

Early Adolescence

In this first section we ask about how your child may or may not be changing as s/he matures. Please use the scale below to rate each of the following statements.

	a lot less than before	2	3	4	5	6	a lot more than before
1							7

1) Compared to the beginning of this school year, my child:

V6512 a) takes on responsibilities. 1:31

V6513 b) is difficult to get along with. 1:32

V6514 c) is concerned about his/her appearance. 1:33

V6515 d) is involved in social activities. 1:34

V6516 e) takes school work seriously. 1:35

V6517 f) seeks my advice. 1:36

V6518 g) is interested in school. 1:37

V6519 h) is concerned about being popular with the opposite sex. 1:38

V6520 i) socializes with members of the opposite sex. 1:39

V6521 j) is more concerned with what his/her friends think than what I think. 1:40

2) Parents may have some concerns as their child matures. Please rate how concerned you are about each of the following using the scale below.

	not at all worried	1	2	3	4	5	6	very worried
								7

V6522 a) I worry that my child will become involved with drugs or alcohol in school. 1:41

V6523 b) I worry about fighting and violence at my child's school. 1:42

V6524 c) I worry that my child will get in with the wrong crowd of friends in school. 1:43

V6525 d) I worry that my child will start skipping school. 1:44

Transitions in School Life

SPRING QUESTIONNAIRE

Parent Survey - Wave 4

Please fill in your name, your relationship to your child (mother, father, etc.), your child's math teacher and school.

V6501 CASE ID

V6502 M1

V6503 CLASS

V6504 TCHR

V6505 SCHOOL

V6506 DISTRICT

V6507 DATA

V6508 WAVE

1:01

CODE=1

1:02-23

CODE=ID

1:24

BLANK

Child's name \_\_\_\_\_

Parent or Guardian's name \_\_\_\_\_  
(Please print both first and last name.)

Relationship to child: \_\_\_\_\_  
 01) mother  
 02) father  
 03) stepmother  
 04) stepfather  
 05) other: \_\_\_\_\_

1:25-26

Child's Math Teacher \_\_\_\_\_

Child's School \_\_\_\_\_

V6510 V6511

1:27-30

Please do not return unused questionnaires to us.

during this period in your child's life, you may begin to consider plans for his/her future. Students do various things right after they finish high school. These are questions ask about what you expect your child to do after s/he completes high school. Please answer each question by circling the number that best corresponds to your attitude or opinion.

- 3) Right after high school, do you expect your child
  - definitely not 1
  - probably not 2
  - probably yes 3
  - definitely yes 4
- 4.2(a) To get vocational training, such as beauty school, auto repair, or a 2-year college training program?
  - definitely not 1
  - probably not 2
  - probably yes 3
  - definitely yes 4
- 4.2(b) To get a full-time job?
  - definitely not 1
  - probably not 2
  - probably yes 3
  - definitely yes 4
- 4.2(c) To go into the military?
  - definitely not 1
  - probably not 2
  - probably yes 3
  - definitely yes 4
- 4.2(d) To go to a four-year college?
  - definitely not 1
  - probably not 2
  - probably yes 3
  - definitely yes 4

- 4.3(a) To get married right after high school?
  - definitely not 1
  - probably not 2
  - probably yes 3
  - definitely yes 4
- 4) How often has your child discussed with you the job s/he would like to have as an adult?
  - never 1
  - often 7

5) Parents may do various things to help their children understand and prepare for their future work. How often have you done these things?

- never once or twice 1
  - a few times 2
  - often 3
- V643A 2 3 4 a) Talked about careers with your child? 1:51
  - V643B 2 3 4 b) Taken her/him to work with you? 1:52
  - V653A 2 3 4 c) Helped him/her to get information about different types of jobs (for example, bringing home pamphlets about careers)? 1:53
  - V653B 2 3 4 d) Encouraged them to go to a career presentation or career fair? 1:54
  - V653C 2 3 4 e) Talked about your own job and what training is necessary for it? 1:55
  - V653D 2 3 4 f) Discussed education or training needed for different jobs? 1:56
  - V653E 2 3 4 g) Discussed likely incomes of different jobs? 1:57
  - V653F 2 3 4 h) Discussed the problems of combining work and family? 1:58
- 6) Do you plan to do any of these things in the next two years? 1) Yes 2) No 1:59

Math

We would like your opinions on several different areas in your child's life. In this section we will be asking your views on your child's skills in math and his/her attitudes toward math. This section is similar to the last survey because we are trying to look at changes in attitudes and behavior over time.

