

A/E. HEIGHT AND WEIGHT

INTRODUCTION: We are interested in measuring your child's height and weight today. Because a child's height and weight are related to the height and weight of their parents, we would also like to measure your height and weight.

A/E0. **INTERVIEWER: IS THIS BEING CONDUCTED IN ENGLISH?**

YES 01
NO 00 → **GO TO A/S1**

A/E1. **INTERVIEWER: IS THE CHILD AVAILABLE TO BE WEIGHED WITH THE MOTHER?**

YES 01
NO 00 → **DO THE MOTHER PPVT/TVIP AND THEN WEIGH CHILD AND MOTHER**

A/E2. To get an accurate measure of your height, could you please take off your shoes? Please stand against the stadiometer.

MAKE SURE MOTHER IS STANDING HEELS TOGETHER, LEGS STRAIGHT, ARMS AT SIDES, SHOULDERS RELAXED, FACING STRAIGHT AHEAD.

MOTHER'S HEIGHT |__|__|__|. |__| CENTIMETERS → **GO TO A/E3**
REFUSED 9999 → **GO TO A/E2A**

A/E2A. Please tell me your height without shoes

|__|__| FEET |__|__| INCHES

A/E3. IS THE MOTHER CURRENTLY PREGNANT?

YES 01
NO 00 → **GO TO A/E5**

A/E4. Please tell me how much you weighed before you became pregnant (this time).

|__|__|__| POUNDS

A/E5. I'd like to weigh you first, and then weigh (CHILD). (IF SHOES ARE NOT OFF YET), Could you please take off your shoes? Please step on this scale.

MOTHER'S WEIGHT |__|__|__| POUNDS → **GO TO A/E6**
REFUSED r
EXCEEDED SCALE LIMIT ... 8888 } → **GO TO A/E5A**

A/E5A. Please tell me your weight.

|_|_|_| POUNDS

A/E6. First let's try to weigh (CHILD) alone. Could you please take off (CHILD's) shoes?
Let's see if (CHILD) will stand on the scale.

WEIGHT OF CHILD WEIGHED
BY HIM/HERSELF |_|_|_| POUNDS → **GO TO A/E7**

REFUSED/UNABLE TO
COMPLETE r → **GO TO A/E6A**

A/E6A-B. Maybe (CHILD) will be more comfortable being weighed with you. To get an accurate measure of (CHILD's) weight, I'd like to weigh you by yourself first and then weigh you holding child. (IF SHOES ARE NOT OFF YET), could you please take off (yours and [CHILD's]) shoes? Please step on this scale.

A. WEIGHT BY HERSELF |_|_|_| POUNDS

REFUSED r → **GO TO A/E6B**

EXCEEDED SCALE LIMIT 8888 → **GO TO A/E7**

B. WEIGHT WITH CHILD..... |_|_|_| POUNDS

REFUSED / UNABLE TO WEIGH
CHILD WITH MOTHER r }
EXCEEDED SCALE LIMIT 8888 } → **GO TO A/E7**

A/E7. Now, I would like to measure (CHILD) to see how tall (he/she) is. (IF SHOES ARE NOT OFF YET), Could you please take off (CHILD's) shoes?

(CHILD's HEELS, BUTTOCKS, SHOULDERS, AND HEAD SHOULD BE AGAINST THE STADIOMETER; IDEALLY, CHILD SHOULD BE STANDING WITH HIS OR HER HEELS TOGETHER, LEGS STRAIGHT, ARMS AT HIS OR HER SIDES, SHOULDERS RELAXED, LOOKING STRAIGHT AHEAD.)

HEIGHT OF CHILD..... |_|_|_|.|_| CENTIMETERS

A/E8. PRAISE CHILD. DID PARENT RESPOND POSITIVELY WHEN YOU PRAISED CHILD?

YES..... 01

NO 00

A/S. HEIGHT AND WEIGHT

INTRODUCTION: Estamos interesados en medir la altura y el peso de su hijo(a), hoy día. Porque la altura y el peso de los niños está relacionado a la altura y el peso de sus padres, también quisieramos medir su altura y peso.

A/S1. **INTERVIEWER: IS THE CHILD AVAILABLE TO BE WEIGHED WITH THE MOTHER?**

YES..... 01
NO..... 00 → **DO THE MOTHER PPVT/TVIP AND THEN WEIGH CHILD AND MOTHER**

A/S2. Para poder medir su altura precisa, ¿ por favor podría quitarse sus zapatos? Por favor párese pegada al estadiometro.

MAKE SURE MOTHER IS STANDING HEELS TOGETHER, LEGS STRAIGHT, ARMS AT SIDES, SHOULDERS RELAXED, FACING STRAIGHT AHEAD.

MOTHER'S HEIGHT..... |__|__|__|. |__| CENTIMETERS → **GO TO A/S3**
REFUSED..... 9999 → **GO TO A/S2A**

A/S2A. Por favor dígame lo alta que es sin zapatos.

|__|__| FEET |__|__| INCHES → **TO CONVERT CENTIMETERS TO INCHES
DIVIDE X CENTIMETERS ÷ 2.54 = Y INCHES**

A/S3. **IS THE MOTHER CURRENTLY PREGNANT?**

YES..... 01
NO..... 00 → **GO TO A/S5**

A/S4. Por favor dígame cuánto usted pesaba antes de estar embarazada (esta vez).

|__|__|__| POUNDS → **TO CONVERT KILOGRAMS TO POUNDS
MULTIPLY X KILOS * 2.2 = Y POUNDS**

A/S5. Quisiera pesarla a usted primero, y después a (CHILD). (IF SHOES ARE NOT OFF YET) Por favor, ¿ podría quitarse los zapatos? Por favor súbase a esta escala.

MOTHER'S WEIGHT..... |__|__|__| POUNDS → **GO TO A/S6**
REFUSED..... r
EXCEEDED SCALE LIMIT 8888 } → **GO TO A/S5A**

A/S5A. Por favor dígame su peso.

|_|_|_| POUNDS

A/S6. Primero tratemos de pesar a (CHILD) por sí mismo(a). ¿ Por favor podría quitarle los zapatos a (CHILD)? Veamos si (CHILD) se puede parar en la escala.

WEIGHT OF CHILD WEIGHED
BY HIM/HERSELF |_|_|_| POUNDS → **GO TO A/S7**

REFUSED/UNABLE TO
COMPLETE r → **GO TO A/S6A**

A/S6A-B. Quizás sería más cómodo para (CHILD) si (lo/la) pesamos junto con usted. Para poder tener una medida precisa del peso de (CHILD), quisiera pesarla primero a usted por sí misma, y después pesarla a usted cargando a (CHILD). (IF SHOES ARE NOT OFF YET) Por favor, ¿ podría (quitarse los zapatos) (y) (quitarle los zapatos a [CHILD])? Por favor súbase a esta escala.

