

## New Immigrant Survey Section M - HOME

### Section M: Home Observation for Measurement of the Environment (HOME) – Short Form

from the NLSY79 – 1998, Round 18

**NOTE:** This file reflects CAPI. Necessary slight wording or instruction alterations are tracked in blue. Effort has been made to maintain similar formatting. Approved by QDTL on 11-5-02, the following are deleted in order to translate the paper instrument into CAPI: Table of Contents, MS CHART, and Questions 1 to 8 on Page 1, Introduction to the Mother/Guardian on Page 2 and beginning of every section, reference to how to circle a response (“Circle only one”), reference to denote question type (“write in number”). The following things are modified to operationalize the instrument: closed code in a OPEN question and make it into IWR instructions (Q8), put stems in parentheses and make stem response categories lower case because they are read; reserve codes are put in CAPS; reference to section M added to question numbers; “your child” is replaced with actual child’s name; add hard check instruction to questions that ask about hours in a day-

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- IF THE CHILD HAS NOT YET HAD (HIS/HER) 3<sup>RD</sup> BIRTHDAY, USE **PART A**, PAGE 2.
- IF THE CHILD IS AT LEAST 3 YEARS OLD BUT HAS NOT HAD (HIS/HER) 6<sup>TH</sup> BIRTHDAY, USE **PART B**, PAGE 6.
- IF THE CHILD IS AT LEAST 6 YEARS OLD BUT HAS NOT HAD (HIS/HER) 10<sup>TH</sup> BIRTHDAY, USE **PART C**, PAGE 11.
- IF THE CHILD HAS HAD HIS/HER 10<sup>TH</sup> BIRTHDAY, USE **PART D**, PAGE 20.

We are interested in your family's lifestyle and rules. I'd like to ask some questions about (if more than 1 child, “each of your children”; if only one child, “your child” 17 and under.

If more than 1 child, “First, let's talk about [child name]”.

If only 1 child, “Let's talk about [child name].”

FOR EACH SUBSEQUENT SECTION, READ:

“Now I have some questions about [child name]”.

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**Section A**

**PART A: FOR CHILDREN WHO ARE LESS THAN 3 YEARS OLD**

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MA1. About how often does [child name] have a chance to get out of the house (either by (himself/herself), or with an older person)?

- Not at all
- About once a month or less
- A few times a month
- About once a week
- A few times a week
- 4 or more times a week
- Every day

MA2. About how many children's books does [child name] have?

- None
- 1 or 2 books
- 3 to 9 books
- 10 or more books

MA3. How often do you get a chance to read stories to [child name]?

- Never
- Several times a year
- Several times a month
- Once a week      About 3 times a week
- Every day

MA4. About how often do you take [child name] to the grocery store?

- Twice a week or more
- Once a week
- Once a month
- Hardly ever

MA5. About how many, if any, **cuddly, soft or role-playing toys** (like a doll) does [child name] have? (May be shared with sister or brother.)

\_\_\_\_\_ (2 characters)

MA6. About how many, if any, **push or pull toys** does [child name] have?

\_\_\_\_\_ (2 characters)

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MA7. Some parents spend time teaching their children new skills while other parents believe children learn best on their own. Which of the following best describes **your** attitude?

"Parents should **always spend time** teaching their children"

"Parents should **usually spend time** teaching their children"

"Parents should **usually allow** their children to learn on their own"

"Parents should **always allow** their children to learn on their own"

MA8. Think for a moment about a typical **weekday** for your family. How much time would you say [child name] spends watching television on a typical **weekday** (either in your home or elsewhere)?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKDAY]

HOURS PER WEEKDAY: \_\_\_\_\_ (hard check: 0-24; 2 characters)

MA9. Now, think about a typical **weekend day (Saturday or Sunday)** for your family. How much time would you say [child name] spends watching television on a typical **weekend day** (either in your home or elsewhere)?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKEND DAY]

HOURS PER WEEKEND DAY: \_\_\_\_\_ (hard check: 0-24)

MA10. About how many hours is the TV on in your home each day?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKDAY; CODE 95 IF NO TV]

\_\_\_\_\_ (2 characters)

MA11. Does [child name] ever see (his/her) father, stepfather, or father-figure?

YES

NO

MA12. Is this man (his/her) biological father, stepfather, or a father-figure?

BIOLOGICAL FATHER

STEP FATHER

FATHER-FIGURE

NO FATHER, STEPFATHER, OR FATHER-FIGURE (SKIP TO MA16)

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MA13. What is his relationship to you?

Your spouse  
Your ex-spouse  
Your partner  
Your ex-partner  
Your boyfriend  
Your ex-boyfriend  
Your fiance  
Your friend  
Your father  
Your grandfather  
Your brother  
Your uncle  
Someone else  
NO FATHER, STEPFATHER, OR FATHER-FIGURE  
SELF

MA13A. OTHER \_\_\_\_\_ (80 characters)

MA14. Does [child name] see this person on a daily basis?

YES  
NO  
NO FATHER, STEPFATHER, OR FATHER-FIGURE

MA15. How often does [child name] eat a meal with **both** mother and father?

More than once a day  
Once a day  
Several times a week  
About once a week  
About once a month  
Never  
NO FATHER, STEPFATHER, OR FATHER-FIGURE

MA16. Children seem to demand attention when their parents are busy, doing housework, for example. How often do you talk to [child name] while you are working?

**Always** talk to child when I'm working  
**Often** talk to child when I'm working  
**Sometimes** talk to child when I'm working  
**Rarely** talk to child when I'm working  
**Never** talk to child when I'm working

MA17A. How close does [child name] feel toward you?

Extremely close  
Quite close

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Fairly close  
Not at all close

MA17B. How close does [child name] feel toward (his/her) biological father?

Extremely close  
Quite close  
Fairly close  
Not at all close  
DOES NOT HAVE THIS PARENT

MA17C. How close does [child name] feel toward (his/her) stepmother?

Extremely close  
Quite close  
Fairly close  
Not at all close  
DOES NOT HAVE THIS PARENT

MA17D. How close does [child name] feel toward (his/her) stepfather?

Extremely close  
Quite close  
Fairly close  
Not at all close  
DOES NOT HAVE THIS PARENT

MA18. Sometimes kids mind pretty well and sometimes they don't. About how many times, if any, have you had to spank [child name] in the past week?

