

Families & Science Project

Sibling/Cousin Questionnaire (Longitudinal Study) 10th grade

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INTERVIEWER: IF IT SAYS LOOK AT [LIST], SAY THE SCALE ONCE FOR THE PARTICIPANT. IF IT DOES NOT SAY LOOK AT [LIST], THERE IS NO SCALE FOR THE QUESTION.

Section 1: Background

Thank you so much for your participation, we greatly appreciate it. We will start with questions about you. These are similar to the questions we asked last year. If you are not sure about an answer, just give us your best guess.

1. Are you in high school?

IF YES:

What grade are you currently in?

- 11th
- 12th

2. Have you taken science classes in the last year?

IF YES:

a. How many classes?

- b. What classes?
- c. Honors or AP?
- d. At high school or college?

What classes?	Honors or AP?		High school	College
	Ⓚ	Ⓝ	⓪	①
	Ⓚ	Ⓝ	⓪	①

IF NO:

Please look at **List #1**. How much school have you completed as of this year?

Less than high school	Some high school	High school degree	Some college	College degree	Graduate degree or training beyond a BA/BS
①	②	③	④	⑤	⑥

3. Do you work?

- No (*SKIP TO QUESTION 6*)
- Yes → *IF YES*, what do you do for work?

4. What days do you usually work? (*BUBBLE ALL THAT APPLY*)

Mon	Tues	Weds	Thurs	Fri	Sat	Sun
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How many hours a week do you typically work?

0-5 hrs	6-10 hrs	11-20 hrs	21-30 hrs	31-40 hrs	over 40 hrs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. We are interested in science careers and jobs. Do you know anyone with a science career or job? This can be someone in your family, a friend of the family, or an adult you know.

PROBE FOR: (A) relationship to the teen (NOT the person's name)

(B): person's career, or description if not sure or unclear

Person's relation to teen	Person's science career/job
1.	
2.	
3.	
4.	
5.	
6.	

Section 2: Science Classes

Motivation

1. The next set of questions ask you to report on what you think about [TEENAGER] and math, biology, chemistry, and physics. First, I'd like to talk for a few minutes about your thoughts on [TEENAGER] and **MATH**. Look at **List #2**. You'll see that there is a lot under **List #2**. The list will change for each question. I'll tell you which letter to look at.

a. How good is [TEENAGER] at math?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would [TEENAGER] be at learning something new in math?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 10 th grade teenagers, how much ability or talent does [TEENAGER] have in math?	No talent or ability			Some talent or ability			A lot of talent or ability
	①	②	③	④	⑤	⑥	⑦
d. How important is it to you that [TEENAGER] does well in math?	Not important			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
e. Compared to other subjects, how useful is learning math?	Not at all useful			Somewhat useful			Very useful
	①	②	③	④	⑤	⑥	⑦
f. How useful do you think math skills will be to [TEENAGER] in the future?	Not at all useful			Somewhat important			Very useful
	①	②	③	④	⑤	⑥	⑦

2. BIOLOGY

I'd like to now talk for a few minutes about your thoughts on **BIOLOGY**. Look at list #2 again. Biology includes topics like animals, plants, the environment, or the human body.

a. How good is [TEENAGER] at biology?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would [TEENAGER] be at learning something new in biology?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 10 th grade teenagers, how much ability or talent does [TEENAGER] have in biology?	No talent or ability			Some talent or ability			A lot of talent or ability
	①	②	③	④	⑤	⑥	⑦
d. How important is it to you that [TEENAGER] does well in biology?	Unimportant			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
e. Compared to other subjects, how useful is learning biology?	Not at all useful			Somewhat useful			Very useful
	①	②	③	④	⑤	⑥	⑦
f. How useful do you think biology skills will be to [TEENAGER] in the future?	Not at all useful			Somewhat important			Very useful
	①	②	③	④	⑤	⑥	⑦

3. CHEMISTRY

I'd like to now talk for a few minutes about your thoughts on **CHEMISTRY**. Continue looking at List #2. Chemistry refers to topics like the structure of matter, like atoms and molecules, chemical reactions, the periodic table, and more.

a. How good is your sibling/cousin at chemistry?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would your sibling/cousin be at learning something new in chemistry?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 10 th grade teenagers, how much ability or talent does your sibling/cousin have in chemistry?	No talent or ability			Some talent or ability			A lot of talent or ability
	①	②	③	④	⑤	⑥	⑦
d. How important is it to you that your sibling/cousin does well in chemistry?	Unimportant			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
e. Compared to other subjects, how useful is learning chemistry?	Not at all useful			Somewhat useful			Very useful
	①	②	③	④	⑤	⑥	⑦
f. How useful do you think chemistry skills will be to your sibling/cousin in the future?	Not at all useful			Somewhat important			Very useful
	①	②	③	④	⑤	⑥	⑦

