



PARENT/GUARDIAN REPORTS TO QUESTIONS ABOUT CHILDREN

The purpose of the Baseline/Follow-up Parent Report to Questions about Children is to capture children's skills at baseline and follow-up in the impact evaluation and process study based on parent observation and interactions. Parent/guardians would be asked to complete a report on their child.

A. Introduction

Thank you for participating in the Variations in Implementation of Quality Interventions (VIQI) Project! As part of this study, we would like you to answer some questions about your child. This information is crucial to helping us understand the impacts of early care and education centers on children.

Your participation is completely voluntary, and you may skip any questions you do not wish to answer. You may stop the survey at any time. Your responses to these questions will be kept private to the extent permitted by law and will not be shared with your center. There are no direct benefits to you or your child for participating. Participation does not involve any risks other than what you would encounter in daily life. There is a small risk that your information could be lost, stolen, or misused, even though we follow strict rules to protect your information. The study team will follow strict procedures to protect your responses, and your responses will only be used for research and program improvement purposes. Your responses will be stored in password protected computer files and in locked research facilities. The data will be used only by the research team and other researchers bound by the same security requirements described here. We also may share de-identified responses with researchers looking at other education research topics who agree that they will protect your information.

Please complete this questionnaire within the next [X] days. Once complete, please send it back to [ADDRESS]. It will take approximately 6 minutes to complete. If you have any questions, please contact your project liaison at [PHONE] or [email].

Thank you!

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 0970-0508 and the expiration date is XX/XX/XXXX. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [Contractor Contact Name]; [Contractor

ITEMS ABOUT CHILDREN'S POSITIVE SOCIAL SKILLS

Prosocial Behavior Subscale from the Social Competence Scale (CPPRG, 1995)
Shares with others
Is helpful to others
Resolves problems with other children on his or her own
Listens to other people's point of view
Cooperates
Understands other people's feelings
Expresses needs and feelings appropriately

Response options: Almost never (score of 1), Rarely (score of 2), Sometimes (score of 3), Often (score of 4), Very often (score of 5), Almost always (score of 6)

DRAFT

ITEMS ABOUT CHILDREN'S CHALLENGING BEHAVIORS

Emotion Regulation Subscale from the Social Competence Scale (CPPRG, 1995)	
Copes well with disappointment or frustration	
Accepts things not going his or her way	
Feelings are easily hurt (R)	
Whines or complains (R)	
Controls temper when there is a disagreement	
Stops and calms down when frustrated or upset	
Aggressive/Oppositional Items from the Teacher Observation of Child Adaptation-Revised (TOCA-R) (Werthamer-Larsson, Kellam, & Wheeler, 1991)	
Breaks things on purpose	
Stubborn	
Yells at others	DRAFT
Knowingly breaks rules	
Fights with other children	
Ignores or refuses to obey adults	
Hits, pushes or shoves	
Internalizing/Withdrawn Items (from TOCA-R and other behavior problem scales developed for young children)	
Invites others to play (R)	
Low energy, lethargic or inactive	
Keeps to him or herself, tends to withdraw	
Sad, unhappy	
Avoids playing with other children	
Acts younger than his or her age	

Response options: Almost never (score of 1), Rarely (score of 2), Sometimes (score of 3), Often (score of 4), Very often (score of 5), Almost always (score of 6)

ITEMS ABOUT PARENT'S REPORTS ON CHILDREN'S SKILLS

The first set of questions ask you about different skills [CHILD] might have. This is not a test and there are no right or wrong answers. Please do your best to answer based on what you know about [CHILD].

1. How often can [CHILD] recognize the beginning sound of a word? For example, can [CHILD] tell you that the word "ball" starts with the "buh" sound?

- a. Always
- b. Most of the time
- c. About half the time
- d. Sometimes
- e. Never
- f. I don't know

SOURCE: National Survey of Children's Health

2. How many letters of the alphabet can [CHILD] recognize?

- a. All of them
- b. Most of them
- c. About half of them
- d. Some of them
- e. None of them
- f. I don't know

SOURCE: National Survey of Children's Health

3. How often can [CHILD] explain things he or she has seen or done so that you get a very good idea of what happened?

- a. Always
- b. Most of the time
- c. About half the time
- d. Sometimes
- e. Never
- f. I don't know

SOURCE: National Survey of Children's Health

4. How high can [CHILD] count?

- a. This child cannot count
- b. Up to 5
- c. Up to 10
- d. Up to 20
- e. Up to 50
- f. Up to 100 or more
- g. I don't know

SOURCE: National Survey of Children's Health

5. How often can [CHILD] identify basic shapes, such as a triangle, circle, or square?

- a. Always
- b. Most of the time
- c. About half the time
- d. Sometimes
- e. Never
- f. I don't know

SOURCE: National Survey of Children's Health

6. Can [CHILD] identify the colors red, yellow, blue, and green by name? Would you say....

- a. All of them
- b. Some of them
- c. None of them
- d. I don't know

Source: ECLS-B 2006-2007 Preschool Parent Interview