

## Developmental History

COHORT NUMBER (1=1st; 2=2nd, 3=3rd) \_\_\_\_\_

SITE (0=NC; 1=TN; 2=WA; 3=PA) \_\_\_\_\_

CHILD'S ID (4 digits): \_\_\_\_\_

DATE (month/day/year) \_\_\_\_\_

PARENT'S NAME \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_

INTERVIEWER ID# (2 digits) \_\_\_\_\_

RESPONDENT'S SEX: (1=male; 2=female) \_\_\_\_\_

RESPONDENT'S RELATIONSHIP TO TC \_\_\_\_\_

- 1 Biological parent
- 2 Step parent (married)
- 3 Adoptive parent
- 4 Other relative \_\_\_\_\_
- 5 Foster parent
- 6 Friend of parent
- 7 Grandparent
- 8 Sibling
- 9 Other \_\_\_\_\_

What I'd like to do next is chat with you for a little while about \_\_\_\_\_'s experiences with family and friends from birth to now. We just want to get a sense of what's been going on for him/her over the course of his/her life. This will mean talking about your family, \_\_\_\_\_'s activities, his/her friends, etc... The questions will cover a range of topics...some might sound dumb, seem unnecessary, or a little hard to answer. I hope it won't be too hard to remember that far back...just do the best you can and if you can't remember or prefer not to answer, that's O.K. First, we'll talk more generally about \_\_\_\_\_'s experiences, then we'll focus in on the time frame from birth until he/she started kindergarten - or the prekindergarten years. Lastly, we'll get the same kind of information for the period since the start of kindergarten till the present. Bear in mind always that whatever we talk about is completely confidential - only our project staff will have access to this information, not the school or anybody else.

Do you have any questions before we get started?

***[Check for understanding then start the conversational ball rolling. Use this time to establish rapport and to set the pace. Make summary statements based on information you have gleaned from parent's responses to questions on the Family Information form. e.g. "So \_\_\_\_\_ is the youngest and has 2 older brothers. He's about 5 1/2 years old now right?" Then, make further appropriate transition remarks. Allow and encourage the parent to talk but keep control of the interview, keep their focus on the questions. Prompt and request elaboration, but be ready to move on if the parent meanders or balks.]***

**[For the following questions about the parent-child relationship, note the parent's verbal and nonverbal responses - i.e. tone of voice, facial expressions, level of comfort with this topic etc...write in responses and your observations in the spaces provided.]**

Description of TC

1. As you know, children have their own personalities and parents are the ones who know their children best...they know what's going well for their kids and they know what's not going so well...you know the successes as well as the difficulties your child might be experiencing.

Describe \_\_\_\_\_. What is \_\_\_\_\_ like?

Parent-child relationship

2. Let's talk a little about \_\_\_\_\_'s relationship with you? How do you two get along?

3. What's the best thing about \_\_\_\_\_?

4. On the other hand, what do you find most troubling about him/her...what do you have concerns about \_\_\_\_\_...any problem?

**[Parent ratings #1 - #4 follow. Parents will use visual aids (response prompts - RP) in making these. Make sure response prompt corresponds to question.]**

PARENT RATING #1: Satisfaction in parenting role. (RP: "Developmental History #1"). I'd like to get an idea of what being \_\_\_\_\_'s parent is like for you. I have some visual aids that you can use in answering the next several questions. Considering the kind of child that \_\_\_\_\_ is, how pleasant has it been to raise him/her?

1	2	3	4	5
Very Unpleasant	Unpleasant	50/50	Mostly Pleasant	Very Pleasant

PARENT RATING # 2: Parent perception of child difficulty. (RP: "Developmental History #2"). How difficult is it to be patient with him/her?

1	2	3	4	5
Never difficult	Hardly ever difficult	Average	Somewhat difficult	Very difficult

PARENT RATING # 3: Parent-child relationship (RP: "Developmental History #3"). In general, how well do you get along with \_\_\_\_\_?

1	2	3	4	5
Lots of difficulties	Some difficulties	Okay	Well	Very well

PARENT RATING # 4: Satisfaction with child behavior (RP: "Developmental History #4"). In general, how satisfied are you with your child's behavior?

