= father
- 03= fostermother<sub>1</sub>
- 04= fostermother<sub>2</sub>
- 05= fostermother<sub>3</sub>
- 06= grandmother
- 07= Aunt
- 08= foster father

\* note  
the 9,99,999 were  
changed to missing A  
for not asked

INITIAL INTERVIEW DATACard #144

<u>Columns</u>	<u>Variable</u>	
5-7	ID number	
8-10	Coder's initials	
11-12	Family size of mother	99 = not asked
13-14	Family size of father	99 = not asked
15	Did mother's mother work?	
16	Did mother's father work? 0=unemployed, welfare, odd jobs 1=regular employment	9 = not asked
17	Freq. of family get-togethers legit. values 1-6	9 = not asked
18	Where spend Christmas? legit. values 1-6	9 = not asked
19-20 21-22 23-24	Who closest to? legit. values 1-20;	99= not asked
25-26 27-28 29-30	Help in sickness?	" "
31-32 33-34 35-36	Talk to when upset?	" "
37-38 39-40 41-42	Who keeps children?	" "
43-44 45-46 47-48	Care for sick baby?	" "
49-50 51-52 53-54	Financial help?	" "
55-56 57-58 59-60	Place to stay in need?	" "

<u>Columns</u>	<u>Variable</u>	<u>Legitimate Values</u>	
61	Transportation method	1-6	9 = not asked
62	Marital status	1-5	Should be no 9s.
63	Did mother refuse to answer questions about father of baby?	0 = no; 1 = yes	Should be no 9s.
64-66	Number of months married	001 - 200	999 = not asked
67-69	Number of months mother has known baby's father	001 - 200	"

Card #145

5-7	ID number		
8	Relationship happy?	1-4	9 = not asked
9	Tied down by baby?	1-4	9 = not asked
10	Physical abuse-father	0 = no; 1 = yes	9 = not asked
11	Drug problem "	"	"
12	Alcohol problem "	"	"
13	Legal problems "	"	"
14	Drug problem, mother	"	"
15	Alcohol problem "	"	"
16	Legal problems "	"	"
17	Fights?	"	"
18	What would you change about husband/boyfriend?	1-9	0 = not asked
19	What do you like best?	1-8	9 = not asked
20	Is religion important to you?	1-3	"
21	Church activities	0 = no; 1 = yes	"
22	Nerves, tranquilizers or mental health	"	"
23	Hollingshead score for current job	1-9	Will be blank if no jo
24	Hollingshead score for previous job		
25	"		
26	"		
27	"		
28-29	Total number of jobs	0-10	Should be no 99s.
30-31	No. of years on job market	0-20	Should be no 99s.

\* see note page 1



<u>Columns</u>	<u>Variable</u>	<u>Legitimate Values</u>	<i># see note pg. 1</i>
32-33	No. of years worked	0-20	99 = not asked
34	Did you like school?	1-3	9 = not asked
35	Extracurricular activities	0 = no, 1 = yes	9 = not asked
36	Performance in school	1-3	9 = not asked
37	Advice to new mother	1-5	9 = not asked
38	Attitudes different from mother's	0-2	9 = not asked
39	How are attitudes different?	1-5	"
40-41 42-43 44-45	Who helps with baby	1-20	99 = not asked
46-47 48-49 50-51	Who gives advice	1-20	"
52	Where learned about babies	1-6	9 = not asked
53	Attendance at special classes	0 = no, 1 = yes	9 = not asked
54	What special classes	1-4	"
55	Child born at time of interview?	0 = no, 1 = yes	Should be no 9s.
56	Sex of child	1 = boy, 2 = girl	
57	morning sickness	0 = no, 1 = yes	9 = not asked
58	blood pressure		
59	eclampsia		
60	infections	"	"
61	diabetes		
62	x-rays		
63	accidents		
64	tired		
65	spotting		
66	faint		
67	upset		
68	smoke		
69	previously on pill		
70	father present at delivery		
71	planned pregnancy		