[IWR INSTRUCTION: CODE 0 IF DID NOT SPANK CHILD LAST WEEK]

\_\_\_\_\_ (2 characters)

- IF THE CHILD HAS NOT YET HAD (HIS/HER) 3<sup>RD</sup> BIRTHDAY, USE **PART A**, PAGE 2.
- IF THE CHILD IS AT LEAST 3 YEARS OLD BUT HAS NOT HAD (HIS/HER) 6<sup>TH</sup> BIRTHDAY, USE **PART B**, PAGE 6.
- IF THE CHILD IS AT LEAST 6 YEARS OLD BUT HAS NOT HAD (HIS/HER) 10<sup>TH</sup> BIRTHDAY, USE **PART C**, PAGE 11.
- IF THE CHILD HAS HAD HIS/HER 10<sup>TH</sup> BIRTHDAY, USE **PART D**, PAGE 20.
- IF NO MORE CHILDREN, GO TO SECTION N

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**Section B**

**PART B: FOR CHILDREN WHO ARE AT LEAST 3 YEARS, BUT LESS THAN 6 YEARS OLD**

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MB1. About how often do you read stories to [child name]?

- Never
- Several times a year
- Several times a month
- Once a week
- At least 3 times a week
- Every day

MB2. About how many children's books does [child name] have?

- None
- 1 or 2 books
- 3 to 9 books
- 10 or more books

MB3. About how many magazines does your family get regularly?

- None
- One
- Two
- Three
- Four or more

MB4. Does [child name] have the use of a CD player, or tape deck, or tape recorder, or record player here at home and at least 5 children's CDs, tapes, or records? (May be shared with sister or brother.)

- YES
- NO

MB5. Choose the things which you (or another adult or older child) are helping or have helped [child name] to learn here at home...

[IWR: SELECT ALL THAT APPLY]

- a. Numbers
- b. The alphabet
- c. Colors
- d. Shapes and sizes
- e. NONE OF THE ABOVE

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MB6. How much choice is [child name] allowed in deciding what foods (he/she) eats at breakfast and lunch?

- A **great deal** of choice
- Some** choice
- Little** choice
- No** choice

MB7. About how many hours is the TV on in your home each day?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER DAY; CODE 95 IF NO TV]

HOURS PER DAY: \_\_\_\_\_ (hard check: 0-24; 2 characters)

MB8. Most children get angry at their parents from time to time. If [child name] got so angry that (he/she) hit you, what would you do?

[IWR: SELECT ALL THAT APPLY]

- a. Hit him/her back
- b. Send him/her to his/her room
- c. Spank him/her
- d. Talk to him/her
- e. Ignore it
- f. Give him/her household chore
- g. Take away his/her allowance
- h. Hold child's hands until he/she was calm
- i. Put child in a short "time out"
- j. Is there some other way?

MB8A. OTHER \_\_\_\_\_ (80 characters)

MB9. How often does a family member get a chance to take [child name] on any kind of outing (shopping, park, picnic, drive-in, and so on)?

- A few times a year or less
- About once a month
- About 2 or 3 times a month
- Several times a week
- About once a day

MB10. How often has a family member taken or arranged to take [child name] to any type of museum (children's, scientific, art, historical, etc.) **within the past year**?

- Never
- Once or twice
- Several times
- About once a month
- About once a week or more often

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MB11. Think for a moment about a typical **weekday** for your family. How much time would you say [child name] spends watching television on a typical **weekday** (either in your home or elsewhere)?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKDAY]

HOURS PER WEEKDAY \_\_\_\_\_ (hard check: 0-24, 2 characters)

MB12. Now, think about a typical **weekend day (Saturday or Sunday)** for your family. How much time would you say [child name] spends watching television on a typical **weekend day** (either in your home or elsewhere)?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKEND DAY]

HOURS PER WEEKEND DAY \_\_\_\_\_ (hard check: 0-24, 2 characters)

MB13. Does [child name] ever see (his/her) father, stepfather, or father-figure?

YES  
NO

MB14. Is this man (his/her) biological father, stepfather, or a father-figure?

BIOLOGICAL FATHER  
STEPFATHER  
FATHER-FIGURE  
NO FATHER, STEPFATHER, OR FATHER-FIGURE (SKIP TO MB18A)

MB15. What is his relationship to **you**?

Your spouse  
Your ex-spouse  
Your partner  
Your ex-partner  
Your boyfriend  
Your ex-boyfriend  
Your fiancé  
Your friend  
Your father  
Your grandfather  
Your brother  
Your uncle  
Someone else  
NO FATHER, STEPFATHER, OR FATHER-FIGURE  
SELF

MB15A. OTHER \_\_\_\_\_ (80 characters)

MB16. Does [child name] see this person on a **daily basis**?

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YES

NO

NO FATHER, STEPFATHER, OR FATHER-FIGURE

MB17. How often does [child name] eat a meal with **both** mother and father?

More than once a day

Once a day

Several times a week

About once a week

About once a month

Never

NO FATHER, STEPFATHER, OR FATHER-FIGURE

MB18A. How close does [child name] feel toward you?

Extremely close

Quite close

Fairly close

Not at all close

MB18B. How close does [child name] feel toward (his/her) biological father?

Extremely close

Quite close

Fairly close

Not at all close

DOES NOT HAVE THIS PARENT

MB18C. How close does [child name] feel toward (his/her) stepmother?

Extremely close

Quite close

Fairly close

Not at all close

DOES NOT HAVE THIS PARENT

MB18D. How close does [child name] feel toward (his/her) stepfather?

Extremely close

Quite close

Fairly close

Not at all close

DOES NOT HAVE THIS PARENT

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MB19. Sometimes kids mind pretty well and sometimes they don't. About how many times, if any, have you had to spank [child name] in the past week?

[IWR INSTRUCTION: CODE 0 IF DID NOT SPANK CHILD LAST WEEK]

\_\_\_\_\_ (2 characters)

- IF THE CHILD HAS NOT YET HAD (HIS/HER) 3<sup>RD</sup> BIRTHDAY, USE **PART A**, PAGE 2.
- IF THE CHILD IS AT LEAST 3 YEARS OLD BUT HAS NOT HAD (HIS/HER) 6<sup>TH</sup> BIRTHDAY, USE **PART B**, PAGE 6.
- IF THE CHILD IS AT LEAST 6 YEARS OLD BUT HAS NOT HAD (HIS/HER) 10<sup>TH</sup> BIRTHDAY, USE **PART C**, PAGE 11.
- IF THE CHILD HAS HAD HIS/HER 10<sup>TH</sup> BIRTHDAY, USE **PART D**, PAGE 20.
- IF NO MORE CHILDREN, GO TO SECTION N

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**Section C**

**PART C: FOR CHILDREN WHO ARE AT LEAST 6 YEARS, BUT LESS THAN 10 YEARS OLD**

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MC1. About how many books does [child name] have?

- None
- 1 or 2
- 3 to 9
- 10 or more

MC2. About how often do you read aloud to [child name]?

- Never
- Several times a year
- Several times a month
- About once a week
- At least 3 times a week
- Every day

MC3a. How often is [child name] expected to do each of the following?  
Make (his/her) own bed?

