Appendix B:

Parent Interview

REDACTED VERSION

Items to be Included in the Cognitive Labs

- PIQ496d: Parents' use of a computer or other electronic device to communicate with or get information from the child's school
- PIQ585b: School avoidance
- HEQ226, HEQ227: Family rules about Internet use
- HEQ227d and f: Parent's opinions about child's friends
- HEQ228: Number of close friends the child has
- HEQ229: Influence of best friend
- HEQ230: Influence of other friends
- HEQ231, HEQ232, HEQ233: Deviant peer affiliation
- HEQ301: Science, technology, engineering, and math (STEM) related extracurricular activities (HEQ300 is an old item, but needed for testing HEQ301)
- DWQ075: Parent-child relationship/conflict

Section	INQ	[Introduction]	Sequence: 0

INQ005

QUESTION TEXT:

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

REFUSED AND DON'T KNOW DISALLOWED

INQ010

QUESTION TEXT:

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

INQ015

QUESTION TEXT:

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

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

CODES

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

INQ020

QUESTION TEXT:

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

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

CODES

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

INQ025

QUESTION TEXT:

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

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

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

CODES

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

INQ030

QUESTION TEXT:

May I have your name please?

SELECT NAME FROM LIST BELOW.

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

VERIFY NAME, RELATIONSHIP, AND AGE WITH RESPONDENT.

IF NAME NOT LISTED, ENTER 0.

PROGRAMMER INSTRUCTIONS:

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

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

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

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

5. DISALLOW DK AND RF.

6. FLAG THE RESPONDENT.

INQ060

QUESTION TEXT:

[May I have your name, please?]

ENTER THE RESPONDENT'S FIRST NAME.

VERIFY SPELLING.

ENTER TEXT

Length   25

PROGRAMMER INSTRUCTIONS:

REFUSED AND DON'T KNOW DISALLOWED.

INQ070

QUESTION TEXT:

[May I have your name, please?]

ENTER THE RESPONDENT'S LAST NAME.

VERIFY SPELLING.

ENTER TEXT

Length   25

PROGRAMMER INSTRUCTIONS:

REFUSED AND DON'T KNOW DISALLOWED.

INQ080

QUESTION TEXT:

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

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

This call will be recorded for quality control purposes.

CODES

1	CONTINUE WITH RECORDING	BOX1
2	CONTINUE WITHOUT RECORDING	INQ080B

INQ080B

QUESTION TEXT:

THIS INTERVIEW IS NOT BEING RECORDED.

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

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length   1

BOX1

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

INQ090

QUESTION TEXT:

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

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

This call will be recorded for quality control purposes.

CODES

1	CONTINUE WITH RECORDING	INQ130
2	CONTINUE WITHOUT RECORDING	INQ090B

PROGRAMMER INSTRUCTIONS:

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

INQ090B

QUESTION TEXT:

THIS INTERVIEW IS NOT BEING RECORDED.

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

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length   1

INQ130

QUESTION TEXT:

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

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

ALSO VERIFY SPELLING.

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

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

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

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

ENTER TEXT

      Length   25

      REFUSED

      DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

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

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

USE PRELOAD LENGTH FOR CHILD'S NAME.

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

BOX2

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

INQ180

QUESTION TEXT:

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

STREET ADDRESS1: [_____]

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

Is this still correct?

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

INQ190

QUESTION TEXT:

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

{MAKE CORRECTIONS TO ADDRESS BELOW.}

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

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

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

ENTER TEXT

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

IF INQ.180=2 OR INQ.180=3, AND DK OR REF IS CHOSEN, DISPLAY "Since you answered in INQ.180, that the address is incorrect, you must enter the new address here. Please enter the entire address."

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

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

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

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

BOX3

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

INQ200

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY CURRENT PHONE NUMBER FROM PRELOAD.

INQ205

QUESTION TEXT:

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

{MAKE CORRECTIONS TO TELEPHONE NUMBER BELOW.}

[CURRENT TELEPHONE NUMBER]

TELEPHONE NUMBER: [_____]

IF NO TELEPHONE, ENTER '000'.

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

IF INQ.200=2 OR INQ.200=3, AND DK OR REF IS CHOSEN, DISPLAY "Since you answered in INQ.200 that the telephone number is incorrect, you must enter the new telephone number here. Please enter the entire telephone number."

BOX4

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

INQ300   **HELP AVAILABLE**

QUESTION TEXT:

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

HELP TEXT:
Do not include US territories.

CODES

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

INQ310

QUESTION TEXT:

In what country or territory was {CHILD} born?

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

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

ENTER TEXT

Length	3
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

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

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

BOX5

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

INQ312OS

QUESTION TEXT:

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

SPECIFY COUNTRY

ENTER TEXT

Length   25

INQ320

QUESTION TEXT:

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

ENTER NUMBER

Range   2003 to 2014

REFUSED

DON'T KNOW

 PROGRAMMER INSTRUCTIONS:

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

BOX6

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

INQ330

QUESTION TEXT:

Is {CHILD} a U.S. citizen?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

BOX7

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

4th grade cognitive labs parent interview: ECLS-K:2011

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

PIQ127

DISPLAY INSTRUCTIONS:

DISPLAY "behavior" IN UNDERLINED TEXT.

DISPLAY "his" AND "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "her" AND "she". IF GENDER IS MISSING, DISPLAY "he/she".

QUESTION TEXT:

Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household about any behavior problems {he/she} is having in school?

ENTER NUMBER OF TIMES

I__I__I
TIMES

ENTER NUMBER

Range   0 to 50

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

HARD RANGE=0-50. IF NUMBER OF TIMES ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0 to 50".

PIQ128

DISPLAY INSTRUCTIONS:

DISPLAY "school work" IN UNDERLINED TEXT.

DISPLAY "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "she". IF GENDER IS MISSING, DISPLAY "he/she".

QUESTION TEXT:

[Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household...]

About any problems {he/she} is having with school work?

ENTER NUMBER OF TIMES

I__I__I
TIMES

ENTER NUMBER

Range   0 to 50

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

HARD RANGE=0-50. IF NUMBER OF TIMES ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0 to 50".

PIQ129

QUESTION TEXT:

[Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household…]

About anything {CHILD} is doing particularly well or better in school?

ENTER NUMBER OF TIMES

I__I__I
TIMES

ENTER NUMBER

Range   0 to 50

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

HARD RANGE=0-50. IF NUMBER OF TIMES ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0 to 50".

PIQ130

QUESTION TEXT:

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

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PIQ140

QUESTION TEXT:

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

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PIQ150

QUESTION TEXT:

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

Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PIQ160

QUESTION TEXT:

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

Attended a school or class event, such as a play, sports event, or science fair?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PIQ170

QUESTION TEXT:

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

Served as a volunteer in {CHILD}'s classroom or elsewhere in the school?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PIQ185

QUESTION TEXT:

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

|___|___|___|

ENTER NUMBER

ENTER NUMBER

Range	0 to 180
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

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

RANGE: 0 TO 180.

PIQ495

QUESTION TEXT:

Do you {or your spouse/partner} use a computer or any other electronic device, whether at home or at work or in another setting, to communicate with or get information from {CHILD}'s school?

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY {or your spouse/partner} IF FSQ110=1. ELSE, USE A NULL DISPLAY.

PIQ496a

QUESTION TEXT:

How often do you {or your spouse/partner} use a computer or any other electronic device, whether at home or at work or in another setting, in the following ways?

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY {or your spouse/partner} IF FSQ110=1. ELSE, USE A NULL DISPLAY.

PIQ496b

QUESTION TEXT:

[How often do you {or your spouse/partner} use a computer or any other electronic device, whether at home or at work or in another setting, in the following ways?]

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY {or your spouse/partner} IF FSQ110=1. ELSE, USE A NULL DISPLAY.

PIQ496c

QUESTION TEXT:

[How often do you {or your spouse/partner} use a computer or any other electronic device, whether at home or at work or in another setting, in the following ways?]

To find out about {CHILD}'s grades?

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY {or your spouse/partner} IF FSQ110=1. ELSE, USE A NULL DISPLAY.

PIQ496d

QUESTION TEXT:

[How often do you {or your spouse/partner} use a computer or any other electronic device, whether at home or at work or in another setting, in the following ways?]

To find out how all students in {CHILD}'s school are doing as a group in areas such as standardized test scores or attendance rates?

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY {or your spouse/partner} IF FSQ110=1. ELSE, USE A NULL DISPLAY.

PIQ510

QUESTION TEXT:

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

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

CODES

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

BOX 1

IF PIQ.510 = 2, 3, 4 OR 5, GO TO PIQ.560.

PIQ520

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

IF PIQ.510=2, PIQ.520 CANNOT EQUAL TO 3, 4, OR 5. IF PIQ.510=3, PIQ.520 CANNOT EQUAL TO 4 OR 5. IF PIQ.510=4, PIQ.520 CANNOT EQUAL TO 5. OTHERWISE, DISPLAY ERROR MESSAGE: "Child does homework at home {DISPLAY RESPONSE AT PIQ.510} but parent helped {him/her} with {his/her} homework {DISPLAY RESPONSE AT PIQ.520}."

PIQ550

QUESTION TEXT:

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

CODES

1	NEVER
2	RARELY
3	SOMETIMES
4	ALWAYS
	REFUSED
	DON'T KNOW

PIQ560

QUESTION TEXT:

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

CODES

1	Mostly A's,	PIQ580
2	Mostly B's,	PIQ580
3	Mostly C's,	PIQ580
4	Mostly D's and lower, or	PIQ580
5	Does {his/her} school not give those grades?	PIQ570
	REFUSED	PIQ580
	DON'T KNOW	PIQ580

PIQ570

QUESTION TEXT:

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

CODES

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

PIQ580a

QUESTION TEXT:

How often would you say that {CHILD}...

Enjoys school activities or events? Would you say almost never, rarely, sometimes, a lot, or almost always?

CODES

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

PIQ580b

QUESTION TEXT:

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

Looks forward to going to school?

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

CODES

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

PIQ580c

QUESTION TEXT:

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

Talks about school in a negative way?

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

CODES

1	ALMOST NEVER
2	RARELY
3	SOMETIMES

4   A LOT
        5   ALMOST ALWAYS
                    REFUSED
                    DON'T KNOW

PIQ580d

QUESTION TEXT:

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

Tells you about good things that have happened at school?

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

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

PIQ580e

QUESTION TEXT:

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

Tells you about school events that {he/she}thinks are funny or humorous?

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

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

PIQ585a

QUESTION TEXT:

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

Makes up reasons to stay home from school?

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

CODES

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

PIQ585b

QUESTION TEXT:

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

Seems to dread going to school?

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

CODES

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

PIQ585c

QUESTION TEXT:

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

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

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

CODES

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

PIQ585d

QUESTION TEXT:

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

Asks to stay home from school?

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

CODES

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

PIQ585e

QUESTION TEXT:

[How often would you say that+A21 {CHILD}...]

Complains about going to school?

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

CODES

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

BOX 2

GO TO SECTION FSQ (FAMILY STRUCTURE).

BOX 1

> IF THE CASE HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE GO TO FSQ010. (NOTE: THIS DOES NOT INCLUDE CASES THAT ONLY HAVE FALL-FIRST, FALL-SECOND, OR SPRING-KINDERGARTEN WITH SPQ BUT NOT FSQ200 BECAUSE THOSE HAD NO HOUSEHOLD ROSTER INFORMATION COLLECTED).
>
> ELSE, IF THE CASE DID NOT HAVE COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE GO TO FSQ020.
>
> DEFINITION: COMPLETE FSQ DATA INDICATES ALL OF FSQ IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE, OR FSQ DATA THROUGH FSQ200 IN SPRING KINDERGARTEN, SPRING-SECOND GRADE , OR SPRING-THIRD GRADE .

FSQ010

QUESTION TEXT:

> Now I have a few questions about your household. We have listed that (READ NAMES FROM MATRIX) lived in this household at the time of our last interview.
>
> As I read each person's name again, please tell me if he or she still lives in this household.
>
> Does {NAME} still live in this household?
>
> PRESS ENTER TO CONTINUE.

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

i. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THERE WAS A NEW RESPONDENT IN R4A AND THE R6 RESPONDENT IS THE SAME AS THE R4A RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

ii. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THERE WAS A NEW RESPONDENT IN R3A AND THE R6 RESPONDENT IS THE SAME AS THE R3A RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

iii. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ: IF THERE WAS A NEW RESPONDENT IN THE PARTIALLY COMPLETE R2 INTERVIEW WITH ONLY SPQ AND THE R6 RESPONDENT IS THE SAME AS THE R2 RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

iv. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THE R6 RESPONDENT IS NOT THE SAME AS THE R4A RESPONDENT AND THE R6 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1, R2, OR R3B IS SELECTED AT INQ030), THE R4A RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE R6 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

v. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THE R6 RESPONDENT IS NOT THE SAME AS THE R3A RESPONDENT AND THE R6 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1 OR R2 IS SELECTED AT INQ030), THE R3A RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE R6 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

vi. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ: IF THE R6 RESPONDENT IS NOT THE SAME AS THE R2 RESPONDENT AND THE R6 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1 IS SELECTED AT INQ030), THE R2 RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE NEW R6 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

vii. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THE R6 RESPONDENT IS NOT THE SAME AS THE R4A RESPONDENT AND THE R6 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R4A RESPONDENT IS OVERWRITTEN BY THE R6 RESPONDENT. THE R6 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

viii. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THE R6 RESPONDENT IS NOT THE SAME AS THE R3A RESPONDENT AND THE R6 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R3A RESPONDENT IS OVERWRITTEN BY THE R6 RESPONDENT. THE R6 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

ix. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ: IF THE R6 RESPONDENT IS NOT THE SAME AS THE R2 RESPONDENT AND THE R6 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R2 RESPONDENT IS OVERWRITTEN BY THE R6 RESPONDENT. THE R6 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

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

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

MATRIX.

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

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

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

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

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

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

FSQ015

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

FSQ015OS

QUESTION TEXT:

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

_____

ENTER OTHER REASON

ENTER TEXT

Length   50

PROGRAMMER INSTRUCTIONS:

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

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

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

FSQ020

QUESTION TEXT:

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

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

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

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

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

ENTER TEXT

Length   25

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

f. DISPLAY "PROBE:… household)?" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR SOMEONE OTHER THAN PERSON NUMBER 1 OR THE FIRST HOUSEHOLD MEMBER ADDED AFTER THE

CHILD.

FSQ025

QUESTION TEXT:

ENTER LAST NAME OF {NAME}.

ENTER TEXT

     Length   25

PROGRAMMER INSTRUCTIONS:

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

FSQ030

QUESTION TEXT:

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

ENTER AGE OF {NAME}.

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

ENTER NUMBER

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

FSQ040

QUESTION TEXT:

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

ENTER SEX OF {NAME}.

CODES

1   MALE

2   FEMALE

           REFUSED

           DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

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

FSQ045

QUESTION TEXT:

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

ENTER TEXT

Length   1

FSQ060

QUESTION TEXT:

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

CODES

1   YES   FSQ020

2   NO   FSQ110

           REFUSED   FSQ110

           DON'T KNOW   FSQ110

PROGRAMMER INSTRUCTIONS:

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

FSQ110

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

FSQ120

QUESTION TEXT:

Who in the household is your spouse or partner?

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

DO NOT DISPLAY THE RESPONDENT'S NAME.

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

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

ALLOW FOR REFUSED OR DON'T KNOW ANSWERS.

BOX 2

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

ELSE, GO TO BOX 2A.

FSQ121

QUESTION TEXT:

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

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

BOX 2A

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

ELSE, GO TO BOX 3.

FSQ122

QUESTION TEXT:

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

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

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

BOX 3

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

ELSE, GO TO BOX 4A.

LOOP 1

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

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

FSQ130   **HELP AVAILABLE**

QUESTION TEXT:

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

{CODE RELATIONSHIP OF NEW HOUSEHOLD MEMBERS ONLY.}

HELP TEXT:

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

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

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

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

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

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

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

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

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

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

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

REFUSED AND DON'T KNOW ARE DISALLOWED FOR FSQ130.

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

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

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

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

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "5" OR "6" (GIRLFRIEND OR BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A GIRLFRIEND OR BOYFRIEND OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

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

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

FSQ140

QUESTION TEXT:

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

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

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

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

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

FSQ150

HELP AVAILABLE

QUESTION TEXT:

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

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

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

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

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

FSQ160   HELP AVAILABLE

QUESTION TEXT:

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

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

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

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

FSQ170   **HELP AVAILABLE**

QUESTION TEXT:

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

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

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

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

FSQ180   **HELP AVAILABLE**

QUESTION TEXT:

CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.

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

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

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

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

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

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

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

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

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "1" OR "2" (GIRLFRIEND OR BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100.   IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: UNLIKELY AGE FOR A GIRLFRIEND OR BOYFRIEND OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

ELSE, IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "3" OR "4", THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 70 YEARS OLDER THAN THE CHILD. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: {FATHER OR MALE GUARDIAN/MOTHER OR FEMALE GUARDIAN} WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY. DISPLAY FATHER OR MALE GUARDIAN IF FSQ180=4; DISPLAY MOTHER OR FEMALE GUARDIAN IF FSQ180=3.

FSQ181

QUESTION TEXT:

_____
SPECIFY OTHER NON-RELATIVE.

ENTER TEXT

Length   70

BOX 4

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

BOX 4A

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

FSQ190   **HELP AVAILABLE**

QUESTION TEXT:

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

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

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

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

CAPI MATRIX INSTRUCTIONS:

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

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

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

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

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

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

ASK ABOUT HISPANIC OR LATINO ONLY IF NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS MISSING DATA ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT, IF PREVIOUS HOUSEHOLD MEMBERS BECAME THE CHILD'S PARENTS OR THE RESPONDENT, OR IF THERE ARE NO PARENTS, THEN ASK ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW OR MISSING DATA).

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

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

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

FSQ195   **HELP AVAILABLE**

QUESTION TEXT:

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

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

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

CODE ALL THAT APPLY.

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

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

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

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

CAPI MATRIX INSTRUCTIONS:

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

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

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

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

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

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

BOX 4B

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

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

FSQ196a

QUESTION TEXT:

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

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

CODES

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

FSQ196b

QUESTION TEXT:

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

CODE ALL THAT APPLY.

CODES   **Code All That Apply**

1	Mexican, Mexican American or Chicano,
2	Puerto Rican,
3	Cuban, or
4	Other Spanish/Hispanic/Latino group?
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

FSQ197a

QUESTION TEXT:

Is {CHILD} a member of an Asian group?

CODES

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

FSQ197b

QUESTION TEXT:

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

CODE ALL THAT APPLY.

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

PROGRAMMER INSTRUCTIONS:

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

FSQ198a

QUESTION TEXT:

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

CODES

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

FSQ198b

QUESTION TEXT:

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

CODE ALL THAT APPLY.

CODES	Code All That Apply
1	Native Hawaiian,
2	Guamanian or Chamorro,
3	Samoan, or
4	Other Pacific Islander?
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

FSQ200a

DISPLAY INSTRUCTIONS:

Matrix in FSQ200b

QUESTION TEXT:

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

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

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

FSQ200b

See matrix.

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

BOX 5

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

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

3) IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THE MOTHER HAS A MALE (FSQ.140 =1) SPOUSE/PARTNER (SPOUSE/PARTNER, HERE AND IN OTHER PARTS OF THIS BOX, IS DEFINED AS A SPOUSE/PARTNER HAVING BEEN SELECTED AT FSQ.120), THE MOTHER SHOULD BE A KEY PARENT FIGURE AND THE MALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THERE ARE TWO MOTHERS IN THE HOUSEHOLD, THE

MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER MOTHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THE MOTHER HAS A SPOUSE/PARTNER WHO IS FEMALE (FSQ.140 =2), THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND HER FEMALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. IF THE SEX OF THE SPOUSE/PARTNER OF A PARENT (RELATION = 1 OR 2) IS UNKNOWN (FSQ140 = REF OR DK), THE PARENT AND THE SPOUSE/PARTNER OF THE PARENT SHOULD STILL EACH BE KEY PARENT FIGURES.

