

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 |

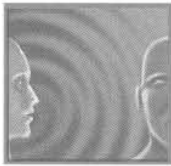
Answer

| | | | | |
|-----|---|---|---|-----|
| 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 | 1 | 1 2 3 4 7 | 80 |
| PRACTICE 2 | Sad | 3 | 1 2 3 4 7 | 81 |
| 1 | Happy | 4 | 1 2 3 4 7 | 82 |
| 2 | Scared | 2 | 1 2 3 4 7 | 83 |
| 3 | Sad | 3 | 1 2 3 4 7 | 84 |
| 4 | Mad | 4 | 1 2 3 4 7 | 85 |
| 5 | Scared | 4 | 1 2 3 4 7 | 86 |
| 6 | Mad | 2 | 1 2 3 4 7 | 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?

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?

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.

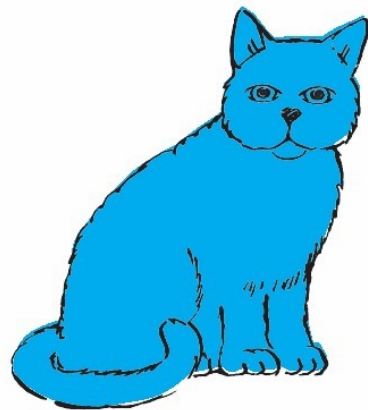
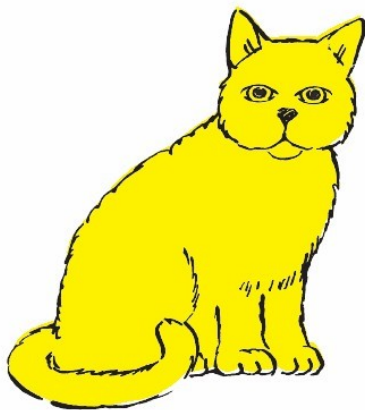
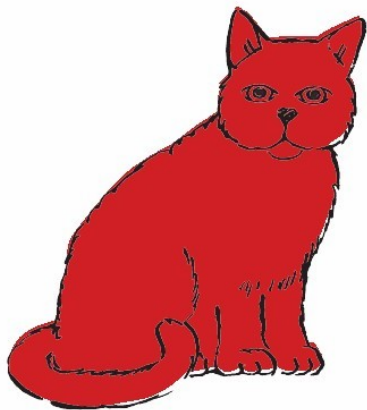
Section G: Item Selection (“Something’s the Same Game”)

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

⁵
Item Selection

1-, 2-

⁶
Item Selection



Practice Card: Color Dimension

First, please . . .

Show me the red cat.

Show me the blue cat.

Show me the yellow cat.

⁷
Item Selection

1-, 2-

⁸
Item Selection



Practice Card: Size Dimension

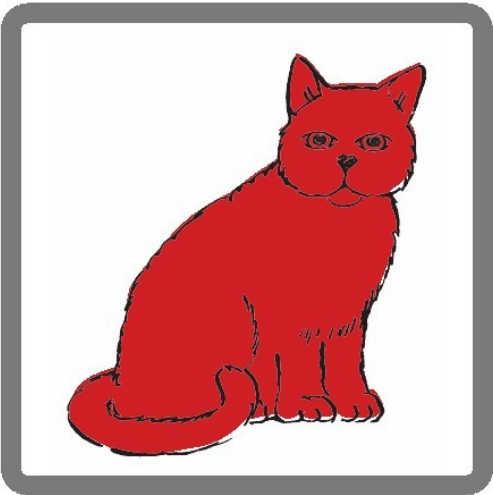
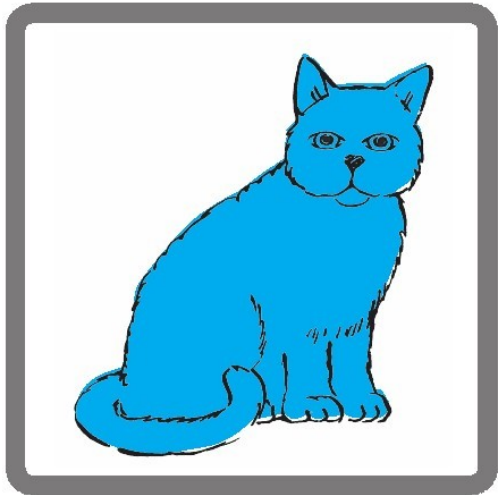
Now, please . . .

Show me the big flower.

Show me the little flower.

1-, 2-

¹⁰
Item Selection



Dimension: cat

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

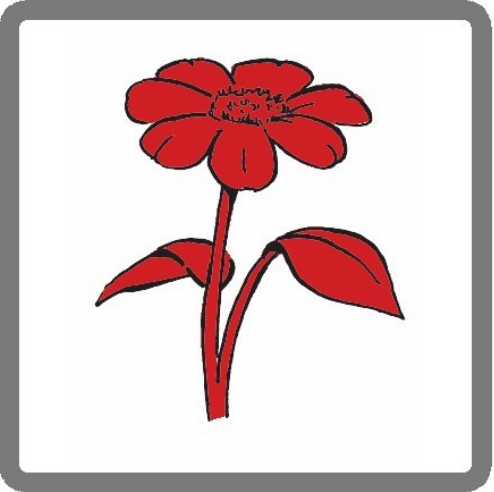
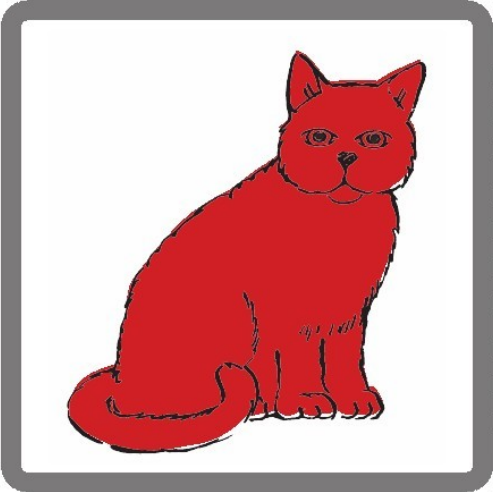
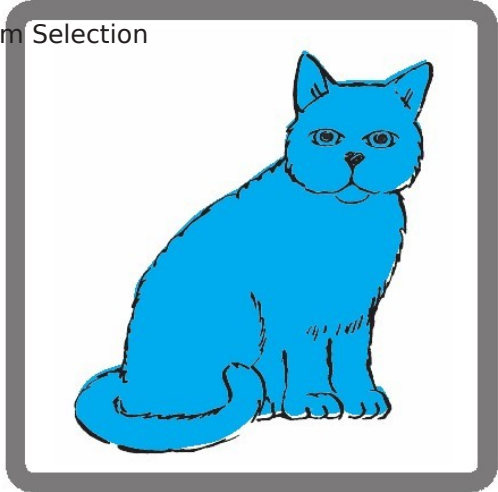
[Cue partner to begin recording child's response.]

