

Family Partners for Research Study

Instrument 4:

Parent - In-Person Interviewer-Administered Assessment of Child Well-Being

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1. QP – INTRODUCTION TO THE STUDY

QP: Q=Question; P=Parent

P_QP_BGN **[PQP_BGN] NoDeliv**

CASE ID : ^main_case.zrid

Subject: ^main_case.subject

Adult: ^main_case.ad_last ^main_case.ad_first

Child: ^main_case.childfirst

Child's age: ^AgeYY

Child's sex: ^Global.sex

IF INFORMATION ABOVE IS CORRECT, PRESS "1" AND ENTER TO CONTINUE.

IF INFORMATION ABOVE IS INCORRECT, CLOSE THE INTERVIEW TO RETURN TO CMS

1 Continue

P_QPConsent

Thank you for your interest in participating in a study to inform possible future data collections for the National Survey of Child and Adolescent Well-Being (NSCAW). A few weeks ago, you completed the online part of this study. Today, we are going to go through the same survey questions, but I will be asking you the questions and entering your answers on my laptop, which will take about 30 minutes.

Once I finish going through the survey with you, I will observe you and your child during a play session, which will also take about 30 minutes. I will prompt you and your child to play with toys from my kit and do some activities. My observations will only be used for research purposes and will be kept confidential. Your child's participation is voluntary. They will receive a \$10 virtual gift card as a token of appreciation.

Finally, I will ask you about your feedback and experience with the surveys you participated in. That interview should take about 45 minutes. As a token of appreciation for your participation completing the in-person survey and this interview, you will receive a final \$100 virtual gift card. The feedback you provide on your experience will help inform how we administer NSCAW to other parents in the future.

Subject's Statements

(1) Agreement to Participate in Today's Interview

Do you voluntarily agree to take part in today's interview? You can choose not to participate at any time, and you are free to refuse to answer a question.

☐ Yes ☐ No

(2) Agreement for Permission for Child Participation in Play Session with Parent

Do you provide permission for your child to take part in the Family Partners for Research Play Session?

1 = Yes, I give permission for my child to take part in the Family Partners for Research Play Session.

2 = No, I do not give permission for my child to take part in the Family Partners for Research Play Session.

PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13) STATEMENT OF PUBLIC BURDEN: The purpose of this information collection is to gather feedback to inform future National Survey of Child and Adolescent Well-Being data collections. Public reporting burden for this collection of information is estimated to average 1 hour per respondent, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. This is a voluntary collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information subject to the requirements of the Paperwork Reduction Act of 1995, unless it displays a currently valid OMB control number. The OMB is #0970-0356 and the expiration date is 01/31/2027. If you have any comments on this collection of information, please contact Melissa Dolan: mdolan@rti.org.

Let's begin.

2. CHILD FUNCTIONING STATUS: VINELAND-3 MODULE

Source: Vineland Adaptive Behavior Scales, Third Edition (Vineland-3): Sarah S. Sparrow, Domenic V. Cicchetti, Celine A. Saulnier; Pearson; copyright 2016. Standardized assessment tool measuring abilities and functioning through two scales: a Communication Scale containing Expressive, Receptive, and Written items, and a Daily Living Skills Scale containing Personal, Domestic, and Community items.

For use in the online and in-person parent report.

3. CHILD SOCIAL-EMOTIONAL STATUS: BASC-3 BESS MODULE

Source: Behavior Assessment System for Children, Third Edition, Behavioral and Emotional Screening System (BASC-3 BESS): Randy W. Kamphaus, Cecil R. Reynolds; Pearson; copyright 2015. Standardized assessment tool measuring emotional and behavioral strengths and problems in children.

For use in the online and in-person parent report.

4. PARENTING STYLE: PACER MODULE

For use in the online and in-person parent report.

Parental Assistance with Child Emotion Regulation (PACER) Questionnaire Cohodes, Preece, McCauley, Rogers, Gross, & Gee

The following questions relate to your experience of your child's negative emotions (e.g., sadness, anger, anxiety). For each statement, rate the degree to which the following statements are typically true of you in general. Circle one answer for each statement.

