Child Components of the New Immigrant Survey

1. The HOME (Home Observation for Measurement of the Environment)-Short Form is an instrument principally administered to the mother of the children being assessed to provide information on the quality of the environment, physical, intellectual, and emotional, of the children that may affect behaviors and development. The instrument provides multiple response categories for what are mainly factual questions about the home and parent and child interactions . meals the family eats together, reading by parents to children, books and other facilities in the home, rules set for the child, etc. The questions differ by the age group of the individual child. The questions pertain to all co-resident children younger than 18 of the respondent. The HOME assessment is included in the Adult Sample, Child Proxy and Spouse instruments as Section M.

2. The Parent/Guardian Questionnaire is administered to the same parent as the HOME assessment, in most cases the mother unless she is absent from the household. The instrument collects data on language use, schooling, and health for up to two randomly selected co-resident children of the respondent ages 5-17, inclusive. If the sampled child in the Child Sample is in the age range, that child will always be one of the two selected for this section. The Parent/Guardian questionnaire is included in the Adult Sample, Child Proxy and Spouse instruments as Section L.

3. The Child Questionnaire is administered to up to two co-resident children of the respondent ages 8-12 inclusive and asks similar questions to those in the Parent/Guardian Questionnaire. The Child Questionnaire is a separate file called “Child”.

4. In the Memory for Digit Span assessment, the interviewer reads sequences of numbers to a child and the child repeats them back in the original order (Digits Forward) and reverse order (Digits Backward). All co-resident children of the respondent ages 3-12, inclusive, were eligible. The NIS uses the WISC-R version of the assessment and the data are in a separate file.

5. The NIS includes four tests from the Woodcock Johnson Tests of Achievement battery. Children ages 3-12 inclusive were administered Test 1, Letter-Word Identification and Test 10, Applied Problems. Children ages 6-12, inclusive, were additionally administered Test 5, Calculation, and Test 9, Passage Comprehension. The NIS uses the WJ-III version Form A of the tests and the data are in a separate file.

Language Randomization Experiment

To assess aptitude or “ability,” it is important that the information elicited be as little affected by the fact that the subject and interviewer do not share the same language. Our strategy is to make use of the available and tested Spanish translations of the Woodcock Johnson III assessments, the Bateria, to obtain a reliable estimate of the ability biases, if any, that emanate from pure language difficulties. We randomly administered the exams in Spanish translation to one-half of all age-eligible children whose (sampled) immigrant parent was born in a Spanish-speaking country and whose first language was Spanish.

Working with child assessment and parent data

The case id for each child in the Digit Span and Woodcock Johnson data files is the six digit "pu_id". The first four digits are shared with the child's parents. The variable "samptype" indicates whether the child's parent's data is in the Adult Sample files or the Child Proxy files. The variable "roster" identifies the roster position of the child in the parent data. For example, descriptive data for the child with pu_id "111122", samptype "Adult", roster "4" would correspond with the individual at roster position 4 in the Adult Sample with parent pu_id "111110".

Table 1. Mega-roster variables in Adult Sample and Child Proxy data files

ID_X	NUMBER FOR ROSTERED PERSON
REL_X	RELATIONSHIP OF ROSTERED PERSON
GENDR_X	ROSTERED PERSON GENDER
AGE_X	AGE OF ROSTERED PERSON
MOB_X	MONTH OF BIRTH OF ROSTERED PERSON
YOB_X	YEAR OF BIRTH OF ROSTERED PERSON
COO_Xmo	COUNTRY OF ORIGIN OF ROSTERED PERSON
INHH_X	ROSTERED PERSON IN HOUSEHOLD
ENTYR_X	CHILDS ENTRY YEAR
EXELG_X	CHILD ELIGIBLE FOR EXPERIMENT
EXRND_X	EXPERIMENT LANGUAGE ASSIGNMENT
GRADE_X	CHILDS GRADE

Several variables are used to match the child to the Adult Sample or Child Proxy data in the fertility subsection in Section A to their mega-roster position. These variables are shown in Table 2. Using the same example as before, if the child at roster position 4 was a biological son (rel_4=3), we would look for the child's data in the values of binumx for x=1 through 15. If binum1=4, we would know that the fertility section data for the child at roster position 4 is in the first loop (_X=_1) of the biological child variables.

Table 2. Fertility section mega-roster variables.

Biological Children (relationship code = 3 or 4)		
	BINUMX [X=1 to 15]	**Roster number of child discussed at loop X in fertility subsection, includes children added in A232a_X-A236_X and co-resident children selected from mega roster.**
Adopted Children (relationship code = 5 or 6)		
	ADNUMX [X=1 to 15]	**Roster number of child discussed at loop X in fertility subsection, includes children added in A243a_X-A249_X and co-resident children selected from mega roster.**
Step Children (relationship code = 7 or 8)		
	STNUM [X=1 to 15]	**Roster number of child discussed at loop X in fertility subsection, includes children added in A256a_X-A261_X and co-resident children selected from mega roster.**

Digit Span

Co-resident children ages 3-12 inclusive were eligible for Digit Span. Children were assented in the language they knew best. Digit Span was to be administered in that same language. If a bilingual interviewer in that language was not available, an in-person interpreter administered the assessment in conjunction with the interviewer. Children were asked a series of self-assessment language questions and then were administered Digits Forward followed by Digits Backward. The interviewer then answered a series of questions on the administration. The codebook describes the data file and values.