Card #146

<u>Columns</u>	<u>Variable</u>	<u>Legitimate Values</u>	<i>* see note p. 1</i>
5-7	ID number		
8-9	Weight gain	1-60	99 = not asked
10	Prenatal care began when?	1-9	Blank = not asked
11-12	Length of labor	0-25	99 = not asked
13	Feeling of security	0 = no, 1 = yes	Should be no 9s.
14	Number of children	1-8	9 = doesn't know Blank = not asked
15	Spacing of children	0-9	"
16	Effect of pregnancy	1-5	9 = not asked
17-18	Learn difference between mother	00-52	99 = not asked
19-20	Shy	00-24	99 = not asked
21	What should fathers do?	1-5	9 = not asked
22	Treat boy different than girl?	0 = no, 1 = yes	"
23	What would be the difference?	1-5	"
24-25	How old before daycare?	00-24	99 = not asked
26-27	How old when daycare began?	00-06	99 = not asked
28	Difference if breast- or bottle-fed?	0 = no, 1 = yes	9 = not asked
29	Are you bottle- or breast-feeding?	1 = breast, 2 = bottle; 9 = not asked	
30	Why not breast-feeding?	1-6	9 = not asked
31-32	Age of weaning	00-24	99 = not asked
33	Weaning contingent on what?	0 = no, 1 = yes	9 = not asked
34	Is schedule important?	"	"
35-36	Age of toilet-training	00-36	99 = not asked
37	Contingent on something?	0 = no, 1 = yes	9 = not asked
38-39	What age will he be toilet-trained?	00-36	99 = not asked
40	What do you enjoy most about baby?	1 or 2	9 = not asked

<u>Columns</u>	<u>Variable</u>	<u>Legitimate Values</u>	<i>* see note pg 1</i>
41	How will you punish?	1-5	9 = not asked
42	When do babies begin to learn?	0-6	"
43	When do they see?	"	"
44	When do they see well enough to see mother's face?	"	"
45	When do they hear?	"	"
46	How soon should mothers talk to babies?	"	"
47	When do babies understand words?	"	"
48	When do they make sounds other than crying?	"	"
49	Why do they make those sounds?	1-4	9 = not asked
50-51	When will they talk in words?	1-24	99 = not asked
52	Can babies think about things?	0 = no, 1 = yes	9 = not asked

Initial Interview Coding Sheet

Code 9 or 99 or 999 for questions not asked. *changed to special meaning "A"*  
 For multiple choice questions, circle answer. For other questions, fill in the blank spaces.

Card No. \_\_\_\_\_

Subject No. \_\_\_\_\_

Cohort \_\_\_\_\_

Family Questions

Coder's Initials \_\_\_\_\_

1. Family size of mother \_\_\_\_\_ (11-12)

2. Family size of father \_\_\_\_\_ (13-14)

(Family size = immediate family. Include the mother's parents, grandparents, and siblings, even if they do not live in the house or in the Chapel Hill area. Count people in the same way for the father. Include the mother in the count of her family and the father in the count of his. Use the work space below to list family members and their occupations, if known.)

Mother's family members

Occupation

Father's family members

Occupation

3. Did/does mother's mother work?

1 = some type of regular employment, even if part-time. \_\_\_\_\_ (15)

4. Did/does mother's father work?

0 = unemployed, welfare support, odd jobs \_\_\_\_\_ (16)

5. How often do you get together as a family?

1. Once a week

4. once a year

2. Once a month

5. less than once a year

3. two or three times a year

6. never

\_\_\_\_\_ (17)

6. Where do you spend Christmas?

1. own home

4. split between mother's and inlaw's

2. mother's house

5. grandmother's house

3. inlaw's house

6. no one particular place

\_\_\_\_\_ (18)

Use these categories for the following questions (and for questions 58 & 59).

- |  |                          |
|--|--------------------------|
| 1. mother                                      | 11. mother's grandmother |
| 2. father                                      | 12. friend               |
| 3. husband                                     | 13. pastor               |
| 4. baby's father                               | 14. babysitter           |
| 5. boyfriend (who is <u>not</u> baby's father) | 15. "all of them"        |
| 6. child's paternal grandparents               | 16. mental health clinic |
| 7. sister                                      | 17. doctor               |
| 8. brother                                     | 18. lending institution  |
| 9. aunt  | 19. nobody/myself        |
| 10. uncle                                      | 20. other: _____         |

(Can code up to 3 answers)

