

OMB No.: 0970-0402

Expiration Date:



Mother and Infant Home Visiting Program Evaluation

MIHOPE-K DIRECT ASSESSMENTS OF CHILDREN: VISIT PROTOCOL

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0402. The time required to complete this information collection is estimated to average 90 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

April 2018

Client MPR ID: |_|_|_|_|_|_|_|_|_|_|

Date of interview: |_|_|_| / |_|_|_| / |_|_|_|_|_|_|_|
Month Day Year

FIELD INTERVIEWER ID: |_|_|_|_|_|_|_|_|_|_|

SAY TO CAREGIVER: Today I will be doing some activities with you and [CHILD]. The purpose of these activities is to evaluate the effects of home visiting programs. The information will be used to learn how home visiting programs benefit families. The time required to complete these activities is estimated to be about 2 hours. The activities completed within those 2 hours include assessments of [CHILD], a game for you to participate in, and an interaction with you and [CHILD] that I will record. These activities are voluntary. The responses will be kept private to the extent permitted by law. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-0402 and the expiration date is XX/XX/XXXX.

Specifications for Determining if the Child Needs to be Administered the preLAS

SCENARIO 1: KINDERGARTEN PHONE SURVEY COMPLETED AHEAD OF IN-HOME VISIT

IF THE SURVEY INDICATES THAT THE CHILD IS NOT EXPOSED TO SPANISH, GO TO SECTION D.

SCENARIO 2: KINDERGARTEN PHONE SURVEY NOT COMPLETED AHEAD OF IN-HOME VISIT

SAY TO THE CAREGIVER: Before I start these games with [CHILD], I have to explain a few things to you. It is very important that [CHILD] completes these activities on his/her own without any help. You may be in the room, but you should be out of [CHILD]'s sight. I know that it can be tempting to make comments or try to help [CHILD], but it is important for me to record how [CHILD] answers all by him/herself so please do not say anything that can influence his/her response. Also, you should know that for research purposes, I can only ask the questions in specific ways. Some of these activities are challenging, and [CHILD] is not expected to get them all correct. All the materials have been cleaned before this visit. Do you have any questions? (ANSWER ANY QUESTIONS.)

SAY TO CHILD (AT HIS/HER EYE LEVEL):

**[CHILD], I am going to play some games with you.
SIT NEXT TO THE CHILD TO CONDUCT THE PRELAS.**

SAY TO THE CHILD: **Here is a sticker for you!**
PLACE A STICKER ON THE CHILD'S STICKER SHEET.

SAY TO THE CHILD: **Please listen carefully. As we play these games together, I will give you some more stickers.**

CONTINUE TO GIVE CHILD STICKERS THROUGHOUT THE PRELAS AS NECESSARY.

MIHOPE PRELAS LANGUAGE SCREENER

ADMINISTER PRELAS

Items in this section are from the preLAS language screener.

1. CHECK ONE OF THE FOLLOWING:

- € CHILD COMPLETED THE PRELAS AND INDICATED THAT SHE/HE NEEDS THE SPANISH VERSIONS OF THE ASSESSMENTS. **SET UP WOODCOCK JOHNSON ITEMS THEN GO TO ITEM 3. MAKE SURE TO ADMINISTER THE SPANISH VERSIONS OF THE ASSESSMENTS.**
- € CHILD COMPLETED THE PRELAS AND INDICATED THAT SHE/HE DOES NOT NEED THE SPANISH VERSIONS OF THE ASSESSMENTS. **SET UP WOODCOCK JOHNSON ITEMS THEN GO TO ITEM 3. DO NOT ADMINISTER THE SPANISH VERSIONS OF THE ASSESSMENTS.**
- € CHILD DID NOT DO THE PRELAS. **CONTINUE TO ITEM 2.**

2. FIND A QUIET AREA TO CONDUCT THE WOODCOCK JOHNSON SUBTESTS.

YOU NEED A PLACE WHERE THE CHILD CAN POINT TO THE EASELS WITHOUT DIFFICULTY. TAKE TIME TO SET-UP YOUR WOODCOCK JOHNSON MATERIALS SO THAT YOU CAN EASILY FLOW FROM ONE ITEM TO THE NEXT. HAVE THE MATERIALS CLOSE AT HAND. BE SURE TO KEEP THEM OUT OF CHILD'S REACH AND EYESIGHT. ALSO HAVE STICKERS AND THE TABLET.