4. PHYSICS

Lastly, I'd like to talk for a few more minutes about your thoughts on PHYSICS. **Take a look at List #2 one last time.** Physics refers to topics like forces like gravity and friction, the motion of objects, electricity, magnetism, and more.

a. How good is your sibling/cousin at physics?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would your sibling/cousin be at learning something new in physics?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 10 th grade teenagers, how much ability or talent does your sibling/cousin have in physics?	No talent or ability			Some talent or ability			A lot of talent or ability
	①	②	③	④	⑤	⑥	⑦
d. How important is it to you that your sibling/cousin does well in physics?	Unimportant			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
e. Compared to other subjects, how useful is learning physics?	Not at all useful			Somewhat useful			Very useful
	①	②	③	④	⑤	⑥	⑦
f. How useful do you think physics skills will be to your sibling/cousin in the future?	Not at all useful			Somewhat important			Very useful
	①	②	③	④	⑤	⑥	⑦

Family Interest

1. Some people think science is interesting and some people do not. Think about your family members. Look at **List # 3** and tell me the number that best matches your answer

[TEEN]'S ___ thinks that science is...	Very boring	Neither boring nor interesting			Very interesting	NA
a. Mom	①	②	③	④	⑤	⑧
b. Dad	①	②	③	④	⑤	⑧
c. Younger siblings	①	②	③	④	⑤	⑧
d. Older siblings	①	②	③	④	⑤	⑧
e. Aunts or Uncles	①	②	③	④	⑤	⑧
f. Cousins	①	②	③	④	⑤	⑧
g. You think that science is.....	①	②	③	④	⑤	⑧

2. Some people know a lot about science and some people do not. Think about your family members. Look at **List #4** and tell me the number that best matches your answer

[TEEN]'S _____ knows a lot about science...	Not True	Sort of True			Very True	N/A
a. Mom	①	②	③	④	⑤	⑧
b. Dad	①	②	③	④	⑤	⑧
c. Younger siblings	①	②	③	④	⑤	⑧
d. Older siblings	①	②	③	④	⑤	⑧
e. Aunts or Uncles	①	②	③	④	⑤	⑧
f. Cousins	①	②	③	④	⑤	⑧
g. You know a lot about science....	①	②	③	④	⑤	⑧

Support

1. Families try to help teens with science in many different ways. We are interested in how you help [TEENAGER]. Listed below are some methods siblings/cousins may use to help their siblings/cousins with science school work. Use **List #5** to tell us how often, if ever, you do each thing.

How often do you...	Never	A little	Sometimes	A lot	Always
a. Buy science supplies, like equipment, books, games, or things to help study.	①	②	③	④	⑤
b. Help enroll [TEENAGER] in science lessons, workshops, or tutoring programs outside of class.	①	②	③	④	⑤
c. Tell [TEENAGER] that (he/she) is good at science.	①	②	③	④	⑤
d. Talk to [TEENAGER] about how things are going in (his/her) science classes.	①	②	③	④	⑤
e. Give [TEENAGER] rewards for good performance in science.	①	②	③	④	⑤
f. Make sure [TEENAGER] has a space or time to work on science homework.	①	②	③	④	⑤
g. Pressure [TEENAGER] to do well in science.	①	②	③	④	⑤
h. Encourage [TEENAGER] to work with friends or family members who are good at science.	①	②	③	④	⑤
i. Talk about college majors and careers in science.	①	②	③	④	⑤
j. Tell [TEENAGER] how important doing well in science will be for (his/her) future.	①	②	③	④	⑤
k. Check or ask if [TEENAGER]'s science homework is complete.	①	②	③	④	⑤
l. Help [TEENAGER] do (his/her) science work.	①	②	③	④	⑤

