Appendix A: Survey Questions/Statements Pertaining to of Each of the Individual Domain Items

|  |  |  |
| --- | --- | --- |
| ***Domain*** | ***Item*** | ***Survey Question/Statement*** |
|  |  |  |
| *Early Learning Skills* | *Beginning Sounds* | How often can this child recognize the beginning sound of a word? |
|  | *Letters* | How many letters of the alphabet can this child recognize? |
|  | *Rhyming* | Can this child rhyme words? |
|  | *Verbal Expression* | How often can this child explain things he or she has seen or done so that you get a very good idea of what happened? |
|  | *Writing* | How often can this child write his or her first name, even if some of the letters aren’t quite right or are backwards? |
|  | *Counting* | How high can this child count? |
|  | *Shapes* | How often can this child identify basic shapes, such as a triangle, circle, or square? |
| *Self-Regulation* | *Attention* | How often is this child easily distracted? |
|  | *Sitting Still* | Compared to other children his or her age, how often is this child able to sit still? |
|  | *Task Persistence* | How often does this child keep working at something until he or she is finished? |
|  | *Following Instructions* | When he or she is paying attention, how often can this child follow instructions to complete a simple task? |
| *Social-Emotional Development* | *Peer Interactions* | How often does this child play well with others? |
|  | *Peer Relationships* | Compared to other children his or her age, how much difficulty does this child have making or keeping friends? |
|  | *Emotional Resilience* | This child bounces back quickly when things do not go his or her way. |
|  | *Empathy* | How often does this child show concern when others are hurt or unhappy? |
| *Physical Health/Motor Development* | *General Health* | In general, how would you describe this child’s health? |
|  | *Oral Health* | How would you describe the condition of this child’s teeth? |
|  | *Fine Motor Skills* | When this child holds a pencil, does he or she use fingers to hold, or does he or she grip it in his or her fist? |

Appendix A: Coding Scheme for Categorizing Children as “On-Track, “Needs Support”, or “At-Risk” on Individual Domain Items, by Age

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Domain*** | ***Item*** | ***At Risk*** | | | ***Needs Support*** | | | ***On-Track*** | | |
|  |  | *3 years* | *4 years* | *5 years* | *3 years* | *4 years* | *5 years* | *3 years* | *4 years* | *5 years* |
| *Early Learning Skills* | *Beginning Sounds* | None of the time | Some/None of the time | Some/None of the time | Some of the time | Most of the time | Most of the time | Most/All of the time | All of the time | All of the time |
|  | *Letters* | None of them | Some/None of them | Some/None of them | Some of them | Most of them | Most of them | Most/All of them | All of them | All of them |
|  | *Rhyming* | - | No | No | No | - | - | Yes | Yes | Yes |
|  | *Verbal Expression* | None of the time | Some/None of the time | Some/None of the time | Some of the time | Most of the time | Most of the time | Most/All of the time | All of the time | All of the time |
|  | *Writing* | - | None of the time | Some/None of the time | None of the time | Some of the time | Most of the time | Some/Most/All of the time | Most/All of the time | All of the time |
|  | *Counting* | Not at all | Not at all/Up to 5 | Not at all/Up to 5/10 | Up to 5 | Up to 10 | Up to 20 | Up to 10/20/50/ 100 or more | Up to 20/50/ 100 or more | Up to 50/100 or more |
|  | *Shapes* | None of the time | Some/None of the time | None/Some/  Most of the time | Some of the time | Most of the time | - | Most/All of the time | All of the time | All of the time |
| *Self-Regulation* | *Attention* | All of the time | All of the time | All of the time | Most of the time | Most of the time | Most of the time | Some/None of the time | Some/None of the time | Some/None of the time |
|  | *Sitting Still* | None of the time | None of the time | None of the time | Some of the time | Some of the time | Some of the time | Most/All of the time | Most/All of the time | Most/All of the time |
|  | *Task Persistence* | None of the time | None of the time | None of the time | Some of the time | Some of the time | Some of the time | Most/All of the time | Most/All of the time | Most/All of the time |
|  | *Following Instructions* | None of the time | None of the time | None of the time | Some of the time | Some of the time | Some of the time | Most/All of the time | Most/All of the time | Most/All of the time |
| *Social-Emotional Development* | *Peer Interactions* | None of the time | None of the time | None of the time | Some of the time | Some of the time | Some of the time | Most/All of the time | Most/All of the time | Most/All of the time |
|  | *Peer Relationships* | A lot of difficulty | A lot of difficulty | A lot of difficulty | A little difficulty | A little difficulty | A little difficulty | No difficulty | No difficulty | No difficulty |
|  | *Emotional Resilience* | Not true | Not true | Not true | Somewhat true | Somewhat true | Somewhat true | Definitely True | Definitely True | Definitely True |
|  | *Empathy* | None of the time | None of the time | None of the time | Some of the time | Some of the time | Some of the time | Most/All of the time | Most/All of the time | Most/All of the time |
| *Physical Health/Motor Development* | *General Health* | Fair/Poor | Fair/Poor | Fair/Poor | Good | Good | Good | Very good/ Excellent | Very good/ Excellent | Very good/ Excellent |
|  | *Oral Health* | Fair/Poor | Fair/Poor | Fair/Poor | Good | Good | Good | Very good/ Excellent | Very good/ Excellent | Very good/ Excellent |
|  | *Fine Motor Skills* | Cannot hold pencil | Cannot hold pencil | Cannot hold pencil/grips in fist | Grips in fist | Grips in fist | - | Uses Fingers | Uses Fingers | Uses Fingers |

Note: For more details, see Ghandour RM, Moore KA, Murphy K, Bethell C, Jones JR, Harwood R, Buerlein J, Kogan M, Lu M. School readiness among US children: Development of a pilot measure. *Child Indicators Research*. 2019;12(4):1389-411. Coding was altered slightly from the above scheme in two instances 1) for items with none/some/most/all response options, and 2) the emotional resilience item. In the first instance, an additional option of “about half of them/the time” was available from the 2017 NSCH onward. This item was grouped with the “some of them/the time” options for the purpose of this analysis. In the second instance, the 2018 NSCH item had response options of “always”, “usually”, “sometimes”, and “never”. For the purpose of this analysis, “always” corresponded to “definitely true” and “never” corresponded to “not true”. Responses of “usually” or “sometimes” corresponded to “somewhat true”.