

MEMORANDUM

**to : Users of data for the National
Child Development Study, Second
and Third Follow-ups**

from: Survey Archive

date: 17 September 1981

Information from the study is requested by specifying a list of computer item numbers from the NCDS I coding frame, covering Sweep I (1965) and selected Perinatal data on the 1958 Cohort, the NCDS II coding frame covering Sweep 2 (1969/70) and the NCDS III coding frame covering Sweep 3 (1973/74).

The data subset is supplied in the form of fixed-length card-image records on magnetic tape with a line-printer layout of the items and their location in the record. The missing data codes have been standardised with the fields being filled with 8's for DNA (Does Not Apply) and 9's for NA (Not Answered). Should a variable take either of these values as defined in the coding frame then the output field width will be increased by one to avoid ambiguity.

There are three item numbers which have significant decimal places and which may not be re-computed from existing item numbers:

339 - Head Circumference to nearest 0.5 inch

1860 - Mean Terminal Unit length (from Test Booklet at NCDS II)

1953 - Weight (in Underclothes) in kgms.

If any of these items are requested, the original value of the item will be multiplied by the appropriate power of ten in order to produce an integer number, prior to being written to tape. The item should therefore be read using a field specification which allows for the corresponding number of decimal places.

There are also five items which have significant decimal digits, but which may be re-computed from existing item numbers and for these only the integer part is transferred. Users interested in these item numbers should therefore include the component items in their subset. The relevant item numbers are as follows:

<u>item number</u>	<u>component items</u>
149	59 + 62
1721	2272 + 2275
1722	2278 + 2281
1732	2360 + 2476 + 2478
1733	2360 + 2476 + 2478

EDUCATIONAL

STRICTLY CONFIDENTIAL

Card No.
1

Col. 1

Local Authority Code Number				Child's Code Number							
2	3	4	5	6	7	8	9				

EDUCATIONAL ASSESSMENT *

NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W1P 5AH
01-387 4263/4/5

SPONSORED AND ADMINISTERED BY:
National Bureau for Co-operation in Child Care

CO-SPONSORED BY:
Institute of Child Health, University of London
National Birthday Trust Fund
National Foundation for Educational Research in England and Wales

IN COLLABORATION WITH:
ENGLAND Association of Chief Education Officers
AND WALES Society of Medical Officers of Health
SCOTLAND Association of Directors of Education
Association of School Medical and Dental Officers

CHAIRMAN OF CONSULTATIVE COMMITTEE:
Mary D. Sheridan, O.B.E., M.A., M.B., D.C.M.
CHAIRMAN OF STEERING COMMITTEE: W. D. Wall, B.A., Ph.D.
EXECUTIVE CO-DIRECTORS:
Professor N. R. Butler, M.D., F.R.C.P., D.C.M.
Mrs. M. L. Kellner Pringle, B.A., Ph.D., DIP.ED.PSYCH.
CO-DIRECTOR AND PRINCIPAL INVESTIGATOR:
R. Davis, B.A., DIP.ED.PSYCH.
CO-DIRECTORS: M. J. R. Healy, B.A.
J. M. Tanner, M.D., D.Sc., M.R.C.P.
W. D. Wall, B.A., Ph.D.
SENIOR RESEARCH OFFICER:
P. J. Wedge, M.A., DIP.PUB.SOC.ADMIN., DIP.APP.SOC.STUD.

SECOND FOLLOW-UP OF CHILDREN BORN 3rd - 9th MARCH, 1958.

1. (a) CHILD'S NAME (Surname) _____

(Christian Names in full) _____

Col. 1
Please ring appropriate number

Boy ..	1
Girl ..	2

2. (a) DATE OF BIRTH / 3 / 58.

(b) TODAY'S DATE / / 19.....

Leave blank

Col. 12 - 13

Mth.	Yr.

3. (a) NAME AND ADDRESS OF PRESENT SCHOOL _____

Leave blank

Col. 14

Col. 15

Col. 16 - 17

(b) SCHOOL NUMBER (as designated by the Department of Education and Science or the Scottish Education Department)

(c) TELEPHONE NUMBER OF SCHOOL _____

(d) NAME OF HEAD OR PRINCIPAL (MR. / MRS. / MISS) _____

(e) NAME OF CHILD'S CLASS TEACHER (MR. / MRS. / MISS) _____

4. (a) DATE OF CHILD'S ADMISSION TO PRESENT SCHOOL / /

(b) CHILD'S PREVIOUS SCHOOL (if any). Please give name and address, if known, or any other information which will enable us to trace the school.

Leave blank

Col. 18 19 20 21 22 23

--	--	--	--	--

★ The Introductory Notes and Test Instructions are in the centre pages of the Test Booklet

SECTION A*The six questions in this section are about the school***PLEASE ANSWER EITHER QUESTION 5 OR QUESTION 6****5. For schools maintained by a Local Education Authority**

Please indicate category to which your school belongs by ringing appropriate number:

Col. Please ring appropriate number	1
Junior School	2
Junior with Infants School (or Primary with Infants)	3
All-age School	4
Secondary School	5
Day Special School (please specify type/s of handicap)	

Residential Special School (please specify type/s of handicap)

Other (please specify)

6. For schools not maintained by a Local Education Authority

Please indicate category to which your school belongs by ringing appropriate number:

Independent School (this includes grant-aided schools) catering wholly or mainly for children who are not handicapped

Day Special School for handicapped children (please specify type/s of handicap)

Residential Special School (please specify type/s of handicap)

Other (please specify)

7. Total number of pupils at present on school roll (Please enter the number in the boxes, e.g. if 66 children, enter 0 6 6)**8. (a) How many full-time members of the teaching staff does your school currently have? (Excluding the Headteacher):**

Please enter the number here.....

(b) If there are part-time members of staff, what full-time equivalent number of teachers do they represent? (E.g. 4 teachers teaching half-time would be equivalent to 2 full-time teachers):

Please enter the number here.....

(c) How many of the above full-time teachers (included in 8a) have been at your school for the following lengths of time?: Enter numbers below

Temporary (or supply) teachers.....

Less than one whole year.....

1 or 2 whole years.....

3, 4 or 5 whole years.....

6, 7, 8, 9 or 10 whole years.....

More than 10 whole years.....

Col. 27 - 28 -
 Leave blank
Col. 30 - 31
Col. 32 - 33

9. How old are the main school buildings? (Please enter the number of years in the box, e.g. for 8 years enter **0 | 0 | 8**; if the school is situated on more than one site, please give details below)

Col. 40 - 41 - 42

--	--	--

10. Approximately what percentage of your present eleven-year-olds do you consider as suitable for an academic secondary education leading to G.C.E. 'O' level (or Scottish Certificate of Education 'O' Grade) in five or more subjects? (Please enter the percentage in the box, e.g. for 5 per cent enter **0 | 5 |**)

Col. 43 - 44

--	--

SECTION B

This section contains questions about the child and his parents which might best be answered by the class teacher in consultation with the Head

11. (a) Since the beginning of the school year has either parent taken the initiative to discuss the child, even briefly, with you or any member of the teaching staff?

(Please ring one code only)

Yes, father only	Col. 1
Yes, mother only	2
Yes, both	3
Neither	4

- (b) During this period has there been any such discussion with the parents at the instigation of you or your teaching staff?

Yes	Col. 1
No	2

12. With regard to the child's educational progress, do the father and mother appear: (Please ring one code only for each parent):

FATHER	Over concerned about the child's progress and/or expecting too high a standard?	Col. 1
	Very interested?	2
	To show some interest?	3
	To show little or no interest?	4
	Can't say	5
	Inapplicable (e.g. no father)	9
MOTHER	Over concerned about the child's progress and/or expecting too high a standard?	Col. 1
	Very interested?	2
	To show some interest?	3
	To show little or no interest?	4
	Can't say	5
	Inapplicable (e.g. no mother)	9

13. Note: Questions 13 (a) to 13 (e) are not mutually exclusive and should all be completed.

- (a) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any educational or mental backwardness?

Yes	Col	
No		1
			2

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

- (b) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any educational or mental superiority?

Yes	Col	
No		1
			2

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

- (c) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any behaviour difficulties?

Yes	Col	
No		1
			2

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

- (d) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any physical or sensory disability?

Yes	Col	
No		1
			2

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

- (e) Do you consider, irrespective of the facilities in your area, that the child would benefit now from attendance at a special school?

Yes	Col	
No		1
Can't say		2
			3

Please r
appropri
nunber

Col

1

2

3

Please ring appropriate number

14. Is the child at present receiving free school meals?

Yes	Col. 5
No	1
	2

15. As far as you are aware, has the child been referred to any agency because of difficulties which have affected his educational progress or behaviour? (E.g. School Health Service, Child Guidance Clinic, School Psychological Service, Education Welfare Service or School Attendance Officer, Children's Department, Doctor, Probation Officer).

(Include referrals made at a routine medical examination, and any made by another school or by the parents, if known).

Yes	Col. 5
No	1
	2

If Yes, please state agency involved and, briefly, the reasons for each referral.

16. Since the child has been in your school has there been any noticeable improvement or deterioration in the rate of his educational progress or in his behaviour and adjustment?

Marked improvement ..	Col. 5
Some improvement ..	1
No noticeable change ..	2
Some deterioration ..	3
Marked deterioration ..	4
Can't say	5
	6

If there has been a change, please describe briefly; also mention any factors you feel may be responsible.

From your present knowledge of this child and his circumstances:

17. (a) What do you think he is likely to achieve academically at secondary school and/or in further education?

(b) What kind of job or career do you feel might best suit his abilities or aptitudes? (Please feel free to be as specific or as general as you wish.)

SECTION C

This section contains questions about the child and his class and might best be completed by the class teacher

18. (a) Is the child's age group streamed* by ability?

Yes
No

- (b) If streamed by ability, is he in:

A higher ability class	..
An average ability class	..
A lower ability class?	..

*If the situation in your school does not fit this coding, please describe below:

Please ring appropriate number

Col. 5

1

2

Col. 6

1

2

3

9

19. Number of pupils in the child's present class? (Please enter the number in the boxes; include other year groups if all children are in the same class)

20. How many teachers normally teach this class?

Enter number here

If there is more than one teacher, please enter details below:

Name of Teacher	Hours per week	Subjects or Activities

Col. 59 - 60

--	--

Leave blank
Col. 61

--

21. (a) Number of possible half-day attendances for this child in the present school year. (Please enter the number in the boxes)

- (b) Number of half-days absent during this period. (Please enter the number in the boxes, e.g. if 24 half-days absent enter

0	2	4
---	---	---

)

22. For children in English or Welsh schools only. Will this child be proceeding to a local authority maintained or direct grant selective secondary school (i.e. Grammar, Secondary Modern, Technical School); to some form of maintained comprehensive school; or to an independent school?

Selective secondary school
Maintained comprehensive school
Independent school
Other school (please specify)		

Don't know

Col. 62 - 63 - 6

--	--

Col. 65 - 66 - 6

--	--

Col.
Please ring appropriate number

1

2

3

4

5

9

23. You are asked below to rate some aspects of the child's ability and attainment. Each area is subdivided into categories. It is expected that in a representative cross-section of children of this age, approximately five per cent into the first category, the next 25 per cent would fit the second description, the middle or average group of 40 per cent would be in the third category, the next 25 per cent in the fourth category and the final five per cent in the fifth category.

In so far as your professional experience will allow, please rate the child *in relation to all children of his age* (not just his present class or even his school) by ringing the number opposite the appropriate description.

Please ring appropriate number

		Col. 6
(a) General knowledge ..	Exceptionally well-informed for his age	1
	Above average. Good background of general knowledge	2
	Average for his age in this respect	3
	Below average. Rather limited knowledge	4
	Lack of general knowledge is a handicap in school	5
		Col. 7
(b) Number work ..	Extremely good facility with number and with mathematical concepts. Grasps new processes very quickly. Shows insight and understanding	1
	Understanding of number work well developed. Grasps new processes without much difficulty	2
	Average ability in this sphere	3
	Rather slow to understand new processes. Rather poor facility with numbers, although able to do some things by rote	4
	Little, if any, ability in this sphere. Shows very little understanding of number work	5
		Col. 7
(c) Use of books ..	Exceptional. Reads very widely for pleasure and information ..	1
	Above average. Turns to books very readily	2
	Average. Skill and comprehension satisfactory for school requirements	3
	Below average. Still learning the skill of reading; not inclined to turn spontaneously to books for pleasure or information	4
	Very poor or non-reader. Recognises few words; very limited use of books because of poor skill	5
		Col. 7
(d) Oral ability ..	Exceptionally good for his age. Shows extensive vocabulary and complex sentence formation	1
	Above average. Has very good vocabulary and expresses himself well orally	2
	Average for his age. Expresses himself satisfactorily in conversation and oral lessons	3
	Below average. Rather limited in vocabulary, tending to use simple phraseology	4
	Very limited oral ability for his age	5

- 24 Below are a few descriptions of behaviour shown by some children. Any one particular description is likely to apply to only a minority of children; moreover quite a proportion of children may show at least in some degree one of the aspects of behaviour listed below. If the description fits the child, please circle the figure 1 in the first column. If it is a marginal case, or you are in some doubt about the child's inclusion under this description, please circle the figure 2 in the next column. If the description does not fit the child at all circle the figure 3 in the third column.

	<i>Certainly</i>	<i>Somewhat</i>	<i>Not at all</i>	<i>Don't know</i>	
(a) Poor control of hands (e.g. in writing, drawing, handwork)	1	2	3	4	Col 73
(b) Squirmey, fidgety child	1	2	3	4	Col 74
(c) Poor physical co-ordination (e.g. in jumping, running or throwing)	1	2	3	4	Col 75
(d) Often running or jumping about, hardly ever still	1	2	3	4	Col 76
(e) Difficult to understand because of poor speech	1	2	3	4	Col 77
(f) Imperfect grasp of English (i.e. when native language is other than English or Welsh)	1	2	3	4	Col 78

- 25 (a) Compared with other children at this age, does he/she reveal outstanding ability in any area? E.g. writing stories, drawing, chess, modelling, music, science, sport, etc.

Col. 79
Please ring appropriate number

Yes

1

No

2

Leave blank
Col. 80

If Yes, please describe

- (b) What would you consider are this child's most favourable qualities of personality and character?

- (c) What do you regard as his/her most serious weaknesses or drawbacks of personality or character?

PARENTAL

STRICTLY CONFIDENTIAL

Card No.
4

Local Authority Code Number	Child's Code Number									
Col. 1	Col. 2	3	4	5	6	7	8	9	10	

PARENTAL INTERVIEW FORM★**NATIONAL CHILD DEVELOPMENT STUDY**

(1958 Cohort)

Adam House, 1 Fitzroy Square, London, W1P 5AH

01-387 4263/4/5

SPONSORED AND ADMINISTERED BY:

National Bureau for Co-operation in Child Care

CO-SPONSORED BY:

Institute of Child Health, University of London

National Birthday Trust Fund

National Foundation for Educational Research in England and Wales

IN COLLABORATION WITH:

ENGLAND Association of Chief Education Officers
AND WALES Society of Medical Officers of HealthSCOTLAND Association of Directors of Education
Association of School Medical and Dental Officers

CHAIRMAN OF CONSULTATIVE COMMITTEE:

Mary D. Sheridan, M.B.E., M.A., M.D., D.C.H.

CHAIRMAN OF STEERING COMMITTEE: W. D. Wall, B.A., Ph.D.

EXECUTIVE CO-DIRECTORS:

Professor N. R. Butler, M.D., F.R.C.P., D.C.H.

Mrs. M. L. Kellie Pringle, B.A., Ph.D., DIP.D.PSYCH.

CO-DIRECTOR AND PRINCIPAL INVESTIGATOR:

R. Davis, B.A., DIP.D.PSYCH.

CO-DIRECTORS: M. J. R. Healy, B.A.

J. M. Tanner, M.D., B.Sc., M.R.C.P.

W. D. Wall, B.A., Ph.D.

SENIOR RESEARCH OFFICER:

P. J. Wedge, M.A., DIP.PUB.SOC.ADMIN., DIP.APT.SOC.STUD.

SECOND FOLLOW-UP OF CHILDREN BORN 3rd-9th MARCH, 1958

1. CHILD'S NAME (Surname).....

Please ring appropriate number

Col. 11

(Christian names).....

2. CHILD'S SEX (Please ring appropriate number)

Boy . .

. 1

Girl . .

. 2

3. TODAY'S DATE / / 19.....

Leave blank

4. DATE OF CHILD'S BIRTH / March / 1958

Col. 12 13

5. CHILD'S PRESENT HOME ADDRESS.....

Mth. Yr.

6. (a) CHILD'S HOME ADDRESS AT TIME OF BIRTH.....

(b) PLACE OF BIRTH IF DIFFERENT FROM ABOVE (Please give full address if possible).....

(c) CHILD'S HOME ADDRESS AT THE TIME OF FIRST FOLLOW-UP (AGED SEVEN).....

(d) IF BORN ABROAD, please give approximate date child came to live in this country

..... month year

7. NAME OF INTERVIEWER.....

8. NAME OF INFORMANT (Surname).....

(Christian names).....

9. RELATIONSHIP OF INFORMANT TO THE STUDY CHILD Mother (or Mother Substitute).....

Other (please specify).....

Please ring Col. 1

1

2

INTRODUCTORY NOTES

Please Read This Before Beginning An Interview

In 1958 a study was made of virtually every baby born in the week 3rd to 9th March in England, Scotland and Wales. Through the co-operation of doctors and midwives all over the country, very comprehensive information was obtained about each child and mother. The results of this study, the 1958 Perinatal Mortality Survey, have already had a considerable impact with a consequent improvement in maternity services and a saving of infant life.

With so much information already available about the children a unique opportunity was presented for relating the ante-natal and birth history of the children to their subsequent development. There is as yet much to learn about the influence of conditions before and at birth on normal educational, physical and emotional growth. There is, too, much to be discovered about the causes and effects of many handicaps and even about their incidence in the child population. Particularly is this the case for minor handicaps, which may nevertheless be educationally significant. A detailed study of a large and representative group affords the opportunity of answering some of these questions as well as providing much needed information about normal child development and the utilisation of services.

To make the fullest use of this opportunity, an interdisciplinary project, the National Child Development Study (1958 Cohort) has been sponsored by the four organisations detailed on the front of this booklet to follow the children's development from birth to maturity. In 1965 the children were followed up and information was obtained about their physical and educational development and their social circumstances.

The present phase of this Study, which will again cover some 16,000 children, is being financed from Government funds. As is inevitable in an undertaking of this size, much of the information to be obtained will be gathered by individual doctors, health visitors, head and class teachers. Once more we are most grateful for the assurances which have already been received that maximum co-operation will be given to this Study. We do not underestimate the amount of work involved, but we hope that you will feel the project to be worthy of your professional skill and time.

As previously it has been decided to collect information, if possible, from three sources. The school will make an assessment of the child's progress and give a few attainment tests. The mother of the child is to be interviewed and the Parental Interview Form completed by, in most cases, a Health Visitor. Finally, we hope that the child can be examined by a doctor who will complete the Medical Examination Form.

The Parental Interview Form

- 1 The form would best be completed in an interview with the child's mother. If for any reason the mother is unavailable please interview the person who can best answer questions about the child's health and development. Sometimes the child will not be living with his own (i.e. natural) mother. In this case the term 'mother' throughout the form should be taken to imply permanent mother substitute unless the phrase 'own mother' is used. The word 'father' should be taken to imply present male head of household except where the phrase 'own father' is used.
- 2 In interviewing the mother please assure her at the outset that her answers will be treated in the strictest confidence and that the 16,000 children concerned will be identified by numbers only. If in the light of the mother's response during the interview you feel that a particular question might be best omitted please feel free to do this although ideally we should like to have all interviews fully completed.
- 3 Most of the form has been framed as a series of items to which a number of possible answers are stated. Would you please ring the number in the column opposite the answer which has been given, e.g.

	Col
Yes	1
No	(2)
Don't know	3

Some questions require a numerical answer and you are asked to enter the number in one or more boxes in the margin.

6 is entered **[6]** if there is one box, or **[0 6]** if there are two boxes.

We have tried to anticipate likely answers but where appropriate have left space for other replies. If ever you are not sure which answer to ring please write this down. Negative answers are as important as positive ones so please fill in these carefully.

Some questions have more than one section. Please check that you have asked all the appropriate sections.

- 4 It is not possible in a survey of this kind to frame questions or anticipate answers for every conceivable situation without making the form read like a statutory document. On some questions you are asked to invite the mother to amplify her reply but wherever you feel that a question is inappropriate to a particular situation or where the mother's reply needs some amplification or qualification please make a note of this at that point on the form or on the back page. If you have any more general comments or reservations about the interview or the form please also record these on the back page.
 - 5 In most questions please use any suitable wording to obtain the relevant information from the mother. With regard to a few questions, however, it is very important that they be put in the same way to all mothers. These particular questions are indicated by quotation marks e.g. Question 14. Please read to the mother the exact wording contained by the quotation marks.
- If the mother's grasp of English is very imperfect please complete as much of the form as you can but omit the questions requiring exact wording. Please note the mother's inability to speak or understand English on the back page of the interview form.

10 PEOPLE IN THE HOUSEHOLD

A household comprises the group of persons living together partaking of meals prepared together and benefiting from a common housekeeping

- (a) Who normally lives in the Study child's household? Exclude any children or others who are only at home for short periods, for example school holidays

Relationship to Study Child (e.g. Father, Stepbrother) or Status in Household (e.g. Lodger)	Surname	Christian Name	Age (in years)
1 Study Child	- - - - -	- - - - -	- - - - -
2 - - -	- - - - -	- - - - -	- - - - -
3 - - -	- - - - -	- - - - -	- - - - -
4 - - -	- - - - -	- - - - -	- - - - -
5 - - - - -	- - - - -	- - - - -	- - - - -
6 - - - - -	- - - - -	- - - - -	- - - - -
7 - - - - -	- - - - -	- - - - -	- - - - -
8 - - - - -	- - - - -	- - - - -	- - - - -
9 - - - - -	- - - - -	- - - - -	- - - - -
10 - - - - -	- - - - -	- - - - -	- - - - -

Leave blank

Col 15 16

- (b) List below any member of the family (under the age of 21 years) not included in the above table, for example those who are only home for holidays or leave, and enquire or state from your own knowledge the reason for absence for example, at residential special school, or working away

Relationship to Study Child	Surname	Christian Name	Age (in years)	Reason for Absence from Home
- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
- - - - -	- - - - -	- - - - -	- - - - -	- - - - -

Col 17 18

Col 19 20

- (c) Enter the following details of any children born to the Study child's OWN MOTHER subsequent to the Study child. Include both members of twin pairs separately and omit miscarriages

NAME	DATE OF BIRTH	SEX		SURVIVAL			BIRTH WEIGHT (Approx if necessary)
		Male	Female	Alive now	Still- birth	Died sub- sequently	
0 Study child	/ 3/58	1	2	3	4	5	lbs ozs
1	/ /	1	2	3	4	5	lbs ozs
2	/ /	1	2	3	4	5	lbs ozs
3	/ /	1	2	3	4	5	lbs ozs
4	/ /	1	2	3	4	5	lbs ozs
5	/ /	1	2	3	4	5	lbs ozs
6	/ /	1	2	3	4	5	lbs ozs
7	/ /	1	2	3	4	5	lbs ozs
8	/ /	1	2	3	4	5	lbs ozs

10. (d) Please enter the following information in respect of *any* deceased child of the Study child's own mother. Include children born before and after the Study child.

(i) the age at death..... years..... months

(ii) the cause of death.....

- (e) Was the Study child's birth single or multiple?

Single ..
Multiple ..
Don't know ..

11. The actual relationship to the Study child of the persons acting as the child's parents is:
(Please ring as appropriate)

MOTHER

Own (or natural) mother ..
Mother by legal adoption ..

Step-mother ..

Foster-mother ..

Grandmother ..

Elder sister ..

No mother figure ..

Other (please specify).....

Please ring Cx
1
2
3

Please ring C
1
2
3
4
5
6
7
8

If neither 1 nor 2 is ringed please state (if possible)

- (a) why child is not living with his/her own or adoptive mother.

Enter num

Cols. 23

Please ring C
1
2

- (b) at what age child came under the care of present mother-substitute. State age in box, e.g.

6 yrs = **[0 6]** 10 yrs = **[1 0]**

FATHER

Own (or natural) father ..
Father by legal adoption ..

Step-father ..

Foster-father ..

Grandfather ..

Elder brother ..

No father figure ..

Other (please specify).....

3
4
5
6
7
8

If neither 1 nor 2 is ringed please state (if possible)

- (a) why child is not living with his/her own or adoptive father.

Enter num

Cols. 26

- (b) at what age child came under the care of present father-substitute. State age in box, e.g.

6 yrs = **[0 6]** 10 yrs = **[1 0]**

12. (a) Has the child been looked after for more than one month by any mother-figure other than the one indicated in Question 11. (Exclude hospital admissions and boarding school attendance.)

Yes
No
Don't know

Please ring

Col. 28

1
2
3

- (b) Has this child ever been in the care of a Local Authority Children's Committee?

Yes, in care now
Yes, in care only in the past
No, has never been in care
Don't know
Other reply (give details).....

Col. 29

1
2
3
4
5

If yes, what was child's age at the time of admission to care (or at the last time of admission if more than one) and the name of the Local Authority.

Age.....
Name of Local Authority.....

- (c) Has the child ever been in the care of a Voluntary Society?

Yes, in care now
Yes, in care only in the past
No, has never been in care
Don't know
Other reply (give details).....

Col. 30

1
2
3
4
5

If yes, what was the child's age at the time of admission to care (at the last time of admission if more than one) and the name of the Voluntary Society.

Age.....
Name of Voluntary Society.....

13. How many schools has the child attended since the age of 5 years, not counting moves from one department to another of the same school. Write the actual number in the box, and if 9 or more enter 9.

If answer is not straightforward,
give details.....

Enter numb.

COL. 31

14. Read this to the parent:
'Would you like.....(child's name) to leave school as soon as possible or stay on longer?'

Leave as soon as possible
Stay on longer
Don't know yet

Please ring

COL. 32

1
2
3

15. Read this to the parent:
'Do you hope that after leaving school.....(child's name) will undertake further training or education (full-time or part-time)?'

Yes
No
Don't know yet

COL. 33

1
2
3

16. Read this to the mother:
'How satisfied are you with play amenities for.....(child's name) within about 10-15 minutes walk of here?'

Very satisfied
Fairly satisfied
No feelings either way
Rather unsatisfied
Very unsatisfied
Other reply (specify).....

COL. 34

1
2
3
4
5
6

- 17 Excluding holidays away from home are the following available and how often has (child) used them in his/her spare time in the past twelve months? Omit where child does not live at home
Otherwise ring as appropriate

A park, public garden, heath, common or fields where children are allowed to play

A recreation ground or outdoor play centre (other than school)

Swimming or paddling places which are safe for children

An indoor play centre, or any children's clubs or societies (e.g. Cubs, Guides, Sports Clubs, Church Clubs for young people)

A cinema or other place which has children's film shows.

A public library

Never
Not goes avail though some Goes often Don't know

1	2	3	4	5	Leave blank
1	2	3	4	5	Col 35
1	2	3	4	5	Col 36
1	2	3	4	5	Col 37
1	2	3	4	5	Col 38
1	2	3	4	5	Col 39
1	2	3	4	5	Col 40

- 18 Enquire if either parent goes out with the child for walks, outings, picnics, visits.

	Yes, most weeks	Yes, occasionally	Never or hardly ever	Other reply (please ring and specify)	
Mother	1	2	3	4	Col 41
Father	1	2	3	4	Col 42

- 19 Does the mother feel that the father takes a big part in managing the child or leaves it mainly to mother? If father is away a lot ring appropriate code and give details at end of list below

Father takes a big part or equal part with mother
Father takes a smaller part than mother but mother still feels it to be a significant part
Father takes a very small part or leaves to mother
Don't know
Inapplicable (give details)

Leave ring
Col 43

1

2

3

4

5

- 20 Has either parent belonged to a lending library or book club in the last twelve months?

	Yes	No	Other reply (please ring and specify)	
Mother	1	2	3	Col 44
Father	1	2	3	Col 45

21. How many times has the family moved home since the child was born. State number of moves, e.g. 6 moves = 6. If 9 or more, enter 9. If the answer is not straight-forward give brief details:
-
.....

Enter
number
Col. 46

22. (a) What accommodation is occupied by this household?

Whole house
Flat/maisonette (self-contained)
Rooms
Caravan
Other (please specify)
.....

Please ring
Col. 47

- (b) Is the accommodation:

Owned by the household or being bought
Rented from Council or New Town Corporation
Privately rented—unfurnished
Privately rented—furnished
Tied to occupation
Other reply (please specify)
.....

Col. 48

23. Is the front door to the accommodation:

Below street level
At street level/ground floor
1st floor
2nd floor
3rd-4th floor
5th-6th floor
7th-9th floor
10th-12th floor
13th floor and above
.....

Col. 49

24. How many rooms does the accommodation have?

Exclude bathroom, scullery or kitchen unless used as a living room. *Include* rooms used by lodgers or relatives who are members of the household as defined in Question 10

Number of rooms
.....

Enter number
Cols. 50-51

25. With how many people does(child) share his/her bedroom?

Number of people
.....

Enter
number
Col. 52

26. Does(child) share his/her bed with anyone else?

Yes
No
Don't know
.....

Please ring
Col. 53

27. Does the accommodation have:
(Ask each item)

(a) Bathroom

Yes—sole use
Yes—shared
No
Don't know
.....

Please ring
Col. 54

Col. 55

(b) Outdoor Lavatory

Yes—sole use
Yes—shared
No
Don't know
.....

