



**SECTION 1: M/G Information**

**I would like to ask you a few questions about yourself**

1	What is the M/G's gender	1= Male 2=Female	[ ]
2	How old are you?	(in years)	[ ]
3	What is your relationship to [NAME]?	2 = Father/Mother 3 = Grandparent 4 = Sister/Brother 5 = Other relative 6= Non-relative	[ ]
4	What is your highest educational qualification?	1 = None 2 = PSLC 3 = JCE 4 = MSCE 5 = Post-secondary certificate or diploma	[ ]

**SECTION 6: SCHOOLING INFORMATION**

**I would like to ask you some questions about the Primay School or CBCC [NAME] attends.**

1	How old is [NAME]?	(in years)	[ ]
2	Is [NAME] currently enrolled in school?	1= Yes 2 = No >Q12	[ ]
3	In the past 7 DAYS, how many days was the school open?	0-5 [ ] if =0, >>Q5	[ ]
4	In the past 7 DAYS, how many DAYS did [NAME] attend school?	0-5 [ ]	[ ]
5	How is [NAME] doing in school?	1 = very well (top of the class) 2 = well (better than most students) 3 = the same as other students 4 = poorly 5 = I don't know	[ ]
6	During this academic year, have you met with [NAME's] teacher to discuss his/her school progress?	1 = Yes 2 = No >Q8	[ ]
7	Was that discussion about positive or negative progress?	1 = Positive (good school performance) 2 = Negative (bad school performance)	[ ]
8	During this academic year, have you met with [NAME's] teacher to discuss his/her behavior in school?	1 = Yes 2 = No > Q10	[ ]
9	Was that discussion about positive or negative behavior in school?	1 = Positive (good behavior) 2 = Negative (bad behavior)	[ ]
10	In general, how would you rate the experience and training of the teachers at [NAME's] school? READ OPTIONS	1 = very good 2 = good 3 = regular 4= bad 5 = very bad	[ ]
11	What Standard is [NAME] currently enrolled in?	1 = Standard 1 2 = Standard 2 3 = Standard 3 4= Standard 4 5 = CBCC 6 = Other, specify: _____	[ ]

<b>12</b>	What Standard did [NAME] attend last school year (2013-2014)?	1 = Standard 1 2 = Standard 2 3 = Standard 3 4 = Standard 4 5 = CBCC 6 = Other, specify: _____ 7 = No schooling	[ ]
<b>13</b>	What is the highest grade completed by [NAME]?	1 = Standard 1 2 = Standard 2 3 = Standard 3 4 = Standard 4 5 = CBCC 6 = Other, specify: _____ 7 = No schooling completed	[ ]

**SECTION 10: HH STIMULATION/SU**

Now I would like to ask you some questions about things [NAME] may play with at home.

<b>1</b>	Does [NAME] play with....	1 = Yes
		2 = No
	a) Homemade toys or games (such as dolls, cars, or other toys made at home)?	
	b) Toys or games from a shop or manufactured toys?	
	c) Household objects (such as bowls or pots), objects found outside (such as sticks, rocks, animal shells or leaves), or recycled/discarded objects (containers, bottle caps, etc)?	
<b>2</b>	How many story books (with pictures and words) do you have for [NAME]?	None ..... 0 1-2 ..... 1 3-5 ..... 2 6-10 ..... 3 11 or more ..... 4







MG ID [ ][ ][ ][ ] || [ ][ ][ ][ ]

Child Name \_\_\_\_\_ Child ID [ ][ ][ ][ ][ ][ ][ ][ ]

**M/G - Child Observation**

Goal: Capture how the mother interacts with her child in the process of sharing a book.

- Level 0—Negative evaluation, off-task/disengaged;
- Level 1—Command, point/name an object;
- Level 2—Question child, answer child, expand on detail beyond naming; and
- Level 3—Expand on child’s behaviour, encourage child to talk or ask child to expand, positive evaluation. Connect child to book via experiences (e.g. when have you seen a chicken? What happened when you went to the doctor)

**Task: Observe the M/G and child sharing a book for a few minutes (maximum of five). Indicate the time the M/G started sharing the book with the child and when the M/G finishes. Stop when the M/G has finished interacting with the book or after 5 minutes, whichever comes first. Use the checklist below to help you in determining the level of interaction.**

Time started (hh:mm) [ ] : [ ]

Time finished (hh:mm) [ ] : [ ]

M/G Level of Interaction (based on observation) [ ] (0-3)

Checklist to assist determining M/G Level of Interaction

MOTHER/GUARDIAN		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	SUM	
1	Point at an object																				
2	Name an object <i>e.g. This is a tree</i>																				
3	Question child, <i>e.g. Who is that? What is the child doing?</i>																				
4	Expand on detail or on child's prior comment <i>e.g. The children are playing</i>																				
5	Encourage child to talk, <i>e.g. What else do you see?</i>																				
6	Answer child's question or request																				
7	Command/suggestion, <i>e.g. Hold the picture.</i>																				
8	Off- Task, detached, distracted, not interested																				
											None	A little	Some	A lot							
9	Positive Evaluation <i>e.g. smile, nod, that's good, Yes.</i>											1	2	3	4						
10	Negative Evaluation, Grimace <i>e.g. that's wrong, don't say that</i>											1	2	3	4						