¹¹
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.]

¹³
Item Selection

1-, 2-

¹⁴
Item Selection



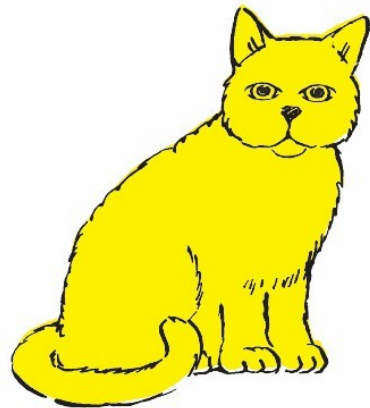
Dimension: chair

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

¹⁵
Item Selection

Item 2

Item Selection



2

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

[Point to first two pictures.]

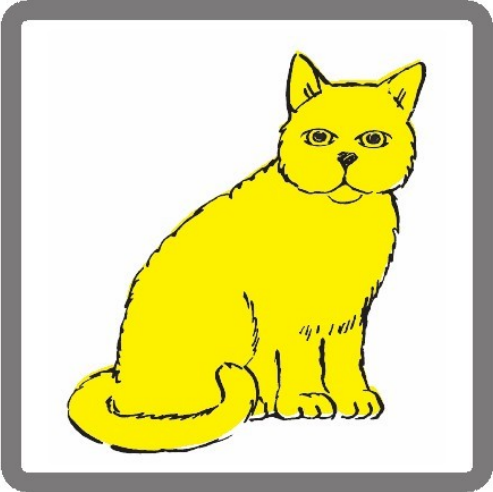
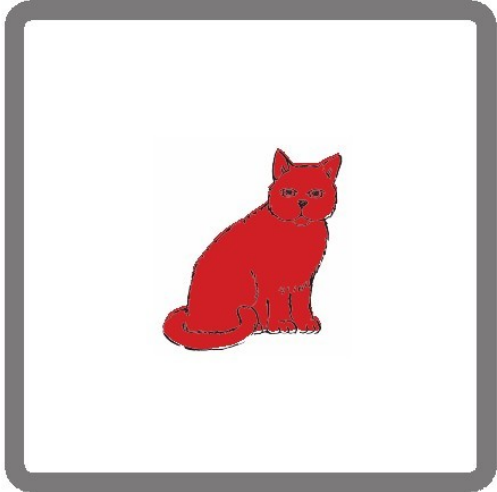
. . . is the same as this one?

[Point to the cat.]

¹⁷
Item Selection

1-, 2-

¹⁸
Item Selection



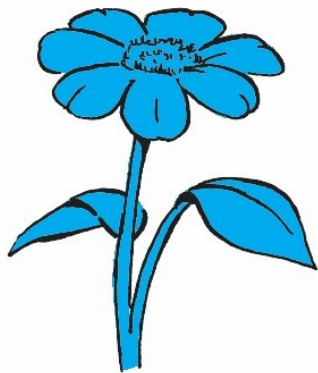
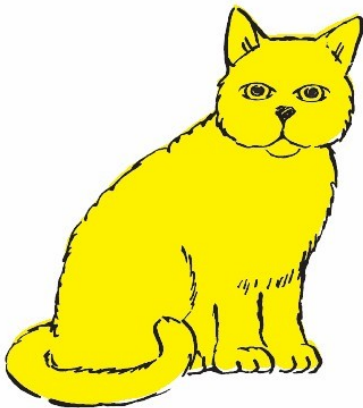
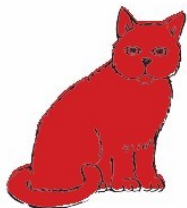
Dimension: cat

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

¹⁹
Item Selection

Item 3

Item Selection



3

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

[Point to first two pictures.]

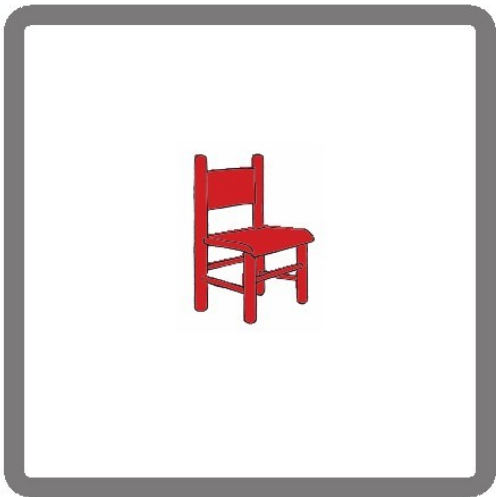
. . . is the same as this one?

[Point to the big blue flower.]

²¹
Item Selection

1-, 2-

²²
Item Selection



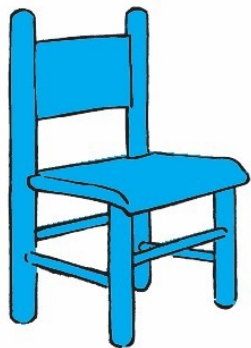
Dimension: chair

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

²³
Item Selection

Item 4

Item Selection



4

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

[Point to first two pictures.]

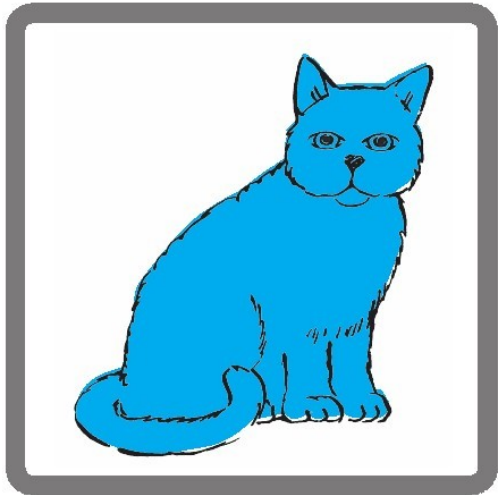
. . . is the same as this one?

[Point to the small yellow flower.]

