

#92-16

APPENDIX C

RATIONALE FOR MODULES IN THE IN-HOME BASELINE SURVEY

Introduction

Child development is a complex process, determined by numerous factors. However, 90 minutes are allotted for the in-home baseline survey activities in the study. It was necessary, therefore, to thoughtfully consider the types of data that are needed and to weigh the relative merits of varied topics as decisions are made regarding the final content of the in-home baseline interview.

To decide which constructs should be measured and the detail in which they should be measured, a set of criteria were developed. These include the following:

1. Variables should be measured that are known to predict the child outcomes that represent our dependent variables.
2. Variables should be measured that are expected to predict and explain the mother's participation in JOBS education and employment activities.
3. Variables should be measured that will help explain the processes through which JOBS can affect family functioning and child development.
4. Variables should be given higher priority if they address a policy question or a public concern.
5. Variables should get a lower priority if they measure a construct that cannot be well-measured in a household interview setting with an instrument used by a survey interviewer.
6. Variables should be given lower priority if the same or quite similar information is already being collected in another manner.

In the following pages, these criteria are discussed relative to the variables recommended for inclusion in the JOBS Child and Family Study.

IN-HOME BASELINE SURVEY MODULE JUSTIFICATION

MODULE A. Common Demographic Module

Basic information on the mother's date of birth, race and ethnicity, immigrant status and years in the United States are needed for a variety of reasons. First, the provisions of the Family Support Act with respect to JOBS participation differ depending on the age of the mother. Second, it will be of interest to see whether there are differential impacts of JOBS on families among black versus Hispanic versus non-minority welfare families. Both the process of obtaining employment and the task of childrearing are likely to differ depending upon the age of the mother, whether she was born in the United States, and her race or ethnicity (Cruz, 1990). Race and ethnicity are also known to be predictive of child outcomes, even when parent education and family income are controlled.

Immigrant women who grew up in Third World countries may have had more limited educational opportunities than those who grew up in the U.S. or other developed nations. Hence, the educational attainments of the immigrant women are probably not as reflective of their abilities as they are for the U.S. born women.

Information on the mother's date of birth, race and ethnicity will be obtained from the SCC. Date of birth will be verified in the interview to make sure that the interview is being conducted with the correct person. Information on where the mother was born and when she came to the United States will be obtained during the interview with the mother.

- mother's date of birth
- immigrant status and years in U.S.
- (race/ethnicity will be obtained from SCC)

To ensure that the child about whom relevant questions in the survey are asked is indeed the randomly selected focal child, basic identifying information about the child will be verified in this first module. This involves establishing simply whether the name, age, and sex information that the interviewer has for the focal child is correct. These questions will also help to focus the attention of the parent respondent on the appropriate child. These questions were used in the National Survey of Children.

- verify name, age, and sex of focal child

MODULE B. Parenting

Assessing the mother-child relationship and parenting behaviors in a survey interview setting with children of this age is a difficult task. Most studies of this topic rely upon in-person observations or ratings of videotaped interactions (Ainsworth, Blehar, Waters & Wall, 1978; Waters & Deane, 1985). Instead, we have included numerous maternal report questions that address several important domains of parenting: the mother's feelings of warmth toward her child, her affection toward and enjoyment of the child, stresses related to parenting, beliefs regarding communication and discipline, and her perceptions of the child's feelings and behavior toward the mother. These items fall into four areas: maternal warmth and nurturance; provision of cognitive stimulation to the child; maternal harshness toward the child; and maternal stress related to parenting.

While we strove to locate a full scale or sub-scale that had been validated and used previously, we found no existing scale that met the needs of the JOBS/CFS study. In particular, many scales were too lengthy and included very sophisticated language. Because of this, we have drawn several items from different sources, such as the National Survey of Children, the Parenting Stress Index (Abidin, 1986), the Parental Attitudes about Childrearing scale (Easterbrooks & Goldberg, 1984), Luster's Parent Opinion survey (items modified to be age-appropriate), and the 1990 General Social Survey. Many items were devised specifically for the current study.

Three researchers on the CFS independently assigned items to constructs. Once this process was finished, assignment choices were discussed. When discrepancies existed, the group discussed the assignment until consensus was reached. Constructs measured with too many items were pruned, and additional items were developed to measure constructs with too few items. All items have been pre-tested three times.

Selection of and pre-testing particular items for this section has been coordinated with the New Chance study of teenage mothers conducted by Humanalysis and MDRC, in order to enhance comparability across studies.

This module, like several others in the in-home survey, will be administered in a quasi self-administered questionnaire format to enhance confidentiality of responses and to speed the interview. The interviewer will read the items aloud to the respondent, who will circle all of her answers in a private answer booklet. This booklet contains all of the items and responses categories. Due to concern about respondent illiteracy, all questions will be read aloud to the respondent, as she follows along and circles her responses. Only if she makes it absolutely clear that she is capable of completing the section on her own will she be allowed to do so.

- set of parenting items

MODULE C. The Child's Home Environment

The HOME Scale is a well-validated and widely-used instrument designed to appraise whether the child's home is an environment that nurtures the child's intellectual and emotional development and helps to prepare him or her for the challenges of school (Bradley & Caldwell, 1981; Caldwell & Bradley, 1984). It assesses the orderliness, cleanliness, and safety of the physical environment, the regularity and structure of the family's daily routine, the amount of intellectual stimulation available to the child, and the degree of emotional support provided by the parents. It does this through a combination of parent report items and items that are completed by the interviewer after she has spent time in the home and had an opportunity to observe the child's physical surroundings, and the mother and child interacting with one another.

There are several important reasons for including the HOME as part of the in-home survey of the JOBS Child and Family Study. First, HOME scores will be used to distinguish AFDC children whose homes are obviously unstimulating from those whose homes are adequate or supportive. It is hypothesized that the sub-group comprised of children from unstimulating environments will gain from getting out of the house and into substitute care when their mothers participate in JOBS. This assumes, of course, that the quality of the substitute care is at least adequate. By contrast, children from adequate or supportive families will not necessarily benefit, and if the substitute care is of poor quality, may even be hurt by spending more time in substitute care.

Second, the HOME scores are expected to be predictive of the child's test performance and school ratings at the time of the 2-year and 5-year follow-up studies.

Third, the inclusion of the HOME measure should help to clarify the process by which JOBS participation has effects on children's development, if such effects are found. JOBS participation may actually enhance the quality of cognitive or emotional stimulation provided in the home environment, due to increases in the mother's education, income, or psychological well-being. Measurement of the home environment as well as the child care environment creates the possibility of distinguishing improvements in one realm of the child's life relative to the others.

