StimQ₂ - Preschool

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Date: ___/___/___
Interviewer: _____
Caregiver interviewed:
  __mother __father __other_____

Note to interviewer: For every "Yes" answer, ask the caregiver for examples or additional details about the activity. *Give credit only if the caregiver can provide examples or additional details about the activity.*

General Introduction: *Say to the caregiver:* This questionnaire is designed to find out about the different kinds of activities that you and your child do together. We know that caregivers have lots to do, at work, in the home, and for the family, and that it is often hard to find time to play and read together. Many caregivers don't do more than a few of these activities and some don't have the time to do any. I know that many people (including relatives, teachers, friends, babysitters, and siblings) also may have the opportunity to play important roles for your child. However, in this questionnaire, I am only interested in the kinds of activities that you provide for your child.

Section 1. StimQ Core: Reading, Teaching, Verbal Responsivity

READ Scale:

	Y N
Ask: **Do you ever read children's books to your child or is she/he too young for that?** *If caregiver says no, skip remaining items and score all as zero.*	Y N

A. Bookreading Quantity Subdimension	Caregiver Response	Score (as directed)
1. Name some children's books that you have at home and read to your child. *After caregiver names some books, ask*: How many books altogether do you have at home that you read to your child? *Enter # books;* ***Scoring: 0= Enter 0, 1-9= Enter 1, 10-24= Enter 2, 25-49= Enter 3, 50+= Enter 4***	____books	
2. How many days each week do you read children's books to your child*? Enter # days from 0 to 7*; ***Scoring: 0: Enter 0; 1-2: Enter 1; 3-4: Enter 2; 5+: Enter 3***	____days	
3. Do you read a book together with your child at bedtime? If yes, ask: How many days per week? *Enter # from 0 to 7*; ***Scoring: 0-4: Enter 0*; *5+: Enter 1***	____days	
4. Do you read books together with your child at times of day other than bedtime? *If yes, ask:* How many days per week? *Enter # from 0 to 7*; ***Scoring: 0-4: Enter 0*; *5+: Enter 1***	____days	
A. Bookreading Quantity Subdimension Score *(Sum scores for items #1-4)*		

B. Diversity of Bookreading *Concepts* Subdimension *For the following questions, #5-8:* *Give credit (1 point) if caregiver has read type of book described underline more than once or twice.* *Ask:* Do you read books to your child especially made for young children that teach about:	Caregiver Response	Score (Y=1,N=0)
5. counting numbers 1 to 10?	Y N	
6. simple colors such as red, blue, green and yellow?	Y N	
7. simple shapes such as squares, circle, and triangles?	Y N	
8. the letters of the alphabet?	Y N	
Diversity of Bookreading Concepts Subtotal *(Sum scores for items # 5-8)*		
B. Diversity of Bookreading Concepts Subdimension Score *Scoring: If Subtotal equals 0= Enter 0, 1-3= Enter 1, 4= Enter 2*		

C. Diversity of Bookreading *Content* Subdimension *For the following questions, #9=12:* *Give credit (1 point) if caregiver has read type of book described more than once or twice.* *Ask: Do you read books to your child especially made for young children that are about:*	Caregiver Response	Score (Y=1,N=0)
9. your religious or cultural beliefs, including holidays?	Y N	
10. activities of a preschooler's day (such as dress up, birthday party, take a walk, go to the park)?	Y N	
11. family relationships or friendships?	Y N	
12. simple fairy tales or folk tales (such as Little Red Hen, Goldilocks, 3 Little Pigs, Peter Rabbit, folk tales from other cultures)?	Y N	
Diversity of Bookreading Content Subtotal *(Sum scores for items # 9-12)*		
C. Diversity of Bookreading Content <u>Subdimension</u> Score ***Scoring: If Subtotal equals 0= Enter 0, 1-3= Enter 1, 4-5= Enter 2***		

D. Bookreading Quality Subdimension	Caregiver Response	Score (Y=1,N=0)
13. Do you read books to your child with simple stories about characters for young children? *Give credit if caregiver reads this type of book on a regular basis, for example once or twice a week.*	Y N	
14. Do you ask your child questions about the pictures in books and try to have a conversation, e.g., what is that called? What color is it? Give *credit for most of the time.*	Y N	
15. Do you ask your child to tell you about what happened in a story that you have read together? *Must have done this more than once or twice.*	Y N	
16. Do you talk to your child about feelings and emotions of characters in books? *Must have done this more than once or twice.*	Y N	
17. Do you match pictures with written words while you read with your child? *Must have done this more than once or twice.*	Y N	
D. Bookreading Quality <u>Subdimension</u> Score *(Sum scores for items #13-17)*		

