

**THE ELECTRONIC PRESCHOOL AGE PSYCHIATRIC ASSESSMENT
(ePAPA)**

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**Derived from the Child and Adolescent Psychiatric Assessment (CAPA)
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Definitions and questions

Coding rules

Codes

**CHILDCARE
CHILDCARE ARRANGEMENTS INCLUDING
DAYCARE/SCHOOL SETTINGS**

Here information is gathered about:

(1) The settings where child is cared for, such as at child's home, at another private home, in a non-home group setting.

(2) The different people who care for the child including child's parental figures, other relatives, and non-relative caregivers such as babysitters, teachers, daycare workers.

(3) The number of other children, sibling and non-sibling, whom the child is with when s/he is being cared for.

For the purposes of this section, a parent figure is defined as "Parent #1", "Parent #2", "Other Parent#1", or "Other Parent #2".

A non-parental relative is a related person (adult or child) who is not a parent figure. Do not include Godparents as related.

Non-sibling children include cousins and other non-sibling child relatives, as well as other children who are not related to the child.

A child caregiver is a person younger than 18 years old.

We are looking for a pattern of regular care in a typical week. Exclude play dates or occasional presence of another child in the setting (e.g. caregiver brings own child once a month or less when the child doesn't have school or is sick). Also exclude being babysat once a month when the parent goes to the movies. Include a standing babysitting arrangement (e.g. the parent goes out to the movies every Thursday night). If the childcare arrangement occurs in three out of four of the weeks of a month, code as regularly occurring. If they occur every other week or less, do not code as regular.

Code only for settings in which the child spends one hour or more a week.

Definitions and questions

Coding rules

Codes

TYPES OF CHILDCARE ARRANGEMENTS

For each childcare arrangement ask:

Who takes care of the child?

What kind of setting is it?

Is it in the child's home, in another private home, or in a setting that is not a private home?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?



Definitions and questions

CHILDCARE ARRANGEMENTS

A detailed description of the people who care for the child and the settings where the child is cared for during a typical week. Included are details about the number of other children (siblings and non-siblings) cared for with the child, number of caregivers in each setting, the hours in each setting and/or with each caregiver. Here we are gathering information about a typical 7 day period, 24 hours a day.

Note: Ask the questions (and/or other questions) to obtain information about the child care arrangements. Record this information on the free writing space to the right. We expect the interviewer to code the childcare variables that follow after the interview is completed, using the information obtained on this page to determine the correct coding.

Now I want to understand who cares for X.

Let's think through a schedule of a week with the different types of care that might be provided for your child.

In a typical week, tell me the number of hours per week X spends in each of these settings.

Who takes care of the child?

What kind of setting is it?

Is it in the child's home, in another private home, or in a setting that is not a private home?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

How many teacher/teacher's aides/daycare providers/caregivers are present?

What time does s/he go to "childcare"?

What time does s/he leave?

Coding rules

CHILDCARE ARRANGEMENTS

0 = Absent

2 = Present

Codes

PAY 5190
Intensity

[Empty box for coding]

Definitions and questions

PARENT #1 CARE

NOTE: Remember to deduct hours worked by parents from their total number of hours per week providing childcare.

Now I want to understand who cares for X and where they are cared for.

Let's think through a schedule of a week with the different types of care that might be provided for the child.

Let's see if we can fill it in for a typical week. In a typical week, tell me the number of hours per week X spends in each of these settings.

Are you employed?

How many hours per week do you work at your job?

What kind of setting is it?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

PARENT #2 CARE

NOTE: Remember to deduct hours worked by parents from their total number of hours per week providing childcare.

Does X receive care from "Parent #2"?

Is "Parent #2" employed?

How many hours per week does s/he work?