- Almost never
- Less than half the time
- half the time
- More than half the time
- Almost always

MC3b. (How often is [child name] expected to do each of the following?)  
Clean (his/her) own room?

- Almost never
- Less than half the time
- half the time
- More than half the time
- Almost always

MC3c. (How often is [child name] expected to do each of the following?)  
Clean up after spills?

- Almost never
- Less than half the time
- half the time
- More than half the time
- Almost always

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MC3d. (How often is [child name] expected to do each of the following?)  
Bathe (himself/herself)?

Almost never  
Less than half the time  
half the time  
More than half the time  
Almost always

MC3e. How often is [child name] expected to do each of the following?

Pick up after (himself/herself)

Almost never  
Less than half the time  
half the time  
More than half the time  
Almost always

MC4. Is there a musical instrument (for example, piano, drum, guitar, etc.) that [child name] can use here at home?

YES  
NO

MC5. Does your family get a daily newspaper?

YES  
NO

MC6. About how often does [child name] read for enjoyment?

Every day  
Several times a week  
Several times a month  
Several times a year  
Never

MC7. Does your family encourage [child name] to start and keep doing hobbies?

YES  
NO

MC8. Does [child name] get special lessons or belong to any organization that encourages activities such as sports, music, art, dance, drama, etc.?

YES  
NO

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MC9. How often has a family member taken or arranged to take [child name] to any type of museum (children's, scientific, art, historical, etc.) within the past year?

- Never
- Once or twice
- Several times
- About once a month
- About once a week or more often

MC10. How often has a family member taken or arranged to take [child name] to any type of musical or theatrical performance **within the past year**?

- Never
- Once or twice
- Several times
- About once a month
- About once a week or more

MC11. About how often does your whole family get together with relatives or friends?

- Once a year or less
- A few times a year
- About once a month
- Two or three times a month
- About once a week or more

MC12. Think for a moment about a typical **weekday** for your family. How much time would you say [child name] spends watching television on a typical **weekday** (in your home or elsewhere)?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKDAY]

HOURS PER WEEKDAY: \_\_\_\_\_ (hard check: 0-24, 2 characters)

MC13. Now, think for a moment about a typical **weekend day (Saturday or Sunday)** for your family. How much time would you say [child name] spends watching television on a typical **weekend day** (in your home or elsewhere)?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKEND DAY]

HOURS PER WEEKEND DAY: \_\_\_\_\_ (hard check: 0-24, 2 characters)

MC14. Does [child name] ever see (his/her) father, stepfather, or father-figure?

- YES
- NO

MC15. Is this man (his/her) biological father, stepfather, or a father-figure?

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BIOLOGICAL FATHER  
STEPFATHER  
FATHER-FIGURE  
NO FATHER, STEPFATHER, OR FATHER-FIGURE (SKIP TO MC20)

MC16. What is his relationship to you?

Your spouse  
Your ex-spouse  
Your partner  
Your ex-partner  
Your boyfriend  
Your ex-boyfriend  
Your fiance  
Your friend  
Your father  
Your grandfather  
Your brother  
Your uncle  
Someone else  
NO FATHER, STEPFATHER, OR FATHER-FIGURE  
SELF

MC16A. OTHER \_\_\_\_\_ (80 characters)

MC17. About how often does [child name] spend time with (his/her) father, stepfather, or father-figure?

Once a day or more often  
At least 4 times a week  
About once a week  
About once a month  
A few times a year or less  
Never  
NO FATHER, STEPFATHER, OR FATHER-FIGURE

MC18. About how often does [child name] spend time with (his/her) father, stepfather, or father-figure in **outdoor activities**?

Once a day or more often  
At least 4 times a week  
About once a week  
About once a month  
A few times a year or less  
Never  
NO FATHER, STEPFATHER, OR FATHER-FIGURE  
DON'T KNOW

MC19. How often does [child name] eat a meal with **both** mother and father?

More than once a day  
Once a day

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Several times a week  
About once a week  
About once a month  
Never  
NO FATHER, STEPFATHER, OR FATHER-FIGURE

MC20. When your family watches TV together, do you or [child name]'s father (or stepfather or father-figure) discuss TV programs with (him/her)?

YES  
NO  
DO NOT HAVE A TV

MC21A. How close does [child name] feel toward you?

Extremely close  
Quite close  
Fairly close  
Not at all close

MC21B. How close does [child name] feel toward (his/her) biological father?

Extremely close  
Quite close  
Fairly close  
Not at all close  
DOES NOT HAVE THIS PARENT

MC21C. How close does [child name] feel toward (his/her) stepmother?

Extremely close  
Quite close  
Fairly close  
Not at all close  
DOES NOT HAVE THIS PARENT

MC21D. How close does [child name] feel toward (his/her) stepfather?

Extremely close  
Quite close  
Fairly close  
Not at all close  
DOES NOT HAVE THIS PARENT

MC22. Sometimes children get so angry at their parents that they say things like "I hate you" or swear in a temper tantrum. Please choose which action(s) you would take if this happened.

[IWR: SELECT ALL THAT APPLY]

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- a. Grounding
- b. Spanking
- c. Talk with child
- d. Give him or her household chore
- e. Ignore it
- f. Send to room for more than 1 hour
- g. Take away his/her allowance
- h. Take away TV or other privileges
- i. Put child in a short "time out"
- j. Is there some other way?

MC22A. OTHER \_\_\_\_\_ (80 characters)

MC23a. If [child name] brought home a report card with grades lower than expected, how likely would you be to contact (his/her) teacher or principal?

- Very likely
- Somewhat likely
- Not sure how likely
- Somewhat unlikely
- Not at all likely

MC23b. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

lecture the child?

- Very likely
- Somewhat likely
- Not sure how likely
- Somewhat unlikely
- Not at all likely

MC23c. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

keep a closer eye on child's activities?

- Very likely
- Somewhat likely
- Not sure how likely
- Somewhat unlikely
- Not at all likely

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MC23d. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

punish the child?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MC23e. If [child name] brought home a report card with grades lower than expected, how likely would you be to talk with the child?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MC23f. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

wait and see if child improves on (his/her) own?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MC23g. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

tell child to spend more time on schoolwork?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MC23h. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

spend more time helping child with schoolwork?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

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MC23i. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

limit or reduce child's non-school activities (play, sports, clubs, etc.)?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MC23j. Is there some other thing you would do if [child name] brought home a report card with grades lower than expected?

YES (GO TO MC24a)  
NO (GO TO MC24a)

MC23j1. OTHER \_\_\_\_\_ (80 characters)

MC24a. Sometimes kids mind pretty well and sometimes they don't. Sometimes they do things that make you feel good.

How many times in the past week have you had to spank [child name]?

