

**Early Childhood Longitudinal Study,
Kindergarten Class of 2021-22
(ECLS-K:2021)**

**Kindergarten and First-Grade National Data
Collection and Transfer School Recruitment**

OMB# 1850-0750 v.29

5th Grade Yr B!

**Spring Kindergarten Web
Gi fj Ym**

**National Longitudinal Survey of Children and Youth
U.S. Department of Education**

**October 2022
revised April 2023
revised October 2023**

Note: Some items in this survey are copyright protected and as such are redacted in public review copies.

Early Childhood Longitudinal Study Parent Survey Spring K - Form PSSK

0

Section INQ Introduction

Grid Spec (all sections)

QUESTION STEMS ON LARGE AND SMALL BROWSERS:

QUESTION STEMS FOR ITEMS THAT ARE DISPLAYED TOGETHER IN GRIDS ON LARGE FORMATS (SUCH AS A DESKTOP) ARE PRESENTED ONLY ONCE IN THE PARENT SURVEY SPECIFICATIONS BELOW. WHEN VIEWING THESE QUESTIONS IN A SMALLER FORMAT (SUCH AS A MOBILE PHONE), QUESTION STEMS REPEAT ON SEPARATE SCREENS TO MAKE THE INTENT OF THE ITEM CLEAR.

ON LARGE FORMAT DISPLAYS, QUESTIONS IN A GRID ARE SKIPPED AS A GROUP WHEN THE NEXT BUTTON IS USED. ON MOBILE, QUESTIONS IN GRIDS ARE PRESENTED ONE AT A TIME. IF THE "SAVE AND EXIT" BUTTON IS USED IN THE MIDDLE OF GRID QUESTIONS, AND SOME OF THE GRID QUESTIONS HAVE BEEN ANSWERED, THE REMAINING QUESTIONS IN A GRID WILL BE ASSIGNED SK. FOR GRIDS THAT HAVE BEEN DIVIDED INTO SMALLER GROUPS OF ITEMS, THIS SK ASSIGNMENT TO THE REMAINING QUESTIONS IN A GRID WILL ONLY APPLY TO THE DEFINED GRID SET IN THE SMALLER GROUP. ELSE, IF THERE IS A BREAK OFF OR TIMEOUT IN THE MIDDLE OF GRID QUESTIONS, NO ANSWERS IN THE GRID WILL BE SAVED OR AUTOMATICALLY ASSIGNED SK.

TEXT IN RESPONSE OPTIONS IN GRID ITEMS SHOULD BE TOP ALIGNED.

Spec Skip

(all sections)

SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND PARENT SURVEY PROBE:

IF "PARENT SURVEY PROBE" IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Next" BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH CHOICES FOR DON'T KNOW AND REFUSED: "It looks like you haven't answered the question yet. Please consider providing an answer to continue."

ELSE IF A RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Next" BUTTON, ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

SK ANSWERS SKIP TO THE NEXT QUESTION UNLESS OTHERWISE SPECIFIED.

NOTE: SOME QUESTIONS SHOW DON'T KNOW OPTION AS A RESPONSE CATEGORY: INQ060b, SPQ015, SPQ025, SPQ041, SPQ060, SPQ099, PIQ190, PIQ200, PIQ210, PIQ220, PIQ230, FSQ200, CHQ130, CHQ250a, CHQ255a, CHQ257a, CHQ264a, CHQ271, CHQ272a, CHQ275a, CHQ276b, CHQ285, CHQ305a, CHQ305c, CHQ375a, CHQ375c, PEQ020, EMQ300, EMQ305a, EMQ305b, WPQ030, CMQ170a, AND CMQ525e.

SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND PARENT SURVEY PROBE:

IF "PARENT SURVEY PROBE" IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Siguiente" BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH CHOICES FOR DON'T KNOW AND REFUSED: "Parece que todavía no ha contestado la pregunta. Por favor considere dar una respuesta para continuar."

ELSE IF A RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Siguiente" BUTTON, ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

SK ANSWERS SKIP TO THE NEXT QUESTION UNLESS OTHERWISE SPECIFIED.

NOTE: SOME QUESTIONS SHOW DON'T KNOW OPTION AS A RESPONSE CATEGORY: INQ060b, SPQ015, SPQ025, SPQ041, SPQ060, SPQ099, PIQ190, PIQ200, PIQ210, PIQ220, PIQ230, FSQ200, CHQ130, CHQ250a, CHQ255a, CHQ257a, CHQ264a, CHQ271, CHQ272a, CHQ275a, CHQ276b, CHQ285, CHQ305a, CHQ305c, CHQ375a, CHQ375c, PEQ020, EMQ300, EMQ305a, EMQ305b, WPQ030, CMQ170a, AND CMQ525e.

Soft Edit

(all sections)

SPECIFICATION FOR SOFT EDIT MESSAGES:

SOFT EDIT MESSAGES SPECIFIED IN PROGRAMMER INSTRUCTIONS BELOW WILL BE DISPLAYED ON THE SAME SCREEN AS THE ITEM. WHEN PROGRAMMING SPECIFICATIONS ARE CREATED, THESE MESSAGES WILL BE SHOWN IN A DIFFERENT FORMAT AS WHAT IS SHOWN BELOW (THEY WILL BE DISPLAYED AS A FOLLOW-UP ITEM), BUT THE CONTENT AND PLACEMENT OF THE TEXT ON THE SAME SCREEN AS THE ITEM WILL NOT CHANGE.

OS Spec

(all sections)

FOR SMALL BROWSERS, THE OTHER SPECIFY ENTRY FIELD WILL BE ON THE NEXT SCREEN. IF THE BROWSER SIZE IS SMALL, REDISPLAY THE QUESTION STEM AND LABEL THE OTHER SPECIFY FIELD WITH THE RESPONSE OPTION FROM THE PREVIOUS QUESTION (E.G., Other language) AND "(Please specify):".

FOR SMALL BROWSERS, THE OTHER SPECIFY ENTRY FIELD WILL BE ON THE NEXT SCREEN. IF THE BROWSER SIZE IS SMALL, REDISPLAY THE QUESTION STEM AND LABEL THE OTHER SPECIFY FIELD WITH THE RESPONSE OPTION FROM THE PREVIOUS QUESTION (E.G., Otro idioma) AND "(Por favor especifique):".

Footer

(All sections)

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE: "Click "Save and Exit" if you need to take a break. When you've completed the survey, click "Finish" on the last screen. You will be taken back to MyECLS. Exit MyECLS by selecting "Logout" and closing ALL browser windows or screens to keep your responses secure. For example, if you used Chrome or Safari to open the website, make sure no Chrome or Safari windows or screens are open after you end the session. Not closing all browsers may allow someone else to see your responses."

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE:

"Haga clic en "Guardar y Salir" si necesita un descanso. Cuando haya completado la encuesta, haga clic en "Terminar" en la última pantalla. Eso le va a llevar de nuevo a MyECLS. Para salir de MyECLS, seleccione "Cerrar sesión" y cierre TODAS las ventanas o pantallas de su navegador para mantener seguras sus respuestas. Por ejemplo, si usted usó Chrome o Safari para abrir la página, asegúrese de que no quede abierta ninguna ventana ni pantalla de Chrome o Safari después que usted termine la sesión. No cerrar todos los navegadores puede permitir que otra persona vea sus respuestas."

INQ001

QUESTION TEXT:

Question "Thank you for launching the ECLS survey about {CHILD}!"

Here are some tips to keep in mind when completing the survey:

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.
- If you need to stop the survey before finishing and return at a later time, please select "Save and Exit." When you return to the survey, you will be taken where you left off.
- To protect your privacy, you will be logged off if you are idle for 10 minutes.
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.
- You may skip any questions that you do not want to answer.

Please click on the "Next" button below to start the survey."

"¡Gracias por iniciar la encuesta de ECLS acerca de {CHILD}!"

Aquí hay algunos consejos para tener en cuenta al completar la encuesta:

- Complete la encuesta en una computadora de escritorio o portátil usando Chrome, Edge o Safari, si es posible.
- Utilice los botones de "Siguiete" y de "Volver" de la encuesta. No utilice las flechas de su navegador.
- Si necesita interrumpir la encuesta antes de terminar y regresar más tarde, seleccione "Guardar y salir". Cuando regrese, la encuesta continuará en el lugar hasta donde usted llegó.
- Para proteger su privacidad, será desconectado(a) de su sesión si permanece inactivo(a) durante 10 minutos.
- Algunas preguntas de la encuesta tienen información adicional para ayudarle, si es necesario. Para ver esta información adicional, seleccione el ícono azul "i".
- Puede saltar cualquier pregunta que no desee responder.

Haga clic en el botón "Siguiete" a continuación para comenzar la encuesta".

Haga clic en el botón "Siguiete" a continuación para comenzar la encuesta".

Box 1

FOR ALL CASES, DEFINE TWO HOUSEHOLD TYPES ACCORDING TO INFORMATION IN THE PRELOAD:

1) NEW HOUSEHOLDS: THOSE WHO ARE NEW TO THE STUDY IN SPRING KINDERGARTEN OR WERE IN THE STUDY IN FALL KINDERGARTEN BUT DO NOT HAVE A COMPLETE OR PARTIALLY COMPLETE FALL KINDERGARTEN PARENT SURVEY. A PARTIALLY COMPLETE PARENT SURVEY IS ONE THAT COMPLETED THE SURVEY AT LEAST THROUGH QUESTION FSQ200.

2) CONTINUING FALL KINDERGARTEN HOUSEHOLDS: THOSE WITH A COMPLETE OR PARTIALLY COMPLETE FALL KINDERGARTEN PARENT SURVEY.

IF IT IS A CONTINUING FALL KINDERGARTEN HOUSEHOLD AND THERE IS A FIRST NAME FOR THE RESPONDENT OF THE MOST RECENT PARENT SURVEY, GO TO INQ001b.

ELSE GO TO INQ002.

NOTE: PREVIOUS ROUND RESPONDENTS WHO DID NOT PROVIDE A FIRST NAME ARE ASKED TO INDICATE IF THEY KNOW THE MOST ABOUT THE CHILD'S CARE, EDUCATION, AND HEALTH IN INQ002 BECAUSE IT IS NOT KNOWN IF THEY ARE THE SAME RESPONDENT AS IN THE PREVIOUS ROUND.

INQ001b

DISPLAY INSTRUCTIONS:

FOR "{PREVIOUS ROUND RESPONDENT'S FIRST NAME}" DISPLAY THE PREVIOUS ROUND RESPONDENT'S FIRST NAME FROM THE PRELOAD.

FOR "{PREVIOUS ROUND RESPONDENT'S LAST NAME}" DISPLAY THE PREVIOUS ROUND RESPONDENT'S LAST NAME FROM THE PRELOAD IF IT IS NOT MISSING OR SK. ELSE, USE A NULL DISPLAY.

IF INQ001 = 1, FLAG PERSON SHOWN IN THE DISPLAY AS THE RESPONDENT.

QUESTION TEXT:

Question "First, we would like to collect some information about {CHILD}'s school and home experiences.

Are you {PREVIOUS ROUND RESPONDENT'S FIRST NAME} {PREVIOUS ROUND RESPONDENT'S LAST NAME}?"

"Primero, nos gustaría reunir algo de información sobre las experiencias de {CHILD} en la escuela y en su hogar.

¿Es usted {PREVIOUS ROUND RESPONDENT'S FIRST NAME} {PREVIOUS ROUND RESPONDENT'S LAST NAME}?"

CODES

1 Yes
2 No

Box 2 Sí
INQ002 No

PROGRAMMER INSTRUCTIONS:

IF INQ001 = 1, FLAG PERSON SHOWN IN THE DISPLAY AS THE RESPONDENT AND USE THE FIRST NAME FOR THE RESPONDENT IN THE PRELOAD.

INQ002

DISPLAY INSTRUCTIONS:

DISPLAY "First, we would like to collect some information about {CHILD}'s school and home experiences." IF INQ001b WAS NOT ASKED.

DISPLAY "Primero, nos gustaría reunir algo de información sobre las experiencias de {CHILD} en la escuela y en su hogar." IF INQ001b WAS NOT ASKED.

QUESTION TEXT:

Question "{First, we would like to collect some information about {CHILD}'s school and home experiences.} Are you the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?"

"{Primero, nos gustaría reunir algo de información sobre las experiencias de {CHILD} en la escuela y en su hogar.} ¿Es usted el padre, madre, guardián o tutor en el hogar que más sabe sobre el cuidado, la educación y la salud de {CHILD}?"

CODES

- | | |
|---|---|
| 1 | Yes |
| 2 | No, another parent or guardian in the household knows the most about {CHILD}'s care, education, and health. |
| 3 | No, {CHILD} does not live in this household. |

- | |
|--|
| Sí, soy el padre, madre, guardián o tutor en el hogar que más sabe sobre el cuidado, la educación y la salud de {CHILD}. |
| No, otro padre, madre, guardián o tutor en el hogar sabe más sobre el cuidado, la educación y la salud de {CHILD} . |
| No, {CHILD} no vive en este hogar. |

PROGRAMMER INSTRUCTIONS:

NOTE: IF INQ002 = 2 OR 3, ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

Box 2

IF INQ002 = 2 OR 3 (NOT THE PERSON WHO KNOWS THE MOST ABOUT THE CHILD OR CHILD DOES NOT LIVE IN THE HOUSEHOLD) AND (IT IS ONE OF THE DISTRICTS NOTED IN THE PRELOAD THAT DISALLOWS COLLECTION OF TRACING DATA), GO TO CMQ800.

ELSE, FOR BOTH NEW AND CONTINUING HOUSEHOLDS, IF INQ002 = 2 OR 3 (NOT THE PERSON WHO KNOWS THE MOST ABOUT THE CHILD OR CHILD DOES NOT LIVE IN THE HOUSEHOLD), GO TO INQ005a.

ELSE GO TO INQ005g TO ASK FOR THE RESPONDENT'S RELATIONSHIP TO THE CHILD.

INQ005a

DISPLAY INSTRUCTIONS:

IF INQ002=2 DISPLAY "{lives in this household}" FOR THE FIRST DISPLAY AND "{, in this household,}" FOR THE SECOND DISPLAY. ELSE IF INQ002 = 3 DISPLAY "lives with {CHILD}" FOR THE FIRST DISPLAY AND USE A NULL DISPLAY FOR THE SECOND DISPLAY.

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a - e TOGETHER.

QUESTION TEXT:

Question "We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact them for the survey.

First Name: "

IF INQ002=2 DISPLAY "{vive en este hogar}" FOR THE FIRST DISPLAY AND "{, en este hogar,}" FOR THE SECOND DISPLAY. ELSE IF INQ002 = 3 DISPLAY "vive con {CHILD}" FOR THE FIRST DISPLAY AND USE A NULL DISPLAY FOR THE SECOND DISPLAY.

"Nos gustaría comunicarnos con el padre, madre, guardián o tutor que {vive en este hogar/vive con {CHILD}} y que más sabe acerca del cuidado, la educación y la salud de {CHILD}. Por favor proporcione la información de contacto de esa persona {, en este hogar,} para que podamos contactarla para la encuesta.

Primer nombre: "

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

INQ005b**DISPLAY INSTRUCTIONS:**

FOR LAST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a - e TOGETHER.

QUESTION TEXT:

Question "Last Name:"

"Apellido:"

ENTER TEXT**PROGRAMMER INSTRUCTIONS:**

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

INQ005c

DISPLAY INSTRUCTIONS:

FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a – e TOGETHER.

QUESTION TEXT:

Question "Email Address:"

Watermark: "name@domain.com"

"Dirección de correo electrónico (email):"

Watermark: "name@domain.com"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN (E.G.,NAME@DOMAIN.COM).

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE " La dirección electrónica debería tener el símbolo "@" y por lo menos un punto. Por favor confirme, y cuando la dirección sea la correcta, seleccione Siguiente para continuar."

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

INQ005d

DISPLAY INSTRUCTIONS:

DISPLAY INQ005a – e TOGETHER.

QUESTION TEXT:

Question "Mobile Number:"

"This person doesn't have a mobile phone."

"Teléfono celular:"

"Esta persona no tiene teléfono celular."

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a mobile phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ADD A SPECIAL ANSWER TO DISPLAY "Esta persona no tiene teléfono celular." AS A RADIO BUTTON.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 dígitos ((XXX)-XXX-XXXX). Por favor verifíquelo y póngalo de nuevo."

INQ005e

DISPLAY INSTRUCTIONS:

DISPLAY INQ005a – e TOGETHER.

QUESTION TEXT:

Question "Landline Number:"

"This person doesn't have a landline phone."

"Teléfono de la casa:"

"Esta persona no tiene teléfono de la casa."

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ADD A SPECIAL ANSWER TO DISPLAY "Esta persona no tiene teléfono de la casa." AS A RADIO BUTTON.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 dígitos ((XXX)-XXX-XXXX). Por favor verifíquelo y póngalo de nuevo."

INQ005f1

DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005f1 - f5 TOGETHER.

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY "{confirm}" AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE DISPLAY "enter" AND USE A NULL DISPLAY FOR THE ADDRESS.

QUESTION TEXT:

Question "Please {confirm/enter} the mailing address.

Address Line 1:"

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY "{confirme/ponga}" AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE DISPLAY "ponga" AND USE A NULL DISPLAY FOR THE ADDRESS.

"Por favor {confirme/ponga} la dirección postal.

Dirección línea 1:"

ENTER TEXT

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "El código postal debe tener 5 dígitos. Por favor corrija su respuesta y póngala nuevamente."

INQ005f2

DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005f1 - f5 TOGETHER.

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY "{confirm}" AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE DISPLAY "enter" AND USE A NULL DISPLAY FOR THE ADDRESS.

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY "{confirme/ponga}" AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE DISPLAY "ponga" AND USE A NULL DISPLAY FOR THE ADDRESS.

QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

"Dirección, línea 2:"

Watermark "Número de apartamento"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

INQ005f3**DISPLAY INSTRUCTIONS:**

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE USE A NULL DISPLAY FOR THE ADDRESS.

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.

DISPLAY INQ005f1 - f5 TOGETHER.

QUESTION TEXT:

Question "City:"

"Ciudad:"

ENTER TEXT**PROGRAMMER INSTRUCTIONS:**

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

INQ005f4

DISPLAY INSTRUCTIONS:

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE USE A NULL DISPLAY FOR THE ADDRESS.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY INQ005f1 - f5 TOGETHER.

QUESTION TEXT:

Question "Please select a state, district, or territory:"

Watermark "Select a state"

"Por favor seleccione un estado, distrito o territorio:"

Watermark "Seleccione un estado"

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

INQ005f5**DISPLAY INSTRUCTIONS:**

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE USE A NULL DISPLAY FOR THE ADDRESS.

FOR ZIP CODE, ALLOW 0 - 5 CHARACTERS TO BE ENTERED.

DISPLAY INQ005f1 - f5 TOGETHER.

QUESTION TEXT:

Question "ZIP code:"

"Código postal:"

ENTER TEXT

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "El código postal debe tener 5 dígitos. Por favor corrija su respuesta y póngala nuevamente."

Box 3

GO TO CMQ800 TO THANK THIS RESPONDENT AND INITIATE A NEW CONTACT FOR THE NEW RESPONDENT.

INQ005g

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "What is your relationship to {CHILD}?"

InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."

DISPLAY "(Especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Especifique en la siguiente pantalla.)" FOR SMALL BROWSERS.

"Qué relación o parentesco tiene usted con {CHILD}?"

InstResp "Nota: A lo largo de la encuesta, haga clic en el símbolo azul "I" para buscar más información sobre una pregunta."

CODES

1	Biological parent
2	Adoptive parent
3	Step parent
4	Foster parent
5	Sibling
6	Grandparent
7	Other relative
8	Other nonrelative
91	Other parent or guardian {(Please specify):/(Please specify on next screen.)}

Box 4	Padre/Madre biológico/a
Box 4	Padre/Madre adoptivo/a
Box 4	Padrastra/Madrastra
Box 4	Padre /Madre foster
Box 4	Hermano/a
Box 4	Abuelo/a
Box 4	Otro pariente
Box 4	Otra persona que no es pariente
INQ005gOS	Otro(a) padre/madre o tutor {(Especifique):/(Especifique en la siguiente pantalla.)}

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 5.

AUTOCODE FSQ130 FOR THE RESPONDENT BASED ON INQ005g.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO Box 4.

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, "Biological parent", "Adoptive parent", "Step parent", "Foster parent", "Sibling", "Grandparent", "Other Relative", "Other Nonrelative", "Other parent or

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, " Padre/Madre biológico(a)", " Padre/Madre adoptivo/a ", " Padrastra/Madrastra ", " Padre /Madre foster ", " Hermano/a ", " Abuelo/a ", " Otro pariente ", " Otra persona que no es pariente ", "Otro(a) padre/madre o tutor".

HELP FOR CODE 1: Padre/Madre biológico(a): Un padre/madre relacionado con el niño(a). Puede ser quien dio a luz al niño(a), pero también puede aplicarse a una madre/padre que usó una madre subrogada o sustituta o vientre de alquiler, o a alguien que donó óvulos o esperma para tener al niño(a).

guardian”.

HELP FOR CODE 1: Biological Parent: A parent biologically related to the child. This may be the parent who gave birth to the child, but could also apply to a parent who used a surrogate, egg donor, or sperm donor to have the child.

HELP FOR CODE 2: Adoptive Parent: A parent who has legally adopted {CHILD}.

HELP FOR CODE 3: Step Parent: A parent other than {CHILD}'s biological or adoptive parent who is married to {CHILD}'s biological or adoptive parent.

HELP FOR CODE 4: Foster Parent: A parent with whom {CHILD} is placed temporarily, usually through a social service agency and/or a court.

HELP FOR CODE 5: Sibling: Include biological (full, half), step, adoptive, and foster siblings as defined below.

Full Sibling: A person with whom {CHILD} shares the same biological parents.

Half Sibling: A person with whom {CHILD} shares one biological parent.

Step Sibling: A person to whom {CHILD} is related by the marriage of one biological parent.

Adoptive Sibling: A person to whom {CHILD} is related given that they are in the same family in which the person or {CHILD} has been legally adopted by the family.

Foster Sibling: A person to whom {CHILD} is unrelated except that they are in the same family in which the person or {CHILD} have been taken into the home on a temporary basis and the parents have legal responsibility for {CHILD}.

HELP FOR CODE 6: Grandparent: A parent of {CHILD}'s biological, adoptive, or step parent.

HELP FOR CODE 7: Other Relative: Refers to relationships that are not listed, such as great grandparent, child of a parent's sibling (e.g., niece or nephew), and sibling of {CHILD}'s parent (e.g., aunt or uncle).

HELP FOR CODE 8: Other Nonrelative: Refers to the relationship between two people when there

HELP FOR CODE 2: Padre/Madre adoptivo/a: Padre o madre que ha adoptado legalmente a {CHILD}.

HELP FOR CODE 3: Padrastro/Madrastra: Padre o madre que no es la madre o el padre biológico(a) ni adoptivo(a) de {CHILD} y que está casado(a) con la madre o el padre biológico(a) o adoptivo(a) de {CHILD}.

HELP FOR CODE 4: Padre/madre foster: Padre o madre padre bajo cuyo cuidado han puesto a {CHILD} de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte.

HELP FOR CODE 5: Hermano o hermana: Esto incluye a hermanas y hermanos biológicos(as) (de ambos padres, medio hermanos(a)), hermanastros y hermanastras, hermanos(as) adoptivos(as) y hermanos(as) foster, como se definen a continuación.

Hermano o hermana de padre y madre: Una persona que tiene la misma madre y el mismo padre biológicos que {CHILD}.

Medio hermano o media hermana: Una persona que tiene la misma madre biológica o el mismo padre biológico que {CHILD}.

Hermanastro o hermanastra: Una persona con quien {CHILD} está emparentado a través del matrimonio de uno de sus padres biológicos.

Hermana o hermano adoptivo(a): Una persona con quien {CHILD} está emparentado(a) dado que ambos están en la misma familia la cual ha adoptado legalmente a uno(a) de ellos dos.

Hermana o hermano foster: Una persona sin relación de parentesco con {CHILD}, excepto que están en la misma familia porque ya sea la persona o {CHILD} forma parte del hogar de manera temporal y los padres/madres tienen responsabilidad legal por {CHILD}.

HELP FOR CODE 6: Abuelo o abuela: Padre o madre de la madre o el padre biológico(a), adoptivo(a) o madrastra/padrastro de {CHILD}.

HELP FOR CODE 7: Otro pariente: Se refiere a parentescos que no están en la lista, por ejemplo,

is no family relationship through blood, marriage, or adoption. The category could be used to refer to a person who is not a parent to {CHILD}, but is a partner to {CHILD}'s parent and living together with that parent as married. The category could also be used to refer to the partner's children who are not related to {CHILD}'s parent. An example of this is when the child's parent and the parent's partner (who is not the child's parent) live together as married and the partner's daughter lives with them. The relationship of the partner's daughter to the child would be siblings if they were married, but since the parent and the partner are not married, the daughter is an "other nonrelative."

HELP FOR CODE 91: Other Parent or Guardian: A person acting as the parent of {CHILD}, but does not fit into one of the other categories. For example, in a household with two parents, one of the parents may not be biologically related to {CHILD} and not legally in charge of {CHILD} but is another parent to {CHILD}.

bisabuelo(a), hijo o hija de un hermano o hermana de uno de los padres/madres (por ej., sobrina o sobrino) y hermano o hermana de la madre o el padre de {CHILD} (por ej., tía o tío).

HELP FOR CODE 8: Otra persona que no es pariente: Si uno de los códigos de arriba correspondientes a personas no parientes no describe mejor la relación de la persona con {CHILD} y no hay una relación de familia de sangre, por matrimonio, adopción o de pareja (por ejemplo, viviendo juntos como casados), use esta opción.

Se refiere a la relación entre dos personas cuando no hay parentesco de sangre, por matrimonio ni adopción. Esta categoría podría usarse para referirse a una persona que no es una madre o padre de {CHILD}, pero es la pareja de la madre o el padre de {CHILD} y están viviendo juntos como si estuvieran casados(a). Esta categoría también podría usarse para referirse a los hijos(as) de esa pareja que no tienen parentesco con el padre o la madre de {CHILD}. Un ejemplo de esto es cuando la madre o el padre del niño(a) y su pareja (que no es ni madre ni padre del niño(a)) viven juntos como si estuvieran casados(as) y la hija de esa pareja viven con ellos. La relación de la hija de la pareja con el niño(a) sería de hermanos o hermanas si sus padres o madres estuvieran casados(as), pero como no lo están, la hija es "otra persona que no es pariente".

HELP FOR CODE 91: Otro tipo de padre/madre o tutor(a): Una persona que se desempeña como madre o padre de {CHILD}, pero no le corresponde ninguna de las otras categorías. Por ejemplo, en un hogar con dos madres o padres, uno o una de ellos puede no tener parentesco biológico con {CHILD} y no estar legalmente a cargo de {CHILD} aunque es el otro papá o la otra mamá de {CHILD}.

INQ005gOS

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

ENTER TEXT

Box 4

IF INQ001b = 1 (THE SPRING KINDERGARTEN RESPONDENT IS THE SAME AS THE RESPONDENT IN THE MOST RECENT PARENT SURVEY) AND THE RESPONDENT'S LAST NAME IS MISSING IN THE PRELOAD, GO TO INQ005k TO ASK FOR THE RESPONDENT'S LAST NAME. (NOTE: CASES THAT RECEIVE INQ001b HAVE A FIRST NAME SO THIS SKIP IS FOR PERSONS WITH A FIRST NAME BUT NOT A LAST NAME.)

ELSE IF INQ001b = 1 (THE SPRING KINDERGARTEN RESPONDENT IS THE SAME AS THE RESPONDENT IN THE MOST RECENT PARENT SURVEY) AND THE RESPONDENT'S LAST NAME IS NOT MISSING IN THE PRELOAD, GO TO BOX 5. (NOTE: THESE CASES HAD A FIRST AND LAST NAME IN THE PRELOAD.)

ELSE GO TO INQ005j.

INQ005j

DISPLAY INSTRUCTIONS:

ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY "your" IN QUESTION STEM IN UNDERLINED TEXT.

DISPLAY INQ005j AND INQ005k TOGETHER.

QUESTION TEXT:

Question "What is your name? We ask for first names so that we can ask questions about each person in the survey.

First Name:"

DISPLAY "su" IN QUESTION STEM IN UNDERLINED TEXT.

DISPLAY " "Pedimos el primer nombre de cada persona para poder hacer preguntas sobre cada uno en la encuesta. " IN InstResp FORMAT.

"¿Cuál es su nombre? Pedimos el primer nombre de cada persona para poder hacer preguntas sobre cada uno en la encuesta.

Primer nombre:"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

USE THE ANSWER IN INQ005j AS THE RESPONDENT'S FIRST NAME.

FOR NEW HOUSEHOLDS, FLAG PERSON NAMED IN INQ005j AS THE RESPONDENT.

INQ005k**DISPLAY INSTRUCTIONS:**

IF INQ005j WAS NOT ASKED DISPLAY "{Please enter or confirm your last name.}" ELSE USE A NULL DISPLAY.

FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005j and INQ005k TOGETHER.

QUESTION TEXT:

Question "{Please enter or confirm your last name.}"

Last Name:"

IF INQ005j WAS NOT ASKED DISPLAY "{Por favor ponga o confirme su apellido.}" ELSE USE A NULL DISPLAY.

"{Por favor ponga o confirme su apellido.}"

Apellido:"

ENTER TEXT**PROGRAMMER INSTRUCTIONS:**

USE THE ANSWER IN INQ005k AS THE RESPONDENT'S LAST NAME.

Box 5

IF THE MYECLS WEBSITE INDICATES THAT EXPLICIT CONSENT IS REQUIRED FOR THE CHILD TO PARTICIPATE AND WAS ALREADY ANSWERED AS YES OR NO (CONSENT = 2 FOR "OBTAINED" OR 3 FOR "REFUSED"), GO TO BOX 6 BECAUSE CONSENT HAS ALREADY BEEN OBTAINED.

ELSE IF THE MYECLS WEBSITE INDICATES THAT EXPLICIT CONSENT IS REQUIRED FOR THE CHILD, GO TO INQ010a.

ELSE GO TO Box 6.

INQ010a

DISPLAY INSTRUCTIONS:

DISPLAY INQ010a, INQ010b, AND INQ010c ON THE SAME SCREEN.

QUESTION TEXT:

Question "We need your permission before we can include {CHILD} in the study activities. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study. We would like to collect your survey responses, even if you do not permit {CHILD} to take part in the study's child activities.

Do you give your permission for {CHILD} to participate in the ECLS-K:2024?"

"Necesitamos su permiso para poder incluir a {CHILD} en las actividades del estudio. Por favor seleccione una de las opciones a continuación y confirme su nombre o ponga su nombre completo. Sin su permiso nosotros no podremos incluir a {CHILD} en el estudio. Queremos obtener sus respuestas a la encuesta, aunque usted no permita que {CHILD} tome parte en las actividades del estudio.

¿Da usted permiso para que {CHILD} participe en el estudio ECLS-K:2024?"

CODES

- | | |
|---|--|
| 1 | Yes, I give permission for {CHILD} to participate. |
| 2 | No, I do not give permission for {CHILD} to participate. |

- | | |
|--|--|
| | Sí, doy mi permiso para que {CHILD} participe en el estudio. |
| | No, no doy mi permiso para que {CHILD} participe. |

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER IN INQ010a WILL BE USED IN THE MANAGEMENT SYSTEM. IN THE MANAGEMENT SYSTEM, IF INQ010a = 1 (CONSENT GIVEN), C_CONSENT WILL BE UPDATED TO BE C_CONSENT = 2 (OBTAINED). ELSE IF INQ010a = 2 (CONSENT NOT GIVEN), C_CONSENT WILL BE UPDATED TO C_CONSENT = 3 (REFUSED).

INQ010b

DISPLAY INSTRUCTIONS:

IF INQ005j WAS ASKED AND IS NOT SK DISPLAY THIS FIRST NAME.

ELSE IF INQ001b =1 (SAME RESPONDENT AS IN PREVIOUS ROUND) DISPLAY THE FIRST NAME OF THE RESPONDENT FROM THE PRELOAD.

ELSE USE A NULL DISPLAY FOR FIRST NAME.

FOR FIRST NAME, ALLOW FOR CHANGES AND ALLOW 0 - 100 CHARACTERS TO BE ENTERED. DISPLAY INQ010a, INQ010b, AND INQ010c ON THE SAME SCREEN.

QUESTION TEXT:

Question "Please enter or confirm your name from the previous question.

First Name: "

"Por favor ponga o confirme su nombre como está en la pregunta anterior.

Primer nombre: "

ENTER TEXT

INQ010c**DISPLAY INSTRUCTIONS:**

IF INQ005k WAS ASKED AND IS NOT SK DISPLAY THIS LAST NAME.

ELSE IF INQ001b =1 (SAME RESPONDENT AS IN PREVIOUS ROUND) AND (THE LAST NAME OF THAT RESPONDENT IS NOT MISSING IN THE PRELOAD) DISPLAY THE LAST NAME OF THE RESPONDENT FROM THE PRELOAD. ELSE USE A NULL DISPLAY.

FOR LAST NAME, ALLOW FOR CHANGES AND ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ010a, INQ010b, AND INQ010c ON THE SAME SCREEN.

QUESTION TEXT:

Question "Last Name:"

"Apellido:"

ENTER TEXT

Box 6

IF THE CHILD'S FIRST, MIDDLE, AND LAST NAME ARE IN THE PRELOAD FROM SCHOOL RECORDS, GO TO INQ020a. ELSE, GO TO INQ020b.

INQ020a**DISPLAY INSTRUCTIONS:**

DISPLAY THE CHILD'S FIRST, MIDDLE, AND LAST NAME FROM THE PRELOAD IN THE QUESTION STEM.

QUESTION TEXT:

Question "Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?"

"Ahora quisiéramos hacerle algunas preguntas sobre {CHILD}. En nuestros registros, el nombre completo de {CHILD} aparece como {CHILD's FIRST, MIDDLE, AND LAST NAME}. ¿Correcto?"

CODES

1 Yes
2 No

Box 6b Sí
INQ020b No

INQ020b

DISPLAY INSTRUCTIONS:

DISPLAY "Now we would like to ask some questions about {CHILD}." IF INQ020a WAS NOT ASKED. ELSE USE A NULL DISPLAY.

DISPLAY CHILD'S FIRST NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.

FOR NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ020b-d TOGETHER.

QUESTION TEXT:

Question "{Now we would like to ask some questions about {CHILD}." If necessary, please make any corrections to {CHILD}'s name here.

First Name:"

DISPLAY "Ahora quisiéramos hacerle algunas preguntas sobre {CHILD}." IF INQ020a WAS NOT ASKED. ELSE USE A NULL DISPLAY.

"{Ahora quisiéramos hacerle algunas preguntas sobre {CHILD}." Si hace falta hacer alguna corrección al nombre de {CHILD}, por favor corríjalo aquí."

Primer nombre:"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

IF INQ020b IS ASKED AND THE NAME IS NOT EMPTY, USE THIS NAME IN THE REST OF THE SURVEY AND IN THE ROSTER IN FSQ. ELSE USE THE NAME OF THE CHILD FROM THE PRELOAD.

INQ020c**DISPLAY INSTRUCTIONS:**

DISPLAY THE CHILD'S MIDDLE NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.

FOR NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ020b-d TOGETHER.

QUESTION TEXT:

Question "Middle name:"

"Segundo nombre:"

ENTER TEXT**PROGRAMMER INSTRUCTIONS:**

HELP FOR STEM: If there is no middle name, please skip this.

HELP FOR STEM: Si no tiene Segundo nombre, puede dejarlo en blanco.

INQ020d**DISPLAY INSTRUCTIONS:**

DISPLAY THE CHILD'S LAST NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.

FOR NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ020b-d TOGETHER.

QUESTION TEXT:

Question "Last Name:"

"Apellido:"

ENTER TEXT

Box 6b

IF IT IS A FALL K CONTINUING HOUSEHOLD AND THE FALL KINDERGARTEN PRELOAD FOR GENDER (INQ050b) IS NOT MISSING (DOES NOT EQUAL SKIPPED), THEN GO TO BOX 7.

ELSE GO TO INQ050b.

INQ050b**QUESTION TEXT:**

Question "What is {CHILD}'s gender?"

"¿De qué género es {CHILD}?"

CODES

1	Male	Masculino
2	Female	Femenino
3	Another gender	Otro género

PROGRAMMER INSTRUCTIONS:

IF INQ050b IS ASKED AND IS NOT SK, USE THIS GENDER IN THE REST OF THE SURVEY. ELSE USE THE GLOBAL SPECS FOR INSTRUCTIONS ON MISSING GENDER.

Box 7

IF IT IS A FALL K CONTINUING HOUSEHOLD AND THE FALL KINDERGARTEN PRELOAD FOR DATE OF BIRTH (INQ060b) IS NOT MISSING (DOES NOT EQUAL SKIPPED, DON'T KNOW, REFUSED, OR RATHER NOT ANSWER), THEN GO TO BOX 8.

ELSE GO TO INQ060b.

INQ060b

DISPLAY INSTRUCTIONS:

DISPLAY INQ060b AS DATATYPE FIELD WITH TWO DIGITS FOR MONTH AND DAY AND FOUR DIGITS FOR YEAR.

QUESTION TEXT:

Question "What is {CHILD}'s date of birth?"

Watermark "MM/DD/YYYY"

"Don't know"

"Rather not answer"

"¿Cuál es la fecha de nacimiento de {CHILD}?"

Watermark "DD/MM/YYYY"

"No sé"

"Prefiero no contestar"

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Please enter the two-digit month, two-digit day, and four-digit year (for example, 01/31/2018).

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

ADD A SPECIAL ANSWER TO DISPLAY "Rather not answer" AS A RADIO BUTTON.

IF "SK" FOR SKIPPED, USE PARENT SURVEY PROBE.

"Don't know" AND "Rather not answer" IN THE SPECIAL ANSWERS OR PARENT SURVEY PROBE SKIP TO INQ090.

SOFT RANGE FOR YEAR IS 2016 TO 2019. IF YEAR IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "You have entered {DISPLAY RESPONSE AT INQ060b}. Please confirm. If this is correct, select Next to continue."

HELP FOR STEM: Por favor ponga dos dígitos para el día, dos dígitos para el mes, y cuatro dígitos para el año (por ejemplo, 31/01/2018).

ADD A SPECIAL ANSWER TO DISPLAY "No sé" AS A RADIO BUTTON.

ADD A SPECIAL ANSWER TO DISPLAY "Prefiero no contestar" AS A RADIO BUTTON. IF "SK" FOR SKIPPED, USE PARENT SURVEY PROBE.

"No sé" AND "Prefiere no contestar" IN THE SPECIAL ANSWERS OR PARENT SURVEY PROBE SKIP TO INQ090.

SOFT RANGE FOR YEAR IS 2016 TO 2019. IF YEAR IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "Usted ha puesto {DISPLAY RESPONSE AT INQ060b.YEAR}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

INQ080

QUESTION TEXT:

Question "So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b} years old. Is that correct?"

"Entonces {CHILD} tiene {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b} años. ¿Correcto?"

CODES

1 Yes
2 No

Box 8 Sí
No

PROGRAMMER INSTRUCTIONS:

USING INQ060b CALCULATE THE CHILD'S AGE AND DISPLAY IT IN THE QUESTION STEM.

INQ090

QUESTION TEXT:

Question "How old is {CHILD}?"

Watermark "Enter age"

Pre-unit "Years:"

"¿Qué edad tiene {CHILD}?"

Pre-unit "Años:"

Watermark "Ponga la edad"

ENTER NUMBER

Range

Soft Range

0 to 30

4 to 8

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT INQ090}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT INQ090}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

Box 8

IF FALL K NON-RESPONDENT, GO TO SPQ
(SUPPLEMENTARY ITEMS FOR NON-RESPONSE
HOUSEHOLDS).

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

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

1

Section SPQ Supplementary Items for Non-Response Households

SPQ001

DISPLAY INSTRUCTIONS:

DISPLAY "the year before kindergarten" AND "regular basis" IN THE FIRST SENTENCE IN UNDERLINED TEXT.

DISPLAY "not" IN THE THIRD SENTENCE IN UNDERLINED TEXT.

DISPLAY "el año antes de empezar el kindergarten" AND "de manera regular" IN THE FIRST SENTENCE IN UNDERLINED TEXT.

DISPLAY "no" IN THE THIRD SENTENCE IN UNDERLINED TEXT.

DISPLAY "babysitting" IN ITALICIZED TEXT IN THE QUESTION STEM AND HELP TEXT.

QUESTION TEXT:

Question "Now, we would like to ask you about all the child care {CHILD} received the year before kindergarten on a regular basis. This includes child care with relatives, nonrelatives, day care centers, or before- or after-school programs at a school or in a center. This does not include care provided by parents and guardians, or occasional babysitting or back-up care providers.

Did {CHILD} receive child care on a regular basis anytime in the year before kindergarten including care provided before or after school?

"Ahora quisiéramos preguntarle acerca de todo el cuidado infantil que recibió {CHILD} de manera regular el año antes de empezar el kindergarten. Esto incluye cuidado por parte de un pariente, cuidado de alguien que no es pariente, cuidado en un centro de cuidado infantil, o programa de antes o después de la escuela en una escuela o en un centro. No incluye cuidado por parte de un padre, madre o tutor, ni babysitting ocasional ni ningún arreglo alternativo por si acaso.

¿Recibió {CHILD} cuidado infantil de manera regular en cualquier momento del año antes de kindergarten, incluyendo cuidado antes o después de la escuela?"

CODES

1 Yes
2 No

Sí
SPQ060 No

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

BOLD "Regular basis" IN HELP TEXT.

HELP FOR STEM: Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "backup" arrangements.

BOLD "De manera regular" IN HELP TEXT.

HELP FOR STEM: De manera regular: Un arreglo o programa que se lleva a cabo en un horario de rutina. Puede ser por cualquier cantidad de horas siempre que se use con regularidad. No incluya babysitting ocasional ni algún arreglo alternativo por si acaso.

SPQ002

DISPLAY INSTRUCTIONS:

DISPLAY "the year before" IN UNDERLINED TEXT

DISPLAY "del año antes" IN UNDERLINED TEXT.

DISPLAY "babysitting" IN ITALICIZED TEXT IN THE QUESTION STEM AND HELP TEXT.

QUESTION TEXT:

Question "Did {CHILD} receive child care on a regular basis anytime in the year before {he/she/they} started kindergarten? Please select all that apply."

"¿Recibió {CHILD} cuidado infantil de manera regular en cualquier momento del año antes de empezar el kindergarten? Por favor seleccione todo lo que corresponda."

CODES

Code All That Apply

- 1 From a relative (for example, grandparents, siblings, or any relatives other than {CHILD}'s parent(s) or guardian(s)).
- 2 From someone not related to {CHILD}, within a private home (for example, family or in-home child care providers, regular sitters, or neighbors)? This does not include child care
- 3 Within a day care center or a before- or after-care school program at a school or non-school setting.

¿De un pariente (por ejemplo, abuelos, hermanos o cualquier pariente aparte de los padres/madres o tutores de {CHILD})?
¿De alguien que no es pariente de {CHILD}, en un hogar particular (por ejemplo, proveedores de cuidado infantil en el hogar o familiares, babysitters habituales o vecinos)? Esto no incluye los centros de cuidado infantil.
¿Dentro de una guardería o un programa para antes o después de la escuela en una escuela o en un centro o en un lugar que no es una escuela?

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

BOLD FIRST INSTANCES ONLY OF "Regular basis", "Care from a relative", "Care from someone not related to {CHILD}", "Nonrelatives who live in {CHILD}'s household", AND "Care within a day care center or before- or after-school program at a school or non-school setting".

Regular basis: An arrangement or program occurring on a routine schedule. It may have been for any number of hours as long as it was used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

HELP FOR CODE 1: Care from a relative would have been with any relative other than {CHILD}'s parents or guardians and would have taken place in a private home. It may have been

BOLD FIRST INSTANCES ONLY OF "De manera regular", "Cuidado por parte de un pariente", "Cuidado por parte de un pariente", "Cuidado de alguien que no es pariente de {CHILD} que vive en su hogar", AND "Cuidado en un centro de cuidado infantil o programa de antes o después de la escuela en una escuela o en un lugar que no sea una escuela".

De manera regular: Un arreglo o programa que se lleva a cabo en un horario de rutina. Puede ser por cualquier cantidad de horas siempre que se use con regularidad. No incluya babysitting ocasional ni algún arreglo alternativo por si acaso.

HELP FOR CODE 1: Cuidado por parte de un pariente puede ser con cualquier pariente distinto a los padres de {CHILD} y ocurriría en un hogar privado. Puede ser gratuito o tener un costo monetario. Debe ser un arreglo de cuidado habitual en lugar de un arreglo ocasional como babysitting o un arreglo alternativo por si acaso.

free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who did not have custody.

HELP FOR CODE 2: Care from someone not related to {CHILD} refers to care in a private home that may have been {CHILD}'s home, the caregiver's home, or another home. It may have been free or cost money. This does not include child care centers. Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household. If neither parent lives in the household, do not include care provided by guardians who live with {CHILD} (they are treated the same as parents).

HELP FOR CODE 3: Care within a day care center or before- or after-school program at a school or non-school setting includes any type of formal program that provides care and supervision. It may have been 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 (some of which may be sponsored by the state) are also included.

Si los padres están separados o divorciados, por favor no incluya las visitas con un padre que no tiene custodia.

HELP FOR CODE 2: Cuidado de alguien que no es pariente de {CHILD} se refiere al cuidado en una casa particular que podría ser la casa de {CHILD}, la casa de la persona que cuida a {CHILD} o en otra casa. Puede ser con pago o sin pago. Esto no incluye centros de cuidado infantil. Las personas que no son parientes que viven en el hogar de {CHILD} y proporcionan cuidado en un horario habitual son elegibles para contarlos en esta pregunta si no son tutores o guardianes de {CHILD} y hay al menos un padre, madre, guardián o tutor en el hogar. Si ninguna madre y ningún padre vive en el hogar, no incluya el cuidado que le dan los tutores que viven con {CHILD} (porque se les trata como si fueran padres/madres).

HELP FOR CODE 3: Cuidado en un centro de cuidado infantil o programa de antes-o-después de la escuela en una escuela o en un lugar que no sea una escuela incluye cualquier tipo de programa formal que provea cuidado y supervisión. Puede ser en la escuela del niño(a) o en otro lugar, como una iglesia o un edificio independiente. Programas de Head Start, centros de cuidado infantil, guarderías o jardines de la infancia, programas preescolares y prekínder, que incluyen niños que están ahora en kindergarten (de los cuales algunos pueden ser patrocinados por el estado) también están incluidos.

Box 1

IF SPQ002 = 1, GO TO SPQ015. ELSE GO TO BOX 2.

SPQ015

DISPLAY INSTRUCTIONS:

DISPLAY "the year before" AND "relatives" IN UNDERLINED TEXT.

DISPLAY "el año antes" AND "parientes" IN UNDERLINED TEXT.

DISPLAY "babysitting" IN ITALICIZED TEXT IN THE QUESTION STEM AND HELP TEXT.

QUESTION TEXT:

Question "Were any of the regular care arrangements that {CHILD} had with relatives in the year before kindergarten Head Start? Head Start is a federally sponsored preschool program primarily for children from low-income families.

SaVisible "True"

"Era Head Start alguno de los arreglos habituales de cuidado infantil que {CHILD} tenía con parientes durante el año antes de que entrara al kindergarten? Head Start es un programa preescolar patrocinado por el gobierno federal principalmente para niños de familias con ingresos bajos".

SaVisible "True"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD FIRST INSTANCE OF "Head Start" AND BOLD "Arreglos habituales de cuidado" IN HELP TEXT.

BOLD FIRST INSTANCE OF "Head Start" AND BOLD "Regular care arrangements" IN HELP TEXT.

HELP FOR STEM: Head Start es un programa de educación temprana patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares).

HELP FOR STEM: Head Start is a federally funded early childhood education program designed to improve the school readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

Para esta pregunta estamos interesados en los servicios de Head Start en un programa de cuidado infantil familiar en un hogar privado donde {CHILD} era cuidado por alguien que no era ninguno de sus padres y no era un pariente de {CHILD}.

For this question, we are interested in Head Start services in a family child care program in a private home where {CHILD} was cared for by someone who is related to {CHILD} but is not their parent.

Si {CHILD} participó en un programa de Head Start en un hogar donde su madre o padre proporcionaba el cuidado, seleccione no.

If {CHILD} participated in a home Head Start program where a parent was the caregiver, select no.

Si {CHILD} estaba en Head Start en otro tipo de cuidado infantil, responda a eso en otra pregunta.

If {CHILD} was in Head Start in another care

Arreglos regulares de cuidado: Un arreglo o

type, please answer for that in another question.

Regular care arrangements: An arrangement or program occurring on a routine schedule. It may have been for any number of hours as long as it was used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

programa que sigue un horario de rutina. Puede haber sido por cualquier cantidad de horas siempre que se lo haya usado de manera regular. No incluya babysitting ocasional ni algún arreglo alternativo por si acaso.

Box 2

IF SPQ002 = 2, GO TO SPQ025. ELSE GO TO BOX 3.

SPQ025

DISPLAY INSTRUCTIONS:

DISPLAY "Head Start...familias" IF SPQ015 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "the year before" AND "nonrelatives" IN UNDERLINED TEXT.

DISPLAY "Head Start...familias" IF SPQ015 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "el año antes" AND "personas que no eran parientes" IN UNDERLINED TEXT.

DISPLAY "babysitting" IN ITALICIZED TEXT IN THE QUESTION STEM AND HELP TEXT.

QUESTION TEXT:

Question "Were any of the regular care arrangements that {CHILD} had with nonrelatives in the year before kindergarten Head Start? {Head Start is a federally sponsored preschool program primarily for children from low-income families.}"

SaVisible "True"

"¿Era Head Start alguno de los arreglos regulares de cuidado que {CHILD} tenía con personas que no eran parientes durante el año antes de que entrara al kindergarten? {Head Start es un programa preescolar patrocinado por el gobierno federal principalmente para niños de familias con ingresos bajos.}"

InstResp "Si {CHILD} estuvo en Head Start bajo otro tipo de cuidado, conteste a eso en otra pregunta."

SaVisible "True"

CODES

1 Yes

2 No

DON'T KNOW

Sí

No

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD "Head Start" AND "Regular care arrangements" IN HELP TEXT.

HELP FOR STEM: Head Start is a federally funded early childhood education program designed to improve the school readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a family child care program in a private home where {CHILD} was cared for by someone who is not their parent and is not

BOLD "Head Start" AND "arreglos regulares de cuidado" IN HELP TEXT.

HELP FOR STEM: Head Start es un programa de educación temprana patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares).

Para esta pregunta estamos interesados en los servicios de Head Start en un programa de cuidado infantil familiar en un hogar privado donde {CHILD} era cuidado por alguien que no era ninguno de sus padres y no era un pariente de {CHILD}.

related to {CHILD}.

If {CHILD} was in Head Start in another care type, please answer for that in another question.

Regular care arrangements: An arrangement or program occurring on a routine schedule. It may have been for any number of hours as long as it was used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

Si {CHILD} estaba en Head Start en otro tipo de cuidado infantil, responda a eso en otra pregunta."

Arreglos regulares de cuidado: Un arreglo o programa que sigue un horario de rutina. Puede haber sido por cualquier cantidad de horas siempre que se lo haya usado de manera regular. No incluya babysitting ocasional ni algún arreglo alternativo por si acaso.

Box 3

IF SPQ002 = 3, GO TO SPQ041. ELSE GO TO SPQ060.

SPQ041

DISPLAY INSTRUCTIONS:

DISPLAY "Head Start...families" IF SPQ015 AND SPQ025 WERE NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "the year before" AND "day care center, nursery school, preschool, or prekindergarten program" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Were any of {CHILD}'s care arrangements in a day care center, nursery school, preschool, or prekindergarten program in the year before kindergarten Head Start? {Head Start is a federally sponsored preschool program primarily for children from low-income families.}"

SaVisible "True"

DISPLAY "Head Start...families" IF SPQ015 AND SPQ025 WERE NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "el año antes " AND "un centro de cuidado infantil, guardería o nursery, programa preescolar o prekinder " IN UNDERLINED TEXT.