7. Which member(s) of the family do you feel closest to? (19) \_ \_ \_
8. Who would you turn to for help if you got sick and needed somebody to help you out? \_ \_ \_
9. If you get upset about something, who do you go to to talk about it? (31) \_ \_ \_
10. Who keeps the baby (or the children) when you want to go somewhere? \_ \_ \_
11. If the baby (the children) get sick, who looks after them? (43) \_ \_ \_
12. If you needed any financial help, where would you get it? \_ \_ \_
13. Where would you stay, if you needed a place to stay for awhile? (55) \_ \_ \_
14. How do you get around?
- |   |                                      |
|---|--------------------------------------|
| 1. own car                                    | 4. boyfriend provides transportation |
| 2. family member provides transportation      | 5. cab/bus                           |
| 3. friend or neighbor provides transportation | 6. walking                           |
- (61)

Relationship Questions

15. Marital Status: 1. married 4. widowed  
2. divorced 5. single  
3. separated (62)
16. Did the mother refuse to answer any questions about the baby's father? 0 = no  
1 = yes (63) \_
17. If married, how many years? \_\_\_\_\_ x 12 (code in months) (64-66) \_\_\_\_\_
18. If not married, how long has mother dated baby's father? (code in months) (67-69) \_\_\_\_\_
19. How would you describe your relationship? (write out brief answer)  
(transcript page # \_\_\_\_\_)

Card No.         
(1-4)  
Subject No.         
(5-7)

20. Is your relationship happier than most couples you know?  
1. yes      2. no      3. about the same      4. can't tell      (8)

21. Now that you have the baby, how often do you and (baby's father) manage to get out together?  
1. Mother reports that baby is keeping them at home and they wish they could get out more; some unhappiness with the situation.  
2. They are happy staying at home and playing with the baby.  
3. They get out less frequently than before, but are not "tied down" because they have others to care for the baby or resources for a babysitter  
4. Can't tell      (9)

Reports of serious problems in the relationship: (0 = no; 1 = yes)

	<u>Father</u>	<u>Mother</u>
physical abuse	22. <u>      </u> (10)	
drugs	23. <u>      </u>	26. <u>      </u>
alcohol	24. <u>      </u>	27. <u>      </u> (14)
legal problems (arrested)	25. <u>      </u>	28. <u>      </u>

29. Is he the kind of guy who would get into a fight over something? 0 = no  
1 = yes      (17)
30. What would you change about your husband/boyfriend, if you could?

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. drinking habits                   | 6. be more responsible              |
| 2. spending habits (include betting) | 7. "play around" less (other women) |
| 3. temper                            | 8. nothing                          |
| 4. want him to work harder           | 9. other: <u>      </u>             |
| 5. spend more time with me or baby   |                                     |
- (18)

31. What do you like best about your husband/boyfriend?
- |                              |   |
|------------------------------|---|
| 1. fun to be with            | 5. intelligence   |
| 2. personality               | 6. sense of humor   |
| 3. hard worker/good provider | 7. some aspect of personal appearance<br>(i.e., looks, hair, dress) |
| 4. he's so good to me        | 8. other: <u>      </u>   |
- (19)

### Religion Questions

32. Is religion important to you?
1. Very important (answers with strong fervor or many activities mentioned)
  2. Sort of important (answers of "Yes" without elaboration)
  3. Not important

(20)

- (21)

(22)

(27)

- (34)

- ( 35 )

- ( 36 )

1. response involves emotional health of baby ("to let the baby know that he's loved")
2. response about some specifics of caretaking (health, feeding, bathing, etc.)
3. response involves preparing the baby for real life ("Teach him to make it on his own")
4. response concerns emotional advice to the new mother ("Don't worry too much.")
5. other:

46. Are your attitudes about how you're planning to bring up your baby different from your mother's ideas?

0. no 1. yes 2. No contact with mother

(38)

47. If attitudes are different, how are they different?

1. spoiling attitudes differ
2. discipline attitudes differ
3. specifics of care differ (feeding times, dressing, sleep)
4. bottle-feeding or breast-feeding difference
5. other: \_\_\_\_\_

(39)

For the following questions (48 - 49), use the categories found on p. 2.