²⁵
Item Selection

1-, 2-

26
Item Selection



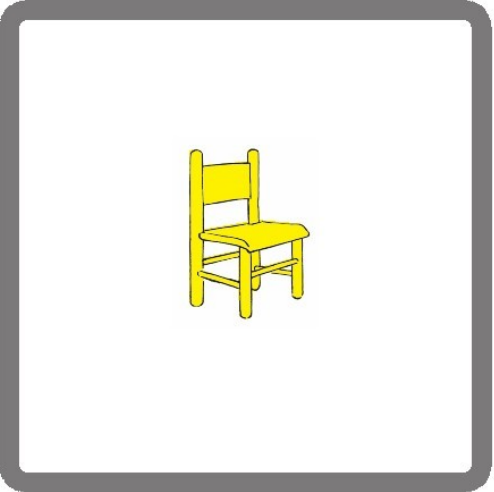
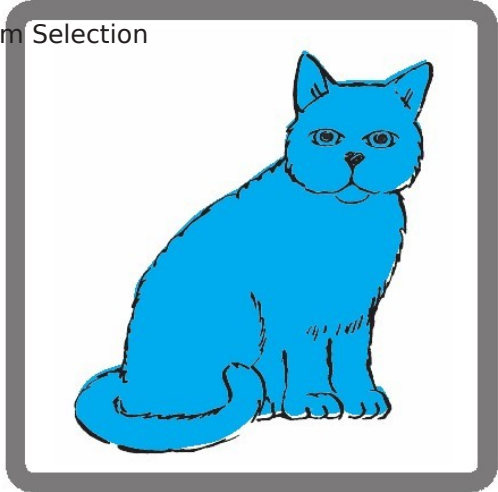
Dimension: blue

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

²⁷
Item Selection

Item 5

28
Item Selection



5

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

[Point to first two pictures.]

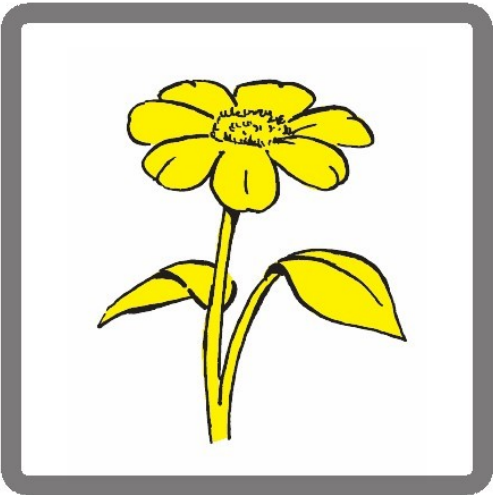
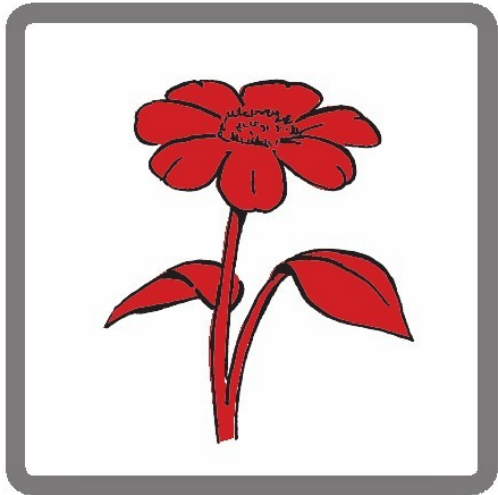
. . . is the same as this one?

[Point to the small yellow chair.]

²⁹
Item Selection

1-, 2-

30
Item Selection



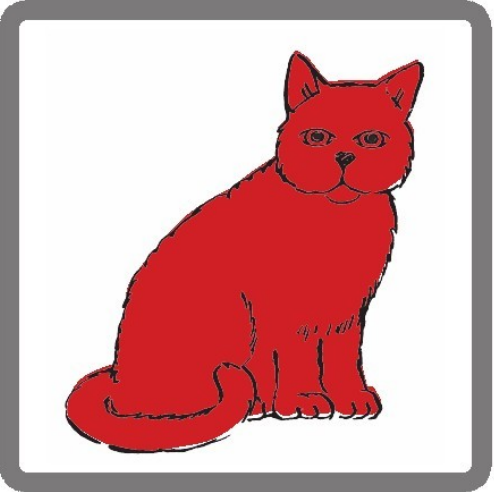
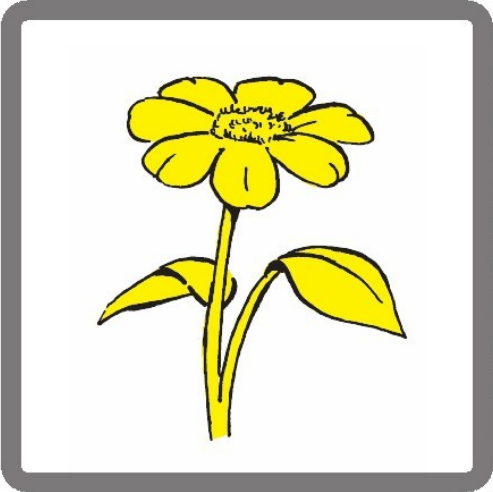
Dimension: flower

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

³¹
Item Selection

Item 6

32
Item Selection





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

[Point to first two pictures.]

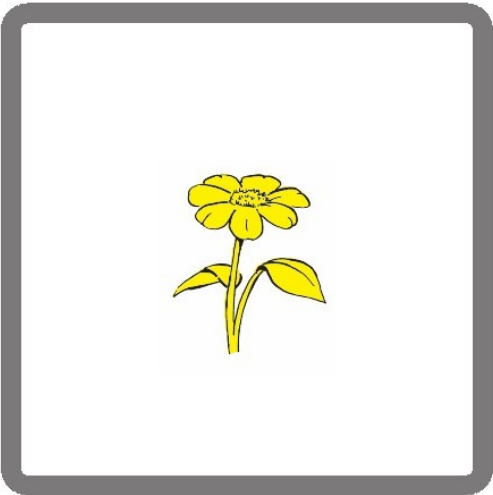
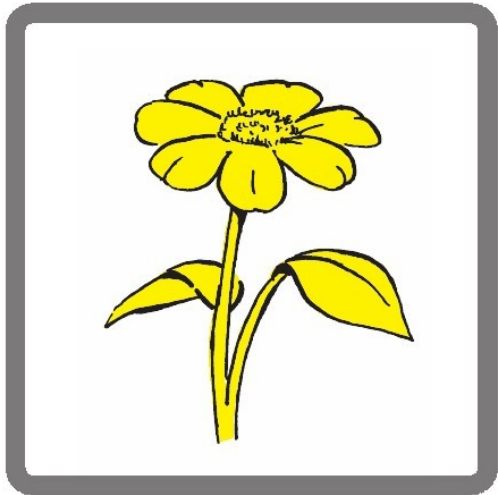
. . . is the same as this one?

[Point to the cat.]

³³
Item Selection

1-, 2-

³⁴
Item Selection



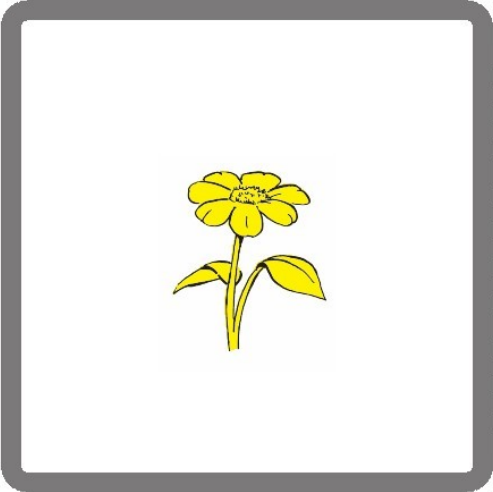
Dimension: flower

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

³⁵
Item Selection

Item 7

36
Item Selection



7

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

[Point to first two pictures.]