The version of the HOME that will be used in the JOBS study is the abbreviated version developed for the NLSY Child Supplement (Baker & Mott, 1989). A number of studies have shown that this abbreviated HOME works well in the NLSY, showing significant correlations with children's test scores even when family SES and mother's scores on the Armed Forces Qualifying Test (AFQT) are controlled (Moore and Snyder, 1991). The NLSY data show that children in AFDC and working-poor families are more likely to have relatively low scores on the HOME scale than those from non-poor families. One-quarter of the AFDC children aged 3-5 were receiving care that was clearly deficient in terms of stimulation, while two-thirds were in below-average home environments (Zill, Moore, Wolpow & Stief, 1991). Prior research has also demonstrated that length of welfare receipt is related to the quality of the home environment (Philliber & Graham, 1981). The longer the time on welfare, the lower the HOME scores tend to be.

The shortened version of the HOME scale used in the NLSY (HOME-SF) proved to have good reliability, although the "emotional support" subscale of the instrument was less reliable than the "intellectual stimulation" subscale. The cognitive sub-scale has a reliability of .69 for children

ages 3-6, while the emotional support sub-scale has a reliability of .49.

- HOME-SF cognitive stimulation sub-scale

- mother report
- interviewer assessment

- HOME-SF emotional support sub-scale

- mother report
- interviewer assessment

Because of the relatively low reliability of the emotional sub-scale and because of the middle-class bias of some HOME items, additional items aimed to supplement the HOME-SF have been included in this module. These items ask about participation in activities that do not necessarily require monetary output (for example, how often the mother tells stories to the child that are not written down in books). Our pre-tests indicate that there is good variation in responses to these items.

- frequency of church attendance with child
- frequency of preparing food with child
- frequency that R talks to child about his/her day
- frequency that R tells stories that do not come from books
- monitoring of child's breakfast consumption and teeth-brushing
- frequency of child's television viewing
- mother's monitoring of program content and child's consumption

MODULE D. Calendar of Events Since Child's Birth

Although development occurs throughout life, important experiences accumulate during the child's early years that can strongly enhance or undermine the child's subsequent development (Shaffer, 1985). To capture some of the major events and activity patterns that occurred in the child's life prior to the in-home interview, it is planned to include a calendar that chronicles the important events in the child's life. These events include:

- whether and when child lived away from mother
- whether and when child lived with father
- mother's work history since child's birth
- mother's education and training since child's birth
- child's experiences in child care and early education

Data on the age of entry into child care is needed because some evidence suggests that very early return to work is associated with negative outcomes for children (Belsky, 1990). Information on the continuity of child care is needed because the stability of child care arrangements predicts children's development (Whitebook, Howes, & Phillips, 1989). Whether the mother worked outside or inside of the home and whether she worked part-time or full-time are also argued to relate to children's development, particularly if full-time employment outside of the home occurred when the child was very young. On the other hand, experience in a Head Start program or other preschool program is generally found to have positive effects on children (Darlington, Royce, Snipper, Murray & Lazar, 1980; Lee, Brooks-Gunn, Schnur, & Liaw, 1990; Berruetta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984).

Children's experiences living with another adult in addition to their mother, for example, their father or grandmother, have been found to have positive effects on development (Baldwin and Cain, 1981). On the other hand, living apart from both biological parents is an indicator of negative outcomes (Moore, Nord & Peterson, 1989). Data collected in the child calendar will efficiently provide information on all of these factors that are likely to have affected the child's development up to the time of random assignment.

The use of a calendar method to collect this information seems warranted because the method helps facilitate recall; thus, the likelihood that survey respondents will provide accurate data on the timing and duration of events is enhanced (Freedman, Thornton, Camburn, Alwin, & Young-DeMarco, 1988). While providing such information is a difficult task for respondents, being asked about multiple domains at the same time using a calendar format dovetails with how people recall information about their recent history, specifically by associating one event with other events that occurred about the same time. Thus, women may not be able to provide accurate information about the child's experiences in day care when asked about it in a child care module; but they are able to piece together a reasonably accurate history when they can actually see a calendar which contains information such as their work history and when the child entered school and/or Head Start.

Investigators have found that respondents are able to recall information accurately over periods as long as five years when they are able to use the calendar method (Thornton, 1990). Nevertheless, it is not anticipated that month-by-month recall of the child's day care experiences will be obtained with complete precision. We are obtaining information on all months in child care and all months in full-time care. With these raw data, the analyst is afforded considerable flexibility to create a detailed profile of the child's alternative care history. The analyst will be able to examine such variables as age of entry into care, continuity of care, total duration in child care, age of entry into full-time care, duration of full-time care, duration living with both biological parents, and more. It is felt that important differences in the timing and duration of children's activities early in life will be captured with greater accuracy than would be possible by asking straight recall questions.

Within the calendar, we are interested in events that occurred for significant periods (i.e., four or more consecutive weeks). We have specified a minimum time period to avoid reporting of merely incidental experiences, such as one overnight visit with the birth father, or occasional babysitting on a weekend evening.

Information obtained in this module will be useful to the interviewer by providing a check on consistency across responses. If, for example, the respondent says that she has been working for pay during the calendar, but does not say that she is working for pay in the Common Employment Module, the interviewer can probe for the correct information and enhance consistency throughout the survey.

This set of questions was designed specifically for the JOBS Child and Family Study.

- whether and when child lived away from mother
- whether and when child lived with (his/her) birth father
- mother's work history since child's birth
- mother's education and training since child's birth
- experiences in child care and early education

MODULE E. Common Employment Module

The mother's recent employment experience should be a strong predictor of how long she remains on AFDC (O'Neill, 1990). Women with recent work experience may be more likely to participate in JOBS activities that enhance their employability. In particular, they are more likely to exit welfare sooner than women with no recent work experience. The mother's employment history may also indicate the degree to which the JOBS mandate represents a "shock" to her family system, with mothers having no recent work experience expected to find the JOBS mandate representing a major change in life patterns.

Many welfare recipients may participate in the underground economy in order to make ends meet (Jencks & Edin, 1990). Although under-reporting of work effort and income are expected, we hope to improve reporting of income from all sources by including a statement of confidentiality. Welfare mothers who have relatively high non-welfare income may be more likely to ignore the JOBS mandate, even accepting sanctions rather than participate.

The common employment module asks questions about whether the respondent has ever worked, and about the woman's current or most recent job, including responsibilities at the job, earnings and benefits. Many of the questions come from the GAIN survey and the New Chance survey.