In what kind of setting does s/he care for X?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

Coding rules

PARENT #1 CARE

0 = Absent

2 = Present

0 = PARENT #1 PROVIDES CARE WITH NO NON-SIBLING CHILDREN PRESENT

1 = PARENT #1 PROVIDES CARE WITH NO MORE THAN TWO NON-SIBLING CHILDREN REGULARLY PRESENT

2 = PARENT #1 CARES FOR CHILD AND PROVIDES GROUP CARE (3 OR MORE NON-SIBLING CHILDREN) AT THE SAME TIME

PARENT #2 CARE

0 = Absent

2 = Present

3 = PARENT #2 PROVIDES CARE WITH NO NON-SIBLING CHILDREN REGULARLY PRESENT

4 = PARENT #2 PROVIDES CARE WITH NO MORE THAN TWO NON-SIBLING CHILDREN REGULARLY PRESENT

5 = PARENT #2 CARES FOR CHILD AND PROVIDES GROUP CARE (3 OR MORE NON-SIBLING CHILDREN) AT THE SAME TIME

Codes

PAY5I01
Intensity

PAY5X01

PAY5X02

PAY5X03

PAY5I02
Intensity

PAY5X04

PAY5X05

PAY5X06

Definitions and questions

OTHER PARENT #1 CARE

NOTE: Remember to deduct hours worked by parents from their total number of hours per week providing childcare.

Does child receive care from "Other Parent #1"?

What kind of setting is it?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

OTHER PARENT #2 CARE

NOTE: Remember to deduct hours worked by parents from their total number of hours per week providing childcare.

Does X receive care from "Other Parent #2"?

What kind of setting is it?

How many other children are cared for at the same time as X is care for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

Coding rules

CHILD RECEIVES CARE FROM OTHER PARENT #1

0 = Absent

2 = Present

6 = OTHER PARENT #1 PROVIDES CARE WITH NO NON-SIBLING CHILDREN PRESENT

7 = OTHER PARENT #1 PROVIDES CARE WITH NO MORE THAN TWO NON-SIBLING CHILDREN REGULARLY PRESENT

8 = OTHER PARENT #1 CARES FOR CHILD AND PROVIDES GROUP CARE (3 OR MORE NON-SIBLING CHILDREN) AT THE SAME TIME

OTHER PARENT #2 CARE

0 = Absent

2 = Present

9 = OTHER PARENT #2 PROVIDES CARE WITH NO NON-SIBLING CHILDREN REGULARLY PRESENT

10 = OTHER PARENT #2 PROVIDES CARE WITH NO MORE THAN TWO NON-SIBLING CHILDREN REGULARLY PRESENT

11 = OTHER PARENT #2 CARES FOR CHILD AND PROVIDES GROUP CARE (3 OR MORE NON-SIBLING CHILDREN) AT THE SAME TIME

Codes

PAY5103
Intensity

PAY5X07

PAY5X08

PAY5X09

PAY5104
Intensity

PAY5X10

PAY5X11

PAY5X12

Definitions and questions

**IN-HOME NON-PARENT CARE
NON-GROUP CARE IN CHILD'S HOME**

Does X receive in-home non-parent care?

*Who takes care of X?
What kind of setting is it?
How many other children are cared for at the same time as X is cared for?
How many related children, such as cousins, who are not X's brother or sister?
Or children who are not related such as children in his/her classroom?*

Coding rules

CHILD RECEIVES IN-HOME NON-PARENT CARE

0 = Absent

2 = Present

12 = CARE PROVIDED IN CHILD'S HOME BY ADULT RELATIVE WITH NO NON-SIBLING CHILDREN PRESENT

13 = CARE PROVIDED IN CHILD'S HOME BY NON-RELATIVE ADULT WITH NO NON-SIBLING CHILDREN REGULARLY PRESENT

14 = CARE PROVIDED IN CHILD'S HOME BY CHILD (LESS THAN 18 Y O) WITH NO NON-SIBLING CHILDREN REGULARLY PRESENT

Codes

PAY5I05
Intensity

PAY5X13

PAY5X14

PAY5X15

Definitions and questions

GROUP CARE IN CHILD'S HOME
ONE OR TWO NON-SIBLING CHILDREN

Does s/he receive group care (one or two non-sibling children present) in his/her home?

What kind of setting is it?
How many other children are cared for at the same time as X is cared for?
How many related children, such as cousins, who are not X's brother or sister?
Or children who are not related, such as children in his/her classroom?

