

**Early Childhood Longitudinal Study,
Kindergarten Class of 2023-24
(ECLS-K:2024)**

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

OMB# 1850-0750 v.26

Attachment B-3

Spring First-Grade Parent Web Survey

National Center for Education Statistics

U.S. Department of Education

October 2022

Note: Items under consideration to measure discrimination are shown at the end of this document. Some items in this survey are copyright protected and as such are redacted in public review copies.

Early Childhood Longitudinal Study Parent Survey Spring 1 - Form PSS1

Section INQ

[Introduction]

Sequence: 0

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 take another look at the question and provide an answer. Select a choice below 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: PIQ190, PIQ200, PIQ210, PIQ220, PIQ230, PIQ520, FSQ200, HRQ030, NRQ040, NRQ123, CHQ086, CHQ087, CHQ130, , CHQ250a, CHQ264a, CHQ271, CHQ272a, CHQ275a, CHQ285, CHQ305a.

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):".

Footer

|(All sections)

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE:
"When you have finished or if you need to stop before finishing, please LOG OUT of the survey system by selecting "Logout" and CLOSE 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."

INQ001

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question INQ002, modified to place respondent selection on the next screen to minimize scrolling.

QUESTION TEXT:

Question "Thank you for launching the ECLS survey about {CHILD}! We would like to collect some information about {CHILD}'s school and home experiences.

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."

Box 1

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

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

2) CONTINUING PRESCHOOL HOUSEHOLDS: THOSE WITH A COMPLETE OR PARTIALLY COMPLETE PRESCHOOL PARENT SURVEY BUT NOT A COMPLETE OR PARTIALLY COMPLETE FALL KINDERGARTEN OR SPRING KINDERGARTEN PARENT SURVEY.

3) CONTINUING FALL OR SPRING KINDERGARTEN HOUSEHOLDS: THOSE WITH A COMPLETE OR PARTIALLY COMPLETE FALL OR SPRING KINDERGARTEN SURVEY.

IF IT IS A CONTINUING PRESCHOOL, FALL KINDERGARTEN, OR SPRING KINDERGARTEN HOUSEHOLD AND THERE IS A FIRST NAME FOR THE RESPONDENT OF THE MOST RECENT PARENT SURVEY CONDUCTED FOR THIS HOUSEHOLD, 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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question INQ050 modified for web

NOTE: THIS WAS ITEM INQ005h IN ECLS-K:2023 FALL KINDERGARTEN.

DISPLAY INSTRUCTIONS:

FOR “{{MONTH}} {YEAR}}” DISPLAY THE MONTH AND THE YEAR OF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT SURVEY IN WHICH THIS HOUSEHOLD PARTICIPATED.

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.

DISPLAY “{approximately {PREVIOUS ROUND RESPONDENT’S AGE} years old}” IF THE PREVIOUS ROUND RESPONDENT’S AGE IS NOT MISSING OR SK IN THE PRELOAD. WITHIN THIS DISPLAY, DISPLAY THE AGE OF THE PREVIOUS ROUND RESPONDENT. ELSE USE A NULL DISPLAY.

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

QUESTION TEXT:

Question “In {{MONTH}} {YEAR}}, {PREVIOUS ROUND RESPONDENT’S FIRST NAME} {PREVIOUS ROUND RESPONDENT’S LAST NAME} {approximately {PREVIOUS ROUND RESPONDENT’S AGE} years old} completed a survey for the study.

Are you {PREVIOUS ROUND RESPONDENT’S FIRST NAME} {PREVIOUS ROUND RESPONDENT’S LAST NAME}?”

CODES

1	Yes	Box 4
2	No	INQ002

PROGRAMMER INSTRUCTIONS:

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

INQ002

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question INQ003.

QUESTION TEXT:

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

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. |

Box 2

Round: Spring First-Grade National

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.

IF IT IS (A SPRING K CONTINUING HOUSEHOLD WITH PERMISSION TO PRELOAD HOUSEHOLD ROSTER DATA (SPRING K FSQ206 = 1)) AND (THE RESPONDENT'S FIRST NAME IS MISSING OR SK), GO TO INQ005j TO HAVE THE CURRENT RESPONDENT SELECT THEIR NAME FROM A LIST OF MOST RECENT ROUND HOUSEHOLD MEMBERS.

ELSE GO TO INQ005j TO ASK FOR THE RESPONDENT'S FIRST AND LAST NAME.

INQ005a

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text and added display for respondents in current household and those in a different household. Also changed “such a person” to “that person”.

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-g 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 him or her for the survey.

First Name: "

ENTER TEXT

Length

100

INQ005b

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

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

DISPLAY INQ005a-g TOGETHER.

QUESTION TEXT:

Question "Last Name:"

ENTER TEXT

Length

100

INQ005c

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text and validation check message

DISPLAY INSTRUCTIONS:

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

DISPLAY INQ005a-g TOGETHER.

QUESTION TEXT:

Question "Email Address:"

Watermark: "name@domain.com"

ENTER TEXT

Length

100

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."

INQ005d1

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

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

DISPLAY INQ005a-g 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:"

INQ005d2

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

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

DISPLAY INQ005a-g 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 "Address Line 2:"

Watermark "Apartment number"

INQ005e

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

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 INQ005a-g TOGETHER.

QUESTION TEXT:

Question "City:"

ENTER TEXT

Length

50

INQ005f

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

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.

DISPLAY InstResp BELOW THE QUESTION FIELD.

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

DISPLAY INQ005a-g TOGETHER.

QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

INQ005g

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

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 INQ005a-g TOGETHER.

QUESTION TEXT:

Question "ZIP code:"

ENTER TEXT

Length

5

Box 3

Round: Spring First-Grade National

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

Box 4

Round: Spring First-Grade National

IF INQ001b = 1 (THE SPRING FIRST GRADE 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.

ELSE IF INQ001b = 1 (THE SPRING FIRST GRADE 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 6.

ELSE IF INQ001b = 2 OR SK (THE SPRING FIRST GRADE RESPONDENT IS NOT THE SAME AS THE RESPONDENT IN THE MOST RECENT PARENT SURVEY OR THIS QUESTION WAS SKIPPED) AND IT IS A SPRING K CONTINUING HOUSEHOLD WITH PERMISSION TO PRELOAD HOUSEHOLD ROSTER DATA (FALL K FSQ206 = 1) AND THE PRELOAD SHOWS THAT IN THE MOST RECENT PARENT SURVEY THERE WAS AT LEAST ONE PERSON IN THE HOUSEHOLD OTHER THAN THE PREVIOUS ROUND RESPONDENT WHO WAS 16 YEARS OF AGE OR OLDER, GO TO INQ005j TO IDENTIFY IF CURRENT RESPONDENT WAS ON PREVIOUS HOUSEHOLD ROSTER.

ELSE GO TO INQ005j.

INQ005i

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question INQ055 modified for web

DISPLAY INSTRUCTIONS:

LINES FOR 6 HH MEMBERS ARE SHOWN, BUT UP TO 35 SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD. ALSO DISPLAY CODE 36 FOR "NOT ON LIST."

FOR ANSWER CODE 1, DO THE FOLLOWING:

FROM THE PRELOAD DISPLAY THE MOST RECENT (SPRING KINDERGARTEN OR FALL KINDERGARTEN) SURVEY RESPONDENT'S FIRST NAME, LAST NAME, AGE, AND SEX. IN DEFINING MOST RECENT SURVEY RESPONDENTS, ONLY INCLUDE RESPONDENTS FROM COMPLETE OR PARTIALLY COMPLETE SURVEYS.

IF (THE MOST RECENT SPRING KINDERGARTEN OR FALL KINDERGARTEN SURVEY RESPONDENT'S FIRST NAME, LAST NAME, AGE, AND SEX ARE ALL MISSING) OR (THE MOST RECENT SPRING KINDERGARTEN OR FALL KINDERGARTEN SURVEY RESPONDENT'S FIRST AND LAST NAME ARE BOTH MISSING), DISPLAY, "Person who did the survey last {spring/fall}".

ELSE IF FIRST NAME OF THE RESPONDENT IS NOT MISSING, DISPLAY THE RESPONDENT'S FIRST NAME FOR "{RESPONDENT'S FIRST NAME}". ELSE IF FIRST NAME OF THE RESPONDENT IS MISSING DISPLAY "First name of person who did the survey last {spring/fall}".

ELSE IF THE RESPONDENT'S LAST NAME IS NOT MISSING, DISPLAY THE RESPONDENT'S LAST NAME FOR "{RESPONDENT'S LAST NAME}". ELSE IF THE RESPONDENT'S LAST NAME IS MISSING DISPLAY "Last name of person who did the survey last {spring/fall}".

DISPLAY "spring" IF THE MOST RECENT SURVEY RESPONDENT FROM A COMPLETE OR PARTIALLY COMPLETE SURVEY WAS FROM SPRING KINDERGARTEN. ELSE DISPLAY "fall" IF THE MOST RECENT SURVEY RESPONDENT FROM A COMPLETE OR PARTIALLY COMPLETE SURVEY WAS FROM FALL KINDERGARTEN.

IF THE RESPONDENT'S AGE IS NOT MISSING, DISPLAY THE RESPONDENT'S AGE IN "{, about age {RESPONDENT'S AGE}}". ELSE IF THE RESPONDENT'S AGE IS MISSING, USE A NULL DISPLAY FOR "{, about age {RESPONDENT'S AGE}}".

IF THE RESPONDENT'S SEX IS NOT MISSING, DISPLAY THE RESPONDENT'S SEX IN "{ {RESPONDENT'S SEX}}". ELSE IF THE RESPONDENT'S SEX IS MISSING, USE A NULL DISPLAY FOR "{ {RESPONDENT'S SEX}}".

FOR OTHER ANSWER CODES, DO THE FOLLOWING:

FROM THE PRELOAD DISPLAY MOST RECENT ROUND HOUSEHOLD MEMBERS THAT HAVE (AN AGE THAT IS GREATER THAN 16 OR IS MISSING) AND (HAVE DATA FOR THE HOUSEHOLD MEMBER'S FIRST NAME, AGE, OR SEX). IF THE HOUSEHOLD MEMBER'S FIRST NAME, AGE, AND SEX ARE ALL MISSING, DO NOT DISPLAY THE HOUSEHOLD MEMBER.

FOR THE HOUSEHOLD MEMBER'S FIRST NAME, DISPLAY THE FIRST NAME FOR "{HH MEMBER'S FIRST NAME}". IF THE HOUSEHOLD MEMBER'S FIRST NAME IS MISSING, DISPLAY "Unknown first name".

FOR THE HOUSEHOLD MEMBER'S AGE, IF AGE IS NOT MISSING DISPLAY "{, about age {HH MEMBERS'S AGE}}". ELSE IF AGE IS MISSING FOR THE HOUSEHOLD MEMBER, USE A NULL DISPLAY FOR "{, about age {HH MEMBERS'S AGE}}".

FOR THE HOUSEHOLD MEMBER'S SEX, IF SEX IS NOT MISSING DISPLAY "{ {HH MEMBER'S SEX}}". ELSE IF SEX IS MISSING FOR THE HOUSEHOLD MEMBER, USE A NULL DISPLAY FOR "{ {HH MEMBER'S SEX}}".

QUESTION TEXT:

Early Childhood Longitudinal Study Parent Survey Spring 1 - Form PSS1 ::

INQ

Question "Please select your name and/or description from the list below. If you are not on the list, select "not on list."

CODES

1	{Person who did the survey last fall/First name of person who did the survey last fall/Last name of person who did the survey last fall/ {RESPONDENT'S FIRST NAME} {RESPONDENT'S LAST NAME}} {, about age {RESPONDENT'S AGE}} {, {RESPONDENT'S SEX}}	Box 5
2	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 5
3	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 5
4	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 5
5	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 5
6	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 5
7	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 5
8	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 5
36	Not on list	INQ005j

PROGRAMMER INSTRUCTIONS:

USE PARENT SURVEY PROBE.

FLAG PERSON SELECTED AT INQ005j AS THE RESPONDENT.

Box 5

Round: Spring First-Grade National

IF INQ005i = 1 (SPRING FIRST GRADE RESPONDENT IS THE MOST RECENT ROUND RESPONDENT) AND ACCORDING TO THE PRELOAD THE RESPONDENT'S FIRST AND LAST NAMES ARE NOT MISSING, GO TO BOX 6.

IF INQ005i = 1 (SPRING FIRST GRADE RESPONDENT IS THE MOST RECENT ROUND RESPONDENT) AND ACCORDING TO THE PRELOAD THE RESPONDENT'S FIRST NAME IS MISSING IN THE PRELOAD, GO TO INQ005j TO GET THE PREVIOUS ROUND RESPONDENT'S FIRST NAME.

ELSE IF INQ005i = 36 (NOT ON LIST OF HOUSEHOLD MEMBERS FROM THE MOST RECENT ROUND) GO TO INQ005j TO GET THE NEW RESPONDENT'S FIRST NAME.

ELSE IF INQ005i = 1 ((MOST RECENT ROUND RESPONDENT) AND (THERE IS A MISSING LAST NAME IN THE PRELOAD FOR THIS RESPONDENT)) OR INQ005i = 2 – 36 (A FIRST NAME WAS SELECTED FROM THE LIST OF HOUSEHOLD MEMBERS FROM THE MOST RECENT ROUND) GO TO INQ005k TO GET THE RESPONDENT'S LAST NAME.

INQ005j

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question INQ060, added instruction to the respondent

DISPLAY INSTRUCTIONS:

ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY "your" in "What is your name?" IN UNDERLINED TEXT.

☒

DISPLAY "We ask for first names so that we can ask questions about each person in the survey," IN InstResp FORMAT.

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:"

ENTER TEXT

Length

100

PROGRAMMER INSTRUCTIONS:

FOR CONTINUING HOUSEHOLDS WITH INQ005j= 1 (SAME RESPONDENT AS PREVIOUS ROUND) AND (A MISSING FIRST NAME), USE THE ANSWER IN INQ005j AS THE RESPONDENT'S FIRST NAME.

ELSE FOR CONTINUING HOUSEHOLDS WITH INQ005j =36 (A HOUSEHOLD MEMBER WHO IS NOT ON THE HOUSEHOLD LIST OF PERSONS AGE 16 OR OLDER OR WITH MISSING AGE IN PREVIOUS ROUND), USE THE ANSWER IN INQ005j AS THE RESPONDENT'S FIRST NAME.

ELSE FOR NEW HOUSEHOLDS, FLAG PERSON NAMED IN INQ005j AS THE RESPONDENT AND USE THE ANSWER IN INQ005j AS THE RESPONDENT'S FIRST NAME.

INQ005k

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question INQ070

DISPLAY INSTRUCTIONS:

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

IF (INQ001b =1) OR (INQ005i = 1) (SAME RESPONDENT AS IN PREVIOUS ROUND) AND (THE LAST NAME OF THAT RESPONDENT IS NOT MISSING) DISPLAY THE LAST NAME IN THE CURRENT QUESTION INQ005k BUT ALLOW FOR CHANGES.

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:"

ENTER TEXT

Length

100

PROGRAMMER INSTRUCTIONS:

FOR CONTINUING HOUSEHOLDS WITH INQ005i= 1 (SAME RESPONDENT AS PREVIOUS ROUND) AND (A MISSING LAST NAME), USE THE ANSWER IN INQ005k AS THE RESPONDENT'S LAST NAME.

ELSE FOR CONTINUING HOUSEHOLDS WITH INQ005i = 36 (A HOUSEHOLD MEMBER WHO IS NOT ON THE HOUSEHOLD LIST OF PERSONS AGE 16 OR OLDER OR WITH MISSING AGE IN PREVIOUS ROUND), USE THE ANSWER IN INQ005k AS THE RESPONDENT'S LAST NAME.

ELSE FOR NEW HOUSEHOLDS, USE THE ANSWER IN INQ005k AS THE RESPONDENT'S LAST NAME.

NOTE: IF A PRELOADED LAST NAME IS DELETED, SAVE THE LAST NAME FOR TRACKING PURPOSES BUT DO NOT USE IN FUTURE ROUND PRELOADS.

Box 6

Round: Spring First-Grade National

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 INQ020a 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 INQ020a.

INQ010a

Copyright: No

Round: Spring First-Grade National

Source: International Early Learning Study (IELS), parent website, explicit consent language, modified study name and added "but still want to hear from you."

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 study activities.

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

CODES

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

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

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

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

ELSE IF INQ001b =1 OR INQ005i = 1 (SAME RESPONDENT AS IN PREVIOUS ROUND) AND (THE FIRST NAME IN THE PRELOAD IS NOT MISSING) DISPLAY THE FIRST NAME OF THE RESPONDENT FROM THE PRELOAD.

ELSE IF THERE IS A FIRST NAME IN THE PRELOAD FOR THE RESPONDENT IN INQ005j = 2 – 35 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: "

ENTER TEXT

Length

100

INQ010c

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

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

ELSE IF (INQ001b =1) OR (INQ005i = 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:"

ENTER TEXT

Length

100

Box 7

Round: Spring First-Grade National

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

INQ020a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview

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?"

CODES

1	Yes	Box 8
2	No	INQ020b

INQ020b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview and simplified question text

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:”

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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview

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:”

InstResp: “If there is no middle name, please skip this.”

ENTER TEXT

Length

100

INQ020d

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview

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:"

ENTER TEXT

Length

100

Box 8

Round: Spring First-Grade National

IF THE PRELOAD HAS NONMISSING DATA ABOUT THE CHILD'S GENDER THAT WAS CONFIRMED OR PROVIDED IN A PREVIOUS PARENT SURVEY, GO TO BOX 9.

ELSE IF THE PRELOAD HAS NONMISSING SCHOOL RECORDS WITH THE CHILD'S GENDER, GO TO INQ050a TO CONFIRM SCHOOL RECORDS. ELSE GO TO INQ050b.

INQ050a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ050, modified language for web rather than interview

DISPLAY INSTRUCTIONS:

DISPLAY "male" IF THE PRELOAD SHOWS THAT THE CHILD IS MALE. DISPLAY "female" IF THE PRELOAD SHOWS THAT THE CHILD IS FEMALE.

QUESTION TEXT:

Question "Our records also show that {CHILD} is {male/female}. Is that correct?"

CODES

1	Yes	Box 9
2	No	INQ050b

INQ050b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ050, modified language for web rather than interview

QUESTION TEXT:

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

CODES

1	Male
2	Female

PROGRAMMER INSTRUCTIONS:

IF INQ050b IS ASKED AND IS NOT SK, USE THIS GENDER IN THE REST OF THE SURVEY AND IN THE ROSTER IN FSQ. ELSE USE THE GENDER OF THE CHILD FROM THE PRELOAD.

Box 9

Round: Spring First-Grade National

IF THE PRELOAD HAS NONMISSING DATA ABOUT THE CHILD'S MONTH, DATE, AND YEAR OF BIRTH THAT WAS CONFIRMED OR PROVIDED IN A PREVIOUS PARENT SURVEY, GO TO BOX 10.

ELSE IF THE CHILD'S FULL DATE OF BIRTH (MONTH, DATE, YEAR) IS IN THE PRELOAD FROM SCHOOL RECORDS, GO TO INQ060a. ELSE, GO TO INQ060b.

INQ060a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ060a, modified language for web rather than interview

DISPLAY INSTRUCTIONS:

DISPLAY THE CHILD'S DATE OF BIRTH FROM THE PRELOAD.

QUESTION TEXT:

Question "Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?"

CODES

1	Yes	Box 10
2	No	INQ060b

INQ060b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ060a, modified language for web rather than interview

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

InstResp "Please enter the two-digit month, two-digit day, and four-digit year (for example, 04/04/2017)."

Watermark "MM/DD/YYYY"

"Don't know"

"Rather not answer"

PROGRAMMER INSTRUCTIONS:

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 2013 TO 2018. IF YEAR IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT INQ060b.YEAR}. Are you sure this is correct? When it is correct, select Next to continue."

INQ080

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ080

QUESTION TEXT:

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

CODES

1	Yes	Box 10
2	No	

PROGRAMMER INSTRUCTIONS:

USING INQ060b, c, and d, CALCULATE THE CHILD'S AGE AND DISPLAY IT IN THE QUESTION STEM.

INQ090

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten INQ090

QUESTION TEXT:

Question "How old is {CHILD}?"

Watermark "Enter age"

ENTER NUMBER

Range 0 to 30

Soft Range 4 to 8

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT INQ090}. Are you sure this is correct? When it is correct, select Next to continue."

Box 10

Round: Spring First-Grade National

IF A MAILING ADDRESS (AT LEAST ADDRESS LINE 1, CITY, AND STATE) IS IN THE PRELOAD, GO TO INQ100a. ELSE GO TO INQ100b.

INQ100a

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

DISPLAY ADDRESS LINE 1, ADDRESS LINE 2, CITY, STATE, AND ZIP CODE FROM THE PRELOAD. IF ADDRESS LINE 2 IS MISSING USE A NULL DISPLAY. IF ZIP CODE IS MISSING, USE A NULL DISPLAY.

QUESTION TEXT:

Question "Our records show that you live at

{ADDRESS LINE 1}{,} {ADDRESS LINE 2}
{CITY}, {STATE} {ZIP CODE}

Is that correct?"

CODES

1	Yes	INQ130a
2	No	

INQ100b

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

DISPLAY INQ100b-f TOGETHER.

QUESTION TEXT:

Question "Please enter your mailing address.

Address Line 1: "

ENTER TEXT

Length	100
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INQ100c

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF AN ADDRESS IS IN THE PRELOAD, DISPLAY ADDRESS LINE 2 FROM PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN IN THE RESPONSE FIELD. ELSE USE A NULL DISPLAY IN THE RESPONSE FIELD.

DISPLAY INQ100b-f TOGETHER.

QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

ENTER TEXT

Length

100

INQ100d

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF AN ADDRESS IS IN THE PRELOAD, DISPLAY CITY FROM PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN IN THE RESPONSE FIELD. ELSE USE A NULL DISPLAY IN THE RESPONSE FIELD.

DISPLAY INQ100b-f TOGETHER.

QUESTION TEXT:

Question "City:"

ENTER TEXT

Length

50

INQ100e

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF AN ADDRESS IS IN THE PRELOAD, DISPLAY STATE, DISTRICT OR TERRITORY FROM PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN IN THE RESPONSE FIELD. ELSE USE A NULL DISPLAY IN THE RESPONSE FIELD.

DISPLAY INQ100b-f TOGETHER.

DISPLAY InstResp BELOW THE QUESTION FIELD.

QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

PROGRAMMER INSTRUCTIONS:

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

INQ100f

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF AN ADDRESS IS IN THE PRELOAD, DISPLAY ZIPCODE FROM PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN IN THE RESPONSE FIELD. ELSE USE A NULL DISPLAY IN THE RESPONSE FIELD.

DISPLAY INQ100b-f TOGETHER.

QUESTION TEXT:

Question "ZIP code:"

ENTER TEXT

Length

5

INQ130a

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF AN EMAIL ADDRESS IS AVAILABLE FROM THE MYECLS WEBSITE OR THE PRELOAD, SHOW THE EMAIL ADDRESS IN THE RESPONSE FIELD AND ALLOW FOR CHANGES. ELSE USE A NULL DISPLAY.

DISPLAY INQ130a – INQ130c ON THE SAME SCREEN.

QUESTION TEXT:

Question "Please confirm or enter your contact information.

Email Address:"

Watermark "name@domain.com"

"I don't have an email address."

ENTER TEXT

Length

100

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "I don't have an email address." AS A RADIO BUTTON.

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

EMAIL ADDRESSES, MOBILE NUMBERS, AND/OR LANDLINE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

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."

INQ13ob

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF A MOBILE NUMBER IS AVAILABLE FROM THE MYECLS WEBSITE OR THE PRELOAD, SHOW THE MOBILE NUMBER IN THE RESPONSE FIELD AND ALLOW FOR CHANGES. ELSE USE A NULL DISPLAY.

DISPLAY INQ130a – INQ130c ON THE SAME SCREEN.

QUESTION TEXT:

Question "Mobile Number:"

"I don't have a mobile phone."

ENTER TEXT

Length

12

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "I don'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 (###)###-####.

EMAIL ADDRESSES, MOBILE NUMBERS, AND/OR LANDLINE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

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."

INQ130c

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF A MOBILE NUMBER IS AVAILABLE FROM THE MYECLS WEBSITE OR THE PRELOAD, SHOW THE MOBILE NUMBER IN THE RESPONSE FIELD AND ALLOW FOR CHANGES. ELSE USE A NULL DISPLAY.

DISPLAY INQ130a – INQ130c ON THE SAME SCREEN.

QUESTION TEXT:

Question "Landline Number:"

"I don't have a landline phone."

ENTER TEXT

Length

12

PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "I don'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 (###)-###-####.

EMAIL ADDRESSES, MOBILE NUMBERS, AND/OR LANDLINE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

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."

Box 11

Round: Spring First-Grade National

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

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Section	PIQ	[Parent's Involvement with the Child's School]	Sequence: 1
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PIQ051

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, PIQ051, modified "I'd" to "we'd", removed "Would you say that"

QUESTION TEXT:

Question "Now, we'd like to ask you about {CHILD}'s school.

To what extent did you or someone else in your household choose where to live so that {CHILD} could attend {his/her} current school?

{CHILD} being able to go to {his/her} current school was ..."

InstResp: "Choosing where to live" means moving to a particular neighborhood so that the child can go to the school that is assigned to that neighborhood."

CODES

- 1 A primary factor
- 2 One of several factors
- 3 Not a factor

PIQ060

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question PIQ060, modified response categories. Also added help text based on text from NHES 2019 Parent and Family Involvement questions 4, 31, and 36 to explain homeschooling, assigned, and chosen schools.

QUESTION TEXT:

Question "Which of the following best describes the school that {CHILD} is attending?"

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

CODES

1	{CHILD} is attending the regularly-assigned school for our home.	PIQ127
2	{CHILD} is attending the regularly-assigned school for our home that is also the school we would choose for {him/her}.	PIQ127
3	{CHILD} is attending a school we chose that is not the assigned school for our home.	PIQ127
4	{CHILD} is homeschooled.	PIQ065

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO PIQ127.

HELP FOR CODE 1: A regularly-assigned school is one that is assigned by your local public school district based on the location of your home.

HELP FOR CODE 2: Choose this answer if the school assigned by your local public school district based on the location of your home is the school that you would have chosen.

HELP FOR CODE 3: A school that you chose may be a private school, a magnet program in a public school, a charter school, or any school other than the one your child would be assigned based on your home's location.

HELP FOR CODE 4: Choose this answer if your child is being educated at home rather than going to a public or private school located in a physical building.

PIQ065

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question PIQ065

QUESTION TEXT:

Question "Does {CHILD} attend a school?"

CODES

1	Yes	PIQ066
2	No	Box 3

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: We are asking about attending a school because some children who are schooled at home also attend school for some classes.

PIQ066

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question PIQ066

QUESTION TEXT:

Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities."

Watermark "Hours per week"

ENTER NUMBER

Range	0 to 99
Soft Range	1 to 30

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT PIQ066}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD "instruction" and "extracurricular activities" IN HELP TEXT.

HELP FOR STEM: Examples of subjects for instruction are reading, math, science, and social studies. Examples of extracurricular activities are sports teams, clubs, and drama.

Box 1

Round: Spring First-Grade National

IF PIQ060 = 4 (CHILD IS HOMESCHOOLED) GO TO BOX 2. ELSE GO TO PIQ127.

PIQ127

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten question PIQ127, combined with answer categories from Family Forward Day Care Center Survey 2003, Buck and Amrosino (2004), modified item based on questions 5 and 7. Modified to matrix format to ask about each behavior individually. Modified from preschool version to ask about school rather than care arrangements. Modified to add "or {his/her} school" to "any of {CHILD}'s teachers."

QUESTION TEXT:

Question "Since the beginning of the school year, have any of {CHILD}'s teachers or {his/her} school contacted your household about any behavior problems {he/she} is having, such as:"

InstResp "Select all that apply."

CODES	Code All That Apply
1	Biting
2	Being aggressive
3	Not following directions
4	Being overly active
5	Being impulsive or having little or no self-control
6	None of the above
91	Another behavior problem (Please specify):

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 6.

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."

Box 2

Round: Spring First-Grade National

IF ANY ANSWER TO PIQ127 = 91 (OTHER), GO TO PIQ127os. ELSE GO TO PIQ129a.

PIQ127OS

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

100

PIQ129a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K, eighth grade, SCQ025, modified to add "Since the beginning of the school year"

DISPLAY INSTRUCTIONS:

IF THE PRELOAD SHOWS THAT SPRING KINDERGARTEN PIQ129a = 2 (NOT SUSPENDED) OR (PIQ129a = 1 (WAS SUSPENDED) AND (PIQ129b HAD A RESPONSE FOR THE NUMBER OF TIMES OTHER THAN SK)), DISPLAY "Since the beginning of the school year" BECAUSE QUESTIONS ABOUT SCHOOL SUSPENSIONS IN KINDERGARTEN WERE ASKED IN SPRING KINDERGARTEN. ELSE DISPLAY "Since the beginning of kindergarten" BECAUSE QUESTIONS ABOUT SCHOOL SUSPENSIONS WERE NOT ASKED IN KINDERGARTEN.

DISPLAY "kindergarten" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{Since the beginning of the school year/Since the beginning of kindergarten}, has {CHILD} ever had an in-school or out-of-school suspension?"

CODES

1	Yes	PIQ129b
2	No	PIQ129c

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO PIQ129c.

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PIQ

PIQ129b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K, eighth grade, SCQ030. Modified to ask about suspension since the beginning of the school year and ask how many times the child has been suspended. Added instruction to respondent.

DISPLAY INSTRUCTIONS:

IF THE PRELOAD SHOWS THAT SPRING KINDERGARTEN PIQ129a = 2 (NOT SUSPENDED) OR (PIQ129a = 1 (WAS SUSPENDED) AND (PIQ129b HAD A RESPONSE FOR THE NUMBER OF TIMES OTHER THAN SK)), DISPLAY “Since the beginning of the school year” BECAUSE QUESTIONS ABOUT SCHOOL SUSPENSIONS IN KINDERGARTEN WERE ASKED IN SPRING KINDERGARTEN. ELSE DISPLAY “Since the beginning of kindergarten” BECAUSE QUESTIONS ABOUT SCHOOL SUSPENSIONS WERE NOT ASKED IN KINDERGARTEN.

QUESTION TEXT:

Question “{Since the beginning of the school year/Since the beginning of kindergarten}, how many times has {CHILD} been suspended?”

InstResp “Please include both in-school and out-of-school suspensions.”

Pre-unit “Times:”

Watermark “Times suspended”

ENTER NUMBER

Range	0 to 99
Soft Range	1 to 10

PROGRAMMER INSTRUCTIONS:

IF SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE: “You have entered {DISPLAY RESPONSE AT PIQ129b}. Are you sure this is correct? When it is correct, select next to continue.”

PIQ129c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K, eighth grade, SCQ025. Modified to ask how about expulsion since the beginning of the school year rather than about an in- or out-of-school suspension.

DISPLAY INSTRUCTIONS:

IF THE PRELOAD SHOWS THAT SPRING KINDERGARTEN PIQ129c = 2 (NOT EXPELLED) OR (PIQ129c = 1 (WAS EXPELLED) AND (PIQ129d HAD A RESPONSE FOR THE NUMBER OF TIMES OTHER THAN SK)), DISPLAY “Since the beginning of the school year” BECAUSE QUESTIONS ABOUT SCHOOL EXPULSIONS IN KINDERGARTEN WERE ASKED IN SPRING KINDERGARTEN. ELSE DISPLAY “Since the beginning of kindergarten” BECAUSE QUESTIONS ABOUT SCHOOL EXPULSIONS WERE NOT ASKED IN KINDERGARTEN.

QUESTION TEXT:

Question “{Since the beginning of the school year/Since the beginning of kindergarten}, has {CHILD} ever been expelled?”

CODES

1	Yes	PIQ129d
2	No	PIQ130

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO PIQ130.

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PIQ

PIQ129d

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K, eighth grade, SCQ030. Modified to ask about expulsion since the beginning of the school year and ask how many times the child has been expelled.

DISPLAY INSTRUCTIONS:

IF THE PRELOAD SHOWS THAT SPRING KINDERGARTEN PIQ129c = 2 (NOT EXPELLED) OR (PIQ129c = 1 (WAS EXPELLED) AND (PIQ129d HAD A RESPONSE FOR THE NUMBER OF TIMES OTHER THAN SK)), DISPLAY "Since the beginning of the school year" BECAUSE QUESTIONS ABOUT SCHOOL EXPULSIONS IN KINDERGARTEN WERE ASKED IN SPRING KINDERGARTEN. ELSE DISPLAY "Since the beginning of kindergarten" BECAUSE QUESTIONS ABOUT SCHOOL EXPULSIONS WERE NOT ASKED IN KINDERGARTEN.

QUESTION TEXT:

Question "{Since the beginning of the school year/Since the beginning of kindergarten}, how many times has {CHILD} been expelled?"

Pre-unit "Times:"

Watermark "Times expelled"

ENTER NUMBER

Range	0 to 99
Soft Range	1 to 10

PROGRAMMER INSTRUCTIONS:

IF SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT PIQ129d}. Are you sure this is correct? When it is correct, select next to continue."

PIQ130

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, questions PIQ130, PIQ140, PIQ150, PIQ160, and PIQ170 modified to be a select all that apply item, added "done any of the following activities" to the question stem.

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?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|---|--|
| 1 | Attended an open house or a back-to-school night |
| 2 | Attended a meeting of a PTA, PTO, or Parent-Teacher Organization |
| 3 | Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher |
| 4 | Attended a school or class event, such as a play, sports event, or science fair |
| 5 | Served as a volunteer in {CHILD}'s classroom or elsewhere in the school |
| 6 | None of the above |

PROGRAMMER INSTRUCTIONS:

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

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."

PIQ185

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question 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"

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 SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT PIQ185}. Are you sure this is correct? When it is correct, select next to continue."

PIQ190

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PIQ190, deleted "Would you say {CHILD}'s school...and changed "tell me" to "indicate" in the item stem."

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.

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"

CODES

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

PROGRAMMER INSTRUCTIONS:

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

PIQ200

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PIQ200, deleted "Would you say {CHILD}'s school..."

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.

QUESTION TEXT:

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

SaVisible "True"

CODES

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

PROGRAMMER INSTRUCTIONS:

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

PIQ210

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PIQ210, deleted "Would you say {CHILD}'s school..."