"¿Era Head Start alguno de los arreglos de cuidado de {CHILD} en un centro de cuidado infantil, guardería o nursery, programa preescolar o prekinder en el año antes de kindergarten? {Head Start es un programa preescolar patrocinado por el gobierno federal, principalmente para niños de familias con ingresos bajos.}"

SaVisible "True"

CODES

1 Yes

2 No

DON'T KNOW

Sí

No

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD "Head Start" IN HELP TEXT.

HELP FOR STEM: Head Start is a federally funded early childhood education program designed to improve the school readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a center setting.

BOLD "Head Start" IN HELP TEXT.

HELP FOR STEM: Head Start es un programa de educación temprana patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares).

Para esta pregunta, estamos interesados en los servicios de Head Start en un centro.

SPQ060

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY POUNDS AND OUNCES ON ONE LINE. HORIZONTALLY. ON LARGE BROWSERS UNDERNEATH THAT LINE DISPLAY "Or". THEN ON LARGE BROWSERS DISPLAY GRAMS.

IF THE BROWSER SIZE IS NOT LARGE DISPLAY POUNDS ABOVE OUNCES VERTICALLY. IF THE BROWSER SIZE IS NOT LARGE UNDERNEATH POUNDS DISPLAY "Or." THEN DISPLAY GRAMS.

DISPLAY "Or" IN BOLD TEXT.

ALLOW ENTRIES IN ALL FIELDS.

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "was" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "were" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

QUESTION TEXT:

Question "Now we have some questions about {CHILD}'s health. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer..."

How much did {CHILD} weigh when {he/she/they} {was/were} born?

Please answer in either pounds and ounces or grams. Your best guess is fine."

SaVisible "True"

Pre-unit "Pounds:"
Watermark: "Enter pounds"
DON'T KNOW

Pre-unit "Ounces:"
Watermark: "Enter ounces"

IF THE BROWSER SIZE IS LARGE, DISPLAY POUNDS AND OUNCES ON ONE LINE. HORIZONTALLY. ON LARGE BROWSERS UNDERNEATH THAT LINE DISPLAY "O". THEN ON LARGE BROWSERS DISPLAY GRAMS.

IF THE BROWSER SIZE IS NOT LARGE DISPLAY POUNDS ABOVE OUNCES VERTICALLY. IF THE BROWSER SIZE IS NOT LARGE UNDERNEATH POUNDS DISPLAY "O." THEN DISPLAY GRAMS.

DISPLAY "O" IN BOLD TEXT.

"Ahora tenemos algunas preguntas sobre la salud de {CHILD}. Algunas preguntas de esta sección pueden resultar delicadas y usted puede saltar cualquier pregunta que no desee responder.

¿Cuánto pesó {CHILD} al nacer?

Por favor responda en libras y onzas, o gramos. Puede dar un cálculo aproximado."

SaVisible "True"

Pre-unit "Libras:"
Watermark: "Ponga las libras"
NO SÉ

Pre-unit "Onzas:"
Watermark: "Ponga las onzas"

DON'T KNOW

"Or"

Pre-unit "Grams:"
Watermark: "Enter grams"
DON'T KNOW

NO SÉ

"O"

Pre-unit "Gramos:"
Watermark: "Ponga los gramos"
NO SÉ

ENTER NUMBER

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

Range for pounds 0 to 13
Soft Range for pounds 1 to 10

Range for ounces 0 to 208
Soft Range for ounces 0 to 160

Range for grams 0 to 6322
Soft Range for grams 453 to 4535

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SPQ060}. Please confirm. If this is correct, select Next to continue". DISPLAY DON'T KNOW OPTION (SaVisible "True").

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT SPQ060}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar".

SPQ090

DISPLAY INSTRUCTIONS:

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "was" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "were" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

QUESTION TEXT:

Question "Was {CHILD} born more than two weeks before {he/she/they} {was/were} due?"

"¿{CHILD} nació más de dos semanas antes de tiempo?"

CODES

1 Yes
2 No

SPQ099 Sí
SPQ106 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SPQ106.

SPQ099

DISPLAY INSTRUCTIONS:

FOR THE FIRST DISPLAY, DISPLAY "was" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "were" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

FOR THE SECOND DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

QUESTION TEXT:

Question "How many days or weeks early {was/were} {he/she/they}? Please answer in either days or weeks. If you are reporting in weeks, please round to the nearest week."

Pre-unit "Days:"

Watermark: "Enter days"

"Or"

Pre-unit "Weeks:"

Watermark: "Enter weeks"

"¿Cuántos días o semanas se adelantó? Por favor, conteste en días o semanas."

Pre-unit "Días:"

Watermark: "Ponga cuántos días"

"O"

Pre-unit "Semanas:"

Watermark: "Ponga cuántas semanas"

ENTER NUMBER

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SPQ106.

Range for days 0 to 31.

Range for weeks 0 to 20.

SPQ106

QUESTION TEXT:

Question "Was {CHILD} a twin, triplet, or other child born as part of a multiple birth?"

"¿Fue {CHILD} un gemelo, mellizo, trillizo, o fue un bebé nacido de otro parto múltiple?"

CODES

- | | |
|---|--|
| 1 | No |
| 2 | Yes, a twin |
| 3 | Yes, a triplet |
| 4 | Yes, a multiple birth with four or more babies |

- | |
|--|
| No |
| Sí, gemelo(a) o mellizo(a) |
| Sí, trillizo(a) |
| Sí, un parto múltiple con cuatro o más bebés |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: For twins, triplets, and other multiple births, please answer for how many children were born together even if one or more were stillborn or did not survive.

HELP FOR STEM: Para gemelos, mellizos, trillizos y otros partos múltiples, por favor conteste en relación a cuántos niños nacieron juntos, aunque uno o más hayan nacido sin vida o no hayan podido sobrevivir.

SPQ152

QUESTION TEXT:

Question "What was {CHILD}'s sex at birth?"

"¿De qué sexo era {CHILD} al nacer?"

CODES

- | | | |
|---|--------|-----------|
| 1 | Male | Masculino |
| 2 | Female | Femenino |

SPQ153

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "Now we would like to ask about the language, or languages, spoken in your home. What languages are spoken in your home? Please select all that apply."

DISPLAY "(Por favor especifique):" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

"Ahora quisiéramos preguntarle acerca del idioma o los idiomas que se hablan en su hogar. ¿Qué idiomas se hablan en su hogar? Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
0	English	Inglés
1	Spanish	Español
2	A European language other than Spanish, for example, French, German, or Russian	Un idioma europeo que no es español, como francés, alemán o ruso
3	A Chinese language or dialect	Un idioma o dialecto chino
4	A Filipino language	Un idioma filipino
5	A Southeast Asian language, for example, Vietnamese, Thai, or Khmer	Un idioma del sudeste asiático, como vietnamita, tailandés o jemer
6	A South Asian language, for example, Hindi or Tamil	Un idioma del sur de Asia, como el hindi o tamil
7	Another Asian language, for example, Japanese or Korean	Otro idioma asiático, como japonés o coreano
8	A Middle Eastern language, for example, Arabic or Farsi	Un idioma del Medio Oriente, como árabe o farsi
9	An African language, for example, Swahili or Amharic	Un idioma africano, como suajili o amhárico
10	A sign language, for example, American Sign Language (ASL) or a sign language from another country or culture	Un lenguaje de señas, por ejemplo, el lenguaje de señas americano (ASL) o un lenguaje de señas de otro país o cultura
91	Other language(s) {(Please specify):/(Please specify on next screen.)}	Otro(s) idioma(s) {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.)}

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 5.

BOLD 'Regularly' IN FIRST INSTANCE ONLY OF HELP TEXT

HELP FOR STEM: Regularly: A language, other than English, that is spoken on regular basis (that is, occurring at least weekly) by at least

BOLD 'Regularmente' IN FIRST INSTANCE ONLY OF HELP TEXT

HELP FOR STEM: Regularmente: Un idioma, aparte de inglés, que al menos un miembro del hogar habla de manera regular (es decir, al menos cada semana).

one household member.

Box 4

IF ONLY ONE CODE IS SELECTED IN SPQ153 AND IT IS ENGLISH (SPQ153 = 0) GO TO BOX 6. ELSE IF ANY CODE IN SPQ153 = 91, GO TO SPQ153OS. ELSE IF MORE THAN ONE CODE IN SPQ153 IS SELECTED, GO TO SPQ160 TO ASK ABOUT THE PRIMARY LANGUAGE. ELSE GO TO BOX 6.

SPQ153OS

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

ENTER TEXT

SPQ160

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES ON ONE PAGE.

DISPLAY CODES 3 – 13 BASED ON ANSWER{S} 1-91 IN SPQ153.

QUESTION TEXT:

Question "What is the primary language spoken in your home?"

"¿Cuál es el idioma principal que se habla en su hogar?"

CODES

1	English	Box 6	Inglés
2	Two or more languages are spoken the same amount	Box 5	Dos o más idiomas se hablan por igual
3	{Spanish}	Box 6	{Español}
4	{A European language other than Spanish, for example, French, German, or Russian}	Box 6	{Un idioma europeo que no es español, como francés, alemán o ruso}
5	{A Chinese language or dialect}	Box 6	{Un idioma o dialecto chino}
6	{A Filipino language}	Box 6	{Un idioma filipino}
7	{A Southeast Asian language, for example, Vietnamese, Thai, or Khmer}	Box 6	{Un idioma del sudeste asiático, como vietnamita, tailandés o jemer}
8	{A South Asian language, for example, Hindi or Tamil}	Box 6	{Un idioma del sur de Asia, como el hindi o el tamil}
9	{Another Asian language, for example, Japanese or Korean}	Box 6	{Otro idioma asiático, como japonés o coreano}
10	{A Middle Eastern language, for example, Arabic or Farsi}	Box 6	{Un idioma del medio oriente, como árabe o farsi}
11	{An African language, for example, Swahili or Amharic}	Box 6	{Un idioma africano como, suajili o amhárico}
12	{A sign language, for example, American Sign Language (ASL) or a sign language from another country or culture}	Box 6	{Un lenguaje de señas, por ejemplo, el lenguaje de señas americano (ASL) o un lenguaje de señas de otro país o cultura}
13	{OTHER SPECIFY ANSWER FROM SPQ153}	Box 6	{OTHER SPECIFY ANSWER FROM SPQ153}

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 2: Two or more languages spoken the same amount: If there is more than one language spoken in your home and they are spoken the same amount of time, choose this category. English may be one of these languages, but does not have to be.

HELP FOR CODE 2: Dos idiomas o más se hablan por igual: Si en su hogar se habla más de un idioma y se hablan por igual cantidad de tiempo, escoja esta opción. Inglés puede ser uno de esos idiomas, pero no es necesario que lo sea.

Box 5

IF SPQ153 INDICATES THAT MORE THAN TWO LANGUAGES ARE SPOKEN IN THE HOME (MORE THAN TWO CODES 0 - 10 WERE SELECTED) INCLUDING SELECTION OF OTHER LANGUAGES SPOKEN (SPQ153 = 91) AS ONE OF THOSE, GO TO SPQ162. ELSE GO TO BOX 6.

SPQ162

DISPLAY INSTRUCTIONS:

DISPLAY CODES 1 - 11 BASED ON ANSWER{S} 1-91
IN SPQ153.

IF SPQ153 = 91 BUT NO TEXT WAS ENTERED
DISPLAY "Another language"

IF SPQ153 = 91 BUT NO TEXT WAS ENTERED
DISPLAY "Otro idioma"

QUESTION TEXT:

Question "You mentioned that more than two
or more languages are spoken equally at
home. What are these languages?"

Select one or more choices below. If more than
one language falls in the same category below
(for example, if you speak two different African
languages), select that category. If there is not
a choice for the language(s) spoken in your
home, type the language(s) in under "Other
language (Please specify)."

"Usted mencionó que hablan dos o más idiomas
por igual en su hogar. ¿Qué idiomas son esos?"

Seleccione una o más de las siguientes
opciones. Si hay más de un idioma que cae en
una misma opción de las siguientes (por
ejemplo, si usted habla dos idiomas africanos
diferentes), seleccione esa opción."

CODES	Code All That Apply	
0	English	Inglés
1	{Spanish}	Español
2	{A European language other than Spanish, for example, French, German, or Russian}	Un idioma europeo que no es español, como francés, alemán o ruso
3	{A Chinese language or dialect}	Un idioma o dialecto chino
4	{A Filipino language}	Un idioma filipino
5	{A Southeast Asian language, for example, Vietnamese, Thai, or Khmer}	Un idioma del sudeste asiático, como vietnamita, tailandés o jemer
6	{A South Asian language, for example, Hindi or Tamil}	Aun idioma del sur de Asia, como el hindi o tamil
7	{Another Asian language, for example, Japanese or Korean}	Otro idioma asiático, como japonés o coreano
8	{A Middle Eastern language, for example, Arabic or Farsi}	Un idioma del Medio Oriente, como árabe o farsi
9	{An African language, for example, Swahili or Amharic}	Un idioma africano, como suajili o amhárico
10	{A sign language, for example, American Sign Language (ASL) or a sign language from another country or culture}	Un lenguaje de señas, por ejemplo, el lenguaje de señas americano (ASL) o un lenguaje de señas de otro país o cultura
11	{OTHER SPECIFY ANSWER FROM SPQ153}	{OTHER SPECIFY ANSWER FROM SPQ162}

Box 6

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

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

2

Section PIQ Parent's Involvement with Child's School

PIQ124

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "Before the start of this school year, did you or another family member do any of the following activities in preparation for {CHILD's} first day of school? Please select all that apply."

DISPLAY "(Por favor especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

"Antes del comienzo de este año escolar, ¿usted o algun otro miembro de la familia hizo alguna de las siguientes actividades como preparación para el primer día de escuela de {CHILD}? Por favor seleccione todas lo que corresponda."

CODES	Code All That Apply	
1	Have {CHILD} meet {his/her/their} new teacher	Hizo a {CHILD} conocer a su nuevo(a) maestro(a)
2	Talk to teachers yourself at the school	Habló usted con maestros en la escuela
3	Talk to the principal/school administrator	Habló con el director/administrador de la escuela
4	Take {CHILD} to visit the school grounds	Llevó a {CHILD} a visitar la escuela
5	Talk to {CHILD} about what kindergarten will be like	Habló con {CHILD} acerca de cómo será el kindergarten
6	Talk to or meet with other kindergarten parents	Habló o se reunió con otros padres/madres de niños del kindergarten
7	Volunteer at the school	Hizo trabajo voluntario en la escuela
8	Read books to {CHILD} that talked about starting kindergarten	Leyó a {CHILD} libros acerca de comenzar kindergarten
9	Review parent resource materials provided by the school, such as the school's newsletter or postings to the school's website	Revisó los materiales de recursos para padres/ madres que proporciona la escuela, como el boletín de noticias de la escuela o publicaciones en la página de internet de la escuela
10	Obtain information or advice from preschools or other early care and education centers about preparing children for the first day of kindergarten	Obtuvo información o asesoramiento de preescolares u otros centros de cuidado y educación temprana sobre cómo preparar a los niños para su primer día de kindergarten
11	Obtain information or advice from community services or family support/resource centers about preparing children for the first day of kindergarten	Obtuvo información o asesoramiento de servicios comunitarios o centros de apoyo/recursos para familias acerca de preparar a los niños para el primer día de kindergarten
12	Search online for information about preparing children for the first day of kindergarten	Buscó información en internet acerca de cómo preparar a los niños para el primer día de kindergarten
91	Anything else? {(Please specify):/(Please specify on next screen.)}	¿Alguna otra cosa? {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.)}

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: If {CHILD} is repeating kindergarten this year, please think about experiences before the start of the current school year.

HELP FOR STEM: Si {CHILD} está repitiendo kindergarten este año, por favor piense en sus experiencias antes del comienzo del año escolar actual.

Box 1

IF ANY ANSWER TO PIQ124 = 91 (OTHER), GO TO PIQ124os. ELSE GO TO PIQ126.

PIQ124OS**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

PIQ126

QUESTION TEXT:

Question "Has {CHILD} ever had a home visit from {his/her/their} kindergarten teacher?"

"¿Alguna vez ha tenido {CHILD} una visita al hogar de su maestro o maestra de kindergarten?"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

BOLD "Home visit" IN HELP TEXT.

HELP FOR STEM: Home visit: Some kindergarten teachers visit children in their homes to get to know them and help prepare for school.

BOLD "Visita al hogar" IN HELP TEXT.

HELP FOR STEM: Visita al hogar: Algunos maestros de kindergarten visitan a los niños en sus hogares para conocerlos y ayudarlos a prepararse para la escuela.

PIQ127

DISPLAY INSTRUCTIONS:

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "is" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "are" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

FOR THE SECOND DISPLAY, DISPLAY "es" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "son" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

QUESTION TEXT:

Question "Now we have some questions about {CHILD}'s school. Please select all that apply in the next question. Since the beginning of the school year, have any of {CHILD}'s teachers or {his/her/their} school contacted your household about any behavior problems {he/she/they} {is/are} having, such as:"

"Ahora tenemos algunas preguntas sobre la escuela de {CHILD}. Por favor seleccione todo lo que corresponda en la siguiente pregunta. Desde el comienzo del año escolar, ¿alguno de los maestros de {CHILD} o su escuela contactaron a su hogar por algún problema de comportamiento que {CHILD} estuviera teniendo, tal como:"

CODES	Code All That Apply	
1	Biting	Morder
2	Being aggressive	Ser agresivo(a)
3	Not following directions	No seguir instrucciones
4	Inappropriate behavior for the situation	Comportamiento inapropiado para la situación
5	Being overly active	Ser excesivamente activo(a)
6	Being impulsive or having little or no self-control	Ser impulsivo(a) o tener poco o nada de autocontrol
7	Being sad or upset	Estar triste o molesto(a)
8	Making repetitive or unusual movements or noises (for example, stimming)	Hacer movimientos o ruidos repetitivos o inusuales (por ejemplo, stimming)
9	Avoiding work	Evitar hacer trabajo
10	Another behavior problem	Otro problema de comportamiento
11	None of the above	Ninguno de estos

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 11, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 11, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "Ninguno de estos" pero también seleccionó otra opción de la lista. Por favor vea sus respuestas y corrija su

your answer. Then, select "Next" to continue."

respuesta. Luego seleccione "Siguiente" para continuar."

PIQ130

QUESTION TEXT:

Question "Since the beginning of this school year, have you or the other adults in your household done any of the following activities? Please select all that apply."

"Desde que comenzó este año escolar, ¿usted o alguno de los demás adultos en su hogar ha hecho alguna de las siguientes actividades? Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	Attended an open house or a back-to-school night	Asistió a un open house or a una reunión nocturna por el regreso a clases
2	Attended a meeting of a PTA, PTO, or Parent-Teacher Organization	Asistió a una reunión del PTA, PTO u Organización de Padres y Maestros
3	Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher	Fue a una cita con el maestro o la maestra de {CHILD} como parte de las reuniones regulares de padres y maestros, o a una cita con el maestro o la maestra de {CHILD}
4	Attended a school or class event, such as a play, sports event, or science fair	Asistió a un evento de la escuela o de la clase, por ejemplo, a una obra de teatro, un evento deportivo o una feria de ciencias
5	Served as a volunteer in {CHILD}'s classroom or elsewhere in the school	Fue voluntario(a) en el salón de clase de {CHILD} o en alguna otra parte de la escuela
6	None of the above	Ninguna de estas actividades

PROGRAMMER INSTRUCTIONS:

BOLD "A meeting of a PTA, PTO, or Parent-Teacher Organization" IN HELP TEXT.

BOLD "Una reunión del PTA, PTO u Organización de Padres y Maestros" IN HELP TEXT.

HELP FOR CODE 2: A meeting of a PTA, PTO, or Parent-Teacher Organization. These are meetings of parents and school staff who work together to help students and the school. The PTA is the Parent Teacher Association and is usually associated with the state or national PTA. A PTO is a Parent-Teacher Organization that is independent from a state or national organization.

HELP FOR CODE 2: Una reunión del PTA, PTO u Organización de Padres y Maestros. Son reuniones de padres y personal de la escuela que trabajan juntos para ayudar a los estudiantes y la escuela. La PTA es la Asociación de Padres y Maestros y suele estar asociada a la PTA estatal o nacional. Una PTO es una organización de padres y maestros de una organización estatal o nacional.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 6, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 6, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "Ninguna de estas actividades" pero también seleccionó otra opción de la lista. Por favor vea sus respuestas y corrija su respuesta. Luego seleccione "Siguiente" para continuar."

PIQ185

QUESTION TEXT:

Question "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?"

Pre-unit "Times:"

Watermark "Times"

"Durante este año escolar, ¿cuántas veces usted o alguno de los demás adultos en su hogar ha ido a reuniones o ha participado en actividades en la escuela de {CHILD}?"

Pre-unit "Veces:"

Watermark "Veces"

ENTER NUMBER

Range

0 to 999

Soft Range

0 to 180

PROGRAMMER INSTRUCTIONS:

IF ANY ANSWERS IN PIQ130 = 1, 2, 3, 4, OR 5, SOFT RANGE: 1 TO 180. ELSE, SOFT RANGE = 0 TO 180.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT PIQ185}. Please confirm. If this is correct, select Next to continue."

IF SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE: "Usted ha puesto {DISPLAY RESPONSE AT PIQ185}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

PIQ190

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "No sé" DISPLAY.

QUESTION TEXT:

Question "How well has {CHILD}'s school done with each of the following activities during this school year?"

The school lets you know between report cards how {CHILD} is doing in school."

SaVisible "True"

"¿Qué tan bien la escuela de {CHILD} ha hecho cada una de las siguientes cosas durante este año escolar?"

La escuela lo/la mantiene informado(a) sobre cómo le está yendo a {CHILD} en el tiempo entre una entrega de calificaciones y la siguiente ."

SaVisible "True"

CODES

- 1 Does this very well
 - 2 Just OK
 - 3 Doesn't do this at all
- DON'T KNOW

- Lo hace muy bien
 - Lo hace más o menos bien
 - Nunca hace eso
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

PIQ200

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "No sé" DISPLAY.

QUESTION TEXT:

Question "The school helps you understand what children at {CHILD}'s age are like."

SaVisible "True"

"La escuela le ayuda a entender cómo son los niños de la edad de {CHILD}."

SaVisible "True"

CODES

- 1 Does this very well
 - 2 Just OK
 - 3 Doesn't do this at all
- DON'T KNOW

- Lo hace muy bien
 - Lo hace más o menos bien
 - Nunca hace eso
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

PIQ210

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "No sé" DISPLAY.

QUESTION TEXT:

Question "The school makes you aware of chances to volunteer at the school."

SaVisible "True"

"La escuela le informa de posibilidades de hacer trabajo voluntario en la escuela."

SaVisible "True"

CODES

- 1 Does this very well
 - 2 Just OK
 - 3 Doesn't do this at all
- DON'T KNOW

- Lo hace muy bien
 - Lo hace más o menos bien
 - Nunca hace eso
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

PIQ220

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "No sé" DISPLAY.

QUESTION TEXT:

Question "The school provides workshops, materials, or advice about how to help {CHILD} learn at home."

"La escuela organiza talleres, provee materiales o consejos acerca de cómo ayudar a {CHILD} a aprender en casa."

SaVisible "True"

CODES

- 1 Does this very well
 - 2 Just OK
 - 3 Doesn't do this at all
- DON'T KNOW

- Lo hace muy bien
 - Lo hace más o menos bien
 - Nunca hace eso
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

PIQ230

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "No sé" DISPLAY.

QUESTION TEXT:

Question "The school provides information on community services to help {CHILD} or your family."

SaVisible "True"

"La escuela le da información sobre servicios comunitarios para ayudar a {CHILD} o a su familia."

SaVisible "True"

CODES

- 1 Does this very well
 - 2 Just OK
 - 3 Doesn't do this at all
- DON'T KNOW

- Lo hace muy bien
 - Lo hace más o menos bien
 - Nunca hace eso
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

PIQ231a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
PIQ231a-c ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Please answer the questions below
about {CHILD}'s school.

At this school, all students are treated equally."

"Por favor responda las siguientes preguntas
acerca de la escuela de {CHILD}.

En esta escuela, todos los estudiantes son
tratados de igual manera."

CODES

1	Strongly agree	Muy de acuerdo
2	Agree	De acuerdo
3	Disagree	En desacuerdo
4	Strongly disagree	Muy en desacuerdo

PIQ231b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
PIQ231a-c ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "This school teaches with materials
that show a wide variety of students (for
example, children of different races and
ethnicities, children who speak different
languages, and children from different
countries)."

"Esta escuela enseña usando materiales que
muestran estudiantes muy variados (por
ejemplo, niños de distintas razas y grupos
étnicos, niños que hablan distintos idiomas y
niños de diferentes países)."

CODES

1	Strongly agree	Muy de acuerdo
2	Agree	De acuerdo
3	Disagree	En desacuerdo
4	Strongly disagree	Muy en desacuerdo

PIQ231c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
PIQ231a-c ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "This school thinks it is important to show respect for all students' backgrounds, beliefs, values, and ways of life."

"Esta escuela considera importante demostrar respeto por el origen, creencias, valores y modos de vida de todos los estudiantes."

CODES

1	Strongly agree	Muy de acuerdo
2	Agree	De acuerdo
3	Disagree	En desacuerdo
4	Strongly disagree	Muy en desacuerdo

PIQ400

QUESTION TEXT:

Question " When {CHILD}'s teacher sends home notes or newsletters, are these in a language that you speak?"

"Cuando el maestro o la maestra de {CHILD} manda a la casa notas o boletines de noticias, ¿están en un idioma que usted habla?"

CODES

1	Yes	Sí
2	No	No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: This question is about whether schools are trying to communicate with parents in a language that they speak, whether it is English or another language.

HELP FOR STEM: Esta pregunta es para saber si las escuelas están tratando de comunicarse con los padres/madres en un idioma que ellos hablan, ya sea inglés u otro idioma.

PIQ415

QUESTION TEXT:

Question "This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school? Please select all that apply."

"En este año ¿se le hizo más difícil participar en actividades en la escuela de {CHILD} debido a alguna de las siguientes razones? Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	Inconvenient meeting times	Las reuniones son a horas inconvenientes.
2	No child care keeps your family from going to school meetings or event	No tiene quien cuide al niño para que su familia pueda ir a las reuniones o eventos en la escuela.
3	Family members can't get time off from work	Los miembros de la familia no pueden ausentarse del trabajo.
4	Problems with safety going to the school	Hay problemas de seguridad para llegar a la escuela.
5	The school does not make your family feel welcome	La escuela no hace que su familia se sienta bien recibida.
6	Problems with transportation to the school	Tiene problemas de transporte para llegar a la escuela.
7	You don't hear about things going on at school that you might want to be involved in	No se entera de las cosas que están pasando en la escuela en las que podría estar interesado(a) en participar.
8	Another reason	Otra razón
9	You do not find it hard to participate in activities at {CHILD}'s school	No le resulta difícil participar en actividades en la escuela de {CHILD}.

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 9, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "I do not find it hard to participate in activities at {CHILD}'s school" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 9, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "No se me hace difícil participar en actividades en la escuela de {CHILD}" pero también seleccionó otra opción de la lista. Por favor revise lo que contestó y corrija su respuesta. Luego seleccione "Siguiente" para continuar."

Box 2

IF THE PRELOAD SHOWS IT IS A FALL K CONTINUING HOUSEHOLD AND PLQ060 = 2 - 13 FROM FALL K (PRIMARY LANGUAGE IS NOT ONLY ENGLISH), GO TO PIQ470.

ELSE IF IT IS A FALL K NON-RESPONDENT AND SPQ160 = 2 - 13 (PRIMARY LANGUAGE IS NOT ONLY ENGLISH), GO TO PIQ470.

ELSE, GO TO PIQ550.

PIQ470**QUESTION TEXT:**

Question "This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English?"

"En este año ¿se le hizo más difícil participar en actividades en la escuela de {CHILD} debido a que usted o algún miembro de su familia habla otro idioma y las reuniones se llevan a cabo solamente en inglés?"

CODES

1 Yes
2 No

Sí
No

PIQ550

QUESTION TEXT:

Question "How often do you check that {CHILD} has completed all of {his/her/their} homework?"

"¿Con qué frecuencia controla que {CHILD} haya completado todas las tareas escolares?"

CODES

1	Never	Nunca
2	Rarely	Rara vez
3	Sometimes	A veces
4	Always	Siempre
5	Not applicable. {CHILD} does not have homework.	No corresponde. {CHILD} no tiene tareas escolares.

PIQ585a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ585a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Now I have some questions about {CHILD} and school. How often would you say that {CHILD}...

Makes up reasons to stay home from school?"

"Ahora tengo algunas preguntas sobre {CHILD} y la escuela. ¿Con qué frecuencia diría que {CHILD}...

¿Inventa razones para faltar a la escuela? "

CODES

1	Almost never	Casi nunca
2	Rarely	Rara vez
3	Sometimes	A veces
4	A lot	Muchas veces
5	Almost always	Casi siempre

PIQ585b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ585a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Seems to dread going to school?"

"¿Parece que le espanta la idea de ir a la escuela?"

CODES

1	Almost never	Casi nunca
2	Rarely	Rara vez
3	Sometimes	A veces
4	A lot	Muchas veces
5	Almost always	Casi siempre

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: By "dread" we mean having a lot of fear or anxiety about going to school.

HELP FOR STEM: Por "espantar" nos referimos a que tiene mucho miedo o ansiedad de ir a la escuela.

PIQ585c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ585a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

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

"¿Se altera por la mañana cuando es hora de ir a la escuela?"

CODES

1	Almost never	Casi nunca
2	Rarely	Rara vez
3	Sometimes	A veces
4	A lot	Muchas veces
5	Almost always	Casi siempre

PIQ585d**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
PIQ585a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Asks to stay home from school?"

"¿Pide faltar a la escuela?"

CODES

1	Almost never	Casi nunca
2	Rarely	Rara vez
3	Sometimes	A veces
4	A lot	Muchas veces
5	Almost always	Casi siempre

PIQ585e**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
PIQ585a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Complains about going to school?"

"¿Se queja de tener que ir a la escuela?"

CODES

1	Almost never	Casi nunca
2	Rarely	Rara vez
3	Sometimes	A veces
4	A lot	Muchas veces
5	Almost always	Casi siempre

Box 3

GO TO SECTION FSQ (FAMILY STRUCTURE).

Early Childhood Longitudinal Study Parent Survey Spring K - Form PSSK

3

Section FSQ Family Structure

FSQ005a

DISPLAY INSTRUCTIONS:

FOR BOTH LARGE AND SMALL BROWSERS DISPLAY FSQ005a, b, AND c ON THE SAME SCREEN.

DISPLAY "other" AND "18 and older" IN UNDERLINED TEXT. PLACE RESPONSE FIELD ON SAME LINE AS QUESTION TEXT. DISPLAY "[CHILD} and you: 2" AND ALIGN THE NUMBER "2" IN THIS TEXT WITH THE RESPONSE FIELDS FOR FSQ005a, b, AND c.

DISPLAY "18 and older" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Now we would like to know a bit about {CHILD}'s household to better understand how children's home experiences may relate to early learning.

In addition to you and {CHILD}, how many other people or family members live in the household?

Watermark "Enter number"

{CHILD} and you: 2"

Number of other household members age 18 and older:"

DISPLAY "otros" AND "18 años o más" IN UNDERLINED TEXT. PLACE RESPONSE FIELD ON SAME LINE AS QUESTION TEXT. DISPLAY "[CHILD} and you: 2" AND ALIGN THE NUMBER "2" IN THIS TEXT WITH THE RESPONSE FIELDS FOR FSQ005a, b, AND c.

DISPLAY "18 años o más " IN UNDERLINED TEXT.

"Ahora nos gustaría saber un poco sobre el hogar de {CHILD} para comprender mejor cómo las experiencias de los niños en sus hogares pueden relacionarse con el aprendizaje en la primera infancia.

Además de usted y {CHILD}, ¿cuántas personas o familiares más viven en el hogar?

Watermark "Ponga el número"

{CHILD} y usted: 2

Número de otros miembros del hogar de 18 años o más:"

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 10

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ005a}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT FSQ005a}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

FSQ005b

DISPLAY INSTRUCTIONS:

FOR BOTH LARGE AND SMALL BROWSERS DISPLAY FSQ005a, b, AND c ON THE SAME SCREEN.

DISPLAY "17 and younger" IN UNDERLINED TEXT. PUT RESPONSE FIELD ON SAME LINE AS QUESTION TEXT.

ADD DARK SEPARATOR LINE ONE LINE UNDER QUESTION TEXT.

QUESTION TEXT:

Question "Number of other household members age 17 and younger:"

Watermark "Enter number"

DISPLAY "17 años o menores " IN UNDERLINED TEXT. PUT RESPONSE FIELD ON SAME LINE AS QUESTION TEXT.

"Número de otros miembros del hogar de 17 años o menores:"

Watermark "Ponga el número"

ENTER NUMBER

Range

Soft Range

0 to 30

0 to 10

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ005b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT FSQ005b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

FSQ005c

DISPLAY INSTRUCTIONS:

FOR BOTH LARGE AND SMALL BROWSERS DISPLAY FSQ005a, b, AND c ON THE SAME SCREEN.

FOR THE RESPONSE AREA IN FSQ005c, CREATE A HOUSEHOLD TOTAL BY ADDING THE NUMBER 2 (FOR THE CHILD AND RESPONDENT) PLUS THE NUMBER OF HOUSEHOLD MEMBERS IN FSQ005a (NUMBER OF OTHER HOUSEHOLD MEMBERS AGE 18 AND OLDER) PLUS THE NUMBER OF HOUSEHOLD MEMBERS IN FSQ005b (NUMBER OF OTHER HOUSEHOLD MEMBERS AGE 17 AND YOUNGER). IF THERE ARE ANY CHANGES TO FSQ005a OR FSQ005b AFTER A RESPONDENT BACKS UP FROM FSQ005c, CALCULATE THIS TOTAL IN FSQ005c AGAIN.

COUNT SK ANSWERS IN FSQ005a AND FSQ005b AS ZERO IN THE SUM. PUT RESPONSE FIELD ON SAME LINE AS QUESTION TEXT AND CHANGE THE FILL COLOR TO GRAY. DISPLAY THE INTRESP ON THE NEXT LINE AFTER THE SUM OF NUMBER.

QUESTION TEXT:

Question "Total number of household members, including {CHILD} and you:

Include any spouses, partners, babies, young children, and people who are only temporarily away from home, such as living in a dorm. Please do not include anyone staying here temporarily who usually lives somewhere else."

InstResp "If the total is correct, please select the Next button. Otherwise, change the numbers of household members who are 18 and older or 17 and younger until the total is correct."

"Número total de miembros del hogar, incluyendo a {CHILD} y a usted:"

InstResp "Incluya esposos o esposas, parejas, bebés, niños pequeños y personas que solo estén temporalmente fuera de casa, por ejemplo, viviendo en un dormitorio universitario. No incluya a nadie que se esté quedando ahí temporalmente pero que generalmente vive en otro lado.

Si el total es correcto, seleccione el botón de "Siguiente". De lo contrario, cambie el número de miembros del hogar de 18 años o más y el número de los menores de 17 años hasta que el total sea correcto."

ENTER NUMBER

Range

2 to 30

Soft Range

2 to 10

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ005c}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT FSQ005c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

FSQ010

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY "table", "to the row", "in this table". ELSE IF THE BROWSER SIZE IS NOT LARGE, DISPLAY "screens, "on this screen", and "on the screens that follow".

DISPLAY "Initial" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "name".

DISPLAY "Initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "First name".

IN THE HELP TEXT, DISPLAY "We'll be asking more about some of these people later in the survey, so please use initials that will make sense to you." FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "If you would prefer not to list first names, you can use initials or nicknames. We'll be asking more about some of these people later in the survey, so please use names, nicknames, or initials that will make sense to you."

DISPLAY INITIALS/FIRST NAME, AGE, AND GENDER (FSQ010, FSQ030, AND FSQ040) ON THE SAME SCREEN.

IF THE BROWSER SIZE IS LARGE, DISPLAY A GRID WITH COLUMN HEADERS OF "Initials/First name", "Age", AND "Gender". GRID ROWS SHOULD BE "Parent/Guardian" AND THE NUMBER OF THE ROW, A FIELD TO ENTER THE FIRST NAME, A FIELD TO ENTER AGE, AND A FIELD TO ENTER GENDER.

IF THE BROWSER SIZE IS NOT LARGE, DISPLAY THESE FIELDS VERTICALLY ON A SEPARATE SCREEN FOR EACH PARENT/GUARDIAN. DISPLAY "Parent/Guardian" AND THE NUMBER OF PARENT/GUARDIANS ABOVE "Initials/First name".

FOR PARENT/GUARDIAN 1, DISPLAY THE FIRST NAME OF THE RESPONDENT FROM INQ005j (FIRST NAME COLLECTED IN THE CURRENT PARENT SURVEY) IF IT IS NOT EMPTY. ELSE DISPLAY THE FIRST NAME OF THE RESPONDENT FROM INQ010b IF IT IS NOT EMPTY. DO NOT ALLOW CHANGES. ELSE IF THE RESPONDENT NAME IS EMPTY, DISPLAY THE WORD "You."

IF THE BROWSER SIZE IS LARGE, AT THE BOTTOM OF THE GRID, ADD A BUTTON THAT SAYS "Add a person". IF THE BROWSER SIZE IS NOT LARGE,

IF THE BROWSER SIZE IS LARGE, DISPLAY "tabla", "en la línea", "en esta tabla". ELSE IF THE BROWSER SIZE IS NOT LARGE, DISPLAY "las pantallas, "en esta pantalla", and "en las pantallas a continuación".

DISPLAY "inicial" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "nombre".

DISPLAY "Iniciales" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "primer nombre".

IN THE HELP TEXT, DISPLAY "Le preguntaremos más sobre algunas de estas personas más adelante en la encuesta. Por eso, por favor use iniciales que luego usted recuerde quiénes son" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "Si prefiere no poner primeros nombres, puede usar iniciales o sobrenombres/apodos. Le preguntaremos más sobre algunas de estas personas más adelante en la encuesta. Por eso, por favor use nombres, sobrenombres/apodos que luego usted recuerde quiénes son."

IF THE BROWSER SIZE IS LARGE, DISPLAY A GRID WITH COLUMN HEADERS OF "Inicial/Primer nombre", "Edad", AND "Género". GRID ROWS SHOULD BE "Padre/Madre/Tutor" AND THE NUMBER OF THE ROW, A FIELD TO ENTER THE FIRST NAME, A FIELD TO ENTER AGE, AND A FIELD TO ENTER GENDER.

IF THE BROWSER SIZE IS NOT LARGE, DISPLAY THESE FIELDS VERTICALLY ON A SEPARATE SCREEN FOR EACH HOUSEHOLD MEMBER. DISPLAY "Padre/Madre/Tutor" AND THE NUMBER OF THE HOUSEHOLD MEMBER ABOVE "Iniciales/Primer nombre".

FOR HOUSEHOLD MEMBER 1, DISPLAY THE FIRST NAME OF THE RESPONDENT FROM INQ005j (FIRST NAME COLLECTED IN THE CURRENT PARENT SURVEY) IF IT IS NOT EMPTY. ELSE DISPLAY THE FIRST NAME OF THE RESPONDENT FROM INQ010b IF IT IS NOT EMPTY. DO NOT ALLOW CHANGES. ELSE IF THE RESPONDENT NAME IS EMPTY, DISPLAY THE WORD "Usted."

IF THE BROWSER SIZE IS LARGE, AT THE BOTTOM OF THE GRID, ADD A BUTTON THAT SAYS "Añadir una persona". IF THE BROWSER SIZE IS NOT LARGE, AFTER THE SCREEN FOR HOUSEHOLD MEMBER 1,

AFTER THE SCREEN FOR PARENT/GUARDIAN 1, DISPLAY A SCREEN THAT HAS "If needed, select the button below to add a person and then select "Next." Otherwise, select "Next" to move to the next question."" AND A BUTTON UNDER THAT THAT SAYS "Add a person". IF 6 PERSONS HAVE BEEN ADDED TO FSQ010, DO NOT DISPLAY THE "Add a person" BUTTON BECAUSE NO ADDITIONAL PERSONS CAN BE ADDED.

THE "Add a person" BUTTON SHOULD BE ONE ROW ABOVE THE "Next" AND "Back" BUTTONS."

IF THE BROWSER SIZE IS LARGE, STARTING WITH PARENT/GUARDIAN 2, DISPLAY IN InstResp FORMAT "If a person was added in error, select the "Remove this person" box and the person will be removed after a button is selected." AND A CHECKBOX AT THE END OF EACH ROW THAT SAYS "Remove thIs person".

IF THE BROWSER SIZE IS NOT LARGE, STARTING WITH PARENT/GUARDIAN 2, DISPLAY IN InstResp. FORMAT "If a person was added in error, select the "Remove this person" box and the person will be removed after a button is selected." AND DISPLAY "Remove this person" AT THE BOTTOM OF THE SCREEN AND A CHECKBOX THAT SAYS "Remove this person".

UNDERLINE THE TEXT : "Do not add any other household members who are not parents or guardians." AND BOLD BOTH INSTANCES OF "not".

UNDERLINE THE TEXT : "Do not add any other parents or guardians who do not live in this household." AND BOLD BOTH INSTANCES OF "not"."

DISPLAY "parents or guardians" AND "partner or spouse" IN UNDERLINED TEXT IN SENTENCES THAT BEGINS WITH "Now we are requesting..." AND "If {CHILD} has any other..."

QUESTION TEXT:

Question "Thank you for providing information about the total number of people living in [CHILD]'s household.

Now we are requesting characteristics only about yourself, {CHILD}'s parents or guardians, and partners or spouses of {CHILD}'s parents or guardians who may live in this household.

DISPLAY A SCREEN THAT HAS "Si es necesario, seleccione el botón de más abajo para añadir una persona y luego seleccione "Siguiente". En caso contrario, seleccione "Siguiente" para pasar a la siguiente pregunta." AND A BUTTON UNDER THAT THAT SAYS "Añadir una persona".

IF THE BROWSER SIZE IS LARGE, STARTING WITH HOUSEHOLD MEMBER 2, DISPLAY IN InstResp FORMAT "Si se añadió a una persona por error, seleccione el botón "Eliminar a esta persona" y la persona será quitada de la lista después que usted seleccione cualquier otro botón." AND A BUTTON AT THE END OF EACH ROW THAT SAYS "Eliminar esta persona". IF THE BROWSER SIZE IS NOT LARGE, STARTING WITH HOUSEHOLD MEMBER 2, DISPLAY IN InstResp FORMAT "Si se añadió a una persona por error, seleccione el botón "Eliminar a esta persona" y la persona será quitada de la lista después que usted seleccione cualquier otro botón." AND DISPLAY "Eliminar esta persona" AT THE BOTTOM OF THE SCREEN AND A BUTTON THAT SAYS "Eliminar esta persona".

IF THE BROWSER SIZE IS NOT LARGE, STARTING WITH HOUSEHOLD MEMBER 2, DISPLAY IN InstResp. FORMAT "Si se añadió a una persona por error, seleccione el botón "Eliminar a esta persona" y la persona será quitada de la lista después que usted seleccione cualquier otro botón." AND DISPLAY "Remove this person" AT THE BOTTOM OF THE SCREEN AND A BUTTON THAT SAYS "Eliminar esta persona".

UNDERLINE THE TEXT "No añada ningún otro miembro del hogar que no sea padre/madre o tutor de {CHILD}." AND BOLD BOTH INSTANCES OF "no".

UNDERLINE THE TEXT "No añada ningún otro padre/madre o tutor que no viva en este hogar." AND BOLD BOTH INSTANCES OF "no".

DISPLAY "Padre/Madre/Tutor" AND "una pareja o esposo(a)" IN UNDERLINED TEXT IN SENTENCES THAT BEGINS WITH "Ahora estamos pidiéndole..." AND "Si {CHILD} tiene otros..."

"Gracias por darnos información acerca del número total de personas que viven en el hogar de {CHILD}.

Ahora estamos pidiéndole solamente características de usted, de los padres/madres o tutores de {CHILD} y de las parejas o esposos/esposas de los padres/madres o tutores de {CHILD} que vivan en este hogar.

This information will help us ask better questions about {CHILD}'s parental figures later in the survey.

In the {table/screens} below, please:

- Add your age and gender {to the row/on this screen} with your {initial/first name}.

If {CHILD} has any other parents or guardians who live in this household, or if you or another parent or guardian has a partner or spouse that live in {CHILD}'s household even if they are not {CHILD}'s parent or guardian:

- Use the "Add a person" button to include their information {in this table/on the screens that follow}.

Do not add any other household members who are not parents or guardians.

Do not add any other parents or guardians who do not live in this household.

When you are finished, select "Next" to move to the next question."

"{If a person was added in error, select the "Remove this person" box and the person will be removed after a button is selected.}"

"{Initials/First name}"

Parent/Guardian # {DISPLAY FIRST NAME OF RESPONDENT}

Esta información nos ayudará a hacer mejores preguntas sobre las figuras maternas y paternas de {CHILD} más adelante en la encuesta. En {la tabla/las pantallas} a continuación, por favor:

- Agregue su edad y género {a la línea/en esta pantalla} con su {inicial/nombre}.

Si {CHILD} tiene otros padres/madres o tutores que viven en este hogar o si usted u otro padre/madre o tutor tiene una pareja o esposo(a) que vive en el hogar de {CHILD} aunque esa persona no sea un padre/madre o tutor de {CHILD}:

- Use el botón de "Añadir una persona" para incluir la información de esa persona {en esta tabla/en las pantallas que siguen}.

No añada ningún otro miembro del hogar que no sea padre/madre o tutor de {CHILD}.

No añada ningún otro padre/madre o tutor que no viva en este hogar.

Cuando termine, seleccione "Siguiente" para pasar a a siguiente pregunta."

"{Si una persona fue añadida por error, seleccione la caja de "Eliminar esta persona" y la persona será quitada después que usted seleccione cualquier otra caja.}"

"{Iniciales/Primer nombre}"

Padre/Madre/Tutor # {DISPLAY FIRST NAME OF RESPONDENT}

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

ALLOW UP TO 6 ROWS FOR PARENTS/GUARDIANS (THIS NUMBER OF ROWS INCLUDES THE ROWS FOR THE RESPONDENT).

HELP FOR INITIALS/FIRST NAME: {We'll be asking more about some of these people later in the survey, so please use initials that will make sense to you}./{If you would prefer not to list first names, you can use initials or nicknames. We'll be asking more about some of these people later in the survey, so please use names,

HELP FOR FIRST NAME: {Le preguntaremos más sobre algunas de estas personas más adelante en la encuesta. Por eso, por favor use iniciales que luego usted recuerde quiénes son}/{Si prefiere no poner primeros nombres, puede usar iniciales o sobrenombres/apodos. Le preguntaremos más sobre algunas de estas personas más adelante en la encuesta. Por eso, por favor use nombres, sobrenombres/apodos que luego usted recuerde quiénes son.}

nicknames, or initials that will make sense to you.}

Box 1

ASK FSQ030 FOR EACH PERSON LISTED IN FSQ010.

FSQ030

DISPLAY INSTRUCTIONS:

DISPLAY FIRST NAME, AGE, AND GENDER (FSQ010, FSQ030, AND FSQ040) ON THE SAME SCREEN.

QUESTION TEXT:

Question "Age"

"Edad"

Watermark "Ponga la edad"

ENTER NUMBER

Range

0 to 120

Soft Range

18 to 100

PROGRAMMER INSTRUCTIONS:

SOFT RANGE FOR RESPONDENT'S AGE (HOUSEHOLD MEMBER 1) IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE:

"Your age was entered as less than 18 or greater than 100. Please confirm. If this is correct, select Next to continue." HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

"Su edad quedó registrada como menos de 18 o más de 100. Por favor confirme. Si es correcto, seleccione Siguiente para continuar." HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

Box 2

ASK FSQ040 FOR EACH PERSON LISTED IN FSQ010.

FSQ040**DISPLAY INSTRUCTIONS:**

DISPLAY FIRST NAME, AGE, AND GENDER (FSQ010, FSQ030, AND FSQ040) ON THE SAME SCREEN.

QUESTION TEXT:

Question "Gender"

"Género"

CODES

1 Male
2 Female
3 Another gender

Masculino
Femenino
Otro género

PROGRAMMER INSTRUCTIONS:

DISPLAY "Rather not answer" IN THE DROPDOWN LIST AND BACK CODE AS A SPECIAL ANSWER.

DISPLAY "Prefiero no contestar" IN THE DROPDOWN LIST AND BACK CODE AS A SPECIAL ANSWER.

FSQ050

DISPLAY INSTRUCTIONS:

DISPLAY A LIST OF HOUSEHOLD MEMBERS THAT SHOW HOUSEHOLD MEMBER NUMBER, FIRST NAME, AGE, AND GENDER FOR EACH PERSON FROM FSQ010, FSQ030, AND FSQ040. DISPLAY AS "Name:", "Age:", AND "Gender:" THE LIST SHOULD SHOW HOUSEHOLD MEMBERS IN THE SAME ORDER THAT THEY WERE LISTED IN FSQ010. THIS LIST CANNOT BE EDITED.

DISPLAY A LIST OF HOUSEHOLD MEMBERS THAT SHOW HOUSEHOLD MEMBER NUMBER, FIRST NAME, AGE, AND SEX FOR EACH PERSON FROM FSQ010, FSQ030, AND FSQ040. DISPLAY AS "Nombre:", "Edad:", AND "Sexo:" THE LIST SHOULD SHOW HOUSEHOLD MEMBERS IN THE SAME ORDER THAT THEY WERE LISTED IN FSQ010. THIS LIST CANNOT BE EDITED.

QUESTION TEXT:

Question "Please confirm the initials or first names, ages, and genders of yourself, parents/guardians, and spouse/partners in {CHILD}'s household. Is this information correct?"

InstResp "If you would like to add household members or change information, please select "No" to go back and make changes."

{LIST OF HOUSEHOLD MEMBERS SHOWING INITIALS, FIRST NAMES, AGES, AND GENDERS}

"Por favor, confirme las iniciales o el nombre, la edad y el género de usted, padres/tutores, y de esposos/esposas/parejas en el hogar de {CHILD}. ¿Es correcta esta información?",

InstResp "Si desea añadir miembros del hogar o cambiar la información, seleccione "No" para regresar y hacer cambios."

CODES

1 Yes
2 No

FSQ110 Sí
FSQ010 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO FSQ110.

FSQ110**QUESTION TEXT:**

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

"¿Tiene usted esposo(a) o pareja que vive en este hogar?"

CODES

1 Yes
2 No

FSQ120 Sí
Box 4 No

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

FSQ120

DISPLAY INSTRUCTIONS:

DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES, INCLUDE THOSE WITH MISSING ANSWERS FOR AGE AND DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME. ALSO DISPLAY "NOT ON LIST." DO NOT DISPLAY THE RESPONDENT'S NAME. FLAG PERSON SELECTED AT FSQ120 AS "RESPONDENT'S SPOUSE/PARTNER". FOR THE FIRST DISPLAY, DISPLAY "initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "name". FOR THE SECOND DISPLAY, DISPLAY "initials are" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "name is".

QUESTION TEXT:

Question "Who in the household is your spouse or partner?"

InstResp "Select the {initials/name} of the person who is your spouse/partner. If the {initials are/name is} not listed, select "not on list.""

"¿Cuál de los miembros de este hogar es su esposo(a) o pareja?"

InstResp: "Seleccione {el nombre/las iniciales} de la persona que es su esposo(a)/pareja. Si {las iniciales/el nombre} no aparece(n) en la lista"

CODES

- 1 {DISPLAY HH MEMBER INITIALS/NAME 1}
- 2 {DISPLAY HH MEMBER INITIALS/NAME 2}
- 3 {DISPLAY HH MEMBER INITIALS/NAME 3}
- 4 {DISPLAY HH MEMBER INITIALS/NAME 4}
- 5 {DISPLAY HH MEMBER INITIALS/NAME 5}
- 7 Not on list

PROGRAMMER INSTRUCTIONS:

DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES, INCLUDE THOSE WITH MISSING ANSWERS FOR AGE AND DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME. DO NOT DISPLAY THE RESPONDENT'S INITIALS/NAME OR THE CHILD'S NAME.