The well-being of the focal child will be determined not only by events occurring after the date of random assignment, but by events that occurred earlier in the child's life. One important component of the focal child's life history is the extent of the mother's labor force participation. It is particularly crucial to know when, if ever, she first returned to work after the focal child was born, the consistency of her work pattern, whether she worked part-time or full-time, whether she worked outside of the home, and both the type and continuity of the arrangements made for the child. This information will be obtained in the calendar. Questions in the employment module cover the following topics:

- whether R has ever worked for pay
- R's current employment status and number of jobs held
- information on type of current or most recent job
- earnings and benefits from current or most recent job

MODULE F. Work-Related Attitudes

A measure of attitudes toward employment is needed to identify a key subgroup, namely those mothers who feel negatively about working or who feel it is inappropriate to work while their children are still relatively young. Studies in the child development literature have found that there are more likely to be negative effects on children when the mother has negative attitudes about employment than when she has neutral or positive feelings (Hoffman, 1989, Zaslow, Rabinovich & Suwalsky, 1990; Alvarez, 1985). Also, in one welfare-to-work study, negative attitudes toward work were found to predict to less favorable supervisor ratings when employment was secured (Johnson, Messe, & Crano, 1984). Thus, the attitude measure could help to explain variation in maternal participation and job success among JOBS eligibles.

In the NLSY, 32 percent of mothers on AFDC in 1987 were found to hold traditional (i.e., negative) attitudes about maternal employment. This was higher than the proportions found among non-welfare mothers or non-mothers.

The set of work-related attitude items was developed by Child Trends especially for the JOBS study in conjunction with the research teams studying GAIN and New Chance. No existing scale was found to be suitable, although several items were drawn from earlier instruments (i.e., Wolf & Jackson, 1971). Coordination with the New Chance survey in this domain has been achieved. A subset of the items were pretested by psychometrician Deborah Coates in a sample of low-income black females, and were found to pose no obvious problems as far as comprehension and acceptability were concerned; however, reliability data are not available.

Dr. Julie Wilson of Harvard University is working with MDRC on development of the ASRS questionnaire and refinements resulting from this work may further enhance the validity and reliability of this set of questions. A longer scale within the in-home survey will help in validation of the shorter ASRS scale.

This is a self-administered module in the sense that the respondent will record her answers on a private answer sheet. The items will be read aloud to her by the interviewer (see discussion of parenting module for description of procedure).

- set of work-related attitudes

MODULE G. Child Care

Although most of the mothers on AFDC or applying for AFDC are presumably not employed, a minority of them will be employed (Zill, Moore, Nord & Stief, 1991). In addition to those children whose mothers are working, some children may be in nursery school, Head Start or Kindergarten. Maynard (1990) studied the child care usage of low income mothers of preschool children, and found that approximately half of these mothers cared for their own children; the other half had their children in some kind of non-maternal care arrangements. A quarter were cared for in family day care homes by non-relatives, and a fifth were enrolled in day care centers.

Research on the child care usage and preferences of AFDC mothers with children under three suggests that while relative care is most often used, mothers who use center-based care are more likely to describe themselves as satisfied with their choice of care. Thus, while only 16% used group care, nearly half of the mothers interviewed stated a preference for group care (Sonenstein, 1989). While the numbers may be slightly different for AFDC mothers of older children, with a greater reliance on group care, it is clear that many children will be cared for in non-maternal care arrangements. Thus, it is important to document current child care use, so that change in arrangement due to participation in JOBS, increased income and increased hours out of the home can be examined.

The effects of child care arrangements on children's well-being represent another reason to learn about current child care arrangements. Early childhood educational experiences and providers may play a significant, positive role in the lives of disadvantaged children (Burchinal, Lee & Ramey, 1985; McCartney, 1984; Darlington et al, 1980; McKey et al., 1985). Depending on the type of arrangement, and level of parent participation required, studies of Head Start suggest that the experience may have positive effects on the mother as well (Parker, Piotrkowski & Peay, 1987). Information on the type(s) of care used in the past twelve months and on the characteristics of the care providers will shed light on the quality of the child's alternative care experiences.

The availability of child care to the mother should she enter school, training or employment represents a potential constraint on the participation of mothers with preschoolers in JOBS. To assess this, abbreviated questions from the National Day Care Study have been included in the Baseline questionnaire that ask mothers whether relatives or someone else would be available on a regular basis if they were paid. The child's situation at the time of the in-home baseline survey will be assessed using a set of questions developed in collaboration with the New Chance evaluation. Several of the items were selected from the 1989 National Child Care Survey, in consultation with the principal investigator of that study, Dr. Sandra Hofferth. Information will be collected on the following topics:

- information on characteristics of center-based care and of provider used in past 12 months
- information on family day care or babysitting arrangement and provider of care used in past 12 months
- information on cost of and assistance with payment for care

- number of times care arrangement was changed in past year
- whether problems with child care have caused R to miss work, get fired, or not accept work
- availability of relatives to care for child
- availability of others to care for child
- availability of center-based care for child
- R's preference of child care arrangements for focal child

MODULE H. Common Household Composition Module

This module is divided into three main sub-sections:

- 1) Household composition**
- 2) Family of origin, and current relationship with family members**
- 3) Relationship with child's father and other men**

1) Household Composition:

The number and characteristics of the persons in the respondent's home affects both the magnitude of her responsibilities in the home and her capacity for participating in JOBS.

The presence of other adults in the household could have varied impacts, depending upon who the other persons are. Adult household members, particularly relatives, may provide assistance with child care and other forms of social support (Ellison, 1990). If a household member is a father-figure to the child, he can serve as a male role model in addition to contributing economically to the child's needs. If the respondent lives with an unemployed adult, her participation in JOBS activities could be facilitated by their assistance with child care and other related tasks. On the other hand, if she lives with an employed adult who assists her economically, she may feel free to ignore the JOBS mandate and risk sanctioning, or she may choose to go off AFDC altogether.

In view of an extensive literature documenting that women with larger numbers of children and younger children are less likely to be in the labor force (Moore, Spain & Bianchi, 1984) and more likely to be on welfare (Zill, Moore, Nord & Stief, 1991), the presence and ages of children can be expected to have a strong impact on the woman's probability of participating in JOBS. In addition, number of siblings is a predictor of children's cognitive and educational outcomes (Blake, 1981). Consequently, detailed and accurate information on the woman's children is needed.

Data on the ages (in years) of the children for whom client is primary caregiver will be collected on the SCC. However, it is important to obtain more detailed information on the respondent's children. For example, it is very different to have a child who is 3 years eleven months versus 4 years ten months, though both mothers may describe their child as "four" in the SCC. It is also critical to know whether a child is the woman's biological child for whom she bears a long-term responsibility or her sister's child, for whom she is the primary caretaker while the sister is in an institution. Further, information is needed on all children ever born to the woman. Even though they may not currently be living with the woman and whether or not she is their primary caregiver, they may return to live with the mother and she may become their primary provider.