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.

QUESTION TEXT:

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

SaVisible "True"

CODES

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

PROGRAMMER INSTRUCTIONS:

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

PIQ220

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PIQ220, deleted "Would you say {CHILD}'s school..."

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.

QUESTION TEXT:

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

SaVisible "True"

CODES

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

PROGRAMMER INSTRUCTIONS:

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

PIQ230

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PIQ230, deleted "Would you say {CHILD}'s school..."

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.

QUESTION TEXT:

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

SaVisible "True"

CODES

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

PROGRAMMER INSTRUCTIONS:

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

PIQ231a

Copyright: No

Round: Spring First-Grade National

Source: U.S. Department of Education School Climate Surveys (EDSCLS), Instructional Staff Survey. Modified stem to delete “regardless of whether their parents are rich or poor” at the end of the statement.

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.”

CODES

- | | |
|---|-------------------|
| 1 | Strongly agree |
| 2 | Agree |
| 3 | Disagree |
| 4 | Strongly disagree |

PIQ231b

Copyright: No

Round: Spring First-Grade National

Source: U.S. Department of Education School Climate Surveys (EDSCLS), Instructional Staff Survey. Modified language in original item that was “This school provides instructional materials (e.g., textbooks, handouts) that reflect students’ cultural background, ethnicity and identity.”

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).”

CODES

- | | |
|---|-------------------|
| 1 | Strongly agree |
| 2 | Agree |
| 3 | Disagree |
| 4 | Strongly disagree |

PIQ231C

Copyright: No

Round: Spring First-Grade National

Source: U.S. Department of Education School Climate Surveys (EDSCLS), Instructional Staff Survey. Modified language in original item that was “This school emphasizes showing respect for all students’ cultural beliefs and practices.”

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.”

CODES

- | | |
|---|-------------------|
| 1 | Strongly agree |
| 2 | Agree |
| 3 | Disagree |
| 4 | Strongly disagree |

PIQ400

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PIQ400, modified “{Last time we spoke to you/Earlier}” to “Previously”

QUESTION TEXT:

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

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | 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.

PIQ415

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, questions PIQ410, PIQ420, PIQ430, PIQ440, PIQ450, PIQ460, PIQ480, combined items into one select all that apply item and modified stem from “This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?” to This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school?” Deleted “Has that made it harder for you to participate in activities at {CHILD}'s school?”

QUESTION TEXT:

Question “This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school?”

InstResp “Select all that apply.”

CODES	Code All That Apply
1	Inconvenient meeting times
2	No child care keeps your family from going to school meetings or event
3	Family members can't get time off from work
4	Problems with safety going to the school
5	The school does not make your family feel welcome
6	Problems with transportation to the school
7	You don't hear about things going on at school that you might want to be involved in
8	Another reason
9	None of these

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 these” but also selected another option on the list. Please check your responses and update your answer. Then, select “Next” to continue.”

Box 2b

Round: Spring First-Grade National

IF THE PRELOAD INDICATES THAT ENGLISH WAS THE PRIMARY LANGUAGE, GO TO PIQ490. ELSE GO TO PIQ470.

PIQ470

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, questions PIQ470, reworded question by moving “Has it been harder for you to participate in activities at {CHILD}'s school” to the beginning of the question, deleted the word “Problems”

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?”

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: This question is about participating in activities at {CHILD}'s school if you speak a language other than English.

PIQ490

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, questions PIQ490, modified to change “Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied... year” to “How satisfied are you...”

QUESTION TEXT:

Question “How satisfied are you with the school {CHILD} attends this year?”

CODES

- | | |
|---|-----------------------|
| 1 | Very satisfied |
| 2 | Somewhat satisfied |
| 3 | Somewhat dissatisfied |
| 4 | Very dissatisfied |

PIQ500

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question PIQ500

QUESTION TEXT:

Question "How many times was {CHILD} late for school during the past four weeks?"

Watermark "Enter # of times"

ENTER NUMBER

Range 0 to 99

Soft Range 0 to 30

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT PIQ500}. Are you sure this is correct? When it is correct, select Next to continue."

PIQ515

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question PIQ515, modified to remove "Would you say..."

QUESTION TEXT:

Question "How do you feel about the amount of homework {CHILD} is assigned?"

CODES

- | | |
|---|----------------------------|
| 1 | The amount is about right. |
| 2 | It's too much. |
| 3 | It's too little. |

PIQ520

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question PIQ520, modified to remove "Would you say..."

QUESTION TEXT:

Question "During this school year, how often did you or someone else help {CHILD} with {his/her} homework?"

SaVisible "True"

CODES

- | | |
|---|------------------------|
| 1 | Never |
| 2 | Less than once a week |
| 3 | 1 to 2 times a week |
| 4 | 3 to 4 times a week |
| 5 | 5 or more times a week |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

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

PIQ550

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question PIQ550, added "or someone else", added "of {his/her} homework, deleted "Would you say never, rarely, sometimes, or always?"

QUESTION TEXT:

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

CODES

- | | |
|---|-----------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Always |

PIQ560

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fourth grade, PIQ560, modified to change question stem to be about expectations, added the word "how" to the question stem and removed ellipsis, added categories from ECLS-K:2011, fourth grade PIQ570 for schools that do not use grades, and modified category 5 about the school not giving those grades to incorporate PIQ570 category of failing.

QUESTION TEXT:

Question "Now we have a question about your expectations of {CHILD}'s grades during this school year. Overall, how do you expect {CHILD}'s grades will be?"

CODES

- | | |
|---|---------------|
| 1 | Excellent |
| 2 | Above average |
| 3 | Average |
| 4 | Below average |
| 5 | Failing |

PIQ585a

Copyright: No, but other special handling

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fourth grade, question PIQ585a, deleted "Would you say almost never, rarely, sometimes, a lot, or almost always."

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

Question "How often would you say that {CHILD}...
Makes up reasons to stay home from school?"

CODES

- | | |
|---|---------------|
| 1 | Almost never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | A lot |
| 5 | Almost always |

PIQ585b

Copyright: No, but other special handling

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fourth grade, question 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?"

CODES

- | | |
|---|---------------|
| 1 | Almost never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | A lot |
| 5 | Almost always |

PROGRAMMER INSTRUCTIONS:

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

PIQ585c

Copyright: No, but other special handling

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fourth grade, question 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?"

CODES

- | | |
|---|---------------|
| 1 | Almost never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | A lot |
| 5 | Almost always |

PIQ585d

Copyright: No, but other special handling

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fourth grade, question 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?"

CODES

- | | |
|---|---------------|
| 1 | Almost never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | A lot |
| 5 | Almost always |

PIQ585e

Copyright: No, but other special handling

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fourth grade, question 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?"

CODES

- | | |
|---|---------------|
| 1 | Almost never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | A lot |
| 5 | Almost always |

Box 3

Round: Spring First-Grade National

GO TO SECTION FSQ.

Early Childhood Longitudinal Study Parent Survey

Spring 1 - Form PSS1

Section FSQ [Family Structure]

Sequence: 2

Box 1

Round: Spring First-Grade National

FOR SECTION FSQ, THERE ARE TWO TYPES OF HOUSEHOLDS:

1) CONTINUING (SPRING KINDERGARTEN OR FALL KINDERGARTEN) HOUSEHOLDS WITH PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD ROSTER DATA FROM FALL KINDERGARTEN (SPRING KINDERGARTEN OR FALL KINDERGARTEN FSQ206 = 1)

2) OTHER HOUSEHOLDS

IF IT IS (A CONTINUING HOUSEHOLD WITH PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD ROSTER DATA) AND (THERE WERE HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT AND THE CHILD), GO TO BOX 2.

ELSE IF IT IS (A CONTINUING HOUSEHOLD WITH PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD ROSTER DATA) AND (THE ONLY HOUSEHOLD MEMBERS WERE THE RESPONDENT AND THE CHILD), GO FSQ006.

ELSE GO TO FSQ010a.

NOTE: CONTINUING HOUSEHOLDS SHOULD USE DATA FROM THE MOST RECENT SPRING OR FALL KINDERGARTEN ROUND WITH COMPLETE FSQ DATA AND PERMISSION TO USE THOSE DATA. USE SPRING KINDERGARTEN DATA IF THE HOUSEHOLD HAD COMPLETE FSQ DATA FROM SPRING KINDERGARTEN AND THERE WAS PERMISSION TO USE THE DATA (SPRING KINDERGARTEN FSQ206 = 1). ELSE IF THE HOUSEHOLD DID NOT HAVE COMPLETE FSQ DATA FROM SPRING KINDERGARTEN, BUT HAD COMPLETE FSQ DATA FROM FALL KINDERGARTEN AND THERE WAS PERMISSION TO USE THOSE DATA (FALL KINDERGARTEN FSQ206 = 1), USE FALL KINDERGARTEN FSQ DATA.

Box 2

Round: Spring First-Grade National

LOOP 1

LOOP ON ONE PERSON AT A TIME FROM THE PRELOAD HOUSEHOLD ROSTER (OTHER THAN THE RESPONDENT AND THE CHILD), ASKING QUESTIONS FSQ001 THROUGH FSQ005OS (IF APPLICABLE).

FSQ001

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring kindergarten, FSQ010. Modified to not list first names of all household members in a display in the first sentence. Also deleted instruction "As I read each person's name again, please tell me if he or she still lives in the household." Also, added displays for age and sex.

DISPLAY INSTRUCTIONS:

LOOPING ON ONE PERSON AT A TIME, DISPLAY FROM THE PRELOAD THE FIRST NAMES OF HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT AND THE CHILD.

IF AGE IS NOT MISSING FOR THE PERSON WHO IS THE SUBJECT OF THE LOOP, DISPLAY {who is about {AGE} years old} AND USE THE PERSON'S AGE FOR THE AGE DISPLAY. ELSE USE A NULL DISPLAY FOR AGE.

IF THE PERSON WHO IS THE SUBJECT OF THE LOOP IS MALE, DISPLAY "male" in "{male/female}". ELSE IF THE PERSON WHO IS THE SUBJECT OF THE LOOP IS FEMALE, DISPLAY "female" in "{male/female}". ELSE USE A NULL DISPLAY FOR "{male/female}".

IF AGE AND GENDER ARE NOT MISSING FOR THE PERSON WHO IS THE SUBJECT OF THE LOOP, DISPLAY "and".

DISPLAY 'still' IN UNDERLINED TEXT.

QUESTION TEXT:

Question "We would like to ask about household members who lived in this household at the time of our last survey.

Does {NAME} {who is about {AGE} years old} {and} {male/female} still live in this household?"

CODES

1	Yes	Box 3
2	No	FSQ005

PROGRAMMER INSTRUCTIONS:

ALONG WITH THE RESPONDENT AND CHILD WHO ARE CURRENT HOUSEHOLD MEMBERS, COUNT EACH PERSON WITH FSQ001= 1 AS A CURRENT HOUSEHOLD MEMBER IN A CONTINUING HOUSEHOLD.

FSQ005

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring third grade, FSQ015, changed category 6 (ROSTER ERROR) to category 6 "This person never lived in this household.), added category 9 (Relationship ended) for those who were not married.

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FSQ005.

QUESTION TEXT:

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

CODES

- | | |
|----|--|
| 1 | Separation or divorce |
| 2 | Attending college or boarding school |
| 3 | Living elsewhere for employment-related reasons |
| 4 | Deceased |
| 5 | Moved on or moved elsewhere |
| 6 | This person never lived in this household |
| 7 | Moved back with parents or moved with other parent |
| 8 | In jail or prison |
| 9 | Relationship ended |
| 91 | Some other reason (Please specify): |

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

FSQ005OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring kindergarten, FSQ015OS

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FSQ005.

ENTER TEXT

Length

100

Box 3

Round: Spring First-Grade National

END LOOP 1.

LOOP ON NEXT HOUSEHOLD MEMBER OTHER THAN THE RESPONDENT AND THE CHILD THAT IS SHOWN IN THE PRELOAD. AFTER ALL HOUSEHOLD MEMBERS FROM THE PRELOAD OTHER THAN THE RESPONDENT AND THE CHILD HAVE BEEN ASKED ABOUT, GO TO FSQ006 TO ASK ABOUT OTHER HOUSEHOLD MEMBERS.

FSQ006

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring kindergarten, FSQ020, made into a yes/no question

DISPLAY INSTRUCTIONS:

IF (THE RESPONDENT AND THE CHILD ARE THE ONLY ONES IN THE HOUSEHOLD ACCORDING TO THE PRELOAD) OR (FSQ001 = 2 OR SK (HOUSEHOLD MEMBERS DO NOT STILL LIVE IN THE HOUSEHOLD OR IT WAS SKIPPED) FOR ALL HOUSEHOLD MEMBERS ASKED ABOUT, DISPLAY “you and {CHILD}”.

ELSE, DISPLAY “you, {CHILD}, and {NAMES OF HOUSEHOLD MEMBERS}”. FOR “{NAMES OF HOUSEHOLD MEMBERS}” DISPLAY THE NAMES OF ALL PERSONS WHO ARE STILL IN THE HOUSEHOLD FROM PRESCHOOL (FSQ001 = 1). DIVIDE EACH NAME BEFORE THE FINAL NAME WITH A COMMA. BEFORE THE FINAL NAME, USE “, and”.

QUESTION TEXT:

Question “Other than {you and {CHILD}}/you, {CHILD}, and {NAMES OF HOUSEHOLD MEMBERS}}, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since the last survey?”

InstResp “Please do not include anyone staying here temporarily who usually lives somewhere else.”

CODES

1	Yes	FSQ007
2	No	Box 5

PROGRAMMER INSTRUCTIONS:

IF FSQ006 = SK, GO TO BOX 5.

FSQ007

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring kindergarten, FSQ020

QUESTION TEXT:

Question "Please list the first names of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else."

New household member 1

New household member 2

New household member 3

New household member 4

ENTER TEXT

Length

100

PROGRAMMER INSTRUCTIONS:

- 1.DISPLAY BLANK LINES FOR ADDITIONAL HOUSEHOLD MEMBERS.
- 2.COUNT EACH ADDITIONAL PERSON LISTED AS A HOUSEHOLD MEMBER AND ADD THEM TO THE LIST OF CONTINUING HOUSEHOLD MEMBERS WITH FSQ001=1.
- 3.ALLOW UP TO 37 TOTAL ENTRIES OF HOUSEHOLD MEMBERS COUNTING THOSE WITH FSQ001=1 AND THE RESPONDENT AND CHILD.

Box 4

Round: Spring First-Grade National

GO TO BOX 5.

FSQ010a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten FSQ020 and FSQ060, modified language for web rather than interview. Added additional instructions to explain screen and how to add additional household members.

DISPLAY INSTRUCTIONS:

DISPLAY "Don't forget to 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." IN InstResp FORMAT.

QUESTION TEXT:

Question "Now we have some questions about your household. In the questions that follow, please add the first names, ages, and sexes of everyone who normally lives in your household. Some information about you and {CHILD} has already been added.

{Don't forget to 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.}

Please click on the "Next" button below to continue."

FSQ010b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten FSQ020 and FSQ060, modified language for web rather than interview. Added additional instructions to explain screen and how to add additional household members.

DISPLAY INSTRUCTIONS:

DISPLAY FIRST NAME, AGE, AND SEX (FSQ010b, FSQ020, AND FSQ030) ON THE SAME SCREEN.

IF THE BROWSER SIZE IS LARGE, DISPLAY A GRID WITH COLUMN HEADERS OF "First name", "Age", AND "Sex". GRID ROWS SHOULD BE "Household member" AND THE NUMBER OF THE ROW, A FIELD TO ENTER THE FIRST NAME, A FIELD TO ENTER AGE, AND A FIELD TO ENTER SEX. IF THE BROWSER SIZE IS NOT LARGE, DISPLAY THESE FIELDS VERTICALLY ON A SEPARATE SCREEN FOR EACH HOUSEHOLD MEMBER. DISPLAY "Household member" AND THE NUMBER OF THE HOUSEHOLD MEMBER ABOVE "First name".

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 "You."

FOR HOUSEHOLD MEMBER 2, DISPLAY THE FIRST NAME OF THE CHILD. DO NOT ALLOW FOR CHANGES TO THE CHILD'S NAME.

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, AFTER THE SCREEN FOR HOUSEHOLD MEMBER 2, 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 THE BROWSER SIZE IS LARGE, STARTING WITH HOUSEHOLD MEMBER 3, DISPLAY IN InstResp FORMAT "If a person was added in error, select the "Remove this person" button and the person will be removed after any other button is selected." AND A BUTTON AT THE END OF EACH ROW THAT SAYS "Remove this person". IF THE BROWSER SIZE IS NOT LARGE, STARTING WITH HOUSEHOLD MEMBER 3, DISPLAY IN InstResp FORMAT "If a person was added in error, select the "Remove this person" button and the person will be removed after any other button is selected." AND DISPLAY "Remove this person" AT THE BOTTOM OF THE SCREEN AND A BUTTON THAT SAYS "Remove this person".

IF THE BROWSER SIZE IS LARGE, AT THE TOP OF THE GRID DISPLAY "If needed, you may list more household members by selecting the "Add a person" button under the last row. The list of household members may be shown on more than one screen to allow for all household members to be added. When you are finished adding all household members, select "Next" to move to the next question. "IF THE BROWSER SIZE IS NOT LARGE, DISPLAY, "If needed, you can add more household members later."

QUESTION TEXT:

Question "Please add information for all household members. For babies less than 1 year old, enter 0 for the age.

{If needed, you may list more household members by selecting the "Add a person" button under the last row. The list of household members may be shown on more than one screen to allow for household members to be added. When you are finished adding all household members, select "Next" to move to the next question.}

{If needed, you can add more household members later.}"

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

"First name"

Household member 1 {DISPLAY FIRST NAME OF RESPONDENT}

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FSQ

Household member 2 {DISPLAY FIRST NAME OF SAMPLED CHILD}

PROGRAMMER INSTRUCTIONS:

ALLOW UP TO 36 ROWS FOR HOUSEHOLD MEMBERS (THIS NUMBER OF ROWS INCLUDES THE ROWS FOR THE RESPONDENT AND THE CHILD). DIVIDE THE 36 ROWS INTO 5 SCREENS. FOUR SCREENS WILL HAVE 8 ROWS AND 1 SCREEN WILL HAVE 4 ROWS FOR A TOTAL OF 36 ROWS.

HELP FOR STEM: "We ask for first names so that we can ask questions about each person in the survey. To add a household member, please enter a name, nickname, or initial."

Box 5

Round: Spring First-Grade National

ASK FSQ030 FOR EACH PERSON WITH MISSING AGE, OTHER THAN THE CHILD (THE SAMPLED CHILD'S AGE WAS ALREADY ASKED IN SECTION INQ.)

IN CONTINUING HOUSEHOLDS WITH KINDERGARTEN FSQ DATA AND PERMISSION TO PRELOAD THAT PREVIOUS HOUSEHOLD FSQ DATA, ASK FSQ030 FOR EACH PERSON WHO HAS ((FSQ001=1 AND MISSING AGE FROM THE PRELOAD) OR (WAS LISTED IN FSQ007)) (HOUSEHOLD MEMBERS FROM THE MOST RECENT KINDERGARTEN ROUND IN WHICH THE PARENT PARTICIPATED WHO ARE STILL IN THE HOUSEHOLD IN SPRING FIRST GRADE AND HAVE MISSING AGE OR NEW HOUSEHOLD MEMBERS WHO WERE ADDED TO THE HOUSEHOLD IN SPRING FIRST GRADE).

ELSE, ASK FSQ030 FOR EACH PERSON LISTED IN FSQ010b.

AFTER ALL HOUSEHOLD MEMBERS WITH MISSING AGE HAVE BEEN ASKED ABOUT, GO TO BOX 6.

FSQ030

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ030.

DISPLAY INSTRUCTIONS:

DISPLAY FIRST NAME, AGE, AND SEX (FSQ010b, FSQ020, AND FSQ030) ON THE SAME SCREEN.

QUESTION TEXT:

Question "Age"

Watermark "Enter age"

ENTER NUMBER

Range	0 to 120
Soft Range	18 to 100

PROGRAMMER INSTRUCTIONS:

SOFT RANGE FOR RESPONDENT'S AGE 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 verify before continuing. When it is correct, select Next to continue." HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

Box 6

Round: Spring First-Grade National

ASK FSQ040 FOR EACH PERSON WITH MISSING GENDER OTHER THAN THE CHILD (THE CHILD'S GENDER WAS ASKED ABOUT IN INQ).

IN CONTINUING HOUSEHOLDS WITH KINDERGARTEN FSQ DATA AND PERMISSION TO PRELOAD THAT PREVIOUS HOUSEHOLD FSQ DATA (FSQ206=1), ASK FSQ040 FOR EACH PERSON WHO HAS ((FSQ001=1 AND MISSING GENDER FROM THE PRELOAD) OR (WAS LISTED IN FSQ007)) (HOUSEHOLD MEMBERS FROM THE MOST RECENT KINDERGARTEN ROUND IN WHICH THE PARENT PARTICIPATED WHO ARE STILL IN THE HOUSEHOLD IN SPRING FIRST GRADE AND HAVE MISSING GENDER OR NEW HOUSEHOLD MEMBERS WHO WERE ADDED TO THE HOUSEHOLD IN SPRING FIRST GRADE).

ELSE, ASK FSQ040 FOR EACH PERSON LISTED IN FSQ010b.

AFTER ALL HOUSEHOLD MEMBERS WITH MISSING GENDER HAVE BEEN ASKED ABOUT, GO TO FSQ110.

FSQ040

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ040.

DISPLAY INSTRUCTIONS:

DISPLAY FIRST NAME, AGE, AND SEX (FSQ010b, FSQ020, AND FSQ030) ON THE SAME SCREEN.

QUESTION TEXT:

Question "Sex"

CODES

- | | |
|---|--------|
| 1 | Male |
| 2 | Female |

FSQ050

Copyright: No

Round: Spring First-Grade National

Source: New.

DISPLAY INSTRUCTIONS:

DISPLAY A LIST OF HOUSEHOLD MEMBERS THAT SHOW HOUSEHOLD MEMBER NUMBER, FIRST NAME, AGE, AND SEX FOR EACH PERSON FROM FSQ010b, FSQ030, AND FSQ040. DISPLAY AS "Name:", "Age:", AND "Sex:". THE LIST SHOULD SHOW HOUSEHOLD MEMBERS IN THE SAME ORDER THAT THEY WERE LISTED IN FSQ010b. THIS LIST CANNOT BE EDITED.

QUESTION TEXT:

Question "Please confirm the first names, ages, and sexes of persons in your 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. Typos in first names do NOT need to be corrected. If you want to change a first name for someone other than yourself or {CHILD}, after selecting "No" on this screen, use the "Remove this person" button and then the "Add a person" button to add them back with the corrected name. If you have more than eight household members and select "No" to go back and make changes, they will be listed on more than one screen when you back up. Please select "Next" on each screen to see all the household members listed."

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

CODES

- | | | |
|---|-----|---------|
| 1 | Yes | FSQ110 |
| 2 | No | FSQ010b |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO FSQ110.

FSQ110

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ110.

QUESTION TEXT:

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

CODES

1	Yes	FSQ120
2	No	FSQ130

PROGRAMMER INSTRUCTIONS:

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

FSQ120

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ120.

DISPLAY INSTRUCTIONS:

FOR ALL HOUSEHOLDS, DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE FROM THE CURRENT SURVEY HOUSEHOLD ROSTER AS RESPONSE CATEGORY CHOICES, INCLUDE THOSE WITH MISSING ANSWERS FOR AGE AND DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME (LINES FOR 8 HH MEMBERS ARE SHOWN, BUT UP TO 36 (THERE ARE 37 POSSIBLE HOUSEHOLD MEMBERS BUT THE CHILD IS NOT COUNTED SO 36 ARE SHOWN) SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD). ALSO DISPLAY "NOT ON LIST."

DO NOT DISPLAY THE RESPONDENT'S NAME.

FLAG PERSON SELECTED AT FSQ120 AS "RESPONDENT'S SPOUSE/PARTNER".

QUESTION TEXT:

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

InstRep: "Select the name of the person who is your spouse/partner. If name not listed, select "not on list.""

CODES

1	{DISPLAY HH MEMBER NAME 1}
2	{DISPLAY HH MEMBER NAME 2}
3	{DISPLAY HH MEMBER NAME 3}
4	{DISPLAY HH MEMBER NAME 4}
5	{DISPLAY HH MEMBER NAME 5}
6	{DISPLAY HH MEMBER NAME 6}
7	{DISPLAY HH MEMBER NAME 7}
8	{DISPLAY HH MEMBER NAME 8}
37	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 NAME OR THE CHILD'S NAME.

LINES FOR 8 HH MEMBERS ARE SHOWN, BUT UP TO 34 ROWS SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD. (THERE ARE 36 POSSIBLE HOUSEHOLD MEMBERS BUT THE CHILD AND RESPONDENT ARE NOT DISPLAYED SO 34 ROWS ARE SHOWN). ALSO DISPLAY "NOT ON LIST." BECAUSE THERE ARE 36 HOUSEHOLD MEMBERS TOTAL, "NOT ON LIST" IS ROW 37 TO INDICATE WHAT THE MAXIMUM NUMBER ROW IS FOR THE ROSTER.)

Box 7

Round: Spring First-Grade National

IF FSQ120 = NOT ON LIST, AUTOCODE FSQ110 = 1 (SPOUSE/PARTNER IS IN HOUSEHOLD) AND GO TO FSQ120a. ELSE GO TO BOX 8.

FSQ120a

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

Question "What is the first name of your spouse or partner?"

First name:"

ENTER TEXT

Length

100

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 NAME OF SPOUSE PARTNER AS "your spouse/partner" AND USE THIS NAME FOR THE SPOUSE/PARTNER THROUGHOUT THE SURVEY.

FSQ120b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ030.

DISPLAY INSTRUCTIONS:

DISPLAY THE NAME OF THE SPOUSE/PARTNER IN FSQ120a.

QUESTION TEXT:

Question "How old is {NAME}?"

Pre-unit "Age:"

Watermark "Enter age"

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 verify before continuing. When it is correct, select Next to continue."

FSQ120c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ040.

DISPLAY INSTRUCTIONS:

DISPLAY THE NAME OF THE SPOUSE/PARTNER IN FSQ120a.

QUESTION TEXT:

Question "Is {NAME} male or female?"

CODES

- | | |
|---|--------|
| 1 | Male |
| 2 | Female |

PROGRAMMER INSTRUCTIONS:

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

Box 8

Round: Spring First-Grade National

FOR CONTINUING HOUSEHOLDS WITH COMPLETE KINDERGARTEN FSQ DATA AND PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD ROSTER DATA AND FLAGS.SAMERESP = 1 (SAME RESPONDENT AS THE MOST RECENT KINDERGARTEN PARENT SURVEY IN WHICH THE HOUSEHOLD HAD FSQ DATA) AND THE RESPONDENT HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT ROUND WITH FSQ DATA IN WHICH THE HOUSEHOLD PARTICIPATED: STEP OR FOSTER MOTHER OR FATHER, OTHER MALE OR FEMALE PARENT OR GUARDIAN, BOYFRIEND OR GIRLFRIEND OF PARENT, OTHER RELATIVE, OR NON-RELATIVE [(FSQ140 = 3, 4, OR 5) OR (FSQ150 = 3, 4, OR 5) OR (FSQ130 = 5, 6, 12, OR 13)], GO TO FSQ121. ELSE, GO TO Box 10.

FSQ121

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question FSQ121, changed probe to instruction to respondent

QUESTION TEXT:

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

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

CODES

1	Yes	Box 9
2	No	Box 9

PROGRAMMER INSTRUCTIONS:

USE THE FOLLOWING DISPLAYS BASED ON PRELOAD INFORMATION FROM KINDERGARTEN FSQ DATA FROM THE MOST RECENT ROUND IN WHICH A HOUSEHOLD PARTICIPATED: IF FSQ130 = 5 OR FSQ180 = 1, DISPLAY "the girlfriend or female partner of {CHILD}'s parent or guardian". ELSE, IF FSQ130 = 6 OR FSQ180 = 2, DISPLAY "the boyfriend or male partner of {CHILD}'s parent or guardian". ELSE, IF FSQ180 = 3, DISPLAY "the female guardian of {CHILD}." ELSE, IF FSQ180 = 4, DISPLAY "the male guardian of {CHILD}." ELSE, IF FSQ130 = 12, DISPLAY "{CHILD}'s relative, but not a guardian". ELSE, IF FSQ130 = 13, DISPLAY "not related to {CHILD}".

ELSE, USE THE DISPLAY FOR "{CHILD}'s {RELATIONSHIP}" AND DO THE FOLLOWING: IF FSQ140 = 3, DISPLAY "stepmother". IF FSQ140 = 4, DISPLAY "foster mother or legal female guardian". IF FSQ140 = 5, DISPLAY "other female parent or guardian". IF FSQ150 = 3, DISPLAY "stepfather". IF FSQ150 = 4, DISPLAY "foster father or legal male guardian". IF FSQ150 = 5, DISPLAY "other male parent or guardian".

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Box 9

Round: Spring First-Grade National

FOR CONTINUING HOUSEHOLDS WITH COMPLETE KINDERGARTEN FSQ DATA AND PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD ROSTER DATA AND FLAGS SAMERESP = 1 AND SPOUSE OR PARTNER IS THE SAME AS IN MOST RECENT ROUND WITH FSQ DATA IN WHICH THE HOUSEHOLD PARTICIPATED AND HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT ROUND WITH FSQ DATA IN WHICH THE HOUSEHOLD PARTICIPATED: STEP OR FOSTER MOTHER/FATHER, BOYFRIEND/GIRLFRIEND OF PARENT, OTHER RELATIVE, OR NON-RELATIVE [(FSQ140 = 3, 4, OR 5) OR (FSQ150 = 3, 4, OR 5) OR (FSQ130 = 5, 6, 12, OR 13)], GO TO FSQ122.

ELSE, GO TO BOX 10.

FSQ122

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question FSQ122, changed probe to instruction to respondent

QUESTION TEXT:

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

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

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

USE THE FOLLOWING DISPLAYS BASED ON PRELOAD INFORMATION FROM KINDERGARTEN FSQ DATA FROM THE MOST RECENT ROUND IN WHICH A HOUSEHOLD PARTICIPATED: IF FSQ130 = 5 OR FSQ180 = 1, DISPLAY "the girlfriend or female partner of {CHILD}'s parent or guardian". ELSE, IF FSQ130 = 6 OR FSQ180 = 2, DISPLAY "the boyfriend or male partner of {CHILD}'s parent or guardian". ELSE, IF FSQ180 = 3, DISPLAY "the female guardian of {CHILD}." ELSE, IF FSQ180 = 4, DISPLAY "the male guardian of {CHILD}." ELSE, IF FSQ130 = 12, DISPLAY "{CHILD}'s relative, but not a guardian". ELSE, IF FSQ130 = 13, DISPLAY "not related to {CHILD}".

ELSE, USE THE DISPLAY FOR "{CHILD}'s {RELATIONSHIP}" AND DO THE FOLLOWING: IF FSQ140 = 3, DISPLAY "stepmother". IF FSQ140 = 4, DISPLAY "foster mother or legal female guardian". IF FSQ140 = 5, DISPLAY "other female parent or guardian". IF FSQ150 = 3, DISPLAY "stepfather". IF FSQ150 = 4, DISPLAY "foster father or legal male guardian". IF FSQ150 = 5, DISPLAY "other male parent or guardian".

Box 10

Round: Spring First-Grade National

LOOP 2.

ASK FSQ130 - FSQ1800S FOR HOUSEHOLD MEMBERS (OTHER THAN THE CHILD) WITH MISSING RELATIONSHIP INFORMATION.

IN CONTINUING HOUSEHOLDS WITH KINDERGARTEN FSQ DATA AND PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD ROSTER DATA, ASK FSQ130- FSQ1800S FOR EACH PERSON WHO HAS ((FSQ001=1 AND MISSING RELATIONSHIP DATA FROM THE PRELOAD) OR (WAS LISTED IN FSQ007)) (HOUSEHOLD MEMBERS FROM THE MOST RECENT KINDERGARTEN ROUND IN WHICH THE HOUSEHOLD PARTICIPATED WHO ARE STILL IN THE HOUSEHOLD IN SPRING FIRST GRADE AND HAVE MISSING RELATIONSHIP INFORMATION).

ELSE, ASK FSQ130 - FSQ1800S FOR EACH PERSON LISTED IN FSQ010.

FSQ130

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ130

DISPLAY INSTRUCTIONS:

IN CONTINUING HOUSEHOLDS WITH PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD ROSTER DATA, OTHER THAN THE SAMPLED CHILD, ASK FSQ130 FOR EACH PERSON WHO HAS ((FSQ001=1 AND MISSING RELATIONSHIP DATA FROM THE PRELOAD) OR (WAS LISTED IN FSQ007)) (HOUSEHOLD MEMBERS FROM A KINDERGARTEN ROUND WHO ARE STILL IN THE HOUSEHOLD IN SPRING FIRST GRADE AND HAVE MISSING RELATIONSHIP INFORMATION OR NEW HOUSEHOLD MEMBERS WHO WERE ADDED TO THE HOUSEHOLD IN SPRING FIRST GRADE).

IN OTHER HOUSEHOLDS, ASK FSQ130 - FSQ1800S FOR EACH PERSON LISTED IN FSQ010b OTHER THAN THE SAMPLED CHILD.

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

QUESTION TEXT:

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

CODES

1	Mother/female guardian	FSQ140
2	Father/male guardian	FSQ150
3	Sister	FSQ160
4	Brother	FSQ170
5	Girlfriend or female partner of {CHILD}'s parent/guardian	Box 11
6	Boyfriend or male partner of {CHILD}'s parent/guardian	Box 11
7	Grandmother	Box 11
8	Grandfather	Box 11
9	Aunt	Box 11
10	Uncle	Box 11
11	Cousin	Box 11
12	Other relative	Box 11
13	Other nonrelative	FSQ180

PROGRAMMER INSTRUCTIONS:

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, "Mother/Female Guardian", "Father/Male Guardian", "Sister", "Brother", "Girlfriend or Female Partner of child's Parent/Guardian", "Boyfriend or Male Partner of child's Parent/Guardian", "Grandmother", "Grandfather", "Aunt", "Uncle", "Cousin", "Other Relative", "Other Nonrelative"

HELP FOR CODE 1: Mother/Female Guardian: A female responsible for {CHILD}. Includes birth or biological mothers; adoptive, step, foster, and other mothers; as well as legal female guardians.