LINES FOR 5 HH MEMBERS ARE SHOWN, (THERE ARE 6 POSSIBLE HOUSEHOLD MEMBERS BUT THE RESPONDENT IS NOT DISPLAYED SO 5 ROWS ARE SHOWN). ALSO DISPLAY "NOT ON LIST." BECAUSE THERE ARE 6 HOUSEHOLD

MEMBERS TOTAL, "NOT ON LIST" IS ROW 7 TO INDICATE WHAT THE MAXIMUM NUMBER ROW IS FOR THE ROSTER.)

Box 3

IF FSQ120 = NOT ON LIST, AUTOCODE FSQ110 = 1 (SPOUSE/PARTNER IS IN HOUSEHOLD) AND GO TO FSQ120a. ELSE GO TO BOX 4.

FSQ120a

DISPLAY INSTRUCTIONS:

FOR INITIALS/FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY "are the initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "is the first name".

DISPLAY "Initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "First name".

DISPLAY "son las iniciales" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "es el primer nombre".

DISPLAY "Initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "First name".

QUESTION TEXT:

Question "What {are the initials/is the first name} of your spouse or partner?"

{Initials/First name}:"

"¿Cuáles son las iniciales/¿Cuál es el primer nombre"} de su esposo(a) o pareja?"

{Iniciales/Primer nombre}:"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD ADD NAME OF SPOUSE/PARTNER TO LIST OF HOUSEHOLD MEMBERS TO HAVE A COMPLETE LIST OF HOUSEHOLD MEMBERS FOR LATER DISPLAYS. IF FSQ120a IS LEFT BLANK, ADD INITIALS/NAME OF SPOUSE PARTNER AS "your spouse/partner" AND USE THESE INITIALS/THIS NAME FOR THE SPOUSE/PARTNER THROUGHOUT THE SURVEY.

PROGRAM SHOULD ADD NAME OF SPOUSE/PARTNER TO LIST OF HOUSEHOLD MEMBERS TO HAVE A COMPLETE LIST OF HOUSEHOLD MEMBERS FOR LATER DISPLAYS. IF FSQ120a IS LEFT BLANK, ADD INITIALS/NAME OF SPOUSE PARTNER AS "su esposo(a)/pareja" AND USE THESE INITIALS/THIS NAME FOR THE SPOUSE/PARTNER THROUGHOUT THE SURVEY.

FSQ120b

DISPLAY INSTRUCTIONS:

DISPLAY THE INITIALS/NAME OF THE SPOUSE/PARTNER IN FSQ120a.

QUESTION TEXT:

Question "How old is {INITIALS/NAME}?"

Pre-unit "Age:"

"¿Qué edad tiene {INITIALS/NAME}?"

Pre-unit "Edad:"

ENTER NUMBER

Range

0 to 120

Soft Range

18 to 100

PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD ADD AGE TO FSQ030 TO HAVE A COMPLETE LIST OF AGES OF ALL HOUSEHOLD MEMBERS.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "The age was entered as less than 18 or greater than 100. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "La edad quedó registrada como menos de 18 o más de 100. Por favor confirme. Si es correcto, seleccione, seleccione Siguiente para continuar."

FSQ120c

DISPLAY INSTRUCTIONS:

DISPLAY THE INITIALS/NAME OF THE SPOUSE/PARTNER IN FSQ120a.

QUESTION TEXT:

Question "What is {INITIALS/NAME}'s gender?"

"Rather not answer"

"¿Cuál es el género de {INITIALS/NAME}?"

"Prefiero no contestar"

CODES

1	Male	Masculino
2	Female	Femenino
3	Another gender	Otro género

PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD ADD GENDER TO FSQ040 TO HAVE A COMPLETE LIST OF GENDERS FOR ALL HOUSEHOLD MEMBERS.

ADD A SPECIAL ANSWER TO DISPLAY "Rather not answer" AS A RADIO BUTTON.

ADD A SPECIAL ANSWER TO DISPLAY "Prefiero no contestar" AS A RADIO BUTTON.

Box 4

LOOP 2.

ASK FSQ130 - FSQ1300S TO OBTAIN RELATIONSHIP DATA FOR ALL PERSONS (OTHER THAN- THE RESPONDENT WHOSE RELATIONSHIP WAS COLLECTED IN ING005g) LISTED IN FSQ010.

FSQ130

DISPLAY INSTRUCTIONS:

ASK FSQ130 - FSQ1300S FOR EACH PERSON LISTED IN FSQ010 OTHER THAN THE RESPONDENT.

DISPLAY "{INITIALS/NAME}'s" USING THE INITIALS/NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "What is {INITIALS/NAME}'s relationship to {CHILD}?"

DISPLAY "{INITIALS/NAME}'s" USING THE INITIALS/NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

DISPLAY "(Especifique):" FOR LARGE BROWSERS. ELSE DISPLAY "(Especifique en la siguiente pantalla.)" FOR SMALL BROWSERS.

"¿Qué relación o parentesco tiene {INITIALS/NAME} con {CHILD}?"

CODES

1	Biological parent
2	Adoptive parent
3	Step parent
4	Foster parent
5	Sibling
6	Grandparent
7	Other relative
8	Other nonrelative
91	Other parent or guardian {(Please specify):/(Please specify on next screen.)}

Box 5	Padre/ Madre biológico(a)
Box 5	Padre/Madre adoptivo(a)
Box 5	Padraastro/Madrastra
Box 5	Padre/Madre foster
Box 5	Hermano(a)
Box 5	Abuelo(a)
Box 5	Otro(a) pariente
Box 5	Otro(a) no pariente
FSQ1300S	Otro(a) padre/madre o tutor{(Especifique):/(Especifique en la siguiente pantalla

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 5.

IF THIS QUESTION IS SK (SKIPPED) FOR THE RELATIONSHIP OF THE RESPONDENT OR THE RESPONDENT'S SPOUSE/PARTNER TO THE CHILD, USE PARENT SURVEY PROBE.

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, "Biological parent", "Adoptive parent", "Step parent", "Foster parent", "Sibling", "Grandparent", "Other Relative", "Other Nonrelative", "Other parent or guardian".

HELP FOR CODE 1: Biological Parent: A parent

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, " Padre/Madre biológico(a)", " Padre/Madre adoptivo/a ", " Padraastro/Madrastra ", " Padre /Madre foster ", " Hermano/a ", " Abuelo/a ", " Otro pariente ", " Otra persona que no es pariente ", "Otro(a) padre/madre o tutor".

HELP FOR CODE 1: Padre/Madre biológico(a): Un padre/madre relacionado con el niño(a). Puede ser quien dio a luz al niño(a), pero también puede aplicarse a una madre/padre que usó una madre subrogada o sustituta o vientre de alquiler, o a alguien que donó óvulos o esperma para tener al niño(a).

biologically related to the child. This may be the parent who gave birth to the child, but could also apply to a parent who used a surrogate, egg donor, or sperm donor to have the child.

HELP FOR CODE 2: Adoptive Parent: A parent who has legally adopted {CHILD}.

HELP FOR CODE 3: Step Parent: A parent other than {CHILD}'s biological or adoptive parent who is married to {CHILD}'s biological or adoptive parent.

HELP FOR CODE 4: Foster Parent: A parent with whom {CHILD} is placed temporarily, usually through a social service agency and/or a court.

HELP FOR CODE 5: Sibling: Include biological (full, half), step, adoptive, and foster siblings as defined below.

Full Sibling: A person with whom {CHILD} shares the same biological parents.

Half Sibling: A person with whom {CHILD} shares one biological parent.

Step Sibling: A person to whom {CHILD} is related by the marriage of one biological parent.

Adoptive Sibling: A person to whom {CHILD} is related given that they are in the same family in which the person or {CHILD} has been legally adopted by the family.

Foster Sibling: A person to whom {CHILD} is unrelated except that they are in the same family in which the person or {CHILD} have been taken into the home on a temporary basis and the parents have legal responsibility for {CHILD}.

HELP FOR CODE 6: Grandparent: A parent of {CHILD}'s biological, adoptive, or step parent.

HELP FOR CODE 7: Other Relative: Refers to relationships that are not listed, such as great grandparent, child of a parent's sibling (e.g., niece or nephew), and sibling of {CHILD}'s parent (e.g., aunt or uncle).

HELP FOR CODE 8: Other Nonrelative: Refers to the relationship between two people when there

HELP FOR CODE 2: Padre/Madre adoptivo/a: Padre o madre que ha adoptado legalmente a {CHILD}.

HELP FOR CODE 3: Padrastro/Madrastra: Padre o madre que no es la madre o el padre biológico(a) ni adoptivo(a) de {CHILD} y que está casado(a) con la madre o el padre biológico(a) o adoptivo(a) de {CHILD}.

HELP FOR CODE 4: Padre/madre foster: Padre o madre padre bajo cuyo cuidado han puesto a {CHILD} de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte.

HELP FOR CODE 5: Hermano o hermana: Esto incluye a hermanas y hermanos biológicos(as) (de ambos padres, medio hermanos(a)), hermanastros y hermanastras, hermanos(as) adoptivos(as) y hermanos(as) foster, como se definen a continuación.

Hermano o hermana de padre y madre: Una persona que tiene la misma madre y el mismo padre biológicos que {CHILD}.

Medio hermano o media hermana: Una persona que tiene la misma madre biológica o el mismo padre biológico que {CHILD}.

Hermanastro o hermanastra: Una persona con quien {CHILD} está emparentado a través del matrimonio de uno de sus padres biológicos.

Hermana o hermano adoptivo(a): Una persona con quien {CHILD} está emparentado(a) dado que ambos están en la misma familia la cual ha adoptado legalmente a uno(a) de ellos dos.

Hermana o hermano foster: Una persona sin relación de parentesco con {CHILD}, excepto que están en la misma familia porque ya sea la persona o {CHILD} forma parte del hogar de manera temporal y los padres/madres tienen responsabilidad legal por {CHILD}.

HELP FOR CODE 6: Abuelo o abuela: Padre o madre de la madre o el padre biológico(a), adoptivo(a) o madrastra/padrastro de {CHILD}.

HELP FOR CODE 7: Otro pariente: Se refiere a parentescos que no están en la lista, por ejemplo,

is no family relationship through blood, marriage, or adoption. The category could be used to refer to a person who is not a parent to {CHILD}, but is a partner to {CHILD}'s parent and living together with that parent as married. The category could also be used to refer to the partner's children who are not related to {CHILD}'s parent. An example of this is when the child's parent and the parent's partner (who is not the child's parent) live together as married and the partner's daughter lives with them. The relationship of the partner's daughter to the child would be siblings if they were married, but since the parent and the partner are not married, the daughter is an "other nonrelative."

HELP FOR CODE 91: Other Parent or Guardian: A person acting as the parent of {CHILD}, but does not fit into one of the other categories. For example, in a household with two parents, one of the parents may not be biologically related to {CHILD} and not legally in charge of {CHILD}

bisabuelo(a), hijo o hija de un hermano o hermana de uno de los padres/madres (por ej., sobrina o sobrino) y hermano o hermana de la madre o el padre de {CHILD} (por ej., tía o tío).

HELP FOR CODE 8: Otra persona que no es pariente: Se refiere a la relación entre dos personas cuando no hay parentesco de sangre, por matrimonio ni adopción. Esta categoría podría usarse para referirse a una persona que no es una madre o padre de {CHILD}, pero es la pareja de la madre o el padre de {CHILD} y están viviendo juntos como si estuvieran casados(a). Esta categoría también podría usarse para referirse a los hijos(as) de esa pareja que no tienen parentesco con el padre o la madre de {CHILD}. Un ejemplo de esto es cuando la madre o el padre del niño(a) y su pareja (que no es ni madre ni padre del niño(a)) viven juntos como si estuvieran casados(as) y la hija de esa pareja viven con ellos. La relación de la hija de la pareja con el niño(a) sería de hermanos o hermanas si sus padres o madres estuvieran casados(as), pero como no lo están, la hija es "otra persona que no es pariente".

HELP FOR CODE 91: Otro tipo de padre/madre o tutor(a): Una persona que se desempeña como madre o padre de {CHILD}, pero no le corresponde ninguna de las otras categorías. Por ejemplo, en un hogar con dos madres o padres, uno o una de ellos puede no tener parentesco biológico con {CHILD} y no estar legalmente a cargo de {CHILD} aunque es el otro papá o la otra mamá de {CHILD}.

FSQ1300S

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

ENTER TEXT

Box 5

END LOOP 2.

ASK FSQ130 - FSQ130os FOR NEXT PERSON
IN FSQ010.

IF NO NEXT PERSON, GO TO BOX 6.

Box 6**LOOP 3.**

IN CONTINUING HOUSEHOLDS CHECK THE PRELOAD FOR RACE OR ETHNICITY DATA (FSQ190 OR FSQ195) FOR THE RESPONDENT (IF RESPONDENT IS THE SAME AS FALL K (INQ001b = 1) AND FOR THE FOCAL CHILD. THESE ARE THE ONLY HOUSEHOLD MEMBERS WHOSE PREVIOUS RACE OR ETHNICITY DATA WILL BE USED TO DRIVE SKIPS.

IF THERE ARE ANY MISSING ETHNICITY DATA (FSQ190) (IN THE PRELOAD FOR CONTINUING FALL KINDERGARTEN HOUSEHOLDS OR FOR NEW HOUSEHOLDS) FOR THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT, CONTINUE WITH FSQ190.

ELSE IF THERE ARE NO PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH CODES 1, 2, 3, 4 OR 91 AT INQ005g OR FSQ130), AND THERE ARE ANY MISSING ETHNICITY DATA (FSQ190) (IN THE PRELOAD FOR CONTINUING FALL KINDERGARTEN HOUSEHOLDS OR NEW HOUSEHOLDS) FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120), CONTINUE WITH FSQ190.

ELSE IF IT IS A CONTINUING HOUSEHOLD AND (THE RESPONDENT IS THE SAME AS IN FALL K (INQ001b = 1)) AND ETHNICITY DATA ARE NOT MISSING FROM THE PRELOAD ((FSQ190 = 1 OR 2), GO TO BOX 7 TO GET THE ETHNICITY/RACE SUBGROUP.

ELSE IF IT IS A CONTINUING HOUSEHOLD AND THE FOCAL CHILD HAS RACE AND ETHNICITY DATA IN THE PRELOAD AND IS HISPANIC (FSQ190 = 1) BUT FALL K FSQ192 ABOUT THE HISPANIC SUBGROUP WAS SK OR NOT ASKED, GO TO FSQ191.

ELSE IF IT IS A CONTINUING HOUSEHOLD

AND THE FOCAL CHILD HAS RACE AND ETHNICITY DATA AND IS ASIAN (FSQ195 = 2) BUT FALL K FSQ197b ABOUT THE ASIAN SUBGROUP WAS SK OR NOT ASKED, GO TO FSQ197a.

ELSE IF IT IS A CONTINUING HOUSEHOLD AND THE FOCAL CHILD HAS RACE AND ETHNICITY DATA AND IS NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (FSQ195 = 4) BUT FALL K FSQ198b ABOUT THE NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER SUBGROUP WAS SK OR NOT ASKED, GO TO FSQ198a.

WHEN ALL PERSONS WITH MISSING ETHNICITY OR RACE DATA HAVE BEEN ASKED ABOUT GO TO BOX 11.

NOTE: ETHNICITY AND RACE SUBGROUP QUESTIONS ARE ASKED ABOUT THE CHILD AND OTHER HOUSEHOLD MEMBERS IN LOOP 3. SUBGROUP QUESTIONS WERE ONLY ASKED ABOUT THE CHILD IN FALL K. FOR THE CHILD IF THERE ARE DATA IN THE PRELOAD FOR THE MAIN ETHNICITY AND RACE QUESTIONS (FSQ190 OR FSQ195) AND THE APPLICABLE SUBGROUP QUESTIONS (FSQ192 IF FSQ190 = 1; FSQ197b IF FSQ195 = 2; FSQ198b IF FSQ195 = 4), ALL RACE AND ETHNICITY QUESTIONS FOR THE CHILD WILL BE SKIPPED IN THE CURRENT ROUND.

IF THERE ARE DATA IN THE PRELOAD FOR THE RESPONDENT AND THE RESPONDENT IS THE SAME AS IN FALL K, INTRODUCTORY SUBGROUP QUESTIONS (FSQ191, FSQ197a, AND FSQ198a) WILL BE ASKED TO REESTABLISH THE RACE AND ETHNICITY BEFORE ASKING FOR THE SUBGROUP. OTHERWISE, FOR THE CHILD IF THERE ARE DATA IN THE PRELOAD FOR THE MAIN ETHNICITY AND RACE QUESTIONS (FSQ190 OR FSQ195) BUT NOT THE APPLICABLE SUBGROUP QUESTIONS (FSQ192, FSQ197b, FSQ198b), INTRODUCTORY SUBGROUP QUESTIONS (FSQ191, FSQ197a, AND FSQ198a) ARE ASKED IN THE CURRENT ROUND, IF APPLICABLE, TO REESTABLISH THE ETHNICITY OR RACE BEFORE ASKING FOR THE SUBGROUP. OTHERWISE, IF THERE ARE NOT DATA IN THE PRELOAD FOR THE MAIN ETHNICITY AND RACE QUESTIONS (FSQ190

OR FSQ195), THE SUBGROUP QUESTIONS WOULD HAVE BEEN SKIPPED IN FALL KINDERGARTEN SO THE MAIN ETHNICITY AND RACE QUESTIONS AND THE SUBGROUP QUESTIONS, IF APPLICABLE, ARE ASKED AGAIN IN SPRING KINDERGARTEN.

FSQ190

DISPLAY INSTRUCTIONS:

DISPLAY "We have a few more questions about {CHILD} and the people listed in your table." THE FIRST TIME THE QUESTION IS ASKED. ELSE USE A NULL DISPLAY.

BOLD 'Hispanic or {Latino/Latina} {Latino/a}' IN THE THIRD SENTENCE.

ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT.

IF THERE ARE NO PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), AND THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120), CONTINUE WITH FSQ190.

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

DISPLAY "Latino" IF THE PERSON IS MALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 1 OR FSQ120c = 1) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS MALE (INQ050b = 1). DISPLAY "Latina" IF THE PERSON IS FEMALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 2 OR FSQ120c = 2) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "Latino/a".

NOTE: IF THE RESPONDENT IS A PARENT (CODES 1, 2, 3, 4, OR 91 AT INQ005g), ASK THIS QUESTION AS "Are you" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

QUESTION TEXT:

Question "{We have a few more questions about {CHILD} and the people listed in your table.}"

DISPLAY "Tenemos algunas preguntas más acerca de {CHILD} y las personas que aparecen en la lista." THE FIRST TIME THE QUESTION IS ASKED. ELSE USE A NULL DISPLAY.

BOLD "{hispano o latino}" IN InstResp.

ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT.

IF THERE ARE NO PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), AND THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120), CONTINUE WITH FSQ190.

DISPLAY "usted" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

DISPLAY "Latino" IF THE PERSON IS MALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 1 OR FSQ120c = 1) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS MALE (INQ050b = 1).

DISPLAY "Latina" IF THE PERSON IS FEMALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 2 OR FSQ120c = 2) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "Latino/a".

NOTE: IF THE RESPONDENT IS A PARENT (CODES 1, 2, 3, 4, OR 91 AT INQ005g), ASK THIS QUESTION AS "usted" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

"{Tenemos algunas preguntas más acerca de {CHILD} y las personas que aparecen en la lista.}"

{Are you/Is {INITIALS/NAME}} Hispanic or {Latino/Latina} {Latino/a}? A person who is Hispanic or {Latino/Latina} {Latino/a} is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

¿Es {usted/{INITIALS/NAME}} {hispano o latino/hispana o latina} {latino/a}? Una persona que es hispana o latina es de cultura u origen cubano, dominicano, mexicano, puertorriqueño, sudamericano o centroamericano, o de otra cultura u origen (ascendencia) español, sin importar la raza."

CODES

1	Yes	Sí
2	No	No

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER SKIP TO FSQ195.

Box 7

IF LOOPING ON THE RESPONDENT IN A CONTINUING HOUSEHOLD AND (THE RESPONDENT IS THE SAME AS IN FALL K (INQ001b = 1)) AND (FSQ190 = 1 (HISPANIC) FOR THE RESPONDENT IN THE PRELOAD), GO TO FSQ191. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD AND FSQ190 = 1 (HISPANIC) IN THE CURRENT SURVEY, GO TO FSQ192. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD GO TO BOX 8.

IF LOOPING ON THE CHILD AND FSQ190 = 1 (HISPANIC) FOR THE CHILD IN THE CURRENT SURVEY GO TO FSQ192. ELSE IF THE PRELOAD IN A CONTINUING HOUSEHOLD SHOWS THAT THE CHILD IS HISPANIC (FSQ190 = 1) AND THE HISPANIC SUBGROUP IS MISSING FROM FALL K (FSQ192 = SK OR WAS NOT ASKED), GO TO FSQ191. ELSE GO TO BOX 8.

FSQ191

DISPLAY INSTRUCTIONS:

DISPLAY "your" AND "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" AND "Is {INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. DISPLAY "Latino" IF THE PERSON IS MALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 1 OR FSQ120c = 1) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS MALE (INQ050b = 1). DISPLAY "Latina" IF THE PERSON IS FEMALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 2 OR FSQ120c = 2) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "Latino/a".

NOTE: IF THE RESPONDENT IS A PARENT (CODES 1, 2, 3, 4, OR 91 AT INQ005g), ASK THIS QUESTION AS "Are you" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

DISPLAY "su grupo étnico y raza" AND "usted" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "el grupo étnico y la raza de {INITIALS/NAME}" AND "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

DISPLAY "Latino" IF THE PERSON IS MALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 1 OR FSQ120c = 1) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS MALE (INQ050b = 1).

DISPLAY "Latina" IF THE PERSON IS FEMALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 2 OR FSQ120c = 2) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "Latino/a".

NOTE: IF THE RESPONDENT IS A PARENT (CODES 1, 2, 3, 4, OR 91 AT INQ005g), ASK THIS QUESTION AS "usted" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

QUESTION TEXT:

Question "Though we may have asked you about {your/INITIALS/{NAME}'s} ethnicity and race before, we have a few more questions. {Are you/Is {INITIALS/NAME} Hispanic or {Latino/Latina}{Latino/a}?"

"Aunque tal vez le hayamos preguntado antes sobre {su grupo étnico y raza/el grupo étnico y la raza de {INITIALS/NAME}, tenemos algunas preguntas más. ¿Es {usted/{INITIALS/NAME}} {hispano o latino/hispana o latina} {latino/a}?"

CODES

1 Yes
2 No

FSQ192 Sí
Box 8 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO Box 8.

FSQ192

DISPLAY INSTRUCTIONS:

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

DISPLAY "usted" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

QUESTION TEXT:

Question "Which of the following Spanish, Hispanic, or Latino groups best describes {your/{INITIALS/{NAME}'s} origin? Please select all that apply."

"¿Cuál de los siguientes grupos españoles, hispanos o latinos describe mejor el origen de {usted/{INITIALS/NAME}}? Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	Cuban	Cubano
2	Mexican, Mexican American, or Chicano	Mexicano, mexicano americano, o chicano
3	Puerto Rican	Puertorriqueño
4	Other Spanish/Hispanic/Latino group	Otro grupo español, hispano o latino

Box 8

IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD AND THERE ARE MISSING DATA FOR FSQ195 (RACE) IN THE CURRENT SURVEY OR THE PRELOAD, GO TO FSQ195. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD GO TO BOX 9.

IF LOOPING ON THE CHILD AND THE CHILD HAS MISSING RACE DATA FOR FSQ195 IN THE CURRENT SURVEY OR THE PRELOAD, GO TO FSQ195. ELSE GO TO BOX 9.

FSQ195

DISPLAY INSTRUCTIONS:

ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT.

IF THERE ARE NO PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), AND THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120), CONTINUE WITH FSQ195.

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

QUESTION TEXT:

Question "Which of the following describes {your/{INITIALS/{NAME}'s} race? You may choose more than one. Please select all that apply."

DISPLAY "su raza" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "la raza de {INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "su raza" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

"¿Cuál de las siguientes opciones describe {su raza/la raza de {INITIALS/NAME}}? Puede elegir más de una. Por favor seleccione todo lo que corresponda."

CODES

Code All That Apply

- | | |
|---|---|
| 1 | American Indian or Alaska Native |
| 2 | Asian |
| 3 | Black or African American |
| 4 | Native Hawaiian or other Pacific Islander |
| 5 | White |

- | |
|--|
| Indígena de las Américas o nativo de Alaska |
| Asiático(a) |
| Negro(a) o afroamericano(a) |
| Nativo(a) de Hawái o de otras islas del Pacífico |
| Blanco(a) |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR STEM: For the purposes of this study, Hispanic origins are not races.

BOLD IN HELP TEXT: "American Indian or Alaska

BOLD IN HELP TEXT: "Indígena de las Américas o nativo de Alaska", "Asiático", "Negro o afroamericano", "Nativo de Hawái o de otras islas", "Blanco(a)"

HELP FOR STEM: Para los propósitos de este estudio, los orígenes hispanos no son razas.

Native", "Asian", "Black or African American", "Native Hawaiian or Other Pacific Islander", "White"

HELP FOR CODE 1: 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. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

HELP FOR CODE 2: 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, Laos, and Vietnam.

HELP FOR CODE 3: Black or African American: A person having origins in any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

HELP FOR CODE 4: Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, the Marianas, Tonga, Fiji, the Marshall Islands, or other Pacific Islands.

HELP FOR CODE 5: White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

HELP FOR CODE 1: Indígena de las Américas o nativo de Alaska: Una persona con orígenes en cualquiera de los pueblos originarios de América del Norte y América del Sur (incluyendo América Central) y que mantiene afiliación tribal o conexión con su comunidad. Ejemplos de tribus incluyen Navajo Nation, Blackfeet Tribe, mayas, aztecas, Native Village of Barrow Inupiat Traditional Government y Nome Eskimo Community.

HELP FOR CODE 2: Asiático: Una persona con orígenes en cualquiera de los pueblos originarios del Lejano Oriente, el sudeste de Asia o el subcontinente indio, incluyendo, por ejemplo, Camboya, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia, Laos y Vietnam. HELP FOR CODE 3: Negro o afroamericano: Una persona con orígenes en cualquiera de los grupos de raza negra de África. Esto incluye, por ejemplo, personas afroamericanas y personas de Jamaica, Haití, Nigeria, Etiopía y Somalia.

HELP FOR CODE 4: Nativo de Hawái o de otras islas del Pacífico: Una persona con orígenes en cualquiera de los pueblos originarios de Hawái, Guam, Samoa, las Marianas, Tonga, Fiji, las Islas Marshall u otras islas del Pacífico.

HELP FOR CODE 5: Blanco: Una persona con orígenes en cualquiera de los pueblos originarios de Europa, el Medio Oriente o el norte de África. Esto incluye, por ejemplo, personas de Alemania, Irlanda, Inglaterra, Italia, Líbano y Egipto.

Box 9

IF LOOPING ON THE RESPONDENT IN A CONTINUING HOUSEHOLD AND (THE RESPONDENT IS THE SAME AS IN FALL K (INQ001b = 1)) AND (FSQ195 = 2 (ASIAN) FOR THE RESPONDENT IN THE PRELOAD), GO TO FSQ197a. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD AND FSQ195 = 2 (ASIAN) IN THE CURRENT SURVEY OR THE PRELOAD, GO TO FSQ197b. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD GO TO BOX 10.

IF LOOPING ON THE CHILD AND FSQ195 = 2 (ASIAN) FOR THE CHILD GO TO FSQ197b. ELSE IF THE PRELOAD IN A CONTINUING HOUSEHOLD SHOWS THAT THE CHILD IS ASIAN (FSQ195 = 2) AND THE ASIAN SUBGROUP IS MISSING FROM FALL K (FSQ197B = SK OR WAS NOT ASKED), GO TO FSQ197a. ELSE GO TO BOX 10.

FSQ197a

DISPLAY INSTRUCTIONS:

DISPLAY "Though we may...questions" IF FSQ191 WAS NOT ASKED. ELSE USE A NULL DISPLAY.

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

QUESTION TEXT:

Question "{Though we may have asked you about {your/{INITIALS/{NAME}'s} race before, we have a few more questions.} {Are you/Is {INITIALS/NAME} a member of an Asian group?"

DISPLAY "Aunque tal vez le hayamos preguntado..." IF FSQ196a WAS NOT ASKED. ELSE USE A NULL DISPLAY.

DISPLAY "su raza" AND "usted" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "la raza de {INITIALS/NAME}" AND "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

"{Aunque tal vez le hayamos preguntado antes sobre {su raza/la raza de {INITIALS/NAME}}, tenemos algunas preguntas más.} ¿Es {usted/{INITIALS/NAME}} miembro de un grupo asiático?"

CODES

1 Yes
2 No

FSQ197b Sí
Box 10 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO Box 10.

FSQ197b

DISPLAY INSTRUCTIONS:

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

DISPLAY "usted" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

QUESTION TEXT:

Question "Which of the following Asian groups best describes {your/{INITIALS/{NAME}'s} origin? Please select all that apply."

"¿Cuál de los siguientes grupos asiáticos describe mejor el origen de {usted/{INITIALS/NAME}} Por favor seleccione todo lo que corresponda?"

CODES	Code All That Apply	
1	Asian Indian	Indio asiático
2	Chinese	Chino
3	Filipino	Filipino
4	Hmong	Hmong (Pobladores del sudeste de Asia)
5	Japanese	Japonés
6	Korean	Coreano
7	Vietnamese	Vietnamita
8	Other Asian	Otro grupo asiático

Box 10

IF LOOPING ON THE RESPONDENT IN A CONTINUING HOUSEHOLD AND (THE RESPONDENT IS THE SAME AS IN FALL K (INQ001b = 1)) AND (FSQ195 = 4 (NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) FOR THE RESPONDENT IN THE PRELOAD), GO TO FSQ198a. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD AND FSQ195 = 4 (NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) IN THE CURRENT SURVEY, GO TO FSQ198b. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD GO TO BOX 11.

IF LOOPING ON THE CHILD AND FSQ195 = 4 (NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) GO TO FSQ198b. ELSE IF THE PRELOAD IN A CONTINUING HOUSEHOLD SHOWS THAT THE CHILD IS NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (FSQ195 = 4) AND THE NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER SUBGROUP DATA FOR THE CHILD IS MISSING FROM FALL K (FSQ198b = SK OR WAS NOT ASKED), GO TO FSQ198a. ELSE GO TO BOX 11.

FSQ198a

DISPLAY INSTRUCTIONS:

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

NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

DISPLAY "usted" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

QUESTION TEXT:

Question "Is {Are you/Is {INITIALS/NAME}} a member of a Pacific Islander group?"

"¿Es {usted/{INITIALS/NAME}} miembro de un grupo de las islas del Pacífico?"

CODES

1 Yes
2 No

FSQ198b Sí
Box 11 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO Box 11.

FSQ198b

DISPLAY INSTRUCTIONS:

DISPLAY THE CHILD'S NAME IN UNDERLINED TEXT.

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

DISPLAY "usted" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

QUESTION TEXT:

Question "Which of the following Pacific Islander groups best describes {your/{INITIALS/NAME}'s} origin? Please select all that apply."

"¿Cuál de los siguientes grupos de las islas del Pacífico describe mejor el origen de {usted/{INITIALS/NAME}}? Por favor seleccione todo lo que corresponda."

CODES

Code All That Apply

- | | |
|---|------------------------|
| 1 | Guamanian or Chamorro |
| 2 | Native Hawaiian |
| 3 | Samoan |
| 4 | Other Pacific Islander |

- | |
|---------------------------|
| Guameño o chamorro |
| Nativo de Hawái |
| Samoano |
| De otra isla del Pacífico |

Box 11

END LOOP 3.

ASK FSQ190 – FSQ198b FOR NEXT PERSON WHO IS THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT, OR RESPONDENT, OR RESPONDENT'S SPOUSE/PARTNER (IF NO PARENT FIGURES) WHOSE ETHNICITY OR RACE DATA ARE MISSING. WHEN ALL PERSONS WITH MISSING ETHNICITY OR RACE DATA HAVE BEEN ASKED ABOUT, CONTINUE WITH FSQ198c.

FSQ198c

QUESTION TEXT:

Question "We have just a few more questions about this household's members.

How many siblings does {CHILD} have in this household?"

Pre-unit "Number of siblings"

Watermark "Enter number"

"Tenemos unas pocas preguntas más sobre los miembros de este hogar. ¿Cuántos hermanos y hermanas tiene {CHILD} en este hogar?"

Pre-unit "Número de hermanos y hermanas"

Watermark "Ponga el número"

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 10

PROGRAMMER INSTRUCTIONS:

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, "Siblings".

HELP FOR STEM: Siblings: Include biological (full, half), adoptive, step, and foster brothers, sisters, or other siblings.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ198c}. Please confirm. If this is correct, select Next to continue."

HELP FOR STEM: Hermanos/Hermanas: Incluye a los hermanos biológicos (de padre y madre, medios hermanos) adoptivos, hermanastros y hermanos Foster.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT FSQ198c}. Por favor confirme. Si es correcto, seleccione, seleccione Siguiente para continuar."

FSQ199

QUESTION TEXT:

How many grandparents does {CHILD} have in this household?

Pre-unit "Number of grandparents"

Watermark "Enter number"

"¿Cuántos abuelos y abuelas tiene {CHILD} en este hogar?"

Pre-unit "Número de abuelos y abuelas"

Watermark "Ponga el número"

ENTER NUMBER

Range

0 to 8

Soft Range

0 to 4

PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCES ONLY OF "Grandparents" IN HELP TEXT.

HELP FOR STEM: Grandparents: Parents of {CHILD}'s biological, adoptive, or step parents.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ199}. Please confirm. If this is correct, select Next to continue."

HELP FOR STEM: Abuelos y Abuelas: Madres o padres de los padres/madres biológicos(as), adoptivos(as) o padrastros/madrastras.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT FSQ199}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

FSQ200

QUESTION TEXT:

Question "How would you describe your current relationship status?"

SaVisible "True"

"¿Cómo describiría su situación de pareja actualmente?"

CODES

1	Married	Box 12	Casado(a)/Casados
2	Separated	Box 12	Separado(a)/Separados
3	Divorced	Box 12	Divorciado(a)/Divorciados
4	Widowed	Box 12	Viudo(a)
5	Never married	Box 12	Nunca ha estado casado(a)/Nunca han estado casados
6	Civil union/domestic partnership	Box 12	En unión civil/Sociedad doméstica
91	Other {(Please explain):/(Please explain on next screen.)} DON'T KNOW	FSQ2000S	Otro {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.)}: DON'T KNOW

FSQ2000S

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FSQ200 ON LARGE BROWSERS.

ENTER TEXT

Box 12

IDENTIFY THE 4 "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) SELECT UP TO 4 KEY PARENT FIGURES USING THIS ORDERED PRIORITY:

1. TAKE HH MEMBERS WITH RELATION = 1 (BIOLOGICAL PARENT) STARTING FROM THE LOWEST PERSON NUMBER (PERSON NUMBER CORRESPONDS TO THE ORDER THE PERSON WAS ENTERED IN THE ROSTER).

2. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, TAKE HH MEMBERS WITH RELATION = 2 (ADOPTIVE PARENT) STARTING FROM THE LOWEST PERSON NUMBER.

3. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, TAKE HH MEMBERS WITH RELATION = 3 (STEP PARENT) STARTING FROM THE LOWEST PERSON NUMBER.

4. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, TAKE HH MEMBERS WITH RELATION = 4 (FOSTER PARENT) STARTING FROM THE LOWEST PERSON NUMBER.

5. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, TAKE HH MEMBERS WITH RELATION = 91 (OTHER PARENT OR GUARDIAN) STARTING FROM THE LOWEST PERSON NUMBER.

6. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, AND RESPONDENT IS A KEY PARENT, TAKE RESPONDENT'S SPOUSE/PARTNER (SPOUSE/PARTNER IS DEFINED AS THE PERSON SELECTED AT FSQ120) IF THIS PERSON IS NOT ALREADY A KEY PARENT.

7. IF THERE IS NOT EVEN ONE KEY PARENT FIGURE YET, TAKE RESPONDENT AND SPOUSE/PARTNER (AT THIS POINT, THE

RESPONDENT AND SPOUSE/PARTNER MUST
HAVE RELATION NOT IN (1, 2, 3, 4, 91)).

Box 13

IF THE RESPONDENT IS A PARENT (INQ005g
= 1, 2, 3, 4, OR 91) GO TO BOX 14. ELSE IF
THERE ARE KEY PARENTS ACCORDING TO BOX
12 THAT ARE NOT THE RESPONDENT AND
HAVE INITIALS OR A NAME IN FSQ010 GO TO
FSQ202. ELSE GO TO BOX 14.

FSQ202

QUESTION TEXT:

Question "How would you describe {INITIALS/NAME}'s current relationship status?"

SaVisible "True"

"¿Como describiría la situación de pareja de {INITIALS/NAME} actualmente?"

SaVisible "True"

CODES

1	Married	Box 14	Casado(a)/Casados
2	Separated	Box 14	Separado(a)/Separados
3	Divorced	Box 14	Divorciado(a)/Divorciados
4	Widowed	Box 14	Viudo(a)
5	Never married	Box 14	Nunca ha estado casado(a)/Nunca han estado casados
6	Civil union/domestic partnership	Box 14	En unión civil/Sociedad doméstica
91	Other {(Please explain):/(Please explain on next screen.)} DON'T KNOW	FSQ202OS	Otro {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.)}: DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY THE INITIALS OR NAME FROM FSQ010 FOR THE FIRST KEY PARENT FIGURE ACCORDING TO BOX 12 WHO IS NOT THE RESPONDENT. THE RESPONDENT'S MARITAL STATUS WAS ASKED ABOUT IN FSQ200. THE PRIORITIES IN BOX 12, STEP 2, SHOULD BE USED TO SELECT THE PARENT FIGURE FOR THIS QUESTION (E.G., IF THERE IS A BIOLOGICAL PARENT IN THE HOUSEHOLD WHO IS NOT THE RESPONDENT, MARITAL STATUS WILL BE ABOUT THE FIRST PARENT FIGURE WHO IS A BIOLOGICAL PARENT (BOX 12, STEP 2, POINT 1). ELSE IF THERE IS AN ADOPTIVE PARENT IN THE HOUSEHOLD WHO IS NOT THE RESPONDENT, MARITAL STATUS WILL BE ASKED ABOUT THE FIRST PARENT FIGURE WHO IS AN ADOPTIVE PARENT (BOX 12, STEP 2, POINT 2). ELSE, SELECTION OF THE PARENT FIGURE FOR THE MARITAL STATUS QUESTION WOULD CONTINUE ACCORDING TO BOX 12, STEP 2, POINTS 3-7.)

FSQ2020S**DISPLAY INSTRUCTIONS:**

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS
FSQ200 FOR LARGE BROWSERS.

ENTER TEXT

Box 14

GO TO SECTION HEQ.

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

4

Section HEQ Home Environment, Activities, and Cognitive Stimulation

HEQ071a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}:” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}:” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}:” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}:” AT THE TOP OF THE SMALL BROWSER SCREEN.

QUESTION TEXT:

Question “Now we would like to ask about {CHILD}'s home environment. How often does {CHILD}:

Count objects?”

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de CHILD}. ¿Con qué frecuencia {CHILD}:” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}:” AT THE TOP OF THE GRID.

“Ahora nos gustaría preguntar acerca del ambiente del hogar de CHILD}. ¿Con qué frecuencia {CHILD}:

¿Cuenta objetos?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ071b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE SMALL BROWSER SCREEN.

QUESTION TEXT:

Question “Add or subtract things?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}. ¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID.

“¿Suma o resta cosas?”

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ071c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE SMALL BROWSER SCREEN.

QUESTION TEXT:

Question “Write numbers?”

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}. ¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID.

“¿Escribe números?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ071d

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE SMALL BROWSER SCREEN.

QUESTION TEXT:

Question “Match or identify shapes?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}. ¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID.

“¿Agrupa o identifica figuras geométricas?”

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ071e

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE SMALL BROWSER SCREEN.

QUESTION TEXT:

Question “Play with blocks or construction toys?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}. ¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID.

“¿Juega con bloques o juguetes para construir?”

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ071f

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE SMALL BROWSER SCREEN.

IF BROWSER SIZE IS LARGE, DISPLAY “(Continued)”.

QUESTION TEXT:

Question “{(Continued) }How often does {CHILD}:

Identify or create patterns?”

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}. ¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID.

“{(Continuación) }¿Con qué frecuencia {CHILD}:

¿Identifica o crea patrones?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ071g

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE SMALL BROWSER SCREEN.

QUESTION TEXT:

Question “Put objects in order (for example, small to large)?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}. ¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID.

IF BROWSER SIZE IS LARGE, DISPLAY “Continuación”.

“¿Pone objetos en orden (por ejemplo, de menor a mayor)?”

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ071h

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE SMALL BROWSER SCREEN.

QUESTION TEXT:

Question “Measure things (for example, using a ruler, in cooking, etc.)?”

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}. ¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID.

“¿Mide cosas (por ejemplo, usando una regla, cuando cocina, etc.)?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ071i

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS SMALL, DISPLAY “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}?” FOR HEQ071a. FOR HEQ071b-i DISPLAY “How often does {CHILD}?” AT THE TOP OF THE SMALL BROWSER SCREEN.

QUESTION TEXT:

Question “Answer/ask questions about “How many things are there?” (for example, “How many plates are on the table?”)?”

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ071a – e AND HEQ071f – i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH HEQ071a – e, DISPLAY “Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}. ¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID. FOR THE GRID WITH ITEMS HEQ071f – i DISPLAY “¿Con qué frecuencia {CHILD}?” AT THE TOP OF THE GRID.

“¿Hace/contesta preguntas sobre “¿Cuántas cosas hay?” (por ejemplo “¿Cuántos platos hay en la mesa?”)?”

CODES

- | | |
|---|-------------------------------|
| 1 | Never or almost never |
| 2 | Less than once a week |
| 3 | Once a week |
| 4 | Several times a week |
| 5 | Every day or almost every day |

- | |
|--------------------------------------|
| Nunca o casi nunca |
| Menos de una vez por semana |
| Una vez por semana |
| Varias veces a la semana |
| Todos los días o casi todos los días |

HEQ073

QUESTION TEXT:

Question "How much does {CHILD} enjoy number or math activities like counting objects, making patterns, measuring things, etc.?"

"¿Qué tanto le gusta a {CHILD} hacer actividades con números o de matemáticas, como contar objetos, hacer patrones, medir cosas, etc.?"

CODES

1	Not at all	Nada
2	A little	Un poco
3	A fair amount	Más o menos
4	Much	Mucho
5	Very much	Muchísimo

HEQ075a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ075a – d AND HEQ075e – g ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question "How much do you agree or disagree with the following statements about what it is usually like living in your home?"

We almost always seem to be rushed."

"¿Qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones sobre cómo es generalmente la vida en su hogar?"

Parece que casi siempre andamos con prisa."

CODES

1	Strongly disagree	Muy en desacuerdo
2	Disagree	En desacuerdo
3	Neither disagree nor agree	Ni en desacuerdo ni de acuerdo
4	Agree	De acuerdo
5	Strongly agree	Muy de acuerdo

HEQ075b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ075a – d AND HEQ075e – g ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question “We are usually able to stay on top of things.”

“Usualmente podemos estar al día con las cosas.”

CODES

1	Strongly disagree	Muy en desacuerdo
2	Disagree	En desacuerdo
3	Neither disagree nor agree	Ni en desacuerdo ni de acuerdo
4	Agree	De acuerdo
5	Strongly agree	Muy de acuerdo

HEQ075c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ075a – d AND HEQ075e – g ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question “No matter how hard we try, we always seem to be running late.”

“Por más que nos esforcemos, parece que siempre se nos hace tarde.”

CODES

1	Strongly disagree	Muy en desacuerdo
2	Disagree	En desacuerdo
3	Neither disagree nor agree	Ni en desacuerdo ni de acuerdo
4	Agree	De acuerdo
5	Strongly agree	Muy de acuerdo

HEQ075d

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ075a - d AND HEQ075e - g ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question "No matter what our family plans, it usually doesn't seem to work out."

"Sin importar lo planeado por la familia, normalmente las cosas no funcionan."

CODES

1	Strongly disagree	Muy en desacuerdo
2	Disagree	En desacuerdo
3	Neither disagree nor agree	Ni en desacuerdo ni de acuerdo
4	Agree	De acuerdo
5	Strongly agree	Muy de acuerdo

HEQ075e

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ075a - d AND HEQ075e - g ON SEPARATE SCREENS IN TWO GRIDS.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }How much do you agree or disagree with the following statements about what it is usually like living in your home?

It is a good place to relax."

"Es un buen lugar para relajarse."

CODES

1	Strongly disagree	Muy en desacuerdo
2	Disagree	En desacuerdo
3	Neither disagree nor agree	Ni en desacuerdo ni de acuerdo
4	Agree	De acuerdo
5	Strongly agree	Muy de acuerdo

HEQ075f

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ075a – d AND HEQ075e – g ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question "The atmosphere is calm."

"Es un ambiente tranquilo."

CODES

1	Strongly disagree	Muy en desacuerdo
2	Disagree	En desacuerdo
3	Neither disagree nor agree	Ni en desacuerdo ni de acuerdo
4	Agree	De acuerdo
5	Strongly agree	Muy de acuerdo

HEQ075g

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ075a – d AND HEQ075e – g ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question "In the morning, we have a regular routine."

"En la mañana tenemos una rutina regular."

CODES

1	Strongly disagree	Muy en desacuerdo
2	Disagree	En desacuerdo
3	Neither disagree nor agree	Ni en desacuerdo ni de acuerdo
4	Agree	De acuerdo
5	Strongly agree	Muy de acuerdo

HEQ210

DISPLAY INSTRUCTIONS:

DISPLAY "past week" IN UNDERLINED TEXT.

DISPLAY "última semana" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Now we have some questions about {CHILD}'s activities at home. In the past week, how often did {CHILD} read to {himself/herself/themselves} or to others outside of school? Please include reading in any language."

"Ahora tenemos algunas preguntas sobre las actividades de {CHILD} en casa. En la última semana, ¿con qué frecuencia {CHILD} leyó por su cuenta o le leyó a alguien más fuera de la escuela?" Por favor incluya leer en cualquier idioma."

CODES

1 Never

2 Once or twice a week

3 3 to 6 times a week

4 Every day

HEQ272a Nunca

Una a dos veces por semana

De 3 a 6 veces a la semana

Todos los días

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO HEQ272a.

HEQ215

QUESTION TEXT:

Question "Generally, how long did {CHILD} read to {himself/herself/themself} at each of these times? Please include reading in any language."

Pre-unit "Minutes:"

Watermark "Enter minutes"

"Generalmente, ¿cuánto tiempo le leen a {CHILD} en cada una de esas ocasiones?" Por favor incluya leerle en cualquier idioma."

Pre-unit "Minutos:"

Watermark "Ponga los minutos"

ENTER NUMBER

Range

1 to 120

Soft Range

1 to 60

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HEQ215}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT HEQ215). Por favor confirme. Si es correcto, seleccione Siguiete para continuar."

HEQ272a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ272a - b IN A GRID.

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE DISPLAY "their" IF THE CHILD IS ANOTHER GENDER OR THE CHILD'S GENDER IS MISSING.

QUESTION TEXT:

Question "Do you have the following in your home that {CHILD} may use?

Smartphone"

"¿Tiene en su hogar las siguientes cosas que {CHILD} puede usar?

¿Teléfono inteligente o smartphone?"

CODES

- 1 Yes, {CHILD} shares this with other family member(s)
- 2 Yes, {CHILD} has {his/her/their} own
- 3 No

- Sí, {CHILD} lo comparte con otros miembros de la familia (s)
- Sí, {CHILD} tiene uno propio
- No

HEQ272b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ272a – b IN A GRID.

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE DISPLAY "their" IF THE CHILD IS ANOTHER GENDER OR THE CHILD'S GENDER IS MISSING.

QUESTION TEXT:

Question "Laptop, desktop computer, or tablet (for example, iPad or other tablet)"

"Computadora portátil o de escritorio, o tableta (por ejemplo, iPad u otra tableta)"

CODES

- 1 Yes, {CHILD} shares this with other family member(s)
- 2 Yes, {CHILD} has {his/her/their} own
- 3 No

- Sí, {CHILD} lo comparte con otros miembros de la familia (s)
- Sí, {CHILD} tiene uno propio
- No

HEQ273a

DISPLAY INSTRUCTIONS:

DISPLAY HEQ273a AND HEQ273b TOGETHER VERTICALLY.

QUESTION TEXT:

Question "On any given weekday, how much time does {CHILD} spend watching shows, movies, and videos? If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not watch shows, movies, or videos, enter '0' in both the "Hours" and "Minutes" section."

Pre-unit "Hours:"

Watermark "Enter hours"

"En un día determinado de entresemana, ¿cuánto tiempo pasa {CHILD} mirando programas, películas y videos? Si pasa menos de una hora, ponga '0' en la sección "horas". Si {CHILD} no mira programas, películas o videos, ponga '0' en ambas secciones: "Horas" y "Minutos".

Pre-Unit "Horas:"

Watermark "Horas por día de entresemana"

ENTER NUMBER

Range

0 to 24

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: "Include shows, movies, and videos watched on any TV, digital devices such as a cellphone, iPod, iPad, other tablet, laptop, or desktop computer. Include shows or movies on live TV; shows or movies that were recorded earlier on a DVR; shows, movies, or videos on demand; and shows, movies, or videos that you downloaded or streamed on sites like Netflix, Amazon Prime Video, Hulu, or YouTube."

HELP FOR STEM: "Incluya programas, películas y videos por televisión, en aparatos digitales o electrónicos como en un teléfono celular, iPod, iPad, otra tableta, laptop o computadora portátil, o computadora de escritorio. Incluya programas o películas en televisión en vivo; programas o películas que se grabaron previamente en un DVR; programas, películas o videos a pedido (on demand); y programas, películas o videos que usted descargó o mira en línea de sitios como Netflix, Amazon Prime, Hulu, o YouTube"

HEQ273b**DISPLAY INSTRUCTIONS:**

DISPLAY HEQ273a AND HEQ273b TOGETHER
VERTICALLY.

QUESTION TEXT:

Pre-unit "Minutes:"

Watermark "Enter minutes"

Pre-unit "Minutos:"

Watermark "Ponga los minutos"

ENTER NUMBER

Range

0 to 180

Box 1

IF HEQ272a-b ARE BOTH CODE 3 ('No'), GO
TO HEQ277. ELSE GO TO HEQ274a.

HEQ274a

DISPLAY INSTRUCTIONS:

DISPLAY HEQ274a AND HEQ274b TOGETHER VERTICALLY.

QUESTION TEXT:

Question "On any given weekday, how much time does {CHILD} spend playing video, computer, or mobile games? If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not play video, computer, or mobile games, enter '0' in both the "Hours" and "Minutes" sections."

Pre-unit "Hours:"

Watermark "Enter hours"

"En un día determinado de entresemana, ¿cuánto tiempo pasa {CHILD} jugando juegos de video, de computadora o en un dispositivo móvil?" Si pasa menos de una hora, escriba '0' en la sección "Horas." Si {CHILD} no juega juegos de video, de computadora o de teléfono/tableta, escriba '0' en la sección de "Horas" y de "Minutos".

Pre-unit "Horas:"

Watermark "Ponga las horas"

ENTER NUMBER

Range

0 to 24

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: "Include games played on any digital device, including systems like Playstation, Wii, or Xbox; or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, tablet, or cellphone; or games played on a TV, laptop, or computer. Count any type of video, computer, or mobile game, including those that are educational."

HELP FOR STEM: "Incluya juegos jugados en cualquier dispositivo digital, incluyendo sistemas como Playstation, Wii o Xbox, o dispositivos de mano, tales como Nintendo DS, Sony PSP, iPod, iPad, tableta o teléfono celular, o juegos jugados en una televisión, una laptop o una computadora de escritorio. Incluya cualquier tipo de juego de video, de computadora o en un dispositivo móvil, incluyendo aquellos que son educativos."

HEQ274b**DISPLAY INSTRUCTIONS:**

DISPLAY HEQ274a AND HEQ274b TOGETHER
VERTICALLY.

QUESTION TEXT:

Pre-unit "Minutes:"

Watermark "Enter minutes"

Pre-unit "Minutos:"

Watermark "Ponga los minutos"

ENTER NUMBER

Range

0 to 180

HEQ274c

QUESTION TEXT:

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

"En una semana promedio, ¿con qué frecuencia usa {CHILD} la computadora u otro aparato digital para jugar con programas que le enseñan algo como habilidades en matemáticas o lectura?"