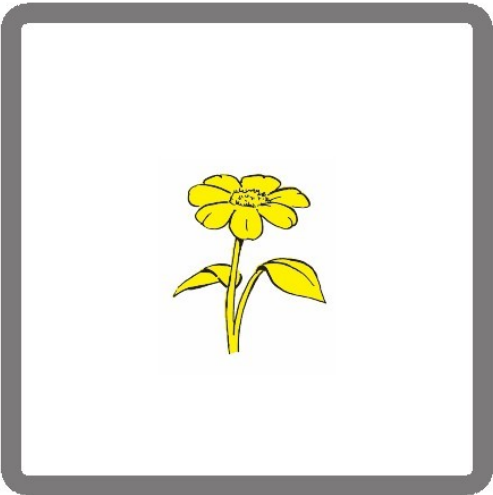
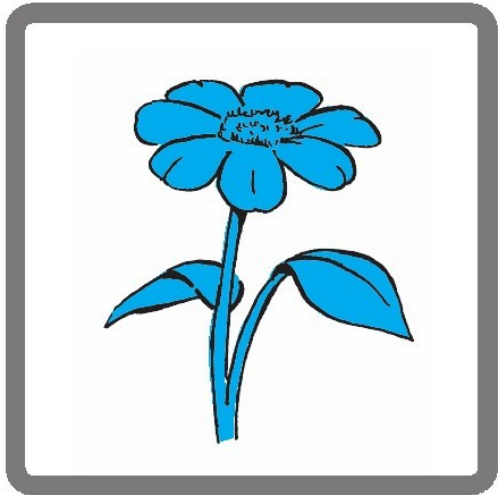
. . . is the same as this one?

[Point to the small red chair.]

³⁷
Item Selection

1-, 2-

38
Item Selection



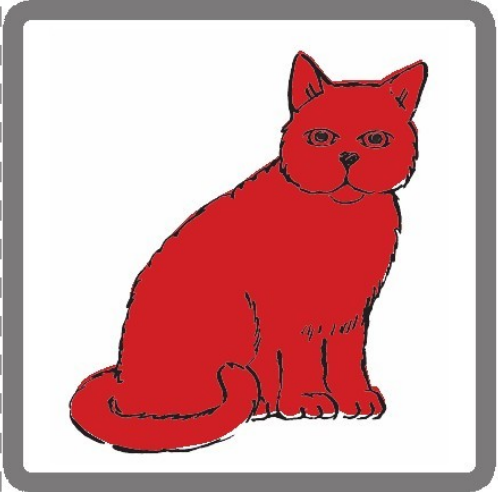
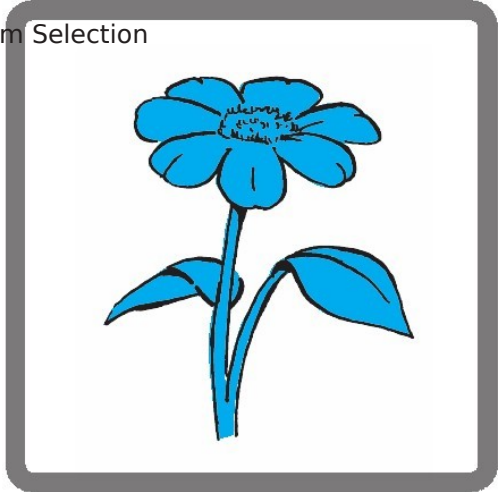
Dimension: flower

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

³⁹
Item Selection

Item 8

40
Item Selection





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

[Point to first two pictures.]

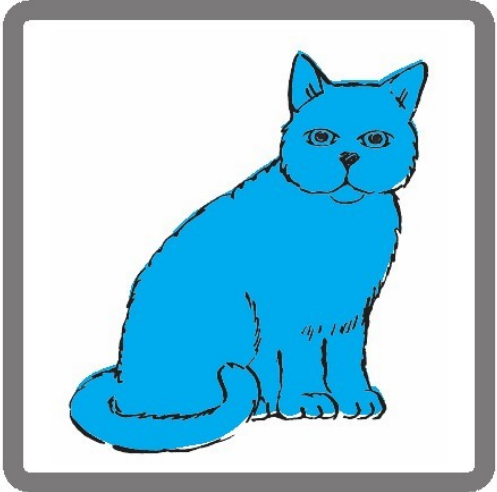
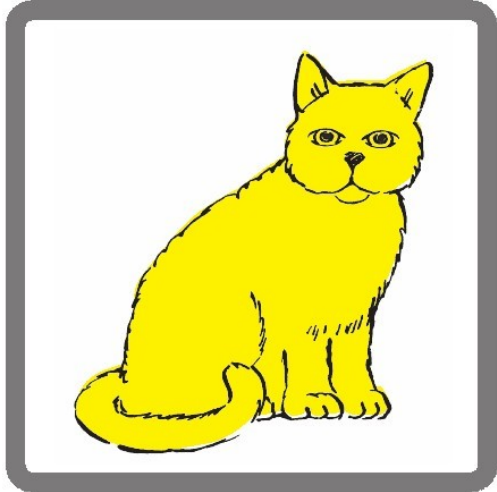
. . . is the same as this one?

[Point to the big red cat.]

