

## Early Home Learning Environment (EHLE) Dataset Codebook

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# Table of Contents

<b>INTRODUCTION.....</b>	<b>3</b>
Background.....	3
Eligibility Requirements.....	4
Contents of Codebook.....	4
<b>PARTICIPANT INFORMATION.....</b>	<b>5</b>
Table of Measures and Variable Names.....	5
Data Management.....	5
Missing Values and Excluded Participants.....	6
<b>DEMOGRAPHIC INFORMATION.....</b>	<b>7</b>
<b>HOME MATHEMATICAL ENVIRONMENT.....</b>	<b>10</b>
<b>PARENT REPORT CHILD SKILLS.....</b>	<b>18</b>
<b>PARENT EXPECTATIONS.....</b>	<b>19</b>
<b>HOME EXECUTIVE FUNCTION ENVIRONMENT.....</b>	<b>20</b>
<b>HOME SCIENCE ENVIRONMENT.....</b>	<b>23</b>
<b>HOME LITERACY ENVIRONMENT.....</b>	<b>27</b>
<b>PARENT BELIEFS.....</b>	<b>29</b>
<b>PARENT MATH ANXIETY.....</b>	<b>30</b>
<b>COMMUNALISM.....</b>	<b>31</b>
<b>REFERENCES.....</b>	<b>32</b>

# INTRODUCTION

## Background

In an attempt to bridge the opportunity gap that exists prior to schooling, understanding the specific activities, resources, and interactions that take place in the home that encourage higher academic achievement has become a primary concern in the field. Many researchers have begun to narrow in on domain-specific activities and resources in the home as a way to explain development in specific educational areas. For example, a substantial amount of research has focused on the role of the home literacy environment (HLE) as a way to explain the literacy and reading activities parents engage in with their children (Burgess et al., 2002; Sénéchal et al., 1998; Schmitt et al., 2011). The HLE has received the most attention in the home environment as literacy skills remain an important skill for children in school and the HLE is a well-established predictor of children's language and literacy development (Burgess et al., 2002; Sénéchal & LeFevre, 2002). More recently, the home mathematics environment (HME, or home numerical environment) has gained more attention in the home learning environment field following the HLE (Elliott & Bachman, 2018; Mutaf-Yıldız et al., 2020). The HME has focused on the activities that parents engage in with their children and resources surrounding mathematical development (see Hornburg et al., 2021 for a review). Historically, literacy and mathematics were two important academic domains for children during their time in school, and thus, explain the focus of how the home environment can foster these skills. However, with more current research emphasizing the importance of children's executive function skills for later academic success (Duncan et al., 2007; Moffitt et al., 2012) and motivations to encourage science education for future STEM (science, technology, engineering, and mathematics) occupations (Morgan et al., 2016), two more domain-specific home learning environments have emerged.

Recent research has examined the home executive function (EF) environment (HEFE; Choe et al., 2021; Korucu et al., 2019) as a way to identify factors that are related to the early growth in EF. Very few studies have examined this domain-specific environment; however, Korucu and colleagues (2019) asked parents questions that included engaging in activities such as memory games, engaging in physical activity, and games that require the child to stop, think, then act. Given the importance of EF for later academic achievement (Ahmed et al., 2019; Blair & Razza, 2007), examining EF in the home environment may also contribute to our understanding of children's academic skills.

Finally, given the underrepresentation of African American and Hispanic adults in STEM careers in the United States (Committee on Equal Opportunities in Science & Engineering, 2018), there has been a greater push to foster science skills in the home, seeing that science experiences lay the foundation for later science success (Morgan et al., 2016). Therefore, researchers have begun focusing on the home science environment (HSE; Gerde et al., 2021; Silander et al., 2018). Some home science activities include playing with bugs or spiders, using magnets or binoculars, or attending the zoo or aquarium (Gerde et al., 2021). Children's experiences with science activities provide opportunities for them to acquire tools for reasoning skills and curiosity and therefore may further contribute to our understanding of children's later learning (Greenfield et al., 2017).

The current study provides a dataset on all of these subdomains of the home learning environment in one sample. This will provide the field with the opportunity to 1) evaluate the reliability and validity of these scales individually, 2) determine whether these scales are separable, 3) examine the developmental trajectories of these specific subdomain scales, and more.

## Eligibility Requirements

The sample consisted of parents of children and data collection was exclusively conducted via parent-report. Parents were recruited through Prolific (<https://www.prolific.co/>), an online tool for participant recruitment and data collection. Prolific is a useful tool in psychological science for collecting high-quality data in an inexpensive and rapid manner on samples that are more diverse and representative than traditional samples (Palan & Schitter, 2018). Prolific is currently being used by researchers to collect data on a variety of important things. It combines good recruitment standards with reasonable cost, and explicitly informs participants that they are recruited for participation in research. To collect data, a study is posted on the Prolific website with a brief description of the study, how long it takes, and the payment amount. Then a Prolific participant clicks on the link in order to participate. After completing the study, they receive the payment through Prolific by being redirected to a Prolific URL. The summary for this study consisted of surveys on demographic information, parent-child activities, home environment, and their child's achievement. In total, the surveys took approximately 30-45 minutes to complete. Variables are presented in the order in which survey questions were asked.

Utilizing Prolific's prescreening options, the participants for the current study were selected through the following criteria: all participants were located in the United States of America, were a minimum age of 18 years old and a maximum age of 75 years old, identified as United States citizens, spoke English as their first language, have children, and the year of birth of the youngest child could range from 2015-2021. Participants were paid an hourly rate of \$8.90 for completion of the survey and could complete the survey on a desktop or tablet device. The description of the study stated, "In this study, I will ask you a variety of questions about your child's home learning environment."

Data collection began on December 15, 2021 and ended on January 20, 2022 when at least 1,000 participants were reached and approved through Prolific.

## Contents of Codebook

This codebook contains a synthesis of information that is meant to describe the Early Home Learning Environment (EHLE) survey methodology and dataset. Researchers who have received permission to work with the data will be supplied this codebook as a reference and must cite Ellis et al. (2022) when utilizing this public dataset.

The remainder of this codebook contains more detailed information about the study questions and variables. It also describes information about the participants. A list of reference papers can be found at the very end.

## PARTICIPANT INFORMATION

This table provides basic descriptive information about the Early Home Learning Environment (EHLE) Dataset to help researchers develop an overall sense of the sample and decide which variables to include as covariates in their analyses.

