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

## Spring 2015

## Parent Interview

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## INQ005

**QUESTION TEXT:**

{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012/In the fall of 2012/In the spring of 2013/In the spring of 2014}, we spoke with {NAME OF RESPONDENT} who took part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 on {DATE OF LAST INTERVIEW}. Am I talking to the same person?

VERIFY NAME, AGE AND RELATIONSHIP WITH RESPONDENT:
NAME: {FIRST NAME} {LAST NAME}
AGE: {APPROXIMATELY {UPDATED AGE FROM PRELOAD} YEARS OLD/UNKNOWN}
RELATIONSHIP TO CHILD: {RELATIONSHIP TO CHILD/UNKNOWN}

ENTER "1" FOR YES EVEN IF THE AGE LISTED IS A YEAR OR TWO DIFFERENT FROM THE AGE OF THE RESPONDENT IF YOU HAVE CONFIRMED IT IS THE SAME PERSON.

**CODES**

| | | | |
|---|---|---|---|
| 1 | YES | | INQ090 |
| 2 | NO | | INQ010 |
| 3 | YES, SAME PERSON, BUT CHILD LIVES ELSEWHERE NOW | | CMQ701 |

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, DISPLAY "In the fall of 2010" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF KINDERGARTEN.  DISPLAY "In spring of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE SPRING OF KINDERGARTEN. DISPLAY "In the fall of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF FIRST GRADE.  DISPLAY "In the spring of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF FIRST GRADE. DISPLAY "In the fall of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE FALL OF SECOND GRADE. DISPLAY "In the spring of 2013" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF SECOND GRADE. DISPLAY "In the spring of 2014" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF THIRD GRADE.

DISPLAY DATE OF MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., August 12th, 2005).

FOR "NAME OF RESPONDENT" DISPLAY FIRST AND LAST NAME OF RESPONDENT FROM MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW FROM PRELOAD.

FOR "FIRST NAME" AND "LAST NAME" DISPLAY MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED ROUND RESPONDENT'S FIRST AND LAST NAME FROM THE PRELOAD.

IF AGE IS NOT ONE OF THESE MISSING VALUES (MISSING, REFUSED, OR DON'T KNOW), DISPLAY "APPROXIMATELY…OLD".  FOR "UPDATED AGE FROM PRELOAD" DISPLAY AGE OF MOST RECENT ROUND RESPONDENT FROM PRELOAD. IF AGE IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN."

FOR "RELATIONSHIP TO CHILD" DISPLAY RELATIONSHIP OF RESPONDENT TO CHILD FROM PRELOAD.  IF

RELATIONSHIP IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN."

FLAG THE RESPONDENT IN THE HOUSEHOLD ROSTER AND SET A FLAG CALLED "FLAGS.SAMERESP" THAT EQUALS 1 IF INQ.005 = 1.

REFUSED AND DON'T KNOW DISALLOWED.

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## INQ010

**QUESTION TEXT:**

May I please speak with {NAME OF PREVIOUS ROUND RESPONDENT}?

NOTE: IF THE PERSON ASKED FOR IN THIS QUESTION IS AVAILABLE AND YOU CAN SPEAK TO HIM/HER NOW, CODE "1." IF YOU NEED TO CALL BACK AND THIS PERSON WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2." IF THIS PERSON IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3" TO ASK FOR SOMEONE ELSE. IF THE CHILD DOES NOT LIVE THERE NOW, CODE "4" FOR "CHILD LIVES ELSEWHERE."

**CODES**

| | | |
|---|---|---|
| 1 | AVAILABLE | INQ005 |
| 2 | NOT AVAILABLE BUT WILL BE BEFORE END OF FIELD PERIOD (CALLBACK APPT.) | CMQ702 |
| 3 | NOT AVAILABLE IN FIELD PERIOD | INQ015 |
| 4 | CHILD LIVES ELSEWHERE | CMQ701 |
| | REFUSED | INQ015 |
| | DON'T KNOW | INQ015 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY FIRST AND LAST NAME OF RESPONDENT FROM MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW FROM PRELOAD.

IF INQ.010 = 1, HARD ERROR CHECK SHOULD READ:

PLEASE GO BACK TO THE PREVIOUS QUESTION (INQ.005) TO VERIFY THE RESPONDENT.

PRESS G TO GO BACK NOW.
PRESS C TO CANCEL.

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## INQ015

**QUESTION TEXT:**

Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?

NOTE: TO ANSWER "1" FOR "YES", PARENT OR GUARDIAN SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF THE YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME. IF YOU ARE NOT SPEAKING TO THIS PERSON NOW, CODE "2" FOR "NO." IF THE CHILD DOES NOT LIVE THERE NOW, CODE "3" FOR "CHILD LIVES ELSEWHERE."

**CODES**

| | | |
|---|---|---|
| 1 | YES | INQ030 |
| 2 | NO | INQ020 |
| 3 | CHILD LIVES ELSEWHERE | CMQ701 |
| | REFUSED | INQ020 |
| | DON'T KNOW | INQ020 |

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## INQ020

**QUESTION TEXT:**

May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?

NOTE: THE PARENT OR GUARDIAN SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF THE YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME.  IF THIS PERSON IS AVAILABLE AND YOU CAN SPEAK TO HIM/HER NOW, CODE "1."  IF YOU NEED TO CALL BACK AND THE PARENT OR GUARDIAN WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2."  IF THE PARENT OR GUARDIAN IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3" TO ASK FOR SOMEONE ELSE. IF THERE IS NOT A PARENT OR GUARDIAN IN THE HOUSEHOLD WHO KNOWS THE MOST ABOUT THE CHILD'S CARE, EDUCATION, AND HEALTH, CODE "4."  IF THE CHILD DOES NOT LIVE THERE NOW, CODE "5" FOR "CHILD LIVES ELSEWHERE."

**CODES**

| | | |
|---|---|---|
| 1 | AVAILABLE | INQ030 |
| 2 | NOT AVAILABLE BUT WILL BE BEFORE END OF FIELD PERIOD (CALLBACK APPT.) | CMQ702 |
| 3 | NOT AVAILABLE IN FIELD PERIOD | INQ025 |
| 4 | NO PARENT OR GUARDIAN IN HH KNOWS ABOUT CHILD | INQ025 |
| 5 | CHILD LIVES ELSEWHERE | CMQ701 |
| | REFUSED | INQ025 |
| | DON'T KNOW | INQ025 |

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## INQ025

**QUESTION TEXT:**

May I please speak with a household member who is 18 or older and knows about {CHILD}'s care, education, and health?

NOTE: THE RESPONDENT SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF THE

YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME.  IF THIS PERSON IS ON THE PHONE, CODE "1."  IF YOU NEED TO CALL BACK AND THIS PERSON WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2."  IF THIS PERSON IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3."  IF THERE IS NOT AN ADULT IN THE HOUSEHOLD WHO KNOWS ABOUT THE CHILD'S CARE, EDUCATION, AND HEALTH, CODE "4."  IF THE CHILD DOES NOT LIVE THERE NOW, CODE "5" FOR "CHILD LIVES ELSEWHERE."

**CODES**

| | | |
|---|---|---|
| 1 | PERSON ON PHONE | INQ030 |
| 2 | NOT AVAILABLE BUT WILL BE BEFORE END OF FIELD PERIOD (CALLBACK APPT.) | CMQ702 |
| 3 | NOT AVAILABLE IN FIELD PERIOD | CMQ703 |
| 4 | NO ADULT IN HH KNOWS ABOUT CHILD | CMQ703 |
| 5 | CHILD LIVES ELSEWHERE | CMQ701 |
| | REFUSED | CMQ703 |
| | DON'T KNOW | CMQ703 |

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# INQ030

**QUESTION TEXT:**

May I have your name please?

SELECT NAME FROM LIST BELOW.

IF THE NAME IS ON THE LIST OF HOUSEHOLD MEMBERS, ENTER THE NUMBER NEXT TO THE PERSON ON THE HOUSEHOLD ROSTER WHO WILL BE THE CURRENT ROUND RESPONDENT.  SELECT THIS PERSON'S NAME EVEN IF THE AGE LISTED IS A YEAR OR TWO DIFFERENT FROM THE AGE OF THE RESPONDENT.

VERIFY NAME, RELATIONSHIP, AND AGE WITH RESPONDENT.

IF NAME NOT LISTED, ENTER 0.

**PROGRAMMER INSTRUCTIONS:**

CAPI INSTRUCTIONS:
1. DISPLAY ROSTER NUMBER, NAME, AGE, SEX, AND RELATIONSHIP OF HOUSEHOLD MEMBERS FROM THE MOST RECENT UPDATED HOUSEHOLD ROSTER FROM THE PRELOAD. AT THE TOP OF THE ROSTER, DISPLAY "0 NOT ON LIST."  IF AGE, SEX, OR RELATIONSHIP IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN." IF AGE IS NOT MISSING, REFUSED, OR DON'T KNOW, NEXT TO AGE DISPLAY THE WORD "APPROXIMATELY."  IF THERE IS NOT A HOUSEHOLD ROSTER, SEE INSTRUCTION 2.
2. DISPLAY HOUSEHOLD MEMBERS 15 YEARS OR OLDER AS RESPONSE CATEGORIES (IN CASE OF RESPONDENT/INTERVIEWER ERROR EARLY IN THE INTERVIEW, INCLUDE THE RESPONDENT FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW IN THIS DISPLAY EVEN THOUGH HE/SHE SHOULD HAVE BEEN SELECTED AT INQ.005).  IN HOUSEHOLDS THAT ONLY HAVE FALL-FIRST GRADE DATA AND NOT FALL-K, SPRING-K, SPRING-FIRST GRADE, FALL-SECOND GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE DATA THE ONLY PERSON DISPLAYED WILL BE THE RESPONDENT FROM FALL-FIRST GRADE BECAUSE HOUSEHOLD MATRIX QUESTIONS WERE NOT ASKED IN FALL-FIRST GRADE.  IN HOUSEHOLDS THAT ONLY HAVE FALL-SECOND GRADE DATA AND NOT FALL-K, SPRING-K, FALL-FIRST GRADE, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE  DATA, THE ONLY PERSON

DISPLAYED WILL BE THE RESPONDENT FROM FALL-SECOND GRADE BECAUSE HOUSEHOLD MATRIX QUESTIONS WERE NOT ASKED IN FALL-SECOND GRADE.  IN HOUSEHOLDS THAT ONLY HAVE BOTH FALL-SECOND AND FALL-FIRST GRADE COMPLETED OR PARTIALLY COMPLETED INTERVIEWS AND NOT FALL-K, SPRING-K, SPRING-FIRST,  SPRING-SECOND, OR SPRING-THIRD INTERVIEWS, THE ONLY PERSON DISPLAYED WILL BE THE RESPONDENT FROM FALL-SECOND BECAUSE THAT IS THE MOST RECENT PREVIOUS ROUND RESPONDENT.

3. IF THE RESPONDENT FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW IS SELECTED AT THIS SCREEN (EVEN THOUGH HE/SHE SHOULD HAVE BEEN SELECTED AT INQ.005), SET "FLAGS.SAMERESP" =1 AND GO TO INQ.090.

4. IF ZERO IS ENTERED, GO TO INQ.060. ELSE, IF IT IS A NEW RESPONDENT WHO WAS ALREADY IN THE HOUSEHOLD MATRIX, GO TO INQ.080.

5. DISALLOW DK AND RF.

6. FLAG THE RESPONDENT.

## INQ060

**QUESTION TEXT:**

[May I have your name, please?]

ENTER THE RESPONDENT'S FIRST NAME.

VERIFY SPELLING.

**ENTER TEXT**

Length                                                                25

**PROGRAMMER INSTRUCTIONS:**

REFUSED AND DON'T KNOW DISALLOWED.

## INQ070

**QUESTION TEXT:**

[May I have your name, please?]

ENTER THE RESPONDENT'S LAST NAME.

VERIFY SPELLING.

**ENTER TEXT**

Length                                                                25

**PROGRAMMER INSTRUCTIONS:**

REFUSED AND DON'T KNOW DISALLOWED.

## INQ080

**QUESTION TEXT:**

(As I mentioned earlier), you and {CHILD} were selected to take part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics.  I have some questions for you that ask about {CHILD}'s school and home experiences.  The information I collect in this interview will be extremely valuable in understanding the development of children and how their school experiences can be improved.

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.

This call will be recorded for quality control purposes.

**CODES**

| | | |
|---|---|---|
| 1 | CONTINUE WITH RECORDING | BOX1 |
| 2 | CONTINUE WITHOUT RECORDING | INQ080B |

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# INQ080B

**QUESTION TEXT:**

THIS INTERVIEW IS NOT BEING RECORDED.

IF NEEDED: That's fine.  This interview will not be recorded.

PRESS 1 AND ENTER TO CONTINUE.

**ENTER TEXT**

Length           1

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# BOX1

FOR NEW FOURTH GRADE RESPONDENTS IN HOUSEHOLDS THAT HAD INQ DATA FROM A COMPLETE OR PARTIALLY COMPLETE FALL-KINDERGARTEN, SPRING-KINDERGARTEN, FALL-FIRST GRADE, SPRING-FIRST GRADE, FALL-SECOND GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE INTERVIEW, GO TO INQ130.

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# INQ090

**QUESTION TEXT:**

{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012/In the fall of 2012/In the spring of 2013/In the spring of 2014}, you took part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics.  I have some questions for you that ask about {CHILD}'s school and home experiences since our last interview. The information I collect in this interview will be extremely valuable in understanding the development of children and how their school experiences can be improved.

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.

This call will be recorded for quality control purposes.

**CODES**

| | | |
|---|---|---|
| 1 | CONTINUE WITH RECORDING | INQ130 |
| 2 | CONTINUE WITHOUT RECORDING | INQ090B |

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, DISPLAY "In the fall of 2010" IF THE LAST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF KINDERGARTEN.  DISPLAY "In the spring of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF KINDERGARTEN.  DISPLAY "In the fall of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF FIRST GRADE.  DISPLAY "In the spring of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF FIRST GRADE. DISPLAY "In the fall of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE FALL OF SECOND GRADE. DISPLAY "In the spring of 2013" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF SECOND GRADE. DISPLAY "In the spring of 2014" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF THIRD GRADE.

# INQ090B

**QUESTION TEXT:**

THIS INTERVIEW IS NOT BEING RECORDED.

IF NEEDED: That's fine.  This interview will not be recorded.

PRESS 1 AND ENTER TO CONTINUE.

**ENTER TEXT**

Length                                                                          1

# INQ130

**QUESTION TEXT:**

Before we begin the interview, I would like to verify some information.

I have recorded {CHILD's FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name.  Is this correct?

ALSO VERIFY SPELLING.

MAKE CORRECTIONS TO NAME BELOW OR PRESS ENTER TO ACCEPT FIRST/MIDDLE/LAST NAME.

IF NO MIDDLE NAME OR INITIAL, ENTER 'NMN.'

Current Info:
   [CHILD'S FIRST NAME]
   [CHILD'S MIDDLE NAME]
   [CHILD'S LAST NAME]

FIRST NAME: [_____]
MIDDLE NAME: [_____]
LAST NAME: [_____]

**ENTER TEXT**

Length                                      25

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

CAPI INSTRUCTION:  REFUSED AND DON'T KNOW ALLOWED AT ALL FIELDS.  HOWEVER, DO NOT ALLOW INTERVIEWER TO CHANGE 'REAL DATA' TO '8' (REFUSED) OR '9' (DON'T KNOW).

FOR THE FIRST DIGIT, DISALLOW 0-9 SO THE INTERVIEWER CAN NOT CHOOSE 0-9.

CAPI INSTRUCTION: FOR CHILD'S FIRST, MIDDLE, AND LAST NAME, DISPLAY CHILD'S FULL NAME FROM PRELOAD.

USE PRELOAD LENGTH FOR CHILD'S NAME.

IF THE CHILD'S FIRST NAME IS CORRECTED HERE, USE CORRECTED FIRST NAME IN ALL QUESTIONS THAT FOLLOW. ANY CORRECTIONS TO THE FIRST OR LAST NAME SHOULD ALSO APPEAR AT THE TOP OF THE SCREEN IN ALL QUESTIONS THAT FOLLOW.

## BOX2

IF PREVIOUS ADDRESS IS IN THE PRELOAD, GO TO INQ.180.  ELSE, IF PREVIOUS ADDRESS IS NOT IN THE PRELOAD, GO TO INQ.190.

## INQ180

**QUESTION TEXT:**

I have recorded that {CHILD}'s home address is:

STREET ADDRESS1: [_____]

STREET ADDRESS2: [_____]
CITY:             [_____]
STATE:            [_____]
ZIP:          [_____]

Is this still correct?

**CODES**

| | | |
|---|---|---|
| 1 | YES, CORRECT ADDRESS | BOX3 |
| 2 | YES, SAME ADDRESS - MINOR CORRECTIONS | INQ190 |
| 3 | NO, NEW ADDRESS | INQ190 |
| | REFUSED | BOX3 |
| | DON'T KNOW | BOX3 |

**PROGRAMMER INSTRUCTIONS:**

IN THE RESPONSE FIELD, DISPLAY CURRENT ADDRESS INFO FROM THE PRELOAD.

IF REFUSED OR DON'T KNOW, GO TO BOX 3.

# INQ190

**QUESTION TEXT:**

{What is {CHILD}'s home address?}

{MAKE CORRECTIONS TO ADDRESS BELOW.}

{ENTER STATE ABBREVIATION BY USING LOOKUP FILE. TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE NAME. USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.}

[STREET ADDRESS1]
[STREET ADDRESS2]
[CITY]
[STATE]
[ZIP]

STREET ADDRESS1:  [_____]
STREET ADDRESS2:  [_____]
CITY:  [_____]
STATE:  [_____]
ZIP :  [_____]

**ENTER TEXT**

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

IF THE HOME ADDRESS WAS NOT IN THE PRELOAD OR INQ.180 = 3, DISPLAY "What is… address?" ELSE, USE A NULL DISPLAY.

IF INQ.180 = 2, DISPLAY "MAKE CORRECTIONS… BELOW." ELSE, USE A NULL DISPLAY.

IF INQ.180 = 2, PRELOADED ADDRESS FIELDS WILL BE AVAILABLE TO EDIT.

IF INQ.180 = 3, CURRENT ADDRESS FIELDS WILL BE BLANK IN QUESTION PANE AND RESPONSE FIELDS.

IF INQ.180=2 OR INQ.180=3, DISALLOW DK AND REF.  ELSE, DK AND REF ALLOWED.

IF INQ.180=2 OR INQ.180=3, AND DK OR REF IS CHOSEN, DISPLAY "SINCE YOU ANSWERED IN INQ.180, THAT THE ADDRESS IS INCORRECT, YOU MUST ENTER THE NEW ADDRESS HERE.  PLEASE ENTER THE ENTIRE ADDRESS."

DISPLAY "ENTER STATE ABBREVIATION BY USING LOOKUP FILE.  TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE NAME.  USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH." WHEN ON STATE ENTRY FIELD.

DISPLAY CURRENT ADDRESS INFO IN THE RESPONSE FIELD IF PREVIOUS ADDRESS INFORMATION WAS IN PRELOAD.

DISPLAY CURRENT ADDRESS INFO IN THE QUESTION PANE AND RESPONSE FIELD IF PREVIOUS ADDRESS INFORMATION WAS IN PRELOAD AND INQ180=2 .

FOR THIS ITEM ONLY, DO NOT DISPLAY PUERTO RICO IN THE STATE LOOKUP FILE.

## BOX3

IF TELEPHONE NUMBER IS IN THE PRELOAD, GO TO INQ.200.  ELSE, IF TELEPHONE NUMBER IS NOT IN THE PRELOAD, GO TO INQ.205.

## INQ200

**QUESTION TEXT:**

I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number.  Is this correct?

**CODES**

| | | |
|---|---|---|
| 1 | YES, CORRECT TELEPHONE NUMBER | BOX4 |
| 2 | YES, SAME TELEPHONE NUMBER - MINOR CORRECTIONS | INQ205 |
| 3 | NO, NEW TELEPHONE NUMBER | INQ205 |
| | REFUSED | BOX4 |
| | DON'T KNOW | BOX4 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY CURRENT PHONE NUMBER FROM PRELOAD.

## INQ205

**QUESTION TEXT:**

{What is {CHILD}'s family's current home phone number?}

{MAKE CORRECTIONS TO TELEPHONE NUMBER BELOW.}

[CURRENT TELEPHONE NUMBER]

TELEPHONE NUMBER:  [_____]

IF NO TELEPHONE, ENTER '000'.


REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF TELEPHONE NUMBER WAS MISSING IN PRELOAD OR INQ.200 = 3, DISPLAY "What is…number?".  ELSE, USE A NULL DISPLAY.

IF INQ.200 = 2, DISPLAY "MAKE…BELOW." ELSE, USE A NULL DISPLAY.

IF INQ.200 = 2, PRELOADED TELEPHONE NUMBER WILL BE AVAILABLE TO EDIT.

IF INQ.200 = 3, TELEPHONE NUMBER FIELD WILL BE BLANK IN QUESTION PANE AND RESPONSE FIELDS.

DISPLAY CURRENT TELEPHONE NUMBER IN THE QUESTION PANE AND RESPONSE FIELD IF PREVIOUS TELEPHONE NUMBER WAS IN THE PRELOAD AND INQ.200=2.

IF INQ.200=2 OR INQ.200=3, DISALLOW DK AND REF.  ELSE, DK AND REF ALLOWED.

IF INQ.200=2 OR INQ.200=3, AND DK OR REF IS CHOSEN, DISPLAY "SINCE YOU ANSWERED IN INQ.200 THAT THE TELEPHONE NUMBER IS INCORRECT, YOU MUST ENTER THE NEW TELEPHONE NUMBER HERE.  PLEASE ENTER THE ENTIRE TELEPHONE NUMBER."

IF THE PHONE NUMBER IS NOT ENTERED EITHER WITH TEN NUMBERS OR TEN NUMBERS AND TWO HYPHENS, DISPLAY THE ERROR MESSAGE "Phone number has wrong format. Please correct. The phone number must be formatted as 10 numbers (XXX-XXX-XXXX).

## BOX4

IF THE PRELOAD SHOWS THAT INQ. 300 WAS ASKED IN THE SPRING OF THIRD GRADE, SPRING OF SECOND GRADE, THE SPRING OF FIRST GRADE OR THE SPRING OF KINDERGARTEN, GO TO BOX 7. ELSE, GO TO INQ 300.

## INQ300                                                                    **HELP AVAILABLE**

**QUESTION TEXT:**

Next, I have a few questions about {CHILD}'s background.  Was {CHILD} born in this country, that is, in any of the fifty states or the District of Columbia?

**CODES**

| | | |
|---|---|---|
| 1 | YES | BOX7 |
| 2 | NO | INQ310 |
| | REFUSED | BOX7 |
| | DON'T KNOW | BOX7 |

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## INQ310

**QUESTION TEXT:**

In what country or territory was {CHILD} born?

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY.  IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT ***NOT ON LIST*** IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

**ENTER TEXT**

| | |
|---|---|
| Length | 3 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY " ***NOT ON LIST*** "  IN UNDERLINED TEXT.

DISPLAY COUNTRY LOOKUP FILE.  ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

IF COUNTRY 233 IS CHOSEN, DISPLAY "YOU HAVE SELECTED "UNITED ARAB EMIRATES" RATHER THAN THE "UNITED STATES." IF THIS IS CORRECT, PRESS S TO SUPPRESS AND CONTINUE. OTHERWISE, IF THE CHILD WAS BORN IN THE UNITED STATES, BACK UP AND CHANGE THE ANSWER TO INQ300."

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## BOX5

IF INQ.310 = 0 (NOT ON LIST), CONTINUE WITH INQ.312OS.  OTHERWISE, GO TO INQ.320.

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## INQ312OS

**QUESTION TEXT:**

What is {CHILD}'s country or territory of birth?

SPECIFY COUNTRY

**ENTER TEXT**

Length                                                          25

# INQ320

**QUESTION TEXT:**

In what year did {CHILD} come to the United States to stay?

**ENTER NUMBER**

Range                                              2003 to 2015

REFUSED

DON'T KNOW

 **PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: THE YEAR CHILD CAME TO U.S. CANNOT BE EARLIER THAN CHILD'S YEAR OF BIRTH OR
LATER THAN THE CURRENT YEAR. IF IT IS, DISPLAY ERROR MESSAGE: "THE YEAR ENTERED CANNOT BE A
YEAR BEFORE THE CHILD WAS BORN OR A YEAR AFTER THE CURRENT YEAR. PLEASE VERIFY THE YEAR."

# BOX6

IF INQ.310 = 90, 139, 179, 203, 235 (GUAM, MARIANA ISLAND, PUERTO RICO, SOLOMON ISLANDS, US VIRGIN
ISLANDS), GO TO BOX 7.
OTHERWISE, CONTINUE WITH INQ.330.

# INQ330

**QUESTION TEXT:**

Is {CHILD} a U.S. citizen?

**CODES**

1                    YES

2          NO

          REFUSED

          DON'T KNOW

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**BOX7**

GO TO SECTION PIQ (PARENT'S INVOLVEMENT WITH CHILD'S SCHOOL).

# Spring 2015 Parent Interview: ECLS-K:2011

**Section**  **PIQ**  **[Parent's Involvement with Child's School]**  Sequence: 1

## PIQ130

**QUESTION TEXT:**

Now, I'd like to ask you about {CHILD}'s school.

Since the beginning of this school year, have you or the other adults in your household attended an open house or a back-to-school night?

NOTE:  IF THE CHILD TRANSFERRED TO A NEW SCHOOL DURING THE SCHOOL YEAR, PLEASE ANSWER ALL QUESTIONS FOR THE CURRENT SCHOOL.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

## PIQ140

**QUESTION TEXT:**

[Since the beginning of this school year, have you or the other adults in your household… ]

Attended a meeting of a PTA, PTO, or Parent-Teacher Organization?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

## PIQ150

**QUESTION TEXT:**

> [Since the beginning of this school year, have you or the other adults in your household…]
>
> Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

---

# PIQ160

**QUESTION TEXT:**

> [Since the beginning of this school year, have you or the other adults in your household…]
>
> Attended a school or class event, such as a play, sports event, or science fair?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

---

# PIQ170

**QUESTION TEXT:**

> [Since the beginning of this school year, have you or the other adults in your household…]
>
> Served as a volunteer in {CHILD}'s classroom or elsewhere in the school?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

---

# PIQ185

**QUESTION TEXT:**

During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?

|___|___|___|

ENTER NUMBER

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 180 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

IF PIQ.130, PIQ.140, PIQ.150, PIQ.160 OR PIQ.170= 1, RANGE= 1 TO 180. ELSE, RANGE = 0 TO 180.

IF PIQ.130, PIQ.140, PIQ.150, PIQ.160 OR PIQ.170 = 1 AND 0 IS ENTERED IN PIQ185, DISPLAY ERROR MESSAGE: "EARLIER RESPONSE INDICATES A PARENT ATTENDED AT LEAST ONE SCHOOL RELATED EVENT. PLEASE VERIFY THIS ENTRY. IF THE ENTRY IS CORRECT, SUPPRESS."

RANGE: 0 TO 180.

---

## PIQ495          **HELP AVAILABLE**

**QUESTION TEXT:**

Do you or your spouse or partner use a computer or any other electronic device to communicate with or get information from {CHILD}'s school?

HELP TEXT:
Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation).

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | PIQ510 |
| | REFUSED | PIQ510 |
| | DON'T KNOW | PIQ510 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Electronic device:" IN THE HELP TEXT IN BOLD TEXT.

---

## PIQ496a          **HELP AVAILABLE**

**QUESTION TEXT:**

How often do you or your spouse or partner use a computer or any other electronic device in the following ways?

To communicate with {CHILD}'s teachers and administrative staff by email about {CHILD}, for example, about how {he/she} is performing, or about absences or tardiness? Would you say never, less than once a year, once or twice a year, several times a year, at least once a month, or weekly?

HELP TEXT:
Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation).

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | LESS THAN ONCE A YEAR |
| 3 | ONCE OR TWICE A YEAR |
| 4 | SEVERAL TIMES A YEAR |
| 5 | AT LEAST ONCE A MONTH |
| 6 | WEEKLY |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Electronic device:" IN THE HELP TEXT IN BOLD TEXT.

---

# PIQ496b

HELP AVAILABLE

**QUESTION TEXT:**

[How often do you or your spouse or partner use a computer or any other electronic device in the following ways?]

To find out about homework and other school assignments and projects?

[PROBE: Would you say never, less than once a year, once or twice a year, several times a year, at least once a month, or weekly?]

HELP TEXT:
Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation).

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | LESS THAN ONCE A YEAR |
| 3 | ONCE OR TWICE A YEAR |
| 4 | SEVERAL TIMES A YEAR |
| 5 | AT LEAST ONCE A MONTH |
| 6 | WEEKLY |
| | REFUSED |
| | DON'T KNOW |

## PIQ496c

**HELP AVAILABLE**

**QUESTION TEXT:**

[How often do you or your spouse or partner use a computer or any other electronic device in the following ways?]

To find out about {CHILD}'s grades?

[PROBE: Would you say never, less than once a year, once or twice a year, several times a year, at least once a month, or weekly?]

HELP TEXT:
Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation).

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | LESS THAN ONCE A YEAR |
| 3 | ONCE OR TWICE A YEAR |
| 4 | SEVERAL TIMES A YEAR |
| 5 | AT LEAST ONCE A MONTH |
| 6 | WEEKLY |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Electronic device:" IN THE HELP TEXT IN BOLD TEXT.

## PIQ510

**QUESTION TEXT:**

How often does {CHILD} do homework at home? Would you say…

PROBE:  This refers to homework assigned by the school and not extra work provided by the parent.

**CODES**

| | |
|---|---|
| 1 | Never, |
| 2 | Less than once a week, |
| 3 | 1 to 2 times a week, |
| 4 | 3 to 4 times a week, or |
| 5 | 5 or more times a week? |
| | REFUSED |

DON'T KNOW

---

## BOX 1

IF PIQ.510 = 1, REF, OR DK, GO TO PIQ.560.  ELSE, GO TO PIQ.520.

---

## PIQ520

**QUESTION TEXT:**

During this school year, how often did you or someone else help {CHILD} with {his/her} homework? Would you say…

**CODES**

| | |
|---|---|
| 1 | Never, |
| 2 | Less than once a week, |
| 3 | 1 to 2 times a week, |
| 4 | 3 to 4 times a week, or |
| 5 | 5 or more times a week? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF PIQ.510=2, PIQ.520 CANNOT EQUAL TO 3, 4, OR 5. IF PIQ.510=3, PIQ.520 CANNOT EQUAL TO 4 OR 5. IF PIQ.510=4, PIQ.520 CANNOT EQUAL TO 5. OTHERWISE, DISPLAY ERROR MESSAGE: "Child does homework at home {DISPLAY RESPONSE AT PIQ.510} but parent helped {CHILD} with {his/her} homework {DISPLAY RESPONSE AT PIQ.520}."  NOTE: DO NOT DISPLAY THE "or" WHEN DISPLAYING RESPONSE 4 FROM PIQ.510 OR PIQ.520.

---

## PIQ550

**QUESTION TEXT:**

How often do you check that {CHILD} has completed all homework?  Would you say never, rarely, sometimes, or always?

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | RARELY |

| 3 | SOMETIMES |
| 4 | ALWAYS |
|   | REFUSED |
|   | DON'T KNOW |

## PIQ560

**QUESTION TEXT:**

Now I would like to ask you about {his/her} grades during this school year. Overall, across all subjects {he/she} takes at school, does {he/she} get . . .

**CODES**

| 1 | Mostly A's, | PIQ585a |
| 2 | Mostly B's, | PIQ585a |
| 3 | Mostly C's, | PIQ585a |
| 4 | Mostly D's and lower, or | PIQ585a |
| 5 | Does {his/her} school not give those grades? | PIQ570 |
|   | REFUSED | PIQ585a |
|   | DON'T KNOW | PIQ585a |

## PIQ570

**QUESTION TEXT:**

Would you describe {CHILD}'s work at school as . . .

**CODES**

| 1 | Excellent, |
| 2 | Above average, |
| 3 | Average, |
| 4 | Below average, or |
| 5 | Failing? |
|   | REFUSED |
|   | DON'T KNOW |

## PIQ585a

**QUESTION TEXT:**

How often would you say that {CHILD}…

Makes up reasons to stay home from school?   Would you say almost never, rarely, sometimes, a lot, or almost always?

**CODES**

| | |
|---|---|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

---

# PIQ585b

**QUESTION TEXT:**

[How often would you say that {CHILD}… ]

Seems to dread going to school?

[PROBE: Would you say almost never, rarely, sometimes, a lot, or almost always?]

HELP TEXT: By "dread" we mean having a lot of fear or anxiety about going to school.

**CODES**

| | |
|---|---|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

---

# PIQ585c

**QUESTION TEXT:**

[How often would you say that {CHILD}… ]

Becomes upset when it's time to go to school in the morning?