\_\_\_\_\_ (2 characters)

MC24b. (Sometimes kids mind pretty well and sometimes they don't. Sometimes they do things that make you feel good.)

How many times in the past week have you grounded (him/her)?

\_\_\_\_\_ (2 characters)

MC24c. (Sometimes kids mind pretty well and sometimes they don't. Sometimes they do things that make you feel good.)

How many times in the past week have you taken away TV or other privileges?

\_\_\_\_\_ (2 characters)

MC24d. (Sometimes kids mind pretty well and sometimes they don't. Sometimes they do things that make you feel good.)

How many times in the past week have you praised child for doing something worthwhile?

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\_\_\_\_\_ (2 characters)

MC24e. Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.

How many times in the past week have you taken away his/her allowance?

\_\_\_\_\_ (2 characters)

MC24f. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you shown child physical affection (kiss, hug, stroke hair, etc.)?

\_\_\_\_\_ (2 characters)

MC24g. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you sent child to his/her room?

\_\_\_\_\_ (2 characters)

MC24h. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you told another adult (spouse, friend, co-worker, visitor, relative) something positive about child?

\_\_\_\_\_ (2 characters)

- IF THE CHILD HAS NOT YET HAD (HIS/HER) 3<sup>RD</sup> BIRTHDAY, USE **PART A**, PAGE 2.
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- IF THE CHILD IS AT LEAST 6 YEARS OLD BUT HAS NOT HAD (HIS/HER) 10<sup>TH</sup> BIRTHDAY, USE **PART C**, PAGE 11.
- IF THE CHILD HAS HAD HIS/HER 10<sup>TH</sup> BIRTHDAY, USE **PART D**, PAGE 20.
- IF NO MORE CHILDREN, GO TO SECTION N

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**Section D**

**PART C: FOR CHILDREN WHO ARE 10 YEARS AND OLDER**

---

MD1. About how many books does [child name] have?

- None
- 1 to 9
- 10 to 19
- 20 or more

MD2a. How often is [child name] expected to do each of the following?

Make (his/her) own bed?

- Almost never
- Less than half the time
- Half the time
- More than half the time
- Almost always

MD2b. (How often is [child name] expected to do each of the following?)

Clean (his/her) own room?

- Almost never
- Less than half the time
- Half the time
- More than half the time
- Almost always

MD2c. (How often is [child name] expected to do each of the following?)

Pick up after (himself/herself)?

- Almost never
- Less than half the time
- Half the time
- More than half the time
- Almost always

MD2d. (How often is [child name] expected to do each of the following?)

Help keep shared living areas clean and straight?

- Almost never
- Less than half the time
- Half the time
- More than half the time
- Almost always

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MD2e. (How often is [child name] expected to do each of the following?)

Do routine chores such as mow the lawn, help with dinner, wash dishes, etc.?

Almost never  
Less than half the time  
Half the time  
More than half the time  
Almost always

MD2f. (How often is [child name] expected to do each of the following?)

Help manage (his/her) own time (get up on time, be ready for school, etc.)?

Almost never  
Less than half the time  
Half the time  
More than half the time  
Almost always

MD3. Is there a musical instrument (for example, piano, drum, guitar, etc.) that [child name] can use here at home?

YES  
NO

MD4. Does your family get a daily newspaper?

YES  
NO

MD5. About how often does [child name] read for enjoyment?

Every day  
Several times a week  
Several times a month  
Several times a year  
Never  
DON'T KNOW

MD6. Does your family encourage [child name] to start and keep doing hobbies?

YES  
NO

MD7. Does [child name] get special lessons or belong to any organization that encourages activities such as sports, music, art, dance, drama, etc.?

YES

**New Immigrant Survey**  
**Section M - HOME**

NO

MD8. How often has any family member taken or arranged to take [child name] to any type of museum (children's, scientific, art, historical, etc.) **within the past year**?

Never  
Once or twice  
Several times  
About once a month  
About once a week or more often

MD9. How often has a family member taken or arranged to take [child name] to any type of musical or theatrical performance **within the past year**?

Never  
Once or twice  
Several times  
About once a month  
About once a week or more

MD10. About how often does your whole family get together with relatives or friends?

Once a year or less  
A few times a year  
About once a month  
Two or three times a month  
About once a week or more

MD11. Think for a moment about a typical **weekday** for your family. How much time would you say [child name] spends watching television on a typical **weekday** (in your home or elsewhere)?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKDAY]

HOURS PER WEEKDAY \_\_\_\_\_ (2 characters)

MD12. Now, think for a moment about a typical **weekend day (Saturday or Sunday)** for your family. How much time would you say [child name] spends watching television on a typical **weekend day** (in your home or elsewhere)?

[IWR INSTRUCTION: CODE 0 IF LESS THAN 1 HOUR PER WEEKEND DAY]

HOURS PER WEEKEND DAY \_\_\_\_\_ (2 characters)

MD13. Does [child name] ever see (his/her) father, stepfather, or father-figure?

YES  
NO

**New Immigrant Survey**  
**Section M - HOME**

MD14. Is this man (his/her) biological father, stepfather, or a father-figure?

BIOLOGICAL FATHER  
STEPFATHER  
FATHER-FIGURE  
NO FATHER, STEPFATHER, OR FATHER-FIGURE [SKIP TO MD19]

MD15. What is his relationship to **you**?

Your spouse  
Your ex-spouse  
Your partner  
Your ex-partner  
Your boyfriend  
Your ex-boyfriend  
Your fiance  
Your friend  
Your father  
Your grandfather  
Your brother  
Your uncle  
Someone else  
NO FATHER, STEPFATHER, OR FATHER-FIGURE  
SELF

MD15A. OTHER \_\_\_\_\_ (80 characters)

MD16. About how often does [child name] spend time with (his/her) father, stepfather, or father-figure?

Once a day or more often  
At least 4 times a week  
About once a week  
About once a month  
A few times a year or less  
Never  
NO FATHER, STEPFATHER, OR FATHER-FIGURE

**New Immigrant Survey**  
**Section M - HOME**

MD17. About how often does [child name] spend time with (his/her)father, stepfather, or father-figure in **outdoor activities**?

Once a day or more often  
At least 4 times a week  
About once a week  
About once a month  
A few times a year or less  
Never  
NO FATHER, STEPFATHER, OR FATHER-FIGURE  
DON'T KNOW

MD18. How often does [child name] eat a meal with **both** mother and father?

More than once a day  
Once a day  
Several times a week  
About once a week  
About once a month  
Never  
NO FATHER, STEPFATHER, OR FATHER-FIGURE

MD19. When your family watches TV together, do you or [child name]'s father (or stepfather or father-figure) discuss TV programs with (him/her)?

YES  
NO  
DO NOT HAVE A TV

MD20a. How close does [child name] feel toward you?

