

StimQ₂ - Toddler

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Date: ___/___/___
 Interviewer: _____
 Caregiver interviewed:
 ___mother ___father ___other _____

CHILD INFORMATION	
LAST NAME	_____
FIRST NAME	_____
SEX	_____
DATE OF BIRTH	_____
MEDICAL RECORD NUMBER	_____

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:

<i>Ask: Do you ever read baby or children's books to your baby or is she/he too young for that? If caregiver says "No", skip remaining items and score all as zero.</i>	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. <i>After caregiver names some books, ask: How many books altogether do you have at home that you read to your child? Enter # books</i> 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? <i>Enter # days from 0 to 7; Scoring: 0: Enter 0; 1-2: Enter 1; 3-4: Enter 2; 5+: Enter 3</i>	_____ days	
3. Do you read a book together with your child at bedtime? <i>If yes, ask: How many days per week? Enter # from 0 to 7; Scoring: 0-4: Enter 0; 5+: Enter 1</i>	_____ days	
4. Do you read books together with your child at times of day other than bedtime? <i>If yes, ask: How many days per week? Enter # from 0 to 7; Scoring: 0-4: Enter 0; 5+: Enter 1</i>	_____ days	
A. Bookreading Quantity Subdimension Score (<i>Sum scores for items #1-4</i>)		

B. Diversity of Bookreading Concepts/Content Subdimension	Caregiver Response	Score (Y=1, N=0)
<i>For the following questions, #5-10: Give credit (1 point) if caregiver has read type of book described more than once or twice.</i>		
<i>For questions 5-8, Ask: Do you read books to your child especially made for young children that teach about:</i>	Y N	
5. counting numbers 1 to 10?		
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	
9. Do you read books to your child about: activities of a toddler's day (such as mealtime, bathtime, bedtime, playtime, going places, getting dressed)?	Y N	
10. Do you read nursery rhymes (such as "Mother Goose") or other rhyming books to your child?	Y N	
B. Diversity of Bookreading Concepts/Content Subdimension Score (<i>Sum scores for items # 5-10</i>)		

C. Bookreading Quality Subdimension	Caregiver Response	Score (Y=1,N=0)
11. Do you read books to your child that include simple stories for young babies? <i>Give credit if caregiver reads this type of book on a regular basis, for example once or twice a week.</i>	Y N	
12. While you read to your child, do you point to pictures and name them or describe them, or is your child too young or distractible for that? <i>Give credit for "most of the time".</i>	Y N	
13. Do you ask your child questions about the pictures in books and try to have a conversation, for example, "What is that called?" or "What color is it?" <i>Give credit for "most of the time".</i>	Y N	
14. Do you talk to your child about feelings and emotions of characters in books? <i>must have done this more than once or twice.</i>	Y N	
C. Bookreading Quality Subdimension Score (Sum scores for items #11-14)		

Calculation of READ Scale Score:

	Score
A. Bookreading Quantity Subdimension	
B. Diversity of Content/Concepts Subdimension	
C. Bookreading Quality Subdimension	
READ Scale Score (sum of three subdimensions)	

PIDA Scale: Parental Involvement in Developmental Advance (Teaching)

<i>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 more than once or twice.</i>	Caregiver Response	Score (Y=1,N=0)
1. Do you teach your child letters? <i>Must have done this more than once or twice, use visual representation, at least 1 inch in size).</i>	Y N	
2. Do you teach your child counting? <i>Must have done this more than once or twice, count item or pictures, NOT fingers.</i>	Y N	
3. Do you play with your child and show her/him how to pile up baby blocks or use other toys that stack up in a tower? <i>Must have done this more than once or twice, not child doing it on his/her own.</i>	Y N	
4. Do you teach your child colors? <i>Must have done this more than once or twice, at least 3 of the following: red, blue, yellow, or green.</i>	Y N	
5. Do you teach your child body parts? <i>Give credit if done "usually" or "often," not "occasionally" or "sometimes" and use a visual cue, such as caregiver's face or body, a doll, or stuffed animal.</i>	Y N	
Calculate PIDA Scale score by adding together all numbers entered in the score column:		

PVR Scale: Parental Verbal Responsivity

A. Parental Verbal Responsivity During Everyday Routines Subdimension <i>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.</i>	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? <i>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</i>	_____ days	
2. Do you have the opportunity to point to things around the house and name them for your child? <i>Give credit if caregiver says this happens on most days.</i>	Y N	
3. Do you have the chance to point out the names, the colors or the sizes of items in the grocery store when taking your child there, or are you too busy getting your shopping done? <i>Give credit for "most of the time".</i>	Y N	
4. Do you have conversations with your child that involve back-and-forth vocalizations and talking? <i>Give credit if caregiver says this happens on most days.</i>	Y N	
5. Do you usually talk to your baby while you are <u>feeding</u> her/him and tell her/him about what is going on, or is she/he too young to talk with yet? <i>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".</i>	Y N	
6. Do you talk to your child while doing chores/housework? <i>Give credit if caregiver says this happens on most days.</i>	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.)? <i>Give credit if this takes place on a regular basis (several days per week), not just once or twice, or occasionally.</i>	Y N	
8. Do you play with your child with bath toys or with water play when she/he is in the bathtub? <i>Give credit for "most of the time".</i>	Y N	
A. Parental Verbal Responsivity During Everyday Routines Subdimension score (Sum scores for items #1-8)		

