9. INTERVIEWER OBSERVATIONS OF THE CHILD AND THE CHILD'S ENVIRONMENT

At the 2-year data collection there were three parts to the interviewer observations: (1) a set of items about the child's behavior during the Bayley Short Form–Research Edition (BSF-R) assessment; (2) a set of interviewer-completed items about the child's home environment, supplemented by four questions from the parent interview; and (3) the Toddler Attachment Sort-45 item (TAS-45) discussed in chapter 8.[1] The first part was completed by the interviewer in the Child Observations portion of computer-assisted personal interviewing (CAPI) after the home visit. The second part, on the child's home environment, was completed by both the interviewer in the Child Observations portion of CAPI and by the parent respondent during the parent interview. The last part, the TAS-45 laptop Q-sorting application built into the Child Observations portion of CAPI, was completed by the interviewer after the home visit and after completing parts 1 and 2.

This chapter describes separately the first two parts of the Child Observations and how they compare with their 9-month counterparts. Training procedures to ensure that interviewers understood the observation items are described. Cross-sectional associations between the items describing children's behavior during the BSF-R and their BSF-R outcome scores are presented from the 2-year data collection, as well as descriptive summary statistics of children's home environments as a whole and grouped by key demographic variables. Finally, longitudinal comparisons between items at 9 months and 2 years are presented separately for each set of items.

9.1   Interviewer Observations of the Child's Behavior During the BSF-R

The first part of the interviewer observations consisted of a subset of 13 questions selected for the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) from the Behavior Rating Scale (BRS) of the Bayley Scales of Infant Development, Second Edition (BSID-II), 11 of which were completed by the interviewer (table 9-1) and two by the parent (table 9-2). In the 9-month data collection, there were nine items for the interviewer to complete, plus the two completed by the parent. At 2 years, four items were added because children's behavioral repertoire is larger at this age and because these additional behaviors become more predictive with development. Therefore, it is more likely that children will exhibit these additional behaviors at 2 years than at 9 months.

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[1] The 9-month data collection incorporated only the first two parts for the interviewer observation.

The ECLS-B selected items that were representative of and developmentally appropriate for the target age, and that were easily rated by field interviewers. In other words, items were selected from a range of behaviors that interviewers were likely to observe in children of this age and in the context of the BSF-R. Items that were too clinical and, therefore, too difficult or too subjective to score were avoided. Items were not selected with the intention of creating a subscale of BRS items. Only a small subset of discrete behaviors from a range of domains was selected. Therefore, these interviewer observation items should not be considered the same as the BRS, nor should they be treated like a subscale of the BRS. To compare the BRS items in the 2-year ECLS-B with the full BRS used in the BSID-II, see the BSID-II manual (Bayley 1993). For further information about the 9-month BRS items, please refer to the *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Methodology Report for the Nine-Month Data Collection (2001–02), Volume 1: Psychometric Characteristics* (Andreassen and Fletcher 2005).

After completing the home visit, including observing the child's behaviors during the BSF-R, the interviewer completed the BRS observational items in the Child Observations section of CAPI. The BRS items are rated on a 5-point scale based on the frequency of the observed behavior, sometimes combined with the qualitative aspect of the item, such as intensity or valence. For each item, the points on the scale are well described. For example, for the item "Adaptation to change in test materials," the scale ranges from "(1) Consistently resists relinquishing materials and/or refuses to accept new materials" at the low end to "(5) Consistently relinquishes materials and accepts new materials" at the high end.

The BRS items in the ECLS-B at 2 years also included the two questions asked of the parent respondent during the 9-month data collection. These two questions were included in the Child Activity Booklet. At the end of the BSF-R section of the Child Activity Booklet, the interviewer asked the parent respondent's opinion about the child's performance. The respondent's answers to these two questions have important implications for the child's BSF-R scores. If it was necessary to break off and complete the BSF-R in a second visit, these same questions were asked again to obtain the parent respondent's opinion about the child's performance during this second visit.

