

CASE ID: \_\_\_\_\_

# HEAD START CARES

## DIRECT CHILD ASSESSMENTS QUESTIONNAIRE

INTERVIEWER NAME: \_\_\_\_\_

INTERVIEWER ID NUMBER: \_\_\_\_\_ 211-14

**SECTION A: INTRODUCTION TO CHILD ASSESSMENTS**

A1. TODAY'S DATE:  $\frac{\quad}{\text{MM}} / \frac{\quad}{\text{DD}} / \frac{\quad}{\text{YYYY}}$  20-27

A2. RECORD CHILD'S NAME: \_\_\_\_\_

A3. RECORD FOCAL CHILD'S AGE (INDICATED BY COMPUTER)

\_\_\_\_\_ YEARS 29-30

A4.

SAY TO CHILD: 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.

CONTINUE TO WOODCOCK JOHNSON

## SECTION B: WOODCOCK JOHNSON

### B1. **GAME: WOODCOCK JOHNSON**

OPEN AND SET UP EASEL.

START WITH FIRST ITEM FOR EACH SET.

ALWAYS ADMINISTER A FULL PAGE.

Okay, let's start.

### B2. **SUBTEST 1, LETTER-WORD IDENTIFICATION**

BEGIN WITH ITEM 1

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

## Answer

1.	P	1	0	259
2.	E	1	0	60
3.	B	1	0	61
4.	C	1	0	62
5.	k	1	0	63
6.	r	1	0	64
7.	A	1	0	65
8.	D	1	0	66
9.	G	1	0	67
10.	cat	1	0	68
11.	m	1	0	69
12.	h	1	0	70
13.	t	1	0	71
14.	b	1	0	72
15.	car	1	0	73
16.	on	1	0	74
17.	to	1	0	75
18.	dog	1	0	76
19.	in	1	0	77
20.	can	1	0	78
21.	as	1	0	79
22.	get	1	0	80
23.	was	1	0	81
24.	have	1	0	82
25.	they	1	0	83
26.	when	1	0	84
27.	there	1	0	85
28.	must	1	0	86
29.	about	1	0	87
30.	only	1	0	88
31.	part	1	0	89
32.	could	1	0	90
33.	because	1	0	91
34.	knew	1	0	92
35.	own	1	0	93
36.	whole	1	0	94
37.	against	1	0	95
38.	sentence	1	0	96
3-	island	1	0	97
40.	decide	1	0	98

**Answer**

99:100-02

---

41. since

1

0

311

42.	distance	1	0	12
43.	usually	1	0	13
44.	scientist	1	0	14
45.	bounties	1	0	15
46.	fierce	1	0	16
47.	experience	1	0	17
48.	moustache	1	0	18
49.	achieved	1	0	19
50.	tremendous	1	0	20
51.	systematic	1	0	21
52.	urged	1	0	22
53.	ancient	1	0	23
54.	obviously	1	0	24
55.	sufficient	1	0	25
56.	particularly	1	0	26
57.	domesticated	1	0	27
58.	interpretation	1	0	28
59.	therapeutic	1	0	29
60.	bouquet	1	0	30
61.	significance	1	0	31
62.	provincial	1	0	32
63.	aeronautic	1	0	33
64.	conspicuous	1	0	34
65.	diacritical	1	0	35
66.	deficiencies	1	0	36
67.	pituitary	1	0	37
68.	trivialities	1	0	38
69.	debutante	1	0	39
70.	magnanimous	1	0	40
71.	homogenization	1	0	41
72.	indissolubly	1	0	42
73.	picaresque	1	0	43
74.	ubiquitous	1	0	44
75.	argot	1	0	45
76.	satiate	1	0	46

Skip: 347-56

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

### B3. SUBTEST 10, APPLIED PROBLEMS

BEGIN WITH PAGE 183

START: BEGIN RECITING BLUE TEXT.

NO RESPONSE: GIVE THE CHILD ABOUT 5 SECONDS TO ANSWER. IF CHILD HAS NOT ANSWERED, SAY: **Do you want to take a guess?** IF CHILD STILL DOES NOT ANSWER, CIRCLE "0" AND GO TO THE NEXT ITEM.

**Answer**

1.	1 finger	1	0	357
2.	2 fingers	1	0	58
3.	1	1	0	59
4.	2	1	0	60
5.	1	1	0	61
6.	2	1	0	62
7.	3	1	0	63
8.	2	1	0	64
9.	2	1	0	65
10.	4	1	0	66
11.	3 and 4	1	0	67
12.	4	1	0	68
13.	2	1	0	69
14.	3	1	0	70
15.	5	1	0	71
16.	4	1	0	72
17.	6	1	0	73
18.	5	1	0	74
19.	7:00 and 2:00	1	0	75
20.	2	1	0	76
21.	4	1	0	77
22.	7	1	0	78
23.	3	1	0	79
24.	quarter and dime	1	0	80

**Answer**

25.	10 cents	1	0	381
26.	60	1	0	82
27.	36 cents	1	0	83
28.	5	1	0	84
29.	16 cents	1	0	85
30.	5	1	0	86
31.	24 dollars	1	0	87
32.	15 cents	1	0	88
33.	2 quarters, 1 dime, and 1 nickel	1	0	89
34.	10	1	0	90
35.	35 cents	1	0	411
36.	55 cents	1	0	12
37.	132	1	0	13
38.	2 inches	1	0	14
39.	6 $\frac{1}{2}$	1	0	15
40.	92	1	0	16
41.	30	1	0	17
42.	2	1	0	18
43.	3	1	0	19
44.	1:15	1	0	20
45.	3 $\frac{1}{2}$	1	0	21
46.	52 dollars	1	0	22
47.	30 pounds	1	0	23
48.	9 inches	1	0	24
49.	\$6.21	1	0	25
50.	200	1	0	26
51.	16	1	0	27
52.	920 dollars	1	0	28
53.	5,000 cubic feet	1	0	29
54.	9 square inches	1	0	30
55.	+14	1	0	31
56.	6.4	1	0	32
57.	\$1,102.50	1	0	33
58.	between 628.0 and 628.6 feet	1	0	34
59.	$-\frac{2}{3}$	1	0	35
60.	1 to 36	1	0	36
61.	between 43.9 and 44 inches	1	0	37
62.	Altitude = 6 inches <i>and</i> base = 10 inches	1	0	38
63.	between 5 $\frac{1}{2}$ and 6 inches	1	0	39

Skip: 391-98  
99-100:03

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



**SECTION C: EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST**



**EXPRESSIVE ONE-WORD  
PICTURE VOCABULARY TEST**

**RECORD FORM**

Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Examiner: \_\_\_\_\_

Reason for Testing: \_\_\_\_\_

Date of Test                      \_\_\_\_\_ year                      \_\_\_\_\_ month                      \_\_\_\_\_ day

Date of Birth                      \_\_\_\_\_ year                      \_\_\_\_\_ month                      \_\_\_\_\_ day

Chronological Age                      \_\_\_\_\_ year                      \_\_\_\_\_ month                      \_\_\_\_\_ day\*

Confidence Interval Values		
Age	Confidence Level	
	90%	95%
2	±7	±8
3-11	±5	±6
12-18	±4	±5

\*Do not round months up by one if days exceed 15.

TEST RESULTS							
Raw Score	Standard Score	Confidence Interval: _____%	—	Percentile Rank	Age Equivalent		

Standard Score	Expressive Vocabulary	Receptive Vocabulary	Percentile Rank
145			>99
140			>99
135			99
130			98
125			95
120			91
115			84
110			75
105			63
100			50
95			37
90			25
85			16
80			9
75			5
70			2
65			1
60			<1
55			<1

± 1 SD from mean  
2 middle quartiles

**Comparison of Expressive and Receptive Vocabulary**

Expressive (EOWPVT) Standard Score	
Receptive (ROWPVT) Standard Score	
Difference	
Statistical Significance*	
Percent of Sample with this Difference*	

\*See test manual for values.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

28. ear \_\_\_\_\_

29. wheel \_\_\_\_\_

**5-0-5-11 Starting Point**

30. cloud(s) \_\_\_\_\_

31. tiger \_\_\_\_\_

32. smoke \_\_\_\_\_

33. mermaid \_\_\_\_\_

34. • *What word names all of these?*  
animal(s) \_\_\_\_\_

35. wall \_\_\_\_\_

36. penguin \_\_\_\_\_

37. • *What word names all of these?*  
bug(s)/insect(s) \_\_\_\_\_

38. starfish/sea star \_\_\_\_\_

39. • *What word names all of these?*  
clothe(s/ing) \_\_\_\_\_

**6-0-6-11 Starting Point**

40. tire \_\_\_\_\_

41. bridge \_\_\_\_\_

42. • *What are these?*  
suitcase(s)/luggage/baggage/  
bag(s) \_\_\_\_\_

43. skateboard \_\_\_\_\_

44. • *What are these?*  
footprint(s) \_\_\_\_\_

45. • *What word names all of these?*  
fruit \_\_\_\_\_

46. skeleton \_\_\_\_\_

47. • *What word names all of these?*  
light(s) \_\_\_\_\_

48. (fish) tank/  
aquarium \_\_\_\_\_

49. raccoon \_\_\_\_\_

**7-0-7-11 Starting Point**

50. • *What word names all of these?*  
food \_\_\_\_\_

51. antler(s)/horn(s) \_\_\_\_\_

52. • *What's he doing?*  
sew(ing) \_\_\_\_\_

53. • *What word names all of these?*  
drink(s)/beverage(s)/refreshment(s)  
\_\_\_\_\_

54. fireplace \_\_\_\_\_

55. dentist \_\_\_\_\_

56. • *What word names all of these?*  
furniture \_\_\_\_\_

57. cactus \_\_\_\_\_

58. • *What are these?*  
statue(s) \_\_\_\_\_

59. binocular(s) \_\_\_\_\_

**8-0-8-11 Starting Point**

60. wrench \_\_\_\_\_

61. • *What word names all of these?*  
(musical) instrument(s)  
\_\_\_\_\_

62. pineapple \_\_\_\_\_

63. stool \_\_\_\_\_

64. • *What word names all of these?*  
fly(ing)/flight \_\_\_\_\_

65. telescope \_\_\_\_\_

66. goat \_\_\_\_\_

67. • *What word names all of these?*  
mail \_\_\_\_\_

68. ostrich \_\_\_\_\_

69. rectangle/  
parallelogram \_\_\_\_\_

**9-0-10-11 Starting Point**

70. leopard/jaguar/  
cheetah \_\_\_\_\_

71. compass \_\_\_\_\_

72. shield \_\_\_\_\_

73. • *What word names all of these?*  
write(ing)/  
draw(ing) \_\_\_\_\_

74. lobster/crawfish/  
crawdad \_\_\_\_\_

75. thermometer \_\_\_\_\_

76. America/U.S.(A.)/United States  
(of America) \_\_\_\_\_

77. saddle \_\_\_\_\_

78. trumpet \_\_\_\_\_

79. wheelbarrow \_\_\_\_\_

**11-0-12-11 Starting Point**

80. percent(age) \_\_\_\_\_

81. windmill \_\_\_\_\_

82. paw \_\_\_\_\_

83. chess \_\_\_\_\_

84. tweezer(s) \_\_\_\_\_

85. • *What word names all of these?*  
time \_\_\_\_\_

86. stadium/arena \_\_\_\_\_

87. stump \_\_\_\_\_

88. • *What word names all of these?*  
cut(ting)/sharp \_\_\_\_\_

89. • *What are these?*  
pyramid(s) \_\_\_\_\_

**13-0-14-11 Starting Point**

90. • *What are they doing?*  
skydive(er(s)/ing)/para-  
chute(er(s)/ing) \_\_\_\_\_