<b>Variable Name</b>	<b><i>N</i></b>	<b><i>M (SD) or %</i></b>	<b><i>Range</i></b>
<i>Child Demographics</i>			
Age (Years)	1041	4.22 (1.92)	0 - 13
Gender (Male)	1041	49%	0 - 1
Child No Disability	1041	90%	0 - 1
Race/Ethnicity (White)	1041	78%	0 - 1
<i>Parent Demographics</i>			
Relationship to Child (Mother)	1046	69%	0 - 1
Race/Ethnicity (White)	1046	86%	0 - 1
Hispanic	1046	9%	0 - 1
Monolingual (English)	1046	85%	0 - 1

### Table of Measures and Variable Names

<b>Type</b>	<b>Acronym</b>	<b>Measure</b>	<b><i>N range</i></b>
<b>Parent Survey</b>	p_or c_	Demographics	1041 - 1046
	pr_bel	Parent Beliefs	989
	pr_exp	Parent Expectations	1009
	p_mathanx	Parent Math Anxiety	989
	p_comm	Parent Communalism	989
	pr_count	Parent Report Counting	1009
	pr_simsum	Parent Report Simple Sums	1009
	pr_num	Parent Report Numeral Identification	1009
	pr_abc	Parent Report Alphabet Recognition	1009
<b>Home Learning Environment</b>	HME	Home Mathematical Environment	1009 - 1027
	HEFE	Home Executive Function Environment	1004 - 1000
	HSE	Home Science Environment	993
	HLE	Home Literacy Environment	990

### Data Management

The process for data entry and cleaning was conducted by Alexa Ellis. Participants completed the survey using Qualtrics. The original Qualtrics surveys can still be accessed by the PIs and some of the research staff at Purdue University. The final data was downloaded in Excel sheets

and Alexa Ellis cleaned the data in Excel. Variables were re-named and re-coded for the purpose of creating an integrated dataset.

## Missing Values and Excluded Participants

Researchers working with the dataset will notice patterns of missing data. These can be explained by the participant not completing the survey or deciding to end the survey mid-collection. Across all variables, missing data is coded the same (.) regardless of when the participant dropped the survey as long as they responded to basic parent demographics. Researchers working with the data should decide what the most appropriate way to handle the missing data is for their specific purpose.

Of 1,076 participants, seven participants were “Rejected” in Prolific for not passing at least eight of thirteen (62%) attention checks, three were “Rejected” for not having an accurate Prolific ID (e.g., d, Fa), and twenty were not “Approved” for submitting multiple responses if Qualtrics or Prolific kicked them out (e.g., in this case the most complete case was included in the dataset). Attention checks are still present in the data, and are labeled “attnchk\_#.” Participants who passed eight or more out of twelve attention checks remained in the study for a total of 1,046 participants. Researchers working with the data should decide what the most appropriate way to handle the attention checks is for their specific purpose.

## DEMOGRAPHIC INFORMATION

Variable Name	Variable	Survey Question
<b>p_age</b>	Parent age	How old are you?
<b>p_gender</b>	Parent gender	What is your gender? 1 = male, 2 = female, 3 = Non-binary/third gender, 4 = other
<b>p_gender_txt</b>	Parent gender (text)	What is your gender? - Other - Text
<b>p_income</b>	Household income	What is your household income?
<b>p_racethn</b>	Parent race/ethnicity	What is your race/ethnicity? – 1 = White, 2 = Black or African American, 3 = American Indian or Alaska Native, 3 = Asian, 5 = Native Hawaiian or Pacific Islander, 6 = Other, 7 = Middle Eastern or North African, 8 = Bi/Multi-Racial
<b>p_racethn_bi</b>	Parent race/ethnicity biracial (text)	What is your race/ethnicity? - Bi/Multi-Racial - Text
<b>p_racethn_other</b>	Parent race/ethnicity other (text)	What is your race/ethnicity? - Other - Text
<b>p_hispanic</b>	Parent Hispanic	Are you Hispanic?
<b>p_edu</b>	Parent education	What is your highest level of education obtained?
<b>p_langeng</b>	Parent language English	Do you speak any other languages besides English? – 0 = Yes, 1 = No
<b>p_langspan</b>	Parent language Spanish	Do you speak any other languages besides English? – Speak Spanish
<b>p_langfren</b>	Parent language French	Do you speak any other languages besides English? - Speak French
<b>p_langgerm</b>	Parent language German	Do you speak any other languages besides English? – Speak German
<b>p_langita</b>	Parent language Italian	Do you speak any other languages besides English? - Speak Italian
<b>p_langara</b>	Parent language Arabic	Do you speak any other languages besides English? - Speak Arabic

<b>p_langother</b>	Parent language other	Do you speak any other languages besides English? - Speak Other
<b>p_langother_txt</b>	Parent language other (text)	Do you speak any other languages besides English? - Other - Text
<b>p_highed</b>	Highest education in home	What is the highest level of education obtained by someone in your household?
<b>p_relation</b>	Parent relationship to child	What is your relationship with the child? – 1 = Mother, 2 = Father, 3 = Other
<b>p_relation_txt</b>	Parent relationship to child (text)	What is your relationship with the child? - Other - Text
<b>c_agebucket</b>	Child age between 3-6	How many children ages 3-6 years old do you have?
<b>c_youngold</b>	Child age below or above 3-6	Select whether you have children above or below ages 3-6.
<b>c_ageyrs</b>	Child age	What age is your child in years?
<b>c_gender</b>	Child gender	What is your child's gender? - 1 = male, 2 = female, 3 = non-binary/third gender, 4 = other
<b>c_gender_txt</b>	Child gender (text)	What is your child's gender? - Other - Text
<b>c_racethn</b>	Child race/ethnicity	What is your child's race/ethnicity? - 1 = White, 2 = Black or African American, 3 = American Indian or Alaska Native, 3 = Asian, 5 = Native Hawaiian or Pacific Islander, 6 = Other, 7 = Middle Eastern or North African, 8 = Bi/Multi-Racial
<b>c_racethn_bi</b>	Child race/ethnicity biracial (text)	What is your child's race/ethnicity? - Bi/Multi-Racial - Text
<b>c_racethn_other</b>	Child race/ethnicity other (text)	What is your child's race/ethnicity? - Other - Text
<b>c_grade</b>	Child grade	What grade is your child in? – 1 = preschool, 2 = kindergarten, 3 = first grade, 4 = second grade, 5 = third grade, 6 = other
<b>c_grade_txt</b>	Child grade other (text)	What grade is your child in? - Other - Text
<b>p_schoolexp</b>	Parent schooling expectation for child	How much schooling do you expect your child will complete?

<b>c_autism</b>	Child autism	Does the target child have any of the following diagnoses (check all that apply): - Autism spectrum disorder
<b>c_downsynd</b>	Child down syndrome	Does the target child have any of the following diagnoses (check all that apply): - Down syndrome
<b>c_intelldis</b>	Child intellectual disability	Does the target child have any of the following diagnoses (check all that apply): - Intellectual disability
<b>c_deafhoh</b>	Child deaf or hard of hearing	Does the target child have any of the following diagnoses (check all that apply): - Deaf/hard of hearing
<b>c_diagothor</b>	Child disability other	Does the target child have any of the following diagnoses (check all that apply): - Other disability (please describe)
<b>c_nodis</b>	Child no disability	Does the target child have any of the following diagnoses (check all that apply): - No disability
<b>c_diagothor_txt</b>	Child disability other (text)	Does the target child have any of the following diagnoses (check all that apply): - Other disability (please describe) - Text
<b>c_dis_clinic</b>	Child disability clinically diagnosed	Was this disability diagnosed by a clinician? 1 = Yes, 2 = No
<b>c_cogconcern</b>	Cognitive concern for child	Have you or your child's teachers or health care providers ever expressed any concerns about your child's cognitive development? 1 = Yes, 2 = No
<b>c_cogconcern_txt</b>	Cognitive concern for child (text)	Please describe cognitive concern for your child
<b>p_autism</b>	Parent autism	Have you ever been diagnosed with any of the following (check all that apply) Autism spectrum disorder
<b>p_intelldis</b>	Parent intellectual disability	Have you ever been diagnosed with any of the following (check all that apply) Intellectual disability
<b>p_deafhoh</b>	Parent deaf or hard of hearing	Have you ever been diagnosed with any of the following (check all that apply) Deaf/Hard of hearing
<b>p_nodis</b>	Parent no disability	Have you ever been diagnosed with any of the following (check all that apply) None
<b>p_asl</b>	Parent uses ASL	Do you use sign language to communicate with the target child? 1 = Yes, 2 = No