[PROBE: Would you say almost never, rarely, sometimes, a lot, or almost always?]

**CODES**

| | |
|---|---|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

# PIQ585d

**QUESTION TEXT:**

[How often would you say that {CHILD}… ]

Asks to stay home from school?

[PROBE: Would you say almost never, rarely, sometimes, a lot, or almost always?]

**CODES**

| | |
|---|---|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

# PIQ585e

**QUESTION TEXT:**

[How often would you say that {CHILD}… ]

Complains about going to school?

[PROBE: Would you say almost never, rarely, sometimes, a lot, or almost always?]

**CODES**

| | |
|---|---|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

---

## BOX 2

GO TO SECTION FSQ (FAMILY STRUCTURE).

## BOX 1

IF THE CASE HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE  GO TO FSQ010. (NOTE: THIS DOES NOT INCLUDE CASES THAT ONLY HAVE FALL-FIRST, FALL-SECOND, OR SPRING-KINDERGARTEN WITH SPQ BUT NOT FSQ200 BECAUSE THOSE HAD NO HOUSEHOLD ROSTER INFORMATION COLLECTED).

ELSE, IF THE CASE DID NOT HAVE COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE GO TO FSQ020.

DEFINITION: COMPLETE FSQ DATA INDICATES ALL OF FSQ IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE,  OR FSQ DATA THROUGH FSQ200 IN SPRING KINDERGARTEN, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE .

## FSQ010

**QUESTION TEXT:**

Now I have a few questions about your household.  We have listed that (READ NAMES FROM MATRIX) lived in this household at the time of our last interview.

As I read each person's name again, please tell me if he or she still lives in this household.

Does {NAME} still live in this household?

PRESS ENTER TO CONTINUE.

**CODES**

| | | | |
|---|---|---|---|
| 1 | YES | STILL HERE | |
| 2 | NO | FSQ015 | |

**PROGRAMMER INSTRUCTIONS:**

1. DISPLAY THE FIRST AND SECOND 'still' IN UNDERLINED TEXT.

2.  DISPLAY THE COMPLETED HOUSEHOLD MATRIX FROM THE MOST RECENT COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL-K, SPRING K,  SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE.  THIS INCLUDES THE PERSON TYPE, FIRST NAME, LAST NAME, AGE, AND SEX COLUMNS.  THESE COLUMNS SHOULD BE PROTECTED, THAT IS, INFORMATION CANNOT BE CHANGED. CHANGES MADE AT INQ.130 SHOULD SHOW UP ON THE MATRIX AT FSQ.010. CHANGES MADE AT INQ.060 and INQ.070 SHOULD BE REFLECTED IN THE FSQ.010 MATRIX.

2a. IF THE MOST RECENT INTERVIEW FOR THE RESPONDENT WAS ONE WITHOUT A COMPLETE FSQ SECTION (R4A INTERVIEW, R3A INTERVIEW OR R2 INTERVIEW WITH ONLY SPQ AND NOT A COMPLETE FSQ), DO THE FOLLOWING:

i. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THERE WAS A NEW RESPONDENT IN R4A AND THE R8 RESPONDENT IS THE SAME AS THE R4A RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

ii. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THERE WAS A NEW RESPONDENT IN R3A AND THE R8 RESPONDENT IS THE SAME AS THE R3A RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

iii. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ: IF THERE WAS A NEW RESPONDENT IN THE PARTIALLY COMPLETE R2 INTERVIEW WITH ONLY SPQ AND THE R8 RESPONDENT IS THE SAME AS THE R2 RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

iv. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THE R8 RESPONDENT IS NOT THE SAME AS THE R4A RESPONDENT AND THE R8 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1, R2, OR R3B IS SELECTED AT INQ030), THE R4A RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE R8 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

v. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THE R8 RESPONDENT IS NOT THE SAME AS THE R3A RESPONDENT AND THE R8 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1 OR R2 IS SELECTED AT INQ030), THE R3A RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE R8 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

vi. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ:   IF THE R8 RESPONDENT IS NOT THE SAME AS THE R2 RESPONDENT AND THE R8 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1 IS SELECTED AT INQ030), THE R2 RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE NEW R8 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

vii. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THE R8 RESPONDENT IS NOT THE SAME AS THE R4A RESPONDENT AND THE R8 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R4A RESPONDENT IS OVERWRITTEN BY THE R8 RESPONDENT. THE R8 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

viii. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THE R8 RESPONDENT IS NOT THE SAME AS THE R3A RESPONDENT AND THE R8 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R3A RESPONDENT IS OVERWRITTEN BY THE R8 RESPONDENT. THE R8 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

ix. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ: IF THE R8 RESPONDENT IS NOT THE SAME AS THE R2 RESPONDENT AND THE R8 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R2 RESPONDENT IS OVERWRITTEN BY THE R8 RESPONDENT. THE R8 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

3. ADD AS THE 6TH COLUMN TO THE MATRIX, 'STILL HERE.'

4. THE CURSOR SHOULD START AT THE 'STILL HERE' COLUMN FOR THE FIRST PERSON LISTED IN THE

MATRIX.

5.  DISPLAY BRACKETS [ ] AROUND THE FIRST TWO PARAGRAPHS WHENEVER IN THE 'STILL HERE' COLUMN FOR SOMEONE OTHER THAN THE FIRST PERSON LISTED ON THE MATRIX. (THE FIRST TWO PARAGRAPHS SHOULD BE DISPLAYED WITHOUT THE BRACKETS WHEN YOU FIRST ARRIVE AT THIS QUESTION.)

6. ADD AS THE 7TH COLUMN TO THE MATRIX, 'REASON LEFT'(FSQ.015).

7. IF THE 'STILL HERE' COLUMN IS CODED 'NO', THE CURSOR SHOULD MOVE RIGHT TO THE 'REASON LEFT' COLUMN. IF THE 'STILL HERE' IS CODED 'YES', THE CURSOR SHOULD MOVE TO THE 'STILL HERE' COLUMN FOR THE NEXT PERSON ON THE MATRIX (THE 'REASON LEFT' COLUMN DOES NOT NEED TO BE COMPLETED IN THIS INSTANCE).  IF THERE IS NO ONE ELSE LEFT TO ASK ABOUT, THE CURSOR SHOULD GO TO FSQ020 AND THE NEXT BLANK LINE IN THE MATRIX.

8. ADD AS THE 8TH COLUMN TO THE MATRIX, 'REASON LEFT OTHER' (FSQ.015OS).

9. THE MATRIX CANNOT HAVE MORE THAN 25 ROW ENTRIES.

10. IF QUESTION IS ABOUT THE RESPONDENT AND INQ.030 NE 0 (RESPONDENT IS NOT A NEW HOUSEHOLD MEMBER) AND FSQ.010 = 2 (NOT IN HH), DISPLAY ERROR MESSAGE: "THIS PERSON CANNOT BE THE RESPONDENT AND NOT BE IN THE HOUSEHOLD."

# FSQ015

**QUESTION TEXT:**

Why is {NAME} no longer living in this household?

**CODES**

| | |
|---|---|
| 1 | SEPARATION OR DIVORCE |
| 2 | ATTENDING COLLEGE OR BOARDING SCHOOL |
| 3 | LIVING ELSEWHERE FOR EMPLOYMENT - RELATED REASONS |
| 4 | DECEASED |
| 5 | MOVED ON/MOVED ELSEWHERE |
| 6 | ROSTER ERROR (PERSON SHOULD NOT BE LISTED) |
| 7 | MOVED BACK WITH PARENT(S)/MOVED WITH OTHER PARENT |
| 8 | IN JAIL OR PRISON |
| 9 | RESPONDENT MOVED OUT OF THIS PERSON'S HOUSEHOLD |
| 91 | SOME OTHER REASON (SPECIFY) |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

1.  DISPLAY THIS QUESTION WHENEVER IN THE 'REASON LEFT' COLUMN.

2.  ONCE THIS ITEM IS CODED, THE CURSOR SHOULD MOVE TO THE 'STILL HERE' COLUMN FOR THE NEXT PERSON ON THE MATRIX.

3.  HOWEVER, IF SOME OTHER REASON IS CODED, THEN FSQ015OS MUST FIRST BE COMPLETED BEFORE

## FSQ015OS

**QUESTION TEXT:**

[Why is {NAME} no longer living in this household?]

_____

ENTER OTHER REASON

**ENTER TEXT**

Length                                                                                50

**PROGRAMMER INSTRUCTIONS:**

1. DISPLAY 'REASON LEFT OTHER' AS THE 8TH COLUMN IN THE MATRIX.

2. DISPLAY THIS QUESTION WHENEVER IN THE 'REASON LEFT OTHER' COLUMN.

3. THIS COLUMN ONLY NEEDS TO BE COMPLETED IF CODE 91 IS SELECTED AS A REASON IN THE 'REASON LEFT' COLUMN.

## FSQ020

**QUESTION TEXT:**

{Other than the people I just asked about, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since our last interview? Please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}

{Now I have a few questions about your household.  We have noted that you and {CHILD} currently live in this household.  First I'd like to ask you some questions about yourself, then I'd like you to please tell me the names and ages of all the other people who normally live here.  Please do not include anyone staying here temporarily who usually lives somewhere else.}

{PROBE:  Anyone else (living in this household)?}
{ENTER FIRST NAME OF NEW HOUSEHOLD MEMBER OR PRESS ENTER IF MATRIX IS COMPLETE.}

{YOU WILL NEED TO ENTER THE NAME, AGE, AND SEX OF EACH HOUSEHOLD MEMBER NAMED BEFORE LEAVING THE MATRIX.}

{PRESS ENTER TO RECORD THE AGE AND SEX OF THE RESPONDENT OR PRESS THE DOWN ARROW KEY TO ADD A HOUSEHOLD MEMBER.}

**ENTER TEXT**

Length                                                                                25

**PROGRAMMER INSTRUCTIONS:**

1. DISPLAY THE HOUSEHOLD MATRIX (PERSON TYPE, FIRST NAME, LAST NAME, AGE, AND SEX COLUMNS.)

2. THE INTERVIEWER CAN ADD UP TO 25 ROW ENTRIES.

3. THE INTERVIEWER CAN MOVE ALL AROUND THE MATRIX USING THE ARROW KEYS (EXCEPT ON PROTECTED FIELDS).

4. IF, ACCORDING TO THE PRELOAD, A CASE HAS COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-K, SPRING-K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE:

a. DISPLAY FIRST PARAGRAPH "Other... else." WHEN YOU FIRST ARRIVE AT FSQ020. ALSO DISPLAY THIS PARAGRAPH IN BRACKETS [ ] WHENEVER YOU ARE IN THE FIRST NAME COLUMN FOR ANY PERSON OTHER THAN PERSON NUMBER 1 (THE RESPONDENT).

b.  DISPLAY ALL HOUSEHOLD MEMBERS AND ASSOCIATED INFORMATION AS COLLECTED IN THE MOST RECENT PARENT INTERVIEW (IN SPRING-THIRD GRADE, SPRING-SECOND GRADE, SPRING-FIRST GRADE, SPRING-KINDERGARTEN OR FALL-KINDERGARTEN)  INCLUDING PRELOADED GENDER AND AGE VARIABLES (FOR CHILD'S AGE, CALCULATE AGE FROM PRELOADED BIRTHDATE)  OR VARIABLES UPDATED IN SPRING-FOURTH GRADE INQ (INQ.060, INQ.070, INQ.130)  FOR THE CHILD AND THE RESPONDENT. HOWEVER, DO NOT DISPLAY THE NAMES OF THOSE HH MEMBERS THAT WERE CODED '2' AT FSQ010 (NOT IN HH ANYMORE).

IF THE MOST RECENT INTERVIEW FOR THE RESPONDENT WAS ONE WITHOUT A COMPLETE FSQ SECTION (R4A, R3A INTERVIEW OR R2 INTERVIEW WITH ONLY SPQ AND NOT A COMPLETE FSQ), BUT THE CASE HAD A COMPLETE FSQ SECTION FROM A PREVIOUS ROUND, USE THE SAME INSTRUCTIONS AS SHOWN IN FSQ010 2a AND COLLECT THE AGE AND SEX FOR THE RESPONDENT.

c.  ALL PREVIOUS HH MEMBER ROWS SHOULD BE PROTECTED. THE CURSOR SHOULD APPEAR ON THE FIRST BLANK FIRST NAME COLUMN.

d. WHEN ON THE FIRST BLANK FIRST NAME COLUMN DISPLAY "PROBE: ... household)?", "ENTER FIRST... COMPLETE."

e. WHEN ON THE SECOND BLANK FIRST NAME COLUMN, THE PROBE AND SCREEN INSTRUCTION CITED IN "d" ABOVE SHOULD ALSO CONTINUE TO BE DISPLAYED.


5.  IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-K, SPRING-K,  SPRING-FIRST GRADE, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE:

a. DISPLAY THE SECOND PARAGRAPH "Now... else." WHEN YOU FIRST ARRIVE AT FSQ020. ALSO DISPLAY THIS PARAGRAPH IN BRACKETS [ ] WHENEVER YOU ARE IN THE FIRST NAME COLUMN FOR ANY PERSON OTHER THAN PERSON NUMBER 1 (THE RESPONDENT).

b. DISPLAY THE RESPONDENT'S FIRST AND LAST NAMES IN THE APPROPRIATE COLUMNS (COLLECTED AT INQ060 OR INQ070). DISPLAY 'R' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE RESPONDENT.

IF THE MOST RECENT INTERVIEW FOR A HOUSEHOLD DID NOT HAVE A COMPLETE FSQ SECTION, THE PREVIOUS ROUND RESPONDENT WILL BE IN THE FIRST ROW OF THE HOUSEHOLD MATRIX AND WE WILL COLLECT THAT PERSON'S AGE AND SEX. IF THE RESPONDENT CHANGES IN THE CURRENT ROUND, THE PREVIOUS ROUND RESPONDENT'S INFORMATION WILL BE OVERWRITTEN AND WE WILL COLLECT THAT PERSON'S AGE AND SEX.

c.  DISPLAY THE NAME OF THE FOCAL CHILD IN THE SECOND ROW OF THE FIRST AND LAST NAME COLUMNS (FROM INQ.130). DISPLAY 'C' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE FOCAL CHILD. DISPLAY THE PRELOADED AGE AND SEX OF THE CHILD IN THE APPROPRIATE COLUMNS OF THE SECOND ROW. THIS ROW IS PROTECTED.

d. DISPLAY "YOU WILL NEED... THE MATRIX." AND "PRESS ENTER TO... A HOUSEHOLD MEMBER" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR PERSON NUMBER 1.

e. DISPLAY "ENTER FIRST NAME... IF MATRIX IS COMPLETE." WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR A ROW OTHER THAN PERSON NUMBER 1 (THE FIRST BLANK ROW AFTER CHILD).

f. DISPLAY "PROBE:... household)?" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN

FOR SOMEONE OTHER THAN PERSON NUMBER 1 OR THE FIRST HOUSEHOLD MEMBER ADDED AFTER THE CHILD.

## FSQ025

**QUESTION TEXT:**

ENTER LAST NAME OF {NAME}.

**ENTER TEXT**

Length                                                                     25

**PROGRAMMER INSTRUCTIONS:**

DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE LAST NAME COLUMN OF THE HOUSEHOLD MATRIX.

## FSQ030

**QUESTION TEXT:**

How old {are you/is {NAME}}?

ENTER AGE OF {NAME}.

{ENTER ZERO IF PERSON'S AGE IS LESS THAN ONE YEAR.}

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 120 |
| Soft Range | 18 to 100 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN OF THE HOUSEHOLD MATRIX.

DISPLAY "are you" WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR THE RESPONDENT'S ROW AND "is {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT'S ROW.

DISPLAY "ENTER ZERO… ONE YEAR." WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT.

SOFT RANGE FOR RESPONDENT'S AGE IS 18 TO 100.  IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "RESPONDENT'S AGE IS OUTSIDE THE RANGE OF 18 TO 100.  PLEASE VERIFY BEFORE CONTINUING."

HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 TO 120.

## FSQ040

**QUESTION TEXT:**

CODE IF OBVIOUS.  OTHERWISE, ASK:  {Are you/Is {NAME} male or female?}

ENTER SEX OF {NAME}.

**CODES**

1          MALE

2          FEMALE

           REFUSED

           DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE SEX COLUMN.

DISPLAY "Are you" WHEN THE CURSOR IS POSITIONED IN THE SEX COLUMN FOR THE RESPONDENT'S ROW AND "Is {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN THE CURSOR IS POSITIONED IN THE SEX COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT'S ROW.

# FSQ045

**QUESTION TEXT:**

CHECK HOUSEHOLD MATRIX.  IF HOUSEHOLD MATRIX IS COMPLETE, PRESS 1 AND ENTER TO CONTINUE.

**ENTER TEXT**

              Length                                                    1

# FSQ060

**QUESTION TEXT:**

Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

**CODES**

1          YES                                   FSQ020

2          NO                                    FSQ110

           REFUSED                               FSQ110

           DON'T KNOW                            FSQ110

**PROGRAMMER INSTRUCTIONS:**

IF YES, DISPLAY "PLEASE RETURN TO MATRIX AND ENTER PERSON MISSED," "PRESS G TO RETURN TO MATRIX." and  "PRESS C TO CANCEL."

# FSQ110

**QUESTION TEXT:**

Do you have a spouse or partner who lives in this household?

**CODES**

| | | |
|---|---|---|
| 1 | YES | FSQ120 |
| 2 | NO | Box 2 |
| | REFUSED | Box 2 |
| | DON'T KNOW | Box 2 |

**PROGRAMMER INSTRUCTIONS:**

HARD CHECK: IF "1" IS ENTERED, MUST BE AT LEAST ONE PERSON BESIDES THE RESPONDENT AND CHILD THAT IS AT LEAST 16 YEARS OLD OR AGE UNKNOWN. IF NO OTHER MEMBER OF THE HOUSEHOLD MEETS THAT CRITERIA, DISPLAY ERROR MESSAGE: "NO HOUSEHOLD MEMBERS ARE AGE APPROPRIATE FOR SPOUSE. BACKUP AND ADD PERSON (IF PART OF HOUSEHOLD)."

# FSQ120

**QUESTION TEXT:**

Who in the household is your spouse or partner?

ENTER THE NUMBER NEXT TO THE NAME OF THE PERSON WHO IS {RESPONDENT}'S SPOUSE/PARTNER.

IF NAME NOT LISTED, BACK UP AND ADD PERSON (IF PART OF HOUSEHOLD).

**CODES**

| | |
|---|---|
| 1 | {DISPLAY HH MEMBER NAME 1} |
| 2 | {DISPLAY HH MEMBER NAME 2} |
| 3 | {DISPLAY HH MEMBER NAME 3} |
| 4 | {DISPLAY HH MEMBER NAME 4} |
| 5 | {DISPLAY HH MEMBER NAME 5} |
| 6 | {DISPLAY HH MEMBER NAME 6} |
| 7 | {DISPLAY HH MEMBER NAME 7} |
| 8 | {DISPLAY HH MEMBER NAME 8} |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY HOUSEHOLD MEMBERS 16 YEARS OF AGE OR OLDER AS RESPONSE CATEGORY CHOICES. INCLUDE THOSE WITH REFUSED/DON'T KNOW ANSWERS FOR AGE AND DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME. (LINES FOR 8 HH MEMBERS ARE SHOWN BELOW, BUT UP TO 25 SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD). DO NOT DISPLAY THE NAMES OF HOUSEHOLD MEMBERS CODED AS NO LONGER LIVING IN THE HOUSEHOLD AT FSQ.010.

DO NOT DISPLAY THE RESPONDENT'S NAME.

FLAG PERSON SELECTED AT FSQ.120 AS "RESPONDENT'S SPOUSE/PARTNER."

DISPLAY THE RESPONDENT'S FIRST NAME FOR {RESPONDENT}.

## BOX 2

> IF THE CASE HAD COMPLETE FSQ DATA IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE  AND THE RESPONDENT WAS IN THE HOUSEHOLD IN THE MOST RECENT INTERVIEW WITH FSQ DATA AND HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT INTERVIEW WITH FSQ DATA: STEP OR FOSTER MOTHER OR FATHER, OTHER MALE OR FEMALE PARENT OR GUARDIAN, BOYFRIEND OR GIRLFRIEND OF PARENT, OTHER RELATIVE, OR NON-RELATIVE [(FSQ.140 = 3, 4, OR 5) OR (FSQ.150 = 3, 4, OR 5) OR (FSQ.130 = 5, 6, 12, OR 13)], GO TO FSQ.121.
>
> ELSE, GO TO BOX 2A.

## FSQ121

**QUESTION TEXT:**

> During our last interview with this household (or family), it was reported that you were {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/{CHILD}'s relative, but not a guardian/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}.  Has there been a change in your relationship to {CHILD}?
>
> PROBE:  For example, we mean changes in relationship such as becoming a step-parent, adoptive parent, or guardian of {CHILD}.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

> USE THE FOLLOWING DISPLAYS BASED ON PRELOAD INFORMATION FROM THE MOST RECENT COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE: IF FSQ.130 = 5 OR FSQ.180 = 1, DISPLAY "the girlfriend or female partner of {CHILD}'s parent or guardian." ELSE, IF FSQ.130 = 6 OR FSQ.180 = 2, DISPLAY "the boyfriend or male partner of {CHILD}'s parent or guardian."  ELSE, IF FSQ.180 = 3, DISPLAY "the female guardian of {CHILD}."  ELSE, IF FSQ.180 = 4, DISPLAY "the male guardian of {CHILD}." ELSE, IF FSQ.130 = 12, DISPLAY "{CHILD}'s relative, but not a guardian."  ELSE, IF FSQ.130 = 13, DISPLAY "not related to {CHILD}."  ELSE, USE THE DISPLAY FOR "{CHILD}'s {RELATIONSHIP}" AND DO THE FOLLOWING:  IF FSQ.140 = 3, DISPLAY "stepmother."  IF FSQ.140 = 4, DISPLAY "foster mother or female guardian."  IF FSQ.140 = 5, DISPLAY "other female parent or guardian." IF FSQ.150 = 3, DISPLAY "stepfather."  IF FSQ.150 = 4, DISPLAY "foster father or male guardian."  IF FSQ.150 = 5, DISPLAY "other male parent or guardian."

## BOX 2A

IF THE CASE HAD COMPLETE FSQ DATA IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE AND THE CURRENT SPOUSE OR PARTNER WAS IN THE HOUSEHOLD IN THE MOST RECENT INTERVIEW WITH COMPLETE FSQ DATA AND HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT FSQ DATA: STEP OR FOSTER MOTHER/FATHER, BOYFRIEND/GIRLFRIEND OF PARENT, OTHER RELATIVE, OR NON-RELATIVE [(FSQ.140 = 3, 4, OR 5) OR (FSQ.150 = 3, 4, OR 5) OR (FSQ.130 = 5, 6, 12, OR 13)], GO TO FSQ.122.

ELSE, GO TO BOX 3.

---

## FSQ122

**QUESTION TEXT:**

During our last interview with this household (or family), it was reported that {NAME OF SPOUSE/PARTNER} was {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/{CHILD}'s relative, but not a guardian/ the female guardian of {CHILD}/the male guardian of {CHILD}/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}?

IF THE RESPONDENT SAYS THAT THE PERSON SHOWN IN THIS QUESTION IS NOT HIS/HER CURRENT SPOUSE/PARTNER, BACK UP TO FSQ120 AND ASK WHO THE SPOUSE/PARTNER IS.

PROBE: For example, we mean changes in relationship such as becoming a step-parent, adoptive parent, or guardian of {CHILD}.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

USE THE FOLLOWING DISPLAYS BASED ON PRELOAD INFORMATION FROM THE MOST RECENT COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL K, SPRING K, SPRING-FIRST GRADE , SPRING-SECOND GRADE , OR SPRING-THIRD GRADE : IF FSQ.130 = 5 OR FSQ.180 = 1, DISPLAY "the girlfriend or female partner of {CHILD}'s parent or guardian." ELSE, IF FSQ.130 = 6 OR FSQ.180 = 2, DISPLAY "the boyfriend or male partner of {CHILD}'s parent or guardian." ELSE, IF FSQ.180 = 3, DISPLAY "the female guardian of {CHILD}." ELSE, IF FSQ.180 = 4, DISPLAY "the male guardian of {CHILD}." ELSE, IF FSQ.130 = 12, DISPLAY {CHILD}'s relative, but not a guardian." ELSE, IF FSQ.130 = 13, DISPLAY "not related to {CHILD}." ELSE, USE THE DISPLAY FOR "{CHILD}'s {RELATIONSHIP}" AND DO THE FOLLOWING: IF FSQ.140 = 3, DISPLAY "stepmother." IF FSQ.140 = 4, DISPLAY "foster mother or female guardian." IF FSQ.140 = 5, DISPLAY "other female parent or guardian." IF FSQ.150 = 3, DISPLAY "stepfather." IF FSQ.150 = 4, DISPLAY "foster father or male guardian." IF FSQ.150 = 5, DISPLAY "other male parent or guardian."

---

## BOX 3

IF IT IS [A CASE THAT HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE  AND ((THERE WERE NEW HOUSEHOLD MEMBERS ADDED TO FSQ.020 IN THE CURRENT INTERVIEW) OR (THE RESPONDENT OR SPOUSE/PARTNER HAS A NEW RELATIONSHIP TO THE CHILD (FSQ.121 = 1 OR FSQ.122 = 1)))] OR (A CASE WITHOUT COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE INTERVIEW), GO TO LOOP1.

ELSE, GO TO BOX 4A.

LOOP 1

IF A CASE WITHOUT COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE INTERVIEW ASK FSQ.130 - FSQ.180 FOR EACH PERSON ENUMERATED ON THE HOUSEHOLD MATRIX (AT FSQ.020) WHO IS NOT THE FOCAL CHILD.

ELSE, IF IT IS A CASE THAT HAD COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE INTERVIEW, ASK FSQ.130 - FSQ.180 FOR [(EACH NEW PERSON ENUMERATED ON THE HOUSEHOLD MATRIX (AT FSQ.020) WHO IS NOT THE FOCAL CHILD) AND (EACH OLD PERSON WHO HAS A NEW RELATIONSHIP TO THE CHILD (FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON))].

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**FSQ130**                                                                    **HELP AVAILABLE**

**QUESTION TEXT:**

What is {your/{NAME}'s} relationship to {CHILD}?

{CODE RELATIONSHIP OF NEW HOUSEHOLD MEMBERS ONLY.}

HELP TEXT:

Mother/Female Guardian: The female primarily responsible for the child.  Includes birth or biological mothers, adoptive, step, foster, and other mothers, as well as legal female guardians.

Father/Male Guardian: The male primarily responsible for the child.  Includes birth or biological fathers, adoptive, step, foster, and other fathers, as well as legal male guardians.

Sister: Include biological (full, half), adoptive, step, and foster sisters.

Brother:  Include biological (full, half), adoptive, step, and foster brothers.

Girlfriend or Female Partner of CHILD's Parent/Guardian: The female who has a "partner-like" relationship with one of the child's parents or guardians.  "Living as married" is another way of describing the relationship.

Boyfriend or Male Partner of CHILD's Parent/Guardian:  The male who has a "partner-like" relationship with one of the child's parents or guardians.  "Living as married" is another way of describing the relationship.

Grandmother:  The female parent of the child's biological or adoptive mother or father. In the case of a step-grandmother, code the relationship as you would a grandmother (code 7).  For this survey, we code that person as a grandparent because we don't distinguish between biological, adoptive, or step grandparents.

Grandfather: The male parent of the child's biological or adoptive mother or father.
In the case of a step-grandfather, code the relationship as you would a grandfather (code 8). For this survey, we code that person as a grandparent because we don't distinguish between biological, adoptive, or step grandparents.

Aunt: The sister of the child's biological or adoptive mother or father or the wife of the child's uncle.

Uncle: The brother of the child's biological or adoptive mother or father or the husband of the child's aunt.

Cousin: A child of the focal child's uncle, aunt, or cousin.

Other Relative: Refers to relationships that aren't specifically listed, such as great grandmother, great grandfather, niece, or nephew. In the case of a step-grandparent, code the relationship as you would a grandparent (code 7 for grandmother, code 8 for grandfather).

Other Non-relative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married). It also refers to more ambiguous relationships that exist where there are two people living together as married and they have children. For example, the child's father and the father's girlfriend (who is not the child's mother) live together as married and the girlfriend's daughter lives with them. The relationship of the girlfriend's daughter to the child would be siblings if they were married, but since the father and the girlfriend are not married, the daughter is an "other non-relative." If the "other non-relative" is coded, you will receive a list of other codes to use if they are more descriptive than "other non-relative."

**CODES**

| | | | |
|---|---|---|---|
| 1 | MOTHER/FEMALE GUARDIAN | FSQ140 |
| 2 | FATHER/MALE GUARDIAN | FSQ150 |
| 3 | SISTER | FSQ160 |
| 4 | BROTHER | FSQ170 |
| 5 | GIRLFRIEND OR FEMALE PARTNER OF {CHILD}'S PARENT/GUARDIAN | BOX 4 |
| 6 | BOYFRIEND OR MALE PARTNER OF {CHILD}'S PARENT/GUARDIAN | BOX 4 |
| 7 | GRANDMOTHER | BOX 4 |
| 8 | GRANDFATHER | BOX 4 |
| 9 | AUNT | BOX 4 |
| 10 | UNCLE | BOX 4 |
| 11 | COUSIN | BOX 4 |
| 12 | OTHER RELATIVE | BOX 4 |
| 13 | OTHER NON-RELATIVE | FSQ180 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Mother/Female Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Father /Male Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Brother:" IN THE HELP TEXT IN BOLD TEXT

DISPLAY "Girlfriend or Female Partner of CHILD's Parent/Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Boyfriend or Male Partner of CHILD's Parent/Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Grandmother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Grandfather:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Aunt:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Uncle:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Cousin:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY  "Other Relative:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY  "Other Non-Relative:" IN THE HELP TEXT IN BOLD TEXT.

REFUSED AND DON'T KNOW ARE DISALLOWED  FOR FSQ130.

1. IF, ACCORDING TO THE PRELOAD, A CASE HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE OR ALL:
a. DO NOT DISPLAY THE NAMES OF HH MEMBERS NOT LIVING IN THE HOUSEHOLD (CODED '2' AT FSQ010).
b. THE NAMES OF HOUSEHOLD MEMBERS COLLECTED IN THE MOST RECENTLY COMPLETED FSQ DATA SHOULD BE PROTECTED.
c. THE RELATIONSHIPS OF HOUSEHOLD MEMBERS COLLECTED IN THE MOST RECENTLY COMPLETED FSQ DATA SHOULD BE PROTECTED UNLESS THERE HAS BEEN A CHANGE IN RELATIONSHIP FOR THE RESPONDENT OR SPOUSE/PARTNER TO THE FOCAL CHILD (FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON). IF FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON, ALLOW THE RELATIONSHIP FIELD TO BE CHANGED.
d. THE CURSOR SHOULD START IN THE FIELD FOR FIRST PERSON WITH A RELATIONSHIP CHANGE (IF FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON) AND THEN MOVE TO THE FIELD FOR THE FIRST NEW PERSON ADDED AT FSQ020 THIS ROUND. IF THERE IS NO ONE WITH A RELATIONSHIP CHANGE, START IN THE FIELD FOR THE FIRST NEW PERSON ADDED AT FSQ020 THIS ROUND.
e. DISPLAY "CODE RELATIONSHIP…ONLY."
f. DISPLAY "your" IF LOOPING ON A NEW RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" USING THE NAME OF THE NEW HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

2. IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE COMPLETE FSQ DATA FROM A PARENT INTERVIEW IN FALL K, SPRING K,  SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE :
a. DISPLAY ALL NAMES COLLECTED AT FSQ.020.
b. THE CURSOR SHOULD BEGIN IN THE COLUMN FOR THE RELATIONSHIP OF THE RESPONDENT TO THE CHILD.
c. DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

CONSISTENCY CHECK: IF FSQ.040 = 1 (MALE) FOR THE SUBJECT OF THIS QUESTION, FSQ.130 SHOULD NOT EQUAL 1, 3, 5, 7, OR 9. ELSE, IF FSQ.040 = 2 (FEMALE) FOR THE SUBJECT OF THIS QUESTION, FSQ.130 SHOULD NOT EQUAL 2, 4, 6, 8, OR 10. IF ANY ANSWERS VIOLATE THESE RULES, DISPLAY MESSAGE: "THIS PERSON CANNOT BE CODED AS BOTH A {RELATIONSHIP FROM FSQ.130} AND A {SEX FROM FSQ.040}. PLEASE VERIFY INFORMATION AND CHANGE THE RELATIONSHIP OR SEX, AS NECESSARY."