A. WEIGHT BY HERSELF |_|_|_| POUNDS

REFUSED r → **GO TO A/S6B**

EXCEEDED SCALE LIMIT 8888 → **GO TO A/S7**

B. WEIGHT WITH CHILD |_|_|_| POUNDS

REFUSED / UNABLE TO WEIGH
CHILD WITH MOTHERr

EXCEEDED SCALE LIMIT 8888 } → **GO TO A/S7**

A/S7. Ahora, quisiera medir a (CHILD) para ver lo alto(a) que (él/ella) es. (IF SHOES ARE NOT OFF YET) ¿ Por favor podría quitarle los zapatos a (CHILD)?

(CHILD'S HEELS, BUTTOCKS, SHOULDERS, AND HEAD SHOULD BE AGAINST THE STADIOMETER; IDEALLY, CHILD SHOULD BE STANDING WITH HIS OR HER HEELS TOGETHER, LEGS STRAIGHT, ARMS AT HIS OR HER SIDES, SHOULDERS RELAXED, LOOKING STRAIGHT AHEAD.)

HEIGHT OF CHILD..... |_|_|_|.|_| CENTIMETERS

A/S8. PRAISE CHILD. DID PARENT RESPOND POSITIVELY WHEN YOU PRAISED CHILD?

YES..... 01

NO..... 00

B. CHILD'S PEABODY PICTURE VOCABULARY TEST OR TVIP

B1. DOES THIS CHILD SPEAK SPANISH?

YES01 → **ADMINISTER THE TVIP FIRST (B2)
AND THEN THE PPVT-III (B6)**

NO00 → **ADMINISTER THE PPVT-III ONLY (B6), PAGE 9**

B2. TVIP (FOR CHILDREN WHO SPEAK SPANISH)

GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "el/la" or "uno/una" in front of any word. You may repeat the word if the child asks.

Always record the number of the picture the child indicates, whether correct or an error.

Indicate correct items by circling "1".

Indicate errors by circling "0".

If child asks for correct answer, say:

Por ahora quisiera saber qué palabras sabes sin que yo te lo diga. Después hablamos de eso. Te los diré después de que hayamos terminado, pero por ahora, sigamos.

If child indicates more than one picture for a word, ask him/her to pick just one picture. If you are not sure of the child's answer, ask him/her to show you again.

When the ceiling is reached, discontinue TVIP.

CEILING RULES

CEILING: Lowest 8 consecutive responses containing 6 errors.

Continue until the CEILING is established—when the child makes 6 errors in 8 consecutive items. Stop testing when the CEILING is reached.

PRACTICE ITEMS

SET UP TVIP TENT AND PLACE BEFORE THE CHILD. SAY:

Quiero que mires unos dibujos conmigo.

TURN TO TRAINING PLATE A, POINT TO ALL FOUR PICTURES, AND SAY:

¿Ves todas los dibujos en esta página? Yo voy a decir una palabra; después quiero que pongas tu dedo en el dibujo que mejor muestra lo que significa la palabra. Probemos con uno. Pone tu dedo en “muñeca.”

IF THE CHILD MAKES THE CORRECT RESPONSE, TURN TO TRAINING PLATE B, SAYING:

Bien. Ahora pone tu dedo en “hombre.”

IF CHILD AGAIN MAKES THE CORRECT RESPONSE, TURN TO TRAINING PLATE C, SAYING:

Muy bien! Muéstrame “columpiar.”

IF CHILD AGAIN MAKES THE CORRECT RESPONSE, GO TO NEXT PAGE AND BEGIN TESTING.

IF CHILD NEEDS MORE TRAINING, FOLLOW THESE PROCEDURES:

ONLY WHILE USING THE SAMPLE PLATES, IF CHILD CHOOSES THE WRONG PICTURE, BEFORE GOING ON TO THE NEXT PLATE, POINT OUT THE CORRECT RESPONSE WHILE SAYING, FOR EXAMPLE:

Hiciste un buen esfuerzo, pero ésta es la respuesta correcta.

AT THE SAME TIME, BRIEFLY EXPLAIN WHY THE ANSWER IS CORRECT. REPEAT THE ITEM UNTIL THE SUBJECT MAKES THE CORRECT RESPONSE; THEN GO ON TO THE NEXT ITEM. WITH VERY YOUNG AND LEARNING DISABLED CHILDREN, TRAINING WITH ADDITIONAL PRACTICE WORDS MAY BE NEEDED TO ESTABLISH THE DESIRED POINTING BEHAVIOR. IN SUCH CASES, USE AS MANY OF THE SERIES OF ALTERNATE WORDS AS NEEDED. CONTINUE THROUGH THE TRAINING PLATES UNTIL THE CHILD RESPONDS CORRECTLY TO A COMPLETE CYCLE OF THREE CONSECUTIVE WORDS WITHOUT YOUR HELP.

<u>Training Plate</u>	<u>Words</u>			
A	muñeca (4)	tenedor (1)	mesa (2)	perro (3)
B	hombre (2)	peine (3)	media (4)	boca (1)
C	columpiar (3)	beber (4)	andar (1)	subir (2)

THE LENGTH OF TIME REQUIRED TO ESTABLISH THE DESIRED POINTING BEHAVIOR WILL VARY FROM CHILD TO CHILD. TRAINING PLATES MAY BE REPEATED.

If the child has not successfully completed a training item after a number of trials, discontinue training and write your explanation of why the child is untestable in this box.

WHEN THE DESIRED POINTING BEHAVIOR HAS BEEN ESTABLISHED, TURN TO ITEM #1, THEN SAY:

Bien! Ahora voy a mostrarte algunos otros dibujos. Cada vez yo diré algo y tu indicarás el mejor dibujo de esto. Cuando lleguemos más adelante, puede que no estés seguro(a) cual indicar, pero quiero que mires cuidadosamente todos los dibujos de todas maneras y escojas el que tu pienses que es el correcto.

Muéstrame . . .

A ceiling is established when there are 6 error in 8 consecutive items.