## HOME MATHEMATICAL ENVIRONMENT

Items taken from Blevins-Knabe & Musun-Miller (1996), Dearing et al. (2012), del Río et al. (2017), Hart et al. (2016), Manolitsis et al. (2013), Missall et al. (2017), Mutaf-Yıldız et al. (2018), Napoli & Purpura (2018), Niklas & Schneider (2014), Niklas et al. (2016), Purpura et al. (2020), Ramani et al. (2015), Skwarchuk (2009), Thompson et al. (2017), Zippert et al. (2020), and Xu et al. (2021).

**HME\_1\_X responses:** 1 = Never, 2 = 1-3 times a month, 3 = About once a week, 4 = 2-5 times per week, 5 = Daily, 6 = Multiple times a day

**HME\_2\_X responses:** 1 = Too easy, 2 = Just right, 3 = Too hard

Variable Name	Variable	Survey Question
HME_1_1	Count objects	In the PAST MONTH, how often did you and your child engage in the following? - Count objects
HME_1_2	Count down	In the PAST MONTH, how often did you and your child engage in the following? - Count down (10, 9, 8, 7....)
HME_1_3	Identify names of written numbers	In the PAST MONTH, how often did you and your child engage in the following? - Identify names of written numbers
HME_1_4	Print numbers	In the PAST MONTH, how often did you and your child engage in the following? - Print numbers
HME_1_5	Use number or arithmetic flashcards	In the PAST MONTH, how often did you and your child engage in the following? - Use number or arithmetic flashcards
HME_1_6	Measure ingredients when cooking	In the PAST MONTH, how often did you and your child engage in the following? - Measure ingredients when cooking
HME_1_7	Being timed	In the PAST MONTH, how often did you and your child engage in the following? - Being timed
HME_1_8	Play with calculators	In the PAST MONTH, how often did you and your child engage in the following? - Play with calculators
HME_1_9	Use calendars and dates	In the PAST MONTH, how often did you and your child engage in the following? - Use calendars and dates
HME_1_10	Connect-the-dot activities	In the PAST MONTH, how often did you and your child engage in the following? - "Connect-the-dot" activities
HME_2_1	DT: Count objects	This activity is ___ for my child - Count objects
HME_2_2	DT: Count down	This activity is ___ for my child - Count down (10, 9, 8, 7....)
HME_2_3	DT: Identify names of written numbers	This activity is ___ for my child - Identify names of written numbers
HME_2_4	DT: Print numbers	This activity is ___ for my child - Print numbers

<b>HME_2_5</b>	DT: Use number or arithmetic flashcards	This activity is ___ for my child - Use number or arithmetic flashcards
<b>HME_2_6</b>	DT: Measure ingredients when cooking	This activity is ___ for my child - Measure ingredients when cooking
<b>HME_2_7</b>	DT: Being timed	This activity is ___ for my child - Being timed
<b>HME_2_8</b>	DT: Play with calculators	This activity is ___ for my child - Play with calculators
<b>HME_2_9</b>	DT: Use calendars and dates	This activity is ___ for my child - Use calendars and dates
<b>HME_2_10</b>	DT: Connect-the-dot activities	This activity is ___ for my child - "Connect-the-dot" activities
<b>HME_1_11</b>	Use number storybooks	In the PAST MONTH, how often did you and your child engage in the following? - Use number activity books
<b>HME_1_12</b>	Play board games	In the PAST MONTH, how often did you and your child engage in the following? - Read number storybooks
<b>HME_1_13</b>	Play board games	In the PAST MONTH, how often did you and your child engage in the following? - Play board games with a die or spinner
<b>HME_1_14</b>	Play card games	In the PAST MONTH, how often did you and your child engage in the following? - Play card games
<b>HME_1_15</b>	Learn simple sums	In the PAST MONTH, how often did you and your child engage in the following? - Learn simple sums (i.e., $2+2 = 4$ )
<b>HME_1_16</b>	Sort things	In the PAST MONTH, how often did you and your child engage in the following? - Sort things by size, color, or shape
<b>attnchk_1</b>	ATTN CHECK	In the PAST MONTH, how often did you and your child engage in the following? - Choose Almost daily and Too easy for this question
<b>HME_1_18</b>	Make collections	In the PAST MONTH, how often did you and your child engage in the following? - Make collections
<b>HME_1_19</b>	Recite numbers	In the PAST MONTH, how often did you and your child engage in the following? - Recite numbers in order
<b>HME_1_20</b>	Sing math songs	In the PAST MONTH, how often did you and your child engage in the following? - Sing math songs
<b>HME_1_21</b>	Guess the number of things	In the PAST MONTH, how often did you and your child engage in the following? - Guess the number of things
<b>HME_2_11</b>	DT: Use number storybooks	This activity is ___ for my child - Use number activity books
<b>HME_2_12</b>	DT: Play board games	This activity is ___ for my child - Read number storybooks
<b>HME_2_13</b>	DT: Play board games	This activity is ___ for my child - Play board games with a die or spinner

<b>HME_2_14</b>	DT: Play card games	This activity is ___ for my child - Play card games
<b>HME_2_15</b>	DT: Learn simple sums	This activity is ___ for my child - Learn simple sums (i.e., $2+2 = 4$ )
<b>HME_2_16</b>	DT: Sort things	This activity is ___ for my child - Sort things by size, color, or shape
<b>attnchk_2</b>	ATTN CHECK	This activity is ___ for my child - Choose Almost daily and Too easy for this question
<b>HME_2_18</b>	DT: Make collections	This activity is ___ for my child - Make collections
<b>HME_2_19</b>	DT: Recite numbers	This activity is ___ for my child - Recite numbers in order
<b>HME_2_20</b>	DT: Sing math songs	This activity is ___ for my child - Sing math songs
<b>HME_2_21</b>	DT: Guess the number of things	This activity is ___ for my child - Guess the number of things
<b>HME_1_22</b>	Note numbers on signs	ON AVERAGE, how often do you do each of the following with your child outside of school? - Note numbers on signs when driving/walking
<b>HME_1_23</b>	Keep track of money	ON AVERAGE, how often do you do each of the following with your child outside of school? - Keep track of money/penny bank
<b>HME_1_24</b>	Interact with clocks	ON AVERAGE, how often do you do each of the following with your child outside of school? - Interact with clocks
<b>HME_1_25</b>	Temperature, time, dates	ON AVERAGE, how often do you do each of the following with your child outside of school? - Use numbers in reference to temperature time and dates
<b>HME_1_26</b>	Compare sizes of numbers	ON AVERAGE, how often do you do each of the following with your child outside of school? - Compare sizes of numbers
<b>HME_1_27</b>	Play math games in the car	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play games in the car that involve math
<b>HME_1_28</b>	Math computer/video games	ON AVERAGE, how often do you do each of the following with your child outside of school? - Use computer/video games to do math
<b>HME_1_29</b>	Do word problems	ON AVERAGE, how often do you do each of the following with your child outside of school? - Do word problems
<b>HME_1_30</b>	Help with math homework	ON AVERAGE, how often do you do each of the following with your child outside of school? - Help with math homework
<b>HME_1_31</b>	Measure lengths/widths	ON AVERAGE, how often do you do each of the following with your child outside of school? - Measure lengths/widths