Col. 56

(c) Indoor Lavatory

Yes—sole use
Yes—shared
No
Don't know
.....

Col. 57

(d) Cooking facilities

Yes—sole use
Yes—shared
No
Don't know
.....

Col. 58

(e) Hot Water Supply

Yes—sole use
Yes—shared
No
Don't know
.....

Col. 59

28. (a) Read this to the parents:

'How satisfied are you with the house (flat, etc.) you live in?'

Very satisfied
Fairly satisfied
No feelings either way
Rather dissatisfied
Very dissatisfied
Don't know
Other reply (please specify)
.....

Col. 59

- (b) 'What is it about your home that makes you feel like that?'
-
.....
.....
.....
.....

Leave
blank
Col. 60

29. OCCUPATION OF THE CHILD'S FATHER

(i.e. present male head of household)

If not working: Write 'Not working' and fill in details of last occupation.

If no male head: Write 'None', but if possible fill in details of employment when he was living in household.

(In completing this question as much detail as possible should be given to indicate the exact type of work done so that we can classify by the skill, qualification or responsibility involved. Terms such as 'electrical worker', 'engineer', 'civil servant', 'clerk' are insufficient and need explaining.)

(a) Actual job.

Leave blank

Col 61

Col 62-63

(b) Trade, Industry or Profession

(c) Is the father paid weekly, monthly, or is he self employed?

Please ring

Weekly	1
Monthly	2
Self employed	3
Don't know	4
Other (specify)	5

(d) If self-employed
How many persons does he employ?

None	1
1-24	2
25+	3
Don't know	4

(e) If not self employed
(i) Does he supervise others?
(e.g. foreman, manager, charge-hand)

Yes	1
No	2
Don't know	3

If Yes, i.e. supervises others
(ii) Approximately how many other persons does he supervise?

1-24	1
25+	2
Don't know	3

30 Apart from any private source what has been the source of income of the family during the past 12 months? Ring all relevant sources

Employment	1
Sickness benefit, sick pay	2
Unemployment benefit	3
Supplementary benefit (Nat. Assist.)	4
Retirement pension	5
Disability pension	6
Other (specify)	7

31 For how many weeks has the father (i.e. male head) been off work in the past 12 months through illness or unemployment. Enter number of weeks in boxes. For no weeks put 00. For no male head enter 99.

Number of weeks off work through illness,

Unemployment

Other (please specify)

32 Is the father (i.e. male head) engaged in shift work and away from home at night or does he work regular daytime hours?

Shift work but not away overnight	1
Shift work and sometimes away overnight	2
Regular night work	3
Works regular daytime hours	4
Other reply (please specify)	5

33 Apart from shift work and regular night work does the father (i.e. male head of house) work take him away overnight

At least once a week	1
At least once a month but not every week	2
Sometimes but less frequently than once a month	3
Never	4
Other reply e.g. away for long or short periods of time (Give details)	5

34 Please enquire own parents height and weight

Please ring

Col 64

(a) Father's weight

- stone	lbs
---------	-----

Father's height	feet	inches
-----------------	------	--------

(b) Mother's weight

- stone	lbs
---------	-----

Mother's height	feet	inches
-----------------	------	--------

Enter number

Cols 65-66

Cols 67-68

Cols 69-70

Please ring

Col 71

1

2

3

4

5

Col 72

1

2

3

4

5

Leave blank

Col 73-74

Cols 75-76

Col 77-78

Col 79-80

For
Office
use

Card
5

Col. 1

Local Authority Code Number	Child's Code Number									
	2	3	4	5	6	7	8	9	10	

Leave blank

Col. 11

Col. 12 13

Please ring

Col. 14

1

2

3

4

Enter number

Cols. 15 16

Cols. 17 18

Cols. 19 20

Cols. 21 22

Leave blank

Col. 23

Cols. 24 25

Col. 26

Please ring

Col. 1

1

2

3

4

35. (a) Has the mother had any paid work outside the home since the child was 7 (March, 1965)?

Yes
 No
 Don't know
 Other reply.....

(b) How many weeks has mother worked full-time and/or part-time *in the past 12 months?*
Please complete both for permanent and temporary jobs.

Worked full-time (30 hours or more a week) No. of weeks in Permanent work

. No. of weeks in Temporary work

Worked part-time (under 30 hours) No. of weeks in Permanent work

. No. of weeks in Temporary work

(c) Please give full details of most recent job.

Exact nature of work.....

Supervisory status if any.....

Industry/Trade.....

Number of days worked per week.....

Leaves home..... Arrives home.....

Date of taking job..... /

Date of leaving if not working now..... /

36. Does any child of the family receive free school meals at present?

Yes
 No
 Don't know
 Other reply (give details).....

- 37 (a) Ask the parent Have you been seriously troubled by financial hardship *in the past 12 months?*

Yes
No
Uncertain
Don't know
Other reply (give details)

Please ring
Col. 28

1
2
3
4
5

- (b) If 'Yes' ask, In what way have you found it difficult to make ends meet?"

- 38 Enquire or state from your own knowledge if any member of the family has had contact with any social work and/or welfare organisation since the child's 7th birthday. *Include Children's, Health, Welfare, Education and Social Service Departments, the Probation Service, and any Voluntary Organisation concerned with children. Exclude Health Visiting and other services normally used by the population as a whole.*

If Yes, give details

Leave blank

Col. 29
Col. 30
Col. 31
Col. 32
Col. 33
Col. 34

MEDICAL HISTORYSIGHT

39. (a) Does the child have good sight (without glasses)?

Yes
Sight not good in one eye
Sight not good in both eyes
Don't know if sight is good
No answer

- (b) At what age, if any, was poor vision first discovered? (Enter age in years. If sight is good leave blank)
- (c) If vision is poor, please give the reason and diagnosis if known.....
-
.....

40. (a) Please ring the appropriate category.

Child has never worn glasses
Child wears glasses at present
Child used to wear glasses in the past but not now
Child was prescribed glasses but never wore them
Not known if glasses ever worn
Has an eye disorder which is not helped by glasses

- (b) If applicable enter age at which glasses were first prescribed
(c) For those children who used to wear glasses but no longer do so, enter age at which glasses were discarded

41. (a) Has the child ever had a squint?

Yes—squint still present
Yes—squint in past only
No—never had a squint
Don't know whether has had squint

- (b) At what age, if any, was squint first noted?

(c) If child has ever had a squint but the squint is now absent, enter age when disappeared

Please ring
Col. 35

1
2
3
4
5

Enter age

Cols. 36-37

--	--

Please ring
Col. 38

1
2
3
4
5
6

Enter age

Cols. 39-40

--	--

Cols. 41-42

--	--

Please ring
Col. 43

1
2
3
4

Enter age

Cols. 44-45

--	--

Cols. 46-47

--	--

- (d) What treatment, if any, was he/she given for the squint? (Ring all the codes which apply)

Never attended for medical advice
Medical advice given—"no treatment needed"
Patch over eye
Glasses
Eye exercises
Operation
Treatment was advised but not known what
Don't know if attended for treatment

Please ring
Col. 4

1
2
3
4
5
6
7
8

Col. 4

HEARING

42. (a) Has child always had good hearing in both ears?

Yes now and always in past
Yes now but has been poor in the past
No, reduced hearing in one ear only
No, reduced hearing in both ears
Don't know

1
2
3
4
5

Enter age

- (b) If hearing has ever been poor, please give the reason and diagnosis if known.....
-
- (c) At what age, if any, was poor hearing first noted

Cols. 50-51

--	--

Col. 5

43. Has a hearing aid ever been worn?

Yes
No
Don't know

1
2
3

Col. 5

- SPEECH
44. Has the child had any speech difficulty?

Yes, has it now
Yes, in past only
Never
Don't know

1
2
3
4

If appropriate:
Please specify nature of difficulty

.....
.....

2

45. Has the child ever had speech therapy?

Yes, has it now
Yes, in past only
No
Don't know

Please ring Col. 54
1
2
3
4

Col. 55

BLADDER/BOWEL CONTROL

46. Is the child completely dry at night?

Yes
No, wet in past month up to three times
No, wet in past month between 4 and 10 times
No, wet in past month 11 or more times
No, wet at night but don't know how often
Don't know if wet at night

1
2
3
4
5
6

Col. 56

47. Apart from any occasional mishap is the child completely dry by day?

Yes
No
Don't know

1
2
3

Col. 57

48. Does the child have normal bowel control, i.e. does not soil?

Yes
No
Don't know

1
2
3

Col. 58

LATERALITY

49. (a) Ask mother if the child is:

Left-handed
Right-handed
Mixed right and left
Don't know

1
2
3
4

Col. 59

(b) 'Which hand does your child write with?'

Left
Right
Don't know

1
2
3

ACCIDENTS AND INJURIES

50. Has the child ever received any of the following injuries?

(a) Scald/Burn

Yes, at home
Yes, at school
Yes, elsewhere
No, never
Don't know

If 'Yes' state area affected.

Please ring
Col. 6

(b) Fracture of Bone/Skull

Yes, at home
Yes, at school
Road accident
Yes, elsewhere
No, never
Don't know

If 'Yes' state area affected.

Col. 1

(c) Flesh Wound requiring 10 or more stitches

Yes, at home
Yes, at school
Yes, road accident
Yes, elsewhere
No, never
Don't know

If 'Yes' state area affected.

Col.

(d) Accident causing unconsciousness

Yes, at home
Yes, at school
Yes, road accident
Yes, elsewhere
No, never
Don't know

If 'Yes' for how long

Col.

(e) Poison

(Swallowed a poisonous or dangerous substance?)

Yes
No
Don't know

If 'Yes' please give further details

Col.

(f) Falls in water
(In serious danger of drowning.)

Yes
No
Don't know

If 'Yes' please give further details

.....
.....

ROAD ACCIDENTS

51. Has the child ever been involved in a road accident causing injury requiring a stay in hospital overnight or longer?

Yes, once
Yes, twice
Yes, three or more times
No, never
Don't know

If 'Yes' please give further details

.....
.....

INFECTIOUS DISEASES

52. Has the child definitely had any of the following illnesses?

Measles
German Measles
Mumps
Chicken pox
Whooping cough
Scarlet fever
NONE OF ABOVE

53. Has the child had any of the following:

Rheumatic fever
(enter age).....
Infectious Hepatitis
(enter age).....
Meningitis
(enter age).....
Tuberculosis
(enter age).....
NONE OF THE ABOVE

Please ring

Col. 65

1
2
3

Col. 66

1
2
3
4
5

Col. 67

1
2
3
4
5
6
7

Col. 68

1
2
3
4
5
6
7

PUBERTAL DEVELOPMENT

54. If the Study child is a girl, please ask the question, 'Has your daughter had her first menstrual period, and if so at what age?'

No, not yet
Yes, before 5 years
Yes, between 5 and 8 years (inclusive)
Yes, aged 9 years
Yes, aged 10 years and up to 10 years and 6 months
Yes, aged 10 years and 6 months up to 11 years
Yes, aged 11 years and over
Yes, but don't know when
Don't know if child has had first menstrual period

Please ring

Col. 69

1
2
3
4
5
6
7
8
9

55. If mother is Study child's own mother, please explain that the Study is interested in discovering whether the age at which a mother first menstruates is related to the rate of development of her child(ren). Then ask mother if she would consent to tell us the age at which her own menstrual periods began. Enter age in years. If no information leave blank.

Cols. 70 - 71

Please ring

Col. 72

MEDICAL CAUSES OF SCHOOL ABSENCE

56. How much time altogether has the child missed from school (or training centre, etc.) in the past year because of ill health or emotional disturbance?

None, or less than one week in all
Over one week and up to one month in all
Over one month and up to three months in all
Over three months
Missed school, but don't know for how long
Don't know whether missed school
Does not attend school
(Please state reason).....

57 (a) If absent for more than one week in all during the past year please indicate reason. If not applicable, leave blank, otherwise ring all relevant codes

- | | |
|---------------------------------------|---|
| Colds, sore throats or ear infections | 1 |
| Bronchitis or chest infections | 2 |
| Asthma or wheeziness | 3 |
| Abdominal pain | 4 |
| Headaches | 5 |
| Infectious diseases | 6 |
| Accident or injury | 7 |
| Convulsions fits or turns | 8 |
| Other causes (give details) | 9 |

Col. 73

ASTHMA or WHEEZY BRONCHITIS

59 Has the child ever had attacks of

- | | |
|-------------------|---|
| Asthma | 1 |
| Wheezy bronchitis | 2 |
| Neither of these | 3 |
| Don't know | 4 |

Col. 74

60 If the child has had asthma or wheezy bronchitis what is the frequency of attacks?

- | | |
|---|---|
| At least once a week | 1 |
| Usually less than once a week but can expect one a month | 2 |
| At least one attack in past year but less frequently than one a month | 3 |
| Had attacks in past year but don't know how frequently | 4 |
| No attacks at all in past year but had attacks when younger | 5 |
| Other reply (give details) | 6 |

Col. 75

CONVULSIONS, TURNS OR FITS

61 Has the child had any of the following?

- | | |
|--|---|
| Major convulsion (or grand mal epilepsy) | 1 |
| Minor convulsion (or petit mal epilepsy) | 2 |
| Other, or mixed form of epilepsy | 3 |
| Fainting or blackouts | 4 |
| Other 'attacks' or turns | 5 |
| NO ATTACKS AT ALL | 6 |
| Don't know | 7 |

Col. 76

1

2

3

4

5

6

7

Enter age

62 If child has had any attack indicated in Question 61 please enquire

(a) Age when had most recent attack. Enter age in years at last birthday in boxes e.g. for 9 yrs enter 09

--	--

(b) Age in years when had first attack. If under 1 year enter 00

--	--

(c) Enter details of attacks below

Description

Frequency

Type and duration of treatment

- - -
- - -

--	--

--	--

For
Office
use

Card
6

Col. 1

Local Authority
Code Number

Child's Code Number

2 3 4 5 6 7 8 9 10

Leave blank
Col. 11
Cols. 12-13
Please ring

Col. 14

MEDICAL TREATMENT

63. (a) Has the child had any medicaments from a doctor *in the last three months* (please include also maintenance treatments, e.g. anticonvulsants, insulin, etc.). Enter name of substance, where known opposite category listed

Name of substance(s)

Liquid medicine.....	1
Tablets or pills.....	2
Inhalers.....	3
Injections.....	4
Other treatment.....	5
NOT HAD ANY TREATMENT.....	6
Don't know	7

- (b) If child has had of the above *in the last three months*, for what reason was (were) the medicament(s) given? Ring all appropriate codes.

Convulsions or turns	1
Wheeziness or asthma	2
Diabetes	3
Other reason (specify)	4

64. GENERAL HEALTH

Has the child suffered in the past twelve months from any of the following?

64. (a) Recurrent headaches or migraine

Yes	No	Don't know	
1	2	3	Col. 16
1	2	3	Col. 17
1	2	3	Col. 18
1	2	3	Col. 19
1	2	3	Col. 20
1	2	3	Col. 21
1	2	3	Col. 22
1	2	3	Col. 23
1	2	3	Col. 24
1	2	3	Col. 25
1	2	3	Col. 26
1	2	3	Col. 27

- (b) Hay fever or allergic rhinitis

- (c) Recurrent vomiting or bilious attacks

- (d) Recurrent abdominal pains

- (e) Travel sickness

- (f) Tics or habit spasms

- (g) Recurrent mouth ulcers

- (h) Recurrent throat and/or ear infections requiring treatment by a doctor

- (i) Discharging ears (pus, not wax)

- (j) Eczematous rashes

- (k) Psoriasis

- (l) Any heart complaint

If yes, what have the parents been told about their child's heart?

- 65 Has the child had any of the following operations
- Removal of tonsils with or without adenoids
At what age?
 - Removal of adenoids alone
At what age?
 - Circumcision (for girls leave blank)
At what age?
 - Repair of hernia
At what age?
 - Removal of appendix
At what age?

Yes	No	Don't know	
1	2	3	Col 28
			Col 29
			Col 30
			Col 31
			Col 32

- 66 Has the child had a dental inspection *in the past year*?

Yes	No	Don't know	
1	2	3	Col 33

Were any of the following required? (Please indicate person responsible for treatment by ringing as appropriate)

	No	School Dentist	N H S Family Dentist	Dentist in Hospital	Private (Fee paid) Dentist	Don't know	
Filling	1	2	3	4	5	6	Col 34
Extraction of teeth	1	2	3	4	5	6	Col 35
Treatment to straighten teeth	1	2	3	4	5	6	Col 36
Any false teeth made or crowning of teeth	1	2	3	4	5	6	Col 37

- 67 Has the child ever been seen by or had specialist treatment from a medical/surgical specialist for any of the following?

(Do not include treatment from a General Practitioner or Hospital Casualty Department)

Please complete the table ringing each line of codes at least once as appropriate

	Never	OUTPATIENT AT Hospital/clinic/at home/consulting rooms	INPATIENT Hospital/nursing home	Don't know	
	1	2	3	4	Col 38
Eye Disorder/vision/squint	1	2	3	4	Col 38
Actual or suspected hearing loss	1	2	3	4	Col 39
Nose palate ears (exclude hearing)	1	2	3	4	Col 40
Asthma or wheezy bronchitis	1	2	3	4	Col 41
Convulsions or fits	1	2	3	4	Col 42
Enuresis	1	2	3	4	Col 43
Disturbed behaviour including emotional problems	1	2	3	4	Col 44
Any operation (include any previously mentioned)	1	2	3	4	Col 45

68. (a) We wish to know about all uses of hospital services by children, so please ask:

Has the child ever been admitted to hospital overnight or longer including any occasions already mentioned?

Please ring Col. 46	1
	2
	3
	4
	5

Yes, before 7 years old only

Yes, after 7 years old only

Yes, both before and after 7 years of age

Never

Don't know

Other (please specify).....

Enter number

- (b) If yes, how many times has the child been admitted to hospital? Please enter the total number of times in the boxes.

If none, enter **[0 0]**, for three times **[0 3]** etc.

Cols. 47-48

--	--

- (c) Please give details of these admissions.

	Details including diagnosis or reason for admission or operation	Age when admitted	Name and address of hospital or nursing home
FIRST ADMISSION			
SECOND ADMISSION			
THIRD ADMISSION			
FOURTH ADMISSION			
FIFTH ADMISSION			

If more than five times enter below:

69. Now enter similar details concerning complaints which have received specialist treatment at OUTPATIENT hospital/clinic/denitriary or private consulting rooms. (Only record first visits for each complaint, not follow-up visits).

	Details including diagnosis or reason why seen by specialist	Age when seen	Name and address of hospital or private specialist

70. Name and address of child's General Practitioner:

.....
.....

71 (a) Since the child's 7th birthday has either parent (or parent substitute) suffered from chronic or serious disability or ill-health including any hospital in-patient admission of two weeks or longer?

Please ring

Yes mother only	1
Yes, father only	2
Yes, both parents	3
No neither parent	4
Don't know	5
Other answer (please specify)	6

Leave blank

Col. 49-50

--	--

Col. 51-52

--	--

If Yes (b) What is/was the condition? Mother -

Father

(c) How long was parent in hospital? Mother

Father - - -

Col. 53

--

(d) In what year was condition first apparent? Mother

Father - - -

(e) What is the present state of health? Mother

Father

72 (a) Since the child's 7th birthday has any other adult in the household suffered from chronic or serious disability or ill-health including any hospital in-patient admission of two weeks or longer?

Please ring

Yes	1
No	2
Don't know	3
Other (please specify)	4

If Yes (b) What is/was the relationship of the person concerned to the study child

Col. 54

--

(c) What was/is the condition

-

(d) In what year was the condition first apparent

- -

(e) What is his/her present state of health?

73 (a) Since the Study child's seventh birthday has any other child of the household suffered from chronic or serious disability or ill health including any hospital in-patient admission of 2 weeks or longer and attendance at a special school

Please ring

Yes	1
No	2
Don't know	3
Other (please specify)	4

Col. 55

--

If Yes (b) What is the relationship of the child(ren) concerned to the Study child?

(c) What is/was the condition?

(d) In what year was the condition first apparent?

(e) What is his/her present state of health?

74. Please enquire where the parents were born.

(a) Place of birth (town, county and country)

Leave blank

Cols. 56-57

--	--

Cols. 58-59

--	--

Mother

Father

(b) If not born in Great Britain, in which year did parents come to live in this country?

Year of arrival

Col. 60

--

Col. 61

--

Mother

Father

75. Is English the usual language spoken in the child's home?

Yes

No

Other reply (give details)

Please ring

Col. 62

1

2

3

76. Read this to the mother: 'I want to ask you in a minute about some descriptions of behaviour often shown by children, but first would you tell me what it is about.....(child) that pleases you most?'

Leave blank

Col. 63

--

77. Please read this to mother: 'I am going to mention three difficulties which children have sometimes. I'd like you to tell me if any of these have occurred *in the last three months*.'
(If occurred only during acute infection please ring '9')

Has occurred in last 3 months

Don't
know

Inapplicable

Yes	No	Don't know	Inapplicable	Col. 64
1	2	3	9	
1	2	3	9	Col. 65
1	2	3	9	Col. 66

(a) Has been reluctant to go to school

(b) Has had bad dreams or night terrors

(c) Has sleepwalked

- 78 Read this to the mother. Now I am going to mention some descriptions of behaviour shown by children. Could you tell me first whether these kinds of behaviour never happen with (child), or whether they happen sometimes or frequently at the present time?

	Please ring appropriate number					Col 67
	Never	Some times	Frequently	Don't know	Inapplicable	
(a) Has difficulty in settling to anything for more than a few moments	1	2	3	4	9	Col 67
(b) Prefers to do things on his/her own rather than with others	1	2	3	4	9	Col 68
(c) Is bullied by other children	1	2	3	4	9	Col 69
(d) Destroys own or other's belongings (e.g. tears or breaks)	1	2	3	4	9	Col 70
(e) Is miserable or tearful	1	2	3	4	9	Col 71
(f) Is squirmy or fidgety	1	2	3	4	9	Col 72
(g) Worries about many things	1	2	3	4	9	Col 73
(h) Is irritable, quick to fly off the handle	1	2	3	4	9	Col 74
(i) Sucks thumb or finger during the day	1	2	3	4	9	Col 75
(j) Is upset by new situation, by things happening for first time	1	2	3	4	9	Col 76
(k) Has twitches or mannerisms of the face, eyes or body	1	2	3	4	9	Col 77
(l) Fights with other children	1	2	3	4	9	Col 78
(m) Bites nails	1	2	3	4	9	Col 79
(n) Is disobedient at home	1	2	3	4	9	Col 80

- 79 Finally, please ask for the child's National Health Service Number - - - - -

INTERVIEWER'S COMMENTS Please add any other relevant information which you feel has not already been brought out by the interview form

END OF INTERVIEW

Please thank the mother very much on our behalf for her help

MEDICAL

STRICTLY CONFIDENTIAL

ERRATA SLIP

Page 11, Question 45 (c):

Does the Snellen far vision chart used for your examination measure $\frac{1}{3}$ vision?

Card No.	
7	

Col. 1

Local Authority Code number	Child's Code number	2	3	4	5	6	7	8	9	10

MEDICAL EXAMINATION FORM★

NATIONAL CHILD DEVELOPMENT STUDY (1958 Cohort)

Adam House, 1, Fitzroy Square, London, W1P 5AH

01-387 4263/4/5

SPONSORED AND ADMINISTERED BY:

National Bureau for Co-operation in Child Care

CO-SPONSORED BY:

Institute of Child Health, University of London

National Birthday Trust Fund

National Foundation for Educational Research in England and Wales

IN COLLABORATION WITH:

ENGLAND Association of Chief Education Officers

AND WALES Society of Medical Officers of Health

SCOTLAND Association of Directors of Education

Association of School Medical and Dental Officers

CHAIRMAN OF CONSULTATIVE COMMITTEE:

Mary D. Sheridan, O.B.E., M.A., M.D., B.C.H.

CHAIRMAN OF STEERING COMMITTEE: W. D. Wall, M.A., PH.D.

EXECUTIVE CO-DIRECTORS:

Professor N. R. Butler, M.P., F.R.C.P., D.C.H.

Mr. M. L. Kellner Pringle, B.A., PH.D., DIP.ED.PSYCH.

CO-DIRECTOR AND PRINCIPAL INVESTIGATOR:

R. Davis, B.A., DIP.ED.PSYCH.

CO-DIRECTORS: M. J. R. Healy, B.A.

J. M. Tanner, M.D., D.Sc., M.R.C.P.

W. D. Wall, B.A., PH.D.

SENIOR RESEARCH OFFICER:

P. J. Wedge, M.A., DIP.PUB.SOC.ADMIN., DIP.APP.SOC.STUD.

SECOND FOLLOW-UP OF CHILDREN BORN 3rd-9th MARCH, 1958

1. CHILD'S NAME (Surname).....

(Christian Names).....

Please ring

Col. 1

Boy

1

Girl

2

2. CHILD'S SEX (Please ring appropriate number)

Leave blank

Only 12-13

Mth. Yr.

3. TODAY'S DATE...../...../19.....

4. CHILD'S PRESENT HOME ADDRESS.....

Please ring

Col. 1

5. NAME OF MEDICAL EXAMINER (Block Capitals).....

1

6. IS CHILD ACCCOMPANIED BY:

2

Mother

3

Other adult (specify)

No adult

7. CHILD'S DATE OF BIRTH...../March/1958

★Please read carefully the 'INTRODUCTORY NOTES AND INSTRUCTIONS FOR THE NATIONAL CHILD DEVELOPMENT STUDY (N.C.D.S.) 11 YEAR EXAMINATION' before completing the form.

8. Have you the following records at your disposal now or when completing this form?

(a) Completed parental interview form

	Yes	No	Col
	1	2	

(b) Infant Welfare Record

	Yes	No	Col
	1	2	

(c) School Medical Record (Form 10M in England and Wales, School Medical Card in Scotland)

	Yes	No	Col
	1	2	

9. (a) Has a decision been reached by the Local Authority that the child is in need of 'special educational treatment' or exclusion from school?

No, and not likely to be required	1
No, but a decision pending	2
Yes, but waiting for a place	3
Yes, and receiving special educational treatment	4
Don't know	5

(b) If yes (or a decision is pending), into which of the following categories does the child fall?

	Co
	1
Blind	1
Partially sighted	2
Deaf	3
Partially hearing	4
Educationally subnormal	5
Severely subnormal	6
Epileptic	7
Maladjusted	8
Physically handicapped	9
Speech defect	X
Delicate	Y

(c) Do you have access to special records relating to the handicapping condition, e.g. form 2HP, 4HP (MH3 in Scotland) in completing this form?

	Please ring	
	Yes	1
	No	2

If Yes, please list form(s) available

.....

MEDICAL HISTORY

Please amplify any relevant conditions in the following list giving further details of diagnosis age at diagnosis action taken (e.g. operation type of medical treatment, and place of treatment) When G.P. has treated, write simply G.P. but for hospitals and non-G.P. clinics please give full name and address Space for this is afforded on the right of the page

VISION

- 10 Has child ever been found to have an abnormal eye condition (including squint)?

Never
Yes, transient complaint now recovered
Yes, permanent condition
Information insufficient

Please ring

Col. 20
1
2
3
4

If Yes, state which eye

Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

--

- 11 Does child usually wear glasses?

No
Yes, for reading only
Yes all the time
Information insufficient
Other (please specify)

Col. 21
1
2
3
4
5

HEARING

- 12 Has the child ever had impaired hearing?

No
Yes, congenital condition
Yes, acquired condition (permanent)
Yes, acquired condition (transient)
Yes, cause uncertain
Information insufficient

Col. 22
1
2
3
4
5
6

If Yes, which ear --

Nature and severity of condition

Age at diagnosis --

Action taken

Place of investigation/treatment

UPPER RESPIRATORY SYSTEM

- 13 Has child ever had any abnormality of the ear/nose/throat/palate (other than transient)?
Do not include impaired hearing

No
Yes
Information insufficient

Col. 23
1
2
3

If Yes,
Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

LOWER RESPIRATORY SYSTEM

14 Has the child ever had wheezy bronchitis or asthma (other than mild attacks in infancy)?

- No
- Yes before seventh birthday
- Yes, after seventh birthday
- Yes, both before and after seventh birthday
- Information insufficient

Please ring
Col. 24

If Yes,
Type of attacks

- 1
- 2
- 3
- 4
- 5

Age at first attack (if known)

Frequency at present

Severity at present

Degree of disability at present

How treated, e.g. inhalers, steroids

Place of investigation/treatment

15 Has the child ever had a non-asthmatic chest complaint?

- No
- Yes
- Information insufficient

Col. 25

If Yes,
Nature of condition

- 1
- 2
- 3

Age at diagnosis

Action taken

Place of investigation/treatment

HEART

16 Has the child ever had any abnormal heart condition?

- No
- Yes, congenital disorder
- Yes, acquired disorder
- Information insufficient

Col. 26

If Yes,
Nature of condition

- 1
- 2
- 3
- 4

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

SKIN

17 Has the child ever had a recurrent skin complaint? Please ring all relevant codes

- No
- Yes eczema
- Yes, psoriasis
- Yes, localised loss of hair
- Yes, generalised loss of hair
- Yes, other skin complaint
- Information insufficient

Col. 27

If Yes,
Nature of condition

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

ABDOMEN

18 Has the child ever had a hernia or a complaint involving the abdomen? Please ring all relevant codes

- No
- Yes, recurrent abdominal pains
- Yes, inguinal hernia
- Yes, femoral hernia
- Yes, other abdominal condition
- Information insufficient

Please ring**Col 28**1
2
3
4
5
6

If Yes,
Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

--

UROGENITAL

19 Is the child incontinent of urine at present?

- No
- Yes, by day only
- Yes, by night only
- Yes, by day and night
- Information insufficient

Col 291
2
3
4
5

If Yes,
Approximate number of nights incontinent per month

Approximate number of days incontinent per month

Medical Action taken

Place of investigation/treatment

-- -- -- -- --

20 Has the child ever had any abnormality affecting the kidneys, bladder or genital tract? Please ring more than one code, if appropriate

- No
- Yes congenital abnormality of urogenital tract
- Yes nephritis
- Yes nephrosis
- Yes, proven urinary infection(s)
- Yes other condition
- Information insufficient

Col 301
2
3
4
5
6
7

If Yes
Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

ORTHOPAEDIC

21 Has the child ever had any bone limb or joint condition, excluding fractures?

- No
- Yes, congenital abnormality of bone limb or joint
- Yes, acquired condition of bone, limb or joint
- Yes, other condition
- Information insufficient

Please ring
Col. 31

If Yes,
Nature of condition

1
2
3
4
5

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

NEUROMUSCULAR, NEUROLOGICAL

22 Has the child ever had any condition affecting neurological function or disease of muscles? Include impairment of co-ordination, balance sensation etc and any form of cerebral palsy

Col. 32

If Yes,
Nature of condition

1
2
3

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

PSYCHIATRIC, PSYCHOLOGICAL

23 Has the child ever had any psychiatric or psychological opinion or treatment?

Col. 33

If Yes,
Nature of condition

1
2
3

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

CONVULSIONS

24 Has the child ever had a convulsion?

- No
 Yes, before seventh birthday only
 Yes, after seventh birthday only
 Yes, both before and after seventh
 birthday
 Information insufficient

Please ring
Col 34

1
2
3
4
5

If Yes
 Type of convulsion (e.g. grand mal, petit mal)

Age at first convolution

Frequency at present

Nature of treatment

Place of investigation/treatment

Present condition

MISCELLANEOUS

25 Which if any, of the following operations has the child had?

- Eye operation
 Tonsillectomy
 Inguinal hernia repair
 Other hernia repair
 Appendicectomy
 Pylorotomy for pyloric stenosis
 Circumcision
 Other operation (not listed above)
 NO OPERATION

Col 35

1
2
3
4
5
6
7
8
9

Where appropriate, reason for operation

Age when performed

Name and address of hospital(s)

26 Has the child ever had any other illness or condition requiring specialist treatment or hospital admission not listed above?