Plate Number	Word	Key	Response	CIRCLE ONE		Plate Number	Word	Key	Response	CIRCLE ONE	
				Correct	Error					Correct	Error
1.	barco	(2)	_____	<u>1</u>	<u>0</u>	26.	vacío	(3)	_____	<u>1</u>	<u>0</u>
2.	Lámpara	(4)	_____	<u>1</u>	<u>0</u>	27.	pelar	(3)	_____	<u>1</u>	<u>0</u>
3.	vaca	(1)	_____	<u>1</u>	<u>0</u>	28.	uniforme	(4)	_____	<u>1</u>	<u>0</u>
4.	vela	(2)	_____	<u>1</u>	<u>0</u>	29.	tronco	(2)	_____	<u>1</u>	<u>0</u>
5.	Trompeta	(1)	_____	<u>1</u>	<u>0</u>	30.	líquido	(4)	_____	<u>1</u>	<u>0</u>
6.	rodilla	(4)	_____	<u>1</u>	<u>0</u>	31.	grupo	(3)	_____	<u>1</u>	<u>0</u>
7.	jaula	(1)	_____	<u>1</u>	<u>0</u>	32.	músico	(2)	_____	<u>1</u>	<u>0</u>
8.	Ambulancia	(1)	_____	<u>1</u>	<u>0</u>	33.	ceremonia	(4)	_____	<u>1</u>	<u>0</u>
9.	leer	(4)	_____	<u>1</u>	<u>0</u>	34.	culebra	(4)	_____	<u>1</u>	<u>0</u>
10.	flecha	(2)	_____	<u>1</u>	<u>0</u>	35.	bebida	(1)	_____	<u>1</u>	<u>0</u>
11.	cuello	(3)	_____	<u>1</u>	<u>0</u>	36.	médico	(4)	_____	<u>1</u>	<u>0</u>
12.	mueble	(3)	_____	<u>1</u>	<u>0</u>	37.	aislamiento	(1)	_____	<u>1</u>	<u>0</u>
13.	abeja	(3)	_____	<u>1</u>	<u>0</u>	38.	mecánico	(2)	_____	<u>1</u>	<u>0</u>
14.	hora	(3)	_____	<u>1</u>	<u>0</u>	39.	premiar	(3)	_____	<u>1</u>	<u>0</u>
15.	medir	(2)	_____	<u>1</u>	<u>0</u>	40.	dentista	(3)	_____	<u>1</u>	<u>0</u>
16.	ballena	(2)	_____	<u>1</u>	<u>0</u>	41.	hombro	(3)	_____	<u>1</u>	<u>0</u>
17.	roto	(1)	_____	<u>1</u>	<u>0</u>	42.	sobre	(2)	_____	<u>1</u>	<u>0</u>
18.	Acariciar	(1)	_____	<u>1</u>	<u>0</u>	43.	joyas	(1)	_____	<u>1</u>	<u>0</u>
19.	Accidente	(2)	_____	<u>1</u>	<u>0</u>	44.	humano	(2)	_____	<u>1</u>	<u>0</u>
20.	Canguro	(2)	_____	<u>1</u>	<u>0</u>	45.	artista	(1)	_____	<u>1</u>	<u>0</u>
21.	codo	(4)	_____	<u>1</u>	<u>0</u>	46.	recoger	(4)	_____	<u>1</u>	<u>0</u>
22.	río	(3)	_____	<u>1</u>	<u>0</u>	47.	construcción	(2)	_____	<u>1</u>	<u>0</u>
23.	águila	(2)	_____	<u>1</u>	<u>0</u>	48.	dirigir	(2)	_____	<u>1</u>	<u>0</u>
24.	romper	(4)	_____	<u>1</u>	<u>0</u>	49.	arbusto	(1)	_____	<u>1</u>	<u>0</u>
25.	pintor	(3)	_____	<u>1</u>	<u>0</u>						

OFFICE ONLY: SCORE

B2A. DOES (CHILD) SPEAK ANY ENGLISH?

YES01 → **CONTINUE WITH PPVT (B6)**

NO00 → **GO TO NEXT ACTIVITY**

B6. CHILD PPVT III (FORM A)

REMEMBER TO ALWAYS RECORD THE NUMBER OF THE CHILD'S RESPONSE, WHETHER CORRECT OR INCORRECT.

GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "the" or "a" in front of any word. You may repeat the word if the child asks.

Always record the number of the picture the child indicates, whether correct or an error.

Indicate correct items by circling "1".

Indicate errors by circling "0".

If child asks for correct answer, say:

For now I want to see what words you know without my telling you. We'll talk about it later. I'll tell you after we're done, but let's keep going for now.

If child indicates more than one picture for a word, ask him/her to pick just one picture. If you are not sure of the child's answer, ask him/her to show you again.

When the ceiling set is completed, discontinue PPVT.

RULES FOR USING SETS

COMPLETE SET RULE.

Once you begin a set of test items, always administer all 12 items in that set in order, and always start with the first item in the set.

CEILING SET RULE.

The ceiling set rule is eight (8) or more errors in a set.

PLACE SET UP PPVT TENT BEFORE CHILD.

Now, I want you to look at some pictures with me. I'm going to say some words. For each word I say, you tell me the number or point to the picture that best shows what the word means. Let's try some.

SHOW TRAINING PLATE A, AND SAY:

See all the pictures on this page?

POINT TO EACH OF THE FOUR PICTURES AND SAY:

I will say something; then I want you to put your finger on the picture of what I have said. Let's try one. Put your finger on "ball."

RESPONSE WAS:

CORRECT1 → READ A

INCORRECT0 → READ B

A. CORRECT RESPONSE

Good! Let's try another one. Put your finger on "dog."

IF THE CHILD RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO THE DOG IN QUADRANT 4, SAY:

Good.

GO TO TRAINING PLATE B (ON THE NEXT PAGE)

B. INCORRECT RESPONSE

IF THE CHILD RESPONDS INCORRECTLY, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO THE BALL AND SAYING:

You tried, but this is "ball." Now try again. Put your finger on "ball."

HELP AS NECESSARY UNTIL THE CHILD CAN MAKE A CORRECT RESPONSE. THEN SAY:

Good! Let's try another one. Put your finger on "dog."

IF NECESSARY, HELP THE CHILD AS YOU DID WITH BALL. SINCE THE CHILD NEEDS ASSISTANCE IN ESTABLISHING THE CORRECT POINTING RESPONSE, CONTINUE TRAINING WITH THE WORDS BANANA (3) AND SPOON (1) BEFORE GOING ON TO TRAINING ITEM B.

TRAINING ITEM B—SAY:

Now look at all the pictures on this page.

POINT TO EACH OF THE FOUR PICTURES ON TRAINING PLATE B. THEN SAY:

Point to “crying.” OR Put your finger on “crying.”

RESPONSE WAS:

CORRECT 1 → READ A

INCORRECT 0 → READ B

A. CORRECT RESPONSE

Good! Let’s try another one. Point to “sleeping.”

IF THE CHILD RESPONDS CORRECTLY, DISCONTINUE USING THE TRAINING ITEMS AND INTRODUCE THE TEST ITEMS BY SAYING:

Now I am going to show you some more pictures. Each time I will say something and you will point to the best picture of it. When we get further along, you may not be sure which one to point to, but I want you to look carefully at all of the pictures anyway and choose the one you think is right.

Point to . . .

B. INCORRECT RESPONSE

IF THE CHILD RESPONDS INCORRECTLY TO “CRYING,” DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO CRYING AND SAYING:

You tried, but this is “crying.” Now try again. Point to “crying.”

HELP AS NECESSARY UNTIL THE CHILD MAKES A CORRECT RESPONSE. THEN SAY:

Good! Let’s try another one. Point to “sleeping.”

If the child has not successfully completed at least two training items after a number of trials, discontinue training and write your explanation of why the child is untestable in this box.