CODES

1	Never	Nunca
2	Once or twice a week	Una a dos veces por semana
3	3 to 6 times a week	De 3 a 6 veces a la semana
4	Every day	Todos los días

PROGRAMMER INSTRUCTIONS:

BOLD "Digital device" THE FIRST INSTANCE ONLY IN HELP TEXT.

HELP FOR STEM: Digital device: By digital device, we mean any type of computer, laptop, cell phone, smart phone, tablet (such as iPad or other tablet), iPod, reading device (such as Kindle or Fire), electronic assistant or smart speaker (for example, Alexa, Google Assistant, or Siri), or game system (including those such as Playstation, Wii, or Xbox, or handheld devices such as a Nintendo DS or Sony PSP).

BOLD "Dispositivo digital" THE FIRST INSTANCE ONLY IN HELP TEXT.

HELP FOR STEM: Dispositivo digital: Al decir dispositivo digital nos referimos a cualquier tipo de computadora, portátil, teléfono celular, teléfono inteligente, tableta (como iPad u otra tableta), iPod, dispositivo de lectura (como Kindle o Fire), asistente electrónico o altavoz inteligente (por ejemplo, Alexa, Google Assistant o Siri), o sistema de juegos (incluyendo tales como Playstation, Wii o Xbox, o dispositivos de mano tales como un Nintendo DS o Sony).

HEQ277

QUESTION TEXT:

Question "Do you have Internet (cable, Wifi, wireless, or DSL) in your home?"

"¿Tiene internet (por cable, wifi, inalámbrico o DSL) en su hogar?"

CODES

1	Yes	HEQ278	Sí
2	No	HEQ285	No

HEQ278

QUESTION TEXT:

Question "Does {CHILD} use any digital device(s) to get on the Internet in your home?"

"¿Usa {CHILD} algún aparato electrónico o digital para entrar a Internet en su casa?"

CODES

1	Yes		Sí
2	No		No

HEQ285

QUESTION TEXT:

Question "Are there family rules about how many hours {CHILD} may spend on screen time?"

"¿Tiene alguna regla su familia para {CHILD} acerca de cuánto tiempo se le permite a {CHILD} pasar frente a una pantalla?"

CODES

1 Yes
2 No

HEQ285a Sí
HEQ288 No

PROGRAMMER INSTRUCTIONS:

BOLD "Screen time" IN HELP TEXT.

HELP FOR STEM: Screen time: Screen time refers to the amount of time the child is using a TV, computer, or any other digital device in which the child is looking at a screen during use.

BOLD "El tiempo frente a una pantalla" IN HELP TEXT.

HELP FOR STEM: El tiempo frente a una pantalla: El tiempo frente a una pantalla se refiere a la cantidad de tiempo que el niño(a) pasa frente a una televisión, una computadora u otro dispositivo digital en el que el niño(a) está mirando una pantalla mientras lo usa.

HEQ285a

QUESTION TEXT:

Question "In what ways do you limit {CHILD}'s screen time? Please select all that apply."

"¿De qué maneras limita usted el tiempo de pantalla de {CHILD}? Por favor seleccione todas las respuestas que correspondan."

CODES	Code All That Apply		
1	With a device or app	HEQ288	Con un dispositivo o app
2	Ask {CHILD} to end screen time	HEQ288	Le digo a {CHILD} que pare de usar la pantalla
3	Redirect {CHILD} to other activity	HEQ288	Dirijo a {CHILD} a que haga otra actividad
4	Take away the device from {CHILD}	HEQ288	Le quito el aparato a {CHILD}
91	Other	HEQ288	Otra manera

PROGRAMMER INSTRUCTIONS:

BOLD "Screen time:" IN HELP TEXT

HELP FOR STEM: Screen time: Screen time refers to the amount of time the child is using a TV, computer, or any other digital device in which the child is looking at a screen during use.

BOLD "El tiempo frente a una pantalla" IN HELP TEXT.

HELP FOR STEM: El tiempo frente a una pantalla: El tiempo frente a una pantalla se refiere a la cantidad de tiempo que el niño(a) pasa frente a una televisión, una computadora u otro dispositivo digital en el que el niño(a) está mirando una pantalla mientras lo usa.

HEQ288

QUESTION TEXT:

Question "Now we'd like to ask you about some of the activities your child might do. Outside of school hours, has {CHILD} ever participated in any of the following activities? Please select all that apply."

"Ahora quisiéramos preguntarle sobre algunas actividades que tal vez hace su niño(a). ¿Fuera de las horas de clase, alguna vez {CHILD} ha participado en alguna de las siguientes actividades? Por favor seleccione todo lo que corresponda."

CODES

Code All That Apply

1	Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics	Actividades atléticas organizadas, como básquetbol, fútbol, soccer, béisbol, natación o gimnasia
2	Dance groups, classes, or lessons	Grupo, clases o lecciones de baile o danzas
3	Music, for example, piano, instrumental music, or singing lessons	Lecciones de música, por ejemplo, de piano, música instrumental o lecciones de canto
4	Drama groups, classes, or lessons	Grupos, clases o lecciones de drama o teatro
5	Art groups, classes, or lessons, for example, painting, drawing, sculpture	Grupos, clases o lecciones de arte, por ejemplo, de pintura, dibujo o escultura
6	Craft groups, classes, or lessons	Grupos, clases o lecciones de manualidades
7	Language groups, classes, or lessons (to learn English or another language)	Grupos, clases o lecciones de idiomas (para aprender inglés u otro idioma)
8	None of the above	Ninguna de estas actividades

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 8, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 8, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "Ninguna de estas actividades" pero también seleccionó otra opción de la lista. Por favor revise lo que contestó y corrija su respuesta. Luego seleccione "Siguiente" para continuar."

HEQ289

DISPLAY INSTRUCTIONS:

DISPLAY "month" in UNDERLINED TEXT.

DISPLAY {CURRENT DATE - 1 MONTH}, " WITH DATE AS "Month, day" WITH MONTH SPELLED OUT. USE BLAISE DATE OPERATOR TO SUBTRACT 1 MONTH.

QUESTION TEXT:

Question "In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}? Please select all that apply."

DISPLAY "mes" in UNDERLINED TEXT.

DISPLAY {CURRENT DATE - 1 MONTH}, " WITH DATE AS "Mes, día" WITH MONTH SPELLED OUT. USE BLAISE DATE OPERATOR TO SUBTRACT 1 MONTH.

"En el último mes, o sea, desde el {DAY} de {MONTH}, ¿alguien de su familia ha hecho alguna de las siguientes cosas con {CHILD}? Por favor seleccione todo lo que corresponda."

CODES

Code All That Apply

- 1 Visited a library or bookstore (Do not count visiting a library or bookstore online. We are asking about in-person visits to a library or bookstore.)
- 2 Gone to a play, concert, or other live show
- 3 Visited an art gallery, museum, or historical site
- 4 Visited a zoo, aquarium, or petting farm
- 5 Attended an athletic or sporting event in which {CHILD} was not a player
- 6 Gone to a park, beach, or nature preserve
- 7 None of these

Ha ido a una biblioteca o librería (no cuente visitar una biblioteca o librería en internet.

Ha ido a una obra de teatro, concierto u otro show en vivo.

Ha ido a una galería de arte, un museo o un lugar histórico.

Ha ido a un zoológico, un acuario o una granja para niños.

Ha asistido a un evento atlético o deportivo en el que {CHILD} no era uno de los jugadores

Ha ido a un parque, a una playa o a una reserva natural

Ninguna de estas actividades

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 7, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of these" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 7, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "Ninguna de estas actividades" pero también seleccionó otra opción de la lista. Por favor revise lo que contestó y corrija su respuesta. Luego seleccione "Siguiente" para continuar."

HEQ391

DISPLAY INSTRUCTIONS:

IF BROWSER IS LARGE, DISPLAY HEQ391 AND HEQ392 ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Outside of school hours, has {CHILD} ever participated in:

Religious activities or instruction at a church, mosque, synagogue, or other place of worship.

"Fuera del horario escolar, ¿alguna vez ha participado {CHILD} en:

Actividades o instrucción religiosa en una iglesia, mezquita, sinagoga u otro centro religioso?"

CODES

1	Yes	Sí
2	No	No

HEQ392

DISPLAY INSTRUCTIONS:

IF BROWSER IS LARGE, DISPLAY HEQ391 AND HEQ392 ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Volunteer work or community service?"

"¿Trabajo voluntario o servicio comunitario?"

CODES

1	Yes	Sí
2	No	No

HEQ399

QUESTION TEXT:

Question "During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?"

"Durante una semana normal, ¿con qué frecuencia {CHILD} juega afuera activamente (por ejemplo, corre, brinca o se columpia)?"

CODES

1	Never	Nunca
2	Once or twice a week	Una a dos veces por semana
3	3 to 6 times a week	De 3 a 6 veces a la semana
4	Every day	Todos los días

HEQ400

QUESTION TEXT:

Question "Now we have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?"

"Ahora tenemos algunas preguntas acerca de su vecindario. ¿Qué tan seguro es que los niños jueguen afuera durante el día en su vecindario?"

CODES

1	Not at all safe	Nada seguro
2	Somewhat safe	Algo seguro
3	Very safe	Muy seguro

HEQ455

QUESTION TEXT:

Question "Do you have the following places or activities in your neighborhood or in the area nearby your home? Please select all of the things that you have, regardless of whether you use them or not."

"¿En su vecindario o en el área cercana a su hogar, ¿tienen las siguientes instalaciones o actividades? Por favor seleccione todas las cosas que tenga, al margen de si ustedes las utilice o no."

CODES	Code All That Apply	
1	A recreation center	Un centro recreativo
2	Organized activities such as Little League or soccer	Actividades organizadas como Little League o fútbol (soccer)
3	A community or neighborhood association	Una asociación comunitaria o del vecindario
4	A visual or performing arts center	Un centro de artes visuales o artes escénicas
5	A community pool	Una alberca o piscina de la comunidad
6	A community park or playground area	Un parque o patio de juegos de la comunidad
7	A library or bookmobile	Una biblioteca o bookmobile (biblioteca móvil)
8	A program that has after-school activities for children (for example, a Boys' or Girls' Club of America)	n programa con actividades para niños después de la escuela (por ejemplo, un Club de Niños o de Niñas (Boys' o Girls' Club of America)
9	A grocery store	Una tienda de comestibles
10	A hospital	Un hospital
11	None of the above	Ninguno de los anteriores

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 10, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 10, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "Ninguno de los anteriores" pero también seleccionó otra opción de la lista. Por favor revise lo que contestó y corrija su respuesta. Luego seleccione "Siguiete" para continuar."

HEQ460

DISPLAY INSTRUCTIONS:

DISPLAY 'five days' IN UNDERLINED TEXT.

DISPLAY "NOT" IN UNDERLINED TEXT.

DISPLAY "cinco días" IN UNDERLINED TEXT.

DISPLAY "SIN" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Now we have some questions about meals and your family. During the last five days {CHILD} was in school, how many breakfasts did {he/she/they} eat that were NOT school breakfasts?"

Pre-unit "Breakfasts:"

Watermark "Number of breakfasts"

"Ahora tenemos algunas preguntas sobre las comidas y su familia. En los últimos cinco días que fue {CHILD} a la escuela, ¿cuántos días desayunó SIN contar desayunos en la escuela?"

Pre-unit "Desayunos:"

Watermark "Número de desayunos"

ENTER NUMBER

Range

0 to 5

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: By breakfast we mean breakfasts eaten at home, at childcare, or at school, but not part of a school breakfast program. Please count only one breakfast per day.

HELP FOR STEM: Por "desayunar" nos referimos a desayunar en la casa, la guardería o donde lo cuidan, o en la escuela, pero que no sea parte del programa de desayunos escolares. Por favor sólo cuente un desayuno por día.

HEQ520

DISPLAY INSTRUCTIONS:

DISPLAY "typical week" AND "any meal" IN UNDERLINED TEXT.

DISPLAY "semana normal" AND "comida" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "In a typical week, on how many days does your family eat any meal together?"

Pre-unit "Days:"

Watermark "Number of days"

"En una semana normal, ¿en cuántos días su familia come junta cualquier comida?"

Pre-unit "Días:"

Watermark "Número de días"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: By family, we mean at least one adult and one child.

HELP FOR STEM: Por familia, queremos decir por lo menos un adulto y un niño.

HEQ580

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ580 AND HEQ590 ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "How often does someone in your family talk with {CHILD} about...

{His/Her/Their} ethnic or racial heritage?"

"¿Con qué frecuencia alguien en su familia habla con {CHILD} acerca de...

La ascendencia racial o étnica de {CHILD}?"

CODES

1	Never	Nunca
2	Almost never	Casi nunca
3	Several times a year	Varias veces al año
4	Several times a month	Varias veces al mes
5	Several times a week or more	Varias veces a la semana o más

HEQ590

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ580 AND HEQ590 ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Your family's religious beliefs or traditions?"

"Las creencias religiosas o tradiciones de su familia?"

CODES

1	Never	Nunca
2	Almost never	Casi nunca
3	Several times a year	Varias veces al año
4	Several times a month	Varias veces al mes
5	Several times a week or more	Varias veces a la semana o más

HEQ595

QUESTION TEXT:

Question "On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night?"

"En las noches, entresemana, durante el año escolar, ¿se va a dormir {CHILD} normalmente a la misma hora cada noche?"

CODES

1	Yes, {CHILD} has a usual bedtime.	Sí, {CHILD} tiene horario fijo para acostarse.
2	No, {CHILD}'s bedtime varies a lot from night to night.	No, la hora de dormir de {CHILD} cambia mucho cada noche.

HEQ600a

DISPLAY INSTRUCTIONS:

DISPLAY HEQ600a AND HEQ600b TOGETHER
VERTICALLY ON SCREEN.

QUESTION TEXT:

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

Pre-unit "Hours:"

Watermark "Enter hours"

"En una noche normal de entresemana,
¿cuántas horas duerme {CHILD}?"

Pre-unit "Horas:"

Watermark "Ponga las horas "

ENTER NUMBER

Range

0 to 15

Soft Range

1 to 12

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR
MESSAGE, "You have entered {DISPLAY
RESPONSE AT HEQ600a}. Please confirm. If this
is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR
MESSAGE, "Usted ha puesto {DISPLAY RESPONSE
AT HEQ600a}. Por favor confirme. Si es correcto,
seleccione siguiente para continuar."

HEQ600b

DISPLAY INSTRUCTIONS:

DISPLAY HEQ600a AND HEQ600b TOGETHER
VERTICALLY ON SCREEN.

QUESTION TEXT:

Pre-unit "Minutes:"

Watermark "Enter minutes"

Pre-unit "Minutos:"

Watermark "Ponga los minutos"

ENTER NUMBER

Range

0 to 59

Box 2

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

Section SSQ Social Skills, Problem Behaviors and Approaches Toward Learning

Thirty-four items ask parents to rate their child on social-emotional skills including ability to exercise self-control (for example, fighting, arguing, anger); ability to interact with others (for example, playing, making friends); being sad or lonely (for example, depression, low self-esteem); being impulsive or overactive; positive behaviors (for example, listening, cooperating); problem behaviors (worrying); and approaches to learning (for example, selfdirection, organization, eagerness to learn). The social skills and behavior items are adapted from the Social Skills Rating Scale (SSRS) and the Social Skills Improvement System (SSIS) by Gresham and Elliot (1990, 2008) published by NCS Pearson. These items (a-i, k, l, n, p, q, s, t, u, w, y, z1, z2, z3, z4, z5, z6, z7, z8, z9) are copyright protected and are not listed (they are submitted directly to OMB for review). The approaches to learning items were created for the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) by Atkins-Burnett. They are not copyright protected and, therefore, are listed below.

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

5

Section SSQ Social Skills, Problem Behaviors, and Approaches Toward Learning

SSQ010a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD}'s social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Next we would like to ask about {CHILD}'s social skills and behavior.

Please indicate how often {CHILD} acts in the following ways.

████████████████████"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

" Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}.

Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras.

████████████████████"

CODES

- 1 Never
- 2 Sometimes
- 3 Often
- 4 Very often

- Nunca
- A veces
- Frecuentemente
- Muy frecuentemente

SSQ010b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

GroupCopyright "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

Copyright "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010d

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010e

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

"

GroupCopyright "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

Copyright "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "Continuación".

"{(Continuación) }Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras."

"

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010f

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "████████████████████"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"████████████████████"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010g

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "████████████████████"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"████████████████████"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010h

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010i

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

_____"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisieramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "Continuación".

"{(Continuación) }Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras."

_____"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010j

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "is" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "are" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

QUESTION TEXT:

Question "Keeps working at something until {he/she/they} {is/are} finished."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

FOR THE SECOND DISPLAY, DISPLAY "is" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "are" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

"No para de hacer algo hasta que lo termina."

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010k

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010I

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "██████████"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

"██████████"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010m

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

Shows interest in a variety of things."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "Continuación".

"{(Continuación) }Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras."

Muestra interés en una variedad de cosas."

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010n

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

FOR THE FIRST AND THIRD DISPLAY, RESPECTIVELY, DISPLAY "he" AND "his" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" AND "her" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" AND "their" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "does" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "do" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyright "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

Copyright "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

FOR THE SECOND DISPLAY, DISPLAY "does" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "do" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010o

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Concentrates on a task and ignores distractions."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"Se concentra en una tarea e ignora las distracciones."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010p

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010q

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

██████████"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "Continuación".

"{(Continuación) }Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras."

████████████████████"

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010r

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Helps with chores."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"Ayuda con los quehaceres de la casa."

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010s

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010t

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "██████████"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"██████████"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010v

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Is eager to learn new things."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"Tiene ansias de aprender cosas nuevas."

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010w

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "██████████"

GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"██████████"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010x

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Is creative in work or in play."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"Muestra creatividad en su trabajo o en el juego."

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010y

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

_____"

GroupCopyright "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

Copyright "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "Continuación".

"{(Continuación) }Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras.

_____"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010z1

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID. IF BROWSER SIZE IS LARGE, DISPLAY "Continuación" IN ITALICS.

QUESTION TEXT:

Question "[REDACTED]"

"[REDACTED]"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010z2

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010z3

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "████████████████████"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"████████████████████"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010z4

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "████████████████████"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"████████████████████"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010z5

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

GroupCopyright "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "Continuación" IN ITALICS.

"{(Continuación) }Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras.

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010z6

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "████████████████████"

"████████████████████"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010z8

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "[REDACTED]"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"[REDACTED]"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ010z9

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "████████████████████"

GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Ahora quisiéramos preguntarle sobre las habilidades sociales y el comportamiento de {CHILD}. Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Por favor indique con qué frecuencia {CHILD} actúa de las siguientes maneras." AT THE TOP OF EACH GRID.

"████████████████████"

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

- | |
|--------------------|
| Nunca |
| A veces |
| Frecuentemente |
| Muy frecuentemente |

SSQ027a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
SSQ027a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Now please rate how much each of
these statements is like {CHILD}.

Plays with single toy for long periods of time."

"Ahora por favor indique en qué medida cada
una de estas afirmaciones se parece a {CHILD}.

Juega con un solo juguete por largos períodos
de tiempo."

CODES

1	Not at all like {CHILD}	No se parece nada {CHILD}
2	Somewhat unlike {CHILD}	Algo distinto a {CHILD}
3	Neither like nor unlike {CHILD}	Ni parecido ni distinto a {CHILD}
4	Somewhat like {CHILD}	Algo parecido a {CHILD}
5	A lot like {CHILD}	Muy parecido a {CHILD}

SSQ027b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
SSQ027a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Persists at a task until successful."

"Persiste en una tarea hasta que logra hacerla."

CODES

1	Not at all like {CHILD}	No se parece nada {CHILD}
2	Somewhat unlike {CHILD}	Algo distinto a {CHILD}
3	Neither like nor unlike {CHILD}	Ni parecido ni distinto a {CHILD}
4	Somewhat like {CHILD}	Algo parecido a {CHILD}
5	A lot like {CHILD}	Muy parecido a {CHILD}

SSQ027c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
SSQ027a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Goes from toy to toy quickly."

"Pasa rápidamente de un juguete a otro."

CODES

1	Not at all like {CHILD}	No se parece nada {CHILD}
2	Somewhat unlike {CHILD}	Algo distinto a {CHILD}
3	Neither like nor unlike {CHILD}	Ni parecido ni distinto a {CHILD}
4	Somewhat like {CHILD}	Algo parecido a {CHILD}
5	A lot like {CHILD}	Muy parecido a {CHILD}

SSQ027d

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
SSQ027a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Gives up easily when difficulties are
encountered."

"Abandona con facilidad cuando se le presentan
dificultades."

CODES

1	Not at all like {CHILD}	No se parece nada {CHILD}
2	Somewhat unlike {CHILD}	Algo distinto a {CHILD}
3	Neither like nor unlike {CHILD}	Ni parecido ni distinto a {CHILD}
4	Somewhat like {CHILD}	Algo parecido a {CHILD}
5	A lot like {CHILD}	Muy parecido a {CHILD}

SSQ027e**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
SSQ027a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "With a difficult toy, gives up quite easily."

"Con un juguete difícil de usar se da por vencido(a) con facilidad."

CODES

1	Not at all like {CHILD}	No se parece nada {CHILD}
2	Somewhat unlike {CHILD}	Algo distinto a {CHILD}
3	Neither like nor unlike {CHILD}	Ni parecido ni distinto a {CHILD}
4	Somewhat like {CHILD}	Algo parecido a {CHILD}
5	A lot like {CHILD}	Muy parecido a {CHILD}

Box 1

GO TO SECTION CFQ (CRITICAL FAMILY
PROCESSES).

Section CFQ Critical Family Processes

CFQ350

QUESTION TEXT:

Question "The next questions are about events that may have happened during {CHILD}'s life. These things can happen in any family, but some people may feel uncomfortable with these questions. Remember, you may skip any questions that you do not want to answer.

Since {CHILD} was born, how often has it been very hard to get by on your family's income, for example, to cover the basics like food or housing?"

"Las siguientes preguntas son acerca de eventos que puedan haber sucedido durante la vida de {CHILD}. Estas son cosas que pueden suceder en cualquier familia, pero algunas personas pueden sentirse incómodas con estas preguntas. Recuerde que puede dejar sin responder cualquier pregunta que no desee contestar.

Desde que nació {CHILD}, ¿con qué frecuencia ha sido muy difícil arreglárselas con el ingreso de su familia, por ejemplo, para cubrir gastos básicos como los alimentos o la vivienda?"

CODES

1 Never
2 Rarely
3 Somewhat often
4 Very often

Nunca
Rara vez
Con cierta frecuencia
Muy frecuentemente

CFQ360a**DISPLAY INSTRUCTIONS:**

DISPLAY "ever" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "To the best of your knowledge, has {CHILD} ever experienced any of the following? Please select all that apply."

"Por lo que usted sabe, ¿alguna vez ha pasado {CHILD} por alguna de las siguientes cosas? Por favor seleccione todo lo que corresponda."

CODES**Code All That Apply**

1	A parent or guardian divorced or separated	Uno de sus padres/madres o tutores se divorció o se separó
2	A parent or guardian died	Uno de sus padres/madres o tutores falleció
3	{CHILD} witnessed violence in {his/her/their} neighborhood	{CHILD} fue testigo de violencia en su vecindario
4	{CHILD} was a victim of violence or abuse	{CHILD} fue víctima de violencia o de abuso
5	{CHILD} was treated or judged unfairly because of {his/her/their} race/ethnicity	{CHILD} fue tratado(a) o juzgado(a) de manera injusta debido a su raza/grupo étnico
6	{CHILD} was treated or judged unfairly because of {his/her/their} physical appearance or disability	{CHILD} fue tratado(a) o juzgado(a) de manera injusta debido a su apariencia física o discapacidad
7	{CHILD} experienced some other serious negative event	{CHILD} pasó por algún otro evento seriamente negativo
8	None of the above	Ninguno de los anteriores

PROGRAMMER INSTRUCTIONS:

IF CODE 8 (NONE OF THE ABOVE) IS SELETED DO NOT ALLOW OTHER CODES TO BE SELECTED.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 8, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 8, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "Ninguna de las anteriores" pero también seleccionó otra opción de la lista. Por favor verifique lo que respondió y corrija su respuesta. Luego seleccione "Siguiente" para continuar."

Box 1

GO TO SECTION CHQ (CHILD HEALTH AND WELL-BEING).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

7

Section CHQ Child's Health and Well-Being

CHQ010

QUESTION TEXT:

Question "Now we would like to ask about {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?"

"Ahora quisiéramos hablar sobre la salud y el bienestar de {CHILD}.

¿Cuánto tiempo hace desde la última vez que {CHILD} fue a un dentista o higienista dental para recibir atención dental?"

CODES

- | | |
|---|---|
| 1 | Never been to dentist or dental hygienist 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 |

- | |
|--|
| Nunca fue a un dentista o higienista dental para recibir atención dental |
| Menos de 6 meses |
| 6 meses o más pero menos de 1 año |
| De 1 a 2 años |
| Más de 2 años |

CHQ020

QUESTION TEXT:

Question "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?"

"¿Cuánto tiempo hace desde la última vez que {CHILD} fue a una clínica, centro médico, hospital, consultorio médico o a otro lugar para un examen médico de rutina?"

CODES

1	Never had routine health care	Nunca recibió atención de rutina
2	Less than 6 months	Menos de 6 meses
3	6 months to less than 1 year	6 meses o más pero menos de 1 año
4	1 year to 2 years	De 1 a 2 años
5	More than 2 years	Más de 2 años

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Routine health care may include check-ups or immunization appointments.

HELP FOR STEM: Atención médica de rutina puede incluir citas para exámenes médicos o para vacunas.

CHQ020a

QUESTION TEXT:

Question "Has {CHILD} missed a well-child check-up since the coronavirus pandemic began in March 2020?"

"¿Se ha saltado {CHILD} un examen médico de rutina desde que empezó la pandemia del coronavirus en marzo de 2020?"

CODES

1	Yes	CHQ020b	Sí
2	No	CHQ020c	No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ020c.

CHQ020b

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "What prevented you from going to a well-child check-up? Please select all that apply."

DISPLAY "(Por favor especifique)" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

"¿Qué le impidió ir a un examen médico de rutina? Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	Cost	Costo
2	Difficulty getting an appointment (for example, because the doctor's office was closed, there were no appointments because of the pandemic)	Dificultades para conseguir una cita (por ejemplo, porque el consultorio médico estaba cerrado, no se conseguía cita por la pandemia)
3	Unable to get time away from work	No pudo ausentarse del trabajo
4	Inability to find childcare	No consiguió cuidado infantil
5	Concern over exposure to coronavirus (COVID-19)	Preocupación de contagiarse del coronavirus (COVID-19)
6	Caring for family members	Tuvo que cuidar a algún miembro de la familia
91	Other {(Please specify):/(Please specify on next screen.):}	Otro {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.):}

Box 1a

IF CHQ020b = 91, GO TO CHQ020bOS. ELSE, GO TO CHQ020c.

CHQ020bOS**DISPLAY INSTRUCTIONS:**

IF BROWSER SIZE IS LARGE, DISPLAY ITEM CHQ345
and CHQ3450S ON THE SAME SCREEN.

ENTER TEXT

CHQ020c**DISPLAY INSTRUCTIONS:**

IN THE FIRST SENTENCE, DISPLAY "virtual" IN
UNDERLINED TEXT.

IN THE FIRST SENTENCE, DISPLAY "virtual" IN
UNDERLINED TEXT.

QUESTION TEXT:

Question "Since March 2020, did {CHILD} ever
have a virtual visit to a dentist or dental
hygienist to discuss dental problems or care?"

"Desde marzo de 2020, ¿alguna vez tuvo
{CHILD} una visita virtual con un dentista o
higienista dental para hablar de problemas
dentales o cuidado de los dientes?"

CODES

1 Yes
2 No

Sí
No

CHQ020d

DISPLAY INSTRUCTIONS:

IN THE FIRST SENTENCE, DISPLAY "virtual" IN UNDERLINED TEXT.

IN THE FIRST SENTENCE, DISPLAY "virtual" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Since March 2020, did {CHILD} ever have a virtual visit to a clinic, health center, hospital, doctor's office, or other place for virtual routine health care?"

"Desde marzo de 2020, ¿alguna vez tuvo {CHILD} una visita virtual con personal de una clínica, centro de salud, hospital, consultorio médico u otro lugar para atención médica virtual de rutina?"

CODES

1 Yes
2 No

Sí
No

CHQ021

QUESTION TEXT:

Question "Has {CHILD} had an ear infection since entering kindergarten?"

"¿Ha tenido {CHILD} una infección de oído desde que entró al kindergarten?"

CODES

1 Yes
2 No

CHQ023 Sí
No

CHQ022

QUESTION TEXT:

Question "Has {CHILD} had an ear ache since entering kindergarten?"

"¿Ha tenido {CHILD} un dolor de oído desde que entró al kindergarten?"

CODES

1 Yes
2 No

CHQ024 Sí
CHQ030 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ030.

CHQ023

QUESTION TEXT:

Question "Since entering kindergarten, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?"

Pre-unit "Times:"

Watermark "Number of times"

"Desde que entró a kindergarten, ¿cuántas veces le ha dicho un doctor, enfermera u otro personal médico que {CHILD} tenía una infección de oído?"

Pre-unit "Veces:"

Watermark "Número de veces"

ENTER NUMBER

Range

0 to 15

Soft Range

0 to 12

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ023}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ023}). Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

Box 1b

IF CHQ023 GE 1, GO TO CHQ024. ELSE, GO TO CHQ030.

CHQ024

DISPLAY INSTRUCTIONS:

DISPLAY "ear infections" IF CHQ021 = 1. ELSE,
DISPLAY "ear aches"

DISPLAY "las infecciones" IF CHQ021 = 1. ELSE,
DISPLAY "los dolores"

QUESTION TEXT:

Question "How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since {she/he/they} entered kindergarten? Please select all that apply."

"¿Qué tratamiento para {las infecciones de oído/los dolores de oído} recibió {CHILD} de su doctor, enfermera u otro personal médico desde que entró al kindergarten? Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	No treatment/watch and wait	Ningún tratamiento/Tenerle bajo observación y esperar
2	Decongestants, antihistamines, or allergy medication	Descongestionantes, antihistamínicos o medicinas para la alergia
3	Antibiotics	Antibióticos
4	Ear tubes were put into {CHILD}'s ears	Le colocaron tubos en los oídos a {CHILD}
5	Analgesics (for example, fever reducer or pain reliever)	Analgésicos (por ejemplo, para bajarle la fiebre o calmarle el dolor)
6	Ear drops	Gotas para los oídos
7	Flushing the ear, irrigation, or taking out ear wax	Enjuague de oído, irrigación o sacar la cera del oído
8	Took out tonsils or adenoids	Le sacaron las amígdalas o las adenoides
9	Chiropractic treatments	Tratamientos quiroprácticos
10	{CHILD} did not go to a doctor, nurse, or medical professional	{CHILD} no fue a un doctor, enfermera ni otro personal médico
91	Other	Otro

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 10, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "{CHILD} did not go to a doctor, nurse, or other medical professional" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 10, DISPLAY HARD ERROR CHECK

"Usted seleccionó "{CHILD} no fue a un medico, enfermera u otro personal médico" pero también seleccionó otra opción de la lista. Por favor revise lo que contestó y corrija su respuesta. Luego seleccione "Siguiete" para continuar."

Box 2

IF ONE OF THE CODES IN CHQ024 = 4, GO TO CHQ025. ELSE, GO TO CHQ030.

CHQ025**QUESTION TEXT:**

Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} has had surgery to place tubes in {his/her/their} ears? Please consider all surgeries since the start of kindergarten if {CHILD} had more than one to place ear tubes."

"Cuando su niño(a) tuvo la cirugía para ponerle tubos en los oídos, ¿le colocaron un tubito en el oído derecho, uno en el oído izquierdo, o en ambos oídos? Por favor tome en cuenta todas las cirugías desde el comienzo de kindergarten si es que {CHILD} tuvo más de una para ponerle tubitos en los oídos."

CODES

1 Right ear
2 Left ear
3 Both ears

Oído derecho
Oído izquierdo
Ambos oídos

CHQ030

DISPLAY INSTRUCTIONS:

FOR "or STATE NAME FOR MEDICAID"; OBTAIN STATE FROM PRELOAD. THEN DISPLAY NAME FOR STATE MEDICAID PROGRAM, IF ANY, FROM PRELOAD. ELSE, IF MISSING, DISPLAY "Medicaid."

FOR "o STATE NAME FOR MEDICAID"; DISPLAY NAME FOR STATE MEDICAID PROGRAM, IF ANY, FROM PRELOAD. ELSE, IF MISSING, DISPLAY "Medicaid."

QUESTION TEXT:

Question "Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill? This includes {Medicaid/{or STATE NAME FOR MEDICAID}}."

"¿Tiene actualmente {CHILD} un plan de cobertura de salud que podría cubrir parte de las cuentas de hospitales, doctores o cirujanos? Esto incluye {Medicaid/ {o STATE NAME FOR MEDICAID}}."

CODES

1 Yes
2 No

Sí
No

CHQ060

QUESTION TEXT:

Question "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?"

Pre-unit "Days"

Watermark "Number of days"

"En una semana normal, ¿cuántos días hace {CHILD} ejercicios que (lo/la) hagan respirar rápidamente, transpirar y que aceleren su corazón durante 20 minutos seguidos o más?"

Pre-unit "Días"

Watermark "Número de días"

ENTER NUMBER

Range

0 to 7

CHQ125

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

DISPLAY "(Especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Especifique en la siguiente pantalla.)" FOR SMALL BROWSERS.

FOR CATEGORY 7, DISPLAY ADDITIONAL TEXT "(incluyendo trastorno de pánico, trastorno obsesivo compulsivo, otros trastornos de ansiedad, trastorno bipolar, depresión, trastorno de oposición desafiante (ODD), trastornos de la alimentación, trastornos por déficit sensorial y esquizofrenia)".

QUESTION TEXT:

Question "Now we have some questions about diagnoses from a professional.

Has {CHILD} ever been diagnosed by a professional with any of the following? Please select all that apply"

"Ahora tenemos algunas preguntas acerca de diagnósticos hechos por un profesional.

¿Alguna vez {CHILD} ha sido diagnosticado(a) por un profesional con alguna de las siguientes cosas? Por favor seleccione todo lo que corresponda."

CODES

Code All That Apply

1	Learning disability (including dyslexia, dyscalculia, and dysgraphia)	Discapacidad del aprendizaje (incluyendo dislexia, discalculia y disgrafía)
2	Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)	Trastorno de déficit de atención (ADD) / Trastorno de déficit de atención/hiperactividad (ADHD)
3	Developmental delay	Retraso en el desarrollo
4	Asperger's syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder	Síndrome de Asperger/Autismo/Trastorno generalizado en el desarrollo (PDD)/Otro trastorno del espectro autista
5	Intellectual or cognitive disability	Discapacidad intelectual o cognitiva
6	Orthopedic impairment	Discapacidad ortopédica
7	Emotional disturbance (including panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, sensory deficit disorders, and schizophrenia)	Disturbio emocional {DISPLAY FOR CATEGORY 7}
8	Traumatic brain injury	Lesión cerebral traumática
9	Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering)	Problemas del habla (tal como problemas con la expresión o comunicación, trastornos de la voz, o tartamudeo)
10	None of the above	Ninguno de estos
91	Other diagnosis of a social, emotional, or behavioral issue {(Please specify):/(Please specify on next screen.):}	Otro diagnóstico de un problema social, emocional o de comportamiento {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.):}

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 10 ABOVE CODE 91.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 10, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

BOLD IN HELP TEXT ON FIRST INSTANCE ONLY: "Learning disability", "Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)", "Developmental delay", "Asperger's syndrome/autism/pervasive developmental disorder (PDD)/Other autism spectrum disorder", "Intellectual or cognitive disability", "Orthopedic impairment", "Emotional disturbance", "Traumatic brain injury", AND "Speech impairment."

HELP FOR CODE 1: Learning disability: A disorder in one or more psychological processes for understanding or using language, which shows up as difficulty learning to listen, think, speak, read, write, spell, or do mathematical calculations. Some names of learning disabilities are dyslexia, dyscalculia, dysgraphia, developmental aphasia, minimal brain dysfunction, brain injury, and perceptual disabilities. A commonly used acronym is "LD." Children with "specific learning disorder" are included here.

HELP FOR CODE 2: Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD): A childhood syndrome characterized by short attention span that is inappropriate for the child's age group, with or without hyperactivity. 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.

HELP FOR CODE 3: Developmental delay: A condition in which a young child falls significantly behind children of the same age in physical, mental, speech, social/emotional, and/or adaptive development. It does not simply

BOLD IN HELP TEXT ON FIRST INSTANCE ONLY: "Discapacidad del aprendizaje", " Trastorno de Déficit de atención (ADD por sus siglas en inglés) / Trastorno de Déficit de Atención e Hiperactividad (ADHD por sus siglas en inglés)", "Retraso en el Desarrollo ", " Síndrome de Asperger/Autismo/Trastorno Generalizado en el Desarrollo (PDD por sus siglas en inglés)/Otro trastorno del espectro autista", " Discapacidad intelectual/Discapacidad cognitiva", " Discapacidad ortopédica", " Perturbación emocional", " Lesión cerebral traumática", AND "Trastornos del habla (como problemas de articulación o comunicación, trastornos de la voz o tartamudeo)."

HELP FOR CODE 1: Discapacidad del aprendizaje: Un trastorno en uno o más procesos psicológicos que afectan el entendimiento o el uso del lenguaje, que se evidencia como una dificultad para escuchar, pensar, hablar, leer, escribir, deletrear o hacer cálculos matemáticos. Algunos problemas de aprendizaje son dislexia, discalculia, disgrafía, afasia del desarrollo, mínima disfunción cerebral, lesión cerebral, y discapacidades perceptivas. Generalmente se lo llama por la sigla "LD." Aquí se incluyen los niños con "trastorno específico del aprendizaje".

HELP FOR CODE 2: Trastorno de Déficit de atención (ADD por sus siglas en inglés) / Trastorno de Déficit de Atención e Hiperactividad (ADHD por sus siglas en inglés): Un síndrome infantil caracterizado por falta de atención inadecuada para la edad del niño(a), con o sin hiperactividad. La falta de atención quiere decir dificultad en concentrarse, se distrae fácilmente y no termina las cosas que empieza. La impulsividad quiere decir que a menudo actúa antes de pensar, cambia excesivamente de una actividad a otra, necesita mucha supervisión. Hiperactividad quiere decir que corre mucho o se trepa encima de cosas excesivamente, tiene dificultad para permanecer sentado, siempre está en movimiento, como si tuviera un motor.

HELP FOR CODE 3: Retraso en el Desarrollo: Un problema en el cual un niño pequeño se retrasa significativamente en comparación con sus compañeros de la misma edad, en el desarrollo físico, mental (cognitivo), del habla (comunicación), social/emocional, desarrollo adaptativo (comportamiento). Esto no quiere decir

mean that the child talked somewhat later than some children or was smaller than average. If the child's social behavior and relationships with other people are generally consistent with the child's delayed cognitive development, then the classification of the condition as developmental delay is probably appropriate.

HELP FOR CODE 4: Asperger's syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder: Asperger's is a developmental disability with symptoms that are less severe than autism but include similar characteristics. Autism refers to developmental disabilities that significantly affecting verbal and nonverbal communication as well as social interaction. There is often an insistence on sameness, as shown by stereotyped play, abnormal preoccupations, or resistance to change. 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). With autism, the impaired social and language development are not caused by cognitive delay. Some children with autism are actually advanced in selected areas. Pervasive developmental disorder may include excessive anxiety, inappropriate affect or emotions, odd movement, speech abnormalities, hypersensitivity to sensory stimuli, and self-mutilation. Children with "autism spectrum disorder (ASD)" are included here.

HELP FOR CODE 5: Intellectual or cognitive disability: The child's mental development is significantly and noticeably behind what would ordinarily be expected for a child of their 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" and mental retardation would also be included here.

HELP FOR CODE 6: Orthopedic impairment: A physical impairment that is severe enough to negatively affect a child's educational performance. Disabling physical problems such as those resulting from polio, cerebral palsy, amputations, and fractures or contractures from

simplemente que el niño(a) empezó a hablar más tarde que otros niños o que era de menor tamaño que el promedio. Si la conducta social del niño(a) y las relaciones con otras personas son generalmente consistentes con el retraso de su desarrollo cognitivo, entonces la clasificación de la condición como un retraso en el desarrollo probablemente es apropiada.

HELP FOR CODE 4: Síndrome de Asperger/Autismo/Trastorno Generalizado en el Desarrollo (PDD por sus siglas en inglés)/Otro trastorno del espectro autista: El síndrome de Asperger es una discapacidad del desarrollo con síntomas menos graves que el autismo, pero con características similares. El autismo es una discapacidad en el desarrollo que afecta significativamente la comunicación verbal y no verbal, así como la interacción social. Con frecuencia también hay una insistencia en hacer lo mismo, como se muestra en juegos estereotipados, preocupaciones anormales o resistencia al cambio. Otras características que se asocian frecuentemente con el autismo son la falta generalizada de capacidad de reacción a otras personas, y hacer actividades repetitivas y movimientos estereotipados (como aleteo con las manos o balancearse). Con el autismo, la discapacidad en el desarrollo social y el desarrollo del habla o el lenguaje, no se deben a un retraso cognitivo del niño(a). De hecho, algunos niños con autismo están avanzados en determinadas áreas. El Trastorno Generalizado del Desarrollo puede incluir ansiedad excesiva, afecto o emociones inapropiados, rarezas de movimientos motores, anomalías del habla, hipersensibilidad a los estímulos sensoriales y automutilación. Aquí se incluyen los niños con "trastorno del espectro autista (ASD por sus siglas en inglés)".

HELP FOR CODE 5: Discapacidad intelectual/Discapacidad cognitiva: El desarrollo mental del niño(a) está retrasado de manera significativa y evidente en comparación con lo que se esperaría de un niño(a) de su edad. Este funcionamiento intelectual general significativamente por debajo del promedio existe al mismo tiempo que los problemas de conducta adaptativa, y afecta negativamente el desempeño educativo del niño(a). También se incluirían aquí el "Trastorno del desarrollo intelectual" y el retraso mental.

burns would be considered as orthopedic impairments.

HELP FOR CODE 7: Emotional disturbance: A condition with 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; (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. Examples include panic disorder, obsessive compulsive disorder, other anxiety disorders (for example, separation anxiety disorder or generalized anxiety disorder), bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, and schizophrenia. Sensory deficit disorder (such as sensory deprivation problems, sensory processing problems, sensory integration problems, or sensory organization problems) would also be included.

HELP FOR CODE 8: 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. It may result in impairments in 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.

HELP FOR CODE 9: Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering): Speech problems include many issues a child may show when he or she talks. The listener may not be able to hear the child, the child may not speak clearly, or the child may use sounds or say words the listener is not familiar with.

HELP FOR CODE 6: Discapacidad ortopédica: Una discapacidad corporal (o física) suficientemente severa como para afectar negativamente el desempeño educativo del niño(a). Los problemas físicos incapacitantes tales como los que resultan de la poliomielitis (que a menudo se llama polio o parálisis infantil), parálisis cerebral, amputaciones y fracturas o contracturas por quemaduras, se considerarían como impedimentos ortopédicos.

HELP FOR CODE 7: Perturbación emocional: Trastorno que presenta una o más de las siguientes características durante un largo periodo de tiempo y que afecta negativamente al rendimiento educativo del niño: a) incapacidad para aprender que no puede explicarse por otros factores; b) incapacidad para establecer o mantener relaciones interpersonales satisfactorias; comportamiento o sentimientos inadecuados; d) estado de ánimo general de infelicidad o depresión; o tendencia a desarrollar síntomas físicos o miedos asociados a problemas personales o escolares. Algunos ejemplos son el trastorno de pánico, el trastorno obsesivo compulsivo, otros trastornos de ansiedad (por ejemplo, el trastorno de ansiedad por separación o el trastorno de ansiedad generalizada), el trastorno bipolar, la depresión, el trastorno negativista desafiante (TOD), los trastornos de la conducta alimentaria y la esquizofrenia. También se incluiría el trastorno por déficit sensorial (como los problemas de privación sensorial, los problemas de procesamiento sensorial, los problemas de integración sensorial o los problemas de organización sensorial).

HELP FOR CODE 8: Lesión cerebral traumática: Lesión cerebral adquirida causada por una fuerza externa, que provoca una discapacidad funcional total o parcial o un deterioro psicosocial, o ambos, que afecta negativamente al rendimiento educativo del niño. Puede dar lugar a deficiencias en la cognición, el lenguaje, la memoria, la atención, el razonamiento, el pensamiento abstracto, el juicio, la resolución de problemas, las capacidades sensoriales, perceptivas y motoras, el comportamiento psicosocial, las funciones físicas, el procesamiento de la información y el habla. El término no se aplica a las lesiones cerebrales congénitas (de nacimiento) o degenerativas (problema que empeora con el tiempo), ni a las lesiones cerebrales provocadas por un traumatismo al nacer.

HELP FOR CODE 9: Trastornos del habla (como problemas de articulación o comunicación, trastornos de la voz o tartamudeo): Los problemas del habla incluyen muchas cuestiones que un niño puede mostrar cuando habla. Es posible que el oyente no pueda oír al niño, que el niño no hable con claridad o que el niño utilice sonidos o diga palabras con las que el oyente no esté familiarizado.

Box 3

IF CHQ125 = 91, GO TO CHQ125OS. ELSE,
GO TO BOX 4.

CHQ125OS

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY
TOGETHER ON SAME PAGE.

ENTER TEXT

Box 4

IF CHQ125 HAS A CODE OF 1 (LEARNING DISABILITY), GO TO CHQ125a. ELSE IF CHQ125 HAS A CODE OF 4 (ASPERGER'S/AUTISM/PDD), GO TO CHQ126. ELSE IF CHQ125 HAS A CODE OF 7 (EMOTIONAL DISTURBANCE), GO TO CHQ127.

ELSE, GO TO BOX 6.

CHQ125a

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "What type of learning disability does {CHILD} have? Please select all that apply."

DISPLAY "(Por favor especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

"¿Qué tipo de discapacidad del aprendizaje tiene {CHILD}? Por favor seleccione todo lo que corresponda."

CODES

Code All That Apply

1	Dyslexia
2	Dyscalculia
3	Dysgraphia
91	Other {(Please specify):/(Please specify on next screen.):}

Dislexia

Discalculia

Disgrafia

Otro (Por favor especifique):/(Por favor especifique en la pantalla siguiente.)}

PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT ON FIRST INSTANCE ONLY: "Dyslexia", "Dyscalculia", "Dysgraphia"

HELP FOR CODE 1: Dyslexia: Dyslexia is an impairment of ability to recognize and comprehend the written word.

HELP FOR CODE 2: Dyscalculia: Dyscalculia is an impairment in ability to perform and remember calculations in mathematics.

HELP FOR CODE 3: Dysgraphia: Dysgraphia is an impairment in written expression.

HELP FOR CODE 1: Dislexia: Dislexia es un impedimento en la capacidad de reconocer y comprender la palabra escrita.

HELP FOR CODE 2: Discalculia: Discalculia es un impedimento en la capacidad de hacer cálculos en las matemáticas.

HELP FOR CODE 3: Disgrafia: Disgrafia es un impedimento en expresarse por escrito.

Box 5

IF CHQ125a = 91, GO TO CHQ125aOS. ELSE, GO TO BOX 6.

CHQ125aOS**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Box 6

IF CHQ125 HAS A CODE OF 4
(ASPERGER'S/AUTISM/PDD), GO TO CHQ126.
ELSE IF CHQ125 HAS A CODE OF 7
(EMOTIONAL DISTURBANCE), GO TO CHQ127.

ELSE, GO TO BOX 8.

CHQ126

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "What type of autism spectrum disorder does {CHILD} have?"

DISPLAY "(Por favor especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

Question "¿Qué tipo de trastorno del espectro autista tiene {CHILD}?"

CODES

1	Asperger's syndrome	Síndrome de Asperger
2	Autism	Autismo
3	Pervasive developmental disorder (PDD)	Trastorno generalizado en el desarrollo (PDD)
4	Rett syndrome	Síndrome de Rett
5	Childhood disintegrative disorder (CDD)	Trastorno desintegrativo infantil (CDD)
91	Other {(Please specify):/(Please specify on next screen.):}	Otro {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.):}

PROGRAMMER INSTRUCTIONS:

BOLD, IN HELP TEXT ON FIRST INSTANCE ONLY: "Autism", "Asperger's syndrome", "Pervasive developmental disorder (PDD)", "Rett syndrome", and "Childhood disintegrative disorder (CDD)".

HELP FOR CODE 1: Asperger's syndrome: Asperger's is a developmental disability with symptoms that are less severe than autism but include similar characteristics.

HELP FOR CODE 2: Autism: Autism refers to developmental disabilities that significantly affecting verbal and nonverbal communication as well as social interaction. There is often an insistence on sameness, as shown by stereotyped play, abnormal preoccupations, or resistance to change. 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). With autism, the impaired social and language development are not caused by

BOLD, IN HELP TEXT ON FIRST INSTANCE ONLY: "Autismo", "Síndrome de Asperger", "Trastorno generalizado en el desarrollo (PDD)", "Síndrome de Rett", and "Trastorno desintegrativo infantil (CDD)".

HELP FOR CODE 1: Síndrome de Asperger: El síndrome de Asperger es una discapacidad del desarrollo con síntomas menos graves que el autismo, pero con características similares.

HELP FOR CODE 2: El autismo es una discapacidad en el desarrollo que afecta significativamente la comunicación verbal y no verbal, así como la interacción social. Con frecuencia también hay una insistencia en hacer lo mismo, como se muestra en juegos estereotipados, preocupaciones anormales o resistencia al cambio. Otras características que se asocian frecuentemente con el autismo son la falta generalizada de capacidad de reacción a otras personas, y hacer actividades repetitivas y movimientos estereotipados (como aleteo con las manos o balancearse). Con autismo, la

cognitive delay. Some children with autism are actually advanced in selected areas. Pervasive developmental disorder may include excessive anxiety, inappropriate affect or emotions, odd movement, speech abnormalities, hypersensitivity to sensory stimuli, and self-mutilation. Children with "autism spectrum disorder (ASD)" are included here.

HELP FOR CODE 3: Pervasive development disorder (PDD): Pervasive developmental disorder may include excessive anxiety, inappropriate affect or emotions, odd movement, speech abnormalities, hypersensitivity to sensory stimuli, and self-mutilation.

HELP FOR CODE 4: Rett syndrome: Rett syndrome is a genetic neurological disorder that affects the way the brain develops and impairs individuals' ability to speak, walk, eat, and breathe easily. This disorder primarily affects girls. Over time, children with Rett syndrome have increasing problems with the use of muscles that control movement, coordination and communication. Rett syndrome can also cause seizures and intellectual disability. Abnormal hand movements, such as repetitive rubbing or clapping, often replace purposeful hand use.

HELP FOR CODE 5: Childhood disintegrative disorder (CDD): Childhood disintegrative disorder, also known as Heller's syndrome and disintegrative psychosis, is a rare condition characterized by late onset (>3 years of age) of developmental delays in language, social function, and motor skills. Children with CDD may lose social skills (for example, making eye contact); lose bowel and bladder control; lose the ability to understand what others are saying; lose motor skills; exhibit odd body movements, such as walking on tiptoe, flicking fingers for long periods, or banging their head; lose the ability to speak; or be unable to start a conversation or keep one going.

discapacidad en el desarrollo social y el desarrollo del habla o el lenguaje, no se deben a un retraso cognitivo del niño(a). De hecho, algunos niños con autismo están avanzados en determinadas áreas. El Retraso o Trastorno Generalizado en el Desarrollo (PDD) puede incluir ansiedad excesiva, afecto o emociones inapropiadas, rarezas de movimientos motores, anormalidades del habla, hipersensibilidad a los estímulos sensoriales, y auto-mutilación. Los niños con "trastorno del espectro autista (ASD)" se incluyen aquí.

HELP FOR CODE 3: Retraso o Trastorno Generalizado en el Desarrollo (PDD): El Retraso o Trastorno Generalizado en el Desarrollo (PDD) puede incluir ansiedad excesiva, afecto o emociones inapropiadas, rarezas de movimientos motores, anormalidades del habla, hipersensibilidad a los estímulos sensoriales, y auto-mutilación.