HELP FOR CODE 2: Father/Male Guardian: A male responsible for {CHILD}. Includes birth or biological

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fathers; adoptive, step, foster, and other fathers; as well as legal male guardians.

HELP FOR CODE 3: Sister: Include biological (full, half), adoptive, step, and foster sisters.

HELP FOR CODE 4: Brother: Include biological (full, half), adoptive, step, and foster brothers.

HELP FOR CODE 5: Girlfriend or Female Partner of {CHILD}'s Parent/Guardian: A female who has a "partner-like" relationship with one of {CHILD}'s parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 6: Boyfriend or Male Partner of {CHILD}'s Parent/Guardian: A male who has a "partner-like" relationship with one of {CHILD}'s parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 7: Grandmother: A female parent of {CHILD}'s biological or adoptive mother or father.

HELP FOR CODE 8: Grandfather: A male parent of {CHILD}'s biological or adoptive mother or father.

HELP FOR CODE 9: Aunt: A sister of {CHILD}'s biological or adoptive mother or father or the wife of {CHILD}'s uncle.

HELP FOR CODE 10: Uncle: A brother of {CHILD}'s biological or adoptive mother or father or the husband of {CHILD}'s aunt.

HELP FOR CODE 11: Cousin: A child of {CHILD}'s uncle, aunt, or cousin.

HELP FOR CODE 12: Other Relative: Refers to relationships that are not listed, such as great grandmother, niece, or nephew.

HELP FOR CODE 13: Other Nonrelative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (that is, living together as married). It also refers to relationships that exist where there are two people living together as married and they have children who are not related to one of them. For example, the child's father and the father's girlfriend (who is not the child's mother) live together as married and the girlfriend's daughter lives with them. The relationship of the girlfriend's daughter to the child would be siblings if they were married, but since the father and the girlfriend are not married, she is an "other nonrelative." If the "other nonrelative" is checked, you will receive a list of categories that are more descriptive than "other nonrelative" to choose from.

FSQ140

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ140, added "legal" to category 4

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

CODES

1	Biological or birth mother	Box 11
2	Adoptive mother	Box 11
3	Step mother	Box 11
4	Foster mother or legal female guardian	Box 11
5	Other female parent or guardian	Box 11

PROGRAMMER INSTRUCTIONS:

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

BOLD IN HELP TEXT: "Biological or Birth Mother", "Adoptive Mother", "Step Mother", "Foster Mother", "Legal Female Guardian", "Other Female Parent or Guardian"

HELP FOR CODE 1: Biological or Birth Mother: {CHILD}'s female biological parent. This may be the birth mother, but could also apply to a mother who used a surrogate mother or an egg donor to have her child.

HELP FOR CODE 2: Adoptive Mother: A female who has legally adopted {CHILD} to raise as her own child.

HELP FOR CODE 3: Step Mother: A female other than {CHILD}'s mother who is married to {CHILD}'s biological, birth, or adoptive parent.

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

Legal Female Guardian: A female legally placed in charge of {CHILD}.

HELP FOR CODE 5: Other Female Parent or Guardian: A person acting as the mother of {CHILD}, but does not fit into one of the other categories. For example, in a household with two mothers, one of the mothers may not classify herself as biologically related and she may not be legally in charge of {CHILD} even though she is another parent to {CHILD}.

FSQ150

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ150, added "legal" to category 4

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

CODES

1	Biological or birth father	Box 11
2	Adoptive father	Box 11
3	Step father	Box 11
4	Foster father or legal male guardian	Box 11
5	Other male parent or guardian	Box 11

PROGRAMMER INSTRUCTIONS:

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

BOLD IN HELP TEXT: "Biological or Birth Father", "Adoptive Father", "Step Father", "Foster Father", "Legal Male Guardian", "Other Type of Father"

HELP FOR CODE 1: Biological or Birth Father: {CHILD}'s male biological parent. This could also apply to a father who used a sperm donor to have his child.

HELP FOR CODE 2: Adoptive Father: A male who has legally adopted {CHILD} to raise as his own child.

HELP FOR CODE 3: Step Father: A male other than {CHILD}'s father who is married to {CHILD}'s biological, birth, or adoptive parent.

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

Legal Male Guardian: A male legally placed in charge of {CHILD}.

HELP FOR CODE 5: Other Type of Father: A person acting as the father of {CHILD}, but does not fit into one of the other categories. For example, in a household with two fathers, one of the fathers may not classify himself as biologically related and he may not be legally in charge of {CHILD} even though he is another parent to {CHILD}.

FSQ160

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ160.

DISPLAY INSTRUCTIONS:

BOLD IN HELP TEXT: "Full Sister", "Half Sister", "Step Sister", "Adoptive Sister", "Foster Sister"

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

QUESTION TEXT:

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

CODES

1	Full sister	Box 11
2	Half sister	Box 11
3	Step sister	Box 11
4	Adoptive sister	Box 11
5	Foster sister	Box 11

PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT: "Full Sister", "Half Sister", "Step Sister", "Adoptive Sister", "Foster Sister"

HELP FOR CODE 1: Full Sister: A female with whom {CHILD} shares the same biological parents.

HELP FOR CODE 2: Half Sister: A female with whom {CHILD} shares one biological parent.

HELP FOR CODE 3: Step Sister: A female to whom {CHILD} is related by the marriage of one biological parent.

HELP FOR CODE 4: Adoptive Sister: A female to whom {CHILD} is related given that they are in the same family in which she or {CHILD} has been legally adopted by the family.

HELP FOR CODE 5: Foster Sister: A female to whom {CHILD} is unrelated except that they are in the same family in which she or {CHILD} have been taken into the home on a temporary basis and the parents have legal responsibility for {CHILD}.

FSQ170

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ170.

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

CODES

1	Full brother	Box 11
2	Half brother	Box 11
3	Step brother	Box 11
4	Adoptive brother	Box 11
5	Foster brother	Box 11

PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT: "Full Brother", "Half Brother", "Step Brother", "Adoptive Brother", "Foster Brother"

HELP FOR CODE 1: Full Brother: A male with whom {CHILD} shares the same biological parents.

HELP FOR CODE 2: Half Brother: A male with whom {CHILD} shares one biological parent.

HELP FOR CODE 3: Step Brother: A male to whom {CHILD} is related by the marriage of one biological parent.

HELP FOR CODE 4: Adoptive Brother: A male to whom {CHILD} is related given that they are in the same family in which he or {CHILD} has been legally adopted by the family.

HELP FOR CODE 5: Foster Brother: A male to whom {CHILD} is unrelated except that they are in the same family in which he or {CHILD} have been taken into the home on a temporary basis and the parents have legal responsibility for {CHILD}.

FSQ180

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ180

DISPLAY INSTRUCTIONS:

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

DISPLAY FSQ180 AND FSQ180OS TOGETHER.

QUESTION TEXT:

Question "{Are you/Is {NAME}} a ..."

CODES

- | | |
|----|---|
| 1 | Girlfriend or female partner of {CHILD}'s parent/guardian |
| 2 | Boyfriend or male partner of {CHILD}'s parent/guardian |
| 3 | Female guardian |
| 4 | Male guardian |
| 5 | Daughter/son of {CHILD}'s parent's partner |
| 6 | Other relative of {CHILD}'s parent's partner |
| 91 | Other nonrelative (Please specify): |

PROGRAMMER INSTRUCTIONS:

IF FSQ180 IS CODED 1 (GIRLFRIEND), FLAG RESPONSE TO FSQ130 AS CODE 5.

IF FSQ180 IS CODED 2 (BOYFRIEND), FLAG RESPONSE TO FSQ130 AS CODE 6.

IF FSQ180 IS CODED 3 (FEMALE GUARDIAN), FLAG RESPONSE TO FSQ130 AS CODE 1 AND RESPONSE TO FSQ140 AS CODE 4.

IF FSQ180 IS CODED 4 (MALE GUARDIAN), FLAG RESPONSE TO FSQ130 AS CODE 2 AND RESPONSE TO FSQ150 AS CODE 4.

BOLD "Girlfriend or Female Partner of {CHILD}'s Parent/Guardian", "Boyfriend or Male Partner of {CHILD}'s Parent/Guardian", "Female Guardian", "Male Guardian", "Daughter/son of {CHILD}'s Parent's Partner", "Other Relative of {CHILD}'s Parent's Partner", AND "Other Nonrelative" IN HELP TEXT.

HELP FOR CODE 1: Girlfriend or Female Partner of {CHILD}'s Parent/Guardian: A female who has a 'partner-like' relationship with one of {CHILD}'s parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 2: Boyfriend or Male Partner of {CHILD}'s Parent/Guardian: A male who has a "partner-like" relationship with one of {CHILD}'s parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 3: Female Guardian: A female legally placed in charge of {CHILD}.

HELP FOR CODE 4: Male Guardian: A male legally placed in charge of {CHILD}.

HELP FOR CODE 5: Daughter/son of {CHILD}'s Parent's Partner: A child of the person who has a "partner-like" relationship with one of {CHILD}'s parents or guardians.

HELP FOR CODE 6: Other Relative of {CHILD}'s Parent's Partner: Some other relative of the person who has a "partner-like" relationship with one of {CHILD}'s parents or guardians.

HELP FOR CODE 91: Other Nonrelative: If one of the categories for nonrelative above does not better describe the relationship of the person to {CHILD}, and there is no family relationship through blood, marriage, adoption, or partnership (that is, living together as married), use this category.

If there is an answer box on this screen, enter your answer there. If not, please go to the next screen to enter your answer.

FSQ180OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ180.

DISPLAY INSTRUCTIONS:

DISPLAY FSQ180 AND FSQ180OS TOGETHER.

ENTER TEXT

Length

70

Box 11

Round: Spring First-Grade National

END LOOP 2.

ASK FSQ130 - FSQ1800S FOR NEXT PERSON ON THE HOUSEHOLD ROSTER WHO IS NOT THE FOCAL CHILD. IF NO NEXT PERSON, GO TO BOX 12.

Box 12

Round: Spring First-Grade National

LOOP 3.

IF THERE ARE ANY MISSING ETHNICITY OR RACE DATA (FOR CONTINUING HOUSEHOLDS WITH PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD DATA OR NEW HOUSEHOLD MEMBERS) FOR THE RESPONDENT, THE FOCAL CHILD, MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '3' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '4' AT FSQ180), GIRLFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '5' AT FSQ130 OR CODE '1' AT FSQ180), BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '6' AT FSQ130 OR CODE '2' AT FSQ180), CONTINUE WITH FSQ190.

ELSE IF THERE ARE NO MOTHER, FATHER, OR OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1 OR 2' AT FSQ130, OR CODE '1, 2, 3 OR 4' AT FSQ180), AND THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER, CONTINUE WITH FSQ190.

WHEN ALL PERSONS WITH MISSING ETHNICITY OR RACE DATA HAVE BEEN ASKED GO TO Box 13.

FSQ190

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FSQ190, added a display for "Latina".

DISPLAY INSTRUCTIONS:

BOLD 'Hispanic or Latino/Latina' IN InstResp.

ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE RESPONDENT, THE FOCAL CHILD, MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '3' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '4' AT FSQ180), GIRLFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '5' AT FSQ130 OR CODE '1' AT FSQ180), OR BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '6' AT FSQ130 OR CODE '2' AT FSQ180).

IF NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1, OR 2' AT FSQ130, OR CODE '1, 2, 3 OR 4' AT FSQ180), ASK ABOUT THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ120, IF ANY).

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE,

DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

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 (INQ050b = 1) OR (INQ050a = 1 AND THE CHILD IS MALE ACCORDING TO THE PRELOAD). ELSE 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 (INQ050b = 2) OR (INQ050a = 1 AND THE CHILD IS FEMALE ACCORDING TO THE PRELOAD). ELSE DISPLAY "Latino/Latina" USING BOTH "Latino" AND "Latina" SEPARATED BY A FORWARD SLASH ("Latino/Latina").

NOTE: IF THE RESPONDENT IS A MOTHER, FATHER, OR OTHER PARENT FIGURE, ASK THIS QUESTION AS "Are you" AND DO NOT ASK THE QUESTION AGAIN USING "{NAME}" ABOUT THE SAME PERSON.

QUESTION TEXT:

Question "{Are you/Is {NAME}} Hispanic or {Latino/Latina}?"

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

CODES

1	Yes
2	No

PROGRAMMER INSTRUCTIONS:

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

FSQ195

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten FSQ195 combined with the race question from High School and Beyond (HS&B), added "For the purposes of this study, Hispanic origins are not races."

DISPLAY INSTRUCTIONS:

ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE RESPONDENT, THE FOCAL CHILD, MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '3' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '4' AT FSQ180), GIRLFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '5' AT FSQ130 OR CODE '1' AT FSQ180), OR BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '6' AT FSQ130 OR CODE '2' AT FSQ180).

IF NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1 OR 2' AT FSQ130, OR CODE '1, 2, 3 OR 4' AT FSQ180), ASK ABOUT THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ120, IF ANY).

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

NOTE: IF THE RESPONDENT IS A MOTHER, FATHER, OR OTHER PARENT FIGURE, ASK THIS QUESTION AS "Are you" AND DO NOT ASK THE QUESTION AGAIN USING "{NAME}" ABOUT THE SAME PERSON.

QUESTION TEXT:

Question "Which of the following describes {your/{NAME}'s} race? You may choose more than one."

InstResp "For the purposes of this study, Hispanic origins are not races."

Select all that apply."

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

PROGRAMMER INSTRUCTIONS:

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

BOLD IN HELP TEXT: "American Indian or Alaska 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.

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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.

Box 13

Round: Spring First-Grade National

END LOOP 3.

ASK FSQ190 – FSQ195 FOR NEXT PERSON WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '3' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '4' AT FSQ180), GIRLFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '5' AT FSQ130 OR CODE '1' AT FSQ180), BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '6' AT FSQ130 OR CODE '2' AT FSQ180), OR RESPONDENT OR RESPONDENT'S SPOUSE/PARTNER (IF NO MOTHER OR FATHER FIGURES) (NEW OR OLD HH MEMBERS) WHOSE ETHNICITY OR RACE DATA ARE MISSING.

WHEN ALL PERSONS WITH MISSING ETHNICITY OR RACE DATA HAVE BEEN ASKED ABOUT, CONTINUE WITH FSQ200.

FSQ200

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, FSQ200, added a category 91 with "I don't know".

QUESTION TEXT:

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

CODES

1	Married
2	Separated
3	Divorced
4	Widowed
5	Never married
6	Civil union/domestic partnership
91	I don't know (Please explain):

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

DEFINITIONS FOR FILLS:

ParentIsR The current roster shows a relationship of biological/adoptive mother or biological/adoptive father for the person flagged as the respondent for Yes

BioMoInHH The current roster shows the relationship of biological mother for at least one HH member (not the R) for Yes

BioFaInHH The current roster shows the relationship of biological father for at least one HH member (not the R) for Yes

AdopMoInHH The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for Yes

AdopFaInHH The current roster shows the relationship of adoptive father for at least one HH member (not the R) for Yes

OtherinHH The current roster shows there is no biological/adoptive mother/father in the household for Yes

1.IF ParentIsR = Yes, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Are you", {Fill 2} = "have you" TO READ: "Are you currently married, separated, divorced, widowed, in a domestic partnership, or have you never been married?"

2.IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=NO, AdopMoInHH=NO, AdopFaInHH=NO, OtherinHH=Yes, THEN DISPLAY {Fill 1} = "Are you", {Fill 2} = "have you" TO READ: Are you currently married, separated, divorced, widowed, in a domestic partnership, or have you never been married?

3.IF ParentIsR = NO, BioMoInHH=Yes, BioFaInHH=Yes, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Are {CHILD}'s biological parents", {Fill 2} = "have they" TO READ: Are {CHILD}'s biological parents currently married, separated, divorced, widowed, in a domestic partnership, or have they never been married?

4.IF ParentIsR = NO, BioMoInHH=Yes, BioFaInHH=NO, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Is {CHILD}'s

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FSQ

biological mother", {Fill 2} = "has she" TO READ: "Is {CHILD}'s biological mother currently married, separated, divorced, widowed, in a domestic partnership, or has she never been married?"

5.IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=Yes, OtherInHH=NO, THEN DISPLAY {Fill 1} = "Is {CHILD}'s biological father", {Fill 2} = "has he" TO READ: "Is {CHILD}'s biological father currently married, separated, divorced, widowed, in a domestic partnership, or has he never been married?"

6.IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=NO, AdopMoInHH=Yes, AdopFaInHH=NO, OtherInHH=NO, THEN DISPLAY {Fill 1} = "Is {CHILD}'s adoptive mother", {Fill 2} = "has she" TO READ: "Is {CHILD}'s adoptive mother currently married, separated, divorced, widowed, in a domestic partnership, or has she never been married?"

7.IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=No, AdopMoInHH=NO, AdopFaInHH=Yes, OtherInHH=NO, THEN DISPLAY {Fill 1} = "Is {CHILD}'s adoptive father", {Fill 2} = "has he" TO READ: "Is {CHILD}'s adoptive father currently married, separated, divorced, widowed, in a domestic partnership, or has he never been married?"

8.IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=No, AdopMoInHH=Yes, AdopFaInHH=Yes, OtherInHH=NO, THEN DISPLAY {Fill 1} = "Are {CHILD}'s adoptive parents", {Fill 2} = "have they" TO READ: "Are {CHILD}'s adoptive parents currently married, separated, divorced, widowed, in a domestic partnership, or have they never been married?"

FSQ200OS

Copyright: No

Round: Spring First-Grade National

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FSQ200.

ENTER TEXT

Length

100

Box 14

Round: Spring First-Grade National

IDENTIFY THE 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD. THIS PERSON OR PERSONS SHOULD BE CHOSEN AS FOLLOWS:

1) THE KEY PARENT FIGURES SHOULD BE CHOSEN ONLY FROM AMONG CURRENT MEMBERS OF THE HOUSEHOLD.

2) IF A MOTHER (RELATION=1) IS IN THE HOUSEHOLD SHE SHOULD BE A KEY PARENT FIGURE; IF A FATHER (RELATION =2) IS IN THE HOUSEHOLD HE SHOULD BE A KEY PARENT FIGURE; ELSE, IF A PARENT IS IN THE HOUSEHOLD (RELATION =3) THIS PERSON SHOULD BE A PARENT FIGURE.

IF THERE ARE TWO MOTHERS (RELATION=1), PICK THE MOTHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH MOTHER =1, ADOPTIVE OR LEGAL MOTHER=2, STEPMOTHER=3, FOSTER MOTHER OR FEMALE GUARDIAN =4. OTHER TYPE OF MOTHER = 5. IF TWO MOTHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ140 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

IF THERE ARE TWO FATHERS (RELATION=2), PICK THE FATHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH FATHER =1, ADOPTIVE OR LEGAL FATHER=2, STEPFATHER=3, FOSTER FATHER OR MALE GUARDIAN =4, AND OTHER TYPE OF FATHER = 5. IF TWO FATHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ150 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

CHILDREN'S PARENTS WITH RELATION = 1 OR 2 SHOULD BE THE KEY PARENT FIGURES WHETHER OR NOT ONE OF THE PARENTS IS THE RESPONDENT.

IF THERE ARE TWO PARENTS (RELATION = 3) PICK THE PARENT WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH PARENT =1, ADOPTIVE OR LEGAL PARENT=2, STEPPARENT=3, FOSTER PARENT OR GUARDIAN =4. OTHER TYPE OF PARENT = 5. IF TWO PARENTS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ140 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

3) IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (NO RELATION=2) AND THE MOTHER HAS A MALE (FSQ140 =1) SPOUSE/PARTNER (SPOUSE/PARTNER, HERE AND IN OTHER PARTS OF THIS BOX, IS DEFINED AS A SPOUSE/PARTNER HAVING BEEN SELECTED AT FSQ120), THE MOTHER SHOULD BE A KEY PARENT FIGURE AND THE MALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THERE ARE TWO MOTHERS IN THE HOUSEHOLD, THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER MOTHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (NO RELATION=2) AND THE MOTHER HAS A SPOUSE/PARTNER WHO IS FEMALE (FSQ140 =2), THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND HER FEMALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

IF THE SEX OF THE SPOUSE/PARTNER OF A PARENT (RELATION = 1 OR 2) IS UNKNOWN (FSQ140 = SK), THE PARENT AND THE SPOUSE/PARTNER OF THE PARENT SHOULD STILL EACH BE KEY PARENT FIGURES.

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FSQ

(NOTE: IN HOUSEHOLDS WITH TWO MOTHERS AND NO FATHER, EACH MOTHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF MOTHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS

ALSO THE SPOUSE/PARTNER OF A MOTHER FIGURE #1, MOTHER FIGURE #1 SHOULD BE ONE KEY MOTHER FIGURE AND MOTHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO MOTHER

FAMILIES WITHOUT A FATHER, IF A MOTHER WHO TAKES PRECEDENCE OVER ANOTHER MOTHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER MOTHER WHO IS THE RESPONDENT, BOTH MOTHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE MOTHER THAT TAKES PRECEDENCE AS BOTH THE KEY FEMALE AND KEY MALE FIGURE.)

4) IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER (NO RELATION=1) AND THE FATHER HAS A FEMALE SPOUSE/PARTNER, THE FATHER SHOULD BE A KEY PARENT FIGURE AND THE FEMALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A FATHER (RELATION =2) BUT NO MOTHER (NO RELATION=1) AND THERE ARE TWO FATHERS IN THE HOUSEHOLD, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER FATHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER (RELATION=1) AND THE FATHER HAS A MALE SPOUSE/PARTNER, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND HIS MALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

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

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

Box 18

Round: Spring First-Grade National

GO TO SECTION HEQ.

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

HEQ030

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question HEQ030, added transition text

DISPLAY INSTRUCTIONS:

DISPLAY "week" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Now we would like to ask about {CHILD}'s home environment. In a typical week, how often do you or any other family members read books to {CHILD}?"

InstResp "Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by {herself/himself/him or herself}. Please include reading of books in any language."

CODES

1	Not at all	HEQ040
2	Once or twice a week	
3	3 to 6 times a week	
4	Every day	

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO HEQ040.

Box 1

Round: Spring First-Grade National

IF THE PRELOAD INDICATES THAT ONLY ENGLISH IS SPOKEN IN THE HOME, GO TO HEQ036. ELSE GO TO HEQ035.

HEQ035

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question HEQ035, modified to refer to a language other than English rather than a specific language because of changes to language categories in the ECLS-K:2023. Also, deleted "Would you say..."

DISPLAY INSTRUCTIONS:

DISPLAY "week" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?"

CODES

- | | |
|---|----------------------|
| 1 | Not at all |
| 2 | Once or twice a week |
| 3 | 3 to 6 times a week |
| 4 | Every day |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: This question is about reading to {CHILD} in another language if you speak a language other than English.

HEQ036

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question HEQ036

QUESTION TEXT:

Question "Generally, how long is {CHILD} read to at each of these times?"

InstResp "Please include reading in any language."

Pre-unit "Minutes:"

Watermark "Enter minutes"

ENTER NUMBER

Range	0 to 300
Soft Range	0 to 120

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HEQ036}. Are you sure this is correct? When it is correct, select Next to continue."

HEQ040

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question HEQ040, added a new instruction to the respondent

QUESTION TEXT:

Question "About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children."

InstResp "Include all children's books including those that are electronic or eBooks. Also include books that are borrowed or from the library, as well as those that may be shared with siblings."

Watermark "Enter number of books"

ENTER NUMBER

Range

0 to 5000

Box 2

Round: Spring First-Grade National

IF (THE PRELOAD SHOWS THAT A LANGUAGE OTHER THAN ENGLISH WAS SPOKEN IN THE HOME) AND (HEQ040 IS GREATER THAN OR EQUAL TO 1), GO TO HEQ045. ELSE, GO TO HEQ105.

HEQ045

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question HEQ045, modified to replace a display of a specific language with “a language other than English” because of the changed language categories in the ECLS-K:2023. Also display instructions were simplified, but wording was not changed.

DISPLAY INSTRUCTIONS:

IF HEQ040 = 1, DISPLAY THE FIRST SENTENCE “Is this book... English” AND DISPLAY RESPONSE CATEGORIES 1 AND 2.

ELSE, IF HEQ040 = 2, DISPLAY THE SECOND SENTENCE “Are these books... English” AND DISPLAY RESPONSE CATEGORIES 1-3.

ELSE, DISPLAY THE THIRD SENTENCE “Are these books... language” AND DISPLAY RESPONSE CATEGORIES 1-3.

IF THE PRELOAD SHOWS THAT ONE NON-ENGLISH LANGUAGE IS SPOKEN IN THE HOME, DISPLAY THE LANGUAGE FOR “NON-ENGLISH LANGUAGE” IN THE QUESTION TEXT AND CATEGORY 2. Display “Spanish” WITH THE FIRST LETTER CAPITALIZED. DISPLAY THE OTHER LANGUAGE CATEGORIES (e.g., A South Asian language such as Hindi or Tamil) WITH THE FIRST LETTER (e.g., “a”) WITH THE FIRST LETTER AS LOWER CASE.

ELSE DISPLAY “a language other than English” AND “another language” IN THE QUESTION TEXT AND “A language other than English” IN CATEGORY 2.

QUESTION TEXT:

Question “{Is this book in English or {{NON-ENGLISH LANGUAGE}/ a language other than English}/Are these books in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or is one in English and the other in {{NON-ENGLISH LANGUAGE}/a language other than English}/Are these books mainly in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or are there about the same number of books in English as in {{NON-ENGLISH LANGUAGE}/another language}?”

CODES

- | | |
|---|---|
| 1 | English |
| 2 | {{NON-ENGLISH LANGUAGE}/A language other than English} |
| 3 | {Same number in English and {{NON-ENGLISH LANGUAGE}/a language other than English}} |

HEQ105

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade question HEQ105

DISPLAY INSTRUCTIONS:

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 visited a library or bookstore with {CHILD}?"

InstResp "Do not count visiting a library or bookstore online. We are asking about in person visits to a library or bookstore."

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

HEQ210

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, HEQ210. Removed "Would you say..."

DISPLAY INSTRUCTIONS:

DISPLAY "past week" IN UNDERLINED TEXT.

QUESTION TEXT:

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

CODES

- | | | |
|---|----------------------|---------|
| 1 | Never | HEQ217a |
| 2 | Once or twice a week | |
| 3 | 3 to 6 times a week | |
| 4 | Every day | |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO HEQ217a.

HEQ215

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, HEQ215. Changed probe into respondent instruction.

QUESTION TEXT:

Question "Generally, how long did {CHILD} read to {himself/herself} at each of these times?"

InstResp "Please include reading in any language."

Pre-unit "Minutes:"

Watermark "Enter minutes"

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}. Are you sure this is correct? When it is correct, select Next to continue."

HEQ217a

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of "never" and deleted "not applicable." Divided response category "Once a week to several times a week" into two response categories of "Once a week" and "Several times a week." Added words to the first question about using a calculator. Item j: Joanne LeFevre's item: "Measuring ingredients when cooking" was changed to reference or "or baking" to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "In the past month, how often did you and {CHILD} engage in the following activities?"

Showed interest in or talked about time using clocks"

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

HEQ217b

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Played card games that use numbers or counting (such as Go Fish, War)”

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 |

HEQ217c

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Counted down using numbers (10, 9, 8, 7, . . .)”

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 |

HEQ217d

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Played board games that use numbers, counting, or dice (such as Chutes and Ladders, Monopoly Jr.)”

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 |

HEQ217e

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Counted out money”

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 |

HEQ217f

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “In the past month, how often did you and {CHILD} engage in the following activities?”

Memorized math facts (such as $2 + 2 = 4$)”

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 |

HEQ217g

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217g-I ON SAME SCREEN IN A GRID.

IF BROWSER SIZE IS LARGE, DISPLAY “Continued” IN ITALICS.

QUESTION TEXT:

Question “{Continued} In the past month, how often did you and {CHILD} engage in the following activities?

Measured the lengths and widths of 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 |

HEQ217h

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217g-l ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Guessed the number of things (such as pennies in a jar)”

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 |

HEQ217i

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217g-l ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Compared the sizes of numbers (such as 5 is more than 4)”

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 |

HEQ217j

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217g-l ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Measured ingredients when cooking or baking”

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 |

HEQ217k

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

NOTE: THIS WAS QUESTION HEQ071f IN PRESCHOOL AND SPRING KINDERGARTEN.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217g-l ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Played with jigsaw puzzles”

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 |

PROGRAMMER INSTRUCTIONS:

BOLD “Jigsaw puzzles” IN HELP TEXT.

HELP FOR HEQ217k: Jigsaw puzzles: Include all puzzles that involve children moving pieces with their hands, such as jigsaw puzzles with pieces that are different shapes and fit together; puzzles with pieces for states, countries, or continents; and large floor puzzles.

HEQ217I

Copyright: No

Round: Spring First-Grade National

Source: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217g-I ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Played 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 |

HEQ220

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade question HEQ220, Updated help text examples to match updated examples of devices in other items and changed “electronic device” to “digital device”.

QUESTION TEXT:

Question “Do you have a home computer or other digital device that {CHILD} uses?”

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

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).

HEQ274a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring fourth-grade item DWQ081a and b, modified stem into help text for conversion to survey. Modified with additional examples and stem for survey rather than interview. Modified 'electronic' to 'digital' and added 'computer or mobile' to 'video games.'

NOTE: THIS WAS QUESTION HEQ274a IN PRESCHOOL.

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?"

InstrResp "If less than an hour, enter 'o' in the "Hours" section. If {CHILD} does not play video, computer, or mobile games, enter 'o' in both the "Hours" and "Minutes" sections."

Pre-unit "Hours:"

Watermark "Enter hours"

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."

HEQ274b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring fourth-grade item DWQ081 a and b, modified stem into help text for conversion to survey. Modified with additional examples and stem for survey rather than interview. Modified 'electronic' to 'digital.'

NOTE: THIS WAS QUESTION HEQ274b IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

DISPLAY HEQ274a AND HEQ274b TOGETHER VERTICALLY.

QUESTION TEXT:

Pre-unit "Minutes:"

Watermark "Enter minutes"

HEQ274c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, HEQ225. Removed “Would you say...”. Updated help text examples to match updated examples of devices in other items and changed “electronic device” to “digital device”.

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} something, like math or reading skills?”

CODES

- | | |
|---|----------------------|
| 1 | Never |
| 2 | Once or twice a week |
| 3 | 3 to 6 times a week |
| 4 | Every day |

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).

HEQ280

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, HEQ280

QUESTION TEXT:

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

CODES

- | | | |
|---|-----|--------|
| 1 | Yes | HEQ287 |
| 2 | No | HEQ288 |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO HEQ288.

HEQ287

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, HEQ290

QUESTION TEXT:

Question: "What is {CHILD} tutored in?"

InstResp "Select all that apply."

CODES	Code All That Apply	
1	Reading	HEQ288
2	Math	HEQ288
3	Science	HEQ288
4	Foreign language	HEQ288
91	Other (Please specify):	HEQ287OS

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

SK SKIPS TO HEQ288.

Box 3

Round: Spring First-Grade National

IF HEQ287 = 91, GO TO HEQ287OS. ELSE, GO TO HEQ288.

HEQ287OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, HEQ29005

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

75

HEQ288

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring kindergarten questions HEQ301, HEQ310, HEQ320, HEQ330, HEQ340, HEQ350, and HEQ380, modified by the National Endowment for the Arts (NEA) to include additional wording in the items. Also modified to not ask about activities outside of school and to add 'groups, classes, or lessons' to responses 2-7. Also, added "swimming" to response 1. Also, added a "None of the above" category.

NOTE: THIS WAS QUESTION HEQ288 IN PRESCHOOL.

QUESTION TEXT:

Question "Now we'd like to ask you about some of the activities your child might do. Has {CHILD} ever participated in any of the following activities?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|---|---|
| 1 | Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics |
| 2 | Dance groups, classes, or lessons |
| 3 | Music, for example, piano, instrumental music, or singing lessons |
| 4 | Drama groups, classes, or lessons |
| 5 | Art groups, classes, or lessons, for example, painting, drawing, sculpture |
| 6 | Craft groups, classes, or lessons |
| 7 | Language groups, classes, or lessons (to learn English or another language) |
| 8 | None of the above |

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."

HEQ399

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 fall first grade, question HEQ030c, modified to ask about a current typical week rather than over the summer

NOTE: THIS WAS QUESTION HEQ540 IN PRESCHOOL.

QUESTION TEXT:

Question "During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?"

CODES

- | | |
|---|----------------------|
| 1 | Never |
| 2 | Once or twice a week |
| 3 | 3 to 6 times a week |
| 4 | Every day |

HEQ400

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, HEQ400. Changed "I have..." to "we have...". Removed "Would you say it's...".

NOTE: THIS WAS QUESTION HEQ545 IN PRESCHOOL.

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?"

CODES

- | | |
|---|-----------------|
| 1 | Not at all safe |
| 2 | Somewhat safe |
| 3 | Very safe |

HEQ520

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring kindergarten, question HEQ520, modified stem because not part of a series and modified question text language about evening meal to ask about a meal.

NOTE: THIS WAS QUESTION HEQ520 IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

DISPLAY 'typical week' AND "a meal" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "In a typical week, on how many days does your family eat a meal together?"

InstResp "By family, we mean at least one adult and one child."

Pre-unit "Days:"

Watermark "Number of days"

ENTER NUMBER

Range

0 to 7

Box 4

Round: Spring First-Grade National

IF HEQ520 = 0, GO TO HEQ595. ELSE, GO TO HEQ521.

HEQ521

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 spring kindergarten, question HEQ520, modified stem because not part of a series.

NOTE: THIS WAS QUESTION HEQ521 IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

DISPLAY "typical week" AND "the evening meal" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "In a typical week, on how many days does your family eat the evening meal together?"

InstResp "By family, we mean at least one adult and one child."

Pre-unit "Days:"

Watermark "Number of days"

ENTER NUMBER

Range

0 to 7

HEQ595

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, HEQ550.

QUESTION TEXT:

Question "On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night?"

CODES

- 1 Yes, {CHILD} has a usual bedtime.
- 2 No, {CHILD}'s bedtime varies a lot from night to night.

HEQ600a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, 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"

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}. Are you sure this is correct? When it is correct, select Next to continue."