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

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

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

BOX 6

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

4th grade cognitive labs parent interview: ECLS-K:2011 :: FSQ

4th grade cognitive labs parent interview: ECLS-K:2011

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

HEQ010a

HELP AVAILABLE

QUESTION TEXT:

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

Tell stories to {CHILD}?

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

HELP TEXT:
FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.
Tell stories: Story-telling is different from reading. Stories include fairy tales, family stories, or any type of story that is not read.

CODES

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

PROGRAMMER INSTRUCTIONS:

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

HEQ010b

HELP AVAILABLE

QUESTION TEXT:

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

Help {CHILD} to do arts and crafts?

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

HELP TEXT:

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER" in BOLD TEXT.
DISPLAY "Help child with arts and crafts:" in BOLD TEXT.
DISPLAY "PROBE...... every day?" IN SQUARE BRACKETS.
DISPLAY "Now ...... {CHILD}?" IN SQUARE BRACKETS

HEQ010c

HELP AVAILABLE

QUESTION TEXT:

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

Play games or do puzzles with {CHILD}?

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

HELP TEXT:

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER" in BOLD TEXT.
DISPLAY "Play games or do puzzles:" in BOLD TEXT.
DISPLAY "PROBE...... every day?" IN SQUARE BRACKETS.
DISPLAY "Now ...... {CHILD}?" IN SQUARE BRACKETS

QUESTION TEXT:

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

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

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

HELP TEXT:

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER" in BOLD TEXT.
DISPLAY "Talk about nature or do science projects:" in BOLD TEXT.
DISPLAY "PROBE......every day?" IN SQUARE BRACKETS.
DISPLAY "Now ...... {CHILD}?" IN SQUARE BRACKETS

QUESTION TEXT:

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

Play a sport or exercise together?

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

HELP TEXT:

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER" in BOLD TEXT.
DISPLAY "Play a sport or exercise together:" in BOLD TEXT.
DISPLAY "PROBE...... every day?" IN SQUARE BRACKETS.
DISPLAY "Now ...... {CHILD}?" IN SQUARE BRACKETS

HEQ010f

HELP AVAILABLE

QUESTION TEXT:

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

Practice reading, writing or working with numbers?

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.
DISPLAY "FAMILY MEMBER" in BOLD TEXT.
DISPLAY "Practice reading, writing, or working with numbers:" in BOLD TEXT.
DISPLAY "PROBE...... every day?" IN SQUARE BRACKETS.
DISPLAY "Now ...... {CHILD}?" IN SQUARE BRACKETS

HEQ210

QUESTION TEXT:

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

PROBE: Please include reading in any language.

Would you say …

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "past week" IN UNDERLINED TEXT.

HEQ215

QUESTION TEXT:

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

PROBE: Please include reading in any language.

|___|___|___|
ENTER MINUTES

ENTER NUMBER

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

PROGRAMMER INSTRUCTIONS:

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

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

HEQ225   HELP AVAILABLE

QUESTION TEXT:

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

Would you say...

HELP TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

HEQ226   HELP AVAILABLE

QUESTION TEXT:

Are there family rules for {CHILD} about any of the following...

What {CHILD} looks at on the Internet?

HELP TEXT:
Include everything the child may look at on the Internet, such as websites, videos, movies, television shows, online games, and picture or social media sites such as Instagram, Vine, Snapchat, Ask.fm, and Facebook.

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

HEQ227   HELP AVAILABLE

QUESTION TEXT:

[Are there family rules for {CHILD} about any of the following...]

How many hours {CHILD} may spend on the Internet?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

HEQ227b

QUESTION TEXT:

Next, I am going to read a list of statements about the children whom {CHILD} has spent the most time with in the past month or two. Please tell me how true or untrue each statement is about that group of children.

This is a good group of kids. Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?

CODES

1	ALMOST ALWAYS UNTRUE
2	USUALLY UNTRUE
3	SOMETIMES TRUE AND SOMETIMES UNTRUE
4	USUALLY TRUE
5	ALMOST ALWAYS TRUE
	REFUSED
	DON'T KNOW

HEQ227c

QUESTION TEXT:

[Please think about the children whom {CHILD} has spent the most time with in the past month or two.]

I worry when {CHILD} is with these kids.

[PROBE: Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?]

CODES

1	ALMOST ALWAYS UNTRUE
2	USUALLY UNTRUE

3	SOMETIMES TRUE AND SOMETIMES UNTRUE
4	USUALLY TRUE
5	ALMOST ALWAYS TRUE
	REFUSED
	DON'T KNOW

HEQ227d

QUESTION TEXT:

[Please think about the children whom {CHILD} has spent the most time with in the past month or two.]

Some of these kids are a bad influence on {CHILD}.

[PROBE: Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?]

CODES

1	ALMOST ALWAYS UNTRUE
2	USUALLY UNTRUE
3	SOMETIMES TRUE AND SOMETIMES UNTRUE
4	USUALLY TRUE
5	ALMOST ALWAYS TRUE
	REFUSED
	DON'T KNOW

HEQ227e

QUESTION TEXT:

[Please think about the children whom {CHILD} has spent the most time with in the past month or two.]

These kids must be closely supervised by adults.

[PROBE: Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?]

CODES

1	ALMOST ALWAYS UNTRUE
2	USUALLY UNTRUE
3	SOMETIMES TRUE AND SOMETIMES UNTRUE
4	USUALLY TRUE

5   ALMOST ALWAYS TRUE

         REFUSED

         DON'T KNOW

HEQ227f

QUESTION TEXT:

[Please think about the children whom {CHILD} has spent the most time with in the past month or two.]

These kids are often in trouble.

[PROBE: Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?]

CODES

1   ALMOST ALWAYS UNTRUE

2   USUALLY UNTRUE

3   SOMETIMES TRUE AND SOMETIMES UNTRUE

4   USUALLY TRUE

5   ALMOST ALWAYS TRUE

         REFUSED

         DON'T KNOW

HEQ227g

QUESTION TEXT:

[Please think about the children whom {CHILD} has spent the most time with in the past month or two.]

These kids are excellent students.

[PROBE: Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?]

CODES

1   ALMOST ALWAYS UNTRUE

2   USUALLY UNTRUE

3   SOMETIMES TRUE AND SOMETIMES UNTRUE

4   USUALLY TRUE

5   ALMOST ALWAYS TRUE

         REFUSED

HEQ227h

QUESTION TEXT:

[Please think about the children whom {CHILD} has spent the most time with in the past month or two.]

These kids are hard workers.

[PROBE: Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?]

CODES

1	ALMOST ALWAYS UNTRUE
2	USUALLY UNTRUE
3	SOMETIMES TRUE AND SOMETIMES UNTRUE
4	USUALLY TRUE
5	ALMOST ALWAYS TRUE
	REFUSED
	DON'T KNOW

HEQ227i

QUESTION TEXT:

[Please think about the children whom {CHILD} has spent the most time with in the past month or two.]

{CHILD} has a fun time with this group of children.

[PROBE: Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?]

CODES

1	ALMOST ALWAYS UNTRUE
2	USUALLY UNTRUE
3	SOMETIMES TRUE AND SOMETIMES UNTRUE
4	USUALLY TRUE
5	ALMOST ALWAYS TRUE
	REFUSED
	DON'T KNOW

HEQ227j

QUESTION TEXT:

[Please think about the children whom {CHILD} has spent the most time with in the past month or two.]

These kids are kind to other children.

[PROBE: Would you say this is almost always untrue, usually untrue, sometimes true and sometimes untrue, usually true, or almost always true?]

CODES

1	ALMOST ALWAYS UNTRUE
2	USUALLY UNTRUE
3	SOMETIMES TRUE AND SOMETIMES UNTRUE
4	USUALLY TRUE
5	ALMOST ALWAYS TRUE
	REFUSED
	DON'T KNOW

HEQ228   HELP AVAILABLE

QUESTION TEXT:

How many close friends does {CHILD} have?

PROBE: Your best guess is fine.

|_|_|
ENTER NUMBER OF FRIENDS.

ENTER NUMBER

Range	0 to 30
Soft Range	0 to 15
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

THE SOFT RANGE=0-15 friends. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT HEQ228}. Are you sure this is correct?"

HARD RANGE=0-30 friends. OTHERWISE DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0-30."

BOX1

IF HEQ228 > 0, GO TO HEQ229. ELSE, GO TO HEQ231.

HEQ229

QUESTION TEXT:

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

CODES

1	ALWAYS A GOOD INFLUENCE
2	USUALLY A GOOD INFLUENCE
3	NEITHER A GOOD NOR A BAD INFLUENCE
4	USUALLY A BAD INFLUENCE
5	ALWAYS A BAD INFLUENCE
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

BOX2

QUESTION TEXT:

IF HEQ228 > 1, GO TO HEQ230. ELSE, GO TO HEQ231.

HEQ230

QUESTION TEXT:

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

CODES

1	ALWAYS A GOOD INFLUENCE
2	USUALLY A GOOD INFLUENCE
3	NEITHER A GOOD NOR A BAD INFLUENCE
4	USUALLY A BAD INFLUENCE
5	ALWAYS A BAD INFLUENCE
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "is" and "friend" if HEQ228 = 2. ELSE, DISPLAY "are" and "friends."

HEQ231

QUESTION TEXT:

The next questions about all of {CHILD}'s friends, not just close friends.

How often does {CHILD} hang out with friends who get in trouble? Would you say never, almost never, sometimes, often, or always?

CODES

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

HEQ232

QUESTION TEXT:

[The next questions about all of {CHILD}'s friends, not just close friends.]

How often does {CHILD} hang out with friends who fight a lot? Would you say never, almost never, sometimes, often, or always?

CODES

1	NEVER
2	ALMOST NEVER
3	SOMETIMES
4	OFTEN

5   ALWAYS

           REFUSED

           DON'T KNOW

HEQ233

QUESTION TEXT:

[The next questions about about all of {CHILD}'s friends, not just close friends.]

How often does {CHILD} hang out with friends who take things that don't belong to them? Would you say never, almost never, sometimes, often, or always?

CODES

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

HEQ280

QUESTION TEXT:

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

CODES

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

HEQ290

QUESTION TEXT:

What is {CHILD} tutored in?

CODE ALL THAT APPLY.

PROBE: Anything else?

CODES

1	READING	
2	MATH	
3	SCIENCE	
4	ENGLISH LANGUAGE SKILLS	
5	FOREIGN LANGUAGE	
91	OTHER (SPECIFY)	
	REFUSED	HEQ300
	DON'T KNOW	HEQ300

HEQ290OS

QUESTION TEXT:

[What is {CHILD} tutored in?]

SPECIFY SUBJECT(S).

_____

ENTER TEXT

Length   50

HEQ300

QUESTION TEXT:

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

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

CODES

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

HEQ301

HELP AVAILABLE

QUESTION TEXT:

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

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

HEQ305

QUESTION TEXT:

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

HEQ310

QUESTION TEXT:

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

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

CODES

1	YES	
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ320

QUESTION TEXT:

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

Organized clubs or recreational programs, like scouts?

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ325

QUESTION TEXT:

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

HEQ330

QUESTION TEXT:

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

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

CODES

1   YES

2   NO

           REFUSED

           DON'T KNOW

PROGRAMMER INSTRUCTIONS:

   DISPLAY "year" IN UNDERLINED TEXT.

HEQ340

QUESTION TEXT:

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

Drama classes?

CODES

1   YES

2   NO

           REFUSED

           DON'T KNOW

PROGRAMMER INSTRUCTIONS:

   DISPLAY "year" IN UNDERLINED TEXT.

HEQ350

QUESTION TEXT:

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

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

CODES

1   YES

2   NO

           REFUSED

           DON'T KNOW

PROGRAMMER INSTRUCTIONS:

   DISPLAY "year" IN UNDERLINED TEXT.

HEQ370

QUESTION TEXT:

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

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ391

QUESTION TEXT:

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

Religious activities or instruction?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

BOX3

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

HEQ393

QUESTION TEXT:

Did {CHILD}'s participation in {academic activities /organized athletic activities/ organized clubs or recreational programs/ music lessons/ drama classes / art classes or lessons/ organized performing arts

programs/ religious activities or instruction /any of these activities} help to cover the hours when you needed adult supervision for {him/her}?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

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

HEQ400

QUESTION TEXT:

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

CODES

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

HEQ600a

QUESTION TEXT:

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

|__|__|
ENTER NUMBER OF HOURS.

ENTER NUMBER

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

IF HOURS ARE REF/DK, GO TO BOX4. ELSE, CONTINUE WITH MINUTES.

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

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

HEQ600b

QUESTION TEXT:

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

|__|__|
ENTER NUMBER OF MINUTES.

ENTER NUMBER

Range	0 to 59
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

BOX4

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

SOCIAL SKILLS, PROBLEM BEHAVIORS, AND APPROACHES TOWARD LEARNING – SSQ

Working Memory

The teacher is asked to indicate how well the child remembers list of chores or tasks or needs help from adults to remember tasks. The items are not listed as they are copyright protected.

BOX 1

GO TO SECTION CCQ (CHILD CARE).

Section	CCQ	[Child Care]	Sequence: 5

CCQ005

QUESTION TEXT:

Next, I'd like to talk with you about the child care arrangements you have for {CHILD} this year. First, I'd like to talk to you about all the child care {CHILD} now receives on a regular basis from someone other than {you/{his/her} parents} {or {his/her} guardians}. This does not include occasional baby-sitting or backup care providers.

PRESS 1 AND ENTER TO CONTINUE.

PROGRAMMER INSTRUCTIONS:

DISPLAY "regular basis" IN UNDERLINED TEXT

FOR ALL DISPLAYS, DEFINE "PARENT FIGURE" AS THE MOTHER OR FATHER OR MALE OR FEMALE GUARDIAN (FSQ.130= 1 OR 2 - THIS INCLUDES BIRTH, ADOPTIVE, STEP, FOSTER, AND OTHER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ.130 = 1 OR 2 FOR THE RESPONDENT) OR (IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER)), DISPLAY "you".

OTHERWISE, DISPLAY "{his/her} parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140 OR FSQ.150 = 1, 2, 3, DK, OR REF).

DISPLAY "or {his/her} guardians" IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER). ELSE, USE A NULL DISPLAY.

CCQ010

HELP AVAILABLE

QUESTION TEXT:

Is {CHILD} now receiving care from a relative on a regular basis (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s parents} {or {CHILD}'s guardians}.

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

HELP TEXT:
Care from a relative: Record care or programs provided by a relative other than the child's parents in a private home. The private home may be the child's home, the caregiver's home, or another home. In all cases, do not include care provided by a parent, even if they do not live in the household. (Do not include visitation with a separated or divorced parent who does not have custody.)

If there is at least one parent in the household, any relative living in the household is eligible to be counted as a care arrangement, if the care is provided on a regularly scheduled basis. Relatives outside the household may also be regular care providers.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are similar to parents).

Relative care arrangements may or may not have a charge or fee.

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

CODES

1	YES	CCQ060
2	NO	CCQ115
	REFUSED	CCQ115
	DON'T KNOW	CCQ115

PROGRAMMER INSTRUCTIONS:

DISPLAY "Care from a relative" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If there is at least one parent in the household" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If neither parent lives in the household" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Relative care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular basis" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "now" AND "regular basis" IN UNDERLINED TEXT.

FOR ALL DISPLAYS, DEFINE "PARENT FIGURE" AS THE MOTHER OR FATHER OR MALE OR FEMALE GUARDIAN (FSQ.130= 1 OR 2 - THIS INCLUDES BIRTH, ADOPTIVE, STEP, FOSTER, AND OTHER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ.130 = 1 OR 2 FOR THE RESPONDENT) OR (IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER)), DISPLAY "you".

OTHERWISE, DISPLAY "{CHILD}'s parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140 OR FSQ.150 = 1, 2, 3, DK, OR REF).

DISPLAY "or {CHILD}'s guardians" IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER). ELSE, USE A NULL DISPLAY.

CCQ060   **HELP AVAILABLE**

QUESTION TEXT:

How many different regular care arrangements do you currently have with relatives?

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

HELP TEXT:
Care from a relative: Record care or programs provided by a relative other than the child's parents in a private home. The private home may be the child's home, the caregiver's home, or another home. In all cases, do not include care provided by a parent, even if they do not live in the household. (Do not include visitation with a separated or divorced parent who does not have custody.)

If there is at least one parent in the household, any relative living in the household is eligible to be counted as a care arrangement, if the care is provided on a regularly scheduled basis. Relatives outside the household may also be regular care providers.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are similar to parents).

Relative care arrangements may or may not have a charge or fee.

Regular care arrangements: Arrangements or programs occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

CODES

1	ONE
2	TWO
3	THREE
4	FOUR
5	FIVE OR MORE
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Care from a relative" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If there is at least one parent in the household" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If neither parent lives in the household" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Relative care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "regular" AND "currently" IN UNDERLINED TEXT.

CCQ065

QUESTION TEXT:

{Let's talk about the relative who provides the most care for {CHILD} now.} Who is the relative who cares for {CHILD}?

PROBE FOR RELATIONSHIP TO CHILD.

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

CODES

1	GRANDPARENT
2	AUNT
3	UNCLE
4	BROTHER

5	SISTER
6	ANOTHER RELATIVE
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT. DISPLAY "{Let's talk about the relative who provides the most care for {CHILD} now.}" IF CCQ.060 = 2, 3, 4, 5, DK, OR REF. OTHERWISE, USE A NULL DISPLAY.

CCQ070

QUESTION TEXT:

Is the care provided by {{CHILD}'s {RELATIVE}/that relative} in your home or another home?

CODES

1	OWN HOME
2	OTHER HOME
3	BOTH/VARIES
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "{CHILD}'s {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

CCQ075

QUESTION TEXT:

Does {CHILD} receive that care before school, after school, or on weekends?

CODE ALL THAT APPLY

CODES	Code All That Apply
1	BEFORE SCHOOL
2	AFTER SCHOOL
3	WEEKENDS
	REFUSED
	DON'T KNOW

CCQ080   **HELP AVAILABLE**

QUESTION TEXT:

Is the care that {CHILD} receives from {{his/her} {RELATIVE}/that relative} regularly scheduled at least once each week?

HELP TEXT:
Regularly Scheduled: Regularly scheduled at least once each week could mean every Wednesday, every Monday and Friday, everyday, or some other schedule, as long as it is at least once each week.

CODES

1	YES	
2	NO	BOX4
	REFUSED	BOX4
	DON'T KNOW	BOX4

PROGRAMMER INSTRUCTIONS:

DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative". FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

DISPLAY "regularly scheduled" AND "each" IN THE QUESTION TEXT IN UNDERLINED TEXT.

DISPLAY "Regularly scheduled:" AND "each week" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY THE FIRST "each" IN THE HELP TEXT IN UNDERLINED TEXT.

CCQ085

QUESTION TEXT:

How many days each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?

|___|
ENTER # OF DAYS

ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

IF THE ANSWER IS 6 or 7, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS GREATER THAN 7, DISPLAY THE HARD ERROR MESSAGE: "Input invalid. Value not in range 1 to 7."

DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

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

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

CCQ090

QUESTION TEXT:

How many hours each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?

RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

|___|___|
ENTER # OF HOURS

ENTER NUMBER
>> REFUSED
>> DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ.085 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.085 IS REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF CCQ.085 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 10 HOURS. OTHERWISE DISPLAY: You have entered {DISPLAY RESPONSE AT CCQ090}. Are you sure this is correct?"

IF CCQ.085 IS NOT EQUAL TO REF/DK, THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 24 HOURS. OTHERWISE DISPLAY: "Invalid response. Entry not in range 1- {DISPLAY RESPONSE AT CCQ085*24}. Please reenter."

IF CCQ085=RF/DK, THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ090}. Are you sure this is correct?"

IF CCQ085=RF/DK, HARD RANGE=1-70 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Invalid response. Entry not in range 1-70. Please reenter."

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

DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

BOX4

IF THERE IS ONLY ONE CURRENT REGULAR RELATIVE CARE ARRANGEMENT FOR THE CHILD (CCQ.060 = 1 OR 8 OR 9), GO TO CCQ.115.

OTHERWISE, CONTINUE WITH CCQ.110.

CCQ110

QUESTION TEXT:

You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis.
How many hours each week does {CHILD} receive care from {these/this} other {relatives/relative}?

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD.

ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

ENTER "77" IF CHILD DID NOT HAVE CHILD CARE FROM OTHER RELATIVE(S) AT LEAST ONCE EACH WEEK.

|___|___|
ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

FOR "{NUMBER}", DISPLAY "1" IF CCQ.060 = 2; "2" IF CCQ.060 = 3; DISPLAY "3" IF CCQ.060 = 4. IF CCQ.060 = 5, USE A NULL DISPLAY.

IF CCQ.060 = 2, DISPLAY "relative", "this" and "relative". OTHERWISE, DISPLAY "relatives", "these", and "relatives".

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

SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

IF THE ANSWER IS 51-70, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS 71-76 OR GREATER THAN 77, DISPLAY THE HARD ERROR MESSAGE: "Invalid response. Value not in range 1-70. Please reenter."

IF NUMBER ENTERED IS "77", DISPLAY MESSAGE "You have entered 77, meaning that the child does not receive care from another relative at least once a week. Is this correct?"

CCQ115

QUESTION TEXT:

{Now I'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is

not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}

PROBE: This refers to care received from nonrelatives in a private home, including home child care providers, regular sitters, or neighbors. However, this does not include child care centers.

HELP TEXT:
Care from a nonrelative: Nonrelative care is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home.

If there is at least one parent in the household, any nonrelative living in the household is eligible to be counted as a care arrangement, IF the care is given on a regularly scheduled basis.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are treated the same as parents).

Nonrelative care arrangements or programs may or may not have a charge or fee.

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

CODES

1	YES	
2	NO	CCQ260
	REFUSED	CCQ260
	DON'T KNOW	CCQ260

PROGRAMMER INSTRUCTIONS:

DISPLAY "Care from a nonrelative" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY " If there is at least one parent in the household" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If neither parent lives in the household" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Nonrelative care arrangements" IN THE HELP TEXT IN BOLD TEXT.

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

DISPLAY "now" AND "regular basis" IN UNDERLINED TEXT.

DISPLAY "Now . . . centers" IF CCQ.010 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "It does not include child care centers." IF CCQ.010 NE 1. OTHERWISE, USE A NULL DISPLAY.

CCQ165   **HELP AVAILABLE**

QUESTION TEXT:

How many different regular care arrangements do you currently have with nonrelatives?

HELP TEXT:
Care from a nonrelative: Nonrelative care is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home.

If there is at least one parent in the household, any nonrelative living in the household is eligible to be counted as a care arrangement, IF the care is given on a regularly scheduled basis.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are treated the same as parents).

Nonrelative care arrangements or programs may or may not have a charge or fee.

Regular care arrangements: Arrangements or programs occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

CODES

1	ONE
2	TWO
3	THREE
4	FOUR
5	FIVE OR MORE
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Care from a nonrelative" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If there is at least one parent in the household" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If neither parent lives in the household" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Nonrelative care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "regular" AND "currently" IN UNDERLINED TEXT.

CCQ170

QUESTION TEXT:

{Let's talk about the nonrelative who provides the most care for {CHILD} now.} Is that care provided in your home or another home?

CODES

1	OWN HOME
2	OTHER HOME
3	BOTH/VARIES
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "{Let's talk about the nonrelative who provides the most care for {CHILD} now.}" IF CCQ.165 = 2, 3, 4, 5, DK, OR REF. OTHERWISE, USE A NULL DISPLAY.

CCQ175

QUESTION TEXT:

Does {CHILD} receive that care before school, after school, or on weekends?

CODE ALL THAT APPLY

CODES	Code All That Apply
1	BEFORE SCHOOL
2	AFTER SCHOOL
3	WEEKENDS
	REFUSED
	DON'T KNOW

CCQ180   HELP AVAILABLE

QUESTION TEXT:

Is the care that {CHILD} receives from that person regularly scheduled at least once each week?

HELP TEXT:
Regularly Scheduled: Regularly scheduled at least once each week could mean every Wednesday, every Monday and Friday, everyday, or some other schedule, as long as it is at least once each week.

CODES

1	YES	
2	NO	BOX8
	REFUSED	BOX8
	DON'T KNOW	BOX8

PROGRAMMER INSTRUCTIONS:

DISPLAY "Regularly Scheduled:" AND "each week" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY THE FIRST "each" IN THE HELP TEXT IN UNDERLINED TEXT.

DISPLAY "regularly scheduled" AND "each" IN THE QUESTION TEXT IN UNDERLINED TEXT.

CCQ185

QUESTION TEXT:

How many days each week does {CHILD} receive care from that person?

|___|
ENTER # OF DAYS

ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

SOFT RANGE=1-5. OTHERWISE, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ185}. Are you sure this is correct?"

HARD RANGE=1-7. IF NUMBER OF DAYS ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 1 to 7"

CCQ190

QUESTION TEXT:

How many hours each week does {CHILD} receive care from that person?

RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

|___|___|
ENTER # OF HOURS

ENTER NUMBER

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

RANGE CHECK: IF CCQ.185 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.185 IS REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF CCQ.185 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 10 HOURS. OTHERWISE DISPLAY: You have entered {DISPLAY RESPONSE AT CCQ190}. Are you sure this is correct?"

IF CCQ.185 IS NOT EQUAL TO REF/DK, THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 24 HOURS. OTHERWISE DISPLAY: "Invalid response. Entry not in range 1- {DISPLAY RESPONSE AT CCQ185*24}. Please reenter."

IF CCQ185=RF/DK, THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ190}. Are you sure this is correct?"

IF CCQ185=RF/DK, HARD RANGE=1-70 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Invalid response. Entry not in range 1-70. Please reenter."

BOX8

IF ONLY ONE CURRENT REGULAR NONRELATIVE CARE ARRANGEMENT FOR CHILD (CCQ.165 = 1 OR REF OR DK), GO TO CCQ.260.

OTHERWISE, CONTINUE WITH CCQ.205.

CCQ205

QUESTION TEXT:

You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis. How many hours each week does {CHILD} receive care from {this nonrelative/these nonrelatives}?

ENTER "77" IF CHILD DID NOT HAVE CHILD CARE FROM OTHER NONRELATIVE(S) AT LEAST ONCE EACH WEEK.

|___|___|
ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

FOR "{NUMBER}", DISPLAY "1" IF CCQ.165 = 2; DISPLAY "2" IF CCQ.165 = 3; DISPLAY "3" IF CCQ.165 = 4; IF CCQ165=5, USE A NULL DISPLAY.

IF CCQ.165 = 2, DISPLAY "nonrelative" AND "this nonrelative." OTHERWISE, DISPLAY "nonrelatives" AND "these nonrelatives."

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

SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

IF THE ANSWER IS 51-70, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS 71-76 OR GREATER THAN 77, DISPLAY THE HARD ERROR MESSAGE: "Invalid response. Value not in range 1-70. Please reenter."

IF NUMBER ENTERED IS "77", DISPLAY MESSAGE "You have entered 77, meaning that the child does not receive care from another nonrelative at least once a week. Is this correct?"

CCQ260   HELP AVAILABLE

QUESTION TEXT:

{Now I'd like to ask you about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} now attending a day care center or a before- or after-school program at a school or in a center on a regular basis?

HELP TEXT:
Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are older (some of which may be sponsored by the state) are also included.

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

CODES

1	YES	
2	NO	CCQ376
	REFUSED	CCQ376
	DON'T KNOW	CCQ376

PROGRAMMER INSTRUCTIONS:

DISPLAY "Day Care Center or Before-or-After-School Program" IN THE HELP TEXT IN BOLD TEXT.

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

DISPLAY "Now . . . programs" IF CCQ.115 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "now" and "regular basis" in UNDERLINED TEXT.

CCQ325

HELP AVAILABLE

QUESTION TEXT:

How many different day care centers or before- or after-school care programs does {CHILD} currently go to on a regular basis?

HELP TEXT:
Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are older (some of which may be sponsored by the state) are also included.

CODES

1	ONE
2	TWO
3	THREE
4	FOUR
5	FIVE OR MORE
	REFUSED
	DON'T KNOW

DISPLAY "Day Care Center or Before-or-After-School Program" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "currently" AND "regular basis" IN UNDERLINED TEXT.

CCQ330

QUESTION TEXT:

{Let's talk about the program where {CHILD} spends the most time now.} Is that program located in the school {CHILD} currently attends?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT.

DISPLAY {Let's talk about the program where {CHILD} spends the most time now.} IF CCQ.325 = 2, 3, 4, 5, DK, OR REF. OTHERWISE, USE A NULL DISPLAY.

CCQ335

QUESTION TEXT:

Does {CHILD} go to that program before school, after school, or on weekends?

CODE ALL THAT APPLY

CODES   **Code All That Apply**

1	BEFORE SCHOOL
2	AFTER SCHOOL
3	WEEKENDS
	REFUSED
	DON'T KNOW

CCQ340   HELP AVAILABLE

QUESTION TEXT:

Does {CHILD} go to that program on a regularly scheduled basis at least once each week?

CODES

1	YES	
2	NO	BOX14
	REFUSED	BOX14
	DON'T KNOW	BOX14

PROGRAMMER INSTRUCTIONS:

DISPLAY "Regularly Scheduled:" AND "each " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY THE FIRST "each" IN THE HELP TEXT IN UNDERLINED TEXT.

DISPLAY "regularly scheduled" and "each" IN THE QUESTION TEXT IN UNDERLINED TEXT.

CCQ350

QUESTION TEXT:

How many days each week does {CHILD} go to that program?

|___|
ENTER # OF DAYS

ENTER NUMBER

Range		1 to 7
Soft Range		1 to 5
REFUSED		
DON'T KNOW		

PROGRAMMER INSTRUCTIONS:

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

SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

SOFT RANGE=1-5. OTHERWISE, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ350}. Are you sure this is correct?"

HARD RANGE=1-7. IF NUMBER OF DAYS ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 1 to 7".

CCQ353

QUESTION TEXT:

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

CODES

1   YES

2   NO

           REFUSED

           DON'T KNOW

CCQ355

QUESTION TEXT:

Other than regular school hours, how many hours each week does {CHILD} go to that program?

RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

|___|___|
ENTER # OF HOURS

ENTER NUMBER

           REFUSED

           DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

RANGE CHECK: IF CCQ.350 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.350 IS REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF CCQ.350 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 10 HOURS. OTHERWISE DISPLAY: You have entered {DISPLAY RESPONSE AT CCQ350 * 10}. Are you sure this is correct?"

IF CCQ.350 IS NOT EQUAL TO REF/DK, THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 24 HOURS. OTHERWISE DISPLAY: "Invalid response.   Entry not in range 1-70. Please reenter."

IF CCQ350=RF/DK, THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ355}. Are you sure this is correct?"

IF CCQ350=RF/DK, HARD RANGE=1-70 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Invalid response. Entry not in range 1-70. Please reenter"

BOX14

IF ONLY ONE CURRENT REGULAR CENTER OR PROGRAM CARE ARRANGEMENT FOR CHILD (CCQ.325 = 1 OR REF/DK), GO TO CCQ.376.

OTHERWISE, CONTINUE WITH CCQ.375.

CCQ375

QUESTION TEXT:

You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?

ENTER "77" IF CHILD DID NOT GO TO OTHER DAY CARE CENTER(S) OR BEFORE- OR AFTER-SCHOOL PROGRAM(S) AT LEAST ONCE EACH WEEK.

|___|___|
ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

FOR "{NUMBER}", DISPLAY "1" IF CCQ.325 = 2; DISPLAY "2" IF CCQ.325 = 3; DISPLAY "3" IF CCQ.325 = 4. IF CCQ.325 = 5, USE A NULL DISPLAY.

IF CCQ.325 = 2, DISPLAY "center," "program" AND "this program." OTHERWISE, DISPLAY "centers," "programs" AND "these programs."

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

SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

IF NUMBER ENTERED IS OUTSIDE OF THE SOFT RANGE AND BETWEEN 51 and 70, DISPLAY MESSAGE "You have entered {NUMBER ENTERED} hours. Are you sure this is correct?"

IF NUMBER ENTERED IS OUTSIDE OF THE HARD RANGE, DISPLAY MESSAGE "Invalid response. Entry not in range 1 - 70. Please reenter."

IF NUMBER ENTERED IS "77", DISPLAY MESSAGE "You have entered 77, meaning that the child did not go to other day care center(s) or before- or after-school program(s) at least once a week. Are you sure this is correct?"

CCQ376   HELP AVAILABLE

QUESTION TEXT:

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

before or after school?

HELP TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "regular basis" IN UNDERLINED TEXT.

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

CCQ377

QUESTION TEXT:

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

|___|___|
ENTER # OF HOURS

ENTER NUMBER

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

PROGRAMMER INSTRUCTIONS:

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

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

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

BOX15

GO TO SECTION NRQ (NON-RESIDENT PARENTS).

Box1

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

Box2

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

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

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

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

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

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

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

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

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

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

NRQ040

QUESTION TEXT:

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

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

"father" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

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

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

NRQ123

QUESTION TEXT:

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

|___|___ |
NUMBER OF TIMES

ENTER NUMBER

Range	0 to 84
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

RANGE: 0 TO 84.

Box4

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

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

BOX 1

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

BOX2

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

COQ005

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

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

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

ENTER TEXT

        Length   3

        REFUSED

        DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Earlier...born" IF FSQ.212 WAS ASKED. ELSE, USE A NULL DISPLAY.

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

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

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

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

BOX 3

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

COQ005OS

QUESTION TEXT:

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

SPECIFY COUNTRY

_____

ENTER TEXT

        Length   50

COQ010

QUESTION TEXT:

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

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

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

|___|___|
   AGE

ENTER NUMBER

     Range   0 to 75

     REFUSED

     DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

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

BOX 4

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

COQ020

QUESTION TEXT:

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

IF RESPONDENT SAYS THAT THE FATHER IS DECEASED, SAY: I'm sorry to hear that. We understand that it may be hard to talk about those who are no longer living. The only questions that I'll be asking about this

parent are where he was from and, if it was not the U.S., when he first moved to the United States.

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

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

ENTER TEXT

Length	3
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "Earlier…born" IF FSQ.212 WAS ASKED AND COQ.005 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.

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

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

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

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

BOX5

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

COQ020OS

QUESTION TEXT:

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

SPECIFY COUNTRY.

_____

ENTER TEXT

Length	50

COQ025

QUESTION TEXT:

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

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

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

|___|___|
   AGE

ENTER NUMBER

      Range   0 to 75

      REFUSED

      DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

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

BOX 6

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

Section	DWQ	[Discipline, Warmth, and Emotional Supportiveness]	Sequence: 8

BOX 1

IF PERSON FLAGGED AS RESPONDENT SCORES '1' OR '2' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130, CONTINUE WITH DWQ.010. OTHERWISE, GO TO DWQ.081a.

DWQ010

QUESTION TEXT:

Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.

{CHILD} and I often have warm, close times together.

PROBE: Is it completely true, mostly true, somewhat true or not at all true?

CODES

1	COMPLETELY TRUE
2	MOSTLY TRUE
3	SOMEWHAT TRUE
4	NOT AT ALL TRUE
	REFUSED
	DON'T KNOW

DWQ015

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

Most of the time I feel that {CHILD} likes me and wants to be near me.

CODES

1	COMPLETELY TRUE
2	MOSTLY TRUE
3	SOMEWHAT TRUE
4	NOT AT ALL TRUE
	REFUSED
	DON'T KNOW

DWQ025

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

Even when I'm in a bad mood, I show {CHILD} a lot of love.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

CODES

1	COMPLETELY TRUE
2	MOSTLY TRUE
3	SOMEWHAT TRUE
4	NOT AT ALL TRUE
	REFUSED
	DON'T KNOW

DWQ070a

QUESTION TEXT:

Now I am going to read some additional statements.
Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.

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

CODES

1	NEVER TRUE
2	SOMETIMES TRUE

3   OFTEN TRUE
4   VERY OFTEN TRUE
           REFUSED
           DON'T KNOW

DWQ070b

QUESTION TEXT:

[Now I am going to read some additional statements.]
[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

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

CODES

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

DWQ070c

QUESTION TEXT:

[Now I am going to read some additional statements.]
[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

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

CODES

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

DWQ070d

QUESTION TEXT:

[Now I am going to read some additional statements.]
[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

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

CODES

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

DWQ070e

QUESTION TEXT:

[Now I am going to read some additional statements.]
[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

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

CODES

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

DWQ070f

QUESTION TEXT:

[Now I am going to read some additional statements.]
[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

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

CODES

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

DWQ075

QUESTION TEXT:

How often do you argue with {CHILD}? Would you say never, almost never, sometimes, often, or always?

CODES

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

DWQ077a

QUESTION TEXT:

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

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

CODES

1	NEVER
2	ALMOST NEVER

3	SOMETIMES
4	OFTEN
5	ALWAYS
	REFUSED
	DON'T KNOW

DWQ077b

QUESTION TEXT:

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

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

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

CODES

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

DWQ077c

QUESTION TEXT:

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

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

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

CODES

1	NEVER
2	ALMOST NEVER
3	SOMETIMES
4	OFTEN

5	ALWAYS
	REFUSED
	DON'T KNOW

DWQ081a

QUESTION TEXT:

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

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

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

ENTER NUMBER

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

PROGRAMMER INSTRUCTIONS:

DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

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

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

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

DISPLAY "plays video games" IN UNDERLINED TEXT.

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

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

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

DWQ081b

QUESTION TEXT:

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

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

|___|___|
ENTER NUMBER OF MINUTES.

ENTER NUMBER

Range	0 to 59
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

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

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

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

DISPLAY "plays video games" IN UNDERLINED TEXT.

Box 2

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

CHQ010

QUESTION TEXT:

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

CODES

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

CHQ020

QUESTION TEXT:

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

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

CODES

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

CHQ021

QUESTION TEXT:

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

CODES

1	YES	CHQ023
2	NO	
	REFUSED	
	DON'T KNOW	

CHQ022

QUESTION TEXT:

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

CODES

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

CHQ023

QUESTION TEXT:

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

RECORD NUMBER OF TIMES.

|___|
NUMBER OF TIMES

ENTER NUMBER

	Range	0 to 15
	REFUSED	
	DON'T KNOW	

CHQ024

QUESTION TEXT:

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

PROBE: Anything else?

CODE ALL THAT APPLY.

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

PROGRAMMER INSTRUCTIONS:

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

BOX1

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

CHQ024OS

QUESTION TEXT:

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

SPECIFY TREATMENT.