B. Parental Verbal Responsivity During Play and Pretend Subdimension <i>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.</i>	Caregiver Response	Score (Y=1,N=0)
9. When your child is playing with toys, do you mostly play along or do you prefer to watch?	Y N	
10. Do you play peek-a-boo games with your child such as by hiding your face and then revealing yourself?	Y N	
11. Do you play pat-a-cake games while singing a rhyming song, or do you play finger games with your child such as Eentsy Weentsy Spider? <i>If yes, ask: Could you tell me the names of them?</i>	Y N	
12. Do you play make-believe games with your child in which you sit at the table or on the floor and pretend to serve food, or feed stuffed animals or toys, or is your child too young for that?	Y N	
13. Do you play pretend games using a stuffed animal or puppet to talk to your child?	Y N	
14. Do you ever pretend that you do not know where someone or something is? (E.g. "Where's your brother? Here he is!")	Y N	
B. Parental Verbal Responsivity During Play and Pretend Subdimension score (Sum scores for items #9-14)		

Calculation of PVR Scale Score:

	Score
A. Parental Verbal Responsivity During Everyday Routines Subdimension	
B. Parental Verbal Responsivity During Play and Pretend Subdimension	
Calculate PVR Scale score by adding together the two subdimension scores:	

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 - no credit for robots or stuffed animals)	Y N	
Puppet (hand puppet or marionette)	Y N	
Costume for child to dress up in (<i>no credit for Halloween costumes</i>)	Y N	
Small housekeeping toy (e.g. broom, vacuum, lawnmower)	Y N	
Toy pots, pans or dishes, or tea set (<i>must be child's toy, not discarded kitchen utensils</i>)	Y N	
Small car, truck or train	Y N	
Imaginary play activity set (such as Fisher-Price barn, garage, house, dollhouse)	Y N	
Toy food such as fruits, vegetables, hamburgers, sandwiches & pizza made of plastic	Y N	
Toy school bus or other vehicle with "little people" that fit into it	Y N	
Set of small toy animals made for young children to play with (<i>not stuffed animals</i>)	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	
Chalkboard with chalk or dry-erase board with markers that can be erased	Y N	
Colorful clay that can be molded into different shapes (such as Play-Doh)	Y N	
Magic marker set or colored pencils 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	
B. Enter sum of "Score" column for art subtotal		

C. Adaptive/ Fine Motor Subdimension	Caregiver Response	Score (Y=1,N=0)
Wood puzzles with 1 to 7 pieces made especially for young children. These often have little knobs on the pieces for child to pick them up with. <i>(Also give credit for formboards or for rubber puzzles if caregiver spontaneously tells you about them)</i>	Y N	
Shape sorter (toy container which has openings to fit different shaped blocks such as cube, sphere-circle, and triangle)	Y N	
Colored plastic rings of different sizes that stack on pole (such as Rock-a-Stack)	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	
Set of wooden or plastic blocks made for young child	Y N	
Pop-up toy (child presses or moves knob, and Sesame Street characters or other little people or animals pop up)	Y N	
Pail and Shovel	Y N	
Large colorful building blocks of varied shapes that fit together to build various structures (such as Duplo)	Y N	
Toy cash register that has numbers that pop-up when pressed or plastic coins that drop in slots	Y N	
Large plastic "beads" or links that snap together to form a chain and then pull or pop apart (such as snap-lock beads)	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 Subdimension	Caregiver Response	Score (Y=1,N=0)
Set of toy letters (complete alphabet) made of plastic or wood <i>(must allow for individual manipulation)</i>	Y N	
Set of toy numbers (at least 1 - 9) made of plastic or wood <i>(must allow for individual manipulation)</i>	Y N	
Children's card game (to name or match pictures, shapes, colors, words, letters or numbers)	Y N	
Toy which says name of object or letter of alphabet or makes animal sounds when string is pulled, lever is pulled, or button is pushed (e.g. See & Say, or any similar toy)	Y N	
D. Enter sum of "Score" column for language subtotal		

E. Life-size Subdimension	Caregiver Response	Score (Y=1,N=0)
Tricycle	Y N	
Big toy car or animal that child can ride or rock	Y N	
Life-size toy play area such as toy kitchen, washer/dryer, workshop, tool bench (e.g. Little Tykes)	Y N	
Child-size table and chair	Y N	
Large toy that child can push around to carry things (such as shopping cart, wheelbarrow or stroller for dolls)	Y N	
E. Enter sum of "Score" column for life-size 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+ Enter 1	
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+: Enter 1	
E. Enter life-size subtotal	0-1: Enter 0; 2+: Enter 1	
Calculate ALM <u>Scale</u> Score by adding together all numbers entered in the subdimension 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 <u>Total</u> 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.