

EHS 36-MONTH DIRECT CHILD ASSESSMENTS

KANSAS / MISSOURI

DATE OF INTERVIEW: _____ 211-18

INTERVIEWER NAME: _____ INTERVIEWER ID NUMBER _____ 19-22

RECORD TIME _____ : _____ AM/PM <small>215-18</small> <small>19</small>

SECTION A: INTRODUCTION TO CHILD ASSESSMENTS

A1. TODAY'S DATE: / / 20-27
MM DD YYYY

A2. RECORD CHILD'S NAME: _____

A3. INDICATE FOCAL CHILD # BY CIRCLING CODE

- 1 FOCAL CHILD #1 28
- 2 FOCAL CHILD #2

A4. RECORD FOCAL CHILD'S AGE (INDICATED BY COMPUTER)

_____ YEARS 29-30

A5. SAY TO PARENT: I have some games to do with [FOCAL CHILD]. Would (he/she) do better in English or Spanish?

- ENGLISH.....1 31
- SPANISH.....2

USE APPROPRIATE QUESTIONNAIRE LANGUAGE FORM.
CONTINUE WITH A5a

A5a. SAY TO PARENT: Is (FOCAL CHILD) Hispanic or Latino?

- 1 YES 32
- 2 NO
- 7 DON'T KNOW
- 8 REFUSED

A5b. SAY TO PARENT: Which of the following best describes (FOCAL CHILD)'s race? Please select one or more.

- 1 American Indian or Alaska Native, 33
- 2 Asian, 34
- 3 Black or African American, 35
- 4 Native Hawaiian or other Pacific Islander, or 36
- 5 White 37
- 7 DON'T KNOW 38
- 8 REFUSED 39

A6. SAY TO PARENT: I will be presenting game-like tasks to your child. For example, I will ask (him/her) to identify objects and name some pictures. Some of the things I give (him/her) will be too easy, some will be too hard, and some will be just right. Please try not to talk to your child while we're doing this, because I want (him/her) to pay attention to me. This may be hard for you, especially if your child doesn't do some things you know (he/she) can do, or if (he/she) surprises you by doing some new things.

A7. HAVE PARENT GET THE CHILD. HAVE PARENT SIGN VIDEO CONSENT FORM.

A8. Now, you and I are going to play some games together. Some will be easy, and some will be hard, but it's important that you stick with it. At the end, I'll have a present for you.

RECORD TIME _____ : _____ AM/PM
215-18 19

SECTIONS B & C: DRAWING TASKS

INTERVIEWER: HOW OLD IS FOCAL CHILD?

24 – 47 MONTHS OLD.....1 → GO TO **B1** ON NEXT PAGE

48 MONTHS (4 YEARS) OLD.....2 → GO TO **C1** ON PAGE 7

RECORD TIME _____ : _____ AM/PM <small>2015-18</small> <small>19</small>

SECTION B: DRAWING (CIRCLES)

B1.
/

BOOKMARK: HOW OLD IS FOCAL CHILD? 48 MOS OR OLDER, 4 OR OLDER.....1 → GO TO C1 24 – 47 MOS, LESS THAN 4.....2 → GO TO B2

20

B2. GAME 1. DRAWING GAME

GET OUT 2 CRAYONS, STOPWATCH, AND 6 BLANK CIRCLES.

B3. BASELINE CIRCLE:

This first game is a drawing game. Which color crayon would you like to use?

GIVE CRAYON.

We are going to draw some circles. I'll give you a picture of a circle and then I want you to see if you can draw a circle staying between the lines.

GIVE PICTURE.

Here is a drawing of the circle. I want you to draw a circle by drawing a line in between these lines.

POINT TO LINES.

Start here at the dot, go all the way around, and stop at the dot.

DRAW CIRCLE WITH FINGER.

Don't start until I say "Go!"

WHEN CHILD IS READY.

Ready? Go!

START STOPWATCH AS SOON AS CHILD BEGINS.

IF CHILD FINISHES, RECORD TIME BELOW.

IF CHILD DIDN'T FINISH, FOLLOW INSTRUCTIONS.

IF CHILD DOESN'T FINISH.

You haven't finished yet. Try to finish the drawing. PROMPT: Go all the way around.

IF CHILD DOESN'T STAY BETWEEN LINES.

REPEAT TRIAL. REMIND CHILD TO STAY IN LINES.

IF CHILD LIFTS CRAYON OFF PAGE BEFORE FINISHING.

REPEAT TRIAL. REMIND CHILD NOT TO LIFT THE CRAYON.

CHILD FINISHED.

RECORD BASELINE TIME: _____
Minutes Seconds Decimal

CIRCLE "B" ON THE FORM

2021-22
23-24
25-26

B4. FAST TRIAL CIRCLE.

Good job! That was a good circle! Let's do it one more time. I want you to draw the same circle again, but draw it as fast as you can.

GIVE PICTURE.

Remember to stay between the lines and go all the way around.

POINT TO LINES.

Don't start until I say "Go!" Let's see how quickly you can draw this circle.