_____

ENTER TEXT

Length   50

PROGRAMMER INSTRUCTIONS:

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

BOX2

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

CHQ025

QUESTION TEXT:

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

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

CODES

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

CHQ026

QUESTION TEXT:

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

CODES

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

CHQ027

QUESTION TEXT:

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

CHQ060

QUESTION TEXT:

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

|___|
ENTER # OF DAYS

ENTER NUMBER

Range		0 to 7
REFUSED		
DON'T KNOW		

CHQ095

QUESTION TEXT:

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

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

CODES

1   Better than other children {his/her} age,

2   As well as other children,

3   Slightly less well than other children, or

4   Much less well than other children?

REFUSED

DON'T KNOW

CHQ100

QUESTION TEXT:

Does {CHILD} pay attention ….

CODES

1   Better than other children {his/her} age,

2   As well as other children,

3   Slightly less well than other children, or

4   Much less well than other children?

REFUSED

DON'T KNOW

CHQ105

QUESTION TEXT:

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

CODES

1   Better than other children {his/her} age,

2   As well as other children,

3   Slightly less well than other children, or

4   Much less well than other children?

REFUSED

DON'T KNOW

CHQ106

QUESTION TEXT:

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

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

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

CODES

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

CHQ107

QUESTION TEXT:

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

CODES

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

CHQ108

QUESTION TEXT:

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

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "adults" IN UNDERLINED TEXT.

CHQ109

QUESTION TEXT:

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

CODES

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

CHQ110

QUESTION TEXT:

Does {CHILD} have any emotional or psychological difficulties?

CODES

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

CHQ111

QUESTION TEXT:

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

CODES

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

BOX5

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

CHQ115   HELP AVAILABLE

QUESTION TEXT:

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

CHQ120   HELP AVAILABLE

QUESTION TEXT:

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

HELP TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

DISPLAY "of a problem" IN UNDERLINED TEXT.

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

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

CHQ125   HELP AVAILABLE

QUESTION TEXT:

What was the diagnosis or were the diagnoses?

PROBE: Anything else?

CODE ALL THAT APPLY.

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

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

HELP TEXT:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CODES

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

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

DISPLAY "Developmental delay:" IN THE HELP TEXT IN BOLD TEXT.

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

DISPLAY "Austism spectrum disorder (ASD)" IN THE HELP TEXT UNDER AUTISM IN BOLD TEXT.

DISPLAY "Asperger's Disorder, Pervasive Developmental Disorder (PDD), or any other autism spectrum disorder may be coded here;" UNDER AUTISM IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Pervasive development disorder or delay:" AND "after " UNDER AUTISM IN THE HELP TEXT IN BOLD TEXT.

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

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

DISPLAY "Intellectual disability/Severe cognitive disability/Mental retardation:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Intellectual developmental disorder" IN THE HELP TEXT UNDER INTELLECTUAL DISABILITY/SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION IN BOLD TEXT.

DISPLAY "Orthopedic impairment:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY " Serious Emotional Disturbance or SED:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Traumatic Brain Injury:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Panic Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Separation Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Obsessive Compulsive Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Generalized Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY " Other Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bipolar Disorder:" IN THE HELP TEXT IN BOLD TEXT.

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

DISPLAY "Speech Problems (such as articulation problems; communication problems; phonological problems; voice disorders; or stuttering): " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY " Articulation problems", " Phonological problem", "Voice disorders" and "Stuttering problem" UNDER SPEECH PROBLEMS IN BOLD TEXT.

DISPLAY "Sensory Deficit Disorder (such as sensory deprivation problems, sensory processing problems; sensory integration problems; or sensory organization problems):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Oppositional Defiant Disorder (Oppositional Defiance Disorder; ODD):" IN THE HELP TEXT IN BOLD TEXT.

BOX6

IF CHQ.125 = 91, GO TO CHQ.125OS. ELSE, GO TO BOX 7.

CHQ125OS

QUESTION TEXT:

[What was the diagnosis or were the diagnoses?]

SPECIFY DIAGNOSIS/DIAGNOSES.

_____

ENTER TEXT

Length   50

BOX7

IF CHQ.125 HAS A CODE OF 5, GO TO CHQ.126. ELSE, GO TO BOX 8.

CHQ126

QUESTION TEXT:

What type of autism spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, something else, or was it identified generally as Autism Spectrum Disorder?

CODES

1	AUTISM
2	ASPERGER'S DISORDER
3	PERVASIVE DEVELOPMENTAL DISORDER (PDD)
4	AUTISM SPECTRUM DISORDER (ASD)
91	OTHER (SPECIFY)
	REFUSED
	DON'T KNOW

BOX7a

IF CHQ.126 = 91, GO TO CHQ.126OS. ELSE, GO TO BOX 8.

CHQ126OS

QUESTION TEXT:

[What type of autism spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, something else, or was it identified generally as Autism Spectrum Disorder?]

SPECIFY TYPE OF AUTISM SPECTRUM DISORDER.

_____

ENTER TEXT

Length   50

BOX8

LOOP 1

ASK CHQ.130, CHQ.131, CHQ.135a, CHQ.135b, CHQ.140, CHQ.155, AND CHQ.173 (IF APPLICABLE ACCORDING TO THE SKIPS BETWEEN THE ITEMS) FOR EACH DIAGNOSIS IN CHQ.125, UP TO 21 TIMES. THE DIAGNOSIS LISTED AS AN "OTHER SPECIFY" SHOULD ALSO BE PART OF THIS LOOP.

LOOPING ELIGIBILITY:

IF CHQ.125 = 1, ASK ABOUT A LEARNING DISABILITY.
IF CHQ.125 = 2, ASK ABOUT ATTENTION DEFICIT DISORDER (ADD).
IF CHQ.125 = 3, ASK ABOUT ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD).
IF CHQ.125 = 4, ASK ABOUT DEVELOPMENTAL DELAY.
IF CHQ.125 = 5, ASK ABOUT AUTISM/ASPERGER'S DISORDER/PERVASIVE DEVELOPMENTAL DISORDER (PDD)/OTHER AUTISM SPECTRUM DISORDER.
IF CHQ.125 = 6, ASK ABOUT DYSLEXIA.
IF CHQ.125 = 7, ASK ABOUT DYSCALCULIA.
IF CHQ.125 = 8, ASK ABOUT INTELLECTUAL OR SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION.
IF CHQ.125 = 9, ASK ABOUT ORTHOPEDIC IMPAIRMENT.
IF CHQ.125 = 10, ASK ABOUT SERIOUS EMOTIONAL DISTURBANCE.
IF CHQ.125 = 11, ASK ABOUT TRAUMATIC BRAIN INJURY.
IF CHQ.125 = 12, ASK ABOUT PANIC DISORDER.
IF CHQ.125 = 13, ASK ABOUT SEPARATION ANXIETY DISORDER.
IF CHQ.125 = 14, ASK ABOUT OBSESSIVE COMPULSIVE DISORDER.
IF CHQ.125 = 15, ASK ABOUT GENERALIZED ANXIETY DISORDER.
IF CHQ.125 = 16, ASK ABOUT OTHER ANXIETY DISORDER.
IF CHQ.125 = 17, ASK ABOUT BIPOLAR DISORDER.
IF CHQ.125 = 18, ASK ABOUT DEPRESSION.
IF CHQ.125 = 19, ASK ABOUT SPEECH PROBLEMS.
IF CHQ.125 = 20, ASK ABOUT SENSORY DEFICIT DISORDER.
IF CHQ.125 = 21, ASK ABOUT OPPOSITIONAL DEFIANT DISORDER.
IF CHQ.125 = 91, ASK ABOUT THE DIAGNOSIS AS LISTED IN THE OTHER SPECIFY TEXT OF CHQ.125OS.

CHQ130

QUESTION TEXT:

How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit disorder/oppositional defiant disorder{TEXT FROM OTHER SPECIFY}} was made?

|___|___|
ENTER AGE

ENTER NUMBER

Range	0 to 23
REFUSED	CHQ140
DON'T KNOW	CHQ135a

PROGRAMMER INSTRUCTIONS:

DISPLAY THE FOLLOWING FOR THE PARTICULAR LOOP THE RESPONDENT IS ON:

IF CHQ.125 = 1, DISPLAY "a learning disability".
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)".
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)".
IF CHQ.125 = 4, DISPLAY "a developmental delay".
IF CHQ.125 = 5, DISPLAY "autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder".
IF CHQ.125 = 6, DISPLAY "dyslexia".
IF CHQ.125 = 7, DISPLAY "dyscalculia".
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation".
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment".
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance".
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury".
IF CHQ.125 = 12, DISPLAY "a panic disorder".
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder".
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder".
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder".
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other".
IF CHQ.125 = 17, DISPLAY "bipolar disorder".
IF CHQ.125 = 18, DISPLAY "depression".
IF CHQ.125 = 19, DISPLAY "speech".
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder".
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder".
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

RANGE CHECK: 0-23.

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ131

QUESTION TEXT:

[How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit disorder/oppositional defiant disorder{TEXT FROM OTHER SPECIFY}} was made?]

|___|
ENTER UNIT

CODES

1	MONTHS	CHQ140

2	YEARS	CHQ140
	REFUSED	CHQ140
	DON'T KNOW	CHQ135a

PROGRAMMER INSTRUCTIONS:

IF CHQ.125 = 1, DISPLAY "a learning disability".
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)".
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)".
IF CHQ.125 = 4, DISPLAY "a developmental delay".
IF CHQ.125 = 5, DISPLAY "autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder".
IF CHQ.125 = 6, DISPLAY "dyslexia".
IF CHQ.125 = 7, DISPLAY "dyscalculia".
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation".
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment".
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance".
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury".
IF CHQ.125 = 12, DISPLAY "a panic disorder".
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder".
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder".
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder".
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other".
IF CHQ.125 = 17, DISPLAY "bipolar disorder".
IF CHQ.125 = 18, DISPLAY "depression".
IF CHQ.125 = 19, DISPLAY "speech".
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder".
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder".
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

RANGE CHECK: 0-23 IF MONTHS IS THE UNIT; 0-"CHILD'S CURRENT AGE" IF YEARS IS THE UNIT. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ135a

QUESTION TEXT:

What was the month and year when the diagnosis was made?

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|
ENTER MONTH

ENTER NUMBER

Range		1 to 12
REFUSED		
DON'T KNOW		

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 1-12 FOR MONTH, 2003-2015 FOR YEAR.

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ135b

QUESTION TEXT:

[What was the month and year when the diagnosis was made?]

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|___|___|
ENTER YEAR

ENTER NUMBER

Range	2003 to 2015
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 1-12 FOR MONTH, 2003-2015 FOR YEAR.

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ140

QUESTION TEXT:

Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/intellectual disability, severe cognitive disability, or mental retardation/orthopedic impairment/serious emotional disturbance/traumatic brain injury/panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/{other} anxiety disorder/bipolar disorder/depression/speech problems/sensory deficit disorder/oppositional defiant disorder/{TEXT FROM OTHER SPECIFY}}?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF CHQ.125 = 1, DISPLAY "learning disability".
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)".
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)".
IF CHQ.125 = 4, DISPLAY "developmental delay".
IF CHQ.125 = 5, DISPLAY "autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other

autism spectrum disorder".
IF CHQ.125 = 6, DISPLAY "dyslexia".
IF CHQ.125 = 7, DISPLAY "dyscalculia".
IF CHQ.125 = 8, DISPLAY "intellectual disability, severe cognitive disability, or mental retardation".
IF CHQ.125 = 9, DISPLAY "orthopedic impairment".
IF CHQ.125 = 10, DISPLAY "serious emotional disturbance".
IF CHQ.125 = 11, DISPLAY "traumatic brain injury".
IF CHQ.125 = 12, DISPLAY "panic disorder".
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder".
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder".
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder".
IF CHQ.125 = 16, DISPLAY "{other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other".
IF CHQ.125 = 17, DISPLAY "bipolar disorder".
IF CHQ.125 = 18, DISPLAY "depression".
IF CHQ.125 = 19, DISPLAY "speech problems".
IF CHQ.125 = 20, DISPLAY "sensory deficit disorder".
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder".
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

BOX9

IF CHQ.140 = 1 AND CHQ.125 = 2 OR 3, GO TO CHQ.155. ELSE, IF CHQ.140 =1, GO TO CHQ.173. ELSE, GO TO BOX 11.

CHQ155

QUESTION TEXT:

Is {CHILD} medicated for ADD or ADHD at school, at home, or both?

CODES

1	AT SCHOOL
2	AT HOME
3	BOTH AT SCHOOL AND AT HOME
	REFUSED
	DON'T KNOW

CHQ173

QUESTION TEXT:

How long has {CHILD} taken such prescription medicine for {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech problems/a sensory deficit disorder/oppositional defiant disorder/{TEXT FROM OTHER SPECIFY}}, in total?

CODES

1	Less than one month,
2	Less than a year,
3	1 to 2 years,
4	3 to 4 years, or
5	5 years or more
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF CHQ.125 = 1, DISPLAY "a learning disability".
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)".
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD) ".
IF CHQ.125 = 4, DISPLAY "a developmental delay".
IF CHQ.125 = 5, DISPLAY "autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder".
IF CHQ.125 = 6, DISPLAY "dyslexia".
IF CHQ.125 = 7, DISPLAY "dyscalculia".
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation".
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment".
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance".
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury".
IF CHQ.125 = 12, DISPLAY "a panic disorder".
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder".
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder".
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder".
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other".
IF CHQ.125 = 17, DISPLAY "bipolar disorder".
IF CHQ.125 = 18, DISPLAY "depression".
IF CHQ.125 = 19, DISPLAY "speech problems".
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder".
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder".
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

SOFT RANGE CHECK: COMPARE CHILD'S PRELOADED AGE TO AGE AT DIAGNOSIS TO DETERMINE IF REPORT OF HOW LONG CHILD HAS TAKEN MEDICATION FOR A PARTICULAR PROBLEM IN CHQ125 IS LONGER THAN CHILD HAS BEEN DIAGNOSED WITH THE SAME PROBLEM NAMED IN CHQ125.

DEFINE CHILD'S AGE AS FOLLOWS: USE PRELOADED DATE OF BIRTH AND DATE OF INTERVIEW TO CALCULATE AGE IN YEARS.

DEFINE CHILD'S BIRTH YEAR AS FOLLOWS: USE PRELOADED DATE OF BIRTH YEAR.

FOR EACH LOOP FOR A PARTICULAR PROBLEM INDICATED IN CHQ125, DO THE FOLLOWING:

IF (CHILD'S AGE IS NONMISSING) AND (CHQ.130 AND CHQ.131 NE DK) AND (CHQ.131 = 2), APPLY THE FOLLOWING CHECK:
1. IF THE DIFFERENCE BETWEEN THE AGE AND VALUE ENTERED IN CHQ.130 EQUALS 1 OR 2, VALUE FOR

CHQ.173 CANNOT EQUAL 4 OR 5.
2. IF THE DIFFERENCE BETWEEN THE AGE AND VALUE ENTERED IN CHQ.130 EQUALS 3 OR 4, VALUE FOR CHQ.173 CANNOT EQUAL 5.

IF 1 OR 2 IS TRUE, DISPLAY ERROR MESSAGE: THE RESPONDENT HAS REPORTED THAT THE CHILD HAS TAKEN THIS MEDICATION LONGER THAN HE/SHE HAS BEEN DIAGNOSED WITH THIS ISSUE. PLEASE CONFIRM ANSWER.

PRESS G OR ENTER TO CHANGE ENTRY.
PRESS C OR ESCAPE TO CANCEL.
PRESS S TO SUPPRESS AND CONTINUE.

ELSE, IF (CHILD'S AGE IS NONMISSING) AND (CHQ.130 AND CHQ.131 NE DK) AND (CHQ.131 = 1), ALL ENTRIES POSSIBLE FOR CHQ.173.

IF (CHILD'S BIRTH YEAR IS NONMISSING) AND (CHQ.135b NE RF OR DK), APPLY THE FOLLOWING CHECK:
1. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 1 OR 2, VALUE FOR CHQ.173 CANNOT EQUAL 4 OR 5.
2. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 1, 2, 3 OR 4, VALUE FOR CHQ.173 CANNOT EQUAL 5.
3. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 0, THE VALUE FOR CHQ.173 CANNOT EQUAL 3, 4, OR 5.

IF 1, 2, OR 3 IS TRUE, DISPLAY ERROR MESSAGE: THE RESPONDENT HAS REPORTED THAT THE CHILD HAS TAKEN THIS MEDICATION LONGER THAN HE/SHE HAS BEEN DIAGNOSED WITH THIS ISSUE. PLEASE CONFIRM ANSWER.

PRESS G OR ENTER TO CHANGE ENTRY.
PRESS C OR ESCAPE TO CANCEL.
PRESS S TO SUPPRESS AND CONTINUE.

ELSE, ALL ENTRIES ACCEPTED.

BOX11

END OF LOOP 1.

IF ALL CODES INDICATED IN CHQ.125 HAVE BEEN ASKED ABOUT IN LOOP 1 (ALL DIAGNOSES THE CHILD HAS HAVE BEEN ASKED ABOUT), GO TO CHQ.200. ELSE, GO BACK UP TO BOX 8 AND ASK ABOUT THE NEXT DIAGNOSIS.

CHQ200

QUESTION TEXT:

For the next question, please base your answer on how {CHILD} compares to other children of the same age. Does {CHILD} pronounce words, communicate with and understand others…

CODES

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

BOX11a

IF CHQ.200 = 3, 4, RF, OR DK, GO TO CHQ.206e. ELSE, GO TO BOX11B.

CHQ206e

QUESTION TEXT:

Since last spring, has {CHILD} had a problem with stuttering?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

BOX11b

IF (CHQ.200 = 3 OR 4) OR (CHQ.206e = 1), GO TO CHQ.210. ELSE, GO TO CHQ.216.

CHQ210

QUESTION TEXT:

{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?

HELP TEXT:

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

CODES

1	YES	
2	NO	CHQ216
	REFUSED	CHQ216
	DON'T KNOW	CHQ216

PROGRAMMER INSTRUCTIONS:

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

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

CHQ215

QUESTION TEXT:

Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?

HELP TEXT:

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

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "of a problem" IN UNDERLINED TEXT.

CHQ216

QUESTION TEXT:

Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. Would you say {CHILD} has...

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	excellent hearing,	CHQ221
2	good hearing,	CHQ221
3	a little trouble hearing,	
4	moderate trouble hearing,	
5	a lot of trouble hearing, or	
6	is {CHILD} deaf?	
	REFUSED	CHQ221
	DON'T KNOW	CHQ221

CHQ217

QUESTION TEXT:

Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	YES	CHQ221
2	NO	
	REFUSED	
	DON'T KNOW	

 PROGRAMMER INSTRUCTIONS:

DISPLAY "hear and understand" AND "whispers" IN UNDERLINED TEXT.

CHQ218

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	YES	CHQ221
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

CHQ219

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	YES	CHQ221
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "hear and understand" AND "shouts" IN UNDERLINED TEXT.

CHQ220

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} ears or better ear.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	YES	
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.

CHQ221

QUESTION TEXT:

Is {CHILD}'s hearing worse in one ear?

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	YES	
2	NO	CHQ235
	REFUSED	CHQ235
	DON'T KNOW	CHQ235

CHQ222

QUESTION TEXT:

Which best describes {CHILD}'s hearing in {his/her} worse ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.

In {his/her} worse ear, would you say {CHILD} has...

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	Excellent hearing,
2	Good hearing,
3	A little trouble hearing,
4	Moderate trouble hearing,
5	A lot of trouble hearing, or
6	is {CHILD} deaf?
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY FIRST AND SECOND "worse" IN UNDERLINED TEXT.