Coding rules

GROUP CARE IN CHILD'S HOME

0 = Absent

2 = Present

15 = CARE PROVIDED IN CHILD'S HOME BY ADULT RELATIVE WITH NO MORE THAN TWO NON-SIBLING CHILDREN REGULARLY PRESENT

OF NON-SIBLING CHILDREN REGULARLY PRESENT (15)

16 = CARE PROVIDED IN CHILD'S HOME BY ADULT NON-RELATIVE WITH NO MORE THAN TWO NON-SIBLING CHILDREN REGULARLY PRESENT

OF NON-SIBLING CHILDREN REGULARLY PRESENT IN GROUP CARE IN CHILD'S HOME

17 = CARE PROVIDED IN CHILD'S HOME BY CHILD (LESS THAN 18 YO) WITH NO MORE THAN TWO NON-SIBLING CHILDREN REGULARLY PRESENT

OF NON-SIBLING CHILDREN REGULARLY PRESENT (17)

Codes

PAY5I06
Intensity

PAY5X16

PAY5X17

PAY5X18

PAY5X19

PAY5X20

PAY5X21

Definitions and questions

THREE OR MORE NON-SIBLING CHILDREN

*Does s/he receive group care (three or more non-sibling children present) in his/her home?
 What kind of setting is it?
 How many other children are cared for at the same time as X is cared for?
 How many related children, such as cousins, who are not X's brother or sister?
 Or children who are not related, such as children in his/her classroom?*

Coding rules

GROUP CARE (3 OR MORE NON-SIBLING CHILDREN PRESENT)

0 = Absent
 2 = Present

18 = GROUP CARE (3 OR MORE NON-SIBLING CHILDREN PRESENT) PROVIDED IN CHILD'S HOME BY THE CHILD'S RELATIVE

CHILDREN PRESENT AT GROUP CARE PROVIDED IN CHILD'S HOME BY THE CHILD'S RELATIVE

OF TEACHERS/TEACHER'S AIDES/DAYCARE PROVIDERS/CAREGIVERS PRESENT AT GROUP CARE PROVIDED IN CHILD'S HOME BY CHILD'S RELATIVE

19 = GROUP CARE (3 OR MORE NON-SIBLING CHILDREN PRESENT) PROVIDED IN CHILD'S HOME BY NON-RELATIVE

OF CHILDREN PRESENT AT GROUP CARE PROVIDED IN CHILD'S HOME BY NON-RELATIVE

OF TEACHERS/TEACHER'S AIDES/DAYCARE PROVIDERS/CAREGIVERS PRESENT AT GROUP CARE PROVIDED IN CHILD'S HOME BY NON-RELATIVE

Codes

PAY5107 Intensity

PAY5X22

PAY5X23

PAY5X24

PAY5X25

PAY5X26

PAY5X27

Definitions and questions

OUT OF HOME NON-PARENTAL CARE
NON-GROUP CARE OUTSIDE OF CHILD'S HOME

Does s/he receive out of home non-parental care?

What kind of setting is it?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

Coding rules

NON-GROUP CARE OUTSIDE OF CHILD'S HOME

0 = Absent

2 = Present

20=CARE PROVIDED OUTSIDE OF CHILD'S HOME BUT IN A PRIVATE HOME BY ADULT RELATIVE WITH NO NON-SIBS REGULARLY PRESENT

21 = CARE PROVIDED OUTSIDE CHILD'S HOME BUT IN A PRIVATE HOME BY ADULT NON-RELATIVE WITH NO NON-SIBLING CHILDREN PRESENT

Codes

PAY5108
Intensity

PAY5X28

PAY5X29

Definitions and questions

GROUP CARE OUTSIDE OF CHILD'S HOME

ONE OR TWO NON-SIBLING CHILDREN PRESENT

Does s/he receive group care (one or two non-sibling children present) outside of his/her home?

What kind of setting is it?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

THREE OR MORE NON-SIBLING PRESENT

Does X receive group care (three or more non-sibling children present) outside of his/her home?

