Early Childhood Longitudinal Study: Kindergarten Class of 2010-11

Spring 2016
Child Questionnaire

Spring 2016 Child Assessment: ECLS-K:2011

Section   **CLQ**   **[Child Questionnaire ACASI]**   Sequence: 2

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.

CLQGLB010

INACTIVITY SETTINGS

FOR SCREEN CLQ605:

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

If you are ready to start, please touch the "NEXT" button to move to the next screen.

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

FOR SCREENS CLQ620-CLQ855:

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 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 CLQ620-CLQ855 (EXCEPT AFTER A PERIOD OF INACTIVITY).

AFTER THE INACTIVITY MESSAGE HAS BEEN READ THREE TIMES, THE PROGRAM SHOULD REPEAT THE SCREEN TEXT WITH RESPONS OPTIONS, THEN READ THE INACTIVITY MESSAGE (THREE TIMES), AND THEN READ THE SCREEN TEXT WITH RESPONSE OPTIONS ONE FINAL TIME.

FOR SCREEN CLQ860:

ACASI SHOULD REPEAT THE SCREEN TEXT EVERY 15 SECONDS up to TEN TIMES.

CLQGLB015

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.

CLQGLB020

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.

CLQGLB025

CLQGLB030

CLQGBL035

CLQGLB040

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.

CLQ600

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 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: If the volume is too loud or too soft, you can change it with these buttons. [POINT TO VOLUME BUTTONS ABOVE STICKER.]

SAY: Okay, go ahead and put these headphones on and adjust them so they fit. Then, you will get started.

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

TURN OFF CONFIRMATION SCREEN.

THE TEXT ON THIS SCREEN SHOULD NOT BE READ ALOUD.

CLQ605

DISPLAY INSTRUCTIONS:

The text "According to the Paperwork Reduction Act....in the statistical reports" should appear at the very bottom of the screen and in smaller font.

QUESTION TEXT:

Hello. In a minute, sentences will be read to you, along with a list of answers. For these questions, there are no right or wrong answers, and your parents, teachers, and principal will not 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.

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

If there is a question you do not want to answer, touch the "NEXT" button to skip it.

If you are ready to start, please touch the "NEXT" button to move to the next screen.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number.

The valid OMB control number for this voluntary survey is 1850-0750. Approval expires 10/31/2018. The time required to complete this survey is estimated to average 10 minutes per response, including the time to review instructions, and complete and review the survey. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20024.

The collection of information in this survey is authorized by 20 U.S. Code, Section 9543. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (20 U.S. Code, Section 9573). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

TURN OFF CONFIRMATION SCREEN.

THE TEXT "ACCORDING TO THE PAPERWORK REDUCTION ACT...IN THE STATISTICAL REPORTS" SHOULD NOT BE READ ALOUD.

CLQ620

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.

CLQ625

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ630

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ635

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ640

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ645

Source: Grade 8 Student Questionnaire, Early Childhood Longitudinal Study, Kindergarten Class 1998-99 (ECLS-K).

QUESTION TEXT:

<confirm>This school year, how often did you…

Feel like you fit in at your 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	Sometimes
3	Often
4	Always
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ650

Source: Grade 8 Student Questionnaire, Early Childhood Longitudinal Study, Kindergarten Class 1998-99 (ECLS-K).

QUESTION TEXT:

<confirm>[This school year, how often did you...]

Feel close to classmates at your 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	Sometimes
3	Often
4	Always
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ655

Source: Grade 8 Student Questionnaire, Early Childhood Longitudinal Study, Kindergarten Class 1998-99 (ECLS-K).

QUESTION TEXT:

<confirm>[This school year, how often did you...]

Feel close to
teachers in your 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	Sometimes
3	Often
4	Always
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ660

Source: Grade 8 Student Questionnaire, Early Childhood Longitudinal Study, Kindergarten Class 1998-99 (ECLS-K).

QUESTION TEXT:

<confirm>[This school year, how often did you...]

Enjoy being at your 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	Sometimes
3	Often
4	Always
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ665

Source: Grade 8 Student Questionnaire, Early Childhood Longitudinal Study, Kindergarten Class 1998-99 (ECLS-K).

QUESTION TEXT:

<confirm>[This school year, how often did you...]

Feel safe at your 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	Sometimes
3	Often
4	Always
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ670

Source: Adapted from the Character Growth Card in collaboration with Angela Duckworth for the ECLS-K:2011.

QUESTION TEXT:

<confirm>How much does each of the following statements describe a person like you?