91. • *What word names all of these?*  
measure(er(s)/ing) \_\_\_\_\_

92. reptile(s) \_\_\_\_\_

93. celery \_\_\_\_\_

94. • *What word names all of these?*  
transportation/travel/  
vehicle(s) \_\_\_\_\_

95. • *What are these?*  
spring(s) \_\_\_\_\_

96. banjo \_\_\_\_\_

97. graph/chart \_\_\_\_\_

98. boomerang \_\_\_\_\_

99. greenhouse \_\_\_\_\_

**15-0-18-11 Starting Point**

100. dock/pier \_\_\_\_\_

101. hoof \_\_\_\_\_

## SECTION D: PENCIL TAPPING

- D1. MAKE SURE THAT YOU HAVE TWO PENCILS
- D2. ➤ Now for this game, when I tap my pencil one time (TAP ONE TIME), you tap your pencil two times (TAP TWO TIMES). And, when I tap my pencil two times (TAP TWO TIMES), you tap your pencil one time (TAP ONE TIME), ok?
- D3a. ➤ Let's try it. HAND ONE PENCIL TO CHILD.

### ENTER CHILD'S RESPONSES TO PRACTICE TRIAL A

PRACTICE TRIAL	INTERVIEWER TAPS	CHILD TAPS
A	1	

72-73

USE RESPONSES BELOW TO PRAISE OR CORRECT CHILD AFTER PRACTICE TRIAL A.

**IF CORRECT:** Good!

**IF INCORRECT:** Almost, but that's not quite right. When I tap *one* time (TAP ONE TIME), you should tap *two* times (TAP TWO TIMES). Let's try again. I tap *one* time (TAP ONE TIME), so you tap... (PAUSE FOR CHILD TO TAP) *two* times.

**IF CORRECT:** Good!

**IF INCORRECT:** Like this. THEN, TAKE CHILD'S HAND AND TAP HIS/HER PENCIL TWO TIMES.

D3b. **ENTER CHILD’S RESPONSES TO PRACTICE TRIAL B**

PRACTICE TRIAL	INTERVIEWER TAPS	CHILD TAPS
B	2	

574-75

USE RESPONSES BELOW TO PRAISE OR CORRECT CHILD AFTER PRACTICE TRIAL B.

**IF CORRECT:** Good!

**IF INCORRECT:** Almost, but that’s not quite right. When I tap *two* times, you should tap *one* time. Let’s try again. I tap *two* times, so you tap... (PAUSE FOR CHILD TO TAP) *one* time.

**IF CORRECT:** Good!

**IF INCORRECT:** Like this. THEN, TAKE CHILD’S HAND AND TAP HIS/HER PENCIL ONE TIME.

D4. ➤ Ok, just to make sure you understand the rules of this game, tell me how they work.

WAIT FOR CHILD TO REPEAT RULES. IF CHILD DOES NOT UNDERSTAND, CORRECT THE CHILD BY REPEATING THE RULES.

IF CHILD CANNOT VERBALLY REPEAT THE RULES BACK, ASK:

➤ Ok, what do you do if I tap my pencil one time (TAP ONE TIME)?

CHILD RESPONDS. IF CHILD IS INCORRECT, GIVE THE CORRECT ANSWER. (REINFORCE TAPPING MOTION.)

➤ What do you do if I tap my pencil two times (TAP TWO TIMES)?

CHILD RESPONDS. IF CHILD IS INCORRECT, GIVE THE CORRECT ANSWER. (REINFORCE TAPPING MOTION.)

**D5. CHECKPOINT: CIRCLE CODE "1," "2," OR "3."**

576

- 1 CHILD IS NOT ABLE TO REPEAT RULES BACK

**INTERVIEWER: END TASK, GO TO D7 AND MARK "NO."**

- 2 CHILD IS ABLE TO REPEAT RULES BACK

**INTERVIEWER: CONTINUE WITH D6 ON NEXT PAGE.**

- 3 NOT SURE IF CHILD UNDERSTANDS RULES

WHY? \_\_\_\_\_

77-78

\_\_\_\_\_

79-80

\_\_\_\_\_

81-82

**INTERVIEWER: CONTINUE WITH D6 ON NEXT PAGE.**

SKIP: 583-98  
99-100:05

D6. FOLLOW ORDER BELOW AND RECORD CHILD'S RESPONSE AFTER EACH TRIAL.

**NOTE:**

ALWAYS RECORD "1" OR "2" IF THE CHILD TAPS ONE OR TWO TIMES.

IF THE CHILD TAPS MORE THAN TWO TIMES, RECORD "2+".

IF IT IS UNCLEAR WHETHER THE CHILD TAPS ONE OR TWO TIMES, REPEAT THE TRIAL ONCE. IF STILL UNCLEAR, CHECK THE "NOT SURE" BOX.

Let's begin.

TRIAL	INTERVIEWER TAPS	CHILD TAPS	
C	2	611-12 [ ] NOT SURE	13
D	1	14-15 [ ] NOT SURE	16
E	1	17-18 [ ] NOT SURE	19
F	2	20-21 [ ] NOT SURE	22
G	1	23-24 [ ] NOT SURE	25
H	2	26-27 [ ] NOT SURE	28
I	1	29-30 [ ] NOT SURE	31
J	2	32-33 [ ] NOT SURE	34

SAY: You're doing a great job! Let's keep going!

K	2	35-36 [ ] NOT SURE	37
L	1	38-39 [ ] NOT SURE	40
M	2	41-42 [ ] NOT SURE	43
N	1	44-45 [ ] NOT SURE	46
O	1	47-48 [ ] NOT SURE	49
P	2	50-51 [ ] NOT SURE	52
Q	2	53-54 [ ] NOT SURE	55
R	1	56-57 [ ] NOT SURE	58

SKIP: 659-66

END: WHEN CHILD FINISHES, SAY: Great work! Now let's play the next game.

**D7. INTERVIEWER:**

WERE YOU ABLE TO FULLY COMPLETE THIS TASK?

- 1 YES → GO TO SECTION E 667
- 2 NO → GO TO D8

**D8. IF "NO" IN D7, WHAT PREVENTED YOU FROM COMPLETING TASK?**

_____	68-69
_____	70-71
_____	72-73

## SECTION E: EMOTIONS AND CHALLENGING SITUATIONS TASK

### E1. EMOTION TASK

TAKE OUT EMOTION TASKS EASEL  
 OPEN AND SET UP EASEL  
 START WITH THE FIRST PAGE UNDER THE TAB

E2. BEGIN READING INSTRUCTIONS ON FIRST PAGE. START RECITING BOLD, NON-ITALIC WORDS. READ THE WORDS EXACTLY AS THEY ARE WRITTEN. USE INFLECTION IN YOUR VOICE.

NO RESPONSE: GIVE THE CHILD ABOUT 5 SECONDS TO ANSWER. CONTINUE BY CIRCLING "7" AND MOVING ONTO THE NEXT ITEM. USE "7" FOR "DON'T KNOW" AND "REFUSED" ANSWERS AS WELL.

Item #	Emotion	Correct Location	Circle Child's Response	
			NA/DK/RF	
PRACTICE 1	Happy	<b>1</b>	<b>1 2 3 4 7</b>	80
PRACTICE 2	Sad	<b>3</b>	<b>1 2 3 4 7</b>	81
1	Happy	<b>4</b>	<b>1 2 3 4 7</b>	82
2	Scared	<b>2</b>	<b>1 2 3 4 7</b>	83
3	Sad	<b>3</b>	<b>1 2 3 4 7</b>	84
4	Mad	<b>4</b>	<b>1 2 3 4 7</b>	85
5	Scared	<b>4</b>	<b>1 2 3 4 7</b>	86
6	Mad	<b>2</b>	<b>1 2 3 4 7</b>	87

**CONTINUE ON NEXT PAGE**



Item #	Emotion	Correct Location	Circle Child's Response					
			NA	DK	RF			
7	Happy	3	1	2	3	4	7	711
8	Sad	3	1	2	3	4	7	12
9	Mad	1	1	2	3	4	7	13
10	Sad	2	1	2	3	4	7	14
11	Scared	1	1	2	3	4	7	15
12	Happy	4	1	2	3	4	7	16
13	Sad	1	1	2	3	4	7	17
14	Happy	4	1	2	3	4	7	18
15	Mad	3	1	2	3	4	7	19
16	Scared	4	1	2	3	4	7	20

**E3. INTERVIEWER:**

WERE YOU ABLE TO FULLY COMPLETE THIS TASK?

- 1 YES → GO TO E5
- 2 NO → GO TO E4

21

**E4. IF "NO" IN E3, WHAT PREVENTED YOU FROM COMPLETING TASK?**

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22-23

24-25

26-27

PUT EMOTION TASKS EASEL AWAY.

CONTINUE ON NEXT PAGE.

## E5. CHALLENGING SITUATIONS TASK

INTRODUCE THE ACTIVITY AS FOLLOWS:

- [CHILD'S NAME], what is your favorite toy?
- I have some faces that show how kids can feel—the different feelings they can have.
- This kid feels happy (PUT DOWN HAPPY FACE). This kid feels sad (PUT DOWN SAD FACE). This kid feels mad (PUT DOWN MAD FACE). This kid feels scared (PUT DOWN SCARED FACE).

E5a.

- Which one would you feel like if you got a brand new (INSERT CHILD'S FAVORITE TOY)?

POINT TO EACH FACE WHILE ASKING:

- Would you feel happy, sad, mad, or scared? (CIRCLE THE EMOTION CHILD CHOSE)
- IF CHILD ANSWERS "HAPPY": Great!
- IF CHILD DOES NOT SAY "HAPPY": Yeah, you'd feel (INSERT EMOTION CHILD CHOSE). Some kids would feel happy. Have you ever felt happy? Great! Okay.

E5b.

- Which one would you feel like if you lost your (INSERT CHILD'S FAVORITE TOY)?

POINT TO EACH FACE WHILE ASKING:

- Would you feel happy, sad, mad, or scared? (CIRCLE THE EMOTION CHILD CHOSE)
- IF CHILD ANSWERS "SAD": Okay.
- IF CHILD DOES NOT SAY "SAD": Yeah, you'd feel (INSERT EMOTION CHILD CHOSE). Some kids would feel sad. Have you ever felt sad? Okay.

E5c.

- Which one would you feel like if someone smashed your new (INSERT CHILD'S FAVORITE TOY) and broke it?

