

# Early Childhood Longitudinal Study: Kindergarten Class of 2010-2011

Spring 2015  
Child Questionnaire

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## Spring 2015 Child Assessment: ECLS-K:2011

Section CLQ [Child Questionnaire ACASI] Sequence: 2

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### CLQGLB005

#### RAPID RESPONSE

IF A CHILD SELECTS A COMMAND BUTTON (NEXT, BACK) OR A RESPONSE BEFORE ACASI HAS READ THE ENTIRE CONTENTS OF THE SCREEN, PROGRAM SHOULD ACCEPT THE CHILD'S SELECTION BY FOLLOWING THE COMMAND OR ACCEPTING THE ANSWER.

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### CLQGLB010

#### INACTIVITY SETTINGS

FOR SCREEN CLQ401:

AFTER 10 SECONDS OF IDLE TIME [FROM WHEN THE LAST WORD HAS BEEN READ], THE FOLLOWING MESSAGE SHOULD BE READ ON AUDIO.

When you're ready to move on, please touch the "NEXT" button to move to the next screen.

FOR SCREEN CLQ403:

AFTER 10 SECONDS OF IDLE TIME ON ONE SCREEN [FROM WHEN THE LAST WORD HAS BEEN READ], THE FOLLOWING MESSAGE SHOULD BE READ ON AUDIO.

Please touch the "NEXT" button to move on to the next screen.

FOR SCREENS CLQ402 and CLQ405-CLQ549:

AFTER 10 SECONDS OF IDLE TIME ON ONE SCREEN [FROM WHEN THE LAST RESPONSE CATEGORY HAS BEEN READ], THE FOLLOWING MESSAGE SHOULD BE READ ON AUDIO.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

THE PHRASE "Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question" IS DISPLAYED BUT SHOULD NOT BE READ ON AUDIO FOR ITEMS CLQ405-CLQ549 (EXCEPT AFTER A PERIOD OF INACTIVITY).

FOR SCREENS CLQ401-CLQ549:

AFTER THE INACTIVITY MESSAGE HAS BEEN READ THREE TIMES, REPEAT THE SCREEN TEXT.

FOR SCREEN CLQ550:

ACASI SHOULD REPEAT THE SCREEN TEXT EVERY 15 SECONDS.

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## CLQLB015

### CONFIRMATION SCREEN

IF THE CHILD TOUCHES THE NEXT BUTTON BEFORE TOUCHING AN ANSWER TO A QUESTION, THEN PROGRAM SHOULD MOVE TO THE CONFIRMATION SCREEN.

DISPLAY PREVIOUS ITEM TEXT AND CONFIRMATION QUESTION AT THE TOP OF THE SCREEN. DISPLAY RESPONSE OPTIONS IN THE MIDDLE OF THE SCREEN BELOW THE QUESTION.

PROGRAM READS CONFIRMATION QUESTION (THAT IS TEXT IN THE SPECS BETWEEN <confirm> AND </confirm>): Do you want to skip this question?

PROGRAM READS RESPONSE OPTIONS:

Yes. (1)

No. (2)

IF THE CHILD CHOOSES 1, THEN PROGRAM MOVES TO THE NEXT SCREEN WITHOUT NEEDING TO PRESS ANY OTHER BUTTONS. 1 = REFUSED (code 8)

IF THE CHILD CHOOSES 2, THEN PROGRAM MOVES TO THE PREVIOUS SCREEN WITHOUT NEEDING TO PRESS ANY OTHER BUTTONS.

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## CLQLB020

### CHANGE RESPONSE PROCEDURE

THE CHILD'S ANSWER SELECTION SHOULD ALWAYS BE VISUALLY EMPHASIZED.

IF THE CHILD WANTS TO CHANGE AN ANSWER, HE OR SHE CAN TOUCH THE "ERASE" BUTTON AND THEN TOUCH HIS/HER NEW ANSWER. ACASI SHOULD DO THE FOLLOWING:

REMOVE THE VISUAL EMPHASIS FROM THE OLD ANSWER BUTTON

VISUALLY EMPHASIZE THE NEW ANSWER BUTTON

THE CHILD CAN CHANGE AN ANSWER MULTIPLE TIMES. ACASI SHOULD ACCEPT THE LAST ANSWER.