In addition, we will want to ascertain the gender of the children and their twin status. Since our focus is on child outcomes, this basic information about the mother's childrearing responsibilities and the child's environment is essential. Documentation of the sheer number and ages of people living in the household is important, especially if there is overcrowding, because the total number of people can affect the child's well-being and health.

The questions in this section closely match those used in the GAIN and New Chance evaluations, although some questions have been added.

- number of children in the household; the age, sex, and relationship of each child to R
- number of adults in the household; the age, sex, and relationship of each person in the household to R
- number of children born to the woman who reside outside of the household; the age, sex, and residence of each such child

2) Family of Origin, and Current Relationship with Family Members:

Questions on the respondent's current relationship with her siblings, mother, and father are asked. Several questions are asked about R's mother and father in order to assess their current emotional and tangible support to the respondent and her children. In addition, several questions are included to ascertain whether the mother was abused or neglected as a child, since victims are at high risk for both internalizing and externalizing problems which can seriously interfere with their capacity to be effective and nurturing parents themselves (Emery, 1989).

The work status of R's parents is hypothesized to predict her own propensity to obtain education and employment. Women raised by working parent(s) are hypothesized to be more likely to enter training, education or employment than women raised by parent(s) who received welfare, particularly if the receipt was long-term (Moore & Stief, 1991).

Finally, several items assess the mother's relationship other parental figures because these people are expected to be particularly important sources of emotional and tangible support.

- R's contact with siblings
- questions about life situation during R's youth
- questions about R's birth mother
- questions about R's birth father

3) Relationship with Child's Father and Other Men:

Although the mother-child relationship is the central focus of this study because the mother is the focus of the JOBS program, it is to be anticipated that the child's biological father will often maintain an important role in the child's life, both emotionally and financially. We will not have data directly from the father, but must rely on the mother's report.

The involvement of the father could be material, and this support might increase over the course of the study due to enforcement of child support obligations. Father involvement could also take the form of spending time with the child and being close to the child. The availability of either form of paternal support is expected to have positive effects on the child's social and emotional development.

Many of the questions in this section were used in the National Survey of Children. Staff in the Family Support Administration, U.S. Department of Health and Human Services, have advised us on the child support questions they need to have included and how to word the items. Questions have also been reviewed by Professors Irwin Garfinkel and Phillip Robbins, experts on child support.

Questions are also asked to discern whether another father-figure and/or mother-figure is present in the child's life.

- set of items on child's birth father
- questions about alternative father-figure
- questions about alternative mother-figure

While contact with the focal child's biological father may be sporadic for many welfare mothers, there are nevertheless likely to be men in their lives. Whether the respondent has a regular partner or dates frequently and the characteristics of her male friends may change as a result of JOBS, if her participation in educational activities and/or employment allows her to meet more men and to meet men who are themselves better-educated and more likely to be regularly employed. Since marriage is an important route by which women leave welfare (Hoffman, 1987), JOBS program activities that increase the opportunities for AFDC recipients to meet potential spouses may provide another vehicle for getting off welfare. To assess this, information on dating frequency and on the education and employment status of the men she dates at Baseline can be compared with similar data from the follow-up surveys. Some of these questions were devised specifically for the current study, while others were used in the National Survey of Children.

- frequency that R has dated or has someone in past few months
- whether R is seeing one man or more than one man
- education and employment status of the (man/men) that she dates or with whom s h e resides

MODULE I. Common Housing Module and Neighborhood Characteristics Questions

Two sets of questions are asked in this section. The respondent is asked about her residential history, whether she lives in a housing project and/or receives a rent subsidy, and about the quality of her neighborhood.

Residential History. Instability can be disruptive to a child's development, although frequent moves are more likely to be disruptive after the child has started school than in the preschool years. Critical types of instability include the child's living arrangements, child care arrangements, and residence. Although a complete residential history since birth will not be obtained, the mother will be asked how long the family has lived in their current residence and, how many times she has moved since the focal child was born. These items were developed for the JOBS survey, though they are similar to questions included in other social and economic surveys.

- whether R has lived in current residence since focal child's birth
- when R moved to current residence
- number of moves since child was born

Public Housing Assistance. A measure of the extensiveness of public dependence is whether the mother receives public support for family housing. This single question is of great interest to the Department of Housing and Urban Development (HUD) and has been included at their request. This question was developed for the JOBS survey and is also being used in the New Chance survey.

- whether family lives in public housing or receives a rent subsidy

Neighborhood Characteristics. Some information on the characteristics of the neighborhood will be provided by the interviewer's ratings. However, mothers who live in the neighborhood and presumably know it best will be asked to assess the neighborhood as a place to raise children. In addition, the mother's perception of how many other mothers she knows are employed will be obtained as a measure of her social reference group that could affect her participation in JOBS or her capacity to obtain employment. The neighborhood rating question comes from the National Survey of Children. The question regarding the proportion of working mothers in R's neighborhood was designed specifically for this study.

- mother's rating of neighborhood as a place to raise children (first item in parenting section)
- mother's perception of the proportion of mothers in her neighborhood who are employed

MODULE J. Social Support

The set of questions on social support asks the mother about the availability of help to her for dealing with varied difficulties faced by parents. This series of questions focuses on stressful situations common among mothers with young children. These questions were designed specifically for the current study, in collaboration with developmentalist Martha Zaslow.

These questions are needed to differentiate families with a well-developed support network from those who lack such coping resources. It is hypothesized that families in the high-support sub-group will deal more successfully with the changes and challenges introduced by mandated participation in JOBS, whereas the latter group may have difficulty coping (Thoits, 1982; Lindblad-Goldberg & Dukes, 1985; Parry, 1986; Turner, 1981). Hence, family functioning and child well-being in the low-supports group could take a turn for the worse, at least temporarily, whereas children in the high-supports group are expected to do well.

Measures of social support are also useful in understanding the process whereby JOBS participation affects family functioning. Having such measures at the time of the in-home baseline survey and at follow-up will make it possible to see whether participation in JOBS produces any significant changes in the amount of support available to participants, or in the type of people to whom participants turn for support. For example, women attending school or employed outside the home may meet people who provide important emotional and resource supports to them.

One aspect of social support, emotional support, will also be assessed using an item developed for the New Chance evaluation.