Calculation of READ Scale Score:

	Score
A. Bookreading Quantity Subdimension	
B. Diversity of Bookreading Concepts Subdimension	
C. Diversity of Bookreading Content Subdimension	
D. Bookreading Quality Subdimension	
READ <u>Scale</u> Score (sum of four subdimensions)	

PIDA Scale: Parental Involvement in Developmental Advance (Teaching)

A. PIDA of Emergent Literacy *In order to get credit for a "yes" answer, the caregiver must give an example of a specific activity that demonstrates the teaching asked about in the question and must have done this <u>more than once or twice</u>.*	Caregiver Response	Score (Y=1,N=0)
1. Do you teach your child to write letters of the alphabet?	Y N	
2. Do you teach your child to write his/her name or other words?	Y N	
3. Do you teach your child about the difference between upper and lower case letters?	Y N	
4. Do you play games in which your child matches written letters with sounds?	Y N	
5. Do you play games in which your child matches written words with pictures?	Y N	
6. Do you encourage your child to write during pretend play? (e.g. letters, words, shopping lists, recipes, menus, invitations) Give me an example_____	Y N	
7. Does your child pretend to read, or otherwise use materials with letters or words on them, during pretend play? (e.g., letters, words, shopping lists, recipes, menus, invitations) *Give credit if child incorporates use of materials with letters or words into play, regardless of whether or not the child wrote or pretended to write them;* Give me an example*: _____*	Y N	
A. PIDA of Emergent Literacy <u>Subdimension</u> Score *(Sum scores for items #1-7)*		

B. PIDA of Math and Spatial Orientation *In order to get credit for a "yes" answer, the caregiver must give an example of a specific activity that demonstrates the teaching asked about in the question and must have done this <u>more than once or twice</u>.*	Caregiver Response	Score (Y=1,N=0)
8. Do you teach your child to tell time?	Y N	
9. Do you teach your child to use a scissor to cut out shapes for paper?	Y N	
10. Do you teach your child to add, such as 1 + 1 or 1 apple + 1 apple?	Y N	
11. Do you teach your child simple subtraction?	Y N	
12. Do you teach your child to read numbers?	Y N	
13. Do you teach your child to recognize shapes?	Y N	
14. Do you teach your child to do connect the dots?	Y N	
15. Do you teach your child about sizes?		
A. PIDA of Math and Spatial Orientation Subdimension Score *(Sum scores for items #8-15)*		

Calculation of PIDA Scale Score:

	Score
A. PIDA of Emergent Literacy Subdimension	
B. PIDA of Math and Spatial Orientation Subdimension	
Calculate PIDA <u>Scale</u> score by adding together all numbers entered in the score column:	

PVR Scale: Parental Verbal Responsivity

A. Parental Verbal Responsivity During Everyday Routines Subdimension *In order to get credit for a "yes" answer, the caregiver must engage in the interaction described on a regular basis (defined below for each question), not just once or twice, or occasionally.*	Caregiver Response	Score (as directed/ Y=1,N=0)
1. Some caregivers talk to their children about their surroundings and what is happening around them. Have you started to talk to your child in this way or is she too young for that? *If yes, ask for examples. Ask:* How many days a week do you do this? *If no, mark as 0 days.* Enter # from 0 to 7; ***Scoring: 0-1: Enter 0; 2-4: Enter 1; 5+: Enter 2***	_____ days	
2. Do you have the opportunity to point to things around the house and name them for your child? *Give credit if caregiver says this happens on most days.*	Y N	
3. Do you have conversations with your child that involve back-and-forth vocalizations and talking? *Give credit if caregiver says this happens on most days.*	Y N	
4. Do you usually talk to your baby while you are <u>feeding</u> her/him and tell her/him about what is going on? *Do not give credit for coaxing the child to eat or for telling the child to be careful, etc.* *Give credit for "most of the time".*	Y N	
5. Do you talk to your child while doing chores/housework *Give credit if caregiver says this happens on most days.*	Y N	
6. When your child is playing with his/her toys, do you you usually talk to your child or does your child usually play on his/her own? *Give credit for "most of the time".*	Y N	
7. Do you tell your child stories (such as folktales, made up stories without using a book, or stories about activities you have done together in the past)? *Give credit if caregiver says this happens on most days.*	Y N	
8. Do you talk to your child about their own feelings and emotions? *Give credit if caregiver says this happens on most days.*	Y N	
A. Parental Verbal Responsivity During Everyday Routines <u>Subdimension</u> Score *(Sum scores for items #1-8)*		