<b>HME_2_22</b>	DT: Note numbers on signs	This activity is ___ for my child - Note numbers on signs when driving/walking
<b>HME_2_23</b>	DT: Keep track of money	This activity is ___ for my child - Keep track of money/penny bank
<b>HME_2_24</b>	DT: Interact with clocks	This activity is ___ for my child - Interact with clocks
<b>HME_2_25</b>	DT: Temperature, time, dates	This activity is ___ for my child - Use numbers in reference to temperature time and dates
<b>HME_2_26</b>	DT: Compare sizes of numbers	This activity is ___ for my child - Compare sizes of numbers
<b>HME_2_27</b>	DT: Play math games in the car	This activity is ___ for my child - Play games in the car that involve math
<b>HME_2_28</b>	DT: Math computer/video games	This activity is ___ for my child - Use computer/video games to do math
<b>HME_2_29</b>	DT: Do word problems	This activity is ___ for my child - Do word problems
<b>HME_2_30</b>	DT: Help with math homework	This activity is ___ for my child - Help with math homework
<b>HME_2_31</b>	DT: Measure lengths/widths	This activity is ___ for my child - Measure lengths/widths
<b>HME_1_32</b>	Draw or play shapes	ON AVERAGE, how often do you do each of the following with your child outside of school? - Use computer to draw or play with shapes
<b>HME_1_33</b>	Play spatial games	ON AVERAGE, how often do you do each of the following with your child outside of school? - Use computer for spatial games, like tetris
<b>HME_1_34</b>	Draw maps	ON AVERAGE, how often do you do each of the following with your child outside of school? - Draw maps
<b>HME_1_35</b>	Draw plans for buildings	ON AVERAGE, how often do you do each of the following with your child outside of school? - Draw plans for buildings
<b>HME_1_36</b>	Build models	ON AVERAGE, how often do you do each of the following with your child outside of school? - Use kits to build models
<b>HME_1_37</b>	Make 3D objects	ON AVERAGE, how often do you do each of the following with your child outside of school? - Fold or cut paper to make 3D objects
<b>HME_1_38</b>	Play with puzzles	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play with puzzles
<b>HME_1_39</b>	Play with LEGO	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play with LEGO

<b>HME_1_40</b>	Wear a watch	ON AVERAGE, how often do you do each of the following with your child outside of school? - Have your child wear a watch
<b>HME_1_41</b>	Play with abacus	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play with an abacus
<b>HME_2_32</b>	DT: Draw or play shapes	This activity is ___ for my child - Use computer to draw or play with shapes
<b>HME_2_33</b>	DT: Play spatial games	This activity is ___ for my child - Use computer for spatial games, like tetris
<b>HME_2_34</b>	DT: Draw maps	This activity is ___ for my child - Draw maps
<b>HME_2_35</b>	DT: Draw plans for buildings	This activity is ___ for my child - Draw plans for buildings
<b>HME_2_36</b>	DT: Build models	This activity is ___ for my child - Use kits to build models
<b>HME_2_37</b>	DT: Make 3D objects	This activity is ___ for my child - Fold or cut paper to make 3D objects
<b>HME_2_38</b>	DT: Play with puzzles	This activity is ___ for my child - Play with puzzles
<b>HME_2_39</b>	DT: Play with LEGO	This activity is ___ for my child - Play with LEGO
<b>HME_2_40</b>	DT: Wear a watch	This activity is ___ for my child - Have your child wear a watch
<b>HME_2_41</b>	DT: Play with abacus	This activity is ___ for my child - Play with an abacus
<b>HME_1_42</b>	Play with dominos	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play with dominos
<b>HME_1_43</b>	Use scales	ON AVERAGE, how often do you do each of the following with your child outside of school? - Use scales
<b>HME_1_44</b>	Math mat	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play with math mat
<b>HME_1_45</b>	Math in sports	ON AVERAGE, how often do you do each of the following with your child outside of school? - Talk about math in reference to sports
<b>HME_1_46</b>	Math in your head	ON AVERAGE, how often do you do each of the following with your child outside of school? - Do math in your head
<b>HME_1_47</b>	Number magnets	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play with number fridge magnets
<b>HME_1_48</b>	Count money	ON AVERAGE, how often do you do each of the following with your child outside of school? - Count out money

<b>HME_1_49</b>	Play with blocks	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play with blocks
<b>HME_1_50</b>	Patterns	ON AVERAGE, how often do you do each of the following with your child outside of school? - Make or copy patterns with objects or sounds (e.g., putting blocks in a red-green-red-green pattern; clap-clap-snap pattern)
<b>HME_1_51</b>	Next in pattern	ON AVERAGE, how often do you do each of the following with your child outside of school? - Figure out what comes next in a pattern
<b>HME_2_42</b>	DT: Play with dominos	This activity is ___ for my child - Play with dominos
<b>HME_2_43</b>	DT: Use scales	This activity is ___ for my child - Use scales
<b>HME_2_44</b>	DT: Math mat	This activity is ___ for my child - Play with math mat
<b>HME_2_45</b>	DT: Math in sports	This activity is ___ for my child - Talk about math in reference to sports
<b>HME_2_46</b>	DT: Math in your head	This activity is ___ for my child - Do math in your head
<b>HME_2_47</b>	DT: Number magnets	This activity is ___ for my child - Play with number fridge magnets
<b>HME_2_48</b>	DT: Count money	This activity is ___ for my child - Count out money
<b>HME_2_49</b>	DT: Play with blocks	This activity is ___ for my child - Play with blocks
<b>HME_2_50</b>	DT: Patterns	This activity is ___ for my child - Make or copy patterns with objects or sounds (e.g., putting blocks in a red-green-red-green pattern; clap-clap-snap pattern)
<b>HME_2_51</b>	DT: Next in pattern	This activity is ___ for my child - Figure out what comes next in a pattern
<b>HME_1_52</b>	Describe pattern	ON AVERAGE, how often do you do each of the following with your child outside of school? - Describe patterns in words
<b>HME_1_53</b>	Copy pattern	ON AVERAGE, how often do you do each of the following with your child outside of school? - Copy a pattern by making the same kind of pattern, but with different materials (e.g., use circles and squares to make the same kind of pattern as in a red-blue pat
<b>attnchk_3</b>	ATTN CHECK	ON AVERAGE, how often do you do each of the following with your child outside of school? - Choose Never and Just Right for this question
<b>HME_1_55</b>	Discuss patterns	ON AVERAGE, how often do you do each of the following with your child outside of school? - Discuss patterns in days of the week, months of the year, or seasons.