- social support specific to stresses of parenting (SAQ format)
- who provides emotional support
- satisfaction with available emotional support

Within the context of the JOBS study, religiosity is viewed as a measure of social support for the woman and for her child. Women who belong to a church and attend frequently and have strong religious beliefs are expected to be better able to meet the participation requirements of JOBS and to have the social supports needed to foster the development of their child (Spencer and Dornbusch, 1990). Self-assessment of religiosity is included because many persons eschew organized religion in favor of other forms of participation, such as televised evangelists or radio broadcasts, and yet feel religion to be a support in their lives.

- self assessment of "how religious" R is

MODULE K. Psychological Well-Being

This module includes several scales that measure different aspects of psychological well-being:

- 1) Mastery, or feelings of personal control (Pearlin's Mastery Scale)
- 2) Difficult Life Circumstances (adapted from K. Barnard's scale)
- 3) Feelings of depression (CES-D Depression Scale)
- 4) Several items on receipt of and need for psychological treatment (from the National Survey of Children)
- 5) Stress and time pressures (from the National Survey of Children)

The first three sections are completed in the SAQ format.

1) Mastery Scale

Measures of "mastery" or "locus of control" differentiate those who feel efficacious and in control of their own destinies (an "internal" orientation) from those who feel at the mercy of circumstances and environmental events (an "external" orientation). A variety of studies have shown that an internal orientation is more conducive to educational and occupational success than an external orientation (Hill et al., 1985).

Because feelings of control can vary in response to life events, we feel that the experience of being randomly assigned to either the experimental or the control group could affect the mother's feelings of control over her life. Therefore, it is necessary to measure this construct prior to random assignment, as well as in the survey questionnaire. Changes in feelings of personal control occurring between random assignment and the time of the baseline interview may reflect the woman's response to being a member of the experimental or control group.

Those mothers who have an external orientation constitute an analysis sub-group whose children are at risk of poor development. However, those women who may gain feelings of personal control through participation in JOBS, education and/or employment will likely be better off in many ways. In addition, this greater sense of efficacy and control may lead to beneficial consequences for the children, perhaps due to R's increased sense of confidence and control in the parenting role. The measure may also help to explain variation in maternal participation and job success among JOBS eligibles.

The scale chosen for the JOBS in-home baseline survey is Pearlin's mastery scale (Pearlin, Menaghan, Lieberman & Mullan, 1981). Using this scale, the State of Washington Family Income Study found a significantly greater prevalence of low personal control feelings among a public assistance sample than among comparison groups (Weeks et al., 1990). Employment and enrollment in school or vocational training programs were linked to feelings of greater personal control.

Based on a sample of 1025 adults living in the Chicago urban area, Dr. Betty Menaghan of Ohio State University found the internal reliability of the scale to be .81. This alpha is much stronger than for previously considered scales.

- locus of control or "mastery" scale (7 items) (SAQ format)

2) Difficult Life Circumstances

Even within the low income population, the degree of environmental stress varies substantially. Some welfare mothers may reside with relatives in a middle-class neighborhood with low crime rates. Others may live in rental housing in disorganized urban settings rife with problems. In addition to neighborhood problems and disorganization, personal life circumstances are likely to vary among families as well. Families under strain from multiple difficulties are less likely to be successful participants in JOBS and less successful parents as well.

The implications of these varied life circumstances for the social and behavioral development of children are likely to be substantial, particularly if numerous difficulties occur jointly. (It bears mentioning that the several measures of psychological well-being, social support, and difficult life circumstances are expected to be correlated. When the data are analyzed, it may be possible to identify cross-cutting sub-groups at extreme risk, e.g., a sub-threshold group that does not participate in JOBS activities and does not effectively socialize children.)

A scale to measure the hassles and problems of daily life among mothers in the JOBS Child and Family study has been adapted from the Difficult Life Circumstances scale, developed by Kathryn Barnard and her colleagues at the University of Washington to evaluate an intervention for high-risk families. The scale has been shortened from 28 items. We decided to not include several items from the original scale for two reasons: (1) they were of a highly sensitive nature, and (2) they showed no variability in the first pretest.

- Difficult Life Circumstances scale (13 items) (SAQ format)

3) Depression

Depression is defined as a negative mood state so extreme that it interferes with daily functioning and productive activity. A measure of depression is needed to identify a key subgroup in the JOBS Child and Family Study, namely children with depressed mothers. These children are expected to benefit from their mothers' JOBS participation, if that participation manages to lift the mothers out of their depressed state and into a more constructive frame of mind. This more adaptive mindset will likely enhance the quality of mother-child interactions. However, severely depressed mothers may require psychological treatment before they can benefit from the educational activities of JOBS or employment.

A variety of child development studies have found that children with depressed mothers have more developmental problems than children of non-depressed mothers (Richters & Pellegrini, 1989). In the 1976 National Survey of Children, one-third of mothers on AFDC reported feeling "sad and blue" fairly or very often. By contrast, only 8 percent of non-AFDC mothers reported such frequent negative feelings. In the Washington State Family Income Study (Weeks et al., 1990), the public assistance sample was found to have a greater percentage of mothers who reported high levels of depression than control samples. Longer duration on welfare was associated with more depression. On the other hand, those enrolled in a school or

training program, and those with jobs, were less likely to be depressed.

Other studies have found that at least on a correlational level, employed women tend to have better psychological health (Ross, Mirowsky & Goldstein, 1990; Kraus & Markides, 1985).

We have chosen to use the full, 20 item CES-D scale. The CES-D scale measures symptoms of depression in the general population; it does not indicate a clinical diagnosis of depression (Weissman, Sholomskas, Pottenger, Prusoff & Locke, 1977; Devins & Orme, 1985). However, the scale has been found to discriminate between clinically depressed patients and others.

- CES-D Depression scale (20 items) (SAQ format)

4) Receipt of Psychological Help

These questions from the National Survey of Children ask the mother to report whether she has ever received therapy or counselling for any emotional, mental, behavior, or family problem, whether the treatment was received in the past 12 months and, if R has never received treatment, whether she has felt or been told that she needed such help in the last year. The primary purpose for asking these questions at baseline is that they are likely to be predictive of emotional or behavioral problems in the child at follow-up. Hence, they will increase the power and precision of E-C comparisons involving the emotional well-being of participant and control children. The questions are also useful in identifying AFDC mothers who are under high levels of stress before they even begin JOBS participation and who may have difficulty meeting participation requirements.

- whether mother has ever received psychological counseling or therapy
- recency of treatment
- whether R has felt or someone has suggested that R needed psychological help in past year

5) Stress and Time Pressures

Items on stress and time pressures are needed to identify the subgroup of AFDC mothers who are under high levels of stress just trying to handle their family responsibilities. It is anticipated that these mothers and their families will be negatively affected by mandated participation in JOBS. On the other hand, mothers with low-to-moderate stress levels are expected to react more favorably to JOBS participation. In particular, mothers who are bored and unstimulated in their homes, and who report they have "time on their hands they don't know what to do with," are expected to profit from the challenges and stimulation they receive through JOBS. This may, in turn, improve their interaction with their children, to the children's benefit. These items are also expected to help explain variation in maternal participation and job success among JOBS eligibles.

