

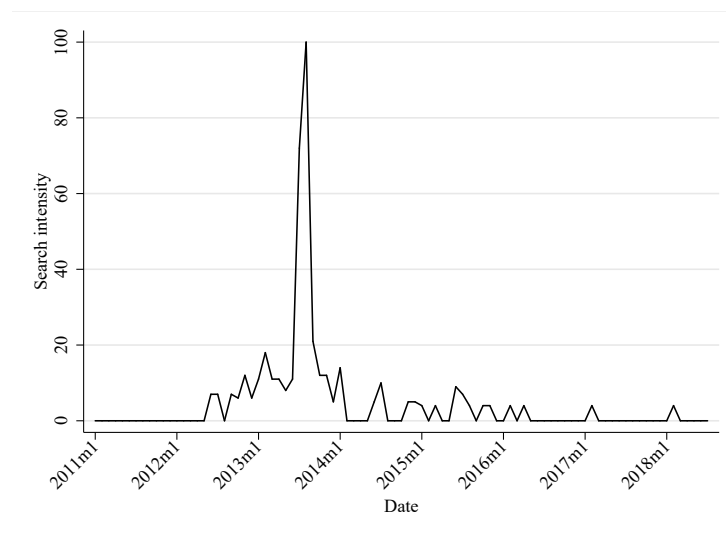
# ONLINE APPENDIX

## Who benefits from cash-for-care? The effects of a home care subsidy on maternal employment, childcare choices, and children's development

Matthias Collischon, Daniel Kuehnle, Michael Oberfichtner

### Online Appendix A: Supplementary material

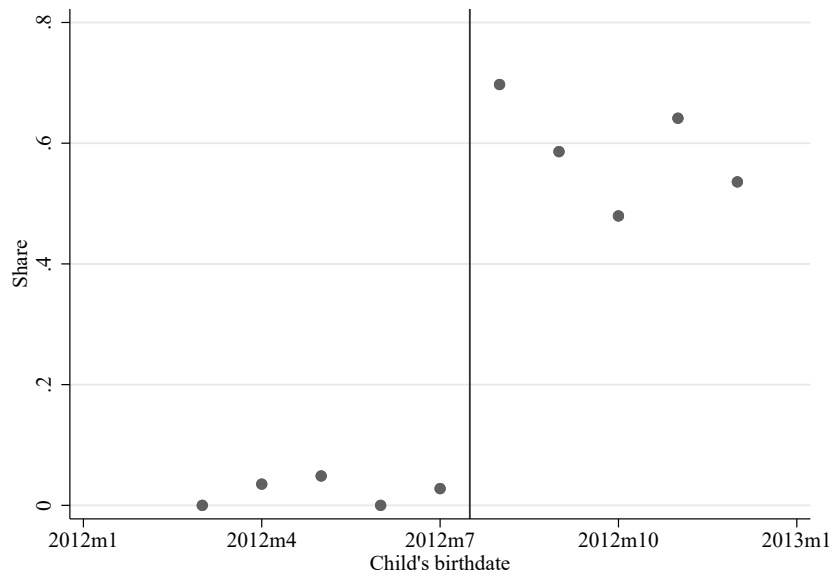
Figure A.1: Search intensity for cut-off rule



*Notes:* This figure shows the search intensity for cut-off rules for the home care subsidy (*Betreuungsgeld Stichtag*).

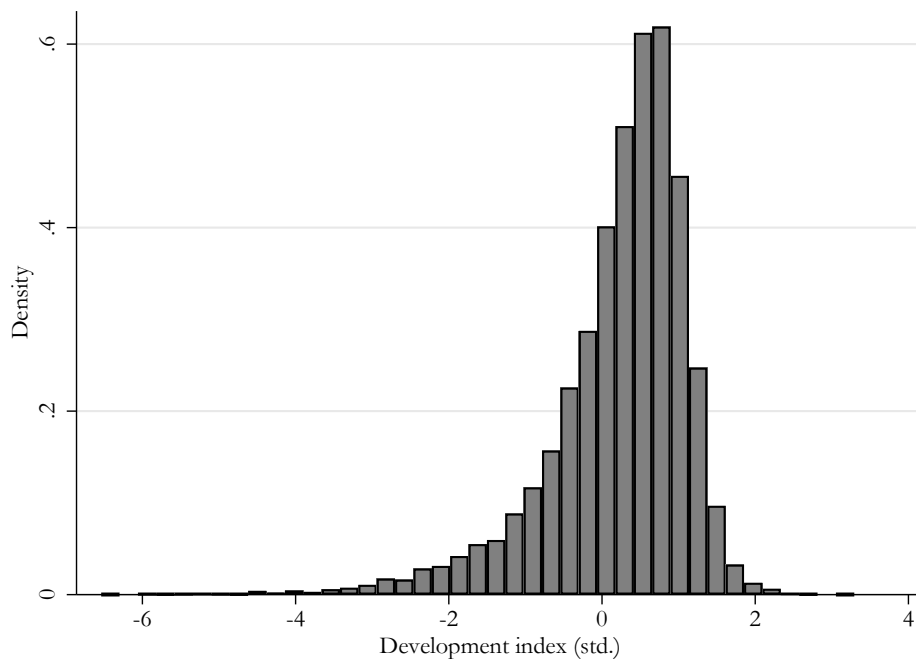
*Source:* Google Trends.