A ceiling is established when there are 8 or more errors in a set

SET 1						CIRCLE ONE	
Item	Word	Key	Response	Correct	Error		
1.	bus	(4)	_____	1	0		
2.	drinking	(3)	_____	1	0		
3.	hand	(1)	_____	1	0		
4.	climbing	(1)	_____	1	0		
5.	key	(4)	_____	1	0		
6.	reading	(1)	_____	1	0		
7.	closet	(2)	_____	1	0		
8.	jumping	(3)	_____	1	0		
9.	lamp	(4)	_____	1	0		
10.	helicopter	(2)	_____	1	0		
11.	smelling	(2)	_____	1	0		
12.	fly	(3)	_____	1	0		
No. of Errors _____							

SET 2						CIRCLE ONE	
Item	Word	Key	Response	Correct	Error		
13	digging	(2)	_____	1	0		
14.	cow	(1)	_____	1	0		
15.	drum	(3)	_____	1	0		
16.	feather	(1)	_____	1	0		
17.	painting	(3)	_____	1	0		
18.	cage	(2)	_____	1	0		
19.	knee	(1)	_____	1	0		
20.	wrapping	(4)	_____	1	0		
21.	fence	(3)	_____	1	0		
22.	elbow	(4)	_____	1	0		
23.	garbage	(2)	_____	1	0		
24.	exercising	(4)	_____	1	0		
No. of Errors _____							

SET 3						CIRCLE ONE	
Item	Word	Key	Response	Correct	Error		
25.	empty	(1)	_____	1	0		
26.	shoulder	(3)	_____	1	0		
27.	square	(4)	_____	1	0		
28.	measuring	(4)	_____	1	0		
29.	porcupine	(1)	_____	1	0		
30.	arrow	(2)	_____	1	0		
31.	peeling	(3)	_____	1	0		
32.	fountain	(2)	_____	1	0		
33.	accident	(2)	_____	1	0		
34.	penguin	(1)	_____	1	0		
35.	decorated	(4)	_____	1	0		
36.	nest	(3)	_____	1	0		
No. of Errors _____							

SET 4						CIRCLE ONE	
Item	Word	Key	Response	Correct	Error		
37.	castle	(2)	_____	1	0		
38.	sawing	(4)	_____	1	0		
39.	cactus	(3)	_____	1	0		
40.	farm	(1)	_____	1	0		
41.	going	(2)	_____	1	0		
42.	harp	(1)	_____	1	0		
43.	astronaut	(3)	_____	1	0		
44.	raccoon	(4)	_____	1	0		
45.	juggling	(4)	_____	1	0		
46.	envelope	(2)	_____	1	0		
47.	tearing	(3)	_____	1	0		
48.	claw	(1)	_____	1	0		
No. of Errors _____							

SET 5						CIRCLE ONE	
Item	Word	Key	Response	Correct	Error		
49.	parachute	(3)	_____	1	0		
50.	delivering	(1)	_____	1	0		
51.	rectangle	(1)	_____	1	0		
52.	diving	(2)	_____	1	0		
53.	camper	(4)	_____	1	0		
54.	target	(2)	_____	1	0		
55.	writing	(1)	_____	1	0		
56.	furry	(4)	_____	1	0		
57.	drilling	(2)	_____	1	0		
58.	hook	(3)	_____	1	0		
59.	group	(3)	_____	1	0		
60.	dripping	(4)	_____	1	0		
No. of Errors _____							

SET 6						CIRCLE ONE	
Item	Word	Key	Response	Correct	Error		
61.	vehicle	(4)	_____	1	0		
62.	oval	(1)	_____	1	0		
63.	luggage	(2)	_____	1	0		
64.	awarding	(3)	_____	1	0		
65.	hydrant	(4)	_____	1	0		
66.	swamp	(3)	_____	1	0		
67.	calculator	(2)	_____	1	0		
68.	signal	(1)	_____	1	0		
69.	squash	(4)	_____	1	0		
70.	globe	(2)	_____	1	0		
71.	vegetable	(3)	_____	1	0		
72.	frame	(1)	_____	1	0		
No. of Errors _____							

C. WALK-A-LINE

Questions under this section belonged to a study on **Child Care and Parental Employment**. Questions used and data of the Study will be released separately.

More information about the Study can be found at:

<http://www.fragilefamilies.princeton.edu/collaborative.asp#topic4>

D. Q-SORT (In-Home with Mother)

Questions under this section belonged to a study on **Child Care and Parental Employment**. Questions used and data of the Study will be released separately.

More information about the Study can be found at:

<http://www.fragilefamilies.princeton.edu/collaborative.asp#topic4>

E. MOTHER'S PEABODY PICTURE VOCABULARY TEST OR TVIP

E1. WAS THE MOTHER INTERVIEW CONDUCTED IN SPANISH?

YES01 → ADMINISTER THE TVIP FIRST (E2) AND THEN,
IF SHE IS WILLING, THE PPVT-III (E3)

NO00 → ADMINISTER THE PPVT-III ONLY (E3, PAGE 23)

E2. TVIP (FOR MOTHER'S WHO WERE INTERVIEWED IN SPANISH)

GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "el/la" or "uno/una" in front of any word. You may repeat the word if the mother asks.

Always record the number of the picture the mother indicates, whether correct or an error.

Indicate correct items by circling "1".

Indicate errors by circling "0".

If mother asks for the correct answer, say:

Por ahora quisiera saber qué palabras sabes sin que yo te lo diga. Después hablamos de eso. Te los diré después de que hayamos terminado, pero por ahora, sigamos

If the mother indicates more than one picture for a word, ask her to pick just one picture. If you are not sure of the mother's answer, ask her to tell you again.

When the ceiling is reached, discontinue TVIP.

BASAL RULES

Start at item number 91. Administer the items until the mother answers 8 consecutive items correct. If the mother makes an error within the first 8 responses, work backward until she answers 8 consecutive items. Then, return to the highest item asked and continue forward.

CEILING RULES

CEILING: Lowest 8 consecutive responses containing 6 errors.

Continue until the CEILING is established—when the mother makes 6 errors in 8 consecutive items. Stop testing when the CEILING is reached.

E2A. PRACTICE ITEMS

Ahora queremos conducir una última actividad con usted [antes de hacer algunas actividades con (CHILD)]. Con esta actividad vamos a obtener algo de información acerca de su vocabulario. Una de las cosas que nos ayuda a comprender el desarrollo del lenguaje en los bebés, es saber más acerca del uso del lenguaje de los padres. Algunas de las palabras son difíciles, y otras son fáciles. Nadie las sabe todas.

PLACE SET UP TVIP TENT BEFORE MOTHER.

Queremos ver si usted sabe los nombres de las cosas en algunos dibujos.

SHOW TRAINING PLATE C, AND SAY:

Vea, hay cuatro dibujos en esta pagina. Cada una tiene un número.

POINT TO EACH OF THE FOUR PICTURES AND SAY:



Voy a decir una palabra; entonces quiero que usted me diga el número, o que me muestre el dibujo que mejor nos dice el significado de la palabra. Vamos a tratar con una. ¿Cuál es el número, o enseñeme el dibujo que mejor nos muestra el significado de (“loro/cotorra/papagayo”)?

RESPONSE WAS:

CORRECT 1 → **READ A**

INCORRECT..... 0 → **READ B**

A. CORRECT RESPONSE

IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO THE PARROT IN QUADRANT 2, SAY:

¡ Muy bien! Vamos a tartar con otro. ¿ Qué número son “tijeras”?

IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO THE PARROT IN QUADRANT 1, SAY:

¡ Muy bien!