The first question asked the respondent whether the child's behavior during the BSF-R was typical, whether the child was as alert and active as usual, and whether the child was as happy or upset as usual. Based on the respondent's answer, the interviewer then rated the response on a 5-point scale ranging from "(1) Very atypical" (caregiver never sees this type of behavior) to "(5) Very typical" (caregiver always sees this type of behavior). If the child's behavior during the BSF-R was reported by

the respondent as being in the atypical range (i.e., a rating of 1 or 2), then the child's BSF-R scores may underestimate the child's true level of functioning. On the other hand, if the child's performance was reported by the respondent as being in the typical range (i.e., a rating of 3, 4, or 5), then the child's testing behaviors were representative of the child's general level of functioning.

The second question asked whether the parent respondent thought the child had done as well as expected on the BSF-R or whether the child had done better or worse on similar types of activities. Again, the interviewer rated the respondent's answer on a 5-point scale ranging from "(1) Poor indicator of child's optimal performance" to "(5) Excellent, child never performs better." If the respondent reported that the child's performance was below his or her optimal level of functioning (i.e., a rating of 1 or 2), then the child's BSF-R scores may underestimate the child's current level of functioning. If, on the other hand, the respondent indicated that the child's performance was optimal or close to optimal (i.e., a rating of 3, 4, or 5), then the child's BSF-R scores are representative of the child's general level of functioning.

For more detailed information about the interviewer observation of child behavior items, please see the *User's Manual for the ECLS-B Longitudinal 9-Month–2-Year Data File and Electronic Codebook (NCES 2006-046)* (Nord et al. 2006).

Table 9-1.   Interviewer-completed observations of child behavior in the 2-year BSF-R compared with those in the 9-month data collection: 2003–04

2-year variable name	2-year variable label	9-month variable name
R2POSAFF	R2 CO035 CHILD DISPLAYS POSITIVE AFFECT	R1POSAFF
R2NEGAFF	R2 CO040 CHILD DISPLAYS NEGATIVE AFFECT	R1NEGAFF
R2ADAPT	R2 CO060 CHILD ADAPT CHANGE IN MATERIAL	R1ADAPT
R2INTRST	R2 CO065 CH SHOWS INTEREST IN MATERIAL	R1INTRST
R2ATNTSK	R2 CO080 CHILD PAYS ATTENTION TO TASKS	R1ATNTSK
R2PRSSTN	R2 CO085 CHILD PERSISTENT IN TASKS	†
R2FRFLNS	R2 CO095 CHILD DISPLAYS FEARFULNESS	†
R2FRSTRN	R2 CO100 CH DISPLAY FRUSTRATION IN TSKS	†
R2SOCIAL	R2 CO110 CH DISPLAYS SOCIAL ENGAGEMENT	R1SOCIAL
R2CHCOOP	R2 CO115 CHILD DISPLAYS COOPERATION	†
R2CNTLMV	R2 CO130 CH SHOWS CONTROL OF MOVEMENTS	R1CNTLMV

†Not applicable. Item not administered during 9-month data collection.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), 2-year data collection, 2003–04.

Table 9-2. Parent interview items on child behavior in the 2-year BSF-R compared with those in the
9-month data collection: 2003–04

2-year variable name	2-year variable label (description)	9-month variable name
C2BBHAV1	C2 BSF CG RATE BEHAVIOR TYPICAL VISIT 1	C1BBHAV1
	(How typical was your child's behavior? Did {CHILD} play the way {he/she} usually does? Was {he/she} as happy or upset as usual? As alert and active as usual?)	
C2BBHAV2	C2 BSF CG RATE BEHAVIOR TYPICAL VISIT 2	C1BBHAV2
	(How typical was your child's behavior? Did {CHILD} play the way {he/she} usually does? Was {he/she} as happy or upset as usual? As alert and active as usual?)	
C2PRFM1	C2 BSF CG RATE PERFORMANCE VISIT 1	C1PRFM1
	(Do you think {CHILD} did as well as {he/she} could? Have you seen {CHILD} do better or worse on the type of things we worked on?)	
C2PRFM2	C2 BSF CG RATE PERFORMANCE VISIT 2	C1PRFM2
	(Do you think {CHILD} did as well as {he/she} could? Have you seen {CHILD} do better or worse on the type of things we worked on?)	

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), 2-year data collection, 2003–04.