HELP FOR CODE 4: Síndrome de Rett: El síndrome de Rett es un trastorno neurológico genético que afecta al modo en que se desarrolla el cerebro y es un impedimento a la capacidad de las personas para hablar, andar, comer y respirar con facilidad. Este trastorno afecta principalmente a las niñas. Con el tiempo, los niños con síndrome de Rett tienen cada vez más problemas con el uso de los músculos que controlan el movimiento, la coordinación y la comunicación. El síndrome de Rett también puede causar convulsiones y discapacidad intelectual. Los movimientos anormales de las manos, como frotarse o aplaudir repetidamente, suelen sustituir al uso intencionado de las manos.

HELP FOR CODE 5: Trastorno desintegrativo infantil (CDD): El trastorno desintegrativo infantil, también conocido como síndrome de Heller y psicosis desintegrativa, es una enfermedad rara caracterizada por la aparición tardía (más de 3 años de edad) de retrasos en el desarrollo del lenguaje, la función social y las habilidades motoras. Los niños con CDD pueden perder habilidades sociales (por ejemplo, establecer contacto visual); perder el control de esfínteres; perder la capacidad de entender lo que dicen los demás; perder habilidades motoras; mostrar movimientos corporales extraños, como caminar de puntillas, chasquear los dedos durante largos periodos o golpearse la cabeza; perder la capacidad de hablar; o ser incapaces de iniciar

una conversación o mantenerla.

Box 7

IF CHQ126 = 91, GO TO CHQ126OS. ELSE,
GO TO BOX 8.

CHQ126OS

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON
ONE PAGE.

ENTER TEXT

Box 8

IF CHQ125 HAS A CODE OF 7 (EMOTIONAL
DISTURBANCE), GO TO CHQ127.

ELSE, GO TO BOX 10.

CHQ127

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "What type of emotional disturbance does {CHILD} have? Please select all that apply."

DISPLAY "(Por favor especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

"¿Qué tipo de perturbación emocional tiene {CHILD}? Por favor seleccione todo lo que corresponda."

CODES

1	Panic disorder	Trastorno de pánico
2	Separation anxiety disorder	Trastorno de ansiedad por separación
3	Obsessive compulsive disorder	Trastorno obsesivo compulsivo
4	Generalized anxiety disorder	Trastorno de ansiedad generalizada
5	Other anxiety disorder	Otro trastorno de ansiedad
6	Bipolar disorder	Trastorno bipolar
7	Depression	Depresión
8	Oppositional defiant disorder (ODD)	Trastorno de oposición desafiante
9	Eating disorders	Trastornos de la alimentación
10	Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)	Trastornos por déficit sensorial (como problemas de privación sensorial, problemas de procesamiento sensorial, problemas de integración sensorial o problemas de organización sensorial)
11	Schizophrenia	Esquizofrenia
91	Other {(Please specify):/(Please specify on next screen.):}	Otro {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.):}

PROGRAMMER INSTRUCTIONS:

BOLD, IN HELP TEXT ON FIRST INSTANCE ONLY: "Panic disorder", "Separation anxiety disorder", "Obsessive compulsive disorder", "Generalized anxiety disorder", "Other anxiety disorder", "Bipolar disorder", "Depression", "Oppositional defiant disorder (ODD)", "Eating disorder", "Sensory deficit disorder," AND "Schizophrenia."

HELP FOR CODE 1: 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

BOLD, IN HELP TEXT ON FIRST INSTANCE ONLY: "Trastorno de pánico", "Trastorno de ansiedad por separación", "Trastorno obsesivo compulsivo", "Trastorno de ansiedad generalizada", "Otro trastorno de ansiedad", "Trastorno bipolar", "Depresión", "Trastorno de oposición desafiante (ODD)", "Trastorno de la alimentación", "Trastorno de déficit sensorial," AND "Esquizofrenia."

HELP FOR CODE 1: Trastorno de Pánico: Un trastorno en que aparecen de manera repentina diferentes señales físicas, como palpitaciones

difficulty breathing. A panic disorder may make a child think that something horrible is about to happen.

HELP FOR CODE 2: Separation anxiety disorder: This is the fear a child has of being separated from the child's parents which is far more than would be expected for the child's developmental stage.

HELP FOR CODE 3: 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.

HELP FOR CODE 4: 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.

HELP FOR CODE 5: Other anxiety disorders: An anxiety disorder that is not one of the specific disorders in this list.

HELP FOR CODE 6: 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.

HELP FOR CODE 7: 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

rápidas, temblores, sudores, náusea, mareo, y dificultad para respirar. Un trastorno de pánico puede hacer que un niño piense que algo horrible va a pasar.

HELP FOR CODE 2: Trastorno de Ansiedad por Separación: Este es el temor que tiene el niño(a) de separarse de sus padres, que es mucho más intenso de lo que se espera para el estado de desarrollo del niño(a).

HELP FOR CODE 3: Trastorno Obsesivo Compulsivo: Un niño debe tener obsesiones o compulsiones, o ambas para tener este trastorno, y estas obsesiones y/o compulsiones deben ser incapacitantes para el niño(a). Las obsesiones son pensamientos que no son visibles a otros pero que le causan angustia al niño(a). Los pensamientos ocurren una y otra vez y el niño(a) pasa tanto tiempo pensando en ellos que le es difícil cuidar de sí mismo o relacionarse con otros. Las compulsiones son actos mentales que el niño(a) siente que debe hacer en respuesta a una obsesión.

HELP FOR CODE 4 Trastorno de Ansiedad Generalizada: Los niños que tienen este trastorno se preocupan siempre por cualquier cosa, por ellos mismos, por la seguridad de otros, por su salud, y/o por el mundo, en mucho mayor medida que el promedio. Con frecuencia tienen muchas señales de ansiedad como dolor de cabeza, dolor de estómago, retortijones, diarrea, vómitos y mareos.

HELP FOR CODE 5 Otro Trastorno de Ansiedad: Otro trastorno de ansiedad que no es uno de los trastornos especificados en esta lista.

HELP FOR CODE 6: Desorden Bipolar: Un niño(a) con desorden bipolar muestra síntomas de cambios muy serios de estado de ánimo, a veces triste, como con depresión, o lo opuesto, como manía. Todos los desórdenes bipolares son una combinación de manía con o sin depresión. Algunos síntomas de manía pueden ser exagerada confianza en sí mismo(a), menos necesidad de dormir, distracción y aumento de actividad. Algunos síntomas de depresión son dormir demasiado, falta de apetito, sentimientos severos de ser inútil, alucinaciones o creencias raras sobre el pasado.

concentration, frequent complaints of physical illnesses, and thoughts of suicide or destructive behavior.

HELP FOR CODE 8: Oppositional defiant 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 their 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.

HELP FOR CODE 9: Eating disorders: Eating disorders are severe disturbances in eating behaviors and related thoughts and emotions. They include, for example, anorexia nervosa, bulimia nervosa, binge eating disorder, pica, rumination, and avoidant/restrictive food intake disorders.

HELP FOR CODE 10: Sensory deficit disorders (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

HELP FOR CODE 7: Depresión: Algunos síntomas de depresión son tristeza frecuente, pérdida de interés o placer en hacer actividades, poca energía, mantenerse aislado de los amigos, dormir demasiado, poco apetito, un profundo sentimiento de sentirse inútil, problemas de concentración, quejas frecuentes de enfermedades físicas, y pensamientos de suicidio o conducta destructiva.

HELP FOR CODE 8: Trastorno de oposición desafiante (ODD): El ODD se refiere a los niños cuyo comportamiento poco colaborador, desafiante u hostil perturba la vida cotidiana. Todos los niños muestran este comportamiento en determinadas circunstancias como cuando están cansados, no se sienten bien o están sometidos a un estrés inusual. Sin embargo, la identificación del ODD se produce cuando el comportamiento (1) se produce con una frecuencia inusual, (2) ocurre en más de un entorno, como el hogar, la escuela, la iglesia o el supermercado, y (3) no es apropiado para la edad. Algunos ejemplos son los siguientes: el niño tiene rabietas frecuentes; discute excesivamente con los adultos; desafía las normas o la autoridad; es desafiante y se niega a cumplir las peticiones y normas de los adultos; intenta molestar o enfadar a la gente a propósito; culpa a los demás de sus errores o mal comportamiento; suele ser susceptible o se enfada fácilmente con los demás; tiene enfados y resentimientos frecuentes; habla de forma mezquina y odiosa cuando está enfadado; o tiene una actitud rencorosa y busca la venganza.

HELP FOR CODE 9. Trastornos de la alimentación: Los trastornos de la alimentación son alteraciones graves de la conducta alimentaria y de los pensamientos y emociones relacionados con ella. Incluyen, por ejemplo, la anorexia nerviosa, la bulimia nerviosa, el trastorno por atracón, la pica, la rumiación y los trastornos de evitar o restringir ingerir alimentos.

HELP FOR CODE 10: Trastornos por déficit sensorial (como problemas de privación sensorial, problemas de procesamiento sensorial, problemas de integración sensorial o problemas de organización sensorial): No deben confundirse con el trastorno por déficit de atención, los problemas de visión o los problemas auditivos. Trastorno por déficit sensorial, trastorno de procesamiento

activities, or age-appropriate functioning at home or school then it becomes a problem.

HELP FOR CODE 11: Schizophrenia: This is severe mental disorder characterized by incoherent or illogical thoughts. Children with schizophrenia may have hallucinations (for example, hear voices), delusions, and thinking or behavior that interferes with their ability to function.

sensorial y trastorno de integración sensorial son términos que hacen referencia a los problemas que puede tener un niño para organizar o interpretar correctamente la información sensorial. El niño reacciona a la información sensorial (lo que ve, oye, toca, etc.) de forma inesperada. Algunos ejemplos son las fuertes reacciones al oler determinados perfumes, la hipersensibilidad al tacto de ciertos tejidos o incluso a cualquier tejido, o las reacciones exageradas a los ruidos fuertes. Cuando el nivel de sensibilidad crea un problema con el comportamiento o las actividades propias de la edad, o con el funcionamiento adecuado a la edad en casa o en la escuela, entonces se convierte en un problema.

HELP FOR CODE 11: Esquizofrenia: Se trata de un trastorno mental grave caracterizado por pensamientos incoherentes o ilógicos. Los niños con esquizofrenia pueden tener alucinaciones (por ejemplo, oír voces), delirios y pensamientos o comportamientos que interfieren en su capacidad para funcionar.

Box 9

IF CHQ127 = 91, GO TO CHQ127OS. ELSE,
GO TO BOX 10.

CHQ127OS

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON
ONE PAGE.

ENTER TEXT

Box 10

IF CHQ125 = 10 OR SK (NO DISABILITIES OR SKIPPED) GO TO CHQ200.

ELSE START LOOP 1

ASK CHQ130, CHQ131a, CHQ131b, CHQ135a, AND CHQ135b (IF APPLICABLE ACCORDING TO THE SKIPS BETWEEN THE ITEMS) FOR EACH DIAGNOSIS IN CHQ125, UP TO 10 TIMES. THE DIAGNOSIS LISTED AS AN "OTHER SPECIFY" SHOULD ALSO BE PART OF THIS LOOP.

LOOPING ELIGIBILITY:

IF CHQ125 = 1, ASK ABOUT A LEARNING DISABILITY.

IF CHQ125 = 2, ASK ABOUT ATTENTION DEFICIT DISORDER (ADD)/ ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD).

IF CHQ125 = 3, ASK ABOUT DEVELOPMENTAL DELAY.

IF CHQ125 = 4, ASK ABOUT ASPERGER'S SYNDROME/AUTISM/PERVASIVE DEVELOPMENT DISORDER (PDD)/OTHER AUTISM SPECTRUM DISORDER.

IF CHQ125 = 5, ASK ABOUT INTELLECTUAL DISABILITY/COGNITIVE DISABILITY.

IF CHQ125 = 6, ASK ABOUT ORTHOPEDIC IMPAIRMENT.

IF CHQ125 = 7, ASK ABOUT EMOTIONAL DISTURBANCE.

IF CHQ125 = 8, ASK ABOUT TRAUMATIC BRAIN INJURY.

IF CHQ125 = 9, ASK ABOUT SPEECH IMPAIRMENT.

IF CHQ125 = 91, ASK ABOUT THE DIAGNOSIS AS LISTED IN THE OTHER SPECIFY TEXT OF CHQ125OS.

CHQ130

DISPLAY INSTRUCTIONS:

IF CHQ125 = 1, DISPLAY "a learning disability".

IF CHQ125 = 2, DISPLAY "attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)".

IF CHQ125 = 3, DISPLAY "developmental delay".

IF CHQ125 = 4 AND THERE WAS AN ANSWER TO CHQ126 DISPLAY ANSWER FROM CHQ126: IF CHQ126 = 1 DISPLAY "Asperger's syndrome". ELSE IF CHQ126 = 2 DISPLAY "autism". ELSE IF CHQ126 = 3 DISPLAY "pervasive developmental disorder (PDD)". ELSE IF CHQ126 = 4 DISPLAY "Rett syndrome". ELSE IF CHQ126 = 5 DISPLAY "childhood disintegrative disorder (CDD)". ELSE IF CHQ126 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ126OS. ELSE IF CHQ126 = SK AND CHQ125 = 4 DISPLAY "an autism spectrum disorder".

IF CHQ125 = 5, DISPLAY "an intellectual or cognitive disability".

IF CHQ125 = 6, DISPLAY "orthopedic impairment".

IF CHQ125 = 7, DISPLAY "an emotional disturbance".

IF CHQ125 = 8, DISPLAY "a traumatic brain injury".

IF CHQ125 = 9, DISPLAY "a speech impairment".

IF CHQ125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ125OS.

QUESTION TEXT:

Question "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)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY} was made?"

SaVisible "True"

IF CHQ125 = 1, DISPLAY "discapacidad del aprendizaje".

IF CHQ125 = 2, DISPLAY "trastorno de déficit de atención (ADD) / trastorno de déficit de atención e Hiperactividad (ADHD)".

IF CHQ125 = 3, DISPLAY "retraso en el desarrollo".

IF CHQ125 = 4 AND THERE WAS AN ANSWER TO CHQ126 DISPLAY ANSWER FROM CHQ126: IF CHQ126 = 1 DISPLAY "síndrome de Asperger". ELSE IF CHQ126 = 2 DISPLAY "autismo". ELSE IF CHQ126 = 3 DISPLAY "trastorno generalizado en el desarrollo (PDD)". ELSE IF CHQ126 = 4 DISPLAY "síndrome de Rett". ELSE IF CHQ126 = 5 DISPLAY "trastorno desintegrativo infantil (CDD)". ELSE IF CHQ126 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ126OS. ELSE IF CHQ126 = SK AND CHQ125 = 4 DISPLAY "trastorno del espectro autista".

IF CHQ125 = 5, DISPLAY "discapacidad intelectual o cognitiva".

IF CHQ125 = 6, DISPLAY "discapacidad ortopédica".

IF CHQ125 = 7, DISPLAY "perturbación emocional".

IF CHQ125 = 8, DISPLAY "lesión cerebral traumática".

IF CHQ125 = 9, DISPLAY "trastorno del habla".□

IF CHQ125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ125OS.

"¿Qué edad tenía {CHILD} cuando le diagnosticaron por primera vez un problema relacionado con {discapacidad del aprendizaje/trastorno de déficit de atención (ADD)/trastorno de déficit de atención e Hiperactividad (ADHD)/retraso en el desarrollo/síndrome de Asperger/autismo/trastorno generalizado en el desarrollo (PDD)/ síndrome de Rett/trastorno desintegrativo infantil (CDD)/ trastorno del espectro autista/ discapacidad intelectual o cognitiva /discapacidad ortopédica/perturbación emocional/lesión cerebral traumática/trastorno del habla /{TEXT FROM OTHER SPECIFY}}?"

SaVisible "True"

CODES

- 1 Answer in months
- 2 Answer in years
- DON'T KNOW

- CHQ131a Respuesta
- CHQ131b Respuesta en años
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ135a.

CHQ131a

DISPLAY INSTRUCTIONS:

DISPLAY THE FOLLOWING FOR THE PARTICULAR LOOP THE R IS ON:

IF CHQ125 = 1, DISPLAY "a learning disability".

IF CHQ125 = 2, DISPLAY "attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)".

IF CHQ125 = 3, DISPLAY "developmental delay".

IF CHQ125 = 4 AND THERE WAS AN ANSWER TO CHQ126 DISPLAY ANSWER FROM CHQ126: IF CHQ126 = 1 DISPLAY "Asperger's syndrome". ELSE IF CHQ126 = 2 DISPLAY "autism". ELSE IF CHQ126 = 3 DISPLAY "pervasive developmental disorder (PDD)". ELSE IF CHQ126 = 4 DISPLAY "Rett syndrome". ELSE IF CHQ126 = 5 DISPLAY "childhood disintegrative disorder (CDD)". ELSE IF CHQ126 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ126OS. ELSE IF CHQ126 = SK AND CHQ125 = 4 DISPLAY "an autism spectrum disorder".

IF CHQ125 = 5, DISPLAY "an intellectual or cognitive disability".

IF CHQ125 = 6, DISPLAY "orthopedic impairment".

IF CHQ125 = 7, DISPLAY "an emotional disturbance".

IF CHQ125 = 8, DISPLAY "a traumatic brain injury".

IF CHQ125 = 9, DISPLAY "a speech impairment".

IF CHQ125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ125OS.

QUESTION TEXT:

Question "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)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?"

DISPLAY THE FOLLOWING FOR THE PARTICULAR LOOP THE R IS ON:

IF CHQ125 = 1, DISPLAY "discapacidad del aprendizaje".

IF CHQ125 = 2, DISPLAY "trastorno de déficit de atención (ADD) / trastorno de déficit de atención e Hiperactividad (ADHD)".

IF CHQ125 = 3, DISPLAY "retraso en el desarrollo".

IF CHQ125 = 4 AND THERE WAS AN ANSWER TO CHQ126 DISPLAY ANSWER FROM CHQ126: IF CHQ126 = 1 DISPLAY "síndrome de Asperger". ELSE IF CHQ126 = 2 DISPLAY "autismo". ELSE IF CHQ126 = 3 DISPLAY "trastorno generalizado en el desarrollo (PDD)". ELSE IF CHQ126 = 4 DISPLAY "síndrome de Rett". ELSE IF CHQ126 = 5 DISPLAY "trastorno desintegrativo infantil (CDD)". ELSE IF CHQ126 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ126OS. ELSE IF CHQ126 = SK AND CHQ125 = 4 DISPLAY "".

IF CHQ125 = 5, DISPLAY "discapacidad intelectual o cognitiva".

IF CHQ125 = 6, DISPLAY "discapacidad ortopédica".

IF CHQ125 = 7, DISPLAY "perturbación emocional". IF CHQ125 = 8, DISPLAY "lesión cerebral traumática."

IF CHQ125 = 9, DISPLAY "trastorno del habla".□

IF CHQ125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ125OS.

"¿Qué edad tenía {CHILD} cuando le diagnosticaron por primera vez un problema relacionado con {discapacidad del aprendizaje/trastorno de déficit de atención (ADD)/trastorno de déficit de atención e Hiperactividad (ADHD)/ retraso en el desarrollo/síndrome de Asperger/autismo/trastorno generalizado en el desarrollo (PDD)/ síndrome de Rett/trastorno desintegrativo infantil (CDD)/ trastorno del espectro autista/ discapacidad intelectual o cognitiva / discapacidad ortopédica/perturbación emocional/lesión

Months:"

Watermark "Enter age in months"

cerebral traumática/trastorno del habla /{TEXT FROM OTHER SPECIFY}}?

meses:"

Watermark "Ponga la edad en meses "

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ135a. ELSE GO TO BOX 11.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ131a}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ131a}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ131b

DISPLAY INSTRUCTIONS:

DISPLAY THE FOLLOWING FOR THE PARTICULAR LOOP THE R IS ON:

IF CHQ125 = 1, DISPLAY "a learning disability".

IF CHQ125 = 2, DISPLAY "attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)".

IF CHQ125 = 3, DISPLAY "developmental delay".

IF CHQ125 = 4 AND THERE WAS AN ANSWER TO CHQ126 DISPLAY ANSWER FROM CHQ126: IF CHQ126 = 1 DISPLAY "Asperger's syndrome". ELSE IF CHQ126 = 2 DISPLAY "autism". ELSE IF CHQ126 = 3 DISPLAY "pervasive developmental disorder (PDD)". ELSE IF CHQ126 = 4 DISPLAY "Rett syndrome". ELSE IF CHQ126 = 5 DISPLAY "childhood disintegrative disorder (CDD)". ELSE IF CHQ126 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ126OS. ELSE IF CHQ126 = SK AND CHQ125 = 4 DISPLAY "an autism spectrum disorder".

IF CHQ125 = 5, DISPLAY "an intellectual or cognitive disability".

IF CHQ125 = 6, DISPLAY "orthopedic impairment".

IF CHQ125 = 7, DISPLAY "an emotional disturbance".

IF CHQ125 = 8, DISPLAY "a traumatic brain injury".

IF CHQ125 = 9, DISPLAY "a speech impairment".

IF CHQ125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ125OS.

QUESTION TEXT:

Question "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)/developmental delay/autism/Asperger's syndrome/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech

DISPLAY THE FOLLOWING FOR THE PARTICULAR LOOP THE R IS ON:

IF CHQ125 = 1, DISPLAY "discapacidad del aprendizaje".

IF CHQ125 = 2, DISPLAY "trastorno de déficit de atención (ADD) / trastorno de déficit de atención e Hiperactividad (ADHD)".

IF CHQ125 = 3, DISPLAY "retraso en el desarrollo".

IF CHQ125 = 4 AND THERE WAS AN ANSWER TO CHQ126 DISPLAY ANSWER FROM CHQ126: IF CHQ126 = 1 DISPLAY "síndrome de Asperger". ELSE IF CHQ126 = 2 DISPLAY "autismo". ELSE IF CHQ126 = 3 DISPLAY "trastorno generalizado en el desarrollo (PDD)". ELSE IF CHQ126 = 4 DISPLAY "síndrome de Rett". ELSE IF CHQ126 = 5 DISPLAY "trastorno desintegrativo infantil (CDD)". ELSE IF CHQ126 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ126OS. ELSE IF CHQ126 = SK AND CHQ125 = 4 DISPLAY "".

IF CHQ125 = 5, DISPLAY "discapacidad intelectual o cognitiva".

IF CHQ125 = 6, DISPLAY "discapacidad ortopédica".

IF CHQ125 = 7, DISPLAY "perturbación emocional". IF CHQ125 = 8, DISPLAY "lesión cerebral traumática."

IF CHQ125 = 9, DISPLAY "trastorno del habla".□

IF CHQ125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ125OS.

"¿Qué edad tenía {CHILD} cuando le diagnosticaron por primera vez un problema relacionado con {discapacidad del aprendizaje/trastorno de déficit de atención (ADD)/trastorno de déficit de atención e Hiperactividad (ADHD)/ retraso en el desarrollo/autismo/síndrome de Asperger/trastorno generalizado en el desarrollo (PDD)/ síndrome de Rett/trastorno desintegrativo infantil (CDD)/ trastorno del espectro autista/ discapacidad intelectual o cognitiva / discapacidad

impairment/{TEXT FROM OTHER SPECIFY}}
was made?

Years:"

Watermark "Enter age in years"

ortopédica/perturbación emocional/lesión
cerebral traumática/trastorno del habla /{TEXT
FROM OTHER SPECIFY}}?

Años:"

Watermark "Ponga la edad en años"

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 8

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ135a. ELSE GO TO BOX 11.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR
MESSAGE, "You have entered {DISPLAY
RESPONSE AT CHQ131b}. Please confirm. If this
is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR
MESSAGE, "Usted ha puesto{DISPLAY RESPONSE
AT CHQ131b. Por favor confirme. Si es correcto,
seleccione Siguiente para continuar."

CHQ135a

DISPLAY INSTRUCTIONS:

DISPLAY CHQ135a AND CHQ135b TOGETHER ON ONE
PAGE

QUESTION TEXT:

Question "What was the month and year when
the diagnosis was made?"

If there was more than one diagnosis, report
the earliest."

Pre-unit "Month:"

Watermark "Enter month"

"¿En qué mes y año se hizo el diagnóstico? Si
hubo más de un diagnóstico, conteste sobre el
primero."

Pre-unit "Meses:"

Watermark "Ponga el mes"

ENTER NUMBER

Range

1 to 12

CHQ135b

DISPLAY INSTRUCTIONS:

DISPLAY CHQ135a AND CHQ135b TOGETHER ON ONE PAGE.

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter year"

Pre-unit "Año:"

Watermark "Ponga el año"

ENTER NUMBER

Range

Soft Range

0 to 9999

2016 to 2024

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ135b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ135b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

Box 11

END OF LOOP 1.

IF ALL CODES INDICATED IN CHQ125 HAVE BEEN ASKED ABOUT IN LOOP 1 (ALL DIAGNOSES THE CHILD HAS HAVE BEEN ASKED ABOUT), GO TO CHQ200. ELSE, GO BACK UP TO BOX 10 AND ASK ABOUT THE NEXT DIAGNOSIS.

CHQ200

QUESTION TEXT:

Question "For the next question, please base your answer on how {CHILD} compares to other children of the same age.

{CHILD} pronounces words, communicates with, and understands others:"

"Para la siguiente pregunta, por favor conteste basándose en cómo es {CHILD} en comparación con otros niños y niñas de la misma edad. {CHILD} pronuncia palabras, se comunica con los demás y entiende a otros:"

CODES

1	Better than other children {his/her/their} age		Mejor que otros niños de su edad
2	As well as other children		Tan bien como otros niños
3	Slightly less well than other children	CHQ206	No tan bien como otros niños
4	Much less well than other children	CHQ206	Mucho peor que otros niños

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: If {CHILD} differs on any of these, answer for the area in which the child has the most difficulty.

HELP FOR STEM: Si {CHILD} difiere en cualquiera de estas cosas, responda para el área en que el niño tiene más dificultades.

CHQ205

QUESTION TEXT:

Question "When {CHILD} was younger, did {he/she/they} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her/their} age?"

"Cuando {CHILD} era más pequeño(a), ¿alguna vez tuvo alguna dificultad poco común para pronunciar palabras, para comunicarse o para entender a los demás, en comparación con otros niños de su edad?"

CODES

1	Yes		Sí
2	No		No

CHQ206

QUESTION TEXT:

Question "Did or does {CHILD} have any of the following? Please select all that apply."

"¿Tenía o tiene {CHILD} alguno de los siguientes problemas? Por favor seleccione todo lo que corresponda."

CODES Code All That Apply

1	Problem with talking too loudly	Hablar con voz demasiado alta
2	Problem with talking too softly	Hablar con voz demasiado baja
3	A problem chewing	Un problema para masticar
4	A problem swallowing	Un problema para tragar
5	A problem with stuttering	Un problema de tartamudeo
6	A cleft lip and/or palate	Paladar hendido o labio leporino
7	Abnormalities of the face or head	Anormalidades en la cara o la cabeza
8	Malformation of the ear	Malformación de la oreja
9	None of the above	Ninguna de las anteriores

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 9, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 5, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "Ninguna de las anteriores" pero también seleccionó otra opción de la lista. Por favor verifique lo que respondió y corrija su respuesta. Luego seleccione "Siguiente" para continuar."

Box 12

IF (CHQ200 = 3 OR 4) OR (CHQ205 = 1) OR (ANY CHQ206 = 1, 2, 3, 4, 5, 6, 7, OR 8), GO TO CHQ210. ELSE, GO TO CHQ216.

CHQ210

DISPLAY INSTRUCTIONS:

DISPLAY "professional" IN UNDERLINED TEXT

DISPLAY "profesional" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Has {CHILD} ever been evaluated by a professional because of {his/her/their} ability to communicate?"

"¿Ha evaluado algún profesional a {CHILD} debido a su capacidad para comunicarse?"

CODES

1 Yes
2 No

Sí
CHQ216 No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: 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.

HELP FOR STEM: Esto incluye a profesionales de la salud como médicos, pediatras y otras personas con licencia para practicar, incluidas enfermeras o enfermeras con práctica médica, optometristas, oftalmólogos, otorrinolaringólogos, audiólogos, psicólogos escolares o de otro tipo, psiquiatras escolares o de otro tipo, trabajadores sociales psiquiátricos, especialistas en el habla, etc. No incluya maestros u otros profesionales que no se dedican a la salud.

CHQ215

QUESTION TEXT:

Question "Did you obtain a diagnosis or diagnoses of a problem related to {his/her/their} ability to communicate from a professional?"

"¿Le dio un profesional un diagnóstico o diagnósticos de algún problema relacionado con la capacidad de comunicarse de {CHILD}?"

CODES

1 Yes
2 No

Sí
No

CHQ216

DISPLAY INSTRUCTIONS:

DISPLAY "without" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device."

"¿Cuál de las siguientes opciones describe mejor qué tan bien oye {CHILD}? Si {CHILD} tiene un aparato para el oído o algún otro dispositivo que le ayuda, por favor responda qué tan bien oye sin su aparato para el oído o dispositivo de ayuda."

CODES

1	Excellent
2	Good
3	A little trouble hearing
4	Moderate trouble hearing
5	A lot of trouble hearing
6	Deaf

CHQ221	Oye de manera excelente
CHQ221	Oye bien
	Tiene muy poca dificultad para oír
	Tiene algo de dificultad para oír
	Tiene mucha dificultad para oír
	Es sordo(a)

CHQ217

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand", "without" AND "whispers" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "susurrando" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device.

{CHILD} can usually hear and understand what a person says without seeing their face if that person whispers to {him/her/them} from across a quiet room."

"Por favor indique si la siguiente afirmación describe cómo oye {CHILD}."

{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le está susurrando algo desde el otro extremo de un cuarto donde no hay ruido."

CODES

- 1 Yes
- 2 No

- CHQ221 Sí
- No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device.

HELP FOR STEM: Si {CHILD} tiene un aparato para el oído o algún dispositivo que (lo/la) ayuda, por favor responda qué tan bien oye sin su aparato para el oído u otro dispositivo de ayuda.

CHQ218

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "habla con voz normal" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person talks in a normal voice to {him/her/them} from across a quiet room."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le habla con voz normal desde el otro extremo de un cuarto donde no hay ruido."

CODES

1 Yes
2 No

CHQ221 Sí
No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device.

HELP FOR STEM: Si {CHILD} tiene un aparato para el oído o algún dispositivo que (lo/la) ayuda, por favor responda qué tan bien oye sin su aparato para el oído u otro dispositivo de ayuda.

IN HELP TEXT DISPLAY "without" IN UNDERLINED TEXT.

CHQ219

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "shouts" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "grita" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person shouts to {him/her/them} from across a quiet room."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le grita desde el otro extremo de un cuarto donde no hay ruido."

CODES

- 1 Yes
- 2 No

- CHQ221 Sí
- No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device.

HELP FOR STEM: Si {CHILD} tiene un aparato para el oído o algún dispositivo que (lo/la) ayuda, por favor responda qué tan bien oye sin su aparato para el oído u otro dispositivo de ayuda.

IN HELP TEXT DISPLAY "without" IN UNDERLINED TEXT.

CHQ220

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "speaks loudly"
IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "habla en voz alta" IN
UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person speaks loudly into {his/her/their} ears or better ear."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le habla en voz alta al oído o en el oído que oye mejor."

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device.

HELP FOR STEM: Si {CHILD} tiene un aparato para el oído o algún dispositivo que (lo/la) ayuda, por favor responda qué tan bien oye sin su aparato para el oído u otro dispositivo de ayuda.

IN HELP TEXT DISPLAY "without" IN
UNDERLINED TEXT.

CHQ221

QUESTION TEXT:

Question "Is {CHILD}'s hearing worse in one ear?"

"¿Oye {CHILD} peor con un oído que con el otro?"

CODES

1 Yes
2 No

Sí
CHQ235 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ235.

CHQ222

DISPLAY INSTRUCTIONS:

DISPLAY "worse" AND "without" IN UNDERLINED TEXT.

DISPLAY "peor" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Which best describes {CHILD}'s hearing in {his/her/their} worse ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device."

"¿Cuál de las siguientes opciones describe mejor qué tan bien oye {CHILD} con el oído con el que oye peor? Si {CHILD} tiene un aparato para el oído o algún dispositivo que (lo/la) ayuda, por favor responda qué tan bien oye sin el aparato para el oído u otro dispositivo de ayuda."

CODES

1	Excellent	Oye de manera excelente
2	Good	Oye bien
3	A little trouble hearing	Tiene muy poca dificultad para oír
4	Moderate trouble hearing	Tiene algo de dificultad para oír
5	A lot of trouble hearing	Tiene mucha dificultad para oír
6	Deaf	Es sordo(a)

CHQ235

DISPLAY INSTRUCTIONS:

DISPLAY "professional", "vision and hearing questions", AND "does" IN UNDERLINED TEXT

DISPLAY "profesional", "preguntas sobre el oído y la visión", AND "incluye" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Has {CHILD}'s hearing ever been evaluated by a professional?"

"¿Alguna vez un profesional ha evaluado qué tan bien oye {CHILD}?"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, 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 hearing and vision questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.

HELP FOR STEM: Esto incluye a profesionales de la salud como médicos, pediatras y otras personas con licencia para practicar, incluidas enfermeras o enfermeras con práctica médica, optometristas, oftalmólogos, otorrinolaringólogos, audiólogos, psicólogos escolares o de otro tipo, psiquiatras escolares o de otro tipo, trabajadores sociales psiquiátricos, especialistas en el habla, etc. No incluya maestros u otros profesionales que no se dedican a la salud."

Para las preguntas sobre el oído y la visión, si le evaluó un profesional de la salud en la escuela, eso no cuenta como que haya sido evaluado por un profesional.

Box 13

IF CHQ235 = 1, GO TO CHQ245. ELSE, IF CHQ215=1, GO TO BOX 15. ELSE, GO TO CHQ285.

CHQ245**QUESTION TEXT:**

Question "Did you obtain a diagnosis of a problem from a professional?"

"¿Algún profesional le diagnosticó un problema?"

CODES

1	Yes		Sí
2	No	Box 15	No
3	Awaiting evaluation	Box 15	Está esperando una evaluación

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 15.

CHQ246

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "What was the diagnosis? Please select all that apply."

DISPLAY "(Por favor especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

"¿Cuál fue el diagnóstico? Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	Ear wax	Cera en el oído
2	Ear canal deformity	Deformidad del conducto auditivo
3	Ear infection	Infección de oído
4	Fluid in the ear	Líquido en el oído
5	Eardrum problem	Problema en el tímpano
6	Illness	Enfermedad
7	Cytomegalovirus (CMV)	Citomegalovirus (CMV)
8	Ototoxic exposure to drugs or medicines	Exposición ototóxica a drogas o medicinas
9	Noise exposure	Exposición a ruido
10	Genetic cause	Causas genéticas
11	Injury or trauma to head and neck	Lesión o trauma a la cabeza y cuello
12	Ear or facial surgery	Cirugía del oído o facial
13	Nerve deafness	Sordera del nervio
14	Central auditory processing disorder	Trastorno de procesamiento auditivo central
15	Deafness	Sordera
16	Hearing loss, cause unknown	Pérdida del oído por causa desconocida
91	Other {(Please specify):/(Please specify on next screen.)}:	Otro {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.)}:

PROGRAMMER INSTRUCTIONS:

IN HELP TEXT, BOLD "Ear wax", "Ear canal deformity", "Ear infection", "Fluid in the ear", "Eardrum problem", "Illness", "Cytomegalovirus (CMV)", "Ototoxic exposure to drugs or medicines", "Noise exposure", "Genetic cause", "Nerve deafness", AND "Central auditory processing disorder".

HELP FOR CODE 1: Ear wax: This refers to

IN HELP TEXT, BOLD "Cera en el oído", "Deformidad del conducto auditivo", "Infección de oído", "Líquido en el oído", "Problema en el tímpano", "Enfermedad", "Citomegalovirus (CMV)", "Exposición ototóxica a drogas o medicinas", "Exposición a ruido", "Causas genéticas", "Sordera del nervio", AND "Trastorno de procesamiento auditivo central".

external ear canal ear wax.

HELP FOR CODE 2: Ear canal deformity: This refers to atresia or an ear canal that is not normally formed. Cranial-facial disorder and other ear canal deformities would be included in this answer choice.

HELP FOR CODE 3: Ear infection: This includes acute or recurrent episodes, meaning that the infection begins and progresses quickly or keeps coming back often with ear ache and fever. Acute otitis media would be included in this answer choice.

HELP FOR CODE 4: Fluid in the ear: This refers to fluid behind the eardrum, runny ears, fluid, or pus draining from the middle ear space, chronic otitis media, or glue ear.

HELP FOR CODE 5: Eardrum problem: Examples of eardrum problems are perforated, torn, or ruptured eardrums.

HELP FOR CODE 6: Illness: Illnesses that may be related to hearing problems are meningitis, measles, mumps, rubella, scarlet fever, etc.

HELP FOR CODE 7: Cytomegalovirus (CMV): Cytomegalovirus is a type of herpes virus.

HELP FOR CODE 8: Ototoxic exposure to drugs or medicines: This refers to damage to the ears by drugs or chemicals. It includes damage from mycin drugs (Streptomycin, Gentamycin, etc.), Salicylate, Lasix, and Cisplatin. It may result from treatment of respiratory problems of preterm infants, or as treatments due to childhood cancer, etc.

HELP FOR CODE 9: Noise exposure: Examples of noise exposure are gunfire, firecrackers, etc.

HELP FOR CODE 10: Genetic cause: Genetic causes include congenital hearing loss that is there at birth, hereditary hearing loss, and syndromal hearing loss (for example, Down syndrome, Usher's syndrome, etc.).

HELP FOR CODE 13: Nerve deafness: This refers to nerve hearing loss or sensori-neural hearing loss.

HELP FOR CODE 1: Cera en el oído: Se refiere a la cera en el conducto auditivo externo.

HELP FOR CODE 2: Deformidad del conducto auditivo: Se refiere a la atresia o a un conducto auditivo que no está formado normalmente. El trastorno craneo-facial y otras deformidades del conducto auditivo se incluirían en esta opción de respuesta.

HELP FOR CODE 3: Infección de oído: Esto incluye episodios agudos o recurrentes, lo que significa que la infección comienza y progresa rápidamente o sigue volviendo a menudo con dolor de oído y fiebre. La otitis media aguda se incluiría en esta opción de respuesta.

HELP FOR CODE 4: Líquido en el oído: Esto se refiere a líquido detrás del tímpano, oídos que gotean, líquido o pus que drena del espacio del oído medio, otitis media crónica u otitis media adhesiva.

HELP FOR CODE 5: Problema en el tímpano: Ejemplos de problemas de tímpano son la perforación, el desgarro o la rotura de tímpano.

HELP FOR CODE 6: Enfermedad: Las enfermedades que pueden estar relacionadas con problemas de oído son la meningitis, el sarampión, las paperas, la rubéola, la escarlatina, etc.

HELP FOR CODE 7: Citomegalovirus (CMV): El citomegalovirus es un tipo de virus de herpes.

HELP FOR CODE 8: Exposición ototóxica a drogas o medicamentos: Se refiere a los daños producidos en los oídos por fármacos o productos químicos. Incluye los daños producidos por fármacos con micina (estreptomicina, gentamicina, etc.), salicilato, Lasix y cisplatino. Puede ser consecuencia del tratamiento de problemas respiratorios de niños prematuros, o de tratamientos debidos al cáncer infantil, etc.

HELP FOR CODE 9: Exposición al ruido: Ejemplos de exposición al ruido son los disparos de armas de fuego, los petardos, etc.

HELP FOR CODE 10: Causas genéticas: Las causas genéticas incluyen la hipoacusia congénita de nacimiento, la hipoacusia hereditaria y la hipoacusia sindrómica (por ejemplo, síndrome de

HELP FOR CODE 14: Central auditory processing disorder: This refers to a problem with being able to recognize, tell the difference between, or understand sounds.

Down, síndrome de Usher, etc.).

HELP FOR CODE 13: Sordera de nervio: Se refiere a la pérdida de audición de nervios o pérdida de audición neurosensorial.

HELP FOR CODE 14: Trastorno de procesamiento auditivo central: Se refiere a un problema para reconocer, diferenciar o comprender sonidos.

Box 14

If CHQ246 = 91, GO TO CHQ 246OS. ELSE, GO TO BOX 15.

CHQ246OS

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Box 15

ASK CHQ250a, CHQ250b (IF APPLICABLE), CHQ250c (IF APPLICABLE), CHQ255a (IF APPLICABLE), AND CHQ255b (IF APPLICABLE) FOR THE FOLLOWING:

IF CHQ215 = 1 AND CHQ245 NE 1, ASK ABOUT ABILITY TO COMMUNICATE.

IF CHQ215 NE 1 AND CHQ245 = 1, ASK ABOUT HEARING.

IF CHQ215 = 1 AND CHQ245 = 1, ASK ABOUT BOTH ABILITY TO COMMUNICATE AND HEARING SEPARATELY IN A LOOP.

ELSE, GO TO CHQ285.

CHQ250a

DISPLAY INSTRUCTIONS:

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "capacidad para comunicarse". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "capacidad para oír". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "capacidad para comunicarse" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "capacidad para oír" THE SECOND TIME THE LOOP IS ASKED.

QUESTION TEXT:

Question "How old was {CHILD} when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"

SaVisible "True"

"¿Qué edad tenía {CHILD} cuando le diagnosticaron por primera vez un problema relacionado con su {capacidad para comunicarse/capacidad para oír}?"

CODES

1 Answer in months
2 Answer in years
DON'T KNOW

CHQ250b Respuesta
CHQ250c Respuesta en años
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO 255a.

CHQ250b

DISPLAY INSTRUCTIONS:

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "capacidad para comunicarse". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "capacidad para oír". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "capacidad para comunicarse" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "capacidad para oír" THE SECOND TIME THE LOOP IS ASKED.

QUESTION TEXT:

Question "How old was {CHILD}, in months, when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"

Pre-unit: "Months:"

Watermark "Enter months"

"¿Qué edad tenía {CHILD} cuando le diagnosticaron por primera vez un problema relacionado con su {capacidad para comunicarse/capacidad para oír}?"

Pre-unit: "Meses:"

Watermark "Ponga el mes"

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ255a. ELSE GO TO BOX 16.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ250b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ250b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ250c

DISPLAY INSTRUCTIONS:

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "capacidad para comunicarse". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "capacidad para oír". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "capacidad para comunicarse" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "capacidad para oír" THE SECOND TIME THE LOOP IS ASKED.

QUESTION TEXT:

Question "How old was {CHILD}, in years, when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"

Years:"

Watermark: "Enter years"

"¿Qué edad tenía {CHILD} cuando le diagnosticaron por primera vez un problema relacionado con su {capacidad para comunicarse/capacidad para oír}?"

Pre-unit: "Años:"

Watermark: "Ponga la edad en años"

ENTER NUMBER

Range

Soft Range

0 to 30

0 to 8

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ255a.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ250c}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ250c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

Box 16

IF CHQ215 = 1 AND CHQ245 = 1, AND THE FIRST LOOP IN BOX 15 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ250a AND ASK ABOUT HEARING. ELSE, IF CHQ245 = 1, GO TO CHQ256. ELSE, GO TO CHQ285.

CHQ255a

DISPLAY INSTRUCTIONS:

DISPLAY CHQ255a AND CHQ255b TOGETHER ON ONE PAGE.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "capacidad para comunicarse". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "capacidad para oír". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "capacidad para comunicarse" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "capacidad para oír" THE SECOND TIME THE LOOP IS ASKED.

QUESTION TEXT:

Question "What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed? If there was more than one diagnosis, enter the month and year for the earliest diagnosis."

Pre-unit "Month:"

Watermark "Enter the month"

"Don't know"

"¿En qué mes y año fue diagnosticado el problema de {CHILD} con su {capacidad para comunicarse/capacidad para oír}? Si hubo más de un diagnóstico, conteste sobre el primero."

Watermark: "Ponga el mes"

"No sé"

ENTER NUMBER

Range

1 to 12

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

DON'T KNOW AND SK SKIP TO CHQ255b.

ADD A SPECIAL ANSWER TO DISPLAY "No sé" AS A RADIO BUTTON.

CHQ255b

DISPLAY INSTRUCTIONS:

DISPLAY CHQ255a AND CHQ255b TOGETHER ON ONE PAGE.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "capacidad para comunicarse". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "capacidad para oír". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "capacidad para comunicarse" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "capacidad para oír" THE SECOND TIME THE LOOP IS ASKED.

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

Pre-unit: "Año:"

Watermark: "Ponga el año"

ENTER NUMBER

Range

Soft Range

0 to 9999

2016 to 2024

Box 17

IF CHQ215 = 1 AND CHQ245 = 1, AND THE FIRST LOOP IN BOX 15 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ250a AND ASK ABOUT HEARING. ELSE, IF CHQ245 =1, GO TO CHQ256. ELSE, GO TO CHQ285.

CHQ256**QUESTION TEXT:**

Question "Has {CHILD} ever worn a hearing aid?"

"¿Ha usado {CHILD} alguna vez un aparato para el oído?"

CODES

- 1 Yes, currently
- 2 Yes, in the past
- 3 No

- Sí, actualmente lo usa
- Sí, lo usó en el pasado
- CHQ263 No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

HELP FOR STEM: Aparato para el oído: Pequeño amplificador electrónico de sonido que se lleva dentro o detrás de la oreja y compensa las deficiencias auditivas.

CHQ257a

QUESTION TEXT:

Question "At what age was the recommendation that {CHILD} wear a hearing aid first made?"

SaVisible "True"

"¿Qué edad tenía {CHILD} la primera vez que le recomendaron que usara un aparato para el oído?"

SaVisible "True"

CODES

- 1 Answer in months
- 2 Answer in years
- DON'T KNOW

- CHQ257b Respuesta
- CHQ257c Respuesta en años
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: 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.

DON'T KNOW AND SK SKIP TO CHQ258.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

HELP FOR STEM: Esta pregunta se refiere a la edad a la que le recomendaron el uso de un aparato para el oído por primera vez, no a la edad a la que empezó a usarlo. Algunos niños pueden haber empezado a usar aparatos para el oído justo después de que se les recomendara por primera vez. En el caso de otros niños, puede haber pasado algo de tiempo entre la primera recomendación y el momento en que el niño empezó a usar el aparato para el oído.

CHQ257b

QUESTION TEXT:

Question "At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?"

Pre-unit "Months:"

Watermark "Enter months"

"¿Cuántos meses de edad tenía {CHILD} la primera vez que le recomendaron que usara un aparato para el oído?"

Pre-unit "Meses:"

Watermark "Ponga la edad en meses"

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ257b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto{DISPLAY RESPONSE AT CHQ257b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

ALL ANSWERS SKIP TO CHQ258.

CHQ257c

QUESTION TEXT:

Question "At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?"

Pre-unit "Years:"

Watermark "Enter years"

"¿Cuántos años de edad tenía {CHILD} la primera vez que le recomendaron que usara un aparato para el oído?"

Pre-unit "Años:"

Watermark "Ponga la edad en años "

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 8

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ257c}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ257c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ258

QUESTION TEXT:

Question "How often does {CHILD} use the hearing aid(s) in school?"

"¿Con qué frecuencia usa {CHILD} en la escuela (el/los) aparato(s) para oír?"

CODES

- | | |
|---|------------------|
| 1 | All of the time |
| 2 | Most of the time |
| 3 | Sometimes |
| 4 | Rarely |
| 5 | Never |

- | |
|---------------------------|
| Todo el tiempo |
| La mayor parte del tiempo |
| A veces |
| Rara vez |
| Nunca |

CHQ259

DISPLAY INSTRUCTIONS:

DISPLAY "when wearing {his/her} hearing aid[s]" AND "hear and understand" AND "whispers" IN UNDERLINED TEXT.

DISPLAY "cuando usa su(s) aparato(s) para oír" AND "oír y entender" AND "susurrando" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her/their} hearing aid{s}.

{CHILD} can usually hear and understand what a person says without seeing their face if that person whispers to {him/her/them} from across a quiet room."

"Por favor indique si la siguiente afirmación describe qué tan bien oye {CHILD} cuando usa su(s) aparato(s) para oír.

{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le está susurrando algo desde el otro extremo de un cuarto donde no hay ruido."

CODES

1 Yes
2 No

CHQ270 Sí
No

CHQ260

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "habla con voz normal" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person talks in a normal voice to {him/her/them} from across a quiet room."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le habla con voz normal desde el otro extremo de un cuarto donde no hay ruido."

CODES

1 Yes
2 No

CHQ270 Sí
No

CHQ261

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "shouts" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "grita" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person shouts to {him/her/them} from across a quiet room."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le grita desde el otro extremo de un cuarto donde no hay ruido."

CODES

1 Yes
2 No

CHQ270 Sí
No

CHQ262

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "habla en voz alta" IN UNDERLINED TEXT.

DISPLAY "better" IF CHQ221 = 1. ELSE, USE A NULL DISPLAY.

DISPLAY "mejor" IF CHQ221 = 1. ELSE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person speaks loudly into {his/her/their} {better} ear."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le habla en voz alta al oído {o al oído con el que mejor escucha}."

CODES

1 Yes
2 No

CHQ270 Sí
CHQ270 No

CHQ263

QUESTION TEXT:

Question "Has a doctor or other health care professional ever recommended that {CHILD} wear a hearing aid?"

"¿Alguna vez un doctor o un profesional de la salud ha recomendado que {CHILD} use un aparato para el oído?"

CODES

1 Yes
2 No

Sí
CHQ270 No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

HELP FOR STEM: Aparato para el oído: Pequeño amplificador electrónico de sonido que se lleva dentro o detrás de la oreja y compensa las deficiencias auditivas.

CHQ264a

QUESTION TEXT:

Question "At what age was the recommendation that {CHILD} wear a hearing aid first made?"

SaVisible "True"

"¿Qué edad tenía {CHILD} la primera vez que le recomendaron que usara un aparato para el oído?"

SaVisible "True"

CODES

1 Answer in months
2 Answer in years
DON'T KNOW

CHQ264b Respuesta
CHQ264c Respuesta en años
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ270.

CHQ264b

QUESTION TEXT:

Question "At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?"

Pre-unit "Months:"

Watermark "Enter months"

"¿Cuántos meses de edad tenía {CHILD} la primera vez que le recomendaron que usara un aparato para el oído?"

Pre-unit "Meses:"

Watermark "Ponga la edad en meses"

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ264c. ELSE GO TO CHQ270.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ264b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ264b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ264c

QUESTION TEXT:

Question "At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?"

Pre-unit "Years:"

Watermark "Enter years"

"Question "¿Cuántos años de edad tenía {CHILD} la primera vez que le recomendaron que usara un aparato para el oído?"

Pre-unit "Años:"

Watermark "Ponga la edad en años"

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 8

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ264c}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ264c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ270

QUESTION TEXT:

Question "Does {CHILD} have a cochlear implant?"

"¿Tiene {CHILD} un implante coclear?"

CODES

- 1 Yes, one ear only – right ear
- 2 Yes, one ear only – left ear
- 3 Yes, in both ears
- 4 No

- CHQ271 Sí, en un solo oído – el derecho
- CHQ271 Sí, en un solo oído – el izquierdo
- CHQ273 Sí, en ambos oídos
- CHQ285 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ285.

HELP FOR STEM: 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.

HELP FOR STEM: Implante coclear: Dispositivo electrónico que se coloca quirúrgicamente en el oído interno y que está diseñado para permitir oír de manera útil y mejorar la capacidad de comunicación de las personas con deficiencias auditivas profundas que no son capaces de entender el habla con aparatos para el oído.

CHQ271

QUESTION TEXT:

Question "In what year was it implanted?"

Pre-unit "Year:"

Watermark "Enter year"

"Don't know"

"¿En qué año le pusieron el implante?"

Pre-unit "Años:"

Watermark "Ponga el año"

"No sé"

ENTER NUMBER

Range

0 to 9999

Soft Range

2016 to 2024

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

ADD A SPECIAL ANSWER TO DISPLAY "No sé" AS A RADIO BUTTON.

DON'T KNOW AND SK SKIP TO CHQ272a. ELSE GO TO CHQ277.

CHQ272a

QUESTION TEXT:

Question "How old was {CHILD} when it was implanted?"

SaVisible "True"

"¿Qué edad tenía {CHILD} cuando le pusieron el implante?"

SaVisible "True"

CODES

- 1 Answer in months
- 2 Answer in years
- DON'T KNOW

- CHQ272b Respuesta
- CHQ272c Respuesta en años
- CHQ277 DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ277.

CHQ272b

QUESTION TEXT:

Question "How old was {CHILD}, in months, when it was implanted?"