These self-report questions have been used in the National Survey of Children, where they proved to be predictive of child well-being measures as well as showing power to discriminate

between single-parent families that are intellectually stimulating and emotionally supportive to their children (even though the mother may feel "rushed"), as opposed to those where stimulation is inadequate (though the mother reports she has "time on her hands"). In particular, outcomes were poorer for the children of mothers who reported having time on their hands.

- frequency of feeling rushed
- frequency of having time on hands
- frequency of feeling exhausted from raising a family

MODULE L. Health, Safety and Health Care Services

This section asks a variety of questions about the child and the mother.

Child Focused Questions:

- Birth circumstances and early health
- Health status and limiting conditions
- Health care services

Birth Circumstances and Early Health. The mother is asked to report the child's weight at birth because infants who are born at low birth weight (less than 5 and 1/2 pounds) are known to be at significantly greater risk of later developmental problems than those born at higher birth weights (McCormick, 1989). Likewise, the receipt of intensive postnatal care is a marker of birth complications or physiological abnormalities that could have later developmental implications. The inclusion of these items is expected to increase the power and precision of E-C comparisons involving the health status and academic achievement of participant and control children.

A study at the National Center for Health Statistics in which mothers' recollections of children's birth weights were compared with birth weight data entered on birth certificates found that mothers generally could recall birth weights accurately.

- child's weight at birth
- whether spent time in intensive care as a newborn

Health Status and Limiting Conditions. The mother is asked to rate the child's health in one of five categories from excellent to poor and to tell whether the child has an illness or handicap that limits his or her ability to play with other children or do school work. Welfare mothers are known to be more likely to have a child with a health problem or disability (Adler, undated). The health rating question has been shown to be a good predictor of later health status and medical expenditures in studies by the National Center for Health Statistics and the Rand Corporation. In the JOBS study, the baseline measure is expected to be a significant predictor of the child's health status at the two- and five-year follow-ups. Although parent identification of handicapping conditions in their children has proven to be somewhat problematic, the measure has been found to be a significant predictor of future disability and medical expenditures. Both measures are expected to increase the power and precision of E-C comparisons at follow-up involving the health status of participant and control children.

Child health is also hypothesized to affect maternal participation in JOBS. A mother's willingness to resume employment has been found to be related to the child having a chronic health condition (Lerner & Galambos, 1985).

- rating of child's current health
- presence of conditions that limits child in play or

schoolwork

- specific condition that limits child's abilities
- how long child has had condition

Health Care Services. Whether the child is covered by health insurance at baseline and the regularity of doctor and dental care can be expected to predict the child's health status at baseline and provide policy-relevant information describing changes associated with JOBS. More comprehensive data on this topic will be obtained from the follow-up surveys, when more variation in usage is likely. Several items from the National Health Interview Survey, Child Health Supplement have been selected to address this domain.

- last time child saw dentist for check-up
- last time child saw doctor for check-up or for illness
- whether there is a regular place R takes child for care
- whether an individual at place knows child's history
- whether child covered by health insurance or Medicaid
- whether child seriously injured in past year

Mother-Focused Questions:

- Health status
- Fertility
- Drug and alcohol use (SAQ format)

Health Status. Although health is a reason for exemption from the JOBS mandate, we anticipate that there will be mothers in the JOBS Child and Family study who have health impairments that are not sufficiently severe to result in their being exempted from the mandate but which are sufficiently severe to make it difficult for them to manage participation in JOBS in addition to childrearing.

Mothers in poor health and mothers with some kind of physical impairment are known to have longer welfare spells (Adler, undated). JOBS education and work requirements are likely to be highly problematic for mothers who have young children and who are in anything short of good health; hence women with even slight health impairments are unlikely to be active participants. In addition, they may not find it feasible to be energetic and involved mothers, and therefore their children may be at risk of relatively poor outcomes. The health status of the mother is known to be a significant predictor of child health and emotional well-being.

- question on mother's general health status

Fertility. The woman's current fertility status and childbearing plans are primary determinants of her eligibility for JOBS and of the likelihood that she will participate successfully in education and/or employment activities. Women who are pregnant and planning to carry to term will no longer be subject to the JOBS mandate. In addition, women who desire to have additional children may be a group particularly likely to drop out of JOBS activities due to pregnancy. Birth of a child has been shown to impede efforts to get off or stay off of welfare (Long, 1990). Women who have already had all of the children they wish to have are expected to participate more actively in JOBS.

A limited set of questions is included in the survey to ascertain whether the woman is currently pregnant, how many additional children she expects to have, when she would like to have her next child, if any, whether she is using a method of birth control, and the method. These and similar questions have been used in previous surveys, including the National Survey of Family Growth and Wave 3 of the National Survey of Children, and have been answered by women of childbearing age without any problems.

- current pregnancy status and whether R is hoping or trying to become p r e g n a n t ; contraceptive use

- whether R expects to have more children

- when she expects to have additional children

Drug and Alcohol Use. Mothers with alcohol and drug problems represent a sub-group with a particularly poor prognosis for JOBS participation and for appropriate childrearing (Moore, Krysan, Nord & Peterson, 1990; Deren, 1986; Newcomb & Bentler, 1989). Questions on whether the respondent has used various drugs or alcohol once a month or more in the past year are included in order to assess the effects that maternal drug use may have on the child's development. Assurances of privacy will help to increase the probability of accurate reporting. Even with such measures, we anticipate under-reporting; however, one can presume that a woman who reports any drug use at all has indeed used drugs. This set of questions was modified from the National Survey of Children and is self-administered to enhance privacy.

Several other questions on whether someone has told her or the woman has herself felt in the past year that she should cut back will also be asked to assess the woman's perception of the seriousness of her drug and/or alcohol use. National Institute on Drug Abuse staff have commented informally that a person's statement that they have felt they should reduce or stop their substance use is the single best indicator of a problem. We have included this question, making it specific to the major types of illicit substances.

- woman's current health status and presence of health impairments or disabilities

- whether woman has ever used drugs or alcohol

- frequency of drug and alcohol use during the previous year
- ever dependent on any drugs/ felt need to reduce or stop
- ever received treatment for a substance abuse problem

MODULE M. Common Education Module

Data on the formal education and training completed by the mother are needed to form a critical sub-group -- mothers with credentials for labor market work and those who lack such credentials. In addition, maternal education is regularly found to be a major predictor of child outcomes, with better-educated mothers having children who have more positive cognitive, health, and social outcomes (White, 1982; Bryant, Glaser, Hansen & Kirsch, 1974). Thus, the mother's education serves as a factor that can help to specify the factors underlying child outcomes.