I finish whatever I begin.</confirm>

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

CODES

1	Not at all like me
2	A little bit like me
3	Somewhat like me
4	Quite a bit like me
5	Very much like me
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ675

Source: Adapted from the Character Growth Card in collaboration with Angela Duckworth for the ECLS-K:2011.

QUESTION TEXT:

<confirm>[How much does each of the following statements describe a person like you?]

I try very hard even after making mistakes.</confirm>

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

CODES

1	Not at all like me
2	A little bit like me
3	Somewhat like me
4	Quite a bit like me
5	Very much like me
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ680

Source: Adapted from the Character Growth Card in collaboration with Angela Duckworth for the ECLS-K:2011.

QUESTION TEXT:

<confirm>[How much does each of the following statements describe a person like you?]

I continue to work towards my goals, even when they take a long time to complete.</confirm>

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

CODES

1	Not at all like me
2	A little bit like me
3	Somewhat like me
4	Quite a bit like me
5	Very much like me
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ685

Source: Adapted from the Character Growth Card in collaboration with Angela Duckworth for the ECLS-K:2011.

QUESTION TEXT:

<confirm>[How much does each of the following statements describe a person like you?]

I keep working hard even when I feel like quitting.</confirm>

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

CODES

1	Not at all like me
2	A little bit like me
3	Somewhat like me
4	Quite a bit like me
5	Very much like me
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ690

Source: Adapted from the Character Growth Card in collaboration with Angela Duckworth for the ECLS-K:2011.

QUESTION TEXT:

<confirm>[How much does each of the following statements describe a person like you?]

I continue working on what I set out to do, even when it takes a long time to complete.</confirm>

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

CODES

1	Not at all like me
2	A little bit like me
3	Somewhat like me
4	Quite a bit like me
5	Very much like me
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ695

Source: Adapted from the Character Growth Card in collaboration with Angela Duckworth for the ECLS-K:2011.

QUESTION TEXT:

<confirm>[How much does each of the following statements describe a person like you?]

I keep trying to improve myself, even when it takes a long time to get there.</confirm>

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

CODES

1	Not at all like me
2	A little bit like me
3	Somewhat like me
4	Quite a bit like me
5	Very much like me
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ700

Source: Adapted from the Internalizing Problem Behaviors Scale that was developed for ECLS-K and used in the ECLS-K grade 3 and grade 5 child-reported Self-Description Questionnaire and the Grade 8 Student Questionnaire.

QUESTION TEXT:

<confirm>How true is each of these things about you?

I worry about taking tests.</confirm>

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

CODES

1	Not at all true
2	A little bit true
3	Mostly true
4	Very true
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ705

Source: Adapted from the Internalizing Problem Behaviors Scale that was developed for ECLS-K and used in the ECLS-K grade 3 and grade 5 child-reported Self-Description Questionnaire and the Grade 8 Student Questionnaire.

QUESTION TEXT:

<confirm>[How true is each of these things about you?]

It's hard for me to finish my school work.</confirm>

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

CODES

1	Not at all true
2	A little bit true
3	Mostly true
4	Very true
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ710

Source: Adapted from the Internalizing Problem Behaviors Scale that was developed for ECLS-K and used in the ECLS-K grade 3 and grade 5 child-reported Self-Description Questionnaire and the Grade 8 Student Questionnaire.

QUESTION TEXT:

<confirm>[How true is each of these things about you?]

I feel ashamed when I make mistakes 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	Not at all true
2	A little bit true
3	Mostly true
4	Very true
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ715

Source: Adapted from the Internalizing Problem Behaviors Scale that was developed for ECLS-K and used in the ECLS-K grade 3 and grade 5 child-reported Self-Description Questionnaire and the Grade 8 Student Questionnaire.

QUESTION TEXT:

<confirm>[How true is each of these things about you?]

I worry about doing 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	Not at all true
2	A little bit true
3	Mostly true
4	Very true
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ720

Source: Adapted from the Internalizing Problem Behaviors Scale that was developed for ECLS-K and used in the ECLS-K grade 3 and grade 5 child-reported Self-Description Questionnaire and the Grade 8 Student Questionnaire.

QUESTION TEXT:

<confirm>[How true is each of these things about you?]

I worry about finishing my work.</confirm>

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

CODES

1	Not at all true
2	A little bit true
3	Mostly true
4	Very true
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ725

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

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ730

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ735

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.

CLQ740

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.

CLQ745

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.

CLQ750

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.

CLQ755

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ760

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 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.

CLQ765

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ770

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ775

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.

CLQ780

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.

