

Child Components of the NIS

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.

Woodcock Johnson Assessment.

The child was assented for the Woodcock Johnson assessment at the same time as for the Digit Span assessment. All children were administered the Woodcock Johnson assessments in English except for assigned to Spanish in the Language Randomization Experiment. See the Woodcock Johnson codebook to identify these children.

The Woodcock Johnson III Tests of Achievement are authored by Richard Woodcock, Kevin McGrew and Nancy Mather and published by Riverside Publishing. The Batería III Woodcock-Muñoz is authored by Richard Woodcock, Ana Muñoz -Sandoval, Kevin McGrew, Nancy Mather and Fred Schrank and also published by Riverside Publishing.

Questionnaire

Assessment administered. Raw scores are in score1, score5, score9, and score10.

WJ1. Was anyone else present in the room at any time during the administration of the Woodcock-Johnson?

1. YES [GO TO WJ1a]
2. NO [GO TO WJ3]
- 2. DON'T KNOW [GO TO WJ3]

WJ1a. 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

WJ2. Were all the appropriate Woodcock-Johnson assessments completed?

1. YES [GO TO WJ4]
2. NO [GO TO WJ2a]
- 2. DON'T KNOW [GO TO WJ2a]

WJ2a_X. [X=1-11] What were the reasons for not completing them?

WJ2a_a. PARENT/PRIMARY CAREGIVER TERMINATED/REFUSED [GO TO WJ2a_b]

- T. TRUE
- F. FALSE

WJ2a_b. CHILD WOULD NOT RESPOND [GO TO WJ2a_c]

- T. TRUE
- F. FALSE

WJ2a_c. MAJOR INTERRUPTION CAUSED TERMINATION [GO TO WJ2a_d]

- T. TRUE
- F. FALSE

WJ2a_d. CHILD COULD NOT UNDERSTAND TASK [GO TO WJ2a_e]

- T. TRUE
- F. FALSE

- WJ2a_e. CHILD HAD LANGUAGE PROBLEM [GO TO WJ2a_f]
 - T. TRUE
 - F. FALSE
- WJ2a_f. CHILD'S EMOTIONAL CONDITION [GO TO WJ2a_g]
 - T. TRUE
 - F. FALSE
- WJ2a_g. CHILD'S PHYSICAL CONDITION [GO TO WJ2a_h]
 - T. TRUE
 - F. FALSE
- WJ2a_h. CHILD TIRED [GO TO WJ2a_i]
 - T. TRUE
 - F. FALSE
- WJ2a_i. OTHER (SPECIFY) [GO TO WJ2b]
 - T. TRUE
 - F. FALSE
- WJ2a_j. NO OTHER REASONS
 - T. TRUE
 - F. FALSE

WJ2b. OTHER (SPECIFY)

WJ4. Please provide a few words about the information collected in the Woodcock-Johnson that would help the project staff understand and ambiguous, confusing, or conflicting information.

WJ5. Briefly provide a description of the interview situation that would help the project staff understand the Woodcock-Johnson data. Include information about the interview setting, distractions during the interview, the respondent's level of cooperation, etc.