Extremely close  
Quite close  
Fairly close  
Not at all close

MD20b. How close does [child name] feel toward (his/her) biological father?

Extremely close  
Quite close  
Fairly close  
Not at all close  
DOES NOT HAVE THIS PARENT

**New Immigrant Survey**  
**Section M - HOME**

MD20c. How close does [child name] feel toward (his/her) stepmother?

- Extremely close
- Quite close
- Fairly close
- Not at all close
- DOES NOT HAVE THIS PARENT

MD20D. How close does [child name] feel toward (his/her) stepfather?

- Extremely close
- Quite close
- Fairly close
- Not at all close
- DOES NOT HAVE THIS PARENT

MD21. Sometimes children get so angry at their parents that they say things like "I hate you" or swear in a temper tantrum. Please choose which action(s) you would take if this happened.

[IWR: SELECT ALL THAT APPLY]

- a. Grounding
- b. Spanking
- c. Talk with child
- d. Give him or her household chore
- e. Ignore it
- f. Send to room for more than 1 hour
- g. Take away his/her allowance
- h. Take away TV, phone, or other privileges
- i. Put child in a short "time out"
- j. Is there some other way?

MD21A. OTHER \_\_\_\_\_ (80 characters)

MD22a. If [child name] brought home a report card with grades lower than expected, how likely would you be to contact (his/her) teacher or principal?

- Very likely
- Somewhat likely
- Not sure how likely
- Somewhat unlikely
- Not at all likely

**New Immigrant Survey**  
**Section M - HOME**

MD22b. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

lecture the child?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MD22c. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

keep a closer eye on child's activities?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MD22d. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

punish the child?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MD22e. If [child name] brought home a report card with grades lower than expected, how likely would you be to talk with the child?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

MD22f. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

wait and see if child improves on (his/her) own?

Very likely  
Somewhat likely  
Not sure how likely  
Somewhat unlikely  
Not at all likely

**New Immigrant Survey**  
**Section M - HOME**

MD22g. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

tell child to spend more time on schoolwork?

- Very likely
- Somewhat likely
- Not sure how likely
- Somewhat unlikely
- Not at all likely

MD22h. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

spend more time helping child with schoolwork?

- Very likely
- Somewhat likely
- Not sure how likely
- Somewhat unlikely
- Not at all likely

MD22i. (If [child name] brought home a report card with grades lower than expected, how likely would you be to . . .)

limit or reduce child's non-school activities (play, sports, clubs, etc.)?

- Very likely
- Somewhat likely
- Not sure how likely
- Somewhat unlikely
- Not at all likely

MD22j. Is there some other thing you would do if [child name] brought home a report card with grades lower than expected?

- YES (GO TO MD23a)
- NO (GO TO MD23a)

MD22j1. OTHER \_\_\_\_\_ (80 characters)

MD23a. Sometimes kids mind pretty well and sometimes they don't. Sometimes they do things that make you feel good.

How many times in the past week have you had to spank [child name]?

**New Immigrant Survey**  
**Section M - HOME**

\_\_\_\_\_ (2 characters)

MD23b. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you grounded (him/her)?

\_\_\_\_\_ (2 characters)

MD23c. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you taken away TV or other  
privileges?

\_\_\_\_\_ (2 characters)

MD23d. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you praised [child name]  
for doing something worthwhile?

\_\_\_\_\_ (2 characters)

MD23e. Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.

How many times in the past week have you taken away his/her  
allowance?

\_\_\_\_\_ (2 characters)

MD23f. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you shown child physical  
affection (kiss, hug, stroke hair, etc.)?

\_\_\_\_\_ (2 characters)

MD23g. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you sent child to (his/her)  
room?

\_\_\_\_\_ (2 characters)

**New Immigrant Survey**  
**Section M - HOME**

MD23h. (Sometimes kids mind pretty well and sometimes they don't.  
Sometimes they do things that make you feel good.)

How many times in the past week have you told another adult  
(spouse, friend, co-worker, visitor, relative) something  
positive about [child name]?

\_\_\_\_\_ (2 characters)

- IF THE CHILD HAS NOT YET HAD (HIS/HER) 3<sup>RD</sup> BIRTHDAY, USE **PART A**,  
PAGE 2.
- IF THE CHILD IS AT LEAST 3 YEARS OLD BUT HAS NOT HAD (HIS/HER) 6<sup>TH</sup> BIRTHDAY, USE **PART B**,  
PAGE 6.
- IF THE CHILD IS AT LEAST 6 YEARS OLD BUT HAS NOT HAD (HIS/HER) 10<sup>TH</sup> BIRTHDAY, USE **PART C**,  
PAGE 11.
- IF THE CHILD HAS HAD HIS/HER 10<sup>TH</sup> BIRTHDAY, USE **PART D**, PAGE 20.
- IF NO MORE CHILDREN, GO TO SECTION N

**New Immigrant Survey**  
**Section M - HOME**

Interviewer Observations of Home Environment

All Ages: From Birth to 14 Years

---

If IM answered HOME, he/she will answer HOME OBS after Section R.  
If Spouse answered HOME, he/she will answer HOME OBS after Section S.

CSOB

ANSWER ON THE BASIS OF YOUR PERSONAL OBSERVATION OF THE HOME ENVIRONMENT OF EACH CHILD IN THE STUDY AT TIME OF YOUR VISIT. NOTE: FOR PURPOSES OF THIS SECTION, THE CHILD'S "HOME" IS HIS/HER OFFICIAL PERMANENT RESIDENCE."

CSOB-1A1

*CAPI CHECK:*

*IF CHILD'S AGE IS YOUNGER THAN 3 YRS, GO TO CSOB-1A;  
IF CHILD'S AGE IS BETWEEN [3 YRS] AND [5 YRS, 11 MOS], GO TO  
CSOB-1B  
IF CHILD'S AGE IS BETWEEN [6 YRS] AND [14 YRS, 11MOS], GO TO  
CSOB-1C*

**New Immigrant Survey**  
Section M - HOME

## HOME Observations - Part A: Under 3 Years

---

CSOB-1A

INTERVIEWER: DID YOU OBSERVE *CHILD NAME* AND (*HIS/HER*) MOTHER TOGETHER  
AT ANY TIME?

- 1 YES
- 2 NO...(GO TO CSOB-9a)

Lead In(s): CSOB-1A1[0-35], CSOB-1A1[Default]

\_\_\_\_\_ CSOB-  
2A

INTERVIEWER: (MOTHER/GUARDIAN) SPONTANEOUSLY SPOKE TO *CHILD NAME* TWICE OR  
MORE (EXCLUDING SCOLDING).

- 1 YES
- 2 NO

Lead In(s): CSOB-1A[Default]

\_\_\_\_\_ CSOB-  
3A

INTERVIEWER: (MOTHER/GUARDIAN) RESPONDED VERBALLY TO *CHILD NAME'S* SPEECH.