Most of the information that is needed comes from the SCC. We have chosen to supplement that information by asking the respondent how she felt about school when she was last enrolled, whether she was ever suspended, expelled or removed from school due to problems, and where she ranked in her class. These items are strong predictors of schooling (Moore & Stief, 1991) and are likely predictors of whether the woman obtains additional schooling through the JOBS program.

- highest grade completed (from SCC)
- attitude about schoolwork
- self rank of school achievement relative to classmates
- whether R was ever expelled or suspended from school

MODULE N. Household Income Module

Higher income is associated with better outcomes for children either because more resources permit parents to purchase more necessities and higher quality products and services, such as better food or housing for their children, or because income is associated with other family factors (such as parent education and good work habits) that have beneficial effects on child development (Maynard & Murnane, 1979) or both. Whether JOBS has a positive effect on family income should be one of the primary determinants of whether the program has a positive impact on the child.

Baseline information on the family's income is needed because income will help to predict child outcomes. Also, baseline measures will permit a direct assessment of changes in income level, supplementing the examination of E-C differences in income that will be conducted in the follow-up studies. Family Support Administration staff stressed the importance of gathering information on income from child support. We have incorporated many of the questions that they have recommended, but placed them in the section that asks about the child's birth father. We decided that for better flow of the interview, that was the most reasonable place to include the child support items.

Data available from the baseline survey will permit a limited assessment of changes in income over time, although more detailed income information will be obtained in subsequent waves.

- global household income question (last month)
- number of people dependent on household income
- proportion of household income that R herself contributes

MODULE O. Developmental Problems of Other Children in Family (Group Scale)

One module included in the JOBS Child and Family Study In-Home Baseline questionnaire is a series of questions that inquire about developmental problems of all other children in the family, including those who may not live with the mother at the present time. This is also the module being nominated for consideration as a component to be included in the Wave 2 core adult survey. Such a module is already part of the GAIN questionnaire, although the specific content differs somewhat from the items in the JOBS Child and Family Study survey.

One rationale for collecting this information at baseline is that existing developmental problems of the other children in the family are likely to be predictive of similar problems in the focal child at follow-up. The presence of children with problems is likely to predict to maternal participation. If the mother has several children with problems or any child with multiple problems, this may depress the likelihood that she will be an active participant in JOBS programs.

The kinds of problems covered in the module are concrete, real-world difficulties that children experience, such as needing psychological help. This line of questioning has been found in previous studies to relate well to family stress and disruption, marital conflict, and unsupportive home environments. These kinds of problems also seem to be reported by parents with reasonable reliability and validity.

Some questions are asked only about school-aged children in the family (those aged 6-18 years). The items include not attending school; having a learning problem that requires special help; grade repetition; and seeing a doctor, psychologist, or therapist about an emotional or behavioral problem.

To be efficient, the mother is asked first whether a given statement is true for any of her children. If she says "Yes," then the interviewer ascertains which child or children have experienced the problem. Although the quality of parental reporting about child problems is generally better if the focus is on a selected child, the "all children" mode of administration has been used successfully in the National Survey of Families and Households (NSFH). The frequency of problems reported in the NSFH seems comparable to those in the National Survey of Children, where the focus was on a random child. The group method has the obvious advantage of faster administration in the most common case when there are relatively few problems to report. It also provides a picture of whether the family has a single "problem child," or whether most or all of the children have problems. With today's smaller families, even in the AFDC population, most of the families in the JOBS study will have a manageable number of children to be covered by this module, rarely exceeding three or four.

We plan to ask more detailed questions in this area at the second and third follow-up interviews.

- problems of children of all ages 0-18
- illness or handicap
- were removed from mother's care

- injury, poisoning or accident in past year
- problems of school-aged children aged 6-18
 - attending school
 - learning problem that requires special help
 - help needed for emotional, mental or behavior problem in past year

MODULE P. Child's Behaviors (Personal Maturity Scale)

This scale is a 13-item behavior rating scale developed for Wave I of the National Survey of Children and subsequently used by Karl Alexander and Doris Entwisle (1988) in their longitudinal study of Baltimore public school children. It has also been used to rate preschoolers in the National Child Care Staffing Study (Whitebook, Howes & Phillips, 1989).

The scale is meant for use by either parents or teachers. When used by teachers, Alexander and Entwisle have found the measure to be a powerful predictor of the achievement test performance and grades of elementary school children. It is not likely that the scale will be as powerful when it is completed by the parents of preschoolers, as it will be in the JOBS baseline study, but it is still expected to be a significant predictor of children's behavior problems and school performance at the two- and five-year follow-ups.

- 13-item scale measuring child's levels of interest-participation, attentionspan-restlessness, and cooperation-compliance (SAQ format)

We have also elected to ask one other item in this section, one that tries to elicit discussion of the child's positive qualities or skills. Whatever the respondent says will be written verbatim. The item has been included in an attempt to make the interview end on a positive note.

MODULE Q. Permission to Contact Child's School

Obtaining written permission from the parent at baseline will facilitate later data collection efforts. If for example, a subject drops out of the study and is untraceable, information from the child's school from the teacher and administrative records can still be obtained at the 2 year and 5 year follow-ups. Written permission from a parent is necessary for legal purposes. This is a preliminary "place holder" measure. Ed Pauly of MDRC is exploring issues of school access and designing a more comprehensive version. It will in fact probably be necessary to work with each JOBS site individually to develop the appropriate consent form for each school district.

MODULE R. Common Tracing Information Module

The success of the JOBS evaluation will be determined to a significant extent by the ability of the survey organization to retain respondents in the study. To facilitate a high response rate, detailed tracing information is essential, including the maiden name of the woman's mother, other names the woman has used, and information about several persons who would know how to reach the woman if she moves. Many of these questions were asked in the National Survey of Children, although the section has been expanded to be as comprehensive as possible.

- name, address, relationship, and phone numbers of four people who will always know where the woman is (2 relatives, 2 non-relatives)

- whether R has plans to move in next year, and where

- Social Security number

- driver's license number and state license issued

- the maiden name of the woman's mother

- other names that the woman has used

- name of R's church, if she belongs to one

- name and address of current/ last employer

Developmental Assessments of Focal Child

The best way to measure certain aspects of children's development, such as cognitive development, is by assessing the child directly. Studies of parent assessment of young children's cognitive ability or achievement levels have demonstrated that parents under- and over-estimate their children's capabilities. While the preschool period (ages three to six years) is a time of rapid growth, researchers have successfully obtained meaningful data from young children for decades.