GO TO **TRAINING PLATE D** (ON PAGE 26).

B. INCORRECT RESPONSE

IF THE MOTHER RESPONDS INCORRECTLY, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO THE PARROT AND SAYING:

Usted lo intentó, pero este es un(a) (“loro/cotorra/papagayo”), el número 2. ¿Cuál es el número, o enseñeme el dibujo que mejor nos muestra el significado de (“loro/cotorra/papagayo”)? Lo vamos a tratar otra vez.

HELP AS NECESSARY UNTIL THE MOTHER CAN MAKE A CORRECT RESPONSE. THEN SAY:

¡ Muy bien! Vamos a tratar con otro. ¿ Qué número son “tijeras”?

IF NECESSARY, HELP THE MOTHER AS YOU DID WITH PARROT. SINCE THE MOTHER NEEDS ASSISTANCE IN ESTABLISHING THE CORRECT POINTING RESPONSE, CONTINUE TRAINING WITH THE WORDS FLOR (3) AND (CUERDA/SOGA) (4) BEFORE GOING ON TO TRAINING ITEM D.

TRAINING ITEM D—SAY:

Ahora, por favor mire a los dibujos en esta página.

POINT TO EACH OF THE FOUR PICTURES ON TRAINING PLATE D. THEN SAY:



Enseñeme “cortar el césped (zácate)” O ¿ Qué número es “cortar el césped (zácate)”?

RESPONSE WAS:

CORRECT 1 → READ A

INCORRECT 0 → READ B

A. CORRECT RESPONSE

IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO MOWING (3), SAY:

¡ Muy bien! Vamos a tratar con otro. ¿ Qué número es “montar la bicicleta”?

IF THE MOTHER RESPONDS CORRECTLY, DISCONTINUE USING THE TRAINING ITEMS AND INTRODUCE THE TEST ITEMS BY SAYING:

¡ Muy bien! Ahora le voy a mostrar unos dibujos más. Cada vez que yo diga una palabra, usted me tiene que decir qué número es, o enseñarme el dibujo que mejor nos muestra el significado de la palabra. Mientras vamos avanzando en el libro, usted quizás no va a estar segura acerca del significado de algunas de las palabras, pero quiero que mire atentamente a todos los dibujos, y que escoja el dibujo que usted cree es el correcto.

BEGIN TESTING STARTING WITH NUMBER 91:

Point to . . .

B. INCORRECT RESPONSE

IF THE MOTHER RESPONDS INCORRECTLY TO MOWING, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO MOWING AND SAYING:

**Usted lo intentó, pero el número 3 es “cortar el césped”. Tratemos otra vez.
¿ Qué número es “cortar el césped”?**

HELP AS NECESSARY UNTIL THE MOTHER CAN MAKES A CORRECT RESPONSE. THEN SAY:

¡ Muy bien! Vamos a tratar con otro. ¿ Qué número es “montar la bicicleta”?

IF THE MOTHER HAS NOT SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS AFTER A NUMBER OF TRIALS, DISCONTINUE TRAINING AND WRITE YOUR EXPLANATION OF WHY THE MOTHER IS UNTESTABLE:

IF MOTHER HAS SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS, CONTINUE WITH NUMBER 91.

DO NOT BEGIN ON THIS PAGE – START AT ITEM 91

Item	Word	Key	Response	CIRCLE ONE		Item	Word	Key	Response	CIRCLE ONE	
				Correct	Error					Correct	Error
1.	barco.....	(2)	_____	1	0	46.	recoger.....	(4)	_____	1	0
2.	lámpara.....	(4)	_____	1	0	47.	construcción....	(2)	_____	1	0
3.	vaca.....	(1)	_____	1	0	48.	dirigir.....	(2)	_____	1	0
4.	vela.....	(2)	_____	1	0	49.	arbusto.....	(1)	_____	1	0
5.	trompeta.....	(1)	_____	1	0	50.	bosque.....	(3)	_____	1	0
6.	rodilla.....	(4)	_____	1	0	51.	agricultura.....	(4)	_____	1	0
7.	jaula.....	(1)	_____	1	0	52.	raíz.....	(2)	_____	1	0
8.	ambulancia.....	(1)	_____	1	0	53.	nutritivo.....	(3)	_____	1	0
9.	leer.....	(4)	_____	1	0	54.	par.....	(3)	_____	1	0
10.	flecha.....	(2)	_____	1	0	55.	secretaria.....	(4)	_____	1	0
11.	cuello.....	(3)	_____	1	0	56.	iluminación.....	(4)	_____	1	0
12.	mueble.....	(3)	_____	1	0	57.	carrete.....	(1)	_____	1	0
13.	abeja.....	(3)	_____	1	0	58.	transparente....	(3)	_____	1	0
14.	hora.....	(3)	_____	1	0	59.	cosechar.....	(1)	_____	1	0
15.	medir.....	(2)	_____	1	0	60.	discusión.....	(1)	_____	1	0
16.	ballena.....	(2)	_____	1	0	61.	cooperación.....	(4)	_____	1	0
17.	roto.....	(1)	_____	1	0	62.	barandal.....	(1)	_____	1	0
18.	acariciar.....	(1)	_____	1	0	63.	sorprendido.....	(4)	_____	1	0
19.	accidente.....	(2)	_____	1	0	64.	gotear.....	(2)	_____	1	0
20.	canguro.....	(2)	_____	1	0	65.	embudo.....	(3)	_____	1	0
21.	codo.....	(4)	_____	1	0	66.	tallo.....	(3)	_____	1	0
22.	río.....	(3)	_____	1	0	67.	Isla.....	(1)	_____	1	0
23.	águila.....	(2)	_____	1	0	68.	ángulo.....	(2)	_____	1	0
24.	romper.....	(4)	_____	1	0	69.	desilusión.....	(4)	_____	1	0
25.	pintor.....	(3)	_____	1	0	70.	carpintero.....	(2)	_____	1	0
26.	vacío.....	(3)	_____	1	0	71.	archivar.....	(3)	_____	1	0
27.	pelar.....	(3)	_____	1	0	72.	mercantil.....	(1)	_____	1	0
28.	uniforme.....	(4)	_____	1	0	73.	cuarteto.....	(4)	_____	1	0
29.	tronco.....	(2)	_____	1	0	74.	marco.....	(1)	_____	1	0
30.	líquido.....	(4)	_____	1	0	75.	binocular.....	(3)	_____	1	0
31.	grupo.....	(3)	_____	1	0	76.	judicial.....	(2)	_____	1	0
32.	músico.....	(2)	_____	1	0	77.	roer.....	(3)	_____	1	0
33.	ceremonia.....	(4)	_____	1	0	78.	morsa.....	(2)	_____	1	0
34.	culebra.....	(4)	_____	1	0	79.	confiar.....	(3)	_____	1	0
35.	bebida.....	(1)	_____	1	0	80.	terno.....	(4)	_____	1	0
36.	medico.....	(4)	_____	1	0	81.	contemplar.....	(2)	_____	1	0
37.	aislamiento.....	(1)	_____	1	0	82.	ave.....	(3)	_____	1	0
38.	mecánico.....	(2)	_____	1	0	83.	portátil.....	(2)	_____	1	0
39.	premiar.....	(3)	_____	1	0	84.	clasificar.....	(1)	_____	1	0
40.	dentista.....	(3)	_____	1	0	85.	carroña.....	(3)	_____	1	0
41.	hombro.....	(3)	_____	1	0	86.	brújula.....	(2)	_____	1	0
42.	sobre.....	(2)	_____	1	0	87.	esférico.....	(2)	_____	1	0
43.	joyas.....	(1)	_____	1	0	88.	felino.....	(2)	_____	1	0
44.	humano.....	(2)	_____	1	0	89.	paralelo.....	(4)	_____	1	0
45.	artista.....	(1)	_____	1	0	90.	sumergir.....	(4)	_____	1	0