WHEN CHILD IS READY.

Are you ready? Go!

START STOPWATCH WHEN CHILD STARTS DRAWING.

IF CHILD DOESN'T FINISH.

Go all the way around.

IF CHILD DOESN'T STAY BETWEEN LINES.

REPEAT TRIAL.

IF CHILD LIFTS CRAYON OFF PAGE.

REPEAT TRIAL.

IF CHILD FINISHES.

RECORD FAST TIME: _____
Minutes Seconds Decimal

CIRCLE "F" ON THE FORM

B5. SLOW TRIAL CIRCLE:

Good! That was a good circle! Let's do that again. Except, let's do it a little different this time. I want you to draw the same circle, but this time draw it as slowly as you can.

GIVE PICTURE.

Remember to stay in between the lines and go all the way around like you did the last time.

POINT TO LINES.

Don't start until I say "Go!" Let's see how slowly you can draw this circle. Are you ready?

WHEN CHILD IS READY.

Are you ready? Go!

START STOPWATCH WHEN CHILD STARTS.

IF CHILD DOESN'T FINISH.

Go all the way around.

IF CHILD DOESN'T STAY BETWEEN LINES.

REPEAT TRIAL.

IF CHILD LIFTS CRAYON OFF PAGE.

REPEAT TRIAL.

IF CHILD FINISHES.

RECORD SLOW TIME: _____
Minutes Seconds Decimal

CIRCLE "S" ON THE FORM

PUT AWAY CIRCLES.

GO TO SECTION D: WOODCOCK-JOHNSON ON PAGE 10.

RECORD TIME _____ : _____ AM/PM <small>2140-43</small> <small>44</small>

SECTION C: DRAWING (STARS)

C1.


BOOKMARK: HOW OLD IS FOCAL CHILD? 24 – 47 MOS, LESS THAN 4.....1 → GO TO D1 48 MOS OR OLDER, 4 OR OLDER.....2 → GO TO C2

20

C2. GAME 1. DRAWING GAME

GET OUT 2 CRAYONS, STOPWATCH, AND 6 BLANK STARS.

C3. BASELINE STAR:

This first game is a drawing game. Which color crayon would you like to use?

GIVE CRAYON.

We are going to draw some stars. I'll give you a picture of a star and then I want you to see if you can draw a star staying between the lines.

GIVE PICTURE.

Here is a drawing of the star. I want you to draw a star by drawing a line in between these lines.

POINT TO LINES.

Start here at the dot, go all the way around, and stop at the dot.

DRAW STAR WITH FINGER.

Don't start until I say "Go!"

WHEN CHILD IS READY.

Ready? Go!

START STOPWATCH AS SOON AS CHILD BEGINS.

IF CHILD FINISHES, RECORD TIME BELOW.

IF CHILD DIDN'T FINISH, FOLLOW INSTRUCTIONS.

20-

IF CHILD DOESN'T FINISH.

You haven't finished yet. Try to finish the drawing. PROMPT: Go all the way around.

IF CHILD DOESN'T STAY BETWEEN LINES.

REPEAT TRIAL. REMIND CHILD TO STAY IN LINES.

IF CHILD LIFTS CRAYON OFF PAGE BEFORE FINISHING.

REPEAT TRIAL. REMIND CHILD NOT TO LIFT THE CRAYON.

CHILD FINISHED.

RECORD BASELINE TIME: _____
Minutes Seconds Decimal

STAR "B" ON THE FORM

2021-22
23-24
25-26

W4. **FAST TRIAL STAR.**

Good job! That was a good star! Let's do it one more time. I want you to draw the same star again, but draw it as fast as you can.

GIVE PICTURE.

Remember to stay between the lines and go all the way around.

POINT TO LINES.

Don't start until I say "Go!" Let's see how quickly you can draw this star.

WHEN CHILD IS READY.

Are you ready? Go!

START STOPWATCH WHEN CHILD STARTS DRAWING.

IF CHILD DOESN'T FINISH.

Go all the way around.

IF CHILD DOESN'T STAY BETWEEN LINES.

REPEAT TRIAL.

IF CHILD LIFTS CRAYON OFF PAGE.

REPEAT TRIAL.

20-

IF CHILD FINISHES.

RECORD FAST TIME: _____
Minutes Seconds Decimal

CIRCLE "F" ON THE FORM

W5. SLOW TRIAL STAR:

Good! That was a good star! Let's do that again. Except, let's do it a little different this time. I want you to draw the same star, but this time draw it as slowly as you can.

GIVE PICTURE.

Remember to stay in between the lines and go all the way around like you did the last time.

POINT TO LINES.

Don't start until I say "Go!" Let's see how slowly you can draw this star. Are you ready?

WHEN CHILD IS READY.

Are you ready? Go!

START STOPWATCH WHEN CHILD STARTS.

IF CHILD DOESN'T FINISH.

Go all the way around.

IF CHILD DOESN'T STAY BETWEEN LINES.

REPEAT TRIAL.