- No
 Yes
 Information insufficient

Col. 36

1
2
3

If Yes
 Nature of condition, etc

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

Please read carefully the INTRODUCTORY NOTES AND INSTRUCTIONS FOR THE NATIONAL CHILD DEVELOPMENT STUDY (N.C.D.S.) 11 YEAR EXAMINATION before commencing examination

MEDICAL EXAMINATION

27 Has the child to your knowledge any congenital or acquired condition or handicap? Please enter conditions that might interfere permanently with entirely normal functioning either at home or at school or restrict choice of future employment

Yes

No

Information insufficient

Please ring

Col 37

If Yes, please describe condition

- - - - -

28 CHILD'S HEIGHT without shoes and socks

— ft — in part inch

If unable to measure state reason here

Leave blank

Cols

38 39 40

--	--	--

29 CHILD'S WEIGHT (in vest and pants only) to the nearest pound

— st — lb

If unable to weigh state reason here

Leave blank

Cols

41 42 43

--	--	--

UPPER AND LOWER RESPIRATORY TRACTS

30 Please examine the nose, throat, palate, pharynx and chest, and ring as appropriate

No abnormality

Marked nasal obstruction (recurrent or chronic)

Severe upper respiratory infection (recurrent or chronic)

Disease of mouth, tongue or palate

Other disease of upper respiratory tract

Bronchospasm

Chest deformity

Any other disease of lungs

Please ring

Col 44

EARS

31 Please examine both ears with an auroscope

LEFT EAR Is the eardrum

Please ring

Col 45

Normal

Inflamed

Scarred

Obscured by wax

Abnormal in any other way

Not examined

1

2

3

4

5

6

Describe any abnormality found

- - - - -

- - - - -

RIGHT EAR Is the eardrum

Col 46

Normal

Inflamed

Scarred

Obscured by wax

Abnormal in any other way

Not examined

1

2

3

4

5

6

Describe any abnormality found

- - - - -

- - - - -

CARDIOVASCULAR SYSTEM

32 Please examine the child's cardiovascular system. Are there any symptoms or physical signs of cardiac disease?

Col 47

No

No, but murmur present which seems innocent

Yes, significant murmur

Yes, other abnormal physical sign

Not examined

1

2

3

4

5

Describe any abnormality found

above

ABDOMEN (including Uro-genital System)

33 Please examine the child's abdomen including hernial orifices and genitalia. Please ring as appropriate

- No abnormality 1
- Abnormality of alimentary tract 2
- Abnormality of kidneys or bladder 3
- Inguinal hernia 4
- Other hernia 5
- Abnormality of external genitalia 6
- Other Abnormality 7

Specify any abnormality found

Please ring

Col. 48

SKIN

36 Please examine the skin, hair and nails, and ring findings as appropriate

- Nothing abnormal 1
- Eczema 2
- Psoniasis 3
- Strawberry marks 4
- Port wine stains 5
- Common warts 6
- Other skin conditions, hair or nail disorders 7

Specify any abnormality found

Please ring

Col. 54

Leave blank for girls

34 Have the testicles descended?

Col. 49

- Yes 1
- Both undescended or absent 2
- Left undescended or absent 3
- Right undescended or absent 4
- Uncertain 5
- Not examined 6

LOCOMOTOR SKELETAL AND CENTRAL NERVOUS SYSTEM

Inspect the muscles bones and joints and then perform a brief neurological examination including

- Cranial nerves
- Tendon reflexes
- Muscle power, tone
- Sensation

Col. 55

37 In the light of your examination and history is there

- Neurological disorder 1
- Muscular disorder 2
- Congenital orthopaedic disorder 3
- Recent fracture 4
- Other acquired orthopaedic disorder 5
- NONE OF ABOVE 6
- Not examined 7

If 1, 2, 3, 4, or 5 is ringed

Please enter the diagnosis

PUBERTY RATINGS

35 By reference to the Introductory Notes and Instructions for the Medical Examination assess the stages of pubertal development and record below the appropriate rating from one to five (e.g. for Stage 1 development enter **[1]**), if unable to assess enter **[0]** and state reason below.

Col.

<input type="checkbox"/>	50
<input type="checkbox"/>	51
<input type="checkbox"/>	52
<input type="checkbox"/>	53

Boys Genitalia rating

Pubic Hair rating

Girls Breast rating

Pubic Hair rating

Unable to assess state reason

38 Are there any indications of abnormality/clumsiness?

Col. 56

- Of balance 1
- Of gait 2
- In performing finger nose test 3
- In rapidly tapping the fingers of one hand on the dorsum of the other hand 4

SPEECH

- 39 Speech Test (refer to 'Introductory Notes' before commencing test. Underline any mispronounced words and record the total)

Test Sentences

The shop has run out of strawberry flavoured ice-cream
Stephen does not understand what the fuss is about
Gordon left his glasses on the chair
Perhaps Janet could fetch both of them
Carol screamed when she saw the spider on the couch

Total mispronounced words (e.g. for 8 enter 0 8)

If unable to test, enter 9 9 and give reason

Enter number

Cols. 57 58

- 40 Speech Assessment

Does the child have a defect of articulation?

Please ring

Col. 59

- No 1
Yes, stammer or stutter 2
Yes, other speech abnormality 3
Don't know 4

If any other speech abnormality please describe

-

HEARING

- 41 Clinical Hearing Test (See 'Introductory Notes' before commencing test)

Remove hearing aid if normally worn, test and record results below by underlining all incorrect responses and recording totals

(a) Test Words**Right Ear**

- | | | | |
|-------|-------|-------|-------|
| Book | Kind | Train | Last |
| Does | Field | Had | Poor |
| Mouse | Hair | Big | Room |
| Stick | Good | When | Wish |
| Three | Give | Saw | Floor |
| Pot | Ball | Can | One |
| | | Said | |

Enter total number of incorrect words, e.g. for 5 enter 0 5
If unable to test, enter 9 9 and state reason

Enter number
Cols. 60-61

Enter number
Cols. 62-63

(b) Test Words**Left Ear**

- | | | | |
|-------|-------|-------|-------|
| Good | Room | Last | One |
| Kind | Big | Train | Wash |
| Said | Hair | Book | Give |
| Field | Stock | Poor | Does |
| Ball | Had | Can | Three |
| Pot | Mouse | When | Saw |
| | | | Floor |

Enter total number of incorrect words. If unable to test enter 9 9 and state reason

Please ring
Col. 64

- 1
2
3

(c) Does the child wear a hearing aid?

- Yes
No
Don't know

If Yes, repeat test using aid and enter total number of incorrect words

Left ear

Right ear

Scrutiny of Audiogram**Note**

- (1) Please scrutinise audiogram when available and compare the result with your clinical hearing test. If the two are not compatible please arrange for a repeat audiogram if possible and send both audiograms to us

- (2) If audiogram has not yet been completed please arrange to look at it when available

- 43 Hearing Assessment

In the light of your examination would you consider that there is any hearing loss which would interfere with normal schooling and everyday functioning?

Col. 65

- | | |
|------------------------------------|---|
| Normal hearing no interference | 1 |
| Hearing loss but no interference | 2 |
| Hearing loss and some interference | 3 |
| Can't say | 4 |
| Not tested | 5 |

EYES AND VISION**44 Squint**

Please examine the eyes for squint. Is there evidence of any of the following?

- Nothing abnormal noted
- Squint with left eye
- Squint with right eye
- Squint with both eyes

Describe type of squint, if known

*Please ring
Col 66*

1
2
3
4

45 Distant Vision

Please test distant vision using Snellen chart at exactly 20 feet. Hang chart in a good light, level with child's eyes and free from glare. Occlude the other eye efficiently without pressing on the eyeball. Every letter on each line must be correctly read by the child for the line to be scored.

- (a) *Without glasses* If unable to test please ring 'O'

Please ring

Worse than 6/60 or unable to test									
1	2	3	4	5	6	7	8	9	0

Col 67

Right eye

1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---

Col 68

If unable to test please give reason

- (b) *Retest with glasses*

If child does not wear glasses ring 'X'. If glasses prescribed but not available ring 'Y'.

Worse than 6/60 or unable to test									
1	2	3	4	5	6	7	8	9	0

Col 69

Right eye

X	Y	1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---	---	---

Col 70

- (c) Does the Snellen far vision chart used for your examination measure 'vision'?

*Please ring
Col 71*

Yes
No

1
2

46 Near Vision

Use Near Vision Test card provided with the 'Introductory Notes and Instructions for the Medical Examination'. Ensure that the child holds the card no further away from the eye than 10 in. Occlude the opposite eye as previously. Every letter on each line must be correctly read by the child for the line to be scored.

- (a) *Without glasses* If unable to test please ring 'O'

Worse than 6/60 or unable to test									
1	2	3	4	5	6	7	8	9	0

Col 72

Right eye	1	2	3	4	5	6	7	8	9	0
-----------	---	---	---	---	---	---	---	---	---	---

Col 73

If unable to test please give reason

-- --

- (b) *Retest with glasses* If child does not wear glasses ring 'X'. If glasses prescribed but not available ring 'Y'.

Worse than 6/60 or unable to test											
X	Y	1	2	3	4	5	6	7	8	9	0

Col 74

Right eye	X	Y	1	2	3	4	5	6	7	8	9	0
-----------	---	---	---	---	---	---	---	---	---	---	---	---

Col 75

47 Colour Vision

Test colour vision with Ishihara plates if available

Please ring

Col 76

Normal colour vision
Impairment of red/green

vision

Other colour loss

Could not test

1

2

3

4

If colour loss revealed on test,
describe type and severity of
colour blindness

48 For children with some abnormality of vision.
Please indicate type of condition

- Hypermetropia (spectacle lens magnifies object)
- Myopia (spectacle lens diminishes object)
- Astigmatism (when spectacle lens is rotated vertical objects tilt)
- Other visual abnormality

Please describe any 'other visual abnormality'

Please ring
Col. 77

- 1
- 2
- 3
- 4

49 Visual Assessment

In the light of your examination and the history would you consider that there is any interference with normal schooling and everyday functioning?

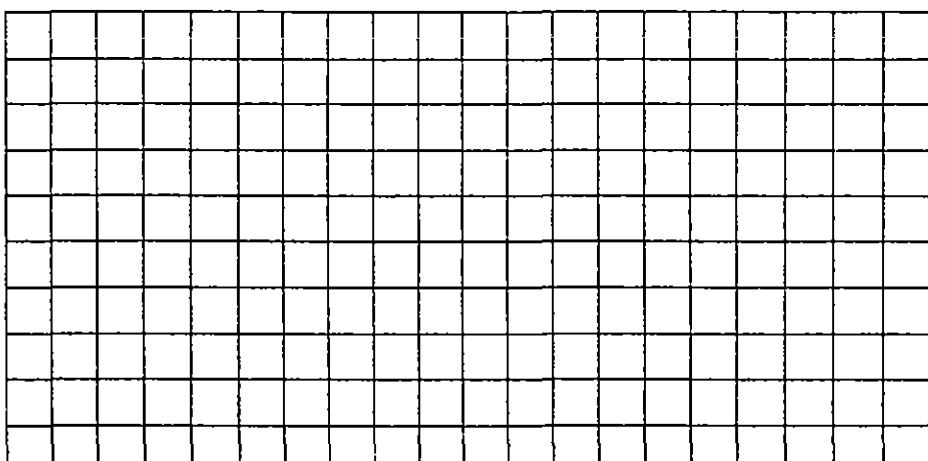
- Normal vision, no interference
- Visual defect, but with no interference
- Visual defect and some interference
- Don't know

Please ring
Col. 78

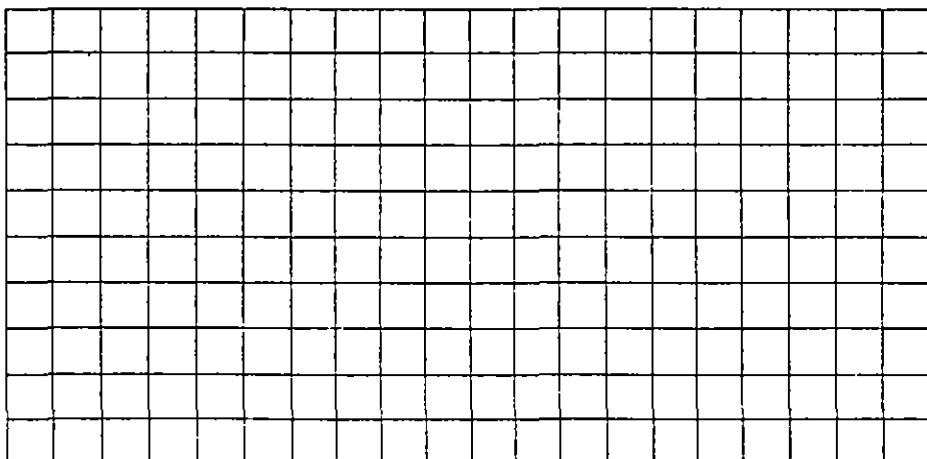
- 1
- 2
- 3
- 4

SQUARES TO BE MARKED BY THE CHILD (See Q. 55, page 14)

Right hand



Left hand



For
Office
use

13
Card
No

8

Col 1

Local Authority Code Number		Child's Code Number								
		2	3	4	5	6	7	8	9	10

LATERALITY

50 Please assess laterality

- (a) Ask child to throw ball to you Did he/she use

Right hand
Left hand
Not examined

- (b) Ask child to kick ball to you Did he/she use

Right foot
Left foot
Not examined

- (c) Ask child to look through a rolled-up paper tube Did he/she use

Right eye
Left eye
Not examined

Leave blank
Col 11

Cols. 12-13

Please ring
Col 14

1
2
3

Col 15

1
2
3

Col 16

1
2
3

52 (a) STANDING ON RIGHT FOOT FOR 15 SECONDS

Please ring
Col 18

1
2
3
4
5
6

Very steady
Slightly unsteady
Very unsteady
Could not score due to poor comprehension or co-operation
Could not test due to physical handicap
Test not performed for other reason
If test not performed or scored state reason

Col 19

(b) STANDING ON LEFT FOOT FOR 15 SECONDS

1
2
3
4
5
6

Very steady
Slightly unsteady
Very unsteady
Could not score due to poor comprehension or co-operation
Could not test due to physical handicap
Test not performed for other reason

Col 20

53 STANDING HEEL TO TOE FOR 15 SECONDS

1
2
3
4
5
6

Very steady
Slightly unsteady
Very unsteady
Could not score due to poor comprehension or co-operation
Could not test due to physical handicap
Test not performed for other reason
If test not performed or scored state reason

MOTOR CO-ORDINATION TESTS

See 'Introductory Notes and Instructions for Medical Examination' for description of tests and exact method of scoring
Ring appropriate numbers below for scoring

51 WALKING BACKWARDS ALONG A LINE

Col 17

Very steady
Slightly unsteady
Very unsteady
Could not score due to poor comprehension or co-operation
Could not test due to physical handicap
Test not performed for other reason

1
2
3
4
5
6

If test not performed or scored state reason

54 TENNIS BALL

Record number of successful catches and bounces out of ten with each hand e.g. if 5 successful catches enter **0 5**

Right hand—number of catches

Left hand—number of catches

If test not performed or scored, state reason

Enter number
Cols. 21 22
<input type="text"/> <input type="text"/>
Cols. 23 24
<input type="text"/> <input type="text"/>

55 SQUARES MARKED (on page 12)

Enter number of squares marked with each hand, e.g. for 95 squares, enter **0 9 5**

Right hand—squares marked

Left hand—squares marked

If test not performed or scored, state reason

Enter number
Cols. 25 26-27
<input type="text"/> <input type="text"/>
Cols. 28-29 30
<input type="text"/> <input type="text"/> <input type="text"/>

56 PICKING UP MATCHES

Enter time in seconds to pick up 20 matches If 90 seconds or over, enter **9 9**

Right hand—number of seconds

Left hand—number of seconds

If test not performed or scored state reason

Enter number
Cols. 31 32
<input type="text"/> <input type="text"/>
Cols. 33-34
<input type="text"/>

Please ring
Col. 35

57 From the child's *features* please place him/her in one of the following *broad* categories

- European or Caucasian
- African or Negroid
- Indian or Pakistani
- Other Asian
- Other (please describe) _____

1
2
3
4
5

END OF MEDICAL EXAMINATION

Please express the thanks of the Study to the child and parent(s) for their co-operation

Please now recheck the form and then return it to your Local Authority's head office (unless other instructions have been given locally)

To Local Authority Officer supervising the survey

Please scrutinise this form and if possible complete or add any further information which is available from central records

TESTS

2									
Col. 1	2	3	4	5	6	7	8	9	10

4

TEST BOOKLET*

NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1 Fitzroy Square, London, W1P 5AH

CHILD'S NAME (Surname)

SEX

Boy

(Christian Names)

Girl

NAME AND ADDRESS OF SCHOOL.....

TODAY'S DATE / / /

Col. 11
Please ring
appropriate no.

1

2

Leave blank
Col. 12 - 13

Col. 14 - 15

Col. 16 - 17

Col. 18 - 19

Col. 20 - 21

Col. 22 - 23

Col. 24 - 25

Test 1 General Ability		
Page	Verbal Score	Non-Verbal Score
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
Totals		
Verbal + Non- Verbal Total		

Test 2 Reading Comprehension	
Page	Score
14	
15	
16	
17	
Total	

Test 4 Arithmetic-Mathematics	
Page	Score
20	
21	
22	
23	
24	
25	
26	
27	
28	
Total	

* See Centre Pages I-viii for Introductory Notes and Instructions

TEST I

In the example below, four words on the left go together in the same way as four words on the right, but one of the words on the right is missing. Find out how the words on the left go together and then put a line under the missing word in the list of words given.

	Yard		Stone	
Foot	Mile	Pound		?
	Inch		Ounce	
	Penny	Ton	Pint	Hour
				Gallon

Since the word "Ton" is missing from the words on the right, you should have put a line underneath "Ton" like this : [Penny / Ton / Pint / Hour / Gallon].

Here is another example using shapes instead of words. Find out how the shapes on the left go together and then put a line under the shape that is missing from those on the right.

b	b	b	M	M
b	b	b	M	M
b	b	b	M	M
M	W	M	M	W

This is the shape you should have underlined like this :— M If you put the line under the wrong one, cross it out like this  and put it in the proper place.

		I						2		
	Four		Fourth							
One	Two	First		?						?
Three		Third								
First	Second	Third	Fourth	Fifth	oo	ooo	o	o o	o	
	3	I						4		
A A A A		I	I	?			Cow	Sparrow		
					Tiger	Animal	Crow	?		
					Dog		Eagle			
▽	↖	↗	I	H	Hawk	Fish	Robin	Horse	Bird	
	5							6		
Right		Light			△	△	○	○		
Rend	Rob	Lend		?	○	△	○	○	?	
River		Liver			○	○	△	○	○	
Bend	Lob	Live	Borrow	Rive	○	○	△	○	○	
	7			□				8		
○			□	?			White	Light		
○	○			□	Black	Chalk	Dark	?		
○					Coal		Night			
○	□	◊	□	◇	Moon	Dusk	Bright	Day	Shadow	

DO NOT TURN OVER UNTIL YOU ARE TOLD

Mouse Cat					2				
Dog Squeak		Sheep ?							
Bark Bleat									
Roar	Goat	Cow	Mew	Grunt					
3					4				
b	x b	b x	+ d	(x)	Penny	Cauliflower			
Farthing	Colin	Cabbage	Turnip		Shilling				
b	x b	b x	+ d	(x)	Carrot	Sprout	Garden	Crops	Vegetable
5					6				
May	June				b	?			
March	July	April	February	?	l	d	c	j	c
January					l	d	c	j	c
Summer	August	July	September	Month	l	d	c	j	c
7					8				
o o		△ △	≡	?	Rink	Leaves			
□ □	..	○ ○	l		Ink	Eaves	?		
			l l		Rate	Late			
□ o	.. .	~ ^	:	◊	Elate	Eat	Weaves	Veal	Sale
△ :									

GO STRAIGHT ON TO THE NEXT PAGE

9 Chemist Butcher					10				
Draper	Medicine	Ironmonger	?		○	○	○	○	○
Cloth		Tools			○	○	○	○	○
Chisel	Food	Meat	Clothes	Newsagent	○	○	○	○	○
11					12				
+	+	+	+	?	Eye	Taste	Tongue	Ear	Smell
+	+	+	+		See				Nose
+	+	+	+	+	Hear	Feel	Run	Sense	Throat
13 Coat Car					14				
Blouse	Clothes	Bus	?		○	○	○	○	○
Trousers		Lorry			○	○	○	○	○
Bicycles	Wheels	Waggons	Vans	Vehicles	○	○	○	○	○
15					16				
b	d	d	?		Knee	Foot	Waist	Finger	Wrist
b	d	d	P		Head				Shoulder
b	P	Q	U	U	Palm	Elbow	Skin	Bone	Knuckle

17					18				
Lever		Rat							
Now	Won	Live	?						
Revel		Tar							
Ten	Net	Wafer	Evil	Alive	.	.	.	:	
△	○	?							
19									
Bare					Hare			Fare	
					Bear			Tare	?
					Hair			Fair	
+	△	+	○	□	Pair	Fear	Pare	Hare	Tear
21					22				
Bread		Clothes			T				
Eat	Drink	Wear	?		—	—			
Milk		Cigarette			—				
Garment	Smoke	Tobacco	Light	Ash	↙	↘	↙	T	↗
23					24				
T	○	?			Pain			Pane	
↑	○	?			Dough	Hear	Doe	?	
○	○				Which			Witch	
○	○				Here	Cough	Hind	Sigh	Sound

25

Second

Day

Day

Minute

Year

?

Hour

Month

Morning

Evening

Week

Minute

Night



27



?



+



+



+

26

!

4.

4.

1

1

1

?



27



Pin

Net

Ten

Ports

Nip

Rail

Liar

?

29

Clock

Click

Glass

Paler

Gloss

?

Soaps

Soups

Glass

Shiny

Falls

Watch

Paper



31



?



32

Bread

Tea

Coal

Bin

Milk

?

Scuttle

Bottle



Jug

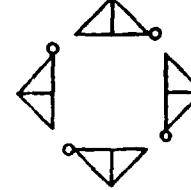
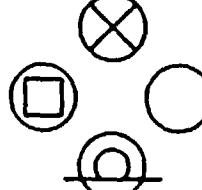
Caddy

Shovel

Medicine

Plate

<p>33</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Wet</th><th colspan="3" style="width: 50%; text-align: center;">Dry</th><th style="width: 25%;"></th></tr> <tr> <th>Cold</th><th>Dark</th><th>Warm</th><th style="text-align: center;">?</th><th></th></tr> <tr> <th>Fog</th><th colspan="3" style="text-align: center;">Sunshine</th><th></th></tr> </thead> <tbody> <tr> <td>Hot</td><td>Summer</td><td>Dusty</td><td>Bright</td><td>See</td></tr> </tbody> </table>					Wet	Dry				Cold	Dark	Warm	?		Fog	Sunshine				Hot	Summer	Dusty	Bright	See	<p>34</p>				
Wet	Dry																												
Cold	Dark	Warm	?																										
Fog	Sunshine																												
Hot	Summer	Dusty	Bright	See																									
<p>35</p>					<p>36</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Bed</th> <th colspan="3" style="width: 50%; text-align: center;">Sleeping</th> <th style="width: 25%;"></th> </tr> <tr> <th>Desk</th> <th>Chair</th> <th>Working</th> <th style="text-align: center;">?</th> <th></th> </tr> <tr> <th>Sink</th> <th colspan="3" style="text-align: center;">Washing</th> <th></th> </tr> </thead> <tbody> <tr> <td>Bathing</td><td>Table</td><td>Stool</td><td>Wireless</td><td>Sitting</td></tr> </tbody> </table>					Bed	Sleeping				Desk	Chair	Working	?		Sink	Washing				Bathing	Table	Stool	Wireless	Sitting
Bed	Sleeping																												
Desk	Chair	Working	?																										
Sink	Washing																												
Bathing	Table	Stool	Wireless	Sitting																									
<p>37</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Salvage</th> <th colspan="3" style="width: 50%; text-align: center;">Palace</th> <th style="width: 25%;"></th> </tr> <tr> <th>Melt</th> <th>Met</th> <th>Ballast</th> <th style="text-align: center;">?</th> <th></th> </tr> <tr> <th>Savage</th> <th colspan="3" style="text-align: center;">Pace</th> <th></th> </tr> </thead> <tbody> <tr> <td>Baste</td><td>Blast</td><td>Pale</td><td>Ball</td><td>Bat</td></tr> </tbody> </table>					Salvage	Palace				Melt	Met	Ballast	?		Savage	Pace				Baste	Blast	Pale	Ball	Bat	<p>38</p>				
Salvage	Palace																												
Melt	Met	Ballast	?																										
Savage	Pace																												
Baste	Blast	Pale	Ball	Bat																									
<p>39</p>					<p>40</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Hood</th> <th colspan="3" style="width: 50%; text-align: center;">Heed</th> <th style="width: 25%;"></th> </tr> <tr> <th>Food</th> <th>Brood</th> <th>Feed</th> <th style="text-align: center;">?</th> <th></th> </tr> <tr> <th>Wood</th> <th colspan="3" style="text-align: center;">Weed</th> <th></th> </tr> </thead> <tbody> <tr> <td>Breed</td><td>Dog</td><td>Food</td><td>Garden</td><td>Seed</td></tr> </tbody> </table>					Hood	Heed				Food	Brood	Feed	?		Wood	Weed				Breed	Dog	Food	Garden	Seed
Hood	Heed																												
Food	Brood	Feed	?																										
Wood	Weed																												
Breed	Dog	Food	Garden	Seed																									

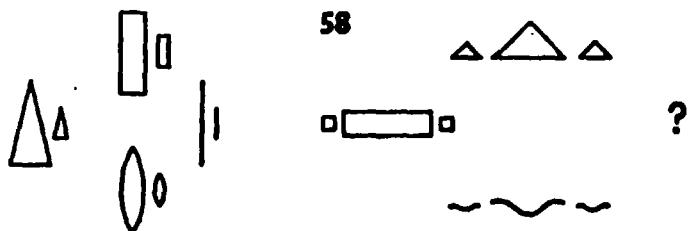
41									
Four Six Twelve Two					Six Five ? Three				
Number Seven   					Ten Figure 43   				
Number	Seven	Ten	Figure	Count	→	↓	→	↓	
					44 Dirty Muddy Wash Filthy				
					Break Crack Split				
Repair Strain Snap Destroy Discard									
45 Artist Fisherman Miner Fish Food					46  ?				
Cows	Boat	Paint	Cinema	Coal	↖	↗	↙	↖	↘
					47   				
					48 Net Lead Deal Ten God Tar Dog				
Puppy	Rat	Deal	Card	Meal	↙	△	↗	↖	↘

<p style="text-align: center;">49</p> <table border="1"> <thead> <tr> <th colspan="2">Short</th><th colspan="3">Fort</th></tr> <tr> <th>Share</th><th>Sheet</th><th>Fare</th><th>? Fame</th></tr> <tr> <th colspan="2">Shame</th><th colspan="3"></th></tr> </thead> <tbody> <tr> <td>Sheet</td><td>Fair</td><td>Shoot</td><td>Feet</td><td>Fate</td></tr> </tbody> </table>					Short		Fort			Share	Sheet	Fare	? Fame	Shame					Sheet	Fair	Shoot	Feet	Fate	<p style="text-align: center;">50</p>									
Short		Fort																															
Share	Sheet	Fare	? Fame																														
Shame																																	
Sheet	Fair	Shoot	Feet	Fate																													
<p style="text-align: center;">51</p>					<p style="text-align: center;">52</p> <table border="1"> <thead> <tr> <th colspan="2">Chase</th><th colspan="3">Hunt</th></tr> <tr> <th>Pursue</th><th>Capture</th><th>Seek</th><th>? Find</th></tr> <tr> <th colspan="2">Catch</th><th colspan="3"></th></tr> </thead> <tbody> <tr> <td>1</td><td>^</td><td>L</td><td>J</td><td>></td><td>Hide</td><td>Prisoner</td><td>Rapture</td><td>Search</td><td>Discover</td></tr> </tbody> </table>					Chase		Hunt			Pursue	Capture	Seek	? Find	Catch					1	^	L	J	>	Hide	Prisoner	Rapture	Search	Discover
Chase		Hunt																															
Pursue	Capture	Seek	? Find																														
Catch																																	
1	^	L	J	>	Hide	Prisoner	Rapture	Search	Discover																								
<p style="text-align: center;">53</p> <table border="1"> <thead> <tr> <th colspan="2">Priest</th><th colspan="3">Solicitor</th></tr> <tr> <th>Bishop</th><th>Religion</th><th>Barrister</th><th>? Attorney</th></tr> <tr> <th colspan="2">Vicar</th><th colspan="3"></th></tr> </thead> <tbody> <tr> <td>Court</td><td>Law</td><td>Trial</td><td>Crime</td><td>Police</td></tr> </tbody> </table>					Priest		Solicitor			Bishop	Religion	Barrister	? Attorney	Vicar					Court	Law	Trial	Crime	Police	<p style="text-align: center;">54</p>									
Priest		Solicitor																															
Bishop	Religion	Barrister	? Attorney																														
Vicar																																	
Court	Law	Trial	Crime	Police																													
<p style="text-align: center;">55</p>					<p style="text-align: center;">56</p> <table border="1"> <thead> <tr> <th colspan="2">See</th><th colspan="3">Sight</th></tr> <tr> <th>Hear</th><th>Smell</th><th>Sound</th><th>? Flavour</th></tr> <tr> <th colspan="2">Taste</th><th colspan="3"></th></tr> </thead> <tbody> <tr> <td>6</td><td>6</td><td>Scent</td><td>Colour</td><td>Sight</td></tr> <tr> <td>?</td><td>?</td><td>View</td><td>Sweet</td></tr> </tbody> </table>					See		Sight			Hear	Smell	Sound	? Flavour	Taste					6	6	Scent	Colour	Sight	?	?	View	Sweet	
See		Sight																															
Hear	Smell	Sound	? Flavour																														
Taste																																	
6	6	Scent	Colour	Sight																													
?	?	View	Sweet																														
6	6	6	6	6	Scent	Colour	Sight	View	Sweet																								

57

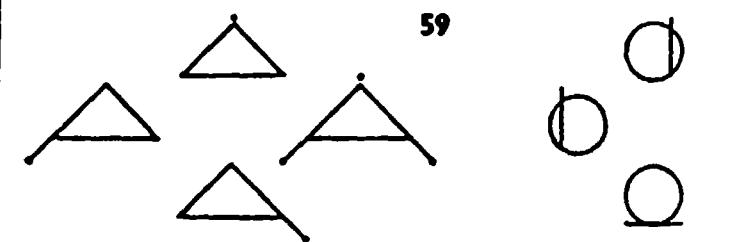
Ape
Stone Notes Post Leap
Pea Pale ?