How often do you...	Never	A little	Sometimes	A lot	Always
m. Take [TEENAGER] to a science museum, zoo, or event.	①	②	③	④	⑤
n. Watch science television shows with [TEENAGER]. <i>(please specify the show)</i> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	①	②	③	④	⑤
o. Look at science websites with [TEENAGER]. <i>(please specify the website)</i> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	①	②	③	④	⑤
p. Talk about news or current events related to science.	①	②	③	④	⑤
q. Praise [TEENAGER] for (his/her) school work in science.	①	②	③	④	⑤
r. Help [TEENAGER] feel better when science is hard.	①	②	③	④	⑤
s. Like how [TEENAGER] does things in science.	①	②	③	④	⑤
t. Say nice things about [TEENAGER]'s grades in science.	①	②	③	④	⑤
u. Like [TEENAGER]'s study habits in science.	①	②	③	④	⑤
v. Teach [TEENAGER] about things (he/she) needs to know.	①	②	③	④	⑤
w. Teach [TEENAGER] about things (he/she) wants to know in science.	①	②	③	④	⑤

Sibling/Cousins Ability

1. Siblings/cousins usually feel that they have the skills and information necessary to help their younger siblings/cousins improve in some areas more than other areas. How confident do you feel about your ability to help [TEENAGER] in each of the following classes? Please LOOK AT **List #6**:

	Not at all confident						Very confident
a. Math	①	②	③	④	⑤	⑥	⑦
b. Biology	①	②	③	④	⑤	⑥	⑦
c. Chemistry	①	②	③	④	⑤	⑥	⑦
d. Physics	①	②	③	④	⑤	⑥	⑦
e. History	①	②	③	④	⑤	⑥	⑦
f. English	①	②	③	④	⑤	⑥	⑦

2. Please look at **List #7**: In general, how much influence do you have over [TEENAGER'S] performance in each of the following classes?

How much influence do you have over [TEENAGER'S] performance in...	Very little influence						A great deal of influence
a. Math	①	②	③	④	⑤	⑥	⑦
b. Biology	①	②	③	④	⑤	⑥	⑦
c. Chemistry	①	②	③	④	⑤	⑥	⑦
d. Physics	①	②	③	④	⑤	⑥	⑦
e. History	①	②	③	④	⑤	⑥	⑦
f. English	①	②	③	④	⑤	⑥	⑦

Section 3: Family and the Future

Family Involvement

We have a few more questions about your family. Please give me your best response. You are doing great!

1. Look at **List #8**. The following items list things some siblings/cousins know and some siblings/cousins do not know. How often do you know:

How often do you know...	Never	A little	Some- times	A lot	Always
a. Which courses your sibling/cousin has been taking this past term?	①	②	③	④	⑤
b. How well your sibling/cousin is performing in school?	①	②	③	④	⑤
c. How many credits your sibling/cousin has earned towards graduation?	①	②	③	④	⑤
d. What classes will help your sibling/cousin prepare for college?	①	②	③	④	⑤
e. Your sibling's/cousin's teachers' names?	①	②	③	④	⑤
f. What your sibling/cousin needs to do to apply for college?	①	②	③	④	⑤

2. Do you ever have problems with any of the following...? Look at **List #8** again.

	Never	A little	Sometimes	A lot	Always	N/A
a. Making yourself understood to <u>your</u> teachers	①	②	③	④	⑤	⑧
b. Understanding <u>your</u> teachers	①	②	③	④	⑤	⑧

Conversations

1. Look at **List #9**. How often during the past year have you talked with [TEENAGER] about...

FOR EACH ITEM FOLLOW UP WITH: Who usually starts the conversation about.....

How often during the past year have you talked with [TEENAGER] about... Who usually starts a conversation about...	How often during the past year have you talked with [TEENAGER] about:					Who usually starts a conversation about...				
	Never	A little	Some- times	A lot	Always	Teen		Both		You
a. Things (he/she) has studied in class	①	②	③	④	⑤	①	②	③	④	⑤
b. (His/her) science grades	①	②	③	④	⑤	①	②	③	④	⑤
c. (His/her) science school work (ex: homework help, project due date)	①	②	③	④	⑤	①	②	③	④	⑤
d. College or other schools after high school	①	②	③	④	⑤	①	②	③	④	⑤
e. Specific jobs (he/she) might apply for after high school	①	②	③	④	⑤	①	②	③	④	⑤
f. Importance of science	①	②	③	④	⑤	①	②	③	④	⑤
g. Selecting courses at school	①	②	③	④	⑤	①	②	③	④	⑤
h. School activities or events of particular interest to (him/her)	①	②	③	④	⑤	①	②	③	④	⑤
i. Taking the SAT and/or ACT	①	②	③	④	⑤	①	②	③	④	⑤

Thinking About Your Sibling's/Cousin's Future

1. The next set of questions asks about what you think will happen in the future. Using **List #10**, tell me how likely you think each of the following will be:

	Very Unlikely						Very Likely
a. Your (sibling/cousin) will drop out of high school before (he/she) finishes	①	②	③	④	⑤	⑥	⑦
b. Your (sibling/cousin) will go to work full time right after high school	①	②	③	④	⑤	⑥	⑦
c. Your (sibling/cousin) will graduate from college (four year program)	①	②	③	④	⑤	⑥	⑦

2. What job would your (sibling/cousin) most likely to have when (he/she) is done with their schooling (*write the job and please be specific about what he/she would be doing*)?