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "7" OR "8" (GRANDMOTHER OR GRANDFATHER), SOFT AGE RANGE IS 30-120. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A GRANDPARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "5" (GIRLFRIEND OR FEMALE PARTNER OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A GIRLFRIEND OR FEMALE PARTNER OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "6" (BOYFRIEND OR MALE PARTNER OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A BOYFRIEND OR MALE PARTNER OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

CONSISTENCY CHECK: IF [(A NEW HOUSEHOLD MEMBER IS ADDED WITH FSQ130=1 OR FSQ130=1 FOR AN OLD HOUSEHOLD MEMBER WITH A RELATIONSHIP CHANGE THIS ROUND (FSQ121 = 1 OR FSQ122 = 1 FOR THIS

PERSON)) AND (THERE IS ALREADY SOMEONE IN THE HOUSEHOLD WITH FSQ130=1)] OR (TWO NEW HOUSEHOLD MEMBERS ARE ADDED WITH FSQ130=1), DISPLAY MESSAGE: "TWO MOTHER/FEMALE GUARDIANS ARE IN THE SAME HOUSEHOLD. IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHOOSE A DIFFERENT RELATIONSHIP CODE."

CONSISTENCY CHECK: IF [(A NEW HOUSEHOLD MEMBER IS ADDED WITH FSQ130=2 OR FSQ130=2 FOR AN OLD HOUSEHOLD MEMBER WITH A RELATIONSHIP CHANGE THIS ROUND (FSQ121 = 1 OR FSQ122 = 1 FOR THIS PERSON)) AND (THERE IS ALREADY SOMEONE IN THE HOUSEHOLD WITH FSQ130=2)] OR (TWO NEW HOUSEHOLD MEMBERS ARE ADDED WITH FSQ130=2), DISPLAY MESSAGE: "TWO FATHER/MALE GUARDIANS ARE IN THE SAME HOUSEHOLD. IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHOOSE A DIFFERENT RELATIONSHIP CODE."

---

**FSQ140**                                                                                    **HELP AVAILABLE**

**QUESTION TEXT:**

{Are you/Is {NAME}} {CHILD}'s...

HELP TEXT:
Biological or Birth Mother: Child's female biological parent. This may be the birth mother, but could also apply to a mother who used a surrogate mother to have her biological child.

Adoptive Mother: The female who has taken the child into her own family by legal process to raise as her own child.

Step Mother: The female other than the child's mother who is married to the child's father.

Foster Mother:  The female with whom the child is placed temporarily, usually through a social service agency and/or a court.

Female Guardian:  The female legally placed in charge of the affairs of the child.

Other Female Parent or Guardian: This person acts as the mother of the child, but does not fit into one of the other categories.  For example, in a household with two mothers, one of the mothers may not classify herself as biologically related and she may not be legally in charge of the affairs of the child even though she is another parent to the child.  This category may also be used if a mother has a child through a surrogate mother, or with a donated egg, and does not classify the child as biologically related or adopted through a legal process.

**CODES**

| | | |
|---|---|---|
| 1 | Biological or birth mother, | BOX 4 |
| 2 | Adoptive mother, | BOX 4 |
| 3 | Step mother, | BOX 4 |
| 4 | Foster mother or female guardian, or | BOX 4 |
| 5 | Other female parent or guardian? | BOX 4 |
| | REFUSED | BOX 4 |
| | DON'T KNOW | BOX 4 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Biological or Birth Mother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Adoptive Mother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Step Mother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Foster Mother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Female Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Female Parent or Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

CONSISTENCY CHECK: IF FSQ.140 = 1, THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 50 YEARS OLDER THAN THE CHILD IN A SOFT RANGE CHECK. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE MOTHER WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY. ELSE, IF FSQ.140 = 2-5, THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 70 YEARS OLDER THAN THE CHILD. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE MOTHER OR FEMALE GUARDIAN WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

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# FSQ150

**HELP AVAILABLE**

**QUESTION TEXT:**

{Are you/Is {NAME}} {CHILD}'s...

HELP TEXT:
Biological or Birth Father: Child's male biological parent. A father who used a surrogate mother to have his biological child is a biological or birth father and should be coded here.

Adoptive Father: The male who has taken the child into his own family by legal process to raise as his own child.

Step Father: The male other than the child's father who is married to the child's mother.

Foster Father: The male with whom the child is placed temporarily, usually through a social service agency and/or a court.

Male Guardian: The male legally placed in charge of the affairs of the child.

Other Male Parent or Guardian: This person acts as the father of the child, but does not fit into one of the other categories. For example, in a household with two fathers, one of the fathers may not classify himself as biologically related and he may not be legally in charge of the affairs of the child even though he is another parent to the child. This category may also be used if a father has a child through a surrogate mother, or with donated sperm, and does not classify the child as biologically related or adopted through a legal process.

**CODES**

| | | |
|---|---|---|
| 1 | Biological or birth father, | BOX 4 |
| 2 | Adoptive father, | BOX 4 |
| 3 | Step father, | BOX 4 |
| 4 | Foster father or male guardian, or | BOX 4 |
| 5 | Other male parent or guardian? | BOX 4 |
| | REFUSED | BOX 4 |
| | DON'T KNOW | BOX 4 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Biological or Birth Father:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Adoptive Father:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Step Father:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Foster Father:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Male Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Male Parent or Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

CONSISTENCY CHECK: IF FSQ.150 = 1-5, THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD'S AGE USING A SOFT EDIT. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE FATHER OR MALE GUARDIAN WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

---

# FSQ160                                                    HELP AVAILABLE

**QUESTION TEXT:**

{Are you/Is {NAME}} {CHILD}'s...

HELP TEXT:
Full Sister: A female with whom the child shares the same biological parents.

Half Sister: A female with whom the child shares one biological parent.

Step Sister: A female to whom the child is unrelated except by the marriage of one biological parent.

Adoptive Sister: A female to whom the child is unrelated except that they are in the same family in which she or the child has been legally adopted by the family.

Foster Sister: A female to whom the child is unrelated except that they are in the same family in which she or the child have been taken into the home on a temporary basis and the parents have legal responsibility for the child.

**CODES**

| | | |
|---|---|---|
| 1 | Full sister, | BOX 4 |
| 2 | Half sister, | BOX 4 |
| 3 | Step sister, | BOX 4 |
| 4 | Adoptive sister, or | BOX 4 |
| 5 | Foster sister? | BOX 4 |
| | REFUSED | BOX 4 |
| | DON'T KNOW | BOX 4 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Full Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Half Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Step Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Adoptive Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Foster Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT.  OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

---

## FSQ170                                                          HELP AVAILABLE

**QUESTION TEXT:**

{Are you/Is {NAME}} {CHILD}'s...

HELP TEXT:
**Full Brother:**  A male with whom the child shares the same biological parents.

**Half Brother:**  A male with whom the child shares one biological parent.

**Step Brother:**  A male to whom the child is unrelated except by the marriage of one biological parent.

**Adoptive Brother:**  A male to whom the child is unrelated except that they are in the same family in which he or the child has been legally adopted by the family.

**Foster Brother:** A male to whom the child is unrelated except that they are in the same family in which he or the child have been taken into the home on a temporary basis and the parents have legal responsibility for the child.

**CODES**

| | | |
|---|---|---|
| 1 | Full brother, | BOX 4 |
| 2 | Half brother, | BOX 4 |
| 3 | Step brother, | BOX 4 |
| 4 | Adoptive brother, or | BOX 4 |
| 5 | Foster brother? | BOX 4 |
| | REFUSED | BOX 4 |
| | DON'T KNOW | BOX 4 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Full Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Half Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Step Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Adoptive Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Foster Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT.  OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

---

## FSQ180                                                          HELP AVAILABLE

**QUESTION TEXT:**

CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.

HELP TEXT:
**Girlfriend or Female Partner of CHILD's Parent/Guardian:** The female who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

**Boyfriend or Male Partner of CHILD's Parent/Guardian:** The male who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

**Female Guardian:** The female legally placed in charge of the affairs of the child.

**Male Guardian:** The male legally placed in charge of the affairs of the child.

**Daughter/son of CHILD's Parent's Partner:** The child of the person who has a "partner-like" relationship with one of the child's parents or guardians.

**Other Relative of CHILD's Parent's Partner:** Some other relative of the person who has a "partner-like" relationship with one of the child's parents or guardians.

**Other Non-relative:** If one of the codes for non-relative above does not better describe the relationship of the person to the child, and there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married), use this code.

**CODES**

| | | |
|---|---|---|
| 1 | GIRLFRIEND OR FEMALE PARTNER OF {CHILD}'S PARENT/GUARDIAN | BOX4 |
| 2 | BOYFRIEND OR MALE PARTNER OF {CHILD}'S PARENT/GUARDIAN | BOX4 |
| 3 | FEMALE GUARDIAN | BOX4 |
| 4 | MALE GUARDIAN | BOX4 |
| 5 | DAUGHTER/SON OF {CHILD}'S PARENT'S PARTNER | BOX4 |
| 6 | OTHER RELATIVE OF {CHILD}'S PARENT'S PARTNER | Box4 |
| 91 | OTHER NON-RELATIVE (SPECIFY) | FSQ181 |
| | REFUSED | BOX 4 |
| | DON'T KNOW | BOX 4 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Girlfriend or Female Partner of CHILD's Parent/Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Boyfriend or Male Partner of Child's Parent/Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Female Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Male Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Daughter/son of CHILD's Parent's Partner:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Relative of CHILD's parent's partner:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Non-relative:" IN THE HELP TEXT IN BOLD TEXT.

IF FSQ.180 IS CODED 1 (GIRLFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 5.

IF FSQ.180 IS CODED 2 (BOYFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 6.

IF FSQ.180 IS CODED 3 (FEMALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 1 AND RESPONSE TO FSQ.140 AS CODE 4.

IF FSQ.180 IS CODED 4 (MALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 2 AND RESPONSE TO FSQ.150 AS CODE 4.

CONSISTENCY CHECK:  IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "1"  (GIRLFRIEND OR FEMALE PARTNER OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100.   IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A GIRLFRIEND OR FEMALE PARTNER OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

CONSISTENCY CHECK:  IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "2"  (BOYFRIEND OR MALE PARTNER OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100.   IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A BOYFRIEND OR MALE PARTNER OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

ELSE, IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "3", THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 70 YEARS OLDER THAN THE CHILD.

IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS  "4", THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD.

IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: {FATHER OR MALE GUARDIAN/MOTHER OR FEMALE GUARDIAN} WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY. DISPLAY FATHER OR MALE GUARDIAN IF FSQ180=4; DISPLAY MOTHER OR FEMALE GUARDIAN IF FSQ180=3.

CONSISTENCY CHECK:  IF ANY ANSWERS VIOLATE THE SEX AND RELATIONSHIP RULES, DISPLAY MESSAGE: "THIS PERSON CANNOT BE CODED AS BOTH A {RELATIONSHIP FROM FSQ.130} AND A {SEX FROM FSQ.040}. PLEASE VERIFY INFORMATION AND CHANGE THE RELATIONSHIP OR SEX, AS NECESSARY."

## FSQ181

**QUESTION TEXT:**

_____
   SPECIFY OTHER NON-RELATIVE.

**ENTER TEXT**
        Length                                      70

## BOX 4

END LOOP 1.
ASK FSQ130 - FSQ180 FOR NEXT PERSON ON THE HOUSEHOLD ROSTER WHO IS NOT THE FOCAL CHILD.
IF NO NEXT PERSON, CONTINUE WITH BOX 4A.

## BOX 4A

LOOP 2.
IF ANY FOCAL CHILD, RESPONDENT, MOTHER FIGURE, OR FATHER FIGURE, OR RESPONDENT AND
RESPONDENT'S SPOUSE (IF NO MOTHER AND FATHER FIGURES) (NEW OR OLD HH MEMBERS) IS MISSING
ETHNICITY OR RACE DATA, CONTINUE WITH FSQ.190.
OTHERWISE, GO TO BOX 4B.

## FSQ190                                                                    HELP AVAILABLE

**QUESTION TEXT:**

{Are you/Is {NAME}} Hispanic or Latino?

CODE HISPANIC OR LATINO FOR NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS WITH
MISSING DATA.  IF NO NEW PERSONS OR OLD PERSONS WITH MISSING DATA, PRESS ENTER TO CONTINUE.

HELP TEXT:
Hispanic or Latino:  A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish
culture or origin, regardless of race.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF THE PERSON BEING ASKED ABOUT IS NOT THE FOCAL CHILD, INCLUDE THE HOUSEHOLD MEMBER'S FIRST
AND LAST NAME.

DISPLAY "Hispanic or Latino:" IN THE HELP TEXT IN BOLD TEXT.

CAPI MATRIX INSTRUCTIONS:

DISPLAY IN COLUMN 1 EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ.020) WHO IS
THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ.130 OR CODE '3' AT FSQ.180), OR
FATHER FIGURE (CODE '2' AT FSQ.130 OR CODE '4' AT FSQ.180).

IF NO MOTHER AND FATHER FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH (A CODE '1' OR '2' AT FSQ.130) OR (CODE '3' OR '4' AT FSQ.180)), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

NOTE:  IF THE RESPONDENT IS A MOTHER OR FATHER FIGURE, ONLY DISPLAY HIS/HER NAME ONCE.

NOTE:  DO NOT DISPLAY HOUSEHOLD MEMBERS CODED AS NOT LIVING IN THE HOUSEHOLD AT FSQ.010.

THE CURSOR SHOULD BE POSITIONED ON THE FIRST BLANK FIELD.  IF NO BLANK FIELDS, THE CURSOR SHOULD BE POSITIONED ON THE LAST COMPLETED FIELD IN THE MATRIX.

IF, ACCORDING TO THE PRELOAD, A CASE HAD COMPLETE FSQ DATA IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE:

ASK ABOUT HISPANIC OR LATINO ONLY IF NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS MISSING DATA ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT, IF PREVIOUS HOUSEHOLD MEMBERS BECAME THE CHILD'S PARENTS OR THE RESPONDENT, OR IF THERE ARE NO PARENTS, THEN ASK ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW OR MISSING DATA). DISPLAY "Are you" IF LOOPING ON THE RESPONDENT.  OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE COMPLETE FSQ DATA IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE:

ASK ABOUT HISPANIC OR LATINO FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES.  IF NO MOTHER AND FATHER FIGURES, THEN ASK ABOUT THE FOCAL CHILD, THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF ANY). DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

**FSQ195**                                                          **HELP AVAILABLE**

**QUESTION TEXT:**

What is {your/{NAME}'s} race? You may name one or more races to indicate what {you/NAME} {consider/considers} {yourself/himself/herself} to be.

IF "HISPANIC" or "LATINO" PROBE:  Is that White Hispanic, Black Hispanic, both, or something else?

IF RESPONDENT CONTINUES TO SAY "HISPANIC" or "LATINO" AFTER USING THE PROBE ABOVE, CODE AS "DON'T KNOW."

CODE ALL THAT APPLY.

HELP TEXT:
American Indian or Alaska Native:  A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian:  A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American:  A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as "Black or African American" or report entries such as "Kenyan, Nigerian, or Haitian."

Native Hawaiian or Other Pacific Islander:  A person having origins in any of the original peoples of Hawaii,

Guam, Samoa, or other Pacific Islands.

White:  A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**CODES**

| | |
|---|---|
| 1 | AMERICAN INDIAN OR ALASKA NATIVE |
| 2 | ASIAN |
| 3 | BLACK OR AFRICAN AMERICAN |
| 4 | NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER |
| 5 | WHITE |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF THE PERSON BEING ASKED ABOUT IS NOT THE FOCAL CHILD, INCLUDE THE HOUSEHOLD MEMBER'S FIRST AND LAST NAME.

DISPLAY "American Indian or Alaska Native:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Asian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Black or African American:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Native Hawaiian or Other Pacific Islander:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "White:" IN THE HELP TEXT IN BOLD TEXT.

CAPI MATRIX INSTRUCTIONS:

DISPLAY IN COLUMN 1 EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ.020) WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ.130 OR CODE '3' AT FSQ.180), OR FATHER FIGURE (CODE '2' AT FSQ.130 OR CODE '4' AT FSQ.180).

IF NO MOTHER AND FATHER FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1' OR '2' AT FSQ.130) OR (CODE '3' OR '4' AT FSQ.180), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

NOTE:  IF THE RESPONDENT IS A MOTHER OR FATHER FIGURE, ONLY DISPLAY HIS/HER NAME ONCE.

NOTE:  DO NOT DISPLAY HOUSEHOLD MEMBERS CODED AS NOT LIVING IN THE HOUSEHOLD AT FSQ.010.

IF THERE WAS COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE , ASK ABOUT RACE ONLY IF NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS MISSING DATA ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT, IF PREVIOUS HOUSEHOLD MEMBERS BECAME THE CHILD'S PARENTS OR THE RESPONDENT, OR IF THERE ARE NO PARENTS, THEN ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW OR MISSING DATA). DISPLAY "your," "you," "consider," AND "yourself" IF LOOPING ON THE RESPONDENT.  OTHERWISE, DISPLAY "{NAME}", "{NAME}", "considers" AND ("himself" OR "herself") USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.  DISPLAY "himself" IF THE PERSON IS MALE AND "herself" IF THE PERSON IS FEMALE. IF SEX IS MISSING, DISPLAY "himself/herself."

IF THERE WAS NOT COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE ASK ABOUT RACE FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES.  IF NO MOTHER AND FATHER FIGURES, THEN ASK ABOUT THE FOCAL CHILD, THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF ANY).  DISPLAY "your," "you," "consider", AND "yourself" IF LOOPING ON THE RESPONDENT.  OTHERWISE, DISPLAY "{NAME}," "{NAME}," "considers" AND ("himself" OR "herself") USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.  DISPLAY "himself" IF THE PERSON IS MALE AND "herself" IF THE PERSON IS FEMALE.

IF SEX IS MISSING, DISPLAY "himself/herself."

## BOX 4B

END LOOP 2.
ASK FSQ.190 – FSQ.195 FOR NEXT PERSON WHO IS THE FOCAL CHILD, MOTHER FIGURE, FATHER FIGURE, OR RESPONDENT OR RESPONDENT'S SPOUSE (IF NO MOTHER OR FATHER FIGURES) (NEW OR OLD HH MEMBERS) WHOSE ETHNICITY OR RACE DATA ARE MISSING.

IF NO NEXT PERSON, CONTINUE WITH FSQ196a IF, ACCORDING TO THE PRELOAD, THERE WAS NOT A COMPLETE OR PARTIALLY COMPLETE SPRING THIRD GRADE INTERVIEW.  ELSE GO TO FSQ.200a.

## FSQ196a

**QUESTION TEXT:**

Though we may have asked you about {CHILD}'s ethnicity and race in the past, I do have a few more questions I'd like to ask about that now.  Is {CHILD} a member of a Spanish, Hispanic, or Latino group?

IF THE PARENT COMMENTS THAT WE HAVE ASKED THIS IN THE PAST, SAY:  While we asked about this in the past, I have some additional questions about {CHILD}'s ethnicity if {he/she} is Hispanic, Asian, or Pacific Islander.

**CODES**

| | | |
|---|---|---|
| 1 | YES | FSQ196b |
| 2 | NO | FSQ197a |
| | REFUSED | FSQ197a |
| | DON'T KNOW | FSQ197a |

## FSQ196b

**QUESTION TEXT:**

Which of the following Spanish, Hispanic, or Latino groups best describes {CHILD}'s origin? Is {he/she}…

CODE ALL THAT APPLY.

**CODES**      **Code All That Apply**
| | |
|---|---|
| 1 | Mexican, Mexican American or Chicano, |
| 2 | Puerto Rican, |

| 3 | Cuban, or |
| 4 | Other Spanish/Hispanic/Latino group? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

---

# FSQ197a

**QUESTION TEXT:**

Is {CHILD} a member of an Asian group?

**CODES**

| 1 | YES | FSQ197b |
| 2 | NO | FSQ198a |
| | REFUSED | FSQ198a |
| | DON'T KNOW | FSQ198a |

---

# FSQ197b

**QUESTION TEXT:**

Which of the following Asian groups best describes {CHILD}'s origin? Is {he/she}...

CODE ALL THAT APPLY.

**CODES**     **Code All That Apply**

| 1 | Asian Indian, |
| 2 | Chinese, |
| 3 | Filipino, |
| 4 | Japanese, |
| 5 | Korean, |
| 6 | Vietnamese, |
| 7 | Hmong, or |
| 8 | Other Asian? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

---

# FSQ198a

**QUESTION TEXT:**

Is {CHILD} a member of a Pacific Islander group?

**CODES**

| | | |
|---|---|---|
| 1 | YES | FSQ198b |
| 2 | NO | FSQ200a |
| | REFUSED | FSQ200a |
| | DON'T KNOW | FSQ200a |

# FSQ198b

**QUESTION TEXT:**

Which of the following Pacific Islander groups best describes {CHILD}'s origin? Is {he/she}...

CODE ALL THAT APPLY.

**CODES**    **Code All That Apply**

| 1 | Native Hawaiian, |
|---|---|
| 2 | Guamanian or Chamorro, |
| 3 | Samoan, or |
| 4 | Other Pacific Islander? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

# FSQ200a

**DISPLAY INSTRUCTIONS:**

Matrix in FSQ200b

**QUESTION TEXT:**

{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married {FILL 3}?

PROBE: This question is about parents who live in the household.

**CODES**

| 1 | MARRIED |
|---|---|
| 2 | SEPARATED |

3        DIVORCED
4        WIDOWED
5        NEVER MARRIED
6        CIVIL UNIONS/DOMESTIC PARTNERSHIP
         REFUSED
         DON'T KNOW

---

## FSQ200b

See matrix.

| {FILL 1} | {FILL 2} | {FILL 3} | ParentIsR<br>The current roster shows a relationship of biological/ adoptive mother or biological/ adoptive father for the person flagged as the respondent for YES | BioMoInHH<br>The current roster shows the relationship of biological mother for at least one HH member (not the R) for YES | BioFaInHH<br>The current roster shows the relationship of biological father for at least one HH member (not the R) for YES | AdopMoInHH<br>The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for YES | AdopFaInHH<br>The current roster shows the relationship of adoptive father for at least one HH member (not the R) for YES | OtherInHH<br>The current roster shows there is no biological/adoptive mother/father in the household for YES | SameAdopInHH<br>The current roster shows there are same sex adoptive parents (one of them is not the R) for YES | SameBioInHH<br>The current roster shows there are same sex biological parents (one of them is not the R) for YES |
|---|---|---|---|---|---|---|---|---|---|---|
| Are you | have you | | YES | | | | | | | |
| Are you | have you | | | | | | | YES | | |
| Are CHILD's biological parents | have they | to each other | NO | YES | YES | | | NO | | |
| Are CHILD's biological parents | have they | to each other | NO | | | | | NO | | YES |
| Is CHILD's biological mother | has she | | NO | YES | NO | | | NO | | |
| Is CHILD's biological father | has he | | NO | NO | YES | | | NO | | |
| Is CHILD's adoptive mother | has she | | NO | NO | NO | YES | NO | NO | | |
| Is CHILD's adoptive father | has he | | NO | NO | NO | NO | YES | NO | | |
| Are CHILD's adoptive parents | have they | to each other | NO | NO | NO | YES | YES | NO | | |
| Are CHILD's adoptive parents | have they | to each other | NO | NO | NO | | | NO | YES | |

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## BOX 5

IDENTIFY THE 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD.  THIS PERSON OR PERSONS SHOULD BE CHOSEN AS FOLLOWS:
 1) THE KEY PARENT FIGURES SHOULD BE CHOSEN ONLY FROM AMONG CURRENT MEMBERS OF THE HOUSEHOLD;

2) IF A MOTHER (RELATION=1) IS IN THE HOUSEHOLD SHE SHOULD BE A KEY PARENT FIGURE; IF A FATHER (RELATION =2) IS IN THE HOUSEHOLD HE SHOULD BE A KEY PARENT FIGURE; IF THERE ARE TWO MOTHERS (RELATION=1), PICK THE MOTHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH MOTHER =1, ADOPTIVE MOTHER=2, STEPMOTHER=3, FOSTER MOTHER OR FEMALE GUARDIAN =4. OTHER TYPE OF MOTHER = 5.  IF TWO MOTHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.140 WAS REFUSED OR DON'T KNOW, PICK ONE WITH LOWEST PERSON NUMBER.  IF THERE ARE TWO FATHERS (RELATION=2), PICK THE FATHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH FATHER =1, ADOPTIVE FATHER=2, STEPFATHER=3, FOSTER FATHER OR MALE GUARDIAN =4, AND OTHER TYPE OF FATHER = 5.  IF TWO FATHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.150 WAS REFUSED OR DON'T KNOW, PICK ONE WITH LOWEST PERSON NUMBER. CHILDREN'S PARENTS WITH RELATION = 1 OR 2 SHOULD BE THE KEY PARENT FIGURES WHETHER OR NOT ONE OF THE PARENTS IS THE RESPONDENT.

3) IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THE MOTHER HAS A MALE (FSQ.140 =1) SPOUSE/PARTNER (SPOUSE/PARTNER, HERE AND IN OTHER PARTS OF THIS BOX, IS DEFINED AS A SPOUSE/PARTNER HAVING BEEN SELECTED AT FSQ.120), THE MOTHER SHOULD BE A KEY PARENT FIGURE AND THE MALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.  ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THERE ARE TWO MOTHERS IN THE HOUSEHOLD, THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER MOTHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THE MOTHER HAS A SPOUSE/PARTNER WHO IS FEMALE (FSQ.140 =2), THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND HER FEMALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.  IF THE SEX OF THE SPOUSE/PARTNER OF A PARENT (RELATION = 1 OR 2) IS UNKNOWN  (FSQ140 = REF OR DK), THE PARENT AND THE SPOUSE/PARTNER OF THE PARENT SHOULD STILL EACH BE KEY PARENT FIGURES.
(NOTE: IN HOUSEHOLDS WITH TWO MOTHERS AND NO FATHER, EACH MOTHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS.  IF MOTHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A MOTHER FIGURE #1, MOTHER FIGURE #1 SHOULD BE ONE KEY MOTHER FIGURE AND MOTHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE.  ALSO, IN TWO MOTHER FAMILIES WITHOUT A FATHER, IF A MOTHER WHO TAKES PRECEDENCE OVER ANOTHER MOTHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER MOTHER WHO IS THE RESPONDENT, BOTH MOTHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE MOTHER THAT TAKES PRECEDENCE AS BOTH THE KEY FEMALE AND KEY MALE FIGURE.)

4) IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER (RELATION=1) AND THE FATHER HAS A FEMALE SPOUSE/PARTNER, THE FATHER SHOULD BE A KEY PARENT FIGURE AND THE FEMALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A FATHER (RELATION =2) BUT NO MOTHER (RELATION=2) AND THERE ARE TWO FATHERS IN THE HOUSEHOLD, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER FATHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.
ELSE, IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER (RELATION=1) AND THE FATHER HAS A MALE SPOUSE/PARTNER, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND HIS MALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. (NOTE: IN HOUSEHOLDS WITH TWO FATHERS AND NO MOTHER, EACH FATHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS.  IF FATHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A FATHER FIGURE #1, FATHER FIGURE #1 SHOULD BE ONE KEY FATHER FIGURE AND FATHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE.  ALSO, IN TWO FATHER FAMILIES WITHOUT A MOTHER, IF A FATHER WHO TAKES PRECEDENCE OVER ANOTHER FATHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER FATHER WHO IS THE RESPONDENT, BOTH FATHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE FATHER THAT TAKES PRECEDENCE AS BOTH THE KEY MALE AND KEY FEMALE FIGURE.)

5) OTHERWISE, IF THERE ARE NOT PARENTS IN THE HOUSEHOLD (RELATION NE 1 OR 2), THE RESPONDENT SHOULD BE A KEY PARENT FIGURE AND THE RESPONDENT'S SPOUSE/PARTNER, IF ONE, SHOULD BE A KEY PARENT FIGURE.

**BOX 6**

GO TO SECTION HEQ (HOME ENVIRONMENT, ACTIVITIES, AND COGNITIVE STIMULATION).

| Section | HEQ | [Home Environment, Activities, and Cognitive Stimulation] | Sequence: 3 |
|---|---|---|---|

## HEQ010a

HELP AVAILABLE

**QUESTION TEXT:**

Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?

Tell stories to {CHILD}?

Would you say not at all, once or twice a week, 3-6 times a week, or every day?

HELP TEXT:

FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

Tell stories: Story-telling is different from reading. Stories include fairy tales, family stories, or any type of story that is not read.

**CODES**

| | |
|---|---|
| 1 | NOT AT ALL, |
| 2 | ONCE OR TWICE A WEEK, |
| 3 | 3-6 TIMES A WEEK, OR |
| 4 | EVERY DAY? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER:" in BOLD TEXT.
DISPLAY "Tell stories:" in BOLD TEXT.

## HEQ010b

HELP AVAILABLE

**QUESTION TEXT:**

[Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?]

Help {CHILD} to do arts and crafts?

[PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?]

HELP TEXT:

FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

Help child with arts and crafts: Arts and crafts may include making seasonal decorations, making cutouts or drawing pictures, painting or finger-painting, whittling wood, etc. It also includes helping the child with arts and crafts projects assigned by school, but done at home.

**CODES**

| | |
|---|---|
| 1 | NOT AT ALL, |
| 2 | ONCE OR TWICE A WEEK, |
| 3 | 3-6 TIMES A WEEK, OR |
| 4 | EVERY DAY? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER:" in BOLD TEXT.
DISPLAY "Help child with arts and crafts:" in BOLD TEXT.

---

# HEQ010c                                                     HELP AVAILABLE

**QUESTION TEXT:**

[Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?]

Play games or do puzzles with {CHILD}?

[PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?]

HELP TEXT:

FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

Play games or do puzzles: Includes indoor "quiet" games like board games or puzzles, or more active indoor games like Ping-Pong.

**CODES**

| | |
|---|---|
| 1 | NOT AT ALL, |
| 2 | ONCE OR TWICE A WEEK, |
| 3 | 3-6 TIMES A WEEK, OR |
| 4 | EVERY DAY? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER:" in BOLD TEXT.
DISPLAY "Play games or do puzzles:" in BOLD TEXT.

---

# HEQ010d                                                     HELP AVAILABLE

**QUESTION TEXT:**

[Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?]

Talk about nature or do science projects with {CHILD}?

[PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?]

HELP TEXT:

**FAMILY MEMBER:** A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

**Talk about nature or do science projects:** Talking about nature could include answering any questions the child may have about trees, weather, etc. or watching a television program or video about nature together and then discussing it. Science projects include any type of project designed to show the child how the world works, such as understanding how plants grow, studying rocks, using flashlights to create shadows, or mixing paints to create different colors.

**CODES**

| | |
|---|---|
| 1 | NOT AT ALL, |
| 2 | ONCE OR TWICE A WEEK, |
| 3 | 3-6 TIMES A WEEK, OR |
| 4 | EVERY DAY? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER:" in BOLD TEXT.
DISPLAY "Talk about nature or do science projects:" in BOLD TEXT.

---

# HEQ010e

HELP AVAILABLE

**QUESTION TEXT:**

[Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?]

Play a sport or exercise together?

[PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?]

HELP TEXT:

FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

Play a sport or exercise together: This includes calisthenics (e.g., jumping jacks, sit-ups), riding bicycles, rollerblading, individual or team sports, games like hide-and-go-seek, or other outdoor activities where activity or exercise is involved. Do not include times when the child does the sport or activity by him or herself.

**CODES**

| | |
|---|---|
| 1 | NOT AT ALL, |
| 2 | ONCE OR TWICE A WEEK, |
| 3 | 3-6 TIMES A WEEK, OR |
| 4 | EVERY DAY? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER:" in BOLD TEXT.
DISPLAY "Play a sport or exercise together:" in BOLD TEXT.

---

# HEQ010f                                                    **HELP AVAILABLE**

**QUESTION TEXT:**

[Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?]

Practice reading, writing or working with numbers?

[PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?]

HELP TEXT:
FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

Practice reading, writing, or working with numbers: This includes time family members spend on homework, reading a calendar, practicing in an exercise or workbook.

**CODES**

| | |
|---|---|
| 1 | NOT AT ALL, |
| 2 | ONCE OR TWICE A WEEK, |
| 3 | 3-6 TIMES A WEEK, OR |
| 4 | EVERY DAY? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER:" in BOLD TEXT.
DISPLAY "Practice reading, writing, or working with numbers:" in BOLD TEXT.

---

# HEQ210

**QUESTION TEXT:**

In the past week, how often did {CHILD} read to {himself/herself} or to others outside of school?

PROBE: Please include reading in any language.

> Would you say …

**CODES**

| | | |
|---|---|---|
| 1 | Never, | HEQ225 |
| 2 | Once or twice a week, | HEQ215 |
| 3 | 3 to 6 times a week, or | HEQ215 |
| 4 | Every day? | HEQ215 |
| | REFUSED | HEQ225 |
| | DON'T KNOW | HEQ225 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "past week" IN UNDERLINED TEXT.

# HEQ215

**QUESTION TEXT:**

Generally, how many minutes did {CHILD} read at each of these times?