58



Pool	Steep	Stop	Notes	Loop	---	—		---	---
------	-------	------	-------	------	-----	---	--	-----	-----

59



60

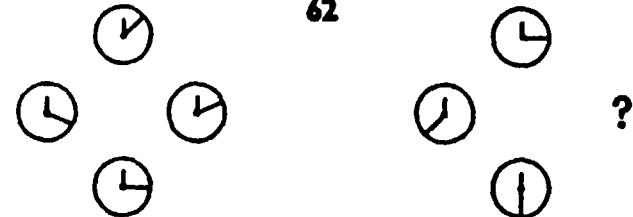
Ceiling
Peer Tale Tail Steal
Steel Sealing ?

○	○	○	○	○	Pier	Peer	Pear	Seat	Tear
---	---	---	---	---	------	------	------	------	------

61

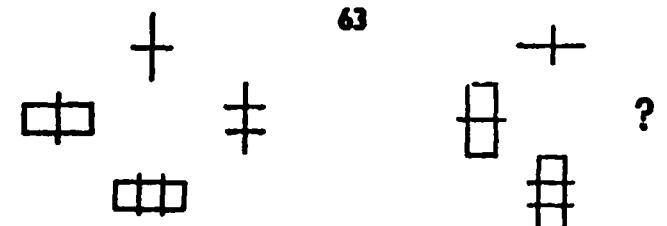
Nut
Pea Shell Potato Lemon
Pod Peel ?

62



Juice	Squash	Orange	Pips	Rind	○	○	○	○	○
-------	--------	--------	------	------	---	---	---	---	---

63



64

Cricket
Football Game Concerto Symphony
Tennis Sonata ?

+	+	++	#	##	Orchestra	Music	Dance	Instruments	Piano
---	---	----	---	----	-----------	-------	-------	-------------	-------

65										
Spade			Earth							
Brush		Pen		Paint		?				
Hammer			Nail							
Pencil	Screwdriver	Wallpaper	Ink	Flowers	○	Q	○	Q	G	
67					68					
✗	✗	✗	✗	✗	Raise		Rob			
◊	△	✗	✗	?	Alter	Later	Care	?		
⌂	✗	✗	✗		Arise		Orb			
✗	—	✗	✗	✗	Bear	Arc	Bore	Robe	Acre	
69					70					
Tone		Too			—	—	—	—		
Own	Loan	Two	?		—	—	—	—		
Cone		You			—	—	—	—		
Twice	Through	Lose	Spoon	Tool	—	—	—	—	—	
71					72					
△	△	✗	✗	?	Hand		Foot			
□	—	✗	✗	?	Glove	Love	Shoe	?		
II	—	✗	✗		Gland		Shoot			
✗	✗	✗	✗	✗	Hoe	Boot	Finger	Dove	And.	

v

GO STRAIGHT ON TO THE NEXT PAGE

N-V

<p style="text-align: center;">73</p> <table border="0"> <tr> <td>Snout</td><td></td><td>Nose</td><td></td><td></td></tr> <tr> <td>Pig</td><td>Trotters</td><td>Man</td><td>?</td><td></td></tr> <tr> <td>Hide</td><td></td><td>Skin</td><td></td><td></td></tr> </table>					Snout		Nose			Pig	Trotters	Man	?		Hide		Skin			<p style="text-align: center;">74</p>									
Snout		Nose																											
Pig	Trotters	Man	?																										
Hide		Skin																											
<table border="0"> <tr> <td>Paws</td><td>Knees</td><td>Feet</td><td>Trippers</td><td>Trousers</td></tr> </table>					Paws	Knees	Feet	Trippers	Trousers																				
Paws	Knees	Feet	Trippers	Trousers																									
<p style="text-align: center;">75</p>					<p style="text-align: center;">76</p> <table border="0"> <tr> <td>G</td><td></td><td></td><td></td><td></td></tr> <tr> <td>?</td><td></td><td></td><td></td><td></td></tr> </table>					G					?														
G																													
?																													
<table border="0"> <tr> <td>Trial</td><td></td><td>Judge</td><td></td><td></td></tr> <tr> <td>Detection</td><td>Prison</td><td>Detective</td><td>?</td><td></td></tr> <tr> <td>Crime</td><td></td><td>Criminal</td><td></td><td></td></tr> </table>					Trial		Judge			Detection	Prison	Detective	?		Crime		Criminal												
Trial		Judge																											
Detection	Prison	Detective	?																										
Crime		Criminal																											
					<table border="0"> <tr> <td>Warder</td><td>Capture</td><td>Police</td><td>Escape</td><td>Reporter</td></tr> </table>					Warder	Capture	Police	Escape	Reporter															
Warder	Capture	Police	Escape	Reporter																									
<p style="text-align: center;">77</p> <table border="0"> <tr> <td>Train</td><td></td><td>Link</td><td></td><td></td></tr> <tr> <td>Rain</td><td>Neat</td><td>Ink</td><td>?</td><td></td></tr> <tr> <td>Eat</td><td></td><td>Eel</td><td></td><td></td></tr> </table>					Train		Link			Rain	Neat	Ink	?		Eat		Eel			<p style="text-align: center;">78</p>									
Train		Link																											
Rain	Neat	Ink	?																										
Eat		Eel																											
<table border="0"> <tr> <td>Line</td><td>Lean</td><td>Leek</td><td>Kneel</td><td>Keel</td></tr> </table>					Line	Lean	Leek	Kneel	Keel																				
Line	Lean	Leek	Kneel	Keel																									
<p style="text-align: center;">79</p>					<p style="text-align: center;">80</p> <table border="0"> <tr> <td>Put</td><td></td><td>Nut</td><td></td><td></td></tr> <tr> <td>Tap</td><td>Tip</td><td>Tan</td><td>?</td><td></td></tr> <tr> <td>Pot</td><td></td><td>Not</td><td></td><td></td></tr> </table>					Put		Nut			Tap	Tip	Tan	?		Pot		Not							
Put		Nut																											
Tap	Tip	Tan	?																										
Pot		Not																											
					<table border="0"> <tr> <td>Ten</td><td>Tin</td><td>Tun</td><td>Net</td><td>Nat</td></tr> </table>					Ten	Tin	Tun	Net	Nat															
Ten	Tin	Tun	Net	Nat																									

TEST 2

Can you read the words in the next line?

A BIRD LAYS ITS EGGS IN A (POND, STREAM, CLOUD, HOUSE, NEST).

The word NEST has a line under it because it is the right word to complete the sentence; all the others are wrong.

Here is another:

BREAD IS MADE FROM (WOOD, FLOUR, GRASS, STONE, SALT).

FLOUR is the right word so a line has been put under it.

NOW GO THROUGH THE SENTENCES BELOW AND PUT A LINE UNDER THE RIGHT WORD IN EACH ONE.

IF YOU ARE NOT QUITE SURE OF AN ANSWER, UNDERLINE THE WORD WHICH YOU THINK IS MOST LIKELY TO BE RIGHT.

Do not
write
here.

1. The child went to get some sea-water in her (basket, bucket, pipe, castle, beach).
2. Cats usually like eating (eggs, fish, cabbage, kittens, water).
3. About a week after (ordering, receiving, emptying, managing, upsetting) this letter, I had a telegram from my brother.
4. You can arrange a (money, summer, journey, job, weather) through a travel agent.
5. Although I had run all the way, I reached the shop just after it had shut and I felt very (annoyed, relieved, rejected, hopeless, doubtful).
6. The great engines in the basement made the whole building (sound, vibrate, vindicate, clamour, create) with their noise.
7. The student roamed from library to library in search of the (studies, librarian, professor, library, book) recommended for reading.

1.....

2.....

3.....

4.....

5.....

6.....

7.....



Do not
write
here.

8. When Jane learnt that she had passed the examination she felt very (sorry, considerate, interesting, pleased, pleasant). 8.....
9. She had been dieting for a month, but her weight had not (shown, increased, shrunk, decreased, grown). 9.....
10. The peaceful atmosphere of the village was (dismembered, disregarded, disputed, disrupted, dissected) when the huge lorry rumbled down the street. 10.....
11. The painter was not very successful financially although it was (necessary, obvious, scrupulous, reasonable, disappointing) that he was very talented. 11.....
12. Despite the (convenience, expense, poverty, economy, pleasure) of living in this area, I have managed to save some money. 12.....
13. All the (individuals, inhabitants, decisions, thoughts, dwellers) of the village were cut off by the blizzard. 13.....
14. After some time had elapsed, we once again (renewed, helped, lapsed, involved, deserted) our efforts to solve the difficult problem. 14.....
15. The building which was going to be demolished had been (derisive, animated, vicious, derelict, derivative) for some months. 15.....
16. Considering the great capacity that a human being has for love, it is astounding that the history of mankind should be frequently blackened by deeds of (love, manliness, consideration, hate, history). 16.....
17. The man said that he was not interested and did not want to (partition, participate, purport, produce, predict) in the discussion. 17.....
18. The (process, proceeds, pages, gain, progress) from the sale of the book were given to a worthwhile charity. 18.....

TURN OVER WITHOUT WAITING TO BE TOLD



Do not
write
here.

19. It is not sufficient to know the means of preventing and curing disease; it is equally (bad, necessary, useful, sufficient, good) to provide these means and even to compel their use.
20. Although I could not see one in the room, I nevertheless suspected the (position, situation, existence, hiding, suspicion) of a secret microphone.
21. The increasing use of (automation, autonomy, computation, dangers, mechanisation) in certain industries is encouraging apprehension about redundancies in many areas.
22. After the strain of all the hard work, his holiday made him feel very much (sun-burned, rested, worse, overworked, energetic).
23. The town council wanted to improve the (amounts, limits, amenities, places, inmates) of their district.
24. In a totalitarian state, books and all other forms of printed matter are subjected to Government (censorship, dictatorship, publication, printing, subsidies).
25. As we both come from the same town, my wife and I have a great many (typical, mutual, friable, arable, viable) friends.
26. To write a successful book requires as much time and energy as to write an unsuccessful one, but in the first case the effort reaps its (success, books, rewards, writing, energy).
27. In the days when people lived in caves and rough shelters there were no fields or farms; men got their food by hunting animals and by (finding, planting, gathering, growing, eating) berries and wild fruits.
28. The discovery made by the explorers in the Arabian desert far (overtook, tormented, exceeded, exposed, passed) their wildest dreams.

19.....

20.....

21.....

22.....

23.....

24.....

25.....

26.....

27.....

28.....

Do not
write
here.

29. When the speaker asked if there were any questions he was (involved, immured, inundated, implied, instructed) with queries.

29.....

30. To identify any form of government with a religion is a dangerous error, for it confounds the permanent with the transitory, the (good, temporary, real, absolute, religious) with the contingent.

30.....

31. Having had her expectations so much raised, it was very (realistic, discrediting, uplifting, disconcerting, discriminating) to have them suddenly shattered.

31.....

32. A strong gale had been blowing all night and the (following, ensuing, much, causing, destroying) damage in the garden took John several days to repair.

32.....

33. Whilst self-restraint is a praiseworthy quality which one should try to cultivate, it runs as much danger of being exaggerated as its (counterpart, equal, quality, virtue, denial), the free expression of personal feelings and emotions.

33.....

34. It took three men to (refrain, prohibit, restrain, catch, restrict) the youth from rushing into the burning shed to rescue his pet dog.

34.....

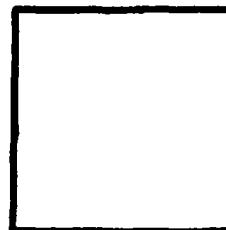
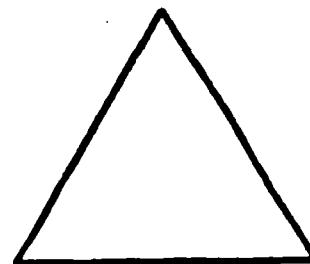
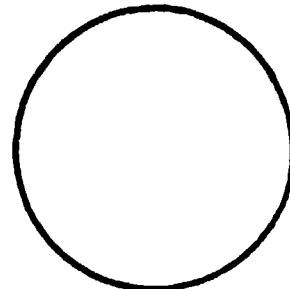
35. The boss firmly denied any accusation of discrimination; he claimed that the policies of his firm were not dictated by (shareholders, prejudice, incrimination, accusations, profits).

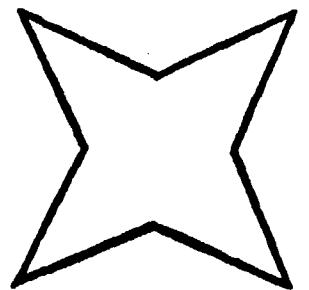
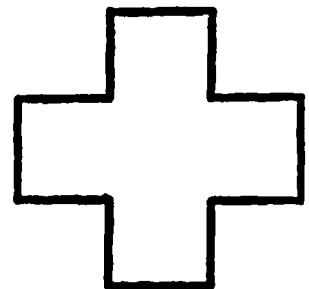
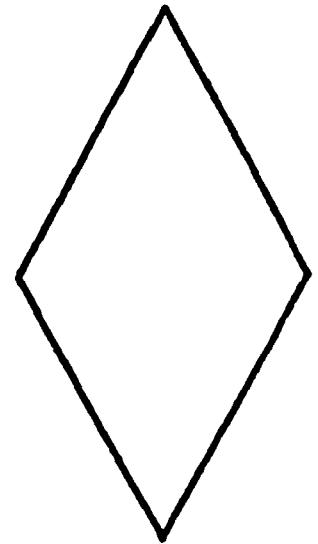
35.....



TEST 3

Copy these drawings as carefully as possible in the boxes alongside. Copy each one twice in pencil.





END OF TEST

Add (+)

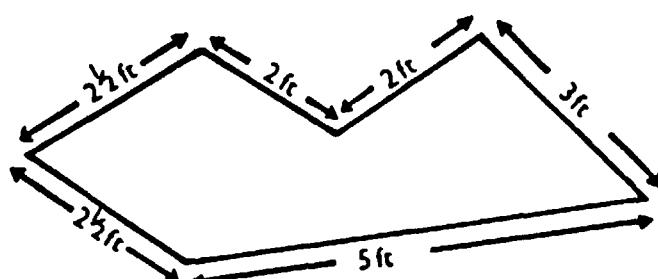
$$\begin{array}{r} 967 \\ + 154 \\ \hline \end{array}$$

1.....

Subtract (-)

$$\begin{array}{r} 6841 \\ - 5952 \\ \hline \end{array}$$

2.....



What is the distance all the way round this figure?

.....feet

3.....

Multiply (x)

$$\begin{array}{r} 681 \\ \times 9 \\ \hline \end{array}$$

4.....

GO STRAIGHT ON TO THE NEXT PAGE

5.

Divide (\div)

$$9) 8 \ 1 \ 3 \ 4 \ 2$$

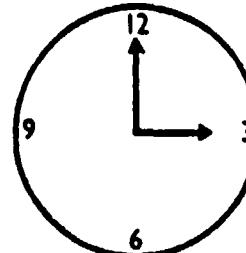
Do not
write
here.

5.....

6.

This clock says 3 o'clock. The angle between the hands is 90° .

What will be the angle between the hands when the clock says 6 o'clock?



(.....°)

6.....

In each question below two of the signs $+$ $-$ \times \div are missing.
Write the missing signs in the boxes. The first one has been done for you.

$$5 \boxed{+} 3 = 12 \boxed{-} 4$$

Now write the missing signs in the boxes below.

7.

$$20 \boxed{\quad} 4 = 2 \boxed{\quad} 3$$

7.....

8.

$$4 \boxed{\quad} 1 = 9 \boxed{\quad} 6$$

8.....

9.

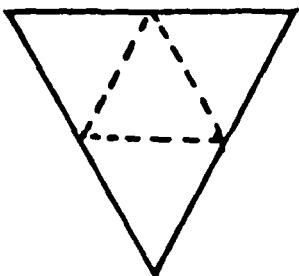
$$B \div 7 = 5$$

$$B = \dots$$

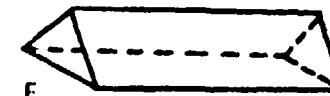
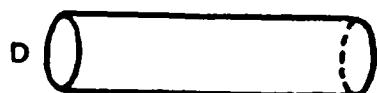
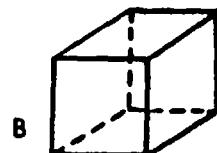
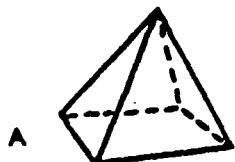
9.....

10.

Look at this figure:—

Do not
write
here.

When it is cut out and folded along the dotted lines it will make one of the following shapes. Write the letter of the shape you think it will make on the line below.



11.

In a class of 40 pupils 3 are girls. How many of the pupils are boys?

(Number of boys =)

12.

The answer to this addition sum is right.

$$\begin{array}{r}
 \text{Ruk} & \text{Ank} \\
 8 & 3 \\
 + & \\
 1 & 3 \\
 \hline
 10 & 2
 \end{array}$$

10.....

11.....

12.....

How many Anks are there in one Ruk? Anks = 1 Ruk

3.



Do not
write
here.

69

These shapes are alike in some ways. Underline TWO ways in which they are alike.

They all have 4 sides.

They are all rectangles.

They all have the same area.

They all have at least one right angle.

They are all triangular.

4.

What is $\frac{1}{2}$ of $\frac{2}{3}$ of 1 lb.? (..... oz.)

5.

If 0.25 of a sum of money is £3, how much would 0.75 be? (£.....)

6.

A rectangle whose length is 6 in. and breadth is 4 in. has an area of 24 sq. in. Give the length and breadth of another rectangle whose area is 24 sq. in.

Length = in. Breadth = in.



+ 7 would always be:

equal to +

more than 7

equal to 7 + 7

(Underline the answer)

less than

less than 7

13.....

14.....

15.....

16.....

17.....

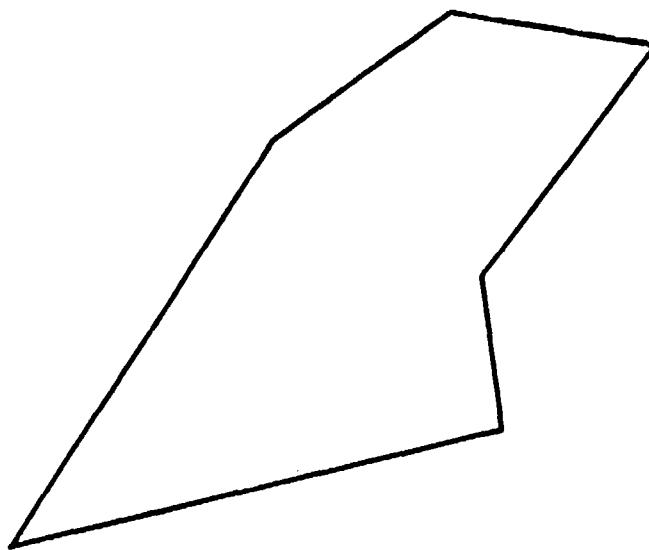
TURN OVER WITHOUT WAITING TO BE TOLD



24

18.

Draw lines to show how this figure can be divided into exactly three triangles.



19.

Anne has twice as much money as her sister but only half as much as her brother. She has 3s. How much do the three children have altogether?

(.....s.....d.)

20.

Write in figures the number which is 2 less than thirty thousand.

(.....)

In each question below write the missing numbers in the boxes.

21.

$$16 \div \boxed{\quad} = 6 - 4$$

22.

$$4 \times 5 = \boxed{\quad} + 14$$

23.

$$11 \times 7 = \boxed{\quad} - 3$$

Do not
write
here.

70

18.....

19.....

20.....

21.....

22.....

23.....

Do not write here.

4.

1 of a number is 5. What is twice the number?

(.....)

71

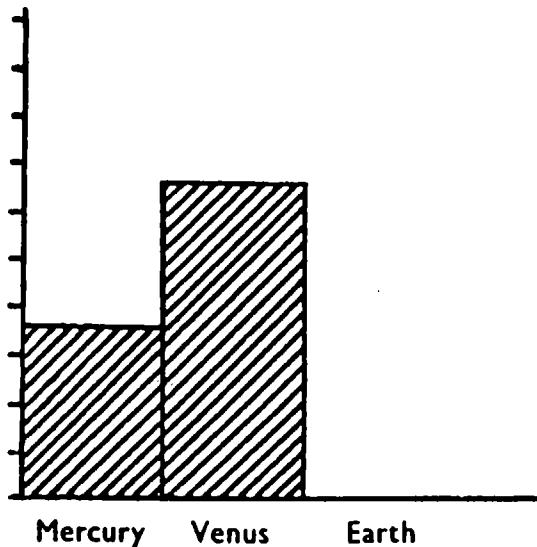
24.....

This graph shows the distances of Mercury, Venus and the Earth from the sun.

Mercury is 36 million miles from the sun.

Venus is 67 million miles from the sun.

Distance from the sun in millions of miles



5.

Mark in all the numbers on the vertical scale.

25.....

'

Draw in the block which shows that the Earth is 93 million miles from the sun.

26.....

7.

To send 2 trunks by train costs 21s. each. To send them by road costs 23s. 6d. each. How much will a man save altogether by sending both trunks by train?

(.....s.....d.)

27.....

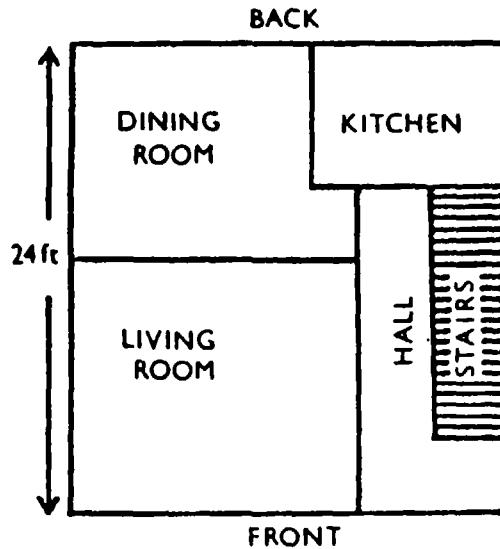
8.

What is the smallest number into which 3, 4 and 6 will all divide exactly?

(.....)

28.....

Do not
write
here.



Here is a plan of a house. One inch represents 10 ft.

29. The dining room is 11 feet long from front to back. How long is the living room?feet

30. The kitchen is shown on the plan as $\frac{3}{4}$ in. long. How long is it in the actual house?feetinches

31. The front of the house is 22 ft. 6 in. across. How many inches represent this on the plan?inches

-
32. In this question P stands for any whole number between 1 and 10. Don't try to work out the sum. Just look at the answers and draw a ring round the two answers that could not possibly be right.

$$5 \times P = 500 \quad 35 \quad 20 \quad 15 \quad 45 \quad 4$$

33. What percentage is 10 of 40?%
-

- 29.....

- 30.....

- 31.....

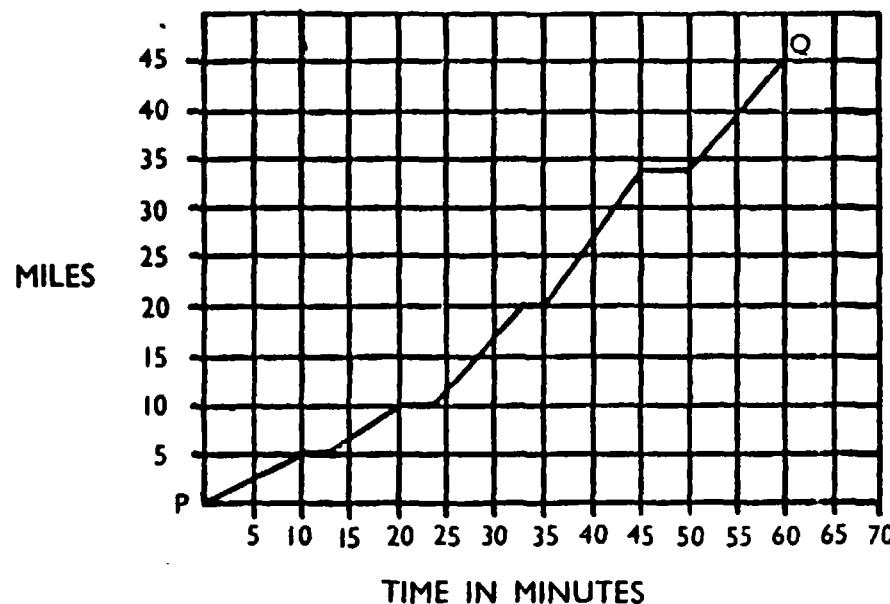
- 32.....

- 33.....

Do not
write
here.

C
E

Graph of a train journey from P to Q



34. How many minutes long is the longest stop the train makes? minutes

34.....

35. What speed is the train travelling at from P to the first stop? m.p.h.

35.....

36. How many minutes after leaving P does the train arrive at its third stop? minutes

36.....

37. Make up a division sum which would give the answer $\frac{1}{2}$.

$$\dots \div \dots = \frac{1}{2}$$

37.....

In both series of numbers below a number is missing. Fill in
the missing numbers.

38.

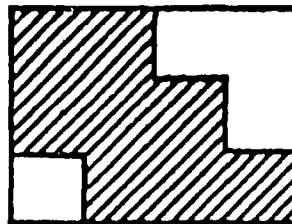
5, 10, 20, 26, 36, 43, 53,

39.

7, 14, 16, 8, 6, 18, 21, 7, 4, 16,

J.

What fraction of this rectangle is shaded?



(.....)

40.....

END OF TEST



PUPIL'S QUESTIONNAIRE

You may like to know that the tests in this booklet are also being done by nearly 16,000 other children. This very large group contains all the children in England, Scotland and Wales who were born in the week 3rd to 9th March, 1958. We have been following the progress of nearly all of you since birth and we would like to carry on with this at least until you leave school. Our aim is to find out more about children's growth, health, their progress in school and their interests out of school. We are very grateful for your own and your parents' help and we hope you will be able to help us again in the future.

INSTRUCTIONS

This last part of the booklet is not a test. These are questions about yourself. Sometimes you have to write answers but for some of the questions you have only to read the answers which are already there and put a tick (✓) by the one which is true for you. Here is one to show you how to do it.

PRACTICE

Is your birthday in March? (Put a tick in one of the boxes)

Yes

No

You should have put a tick after Yes, like this.