1	2	3	4	5
Very dissatisfied	A little dissatisfied	Somewhat satisfied	Satisfied	Very satisfied

***[Tell parents that you need a minute to update your notes. Make your ratings. Your notes from their free responses should provide the rationale for the ratings you make.]***

INTERVIEWER RATING # 1: Parent's description of TC

1	2	3	4	5
Very negative	Somewhat Negative	Mixed, Hard to say	Somewhat Positive	Very Positive

INTERVIEWER RATING # 2: Parent's insight about TC

1	2	3	4	5
Vague, unaware	Slightly aware	Average awareness	Above average awareness	Very perceptive

INTERVIEWER RATING # 3: Parent's affect when speaking of TC

1	2	3	4	5
Hostile/ Critical/ Very detached	Somewhat detached	Ambivalent	Pleasant	Glowing

INTERVIEWER RATING # 4: Parent-child relationship

1	2	3	4	5
Cold hostile,	Slightly warm	Somewhat warm	Warm, nurturing	Extremely warm, Very nurturing

Prenatal Issues

Now let's go way back and talk about the pregnancy and \_\_\_\_\_'s birth.

5. Was this a planned pregnancy? [If unplanned, probe:] How did you (and your partner) feel when you discovered the pregnancy?

- |         |                                    |                            |            |
|---------|------------------------------------|----------------------------|------------|
| 1       | 2                                  | 3                          | 4          |
| Planned | Unplanned, but<br>under discussion | Unplanned, but<br>accepted | Unprepared |

6. What was the pregnancy like...how was your health?

- |         |                |                |
|---------|----------------|----------------|
| 1       | 2              | 3              |
| Healthy | Minor problems | Major problems |

7. How far along were you in your pregnancy when you first visited the doctor?

- |           |               |           |               |               |
|-----------|---------------|-----------|---------------|---------------|
| 1         | 2             | 3         | 4             | 5             |
| 0 - 2 mos | >2 but <3 mos | 3 - 4 mos | >4 but <6 mos | 6 or more mos |

8. What about medical care during your pregnancy...how often did you see your doctor?

- Minimal amt. of care, 0 - 2 visits. . . . .1
- Some care, 3 - 5 visits . . . . .2
- Average care, 6 - 8 visits . . . . .3
- Good care, kept most appointments . . . . .4
- Optimal care, kept every appointment. . . . .5

Child's health at birth

9. What was \_\_\_\_\_'s health like at birth and those first few days right after he/she was born?

- |         |                |               |
|---------|----------------|---------------|
| 1       | 2              | 3             |
| Healthy | Minor problems | Major problem |

THE PRE-KINDERGARTEN YEARS

At this point, I'd like to focus your attention on the pre-kindergarten years, from \_\_\_\_\_'s birth until he/she started kindergarten. During those years, I'm sure, you (and your partner) have had to deal with \_\_\_\_\_'s misbehaviors. Parents report that at these ages children may throw temper tantrums, can be quite stubborn on occasion, can fight with their brothers and sisters, and, in short, misbehave or not do as they're told to. I'd like you to think back to those pre-kindergarten years...

10. Who usually dealt with \_\_\_\_\_'s misbehaviors?

- |     |     |      |
|-----|-----|------|
| 1   | 2   | 3    |
| Mom | Dad | Both |

11. What about when both parents were present?

- |     |     |      |     |
|-----|-----|------|-----|
| 1   | 2   | 3    | 4   |
| Mom | Dad | Both | N/A |

Most parents report there are times when they've had to physically punish their child. They've had to spank with their hand, a paddle or belt, maybe sometimes had to grab or shake their child.

12. Mother's punishment behavior (RP: "Developmental History #7). How often did you have to physically punish \_\_\_\_\_ during these pre-kindergarten years? You can use this visual aid to answer.

0	1	2	3	4
Never	< 1x/mo	1x/mo	1x/wk	Almost every day

**Can you describe what a typical episode might have been like...what did you use...how many swats? (Write in response. Use this information to make ratings #5 & #6.)**

Some parents also punish their child in other ways than hitting or using physical punishment. What other ways did you discipline \_\_\_\_\_?

	Not mentioned	Mentioned	Typical
<p><b>A. <u>IGNORE IT, DO NOTHING</u></b> The parent states that he/she would do nothing if his/her child behaved in this manner. Also included are interventions by the parents with the peer group.</p>	0	1	2
<p><b>B. <u>REASONING</u></b> Explanations justifying an intervention or mode of conduct.</p>	0	1	2
<p><b>C. <u>INDUCTIVE REASONING</u></b> The parent attempts to have their child take the role or point of view of the other child.</p>	0	1	2
<p><b>D. <u>VERBAL PUNISHMENT</u></b> Scolding, reprimands, threats of punishment and other aversive statements to the child.</p>	0	1	2
<p><b>E. <u>WITHDRAWAL OF PRIVILEGES/ POWER ASSERTION</u></b> The parent punishes by withdrawing a privilege with isolation, or engages in other power assertive tactics with his/her child.</p>	0	1	2
<p><b>F. <u>DIRECTIVES/SIMPLE COMMANDS</u></b> Directives and/or simple commands expressed by the parents; the parent tells the child what to do or not to do (as opposed to suggesting a course of action).</p>	0	1	2

	Not mentioned	Mentioned	Typical
<b>G. <u>PROACTIVE GUIDANCE</u></b>	0	1	2
Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.			
<b>H. <u>PHYSICAL PUNISHMENT</u></b>	0	1	2
Any form of physical punishment directed toward the child.			