SAY TO CHILD (AT HIS/HER EYE LEVEL):

[CHILD], I am going to play some games with you.
SIT NEXT TO THE CHILD TO CONDUCT THE WOODCOCK JOHNSON.

SAY TO THE CHILD: **Here is a sticker for you!**
PLACE A STICKER ON THE CHILD'S STICKER SHEET.

SAY TO THE CHILD: **Please listen carefully. As we play these games together, I will give you some more stickers.**

3. CONTINUE TO GIVE CHILD STICKERS THROUGHOUT THE WOODCOCK JOHNSON AS NECESSARY.

ADMINISTER WOODCOCK JOHNSON IV PICTURE VOCABULARY SUBTEST.

MIHOPE ENGLISH WOODCOCK JOHNSON IV PICTURE VOCABULARY SUBTEST

Items in this section are from the Woodcock Johnson IV Picture Vocabulary subtest.

[ONLY ADMINISTER IF CHILD NEEDS SPANISH VERSION BASED ON THE PRELAS]
MIHOPE SPANISH WOODCOCK JOHNSON IV PICTURE VOCABULARY SUBTEST

Items in this section are from the Woodcock Johnson IV Picture Vocabulary subtest, Spanish version.

4. ADMINISTER WOODCOCK JOHNSON IV ORAL COMPREHENSION SUBTEST.

MIHOPE ENGLISH WOODCOCK JOHNSON IV ORAL COMPREHENSION SUBTEST

Items in this section are from the Woodcock Johnson IV Oral Comprehension subtest.

[ONLY ADMINISTER IF CHILD NEEDS SPANISH VERSION BASED ON THE PRELAS]
MIHOPE SPANISH WOODCOCK JOHNSON IV ORAL COMPREHENSION SUBTEST

Items in this section are from the Woodcock Johnson IV Oral Comprehension subtest, Spanish version.

5. ADMINISTER WOODCOCK JOHNSON III APPLIED PROBLEMS SUBTEST.

MIHOPE ENGLISH WOODCOCK JOHNSON III APPLIED PROBLEMS SUBTESTS

Items in this section are from the Woodcock Johnson III Applied Problems subtest.

[ONLY ADMINISTER IF CHILD NEEDS SPANISH VERSION BASED ON THE PRELAS]
MIHOPE SPANISH WOODCOCK JOHNSON III APPLIED PROBLEMS SUBTEST

Items in this section are from the Woodcock Johnson III Applied Problems subtest, Spanish version.

EXECUTIVE FUNCTIONING ASSESSMENTS (CHILD)

SAY TO THE CAREGIVER: **Before I start these games with [CHILD], I want to repeat that it is very important that [CHILD] completes these activities on his/her own without any help. You may be in the room, but you should be out of [CHILD]'s sight. Please do not say anything that can influence [CHILD]'s responses. For research purposes, I can only ask the questions in specific ways. Some of these activities are challenging, and [CHILD] is not expected to get them all correct. Do you have any questions? (ANSWER ANY QUESTIONS.)**

SAY TO CHILD (AT HIS/HER EYE LEVEL):

[CHILD], I am going to play some more fun games with you.
SIT NEXT TO THE CHILD TO CONDUCT THE DIGIT SPAN.

SAY TO THE CHILD: **Here is a sticker for you!**
PLACE A STICKER ON THE CHILD'S STICKER SHEET.

SAY TO THE CHILD: **Please listen carefully. As we play these games together, I will give you some more stickers.**

2. CONTINUE TO GIVE CHILD STICKERS THROUGHOUT THE ASSESSMENTS AS NECESSARY.

MIHOPE DIGIT SPAN ASSESSMENT

Items in this section are from the Digit Span assessment.

ADMINISTER DIGIT SPAN

SAY TO CHILD: **Thank you for working so hard! We're going to play two more games.**

MIHOPE HEARTS & FLOWERS ASSESSMENT

Items in this section are from the Hearts & Flowers assessment.

ADMINISTER HEARTS & FLOWERS

MIHOPE ATTENTION SUSTAINED TASK

Items in this section are from the Leiter attention sustained task.

ADMINISTER ATTENTION SUSTAINED TASK.