<b>HME_1_56</b>	Media patterns	ON AVERAGE, how often do you do each of the following with your child outside of school? - Watch TV shows or videos that show and talk about patterns
<b>HME_1_57</b>	Book patterns	ON AVERAGE, how often do you do each of the following with your child outside of school? - Read books that show or talk about patterns
<b>HME_1_58</b>	Computer patterns	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play computer games, apps or visit interactive websites that include pattern games
<b>HME_1_59</b>	Games patterns	ON AVERAGE, how often do you do each of the following with your child outside of school? - Play hand or movement games that involve patterns (e.g., Miss Mary Mack, the hokey-pokey)
<b>HME_1_60</b>	Use a ruler	ON AVERAGE, how often do you do each of the following with your child outside of school? - Use a ruler or other objects (string, paperclips, laid end to end) to measure and discuss length
<b>HME_1_61</b>	Compare more or less	ON AVERAGE, how often do you do each of the following with your child outside of school? - Compare groups of objects to identify more or less or same/equal
<b>HME_1_62</b>	Compare big or small	ON AVERAGE, how often do you do each of the following with your child outside of school? - See that one object is bigger or smaller than another by directly comparing them
<b>HME_2_52</b>	DT: Describe pattern	This activity is ___ for my child - Describe patterns in words
<b>HME_2_53</b>	DT: Copy pattern	This activity is ___ for my child - Copy a pattern by making the same kind of pattern, but with different materials (e.g., use circles and squares to make the same kind of pattern as in a red-blue pattern)
<b>atnchk_4</b>	DT: ATTN CHECK	This activity is ___ for my child - Choose Never and Just Right for this question
<b>HME_2_55</b>	DT: Discuss patterns	This activity is ___ for my child - Discuss patterns in days of the week, months of the year, or seasons.
<b>HME_2_56</b>	DT: Media patterns	This activity is ___ for my child - Watch TV shows or videos that show and talk about patterns
<b>HME_2_57</b>	DT: Book patterns	This activity is ___ for my child - Read books that show or talk about patterns
<b>HME_2_58</b>	DT: Computer patterns	This activity is ___ for my child - Play computer games, apps or visit interactive websites that include pattern games
<b>HME_2_59</b>	DT: Games patterns	This activity is ___ for my child - Play hand or movement games that involve patterns (e.g., Miss Mary Mack, the hokey-pokey)

<b>HME_2_60</b>	DT: Use a ruler	This activity is ___ for my child - Use a ruler or other objects (string, paperclips, laid end to end) to measure and discuss length
<b>HME_2_61</b>	DT: Compare more or less	This activity is ___ for my child - Compare groups of objects to identify more or less or same/equal
<b>HME_2_62</b>	DT: Compare big or small	This activity is ___ for my child - See that one object is bigger or smaller than another by directly comparing them

## PARENT REPORT CHILD SKILLS

Variable Name	Variable	Survey Question
<b>pr_count</b>	Child count	How high can your child count consistently and accurately? (If can't count, enter 0) 0 – 100 = number they can count to, 101 = 100 +
<b>pr_simsum</b>	Child simple sums	My child can calculate simple sums (e.g., 1+1 = __, 1+2 = __). Please respond "yes" or "no". 1 = Yes, 2 = No
<b>pr_num0</b>	Numeral ID: 0	Please select all of the numerals your child could identify (if none, please put 0) 0
<b>pr_num1</b>	Numeral ID: 1	Please select all of the numerals your child could identify (if none, please put 0) 1
<b>pr_num2</b>	Numeral ID: 2	Please select all of the numerals your child could identify (if none, please put 0) 2
<b>pr_num3</b>	Numeral ID: 3	Please select all of the numerals your child could identify (if none, please put 0) 3
<b>pr_num4</b>	Numeral ID: 4	Please select all of the numerals your child could identify (if none, please put 0) 4
<b>pr_num5</b>	Numeral ID: 5	Please select all of the numerals your child could identify (if none, please put 0) 5
<b>pr_num6</b>	Numeral ID: 6	Please select all of the numerals your child could identify (if none, please put 0) 6
<b>pr_num7</b>	Numeral ID: 7	Please select all of the numerals your child could identify (if none, please put 0) 7
<b>pr_num8</b>	Numeral ID: 8	Please select all of the numerals your child could identify (if none, please put 0) 8
<b>pr_num9</b>	Numeral ID: 9	Please select all of the numerals your child could identify (if none, please put 0) 9
<b>pr_num10</b>	Numeral ID: 10	Please select all of the numerals your child could identify (if none, please put 0) 10
<b>pr_num11</b>	Numeral ID: 11	Please select all of the numerals your child could identify (if none, please put 0) 11
<b>pr_num12</b>	Numeral ID: 12	Please select all of the numerals your child could identify (if none, please put 0) 12
<b>pr_num13</b>	Numeral ID: 13	Please select all of the numerals your child could identify (if none, please put 0) 13
<b>pr_num14</b>	Numeral ID: 14	Please select all of the numerals your child could identify (if none, please put 0) 14
<b>pr_num15</b>	Numeral ID: 15	Please select all of the numerals your child could identify (if none, please put 0) 15
<b>pr_numSUM</b>	Sum of Numeral IDs	Sum of all numerals child can identify from parent report (pr_num0-15)
<b>pr_abc</b>	ABC ID	How many alphabet letters can your child identify? 1 - 26

## PARENT EXPECTATIONS

Items taken from LeFevre et al. (2009).

**pr\_expX responses:** 1 = *Not at all important*, 2 = *Of little importance*, 3 = *Of average importance*, 4 = *Important*, 5 = *Very important*

Variable Name	Variable	Survey Question
pr_exp1	Child count to 10	How important is it to you that your child does well in each of these activities? - Child counting to 10 prior to K-entry
pr_exp2	Child count to 100	How important is it to you that your child does well in each of these activities? - Child counting to 100 prior to K-entry
pr_exp3	Child identify numbers	How important is it to you that your child does well in each of these activities? - Child identifying/recognizing written numbers prior to K-entry
pr_exp4	Child know simple sums	How important is it to you that your child does well in each of these activities? - Child knowing simple sums prior to K-entry
pr_exp5	Child rehearse ABC	How important is it to you that your child does well in each of these activities? - Child rehearsing the alphabet prior to K-entry
pr_exp6	Child identify ABC	How important is it to you that your child does well in each of these activities? - Child identifying/recognizing alphabet letters prior to K-entry
pr_exp7	Child print name	How important is it to you that your child does well in each of these activities? - Child printing name prior to K-entry
pr_exp8	Child print letters	How important is it to you that your child does well in each of these activities? - Child printing alphabet letters prior to K-entry

## HOME EXECUTIVE FUNCTION ENVIRONMENT

Items taken from Korucu et al. (2019).