What did you typically do to discipline \_\_\_\_\_? (score above)

How often did \_\_\_\_\_ do something bad but get away without any punishment?

0	1	2	3	4
Never	<1x/mo	1x/mo	1x/wk	Every day

13. Father's punishment behavior (RP: Developmental History #7). What about your partner...how often did he/she have to physically punish him/her?

0	1	2	3	4
Never	<1x/mo	1x/mo	1x/wk	Almost every day

Can you describe what a typical episode might have been like...what did he use... how many swats?

Are there any other adults with whom your child has lived?

0	1
no	yes

Did any of these grownups punish differently from you?

0	1
no	yes

If so, were they more strict or less strict?

0	1	2	3	4
much more strict	little more strict	about the strict	little less strict	much less strict

14. During this pre-kindergarten period, do you remember any times when \_\_\_\_\_ was disciplined severely enough that he/she may have been hurt...a mark, welt, or bruise was left? **[If yes, probe:]** Tell me about it. **[Specify who disciplined so severely].**

0	1	2
No	Minor	Major

15. Have you worried about \_\_\_\_\_ being harmed by you or someone else or has s/he actually been harmed? *[If yes, probe for agency involvement, removal of child etc...as is necessary. Specify who harmed TC. Code appropriately].*

No concern . . . . .0

Minor concern; unspecified, unexplained injuries . . . . .1

Concerned; possible harm by family member. . . . .2

Definite incident of harm by someone outside the family unit . . . . .3

Definite incident of harm by family member. . . . .4

INTERVIEWER RATING # 5: Rating for parent's use of physical or punitive punishment

1	2	3	4	5
non-restrictive	occasional physical	generally moderate physical	often physical	severe, strict

INTERVIEWER RATING # 6: Rating for physical harm - interviewer's judgment about whether or not TC has been severely harmed.

1	2	3	4	5
extremely unlikely	probably not	suspected, possible	probably occurred	authorities involved

16. We're covering quite a bit of time in talking about \_\_\_\_\_'s pre-kindergarten years. Lots of changes and adjustments probably occurred during this time that might have affected your family and \_\_\_\_\_, either directly or indirectly. I have a list of possible changes that could have occurred. I'll go through the list and I'd like you to tell me if they occurred and whether it was a minor change or a major change for you and your family.

	Did not Occur	Minor	Major
a. moved/major remodeling	0	1	2
b. medical problems (TC)	0	1	2
c. medical problems (close family)	0	1	2
d. death (important person)	0	1	2
e. divorce (TC's parents)	0	1	2
f. separation (TC's parents)	0	1	2
g. remarriage/marital reconciliation	0	1	2
h. parent-child separation (include chronic long hours at work)	0	1	2
i. financial problems	0	1	2
j. legal problems	0	1	2
k. drug/alcohol use/addiction (specify who:_____)	0	1	2
l. stress/conflicts in extended family, e.g., ex-spouse, in laws	0	1	2
m. pregnancies, miscarriages, births	0	1	2
n. job-related stress	0	1	2
o. loss of jobs	0	1	2
p. other (specify _____)	0	1	2

17. ***[Make a brief summary comment on changes that occurred (e.g. "so you got divorced, worked two jobs, and remarried...") to lead in to next question].***

How did these changes in general, or any in particular, affect \_\_\_\_\_? How did he/she react to these changes?

- |                   |                   |         |                   |                   |
|-------------------|-------------------|---------|-------------------|-------------------|
| 1                 | 2                 | 3       | 4                 | 5                 |
| major<br>negative | minor<br>negative | neutral | minor<br>positive | major<br>positive |

**SINCE THE START OF KINDERGARTEN TO THE PRESENT**

I want to move forward now - to talk about the period from when \_\_\_\_\_ started kindergarten to the present. Starting "big school" is quite a challenging experience for children and for parents. I'm going to talk about many of the same things we've already talked about - now, however, it'll be as they pertain to the past year, since the start of kindergarten to now. As you think of the questions, try to remember how things may have changed for \_\_\_\_\_ since he/she began kindergarten - think of how his/her behavior has changed, ways in which he/she is different, and ways in which you may have changed in dealing with him/her.