Figure A.2: Take-up rate of home care subsidy in Schleswig-Holstein.



Source: Own calculations based on KiBS data from survey wave 4 (2014/2015) for children born between March and December 2012, Schleswig-Holstein only.

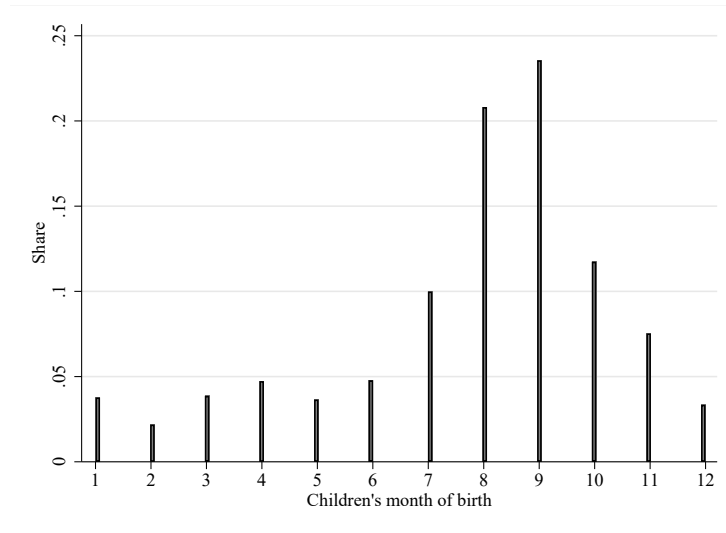
Figure A.3: Histogram of children's standardized development index



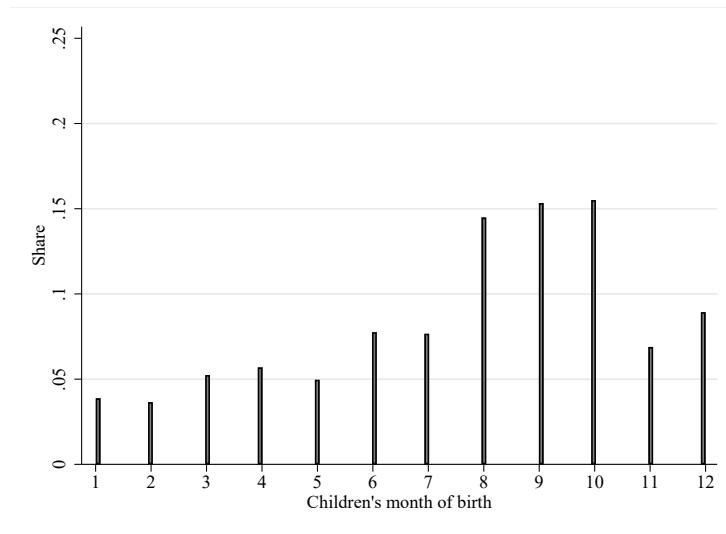
Source: Histogram of standardized SOPESS total index based on school entrance examinations data for children born in July and August between 2007 and 2012, Schleswig-Holstein only.