IF CHILD LIFTS CRAYON OFF PAGE.

REPEAT TRIAL.

IF CHILD FINISHES.

RECORD SLOW TIME: _____
Minutes Seconds Decimal

CIRCLE "S" ON THE FORM

PUT AWAY STARS.

GO TO NEXT PAGE.

RECORD TIME _____ : _____ AM/PM <small>2039-42</small> <small>43</small>

SECTION D: WOODCOCK-JOHNSON

D1. **INTERVIEWER:** IS CHILD ASSESSMENT BEING DONE IN ENGLISH OR SPANISH?
ENGLISH.....1 → USE ENGLISH EASEL
SPANISH.....2 → USE SPANISH EASEL

44

D2. PULL OUT APPROPRIATE LANGUAGE EASEL.
START WITH FIRST ITEM FOR EACH SET.
ALWAYS ADMINISTER A FULL PAGE.

D3. SAY TO CHILD: Now we’re going to do something different. We will be looking at some pictures in this book. I’ll ask you about them. If you don’t know the answer, just say “I don’t know, (INTERVIEWER’S NAME)” and we will skip to the next one. Try to do your best.
OPEN AND SET UP EASEL.
Okay, let’s start.

RECORD ALL RESPONSES FOR BOTH THE LETTER-WORD IDENTIFICATION AND THE APPLIED PROBLEMS SUB-TESTS ON THE WOODCOCK-JOHNSON TESTING SHEET (SEPARATELY FROM THIS BOOKLET).

D4. **SUBTEST 1, LETTER-WORD IDENTIFICATION**

BEGIN WITH SUGGESTED STARTING POINT

START: This is the first thing we are going to do. START RECITING BLUE WORDS. READ THE WORDS EXACTLY AS THEY ARE WRITTEN.

NO RESPONSE: GIVE THE CHILD ABOUT 5 SECONDS TO ANSWER. CONTINUE BY POINTING TO THE NEXT LETTER.

END: WHEN YOU REACH A CEILING, SAY: Great job! Now, let’s play another game.

D5. **SUBTEST 10, APPLIED PROBLEMS**

BEGIN WITH PAGE 183

START: BEGIN RECITING BLUE TEXT.

NO RESPONSE: GIVE THE CHILD ABOUT 5 SECONDS TO ANSWER.
CONTINUE BY POINTING TO THE NEXT LETTER.

END: WHEN YOU REACH A CEILING, SAY: Great job! Now, let's play another game.

ADMINISTER ADDITIONAL SUBTESTS OF THE WOODCOCK-JOHNSON
AS NEEDED, DEPENDING UPON THE AGE OF THE CHILD AT FOLLOW-
UP TO COMPLETE THE BROAD READING AND MATH SKILLS
ASSESSMENTS.

PUT WOODCOCK-JOHNSON AWAY.

RECORD TIME _____ : _____ AM/PM
2140-43 44

SECTION E: WALK / WRAP

E1. GAME 2. WALK-A-LINE

GET OUT WALLPAPER TRIM AND STOPWATCH.
PLACE THE LINE ON THE FLOOR.
TRY TO USE A HARD-SURFACED FLOOR.

E2. BASELINE WALK

Do you see this line? Well, we're going to walk down this line all the way from one end to the other. Watch me, I'll go first.

INTERVIEWER WALK THE LINE.

See how my feet stay on the line as I walk?

POSITION CHILD AT ONE END.

Now it's your turn to walk on the line. When I say "Go", you walk down the line.

Remember to keep your feet on the line. And don't move until I say "Go". Ready?

WHEN CHILD READY.

"Go"!

START STOPWATCH.

END STOPWATCH WHEN BOTH FEET ARE OFF THE LINE.

IF CHILD GOES OFF LINE.

REPEAT TRIAL.

Now let's try to do it once more. Remember in this game, you need to keep your feet on the line.

REPOSITION CHILD.

Don't move until I say "Go!" Ready? Go!

IF CHILD COMPLETES TASK.

RECORD BASELINE TIME: _____
Minutes Seconds Decimal
45-46 47-48 49-50

E3. SLOW WALK 1

Good! Let's do it again. But this time let's try to stay on the line and walk really slowly.

POSITION CHILD.

Don't move until I say "Go!" Ready?

WHEN CHILD READY.

Go!

START STOPWATCH.

IF CHILD DOESN'T COMPLETE IT OR STEPS OFF LINE.

REPEAT TRIAL. REMIND CHILD TO STAY ON LINE AND MOVE SLOWLY.

IF CHILD COMPLETES TASK:

RECORD SLOW WALK 1 TIME:

Minutes	Seconds	Decimal
2151-52	53-54	55-56

E4. SLOW WALK 2

Great work! That was so slow! Let's try it one more time. Remember, in this game I want you to walk the line really slowly. Be sure to keep your feet on the line and walk as slowly as you can.

POSITION CHILD.

Ready?

WHEN CHILD READY.

Go!

START STOPWATCH.

IF CHILD DOESN'T COMPLETE IT OR STEPS OFF LINE.