18. Childcare arrangements

First, let's talk about who cared for \_\_\_\_\_ over the past year. Obviously, parents are usually their child's primary caregivers. However, because of work and other responsibilities, parents often make use of other available childcare, e.g. relatives, babysitters, daycare. I have a list of possible caregivers that your child may have had. Please use this chart to tell me how much care was given, on average, by each provider during the past year. Care includes supervision, feeding, cleaning, playing, teaching etc... It does not include the time people are normally asleep at night.

*(List the providers, allowing the parent to use the response prompt to facilitate the coding.)*

**CODES:**

- 0 - none
- 1 - occasionally
- 2 - brief care: 1 - 9 hrs/wk
- 3 - moderate: 10 - 19 hrs/wk
- 4 - frequent: 20 - 29 hrs/wk
- 5 - major: 30 + hrs/wk

<b>CAREGIVER</b>	<b>5-now YRS</b>
a. mother	_____
b. father	_____
c. older/sister/brother	_____
d. relative living in home	_____
e. relative comes to home	_____
f. babysitter comes to home	_____
g. goes to relative's home	_____
h. babysitter's home (unlicensed)	_____
i. babysitter's home (licensed)	_____
j. daycare center	_____
k. after school care	_____
l. other	_____

19. (The interviewer should make appropriate transition statements here e.g., "so you opted to have your parents help you with childcare..." "So you chose a home daycare situation...") Tell me a little about the basis for your decision to go with these particular childcare arrangements. (Based on the parent's response, mark all that apply: "0" = not mentioned: "1" = mentioned.)

		<u>Not mentioned</u>	<u>Mentioned</u>
a.	convenience . . . . .	0	1
b.	educational . . . . .	0	1
c.	quality . . . . .	0	1
d.	social . . . . .	0	1
e.	affordability . . . . .	0	1
f.	other . . . . .	0	1
	(specify: _____)		

I'd also like you to rate several aspects of the childcare arrangements you did go with. Use the visual aid again to make your rating.

PARENT RATING # 5: Satisfaction with cost of childcare

Generally, how satisfied were you with the cost of childcare?

1	2	3	4	5	8
Very	Somewhat	Neutral	Somewhat	Very	N/A
DISSATISFIED			SATISFIED		

PARENT RATING # 6: Satisfaction with quality of childcare

How satisfied were you with the quality of childcare your child received while with caregivers other than yourself or your partner?

1	2	3	4	5	8
Very	Somewhat	Neutral	Somewhat	Very	N/A
DISSATISFIED			SATISFIED		

PARENT RATING # 7: Satisfaction with TC's academic experience

Generally, how satisfied were you with these caregivers' efforts to help \_\_\_\_\_'s academic development, i.e., prepare him/her for school, learn his letters, colors, numbers?

1	2	3	4	5	8
Very	Somewhat	Neutral	Somewhat	Very	N/A
DISSATISFIED			SATISFIED		

PARENT RATING # 8: Satisfaction with TC's social experience

What about \_\_\_\_\_'s social experience: how satisfied were you with how he/she learned to get along with others in these childcare situations?

1	2	3	4	5	8
Very	Somewhat	Neutral	Somewhat	Very	N/A
DISSATISFIED			SATISFIED		

20. How many times did you have to make a major change in childcare arrangements over the past year?

- |           |      |       |         |           |     |
|-----------|------|-------|---------|-----------|-----|
| 1         | 2    | 3     | 4       | 5         | 8   |
| No change | Once | Twice | 3 times | > 3 times | N/A |

**(Ask Questions 21-23 only if TC's natural father/mother does not live in the home.)** Now, I'd like to ask you a few things about \_\_\_\_\_'s natural father/mother.

21. In the last month has \_\_\_\_\_ had contact with his natural dad/mom (in person)?

1. No
2. Yes
8. Not Applicable

22. How much time (in hours per month)? (No contact = 00; NA = 99)

23. When you see or talk to \_\_\_\_\_'s natural dad/mom, what is it like?  
**(Interviewer makes rating based on parent's free response - do not prompt parent.)**

1. Doesn't see him/her
2. It goes really well
3. It's okay
4. It doesn't go very well--there are some problems
5. It's very difficult
8. Not Applicable

Next, let's focus on how you deal with certain common problematic situations - child misbehaviors - that come up for parents with children this age. I have a list of six such situations. I'd like you to think hard and remember all the different ways you've dealt with each situation in the past months, since the start of kindergarten. I'd also like to know how often \_\_\_\_\_ has done each of these misbehaviors in the past 10-12 months, since kindergarten.