- 1) In general I believe that my child is
  - not at all good at math 1
  - very good at math 7
- 2) My child finds math
  - very easy 1
  - very hard 7
- 3) My child finds math
  - very boring 1
  - very interesting 7

4) How important is it to you that your child do well in math?

not at all important 1 2 3 4 5 6 7 very important

1:63

5) How well is your child doing in math this year?

not at all well 1 2 3 4 5 6 7 very well

1:64

6) Do you believe that your child is presently doing as well as s/he could do in math?

not as well as possible 1 2 3 4 5 6 7

1:65

7) What is the lowest grade or evaluation your child could get in math that you would be satisfied with?

1:66-67

8) What grade in math do you expect your child to get this term?

1:68-69

9) How upset would you be if your child got a low grade or evaluation in math?

not at all upset 1 2 3 4 5 6 7 very upset

1:70

10) I feel that it is important for my child to do better in math than other children in his/her classroom.

strongly disagree 1 2 3 4 5 6 7 strongly agree

1:71

11) How well do you think your child will do in math next year?

not at all well 1 2 3 4 5 6 7 very well

1:72

12) To do well in math, my child has to try

a little 1 2 3 4 5 6 7 a lot

1:73

13) How much will your child have to try in order to do well in future math courses?

a little 1 2 3 4 5 6 7 a lot

1:7

14) In general, who do you believe finds advanced high school math more useful for their adult lives?

1) females find advanced math much more useful than do males
2) females find advanced math a little more useful than do males
3) males and females find advanced math equally useful
4) males find advanced math a little more useful than do females
5) males find advanced math much more useful than do females

15) How successful do you think your child would be in a career requiring math ability?

not at all successful 1 2 3 4 5 6 7 very successful

1:77-80

16) Parents use various pieces of information in deciding how talented their child is in a school subject. To what extent has each of the following things helped you to form your opinions about your child's math ability over the last year? Please circle a number to rate each of the following.

Table with 5 columns: Item, 1, 2, 3, 4, 5, very little, some what, very much. Rows include activities, comments, math concepts, performance comparisons, and learning math difficulty.

2:01
CODE:
2:02
CODE:
2:22
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Now we would like to ask you some questions about your child's math classroom. Sometimes schools or teachers group students together in math according to how good they are in math. This is called ability grouping. Sometimes schools or teachers do not use ability grouping at all. The following questions ask about ability grouping in your child's classroom.

If your child is not in an ability grouped classroom in math, or if you don't know if your child is grouped, please continue with the section titled "English" on page 7.

17) Which math group is your child in? (Check one answer.)

- 01) high ability group
- 02) average ability group
- 03) low ability group
- 04) other, explain: \_\_\_\_\_

18) How well do you think your child's current math group matches his/her math ability and needs?

- 1) not at all well
- 2
- 3
- 4
- 5
- 6
- 7) very well

19) How has placement in this math group changed your confidence in his/her math ability?

- 1) decreased my confidence
- 2
- 3
- 4
- 5
- 6
- 7) increased my confidence

20) If you were unhappy with the math group that your child is in, how much influence do you think you could have in changing this decision?

- 1) none at all
- 2
- 3
- 4
- 5
- 6
- 7) a lot

21) How much do you think being in this particular math group will affect the courses your child can choose in the next few years?

- 1) limits his/her choices
- 2) has no effect on his/her choices
- 3) increase his/her choices

In this section we will be asking your views on your child's skills in English and his/her attitudes toward English. By English we mean reading, writing, spelling, and grammar. Please answer each question by circling the number that best corresponds to your attitude or opinion.

1) In general I believe that my child is

- 1) not at all good at English
- 2
- 3
- 4
- 5
- 6
- 7) very good at English

2) My child finds English

- 1) very easy
- 2
- 3
- 4
- 5
- 6
- 7) very hard

3) My child finds English

- 1) very boring
- 2
- 3
- 4
- 5
- 6
- 7) very interesting

4) How important is it to you that your child do well in English?

- 1) not at all important
- 2
- 3
- 4
- 5
- 6
- 7) very important

5) How well is your child doing in English this year?

