

TABLE 2

LIST OF MEASURES USED IN THE 24-MONTH CHILD AND FAMILY ASSESSMENTS
EARLY HEAD START NATIONAL EVALUATION

| Construct | Measures | Data Collection Method | Rationale |
|--|---|---|---|
| Parenting and the Home Environment | | | |
| Knowledge of child health and development | Knowledge of Infant Development Inventory (KIDI; 8 items from 24-month version selected based on alphas from the IHDP sample) (Macphee 1981) | Parent Interview | Showed treatment effects in IHDP (24-month version) |
| Parental distress Parent-child dysfunctional interaction | Parenting Stress Index-Short Form (Parenting Stress and Parent-child Dysfunctional Interaction subscales) (Abidin 1995) | Parent Interview | Has shown treatment effects (K. Barnard, personal communication) |
| Parental values and beliefs | Parental Modernity Scale (Schaefer and Edgerton 1985; 10 items selected from the traditional authoritarian beliefs and progressive democratic beliefs subscales based on alphas in the NICHD sample) | Parent Interview | Moderator of parenting behavior and child outcomes; may be important for culturally diverse sample; used in NICHD Study of Early Child Care |
| Quality of the home environment Reading and language activities | Home Observation for Measurement of the Environment (HOME) (Bradley and Caldwell 1984) | Parent Interview and Interviewer observations | Related to child outcomes in large number of studies; comparability with many other child development studies |
| Parent-child activities (activities to encourage language development, literacy, physical activities and experiences of outside world) | Selected items adapted from the Adult Literacy Study (Snow 1991) and Family Routines Questionnaire (Boyce et al. 1983) | Parent Interview | Important dimensions of parenting that EHS may affect |
| Parent's beliefs about talking and reading to children | Beliefs Regarding Talking and Reading scale (Luster, Rhoades, and Haas 1989) | Parent Interview | Important dimension of parenting that EHS may affect |
| Separations from child | Ever separated overnight; number of separations lasting a week or more; and reason for separation | Parent Interview | Important mediator of parent-child relationship and children's well-being; also, an indicator of child abuse or neglect |
| Parental discipline--use of reasoning and developmentally appropriate approaches | Selected items adapted from the HOME (Bradley and Caldwell 1984), Infant Health and Development Program evaluation (Brooks-Gunn et al. 1995), and Hispanic HOME (Brooks-Gunn et al. 1996); vignettes and incidence of spanking in previous week | Parent Interview | Important dimension of parenting that EHS may affect |

TABLE 2 (continued)

| Construct | Measures | Data Collection Method | Rationale |
|--|---|--|---|
| Parent-Child Relationship | | | |
| Parental sensitivity or insensitivity--intrusiveness, unresponsiveness, and harshness | Coding from videotapes of parent and child engaged in semi-structured tasks. | Coded from videotaped parent-child tasks | Improving the parent-child relationship is a major focus of EHS programs and an important outcome to measure. NOTE: This list includes all of the primary constructs that could be coded from the planned tasks. We expect to code only a subset of these under the budget for the national evaluation. Many additional constructs can be coded using outside funding. We do not expect the results of those efforts to be available for the final report of the national evaluation, however. |
| Parental teaching strategies and limit setting | Tasks include teaching (sort blocks according to color or identify articles of clothing in a picture book), toddler waiting / challenge (forbidden toy), and semi-structured play (three bags, including book-reading). | | |
| Child curiosity and exploratory competence (including task enthusiasm and symbolic play), compliance and self-regulation | | | |
| Toddler attachment behaviors, including social referencing, proximity- and help-seeking, and affective expressiveness | | | |
| Dyadic physical proximity across various situations, dyadic mutuality, and affective sharing | | | |
| Parental Characteristics | | | |
| Parent’s depression, anxiety, alcohol abuse, and substance abuse | University of Michigan CIDI-short form scales (Kessler) | Parent Interview | Critical mediators of child outcomes. Depression scale measures the prevalence and severity of depressive symptoms; anxiety is an important mediator of child outcomes; alcohol and substance abuse may define a subgroup that is not receptive to the EHS intervention |
| Parental language/cognition | Woodcock-Johnson Picture Vocabulary test | Parent Interview | Very short measure of language or cognition as a mediator of child outcomes. |
| | Selected items adapted from Adult Literacy Study (Snow 1991) on degree of difficulty reading in English and home language; how often parent reads at home | Parent Interview | Important mediator |