48. Who helps you with the baby (or with the children)?

(40)

49. Who would you go to for help or advice about childrearing?

(46)

50. Where do you think you've learned the most about babies?

1. From my mother
2. Babysitting or caring for other people's kids
3. Classes at hospital or high school
4. Just from having one of my own
5. Books
6. Other: \_\_\_\_\_

(52)

51. Did you attend any special classes before the baby was born? 0=no; 1=yes

(53)

52. Where were the classes?

1. hospital
2. high school
3. LaMaze class
4. Other: \_\_\_\_\_

(54)

### Pregnancy Questions

52-A. Was baby born at the time of the interview? 0 = no; 1 = yes

(55)

52-B. Sex of baby, if born. 1 = Boy 2 = Girl

(56)

(If baby is not born yet, may have to skip many of these questions)

0 = no; 1 = yes

- |                              |            |                        |       |                                 |       |
|------------------------------|------------|------------------------|-------|---------------------------------|-------|
| 53. morning sickness         | _____ (57) | 58. X-rays             | _____ | 63. Ever get upset?             | _____ |
| 54. blood pressure up?       | _____      | 59. accident?          | _____ | 64. Did you smoke?              | _____ |
| 55. eclampsia; pre-eclampsia | _____      | 60. tired?             | _____ | 65. Previously on pill          | _____ |
| 56. infections?              | _____      | 61. spotting; bleeding | _____ | 66. Father present at delivery? | _____ |
| 57. diabetic?                | _____      | 62. Ever feel faint?   | _____ | 67. Planned pregnancy?          | _____ |



- ( 68. How much weight did you gain? \_\_\_\_\_ pounds (8-9)
69. When did you start getting prenatal care? \_\_\_\_\_ months (10)
70. How long did labor last? \_\_\_\_\_ hours (If Caesarian, leave blank.) (11-12)
71. Overall, do the mother's responses to these questions tell you that she had a sense of security about the labor, knowing what would happen and that she was going to be OK? 0 = no; 1 = yes \_\_\_\_\_ (13)
72. How many children would you like to have? (9 = doesn't know) \_\_\_\_\_ (14)
73. How far apart in age would you like to have your children spaced? (code in years) (Answer this question only if it is truly a choice question; don't answer if the mother just tells how far apart her current children are spaced.) \_\_\_\_\_ (15)
74. What effect do you think being pregnant and having this baby has had on you?
1. Have more responsibility
  2. Answer reflects some physical concern (eating more, having less energy)
  3. Answer reflects an emotional feeling (good or bad, ex. "made me happier" or "made me bad-tempered")
  4. Answer mentions some real-life constraint ("don't get out much"; "kept me from getting a promotion")
  5. Other: \_\_\_\_\_
- (16)
- (. (For the following questions, if the mother answers "at birth", code 0)
75. At what age do you think babies learn the difference between their mother and anybody else? (code in weeks) \_\_\_\_\_ (17-18)
76. At what age do you think a baby might start to be shy around strangers? (code in months) \_\_\_\_\_ (19-20)
77. What do you think fathers ought to do for little babies?
1. Everything the mother does.
  2. Give them attention/spend time with them/play with them
  3. Give them somebody to look up to/be a father figure
  4. Be present in the home.
  5. Other: \_\_\_\_\_
- (21)
78. Would you treat a little boy differently than you would treat a little girl? 0=no; 1=yes \_\_\_\_\_ (22)
79. If yes, what would be the difference?
1. Need to be more protective of a girl than a boy, watch a girl more.
  2. Need to discipline a boy more.
  3. Need to teach a boy to be strong and look out for himself.
  4. Need to teach a girl to be considerate and careful.
  5. Other: \_\_\_\_\_
- (23)
80. What is the most important thing for a boy (or a girl) to know as he's (she's) growing up? (write out brief answer; transcript page # \_\_\_\_\_)