CHQ235   HELP AVAILABLE

QUESTION TEXT:

{Besides the ECLS-K:2011 hearing evaluation done for this study, {since last spring, has/since the spring of 2013, has/since the fall of 2012, has/has} / {Since last spring, has/since the spring of 2013, has/Since the fall of 2012, has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?

HELP TEXT:

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

For the vision and hearing questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

DISPLAY "vision and hearing questions" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "does" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "{Besides the ECLS-K:2011 hearing evaluation done for this study, {since last spring has/since the spring of 2013, has/since the fall of 2012 has/has}" IF THE PRELOAD INDICATES THAT HCHILD=1 (CHILD IS IN THE HEARING SUBSAMPLE). WITHIN THIS DISPLAY, IF HCHILD=1 IN THE PRELOAD, DISPLAY "since last spring has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD.
ELSE, IF HCHILD=1 IN THE PRELOAD, DISPLAY "Since the spring of 2013" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, IF HCHILD=1 IN THE PRELOAD, DISPLAY "since the fall of 2012 has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN FALL-SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, IF HCHILD=1 IN THE

PRELOAD, DISPLAY "has" AND DISPLAY "ever" IN THE MAIN QUESTION TEXT.

ELSE, DO THE FOLLOWING:
DISPLAY "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Since the spring of 2013" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Since the fall of 2012 has" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN FALL-SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever".

BOX12

IF CHQ.235 = 1, GO TO CHQ.245. ELSE, IF CHQ215=1, GO TO BOX 13. ELSE, GO TO CHQ.285.

CHQ245

HELP AVAILABLE

QUESTION TEXT:

Did you obtain a diagnosis of a problem from a professional?

HELP TEXT:

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

CODES

1	YES	
2	NO	BOX 13
	REFUSED	BOX 13
	DON'T KNOW	BOX 13

PROGRAMMER INSTRUCTIONS:

DISPLAY "of a problem" IN UNDERLINED TEXT.

CHQ246

QUESTION TEXT:

What was the diagnosis?

PROBE: Anything else?

CODES

1	DUE TO EAR WAX (EXTERNAL EAR CANAL EAR WAX)
2	DUE TO EAR CANAL DEFORMITY ("ATRESIA" (EAR CANAL NOT NORMALLY FORMED), CRANIAL-FACIAL DISORDER, ETC.)
3	DUE TO EAR INFECTION (ACUTE OR RECURRENT EPISODES (INFECTION BEGINS AND PROGRESSES QUICKLY OR KEEPS COMING BACK) OFTEN WITH EAR ACHE AND FEVER – ACUTE OTITIS MEDIA)
4	DUE TO FLUID IN THE EAR (FLUID BEHIND THE EARDRUM, RUNNY EARS, FLUID OR PUS DRAINING FROM THE MIDDLE EAR SPACE, CHRONIC OTITIS MEDIA, GLUE EAR)
5	DUE TO EAR DRUM PROBLEM (INCLUDES PERFORATED/TORN/RUPTURED EARDRUM)
6	DUE TO ILLNESS (MENINGITIS, MEASLES, MUMPS, RUBELLA, SCARLET FEVER, ETC.)
7	DUE TO CMV (CYTOMEGALOVIRUS, A TYPE OF HERPES VIRUS)
8	DUE TO OTOTOXIC EXPOSURE TO DRUGS/MEDICINES (DAMAGE TO THE EARS BY DRUGS OR CHEMICALS. INCLUDES DAMAGE FROM MYCIN DRUGS, SUCH AS, STREPTOMYCIN, GENTAMYCIN, ETC., SALICYLATE, LASIX, CISPLATIN - MAY RESULT FROM TREATMENT OF RESPIRATORY PROBLEMS OF PRETERM
9	DUE TO NOISE EXPOSURE (FROM GUNFIRE, FIRE CRACKERS, ETC.)
10	DUE TO GENETIC CAUSE (INCLUDES CONGENITAL (THERE AT BIRTH) HEARING LOSS, HEREDITARY HEARING LOSS, SYNDROMAL HEARING LOSS – DOWN SYNDROME, USHER'S SYNDROME, ETC.)
11	DUE TO INJURY OR TRAUMA TO HEAD & NECK
12	DUE TO EAR OR FACIAL SURGERY
13	DUE TO NERVE DEAFNESS (NERVE HEARING LOSS OR SENSORINEURAL HEARING LOSS)
14	DUE TO CENTRAL AUDITORY PROCESSING DISORDER (PROBLEM WITH BEING ABLE TO RECOGNIZE, TELL THE DIFFERENCE BETWEEN, OR UNDERSTAND SOUNDS)
15	DEAF
16	HEARING LOSS, CAUSE UNKNOWN
17	AWAITING EVALUATION
91	OTHER (SPECIFY)
	REFUSED
	DON'T KNOW

NOTE: Because of Specwriter string limits, this gets cut off in response option 8. The full text for response option 8 should be:

DUE TO OTOTOXIC EXPOSURE TO DRUGS/MEDICINES (DAMAGE TO THE EARS BY DRUGS OR CHEMICALS. INCLUDES DAMAGE FROM MYCIN DRUGS, SUCH AS, STREPTOMYCIN, GENTAMYCIN, ETC., SALICYLATE, LASIX, CISPLATIN – MAY RESULT FROM TREATMENT OF RESPIRATORY PROBLEMS OF PRETERM INFANTS, OR AS TREATMENTS DUE TO CHILDHOOD CANCER, ETC.)

BOX12a

IF CHQ.246 = 91, GO TO CHQ.246OS. ELSE, GO TO BOX13.

CHQ246OS

QUESTION TEXT:

[What was the diagnosis?]

SPECIFY DIAGNOSIS.

_____

ENTER TEXT

Length   75

BOX13

IF THE CASE HAD A SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE INTERVIEW, DETERMINE FROM THE PRELOAD IF CHQ.250A WAS ASKED IN EITHER SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE FOR ABILITY TO COMMUNICATE, HEARING, OR BOTH. IF SO, DETERMINE IF CHQ.250 WOULD BE ASKED ABOUT THE SAME CURRENT ISSUE(S) (E.G., CHILD HAD A HEARING DIAGNOSIS IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING THIRD GRADE AND GOT ANOTHER HEARING DIAGNOSIS IN SPRING-FOURTH GRADE) ACCORDING TO THE DIRECTIONS BELOW. IF CHQ.250 WOULD BE ASKED ABOUT AN ISSUE THAT HAD BEEN ASKED ABOUT IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE OR SPRING THIRD GRADE, WE DO NOT NEED TO ASK ABOUT IT AGAIN IN SPRING-FOURTH GRADE. IF THE CURRENT DIAGNOSIS IS FOR THE SAME ISSUE AS IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING THIRD GRADE GO TO CHQ.255a.

(NOTE: IF THERE WERE TWO ISSUES IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING THIRD GRADE (E.G., BOTH ABILITY TO COMMUNICATE AND HEARING WERE ASKED

ABOUT IN ONE OF THE INTERVIEWS OR ABILITY TO COMMUNICATE WAS ASKED ABOUT IN ONE INTERVIEW AND HEARING WAS ASKED ABOUT IN ANOTHER INTERVIEW), BUT ONE ISSUE IN SPRING-FOURTH (E.G., HEARING), GO TO CHQ.255a BECAUSE WE ALREADY ASKED ABOUT HEARING IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING THIRD GRADE. HOWEVER, IF ONE ISSUE WAS MENTIONED IN SPRING-K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING THIRD GRADE AND IT WAS THE SAME ISSUE IN BOTH TIME PERIODS (E.G., HEARING) AND BOTH ISSUES ARE NOTED IN SPRING-FOURTH GRADE (ABILITY TO COMMUNICATE AND HEARING), ASK ABOUT THE ONE THAT THE TWO TIME PERIODS DO NOT HAVE IN COMMON (ABILITY TO COMMUNICATE) BECAUSE THAT HAS NOT BEEN ASKED ABOUT BEFORE.)

ELSE, FOLLOW DIRECTIONS BELOW.
ASK CHQ.250a, CHQ.250b (IF APPLICABLE), CHQ.250c (IF APPLICABLE), AND CHQ.255a, CHQ.255b (IF APPLICABLE) FOR THE FOLLOWING:

IF CHQ.215 = 1 AND CHQ.245 NE 1, ASK ABOUT ABILITY TO COMMUNICATE.
IF CHQ.215 NE 1 AND CHQ.245 = 1, ASK ABOUT HEARING.
IF CHQ.215 = 1 AND CHQ.245 = 1, ASK ABOUT BOTH ABILITY TO COMMUNICATE AND HEARING SEPARATELY IN A LOOP.

ELSE, GO TO CHQ.285.

CHQ250a

QUESTION TEXT:

How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

CODES

1	MONTHS	CHQ250b
2	YEARS	CHQ250c
3	NO DIAGNOSIS HAS BEEN RECEIVED YET	Box14
	REFUSED	BOX14
	DON'T KNOW	CHQ255a

PROGRAMMER INSTRUCTIONS:

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

"'NO DIAGNOSIS' SHOULD ONLY BE ALLOWED IF CHQ.246=17 AND ONLY 17. Please verify your answer."

IF CHQ.246 IS SKIPPED, THE ERROR MESSAGE SHOULD BE "NO DIAGNOSIS SHOULD NOT BE ALLOWED IF CHQ.215=Yes. PLEASE VERIFY YOUR ANSWER."

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ250b

QUESTION TEXT:

[How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?]

 ENTER NUMBER FOR AGE IN MONTHS.
|___|___|
MONTHS

ENTER NUMBER

Range	0 to 23
REFUSED	BOX14
DON'T KNOW	CHQ255a

 PROGRAMMER INSTRUCTIONS:

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ250c

QUESTION TEXT:

[How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?]

 ENTER NUMBER FOR AGE IN YEARS

|___|___|
YEARS

ENTER NUMBER

REFUSED	BOX14
DON'T KNOW	CHQ255a

 PROGRAMMER INSTRUCTIONS:

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1-"CHILD'S CURRENT AGE". IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

BOX14

IF CHQ.215 = 1 AND CHQ.245 = 1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING AND CHQ.250a WAS NOT ASKED IN EITHER SPRING-KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE FOR ABILITY TO HEAR, GO BACK TO CHQ.250a.

IF CHQ.215=1 AND CHQ.245=1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING AND CHQ.250a WAS ASKED IN EITHER SPRING-KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, OR SPRING THIRD GRADE FOR ABILITY TO HEAR, GO BACK TO CHQ.255a AND ASK ABOUT HEARING.

ELSE, IF THE PRELOAD SHOWS THAT (CHQ256a or CHQ256b = 1 IN SPRING-THIRD) OR (CHQ.256=1 IN SPRING SECOND, FALL-SECOND, SPRING-FIRST GRADE OR SPRING-KINDERGARTEN), GO TO CHQ.256a. ELSE, IF CHQ.245 = 1, GO TO CHQ.256b. ELSE, GO TO CHQ.285.

CHQ255a

QUESTION TEXT:

What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|
 ENTER MONTH

ENTER NUMBER

Range	1 to 12
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1-12 FOR MONTH, 2003-2015 FOR YEAR.

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ255b

QUESTION TEXT:

[What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?]

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|___|___|
ENTER YEAR

ENTER NUMBER

Range	2003 to 2015
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1-12 FOR MONTH, 2003-2015 FOR YEAR.

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

BOX16

IF CHQ.215 = 1 AND CHQ.245 = 1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ.250a AND ASK ABOUT HEARING. ELSE, IF THE PRELOAD SHOWS THAT (CHQ256a or CHQ256b = 1 IN SPRING-THIRD GRADE) OR (CHQ256a or CHQ256b = 1 IN SPRING-SECOND GRADE) OR (CHQ256 IN FALL-SECOND GRADE, SPRING-FIRST GRADE, OR SPRING-KINDERGARTEN), GO TO CHQ.256a. ELSE, IF CHQ.245 =1, GO TO CHQ.256b. ELSE, GO TO CHQ.285.

CHQ256a   **HELP AVAILABLE**

QUESTION TEXT:

Since last spring, has {CHILD} worn a hearing aid?

IF RESPONDENT SAYS "YES," ASK: "Does {CHILD} wear one now?"

IF THE CHILD WEARS ONE NOW, CODE AS 1 (YES, CURRENTLY).

HELP TEXT:

Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

CODES

1	YES, CURRENTLY	BOX16A

2	YES, SINCE LAST SPRING, BUT NOT CURRENTLY	BOX16A
3	NO	CHQ263
	REFUSED	CHQ263
	DON'T KNOW	CHQ263

PROGRAMMER INSTRUCTIONS:

DISPLAY " Hearing Aid:" IN THE HELP TEXT IN BOLD TEXT.

CHQ256b

QUESTION TEXT:

Has {CHILD} ever worn a hearing aid?

IF RESPONDENT SAYS "YES," ASK: "Does {CHILD} wear one now?"

IF THE CHILD WEARS ONE NOW AND HAS WORN ONE IN THE PAST, CODE AS 1 (YES, CURRENTLY).

HELP TEXT:

Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

CODES

1	YES, CURRENTLY	
2	YES, IN THE PAST	
3	NO	CHQ263
	REFUSED	CHQ263
	DON'T KNOW	CHQ263

PROGRAMMER INSTRUCTIONS:

DISPLAY " Hearing Aid:" IN THE HELP TEXT IN BOLD TEXT.

BOX16a

IF CHQ.257a WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE GO TO BOX16A2. ELSE, GO TO CHQ.257a.

CHQ257a

QUESTION TEXT:

At what age was the recommendation that {CHILD} wear a hearing aid first made?

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

|___|___|
ENTER NUMBER FOR AGE

ENTER NUMBER

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 0-36 IF MONTHS IS THE UNIT; 1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ257b

HELP AVAILABLE

QUESTION TEXT:

[At what age was the recommendation that {CHILD} wear a hearing aid first made?]

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

CODES

1   MONTHS

2   YEARS

REFUSED

DON'T KNOW

BOX16a2

IF CHQ.256a OR CHQ.256b=2, GO TO CHQ.270. ELSE, GO TO CHQ258.

CHQ258

QUESTION TEXT:

How often does {CHILD} use the hearing aid(s) in school? Would you say...

CODES

1	All of the time,
2	Most of the time,
3	Sometimes,
4	Rarely, or
5	Never?
	REFUSED
	DON'T KNOW

CHQ259

QUESTION TEXT:

Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

CODES

1	YES	CHQ270
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} hearing aid(s)", "hear and understand", AND "whispers" IN UNDERLINED TEXT.

CHQ260

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

CODES

1	YES	CHQ270
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} hearing aid(s)", "hear and understand", AND "talks in a normal voice" IN UNDERLINED TEXT.

CHQ261

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

CODES

1	YES	CHQ270
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} hearing aid(s)", "hear and understand", AND "shouts" IN UNDERLINED TEXT.

CHQ262

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.

CODES

1	YES	CHQ270
2	NO	CHQ270
	REFUSED	CHQ270
	DON'T KNOW	CHQ270

DISPLAY "when wearing {his/her} hearing aid(s)", "hear and understand", AND "speaks loudly" IN UNDERLINED TEXT.

DISPLAY "better" IF CHQ.221 = 1. ELSE, USE A NULL DISPLAY.

CHQ263   HELP AVAILABLE

QUESTION TEXT:

{Since last spring has/Has} a doctor or other health care professional {ever} recommended that {CHILD} wear a hearing aid?

HELP TEXT:

Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

CODES

1	YES	
2	NO	CHQ270
	REFUSED	CHQ270
	DON'T KNOW	CHQ270

PROGRAMMER INSTRUCTIONS:

DISPLAY "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever".

DISPLAY "Hearing Aid" IN THE HELP TEXT IN BOLD TEXT.

CHQ264a   HELP AVAILABLE

QUESTION TEXT:

At what age was the recommendation that {CHILD} wear a hearing aid first made?

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

|___|___|
ENTER NUMBER FOR AGE

ENTER NUMBER

Range	0 to 36
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ264b

QUESTION TEXT:

[At what age was the recommendation that {CHILD} wear a hearing aid first made?]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE

CODES

1	MONTHS
2	YEARS
	REFUSED
	DON'T KNOW

CHQ270   HELP AVAILABLE

QUESTION TEXT:

Does {CHILD} have a cochlear implant?

PROBE: IF RESPONDENT SAYS "YES" BUT WHICH EAR IS NOT SPECIFIED, PROBE: Is the cochlear implant in the right or left ear or does {CHILD} have them in both ears?

HELP TEXT:

Cochlear Implants: An electronic device that is surgically placed in the inner ear which is designed to provide useful hearing and improved communication ability to individuals who are profoundly hearing impaired and unable to understand speech with hearing aids.

CODES

1	YES, ONE EAR ONLY - RIGHT EAR	
2	YES, ONE EAR ONLY - LEFT EAR	
3	YES, IN BOTH EARS	
4	NO	CHQ285
	REFUSED	CHQ285
	DON'T KNOW	CHQ285

PROGRAMMER INSTRUCTIONS:

DISPLAY "Cochlear Implants:" IN THE HELP TEXT IN BOLD TEXT.

BOX16b

IF CHQ.271 WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE AND [(CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE) AND SPRING-FOURTH GRADE = 1) OR (CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE) AND SPRING-FOURTH GRADE = 2)], GO TO CHQ.277.

ELSE, IF CHQ.273 WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, OR SPRING-THIRD GRADE AND [CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING SECOND GRADE, OR SPRING-THIRD GRADE) AND SPRING-FOURTH GRADE = 3], GO TO CHQ.277.

ELSE, IF CHQ.270 = 1 OR 2, GO TO CHQ.271. ELSE, IF CHQ.270 = 3, GO TO CHQ.273.

CHQ271

QUESTION TEXT:

In what year was it implanted?

|___|___|___|___|
ENTER YEAR

ENTER NUMBER

Range	2003 to 2015
REFUSED	CHQ272a
DON'T KNOW	CHQ272a

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 2003-2015.

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

ONCE YEAR IS ENTERED, SKIP TO CHQ,277.

CHQ272a

QUESTION TEXT:

How old was {CHILD} when it was implanted?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

|___|___|

ENTER NUMBER

Range	0 to 36
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS.   IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ272b

QUESTION TEXT:

[How old was {CHILD} when it was implanted?]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE

CODES

1	MONTHS	CHQ277
2	YEARS	CHQ277
	REFUSED	CHQ277
	DON'T KNOW	CHQ277

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS.   IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ273

QUESTION TEXT:

In what years were they implanted?

PROBE: When was it implanted in the left ear?

|___|___|___|___|
ENTER YEAR FOR LEFT EAR.

ENTER NUMBER

Range	2003 to 2015
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 2003-2015.

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ274

QUESTION TEXT:

[In what years were they implanted?]

PROBE: When was it implanted in the right ear?

|___|___|___|___|
ENTER YEAR FOR RIGHT EAR.

ENTER NUMBER

Range   2003 to 2015

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 2003-2015.

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

BOX17

IF A YEAR WAS ENTERED FOR BOTH THE LEFT EAR AND THE RIGHT EAR (BOTH CHQ.274 AND CHQ.273 NE REFUSED OR DON'T KNOW), GO TO CHQ.277.

ELSE, IF (A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW)) OR A (YEAR WAS NOT ENTERED FOR EITHER THE LEFT EAR OR THE RIGHT EAR (BOTH CHQ.274 AND CHQ.273 EQ REFUSED OR DON'T KNOW), GO TO CHQ.275a.

ELSE, IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), GO TO CHQ.276a.

CHQ275a

QUESTION TEXT:

{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}

{PROBE: How old was {CHILD} when it was implanted in the left ear?}

|___|___|
ENTER NUMBER FOR AGE IN MONTHS OR YEARS FOR LEFT EAR.

ENTER NUMBER

Range   0 to 36
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR
DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the left ear?}" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS.