- 1 YES
- 2 NO

Lead In(s): CSOB-2A[Default]

\_\_\_\_\_ CSOB-  
4A

INTERVIEWER: (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED *CHILD NAME* AT  
LEAST ONCE.

- 1 YES
- 2 NO

Lead In(s): CSOB-3A[Default]

\_\_\_\_\_

## Section M - HOME

CSOB-5A

INTERVIEWER: (MOTHER/GUARDIAN) SLAPPED OR SPANKED *CHILD NAME* AT LEAST ONCE.

- 1 YES
- 2 NO

Lead In(s): CSOB-4A[Default]

\_\_\_\_\_ CSOB-  
6AINTERVIEWER: (MOTHER/GUARDIAN) INTERFERED WITH *CHILD NAME'S* ACTIONS OR  
RESTRICTED *CHILD NAME* FROM EXPLORING MORE THAN 3 TIMES.

- 1 YES
- 2 NO

Lead In(s): CSOB-5A[Default]

\_\_\_\_\_ CSOB-  
7AINTERVIEWER: (MOTHER/GUARDIAN) PROVIDED TOYS OR INTERESTING ACTIVITIES  
FOR *CHILD NAME*.

- 1 YES
- 2 NO

Lead In(s): CSOB-6A[Default]

\_\_\_\_\_ CSOB-  
8AINTERVIEWER: (MOTHER/GUARDIAN) KEPT *CHILD NAME* IN VIEW/COULD SEE *CHILD  
NAME*/LOOKED AT (*HIM/HER*) OFTEN.

- 1 YES
- 2 NO

Lead In(s): CSOB-7A[Default]  
\_\_\_\_\_

**Section M - HOME**

CSOB-9A

INTERVIEWER: *CHILD NAME'S* PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS WITHIN A TODDLER'S OR INFANT'S RANGE.)

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-8A[Default]

CSOB-

10A

*CAPICHECK: COLLECT ENDING TIME OF SUPPLEMENT.*

Lead In(s): CSOB-9A[Default]

Default Next Question: NEXT SECTION, INTERVIEWER REMARKS.

HOME Observations - Part B: 3 to 5 Years

---

CSOB-1B

INTERVIEWER: DID YOU OBSERVE *CHILD NAME* AND (*HIS/HER*) MOTHER TOGETHER AT ANY TIME?

- 1 YES
- 2 NO...(GO TO CSOB-8B).

Lead In(s): CSOB-1A[36-71]

---

CSOB-

2B

INTERVIEWER: (MOTHER/GUARDIAN) CONVERSED WITH *CHILD NAME* AT LEAST TWICE (EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS).

- 1 YES
- 2 NO

Lead In(s): CSOB-1B[1]

---

CSOB-

3B

INTERVIEWER: (MOTHER/GUARDIAN) ANSWERED *CHILD NAME'S* QUESTIONS OR REQUESTS VERBALLY.

- 1 YES
- 2 NO

Lead In(s): CSOB-2B[Default]

---

CSOB-

4B

INTERVIEWER: (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED *CHILD NAME* AT LEAST ONCE.

- 1 YES
- 2 NO

Lead In(s): CSOB-3B[Default]

---

**New Immigrant Survey**  
**Section M - HOME**

## Section M - HOME

CSOB-5B

INTERVIEWER: (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO *CHILD NAME* BY NAME.

- 1 YES
- 2 NO

Lead In(s): CSOB-4B[All]

\_\_\_\_\_ CSOB-6B

INTERVIEWER: (MOTHER/GUARDIAN) PHYSICALLY RESTRICTED OR (SHOOK/GRABBED) *CHILD NAME*.

- 1 YES
- 2 NO

Lead In(s): CSOB-5B[All]

\_\_\_\_\_ CSOB-7B

INTERVIEWER: (MOTHER/GUARDIAN) SLAPPED OR SPANKED *CHILD NAME* AT LEAST ONCE.

- 1 YES
- 2 NO

Lead In(s): CSOB-6B[All]

\_\_\_\_\_ CSOB-8B

INTERVIEWER: (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT *CHILD NAME*.

- 1 YES
- 2 NO

Lead In(s): CSOB-7B[All]

\_\_\_\_\_

## Section M - HOME

CSOB-9B

INTERVIEWER: *CHILD NAME'S* OUTSIDE PLAY ENVIRONMENT IS SAFE (NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A PRESCHOOLER'S RANGE).

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-8B[All]

\_\_\_\_\_ CSOB-  
10B

INTERVIEWER: INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-9B[All]

\_\_\_\_\_ CSOB-  
11B

INTERVIEWER: ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE REASONABLY CLEAN.

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-10B[All]

\_\_\_\_\_

## Section M - HOME

CSOB-12B

INTERVIEWER: ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-11B[All]

\_\_\_\_\_ CSOB-  
13B*CAPI CHECK: COLLECT ENDING TIME OF SUPPLEMENT.*

Lead In(s):

Default Next Question: NEXT SECTION, INTERVIEWER REMARKS.  
\_\_\_\_\_

HOME Observations - Part C: 6 Years and Over

---

CSOB-1C

INTERVIEWER: DID YOU OBSERVE *CHILD NAME* AND (*HIS/HER*) MOTHER TOGETHER  
AT ANY TIME?

- 1 YES
- 2 NO...(GO TO CSOB-6C)

Lead In(s): CSOB-1A1[72-179]

\_\_\_\_\_ CSOB-  
2C

INTERVIEWER: (MOTHER/GUARDIAN) ENCOURAGED *CHILD NAME* TO  
CONTRIBUTE TO THE CONVERSATION.

- 1 YES
- 2 NO

Lead In(s): CSOB-1C[Default]

\_\_\_\_\_ CSOB-  
3C

INTERVIEWER: (MOTHER/GUARDIAN) ANSWERED *CHILD NAME'S* QUESTIONS OR REQUESTS  
VERBALLY.

- 1 YES
- 2 NO

Lead In(s): CSOB-2C[All]

\_\_\_\_\_ CSOB-  
4C

INTERVIEWER: (MOTHER/GUARDIAN) CONVERSED WITH *CHILD NAME*  
EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.

- 1 YES
- 2 NO

Lead In(s): CSOB-3C[All]

---

## Section M - HOME

CSOB-5C

INTERVIEWER: (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO *CHILD NAME* BY NAME.

- 1 YES
- 2 NO

Lead In(s): CSOB-4C[All]

\_\_\_\_\_ CSOB-  
6C

INTERVIEWER: (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT *CHILD NAME*.