Pre-unit "Months:"

Watermark "Enter months"

"¿Cuántos meses de edad tenía {CHILD} cuando le pusieron el implante?"

Pre-unit "Meses:"

Watermark "Ponga la edad en meses"

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

ALL ANSWERS SKIP TO CHQ277.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ272b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ272b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ272c

QUESTION TEXT:

Question "How old was {CHILD}, in years, when it was implanted?"

Pre-unit "Years:"

Watermark "Enter years"

"How old was {CHILD}, in years, when it was implanted?"

Pre-unit "Years:"

Watermark "Enter years"

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 8

PROGRAMMER INSTRUCTIONS:

ALL ANSWERS INCLUDING SK SKIP TO CHQ277.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ272c}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ272c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ273

DISPLAY INSTRUCTIONS:

DISPLAY CHQ273 AND CHQ274 TOGETHER ON ONE PAGE

QUESTION TEXT:

Question "In what years were they implanted?"

Unit "and"

Watermark "Enter year for left ear"

"¿En qué años le pusieron los implantes?"

Unit "y"

Watermark "Ponga el año para el oído izquierdo"

ENTER NUMBER

Range

0 to 9999

Soft Range

2016 to 2024

CHQ274

DISPLAY INSTRUCTIONS:

DISPLAY CHQ273 AND CHQ274 TOGETHER ON ONE PAGE

QUESTION TEXT:

Watermark "Enter year for right ear"

"Ponga el año para el oído derecho"

ENTER NUMBER

Range

0 to 9999

Soft Range

2016 to 2024

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ275a. ALL OTHER RESPONSES GO TO CHQ277.

CHQ275a

QUESTION TEXT:

Question "How old was {CHILD} when they were implanted?"

"¿Qué edad tenía {CHILD} cuando le pusieron los implantes?"

SaVisible "True"

CODES

- 1 Answer in months
- 2 Answer in years
- DON'T KNOW

- CHQ275b Respuesta
- CHQ275c Respuesta en años
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ277.

CHQ275b

DISPLAY INSTRUCTIONS:

DISPLAY CHQ275b AND CHQ276b TOGETHER ON ONE PAGE

QUESTION TEXT:

Question "How old was {CHILD} when they were implanted in the left ear?"

Pre-unit "Age in months:"

Watermark "Enter age in months for left ear"

"¿Qué edad tenía {CHILD} cuando le pusieron el implante en el oído izquierdo?"

Pre-unit "Edad en meses:"

Watermark "Ponga la edad en meses para el oído izquierdo"

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ275c. ELSE GO TO CHQ276b.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ275b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ275b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ275c

DISPLAY INSTRUCTIONS:

DISPLAY CHQ275c AND CHQ276c TOGETHER ON ONE PAGE

QUESTION TEXT:

Question "How old was {CHILD} when they were implanted in the left ear?"

Pre-unit "Age in years:"

Watermark "Enter age in years for left ear"

"¿Qué edad tenía {CHILD} cuando le pusieron el implante en el oído izquierdo?"

Pre-unit "Edad en años:"

Watermark "Ponga la edad en años para el oído izquierdo"

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 8

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ275c}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ275c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ276b

DISPLAY INSTRUCTIONS:

DISPLAY CHQ275b AND CHQ276b TOGETHER ON ONE PAGE

QUESTION TEXT:

Question "And in the right ear?"

Pre-unit "Age in months:"

Watermark "Enter age in months for right ear"

"Don't know"

"¿Y en el oído derecho?"

Pre-unit "Edad en meses:"

Watermark "Ponga la edad en meses para el oído derecho"

"No sé"

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

ADD A SPECIAL ANSWER TO DISPLAY "No sé" AS A RADIO BUTTON.

DON'T KNOW AND SK SKIP TO CHQ276c. ELSE GO TO CHQ277.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ276b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ276b}. Please confirm. If this is correct, select Next to continue."

CHQ276c

DISPLAY INSTRUCTIONS:

DISPLAY CHQ275c AND CHQ276c TOGETHER ON ONE PAGE

QUESTION TEXT:

Question "And in the right ear?"

Pre-unit "Age in years:"

Watermark "Enter age in years for right ear"

"¿Y en el oído derecho?"

Pre-unit "Edad en años:"

Watermark "Ponga la edad en años para el oído derecho"

ENTER NUMBER

Range

Soft Range

0 to 30

0 to 8

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ276c}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ276c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ277

DISPLAY INSTRUCTIONS:

DISPLAY "when wearing {his/her/their} cochlear implant(s)", "hear and understand" AND "whispers" IN UNDERLINED TEXT.

DISPLAY "cuando usa {el/los} implantes(s) coclear(es)", "oír y entender" AND "susurrando" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her/their} cochlear implant(s).

"Por favor indique si la siguiente afirmación describe qué tan bien oye {CHILD} cuando usa (el/los) implante(s) coclear(es).

{CHILD} can usually hear and understand what a person says without seeing their face if that person whispers to {him/her/them} from across a quiet room."

{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le está susurrando algo desde el otro extremo de un cuarto donde no hay ruido."

CODES

1 Yes
2 No

CHQ285 Sí
No

CHQ278

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "habla con voz normal" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person talks in a normal voice to {him/her/them} from across a quiet room."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le habla con voz normal desde el otro extremo de un cuarto donde no hay ruido."

CODES

1 Yes
2 No

CHQ285 Sí
No

CHQ279

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "shouts" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "grita" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person shouts to {him/her/them} from across a quiet room."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le grita desde el otro extremo de un cuarto donde no hay ruido."

CODES

1 Yes
2 No

CHQ285 Sí
No

CHQ280

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.

DISPLAY "oír y entender" AND "habla en voz alta" IN UNDERLINED TEXT.

DISPLAY "better" IF CHQ221 = 1. ELSE, USE A NULL DISPLAY.

DISPLAY "mejor" IF CHQ221 = 1. ELSE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person speaks loudly into {his/her/their} {better} ear."

"{CHILD} puede oír y entender generalmente lo que dice una persona sin verle la cara si esa persona le habla en voz alta al oído {con el que mejor escucha}."

CODES

1 Yes
2 No

Sí
No

CHQ285

QUESTION TEXT:

Question "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, things up close like letters on paper, or both?"

SaVisible "True"

"Ahora quisiera preguntarle acerca de qué tan bien ve {CHILD}. Sin usar lentes ni lentes de contacto ¿tiene dificultad {CHILD} para ver de lejos, para ver de cerca, como letras en un papel, o ambas cosas?"

SaVisible "True"

CODES

- 1 Yes, seeing things up close
- 2 Yes, seeing things in the distance
- 3 Yes, both
- 4 No
- DON'T KNOW

- Sí, para ver de cerca
- Sí, para ver de lejos
- Sí, ambas cosas
- No
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

CHQ290

QUESTION TEXT:

Question "Has {CHILD}'s vision ever been evaluated by an eye care professional?"

"¿Alguna vez un profesional de la vista le ha examinado la vista a {CHILD}?"

CODES

1 Yes
2 No

Sí
CHQ311 No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: 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.

HELP FOR STEM: Profesional de la vista: Esto incluye optometristas y oftalmólogos. Incluye a una enfermera de escuela que mide la vista, pero no incluye a los maestros u otros profesionales que no son del cuidado de la salud, ni a un doctor que simplemente le mira los ojos al niño(a).

SK SKIPS TO CHQ330.

CHQ290b

QUESTION TEXT:

Question "Was a school nurse the only professional who evaluated {CHILD}'s vision?"

"¿Fue una enfermera escolar el único profesional que evaluó la vista de {CHILD}?"

CODES

1 Yes
2 No

Sí
No

CHQ300

DISPLAY INSTRUCTIONS:

DISPLAY "vision-related" IN UNDERLINED TEXT.

DISPLAY "relacionado a la vista" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Did you obtain a diagnosis of a vision-related problem from an eye care professional?"

"¿Obtuvo un diagnóstico por un problema relacionado a la vista por parte de un profesional de la vista?"

CODES

1	Yes		Sí
2	No	CHQ330	No
3	Awaiting evaluation	CHQ330	Está esperando una evaluación

CHQ301

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "What was the diagnosis? Please select all that apply."

DISPLAY "(Por favor especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

"¿Cuál fue el diagnóstico? Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	Nearsightedness (Myopia)	Miopía
2	Farsightedness (Hyperopia)	Hipermetropía (hiperopía)
3	Color blindness or deficiency	Daltonismo o deficiencia cromática
4	Astigmatism	Astigmatismo
5	Crossed or wandering eye (Strabismus)	Ojo desviado (estrabismo)
6	Amblyopia or "lazy eye"	Ambliopía u "ojo vago"
7	Retinopathy	Retinopatía
8	Blindness	Ceguera
9	Condition requiring glasses – Specific condition unspecified	Problema que requiere lentes– No especifica el problema específico
91	Other {(Please specify):/(Please specify on next screen.):}	Otro {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.):}

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 1: Nearsightedness (Myopia) is when far objects appear blurred and objects that are nearer are seen more clearly.

HELP FOR CODE 2: Farsightedness (Hyperopia) is when people have difficulty seeing things close to them, but they can see objects far away easier and more clearly.

HELP FOR CODE 1: Miopía es cuando los objetos a distancia se ven borrosos y los objetos más cercanos se ven con más claridad.

HELP FOR CODE 2: Hipermetropía (hiperopía) es cuando la gente tiene dificultad para ver las cosas que tienen cerca, pero pueden ver mejor y más claramente las cosas que están lejos.

Box 18

IF CHQ301 = 91, CONTINUE WITH CHQ3010S. OTHERWISE, GO TO CHQ305a.

CHQ3010S**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

CHQ305a**QUESTION TEXT:**

Question "How old was {CHILD} when the first diagnosis of a problem was made?"

SaVisible "True"

"¿Qué edad tenía {CHILD} la primera vez que le diagnosticaron un problema?"

CODES

1 Answer in months
2 Answer in years
DON'T KNOW

CHQ305b Respuesta
CHQ305c Respuesta en años
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ310a.

CHQ305b

QUESTION TEXT:

Quesiton "How old was {CHILD}, in months, when the first diagnosis of a problem was made?"

Pre-unit "Months:"

Watermark "Enter months"

"¿Cuántos meses de edad tenía {CHILD} la primera vez que le diagnosticaron un problema?"

Pre-unit "Meses:"

Watermark "Ponga la edad en meses"

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ310a. ELSE GO TO CHQ311.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ305b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ305b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ305c

QUESTION TEXT:

Question "How old was {CHILD}, in years, when the first diagnosis of a problem was made?"

Pre-unit "Years:"

Watermark "Enter years"

"Don't know"

"Cuántos meses de edad tenía {CHILD} la primera vez que le diagnosticaron un problema?"

Pre-unit "Años"

Watermark "Ponga la edad en años"

"No sé"

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 8

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

SK SKIPS TO CHQ310a. ELSE GO TO CHQ311.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ305c}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ305c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ310a

DISPLAY INSTRUCTIONS:

DISPLAY CHQ310a AND CHQ310b ON ONE PAGE

QUESTION TEXT:

Question "What was the month and year the diagnosis was made?"

If there was more than one diagnosis, report the earliest."

Pre-unit "Month:"

Watermark "Enter month"

"¿En qué mes y año le dieron el diagnóstico? Si hubo más de un diagnóstico, conteste sobre el primero."

Pre-unit "Meses:"

Watermark "Ponga el mes"

ENTER NUMBER

Range

1 to 12

CHQ310b

DISPLAY INSTRUCTIONS:

DISPLAY CHQ310a AND CHQ310b ON ONE PAGE

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

"Año:"

Watermark "Ponga el año"

ENTER NUMBER

Range

0 to 9999

Soft Range

2016 to 2024

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ310b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ310b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ311

QUESTION TEXT:

Question "Has {CHILD} been prescribed glasses or contact lenses to improve {his/her/their} vision?"

"¿Le han recetado a {CHILD} lentes o lentes de contacto para ver mejor?"

CODES

1	Yes		Sí
2	No	CHQ330	No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ330.

CHQ312

QUESTION TEXT:

Question "How often does {CHILD} wear glasses or contact lenses?"

"¿Con qué frecuencia {CHILD} usa lentes o lentes de contacto?"

CODES

1	All of the time	CHQ314	Todo el tiempo
2	Most of the time	CHQ314	La mayor parte del tiempo
3	Sometimes	CHQ314	A veces
4	Rarely	CHQ314	Rara vez
5	Never	CHQ314	Nunca
6	Child does not have glasses or contacts	CHQ330	No tiene lentes ni lentes de contacto

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ330.

CHQ314

QUESTION TEXT:

Question "Do {CHILD}'s glasses or contacts help {him/her/them} see things up close, see things in the distance, or both?"

"¿Los lentes de contacto de {CHILD} le ayudan a ver las cosas de cerca, a ver las cosas de lejos o ambas cosas?"

CODES

1	See things up close	Ver de cerca
2	See things in the distance	Ver de lejos
3	Both	Ambas cosas

CHQ330

QUESTION TEXT:

Question "Would you say {CHILD}'s health is ..."

"Diría que la salud de {CHILD} es ..."

CODES

1	Excellent	Excelente
2	Very good	Muy buena
3	Good	Buena
4	Fair, or	Regular, o
5	Poor?	Mala?

Box 19

IF CHILD DOES NOT HAVE ANY DISABILITIES AND THEIR HEALTH IS GOOD TO EXCELLENT, THAT IS:

CHQ125 = 10 OR SK (HAS NO REPORTED DIAGNOSIS)

AND

CHQ200=1, 2, SK (COMMUNICATION) AND
CHQ216=1, 2, SK (HEARING) AND
CHQ285= 4, DK, SK (VISION) AND
CHQ330=1, 2, 3, SK (HEALTH), GO TO BOX 21.

OTHERWISE, CONTINUE WITH CHQ340.

CHQ340**DISPLAY INSTRUCTIONS:**

DISPLAY "During this school year" IN UNDERLINED TEXT.

DISPLAY "Durante este año escolar" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?"

"Durante este año escolar, ¿recibió {CHILD} alguna vez servicios de terapia o asistió a un programa para niños con discapacidades?"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

HELP FOR STEM: Niños con discapacidades incluye a niños con retrasos del desarrollo, problemas de comunicación o necesidades especiales de salud.

CHQ341

DISPLAY INSTRUCTIONS:

DISPLAY "Prior to this school year" IN UNDERLINED TEXT.

DISPLAY "Antes de este año escolar" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?"

"Antes de este año escolar, ¿recibió {CHILD} alguna vez servicios de terapia o asistió a un programa para niños con discapacidades?"

CODES

1 Yes
2 No

Sí
Box 21 No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

HELP FOR STEM: Niños con discapacidades incluye a niños con retrasos del desarrollo, problemas de comunicación o necesidades especiales de salud.

SK SKIPS TO BOX 21.

CHQ345

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs. Please select all that apply."

DISPLAY "(Por favor especifique:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Por favor especifique en la pantalla siguiente.)" FOR SMALL BROWSERS.

"Para cada uno de los siguientes servicios, por favor dígame si {CHILD} o su familia han recibido este servicio alguna vez antes de este año escolar para ayudar con las necesidades especiales de {CHILD}. Por favor seleccione todo lo que corresponda."

CODES

Code All That Apply

1	Speech or language therapy	Terapia del habla o del lenguaje
2	Occupational therapy	Terapia ocupacional
3	Physical therapy	Terapia física
4	Creative arts therapy	Terapia de artes creativas
5	Vision services	Servicios para la vista
6	Hearing services	Servicios para problemas para oír
7	Social work services	Servicios sociales
8	Psychological services	Servicios psicológicos
9	Home visits	Visitas a su hogar
10	Parent support or training	Apoyo o entrenamiento para padres
11	Special class with other children some or all of whom also had special needs	Clases especiales donde algunos o todos los niños tienen necesidades especiales
12	Private tutoring or school for learning problems	Clases particulares o educación particular para problemas de aprendizaje
13	Instruction in Braille	Instrucción en Braille
14	Instruction in sign language, Cued Speech, ASL, total communication (TOCO)	Enseñanza en lenguaje de señas, hablar con clave, Lenguaje de Señas Americano (ASL), comunicación total (TOCO)
91	Any other service {(Please specify):/(Please specify on next screen.)}	Algún otro servicio {(Por favor especifique):/(Por favor especifique en la pantalla siguiente.)}

PROGRAMMER INSTRUCTIONS:

BOLD "Speech or language therapy"
"Occupational therapy", "Physical therapy",
"Creative arts therapy", "Vision services", "Social
work services", "Psychological services", "Home
visits", "Parent support or training", "Special

BOLD "Terapia del habla o del lenguaje"
"Terapia ocupacional", "Terapia física", "Terapia de artes
creativas", "Terapia de artes creativas", "Servicios
sociales", "Servicios psicológicos", "Visitas a
domicilio", "Apoyo o entrenamiento para padres",

class with other children some or all of whom also had special needs”, “Private tutoring or schooling for learning problems”, “Instruction in Braille”, AND “Instruction in sign language, Cued speech, ASL, TOCO” IN HELP TEXT.

HELP FOR CODE 1: Speech or language therapy: Therapy provided by a teacher or speech-language pathologist to treat the child’s speech or language impairments, including, for example, articulation, voice quality, fluency, and/or language usage.

HELP FOR CODE 2: Occupational therapy: Therapy involving the evaluation or treatment of the child’s level of independence in daily living activities. The goal of occupational therapy is to promote maximum independence in daily living. Therapy can include the use of work, play, or self-care activities to improve functional ability, promote health, prevent injury or further disability. Therapy should be provided only by a therapist who has been certified by the American Occupational Therapy Association or by an occupational therapy assistant who provides therapy under the supervision of a certified occupational therapist.

HELP FOR CODE 3: Physical therapy: Therapy involving the evaluation or treatment of health problems resulting from injury or disease. It is also sometimes called physiotherapy. Physical therapists assess joint motion, muscle strength and endurance, how well the heart and lungs work, and how well children can do activities required for daily living. Treatment includes therapeutic exercise, cardiovascular endurance training, and training in activities of daily living, as well as the use of massage, light, cold, heat, electricity, and mechanical devices to treat physical disorders. Physical therapy does not include the use of X-Ray technology. Therapy should be provided only by a therapist who has been state-certified to provide such services.

HELP FOR CODE 4: Creative arts therapy: Examples of creative arts therapy are visual, music, dance, and drama therapy.

HELP FOR CODE 5: Vision services: Therapy combines health and education professions to improve the child’s independence in daily living and access to educational materials. Health

“Clase especial con otros niños, algunos o todos ellos con necesidades especiales”, “Clases particulares o educación particular para problemas de aprendizaje”, “Instrucción en Braille”, AND “Enseñanza en lenguaje de señas, hablar con clave, American Sign Language, comunicación total” IN HELP TEXT.

HELP FOR CODE 1: Terapia del habla o del lenguaje: Terapia proporcionada por un(a) maestro(a) o un especialista del habla para tratar las deficiencias del habla o del lenguaje del niño(a), incluyendo, por ejemplo, la expresión, la calidad de la voz, la fluidez y/o el uso del lenguaje.

HELP FOR CODE 2: Terapia ocupacional: Terapia que implica la evaluación o el tratamiento del nivel de independencia del niño en las actividades de la vida diaria. El objetivo de la terapia ocupacional es promover la máxima independencia en la vida diaria. La terapia puede incluir el uso de trabajo, juego o actividades de autocuidado para mejorar la capacidad funcional, promover la salud, prevenir lesiones o una mayor discapacidad. La terapia debe ser proporcionada únicamente por un terapeuta certificado por la Asociación Americana de Terapia Ocupacional o por un asistente de terapia ocupacional que proporcione terapia bajo la supervisión de un terapeuta ocupacional certificado.

HELP FOR CODE 3: Terapia física: Terapia que implica la evaluación o el tratamiento de problemas de salud derivados de lesiones o enfermedades. A veces también se denomina fisioterapia. Los fisioterapeutas evalúan el movimiento de las articulaciones, la fuerza y la resistencia muscular, el funcionamiento del corazón y los pulmones y la capacidad de los niños para realizar las actividades necesarias para la vida diaria. El tratamiento incluye ejercicio terapéutico, entrenamiento de la resistencia cardiovascular y entrenamiento en actividades de la vida diaria, así como el uso de masajes, luz, frío, calor, electricidad y dispositivos mecánicos para tratar trastornos físicos. La fisioterapia no incluye el uso de tecnología de rayos X. La terapia debe ser proporcionada únicamente por un terapeuta que haya sido certificado por el Estado para prestar tales servicios.

HELP FOR CODE 4: Terapia de artes creativas: Ejemplos de terapia de artes creativas son la

professionals include medical doctors such as ophthalmologists and health service providers such as optometrists. They test the child's ability to focus and coordinate the eyes, judge depth, and see colors accurately. They prescribe eyeglasses, contact lenses, low vision aids, and vision therapy. Teachers of the visually impaired are state-certified to teach students who are visually impaired or blind.

HELP FOR CODE 7: Social work services: Services that provide support to children and their families to meet individual human needs. Particular attention is paid to the needs and empowerment of children and their families who are disadvantaged, vulnerable, or at risk. Social workers try to focus on the well being of the student and his/her family within their school and community. Services should be provided only by a social worker who has been certified by the state to provide such services.

HELP FOR CODE 8: Psychological services: Services that involve the assessment of academic skills and learning aptitudes, personality and emotional development, social skills and school climates, and eligibility for special education. Treatment involves one-on-one interaction with students or parents to resolve personal conflicts and problems in learning and adjustment, psychological counseling for students and parents, social skills training, and assistance through separation and loss. Within school systems, psychological services are typically provided by certified school psychologists. However, assessment and treatment can be extended to the health community and include services provided by clinical psychologists, psychiatric social workers, or psychiatrists (who are medical doctors).

HELP FOR CODE 9: Home visits: These are formal visits to the homes of students by a certified health or education professional. Home visits can involve therapy or education services. Home visits are typically made by teachers of preschool or kindergarten age students with disabilities, occupational or physical therapists, school social workers, school psychologists, or regular classroom teachers.

HELP FOR CODE 10: Parent support or training: This is help provided by the schools or other

terapia visual, la música, la danza y el teatro.

HELP FOR CODE 5: Servicios para la vista: La terapia combina profesiones de la salud y la educación para mejorar la independencia del niño en la vida diaria y el acceso a materiales educativos. Entre los profesionales de la salud se incluyen médicos como los oftalmólogos y proveedores de servicios de salud como los optometristas. Prueban la capacidad del niño para enfocar y coordinar los ojos, juzgar la profundidad y ver los colores con precisión. Prescriben lentes, lentes de contacto, ayudas para problemas de visión y terapia visual. Los maestros de los niños con discapacidades de la vista están certificados por el Estado para enseñar a estudiantes ciegos o con discapacidad visual.

HELP FOR CODE 7: Servicios sociales: Servicios que proporcionan apoyo a los niños y sus familias para satisfacer las necesidades humanas individuales. Se presta especial atención a las necesidades y la capacitación de los niños y sus familias desfavorecidos, vulnerables o en situación de riesgo. Los trabajadores sociales intentan centrarse en el bienestar del alumno y su familia dentro de su escuela y su comunidad. Los servicios deben ser prestados únicamente por un trabajador social que haya sido certificado por el Estado para prestar tales servicios.

HELP FOR CODE 8: Servicios psicológicos: Servicios que implican la evaluación de las habilidades académicas y las aptitudes de aprendizaje, la personalidad y el desarrollo emocional, las habilidades sociales y el clima escolar, y la elegibilidad para la educación especial. El tratamiento implica la interacción individual con los estudiantes o los padres para resolver conflictos personales y problemas de aprendizaje y adaptación, asesoramiento psicológico para los estudiantes y los padres, formación en habilidades sociales y asistencia en situaciones de separación y pérdida. En los sistemas escolares, los servicios psicológicos suelen ser prestados por psicólogos escolares titulados. Sin embargo, la evaluación y el tratamiento pueden ampliarse a la comunidad sanitaria e incluir servicios prestados por psicólogos clínicos, trabajadores sociales psiquiátricos o psiquiatras (que son médicos).

HELP FOR CODE 9: Visitas a domicilio: Se trata de

organizations to parents who have students with unique educational needs, such as a student with a disability. Parent support ranges from providing information or referrals to helping parents access community services for their child. Parent training can involve learning to use special instructional techniques, assistive devices (such as low vision aids) or other equipment needed by a child, or general understanding of the unique educational needs of their child.

HELP FOR CODE 11: Special class with other children some or all of whom also had special needs: This is a classroom with a smaller number of students than in a regular classroom. Students in special classes have unique learning needs often resulting from a disability or limited English proficiency. All students in these classrooms require individual attention to their educational needs.

ELP FOR CODE 12: Private tutoring or schooling for learning problems: This is education or training to help with a specific learning problem or need. The term "private" suggests either that there is a cost associated with the service or education is not provided by the public school system. Individuals, organizations, or businesses in school, home, or community settings can provide private tutoring to improve the student's educational achievement, typically in math or reading. Special schools are available to students with particular needs such as emotional problems, learning disabilities, blindness, or deafness. Such schools charge parents for their child's education. However, the education of students with disabilities may be subsidized by their home school district if the district cannot provide a similar appropriate education.

HELP FOR CODE 13: Instruction in Braille: Braille is a touch system of reading using as the basic graphic symbol a cell composed of six dots, two dots wide and three dots high. The dots are "read" by running the hand over the paper rather than looking at it. Teachers receive special training to teach Braille.

HELP FOR CODE 14: Instruction in sign language, Cued speech, ASL, TOCO: These are ways to replace communication without using only speech. Manual communication is a system

visitas formales a los domicilios de los alumnos por parte de un profesional sanitario o educativo certificado. Las visitas a domicilio pueden incluir servicios terapéuticos o educativos. Las visitas a domicilio suelen ser realizadas por profesores de alumnos con discapacidad en edad preescolar o jardín de infancia, terapeutas ocupacionales o físicos, trabajadores sociales escolares, psicólogos escolares o profesores de aula ordinarios.

HELP FOR CODE 10: Apoyo o entrenamiento para padres: Se trata de la ayuda proporcionada por las escuelas u otras organizaciones a los padres que tienen alumnos con necesidades educativas únicas, como un alumno con una discapacidad. El apoyo a los padres va desde proporcionar información o derivaciones hasta ayudarles a acceder a los servicios comunitarios para su hijo. La formación de los padres puede consistir en aprender a utilizar técnicas pedagógicas especiales, dispositivos de ayuda (como ayudas para la baja visión) u otros equipos que necesite el niño, o en la comprensión general de las necesidades educativas singulares de su hijo.

HELP FOR CODE 11: Clase especial con otros niños, algunos o todos ellos con necesidades especiales: Se trata de una clase con un número menor de alumnos que en una clase normal. Los alumnos de las clases especiales tienen necesidades de aprendizaje únicas, a menudo derivadas de una discapacidad o de un dominio limitado del inglés. Todos los alumnos de estas aulas requieren una atención individualizada a sus necesidades educativas.

HELP FOR CODE 12: Clases particulares o educación particular para problemas de aprendizaje: Se trata de educación o entrenamiento para ayudar con un problema o necesidad específica de aprendizaje. El término "privado" sugiere que hay un costo asociado al servicio o que la educación no la proporciona el sistema escolar público. Las personas, organizaciones o empresas del ámbito escolar, doméstico o comunitario pueden ofrecer clases particulares para mejorar el rendimiento educativo del alumno, normalmente en matemáticas o lectura. Hay escuelas especiales para alumnos con necesidades especiales, como problemas emocionales, dificultades de aprendizaje, ceguera o sordera. Estas escuelas cobran a los padres por la educación de sus hijos. Sin embargo, la

of teaching individuals with hearing impairments by using sign language and fingerspelling. Sign language is a general term for using the hands to form words and phrases. There are many forms of sign language, including American Sign Language (ASL), Signed English, Sign Exact English (SEE), etc. Cued Speech uses hand signals to symbolize sounds. TOCO refers to total communication. TOCO uses a combination of oral and manual ways to communicate and includes speech, sign language, lip-reading, natural gestures, fingerspelling, residual hearing, reading and writing.

educación de los estudiantes con discapacidades puede ser subvencionada por su distrito escolar de origen si el distrito no puede proporcionar una educación apropiada similar.

HELP FOR CODE 13: Instrucción en Braille: El Braille es un sistema táctil de lectura que utiliza como símbolo gráfico básico una celda compuesta por seis puntos, de dos de ancho y tres de alto. Los puntos se "leen" pasando la mano sobre el papel en lugar de mirarlo. Los profesores reciben una formación especial para enseñar Braille.

HELP FOR CODE 14: Enseñanza en lenguaje de señas, hablar con clave, Lenguaje de Signos Americano, comunicación total: Son formas de sustituir la comunicación sin utilizar sólo el habla. La comunicación manual es un sistema de enseñanza a personas con deficiencias auditivas que utiliza el lenguaje de signos y el deletreo con los dedos. El lenguaje de signos es un término general para referirse al uso de las manos para formar palabras y frases. Existen muchas formas de lenguaje de signos, como el lenguaje de signos americano (ASL), el inglés con signos, el inglés exacto con signos (SEE), etc. El lenguaje de signos utiliza las manos para simbolizar sonidos. TOCO hace referencia a la comunicación total. TOCO utiliza una combinación de formas orales y manuales para comunicarse e incluye el habla, el lenguaje de signos, la lectura de labios, los gestos naturales, el deletreo con los dedos, la audición residual, la lectura y la escritura.

Box 20

IF CHQ345 = 91, GO TO CHQ3450S. ELSE, GO TO CHQ375a.

CHQ3450S

DISPLAY INSTRUCTIONS:

IF BROWSER SIZE IS LARGE, DISPLAY ITEM CHQ345 and CHQ3450S ON THE SAME SCREEN.

ENTER TEXT

CHQ375a

DISPLAY INSTRUCTIONS:

DISPLAY "this service" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "the earliest of these services."

DISPLAY "este servicio" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "el primero de estos servicios."

QUESTION TEXT:

Question "How old was {CHILD} when {this service/the earliest of these services} began?"

"¿Qué edad tenía {CHILD} cuando empezó {este servicio/el primero de estos servicios}?"

SaVisible "True"

SaVisible "True"

CODES

- 1 Answer in months
- 2 Answer in years
- DON'T KNOW

- CHQ375b Respuesta
- CHQ375c Respuesta en años
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ380a.

CHQ375b

DISPLAY INSTRUCTIONS:

DISPLAY "this service" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "the earliest of these services."

DISPLAY "este servicio" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "el primero de estos servicios."

QUESTION TEXT:

Question "How old was {CHILD}, in months, when {this service/the earliest of these services} began?"

Pre-unit "Months:"

Watermark "Enter months"

"¿Cuántos meses de edad tenía {CHILD} cuando empezó {este servicio/el primero de estos servicios}?"

Pre-unit "Meses:"

Watermark "Ponga la edad en meses"

ENTER NUMBER

Range

0 to 99

Soft Range

0 to 96

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ380a. ELSE GO TO CHQ385.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ375b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ375b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ375c

DISPLAY INSTRUCTIONS:

DISPLAY "this service" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "the earliest of these services."

DISPLAY "este servicio" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "el primero de estos servicios."

QUESTION TEXT:

Question "How old was {CHILD}, in years, when {this service/the earliest of these services} began?"

"¿Cuántos años de edad tenía {CHILD} cuando empezó {este servicio/el primero de estos servicios}?"

Pre-unit "Years:"

Pre-unit "Años:"

Watermark "Enter years"

Watermark "Ponga la edad en años"

"Don't know"

"No sé"

ENTER NUMBER

Range

0 to 30

Soft Range

0 to 8

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ375c}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

SK SKIPS TO CHQ380a. ELSE GO TO CHQ385.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ375c}. Please confirm. If this is correct, select Next to continue."

CHQ380a

DISPLAY INSTRUCTIONS:

DISPLAY CHQ380a AND CHQ380b TOGETHER ON ONE PAGE

DISPLAY "{{CHILD}} first received {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). FOR "{NAME OF SINGLE SERVICE}" DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. ELSE, IF CHQ340 = 1 AND EVERY ITEM AT CHQ345/ LETTERS A-N = 2 OR SK. DISPLAY "{{CHILD} first received this service}." OTHERWISE, DISPLAY "the first of these services began."

QUESTION TEXT:

Question "What was the month and year when {{CHILD} first received {{NAME OF SINGLE SERVICE}}/{this service}}/{the first of these services began}}?"

Pre-unit "Month:"

Watermark "Enter the month"

DISPLAY "recibió {{CHILD}} por primera vez {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). FOR "{NAME OF SINGLE SERVICE}" DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. ELSE, IF CHQ340 = 1 AND EVERY ITEM AT CHQ345/ LETTERS A-N = 2 OR SK. DISPLAY " recibió {{CHILD} por primera vez este servicio}." OTHERWISE, DISPLAY "el primero de estos servicios."

"¿En qué mes y año recibió {{CHILD} por primera vez {{NAME OF SINGLE SERVICE}}/{este servicio}}/{el primero de estos servicios}}?"

Pre-unit "Meses:"

Watermark "Ponga el mes"

ENTER NUMBER

Range

1 to 12

CHQ380b

DISPLAY INSTRUCTIONS:

DISPLAY "{{CHILD}}" first received {NAME OF SINGLE SERVICE}} IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). FOR "{NAME OF SINGLE SERVICE}" DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. . ELSE, IF CHQ340 = 1 AND EVERY ITEM AT CHQ345/ LETTERS A-N = 2 OR SK. DISPLAY "{{CHILD}} first received this service}." OTHERWISE, DISPLAY "the first of these services began."

DISPLAY "recibió {{CHILD}} por primera vez {NAME OF SINGLE SERVICE}} IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). FOR "{NAME OF SINGLE SERVICE}" DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. . ELSE, IF CHQ340 = 1 AND EVERY ITEM AT CHQ345/ LETTERS A-N = 2 OR SK. DISPLAY "recibió {{CHILD}} por primera vez este servicio}." OTHERWISE, DISPLAY "el primero de estos servicios."

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

Pre-unit "Año:"

Watermark "Ponga el año"

ENTER NUMBER

Range

Soft Range

0 to 9999

2016 to 2024

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ380b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto{DISPLAY RESPONSE AT CHQ380b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ385

DISPLAY INSTRUCTIONS:

DISPLAY "this service" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N) OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "any of these services."

DISPLAY "este servicio" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N) OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "alguno de estos servicios."

QUESTION TEXT:

Question "Is {CHILD} still receiving {this service/any of these services}?"

"¿Está {CHILD} recibiendo todavía {este servicio/alguno de estos servicios}?"

CODES

1 Yes
2 No

CHQ420 Sí
No

CHQ390a

DISPLAY INSTRUCTIONS:

DISPLAY "{CHILD} last received {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "the last of these services was received."

DISPLAY "this service" FOR {NAME OF SINGLE SERVICE} IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345.

DISPLAY ITEMS CHQ390a AND CHQ390b ON ONE PAGE FOR LARGE BROWSERS.

QUESTION TEXT:

Question "What was the month and year when {{CHILD} last received {NAME OF SINGLE SERVICE}/the last of these services was received}?"

Pre-unit "Month:"

Watermark "Enter month"

DISPLAY "la última vez que {{CHILD} recibió {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "el último de estos servicios."

DISPLAY "este servicio" FOR {NAME OF SINGLE SERVICE} IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345.

¿En qué mes y año fue la última vez que {{CHILD} recibió {NAME OF SINGLE SERVICE}/recibió el último de estos servicios}?

Pre-unit "Meses:"

Watermark "Ponga el mes"

ENTER NUMBER

Range

1 to 12

CHQ390b

DISPLAY INSTRUCTIONS:

DISPLAY "{CHILD} last received {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N) OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "the last of these services was received."

DISPLAY "this service" FOR {NAME OF SINGLE SERVICE} IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345.

DISPLAY "la última vez que {{CHILD} recibió {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N) OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "el último de estos servicios."

DISPLAY "este servicio" FOR {NAME OF SINGLE SERVICE} IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345.

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter year"

Pre-unit "Año:"

Watermark "Ponga el año"

ENTER NUMBER

Range

Soft Range

0 to 9999

2013 to 2022

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ390b}. Please confirm. If this is correct, select Next to continue."

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT CHQ390b}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

CHQ420

DISPLAY INSTRUCTIONS:

DISPLAY 'this school year' IN UNDERLINED TEXT.

DISPLAY "este año escolar" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did {he/she} participate in a special education program?"

"Durante este año escolar, ¿recibió {CHILD} algún servicio para niños con necesidades especiales, por ejemplo, terapia ocupacional o del habla, o participó en un programa de educación especial?"

CODES

1 Yes
2 No

CHQ430 Sí
Box 21 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 21.

CHQ430

DISPLAY INSTRUCTIONS:

DISPLAY 'this school year' IN UNDERLINED TEXT.

DISPLAY "este año escolar" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year?"

"En general, ¿qué tan satisfecho(a) está con la manera en que {CHILD} ha progresado en el programa de {servicios especiales/educación especial} en este año escolar?"

CODES

1 Completely satisfied
2 Very satisfied
3 Fairly satisfied
4 Somewhat dissatisfied
5 Very dissatisfied

Completamente satisfecho(a)
Muy satisfecho(a)
Más o menos satisfecho(a)
Un poco insatisfecho(a)
Muy insatisfecho(a)

Box 21

GO TO SECTION PPQ (PARENT'S
PSYCHOLOGICAL WELL-BEING AND HEALTH).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

9

Section PPQ Parent's Psychological Well-Being and Health

Box 1

IF RESPONDENT IS A PARENT (INQ005g = 1, 2, 3, 4, OR 91) OR THERE IS NO PARENT IN THE HOUSEHOLD (INQ005g AND FSQ130 NE 1, 2, 3, 4, OR 91), CONTINUE WITH PPQ100. OTHERWISE, GO TO BOX 2.

PPQ100

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Next are some statements that may relate to how you have felt about yourself and your life during the past week. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer. For each statement, please indicate how often in the past week you felt or behaved this way.

How often during the past week have you...

Felt that you were bothered by things that don't usually bother you?"

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

"A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Algunas preguntas de esta sección pueden ser delicadas, así que puede dejar sin responder cualquier pregunta que no desee contestar. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana.

En la última semana, ¿con qué frecuencia...

Sintió que le molestaban cosas que no suelen molestarlo(a)?"

CODES

1	Never	Nunca
2	Some of the time	Pocas veces
3	A moderate amount of time	Algunas veces
4	Most of the time	Casi siempre

PPQ110

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Quesiton "Felt that you did not feel like eating, that your appetite was poor?"

"¿Sintió que no tenía ganas de comer, o que no tenía apetito?"

CODES

- | | |
|---|---------------------------|
| 1 | Never |
| 2 | Some of the time |
| 3 | A moderate amount of time |
| 4 | Most of the time |

- | |
|---------------|
| Nunca |
| Pocas veces |
| Algunas veces |
| Casi siempre |

PPQ120

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Felt that you could not shake off the blues even with help from your family or friends?"

CODES

- | | |
|---|---------------------------|
| 1 | Never |
| 2 | Some of the time |
| 3 | A moderate amount of time |
| 4 | Most of the time |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

"¿Sintió que no lograba sacarse la tristeza de encima, ni siquiera con la ayuda de sus amigos o familiares?"

- | |
|---------------|
| Nunca |
| Pocas veces |
| Algunas veces |
| Casi siempre |

PPQ130

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Felt that you had trouble keeping your mind on what you were doing?"

"¿Sintió que tenía dificultad para concentrarse en lo que estaba haciendo?"

CODES

1	Never	Nunca
2	Some of the time	Pocas veces
3	A moderate amount of time	Algunas veces
4	Most of the time	Casi siempre

PPQ140

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }How often during the past week have you...

Felt depressed?"

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "Continuación"

{(Continuación) }En la última semana, ¿con qué frecuencia...

Se sintió deprimido(a)?"

CODES

1	Never	Nunca
2	Some of the time	Pocas veces
3	A moderate amount of time	Algunas veces
4	Most of the time	Casi siempre

PPQ150

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Felt that everything you did was an effort?"

CODES

- | | |
|---|---------------------------|
| 1 | Never |
| 2 | Some of the time |
| 3 | A moderate amount of time |
| 4 | Most of the time |

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

"Sintió que todo lo que hacía le costaba esfuerzo?"

- | |
|---------------|
| Nunca |
| Pocas veces |
| Algunas veces |
| Casi siempre |

PPQ160

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Felt fearful?"

"Se ha sentido con miedo?"

CODES

- | | |
|---|---------------------------|
| 1 | Never |
| 2 | Some of the time |
| 3 | A moderate amount of time |
| 4 | Most of the time |

- | |
|---------------|
| Nunca |
| Pocas veces |
| Algunas veces |
| Casi siempre |

PPQ170

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Felt that your sleep was restless?"

"¿Ha sentido que su sueño era inquieto?"

CODES

- | | |
|---|---------------------------|
| 1 | Never |
| 2 | Some of the time |
| 3 | A moderate amount of time |
| 4 | Most of the time |

- | |
|---------------|
| Nunca |
| Pocas veces |
| Algunas veces |
| Casi siempre |

PPQ180

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }How often during the past week have you...

Felt that you talked less than usual?"

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "Continuación".

{(Continuación) }En la última semana, con qué frecuencia...

Sintió que hablaba menos que de costumbre?"

CODES

1	Never	Nunca
2	Some of the time	Pocas veces
3	A moderate amount of time	Algunas veces
4	Most of the time	Casi siempre

PPQ190

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Felt lonely?"

"¿Se ha sentido solo(a)?"

CODES

- | | |
|---|---------------------------|
| 1 | Never |
| 2 | Some of the time |
| 3 | A moderate amount of time |
| 4 | Most of the time |

- | |
|---------------|
| Nunca |
| Pocas veces |
| Algunas veces |
| Casi siempre |

PPQ200

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Felt sad?"

"¿Se ha sentido triste?"

CODES

- | | |
|---|---------------------------|
| 1 | Never |
| 2 | Some of the time |
| 3 | A moderate amount of time |
| 4 | Most of the time |

- | |
|---------------|
| Nunca |
| Pocas veces |
| Algunas veces |
| Casi siempre |

PPQ210

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "How often during the past week have you" AT THE TOP OF EACH GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PPQ100, PPQ110, PPQ120, AND PPQ130, ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, ON SEPARATE SCREENS IN THREE GRIDS. FOR THE GRID WITH PPQ100, PPQ110, PPQ120, AND PPQ130, DISPLAY "A continuación, aparecen algunas afirmaciones que tal vez pueden reflejar cómo se sintió acerca de sí mismo(a) y de su vida durante la última semana. Para cada afirmación, por favor indique con qué frecuencia se sintió o se comportó de esta manera en la última semana." AT THE TOP OF THE GRID. FOR THE GRIDS WITH ITEMS PPQ140, PPQ150, PPQ160, AND PPQ170, AND ITEMS PPQ180, PPQ190, PPQ200, AND PPQ210, DISPLAY "En la última semana, ¿con qué frecuencia" AT THE TOP OF EACH GRID.

QUESTION TEXT:

Question "Felt that you could not get going?"

"¿Sintió que no lograba empezar a hacer cosas?"

CODES

- | | |
|---|---------------------------|
| 1 | Never |
| 2 | Some of the time |
| 3 | A moderate amount of time |
| 4 | Most of the time |

- | |
|---------------|
| Nunca |
| Pocas veces |
| Algunas veces |
| Casi siempre |

PPQ220

QUESTION TEXT:

Question "Now, we would like to ask you about your health. In general, would you say that your health is..."

"Ahora quisiéramos preguntarle sobre su salud. En general, ¿diría que su salud es ..."

CODES

1	Excellent	Excelente
2	Very good	Muy buena
3	Good	Buena
4	Fair, or	Regular, o
5	Poor?	Mala?

PPQ225

QUESTION TEXT:

Question "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?"

"Durante los últimos 12 meses, ¿diría que usted sufrió mucho estrés, una cantidad moderada de estrés, relativamente poco estrés o casi nada de estrés?"

CODES

1	A lot of stress	Mucho estrés
2	A moderate amount of stress	Una cantidad moderada de estrés
3	Relatively little stress	Relativamente poco estrés
4	Almost no stress at all	Casi nada de estrés

PPQ230

QUESTION TEXT:

Question "Does any impairment or health problem now keep you from working at a job or business?"

"¿Tiene actualmente algún impedimento o problema de salud que no le permita trabajar en su trabajo o negocio?"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

BOLD "Impairment/health problem" IN HELP TEXT.

BOLD "Impedimento/problema de salud" IN HELP TEXT.

HELP FOR STEM: Impairment/health problem: An ongoing health problem that limits one's strength or mental alertness. Examples might be a heart condition, severe asthma, sickle cell anemia, leukemia, or autism.

HELP FOR STEM: Impedimento/problema de salud: Un problema de salud continuo que limita su fuerza o su agudeza mental. Por ejemplo, una afección cardíaca, asma grave, anemia falciforme, leucemia o autismo.

PPQ240

QUESTION TEXT:

Question "Are you limited in the kind or amount of work you can do because of any impairment or health problem?"

"¿Tiene alguna limitación en el tipo o la cantidad de trabajo que puede hacer debido a algún impedimento o problema de salud?"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

BOLD "Impairment/health problem" IN HELP TEXT ONLY

BOLD "Impedimento/problema de salud" IN HELP TEXT.

HELP FOR STEM: Impairment/health problem: An ongoing health problem that limits one's strength or mental alertness. Examples might be a heart condition, severe asthma, sickle cell anemia, leukemia, or autism.

HELP FOR STEM: Impedimento/problema de salud: Un problema de salud continuo que limita su fuerza o su agudeza mental. Por ejemplo, una afección cardíaca, asma grave, anemia falciforme, leucemia o autismo.

PPQ500a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
PPQ500a and PPQ500b ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "As a reminder, some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer.

Over the past year, did any of the following things happen to you?

You were unfairly stopped, searched, questioned, physically threatened, or abused by the police because of your race or ethnicity."

"Le recordamos que algunas preguntas en esta sección pueden ser delicadas y que usted puede dejar sin responder cualquier pregunta que no desee contestar.

En el último año, ¿le sucedió alguna de las siguientes cosas?

La policía le detuvo, registró, interrogó, amenazó físicamente o le abusó injustamente debido a su raza o grupo étnico."

CODES

1 Yes
2 No

Sí
No

PPQ500b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS
PPQ500a and PPQ500b ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "You were unfairly prevented from moving into a neighborhood because the landlord or realtor refused to sell or rent you a house or apartment because of your race or ethnicity."

"Le impidieron injustamente mudarse a un vecindario porque el dueño de una vivienda o un agente de bienes raíces se negó a venderle o alquilarle una casa o un apartamento debido a su raza o grupo étnico?"

CODES

1 Yes
2 No

Sí
No

PPQ510a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY PPQ510a, PPQ510b, and PPQ510c ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "Over the past year, how often were you concerned about {CHILD} ...

Being mistreated by adults because of {his/her/their} race or ethnicity?"

"En el último año, ¿con qué frecuencia le preocupó que a {CHILD} ...

Adultos le maltrataran debido a su raza o grupo étnico?"

CODES

1	Never	Nunca
2	Rarely	Rara vez
3	Some of the time	Parte del tiempo
4	Most of the time	La mayor parte del tiempo

PPQ510b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY PPQ510a, PPQ510b, and PPQ510c ON ONE SCREEN IN A GRID.

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE DISPLAY "their" IF THE CHILD IS ANOTHER GENDER OR THE CHILD'S GENDER IS MISSING.

QUESTION TEXT:

Question "Being punished more harshly than others because of {his/her/their} race or ethnicity?"

"Le castigaran más severamente que a otros debido a su raza o grupo étnico?"

CODES

1	Never	Nunca
2	Rarely	Rara vez
3	Some of the time	Parte del tiempo
4	Most of the time	La mayor parte del tiempo

PPQ510c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY PPQ510a, PPQ510b, and PPQ510c ON ONE SCREEN IN A GRID.

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE DISPLAY "their" IF THE CHILD IS ANOTHER GENDER OR THE CHILD'S GENDER IS MISSING.

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE DISPLAY "their" IF THE CHILD IS ANOTHER GENDER OR THE CHILD'S GENDER IS MISSING.

QUESTION TEXT:

Question "Being excluded from events or groups because of {his/her/their} race or ethnicity?"

"Le excluyeran de eventos o grupos debido a su raza o grupo étnico?"

CODES

1	Never	Nunca
2	Rarely	Rara vez
3	Some of the time	Parte del tiempo
4	Most of the time	La mayor parte del tiempo

PPQ520**DISPLAY INSTRUCTIONS:**

DISPLAY "he" IF THE CHILD IS MALE. DISPLAY "she" IF THE CHILD IS FEMALE. ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER OR THE CHILD'S GENDER IS MISSING.

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE DISPLAY "their" IF THE CHILD IS ANOTHER GENDER OR THE CHILD'S GENDER IS MISSING.

QUESTION TEXT:

Question "In the past year, did you talk to {CHILD} about advantages and challenges {he/she/they} may face because of {his/her/their} race and ethnicity."

"En el último año, ¿le habló a {CHILD} acerca de las ventajas y retos que puede enfrentar debido a su raza y grupo étnico."

CODES

1	Yes	Sí
2	No	No

Box 2

GO TO SECTION FDQ (FOOD SECURITY).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

10

Section **FDQ** **Food Security**

FDQ130a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, FDQ130c, ON ONE SCREEN IN A GRID.

DISPLAY "you", "I", "my", AND "I", IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)). OTHERWISE, DISPLAY "your household", "We", "our", AND "we". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "often," "sometimes," AND "never" AS UNDERLINED TEXT

DISPLAY CURRENT MONTH

QUESTION TEXT:

Question "These next questions are about whether your family is able to afford the food that you need. For each statement, please indicate if 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}, 2023.

{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more."

DISPLAY "usted", "me" AND "quedarme", IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)). OTHERWISE, DISPLAY "su hogar", "Nos", AND "quedarnos". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "frecuentemente" "algunas veces," AND "nunca" AS UNDERLINED TEXT.

"Las siguientes preguntas son acerca de si su familia tiene suficiente dinero para comprar la comida que necesitan. Para cada afirmación, por favor indique si fue frecuentemente cierta, algunas veces cierta, o nunca fue cierta con respecto a {usted/su hogar} en los últimos 12 meses, es decir desde {CURRENT MONTH} de 2023.

{Me/Nos} preocupaba el {quedarme/quedarnos} sin comida antes de volver a tener dinero para comprar más."

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

- | |
|-----------------------|
| Frecuentemente cierto |
| Algunas veces cierto |
| Nunca cierto |

FDQ130b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, FDQ130c, ON ONE SCREEN IN A GRID.

DISPLAY "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "we". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

QUESTION TEXT:

Question "The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more."

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

DISPLAY "compraba" AND "tenía" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE,

DISPLAY "comprábamos" AND "teníamos". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

"La comida que {compraba/comprábamos} simplemente no duraba, y no {tenía/teníamos} dinero para comprar más."

- | |
|-----------------------|
| Frecuentemente cierto |
| Algunas veces cierto |
| Nunca cierto |

FDQ130c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, FDQ130c, ON ONE SCREEN IN A GRID.

DISPLAY "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "We". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "tenía" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE,

DISPLAY "teníamos". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

QUESTION TEXT:

Question "{I/We} couldn't afford to eat balanced meals."

"No {tenía/teníamos} suficiente dinero para tener una alimentación más balanceada."

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

- | |
|-----------------------|
| Frecuentemente cierto |
| Algunas veces cierto |
| Nunca cierto |

Box 1

IF (FDQ130a = 1 OR 2) OR (FDQ130b = 1 OR 2) OR (FDQ130c = 1 OR 2), THEN GO TO FDQ140. ELSE, GO TO FDQ192a.

FDQ140

DISPLAY INSTRUCTIONS:

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "you or other adults in your household".
NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

QUESTION TEXT:

Question "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

DISPLAY "usted" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE,

DISPLAY "usted o algún otro adulto en su hogar".
NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

"En los últimos 12 meses, ¿alguna vez {usted/usted o algún otro adulto en su hogar} comió de menos o se quedó sin comer porque no tenían dinero suficiente para comprar comida?"

Sí
FDQ160 No

FDQ150

QUESTION TEXT:

Question "How often did this happen?"

"¿Con qué frecuencia pasó esto?"

CODES

1 Almost every month
2 Some months, but not every month
3 In only 1 or 2 months

Casi todos los meses
Algunos meses, pero no todos
Solo en 1 o 2 meses

FDQ160**QUESTION TEXT:**

Question "In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?"