HEQ600b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, HEQ600b. Adapted for web.

DISPLAY INSTRUCTIONS:

DISPLAY HEQ600a AND HEQ600b TOGETHER VERTICALLY ON SCREEN.

QUESTION TEXT:

Pre-unit "Minutes:"

Watermark "Enter minutes"

ENTER NUMBER

Range 0 to 59

Box 5

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 1 - Form PSS1

Section SSQ [Social Skills, Problem Behaviors, and Approaches Toward Learning] Sequence: 4

SSQ010a

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010g IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010a TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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.

████████████████████"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010b

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010c

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010h IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010c TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010d

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010i IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010d TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010e

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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" IN ITALICS.

QUESTION TEXT:

Question "{Continued} Please indicate how often {CHILD} acts in the following ways.

██████████"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010f

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010g

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #68; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Act sad" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways." In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010h

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010j IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010h TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010i

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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" IN ITALICS.

QUESTION TEXT:

Question "{Continued} Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010j

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010a IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010j TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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 "Keeps working at something until {he/she} is finished."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010k

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010k IN THE ECLS-K:2023 PRESCHOOL ROUND AND WAS ALSO NUMBERED AS SSQ010k IN ECLS-K FALL KINDERGARTEN.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010I

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010I IN THE ECLS-K:2023 PRESCHOOL ROUND AND WAS ALSO NUMBERED AS SSQ010I IN ECLS-K FALL KINDERGARTEN.

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 SIX 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] "

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010m

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010b IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010m TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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" IN ITALICS.

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 |

SSQ010n

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010m IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010n TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ0100

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ0100c IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ0100 TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010p

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010n IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010p TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010q

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #77; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Appear to be lonely" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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" IN ITALICS.

QUESTION TEXT:

Question "{Continued} Please indicate how often {CHILD} acts in the following ways.

██████████"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010r

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed “this way” to “in the following ways.”

NOTE: THIS WAS QUESTION SSQ010d IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010r TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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 |

SSQ010s

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010t

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010u

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #74; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Show low self-esteem" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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" IN ITALICS.

QUESTION TEXT:

Question "{Continued} Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010v

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010e IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010v TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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 |

SSQ010W

Copyright: Yes

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010x

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010f IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010x TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

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 SIX 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 |

SSQ010y

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Rating System (SSRS), modified "Fidgets or moves excessively" to "Fidgets or moves too much." In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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" IN ITALICS.

QUESTION TEXT:

Question "{Continued} Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z1

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #56; SSIS externalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z2

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #57; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z3

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #61; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z4

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #64; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z5

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #66; SSIS internalizing problem behavior. Changed “her/him” to a display for {him/her}. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed “this way” to “in the following ways.”

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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” IN ITALICS.

QUESTION TEXT:

Question "{Continued} Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z6

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #71; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z7

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #70; SSIS externalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z8

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #73; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ010z9

Copyright: Yes

Round: Spring First-Grade National

Source: Social Skills Improvement System (SSIS), #79; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

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 SIX 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]"

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CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Sometimes |
| 3 | Often |
| 4 | Very often |

SSQ020a

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Please rate how true each of these statements is for {CHILD}.

When practicing an activity, has a hard time keeping {her/his} mind on it."

GroupCopyright "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

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CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Untrue |
| 3 | Somewhat untrue |
| 4 | Neither untrue nor true |
| 5 | Somewhat true |
| 6 | True |
| 7 | Extremely true |

SSQ020b

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Will move from one task to another without completing any of them."

GroupCopyright "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

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CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Untrue |
| 3 | Somewhat untrue |
| 4 | Neither untrue nor true |
| 5 | Somewhat true |
| 6 | True |
| 7 | Extremely true |

SSQ020c

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "When drawing or coloring in a book, shows strong concentration."

GroupCopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Untrue |
| 3 | Somewhat untrue |
| 4 | Neither untrue nor true |
| 5 | Somewhat true |
| 6 | True |
| 7 | Extremely true |

SSQ020d

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods of time."

GroupCopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Untrue |
| 3 | Somewhat untrue |
| 4 | Neither untrue nor true |
| 5 | Somewhat true |
| 6 | True |
| 7 | Extremely true |

SSQ020e

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Please rate how true each of these statements is for {CHILD}.

Is easily distracted when listening to a story."

GroupCopyright "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

Copyright "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Untrue |
| 3 | Somewhat untrue |
| 4 | Neither untrue nor true |
| 5 | Somewhat true |
| 6 | True |
| 7 | Extremely true |

SSQ02of

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."

GroupCopyright "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

Copyright "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Untrue |
| 3 | Somewhat untrue |
| 4 | Neither untrue nor true |
| 5 | Somewhat true |
| 6 | True |
| 7 | Extremely true |

SSQ025a

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - f ONE ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "Please rate how true each of these statements is for {CHILD}.

Can wait before entering into new activities if asked to."

GroupCopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Somewhat untrue |
| 3 | Neither untrue nor true |
| 4 | Somewhat true |
| 5 | Extremely true |

SSQ025b

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - f ONE ONE SCREEN IN A GRID.

FOR SSQ025b FOLLOW THE GENERAL FILL INSTRUCTIONS FOR GENDER, EXCEPT WHEN GENDER IS MISSING. FOR THIS ITEM DISPLAY "he/she" INSTEAD OF "[CHILD]."

QUESTION TEXT:

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."

GroupCopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Somewhat untrue |
| 3 | Neither untrue nor true |
| 4 | Somewhat true |
| 5 | Extremely true |

SSQ025c

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - f ONE ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "Has trouble sitting still when told to (story time, etc.)."

GroupCopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Somewhat untrue |
| 3 | Neither untrue nor true |
| 4 | Somewhat true |
| 5 | Extremely true |

SSQ025d

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - f ONE ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "Is good at following instructions."

GroupCopyright "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

Copyright "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Somewhat untrue |
| 3 | Neither untrue nor true |
| 4 | Somewhat true |
| 5 | Extremely true |

SSQ025e

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - f ONE ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "Please rate how true each of these statements is for {CHILD}.

Approaches places that {he/she} thinks might be "risky" slowly and cautiously."

GroupCopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Somewhat untrue |
| 3 | Neither untrue nor true |
| 4 | Somewhat true |
| 5 | Extremely true |

SSQ025f

Copyright: Yes

Round: Spring First-Grade National

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - f ONE ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "Can easily stop an activity when told "no.""

GroupCopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CopyRight "Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission."

CODES

- | | |
|---|-------------------------|
| 1 | Extremely untrue |
| 2 | Somewhat untrue |
| 3 | Neither untrue nor true |
| 4 | Somewhat true |
| 5 | Extremely true |

SSQ030a

Copyright: No

Round: Spring First-Grade National

Source: Griffith Empathy Measure (Dadds, Hunter, Hawes, Frost, Vassallo, Bunn, Merz, and El Masry (2008), 5 (of 9 total) affective empathy items with factor loadings > .50. Added stem text. Changed “My child” to a display for the child’s name. Changed from 9-point to 5-point scale and midpoint of “Neither disagree nor agree” added. Added labels of “Somewhat disagree” for category 2 and “Somewhat agree” for category 4. Deleted numbers in front of codes after descriptions of response categories were added.

NOTE: THIS WAS QUESTION SSQ030a IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ030a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “How much do you agree or disagree with the following statements about {CHILD}.

{CHILD} becomes sad when other children are sad.”

CODES

- | | |
|---|----------------------------|
| 1 | Strongly disagree |
| 2 | Somewhat disagree |
| 3 | Neither disagree nor agree |
| 4 | Somewhat agree |
| 5 | Strongly agree |

SSQ030b

Copyright: No

Round: Spring First-Grade National

Source: Griffith Empathy Measure (Dadds, Hunter, Hawes, Frost, Vassallo, Bunn, Merz, and El Masry (2008), 5 (of 9 total) affective empathy items with factor loadings > .50. Added stem text. Changed “My child” to a display for the child’s name. Changed from 9-point to 5-point scale and midpoint of “Neither disagree nor agree” added. Added labels of “Somewhat disagree” for category 2 and “Somewhat agree” for category 4. Deleted numbers in front of codes after descriptions of response categories were added.

NOTE: THIS WAS QUESTION SSQ030b IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ030a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} gets upset seeing another child being punished for being naughty.”

CODES

- | | |
|---|----------------------------|
| 1 | Strongly disagree |
| 2 | Somewhat disagree |
| 3 | Neither disagree nor agree |
| 4 | Somewhat agree |
| 5 | Strongly agree |

SSQ030c

Copyright: No

Round: Spring First-Grade National

Source: Griffith Empathy Measure (Dadds, Hunter, Hawes, Frost, Vassallo, Bunn, Merz, and El Masry (2008), 5 (of 9 total) affective empathy items with factor loadings > .50. Added stem text. Changed “My child” to a display for the child’s name. Changed from 9-point to 5-point scale and midpoint of “Neither disagree nor agree” added. Added labels of “Somewhat disagree” for category 2 and “Somewhat agree” for category 4. Deleted numbers in front of codes after descriptions of response categories were added.

NOTE: THIS WAS QUESTION SSQ030c IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ030a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} seems to react to the moods of people around {him/her}.”

CODES

- | | |
|---|----------------------------|
| 1 | Strongly disagree |
| 2 | Somewhat disagree |
| 3 | Neither disagree nor agree |
| 4 | Somewhat agree |
| 5 | Strongly agree |

SSQ030d

Copyright: No

Round: Spring First-Grade National

Source: Griffith Empathy Measure (Dadds, Hunter, Hawes, Frost, Vassallo, Bunn, Merz, and El Masry (2008), 5 (of 9 total) affective empathy items with factor loadings > .50. Added stem text. Changed “My child” to a display for the child’s name. Changed from 9-point to 5-point scale and midpoint of “Neither disagree nor agree” added. Added labels of “Somewhat disagree” for category 2 and “Somewhat agree” for category 4. Deleted numbers in front of codes after descriptions of response categories were added.

NOTE: THIS WAS QUESTION SSQ030d IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ030a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} gets upset when another person is acting upset.”

CODES

- | | |
|---|----------------------------|
| 1 | Strongly disagree |
| 2 | Somewhat disagree |
| 3 | Neither disagree nor agree |
| 4 | Somewhat agree |
| 5 | Strongly agree |

SSQ030e

Copyright: No

Round: Spring First-Grade National

Source: Griffith Empathy Measure (Dadds, Hunter, Hawes, Frost, Vassallo, Bunn, Merz, and El Masry (2008), 5 (of 9 total) affective empathy items with factor loadings > .50. Added stem text. Changed “My child” to a display for the child’s name. Changed from 9-point to 5-point scale and midpoint of “Neither disagree nor agree” added. Added labels of “Somewhat disagree” for category 2 and “Somewhat agree” for category 4. Deleted numbers in front of codes after descriptions of response categories were added.

NOTE: THIS WAS QUESTION SSQ030e IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ030a-e ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} cries or gets upset when seeing another child cry.”

CODES

- | | |
|---|----------------------------|
| 1 | Strongly disagree |
| 2 | Somewhat disagree |
| 3 | Neither disagree nor agree |
| 4 | Somewhat agree |
| 5 | Strongly agree |

SSQ035a

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ035a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "In the following items, please indicate on a scale from very unlikely to very likely the likelihood that you would respond in the ways listed for each item.

If {CHILD} becomes angry because {he/she} is sick or hurt and can't go to {his/her} friend's birthday party, would you...

Send {CHILD} to {his/her} room to cool off?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ035b

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ035a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Get angry at {CHILD}?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ035c

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ035a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Help {CHILD} think about ways that {he/she} can still be with friends (for example, invite some friends over after the party):"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ035d

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ035a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Tell {CHILD} not to make a big deal out of missing the party?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ035e

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely not unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ035a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Encourage {CHILD} to express {his/her} feelings of anger and frustration?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ035f

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ035a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Soothe {CHILD} and do something fun with {him/her} to make {him/her} feel better about missing the party?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ040a

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ040a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "For each of the following scenarios, please indicate how likely you would be to respond in the ways listed.

If {CHILD} is playing with other children and one of them calls {him/her} names, and {CHILD} then begins to tremble and become tearful, would you...

Tell {CHILD} not to make a big deal out of it?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ040b

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." For SSQ040b, changed "myself" to "yourself." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ040a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Feel upset yourself?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ040c

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." For SSQ040b, changed "we'll" to "you will." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ040a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Tell {CHILD} to behave or you will have to go home right away?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ040d

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely not unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ040a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Help {CHILD} think of constructive things to do when other children tease {him/her} (for example, find other things to do):"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

SSQ040e

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ040a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Comfort {him/her} and play a game to take {his/her} mind off the upsetting event?"

CODES

1	Very unlikely
2	Unlikely
3	Somewhat unlikely
4	Neither likely nor unlikely
5	Somewhat likely
6	Likely
7	Very likely

SSQ04of

Copyright: No

Round: Spring First-Grade National

Source: Coping with Children's Negative Emotions scale, Parent Attitude/Behavior Questionnaire, Fabes, R.A., Eisenberg, N., & Bernzweig, J. (1990). The Coping with Children's Negative Emotions Scale: Procedures and scoring. Changed "you would" in second sentence to "would you." Also added labels for categories 2 – 6. Changed the label "Medium" that was between 3 and 4 on the original scale to "Neither likely nor unlikely." Deleted numbers in front of codes after descriptions of response categories were added.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ040a- f ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question "Encourage {him/her} to talk about how it hurts to be teased?"

CODES

- | | |
|---|-----------------------------|
| 1 | Very unlikely |
| 2 | Unlikely |
| 3 | Somewhat unlikely |
| 4 | Neither likely nor unlikely |
| 5 | Somewhat likely |
| 6 | Likely |
| 7 | Very likely |

Box 1

Round: Spring First-Grade National

GO TO SECTION CFQ (CRITICAL FAMILY PROCESSES).

Early Childhood Longitudinal Study Parent Survey Spring 1 - Form PSS1

Section CFQ [Critical Family Processes]

Sequence: 5

Box 1

IF PERSON FLAGGED AS R SCORES '1' OR '2' AT FSQ130 OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ130, CONTINUE WITH BOX 2.
OTHERWISE, GO TO CFQ320a.

Box 2

IF FSQ110= 1 (PARTNER CURRENTLY LIVING IN HOUSEHOLD), ASK CFQ100. OTHERWISE, GO TO CFQ320a.

CFQ100

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CFQ100, modified to change “I’d” to “we’d”. Added display for “your current spouse or partner” if the name of the spouse/partner was missing or skipped. Also, changed “Would you say that” to “Please describe.” Also, deleted the “is” at the end of the question.

DISPLAY INSTRUCTIONS:

DISPLAY NAME OF SPOUSE/PARTNER FROM FSQ120. IF NAME IS MISSING, DISPLAY “your current spouse or partner.”

QUESTION TEXT:

Question “Now, we'd like to ask some questions about your relationship with {NAME OF CURRENT PARTNER/your current spouse or partner}. Please describe your relationship.”

CODES

- | | |
|---|---------------|
| 1 | Very happy |
| 2 | Fairly happy |
| 3 | Not too happy |

PROGRAMMER INSTRUCTIONS:

DISPLAY NAME OF PARTNER FROM FSQ120.

CFQ320a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CFQ320a, modified first sentence to change “I’m going to read” to “we are going to show you.” Changed “tell me” to “select” and changed “whether each statement is never true for you, sometimes true for you, or always true” to “how true each statement is” in second sentence. Deleted “Would you say it is never true for you, sometimes true for you, or always true for you?”

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CFQ320 a - c ON SAME SCREEN IN A GRID.

QUESTION TEXT:

Question “Now we are going to show you some statements. Please select how true each statement is for you.
If {CHILD} is having problems at school, there is a friend, relative, or neighbor I can talk it over with.”

CODES

- | | |
|---|----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Always true |

CFQ320b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CFQ320a, modified first sentence to change “I’m going to read” to “we are going to show you.” Changed “tell me” to “select” in second sentence. Deleted “Would you say it is never true for you, sometimes true for you, or always true for you?”

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

Question “If I have an emergency and need cash, family or friends will loan it to me.”

CODES

- | | |
|---|----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Always true |

CFQ320c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CFQ320a, modified first sentence to change “I’m going to read” to “we are going to show you.” Changed “tell me” to “select” in second sentence. Deleted “Would you say it is never true for you, sometimes true for you, or always true for you?”

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

Question “If I have troubles or need advice, I have someone I can talk to.”

CODES

- | | |
|---|----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Always true |

Box 3

FIELD TEST STUDY SKIP: GO TO SECTION DWQ (DISCIPLINE, WARMTH, AND EMOTIONAL SUPPORTIVENESS).
(NATIONAL STUDY SKIP: GO TO SECTION CCQ (CHILD CARE).)

Early Childhood Longitudinal Study Parent Survey

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Section CCQ [Child Care]

Sequence: 6

CCQ005

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 fall kindergarten, CCQ005 modified for web

DISPLAY INSTRUCTIONS:

DISPLAY "regular basis" AND "not" IN UNDERLINED TEXT.

FOR ALL DISPLAYS DEFINE "PARENT FIGURE" AS THE MOTHER/FATHER/PARENT OR MALE/ FEMALE/OTHER GUARDIAN (FSQ130= 1 OR 2 - THIS INCLUDES BIRTH, ADOPTIVE, STEP, FOSTER, AND OTHER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ130 = 1 OR 2 FOR THE RESPONDENT), OR THERE IS NO PARENT IN THE HOUSEHOLD (FSQ130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER), DISPLAY "you", OTHERWISE DISPLAY "{his/her} {parents/guardians}".

DISPLAY "parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ140 OR FSQ150 = 1, 2, OR 3, DK, OR REF), OTHERWISE DISPLAY "guardians".

DISPLAY "not" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Now, we would like to ask about child care arrangements. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis from someone other than {you/{his/her} {parents/guardians}}. This does not include occasional baby-sitting or back-up care providers."

InstResp "Press Next to continue."

CCQ010

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011 fall kindergarten, CCQ010 modified by removing parentheses around "including care provided before or after school". Modified help text for web and placed in respondent instructions.

DISPLAY INSTRUCTIONS:

DISPLAY "regular basis" IN UNDERLINED TEXT.

DISPLAY "now" (FIRST INSTANCE ONLY) IN UNDERLINED TEXT.

FOR ALL DISPLAYS DEFINE "PARENT FIGURE" AS THE MOTHER/ FATHER/PARENT OR MALE/FEMALE/OTHER GUARDIAN (FSQ130 = 1 OR 2- THIS INCLUDES BIRTH, ADOPTIVE, STEP, AND FOSTER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ130 = 1 OR 2 FOR THE RESPONDENT), OR THERE IS NO PARENT IN THE HOUSEHOLD (FSQ130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER), DISPLAY "you", OTHERWISE DISPLAY "{parents/guardians}".

DISPLAY "parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ140 OR FSQ150 = 1, 2, 3, DK, OR REF), OTHERWISE DISPLAY "guardians".

QUESTION TEXT:

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

InstResp "Do not include care from parents or guardians, even if they do not live with {CHILD}."

CODES

1	Yes	
2	No	CCQ115

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DK AND REF SKIP TO CCQ115.

BOLD "Care from a relative" and "Regular basis" IN HELP TEXT.

HELP FOR STEM: "Care from a relative would be with any relative other than {CHILD}'s parents or guardians and would take place in a private home. It may be 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 does not have custody.

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 "back-up" arrangements.

CCQ060

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ060, added instruction to respondent from ECLS-K:2023 preschool question CCQ060.

DISPLAY INSTRUCTIONS:

DISPLAY “regular” AND “currently” IN UNDERLINED TEXT.

QUESTION TEXT:

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

InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere.”

CODES

- | | |
|---|--------------|
| 1 | One |
| 2 | Two |
| 3 | Three |
| 4 | Four |
| 5 | Five or more |

PROGRAMMER INSTRUCTIONS:

BOLD “Care from a relative” and “Regular care arrangements” IN HELP TEXT.

HELP FOR STEM: Care from a relative would be with any relative other than {CHILD}'s parents and would take place in a private home. It may be 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 does not have custody.

Regular care arrangements: 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 "back-up" arrangements.

CCQ065

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ065, modified "Let's talk" to "We'd like to know more". Also, added instruction to respondent from ECLS-K:2023 preschool question CCQ060.

DISPLAY INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT.

DISPLAY "{We'd like to know more about the relative who provides the most care for {CHILD} now.}" IF CCQ060 = 2, 3, 4, OR 5. OTHERWISE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{We'd like to know more about the relative who provides the most care for {CHILD} now.} Who is the relative who cares for {CHILD}?"

InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere."

CODES

- | | |
|---|------------------|
| 1 | Grandparent |
| 2 | Aunt |
| 3 | Uncle |
| 4 | Brother |
| 5 | Sister |
| 6 | Another relative |

CCQ070

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ070

DISPLAY INSTRUCTIONS:

DISPLAY "{CHILD}'S {RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

QUESTION TEXT:

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

CODES

- | | |
|---|-------------|
| 1 | Own home |
| 2 | Other home |
| 3 | Both/Varies |

CCQ075

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ075

QUESTION TEXT:

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

InstResp "Select all that apply."

CODES	Code All That Apply
1	Before school
2	After school
3	Weekends

CCQ085

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ085

DISPLAY INSTRUCTIONS:

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

DISPLAY "{his/her}{RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

QUESTION TEXT:

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

InstResp "If the schedule changes, answer based on the schedule kept most often."

"Watermark "Days per week"

ENTER NUMBER

Range	0 to 7
Soft Range	0 to 5

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ085}. Are you sure this is correct? When it is correct, select Next to continue."

CCQ090

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ090

DISPLAY INSTRUCTIONS:

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

DISPLAY "{his/her} {RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

QUESTION TEXT:

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

InstResp "Please round to the nearest hour."

If the schedule changes, answer based on the schedule kept most often."

Watermark "Hours per week"

ENTER NUMBER

Range

1 to 168

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ085 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ085 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ085 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ085 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ090}. Are you sure this is correct? When it is correct, select Next to continue."

CCQ092

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ092, modified interviewer instruction to be an instruction to the respondent

DISPLAY INSTRUCTIONS:

DISPLAY "{his/her}{RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

QUESTION TEXT:

Question "Is there any charge or fee for the care {CHILD} receives from {{his/her} {RELATIVE}/that relative}, paid either by you or someone else?"

InstResp "Please only think about the relative who provides the most care for {CHILD}."

CODES

1 Yes

2 No

Box 5

CCQ093

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ093a-e modified interviewer instruction to be an instruction to the respondent, modified individual items to be select all that apply, added a response category for "No one else helps to pay for this."

DISPLAY INSTRUCTIONS:

DISPLAY "specifically" IN UNDERLINED TEXT.

DISPLAY '{his/her} {RELATIVE}' IF CCQ065 = 1, 2, 3,4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

QUESTION TEXT:

Question "Do any of the following people or organizations help to pay for {{his/her} {RELATIVE}}/that relative to care for {CHILD}?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|----|--|
| 1 | A relative of {CHILD} outside your household who provides money specifically for that care |
| 2 | Temporary Assistance for Needy Families, or TANF |
| 3 | Another social service or welfare agency |
| 4 | An employer |
| 5 | No one else helps to pay for this |
| 91 | Someone else (Please specify): |

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 5.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 5, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "No one else helps pay for this" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

Box 4

Round: Spring First-Grade National

IF CCQ093 = 91, GO TO CCQ093OS. ELSE, GO TO CCQ094.

CCQ093OS

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ093.

ENTER TEXT

Length

50

CCQ094

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ094, modified to add an instruction to the respondent. Also, increased the range

DISPLAY INSTRUCTIONS:

DISPLAY CCQ094 AND CCQ095 ON THE SAME SCREEN.

DISPLAY "{his/her} {RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

DISPLAY COMMAS IN FRONT OF THE FOURTH AND SEVENTH DIGIT IF APPLICABLE.

QUESTION TEXT:

Question "How much does your household pay for {CHILD}'s {RELATIVE}/that relative} to care for {him/her}, not counting any money that you may receive from others to help pay for care?"

InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."

Pre-unit "Dollars:"

Watermark "Enter number"

ENTER NUMBER

Range

0 to 999999999

PROGRAMMER INSTRUCTIONS:

IF ZERO OR SK IS ENTERED FOR AMOUNT, GO TO BOX 5.

ALLOW UP TO 9 DIGITS.

CCQ095

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ095, added text to a question that was just for interviewers to record the unit from the previous question

DISPLAY INSTRUCTIONS:

DISPLAY CCQ094 AND CCQ095 ON THE SAME SCREEN.

DISPLAY "{his/her} {RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ095.

QUESTION TEXT:

Pre-unit "Unit:"

CODES

1	Per hour	Box 4b
2	Per day	Box 4b
3	Per week	Box 4b
4	Every two weeks	Box 4b
5	Per month	Box 4b
6	Per year	Box 4b
91	Other (Please specify):	CCQ095OS

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

CCQ095OS

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ095.

ENTER TEXT

Length

50

Box 4b

Round: Spring First-Grade National

IF THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD (INCLUDING THE CHILD) = 1, GO TO BOX 5. ELSE, GO TO CCQ096.

CCQ096

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ096, modified to remove soft range check that asked interviewer to verify number of children in the household if the report in CCQ096 did not match the number of children.

QUESTION TEXT:

Question "How many children is this amount for, including {CHILD}?"

CODES

- | | |
|---|---------------------------------------|
| 1 | {CHILD} only |
| 2 | {CHILD} + 1 more (2 total) |
| 3 | {CHILD} + 2 more (3 total) |
| 4 | {CHILD} + 3 or more (4 or more total) |

Box 5

Round: Spring First-Grade National

IF ONLY ONE CURRENT REGULAR RELATIVE CARE ARRANGEMENT FOR CHILD (CCQ060 = 1 OR SK), GO TO CCQ115.

OTHERWISE, CONTINUE WITH CCQ110.

CCQ110

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ110

DISPLAY INSTRUCTIONS:

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

FOR "{NUMBER}", DISPLAY "1" IF CCQ060 = 2; "2" IF CCQ060 = 3; DISPLAY "3" IF CCQ060 = 4. IF CCQ060 = 5, USE A NULL DISPLAY.

IF CCQ060 = 2, DISPLAY "relative," "this" and "relative." OTHERWISE, DISPLAY "relatives", "these," and "relatives."

QUESTION TEXT:

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

InstResp "Please round to the nearest hour."

Pre-unit "Hours:"

Watermark "Hours per week"

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ110}. Are you sure this is correct? When it is correct, select Next to continue."

CCQ115

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ115, changed "I'd" to "we'd" in first sentence, deleted probe

DISPLAY INSTRUCTIONS:

DISPLAY "now" AND "regular basis" IN UNDERLINED TEXT IN THE PHRASE "Is {CHILD} now receiving care in a private home on a regular basis from someone...".

DISPLAY "Now . . . centers" IF CCQ010 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "It does not include child care centers." IF CCQ010 NE 1. OTHERWISE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{Now we'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}"

CODES

1	Yes	
2	No	CCQ260

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DK AND REF SKIP TO CCQ260.

BOLD FIRST INSTANCES ONLY OF "Nonrelative care", "Nonrelatives who live in {CHILD}'s household," AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Nonrelative care is provided in a private home by someone not related to {CHILD}. It may be free or cost money.

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.

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 "back-up" arrangements.

CCQ165

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ165, deleted display “{Let's talk about your current care arrangements with nonrelatives.}”

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

CODES

- | | |
|---|--------------|
| 1 | One |
| 2 | Two |
| 3 | Three |
| 4 | Four |
| 5 | Five or more |

PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCE OF “Nonrelatives”, “If neither parent lives in the household”, and “Regular care arrangements” IN HELP TEXT.

HELP FOR STEM: Nonrelatives: Nonrelative care is provided by someone not related to {CHILD} and is located in a private home. The private home may be {CHILD}'s home, the caregiver's home, or another home.

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).

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

Regular care arrangements: Arrangements or programs occurring on a routine schedule. Do not include occasional babysitting or "back- up" arrangements.

CCQ170

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ170, with introductory sentence from spring first grade question CCQ170

DISPLAY INSTRUCTIONS:

DISPLAY "We'd like to know more about the nonrelative who provides the most care for {CHILD} now.}" IF CCQ165 = 2, 3, 4, 5, OR SK. OTHERWISE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{We'd like to know more about the nonrelative who provides the most care for {CHILD} now.} Is that care provided in your home or another home?"

CODES

- | | |
|---|-------------|
| 1 | Own home |
| 2 | Other home |
| 3 | Both/Varies |

CCQ175

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ175

QUESTION TEXT:

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

InstResp "Select all that apply."

CODES

- | | Code All That Apply |
|---|---------------------|
| 1 | Before school |
| 2 | After school |
| 3 | Weekends |

CCQ185

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ185

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

InstResp "If the schedule changes, answer based on the schedule kept most often."

Watermark "Days per week"

ENTER NUMBER

Range 0 to 7

Soft Range 0 to 5

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ185}. Are you sure this is correct? When it is correct, select Next to continue."

CCQ190

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ190

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

Hours:"

InstResp "Please round to the nearest hour."

If the schedule changes, answer based on the schedule kept most often."

Watermark "Hours per week"

ENTER NUMBER

Range 1 to 70

Soft Range 1 to 50

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ185 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ185 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ185 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ185 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ190}. Are you sure this is correct? When it is correct, select Next to continue."

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CCQ

CCQ192

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ192

QUESTION TEXT:

Question "Is there any charge or fee for the care {CHILD} receives from this nonrelative, paid either by you or someone else?"

InstResp "Please only think about the nonrelative who provides the most care for {CHILD}."

CODES

1 Yes

2 No

Box 9

CCQ193

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ193a-e modified interviewer instruction to be an instruction to the respondent, modified individual items to be select all that apply, added a response category for "No one else helps to pay for this."

DISPLAY INSTRUCTIONS:

DISPLAY "specifically" IN UNDERLINED TEXT.

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

QUESTION TEXT:

Question "Do any of the following people or organizations help to pay for this nonrelative to care for {CHILD}?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|----|--|
| 1 | A relative of {CHILD} outside your household who provides money specifically for that care |
| 2 | Temporary Assistance for Needy Families, or TANF |
| 3 | Another social service or welfare agency |
| 4 | An employer |
| 5 | No one else helps to pay for this |
| 91 | Someone else (Please specify): |

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 5.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 5, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "No one else helps pay for this" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

Box 8

Round: Spring First-Grade National

IF CCQ193 = 91, GO TO CCQ193OS. ELSE, GO TO CCQ194.

CCQ193OS

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ193.

ENTER TEXT

Length

50

CCQ194

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ194, modified to add an instruction to the respondent. Also, increased the range

DISPLAY INSTRUCTIONS:

DISPLAY CCQ194 AND CCQ195 ON THE SAME SCREEN.

QUESTION TEXT:

Question "How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?"

InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."

Pre-unit "Dollars:"

Watermark "Enter number"

ENTER NUMBER

Range

0 to 999999999

PROGRAMMER INSTRUCTIONS:

IF ZERO OR SK IS ENTERED FOR AMOUNT, GO TO BOX 9.

ALLOW UP TO 9 DIGITS.

CCQ195

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ195, added text to a question that was just for interviewers to record the unit from the previous question

DISPLAY INSTRUCTIONS:

DISPLAY CCQ194 AND CCQ195 ON THE SAME SCREEN.

QUESTION TEXT:

Pre-unit "Unit:"

CODES

1	Per hour	Box 8b
2	Per day	Box 8b
3	Per week	Box 8b
4	Every two weeks	Box 8b
5	Per month	Box 8b
6	Per year	Box 8b
91	Other (Please specify):	CCQ195OS

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

CCQ195OS

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ195.

ENTER TEXT

Length

50

Box 8b

Round: Spring First-Grade National

IF THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD (INCLUDING THE CHILD) = 1, GO TO BOX 9. ELSE, GO TO CCQ196.

CCQ196

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ196, modified to remove soft range check that asked interviewer to verify number of children in the household if the report in CCQ096 did not match the number of children

QUESTION TEXT:

Question "How many children is this amount for, including {CHILD}?"

CODES

- | | |
|---|---------------------------------------|
| 1 | {CHILD} only |
| 2 | {CHILD} + 1 more (2 total) |
| 3 | {CHILD} + 2 more (3 total) |
| 4 | {CHILD} + 3 or more (4 or more total) |

Box 9

Round: Spring First-Grade National

IF ONLY ONE CURRENT REGULAR NONRELATIVE CARE ARRANGEMENT FOR CHILD (CCQ165 = 1 OR SK), GO TO CCQ260.

OTHERWISE, CONTINUE WITH CCQ205.

CCQ205

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ205, added "in a private home".

DISPLAY INSTRUCTIONS:

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

FOR "{NUMBER}", DISPLAY "1" IF CCQ165 = 2; DISPLAY "2" IF CCQ165 = 3; DISPLAY "3" IF CCQ165 = 4.

IF CCQ165 = 2, DISPLAY "nonrelative" AND "this nonrelative." OTHERWISE, DISPLAY "nonrelatives" AND "these nonrelatives."

QUESTION TEXT:

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

InstResp "Please round to the nearest hour."

Pre-unit "Hours:"

Watermark "Hours per week"

ENTER NUMBER

Range 1 to 70

Soft Range 1 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ205}. Are you sure this is correct? When it is correct, select Next to continue."

CCQ260

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CCQ260, modified language to take out the word "I"

DISPLAY INSTRUCTIONS:

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

DISPLAY 'The next . . . programs' IF CCQ010 = 1 OR CCQ115 = 1. OTHERWISE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{The next questions are about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} now attending a day care center or a before- or after-school program at a school or in a center on a regular basis?"

CODES

1 Yes

2 No

Box 16

PROGRAMMER INSTRUCTIONS:

BOLD "Day care centers or before- or after-school programs" AND "Regular basis" IN HELP TEXT.

HELP FOR STEM:

Day care centers or before- or after-school programs: Please include any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are now in kindergarten (some of which may be sponsored by the state) are also included.

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 "back-up" arrangements.

SK SKIPS TO BOX 16.

CCQ325

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade CCQ325

DISPLAY INSTRUCTIONS:

DISPLAY “currently” AND “regular” IN UNDERLINED TEXT.

QUESTION TEXT:

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

CODES

- | | |
|---|--------------|
| 1 | One |
| 2 | Two |
| 3 | Three |
| 4 | Four |
| 5 | Five or more |

PROGRAMMER INSTRUCTIONS:

BOLD “Day Care Center or Before- or After-School Program” AND “Regular basis” IN HELP TEXT.

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

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 "back-up" arrangements.