B. Parental Verbal Responsivity During Play, Pretend and Imagination Subdimension *Read this introduction before asking these questions:* In the following sections, some questions will relate to activities done during pretend play with your child, which can include role playing, creating imaginary stories/games, and make believe. These activities may or may not include use of props, such as dolls, stuffed animals, written materials, books, etc. *In order to get credit for a "yes" answer, the caregiver must engage in the interaction described on a regular basis (several days per week), not just once or twice, or occasionally.*	Caregiver Response	Score (Y=1,N=0)
10. Do you ever encourage your child to tell you or others about events or experiences?	Y N	
11. Do you engage in pretend play with your child by role-playing (where you and your child pretend that you are different characters such as mommy/baby or superheroes)?	Y N	
12. Do you engage in pretend play with your child by using toy figures or dolls as characters (where you and your child pretend that toy figures or dolls are different characters such as mommy/baby or superheroes)?	Y N	
13. Do you ever make up stories that you and your child can pretend together as you play	Y N	
14. Do you ever encourage your child to come up with their own ideas for pretending during play?	Y N	
15. Do you ever use ideas or themes from story books in pretend play with your child?	Y N	
B. Parental Verbal Responsivity During Play, Pretend and Imagination <u>Subdimension</u> Score *(Sum scores for items #10-15)*		

C. Parental Verbal Responsivity During Activities that Promote Regulation Subdimension	Caregiver Response	Score (Y=1,N=0)
16. When your child is playing with toys, do you mostly play along or do you prefer to watch? *Give credit if caregiver says this happens on most days.*	Y N	
17. Do you teach your child to play games that have rules? *Give credit if caregiver does this on a regular basis, not just once or twice, or occasionally.*	Y N	
18. Do you play games with your child that have songs with specific rules related to walking, jumping or dancing? Examples: Ring Around the Rosie, Hokie Pokie? *Give credit if caregiver does this on a regular basis, not just once or twice, or occasionally.*	Y N	
19. Do you and your child make plans for what you need to do to accomplish a goal or plan a real-life activity? (e.g. what is needed to prepare for an outing, supplies needed to complete an art project, the design for a building made of blocks, ingredients for recipe) If yes, say: Please give an example: _____ *Give credit if caregiver does this on a regular basis, not just once or twice, or occasionally*	Y N	
C. Parent Verbal Responsivity During Activities that Promote Regulation <u>Subdimension</u> Score *(Sum scores for items #16-19)*		

Calculation of PVR Scale Score:

	Score
A. Parental Verbal Responsivity During Everyday Routines Subdimension	
B. Parental Verbal Responsivity During Play and Pretend Subdimension	
C. Parent Verbal Responsivity During Activities that Promote Regulation Subdimension	
Calculate PVR <u>Scale</u> score by adding together all numbers entered in the score column	

Section 2. StimQ Supplemental: Learning materials in the home

ALM Scale -- Availability of Learning Materials:
Introduce: I am going to name some toys and games and ask you to tell me which ones your child has for himself / herself in your home. Since this questionnaire is given to caregivers of young children with different ages, many of the toys will be either too simple or too advanced for your child. If your child had a toy at a younger age, please tell me about it. Most caregivers have only some of these toys in their homes, so I don't expect you to have more than a few of these toys for your child.