- 1) not at all well
- 2
- 3
- 4
- 5
- 6
- 7) very well

6) What is the lowest grade or evaluation your child could get in English that you would be satisfied with?

- 1) \_\_\_\_\_
- 2
- 3
- 4
- 5
- 6
- 7) \_\_\_\_\_

7) What grade in English do you expect your child to get this term?

- 1) \_\_\_\_\_
- 2
- 3
- 4
- 5
- 6
- 7) \_\_\_\_\_

8) I feel that it is important for my child to do better in English than other children in his/her classroom.

- 1) strongly disagree
- 2
- 3
- 4
- 5
- 6
- 7) strongly agree

Please remember, by English we mean reading, writing, spelling, and grammar.

9) How well do you think your child will do in English next year?  
not at all well 1 2 3 4 5 6 7 very well  
V6577

10) To do well in English, my child has to try  
a little 1 2 3 4 5 6 7 a lot  
V6578

11) If your child worked harder at English, how much would his/her performance in English change?  
a little 1 2 3 4 5 6 7 a lot  
V6579

12) How much does your opinion about your child's ability in English matter to your child?  
a little 1 2 3 4 5 6 7 a lot  
V6580

13) How much can you do to insure that your child achieves at a high level in English?  
a little 1 2 3 4 5 6 7 a lot  
V6581

14) How successful do you think your child would be in a career requiring ability in English?  
not at all successful 1 2 3 4 5 6 7 very successful  
V6582

Making friends

In this section we are asking for your views on the social area in your child's life. We are particularly interested in his/her skill at making friends. Please circle the number that best corresponds to your attitude or opinion.

1) In general how good is your child at making friends?  
not at all good 1 2 3 4 5 6 7 very good  
V6583

2) My child finds making friends  
very easy 1 2 3 4 5 6 7 very hard  
V6584

3) How important is it to you that your child be good at making friends?  
not at all important 1 2 3 4 5 6 7 very important  
V6585

4) To make friends, my child has to try  
a little 1 2 3 4 5 6 7 a lot  
V6586

5) If your child tried harder, how much better would s/he be at making friends?  
a little better 1 2 3 4 5 6 7 a lot better  
V6587

6) How concerned is your child about his/her appearance?  
very little 1 2 3 4 5 6 7 very much  
V6588

7) How popular is your child in school?  
not at all popular 1 2 3 4 5 6 7 very popular  
V6589

8) How important is it to you that your child be popular?  
not at all important 1 2 3 4 5 6 7 very important  
V6590

9) How important is it to you that your child be popular with members of the opposite sex?  
not at all important 1 2 3 4 5 6 7 very important  
V6591

10) How successful do you think your child would be in a career that required getting along with a lot of people?

not at all successful 1 2 3 4 5 6 7 very successful

11) How important is it for your child to spend time making him/herself attractive?

not at all important 1 2 3 4 5 6 7 very important

12) How often do you encourage your child to go to dances or parties where there are both boys and girls present?

never 1 2 3 4 5 6 7 very often

13) How important is it to you that your child spend time with members of the opposite sex?

not at all important 1 2 3 4 5 6 7 very important

14) How often do you encourage your child to go out with a member of the opposite sex alone?

never 1 2 3 4 5 6 7 very often

15) Do you allow your child to go out on dates without an adult present?

under no circumstances 1 2 3 4 5 6 7 under most circumstances

In this section we are asking for your views on your child's skill in sports and attitudes toward sports. Please circle the number that best corresponds to your attitude or opinion.

1) In general how good is your child in sports?

not at all good 1 2 3 4 5 6 7 very good

2) My child finds sports

very easy 1 2 3 4 5 6 7 very hard

3) How important is it to you that your child do well in sports?

not at all important 1 2 3 4 5 6 7 very important

4) To do well in sports, my child has to try

a little 1 2 3 4 5 6 a lot

General Comparisons

1) How much emphasis is placed on math in your child's school curriculum?

too little 1 2 3 4 5 6 too much

2) How much emphasis is placed on English in your child's school curriculum?

too little 1 2 3 4 5 6 too much

3) In general, how satisfied are you with the job your child's school is doing?

not at all satisfied 1 2 3 4 5 6 7 very satisfied

4) How much do social interests interfere with your child's achievement in school?

not at all 1 2 3 4 5 6 7 very much

5) How much does participation in sports interfere with your child's achievement in school?

not at all 1 2 3 4 5 6 7 very much

6) How much do you think your child is "turned off" to school?

not at all 1 2 3 4 5 6 7 very much

3:16  
CODE-3  
3:02-23  
CODE-ID  
3:24  
BLANK

7) Parents get involved in their children's activities in various ways. Have you done any of the following things in the last year?