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## CLQLB025

### DISPLAY INSTRUCTIONS

WHEN TOUCHED, THE CHILD'S ANSWER SELECTION SHOULD BE VISUALLY EMPHASIZED.

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## CLQGLB030

### AUDIO INSTRUCTIONS

WORDS IN ALL CAPS SHOULD BE EMPHASIZED WHEN READ OVER AUDIO.

ALL RESPONSE SETS ARE READ FOR ALL QUESTIONS.

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## CLQGBL035

### ADMINISTRATION TIMING

FOR ENTIRE CQ ADMINISTRATION TIMINGS, BEGIN TIMING WHEN THE OPENING SCREEN FOR THE ASSESSOR APPEARS (CLQ400) AND END TIMING WHEN THE ASSESSOR PRESSES THE NEXT BUTTON TO LEAVE THE CLOSING SCREEN (CLQ555).

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## CLQGLB040

### ANSWER BUTTON DISPLAY CHARACTERISTICS

Vertical spacing: 15 pixels

Button height: 50 pixels

Button width: 200 pixels

### BUTTON DISPLAY

PLACE A "NEXT" BUTTON AT THE BOTTOM RIGHT OF EACH SCREEN.

PLACE A "BACK" BUTTON AT THE BOTTOM LEFT OF EACH SCREEN. FOR SCREENS CLQ400, CLQ401, CLQ403, AND CLQ555, SHOW THE BUTTON BUT DISABLE IT SO IT CANNOT BE USED.

PLACE AN "ERASE" BUTTON AT THE BOTTOM CENTER OF EACH SCREEN. FOR SCREENS CLQ400, CLQ401, CLQ403, CLQ550, AND CLQ555, SHOW THE BUTTON BUT DISABLE IT SO IT CANNOT BE USED.

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## CLQGLB045

BREAKOFF

ADD F8 AS A KEY COMBINATION TO BREAKOFF THE INTERVIEW.

THE FIELD AT WHICH THE BREAKOFF OCCURS IS STORED IN THE WBA AUDIT TRAIL.

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## CLQ400

### QUESTION TEXT:

TURN LAPTOP AROUND AND ROTATE LAPTOP SCREEN TO FACE THE CHILD. PLUG HEADPHONES INTO THE COMPUTER. POSITION LAPTOP IN FRONT OF THE CHILD.

SAY: Now, you are going to use the computer to tell us a little more about yourself. The computer will read some sentences while you listen on the headphones. [HOLD UP HEADPHONES.]

SAY: Then you will pick the answer that best describes you by touching your answer on the computer screen. [TOUCH THE MIDDLE OF THE COMPUTER SCREEN WITH ONE FINGER.]

SAY: You can change the volume by pressing this button [POINT TO THE RIGHT BUTTON ABOVE STICKER] to make it louder and this button [POINT TO THE LEFT BUTTON ABOVE STICKER] to make it softer. If you don't want the questions and answers read to you, just turn the volume all the way down.

SHOW THE CHILD HOW TO ADJUST THE SIZE OF THE HEADPHONES.

SAY: Okay, go ahead and put these headphones on and adjust them so they fit. Then, you will hear directions about what to do.

### ENTER TEXT

### PROGRAMMER INSTRUCTIONS:

TURN OFF CONFIRMATION SCREEN.

THE TEXT ON THIS SCREEN SHOULD NOT BE READ ALOUD.

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## CLQ401

### QUESTION TEXT:

Hello. Before you begin, please change the volume if this voice is too loud or too soft.

In a minute, sentences will appear on the screen, and they will be read to you along with a list of answers. For these questions, there are no right or wrong answers, and all your answers are private. No one will be told the answers that you pick.

To choose your answer, just touch it on the computer screen. You don't have to wait for the computer to finish reading all the answers before you choose your answer.

If you want to change your answer, touch the "ERASE" button and then touch the new answer you want to pick.