⁴¹
Item Selection

1-, 2-

⁴²
Item Selection



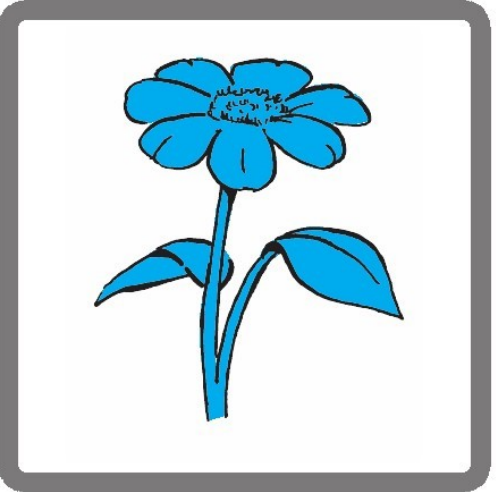
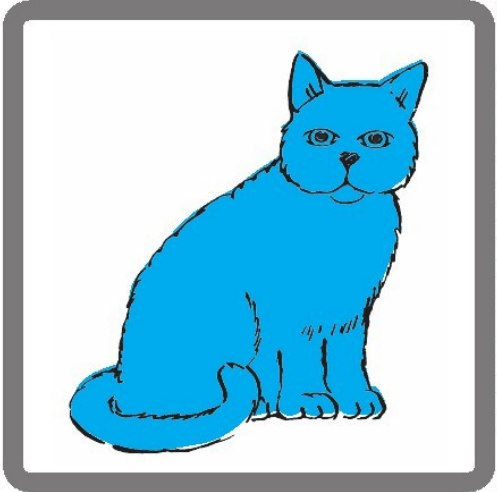
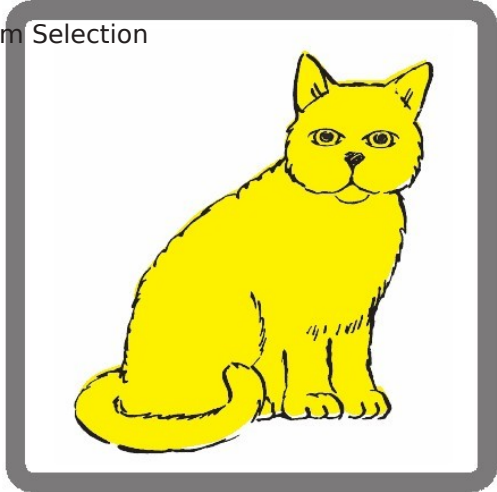
Dimension: cat

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

⁴³
Item Selection

Item 9

44
Item Selection





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

[Point to first two pictures.]

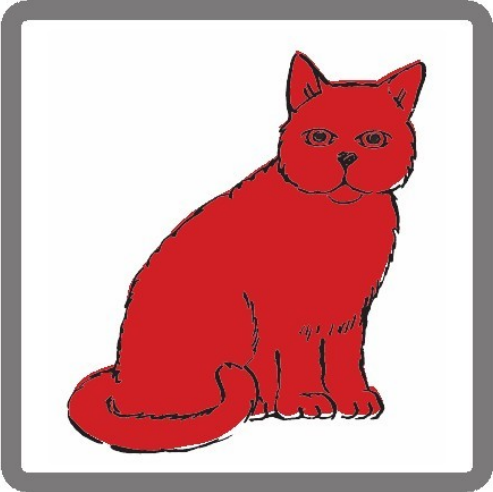
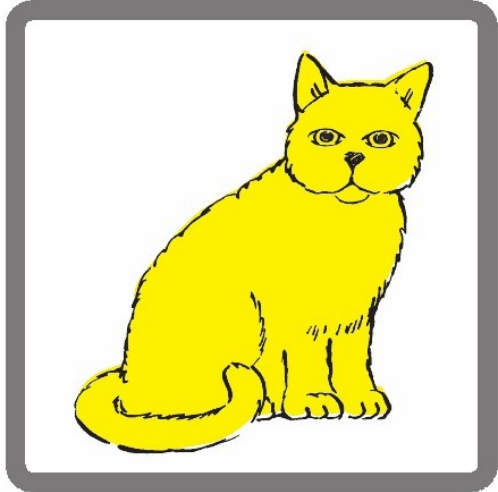
. . . is the same as this one?

[Point to the blue flower.]

⁴⁵
Item Selection

1-, 2-

⁴⁶
Item Selection



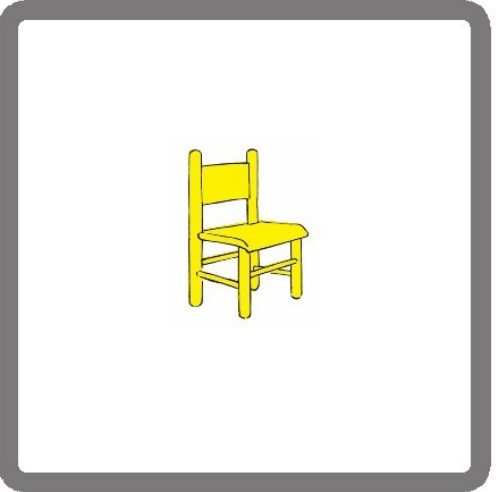
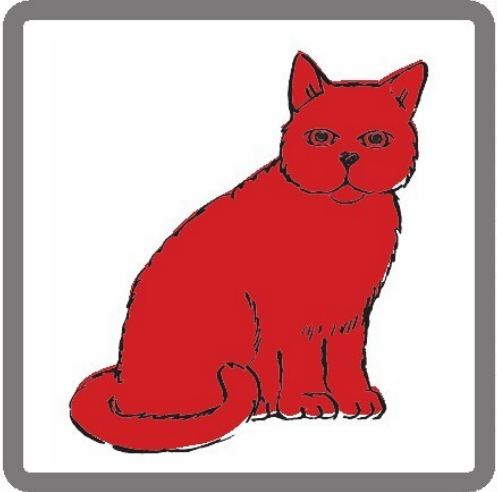
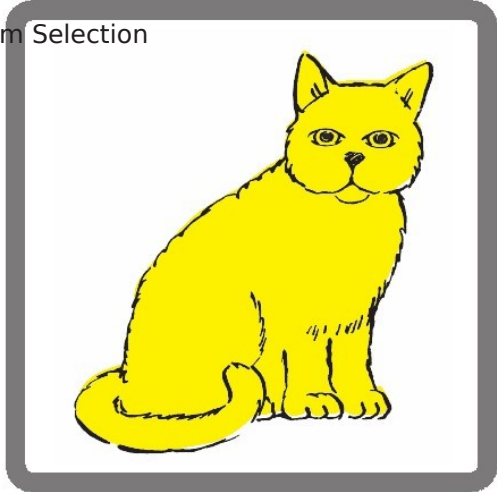
Dimension: big

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

⁴⁷
Item Selection

Item 10

48
Item Selection



10

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

[Point to first two pictures.]

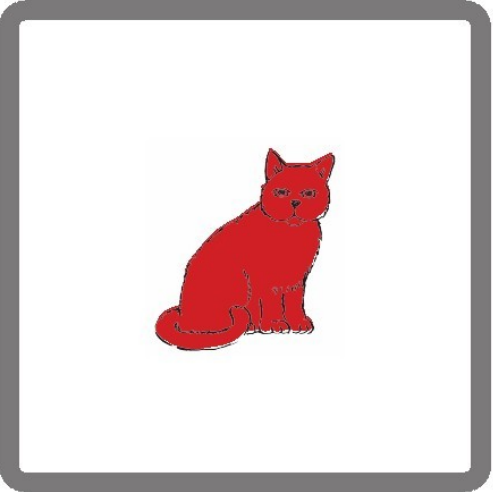
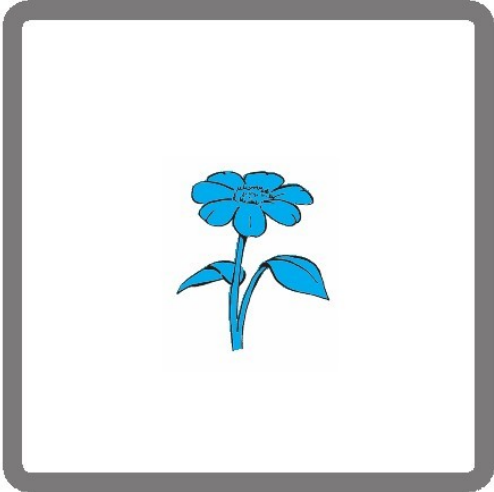
. . . is the same as this one?