REPEAT TRIAL.

IF CHILD COMPLETES TASK.

Excellent! You did a really good job.

RECORD SLOW WALK 2 TIME:

Minutes	Seconds	Decimal
57-58	59-60	61-62

PUT AWAY WALL PAPER TRIM.

GO TO NEXT PAGE.

RECORD TIME _____ : _____ AM/PM <small>215-18</small> <small>19</small>
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**SECTION F: GIFT WRAP
&
SECTION G: DELAY OF GRATIFICATION**

INTERVIEWER: HOW OLD IS FOCAL CHILD?

24 – 47 MONTHS OLD.....1 → GO TO **F1** ON NEXT PAGE

48 MONTHS (4 YEARS) OLD.....2 → GO TO **G1** ON PAGE 18

RECORD TIME _____ : _____ AM/PM 678 – 81 82
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SECTION F: GIFT WRAP

F1. GAME 3: GIFT WRAP [CHILDREN 2 – 3 YRS]

GET OUT THE BAG HAVING THE WRAPPED GIFT.

- Did you have fun playing these games? I had fun playing with you. And to thank you for playing with me, I have a present for you.

SIT FACE-TO-FACE WITH CHILD.

- Do you like presents? I have a present in this bag for you. But I need to wrap it first so it will be a surprise. You need to help me. Try not to look so that I can wrap your surprise for you. Let's try it.

POSITION CHILD ON HIS/HER BOTTOM WITH NO DISTRACTIONS.

- I need you to sit right here.

FACE-TO-FACE WITH THE CHILD.

- You stay here. I'm going to go behind you and wrap your present for you. I'll let you know when I'm ready to give you the present. OK? Try not to look.
[START STOPWATCH]

MOVE BEHIND CHILD, SHAKE BAG AND RUSTLE PAPER.

STAND 3 FEET BEHIND CHILD.

CONTINUE MAKING "WRAPPING" NOISES FOR 60 SECONDS.

[IF APPLICABLE] RECORD TIME TO FIRST PEEK.

- ***Every time child peeks say:*** The rule of the game is no looking! OR No looking! OR Remember, no looking!
- ***If child says anything at all during task say:*** I can't talk to you right now. REPEAT ONE TIME IF NECESSARY.

DO NOT RESPOND TO CHILD'S QUESTIONS FOR REMAINDER OF 60 SECONDS.

AT THE END OF 60 SECONDS.

- Thank you for playing these games with me. I had fun and you did a great job!
- Here is your present!

GIVE CHILD PRESENT.

RECORD BEHAVIORS BELOW.

F2. GIFT BEHAVIOR 1: PEEKING TIME

RECORD SECONDS UNTIL FIRST PEEK.

_____ ⁷¹¹⁻¹²
Seconds

IF CHILD DOESN'T PEEK AT ALL, CHECK BOX.

¹³ 1
CHILD DIDN'T PEEK

F3. GIFT BEHAVIOR 2: PEEKING MOTION. CIRCLE LOWEST CODE THAT APPLIES.

- CHILD GETS OUT OF CHAIR AND GOES OVER TO TESTER.....0 14
- CHILD TURNS HEAD OR BODY AROUND ONE OR MORE TIMES AND DOES NOT RETURN FULLY FORWARD.....1
- CHILD TURNS HEAD OR BODY TO PEEK MORE THAN ONCE.....2
- CHILD TURNS BODY AROUND ONCE, BUT THEN TURNS FORWARD UNTIL THE END.....3
- CHILD TURNS HEAD (NOT BODY) ONCE, BUT THEN LOOKS FORWARD UNTIL THE END.....4
- CHILD DOES NOT TRY TO PEEK.....5

F4. GIFT BEHAVIOR 3: VERBAL STRATEGIES

- a. DURING TASK, DID CHILD ASK ABOUT FINISHING THE TASK?
 - YES1 15
 - NO2
- b. DURING TASK, DID CHILD TALK OR ASK QUESTIONS ABOUT THE TASK OR OTHER THINGS?
 - YES1 16
 - NO2

INTERVIEWER:

WERE YOU ABLE TO FULLY COMPLETE THIS TASK?

- 1 YES
- 2 NO

717

IF "NO," WHAT PREVENTED YOU FROM COMPLETING TASK?

TAKE CHILD BACK TO PARENT.

RECORD TIME _____ : _____ **AM/PM**
18-21 22

RECORD TIME _____ : _____ AM/PM 723-26 27
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SECTION G: DELAY OF GRATIFICATION

G1. GAME 3: DELAY OF GRATIFICATION [CHILDREN 4 + YRS]

GET OUT THE "WAITING SQUARE," BELL, 1 MEDIUM-SIZED PLATE, NAPKIN, AND OREO COOKIES; SET WITHIN REACH.

POSITIONING THE CHILD:

IF CHILD NOT POSITIONED AT A TABLE IN FRONT OF THE CAMERA, POSITION CHILD ON THE SQUARE IN FRONT OF THE CAMERA.