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ275b

QUESTION TEXT:

[{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

[PROBE: How old was {CHILD} when it was implanted in the left ear?]

ENTER UNIT FOR AGE IN MONTHS OR YEARS FOR LEFT EAR.

CODES

1   MONTHS
2   YEARS
           REFUSED
           DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR
DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the left ear?" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT PRELOADED AGE IF UNIT IS YEARS.   IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

BOX18

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), GO TO CHQ.277. ELSE, GO TO CHQ. 276a.

CHQ276a

QUESTION TEXT:

{How old was {CHILD} when it was implanted in the right ear?} {[How old was {CHILD} when they were implanted?]}

{PROBE: How old was {CHILD} when it was implanted in the right ear?}

|___|___|
ENTER NUMBER FOR AGE IN MONTHS OR YEARS FOR RIGHT EAR.

ENTER NUMBER

Range	0 to 36
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the right ear?" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT PRELOADED AGE IF UNIT IS YEARS.

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ276b

QUESTION TEXT:

[{How old was {CHILD} when it was implanted in the right ear?} {[How old was {CHILD} when they were implanted?]}]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

[{PROBE: How old was {CHILD} when it was implanted in the right ear?}]

ENTER UNIT FOR AGE IN MONTHS OR YEARS FOR RIGHT EAR.

CODES

1	MONTHS	
2	YEARS	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the right ear?}" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT PRELOADED AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ277

QUESTION TEXT:

Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

CODES

1	YES	CHQ285
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} cochlear implant(s)", "hear and understand" AND "whispers" IN UNDERLINED TEXT.

CHQ278

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

CODES

1	YES	CHQ285
2	NO	

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} cochlear implant(s)", "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

CHQ279

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

CODES

1	YES	CHQ285
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} cochlear implant(s)", "hear and understand" AND "shouts" IN UNDERLINED TEXT.

CHQ280

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} cochlear implant(s)", "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.

DISPLAY "better" IF CHQ.221 = 1. ELSE, USE A NULL DISPLAY.

CHQ285

QUESTION TEXT:

Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance or letters on paper?

CODES

1	YES	
2	NO	CHQ290
	REFUSED	CHQ290
	DON'T KNOW	CHQ290

CHQ286

QUESTION TEXT:

Is {CHILD}'s difficulty with seeing objects in the distance, things up close (like letters on paper), or both?

CODES

1	SEEING THINGS UP CLOSE
2	SEEING THINGS IN A DISTANCE
3	BOTH
	REFUSED
	DON'T KNOW

CHQ290   HELP AVAILABLE

QUESTION TEXT:

{Since last spring has/Has} {CHILD}'s vision {ever} been evaluated by an eye care professional?

HELP TEXT:

Eye Care Professional: This includes optometrists and ophthalmologists. Include a school nurse who gives a vision test, but do not include teachers or some other non-health professional, or a doctor who simply looks in the child's eyes.

For the vision and hearing questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.

CODES

1	YES	
2	NO	CHQ330

| | REFUSED | CHQ330 |
| | DON'T KNOW | CHQ330 |

PROGRAMMER INSTRUCTIONS:

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

DISPLAY "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever".

CHQ300

QUESTION TEXT:

Did you obtain a diagnosis of a vision-related problem from an eye care professional?

CODES

1	YES	
2	NO	CHQ330
	REFUSED	CHQ330
	DON'T KNOW	CHQ330

PROGRAMMER INSTRUCTIONS:

DISPLAY "of a vision-related " IN UNDERLINED TEXT.

CHQ301

QUESTION TEXT:

What was the diagnosis?

PROBE: Anything else?

CODE ALL THAT APPLY.

CODES

1	NEARSIGHTEDNESS (MYOPIA)
2	FARSIGHTED (HYPEROPIA)
3	COLOR BLINDNESS OR DEFICIENCY
4	ASTIGMATISM
5	CROSSED OR WANDERING EYE (STRABISMUS)
6	AMBLYOPIA OR "LAZY EYE"
7	RETINOPATHY
8	BLINDNESS
9	CONDITION REQUIRING GLASSES - SPECIFIC CONDITION UNSPECIFIED
10	AWAITING EVALUATION
91	OTHER (SPECIFY)
	REFUSED

DON'T KNOW

BOX19

CHQ301OS

QUESTION TEXT:

[What was the diagnosis?]

SPECIFY DIAGNOSIS.

_____

ENTER TEXT

Length   50

BOX20

CHQ305a

QUESTION TEXT:

How old was {CHILD} when the first diagnosis of a problem was made?

ALLOW RESPONSES IN YEARS OR MONTHS, BUT NOT BOTH.

ENTER AGE IN MONTHS OR YEARS.

|___|___|
ENTER NUMBER FOR AGE

{ENTER 77 IF NO DIAGNOSIS HAS BEEN RECEIVED YET.}

ENTER NUMBER

Range		0 to 77
Soft Range		0 to 36

PROGRAMMER INSTRUCTIONS:

DISPLAY "ENTER 77 IF NO DIAGNOSIS HAS BEEN RECEIVED YET" ONLY WHEN CHQ.301=10 AND ONLY 10.

IF 77 IS ANSWERED, SKIP TO CHQ.311.

IF 77 IS ENTERED AND CHQ.301 DOES NOT EQUAL 10, DISPLAY "77 SHOULD ONLY BE ALLOWED IF CHQ.301=10 AND ONLY 10. PLEASE VERIFY ANSWER."

SOFT RANGE CHECK: 0-36 IF UNIT IS MONTHS; HARD RANGE CHECK: 0-77 IF UNIT IS MONTHS.

SOFT RANGE IS 1 - CHILD'S CURRENT AGE IF UNIT IS YEARS. HARD RANGE CHECK: 1 -(2 YEARS GREATER THAN CHILD'S CURRENT AGE), 77 IF UNIT IS YEARS, IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR YEARS, DISPLAY MESSAGE "This answer is outside the accepted range. Please verify answer."

IF NUMBER ENTERED IS OUTSIDE OF THE SOFT RANGE FOR MONTHS OR YEARS, DISPLAY MESSAGE "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

CHQ305b

QUESTION TEXT:

[How old was {CHILD} when the first diagnosis of a problem was made?]

ALLOW RESPONSE IN YEARS OR MONTHS, BUT NOT BOTH.

ENTER UNIT FOR AGE

CODES

1	MONTHS	CHQ311
2	YEARS	CHQ311
	REFUSED	CHQ311
	DON'T KNOW	CHQ310a

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT PRELOADED AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ310a

QUESTION TEXT:

What was the month and year the diagnosis was made?

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|
ENTER MONTH

ENTER NUMBER

Range	1 to 12
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 1-12 FOR MONTH, 2003-2015 FOR YEAR.

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ310b

QUESTION TEXT:

[What was the month and year the diagnosis was made?]

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|___|___|___|___|
ENTER YEAR

ENTER NUMBER

Range	2003 to 2015
Soft Range	2003 to 2015
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 1-12 FOR MONTH, 2003-2015 FOR YEAR.

IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE."

PRESS G OR ENTER TO CHANGE ENTRY AT CHQ.310b.

PRESS S TO SUPPRESS AND CONTINUE.

CHQ311

QUESTION TEXT:

Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?

CODES

1	YES	
2	NO	CHQ330
	REFUSED	CHQ330
	DON'T KNOW	CHQ330

CHQ312

QUESTION TEXT:

How often does {CHILD} wear glasses or contact lenses?

CODES

1	All of the time,	CHQ314
2	Most of the time,	CHQ314
3	Sometimes,	CHQ314
4	Rarely, or	CHQ314
5	Never?	CHQ313
6	CHILD DOES NOT HAVE GLASSES OR CONTACTS	CHQ330
	REFUSED	CHQ330
	DON'T KNOW	CHQ330

CHQ313

QUESTION TEXT:

Does {CHILD} have glasses or contact lenses?

CODES

1	YES	
2	NO	CHQ330
	REFUSED	CHQ330
	DON'T KNOW	CHQ330

CHQ314

QUESTION TEXT:

Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?

CODES

1	SEE THINGS UP CLOSE
2	SEE THINGS IN THE DISTANCE
3	BOTH
	REFUSED
	DON'T KNOW

CHQ330

QUESTION TEXT:

Would you say {CHILD}'s health is …

CODES

1	Excellent,
2	Very good,
3	Good,
4	Fair, or
5	Poor?
	REFUSED
	DON'T KNOW

BOX21

IF CHILD DOES NOT HAVE ANY DISABILITIES AND HIS OR HER HEALTH IS GOOD TO EXCELLENT, THAT IS:
CHQ.095=1, 2, 8, 9 (INDEPENDENCE)
AND
CHQ.100=1, 2, 8, 9 (ATTENTION)
AND
CHQ.105=1, 2, 8, 9 (THINK/LEARN/SOLVE)
AND
CHQ.106=1, 2, 8, 9 (COORDINATION)
AND
CHQ.107=1, 2, 8, 9 (BEHAVIOR WITH OTHER CHILDREN)

AND
CHQ.108=1, 2, 8, 9 (BEHAVIOR WITH ADULTS)
AND
CHQ.109=1, 2, 3, 8, 9 (HYPERACTIVE)
AND
CHQ.110=2, 8, 9 (EMOTIONAL/PSYCHOLOGICAL DIFICULTIES)
AND
CHQ.200=1, 2, 8, 9 (COMMUNICATION)
AND
CHQ.216=1, 2, 8, 9 (HEARING)
AND
CHQ.285=2, 8, 9 (VISION)
AND
CHQ.330=1, 2, 3, 8, 9 (HEALTH),
GO TO BOX 23.
OTHERWISE, CONTINUE WITH CHQ.340.

CHQ340   HELP AVAILABLE

QUESTION TEXT:

During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?

HELP TEXT: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "this school year" IN UNDERLINED TEXT.

CHQ420

QUESTION TEXT:

During this school year, did {CHILD} participate in a special education program?

CODES

1	YES	CHQ430
2	NO	
	REFUSED	
	DON'T KNOW	

BOX22

IF CHQ.340 OR CHQ.420=1, GO TO CHQ.430. ELSE GO TO BOX 23.

CHQ430

QUESTION TEXT:

Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year? Are you...

CODES

1	Completely satisfied,
2	Very satisfied,
3	Fairly satisfied,
4	Somewhat dissatisfied, or
5	Very Dissatisfied?
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY 'this school year' IN UNDERLINED TEXT.

BOX23

GO TO SECTION VIQ (PEER VICTIMIZATION).

VIQ010

HELP AVAILABLE

QUESTION TEXT:

Now, I have some questions about problems {CHILD} may have had with other children.

During this school year have other children ever teased, made fun of, or called {CHILD} names?

HELP TEXT: In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.

CODES

1	YES	
2	NO	VIQ021
	REFUSED	VIQ021
	DON'T KNOW	VIQ021

VIQ020

HELP AVAILABLE

QUESTION TEXT:

How often has this happened? Would you say …

HELP TEXT: In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.

CODES

1	Rarely,
2	Sometimes,
3	Often, or
4	Very often?
	REFUSED
	DON'T KNOW

VIQ021

HELP AVAILABLE

QUESTION TEXT:

During this school year, have other children ever told lies or untrue stories about {CHILD}?

HELP TEXT: In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.

CODES

1	YES	
2	NO	VIQ030
	REFUSED	VIQ030
	DON'T KNOW	VIQ030

VIQ022   HELP AVAILABLE

QUESTION TEXT:

How often has this happened? Would you say …

HELP TEXT: In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.

CODES

1	Rarely,
2	Sometimes,
3	Often, or
4	Very often?
	REFUSED
	DON'T KNOW

VIQ030   HELP AVAILABLE

QUESTION TEXT:

During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?

HELP TEXT: In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.

CODES

1	YES	
2	NO	VIQ050
	REFUSED	VIQ050

VIQ040   **HELP AVAILABLE**

QUESTION TEXT:

How often has this happened? Would you say …

HELP TEXT: In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.

CODES

1	Rarely
2	Sometimes,
3	Often, or
4	Very often?
	REFUSED
	DON'T KNOW

VIQ050   **HELP AVAILABLE**

QUESTION TEXT:

During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?

HELP TEXT: In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.

CODES

1	YES	
2	NO	Box1
	REFUSED	Box1
	DON'T KNOW	Box1

VIQ060   **HELP AVAILABLE**

QUESTION TEXT:

How often has this happened? Would you say ...

HELP TEXT: In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.

CODES
1	Rarely,
2	Sometimes,
3	Often, or
4	Very often?
	REFUSED
	DON'T KNOW

BOX1

GO TO PPQ (PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH).

Section	PPQ	[Parent's Psychological Well-Being and Health]	Sequence: 11

BOX1

IF PERSON FLAGGED AS RESPONDENT SCORES '1' OR '2' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130, CONTINUE WITH PPQ.100. OTHERWISE, GO TO BOX 2.

PPQ100

QUESTION TEXT:

I'm going to read some statements that may relate to how you have felt about yourself and your life during the past week. For each statement I read, please indicate how often in the past week you felt or behaved this way. There are no right or wrong answers.

How often during the past week have you felt that you were bothered by things that don't usually bother you? Would you say never, some of the time, a moderate amount of the time, or most of the time?

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ110

QUESTION TEXT:

How often during the past week have you felt that you did not feel like eating, that your appetite was poor?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ120

QUESTION TEXT:

How often during the past week have you felt that you could not shake off the blues even with help from your family or friends?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ130

QUESTION TEXT:

How often during the past week have you felt that you had trouble keeping your mind on what you were doing?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ140

QUESTION TEXT:

How often during the past week have you felt depressed?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ150

QUESTION TEXT:

How often during the past week have you felt that everything you did was an effort?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ160

QUESTION TEXT:

How often during the past week have you felt fearful?

> [PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ170

QUESTION TEXT:

> How often during the past week have you felt that your sleep was restless?
>
> [PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ180

QUESTION TEXT:

> How often during the past week have you felt that you talked less than usual?
>
> [PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ190

QUESTION TEXT:

How often during the past week have you felt lonely?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ200

QUESTION TEXT:

How often during the past week have you felt sad?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ210

QUESTION TEXT:

How often during the past week have you felt that you could not get going?

CODES

1	NEVER
2	SOME OF THE TIME
3	A MODERATE AMOUNT OF THE TIME
4	MOST OF THE TIME
	REFUSED
	DON'T KNOW

PPQ220

QUESTION TEXT:

Now, I would like to ask you about your health. In general, would you say that your health is…

CODES

1	Excellent,
2	Very good,
3	Good,
4	Fair, or
5	Poor?
	REFUSED
	DON'T KNOW

PPQ225

QUESTION TEXT:

During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?

CODES

1	A LOT OF STRESS
2	A MODERATE AMOUNT OF STRESS
3	RELATIVELY LITTLE STRESS
4	ALMOST NO STRESS AT ALL
	REFUSED
	DON'T KNOW

BOX2

GO TO SECTION FDQ (FOOD SECURITY).

FDQ130a

QUESTION TEXT:

These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2014.

{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more. Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?

CODES

1	OFTEN TRUE
2	SOMETIMES TRUE
3	NEVER TRUE
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "in the last 12 months, that is, since last {CURRENT MONTH}, 2014" AND DISPLAY THE CURRENT MONTH.

DISPLAY "often", "sometimes", AND "never" IN THE MAIN QUESTION TEXT AS UNDERLINED.

USE "you", "I", AND "my" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household", "we", AND "our". NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ130b

QUESTION TEXT:

[These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2014.]

The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more. Was that often true, sometimes true , or never true for {you/your household} in the last 12 months?

CODES

1	OFTEN TRUE
2	SOMETIMES TRUE
3	NEVER TRUE

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "in the last 12 months, that is, since last {CURRENT MONTH}, 2014" AND DISPLAY THE CURRENT MONTH.

DISPLAY "often", "sometimes", AND "never" IN THE MAIN QUESTION TEXT AS UNDERLINED.

USE "you" AND "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household" AND "we". NOTE-HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ130c

QUESTION TEXT:

[These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH},2014.]

{I/We} couldn't afford to eat balanced meals.

[PROBE: Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?]

CODES

1	OFTEN TRUE
2	SOMETIMES TRUE
3	NEVER TRUE
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "in the last 12 months, that is, since last {CURRENT MONTH}, 2014" AND DISPLAY THE CURRENT MONTH.

DISPLAY "often", "sometimes", AND "never" IN THE MAIN QUESTION TEXT AND PROBE AS UNDERLINED.

USE "you" AND "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household" AND "We". NOTE-HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

BOX1

IF (FDQ.130a = 1 OR 2) OR (FDQ.130b = 1 OR 2) OR (FDQ.130c = 1 OR 2), THEN GO TO FDQ.140. ELSE, GO TO BOX3.

FDQ140

QUESTION TEXT:

In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?

CODES

1	YES	
2	NO	FDQ160
	REFUSED	FDQ160
	DON'T KNOW	FDQ160

PROGRAMMER INSTRUCTIONS:

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "you or other adults in your household". NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ150

QUESTION TEXT:

How often did this happen? Would you say…

CODES

1	Almost every month,
2	Some months, but not every month, or
3	In only 1 or 2 months?
	REFUSED
	DON'T KNOW

FDQ160

QUESTION TEXT:

In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

FDQ170

QUESTION TEXT:

In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

FDQ180

QUESTION TEXT:

In the last 12 months, did you lose weight because there wasn't enough money for food?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

BOX2

IF (FDQ.140=1) OR (FDQ.160 =1) OR (FDQ.170 = 1) OR (FDQ.180=1), ASK FDQ.190. OTHERWISE, GO TO BOX3.

FDQ190

QUESTION TEXT:

In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?

CODES

1	YES	
2	NO	BOX3
	REFUSED	BOX3
	DON'T KNOW	BOX3

PROGRAMMER INSTRUCTIONS:

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "you or other adults in your household."
NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ191

QUESTION TEXT:

How often did this happen? Would you say...

CODES

1	Almost every month,
2	Some months, but not every month, or
3	In only 1 or 2 months?
	REFUSED
	DON'T KNOW

BOX3

GO TO SECTION PEQ (PARENT EDUCATION).

BOX1

ASK PEQ.020-PEQ.062 (IF APPLICABLE) FOR 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD. THIS PERSON OR PERSONS SHOULD BE CHOSEN AS DEFINED IN FSQ BOX 5.

AFTER DETERMINING FOR WHOM THE EDUCATION QUESTIONS WILL BE ASKED, CHECK PRELOAD TO DETERMINE IF EACH PERSON HAD NONMISSING EDUCATION DATA FROM A PREVIOUS ROUND. IF SO, WE WILL NOT ASK THE EDUCATION QUESTIONS ABOUT THIS PERSON AGAIN . OTHERWISE, GO TO PEQ.020 FOR EACH APPROPRIATE PERSON. AFTER ALL APPROPRIATE PERSONS WITHOUT EDUCATION DATA HAVE BEEN ASKED ABOUT, GO TO BOX 3.

PEQ020   HELP AVAILABLE

QUESTION TEXT:

{Now I have a few questions about education.} What is the highest grade or year of school that {you/{NAME}} {have/has} completed?

HELP TEXT:

Highest Grade or Year of School Completed: For grades 1-11, enter the exact grade level. If the person you are asking about completed elementary school, find out the last grade completed. If the respondent says the person finished 12th grade, ask whether the person received a diploma or got the equivalent of a high school diploma.

Completing a given grade in school should be counted as the number of years it normally takes to complete that grade level of education, regardless of how many years it actually took the person to finish. This means that for persons who skipped or repeated grades in elementary school, you will enter the highest grade completed regardless of the number of years they were in school. This rule is true for elementary school through high school and is especially relevant to college.

12th grade but no diploma: The person completed the 12th grade, but did not earn a high school diploma or GED.