81. What kind of person do you hope your child grows up to be? (write out brief answer) (transcript page # \_\_\_\_\_)
82. If the baby is not already in day care of some kind, how old would you want the baby to be before he/she started going to day care? \_\_\_\_\_ months (24-25)
83. If baby is already in some kind of care, how old was he when he started? \_\_\_\_\_ months (26-27)
84. Do you think it makes a difference if a baby is breast or bottle-fed?  
0 = no; 1 = yes (28)
85. Are you breast-feeding or bottle-feeding the baby? 1 = breast; 2 = bottle (29)
86. If not breast-feeding, why not?
1. It hurt physically
  2. It was (or would be) psychologically uncomfortable
  3. Boyfriend didn't want me to
  4. Not able to provide enough nourishment for the baby
  5. Had to go back to work
  6. Other: \_\_\_\_\_ (30)
87. When do you plan to wean your baby? (code in months) \_\_\_\_\_ (31-32)
88. If mother didn't answer in months, did she say weaning would be contingent on some other behavior? 0 = no; 1 = yes  
Contingent on what? \_\_\_\_\_ (33)
89. Do you think it's important to have a schedule for feeding your baby?  
0 = no; 1 = yes (If the mother says what she is actually doing, code that, even if her beliefs are different) \_\_\_\_\_ (34)
90. At what age do you think you'll start trying to toilet train your baby? \_\_\_\_\_ months (35-36)
91. If mother didn't answer #90 in months, did she say toilet training would be contingent on some other behavior? 0 = no; 1 = yes  
Contingent on what? \_\_\_\_\_ (37)
92. At what age do you think your baby will be toilet-trained? \_\_\_\_\_ months (38-39)
93. How often do you think babies should go to the doctor? (write out brief answer) (Often phrased, "When does your baby go to the doctor?")
94. What do you enjoy most about your baby?
1. Mother gives some kind of concrete answer, for ex., holding him, watching him smile, feeding him.
  2. Mother gives some kind of feeding answer, for ex., I feel important, I like to make him happy, etc. (40)

95. If you have to punish your child, how will you do it?

1. slap on the hand
2. spank on the bottom
3. send him to his room (or some form of time out, ex. thinking chair)
4. just scold him, never punish physically.
5. Other: \_\_\_\_\_

(41)

Use the following categories for questions 96-102

0. at birth
1. after a few days
2. after a week
3. after a few weeks
4. after a month
5. after a few months
6. after a year

96. When do you think babies begin to learn? \_\_\_\_\_

(42)

97. When do you think babies can see? \_\_\_\_\_

98. When do you think babies can see well enough to see their mother's face? \_\_\_\_\_

99. When do you think babies can hear? \_\_\_\_\_

100. How soon do you think mothers should talk to their babies? \_\_\_\_\_

101. When do you think the baby begins to understand words you say to her? \_\_\_\_\_

102. When do you think the baby will begin to make sounds other than cry? \_\_\_\_\_

(48)

103. Why do you think that the baby makes those sounds that he makes?

1. Trying to communicate
2. They like playing with their tongue and mouth
3. They like to hear themselves
4. Other: \_\_\_\_\_

(49)

104. When do you think your baby will begin to talk in words? \_\_\_\_ months

(50-51)

105. Do you think babies can think about things before they can talk?

0 = no; 1 = yes

(52)

106. What do you hope your child will get out of this program? (write out brief answer) (transcript page #\_\_\_\_)

107. What do you think are really the most important things to keep in mind when you have a baby? (write out brief answer) (transcript page #\_\_\_\_)

ABC

## PARENT INFORMATION INTERVIEW

I. Begin interview by getting demographic data for Master Record form

- 1. Child's full name
- Birthdate (or EDC if unborn)
- (Date of entry into Nursery)
- Sex
- Mother's name
- Address
- Telephone Home: Work:
- Social Security number:
- Mother's Birthdate
- 3- Educational Level (L.H.M. + .2)
- 3- Race
- Father's name (if head of household)
- Father's Birthdate:
- 3- Father's Educational Level
- 3- Father's Race
- 3- Siblings
- Name

Age

School and grade

- 3 2- II. 1. If you were asked to give a brand new mother advice about caring for her baby what would you think it would be important to tell her?
- 3 2 1 2. Are your ideas about how to treat babies different from you mother's ideas? If so, how?
- 3 3. Who helps you with your child?
- 3 4. If you have a problem with your child to whom would you go for help or advice?
- 3 5. Where have you learned the most about babies?
- 3 6. Did you attend classes at NCMH or elsewhere to learn how to prepare yourself for childbirth and caring for your baby? If so, what did you think of them?
- 3 7. What do you think a father should do for a young infant?
- 3 8. How much time does your baby's father spend with it each day?
- 3 9. What sorts of things does he like to do or play with the baby?
- 3 10. How do you think he feels about this baby?
- 3 11. Did (do) you want a boy or girl?
- 3 12. Did (does) the father want a boy or a girl?
- 3 2 1 13. Do you think parents should treat young boys and girls differently? If so, how? When would you begin to handle them differently?
- 3 14. What do you think are the most important things for a boy/girl to know?