**Go through situations #24 - #29, allowing the parent to spontaneously generate the different strategies they choose to use in dealing with a given situation. Fit responses into the appropriate categories. Code "0" if the strategy was not mentioned, "1" if it was mentioned, in the column labeled "PARENT RESPONSE". Do not prompt.**

**Before moving on to each new situation, ask about the frequency of this misbehavior and code typical behaviors as "2" in the column labeled 'PARENT RESPONSE'. Allow the parent to use the visual aid to answer.**

24. What do you do when your child hits another child? Tell me all the things you know you've done in such a situation.

	Not mentioned	Mentioned	Typical
<b>A. <u>IGNORE IT, DO NOTHING</u></b> The parent states that he/she would do nothing if his/her child behaved in this manner. Also included are interventions by the parents with the peer group.	0	1	2
<b>B. <u>REASONING</u></b> Explanations justifying an intervention or mode of conduct.	0	1	2
<b>C. <u>INDUCTIVE REASONING</u></b> The parent attempts to have their child take the role or point of view of the other child.	0	1	2
<b>D. <u>VERBAL PUNISHMENT</u></b> Scolding, reprimands, threats of punishment and other aversive statements to the child.	0	1	2
<b>E. <u>WITHDRAWAL OF PRIVILEGES/ POWER ASSERTION</u></b> The parent punishes by withdrawing a privilege with isolation, or engages in other power assertive tactics with his/her child.	0	1	2
<b>F. <u>DIRECTIVES/SIMPLE COMMANDS</u></b> Directives and/or simple commands expressed by the parents; the parent tells the child what to do or not to do (as opposed to suggesting a course of action).	0	1	2
<b>G. <u>PROACTIVE GUIDANCE</u></b> Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.	0	1	2
<b>H. <u>PHYSICAL PUNISHMENT</u></b> Any form of physical punishment directed toward the child.	0	1	2

What do you typically do when this occurs? \_\_\_\_\_

How often does this occur?

25. What do you do when your child teases another child and hurts his/her feelings or makes him/her cry? Tell me all the things you know you've done in such a situation.

	Not mentioned	Mentioned	Typical
<b>A. <u>IGNORE IT, DO NOTHING</u></b> The parent states that he/she would do nothing if his/her child behaved in this manner. Also included are interventions by the parents with the peer group.	0	1	2
<b>B. <u>REASONING</u></b> Explanations justifying an intervention or mode of conduct.	0	1	2
<b>C. <u>INDUCTIVE REASONING</u></b> The parent attempts to have their child take the role or point of view of the other child.	0	1	2
<b>D. <u>VERBAL PUNISHMENT</u></b> Scolding, reprimands, threats of punishment and other aversive statements to the child.	0	1	2
<b>E. <u>WITHDRAWAL OF PRIVILEGES/ POWER ASSERTION</u></b> The parent punishes by withdrawing a privilege with isolation, or engages in other power assertive tactics with his/her child.	0	1	2
<b>F. <u>DIRECTIVES/SIMPLE COMMANDS</u></b> Directives and/or simple commands expressed by the parents; the parent <u>tells</u> the child what to do or not to do (as opposed to suggesting a course of action).	0	1	2
<b>G. <u>PROACTIVE GUIDANCE</u></b> Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.	0	1	2
<b>H. <u>PHYSICAL PUNISHMENT</u></b> Any form of physical punishment directed toward the child.	0	1	2

What do you typically do when this occur? \_\_\_\_\_

How often does this occur?

26. What do you do when your child doesn't take turns or play nicely with another child? Tell me all the things you know you've done in such a situation.

	Not mentioned	Mentioned	Typical
<b>A. <u>IGNORE IT, DO NOTHING</u></b> The parent states that he/she would do nothing if his/her child behaved in this manner. Also included are interventions by the parents with the peer group.	0	1	2
<b>B. <u>REASONING</u></b> Explanations justifying an intervention or mode of conduct.	0	1	2
<b>C. <u>INDUCTIVE REASONING</u></b> The parent attempts to have their child take the role or point of view of the other child.	0	1	2
<b>D. <u>VERBAL PUNISHMENT</u></b> Scolding, reprimands, threats of punishment and other aversive statements to the child.	0	1	2
<b>E. <u>WITHDRAWAL OF PRIVILEGES/ POWER ASSERTION</u></b> The parent punishes by withdrawing a privilege with isolation, or engages in other power assertive tactics with his/her child.	0	1	2
<b>F. <u>DIRECTIVES/SIMPLE COMMANDS</u></b> Directives and/or simple commands expressed by the parents; the parent <u>tells</u> the child what to do or not to do (as opposed to suggesting a course of action).	0	1	2
<b>G. <u>PROACTIVE GUIDANCE</u></b> Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.	0	1	2
<b>H. <u>PHYSICAL PUNISHMENT</u></b> Any form of physical punishment directed toward the child.	0	1	2

What do you typically do when this occur? \_\_\_\_\_

How often does this occur?