A.Symbolic Play Subdimension	Caregiver Response	Score (Y=1,N=0)
Doll or action figure (must have a human face: credit can be given for superheroes, no credit given for robots, stuffed animals)	Y N	
Puppet (hand puppet or marionette)	Y N	
Costume for child to dress up in *(no credit for Halloween costumes)*	Y N	
Small housekeeping toy (e.g. broom, vacuum, lawnmower)	Y N	
Toy pots, pans or dishes, or tea set (*must be child's toy, not discarded kitchen utensils*)	Y N	
Imaginary play activity set (such as Fisher-Price barn, garage, house, dollhouse)	Y N	
Toy Telephone/Toy cell phone	Y N	
Toy food such as fruits, vegetables, hamburgers, sandwiches & pizza made of plastic	Y N	
Toy doctor kit	Y N	
Set of small toy animals made for young children to play with (*not stuffed animals*)	Y N	
A. Enter sum of "Score" column for **symbolic play** subtotal		

B. Art Subdimension	Caregiver Response	Score (Y=1,N=0)
Crayons	Y N	
Coloring book	Y N	
Colorful clay that can be molded into different shapes (such as Play-Doh)	Y N	
Set of tools for use with colorful clay to create different shapes and forms	Y N	
Magic marker/colored pencil set: specifically set aside for child to use on paper	Y N	
Finger paints or water paints with large brush that child can easily hold	Y N	
Children's scissors	Y N	
B. Enter sum of "Score" column for **art** subtotal		

C. Adaptive/ Fine Motor Subdimension	Caregiver Response	Score (Y=1,N=0)
Puzzles made especially for young children (*with 2 to 25 pieces that combine to make a picture*).	Y N	
Nesting/stacking toy (toys of different sizes that fit into or on top of each other, such as interlocking cups/beakers)	Y N	
Plastic or wooden beads that child puts string or rope through	Y N	
Buttoning and/or lacing toys	Y N	
Set of wooden or plastic blocks made for young child	Y N	
Interlocking colorful building blocks of varied shapes that fit together (such as Duplo or Lego)	Y N	
Toy musical instrument such as toy xylophone, toy drum or toy piano/keyboard	Y N	
C.. Enter sum of "Score" column for **adaptive/fine motor** subtotal		

D. Language/Concepts Subdimension	Caregiver Response	Score (Y=1,N=0)
Set of toy letters (complete alphabet) &/or numbers (at least 1-9)	Y N	
Children's card game (to name or match pictures, shapes, colors, words, letters or numbers)	Y N	
First board games (Chutes and Ladders, Candyland, etc.)	Y N	
Workbooks made for preschoolers teaching simple shapes, numbers, matching or other concepts (*made for child to write in*)	Y N	
Toy that teaches number concepts (e.g. 10X10 pegboard, beads that fit on rods or in counting frame, Cuisenaire rods, etc.) *If yes, name or describe* _____	Y N	
Toy clock that child can manipulate and helps child learn the time of day	Y N	
Set of toy magnets (individual magnets to play with; *not* magnetic numbers, letters)	Y N	
D. Enter sum of "Score" column for **language/concepts** subtotal		

Calculation of ALM Subdimension and Scale Scores:

Enter each of the following as directed		Scoring directions for Subdimensions	Subdimension and Scale Scores
A. Enter **symbolic play** subtotal		0-1: *Enter 0*; 2-4: *Enter 1*; 5+: *Enter 2*	
B. Enter **art** subtotal		0-1: *Enter 0*; 2-4: *Enter 1*; 5+: *Enter 2*	
C. Enter **adaptive/fine motor** subtotal		0-1: *Enter 0*; 2-4: *Enter 1*; 5+: *Enter 2*	
D. Enter **language** subtotal		0-1: *Enter 0*; 2-4: *Enter 1*; 5+: *Enter 2*	
Calculate ALM <u>Scale</u> score by adding together all numbers entered in the score column:			

Section 3: Calculation of StimQ Total Scores:

Enter each of the following:	Core	Core + Supplemental
Enter **READ Scale** Score:		
Enter **PIDA Scale** Score:		
Enter **PVR Scale** Score:		
Enter **ALM Scale** Score:		
Calculate StimQ Total Score as grand total of each of the scaled scores above:		

Three types of scores can be calculated using StimQ:

1. *Subdimension* scores are noted by boxes with:

Subdimension scores are calculated based on summing together clusters of items, in some cases followed by additional scaling. Subdimension scores can be used individually in analyses.

2. *Scale* scores are noted by boxes with:

Scale scores are calculated based on summing together subdimension scores. Scale scores can be used individually or in any combination for analyses.

3. *StimQ Total* scores are noted by boxes with:

StimQ Total scores are calculated based on summing together Scale scores. There are two types of StimQ Total scores:
StimQ Core Total score is calculated by adding together READ, PIDA and PVR.
StimQ Core+Supplemental Total score is calculated by adding together READ, PIDA, PVR and ALM.