- 1 YES
- 2 NO

Lead In(s): CSOB-5C[Default], CSOB-1C[0]

\_\_\_\_\_ CSOB-  
7C

INTERVIEWER: INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-6C[All]

\_\_\_\_\_ CSOB-  
8C

INTERVIEWER: ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-7C[All]

\_\_\_\_\_

## Section M - HOME

CSOB-9C

INTERVIEWER: ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE  
MINIMALLY CLUTTERED.

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-8C[Default]

10C

CSOB-

INTERVIEWER: BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH  
HAZARDS WITHIN A SCHOOL-AGED CHILD'S RANGE.

- 1 YES
- 2 NO
- 3 CHILD'S HOME NOT OBSERVED

Lead In(s): CSOB-9C[All]

11C

CSOB-

*CAP I CHECK: COLLECT ENDING TIME OF SUPPLEMENT.*

Lead In(s): CSOB-10C[Default]

Default Next Question: CSIR-1

**Appendix A**

**HOME Observations**  
**Help Records**

## NLSY79 Child HOME Observations Help Records

In the computer assisted CAPI NLSY79 Child Supplement, interviewers have access to instructions that guide them in the administration of the electronic questionnaire. These "help" screens replace the traditional hardcopy question-by-question instructions that typically accompany a paper and pencil interview schedule.

The help screens (records) listed below are physically linked to the HOME Observation questions in the CAPI questionnaire for the NLSY79 Child survey. These help records are electronically available to the interviewer during the administration of the CAPI instrument.

For each help screen below, the Question Name appears to the left and a brief explanation of the question to the right. A substantive instruction, adapted directly from the HOME manual as prepared by the designers of the original instrument, appears in each record block. Only help records actively linked to the HOME section of the Child CAPI questionnaire are contained in this list.

NOTE: General interviewer instructions on the administration of each of the Child assessments appear on screens directly preceding the CAPI sections containing the assessments.

## NLSY79 Child HOME Observations Help Records

---

HELP-CSOB-2A Title: HOME: Mom spontaneously spoke to child twice or more.

MOTHER SPONTANEOUSLY VOCALIZES TO CHILD AT LEAST TWICE DURING THE VISIT (EXCLUDING SCOLDING). "Vocalizes" refers to any sound or words emitted by the mother. For example, she may say, "S-s-s-" or "Sweet baby," or any random words or sounds. In order for this item to be coded "yes", the mother's vocalizations must have occurred spontaneously as opposed to having occurred in response to some vocalization by the child.

---

HELP-CSOB-3A Title: HOME: Mom responded verbally to child's speech.

MOTHER RESPONDS TO CHILD'S VOCALIZATIONS WITH A VOCAL OR VERBAL RESPONSE. Again the maternal response may be either a complete word or words or merely clearly differentiated sounds, e.g., "ta-ta"; "tsk-tsk," or "You talking to Mommy?" The key factor here is that the mother is responding to the child's vocalization, not ignoring it. If the child does not vocalize during the interview, thereby denying the mother an opportunity to respond, the score would still be "no."

---

HELP-CSOB-4A Title: HOME: Mom caressed, kissed, hugged child at least once.

MOTHER CARESSES OR KISSES CHILD AT LEAST ONCE DURING THE VISIT. "Caresses" include a hug, a stroke of the hair, patting an arm or leg, reaching out affectionately and touching the face, etc. Blowing a kiss as well as actually establishing physical contact may be counted as a kiss.

---

HELP-CSOB-5A Title: HOME: Mom slapped/spanked child once or more.

MOTHER SLAPS OR SPANKS CHILD DURING THE VISIT. Occasionally a visitor will feel that she does not know whether a mother is playing or seriously slapping or spanking a child. The best guide to use in such instances is the child's behavior. If the child reacts with pleasure or happiness, chances are this represents a style of positive interaction between him and his mother. This case would be coded "no", - did not slap or spank. If he frowns, looks unhappy, whimpers, or cries, you can feel pretty confident that, however the mother intended it, the child did not perceive it as pleasurable.

---

---

HELP-CSOB-6A Title: HOME: Mom interfered with child's actions more than 3 times.

MOTHER INTERFERES WITH CHILD'S ACTIONS OR RESTRICTS CHILD'S MOVEMENT MORE THAN THREE TIMES DURING THE VISIT. Restrictions and interference here refer to such things as: taking a toy away from a child; putting a child who has climbed up on the sofa back down on the floor; putting a child who is crawling around the floor into a playpen or crib; slapping a child as he starts to pick up the visitor's handbag. In the last instance, the item would be applicable to item CSOB-5A. The Restrictions may also be verbal--"Stop that"; "Get out of there." Do not code as interference any action taken to prevent the child from harming himself (e.g., running into the street).

---

HELP-CSOB-7A Title: HOME: Mom provided toys or interesting activities.

MOTHER PROVIDES TOYS OR INTERESTING ACTIVITIES FOR CHILD DURING THE INTERVIEW. In order to be credited on this item, the mother must make some special effort to see to it that the child has something interesting to do during the time she will be talking to the interviewer. If the interview is conducted in a room that contains a number of toys or the child's toy box, one should assume that the mother has taken special efforts to have something available to entertain the child during the interview. If, however, the child tires of what is available and begins to whimper or to ask for something to do, this item should not be coded "yes" unless at that time the mother makes some special effort to bring out a new toy or do something else to interest the child.

---

HELP-CSOB-8A Title: HOME: Mom kept child in view/looked at child often.

MOTHER TENDS TO KEEP CHILD WITHIN VISUAL RANGE AND TO LOOK AT HIM OFTEN. "Often" means frequently enough to ensure safety of the child and to keep some kind of interpersonal contact with him -- the sort of thing lovers do when in the same room but out of reach of one another.

---

HELP-CSOB-9A Title: HOME: Child's play environment is safe.

THE CHILD'S PLAY ENVIRONMENT APPEARS SAFE AND FREE OF HAZARDS. The interviewer should use her own good judgment in scoring this item. Examples of hazards are: broken glass lying around, furniture with obvious wood splinters, an uncovered rotary fan, boards with nails sticking out, unprotected stairs for a pre-walking baby, a house so close to the street that a child could not safely play in the yard, pot handles extending over edge of the stove, etc. Overcrowding or clutter would not count as a hazard unless it existed to the extent that it could injure the child.

---

**Section M - HOME**

HELP-CSOB-2B Title: HOME: Mom conversed with child at least twice.

MOTHER CONVERSES WITH CHILD AT LEAST TWICE DURING VISIT (SCOLDING AND SUSPICIOUS COMMENTS ARE NOT COUNTED.) This item involves maternal conversation, not just vocalization which can be any sounds or words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or engage in verbal interchange other than scolding or degrading comments.

---

HELP-CSOB-3B Title: HOME: Mom answered child's questions/requests verbally.