INTERVIEWER SHOULD MAKE SURE THAT PARENTS, SIBLINGS, AND OTHER FAMILY MEMBERS ARE OUT OF THE WAY, OR PREFERABLY NOT IN THE ROOM. IF IN THE ROOM, EXPLAIN THAT THEY SHOULD NOT SPEAK TO THE CHILD AND IDEALLY, THEY SHOULD SIT BEHIND THE CHILD SO THE CHILD CANNOT SEE THEM.

IF SITTING AT TABLE READ:

- For this next game, I want you to sit here at the table. Good. Now, I have something to show you. Please stay seated. I'll be right back.

IF SITTING ON WAITING SQUARE READ:

- You see this mat? It's called the waiting square. For this next game, I want you to sit here, inside the square. Good. Now, I have something else to show you. Please stay on the waiting square, I'll be right back.

CONTINUE WITH SCRIPT ON NEXT PAGE

PRESENTING THE BELL:

SHOW BELL TO CHILD.

- Look, a bell! See, this is how it works. (*Ring once*). Now you try it (*let child ring bell*). Sometimes I have to go out of the room, but you can always make me come back by ringing this bell. This is called the “bring-me-back bell.” Every time you ring it, you make me come back immediately. Let’s try it now. I’ll go out of the room, and you will make me come back by ringing this bell.

GO OUT OF THE ROOM AND COME BACK IMMEDIATELY AT THE SOUND OF THE BELL.

- See, you made me come back! (*If child rang bell*)

CHECKPOINT: CIRCLE CODE “1” OR CODE “2.”

1 CHILD DID NOT RING BELL

INTERVIEWER: REPEAT THE INSTRUCTIONS AGAIN TO CHILD AND LEAVE THE ROOM. IF CHILD STILL DOES NOT UNDERSTAND THAT HE/SHE MUST RING THE BELL TO MAKE YOU COME BACK AFTER 2 MORE ATTEMPTS, END TASK, GO TO D9 ON PAGE 34 AND MARK “NO” (2) for D9b.

2 CHILD UNDERSTOOD RULES AND RANG BELL

INTERVIEWER: CONTINUE WITH SCRIPT ON NEXT PAGE.

PRESENTING THE SNACK:

SHOW BOX OF OREO COOKIES TO CHILD.

➤ Look, I brought some Oreo cookies! I'm sure you like Oreo cookies!

IF CHILD SAYS HE/SHE DOES NOT LIKE OREO COOKIES, TAKE OUT ALTERNATIVE SNACK AND REFER TO THIS SNACK FOR THE REST OF THE INSTRUCTIONS.

PLACE 1 OREO COOKIE ON RIGHT SIDE OF PLATE AND 2 OREO COOKIES ON LEFT SIDE OF PLATE.

PLACE PLATE IN FRONT OF THE CHILD, AND THE BELL TO THE RIGHT OF THE PLATE.

➤ Now, if you have to choose between the smaller pile of Oreo cookies or the bigger pile of the Oreo cookies [*point to the piles*], which do you want?

THE CHILD CHOOSES. MAKE SURE THAT THE CHILD ALWAYS CHOOSES A BIGGER VERSUS A SMALLER REWARD.

CHECKPOINT: CIRCLE CODE "1" OR CODE "2."

1 CHILD CHOSE SMALLER PILE

INTERVIEWER: REDUCE THE BIG PILE TO ONLY 1 COOKIE AND THE SMALL PILE TO ONLY $\frac{1}{2}$ COOKIE. KEEP REDUCING PROPORTIONALLY UNTIL CHILD CHOOSES LARGER PILE. DO NOT REDUCE SMALLER THAN $\frac{1}{2}$ VS. $\frac{1}{4}$ COOKIES.

➤ Now, if you have to choose between the smaller pile of Oreo cookies or the bigger pile of the Oreo cookies [*point to the piles*], which do you prefer?

THE CHILD CHOOSES. MAKE SURE THAT THE CHILD ALWAYS PREFERS A BIGGER VERSUS A SMALLER REWARD.

INTERVIEWER: IF CHILD REFUSES TO CHOOSE LARGER PILE WHEN ONLY $\frac{1}{2}$ VS. $\frac{1}{4}$ COOKIES ARE LEFT, END TASK, GO TO D9 ON PAGE 34 AND MARK "NO" (2) for D9b.

2 CHILD CHOSE BIGGER PILE

INTERVIEWER: CONTINUE WITH SCRIPT ON NEXT PAGE.

THE RULES OF THE GAME:

- Okay. Now, listen closely. I will have to go out of the room to do some work. These are the rules of the game. If you wait without eating the Oreo cookies and without leaving the table (waiting square) until I come back, then you can have the big pile of Oreo cookies. But, if you don't want to wait for the big pile of Oreo cookies, then you can ring this bell any time you want to, and I'll come back right way. But if you ring the bell, you cannot have the big pile; you can only have the small pile of Oreo cookies right away.

- Just to make sure you understand the rules, tell me how they work.