Yes

No

GO STRAIGHT ON TO THE NEXT PAGE

Now, answer all the other questions. Read each one carefully.

1. Do you enjoy your spare time or do you often get bored? (Put a tick in one of the boxes)

Always enjoy my spare time

Sometimes get bored

Often get bored

Do not write here.
Col. 26

1

2

Col. 27

1

2

3

- Do you borrow books from a public library? (Tick either Yes or No)

Yes

No

3. If you watch television, there are probably some television programmes you like more than others. Please write on the dotted lines the names of three television programmes you like best.

1.

2.

3.

4. Write down the three school subjects that you like best. (Do not include games or physical education)

1.

2.

3.

5. When you leave secondary school, which of these things do you think you will do? (Put a tick in one of the boxes).

Go straight to a job.

Continue full-time study (for example, at a College or University).

Don't know.

Col. 28

1

2

3

- 5 Below you will see some of the things boys and girls of your age find interesting. Read each one carefully and decide whether you do it often (nearly every day), sometimes; never or hardly ever. If your answer is often, put a tick in the first box, if your answer is sometimes, put a tick in the second box, if your answer is never or hardly ever, put a tick in the third box.

Put a tick in only one box for each question. Answer every question.

Do not
write
here

Col

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

	1 Often (nearly every day)	2 Sometimes	3 Never or hardly ever
(a) Playing and talking to friends outside school hours			
(b) Going to the cinema			
(c) Reading books (apart from school work or homework)			
(d) Reading newspapers, magazines and comics			
(e) Listening to music (not 'pop' music) outside school hours			
(f) Going to clubs outside school (including Scouts and Guides)			
(g) Going to school clubs (outside school hours)			
(h) Helping at home			
(i) Playing outdoor games or taking part in sports outside school hours			
(j) Writing stories, making up plays or poems outside school hours			
(k) Drawing or painting pictures outside school hours			
(l) Cooking			
(m) Collecting stamps			
(n) Sewing, knitting, or other needlework outside school hours			
(o) Model making outside school hours			
(p) Listening to the radio outside school hours			
(q) Watching television outside school hours			
(r) Looking after animals			
Please add below any other hobbies you have which are not in the list above (Again, put a tick in one of the boxes)			
(s)			
(t)			
(u)			
(v)			

Imagine that you are now 25 years old. Write about the life you are leading, your interests, your home life and your work at the age of 25. (You have 30 minutes to do this).

Do not
write
here.

Col. 51

Col. 52

Col. 53

Col. 54

Col. 55

Col. 56

Detach these pages of Introductory Notes and Instructions before any tests are given

INTRODUCTORY NOTES

In 1958 a study was made of virtually every baby born in the week 3rd to 9th March in England, Scotland and Wales. Through the co-operation of doctors and midwives all over the country, very comprehensive information was obtained about each child and mother. The results of this study, the 1958 Perinatal Mortality Survey, have already had a considerable impact with a consequent improvement in maternity services and a saving of infant life.

With so much information already available about the children, a unique opportunity presented itself for relating the ante-natal and birth history of the children to their present development. There is as yet much to learn about the influence of conditions before and at birth on normal educational, physical and emotional growth. There is, too, much to be discovered about the causes and effects of many handicaps and even about their incidence in the child population. Particularly is this the case for minor handicaps, which may nevertheless be educationally significant. Finally, the detailed study of a large and representative national group afforded the opportunity of answering many questions about physical development and its relationship to educational progress; the importance of specific environmental factors to children's education and adjustment; the relevance of school circumstances such as class size; regional differences in children's development and health; and the availability and efficacy of services for children both regionally and nationally.

To make the fullest use of this opportunity, an interdisciplinary project, the National Child Development Study (1958 Cohort) was set up in 1964 to trace the children involved, numbering nearly 16,000, and to follow their progress to maturity. In 1965 when the children were seven years old, over 92 per cent of the group was traced and a great deal of information was gathered from schools and parents. The children completed some educational tests and they were medically examined by School Health Services. A report on this first follow-up was published by the Plowden Committee and also separately as a paperback. A short booklet summarising these results was sent to all the schools and others

who had taken part. A second report on the first follow-up will be completed shortly.

The present follow-up is being financed by the Social Science Research Council and the co-operation and support of every local authority has once more been generously forthcoming. The study yields more valuable information as it progresses since it becomes increasingly possible to examine the effects of earlier events upon children's later progress and development. Many of the questions which can be answered relate to the effect of adverse circumstances on children but the study of a normal, representative group opens the way to an investigation of why some children who have been exposed to potentially adverse circumstance do not develop adversely. This field of enquiry, which has been barely covered hitherto, should yield information with important implications for preventive action.

As you will know, the parents have once more been approached for their support and active co-operation, so that information can be gathered on the home environment and the children's medical history. A visit to the parents will be made by an officer of the local authority, usually a health visitor. Finally, the School Health Service will arrange for a medical examination and test the children's hearing and vision.

Tests 1, 2 and 4 in this booklet were prepared by the National Foundation for Educational Research in England and Wales and we are greatly indebted to them for their help.

As in the first follow-up we shall prepare a short summary of our results and send this to all the schools involved. We do not underestimate the amount of work involved for you, particularly when the demands upon your time to complete questionnaires and forms of every description is increasing. However, we hope that you will feel the project worthy of your professional skill and time. On behalf of the research team and the sponsoring bodies, I should like to thank you for your valuable help.

Ronald Davie
Co-Director.

THE EDUCATIONAL TESTS AND ASSESSMENTS

88

I. The 'Educational Assessment' Form (Separate Booklet)

This form has been designed to give relevant details about the child's school environment, his educational progress and some aspects of his behaviour.

Section 'A' deals with the school. If your school contains more than one child in the study, will you please nevertheless complete this section for each pupil, although the answers will be identical in each case. This section was included in the individual booklets rather than as a separate form for each school in order to reduce the overall number of documents and minimise the chance of loss or separation.

Section 'B' contains some questions about the child during his stay at your school and about the interest taken by the parents in his education. This section would most appropriately be completed by the class teacher in consultation with the Head.

The last section would in most cases best be completed by the class teacher since it deals with the child's class, his abilities and some aspects of his behaviour.

Most of this form has been framed as a series of items to which a number of alternative answers are stated. Would you please ring the number in the right-hand column opposite the answers you wish to make. We have tried to anticipate likely answers but, where appropriate, have left space for other replies. We apologise to those who may find this approach inhibiting; it has been used to reduce your clerical work and ours. It also simplifies later analysis of the replies. If, however, you feel that a particular answer needs some qualification or amplification, please add comments at that point on the questionnaire.

Example

Since the beginning of the school year has either parent taken the initiative to discuss the child, even briefly, with you or any member of the teaching staff?

Col. 45

Yes, father only ...	1
Yes, mother only ...	2
Yes, both	3
Neither	4

II. The Bristol-Social Adjustment Guide (Separate Form)

This Guide is designed to elicit a comprehensive picture of the child's behaviour in school. It would, most appropriately, be completed by the teacher who knows the child best. The detailed instructions are contained on the Guide, which has a different form for boys and girls.

There is space on the back of the Guide for any additional comments you may wish to make which would help us to get a more complete picture of the child. Please use this space for any information about the child which you feel to be relevant to his present behaviour, or educational standard or health but which has not been covered by the forms.

III. The Test Booklet

The tests will be given, as already explained, to nearly 16,000 children and their administration carried out by many thousands of teachers. If the results are to be in any way comparable it is absolutely necessary that the tests are given exactly as laid down in the instructions, which have been carefully prepared so that, if strictly observed, no child will start with an advantage over the next. They should be read through carefully before the testing begins.

There are four tests to be given and, finally, there is a 'Pupil's Questionnaire'. The four tests are: (1) General Ability Test; (2) Reading Comprehension Test; (3) Copying Designs Test; (4) Arithmetic-Mathematics Test. They should not be given on one occasion; if possible they should be given during the mornings on two separate days of the week. The tests should be given in the order in which they are listed above: Tests 1 and 2 on the first day, and Tests 3 and 4 on the second day. The 'Pupil's Questionnaire' should be completed after the tests, either on the second day or at some other time. The tests are all suitable for group administration, so if there are more than one study child in the school, they may all be tested together.

The testing should be carried out in a room in which only the study child (or children) and the tester are present, and arrangements should be made to prevent any interruptions during the giving of the test.

The testing should preferably be carried out by a teacher who knows the child, and the atmosphere should be friendly and informal. The child should be provided with two sharpened pencils, but with no other instruments.

The tester should make him/herself thoroughly familiar with the tests and the method of administering them before starting to give the first test.

These Introductory Notes and Instructions should be removed from the Test Booklet before any testing begins.

The Tests

In the Instructions that follow the words spoken by the tester are given in heavy print and must be kept to as much as possible. No attempt, however, should be made to commit them to memory. When the child is ready to begin, say:

I have here a booklet with a few tests in it that I want you to do for me. These tests are being given to a great many other children of the same age as you and they have been made up in order to find out what children in this country can do.

TEST I—General Ability

INSTRUCTIONS FOR ADMINISTRATION

TO BE READ THROUGH CAREFULLY BEFORE THE CHILD COMES FOR THE TEST

Place the booklet in front of the child and open it at page 2. Then say, slowly and clearly:

Follow carefully while I read the instructions for doing the first test.

Make sure that the child follows the printed instructions as you read.

In the example below, four words on the left go together in the same way as four words on the right, but one of the words on the right is missing. Find out how the words on the left go together and then put a line under the missing word in the list of words given. Do that now.

(Pause for a few moments.)

The words on the left read (point) "inch, foot, yard, mile"—going upwards to the highest thing. The words on the right read (point) "ounce, pound, stone,"—also going upwards, but the highest thing is missing, and it is one of these (point): "penny, ton, pint, hour, gallon." Since the word "ton" is missing from the words on the right, you should have put a line underneath ton" like this (point).

Here is another example using shapes instead of words. Find out how the shapes on the left go together and then put a line under the shape that is missing from those on the right. Do that now (pause). This is the shape you should have underlined (point). If you put the line under the wrong one, cross it out like this (point) and put it in the proper place.

Now look at the practice test on the next page, but make no marks on it until you are told to begin working. The questions on this page are just like those you have already seen, though the things do not always go together in the same way. Do Numbers 1, 2, 3 and 4. Notice that you work across the page. (Point to the four numbers.) Then stop and put your pencil down.

Begin working.

Wait until the child has finished, and then say:

In Question 1, you should have underlined the word "second," because the words on the left go (point to the words) "one, two, three, four," and the words on the right should go in the same way: "first, second, third, fourth."

In Question 2, the arrows on the left show that as you go round the number of dashes goes up by one, so on the right the number of little rings should go up by one. You should have underlined the two little rings here (point).

On the left in Question 3, there are four letters A, but one of them is lying on its side. So on the right there should be four letters I, but the missing one should be lying on its side. This is the right answer (point).

On the left in Question 4, "animal" tells what kind of thing "cows," "tigers" and "dogs" are. The missing word on the right should tell what kind of thing "sparrows," "crows" and "eagles" are, so the right answer is "bird."

Now do the rest of the questions on this page, and when you have finished, put your pencil down. Do not turn over until you are told.

Wait until the child has finished, and then say:

Are there any questions about how to do the test?

Any question is answered by reading out the appropriate part of the instructions given above.

On the rest of the pages of the test, the questions are just like this. When you are told to begin, turn over to the first page of the real test and start work at once. Work as quickly and as carefully as possible. When you have finished one page, turn over and carry on without waiting to be told. You will have 30 minutes in which to do the test. When you have finished, look over the work you have done until time is up. At the very bottom of each page there are two small boxes. These are nothing to do with the testing. Ignore them. Now turn over and begin.

Note the time when Begin is said, and what the time will be 30 minutes later. Watch that the child does not turn over two pages at once. Give no help whatsoever once the child has started the test. At the end of 30 minutes, say: Stop work, put your pencil down. Close your booklet.

MARKING KEY

One sequence of correct answers is preserved for all odd-numbered pages and another sequence for all even-numbered pages. Tick clearly all items answered correctly by reference to the marking key below. On each page, four of the items are verbal items and four are non-verbal. Add the number of verbal items correctly answered on each page and enter this total in the small box at the bottom left-hand side of the page; the number of correctly answered non-verbal items should be entered in the box at the bottom right-hand side. Transfer these page totals to the appropriate boxes on the front cover of the booklet. Finally, add these page totals and enter the Verbal Total, the Non-Verbal Total and the Grand Total.

Page	Item Number	Page	Item Number
3	2 3 4 5 6 7 8	4	9 10 11 12 13 14 15 16
5	17 18 19 20 21 22 23 24	6	25 26 27 28 29 30 31 32
7	33 34 35 36 37 38 39 40	8	41 42 43 44 45 46 47 48
9	49 50 51 52 53 54 55 56	10	57 58 59 60 61 62 63 64
11	65 66 67 68 69 70 71 72	12	73 74 75 76 77 78 79 80
Answers	4 1 3 5 2 2 4 1	Answers	3 4 4 1 5 2 3 2

TEST 2—Reading Comprehension

INSTRUCTIONS FOR ADMINISTRATION

TO BE READ THROUGH CAREFULLY BEFORE THE CHILD COMES FOR THE TEST

This test of reading comprehension is of a familiar pattern, requiring the child to choose the words which appropriately complete the sentences. Place the booklet in front of the child and open it at page 14. Then say, slowly and clearly:

Follow carefully while I read the instructions for doing the second test.

Make sure that the child follows the printed instructions as you read.

At the top it says, 'Can you read the words in the next line?' Read the next line carefully and then look up. (Pause until the child has finished this). The line reads, 'A bird lays its eggs in a (pond, stream, cloud, house, nest)'. Follow with me what it says on the next line, 'The word nest has a line under it because it is the right word to complete the sentence; all the others are wrong'.

(Explain again, if necessary)

Follow while I read on. 'Here is another: Bread is made from (wood, flour, grass, stone, salt). Flour is the right word so a line has been put under it.'

(Explain again, if necessary)

Finally, it says, 'Now go through the sentences and put a line under the right word in each one'. If you are not quite sure of an answer, underline the word which you think is most likely to be right'. Work as quickly and carefully as possible. When you have finished one page turn over and carry on without waiting to be told. You will have 20 minutes in which to do the test. If you finish before this, look over your work until the time is up. Now begin.

Note the time when Begin is said, and what the time will be 20 minutes later. Give no help whatever once the child has started the test. In the case of a very poor reader, please discontinue the test, if you feel this is advisable, when the child has done as much as he can.

MARKING KEY

Tick clearly all items answered correctly in the right-hand margin of each page and enter the page total in the box at the foot of the column margin. Transfer the page total to the

appropriate boxes on the front cover of the booklet. Finally, add the page totals and enter the grand total on the front of the booklet.

ANSWERS

- | | | | |
|--------------|-----------------|-------------------|-------------------|
| 1. bucket | 8. pleased | 19. necessary | 29. inundated |
| 2. fish | 9. decreased | 20. existence | 30. absolute |
| 3. receiving | 10. disrupted | 21. autoinflation | 31. disconcerting |
| 4. journey | 11. obvious | 22. rested | 32. ensuing |
| 5. annoyed | 12. expense | 23. amenities | 33. counterpart |
| 6. vibrate | 13. inhabitants | 24. censorship | 34. restrain |
| 7. book | 14. renewed | 25. mutual | 35. prejudice |
| | 15. derelict | 26. rewards | |
| | 16. hate | 27. gathering | |
| | 17. participate | 28. exceeded | |
| | 18. proceeds | | |

TEST 3—Copying Designs

INSTRUCTIONS FOR ADMINISTRATION

TO BE READ THROUGH CAREFULLY BEFORE THE CHILD COMES FOR THE TEST

This test aims to assess the child's visual perception of shapes and his ability to reproduce them with reasonable accuracy. The copying should be done in pencil without the aid of any straight edge. Place the booklet in front of the child and open it at page 18. Then say slowly and clearly:

The instructions for this test are very simple. Follow carefully while I read the sentences at the top of the page. 'Copy these drawings as carefully as

possible in the boxes alongside. Copy each one twice in pencil.' There is no time limit for this test. When you have finished put your pencil down. Now begin.

Give no other help than this once you are sure the child has understood the instructions. The scoring of this test depends upon rather detailed criteria, so please do not attempt any marking.

NATIONAL CHILD DEVELOPMENT STUDY

NCDS II (SWEEP 2, 1969/70).

CODING IDENTIFICATION PARTICULARS (CODING FRAME)

PUNCHED CARDS Y.1, Y.2, Y.3, Y.4, Y.5, Y.6, Y.7, Y.8, Y.9

with

1971 ITEM NUMBERS FOR COMPUTER TAPE

PAGE INDEX

Introduction	Page 0	
NCDS Card Y.1	Educational Assessment	Page 4
NCDS Card Y.2	Test Booklet	Page 16
NCDS Card Y.3	Bristol Social Adjustment Guides Scoring Form	Page 21
NCDS Card Y.4	Parental Interview Form	Page 33
NCDS Card Y.5	Parental Interview Form	Page 45
NCDS Card Y.6	Parental Interview Form	Page 56
NCDS Card Y.7	Medical Examination Form	Page 66
NCDS Card Y.8	Medical Examination Form	Page 77
NCDS Card Y.9	Audiogram	Page 80

N.B.

Pages 0 - 2 must be read before using this coding frame.

NCDS II Coding frame

GENERAL NOTES

SEX

For greater accuracy in computer work item number 622 can replace the item numbers listed against the sex columns on cards Y1 - Y9 below. Under this item, sex information when present is compiled from all the data available. At present the order of precedence is as follows:

NCDS II Educational, NCDS II Parental, NCDS II Medical
NCDS I Card 1, 3, 5, 7, 8

When data for NCDS III becomes available that will take precedence over the above.

Multiple Birth Identification

All reference to multiple births has been removed from this coding frame and put onto card 9 - NCDS I coding frame, page 103 - item 1811.

CARD 9 - Summary card

Card 9 now contains data relevant to NCDS I, II + III. It normally is filed in the NCDS I coding frame before the permanent records. Holders of NCDS II coding frames who do not have an NCDS I coding frame or a copy of CARD 9 should obtain one from the Statistics Section, National Children's Bureau.

9th September 19

USE OF THIS FRAME

From time to time amendment pages or alterations will be issued for this coding frame. If a new page to replace this page appears, for example, it will be called Page C/1.

Notes on any errors found should be given to Jaqui James or Bryan Adams with a note of the page(s) on which they occur..

Current pages are numbered 0/0 through 81/0.

EXPLANATION OF CODING FRAME NOTATION

The Coding Frame has a similar format to the NCDS I coding frame, though some changes have been made.

Each item of information obtained in NCDS II about a child is punched into a particular part of a column or columns on one of the cards Y.1 to Y.5 called a 'field'.

1) Field Description

This comprises a note of the columns which make up a field (all punch positions in a column unless otherwise stated) and one of the four terms, 'numeric', 'extended numeric', 'polylog', and 'binary', describing the type of field.

A 'numeric' field is one which contains numeric data. An 'extended numeric' field is similar in concept, but the X or Y punches may perhaps be used, either as extra digits (e.g. in the child's serial number) or with a specific meaning, perhaps when a numeric value is inapplicable.

A 'polylog' field is the commonest kind. Here a punch (or exception) a particular combination of punches) indicates into which category of some item a child falls.

A 'binary' field is a field in which each punch indicates a particular category of some item, and where multipunching may occur when more than one the categories applies.

Note the conceptual difference between legal multipunched combinations in polylog and binary fields; in a polylog field where multipunching occurs will have a specific meaning as a combination. This use is rare.

2) Computer Item

Here item numbers which will be used with the table program, TRMAIN, are shown; together with the 'type', which indicates the way in which that program will process the item.

In general:

- | | |
|--------------------|--|
| 'Numeric' | is treated as 'numeric'. |
| 'Extended numeric' | is treated as 'numeric', or 'coded'. |
| 'Polylog' | is treated as 'coded', or (rarely) 'multicoded'. |
| 'Binary' | is treated as 'multicoded'. |

N.B. Some of those item numbers may change, so requests for tables should be made in terms of card columns and punches.

3) Permitted Punches

In the description of permitted punches, the computer coding appears first in brackets, followed by an 'equals' sign, and the punched card coding second, next to its explanation.

e.g. Sex of Child's Class Teacher

- (1) = 1 Male
- (2) = 2 Female
- (NA) = b No answer

In these descriptions, the following notation is used:-

- 'b' to mean 'blank'.
- '.' to mean 'punched in the same column with'.
- '+' to mean 'or'.
- 'NA' is a special computer code for 'No Answer'.
- 'DNA' is a special computer code for 'Does Not Apply'.
- '10+' is used to mean 'greater than or equal to 10'.
- '-' is used to mean 'through' (American usage).

Normally:-

Numeric Fields must have exactly one of the punches 0 - 9 in every column, unless other combinations are mentioned (e.g. bb for a 2-column field). The coders should have entered a number into such a field right-justified with leading zeros (or left the whole field blank).

Extended Numeric Fields must have exactly one of the punches Y, X, 0 - 9 in every column, unless other combinations are mentioned. Often most columns of such a field are restricted to 0 - 9; or X, 0 - 9.

When no further information is given about 'Permitted Punches' in a Polylog Field, the list of permitted combinations given is complete.

In a Binary Field, all combinations may theoretically occur, though patently absurd ones may have been excluded and a comment may be made to that effect.

2

MEMO

TO: ALL NCDS STAFF

FROM: Linda Summer

2%

RE: NCDS II CODING FRAME

DATE: 22nd June, 1972

Since there have been a few remarks made regarding the validity of my last memo changing the Y2 codes from 30 to 20, perhaps an explanation is required. The query actually arises from the logical extension of "X" having a value of 10 and "Y" having a value of 20 particularly in the case of Y1X512, which, since the change in the value of Y2 from 30, now has the same value as Y20512.

The number can only have 7 digits and as the figures remain in the same position despite the increased value, due in this case to the "X" as 10 - it is worked out as follows:-

$$\begin{array}{r} \text{Y1X512} \\ + \quad 2010 \\ \hline 2020512 \end{array}$$

As there is also an alteration in the description of this item on page 5/0 I have replaced the page with 5/1.

The other change to note is on page 61/0 Col 49. 'NA' includes 'don't know' as well as 'no answer' and 'no illness'. A new page 61/1 replaces this page.

enc.2

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y.1
Page 3/1

Questionnaire or 208(s)

Educational Assessment - Page 1

Card

Columns

1 - 10

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>																								
	Col 1		Always punched Y.1. Card type for Educational Assessment Form																								
	Cols 2-4 Extended numeric	801 Numeric	1969 Code Number for Local Authority comprising this form (which may differ from that on other forms for this child). The Code Number is based on a N.C.D.S January 1969 listing. Columns 3-4 are always numeric, Column 2 is numeric or X. The numbers 000-999, X00-X99, are possible but not all used.																								
		802 Coded	<p>Column 2 is the region code, which has permitted codes:</p> <table> <thead> <tr> <th>Col 2</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>(1) = 0</td> <td>North Western</td> </tr> <tr> <td>(2) = 1</td> <td>Northern</td> </tr> <tr> <td>(3) = 2</td> <td>East & West Ridings</td> </tr> <tr> <td>(4) = 3</td> <td>North Midlands</td> </tr> <tr> <td>(5) = 4</td> <td>Eastern</td> </tr> <tr> <td>(6) = 5</td> <td>London & South Eastern</td> </tr> <tr> <td>(7) = 6</td> <td>Southern</td> </tr> <tr> <td>(8) = 7</td> <td>South Western</td> </tr> <tr> <td>(10) = 8</td> <td>Wales</td> </tr> <tr> <td>(9) = 9</td> <td>Midlands</td> </tr> <tr> <td>(11) = X</td> <td>Scotland</td> </tr> </tbody> </table>	Col 2	Meaning	(1) = 0	North Western	(2) = 1	Northern	(3) = 2	East & West Ridings	(4) = 3	North Midlands	(5) = 4	Eastern	(6) = 5	London & South Eastern	(7) = 6	Southern	(8) = 7	South Western	(10) = 8	Wales	(9) = 9	Midlands	(11) = X	Scotland
Col 2	Meaning																										
(1) = 0	North Western																										
(2) = 1	Northern																										
(3) = 2	East & West Ridings																										
(4) = 3	North Midlands																										
(5) = 4	Eastern																										
(6) = 5	London & South Eastern																										
(7) = 6	Southern																										
(8) = 7	South Western																										
(10) = 8	Wales																										
(9) = 9	Midlands																										
(11) = X	Scotland																										
	Cols 5-10 Extended numeric	1 Numeric	<p>Child's Serial Number</p> <p>This is a six-figure number punched in Columns 5-10 of each card which identifies the data for each child.</p> <p>The majority of these serial numbers were allocated to the children in the 1958 Perinatal Mortality Survey. Some were allocated in N.C.D.S. I (1965) and more in N.C.D.S. II (1969) for children who were born abroad, or born within Great Britain but with no data in the Perinatal Mortality Survey, or who were not successfully matched with P.M.S. data.</p> <p>Note that the serial numbers of some children (multiple births) have been changed since the P.M.S. and N.C.D.S. I. No two children now have the same serial number.</p> <p>The first three digits (Cols 5-7) of the serial number indicate when and how the number was allocated, the last three digits (Cols 8-10, always numeric) are an individual number for the child</p>																								

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y.1
Page 4/1

Questionnaire and Page(s)

Educational Assessment - Page 1

Card

Y.1

Columns

5 - 10

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Cols 5-10 Extended numeric	1 Numeric	<u>Numbers allocated in 1958 for the Perinatal Mortality Survey</u>
			<u>Cols 5-7 Meaning</u> 000-999, X00-X99 This is the Code Number for the Local Authority of the area in which the child was born, based on a 1958 list. Column 5 is the region code which is interpretable like Column 2.
			<u>Cols 8-10</u> Numbers from 001 up were allocated to the births (or stillbirths) within a Local Authority. Not all are used and there are gaps. These numbers appear on forms J, K, and R (JKR's for short) of the P.M.S. records. (With the exception of numbers for multiple births in the P.M.S., which may have been changed but are still of this type).
			<u>Numbers allocated in 1965 for N.C.D.S. I</u>
			<u>Cols 5-7 Meaning</u> Y00 Child born abroad but living in England, Scotland or Wales at the time of N.C.D.S. I (1965). Y01 Child born in England, Scotland or Wales, but with no data in the Perinatal Mortality Survey (though it may have a P.M.S. number on the JKR's). Y10-Y19, Y1X * Unmatched with P.M.S. data. Column 7 has the region code from the child's 1965 Local Authority, based on a 1965 list, and interpretable like Column 2. * N.B. In 1973 the Y19 & Y1X numbers were combined Children in this category might in reality be Y00's or Y01's, or identifiable with children already in the P.M.S.
			<u>Cols 8-10</u> Numbers from 001 up were allocated to individual children.
			<u>Numbers allocated in 1969 for N.C.D.S. II</u>
			<u>Cols 5-7 Meaning</u> Y20 Child born abroad, but living in England, Scotland or Wales at the time of N.C.D.S. II (1969), and with no N.C.D.S. I data. Y21 Child born in England, Scotland or Wales, but with no data in P.M.S. or N.C.D.S. I. Y22 Unmatched with P.M.S. or N.C.D.S. I data. No region code assigned.

NATIONAL CHILD DEVELOPMENT STUDY
 NCDS II (SWEEP 2, 1969/1970)

Card Y.
 Page 5/

Questionnaire and Page (s)

Educational Assessment - Page 1

Card

Y.1

Columns

5-12

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches</u>
	Cols 5-10 Extended numeric	1 Numeric	<u>Complete Serial Number</u> The complete serial number is treated as a <u>single</u> item on the computer. In order to do this, the "X" punch has been given a value of 10 and the "Y" punch a value of 20. Thus Child's Serial Number for: 637512 Computer Item 1 will have a value of 6 X37512 " " " " " " " " 10 Y17512 " " " " " " " " 20 Y22512 " " " " " " " " 20
Q 1 (b)	Col 11 Punches 1, 2 Polylog		<u>Sex of Child</u> (1) = 1 Boy (2) = 2 Girl
Q 2 (b)	Col 12 Polylog	810 coded	<u>Today's Date (Date on this form) - MONTH</u> (1-9) = 1-9 January through September (10) = 0 October (11) = X November (12) = Y December (NA) = b No answer

Questionnaire and Page(s)
Educational Assessment - Page 1

Card
Y.1.

Columns
13 - 24

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Puncnts</u>												
Q2(b)	Col 13 Polylog	811 Coded	Today's Date (Date on this form) - YEAR (69) = 9 1969 (70) = 0 1970 (71) = 1 1971 (NA) = b No answer												
Q3(d)	Col 14 Polylog	812 Coded	Sex of Head or Principal (1) = 1 Male (2) = 2 Female (NA) = b No answer												
Q3(e)	Col 15 Polylog	813 Coded	Sex of Child's Class Teacher (1) = 1 Male (2) = 2 Female (NA) = b No answer												
Q4(a)	Col 16 Polylog	814 Coded	Date of Child's Admission to Present School - MONTH (1-9) = 1-9 January through September (10) = 0 October (11) = X November (12) = Y December (NA) = b No answer												
Q4(a)	Col 17 Polylog	815 Coded	Date of Child's Admission to Present School - YEAR (51-69) = 1-9 1961-1969 (70) = 0 1970 (NA) = b No answer												
Q3(b)	Cols 18-24 Extended numeric		School Number (as designated by the Department of Education and Science or the Scottish Education Department) Both Departments use a 7-digit number, however there are major differences between them. All are numeric, except for certain codes assigned by the Study (for England and Wales) when no trace of the school can be found in the Departments' lists. <u>England and Wales (Col 2 not X)</u> The school number is composed as follows <table> <thead> <tr> <th>Digits</th> <th>Transferred to Columns</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>1-3</td> <td>Untransferred</td> <td>LEA reference number</td> </tr> <tr> <td>4-5</td> <td>21-22</td> <td>School type</td> </tr> <tr> <td>6-7</td> <td>23-24</td> <td>Individual school no.</td> </tr> </tbody> </table>	Digits	Transferred to Columns	Meaning	1-3	Untransferred	LEA reference number	4-5	21-22	School type	6-7	23-24	Individual school no.
Digits	Transferred to Columns	Meaning													
1-3	Untransferred	LEA reference number													
4-5	21-22	School type													
6-7	23-24	Individual school no.													