PROBE: Please include reading in any language.

|___|___|___|
ENTER MINUTES

**ENTER NUMBER**

| | |
|---|---|
| Range | 1 to 240 |
| Soft Range | 1 to 120 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

IF VALUE ENTERED IS 121 TO 240, DISPLAY ERROR MESSAGE "You have entered {DISPLAY RESPONSE AT HEQ.215}. Are you sure this is correct?

IF VALUE ENTERED IS GREATER THAN 240, DISPLAY ERROR MESSAGE "Input invalid. Value not in range 1-240."

# HEQ225                                                                 HELP AVAILABLE

**QUESTION TEXT:**

In an average week, how often does {CHILD} use a home computer or other electronic device to play with programs that teach {him/her} something, like math or reading skills?

Would you say…

HELP TEXT:

Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and

Playstation).

**CODES**

| | |
|---|---|
| 1 | Never, |
| 2 | Once or twice a week, |
| 3 | 3 to 6 times a week, or |
| 4 | Every day? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IN THE HELP TEXT DISPLAY "Electronic device" IN BOLD TEXT.

---

# HEQ226                                                      HELP AVAILABLE

**QUESTION TEXT:**

Do you monitor how many hours {CHILD} spends online?

HELP TEXT:
Include monitoring hours the child spends looking at anything online, including websites, email, videos, movies, television shows, online games, and chat rooms, and picture or social media sites such as Instagram, Vine, Snapchat, YouTube, Twitter, and Facebook.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

---

# HEQ227

**QUESTION TEXT:**

Do you monitor what {CHILD} looks at online, or what websites and accounts {CHILD} can join online? Include everything the child may look at online,  such as websites, email, videos, movies, television shows, online games, chat rooms, and picture or social media sites such as Instagram, Vine, Snapchat, YouTube, Twitter, and Facebook.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

## HEQ228

**QUESTION TEXT:**

How many close friends does {CHILD} have?

PROBE: Your best guess is fine.

|_|_|
ENTER NUMBER OF FRIENDS.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 100 |
| Soft Range | 0 to 50 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

THE SOFT RANGE=0-50 friends. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT HEQ228}. Are you sure this is correct?"

HARD RANGE=0-100 friends. OTHERWISE DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0-100."

## BOX1

IF HEQ228 > 0, GO TO HEQ229.  ELSE, GO TO HEQ280.

## HEQ229

**QUESTION TEXT:**

What kind of influence is {CHILD}'s {best} friend? Would you say always a good influence, usually a good influence, neither a good nor a bad influence, usually a bad influence, or always a bad influence?

IF THE CHILD DOES NOT HAVE A BEST FRIEND, CODE AS CATEGORY 6.

**CODES**

| | |
|---|---|
| 1 | ALWAYS A GOOD INFLUENCE |
| 2 | USUALLY A GOOD INFLUENCE |
| 3 | NEITHER A GOOD NOR A BAD INFLUENCE |
| 4 | USUALLY A BAD INFLUENCE |

| 5 | ALWAYS A BAD INFLUENCE | |
| 6 | DOES NOT APPLY/CHILD DOES NOT HAVE A BEST FRIEND | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

USE A NULL DISPLAY FOR "best" IF HEQ228=1. ELSE, DISPLAY "best."

---

# HEQ280

**QUESTION TEXT:**

Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?

**CODES**

| 1 | YES | |
| 2 | NO | HEQ300 |
| | REFUSED | HEQ300 |
| | DON'T KNOW | HEQ300 |

---

# HEQ290

**QUESTION TEXT:**

What is {CHILD} tutored in?

CODE ALL THAT APPLY.

PROBE:  Anything else?

**CODES**

| 1 | READING |
| 2 | MATH |
| 3 | SCIENCE |
| 4 | FOREIGN LANGUAGE |
| 91 | OTHER (SPECIFY) |
| | REFUSED |
| | DON'T KNOW |

---

# BOX2

## HEQ290OS

**QUESTION TEXT:**

[What is {CHILD} tutored in?]

SPECIFY SUBJECT(S).

_____

**ENTER TEXT**

Length                                                          50

## HEQ300                                                      HELP AVAILABLE

**QUESTION TEXT:**

Outside of school hours in the past year, has {CHILD} participated in:

Academic activities, like science, computers, math lab, or taking a class to learn a language other than English?

HELP TEXT: Include academic activities during the school year that take place before or after the regular school day or on weekends.  Academic activities may take place inside or outside the school,  and may be sponsored by the school or someone else. Some examples of academic activities are creative writing; poetry; learning about other countries; learning to use robots; using a computer; building with Legos; working on math or science projects; learning a foreign language; and being part of a team that competes in academic subjects or does creative problem solving activities.

Do not include tutoring; recreational programs, like scouts; music lessons, such as piano, instrumental music, or singing lessons; drama classes; art classes or lessons, such as painting, drawing, or sculpture; organized performing arts programs, such as children's choirs, dance programs, or theater performances; or religious activities or instruction.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | HEQ310 |
| | REFUSED | HEQ310 |
| | DON'T KNOW | HEQ310 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

IN THE HELP TEXT, 'Include' in the first line should appear in bold text.

IN THE HELP TEXT, 'Do not include' in the second paragraph should appear in bold text.

## HEQ301                   **HELP AVAILABLE**

**QUESTION TEXT:**

Did {he/she} specifically learn about math, science, or technology in any of those academic activities?

HELP TEXT:
Include activities such as learning to use robots, using a computer, building with Legos, or working on math or science projects.

**CODES**

| | | |
|---|---|---|
| 1 | | YES |
| 2 | | NO |
| | | REFUSED |
| | | DON'T KNOW |

## HEQ305

**QUESTION TEXT:**

As part of {CHILD}'s participation in that activity, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?

**CODES**

| | | |
|---|---|---|
| 1 | | YES |
| 2 | | NO |
| | | REFUSED |
| | | DON'T KNOW |

## HEQ310

**QUESTION TEXT:**

Outside of school hours in the past year, has {CHILD} participated in:

Organized athletic activities, like basketball, soccer, baseball, or gymnastics?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "year" IN UNDERLINED TEXT.

# HEQ320

**QUESTION TEXT:**

[Outside of school hours in the past year, has {CHILD} participated in:]

Organized clubs or recreational programs, like scouts?

**CODES**

| | | |
|---|---|---|
| 1 | YES | HEQ325 |
| 2 | NO | HEQ330 |
| | REFUSED | HEQ330 |
| | DON'T KNOW | HEQ330 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "year" IN UNDERLINED TEXT.

# HEQ325

**QUESTION TEXT:**

As part of {CHILD}'s participation in that program, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

# HEQ330

**QUESTION TEXT:**

Outside of school hours in the past year, has {CHILD} participated in:

Music lessons, for example, piano, instrumental music, or singing lessons?

**CODES**

1          YES

2          NO

           REFUSED

           DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "year" IN UNDERLINED TEXT.

## HEQ340

**QUESTION TEXT:**

[Outside of school hours in the past year, has {CHILD} participated in:]

Drama classes?

**CODES**

1          YES

2          NO

           REFUSED

           DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "year" IN UNDERLINED TEXT.

## HEQ350

**QUESTION TEXT:**

[Outside of school hours in the past year, has {CHILD} participated in:]

Art classes or lessons, for example, painting, drawing, or sculpture?

**CODES**

1          YES

2          NO

           REFUSED

           DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "year" IN UNDERLINED TEXT.

## HEQ370

**QUESTION TEXT:**

[Outside of school hours in the past year, has {CHILD} participated in:]

Organized performing arts programs, such as children's choirs, dance programs, or theater performances?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "year" IN UNDERLINED TEXT.

# HEQ391

**QUESTION TEXT:**

[Outside of school hours in the past year, has {CHILD} participated in:]

Religious activities or instruction?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "year" IN UNDERLINED TEXT.

# BOX3

IF HEQ.300, HEQ.310, HEQ.320, HEQ330, HEQ.340, HEQ.350, HEQ.370 OR HEQ391 = 1, GO TO HEQ.393. ELSE, GO TO HEQ.400.

# HEQ393

**QUESTION TEXT:**

Did {CHILD}'s participation in {academic activities /organized athletic activities/ organized clubs or recreational programs/ music lessons/ drama classes / art classes or lessons/ organized performing arts programs/ religious activities or instruction /any of these activities} help to cover the hours when you needed adult supervision for {him/her}?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF ONLY ONE OF THE ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ320, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) EQUALS 1 (YES), DISPLAY THE ACTIVITY LISTED AS SHOWN BELOW. ELSE, DISPLAY "any of these activities."

IF HEQ.300 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "academic activities."

ELSE, IF HEQ310 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "organized athletic activities."

ELSE, IF HEQ320 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "organized clubs or recreational programs."

ELSE, IF HEQ330 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "music lessons."

ELSE, IF HEQ340 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "drama classes."

ELSE, IF HEQ350 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.370, HEQ.391) NE 1, DISPLAY "art classes or lessons."

ELSE, IF HEQ370 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.391) NE 1, DISPLAY "organized performing arts programs."

ELSE, IF HEQ391 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.370) NE 1, DISPLAY "religious activities or instruction."

# HEQ400

**QUESTION TEXT:**

Now, I have a question about your neighborhood. How safe is it for children to play outside during the day in your neighborhood? Would you say it's …

**CODES**

| | |
|---|---|
| 1 | Not at all safe, |
| 2 | Somewhat safe, or |
| 3 | Very safe? |
| | REFUSED |
| | DON'T KNOW |

# HEQ600a

**QUESTION TEXT:**

On an average school night, how many hours of sleep does {CHILD} get?

|__|__|
ENTER NUMBER OF HOURS.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 15 |
| Soft Range | 8 to 12 |
| REFUSED | BOX4 |
| DON'T KNOW | BOX4 |

**PROGRAMMER INSTRUCTIONS:**

WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY "ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER '0'. MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'

WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'On an average night, how many hours of sleep does {CHILD} get?' IN SQUARE BRACKETS.

DK AND REF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.

IF HOURS ARE REF/DK, GO TO BOX 4. ELSE, CONTINUE WITH MINUTES.

THE SOFT RANGE=8-12 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT HEQ600a}. Are you sure this is correct?"

HARD RANGE=0-15 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0-15."

# HEQ600b

**QUESTION TEXT:**

[On an average school night, how many hours of sleep does {CHILD} get?]

|__|__|
ENTER NUMBER OF MINUTES.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 59 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY "ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER '0'. MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'

WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'On an average night, how many hours of sleep does {CHILD} get?' IN SQUARE BRACKETS.

DK AND REF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS. IF THE MINUTES FIELD IS EMPTY (INTERVIEWER DOES NOT ENTER ZERO OR MORE MINUTES), CODE THE MINUTES

FIELD AS -1 (this is for data delivery purposes only).

HARD RANGE=0-59 minutes. OTHERWISE DISPLAY ERROR MESSAGE: " Input invalid.  Value not in range 0-59."

---

**BOX4**

GO TO SECTION SSQ (SOCIAL SKILLS, PROBLEM BEHAVIORS, AND APPROACHES TOWARD LEARNING).

| Section | SSQ | [Social Skills, Problem Behaviors, and Approaches Toward Learning - SSQ] | Sequence: 4 |
|---|---|---|---|

Working Memory. Parents are asked to indicate how often their child does four different things related to working memory, such as remembering a list of chores or tasks or needing help from adults to stay on task. The scale name and item number are provided in place of the question text because the wording of these items is copyright protected.

SSQ020a    P8 BRIEF Parent Working Memory Item 2
SSQ020b    P8 BRIEF Parent Working Memory Item 24
SSQ020c    P8 BRIEF Parent Working Memory Item 27
SSQ020d    P8 BRIEF Parent Working Memory Item 32

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**BOX 1**

GO TO SECTION CCQ (CHILD CARE).

## CCQ376               HELP AVAILABLE

**QUESTION TEXT:**

Sometimes children spend time caring for themselves, either at home or somewhere else, without an adult or older child responsible for them. Does {CHILD} spend time caring for {himself/herself} on a regular basis before or after school?

HELP TEXT:

Regular Basis:  An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional times when child is left to care for him/herself.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | BOX15 |
| | REFUSED | BOX15 |
| | DON'T KNOW | BOX15 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "regular basis" IN UNDERLINED TEXT.

DISPLAY "Regular Basis:" IN THE HELP TEXT IN BOLD TEXT.

## CCQ377

**QUESTION TEXT:**

How many hours per week does {CHILD} take care of {himself/herself}?

|___|___|
ENTER # OF HOURS

**ENTER NUMBER**

| | |
|---|---|
| Range | 1 to 70 |
| Soft Range | 1 to 25 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

IF VALUE IS 26 TO 70, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS GREATER THAN 70, DISPLAY THE  HARD ERROR MESSAGE:  "Input invalid. Value not in range 1 to 70."

## BOX15

GO TO SECTION NRQ (NON-RESIDENT PARENTS).

BOX15

## Box1

IF BOTH BIOLOGICAL PARENTS (CODED '1' AT FSQ.140 FOR AT LEAST ONE HOUSEHOLD MEMBER AND CODED '1' AT FSQ.150 FOR AT LEAST ONE HOUSEHOLD MEMBER) ARE CURRENTLY LIVING TOGETHER IN THE HOUSEHOLD, GO TO BOX 4.
OTHERWISE, CONTINUE WITH BOX 2.

## Box2

LOOP 1
ASK NRQ.040 THROUGH BOX 4 ONE TIME FOR EACH BIOLOGICAL MOTHER, ADOPTIVE MOTHER, BIOLOGICAL FATHER, AND ADOPTIVE FATHER NOT LIVING IN THE HOUSEHOLD.

DETERMINING LOOPING ELIGIBILITY:
1. NO BIOLOGICAL/BIRTH MOTHER IN HH: IF NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.140 AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW, THEN ASK ABOUT BIOLOGICAL MOTHER.

2. NO ADOPTIVE MOTHER IN HH: IF NO BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD AND THERE IS ONLY ONE ADOPTIVE FATHER IN THE HOUSEHOLD; THAT IS, THERE IS NO HOUSEHOLD MEMBER WITH A CODE '1' OR '2' AT FSQ.140, AND ONLY ONE HOUSEHOLD MEMBER WITH A CODE '2' AT FSQ.150, AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW, THEN ASK ABOUT ADOPTIVE MOTHER.

3. NO BIOLOGICAL/BIRTH FATHER IN HH: IF NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.150 AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW, ASK ABOUT BIOLOGICAL FATHER.

4. NO ADOPTIVE FATHER IN HH: IF NO BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD AND THERE IS ONLY ONE ADOPTIVE MOTHER IN THE HOUSEHOLD; THAT IS, THERE IS NO HOUSEHOLD MEMBER WITH CODE '1' OR '2' AT FSQ.150, AND ONLY ONE HOUSEHOLD MEMBER WITH A CODE '2' AT FSQ.140, AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW, THEN ASK ABOUT ADOPTIVE FATHER.

5. INELIGIBLE CASES: IF NRQ.030 = 2 NO ADOPTIVE NON-RESIDENT MOTHER/FATHER FROM FALL-K, DO NOT LOOP ON THAT ADOPTIVE NONRESIDENT PARENT.

ELSE, IF NRQ.040 = 5 (PARENT DECEASED), NRQ.040 = 6 (NO CONTACT SINCE ADOPTION), NRQ.040 = 7 (NO ADOPTIVE MOTHER/FATHER), OR NRQ.040 = 8 (PARENT UNKNOWN /WAS ONLY A DONOR) IN ANY PREVIOUS ROUND FOR A BIOLOGICAL OR AN ADOPTIVE NON-RESIDENT PARENT, DO NOT LOOP ON THIS PARENT.

ELSE, IF A BIOLOGICAL PARENT WAS NOT LIVING OR RESPONDENT DID NOT KNOW WHO THE BIOLOGICAL PARENT WAS IN THE FALL K INTERVIEW (FALL K HRQ.030=2 OR 3), DO NOT LOOP ON THIS PARENT.

ELSE, IF FSQ.015=4 (DECEASED) FOR A BIOLOGICAL OR ADOPTIVE PARENT IN THE CURRENT ROUND, SPRING-THIRD GRADE, OR SPRING-SECOND GRADE, DO NOT LOOP ON THIS PARENT.

IF THERE ARE ANY ELIGIBLE CASES ACCORDING TO THE LOOPING RULES ABOVE, GO TO NRQ.040 FOR EACH ELIGIBLE CASE UNTIL ALL ELIGIBLES HAVE BEEN ASKED ABOUT IN THE QUESTIONS. ELSE, GO TO BOX 4.

## NRQ040

**QUESTION TEXT:**

The next questions are about {CHILD}'s contact with {his/her}{biological/adoptive}{father/mother}.

[We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with {his/her} biological parents. Any information you can provide will be helpful.]

How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}? Would you say …

**CODES**

| | | |
|---|---|---|
| 1 | Less than one month, | |
| 2 | More than a month but less than a year, | Box4 |
| 3 | More than a year, or | Box4 |
| 4 | No contact since birth? | Box4 |
| 5 | PARENT IS DECEASED | Box4 |
| 6 | NO CONTACT SINCE ADOPTION | Box4 |
| 7 | NO ADOPTIVE {MOTHER/FATHER} | Box4 |
| 8 | PARENT UNKNOWN/WAS ONLY A DONOR | Box4 |
| | REFUSED | Box4 |
| | DON'T KNOW | Box4 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE, IF CHILD SEX IS MISSING, DISPLAY "his/her."

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE BIOLOGICAL MOTHER, "biological" AND "mother" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE BIOLOGICAL FATHER, DISPLAY "biological" AND "father" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE ADOPTIVE MOTHER, DISPLAY "adoptive" AND "mother" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE ADOPTIVE FATHER, DISPLAY "adoptive" AND

"father" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

DISPLAY "[We…helpful.]" IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.140 OR FSQ.150). OTHERWISE, USE A NULL DISPLAY.

DISPLAY "for adoptive parents" IF THE RESPONDENT IS AN ADOPTIVE PARENT (FSQ.140 OR FSQ.150 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

## NRQ123

**QUESTION TEXT:**

How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks?

|___|___|
NUMBER OF TIMES

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 200 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "his" IF THE CHILD IS MALE.  DISPLAY "her" IF THE CHILD IS FEMALE.  ELSE, IF CHILD SEX IS MISSING, DISPLAY "his/her."

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE BIOLOGICAL MOTHER, DISPLAY "biological" AND "mother" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE BIOLOGICAL FATHER, DISPLAY "biological" AND "father" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE ADOPTIVE MOTHER, DISPLAY "adoptive" AND "mother" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE ADOPTIVE FATHER, DISPLAY "adoptive" AND "father" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

RANGE: 0 TO 200.

## Box4

ASK NRQ.040 TO NRQ.123 FOR THE NEXT NON-RESIDENTIAL PARENT. IF NO NEXT NON-RESIDENTIAL PARENT, GO TO SECTION COQ (COUNTRY OF ORIGIN FOR NON-RESIDENT BIOLOGICAL PARENTS).

| Section | COQ | [Country of Origin for Non-Resident Biological Parents] | Sequence: 7 |
|---|---|---|---|

## BOX 1

IF BOTH BIOLOGICAL PARENTS (ACCORDING TO THE ROSTER, AT LEAST ONE HOUSEHOLD MEMBER IS A BIRTH MOTHER  AND  AT LEAST ONE HOUSEHOLD MEMBER IS A BIRTH FATHER) ARE CURRENTLY LIVING TOGETHER IN THE HOUSEHOLD, GO TO BOX 6. ELSE, GO TO BOX 2.

## BOX2

IF NO HOUSEHOLD MEMBER IS A BIRTH MOTHER AND THE PRELOAD SHOWS THAT COQ WAS ALREADY ANSWERED FOR THE NONRESIDENT BIRTH MOTHER IN SPRING 2014 ((COQ005=1 IN SPRING 2014) OR (COQ010 =0-75 IN SPRING 2014)), OR SPRING 2013 ((COQ005=1 IN SPRING 2013) OR (COQ010 =0-75 IN SPRING 2013)) GO TO BOX 4.  ELSE, ASK COQ005-COQ010 IF NO HOUSEHOLD MEMBER IS A BIRTH MOTHER. OTHERWISE, GO TO BOX 4.

## COQ005

**QUESTION TEXT:**

Now, we'd like to ask {another question} about {CHILD}'s biological mother. {I know you mentioned that {CHILD}'s biological mother is deceased, and I am sorry for this loss.  We understand that it may be hard to talk about those who are no longer living, but I was hoping I could ask a couple quick background questions about where she was from.} In what country was {his/her} biological mother born?

IF RESPONDENT SAYS THAT THE MOTHER IS DECEASED, SAY: I'm sorry to hear that.
We understand that it may be hard to talk about those who are no longer living.
The only questions that I'll be asking about this parent are where she was from and, if it was not the U.S., when she first moved to the United States.

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT 'NOT ON LIST' IN THE LOOKUP FILE AND PRESS ENTER. USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

**ENTER TEXT**

| | |
|---|---|
| Length | 3 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "I know you mentioned…she was from." IF (NRQ.040=5 (DECEASED) FOR THE BIOLOGICAL MOTHER IN ANY ROUND) OR (FALL-KINDERGARTEN HRQ.030=2 (DECEASED) FOR THE BIOLOGICAL MOTHER) OR (FSQ.015=4 (DECEASED) FOR THE BIOLOGICAL MOTHER IN THE CURRENT ROUND, SPRING-SECOND OR SPRING-THIRD GRADE).

DISPLAY "another question" IF SECTION NRQ ASKED ABOUT THE BIOLOGICAL MOTHER.  ELSE, USE A NULL DISPLAY.

DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

IF COUNTRY 233 IS CHOSEN, DISPLAY "YOU HAVE SELECTED "UNITED ARAB EMIRATES" RATHER THAN THE "UNITED STATES." IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHANGE CODE."

## BOX 3

IF COQ005=0 (NOT ON LIST), CONTINUE WITH COQ 005OS.
IF COQ005=1, DK, OR RF, GO TO BOX 4.
OTHERWISE, CONTINUE WITH COQ010.

## COQ005OS

**QUESTION TEXT:**

[In what country was {his/her} biological mother born?]

SPECIFY COUNTRY

_____

**ENTER TEXT**

| | |
|---|---|
| Length | 50 |

## COQ010

**QUESTION TEXT:**

How old was {CHILD}'s biological mother when she first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?

CONFIRM THAT THE AGE IS REPORTED IN YEARS.  ENTER THE AGE IN YEARS.

IF  BIOLOGICAL MOTHER NEVER MOVED TO THE UNITED STATES (ANY OF THE FIFTY STATES OR THE DISTRICT OF COLUMBIA), ENTER 95.

|___|___|
   AGE

**ENTER NUMBER**

Range                                                            0 to 75

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "any of the fifty states or the District of Columbia" IF COQ.005 = 5, 90, 139, 179, 203, 235 (AMERICAN SAMOA, GUAM, MARIANA ISLANDS, PUERTO RICO, SOLOMON ISLANDS, OR US VIRGIN ISLANDS).  ELSE, DISPLAY "the United States."

HARD RANGE CHECK 0-75, 95.
IF VALUE ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "INPUT INVALID. VALUE NOT IN RANGE 0-75 OR 95 (BIOLOGICAL MOTHER NEVER MOVED TO UNITED STATES)."

# BOX 4

IF NO HOUSEHOLD MEMBER IS A BIRTH FATHER AND THE PRELOAD SHOWS THAT COQ WAS ALREADY ANSWERED FOR THE NONRESIDENT BIRTH FATHER IN SPRING 2014 ((COQ020=1 IN SPRING 2014) OR (COQ025 =0-75 IN SPRING 2014)), OR SPRING 2013 ((COQ020=1 IN SPRING 2013) OR (COQ025 =0-75 IN SPRING 2013)), GO TO BOX 6.  ELSE, ASK COQ020-COQ025 IF NO HOUSEHOLD MEMBER IS A BIRTH FATHER. OTHERWISE, GO TO BOX 6.

# COQ020

**QUESTION TEXT:**

Now, we'd like to ask {another question} about {CHILD}'s biological father. {I know you mentioned that {CHILD}'s biological father  is deceased, and I am sorry for this loss.  We understand that it may be hard to talk about those who are no longer living, but I was hoping I could ask a couple quick background questions about where he was from.} In what country was {his/her} biological father born?

IF RESPONDENT SAYS THAT THE FATHER IS DECEASED, SAY: I'm sorry to hear that. We understand that it may be hard to talk about those who are no longer living. The only questions that I'll be asking about this parent are where he was from and, if it was not the U.S., when he first moved to the United States.

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT 'NOT ON LIST' IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

**ENTER TEXT**

| | |
|---|---|
| Length | 3 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "another question" IF SECTION NRQ ASKED ABOUT THE BIOLOGICAL FATHER. ELSE, USE A NULL DISPLAY.

DISPLAY "I know you mentioned…he was from." IF (NRQ.040=5 (DECEASED) FOR THE BIOLOGICAL FATHER IN ANY ROUND) OR (FALL-KINDERGARTEN HRQ.030=2 (DECEASED) FOR THE BIOLOGICAL FATHER) OR (FSQ.015=4 (DECEASED) FOR THE BIOLOGICAL FATHER IN THE CURRENT ROUND, SPRING-SECOND OR SPRING-THIRD GRADE).

DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

IF COUNTRY 233 IS CHOSEN, DISPLAY "YOU HAVE SELECTED "UNITED ARAB EMIRATES" RATHER THAN THE "UNITED STATES." IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHANGE CODE."

---

# BOX5

IF COQ020=0 (NOT ON LIST), CONTINUE WITH COQ020OS.
IF COQ020=1 (UNITED STATES), DK, OR RF, GO TO BOX 6.
OTHERWISE, CONTINUE WITH COQ025.

---

# COQ020OS

**QUESTION TEXT:**

[In what country was {his/her} biological father born?]

SPECIFY COUNTRY.

_____

**ENTER TEXT**

| | |
|---|---|
| Length | 50 |

---

# COQ025

**QUESTION TEXT:**

How old was {CHILD}'s biological father when he first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?

CONFIRM THAT THE AGE IS REPORTED IN YEARS.  ENTER THE AGE IN YEARS.

IF  BIOLOGICAL FATHER NEVER MOVED TO THE UNITED STATES (ANY OF THE FIFTY STATES OR THE DISTRICT OF COLUMBIA), ENTER 95.

|___|___|
   AGE

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 75 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "any of the fifty states or the District of Columbia" IF COQ.020 = 5, 90, 139, 179, 203, 235 (AMERICAN SAMOA, GUAM, MARIANA ISLANDS, PUERTO RICO, SOLOMON ISLANDS, OR US VIRGIN ISLANDS).  ELSE, DISPLAY "the United States."

HARD RANGE CHECK 0-75, 95.
IF VALUE ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "INPUT INVALID. VALUE NOT IN RANGE 0-75 OR 95 (BIOLOGICAL FATHER NEVER MOVED TO UNITED STATES)."

---

# BOX 6

GO TO DISCIPLINE, WARMTH, AND EMOTIONAL SUPPORTIVENESS (DWQ).

## BOX 1

IF PERSON FLAGGED AS RESPONDENT SCORES '1' OR '2' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130, CONTINUE WITH DWQ.070a. OTHERWISE, GO TO DWQ.081a.

## DWQ070a

**QUESTION TEXT:**

Now I am going to read some additional statements.

Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.

Even if I am really busy, I make time to listen to {CHILD}. Would you say it's never true, sometimes true, often true, or very often true?

**CODES**

| | |
|---|---|
| 1 | NEVER TRUE |
| 2 | SOMETIMES TRUE |
| 3 | OFTEN TRUE |
| 4 | VERY OFTEN TRUE |
| | REFUSED |
| | DON'T KNOW |

## DWQ070b

**QUESTION TEXT:**

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}.

**CODES**

| | |
|---|---|
| 1 | NEVER TRUE |
| 2 | SOMETIMES TRUE |
| 3 | OFTEN TRUE |
| 4 | VERY OFTEN TRUE |
| | REFUSED |
| | DON'T KNOW |

---

# DWQ070c

**QUESTION TEXT:**

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

I encourage {CHILD} to talk about {his/her} troubles.

**CODES**

| | |
|---|---|
| 1 | NEVER TRUE |
| 2 | SOMETIMES TRUE |
| 3 | OFTEN TRUE |
| 4 | VERY OFTEN TRUE |
| | REFUSED |
| | DON'T KNOW |

---

# DWQ070d

**QUESTION TEXT:**

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

I encourage {CHILD} to tell me about {his/her} friends and activities.

**CODES**

| | |
|---|---|
| 1 | NEVER TRUE |

2    SOMETIMES TRUE

3    OFTEN TRUE

4    VERY OFTEN TRUE

     REFUSED

     DON'T KNOW

---

# DWQ070e

**QUESTION TEXT:**

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

I encourage {CHILD} to express {his/her} opinions.

**CODES**

1    NEVER TRUE

2    SOMETIMES TRUE

3    OFTEN TRUE

4    VERY OFTEN TRUE

     REFUSED

     DON'T KNOW

---

# DWQ070f

**QUESTION TEXT:**

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore.

**CODES**

1    NEVER TRUE

2    SOMETIMES TRUE

3    OFTEN TRUE

4    VERY OFTEN TRUE

     REFUSED

DON'T KNOW

---

## DWQ075

**QUESTION TEXT:**

How often do you argue with {CHILD}?  Please include major arguments as well as minor arguments, such as over homework or chores. Would you say never, almost never, sometimes, often, or always?

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | ALMOST NEVER |
| 3 | SOMETIMES |
| 4 | OFTEN |
| 5 | ALWAYS |
| | REFUSED |
| | DON'T KNOW |

---

## DWQ077a

**QUESTION TEXT:**

The following are a number of statements about your family. Please tell me how often each typically occurs in your home.

You threaten to punish {CHILD} and then do not actually punish {him/her}. Would you say this occurs never, almost never, sometimes, often, or always?

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | ALMOST NEVER |
| 3 | SOMETIMES |
| 4 | OFTEN |
| 5 | ALWAYS |
| | REFUSED |
| | DON'T KNOW |

---

## DWQ077b

**QUESTION TEXT:**

[The following are a number of statements about your family. Please tell me how often each typically occurs in your home.]

{CHILD} talks you out of being punished after {he/she} has done something wrong.

[PROBE: Would you say this occurs never, almost never, sometimes, often, or always?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | ALMOST NEVER |
| 3 | SOMETIMES |
| 4 | OFTEN |
| 5 | ALWAYS |
| | REFUSED |
| | DON'T KNOW |

# DWQ077c

**QUESTION TEXT:**

[The following are a number of statements about your family. Please tell me how often each typically occurs in your home.]

You let {CHILD} out of a punishment early, like lift restrictions earlier than you originally said.

[PROBE: Would you say this occurs never, almost never, sometimes, often, or always?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | ALMOST NEVER |
| 3 | SOMETIMES |
| 4 | OFTEN |
| 5 | ALWAYS |
| | REFUSED |
| | DON'T KNOW |

# DWQ081a

**QUESTION TEXT:**

Now I'd like to ask some questions about the amount of time {CHILD} plays video games. We want you to include games played on systems like Playstation, Wii, or Xbox, or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, or cellphone, or games played on the computer.

On any given weekday, how much time does {CHILD} spend playing video games? Please do not include time {CHILD} spends on the computer doing educational activities or homework.

|___|___|
ENTER NUMBER OF HOURS.  IF LESS THAN AN HOUR, ENTER '0.'  MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 24 |
| Soft Range | 0 to 10 |
| REFUSED | BOX2 |
| DON'T KNOW | BOX2 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY 'ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER '0.' MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

DK AND REF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.

IF HOURS ARE REF/DK, SKIP TO BOX2.  ELSE, CONTINUE WITH MINUTES.

DISPLAY "plays video games" IN UNDERLINED TEXT.

IF THE VALUE ENTERED IS 11 TO 24, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS GREATER THAN 24, DISPLAY THE  HARD ERROR MESSAGE:  "Invalid response. Value not in range 0-24. Please reenter."

IF HOURS ARE 24, SKIP TO BOX 2.  ELSE, CONTINUE WITH MINUTES.

# DWQ081b

**QUESTION TEXT:**

[Now I'd like to ask some questions about the amount of time {CHILD} plays video games. We want you to include games played on systems like Playstation, Wii, or Xbox, or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, or cellphone, or games played on the computer.]

[On any given weekday, how much time does {CHILD} spend playing video games? Please do not include time {CHILD} spends on the computer doing educational activities or homework.]

|___|___|
ENTER NUMBER OF MINUTES.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 59 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

WHEN CURSOR IS ON THE MINUTE FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'

WHEN CURSOR IS ON THE MINUTES FIELDS, DISPLAY 'Now... computer.' AND 'On any given....homework.' IN SQUARE BRACKETS.

DK AND REF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.  IF THE MINUTES FIELD IS EMPTY (INTERVIEWER DOES NOT ENTER ZERO OR MORE MINUTES), CODE THE MINUTES FIELD AS -1 (this is for data delivery purposes only).