Figure A.4: Distribution of childcare start months by type of care

Panel A: Care by a care center



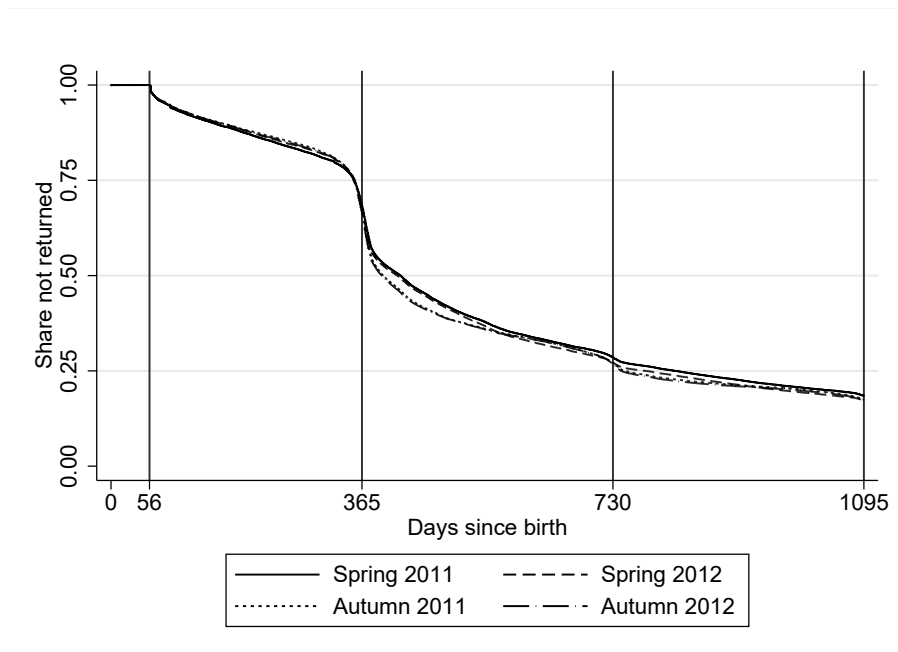
Panel B: Care by a childminder



Notes: Panel A shows the months of starting childcare in a care center using cross-sectional survey weights (N=2,383). Panel B shows the months of starting childcare by a childminder using cross-sectional survey weights (N=657).

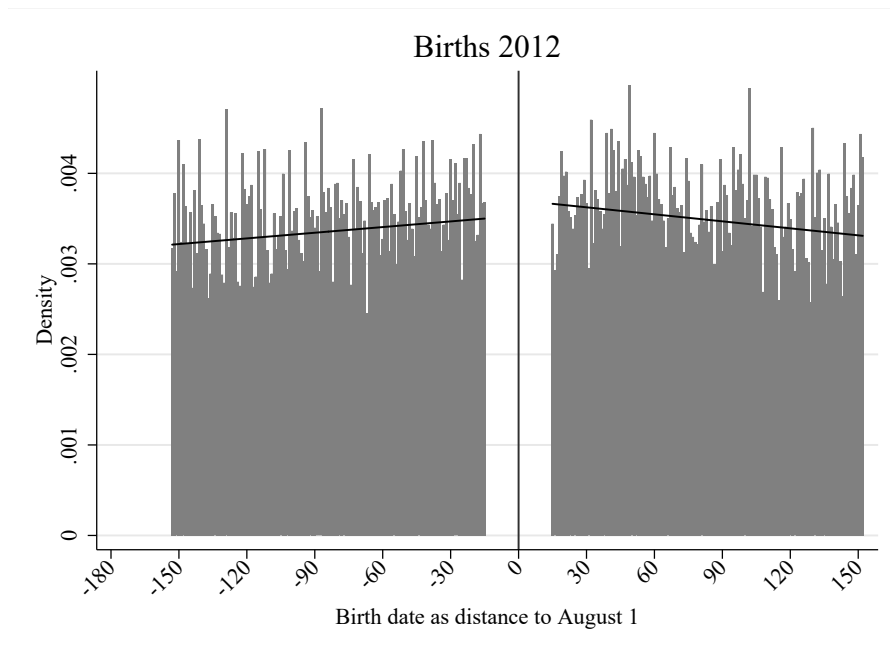
Source: Own calculations based on KiBS data from survey waves 2 and 3 (interviews 2012-2015)

Figure A.5: Kaplan-Meier graph for return-to-work patters.



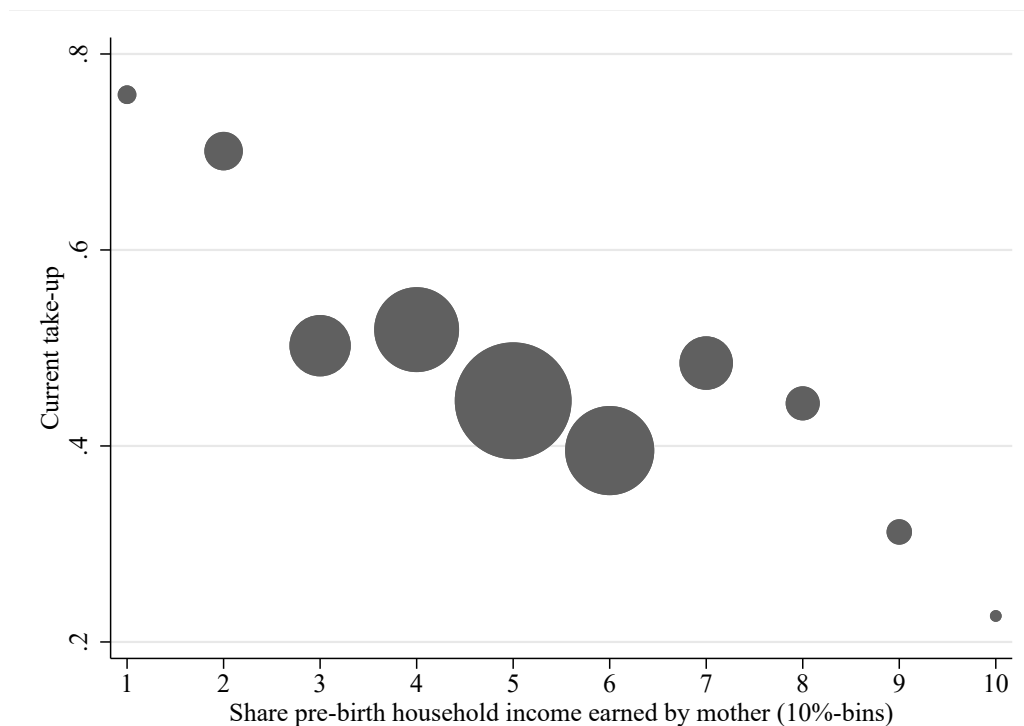
*Source:* Own calculations based on BeH data for for children born between March and December of 2011 and 2012, West Germany only.