6a

F.W.

P

MEMO

TO: ALL NCDS

FROM: HARVEY GOLDSTEIN

DATE: 19th October, 1972

RE: Age Gain - Maths. score

Please use a maths age gain of 4.5 points per year.

The sample upon which this is based has some drawbacks so that
this estimate is a very rough one.

Questionnaire and Page(s)

Educational Assessment - Page 1

Card
Y.1.

Columns
18 - 24

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches						
cont'd Q3(b)	Cols 18-24 Extended Numeric		<p>The LEn reference number was not transferred because there is already an LEn Code Number in Cols 2-4 of card Y.1.</p> <p>Columns 18-24 have the pattern bbbNDDN where each D is 0-9 or X, and each N is 0-9.</p> <p>Note that if a school could not be found in the files, a number with an X in Column 21 or 22 was assigned by the Study. Note also the different pattern of numbers assigned by the DES to the County of Lancashire (LCA code number 040).</p> <p>Coding of columns 21-24</p> <ul style="list-style-type: none"> = 0000-0399, 0X10, 5X49 Approved Schools and Remand Homes = 0400-0599, 04X1-04X6 Training/Occupational Centres and other Ministry of Health = 2000-2799, 2X01-2X44 Primary Schools, maintained County = 2800-2999 (with Cols. 2-4 <u>not</u> 040) Primary Schools, maintained County = 2800-2999 (with Cols. 2-4 040) Primary Schools, Voluntary = 3000-3999, 3X01-3X13 Primary Schools, Voluntary = 4000-4999, 40X1 55X1-55X6 Secondary School, Maintained = 5000-5999 Secondary School, Direct Grant = 5X01 Grammar Schools = 5500-5599 Miscellaneous Establishments = 6000-6999, 6X01-6X19 Independent Schools = 7000-7899, 7X01-7X08 Special Schools including Boarding Homes for handicapped pupils <p>Scotland (Col 2 punched X)</p> <p>The school number is composed as follows</p> <table> <thead> <tr> <th>Digits</th> <th>Transferred to Columns</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>1-2</td> <td>18-19</td> <td>LEn, but non-LCA schools have exceptional codes.</td> </tr> </tbody> </table>	Digits	Transferred to Columns	Meaning	1-2	18-19	LEn, but non-LCA schools have exceptional codes.
Digits	Transferred to Columns	Meaning							
1-2	18-19	LEn, but non-LCA schools have exceptional codes.							

Questionnaire and Page(s)
Educational Assessment - Page 1/2

Card
Y.1.

Columns
18 - 25

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>																								
			<u>Digits Transferred to Columns Meaning</u>																								
Cont'd Q3(b)	Cols 18-24 Extended Numeric		<p>3-4 20-21 Type of Institution</p> <p>5-7 22-24 Individual school no.</p> <p>The full 7-digit number was transferred to Cols 18-24. All schools were found in the files so there are no invented school numbers.</p> <p>Columns 18-24, then, have the pattern NNNNNNN where each N is 0-9.</p> <p>Coding of Columns 18-20</p> <p><u>Columns 18-19 Column 20</u></p> <table> <tbody> <tr> <td>01-35</td><td>0-6</td><td>LEA primary - with/without nursery.</td></tr> <tr> <td>01-35</td><td>7-9</td><td>Other LEA day schools (e.g. Child Guidance Centre, Occupation Centre, Special School Residential Special School)</td></tr> <tr> <td>37</td><td>7-9</td><td>Orphanage (Grant aided Demonstration School Approved School Other Independent primary with/without secondary Other Independent School)</td></tr> <tr> <td>38</td><td>0-6</td><td></td></tr> <tr> <td>39</td><td>0-6</td><td></td></tr> <tr> <td>40</td><td>0</td><td></td></tr> <tr> <td>41</td><td>0-6</td><td></td></tr> <tr> <td>41</td><td>7-9</td><td></td></tr> </tbody> </table> <p>Other combinations should not occur for NCDS II children.</p>	01-35	0-6	LEA primary - with/without nursery.	01-35	7-9	Other LEA day schools (e.g. Child Guidance Centre, Occupation Centre, Special School Residential Special School)	37	7-9	Orphanage (Grant aided Demonstration School Approved School Other Independent primary with/without secondary Other Independent School)	38	0-6		39	0-6		40	0		41	0-6		41	7-9	
01-35	0-6	LEA primary - with/without nursery.																									
01-35	7-9	Other LEA day schools (e.g. Child Guidance Centre, Occupation Centre, Special School Residential Special School)																									
37	7-9	Orphanage (Grant aided Demonstration School Approved School Other Independent primary with/without secondary Other Independent School)																									
38	0-6																										
39	0-6																										
40	0																										
41	0-6																										
41	7-9																										
05	Col 25 Polylog PRC 1671 Type of school attended by child	824 Coded	<p>For schools maintained by a Local Education Authority</p> <table> <tbody> <tr> <td>(1) = 1</td><td>Junior School</td></tr> <tr> <td>(2) = 2</td><td>Junior (or Primary) school with Infants, with or without Nursery</td></tr> <tr> <td>(3) = 3</td><td>All-age school, with or without Nursery</td></tr> <tr> <td>(4) = 4</td><td>Secondary School</td></tr> <tr> <td>(5) = 5</td><td>Day Special School</td></tr> <tr> <td>(6) = 6</td><td>Residential Special School</td></tr> <tr> <td>(7) = 7</td><td>Other e.g. Middle, Junior high, or Home Tuition</td></tr> <tr> <td>(8) = 8</td><td>If child is in special unit attached to school (e.g. for hearing, or sight)</td></tr> <tr> <td>(DNA) = 9</td><td>Not applicable - see Col 26</td></tr> <tr> <td>(N.) = b</td><td>No answer</td></tr> </tbody> </table>	(1) = 1	Junior School	(2) = 2	Junior (or Primary) school with Infants, with or without Nursery	(3) = 3	All-age school, with or without Nursery	(4) = 4	Secondary School	(5) = 5	Day Special School	(6) = 6	Residential Special School	(7) = 7	Other e.g. Middle, Junior high, or Home Tuition	(8) = 8	If child is in special unit attached to school (e.g. for hearing, or sight)	(DNA) = 9	Not applicable - see Col 26	(N.) = b	No answer				
(1) = 1	Junior School																										
(2) = 2	Junior (or Primary) school with Infants, with or without Nursery																										
(3) = 3	All-age school, with or without Nursery																										
(4) = 4	Secondary School																										
(5) = 5	Day Special School																										
(6) = 6	Residential Special School																										
(7) = 7	Other e.g. Middle, Junior high, or Home Tuition																										
(8) = 8	If child is in special unit attached to school (e.g. for hearing, or sight)																										
(DNA) = 9	Not applicable - see Col 26																										
(N.) = b	No answer																										

Questionnaires and Page(s)

Educational Assessment - Page 2

Card

Y.1.

Columns

26 - 34

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Q.6	Col 26 Polylog FIC 1671 Type of school attended by child	825 Coded	For schools not maintained by a Local Education Authority: Type: (1) = 1 Independent School (including grant-aided) catering wholly or mainly for children who are not handicapped (2) = 2 Day Special School for Handicapped Children (3) = 3 Residential Special School (4) = 4 Other (5) = 5 Approved School (6) = 6 Controlled School (7) = 7 Junior Training Centres, or SSN provision (DNA) = 9 Not applicable - see Col 25 (NA) = b No answer
Q.7	Cols 27-29 Numeric	829 Numeric	Total number of pupils at present on school roll. (001-999) = 001-999 Actual number (1000+ coded 999) (NA) = bbb No answer
Q.8(a)	Cols 30-31 Numeric	832 Numeric	How many full-time members of the teaching staff does your school currently have? (excluding the Headteacher): (00-99) = 00-#9 Actual number (NA) = bb No answer
Q.8(b)	Cols 32-33 Numeric	835 Numeric	If there are part-time members of staff, what full-time equivalent number of teachers do they represent? (e.g. 4 teachers teaching half-time would be equivalent to 2 full-time teachers): (coding instruction was to multiply the number recorded by the teacher by 10) (00-99) = 00-99 Number as coded (100+ coded 99) (NA) = bb No answer
Q.8(c)	Cols 34...39 Six Numeric fields of one column	836-841 Numeric	How many of the above full-time teachers (included in Q.8a) have been at your school for the following lengths of time? Coded as follows: (0-9) = 0-9 Actual number coded direct (NA) = b No answer
	Col 34	836	Temporary (or supply) but full-time teachers

Questionnaire and Page(s)
Educational assessment - Page 2/5

Col 1
1.

Columns
35 - 46

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
(c)	Col 35	837	Teachers with less than one whole year
	Col 36	838	Teachers with 1 or 2 whole years
	Col 37	839	Teachers with 3, 4, or 5 whole years
	Col 38	840	Teachers with 6, 7, 8, 9 or 10 whole years
	Col 39	841	Teachers with more than 10 whole years
			The sum of Cols. 34-39 should not exceed the number in Cols. 30-31
10	Cols 40-42 Numeric	845 Numeric	How old are the main school buildings? (000-199) = 000-199 age coded direct (under 1 year coded COO) (N.) = bbb No answer (or if 2 or more ages were given and the difference between these was too large to code)
11(a)	Cols 43-44 Numeric	848 Numeric	Approximately what percentage of your present 11-year olds do you consider as suitable for an academic secondary education leading to G.C.E. 'O' level (or Scottish Certificate of Education Grade) in five or more subjects? (00-99) = 00-99 Percentage given (N.) = bb No answer
11(b)	Col 45 Polylog	849 Coded	Since the beginning of the school year has either parent taken the initiative to discuss the child, even briefly, with you or any member of the teaching staff? (1) = 1 Yes, father only (2) = 2 Yes, mother only (3) = 3 Yes, both (4) = 4 Neither (N.) = b No answer
	Col 46 Polylog	850 Coded	During this period has there been any such discussion with the parents at the instigation of you or your teaching staff? (1) = 1 Yes (2) = 2 No (N.) = b No answer

Questionnaire and Page(s)

Educational Assessment - Page 3/4/5

Card

Y.1.

Columns

47 - 54

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
12	Col 47 Polylog	851 Coded	With regard to the child's educational progress, does the <u>father</u> appear (1) = 1 Over concerned about the child's progress and/or expecting too high a standard? (2) = 2 Very interested (3) = 3 To show some interest (4) = 4 To show little or no interest (5) = 5 Can't say (DNA) = 9 Inapplicable (e.g. no father) (N.) = b No answer
	Col 48 Polylog	852 Coded	As column 47, but for <u>mother</u>
13(a)	Col 49 Polylog	853 Coded	In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school <u>because of any educational or mental backwardness</u> ? (1) = 1 Yes (2) = 2 No (3) = 3 No, but considered necessary (N.) = b No answer
13(b)	Col 50 Polylog	854 Coded	As column 49, but <u>because of any educational or mental superiority</u> ?
(c)	Col 51 Polylog	855 Coded	As column 49, but <u>because of any behaviour difficulties</u> ?
13(d)	Col 52 Polylog	856 Coded	As column 49, but <u>because of any physical or sensory disability</u> ?
13(e)	Col 53 Polylog	857 Coded	Do you consider, irrespective of the facilities in your area, that the child would benefit <u>now</u> from attendance at a special school? (1) = 1 Yes (2) = 2 No (3) = 3 Can't say (9) = 9 In ESN school now (N.) = 5 No answer
4	Col 54 Polylog	858 Coded	Is the child at present receiving free school meals? (1) = 1 Yes (2) = 2 No (N.) = b No answer

Questionnaire and Page(s)

Card

Columns

Educational Assessment - Page 5/6 Y.1.

55 - 64

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Q15	Col 55 Polylog	859 Coded	<u>As far as you are aware, has the child been referred to any agency because of difficulties which have affected his educational progress or behaviour?</u> (1) = 1 Yes (2) = 2 No (NA) = b No answer
Q16	Col 56 Polylog	860 Coded	<u>Since the child has been in your school has there been any noticeable improvement or deterioration in the rate of his educational progress or in his behaviour and adjustment?</u> (1) = 1 Marked improvement (2) = 2 Some improvement (3) = 3 No noticeable change (4) = 4 Some deterioration (5) = 5 Marked deterioration (6) = 6 Can't say (NA) = o No answer
Q18(a)	Col 57 Polylog	861 Coded	<u>Is the child's age group streamed by ability?</u> (1) = 1 Yes (2) = 2 No (NA) = b No answer
Q18(b)	Col 58 Polylog	862 Coded	<u>If streamed by ability, is he in:</u> (1) = 1 A higher ability class (2) = 2 An average ability class (3) = 3 A lower ability class (9) = 9 Added by coders when answer to Q18(a) was 'no' i.e. no streaming done (NA) = b No answer
Q19	Cols 59-60 Numeric	865 Numeric	<u>Number of pupils in child's present class?</u> (01-99) = 01-99 Actual number coded direct (NA) = bb No answer N.B. Classes of over 59 are likely to have team teaching
Q20	Col 61 Numeric	866 Numeric	<u>How many teachers normally teach this class?</u> (1-9) = 1-9 Actual number coded direct (NA) = b No answer
Q21(a)	Cols 62-64 Numeric	870 Numeric	<u>Number of possible half-day attendances for this child in the present school year.</u> (001-420) = 001-420 Actual number coded direct (421+ coded as 280)* (NA) = bbb No answer N.B. This item is unreliable. * Later 280 was set to DNA to remove the bias introduced by coding 421+ into 280.

Questionnaire and Page(s)

Educational Assessment - Page 6/7

Card

Y.1.

Columns

65 - 72

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
21(b)	Cols 65-67 Numeric	874 Numeric	Number of half-days absent during this period. (000-499) = 000-499 Actual number coded direct (N.A.) = bbb, No answer
22	Col 68 Polylog	875 Coded	For children in English or Welsh schools only. (Col 2 not X) Will this child be proceeding to a local authority maintained or direct grant selective secondary school; to some form of maintained comprehensive school; or to an independent school? (1) = 1 Selective Secondary School (eg. Grammar, A.C. Secondary, Secondary Modern, Technical) or selective secondary school area but awaiting result. (2) = 2 Maintained Comprehensive School (eg. Middle School, Non-selective Secondary, Junior High, High School, Direct Grant or Maintained Comprehensive School) (3) = 3 Independent School (4) = 4 Other, including Boarding, Bilateral, ESN (5) = 5 Don't know (N.A.) = b No answer/child in Scotland (Col 2 punched X)
23	Cols 69...72 Four Polylog fields of one col.	876-879 Coded	You are asked to rate some aspects of the child's ability and attainment. Each area is subdivided into five categories. It is expected that in a representative cross-section of children of this age, approximately five per cent fall into the first category, the next 25 per cent would fit the second description, the middle or average group of 40 per cent would be in the third category, the next 25 per cent in the fourth category and the final five per cent in the fifth category. In so far as your professional experience will allow, please rate the child <u>in relation to all children of his age</u> (i.e. not just his present class or even his school). Coded as follows. (1) = 1 Exceptional (2) = 2 Above average (3) = 3 Average (4) = 4 Below average or rather limited (5) = 5 Little or very limited (N.A.) = b No answer
223(a)	Col 69	876	General Knowledge
223(b)	Col 70	877	Number Work
223(c)	Col 71	878	Use of Books
223(d)	Col 72	879	Oral Ability

Questionnaire and Page(s)
Educational Assessment - Page 8

Card
Card Y.1.

Columns
73 - 78

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes associated with Permitted Tuncles</u>
Q24	Cols 73...77, Five Polylog fields of one col.	880-884 Coded	<p>Below are a few descriptions of behaviour shown by some children. Any one particular description is likely to apply to only a minority of children, moreover quite a proportion of children may show at least in some degree one of the aspects of behaviour listed below. If the description fits the child, please circle the figure 1. If it is a marginal case, or you are in some doubt 'bout the child's inc usion under this description, please circle the figure 2. If the description does not fit the child at all circle the figure 3.</p> <p>Coded as follows</p> <ul style="list-style-type: none"> (1) = 1 Certainly applies (2) = 2 Somewhat (3) = 3 Not at all (4) = 4 Don't know (9) = 9 Inapplicable (e.g. handicapped) (N) = b No answer
Q24(a)	Col 73	880	Poor control of hands (e.g. in writing, drawing, handwork)
Q24(b)	Col 74	881	Squirty, fidgety child
Q24(c)	Col 75	882	Poor physical co-ordination (e.g. in jumping, running or throwing)
Q24(d)	Col 76	883	Often running or jumping about, hardly ever still
Q24(e)	Col 77	884	Difficult to understand because of poor speech
Q24(f)	Col 78 Polylog	885 Coded	<p>Teacher's rating Imperfect grasp of English (i.e. when native language is other than English or Welsh)</p> <ul style="list-style-type: none"> (1) = 1 Certainly applies (2) = 2 Somewhat (3) = 3 Not at all (or changed from b by coders who were told to change b to 3) (4) = 4 Don't know (1) = b No answer (some changed to 3) <p>N.B. This item should be used with great care since the question might have been erroneously answered for children speaking only English in conjunction with item 1439 for greater accuracy.</p>

Questionnaire and Page(s)

Card

Columns

Educational Assessment - Page 7

Y.1.

79 - 80

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes associated with Permitted Punches</u>
Q25(a)	Col 79 Polylog	886 Coded	Compared with other children at this age, does he/she reveal outstanding ability in any area? e.g. writing stories, drawing, chess, modelling, music, science, sport, etc. (1) = 1 Yes (2) = 2 No (N) = b No answer
Q25(c)	Col 80 Polylog	887 Coded	What do you regard as his/her most serious weakness or drawbacks of personality or character? (This column is an assessment of any report of anti-social behaviour, as coded (using a hierarchy) from the teacher's answers to Q25(c), Q15 and Q16). (1) = 1 Delinquent (2) = 2 Pre-delinquent (3) = 3 Rebellious (4) = 4 Aggressive (5) = 5 Easily led - bad behaviour (when specifically mentioned) (6) = 6 Easily led - submissive (when no specific mention of what the child was easily led into) (N.) = b No answer/No indication of bad behaviour

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SEPTEMBER 1969/1970)

Card Y.2.
Page 16/4

Questionnaire and Page (s)
Test Booklet - Page 1

Card

Y.2.

Columns
1-13

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes associated with Permitted Punches</u>																								
	Col 1		always punched • 2 Card type for Test Booklet																								
	Cols 2-4 Extended numeric	801 numeric	1969 Code Number for Local Authority completing this form (which may differ from that on other forms for this child). The Code Number is based on a N.C.D.S. January 1969 listing. Columns 3-4 are always numeric, Column 2 is numeric or X. The numbers 000-999, X00-X99, are possible but not all used.																								
		902 coded	Column 2 is the region code which has permitted codes <table> <thead> <tr> <th>Col 2</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>(1) = 0</td> <td>North Western</td> </tr> <tr> <td>(2) = 1</td> <td>Northern</td> </tr> <tr> <td>(3) = 2</td> <td>East & West Ridings</td> </tr> <tr> <td>(4) = 3</td> <td>North Highlands</td> </tr> <tr> <td>(5) = 4</td> <td>Eastern</td> </tr> <tr> <td>(6) = 5</td> <td>London & South Eastern</td> </tr> <tr> <td>(7) = 6</td> <td>Southern</td> </tr> <tr> <td>(8) = 7</td> <td>South Western</td> </tr> <tr> <td>(10) = 8</td> <td>Isles</td> </tr> <tr> <td>(9) = 9</td> <td>Midlands</td> </tr> <tr> <td>(11) = X</td> <td>Scotland</td> </tr> </tbody> </table>	Col 2	Meaning	(1) = 0	North Western	(2) = 1	Northern	(3) = 2	East & West Ridings	(4) = 3	North Highlands	(5) = 4	Eastern	(6) = 5	London & South Eastern	(7) = 6	Southern	(8) = 7	South Western	(10) = 8	Isles	(9) = 9	Midlands	(11) = X	Scotland
Col 2	Meaning																										
(1) = 0	North Western																										
(2) = 1	Northern																										
(3) = 2	East & West Ridings																										
(4) = 3	North Highlands																										
(5) = 4	Eastern																										
(6) = 5	London & South Eastern																										
(7) = 6	Southern																										
(8) = 7	South Western																										
(10) = 8	Isles																										
(9) = 9	Midlands																										
(11) = X	Scotland																										
	Cols 5-10 Extended numeric	1 numeric	Child's Serial Number For an extended breakdown of the serial number see Card Y.1.																								
	Col 11 Punches 1, 2 Polylog		Sex of Child <table> <tbody> <tr> <td>(1) = 1</td> <td>Boy</td> </tr> <tr> <td>(2) = 2</td> <td>Girl</td> </tr> </tbody> </table>	(1) = 1	Boy	(2) = 2	Girl																				
(1) = 1	Boy																										
(2) = 2	Girl																										
	Col 12 Polylog	910 Coded	Today's Date (Date on this form) - MONTH <table> <tbody> <tr> <td>(1-9) = 1-9</td> <td>January through September</td> </tr> <tr> <td>(10) = 0</td> <td>October</td> </tr> <tr> <td>(11) = X</td> <td>November</td> </tr> <tr> <td>(12) = Y</td> <td>December</td> </tr> <tr> <td>(N/A) = b</td> <td>No answer</td> </tr> </tbody> </table>	(1-9) = 1-9	January through September	(10) = 0	October	(11) = X	November	(12) = Y	December	(N/A) = b	No answer														
(1-9) = 1-9	January through September																										
(10) = 0	October																										
(11) = X	November																										
(12) = Y	December																										
(N/A) = b	No answer																										
	Col 13 Polylog	911 Coded	Today's Date (Date on this form) - YEAR <table> <tbody> <tr> <td>(69) = 9</td> <td>1969</td> </tr> <tr> <td>(70) = 0</td> <td>1970</td> </tr> <tr> <td>(71) = 1</td> <td>1971</td> </tr> <tr> <td>(N/A) = b</td> <td>No answer</td> </tr> </tbody> </table>	(69) = 9	1969	(70) = 0	1970	(71) = 1	1971	(N/A) = b	No answer																
(69) = 9	1969																										
(70) = 0	1970																										
(71) = 1	1971																										
(N/A) = b	No answer																										

Questionnaire and Page(s)
Test Booklet - Pages 3 - 30

Card
Y.2

Columns
14 - 28

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Pgs 3-13 Verbal items between 1-80	Cols 14-15 Numeric	914 Numeric	Verbal score on General Ability Test (00-40) = 00-40 Actual score (NA) = bb No answer
Pgs 3-13 Non- Verbal items between 1-80	Cols 16-17 Numeric	917 Numeric	Non-verbal score on General Ability Test (00-40) = 00-40 Actual score (NA) = bo No answer
Pgs 3-13 All items > 80)	Cols 18-19 Numeric	920 Numeric	Total score on General Ability Test (00-80) = 00-80 Actual score (NA) = bb No answer
Pgs 14-17 Nos 1-35	Cols 20-21 Numeric	923 Numeric	Reading Comprehension Test score (00-35) = 00-35 Actual score (NA) = bb No answer
Pgs 20-28 Nos 1-40	Cols 22-23 Numeric	926 Numeric	Mathematics Test score (00-40) = 00-40 Actual score (NA) = bb No answer
Pgs 18-19	Cols 24-25 Numeric	929 Numeric	Copying Designs Test score (00-12) = 00-12 Actual score (NA) = bb No answer
Pg 30 Q1	Col 26 Polylog	930 Coded	Pupil's Questionnaire "do you enjoy your spare time or do you often get bored?" (1) = 1 Always enjoy my spare time (2) = 2 Sometimes get bored (3) = 3 Often get bored (NA) = b No answer
Pg 30 Q2	Col 27 Polylog	931 Coded	Pupil's Questionnaire "do you borrow books from a public library?" (1) = 1 Yes (2) = 2 No (NA) = b No answer
Pg 30 Q5	Col 28 Polylog	932 Coded	Pupil's Questionnaire "When you leave secondary school, which of these things do you think you will do?" (1) = 1 Go straight to a job (2) = 2 Continue full-time study (3) = 3 Don't know (NA) = b No answer

Questionnaire and Page(s)
Test Booklet Page 31

Card
Y.2

Columns
29 - 42

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Pg 31 Q 6 (a)	Col 29 Polylog	933 Coded	Below you will see some of the things boys and girls of your age find interesting. Read each one carefully and decide whether you do it. <u>playing and talking to friends outside school hours</u> (1) = 1 Often (nearly every day) (2) = 2 Sometimes (3) = 3 Never or hardly ever (NA) = b No answer
Pg 31 Q 6 (b)	Col 30 Polylog	934 Coded	as Col 29, but <u>going to the cinema</u>
Pg 31 Q 6 (c)	Col 31 Polylog	935 Coded	as Col 29, but <u>reading books (apart from school work or homework)</u>
Pg 31 Q 6 (d)	Col 32 Polylog	936 Coded	as Col 29, but <u>reading newspapers, magazines and comics</u>
Pg 31 Q 6 (e)	Col 33 Polylog	937 Coded	as Col 29, but <u>listening to music (not 'pop' music) outside school hours</u>
Pg 31 Q 6 (f)	Col 34 Polylog	938 Coded	as Col 29, but <u>going to clubs outside school (including Scouts and Guides)</u>
Pg 31 Q 6 (g)	Col 35 Polylog	939 Coded	as Col 29, but <u>going to school clubs (outside school hours)</u>
Pg 31 Q 6 (h)	Col 36 Polylog	940 Coded	as Col 29, but <u>helping at home</u>
Pg 31 Q 6 (i)	Col 37 Polylog	941 Coded	as Col 29, but <u>playing outdoor games or taking part in sports outside school hours</u>
Pg 31 Q 6 (j)	Col 38 Polylog	942 Coded	as Col 29, but <u>writing stories, making up plays or poems outside school hours</u>
Pg 31 Q 6 (k)	Col 39 Polylog	943 Coded	as Col 29, but <u>drawing or painting pictures outside school hours</u>
Pg 31 Q 6 (l)	Col 40 Polylog	944 Coded	as Col 29, but <u>cooking</u>
Pg 31 Q 6 (m)	Col 41 Polylog	945 Coded	as Col 29, but <u>collecting stamps</u>
Pg 31 Q 6 (n)	Col 42 Polylog	946 Coded	as Col 29, but <u>sewing, knitting or other needlework outside school hours</u>

Questionnaire and Page(s)
Test Booklet - Page 31

Card
Y.2

Columns
43 - 50

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>															
Pg 31 Q 6 (o)	Col 43 Polylog	947 Coded	as Col 29, but <u>model making outside school hours</u>															
Pg 31 Q 6 (p)	Col 44 Polylog	948 Coded	as Col 29, but <u>listening to the radio outside school hours</u>															
Pg 31 Q 6 (q)	Col 45 Polylog	949 Coded	as Col 29, but <u>watching television outside school hours</u>															
Pg 31 Q 6 (r)	Col 46 Polylog	950 Coded	as Col 29, but <u>looking after animals</u>															
Pg 31 Q 6 (s)	Col 47 Polylog	951 Coded	<p>The child was asked if he had any additional hobbies and he mentioned <u>At least one</u></p> <table> <tr><td>(1)</td><td>= 1</td><td>Done often</td></tr> <tr><td>(2)</td><td>= 2</td><td>Done sometimes</td></tr> <tr><td>(3)</td><td>= 3</td><td>Never or hardly ever</td></tr> <tr><td>(4)</td><td>= 4</td><td>Hobby mentioned but no indication of frequency</td></tr> <tr><td>(NA)</td><td>= b</td><td>No additional hobbies mentioned</td></tr> </table>	(1)	= 1	Done often	(2)	= 2	Done sometimes	(3)	= 3	Never or hardly ever	(4)	= 4	Hobby mentioned but no indication of frequency	(NA)	= b	No additional hobbies mentioned
(1)	= 1	Done often																
(2)	= 2	Done sometimes																
(3)	= 3	Never or hardly ever																
(4)	= 4	Hobby mentioned but no indication of frequency																
(NA)	= b	No additional hobbies mentioned																
Pg 31 Q 6 (t)	Col 48 Polylog	952 Coded	<p><u>At least 2 additional hobbies</u></p> <table> <tr><td>(1)</td><td>= 1</td><td>Done often</td></tr> <tr><td>(2)</td><td>= 2</td><td>Done sometimes</td></tr> <tr><td>(3)</td><td>= 3</td><td>Never or hardly ever</td></tr> <tr><td>(4)</td><td>= 4</td><td>At least 2 hobbies mentioned but no indication of frequency</td></tr> <tr><td>(NA)</td><td>= b</td><td>No additional hobbies or only 1 additional hobby mentioned</td></tr> </table>	(1)	= 1	Done often	(2)	= 2	Done sometimes	(3)	= 3	Never or hardly ever	(4)	= 4	At least 2 hobbies mentioned but no indication of frequency	(NA)	= b	No additional hobbies or only 1 additional hobby mentioned
(1)	= 1	Done often																
(2)	= 2	Done sometimes																
(3)	= 3	Never or hardly ever																
(4)	= 4	At least 2 hobbies mentioned but no indication of frequency																
(NA)	= b	No additional hobbies or only 1 additional hobby mentioned																
Pg 31 Q 6 (u)	Col 49 Polylog	953 Coded	<p><u>At least 3 additional hobbies</u></p> <table> <tr><td>(1)</td><td>= 1</td><td>Done often</td></tr> <tr><td>(2)</td><td>= 2</td><td>Done sometimes</td></tr> <tr><td>(3)</td><td>= 3</td><td>Never or hardly ever</td></tr> <tr><td>(4)</td><td>= 4</td><td>At least 3 hobbies mentioned but no indication of frequency</td></tr> <tr><td>(NA)</td><td>= b</td><td>No additional hobbies or only 2 additional hobbies mentioned</td></tr> </table>	(1)	= 1	Done often	(2)	= 2	Done sometimes	(3)	= 3	Never or hardly ever	(4)	= 4	At least 3 hobbies mentioned but no indication of frequency	(NA)	= b	No additional hobbies or only 2 additional hobbies mentioned
(1)	= 1	Done often																
(2)	= 2	Done sometimes																
(3)	= 3	Never or hardly ever																
(4)	= 4	At least 3 hobbies mentioned but no indication of frequency																
(NA)	= b	No additional hobbies or only 2 additional hobbies mentioned																
Pg 31 Q 6 (v)	Col 50 Polylog	954 Coded	<p><u>4 additional hobbies</u></p> <table> <tr><td>(1)</td><td>= 1</td><td>Done often</td></tr> <tr><td>(2)</td><td>= 2</td><td>Done sometimes</td></tr> <tr><td>(3)</td><td>= 3</td><td>Never or hardly ever</td></tr> <tr><td>(4)</td><td>= 4</td><td>4 hobbies mentioned but no indication of frequency</td></tr> <tr><td>(NA)</td><td>= b</td><td>No additional hobbies or only 3 additional hobbies mentioned</td></tr> </table>	(1)	= 1	Done often	(2)	= 2	Done sometimes	(3)	= 3	Never or hardly ever	(4)	= 4	4 hobbies mentioned but no indication of frequency	(NA)	= b	No additional hobbies or only 3 additional hobbies mentioned
(1)	= 1	Done often																
(2)	= 2	Done sometimes																
(3)	= 3	Never or hardly ever																
(4)	= 4	4 hobbies mentioned but no indication of frequency																
(NA)	= b	No additional hobbies or only 3 additional hobbies mentioned																