POINT TO EACH FACE WHILE ASKING:

- Would you feel happy, sad, mad, or scared? (CIRCLE THE EMOTION CHILD CHOSE)
- IF CHILD ANSWERS "MAD": Okay.
- IF CHILD DOES NOT SAY "MAD": Yeah, you'd feel (INSERT EMOTION CHILD CHOSE). Some kids would feel mad. Have you ever felt mad? Okay.

E5d.

- Which one would you feel like if a big mean-looking dog was barking at you?

POINT TO EACH FACE WHILE ASKING:

- Would you feel happy, sad, mad, or scared? (CIRCLE THE EMOTION CHILD CHOSE)
- IF CHILD ANSWERS "SCARED": Okay.
- IF CHILD DOES NOT SAY "SCARED": Yeah, you'd feel (INSERT EMOTION CHILD CHOSE). Some kids would feel scared. Have you ever felt scared? Okay.

PULL OUT PICTURES OF SITUATIONS, PICTURE OF EMOTIONS, AND PICTURES OF BEHAVIORAL RESPONSES, MATCHED TO THE FOCAL CHILD'S GENDER.

E6. SITUATION 1

SHOW PICTURE OF SITUATION 1.

- Now we are going to play a pretend game. I am going to tell you some stories. I'd like you to pretend that these stories really happened to you.
- IF THE CHILD IS A GIRL: I'm going to show you some pictures for the story and I want for you to pretend that you are the child with the red shirt. Her name is Jane.
- IF THE CHILD IS A BOY: I'm going to show you some pictures for the story and I want for you to pretend that you are the child with the blue shirt. His name is John.

E6a.

- (John/Jane) was building a very tall tower of blocks (POINT TO JOHN/JANE). Bobby knocked it down (POINT TO BOBBY, CHILD IN PLAIN SHIRT). If someone knocked your tower down, how would you feel?

LAY OUT EMOTIONS, ONE BY ONE, LABELING EACH AS YOU SET IT DOWN. CIRCLE CHILD'S RESPONSE.

- Would you feel...

728

- 1 Happy (PAUSE)
- 2 Sad (PAUSE)
- 3 Mad (PAUSE), or
- 4 Scared?
- 5 NO RESPONSE

**INTERVIEWER:**

29

E6a1. CHECK BOX if child provided a mismatching verbal and pointed response:

E6a2. If checked, what was child's verbal response? \_\_\_\_\_

30-31

REMOVE EMOTION FACES.

E6b.

- I am going to show you some pictures. I want you to choose the one you would do if someone knocked down your tower of blocks? Wait until I put all the pictures down before you pick one.

LAY OUT EACH PICTURE, ONE BY ONE, LABELING EACH AS YOU SET IT DOWN. CIRCLE CHILD'S RESPONSE.

- Would you...

32

- 1 Tell Bobby, "Let's fix it" (PAUSE)
- 2 Hit Bobby or yell at (him/her) (PAUSE)
- 3 Go tell on Bobby (PAUSE), or
- 4 Find something else to do?
- 5 NO RESPONSE
- 6 OTHER RESPONSE

(SPECIFY: \_\_\_\_\_)

33-34

REMOVE ALL PICTURES.

E7. SITUATION 2

SHOW PICTURE OF SITUATION 2.

E7a.

- (John/Jane) is having a good time playing in the sandbox (POINT TO JOHN/JANE). Bobby hits (him/her) (POINT TO BOBBY, CHILD IN PLAIN SHIRT). If someone hit you, how would you feel?

LAY OUT EMOTIONS, ONE BY ONE, LABELING EACH AS YOU SET IT DOWN. CIRCLE CHILD'S RESPONSE.

- Would you feel...

735

- 1 Happy (PAUSE)
- 2 Sad (PAUSE)
- 3 Mad (PAUSE), or
- 4 Scared?
- 5 NO RESPONSE

**INTERVIEWER:**

36

E7a1. CHECK BOX if child provided a mismatching verbal and pointed response:

E7a2. If checked, what was child's verbal response? \_\_\_\_\_

37-38

REMOVE EMOTION FACES.

E7b.

- I am going to show you some pictures. I want you to choose the one you would do if someone hit you? Wait until I put all the pictures down before you pick one.

LAY OUT EACH PICTURE, ONE BY ONE, LABELING EACH AS YOU SET IT DOWN. CIRCLE CHILD'S RESPONSE.

- Would you...

39

- 1 Hit (him/her)back (PAUSE)
- 2 Tell the teacher (PAUSE)
- 3 Play somewhere else (PAUSE), or
- 4 Tell (him/her), "That's not nice?"
- 5 NO RESPONSE
- 6 OTHER RESPONSE  
(SPECIFY: \_\_\_\_\_)

40-41

REMOVE ALL PICTURES.

E8. SITUATION 3

SHOW PICTURE OF SITUATION 3.

E8a.

- *(John/Jane)* (POINT TO JOHN/JANE) saw Bobby (POINT TO BOBBY, CHILD IN PLAIN SHIRT) building a castle with Legos. *(He/she)* wanted to build too. *(He/she)* asked Bobby, "Can I play too?" Bobby said, "No! I don't want you to play here." If you wanted to play Legos with another kid and *(he/she)* wouldn't let you, how would you feel?

LAY OUT EMOTIONS, ONE BY ONE, LABELING EACH AS YOU SET IT DOWN. CIRCLE CHILD'S RESPONSE.

- Would you feel... 742
  - 1 Happy (PAUSE)
  - 2 Sad (PAUSE)
  - 3 Mad (PAUSE), or
  - 4 Scared?
  - 5 NO RESPONSE

**INTERVIEWER:** 43

E8a1. CHECK BOX if child provided a mismatching verbal and pointed response:

E8a2. If checked, what was child's verbal response? \_\_\_\_\_

44-45

REMOVE EMOTION FACES.

E8b.

- I am going to show you some pictures. I want you to choose the one you would do if you wanted to play Legos and someone said, "No"? Wait until I put all the pictures down before you pick one.

LAY OUT EACH PICTURE, ONE BY ONE, LABELING EACH AS YOU SET IT DOWN. CIRCLE CHILD'S RESPONSE.

- Would you... 46
  - 1 Ask if you could use some of the Legos to build something else (PAUSE)
  - 2 Grab a bunch of Legos so you could build your own castle (PAUSE)
  - 3 Go tell the teacher *(he/she)* wouldn't share (PAUSE), or
  - 4 Go play with something else?
  - 5 NO RESPONSE
  - 6 OTHER RESPONSE  
(SPECIFY: \_\_\_\_\_)

47-48

REMOVE ALL PICTURES.

E9. SITUATION 4

SHOW PICTURE OF SITUATION 4.

E9a.

- (John/Jane) (POINT TO JOHN/JANE) was kicking a soccer ball. Bobby (POINT TO BOBBY, CHILD IN PLAIN SHIRT) came and took the soccer ball. How would you feel if someone took your ball when you were kicking it?

LAY OUT EMOTIONS, ONE BY ONE, LABELING EACH AS YOU SET IT DOWN. CIRCLE CHILD'S RESPONSE.

- Would you feel...

749

- 1 Happy (PAUSE)
- 2 Sad (PAUSE)
- 3 Mad (PAUSE), or
- 4 Scared?
- 5 NO RESPONSE

**INTERVIEWER:**

50

E9a1. CHECK BOX if child provided a mismatching verbal and pointed response:

E9a2. If checked, what was child's verbal response? \_\_\_\_\_

51-52  
SKIP: 753-60

REMOVE EMOTION FACES.

E9b.

- I am going to show you some pictures. I want you to choose the one you would do if someone took your ball? Wait until I put all the pictures down before you pick one.

LAY OUT EACH PICTURE, ONE BY ONE, LABELING EACH AS YOU SET IT DOWN. CIRCLE CHILD'S RESPONSE.

- Would you...

61

- 1 Go play something else (PAUSE)
- 2 Say, "Let's play soccer together" (PAUSE)
- 3 Grab the ball back (PAUSE), or
- 4 Say, "I'm going to tell on you?"
- 5 NO RESPONSE
- 6 OTHER RESPONSE  
(SPECIFY: \_\_\_\_\_)

62-63

REMOVE ALL PICTURES.

END: WHEN CHILD FINISHES, SAY: Alright! We're all done playing with this game! Let's go on to the next one!

**E10. INTERVIEWER:**

WERE YOU ABLE TO FULLY COMPLETE THIS TASK?

764

- 1 YES → GO ON TO SECTION F
- 2 NO → GO TO E11

**E11. IF "NO" IN E10, WHAT PREVENTED YOU FROM COMPLETING TASK?**

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65-66

67-68

69-70



## SECTION F: HEAD-TO-TOES TASK

The Head-to-Toes Task will be used as a direct assessment of behavioral regulation. This task requires three skills: inhibitory control, attention, and working memory. Children will be asked to play a game in which they are instructed to do the opposite of what the experimenter says. For example, the experimenter will instruct them to touch their head (or their toes), and instead of following the command, children will be directed to do the opposite and touch their toes (head). After two questions to check understanding, children will be given four practice tests and the instructions will be repeated up to three times during the practice tests. After the practice tests are administered, the testing portion of the task will be given. During the testing portion, the experimenter will state the behavioral commands without modeling any actions.

There are a total of 10 items in random order, with possible item scores of 0, 1, or 2 for each item. Higher scores indicate higher levels of behavioral regulation. A 0 is incorrect, 1 is a self-correct (defined as any motion toward the incorrect response but where the child then stops and responds correctly), and 2 points are given if a child gives the correct response without hesitation or a prior movement to the incorrect response. The sum of scores for the 10 items will be computed and possible scores ranged from 0 to 20.

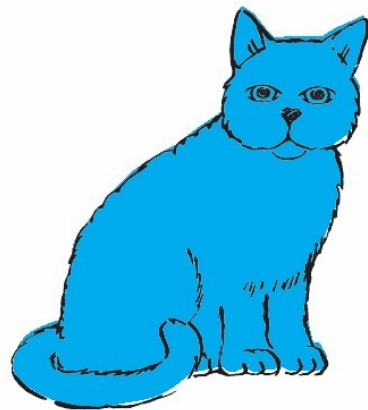
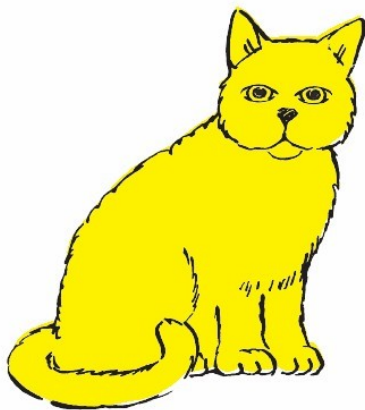
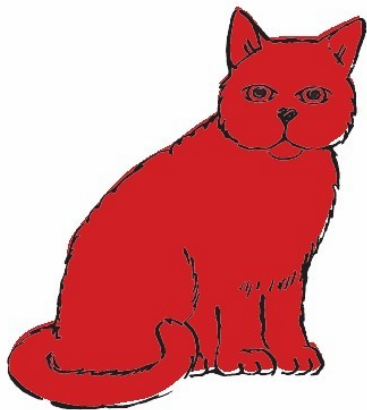
# **Section G: Item Selection (“Something’s the Same Game”)**

In this game, we are going to look at more pictures and find things about them that are the same in some way.