When my child is having negative feelings...	Strongly disagree	---	---	Neutral	---	---	Strongly agree
1. I help my child remove themselves from situations that they are in that may be causing negative feelings.	1	2	3	4	5	6	7
2. I help my child leave whatever situation may be causing them to have negative feelings.	1	2	3	4	5	6	7
3. I help my child get out of the current situation that may be causing negative feelings and engage in other situations instead.	1	2	3	4	5	6	7
4. I help my child stop doing whatever is making them have negative feelings once they are in this situation.	1	2	3	4	5	6	7
5. I remove my child from a situation when it is causing them to have negative feelings.	1	2	3	4	5	6	7
6. I help my child think carefully about different solutions to their problems.	1	2	3	4	5	6	7
7. I help my child solve problems that are causing those feelings.	1	2	3	4	5	6	7
8. I help my child think of different ways to solve problems.	1	2	3	4	5	6	7
9. I help my child think of solutions to their problems.	1	2	3	4	5	6	7
10. I help my child take steps to solving a problem.	1	2	3	4	5	6	7
11. I help my child find other people to help them (including myself).	1	2	3	4	5	6	7
12. I help my child find other people to engage with (including myself).	1	2	3	4	5	6	7
13. I help my child find friends and family members for support (including myself).	1	2	3	4	5	6	7
14. I help my child find other people to be around physically (including myself).	1	2	3	4	5	6	7
15. I encourage my child to reach out to others (including myself).	1	2	3	4	5	6	7
16. I help my child replay whatever is making them have negative feelings in their mind.	1	2	3	4	5	6	7
17. I help my child think again and again about whatever is making them have negative feelings.	1	2	3	4	5	6	7
18. I encourage my child to think over and over again about why they are having negative feelings.	1	2	3	4	5	6	7
19. I help my child replay the experience of negative feelings again and again in their mind.	1	2	3	4	5	6	7
20. I help my child think about situations that are upsetting or that cause negative feelings over and over again.	1	2	3	4	5	6	7

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When my child is having negative feelings...		Strongly disagree	---	---	Neutral	---	---	Strongly agree
21.	I help my child find ways to distract themselves from their negative feelings.	1	2	3	4	5	6	7
22.	I help my child distract themselves from their negative feelings by finding other things to do.	1	2	3	4	5	6	7
23.	I help my child take their mind off of things that are making them have negative feelings.	1	2	3	4	5	6	7
24.	I help my child take their attention off something that is making them have negative feelings.	1	2	3	4	5	6	7
25.	I help my child think about something other than what is making them have negative feelings.	1	2	3	4	5	6	7
26.	I help my child think of a situation in a positive light.	1	2	3	4	5	6	7
27.	I help my child see the situation from a different perspective.	1	2	3	4	5	6	7
28.	I help my child try to see the positive aspects of a situation that is making them have negative feelings.	1	2	3	4	5	6	7
29.	I help my child change their feelings by thinking differently about their current situation.	1	2	3	4	5	6	7
30.	I encourage my child to think of the positive side to their negative feelings.	1	2	3	4	5	6	7
31.	I help my child understand that it's okay to have negative feelings.	1	2	3	4	5	6	7
32.	I help my child accept their negative feelings.	1	2	3	4	5	6	7
33.	I help my child accept the way they are feeling if they are unable to change the situation causing those feelings.	1	2	3	4	5	6	7
34.	I tell my child that having negative feelings is okay.	1	2	3	4	5	6	7
35.	I stress to my child that it can be helpful to accept negative feelings in some situations.	1	2	3	4	5	6	7
36.	I help my child to not show their negative feelings.	1	2	3	4	5	6	7
37.	I help my child try to hide their feelings from others.	1	2	3	4	5	6	7
38.	I help my child hide their physical expressions of their negative feelings.	1	2	3	4	5	6	7
39.	I help my child hide their negative feelings so that it is very hard for other people to tell how they are feeling in the moment.	1	2	3	4	5	6	7
40.	I encourage my child to hide negative feelings from others.	1	2	3	4	5	6	7
41.	I help my child talk openly with other people.	1	2	3	4	5	6	7
42.	I help my child talk about the situation or problem that caused them to feel this way.	1	2	3	4	5	6	7
43.	I encourage my child to often talk about their feelings with others.	1	2	3	4	5	6	7
44.	I help my child confide in others about what is bothering them.	1	2	3	4	5	6	7
45.	I help my child express their negative feelings to other people.	1	2	3	4	5	6	7

Before my child has negative feelings...	Strongly disagree	---	---	Neutral	---	---	Strongly agree
46. I help my child avoid entering potentially uncomfortable situations whenever possible.	1	2	3	4	5	6	7
47. I help my child stay away from entering situations that might make them have negative feelings.	1	2	3	4	5	6	7
48. I do things to prevent my child from entering a new situation that might cause them to have negative feelings.	1	2	3	4	5	6	7
49. I encourage my child to stay away from situations that could make them have negative feelings.	1	2	3	4	5	6	7
50. I help my child avoid doing things that could lead to negative feelings.	1	2	3	4	5	6	7

5. CHILD DEVELOPMENTAL STATUS: DAYC-2 MODULE

Source: Developmental Assessment of Young Children, Second Edition (DAYC-2): by Judith K. Voress and Donal D. Hammill; Pearson; copyright 2013.

Standardized assessment tool measuring development through three scales: cognitive, communication, and social-emotional.

For children aged 2 to 5 in-person.