[Point to the small yellow chair.]

⁴⁹
Item Selection

1-, 2-

50
Item Selection



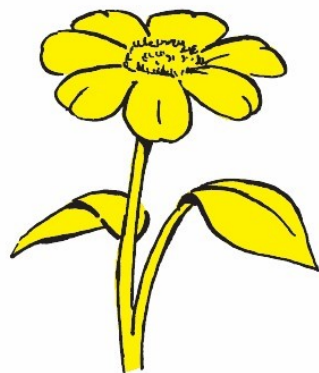
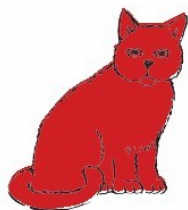
Dimension: little

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

⁵¹
Item Selection

Item 11

52
Item Selection



11

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

[Point to first two pictures.]

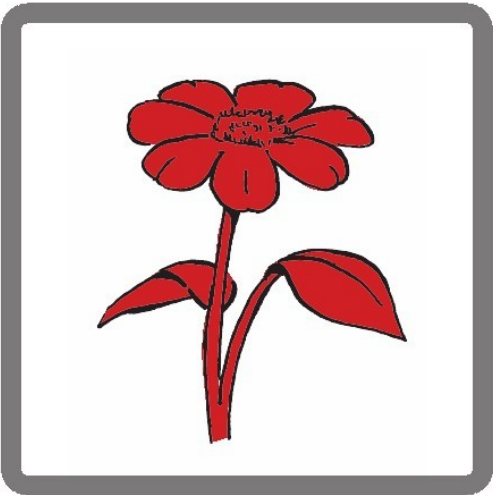
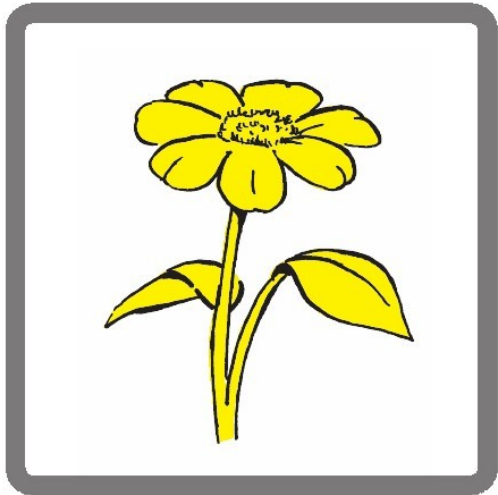
. . . is the same as this one?

[Point to the large yellow flower.]

⁵³
Item Selection

1-, 2-

54
Item Selection



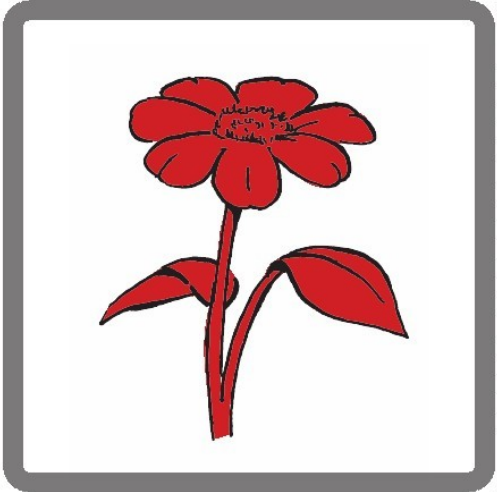
Dimension: flower

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

⁵⁵
Item Selection

Item 12

56
Item Selection



12

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

[Point to first two pictures.]

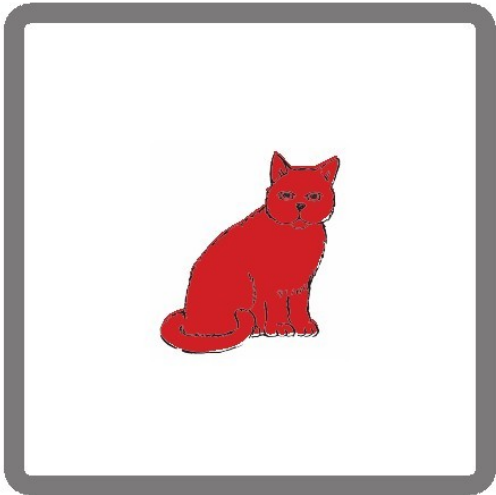
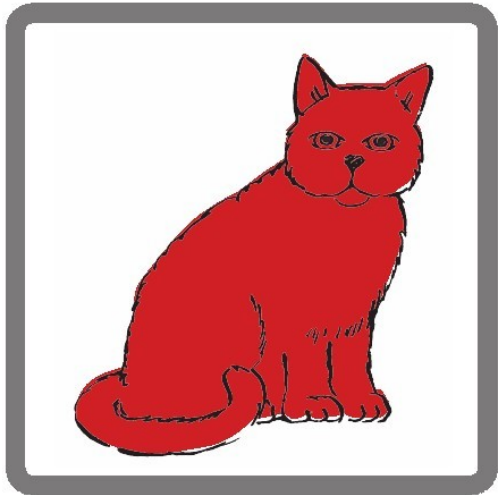
. . . is the same as this one?

[Point to the yellow chair.]