MOTHER ANSWERS CHILD'S QUESTIONS OR REQUESTS VERBALLY. In order to receive credit for this item the mother must make an effort to answer the question for the child. If the mother is unable to answer it at the moment she may tell the child she doesn't know but that they will look up the answer later. Responses such as "Mother's busy, go away" or "Don't bother me now" should be coded "no".

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HELP-CSOB-4B Title: HOME: Mom kissed/caressed/hugged child at least once.

MOTHER CARESSES, KISSES OR CUDDLES CHILD AT LEAST ONCE DURING VISIT. This need not be a wild burst of showy affection. Simple signs of concern such as a mother gently tucking the child's shirt in, holding him on her lap, holding a hand, or a gentle pat on the shoulder would all receive a "yes."

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HELP-CSOB-5B Title: HOME: Mom introduced interviewer to child by name.

MOTHER INTRODUCES INTERVIEWER TO CHILD. In many cases the child already knows the interviewer; however, the mother must still remind the child of the visitor's name. A formal introduction is not necessary for credit. A comment such as, "You remember Mrs. Jones, don't you?" or "Show Mrs. Jones the new book you got for your birthday" will receive credit. The object is for the mother to make the child aware of the visitor's name and the fact that she has come to visit both of them and not just the mother.

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HELP-CSOB-6B Title: HOME: Mom physically restricted/grabbed child.

MOTHER USED PHYSICAL RESTRAINT, SHOOK, GRABBED, OR PINCHED CHILD DURING VISIT. In a younger child the mother might be apt to hold the child in her lap even though the child struggles to get down. An older child might be placed in a chair to keep him out of the way, or he might be jerked back for handling items on a table or pulled away if he tried to climb on the interviewer's lap.

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**Section M - HOME**

HELP-CSOB-7B Title: HOME: Mom slapped/spanked child at least once.

MOTHER SLAPS OR SPANKS CHILD DURING VISIT. This item goes hand in hand with HELP-CSOB-6B. In this item the slaps and spanks must be in anger or as a reprimand for some wrongdoing. An affectionate pat on the bottom as the mother sends the child out to play does not mean a slap or spank.

HELP-CSOB-8B Title: HOME: Mom voice conveyed positive feeling about child.

WHEN SPEAKING OF OR TO CHILD, MOTHER'S VOICE CONVEYS POSITIVE FEELING. Is the mother pleased with her child? Does she enjoy her and talk about her in a pleasant, joyful manner or does she talk in a flat tone that communicates, "She's here, so I'll put up with her."

HELP-CSOB-9B Title: HOME: Child's play environment is safe.

CHILD'S PLAY ENVIRONMENT APPEARS SAFE AND FREE OF HAZARDS. (Not having any outside play area requires an automatic "no".) The interviewer should use good judgment on the scoring. Examples of typical building/home hazards are: plaster coming down from ceiling, stairway with boards missing, rodents, broken glass lying around, junk cars abandoned in the yard or along the side of the street, open ditches of a house so close to a street that a child could not safely play in the yard, and boards with nails sticking out of them.

HELP-CSOB-10B Title: HOME: Interior of home dark/monotonous.

THE INTERIOR OF THE APARTMENT OR HOME IS DARK OR PERCEPTUALLY MONOTONOUS. On this item the interviewer can take into account a lack of lighting, drawn drapes, a lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

HELP-CSOB-11B Title: HOME: Rooms are reasonably clean.

ALL VISIBLE ROOMS OF THE HOUSE ARE REASONABLY CLEAN. The interviewer will have to use his or her own good judgment. Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should be coded "no." The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

**Section M - HOME**

HELP-CSOB-12B Title: HOME: Rooms are reasonably uncluttered.

ALL VISIBLE ROOMS OF THE HOUSE ARE MINIMALLY UNCLUTTERED. The interviewer will have to use his or her own good judgment. Allowances should be made for differing styles of housekeeping. The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-2C Title: HOME: Mom encouraged child to converse.

PARENT ENCOURAGES CHILD TO CONTRIBUTE TO THE CONVERSATION DURING VISIT. This item should be scored "yes" if the parent actively encourages the child to say something or if the parent allows the child input into the conversation without discouragement.

HELP-CSOB-3C Title: HOME: Mom answered child's questions/requests.

PARENT RESPONDS TO CHILD'S QUESTIONS DURING INTERVIEW. In order to receive credit for this item the parent must make an effort to answer the question for the child. If the parent is unable to answer the question at the moment she may tell the child she doesn't know but that they will look up the answer later. Responses such as, "I'm busy, go away." or, "Don't bother me now." do not receive credit. If the child fails to ask a question during the interview, this item should be coded "no."

HELP-CSOB-4C Title: HOME: Mom conversed with child excluding scolding.

PARENT TALKS TO CHILD DURING VISIT (BEYOND CORRECTION AND INTRODUCTION). This item refers to conversation, not just vocalization. The parent must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding or degrading comments.

HELP-CSOB-5C Title: HOME: Mom introduce interviewer to child by name.

PARENT INTRODUCES INTERVIEWER TO CHILD. To receive credit for this item, parent should introduce the child to the interviewer by name and in some way identify the visitor for the child.

HELP-CSOB-6C Title: HOME: Mom voice conveyed positive feeling about child.

WHEN SPEAKING OF OR TO CHILD, PARENT'S VOICE CONVEYS POSITIVE FEELINGS. The intent of this item is to capture the feeling tone conveyed by the parent toward the child. Does the parent feel good about her child? Does she enjoy her and talk about her in a pleasant, joyful manner or does she talk in a flat tone which communicates, "She's here, so I'll put up with her."

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HELP-CSOB-7C Title: HOME: Home is dark or perceptually monotonous.

THE INTERIOR OF THE APARTMENT IS DARK OR PERCEPTUALLY MONOTONOUS. On this item the interviewer can take into account a lack of lighting, drawn drapes, a lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

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HELP-CSOB-8C Title: HOME: All rooms are reasonably clean.

ALL VISIBLE ROOMS OF THE HOUSE ARE REASONABLY CLEAN. Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should be coded "no." The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

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HELP-CSOB-9C Title: HOME: All rooms are minimally cluttered.

ALL VISIBLE ROOMS OF THE HOUSE ARE MINIMALLY CLUTTERED. Allowances should be made for differing styles of housekeeping. However, the interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

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HELP-CSOB-10C Title: HOME: Building has no dangers/health hazards.

BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH DEFECTS (E.G., NO PLASTER COMING DOWN FROM CEILING, STAIRWAY WITH BOARDS MISSING, RODENTS, ETC.) Some of the most common concerns for this item are: open gas fires in the small home, and the presence of bleach, cleaning fluids, and other poisons within easy reach of a small child. Overcrowding or clutter in the home would not count as a hazard unless it is to such an extent that it could injure the child. A safe environment should be coded "yes."