CCQ330

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ330, changed "Let's talk about the program" to "The next questions are about the program." Changed "where {CHILD} attends kindergarten" to "where {CHILD} attends."

DISPLAY INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT.

DISPLAY {The next questions are about the program where {CHILD} spends the most time now.} IF CCQ325 = 2, 3, 4, 5, OR SK. OTHERWISE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{The next questions are about the program where {CHILD} spends the most time now.} Is that program located in the school {CHILD} attends?"

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

CCQ335

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ335

QUESTION TEXT:

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

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|---|---------------|
| 1 | Before school |
| 2 | After school |
| 3 | Weekends |

CCQ350

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ350

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

InstResp "If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent.

If the schedule changes, answer for the arrangement where the most time is spent."

Days:"

Watermark "Days per week"

ENTER NUMBER

Range 0 to 7

Soft Range 0 to 5

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ350}. Are you sure this is correct? When it is correct, select Next to continue."

CCQ355

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ355

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

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

InstResp "Please round to the nearest hour.

If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent.

If the schedule changes, answer for the arrangement where the most time is spent."

Pre-unit "Hours:"

Watermark "Hours per week"

ENTER NUMBER

Range

1 to 168

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ350 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ350 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ350 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ355}. Are you sure this is correct? When it is correct, select Next to continue."

CCQ365

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ365, modified to refer to "that" program

DISPLAY INSTRUCTIONS:

DISPLAY "most" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Is there any charge or fee for that program, paid either by you or someone else?"

InstResp "Please only think about the program that provides the most care for {CHILD}."

CODES

1 Yes

2 No

Box 15

PROGRAMMER INSTRUCTIONS:

IF CCQ365 IS SK, GO TO BOX 15.

CCQ370

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ370a-e-modified interviewer instruction to be an instruction to the respondent, modified individual items to be select all that apply, added a response category for "No one else helps to pay for this."

DISPLAY INSTRUCTIONS:

DISPLAY "specifically" IN RESPONSE CATEGORY 1 IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Do any of the following people or organizations help to pay for {CHILD} to go to that program?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|----|--|
| 1 | A relative of {CHILD} outside your household who provides money specifically for that care |
| 2 | Temporary Assistance for Needy Families, or TANF |
| 3 | Another social service or welfare agency |
| 4 | An employer |
| 5 | No one else helps to pay for this |
| 91 | Someone else (Please specify): |

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 5.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 5, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "No one else helps pay for this" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

Box 14

Round: Spring First-Grade National

IF CCQ370 = 91, GO TO CCQ370OS. ELSE, GO TO CCQ371.

CCQ3700S

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ370.

ENTER TEXT

Length

50

CCQ371

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ371, modified to add an instruction to the respondent. Also, increased the range

DISPLAY INSTRUCTIONS:

DISPLAY CCQ371 AND CCQ372 ON THE SAME SCREEN.

QUESTION TEXT:

Question "How much does your household pay for {CHILD} to go to that program, not counting any money that you may receive from others to help pay for care?"

InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."

Pre-unit "Dollars:"

Watermark "Enter number"

ENTER NUMBER

Range

0 to 999999999

PROGRAMMER INSTRUCTIONS:

IF ZERO OR SK IS ENTERED FOR AMOUNT, GO TO BOX 15.

ALLOW UP TO 9 DIGITS.

CCQ372

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ372, added text to a question that was just for interviewers to record the unit from the previous question

DISPLAY INSTRUCTIONS:

DISPLAY CCQ371 AND CCQ372 ON THE SAME SCREEN.

QUESTION TEXT:

Pre-unit "Unit:"

CODES

1	Per hour	Box 14b
2	Per day	Box 14b
3	Per week	Box 14b
4	Every two weeks	Box 14b
5	Per month	Box 14b
6	Per year	Box 14b
91	Other (Please specify):	CCQ372OS

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 15.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

CCQ372OS

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ372.

ENTER TEXT

Length

50

Box 14b

Round: Spring First-Grade National

IF THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD (INCLUDING THE CHILD) = 1, GO TO BOX 15. ELSE, GO TO CCQ373.

CCQ373

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ373

QUESTION TEXT:

Question "How many children is this amount for, including {CHILD}?"

CODES

- | | |
|---|---------------------------------------|
| 1 | {CHILD} only |
| 2 | {CHILD} + 1 more (2 total) |
| 3 | {CHILD} + 2 more (3 total) |
| 4 | {CHILD} + 3 or more (4 or more total) |

Box 15

Round: Spring First-Grade National

IF ONLY ONE CURRENT REGULAR CENTER OR PROGRAM CARE ARRANGEMENT FOR CHILD (CCQ325 = 1 OR SK), GO TO BOX 16.

OTHERWISE, CONTINUE WITH CCQ375.

CCQ375

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CCQ375

DISPLAY INSTRUCTIONS:

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

FOR "{NUMBER}", DISPLAY "1" IF CCQ325 = 2; DISPLAY "2" IF CCQ325 = 3; DISPLAY "3" IF CCQ325 = 4. IF CCQ325 = 5, USE A NULL DISPLAY.

IF CCQ325 = 2, DISPLAY "center," "program" AND "this program." OTHERWISE, DISPLAY "centers," "programs" AND "these programs."

QUESTION TEXT:

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

InstResp "Please round to the nearest hour."

Pre-unit "Hours:"

Watermark "Hours per week"

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ375}. Are you sure this is correct? When it is correct, select Next to continue."

Box 16

Round: Spring First-Grade National

GO TO SECTION HRQ.

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Section HRQ [Historical Roster]

Sequence: 7

HRQ010

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY "not" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Does {CHILD} have any biological or adoptive parents who are not currently living in your household?"

InstrResp "Please include parents who are deceased."

CODES

1	Yes	
2	No	Box 4

PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 4.

HRQ015

Copyright: No

Round: Spring First-Grade National

Source: New

QUESTION TEXT:

Question "Which biological or adoptive parent(s) are not currently living in your household?"

InstrResp "Please include parents who are deceased.

Select all that apply."

CODES	Code All That Apply
1	Biological mother
2	Biological father
3	Adoptive mother
4	Adoptive father

PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 4.

Box 1

Round: Spring First-Grade National

LOOP 1

ASK HRQ030 ONE TIME FOR EACH BIOLOGICAL MOTHER (HRQ015 = 1), BIOLOGICAL FATHER (HRQ015 = 2), ADOPTIVE MOTHER (HRQ015 = 3), OR ADOPTIVE FATHER (HRQ015 = 4) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD.

HRQ030

Copyright: No

Round: Spring First-Grade National

DISPLAY INSTRUCTIONS:

DISPLAY "biological" IF HRQ015 = 1 OR 2. DISPLAY "adoptive" IF HRQ015 = 3 or 4.

DISPLAY "mother" IF LOOPING ON BIOLOGICAL OR ADOPTIVE MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1 OR 3). DISPLAY "father" IF LOOPING ON BIOLOGICAL OR ADOPTIVE FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2 OR 4).

QUESTION TEXT:

We would like to ask a few questions about {CHILD}'s {biological/adoptive} {mother/father}. Is {CHILD}'s {biological/adoptive} {mother/father} currently living?

SaVisible "True"

CODES

- | | | |
|---|--|-------|
| 1 | Yes | |
| 2 | No | |
| 3 | The {biological/adoptive} {mother/ father} is unknown. | Box 4 |
| | DON'T KNOW | |

PROGRAMMER INSTRUCTIONS:

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

Box 1b

END LOOP 1

ASK HRQ030 FOR NEXT BIOLOGICAL MOTHER (HRQ015 = 1), BIOLOGICAL FATHER (HRQ015 = 2), ADOPTIVE MOTHER (HRQ015 = 3), OR ADOPTIVE FATHER (HRQ015 = 4) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD. IF THERE ARE NO MORE PARENTS TO BE ASKED ABOUT, GO TO BOX 1c.

Box 1c

LOOP 2

ASK HRQ040a-HRQ100 ONE TIME FOR EACH BIOLOGICAL MOTHER (HRQ015 = 1) AND/OR BIOLOGICAL FATHER (HRQ015 = 2) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD.

HRQ040a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten HRQ040a

DISPLAY INSTRUCTIONS:

DISPLAY HRQ040a AND HRQ040b ON THE SAME SCREEN.

DISPLAY "was" if HRQ030 = 2. ELSE, DISPLAY "is".

DISPLAY "mother" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1). DISPLAY "father" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2)).

QUESTION TEXT:

What {was/is} {CHILD}'s biological {mother's/father's} date of birth?

Month:"

InstResp "Please enter only the month and year."

Watermark "Enter the month"

ENTER NUMBER

Range

1 to 12

HRQ040b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten HRQ040b

DISPLAY INSTRUCTIONS:

DISPLAY HRQ040a AND HRQ040b ON THE SAME SCREEN.

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

ENTER NUMBER

Range

1930 to 2022

Soft Range

1940 to 2008

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HRQ040b}. Are you sure this is correct? When it is correct, select Next to continue."

Box 2

Round: Spring First-Grade National

IF A YEAR IS ENTERED AT HRQ040b AND BIOLOGICAL PARENT IS DECEASED (HRQ030 = 2), GO TO HRQ060.

IF (A YEAR IS ENTERED OR YEAR IS SK AT HRQ040b (HRQ040b HAS THE YEAR OR WAS SK)) AND (BIOLOGICAL PARENT IS NOT DECEASED OR ANSWER TO WHETHER LIVING WAS DK OR SK (HRQ030=1, DK, OR SK)), GO TO HRQ090.

OTHERWISE, CONTINUE WITH HRQ060.

HRQ060

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten HRQ060

DISPLAY INSTRUCTIONS:

DISPLAY "mother" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1). DISPLAY "father" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2).

DISPLAY "is" IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED ABOUT) IS NOT DECEASED (HRQ030=1, DON'T KNOW, OR SK). OTHERWISE, DISPLAY "was".

DISPLAY "when {he/she} died" IF BIOLOGICAL PARENT CURRENTLY BEING ASKED ABOUT IS DECEASED (HRQ030=2). DISPLAY "he" IF LOOPING ON THE FATHER. ELSE, DISPLAY "she" IF LOOPING ON THE MOTHER.

QUESTION TEXT:

Question "How old {is/was} {CHILD}'s biological {mother/father} {when {he/she} died}?"

Years:"

Watermark "Enter age in years"

ENTER NUMBER

Range	12 to 90
Soft Range	14 to 61

PROGRAMMER INSTRUCTIONS:

USE A SOFT RANGE ONLY IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED ABOUT) IS NOT DECEASED (HRQ030=1, DON'T KNOW, OR SK). OTHERWISE, ONLY USE THE HARD RANGE.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HRQ060}. Are you sure this is correct? When it is correct, select Next to continue."

Early Childhood Longitudinal Study Parent Survey Spring 1 - Form PSS1 ::

HRQ

Box 3

Round: Spring First-Grade National

IF BIOLOGICAL PARENT IS DECEASED (HRQ030=2), CONTINUE WITH HRQ080a. OTHERWISE, GO TO HRQ090.

HRQ080a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten HRQ080a

DISPLAY INSTRUCTIONS:

DISPLAY HRQ080a AND HRQ080b TOGETHER.

DISPLAY "mother" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1). DISPLAY "father" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2).

QUESTION TEXT:

Question "What is {CHILD}'s biological {mother's/father's} date of death?"

Pre-unit "Month:"

InstResp "Please enter only the month and year."

Watermark "Enter the month"

ENTER NUMBER

Range

1 to 12

HRQo8ob

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten HRQo8ob

DISPLAY INSTRUCTIONS:

DISPLAY HRQo8oa AND HRQo8ob TOGETHER.

DISPLAY "mother" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQo15 = 1). DISPLAY "father" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQo15 = 2).

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

ENTER NUMBER

Range	2010 to 2022
Soft Range	2012 to 2022

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HRQo8ob}. Are you sure this is correct? When it is correct, select Next to continue."

HRQo9o

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten HRQo9o

DISPLAY INSTRUCTIONS:

BOLD "Hispanic or Latino/Latina" IN InstResp.

DISPLAY "Is" IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED ABOUT) IS NOT DECEASED (HRQo3o=1, DON'T KNOW, OR SK). OTHERWISE, DISPLAY "Was".

DISPLAY "he" AND "Latino" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQo15 = 2). DISPLAY "she" AND "Latina" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQo15 = 1).

QUESTION TEXT:

Question "{Is/Was} {he/she} Hispanic or {Latino/Latina}?"

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

CODES

1	Yes
2	No

HRQ100

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten HRQ100

DISPLAY INSTRUCTIONS:

DISPLAY "is" IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED ABOUT) IS NOT DECEASED (HRQ030=1, DON'T KNOW, OR SK). OTHERWISE, DISPLAY "was".

DISPLAY "his", "he", AND "himself" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2). DISPLAY "her", "she", AND "herself" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1).

DISPLAY "considered" IF HRQ030=2, OTHERWISE "considers".

QUESTION TEXT:

Question "What {is/was} {his/her} race? You may name one or more races to indicate what {he/she} {considers/considered} {himself/herself} to be."

InstResp "For the purposes of this study, Hispanic origins are not races.

Select all that apply."

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

PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT: "American Indian or Alaska Native", "Asian", "Black or African American", "Native Hawaiian or Other Pacific Islander", and "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.

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, and Vietnam.

HELP FOR CODE 3: Black or African American: A person having origins in any of the black racial groups of Africa.

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

Box 3b

END LOOP 2

ASK HRQ040a-HRQ100 FOR NEXT BIOLOGICAL MOTHER (HRQ015 = 1) AND/OR BIOLOGICAL FATHER (HRQ015 = 2) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD. IF THERE ARE NO MORE PARENTS TO BE ASKED ABOUT, GO TO BOX 4.

Box 4

Round: Spring First-Grade National

GO TO SECTION NRQ.

Early Childhood Longitudinal Study Parent Survey

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Section NRQ [Non-Resident Parent Questions] Sequence: 8

Box 1

Round: Spring First-Grade National

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 NRQ010.

NRQ010

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question NRQ040, top two paragraphs used to divide screen for question into two parts, deleted “{biological/adoptive}{father/mother}” in first sentence and replaced with “parents who live outside the household,” and deleted “{his/her} biological” in second paragraph and replaced with “all.”

DISPLAY INSTRUCTIONS:

DISPLAY “{We... helpful.}” IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ140 OR FSQ150). OTHERWISE, USE A NULL DISPLAY.

DISPLAY “for adoptive parents” IF THE RESPONDENT IS AN ADOPTIVE PARENT (FSQ140 OR FSQ150 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

QUESTION TEXT:

Question “The next questions are about {CHILD}'s contact with {his/her} parents who live outside the household.

{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.}

Please press Next to continue.”

Box 2

Round: Spring First-Grade National

LOOP 1

ASK BOX 3 – BOX 4 ONE TIME FOR EACH BIOLOGICAL MOTHER, BIOLOGICAL FATHER, ADOPTIVE MOTHER, AND ADOPTIVE FATHER NOT LIVING IN THE HOUSEHOLD.

DETERMINING LOOPING ELIGIBILITY:

1. BIOLOGICAL MOTHER NOT IN HOUSEHOLD: HRQ015 = 1
2. BIOLOGICAL FATHER NOT IN HOUSEHOLD: HRQ015 = 2
3. ADOPTIVE MOTHER NOT IN HOUSEHOLD: HRQ015 = 3
4. ADOPTIVE FATHER NOT IN HOUSEHOLD: HRQ015 = 4

Box 3

Round: Spring First-Grade National

IF ASKING ABOUT BIOLOGICAL MOTHER NOT IN HOUSEHOLD AND BIOLOGICAL MOTHER IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL MOTHER IS (HRQ015=1 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL MOTHER NOT IN HOUSEHOLD AND BIOLOGICAL MOTHER IS STILL LIVING (HRQ015=1 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL MOTHER.

IF ASKING ABOUT BIOLOGICAL FATHER NOT IN HOUSEHOLD AND BIOLOGICAL FATHER IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL FATHER IS (HRQ015=2 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL FATHER NOT IN HOUSEHOLD AND BIOLOGICAL FATHER IS STILL LIVING (HRQ015=2 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL FATHER.

IF ASKING ABOUT THE ADOPTIVE MOTHER NOT IN HOUSEHOLD AND ADOPTIVE MOTHER IS NOT LIVING (HRQ015 = 3 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE MOTHER NOT IN HOUSEHOLD AND ADOPTIVE MOTHER IS STILL LIVING (HRQ015 = 3 AND HRQ030=1) GO TO NRQ040 TO ASK FOR THE ADOPTIVE MOTHER.

IF ASKING ABOUT THE ADOPTIVE FATHER NOT IN HOUSEHOLD AND ADOPTIVE FATHER IS NOT LIVING (HRQ015 = 4 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE FATHER NOT IN HOUSEHOLD AND ADOPTIVE FATHER IS STILL LIVING (HRQ015 = 4 AND HRQ030=1) GO TO NRQ040 TO ASK FOR THE ADOPTIVE FATHER.

ELSE, GO TO BOX 4.

NRQ040

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question NRQ040, third paragraph only

DISPLAY INSTRUCTIONS:

IF THE LOOP IS ABOUT THE BIOLOGICAL MOTHER, DISPLAY “biological” AND “mother” 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 FATHER, DISPLAY “biological” AND “father” 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 MOTHER, DISPLAY “adoptive” AND “mother” IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY “Adoptive” WITH THE FIRST LETTER CAPITALIZED. DISPLAY “mother” IN ANSWER CATEGORY 7.

IF THE LOOP IS ABOUT THE ADOPTIVE FATHER, DISPLAY “adoptive” AND “father” IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY “Adoptive” WITH THE FIRST LETTER CAPITALIZED. DISPLAY “father” IN ANSWER CATEGORY 7.

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} {biological/adoptive} {father/mother}?”

SaVisible "True"

CODES

1	Less than one month	Box 4
2	More than a month but less than a year	Box 4
3	More than a year	Box 4
4	No contact since birth	Box 4
5	{Biological/Adoptive} {father/mother} is deceased	Box 4
6	{CHILD} has had no contact with {his/her} {biological/adoptive} {father/mother} since adoption	Box 4
7	{{CHILD} does not have an adoptive {mother/father}}	Box 4
8	{CHILD}'s {biological/adoptive} {father/mother} is not known or was only a donor	Box 4
	DON'T KNOW	Box 4

PROGRAMMER INSTRUCTIONS:

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

DISPLAY CODE 7 IF HRQ015 = 3 OR 4 (AN ADOPTIVE NONRESIDENT PARENT WAS REPORTED) AND THE LOOP IS FOR AN ADOPTIVE MOTHER OR FATHER.

NRQ123

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question NRQ123

DISPLAY INSTRUCTIONS:

IF THE LOOP IS ABOUT THE BIOLOGICAL MOTHER, DISPLAY "biological" AND "mother".

IF THE LOOP IS ABOUT THE BIOLOGICAL FATHER, DISPLAY "biological" AND "father".

IF THE LOOP IS ABOUT THE ADOPTIVE MOTHER, DISPLAY "adoptive" AND "mother".

IF THE LOOP IS ABOUT THE ADOPTIVE FATHER, DISPLAY "adoptive" AND "father".

DISPLAY "not in person" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks?"

Pre-unit "Times:"

Watermark "Number of times"

SaVisible "True"

ENTER NUMBER

Range 0 to 300

Soft Range 0 to 120

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT NRQ123}. Are you sure this is correct? When it is correct, select Next to continue."

Box 4

Round: Spring First-Grade National

ASK NRQ040 TO NRQ123 FOR THE NEXT NONRESIDENTIAL PARENT. IF NO NEXT NONRESIDENTIAL PARENT, GO TO BOX 5.

Box 5

Round: Spring First-Grade National

GO TO SECTION DWQ.

Early Childhood Longitudinal Study Parent Survey

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Section DWQ [Discipline, Warmth, and Emotional Supportiveness] Sequence: 9

Box 1

Round: Spring First-Grade National

IF RESPONDENT IS A PARENT FIGURE (FSQ130 = 1 OR 2) OR IF THE HOUSEHOLD DOES NOT HAVE A PARENT FIGURE (FSQ130 IS NOT EQUAL TO 1 OR 2) CONTINUE WITH DWQ040.

OTHERWISE, GO TO Box 2.

DWQ040

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question DWQ040, modified introduction from “Now, I'm going to read some statements. Please tell me whether...” to “For the next set of statements, please select whether...”.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ040, DWQ045, DWQ050, AND DWQ060 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “For the next set of statements, please select whether each statement is completely true, mostly true, somewhat true, or not at all true.

Being a parent is harder than I thought it would be.”

CODES

- | | |
|---|-----------------|
| 1 | Completely true |
| 2 | Mostly true |
| 3 | Somewhat true |
| 4 | Not at all true |

DWQ045

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question DWQ045.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ040, DWQ045, DWQ050, AND DWQ060 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} does things that really bother me.”

CODES

- | | |
|---|-----------------|
| 1 | Completely true |
| 2 | Mostly true |
| 3 | Somewhat true |
| 4 | Not at all true |

DWQ050

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question DWQ050.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ040, DWQ045, DWQ050, AND DWQ060 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.”

CODES

- | | |
|---|-----------------|
| 1 | Completely true |
| 2 | Mostly true |
| 3 | Somewhat true |
| 4 | Not at all true |

DWQo6o

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question DWQo6o.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQo4o, DWQo45, DWQo5o, AND DWQo6o ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "I often feel angry with {CHILD}."

CODES

- | | |
|---|-----------------|
| 1 | Completely true |
| 2 | Mostly true |
| 3 | Somewhat true |
| 4 | Not at all true |

DWQo7oa

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question DWQo7oa, modified introduction from "Now, I'm going to read some statements. Please tell me whether..." to "Now, please consider how often each of these following statements are true for you." Also, deleted "Would you say..." for web.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQo7oa – f ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "Now, please consider how often each of these following statements are true for you.

Even if I am really busy, I make time to listen to {CHILD}."

CODES

- | | |
|---|-----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Often true |
| 4 | Very often true |

DWQ070b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question DWQ070b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ070a – f ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}.”

CODES

- | | |
|---|-----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Often true |
| 4 | Very often true |

DWQ070c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question DWQ070c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ070a – f ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “I encourage {CHILD} to talk about {his/her} troubles.”

CODES

- | | |
|---|-----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Often true |
| 4 | Very often true |

DWQ07od

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question DWQ07od

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ070a – f ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “I encourage {CHILD} to tell me about {his/her} friends and activities.”

CODES

- | | |
|---|-----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Often true |
| 4 | Very often true |

DWQ070e

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question DWQ070e

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ070a – f ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “I encourage {CHILD} to express {his/her} opinions.”

CODES

- | | |
|---|-----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Often true |
| 4 | Very often true |

DWQ07of

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question DWQ07of

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ070a – f ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore.”

CODES

- | | |
|---|-----------------|
| 1 | Never true |
| 2 | Sometimes true |
| 3 | Often true |
| 4 | Very often true |

DWQ077a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question DWQ077a, changed “tell me” to “select.” Also, deleted “Would you say... always.?”

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ077a – c ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “The following are a number of statements about your family. Please select how often it typically occurs in your home.

You threaten to punish {CHILD} and then do not actually punish {him/her}.”

CODES

- | | |
|---|--------------|
| 1 | Never |
| 2 | Almost never |
| 3 | Sometimes |
| 4 | Often |
| 5 | Always |

DWQ077b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question DWQ077b

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ077a – c ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} talks you out of being punished after {he/she} has done something wrong.”

CODES

- | | |
|---|--------------|
| 1 | Never |
| 2 | Almost never |
| 3 | Sometimes |
| 4 | Often |
| 5 | Always |

DWQ077c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question DWQ077c

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS DWQ077a – c ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “You let {CHILD} out of a punishment early, like lift restrictions earlier than you originally said.”

CODES

- | | |
|---|--------------|
| 1 | Never |
| 2 | Almost never |
| 3 | Sometimes |
| 4 | Often |
| 5 | Always |

Box 2

Round: Spring First-Grade National

GO TO SECTION CHQ.

Early Childhood Longitudinal Study Parent Survey

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Section CHQ [Child's Health and Well-Being]

Sequence: 10

CHQ010

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question CHQ010, changed "Now we'd like to discuss..." to "Now we would like to ask about..." in the transition sentence.

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?"

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 |

CHQ020

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ020. Changed interviewer instructions into instructions for respondent.

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?"

InstResp "Routine health care may include check-ups or immunization appointments."

CODES

- | | |
|---|-------------------------------|
| 1 | Never had routine health care |
| 2 | Less than 6 months |
| 3 | 6 months to less than 1 year |
| 4 | 1 year to 2 years |
| 5 | More than 2 years |

CHQ020b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CHQ095

QUESTION TEXT:

Question "Has {CHILD} ever had an ear infection?"

CODES

- | | | |
|---|-----|---------|
| 1 | Yes | CHQ020d |
| 2 | No | CHQ020c |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ020c.

CHQ020c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CHQ096

QUESTION TEXT:

Question "Has {CHILD} ever had an ear ache?"

CODES

1 Yes

2 No

CHQ030

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ030.

CHQ020d

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CHQ100a

DISPLAY INSTRUCTIONS:

DISPLAY "ear infection" IF CHQ020b = 1. ELSE, DISPLAY "ear ache".

DISPLAY CHQ020d AND CHQ020e TOGETHER.

QUESTION TEXT:

Question "How old was {CHILD} when {he/she} had {his/her} first {ear infection/ear ache}?"

Years:"

InstResp "Your best guess is fine."

Watermark "Enter age in years"

ENTER NUMBER

Range

0 to 8

CHQ020e

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CHQ100b

DISPLAY INSTRUCTIONS:

DISPLAY "ear infection" IF CHQ020b = 1. ELSE, DISPLAY "ear ache".

DISPLAY CHQ020d and CHQ020e together.

QUESTION TEXT:

Pre-unit "Months:"

Watermark "Enter age in months"

ENTER NUMBER

Range

0 to 60

Box 5b

Round: Spring First-Grade National

IF CHQ020d WAS SK FOR YEARS AND CHQ020e HAS AN ENTRY FOR MONTHS (RESPONDENT SKIPPED THE ENTRY FOR YEARS AND ONLY ANSWERED WITH MONTHS), AUTOCODE CHQ020d = 0.

ELSE IF CHQ020d = SK AND CHQ020e = SK (YEARS AND MONTHS WERE BOTH SKIPPED), GO TO CHQ020f.
ELSE IF CHQ020d IS GREATER THAN OR EQUAL TO 2 FOR YEARS BUT IS SK FOR MONTHS, AUTOCODE CHQ020f = 2 AND GO TO CHQ021. ELSE, IF CHQ020e IS GREATER THAN OR EQUAL TO 24 FOR MONTHS, AUTOCODE CHQ020f = 2 AND GO TO CHQ021. ELSE, GO TO CHQ021.

CHQ02of

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CHQ101

DISPLAY INSTRUCTIONS:

DISPLAY "ear infection" IF CHQ02ob = 1. ELSE, DISPLAY "ear ache".

QUESTION TEXT:

Question "Was {CHILD} less than 2 years old when {he/she} had {his/her} first {ear infection/ear ache}?"

CODES

1	Yes
2	No

CHQ021

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ021.

QUESTION TEXT:

Question "Has {CHILD} had an ear infection since last spring?"

CODES

1	Yes	CHQ023
2	No	

CHQ022

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ022.

QUESTION TEXT:

Question "Has {CHILD} had an ear ache since last spring?"

CODES

1	Yes	CHQ024
2	No	CHQ030

CHQ023

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ023.

QUESTION TEXT:

Question "Since last spring, 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"

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}. Are you sure this is correct? When it is correct, select Next to continue."

Box 1

Round: Spring First-Grade National

IF CHQ023 GE 1, GO TO CHQ024. ELSE, GO TO CHQ030.

CHQ024

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ024. Removed “Anything else?” probe.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

DISPLAY “ear infections” IF CHQ021 = 1. ELSE, DISPLAY “ear aches”.

QUESTION TEXT:

Question “How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?”

InstResp “Select all that apply”

CODES

Code All That Apply

- | | |
|----|--|
| 1 | No treatment/watch and wait |
| 2 | Decongestants, antihistamines, or allergy medication |
| 3 | Antibiotics |
| 4 | Ear tubes were put into {CHILD}'s ears |
| 5 | Analgesics (for example, fever reducer or pain reliever) |
| 6 | Ear drops |
| 7 | Flushing the ear, irrigation, or taking out ear wax |
| 8 | Took out tonsils or adenoids |
| 9 | Chiropractic treatments |
| 10 | {CHILD} did not go to doctor, nurse, or medical professional |
| 91 | Other (Please specify): |

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

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.”

Box 2

Round: Spring First-Grade National

IF ONE OF THE CODES IN CHQ024 = 91, GO TO CHQ024OS. ELSE, GO TO BOX 3.

CHQ024OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, first grade, question CHQ024OS. Adapted format for web.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE

ENTER TEXT

Length

50

Box 3

Round: Spring First-Grade National

IF ONE OF THE CODES IN CHQ024 = 4, GO TO CHQ025. ELSE, GO TO CHQ030.

CHQ025

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ025. Changed interviewer instructions into instructions for respondent. Changed “your child” to “{CHILD}” in stem.

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} ears?”

InstResp “Please consider all surgeries since last spring if {CHILD} had more than one to place ear tubes.”

CODES

- | | |
|---|-----------|
| 1 | Right ear |
| 2 | Left ear |
| 3 | Both ears |

CHQ026

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ026

QUESTION TEXT:

Question “Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?”

CODES

- | | | |
|---|-----|--------|
| 1 | Yes | CHQ027 |
| 2 | No | CHQ030 |

PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO CHQ030.

CHQ027

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ026

QUESTION TEXT:

Question "Does {he/she} receive treatment for this condition?"

CODES

1	Yes
2	No

CHQ030

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ030. Changed interviewer instructions into instructions for respondent.

DISPLAY INSTRUCTIONS:

FOR "or 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?"

InstResp "This includes {Medicaid/ {or STATE NAME FOR MEDICAID}}."

CODES

1	Yes
2	No

CHQo6o

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQo6o. Adapted format for web.

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"

ENTER NUMBER

Range

0 to 7

CHQo86

Copyright: No

Round: Spring First-Grade National

Source: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQo10, added instruction to respondent

NOTE: THIS IS THE SAME AS QUESTION CHQo86 IN PRESCHOOL.

QUESTION TEXT:

Question "How tall is {CHILD} without shoes?"

InstResp "Your best guess is fine."

SaVisible "True"

CODES

1	Answer in feet and inches	CHQo86a
2	Answer in meters and centimeters	CHQo86c
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

DON'T KNOW AND SK SKIP TO CHQo87.

CHQo86a

Copyright: No

Round: Spring First-Grade National

Source: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQo10. Modified to ask respondent to answer in feet and inches

NOTE: THIS IS THE SAME AS QUESTION CHQo86a IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

DISPLAY CHQo86a and CHQo86b TOGETHER ON ONE SCREEN, NEXT TO EACH OTHER.

QUESTION TEXT:

Question "Please answer for how tall {CHILD} is in feet and inches without shoes.

Unit "and"

Watermark: "Enter feet"

ENTER NUMBER

Range 0 to 6

Soft Range 3 to 5

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQo86a}. Are you sure this is correct? When it is correct, select Next to continue."

CHQo86b

Copyright: No

Round: Spring First-Grade National

Source: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQo10. Modified to ask respondent to answer in feet and inches

NOTE: THIS IS THE SAME AS QUESTION CHQo86b IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

DISPLAY CHQo86a and CHQo86b TOGETHER ON ONE SCREEN, NEXT TO EACH OTHER.

QUESTION TEXT:

Watermark "Enter inches"

ENTER NUMBER

Range 0 to 72

Soft Range 0 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQo86b}. Are you sure this is correct? When it is correct, select Next to continue."

ALL ANSWERS SKIP TO CHQo87.

CHQo86c

Copyright: No

Round: Spring First-Grade National

Source: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQo10. Modified to ask respondent to answer in meters and centimeters

NOTE: THIS IS THE SAME AS QUESTION CHQo86c IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

DISPLAY CHQo86c and CHQo86d TOGETHER ON ONE SCREEN, NEXT TO EACH OTHER.

QUESTION TEXT:

Question "Please answer for how tall {CHILD} is in meters and centimeters without shoes."

Unit "and"

Watermark "Enter meters"

ENTER NUMBER

Range 0 to 2

Soft Range 1 to 2

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQo86c}. Are you sure this is correct? When it is correct, select Next to continue."

CHQo86d

Copyright: No

Round: Spring First-Grade National

Source: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQo10. Modified to ask respondent to answer in meters and centimeters

NOTE: THIS IS THE SAME AS QUESTION CHQo86d IN PRESCHOOL.

DISPLAY INSTRUCTIONS:

DISPLAY CHQo86c and CHQo86d TOGETHER ON ONE SCREEN, NEXT TO EACH OTHER.

QUESTION TEXT:

Watermark "Enter centimeters"

ENTER NUMBER

Range 0 to 200

Soft Range 0 to 130

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQo86d}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ087

Copyright: No

Round: Spring First-Grade National

Source: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ025. Modified to ask weight clothed rather than without clothes. Also, added instruction to respondent.

NOTE: THIS IS THE SAME AS QUESTION CHQ087 IN PRESCHOOL.

QUESTION TEXT:

Question "How much does {CHILD} weigh without shoes?"

InstResp "Your best guess is fine."

SaVisible "True"

CODES

1	Answer in pounds	CHQ087a
2	Answer in kilograms	CHQ087b
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DON'T KNOW AND SK SKIP TO CHQ095.

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

CHQ087a

Copyright: No

Round: Spring First-Grade National

Source: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ025. Modified to ask weight clothed rather than without clothes.

NOTE: THIS IS THE SAME AS QUESTION CHQ087a IN PRESCHOOL.

QUESTION TEXT:

Question "Please answer for how much {CHILD} weighs in pounds without shoes."

Watermark: "Enter pounds"

ENTER NUMBER

Range	0 to 150
Soft Range	25 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ087a}. Are you sure this is correct? When it is correct, select Next to continue."

ALL ANSWERS SKIP TO BOX 3b.

CHQo87b

Copyright: No

Round: Spring First-Grade National

Source: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQo25. Modified to ask weight clothed rather than without clothes.

NOTE: THIS IS THE SAME AS QUESTION CHQo87b IN PRESCHOOL.

QUESTION TEXT:

Question "Please answer for how much {CHILD} weighs in kilograms without shoes.