<sup>5</sup>  
Item Selection

1-, 2-

<sup>6</sup>  
Item Selection



## Practice Card: Color Dimension

First, please . . .

Show me the red cat.

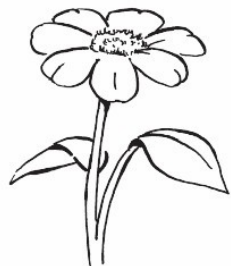
Show me the blue cat.

Show me the yellow cat.

<sup>7</sup>  
Item Selection

1-, 2-

<sup>8</sup>  
Item Selection



## Practice Card: Size Dimension

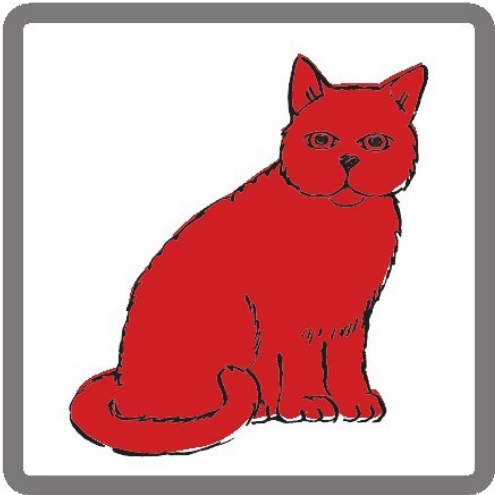
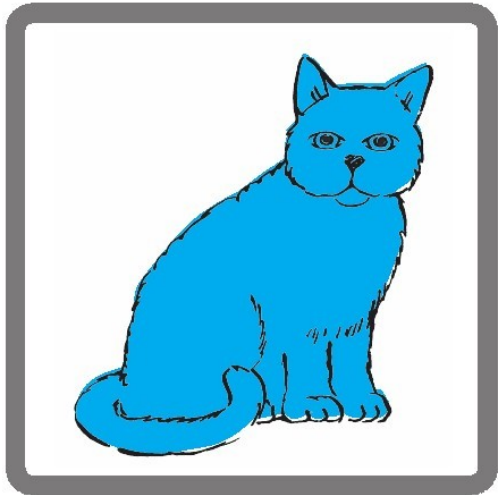
Now, please . . .

Show me the big flower.

Show me the little flower.

1-, 2-

<sup>10</sup>  
Item Selection





Dimension: cat

Here are two pictures. Something's the same. They are both cats.

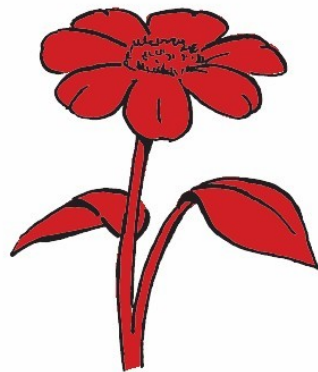
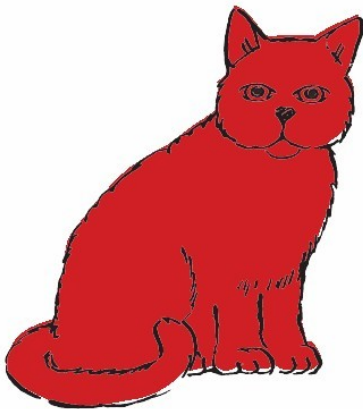
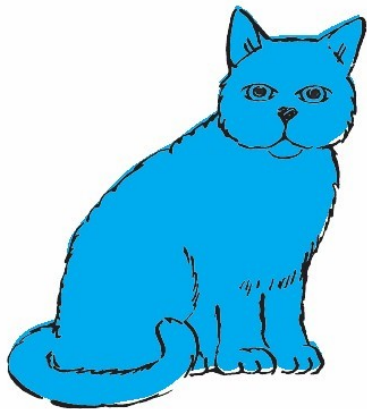
[Cue partner to begin recording child's response.]

<sup>11</sup>  
Item Selection

1-, 2-

# Item 1

12  
Item Selection



1

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

. . . is the same as this one?

[Point to the flower.]

[If the child does not choose the red cat, say:]

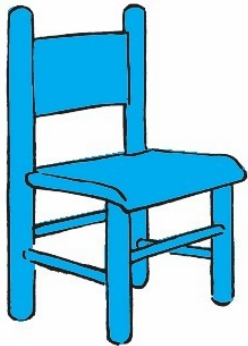
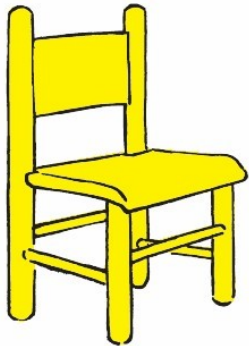
The red cat is the same as this new picture because they are both red.

[You may repeat these directions up to two times. ]

<sup>13</sup>  
Item Selection

1-, 2-

<sup>14</sup>  
Item Selection



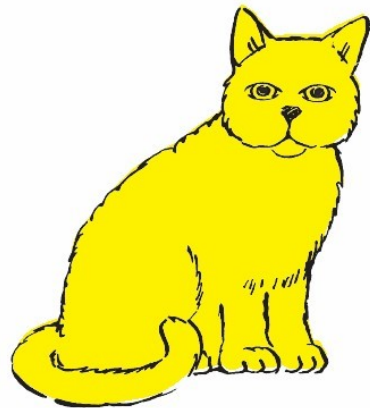
Dimension: chair

Here are two pictures. Something's the same. They are both chairs.

<sup>15</sup>  
Item Selection

# Item 2

Item Selection





Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

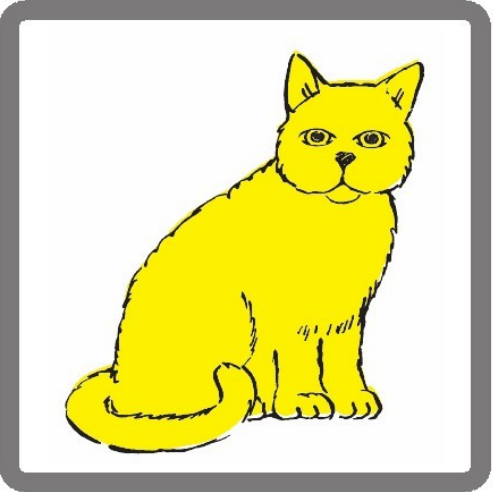
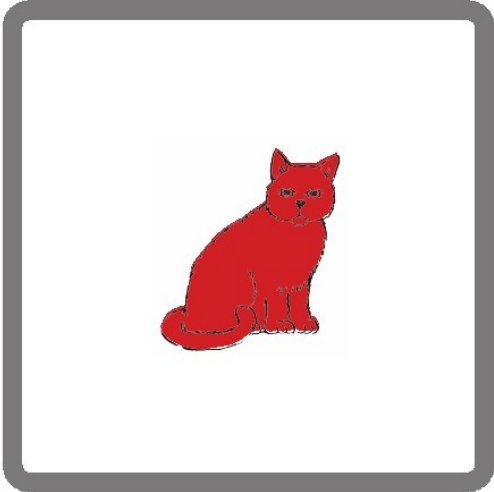
. . . is the same as this one?

[Point to the cat.]

<sup>17</sup>  
Item Selection

1-, 2-

<sup>18</sup>  
Item Selection





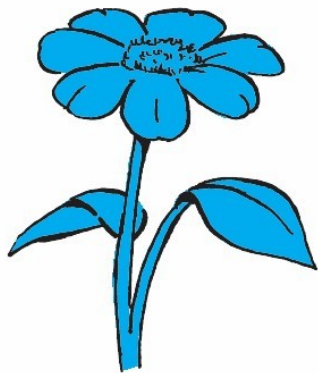
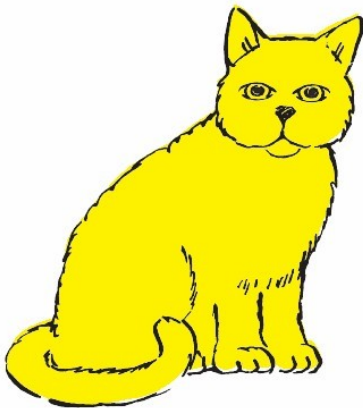
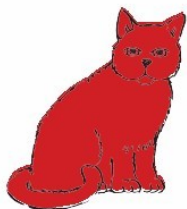
Dimension: cat

Here are two pictures. Something's the same. They are both cats.

<sup>19</sup>  
Item Selection

# Item 3

Item Selection



3

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

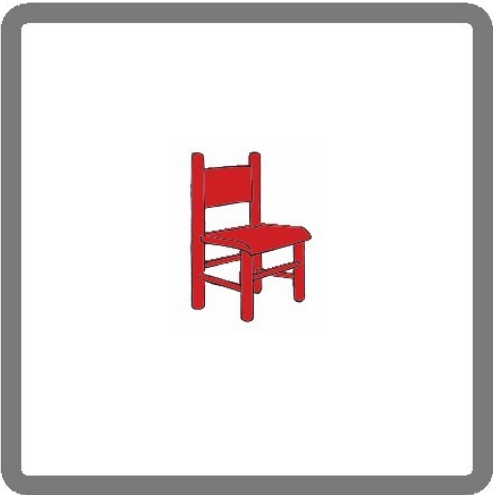
. . . is the same as this one?

[Point to the big blue flower.]

<sup>21</sup>  
Item Selection

1-, 2-

<sup>22</sup>  
Item Selection



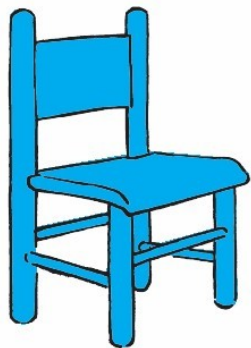
Dimension: chair

Here are two pictures. Something's the same. They are both chairs.

<sup>23</sup>  
Item Selection

# Item 4

Item Selection



4

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

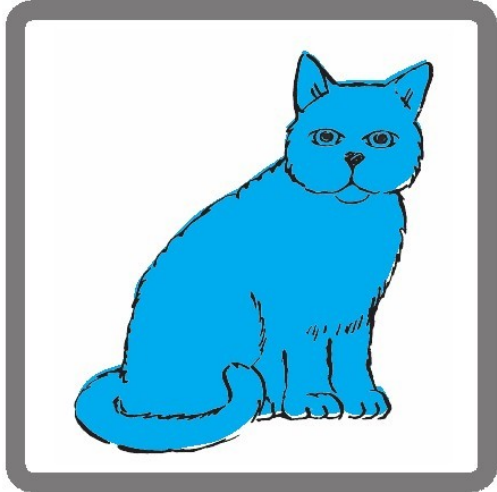
. . . is the same as this one?

[Point to the small yellow flower.]