Figure A.6: Distribution of identified births in 2012.



*Source:* Own calculations based on BeH data for for children born between March and December 2012, West Germany only.

Figure A.7: Take-up of the subsidy by share of mother's labor income to household income prior to birth.



*Source:* Own calculations based on KiBS survey wave 4 (2014/2015) for children born between August 2012 and December 2013, West-Germany only, children aged 12-36 months, families with one child and positive wages of both partners prior to birth, using cross-sectional survey weights.

*Notes:* Dot size indicates the number of observations represented by each dot.

Table A.1: Literature review

Study	Country	Subsidy and eligibility criteria	Target group	Data and methods	Main results
Naz (2004)	Norway	Unconditional (and tax-exempt) cash subsidy (initially up to 3,000 NOK monthly) if parents did not use any publicly subsidized childcare, adjusted proportionally for parents who used formal daycare only part-time	Parents of one- and two-year-old children	Two pooled waves of cross-sectional survey data from 1998 and 1999, DiD	reduction of mother's working hours; within-couple specialisation in market work increased, especially for high-educated mothers
Schøne (2004)	Norway	same as Naz (2004)	same as Naz (2004)	Administrative data, 1997 to 2000, triple DiD	negative effect on mothers' labor force participation rate (-3 pp.); modest reduction in annual working hours conditional on participation (-46 hours)
Drange (2015)	Norway	same as Naz (2004)	same as Naz (2004)	Administrative data, 1994-2000, DiD	small negative effect on mothers' labor force participation rate (-2.4 pp)

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Table A.1 – continued from previous page

Study	Country	Subsidy	Target group	Data and methods	Main results
Thoresen and Vattø (2019)	Norway	Cash-for-care reform from 2012 which increased the home care allowance for children aged 13-18 months from 3303 NOK (401 EUR) to 5000 NOK (620 EUR) and abolished the care allowance for 2-year old children (3303 NOK)	Parents of one- and two-year old children	Survey and administrative data from 2008-2013, structural model and DiD approach	No effect on the earnings of mothers of 1-year-olds, positive effects on the labor earnings of mothers of 2-year-olds. Increasing childcare participation rates for mothers of 2-year-olds, decreasing participation rates for mothers of 1-year-olds. Simulation of the abolition of the home care allowance for all age groups implies very small effects on maternal working hours (+0.64 hours per week) and small increases in childcare participation rates (+4pp, baseline 85.1%)

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Table A.1 – continued from previous page

Study	Country	Subsidy	Target group	Data and methods	Main results
Giuliani and Duvander (2017)	Sweden	(re)Introduction of a cash-for-care policy in Sweden in 2008 of 3000 SEK (325 EUR) in several municipalities; could be used part-time; could not be combined with other social transfers.	Parents of one- to three-year-old children	Aggregated data exploiting municipality variation from 2007 to 2012	negative association between subsidy and female employment rates in rural and mixed areas; results should be interpreted with care due to data limitations (as pointed out by the authors)
Kosonen (2014)	Finland	Universal subsidy, paid out irrespective of income, could be used to finance private care arrangements. Parents were not allowed to use public childcare services part-time. Benefit ranges from around 300 to 700 Euros per month, depending on families' characteristics; municipalities provide additional supplements on top of the national allowance	Parents of children aged under 9-36 months	Administrative income data from 1994 to 2005, triple DiD approach exploiting variation in municipality top-up allowances and eligibility by children's age	increasing the municipal supplement by 100 Euros decreases maternal labor market participation (-3.6 percentage points / -10%) annual earnings (-1,100 EUR)

Source: Own compilation.