Watermark: "Enter kilograms"

ENTER NUMBER

Range 0 to 70

Soft Range 11 to 23

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQo87b}. Are you sure this is correct? When it is correct, select Next to continue."

Box 3b

Round: Spring First-Grade National

IF CHQo92 WAS ASKED IN FALL KINDERGARTEN ACCORDING TO THE PRELOAD, GO TO CHQo92a. ELSE, GO TO CHQo92.

CHQ092

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten CHQ092, with instructions added to define IFSP (CHQ118 in preschool)

DISPLAY INSTRUCTIONS:

BOLD "Early Intervention Services" AND "Individualized Family Service Plan or IFSP" IN InstResp.

QUESTION TEXT:

Question "Before {CHILD} turned 3, did {he/she} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?"

InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3)."

CODES

1	Yes
2	No

PROGRAMMER INSTRUCTIONS:

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

CHQ092a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten question CHQ092, modified to ask about current services, CHQ118a in preschool

DISPLAY INSTRUCTIONS:

BOLD "Early Intervention Services" AND "Individualized Family Service Plan or IFSP" IN InstResp.

DISPLAY "currently" in UNDERLINE.

QUESTION TEXT:

Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?"

InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3)."

CODES

1	Yes
2	No

Box 3c

Round: Spring First-Grade National

IF CHQ093 WAS ASKED IN FALL KINDERGARTEN ACCORDING TO THE PRELOAD, GO TO CHQ093a. ELSE, GO TO CHQ093.

CHQ093

Copyright: No

Round: Spring First-Grade National

Source: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan. Also modified to ask about ever having received services, CHQ119 in preschool

DISPLAY INSTRUCTIONS:

BOLD "Individualized Education Program (IEP)" IN InstResp.

QUESTION TEXT:

Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?"

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."

CODES

1	Yes	CHQ093a
2	No	CHQ094

PROGRAMMER INSTRUCTIONS:

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

CHQ093a

Copyright: No

Round: Spring First-Grade National

Source: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan, CHQ119a in preschool

DISPLAY INSTRUCTIONS:

DISPLAY "currently" in UNDERLINE.

BOLD "Individualized Education Program (IEP)" IN InstResp.

QUESTION TEXT:

Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?"

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

Box 3d

Round: Spring First-Grade National

IF CHQ094 WAS ASKED IN FALL KINDERGARTEN ACCORDING TO THE PRELOAD, GO TO CHQ094. ELSE, GO TO CHQ094a.

CHQ094

Copyright: No

Round: Spring First-Grade National

Source: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan. Also modified to ask whether the child has ever received services, CHQ121 in preschool

QUESTION TEXT:

Question "Has {CHILD} ever received any services through a 504 plan?"

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."

CODES

1	Yes	CHQ094a
2	No	CHQ095

CHQ094a

Copyright: No

Round: Spring First-Grade National

Source: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan, CHQ121a in preschool

DISPLAY INSTRUCTIONS:

DISPLAY 'currently' in UNDERLINE.

BOLD "504 plan" IN InstResp.

QUESTION TEXT:

Question "Is {CHILD} currently receiving any services through a 504 plan?"

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."

CODES

1	Yes
2	No

CHQ095

Copyright: No

Round: Spring First-Grade National

DISPLAY INSTRUCTIONS:

DISPLAY 'herself' IF CHILD IS FEMALE ACCORDING TO THE PRELOAD. ELSE, DISPLAY 'himself'.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CHQ095, CHQ100, CHQ105 – CHQ108 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age.

{CHILD} is independent and takes care of {himself/herself} ..."

CODES

- | | |
|---|--|
| 1 | Better than other children {his/her} age |
| 2 | As well as other children |
| 3 | Slightly less well than other children |
| 4 | Much less well than other children |

CHQ100

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ100, modified to ask in a grid with other similar items. Modified from "Does {CHILD} pay attention..." to "{CHILD} pays attention..."

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CHQ095, CHQ100, CHQ105 – CHQ108 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question "{CHILD} pays attention ..."

CODES

- | | |
|---|--|
| 1 | Better than other children {his/her} age |
| 2 | As well as other children |
| 3 | Slightly less well than other children |
| 4 | Much less well than other children |

CHQ105

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ105, modified to ask in a grid with other similar items. Modified from “Does {CHILD} learn, think, and solve problems...” to “{CHILD} learns, thinks, and solves problems...”

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CHQ095, CHQ100, CHQ105 – CHQ108 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} learns, thinks, and solves problems ...”

CODES

- | | |
|---|--|
| 1 | Better than other children {his/her} age |
| 2 | As well as other children |
| 3 | Slightly less well than other children |
| 4 | Much less well than other children |

CHQ106

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ106, modified to ask in a grid with other similar items. Changed interviewer instructions into help text. Modified from “Does {CHILD} show...” to “{CHILD} shows...” and added an ellipsis to the end of the sentence. Deleted “Would you say {he/she} does this...” from the second sentence.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CHQ095, CHQ100, CHQ105 – CHQ108 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} shows good coordination in moving {his/her} arms and legs...”

CODES

- | | |
|---|--|
| 1 | Better than other children {his/her} age |
| 2 | As well as other children |
| 3 | Slightly less well than other children |
| 4 | Much less well than other children |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: If {CHILD}'s coordination is different between arms and legs or one arm or leg compared to the other arm or leg, answer for the part of the body {CHILD} has the most difficulty using. If {CHILD} only has difficulty some of the time, answer for what you consider a typical day.

CHQ107

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ107, modified to ask in a grid with other similar items. Modified from “Would you say {CHILD} behaves...” to “{CHILD} behaves...”.

DISPLAY INSTRUCTIONS:

DISPLAY “children” IN UNDERLINED TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CHQ095, CHQ100, CHQ105 – CHQ108 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} behaves and relates to other children...”

CODES

- | | |
|---|--|
| 1 | Better than other children {his/her} age |
| 2 | As well as other children |
| 3 | Slightly less well than other children |
| 4 | Much less well than other children |

CHQ108

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ108, modified to ask in a grid with other similar items. Modified from “Would you say {CHILD} behaves...” to “{CHILD} behaves...”.

DISPLAY INSTRUCTIONS:

DISPLAY “adults” IN UNDERLINED TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CHQ095, CHQ100, CHQ105 – CHQ108 ON ONE SCREEN IN A GRID.

QUESTION TEXT:

Question “{CHILD} behaves and relates to adults ...”

CODES

- | | |
|---|--|
| 1 | Better than other children {his/her} age |
| 2 | As well as other children |
| 3 | Slightly less well than other children |
| 4 | Much less well than other children |

CHQ109

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ109.

QUESTION TEXT:

Question "Thinking about {CHILD}'s overall activity level, would you say {he/she} is ..."

CODES

- | | |
|---|---|
| 1 | Less active than other children of {his/her} age? |
| 2 | About as active? |
| 3 | Slightly more active? |
| 4 | A lot more active than other children of {his/her} age? |

CHQ110

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ110.

QUESTION TEXT:

Question "Does {CHILD} have any emotional or psychological difficulties?"

CODES

- | | | |
|---|-----|-------|
| 1 | Yes | |
| 2 | No | Box 4 |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 4.

CHQ111

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ111. Added “{CHILD}’s emotional or psychological difficulties are” to the question stem.

QUESTION TEXT:

Question “Do you think {CHILD}’s emotional or psychological difficulties are a mild problem, a moderate problem, or a severe problem?”

CODES

- | | |
|---|------------------|
| 1 | Mild problem |
| 2 | Moderate problem |
| 3 | Severe problem |

Box 4

Round: Spring First-Grade National

IF (CHQ095 = 3 OR 4) OR (CHQ100 = 3 OR 4) OR (CHQ105 = 3 OR 4) OR (CHQ106 = 3 OR 4), OR (CHQ107 = 3 OR 4) OR (CHQ108 = 3 OR 4) OR (CHQ109 = 4) OR (CHQ110 = 1), GO TO CHQ115. ELSE, GO TO CHQ200.

CHQ115

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ115. Modified help text into InstResp and changed "This includes health professionals..." to "The term professional includes..."

DISPLAY INSTRUCTIONS:

DISPLAY "Since last spring has {CHILD}" IF (THERE WAS A FALL KINDERGARTEN COMPLETE OR PARTIALLY COMPLETE SURVEY) OR (SECTION CHQ WAS COMPLETED IN SPRING KINDERGARTEN) ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has {CHILD} ever".

DISPLAY ALL THE ISSUES THAT THE CHILD HAS ACCORDING TO THE INSTRUCTIONS BELOW. IF THERE IS MORE THAN ONE ISSUE, DISPLAY THE "or" FOLLOWING THE DISPLAY (E.G., IF A CHILD HAS PROBLEMS WITH BOTH PAYING ATTENTION AND BEHAVING AND RELATING TO ADULTS, THE DISPLAY WOULD BE "paying attention or behaving and relating to adults."). IF THERE ARE THREE OR MORE ISSUES, DISPLAY "{, }" (E.G., IF A CHILD HAS THREE ISSUES, THE DISPLAY WOULD BE "paying attention, behaving and relating to other children, or behaving and relating to adults.")

IF CHQ095 = 3 OR 4, DISPLAY "independence and taking care of {himself/herself}".

IF CHQ100 = 3 OR 4, DISPLAY "paying attention".

IF CHQ105 = 3 OR 4, DISPLAY "learning, thinking, and solving problems".

IF CHQ106 = 3 OR 4, DISPLAY "coordination in moving {his/her} arms and legs".

IF CHQ107 = 3 OR 4, DISPLAY "behaving and relating to other children".

IF CHQ108 = 3 OR 4, DISPLAY "behaving and relating to adults".

IF CHQ109 = 4, DISPLAY "overall activity level".

IF CHQ110 = 1, DISPLAY "{his/her} emotional or psychological difficulties".

BOLD "professional" IN INSTRESP

QUESTION TEXT:

Question "{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of an issue with {independence and taking care of {himself/herself}{,} {or}/paying attention{,} {or}/learning, thinking, and solving problems{,} {or}/ coordination in moving {his/her} arms and legs{,} {or}/behaving and relating to other children{,} {or}/ behaving and relating to adults{,} {or}/ {his/her} overall activity level{,} {or}/ {his/her} emotional or psychological difficulties}"

InstResp "The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional."

CODES

1	Yes	
2	No	CHQ200

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ200.

CHQ120

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ120. Added display “Since last spring, have you obtained” for cases with a previous survey. Modified help text into InstResp and changed “Professional: This includes...” to “The term professional includes...”

DISPLAY INSTRUCTIONS:

DISPLAY “Since ... obtained” IF (THERE WAS A FALL KINDERGARTEN COMPLETE OR PARTIALLY COMPLETE SURVEY) OR (SECTION CHQ WAS COMPLETED IN SPRING KINDERGARTEN) ACCORDING TO THE PRELOAD. ELSE, DISPLAY “Did... obtain” FOR THE SECOND DISPLAY.DISPLAY “of a problem” IN UNDERLINED TEXT.

BOLD "professional" IN INSTRESP

QUESTION TEXT:

Question “{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?”

InstResp “The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”

CODES

1 Yes

2 No

CHQ200

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ200.

CHQ125

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fifth grade, question CHQ125. Removed probe, updated response options to shorten for web and edited help text to align with updated response options. Combined 'dyslexia' and 'dyscalculia' into 'Learning disability' response option and added 'dysgraphia'; combined ADD and ADHD into 'Attention deficit disorder' response option; changed 'Autism' and 'Asperger's disorder' to 'Asperger's syndrome/Autism' in response option; removed 'severe' from 'cognitive disability' and removed 'mental retardation' from "Intellectual or cognitive disability" response option; removed 'serious' from emotional disturbance and combined several issues under 'Emotional disturbance' response option (panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders (added based on a comment from the Technical Review Panel), sensory deficit disorders, and schizophrenia); modified references to separation anxiety, generalized anxiety, and other anxiety disorder by referring to all of them as 'other anxiety disorders' in 'Emotional disturbance' response option; removed examples of sensory deficit disorder (sensory deprivation problems, sensory processing problems, sensory integrations problems, or sensory organization problems) by referring to them all as 'sensory deficit disorders' in 'Emotional disturbance' response option; changed 'problems' to 'impairment' in speech response option and removed reference to 'phonological problems' to avoid confusion with dyslexia; changed "articulation problems" and "communication problems" to "problems with articulation or communication."

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY TOGETHER ON SAME PAGE.

QUESTION TEXT:

Question "What was the diagnosis or were the diagnoses?"

InstResp "Select all that apply"

CODES	Code All That Apply
1	Learning disability (including dyslexia, dyscalculia, and dysgraphia)
2	Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)
3	Developmental delay
4	Asperger's syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder
5	Intellectual or cognitive disability
6	Orthopedic impairment
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)
8	Traumatic brain injury
9	Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering)
91	Other (Please specify):

PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT ON FIRST INSTANCE ONLY: "Learning disability", "Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)", "Developmental delay", "Asperger's

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CHQ

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 his/her 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 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 his or her 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 his or her age. This significantly below average general intellectual functioning exists at the same time as problems in adaptive behavior, and negatively affects the child's educational performance. "Intellectual developmental disorder" 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 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 disorders (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; psychosocial 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 91: Please click NEXT to write in your reply on the next screen.

Box 5

Round: Spring First-Grade National

IF CHQ125 = 91, GO TO CHQ125OS. ELSE, GO TO BOX 6.

CHQ125OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ125OS.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY TOGETHER ON SAME PAGE.

ENTER TEXT

Length

50

Box 6

Round: Spring First-Grade National

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 8.

CHQ125a

Copyright: No

Round: Spring First-Grade National

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

QUESTION TEXT:

Question "What type of learning disability does {CHILD} have?"

InstResp "Select all that apply."

CODES	Code All That Apply
1	Dyslexia
2	Dyscalculia
3	Dysgraphia
91	Other (Please specify):

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 91: Please click NEXT to write in your reply on the next screen.

Box 7

Round: Spring First-Grade National

IF CHQ125a = 91, GO TO CHQ125aOS. ELSE, GO TO BOX 7b.

CHQ125aOS

Copyright: No

Round: Spring First-Grade National

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

70

Box 7b

Round: Spring First-Grade National

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 7d.

CHQ126

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ126. Removed "Is it..." that named all the categories. Changed "Asperger's disorder" to "Asperger's syndrome" and made it code 1 and "Autism" code 2. Added "Rett syndrome" and "childhood disintegrative disorder".

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

QUESTION TEXT:

Question "What type of autistic spectrum disorder does {CHILD} have?"

CODES

- | | |
|----|---|
| 1 | Asperger's syndrome |
| 2 | Autism |
| 3 | Pervasive developmental disorder (PDD) |
| 4 | Rett syndrome |
| 5 | Childhood disintegrative disorder (CDD) |
| 91 | Other (Please specify): |

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 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.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

Box 7c

Round: Spring First-Grade National

IF CHQ126 = 91, GO TO CHQ126OS. ELSE, GO TO BOX 7d.

CHQ126OS

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

70

Box 7d

Round: Spring First-Grade National

IF CHQ125 HAS A CODE OF 7 (EMOTIONAL DISTURBANCE), GO TO CHQ127.

ELSE, GO TO BOX 8.

CHQ127

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

QUESTION TEXT:

Question: "What type of emotional disturbance does {CHILD} have?"

InstResp "Select all that apply."

CODES	Code All That Apply
1	Panic disorder
2	Separation anxiety disorder
3	Obsessive compulsive disorder
4	Generalized anxiety disorder
5	Other anxiety disorder
6	Bipolar disorder
7	Depression
8	Oppositional defiant disorder (ODD)
9	Eating disorders
10	Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)
11	Schizophrenia
91	Other (Please specify):

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 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 his/her 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 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 his or her mistakes or misbehavior; is often touchy or easily annoyed by others; has frequent anger and resentment; talks in a mean and hateful way when upset; or has a spiteful attitude and seeks revenge.

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 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.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

Box 7e

Round: Spring First-Grade National

IF CHQ127 = 91, GO TO CHQ127OS. ELSE, GO TO BOX 8.

CHQ127OS

Copyright: No

Round: Spring First-Grade National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

70

Box 8

LOOP 1

ASK CHQ130, CHQ131a, CHQ131b, CHQ135a, CHQ135b, CHQ140, CHQ155, AND CHQ173 (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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ131, modified displays for disabilities

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”

CODES

1	Answer in months	CHQ131a
2	Answer in years	CHQ131b
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

DON'T KNOW AND SK SKIP TO CHQ135a.

CHQ131a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ130, modified displays for disabilities.

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?

Months:"

Watermark "Enter age in months"

ENTER NUMBER

Range 0 to 99

Soft Range 0 to 96

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ135a. ELSE GO TO CHQ140.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ131a}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ131b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ130, modified displays for disabilities.

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?

Years:"

Watermark "Enter age in years"

ENTER NUMBER

Range	0 to 30
Soft Range	0 to 8

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ135a. ELSE GO TO CHQ140.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ131b}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ135a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ135a. Changed interviewer instruction to respondent instruction.

DISPLAY INSTRUCTIONS:

DISPLAY CHQ135a AND CHQ135b TOGETHER ON ONE PAGE.

QUESTION TEXT:

Question "What was the month and year when the diagnosis was made?"

InstResp "If there was more than one diagnosis, report the earliest."

Pre-unit "Month:"

Watermark "Enter month"

ENTER NUMBER

Range

1 to 12

CHQ135b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ135a. Changed interviewer instruction to respondent instruction.

DISPLAY INSTRUCTIONS:

DISPLAY CHQ135a AND CHQ135b TOGETHER ON ONE PAGE.

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter year"

ENTER NUMBER

Range

0 to 9999

Soft Range

2012 to 2022

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ135b}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ140

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ140, modified displays for disabilities

DISPLAY INSTRUCTIONS:

IF CHQ125 = 1, DISPLAY “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 “intellectual or cognitive disability”.

IF CHQ125 = 6, DISPLAY “orthopedic impairment”.

IF CHQ125 = 7, DISPLAY “emotional disturbance”.

IF CHQ125 = 8, DISPLAY “traumatic brain injury”.

IF CHQ125 = 9, DISPLAY “speech impairment”.

IF CHQ125 = 91, DISPLAY “{TEXT FROM OTHER SPECIFY}” FROM CHQ125OS.

QUESTION TEXT:

Question “Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/attention deficit disorder (ADD) / attention-deficit hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/intellectual or cognitive disability/orthopedic impairment/emotional disturbance/traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}?”

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

Box 9

Round: Spring First-Grade National

IF CHQ140 = 1 AND CHQ125 = 2 (CHILD IS TAKING MEDICATION FOR ADD/ADHD), GO TO CHQ155 ONE TIME IN LOOP 1 FOR THOSE WITH CHQ125 = 2 (CHILD HAS ADD/ADHD). ELSE IF CHQ140 = 1 GO TO CHQ173. ELSE, GO TO BOX 10.

CHQ155

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ155. Modified to add "to help with behavior".

QUESTION TEXT:

Question "Is {CHILD} medicated for ADD or ADHD to help with behavior at school, at home, or both?"

CODES

- | | |
|---|----------------------------|
| 1 | At school |
| 2 | At home |
| 3 | Both at school and at home |

CHQ173

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ173, modified displays for disabilities

DISPLAY INSTRUCTIONS:

IF CHQ125 = 1, DISPLAY “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 “intellectual or cognitive disability”.

IF CHQ125 = 6, DISPLAY “orthopedic impairment”.

IF CHQ125 = 7, DISPLAY “emotional disturbance”.

IF CHQ125 = 8, DISPLAY “traumatic brain injury”.

IF CHQ125 = 9, DISPLAY “speech impairment”.

IF CHQ125 = 91, DISPLAY “{TEXT FROM OTHER SPECIFY}” FROM CHQ125OS.

QUESTION TEXT:

Question “How long has {CHILD} taken such prescription medicine for {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 /intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}, in total?”

CODES

1	Less than one month
2	Less than a year
3	1 to 2 years
4	3 to 4 years
5	5 years or more

Box 10

Round: Spring First-Grade National

END OF LOOP 1.

IF ALL CODES INDICATED IN CHQ125 HAVE BEEN ASKED ABOUT IN LOOP 1 (ALL DIAGNOSES THE CHILD HAS HAD BEEN ASKED ABOUT), GO TO CHQ200. ELSE, GO BACK UP TO BOX 8 AND ASK ABOUT THE NEXT DIAGNOSIS.

CHQ200

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ200. Modified “Does {CHILD} pronounce...” to “{CHILD} pronounces...” in second sentence of the question. Changed interviewer instruction to respondent instruction.

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...”

InstResp “If {CHILD} differs on any of these, answer for the area in which the child has the most difficulty.”

CODES

- | | |
|---|--|
| 1 | Better than other children {his/her} age |
| 2 | As well as other children |
| 3 | Slightly less well than other children |
| 4 | Much less well than other children |

Box 10b

Round: Spring First-Grade National

IF THE PRELOAD INDICATES THAT SECTION CHQ WAS ASKED IN SPRING KINDERGARTEN, GO TO BOX 11.
ELSE, IF CHQ200 = 3 OR 4, GO TO CHQ206a. ELSE, GO TO CHQ205.

CHQ205

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ205

QUESTION TEXT:

Question "When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?"

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

CHQ206a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ206a.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CHQ206a –d AND CHQ206e - h ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question “Did or does {CHILD} have any of the following?”

Problem with talking too loudly”

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

CHQ206b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ206b.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CHQ206a –d AND CHQ206e - h ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question “Problem with talking too softly”

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

CHQ206c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ206c.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CHQ206a -d AND CHQ206e - h ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question "A problem chewing"

CODES

1	Yes
2	No

CHQ206d

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ206d.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CHQ206a -d AND CHQ206e - h ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question "A problem swallowing"

CODES

1	Yes
2	No

CHQ206e

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ206e.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CHQ206a –d AND CHQ206e - h ON SEPARATE SCREENS IN TWO GRIDS.

IF BROWSER SIZE IS LARGE, DISPLAY “Continued” IN ITALICS.

QUESTION TEXT:

Question “{Continued} Did or does {CHILD} have any of the following?

A problem with stuttering”

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

CHQ206f

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ206f.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CHQ206a –d AND CHQ206e - h ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question “A cleft lip and/or palate”

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

CHQ206g

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ206g.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CHQ206a -d AND CHQ206e - h ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question "Abnormalities of the face or head"

CODES

1	Yes
2	No

CHQ206h

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ206h.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CHQ206a -d AND CHQ206e - h ON SEPARATE SCREENS IN TWO GRIDS.

QUESTION TEXT:

Question "Malformation of the ear"

CODES

1	Yes
2	No

Box 11

Round: Spring First-Grade National

IF (THE PRELOAD INDICATES THAT SECTION CHQ WAS ASKED IN SPRING KINDERGARTEN) AND (THE CURRENT ROUND CHQ200 = 3 OR 4), GO TO CHQ210. ELSE, IF THE PRELOAD INDICATES THAT SECTION CHQ WAS ASKED IN SPRING KINDERGARTEN, GO TO CHQ216.

ELSE IF (CHQ200 = 3 OR 4) OR (CHQ205 = 1) OR (ANY CHQ206a-h = 1), GO TO CHQ210. ELSE, GO TO CHQ216.

CHQ210

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ210. Changed help text to respondent instruction.

DISPLAY INSTRUCTIONS:

DISPLAY “Since last spring has {CHILD}” IF (THERE WAS A FALL KINDERGARTEN COMPLETE OR PARTIALLY COMPLETE SURVEY) OR (SECTION CHQ WAS COMPLETED IN SPRING KINDERGARTEN) ACCORDING TO THE PRELOAD. ELSE, DISPLAY “Has {CHILD} ever”.

DISPLAY "professional" IN UNDERLINED TEXT.

QUESTION TEXT:

Question “{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?”

InstResp “This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”

CODES

1	Yes	
2	No	CHQ216

CHQ215

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ215.

QUESTION TEXT:

Question "Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?"

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

CHQ216

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ216. Modified second part of question into respondent instruction and removed "Would you say {CHILD} has...". In response options, removed "hearing" from categories 1 and 2. Also, removed "is" from category 6.

DISPLAY INSTRUCTIONS:

DISPLAY "without" IN INSTRESP IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Which best describes {CHILD}'s hearing?"

InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device."

CODES

- | | | |
|---|--------------------------|--------|
| 1 | Excellent | CHQ221 |
| 2 | Good | CHQ221 |
| 3 | A little trouble hearing | |
| 4 | Moderate trouble hearing | |
| 5 | A lot of trouble hearing | |
| 6 | Deaf | |

CHQ217

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ217. Modified by including part of the stem as respondent instruction.

DISPLAY INSTRUCTIONS:

DISPLAY “hear and understand” AND “whispers” IN UNDERLINED TEXT.

DISPLAY “without” IN INSTRESP IN UNDERLINED TEXT.

QUESTION TEXT:

Question “Please indicate whether the following statement describes {CHILD}'s hearing.

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”

InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”

CODES

1	Yes	CHQ221
2	No	

CHQ218

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ218. Modified by including part of the stem as respondent instruction.

DISPLAY INSTRUCTIONS:

DISPLAY “hear and understand” AND “talks in a normal voice” IN UNDERLINED TEXT.

DISPLAY “without” IN INSTRESP IN UNDERLINED TEXT.

QUESTION TEXT:

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”

InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”

CODES

1	Yes	CHQ221
2	No	

CHQ219

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ219. Modified by including part of the stem as respondent instruction.

DISPLAY INSTRUCTIONS:

DISPLAY “hear and understand” AND “shouts” IN UNDERLINED TEXT.

DISPLAY "without" IN INSTRESP IN UNDERLINED TEXT.

QUESTION TEXT:

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”

InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”

CODES

1	Yes	CHQ221
2	No	

CHQ220

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ220. Modified by including part of the stem as respondent instruction.

DISPLAY INSTRUCTIONS:

DISPLAY “hear and understand” AND “speaks loudly” IN UNDERLINED TEXT.

DISPLAY "without" IN INSTRESP IN UNDERLINED TEXT.

QUESTION TEXT:

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} ears or better ear.”

InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”

CODES

1	Yes
2	No

CHQ221

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ221.

QUESTION TEXT:

Question "Is {CHILD}'s hearing worse in one ear?"

CODES

1	Yes	
2	No	CHQ235

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ235.

CHQ222

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ222. Modified second half of question text to respondent instruction and removed "Is {CHILD}'s hearing...".

DISPLAY INSTRUCTIONS:

DISPLAY "worse" IN UNDERLINED TEXT.

DISPLAY "without" IN INSTRESP IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Which best describes {CHILD}'s hearing in {his/her} worse ear?"

InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device."

CODES

1	Excellent
2	Good
3	A little trouble hearing
4	Moderate trouble hearing
5	A lot of trouble hearing
6	Deaf

CHQ235

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ235. Changed help text to respondent instruction.

DISPLAY INSTRUCTIONS:

DISPLAY “Since last spring has” AND USE A NULL DISPLAY FOR “ever” IF (THERE WAS A FALLKINDERGARTEN COMPLETE OR PARTIALLY COMPLETE SURVEY) OR (SECTION CHQ WAS COMPLETED IN SPRING KINDERGARTEN) ACCORDING TO THE PRELOAD. ELSE, DISPLAY “Has” AND “ever”.

DISPLAY “professional”, "hearing and vision questions", AND "does" IN UNDERLINED TEXT.

QUESTION TEXT:

Question “{Since last spring has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?”

InstResp “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.”

CODES

1	Yes
2	No

Box 12

Round: Spring First-Grade National

IF CHQ235 = 1, GO TO CHQ245. ELSE, IF CHQ215=1, GO TO BOX 14. ELSE, GO TO CHQ285.

CHQ245

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ245, added "Awaiting evaluation" as a response option

QUESTION TEXT:

Question "Did you obtain a diagnosis of a problem from a professional?"

CODES

1	Yes	
2	No	Box 14
3	Awaiting evaluation	Box 14

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 14.

CHQ246

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fifth grade, question CHQ246. Removed probe. Also removed "Due to" in response categories 1 - 14. Changed "Deaf" to "Deafness" in category 15. Placed parenthetical text in help text.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

QUESTION TEXT:

Question "What was the diagnosis?"

InstResp "Select all that apply"

CODES	Code All That Apply
1	Ear wax
2	Ear canal deformity
3	Ear infection
4	Fluid in the ear
5	Eardrum problem
6	Illness
7	Cytomegalovirus (CMV)
8	Ototoxic exposure to drugs or medicines
9	Noise exposure
10	Genetic cause
11	Injury or trauma to head and neck
12	Ear or facial surgery
13	Nerve deafness
14	Central auditory processing disorder
15	Deafness
16	Hearing loss, cause unknown
91	Other (Please specify):

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 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

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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 14: Central auditory processing disorder: This refers to a problem with being able to recognize, tell the difference between, or understand sounds.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

Box 13

Round: Spring First-Grade National

If CHQ246 = 91, GO TO CHQ 246OS. ELSE, GO TO BOX 14.

CHQ246OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ246OS.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

80

Box 14

IF THE CASE HAD A SPRING KINDERGARTEN SURVEY, DETERMINE FROM THE PRELOAD IF CHQ250A WAS ASKED IN SPRING KINDERGARTEN FOR ABILITY TO COMMUNICATE, HEARING, OR BOTH. IF SO, DETERMINE IF CHQ250 WOULD BE ASKED ABOUT THE SAME CURRENT ISSUE(S) (E.G., CHILD HAD A HEARING DIAGNOSIS IN SPRING KINDERGARTEN AND GOT ANOTHER HEARING DIAGNOSIS, IN SPRING FIRST GRADE) ACCORDING TO THE DIRECTIONS BELOW.

DO THE FOLLOWING IF THE DIAGNOSES ARE THE SAME FOR SPRING K AND SPRING FIRST:

SPRING K SPRING 1 SKIP TO:

ONLY HEARING ONLY HEARING CHQ256

BOTH (HEARING AND COMMUNICATION) BOTH CHQ256

ONLY COMMUNICATION ONLY COMMUNICATION CHQ285

DO THE FOLLOWING IF THE DIAGNOSES ARE NOT THE SAME FOR SPRING K AND SPRING FIRST:

SPRING K SPRING 1ST SKIP TO:

BOTH ONLY COMMUNICATION CHQ285

BOTH ONLY HEARING CHQ256

ONLY HEARING BOTH IF CHQ215 = 1 AND

CHQ245 = 1, GO TO

CHQ250A AND ASK

ABOUT ABILITY TO

COMMUNICATE.

ONLY COMMUNICATION BOTH IF CHQ215 = 1

AND CHQ245 = 1,

GO TO CHQ250A

AND ASK ABOUT

HEARING.

ONLY HEARING ONLY COMMUNICATION IF CHQ215 = 1 AND CHQ245

NE 1, GO TO

CHQ250A AND ASK ABOUT ABILITY TO

COMMUNICATE.

ONLY COMMUNICATION ONLY HEARING IF CHQ215 NE 1

AND CHQ245 = 1,

GO TO CHQ250A

AND ASK ABOUT

HEARING.

ELSE, FOLLOW DIRECTIONS BELOW.

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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ250a. Added "Answer in..." to response options.

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.

QUESTION TEXT:

Question "How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?"

SaVisble "True"

CODES

1	Answer in months	CHQ250b
2	Answer in years	CHQ250c
	DON'T KNOW	CHQ255a

PROGRAMMER INSTRUCTIONS:

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

DON'T KNOW AND SK SKIP TO CHQ255a.

CHQ250b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ250b. Added "in months" to stem.

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.

QUESTION TEXT:

Question "How old was {CHILD}, in months, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?"

Pre-unit: "Months:"

Watermark "Enter months"

ENTER NUMBER

Range	0 to 99
Soft Range	0 to 96

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ255a. ELSE GO TO BOX 15.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ250b}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ250c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ250c. Added "in years" to stem.

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.

QUESTION TEXT:

Question "How old was {CHILD}, in years, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?"

Years:"

Watermark: "Enter years"

ENTER NUMBER

Range	0 to 30
Soft Range	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}. Are you sure this is correct? When it is correct, select Next to continue."

Box 15

Round: Spring First-Grade National

IF CHQ215 = 1 AND CHQ245 = 1, AND THE FIRST LOOP IN BOX 14 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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ255a. Changed interviewer instruction into respondent instruction and removed interviewer prompt. Changed range to codes for months of the year.

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.

QUESTION TEXT:

Question “What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed?”

InstResp “If there was more than one diagnosis, enter the month and year for the earliest diagnosis.”

Watermark “Enter the month”

“Don’t know”

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.

CHQ255b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ255b. Adapted for web.

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.

QUESTION TEXT:

Pre-unit “Year:”

Watermark “Enter the year”

ENTER NUMBER

Range

2012 to 2022

Box 16

Round: Spring First-Grade National

IF CHQ215 = 1 AND CHQ245 = 1, AND THE FIRST LOOP IN BOX 14 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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ256. Removed interviewer follow-up probe.

DISPLAY INSTRUCTIONS:

DISPLAY “Since... gotten” IF (THERE WAS A FALL KINDERGARTEN COMPLETE OR PARTIALLY COMPLETE SURVEY) OR (SECTION CHQ WAS COMPLETED IN SPRING KINDERGARTEN) ACCORDING TO THE PRELOAD. ELSE, DISPLAY “Has {CHILD} ever worn”

QUESTION TEXT:

Question “{Since last spring, has {CHILD} gotten/Has {CHILD} ever worn} a hearing aid?”

CODES

1	Yes, currently	
2	Yes, in the past	
3	No	CHQ263

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

Box 16b

Round: Spring First-Grade National

IF CHQ257a WAS ASKED IN SPRING KINDERGARTEN ACCORDING TO THE PRELOAD, GO TO BOX 16c. ELSE, GO TO CHQ257a.

CHQ257a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ257a. Changed help text into respondent instruction and added "Answer in..." to response options.

QUESTION TEXT:

Question "At what age was the recommendation that {CHILD} wear a hearing aid first made?"

InstResp "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."

SaVisible "True"

CODES

1	Answer in months	CHQ257b
2	Answer in years	CHQ257c
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DON'T KNOW AND SK SKIP TO BOX 16c.

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

CHQ257b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ257b. Added "in months" to stem.

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"

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}. Are you sure this is correct? When it is correct, select Next to continue."

ALL ANSWERS SKIP TO CHQ258.

CHQ257c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ257c. Added "in years" to stem.

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"

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}. Are you sure this is correct? When it is correct, select Next to continue."

Box 16c

Round: Spring First-Grade National

IF CHQ256 = 2 OR SK, GO TO CHQ270. ELSE GO TO CHQ258.