- 3 15. What kind of person do you hope your baby will grow up to be?
- 3 16. Who will look after your child when you can't? (If you don't use day care here?)
- 3 17. How old would you want your baby to be when you return to work or school?
- 3 21 18. At what age do you think a baby learns the difference between its mother and other people?
- 3 19. At what age do you think a baby would begin to be shy around strangers?
- 3 21 20. Do you believe it matters if a baby is breast fed or bottle fed?
- 3 21. Which do you plan to do/are you doing with your baby? Why?
- 3 21 22. When should a baby be taken off the bottle?
- 3 21 23. Do you think it's important to feed a baby on a schedule? Why?
- 3 24. Do you think there are any foods children shouldn't eat? Why?
- 3 25. Does it bother you to change diapers?
- 3 21 26. At what age would you begin to toilet train your child?
- 3 27. At what age do you expect him to be trained?
- 3 28. Where will (does) your baby go to the doctor?
- 3 29. How often should a baby go see the doctor?
- 3 30. Have you had any health problems with your child so far?
- 3 31. Is there anything about caring for your child that you don't like? That bothers you?
- 3 32. What things do you enjoy most about your baby?
- 3 33. What sorts of games (or in what way) do you like to play with your baby?
- 3 34. What do you think a baby enjoys most?
- 3 35. Do you think it's possible to spoil a baby? How?
- 3 36. When would you punish a child? How?
- 3 37. How would you feel if someone else disciplined your child?
- 3 38. How would you want other people to handle behavior problems with your child?
- 3 39. How would you describe your pregnancy in general?

Ask about: Birth control pills  
Nausea and vomiting  
Elevated b.p.  
Swelling  
Pre-eclampsia  
Eclampsia  
Weight gain  
Medication and why  
Infection  
Anemia  
Diabetes  
X-rays  
Physical trauma  
Loss of consciousness or fainting  
Emotional trauma  
Smoking  
Drug taking  
Bleeding or discharge  
Tiredness, sleeping problems?  
Level of fetal activity  
Where went to the doctor and the number of visits

2- 40. Describe the birth:

Length of labor  
How it started  
Time of delivery  
Type of delivery  
Medication during delivery

3 41. Was the father present during labor and delivery?

3 42. What effect did pregnancy have on you?

3 43. Was this a planned pregnancy?

3 21 44. What do you think is the ideal family size?

3 21 45. How far apart would you want to have your children?

NEW 46. When do you think a baby begins to learn?

NEW 47. When do you think a baby can see? Can see well enough to look at his mother's face?

NEW 48. When do you think a baby can <sup>hear?</sup> learn?

NEW 49. How soon do you think a mother should talk to her baby?

NEW 50. When do you think a baby can understand what is said to him?

NEW 51. When do you think a baby begins to make sounds?

NEW 52. Why do you think a baby makes the sounds he does? Is he trying to talk?

NEW 53. When do you think a baby begins to talk in words?

NEJ 54. Can a baby think about things before he learns to talk? How would you know?

55. Mother's family background  
her parents, ages, occupations  
her siblings, ages, occupations  
321 mother's occupation, income, DSS?

56. Father's family background  
his parents, ages, occupations  
his siblings, ages, occupations  
321 father's occupation, income, DSS?

321 57. Time lived in Orange County?

321 58. Time lived elsewhere (get places and dates)

321 59. Does anyone other than immediate family live in the household? Ages, sexes of others.

32 60. Type of dwelling.

321 61. Number of rooms.

3 62. Time lived there?

3 63. Plans to move?

3 64. What do you know about this program?

3 65. What have you heard about the other part of the program?

3 66. What do you hope your child will get out of it?

321 67. To sum up what we've been discussing, what do you believe are the most important points to keep in mind in dealing with a baby?