TABLE 2 (continued)

| Construct | Measures | Data Collection Method | Rationale |
|--|--|------------------------|---------------------------------------|
| Relationship with Father and other Adults^a | | | |
| Demographic characteristics of father | Father's current economic activity; education level of new father-figure | Parent Interview | Important mediator |
| Relationship between mother and father | Mother's current relationship with biological father and father-figure Extent to which biological father and father-figure helps mother care for child on a typical day Whether mother has had contact with nonresident biological father since child's first birthday Degree of conflict between mother and nonresident biological father about where child lives, how child is raised, how mother and father spend money on child, father's visits, and child support payments. | Parent Interview | Important mediator and outcome of EHS |
| Contact between child and father | Whether father lives with child and/or in household with mother and child; how long father has lived with mother since child's first birthday; whether father has had any contact with child since child's first birthday; how often child has seen father in previous three months; how often father looked after child while mother did other things in past month. | Parent Interview | Important mediator and outcome of EHS |
| Child's activities with father | How frequently father has engaged in activities with child (reading, eating a meal, going outside, playing at home) | Parent Interview | Important mediator and outcome of EHS |
| Nonresident biological father's support for child | How often father has helped buy toys, clothes, or presents for child; paid for medical insurance or care; or given the mother extra money to help out How often someone in the father's family has helped in ways specified above Whether the mother has a new legal, an informal, or no child support agreement and date of new agreement Monthly amount father is supposed to pay, and number of times father has paid under formal agreement | Parent Interview | Important mediator and outcome of EHS |

TABLE 2 (continued)

| Construct | Measures | Data Collection Method | Rationale |
|--|---|------------------------|---|
| Presence of and activities with a mother-figure ^b | Presence of a mother-figure Relationship of mother-figure to child and biological mother Frequency of contact with mother-figure Frequency of activities with mother-figure (reading, eating a meal, going outside, playing at home) | Parent Interview | Mother-figures may be important adults in some cultures. Important mediator |
| Family Functioning | | | |
| Number of adults and children in family, and their relationship to focus child | Items developed by MPR | Parent Interview | Needed for stability of child's environment and to calculate poverty status of household |
| Presence of the mother's spouse or partner | Item developed by MPR | Parent Interview | Important family structure variable related to economic and child well-being |
| Family routines surrounding child's bedtime and TV viewing (routine adherence) | Selected items adapted from the Family Routines Questionnaire (Boyce et al. 1983), TPD, HOME, and Family Environment Scale (Moos) TV routines, child bedtime routines | Parent Interview | Routines important for children and for developing economic self-sufficiency; EHS may affect this as it works with families |
| Family conflict | Family Environment Rating Scale (Moos and Moos 1976) | Parent Interview | Provides a very short measure of family conflict that can substitute for the Conflict Tactics Scale at this point |
| Stressful life events | Selected items adapted from the Stressful Life Events scale (Belsky and Crnic 1990) and stressful life experiences scale used in the JOBS evaluation. (Dropped some items covered in PSI) | Parent Interview | Important mediators |

TABLE 2 (continued)

| Construct | Measures | Data Collection Method | Rationale |
|---|--|------------------------|---|
| Child Care Use | | | |
| Type of child care currently used | Selected items adapted from the National Longitudinal Survey of Youth (NLSY), National Child Care Survey 1990 (NCCS), Interactions and Developmental Processes study (MPR/Columbia study), and the evaluation of the Job Opportunities and Basic Skills (JOBS) program | Parent Interview | Quality and stability of child care are a major focus of EHS; also important mediators for children |
| Age child began current care arrangement | | | |
| Length of time in nonparental child care per week | | | |
| Stability (Number of different current arrangements) | | | |
| Age of current caregiver | Whether caregiver is under 18 years or over 60 years | Parent Interview | Important focus and outcome of EHS |
| Cost of current nonrelative provider | | | |
| Parent's relationship with current nonrelative provider | Parent-Caregiver Relationship Scale (Items selected from the caregiver-parent relationship subscale based on alphas in the Hawaii Open Doors study sample) (Elicker 1996; Howes et al. 1995) | | |