27. What do you do when your child makes a mess with his/her toys or doesn't put them away? Tell me all the things you know you've done in such a situation.

	Not mentioned	Mentioned	Typical
<b>A. <u>IGNORE IT, DO NOTHING</u></b> The parent states that he/she would do nothing if his/her child behaved in this manner. Also included are interventions by the parents with the peer group.	0	1	2
<b>B. <u>REASONING</u></b> Explanations justifying an intervention or mode of conduct.	0	1	2
<b>C. <u>INDUCTIVE REASONING</u></b> The parent attempts to have their child take the role or point of view of the other child.	0	1	2
<b>D. <u>VERBAL PUNISHMENT</u></b> Scolding, reprimands, threats of punishment and other aversive statements to the child.	0	1	2
<b>E. <u>WITHDRAWAL OF PRIVILEGES/ POWER ASSERTION</u></b> The parent punishes by withdrawing a privilege with isolation, or engages in other power assertive tactics with his/her child.	0	1	2
<b>F. <u>DIRECTIVES/SIMPLE COMMANDS</u></b> Directives and/or simple commands expressed by the parents; the parent tells the child what to do or not to do (as opposed to suggesting a course of action).	0	1	2
<b>G. <u>PROACTIVE GUIDANCE</u></b> Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.	0	1	2
<b>H. <u>PHYSICAL PUNISHMENT</u></b> Any form of physical punishment directed toward the child.	0	1	2

What do you typically do when this occur? \_\_\_\_\_

How often does this occur?

28. What do you do when your child doesn't listen to you or obey you? Tell me all the things you know you've done in such a situation.

	Not mentioned	Mentioned	Typical
<b>A. <u>IGNORE IT, DO NOTHING</u></b> The parent states that he/she would do nothing if his/her child behaved in this manner. Also included are interventions by the parents with the peer group.	0	1	2
<b>B. <u>REASONING</u></b> Explanations justifying an intervention or mode of conduct.	0	1	2
<b>C. <u>INDUCTIVE REASONING</u></b> The parent attempts to have their child take the role or point of view of the other child.	0	1	2
<b>D. <u>VERBAL PUNISHMENT</u></b> Scolding, reprimands, threats of punishment and other aversive statements to the child.	0	1	2
<b>E. <u>WITHDRAWAL OF PRIVILEGES/ POWER ASSERTION</u></b> The parent punishes by withdrawing a privilege with isolation, or engages in other power assertive tactics with his/her child.	0	1	2
<b>F. <u>DIRECTIVES/SIMPLE COMMANDS</u></b> Directives and/or simple commands expressed by the parents; the parent tells the child what to do or not to do (as opposed to suggesting a course of action).	0	1	2
<b>G. <u>PROACTIVE GUIDANCE</u></b> Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.	0	1	2
<b>H. <u>PHYSICAL PUNISHMENT</u></b> Any form of physical punishment directed toward the child.	0	1	2

What do you typically do when this occur? \_\_\_\_\_

How often does this occur?

29. What do you do when your child doesn't do to bed on time or doesn't eat meals as he/she is suppose to? Tell me all the things you know you've done in such a situation.

	Not mentioned	Mentioned	Typical
<b>A. <u>IGNORE IT, DO NOTHING</u></b> The parent states that he/she would do nothing if his/her child behaved in this manner. Also included are interventions by the parents with the peer group.	0	1	2
<b>B. <u>REASONING</u></b> Explanations justifying an intervention or mode of conduct.	0	1	2
<b>C. <u>INDUCTIVE REASONING</u></b> The parent attempts to have their child take the role or point of view of the other child.	0	1	2
<b>D. <u>VERBAL PUNISHMENT</u></b> Scolding, reprimands, threats of punishment and other aversive statements to the child.	0	1	2
<b>E. <u>WITHDRAWAL OF PRIVILEGES/ POWER ASSERTION</u></b> The parent punishes by withdrawing a privilege with isolation, or engages in other power assertive tactics with his/her child.	0	1	2
<b>F. <u>DIRECTIVES/SIMPLE COMMANDS</u></b> Directives and/or simple commands expressed by the parents; the parent tells the child what to do or not to do (as opposed to suggesting a course of action).	0	1	2
<b>G. <u>PROACTIVE GUIDANCE</u></b> Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.	0	1	2
<b>H. <u>PHYSICAL PUNISHMENT</u></b> Any form of physical punishment directed toward the child.	0	1	2

What do you typically do when this occur? \_\_\_\_\_

How often does this occur?