IF THE CHILD DOES NOT UNDERSTAND, CORRECT THE CHILD BY PARAPHRASING THE RULES.

FINAL CHECK (MANDATORY):

- Okay, let us review this one more time. What happens if you wait until I come back by myself and you don't leave the table (waiting square) and you don't touch the Oreo cookies?

CHILD RESPONDS. IF CHILD IS INCORRECT, GIVE THE CORRECT ANSWER (*CHILD GETS TO EAT THE BIGGER PILE*).

- But if you want, you can ring the bell. Then what happens?

CHILD RESPONDS. IF CHILD IS INCORRECT, GIVE CORRECT ANSWER. (*CHILD GETS TO EAT THE SMALLER PILE*)

CHECKPOINT: CIRCLE CODE "1" OR CODE "2."

- 1 CHILD IS **NOT** ABLE TO REPEAT RULES BACK

INTERVIEWER: END TASK, GO TO D9 ON PAGE 34 AND MARK "NO" (2) for D9b.

- 2 CHILD IS ABLE TO REPEAT RULES BACK

INTERVIEWER: CONTINUE WITH SCRIPT ON NEXT PAGE.

WAITING:

- Okay, are you ready? Remember, you can't leave your seat (the waiting square).

MAKE SURE CHILD IS SEATED PROPERLY AND FACING THE OREO COOKIES.

- I'll be back soon! [START STOPWATCH]

WALK OUT OF ROOM

- | |
|--|
| <ul style="list-style-type: none">- TIME 8 MINUTES IF CHILD IS 4 YRS OLD- TIME 9 MINUTES IF CHILD IS 5 YRS OLD- TIME 10 MINUTES IF CHILD IS 6+ YRS OLD |
|--|

IF CHILD WAITS ENTIRE LENGTH OF TIME, GO BACK INTO ROOM AND GIVE THE CHILD THE BIGGER PILE TO EAT

- Thank you for waiting! You can now have the bigger pile of Oreo cookies. Thank you for playing these games with me. I had fun and you did a great job!

IF CHILD RINGS BELL, GO BACK INTO ROOM AND GIVE THE CHILD THE SMALLER PILE TO EAT

- You chose to eat the smaller pile! Thank you for playing these games with me. I had fun and you did a great job!

GIVE GIFT TO CHILD.

IF YOU RETURN TO ROOM AND CHILD HAS EATEN ALL THE COOKIES, BE SURE TO NOT REPRIMAND THE CHILD OR SAY ANYTHING NEGATIVE ABOUT THE CHILD NOT FOLLOWING THE RULES.

- I guess you decided to eat the cookies before I came back!

GIVE GIFT TO CHILD.

<p>INTERVIEWER: HAVE PARENT GIVE THE CHILD <u>WATER</u> TO DRINK WHILE EATING THE COOKIES. [NO MILK OR JUICE]</p>
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RECORD BEHAVIORS BELOW:

G2. **DELAY BEHAVIOR 1: BELL RINGING.**

a. DURING TASK, DID CHILD RING THE BELL? 728

YES.....1
NO.....2

G3. **DELAY BEHAVIOR 2: WAITING TIME.**

RECORD TIME UNTIL BELL WAS RUNG.

_____ : _____ 29-32
Minutes Seconds

IF CHILD DID NOT RING BELL

1 33

CHILD DID NOT RING BELL

G4. **DELAY BEHAVIOR 3: EATING.**

DURING TASK, DID CHILD EAT ANY COOKIES, OR SHOW EVIDENCE OF EATING PART OF A COOKIE?

YES.....1 34
NO.....2

G5. INTERVIEWER:

a. AFTER TASK IS OVER, DID CHILD EAT ANY COOKIES? 35

1 YES
2 NO

b. WERE YOU ABLE TO FULLY COMPLETE THIS TASK? 36

1 YES
2 NO

IF "NO," WHAT PREVENTED YOU FROM COMPLETING TASK?

GO TO SECTION H ON NEXT PAGE.

RECORD TIME _____ : _____ AM/PM
37-40 41

RECORD TIME _____ : _____ AM/PM
37-40 41

SECTION H: TOWER

H1. GAME 4: TOWER [CHILDREN 4 + YRS]

SET UP

MAKE SURE TO HAVE ALL PROPS READY BEFORE YOU BEGIN

TAKE OUT:

- 20 WOODEN BLOCKS
- FLAT BOARD TO PLACE ON FLOOR

H2. PRACTICE TOWER

- Let's play a game with these blocks. We can build a tower as tall as you are. We'll take turns adding blocks to the tower to make it taller. First, you put one on, and then I'll put one on, and then you put one on, and then I'll put one on. That's how we take turns, and that's how we play this game. Now I'll start.

PRACTICE ONE TOWER WITH THE CHILD PLAYING AN ACTIVE ROLE

CHECKPOINT: CIRCLE CODE "1" OR CODE "2."

