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**Music and Minds... A Talent Development Program  
(Williams Syndrome Research Study) Parent Telephone Interview Protocol,  
Parent Telephone Questionnaire (Reis et al., 1998a) (PTIP)**

**Music and Minds... A Talent Development Program**  
(Williams Syndrome Research Study)

Parent Telephone Interview Protocol  
(c) May 1998  
S. M. Reis, H. J. Milne, R. Schader, and L. Shute

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Participant's Name: \_\_\_\_\_ Data Code Number: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Start Time: \_\_\_\_\_ Finish: \_\_\_\_\_

Follow up interview required? \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

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**Demographics**

Name in full

Date of birth

Place of birth

Number of siblings and ages      s1 \_\_\_ s2 \_\_\_ s3 \_\_\_ s4 \_\_\_ s5 \_\_\_ s6 \_\_\_ s7 \_\_\_

    place in siblings (Circle)    s1    s2    s3    s4    s5    s6    s7

Marital status of parents

Parent's educational level

    mother

    father

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Current occupation of parents

mother

father

Address

Telephone number

e-mail address

### **Developmental history**

Gestation and birth history

problems in pregnancy

Childhood development history

how did you begin to know your child was different/special?

when first identified as having Williams syndrome

why referred

treatment(s)

medical history of participant

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hospitalization(s)

reason(s)

duration(s)

treatment(s)

accidents

frequency

nature

treatment(s)

after effects

(on medical form) medications:

for:

## QUESTIONS

### A. Educational program

1. Type/nature of program (self-contained, etc.)
  - a. parents' evaluation of program
  - b. student's attitude toward learning
2. Location (home, center, school, etc.)
3. Number of years in program
4. Academic skills - Math
  - a. Current level of math functioning/knowledge
  - b. Highest level of math achieved (overall, general)
  - c. Practical math functioning
    - (1) can count to 10 with understanding
    - (2) can count to 100 with understanding
    - (3) can count to 1,000 with understanding
    - (4) can sort objects
      - by color
      - by shape
      - by function (tacks vs. safety pins)
      - into groups of 10
        - 12
        - 24
        - 30
        - 100

(5) can add numbers on paper with understanding

single digit (3+4)

double digit (12+14)

series (2+4+3)

(6) can do similar subtractions

single digit (4-3)

double digit (17-14)

series (15-4-3)

(7) can multiply

single digit (6x3)

with double digit (12x4)

double digit (12x11)

(8) can do similar division

single digit (6÷3)

with double digit (12÷4)

(9) has knowledge of fractions

can explain and demonstrate  $\frac{1}{8}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$

can add and subtract fractions

(10) can tell time

using single clock face format

using a range of clock faces

(11) can measure solids (such as a cup of oatmeal)

(12) can measure liquids (such as a cup of milk)

confidence in math functioning

parents' perception of participants attitude toward math

f. Memory of past math skills

g. Transfer of math skills to real world situations

h. Types of math programs used in school & tutoring

(1) teachers

(a) favorite

(b) why

i. Home support of math skills

(1) homework help

(2) mentorship

(3) encouragement

(4) games

5. Academic skills - Reading

a. General reading level

(1) can read newspapers

(2) can read road signs

(3) can read comics

(4) can read books (type & complexity)

chooses to read

reads for enjoyment

(5) can read and interpret graphics (symbols, etc.)

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## 6. Talent development - Music

### a. History

#### (1) talent first identified by

who?

how noticed?

when?

circumstances (how manifest)

#### (2) what was done

by whom?

role of mother

father

siblings

relatives (specify)

#### (3) other musically talented family members

immediate family

relatives

neighbors

#### (4) special experiences provided

home environment

-has piano, instruments

-play records, tapes, etc.

at school

-by whom?

-what?

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-where?

-how?

with relatives, neighbors

-by whom?

-what?

-where?

-how?

in the community

-by whom?

-what?

-where?

-how?

## b. Instruction

(1) which instruments

-level of performance (repertoire, etc.)

-age began

-how many years studied

(2) can read music notation

(3) has musical memory

(4) has perfect pitch

(5) can beat rhythm with hand or foot

-has rhythmic memory



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(6) types of teachers

-most successful teacher

why?

-favorite teacher

why?

(7) how much music played per day on average?

c. Music/math relationship

(1) has connection been established

-notation

counting in measures/beats

d. Music technology

(1) has computer skills

-level of proficiency?

-which programs?

**B. Enrichment Opportunities**

1. (Type I) Exploring experiences (concerts, trips, videos, visitors, etc.)

a. what?

b. when?

c. where?

d. how long?

e. how often?

f. with whom/what?

g. organized by?

h. outcomes?

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2. (Type II) Methodologies/learning how-to's (summer camps, auxiliary courses, lessons, training experiences, etc.)

a. what?

b. when?

c. where?

d. how long?

e. how often?

f. with whom/what?

g. organized by?

h. outcomes?

3. (Type III) Created/produced performances (concerts, tapes, performances, songs, literature, etc.)

a. what?

b. when?

c. where?

d. how long?

e. how often?

f. with whom/what?

g. organized by?

h. outcomes?

### **C. Social Skills**

1. can get along well with other people

a. is sought out by other people

b. can greet a person appropriately

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- c. can maintain appropriate eye contact
- d. can start and carry on a conversation
- e. can maintain topic of conversation
- f. can respond appropriately to questions
- g. has friends
  - (1) receives phone calls
  - (2) initiates phone calls
- 2. Is friendly, cheerful
  - a. controls negative behavior
- 3. Finds things to do on own
  - a. entertains self on own
- 4. Has appropriate public behavior
- 5. Displays appropriate sense of humor for situation

#### **D. Self-organizational skills**

- 1. Can manage own time
  - a. can wake up to an alarm
  - b. gets self to meals on time
  - c. can organize day
- 2. Has adult level care skills
  - a. assists with meal preparation
    - can cook own meals
    - clears up and washes dishes

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b. manages own possessions appropriately

cleans and organizes own room

washes own clothes

c. can get self to shopping center, work place, entertainment center once they have been shown how to get there

uses public transportation

## **E. Hobbies/Recreational Interests**

1. Is curious about things, events

a. likes to do things, is active

b. like to collect, sort, organize, store things

c. likes to be actively involved with others

2. Clubs, lessons, activities

a. Home based

(1) what?

(2) at what age?

(3) how long?

b. School based

(1) what?

(2) at what age?

(3) how long?

c. Community based

(1) what?

(2) at what age?

(3) how long?

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## **F. Employment Skills**

### 1. Work experience history

#### a. As a volunteer

(1) what?

(2) at what age?

(3) how long?

#### b. As paid employee

(1) what?

(2) at what age?

(3) how long?

### 2. Work aspirations

a. Believes could get and hold paid employment

b. Sorts of jobs desired

c. Ambitions to gain qualifications

d. Concerns for the future

### 3. Additional employment questions, if appropriate

## **G. Documentation**

### 1. Types of aptitude tests administered

#### a. Results (photocopies available?)

(1) most recent (including overall, performance, verbal, etc.)

(2) five years ago

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2. Types of achievement tests administered

a. Results for math and reading (photocopies available?)

(1) most recent (overall, performance, verbal, etc.)

(2) five years ago

3. Any nonverbal instruments administered

a. motor skills, hand-eye coordination

b. vocational aptitude

**H. Is there anything else you would like to discuss which we have not mentioned?**