9.1.1   Results From the 2-Year National Data Collection

To demonstrate the performance of these items in the ECLS-B 2-year national data collection, sample means and standard deviations were obtained, applying the longitudinal child weight W2C0 and omitting all cases with missing data. The descriptives for these items are presented in tables 9-3 and 9-4.

Table 9-3. Variable names, descriptions, average scores, and standard deviations for interviewer-completed observations about child behavior during the BSF-R in the 2-year data collection: 2003–04

2-year variable name	Variable label	Number	Weighted mean	Standard deviation
R2POSAFF	R2 CO035 CHILD DISPLAYS POSITIVE AFFECT	8,850	3.50	1.57
R2NEGAFF	R2 CO040 CHILD DISPLAYS NEGATIVE AFFECT	8,850	3.38	1.29
R2ADAPT	R2 CO060 CHILD ADAPT CHANGE IN MATERIAL	8,850	3.61	1.09
R2INTRST	R2 CO065 CH SHOWS INTEREST IN MATERIAL	8,850	3.50	0.94
R2ATNTSK	R2 CO080 CHILD PAYS ATTENTION TO TASKS	8,850	3.45	0.98
R2PRSSTN	R2 CO085 CHILD PERSISTENT IN TASKS	8,850	3.40	1.06
R2FRFLNS	R2 CO095 CHILD DISPLAYS FEARFULNESS	8,850	4.09	0.97
R2FRSTRN	R2 CO100 CH DISPLAY FRUSTRATION IN TSKS	8,850	3.74	0.99
R2SOCIAL	R2 CO110 CH DISPLAYS SOCIAL ENGAGEMENT	8,850	3.50	1.10
R2CHCOOP	R2 CO115 CHILD DISPLAYS COOPERATION	8,850	3.39	1.06
R2CNTLMV	R2 CO130 CH SHOWS CONTROL OF MOVEMENTS	8,850	4.30	0.72

NOTE: Sample sizes have been rounded to the nearest 50.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), 2-year data collection, 2003–04.

Table 9-4. Variable names, descriptions, average scores, and standard deviations for parent interview items about child behavior during the BSF-R in the 2-year data collection: 2003–04

2-year variable name	Variable label	Number	Weighted mean	Standard deviation
C2BBHAV1	C2 BSF CG RATE BEHAVIOR TYPICAL VISIT 1	9,000	3.86	0.89
C2BBHAV2	C2 BSF CG RATE BEHAVIOR TYPICAL VISIT 2	100	3.39	1.21
C2PRFM1	C2 BSF CG RATE PERFORMANCE VISIT 1	9,000	3.44	1.01
C2PRFM2	C2 BSF CG RATE PERFORMANCE VISIT 2	100	2.87	1.26

NOTE: Sample sizes have been rounded to the nearest 50.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), 2-year data collection, 2003–04.

When the BSID-II is administered in a clinical setting, the items on the BRS (in addition to other sources of information, such as a clinical interview with the parent) are used to confirm, call into question, or explain the child's performance on the BSID-II. For example, a tired child or one who is ill

may not perform up to expectations, and the child's scores on various BRS items may be used to explain his or her actual performance. Because only a small subset of BRS items was included in the ECLS-B, it was not possible to emulate their use in the full BRS. However, the child's behavior during the BSF-R should have some correlation with the BSF-R scores. Tables 9-5 and 9-6 present correlations between the BRS items used in the ECLS-B and children's scores on the BSF-R at 2 years. Please note that the BRS item ratings are unidirectional so that a higher score indicates either a greater frequency and intensity of positive behaviors (e.g., positive affect) or a lower frequency and intensity of negative behaviors (e.g., negative affect). Therefore, all the correlations in this table are positive. To obtain these correlations, the 2-year child weight W2C0 was applied and all cases with missing data were omitted.