<sup>25</sup>  
Item Selection

1-, 2-

26  
Item Selection





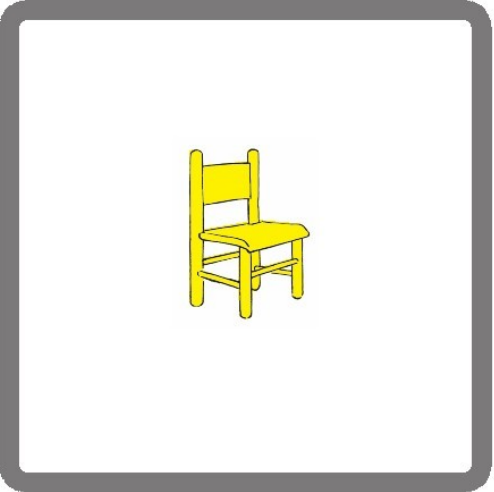
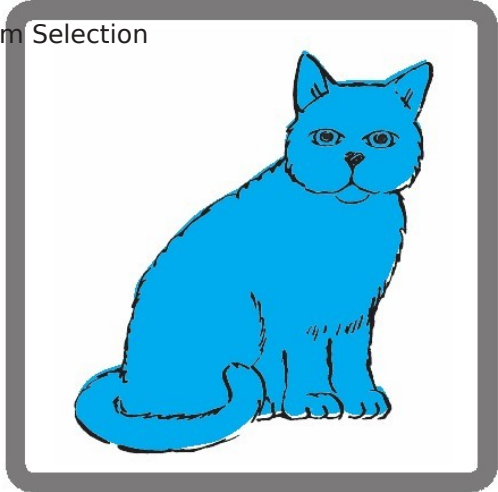
Dimension: blue

Here are two pictures. Something's the same. They're both blue.

<sup>27</sup>  
Item Selection

# Item 5

28  
Item Selection



5

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

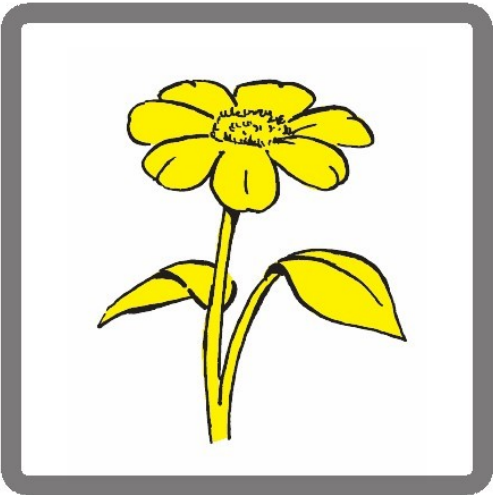
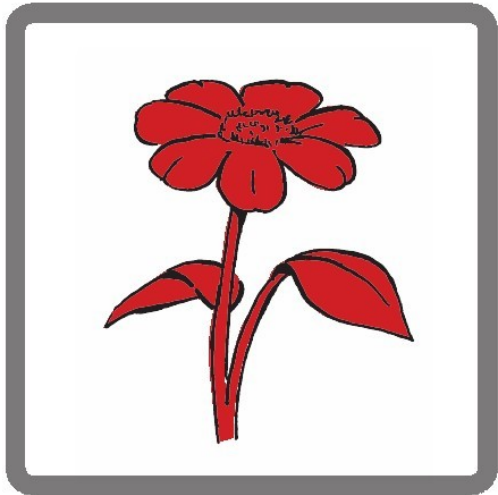
. . . is the same as this one?

[Point to the small yellow chair.]

<sup>29</sup>  
Item Selection

1-, 2-

30  
Item Selection



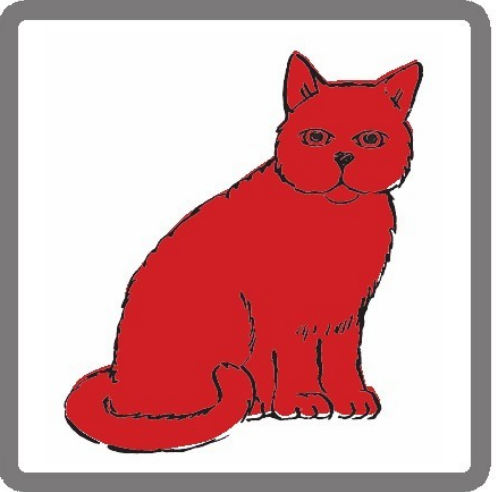
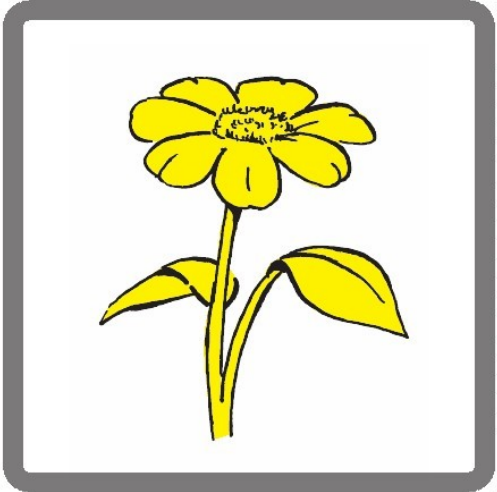
Dimension: flower

Here are two pictures. Something's the same. They are both flowers.

<sup>31</sup>  
Item Selection

# Item 6

32  
Item Selection





Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

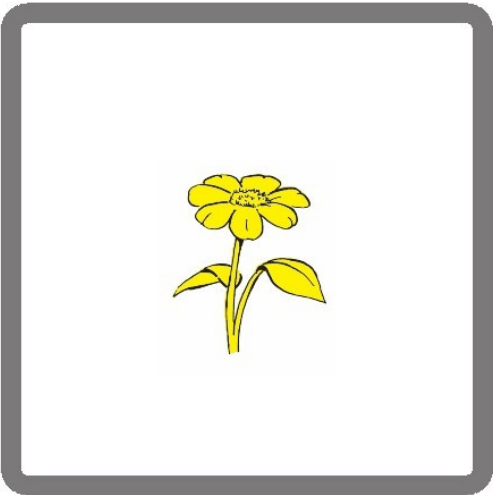
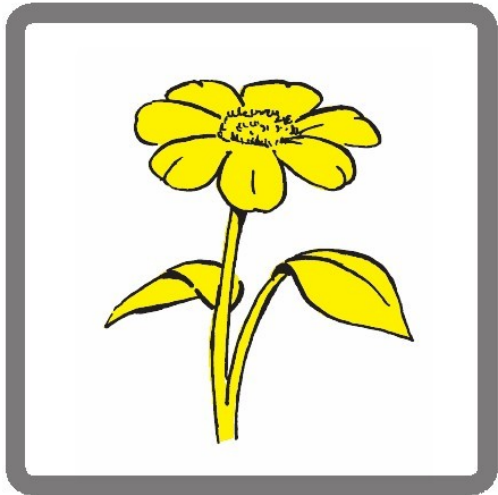
. . . is the same as this one?

[Point to the cat.]

<sup>33</sup>  
Item Selection

1-, 2-

<sup>34</sup>  
Item Selection





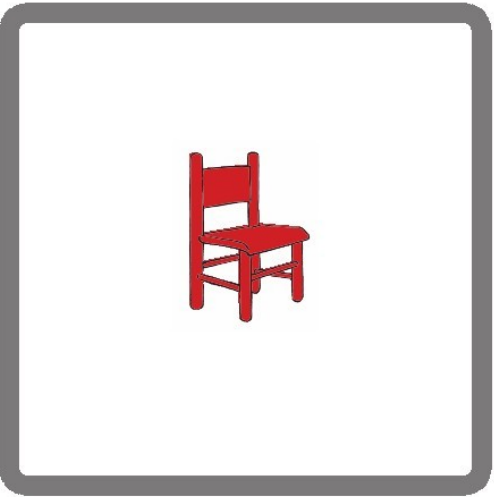
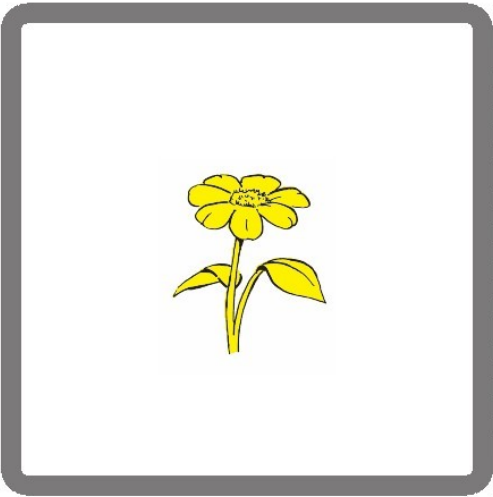
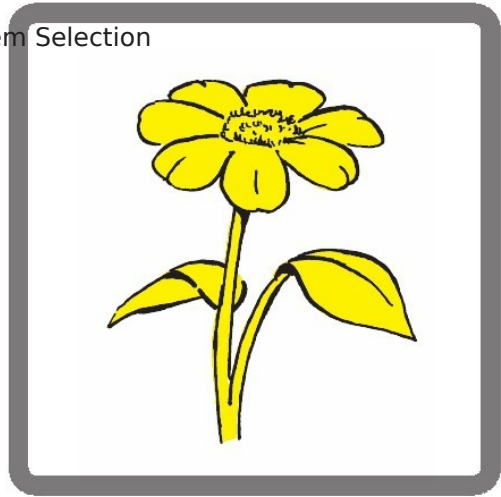
Dimension: flower

Here are two pictures. Something's the same. They're both flowers.

<sup>35</sup>  
Item Selection

# Item 7

36  
Item Selection



7

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

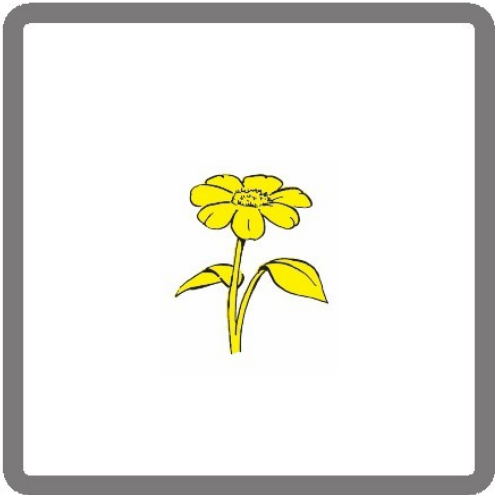
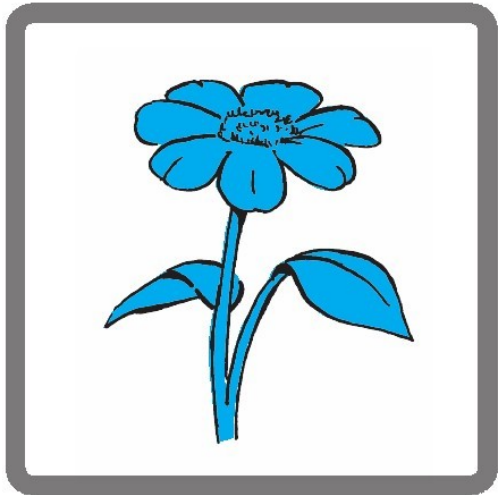
. . . is the same as this one?