Table A.2: Key characteristics of the different datasets

	Employment data	Childcare data	School entrance data
Regions	Germany	Germany	Schleswig-Holstein
Sampling	Universe	Two-way stratified sampling	Universe
Birth cohorts	2008-2013	2011-2012	2007-2012
Outcomes	1) Ever returned to work; 2) Cumulated days in employment; 3) Cumulated labor income. All outcomes measured three years after child birth.	1) Use of subsidized childcare; 2) Use of informal childcare arrangements; 3) Childcare exclusively by parents (measured as the absence of subsidized and informal childcare)	Standardized (binary) measures from SOPESS instrument, if children have difficulties in the following domains: 1) cognition, 2) coordination, 3) hand-eye coordination, 4) counting, and 5) numeracy
Migration background	1) Mother's nationality.	1) Mother's country of origin, 2) main language spoken at home	1) Mother's country of origin, 2) main language spoken at home

Table A.3: Effect on social assistance receipt

	(1)	(2)	(3)
<i>Ever on social assistance within 36 months</i>			
2012 X Autumn	-0.000 (0.002)	0.000 (0.002)	-0.001 (0.005)
<i>Mean 2012 Spring</i>	0.132	0.132	0.132
<i>Specification</i>			
Did	✓	✓	✓
+ $X_i$		✓	✓
+ running var			✓

*Source:* Own calculations based on BeH data for children born between March 2008 and December 2013, West Germany only.

*Notes:* N=580324. Controls in  $X_i$  are district fixed effects, age at birth dummies (<25,25-30,30-35,30-40,>40), wage prior to birth dummies(<20, 20-40, 40-60, 60-80, 80-100, 100-120, >120), tertiary education (dummy), dummies for missing values in either. Robust standard errors in parentheses.

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

Table A.4: Employment outcomes for Schleswig-Holstein

	(1)	(2)	(3)
<i>Ever worked within 36 months</i>			
2012 X Autumn	-0.011 (0.012)	-0.013 (0.012)	0.006 (0.027)
<i>Mean 2012 Spring</i>	0.870	0.870	0.870
<i>Cumulated employment days within 36 months</i>			
2012 X Autumn	-4.030 (10.357)	-5.945 (10.265)	-5.111 (23.298)
<i>Mean 2012 Spring</i>	489	489	489
<i>Cumulated labor income within 36 months</i>			
2012 X Autumn	902.890 (992.782)	753.191 (871.304)	-1230.441 (1950.684)
<i>Mean 2012 Spring</i>	30144	30144	30144
<i>Specification</i>			
Did	✓	✓	✓
+ $X_i$		✓	✓
+ running var			✓

*Source:* Own calculations based on BeH data for for children born between March 2008 and December 2013, Schleswig-Holstein only.

*Notes:* N=23442. Controls in  $X_i$  are district fixed effects, age at birth dummies (<25,25-30,30-35,30-40,>40) , wage prior to birth dummies(<20, 20-40, 40-60, 60-80, 80-100, 100-120, >120), tertiary education (dummy), dummies for missing values in either. Robust standard errors in parentheses.

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

Table A.5: Effect of home care subsidy on early school start

	All	Male	Female
2012 X Autumn	0.008 (0.013)	-0.006 (0.017)	0.023 (0.021)
N	23072	12398	11419

*Source:* Dependent variable: whether children start school earlier. Own calculations based on school entrance examinations data for children born in July or August between 2007 and 2012, Schleswig Holstein only. Baseline difference in differences specification using district fixed effects.

*Notes:* Robust standard errors in parentheses. Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

Table A.6: Childcare choices at ages five and six

	N	Exclusively parents	subsidized provider	Informal arrangement
2012 X Autumn	2801	-0.014 (0.044)	-0.006 (0.053)	-0.091 (0.075)
<i>Mean 2012 Spring</i>		0.029	0.922	0.543

*Source:* Own calculations based on KiBS wave 5 (2016) for children born between March 2011 and December 2012, West-Germany only.

*Notes:* DiD analysis. Care exclusively by parents is defined as the absence of informal care and care by a subsidised provider. Controls are maternal age at birth dummies (<25, 25-30, 30-35, 35-40, >40), survey wave dummies, federal state fixed effects, maternal tertiary education (dummy), children's age in month dummies. Dummies for missing values in any control variable are included as well. Cluster robust (on mother's level) standard errors in parentheses.