TABLE 2 (continued)

| Construct | Measures | Data Collection Method | Rationale |
|--|--|---|---|
| Child Care Quality | | | |
| Quality of the caregiving environment | Infant-Toddler Environment Rating Scale (ITERS; Harms et al. 1990) Family Day Care Rating Scale (FDCRS; Harms and Clifford 1989) | Interviewer observation of child care setting and child care provider | Key measure of quality used in many studies; can benchmark this study |
| Stability of the child care setting (child care centers) | Turnover of providers in the child's classroom; number of adults child interacts with in a typical week; number of different classrooms child has been in; amount of time main provider has cared for child | Center director interview | Important dimension of quality and is related to child's ability to develop strong attachment to main caregiver |
| Caregiver's education, training, earnings from child care, and commitment to the child care profession | Items developed by MPR | Caregiver interview | Key structural measures of quality |
| Caregiver's relationship with parents | Parent-Caregiver Relationship Scale (Parent-Caregiver subscale) (Elicker 1996; Howes et al. 1995) | Caregiver interview | Important focus and outcome of EHS |
| Caregiver's sensitivity, harshness, and detachment | Arnett Scale of Caregiver Behavior (Arnett 1989) | Interviewer observation of child care provider | Caregiver attributes strongly linked with quality of care |
| Caregiving values and beliefs | Parental Modernity Scale (Schaefer and Edgerton 1985; 10 items selected from the traditional authoritarian beliefs and progressive democratic beliefs subscales based on alphas in the NICHD sample) | Caregiver interview | Moderator of caregiver behavior and child outcomes; may be important for culturally diverse sample; used in NICHD Study; have parent report on same measure |
| Quality of caregiving directed toward focus child | Time-sample observations based on the Observer's Ratings of the Caregiving Environment (NICHD Study of Early Child Care 1992) and the Adult Involvement Scale (Howes and Smith 1995; and Howes and Stewart 1987) | Interviewer observation of child care provider and focus child | Measures specific caregiver interactions with focus child |

TABLE 2 (continued)

| Construct | Measures | Data Collection Method | Rationale |
|---|---|---|--|
| Child's Socioemotional Functioning | | | |
| Orientation toward parent; engagement Orientation toward examiner; engagement | Bayley Behavioral Rating Scale | Interviewer observation during home visit | Important outcomes of EHS |
| Emotional regulation | Bayley Behavioral Rating Scale | Interviewer observation during home visit | Important outcomes of EHS |
| Behavioral problems | Child Behavior Checklist (Achenbach)--toddler version; aggressive subscale | Parent Interview | Important predictor of later aggression, inattention, and hyperactivity; need the shorter measure to save time |
| Child compliance with mother and self-regulation during a challenging/frustrating situation | Coded from videotaped parent-child task (teaching task and forbidden toy task) | Coded from videotaped parent-child task | Important aspect of the mother-child relationship that may be affected by EHS |
| Toddler attachment behaviors, including social referencing, proximity- and help-seeking, and affective expressiveness | Coded from videotaped parent-child task (teaching task, forbidden toy task, and three-bag semi-structured play) | Coded from videotaped parent-child task | Important aspect of the mother-child relationship that may be affected by EHS |
| Child's Cognitive and Language Development | | | |
| Cognitive functioning | Bayley Scales of Infant Development-II; (Mental Development Index) | Direct child assessment during home visit | Important outcome of EHS; needed for growth curve analysis |
| Receptive language Expressive language | MacArthur Communicative Development Inventories (Fenson et al.) (short form vocabulary; sentence complexity) | Parent Interview | Important outcome of EHS |
| Child's attention/arousal during assessment | Bayley Behavioral Rating Scale | Interviewer observation during home visit | Important outcome of EHS |

TABLE 2 (continued)

| Construct | Measures | Data Collection Method | Rationale |
|---|--|------------------------|---|
| Child's Physical Health | | | |
| Child's health status | National Health Interview Study | Parent Interview | Important mediator |
| Hospitalizations for accidents, injuries, dehydration, asthma, pneumonia, ear infection, or surgery | Selected items adapted from the National Health Interview Study (NHIS; Kaplan and Camacho 1983) and National Longitudinal Survey of Labor Force Behavior-Youth Cohort (NLSY) | Parent Interview | Important outcome of EHS; provides measures comparable to national surveys |
| Number of well-child visits | Item developed by MPR | Parent Interview | Important outcome of EHS |
| Use of safety precautions to reduce risk of accidents and unintentional injury | Items developed by MPR | Parent Interview | Important outcome of EHS; should be affected by home visits and is critical for 2-year-old children |

^aThe series of questions about fathers and father-figures has been adapted to cover mothers and mother-figures when the father is the child's primary caregiver. We use the term father in these tables for simplicity.

^b The series of questions about mother-figures has been adapted to cover father-figures when the father is the child's primary caregiver. We use the term mother-figure in these tables for simplicity.

SOURCE Mathematica Policy Research, Inc., and Columbia University, September 24, 1997.