DISPLAY "plays video games" IN UNDERLINED TEXT.

HARD RANGE = 0 – 59 FOR MINUTES.

IF THE MINUTES ENTERED EXCEED 59, DISPLAY "Input invalid.  Value not in range 0 to 59."

## Box 2

GO TO SECTION CHQ (CHILD HEALTH AND WELL-BEING).

## CHQ010

**QUESTION TEXT:**

Now we'd like to discuss {CHILD}'s health and well-being. How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?

**CODES**

| | |
|---|---|
| 1 | NEVER BEEN TO DENTIST OR DENTAL HYGENIST FOR DENTAL CARE |
| 2 | LESS THAN 6 MONTHS |
| 3 | 6 MONTHS TO LESS THAN 1 YEAR |
| 4 | 1 YEAR TO 2 YEARS |
| 5 | MORE THAN 2 YEARS |
| | REFUSED |
| | DON'T KNOW |

## CHQ020

**QUESTION TEXT:**

How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?

PROBE: Routine health care may include check-ups or immunization appointments.

**CODES**

| | |
|---|---|
| 1 | NEVER HAD ROUTINE HEALTH CARE |
| 2 | LESS THAN 6 MONTHS |
| 3 | 6 MONTHS TO LESS THAN 1 YEAR |
| 4 | 1 YEAR TO 2 YEARS |
| 5 | MORE THAN 2 YEARS |
| | REFUSED |
| | DON'T KNOW |

## CHQ021

**QUESTION TEXT:**

Has {CHILD} had an ear infection since last spring?

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ023 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

---

## CHQ022

**QUESTION TEXT:**

Has {CHILD} had an ear ache since last spring?

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ024 |
| 2 | NO | CHQ026 |
| | REFUSED | CHQ026 |
| | DON'T KNOW | CHQ026 |

---

## CHQ023

**QUESTION TEXT:**

Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?

RECORD NUMBER OF TIMES.

|___|
NUMBER OF TIMES.

**ENTER NUMBER**

| | | |
|---|---|---|
| | Range | 0 to 15 |
| | REFUSED | |
| | DON'T KNOW | |

## CHQ024

**QUESTION TEXT:**

How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?

PROBE: Anything else?

CODE ALL THAT APPLY.

| CODES | Code All That Apply |
|-------|---------------------|
| 1 | NO TREATMENT/ WATCH AND WAIT |
| 2 | DECONGESTANTS/ ANTIHISTAMINES/ ALLERGY MEDICATION |
| 3 | ANTIBIOTICS |
| 4 | WITH EAR TUBES |
| 5 | ANALGESICS (E.G., FEVER REDUCER OR PAIN RELIEVER) |
| 6 | EAR DROPS |
| 7 | FLUSHING THE EAR/ IRRIGATION/ EAR WAX REMOVAL |
| 8 | REMOVE TONSILS/ ADENOIDS |
| 9 | CHIROPRACTIC TREATMENTS |
| 10 | DID NOT GO TO DOCTOR, NURSE, OR MEDICAL PROFESSIONAL |
| 91 | OTHER (SPECIFY) |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "ear infections" IF CHQ.021 = 1. ELSE, DISPLAY "ear aches."

## BOX1

IF ONE OF THE CODES IN CHQ.024 = 91, GO TO CHQ.024OS. ELSE, GO TO BOX 2.

## CHQ024OS

**QUESTION TEXT:**

[How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?]

SPECIFY TREATMENT.

_____

ENTER TEXT

Length                                                                      50

  **PROGRAMMER INSTRUCTIONS:**

DISPLAY "ear infections" IF CHQ.021 = 1.  ELSE, DISPLAY "ear aches."

# BOX2

IF ONE OF THE CODES IN CHQ.024 = 4, GO TO CHQ.025.  ELSE, GO TO CHQ.026.

# CHQ025

**QUESTION TEXT:**

Since last spring, have ear tubes been placed in the right ear, left ear, or both ears when your child has had surgery to place tubes in {his/her} ears?

IF NEEDED: Please consider all surgeries since last spring if {CHILD} had more than one to place ear tubes.

**CODES**

| | |
|---|---|
| 1 | RIGHT EAR |
| 2 | LEFT EAR |
| 3 | BOTH EARS |
| | REFUSED |
| | DON'T KNOW |

# CHQ026

**QUESTION TEXT:**

Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ060 |
| | REFUSED | CHQ060 |
| | DON'T KNOW | CHQ060 |

## CHQ027

**QUESTION TEXT:**

Does {he/she} receive treatment for this condition?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

## CHQ060

**QUESTION TEXT:**

In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?

|___|
ENTER # OF DAYS.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 7 |
| REFUSED | |
| DON'T KNOW | |

## CHQ095

**QUESTION TEXT:**

For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age.

{CHILD} is independent and takes care of {himself/herself} ...

**CODES**

| | |
|---|---|
| 1 | Better than other children {his/her} age, |
| 2 | As well as other children, |
| 3 | Slightly less well than other children, or |
| 4 | Much less well than other children? |
| | REFUSED |
| | DON'T KNOW |

# CHQ100

**QUESTION TEXT:**

Does {CHILD} pay attention ....

**CODES**

| | |
|---|---|
| 1 | Better than other children {his/her} age, |
| 2 | As well as other children, |
| 3 | Slightly less well than other children, or |
| 4 | Much less well than other children? |
| | REFUSED |
| | DON'T KNOW |

# CHQ105

**QUESTION TEXT:**

Does {CHILD} learn, think, and solve problems ...

**CODES**

| | |
|---|---|
| 1 | Better than other children {his/her} age, |
| 2 | As well as other children, |
| 3 | Slightly less well than other children, or |
| 4 | Much less well than other children? |
| | REFUSED |
| | DON'T KNOW |

## CHQ106

**QUESTION TEXT:**

Does {CHILD} show good coordination in moving {his/her} arms and legs?  Would you say {he/she} does this …

IF RESPONDENT REPORTS DIFFERENTIALLY FOR ARMS OR LEGS OR FOR SIDES OF THE BODY, SAY:  Answer for the part of the body your child has the most difficulty using.

IF CHILD HAS EPISODIC TROUBLE, SAY:  Answer for what you consider a typical day.

**CODES**

| | |
|---|---|
| 1 | Better than other children {his/her} age, |
| 2 | As well as other children, |
| 3 | Slightly less well than other children, or |
| 4 | Much less well than other children? |
| | REFUSED |
| | DON'T KNOW |

---

## CHQ107

**QUESTION TEXT:**

Would you say {CHILD} behaves and relates to other children…

**CODES**

| | |
|---|---|
| 1 | Better than other children {his/her} age, |
| 2 | As well as other children, |
| 3 | Slightly less well than other children, or |
| 4 | Much less well than other children? |
| | REFUSED |
| | DON'T KNOW |

---

## CHQ108

**QUESTION TEXT:**

Would you say {CHILD} behaves and relates to adults…

| | | |
|---|---|---|
| 1 | Better than other children {his/her} age, | |
| 2 | As well as other children, | |
| 3 | Slightly less well than other children, or | |
| 4 | Much less well than other children? | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "adults" IN UNDERLINED TEXT.

---

# CHQ109

**QUESTION TEXT:**

Thinking about {CHILD}'s overall activity level, would you say {he/she} is...

**CODES**

| | | |
|---|---|---|
| 1 | Less active than other children {his/her} age, | |
| 2 | About as active, | |
| 3 | Slightly more active, or | |
| 4 | A lot more active than other children {his/her} age? | |
| | REFUSED | |
| | DON'T KNOW | |

---

# CHQ110

**QUESTION TEXT:**

Does {CHILD} have any emotional or psychological difficulties?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | BOX5 |
| | REFUSED | BOX5 |
| | DON'T KNOW | BOX5 |

---

# CHQ111

**QUESTION TEXT:**

Do you think this is a mild problem, a moderate problem, or a severe problem?

**CODES**

| | |
|---|---|
| 1 | MILD PROBLEM |
| 2 | MODERATE PROBLEM |
| 3 | SEVERE PROBLEM |
| | REFUSED |
| | DON'T KNOW |

---

# BOX5

IF (CHQ.095 = 3 OR 4) OR (CHQ.100 = 3 OR 4) OR (CHQ.105 = 3 OR 4) OR (CHQ.106 = 3 OR 4), OR (CHQ.107 = 3 OR 4) OR (CHQ.108 = 3 OR 4) OR (CHQ.109 = 4) OR (CHQ.110 = 1), GO TO CHQ.115.  ELSE, GO TO CHQ.200.

---

# CHQ115 <span style="float:right">HELP AVAILABLE</span>

**QUESTION TEXT:**

{Since last spring, has {CHILD}}/{Has {CHILD} ever} been evaluated by a professional because of an issue with {independence and taking care of {himself/herself} {or}/paying attention {or}/learning, thinking, and solving problems {or}/ coordination in moving {his/her} arms and legs {or}/behaving and relating to other children {or}/ behaving and relating to adults {or}/{his/her} overall activity level {or}/{his/her} emotional or psychological difficulties}?

HELP TEXT:
Professional:  This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc.  Do not include teachers or some other non-health professional.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ200 |
| | REFUSED | CHQ200 |
| | DON'T KNOW | CHQ200 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Since last spring, has {CHILD}" IF SECTION CHQ WAS COMPLETED IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has {CHILD} ever."

DISPLAY ALL THE ISSUES THAT THE CHILD HAS ACCORDING TO THE INSTRUCTIONS BELOW.  IF THERE IS MORE THAN ONE ISSUE, DISPLAY THE "or" FOLLOWING THE DISPLAY (E.G., IF A CHILD HAS PROBLEMS WITH BOTH PAYING ATTENTION AND BEHAVING AND RELATING TO ADULTS, THE DISPLAY WOULD BE "paying attention or behaving and relating to adults.").

IF CHQ.095 = 3 OR 4, DISPLAY "independence and taking care of {himself/herself}."
IF CHQ.100 = 3 OR 4, DISPLAY "paying attention."
IF CHQ.105 = 3 OR 4, DISPLAY "learning, thinking, and solving problems."
IF CHQ.106 = 3 OR 4, DISPLAY "coordination in moving {his/her} arms and legs."
IF CHQ.107 = 3 OR 4, DISPLAY "behaving and relating to other children."
IF CHQ.108 = 3 OR 4, DISPLAY "behaving and relating to adults."
IF CHQ.109 = 4, DISPLAY "{his/her} overall activity level."
IF CHQ.110 = 1, DISPLAY "{his/her} emotional or psychological difficulties."

---

## CHQ120 <span style="float:right">HELP AVAILABLE</span>

**QUESTION TEXT:**

{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?

HELP TEXT:

Professional: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc.  Do not include teachers or some other non-health professional.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ200 |
| | REFUSED | CHQ200 |
| | DON'T KNOW | CHQ200 |

 **PROGRAMMER INSTRUCTIONS:**

DISPLAY "of a problem" IN UNDERLINED TEXT.

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

"DISPLAY  "Since … obtained" IF SECTION CHQ WAS COMPLETED IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD.  ELSE, DISPLAY "Did… obtain" FOR THE SECOND PART OF THE DISPLAY.

---

## CHQ125 <span style="float:right">HELP AVAILABLE</span>

**QUESTION TEXT:**

What was the diagnosis or were the diagnoses?

PROBE:  Anything else?

CODE ALL THAT APPLY.

CODE DYSLEXIA AS "6." CODE DYSCALCULIA AS "7." CODE "LEARNING DISABILITY" (CODE 1) ONLY IF THE CHILD HAS AN ADDITIONAL LEARNING DISABILITY THAT IS SEPARATE FROM OR IN ADDITION TO DYSLEXIA (CODE 6) OR DYSCALCULIA (CODE 7).

IF BOTH ADD (CODE 2) AND ADHD (CODE 3) ARE MENTIONED, CODE AS "3" FOR ADHD.

HELP TEXT:

Learning disability: This is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which shows up as difficulty to listen, think, speak, read, write, spell, or do mathematical calculations. In some cases the child can perform at grade level, but only with special help. Some names of learning disabilities are dyslexia (CODE UNDER DYSLEXIA), dyscalculia (CODE UNDER DYSCALCULIA), developmental aphasia, minimal brain dysfunction, brain injury, and perceptual disabilities. The term does not include learning problems that are primarily the result of problems with seeing, hearing, or walking (or visual, hearing or motor disabilities); intellectual or severe cognitive disability/mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage. A commonly used acronym is "LD." "Specific learning disorder" should be coded here.

Attention Deficit Disorder (ADD): A childhood syndrome characterized by short attention span that is inappropriate for his/her age group.

Attention Deficit Hyperactivity Disorder (ADHD): The child displays signs of inattention, impulsivity, and hyperactivity that are inappropriate for his or her mental and chronological age. Adults in the child's environment, such as parents and teachers must report the signs. Inattention means difficulty concentrating, easily distracted, and not finishing things started. Impulsivity means often acts before thinking, shifts excessively from one activity to another, needs a lot of supervision. Hyperactivity means runs about or climbs on things excessively, has difficulty staying seated, always on the go, as if driven by a motor. Onset is typically before age seven and condition lasts at least six months.

Developmental delay: A condition in which a young child falls significantly behind his/her age-mates in physical, mental (cognitive), speech (communication), social/emotional, adaptive (behavioral) development. It does not simply mean that the child talked somewhat later than some children talked or was smaller than average. It is not to be confused with autism or pervasive developmental delay. If the child's social behavior and relationships with other people are generally consistent with his or her delayed cognitive development, then the classification of the condition as developmental delay is probably appropriate. If this is not the case, see the definitions of autism and pervasive developmental disorder or delay.

Autism: A developmental disability significantly affecting verbal and nonverbal communication as well as social interaction, generally evident before age three. Other characteristics often associated with autism are a pervasive lack of responsiveness to other people, and engagement in repetitive activities and stereotyped movements (such as hand-flapping or rocking). There is also often an insistence on sameness, as shown by stereotyped play, abnormal preoccupations, or resistance to change. With autism, the impaired social development and delayed or deviant language development are not merely predictable from the child's cognitive retardation. Some children with autism are actually advanced in their reading skills, memory skills, or musical abilities. The term autism does not apply if the child's educational performance is negatively affected primarily because the child has an emotional disturbance. Asperger's Disorder, Pervasive Developmental Disorder (PDD), or any other autism spectrum disorder may be coded here; the subtype will be captured in the next question. Pervasive developmental disorder or delay is also characterized by gross and sustained impairment in social relationships, but typically has an onset after 30 months of age. Other characteristics are sudden excessive anxiety, inappropriate affect or emotions, resistance to change in the environment, oddities of motor movement, abnormalities of speech, hypersensitivity to sensory stimuli, and self-mutilation. This condition generally does not involve delusions, hallucinations, incoherence, or bizarre associations. "Autism spectrum disorder (ASD)" should be coded here.

Dyslexia: A learning disability (see above definition) marked by impairment of the ability to recognize and comprehend the written word.

Dyscalculia: A learning disability (see above definition) marked by impairment in the ability to perform and remember calculations in mathematics.

Intellectual disability/Severe cognitive disability/Mental retardation: The child's mental development is significantly and noticeably behind what would ordinarily be expected for a child of his or her age. This

significantly below average general intellectual functioning exists at the same time as problems in adaptive behavior, and negatively affects the child's educational performance.  "Intellectual developmental disorder" should be coded here.

Orthopedic impairment:  A bodily (or physical) impairment that is severe enough to negatively affect a child's educational performance. Disabling physical problems such as those resulting from poliomyelitis (often called polio or infantile paralysis), bone tuberculosis, cerebral palsy, amputations, and fractures or contractures (shortening of tissue) from burns would be considered as orthopedic impairments.

Serious Emotional Disturbance or SED: A condition that has one or more of the following characteristics over a long period of time that negatively affect a child's educational performance: (a) an inability to learn that cannot be explained by other factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate behavior or feelings; d) a general mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

Traumatic Brain Injury:  An acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psycho-social behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital (there at birth) or degenerative (problem that grows worse over time), or to brain injuries brought on by birth trauma (injuries during birth). The term is used when an external force has caused the injury.

Panic Disorder: A disorder in which there is the sudden onset of several different physical signs, such as rapid heart rate, shaking, sweating, nausea, dizziness, and difficulty breathing. A panic disorder may make a child think that something horrible is about to happen.

Separation Anxiety Disorder: This is the fear a child has of being separated from his/her parents which is far more than would be expected for the child's developmental stage.

Obsessive Compulsive Disorder: A child must have obsessions or compulsions or both to have this disorder, and these obsessions and/or compulsions must be disabling to the child. Obsessions are thoughts that aren't visible to others but cause the child distress. The thoughts occur over and over and the child spends so much time on them that they have a hard time taking care of themselves or relating to others. Compulsions are mental acts that a child feels driven to perform in response to an obsession.

Generalized Anxiety Disorder: Children who have this disorder worry all the time over nothing, themselves, other's safety, their health, and/or the world to a far greater extent than average. They often have many physical signs of anxiety such as headache, abdominal pain, cramps, diarrhea, vomiting, and dizziness.

Other Anxiety Disorder: An anxiety disorder that is not one of the specific disorders in this list.

Bipolar Disorder: A child with bipolar disorder displays signs of major mood changes, sometimes sad, as in depression, or the opposite, mania. All bipolar disorders are a combination of mania with or without depression. Some signs of mania include inflated self-esteem, decreased need for sleep, distractibility and increased activity. Some signs of depression are sleeping too much, poor appetite, feelings of severe worthlessness, hallucinations or strange beliefs about the past.

Depression: Some signs of depression are frequent sadness, loss of interest or enjoyment of activities, low energy, isolation from friends, sleeping too much, poor appetite, a severe sense of worthlessness, problems with concentration, frequent complaints of physical illnesses, and thoughts of suicide or destructive behavior.

Speech  Problems (such as articulation problems; communication problems; phonological problems; voice disorders; or stuttering):  Speech problems include many types of issues a child may show when he or she talks.  The listener may not hear the child (his/her voice may be inaudible), the child may not speak clearly (sounds are not crisp), or the child may use sounds or say words the listener is not familiar with.  These problems are common in very young children as they learn to speak.  However, as children age they are expected to speak with more clarity.  Thus, a speech problem refers to speech that is not age appropriate.  Articulation problems  refer to an inability to make certain sounds.  The child may say "wock" instead of

"rock" or they may leave off a sound and say "tick or teat" instead of "trick or treat." These problems occur when the child changes a sound, leaves off a sound, or adds a sound to familiar words. If a child cannot make particular sounds that children his/her age normally make, that may also be referred to as a Phonological problem. Voice disorders refer to difficulty producing sound at all and is a problem with the vocal cords. A Stuttering problem refers to difficulty producing fluent (flowing or effortless) speech. The child cannot speak sentences or groups of words with ease. Instead, the child hesitates before saying some words. They may seem as if they are mentally blocking on a word. This hesitation makes it hard for the listener to understand what the child is trying to say.

Sensory Deficit Disorder (such as sensory deprivation problems, sensory processing problems; sensory integration problems; or sensory organization problems): This should not be confused with attention deficit disorder, vision problems, or hearing problems. Sensory deficit disorder, sensory processing disorder, and sensory integration disorder are terms that refer to problems a child may have correctly organizing or interpreting sensory information. The child reacts to sensory information (what is seen, heard, touched, etc.) in an unexpected way. Some examples are strong reactions to smelling certain perfumes, oversensitivity to the touch of certain fabrics or even to any fabric, or overreactions to loud noises. When the level of sensitivity creates a problem with age-appropriate behavior or activities, or age-appropriate functioning at home or school then it becomes a problem.

Oppositional Defiant Disorder (Oppositional Defiance Disorder; ODD): ODD refers to children whose uncooperative, defiant, or hostile behavior disrupts daily life. All children show such behavior in particular circumstances – such as when they are tired, not feeling well, or under unusual stress. However, identification of ODD comes with such behavior that (1) occurs with unusual frequency, (2) occurs in more than one setting - such as home, school, church, or supermarket, and (3) is not appropriate for the age. Examples include the following: the child has frequent temper tantrums; argues excessively with adults; challenges rules or authority; is defiant and refuses to comply with adult requests and rules; purposely tries to annoy or upset people; blames others for his or her mistakes or misbehavior; is often touchy or easily annoyed by others; has frequent anger and resentment; talks in a mean and hateful way when upset; or has a spiteful attitude and seeks revenge.

**CODES**

| | |
|---|---|
| 1 | LEARNING DISABILITY |
| 2 | ATTENTION DEFICIT DISORDER (ADD) |
| 3 | ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) |
| 4 | DEVELOPMENTAL DELAY |
| 5 | AUTISM/ASPERGER'S DISORDER/PERVASIVE DEVELOPMENTAL DISORDER (PDD)/OTHER AUTISM SPECTRUM DISORDER |
| 6 | DYSLEXIA |
| 7 | DYSCALCULIA |
| 8 | INTELLECTUAL DISABILITY/SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION |
| 9 | ORTHOPEDIC IMPAIRMENT |
| 10 | SERIOUS EMOTIONAL DISTURBANCE |
| 11 | TRAUMATIC BRAIN INJURY |
| 12 | PANIC DISORDER |
| 13 | SEPARATION ANXIETY DISORDER |
| 14 | OBSESSIVE COMPULSIVE DISORDER |
| 15 | GENERALIZED ANXIETY DISORDER |
| 16 | OTHER ANXIETY DISORDER |
| 17 | BIPOLAR DISORDER |
| 18 | DEPRESSION |

| 19 | SPEECH PROBLEMS (SUCH AS ARTICULATION PROBLEMS; COMMUNICATION PROBLEMS; PHONOLOGICAL PROBLEMS; VOICE DISORDERS; OR STUTTERING) | |
| 20 | SENSORY DEFICIT DISORDER (SUCH AS SENSORY DEPRIVATION PROBLEMS; SENSORY PROCESSING PROBLEMS; SENSORY INTEGRATION PROBLEMS; OR SENSORY ORGANIZATION PROBLEMS) | |
| 21 | OPPOSITIONAL DEFIANT DISORDER/OPPOSITIONAL DEFIANCE DISORDER (ODD) | |
| 91 | OTHER (SPECIFY) | |
| | REFUSED | CHQ200 |
| | DON'T KNOW | CHQ200 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Learning disability:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Specific learning disorder" IN THE HELP TEXT UNDER LEARNING DISABILITY IN BOLD TEXT.

DISPLAY "Attention Deficit Disorder (ADD): " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD): " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Developmental delay:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Autism:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Autism spectrum disorder (ASD)" IN THE HELP TEXT UNDER AUTISM IN BOLD TEXT.

DISPLAY "Asperger's Disorder, Pervasive Developmental Disorder (PDD), or any other autism spectrum disorder may be coded here;" UNDER AUTISM IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Pervasive development disorder or delay:" AND "after " UNDER AUTISM IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Dyslexia:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Dyscalculia:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Intellectual disability/Severe cognitive disability/Mental retardation:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Intellectual developmental disorder" IN THE HELP TEXT UNDER INTELLECTUAL DISABILITY/SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION IN BOLD TEXT.

DISPLAY "Orthopedic impairment:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY " Serious Emotional Disturbance or SED:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Traumatic Brain Injury:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Panic Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Separation Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Obsessive Compulsive Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Generalized Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY " Other Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bipolar Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Depression:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Speech Problems (such as articulation problems; communication problems; phonological problems; voice disorders; or stuttering): " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY " Articulation problems," " Phonological problem," "Voice disorders," and "Stuttering problem" UNDER SPEECH PROBLEMS IN BOLD TEXT.

DISPLAY "Sensory Deficit Disorder (such as sensory deprivation problems, sensory processing problems; sensory integration problems; or sensory organization problems):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Oppositional Defiant Disorder (Oppositional Defiance Disorder; ODD):" IN THE HELP TEXT IN BOLD TEXT.

## BOX6

IF CHQ.125 = 91, GO TO CHQ.125OS.  ELSE, GO TO BOX 7.

## CHQ125OS

**QUESTION TEXT:**

[What was the diagnosis or were the diagnoses? ]

SPECIFY DIAGNOSIS/DIAGNOSES.

_____

**ENTER TEXT**

Length                                                    50

## BOX7

IF CHQ.125 HAS A CODE OF 5, GO TO CHQ.126.  ELSE, GO TO BOX 8.

## CHQ126

**QUESTION TEXT:**

What type of autism spectrum disorder does {CHILD} have?  Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, something else, or was it identified generally as Autism Spectrum Disorder?

**CODES**

| | |
|---|---|
| 1 | AUTISM |
| 2 | ASPERGER'S DISORDER |
| 3 | PERVASIVE DEVELOPMENTAL DISORDER (PDD) |
| 4 | AUTISM SPECTRUM DISORDER (ASD) |
| 91 | OTHER (SPECIFY) |
| | REFUSED |
| | DON'T KNOW |

## BOX7a

IF CHQ.126 = 91, GO TO CHQ.126OS.  ELSE, GO TO BOX 8.

## CHQ126OS

**QUESTION TEXT:**

[What type of autism spectrum disorder does {CHILD} have?  Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, something else, or was it identified generally as Autism Spectrum Disorder?]

SPECIFY TYPE OF AUTISM SPECTRUM DISORDER.

_____

**ENTER TEXT**

Length                                    50

## BOX8

LOOP 1

ASK CHQ.130, CHQ.131, CHQ.135a, CHQ.135b, CHQ.140, CHQ.155, AND CHQ.173 (IF APPLICABLE ACCORDING TO THE SKIPS BETWEEN THE ITEMS) FOR EACH DIAGNOSIS IN CHQ.125, UP TO 22 TIMES.  THE DIAGNOSIS LISTED AS AN "OTHER SPECIFY" SHOULD ALSO BE PART OF THIS LOOP.

LOOPING ELIGIBILITY:

IF CHQ.125 = 1, ASK ABOUT A LEARNING DISABILITY.
IF CHQ.125 = 2, ASK ABOUT ATTENTION DEFICIT DISORDER (ADD).
IF CHQ.125 = 3, ASK ABOUT ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD).
IF CHQ.125 = 4, ASK ABOUT DEVELOPMENTAL DELAY.
IF CHQ.125 = 5, ASK ABOUT AUTISM/ASPERGER'S DISORDER/PERVASIVE
DEVELOPMENTAL DISORDER (PDD)/OTHER AUTISM SPECTRUM DISORDER.
IF CHQ.125 = 6, ASK ABOUT DYSLEXIA.
IF CHQ.125 = 7, ASK ABOUT DYSCALCULIA.
IF CHQ.125 = 8, ASK ABOUT  INTELLECTUAL OR SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION.
IF CHQ.125 = 9, ASK ABOUT ORTHOPEDIC IMPAIRMENT.
IF CHQ.125 = 10, ASK ABOUT SERIOUS EMOTIONAL DISTURBANCE.
IF CHQ.125 = 11, ASK ABOUT TRAUMATIC BRAIN INJURY.
IF CHQ.125 = 12, ASK ABOUT PANIC DISORDER.
IF CHQ.125 = 13, ASK ABOUT SEPARATION ANXIETY DISORDER.
IF CHQ.125 = 14, ASK ABOUT OBSESSIVE COMPULSIVE DISORDER.
IF CHQ.125 = 15, ASK ABOUT GENERALIZED ANXIETY DISORDER.
IF CHQ.125 = 16, ASK ABOUT OTHER ANXIETY DISORDER.
IF CHQ.125 = 17, ASK ABOUT BIPOLAR DISORDER.
IF CHQ.125 = 18, ASK ABOUT DEPRESSION.
IF CHQ.125 = 19, ASK ABOUT SPEECH PROBLEMS.
IF CHQ.125 = 20, ASK ABOUT SENSORY DEFICIT DISORDER.
IF CHQ.125 = 21, ASK ABOUT OPPOSITIONAL DEFIANT DISORDER.
IF CHQ.125 = 91, ASK ABOUT THE DIAGNOSIS AS LISTED IN THE OTHER SPECIFY TEXT OF CHQ.125OS.

## CHQ130

**QUESTION TEXT:**

How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit disorder/oppositional defiant disorder{TEXT FROM OTHER SPECIFY}} was made?

|___|___|
ENTER AGE.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 23 |
| REFUSED | CHQ140 |
| DON'T KNOW | CHQ135a |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY THE FOLLOWING FOR THE PARTICULAR LOOP THE RESPONDENT IS ON:

IF CHQ.125 = 1, DISPLAY "a learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."
IF CHQ.125 = 4, DISPLAY "a developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "a panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15).  ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech."
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

RANGE CHECK:  0-23.

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT AGE.  VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

# CHQ131

**QUESTION TEXT:**

[How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit disorder/oppositional defiant disorder{TEXT FROM OTHER SPECIFY}} was made?]

|___|
ENTER UNIT.

**CODES**

| | | | |
|---|---|---|---|
| 1 | MONTHS | | CHQ140 |
| 2 | YEARS | | CHQ140 |
| | REFUSED | | CHQ140 |
| | DON'T KNOW | | CHQ135a |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ.125 = 1, DISPLAY "a learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."
IF CHQ.125 = 4, DISPLAY "a developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "a panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15).  ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech."
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

RANGE CHECK:  0-23 IF MONTHS IS THE UNIT; 0-"CHILD'S CURRENT AGE" IF YEARS IS THE UNIT.  IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE.  VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

# CHQ135a

**QUESTION TEXT:**

What was the month and year when the diagnosis was made?

IF RESPONDENT DOESN'T KNOW MONTH, ASK:  Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|
ENTER MONTH.

**ENTER NUMBER**

| | | |
|---|---|---|
| Range | | 1 to 12 |
| REFUSED | | CHQ140 |
| DON'T KNOW | | |

RANGE CHECK:  1-12 FOR MONTH, 2003-2015 FOR YEAR.

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

# CHQ135b

**QUESTION TEXT:**

[What was the month and year when the diagnosis was made?]

IF RESPONDENT DOESN'T KNOW MONTH, ASK:  Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|___|___|
ENTER YEAR.

**ENTER NUMBER**

| | |
|---|---|
| Range | 2003 to 2015 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK:  1-12 FOR MONTH, 2003-2015 FOR YEAR.

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

# CHQ140

**QUESTION TEXT:**

Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/intellectual disability, severe cognitive disability, or mental retardation/orthopedic impairment/serious emotional disturbance/traumatic brain injury/panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/{other} anxiety disorder/bipolar disorder/depression/speech problems/sensory deficit disorder/oppositional defiant disorder/{TEXT FROM OTHER SPECIFY}}?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ.125 = 1, DISPLAY "learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."

IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."
IF CHQ.125 = 4, DISPLAY "developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "{other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15).  ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech problems."
IF CHQ.125 = 20, DISPLAY "sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

## BOX9

IF CHQ.140 = 1 AND CHQ.125 = 2 OR 3, GO TO CHQ.155.  ELSE, IF CHQ.140 =1, GO TO CHQ.173.  ELSE, GO TO BOX 11.

## CHQ155

**QUESTION TEXT:**

Is {CHILD} medicated for ADD or ADHD at school, at home, or both?

**CODES**

| | |
|---|---|
| 1 | AT SCHOOL |
| 2 | AT HOME |
| 3 | BOTH AT SCHOOL AND AT HOME |
| | REFUSED |
| | DON'T KNOW |

## CHQ173

**QUESTION TEXT:**

How long has {CHILD} taken such prescription medicine for {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech problems/a sensory deficit disorder/oppositional defiant disorder/{TEXT FROM OTHER SPECIFY}}, in total?

**CODES**

| | |
|---|---|
| 1 | Less than one month, |
| 2 | Less than a year, |
| 3 | 1 to 2 years, |
| 4 | 3 to 4 years, or |
| 5 | 5 years or more |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ.125 = 1, DISPLAY "a learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD) ."
IF CHQ.125 = 4, DISPLAY "a developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "a panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech problems."
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

SOFT RANGE CHECK: COMPARE CHILD'S PRELOADED AGE TO AGE AT DIAGNOSIS TO DETERMINE IF REPORT OF HOW LONG CHILD HAS TAKEN MEDICATION FOR A PARTICULAR PROBLEM IN CHQ125 IS LONGER THAN CHILD HAS BEEN DIAGNOSED WITH THE SAME PROBLEM NAMED IN CHQ125.

DEFINE CHILD'S AGE AS FOLLOWS: USE PRELOADED DATE OF BIRTH AND DATE OF INTERVIEW TO CALCULATE AGE IN YEARS.

DEFINE CHILD'S BIRTH YEAR AS FOLLOWS: USE PRELOADED DATE OF BIRTH YEAR.

FOR EACH LOOP FOR A PARTICULAR PROBLEM INDICATED IN CHQ125, DO THE FOLLOWING:

IF (CHILD'S AGE IS NONMISSING) AND (CHQ.130 AND CHQ.131 NE DK) AND (CHQ.131 = 2), APPLY THE FOLLOWING CHECK:
1. IF THE DIFFERENCE BETWEEN THE AGE AND VALUE ENTERED IN CHQ.130 EQUALS 1 OR 2, VALUE FOR CHQ.173 CANNOT EQUAL 4 OR 5.
2. IF THE DIFFERENCE BETWEEN THE AGE AND VALUE ENTERED IN CHQ.130 EQUALS 3 OR 4, VALUE FOR CHQ.173 CANNOT EQUAL 5.