What kind of setting is it?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

Coding rules

ONE OR TWO NON-SIBLING PRESENT

0 = Absent

2 = Present

22=CARE PROVIDED OUT OF CHILD'S HOME BUT IN A PRIVATE HOME BY ADULT RELATIVE WITH 1 OR 2 NON-SIBS REGULARLY PRESENT

OF NON-SIBLING CHILDREN REGULARLY PRESENT (22)

23=CARE OUT OF CHILD'S HOME BUT IN A PRIVATE HOME BY ADULT NON-RELATIVE WITH 1 OR 2 NON-SIBS REGULARLY PRESENT

OF NON-SIBLING CHILDREN REGULARLY PRESENT (23)

THREE OR MORE NON-SIBLING CHILDREN

0 = Absent

2 = Present

24 = GROUP CARE (3 OR MORE NON-SIBLING CHILDREN PRESENT) PROVIDED IN PRIVATE HOME THAT IS NOT CHILD'S HOME

OF CHILDREN PRESENT AT GROUP CARE PROVIDED IN PRIVATE HOME THAT IS NOT CHILD'S HOME

OF TEACHERS/TEACHER'S AIDES/DAYCARE PROVIDERS/CAREGIVERS PRESENT (24)

Codes

PAY5109 Intensity

PAY5X30

PAY5X31

PAY5X32

PAY5X33

PAY5110 Intensity

PAY5X34

PAY5X35

PAY5X36

Definitions and questions

GROUP CARE IN SETTING OTHER THAN A PRIVATE HOME

ANY NUMBER OF NON-SIBLING CHILDREN PRESENT

Does X receive group care in settings other than a private home?

What kind of setting is it?

How many other children are cared for at the same time as X is cared for?

How many related children, such as cousins, who are not X's brother or sister?

Or children who are not related, such as children in his/her classroom?

Coding rules

GROUP CARE IN SETTINGS OTHER THAN A PRIVATE HOME

0 = Absent

2 = Present

25 = GROUP CARE (3 OR MORE NON-SIBLING CHILDREN REGULARLY PRESENT) PROVIDED IN SETTING OTHER THAN A PRIVATE HOME

OF CHILDREN PRESENT AT GROUP CARE PROVIDED IN SETTING OTHER THAN A PRIVATE HOME

OF TEACHERS/TEACHER'S AIDES/DAYCARE PROVIDERS/CAREGIVERS PRESENT AT GROUP CARE PROVIDED IN A SETTING OTHER THAN A PRIVATE HOME

27 = SECULAR PRESCHOOL/SCHOOL PROVIDED IN SETTING OTHER THAN A PRIVATE HOME

OF CHILDREN PRESENT AT SECULAR PRESCHOOL/SCHOOL PROVIDED IN SETTING OTHER THAN A PRIVATE HOME

OF TEACHERS/TEACHER'S AIDE/DAYCARE PROVIDERS/CAREGIVERS PRESENT (27)

28 = OTHER

OF CHILDREN PRESENT

OF TEACHERS/TEACHER'S AIDES IN THE CLASSROOM

Codes

PAY5111
Intensity

PAY5X37

PAY5X38

PAY5X39

PAY5X43

PAY5X44

PAY5X45

PAY5X46

PAY5X47

PAY5X48

Definitions and questions

Coding rules

Codes

DAYCARE/SCHOOL SETTINGS

It is necessary to define the subset of childcare arrangements that we call "Daycare/School" so as to provide a reference point for the daycare/school setting referred to throughout the PAPA. "Daycare/School" may refer to one setting (e.g. the child goes to preschool only) or to more than one setting (e.g. the child goes to preschool and then in the afternoon goes to an in-home daycare).



Definitions and questions

CHILD ATTENDS DAYCARE/SCHOOL

Child regularly spends one hour or more a week in any of settings #18, #19, and #22-#27.

18 = Group care (3 or more non-sibling children present) provided in child's home by the child's relative.

19 = Group care (3 or more non-sibling children present) provided in child's home by non-relative.

22 = Care provided outside of child's home but in a private home by adult relative with no more than two non-sibling children regularly present.

23 = Care provided outside child's home but in a private home by adult non-relative with no more than two non-sibling children regularly present.

24 = Group care (3 or more non-sibling children present) provided in private home that is not in child's home.

25 = Group care (3 or more non-sibling children present) provided in setting other than a private home.

26 = Religious preschool provided in setting other than a private home. School program with a curriculum that includes some religious training or religious practices.

27 = Secular preschool provided in setting other than a private home.

Determine the number of weeks the child is enrolled in an overall daycare/school setting in the last three months, the number of days the child is actually present in the last three months, and the number of weeks where the child is present at least one day per week in the last three months. Exclude weeks of vacation or extended illness. Include weeks when enrolled but missed daycare/school because of worry/anxiety.

CHILD ATTENDS DAYCARE/SCHOOL.

