

Mother-child questions

Researchers who are interested in child-related research might benefit from the following SOEP mother-child questions¹:

Sex of the child

male

female

**Birth year and birth month
of the child**
Year Month

In which week of the pregnancy was your child born?

In the week.

Irrespective of the age of the child, child health-related information can be covered by the following questions:

What is the current height and weight of your child?

Weight in kilograms

Height in centimeters.

Has your child been diagnosed by a doctor as having one of the following health condition or impairments?

Respiratory problems (asthma, bronchitis, etc.)

Middle-ear inflammation.....

Neurodermatitis.....

Vision impairment (e.g., crossed eyes).....

Nutritional disorder

Motor impairment (impairments of the locomotor apparatus).....

Other impairment or disorder

No, none of those

¹ These questions cover general information provided by the mother about her child.

The *care situation* can be described as follows:

If you think about a normal week, are there any other people than you who take care of your child? If so, who are they, and how many hours per week are they responsible for children?

..... **yes -> hours**

spouse/partner ->

the child's father (if not a resident
in your household)..... ->

the child's grandparents..... ->

older brother/sister of the child..... ->

other relatives..... ->

family day care provider (outside the home)..... ->

paid care giver comes into your home..... ->

day care centre ->

others (friends, neighbors, etc.)..... ->

no, nobody..... ->

The questionnaires for mothers with children five to six years old include an instrument to measure the personality of a child. For this age group, personality measures could be used similarly to the “Big Five Measure” for adults (see Weinert et al. 2007: chapter 4).²

How do you rank your child in comparison to other children of the same age?

The further to the left you place your checkmark, the more the left-hand statement applies to your child.

quiet	<input type="checkbox"/>	talkative									
messy	<input type="checkbox"/>	orderly									
sweet-tempered	<input type="checkbox"/>	touchy									
disinterested	<input type="checkbox"/>	hungry for knowledge									
self-confident	<input type="checkbox"/>	lacks self-confidence									
solitary	<input type="checkbox"/>	outgoing									
concentrated	<input type="checkbox"/>	easy distracted									
defiant	<input type="checkbox"/>	obedient									
quick learner	<input type="checkbox"/>	needs more time									
anxious	<input type="checkbox"/>	calm									

Often child related research questions refer to some kind of *child outcome*. However, outcome measures in early childhood are very age-sensitive. Thus potential outcome measures in the SOEP mother-child-questionnaires vary by age as well. For children two to three years of age, a measure of the child's adaptive behavior is used, covering four skill dimensions: social skills, language skills, motor skills, and everyday life skills (for a more detailed description of this instrument, see Schmiade et al. 2008).

² At younger ages, the personality is not yet developed enough to measure it with exactly this scale; thus a shorter scale with only four items is used.

For parents, it is always a big event when their child learns something new. Please tell us what those new things are in the case of your child.

Talking:	Yes	To some extent	No
Understands brief instructions such as “go get your shoes”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forms sentences with at least two words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks in full sentences (with four or more words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens attentively to a story for five minutes or longer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passes on simple message such as “dinner is ready”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyday skills:			
Uses a spoon to eat, without assistance and without dripping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blows his/her nose without assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the toilet to do “number two”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puts on pants and underpants the right way around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brushes his/her teeth without assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movement:			
Walks forwards down the stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opens doors with the door handle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbs up playground climbing equipment and other high playground structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cuts paper with scissors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paints/draws recognizable shapes on paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social relationships:			
Calls familiar people by name; for example, says “mommy” and “daddy” or uses the father’s first name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in games with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets involved in role-playing games (“playing pretend”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows a special liking for particular playmates or friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calls his/her own feelings by name, e.g. “sad”, “happy”, “scared”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Another child outcome measure for older children, aged five to six, is a modified scale of the Strength and Difficulties Questionnaire - SDQ Scale to measure the socio-emotional skills of a child (see Goodman 1997 for the original scale).

How do the following statements apply to your child ? (Please give the answers on the basis of the child's behavior over the last six months)

My child...

	Not true at all					Certainly true
is considerate of other people's feelings	<input type="checkbox"/>						
shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>						
often loses his/her temper	<input type="checkbox"/>						
is rather solitary, prefers to play alone	<input type="checkbox"/>						
is helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>						
is constantly fidgeting or squirming	<input type="checkbox"/>						
often fights with other children or bullies them	<input type="checkbox"/>						
is often unhappy, depressed, or fearful	<input type="checkbox"/>						
is generally liked by others	<input type="checkbox"/>						
is easily distracted, concentration wanders	<input type="checkbox"/>						
is nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>						
is picked on or bullied by other children	<input type="checkbox"/>						
often offers to help others (parents, teachers, other children)	<input type="checkbox"/>						
gets along better with adults than with other children	<input type="checkbox"/>						
has many fears, easily scared	<input type="checkbox"/>						
good attention span, finishes what he/she starts	<input type="checkbox"/>						