IF 1 OR 2 IS TRUE, DISPLAY ERROR MESSAGE: THE RESPONDENT HAS REPORTED THAT THE CHILD HAS TAKEN THIS MEDICATION LONGER THAN HE/SHE HAS BEEN DIAGNOSED WITH THIS ISSUE. PLEASE CONFIRM ANSWER.

PRESS G OR ENTER TO CHANGE ENTRY.
PRESS C OR ESCAPE TO CANCEL.
PRESS S TO SUPPRESS AND CONTINUE.

ELSE, IF (CHILD'S AGE IS NONMISSING) AND (CHQ.130 AND CHQ.131 NE DK) AND (CHQ.131 = 1), ALL ENTRIES POSSIBLE FOR CHQ.173.


IF (CHILD'S BIRTH YEAR IS NONMISSING) AND (CHQ.135b NE RF OR DK), APPLY THE FOLLOWING CHECK:
1. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 1 OR 2, VALUE FOR CHQ.173 CANNOT EQUAL 4 OR 5.
2. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 1, 2, 3 OR 4, VALUE FOR CHQ.173 CANNOT EQUAL 5.
3. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 0, THE VALUE FOR CHQ.173 CANNOT EQUAL 3, 4, OR 5.

IF 1, 2, OR 3 IS TRUE, DISPLAY ERROR MESSAGE: THE RESPONDENT HAS REPORTED THAT THE CHILD HAS TAKEN THIS MEDICATION LONGER THAN HE/SHE HAS BEEN DIAGNOSED WITH THIS ISSUE. PLEASE CONFIRM ANSWER.

PRESS G OR ENTER TO CHANGE ENTRY.
PRESS C OR ESCAPE TO CANCEL.
PRESS S TO SUPPRESS AND CONTINUE.

ELSE, ALL ENTRIES ACCEPTED.

## BOX11

END OF LOOP 1.

IF ALL CODES INDICATED IN CHQ.125 HAVE BEEN ASKED ABOUT IN LOOP 1 (ALL DIAGNOSES THE CHILD HAS HAVE BEEN ASKED ABOUT), GO TO CHQ.200. ELSE, GO BACK UP TO BOX 8 AND ASK ABOUT THE NEXT DIAGNOSIS.

## CHQ200

**QUESTION TEXT:**

For the next question, please base your answer on how {CHILD} compares to other children of the same age. Does {CHILD} pronounce words, communicate with and understand others...

IF RESPONDENT INDICATES CHILD DIFFERS ON ANY OF THE AREAS (E.G., CAN UNDERSTAND BUT NOT PRONOUNCE), SAY:  Answer for the area in which the child has the most difficulty.

**CODES**

| | |
|---|---|
| 1 | Better than other children {his/her} age, |
| 2 | As well as other children, |
| 3 | Slightly less well than other children, or |
| 4 | Much less well than other children? |
| | REFUSED |
| | DON'T KNOW |

---

## BOX11a

IF CHQ.200 = 3, 4, RF, OR DK, GO TO CHQ.206e.  ELSE, GO TO BOX11B.

---

## CHQ206e

**QUESTION TEXT:**

Since last spring, has {CHILD} had a problem with stuttering?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

---

## BOX11b

IF (CHQ.200 = 3 OR 4) OR (CHQ.206e = 1), GO TO CHQ.210. ELSE, GO TO CHQ.216.

## CHQ210

**QUESTION TEXT:**

{Since last spring, has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?

HELP TEXT:

Professional: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc.  Do not include teachers or some other non-health professional.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ216 |
| | REFUSED | CHQ216 |
| | DON'T KNOW | CHQ216 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Since last spring, has {CHILD}" IF SECTION CHQ WAS COMPLETED IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has {CHILD} ever."

## CHQ215

**QUESTION TEXT:**

Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?

HELP TEXT:

Professional: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc.  Do not include teachers or some other non-health professional.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "of a problem" IN UNDERLINED TEXT.

## CHQ216

**QUESTION TEXT:**

Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.  Would you say {CHILD} has…

NOTE:  IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

**CODES**

| | | |
|---|---|---|
| 1 | excellent hearing, | CHQ221 |
| 2 | good hearing, | CHQ221 |
| 3 | a little trouble hearing, | |
| 4 | moderate trouble hearing, | |
| 5 | a lot of trouble hearing, or | |
| 6 | is {CHILD} deaf? | |
| | REFUSED | CHQ221 |
| | DON'T KNOW | CHQ221 |

## CHQ217

**QUESTION TEXT:**

Please indicate whether the following statement describes {CHILD}'s hearing.  If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE:  IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ221 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "hear and understand" AND "whispers" IN UNDERLINED TEXT.

## CHQ218

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ221 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

# CHQ219

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ221 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "hear and understand" AND "shouts" IN UNDERLINED TEXT.

# CHQ220

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing.  If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} ears or better ear.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE:  IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.

# CHQ221

**QUESTION TEXT:**

Is {CHILD}'s hearing worse in one ear?

NOTE:  IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ235 |
| | REFUSED | CHQ235 |
| | DON'T KNOW | CHQ235 |

# CHQ222

**QUESTION TEXT:**

Which best describes {CHILD}'s hearing in {his/her} worse ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.

In {his/her} worse ear, would you say {CHILD} has...

**CODES**

| | |
|---|---|
| 1 | Excellent hearing, |
| 2 | Good hearing, |
| 3 | A little trouble hearing, |
| 4 | Moderate trouble hearing, |
| 5 | A lot of trouble hearing, or |
| 6 | is {CHILD} deaf? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY FIRST AND SECOND "worse" IN UNDERLINED TEXT.

---

# CHQ235

HELP AVAILABLE

**QUESTION TEXT:**

{{Besides the ECLS-K:2011 hearing evaluation done for this study, since last spring, has/ Besides the ECLS-K:2011 hearing evaluation done for this study, since the spring of 2013, has/ Besides the ECLS-K:2011 hearing evaluation done for this study, since the fall of 2012, has/ Besides the ECLS-K:2011 hearing evaluation done for this study, has}} / {{Since last spring, has/Since the spring of 2013, has/Since the fall of 2012, has/Has}} {CHILD}'s hearing {ever} been evaluated by a professional?

HELP TEXT:

Professional: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists,  school or other psychologists, school or other psychiatrists, psychiatric social workers, speech pathologists, etc.  Do not include teachers or some other non-health professional.

For the vision and hearing questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "vision and hearing questions" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "does" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "{{Besides the ECLS-K:2011 hearing evaluation done for this study, since last spring, has/ Besides the ECLS-K:2011 hearing evaluation done for this study, since the spring of 2013, has/ Besides the ECLS-K:2011 hearing evaluation done for this study, since the fall of 2012, has/ Besides the ECLS-K:2011 hearing evaluation

done for this study, has}}" IF THE PRELOAD INDICATES THAT HCHILD=1 (CHILD IS IN THE HEARING SUBSAMPLE).  WITHIN THIS DISPLAY, IF HCHILD=1 IN THE PRELOAD, DISPLAY "Besides the ECLS-K:2011 hearing evaluation done for this study, since last spring, has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD.

ELSE, IF HCHILD=1 IN THE PRELOAD, DISPLAY "Besides the ECLS-K:2011 hearing evaluation done for this study, since the spring of 2013, has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, IF HCHILD=1 IN THE PRELOAD, DISPLAY "Besides the ECLS-K:2011 hearing evaluation done for this study, since the fall of 2012, has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN FALL-SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, IF HCHILD=1 IN THE PRELOAD, DISPLAY  "Besides the ECLS-K:2011 hearing evaluation done for this study, has" IN THE MAIN QUESTION TEXT.

ELSE, DO THE FOLLOWING:
DISPLAY "Since last spring, has" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Since the spring of 2013" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Since the fall of 2012 has" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN FALL-SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever."

## BOX12

IF CHQ.235 = 1, GO TO CHQ.245.  ELSE, IF CHQ215=1, GO TO BOX 13.  ELSE, GO TO CHQ.285.

## CHQ245                                                          HELP AVAILABLE

**QUESTION TEXT:**

Did you obtain a diagnosis of a problem from a professional?

HELP TEXT:

Professional: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc.  Do not include teachers or some other non-health professional.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | BOX 13 |
| | REFUSED | BOX 13 |
| | DON'T KNOW | BOX 13 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "of a problem" IN UNDERLINED TEXT.

## CHQ246

**QUESTION TEXT:**

What was the diagnosis?

PROBE:  Anything else?

CODE ALL THAT APPLY.

**CODES**

| | |
|---|---|
| 1 | DUE TO EAR WAX (EXTERNAL EAR CANAL EAR WAX) |
| 2 | DUE TO EAR CANAL DEFORMITY ("ATRESIA" (EAR CANAL NOT NORMALLY FORMED), CRANIAL-FACIAL DISORDER, ETC.) |
| 3 | DUE TO EAR INFECTION (ACUTE OR RECURRENT EPISODES (INFECTION BEGINS AND PROGRESSES QUICKLY OR KEEPS COMING BACK) OFTEN WITH EAR ACHE AND FEVER – ACUTE OTITIS MEDIA) |
| 4 | DUE TO FLUID IN THE EAR (FLUID BEHIND THE EARDRUM, RUNNY EARS, FLUID OR PUS DRAINING FROM THE MIDDLE EAR SPACE, CHRONIC OTITIS MEDIA, GLUE EAR) |
| 5 | DUE TO EAR DRUM PROBLEM (INCLUDES PERFORATED/TORN/RUPTURED EARDRUM) |
| 6 | DUE TO ILLNESS (MENINGITIS, MEASLES, MUMPS, RUBELLA, SCARLET FEVER, ETC.) |
| 7 | DUE TO CMV (CYTOMEGALOVIRUS, A TYPE OF HERPES VIRUS) |
| 8 | DUE TO OTOTOXIC EXPOSURE TO DRUGS/MEDICINES (DAMAGE TO THE EARS BY DRUGS OR CHEMICALS. INCLUDES DAMAGE FROM MYCIN DRUGS, SUCH AS, STREPTOMYCIN, GENTAMYCIN, ETC., SALICYLATE, LASIX, CISPLATIN - MAY RESULT FROM TREATMENT OF RESPIRATORY PROBLEMS OF PRETERM |
| 9 | DUE TO NOISE EXPOSURE (FROM GUNFIRE, FIRE CRACKERS, ETC.) |
| 10 | DUE TO GENETIC CAUSE (INCLUDES CONGENITAL (THERE AT BIRTH) HEARING LOSS, HEREDITARY HEARING LOSS, SYNDROMAL HEARING LOSS – DOWN SYNDROME, USHER'S SYNDROME, ETC.) |
| 11 | DUE TO INJURY OR TRAUMA TO HEAD & NECK |
| 12 | DUE TO EAR OR FACIAL SURGERY |

| 13 | DUE TO NERVE DEAFNESS (NERVE HEARING LOSS OR SENSORINEURAL HEARING LOSS) |
|---|---|
| 14 | DUE TO CENTRAL AUDITORY PROCESSING DISORDER (PROBLEM WITH BEING ABLE TO RECOGNIZE, TELL THE DIFFERENCE BETWEEN, OR UNDERSTAND SOUNDS) |
| 15 | DEAF |
| 16 | HEARING LOSS, CAUSE UNKNOWN |
| 17 | AWAITING EVALUATION |
| 91 | OTHER (SPECIFY) |
|  | REFUSED |
|  | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

NOTE: Because of Specwriter string limits, this gets cut off in response option 8. The full text for response option 8 should be:

DUE TO OTOTOXIC EXPOSURE TO DRUGS/MEDICINES (DAMAGE TO THE EARS BY DRUGS OR CHEMICALS. INCLUDES DAMAGE FROM MYCIN DRUGS, SUCH AS, STREPTOMYCIN, GENTAMYCIN, ETC., SALICYLATE, LASIX, CISPLATIN – MAY RESULT FROM TREATMENT OF RESPIRATORY PROBLEMS OF PRETERM INFANTS, OR AS TREATMENTS DUE TO CHILDHOOD CANCER, ETC.)

## BOX12a

IF CHQ.246 = 91, GO TO CHQ.246OS. ELSE, GO TO BOX13.

## CHQ246OS

**QUESTION TEXT:**

[What was the diagnosis?]

SPECIFY DIAGNOSIS.

_____

**ENTER TEXT**

Length                                                                              75

## BOX13

IF THE CASE HAD A SPRING KINDERGARTEN, SPRING FIRST-GRADE, SPRING SECOND-GRADE, OR SPRING THIRD-GRADE INTERVIEW, DETERMINE FROM THE PRELOAD IF CHQ.250A WAS ASKED IN EITHER SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE FOR ABILITY TO COMMUNICATE, HEARING, OR BOTH.  IF SO, DETERMINE IF CHQ.250 WOULD BE ASKED ABOUT THE SAME CURRENT ISSUE(S) (E.G., CHILD HAD A HEARING DIAGNOSIS IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE AND GOT ANOTHER HEARING DIAGNOSIS IN SPRING FOURTH GRADE) ACCORDING TO THE DIRECTIONS BELOW.  IF CHQ.250 WOULD BE ASKED ABOUT AN ISSUE THAT HAD BEEN ASKED ABOUT IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE OR SPRING THIRD GRADE, WE DO NOT NEED TO ASK ABOUT IT AGAIN IN SPRING FOURTH GRADE.  IF THE CURRENT DIAGNOSIS IS FOR THE SAME ISSUE AS IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE GO TO CHQ.255a.

(NOTE: IF THERE WERE TWO ISSUES IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE (E.G., BOTH ABILITY TO COMMUNICATE AND HEARING WERE ASKED ABOUT IN ONE OF THE INTERVIEWS OR ABILITY TO COMMUNICATE WAS ASKED ABOUT IN ONE INTERVIEW AND HEARING WAS ASKED ABOUT IN ANOTHER INTERVIEW), BUT ONE ISSUE IN SPRING FOURTH (E.G., HEARING), GO TO CHQ.255a BECAUSE WE ALREADY ASKED ABOUT HEARING IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE.  HOWEVER, IF ONE ISSUE WAS MENTIONED IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE  AND IT WAS THE SAME ISSUE IN BOTH TIME PERIODS (E.G., HEARING) AND BOTH ISSUES ARE NOTED IN SPRING FOURTH GRADE (ABILITY TO COMMUNICATE AND HEARING), ASK ABOUT THE ONE THAT THE TWO TIME PERIODS DO NOT HAVE IN COMMON (ABILITY TO COMMUNICATE) BECAUSE THAT HAS NOT BEEN ASKED ABOUT BEFORE.)

ELSE, FOLLOW DIRECTIONS BELOW.
ASK CHQ.250a, CHQ.250b (IF APPLICABLE), CHQ.250c (IF APPLICABLE), AND CHQ.255a, CHQ.255b (IF APPLICABLE) FOR THE FOLLOWING:

IF CHQ.215 = 1 AND CHQ.245 NE 1, ASK ABOUT ABILITY TO COMMUNICATE.
IF CHQ.215 NE 1 AND CHQ.245 = 1, ASK ABOUT HEARING.
IF CHQ.215 = 1 AND CHQ.245 = 1, ASK ABOUT BOTH ABILITY TO COMMUNICATE AND HEARING SEPARATELY IN A LOOP.

ELSE, GO TO CHQ.285.

---

## CHQ250a

**QUESTION TEXT:**

How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

**CODES**

| | | |
|---|---|---|
| 1 | MONTHS | CHQ250b |
| 2 | YEARS | CHQ250c |
| 3 | NO DIAGNOSIS HAS BEEN RECEIVED YET | Box14 |

|  |  |
|---|---|
| REFUSED | BOX14 |
| DON'T KNOW | CHQ255a |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

IF CHQ250a=3 (NO DIAGNOSIS HAS BEEN RECEIVED YET) AND CHQ246 IS NOT ANSWER 17 AND ONLY 17, DISPLAY ERROR MESSAGE "NO DIAGNOSIS' SHOULD ONLY BE ALLOWED IF CHQ.246=17 AND ONLY 17. Please verify your answer."

IF CHQ.246 IS SKIPPED, THE ERROR MESSAGE SHOULD BE "NO DIAGNOSIS SHOULD NOT BE ALLOWED IF CHQ.215=Yes. PLEASE VERIFY YOUR ANSWER." ELSE, IF CHQ250a=3 (NO DIAGNOSIS HAS BEEN RECEIVED YET) and CHQ246 IS SKIPPED, GO TO BOX 14.

# CHQ250b

**QUESTION TEXT:**

[How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?]

ENTER  NUMBER FOR AGE IN MONTHS.
|___|___|
MONTHS

**ENTER NUMBER**

|  |  |
|---|---|
| Range | 0 to 23 |
| REFUSED | BOX14 |
| DON'T KNOW | CHQ255a |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK:  0-23 FOR MONTHS. IF NUMBER OF MONTHS IS NOT IN THE RANGE, DISPLAY A MESSAGE: "Input invalid.  Value not in range 0 to 23."

# CHQ250c

**QUESTION TEXT:**

[How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?]

ENTER  NUMBER FOR AGE IN YEARS

|___|___|
YEARS

**ENTER NUMBER**

|  |  |  |
|---|---|---|
| REFUSED | | BOX14 |
| DON'T KNOW | | CHQ255a |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1-"CHILD'S CURRENT AGE." IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT RANGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

RANGE CHECK: 0-10 FOR YEARS. IF NUMBER OF YEARS IS NOT IN THE RANGE, DISPLAY A MESSAGE: "Input invalid. Value not in range 0 to 10."

DIAGNOSIS AGE MUST BE GREATER THAN OR EQUAL TO 0 AND LESS THAN OR EQUAL TO THE CHILD'S AGE AT THE TIME OF THE INTERVIEW.

# BOX14

IF CHQ.215 = 1 AND CHQ.245 = 1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING AND CHQ.250a WAS NOT ASKED IN EITHER SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE FOR ABILITY TO HEAR, GO BACK TO CHQ.250a.

IF CHQ.215=1 AND CHQ.245=1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING AND CHQ.250a WAS ASKED IN EITHER SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE FOR ABILITY TO HEAR, GO TO CHQ.255a AND ASK ABOUT HEARING.

ELSE, IF THE PRELOAD SHOWS THAT (CHQ256a or CHQ256b = 1 IN SPRING THIRD OR SPRING SECOND) OR (CHQ.256=1 IN FALL SECOND, SPRING FIRST OR SPRING KINDERGARTEN), GO TO CHQ.256a. ELSE, IF CHQ.245 = 1, GO TO CHQ.256b. ELSE, GO TO CHQ.285.

# CHQ255a

**QUESTION TEXT:**

What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|
ENTER MONTH.

**ENTER NUMBER**

| | |
|---|---|
| Range | 1 to 12 |
| REFUSED | Box 16 |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1 to 12 FOR MONTH. IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 1 to 12."

---

# CHQ255b

**QUESTION TEXT:**

[What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?]

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|___|___|
ENTER YEAR.

**ENTER NUMBER**

| | |
|---|---|
| Range | 2003 to 2015 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1-"DATE." IF YEAR ENTERED IS LESS THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTH DATE AND LESS THAN OR EQUAL TO INTERVIEW DATE."

RANGE CHECK: 2003-2015 FOR YEAR. IF YEAR IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 2003 to 2015."

---

# BOX16

IF CHQ.215 = 1 AND CHQ.245 = 1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ.250a AND ASK ABOUT HEARING. ELSE, IF THE PRELOAD SHOWS THAT (CHQ256a or CHQ256b = 1 IN SPRING THIRD GRADE) OR (CHQ256a or CHQ.256b=1 IN SPRING SECOND GRADE) OR (CHQ256 = 1 IN FALL SECOND GRADE, SPRING FIRST GRADE, OR SPRING KINDERGARTEN), GO TO CHQ.256a. ELSE, IF CHQ.245 =1, GO TO CHQ.256b. ELSE, GO TO CHQ.285.

## CHQ256a

**QUESTION TEXT:**

Since last spring, has {CHILD} worn a hearing aid?

IF RESPONDENT SAYS "YES," ASK: "Does {CHILD} wear one now?"

IF THE CHILD WEARS ONE NOW, CODE AS 1 (YES, CURRENTLY).

HELP TEXT:

Hearing Aid:  A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

**CODES**

| | | |
|---|---|---|
| 1 | YES, CURRENTLY | BOX16A |
| 2 | YES, SINCE LAST SPRING, BUT NOT CURRENTLY | BOX16A |
| 3 | NO | CHQ263 |
| | REFUSED | CHQ263 |
| | DON'T KNOW | CHQ263 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY " Hearing Aid:" IN THE HELP TEXT IN BOLD TEXT.

## CHQ256b

**QUESTION TEXT:**

Has {CHILD} ever worn a hearing aid?

IF RESPONDENT SAYS "YES," ASK: "Does {CHILD} wear one now?"

IF THE CHILD WEARS ONE NOW AND HAS WORN ONE IN THE PAST, CODE AS 1 (YES, CURRENTLY).

HELP TEXT:

Hearing Aid:  A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

**CODES**

| | | |
|---|---|---|
| 1 | YES, CURRENTLY | |
| 2 | YES, IN THE PAST | |
| 3 | NO | CHQ263 |
| | REFUSED | CHQ263 |
| | DON'T KNOW | CHQ263 |

DISPLAY " Hearing Aid:" IN THE HELP TEXT IN BOLD TEXT.

## BOX16a

IF CHQ.257a WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE GO TO BOX16A2.  ELSE, GO TO CHQ.257a.

## CHQ257a

**HELP AVAILABLE**

**QUESTION TEXT:**

At what age was the recommendation that {CHILD} wear a hearing aid first made?

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

|___|___|
ENTER NUMBER FOR AGE.

**ENTER NUMBER**

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK:  0-36 IF MONTHS IS THE UNIT.  IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid.  Value not in range 0 to 36."

## CHQ257b

**HELP AVAILABLE**

**QUESTION TEXT:**

[At what age was the recommendation that {CHILD} wear a hearing aid first made?]

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

**CODES**

1          MONTHS

2          YEARS

           REFUSED

           DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS.  IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE.  VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

## BOX16a2

IF CHQ.256a OR CHQ.256b=2, GO TO CHQ.270. ELSE, GO TO CHQ258.

## CHQ258

**QUESTION TEXT:**

How often does {CHILD} use the hearing aid(s) in school?  Would you say…

**CODES**

1          All of the time,

2          Most of the time,

3          Sometimes,

4          Rarely, or

5          Never?

           REFUSED

           DON'T KNOW

## CHQ259

**QUESTION TEXT:**

Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ270 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "when wearing {his/her} hearing aid(s)," "hear and understand," AND "whispers" IN UNDERLINED TEXT.

---

# CHQ260

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s). ]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ270 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "when wearing {his/her} hearing aid(s)," "hear and understand," AND "talks in a normal voice" IN UNDERLINED TEXT.

---

# CHQ261

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s). ]

{CHILD}  can usually hear and understand what a person says without  seeing his or her face if that person shouts to {him/her} from across a quiet room.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ270 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

DISPLAY "when wearing {his/her} hearing aid(s)," "hear and understand," AND "shouts" IN UNDERLINED TEXT.

## CHQ262

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s). ]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ270 |
| 2 | NO | CHQ270 |
| | REFUSED | CHQ270 |
| | DON'T KNOW | CHQ270 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "when wearing {his/her} hearing aid(s)," "hear and understand," AND "speaks loudly" IN UNDERLINED TEXT.

DISPLAY "better" IF CHQ.221 = 1. ELSE, USE A NULL DISPLAY.

## CHQ263                                                        HELP AVAILABLE

**QUESTION TEXT:**

{Since last spring, has/Has} a doctor or other health care professional {ever} recommended that {CHILD} wear a hearing aid?

HELP TEXT:

Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ270 |
| | REFUSED | CHQ270 |
| | DON'T KNOW | CHQ270 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Since last spring, has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever."

DISPLAY "Hearing Aid" IN THE HELP TEXT IN BOLD TEXT.

## CHQ264a                                                       HELP AVAILABLE

**QUESTION TEXT:**

At what age was the recommendation that {CHILD} wear a hearing aid first made?

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

|___|___|
ENTER NUMBER FOR AGE.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 36 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 0-36 IF UNIT IS MONTHS.  IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 36."

# CHQ264b

**QUESTION TEXT:**

[At what age was the recommendation that {CHILD} wear a hearing aid first made?]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

**CODES**

| | |
|---|---|
| 1 | MONTHS |
| 2 | YEARS |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE:  "THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE.  VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

# CHQ270                                                                 HELP AVAILABLE

**QUESTION TEXT:**

Does {CHILD} have a cochlear implant?

PROBE: IF RESPONDENT SAYS "YES" BUT WHICH EAR IS NOT SPECIFIED, PROBE: Is the cochlear implant in the right or left ear or does {CHILD} have them in both ears?

HELP TEXT:

Cochlear Implants:  An electronic device that is surgically placed in the inner ear which is designed to provide useful hearing and improved communication ability to individuals who are profoundly hearing impaired and unable to understand speech with hearing aids.

**CODES**

| | | |
|---|---|---|
| 1 | YES, ONE EAR ONLY - RIGHT EAR | |
| 2 | YES, ONE EAR ONLY - LEFT EAR | |
| 3 | YES, IN BOTH EARS | |
| 4 | NO | CHQ285 |
| | REFUSED | CHQ285 |
| | DON'T KNOW | CHQ285 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Cochlear Implants:" IN THE HELP TEXT IN BOLD TEXT.

# BOX16b

NOTE: THE DIRECTIONS IN THIS BOX ARE TO SKIP TO CHQ277 IF THE QUESTIONS ABOUT THE YEAR COCHLEAR IMPLANT(S) WERE IMPLANTED (CHQ271 or CHQ273) WERE ASKED IN A PREVIOUS ROUND O THE STUDY AND THE COCHLEAR IMPLANTS THE CHILD HAS IN THE CURRENT ROUND OF THE STUDY ARE IN THE SAME EAR(S) AS IN THE PREVIOUS ROUND. OTHERWISE, FOLLOW-UP QUESTIONS ARE ASKED ABOUT WHEN COCHLEAR IMPLANTS WERE IMPLANTED.

IF CHQ.271 WAS ASKED IN SPRING-KINDERGARTEN,  SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE AND [(CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE ) AND SPRING-FOURTH GRADE  = 1) OR  (CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE ) AND SPRING-FOURTH GRADE = 2)], GO TO CHQ.277.

ELSE, IF CHQ.273 WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE AND [CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING SECOND GRADE, OR SPRING-THIRD GRADE)  AND SPRING-FOURTH GRADE = 3], GO TO CHQ.277.

ELSE, IF CHQ.270 = 1 OR 2, GO TO CHQ.271. ELSE, IF CHQ.270 = 3, GO TO CHQ.273.

# CHQ271

**QUESTION TEXT:**

In what year was it implanted?

|___|___|___|___|
ENTER YEAR.

**ENTER NUMBER**

| | |
|---|---|
| Range | 2003 to 2015 |
| REFUSED | CHQ272a |
| DON'T KNOW | CHQ272a |

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 2003-2015. IF YEAR IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid.  Value not in range 2003 to 2015."

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

ONCE YEAR IS ENTERED, SKIP TO CHQ.277.

---

# CHQ272a

**QUESTION TEXT:**

How old was {CHILD} when it was implanted?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

|___|___|
ENTER NUMBER FOR AGE.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 36 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK:  0-36 IF UNIT IS MONTHS.  IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid.  Value not in range 0 to 36."

---

# CHQ272b

**QUESTION TEXT:**

[How old was {CHILD} when it was implanted?]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

**CODES**

| | | |
|---|---|---|
| 1 | MONTHS | CHQ277 |
| 2 | YEARS | CHQ277 |
| | REFUSED | CHQ277 |
| | DON'T KNOW | CHQ277 |

1- "CHILD'S CURRENT AGE" IF UNIT IS YEARS.   IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE.  VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

## CHQ273

**QUESTION TEXT:**

In what years were they implanted?

PROBE:  When was it implanted in the left ear?

|___|___|___|___|
ENTER YEAR FOR LEFT EAR.

**ENTER NUMBER**

| | |
|---|---|
| Range | 2003 to 2015 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 2003-2015.  RANGE CHECK: 2003-2015. IF YEAR IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid.  Value not in range 2003 to 2015."

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

## CHQ274

**QUESTION TEXT:**

[In what years were they implanted?]

PROBE:  When was it implanted in the right ear?

|___|___|___|___|
ENTER YEAR FOR RIGHT EAR.

**ENTER NUMBER**

| | |
|---|---|
| Range | 2003 to 2015 |

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 2003-2015. IF YEAR IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid.  Value not in range 2003 to 2015."

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

## BOX17

IF A YEAR WAS ENTERED FOR BOTH THE LEFT EAR AND THE RIGHT EAR (BOTH CHQ.274 AND CHQ.273 NE REFUSED OR DON'T KNOW), GO TO CHQ.277.

ELSE, IF (A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW)) OR A (YEAR WAS NOT ENTERED FOR EITHER THE LEFT EAR OR THE RIGHT EAR (BOTH CHQ.274 AND CHQ.273 EQ REFUSED OR DON'T KNOW), GO TO CHQ.275a.

ELSE, IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), GO TO CHQ.276a.

# CHQ275a

**QUESTION TEXT:**

{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}

{PROBE:  How old was {CHILD} when it was implanted in the left ear?}

|___|___|
ENTER NUMBER FOR AGE IN MONTHS OR YEARS FOR LEFT EAR.

**ENTER NUMBER**

Range                                                      0 to 36

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the left ear?}" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK:  0-36 IF UNIT IS MONTHS; 1- "CHILD'S CURRENT AGE" IF UNIT IS YEARS.

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE.  VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

# CHQ275b

**QUESTION TEXT:**

[{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

[PROBE:  How old was {CHILD} when it was implanted in the left ear?]

ENTER UNIT FOR AGE IN MONTHS OR YEARS FOR LEFT EAR.

**CODES**

| | |
|---|---|
| 1 | MONTHS |
| 2 | YEARS |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the left ear?}" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK:  0-36 IF UNIT IS MONTHS; 1- "CHILD'S CURRENT PRELOADED AGE" IF UNIT IS YEARS.   IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE.  VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

## BOX18

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), GO TO CHQ.277. ELSE, GO TO CHQ. 276a.

## CHQ276a

**QUESTION TEXT:**

{How old was {CHILD} when it was implanted in the right ear?} {[How old was {CHILD} when they were implanted?]}

{PROBE:  How old was {CHILD} when it was implanted in the right ear?}

|___|___|
ENTER NUMBER FOR AGE IN MONTHS OR YEARS FOR RIGHT EAR.

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 36 |
| REFUSED | |
| DON'T KNOW | |

## PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the right ear?}" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK:  0-36 IF UNIT IS MONTHS.  IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 36."

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT AGE.  VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

# CHQ276b

## QUESTION TEXT:

[{How old was {CHILD} when it was implanted in the right ear?} {[How old was {CHILD} when they were implanted?]}]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

[{PROBE:  How old was {CHILD} when it was implanted in the right ear?}]

ENTER UNIT FOR AGE IN MONTHS OR YEARS  FOR RIGHT EAR.

## CODES

| | |
|---|---|
| 1 | MONTHS |
| 2 | YEARS |
| | REFUSED |
| | DON'T KNOW |

## PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the right ear?}" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK:  0-36 IF UNIT IS MONTHS.  IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 36."

1- "CHILD'S CURRENT PRELOADED AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF
DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

# CHQ277

## QUESTION TEXT:

Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ285 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "when wearing {his/her} cochlear implant(s)," "hear and understand," AND "whispers" IN UNDERLINED TEXT.

# CHQ278

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ285 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "when wearing {his/her} cochlear implant(s)," "hear and understand," AND "talks in a normal voice" IN UNDERLINED TEXT.

# CHQ279

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ285 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "when wearing {his/her} cochlear implant(s)," "hear and understand," AND "shouts" IN UNDERLINED TEXT.

## CHQ280

**QUESTION TEXT:**

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "when wearing {his/her} cochlear implant(s)," "hear and understand," AND "speaks loudly" IN UNDERLINED TEXT.

DISPLAY "better" IF CHQ.221 = 1. ELSE, USE A NULL DISPLAY.

## CHQ285

**QUESTION TEXT:**

Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance or letters on paper?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ290 |
| | REFUSED | CHQ290 |
| | DON'T KNOW | CHQ290 |

## CHQ286

**QUESTION TEXT:**

Is {CHILD}'s difficulty with seeing objects in the distance, things up close (like letters on paper), or both?

**CODES**

| | | |
|---|---|---|
| 1 | SEEING THINGS UP CLOSE | |
| 2 | SEEING THINGS IN THE DISTANCE | |
| 3 | BOTH | |
| | REFUSED | |
| | DON'T KNOW | |

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# CHQ290

**QUESTION TEXT:**

{Since last spring, has/Has} {CHILD}'s vision {ever} been evaluated by an eye care professional?