Coding rules

CHILD ATTENDS DAYCARE/SCHOOL

0 = Absent

2 = Present

PRIMARY PERIOD: NUMBER OF WEEKS ENROLLED IN DAYCARE/SCHOOL IN LAST THREE MONTHS

PRIMARY PERIOD: NUMBER OF DAYS PRESENT

PRIMARY PERIOD: NUMBER OF WEEKS WHERE PRESENT AT LEAST ONE DAY PER WEEK

Codes

PAY6I01
Intensity

PAY6F01

PAY6F02

PAY6F03

[Empty box]

Definitions and questions

ENROLLED IN FEDERAL OR STATE ENTITLEMENT PROGRAMS

Child is enrolled in a federally or state funded program to provide education, daycare, health insurance, or food.

ENROLLED IN HEAD START/SMART START/EARLY HEADSTART PROGRAM

Child enrolled in Head Start or Smart Start or Early Head Start or other education or daycare enhancement program.

Does s/he go to Head Start/Smart Start/Early Head Start?

ENROLLED IN CHIPS TYPE FEDERAL MEDICAID INSURANCE PROGRAM

Child enrolled in federal Medicaid insurance program.

Does s/he have medical care and bills covered by Medicaid or Children's Health Insurance Program?

FREE OR REDUCED PRICE MEAL PROGRAM

Qualifies for participation in a federal or other program which offers meals free or at a reduced price to children whose family income does not meet a certain level. If qualifies, but does not utilize, code 2.

Does s/he receive free or reduced price meals in school?

OTHER PROGRAMS

Is s/he in any other programs like WIC or Food Stamps?

Coding rules

ENROLLED IN HEAD START/SMART START/EARLY HEAD START PROGRAM

0 = Absent
2 = Present

FEDERAL MEDICAID INSURANCE PROGRAM OR ENROLLED IN CHILDREN'S HEALTH INSURANCE PROGRAM (CHIP)

0 = Absent
2 = Present

FREE OR REDUCED PRICE MEAL PROGRAM

0 = Absent
2 = Present

ENROLLED IN OTHER FEDERAL OR STATE ENTITLEMENT PROGRAM (WIC, FOOD STAMPS, ETCETERA)

0 = Absent
2 = Present
Specify

Codes

PAY7101
Intensity

PAY7102
Intensity

PAY7103
Intensity

PAY7104
Intensity

Vertical column containing four empty boxes for recording intensity scores, corresponding to the coding rules above.

Definitions and questions

**PLAY AND PEER RELATIONSHIPS
ACTIVITIES**

Now I want to turn to the things your child likes to do.
Now I want to turn to things your child likes to do.

Does s/he enjoy playing outside?

Does s/he play on jungle gym bars?

Does s/he like to swing?

Or slide?

Play ball games?

Or hide & seek?

Does s/he like playing with dolls?

Or action figures?

Does s/he play with trucks, cars, or trains?

Does s/he like to play house?

Coding rules

- ACTIVITIES**
0 = Absent
2 = Present
- OUTSIDE**
0 = Absent
2 = Present
- JUNGLE GYMS**
0 = Absent
2 = Present
- SWINGING**
0 = Absent
2 = Present
- SLIDING**
0 = Absent
2 = Present
- BALL GAMES**
0 = Absent
2 = Present
- HIDE & SEEK**
0 = Absent
2 = Present
- PLAY WITH DOLLS**
0 = Absent
2 = Present
- ACTION FIGURES**
0 = Absent
2 = Present
- TRUCKS/CARS/TRAINS**
0 = Absent
2 = Present
- "PLAY HOUSE"**
0 = Absent
2 = Present

Codes

- PAY8190
Intensity
- PAY8X01
- PAY8X02
- PAY8X03
- PAY8X04
- PAY8X05
- PAY8X06
- PAY8X07
- PAY8X08
- PAY8X09
- PAY8X10

Definitions and questions

How about dress-up?

Does s/he like to draw and/or paint?

Does s/he like playing with play dough or clay?

Does s/he like to build things with legos or other blocks?

Does s/he like to play board games like Candyland, Chutes and Ladders, or "Sorry"?

Does s/he like to look at books by him/herself?

READING TOGETHER
 Reading or looking at books or magazines with each other.
 If Parent #1 has difficulty reading, s/he may still like to look at picture books with the child.