High school equivalent: This means that the person has a GED. The GED is an exam certified equivalent of a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

High school diploma: A certificate that verifies that a person has successfully completed the required courses of a high school curriculum and has actually graduated from high school rather than having a GED.

Vocational/technical program after high school but no voc/tech diploma: The person attended this type of program, but did not earn a degree/diploma/certificate of successful completion of the program.

Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Vocational/technical program after high school: The person attended this type of program and DID earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Some college but no degree: The person does not have a 4-year college (bachelor's) degree but has completed a class for credit at a college or university.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Graduate or professional school but no degree: The person attended a graduate or professional school that advanced him/her toward a degree beyond a Bachelor's degree (for example, a Master's, Doctorate, or other professional degree). However, the person did not complete the program or earn the degree.

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

Doctorate Degree (Ph.D., Ed.D.): Studies beyond a Master's degree that result in a doctorate degree.

Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

CODES

0	NEVER WENT TO SCHOOL	
1	1ST GRADE	
2	2ND GRADE	
3	3RD GRADE	
4	4TH GRADE	
5	5TH GRADE	
6	6TH GRADE	
7	7TH GRADE	
8	8TH GRADE	
9	9TH GRADE	
10	10TH GRADE	
11	11TH GRADE	
12	12TH GRADE BUT NO DIPLOMA	
13	HIGH SCHOOL EQUIVALENT/GED	PEQ040
14	HIGH SCHOOL DIPLOMA	PEQ040
15	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	
16	VOC/TECH PROGRAM AFTER HIGH SCHOOL, DIPLOMA	
17	SOME COLLEGE BUT NO DEGREE	

18	ASSOCIATE'S DEGREE	
19	BACHELOR'S DEGREE	PEQ040
20	GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	PEQ040
21	MASTER'S (MA, MS)	PEQ040
22	DOCTORATE DEGREE (Ph.D., Ed.D.)	PEQ040
23	PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	PEQ040
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "Now I have… education." WHEN LOOPING ON THIS QUESTION FOR THE FIRST TIME. ELSE, USE A NULL DISPLAY.

DISPLAY "you" AND "have" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "{NAME}" and "has" USING NAME OF THE KEY PARENT FIGURE.

DISPLAY "Highest Grade or Year of School Completed:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'normally' and 'regardless' IN THE HELP TEXT 'Highest Grade or Year of School Completed' IN UNDERLINED TEXT.

DISPLAY "12th grade but no diploma:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "High school equivalent:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "High school diploma: " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Vocational/technical program after high school but no voc/tech diploma:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'no' IN THE HELP TEXT 'Vocational/technical program after high school but no voc/tech diploma' IN UNDERLINED TEXT.

DISPLAY "Vocational/technical program after high school:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Some college but no degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Associate's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bachelor's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Graduate or professional school but no degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'beyond' IN THE HELP TEXT 'Graduate or professional school but no degree' IN UNDERLINED TEXT.

DISPLAY "Master's (MA, MS):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Doctorate Degree (Ph.D., Ed.D.):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB):" IN THE HELP TEXT IN BOLD TEXT.

PEQ021

QUESTION TEXT:

{Do/Does} {you/{NAME}} have a high school diploma, or its equivalent, such as a GED, or neither?

CODES

1	HIGH SCHOOL DIPLOMA
2	HIGH SCHOOL EQUIVALENT (GED)
3	NO HIGH SCHOOL DIPLOMA/EQUIVALENT
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Do you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Does {NAME}" USING NAME OF THE KEY PARENT FIGURE.

PEQ040

QUESTION TEXT:

{Are you/Is {NAME}} currently taking courses full-time or part-time?

HELP TEXT:

Full-time: A person is considered to be attending school full-time if he or she is carrying a full load of class hours in a semester or quarter. This is typically 12 credit hours or more.

Part-time: A person is considered to be attending school part-time if he or she is carrying less than a full load of class hours in a semester or quarter. This is typically less than 12 credit hours.

CODES

1	FULL-TIME
2	PART-TIME
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTER.

DISPLAY "Full-time:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Part-time:" IN THE HELP TEXT IN BOLD TEXT.

PEQ050   HELP AVAILABLE

QUESTION TEXT:

{Are you/Is {NAME}} currently participating in a job training or on the job training program? Please do not report participation in any vocational or technical programs taken at a college or university that you just told me about.

CODES

1	YES	
2	NO	BOX2
	REFUSED	BOX2
	DON'T KNOW	BOX2

PROGRAMMER INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF THE KEY PARENT FIGURE .

DISPLAY "Job-training/On-the-job-training program:" IN THE HELP TEXT IN BOLD TEXT.

PEQ060

QUESTION TEXT:

About how many hours a week {do/does} {you/{NAME}} spend in that program? Please include hours spent on homework for the training program.

|___|___|___|
ENTER HOURS

ENTER NUMBER

Range	0 to 80
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK 0-80.

DISPLAY "do you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Does {NAME}" USING NAME OF THE KEY PARENT FIGURE.

BOX2

IF PEQ040=1 or 2 OR PEQ.050 = 1, GO TO PEQ.062. ELSE, GO TO BOX 3.

QUESTION TEXT:

What type of school or job training {are you/Is {NAME}} currently in?

HELP TEXT:

Basic skills or high school/GED completion classes: These are classes taken to learn basic skills such as writing or math. In some cases, they may be taken to complete high school or earn a high school equivalent or GED. A GED is an exam certified equivalent of a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

Vocational/technical program: Refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "associate's degree" and not vocational or trade school.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

Doctorate Degree (Ph.D., EDD): Studies beyond a Master's degree that result in a doctorate degree.

Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

On-the-job-training: On-the-job training includes activities at the work site to help the learner develop job-related skills while doing work at the same time. This also includes apprenticeships. Do not include high school equivalency degrees (GED), 2-year colleges (A.A. degree), 4-year college degree (B.A.), master's, doctorates, or professional degree programs after a bachelor's degree (MA, MS, PHD, EDD, MD, DDS, LAW/JD/LLB).

Job training: Job training includes activities that qualify someone to work in a particular occupation, such as a carpenter, a cook, or an electrician. Do not include high school equivalency degrees (GED), 2-year colleges (A.A. degree), 4-year college degree (B.A.), master's, doctorates, or professional degree programs after a bachelor's degree (MA, MS, PHD, EDD, MD, DDS, LAW/JD/LLB).

CODES

1	BASIC SKILLS OR HIGH SCHOOL/GED COMPLETION CLASSES
2	VOCATIONAL OR TECHNICAL DEGREE PROGRAM
3	ASSOCIATE'S DEGREE PROGRAM
4	BACHELOR'S DEGREE PROGRAM
5	MASTER'S (MA, MS) DEGREE PROGRAM
6	DOCTORATE DEGREE (PHD, EDD) PROGRAM
7	PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE PROGRAM (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)
8	ON-THE-JOB TRAINING AT CURRENT JOB TO GET NEW SKILLS

9	JOB TRAINING TO GET A JOB/LEARN NEW JOB
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "is {NAME}" USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTE

DISPLAY "Basic skills or high school/GED completion classes:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Vocational/technical program:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Associate's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bachelor's degree: " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Master's (MA, MS):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Master's (MA, MS):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Doctorate Degree (Ph.D., EDD):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Doctorate Degree (Ph.D., EDD):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "On-the-job-training:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Job training:" IN THE HELP TEXT IN BOLD TEXT.

BOX3

GO TO SECTION EMQ (PARENT EMPLOYMENT).

4th grade cognitive labs parent interview: ECLS-K:2011 :: PEQ

Section	EMQ	[Parent Employment]	Sequence: 14

BOX1

> LOOP 1
>
> ASK EMQ.200 - EMQ.215 FOR 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5.

EMQ200

QUESTION TEXT:

Which best describes {your/{NAME}'s} current employment situation? {Are you/Is {NAME}}...

CODES

1	working part-time,
2	working full-time,
3	a stay-at-home parent or guardian, or
4	not working?
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "your" and "Are you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT.OTHERWISE, DISPLAY "{NAME}'s" and "Is {NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

EMQ210

QUESTION TEXT:

Since {CHILD} was born, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for the war in Afghanistan.

CODES

1	YES

2	NO	BOX2
	REFUSED	BOX2
	DON'T KNOW	BOX2

EMQ215

QUESTION TEXT:

{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?

HELP TEXT: Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the war in Afghanistan.

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Are you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}".

FOR "Is {NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

BOX2

END LOOP 1
ASK EMQ.200 - EMQ.215 FOR NEXT 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5.
IF NO NEXT "KEY" PARENT, GO TO WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

WPQ100

QUESTION TEXT:

{Since {DATE OF LAST INTERVIEW}/In the past 12 months}, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called {TANF or} {STATE TANF PROGRAM NAME}?

PROBE: TANF was formerly known as Aids to Families with Dependent Children, or AFDC.

IF NEEDED:
TANF: Temporary Assistance for Needy Families (TANF) {or {STATE TANF PROGRAM NAME} in {STATE}} is a government program that provides cash benefits to low-income families with children. Many states provide TANF money through an Electronic Benefits Transfer (EBT) card that is like a debit or ATM card.

Past 12 Months: For this question, consider whether or not TANF (or AFDC) was received in the past 12 calendar months, not the last calendar year.

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{TANF or}". ELSE, DISPLAY "TANF or" AND STATE TANF PROGRAM NAME. ELSE, IF STATE PROGRAM NAME IS MISSING, DISPLAY "TANF".

IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{or {STATE TANF PROGRAM NAME} IN {STATE}}".

IF, ACCORDING TO THE PRELOAD, THERE ARE PREVIOUS WPQ DATA FOR THE WHOLE WPQ SECTION FROM A COMPLETED OR PARTIALLY COMPLETED SPRING-K INTERVIEW, DISPLAY "Since {DATE OF LAST INTERVIEW}" AND DISPLAY THE MONTH, DAY, AND YEAR OF THE LAST INTERVIEW. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., March 5th, 2011). ELSE, DISPLAY "In the past 12 months".

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

DISPLAY "Past 12 Months: " IN THE HELP TEXT IN BOLD TEXT.

WPQ110

QUESTION TEXT:

{Since {DATE OF LAST INTERVIEW}/In the past 12 months}, have you or anyone in your household received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT

(Electronic Benefit Transfer)?

HELP TEXT:

Food Stamps or SNAP (Supplemental Nutrition Assistance Program): A government program that provides plastic cards that can be used to buy food. In the past, SNAP was called the Food Stamp Program and gave people benefits in paper coupons or food stamps.

Past 12 Months: For this question, consider whether or not food stamps were received in the past 12 calendar months, not the last calendar year.

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF, ACCORDING TO THE PRELOAD, THERE ARE PREVIOUS WPQ DATA FOR THE WHOLE WPQ SECTION FROM A COMPLETED OR PARTIALLY COMPLETED SPRING-K INTERVIEW, DISPLAY "Since {DATE OF LAST INTERVIEW}" AND DISPLAY THE MONTH, DAY, AND YEAR OF THE LAST INTERVIEW. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., March 5th, 2011). ELSE, DISPLAY "In the past 12 months".

DISPLAY "Food Stamps or SNAP (Supplemental Nutrition Assistance Program): " IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Past 12 Months: " IN THE HELP TEXT IN BOLD TEXT.

WPQ170

QUESTION TEXT:

Does {CHILD} receive free or reduced price lunches at school?

CODES

1	YES	WPQ180
2	NO	BOX1
	REFUSED	BOX1
	DON'T KNOW	BOX1

PROGRAMMER INSTRUCTIONS:

DISPLAY "free" AND "reduced price" IN UNDERLINED TEXT.

WPQ180

QUESTION TEXT:

Are these lunches free or reduced price?

CODES

1	FREE
2	REDUCED PRICE
	REFUSED
	DON'T KNOW

BOX1

GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

PAQ100

QUESTION TEXT:

In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it…

CODES

1	$25,000 or less, or	
2	More than $25,000?	
	REFUSED	PAQ140
	DON'T KNOW	PAQ140

PAQ110

QUESTION TEXT:

Was it…

CODES

1	$5,000 or less
2	$5,001 to $10,000
3	$10,001 to $15,000
4	$15,001 to $20,000
5	$20,001 to $25,000
6	$25,001 to $30,000
7	$30,001 to $35,000
8	$35,001 to $40,000
9	$40,001 to $45,000
10	$45,001 to $50,000
11	$50,001 to $55,000
12	$55,001 to $60,000
13	$60,001 to $65,000
14	$65,001 to $70,000
15	$70,001 to $75,000

16	$75,001 to $100,000
17	$100,001 to $200,000, or
18	$200,001 or more
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF PAQ.100=1, DISPLAY SET 1. IF PAQ.100=2, DISPLAY SET 2.

[SET 1]
$5,000 or less…………………1
$5,001 to $10,000…………….. 2
$10,001 to $15,000………….. 3
$15,001 to $20,000…………. 4
$20,001 to $25,000…………. 5

[SET 2]
$25,001 to $30,000……………….6
$30,001 to $35,000……………….7
$35,001 to $40,000……………….8
$40,001 to $45,000……………….9
$45,001 to $50,000……………….10
$50,001 to $55,000……………….11
$55,001 to $60,000……………….12
$60,001 to $65,000……………….13
$65,001 to $70,000……………….14
$70,001 to $75,000……………….15
$75,001 to $100,000……………...16
$100,001 to $200,000…………….17
$200,001 or more………………... 18

BOX2

QUESTION TEXT:

IF PAQ.110 (SET 1 OR SET 2) IS RF/DK, GO TO PAQ.140.

PAQ.120 IS ASKED IF THE HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW.
ASK PAQ.120 IF
(NUMBER IN HH = 1 AND PAQ.110 < 6) OR
(NUMBER IN HH = 2 AND PAQ.110 < 7) OR
(NUMBER IN HH = 3 AND PAQ.110 < 9) OR
(NUMBER IN HH = 4 AND PAQ.110 < 11) OR
(NUMBER IN HH = 5 AND PAQ.110 < 13) OR
(NUMBER IN HH = 6 AND PAQ.110 < 14) OR
(NUMBER IN HH = 7 AND PAQ.110 < 16) OR
(NUMBER IN HH = 8 AND PAQ.110 < 17) OR
(NUMBER IN HH g.e. 9 AND PAQ.110 < 17).
ELSE, GO TO PAQ.140.

PAQ120

QUESTION TEXT:

What was your total household income last year, to the nearest thousand?

|___|___|___|,|___|___|___|,|___|___|___|.
TOTAL INCOME

ENTER NUMBER

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE CHECK-TOTAL INCOME SHOULD BE IN RANGE OF ANSWER TO PAQ. 110.

RANGE CHECK:
IF PAQ.100 = 1, RANGE = 0-25,000
IF PAQ.100 = 2, RANGE = 25,001-999,999,999

IF ANSWER IS NOT IN THE RANGE OF THE ANSWER TO PAQ.110, DISPLAY "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

INSERT COMMAS FOR EVERY THREE DIGITS OF REPORTED INCOME (FROM RIGHT TO LEFT).

PAQ140

QUESTION TEXT:

What is your current housing situation? Do you...

CODES

1	own your own house or condominium,
2	rent your house or apartment,
3	exchange services for housing,
4	not pay for housing,
5	live in temporary housing or a shelter,
6	live with a relative or in a dwelling owned by a relative (MAY OR MAY NOT CONTRIBUTE TO EXPENSES OR CONTRIBUTION UKNOWN), or
91	have another type of arrangement (SPECIFY)?
	REFUSED
	DON'T KNOW

BOX3

IF PAQ.140=91, CONTINUE WITH PAQ.140OS. OTHERWISE, GO TO BOX 4.

PAQ140OS

QUESTION TEXT:

[What is your current housing situation?]

SPECIFY TYPE OF ARRANGEMENT.

_____

ENTER TEXT

Length   50

PROGRAMMER INSTRUCTIONS:

DK AND REF DISALLOWED.

BOX4

GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).

4th grade cognitive labs parent interview: ECLS-K:2011

CMQ010

QUESTION TEXT:

Have you moved since {DATE OF LAST INTERVIEW}?

CODES

1	YES	
2	NO	Box1
	REFUSED	Box1
	DON'T KNOW	Box1

CMQ020

QUESTION TEXT:

Why did you move?

PROBE: Any other reason?

CODE ALL THAT APPLY.

CODES

1	SO CHILD COULD GO TO A BETTER SCHOOL
2	BOUGHT A HOUSE
3	MOVED TO BE NEARER JOB; JOB-RELATED REASONS
4	MOVED TO NICER APARTMENT/HOUSE
5	MOVED TO SAFER AREA; CRIME-RELATED REASONS
6	MOVED TO LESS EXPENSIVE LIVING QUARTERS
7	BANK HAD TO BUY BACK THE HOME (FORECLOSED)
8	WAS EVICTED, COULD NOT PAY RENT IN PREVIOUS RESIDENCE
9	OLD HOUSE/APARTMENT WAS DAMAGED
10	MOVED BECAUSE OF MARITAL SEPARATION, DIVORCE, DEATH IN FAMILY
11	HOUSE WAS SOLD, NO NEW HOUSE BOUGHT

12	LEASE RAN OUT
13	MOVED OUT OF RELATIVE'S HOME/ON-OWN
14	TO BE CLOSER TO FAMILY
91	OTHER (SPECIFY)
	REFUSED
	DON'T KNOW

BOX0

IF CMQ.020=91, GO TO CMQ.020OS. ELSE, GO TO BOX1.

CMQ020OS

QUESTION TEXT:

[Why did you move?]

_____

SPECIFY OTHER REASON.

ENTER TEXT

Length   50

BOX1

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-THIRD GRADE INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING- THIRD GRADE CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING- THIRD GRADE GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING- THIRD GRADE) AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-SECOND GRADE INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING- SECOND GRADE CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING- SECOND GRADE GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING- SECOND GRADE) AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING- FIRST GRADE CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE

NUMBER IN SPRING- FIRST GRADE GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING-KINDERGARTEN CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING-KINDERGARTEN GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN) AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THERE IS A TELEPHONE NUMBER FOR CMQ.080) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN) AND (THE TELEPHONE NUMBER IS NOT "000"), GO TO CMQ.100.

ELSE, CONTINUE WITH CMQ.060.

CMQ060

QUESTION TEXT:

Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you.

Is there a second phone number, such as a work number, a friend or relative's number, or a beeper or cell phone number, where you can sometimes be reached?

CODES

1	YES	CMQ140
2	NO	BOX2
	REFUSED	BOX2
	DON'T KNOW	BOX2

CMQ100

QUESTION TEXT:

Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you. I have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?

CODES

1	YES	BOX2
2	NO	CMQ140
	REFUSED	BOX2
	DON'T KNOW	BOX2

PROGRAMMER INSTRUCTIONS:

USING THE PRELOAD, DISPLAY SECOND PHONE NUMBER FROM (SPRING-THIRD GRADE CMQ.100 IF SPRING-THIRD GRADE CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING- THIRD GRADE CMQ.140). ELSE, IF SPRING-THIRD GRADE INFORMATION IS MISSING, DISPLAY SECOND PHONE NUMBER FROM (SPRING-SECOND GRADE CMQ.100 IF SPRING- SECOND GRADE CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING- SECOND GRADE CMQ.140). ELSE, IF SPRING- SECOND GRADE INFORMATION IS MISSING, DISPLAY SECOND PHONE NUMBER FROM (SPRING-FIRST GRADE CMQ.100 IF SPRING- FIRST GRADE CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING- FIRST GRADE CMQ.140). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY (SPRING-K CMQ.100 IF SPRING-K CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING-K CMQ.140). IF SPRING-K INFORMATION IS MISSING, DISPLAY FALL-K TELEPHONE NUMBER FROM FALL K CMQ.080.