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

Table A.7: Effects on children's outcomes (standardized)

	All	Maternal education		Main language at home		Parental country of origin		Child care availability	
		Low	High	German	Non-German	Both born in Germany	At least one born abroad	Low	High
Panel A: Cognitive skills	0.026 (0.029)	0.039 (0.043)	-0.042 (0.038)	0.046 (0.029)	-0.113 (0.134)	0.027 (0.033)	0.110 (0.085)	0.055 (0.036)	-0.020 (0.047)
N	14743	7079	4236	11340	1123	9976	3024	9634	5109
Language skills (std.)	0.004 (0.040)	0.037 (0.059)	0.006 (0.053)	0.019 (0.038)	-0.367 (0.285)	0.011 (0.040)	-0.072 (0.148)	0.020 (0.046)	-0.036 (0.073)
N	12899	6205	3899	10432	579	9175	2273	8654	4245
Cognition (std.)	0.038 (0.040)	0.103 (0.061)	-0.069 (0.057)	0.057 (0.043)	0.047 (0.170)	0.003 (0.048)	0.269** (0.109)	0.063 (0.049)	0.000 (0.069)
N	14338	6884	4106	11037	1079	9717	2942	9497	4841
Counting (std.)	0.038 (0.038)	0.034 (0.057)	-0.030 (0.052)	0.081 (0.037)	-0.265 (0.197)	0.061 (0.042)	0.085 (0.123)	0.052 (0.047)	0.013 (0.064)
N	14458	6949	4163	11167	1071	9824	2911	9574	4884
Numeracy (std.)	-0.059 (0.038)	-0.078 (0.060)	-0.041 (0.054)	-0.069 (0.040)	-0.255 (0.174)	-0.067 (0.045)	-0.058 (0.103)	-0.008 (0.045)	-0.145 (0.072)
N	12153	5866	3461	9607	805	8420	2331	9154	2999
Panel B: Non-cognitive skills	0.013 (0.029)	0.004 (0.043)	0.003 (0.048)	-0.013 (0.032)	0.089 (0.105)	-0.006 (0.034)	0.075 (0.075)	0.003 (0.037)	0.025 (0.045)
N	14715	7065	4231	11315	1128	9952	3024	9618	5097
Hand-eye coordination skills (std.)	-0.005 (0.038)	-0.004 (0.059)	-0.004 (0.059)	-0.039 (0.043)	-0.066 (0.148)	0.009 (0.047)	-0.023 (0.100)	-0.033 (0.050)	0.048 (0.059)
N	14273	6844	4152	11016	1065	9689	2908	9412	4861
Motor skills (std.)	0.047 (0.045)	0.008 (0.067)	0.092 (0.080)	0.030 (0.051)	0.158 (0.153)	0.027 (0.054)	0.048 (0.116)	0.004 (0.060)	0.115 (0.068)
N	11732	5664	3402	9155	830	8052	2404	7803	3929
Attention (std.)	-0.009 (0.041)	0.017 (0.061)	-0.087 (0.070)	-0.037 (0.046)	0.208 (0.145)	-0.062 (0.051)	0.175 (0.106)	0.023 (0.052)	-0.070 (0.067)
N	14613	7022	4209	11260	1097	9899	2990	9561	5052

Source: Own calculations based on school entrance examinations data for children born between in July or August between 2007 and 2012, Schleswig-Holstein only.  
Notes: Controls are age at testing (dummies), child's gender, parents' education (dummies), maternal country of origin (dummies), language spoken at home (dummies), and district-level fixed effects (*Kreise*). Robust standard errors in parentheses.

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ , based on Romano-Wolf (Romano and Wolf, 2005) correction method for multiple-hypothesis testing.

Table A.8: Effects on children's outcomes (standardized), harmonized sample

	All		Maternal education		Main language at home		Parental country of origin		Child care availability	
	Low	High	German	Non-German	Both born in Germany	At least one born abroad	Low	High		
Cognitive skills	0.016 (0.026)	0.024 (0.036)	0.024 (0.027)	-0.198 (0.171)	0.009 (0.028)	0.022 (0.085)	0.017 (0.030)	0.004 (0.053)		
N	10640	5111	8783	440	7703	1732	8272	2368		
Language skills (std.)	0.032 (0.040)	0.032 (0.056)	0.024 (0.039)	-0.255 (0.314)	0.038 (0.041)	-0.006 (0.157)	0.036 (0.046)	0.005 (0.085)		
N	10640	5111	8783	440	7703	1732	8272	2368		
Cognition (std.)	0.037 (0.041)	0.067 (0.063)	0.040 (0.044)	0.089 (0.218)	-0.009 (0.048)	0.159 (0.117)	0.031 (0.047)	0.049 (0.086)		
N	10640	5111	8783	440	7703	1732	8272	2368		
Counting (std.)	0.039 (0.037)	0.093 (0.055)	0.073 (0.038)	-0.339 (0.248)	0.043 (0.041)	0.063 (0.118)	0.032 (0.042)	0.048 (0.077)		
N	10640	5111	8783	440	7703	1732	8272	2368		
Numeracy (std.)	-0.046 (0.036)	-0.095 (0.052)	-0.042 (0.039)	-0.288 (0.200)	-0.038 (0.042)	-0.128 (0.096)	-0.033 (0.043)	-0.085 (0.068)		
N	10640	5111	8783	440	7703	1732	8272	2368		
Non-cognitive skills	0.004 (0.029)	0.003 (0.043)	-0.022 (0.032)	0.146 (0.112)	-0.024 (0.034)	0.067 (0.075)	-0.006 (0.037)	0.021 (0.044)		
N	11453	5526	8986	775	7897	2317	7626	3827		
Hand-eye coordination skills (std.)	-0.019 (0.040)	0.004 (0.061)	-0.056 (0.044)	-0.027 (0.159)	-0.023 (0.048)	0.011 (0.106)	-0.043 (0.053)	0.024 (0.061)		
N	11453	5526	8986	775	7897	2317	7626	3827		
Motor skills (std.)	0.034 (0.045)	-0.003 (0.079)	0.013 (0.051)	0.238 (0.159)	0.008 (0.054)	0.037 (0.117)	-0.005 (0.060)	0.096 (0.068)		
N	11453	5526	8986	775	7897	2317	7626	3827		
Attention (std.)	-0.004 (0.043)	0.009 (0.073)	-0.022 (0.048)	0.227 (0.162)	-0.057 (0.053)	0.155 (0.111)	0.030 (0.054)	-0.058 (0.070)		
N	11453	5526	8986	775	7897	2317	7626	3827		