Do you read to X?

Or show X pictures in books?

How long will you read together at one time?
How often do you read together?

Coding rules

DRESS-UP
 0 = Absent
 2 = Present

DRAW AND PAINT
 0 = Absent
 2 = Present

CLAY/PLAYDOUGH
 0 = Absent
 2 = Present

BUILD THINGS
 0 = Absent
 2 = Present

BOARD GAMES
 0 = Absent
 2 = Present

LOOKS AT BOOKS ALONE
 0 = Absent
 2 = Present

READING TOGETHER
 0 = Absent
 2 = Present

HOURS : MINUTES

Codes

PAY8X11

PAY8X12

PAY8X13

PAY8X14

PAY8X15

PAY8X16

PAY9I01 Intensity

PAY9D01 Duration

PAY9F01 Frequency

Definitions and questions

TELEVISION WATCHING

In general, the amount of time per week the child spends watching television, including videos. Watching means attending at least with half attention to the television. Thus, if the television is always on in the house, code the amount of time child actually attends to the shows. But if the child is drawing or playing while also watching television, code as present

Does s/he watch television?

How much time does X spend each day watching TV?

How often does X watch TV?

Does s/he have a TV in his/her bedroom?

WATCHING TV OR VIDEOS TOGETHER

Both parents and child attend to T.V. show or video show at the same time. Exclude being in the same room with the T.V. on with one or neither person actually watching the program.

Do you and X watch T.V. or videos together?

How long do you watch TV together?

How often do you do this with X?

VIDEO GAME PLAYING

Video games include handheld devices and devices attached to the television.

Does s/he play video games?

How much time does X spend each day playing video games, Nintendo, Gameboy, etc.?

How often does X play video games?

Coding rules

TELEVISION WATCHING

0 = Absent

2 = Present

HOURS : MINUTES

TELEVISION IN CHILD'S ROOM

0 = Absent

2 = Present

WATCHING TV OR VIDEOS TOGETHER

0 = Absent

2 = Present

HOURS : MINUTES

VIDEO GAME PLAYING

0 = Absent

2 = Present

Specify

HOURS : MINUTES

Codes

PAZ0I01
Intensity

PAZ0D01
Duration

PAZ0F01
Frequency

PAZ0I02

PAZ1I01
Intensity

PAZ1D01
Duration

PAZ1F01
Frequency

PAZ2I01
Intensity

PAZ2D01
Duration

PAZ2F01
Frequency

Definitions and questions

When did s/he start to play video games?

COMPUTER TIME

Does s/he play on the computer?

How much time does X spend each day playing on the computer per day?

How often does X play on the computer?

When did s/he start using the computer?

WITHDRAWS INTO IMAGINATION WHEN CHALLENGED OR STRESSED

When faced with a difficult or challenging situation, child tunes out present situations and retreats into own fantasy world.

Now I want to ask a little more about the way X plays.

When faced with something difficult or challenging, does s/he tune things out or escape to a fantasy world?

When X is upset, does s/he retreat to his/her pretend world?

Tell me about that?
How often does this happen?
How long does this last?
When did it start?
 IF PRESENT ASK;

When this happens, can s/he tell the difference between the real world and his/her fantasy world?

Does s/he understand the difference between real and pretend?

Coding rules

COMPUTER TIME

0 = Absent

2 = Present

HOURS : MINUTES

WITHDRAWS INTO IMAGINATION WHEN CHALLENGED OR STRESSED

0 = Does not withdraw into fantasy world when challenged or upset.

2 = Withdraws into private fantasy world when challenged or upset but can clearly distinguish between reality and fantasy.

3 = Withdraws into private fantasy world when challenged or upset and seems to have difficulty distinguishing between reality and his/her fantasy world.

HOURS : MINUTES

Codes

PAZ2001
Onset

PAZ3101
Intensity

PAZ3D01
Duration

PAZ3F01
Frequency

PAZ3001
Onset

PAZ4101
Intensity

PAZ4F01
Frequency

PAZ4D01
Duration

PAZ4001
Onset

Definitions and questions

LIMITED RANGE OF PLAY

Repetitive Static Play

Child's play is static, unimaginative, and repetitive with a mechanical quality and does not change over time.