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Basal Rule: Lowest 8 correct items
 Ceiling Rule: 6 out of 8 incorrect items

<i>Item</i>	<i>Word Key</i>	<i>Response</i>	<u>Correct</u>	<u>Error</u>	<i>Item</i>	<i>Word Key</i>	<i>Response</i>	<u>Correct</u>	<u>Error</u>
91.	Árido.....(4)	_____	1	0	109.	fragmento 3)	_____	1	0
92.	Frágil(3)	_____	1	0	110.	perpendicular ...(3)	_____	1	0
93.	instruir(4)	_____	1	0	111.	atuendo(4)	_____	1	0
94.	arqueólogo(4)	_____	1	0	112.	cornea(2)	_____	1	0
95.	consumir(4)	_____	1	0	113.	paralelogramo ..(1)	_____	1	0
96.	incandescente..(4)	_____	1	0	114.	copioso(2)	_____	1	0
97.	arrogante.....(2)	_____	1	0	115.	inducir.....(3)	_____	1	0
98.	utensilio.....(2)	_____	1	0	116.	atónito(3)	_____	1	0
99.	Ira(3)	_____	1	0	117.	transeúnte(2)	_____	1	0
100.	Cítrico.....(3)	_____	1	0	118.	emission(3)	_____	1	0
101.	lubricar(1)	_____	1	0	119.	obelisco(1)	_____	1	0
102.	eslabón(4)	_____	1	0	120.	ciénaga.....(3)	_____	1	0
103.	morada(1)	_____	1	0	121.	ambulante(2)	_____	1	0
104.	anfibio(1)	_____	1	0	122.	cóncavo(3)	_____	1	0
105.	prodigio(1)	_____	1	0	123.	incisivo(1)	_____	1	0
106.	jubilosa.....(2)	_____	1	0	124.	elipse.....(4)	_____	1	0
107.	aparición(2)	_____	1	0	125.	deciduo.....(4)	_____	1	0
108.	ascender(3)	_____	1	0				1	0

E2A. Would you like to try this in English as well?

YES01 → **GO TO E3**

NO00 → **COMPLETE ANY REMAINING HOME VISIT TASKS**

E3. MOTHER PPVT INSTRUCTIONS

REMEMBER TO ALWAYS RECORD THE NUMBER OF THE MOTHER'S RESPONSE, WHETHER CORRECT OR INCORRECT.

GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "the" or "a" in front of any word. You may repeat the word if the mother asks.

Always record the number of the picture the mother indicates, whether correct or an error.

Indicate correct items by circling "1".

Indicate errors by circling "0".

If mother asks for correct answer, say:

For now I want to see what words you know without my telling you. We'll talk about it later. I'll tell you after we've done, but let's keep going for now.

If mother indicates more than one picture for a word, ask him/her to pick just one picture. If you are not sure of the mother's answer, ask him/her to show you again.

Use the set rules to determine basal and ceiling sets. When the ceiling set is completed, discontinue PPVT.

RULES FOR USING SETS

COMPLETE SET RULE. Once you begin a set of test items, always administer all 12 items in that set in order, and always start with the first item in the set.

START ITEM. Begin testing with the start item, which is the first item in the appropriate set of test items designated for an adult.

BASAL SET RULE. The basal set rule is one (1) or no errors in a set. Establish the basal set first. If necessary, reverse sequentially by sets until the rule is met. Then test forward by sets until a ceiling set is obtained.

CEILING SET RULE. The ceiling set rule is eight (8) or more errors in a set.

Now we would like to do one last activity with you (before we do some activities with [CHILD]). In this activity I'll be getting some information about your vocabulary. One thing that helps us understand a child's language development is to know more about the parent's use of words. Some of these words are hard and some are easy. No one gets them all right.

PLACE SET UP PPVT TENT BEFORE MOTHER.

I want to find out if you know the names of some pictures.

SHOW TRAINING PLATE C, AND SAY:

See, there are four pictures on this page. Each of them is numbered.

POINT TO EACH OF THE FOUR PICTURES AND SAY:



I will say a word; then I want you to tell me the number of, or point to, the picture that best tells the meaning of the word. Let's try one. What number is, or point to, the picture that best tells the meaning of "parrot."

RESPONSE WAS:

CORRECT 1 → **READ A**

INCORRECT 0 → **READ B**

A. CORRECT RESPONSE

IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO THE SCISSORS IN QUADRANT 2, SAY:

Good! Let's try another one. What number is "scissors?"

IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO THE PARROT IN QUADRANT 1, SAY:

Good.

GO TO **TRAINING PLATE D** (ON PAGE 26).

B. INCORRECT RESPONSE

IF THE MOTHER RESPONDS INCORRECTLY, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO THE PARROT AND SAYING:

You tried, but this a “parrot,” number 2. What number is, or point to, the picture that best shows the meaning of “parrot.” Now try again.

HELP AS NECESSARY UNTIL THE MOTHER CAN MAKE A CORRECT RESPONSE. THEN SAY:

Good! Let’s try another one. What number is “scissors?”

IF NECESSARY, HELP THE MOTHER AS YOU DID WITH PARROT. SINCE THE MOTHER NEEDS ASSISTANCE IN ESTABLISHING THE CORRECT POINTING RESPONSE, CONTINUE TRAINING WITH THE WORDS FLOWER (3) AND ROPE (4) BEFORE GOING ON TO TRAINING ITEM D.

TRAINING ITEM D—SAY:

Now look at all the pictures on this page.

POINT TO EACH OF THE FOUR PICTURES ON TRAINING PLATE D. THEN SAY:



Point to “mowing.” OR What number is “mowing.”

RESPONSE WAS:

CORRECT 1 → **READ A**

INCORRECT 0 → **READ B**

A. CORRECT RESPONSE

IF THE MOTHER RESPONDS CORRECTLY WITHOUT HELP BY POINTING TO MOWING (3), SAY:

Good! Let’s try another one. What number is “riding?”

IF THE MOTHER RESPONDS CORRECTLY, DISCONTINUE USING THE TRAINING ITEMS AND INTRODUCE THE TEST ITEMS BY SAYING:

Fine, now I am going to show you some other pictures. Each time I say a word, you say the number of it or point to, the picture that best tells the meaning of the word. As we are going through the book, you may not be sure you know the meaning of some of the words, but I want you to look carefully at all of the pictures anyway and choose the one you think is right.