[Point to the small red chair.]

<sup>37</sup>  
Item Selection

1-, 2-

38  
Item Selection



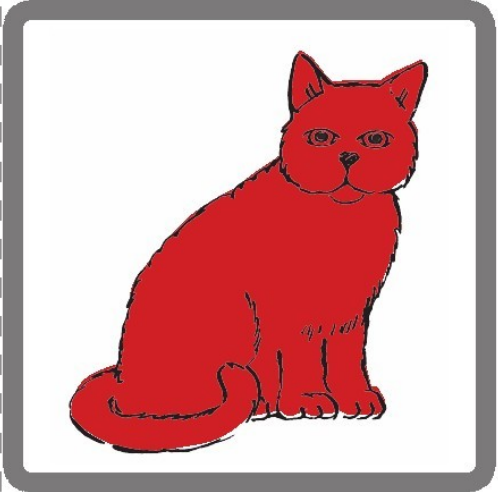
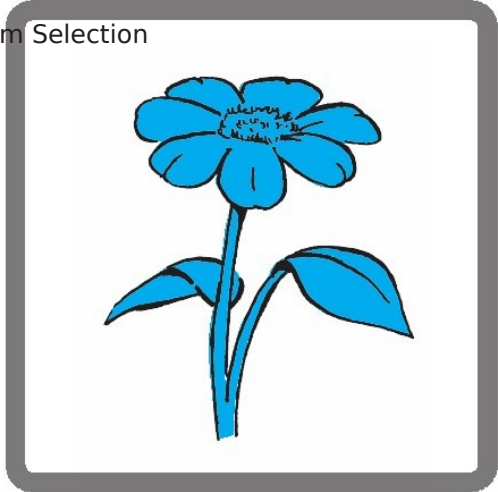
Dimension: flower

Here are two pictures. Something's the same. They are both flowers.

<sup>39</sup>  
Item Selection

# Item 8

40  
Item Selection



8

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

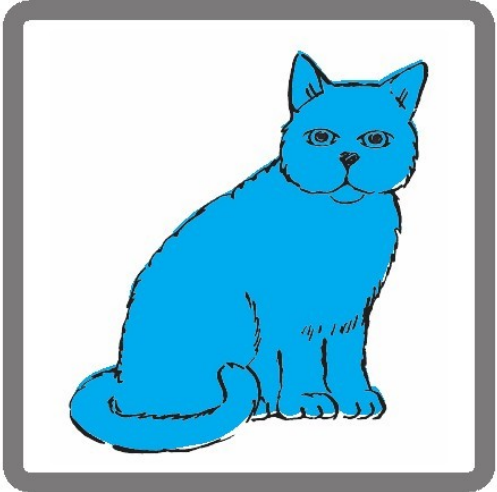
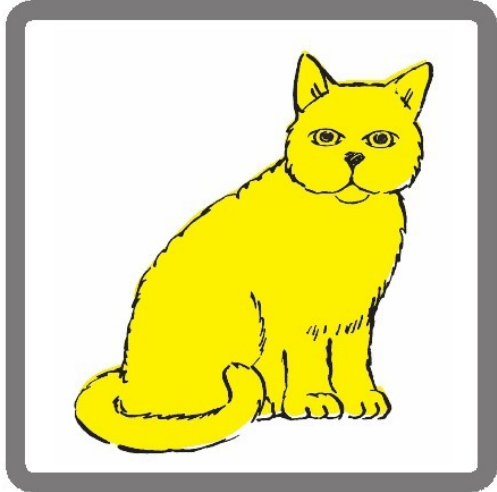
. . . is the same as this one?

[Point to the big red cat.]

<sup>41</sup>  
Item Selection

1-, 2-

<sup>42</sup>  
Item Selection





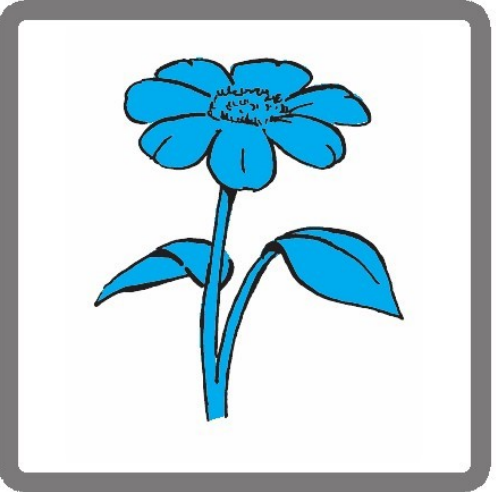
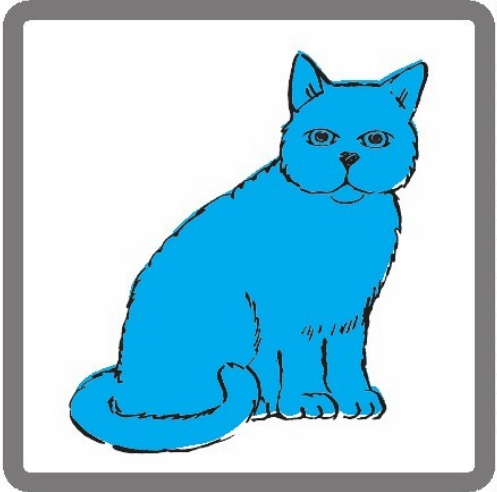
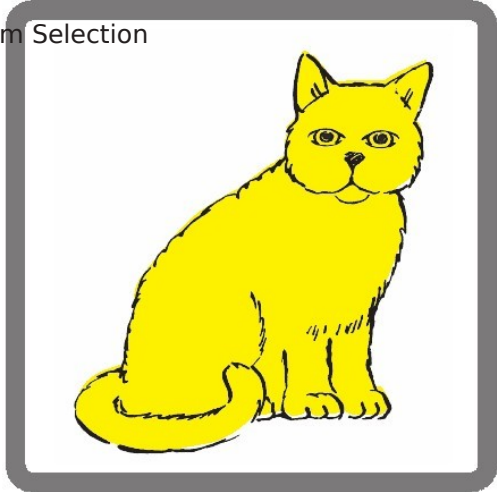
Dimension: cat

Here are two pictures. Something's the same. They are both cats.

<sup>43</sup>  
Item Selection

# Item 9

44  
Item Selection





Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

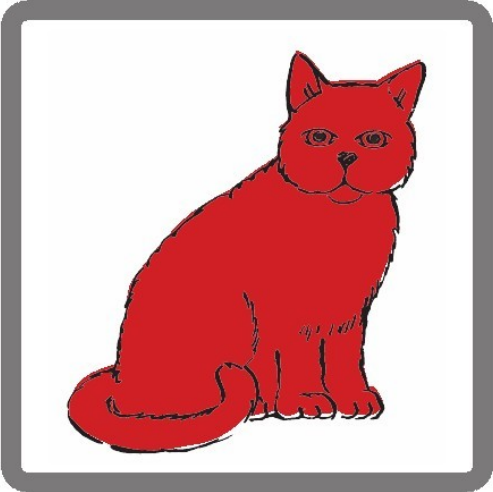
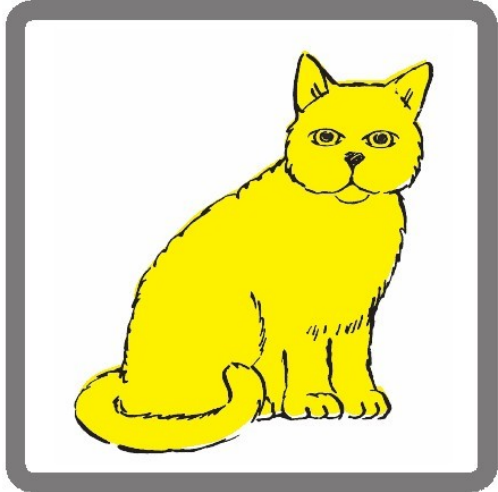
. . . is the same as this one?

[Point to the blue flower.]

<sup>45</sup>  
Item Selection

1-, 2-

<sup>46</sup>  
Item Selection



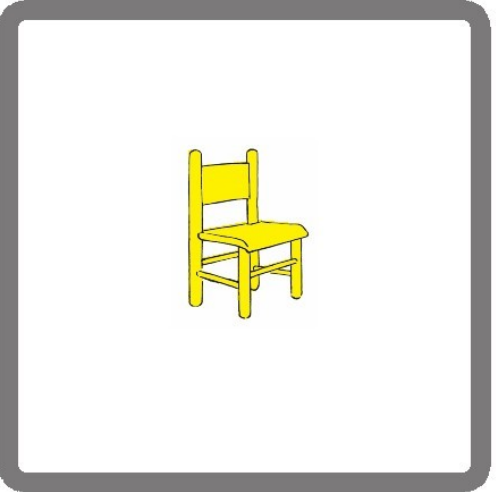
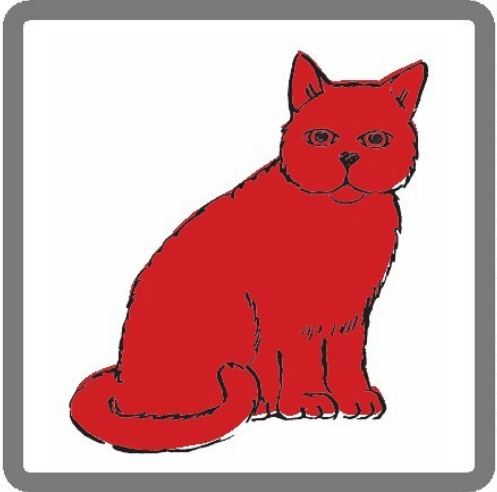
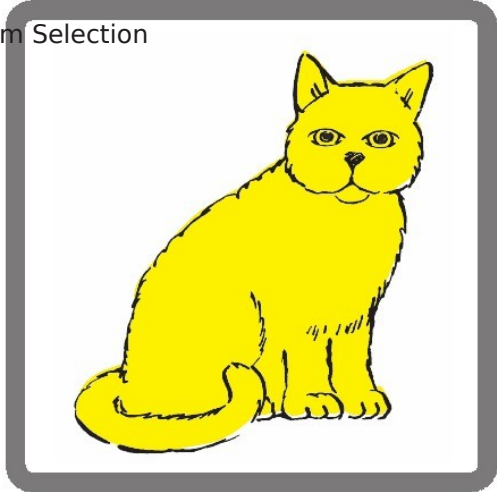
Dimension: big

Here are two pictures. Something's the same. They're both big.