Table 9-5. Correlations of major 2-year BSF-R mental and motor scores with the interviewer observation items, 2-year data collection: 2003–04

| Interviewer observation item | BSF-R score | | | |
	X2MTLTSC (Mental T score)	X2MTLSCL (Mental scale score)	X2MTRTSC (Motor T score)	X2MTRSCL (Motor scale score)
R2 CO035 child displays positive affect	.37	.38	.29	.32
R2 CO040 child displays negative affect	.30	.31	.26	.27
R2 CO060 child adapts to change in materials	.40	.41	.25	.27
R2 CO065 child shows interest in materials	.52	.53	.34	.37
R2 CO080 child pays attention to tasks	.55	.57	.37	.41
R2 CO110 child displays social engagement	.30	.30	.27	.28
R2 CO085 child is persistent in tasks	.52	.54	.35	.39
R2 CO095 child displays fearfulness	.24	.23	.27	.26
R2 CO100 child displays frustration in tasks	.21	.21	.15	.16
R2 CO115 child displays cooperation	.51	.52	.36	.39
R2 CO130 child shows control of movements	.19	.22	.18	.23

NOTE: The child weight W2C0 was applied. All correlations significant at $p < .0001$. $n = 8,550$ (rounded to the nearest 50).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) 2-year data collection, 2003–04.

Table 9-6. Correlations of major 2-year BSF-R mental and motor scores with the two questions for parents, 2-year data collection: 2003–04

	BSF-R score			
Parent interview item	X2MTLTSC (Mental *T* score)	X2MTLSCL (Mental scale score)	X2MTRTSC (Motor *T* score)	X2MTRSCL (Motor scale score)
C2 BSF caregiver rates behavior typical, visit 1	.22	.21	.15	.15
C2 BSF caregiver rates performance, visit 1	.31	.32	.25	.27

NOTE: The child weight W2C0 was applied. All correlations significant at $p < .0001$. $n = 8,550$ (rounded to the nearest 50).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) 2-year data collection, 2003–04.

9.1.2 Comparison of 2-Year Results With 9-Month Results

BRS items for the ECLS-B were selected to sample discrete behaviors that were developmentally appropriate for 2-year-olds and that were easily observed and rated by field interviewers. They were not selected with the intention of creating a subscale of BRS items. Therefore, in order to compare the results obtained at 2 years with those from 9 months, the correlations were obtained for those items included in both data collections. Table 9-7 presents these results.

9.1.3 Training on the Interviewer Observations of the Child's Behavior

Training methods for the interviewer observation items at 2 years were the same as those used at 9 months, which had been successful. For the 2-year training, the videotapes were updated to include examples of toddler behaviors because the infant videotapes were no longer developmentally appropriate. The 11 observation items received direct attention at training with an item-by-item review of the Child Observations section of CAPI, accompanied by the videotape examples and a worksheet to monitor trainees' understanding of the items. During a 2-hour session, trainees viewed videotapes of the target behaviors depicting both ends of the rating scale used to evaluate each item. For example, for the item "Child displays positive affect," the trainees saw a video clip of a child broadly smiling and laughing and a video clip of a child who gave a fleeting and weak, but noticeable, smile. After review and discussion of each set of examples on the videotape, trainees viewed a "quiz videoclip" that they then

Table 9-7. Intercorrelations of 9-month and 2-year interviewer observations of child behavior items, 9-month and 2-year data collections: 2001–02 and 2003–04

2-year item	9-month items						
	R1POSAFF	R1NEGAFF	R1ADAPT	R1INTRST	R1ATNTSK	R1SOCIAL	R1CNTLMV
R2POSAFF	.18	.05	.07	.11	.12	.15	.11
R2NEGAFF	.05	.16	.10	.09	.10	.03	.08
R2ADAPT	.06	.08	.10	.08	.12	.05	.10
R2INTRST	.13	.07	.08	.16	.16	.13	.14
R2ATNTSK	.12	.08	.09	.14	.17	.12	.15
R2PRSSTN	.11	.08	.10	.14	.16	.11	.16
R2FRFLNS	.10	.06	.06	.10	.10	.11	.08
R2FRSTRN	.08	.07	.09	.11	.12	.07	.11
R2SOCIAL	.12	.06	.06	.13	.13	.18	.09
R2CHCOOP	.10	.08	.09	.11	.15	.10	.13
R2CNTLMV	.10	.08	.06	.12	.13	.07	.21

NOTE: The child weight W2C0 was applied to produce these statistics. All correlations significant at $p < .0001$. n= 8,750 (rounded to the nearest 50).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) 9-month and 2-year data collections, 2001–02 and 2003–04.

rated on a worksheet collected at the end of the session. The training staff then reviewed these worksheets to identify any trainees having problems recognizing the behaviors. As with the physical measurements, the purpose here was to find interviewers who were having problems, rather than just to test the interviewers on their observations. Any interviewers having problems identifying the target behaviors were required to attend a help lab or otherwise receive further instruction from their trainers, depending on the extent of the problem. By the end of training, all interviewers had successfully completed this exercise.