BEGIN TESTING STARTING WITH THE ITEM SET 13, NUMBER 145, PAGE 30:

Point to . . .

B. INCORRECT RESPONSE

IF THE MOTHER RESPONDS INCORRECTLY TO MOWING, DEMONSTRATE THE CORRECT RESPONSE BY POINTING TO MOWING AND SAYING:

You tried, but number 3 is “mowing.” Let's try again. What number is “mowing.”

HELP AS NECESSARY UNTIL THE MOTHER CAN MAKES A CORRECT RESPONSE. THEN SAY:

Good! Let's try another one. What number is “riding.”

IF THE MOTHER HAS NOT SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS AFTER A NUMBER OF TRIALS, DISCONTINUE TRAINING AND WRITE YOUR EXPLANATION OF WHY THE MOTHER IS UNTESTABLE:

IF MOTHER HAS SUCCESSFULLY COMPLETED AT LEAST TWO TRAINING ITEMS, CONTINUE WITH ITEM SET 13, PAGE 30

DO NOT START HERE

START AGES 2-6—3						SET 1
Item	Word	Key	Response	Correct	Error	
1.	bus	(4)	_____	1	0	
2.	drinking	(3)	_____	1	0	
3.	hand	(1)	_____	1	0	
4.	climbing	(1)	_____	1	0	
5.	key	(4)	_____	1	0	
6.	reading	(1)	_____	1	0	
7.	closet	(2)	_____	1	0	
8.	jumping	(3)	_____	1	0	
9.	lamp	(4)	_____	1	0	
10.	helicopter	(2)	_____	1	0	
11.	smelling	(2)	_____	1	0	
12.	Fly	(3)	_____	1	0	
No. of Errors _____						

START AGE 4						SET 2
Item	Word	Key	Response	Correct	Error	
13	digging	(2)	_____	1	0	
14.	cow	(1)	_____	1	0	
15.	drum	(3)	_____	1	0	
16.	feather	(1)	_____	1	0	
17.	painting	(3)	_____	1	0	
18.	cage	(2)	_____	1	0	
19.	knee	(1)	_____	1	0	
20.	wrapping	(4)	_____	1	0	
21.	fence	(3)	_____	1	0	
22.	elbow	(4)	_____	1	0	
23.	garbage	(2)	_____	1	0	
24.	exercising	(4)	_____	1	0	
No. of Errors _____						

START AGE 5						SET 3
Item	Word	Key	Response	Correct	Error	
25.	empty	(1)	_____	1	0	
26.	shoulder	(3)	_____	1	0	
27.	square	(4)	_____	1	0	
28.	measuring	(4)	_____	1	0	
29.	porcupine	(1)	_____	1	0	
30.	arrow	(2)	_____	1	0	
31.	peeling	(3)	_____	1	0	
32.	fountain	(2)	_____	1	0	
33.	accident	(2)	_____	1	0	
34.	penguin	(1)	_____	1	0	
35.	decorated	(4)	_____	1	0	
36.	nest	(3)	_____	1	0	
No. of Errors _____						

SET 4					
Item	Word	Key	Response	Correct	Error
37.	castle	(2)	_____	1	0
38.	sawing	(4)	_____	1	0
39.	cactus	(3)	_____	1	0
40.	farm	(1)	_____	1	0
41.	going	(2)	_____	1	0
42.	harp	(1)	_____	1	0
43.	astronaut	(3)	_____	1	0
44.	raccoon	(4)	_____	1	0
45.	juggling	(4)	_____	1	0
46.	envelope	(2)	_____	1	0
47.	tearing	(3)	_____	1	0
48.	claw	(1)	_____	1	0
No. of Errors _____					

START AGES 6-7						SET 5
Item	Word	Key	Response	Correct	Error	
49.	parachute	(3)	_____	1	0	
50.	delivering	(1)	_____	1	0	
51.	rectangle	(1)	_____	1	0	
52.	diving	(2)	_____	1	0	
53.	camper	(4)	_____	1	0	
54.	target	(2)	_____	1	0	
55.	writing	(1)	_____	1	0	
56.	furry	(4)	_____	1	0	
57.	drilling	(2)	_____	1	0	
58.	hook	(3)	_____	1	0	
59.	group	(3)	_____	1	0	
60.	dripping	(4)	_____	1	0	
No. of Errors _____						

SET 6					
Item	Word	Key	Response	Correct	Error
61.	vehicle	(4)	_____	1	0
62.	oval	(1)	_____	1	0
63.	luggage	(2)	_____	1	0
64.	awarding	(3)	_____	1	0
65.	hydrant	(4)	_____	1	0
66.	swamp	(3)	_____	1	0
67.	calculator	(2)	_____	1	0
68.	signal	(1)	_____	1	0
69.	squash	(4)	_____	1	0
70.	globe	(2)	_____	1	0
71.	vegetable	(3)	_____	1	0
72.	frame	(1)	_____	1	0
No. of Errors _____					

DO NOT START HERE

START AGES 8-9					SET 7	
Item	Word	Key	Response	Correct	Error	
73.	gigantic.....(2)		_____	1	0	
74.	nostril.....(4)		_____	1	0	
75.	vase.....(3)		_____	1	0	
76.	knight.....(1)		_____	1	0	
77.	towing.....(1)		_____	1	0	
78.	horrified.....(3)		_____	1	0	
79.	trunk.....(2)		_____	1	0	
80.	selecting.....(1)		_____	1	0	
82.	island.....(2)		_____	1	0	
82.	camcorder.....(4)		_____	1	0	
83.	heart.....(3)		_____	1	0	
84.	wrench.....(4)		_____	1	0	
			No. of Errors _____			

START AGES 12-16					SET 10	
Item	Word	Key	Response	Correct	Error	
109.	solo.....(4)		_____	1	0	
110.	citrus.....(2)		_____	1	0	
111.	inflated.....(3)		_____	1	0	
112.	lecturing.....(3)		_____	1	0	
113.	timer.....(1)		_____	1	0	
114.	injecting.....(1)		_____	1	0	
115.	links.....(4)		_____	1	0	
116.	cooperating.....(2)		_____	1	0	
117.	microscope.....(1)		_____	1	0	
118.	archery.....(2)		_____	1	0	
119.	garment.....(4)		_____	1	0	
120.	fragile.....(3)		_____	1	0	
			No. of Errors _____			

START AGES 10-11					SET 8	
Item	Word	Key	Response	Correct	Error	
85.	flamingo.....(2)		_____	1	0	
86.	tambourine.....(4)		_____	1	0	
87.	palm.....(1)		_____	1	0	
88.	surprised.....(4)		_____	1	0	
89.	canoe.....(3)		_____	1	0	
90.	interviewing.....(1)		_____	1	0	
91.	clarinet.....(4)		_____	1	0	
92.	exhausted.....(2)		_____	1	0	
93.	pitcher.....(3)		_____	1	0	
94.	reptile.....(2)		_____	1	0	
95.	polluting.....(3)		_____	1	0	
96.	vine.....(1)		_____	1	0	
			No. of Errors _____			