<sup>47</sup>  
Item Selection

# Item 10

48  
Item Selection



10

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

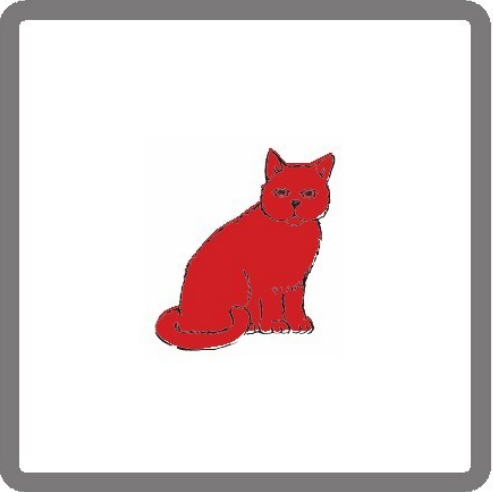
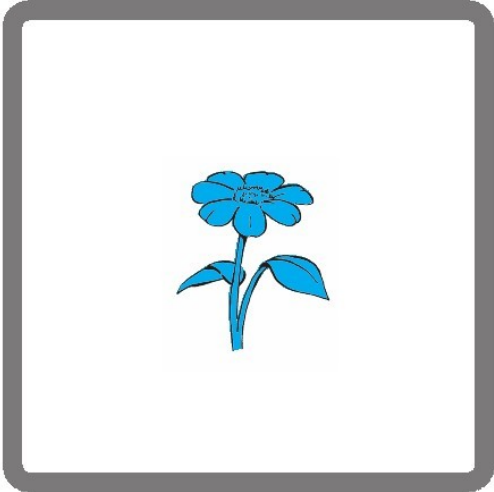
. . . is the same as this one?

[Point to the small yellow chair.]

<sup>49</sup>  
Item Selection

1-, 2-

50  
Item Selection





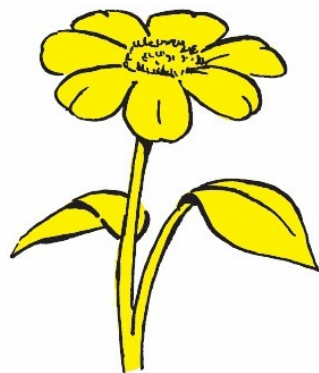
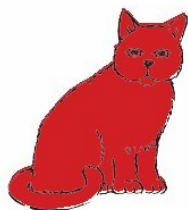
Dimension: little

Here are two pictures. Something's the same. They are both little.

<sup>51</sup>  
Item Selection

# Item 11

52  
Item Selection



11

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

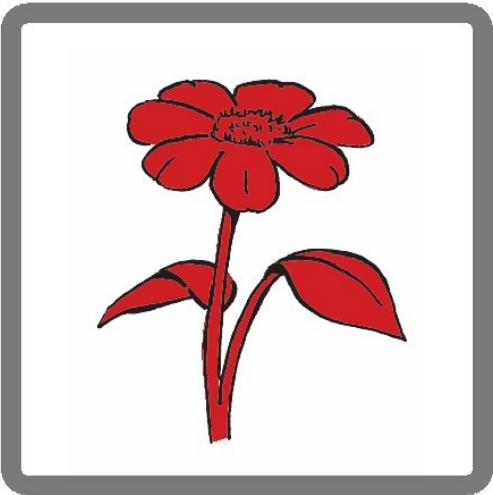
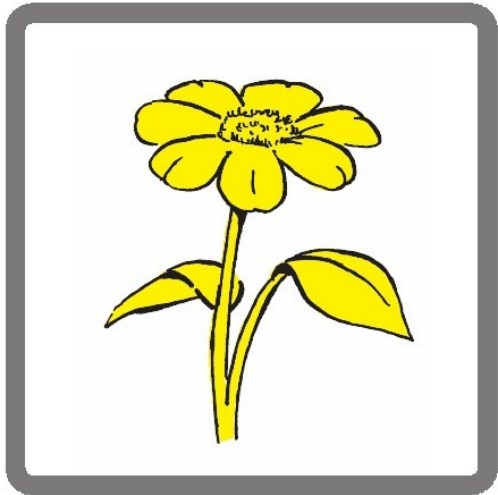
. . . is the same as this one?

[Point to the large yellow flower.]

<sup>53</sup>  
Item Selection

1-, 2-

54  
Item Selection



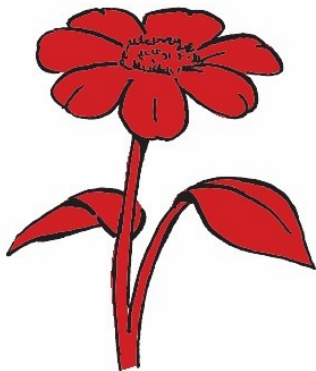
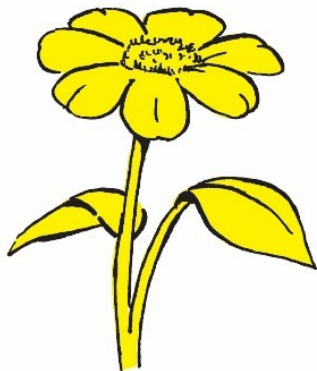
Dimension: flower

Here are two pictures. Something's the same. They are both flowers.

<sup>55</sup>  
Item Selection

# Item 12

56  
Item Selection



12

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

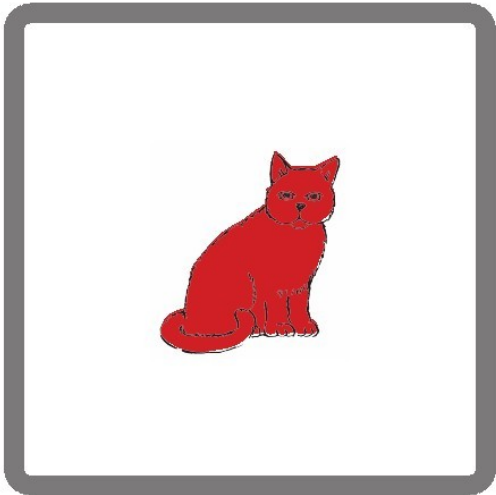
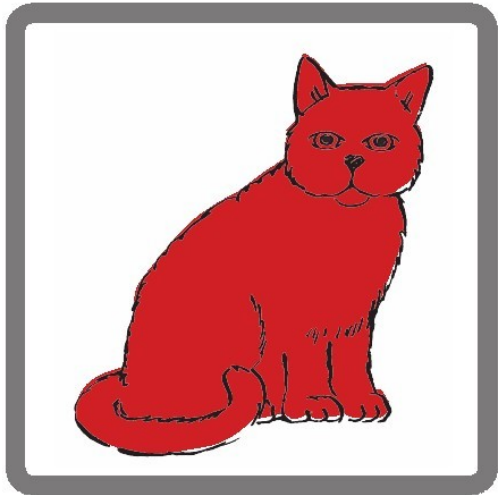
. . . is the same as this one?

[Point to the yellow chair.]

<sup>57</sup>  
Item Selection

1-, 2-

58  
Item Selection





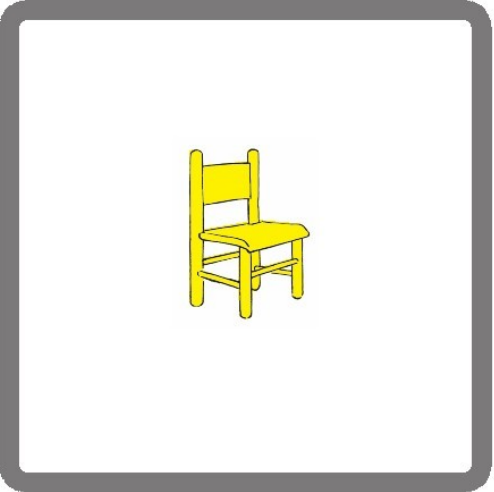
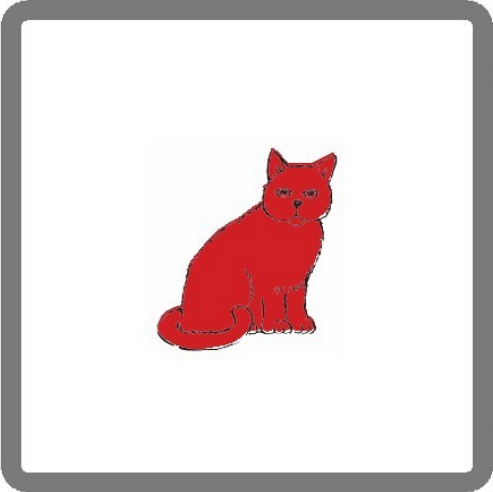
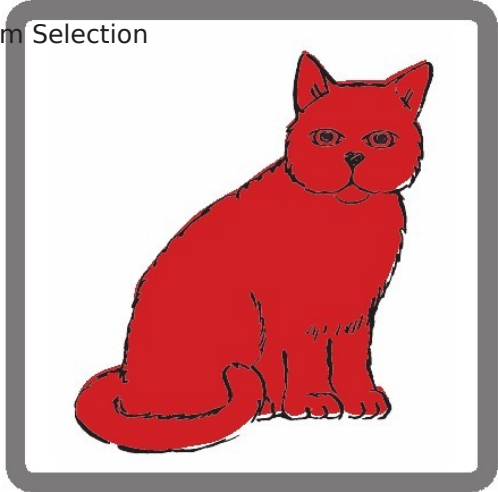
Dimension: cat

Here are two pictures. Something's the same. They are both cats.

<sup>59</sup>  
Item Selection

# Item 13

Item Selection



13

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

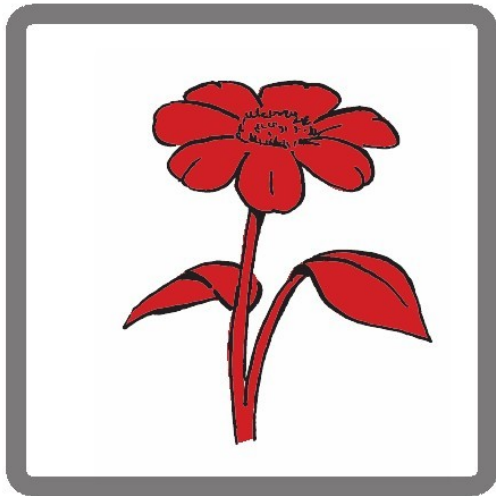
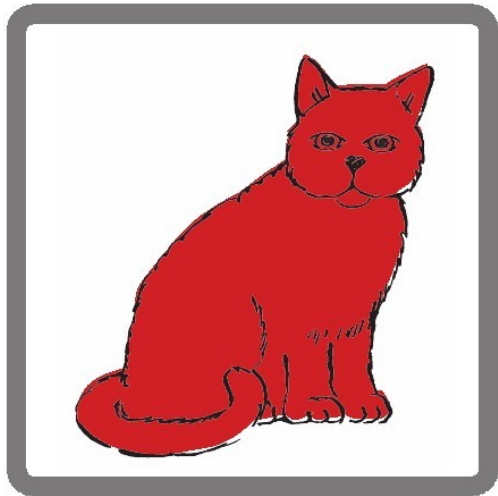
. . . is the same as this one?

[Point to the small yellow chair.]