9.2 Interviewer Observations of the Child's Home Environment: HOME Items

The second instrument in the Child Observations consisted of a two-part set of items derived from the Short Form of the Home Observation for Measurement of the Environment (HOME) (Caldwell and Bradley 1979, 2001) and from the National Household Education Survey (NHES), also sponsored by the National Center for Education Statistics (NCES), to assess the quality of children's environments. The

NHES is a large-scale household-based survey that obtains information about the educational activities of the U.S. population.

The HOME Short Form consists of 21 items, which would be too lengthy for the ECLS-B and, therefore, a subset of 12 items was selected and included in the 9-month and 2-year data collections. The full HOME is often used in academic and large-scale surveys to measure key aspects of children's environments, including the quality of parental interaction, the literacy environment, and the home environment. Several home environment items from NHES are similar to items from the HOME Short Form, with only some changes in wording and response categories. For further information about how the subset of 12 items was selected, please refer to the *ECLS-B Methodology Report for the Nine-Month Data Collection (2001–02), Volume 1: Psychometric Characteristics* (NCES 2005–100) (Andreassen and Fletcher 2005).

Eight of these 12 items obtained information about characteristics of the child's environment and were completed in the Child Observations section of CAPI by the interviewer on the basis of observations made during the home visit. The interviewer recorded whether or not specific environmental characteristics were observed during the home visit such as whether the parent spoke to the child (both spontaneously and in response to the child), whether the parent hugged (or kissed) the child or used physical means of managing the child's behavior (such as hitting or physical restraint), provided toys to the child, kept the child in view at all times and provided a safe environment. Response options included 1 = yes, 2 = no, and 3 = no opportunity to observe. These items are listed in table 9-8, along with their means and standard deviations.

The remaining four items were asked of the parent respondent as part of the parent interview and obtained information about the frequency with which the parent and child engaged in such activities as singing songs, telling stories, reading books and going on errands. Response options included: 1 = none; 2 = one or two (times a week); 3 = three to six (times a week); and 4 = everyday. These questions, similar to items in the HOME, were adopted from NHES with the intention of providing comparability between the ECLS-B and NHES. Although they are similar in content to items in the HOME, their wording and response categories are more consistent with NHES. These items can be found in table 9-9.

Table 9-8.   Variable names, variable labels, and summary statistics for interviewer observations of home environment, 2-year data collection: 2003–04

Child observation item	Variable label	Weighted percent yes
R2RSPKCH[1]	R2 CO165 RESP SPOKE SPONTANEOUS 2CHILD	91.08
R2IORSVB[1]	R2 CO170 RESP RESPONDED VERBALLY TO CHILD	87.32
R2IOCRSS[1]	R2 CO175 RESP CARESS/KISS/HUG CHILD	88.18
R2IORSHT	R2 CO180 RESP SLAPPED/SPANKED CHILD	3.19
R2IOINTF	R2 CO185 RESP INTERFERED WITH CH ACTION	19.65
R2IOPTYS[1]	R2 CO190 RESP PROVIDED TOYS TO CHILD	74.68
R2IOINVW[1]	R2 CO195 RESP KEPT CHILD IN VIEW	89.57
R2IOENVS[1]	R2 CO200 PLAY ENVIRONMENT WAS SAFE	92.46

[1] These items were reverse coded.
NOTE: All data weighted using the parent weight, W2R0. n = 8,300 (rounded to the nearest 50).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), 2-year data collection, 2003–04.

Table 9-9.   Variable names, variable labels, and summary statistics for home environment parent interview items, 2-year data collection: 2003–04

Parent interview item	Variable label	Weighted mean	Standard deviation
P2READBO	P2 HE075A HOW OFTEN YOU READ TO CHILD	3.17	0.89
P2TELLST	P2 HE075B HOW OFTN YOU TELL CH STORIES	2.70	1.02
P2SINGSO	P2 HE075C HOW OFTEN YOU ALL SING SONGS	3.55	0.74
P2ERRAND	P2 HE075D HOW OFTN TAKE CHILD ON ERRAND	3.50	0.73

NOTE: All data weighted using the parent weight, W2R0. n = 8,300 (rounded to the nearest 50).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), 2-year data collection, 2003–04.