Never	Regularly				
6608 1	2	3	4	a) Become involved in school activities (e.g., PTO/PTA, chaperoning, classroom aide)	3:25
6609 1	2	3	4	b) Led a young adults' group (e.g. Girl or Boy Scouts, or church youth groups)	3:26
6610 1	2	3	4	c) Coached a team with your child on it	3:27
6611 1	2	3	4	d) Played sports with your child	3:28
6612 1	2	3	4	e) Attended sporting events with your child	3:29
6613 1	2	3	4	f) Bought sports equipment or sports magazines for your child	3:30
6614 1	2	3	4	g) Provided music, art, or dance lessons for your child	3:31
6615 1	2	3	4	h) Bought music, art, or dance supplies or magazines for your child	3:32
6616 1	2	3	4	i) Gone to museums, plays, or concerts with your child	3:33
6617 1	2	3	4	j) Gone to the library with your child	3:34
6618 1	2	3	4	k) Encouraged your child to have friends come over	3:35
6619 1	2	3	4	l) Bought books for your child	3:36
6620 1	2	3	4	m) Talked to your child about the importance of looking good	3:37
6621 1	2	3	4	n) Worked with your child on a computer	3:38
6622 1	2	3	4	o) Provided computers, software, or programs for your child	3:39
6623 1	2	3	4	p) Provided math-related or science-related games, books, equipment, or toys for your child	3:40
6624 1	2	3	4	q) Enrolled your child in an out-of-school computer class or program	3:41
6625 1	2	3	4	r) Enrolled your child in an out-of-school math or science class or program	3:42

By the time children are in sixth or seventh grade many parents think that their children are more talented in some areas than in others (for example, better at math than at English, better at sports than at schoolwork, or better in art than in music). Parents often want to help their children to develop their talents and do special things to help their children.

8) Think of an area or activity you think your child is best at. What is it? (Please be specific.)

V6626

Because you think your child is good at this activity, what do you do to encourage him or her to pursue it? Following are some techniques parents may use to help their children develop their abilities. Use this scale to rate how often you use each technique.

never	rarely	some- times	often		
6627 1	2	3	4	a) Buy special supplies or enroll child in lessons, teams, workshops, or camps.	3:43
6628 1	2	3	4	b) Tell child you think s/he is talented in this area.	3:44
6629 1	2	3	4	c) Get involved in the activity yourself.	3:44
6630 1	2	3	4	d) Offer rewards to maintain child's interest.	3:44
6631 1	2	3	4	e) Praise child for working hard at the activity.	3:44
6632 1	2	3	4	f) Make sure child spends time on the activity (for example, practicing music, studying, attending sports workouts).	3:45
6633 1	2	3	4	g) Take away privileges if child doesn't put time into the activity.	3:45
6634 1	2	3	4	h) Discuss consequences of poor performance.	3:45
6635 1	2	3	4	i) Encourage child to work with friends or sisters/brothers with the same interests or talents.	3:45
6636 1	2	3	4	j) Discuss the importance or future usefulness of what they learn in this area.	3:45
6637 1	2	3	4	k) Don't do or say anything because you'd prefer to leave it up to the child.	3:45

9) Parents react to poor performance in many ways. Some parents try to help their child improve; others encourage their child to develop other talents. Now, think of an area or activity your child is not very good at. What is it? (Please be specific.)

113X

Because you think your child is not good at this activity, what do you do to help your child improve or to redirect your child's energy into other activities? Following are some techniques parents may use when they think their children are not very good at something. Use the same scale to rate how often you use each technique.

never rarely times often some-

Table with 5 columns: Item ID, Frequency (1-4), Description of technique, and Rating (3:56-57 to 3:69).