HELP TEXT:

Eye Care Professional: This includes optometrists and ophthalmologists.  Include a school nurse who gives a vision test, but do not include teachers or some other non-health professional, or a doctor who simply looks in the child's eyes.

For the vision and hearing questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ330 |
| | REFUSED | CHQ330 |
| | DON'T KNOW | CHQ330 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Eye Care Professional:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "vision and hearing questions" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "does" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Since last spring, has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever."

---

# CHQ300

**QUESTION TEXT:**

Did you obtain a diagnosis of a vision-related problem from an eye care professional?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ330 |

|  | REFUSED | CHQ330 |
|  | DON'T KNOW | CHQ330 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "of a vision-related " IN UNDERLINED TEXT.

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# CHQ301

**QUESTION TEXT:**

What was the diagnosis?

PROBE:  Anything else?

CODE ALL THAT APPLY.

**CODES**

| 1 | NEARSIGHTEDNESS (MYOPIA) |
| 2 | FARSIGHTED (HYPEROPIA) |
| 3 | COLOR BLINDNESS OR DEFICIENCY |
| 4 | ASTIGMATISM |
| 5 | CROSSED OR WANDERING EYE (STRABISMUS) |
| 6 | AMBLYOPIA OR "LAZY EYE" |
| 7 | RETINOPATHY |
| 8 | BLINDNESS |
| 9 | CONDITION REQUIRING GLASSES - SPECIFIC CONDITION UNSPECIFIED |
| 10 | AWAITING EVALUATION |
| 91 | OTHER (SPECIFY) |
|  | REFUSED |
|  | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ301=1 (NEARSIGHTEDNESS) AND CHQ286=1 (CHILD HAS PROBLEM WITH SEEING THINGS UP CLOSE), DISPLAY A MESSAGE:

"CODE 1 FOR CHQ301 (NEARSIGHTEDNESS) DOES NOT MATCH THE EARLIER ANSWER OF CODE 1 FOR CHQ286 (PROBLEM WITH SEEING THINGS UP CLOSE OR FARSIGHTEDNESS).  CONFIRM ANSWER WITH RESPONDENT.

PRESS G TO RETURN TO CHQ286 IF THE CHILD IS NEARSIGHTED AND CHANGE THE ANSWER TO "2" FOR PROBLEM SEEING THINGS IN THE DISTANCE OR "3" FOR BOTH.

PRESS C OR ESCAPE TO CANCEL IF THE CHILD IS FARSIGHTED AND CHANGE THE ANSWER TO CHQ301 TO "2" FOR FARSIGHTED OR OTHER APPROPRIATE ANSWER.

PRESS S TO SUPPRESS AND CONTINUE."

ELSE IF CHQ301=2 (FARSIGHTED) AND CHQ286=2 (CHILD HAS PROBLEM WITH SEEING THINGS IN THE DISTANCE), DISPLAY A MESSAGE:

"CODE 2 FOR CHQ301 (FARSIGHTED) DOES NOT MATCH THE EARLIER ANSWER OF CODE 2 FOR CHQ286

(PROBLEM WITH SEEING THINGS IN THE DISTANCE OR NEARSIGHTEDNESS).  CONFIRM ANSWER WITH RESPONDENT.

PRESS G TO RETURN TO CHQ286 IF THE CHILD IS FARSIGHTED AND CHANGE THE ANSWER TO "1" FOR PROBLEM SEEING THINGS UP CLOSE OR "3" FOR BOTH.

PRESS C OR ESCAPE TO CANCEL IF THE CHILD IS NEARSIGHTED AND CHANGE THE ANSWER TO CHQ301 TO "1" FOR NEARSIGHTED OR OTHER APPROPRIATE ANSWER.

PRESS S TO SUPPRESS AND CONTINUE."

## BOX19

IF ANY RESPONSE CHQ.301 = 91, CONTINUE WITH CHQ.301OS.  OTHERWISE, GO TO BOX 20.

## CHQ301OS

**QUESTION TEXT:**

[What was the diagnosis?]

SPECIFY DIAGNOSIS.

_____

**ENTER TEXT**

Length                                                                50

## BOX20

IF CHQ.305a WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE GO TO CHQ.311.  ELSE, GO TO CHQ.305a.

## CHQ305a

**QUESTION TEXT:**

How old was {CHILD} when the first diagnosis of a problem was made?

ALLOW RESPONSES IN YEARS OR MONTHS, BUT NOT BOTH.

ENTER AGE IN MONTHS OR YEARS.

|___|___|
ENTER NUMBER FOR AGE.

{ENTER 77 IF NO DIAGNOSIS HAS BEEN RECEIVED YET.}

**ENTER NUMBER**

| | |
|---|---|
| Range | 0 to 77 |
| Soft Range | 0 to 36 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "ENTER 77 IF NO DIAGNOSIS HAS BEEN RECEIVED YET" ONLY WHEN CHQ.301=10 AND ONLY 10.

IF 77 IS ANSWERED, SKIP TO CHQ.311.

IF 77 IS ENTERED AND CHQ.301 DOES NOT EQUAL 10, DISPLAY "77 SHOULD ONLY BE ALLOWED IF CHQ.301=10 AND ONLY 10. PLEASE VERIFY ANSWER."

IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR MONTHS, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 77."

# CHQ305b

**QUESTION TEXT:**

[How old was {CHILD} when the first diagnosis of a problem was made?]

ALLOW RESPONSE IN YEARS OR MONTHS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

**CODES**

| | | |
|---|---|---|
| 1 | MONTHS | CHQ311 |
| 2 | YEARS | CHQ311 |
| | REFUSED | CHQ311 |
| | DON'T KNOW | CHQ310a |

**PROGRAMMER INSTRUCTIONS:**

SOFT RANGE CHECK: 0-36 IF UNIT IS MONTHS; HARD RANGE CHECK: 0-77 IF UNIT IS MONTHS.

SOFT RANGE IS 1 - CHILD'S CURRENT AGE IF UNIT IS YEARS. HARD RANGE CHECK: 1 -(2 YEARS GREATER THAN CHILD'S CURRENT AGE), 77 IF UNIT IS YEARS. IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR YEARS, DISPLAY MESSAGE "This answer is outside the accepted range. Please verify answer."

IF NUMBER ENTERED IS OUTSIDE OF THE SOFT RANGE FOR MONTHS OR YEARS, DISPLAY MESSAGE "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

## CHQ310a

**QUESTION TEXT:**

What was the month and year the diagnosis was made?

IF RESPONDENT DOESN'T KNOW MONTH, ASK:  Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|
ENTER MONTH.

**ENTER NUMBER**

| | |
|---|---|
| Range | 1 to 12 |
| REFUSED | CHQ311 |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK:  1-12 FOR MONTH.   IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR MONTHS, DISPLAY MESSAGE "Input invalid.  Value not in range 1 to 12."

## CHQ310b

**QUESTION TEXT:**

[What was the month and year the diagnosis was made?]

IF RESPONDENT DOESN'T KNOW MONTH, ASK:  Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|___|___|
ENTER YEAR.

**ENTER NUMBER**

| | |
|---|---|
| Range | 2003 to 2015 |
| Soft Range | 2003 to 2015 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK:  2003-2015 FOR YEAR.   IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR THE YEAR, DISPLAY MESSAGE "Input invalid.  Value not in range 2003 to 2015."

IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE:  "DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE."

PRESS G OR ENTER TO CHANGE ENTRY AT CHQ.310b.

PRESS S TO SUPPRESS AND CONTINUE.

## CHQ311

**QUESTION TEXT:**

Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ330 |
| | REFUSED | CHQ330 |
| | DON'T KNOW | CHQ330 |

## CHQ312

**QUESTION TEXT:**

How often does {CHILD} wear glasses or contact lenses?

**CODES**

| | | |
|---|---|---|
| 1 | All of the time, | CHQ314 |
| 2 | Most of the time, | CHQ314 |
| 3 | Sometimes, | CHQ314 |
| 4 | Rarely, or | CHQ314 |
| 5 | Never? | CHQ313 |
| 6 | CHILD DOES NOT HAVE GLASSES OR CONTACTS | CHQ330 |
| | REFUSED | CHQ330 |
| | DON'T KNOW | CHQ330 |

## CHQ313

**QUESTION TEXT:**

Does {CHILD} have glasses or contact lenses?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CHQ330 |
| | REFUSED | CHQ330 |
| | DON'T KNOW | CHQ330 |

## CHQ314

**QUESTION TEXT:**

Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?

**CODES**

| | |
|---|---|
| 1 | SEE THINGS UP CLOSE |
| 2 | SEE THINGS IN THE DISTANCE |
| 3 | BOTH |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF CHQ314=1 (GLASSES OR CONTACTS HELP CHILD SEE UP CLOSE) AND CHQ286=2 (CHILD HAS PROBLEMS SEEING THINGS IN THE DISTANCE), DISPLAY A MESSAGE:
"CODE 1 FOR CHQ314 (GLASSES OR CONTACTS HELP CHILD SEE UP CLOSE) DOES NOT MATCH CODE 2 FOR CHQ286 (CHILD HAS PROBLEMS SEEING THINGS IN THE DISTANCE). CONFIRM ANSWER WITH RESPONDENT.

PRESS G TO RETURN TO CHQ286 IF THE CHILD HAS TROUBLE SEEING THINGS UP CLOSE AND CHANGE THE ANSWER TO "1" FOR PROBLEMS SEEING THINGS UP CLOSE OR "3" FOR BOTH. PRESS C OR ESCAPE TO CANCEL IF THE CHILD'S GLASSES OR CONTACTS HELP CHILD SEE IN THE DISTANCE AND CHANGE THE ANSWER TO CHQ314 TO "2" FOR GLASSES OR CONTACTS HELP CHILD SEE IN THE DISTANCE OR "3" FOR BOTH. PRESS S TO SUPPRESS AND CONTINUE."

ELSE IF CHQ314=2 (GLASSES OR CONTACTS HELP CHILD SEE THINGS IN THE DISTANCE) AND CHQ286=1 (CHILD HAS PROBLEMS SEEING THINGS UP CLOSE), DISPLAY A MESSAGE: "CODE 2 FOR CHQ314 (GLASSES OR CONTACTS HELP CHILD SEE THINGS IN THE DISTANCE) DOES NOT MATCH CODE 1 FOR CHQ286 (CHILD HAS PROBLEMS SEEING THINGS UP CLOSE). CONFIRM ANSWER WITH RESPONDENT.

PRESS G TO RETURN TO CHQ286 IF THE CHILD HAS TROUBLE SEEING THINGS IN THE DISTANCE AND CHANGE THE ANSWER TO "2" FOR PROBLEMS SEEING THINGS IN THE DISTANCE OR "3" FOR BOTH. PRESS C OR ESCAPE TO CANCEL IF THE CHILD'S GLASSES OR CONTACTS HELP CHILD SEE THINGS UP CLOSE AND CHANGE THE ANSWER TO CHQ314 TO "1" FOR GLASSES OR CONTACTS HELP CHILD SEE THINGS UP CLOSE OR "3" FOR BOTH. PRESS S TO SUPPRESS AND CONTINUE."

## CHQ330

**QUESTION TEXT:**

Would you say {CHILD}'s health is …

**CODES**

| | |
|---|---|
| 1 | Excellent, |
| 2 | Very good, |
| 3 | Good, |
| 4 | Fair, or |
| 5 | Poor? |

REFUSED

DON'T KNOW

---

## BOX21

IF CHILD DOES NOT HAVE ANY DISABILITIES AND HIS OR HER HEALTH IS GOOD TO EXCELLENT, THAT IS:
CHQ.095=1, 2, 8, 9 (INDEPENDENCE)
AND
CHQ.100=1, 2, 8, 9 (ATTENTION)
AND
CHQ.105=1, 2, 8, 9 (THINK/LEARN/SOLVE)
AND
CHQ.106=1, 2, 8, 9 (COORDINATION)
AND
CHQ.107=1, 2, 8, 9 (BEHAVIOR WITH OTHER CHILDREN)
AND
CHQ.108=1, 2, 8, 9 (BEHAVIOR WITH ADULTS)
AND
CHQ.109=1, 2, 3, 8, 9 (HYPERACTIVE)
AND
CHQ.110=2, 8, 9 (EMOTIONAL/PSYCHOLOGICAL DIFICULTIES)
AND
CHQ.200=1, 2, 8, 9 (COMMUNICATION)
AND
CHQ.216=1, 2, 8, 9 (HEARING)
AND
CHQ.285=2, 8, 9 (VISION)
AND
CHQ.330=1, 2, 3, 8, 9 (HEALTH),
GO TO BOX 23.
OTHERWISE, CONTINUE WITH CHQ.340.

---

## CHQ340                                                          HELP AVAILABLE

**QUESTION TEXT:**

During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?

HELP TEXT: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

**CODES**

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

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "this school year" IN UNDERLINED TEXT.

# CHQ420

**QUESTION TEXT:**

During this school year, did {CHILD} participate in a special education program?

**CODES**

| | | |
|---|---|---|
| 1 | YES | CHQ430 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY 'this school year' IN UNDERLINED TEXT.

# BOX22

IF CHQ.340 OR CHQ.420=1, GO TO CHQ.430. ELSE GO TO BOX 23.

# CHQ430

**QUESTION TEXT:**

Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year? Are you…

**CODES**

| | |
|---|---|
| 1 | Completely satisfied, |
| 2 | Very satisfied, |
| 3 | Fairly satisfied, |
| 4 | Somewhat dissatisfied, or |
| 5 | Very Dissatisfied? |
| | REFUSED |
| | DON'T KNOW |

**BOX23**

GO TO SECTION PPQ (PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH).

## BOX1

IF PERSON FLAGGED AS RESPONDENT SCORES '1' OR '2' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130, CONTINUE WITH PPQ.100. OTHERWISE, GO TO BOX 2.

## PPQ100

**QUESTION TEXT:**

I'm going to read some statements that may relate to how you have felt about yourself and your life during the past week. For each statement I read, please indicate how often in the past week you felt or behaved this way. There are no right or wrong answers.

How often during the past week have you felt that you were bothered by things that don't usually bother you? Would you say never, some of the time, a moderate amount of the time, or most of the time?

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ110

**QUESTION TEXT:**

How often during the past week have you felt that you did not feel like eating, that your appetite was poor?

[PROBE: Would you say never, some of the time, a moderate amount of time, or most of the time?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ120

**QUESTION TEXT:**

How often during the past week have you felt that you could not shake off the blues even with help from your family or friends?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ130

**QUESTION TEXT:**

How often during the past week have you felt that you had trouble keeping your mind on what you were doing?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ140

**QUESTION TEXT:**

How often during the past week have you felt depressed?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ150

**QUESTION TEXT:**

How often during the past week have you felt that everything you did was an effort?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ160

**QUESTION TEXT:**

How often during the past week have you felt fearful?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
|   | REFUSED |
|   | DON'T KNOW |

---

## PPQ170

**QUESTION TEXT:**

How often during the past week have you felt that your sleep was restless?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
|   | REFUSED |
|   | DON'T KNOW |

---

## PPQ180

**QUESTION TEXT:**

How often during the past week have you felt that you talked less than usual?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
|   | REFUSED |
|   | DON'T KNOW |

## PPQ190

**QUESTION TEXT:**

How often during the past week have you felt lonely?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ200

**QUESTION TEXT:**

How often during the past week have you felt sad?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ210

**QUESTION TEXT:**

How often during the past week have you felt that you could not get going?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

**CODES**

| | |
|---|---|
| 1 | NEVER |
| 2 | SOME OF THE TIME |
| 3 | A MODERATE AMOUNT OF THE TIME |
| 4 | MOST OF THE TIME |
| | REFUSED |
| | DON'T KNOW |

## PPQ220

**QUESTION TEXT:**

Now, I would like to ask you about your health. In general, would you say that your health is...

**CODES**

| | |
|---|---|
| 1 | Excellent, |
| 2 | Very good, |
| 3 | Good, |
| 4 | Fair, or |
| 5 | Poor? |
| | REFUSED |
| | DON'T KNOW |

## PPQ225

**QUESTION TEXT:**

During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?

**CODES**

| | |
|---|---|
| 1 | A LOT OF STRESS |
| 2 | A MODERATE AMOUNT OF STRESS |
| 3 | RELATIVELY LITTLE STRESS |
| 4 | ALMOST NO STRESS AT ALL |
| | REFUSED |
| | DON'T KNOW |

**BOX2**

GO TO SECTION FDQ (FOOD SECURITY).

## FDQ130a

**QUESTION TEXT:**

These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2014.

{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more. Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?

**CODES**

| | |
|---|---|
| 1 | OFTEN TRUE |
| 2 | SOMETIMES TRUE |
| 3 | NEVER TRUE |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "in the last 12 months, that is, since last {CURRENT MONTH}, 2014" AND DISPLAY THE CURRENT MONTH.

DISPLAY "often," "sometimes," AND "never" IN THE MAIN QUESTION TEXT AND THE SUB-ITEM TEXT AS UNDERLINED.

USE "you," "I," AND "my" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household," "we," AND "our." NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

## FDQ130b

**QUESTION TEXT:**

[These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2014.]

The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more. Was that often true, sometimes true , or never true for {you/your household} in the last 12 months?

**CODES**

| | |
|---|---|
| 1 | OFTEN TRUE |
| 2 | SOMETIMES TRUE |

3           NEVER TRUE

            REFUSED

            DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "in the last 12 months, that is, since last {CURRENT MONTH}, 2014" AND DISPLAY THE CURRENT MONTH.

DISPLAY "often," "sometimes," AND "never" IN THE MAIN QUESTION TEXT AND THE SUB-ITEM TEXT AS UNDERLINED.

USE "you" AND "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household" AND "we." NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

# FDQ130c

**QUESTION TEXT:**

[These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2014.]

{I/We} couldn't afford to eat balanced meals.

[PROBE: Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?]

**CODES**

1           OFTEN TRUE

2           SOMETIMES TRUE

3           NEVER TRUE

            REFUSED

            DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "in the last 12 months, that is, since last {CURRENT MONTH}, 2014" AND DISPLAY THE CURRENT MONTH.

DISPLAY "often," "sometimes," AND "never" IN THE MAIN QUESTION TEXT AND PROBE AS UNDERLINED.

USE "you" AND "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household" AND "We." NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

# BOX1

IF (FDQ.130a = 1 OR 2) OR (FDQ.130b = 1 OR 2) OR (FDQ.130c = 1 OR 2), THEN GO TO FDQ.140. ELSE, GO TO BOX3.

## FDQ140

**QUESTION TEXT:**

In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | FDQ160 |
| | REFUSED | FDQ160 |
| | DON'T KNOW | FDQ160 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "you or other adults in your household." NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

## FDQ150

**QUESTION TEXT:**

How often did this happen? Would you say...

**CODES**

| | |
|---|---|
| 1 | Almost every month, |
| 2 | Some months, but not every month, or |
| 3 | In only 1 or 2 months? |
| | REFUSED |
| | DON'T KNOW |

## FDQ160

**QUESTION TEXT:**

In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?

**CODES**

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

REFUSED

DON'T KNOW

## FDQ170

**QUESTION TEXT:**

In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

## FDQ180

**QUESTION TEXT:**

In the last 12 months, did you lose weight because there wasn't enough money for food?

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

## BOX2

IF (FDQ.140=1) OR (FDQ.160 =1) OR (FDQ.170 = 1) OR (FDQ.180=1), ASK FDQ.190. OTHERWISE, GO TO BOX3.

## FDQ190

**QUESTION TEXT:**

In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | BOX3 |
| | REFUSED | BOX3 |
| | DON'T KNOW | BOX3 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "you or other adults in your household."
NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

# FDQ191

**QUESTION TEXT:**

How often did this happen? Would you say…

**CODES**

| | |
|---|---|
| 1 | Almost every month, |
| 2 | Some months, but not every month, or |
| 3 | In only 1 or 2 months? |
| | REFUSED |
| | DON'T KNOW |

# BOX3

GO TO SECTION PEQ (PARENT EDUCATION).

## BOX1

CHECK PRELOAD TO DETERMINE IF EACH PERSON HAD NONMISSING EDUCATION DATA FROM A PREVIOUS ROUND. IF SO, WE WILL NOT ASK THE EDUCATION QUESTIONS ABOUT THIS PERSON AGAIN. OTHERWISE, GO TO PEQ.020 FOR EACH APPROPRIATE PERSON. AFTER ALL APPROPRIATE PERSONS WITHOUT EDUCATION DATA HAVE BEEN ASKED ABOUT, GO TO BOX 3.

## PEQ020                       **HELP AVAILABLE**

**QUESTION TEXT:**

{Now I have a few questions about education.} What is the highest grade or year of school that {you/{NAME}} {have/has} completed?

HELP TEXT:

Highest Grade or Year of School Completed: For grades 1-11, enter the exact grade level. If the person you are asking about completed elementary school, find out the last grade completed. If the respondent says the person finished 12th grade, ask whether the person received a diploma or got the equivalent of a high school diploma.

Completing a given grade in school should be counted as the number of years it normally takes to complete that grade level of education, regardless of how many years it actually took the person to finish. This means that for persons who skipped or repeated grades in elementary school, you will enter the highest grade completed regardless of the number of years they were in school. This rule is true for elementary school through high school and is especially relevant to college.

12th grade but no diploma: The person completed the 12th grade, but did not earn a high school diploma or GED.

High school equivalent: This means that the person has a GED. The GED is an exam certified equivalent of a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

High school diploma: A certificate that verifies that a person has successfully completed the required courses of a high school curriculum and has actually graduated from high school rather than having a GED.

Vocational/technical program after high school but no voc/tech diploma: The person attended this type of

program, but did not earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Vocational/technical program after high school: The person attended this type of program and DID earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Some college but no degree: The person does not have a 4-year college (bachelor's) degree but has completed a class for credit at a college or university.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Graduate or professional school but no degree: The person attended a graduate or professional school that advanced him/her toward a degree beyond a Bachelor's degree (for example, a Master's, Doctorate, or other professional degree). However, the person did not complete the program or earn the degree.

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

Doctorate Degree (Ph.D., Ed.D.): Studies beyond a Master's degree that result in a doctorate degree.

Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

CODES

| 0 | NEVER WENT TO SCHOOL | |
|---|---|---|
| 1 | 1ST GRADE | |
| 2 | 2ND GRADE | |
| 3 | 3RD GRADE | |
| 4 | 4TH GRADE | |
| 5 | 5TH GRADE | |
| 6 | 6TH GRADE | |
| 7 | 7TH GRADE | |
| 8 | 8TH GRADE | |
| 9 | 9TH GRADE | |
| 10 | 10TH GRADE | |
| 11 | 11TH GRADE | |
| 12 | 12TH GRADE BUT NO DIPLOMA | |
| 13 | HIGH SCHOOL EQUIVALENT/GED | PEQ030 |
| 14 | HIGH SCHOOL DIPLOMA | PEQ030 |
| 15 | VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA | |
| 16 | VOC/TECH PROGRAM AFTER HIGH SCHOOL, DIPLOMA | |
| 17 | SOME COLLEGE BUT NO DEGREE | |

| 18 | ASSOCIATE'S DEGREE | |
| 19 | BACHELOR'S DEGREE | PEQ030 |
| 20 | GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE | PEQ030 |
| 21 | MASTER'S (MA, MS) | PEQ030 |
| 22 | DOCTORATE DEGREE (Ph.D., Ed.D.) | PEQ030 |
| 23 | PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) | PEQ030 |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Now I have… education." WHEN LOOPING ON THIS QUESTION FOR THE FIRST TIME. ELSE, USE A NULL DISPLAY.

DISPLAY "you" AND "have" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "{NAME}" and "has" USING NAME OF THE KEY PARENT FIGURE.

DISPLAY "Highest Grade or Year of School Completed:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'normally' and 'regardless' IN THE HELP TEXT 'Highest Grade or Year of School Completed' IN UNDERLINED TEXT.

DISPLAY "12th grade but no diploma:" IN THE HELP TEXT IN BOLD TEXT.

 DISPLAY "High school equivalent:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "High school diploma: " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Vocational/technical program after high school but no voc/tech diploma:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'no' IN THE HELP TEXT 'Vocational/technical program after high school but no voc/tech diploma' IN UNDERLINED TEXT.

 DISPLAY "Vocational/technical program after high school:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Some college but no degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Associate's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bachelor's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Graduate or professional school but no degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'beyond' IN THE HELP TEXT 'Graduate or professional school but no degree' IN UNDERLINED TEXT.

DISPLAY "Master's (MA, MS):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Doctorate Degree (Ph.D., Ed.D.):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB):" IN THE HELP TEXT IN BOLD TEXT.

## PEQ021

**QUESTION TEXT:**

{Do/Does} {you/{NAME}} have a high school diploma, or its equivalent, such as a GED, or neither?

**CODES**

| | |
|---|---|
| 1 | HIGH SCHOOL DIPLOMA |
| 2 | HIGH SCHOOL EQUIVALENT (GED) |
| 3 | NO HIGH SCHOOL DIPLOMA/EQUIVALENT |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Do you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Does {NAME}" USING NAME OF THE KEY PARENT FIGURE.

---

# PEQ030

**QUESTION TEXT:**

{Are you/Is {NAME}} currently attending or enrolled in any courses from a school, college, or university?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | PEQ050 |
| | REFUSED | PEQ050 |
| | DON'T KNOW | PEQ050 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Is {NAME}"

USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTER.

---

# PEQ040                                                   **HELP AVAILABLE**

**QUESTION TEXT:**

{Are you/Is {NAME}} currently taking courses full-time or part-time?

HELP TEXT:

Full-time: A person is considered to be attending school full-time if he or she is carrying a full load of class hours in a semester or quarter. This is typically 12 credit hours or more.

Part-time: A person is considered to be attending school part-time if he or she is carrying less than a full load of class hours in a semester or quarter. This is typically less than 12 credit hours.

**CODES**

| | |
|---|---|
| 1 | FULL-TIME |
| 2 | PART-TIME |

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTER.

DISPLAY "Full-time:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Part-time:" IN THE HELP TEXT IN BOLD TEXT.

---

# PEQ050                                                                 **HELP AVAILABLE**

**QUESTION TEXT:**

{Are you/Is {NAME}} currently participating in a job training or on the job training program? Please do not report participation in any vocational or technical programs taken at a college or university that you just told me about.

HELP TEXT:

Job-training/On-the-job-training program: Job training includes activities that qualify someone to work in a particular occupation, such as a carpenter, a cook, or an electrician. Do not include 2-year colleges (A.A. degree), 4-year college degree (B.A.) or high school equivalency degrees (GED). On-the-job training includes activities at the work site to help the learner develop job-related skills while doing work at the same time. This also includes apprenticeships.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | BOX2 |
| | REFUSED | BOX2 |
| | DON'T KNOW | BOX2 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Are you" IF LOOPING ON RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF THE KEY PARENT FIGURE .

DISPLAY "Job-training/On-the-job-training program:" IN THE HELP TEXT IN BOLD TEXT.

---

# PEQ060

**QUESTION TEXT:**

About how many hours a week {do/does} {you/{NAME}} spend in that program? Please include hours spent on homework for the training program.

|___|___|___|
ENTER HOURS

**ENTER NUMBER**

|  |  |
|---|---|
| Range | 0 to 80 |
| REFUSED | |

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK 0-80.

DISPLAY "do you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Does {NAME}" USING NAME OF THE KEY PARENT FIGURE.

## BOX2

IF PEQ040=1 or 2 OR PEQ.050 = 1, GO TO PEQ.062. ELSE, GO TO BOX 3.

## PEQ062                                                                          **HELP AVAILABLE**

**QUESTION TEXT:**

What type of school or job training {are you/Is {NAME}} currently in?

HELP TEXT:

Basic skills or high school/GED completion classes: These are classes taken to learn basic skills such as writing or math. In some cases, they may be taken to complete high school or earn a high school equivalent or GED. A GED is an exam certified equivalent of a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

Vocational/technical program: Refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "associate's degree" and not vocational or trade school.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

Doctorate Degree (Ph.D., Ed.D.): Studies beyond a Master's degree that result in a doctorate degree.

Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

On-the-job-training: On-the-job training includes activities at the work site to help the learner develop job-related skills while doing work at the same time. This also includes apprenticeships. Do not include high school equivalency degrees (GED), 2-year colleges (A.A. degree), 4-year college degree (B.A.), master's, doctorates, or professional degree programs after a bachelor's degree (MA, MS, Ph.D., Ed.D., MD, DDS, LAW/JD/LLB).

Job training: Job training includes activities that qualify someone to work in a particular occupation, such as a carpenter, a cook, or an electrician. Do not include high school equivalency degrees (GED), 2-year colleges (A.A. degree), 4-year college degree (B.A.), master's, doctorates, or professional degree programs after a bachelor's degree (MA, MS, Ph.D., Ed.D., MD, DDS, LAW/JD/LLB).

| CODES | Code All That Apply |
|-------|---------------------|
| 1 | BASIC SKILLS OR HIGH SCHOOL/GED COMPLETION CLASSES |
| 2 | VOCATIONAL OR TECHNICAL DEGREE PROGRAM |
| 3 | ASSOCIATE'S DEGREE PROGRAM |
| 4 | BACHELOR'S DEGREE PROGRAM |
| 5 | MASTER'S (MA, MS) DEGREE PROGRAM |
| 6 | DOCTORATE DEGREE (PHD, EDD) PROGRAM |
| 7 | PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE PROGRAM (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) |
| 8 | ON-THE-JOB TRAINING AT CURRENT JOB TO GET NEW SKILLS |
| 9 | JOB TRAINING TO GET A JOB/LEARN NEW JOB |
|   | REFUSED |
|   | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "is {NAME}" USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTE

DISPLAY "Basic skills or high school/GED completion classes:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Vocational/technical program:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Associate's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bachelor's degree: " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Master's (MA, MS):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Doctorate Degree (Ph.D., Ed.D.):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "On-the-job-training:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Job training:" IN THE HELP TEXT IN BOLD TEXT.

# BOX3

GO TO SECTION EMQ (PARENT EMPLOYMENT).

## BOX1

LOOP 1

ASK EMQ.200 - EMQ.215 FOR 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5.

## EMQ200

**QUESTION TEXT:**

Which best describes {your/{NAME}'s} current employment situation? {Are you/Is {NAME}}...

**CODES**

| | |
|---|---|
| 1 | working part-time, |
| 2 | working full-time, |
| 3 | a stay-at-home parent or guardian, or |
| 4 | not working? |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "your" and "Are you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" and "Is {NAME}."

FOR "{NAME}," DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

## EMQ210

**QUESTION TEXT:**

{Since last spring/Since {CHILD} was born}, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?

Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for the war in Afghanistan.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | BOX2 |
| | REFUSED | BOX2 |
| | DON'T KNOW | BOX2 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Since last spring " IF EMQ210=1 OR 2 IN SPRING THIRD GRADE FOR THIS KEY PARENT FIGURE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Since {CHILD} was born."

DISPLAY "have you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "has {NAME}."

FOR "has {NAME}," DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

DISPLAY "Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for the war in Afghanistan." IN BRACKETS FOR THE SECOND KEY PARENT FIGURE.

"does" SHOULD BE UNDERLINED IN THE LINE THAT INCLUDES "…but does include activation…"

---

## EMQ215 <span style="float:right">HELP AVAILABLE</span>

**QUESTION TEXT:**

{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?

HELP TEXT: Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the war in Afghanistan.

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Are you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}."

FOR "Is {NAME}," DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

---

## BOX2

END LOOP 1
ASK EMQ.200 - EMQ.215 FOR NEXT "KEY" PARENT FIGURE IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5. IF NO NEXT "KEY" PARENT, GO TO WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

### WPQ100

**QUESTION TEXT:**

In the past 12 months, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called {TANF or} {STATE TANF PROGRAM NAME}?

PROBE: TANF was formerly known as Aids to Families with Dependent Children, or AFDC.

IF NEEDED:
TANF: Temporary Assistance for Needy Families (TANF) {or {STATE TANF PROGRAM NAME} in {STATE}} is a government program that provides cash benefits to low-income families with children. Many states provide TANF money through an Electronic Benefits Transfer (EBT) card that is like a debit or ATM card.

Past 12 Months: For this question, consider whether or not TANF (or AFDC) was received in the past 12 calendar months, not the last calendar year.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{TANF or}." ELSE, DISPLAY "TANF or" AND STATE TANF PROGRAM NAME. ELSE, IF STATE PROGRAM NAME IS MISSING, DISPLAY "TANF."

IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{or {STATE TANF PROGRAM NAME} IN {STATE}}."

DISPLAY "TANF: " IN UNDERLINED TEXT.

DISPLAY "Past 12 Months: " IN UNDERLINED TEXT.

### WPQ110                                                              HELP AVAILABLE

**QUESTION TEXT:**

In the past 12 months, have you or anyone in your household received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?