CMQ140

QUESTION TEXT:

What is that telephone number?

ENTER {NEW} SECOND PHONE NUMBER.

|__|__|__| – |__|__|__| –|__|__|__|__|
SECOND TELEPHONE NUMBER

ENTER TEXT

Length	12
REFUSED	BOX2
DON'T KNOW	BOX2

PROGRAMMER INSTRUCTIONS:

DISPLAY 'NEW' IF CMQ.100=2. OTHERWISE, USE A NULL DISPLAY.

ONLY NUMERIC RESPONSES ACCEPTED.

CMQ140_ext

QUESTION TEXT:

[What is that telephone number?]

ENTER EXTENSION

REFUSED	CMQ150
DON'T KNOW	CMQ150

PROGRAMMER INSTRUCTIONS:

ONLY NUMERIC RESPONSES ACCEPTED.

IF THE PHONE NUMBER HAS AN EXTENSION, ALLOW IT TO BE ENTERED IN THE EXTENSION FIELD.

EXTENSION FIELD SHOULD BE LIMITED TO 10 NUMBERS.

CMQ150

QUESTION TEXT:

Where is that telephone located?

CODES

1	OFFICE/PLACE OF BUSINESS	BOX2
2	RELATIVE (SPECIFY)	CMQ155
3	NEIGHBOR (SPECIFY)	CMQ155
4	FRIEND (SPECIFY)	CMQ155
5	BEEPER NUMBER	BOX2
6	CELL PHONE	BOX2
7	HOME	BOX2
91	OTHER (SPECIFY)	CMQ155
	REFUSED	BOX2
	DON'T KNOW	BOX2

CMQ155

QUESTION TEXT:

[Where is that telephone located?]

_____
SPECIFY {RELATIVE / NEIGHBOR / FRIEND / OTHER}.

ENTER TEXT

Length   50

 PROGRAMMER INSTRUCTIONS:

DISPLAY 'RELATIVE' IF CMQ.150=2.

DISPLAY 'NEIGHBOR' IF CMQ.150=3.

DISPLAY 'FRIEND' IF CMQ.150=4.

DISPLAY 'OTHER' IF THE CMQ.150=91.

BOX2

IF THE CASE DID NOT HAVE A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL K, SPRING K, SPRING-FIRST, OR SPRING-THIRD GRADE GO TO CMQ.205.

ELSE, IF (THE HOUSEHOLD HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN SPRING-

THIRD GRADE) AND (THERE WAS A FIRST CONTACT PERSON GIVEN IN SPRING-THIRD GRADE CMQ.200 THAT WAS CORRECT (CMQ.200=1) OR A FIRST CONTACT PERSON IN SPRING-THIRD GRADE GIVEN OR CORRECTED IN CMQ.210-CMQ.280 AND (THE RESPONDENT IS THE SAME AS IN SPRING-THIRD GRADE), GO TO CMQ.200.

ELSE, IF (THE HOUSEHOLD HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN SPRING-FIRST GRADE) AND (THERE WAS A FIRST CONTACT PERSON GIVEN IN SPRING-FIRST GRADE CMQ.200 THAT WAS CORRECT (CMQ.200=1) OR A FIRST CONTACT PERSON IN SPRING-FIRST GRADE GIVEN OR CORRECTED IN CMQ.210-CMQ.280 AND (THE RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), GO TO CMQ.200.

ELSE, IF (THE HOUSEHOLD HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN SPRING-KINDERGARTEN) AND (THERE WAS A FIRST CONTACT PERSON GIVEN IN SPRING-KINDERGARTEN CMQ.200 THAT WAS CORRECT (CMQ.200=1) OR A FIRST CONTACT PERSON IN SPRING-KINDERGARTEN GIVEN OR CORRECTED IN CMQ.210-CMQ.280 AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), GO TO CMQ.200.

ELSE, IF (THE HOUSEHOLD HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL-KINDERGARTEN) AND (THERE IS A FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FOR CMQ.110) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN), CONTINUE WITH CMQ.200.

ELSE, GO TO CMQ.205.

CMQ200

QUESTION TEXT:

I have recorded that {NAME OF RELATIVE/FRIEND}

at {PHONE NUMBER}

on
{STREET ADDRESS, LINE 1}
{STREET ADDRESS, LINE 2}
{CITY}
{STATE}
{ZIP CODE}
{COUNTRY NAME}

will always know where you are if you move. Is this still true?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

MAKE CORRECTIONS TO ANY INFORMATION THAT IS UNKNOWN OR SHOWN AS REFUSED (RF) OR DON'T KNOW (DK).

CODES

1	YES --- NO CORRECTION NEEDED	BOX3
2	YES --- MINOR CORRECTIONS NEEDED	CMQ210
3	NO	CMQ205
	REFUSED	BOX3
	DON'T KNOW	BOX3

PROGRAMMER INSTRUCTIONS:

FROM PRELOAD, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (FIRST CONTACT PERSON IN SPRING-THIRD CMQ.210-CMQ.280). FROM PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY COUNTRY FROM SPRING-THIRD CMQ.255. ELSE, USE A NULL DISPLAY. ELSE, IF SPRING-THIRD INFORMATION IS MISSING, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM SPRING-FIRST (CMQ.200 IF CMQ.200=1) OR (FIRST CONTACT PERSON IN SPRING-FIRST CMQ.210-CMQ.280). FROM PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY COUNTRY FROM SPRING- FIRST CMQ.255. ELSE, USE A NULL DISPLAY. ELSE, IF SPRING-FIRST INFORMATION IS MISSING, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM SPRING-K (CMQ.200 IF CMQ.200=1) OR (FIRST CONTACT PERSON IN SPRING-K CMQ.210-CMQ.280) ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM FALL-K CMQ.110.

IF THERE WAS NO TELEPHONE IN PRELOAD (TELEPHONE NUMBER WAS RECORDED AS '000' OR WAS MISSING, REFUSED, OR DON'T KNOW), DISPLAY "AN UNKNOWN TELEPHONE NUMBER" FOR "PHONE NUMBER" DISPLAY. IF ANY PART OF THE STREET ADDRESS IS MISSING, REFUSED, OR DON'T KNOW FROM THE PRELOAD, FOR STREET ADDRESS LINE 1, DISPLAY "AN UNKNOWN STREET". IF STREET ADDRESS LINE 2 IS MISSING, REFUSED, OR DON'T KNOW, USE A NULL DISPLAY. IF CITY IS MISSING, DISPLAY "AN UNKNOWN CITY". IF STATE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE STATE DISPLAY. IF STATE IS REFUSED, DISPLAY "RF" FOR THE STATE DISPLAY. IF ZIP CODE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE ZIP CODE DISPLAY. ELSE, IF ZIP CODE WAS REFUSED, DISPLAY "RF" FOR THE ZIP CODE DISPLAY. ELSE, IF COUNTRY WAS REFUSED OR DON'T KNOW FROM SPRING-FIRST GRADE CMQ.255, DISPLAY "AN UKNOWN COUNTRY" FOR THE COUNTRY NAME. ELSE, USE A NULL DISPLAY FOR COUNTRY NAME.

DISPLAY CITY, STATE, ZIP, AND COUNTRY NAME ON 1 LINE.

CMQ205

QUESTION TEXT:

Is there a relative or friend, who does not live in this household, who will always know where you are if you move?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

CODES

1	YES	CMQ210
2	NO	BOX3
	REFUSED	BOX3
	DON'T KNOW	BOX3

CMQ210

QUESTION TEXT:

What is the name, address, and telephone number of that person?

{ENTER / CORRECT / ENTER NEW} FIRST AND LAST NAME.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

ENTER TEXT

Length	50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.210). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ210 IN THE RESPONSE FIELDS). ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ210 IN THE RESPONSE FIELDS). ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD… INFORMATION." OTHERWISE, USE A NULL DISPLAY.

CMQ220

QUESTION TEXT:

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 1.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

ENTER TEXT

Length	50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.220). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ.220) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.220) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD… INFORMATION." OTHERWISE, USE A NULL DISPLAY.

CMQ230

QUESTION TEXT:

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 2.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

ENTER TEXT

Length	50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.230). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ.230) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.230) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY 'ENTER." IF CMQ.200=2, DISPLAY "IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

CMQ240

QUESTION TEXT:

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} CITY.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

ENTER TEXT

Length	30
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY CITY FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.240). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY CITY FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ.240) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY CITY FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.240) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY CITY FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY 'ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

CMQ250

QUESTION TEXT:

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STATE ABBREVIATION BY USING LOOKUP FILE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE NAME. IF NOT IN THE UNITED STATES, HIGHLIGHT ***NOT IN THE UNITED STATES*** IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

ENTER TEXT

Length		2
REFUSED		
DON'T KNOW		

PROGRAMMER INSTRUCTIONS:

DISPLAY "TO ….MATCH." WHEN ON STATE ENTRY FIELD.

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY STATE FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.250). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY STATE FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING- FIRST CMQ.250) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY STATE FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.250) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY STATE FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

BOX2B

IF CMQ.250 = 0 (NOT IN THE UNITED STATES), CONTINUE WITH CMQ.255. ELSE, GO TO CMQ.260.

CMQ255

QUESTION TEXT:

[What is the name, address, and telephone number of that person?]

ENTER COUNTRY OR TERRITORY BY USING LOOKUP FILE.

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

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

ENTER TEXT

> REFUSED
>
> DON'T KNOW

PROGRAMMER INSTRUCTIONS:

> ACCORDING TO THE PRELOAD , IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY COUNTRY FROM (SPRING-THIRD CMQ.255). ELSE, USE A NULL DISPLAY. ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY COUNTRY FROM (SPRING-FIRST CMQ.255). ELSE, USE A NULL DISPLAY.
>
> DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

BOX2C

IF CMQ.255 = 0 (NOT ON LIST), CONTINUE WITH CMQ.255OS. OTHERWISE, GO TO CMQ.260.

CMQ255OS

QUESTION TEXT:

[What is the name, address, and telephone number of that person?]

SPECIFY COUNTRY NAME

_____

ENTER TEXT

> Length   50
>
> REFUSED
>
> DON'T KNOW

CMQ260

QUESTION TEXT:

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} ZIP CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

ENTER TEXT

Length   10

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY ZIP CODE FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.260). ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY ZIP CODE FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST CMQ.260) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY ZIP CODE FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.260) IN THE RESPONSE FIELDS. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY ZIP CODE FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

CMQ270

QUESTION TEXT:

[What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} PHONE NUMBER, INCLUDING AREA CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

IF NO TELEPHONE, ENTER '000.'

ENTER TEXT

Length   15

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY TELEPHONE NUMBER FROM (SPRING-THIRD CMQ.200 IF CMQ.200=1) OR (SPRING-THIRD CMQ.270) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A SPRING-FIRST INTERVIEW, DISPLAY TELEPHONE NUMBER FROM (SPRING-FIRST CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST OR CMQ.270) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY TELEPHONE NUMBER FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K OR CMQ.270) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY TELEPHONE NUMBER FROM FALL-K CMQ.110 IN THE RESPONSE FIELD. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

CMQ280

QUESTION TEXT:

What is the person's relationship to you?

{ENTER / CORRECT / ENTER NEW} RELATIONSHIP OF PERSON TO RESPONDENT.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

ENTER TEXT

Length	50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-THIRD GRADE INTERVIEW, DISPLAY RELATIONSHIP FROM (SPRING-THIRD PRELOAD IF CMQ.200=1) OR (SPRING-THIRD CMQ.280) IN THE RESPONSE FIELD. IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY RELATIONSHIP FROM (SPRING-FIRST PRELOAD IF CMQ.200=1) OR (SPRING-FIRST CMQ.280) IN THE RESPONSE FIELD. FROM THE SPRING-FIRST PRELOAD, IF THE HOUSEHOLD HAD A SPRING-KINDERGARTEN INTERVIEW, DISPLAY RELATIONSHIP FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.280) IN THE RESPONSE FIELD. ELSE, IF THE HOUSEHOLD HAD A FALL-KINDERGARTEN INTERVIEW, DISPLAY RELATIONSHIP FROM SPRING-FIRST PRELOAD FOR FALL-K CMQ.110 IN THE RESPONSE FIELD. ELSE, USE A NULL DISPLAY.

IF CMQ.200=2, DISPLAY "CORRECT." IF CMQ.200=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.200=2, DISPLAY "IF FIELD… INFORMATION." ELSE, USE NULL DISPLAY.

BOX3

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-THIRD GRADE INTERVIEW) AND (THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-THIRD GRADE CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-THIRD GRADE GIVEN OR CORRECTED IN CMQ.384) AND (THE RESPONDENT IS THE SAME AS IN SPRING-THIRD GRADE), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-SECOND GRADE INTERVIEW) AND (THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-SECOND GRADE CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-SECOND GRADE GIVEN OR CORRECTED IN CMQ.384) AND (THE RESPONDENT IS THE SAME AS IN SPRING-SECOND GRADE), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND (THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-FIRST GRADE CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-FIRST GRADE GIVEN OR CORRECTED IN CMQ.384) AND (THE RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND (THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-KINDERGARTEN CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-KINDERGARTEN GIVEN OR CORRECTED IN CMQ.384) AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THERE IS AN EMAIL ADDRESS FOR CMQ.092) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN), CONTINUE WITH CMQ.382.

ELSE, GO TO CMQ.383.

CMQ382

QUESTION TEXT:

I have also recorded that your e-mail address is {EMAIL ADDRESS}. Is that correct?

CODES

1	YES --- NO CORRECTION NEEDED	CMQ680
2	YES --- MINOR CORRECTIONS NEEDED	CMQ384
3	NO	CMQ383
	REFUSED	CMQ680
	DON'T KNOW	CMQ680

PROGRAMMER INSTRUCTIONS:

DISPLAY E-MAIL ADDRESS FROM (SPRING-THIRD GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-THIRD GRADE CMQ.384). ELSE, IF SPRING-THIRD GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-SECOND GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-SECOND GRADE CMQ.384). ELSE, IF SPRING-SECOND GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-FIRST CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-FIRST CMQ.384). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-K CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-K CMQ.384). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM FALL K CMQ.092.

CMQ383

QUESTION TEXT:

Is there an e-mail address where we could reach you?

CODES

1	YES	
2	NO	CMQ680
	REFUSED	CMQ680
	DON'T KNOW	CMQ680

CMQ384

QUESTION TEXT:

What is your e-mail address?

IF EMAIL ADDRESS WILL NOT FIT THE SPACE PROVIDED, ENTER IT IN COMMENTS.

{CORRECT / ENTER NEW/ENTER} E-MAIL ADDRESS.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

ENTER TEXT

Length   70

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IN THE RESPONSE FIELD: DISPLAY E-MAIL ADDRESS FROM (SPRING-THIRD GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-THIRD GRADE CMQ.384). ELSE, IF SPRING-THIRD GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-SECOND GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-SECOND GRADE CMQ.384). ELSE, IF SPRING-SECOND GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-FIRST CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-FIRST CMQ.384). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-K CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-K CMQ.384). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM FALL K CMQ.092. ELSE, USE A NULL DISPLAY. IF CMQ.382=2, DISPLAY 'IF FIELD… INFORMATION.' OTHERWISE, USE A NULL DISPLAY.

ALLOW 70 TOTAL CHARACTERS FOR THE E-MAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT CONTAIN THE "@" SIGN, DISPLAY THE FOLLOWING MESSAGE "THE EMAIL ADDRESS SHOULD CONTAIN THE "@" SIGN. PLEASE CONFIRM AND CHANGE."

IF THE EMAIL ADDRESS DOES NOT CONTAIN A "." (PERIOD), DISPLAY THE FOLLOWING MESSAGE "THE EMAIL ADDRESS SHOULD CONTAIN AT LEAST ONE PERIOD. PLEASE CONFIRM AND CHANGE."

IF CMQ.382=2, DISPLAY "CORRECT." IF CMQ.382=3, DISPLAY "ENTER NEW." OTHERWISE, DISPLAY "ENTER."

IF CMQ.382=3, DISPLAY "IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION." OTHERWISE, USE A NULL DISPLAY.

CMQ680

QUESTION TEXT:

WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?

CODES

1   TELEPHONE

2   IN-PERSON

CMQ690

QUESTION TEXT:

WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?

CODES

1	ENGLISH	BOX4
2	SPANISH	BOX4
3	CHINESE LANGUAGE	BOX4
4	VIETNAMESE	BOX4
91	ANOTHER LANGUAGE	

CMQ690OS

QUESTION TEXT:

[WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?]

_____
SPECIFY OTHER LANGUAGE.

ENTER TEXT

Length   25

BOX4

IF CMQ680=2, GO TO CMQ695. ELSE, GO TO BOX 5.

CMQ695

QUESTION TEXT:

WHERE WAS THIS INTERVIEW CONDUCTED?

CODES

1	CHILD'S HOME
2	CHILD'S SCHOOL
3	SOMEWHERE ELSE

BOX5

SET FINAL DISPOSITION CODE:
IF CMQ.680=1 (TELEPHONE) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 60.
IF CMQ.680=1 (TELEPHONE) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 61.
IF CMQ.680=1 (TELEPHONE) AND CMQ.690=3 (CHINESE), SET DISPOSITION CODE TO 66.
IF CMQ.680=1 (TELEPHONE) AND (CMQ.690=4 (VIETNAMESE) OR CMQ.690=91 (ANOTHER LANGUAGE)), SET DISPOSITION CODE TO 62.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 63.
IF CMQ.680=2 (IN-PERSON) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 64.
IF CMQ.680=2 (IN-PERSON) AND CMQ.690=3 (CHINESE), SET DISPOSITION CODE TO 67.
IF CMQ.680=2 (IN-PERSON) AND (CMQ.690=4 (VIETNAMESE) OR CMQ.690=91 (ANOTHER LANGUAGE)), SET DISPOSITION CODE TO 65.

CMQ700

QUESTION TEXT:

Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length   1

BOX6

GO TO CMQ.720.

CMQ701

QUESTION TEXT:

We would like to call the parent or guardian for {CHILD} at the household where {he/she} lives. Could you please give me the name and telephone number for the home that I should call?

AFTER EXITING ON THE NEXT SCREEN, ENTER CONTACT INFORMATION FOR CHILD'S RESIDENCE INTO THE ELECTRONIC RECORD OF CALLS.

[AFTER THAT, SAY:] Thank you for your time.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length   1

BOX7

GO TO CMQ.720.

CMQ702

QUESTION TEXT:

We would like to call back when {this person/{CHILD}'s parent or guardian} is available. Please tell me when we should call back.

AFTER EXITING ON THE NEXT SCREEN, ENTER CALL BACK TIME INTO THE ELECTRONIC RECORD OF CALLS.

[AFTER THAT, SAY:] Thank you for your time.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length   1

PROGRAMMER INSTRUCTIONS:

IF (INQ020=4 and INQ025=2), THEN DISPLAY "this person". ELSE, DISPLAY "{CHILD}'s parent or guardian".

BOX8

GO TO CMQ.720.

CMQ703

QUESTION TEXT:

Thank you.

AFTER EXITING ON THE NEXT SCREEN, ENTER INTO THE ELECTRONIC RECORD OF CALLS WHETHER YOU SPOKE TO THE CONTACT PERSON AND ANY INFORMATION YOU HAVE ABOUT WHY AN APPROPRIATE RESPONDENT WAS NOT AVAILABLE, NOT IN THE HOUSEHOLD, OR THE INFORMATION WAS REFUSED/DON'T KNOW.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length   1

CMQ720

QUESTION TEXT:

PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.