	Very Unlikely						Very Likely
3. How likely is it that your (sibling/cousin) will be able to get this type of job? Look at List #10 .	①	②	③	④	⑤	⑥	⑦

4. List two other jobs your (sibling/cousin) has considered doing:

5. Look at **List #11**. In thinking about the teenager in this study, how much schooling would you like [TEENAGER] to receive?

- ① 10th or 11th grade
- ② Graduate from high school
- ③ Post high school vocational or technical training
- ④ Some college
- ⑤ Graduate from a business college or a two year college with an associate's degree

Graduate from a 4 year college. *IF YES:* what would you like [TEENAGER] to major in?

⑥

Get a masters degree or a post-undergraduate credential, such as a teaching certificate. *IF YES:* what would you like [TEENAGER]'s degree to be?

⑦

Get a law degree, a Ph.D., or a medical doctor's degree. *IF YES:* what would you like [TEENAGER]'s field of study to be?

⑧

6. We know that things don't always turn out exactly the way we'd like. How much schooling do you think [TEENAGER] will actually receive? Look at **List #11 again**.

- ① 10th or 11th grade
- ② Graduate from high school
- ③ Post high school vocational or technical training
- ④ Some college
- ⑤ Graduate from a business college or a two year college with an associate's degree
- ⑥ Graduate from a 4 year college.
- ⑦ Get a master's degree or a post-undergraduate credential, such as a teaching certificate.
- ⑧ Get a law degree, a Ph.D., or a medical doctor's degree

Section 4: After school

Sibling's/Cousin's Activities

1. Teenagers do different things after school. Some teenagers participate in organized activities at their school. Organized activities are after school activities that meet at a regular time, have a leader, and a goal, like football, band, or a club.

IF SIBLING/COUSIN IS IN HIGH SCHOOL: ASK ABOUT THIS YEAR

IF SIBLING/COUSIN IS NOT IN HIGH SCHOOL: ASK ABOUT OVERALL

Referring to **the activity list for [TEEN'S SCHOOL]**, were you involved in any of the following activities at your school (this year/during high school)?

How many hours each week did you spend in [ACTIVITY]?

Are you still doing the activity?

My activities....	1 hour or less	2-3 hours	4-6 hours	7-10 hours	11-15 hours	15+ hours	Still participating	
a.	①	②	③	④	⑤	⑥	(Y)	(N)
b.	①	②	③	④	⑤	⑥	(Y)	(N)
c.	①	②	③	④	⑤	⑥	(Y)	(N)
d.	①	②	③	④	⑤	⑥	(Y)	(N)

2. Think about what [TEENAGER] does after school. Is (he/she) in any organized activities?

IF YES: what activity?

[TEENAGER]'s activities....
a.
b.
c.
d.
e.

3. Now we have questions about video game technology and science learning. How often do you play video games on your phone, hand-held device, computer, and/or console by yourself? **Look at List #12.**

Never	Almost Never	About once a month	About once a week	A few times a week	Almost daily	N/A
0	1	2	3	4	5	8

4. [ASK ONLY IF THE SIBLING/COUSIN PLAYS GAMES] What are the names of the three video games you most recently played by yourself?

5. How often do you play video games on your phone, hand-held device, computer, and/or console with [TEENAGER]?
Look at List #12.

Never	Almost Never	About once a month	About once a week	A few times a week	Almost daily	N/A
①	②	③	④	⑤	⑥	⑦

6. [ASK ONLY IF THE SIBLING/COUSIN PLAYS GAMES WITH THE TEENAGER] What are the names of the three video games you most recently played with [TEENAGER]?

7. [ASK ONLY IF THE SIBLING/COUSIN PLAYS GAMES WITH THE TEENAGER] Which of the following are reasons you play video games together with [TEENAGER]? (Please check ALL that apply.) **Look at List #13.**

- ① I enjoy it.
- ② [TEENAGER] asks me to.
- ③ It's our "together time".
- ④ I happen to be in the same room.