1 CHILD IS **NOT** ABLE TO BUILD THE TOWER WITH YOU

INTERVIEWER: GO OVER INSTRUCTIONS AGAIN AND DEMONSTRATE THE PLACING OF THE BLOCKS

2 CHILD IS ABLE TO BUILD THE TOWER WITH YOU

INTERVIEWER: CONTINUE WITH SCRIPT ON NEXT PAGE.

H3. **TOWER 1**

➤ Now let's build another tower!

PUT THE BLOCKS ON THE BOARD ON THE FLOOR IN FRONT OF FOCAL CHILD

PLACE A BLOCK IN FRONT OF FOCAL CHILD

➤ Ok, now it's your turn.

DURING THE TASK:

PRAISE FOCAL CHILD FOR CONTINUING TO BUILD THE TOWER.
SAY SOMETHING LIKE:

➤ You really are a good tower builder.

IF CHILD BECOMES DISTRACTED, INTERVIEWER MAY TAP THE BLOCK ON TOP
AND SAY:

➤ Keep building; it's your turn.

INTERVIEWER MAY PLACE A COUPLE OF BLOCKS ON THE TOWER TO
ENCOURAGE THE CHILD TO KEEP BUILDING **ONLY** IF FOCAL CHILD HAS
BECOME DISTRACTED.

THESE DO NOT GET CODED AS INTERVIEWER'S TURN

GO TO SCORING ON NEXT PAGE

INTERVIEWER: **SCORING**

START CODING WITH THE **CHILD'S FIRST BLOCK**.

- IF INTERVIEWER PLACES A BLOCK FIRST OR IF THE CHILD PLACES A BLOCK ON TOP OF ANOTHER BLOCK ALREADY IN PLACE, DON'T COUNT THAT BLOCK IN THE TOTAL NUMBER. THE CODING SHOULD **ALWAYS** END WITH THE INTERVIEWER.
- **IF FOCAL CHILD ALWAYS TAKES TURNS AND, AT THE END, PLACES A BLOCK ON THE TOWER WHICH THEN FALLS, COUNT 1 FOR FOCAL CHILD AND 1 FOR INTERVIEWER.**

IF FOCAL CHILD BUILDS A FEW SMALLER TOWERS NEXT TO EACH OTHER

- COUNT IT AS ONE TALL TOWER
- **THESE SMALLER TOWERS MUST BE VERTICAL**

IF INTERVIEWER OR FOCAL CHILD IS IN THE PROCESS OF PLACING A BLOCK ON THE TOWER AS IT FALLS

- GIVE CREDIT TO THE APPROPRIATE PARTY
- **THAT IS, COUNT THIS AS A TURN**
- **DO NOT COUNT THE TOWER FALLING AS INTENTIONAL IF THE CHILD IS ATTEMPTING TO PLACE A BLOCK ON THE TOWER AS IT FALLS.**

IF PART OF THE TOWER FALLS BUT FOCAL CHILD CONTINUES TO BUILD ON THE TOWER

- CONTINUE CODING AS IF PART OF THE TOWER HAD NEVER FALLEN

IF MORE THAN HALF OF THE BLOCKS FALL OFF AND **THEN** FOCAL CHILD KNOCKS THE REST OVER, **OR**, IF FOCAL CHILD TRIES TO HOLD THE BLOCKS IN AN ATTEMPT TO KEEP THE TOWER FROM FALLING THEN LETS GO

- DO NOT COUNT THIS AS INTENTIONAL

IF FOCAL CHILD TAKES A BLOCK OFF AND THEN PUTS A NEW BLOCK ON THE TOWER TO REPLACE IT

- DO NOT COUNT IT AS A NEW TURN OR AN ADDITIONAL BLOCK

INTERVIEWER: CODING

CROSS OFF THE NEXT NUMBER FOR EACH TURN TAKEN BY INTERVIEWER OR BY FOCAL CHILD.

DO NOT COUNT INTERVIEWER'S TURN (EVEN IF TAKEN) **IF** THE CHILD DID NOT **CLEARLY** INDICATE TO INTERVIEWER THAT IT WAS INTERVIEWER'S TURN.

H4. **GLOBAL CODE:** _____

H5. **BLOCKS PLACED BY INTERVIEWER:**

1 2 3 4 5 6 7 8 9 10

H6. **BLOCKS PLACED BY FOCAL CHILD:**

1 2 3 4 5 6 7 8 9 10

H7. **TOTAL NUMBER:** _____

H8. **CHILD BLOCKS:** _____

H9. **(TOTAL NUMBER X 10) / CHILD BLOCKS:** _____

H10. **REMOVES BLOCKS:** _____
(ENTER +5 IF YES, ELSE ENTER 0)

H11. **INTENTIONALLY KNOCKS OVER TOWER:** _____
(ENTER -5 IF YES, ELSE ENTER 0)

AFTER FIRST TOWER HAS BEEN BUILT AND SUBSEQUENTLY DESTROYED
CONTINUE TO H12.

H12. **TOWER 2**

➤ That was so much fun! Thanks for playing with me. Let's do it one more time!