Source: Own calculations based on school entrance examinations data for children born between in July or August between 2007 and 2012, Schleswig-Holstein only.  
Notes: Controls are age at testing (dummies), child's gender, parents' education (dummies), maternal country of origin (dummies), language spoken at home (dummies), and district-level fixed effects (*Kreise*). Robust standard errors in parentheses.

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ , based on Romano-Wolf (Romano and Wolf, 2005) correction method for multiple-hypothesis testing.



Table A.9: Correlations between support needs and cognitive and non-cognitive skills

	Full sample		Main estimation sample	
	Language spoken at home any	non-German	Language spoken at home any	non-German
Cognitive skills	-0.180*** (0.003)	-0.228*** (0.015)	-0.206*** (0.009)	-0.233*** (0.041)
Non-cognitive skills	-0.060*** (0.002)	-0.042** (0.017)	-0.058*** (0.006)	-0.090* (0.048)
N	56176	1962	8629	316
R-squared	0.217	0.283	0.229	0.318

*Source:* Own calculations based on school entrance examinations data for children born between 2007 and 2012, Schleswig-Holstein only.

*Notes:* Dependent variable is a binary indicator for additional support needs. Columns 1 and 2 include all children, Columns 3 and 4 include the subset of children for whom the total development index is available and who are born in July and August only (analogous to the baseline estimations using the school entrance data). Regressions include control variables for age at testing (monthly, dummies), child's gender, parents' education (dummies), maternal country of origin (dummies), language spoken at home (dummies), and district-level fixed effects (*Kreise*).

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

Table A.10: Childcare choices - types of subsidized care

	N	Center based care	Child minder
<b>Panel A: Full sample</b>	6932	-0.016 (0.025)	-0.025 (0.017)
<i>Mean 2012 Spring</i>		0.218	0.091
<b>Panel B: Maternal education</b>			
No tertiary degree	3962	-0.017 (0.027)	-0.019 (0.017)
<i>Mean 2012 Spring</i>		0.145	0.061
Tertiary degree	2970	-0.027 (0.047)	-0.032 (0.034)
<i>Mean 2012 Spring</i>		0.337	0.141
<b>Panel C: Main language at home</b>			
German	5829	-0.007 (0.027)	-0.037* (0.019)
<i>Mean 2012 Spring</i>		0.222	0.105
Non-German	1084	-0.048 (0.063)	0.023 (0.029)
<i>Mean 2012 Spring</i>		0.196	0.026
<b>Panel D: Parental country of origin</b>			
Both born in Germany	5368	0.002 (0.028)	-0.036* (0.020)
<i>Mean 2012 Spring</i>		0.223	0.108
At least one born abroad	1557	-0.066 (0.051)	0.006 (0.024)
<i>Mean 2012 Spring</i>		0.202	0.040

*Source:* Own calculations based on KiBS survey waves 2 and 3 (interviews 2012-2014) for children born between March 2011 and December 2012, West-Germany only.

*Notes:* DiD analysis. Controls are maternal age at birth dummies (<25, 25-30, 30-35, 35-40, >40), survey wave dummies, federal state fixed effects, maternal tertiary education (dummy), children's age in month dummies. Dummies for missing values in any control variable are included as well. Cluster robust (on mother's level) standard errors in parentheses.

Significant tests for the differences for the treatment effect on care center/childminder between each group: Education:  $p=.98/.72$ ; German at home:  $p=.54/.08$ ; Mother born in Germany:  $p=.24/.17$ .