"En los últimos 12 meses, ¿alguna vez comió menos de lo que sintió que debería comer porque no había suficiente dinero para comprar comida?"

CODES

1 Yes
2 No

Sí
No

FDQ170**QUESTION TEXT:**

Question "In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?"

"En los últimos 12 meses, ¿alguna vez tuvo hambre pero no comió porque no había suficiente dinero para comprar comida?"

CODES

1 Yes
2 No

Sí
No

FDQ180**QUESTION TEXT:**

Question "In the last 12 months, did you lose weight because there wasn't enough money for food?"

"En los últimos 12 meses, ¿bajó de peso porque no había suficiente dinero para comprar comida?"

CODES

1 Yes

Sí

2 No

No

Box 2

IF (FDQ140=1) OR (FDQ160 =1) OR (FDQ170 = 1) OR (FDQ180=1), ASK FDQ190.
OTHERWISE, GO TO FDQ192a.

FDQ190

DISPLAY INSTRUCTIONS:

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "you or other adults in your household". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "usted" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "usted u otros adultos en su hogar". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

QUESTION TEXT:

Question "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?"

"En los últimos 12 meses, ¿alguna vez {usted/usted u otros adultos en su hogar} no comieron en todo el día porque no había suficiente dinero para comprar comida?"

CODES

1 Yes
2 No

Sí
FDQ192a No

FDQ191

QUESTION TEXT:

Question "How often did this happen?"

"¿Con qué frecuencia pasó esto?"

CODES

1 Almost every month
2 Some months, but not every month
3 In only 1 or 2 months

Casi todos los meses
Algunos meses, pero no todos
Solo en 1 o 2 meses

FDQ192a

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, FDQ192c, ON ONE SCREEN IN A GRID.

DISPLAY "I," AND "I was" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "We" AND "we were". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "children living in the household who are under 18 years old" AND "the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}" AND "{CHILD}". DISPLAY "often," "sometimes," "never", AND "{CHILD}/children living in the household who are under 18 years old}" AS UNDERLINED TEXT.

DISPLAY CURRENT MONTH

QUESTION TEXT:

Question "Please select whether the statement was often true, sometimes true, or never true in the last 12 months, that is, since last {CURRENT MONTH}, 2023, for {CHILD}/children living in the household who are under 18 years old}.

{I/We} relied on only a few kinds of low-cost food to feed {CHILD}/the children} because {I was/we were} running out of money to buy food."

DISPLAY "Tuve," AND "me estaba" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "Tuvimos" AND "nos estábamos". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "los niños que viven en su hogar y tienen menos de 18 años AND "los niños" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}" AND "{CHILD}".

DISPLAY "frecuentemente cierta," "algunas veces cierta," "nunca fue cierta", AND "{CHILD}/ los niños que viven en su hogar y tienen menos de 18 años}" AS UNDERLINED TEXT.

"Por favor indique si la afirmación fue frecuentemente cierta, algunas veces cierta, o nunca fue cierta con respecto a {CHILD}/los niños que viven en su hogar y tienen menos de 18 años} en los últimos 12 meses, es decir desde {CURRENT MONTH} de 2023."

{Tuve/Tuvimos} que depender de una variedad limitada de alimentos baratos para alimentar a {CHILD}/los niños} porque {me estaba/nos estábamos} quedando sin dinero para comprar comida."

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

- | |
|-----------------------|
| Frecuentemente cierto |
| Algunas veces cierto |
| Nunca cierto |

FDQ192b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, FDQ192c, ON ONE SCREEN IN A GRID.

DISPLAY "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "We". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

QUESTION TEXT:

Question "{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that."

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, FDQ192c, ON ONE SCREEN IN A GRID.

DISPLAY "Yo", "pude", AND "tenia" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER OR WITH AN AGE OTHER THAN DK OR RF. OTHERWISE, DISPLAY "Nosotros", "pudimos", AND "teníamos". NOTE- HOUSEHOLD MEMBERS WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "los niños" IF IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

"{Yo/Nosotros} no {pude/pudimos} darle a {{CHILD}/ los niños} una alimentación balanceada porque no {tenía/teníamos} el dinero suficiente."

- | |
|-----------------------|
| Frecuentemente cierto |
| Algunas veces cierto |
| Nunca cierto |

FDQ192c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, FDQ192c, ON ONE SCREEN IN A GRID.

DISPLAY "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "we". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "The children were" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1).

OTHERWISE, DISPLAY "{CHILD} was".

QUESTION TEXT:

Question "{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food."

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, FDQ192c, ON ONE SCREEN IN A GRID.

DISPLAY "yo" AND "tenía" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER OR WITH AN AGE OTHER THAN DK OR RF. OTHERWISE, DISPLAY "nosotros" AND "teníamos". NOTE- HOUSEHOLD MEMBERS WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "Los niños no estaban" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD} no estaba".

"{CHILD} no estaba/Los niños no estaban} comiendo suficiente porque {yo/nosotros} simplemente no {tenía/teníamos} con qué comprar suficiente comida."

- | |
|-----------------------|
| Frecuentemente cierto |
| Algunas veces cierto |
| Nunca cierto |

Box 3

IF (FDQ192a = 1 OR 2) OR (FDQ192b = 1 OR 2) OR (FDQ192c = 1 OR 2), GO TO FDQ210.
ELSE, GO TO BOX 4.

FDQ210**DISPLAY INSTRUCTIONS:**

DISPLAY "any of the children's" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}'s".

DISPLAY CURRENT MONTH

QUESTION TEXT:

Question "In the last 12 months, that is, since last {CURRENT MONTH}, 2023, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?"

DISPLAY "alguno de los niños" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

"En los últimos 12 meses, es decir, desde {CURRENT MONTH} de 2023, ¿alguna vez usted le dio menos de comer a {{CHILD}/alguno de los niños} porque no tenía dinero suficiente para comprar comida?"

CODES

1 Yes
2 No

Sí
No

FDQ240

DISPLAY INSTRUCTIONS:

DISPLAY "were any of the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "was {CHILD}".

DISPLAY "alguno de los niños" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

QUESTION TEXT:

Question "In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?"

"En los últimos 12 meses, ¿alguna vez, {{CHILD}/alguno de los niños} se quedó con hambre porque no tenían dinero suficiente para comprar comida?"

CODES

1 Yes
2 No

Sí
No

FDQ242

DISPLAY INSTRUCTIONS:

DISPLAY "any of the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

DISPLAY "alguno de los niños" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

QUESTION TEXT:

Question "In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?"

"En los últimos 12 meses, ¿alguna vez {{CHILD}/alguno de los niños} se quedó sin comer una comida porque no tenían dinero suficiente para comprar comida?"

CODES

1 Yes
2 No

Sí
FDQ250 No

FDQ243**QUESTION TEXT:**

Question "How often did this happen?"

"¿Con qué frecuencia pasó esto?"

CODES

1	Almost every month	Casi todos los meses
2	Some months, but not every month	Algunos meses, pero no todos
3	In only 1 or 2 months	Solo en 1 o 2 meses

FDQ250**DISPLAY INSTRUCTIONS:**

DISPLAY "any of the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

DISPLAY "alguno de los niños" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

QUESTION TEXT:

Question "In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?"

"En los últimos 12 meses, ¿alguna vez {CHILD}/alguno de los niños} no comió en todo el día porque no había suficiente dinero para comida?"

CODES

1	Yes	Sí
2	No	No

Box 4

GO TO SECTION HRQ (HISTORICAL ROSTER).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

11

Section HRQ Historical Roster

HRQ010

DISPLAY INSTRUCTIONS:

DISPLAY "not" IN UNDERLINED TEXT.

DISPLAY "no" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Now we have some question about {CHILD}'s parents. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer.

Does {CHILD} have any biological or adoptive parents who are not currently living in your household? Please include parents who are deceased. "

"Ahora tenemos algunas preguntas sobre los padres de {CHILD}. Algunas preguntas de esta sección pueden resultar delicadas y usted puede saltar cualquier pregunta que no desee responder.

¿Tiene {CHILD} algún padre o madre biológico o adoptivo que no esté viviendo actualmente en su hogar? Por favor incluya padres o madres que hayan fallecido."

CODES

1 Yes
2 No

Sí
Box 3 No

PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 3.

HRQ015

QUESTION TEXT:

Question "Which biological or adoptive parent(s) are not currently living in your household? Please include parents who are deceased. Please select all that apply."

"¿Cuál de los padres o madres biológicos o adoptivos no están viviendo actualmente en su hogar? Por favor incluya padres o madres que hayan fallecido. Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	Biological female parent	Madre biológica
2	Biological male parent	Padre biológico
3	Biological parent of another gender	Padre o madre biológico(a) de otro género
4	Adoptive female parent	Madre adoptiva
5	Adoptive male parent	Padre adoptivo
6	Adoptive parent of another gender	Padre o madre adoptivo(a) de otro género

PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 3.

Box 1

LOOP 1

ASK HRQ030 ONE TIME FOR EACH BIOLOGICAL FEMALE PARENT (HRQ015 = 1), BIOLOGICAL MALE PARENT (HRQ015 = 2), BIOLOGICAL PARENT OF ANOTHER GENDER (HRQ015 = 3), ADOPTIVE FEMALE PARENT (HRQ015 = 4), ADOPTIVE MALE PARENT (HRQ015 = 5), ADOPTIVE PARENT OF ANOTHER GENDER (HRQ015 = 6) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD.

HRQ030

DISPLAY INSTRUCTIONS:

DISPLAY "We would like to ask a few questions about {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender}." THE FIRST TIME THE QUESTION IS ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "biological" IF HRQ015 = 1, 2, OR 3.
DISPLAY "adoptive" IF HRQ015 = 4, 5, or 6.

DISPLAY "female parent" IF LOOPING ON BIOLOGICAL OR ADOPTIVE FEMALE PARENT NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1 OR 4). DISPLAY "male parent" IF LOOPING ON BIOLOGICAL OR ADOPTIVE MALE PARENT NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2 OR 5). DISPLAY "parent of another gender" IF LOOPING ON PARENT OF ANOTHER GENDER (HRQ015 = 3 or 6).

DISPLAY "{We...helpful.}" IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT INQ005g OR FSQ130). OTHERWISE, USE A NULL DISPLAY.

DISPLAY "for adoptive parents" IF THE RESPONDENT IS AN ADOPTIVE PARENT (INQ005g OR FSQ130 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

QUESTION TEXT:

{We would like to ask a few questions about {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender}.

{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 all parents. Any information you can provide will be helpful.}

Is {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender} currently living?

SaVisible "True"

DISPLAY " "Quisiéramos hacerle algunas preguntas sobre {la madre/el padre/la madre o el padre de otro género} {biológico(a)/adoptivo(a)}. THE FIRST TIME THE QUESTION IS ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "biológico(a)" IF HRQ015 = 1, 2, OR 3.
DISPLAY "adoptivo(a)" IF HRQ015 = 4, 5, or 6.

DISPLAY "la madre" IF LOOPING ON BIOLOGICAL OR ADOPTIVE FEMALE PARENT NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1 OR 4). DISPLAY "el padre" IF LOOPING ON BIOLOGICAL OR ADOPTIVE MALE PARENT NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2 OR 5). DISPLAY "la madre o el padre de otro género" IF LOOPING ON PARENT OF ANOTHER GENDER (HRQ015 = 3 or 6).

DISPLAY "{Entendemos...útil.}" IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT INQ005g OR FSQ130). OTHERWISE, USE A NULL DISPLAY.

DISPLAY " para padres adoptivos." IF THE RESPONDENT IS AN ADOPTIVE PARENT (INQ005g OR FSQ130 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

{Quisiéramos hacerle algunas preguntas sobre {la madre/el padre/la madre o el padre de otro género} {biológico(a)/adoptivo(a)}.

{Entendemos que algunas de estas preguntas podrían ser difíciles de contestar {para padres adoptivos}. Sin embargo, éstas son preguntas establecidas que se hacen cuando un(a) niño(a) no vive con sus padres biológicos. Cualquier información que pueda proporcionar será útil.}

¿Está vivo(a) actualmente {la madre/el padre/la madre o el padre de otro género} {biológico(a)/adoptivo(a)} de {CHILD}?"

CODES

1 Yes

Sí

2 No
3 The {biological/adoptive} {female parent/male parent/parent of another gender} is unknown Box 2

DON'T KNOW

No
No conocen {a la madre} {biológica/adoptiva} {al padre} {biológico/adoptivo} {a la madre o al padre} {{biológico(a)/adoptivo(o)} de otro género}.
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

Box 2

END LOOP 1

ASK HRQ030 FOR NEXT BIOLOGICAL FEMALE PARENT (HRQ015 = 1), BIOLOGICAL MALE PARENT (HRQ015 = 2), BIOLOGICAL PARENT OF ANOTHER GENDER (HRQ015 = 3), ADOPTIVE FEMALE PARENT (HRQ015 = 4), ADOPTIVE MALE PARENT (HRQ015 = 5), OR ADOPTIVE PARENT OF ANOTHER GENDER (HRQ015 = 6) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD. IF THERE ARE NO MORE PARENTS TO BE ASKED ABOUT, GO TO BOX 3.

Box 3

GO TO SECTION NRQ (NON-RESIDENT PARENT).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

12

Section NRQ Non-Resident Parent Questions

Box 1

IF RESPONDENT REPORTS THAT THERE ARE NO BIOLOGICAL OR ADOPTIVE PARENTS WHO DO NOT LIVE IN THE HOUSEHOLD OR THE RESPONDENT SKIPPED THAT QUESTION (HRQ010 = 2 OR SK) OR THE QUESTION ABOUT WHICH BIOLOGICAL OR ADOPTIVE PARENTS DO NOT LIVE IN THE HOUSEHOLD WAS SKIPPED (HRQ015 = SK), GO TO BOX 5.

OTHERWISE, CONTINUE WITH BOX 2.

Box 2

QUESTION TEXT:

LOOP 1

ASK BOX 3 - BOX 4 ONE TIME FOR EACH BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, AND ADOPTIVE PARENT OF ANOTHER GENDER NOT LIVING IN THE HOUSEHOLD.

DETERMINE LOOPING ELIGIBILITY:

1. BIOLOGICAL FEMALE PARENT NOT IN HOUSEHOLD: HRQ015 = 1
2. BIOLOGICAL MALE PARENT NOT IN HOUSEHOLD: HRQ015 = 2
3. BIOLOGICAL PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD: HRQ015 = 3
4. ADOPTIVE FEMALE PARENT NOT IN HOUSEHOLD: HRQ015 = 4
5. ADOPTIVE MALE PARENT NOT IN HOUSEHOLD: HRQ015 = 5
6. ADOPTIVE PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD: HRQ015 = 6

Box 3**QUESTION TEXT:**

IF ASKING ABOUT BIOLOGICAL FEMALE PARENT NOT IN HOUSEHOLD AND BIOLOGICAL FEMALE PARENT IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL FEMALE PARENT IS (HRQ015 = 1 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL FEMALE PARENT NOT IN HOUSEHOLD AND BIOLOGICAL FEMALE PARENT IS STILL LIVING (HRQ015 = 1 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL FEMALE PARENT.

IF ASKING ABOUT BIOLOGICAL MALE PARENT NOT IN HOUSEHOLD AND BIOLOGICAL MALE PARENT IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL MALE PARENT IS (HRQ015 = 2 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL MALE PARENT NOT IN HOUSEHOLD AND BIOLOGICAL MALE PARENT IS STILL LIVING (HRQ015 = 2 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL MALE PARENT.

IF ASKING ABOUT BIOLOGICAL PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD AND BIOLOGICAL PARENT OF ANOTHER GENDER IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL PARENT OR ANOTHER GENDER IS (HRQ015 = 3 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD AND BIOLOGICAL PARENT OF ANOTHER GENDER IS STILL LIVING (HRQ015 = 3 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL PARENT OF ANOTHER GENDER.

IF ASKING ABOUT THE ADOPTIVE FEMALE PARENT NOT IN HOUSEHOLD AND ADOPTIVE FEMALE PARENT IS NOT LIVING (HRQ015 = 4 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE FEMALE PARENT NOT IN HOUSEHOLD AND ADOPTIVE FEMALE PARENT IS STILL LIVING (HRQ015 = 4 AND HRQ030=1) GO TO NRQ040 TO ASK FOR THE ADOPTIVE FEMALE PARENT. IF ASKING ABOUT THE ADOPTIVE MALE PARENT NOT IN HOUSEHOLD AND ADOPTIVE MALE PARENT IS NOT LIVING (HRQ015 = 5 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE MALE PARENT NOT IN HOUSEHOLD AND ADOPTIVE MALE PARENT IS STILL LIVING (HRQ015 = 5 AND HRQ030=1) GO TO NRQ040 TO ASK FOR THE ADOPTIVE MALE PARENT. IF ASKING ABOUT THE ADOPTIVE PARENT OF ANOTHER GENDER AND ADOPTIVE PARENT OF ANOTHER GENDER IS NOT LIVING (HRQ015 = 6 AND HRQ030 = 2, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD AND ADOPTIVE PARENT OF ANOTHER GENDER IS STILL LIVING (HRQ015 = 6 AND HRQ030 = 1) GO TO NRQ040 TO ASK THE ADOPTIVE PARENT OF ANOTHER GENDER. ELSE, GO TO BOX 4.

NRQ040

DISPLAY INSTRUCTIONS:

IF THE LOOP IS ABOUT THE BIOLOGICAL FEMALE PARENT, DISPLAY "biological" AND "female parent" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Biological" WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE BIOLOGICAL MALE PARENT, DISPLAY "biological" AND "male parent" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Biological" WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE BIOLOGICAL PARENT OF ANOTHER GENDER, DISPLAY "biological" AND "parent of another gender" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8, IN ANSWER CATEGORY 5 DISPLAY "Biological" WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE ADOPTIVE FEMALE PARENT, DISPLAY "adoptive" AND "female parent" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Adoptive" WITH THE FIRST LETTER CAPITALIZED. DISPLAY "female parent" IN ANSWER CATEGORY 7.

IF THE LOOP IS ABOUT THE ADOPTIVE MALE PARENT, DISPLAY "adoptive" AND "male parent" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Adoptive" WITH THE FIRST LETTER CAPITALIZED. DISPLAY "male parent" IN ANSWER CATEGORY 7.

IF THE LOOP IS ABOUT ADOPTIVE PARENT OF ANOTHER GENDER, DISPLAY "adoptive" AND "parent of another gender" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8, IN ANSWER CATEGORY 5 DISPLAY "Adoptive" WITH THE FIRST LETTER CAPITALIZED.

QUESTION TEXT:

Question "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/their} {biological/adoptive} {male parent/female parent/parent of another gender}?"

SaVisible "True"

IF THE LOOP IS ABOUT THE BIOLOGICAL FEMALE PARENT, DISPLAY "madre" AND "biológica" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Biological" WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE BIOLOGICAL MALE PARENT, DISPLAY "padre" AND "biológico" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Ei" IN ANSWER CATEGORY 8 DISPLAY "al" IN FRONT OF "padre"

IF THE LOOP IS ABOUT THE BIOLOGICAL PARENT OF ANOTHER GENDER, DISPLAY "Madre o padre de otro género" AND "biológico o biológica" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8, IN ANSWER CATEGORY 5 DISPLAY "Madre" WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE ADOPTIVE FEMALE PARENT, DISPLAY "madre" AND "adoptiva" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "La" IN FRONT OF "madre" WITH THE FIRST LETTER CAPITALIZED. DISPLAY "madre" IN ANSWER CATEGORY 7.

IF THE LOOP IS ABOUT THE ADOPTIVE MALE PARENT, DISPLAY "padre" AND "adoptivo" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Ei" WITH THE FIRST LETTER CAPITALIZED. DISPLAY "padre" IN ANSWER CATEGORY 7.

IF THE LOOP IS ABOUT ADOPTIVE PARENT OF ANOTHER GENDER, DISPLAY "madre o padre de otro género" AND "adoptive o adoptiva" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8, IN ANSWER CATEGORY 5 DISPLAY "Madre" WITH THE FIRST LETTER CAPITALIZED.

"¿Cuánto tiempo hace desde la última vez que {CHILD} tuvo una visita, una llamada telefónica, una llamada con video, un correo electrónico, un texto u otro mensaje electrónico, o recibió una tarjeta o carta de su {padre/madre/madre o padre de otro género} {biológica/adoptiva}{biológico/adoptivo}{biólogo o biológica} {adoptivo o adoptiva}?"

CODES

1	Less than one month	Menos de un mes
2	More than a month but less than a year	Más de un mes, pero menos de un año
3	More than a year	Más de un año
4	No contact since birth	Ningún contacto desde que nació
5	{Biological/Adoptive} {male parent/female parent/parent of another gender} is deceased	{El padre/La madre/Madre o padre de otro género} {biológica/adoptiva}-{biológico/adoptivo} {biológico biológica}-{adoptivo o adoptiva} murió
6	{CHILD} has had no contact with {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender} since adoption	{CHILD} no ha tenido contacto con su {padre/madre/madre o padre de otro género} {biológico(a)/adoptivo(a)} desde su adopción
7	{{CHILD} does not have an adoptive {male parent/female parent/parent of another gender}}	{CHILD} no tiene {padre/madre/madre o padre de otro género} adoptivo(a)
8	{CHILD}'s {biological/adoptive} {male parent/female parent/parent of another gender} is not known or was only a donor DON'T KNOW	No se conoce {al padre/a la madre/a la madre o al padre de otro género} o solo fue donante DON'T KNOW

Box 4

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DISPLAY CODE 7 IF HRQ015 = 4, 5, OR 6 (AN ADOPTIVE NONRESIDENT PARENT WAS REPORTED) AND THE LOOP IS FOR AN ADOPTIVE FEMALE PARENT, MALE PARENT, OR PARENT OF ANOTHER GENDER.

Box 4

ASK NRQ040 FOR THE NEXT NONRESIDENTIAL PARENT. IF NO NEXT NONRESIDENTIAL PARENT, GO TO BOX 5.

Box 5

GO TO SECTION PEQ (Parent Education and Human Capital).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

13

Section PEQ Parent Education

Box 1

LOOP 1

ASK PEQ020 FOR 4 "KEY" PARENT FIGURES AS DEFINED IN BOX 12 OF FSQ AND UP TO 6 NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENTS (EVEN IF DECEASED).

ALWAYS ASK ABOUT THE NONRESIDENTIAL PARENT(S) LAST. DEFINE NONRESIDENT PARENTS AS FOLLOWS:

ALWAYS ASK ABOUT THE NON-RESIDENTIAL PARENT(S) LAST. DEFINE NON-RESIDENT PARENTS AS FOLLOWS:

1. NONRESIDENT BIOLOGICAL FEMALE PARENT (IF HRQ030=1 OR 2 FOR A BIOLOGICAL FEMALE PARENT).

2. NONRESIDENT BIOLOGICAL MALE PARENT (IF HRQ030=1 OR 2 FOR A BIOLOGICAL MALE PARENT).

3. NONRESIDENT BIOLOGICAL PARENT OF ANOTHER GENDER (IF HRQ030=1 OR 2 FOR A BIOLOGICAL PARENT OF ANOTHER GENDER).

4. NONRESIDENT ADOPTIVE FEMALE PARENT (IF HRQ030 = 1 OR 2 FOR AN ADOPTIVE FEMALE PARENT).

5. NONRESIDENT ADOPTIVE MALE PARENT (IF HRQ030 = 1 OR 2 FOR AN ADOPTIVE MALE PARENT).

6. NONRESIDENT ADOPTIVE PARENT OF ANOTHER GENDER (IF HRQ030=1 OR 2 FOR AN ADOPTIVE PARENT OF ANOTHER GENDER).

NOTE: FOR RESIDENT PARENTS/RESPONDENT, LOOP 1 WILL BE ASKED A MINIMUM OF 1 TIME AND A MAXIMUM OF 4 TIMES. FOR NONRESIDENT PARENTS, LOOP 1 WILL BE ASKED A MINIMUM OF 0 TIMES AND A MAXIMUM OF 6 TIMES.

PEQ020

DISPLAY INSTRUCTIONS:

DISPLAY "Now we would... parent(s)." THE FIRST TIME PEQ020 IS SHOWN ONLY.

DISPLAY "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT PARENT.

DISPLAY "biological" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptive" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT ADOPTIVE PARENT.

DISPLAY "female parent" IF THE NONRESIDENTIAL FEMALE PARENT IS BEING ASKED ABOUT. DISPLAY "male parent" IF THE NONRESIDENTIAL MALE PARENT IS BEING ASKED ABOUT. DISPLAY "parent of another gender" IF THE NONRESIDENTIAL PARENT OF ANOTHER GENDER IS BEING ASKED ABOUT.

DISPLAY "have" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "had" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT BIOLOGICAL PARENT AND HRQ030 = 2 FOR THAT PARENT. OTHERWISE, DISPLAY "has".

QUESTION TEXT:

Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}"

What is the highest grade or year of school or degree that {you/{INITIALS/NAME}/{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}} {have/has/had} completed?"

DISPLAY "Ahora quisiéramos preguntarle... de {CHILD}." THE FIRST TIME PEQ020 IS SHOWN ONLY.

DISPLAY "usted" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "{la madre/el padre /madre o padre de otro género} {biológica/adoptiva}{biológico/adoptivo} {biológico o biológica} {adoptivo o adoptiva} de {CHILD}" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT PARENT.

DISPLAY "biológico(a)" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptivo(a)" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT ADOPTIVE PARENT.

DISPLAY "madre" IF THE NONRESIDENTIAL FEMALE PARENT IS BEING ASKED ABOUT. DISPLAY "padre" IF THE NONRESIDENTIAL MALE PARENT IS BEING ASKED ABOUT. DISPLAY "madre o padre de otro género" IF THE NONRESIDENTIAL PARENT OF ANOTHER GENDER IS BEING ASKED ABOUT.

DISPLAY "ha" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "había" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT BIOLOGICAL PARENT AND HRQ030 = 2 FOR THAT PARENT. OTHERWISE, DISPLAY "ha".

"{Ahora quisiéramos preguntarle acerca de la educación de los padres y madres de {CHILD}.}"

¿Cuál es el grado o año escolar o título más alto que {{usted/{INITIALS/NAME}}/{la madre/el padre /madre o padre de otro género} {biológica/adoptiva}{biológico/adoptivo} {biológico o biológica} {adoptivo o adoptiva}} de {CHILD}} {ha/había} completado?"

CODES

0 Never went to school
1 1st grade

Nunca fue a la escuela
1º grado

2	2nd grade	2º grado
3	3rd grade	3º grado
4	4th grade	4º grado
5	5th grade	5º grado
6	6th grade	6º grado
7	7th grade	7º grado
8	8th grade	8º grado
9	9th grade	9º grado
10	10th grade	10º grado
11	11th grade	11º grado
12	12th grade but no diploma	12º grado
13	High school equivalent/GED	Equivalente a High school /GED
14	High school diploma	Diploma de High school
15	Vocational or technical program after high school but no vocational/technical diploma	Programa vocacional/técnico posterior a high school pero sin diploma vocacional/técnico
16	Vocational or technical program after high school, diploma	Diploma de programa vocacional/técnico posterior a high school
17	Some college but no degree	Algo de college pero sin título
18	Associate's degree	Grado asociado
19	Bachelor's degree	Título de bachelor
20	Graduate or professional school but no degree	Estudios de posgrado o profesionales pero sin obtener título
21	Master's degree (MA, MS)	Maestría (MA, MS)
22	Doctorate degree (Ph.D, Ed.D)	Doctorado (Ph.D, Ed.D)
23	Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)	Título profesional posterior al título de bachelor (medicina/MD; odontología/DDS; leyes/JD/LLB; etc.)
24	Don't know	No sé
25	Rather not answer	Prefiere no contestar

PROGRAMMER INSTRUCTIONS:

DISPLAY 'Don't know' AND 'Rather not answer' AT THE TOP OF CODE 0 WHEN THE QUESTION IS ASKED. CONVERT THE 'Don't know' AND 'Rather not answer' TO SPECIAL ANSWERS DK AND RF IN THE SAVED VARIABLE.

IN HELP TEXT BOLD "Highest Grade or Year of School Completed", "12th grade but no diploma", "High school equivalent/GED", "High school diploma", "Vocational/technical program after high school but no voc/tech diploma", "Vocational/technical program after high school, diploma", "Some college but no degree", "Associate's degree", "Bachelor's degree", "Graduate or professional school but no degree",

DISPLAY 'No sé' AND 'Prefiere no contestar' AT THE TOP OF CODE 0 WHEN THE QUESTION IS ASKED. CONVERT THE 'No sabe' AND 'Prefiere no contestar' TO SPECIAL ANSWERS DK AND RF IN THE SAVED VARIABLE.

IN HELP TEXT BOLD "Grado o año escolar más alto completado", "Grado 12 pero sin diploma ", "Equivalente de high school/GED ", "Diploma de high school", " Programa vocacional/técnico después de high school pero sin diploma vocacional/técnico", " Programa vocacional/técnico después de high school, diploma", " Algunos estudios universitarios pero sin título", "Grado asociado", "Título de Bachelor/Licenciatura",

"Master's (MA, MS)", "Doctorate Degree (Ph.D., Ed.D.)", "Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB)"

HELP FOR STEM: Highest Grade or Year of School Completed: Please select the highest grade or year of school that was finished, even if took more or less time to reach that year of school than expected.

HELP FOR CODE 12: 12th grade but no diploma: Select this if the 12th grade was finished, but there was not a high school diploma or GED. High school typically refers to grades 9-12.

HELP FOR CODE 13: High school equivalent/GED: Select this if a person has a high-school equivalency diploma or GED from passing the General Educational Development Test and does not have a diploma received from a high school. High school typically refers to grades 9-12.

HELP FOR CODE 14: High school diploma: A certificate showing that the courses required for high school graduation were completed. High school typically refers to grades 9-12.

HELP FOR CODE 15: Vocational/technical program after high school but no voc/tech diploma: Select this if a person attended a vocational or technical program, but did not earn a degree/diploma/certificate of successful completion of the program. These programs are training or education for a trade and are completed after high school (high school typically refers to grades 9-12), but do 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.

HELP FOR CODE 16: Vocational/technical program after high school, diploma: Select this if a person attended a vocational or technical program, and earned a degree/diploma/certificate of successful completion of the program. These programs are work or education for a trade and are completed

"Estudios profesionales o de posgrado pero sin título", "Maestría (MA, MS)", "Doctorado (Ph.D., EdD)", " Título profesional después del bachelor (Medicina/MD; Odontología/DDS, Leyes/JD/LLB)"

HELP FOR STEM: Grado o año escolar más alto completado: seleccione el grado o año escolar más alto que haya terminado, incluso si tomó más o menos tiempo alcanzar ese año escolar de lo esperado.

HELP FOR CODE 12: Grado 12 pero sin diploma: Seleccione esto si el grado 12 se terminó, pero no hubo un diploma de high school o GED. High school generalmente se refiere a los grados 9-12.

HELP FOR CODE 13: Equivalente de high school/GED: seleccione esta opción si una persona tiene un diploma de equivalencia de high school o GED al aprobar la Prueba de Desarrollo Educativo General y no recibió un diploma de high school. High school generalmente se refiere a los grados 9-12.

HELP FOR CODE 14: Diploma de high school: un certificado que muestra que una persona terminó los cursos requeridos para graduarse de la high school. High school generalmente se refiere a los grados 9-12.

HELP FOR CODE 15: Programa vocacional/técnico después de high school pero sin diploma vocacional/técnico: Seleccione esto si una persona asistió a un programa vocacional o técnico, pero no obtuvo un título/diploma/certificado de finalización exitosa del programa. Estos son programas que dan entrenamiento o estudios para un oficio y se completan después de high school (high school generalmente se refiere a los grados 9-12), pero no incluyen el college o la universidad. Los ejemplos incluyen escuela de secretariado, escuela de entrenamiento para mecánicos o para técnicos en computación, etc. Algunos colleges o universidades comunitarias ofrecen entrenamiento vocacional, pero esto se consideraría "1-2 años de universidad" o "grado asociado" y no escuela vocacional o de oficios.

HELP FOR CODE 16: Programa vocacional/técnico después de high school, diploma: Seleccione esto si una persona asistió a un programa vocacional o técnico y obtuvo un título/diploma /certificado de finalización exitosa del programa. Estos son

after high school (high school typically refers to grades 9-12), but do 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.

HELP FOR CODE 17: Some college but no degree: Select this if a person does not have a 4-year college (bachelor's) degree, but has completed a class for credit at a college or university.

HELP FOR CODE 18: Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

HELP FOR CODE 19: Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

HELP FOR CODE 20: Graduate or professional school but no degree: Select this if a person went to graduate or professional school and got some credit 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.

HELP FOR CODE 21: Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

HELP FOR CODE 22: Doctorate Degree (Ph.D., Ed.D.): Studies beyond a master's degree that result in a doctorate degree.

HELP FOR CODE 23: 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.

programas de trabajo o estudios para un oficio y se completan después de high school (high school generalmente se refiere a los grados 9-12), pero no incluyen el college o la universidad. Los ejemplos incluyen escuela de secretariado, escuela de entrenamiento para mecánicos o para técnicos en computación, etc. Algunos colleges o universidades comunitarias ofrecen entrenamiento vocacional, pero esto se consideraría "1-2 años de universidad" o "grado asociado" y no escuela vocacional o de oficios.

HELP FOR CODE 17: Algunos estudios universitarios pero sin título: seleccione esta opción si una persona no tiene un título universitario (licenciatura/bachelor) de 4 años, pero ha completado una clase para obtener créditos en un college o universidad.

HELP FOR CODE 18: Grado asociado: un título universitario de 2 años típicamente obtenido en un college comunitario (en lugar de una escuela vocacional).

HELP FOR CODE 19: Título de Bachelor/Licenciatura: Un título universitario de 4 años obtenido en una universidad o college de 4 años. A veces se llama título subgraduado.

HELP FOR CODE 20: Estudios profesionales o de posgrado pero sin título: Seleccione esta opción si una persona asistió a una escuela de posgrado o profesional y obtuvo algún crédito para obtener un título más allá de un bachelor (por ejemplo, una maestría, doctorado u otro título profesional). Sin embargo, la persona no completó el programa ni obtuvo el título.

HELP FOR CODE 21: Maestría (MA, MS): Estudios más allá de un bachelor, pero no un doctorado. O Ed.D.

HELP FOR CODE 22: Doctorado (Ph.D., EDD): Estudios más allá de una maestría que resultan en un doctorado.

HELP FOR CODE 23: Título profesional después del bachelor (Medicina/MD; Odontología/DDS, Leyes/JD/LLB): cualquier otra licenciatura obtenida con estudios académicos más allá del bachelor.

PEQ050

DISPLAY INSTRUCTIONS:

DISPLAY "Are you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "Is {INITIAL/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender }}" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT PARENT.

DISPLAY "biological" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptive" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT ADOPTIVE PARENT.

QUESTION TEXT:

Question "{Are you/Is {INITIALS/NAME}/Is {CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}} currently attending or enrolled in any courses from a school, college, or university?"

CODES

1 Yes
2 No

DISPLAY "¿Está usted" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "¿Está {INITIAL/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "{la madre/el padre /la madre o el padre de otro género} {biológico(a)/adoptivo(a)} de {CHILD}" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT PARENT.

DISPLAY "biológico(a)" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptivo(a)" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT ADOPTIVE PARENT.

"{¿Está {usted/{INITIALS/NAME}/{la madre /el padre/la madre o el padre de otro género} {biológico(a)/adoptivo(a)} de {CHILD}} asistiendo o matriculado(a) en algún curso de una escuela, college o universidad actualmente?"

Sí
No
Box 3

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 3.

PEQ060

DISPLAY INSTRUCTIONS:

DISPLAY "Are you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "Is {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT PARENT.

DISPLAY "biological" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptive" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON- RESIDENT ADOPTIVE PARENT.

QUESTION TEXT:

Question "{Are you/Is {NAME}}/Is {CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}" currently taking courses full time or part time?"

CODES

1 Full-time
2 Part-time

PROGRAMMER INSTRUCTIONS:

DISPLAY "Full-time" AND "Part-time" IN BOLD IN HELP TEXT.

HELP FOR STEM: 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.

DISPLAY "Are you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "Is {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT PARENT.

DISPLAY "biological" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptive" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON- RESIDENT ADOPTIVE PARENT.

"{¿Está {usted/{NAME}}/ {la madre /el padre/la madre o el padre de otro género} biológico(a) o adoptivo(a) de {CHILD}} tomando cursos a tiempo completo o tiempo parcial?"

Tiempo completo
Tiempo parcial

DISPLAY "Tiempo completo" AND "Tiempo parcial" IN BOLD IN HELP TEXT.

HELP FOR STEM: A tiempo completo: Se considera que una persona asiste a la escuela a tiempo completo si lleva una carga completa de horas de clase en un semestre o trimestre. Se trata normalmente de 12 horas de crédito o más.

A tiempo parcial: Se considera que una persona asiste a la escuela a tiempo parcial si lleva menos de una carga completa de horas de clase en un semestre o trimestre. Normalmente son menos de 12 créditos.

Box 3

END LOOP 1

ASK PEQ020 – PEQ060 (IF APPLICABLE) FOR NEXT “KEY” PARENT FIGURE AS DEFINED IN BOX 12 OF FSQ IN THE CURRENT SURVEY AND FOR UP TO 4 NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENTS AS DEFINED AT THE BEGINNING OF LOOP 1.

IF NO NEXT “KEY” PARENT FIGURE OR NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENT, GO TO BOX 4.

Box 4

GO TO SECTION EMQ (PARENT EMPLOYMENT).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

14

Section EMQ Parent Employment

Box 1

LOOP 1

ASK EMQ005-EMQ215 FOR 4 "KEY" PARENT
FIGURES AS DEFINED IN BOX 12 OF FSQ.

EMQ005

DISPLAY INSTRUCTIONS:

DISPLAY "your" and "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "usted" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "Which best describes {your/{INITIALS/NAME}'s} current employment situation? {Are you/Is {INITIALS/NAME}}..."

"¿Cuál describe mejor la situación laboral actual de (usted/{INITIALS/NAME})? ¿Está {usted/{INITIALS/NAME}}..."

CODES

1	Working 35 or more hours per week, counting all jobs	Trabajando 35 o más horas por semana, contando todos los trabajos
2	Working less than 35 hours per week, counting all jobs	Trabajando menos de 35 horas por semana, contando todos los trabajos
3	Actively looking for work	Buscando trabajo activamente
4	Not in the labor force	EMQ210 No está en la fuerza laboral

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO EMQ210.

HELP FOR CODE 1: Working for 35 hours or more per week, counting all jobs: This includes if you are currently on vacation or leave but you are still employed for 35 hours or more per week.

HELP FOR CODE 2: Working less than 35 hours per week, counting all jobs: This includes if you are currently on vacation or leave but you are still employed for less than 35 hours per week.

HELP FOR CODE 3: Actively looking for work: For example, in the past month, engaged in activities such as: checked with a public employment agency, checked with a private employment agency, checked with an employer directly or sent a resume to an employer, checked with friend or relative, or places or answered ads/send resume related to an ad.

HELP FOR CODE 4: Not in the labor force: Not working, and not actively looking for work.

HELP FOR CODE 1: Trabajar durante 35 horas o más por semana, contando todos los trabajos: Esto incluye si usted es Actualmente está de vacaciones o de licencia, pero todavía está empleado durante 35 horas o más por semana.

HELP FOR CODE 2: Trabajar menos de 35 horas por semana, contando todos los trabajos: Esto incluye si usted es Actualmente de vacaciones o de licencia, pero todavía está empleado por menos de 35 horas por semana.

HELP FOR CODE 3: Buscar trabajo activamente: Por ejemplo, en el último mes, participó en actividades tales como: consultó con una agencia pública de empleo, consultó con una agencia de empleo privada, consultó con un empleador directamente o envió un currículum vitae a un empleador, verificó con un amigo o pariente, o lugares o respondió anuncios / enviar currículum relacionado con un anuncio.

HELP FOR CODE 4: No en la fuerza laboral: No

trabajar y no buscar trabajo activamente.

Box 1b

QUESTION TEXT:

SET EMQLANG AS CURRENT ACTIVE
LANGUAGE ONLY ONCE. GO TO EMQ126 IF
EMQLang = ESP. ELSE GO TO EMQ125.

EMQ125

DISPLAY INSTRUCTIONS:

DISPLAY "What is {your/{INITIALS/NAME}'s} current" IF CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2). ELSE DISPLAY "In {your/{INITIALS/NAME}'s} most recent job, what was {your/{INITIALS/NAME}'s}".

DISPLAY "your" and "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "have" AND "work" IF (CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT) AND (THE RESPONDENT IS CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2)). ELSE ELSE DISPLAY "had" AND "worked" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT.

DISPLAY "has" AND "works" IF (CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT) AND (THIS PARENT FIGURE IS CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2)). ELSE DISPLAY "had" AND "worked" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "job title" IN BOLD TEXT.

QUESTION TEXT:

Question "{What is {your/{INITIALS/NAME}'s} current/In {your/{INITIALS/NAME}'s} most recent job, what was {your/{INITIALS/NAME}'s}} job title (for example, 4th-grade teacher, apprentice plumber)?

If {you/{INITIALS/NAME}} {have/has/had} more than one job, describe the one at which {you/{INITIALS/NAME}} {work/works/worked} the most hours.

Start by typing the job title and select the closest match from the options returned. If you are unable to find a close match for {your/{INITIALS/NAME}'s} job title, click "Job title not listed."

DISPLAY "¿Cuál es el título del puesto de {su trabajo actual/el trabajo {actual de {INITIALS/NAME}" IF CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 OR 2). ELSE DISPLAY "En el trabajo más reciente, ¿cuál era el título del puesto de trabajo {suyo/de {INITIALS/NAME}}".

DISPLAY "su trabajo actual", "suyo", "Usted", AND "de usted" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. ELSE DISPLAY "el trabajo actual de {INITIALS/NAME}" AND "de {INITIALS/NAME}".

DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "tiene" AND "trabaja" IF (CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT) AND (THE RESPONDENT IS CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2). ELSE ELSE DISPLAY "tenía" AND "trabajaba" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT.

DISPLAY "título del puesto de trabajo" IN BOLD TEXT.

"{¿Cuál es el título del puesto de {su trabajo actual/el trabajo actual de {INITIALS/NAME}/En el trabajo más reciente, ¿cuál era el título del puesto de trabajo {suyo/de {INITIALS/NAME}}, (por ejemplo, maestro de 4º grado, aprendiz de plomero)?

Si {usted/{INITIALS/NAME}} {tiene/tenía} más de un trabajo, describe el trabajo en el que {usted/{INITIALS/NAME}} {trabaja/trabajaba} más horas.

Comience a escribir el título del puesto de trabajo y seleccione la opción que mejor corresponda entre las opciones que aparezcan. Si no puede encontrar una que se aproxime al trabajo {de usted/de {INITIALS/NAME}}, haga clic en "Título del trabajo no está en la lista."

"Job title not listed."

"Título del trabajo no está en la lista."

PROGRAMMER INSTRUCTIONS:

DISPLAY THE LIST OF JOB TITLES "SOCTITLE" IN THE PRELOAD ASSOCIATED WITH EMQ125. SAVE EACH JOB TITLE WITH THE SOCCODE6 CODE, BUT DO NOT DISPLAY THE CODE IN THE SURVEY LIST.

ADD SPECIAL ANSWER TO DISPLAY "Job title not listed" AS A RADIO BUTTON AT THE END OF THE LIST OF JOB TITLES.

DISPLAY THE LIST OF JOB TITLES "SOCTITLE" IN THE PRELOAD ASSOCIATED WITH EMQ125. SAVE EACH JOB TITLE WITH THE SOCCODE2 CODE, BUT DO NOT DISPLAY THE CODE IN THE SURVEY LIST.

ADD SPECIAL ANSWER TO DISPLAY "Título del trabajo no está en la lista." AS A RADIO BUTTON AT THE END OF THE LIST OF JOB TITLES.

Box 2

IF EMQ125 = "JOB TITLE NOT LISTED" OR EMQ125 = SK GO TO EMQ126 (GENERAL OCCUPATION). ELSE IF THE RESPONDENT'S ANSWER IN EMQ125 MATCHES MORE THAN ONE SOCCODE6 CODE, GO TO EMQ125b (SPECIFIC OCCUPATION). ELSE IF THE RESPONDENT'S ANSWER IN EMQ125 MATCHES ONLY ONE SOCCODE6 CODE, GO TO EMQ129 (JOB DUTIES).

NOTE: IF THE RESPONDENT INDICATES THAT THE JOB TITLE IS NOT LISTED IN EMQ125, THE RESPONDENT IS DIRECTED TO GENERAL (EMQ126), SPECIFIC (EMQ127), AND DETAILED (EMQ128) CATEGORIES FOR CODING. IF A JOB TITLE SELECTED IN EMQ125 MATCHES MORE THAN ONE SOCCODE6 NUMBER IN THE EMQ125 DROPDOWN LIST, ONE MORE DROPDOWN LIST (USING SOCCODE6_LABEL) WILL BE PROVIDED IN EMQ125b TO OBTAIN A JOB TITLE. IF A JOB TITLE SELECTED IN EMQ125 MATCHES ONLY ONE SOCCODE6 NUMBER IN THE EMQ125 DROPDOWN LIST, THE JOB TITLE HAS BEEN OBTAINED AND THE RESPONDENT IS SKIPPED TO EMQ129 (JOB DUTIES).

EMQ125b

DISPLAY INSTRUCTIONS:

DISPLAY "Your" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "Su puesto de trabajo" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. ELSE DISPLAY "El puesto de trabajo de {INITIALS/NAME}".

QUESTION TEXT:

Question "{Your/{INITIALS/NAME}'s} job title could be classified into more than one category.

Please scroll down and select the specific category that best describes {your/{INITIALS/NAME}'s} job.

Specific Area:"

Watermark : "Select one"

"{Su puesto de trabajo/El puesto de trabajo de {INITIALS/NAME}} se podría clasificar bajo más de una categoría.

Por favor vaya hacía abajo y seleccione la categoría específica que mejor describa su trabajo.

La categoría específica:"

Watermark: "Seleccione uno"

PROGRAMMER INSTRUCTIONS:

DISPLAY THE SOCCODE6_LABEL FOR THE CODES FROM EMQ125 IN THE SPECIFIC AREA DROPDOWN.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO EMQ129.

DISPLAY THE SOCCODE6_LABEL FOR THE CODES FROM EMQ125 IN THE SPECIFIC AREA DROPDOWN.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO EMQ129.

Box 3

GO TO EMQ129.

EMQ126

DISPLAY INSTRUCTIONS:

DISPLAY EMQ126, EMQ127, AND EMQ128 ON THE SAME SCREEN.

DISPLAY "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "current" IF CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2). ELSE DISPLAY "most recent".

QUESTION TEXT:

Question "Please help us categorize {your/{INITIALS/NAME}'s} {current/most recent} job using the dropdown boxes displayed. Scrolling each dropdown, click to select the category that best describes your occupation area and classification."

General Area:"

Watermark : "Select one"

DISPLAY "Usted" AND "su trabajo" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. ELSE DISPLAY "el trabajo de {INITIALS/NAME}."

DISPLAY "actual" IF CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2). ELSE DISPLAY "más reciente".

"Por favor ayúdenos a categorizar {su trabajo/el trabajo de {INITIALS/NAME}} {actual/más reciente} utilizando los cuadros desplegables que se muestran. Yendo hacia abajo en cada lista desplegable, haga clic para seleccionar la opción que mejor describe el área y la clasificación de su ocupación."

Área general:"

Watermark: "Seleccione uno"

PROGRAMMER INSTRUCTIONS:

DISPLAY THE GENERAL CATEGORY FROM THE EMQ126 PRELOAD IN THE GENERAL AREA DROPDOWN.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO EMQ129.

EMQ127

DISPLAY INSTRUCTIONS:

DISPLAY EMQ126, EMQ127, AND EMQ128 ON THE SAME SCREEN.

DISPLAY "Your" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "Su puesto de trabajo" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. ELSE DISPLAY "El puesto de trabajo de {INITIALS/NAME}".

QUESTION TEXT:

Question "{Your/{INITIALS/NAME}'s} job title could be classified into more than one category.

Please scroll down and select the specific category that best describes {your/{INITIALS/NAME}'s} job.

Specific Area:"

Watermark : "Select one"

"{Su puesto de trabajo/El puesto de trabajo de {INITIALS/NAME}} se podría clasificar bajo más de una categoría.

Por favor vaya hacia abajo y seleccione la categoría específica que mejor describa su trabajo.

La categoría específica:"

Watermark: "Seleccione uno"

PROGRAMMER INSTRUCTIONS:

USING THE CODE SELECTED FOR THE GENERAL OCCUPATION CATEGORY FROM THE EMQ126 PRELOAD (E.G., "Transportation and Material Moving Occupations" FOR MAJOR GROUP CODE 53-000), DISPLAY THE SPECIFIC CATEGORY FROM THE EMQ127 PRELOAD THAT MATCHES THE FIRST TWO DIGITS OF THE CODE IN EMQ127 (E.G., "Air Transportation Workers" FOR SPECIFIC GROUP CODE 53-200).

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO EMQ129.

USING THE CODE SELECTED FOR THE GENERAL OCCUPATION CATEGORY FROM THE EMQ126 PRELOAD (E.G., "Ocupaciones de transporte y mudanzas" FOR MAJOR GROUP CODE 53-000), DISPLAY THE SPECIFIC CATEGORY FROM THE EMQ127 PRELOAD THAT MATCHES THE FIRST TWO DIGITS OF THE CODE IN EMQ127 (E.G., "Trabajadores de transporte aéreo" FOR SPECIFIC GROUP CODE 53-200).

EMQ128

DISPLAY INSTRUCTIONS:

DISPLAY EMQ126, EMQ127, AND EMQ128 ON THE SAME SCREEN.

QUESTION TEXT:

Question "Detailed Occupation Classification:"

Watermark : "Select one"

"Clasificación detallada de ocupaciones:"

Watermark: "Seleccione uno"

PROGRAMMER INSTRUCTIONS:

USING THE CODE SELECTED FOR THE SPECIFIC CATEGORY FROM THE EMQ127 PRELOAD (E.G., "Air Transportation Workers" FOR SPECIFIC GROUP CODE 53-200), DISPLAY THE DETAILED CATEGORY FROM THE EMQ128 PRELOAD THAT MATCHES THE FIRST FOUR DIGITS OF THE CODE IN EMQ128, INCLUDING THE DASH AS A DIGIT (E.G., "Commercial Pilots" FOR DETAILED GROUP CODE 53-2012).

USING THE CODE SELECTED FOR THE SPECIFIC CATEGORY FROM THE EMQ127 PRELOAD (E.G., "Air Transportation Workers" FOR SPECIFIC GROUP CODE 53-200), DISPLAY THE DETAILED CATEGORY FROM THE EMQ128 PRELOAD THAT MATCHES THE FIRST FOUR DIGITS OF THE CODE IN EMQ128, INCLUDING THE DASH AS A DIGIT (E.G., "Pilotos comerciales" FOR DETAILED GROUP CODE 53-2012).

EMQ129

DISPLAY INSTRUCTIONS:

DISPLAY "are" IF (CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A PARENT FIGURE WHO IS CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2)). ELSE DISPLAY "were".

DISPLAY "your" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "job duties" IN BOLD TEXT.

IF JOB TITLE IN EMQ125 IS NOT "JOB NOT LISTED" OR SK, DISPLAY "as a/an {JOB TITLE FROM EMQ125}". ELSE USE A NULL DISPLAY.

DISPLAY "son" IF (CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A PARENT FIGURE WHO IS CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2)). ELSE DISPLAY "eran".

DISPLAY "usted" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "responsabilidades de trabajo" IN BOLD TEXT.

IF JOB TITLE IN EMQ125 IS NOT "JOB NOT LISTED" OR SK, DISPLAY "como {JOB TITLE FROM EMQ125}". ELSE USE A NULL DISPLAY.

QUESTION TEXT:

Question "What {are/were} {your/{INITIALS/NAME}}'s job duties {as a/an {JOB TITLE FROM EMQ125}} (for example, instruct and evaluate students and create lesson plans; assemble and install pipe sections and review building plans for work details)?"

"¿Cuáles {son/eran} las responsabilidades de trabajo de {usted/INITIALS/NAME} como {JOB TITLE FROM EMQ125}} (por ejemplo, enseñar y evaluar a los estudiantes y crear planes para las lecciones; armar e instalar secciones de tuberías y revisar planes de construcción para ver detalles del trabajo)?"