⁵⁷
Item Selection

1-, 2-

58
Item Selection



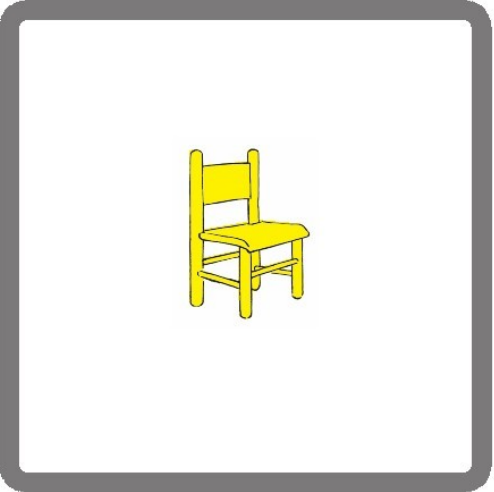
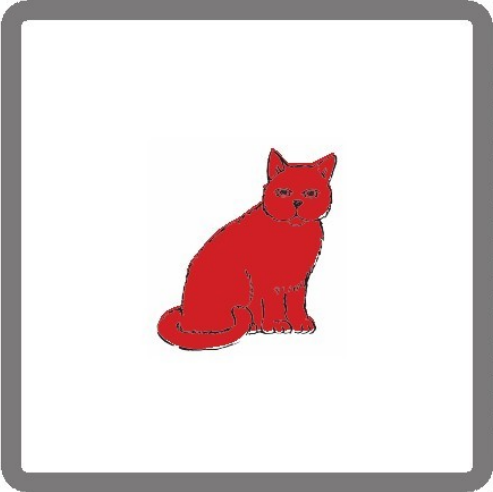
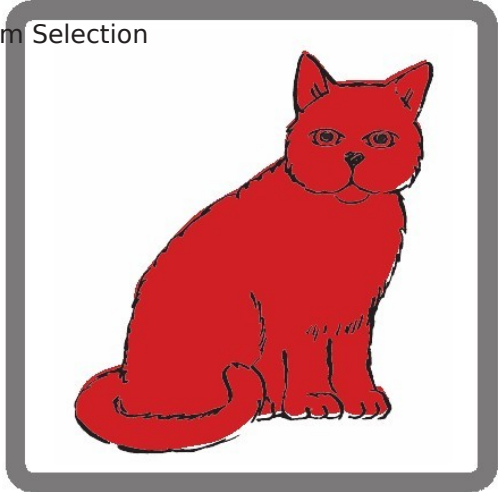
Dimension: cat

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

⁵⁹
Item Selection

Item 13

60
Item Selection



13

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

[Point to first two pictures.]

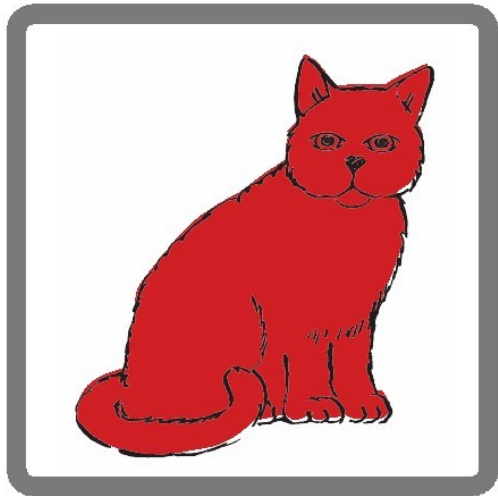
. . . is the same as this one?

[Point to the small yellow chair.]

⁶¹
Item Selection

1-, 2-

62
Item Selection



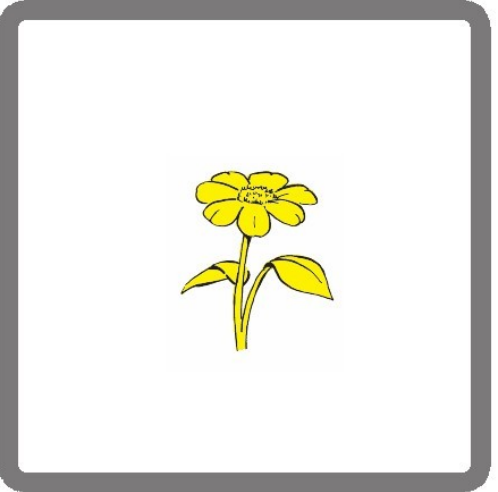
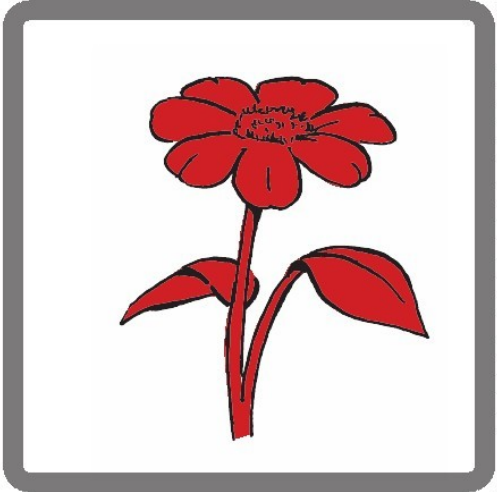
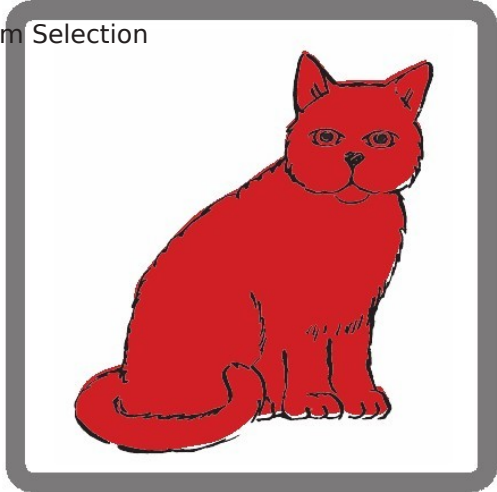
Dimension: red

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

⁶³
Item Selection

Item 14

64
Item Selection



14

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

[Point to first two pictures.]

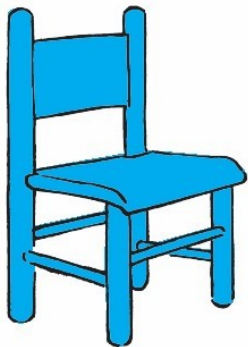
. . . is the same as this one?

[Point to the yellow flower.]

⁶⁵
Item Selection

1-, 2-

⁶⁶
Item Selection



Dimension: chair

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

⁶⁷
Item Selection

Item 15

68
Item Selection



15

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

[Point to first two pictures.]

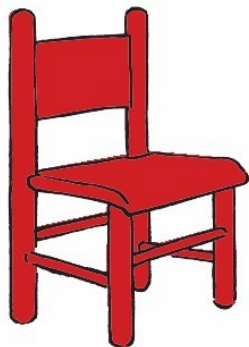
. . . is the same as this one?

[Point to the small blue flower.]

⁶⁹
Item Selection

1-, 2-

⁷⁰
Item Selection



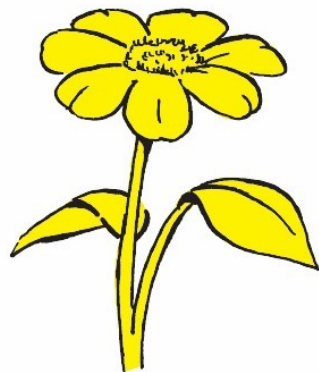
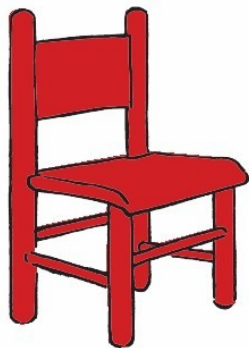
Dimension: big

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

⁷¹
Item Selection

Item 16

72
Item Selection



16

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

[Point to first two pictures.]