START AGES 12-16					SET 11	
Item	Word	Key	Response	Correct	Error	
121.	carpenter.....(2)		_____	1	0	
122.	dilapidated.....(4)		_____	1	0	
123.	hazardous.....(3)		_____	1	0	
124.	adapter.....(2)		_____	1	0	
125.	valve.....(3)		_____	1	0	
126.	isolation.....(1)		_____	1	0	
127.	feline.....(2)		_____	1	0	
128.	wailing.....(1)		_____	1	0	
129.	coast.....(4)		_____	1	0	
130.	appliance.....(1)		_____	1	0	
131.	foundation.....(4)		_____	1	0	
132.	hatchet.....(3)		_____	1	0	
			No. of Errors _____			

START AGES 10-11					SET 9	
Item	Word	Key	Response	Correct	Error	
97.	pedal.....(2)		_____	1	0	
98.	dissecting.....(2)		_____	1	0	
99.	bouquet.....(4)		_____	1	0	
100.	rodent.....(3)		_____	1	0	
101.	inhaling.....(4)		_____	1	0	
102.	valley.....(1)		_____	1	0	
103.	tubular.....(3)		_____	1	0	
104.	demolishing.....(4)		_____	1	0	
105.	tusk.....(1)		_____	1	0	
106.	adjustable.....(2)		_____	1	0	
107.	fern.....(1)		_____	1	0	
108.	hurdlng.....(3)		_____	1	0	
			No. of Errors _____			

START AGES 12-16					SET 12	
Item	Word	Key	Response	Correct	Error	
133.	blazing.....(3)		_____	1	0	
134.	mammal.....(2)		_____	1	0	
135.	reprimanding.....(1)		_____	1	0	
136.	upholstery.....(4)		_____	1	0	
137.	hoisting.....(1)		_____	1	0	
138.	exterior.....(1)		_____	1	0	
139.	consuming.....(4)		_____	1	0	
140.	pastry.....(4)		_____	1	0	
141.	cornea.....(2)		_____	1	0	
142.	constrained.....(3)		_____	1	0	
143.	pedestrian.....(2)		_____	1	0	
144.	colt.....(3)		_____	1	0	
			No. of Errors _____			

ADMINISTRATION RULES:

Basal Set Rules:

If “2” or more wrong in first set (Set 13), go back and administer Set 12. Keep going back by sets until “None” or “1” errors.

Ceiling Set Rule:

After you establish a basal, if “8” or more wrong in a set, STOP at the END of the set.



AGES 17 Adult				SET 13	
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>
145.	syringe	(4)	_____	1	0
146.	transparent.....	(3)	_____	1	0
147.	ladle	(2)	_____	1	0
148.	replenishing.....	(3)	_____	1	0
149.	abrasive	(1)	_____	1	0
150.	parallelogram	(3)	_____	1	0
151.	cascade.....	(4)	_____	1	0
152.	lever	(1)	_____	1	0
153.	detonation	(2)	_____	1	0
154.	pillar	(2)	_____	1	0
155.	cultivating.....	(1)	_____	1	0
156.	aquatic	(4)	_____	1	0
No. of Errors _____					

SET 14					
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>
157.	indigent.....	(2)	_____	1	0
158.	oasis	(1)	_____	1	0
159.	disappointed	(4)	_____	1	0
160.	perpendicular.....	(3)	_____	1	0
161.	poultry.....	(4)	_____	1	0
162.	confiding	(1)	_____	1	0
163.	periodical	(2)	_____	1	0
164.	filtration	(1)	_____	1	0
165.	primate	(4)	_____	1	0
166.	spherical	(2)	_____	1	0
167.	talon.....	(3)	_____	1	0
168.	octagon.....	(3)	_____	1	0
No. of Errors _____					

SET 15					
<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>
169.	incandescent.....	(4)	_____	1	0
	[in kuhn DES uhnt]				
170.	Pilfering	(2)	_____	1	0
	[PIL fuhr ing]				
171.	Trajectory	(1)	_____	1	0
	[truh JEK tuh ree]				
172.	mercantile	(3)	_____	1	0
	[MUR kuhn teel]				
173.	Derrick	(4)	_____	1	0
	[DAYR ik]				
174.	Ascending	(2)	_____	1	0
	[uh SEN ding]				
175.	Monetary	(3)	_____	1	0
	[MON uh tayr ee]				
176.	entomologist	(2)	_____	1	0
	[ent uh MOL uh juhst]				
177.	Gaff	(1)	_____	1	0
	[GAF]				
178.	Quintet	(3)	_____	1	0
	[kwinq TET]				
179.	Nautical	(4)	_____	1	0
	[NAW ti kuh]				
180.	incarcerating	(1)	_____	1	0
	[in CAR se rayt ing]				
No. of Errors _____					

SET 16

<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>
181.	coniferous..... (4) [koh NIF uh ruhs]		_____	1	0
182.	wildebeest (1) [WIL duh beest]		_____	1	0
183.	caster (3) [KAS tuhr]		_____	1	0
184.	reposing (4) [ri POHZ ing]		_____	1	0
185.	convex (1) [kon VEKS]		_____	1	0
186.	gourmand (3) [GUUR mond]		_____	1	0
187.	dromedary (2) [DROM uh dayr ee]		_____	1	0
188.	diverging..... (4) [duh VUHRJ ing]		_____	1	0
189.	incertitude..... (2) [in SUHRT uh tude]		_____	1	0
190.	quiescent..... (3) [kwiy ES uhnt]		_____	1	0
191.	honing (1) [HOHN ing]		_____	1	0
192.	cupola..... (2) [KYOO puh luh]		_____	1	0
No. of Errors _____					

SET 17

<i>Item</i>	<i>Word</i>	<i>Key</i>	<i>Response</i>	<i>Correct</i>	<i>Error</i>
193.	embossed (4) [im BAWST]		_____	1	0
194.	perambulating..... (2) [puh RAM byuh layt ing]		_____	1	0
195.	arable..... (3) [AYR uh buhl]		_____	1	0
196.	importunity (1) [im puh TOO nuht ee]		_____	1	0
197.	cenotaph..... (1) [SEN uh taf]		_____	1	0
198.	tonsorial (4) [ton SOHR ee uhl]		_____	1	0
199.	nidificating..... (3) [NID uf fuh kayt ing]		_____	1	0
200.	terpsichorean..... (1) [tuhr sik uh REE uh]		_____	1	0
201.	cairn..... (4) [KAYRN]		_____	1	0
202.	osculating (2) [OS kyuh layt ing]		_____	1	0
203.	vitreous (3) [VI tree uhs]		_____	1	0
204.	lugubrious (2) [luu GOO bree uhs]		_____	1	0
No. of Errors _____					

F. CALENDARS

Questions under this section belonged to a study on **Child Care and Parental Employment**. Questions used and data of the Study will be released separately.

More information about the Study can be found at:

<http://www.fragilefamilies.princeton.edu/collaborative.asp#topic4>