<sup>61</sup>  
Item Selection

1-, 2-

62  
Item Selection



Dimension: red

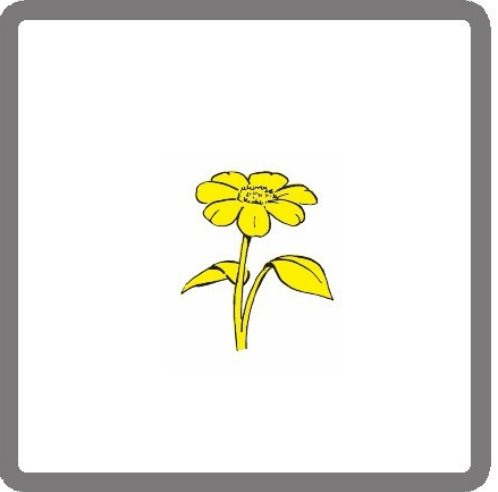
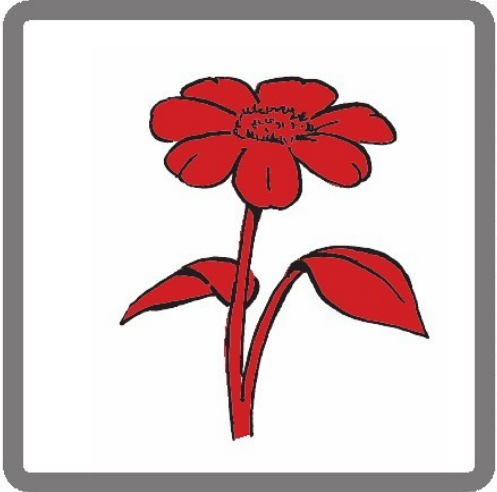
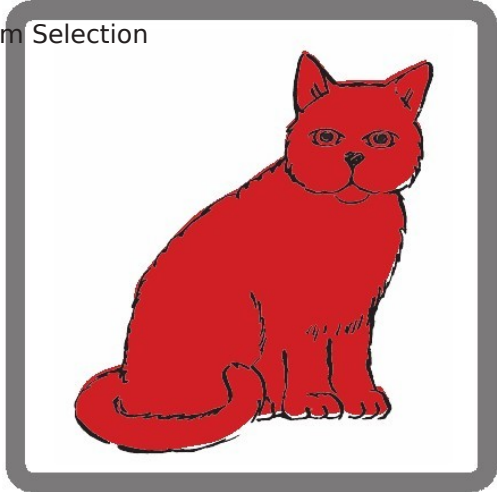
Here are two pictures. Something's the same. They are both red.

<sup>63</sup>  
Item Selection

1-, 2-

# Item 14

Item Selection



14

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

. . . is the same as this one?

[Point to the yellow flower.]

<sup>65</sup>  
Item Selection

1-, 2-

<sup>66</sup>  
Item Selection





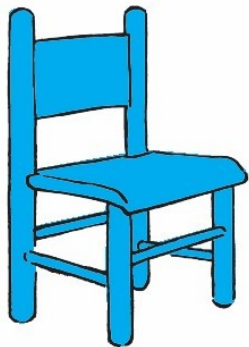
Dimension: chair

Here are two pictures. Something's the same. They are both chairs.

<sup>67</sup>  
Item Selection

# Item 15

68  
Item Selection



15

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

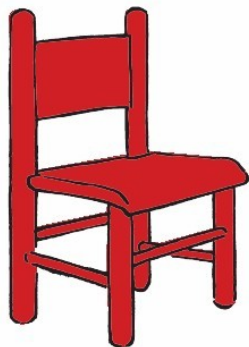
. . . is the same as this one?

[Point to the small blue flower.]

<sup>69</sup>  
Item Selection

1-, 2-

<sup>70</sup>  
Item Selection



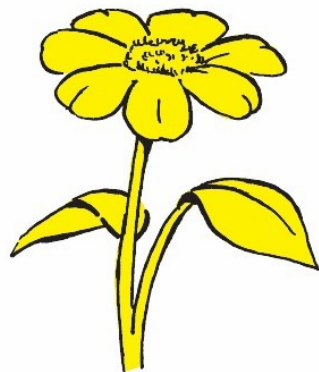
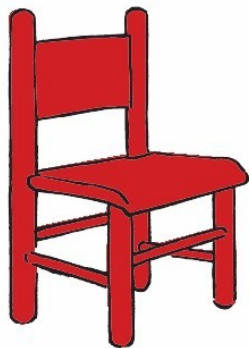
Dimension: big

Here are two pictures. Something's the same. They are both chairs.

<sup>71</sup>  
Item Selection

# Item 16

72  
Item Selection



16

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

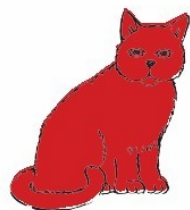
. . . is the same as this one?

[Point to the big yellow flower.]

<sup>73</sup>  
Item Selection

1-, 2-

<sup>74</sup>  
Item Selection





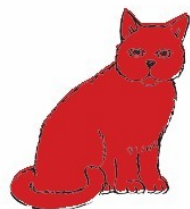
Dimension: small

Here are two pictures. Something's the same. They are both small.

<sup>75</sup>  
Item Selection

# Item 17

76  
Item Selection



17

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

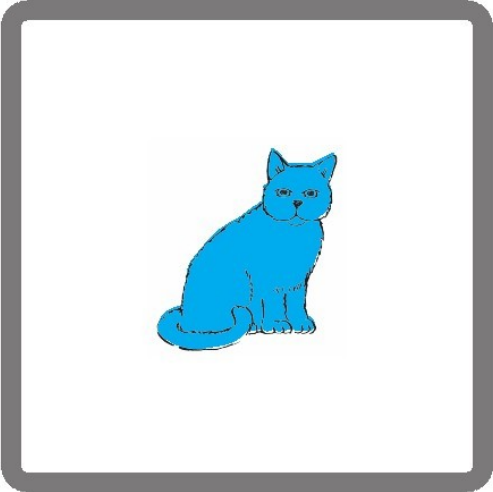
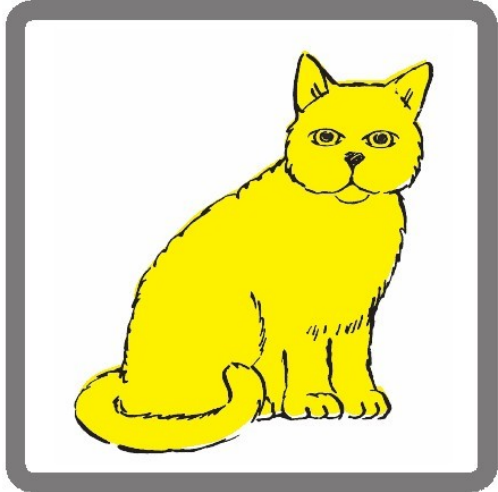
. . . is the same as this one?

[Point to the big blue chair.]

<sup>77</sup>  
Item Selection

1-, 2-

<sup>78</sup>  
Item Selection



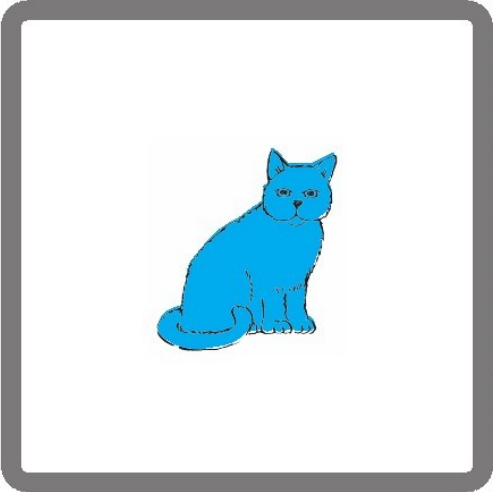
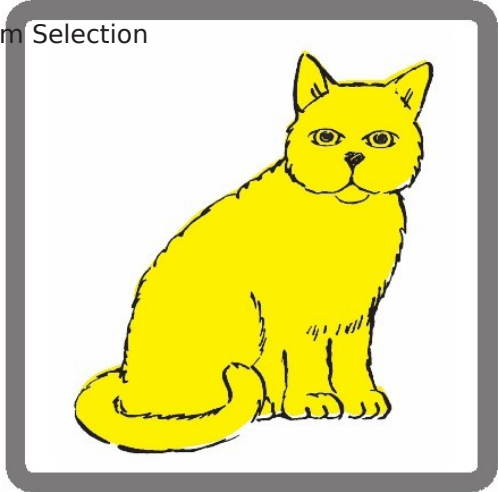
Dimension: cats

Here are two pictures. Something's the same. They are both cats.

<sup>79</sup>  
Item Selection

# Item 18

Item Selection



18

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

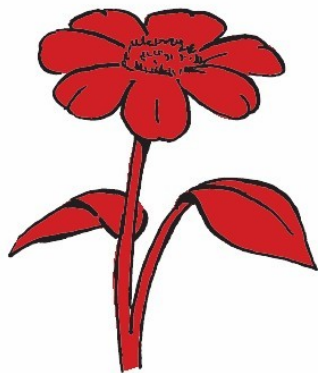
. . . is the same as this one?

[Point to the big red chair.]

<sup>81</sup>  
Item Selection

1-, 2-

82  
Item Selection





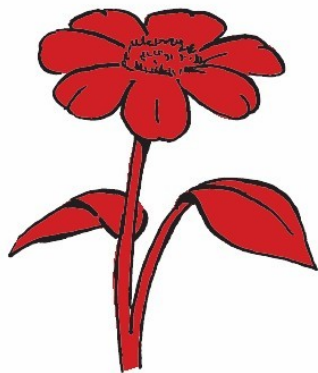
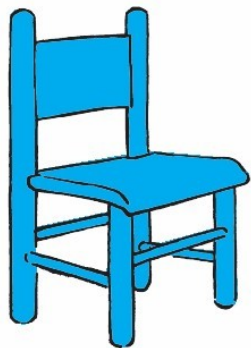
Dimension: big

Here are two pictures. Something's the same. They are both big.

<sup>83</sup>  
Item Selection

# Item 19

Item Selection



19

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

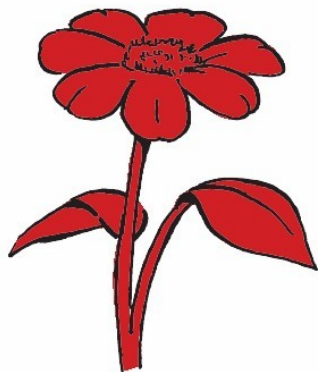
. . . is the same as this one?

[Point to the small yellow flower.]

<sup>85</sup>  
Item Selection

1-, 2-

86  
Item Selection



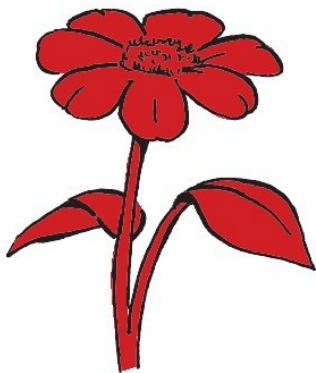
Dimension: flower

Here are two pictures. Something's the same. They are both flowers.

<sup>87</sup>  
Item Selection

# Item 20

Item Selection



20

Here is another picture. Which of these pictures . . .

[Point to first two pictures.]

. . . is the same as this one?

[Point to the small blue chair.]

<sup>89</sup>  
Item Selection