Family Attitudes

In this section we are asking for your views about your relationship with your child and family decision-making. Please use the scale below to rate each item.

never true 1 2 3 4 sometimes true usually true always true

Table with 5 columns: Item ID, Description of attitude, and Rating (3:70 to 4:26).



17) How often does your child take part in making family decisions that concern her/himself? (Check one answer.)

V6667 1) never 2) seldom 3) often 4) always 4:27

18) How often should your child take part in making family decisions that concern her/himself? (Check one answer.)

V6668 1) never 2) seldom 3) often 4) always 4:28

19) It is important that children feel free to question their parents' decisions.

V6669 1) strongly disagree 2) 3) 4) 5) 6) 7) strongly agree 4:29

20) As a parent of this child would you say you are: (Check one answer.)

V6670 1) very strict 2) strict 3) a little strict 4) not at all strict 4:30

21) In this section we are asking for your views about your family as a whole. Use the scale below to rate how much you agree or disagree with each statement.

V6671 1) strongly disagree 2) 3) 4) 5) 6) 7) strongly agree 4:31

V6672 a) Our family has a lot of fun together. 4:32

V6673 b) Our family enjoys talking and doing things together. 4:33

V6674 c) Family members are proud of each other. 4:34

V6675 d) Our family has trouble handling new problems. 4:35

V6676 e) It's hard to get people in this family to change their minds. 4:36

V6677 f) Family members admit when they are wrong. 4:37

V6678 g) Our family does not get upset by a change in plans. 4:38

V6679 h) Family members are supportive of each other during difficult times. 4:39

V6680 i) Family members discuss problems and feel good about the solution. 4:40

22) Our family eats dinner meals together.

V6681 1) almost never 2) 3) 4) 5) 6) 7) almost always 4:41

23) When your child is out with friends on a school night, do you set a time when s/he has to be home?

V6682 1) almost never 2) 3) 4) 5) 6) 7) almost always 4:42

24) When your child is out with friends on a weekend night, do you set a time when s/he has to be home?

V6683 1) almost never 2) 3) 4) 5) 6) 7) almost always 4:43-4

25) What time do you usually set on a weekend night?

V6684 1) almost never 2) 3) 4) 5) 6) 7) almost always 4:47

26) If your child is going to be late getting home, do you expect that s/he will call you?

V6685 1) strongly disagree 2) 3) 4) 5) 6) 7) strongly agree 4:48

27) I think parents should set different curfew rules for sons and daughters of the same age.

V6686 1) strongly disagree 2) 3) 4) 5) 6) 7) strongly agree 4:49-51

Adolescence

As children enter puberty they exhibit a variety of physical and emotional changes. We are interested in knowing about how physically mature your child is. Based upon your knowledge of physical changes in your child's development, please answer the following questions. This section is almost the same as the last survey because we are trying to pinpoint the transition into puberty so that we can compare it to changes in attitude and behavior. Please answer the questions again, even if there has been little change for your child.

V6687 1) Would you say that your child has entered puberty yet? 1) yes 2) no 4:53

2) How tall is your child? 6687 ft. 6690 in. 4:54-5

3) How much has s/he grown during the last 6 months? 6691 inches 4:59-6

4) How much does your child weigh? 6692 lbs. 4:63-6

5) One of the signs of puberty is a sudden growth spurt, for example, a child suddenly outgrows his/her pants or shirts. Has your child had such a growth spurt in the last 6 months? 1) Yes 2) no

4:66

6) For parents whose daughters are in this study: a) Has your daughter begun to menstruate? 1) yes 2) no

4:67

b) If yes, about how long ago did this event occur? \_\_\_\_\_ months

4:68-69

7) Listed below are some other bodily changes that occur in boys and girls during puberty. Please check those which currently apply to your child in this study.

Boys

- 6697a) Hair becoming more oily
6697b) Appearance of skin blemishes
6697c) Noticeable change in voice tone (breaking of the voice) in the last 6 months
6697d) Noticeable increase in muscle strength in the last 6 months
6700e) Appearance of pubic hair
None of these

Girls

- 4:70 Hair becoming more oily
4:71 Appearance of skin blemishes
4:72 Appearance of "breast buds" (earliest signs of breast development)
4:73 Evidence of breast development beyond the "breast bud" stage
4:74 Appearance of pubic hair
None of these

8) My child is even-tempered and not moody.

4:75

9) My child gives up when faced with a difficult problem or situation.