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

Table A.11: Children's development - by predicted need support

	Support needs	Support needs	Development index
	all	index subsample	index subsample
Lowest needs	-0.019 (0.021)	0.014 (0.023)	-0.025 (0.063)
<i>N</i>	3788	2854	2854
<i>Mean 2012 Spring</i>	0.081	0.049	0.474
Medium needs	-0.058** (0.028)	-0.077*** (0.030)	0.103 (0.069)
<i>N</i>	3784	3134	3134
<i>Mean 2012 Spring</i>	0.153	0.157	0.230
Highest needs	-0.031 (0.041)	-0.014 (0.042)	-0.037 (0.089)
<i>N</i>	3776	3377	3377
<i>Mean 2012 Spring</i>	0.366	0.362	-0.071

*Source:* Own calculations based on school entrance examinations data for children born in July or August between 2007 and 2012, Schleswig-Holstein only.

*Notes:* Dependent variable in columns 1 and 2 is binary indicator for additional support needs, in column 3 the dependent variable is a continuous development index (see Section 3.3 for details). Column 1 includes all children, Columns 2 and 3 include the subset of children for whom the total development index is available. Regressions include control variables for age at testing (monthly, dummies), child's gender, parents' education (dummies), maternal country of origin (dummies), language spoken at home (dummies), and district-level fixed effects (*Kreise*). Predicted needs tertiles based on a probit regression that include the same controls as the main regression.

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

Table A.12: Average marginal effects from prediction of support needs

	Having support needs
<b>Mother's characteristics</b>	
Education: Gymnasium/Fachgymnasium	-0.151*** (0.029)
Education: Hauptschule	-0.037 (0.029)
Education: Realschule	-0.127*** (0.029)
Education: Förderschule	-0.006 (0.039)
Country of origin: Germany	-0.040** (0.016)
<b>Father's characteristics</b>	
Education: Gymnasium/Fachgymnasium	-0.090*** (0.026)
Education: Hauptschule	-0.022 (0.026)
Education: Realschule	-0.063** (0.026)
Education: Förderschule	0.003 (0.036)
Country of origin: Germany	-0.027* (0.015)
<b>Child's characteristics</b>	
Female	-0.061*** (0.007)
Country of origin: Non-German	0.139*** (0.026)
Language at home: Bilingual	0.043** (0.017)
N	9425

*Notes:* Table shows marginal effects from probit regression, dependent variable is binary indicator for additional support needs. Regressions include control variables for age at testing (monthly, dummies, not shown), child's gender, parents' education (dummies), maternal country of origin (dummies), language spoken at home (dummies), and district-level fixed effects (*Kreise*, not shown). Marginal effects for age dummies and districts omitted for brevity. Robust standard errors in parentheses.

Significance levels: \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

*Source:* Own calculations based on school entrance examinations data for children born in July or August between 2007 and 2011, Schleswig-Holstein only.

## **Online Appendix B: Information on children's development in school entrance examinations data**

Schleswig-Holstein uses a standardized test, the SOPESS (*Sozialpädiatrisches Entwicklungsscreening für Schuleingangsuntersuchungen*, see Oldenhage et al. 2009), to assess children's skills in different dimensions during the school entrance examination. The SOPESS measure correlates well with medical screening results (Daseking et al., 2011) and has been shown to be a valid, reliable, and objective measure (e.g., see Daseking et al., 2009).

The tests in each domain rely on a set of standardized questions that either have simple yes/no answers or which are subject to unambiguous criteria that determine whether the question was solved by the child. The pediatricians thus go through a standardized set of questions for each domain where each correct answer by the child yields one point. The results can be compared against pre-specified cut-off values. The overall measure is objective in the sense that the test scores should be independent of the context and the investigator.

We use several items of the SOPESS to measure the effect of the home care subsidy on children's skill development:

### ***Language skills***

Measures the ability to form correct sentences (e.g. concerning grammar and forming plurals).

### ***Cognition difficulties***

Problems with cognition refer to deficiencies in the capacities of a child to understand visual and auditive information. It measures the ability to solve problems and to understand complex relations as well as the ability to classify. Tasks include for example completing a drawing of a truck with windows missing.

### ***Counting difficulties***

Measures problems in counting quantities. One example task is counting the number of balls on a sheet full of balls.

### ***Numeracy difficulties***

Measures problems in the ability to assess the number of an unstructured quantity without counting as well as the ability to compare small quantities, e.g. questions like "are there more blue or yellow balls?".

### ***Hand-eye coordination difficulties***

Difficulties in hand-eye coordination or visuomotoric problems. Tasks to survey this item include for example drawing geometric forms.

### ***Motor skill difficulties***

Measures problems with body coordination and gross motor skills, with tasks like jumping sideways.

### ***Attention difficulties***

This item measures problems in the ability to focus on a specific task and to ignore distractions. Children with attention difficulties have problems with understanding and internalizing learning content. It is surveyed with the performance in the task to strike out e.g. unhappy faces on a sheet full of stylized faces and then counting the errors.