**At this point, I'd like to remind you to focus your attention on the kindergarten year.**

30. Who usually dealt with \_\_\_\_\_'s misbehaviors?

1  
Mom

2  
Dad

3  
Both

4  
Other

specify other, \_\_\_\_\_

31. What about when both parents were present?

1  
Mom

2  
Dad

3  
Both

4  
N/A

Most parents report there are times when they've had to physically punish their child. They've spanked with their hand, a paddle or belt, maybe sometimes have grabbed or shaken their child.

32. Mother's punishment behavior

How often did you have to physically punish \_\_\_\_\_ during this past year?

0  
Never

1  
< 1x/mo

2  
1x/mo

3  
1x/wk

4  
Almost  
every day

Can you describe what a typical episode might have been like...what did you use...how many swats? **(Write in response).**

Some parents also punish their child in other ways than hitting or using physical punishment. What other ways did you discipline \_\_\_\_\_?

	Not mentioned	Mentioned	Typical
<b>A. <u>IGNORE IT, DO NOTHING</u></b> The parent states that he/she would do nothing if his/her child behaved in this manner. Also included are interventions by the parents with the peer group.	0	1	2
<b>B. <u>REASONING</u></b> Explanations justifying an intervention or mode of conduct.	0	1	2
<b>C. <u>INDUCTIVE REASONING</u></b> The parent attempts to have their child take the role or point of view of the other child.	0	1	2
<b>D. <u>VERBAL PUNISHMENT</u></b> Scolding, reprimands, threats of punishment and other aversive statements to the child.	0	1	2
<b>E. <u>WITHDRAWAL OF PRIVILEGES/ POWER ASSERTION</u></b> The parent punishes by withdrawing a privilege with isolation, or engages in other power assertive tactics with his/her child.	0	1	2
<b>F. <u>DIRECTIVES/SIMPLE COMMANDS</u></b> Directives and/or simple commands expressed by the parents; the parent tells the child what to do or not to do (as opposed to suggesting a course of action).	0	1	2
<b>G. <u>PROACTIVE GUIDANCE</u></b> Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.	0	1	2
<b>H. <u>PHYSICAL PUNISHMENT</u></b> Any form of physical punishment directed toward the child.	0	1	2

What do you typically do to discipline \_\_\_\_\_?

How often did \_\_\_\_\_ do something bad but get away without any punishment?

0                      1                      2                      3                      4  
 Never                  < 1x/mo                  1x/mo                  1x/wk                  Every day



- |  |          |          |          |
|--|----------|----------|----------|
| <p><b>G. <u>PROACTIVE GUIDANCE</u></b></p> <p>Concrete suggestions about particular behaviors the child could have used or could use in the future in order to be successful. The distinguishing feature of this category (as opposed to the directive category) is that the parent offers the child a prosocial alternative that he/she could have performed, not simply making a rule statement.</p> | <p>0</p> | <p>1</p> | <p>2</p> |
| <p><b>H. <u>PHYSICAL PUNISHMENT</u></b></p> <p>Any form of physical punishment directed toward the child.</p>  | <p>0</p> | <p>1</p> | <p>2</p> |

What does your partner typically do to discipline \_\_\_\_\_?

How often does \_\_\_\_\_ do something bad but get away without any punishment?

0	1	2	3	4
Never	< 1x/mo	1x/mo	1x/wk	Every day

34. During this period, do you remember any times when \_\_\_\_\_ was disciplined severely enough that he/she may have been hurt...a mark, welt, or bruise was left? **[If yes, probe:] Tell me about it. [Specify who disciplined so severely].**

0	1	2
No	Minor	Major

35. Over this part year, has it happened that, or have you worried that, you or someone else may have harmed \_\_\_\_\_? **[If yes, probe for agency involvement, removal of child etc...as is necessary. Specify who harmed TC. Code appropriately].**

No concern . . . . .	.0
Minor concern; unspecified, unexplained injuries . . . . .	.1
Concerned; possible harm by family member. . . . .	.2
Definite incident of harm by someone outside the family unit . . . . .	.3
Definite incident of harm by family member. . . . .	.4

INTERVIEWER RATING # 7: Rating for parent's use of physical or punitive punishment

1	2	3	4	5
non-punitive	mostly non-punitive	generally moderate	mostly punitive	severe, strict

INTERVIEWER RATING # 8: Rating for physical harm - interviewer's judgment about whether or not TC has been severely harmed.

1	2	3	4	5
extremely unlikely	probably not	suspected, possible	probably occurred	authorities involved

36. Some changes and adjustments probably occurred during this time that might have affected your family and \_\_\_\_\_, either directly or indirectly. I, as before, have a list of possible changes that could have occurred. I'll go through the list and I'd like you to tell me if they occurred and whether it was a minor change or a major change for you and your family.