ENTER TEXT

EMQ160

DISPLAY INSTRUCTIONS:

DISPLAY "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "usted" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "At any point since the start of the pandemic, please indicate whether or not {you/{INITIALS/NAME}} had to do any of the following as a result of the coronavirus pandemic. Please select all that apply."

"Por favor indique si {usted/{INITIALS/NAME}} tuvo que hacer alguna de las siguientes cosas en algún momento desde el comienzo de la pandemia. Por favor seleccione todo lo que corresponda."

CODES	Code All That Apply	
1	Work more than desired	Trabajar más de lo que quería
2	Work less than desired	Trabajar menos de lo que quería
3	Take a job outside regular line of work	Empezar un trabajo fuera de su ocupación habitual
4	Take a less desirable job	Empezar un trabajo menos deseable
5	Put off enrolling for additional education	Postergar matricularse para seguir sus estudios
6	Look for additional education or training	Procurar más educación o entrenamiento
7	None of the above	Ninguno de los anteriores

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 7, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 7, DISPLAY HARD ERROR CHECK MESSAGE, "Usted seleccionó "Ninguno de los anteriores" pero también seleccionó otra opción de la lista. Por favor revise lo que contestó y corrija su respuesta. Luego seleccione "Siguiente" para continuar."

EMQ210

DISPLAY INSTRUCTIONS:

DISPLAY "have you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "has {INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "usted" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "Since {CHILD} was born, {have you/has/INITIALS{NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?"

"Desde que nació {CHILD}, ¿{usted/INITIALS/NAME}} ha estado en el servicio activo en las Fuerzas Armadas de los EE. UU., en la Reserva Militar o en la Guardia Nacional?"

CODES

1 Yes
2 No

Sí
Box 5 No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.

IN HELP TEXT, DISPLAY "does" IN UNDERLINED TEXT IN THE LINE THAT INCLUDES "...but does include activation..."

SK SKIPS TO BOX 5.

IN HELP TEXT, DISPLAY "incluye" IN UNDERLINED TEXT IN THE LINE THAT INCLUDES "...pero incluye activación..."

HELP FOR STEM: El servicio activo no incluye entrenamiento para las Reservas o la Guardia Nacional, pero incluye activación, por ejemplo, para las guerras o para ayudar con emergencias nacionales.

EMQ215

DISPLAY INSTRUCTIONS:

DISPLAY "Are you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY DISPLAY "Is INITIALS/{NAME}" (AND THAT INITIALS/PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "usted" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY DISPLAY "INITIALS/{NAME}" (AND THAT INITIALS/PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?"

"{¿Está usted/¿Está {NAME}} actualmente en servicio activo en las Fuerzas Armadas de los EE. UU., las Reservas Militares o la Guardia Nacional?"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.

IN HELP TEXT, DISPLAY "does" IN UNDERLINED TEXT IN THE LINE THAT INCLUDES "...but does include activation..."

IN HELP TEXT, DISPLAY "incluye" IN UNDERLINED TEXT IN THE LINE THAT INCLUDES "...pero incluye activación..."

HELP FOR STEM: El servicio activo no incluye entrenamiento para las Reservas o la Guardia Nacional, pero incluye activación, por ejemplo, para las guerras o para ayudar con emergencias nacionales.

Box 5

END LOOP 1

ASK EMQ005 - EMQ215 FOR NEXT "KEY" PARENT FIGURE.

IF NO NEXT "KEY" PARENT FIGURE, CONTINUE WITH EMQ300.

EMQ300

DISPLAY INSTRUCTIONS:

DISPLAY "your" IF THE RESPONDENT IS A PARENT (INQ005g = 1, 2, 3, 4, OR 91). DISPLAY "his" IF THE CHILD IS MALE (INQ050b = 1). DISPLAY "her" IF THE CHILD IS FEMALE (INQ050b = 2). DISPLAY "their" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

DISPLAY "usted" IF THE RESPONDENT IS A PARENT (INQ005g = 1, 2, 3, 4, OR 91). DISPLAY "él" IF THE CHILD IS MALE (INQ050b = 1). DISPLAY "ella" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY THE CHILD'S NAME IF THE CHILD IS ANOTHER GENDER (INQ050b = 3) OR GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

QUESTION TEXT:

Question "Since {CHILD} was born, was there any time in which {his/her/their/your} family had serious financial problems or was unable to pay the monthly bills?"

SaVisible "True"

"Desde que nació {CHILD}, ¿hubo algún momento en que la familia de {él/ella/usted} tuvo serios problemas económicos o no pudo pagar las cuentas mensuales?"

CODES

1 Yes

2 No

DON'T KNOW

Sí

Box 6 No

Box 6 DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

SK SKIPS TO BOX 6.

EMQ305a

DISPLAY INSTRUCTIONS:

DISPLAY EMQ305a AND EMQ305b TOGETHER ON ONE SCREEN.

DISPLAY THE CHILD'S NAME IN "{CHILD}" IN THE FIRST DISPLAY AND "your" IN THE SECOND DISPLAY IF THE RESPONDENT IS THE CHILD'S female parent/male parent/parent of another gender. ELSE, DISPLAY "{CHILD}" IN THE FIRST DISPLAY AND THE CHILD'S NAME IN "{CHILD}'s" IN THE SECOND DISPLAY.

DISPLAY THE CHILD'S NAME IN "{CHILD}" IN THE FIRST DISPLAY AND "su familia" IN THE SECOND DISPLAY IF

THE RESPONDENT IS THE CHILD'S female parent/male parent/parent of another gender. ELSE, DISPLAY "{CHILD}" IN THE FIRST DISPLAY AND THE CHILD'S NAME IN "{CHILD}'s" IN THE SECOND DISPLAY.

QUESTION TEXT:

Question "During how many years or months since {{CHILD}} was born has {{CHILD}'s/your} family had serious financial problems?"

Pre-unit "Years:"

Watermark: "Enter years"

"Don't know"

"¿Por cuántos meses o años desde que nació {{CHILD}}, {su familia/la familia de {CHILD}} ha tenido serios problemas económicos?"

Pre-unit "Años:"

Watermark: "Ponga los años"

"No sé"

ENTER NUMBER

Range

0 to 10

Soft Range

1 to 8

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

DON'T KNOW AND SK SKIP TO BOX 6.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT EMQ305a}. Please confirm. If this is correct, select Next to continue."

ADD A SPECIAL ANSWER TO DISPLAY "No sé" AS A RADIO BUTTON.

DON'T KNOW AND SK SKIP TO BOX 6.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Usted ha puesto {DISPLAY RESPONSE AT EMQ305a). Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

EMQ305b

DISPLAY INSTRUCTIONS:

DISPLAY EMQ305a AND EMQ305b TOGETHER ON ONE SCREEN.

QUESTION TEXT:

Question "and"

Pre-unit "Months:"

Watermark: "Enter months"

"Don't know"

"y"

Pre-unit "Meses:"

Watermark: "Ponga los meses"

"No sé"

ENTER NUMBER

Range

0 to 12

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

ADD A SPECIAL ANSWER TO DISPLAY "No sé" AS A RADIO BUTTON.

Box 6

GO TO SECTION WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

15

Section WPQ Welfare and Other Public Transfers

WPQ030

DISPLAY INSTRUCTIONS:

DISPLAY "you were" AND "you" IF (INQ005g = 1 AND FSQ040 = 2) (THE RESPONDENT IS A BIOLOGICAL FEMALE PARENT). OTHERWISE, DISPLAY "{CHILD}'s mother was" AND "she".

DISPLAY "usted" IF FSQ140 = 1 (THE RESPONDENT IS THE BIOLOGICAL FEMALE PARENT). OTHERWISE, DISPLAY "la madre de {CHILD}".

QUESTION TEXT:

Question "When {you were/{CHILD}'s mother was} pregnant with {CHILD}, did {you/she} receive any benefits from the Special Supplemental Food Program for Women, Infants, and Children, or WIC?"

"Cuando {usted/la madre de {CHILD}} estaba embarazada con {CHILD}, ¿recibió algún beneficio del Programa Suplementario de Comida para Mujeres, Infantes y Niños o WIC (por sus siglas en inglés)?"

SaVisible "True"

CODES

1 Yes

Sí

2 No

No

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD "WIC" ON FIRST INSTANCE ONLY IN HELP TEXT

BOLD "WIC" ON FIRST INSTANCE ONLY IN HELP TEXT

HELP FOR STEM: WIC: This program provides food assistance and nutritional education to low-income pregnant and postpartum women and their infants, as well as to low-income children up to age 5. WIC is short for the Special Supplemental Food Program for Women, Infants, and Children. WIC benefits can include food, checks, vouchers, and/or a debit card called EBT (Electronic Benefit Transfer).

HELP FOR STEM: WIC: Este programa proporciona asistencia alimentaria y educación nutricional a mujeres embarazadas y madres de bajos ingresos en el postparto y a sus bebés, así como a niños de hasta 5 años con bajos ingresos. WIC es la abreviatura de Special Supplemental Food Program for Women, Infants, and Children (Programa especial de alimentación suplementaria para mujeres, bebés y niños). Los beneficios de WIC pueden incluir alimentos, cheques, vouchers y/o una tarjeta de débito llamada EBT (Transferencia Electrónica de Beneficios).

WPQ040

QUESTION TEXT:

Question "Did {CHILD} receive any WIC benefits as an infant or child?"

"¿Recibió {CHILD} algún beneficio de WIC cuando era bebé o niño(a)?"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

BOLD "WIC" on first instance ONLY IN HELP TEXT.

HELP FOR STEM: WIC: This program provides food assistance and nutritional education to low-income pregnant and postpartum women and their infants, as well as to low-income children up to age 5. WIC is short for the Special Supplemental Food Program for Women, Infants, and Children. WIC benefits can include food, checks, vouchers, and/or a debit card called EBT (Electronic Benefit Transfer).

BOLD "WIC" on first instance ONLY IN HELP TEXT.

HELP FOR STEM: WIC: Este programa proporciona asistencia alimentaria y educación nutricional a mujeres embarazadas y madres de bajos ingresos en el postparto y a sus bebés, así como a niños de hasta 5 años con bajos ingresos. WIC es la abreviatura de Special Supplemental Food Program for Women, Infants, and Children (Programa especial de alimentación suplementaria para mujeres, bebés y niños). Los beneficios de WIC pueden incluir alimentos, cheques, vouchers y/o una tarjeta de débito llamada EBT (Transferencia Electrónica de Beneficios).

WPQ070

DISPLAY INSTRUCTIONS:

FOR "or STATE TANF PROGRAM NAME"; DISPLAY NAME FOR STATE TANF PROGRAM, IF ANY, FROM PRELOAD. ELSE, IF MISSING, USE A NULL DISPLAY.

FOR "o STATE TANF PROGRAM NAME"; DISPLAY NAME FOR STATE TANF PROGRAM, IF ANY, FROM PRELOAD. ELSE, IF MISSING, USE A NULL DISPLAY.

QUESTION TEXT:

Question "Since {CHILD} was born, have you or anyone in your household ever received Temporary Assistance for Needy Families, sometimes called TANF {or {STATE TANF PROGRAM NAME}}?"

"Desde que {CHILD} nació, ¿usted o alguien más en su hogar recibió alguna vez Ayuda Temporal para Familias Necesitadas, a veces llamada TANF {o {STATE TANF PROGRAM NAME}}?"

CODES

1 Yes
2 No

Sí
WPQ109 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO WPQ109.

WPQ100

DISPLAY INSTRUCTIONS:

FOR "or STATE TANF PROGRAM NAME"; DISPLAY NAME FOR STATE TANF PROGRAM, IF ANY, FROM PRELOAD. ELSE, USE A NULL DISPLAY.

FOR "o STATE TANF PROGRAM NAME"; DISPLAY NAME FOR STATE TANF PROGRAM, IF ANY, FROM PRELOAD. ELSE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "In the past 12 months, have you or anyone in your household received TANF {or {STATE TANF PROGRAM NAME}}?"

"En los últimos 12 meses, ¿usted o alguien en su hogar ha recibido TANF {o {STATE TANF PROGRAM NAME}}?"

CODES

1 Yes
2 No

Sí
WPQ109 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO WPQ109.

BOLD "TANF" (FIRST INSTANCE ONLY) IN HELP TEXT

HELP FOR STEM: 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. TANF was formerly known as Aid to Families with Dependent Children, or AFDC. For this question, consider whether or not TANF (or AFDC) was received in the past 12 calendar months, not the last calendar year.

BOLD "TANF" (FIRST INSTANCE ONLY) IN HELP TEXT

HELP FOR STEM: TANF: La Ayuda Temporal para Familias Necesitadas (TANF) o {STATE TANF PROGRAM NAME} en {STATE} es un programa del gobierno que proporciona beneficios en efectivo a familias con bajos ingresos y con hijos. Muchos estados proporcionan el dinero de TANF por medio de una tarjeta de Transferencia Electrónica de Beneficios (EBT) que es como una tarjeta de débito o de cajero automático. El TANF se conocía anteriormente como Ayuda a Familias con Hijos Dependientes (Aid to Families with Dependent Children, AFDC).

Para esta pregunta, tome en cuenta si se recibió o no TANF (o AFDC) en los últimos 12 meses naturales, y no el año pasado por el calendario.

WPQ105**DISPLAY INSTRUCTIONS:**

FOR "or STATE TANF PROGRAM NAME"; DISPLAY NAME FOR STATE TANF PROGRAM, IF ANY, FROM PRELOAD. ELSE, IF MISSING, DISPLAY "TANF".

FOR "o de STATE TANF PROGRAM NAME"; DISPLAY NAME FOR STATE TANF PROGRAM, IF ANY, FROM PRELOAD. ELSE, IF MISSING, DISPLAY "TANF".

QUESTION TEXT:

Question "During those 12 months, how many months did your household receive TANF {or {STATE TANF PROGRAM NAME}}?"

"Durante esos 12 meses, ¿cuántos meses recibió su hogar los beneficios de TANF {o de {STATE TANF PROGRAM NAME}}?"

Pre-unit "Month(s)"

Pre-unit "Mes(es)"

Watermark "Enter months"

Watermark "Ponga los meses"

ENTER NUMBER

Range

1 to 12

WPQ109

QUESTION TEXT:

Question "Since {CHILD} was born, have you or anyone in your household ever received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?"

"Desde que {CHILD} nació, ¿alguna vez usted o alguien en su hogar ha recibido estampillas de comida o cupones de alimentos, también llamados SNAP (Programa de Asistencia Nutricional Suplementaria), o beneficios de alimentos por EBT (Transferencia Electrónica de Beneficios)?"

CODES

1 Yes
2 No

Sí
WPQ170 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO WPQ170.

BOLD IN HELP TEXT: "Food Stamps or SNAP (Supplemental Nutrition Assistance Program)"

HELP FOR STEM: 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.

BOLD IN HELP TEXT: "estampillas de comida o cupones de alimentos o SNAP (Programa de Asistencia Nutricional Suplementaria)"

HELP FOR STEM: Cupones de alimentos o SNAP (Programa de Asistencia Nutricional Suplementaria): Programa gubernamental que proporciona tarjetas de plástico que pueden utilizarse para comprar alimentos. En el pasado, SNAP se llamaba Programa de Cupones para Alimentos y daba a la gente beneficios en cupones de papel o cupones para alimentos.

WPQ110

QUESTION TEXT:

Question "In the past 12 months, have you or anyone in your household received food stamps, also called SNAP, or food benefits on EBT?"

"En los últimos 12 meses, ¿usted o alguien en su hogar ha recibido estampillas de comida o cupones de alimentos, también llamados SNAP (Programa de Asistencia Nutricional Suplementaria), o beneficios de alimentos por EBT (Transferencia Electrónica de Beneficios)?"

CODES

1 Yes
2 No

Sí
WPQ170 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO WPQ170.

BOLD IN HELP TEXT: "Food Stamps or SNAP (Supplemental Nutrition Assistance Program)"

HELP FOR STEM: 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. For this question, consider whether or not food stamps were received in the past 12 calendar months, not the last calendar year.

BOLD IN HELP TEXT: "estampillas de comida o cupones de alimentos o SNAP (Programa de Asistencia Nutricional Suplementaria)"

HELP FOR STEM: Cupones de alimentos o SNAP (Programa de Asistencia Nutricional Suplementaria): Programa gubernamental que proporciona tarjetas de plástico que pueden utilizarse para comprar alimentos. En el pasado, SNAP se llamaba Programa de Cupones para Alimentos y daba a la gente beneficios en cupones de papel o cupones para alimentos.

Para esta pregunta, tome en cuenta si se recibieron o no cupones de alimentos en los últimos 12 meses naturales , y no el año pasado por el calendario."

WPQ120

QUESTION TEXT:

Question "During those 12 months, how many months did your household receive food stamps or food benefits on EBT (Electronic Benefit Transfer) from SNAP?"

Pre-unit "Month(s)"

Watermark "Enter months"

"Durante esos 12 meses, ¿cuántos meses recibió su hogar estampillas de comida o cupones de alimentos o beneficios de alimentos por EBT (Transferencia Electrónica de Beneficios) de SNAP?"

Pre-unit "Mes(es)"

Watermark "Ponga los meses"

ENTER NUMBER

Range

1 to 12

WPQ122

QUESTION TEXT:

Question "Did you or anyone in your household receive food stamps, also called SNAP, or food benefits on EBT because of not having work during the coronavirus pandemic?"

"¿Usted o alguien en su hogar recibió estampillas de comida o cupones de alimentos o beneficios de alimentos por EBT (Transferencia Electrónica de Beneficios) de SNAP por no tener trabajo durante la pandemia del coronavirus?"

CODES

1 Yes
2 No

Sí
No

PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT: "Food Stamps or SNAP (Supplemental Nutrition Assistance Program)"

HELP FOR STEM: 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.

BOLD IN HELP TEXT: "estampillas de comida o cupones de alimentos o SNAP (Programa de Asistencia Nutricional Suplementaria)"

HELP FOR STEM: Cupones de alimentos o SNAP (Programa de Asistencia Nutricional Suplementaria): Programa gubernamental que proporciona tarjetas de plástico que pueden utilizarse para comprar alimentos. En el pasado, SNAP se llamaba Programa de Cupones para Alimentos y daba a la gente beneficios en cupones de papel o cupones para alimentos.

WPQ170

DISPLAY INSTRUCTIONS:

DISPLAY 'free' AND 'reduced price' IN UNDERLINED TEXT.

DISPLAY 'gratis' AND 'a precio reducido' IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Does {CHILD} receive complete school lunches for free or reduced price at school?"

"¿Recibe {CHILD} almuerzos completos gratis o a precio reducido en la escuela?"

CODES

1 Yes
2 No

Sí
WPQ200 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO WPQ200.

HELP FOR STEM: By complete school lunch, we mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, or ice cream. This does not include a lunch {he/she/they} brought from home.

HELP FOR STEM: Al decir almuerzos completos, nos referimos a una comida completa que consiste en ensalada, sopa, un sandwich, o una comida caliente, que se ofrece cada día a un precio fijo, y que no sea sólo leche, snacks o helado. Esto no incluye el almuerzo que traiga de su casa.

WPQ180

QUESTION TEXT:

Question "Are these lunches free or reduced price?"

"¿Son estos almuerzos o lonches gratis o son a precio reducido?"

CODES

1 Free
2 Reduced price

Gratis
A precio reducido

WPQ200**QUESTION TEXT:**

Question "Does {CHILD}'s school offer breakfast for its students?"

"¿Se ofrecen desayunos a los estudiantes en la escuela de {CHILD}?"

CODES

1 Yes

2 No

Sí

Box 1 No

WPQ210**QUESTION TEXT:**

Question "Does {CHILD} usually receive a breakfast provided by the school?"

"¿Recibe usualmente {CHILD} un desayuno proporcionado por la escuela?"

CODES

1 Yes

2 No

Sí

Box 1 No

WPQ215

DISPLAY INSTRUCTIONS:

DISPLAY "free" AND "reduced price" IN UNDERLINED TEXT.

DISPLAY "gratis" AND "a precio reducido" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Does {CHILD} receive free or reduced price breakfasts at school?"

"¿Recibe {CHILD} desayunos gratis o a precio reducido en la escuela?"

CODES

1 Yes
2 No

Sí
Box 1 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 1.

WPQ216

QUESTION TEXT:

Question "Are these breakfasts free or reduced price?"

"¿Son estos desayunos gratis o son a precio reducido?"

CODES

1 Free
2 Reduced price

Gratis
A precio reducido

WPQ220

QUESTION TEXT:

Question "During the last five days {CHILD} was in school, how many school breakfasts did {he/she/they} receive?"

Pre-unit "Breakfasts:"

Watermark "Number of breakfasts"

"En los últimos cinco días en que {CHILD} fue a la escuela, ¿cuántos desayunos escolares recibió?"

Pre-unit "Desayunos:"

Watermark "Número de desayunos"

ENTER NUMBER

Range

0 to 5

Box 1

GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

16

Section PAQ Parent Income and Assets

PAQ110**QUESTION TEXT:**

Question "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?"

"En estudios como éste, algunas veces se agrupan los hogares de acuerdo a sus ingresos. ¿Cuánto fueron los ingresos totales de todas las personas de su hogar durante el último año, incluyendo los salarios u otros ingresos, intereses, jubilación, y demás para todos los miembros del hogar?"

CODES

1	\$5,000 or less	\$5,000 o menos
2	\$5,001 to \$10,000	Entre \$5,001 y \$10,000
3	\$10,001 to \$15,000	Entre \$10,001 y \$15,000
4	\$15,001 to \$20,000	Entre \$15,001 y \$20,000
5	\$20,001 to \$25,000	Entre \$20,001 y \$25,000
6	\$25,001 to \$30,000	Entre \$25,001 y \$30,000
7	\$30,001 to \$35,000	Entre \$30,001 y \$35,000
8	\$35,001 to \$40,000	Entre \$35,001 y \$40,000
9	\$40,001 to \$45,000	Entre \$40,001 y \$45,000
10	\$45,001 to \$50,000	Entre \$45,001 y \$50,000
11	\$50,001 to \$55,000	Entre \$50,001 y \$55,000
12	\$55,001 to \$60,000	Entre \$55,001 y \$60,000
13	\$60,001 to \$65,000	Entre \$60,001 y \$65,000
14	\$65,001 to \$70,000	Entre \$65,001 y \$70,000
15	\$70,001 to \$75,000	Entre \$70,001 y \$75,000
16	\$75,001 to \$100,000	Entre \$75,001 y \$100,000
17	\$100,001 to \$200,000	Entre \$100,001 y \$200,000
18	\$200,001 to \$300,000	Entre \$200,001 y \$300,000
19	\$300,001 or more	\$300,001 o más

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

Box 1

IF PAQ110 = REF OR DK, GO TO Box 2.

ELSE, PAQ120 IS ASKED IF HOUSEHOLD IS AT 200% OF POVERTY (+8%) OR BELOW.

ASK PAQ120 IF

(NUMBER IN HH = 1 AND PAQ110 < 8) OR

(NUMBER IN HH = 2 AND PAQ110 < 10) OR

(NUMBER IN HH = 3 AND PAQ110 < 12) OR

(NUMBER IN HH = 4 AND PAQ110 < 14) OR

(NUMBER IN HH = 5 AND PAQ110 < 17) OR

(NUMBER IN HH = 6 AND PAQ110 < 17) OR

(NUMBER IN HH = 7 AND PAQ110 < 17) OR

(NUMBER IN HH = 8 AND PAQ110 < 18) OR

(NUMBER IN HH GREATER THAN OR EQUAL TO 9 AND PAQ110 < 18).

ELSE, GO TO Box 2.

PAQ120

QUESTION TEXT:

Question "What was your total household income last year, to the nearest thousand?"

Pre-unit "Total income:"

Watermark "Enter number"

"¿Cuál fue el total de los ingresos de su hogar durante el año pasado, redondeando a miles?"

Pre-unit "Ingresos Totales"

Watermark "Ponga el número"

ENTER NUMBER

Range

0 to

PROGRAMMER INSTRUCTIONS:

ALLOW UP TO 9 DIGITS. DISPLAY COMMAS IN FRONT OF THE FOURTH AND SEVENTH DIGIT IF APPLICABLE.

SOFT RANGE CHECK - TOTAL INCOME SHOULD BE IN RANGE OF ANSWER TO PAQ110. IF ANSWER IS NOT IN RANGE OF ANSWER TO PAQ110, DISPLAY SOFT EDIT MESSAGE "You have entered {DISPLAY RESPONSE AT PAQ120}. Please confirm. If this is correct, select Next to continue."

SOFT RANGE CHECK - TOTAL INCOME SHOULD BE IN RANGE OF ANSWER TO PAQ110. IF ANSWER IS NOT IN RANGE OF ANSWER TO PAQ110, DISPLAY SOFT EDIT MESSAGE "Usted puso {ANSWER TO PAQ120}. Por favor confirme. Si es correcto, seleccione Siguiente para continuar."

Box 2

GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).

Early Childhood Longitudinal Study Parent
Survey Spring K - Form PSSK

17

Section CMQ Mobility and Tracking Updates

Box 0

IF THE CHILD IS IN ONE OF THE DISTRICTS NOTED IN THE PRELOAD THAT DISALLOWS COLLECTION OF TRACING DATA, GO TO CMQ500. ELSE GO TO CMQ100.

CMQ100

QUESTION TEXT:

Question "Is there a relative or friend, who does not live in this household, who will always know where you are if you move? We will only contact this person if we cannot locate you for the next survey."

"¿Tiene algún pariente o amigo que no viva en esta casa, que siempre sabrá dónde está si es que usted se muda? Solamente contactaremos a esta persona si no podemos ubicarle a usted para la próxima encuesta."

CODES

1 Yes
2 No

Sí
CMQ500 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ500.

CMQ110a**DISPLAY INSTRUCTIONS:**

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-c3 TOGETHER.

QUESTION TEXT:

Question "What is the contact information for that person?"

First Name:"

"¿Cuál es la información de contacto de esa persona?"

Primer nombre: "

ENTER TEXT

CMQ110b**DISPLAY INSTRUCTIONS:**

FOR LAST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-c3 TOGETHER.

QUESTION TEXT:

Question "Last Name:"

"Apellido:"

ENTER TEXT

CMQ110c1

DISPLAY INSTRUCTIONS:

FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-c3 TOGETHER.

QUESTION TEXT:

Question "Email Address:"

Watermark "name@domain.com"

"Dirección de correo electrónico (email):"

Watermark "name@domain.com"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "La dirección electrónica debería tener el símbolo "@" y por lo menos un punto. Por favor confirme y cuando la dirección sea la correcta, seleccione Siguiente para continuar."

CMQ110c2

DISPLAY INSTRUCTIONS:

DISPLAY CMQ110a-c3 TOGETHER.

QUESTION TEXT:

Question "Mobile Number:"

"This person doesn't have a mobile phone."

"Teléfono celular:"

"Esta persona no tiene un teléfono celular."

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a mobile phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

ADD A SPECIAL ANSWER TO DISPLAY "Esta persona no tiene un teléfono celular." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 dígitos ((XXX)-XXX-XXXX). Por favor verifíquelo y póngalo de nuevo."

CMQ110c3

DISPLAY INSTRUCTIONS:

DISPLAY CMQ110a-c3 TOGETHER.

QUESTION TEXT:

Question "Landline Number:"

"This person doesn't have a landline phone."

"Teléfono de la casa:"

"Esta persona no tiene teléfono de la casa/línea de tierra."

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

ADD A SPECIAL ANSWER TO DISPLAY "Esta persona no tiene teléfono de la casa/línea de tierra." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 dígitos ((XXX)-XXX-XXXX). Por favor verifíquelo y póngalo de nuevo."

CMQ110d1

DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110d1-h TOGETHER.

QUESTION TEXT:

Question "Please enter the mailing address:"

Address Line 1:"

"Por favor ponga la dirección de correo postal:"

Dirección - Línea 1:"

ENTER TEXT

CMQ110d2**DISPLAY INSTRUCTIONS:**

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110d1-h TOGETHER.

QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

"Dirección - Línea 2:"

Watermark "Número de apartamento"

ENTER TEXT

CMQ110e**DISPLAY INSTRUCTIONS:**

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110d1-h TOGETHER.

QUESTION TEXT:

Question "City:"

"Ciudad:"

ENTER TEXT

CMQ110f**DISPLAY INSTRUCTIONS:**

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY CMQ110d1-h TOGETHER.

QUESTION TEXT:

Question "Please select a state, district, or territory:"

Watermark "Select a state"

"Por favor seleccione un estado, distrito o territorio:"

Watermark "Seleccione un estado"

ENTER TEXT

CMQ110g**DISPLAY INSTRUCTIONS:**

FOR ZIP CODE, ALLOW 0 - 5 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110d1-h TOGETHER.

QUESTION TEXT:

Question "ZIP code:"

"Código postal:"

ENTER TEXT

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "El código postal debe tener 5 dígitos. Por favor corrija su respuesta y póngala nuevamente."

CMQ110h**DISPLAY INSTRUCTIONS:**

DISPLAY CMQ110d1-h TOGETHER.

QUESTION TEXT:

Question "What is this person's relationship to you?"

"¿Qué relación o parentesco tiene esta persona con usted?"

CODES

1	Relative	Pariente
2	Person at your job	Alguien de su trabajo
3	Neighbor	Vecino(a)
4	Friend	Amigo(a)
5	Other	Otro

Box 3

IF A FIRST NAME FOR THE FIRST CONTACT PERSON IS NOT EMPTY OR SK (CMQ110a HAS DATA) OR THERE IS AN EMAIL ADDRESS THAT IS NOT EMPTY OR SK (CMQ110c1 HAS DATA) OR A MOBILE OR LANDLINE NUMBER THAT IS NOT EMPTY OR SK (CMQ110C2 OR CMQ110C3 HAVE DATA) OR A MAILING ADDRESS THAT IS NOT EMPTY OR SK (CMQ110d1, e, AND f HAVE DATA), GO TO CMQ130 TO ASK FOR A SECOND CONTACT PERSON. ELSE, GO TO CMQ500.

CMQ130

DISPLAY INSTRUCTIONS:

IF CMQ110a HAS DATA, DISPLAY THE FIRST NAME FROM CMQ110a. ELSE DISPLAY "the person you just gave contact information for".

IF CMQ110a HAS DATA, DISPLAY THE FIRST NAME FROM CMQ110a. ELSE DISPLAY "la persona cuya información de contacto usted acaba de proporcionar".

QUESTION TEXT:

Question "Besides {{FIRST NAME}}/the person you just gave contact information for}, is there another relative or friend, who does not live in this household, but who will always know where you are if you move?"

"Además de {{FIRST NAME}}/ la persona cuya información de contacto usted acaba de proporcionar}, ¿tiene algún otro pariente o amigo que no vive en esta casa, y que siempre sabra dónde está si usted se muda?"

CODES

1 Yes
2 No

Sí
CMQ500 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ500.

HELP FOR STEM: We will only contact this person if we cannot locate you for the next survey.

HELP FOR STEM: Solo llamaríamos a esta persona si no (lo/la) podemos localizar para la próxima encuesta.

CMQ140a

DISPLAY INSTRUCTIONS:

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-c3 TOGETHER.

QUESTION TEXT:

Question "What is the contact information for that person?"

First Name: "

"¿Cuál es la información de contacto de esa persona?"

Primer nombre: "

ENTER TEXT

CMQ140b

DISPLAY INSTRUCTIONS:

FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-c3 TOGETHER.

QUESTION TEXT:

Question "Last Name:"

"Apellido:"

ENTER TEXT

CMQ140c1

DISPLAY INSTRUCTIONS:

FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-c3 TOGETHER.

QUESTION TEXT:

Question "Email Address:"

"Dirección de correo electrónico (email):"

Watermark "name@domain.com"

Watermark "name@domain.com"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "La dirección electrónica debería tener el símbolo "@" y por lo menos un punto. Por favor confirme y cuando la dirección sea la correcta, seleccione Siguiente para continuar."

CMQ140c2

DISPLAY INSTRUCTIONS:

DISPLAY CMQ140a-c3 TOGETHER.

QUESTION TEXT:

Question "Mobile Number:"

"This person doesn't have a mobile phone."

"Teléfono celular"

"Esta persona no tiene un teléfono celular."

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a mobile phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

ADD A SPECIAL ANSWER TO DISPLAY "Esta persona no tiene un teléfono celular." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 dígitos ((XXX)-XXX-XXXX). Por favor verifíquelo y póngalo de nuevo."

CMQ140c3

DISPLAY INSTRUCTIONS:

DISPLAY CMQ140a-c3 TOGETHER.

QUESTION TEXT:

Question "Landline Number:"

"This person doesn't have a landline phone."

"Teléfono de la casa:"

"Esta persona no tiene teléfono de la casa/línea de tierra."

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

ADD A SPECIAL ANSWER TO DISPLAY "Esta persona no tiene teléfono de la casa/línea de tierra." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 dígitos ((XXX)-XXX-XXXX). Por favor verifíquelo y póngalo de nuevo."

CMQ140d1

DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140d1-h TOGETHER.

QUESTION TEXT:

Question "Please enter the mailing address:"

Address Line 1:"

"Por favor ponga la dirección postal:"

Dirección - Línea 1:"

ENTER TEXT

CMQ140d2**DISPLAY INSTRUCTIONS:**

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140d1-h TOGETHER.

QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

"Dirección Línea 2:"

Watermark "Número de apartamento"

ENTER TEXT

CMQ140e**DISPLAY INSTRUCTIONS:**

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140d1-h TOGETHER.

QUESTION TEXT:

Question "City:"

"Ciudad:"

ENTER TEXT

CMQ140f**DISPLAY INSTRUCTIONS:**

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA,AND THE U.S. TERRITORIES.

DISPLAY CMQ140d1-h TOGETHER.

QUESTION TEXT:

Question "Please select a state, district, or territory:"

Watermark "Select a state"

"Por favor seleccione un estado, distrito o territorio:"

Watermark "Seleccione un estado"

ENTER TEXT

CMQ140g**DISPLAY INSTRUCTIONS:**

FOR ZIP CODE, ALLOW 0 - 5 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140d1-h TOGETHER.

QUESTION TEXT:

Question "ZIP code:"

"Código postal:"

ENTER TEXT

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "El código postal debe tener 5 dígitos. Por favor corrija su respuesta y póngala nuevamente."

CMQ140h**DISPLAY INSTRUCTIONS:**

DISPLAY CMQ140d1-h TOGETHER.

QUESTION TEXT:

Question "What is this person's relationship to you?"

"¿Qué relación o parentesco tiene esta persona con usted?"

CODES

1	Relative	Pariente
2	Person at your job	Alguien de su trabajo
3	Neighbor	Vecino(a)
4	Friend	Amigo(a)
5	Other	Otro

Box 4

IF FOCAL CHILD HAS ONE OR MORE NONRESIDENT PARENTS WHO ARE LIVING (HRQ030=1) AND WITH WHOM THE CHILD HAS HAD CONTACT (NRQ040 = 1 OR 2), ASK CMQ170a-h TO OBTAIN CONTACT INFORMATION FOR ONE OF THESE PARENTS (NOTE: IF THERE IS MORE THAN ONE NONRESIDENT PARENT, THE RESPONDENT WILL SELECT ONE FOR CONTACT INFORMATION).

OTHERWISE, GO TO CMQ500.

CMQ170a

DISPLAY INSTRUCTIONS:

DISPLAY CMQ170a-c3 TOGETHER.

IF THERE IS ONLY ONE NONRESIDENT PARENT WITH NRQ040 = 1 OR 2, DO THE FOLLOWING: USE A NULL DISPLAY FOR ALL DISPLAYS SHOWN FOR "or".

DISPLAY 'biological female parent' IF NRQ040=1 OR 2 AND HRQ015=1 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL FEMALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY 'biological male parent' IF NRQ040=1 OR 2 AND HRQ015=2 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Biological parent of another gender' IF NRQ040=1 OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL PARENT OF ANOTHER GENDER. ELSE USE A NULL DISPLAY.

DISPLAY 'adoptive female parent' IF NRQ040=1 OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE FEMALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY 'adoptive male parent' IF NRQ040=1 OR 2 AND HRQ015=4 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE MALE PARENT, ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive parent of another gender' IF NRQ040=1 OR 2 AND HRQ015=6 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE PARENT OF ANOTHER GENDER. ELSE USE A NULL DISPLAY.

ELSE IF THERE ARE TWO NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE TWO PARENT DISPLAYS.

ELSE IF THERE ARE THREE NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS AND THE

DISPLAY CODE FOR 'la madre biológica' IF NRQ040=1 OR 2 AND HRQ015=1 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MOTHER. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'el padre biológico' IF NRQ040=1 OR 2 AND HRQ015=2 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'madre o padre biológico(a) de otro género' IF NRQ040=1, OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL PARENT OF ANOTHER GENDER, ELSE USE NULL DISPLAY.

DISPLAY CODE FOR 'la madre adoptiva' IF NRQ040=1 OR 2 AND HRQ015=4 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE FEMALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'el padre adoptivo' IF NRQ040=1 OR 2 AND HRQ015=5 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR '{madre o padre adoptivo(a) de otro género}' IF NRQ040=1 OR 2 AND HRQ015=6 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE PARENT OF ANOTHER GENDER. ELSE USE A NULL DISPLAY.□

ELSE IF THERE ARE TWO NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE TWO PARENT DISPLAYS.

ELSE IF THERE ARE THREE NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS AND THE SECOND AND THIRD PARENT DISPLAYS.

ELSE IF THERE ARE FOUR NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE

SECOND AND THIRD PARENT DISPLAYS.

ELSE IF THERE ARE FOUR NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS, THE SECOND AND THIRD PARENT DISPLAYS, AND THE THIRD AND FOURTH DISPLAYS.

ELSE IF THERE ARE FIVE NONRESIDENT PARENTS WITH NRQ040=1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS , THE SECOND AND THIRD PARENT DISPLAYS, THE THIRD AND FOURTH DISPLAYS, AND THE FOURTH AND FIFTH DISPLAYS.

ELSE IF THERE ARE SIX NONRESIDENT PARENTS WITH NRQ040=1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER

GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS, THE SECOND AND THIRD PARENT DISPLAYS, THE THIRD AND FOURTH DISPLAYS, THE FOURTH AND FIFTH DISPLAYS, AND THE FIFTH AND SIXTH DISPLAYS.

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

QUESTION TEXT:

Question "What is the contact information for {CHILD}'s {biological female parent/ {or} biological male parent/{or} biological parent of another gender/ {or} adoptive female parent / {or} adoptive male parent/{or} adoptive parent of another gender}?"

First Name:"

"I already provided this contact information."

"Don't know"

"Rather not answer"

FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS, THE SECOND AND THIRD PARENT DISPLAYS, AND THE THIRD AND FOURTH DISPLAYS.

ELSE IF THERE ARE FIVE NONRESIDENT PARENTS WITH NRQ040=1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS, THE SECOND AND THIRD PARENT DISPLAYS, THE THIRD AND FOURTH DISPLAYS, AND THE FOURTH AND FIFTH DISPLAYS.

ELSE IF THERE ARE SIX NONRESIDENT PARENTS WITH NRQ040=1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER

GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS, THE SECOND AND THIRD PARENT DISPLAYS, THE THIRD AND FOURTH DISPLAYS, THE FOURTH AND FIFTH DISPLAYS, AND THE FIFTH AND SIXTH DISPLAYS.

"¿Cuál es la información de contacto de {la madre biológica/ {o} el padre biológico / {o} madre o padre biológico(a) de otro género/ {o} la madre adoptiva/ {o} el padre adoptivo/ {o} madre o padre adoptivo(a) de otro género} de {CHILD}?"

Primer nombre:"

"Ya proporcioné esta información de contacto."

"No sé."

"Prefiero no contestar"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "I already provided this contact information.", "Don't know", and "Rather not answer" AS RADIO BUTTONS.

ADD A SPECIAL ANSWER TO DISPLAY "Ya proporcioné esta información de contacto.", "No sé", and ""Prefiero no contestar" AS RADIO BUTTONS.

CMQ170b

DISPLAY INSTRUCTIONS:

FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170a-c3 TOGETHER.

QUESTION TEXT:

Question "Last Name:"

"Apellido:"

ENTER TEXT

CMQ170c1

DISPLAY INSTRUCTIONS:

FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170a-c3 TOGETHER.

QUESTION TEXT:

Question "Email Address:"

Watermark "name@domain.com"

"Dirección de correo electrónico (email):"

Watermark "name@domain.com"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "La dirección electrónica debería tener el símbolo "@" y por lo menos un punto. Por favor confirme y cuando la dirección sea la correcta, seleccione Siguiente para continuar."

CMQ170c2

DISPLAY INSTRUCTIONS:

DISPLAY CMQ170a-c3 TOGETHER.

QUESTION TEXT:

Question "Mobile Number:"

"This person doesn't have a mobile phone."

"Teléfono celular:"

"Esta persona no tiene teléfono celular."

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a mobile phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

ADD A SPECIAL ANSWER TO DISPLAY "Esta persona no tiene teléfono celular" AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono ((XXX)-XXX-XXXX). Por favor verifíquelo y póngalo de nuevo."

CMQ170c3

DISPLAY INSTRUCTIONS:

DISPLAY CMQ170a-c3 TOGETHER.

QUESTION TEXT:

Question "Landline Number:"

"This person doesn't have a landline phone."

"Teléfono de la casa:"

"Esta persona no tiene teléfono de la casa/línea de tierra."

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

ADD A SPECIAL ANSWER TO DISPLAY "Esta persona no tiene teléfono de la casa/línea de tierra." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono ((XXX)-XXX-XXXX). Por favor verifíquelo y póngalo de nuevo."

CMQ170d1

DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170d1-h TOGETHER.

QUESTION TEXT:

Question "Please enter the mailing address:"

Address Line 1:"

"Por favor ponga la dirección de correo postal:"

Dirección - Línea 1:"

ENTER TEXT

CMQ170d2**DISPLAY INSTRUCTIONS:**

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170d1-h TOGETHER.

QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

"Dirección - Línea 2:"

Watermark "Número de apartamento"

ENTER TEXT

CMQ170e**DISPLAY INSTRUCTIONS:**

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170d1-h TOGETHER.

QUESTION TEXT:

Question "City:"

"Ciudad:"

ENTER TEXT

CMQ170f**DISPLAY INSTRUCTIONS:**

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY CMQ170d1-h TOGETHER.

QUESTION TEXT:

Question "Please select a state, district, or territory:"

Watermark "Select a state"

"Por favor seleccione un estado, distrito o territorio:"

Watermark "Seleccione un estado"

ENTER TEXT

CMQ170g**DISPLAY INSTRUCTIONS:**

FOR ZIP CODE, ALLOW 0 - 5 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170d1-h TOGETHER.

QUESTION TEXT:

Question "ZIP code:"

"Código postal:"

ENTER TEXT

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "El código postal debe tener 5 dígitos. Por favor corrija su respuesta y póngala nuevamente."

CMQ170h

DISPLAY INSTRUCTIONS:

DISPLAY CMQ170d1-h TOGETHER.

DISPLAY CODE FOR 'Biological female parent' IF NRQ040=1 OR 2 AND HRQ015=1 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MOTHER. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Biological male parent' IF NRQ040=1 OR 2 AND HRQ015=2 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Biological parent of another gender' IF NRQ040=1, OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL PARENT OF ANOTHER GENDER, ELSE USE NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive female parent' IF NRQ040=1 OR 2 AND HRQ015=4 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE FEMALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive male parent' IF NRQ040=1 OR 2 AND HRQ015=5 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive parent of another gender' IF NRQ040=1 OR 2 AND HRQ015=6 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE PARENT OF ANOTHER GENDER. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Madre biológica' IF NRQ040=1 OR 2 AND HRQ015=1 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MOTHER. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Padre biológico' IF NRQ040=1 OR 2 AND HRQ015=2 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Madre o padre biológico(a) de otro género' IF NRQ040=1, OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL PARENT OF ANOTHER GENDER, ELSE USE NULL DISPLAY.

DISPLAY CODE FOR 'Madre adoptiva' IF NRQ040=1 OR 2 AND HRQ015=4 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE FEMALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Padre adoptivo' IF NRQ040=1 OR 2 AND HRQ015=5 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR '{Madre o padre adoptivo(a) de otro género}' IF NRQ040=1 OR 2 AND HRQ015=6 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE PARENT OF ANOTHER GENDER. ELSE USE A NULL DISPLAY.

QUESTION TEXT:

Question "Please confirm this person's relationship to {CHILD} by selecting a choice below."

"Por favor confirme la relación o parentesco de esta persona con {CHILD}, seleccionando una de las siguientes opciones."

CODES

1	{Biological female parent}	{Madre biológica}
2	{Biological male parent}	{Padre biológico}
3	{Biological parent of another gender}	{Madre o padre biológico(a) de otro género}
4	{Adoptive female parent}	{Madre adoptiva}
5	{Adoptive male parent}	{Padre adoptivo}
6	{Adoptive parent of another gender}	{Madre o padre adoptivo(a) de otro género}
7	Other	Otro

CMQ500**QUESTION TEXT:**

Question "Are you, or is someone else, planning to move to a new home with {CHILD} before fall 2024?"

"¿Usted o alguien más tiene planes de mudarse a otro hogar con {CHILD} antes del otoño de 2024?"

CODES

1 Yes
2 No

CMQ505a1 Sí
CMQ510 No

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ510.

CMQ505a1**DISPLAY INSTRUCTIONS:**

DISPLAY CMQ505a1-d TOGETHER.

QUESTION TEXT:

Question "Please enter what {CHILD}'s new address will be in fall 2024.

Address Line 1: "

"Por favor ponga cuál será la nueva dirección de {CHILD} en la primavera de 2024.

Dirección – Línea 1:"

ENTER TEXT

DON'T KNOW

DON'T KNOW

CMQ505a2

DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

"Dirección – Línea 2:"

Watermark "Número de apartamento"

ENTER TEXT

CMQ505b

DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

QUESTION TEXT:

Question "City:"

"Ciudad:"

ENTER TEXT

CMQ505c

DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

QUESTION TEXT:

Question "Please select a state, district, or territory:"

Watermark "Select a state"

"Por favor seleccione un estado, distrito o territorio:"

Watermark "Seleccione un estado"

PROGRAMMER INSTRUCTIONS:

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

CMQ505d

DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

FOR ZIP CODE, ALLOW 0 – 5 CHARACTERS TO BE ENTERED.

QUESTION TEXT:

Question "ZIP code:"

"Código postal:"

ENTER TEXT

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "El código postal debe tener 5 dígitos. Por favor corrija su respuesta y póngala nuevamente."

CMQ510

QUESTION TEXT:

Question "In the fall of 2024, what school will {CHILD} attend?"

SaVisible "True"

"¿A qué escuela asistirá {CHILD} en el otoño de 2024?"

CODES

- | | |
|---|--|
| 1 | The same school that {CHILD} attends now |
| 2 | A new school |
| 3 | {CHILD} will be homeschooled INSTEAD of attending a school |

DON'T KNOW

- | | |
|--------|---|
| CMQ805 | A la misma escuela que {CHILD} asiste ahora |
| CMQ520 | A una escuela nueva |
| CMQ805 | {CHILD} recibirá su enseñanza escolar en casa EN VEZ de asistir a una escuela (homeschooling) |
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

CMQ520

QUESTION TEXT:

Question "Will {CHILD} go to a public or private school in the fall of 2024?"

SaVisible "True"

"¿Irá {CHILD} a una escuela pública o privada en el otoño de 2024?"

CODES

1	Public	Pública
2	Private	Privada
	DON'T KNOW	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CMQ805.

CMQ525

QUESTION TEXT:

Question "Please enter the full name of the school that {CHILD} will attend in fall 2024."

"Por favor ponga el nombre completo de la escuela a donde asistirá {CHILD} en el otoño de 2024."

ENTER TEXT

CMQ525b**DISPLAY INSTRUCTIONS:**

DISPLAY CMQ525b-eOS TOGETHER.

QUESTION TEXT:

Question "Where is the school located?"

City: "

"¿Dónde está ubicada la escuela?"

"Ciudad:"

ENTER TEXT

CMQ525c**DISPLAY INSTRUCTIONS:**

DISPLAY CMQ525b-eOS TOGETHER.

QUESTION TEXT:

Question "Please select a state, district, or territory:"

Watermark "Select a state"

"Por favor Seleccione un estado, distrito o territorio:"

Watermark "Seleccione un estado"

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

CMQ525d**DISPLAY INSTRUCTIONS:**

DISPLAY CMQ525b-eOS TOGETHER.

FOR ZIP CODE, ALLOW 0 – 5 CHARACTERS TO BE ENTERED.

QUESTION TEXT:

Question "ZIP Code:"

"Código postal:"

ENTER TEXT

DON'T KNOW

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "El código postal debe tener 5 dígitos. Por favor corrija su respuesta y póngala nuevamente."

CMQ525e

DISPLAY INSTRUCTIONS:

DISPLAY CMQ525b-eOS TOGETHER.

QUESTION TEXT:

Question "What is the county for the school?"

Start by typing the first letter of the county name. If you find a match in the list, select it from the list. If you don't find a match, select "Not on list."

County: "

"Not on list."

"Don't know"

"¿En qué condado está la escuela?"

Comience a poner el nombre del condado, empezando con la primera letra. Si aparece en la lista el nombre que estaba poniendo, selecciónelo en la lista. Si no aparece en la lista, seleccione "No está en la lista".

Condado: "

"No está en la lista."

"No sé"

ENTER TEXT

PROGRAMMER INSTRUCTIONS:

PROVIDE THE LIST OF COUNTIES ASSOCIATED WITH THE STATE OF THE SCHOOL ADDRESS IN CMQ525c.

ADD SPECIAL ANSWERS TO DISPLAY "Not on list" AND "Don't know" AS RADIO BUTTONS AT THE END OF THE LIST OF COUNTIES.

ADD SPECIAL ANSWERS TO DISPLAY "No está en la lista" AND "No sé" AS RADIO BUTTONS AT THE END OF THE LIST OF COUNTIES.

Box 4b

IF A COUNTY IS SELECTED THAT IS NOT ON THE LIST, GO TO CMQ525eOS. ELSE GO TO CMQ805.

CMQ525eOS**DISPLAY INSTRUCTIONS:**

DISPLAY CMQ525b-eOS TOGETHER.

QUESTION TEXT:

Question "County"

Watermark "Enter county"

"Condado"

Watermark "Ponga el condado"

ENTER TEXT

Box 5

GO TO CMQ805.

CMQ800**QUESTION TEXT:**

Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure."

"Muchas gracias por su cooperación y por dedicarnos tiempo para participar en el Estudio Longitudinal de la Temprana Infancia. Haga clic en "Terminar" para volver a la página de MyECLS. Así sus respuestas se guardarán y se mantendrán protegidas."

PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM.

Box 6

CASE WITH A CHANGE IN RESPONDENTS IS FINISHED AND HAS ROUTED BACK TO MANAGEMENT SYSTEM. NOTE: IN THE MANAGEMENT SYSTEM, THIS CASE WILL HAVE A TASK LEVEL STATUS OF 13 (RESET, RESPONDENT CHANGED TO MOST KNOWLEDGEABLE ADULT) AND ANOTHER CASE WILL BE INITIATED USING THE ANSWER TO INQ002 (INQ002 = 2 ANOTHER RESPONDENT IN THE HOUSEHOLD KNOWS MORE AND INQ003 = 3 THE CHILD DOES NOT LIVE IN THE HOUSEHOLD) AND CONTACT INFORMATION FOR THE NEW RESPONDENT (INQ005a (FIRST NAME), INQ005b (LAST NAME), INQ005c (EMAIL ADDRESS), INQ005d (MOBILE NUMBER), INQ005e (LANDLINE NUMBER), INQ005f1 (ADDRESS LINE 1), INQ005f2 (ADDRESS LINE 2), INQ005f3 (CITY), INQ005f4 (STATE), AND INQ005f5 (ZIP)).

SAVE THIS CONTACT INFORMATION IN THE MANAGEMENT SYSTEM FOR USE WHEN CALLING BACK HOUSEHOLDS WITH A STATUS CODE OF 13.

CMQ805

QUESTION TEXT:

Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."

"Muchas gracias por su cooperación y por dedicarnos tiempo para participar en el Estudio Longitudinal de la Temprana Infancia. Haga clic en "Terminar" para volver a la página de MyECLS. Así sus respuestas se guardarán y se mantendrán protegidas."

PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM.