

## **Q2-DEF (Questionnaire 2 for waves 5, 6, and 7/8) Release Codebook**

[W] = Wave Letter (wave 5 = D wave 6 = E wave 7/8 = F)

[P] = Parent (Mother = M Father = F)

[T] = twin Number (1 or 2)

### Sections:

#### Family-level

##### Demographics

About Your Home – Questions 1-4 (Home Literacy Environment – Family-level)  
Questions 5-10 (CHAOS scale)

Use Of Twin Language

Your Experience With Math

#### Child-level

##### Child's Health

Reading With Child At Home (Home Literacy Environment – Child-level)

Child's School Work – Questions 7-15 (Petrill Educational Progress Survey)

Child's Behavior (Child Behavior Checklist)

More Questions About Child's Behavior (SWAN)

Child's Homework Habits (Homework Problem Checklist)

Feelings About Child (Parent Feelings Questionnaire)

# PART I

[W] = Wave Letter  
[P] = Parent who responded  
M = mother  
F = father

1. Today's Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## About You

2. First name «Parent\_1\_First\_Name»

3. Last name «Parent\_1\_Last\_Name»

Please provide us with any corrections to the spelling, etc. of your name.

First name \_\_\_\_\_

Last name \_\_\_\_\_

4. Has the highest level of your education **changed** since «HV3\_Date»? \_\_\_\_\_

2  No, there has been no change.

[W][P]EDU\_CHA

1  Yes →

Please check your highest level of education:

- Grade 6 or less
- Grade 7-12 (without graduating high school or equivalent)
- Graduated high school or high school equivalent
- Some college
- Graduated from 2-year college
- Graduated from 4-year college
- Attended graduate or professional school without graduating
- Completed graduate or professional school
- Other PLEASE DESCRIBE: \_\_\_\_\_

[W][P]EDU\_CH4

[W][P]EDUCH4T

5. Has your job status **changed** since «HV3\_Date»? \_\_\_\_\_

2  No, my job status has not changed

[W][P]JOB\_CHA

1  Yes →

Do you currently have a job outside the home? [W][P]JOBHOME  
 Yes  No  Staying at home to look after children

What is/was your most recent occupation? (Please, state full job title) [W][P]JOB\_OCC

Did you need any special qualification for the job? [W][P]JOB\_QUA  
 YES  NO  Don't Know

If YES, please describe:

[W][P]JOB\_QUAT

Of the following, which best describes you in this position? (PLEASE CHECK ONE)  
 manager  employee  self-employed - with employees  
 foreman  apprentice  self-employed - with no employees

Is/Was any responsibility for other staff held in this position? [W][P]JOB\_RES  
 YES  NO

6. Has your relationship with your partner **changed** since «HV3\_Date»?

2  No

1  Yes →

[W][P]REL-CHA

We are now: [W][P]REL-CH1

1  Married and living together

2  Separated

3  Co-habiting

4  Divorced

5  Other: [W][P]REL-CHT

**About Your Partner**

→ If not applicable, please, skip to Page 5

7. First name «Parent\_2\_First\_Name»

8. Last name «Parent\_2\_Last\_Name»

Please provide us with any corrections to the spelling, etc. of your partner's name.

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

9. Has the highest level of your partner's education **changed** since «HV3\_Date»?

2  No, there has been no change

1  Yes →

[W][P]EDUPCHA

Please check your partner's highest level of education: [W][P]EDUPCH1

Grade 6 or less

Grade 7-12 (without graduating high school or equivalent)

Graduated high school or high school equivalent

Some college

Graduated from 2-year college

Graduated from 4-year college

Attended graduate or professional school without graduating

Completed graduate or professional school

Other PLEASE DESCRIBE:.....

[W][P]EDUPCHT

[W][P]JOB PCHA

10. Has your partner's job status **changed** since «HV3\_Date»?

2  No  
1  Yes →

Does your partner currently have a job outside the home?  
 Yes     No     Staying at home to look after children

1            2            3            [W][P]JOBPHOME  
What is/was your partner's most recent occupation? (Please, state full job title)

[W][P]JOBPOCC

Did he or she need any special qualification for the job?

YES     NO     Don't Know [W][P]JOB PQUA

If YES, please describe:

[W][P]JOB PQUAT

Of the following, which best describes him/her in this position? (PLEASE CHECK ONE)

1  manager    2  employee    3  self-employed - with employees  
4  foreman    5  apprentice    6  self-employed - with no employees

[W][P]JOB PRES

Is/Was any responsibility for other staff held in this position? (PLEASE CHECK ONE)

1  YES    2  NO    [W][P]JOB PRES

If YES, how many staff?                      Please, describe:

[W][P]JOBPRESD

[W][P]JOBPREOT

**New Children in Your Family**

11. Since «HV3\_Date» have there been any **additions to your family**?

2  No → Skip to "About Your Home" on p. 6                      [W][P]ADD KIDS

1  Yes → Please tell us about your **new children**...

Child 1:  
Full name

Sex     Boy     Girl                      Date of Birth    ...../...../..... (Month/Day/Year)

[W][P]ADD\_SEX

[W][P]CHILD 1 BD

Do you consider this child to be: (PLEASE CHECK ONE)                      [W][P]ADD RACE

1  Asian/Asian-American    2  African-American, Black    3  Hispanic

4  White/European-American    5  Other: [W][P]ADD RACET

Relationship to you:                       Biological Child (Blood related to you)     Step-child  
[W][P]ADD\_REL                       Adopted Child     Other: [W][P]ADD RELT  
Relationship to your partner:                       Biological Child (Blood related to your partner)     Step-child  
[W][P]ADD PREL                       Adopted Child     Other: [W][P]ADD PRELT

Child 2:  
Full name

Sex  Boy  Girl

Date of Birth ...../...../..... (Month/Day/Year)

[w][p]ADDSEX2

[w][p]CHILD2BD

Do you consider this child to be: (PLEASE CHECK ONE) [w][p]ADD2RACE

Asian/Asian-American  African-American, Black  Hispanic

White/European-American  Other (PLEASE DESCRIBE) [w][p]RACE2OT

Relationship to you:  Biological Child (Blood related to you)  Step-child  
[w][p]ADD2REL  Adopted Child  Other: [w][p]ADD2OTH

Relationship to your partner:  Biological Child (Blood related to your partner)  Step-child  
[w][p]ADD2PRE  Adopted Child  Other: [w][p]ADD2POTH

Relationships of your new children: (Check all that apply)

- Child 1 has the same set of biological parents (blood related to both parents). [w][p]CHILD-1
  - Child 1 has the same set of biological parents as your twins. [w][p]CHILD1A
  - Child 2 has the same set of biological parents (blood related to both parents) [w][p]CHILD-2
  - Child 2 has the same set of biological parents as your twins. [w][p]CHILD2A
  - Other: Please describe: [w][p]DESCR
- ↳ [w][p]CHILDOT

## About Your Home

Please circle the number that best answers each of the following questions for you.

Reading materials come in many forms. The following questions are about the types of reading materials in YOUR home

1. Does anyone in your home have a library card? [W][P] READ-13

0 = No

1 = Yes → How often is it (or are they) used? \_\_\_\_\_ times per month

2 = Don't know

[W][P] READ 13A

2. Does your family subscribe to any newspapers/magazines? [W][P] READ-14

0 = No

1 = Yes → How many? A 2a. Newspapers

[W][P] READ 14 B 2b. Magazines for Adults (eg. Newsweek, People, etc)



C 2c. Magazines for Children (eg. Highlights, etc.)

D 2d. Other: Describe: [W][P] READ 14 DT

2 = Don't know

3. How often do **you** read to yourself? [W][P] READ 3

1 = Daily

2 = Several times a week

3 = Weekly or less

4 = I don't read to myself

4. How often does your **spouse** (partner) read to him/herself? [W][P] READ 3 B

1 = Daily

2 = Several times a week

3 = Weekly or less

4 = He/she does not read to him/herself.

5 = I currently do not have a spouse/partner.

## About Your Home (questions 1-4)

Based on Home Literacy Environment Scale.

Griffin, E., & Morrison, F. (1997). The unique contribution of home literacy environment to differences in early literacy skills. *Early Child Development and Care*, 127-128, 233-243.

Family-level HLE score:

For questions 1 & 2:

A response of "don't know" translates to a missing value for that part of the HLE score.

A response of "yes" but no details provided, if required, translates to a missing value for that part of the HLE score.

If there is an answer to the details/text variable, that value determines the value for that part of the HLE score, independent of the answer (or lack of an answer) to the initial question. For instance, if question 1 "# of times per month" [[W][P]READ13A] is answered, then that value is used to determine the portion of the HLE score that comes from question 1, regardless of what [W][P]READ\_13 equals.

*Does anyone in the home have a library card? ( ) Yes ( ) No If YES, how often is it used?*

0 points = once a month or less

1 point = more than once a month

*Does your family subscribe to newspapers/magazines? ( ) Yes ( ) No*

*# Newspapers*

0 points = no newspapers

1 point = 1 newspaper

2 points = more than 1 newspaper

*# Adult magazines*

0 points = no adult magazines

1 point = 1 or 2 adult magazines

2 points = more than 2 adult magazines

*# Child magazines*

0 points = no children's magazines

1 point = 1 children's magazine

2 points = more than 1 children's magazine

*How often do you (mother) read to yourself?*

( ) Daily ( ) Several times a week ( ) Weekly or less

0 points = weekly or less

1 point = several times a week

2 points = daily

*How often do you (father) read to yourself.*

( ) Daily ( ) Several times a week ( ) Weekly or less

0 points = weekly or less

1 point = several times a week

2 points = daily

[W][P]HLEFAM = sum of the 6 point values above

Below are some things that happen in most homes. Please read each item carefully and circle the number beside it to tell us what best describes **YOUR** home:

[W][P]HOME [item #]	Definitely Untrue	Somewhat Untrue	Not Really True or Untrue	Somewhat True	Definitely True
1. The children have a regular bedtime routine (For example, same bed-time each night, a bath before bed, reading a story, saying prayers...).	1	2	3	4	5
2. You can't hear yourself think in our home.	1	2	3	4	5
3. It's a real zoo in our home.	1	2	3	4	5
4. We are usually able to stay on top of things.	1	2	3	4	5
5. There is usually a television turned on somewhere in our home.	1	2	3	4	5
6. The atmosphere in our house is calm.	1	2	3	4	5

Based on CHAOS scale.

Matheny, A., Wachs, T., Ludwig, J., & Phillips, K. (1995). Bringing order out of chaos: psychometric characteristics of the confusion, hubbub, and order Scale. *Journal of Applied Developmental Psychology*, 16, 429-444.

Items 1, 4, and 6 are reverse-scored, then a mean of all items becomes the CHAOS score.

[this method is based off of the TEDS study in Britain]

[W][P]CHAOS

Q2: CHAOS Scale



## Use of "Twin Language"

Please circle the number that best answers each of the following questions about your children.

Some parents have told us that their twins can speak (or used to speak) to each other in their "own language." We would like to learn about your twin's experience.

1. Have you ever noticed «Child\_1\_Name» and «Child\_2\_Name» having a "twin language"?

0= No → skip to page 9.

1= Yes

9= Don't know

[W][P]UTLA1

2. At what age did you **first notice** «Child\_1\_Name» and «Child\_2\_Name» using this shared language?

1= 0-12 months old

2= 13-24 months old (1-2 years old)

3= 25-36 months old (2-3 years old)

4= 37-48 months old (3-4 years old)

5= Over 48 months old (over 4 years old)

9= Don't know

[W][P]UTLA2

3. At what age did you did «Child\_1\_Name» and «Child\_2\_Name» **STOP** using this shared language?

1= 0-12 months old

2= 13-24 months old (1-2 years old)

3= 25-36 months old (2-3 years old)

4= 37-48 months old (3-4 years old)

5= Over 48 months old (over 4 years old)

9= Don't know

[W][P]UTLA3

## Your Experience with Math

1. In GRADE school, my math grade was generally: [W][P] MATEXP1  
1 = A      2 = B      3 = C      4 = D      5 = F  
6 = Outstanding    7 = Good    8 = Satisfactory    9 = Unsatisfactory 10 =  
Don't know    11 = Other (Please describe): [W][P] MATEXP10TH

2. Did you have any difficulty with math in GRADE school?  
1 = None (did well)      4 = Quite a lot  
2 = Not much      5 = A great deal (did poorly)  
3 = Some

[W][P] MATEXP2

3. Did you get any extra help when learning math in GRADE school?  
1 = No help      [W][P] MATEXP3  
2 = Yes, a teacher/aide/volunteer sometimes provided me extra help in the  
classroom or in a resource room at my school.  
3 = Yes, I sometimes met with a private tutor (or other learning support program)  
outside of my school.  
4 = Both 2 and 3.  
5 = Other (Please describe): [W][P] MATEXP3OTH

4. In comparison to other children in your class at your GRADE school, please rate your  
math skills.      [W][P] MATEXP4

- 1 = Above average      4 = Somewhat below average  
2 = Somewhat above average      5 = Below average  
3 = Average

5. In HIGH school, my math grade was generally: [W][P] MATEXP5  
1 = A      2 = B      3 = C      4 = D      5 = F  
6 = Outstanding    7 = Good    8 = Satisfactory    9 = Unsatisfactory  
10 = Don't know    11 = Other (Please describe): [W][P] MATEXP5OTH  
12 = Not Applicable → **Skip to Question**

6. Did you have any difficulty with math in HIGH school?

1 = None (did well)

[W][P] MATEXP6

2 = Not much

3 = Some

4 = Quite a lot

5 = A great deal (did poorly)

7. Did you get any extra help when learning math in HIGH school?

1 = No help

[W][P] MATEXP7

2 = Yes, a teacher/aide/volunteer sometimes provided me extra help in the classroom or in a resource room at my school

3 = Yes, I sometimes met with a private tutor (or other learning support program) outside of my school.

4 = Yes, both 2 and 3.

5 = Other (Please describe): [W][P] MATEXP7OTH

8. In comparison to other children in your class at your HIGH school, please rate your math skills.

[W][P] MATEXP8

1 = Above average

2 = Somewhat above average

3 = Average

4 = Somewhat below average

5 = Below average

9. In COLLEGE, my math grade was generally: [W][P] MATEXP9

1 = A

2 = B

3 = C

4 = D

5 = F

6 = Outstanding

7 = Good

8 = Satisfactory

9 = Unsatisfactory

10 = Don't know

11 = Other (Please describe):

[W][P] MATEXP9OTH

12 = Not Applicable → **Skip to Question**

10. Did you have any difficulty with math in COLLEGE?

- 1 = None (did well)
- 2 = Not much
- 3 = Some
- 4 = Quite a lot
- 5 = A great deal (did poorly)

[W][P]MATEXP10

11. Did you get any extra help when learning math in COLLEGE?

- 1 = No help
- 2 = Yes, I sometimes met with my instructor or teaching assistant for help (e.g. attended optional office hours or recitation sessions).
- 3 = Yes, I sometimes met with a private tutor (or other learning support program).
- 4 = Yes, both 2 and 3.
- 5 = Other (Please describe):

[W][P]MATEXP11

[W][P]MATEXP11OTH

12. In comparison to other students in your class at your COLLEGE, please rate your math skills.

- 1 = Above average
- 2 = Somewhat above average
- 3 = Average
- 4 = Somewhat below average
- 5 = Below average

[W][P]MATEXP12

13. What is the highest-level math course that you have completed?

- 1 = General math (K to Grade 8)
- 2 = Algebra
- 3 = Geometry
- 4 = General math (high school)
- 5 = Statistics (high school)
- 6 = Algebra II
- 7 = Trigonometry
- 8 = Pre-Calculus
- 9 = Statistics (college-level)
- 10 = Calculus
- 11 = Other (Please describe):

[W][P]MATEXP13OTH

14. How much math does your work involve? (If not working, how much math did your work involve?) [W][P]MATEXP14

1 = A great deal

4 = Not much

2 = Quite a lot

5 = None

3 = Some

6 = Never worked

15. Do you help your children with their math homework? [W][P]MATEXP15

1 = A great deal

4 = Not much

2 = Quite a lot

5 = None

3 = Some

16. Did you enjoy math in GRADE school? [W][P]MATEXP16

1 = Loved it

4 = Did not like it

2 = Liked it a lot

5 = Hated it

3 = It was OK

17. Did you enjoy math in HIGH school? [W][P]MATEXP17

1 = Loved it

4 = Did not like it

2 = Liked it a lot

5 = Hated it

3 = It was OK

18. Did your brothers and/or sisters ever have problems with math?

1 = Yes

[W][P]MATEXP18

2 = No

3 = Not sure

4 = I do not have any siblings

**PLEASE CHECK BOTH SIDES OF PAGE**

[W] = wave letter  
[P] = parent (m = mother f = father)  
[T] = twin #

## «Child\_1\_Name»'s Health

Please circle the number that best answers each of the following questions about your child.

1. Does «Child\_1\_Name» currently have any hearing difficulties or use hearing support (e.g. hearing aid or cochlear implant)?

0 = No

1 = Yes

2 = Don't know

[W][P]HEALTH\_01[T]

2. Is «Child\_1\_Name» currently being seen by a speech-language pathologist (speech therapist)?

0 = No → Skip to question 4 (next page)

1 = Yes

2 = Don't know

[W][P]HEALTH\_02[T]

3. What type(s) of speech-language skills is «Child\_1\_Name» currently working on with the speech-language specialist (Circle the number for all that apply):

1 = checked/circled

- [W][P]02HEA3ART[T] Articulation or pronunciation of words (making particular speech sounds)
- STU[T] Stuttering or fluency
- UND[T] Understanding or comprehension (understanding age-appropriate directions)
- LEA[T] Learning vocabulary and word meanings
- USE[T] Using "correct" grammar
- DK[T] I don't know why my child is seeing a speech-language pathologist.

**\*PLEASE NOTE: QUESTIONS 4-5 HAVE BEEN OMITTED**

Q2 HEALTH composite variables added July 2015 per Laura DeThorne's logic

**[W]COMHEALTH\_01[T]**

= 1 if [W]MHEALTH\_01[T] = 1 or [W]FHEALTH\_01[T] = 1  
= 0 if NOT = 1 and [W]MHEALTH\_01[T] = 0 or [W]FHEALTH\_01[T] = 0  
= 2 if NOT = 0 or 1 and [W]MHEALTH\_01[T] = 2 or [W]FHEALTH\_01[T] = 2

**[W]COMHEALTH\_02[T]**

= 1 if [W]MHEALTH\_02[T] = 1 or [W]FHEALTH\_02[T] = 1  
= 0 if NOT = 1 and [W]MHEALTH\_02[T] = 0 or [W]FHEALTH\_02[T] = 0  
= 2 if NOT = 0 or 1 and [W]MHEALTH\_02[T] = 2 or [W]FHEALTH\_02[T] = 2

**[W]COMQ2HEA3ART[T]**

= 1 if [W]MQ2HEA3ART[T] = 1 or [W]FQ2HEA3ART[T] = 1  
= 0 if NOT = 1 and [W]MQ2HEA3ART[T] = 0 or [W]FQ2HEA3ART[T] = 0

**[W]COMQ2HEA3STU[T]**

= 1 if [W]MQ2HEA3STU[T] = 1 or [W]FQ2HEA3STU[T] = 1  
= 0 if NOT = 1 and [W]MQ2HEA3STU[T] = 0 or [W]FQ2HEA3STU[T] = 0

**[W]COMQ2HEA3UND[T]**

= 1 if [W]MQ2HEA3UND[T] = 1 or [W]FQ2HEA3UND[T] = 1  
= 0 if NOT = 1 and [W]MQ2HEA3UND[T] = 0 or [W]FQ2HEA3UND[T] = 0

**[W]COMQ2HEA3[T]**

= 1 if [W]MQ2HEA3LEA[T] = 1 or [W]FQ2HEA3LEA[T] = 1  
= 0 if NOT = 1 and [W]MQ2HEA3LEA[T] = 0 or [W]FQ2HEA3LEA[T] = 0

**[W]COMQ2HEA3[T]**

= 1 if [W]MQ2HEA3USE[T] = 1 or [W]FQ2HEA3USE[T] = 1  
= 0 if NOT = 1 and [W]MQ2HEA3USE[T] = 0 or [W]FQ2HEA3USE[T] = 0

**[W]COMQ2HEA3[T]**

= 1 if [W]MQ2HEA3DK[T] = 1 or [W]FQ2HEA3DK[T] = 1  
= 0 if NOT = 1 and [W]MQ2HEA3DK[T] = 0 or [W]FQ2HEA3DK[T] = 0

**[W]COMQ2HEA3LEAUSE[T]**

= 1 if [W]COMQ2HEA3LEA[T] = 1 or [W]COMQ2HEA3USE[T] = 1

6. Since 10/29/2006 has «Child\_1\_Name» developed (been diagnosed with) any type of learning problem?

0= No [W][P]HEALTH\_09[T]

1= Yes→ Please describe: [W][P]HEALTH\_10T2[T]

2= Don't know

7. Since 10/29/2006 has «Child\_1\_Name» developed (been diagnosed with) any new type of medical problem (eg. seizures, diabetes, cancer...)?

0= No [W][P]HEALTH\_10[T]

1= Yes→ Please describe: [W][P]HEALTH\_10T1[T]

2= Don't know

**PLEASE CHECK BOTH SIDES OF PAGE**



**Reading with «Child\_1\_Name» at Home**

1. Some parents have the opportunity to read with their children. Who reads to «Child\_1\_Name»? (Circle the number for all that apply)

[W][P]RH[T]\_1F = you

G 1 = Spouse/partner

E 3 = Other: [W][P]RH[T] 10

T 4 = No one reads to «Child\_1\_Name» at home → skip to #3

2. On average, how often do these people read to «Child\_1\_Name»?

[W][P]RH[T]\_2[item letter]

Y	You:	1 = Daily	2 = Several times a week	3 = Weekly or less
S	Spouse/Partner:	1 = Daily	2 = Several times a week	3 = Weekly or less
O	Other:	1 = Daily	2 = Several times a week	3 = Weekly or less

3. Approximately how many books does «Child\_1\_Name» own (have at home)?

- 1 = Less than 10 [W][P]RH[T]\_3
- 2 = 10-30
- 3 = More than 30
- 4 = Don't know

4. On average, how many hours per day does «Child\_1\_Name» watch television (TV)?

[W][P]RH[T]\_4[item letter]

- W Weekdays (Monday-Friday): \_\_\_\_\_ hour(s) each day
- S Saturday: \_\_\_\_\_ hour(s)
- U Sunday: \_\_\_\_\_ hour(s)

**PLEASE CHECK BOTH SIDES OF PAGE**

## Reading With Child At Home

Based on Home Literacy Environment Scale.

Griffin, E., & Morrison, F. (1997). The unique contribution of home literacy environment to differences in early literacy skills. *Early Child Development and Care*, 127-128, 233-243.

Twin-level HLE score:

For questions 1 & 2:

if ANYONE reads to the child daily, then the value used for this section of the HLE score = 2.

if NO ONE reads to the child daily and ANYONE reads to them several times per week, then the value used for this section of the HLE score = 1

if NO ONE reads to the child daily or several times per week, and ANYONE reads to them weekly or less, then the value used for this section of the HLE score = 0

if no details are provided in any of [W][P]RH[T]\_2[Y S O] but [W][P]RH[T]\_1T = 1 (no one reads to them) then the value used for this section of the HLE score = 0

*How many hours per day does your child watch TV? Mon-Fri \_\_\_ Sat \_\_\_ Sun \_\_\_*

*(a weekly total is calculated as 5(#hrs Mon-Fri) + #hrs Sat + #hrs Sun)*

0 points = hours per week spent watching TV is greater than 26 (inclusive)

1 point = hours per week spent watching TV is between 15 (inclusive) and 26

2 points = hours per week spent watching TV is between 0 and 15

*Who reads to your child?*

*How often? (\_\_\_) Daily (\_\_\_) Several times a week (\_\_\_) Weekly or less*

0 points = weekly or less

1 point = several times a week

2 points = daily

*Approximately how many books does your child own?*

*(\_\_\_) Less than 10 (\_\_\_) 10-30 (\_\_\_) More than 30*

0 points = fewer than 10 books

1 point = 10 to 30 books

2 points = more than 30 books

[W][P]HLETW[T] = sum of the 3 point values above

**«Child\_1\_Name»' s School Work**

1. What type of school does «Child\_1\_Name» go to (or has most recently gone to)?

- 1 = Public      2 = Parochial      3 = Private (non-religious)      4 = Charter  
5 = Boarding      6 = Homeschooled      7 = Other:

[W][P]SC[T]\_1

2. What grade is «Child\_1\_Name» currently in? (Circle one)

- 40 = 1<sup>st</sup> grade    50 = 2<sup>nd</sup> grade      60 = 3<sup>rd</sup> grade      70 = 4<sup>th</sup> grade  
75 = 5<sup>th</sup> grade    90 = 6<sup>th</sup> grade      99 = Other:  
10 = 7<sup>th</sup> grade    11 = 8<sup>th</sup> grade    12 = 9<sup>th</sup> grade

[W][P]SC[T]\_2

2a. Does «Child\_1\_Name» currently have an IEP (Individualized Education Plan) related to reading, math or language skills?

- 0 = No  
1 = Yes  
2 = Don't know

[W][P]SC[T]\_2A

2b. Which statement best describes «Child\_1\_Name»'s performance in school.

- 1 = Below grade level in most subjects  
2 = On grade level in most subjects  
3 = Above grade level in most subjects

[W][P]SC[T]\_2B

3. What is «Child\_1\_Name»'s typical reading grade?

- 1 = A      2 = B      3 = C      4 = D      5 = F  
6 = Outstanding    7 = Good    8 = Satisfactory    9 = Unsatisfactory  
10 = Other:  
11 = The school does not provide this type of information.  
12 = Don't know

[W][P]SC[T]\_3

**PLEASE CHECK BOTH SIDES OF PAGE**

4. What is «Child\_1\_Name»'s typical math grade? [W][P] SC [T] - 4

- 1 = A                      2 = B                      3 = C                      4 = D                      5 = F  
6 = Outstanding        7 = Good        8 = Satisfactory        9 = Unsatisfactory  
10 = Other:  
11 = The school does not provide this type of information.  
12 = Don't know

5. What is «Child\_1\_Name»'s grade point average? [W][P] SC [T] - 5

- 1 = \_\_\_\_\_ on a scale of 4.0 [W][P] SC [T] - 5 T 1  
2 = \_\_\_\_\_ on a scale of 5.0 [W][P] SC [T] - 5 T 2  
3 = The school does not calculate a grade point average for my child.  
4 = Don't know

6. Has «Child\_1\_Name» taken an achievement test? [W][P] SC [T] - 6

- 0 = No  
1 = Yes → Type of test: [W][P] SC [T] - 6 T 1 Percentile Rank: \_\_\_\_\_ Grade Equivalent: \_\_\_\_\_ [W][P] SC [T] - 6 T 3  
2 = Don't know [W][P] SC [T] - 6 T 2

7. How many hours **per week** do you expect «Child\_1\_Name» to spend on homework?

[W][P]SCH[T]-70 0 ■ I don't expect him/her to do homework.

■ I expect him/her to spend \_\_\_\_\_ Hours / **week** on homework.

[W][P]SCH[T]-7

Composite variable: [W][P]HMWK[T]

8. How many times do you discuss «Child\_1\_Name»'s school progress with him/her?

[W][P]SC[T]-8

- 1 = More than 3 times a week    2 = Once a week    3 = Once every couple of weeks  
4 = Once each grading period    5 = Once each school year    6 = Almost never

9. How well do you know what «Child\_1\_Name» is studying in school? [W][P]SC[T]-9

1 = I know when every assignment is due and what he/she is studying on particular days.

2 = I know what he/she is studying, but I don't always know what he/she is studying on particular days.

3 = I have a general idea of the activities that he/she is doing in school.

4 = I know what classes he/she is taking, but I am not aware of particular activities within these classes.

10. How often do you help «Child\_1\_Name» with English grammar? [W][P]SC[T]-10

- 1 = More than 3 times per day    2 = Once a day    3 = Once a week  
4 = Once a month    5 = Almost never

11. In a typical week, how many times do you and «Child\_1\_Name» read books together?

[W][P]SC[T]-11

- 1 = More than 3 times per day    2 = Once a day    3 = Once a week  
4 = Once a month    5 = Almost never

12. How often does «Child\_1\_Name» ask you to read books to him/her? [W][P]SC[T]-12

- 1 = More than 3 times per day    2 = Once a day    3 = Once a week  
4 = Once a month    5 = Almost never

13. Describe how much «Child\_1\_Name» enjoys being read to: [W][P] SC [T]\_ 13

1 = Very much

2 = Somewhat

3 = A little

4 = Not at all

14. How often does «Child\_1\_Name» amuse him/herself alone with books? [W][P] SC [T]\_ 14

1 = More than 3 times per day

2 = Once a day

3 = Once a week

4 = Once a month

5 = Almost never

15. How many books does «Child\_1\_Name» bring home from the library in a given month? [W][P] CHBK [T]

\_\_\_\_\_ books per month

### Child's School Work (questions 7-15)

Based on Petrill Educational Progress Survey.

Petrill, S. A., Deater-Deckard, K., Schatschneider, C., & Davis, C. (2005). Measured Environmental Influences on Early Reading: Evidence From an Adoption Study. *Scientific Studies of Reading. Special Issue: Genes, Environment, and the Development of Reading Skills.*, 9(3), 237-259.

Question 7: if parent answered [W][P]SCH[T]\_7 then [W][P]HMWK[T] = [W][P]SCH[T]\_7  
if parent did not answer [W][P]SCH[T]\_7 but did check [W][P]SCH[T]\_7O then  
[W][P]HMWK[T] = 0

Questions 8-14:

Reverse-score questions 8, 9, 11, 12, 13, 14

Then this SAS code is run on the resulting values:

```
proc standard mean = 0 std = 1 out = m3;
  var nsch1_8 nsch1_9 nsch1_11 nsch1_12 nsch1_13 nsch1_14
      nsch2_8 nsch2_9 nsch2_11 nsch2_12 nsch2_13 nsch2_14;
run;
...
environ[T]sum = sum(of nsch[T]_8 nsch[T]_9 nsch[T]_11 nsch[T]_12 nsch[T]_13
  nsch[T]_14);
environ[T]tot = n(of nsch[T]_8 nsch[T]_9 nsch[T]_11 nsch[T]_12 nsch[T]_13 nsch[T]_14);
[W][P]ACENV[T] = environ[T]sum/environ[T]tot;
if environ[T]tot < 3 then [W][P]ACENV[T] = .;
```

[W][P]HMWK[T]

Q2: number hours expect twin to do homework

[W][P]ACENV[T]

Q2: academic involvement composite petrill et al

16. How much education do you expect «Child\_1\_Name» to receive? [W][P] SC [T] - 16

- 1 = High school
- 2 = Some college
- 3 = 2-year college degree
- 4 = Technical school degree
- 5 = 4-year college degree
- 6 = Graduate/Law/Medical school

17. Describe the kind of **job** you would like «Child\_1\_Name» to have:

(not entered)

## «Child\_1\_Name»'s Behavior

Below is a list of items that describe children. For each item that describes «Child\_1\_Name» now or within the past 6 months, please circle the 2 if the item is very true or often true of «Child\_1\_Name». Circle the 1 if the item is somewhat or sometimes true of «Child\_1\_Name». If the item is not true of «Child\_1\_Name», circle the 0. Please answer all items as well as you can, even if some do not seem to apply to «Child\_1\_Name».

	0 = Not True (as far as you know)	1 = Somewhat or Sometimes True	2 = Very True or Often True
1. Argues a lot	0	1	2
2. Bragging, boasting	0	1	2
3. Complains of loneliness	0	1	2
4. Cries a lot	0	1	2
5. Cruelty, bullying, or meanness to others	0	1	2
6. Deliberately harms self or attempts suicide	0	1	2
7. Demands a lot of attention	0	1	2
8. Destroys his/her own things	0	1	2
9. Destroys things belonging to his/her family or other children	0	1	2
10. Disobedient at home	0	1	2
11. Disobedient at school	0	1	2
12. Doesn't seem to feel guilty after misbehaving	0	1	2
13. Easily jealous	0	1	2
14. Fears he/she might think or do something bad	0	1	2
15. Feels he/she has to be perfect	0	1	2
16. Feels or complains that no one loves him/her	0	1	2
17. Feels others are out to get him/her	0	1	2
18. Feels worthless or inferior	0	1	2
19. Gets in many fights	0	1	2
20. Hangs around with children who get in trouble	0	1	2
21. Likes to be alone	0	1	2
22. Lies or cheats	0	1	2
23. Nervous, highstrung, or tense	0	1	2
24. Too fearful or anxious	0	1	2
25. Feels dizzy	0	1	2
26. Feels too guilty	0	1	2
27. Overtired	0	1	2
28. Physical problems without known medical cause:			
a. Aches or pains	0	1	2
b. Headaches	0	1	2
c. Nausea, feels sick	0	1	2

**PLEASE CHECK BOTH SIDES OF PAGE**



<b>0 = Not True (as far as you know)</b>	<b>1 = Somewhat or Sometimes True</b>	<b>2 = Very True or Often True</b>
--	---	--

d. Problems with eyes (describe): _____	0	1	2
e. Rashes or other skin problems	0	1	2
f. Stomach-aches or cramps	0	1	2
g. Vomiting, throwing up	0	1	2
29. Physically attacks people	0	1	2
30. Prefers playing with older children	0	1	2
31. Refuses to talk	0	1	2
32. Runs away from home	0	1	2
33. Screams a lot	0	1	2
34. Secretive, keeps things to him/her self	0	1	2
35. Self-conscious or easily embarrassed	0	1	2
36. Sets fires	0	1	2
37. Showing off or clowning	0	1	2
38. Shy or timid	0	1	2
39. Stares blankly	0	1	2
40. Steals at home	0	1	2
41. Steals outside the home	0	1	2
42. Stubborn, sullen, or irritable	0	1	2
43. Sudden changes in mood or feelings	0	1	2
44. Sulks a lot	0	1	2
45. Suspicious	0	1	2
46. Swearing or obscene language	0	1	2
47. Talks about killing self	0	1	2
48. Talks too much	0	1	2
49. Teases a lot	0	1	2
50. Temper tantrums or hot temper	0	1	2
51. Thinks about sex too much	0	1	2
52. Threatens people	0	1	2
53. Truancy, skips school	0	1	2
54. Underactive, slow moving, or lacks energy	0	1	2
55. Unhappy, sad, or depressed	0	1	2
56. Unusually loud	0	1	2
57. Uses alcohol or drugs for non-medical purposes (describe):	0	1	2
58. Vandalism	0	1	2
59. Withdrawn, doesn't get involved with others	0	1	2
60. Worries	0	1	2

**PLEASE CHECK BOTH SIDES OF PAGE**

## Child's Behavior

Based on the Child Behavior Checklist (CBCL)

Achenbach, T.M. (1981). Child behavior checklist for ages 4-16. Burlington, VT: University of Vermont, Department of Psychiatry.

[W][P]CBAGM1[T] = mean of items 1 2 5 7 8 9 10 11 13 19 29 33 37 42 43 48 49 50 52 56

[W][P]CBDEM[T] = mean of items 12 20 22 30 32 36 40 41 46 51 53 57 58

[W][P]CBEXM[T] = mean of items 1 2 5 7 8 9 10 11 12 13 19 20 22 29 30 32 33 36 37 40 41 42 43  
46 48 49 50 51 52 53 56 57 58

[W][P]CBAXM[T] = mean of items 3 4 14 15 16 17 18 23 24 26 35 45 55 60

[W][P]CBWIM[T] = mean of items 21 31 34 38 39 44 54 55 59

[W][P]CBSOM[T] = mean of items 25 27 28a 28b 28c 28d 28e 28f 28g

[W][P]CBINM[T] = mean of items 3 4 14 15 16 17 18 21 23 24 25 26 27 28a 28b 28c 28d 28e 28f  
28g 31 34 35 38 39 44 45 54 55 59 60

[W][P]CBAGM[T]	Q2: CBCL aggressiveness twin [T] mean
[W][P]CBDEM[T]	Q2: CBCL delinquency twin [T] mean
[W][P]CBEXM[T]	Q2: CBCL externalizing twin [T] mean
[W][P]CBAXM[T]	Q2: CBCL anxiety twin [T] mean
[W][P]CBWIM[T]	Q2: CBCL withdrawal twin [T] mean
[W][P]CBSOM[T]	Q2: CBCL somatic twin [T] mean
[W][P]CBINM[T]	Q2: CBCL internalizing twin [T] mean

## More Questions About «Child\_1\_Name»'s Behavior

Children differ in their abilities to focus attention, control activity, and inhibit impulses. For each item listed below, how does «Child\_1\_Name» compare to other children of the same age? Please select the best rating based on your observations over the past month.

Compared to other children how does «Child\_1\_Name»...

	Far Below	Below	Slightly below	Average	Slightly Above	Above	Far Above
1. Give close attention to detail and avoid careless mistakes.	1	2	3	4	5	6	7
2. Sustain attention on tasks or play activities.	1	2	3	4	5	6	7
3. Listen when spoken to directly.	1	2	3	4	5	6	7
4. Follow through on instructions and finish school work/chores.	1	2	3	4	5	6	7
5. Organize tasks and activities.	1	2	3	4	5	6	7
6. Engage in tasks that require sustained mental effort.	1	2	3	4	5	6	7
7. Keep track of things necessary for activities.	1	2	3	4	5	6	7
8. Ignore extraneous stimuli.	1	2	3	4	5	6	7
9. Remember daily activities.	1	2	3	4	5	6	7
10. Sit still (control movement of hands/feet or control squirming).	1	2	3	4	5	6	7
11. Stay seated (when required by class rules/social conventions)	1	2	3	4	5	6	7
12. Modulate motor activity (inhibit inappropriate running/climbing).	1	2	3	4	5	6	7
13. Play quietly (keep noise level reasonable).	1	2	3	4	5	6	7
14. Settle down and rest (control constant activity).	1	2	3	4	5	6	7
15. Modulate verbal activity (control excess talking).	1	2	3	4	5	6	7
16. Reflect on questions (control blurting out answers).	1	2	3	4	5	6	7
17. Await turn (stand in line and take turns).	1	2	3	4	5	6	7
18. Enter into conversations and game (control interrupting/intruding).	1	2	3	4	5	6	7

**PLEASE CHECK BOTH SIDES OF PAGE**

	Far Below	Below	Slightly below	Average	Slightly Above	Above	Far Above
19. Control temper.	1	2	3	4	5	6	7
20. Avoid arguing with adults.	1	2	3	4	5	6	7
21. Follow adult requests or rules (follow directions).	1	2	3	4	5	6	7
22. Avoid deliberately doing things that annoy others.	1	2	3	4	5	6	7
23. Assume responsibility for mistakes or misbehavior.	1	2	3	4	5	6	7
24. Ignore the annoyances of others.	1	2	3	4	5	6	7
25. Control anger and resentment.	1	2	3	4	5	6	7
26. Control spitefulness or vindictiveness.	1	2	3	4	5	6	7
27. Avoid quarreling.	1	2	3	4	5	6	7
28. Remain focused on task (does not stare into space or daydream).	1	2	3	4	5	6	7
29. Maintains appropriate energy level (is not sluggish or drowsy).	1	2	3	4	5	6	7
30. Engage in goal directed activity (is not apathetic or unmotivated).	1	2	3	4	5	6	7

→ items 27-30 not in a scale, so they are included in release as

[W][P]BE[T] - 27 through 30

## More Questions About Child's Behavior

Based on SWAN scale.

Swanson, J.M., Reschly, D., Fine, A.H., Kotkin, R.A., Wigal, T., & Simpson, S. (2003). Traditional and innovative assessment of children with Attention Deficit hyperactivity disorder and learning disorders. In R.A. Kotkin & A.H. Fine. (Eds). Therapists guide to learning and attention disorders (pp. 43-86). San Diego: California Academic Press.

ADHD-In		ADHD-H/Im	
# 1	_____	#10	_____
# 2	_____	#11	_____
# 3	_____	#12	_____
# 4	_____	#13	_____
# 5	_____	#14	_____
# 6	_____	#15	_____
# 7	_____	#16	_____
# 8	_____	#17	_____
# 9	_____	#18	_____
Total	= _____		= _____
Average	= _____		= _____

The 7-point response is scored +3 to -3 (Far Below Avg. = 3, Below Avg. = 2, Slightly Below Avg. = 1, Average = 0, Slightly Above Avg. = -1, Above Average = -2, and Far Above Average = -3). Subscale scores on the SWAN are calculated by summing the scores on the items in the specific subset (eg., Inattention) and dividing by the number of items (eg., 9) to express the summary score as the Average Rating-Per-Item.

We also scaled an Oppositional Defiant Disorder (ODD) scale as a mean of items 19-26, based on scoring method found with SNAP-IV scale from the same authors (<http://www.adhd.net>)

[W][P]SWANIN[T] Q2: SWAN ADHD-In mean score (ques 1-9) -- twin [T]  
[W][P]SWANHIM[T] Q2: SWAN ADHD-H/Im mean score (ques 10-18) -- twin [T]  
[W][P]SWANODD[T] Q2: SWAN ODD mean score (ques 19-26) -- twin [T]

## «Child\_1\_Name»'s Homework Habits

The following are statements about children's homework organization skills. Please read each statement and **circle** the number that most closely reflects «Child\_1\_Name»'s experience.

	Never	At Times	Often	Very Often
1. Fails to bring home assignment(s) and necessary materials (textbooks, worksheets, etc.)	0	1	2	3
2. Knows exactly what homework has been assigned	0	1	2	3
3. Denies having homework assignment(s)	0	1	2	3
4. Whines or complains about homework	0	1	2	3
5. Must be reminded to sit down and start his/her homework	0	1	2	3
6. Procrastinates or puts off doing his/her homework	0	1	2	3
7. Does homework satisfactorily without the help of someone else	0	1	2	3
8. Daydreams or plays with objects during homework sessions	0	1	2	3
9. Is <b>not</b> distracted by noises or activities of others	0	1	2	3
10. Does <b>not</b> get frustrated easily by homework assignments	0	1	2	3
11. Fails to complete his/her homework	0	1	2	3
12. Takes an unusually long time to do his/her homework	0	1	2	3
13. Produces neat or organized homework	0	1	2	3
14. Hurries through his/her homework and makes careless mistakes	0	1	2	3
15. Forgets to bring assignment(s) back to class	0	1	2	3

### Child's Homework Habits

Based on Homework Problem Checklist.

Anesko, K.M., Schoiock, G., Ramirez, R., & Levine, F.M. (1987). The Homework Problem Checklist: Assessing children's homework difficulties. *Behavioral Assessment*, 9, 179-185.

Items 2 7 9 10 13 are reverse-coded, then the score is the sum of all items

[W][P]HWKRW[T] Q2: twin [T] score on homework problem checklist

## Feelings about «Child\_1\_Name»

Every parent experiences both positive and negative feelings toward his or her child. Listed below are statements describing some of these feelings that parents may experience. Read each statement carefully and circle the number that most closely reflects your feelings toward «Child\_1\_Name». Try to provide an answer for each item without skipping or looking back.

	1	2	3	4	5
	Definitely UNTRUE for me	Somewhat untrue for me	Not really true for me	Somewhat true for me	Definitely TRUE for me
1. I usually make an effort to praise «Child_1_Name» for good behavior.					1 2 3 4 5
2. Sometimes I am not happy about my relationship with «Child_1_Name».					1 2 3 4 5
3. Every once in a while «Child_1_Name»'s behavior can bring out the worst in me.					1 2 3 4 5
4. Every once in a while I avoid talking or playing with «Child_1_Name», such as when I am angry with her/him.					1 2 3 4 5
5. I enjoy hugging and cuddling with «Child_1_Name».					1 2 3 4 5
6. Sometimes I find it difficult to be around «Child_1_Name».					1 2 3 4 5
7. «Child_1_Name» and I do not get along as I had hoped we would.					1 2 3 4 5
8. Most of the time, «Child_1_Name» brings out the best in me.					1 2 3 4 5
9. Sometimes I do not enjoy being with «Child_1_Name».					1 2 3 4 5
10. «Child_1_Name» and I fight or argue more than I would like to.					1 2 3 4 5
11. I enjoy being «Child_1_Name»'s parent.					1 2 3 4 5
12. Every once in a while I wish that «Child_1_Name» would just go away for a few minutes.					1 2 3 4 5
13. Sometimes «Child_1_Name»'s behavior makes me so angry I can barely stand it.					1 2 3 4 5
14. Being around «Child_1_Name» is more enjoyable than I ever thought it would be.					1 2 3 4 5
15. Every once in a while I feel some resentment toward «Child_1_Name».					1 2 3 4 5
16. Sometimes I do not get along well with «Child_1_Name».					1 2 3 4 5
17. I am usually affectionate with «Child_1_Name».					1 2 3 4 5
18. I find it easy to praise and compliment «Child_1_Name», especially for good behavior.					1 2 3 4 5
19. Sometimes I do not enjoy spending time alone with «Child_1_Name».					1 2 3 4 5
20. Sometimes I find it difficult to communicate with «Child_1_Name».					1 2 3 4 5
21. When I think about «Child_1_Name», it usually gives me warm feelings.					1 2 3 4 5
22. Sometimes I raise my voice with «Child_1_Name», especially after I've had a bad day.					1 2 3 4 5
23. Sometimes «Child_1_Name» can really test my patience.					1 2 3 4 5
24. I usually feel quite happy about my relationship with «Child_1_Name».					1 2 3 4 5

**PLEASE CHECK BOTH SIDES OF PAGE**



Parents experience a wide variety of emotions with respect to their children. Using a 10-point scale (1=**NEVER** to 10=**ALWAYS**), rate how frequently, on average, you experience these emotions when you are with «Child\_1\_Name».

(circle number)	<u>never</u>	<u>always</u>		<u>never</u>	<u>always</u>
1. Happy	1 2 3 4 5 6 7 8 9 10		6. Joyful	1 2 3 4 5 6 7 8 9 10	
2. Sad	1 2 3 4 5 6 7 8 9 10		7. Frustrated	1 2 3 4 5 6 7 8 9 10	
3. Angry	1 2 3 4 5 6 7 8 9 10		8. Proud	1 2 3 4 5 6 7 8 9 10	
4. Excited	1 2 3 4 5 6 7 8 9 10		9. Furious	1 2 3 4 5 6 7 8 9 10	
5. Hostile	1 2 3 4 5 6 7 8 9 10		10. Amused	1 2 3 4 5 6 7 8 9 10	

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## Feelings About Child

Based on Parent Feelings Questionnaire.

Deater-Deckard K. (2000). Parenting and child behavioral adjustment in early childhood: A quantitative genetic approach to studying family processes. *Child Development*, 71, 468-484.

### **SCALING**

#### Four scales

two positivity scales (one Likert scale, one 10-point scale)

two negativity scales (one Likert scale, one 10-point scale)

#### Likert scales

(reverse scoring is required for some items as noted; 1=5, 2=4, 3=3, 4=2, 5=1)

Positivity: average these items

1,5,7(reverse score),8,11,14,17,18,19(reverse score),21,24

Negativity: average these items

2,3,4,6,9,10,12,13,15,16,20,22,23.

#### 1-to-10 scales

Positivity: average happy, excited, joyful, proud, amused

Negativity: average sad, angry, hostile, frustrated, furious

#### Total scores

To compute a total Positivity or Negativity z-score, you can standardize the Likert scale score and the 10-point scale score, average or sum them, and standardize again.

[W][P]POSA[T] Q2: Parent Feelings Questionnaire (Deater-Deckard): Positive Feelings A twin [T]

[W][P]POSB[T] Q2: Parent Feelings Questionnaire (Deater-Deckard): Positive Feelings B twin [T]

[W][P]NEGA[T] Q2: Parent Feelings Questionnaire (Deater-Deckard): Negative Feelings A twin [T]

[W][P]NEGB[T] Q2: Parent Feelings Questionnaire (Deater-Deckard): Negative Feelings B twin [T]