The purpose for administering developmental tests at baseline is not to make diagnoses or placement decisions about individual children, but to make it possible to control for pre-existing developmental differences between groups of children within the study sample. Although it is true that the test performance of younger children shows more day-to-day variability than the performance of older children, much of this random variation washes out when individual test scores are combined into group means. One example of how group differences in children's cognitive ability at baseline can be utilized in the overall CFS is as follows: Suppose children of mothers who participate actively in JOBS activities show better school performance in the follow-up studies than the children of mothers who participate minimally. If these children showed equally large differences in the tests given at baseline, even before the JOBS activities, that would indicate the school performance differences are probably due to selection factors, not to the effects of JOBS participation per se. (NOTE: This is a non-experimental, within the experimental-group analysis.)

A number of assessments are available which can be conducted by a survey interviewer with special training. We have selected three that seem especially appropriate for pre-school children from disadvantaged backgrounds--the Peabody Picture Vocabulary Test-Revised (PPVT-R), the Caldwell Preschool Inventory (PSI), and four sub-scales from Meisels and Wiske's Early Screening Inventory (ESI). The tests were normed on a broad range of children, from all socioeconomic backgrounds. In addition, the tests are relatively easy to administer and keep the child's interest.

The first measure, the Peabody Picture Vocabulary Test (PPVT) (Dunn, 1965; Dunn & Dunn, 1981), has been used with great success in the 1976 National Survey of Children and the National Longitudinal Survey of Youth Child Supplement. We plan to use the most recent version of the test, the PPVT-R, which was normed on a broader range of people than the original version (Dunn & Dunn, 1981; Naglieri & Naglieri, 1981).

The second measure, the Caldwell Preschool Inventory (PSI) is a measure of general preschool ability level. The test assesses aspects of children's cognitive and social development that are believed to correlate with good adjustment to school. The PSI was specifically designed for use with disadvantaged preschoolers aged three to six years. While we considered using the full, 64-item version, we have decided to use the shortened, 32 item version. This abbreviated version has good psychometric properties and correlates strongly with the full scale (CTB McGraw-Hill, 1970; Abt Associates, 1990). In addition, the shortened version has been used in several national studies of poor preschool children (Gilbert & Shipman, 1972; High/Scope Educational Research Foundation & Abt Associates, 1973, 1974, 1975), most recently with the Even Start and Giant Step evaluations.

The third assessment, the Early Screening Inventory, is a developmental screening assessment designed for use with children ages three to six years (Meisels & Wiske, 1988, 1989). It uses a variety of age-appropriate cognitive and motor tasks to identify children with serious developmental delays. The measure has predicted to academic performance in early elementary school (Meisels, Wiske, & Tivnan, 1984). We have chosen to use four sub-scales from the assessment that cover important developmental areas that the PPVT-R and the PSI do not. We plan to use the block building, verbal reasoning, draw-a-person and auditory sequential memory sub-scales. Inclusion of these portions of the ESI will enhance our ability to predict to later school performance and reading difficulties (Personal communication, Maryanne Wolf & Joseph Torgerson, 1991; Meisels, Wiske & Tivnan, 1984).

Because young children in general, and young children from disadvantaged backgrounds specifically may not feel comfortable with adult strangers or a testing situation, we plan to have a "warm up" period before the assessments are administered. This means that the interviewer will sit down on the floor with the child and play for a few minutes so that any initial feelings of anxiety or ambivalence can be minimized.

We feel that this set of baseline child assessments will provide a comprehensive portrait of the childrens' development. This information will be important for the overall JOBS/CFS study in that we can document change over time in the development of different groups of children within the study.

All child assessments are available in Spanish and English.

- Peabody Picture Vocabulary Test-Revised
- Caldwell Preschool Inventory
- Four sub-scales of the Early Screening Inventory

Interviewer Assessment

The presence of the interviewer in the home of the mother and child creates an opportunity to have an independent source of information about these individuals, their relationship, and their environment. Data provided by interviewers have been used in the HOME scale version (HOME-SF) employed in the National Longitudinal Survey of Youth Child Supplement with great success, and we plan to use those same items with the JOBS/CFS interviewers.

Because the interviewer will have the chance to observe the parent and the child for a considerable period of time, we have added a number of other items to this section as well. For example, several items based on measured used in the National Survey of Children will also be asked to provide an assessment of characteristics of the home and neighborhood. In addition, several questions developed by Dr. Susan Zuravin for her study of abusive and neglectful mothers in Baltimore have been included. These items address issues of hygiene and cleanliness of the

home environment. These items have been completed by survey interviewers as part of in-home interviews with welfare mothers and are expected to be powerful predictors of child development. Other items assess the degree of structural decay for R's dwelling unit and other structures in the neighborhood. These will serve to identify potentially bad neighborhood environments.

Because parent-child interaction has an important influence on the child's social and emotional development and well-being (Ainsworth et al., 1978; Waters & Deane, 1985), we have included several items that will indicate whether a positive, adaptive and nurturant relationship exists between the mother and the focal child. Conversely, we will also obtain observational information on whether the mother is hostile or negative toward the child. While most attachment research requires highly trained observers to rate behaviors and interactions over a long period of time, we have devised several observation items in consultation with developmentalist Dr. Martha Zaslow in order to get a gross index of attachment-related behaviors. These items will be used to supplement the maternal report items included in the questionnaire, which are known to be affected by mothers' desire to see themselves and portray themselves as warm and loving parents.

In addition, we have included several questions about the child's behavior during both the mother survey and the child assessment. Information on the child's behavior from a source other than the mother is highly desirable and will be used to augment data on the child provided by the mother such as mother's responses to the Personal Maturity scale.

Finally, the section on mother's characteristics and behaviors has been expanded from previous drafts. These measures include ratings of the mother's level of shyness, personal hygiene, social skills and vocabulary. We feel that observers can provide important information about the mother that will relate to her likelihood of succeeding in the labor market.

- interviewer portion of the HOME-SF scale, rating the home itself and the mother/child interactions observed
- notes on problems with the interview
- assessment of conditions during interview
- assessment of the type of housing in the neighborhood, the quality of housing, litter, graffiti, etc.
- assessment of specific aspects of cleanliness in home environment
- assessment of child's attitude, behavior, emotional state hygiene
- assessment of respondent's attitude, behavior, and other attributes
- assessments of the respondent, such as her personal hygiene, whether she is overweight, her grammar, her emotional state, whether she seemed high on drugs or alcohol, and any physical problems she may have.