If you want to go back and change an answer, touch the "BACK" button to move to earlier screens.

If you have any questions, or if you need help adjusting the volume or the size of your headphones, please ask for help now.

When you're ready to move on, please touch the "NEXT" button to move to the next screen.

### ENTER TEXT

#### PROGRAMMERINSTRUCTIONS:

TURN OFF CONFIRMATION SCREEN.

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## CLQ402

### QUESTION TEXT:

Now let's practice. Touch the answer that best describes you, and then touch the "NEXT" button.

How often do you watch TV?

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

#### PROGRAMMERINSTRUCTIONS:

TURN OFF CONFIRMATION SCREEN.

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## CLQ403

### QUESTION TEXT:

Great, thanks for practicing.

One last thing before you begin. If there is a question you do not want to answer, just touch the "NEXT" button to skip it. If you touch the "NEXT" button without answering, the computer will ask you if you want to skip the question, just to make sure you didn't skip the question by accident.

Please touch the "NEXT" button to move to the next screen.

### ENTER TEXT

#### PROGRAMMER INSTRUCTIONS:

TURN OFF CONFIRMATION SCREEN.

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## CLQ405

Source: Adapted from Skinner, E. A., Kindermann, T. A., and Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493-525.

### QUESTION TEXT:

Think about yourself and your experiences this school year. How often do the following things happen?

<confirm>I try hard to do well in school.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

#### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ410

Source: Adapted from Skinner, E. A., Kindermann, T. A., and Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493-525.

### QUESTION TEXT:

<confirm>In class, I work as hard as I can.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ415

Source: Adapted from Skinner, E. A., Kindermann, T. A., and Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493-525.

### QUESTION TEXT:

<confirm>When I'm in class, I participate in class discussions.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ420

Source: Adapted from Skinner, E. A., Kindermann, T. A., and Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493-525.

### QUESTION TEXT:

<confirm>I pay attention in class.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ425

Source: Adapted from Skinner, E. A., Kindermann, T. A., and Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493-525.

### QUESTION TEXT:

<confirm>When I'm in class, I listen very carefully.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.



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## CLQ430

Source: Adapted from Vandell, D. (2000). *Peer Social Support, Bullying, and Victimization* (Form FLV05G3: Kids in My Class at School) [measurement instrument]. NICHD Study of Early Child Care and Youth Development: Phase III, 2000-2004. Available from <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/21942>.

### QUESTION TEXT:

<confirm>Kids in my class make me feel better if I'm having a bad day. </confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ435

Source: Adapted from the *Social Anxiety Scale for Children-Revised*. ©1993 Annette M. La Greca, University of Miami. Used with permission.

### QUESTION TEXT:

<confirm>I worry about what other kids think of me.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ440

Source: Adapted from Parker, J. G. and Asher, S. R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental Psychology*, 29(4), 611-621.

### QUESTION TEXT:

<confirm>I feel lonely at school.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ445

Source: Adapted from Vandell, D. (2000). *Peer Social Support, Bullying, and Victimization* (Form FLV05G3: Kids in My Class at School) [measurement instrument]. NICHD Study of Early Child Care and Youth Development: Phase III, 2000-2004. Available from <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/21942>.

### QUESTION TEXT:

<confirm>Kids in my class let me play with them.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ450

Source: Adapted from the *Social Anxiety Scale for Children-Revised*. ©1993 Annette M. La Greca, University of Miami. Used with permission.

### QUESTION TEXT:

<confirm>I worry that other kids don't like me.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ455

Source: Adapted from Parker, J. G. and Asher, S. R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental Psychology*, 29(4), 611-621.

### QUESTION TEXT:

<confirm>I feel left out at school.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ460

Source: Adapted from Vandell, D. (2000). *Peer Social Support, Bullying, and Victimization* (Form FLV05G3: *Kids in My Class at School*) [measurement instrument]. NICHD Study of Early Child Care and Youth Development: Phase III, 2000-2004. Available from <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/21942>.