After the interviewer completed the observations of the child's behavior during the BSF-R, the interviewer observational items from the HOME were then completed on the laptop computer. The four questions from NHES were completed during the parent interview, in the Home Environment section.

For further information about the two parts of this subset of items, please see the *User's Manual for the ECLS-B Longitudinal 9-Month–2-Year Data File and Electronic Codebook* (NCES 2006–046) (Nord et al. 2006).

9.2.1   Comparison of 2-Year Results With 9-Month Results

To compare the 2-year home items with their performance at 9 months, the scalability of the 2-year home environment items was first examined by obtaining Cronbach's alpha, which had also been obtained at 9 months. Cronbach's alpha, a measure of internal consistency, is .46 for this set of home environment items at 2 years, which is low and calls into question the advisability of scaling the items. This result is similar to the alpha value obtained at the 9-month data collection, which was .50. The alphas at both data collections suggest that the items do not have a conceptual coherence and are not scalable. Other alternatives should be considered.

One possibility is to investigate the factor structure. As at 9 months, a principal components factor analysis with varimax rotation was conducted on the 2-year home environment items and found four factors with Eigenvalues greater than 1.0. The results were similar to those obtained at 9 months, with some differences. At 2 years, the factor explaining the most variance can be characterized as the child's language environment and cognitive stimulation. It includes the following: R2RSPKCH (interviewer observed mother speak to child), which had a factor load of 0.76; R2IORSVB (parent responded to child's verbalization), which had a factor load of 0.77; R2IOCRSS (parent caressed child), which had a factor load of 0.63; and R2TOPTYS (parent provided toys to child), which had a factor load of 0.52. This had been the second factor at 9 months. The second factor at 2 years can be characterized as the parent's literacy-oriented activities with the child. It includes the following: P2READBO (frequency parent reads books to child), which had a factor load of 0.74; P2TELLST (frequency parent tells stories to child), which had a factor load of 0.75; and P2SINSO (frequency parent sings songs), which had a factor load of 0.70. Similar to results at 9 months, the item P2ERRAND (frequency parent takes child on errands) had only a small loading on this factor at 0.28. This factor had been the first factor at 9 months,

so factors one and two switched places across the two data collections, although they retain the same items. The third factor at 2 years consisted of R2IORSHT (interviewer observed parent hit child) and R2IOINTF (interviewer observed parent physically interfere with child's actions), which had factor loadings of 0.75 and 0.77, respectively. Both of these items are indications of physical methods for managing the child's behavior. The fourth factor at 2 years consisted of the items R2IOENVS (child's play environment was safe) with a factor loading of 0.64, and R2IOINVW (parent kept child in view), which had a factor loading of 0.60. P2ERRAND (parent takes child on errands) had only a modest negative loading on this factor at -0.45. These last two factors had also switched places from 9 months, when physical management of the child's behavior was the fourth factor. The items within each factor, however, are the same. These results from 9 months to 2 years suggest that as children develop, parents adjust their parenting skills to meet the needs of the child, for example, as children become more verbal parents also increase the frequency of their verbal responding.

9.2.2   Training for HOME Observation and Parent Interview Items

The subset of HOME observation items have been widely used in several large-scale, nationally representative surveys, such as the National Longitudinal Study of Youth (NLSY '79) and the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care. The same items were also used in the 9-month data collection of the ECLS-B and yielded satisfactory data. Therefore, it was known that the training procedures used for the 9-month data collection would also be successful for the 2-year data collection. The classroom training on these observation items included direct review of each item as presented on the laptop screen in the Child Observations section of CAPI, although specific examples of the target behaviors were updated to be developmentally appropriate for 2-year-olds. The training of field interviewers on the HOME observation items was described previously in the *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Methodology Report for the Nine-Month Data Collection (2001–02), Volume 1: Psychometric Characteristics* (NCES 2005–100) (Andreassen and Fletcher 2005).