**HEFE\_1\_X responses:** 1 = Never, 2 = 1-3 times a month, 3 = About once a week, 4 = 2-5 times per week, 5 = Daily, 6 = Multiple times a day

**HEFE\_2\_X responses:** 1 = Too easy, 2 = Just right, 3 = Too hard

Variable Name	Variable	Survey Question
HEFE_1_1	Play games	In the past month, how often did you and your child engage in the following? - I play games that require my child to stop, think, then act (e.g., Red Light, Green Light).
HEFE_1_2	Play memory games	In the past month, how often did you and your child engage in the following? - I play memory games with my child.
HEFE_1_3	Physical activity	In the past month, how often did you and your child engage in the following? - I encourage my child to engage in physical activity for at least 30 minutes per day.
HEFE_1_4	Concentration games	In the past month, how often did you and your child engage in the following? - I play games with my child that require concentration and attention (e.g., puzzles).
HEFE_1_5	Sing repeating songs	In the past month, how often did you and your child engage in the following? - I sing songs with my child that repeat and add on to earlier sections with words or motions (e.g., She'll be coming around the mountain when she comes).
HEFE_1_6	Meditative activities	In the past month, how often did you and your child engage in the following? - I engage in meditative activities with my child (e.g., calm breathing)
HEFE_1_7	Yoga	In the past month, how often did you and your child engage in the following? - I do yoga with my child.
HEFE_1_8	Sensory activities	In the past month, how often did you and your child engage in the following? - I encourage my child to engage in sensory activities (e.g., smelling, tasting, feeling activities).
HEFE_1_9	Meditate	In the past month, how often did you and your child engage in the following? - I do meditation with my child.

<b>HEFE_1_10</b>	Play simon says	In the past month, how often did you and your child engage in the following? - I play Simon Says with my child.
<b>HEFE_2_1</b>	DT: Play games	This activity is ___ for my child - I play games that require my child to stop, think, then act (e.g., Red Light, Green Light).
<b>HEFE_2_2</b>	DT: Play memory games	This activity is ___ for my child - I play memory games with my child.
<b>HEFE_2_3</b>	DT: Physical activity	This activity is ___ for my child - I encourage my child to engage in physical activity for at least 30 minutes per day.
<b>HEFE_2_4</b>	DT: Concentration games	This activity is ___ for my child - I play games with my child that require concentration and attention (e.g., puzzles).
<b>HEFE_2_5</b>	DT: Sing repeating songs	This activity is ___ for my child - I sing songs with my child that repeat and add on to earlier sections with words or motions (e.g., She'll be coming around the mountain when she comes).
<b>HEFE_2_6</b>	DT: Meditative activities	This activity is ___ for my child - I engage in meditative activities with my child (e.g., calm breathing)
<b>HEFE_2_7</b>	DT: Yoga	This activity is ___ for my child - I do yoga with my child.
<b>HEFE_2_8</b>	DT: Sensory activities	This activity is ___ for my child - I encourage my child to engage in sensory activities (e.g., smelling, tasting, feeling activities).
<b>HEFE_2_9</b>	DT: Meditate	This activity is ___ for my child - I do meditation with my child.
<b>HEFE_2_10</b>	DT: Play simon says	This activity is ___ for my child - I play Simon Says with my child.
<b>HEFE_1_11</b>	Play freeze game	In the past month, how often did you and your child engage in the following? - I play the Freeze game with my child (e.g., dance to music then freeze when it stops).
<b>HEFE_1_12</b>	Play musical chairs	In the past month, how often did you and your child engage in the following? - I play musical chairs with my child.
<b>attnchk_5</b>	ATTN CHECK	In the past month, how often did you and your child engage in the following? - Choose 1-3 times a month and too easy for this question
<b>HEFE_1_14</b>	Play sports	In the past month, how often did you and your child engage in the following? - I encourage my child to play sports like soccer or basketball.
<b>HEFE_1_15</b>	Martial arts	In the past month, how often did you and your child engage in the following? - I encourage my child to participate in martial arts (e.g., Tae-Kwon-Do).

<b>HEFE_1_16</b>	Pretend play	In the past month, how often did you and your child engage in the following? - I engage in pretend play with my child.
<b>HEFE_1_17</b>	Be patient	In the past month, how often did you and your child engage in the following? - I teach my child strategies for waiting or being patient (e.g., playing with another toy until it is their turn).
<b>attnchk_6</b>	ATTN CHECK	In the past month, how often did you and your child engage in the following? - Please choose Daily and Just right for this question
<b>HEFE_1_19</b>	Calming activities	In the past month, how often did you and your child engage in the following? - I engage in calming activities with my child when they are sad/become frustrated.
<b>HEFE_2_11</b>	DT: Play freeze game	This activity is ___ for my child - I play the Freeze game with my child (e.g., dance to music then freeze when it stops).
<b>HEFE_2_12</b>	DT: Play musical chairs	This activity is ___ for my child - I play musical chairs with my child.
<b>attnchk_7</b>	ATTN CHECK	This activity is ___ for my child - Choose 1-3 times a month and too easy for this question
<b>HEFE_2_14</b>	DT: Play sports	This activity is ___ for my child - I encourage my child to play sports like soccer or basketball.
<b>HEFE_2_15</b>	DT: Martial arts	This activity is ___ for my child - I encourage my child to participate in martial arts (e.g., Tae-Kwon-Do).
<b>HEFE_2_16</b>	DT: Pretend play	This activity is ___ for my child - I engage in pretend play with my child.
<b>HEFE_2_17</b>	DT: Be patient	This activity is ___ for my child - I teach my child strategies for waiting or being patient (e.g., playing with another toy until it is their turn).
<b>attnchk_8</b>	ATTN CHECK	This activity is ___ for my child - Please choose Daily and Just right for this question
<b>HEFE_2_19</b>	DT: Calming activities	This activity is ___ for my child - I engage in calming activities with my child when they are sad/become frustrated.

## HOME SCIENCE ENVIRONMENT

Items informed by HSI (Van Egeren & Stein, 2012).

**HSE\_1\_X responses:** 1 = Never, 2 = 1-3 times a month, 3 = About once a week, 4 = 2-5 times per week, 5 = Daily, 6 = Multiple times a day

**HSE\_2\_X responses:** 1 = Too easy, 2 = Just right, 3 = Too hard

Variable Name	Variable	Survey Question
HSE_1_1	Planets	In the past month, how often did you and your child engage in the following? - Talk about planets, stars, or outer space (e.g., “Do you think the moon has bumps and holes, or is it smooth?” or “Saturn has rings.”)
attnchk_9	ATTN CHECK	In the past month, how often did you and your child engage in the following? - Choose Daily and Too easy for this question
HSE_1_3	Weather	In the past month, how often did you and your child engage in the following? - Talk about the weather (e.g., “There are a lot of clouds! Do you think it will rain?” or “What do you need to wear when it is cold outside?”)
HSE_1_4	Plants	In the past month, how often did you and your child engage in the following? - Talk about plants (e.g., “What do plants need so that they can grow?” or “We should water our tomatoes every day.”)
HSE_1_5	Animals	In the past month, how often did you and your child engage in the following? - Talk about animals (e.g., “I wonder where elephants sleep.” or “Where does an octopus live?”)
HSE_1_6	Insects	In the past month, how often did you and your child engage in the following? - Talk about insects and bugs (e.g., “I found a worm deep in the soil.” or “I think that’s a moth.”)
HSE_1_7	Objects are made of	In the past month, how often did you and your child engage in the following? - Talk about what objects are made of (e.g., “I think this block is made of wood.” or “This tower is made of sticks and glue.”)
HSE_1_8	Moving objects	In the past month, how often did you and your child engage in the following? - Talk about moving objects (e.g., “The wheels spin so the car can go.” or “This toy car goes in a straight line but the other toy car runs into the wall.”)