Does X play the same pretend game or story over and over again without changing the story or outcome?

Does s/he seem to play with a limited number of toys or games

Does his/her play seem mechanical or like a robot?

Does s/he do the same action over and over again when s/he plays?

Like mechanically moving a car back and forth and back and forth?

Or just "going through the motions?"

How often is his/her play like this?

When did it start?

Has s/he always been like this?

Or is this a change that has happened in the last three months?

Coding rules

REPETATIVE STATIC PLAY

0 = Absent. Child may play the same game or with the same toy over and over but the play changes as the child actively uses his/her imagination.

2 = Child's play involves a fixed pattern of activity that changes little.

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes

PAZ5I01
Intensity

PAZ5O01
Onset

PAZ5F01
Home
Frequency

PAZ5F02
Daycare/School
Frequency

PAZ5F03
Elsewhere
Frequency

Definitions and questions

PREOCCUPATION WITH PARTS OF TOYS OR OTHER OBJECTS

Child has unusual preoccupation that limits the range of his/her play activities.

Does X focus on parts of toys or objects rather than the whole toy or object?

*Can you give me an example of this?
Does his/her play focus on spinning the wheels of a toy car rather than doing different things with the car?*

*How long might s/he focus on the one part of a toy?
How often is his/her interest focused this way?*

When did it start?

Has s/he always been like this?

Or is this a change that has happened in the last three months?

When did s/he start playing in this way?

How often does s/he play like this?

Does this happen everywhere?

Or certain places?

Coding rules

PREOCCUPATION WITH PARTS OF TOYS OR OTHER OBJECTS

0 = Absent

2 = Present

HOURS : MINUTES

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes

PAZ6I01
Intensity

PAZ6D01
Duration

PAZ6O01
Onset

PAZ6F01
Home
Frequency

PAZ6F02
Daycare/School
Frequency

PAZ6F03
Elsewhere
Frequency

Definitions and questions

UNUSUAL PREOCCUPATION WITH SPECIAL INTERESTS/ACTIVITIES

Child has a preoccupation with a special interest or activity. The child talks about the interest, or would talk about the interest if allowed, most of the time.

Special interest include dinosaurs, Pokeman cards, baseball cards, baseball statistics, trains, bus timetables, information about the planets, a video game.

Many if not most young children develop a passion, indeed serial passions, for certain topics, toys, and games. The important things to determine here is whether the child is preoccupied (it is the only thing s/he wants to talk about) and whether the preoccupation interferes with the child's activities.

Does X have any very strong interest or passions?

Such as a particular type of game?

Or a particular topic?

Or does s/he have a wide range of interest?

IF PRESENT, ASK:

Does s/he want to talk about it most of the time?

How often does s/he talk about it?

Or do it?

Does his/her interest interfere with other activities?

How much does it interfere?

Does s/he have other interest?

When did this particular interest start?

Coding rules

UNUSUAL PREOCCUPATION WITH SPECIAL INTERESTS/ACTIVITIES

0 = No preoccupying object, activity or topic of conversation.

2 = Special preoccupying interest but does not interfere in activities.

3 = Special interest that is preoccupying to the degree that it interfere in at least 2 activities.

4 = Special interest that is preoccupying to the degree that it interfere in almost all activities.

Codes

PAZ7I01
Intensity

PAZ7F01
Frequency

PAZ7O01
Onset

Definitions and questions

IMAGINARY FRIEND

Invisible make-believe friend who provides companionship to the child.

The child might set a place at the table for the imaginary friend, tell his/her parents about the imaginary friend's like and dislikes, and may talk to the imaginary friend either alone or in the presence of others. The child might also blame the imaginary friend for his/her own mistakes.

While the child might protest if the existence of the imaginary friend is challenged, the child does not seem in the grip of a delusion or hallucination.

Does X have an imaginary friend?

*One imaginary friend or more than one at a time?
Did s/he ever have an imaginary friend?*

*Does s/he talk about his/her imaginary friend?
What does s/he say?*

*In his/her friend a boy or a girl or an animal
How long has s/he had an imaginary friend?*

How often does s/he talk about his/her imaginary friend?

Coding rules

EVER: IMAGINARY FRIEND

- 0 = Absent
- 2 = One imaginary friend at a time.
- 3 = Multiple imaginary friends at same time.