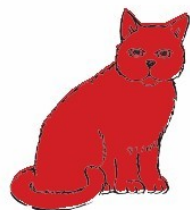
. . . is the same as this one?

[Point to the big yellow flower.]

⁷³
Item Selection

1-, 2-

⁷⁴
Item Selection



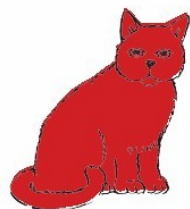
Dimension: small

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

⁷⁵
Item Selection

Item 17

76
Item Selection



17

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

[Point to first two pictures.]

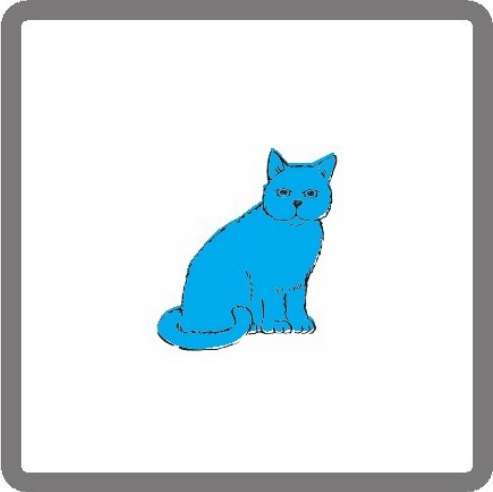
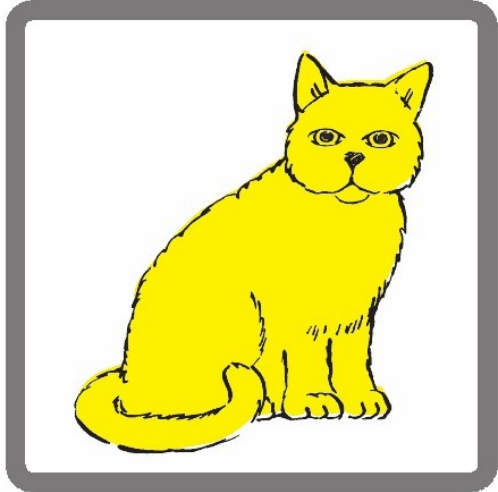
. . . is the same as this one?

[Point to the big blue chair.]

⁷⁷
Item Selection

1-, 2-

⁷⁸
Item Selection



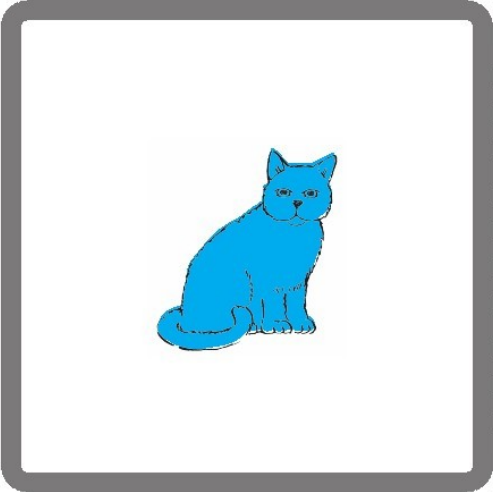
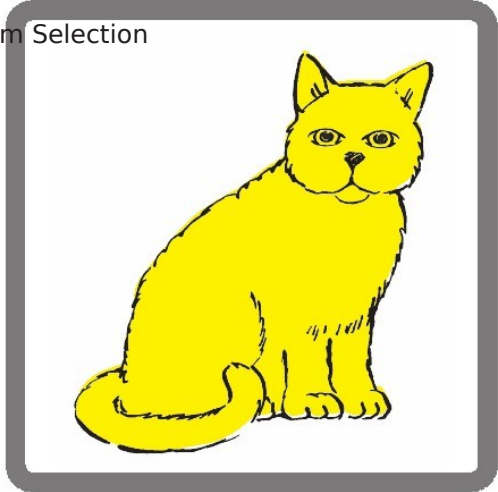
Dimension: cats

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

⁷⁹
Item Selection

Item 18

Item Selection



18

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

[Point to first two pictures.]

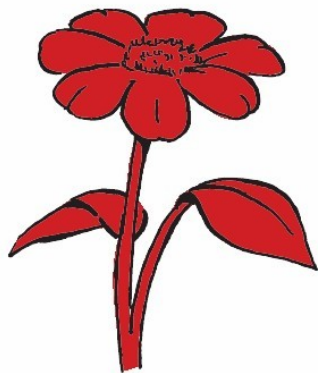
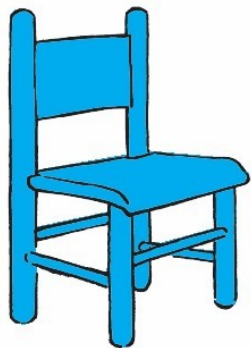
. . . is the same as this one?

[Point to the big red chair.]

⁸¹
Item Selection

1-, 2-

82
Item Selection



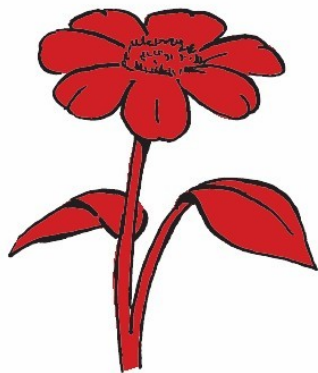
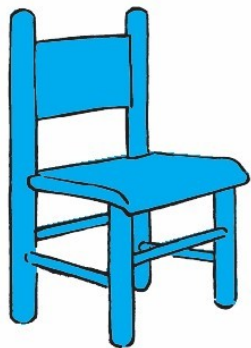
Dimension: big

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

⁸³
Item Selection

Item 19

Item Selection



19

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

[Point to first two pictures.]

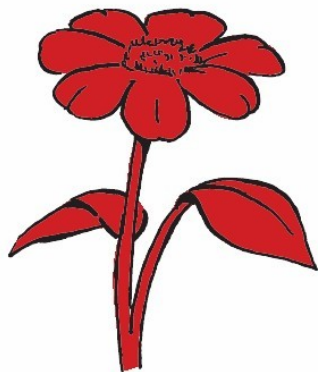
. . . is the same as this one?

[Point to the small yellow flower.]

⁸⁵
Item Selection

1-, 2-

86
Item Selection



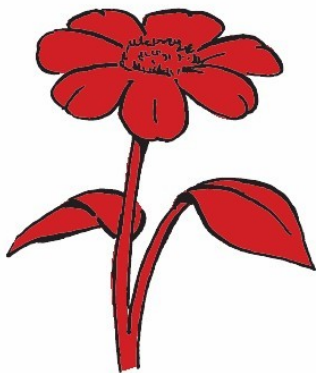
Dimension: flower

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

⁸⁷
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.]

⁸⁹
Item Selection