### QUESTION TEXT:

<confirm>Kids in my class make me feel happy. </confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ465

Source: Adapted from Vandell, D. (2000). *Peer Social Support, Bullying, and Victimization* (Form FLV05G3: *Kids in My Class at School*) [measurement instrument]. NICHD Study of Early Child Care and Youth Development: Phase III, 2000-2004. Available from <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/21942>.

### QUESTION TEXT:

<confirm>Kids in my class would help me if I hurt myself on the playground.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ470

Source: Adapted from the *Social Anxiety Scale for Children-Revised*. ©1993 Annette M. La Greca, University of Miami. Used with permission.

### QUESTION TEXT:

<confirm>I'm afraid other kids will not like me.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ475

Source: Adapted from Vandell, D. (2000). *Peer Social Support, Bullying, and Victimization* (Form FLV05G3: *Kids in My Class at School*) [measurement instrument]. NICHD Study of Early Child Care and Youth Development: Phase III, 2000-2004. Available from <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/21942>.

### QUESTION TEXT:

<confirm>Kids in my class tell me that I'm their friend.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ480

Source: Adapted from Parker, J. G. and Asher, S. R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental Psychology*, 29(4), 611-621.

### QUESTION TEXT:

<confirm>I feel alone at school.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ485

Source: Adapted from Vandell, D. (2000). *Peer Social Support, Bullying, and Victimization* (Form FLV05G3: Kids in My Class at School) [measurement instrument]. NICHD Study of Early Child Care and Youth Development: Phase III, 2000-2004. Available from <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/21942>.

### QUESTION TEXT:

<confirm>Kids in my class would help me if other kids were being mean to me.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ486

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### QUESTION TEXT:

Next, please think about experiences that you have had with other students. <confirm>During this school year, how often have other students teased you, made fun of you, or called you names?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ487

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### QUESTION TEXT:

<confirm>During this school year, how often have other students told lies or untrue stories about you?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ488

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### QUESTION TEXT:

<confirm>During this school year, how often have other students pushed, shoved, slapped, hit, or kicked you?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ489

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### QUESTION TEXT:

<confirm>During this school year, how often have other students left you out from playing with them on purpose?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |
|   | REFUSED    |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.



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## CLQ490

Source: Adapted from the *PEW September Tracking Survey 2009*. Princeton Survey Research Associates International (2009). *PEW September Tracking Survey 2009*. Pew Internet & American Life Project. Retrieved from <http://www.pewinternet.org/files/old-media/Files/Questionnaire/2010/PIAL%20September%202009%20and%20TeenParent%20toplines.pdf>.

### QUESTION TEXT:

<confirm>How often do you send texts, messages, or emails using an app, cell phone, computer, iPad or tablet, or other electronic device?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |                       |
|---|-----------------------|
| 1 | Never                 |
| 2 | Less than once a week |
| 3 | A few times a week    |
| 4 | About once a day      |
| 5 | Many times a day      |
|   | REFUSED               |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ495

Source: Adapted from the *PEW September Tracking Survey 2009*. Princeton Survey Research Associates International (2009). *PEW September Tracking Survey 2009*. Pew Internet & American Life Project. Retrieved from <http://www.pewinternet.org/files/old-media/Files/Questionnaire/2010/PIAL%20September%202009%20and%20TeenParent%20toplines.pdf>.

### QUESTION TEXT:

<confirm>Does your family have rules about who you can send texts, messages, or emails to? </confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |         |
|---|---------|
| 1 | YES     |
| 2 | NO      |
|   | REFUSED |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

DISPLAY "who" in UNDERLINED TEXT.

THE UNDERLINED WORD "who" SHOULD BE EMPHASIZED.

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## CLQ500

Source: Adapted from the PEW September Tracking Survey 2009. Princeton Survey Research Associates International (2009). PEW September Tracking Survey 2009. Pew Internet & American Life Project. Retrieved from <http://www.pewinternet.org/files/old-media/Files/Questionnaire/2010/PIAL%20September%202009%20and%20TeenParent%20toplines.pdf>.

### QUESTION TEXT:

<confirm>Does your family have rules about when you can send texts, messages, or emails?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

1	YES
2	NO
	REFUSED

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

DISPLAY "when" in UNDERLINED TEXT.