LARGEST NUMBER OF IMAGINARY FRIENDS PRESENT AT SAME TIME

MALE

- 0 = Absent
- 2 = Present

FEMALE

- 0 = Absent
- 2 = Present

ANIMAL

- 0 = Absent
- 2 = Present

IMAGINARY FRIEND

- 0 = Absent
- 2 = One imaginary friend at a time.
- 3 = Multiple imaginary friends at same time.

LARGEST NUMBER OF IMAGINARY FRIENDS AT SAME TIME

MALE

- 0 = Absent
- 2 = Present

FEMALE

- 0 = Absent
- 2 = Present

ANIMAL

- 0 = Absent
- 2 = Present

Codes

Ever:PAZ8E01
Intensity

Ever:PAZ8O01
Onset

 /

Ever:PAZ8V01

Ever:PAZ8E02

Ever:PAZ8E03

Ever:PAZ8E04

PAZ8I01
Intensity

PAZ8F01

PAZ8I02

PAZ8I03

PAZ8I04

Definitions and questions

AGGRESSIVE THEMES IN PLAY

Child plays fantasy games with aggressive themes, including war, shooting with guns or other weapons, fighting, injury, and blood and gore.

Does X's pretend play have a lot of violence in it?

*Does s/he pretend that people or animals are killed?
Or are dying?
Or are hurt?*

*Do his/her pretend games often include guns?
Or other weapons?*

IF PRESENT ASK;

How often do his/her games have violent or aggressive parts to them?

Have his/her games become more violent in the last three months?

Or less?

Or stayed the same?

When did s/he start playing pretend games with aggressive or violent themes?

How often does s/he play these kinds of pretend games?

When did s/he start playing pretend games like this?

NOTE: CODE DEATH AND SUICIDE THEMES IN THE DEPRESSION SECTION UNDER THE SUICIDE/DEATH THEMES IN PLAY.

Note: CODE DEATH AND SUICIDE THEMES IN THE DEPRESSION SECTION UNDER THE SUICIDE/DEATH THEMES IN PLAY.

FREQUENCY OF CONTACT WITH PEERS

The frequency with which the child meets with others, who are not family members, during his/her leisure time. Peers can be child's friends, acquaintances, or peers in neighborhood.

Now I want to ask a few questions about X's friendships with other children.

How often does X play with other children s/he knows, outside of daycare/school?

*Does s/he have "play dates" with any friends
Or play with children in his/her neighborhood?*

Coding rules

AGGRESSIVE THEMES IN PLAY

0 = Absent

2 = Violent and/or aggressive themes emerge in play and are present more than 10% of the time.

CHANGE

1 = Amount of aggressive play or the intensity of the play has decreased during the last three months.

2 = Amount of aggressive play or the intensity of the play has stayed the same during the last three months.

3 = Amount of aggressive play or the intensity of the play has increased during the last three months.

FREQUENCY OF CONTACT WITH PEERS

0 = Sees at least 1 peer outside of daycare/school more than once per week.

2 = Sees at least 1 peer outside of daycare/school between once per week and once every two weeks.

3 = Sees less than 1 peer outside of daycare/school in 2 weeks.

Codes

PAZ9I01
Intensity

PAZ9F01
Frequency

PAZ9O01
Onset

PAZ9X01

PAL5I01
Intensity

Definitions and questions

AGE APPROPRIATENESS OF FRIENDS

The degree to which the child's friends are within two years of his/her own age. Friends, in this context, refer to those with whom the child spends leisure time, and who are not family members.

Are most of X's friends about X's age?

*Are they mostly younger than X?
Or older?*

PREFERS TO PLAY ALONE

If given a choice, child would prefer to play by him/herself rather than with another person.

Does X like to play alone more than s/he likes to play with other children?

Or with other adults?

Coding rules

AGE APPROPRIATENESS OF FRIENDS

0 = Majority of friends within 2 years of age of child.

2 = Majority of friends 2 or more years older than child.

3 = Majority of friends 2 or more years younger than child.

PREFERS TO PLAY ALONE

0 = Absent

2 = Chooses to play alone at times but also enjoys playing with others.

3 = Strongly prefers playing alone and rarely enjoys playing with others.

Codes

PAL4I01
Intensity

PUA0I01
Intensity