HELP TEXT:

Food Stamps or SNAP (Supplemental Nutrition Assistance Program): A government program that provides plastic cards that can be used to buy food. In the past, SNAP was called the Food Stamp Program and gave people benefits in paper coupons or food stamps.

Past 12 Months: For this question, consider whether or not food stamps were received in the past 12 calendar months, not the last calendar year.

**CODES**

| | |
|---|---|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IN THE HELP TEXT, DISPLAY "Food Stamps or SNAP (Supplemental Nutrition Assistance Program): " IN BOLD TEXT.

IN THE HELP TEXT, DISPLAY "Past 12 Months: " IN BOLD TEXT.

# WPQ170

**QUESTION TEXT:**

Does {CHILD} receive complete school lunches for free or reduced price at school?

PROBE: By complete school lunch, I mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, or ice cream. This does not include a lunch {he/she} brought from home.

**CODES**

| | | |
|---|---|---|
| 1 | YES | WPQ180 |
| 2 | NO | BOX1 |
| | REFUSED | BOX1 |
| | DON'T KNOW | BOX1 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "free" AND "reduced price" IN UNDERLINED TEXT.

# WPQ180

**QUESTION TEXT:**

Are these lunches free or reduced price?

**CODES**

| | |
|---|---|
| 1 | FREE |
| 2 | REDUCED PRICE |
| | REFUSED |
| | DON'T KNOW |

**BOX1**

GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

## PAQ100

**QUESTION TEXT:**

In studies like this, households are sometimes grouped according to income.  What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it…

**CODES**

| | | |
|---|---|---|
| 1 | $25,000 or less, or | |
| 2 | More than $25,000? | |
| | REFUSED | PAQ140 |
| | DON'T KNOW | PAQ140 |

## PAQ110

**QUESTION TEXT:**

Was it…

**CODES**

| | |
|---|---|
| 1 | $5,000 or less |
| 2 | $5,001 to $10,000 |
| 3 | $10,001 to $15,000 |
| 4 | $15,001 to  $20,000 |
| 5 | $20,001 to $25,000 |
| 6 | $25,001 to $30,000 |
| 7 | $30,001 to $35,000 |
| 8 | $35,001 to $40,000 |
| 9 | $40,001 to $45,000 |
| 10 | $45,001 to $50,000 |
| 11 | $50,001 to $55,000 |
| 12 | $55,001 to $60,000 |
| 13 | $60,001 to $65,000 |
| 14 | $65,001 to $70,000 |
| 15 | $70,001 to $75,000 |

| 16 | $75,001 to $100,000 |
| 17 | $100,001 to $200,000, or |
| 18 | $200,001 or more |
| | REFUSED |
| | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

IF PAQ.100=1, DISPLAY SET 1.  IF PAQ.100=2, DISPLAY SET 2.

[SET 1]
$5,000 or less…………………1
$5,001 to $10,000…………….. 2
$10,001 to $15,000…………….  3
$15,001 to  $20,000…………… 4
$20,001 to $25,000…………… 5


[SET 2]
$25,001 to $30,000…………………6
$30,001 to $35,000……………….7
$35,001 to $40,000……………….8
$40,001 to $45,000……………….9
$45,001 to $50,000……………….10
$50,001 to $55,000……………….11
$55,001 to $60,000……………….12
$60,001 to $65,000……………….13
$65,001 to $70,000……………….14
$70,001 to $75,000……………….15
$75,001 to $100,000……………...16
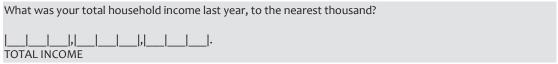$100,001 to $200,000…………….17
$200,001 or more………………... 18

## BOX2

IF PAQ.110 (SET 1 OR SET 2) IS RF/DK, GO TO PAQ.140.

PAQ.120 IS ASKED IF THE HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW.
ASK PAQ.120 IF
(NUMBER IN HH = 1 AND PAQ.110 ⏐ 6) OR
(NUMBER IN HH = 2 AND PAQ.110 ⏐ 8) OR
(NUMBER IN HH = 3 AND PAQ.110 ⏐ 9) OR
(NUMBER IN HH = 4 AND PAQ.110 ⏐ 11) OR
(NUMBER IN HH = 5 AND PAQ.110 ⏐ 13) OR
(NUMBER IN HH = 6 AND PAQ.110 ⏐ 14) OR
(NUMBER IN HH = 7 AND PAQ.110 ⏐ 16) OR
(NUMBER IN HH = 8 AND PAQ.110 ⏐ 17) OR
(NUMBER IN HH g.e. 9 AND PAQ.110 ⏐ 17).
ELSE, GO TO PAQ.140.

## PAQ120

**QUESTION TEXT:**

What was your total household income last year, to the nearest thousand?

|___|___|___|,|___|___|___|,|___|___|___|.
TOTAL INCOME

**ENTER NUMBER**

       REFUSED

       DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK-TOTAL INCOME SHOULD BE IN RANGE OF ANSWER TO PAQ. 110.

RANGE CHECK:
IF PAQ.100 = 1, RANGE = 0-25,000
IF PAQ.100 = 2, RANGE = 25,001-999,999,999

IF ANSWER IS NOT IN THE RANGE OF THE ANSWER TO PAQ.110, DISPLAY "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

INSERT COMMAS FOR EVERY THREE DIGITS OF REPORTED INCOME (FROM RIGHT TO LEFT).

# PAQ140

**QUESTION TEXT:**

What is your current housing situation? Do you…

**CODES**

| | |
|---|---|
| 1 | own your own house or condominium, |
| 2 | rent your house or apartment, |
| 3 | exchange services for housing, |
| 4 | not pay for housing, |
| 5 | live in temporary housing or a shelter, |
| 6 | live with a relative or in a dwelling owned by a relative (MAY OR MAY NOT CONTRIBUTE TO EXPENSES OR CONTRIBUTION UKNOWN), or |
| 91 | have another type of arrangement (SPECIFY)? |
| | REFUSED |
| | DON'T KNOW |

# BOX3

## PAQ140OS

**QUESTION TEXT:**

[What is your current housing situation?]

SPECIFY TYPE OF ARRANGEMENT.

_____

**ENTER TEXT**

Length                                                            50

**PROGRAMMER INSTRUCTIONS:**

DK AND REF DISALLOWED.

## BOX4

GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).

## CMQ010

**QUESTION TEXT:**

Have you moved since {DATE OF LAST INTERVIEW}?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | Box1 |
| | REFUSED | Box1 |
| | DON'T KNOW | Box1 |

## CMQ020

**QUESTION TEXT:**

Why did you move?

PROBE: Any other reason?

CODE ALL THAT APPLY.

**CODES**

| | |
|---|---|
| 1 | SO CHILD COULD GO TO A BETTER SCHOOL |
| 2 | BOUGHT A HOUSE |
| 3 | MOVED TO BE NEARER JOB; JOB-RELATED REASONS |
| 4 | MOVED TO NICER APARTMENT/HOUSE |
| 5 | MOVED TO SAFER AREA; CRIME-RELATED REASONS |
| 6 | MOVED TO LESS EXPENSIVE LIVING QUARTERS |
| 7 | BANK HAD TO BUY BACK THE HOME (FORECLOSED) |
| 8 | WAS EVICTED, COULD NOT PAY RENT IN PREVIOUS RESIDENCE |
| 9 | OLD HOUSE/APARTMENT WAS DAMAGED |
| 10 | MOVED DUE TO CHANGE IN MARITAL (OR PARTNER) RELATIONSHIP: MARRIAGE, DIVORCE, SEPARATION, DEATH IN FAMILY |

| 11 | HOUSE WAS SOLD, NO NEW HOUSE BOUGHT |
|----|--------------------------------------|
| 12 | LEASE RAN OUT |
| 13 | MOVED OUT OF RELATIVE'S HOME/ON-OWN |
| 14 | TO BE CLOSER TO FAMILY |
| 91 | OTHER (SPECIFY) |
|    | REFUSED |
|    | DON'T KNOW |

## BOX0

IF CMQ.020=91, GO TO CMQ.020OS. ELSE, GO TO BOX1.

## CMQ020OS

**QUESTION TEXT:**

[Why did you move?]

_____

SPECIFY OTHER REASON.

**ENTER TEXT**

Length                                                          50

## BOX1

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING THIRD-GRADE INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING THIRD GRADE CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING THIRD GRADE GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING THIRD GRADE) AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING SECOND-GRADE INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING SECOND GRADE CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING SECOND GRADE GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING SECOND GRADE) AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING FIRST-GRADE INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING FIRST GRADE CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING FIRST GRADE GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING FIRST GRADE), AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING KINDERGARTEN INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING KINDERGARTEN CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING KINDERGARTEN GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING KINDERGARTEN) AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL KINDERGARTEN INTERVIEW) AND (THERE IS A TELEPHONE NUMBER FOR preload.CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN FALL KINDERGARTEN) AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, CONTINUE WITH CMQ.060.

---

## CMQ060

**QUESTION TEXT:**

Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you.

Is there a second phone number, such as a work number, a friend or relative's number, or a beeper or cell phone number, where you can sometimes be reached?

**CODES**

| | | |
|---|---|---|
| 1 | YES | CMQ140 |
| 2 | NO | BOX2 |
| | REFUSED | BOX2 |
| | DON'T KNOW | BOX2 |

---

## CMQ100

**QUESTION TEXT:**

Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you. I have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?

**CODES**

| | | |
|---|---|---|
| 1 | YES | BOX2 |
| 2 | NO | CMQ140 |
| | REFUSED | BOX2 |

|                   | DON'T KNOW | BOX2 |

**PROGRAMMER INSTRUCTIONS:**

USING THE PRELOAD, DISPLAY SECOND PHONE NUMBER FROM (SPRING-THIRD GRADE CMQ.100 IF SPRING-THIRD GRADE CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING- THIRD GRADE CMQ.140). ELSE, IF SPRING-THIRD GRADE INFORMATION IS MISSING, DISPLAY SECOND PHONE NUMBER FROM (SPRING-SECOND GRADE CMQ.100 IF SPRING- SECOND GRADE CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING- SECOND GRADE CMQ.140). ELSE, IF SPRING- SECOND GRADE INFORMATION IS MISSING, DISPLAY SECOND PHONE NUMBER FROM (SPRING-FIRST GRADE CMQ.100 IF SPRING- FIRST GRADE CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING- FIRST GRADE CMQ.140). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY (SPRING-K CMQ.100 IF SPRING-K CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING-K CMQ.140).  IF SPRING-K INFORMATION IS MISSING, DISPLAY FALL-K TELEPHONE NUMBER FROM FALL K CMQ.080.

## CMQ140

**QUESTION TEXT:**

What is that telephone number?

ENTER {NEW} SECOND PHONE NUMBER.

|__|__|__| – |__|__|__| –|__|__|__|__|
SECOND TELEPHONE NUMBER

**ENTER TEXT**

|          |         |      |
| Length   | 12      |      |
| REFUSED  | BOX2    |      |
| DON'T KNOW | BOX2  |      |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY 'NEW' IF CMQ.100=2. OTHERWISE, USE A NULL DISPLAY.

ONLY NUMERIC RESPONSES ACCEPTED.

IF THE PHONE NUMBER IS NOT ENTERED EITHER WITH TEN NUMBERS OR TEN NUMBERS AND TWO HYPHENS, DISPLAY THE ERROR MESSAGE "Phone number has wrong format. Please correct. The phone number must be formatted as 10 numbers (XXX-XXX-XXXX).

## CMQ140_ext

**QUESTION TEXT:**

[What is that telephone number?]

ENTER EXTENSION

|           |        |
| REFUSED   | CMQ150 |
| DON'T KNOW | CMQ150 |

**PROGRAMMER INSTRUCTIONS:**

ONLY NUMERIC RESPONSES ACCEPTED.

IF THE PHONE NUMBER HAS AN EXTENSION, ALLOW IT TO BE ENTERED IN THE EXTENSION FIELD.

EXTENSION FIELD SHOULD BE LIMITED TO 10 NUMBERS.

## CMQ150

**QUESTION TEXT:**

Where is that telephone located?

**CODES**

| 1 | OFFICE/PLACE OF BUSINESS | BOX2 |
|---|---|---|
| 2 | RELATIVE (SPECIFY) | CMQ155 |
| 3 | NEIGHBOR (SPECIFY) | CMQ155 |
| 4 | FRIEND (SPECIFY) | CMQ155 |
| 5 | BEEPER NUMBER | BOX2 |
| 6 | CELL PHONE | BOX2 |
| 7 | HOME | BOX2 |
| 91 | OTHER (SPECIFY) | CMQ155 |
| | REFUSED | BOX2 |
| | DON'T KNOW | BOX2 |

## CMQ155

**QUESTION TEXT:**

[Where is that telephone located?]

_____

SPECIFY {RELATIVE / NEIGHBOR / FRIEND / OTHER}.

**ENTER TEXT**

Length                                                            50

**PROGRAMMER INSTRUCTIONS:**

DISPLAY 'RELATIVE' IF CMQ.150=2.

DISPLAY 'NEIGHBOR' IF CMQ.150=3.

DISPLAY 'FRIEND' IF CMQ.150=4.

DISPLAY 'OTHER' IF THE CMQ.150=91.

## BOX2

IF THE CASE DID NOT HAVE A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL KINDERGARTEN, SPRING KINDERGARTEN, SPRING FIRST, OR SPRING THIRD GRADE GO TO CMQ.205.

ELSE, IF (THE HOUSEHOLD HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN SPRING THIRD GRADE) AND (THERE WAS A FIRST CONTACT PERSON GIVEN IN SPRING THIRD GRADE CMQ.200 THAT WAS CORRECT (CMQ.200=1) OR A FIRST CONTACT PERSON IN SPRING THIRD GRADE GIVEN OR CORRECTED IN CMQ.210-CMQ.280 AND (THE RESPONDENT IS THE SAME AS IN SPRING THIRD GRADE), GO TO CMQ.200.

ELSE, IF (THE HOUSEHOLD HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN SPRING FIRST GRADE) AND (THERE WAS A FIRST CONTACT PERSON GIVEN IN SPRING FIRST GRADE CMQ.200 THAT WAS CORRECT (CMQ.200=1) OR A FIRST CONTACT PERSON IN SPRING FIRST GRADE GIVEN OR CORRECTED IN CMQ.210-CMQ.280 AND (THE RESPONDENT IS THE SAME AS IN SPRING FIRST GRADE), GO TO CMQ.200.

ELSE, IF (THE HOUSEHOLD HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN SPRING KINDERGARTEN) AND (THERE WAS A FIRST CONTACT PERSON GIVEN IN SPRING KINDERGARTEN CMQ.200 THAT WAS CORRECT (CMQ.200=1) OR A FIRST CONTACT PERSON IN SPRING KINDERGARTEN GIVEN OR CORRECTED IN CMQ.210-CMQ.280 AND (THE RESPONDENT IS THE SAME AS IN SPRING KINDERGARTEN), GO TO CMQ.200.

ELSE, IF (THE HOUSEHOLD HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL KINDERGARTEN) AND (THERE IS A FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FOR PRELOAD.CMQ210-280) AND (THE RESPONDENT IS THE SAME AS IN FALL KINDERGARTEN), CONTINUE WITH CMQ.200.

ELSE, GO TO CMQ.205.

---

# CMQ200

**QUESTION TEXT:**

I have recorded that {NAME OF RELATIVE/FRIEND}

at {PHONE NUMBER}

on
{STREET ADDRESS, LINE 1}
{STREET ADDRESS, LINE 2}
{CITY}
{STATE}
{ZIP CODE}
{COUNTRY NAME}

will always know where you are if you move. Is this still true?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

MAKE CORRECTIONS TO ANY INFORMATION THAT IS UNKNOWN OR SHOWN AS REFUSED (RF) OR DON'T KNOW (DK).

**CODES**

| | | |
|---|---|---|
| 1 | YES --- NO CORRECTION NEEDED | BOX3 |

| 2 | YES --- MINOR CORRECTIONS NEEDED | CMQ210 |
| 3 | NO | CMQ205 |
| | REFUSED | BOX3 |
| | DON'T KNOW | BOX3 |

**PROGRAMMER INSTRUCTIONS:**

FROM PRELOAD, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (FIRST CONTACT PERSON IN SPRING-THIRD CMQ.210-CMQ.280). FROM PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY COUNTRY FROM SPRING-THIRD CMQ.255. ELSE, USE A NULL DISPLAY. ELSE, IF SPRING-THIRD INFORMATION IS MISSING, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM SPRING-FIRST (CMQ.200 IF CMQ.200=1) OR (FIRST CONTACT PERSON IN SPRING-FIRST CMQ.210-CMQ.280). FROM PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY COUNTRY FROM SPRING- FIRST CMQ.255. ELSE, USE A NULL DISPLAY.  ELSE, IF SPRING-FIRST INFORMATION IS MISSING, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM SPRING-K (CMQ.200 IF CMQ.200=1)  OR (FIRST CONTACT PERSON IN SPRING-K CMQ.210-CMQ.280) ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM FALL-K CMQ.110.

IF THERE WAS NO TELEPHONE IN PRELOAD (TELEPHONE NUMBER WAS RECORDED AS '000' OR WAS MISSING, REFUSED, OR DON'T KNOW), DISPLAY "AN UNKNOWN TELEPHONE NUMBER" FOR "PHONE NUMBER" DISPLAY. IF ANY PART OF THE STREET ADDRESS IS MISSING, REFUSED, OR DON'T KNOW FROM THE PRELOAD, FOR STREET ADDRESS LINE 1, DISPLAY "AN UNKNOWN STREET". IF STREET ADDRESS LINE 2 IS MISSING, REFUSED, OR DON'T KNOW, USE A NULL DISPLAY. IF CITY IS MISSING, DISPLAY "AN UNKNOWN CITY". IF STATE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE STATE DISPLAY. IF STATE IS REFUSED, DISPLAY "RF" FOR THE STATE DISPLAY. IF ZIP CODE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE ZIP CODE DISPLAY. ELSE, IF ZIP CODE WAS REFUSED, DISPLAY "RF" FOR THE ZIP CODE DISPLAY.  ELSE, IF COUNTRY WAS REFUSED OR DON'T KNOW FROM THE PRELOAD, DISPLAY "AN UKNOWN COUNTRY" FOR THE COUNTRY NAME.  ELSE, USE A NULL DISPLAY FOR COUNTRY NAME.

DISPLAY CITY, STATE, ZIP, AND COUNTRY NAME ON 1 LINE.

# CMQ205

**QUESTION TEXT:**

Is there a relative or friend, who does not live in this household, who will always know where you are if you move?

IF NECESSARY SAY:  I will only contact this person if I cannot locate you for the next interview.

**CODES**

| 1 | YES | CMQ210 |
| 2 | NO | BOX3 |
| | REFUSED | BOX3 |
| | DON'T KNOW | BOX3 |

# CMQ210

**QUESTION TEXT:**

What is the name, address, and telephone number of that person?

{CORRECT / ENTER NEW / ENTER} FIRST AND LAST NAME.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

**ENTER TEXT**

Length                                                           50
REFUSED
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD,  IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.210). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ210 IN THE RESPONSE FIELDS). ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ210 IN THE RESPONSE FIELDS).  ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS.  ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD… INFORMATION." OTHERWISE, USE A NULL DISPLAY.

# CMQ220

**QUESTION TEXT:**

[What is the name, address, and telephone number of that person?]

{CORRECT / ENTER NEW / ENTER} STREET ADDRESS, LINE 1.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

**ENTER TEXT**

Length                                                           50
REFUSED
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.220). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ.220) IN THE RESPONSE FIELDS.  ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.220) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD… INFORMATION." OTHERWISE, USE A NULL DISPLAY.

## CMQ230

**QUESTION TEXT:**

[What is the name, address, and telephone number of that person?]

{CORRECT / ENTER NEW / ENTER} STREET ADDRESS, LINE 2.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

**ENTER TEXT**

| Length | 50 |
| --- | --- |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.230). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ.230) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.230) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD…INFORMATION."  OTHERWISE, USE A NULL DISPLAY.

## CMQ240

**QUESTION TEXT:**

[What is the name, address, and telephone number of that person?]

{CORRECT / ENTER NEW / ENTER} CITY.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

**ENTER TEXT**

| Length | 30 |
| --- | --- |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE  INTERVIEW, DISPLAY CITY FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.240). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY CITY FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ.240) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY CITY FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.240) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY CITY FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD...INFORMATION." OTHERWISE, USE A NULL DISPLAY.

## CMQ250

**QUESTION TEXT:**

[What is the name, address, and telephone number of that person?]

{CORRECT / ENTER NEW / ENTER} STATE ABBREVIATION BY USING LOOKUP FILE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE NAME. IF NOT IN THE UNITED STATES, HIGHLIGHT ***NOT IN THE UNITED STATES*** IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

**ENTER TEXT**

| | |
|---|---|
| Length | 2 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "TO ....MATCH." WHEN ON STATE ENTRY FIELD.

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY STATE FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.250). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY STATE FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING- FIRST CMQ.250) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY STATE FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.250) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY STATE FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS.ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD...INFORMATION." OTHERWISE, USE A NULL DISPLAY.

IN THE INTERVIEWER INSTRUCTION, "***NOT IN THE UNITED STATES***" SHOULD BE UNDERLINED.

## BOX2B

IF CMQ.250 = 0 (NOT IN THE UNITED STATES), CONTINUE WITH CMQ.255.  ELSE, GO TO CMQ.260.

## CMQ255

**QUESTION TEXT:**

[What is the name, address, and telephone number of that person?]

ENTER COUNTRY OR TERRITORY BY USING LOOKUP FILE.

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT ***NOT ON LIST*** IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

**ENTER TEXT**

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING THIRD-GRADE INTERVIEW, DISPLAY COUNTRY FROM (SPRING-THIRD CMQ.255). ELSE, IF THE HOUSEHOLD HAD A SPRING FIRST-GRADE INTERVIEW, DISPLAY COUNTRY FROM (SPRING-FIRST CMQ.255). ELSE, USE A NULL DISPLAY.

DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

IN THE INTERVIEWER INSTRUCTION, "***NOT ON LIST***" SHOULD BE UNDERLINED.

## BOX2C

IF CMQ.255 = 0 (NOT ON LIST), CONTINUE WITH CMQ.255OS. OTHERWISE, GO TO CMQ.260.

## CMQ255OS

**QUESTION TEXT:**

[What is the name, address, and telephone number of that person?]

SPECIFY COUNTRY NAME

_____

**ENTER TEXT**

Length                                                    50

REFUSED

DON'T KNOW

## CMQ260

**QUESTION TEXT:**

[What is the name, address, and telephone number of that person?]

{CORRECT / ENTER NEW / ENTER} ZIP CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

**ENTER TEXT**

Length                                                                                10
REFUSED
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY ZIP CODE FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.260). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY ZIP CODE FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ.260) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY ZIP CODE FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.260) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY ZIP CODE FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

IF THE ZIP CODE IS NOT ENTERED EITHER WITH FIVE NUMBERS OR NINE NUMBERS AND A HYPHEN, DISPLAY THE ERROR MESSAGE "Zip code has wrong format. Please correct. The zip code must be formatted as five numbers (XXXXX) or as five numbers, hyphen and then four numbers (XXXXX-XXXX).

## CMQ270

**QUESTION TEXT:**

[What is the name, address, and telephone number of that person?]

{CORRECT / ENTER NEW / ENTER} PHONE NUMBER, INCLUDING AREA CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

IF NO TELEPHONE, ENTER '000.'

**ENTER TEXT**

Length                                                                                12
REFUSED
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY TELEPHONE NUMBER FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.270) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY TELEPHONE NUMBER FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST OR CMQ.270) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY TELEPHONE NUMBER FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K OR CMQ.270) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY TELEPHONE NUMBER FROM FALL-K CMQ.110 IN THE RESPONSE FIELD. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD… INFORMATION." OTHERWISE, USE A NULL DISPLAY.

IF NO TELEPHONE, ENTER '000.'

IF THE PHONE NUMBER IS NOT ENTERED EITHER WITH TEN NUMBERS OR TEN NUMBERS AND TWO HYPHENS, DISPLAY THE ERROR MESSAGE "Phone number has wrong format. Please correct. The phone number must be formatted as 10 numbers (XXX-XXX-XXXX).

# CMQ280

**QUESTION TEXT:**

What is the person's relationship to you?

{CORRECT / ENTER NEW / ENTER} RELATIONSHIP OF PERSON TO RESPONDENT.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

**ENTER TEXT**

| | |
|---|---|
| Length | 50 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY RELATIONSHIP FROM (PRELOAD IF CMQ.200=1) OR (SPRING-THIRD CMQ.280) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY RELATIONSHIP FROM (PRELOAD IF CMQ.200=1) OR (SPRING-FIRST CMQ.280) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY RELATIONSHIP FROM (PRELOAD IF CMQ.200=1) OR (SPRING-K CMQ.280) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY RELATIONSHIP FROM PRELOAD FOR FALL-K CMQ.110 IN THE RESPONSE FIELD. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD… INFORMATION." ELSE, USE NULL DISPLAY.

# BOX3

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-THIRD GRADE INTERVIEW) AND ((THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-THIRD GRADE CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E- MAIL

ADDRESS IN SPRING-THIRD GRADE GIVEN OR CORRECTED IN CMQ.384)) AND (THE RESPONDENT IS THE SAME AS IN SPRING-THIRD GRADE), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-SECOND GRADE INTERVIEW) AND ((THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-SECOND GRADE CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-SECOND GRADE GIVEN OR CORRECTED IN CMQ.384)) AND (THE RESPONDENT IS THE SAME AS IN SPRING-SECOND GRADE), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND ((THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-FIRST GRADE CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-FIRST GRADE GIVEN OR CORRECTED IN CMQ.384)) AND (THE RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND ((THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-KINDERGARTEN CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-KINDERGARTEN GIVEN OR CORRECTED IN CMQ.384)) AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THERE IS AN EMAIL ADDRESS FOR CMQ.092) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN), CONTINUE WITH CMQ.382.

ELSE, GO TO CMQ.383.

## CMQ382

**QUESTION TEXT:**

I have also recorded that your e-mail address is {EMAIL ADDRESS}.  Is that correct?

**CODES**

| | | |
|---|---|---|
| 1 | YES --- NO CORRECTION NEEDED | CMQ680 |
| 2 | YES --- MINOR CORRECTIONS NEEDED | CMQ384 |
| 3 | NO | CMQ383 |
| | REFUSED | CMQ680 |
| | DON'T KNOW | CMQ680 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY E-MAIL ADDRESS FROM (SPRING-THIRD GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-THIRD GRADE CMQ.384). ELSE, IF SPRING-THIRD GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-SECOND GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-SECOND GRADE CMQ.384). ELSE, IF SPRING-SECOND GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-FIRST CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-FIRST CMQ.384). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-K CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-K CMQ.384). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM FALL K CMQ.092.

## CMQ383

**QUESTION TEXT:**

Is there an e-mail address where we could reach you?

**CODES**

| | | |
|---|---|---|
| 1 | YES | |
| 2 | NO | CMQ680 |
| | REFUSED | CMQ680 |
| | DON'T KNOW | CMQ680 |

## CMQ384

**QUESTION TEXT:**

What is your e-mail address?

IF EMAIL ADDRESS WILL NOT FIT THE SPACE PROVIDED, ENTER IT IN COMMENTS.

{CORRECT / ENTER NEW/ENTER} E-MAIL ADDRESS.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

**ENTER TEXT**

| | |
|---|---|
| Length | 70 |
| REFUSED | |
| DON'T KNOW | |

**PROGRAMMER INSTRUCTIONS:**

IN THE RESPONSE FIELD: DISPLAY E-MAIL ADDRESS FROM (SPRING-THIRD GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-THIRD GRADE CMQ.384). ELSE, IF SPRING-THIRD GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-SECOND GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-SECOND GRADE CMQ.384). ELSE, IF SPRING-SECOND GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-FIRST CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-FIRST CMQ.384).  ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-K CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-K CMQ.384). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM FALL K CMQ.092. ELSE, USE A NULL DISPLAY.  IF CMQ.382=2, DISPLAY 'IF FIELD…INFORMATION.' OTHERWISE, USE A NULL DISPLAY.

ALLOW 70 TOTAL CHARACTERS FOR THE E-MAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT CONTAIN THE "@" SIGN, DISPLAY THE FOLLOWING MESSAGE "THE EMAIL ADDRESS SHOULD CONTAIN THE "@" SIGN. PLEASE CONFIRM AND CHANGE."

IF THE EMAIL ADDRESS DOES NOT CONTAIN A "." (PERIOD), DISPLAY THE FOLLOWING MESSAGE "THE EMAIL ADDRESS SHOULD CONTAIN AT LEAST ONE PERIOD. PLEASE CONFIRM AND CHANGE."

IF CMQ.382=2, DISPLAY "CORRECT." IF CMQ.382=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.382=3, DISPLAY "IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION."  OTHERWISE, USE A NULL DISPLAY.

## CMQ680

**QUESTION TEXT:**

WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?

**CODES**

| | |
|---|---|
| 1 | TELEPHONE |
| 2 | IN-PERSON |

---

# CMQ690

**QUESTION TEXT:**

WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?

**CODES**

| | | |
|---|---|---|
| 1 | ENGLISH | BOX4 |
| 2 | SPANISH | BOX4 |
| 3 | CHINESE LANGUAGE | BOX4 |
| 4 | VIETNAMESE | BOX4 |
| 91 | ANOTHER LANGUAGE | |

---

# CMQ690OS

**QUESTION TEXT:**

[WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?]

_____

SPECIFY OTHER LANGUAGE.

**ENTER TEXT**

| | |
|---|---|
| Length | 25 |

---

# BOX4

## CMQ695

**QUESTION TEXT:**

WHERE WAS THIS INTERVIEW CONDUCTED?

**CODES**

| | |
|---|---|
| 1 | CHILD'S HOME |
| 2 | CHILD'S SCHOOL |
| 3 | SOMEWHERE ELSE |

## BOX5

SET FINAL DISPOSITION CODE:
IF CMQ.680=1 (TELEPHONE) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 60.
IF CMQ.680=1 (TELEPHONE) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 61.
IF CMQ.680=1 (TELEPHONE) AND CMQ.690=3 (CHINESE), SET DISPOSITION CODE TO 66.
IF CMQ.680=1 (TELEPHONE) AND (CMQ.690=4 (VIETNAMESE) OR CMQ.690=91 (ANOTHER LANGUAGE)), SET DISPOSITION CODE TO 62.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 63.
IF CMQ.680=2 (IN-PERSON) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 64.
IF CMQ.680=2 (IN-PERSON) AND CMQ.690=3 (CHINESE), SET DISPOSITION CODE TO 67.
IF CMQ.680=2 (IN-PERSON) AND (CMQ.690=4 (VIETNAMESE) OR CMQ.690=91 (ANOTHER LANGUAGE)), SET DISPOSITION CODE TO 65.

## CMQ700

**QUESTION TEXT:**

Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.

PRESS 1 AND ENTER TO CONTINUE.

---

## BOX6

GO TO CMQ.720.

---

## CMQ701

**QUESTION TEXT:**

We would like to call the parent or guardian for {CHILD} at the household where {he/she} lives.  Could you please give me the name and telephone number for the home that I should call?

AFTER EXITING ON THE NEXT SCREEN, ENTER CONTACT INFORMATION FOR CHILD'S RESIDENCE INTO THE ELECTRONIC RECORD OF CALLS.

[AFTER THAT, SAY:] Thank you for your time.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

          Length                                  1

---

## BOX7

GO TO CMQ.720.

---

## CMQ702

**QUESTION TEXT:**

We would like to call back when {this person/{CHILD}'s parent or guardian} is available. Please tell me when we should call back.

AFTER EXITING ON THE NEXT SCREEN, ENTER CALL BACK TIME INTO THE ELECTRONIC RECORD OF CALLS.

[AFTER THAT, SAY:] Thank you for your time.

PRESS 1 AND ENTER TO CONTINUE.

**ENTER TEXT**

              Length                                               1

**PROGRAMMER INSTRUCTIONS:**

IF (INQ020=4 and INQ025=2), THEN DISPLAY "this person." ELSE, DISPLAY "{CHILD}'s parent or guardian."

---

## BOX8

GO TO CMQ.720.

---

## CMQ703

**QUESTION TEXT:**

Thank you.

AFTER EXITING ON THE NEXT SCREEN, ENTER INTO THE ELECTRONIC RECORD OF CALLS WHETHER YOU SPOKE TO THE CONTACT PERSON AND ANY INFORMATION YOU HAVE ABOUT WHY AN APPROPRIATE RESPONDENT WAS NOT AVAILABLE, NOT IN THE HOUSEHOLD, OR THE INFORMATION WAS REFUSED/DON'T KNOW.

PRESS 1 AND ENTER TO CONTINUE.

**ENTER TEXT**

              Length                                               1

---

## CMQ720

**QUESTION TEXT:**

PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.