4:76

10) My child keeps to him/herself or tends to withdraw.

4:77

11) My child loses his/her appetite or eats a lot when s/he gets upset.

4:78

12) My child is anxious or worries about tests at school.

4:79

CHILD SEX ADDED

4:80

Time Use

1) Children use their time outside of school in many different ways. How does your child spend his/her time outside of school? Please indicate about how much time your child spends on the activities listed below in a typical week (including weekends) at this time of the year.

Math homework 6707 hour/s

English homework 6708 hour/s

Other homework 6709 hour/s

Sports (either individual or team) 6710 hour/s

Socializing with friends of the same sex (outside of organized activities) 6711 hour/s

Socializing with friends of the opposite sex (outside of organized activities) 6712 hour/s

Organized social activities or clubs 6713 hour/s

Church groups/activities 6714 hour/s

Music/art activities 6715 hour/s

Dance activities 6716 hour/s

Home chores or jobs inside or outside of the home 6717 hour/s

Watching TV or listening to radio/stereo 6718 hour/s

Playing action video games 6719 hour/s

Using a microcomputer for activities other than action video games 6720 hour/s

Math or science activities for pleasure 6721 hour/s

Reading for pleasure 6722 hour/s

Background Information

Changes in the economy and in family relations may affect children's attitudes about school. Below we ask a few questions about your own family's experiences with such changes.

1) Are you a 1) female 2) male

2) What is your average yearly family income?

- 1) Under \$10,000
- 2) \$10,000 - \$20,000
- 3) \$20,000 - \$30,000
- 4) \$30,000 - \$40,000
- 5) Over \$40,000

V6724

3) Do you presently work for pay? 1) Yes, more than full-time  
 2) Yes, full-time 3) Yes, part-time 4) No

V6725

4) In the last two years has your family experienced any of these?

- a) temporary lay off? 1) Yes 2) no
- If yes, was this the 1) husband 3) both husband and wife  
2) wife 4) other family member
- b) permanent lay off? 1) Yes 2) no
- If yes, was this the 1) husband 3) both husband and wife  
2) wife 4) other family member
- c) took a job requiring less skill or with less status or pay than jobs you were trained to do? 1) Yes 2) no
- If yes, was this the 1) husband 3) both husband and wife  
2) wife 4) other family member
- d) recently hired or rehired? 1) Yes 2) no
- If yes, was this the 1) husband 3) both husband and wife  
2) wife 4) other family member

6731

V6732

6733

5) Does your family currently rely on income from any of the following sources?

- a) unemployment benefits 1) Yes 2) no
- b) supplementary unemployment benefits 1) Yes 2) no
- c) AFDC 1) Yes 2) no
- d) child support 1) Yes 2) no
- e) social security 1) Yes 2) no

6) What is your current marital status?

- 1) never married 5) divorced
- 2) married 6) widowed
- 3) remarried 7) separated
- 4) living with partner

V6734

7) If you are divorced, separated, or remarried, has your marital status affected your financial situation?

- 1) Yes 2) no

V6740

6:26

8) If yes, please describe how it has affected your financial situation.

V6741

6:27

V6742

9) Think about the child who is in this study. Is this child from a previous marriage or relationship?

- 1) Yes 2) no

V6743

6:28

10) If yes, how often does this child see his/her other parent? (If you are the stepparent, please think of the other parent NOT living with you.)

- 01) never
- 02) sleeps over three or more times a week
- 03) three or more times a week for short periods
- 04) once or twice a week for short periods
- 05) most weekends for the whole weekend
- 06) once or twice a month
- 07) a few times a year for holidays or short vacations
- 08) for a period of months, such as during the summer
- 09) other

V6744

6:30

6:31

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6:39

6:40

V6745

11) If you answered question 10, how satisfied are you with this arrangement?

- not at all satisfied 1 2 3 4 5 6 7
- very satisfied

V6746

6:52

Please write any comments you have below, especially any questions which you found to be either unclear or objectionable.

Thank you for the time and interest you have shown in our questionnaires over the last two years. We greatly appreciate your continued participation in the study. Each family will be receiving a letter describing our findings within the next two years, once we have been able to analyze all of the questionnaires. Again, a special thanks to you and your child for participating in this important study.

THANK YOU FOR YOUR HELP!