<b>HSE_1_9</b>	Compare weights	In the past month, how often did you and your child engage in the following? - Talk about or compare the weights/masses/heights/densities of objects (e.g., “The apple feels heavier than the lime.” or “The ducky floats but the block sinks. Why do you think that happens?”)
<b>HSE_1_10</b>	Use tools	In the past month, how often did you and your child engage in the following? - Use tools like scales, magnifying glasses, magnets, measuring cups, telescopes, binoculars, cameras, or thermometers (e.g., “Let’s take a picture of the trees.” or “The thermometer says 81 degrees. Do you think that is hot or cold?”)
<b>HSE_1_11</b>	Make things	In the past month, how often did you and your child engage in the following? - Design and make things with simple tools and a variety of materials
<b>HSE_2_1</b>	DT: Planets	This activity is ___ for my child - Talk about planets, stars, or outer space (e.g., “Do you think the moon has bumps and holes, or is it smooth?” or “Saturn has rings.”)
<b>attnchk_10</b>	ATTN CHECK	This activity is ___ for my child - Choose Daily and Too easy for this question
<b>HSE_2_3</b>	DT: Weather	This activity is ___ for my child - Talk about the weather (e.g., “There are a lot of clouds! Do you think it will rain?” or “What do you need to wear when it is cold outside?”)
<b>HSE_2_4</b>	DT: Plants	This activity is ___ for my child - Talk about plants (e.g., “What do plants need so that they can grow?” or “We should water our tomatoes every day.”)
<b>HSE_2_5</b>	DT: Animals	This activity is ___ for my child - Talk about animals (e.g., “I wonder where elephants sleep.” or “Where does an octopus live?”)
<b>HSE_2_6</b>	DT: Insects	This activity is ___ for my child - Talk about insects and bugs (e.g., “I found a worm deep in the soil.” or “I think that’s a moth.”)
<b>HSE_2_7</b>	DT: Objects are made of	This activity is ___ for my child - Talk about what objects are made of (e.g., “I think this block is made of wood.” or “This tower is made of sticks and glue.”)
<b>HSE_2_8</b>	DT: Moving objects	This activity is ___ for my child - Talk about moving objects (e.g., “The wheels spin so the car can go.” or “This toy car goes in a straight line but the other toy car runs into the wall.”)
<b>HSE_2_9</b>	DT: Compare weights	This activity is ___ for my child - Talk about or compare the weights/masses/heights/densities of objects (e.g., “The apple feels heavier than the lime.” or “The ducky floats but the block sinks. Why do you think that happens?”)

<b>HSE_2_10</b>	DT: Use tools	This activity is ___ for my child - Use tools like scales, magnifying glasses, magnets, measuring cups, telescopes, binoculars, cameras, or thermometers (e.g., “Let’s take a picture of the trees.” or “The thermometer says 81 degrees. Do you think that is hot or cold?”)
<b>HSE_2_11</b>	DT: Make things	This activity is ___ for my child - Design and make things with simple tools and a variety of materials
<b>HSE_1_12</b>	Describe world	In the past month, how often did you and your child engage in the following? - Observe, describe, and ask questions about what is happening in the world around them
<b>HSE_1_13</b>	Identify problems	In the past month, how often did you and your child engage in the following? - Identify problems and try to create or find the best solution
<b>HSE_1_14</b>	Test ideas	In the past month, how often did you and your child engage in the following? - Test and/or retest ideas to find out new information or to answer a question
<b>HSE_1_15</b>	Predict	In the past month, how often did you and your child engage in the following? - Ask your child to predict/guess what might happen when trying something new
<b>HSE_1_16</b>	Explain	In the past month, how often did you and your child engage in the following? - Provide their own explanations for “how” and “why” things happen
<b>HSE_1_17</b>	Share findings	In the past month, how often did you and your child engage in the following? - Share discoveries or findings with others (e.g., friends, other family members)
<b>HSE_1_18</b>	Record observations	In the past month, how often did you and your child engage in the following? - Record observations using tools such as drawings, graphs, charts, journals, photographs, or models
<b>HSE_1_19</b>	Watch science TV	In the past month, how often did you and your child engage in the following? - Watch television shows about science (e.g., television shows about dinosaurs, weather, outer space, animals, technology, etc.)
<b>HSE_1_20</b>	Read science books	In the past month, how often did you and your child engage in the following? - Read books about science (e.g., books about dinosaurs, weather, outer space, animals, technology, etc.)
<b>HSE_1_21</b>	Go places	In the past month, how often did you and your child engage in the following? - Go to the zoo, nature center, park, public garden, aquarium, or planetarium
<b>HSE_2_12</b>	DT: Describe world	This activity is ___ for my child - Observe, describe, and ask questions about what is happening in the world around them

<b>HSE_2_13</b>	DT: Identify problems	This activity is ___ for my child - Identify problems and try to create or find the best solution
<b>HSE_2_14</b>	DT: Test ideas	This activity is ___ for my child - Test and/or retest ideas to find out new information or to answer a question
<b>HSE_2_15</b>	DT: Predict	This activity is ___ for my child - Ask your child to predict/guess what might happen when trying something new
<b>HSE_2_16</b>	DT: Explain	This activity is ___ for my child - Provide their own explanations for “how” and “why” things happen
<b>HSE_2_17</b>	DT: Share findings	This activity is ___ for my child - Share discoveries or findings with others (e.g., friends, other family members)
<b>HSE_2_18</b>	DT: Record observations	This activity is ___ for my child - Record observations using tools such as drawings, graphs, charts, journals, photographs, or models
<b>HSE_2_19</b>	DT: Watch science TV	This activity is ___ for my child - Watch television shows about science (e.g., television shows about dinosaurs, weather, outer space, animals, technology, etc.)
<b>HSE_2_20</b>	DT: Read science books	This activity is ___ for my child - Read books about science (e.g., books about dinosaurs, weather, outer space, animals, technology, etc.)
<b>HSE_2_21</b>	DT: Go places	This activity is ___ for my child - Go to the zoo, nature center, park, public garden, aquarium, or planetarium

## HOME LITERACY ENVIRONMENT

Items taken from McCormick et al. (2020).