CHQ258

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ258. Removed "Would you say..."

QUESTION TEXT:

Question "How often does {CHILD} use the hearing aid(s) in school?"

CODES

- | | |
|---|------------------|
| 1 | All of the time |
| 2 | Most of the time |
| 3 | Sometimes |
| 4 | Rarely |
| 5 | Never |

CHQ259

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ259.

DISPLAY INSTRUCTIONS:

DISPLAY "when wearing {his/her} hearing aid[s]" AND "hear and understand" AND "whispers" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid{s}.

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room."

CODES

- | | | |
|---|-----|--------|
| 1 | Yes | CHQ270 |
| 2 | No | |

CHQ260

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ260.

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room."

CODES

1	Yes	CHQ270
2	No	

CHQ261

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ261.

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "shouts" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room."

CODES

1	Yes	CHQ270
2	No	

CHQ262

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ262.

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.

DISPLAY "better" IF CHQ221 = 1. ELSE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear."

CODES

1	Yes	CHQ270
2	No	CHQ270

CHQ263

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ263.

DISPLAY INSTRUCTIONS:

DISPLAY "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF (THERE WAS A FALL KINDERGARTEN COMPLETE OR PARTIALLY COMPLETE SURVEY) OR (SECTION CHQ WAS COMPLETED IN SPRING KINDERGARTEN) ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever".

QUESTION TEXT:

Question "{Since last spring has/Has} a doctor or other health care professional ever recommended that {CHILD} wear a hearing aid?"

CODES

1	Yes	
2	No	CHQ270

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

CHQ264a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ264a.

QUESTION TEXT:

Question "At what age was the recommendation that {CHILD} wear a hearing aid first made?"

SaVisible "True"

CODES

1	Answer in months	CHQ264b
2	Answer in years	CHQ264c
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

DON'T KNOW AND SK SKIP TO CHQ270.

CHQ264b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ264b. Added "in months" to stem.

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"

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 CHQ264b}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ264c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ264c. Added "in years" to stem.

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"

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}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ270

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ270. Removed probe.

QUESTION TEXT:

Question "Does {CHILD} have a cochlear implant?"

CODES

- | | | |
|---|-------------------------------|--------|
| 1 | Yes, one ear only – right ear | |
| 2 | Yes, one ear only – left ear | |
| 3 | Yes, in both ears | |
| 4 | No | CHQ285 |

PROGRAMMER INSTRUCTIONS:

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.

SK SKIPS TO CHQ285.

Box 16d

Round: Spring First-Grade National

IF ACCORDING TO THE PRELOAD, CHQ271 WAS ASKED IN SPRING KINDERGARTEN AND [(CHQ270 IN BOTH SPRING KINDERGARTEN AND SPRING FIRST GRADE = 1) OR (CHQ270 IN BOTH SPRING KINDERGARTEN AND SPRING FIRST GRADE = 2)], GO TO CHQ277.

ELSE, IF CHQ273 WAS ASKED IN SPRING KINDERGARTEN AND CHQ270 IN BOTH SPRING KINDERGARTEN AND SPRING FIRST GRADE = 3, GO TO CHQ277.

ELSE, IF CHQ270 = 1 OR 2, GO TO CHQ271. ELSE, IF CHQ270 = 3, GO TO CHQ273.

CHQ271

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ271.

QUESTION TEXT:

Question "In what year was it implanted?"

Pre-unit "Year:"

Watermark "Enter year"

"Don't know"

ENTER NUMBER

Range

0 to 9999

Soft Range

2012 to 2022

PROGRAMMER INSTRUCTIONS:

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

DON'T KNOW AND SK SKIP TO CHQ272a. ELSE GO TO CHQ277.

CHQ272a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ272a. Added "Answer in..." to response options.

QUESTION TEXT:

Question "How old was {CHILD} when it was implanted?"

SaVisible "True"

CODES

1	Answer in months	CHQ272b
2	Answer in years	CHQ272c
	DON'T KNOW	CHQ277

PROGRAMMER INSTRUCTIONS:

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

DON'T KNOW AND SK SKIP TO CHQ277.

CHQ272b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ272b. Added "in months" to stem.

QUESTION TEXT:

Question "How old was {CHILD}, in months, when it was implanted?"

Pre-unit "Months:"

Watermark "Enter months"

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}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ272c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ272c. Added "in years" to stem.

QUESTION TEXT:

Question "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 SKIP TO CHQ277.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ272c}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ273

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ273. Removed probe.

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"

ENTER NUMBER

Range 0 to 9999

Soft Range 2012 to 2022

CHQ274

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ274. Removed probe and adapted for web.

DISPLAY INSTRUCTIONS:

DISPLAY CHQ273 AND CHQ274 TOGETHER ON ONE PAGE.

QUESTION TEXT:

Watermark "Enter year for right ear"

ENTER NUMBER

Range	0 to 9999
Soft Range	2012 to 2022

Box 16e

IF A YEAR WAS ENTERED FOR BOTH THE LEFT EAR AND THE RIGHT EAR (BOTH CHQ274 AND CHQ273 ARE NOT EQUAL TO SK), GO TO CHQ277.

ELSE, IF (A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ274 IS NOT EQUAL TO SK) AND (CHQ273 IS EQUAL TO SK)) OR A (YEAR WAS NOT ENTERED FOR EITHER THE LEFT EAR OR THE RIGHT EAR (BOTH CHQ274 AND CHQ273 ARE EQUAL TO SK), GO TO CHQ275a.

ELSE, IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ273 IS NOT EQUAL TO SK) AND (CHQ274 IS EQUAL TO SK), GO TO CHQ276b.

CHQ275a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ275a. Removed probe and added "Answer in..." to response options.

DISPLAY INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ274 IS NOT EQUAL TO SK) AND (CHQ273 IS EQUAL TO SK), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the left ear?" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY.

QUESTION TEXT:

Question "{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}"

SaVisible "True"

CODES

1	Answer in months	CHQ275b
2	Answer in years	CHQ275c
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

DON'T KNOW AND SK SKIP TO CHQ277.

CHQ275b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ275b. Removed probe and added "in the left ear" to stem.

DISPLAY INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ274 IS NOT EQUAL TO SK) AND (CHQ273 IS EQUAL TO SK), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the left ear?" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY.

QUESTION TEXT:

Question "{How old was {CHILD} when they were implanted in the left ear?} {How old was {CHILD} when they were implanted?}"

Pre-unit "Age in months:"

Watermark "Enter age in months for left ear"

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}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ275c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ275c. Removed probe and added "in the left ear" to stem.

DISPLAY INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ274 IS NOT EQUAL TO SK) AND (CHQ273 IS EQUAL TO SK), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the left ear?" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY.

QUESTION TEXT:

Question "{How old was {CHILD} when they were implanted in the left ear?} {How old was {CHILD} when they were implanted?}"

Pre-unit "Age in years:"

Watermark "Enter age in years for left ear"

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}. Are you sure this is correct? When it is correct, select Next to continue."

Box 16f

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ274 IS NOT EQUAL TO SK) AND (CHQ273 IS EQUAL TO SK), GO TO CHQ277. ELSE IF CHQ275a = 2 (THE RESPONDENT PREFERS TO ANSWER IN YEARS), GO TO CHQ276c. ELSE, GO TO CHQ276b.

CHQ276b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ276b. Removed probe and adapted stem to “And in the right ear” for same screen display.

QUESTION TEXT:

Question “And in the right ear?”

Pre-unit “Age in months:”

Watermark “Enter age in months for right ear”

“Don’t know”

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.

DON’T KNOW AND SK SKIP TO CHQ276c. ELSE GO TO CHQ277.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ131a}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ276c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ276c. Removed probe and adapted stem to “And in the right ear” for same screen display.

QUESTION TEXT:

Question “And in the right ear?”

Pre-unit “Age in years:”

Watermark “Enter age in years for right ear”

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 CHQ276c}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ277

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ277.

DISPLAY INSTRUCTIONS:

DISPLAY "when wearing {his/her} cochlear implant(s)", "hear and understand" AND "whispers" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room."

CODES

1	Yes	CHQ285
2	No	

CHQ278

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ278.

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room."

CODES

1	Yes	CHQ285
2	No	

CHQ279

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ279.

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "shouts" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room."

CODES

1	Yes	CHQ285
2	No	

CHQ280

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ280.

DISPLAY INSTRUCTIONS:

DISPLAY "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.

DISPLAY "better" IF CHQ221 = 1. ELSE, USE A NULL DISPLAY.

QUESTION TEXT:

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear."

CODES

1	Yes
2	No

CHQ285

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ285 and CHQ286.

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"

CODES

- | | |
|---|------------------------------------|
| 1 | Yes, seeing things up close |
| 2 | Yes, seeing things in the distance |
| 3 | Yes, both |
| 4 | No |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

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

CHQ290

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ290.

QUESTION TEXT:

Question "Has {CHILD}'s vision ever been evaluated by an eye care professional?"

CODES

- | | | |
|---|-----|--------|
| 1 | Yes | |
| 2 | No | CHQ330 |

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.

SK SKIPS TO CHQ330.

CHQ300

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ300, added "Awaiting evaluation" as category 3

DISPLAY INSTRUCTIONS:

DISPLAY "vision-related" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Did you obtain a diagnosis of a vision-related problem from an eye care professional?"

CODES

1	Yes	
2	No	CHQ330
3	Awaiting evaluation	CHQ330

CHQ301

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CHQ301. Removed probe.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

QUESTION TEXT:

Question "What was the diagnosis?"

InstResp "Select all that apply."

CODES

Code All That Apply

1	Nearsightedness (Myopia)
2	Farsighted (Hyperopia)
3	Color blindness or deficiency
4	Astigmatism
5	Crossed or wandering eye (Strabismus)
6	Amblyopia or "lazy eye"
7	Retinopathy
8	Blindness
9	Condition requiring glasses – Specific condition unspecified
91	Other (Please specify):

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

Box 17

IF CHQ301 = 91, CONTINUE WITH CHQ301OS. OTHERWISE, GO TO CHQ305a.

CHQ301OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ301OS.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

80

Box 17b

IF CHQ305a WAS ASKED IN SPRING KINDERGARTEN ACCORDING TO THE PRELOAD, GO TO CHQ311. ELSE, GO TO CHQ305a.

CHQ305a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ305a. Added "Answer in..." to response options.

QUESTION TEXT:

Question "How old was {CHILD} when the first diagnosis of a problem was made?"

SaVisible "True"

CODES

1	Answer in months	CHQ305b
2	Answer in years	CHQ305c
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

DON'T KNOW AND SK SKIP TO CHQ310a.

CHQ305b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ305b. Added "in months" to stem.

QUESTION TEXT:

Question "How old was {CHILD}, in months, when the first diagnosis of a problem was made?"

Pre-unit "Months:"

Watermark "Enter months"

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}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ305c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ305c. Added "in years" to stem.

QUESTION TEXT:

Question "How old was {CHILD}, in years, when the first diagnosis of a problem was made?"

Pre-unit "Years:"

Watermark "Enter years"

ENTER NUMBER

Range 0 to 30

Soft Range 0 to 8

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 CHQ305c}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ310a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ310a. Removed probe and edited interviewer instruction from "...ask for the earliest" to respondent instruction and "...report the earliest".

DISPLAY INSTRUCTIONS:

DISPLAY CHQ310a AND CHQ310b ON ONE PAGE.

QUESTION TEXT:

Question "What was the month and year the diagnosis was made?"

InstResp "If there was more than one diagnosis, report the earliest."

Pre-unit "Month:"

Watermark "Enter month"

ENTER NUMBER

Range 1 to 12

CHQ310b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ310b

DISPLAY INSTRUCTIONS:

DISPLAY CHQ310a AND CHQ310b ON ONE PAGE.

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

ENTER NUMBER

Range

0 to 9999

Soft Range

2012 to 2022

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ310b}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ311

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ311.

QUESTION TEXT:

Question "Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?"

CODES

1 Yes

2 No

CHQ330

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ330.

CHQ312

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ312.

QUESTION TEXT:

Question "How often does {CHILD} wear glasses or contact lenses?"

CODES

1	All of the time	CHQ314
2	Most of the time	CHQ314
3	Sometimes	CHQ314
4	Rarely	CHQ314
5	Never	CHQ313
6	Child does not have glasses or contacts	CHQ330

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ330.

CHQ313

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ313.

QUESTION TEXT:

Question "Does {CHILD} have glasses or contact lenses?"

CODES

1	Yes	
2	No	CHQ330

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ330.

CHQ314

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ314.

QUESTION TEXT:

Question "Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?"

CODES

- | | |
|---|----------------------------|
| 1 | See things up close |
| 2 | See things in the distance |
| 3 | Both |

CHQ330

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ330.

QUESTION TEXT:

Question "Would you say {CHILD}'s health is ..."

CODES

- | | |
|---|-----------|
| 1 | Excellent |
| 2 | Very good |
| 3 | Good |
| 4 | Fair, or |
| 5 | Poor? |

Box 18

IF CHILD DOES NOT HAVE ANY DISABILITIES AND HIS OR HER HEALTH IS GOOD TO EXCELLENT, THAT IS:

CHQ095=1, 2, SK (INDEPENDENCE)

AND

CHQ100=1, 2, SK (ATTENTION)

AND

CHQ105=1, 2, SK (THINK/LEARN/SOLVE)

AND

CHQ106=1, 2, SK (COORDINATION)

AND

CHQ107=1, 2, SK (BEHAVIOR WITH OTHER CHILDREN)

AND

CHQ108=1, 2, SK (BEHAVIOR WITH ADULTS)

AND

CHQ109=1, 2, 3, SK (HYPERACTIVE)

AND

CHQ110=2, SK (EMOTIONAL/PSYCHOLOGICAL DIFFICULTIES)

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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ340. Changed help text to respondent instruction text.

DISPLAY INSTRUCTIONS:

DISPLAY "During this school year" 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?"

InstResp "Children with disabilities include children with developmental delays, communication impairments, or special health care needs."

CODES

1	Yes
2	No

Box 17c

IF CHQ340 = 1 AND CHQ341 WAS ASKED IN SPRING KINDERGARTEN ACCORDING TO THE PRELOAD, GO TO CHQ385. ELSE, IF CHQ341 WAS ASKED IN SPRING KINDERGARTEN, GO TO CHQ420. ELSE, ASK CHQ341.

CHQ341

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ341. Changed help text to respondent instruction text.

DISPLAY INSTRUCTIONS:

DISPLAY "Prior to this school year" 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?"

InstResp "Children with disabilities include children with developmental delays, communication impairments, or special health care needs."

CODES

1 Yes

2 No

Box 21

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 21.

CHQ385

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ385.

QUESTION TEXT:

Question "Is {CHILD} still receiving any of these services?"

CODES

1 Yes

2 No

CHQ420

CHQ390a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ390a.

QUESTION TEXT:

Question "What is the month and year when the last of these services was received?"

Pre-unit "Month:"

Watermark "Enter month"

ENTER NUMBER

Range

1 to 12

CHQ390b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ390b.

QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter year"

ENTER NUMBER

Range

0 to 9999

Soft Range

2012 to 2022

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ390b}. Are you sure this is correct? When it is correct, select Next to continue."

CHQ420

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ420.

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?"

CODES

1	Yes	CHQ430
2	No	Box 21

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 21.

CHQ430

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CHQ430. Removed "Are you..." from stem.

DISPLAY INSTRUCTIONS:

DISPLAY 'this school year' 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?"

CODES

1	Completely satisfied
2	Very satisfied
3	Fairly satisfied
4	Somewhat satisfied
5	Very dissatisfied

Box 21

Round: Spring First-Grade National

FIELD TEST STUDY SKIP: GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).

(NATIONAL STUDY SKIP: GO TO SECTION VIQ (PEER VICTIMIZATION).)

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Section VIQ [Peer Victimization]

Sequence: 11

VIQ010

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question VIQ010. Changed "I" to "we" in first sentence. Changed help text into respondent instruction.

DISPLAY INSTRUCTIONS:

IF VIQ010 = 1 DISPLAY VIQ010 AND VIQ020 ON THE SAME SCREEN.

QUESTION TEXT:

Question "Now we have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names?"

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

CODES

1	Yes	
2	No	VIQ021

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO VIQ021.

VIQ020

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question VIQ020. Changed help text into respondent instruction and removed "Would you say..." from stem.

DISPLAY INSTRUCTIONS:

IF VIQ010 = 1 DISPLAY VIQ010 AND VIQ020 ON THE SAME SCREEN.

QUESTION TEXT:

Question "How often has this happened?"

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

CODES

1	Rarely
2	Sometimes
3	Often
4	Very often

VIQ021

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question VIQ021. Changed help text into respondent instruction.

DISPLAY INSTRUCTIONS:

IF VIQ021 = 1 DISPLAY VIQ021 AND VIQ022 ON THE SAME SCREEN.

QUESTION TEXT:

Question "During this school year, have other children ever told lies or untrue stories about {CHILD}?"

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

CODES

1	Yes	
2	No	VIQ030

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO VIQ030.

VIQ022

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question VIQ022. Changed help text into respondent instruction and removed "Would you say..." from stem.

DISPLAY INSTRUCTIONS:

IF VIQ021 = 1 DISPLAY VIQ021 AND VIQ022 ON THE SAME SCREEN.

QUESTION TEXT:

Question "How often has this happened?"

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

CODES

1	Rarely
2	Sometimes
3	Often
4	Very often

VIQ030

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question VIQ030. Changed help text into respondent instruction.

DISPLAY INSTRUCTIONS:

IF VIQ030 = 1 DISPLAY VIQ030 AND VIQ040 ON THE SAME SCREEN.

QUESTION TEXT:

Question "During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?"

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

CODES

1	Yes	
2	No	VIQ050

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO VIQ050.

VIQ040

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question VIQ040. Changed help text into respondent instruction and removed "Would you say..." from stem.

DISPLAY INSTRUCTIONS:

IF VIQ030 = 1 DISPLAY VIQ030 AND VIQ040 ON THE SAME SCREEN.

QUESTION TEXT:

Question "How often has this happened?"

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

CODES

1	Rarely
2	Sometimes
3	Often
4	Very often

VIQ050

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question VIQ050. Changed help text into respondent instruction.

DISPLAY INSTRUCTIONS:

IF VIQ050 = 1 DISPLAY VIQ050 AND VIQ060 ON THE SAME SCREEN.

QUESTION TEXT:

Question "During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?"

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

CODES

1	Yes	
2	No	Box 1

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 1.

VIQ060

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question VIQ060. Changed help text into respondent instruction and removed "Would you say..." from stem.

DISPLAY INSTRUCTIONS:

IF VIQ050 = 1 DISPLAY VIQ050 AND VIQ060 ON THE SAME SCREEN.

QUESTION TEXT:

Question "How often has this happened?"

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

CODES

1	Rarely
2	Sometimes
3	Often
4	Very often

Box 1

GO TO PPQ (PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH).

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Section PPQ [Parent's Psychological Well-Being and Health] Sequence: 12

Box 1

IF RESPONDENT IS A PARENT FIGURE (FSQ130 = 1 OR 2) OR IF THE HOUSEHOLD DOES NOT HAVE A PARENT FIGURE (FSQ130 NOT EQUAL TO 1 OR 2), CONTINUE WITH PPQ220. OTHERWISE, GO TO BOX 2.

PPQ220

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PPQ220. Changed "I would like..." to "We would like..."

QUESTION TEXT:

Question "Now, we would like to ask you about your health. In general, would you say that your health is..."

CODES

- | | |
|---|-----------|
| 1 | Excellent |
| 2 | Very good |
| 3 | Good |
| 4 | Fair, or |
| 5 | Poor? |

PPQ225

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fourth grade, question 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?"

CODES

1	A lot of stress	PPQ226
2	A moderate amount of stress	PPQ226
3	Relatively little stress	Box 2
4	Almost no stress at all	Box 2

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 2.

PPQ226

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fourth grade, question PPQ225. Modified to be about the coronavirus pandemic.

QUESTION TEXT:

Question "During the past 12 months, to what extent would you agree that the coronavirus pandemic has increased your amount of stress?"

CODES

1	Strongly disagree
2	Somewhat disagree
3	Neither disagree nor agree
4	Somewhat agree
5	Strongly agree

Box 2

GO TO SECTION FDQ (FOOD SECURITY).

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Section FDQ [Food Security]

Sequence: 13

FDQ130a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ130a. Deleted "I am going to read you several statements that people have made about their food situation. For these statements..." Changed "...please tell me whether..." to "For each statement, please indicate if the statement was" and "2010" to "2020" for the field test. Removed prompt.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, AND 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 OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER OR WITH AN AGE OTHER THAN DK OR RF. OTHERWISE, DISPLAY "your household", "We", "our", AND "we". NOTE- HOUSEHOLD MEMBERS WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "often," "sometimes," AND "never" AS UNDERLINED TEXT

DISPLAY THE 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}, 2021.

{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more."

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

FDQ130b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ130b. Removed prompt.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, AND FDQ130c ON ONE SCREEN IN A GRID.

DISPLAY "I" 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 "we".
NOTE- HOUSEHOLD MEMBERS 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 |

FDQ130c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ130c. Removed prompt.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, AND FDQ130c ON ONE SCREEN IN A GRID.

DISPLAY "I" 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 "We".
NOTE- HOUSEHOLD MEMBERS WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

QUESTION TEXT:

Question "{I/We} couldn't afford to eat balanced meals."

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ140.

DISPLAY INSTRUCTIONS:

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER OR WITH AN AGE OTHER THAN DK OR REF. OTHERWISE, DISPLAY "you or other adults in your household". NOTE- HOUSEHOLD MEMBERS 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	FDQ160

FDQ150

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ150. Removed "Would you say...".

QUESTION TEXT:

Question "How often did this happen?"

CODES

- | | |
|---|----------------------------------|
| 1 | Almost every month |
| 2 | Some months, but not every month |
| 3 | In only 1 or 2 months |

FDQ160

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question 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?"

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

FDQ170

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question 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?"

CODES

1	Yes
2	No

FDQ180

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ180.

QUESTION TEXT:

Question "In the last 12 months, did you lose weight because there wasn't enough money for food?"

CODES

1	Yes
2	No

Box 2

IF (FDQ140=1) OR (FDQ160 =1) OR (FDQ170 = 1) OR (FDQ180=1), ASK FDQ190. OTHERWISE, GO TO FDQ192.

FDQ190

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ190.

DISPLAY INSTRUCTIONS:

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER OR WITH AN AGE OTHER THAN DK OR REF. OTHERWISE, DISPLAY "you or other adults in your household". NOTE- HOUSEHOLD MEMBERS 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?"

CODES

1	Yes	
2	No	FDQ192a

FDQ191

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ191. Removed "Would you say...".

QUESTION TEXT:

Question "How often did this happen?"

CODES

1	Almost every month
2	Some months, but not every month
3	In only 1 or 2 months

FDQ192a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ192a. Deleted “Now I am going to read you several statements that people...” and changed “...please tell me whether...” to “Please select whether...” and “2010” to “2020” and “your child” to “{CHILD}”. Removed prompt.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, AND FDQ192c ON ONE SCREEN IN A GRID.

DISPLAY "I," AND "I was" 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 “We” AND “we were”. NOTE- HOUSEHOLD MEMBERS 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 (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). 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}, 2021, 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.”

CODES

- | | |
|---|----------------|
| 1 | Often true |
| 2 | Sometimes true |
| 3 | Never true |

FDQ192b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ192b. Removed prompt.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, AND FDQ192c ON ONE SCREEN IN A GRID.

DISPLAY "I" 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 "We". NOTE- HOUSEHOLD MEMBERS WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "the children" IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). 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 |

FDQ192c

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ192c. Removed prompt.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, AND FDQ192c ON ONE SCREEN IN A GRID.

DISPLAY "I" 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 "we". NOTE- HOUSEHOLD MEMBERS WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "The children were" IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). 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 |

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

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ210.

DISPLAY INSTRUCTIONS:

DISPLAY “any of the children’s” IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY “{CHILD}’s”.

DISPLAY CURRENT MONTH.

QUESTION TEXT:

Question “In the last 12 months, that is, since last {CURRENT MONTH}, 2021, did you ever cut the size of {CHILD}’s/any of the children’s} meals because there wasn’t enough money for food?”

CODES

1	Yes
2	No

FDQ240

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ240.

DISPLAY INSTRUCTIONS:

DISPLAY “were any of the children” IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY “was {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?”

CODES

1	Yes
2	No

FDQ242

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ242.

DISPLAY INSTRUCTIONS:

DISPLAY “any of the children” IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). 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?”

CODES

1	Yes	
2	No	FDQ250

FDQ243

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ243. Removed “Would you say...”

QUESTION TEXT:

Question “How often did this happen?”

CODES

1	Almost every month
2	Some months, but not every month
3	In only 1 or 2 months

FDQ250

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question FDQ250.

DISPLAY INSTRUCTIONS:

DISPLAY "any of the children" IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). 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?"

CODES

1	Yes
2	No

FDQ300

Copyright: No

Round: Spring First-Grade National

Source: Q26 of 2020 COVID-19 Household Pulse Survey

DISPLAY INSTRUCTIONS:

DISPLAY "last 6 months" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "During the last 6 months, did you or anyone in your household get free groceries or a free meal because of money problems related to the coronavirus pandemic?"

CODES

1	Yes	
2	No	Box 4

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 4.

FDQ305

Copyright: No

Round: Spring First-Grade National

Source: Q27 of 2020 COVID-19 Household Pulse Survey

QUESTION TEXT:

Question "Where did you get free groceries or free meals?"

InstResp: Select all that apply.

CODES	Code All That Apply
1	Free meals through the school or other programs aimed at children
2	Food pantry or food bank
3	Home-delivered meal service like Meals on Wheels
4	Church, synagogue, temple, mosque or other religious organization
5	Shelter or soup kitchen
6	Other community program
7	Family, friends, or neighbors

Box 4

GO TO SECTION PEQ (PARENT EDUCATION).

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Section PEQ [Parent Education]

Sequence: 14

Box 1

LOOP 1

ASK PEQ020 – PEQ060 (IF APPLICABLE) FOR 2 “KEY” PARENT FIGURES AS DEFINED IN BOX 14 OF FSQ AND FOR UP TO 4 NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENTS AS DEFINED IN SECTION HRQ. NOTE: IN SPRING FIRST GRADE, QUESTIONS WILL NOT BE ASKED ABOUT THE EDUCATION OF NONRESIDENTIAL PARENTS WHO ARE DECEASED.

PEQ020 WILL BE ASKED ONLY IF THERE ARE MISSING DATA FOR PEQ020 FROM BOTH FALL AND SPRING KINDERGARTEN IN THE PRELOAD.

AFTER DETERMINING FOR WHOM PEQ020 WILL BE ASKED, CHECK PRELOAD TO DETERMINE IF EACH PERSON HAD NONMISSING DATA FOR PEQ020 FROM FALL OR SPRING KINDERGARTEN. IF SO, GO TO BOX 2 TO DETERMINE FOR WHOM PEQ050 – PEQ060 WILL BE ASKED. ELSE GO TO PEQ020 FOR THE PARENT FIGURE.

ALWAYS ASK ABOUT THE NON-RESIDENTIAL PARENT(S) LAST. DEFINE NON-RESIDENT PARENTS AS FOLLOWS:

1. NONRESIDENT BIOLOGICAL MOTHER (IF HRQ030=1 AND NRQ040 = 1 OR 2)
2. NON-RESIDENT BIOLOGICAL FATHER (IF HRQ030=1 AND NRQ040 = 1 OR 2)
3. NON-RESIDENT ADOPTIVE MOTHER (IF HRQ030=1 AND NRQ040 = 1 OR 2).
4. NON-RESIDENT ADOPTIVE FATHER (IF HRQ030=1 AND NRQ040 = 1 OR 2).

NOTE: FOR RESIDENT PARENTS/RESPONDENT, LOOP 1 WILL BE ASKED A MINIMUM OF 0 TIMES AND A MAXIMUM OF 2 TIMES. FOR NON-RESIDENT PARENTS, LOOP 1 WILL BE ASKED A MINIMUM OF 0 TIMES AND A MAXIMUM OF 4 TIMES.

PEQ020

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question PEQ020, added "or degree" to the question stem, deleted "was" and "had" from question stem displays because there are not questions about deceased parents, modified to add category 0 from later rounds, spelled out "Vocational and technical" in categories 15 and 16, added punctuation and capitalization changes to categories 22 and 23

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 "{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} {mother/father}" 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.

DISPLAY "mother" IF THE NONRESIDENTIAL MOTHER IS BEING ASKED ABOUT. DISPLAY "father" IF THE NON-RESIDENTIAL FATHER IS BEING ASKED ABOUT.

DISPLAY "have" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. 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/{NAME}/{CHILD}'s {biological/adoptive} {mother/father}} {have/has} completed?"

CODES

0	Never went to school
1	1st grade
2	2nd grade
3	3rd grade
4	4th grade
5	5th grade
6	6th grade
7	7th grade
8	8th grade
9	9th grade
10	10th grade
11	11th grade
12	12th grade but no diploma
13	High school equivalent/GED
14	High school diploma

- 15 Vocational or technical program after high school but no vocational/technical diploma
- 16 Vocational or technical program after high school, diploma
- 17 Some college but no degree
- 18 Associate's degree
- 19 Bachelor's degree
- 20 Graduate or professional school but no degree
- 21 Master's degree (MA, MS)
- 22 Doctorate degree (Ph.D, Ed.D)
- 23 Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)

PROGRAMMER INSTRUCTIONS:

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

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", "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.

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 from a high school.

HELP FOR CODE 14: High school diploma: A certificate showing that the courses required for high school graduation were completed.

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, 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 after high school, 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.

Box 2

CONTINUE WITH PEQ050 – PEQ060 FOR 2 “KEY” PARENT FIGURES AS DEFINED IN BOX 14 OF FSQ IN THE CURRENT SURVEY AND FOR UP TO 4 NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENTS IF THE NONRESIDENT PARENTS ARE LIVING.

DEFINE NON-RESIDENT PARENTS AS FOLLOWS:

1. NON-RESIDENT BIOLOGICAL MOTHER (IF HRQ030=1 AND NRQ040 = 1 OR 2)
2. NON-RESIDENT BIOLOGICAL FATHER (IF HRQ030=1 AND NRQ040 = 1 OR 2)
3. NON-RESIDENT ADOPTIVE MOTHER (IF HRQ030=1 AND NRQ040 = 1 OR 2).
4. NON-RESIDENT ADOPTIVE FATHER (IF HRQ030=1 AND NRQ040 = 1 OR 2).

PEQ050

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question PEQ050. Added display "Now we have some questions about {CHILD}'s parents' education." to stem. Added display for "Is {CHILD}'s {biological/adoptive} {mother/father}."

DISPLAY INSTRUCTIONS:

DISPLAY "Now we would... education." IF PEQ020WAS NOT ASKED AND THIS IS THE FIRST TIME PEQ050 IS SHOWN ONLY.

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} {mother/father}" 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.

DISPLAY "mother" IF THE NONRESIDENTIAL MOTHER IS BEING ASKED ABOUT. DISPLAY "father" IF THE NON-RESIDENTIAL FATHER IS BEING ASKED ABOUT.

QUESTION TEXT:

Question "{Now we have some questions about {CHILD}'s parents' education.} {Are you/Is {NAME}/Is {CHILD}'s {biological/adoptive} {mother/father}} currently attending or enrolled in any courses from a school, college, or university?"

CODES

1 Yes

2 No

Box 3

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 3.

PEQ060

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question PEQ040. Added display for “Is {CHILD}'s {biological/adoptive} {mother/father}.”

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} {mother/father}” 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.

DISPLAY “mother” IF THE NONRESIDENTIAL MOTHER IS BEING ASKED ABOUT. DISPLAY “father” IF THE NON-RESIDENTIAL FATHER IS BEING ASKED ABOUT.

QUESTION TEXT:

Question “{Are you/Is {NAME}}/Is {CHILD}'s {biological/adoptive} {mother/father}} 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.

Box 3

END LOOP 1

ASK PEQ020 – PEQ060 (IF APPLICABLE) FOR NEXT “KEY” PARENT FIGURE AS DEFINED IN BOX 14 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 1 - Form PSS1

Section EMQ [Parent Employment]

Sequence: 15

Box 1

LOOP 1

ASK EMQ020 - EMQ215 FOR 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD AS DEFINED IN BOX 14 OF FSQ.

EMQ020

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ020. Changed interviewer instructions into instructions for respondent.

DISPLAY INSTRUCTIONS:

DISPLAY "Now we would... employment." THE FIRST TIME EMQ020 IS SHOWN ONLY.

DISPLAY "you" and "you are" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" and "{NAME} is" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "{Now we would like to ask about employment.} During the past week, did {you/{NAME}} work for pay?"

InstResp "If {you are/{NAME} is} self-employed, select yes."

CODES

1	Yes	EMQ040
2	No	

PROGRAMMER INSTRUCTIONS:

BOLD "Work for pay" IN HELP TEXT

HELP FOR STEM: Work for pay: Paid work for wages, salary, commission, or pay 'in kind.' Examples of pay 'in kind' include meals, living quarters, or supplies provided in place of wages. This definition of employment includes work in the person's own business, professional practice, or farm, paid leave of absence (including vacations and illnesses), and work without pay in a family business or farm run by a relative. This definition excludes unpaid volunteer work (such as for a church or charity), unpaid leaves of absence, temporary layoffs (such as a strike), and work around the house.

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EMQ

EMQ030

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ030

DISPLAY INSTRUCTIONS:

DISPLAY "Were you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "Was {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "{Were you/Was {NAME}} on leave or vacation from a job?"

CODES

1	Yes	
2	No	EMQ060

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO EMQ059.

EMQ040

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ040. Adapted the item for web.

DISPLAY INSTRUCTIONS:

DISPLAY "do you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "does {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "How many jobs {do you/does {NAME}} have now?"

Pre-unit "Jobs:"

Watermark "Number of jobs"

ENTER NUMBER

Range	0 to 10
Soft Range	1 to 6

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT EMQ040}. Are you sure this is correct? When it is correct, select Next to continue."

EMQ050

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ050. Adapted the item for web. Changed interviewer instructions into instructions for respondent.

DISPLAY INSTRUCTIONS:

DISPLAY "do you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "does {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY ", counting both jobs" if EMQ040 = 2.

DISPLAY ", counting all {#} jobs" if EMQ040 = 3 or more. DISPLAY {#} AS THE NUMBER OF JOBS IN EMQ040. ELSE USE A NULL DISPLAY.

QUESTION TEXT:

Question "About how many total hours per week {do you/does {NAME}} usually work for pay{, counting {both jobs/all{#} jobs}?"