PUT THE BLOCKS ON THE BOARD ON THE FLOOR IN FRONT OF FOCAL CHILD

PLACE A BLOCK IN FRONT OF FOCAL CHILD

DURING THE TASK:

PRAISE FOCAL CHILD FOR CONTINUING TO BUILD THE TOWER.
SAY SOMETHING LIKE:

➤ You really are a good tower builder.

IF CHILD BECOMES DISTRACTED, INTERVIEWER MAY TAP THE BLOCK ON TOP AND SAY:

➤ Keep building; it's your turn.

INTERVIEWER MAY PLACE A COUPLE OF BLOCKS ON THE TOWER TO ENCOURAGE THE CHILD TO KEEP BUILDING **ONLY** IF FOCAL CHILD HAS BECOME DISTRACTED.

THESE DO NOT GET CODED AS INTERVIEWER'S TURN

GO TO SCORING ON NEXT PAGE.

INTERVIEWER: SCORING

START CODING WITH THE **CHILD'S FIRST BLOCK**.

- IF INTERVIEWER PLACES A BLOCK FIRST OR IF THE CHILD PLACES A BLOCK ON TOP OF ANOTHER BLOCK ALREADY IN PLACE, DON'T COUNT THAT BLOCK IN THE TOTAL NUMBER. THE CODING SHOULD **ALWAYS** END WITH THE INTERVIEWER.
- **IF FOCAL CHILD ALWAYS TAKES TURNS AND, AT THE END, PLACES A BLOCK ON THE TOWER WHICH THEN FALLS, COUNT 1 FOR FOCAL CHILD AND 1 FOR INTERVIEWER.**

IF FOCAL CHILD BUILDS A FEW SMALLER TOWERS NEXT TO EACH OTHER

- COUNT IT AS ONE TALL TOWER
- **THESE SMALLER TOWERS MUST BE VERTICAL**

IF INTERVIEWER OR FOCAL CHILD IS IN THE PROCESS OF PLACING A BLOCK ON THE TOWER AS IT FALLS

- GIVE CREDIT TO THE APPROPRIATE PARTY
- **THAT IS, COUNT THIS AS A TURN**
- **DO NOT COUNT THE TOWER FALLING AS INTENTIONAL IF THE CHILD IS ATTEMPTING TO PLACE A BLOCK ON THE TOWER AS IT FALLS.**

IF PART OF THE TOWER FALLS BUT FOCAL CHILD CONTINUES TO BUILD ON THE TOWER

- CONTINUE CODING AS IF PART OF THE TOWER HAD NEVER FALLEN

IF MORE THAN HALF OF THE BLOCKS FALL OFF AND **THEN** FOCAL CHILD KNOCKS THE REST OVER, **OR**, IF FOCAL CHILD TRIES TO HOLD THE BLOCKS IN AN ATTEMPT TO KEEP THE TOWER FROM FALLING THEN LETS GO

- DO NOT COUNT THIS AS INTENTIONAL

IF FOCAL CHILD TAKES A BLOCK OFF AND THEN PUTS A NEW BLOCK ON THE TOWER TO REPLACE IT

- DO NOT COUNT IT AS A NEW TURN OR AN ADDITIONAL BLOCK

GO TO CODING ON NEXT PAGE

INTERVIEWER: CODING

CROSS OFF THE NEXT NUMBER FOR EACH TURN TAKEN BY INTERVIEWER OR BY FOCAL CHILD.

DO NOT COUNT INTERVIEWER'S TURN (EVEN IF TAKEN) IF THE CHILD DID NOT CLEARLY INDICATE TO INTERVIEWER THAT IT WAS INTERVIEWER'S TURN.

H4. **GLOBAL CODE:** _____

H5. **BLOCKS PLACED BY INTERVIEWER:**

1 2 3 4 5 6 7 8 9 10

H6. **BLOCKS PLACED BY FOCAL CHILD:**

1 2 3 4 5 6 7 8 9 10

H7. **TOTAL NUMBER:** _____

H8. **CHILD BLOCKS:** _____

H9. **(TOTAL NUMBER X 10) / CHILD BLOCKS:** _____

H10. **REMOVES BLOCKS:** _____
(ENTER +5 IF YES, ELSE ENTER 0)

H11. **INTENTIONALLY KNOCKS OVER TOWER:** _____
(ENTER -5 IF YES, ELSE ENTER 0)

END OF TOWER GAME.

CLEAN UP BLOCKS AND FLAT BOARD.

GO TO NEXT PAGE.

INTERVIEWER:

WERE YOU ABLE TO FULLY COMPLETE THIS TASK?

1 YES
2 NO

IF "NO," WHAT PREVENTED YOU FROM COMPLETING TASK?

717

TAKE CHILD BACK TO PARENT. GIVE CHILD THE PRESENT, IF YOU HAVE NOT ALREADY DONE SO.

RECORD TIME _____ : _____ **AM/PM**

37-40 41

RECORD TIME _____ : _____ AM/PM
37-40 *41*

SECTION I: PENCIL TAPPING