**HLE\_1\_X responses:** 1 = Never, 2 = 1-3 times a month, 3 = About once a week, 4 = 2-5 times per week, 5 = Daily, 6 = Multiple times a day

**HLE\_2\_X responses:** 1 = Too easy, 2 = Just right, 3 = Too hard

Variable Name	Variable	Survey Question
HLE_1_1	Show how to read	In the past month, how often did you and your child engage in the following? - Show how to read a book
HLE_1_2	Write letters	In the past month, how often did you and your child engage in the following? - Practice writing alphabet letters
HLE_1_3	Letter sounds	In the past month, how often did you and your child engage in the following? - Practice sounds letters make
HLE_1_4	Rhyming	In the past month, how often did you and your child engage in the following? - Practice rhyming words
HLE_1_5	Name letters/words	In the past month, how often did you and your child engage in the following? - Learn names of letters/words
HLE_1_6	Write name	In the past month, how often did you and your child engage in the following? - Practice writing or spelling name
HLE_1_7	Read books	In the past month, how often did you and your child engage in the following? - Read books
HLE_1_8	Make up stories	In the past month, how often did you and your child engage in the following? - Retell/make up stories
HLE_1_9	Teach about world	In the past month, how often did you and your child engage in the following? - Teach about world around them
HLE_1_10	Talk about world	In the past month, how often did you and your child engage in the following? - Talk about world around them
HLE_1_11	Explain storybook	In the past month, how often did you and your child engage in the following? - Have child explain parts of storybook
atnchk_11	ATTN CHECK	In the past month, how often did you and your child engage in the following? - Choose Multiple times a day and Too hard for this question
HLE_1_13	Define new words	In the past month, how often did you and your child engage in the following? - Define/discuss new words

<b>HLE_1_14</b>	Name objects	In the past month, how often did you and your child engage in the following? - Name objects in books/world around you
<b>HLE_2_1</b>	DT: Show how to read	This activity is ___ for my child - Show how to read a book
<b>HLE_2_2</b>	DT: Write letters	This activity is ___ for my child - Practice writing alphabet letters
<b>HLE_2_3</b>	DT: Letter sounds	This activity is ___ for my child - Practice sounds letters make
<b>HLE_2_4</b>	DT: Rhyming	This activity is ___ for my child - Practice rhyming words
<b>HLE_2_5</b>	DT: Name letters/words	This activity is ___ for my child - Learn names of letters/words
<b>HLE_2_6</b>	DT: Write name	This activity is ___ for my child - Practice writing or spelling name
<b>HLE_2_7</b>	DT: Read books	This activity is ___ for my child - Read books
<b>HLE_2_8</b>	DT: Make up stories	This activity is ___ for my child - Retell/make up stories
<b>HLE_2_9</b>	DT: Teach about world	This activity is ___ for my child - Teach about world around them
<b>HLE_2_10</b>	DT: Talk about world	This activity is ___ for my child - Talk about world around them
<b>HLE_2_11</b>	DT: Explain storybook	This activity is ___ for my child - Have child explain parts of storybook
<b>attnchk_12</b>	ATTN CHECK	This activity is ___ for my child - Choose Multiple times a day and Too hard for this question
<b>HLE_2_13</b>	DT: Define new words	This activity is ___ for my child - Define/discuss new words
<b>HLE_2_14</b>	DT: Name objects	This activity is ___ for my child - Name objects in books/world around you

## PARENT BELIEFS

Items taken from Zippert & Rittle-Johnson (2020).

**pr\_belX responses:** *1 = Not at all important, 2 = Slightly important, 3 = Important, 4 = Fairly important, 5 = Very important*

Variable Name	Variable	Survey Question
<b>pr_bel1</b>	Count/compare/name numbers	How important is it to you that you child does well in each of these activities? - Counting, comparing and naming numbers
<b>pr_bel2</b>	Build blocks and do puzzles	How important is it to you that you child does well in each of these activities? - Building with blocks and doing puzzles
<b>pr_bel3</b>	Notice patterns	How important is it to you that you child does well in each of these activities? - Noticing and making patterns
<b>pr_bel4</b>	Learn to read and write	How important is it to you that you child does well in each of these activities? - Learning to read and write
<b>pr_bel5</b>	Talk with others	How important is it to you that you child does well in each of these activities? - Talking with other people

## PARENT MATH ANXIETY

Items taken from Cosso et al. (2021).

**p\_mathanxX responses:** 1 = Not true of me at all, 2 = Generally not true of me, 3 = Somewhat true of me, 4 = Generally true of me, 5 = Very true of me

Variable Name	Variable	Survey Question
p_mathanx1	Add 976 and 777	I tend to get anxious when I am... - Being asked to add 976 and 777
p_mathanx2	Calculate tip	I tend to get anxious when I am... - Calculating tip without calculator
p_mathanx3	Answer question	I tend to get anxious when I am... - Being asked by a friend to answer the question "how long will it take to get to New York if I drive 70 miles per hour"
p_mathanx4	Math text	I tend to get anxious when I am... - Looking at math pages in a math text
p_mathanx5	Determine change	I tend to get anxious when I am... - Determining amount of change
p_mathanx6	Explain bank interest	I tend to get anxious when I am... - Having someone explain bank interest rates as you decide on a savings account
p_mathanx7	Read number book	I tend to get anxious when I am... - Reading child a number book
attnchk_13	ATTN CHECK	I tend to get anxious when I am... - Choose Generally true of me for this question
p_mathanx9	Answer child math question	I tend to get anxious when I am... - Answering child's question about math
p_mathanx10	Teach child math	I tend to get anxious when I am... - Teaching child something about math
p_mathanx11	Play math games	I tend to get anxious when I am... - Playing math-related games
p_mathanx12	Talk about math with child	I tend to get anxious when I am... - Thinking of new ways to talk about math with child
p_mathanx13	Help child with math homework	I tend to get anxious when I am... - Helping child with math homework when they get older
p_mathanx14	Talk about math from school	I tend to get anxious when I am... - Talking with child about math they learned at school
p_mathanx15	Solve math riddle	I tend to get anxious when I am... - Solving math-related riddle with child

## COMMUNALISM

Items taken from Boykin et al. (1997) and Grayman-Simpson & Mattis (2017).

**p\_commX responses:** 1 = *Completely false*, 2 = *False*, 3 = *Somewhat false*, 4 = *Somewhat true*, 5 = *True*, 6 = *Completely true*

Variable Name	Variable	Survey Question
<b>p_comm1</b>	Group effort	Please respond to each question with how true each statement is of YOU: - I enjoy being part of a group effort
<b>p_comm2</b>	Concern with others	Please respond to each question with how true each statement is of YOU: - I prefer to concern myself with my own affairs than involving myself with other people
<b>p_comm3</b>	Work in a group	Please respond to each question with how true each statement is of YOU: - I prefer to work in a group
<b>p_comm4</b>	Personal gains	Please respond to each question with how true each statement is of YOU: - I am more concerned with personal gains than with those of my family and friends
<b>p_comm5</b>	Social relations	Please respond to each question with how true each statement is of YOU: - I place great value on social relations among people
<b>p_comm6</b>	Each other welfare	Please respond to each question with how true each statement is of YOU: - I believe that when people are "close" to one another (like family and friends) they should be accountable for each other's welfare
<b>p_comm7</b>	Group duty	Please respond to each question with how true each statement is of YOU: - I place high value on my duty to the group

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