	<b>Did not Occur</b>	<b>Minor</b>	<b>Major</b>
a. moved/major remodeling	0	1	2
b. medical problems (TC)	0	1	2
c. medical problems (close family)	0	1	2
d. death (important person)	0	1	2
e. divorce (TC's parents)	0	1	2
f. separation (TC's parents)	0	1	2
g. remarriage/marital reconciliation	0	1	2
h. parent-child separation (include chronic long hours at work)	0	1	2
i. financial problems	0	1	2
j. legal problems	0	1	2
k. drug/alcohol use/addiction (specify who:_____)	0	1	2
l. stress/conflicts in extended family, e.g., ex-spouse, in laws	0	1	2
m. pregnancies, miscarriages, births	0	1	2
n. job-related stress	0	1	2
o. loss of jobs	0	1	2
p. other (specify _____)	0	1	2

37. **[Make a brief summary comment on changes that occurred (e.g. "so you got divorced, worked two jobs, and remarried...") to lead in to next question].**

How did these changes in general, or any in particular, affect \_\_\_\_\_? How did he/she react to these changes?

- |          |          |         |          |          |
|----------|----------|---------|----------|----------|
| 1        | 2        | 3       | 4        | 5        |
| major    | minor    | neutral | minor    | major    |
| negative | negative |         | positive | positive |
| impact   | impact   |         | impact   | impact   |

We're almost done, now, so I'd like to ask few questions about how you think about \_\_\_\_\_'s future school performance and overall effort at success.

38. Knowing \_\_\_\_\_ as you do, what is the average grade you would expect him/her to receive in school?

- |            |   |   |   |   |   |
|------------|---|---|---|---|---|
| 0          | 1 | 2 | 3 | 4 | 5 |
| Don't know | F | D | C | B | A |

39. How far do you think \_\_\_\_\_ will go in school?

- 0 - 8th grade . . . . . 1
- 9 - 11th grade . . . . . 2
- 12th grade . . . . . 3
- 1-3 years college . . . . . 4
- 4 or more years college . . . . . 5
- As far as he/she wants to go . . . . . 6
- Don't know . . . . . 7

40. How likely do you think it is that \_\_\_\_\_ will be a successful person when he/she grows up?

- |          |          |         |          |        |
|----------|----------|---------|----------|--------|
| 1        | 2        | 3       | 4        | 5      |
| Very     | Somewhat | Neither | Somewhat | Very   |
| Unlikely | Unlikely |         | likely   | likely |

41. How likely do you think it is that your child will be a happy person when he grows up?

- |          |          |         |          |        |
|----------|----------|---------|----------|--------|
| 1        | 2        | 3       | 4        | 5      |
| Very     | Somewhat | Neither | Somewhat | Very   |
| Unlikely | Unlikely |         | likely   | likely |

Finally, I'd like to ask a few questions about \_\_\_\_\_'s older sister/brother.

42. How is \_\_\_\_\_ (older sibling) doing in school?

- |         |         |          |          |
|---------|---------|----------|----------|
| 1       | 2       | 3        | 4        |
| Major   | Some    | Few      | No       |
| problem | problem | problems | problems |

43. How is \_\_\_\_\_ (older sibling) doing with friends?

- |         |         |          |          |
|---------|---------|----------|----------|
| 1       | 2       | 3        | 4        |
| Major   | Some    | Few      | No       |
| problem | problem | problems | problems |

44. What's the best thing about \_\_\_\_\_ (same sex older sibling)?

45. What do you find most troubling about him/her? What concerns do you have?

46. Was there a time when people were worried that he/she would have problems? How old was he/she? What happened/was done?

*Finally, I'd like to ask you several questions about whether members of your family have received treatment services in the past year. Again, if you can't remember or prefer not to answer, that's OK.*

47. Has your child received treatment for emotional or behavioral difficulties? If yes, where?

- 1 = No
- 2 = Yes (inpatient, residential center, day hospital)
- 3 = Yes (outpatient therapist, mental health center)
- 4 = Yes (other: \_\_\_\_\_)

48. Is your child receiving medication to control behavior or attention?

- 1 = No
- 2 = Yes

49. Have you received treatment during the past year for personal or emotional difficulties?

- 1 = No
- 2 = Yes (inpatient, day hospital)
- 3 = Yes (outpatient therapist, mental health center)
- 4 = Yes (alcohol and drug services)
- 5 = Yes (other: \_\_\_\_\_)

50. Has anyone else in the household received treatment during the past year for emotional or behavioral difficulties? If yes, which household member?

- 1 = No
- 2 = Yes (target child's sibling)
- 3 = Yes (other family member)

*[Make appropriate statements of closure for this part of the interview.]*