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## CLQ505

Source: Adapted from the CENSHARE Pet Attachment Survey. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>Do you have a pet?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

1	YES
2	NO
	REFUSED

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## Box 1

IF YES, GO TO CLQ515  
IF NO OR REFUSED, GO TO CLQ510

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## CLQ510

Source: Adapted from the CENSHARE *Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>Have you ever had a pet?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |         |
|---|---------|
| 1 | YES     |
| 2 | NO      |
|   | REFUSED |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## Box 2

IF YES, CONTINUE  
IF NO OR REFUSED, GO TO CLQ550

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## CLQ515

Source: Adapted from the CENSHARE *Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>How old were you when you got your first pet? If you can't remember exactly how old you were, please take your best guess.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |                          |
|---|--------------------------|
| 1 | Younger than 5 years old |
| 2 | 5 years old              |
| 3 | 6 years old              |
| 4 | 7 years old              |
| 5 | 8 years old              |
| 6 | 9 years old              |
| 7 | 10 years old             |

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## Box 3

IF CLQ505=NO OR REFUSED, GO TO CLQ550

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### CLQ520

Source: Adapted from the *CENSHARE Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

#### QUESTION TEXT:

<confirm>How many pets do you have right now?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

#### CODES

- |   |               |
|---|---------------|
| 1 | One           |
| 2 | More than one |
|   | REFUSED       |

#### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## CLQ525

Source: Adapted from the CENSHARE *Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>What kind of {pet/pets} do you have? You can choose more than one answer if you have more than one pet.</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |   |
|---|---|
| 1 | Dog   |
| 2 | Cat   |
| 3 | Rabbit, guinea pig, chinchilla, ferret, gerbil, hamster, rat or mouse |
| 4 | Bird  |
| 5 | Fish  |
| 6 | Snake, lizard, turtle, frog or other kind of reptile or amphibian     |
| 7 | Horse   |
| 8 | Other kind of pet   |
|   | REFUSED   |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.  
THIS ITEM IS MARK ALL THAT APPLY.

IF CLQ520=ONE, USE FILL "pet". IF CLQ520=MORE THAN ONE, USE FILL "pets"

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## Box 4

IF ONLY ONE PET IS CHOSEN AT CLQ525 (OR CLQ525=REFUSED), GO TO CLQ540.  
IF MORE THAN ONE PET IS CHOSEN AT CLQ525, GO TO CLQ530.

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## CLQ530

Source: Adapted from the CENSHARE *Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>Do you have a favorite pet?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

1	YES
2	NO
	REFUSED

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

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## Box 5

If CLQ530=YES, GO TO CLQ535  
IF CLQ530=NO OR REFUSED, GO TO CLQ540

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## CLQ535

Source: Adapted from the CENSHARE *Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>Which pet is your favorite pet?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |   |
|---|---|
| 1 | Dog   |
| 2 | Cat   |
| 3 | Rabbit, guinea pig, chinchilla, ferret, gerbil, hamster, rat or mouse |
| 4 | Bird  |
| 5 | Fish  |
| 6 | Snake, lizard, turtle, frog or other kind of reptile or amphibian     |
| 7 | Horse   |
| 8 | Other kind of pet   |
|   | REFUSED   |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

ONLY LIST RESPONSE OPTION(S) THAT WERE CHOSEN AT CLQ525.

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## Box 6

IF CLQ525=FISH ONLY OR IF CLQ535=FISH, GO TO CLQ545

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## CLQ540

Source: Adapted from the CENSHARE Pet Attachment Survey. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>How often do you spend time playing with {your pet/your favorite pet/any of your pets}?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |                              |
|---|------------------------------|
| 1 | Every day                    |
| 2 | Almost every day             |
| 3 | About one or two days a week |
| 4 | Less than once a week        |
|   | REFUSED                      |

### PROGRAMMERINSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

IF (CLQ520=ONE AND CLQ530 WAS NOT ASKED ) OR (CLQ520=REFUSED), USE FILL "your pet". IF CLQ520= ONE OR MORE THAN ONE AND CLQ530=YES, USE FILL "your favorite pet". IF CLQ520= ONE OR MORE THAN ONE AND CLQ530=NO OR REFUSED OR CLQ530 WAS NOT ASKED, USE FILL "any of your pets".