CLQ785

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ790

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ795

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ800

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ805

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/wp-content/uploads/sites/9/media/Files/Questionnaire/2010/PIAL-September-2009-and-TeenParent-toplines.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.

CLQ810

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/wp-content/uploads/sites/9/media/Files/Questionnaire/2010/PIAL-September-2009-and-TeenParent-toplines.pdf.

QUESTION TEXT:

<confirm>How often do you play an online game against another online player 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.

CLQ815

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/wp-content/uploads/sites/9/media/Files/Questionnaire/2010/PIAL-September-2009-and-TeenParent-toplines.pdf.

QUESTION TEXT:

<confirm>How often do you use a social networking site like Facebook, Twitter, Instagram, or Vine 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.

CLQ820

Source: Adapted from the Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000). Kerr, M., & Stattin, H. (2000). What parents know, how they know it, and several forms of adolescent adjustment: Further support for a reinterpretation of monitoring. Developmental Psychology, 36, 366-380.

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.

CLQ825

Source: Adapted from the Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000). Kerr, M., & Stattin, H. (2000). What parents know, how they know it, and several forms of adolescent adjustment: Further support for a reinterpretation of monitoring. Developmental Psychology, 36, 366-380.

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

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

DISPLAY "when" in UNDERLINED TEXT.

CLQ830

Source: Adapted from the Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000). Kerr, M., & Stattin, H. (2000). What parents know, how they know it, and several forms of adolescent adjustment: Further support for a reinterpretation of monitoring. Developmental Psychology, 36, 366-380.

QUESTION TEXT:

<confirm>How often do your parents/guardians...

Know what you do during your free time?</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
6	Always
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ835

Source: Adapted from the Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000). Kerr, M., & Stattin, H. (2000). What parents know, how they know it, and several forms of adolescent adjustment: Further support for a reinterpretation of monitoring. Developmental Psychology, 36, 366-380.

QUESTION TEXT:

<confirm>[How often do your parents/guardians...]

Know how much homework you have ?</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
6	Always
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ840

Source: Adapted from the Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000). Kerr, M., & Stattin, H. (2000). What parents know, how they know it, and several forms of adolescent adjustment: Further support for a reinterpretation of monitoring. Developmental Psychology, 36, 366-380.

QUESTION TEXT:

<confirm>[How often do your parents/guardians...]

Know what your school grades are? </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
6	Always
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ845

Source: Adapted from the *NIH Toolbox for Assessment of Neurological and Behavioral Function (version 1.0): Domain-Specific Life Satisfaction Survey from the NIH Toolbox Emotion Battery* (www.NIHToolbox.org) © 2012 Northwestern University and the National Institutes of Health. Used with permission.

QUESTION TEXT:

The next set of sentences are about how you feel about your life. Think about the sentence and decide how well it describes you. Does the sentence describe you "Not at all; A little bit; Somewhat; Quite a bit; or Very much"?

<confirm>I am happy with the clothes, games, toys, and other things I have.</confirm>

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

CODES

1	Not at all
2	A little bit
3	Somewhat
4	Quite a bit
5	Very much
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ850

Source: Adapted from the *NIH Toolbox for Assessment of Neurological and Behavioral Function (version 1.0): Domain-Specific Life Satisfaction Survey from the NIH Toolbox Emotion Battery* (www.NIHToolbox.org) © 2012 Northwestern University and the National Institutes of Health. Used with permission.

QUESTION TEXT:

<confirm>I am happy with how much attention I get from my parents.</confirm>

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

CODES

1	Not at all
2	A little bit
3	Somewhat
4	Quite a bit
5	Very much
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ855

Source: Adapted from the *NIH Toolbox for Assessment of Neurological and Behavioral Function (version 1.0): Domain-Specific Life Satisfaction Survey from the NIH Toolbox Emotion Battery* (www.NIHToolbox.org) © 2012 Northwestern University and the National Institutes of Health. Used with permission.

QUESTION TEXT:

<confirm>I am happy with the neighborhood and community in which I live.</confirm>

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

CODES

1	Not at all
2	A little bit
3	Somewhat
4	Quite a bit
5	Very much
	REFUSED

PROGRAMMER INSTRUCTIONS:

DISPLAY ITEM AND RESPONSE OPTIONS.

CLQ860

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.

CLQ865

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

PROGRAMMER INSTRUCTIONS:

    THE TEXT ON THIS SCREEN SHOULD NOT BE READ ALOUD.

Box 8

QUESTION TEXT:

    ROUTE TO R5001.

ENTER TEXT