Questionnaire

VAR "assent". Which language do you understand better, English or [OTHER LANGUAGE SPOKEN IN HOUSEHOLD]?
LANGUAGE CODE
-2. Don't Know
-1. Refused

CHILD IS ASSENTED IN LANGUAGE OF CHOICE AND DIGIT SPAN IS ADMINISTERED IN THAT SAME LANGUAGE.

SA1. [ASKED OF ALL CHILDREN] How well do you understand spoken English?

1. VERY WELL
2. WELL
3. NOT WELL
4. NOT AT ALL
-2. Don't Know
-1. Refused

SA2. [ASKED OF ALL CHILDREN] How well do you speak English?

1. VERY WELL
2. WELL
3. NOT WELL
4. NOT AT ALL
-2. Don't Know
-1. Refused

SA3. [ASKED OF CHILDREN AGES 7-12] How well do you read English?

1. VERY WELL
2. WELL
3. NOT WELL
4. NOT AT ALL
-2. Don't Know
-1. Refused

SA4. [ASKED OF CHILDREN AGES 7-12] How well do you write English?

1. VERY WELL
2. WELL
3. NOT WELL
4. NOT AT ALL
-2. Don't Know
-1. Refused

SA5. [ASKED OF ALL CHILDREN IN LANGUAGE RANDOMIZATION EXPERIMENT, exp_flag=1]
How well do you understand spoken Spanish?

1. VERY WELL
2. WELL
3. NOT WELL
4. NOT AT ALL
-2. Don't Know
-1. Refused

SA6. [ASKED OF ALL CHILDREN IN LANGUAGE RANDOMIZATION EXPERIMENT, exp_flag=1]
How well do you speak Spanish?

1. VERY WELL
2. WELL
3. NOT WELL
4. NOT AT ALL
-2. Don't Know
-1. Refused

SA7. [ASKED OF CHILDREN AGES 7-12 IN LANGUAGE RANDOMIZATION EXPERIMENT, exp_flag=1] How well do you read Spanish?

1. VERY WELL
2. WELL
3. NOT WELL
4. NOT AT ALL
-2. Don't Know
-1. Refused

SA8. [ASKED OF CHILDREN AGES 7-12 IN LANGUAGE RANDOMIZATION EXPERIMENT, exp_flag=1] How well do you write Spanish?

1. VERY WELL
2. WELL
3. NOT WELL
4. NOT AT ALL
-2. Don't Know
-1. Refused

Digits Forward. Child exits Digits Forward when gives wrong answer to two items of same length sequence. If one or both answers are correct for the two items of same length sequence, the child advances to the next length.

DS1a. X-X-X

1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS1b. X-X-X

1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS2a. X-X-X-X

1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS2b. X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS3a. X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS3b. X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS4a. X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS4b. X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS5a. X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS5b. X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS6a. X-X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS6b. X-X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS7a. X-X-X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS7b. X-X-X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

Digits Backward. Child exits Digits Backward when gives wrong answer to two items of same length sequence. If one or both answers are correct for the two items of same length sequence, the child advances to the next length.

DS8a. X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS8b. X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS9a. X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS9b. X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS10a. X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS10b. X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS11a. X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS11b. X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS12a. X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS12b. X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS13a. X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS13b. X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS14a. X-X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS14b. X-X-X-X-X-X-X-X
1. CORRECT
2. WRONG
-2. Don't Know
-1. Refused

DS1. Was anyone else present in the room at any time during the administration of the Digit Span?

1. YES [GO TO DS1a]
2. NO [GO TO DS3]
-2. DON'T KNOW [GO TO DS3]

DS1a. How much did the presence of this person distract the child or interfere with the assessment?

1. A GREAT DEAL
2. SOMEWHAT
3. NOT AT ALL
-2. DON'T KNOW

DS3. Was the Digit Span assessment completed?

1. YES [GO TO DS4]
2. NO [GO TO DS3a]
-2. DON'T KNOW [GO TO DS3a]

DS3a_X. [X=1-11] What were the reasons for not completing it? (CHECK ALL THAT APPLY.)

1. PARENT/PRIMARY CAREGIVER TERMINATED/REFUSED
2. CHILD WOULD NOT RESPOND
3. MAJOR INTERRUPTION CAUSED TERMINATION
4. CHILD COULD NOT UNDERSTAND TASK
5. CHILD HAD LANGUAGE PROBLEM
6. CHILD'S EMOTIONAL CONDITION
7. CHILD'S PHYSICAL CONDITION
8. CHILD TIRED
9. OTHER (SPECIFY) [go to DS3b_x for same x]
95. NO OTHER REASONS

DS3b_X. [X=1 to 10]. OTHER (SPECIFY) [go to DS3a_x for next x]

_____
_____

DS4. Please provide a few words about the information collected in the Digit Span that would help the project staff understand and ambiguous, confusing, or conflicting information.

_____
_____

DS5. Briefly provide a description of the interview situation that would help the project staff understand the Digit Span data. Include information about the interview setting, distractions during the interview, the respondent's level of cooperation, etc.

_____
_____