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## Box 7

IF CLQ525=HORSE ONLY OR CLQ535=HORSE, SKIP TO CLQ547



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## CLQ545

Source: Adapted from the *CENSHARE Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>How often do you have {your pet/your favorite pet/any of your pets} near you when you do homework, study, read, or watch TV?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |               |
|---|---------------|
| 1 | Almost always |
| 2 | Often         |
| 3 | Sometimes     |
| 4 | Almost never  |
|   | REFUSED       |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

IF (CLQ520=ONE AND CLQ530 WAS NOT ASKED ) OR (CLQ520=REFUSED), USE FILL "your pet". IF CLQ520= ONE OR MORE THAN ONE AND CLQ530=YES, USE FILL "your favorite pet". IF CLQ520= ONE OR MORE THAN ONE AND CLQ530=NO OR REFUSED OR CLQ530 WAS NOT ASKED, USE FILL "any of your pets".

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## CLQ547

Source: Adapted from the *CENSHARE Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>When you feel bad or sad, how often do you go to {your pet/your favorite pet/any of your pets} to help you feel better?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |               |
|---|---------------|
| 1 | Almost always |
| 2 | Often         |
| 3 | Sometimes     |
| 4 | Almost never  |
|   | REFUSED       |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

IF (CLQ520=ONE AND CLQ530 WAS NOT ASKED ) OR (CLQ520=REFUSED), USE FILL "your pet". IF CLQ520= ONE OR MORE THAN ONE AND CLQ530=YES, USE FILL "your favorite pet". IF CLQ520= ONE OR MORE THAN ONE AND CLQ530=NO OR REFUSED OR CLQ530 WAS NOT ASKED, USE FILL "any of your pets".

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## CLQ549

Source: Adapted from the *CENSHARE Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

<confirm>Do you consider {your pet/your favorite pet/any of your pets} to be {a member/members} of your family?</confirm>

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

### CODES

- |   |                |
|---|----------------|
| 1 | Yes, always    |
| 2 | Yes, sometimes |
| 3 | No             |
| 4 | I'm not sure   |
|   | REFUSED        |

### PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

IF (CLQ520=ONE AND CLQ530 WAS NOT ASKED) OR (CLQ520=REFUSED), USE FILLS "your pet" AND "a member". IF CLQ520= ONE OR MORE THAN ONE AND CLQ530=YES, USE FILLS "your favorite pet" AND "a member". IF CLQ520= ONE OR MORE THAN ONE AND CLQ530=NO OR REFUSED OR CLQ530 WAS NOT ASKED, USE FILLS "any of your pets" AND "members".

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## CLQ550

Source: Adapted from the *CENSHARE Pet Attachment Survey*. Holcomb, R., Williams, R. C., & Richards, P. S. (1985). The elements of attachment: Relationship maintenance and intimacy. *Journal of the Delta Society*, 2(1), 28-34.

### QUESTION TEXT:

Thank you for working with me.

You are done answering questions on the computer. Please take off the headphones now.

### ENTER TEXT

### PROGRAMMER INSTRUCTIONS:

TURN OFF CONFIRMATION SCREEN.

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## CLQ555

### QUESTION TEXT:

TAKE THE HEADPHONES FROM THE CHILD. UNPLUG HEADPHONES FROM COMPUTER.

TAKE THE LAPTOP FROM THE CHILD AND PLACE THE LAPTOP DIRECTLY IN FRONT OF YOU.

SAY: Thank you. Now we are going to do something else.

TOUCH THE "NEXT" BUTTON TO CONTINUE.

### ENTER TEXT

#### PROGRAMMERINSTRUCTIONS:

THE TEXT ON THIS SCREEN SHOULD NOT BE READ ALOUD.

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## Box 8

### QUESTION TEXT:

ROUTE TO R4001.

### ENTER TEXT