

StimQ₂ - Infant

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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:

Ask: Do you ever read baby or children's books to your infant or is she/he too young? 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. <i>After caregiver names some books, ask: How many books altogether do you have at home that you read to your child? Enter # of books; Scoring: 0= Enter 0, 1-9= Enter 1, 10-24= Enter 2, 25-49= Enter 3, 50+= Enter 4</i>	___ 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 (Sum scores for items #1-4)		

B. Diversity of Bookreading Concepts/Content Subdimension <i>For the following questions, #5-10: Give credit (1 point) if caregiver has read type of book described <u>more than once or twice</u>.</i>	Caregiver Response	Score (Y=1,N=0)
5. Do you read books to your child especially made for infants that teach about simple shapes such as squares, circle, and triangles?	Y N	
6. Do you read books to your child especially made for infants that teach about things around the house (chair, table, bed, book, etc.)?	Y N	
7. Do you read books to your child that show toys and favorite things (for example: ball or rattle)?	Y N	
8. Do you read books to your child about animals?	Y N	
9. Do you read books to your child that contain photographs of babies?	Y N	
10. Do you read nursery rhymes such as Mother Goose or other simple rhyming books to your child?	Y N	
Diversity of Bookreading Concepts/Content Subtotal (Sum scores for items # 5-10)		
B. Diversity of Bookreading Concepts/Content Subdimension Score Scoring: If Subtotal equals 0: Enter 0; 1-3: Enter 1; 4-6: Enter 2		

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 <u>more than once or twice.</u></i>	Caregiver Response	Score (Y=1,N=0)
1. 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, or has the baby learned to do this on her/his own?	Y N	
2. Do you teach your child body parts by playing with him and touching parts of his body while saying the name of what you are touching? (For example: "Here is baby's nose." or "Here is baby's foot.")	Y N	
3. Do you teach your child to press buttons or turn knobs, or has the baby learned to do this on her/his own?	Y N	
4. Do you play with your child and show her/him how to put blocks and other things in a container such as a plastic box, beaker or can?	Y N	
5. Do you play roll-a-ball games with your baby while sitting on the floor or bed with her/him?	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 parents talk to their infants about their surroundings and what is happening around them. Have you started to talk to your baby 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 parent 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 usually talk to your baby while you are feeding 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	
5. Do you talk to your child while doing chores/housework? <i>Give credit if caregiver says this happens on most days.</i>	Y N	
6. When your baby practices making sounds, does she/he practice most of the time alone or with you? <i>Give credit if caregiver says that the baby practices with caregiver 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. Do you play peek-a-boo games with your infant such as by hiding your face and then revealing yourself?	Y N	
10. Do you play games with your infant in front of a mirror on a wall in which you and your child sit or stand and look at the mirror?	Y N	
11. Do you usually sing songs especially used with young children to your baby either during the day, or when you're putting the child to sleep or to nap?	Y N	
12. Do you play pat-a-cake games while singing a rhyming song?	Y N	
13. Other than pat-a-cake, do you play finger games with your child such as Eentsy Weentsy Spider? <i>If yes, ask: Could you tell me the names of some of them? Other examples include "This Little Piggy" and "Where is Thumbkin": Give credit for one or more games</i>	Y N	
14. Do you play pretend games using a stuffed animal or puppet to talk to your child?	Y N	
15. Do you ever pretend that you do not know where someone or something is? (For example: "Where's your brother? Here he is!")	Y N	
B. Parental Verbal Responsivity During Play and Pretend subdimension score (Sum scores for items #9-15)		

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. First Infant Toys Subdimension	Caregiver Response	Score (Y=1,N=0)
Soft clown or other stuffed toy with a human face on it placed in or near crib	Y N	
Mirror (either attached to the inside of the crib, made for infants to hold, or for you to hold so that the infant can see him or herself)	Y N	
Small cloth toys or card with bright black-and-white patterns	Y N	
Soft cloth animals that make noises when child squeezes them	Y N	
Rattle that makes noises or in some way "does something" when the infant shakes it. How many? _____ (Yes=2 or more)	Y N	
Rattles that attach to infant's feet like socks	Y N	
Plastic or wooden toys that fit on a ring that are made for infant to hold and play with (For example: keys on a ring)	Y N	
Activity playmat or gym with hanging toys	Y N	
A. Enter sum of "Score" column for first infant toys subtotal		

B. Activity/Manipulative Toys Subdimension	Caregiver Response	Score (Y=1,N=0)
Toy in which infant presses button, opens door, etc. so that something happens such as a top turning, something moving, noise/music, picture or mirror popping up (e.g., activity center, busy box)	Y N	
Toy musical instrument (For example: toy xylophone, toy flute, toy drum or toy piano/keyboard)	Y N	
Large spinning toy that baby presses down on to make balls, pinwheels or figures pop and/or spin	Y N	
Set of wooden or plastic blocks for the infant to bang or stack	Y N	
Stacking toy with colored plastic rings of different sizes that stack on a pole (e.g., Rock-a-Stack)	Y N	
Large plastic "beads" or links that snap together to form a chain and then pull or pop apart (e.g., snap-lock beads)	Y N	
Shape sorter (a toy container which has openings to fit different shaped blocks such as cube, sphere/circle, and triangle; For example: Fisher Price's Baby's First Blocks)	Y N	
Bright colored plush activity cube/triangle with different parts/activities (e.g., mirrors, sounds)	Y N	
B. Enter sum of "Score" column for activity/manipulative toys subtotal		

C. Imagination Toys Subdimension	Caregiver Response	Score (Y=1,N=0)
Rubber animal made for use as a bath toy (For example: rubber duckie)	Y N	
Small car, truck, or train which the infant can push around while sitting or crawling	Y N	
Toy telephone or cell phone	Y N	
Toy which says name or object, letter of alphabet or animal sound when a string is pulled, a lever is pulled or a button is pushed (For example: See & Say or any similar toy)	Y N	
Stuffed animal	Y N	
Doll with a human face	Y N	
Bright colored plush animal toy with a face in the middle and arms extending out from the face with different noises, patterns, and textures (For example: whoozit, caterpillar, octopus)	Y N	
C. Enter sum of "Score" column for <i>imagination toys</i> 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 first infant toys subtotal		0-1: <i>Enter 0</i> ; 2-4: <i>Enter 1</i> ; 5+: <i>Enter 2</i> for subdimension score	
B. Enter activity/manipulative toys subtotal		0-1: <i>Enter 0</i> ; 2-4: <i>Enter 1</i> ; 5+: <i>Enter 2</i> for subdimension score	
C. Enter imagination toys subtotal		0-1: <i>Enter 0</i> ; 2-4: <i>Enter 1</i> ; 5+: <i>Enter 2</i> for subdimension score	
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:	<input type="text"/>	<input type="text"/>


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.