InstResp "If hours vary, provide average hours per week."

Pre-unit "Hours:"

Watermark "Hours per week"

ENTER NUMBER

Range	0 to 100
Soft Range	1 to 80

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT EMQ050}. Are you sure this is correct? When it is correct, select Next to continue."

Box 2a

Round: Spring First-Grade National

GO TO BOX 4.

EMQ060

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fifth grade, question EMQ060. Moved extra explanatory text for item to InstResp and changed text that was "...sending a resume..." to "...sending/submitted a resume or filling out applications..."

DISPLAY INSTRUCTIONS:

DISPLAY 'in the past 4 weeks' IN UNDERLINED TEXT

DISPLAY "Have you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "Has {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY THE SECOND INSTANCE OF "actively looking for work" (THAT IS, THE INSTANCE THAT APPEARS AFTER "By") IN UNDERLINED TEXT.

QUESTION TEXT:

Question "{Have you/Has {NAME}} been actively looking for work in the past 4 weeks?"

Inst Resp "By actively looking for work, we mean activities such as checking with a public employment agency, a private employment agency, or an employer directly; checking about jobs with friends or relatives; placing or answering ads; sending/submitted a resume or filling out applications; contacting a school or university employment center; or checking a union or professional register."

CODES

1 Yes

2 No

EMQ080

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO EMQ080.

EMQ070

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fifth grade, question EMQ070

DISPLAY INSTRUCTIONS:

DISPLAY 'in the past 4 weeks' IN UNDERLINED TEXT

DISPLAY "have you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "has {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS EMQ070OS.

QUESTION TEXT:

Question "What {have you/has {NAME}} been doing in the past 4 weeks to find work?"

InstResp "Select all that apply."

CODES

Code All That Apply

1	Checked with public employment agency	
2	Checked with private employment agency	
3	Checked with employer directly/sent resume	
4	Checked with friends or relatives	
5	Placed or answered ads/sent resume/applications	
6	Contacted school/university employment center	
7	Checked a union register or professional register	
8	Attended job training	
9	Read want-ads/Internet search	
91	Something else (Please specify):	EMQ070OS

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

Box 2b

IF ANY CATEGORY IN EMQ070 BETWEEN "1" AND "7" IS ENTERED WITH OR WITHOUT ANY OTHER ANSWERS OF 91 (OTHER), 8, OR 9, GO TO EMQ100. ELSE, IF ("8" IS ENTERED BY ITSELF IN EMQ070 BUT "91" IS NOT) OR ("9" IS ENTERED BY ITSELF IN EMQ070 BUT "91" IS NOT), OR (BOTH "8" AND "9" ARE ENTERED BY THEMSELVES IN EMQ070 BUT "91" IS NOT), GO TO EMQ080. ELSE, IF "91" IS ENTERED IN EMQ070, CONTINUE WITH EMQ070OS. OTHERWISE, GO TO EMQ080.

EMQ070OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fifth grade, question EMQ070OS. Adapted item for web.

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS EMQ070.

ENTER TEXT

Length

75

EMQ080

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fifth grade, question EMQ080. Removed "Would you say..." from stem and "What was that?" from 91 other response. Added an instruction to the respondent that was "If you did more than one of the following last week, please select the one you did the most."

DISPLAY INSTRUCTIONS:

DISPLAY "last week" in UNDERLINED TEXT.

DISPLAY "were you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "was {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS EMQ080OS.

QUESTION TEXT:

Question "What {were you/was {NAME}} doing most of last week?"

InstResp "If you did more than one of the following last week, please select the one you did the most."

CODES

1	Keeping house or caring for children or other family members	Box 3
2	Going to school	Box 3
3	Retired	Box 3
4	Unable to work	Box 3
91	Something else (Please specify):	EMQ080OS

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO EMQ080.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

EMQ080OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring fifth grade, question EMQ080OS. Adapted item for web.

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS EMQ080.

ENTER TEXT

Length

50

Box 3

IF DOING SOMETHING ELSE IN THE PAST 4 WEEKS (EMQ070 = 91), CONTINUE WITH EMQ100. OTHERWISE, GO TO BOX 4.

NOTE: EMQ100 IS ASKED IF A PERSON IS ACTIVELY LOOKING FOR WORK (ANY CATEGORY IN EMQ070 BETWEEN "1" AND "7" IS ENTERED OR IF EMQ070 = 91). EMQ100 IS NOT ASKED FOR THOSE WHO ARE EMPLOYED (EMQ020 = 1), ON LEAVE OR VACATION (EMQ030 = 1), OR LOOKING FOR WORK BUT ONLY THROUGH ATTENDING JOB TRAINING OR READING WANT-ADS OR DOING INTERNET SEARCHES (EMQ070 = 8 or 9 AND EMQ070 IS NOT EQUAL TO 91).

EMQ100

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ100

DISPLAY INSTRUCTIONS:

DISPLAY "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "Could {you/{NAME}} have taken a job last week if one had been offered?"

CODES

1	Yes
2	No

Box 4

IF WORKED AT A JOB FOR PAY (EMQ020=1)

OR

WAS ON LEAVE OR VACATION (EMQ030=1)

OR

WAS ACTIVELY LOOKING FOR WORK (EMQ060=1), CONTINUE WITH EMQ120.

OTHERWISE, GO TO EMQ210.

EMQ120

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ120. Changed interviewer instructions into instructions for respondent and modified from “PROBE FOR: NAME OF THE COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER. IF MORE THAN ONE CURRENT JOB, ASK ABOUT THE ONE AT WHICH THE PERSON SPENDS THE MOST TIME.” to “InstResp “What is the name of the company, business, organization, or other employer? {If {you/{NAME}} {work/works} more than one current job, type the one at which the {you spend/{NAME} spends} the most time.}”.

DISPLAY INSTRUCTIONS:

DISPLAY “do” AND “you” IF EMQ020 = 1 OR EMQ030 = 1 AND CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY “does” AND “{NAME}” (AND THAT PERSON’S FIRST NAME) IF EMQ020 = 1 OR EMQ030 = 1 AND CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY “did” IF EMQ060 = 1.

DISPLAY “WHEN {you/{he/she}} LAST WORKED” IF EMQ060 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY “you” IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY “he” IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A MALE PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY “she” IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A FEMALE PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY “IF {you/{NAME}} {work/works} MORE THAN ONE CURRENT JOB, TYPE THE ONE AT WHICH {you spend/{NAME} spends} THE MOST TIME.” IF EMQ040 > 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY “you”, “work”, AND “you spend” IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY “{NAME}”, “works”, AND “{NAME} spends” (AND THAT PERSON’S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question “For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?”

InstResp “Please type the name of the company, business, organization, or other employer. {If {you/{NAME}} {work/works} more than one current job, type the one at which {you spend/{NAME} spends} the most time.”

Pre-unit “Name:”

Watermark “Enter employer name”

ENTER TEXT

Length

100

EMQ130

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ130. Changed interviewer instructions into instructions for respondent and modified from "PROBE: What do they make or do? PROBE: For example, TV and radio manufacturing, retail shoe store, state labor department, farming." to "InstResp "Please describe what do they make or do. For example, TV and radio manufacturing, retail shoe store, state labor department, farming." Added help text.

DISPLAY INSTRUCTIONS:

DISPLAY "is" IF EMQ020 = 1 OR EMQ030 = 1. OTHERWISE, DISPLAY "was".

QUESTION TEXT:

Question "What kind of business or industry {is/was} this?"

InstResp "Please describe what they make or do. For example, TV and radio manufacturing, retail shoe store, state labor department, farming."

Pre-unit "Business or industry:"

Watermark "Enter industry description"

ENTER TEXT

Length

75

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Some examples of businesses or industries are healthcare, state and local government, retail stores, manufacturing, and hospitality. Please provide as much detail as possible and say whether the industry is wholesale or retail. For example, if the work is in a bakery enter "bakery plant" or "retail bakery store." If the job is in the health care industry, enter "health care industry" along with more information about whether it is a "hospital," "medical or dental," or "health care equipment," etc.

EMQ140

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ140. Changed interviewer instructions into instructions for respondent and modified from "PROBE: What {is/was/} {your/{NAME}'s} job called?" to InstResp "Please type what {your/{NAME}'s} job {is/was} called." Added help text.

DISPLAY INSTRUCTIONS:

DISPLAY "are" AND "you" IF EMQ020 = 1 OR EMQ030 = 1 AND CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "is" AND "{NAME}" (AND THAT PERSON'S FIRST NAME) IF EMQ020 = 1 OR EMQ030 = 1 AND CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "were" AND "you" IF EMQ060 = 1 AND CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "was" AND "{NAME}" (AND THAT PERSON'S FIRST NAME) IF EMQ060 = 1 AND CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "your" AND "is" IF EMQ020 = 1 OR EMQ030 = 1 AND CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}'s" (AND THAT PERSON'S FIRST NAME) AND "is" IF EMQ020 = 1 OR EMQ030 = 1 AND CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "your" AND "was" IF EMQ060 = 1 AND CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}'s" (AND THAT PERSON'S FIRST NAME) AND "was" IF EMQ060 = 1 AND CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "What kind of work {are/is/were/was} {you/{NAME}} doing?"

InstResp "Please type what {your/{NAME}'s} job {is/was} called. For example, electrical engineer, stock clerk, administrative assistant, or farmer."

Pre-unit "Title:"

Watermark "Enter job title"

ENTER TEXT

Length

100

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Please provide as much detail as possible. For example, for a nurse enter "registered nurse (RN)," "licensed practical nurse (LPN)," or "nurse practitioner (NP)." For a teacher, enter "elementary school teacher," "high school teacher," "college professor," or "elementary school librarian."

EMQ150

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question EMQ150. Changed interviewer instructions into instructions for respondent.

DISPLAY INSTRUCTIONS:

DISPLAY "are", "your", "do", AND "you" IF EMQ020 = 1 OR EMQ030 = 1 AND CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "is", "{NAME}'s", "does", AND "{NAME}" (AND THAT PERSON'S FIRST NAME) IF EMQ020 =1 OR EMQ030 = 1 AND CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "were", "your", "did", AND "you" IF EMQ060 = 1 AND CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "was", "{NAME}'s", "did", AND "{NAME}" (AND THAT PERSON'S FIRST NAME) IF EMQ060 =1 AND CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

QUESTION TEXT:

Question "What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?"

InstResp "For example, word processing, keeping account books, filing, selling cars, operating a printing press, finishing concrete."

Pre-unit "Duties:"

Watermark "Enter job duties"

ENTER TEXT

Length

75

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Examples of duties are "treat patients during medical emergencies," "supervise hotel staff," "finish concrete," "teach music in a middle school," "operate forklift," and "repair engines in cars."

EMQ210

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question EMQ210, modified to ask only about the time period since the child was born rather than since last spring because spring kindergarten will be the first time the question is asked. Modified to replace “the war in Afghanistan” with “wars or help with national emergencies.”

DISPLAY INSTRUCTIONS:

DISPLAY “have you” IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY “has {NAME}” (AND THAT PERSON’S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY “does” IN UNDERLINED TEXT IN THE LINE THAT INCLUDES "... but does include activation..."

QUESTION TEXT:

Question “Since {CHILD} was born, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?”

InstResp “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.”

CODES

1	Yes	
2	No	Box 5

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 5.

EMQ215

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring third grade, question EMQ215, modified to replace “the war in Afghanistan” with “wars or help with national emergencies.”

DISPLAY INSTRUCTIONS:

DISPLAY “Are you” IF CURRENT CYCLE OF LOOP 1 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 “does” IN UNDERLINED TEXT IN THE LINE THAT INCLUDES "... but does include activation..."

QUESTION TEXT:

Question “{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?”

InstResp “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.”

CODES

1	Yes	
2	No	

Box 5

END LOOP 1

ASK EMQ020 - EMQ215 FOR NEXT "KEY" PARENT FIGURE.

IF NO NEXT "KEY" PARENT FIGURE, CONTINUE WITH BOX 6.

Box 6

GO TO SECTION WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

Early Childhood Longitudinal Study Parent Survey

Spring 1 - Form PSS1

Section WPQ [Welfare and Other Public Transfers] Sequence: 16

WPQ170

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question WPQ170. Changed probe to respondent instruction and modified from "...I mean..." to "we mean..."

DISPLAY INSTRUCTIONS:

DISPLAY 'free' AND 'reduced price' IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Does {CHILD} receive complete school lunches for free or reduced price at school?"

InstResp "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} brought from home."

CODES

1	Yes	
2	No	WPQ200

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO WPQ200.

WPQ180

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring second grade, question WPQ180.

QUESTION TEXT:

Question "Are these lunches free or reduced price?"

CODES

1	Free
2	Reduced price

WPQ200

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question WPQ200.

QUESTION TEXT:

Question "Does {CHILD}'s school offer breakfast for its students?"

CODES

- | | | |
|---|-----|-------|
| 1 | Yes | |
| 2 | No | Box 1 |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 1.

WPQ210

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question WPQ210.

QUESTION TEXT:

Question "Does {CHILD} usually receive a breakfast provided by the school?"

CODES

- | | | |
|---|-----|-------|
| 1 | Yes | |
| 2 | No | Box 1 |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 1.

WPQ215

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question WPQ215.

DISPLAY INSTRUCTIONS:

DISPLAY "free" AND "reduced price" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Does {CHILD} receive free or reduced price breakfasts at school?"

CODES

- | | | |
|---|-----|-------|
| 1 | Yes | |
| 2 | No | Box 1 |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 1.

WPQ216

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question WPQ216.

QUESTION TEXT:

Question "Are these breakfasts free or reduced price?"

CODES

- | | |
|---|---------------|
| 1 | Free |
| 2 | Reduced price |

WPQ220

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question WPQ220. Changed "(he/she)" to "{he/she}". Changed label to "Number of breakfasts" in watermark from label of "number of days".

QUESTION TEXT:

Question "During the last five days {CHILD} was in school, how many school breakfasts did {he/she} receive?"

Pre-unit "Breakfasts:"

Watermark "Number of breakfasts"

ENTER NUMBER

Range

0 to 5

Box 1

GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

Early Childhood Longitudinal Study Parent Survey

Spring 1 - Form PSS1

Section PAQ [Parent Income and Assets]

Sequence: 17

PAQ110

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PAQ110a and PAQ110b combined as in ECLS-K:2023, preschool. Also, removed "Was it..."

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?"

CODES

1	\$5,000 or less
2	\$5,001 to \$10,000
3	\$10,001 to \$15,000
4	\$15,001 to \$20,000
5	\$20,001 to \$25,000
6	\$25,001 to \$30,000
7	\$30,001 to \$35,000
8	\$35,001 to \$40,000
9	\$40,001 to \$45,000
10	\$45,001 to \$50,000
11	\$50,001 to \$55,000
12	\$55,001 to \$60,000
13	\$60,001 to \$65,000
14	\$65,001 to \$70,000
15	\$70,001 to \$75,000
16	\$75,001 to \$100,000
17	\$100,001 to \$200,000
18	\$200,001 or more

PROGRAMMER INSTRUCTIONS:

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

Box 1

IF PAQ110 = SK, GO TO Box 2.

ELSE, PAQ120 IS ASKED IF HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW.

ASK PAQ120 IF

(NUMBER IN HH = 1 AND PAQ110 < 7) OR

(NUMBER IN HH = 2 AND PAQ110 < 8) OR

(NUMBER IN HH = 3 AND PAQ110 < 10) OR

(NUMBER IN HH = 4 AND PAQ110 < 12) OR

(NUMBER IN HH = 5 AND PAQ110 < 14) OR

(NUMBER IN HH = 6 AND PAQ110 < 16) OR

(NUMBER IN HH = 7 AND PAQ110 < 17) OR

(NUMBER IN HH = 8 AND PAQ110 < 17) OR

(NUMBER IN HH GREATER THAN OR EQUAL TO 9 AND PAQ110 < 18).

ELSE, GO TO Box 2.

PAQ120

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question PAQ120

QUESTION TEXT:

Question "What was your total household income last year, to the nearest thousand?"

Pre-unit "Total income:"

Watermark "Enter number"

ENTER NUMBER

Range

0 to 999999999

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 entered {ANSWER TO PAQ110}. Are you sure this is correct? When it is correct, select Next to continue."

Box 2

Round: Spring First-Grade National

IF CHILD IS IN A PUBLIC SCHOOL ACCORDING TO THE PRELOAD, GO TO PAQ138. ELSE GO TO PAQ121.

PAQ121

Copyright: No

Round: Spring First-Grade National

Source: ECLS-B kindergarten round (2006) parent interview, SE070a

NOTE: THERE WAS A QUESTION (PAQ140) ABOUT VOUCHERS FOR CHILD CARE IN THE ECLS-K:2023 PRESCHOOL ROUND AND A QUESTION (KSQ080) ABOUT VOUCHERS FOR SCHOOL IN THE ECLS-K:2023 FALL KINDERGARTEN ROUND. KSQ080 IN THE ECLS-K:2023 FALL KINDERGARTEN ROUND IS THE SAME AS PAQ121 IN THE ECLS-K:2023 SPRING FIRST-GRADE ROUND.

QUESTION TEXT:

Question "Did you use a voucher provided by the government to attend {his/her} current school?"

SaVisible "True"

CODES

- | | |
|---|------------|
| 1 | Yes |
| 2 | No |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

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

PAQ138

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade PAQ138, modified from "since last spring" to "Since {CHILD} was born

QUESTION TEXT:

Question "Since {CHILD} was born, have you had to move from your home because you couldn't afford it?"

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

Box 3

GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).

Early Childhood Longitudinal Study Parent Survey

Spring 1 - Form PSS1

Section CMQ [Mobility and Tracking Updates]

Sequence: 18

CMQ010

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CMQ010, modified to ask about time since birth. Also, changed probe into an instruction to the respondent.

DISPLAY INSTRUCTIONS:

DISPLAY “for four months or more” IN UNDERLINED TEXT IN QUESTION STEM.

QUESTION TEXT:

Question "Since {CHILD} was born, how many different places has {CHILD} lived for four months or more?"

InstResp “Enter zero if {CHILD} did not live anywhere since {CHILD} was born for four months or more.”

Watermark “Number of places”

ENTER NUMBER

Range	0 to 50
Soft Range	1 to 15

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, “You have entered {DISPLAY RESPONSE AT CMQ010}. Are you sure this is correct? When it is correct, select Next to continue.”

Box 0

IF CMQ010=1 OR SK, GO TO CMQ021a. OTHERWISE, CONTINUE WITH CMQ020.

CMQ020

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CMQ020

QUESTION TEXT:

Question "Why did you move?"

InstResp "Select all that apply. Please select reasons for all moves since {CHILD} was born."

CODES	Code All That Apply
1	So child could go to a better school
2	Bought a house
3	Moved to be nearer job; job-related reasons
4	Moved to nicer apartment/house
5	Moved to safer area, crime-related reasons
6	Moved to less expensive living quarters
7	Bank had to buy back the home (foreclosed)
8	Was evicted, could not pay rent in previous residence
9	Old house/apartment was damaged
10	Moved because of marital separation, divorce, death in family
91	Other (Please specify):

PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

CMQ020OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring first grade, question CMQ020

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CMQ020.

ENTER TEXT

Length

150

CMQ021a

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question CMQ030a

QUESTION TEXT:

Question "How long has {CHILD} lived in {his/her} current residence?"

Watermark "Years"

ENTER NUMBER

Range 0 to 12

Soft Range 1 to 8

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CMQ021a}. Are you sure this is correct? When it is correct, select Next to continue."

CMQ021b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question CMQ030b

QUESTION TEXT:

Pre-unit "Months:"

Watermark "Months"

ENTER NUMBER

Range 0 to 12

CMQ022

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, question CMQ050, changed “interview” to “survey”, shortened by removing “which will take place”, changed “find” to “contact”, and added an instruction to the respondent.

QUESTION TEXT:

Question "In case we contact you for the next survey two years from now, we would like to ask a few questions about how to reach you."

InstResp "Select Next to continue."

Box 1

IF (AN EMAIL ADDRESS OR MOBILE NUMBER WAS NOT PROVIDED ON THE MYECLS WEBSITE) OR (AN EMAIL OR MOBILE NUMBER WAS NOT PROVIDED IN INQ130a OR INQ130b), GO TO CMQ026a. ELSE GO TO BOX 2.

CMQ026a

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

DISPLAY CMQ026a – 026b ON THE SAME SCREEN.

QUESTION TEXT:

Question "Please enter your contact information.

Email Address:"

Watermark "name@domain.com"

ENTER TEXT

Length

100

PROGRAMMER INSTRUCTIONS:

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

EMAIL ADDRESSES AND/OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "It looks like there may be a typo in this address. Please check there is a @ and at least one period in the email address."

CMQ026b

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

DISPLAY CMQ026a – 026b ON THE SAME SCREEN.

QUESTION TEXT:

Question "Or

Mobile Number:"

ENTER TEXT

Length

12

PROGRAMMER INSTRUCTIONS:

FOR MOBILE NUMBER (CMQ026b), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)###-####.

EMAIL ADDRESSES AND/OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

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."

Box 2

IF SECOND NUMBER IN PRELOAD, GO TO CMQ100. ELSE, GO TO CMQ060.

CMQ060

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ060, deleted first sentence,“, or a beeper or cell phone number” and modified sentence for this deletion. An instruction to the respondent was added that is “We will only contact this number if we cannot locate you for the next survey.”

QUESTION TEXT:

Question “Is there a second phone number, such as a work number or a friend or relative's number, where you can sometimes be reached?”

InstResp "We will only contact this number if we cannot locate you for the next survey."

CODES

1	Yes	CMQ140
2	No	Box 4

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 4.

CMQ100

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ100, deleted first sentence.

DISPLAY INSTRUCTIONS:

FROM PRELOAD DISPLAY SECOND PHONE NUMBER.

QUESTION TEXT:

Question "We have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?"

CODES

1	Yes	Box 4
2	No	CMQ140

CMQ140

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ140, added an instruction to the respondent

DISPLAY INSTRUCTIONS:

DISPLAY 'new' IF CMQ100=2. OTHERWISE, USE A NULL DISPLAY.

DISPLAY CMQ140 AND CMQ140b ON THE SAME SCREEN.

QUESTION TEXT:

Question "What is that telephone number?"

Enter {new} second telephone number:"

InstResp "If it is a mobile phone number, message and data rates may apply."

ENTER TEXT

Length	12
--------	----

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO Box 4.

FOR TELEPHONE NUMBER (CMQ140), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

EXTENSION FIELD SHOULD BE LIMITED TO FOUR NUMBERS.

TELEPHONE NUMBERS FOR THE SECOND CONTACT NUMBER SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

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."

CMQ140b

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ140

DISPLAY INSTRUCTIONS:

DISPLAY CMQ140 AND CMQ140b ON THE SAME SCREEN.

QUESTION TEXT:

Question "Please enter an extension if there is one.

Extension"

ENTER TEXT

Length

10

PROGRAMMER INSTRUCTIONS:

EXTENSION FIELD SHOULD BE LIMITED TO FOUR NUMBERS.

CMQ150

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ150, added "or to whom does this number belong" to the question stem, deleted option for "beeper number," changed "Cell phone" to "Mobile phone" to match language in the rest of the ECLS-K:2023 instrument, added option for "Home phone/landline."

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CMQ150. ELSE, IF THE BROWSER SIZE IS SMALL AND THE OTHER SPECIFY IS ON A SEPARATE SCREEN FROM CMQ150, DISPLAY THE INSTRUCTION TO THE RESPONDENT IN CMQ150OS AS SPECIFIED IN CMQ150OS.

QUESTION TEXT:

Question "Where is this telephone located or to whom does this number belong?"

CODES

1	Office/place of business	Box 4
2	Relative (Please specify):	
3	Neighbor (Please specify):	
4	Friend (Please specify):	
5	Mobile phone	Box 4
6	Home phone/landline	Box 4
7	Other (Please specify):	

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO Box 4.

HELP FOR CODES 2, 3, 4, AND 7: Please click NEXT to write in your reply on the next screen.

CMQ150OS

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ155.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CMQ150. ELSE, IF THE BROWSER SIZE IS SMALL AND THE OTHER SPECIFY IS ON A SEPARATE SCREEN FROM CMQ150, DISPLAY THE INSTRUCTION TO THE RESPONDENT AS SPECIFIED BELOW.

1.DISPLAY 'relative' IF CMQ150=2.

2.DISPLAY 'neighbor' IF CMQ150=3.

3.DISPLAY 'friend' IF CMQ150=4.

4.DISPLAY 'other location or person' IF CMQ150 = 7.

QUESTION TEXT:

InstResp “{Please provide the name of the {relative/neighbor/friend/other location or person}.}”

ENTER TEXT

Length

40

Box 4

IF A CONTINUING HOUSEHOLD, CHECK PRELOAD FOR FIRST CONTACT. IF (THE PRELOAD HAS FIRST CONTACT INFORMATION) AND (THE RESPONDENT IN THE SPRING IS THE SAME AS IN THE MOST RECENT SURVEY FOR THIS HOUSEHOLD), GO TO CMQ200.

ELSE, GO TO CMQ205.

IF NEW HOUSEHOLD, GO TO CMQ205.

CMQ200

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ200. Changed "I" to "We" and "interview" to "survey."
Changed interviewer instruction to instruction to respondent. Changed phone number to email address.

DISPLAY INSTRUCTIONS:

FROM PRELOAD DISPLAY FIRST CONTACT NAME, EMAIL ADDRESS, AND ADDRESS.

DISPLAY CITY, STATE, AND ZIP ON 1 LINE.

QUESTION TEXT:

Question "We have recorded that {NAME OF RELATIVE/FRIEND}

at {EMAIL ADDRESS}

on

{STREET ADDRESS, LINE 1}

{STREET ADDRESS, LINE 2}

{CITY}

{STATE}

{ZIP CODE}

will always know where you are if you move. Is this still true?"

InstResp "We will only contact this person if we cannot locate you for the next survey."

CODES

1	Yes - no correction needed	Box 5
2	Yes - minor corrections needed	CMQ210a
3	No	CMQ205

CMQ205

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ205, changed "I" to "We" and "interview" to "survey." Changed instruction to assessor to an instruction to the respondent.

DISPLAY INSTRUCTIONS:

DISPLAY "another" IF CMQ150 = 2 OR 4. ELSE DISPLAY "a".

QUESTION TEXT:

Question "Is there {another/a} relative or friend, who does not live in this household, who will always know where you are if you move?"

InstResp "We will only contact this person if we cannot locate you for the next survey."

CODES

1	Yes	
2	No	CMQ805

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ805.

CMQ210a

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ200=2, DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'Correct'. IF CMQ200=3, DISPLAY 'Enter new'. OTHERWISE, DISPLAY 'Enter'.

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

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question "Please {enter/correct/enter new} contact information for that person.

First Name: "

ENTER TEXT

Length	100
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CMQ210b

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ200=2, DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question Last Name:"

ENTER TEXT

Length

100

CMQ210c

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ200=2, DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question Email Address:"

Watermark "name@domain.com"

ENTER TEXT

Length

100

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."

CMQ210d1

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ200=2, DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question " Mailing address:

Address Line 1:"

ENTER TEXT

Length

100

CMQ210d2

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ200=2, DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

ENTER TEXT

Length

100

CMQ210e

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ200=2, DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question "City:"

ENTER TEXT

Length

50

CMQ210f

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ200=2, DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

DISPLAY InstResp BELOW THE QUESTION FIELD.

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

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

ENTER TEXT

Length

50

CMQ210g

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ200=2, DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question "ZIP code:"

ENTER TEXT

Length

10

CMQ210h

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, fall kindergarten, modified for web and modified question text to incorporate enter and correct options for both continuing and new households.

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD DISPLAY INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

IF CMQ200=2, DISPLAY 'correct'. OTHERWISE, DISPLAY 'enter'.

DISPLAY CMQ210a-h TOGETHER.

QUESTION TEXT:

Question "Please {enter/correct} person's relationship to you:"

CODES

- | | |
|---|--------------------|
| 1 | Relative |
| 2 | Person at your job |
| 3 | Neighbor |
| 4 | Friend |
| 5 | Other |

Box 5

IF A CONTINUING HOUSEHOLD CHECK PRELOAD FOR INFORMATION FOR SECOND CONTACT PERSON. IF SECOND CONTACT INFORMATION IS IN THE PRELOAD) AND (THE RESPONDENT IS THE SAME AS IN THE MOST RECENT SURVEY FOR THIS HOUSEHOLD), GO TO CMQ300.

ELSE, IF A FIRST NAME FOR THE FIRST CONTACT PERSON IS NOT EMPTY OR SK (CMQ210a HAS DATA) AND THERE WAS AN EMAIL ADDRESS PROVIDED FOR THIS CONTACT (CMQ210c HAS DATA) OR A MAILING ADDRESS WAS PROVIDED FOR THIS CONTACT (CMQ210d1, e, AND f HAVE DATA), GO TO CMQ305 TO ASK FOR A SECOND CONTACT PERSON.

ELSE, GO TO BOX 6.

CMQ300

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten CMQ300. Changed interviewer instruction to respondent instruction and changed "I" to "We" and "interview" to "survey."

DISPLAY INSTRUCTIONS:

DISPLAY CONTACT NAME, EMAIL ADDRESS, AND MAILING ADDRESS FROM PRELOAD.

DISPLAY CITY, STATE, AND ZIP ON 1 LINE.

QUESTION TEXT:

We have also recorded that {NAME OF RELATIVE/FRIEND}

at {EMAIL ADDRESS}

on

{STREET ADDRESS, LINE 1}

{STREET ADDRESS, LINE 2}

{CITY}

{STATE}

{ZIP CODE}

will always know where you are if you move. Is this still true?

InstResp "We will only contact this person if we cannot locate you for the next survey."

CODES

1	Yes - no correction needed	Box 6
2	Yes - minor corrections needed	CMQ310a
3	No	CMQ305

CMQ305

Copyright: No

Round: Spring First-Grade National

Source: ECLS-K:2011, spring kindergarten, question CMQ305, changed instruction to assessor to an instruction to the respondent and changed "I" to "we" and "interview" to "survey".

DISPLAY INSTRUCTIONS:

IF CMQ200 = SK, DISPLAY NAME FROM 10a. ELSE, DISPLAY NAME FROM PERSON IN SPRING FIRST GRADE CMQ210a.

QUESTION TEXT:

Question "Besides {PERSON FROM PRELOAD/PERSON AT CMQ210a}, is there another relative or friend, who does not live in this household, who will always know where you are if you move?"

InstResp "We will only contact this person if we cannot locate you for the next survey."

CODES

1	Yes	CMQ310a
2	No	Box 6

CMQ310a

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'Correct'. IF CMQ300=3, DISPLAY 'Enter new'. OTHERWISE, DISPLAY 'Enter'.

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

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question "Please {enter/correct/enter new} contact information for that person.

First Name:"

ENTER TEXT

Length	100
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CMQ310b

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ300 = 2, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question "Last Name:"

ENTER TEXT

Length

100

CMQ310c

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ300 = 2, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'Correct'. IF CMQ300=3, DISPLAY 'Enter new'. OTHERWISE, DISPLAY 'Enter'.

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

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question "Email address:"

Watermark "name@domain.com"

ENTER TEXT

Length

100

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."

CMQ310d1

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ300 = 2, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question “Mailing address:

Address Line 1:”

ENTER TEXT

Length

100

CMQ310d2

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ300 = 2, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question “Address Line 2:”

Watermark “Apartment number”

ENTER TEXT

Length

100

CMQ310e

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ300 = 2, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

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

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question "City:"

ENTER TEXT

Length

50

CMQ310f

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ300 = 2, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

DISPLAY InstResp BELOW THE QUESTION FIELD.

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

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

CMQ310g

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ300 = 2, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'Correct'. IF CMQ300=3, DISPLAY 'Enter new'. OTHERWISE, DISPLAY 'Enter'.

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

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question "ZIP code:"

ENTER TEXT

Length

5

CMQ310h

Copyright: No

Round: Spring First-Grade National

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

IF CONTINUING HOUSEHOLD AND CMQ300 = 2, DISPLAY THE INFORMATION FROM PRELOAD IN THE RESPONSE FIELDS.

IF CMQ300=2, DISPLAY 'correct'. OTHERWISE, DISPLAY 'enter'.

DISPLAY CMQ310a-h TOGETHER.

QUESTION TEXT:

Question "Please {enter/correct } person's relationship to you:"

CODES

- | | |
|---|--------------------|
| 1 | Relative |
| 2 | Person at your job |
| 3 | Neighbor |
| 4 | Friend |
| 5 | Other |

Box 6

Round: Spring First-Grade National

GO TO CMQ805.

CMQ800

Copyright: No

Round: Spring First-Grade National

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."

PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM.

Box 7

Round: Spring First-Grade National

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 CONTACT INFORMATION PROVIDED IN INQ005a (FIRST NAME), INQ005b (LAST NAME), INQ005c (EMAIL ADDRESS), INQ005d1 (ADDRESS LINE 1), INQ005d2 (ADDRESS LINE 2), INQ005e (CITY), INQ005f (STATE), AND INQ005g (ZIP).

CMQ805

Copyright: No

Round: Spring First-Grade National

QUESTION TEXT:

Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete the survey and return to the MyECLS website. This will save your responses and keep them secure."

PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM.

Race and Ethnicity Discrimination Items

The items below are being considered for the spring kindergarten and/or spring first-grade parent surveys.

Source: Iruka, I. U., Curenton, S., Sims, J., Ibekwe-Okafor, N., & Escayg, K.-A. (2021). *Parental Perceived Discrimination, Child Concerns, and Socialization Survey*. Unpublished Instrument. RISER Network: The University of North Carolina at Chapel Hill & Boston University.

1. Over the past year, did any of the following things happen to you?
 - a. You were unfairly stopped, searched, questioned, physically threatened, or abused by the police because of your race or ethnicity.
 - b. You were unfairly prevented from moving into a neighborhood because the landlord or relator refused to sell or rent you a house or apartment because of your race or ethnicity.

1 Yes
2 No

2. Over the past year, how often were you concerned about {CHILD} ...
 - a. Being mistreated by adults because of {his/her/their} race or ethnicity?
 - b. Being punished more harshly than others because of {his/her/their} race or ethnicity?
 - c. Being excluded from events or groups because of {his/her/their} race or ethnicity?

1 Never
2 Rarely
3 Some of the time
4 Most of the time

3. 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?

1 Yes
2 No