Questionnaire and Page(s)
Test Booklet - Page 32

Card
Y.2

Columns
51 - 52

<u>Question number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>																																																																					
Q 32 17	Cols 51-52 Numeric	958 Numeric	<p>Children were told 'imagine that you are now 25 years old. Write about the life you are leading, your interests, your home life and your work at the age of 25. (You have 30 minutes to do this)'. Their imagined occupation at 25 was coded in the following way, based on the socio-economic groups from the GRO's Classification of Occupations, 1966, with further subdivisions or amalgamations for certain groups.</p> <p>(00-20) = 00-20 Numeric code</p> <table> <thead> <tr> <th><u>Numeric Code</u></th> <th><u>Meaning</u></th> <th><u>Equiv. Socio-economic group</u></th> </tr> </thead> <tbody> <tr> <td>(00)</td> <td>= 00 Professional/managerial (including farmers)</td> <td>1,2,3,4, 13, 14,</td> </tr> <tr> <td>(01)</td> <td>= 01 Teacher (including instructors)</td> <td>5(part)</td> </tr> <tr> <td>(02)</td> <td>= 02 Nurse</td> <td>5(part of)</td> </tr> <tr> <td>(03)</td> <td>= 03 Other intermediate non-manual occupations (baller, dancer, actress, journalist pilot)</td> <td>5(part of)</td> </tr> <tr> <td>(04)</td> <td>= 04 Typists, clerical</td> <td>6(part of)</td> </tr> <tr> <td>(05)</td> <td>= 05 Shop assistants</td> <td>6(part of)</td> </tr> <tr> <td>(06)</td> <td>= 06 Other junior non-manual occupations (e.g. policeman)</td> <td>6(part of)</td> </tr> <tr> <td>(07)</td> <td>= 07 Personal service workers (e.g. hairdressers, air-hostess, cook/chef)</td> <td>7</td> </tr> <tr> <td>(08)</td> <td>= 08 Foreman or woman of manual workers</td> <td>8</td> </tr> <tr> <td>(09)</td> <td>= 09 Skilled manual workers</td> <td>9</td> </tr> <tr> <td>(10)</td> <td>= 10 Semi-skilled manual workers</td> <td>10</td> </tr> <tr> <td>(11)</td> <td>= 11 Unskilled manual workers</td> <td>11</td> </tr> <tr> <td>(12)</td> <td>= 12 Own account/self employed</td> <td>12</td> </tr> <tr> <td>(13)</td> <td>= 13 Farm workers (including looking after animals)</td> <td>15</td> </tr> <tr> <td>(14)</td> <td>= 14 Housewife</td> <td></td> </tr> <tr> <td>(15)</td> <td>= 15 Forces</td> <td>16</td> </tr> <tr> <td>(16)</td> <td>= 16 Sportsmen/women</td> <td>9</td> </tr> <tr> <td>(17)</td> <td>= 17 Students</td> <td></td> </tr> <tr> <td>(18)</td> <td>= 18 Other work (n.e.c.)</td> <td></td> </tr> <tr> <td>(19)</td> <td>= 19 No mention of work, though question otherwise answered</td> <td></td> </tr> <tr> <td>(20)</td> <td>= 20 Impossible to evaluate, though attempt was made to answer this question (e.g. few words only, illegible).</td> <td></td> </tr> <tr> <td>(N.A.)</td> <td>= bb No answer</td> <td></td> </tr> </tbody> </table> <p>NOTE Where more than 1 occupation was mentioned the first mentioned was taken.</p>	<u>Numeric Code</u>	<u>Meaning</u>	<u>Equiv. Socio-economic group</u>	(00)	= 00 Professional/managerial (including farmers)	1,2,3,4, 13, 14,	(01)	= 01 Teacher (including instructors)	5(part)	(02)	= 02 Nurse	5(part of)	(03)	= 03 Other intermediate non-manual occupations (baller, dancer, actress, journalist pilot)	5(part of)	(04)	= 04 Typists, clerical	6(part of)	(05)	= 05 Shop assistants	6(part of)	(06)	= 06 Other junior non-manual occupations (e.g. policeman)	6(part of)	(07)	= 07 Personal service workers (e.g. hairdressers, air-hostess, cook/chef)	7	(08)	= 08 Foreman or woman of manual workers	8	(09)	= 09 Skilled manual workers	9	(10)	= 10 Semi-skilled manual workers	10	(11)	= 11 Unskilled manual workers	11	(12)	= 12 Own account/self employed	12	(13)	= 13 Farm workers (including looking after animals)	15	(14)	= 14 Housewife		(15)	= 15 Forces	16	(16)	= 16 Sportsmen/women	9	(17)	= 17 Students		(18)	= 18 Other work (n.e.c.)		(19)	= 19 No mention of work, though question otherwise answered		(20)	= 20 Impossible to evaluate, though attempt was made to answer this question (e.g. few words only, illegible).		(N.A.)	= bb No answer	
<u>Numeric Code</u>	<u>Meaning</u>	<u>Equiv. Socio-economic group</u>																																																																						
(00)	= 00 Professional/managerial (including farmers)	1,2,3,4, 13, 14,																																																																						
(01)	= 01 Teacher (including instructors)	5(part)																																																																						
(02)	= 02 Nurse	5(part of)																																																																						
(03)	= 03 Other intermediate non-manual occupations (baller, dancer, actress, journalist pilot)	5(part of)																																																																						
(04)	= 04 Typists, clerical	6(part of)																																																																						
(05)	= 05 Shop assistants	6(part of)																																																																						
(06)	= 06 Other junior non-manual occupations (e.g. policeman)	6(part of)																																																																						
(07)	= 07 Personal service workers (e.g. hairdressers, air-hostess, cook/chef)	7																																																																						
(08)	= 08 Foreman or woman of manual workers	8																																																																						
(09)	= 09 Skilled manual workers	9																																																																						
(10)	= 10 Semi-skilled manual workers	10																																																																						
(11)	= 11 Unskilled manual workers	11																																																																						
(12)	= 12 Own account/self employed	12																																																																						
(13)	= 13 Farm workers (including looking after animals)	15																																																																						
(14)	= 14 Housewife																																																																							
(15)	= 15 Forces	16																																																																						
(16)	= 16 Sportsmen/women	9																																																																						
(17)	= 17 Students																																																																							
(18)	= 18 Other work (n.e.c.)																																																																							
(19)	= 19 No mention of work, though question otherwise answered																																																																							
(20)	= 20 Impossible to evaluate, though attempt was made to answer this question (e.g. few words only, illegible).																																																																							
(N.A.)	= bb No answer																																																																							

NATIONAL CHILD DEVELOPMENT STUDY

Card Y 3

NCDS II (Sweep 2, 1969/1970)

Page 21/4

Questionnaire and Page (s)
Bristol Social-Adjustment GuidesCard
1.3Columns
1 - 13

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes associated with Permitted Punches</u>
	Col 1		Always punched Y.3 Card type for Bristol Social-Adjustment Guides
	Cols 2-4 Extended numeric	801 Numeric	1969 Code Number for Local Authority completing this form (which may differ from that on other forms for this child). The Code Number is based on a N.C.D.S. January 1960 listing. Columns 3-4 are always numeric, Column 2 is numeric or A. The numbers 000-999, X00-X99 are possible but not all used.
		962 Coded	Column 2 is the region code which has permitted codes. <u>Col. 2</u> <u>Region</u> (1) = 0 North Western (2) = 1 Northern (3) = 2 East & West Ridings (4) = 3 North Midlands (5) = 4 Eastern (6) = 5 London & South Eastern (7) = 6 Southern (8) = 7 South Western (10) = 8 Wales (9) = 9 Midlands (11) = X Scotland
	Cols 5-10 Extended numeric	1 Numeric	Child's Serial Number For an extended breakdown of the serial number see Card Y.1
	Col 11 Punches 1,2 Polylog		Sex of Child (1) = 1 Boy (2) = 2 Girl
	Col 12 Polylog	970 Coded	Today's Date (Date on this form) - 10NTD (1-9) = 1-9 January through September (10) = 0 October (11) = X November (12) = Y December (NA) = b No answer
	Col 13 Polylog	971 coded	Today's Date (Date on this form) - YLAR (69) = 9 1969 (70) = 0 1970 (71) = 1 1971 (NA) = b No answer

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/70)

Card Y 3
Page 22/0

Questionnaire and Page(s) Card Columns
Bristol Social-Adjustment Guide V.3 14 - 27

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Cols 14-15 Numeric	974 Numeric	Total Score For Unforthcomingness Syndrome (U) = (UA + UB) (00-18) = 00-18 Actual score Details listed under cols. 39 and 40
	Cols 16-17 Numeric	977 Numeric	Total Score For Withdrawal Syndrome (W) = (WA + WB) (00-13) = 00-13 Actual score Details listed under cols. 41 and 42
	Cols 18-19 Numeric	980 Numeric	Total Score For Depression Syndrome (D) = (DA + DB + DC) (00-18) = 00-18 Actual score Details listed under cols. 43, 44 and 45
	Cols 20-21 Numeric	983 Numeric	Total Score For Anxiety For Acceptance By Adults Syndrome (XA) = (XA + XB) (00-15) = 00-15 Actual score Details listed under cols. 46 and 47
	Cols 22-23 Numeric	986 Numeric	Total Score For Hostility Towards Adults Syndrome (HA) = (HA + HB + HC) (00-24) = 00-24 Actual score Details listed under cols. 48, 49 and 50
	Cols 24-25 Numeric	989 Numeric	Total Score For "Writing Off" of Adults and Adults' Standards Syndrome (K) = (KA + KB + KC) (00-21) = 00-21 Actual score Details listed under cols. 51, 52 and 53
	Cols 26-27 Numeric	992 Numeric	Total Score For Anxiety For Acceptance by Children Syndrome (XC) = (LC + LD) (00-12) = 00-12 Actual score Details listed under cols. 54 and 55

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y 3
Page 23/0

Questionnaire and Page(s)

Bristol Social-Adjustment Scale

Card

Y 3

Columns

28 - 38

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Cols 28-29 Numeric	995 Numeric	Total Score For Hostility Towards Children Syndrome (HC) = (JA + JB) (00-10) = 00-10 Actual score Details listed under cols. 56 and 57
	Cols 30-31 Numeric	996 Numeric	Total Score For Restlessness Syndrome (R) = (RA + RB) (00-04) = 00-04 Actual score Details listed under cols. 58 and 59
	Cols 32-33 Numeric	1001 Numeric	Total Score For "Inconsequential" Behaviour Syndrome (IN) = (IM + IN) (00-13) = 00-13 Actual score Details listed under cols. 60 and 61
	Cols 34-35 Numeric	1004 Numeric	Total Score For Miscellaneous Symptoms Syndrome (M) = (MA + MB) (00-12) = 00-12 Actual score Details listed under cols. 62 and 63
	Col 36 Numeric	1005 Numeric	Total Score For Miscellaneous "Nervous" Symptoms Syndrome (MN) = (MN) (0-7) = 0-7 Actual score Details listed under col. 64
	Cols 37-38 Numeric	1008 Numeric	Grand Total For Syndrome Scores (00-99) = 00-99 Actual score

Questionnaire and Page(s)

Card

Columns

Bristol Social-Adjustment Guides Y.3.

39-41

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Col 39 Binary		<p>UA: Syndrome (Unforthcomingness)</p> <p>(1) = 1 Chats only when alone with teacher (2) = 2 Bursts into tears (attitude to correction) (3) = 3 Never offers to help teacher with jobs but pleased when asked (4) = 4 Submissive, takes less wanted position, a ball fetcher (team games) (5) = 5 Too timid to be naughty (class room behaviour) (6) = 6 Lies from timidity (truthfulness) (7) = 7 Likes sympathy but reluctant to ask (8) = 8 Never brings flowers, gifts, although classmates often do (9) = 9 Never brings objects he has found, drawings, models, etc., to show teacher although classmates often do (NA) = b None of these comments applies or not scored</p>
	Col 40 Binary		<p>UB: Syndrome (Unforthcomingness)</p> <p>(1) = 1 Associates with one other child only and mostly ignores the rest (2) = 2 Waits to be noticed before greeting teacher (3) = 3 Never makes first approach (talking to teacher) (4) = 4 Too shy to ask teacher's help (5) = 5 When answering questions gets nervous, blushes, cries when questioned (6) = 6 Shrinks from active play in informal play (7) = 7 Mumbles shyly, awkwardly, in response to greeting (8) = 8 Can't get a word out of child (talking to teacher) (9) = 9 Says very little when talking to teacher (NA) = b None of these comments applies or not scored</p>
	Col 41 Binary		<p>WA: Syndrome (Withdrawal)</p> <p>(1) = 1 Absolutely never greets teacher (2) = 2 Does not answer when greeted (3) = 3 Makes no friendly or eager response (general manner with teacher) (4) = 4 Avoids talking to teacher (distant, deep) (5) = 5 Dreamy and distracted (lives in another world) (attentiveness) (6) = 6 Distant and uninterested (persistence in manual tasks) (7) = 7 Dreamy, uninterested in team games (NA) = b None of these comments applies or not scored</p>

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y 3
Page 25/0

Questionnaire and Page(s)
Bristol Social-Adjustment Guide

Card
Y.3

Columns
42 - 45

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Purchases</u>
	Col 42 Binary		<p>WB: Syndrome (Withdrawal)</p> <p>(1) = 1 Distant, shuns others' company (2) = 2 Keeps clear of adults even when hurt or wronged (liking for sympathy) (3) = 3 Quite cut off from people, you can't get near him as a person (general manner with teacher) (4) = 4 Unresponsive eyes (5) = 5 Speech is an incoherent rumbling chatter (6) = 6 In contacts with teacher, is like a suspicious animal (NA) = b None of those comments applies or not scored</p>
	Col 43 Binary		<p>DA: Syndrome (Depression)</p> <p>(2) = 2 Depends on how he feels (asking teacher's help) (3) = 3 Varies very noticeably from day to day (persistence in class work) (4) = 4 Sometimes alert, sometimes lethargic in team games (5) = 5 In free activity sometimes lacks interest (6) = 6 Persistence in manual tasks varies greatly (7) = 7 Impatient, loses temper with job (persistence - manual tasks) (NA) = b None of those comments applies or not scored</p>
	Col 44 Binary		<p>DB Syndrome (Depression)</p> <p>(1) = 1 Flies into a temper if provoked (physical prowess) (2) = 2 Can work alone but has no energy (persistence - class work) (3) = 3 Lacks physical energy (persistence - manual tasks) (4) = 4 Has no life in him (class room behaviour) (5) = 5 Apathetic (just sits) (attentiveness) (7) = 7 Shuffles restlessly (posture) (NA) = b None of these comments applies or not scored</p>
	Col 45 Binary		<p>DC Syndrome (Depression)</p> <p>(1) = 1 In asking teacher's help too apathetic to bother (2) = 2 Dull listless eyes (3) = 3 Always sluggish, lethargic in team games (4) = 4 Sometimes wanders off alone (companionship) (5) = 5 Speech is thick, mumbling, inaudible (6) = 6 Expression is miserable, dejected, (under the weather!) seldom smiles (NA) = b None of these comments applies or not scored</p>

Questionnaire and Page(s)

Bristol Social-Adjustment Schedules

Card

1 3

Columns

46 - 48

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Col 46 Binary		<p>XA: Syndrome (Anxiety for acceptance by adults)</p> <p>(1) = 1 Very anxious to do jobs (helping teacher with jobs)</p> <p>(2) = 2 In greeting teacher, over-eager to greet</p> <p>(3) = 3 In talking to teacher, over-talkative (tires with constant chatter)</p> <p>(4) = 4 Very anxious to bring flowers, gifts (contact with teacher)</p> <p>(5) = 5 Very often brings objects he has found, drawings, models, etc., to show teacher (contact with teacher)</p> <p>(6) = 6 Over-friendly (general manner with teacher)</p> <p>(7) = 7 Talks excessively to teacher about own doings, family or possessions</p> <p>(8) = 8 Sidles up to or hangs round teacher (contact with teacher)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 47 Binary		<p>XB: Syndrome (Anxiety for acceptance by adults)</p> <p>(1) = 1 Always finding excuses for engaging teacher (asking teacher's help)</p> <p>(3) = 3 Craves for sympathy (comes unnecessarily with minor scratches, bumps, etc., complains of being hurt by others) (liking for sympathy)</p> <p>(4) = 4 Tries to monopolise teacher (liking for attention)</p> <p>(5) = 5 Tells fantastic tales (truthfulness)</p> <p>(6) = 6 Wants adult interest but can't put himself forward (liking for attention)</p> <p>(7) = 7 Takes advantage of sympathy or interest (liking for sympathy)</p> <p>(8) = 8 Put out if can't get attention (liking for attention)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 48 Binary		<p>XA: Syndrome (Hostility towards adults)</p> <p>(1) = 1 Ability at class jobs varies with mood</p> <p>(2) = 2 In answering questions eager except when in one of his moods</p> <p>(3) = 3 Persistence in manual tasks depends on his moods</p> <p>(4) = 4 In talking to teacher inclined to be moody</p> <p>(5) = 5 Offers to help teacher with jobs except when in a bad mood</p> <p>(6) = 6 In asking teacher's help, at times very forward, at times sulky</p> <p>(7) = 7 In greeting teacher, sometimes eager, sometimes definitely avoids</p> <p>(8) = 8 Response to greeting can be surly or suspicious</p> <p>(NA) = b None of these comments applies or not scored</p>

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y 3
Page 27/0

Questionnaire and Page(s)

Bristol Social-Adjustment Guides

Card
Y 3

Columns
49 - 51

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permit and Punches</u>
	Col 49 Binary		<p>HB: Syndrome (Hostility towards adults)</p> <p>(1) = 1 Constral manner with teacher is sometime friendly, sometimes in a bad mood</p> <p>(2) = 2 Standard (manual) very erratic (seems at times to do badly on purpose)</p> <p>(3) = 3 Damages to personal property (cars, delivery vehicles, occupied houses or gardens, teacher's or workmen's belongings, etc., nuisance)</p> <p>(4) = 4 Bad language, vulgar stories, rhymes, drawings (nuisance)</p> <p>(5) = 5 Suspicious (on the defensive) (liking for attention)</p> <p>(6) = 6 Resentful mutterings or expression at times (attitude to correction)</p> <p>(7) = 7 Becomes antagonistic (effect of correction)</p> <p>(8) = 8 Sometimes a fluent liar (truthfulness)</p> <p>(NA) = 9 None of these comments applies or not scored</p>
	Col 50 Binary		<p>HC: Syndrome (Hostility towards adults)</p> <p>(1) = 1 Has stolen money, sweets, (candy), valuable objects, once or twice (honesty)</p> <p>(2) = 2 Bears a grudge, always regards punishment as unfair (effect of correction)</p> <p>(3) = 3 Has a wild, hostile look in the eyes</p> <p>(4) = 4 Very naughty, difficult to discipline (class room behaviour)</p> <p>(5) = 5 Aggressive defiance (screams, threats, violence) (attitude to correction)</p> <p>(6) = 6 Associates mostly with unsettled types (attitudes of other children)</p> <p>(7) = 7 Has stolen money, sweets, (candy), valuable objects frequently (honesty)</p> <p>(8) = 8 Obscene behaviour (nuisance)</p> <p>(NA) = 9 None of these comments applies or not scored</p>
	Col 51 Binary		<p>KA: Syndrome ("Writing off" of adults and adults' standards)</p> <p>(1) = 1 Won't bother to learn (attentiveness)</p> <p>(2) = 2 Works only when watched or compelled (persistence) (classwork)</p> <p>(3) = 3 Works only when watched or compelled (persistence) (manual tasks)</p> <p>(4) = 4 When answering questions not shy but unconcerned</p> <p>(5) = 5 Not shy but never comes for help willingly (asking teacher's help)</p> <p>(6) = 6 Has no wish to volunteer to help teacher with jobs</p> <p>(7) = 7 Unconcerned about approval or disapproval (liking for attention)</p> <p>(NA) = 8 None of these comments applies or not scored</p>

Questionnaire and Page(s)
Bristol Social-Adjustment Guide

Card

Columns

Y 3

52 - 54

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Notes</u> <u>Association with Permitted Punches</u>
	Col 52 Binary		<p>KB: Syndrome ("Writing off" of adults and adults' standards)</p> <p>(1) = 1 Minimizes contact with teacher but not backward with other children</p> <p>(2) = 2 Avoids talking to teacher but talks to other children</p> <p>(3) = 3 Copies from others (honesty)</p> <p>(4) = 4 'Borrows' books from desks without permission (honesty)</p> <p>(5) = 5 Selfish, screaming, a spoilsport (ways with other children)</p> <p>(6) = 6 Cunning, dishonest in individual games</p> <p>(7) = 7 Bad sportman (plays for himself only, cheats, fouls) in team games</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 53 Binary		<p>KC: Syndrome ("Writing off" of adults and adults' standards)</p> <p>(1) = 1 Can't look you in the face (eyes)</p> <p>(2) = 2 Not open or friendly, sometimes "seems to be watching you to see if you know" (general manner with teacher)</p> <p>(3) = 3 Can never keep a friend long (tries to pal up with newcomers) (companionship)</p> <p>(4) = 4 Untrustworthy (ability at class jobs)</p> <p>(5) = 5 Treats leniency as weakness (effect of correction)</p> <p>(6) = 6 Plausible, sly, will abuse trust, hard to catch (classroom behaviour)</p> <p>(7) = 7 Habitual slick liar, has no compunction about lying (truthfulness)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 54 Binary		<p>LC: Syndrome (Anxiety for acceptance by children)</p> <p>(1) = 1 Plays the hero (attitude to correction)</p> <p>(2) = 2 Can't resist playing to the crowd (effect of correction)</p> <p>(3) = 3 Inclined to fool around in team games</p> <p>(4) = 4 Over-bravo (takes unnecessary risks) in team games</p> <p>(5) = 5 Over-anxious to be in with the gang (tries to buy favour with others, easily led) (companionship)</p> <p>(6) = 6 Likes to be the centre of attraction (companionship)</p> <p>(7) = 7 Plays only or mainly with older children (ways with other children)</p> <p>(8) = 8 Strikos bravo attitude but backs out (physical prowess)</p> <p>(NA) = b None of these comments applies or not scored</p>

Questionnaire and Page(s)
Bristol Social Adjustment Guide

Card
Y 3

Columns
55 - 58

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Col 55 Binary		<p>LD: Syndrome (Anxiety for acceptance by children)</p> <p>(1) = 1 Brags to other children (liking the limelight)</p> <p>(2) = 2 Shows off (makes silly faces, mimics, clowns) (liking the limelight)</p> <p>(4) = 4 Adopts extreme youth fashions (care for appearance)</p> <p>(5) = 5 Damage to public property, etc (of school, fences, unoccupied houses) (nuisance)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 56 Binary		<p>JA: Syndrome (Hostility towards children)</p> <p>(1) = 1 In informal play disturbs others' games, teases, likes to fight</p> <p>(2) = 2 Sometimes nasty to those outside own set (ways with other children)</p> <p>(3) = 3 Hurts by pushing about, hitting (ways with other children)</p> <p>(4) = 4 Squabbles, makes insulting remarks (ways with other children)</p> <p>(5) = 5 Trolls on others, underhand (tries to get others into trouble) (ways with other children)</p> <p>(6) = 6 Spoils or hides other children's things (nuisance)</p> <p>(7) = 7 Mostly on bad terms with others (companionship)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 57 Binary		<p>JB: Syndrome (Hostility towards children)</p> <p>(1) = 1 Spiteful to weaker children (ways with children)</p> <p>(2) = 2 Disliked, shunned (attitude of other children)</p> <p>(3) = 3 Fights viciously (bites, kicks, scratches, uses dangerous objects as weapons) (physical prowess)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 58 Binary		<p>RA: Syndrome (Restlessness)</p> <p>(3) = 3 Gives up easily (persistence) (manual tasks)</p> <p>(4) = 4 Too restless in individual games</p> <p>(7) = 7 Irrresponsible, scatterbrain (ability at class jobs)</p> <p>(NA) = b None of these comments applies or not scored</p>

Questionnaire and Page(s)

Bristol Social-Adjustment Guide

Card

Y.3

Columns

59 - 62

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Col 59 Binary		RS Syndrome (Restlessness) (1) = 1 Too restless to work alone (persistence in class work) (NA) = b This comment does not apply or not scored
	Col 60 Binary		IM: Syndrome ("Inconsequential" behaviour) (1) = 1 Sometimes eager, sometimes doesn't bother (answering questions) (2) = 2 Constantly needs potty correction (classroom behaviour) (3) = 3 Too restless to remember for long (effect of correction) (4) = 4 Cannot attend or concentrate for long (cannot sit still when road to or during broadcasts, plays with things under desk, etc.) (attentiveness) (5) = 5 Rough and ready, slapdash (standard) (manual) (6) = 6 In informal play starts off others in scrapping and rough play (7) = 7 Does not know what to do with himself, can never stick at anything long (free activity) (NA) = b None of these comments applies or not scored
	Col 61 Binary		IN. Syndrome ("Inconsequential" behaviour) (1) = 1 Misbehaves when teacher is out of room (liking the limelight) (2) = 2 Careless, untidy, often loses or forgets books, pen (belongings) (3) = 3 Gets very dirty during day (care for appearance) (4) = 4 Slumps, lolls about (posture) (5) = 5 Foolish pranks when with a gang (nuisance) (6) = 6 Follower in mischief (nuisance) (NA) = b None of these comments applies or not scored
	Col 62 Binary		MA: Syndrome (Miscellaneous symptoms) (1) = 1 In informal play plays childish games for his age (2) = 2 In team games eager to play but loses interest (3) = 3 Babyish (mispronounces simple words) (speech) (4) = 4 Too immature to hood (effect of correction) (5) = 5 Plays only or mainly with younger children (ways with other children) (6) = 6 In team games timid or poor spirited (7) = 7 Gets bullied (physical prowess) (NA) = b None of these comments applies or not scored

Questionnaire and Page(s) Card Columns
Bristol Social-Adjustment Guide Y.3 63 - 67

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Col 63 Binary	1049 Multicoded	MB Syndrome (Miscellaneous symptoms) (1) = 1 Has truanted once or twice, often suspected of truancy (attendance) (2) = 2 Often late (punctuality) (3) = 3 Has cut lessons (punctuality) (4) = 4 Destructive, defaces with scribbling (belongings) (5) = 5 On the fringe, somewhat of an outsider (attitude of other children) (NA) = b None of these comments applies or not scored
	Col 64 Binary	1051	MN: Syndrome (Miscellaneous "nervous" symptoms) (1) = 1 Stutters, stammers, can't get the words out (speech) (2) = 2 Jumbled speech (3) = 3 Blinking (eyes) (4) = 4 Unwilled twitches, jerks, makes aimless movements with hands (fidgets, etc.) (5) = 5 Bites nails badly (fidgets, etc.) (6) = 6 Jumpy, (fidgets, etc.) (7) = 7 Sucks thumb or finger (over ten years) (fidgets, etc.) (NA) = b None of these comments applies or not scored
	Col 65 Binary	1061 Multicoded	AT Syndrome (Attendance) (1) = 1 Attendance good (2) = 2 Frequently absent for a day or half-day (3) = 3 Has had long absences (4) = 4 Parent condones absences, malingering, etc. (5) = 5 Stays away to help parent (NA) = b None of these comments applies or not scored
	Col 66 Binary	1066 Multicoded	AP: Syndrome (Appearance) (1) = 1 Attractive (2) = 2 Not so attractive as most (3) = 3 Looks undernourished (4) = 4 Has some abnormal features (5) = 5 Slovenly, very dirty (care for appearance) (NA) = b None of these comments applies or not scored
	Col 67 Binary	1071 Multicoded	ST Syndrome (Miscellaneous) (1) = 1 Gets cheated, fooled (attitude of other children) (2) = 2 Just stupid (ability at class jobs) (3) = 3 Early, very keen on opposite sex (sexual development) (4) = 4 Normal (sexual development) (5) = 5 Abnormal tendency (sexual development) (6) = 6 Delayed (sexual development) (NA) = b Not scored

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y 3
Page 32/0

Questionnaire and Page(s)

Card

Columns

Bristol Social-Adjustment Guide

Y.3

68 - 71

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Col 68 Binary	1077 Multicoded	SR: Syndrome (Health factors - 1) (1) = 1 Poor breathing, wheezy, asthmatic, easily winded (2) = 2 Frequent colds, tonsilitis, coughs, running nose, mouth breathing (NA) = b Neither of these comments applies, or not scored
	Col 69 Binary	1079 Multicoded	SO: Syndrome (Health factors - 2) (1) = 1 Running, infected ears (2) = 2 Skin troubles, sores (3) = 3 Complains of tummy aches, feeling ill or sick, is sometimes sick (4) = 4 Headaches (5) = 5 Bad turns, goes very pale (6) = 6 Fits (7) = 7 Nose bleeding (8) = 8 Sore, red eyes (9) = 9 Very cold hands (NA) = b None of these comments applies or not scored
	Col 70 Binary	1088 Multicoded	PD: Syndrome (Health factors - 3) (1) = 1 Bad eyesight (2) = 2 Squint (3) = 3 Bulging eyes (4) = 4 Poor hearing (5) = 5 Gawky (bad co-ordination) (6) = 6 Contorted features (face screwed up on one side, eyes half closed, etc) (7) = 7 Holds limb or body in unnatural posture (NA) = b None of these comments applies or not scored
	Col 71 Binary	1095 Multicoded	PE: Syndrome (Size) (1) = 1 Tall for age (2) = 2 Ordinary (3) = 3 Small (4) = 4 Unusually small (5) = 5 Very fat (6) = 6 Very thin (NA) = b Not scored

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (S'DEP 2, 1969/1970)

Card Y.4
Page 33/4

Questionnaire and Page (s)

Card
Y.4

Columns
1 - 13

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches</u>																																				
	Col 1		Always punched Y 4 Card type for Parental Interview Form																																				
	Cols 2-4 extended numeric	1101 numeric	1969 Code Number for Local Authority completing this form (which may differ from that on other forms for this child, but it is the same for Cards Y.5 and Y.6). The Code number is based on a N.C.D.S. January 1969 listing. Columns 3-4 are always numeric, Column 2 is numeric or X. The numbers 000-999, X00-X99, are possible but not all used.																																				
		1102 coded	Column 2 is the region code which has permitted codes <table> <thead> <tr> <th></th> <th>Col 2</th> <th>meaning</th> </tr> </thead> <tbody> <tr> <td>(1)</td> <td>=</td> <td>0 North Western</td> </tr> <tr> <td>(2)</td> <td>=</td> <td>1 Northern</td> </tr> <tr> <td>(3)</td> <td>=</td> <td>2 East and West Ridings</td> </tr> <tr> <td>(4)</td> <td>=</td> <td>3 North Midlands</td> </tr> <tr> <td>(5)</td> <td>=</td> <td>4 Eastern</td> </tr> <tr> <td>(6)</td> <td>=</td> <td>5 London and South Eastern</td> </tr> <tr> <td>(7)</td> <td>=</td> <td>6 Southern</td> </tr> <tr> <td>(8)</td> <td>=</td> <td>7 South Western</td> </tr> <tr> <td>(10)</td> <td>=</td> <td>8 Wales</td> </tr> <tr> <td>(9)</td> <td>=</td> <td>9 Midlands</td> </tr> <tr> <td>(11)</td> <td>=</td> <td>X Scotland</td> </tr> </tbody> </table>		Col 2	meaning	(1)	=	0 North Western	(2)	=	1 Northern	(3)	=	2 East and West Ridings	(4)	=	3 North Midlands	(5)	=	4 Eastern	(6)	=	5 London and South Eastern	(7)	=	6 Southern	(8)	=	7 South Western	(10)	=	8 Wales	(9)	=	9 Midlands	(11)	=	X Scotland
	Col 2	meaning																																					
(1)	=	0 North Western																																					
(2)	=	1 Northern																																					
(3)	=	2 East and West Ridings																																					
(4)	=	3 North Midlands																																					
(5)	=	4 Eastern																																					
(6)	=	5 London and South Eastern																																					
(7)	=	6 Southern																																					
(8)	=	7 South Western																																					
(10)	=	8 Wales																																					
(9)	=	9 Midlands																																					
(11)	=	X Scotland																																					
	Cols 5-10 Extended numeric	1 Numeric	Child's Serial Number For an extended breakdown of the serial number see Card Y.1																																				
	Col 11 Punches 1,2 Polylog		Sex of Child <table> <tbody> <tr> <td>(1)</td> <td>=</td> <td>1 Boy</td> </tr> <tr> <td>(2)</td> <td>=</td> <td>2 Girl</td> </tr> </tbody> </table>	(1)	=	1 Boy	(2)	=	2 Girl																														
(1)	=	1 Boy																																					
(2)	=	2 Girl																																					
	Col 12 Polylog	1110 coded	Today's Date (Date on this form) - MONTH <table> <tbody> <tr> <td>(1-9)</td> <td>=</td> <td>1-9</td> <td>January through September</td> </tr> <tr> <td>(10)</td> <td>=</td> <td>0</td> <td>October</td> </tr> <tr> <td>(11)</td> <td>=</td> <td>X</td> <td>November</td> </tr> <tr> <td>(12)</td> <td>=</td> <td>Y</td> <td>December</td> </tr> <tr> <td>(Na)</td> <td>=</td> <td>b</td> <td>No answer</td> </tr> </tbody> </table>	(1-9)	=	1-9	January through September	(10)	=	0	October	(11)	=	X	November	(12)	=	Y	December	(Na)	=	b	No answer																
(1-9)	=	1-9	January through September																																				
(10)	=	0	October																																				
(11)	=	X	November																																				
(12)	=	Y	December																																				
(Na)	=	b	No answer																																				
	Col 13 Polylog	1111 coded	Today's Date (Date on this form) - YE/R <table> <tbody> <tr> <td>(69)</td> <td>=</td> <td>9</td> <td>1969</td> </tr> <tr> <td>(70)</td> <td>=</td> <td>0</td> <td>1970</td> </tr> <tr> <td>(71)</td> <td>=</td> <td>1</td> <td>1971</td> </tr> <tr> <td>(Na)</td> <td>=</td> <td>b</td> <td>No answer</td> </tr> </tbody> </table>	(69)	=	9	1969	(70)	=	0	1970	(71)	=	1	1971	(Na)	=	b	No answer																				
(69)	=	9	1969																																				
(70)	=	0	1970																																				
(71)	=	1	1971																																				
(Na)	=	b	No answer																																				

Questionnaire and Page (s)
Parental - Pages 1-2

Card
Y.4

Columns
14-16

Question Number	Field Description	Computer Item	Explanation and Computer Codes Associated with Permitted Punches
Q 9	Col 14 Polylog	1112 Coded	<p>Relationship of informant to study child</p> <p>(1) = 1 Mother (or mother substitute) (2) = ? Other (3) = , No informant - compiled from local authority, hospital, boarding school, etc. records (4) = 4 Both mother and father present (Na) = b No answer</p> <p>N.B. Category 4 is added coded information (which was volunteered) rather than a solicited response. It is therefore an underestimate, and category 1 an overestimate.</p>
Q 10 (a)	cols 15-16 Punches 02-19 Numeric PRC 1683 Overcrowding	1116 Numeric	<p>Number of people who normally live in child's household*</p> <p>(02-19) = 02-19 Actual number (Na) = bb No answer/institution</p>
Q 10 & 11	Col 15 Punch 9 Polylog	1113 Coded	<p>Whether child lives in an institution or not</p> <p>(1) = 9 Child in an institution (2) = b Child not in an institution/not answered.</p> <p>N.B. <u>Definition of 'institution' child:</u> in substitute care where at least one adult received salary for looking after this child (and possibly other children also), e.g. hospitalised (SSN) or in children's home (housemother paid salary, at least). Note that children in foster homes (where allowance only is paid for the child) and boarders, are not called institutionalised. Information recorded refers either to (a) his original family or to (b) the child himself</p> <p><u>Questions on the Parental Interview form</u> referring to (a) are 10, 14-16, 18-38 and 71-76 and to (b) are 11-13, 17, 39-70 and 77-78</p> <p>Habits and attitudes of substitute parents are excluded</p>

*NOTES

Persons included in/excluded from child's household

Included

- 'All those living together, partaking of meals prepared together, and benefiting from a common housekeeping'. This always includes study child and
- 1) Fathers who work away and are only home at weekends or longer intervals
 - 2) Fathers in prison where no evidence of breakdown of marriage
 - 3) In pair girls (and their children)
 - 4) Housekeepers (and their children)
 - 5) Lodgers

Excluded

- 1) Siblings only home for short periods (e.g. at boarding school only)
- 2) Siblings in the forces, approved schools or various other institutions
- 3) Siblings and half siblings who have been fostered long term or adopted
- 4) Siblings and half siblings who are being brought up by other relations, for example grandparents
- 5) Siblings and half siblings living with an estranged spouse

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWDEP 2, 1969/1970) Card 1.4
Page 35/1

Questionnaire and Page (s)

Parental - Pages 3-4

Card

Y.4

Columns

17-21

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with permitted Punches</u>
Q 10 (a)	Col 17 Numeric	1117 Numeric	Number of children under 21 who normally live in child's household* (1-9) = 1-9 Actual number (10+ coded 9) (NA) = b No answer
Q 10 (a) 10 (b)	Col 18 Numeric	1118 Numeric	Position of study child in relation to those children in household under age 21 plus those children under 21 in the family but not included in the household* (1-9) = 1-9 Actual position (10+ coded 9) (NA) = b No answer
Q 10 (b)	Col 19 Numeric	1119 Numeric	Number of children in family aged under 21 who are not included in the household* (0-9) = 0-9 Actual number (10+ coded 9) (NA) = b No answer
Q 10 (c)	Col 20 extended numeric	1120 Numeric	Number of births to study child's own mother since birth of study child (0-9) = 0-9 Actual number (10+ coded 9) (10) = X Not known (NA) = b No answer
10 (e)	Col 21 Polylog		Was the study child's birth single or multiple? (1) = 1 Single (2) = 2 Multiple (3) = 3 Don't know (NA) = b No answer

* See previous sheet.

Questionnaire and Page(a)

Card

Columns

Parental - Pages 4 - 5

Y.4

22 - 28

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Q 11	Col 22 Punches 1 - 8 Polylog	1122 Coded	<p><u>Child's mother figure</u></p> <p>(1) = 1 Own (natural) mother (2) = 2 Mother by legal adoption (3) = 3 Step-mother (includes cohabitee) (4) = 4 Foster-mother (5) = 5 Grandmother (6) = 6 Elder sister (7) = 7 No mother figure (8) = 8 Other (e.g. aunt) or institutional child (NA) = b No answer</p> <p>N.B. a) Must be living in child's household b) The existence of a female in the child's household does not necessarily imply that the child has a mother figure.</p>
Q 11(a)	Col 22 Punches Y,X,0,9 Polylog	1123 Coded	<p><u>Why child is not living with own or adoptive mother</u></p> <p>(9) = 9 Illegitimacy (10) = 0 Marital breakdown (11) = X Death (12) = Y Other (NA) = b No answer or child with own/adoptive mother.</p>
Q 11(b)	Cols 23-24 Numeric	1126 Numeric	<p>If not living with own or adoptive mother, <u>age at which child came under care of present mother substitute, or where no mother substitute age when child left care of his/her own/adoptive mother</u></p> <p>(00-11) = 00-11 Actual age (NA) = bb No answer/inapplicable</p>
Q 11	Col 25 Punches 1 - 8 Polylog	1127 Coded	As Col 22, but <u>child's father figure</u>
Q 11(a)	Col 25 Punches Y, X, 0, 9 Polylog	1128 Coded	As Col 22, but <u>why child is not living with own father or adoptive father</u>
Q 11(b)	Cols 26-27 Numeric	1131 Numeric	As Cols 23-24 but <u>age at which child came under care of present father substitute</u>
Q 12(a)	Col 28 Polylog	1132 Coded	<p>Has child been looked after for more than one month by <u>any mother figure other than the one indicated in Col 22</u>? (excluding hospital admissions and boarding school attendance).</p> <p>(1) = 1 Yes (2) = 2 No (3) = 3 Don't know (NA) = b No answer</p>

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SIPP 2, 1969/1970)

Card Y.4
Page 37/1

Questionnaire and Page (s)

Parental - Page 5

Card

Y.4

Columns

29 - 34

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Item</u>
Q 12 (b)	Col 29 Polylog	1133 Polylog	Has the child ever been in the care of a Local Authority Children's Committee? (1) = 1 Yes, in care now (2) = 2 Yes in care only in past (3) = 3 No, never been in care (4) = 4 Don't know (5) = 5 Other replies (NA) = b No answer
Q 12 (c)	Col 30 Polylog	1134 Polylog	As Col 29 but a Voluntary Service
	Col 31 Numeric	1135 Numeric	Number of schools child has attended since age of 5 (not counting moves from one department to another of the same school) (0-9) = 0-9 Actual number (10+ coded 9) (NA) = b No answer
Q 14	Col 32 Polylog	1136 Coded	Would parents like child to leave school as soon as possible or stay on longer? (1) = 1 Leave as soon as possible (2) = 2 Stay on longer (3) = 3 Don't know yet (NA) = b No answer
Q 15	Col 33 Polylog	1137 Coded	Would parents wish child to undertake further training or education (full-time or part-time) after leaving school? (1) = 1 Yes (2) = 2 No (3) = 3 Don't know yet (NA) = b No answer
Q 16	Col 34 Polylog	1138 Coded	How satisfied is mother with play amenities within about 10-15 minutes walk of home? (can include public or natural amenities) (1) = 1 Very satisfied (2) = 2 Fairly satisfied (3) = 3 No feelings either way (4) = 4 Rather unsatisfied (5) = 5 Very unsatisfied (6) = 6 Other replies (e.g. no facilities available, or large garden, facilities not required) (NA) = b No answer

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y 4
Page 38/0

Questionnaire and Page(s)

Card

Columns

Parental - Page 6

Y.4

35 - 42

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Q 17	Col 35 Polylog	1139 Coded	Excluding holidays away from home, availability of, and child's use in his spare time in last 12 months of: <u>A park, public garden, boath, common or fields where children are allowed to play</u> (1) = 1 Not available (2) = 2 Never goes though available (3) = 3 Goes sometimes (4) = 4 Goes often (5) = 5 Don't know (NA) = b No answer/child not living at home
Q 17	Col 36 Polylog	1140 Coded	As Col 35 but <u>a recreation around or outdoor play centre (other than school)</u>
Q 17	Col 37 Polylog	1141 Coded	As Col 35 but <u>swimming or paddling places which are safe for children</u>
Q 17	Col 38 Polylog	1142 Coded	As Col 35 but <u>indoor play centre, or any children's clubs or societies (e.g. Cubs, Guides, Sports Clubs, Church Clubs for young people)</u>
Q 17	Col 39 Polylog	1143 Coded	As Col 35 but <u>a cinema or other places which have children's film shows</u>
Q 17	Col 40 Polylog	1144 Coded	As Col 35 but <u>public library</u> with additional code: (6) = 6 School library (goes often or sometimes) N.B. This code is added coded information rather than a solicited response, and is therefore a vast underestimate of those using a school library. It would be impossible to treat this category as anything other than a 'no answer' though it seems to imply that public libraries are not used
Q 18	Col 41 Polylog	1145 Coded	<u>Does mother go with child for walks, outings, picnics, visits?</u> (1) = 1 Yes, most weeks (2) = 2 Yes, occasionally (3) = 3 Never or hardly ever (4) = 4 Other replies (NA) = b No answer/not applicable
Q 18	Col 42 Polylog	1146 Coded	As Col 41 but <u>does father go with child for walks, outings, picnics, visits?</u>

Questionnaire and Page(s)

Card

Columns

Parental - Pages 6-7

Y.4

43-48

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Q19	Col 43 Polylog	1147 Coded	<p><u>Does mother feel that father takes a big part in managing child or leaves it mainly to mother?</u></p> <p>(1) = 1 Father takes a big part, or equal part with mother (2) = 2 Father takes a smaller part than mother but mother still feels it to be a significant part (3) = 3 Father takes a very small part or leaves to mother (4) = 4 Don't know (5) = 5 Inapplicable. This code covers cases where there is no father figure, or sometimes where only the father was present at the interview or both parents were and health visitor felt unable to put the question (NA) = b No answer</p>
Q20	Col 44 Polylog	1148 Coded	<p><u>Has mother belonged to a lending library or book club in the last 12 months?</u></p> <p>(1) = 1 Yes (includes 'doesn't belong, uses husband's tickets') (2) = 2 No (3) = 3 Other replies (NA) = b No answer/not applicable</p>
Q20	Col 45 Polylog	1149 Coded	<p><u>As Col 44, but has father belonged to a lending library or book club in the last 12 months?</u></p>
	Col 46 Extended numeric	1150 Numeric	<p><u>Number of times the family has moved home since the child was born</u></p> <p>(0-9) = 0-9 Actual number (10+ coded 9) (DNA) = X Don't know (NA) = b No answer</p> <p>N.B. Unreliable - Moves at I often greater than moves at II</p>
Q22(a)	Col 47 Polylog	1151 Coded	<p><u>Accommodation occupied by household</u></p> <p>(1) = 1 Whole house (2) = 2 Flat/maisonette (self-contained) (3) = 3 Rooms (4) = 4 Caravan (5) = 5 Other replies (NA) = b No answer</p>
Q22(b)	Col 48 Polylog	1152 Coded	<p><u>Type of tenure</u></p> <p>(1) = 1 Owned by the household or being bought (2) = 2 Rented from Council or New Town Corporation (3) = 3 Privately rented - unfurnished (4) = 4 Privately rented - furnished (5) = 5 Tied to occupation (6) = 6 Other replies (NA) = b No answer</p>

NATIONAL CHILD DEVELOPMENT STUDY
NCDs II (SLEEP 2, 1969/1970)

Card Y 4
Page 40/2

Questionnaire and Page(s)

Parental - Page 7

Card

Y 4

Columns

49 - 58

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Q 23	Col 49 Polylog	1153 Coded	Situation of front door of accommodation (1) = 1 Below street level (2) = 2 At street level/ground floor (3) = 3 First floor (4) = 4 Second floor (5) = 5 3rd to 4th floor (6) = 6 5th to 6th floor (7) = 7 7th to 9th floor (8) = 8 10th to 12th floor (9) = 9 13th floor and above (NA) = b No answer
Q 24	Cols 50-51 Numeric PRC 1683 Overcrowding	1156 Numeric	Number of rooms in accommodation (excluding bathroom scullery or kitchen unless used as a living room, but including rooms used by lodgers or relatives who are members of the household) (00-19) = 00-19 Actual number (NA) = bb No answer
Q 25	Col 52 Numeric	1157 Numeric	With how many people does child share his bedroom? (0-6) = 0-6 Actual number (NA) = b No answer N.B. Unreliable question Suspected that child is sometimes included in count of number sharing child's bedroom
Q 26	Col 53 Polylog	1158 Coded	Does child share his bed with anyone else? (1) = 1 Yes (2) = 2 No (3) = 3 Don't know (NA) = b No answer
Q 27(a)	Col 54 Polylog PRC 1681 Household facilities	1159 Coded	Does the accommodation have a <u>bathroom</u> ? (1) = 1 Yes, sole use (2) = 2 Yes, shared (3) = 3 No (4) = 4 Don't know (NA) = b No answer
Q 27(b)	Col 55 Polylog	1160 Coded	As Col 54 but <u>an outdoor lavatory</u> ?
Q 27(c)	Col 55 Polylog, PRC 1681 Hsc. fac.	1161 Coded	As Col 54 but <u>an indoor lavatory</u> ?
Q 27(d)	Col 57 Polylog	1162 Coded	As Col 54 but <u>cooking facilities</u> ?
Q 27(e)	Col 58 Polylog PRC 1681 Hsc. fac.	1163 Coded	As Col 54 but <u>a hot water supply</u> ?

Questionnaire and Page (s)
Parental - Pages 7 - 8

Card
Y.4

Columns
59 - 61

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches</u>
Q 28 (a)	Col 59	1164	<p>'How satisfied are you with the house/flat you live in?'</p> <p>(1) = 1 Very satisfied (2) = 2 Fairly satisfied (3) = 3 No feelings either way (4) = 4 Rather dissatisfied (5) = 5 Very dissatisfied (6) = 6 Don't know (7) = 7 Other replies (NA) = b No answer</p>
Q 28 (b)	Col 60 Binary	1165 Multi-coded	<p>What is it about your home that makes you feel like that?</p> <p>(1) = 1 Satisfied - size (2) = 2 Satisfied - location of accommodation (3) = 3 Satisfied - garden, outdoor play facilities (4) = 4 Satisfied - comfort, manageability, easy to run, modern amenities (5) = 5 Satisfied - ownership (e.g. 'our home') (6) = 6 Satisfied - other reasons (7) = 7 Dissatisfied - size (8) = 8 Dissatisfied - location of accommodation (9) = 9 Dissatisfied - no garden, or outdoor play facilities (10) = 0 Dissatisfied - not comfortable, manageable or easy to run, no modern amenities (11) = X Dissatisfied - don't own (12) = Y Dissatisfied - other reasons (NA) = b No answer, no feelings either way, not applicable</p> <p>N.B. It is suspected that this question may have a low consistency between coders</p>
Q 29	Col 61 Punches 1 - 8 Polylog PRCs 1685 1687	1171 Coded	<p>Father/male head's occupation from the GRO's Classification of Occupations, 1966 (specially coded from details asked in interviews)</p> <p>(1) = 1 Social Class 1 Professional (2) = 2 " " 2; Intermediate groups (3) = 3 " " 3 Skilled non-manual (4) = 4 " " 3 Skilled manual (5) = 5 " " 4 Semi skilled non-manual (6) = 6 " " 4 Semi skilled manual (7) = 7 " " 5 Unskilled manual (8) = 8 Impossible to classify because insufficient information (NA) = b No answer or in armed forces</p>
Q 29	Col 61 Punches Y, X, O Polylog PRCs 1687	1172 Coded	<p>Additional information about father/male head's occupation</p> <p>(1) = 0 No male head (2) = X Unemployed, sick, disabled (3) = Y Retired (NA) = b No answer/not applicable</p>

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y.4
Page 42/0

Questionnaire and Page(s)

Parental - Page 8

Card

Y.4

Columns

62 - 64

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Q 29	Cols 62-63 Extended numeric	1175 Numeric	<p>Father/male head's socio-economic group from the GRO's Classification of Occupations, 1966</p> <p>(01) = 01 Employers and managers in central and local government, industry, commerce, etc (establishments employing 25 persons and over) (02) = 02 Employers and managers in industry, commerce, etc. (employing less than 25 persons) (03) = 03 Professional workers - self employed (04) = 04 Professional workers - employees (05) = 05 Intermediate non manual workers (06) = 06 Junior non manual workers (07) = 07 Personal service workers (08) = 08 Foremen and supervisors - manual (09) = 09 Skilled manual workers (10) = 10 Semi-skilled manual workers (11) = 11 Unskilled manual workers (12) = 12 Own account workers (other than professional) (13) = 13 Farmers - employers and managers (14) = 14 Farmers - own account (15) = 15 Agricultural workers (16) = 16 Members of armed forces (17) = 17 Occupation inadequately described (NA) = bb No answer (DNA) = (XX) Impossible to classify </p>
Q 30	Col 64 Binary	1176 Multi-coded	<p>Apart from any private source, the source of income of family during past 12 months</p> <p>(1) = 1 Employment (2) = 2 Sickness benefit/sick pay (3) = 3 Unemployment benefit (4) = 4 Supplementary benefit (National Assistance) (5) = 5 Retirement pension (6) = 6 Disability pension (7) = 7 Other sources (including widow's pension etc) (NA) = b No answer</p> <p>N.B. Not a very reliable question because.</p> <p>a) Incomplete information on source of income (It appears that children's or wife's income if working, for example, were sometimes omitted and also head of household's employment, if he had been unemployed for few weeks)</p> <p>b) Sometimes only last few weeks, instead of last 12 months, considered.</p>

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y.4
Page 43/0

Questionnaire and Page(s)

Parental - Page B

Card

Y.4

Columns

65 - 72

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
Q 31	Cols 65-66 Numeric	1185 Numeric	For how many weeks has the father/male head been off work in past 12 months <u>through illness, (including disability)?</u> (00-52) = 00-52 Actual number (99) = 99 No male head (NA) = bb No answer
Q 31	Cols 67-68 Numeric	1188 Numeric	As Cols 65-66, but <u>through unemployment?</u> N.B. If left to the coders, unemployment of disabled people was coded in Cols 65-66, where it did usually occur. However, the Health Visitor sometimes registered it in Cols 67-68 in which case it was left there
Q 31	Cols 69-70 Numeric	1191 Numeric	As Cols 65-66, but <u>through reasons other than illness and unemployment - e.g. strikes, bad weather, suspensions, in prison?</u>
Q 32	Col 71 Polylog	1192 Coded	Is the father/male head engaged in shift work and away from home at night, or does he work regular daytime hours? (1) = 1 Shift work but not away overnight (2) = 2 Shift work and sometimes away overnight (3) = 3 Regular night work (4) = 4 Works regular daytime hours (5) = 5 Other replies, including away all week, home only at weekends (NA) = b No answer/no male head N.B. a) Evening classes and occasional night work (i.e. on call) are disregarded b) Regular daytime hours does not necessarily imply works regular hours
Q 33	Col 72 Polylog	1193 Coded	Apart from shift work and regular night work, does the father/male head's work take him away overnight? (1) = 1 At least once a week (2) = 2 At least once a month, but not every week (3) = 3 Sometimes but less frequently than once a month (4) = 4 Never (5) = 5 Other replies, e.g. away for long or short periods of time or all week, home only at weekends (NA) = b No answer/no male head

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEET 2, 1969/1970)

Card Y 4
Page 44/0

Questionnaire and Page(s)

Parental - Page 8

Card

Y.4

Columns

73 - 80

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>						
Q 34(a)	Cols 73-74 Numeric	1196 Numeric	<u>Father's weight</u> Codod figures represent double the weight in stones						
			(13) = 13	6	4	to	6	10	
			(14) = 14	6	11	to	7	3	
			(15) = 15	7	4	to	7	10	
			(16) = 16	7	11	to	8	3	
			(17) = 17	8	4	to	8	10	
			(18) = 18	8	11	to	9	3	
			(19) = 19	9	4	to	9	10	
			(20) = 20	9	11	to	10	3	
			(21) = 21	10	4	to	10	10	
			(22) = 22	10	11	to	11	3	
			(23) = 23	11	4	to	11	1	
			(24) = 24	11	11	to	12	1	
			(25) = 25	12	4	to	12	10	
			(26) = 26	12	11	to	13	3	
			(27) = 27	13	4	to	13	10	
			(28) = 28	13	11	to	14	3	
			(29) = 29	14	4	to	14	10	
			(30) = 30	14	11	to	15	3	
			(31) = 31	15	4	to	15	10	
			(32) = 32	15	11	to	16	3	
			(33) = 33	16	4	to	16	10	
			(34) = 34	16	11	to	17	3	
			(35) = 35	17	4	to	17	10	
			(36) = 36	17	11	to	18	3	
			(37) = 37	18	4	to	18	10	
			(38) = 38	18	11	to	19	3	
			(39) = 39	19	4	to	19	10	
			(NA) = bb	No answer					
			N.B. It is suspected that this question and the next three have sometimes been taken as referring to the height and weight of the study child's grandparents						
Q 34(a)	Cols 75-76 Numeric	1199 Numeric	<u>Father's height in inches</u> (54-84) = 54-84 Actual height in inches (NA) = bb No answer						
Q 34(b)	Cols 77-78 Numeric	1202 Numeric	As Cols 73-74 but <u>mother's weight</u>						
Q 34(b)	Cols 79-80 Numeric	1205 Numeric	As Cols 75-76 but <u>mother's height</u>						

1	2	3	4	5	6	
M13	28f	6	66		406	<u>Upper Limb.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.
	28g		67		407	<u>Lower Limb.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.
	28h		68		408	<u>Spine.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.
	28i		69		409	<u>Respiratory System.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28j		70		410	<u>Alimentary System.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28k		71		411	<u>Uro, genital System.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.

1	2	3	4	5	6	
13	28l	6	72		412	<u>Heart.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28m		73		413	<u>Blood, etc.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28n		74		414	<u>Skin.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28o		75		415	<u>Epilepsy.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28p		76		416	<u>Other C.N.S. Condition.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28q		77		417	<u>Diabetes.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.

2	3	4	5	6	
3	28	6	78		418

Any Other Condition.

(2) = 1. None.
(3) = 2. Present but no handicap.
(4) = 3. Degree of handicap slight.
(5) = 4. Degree of handicap moderate.
(6) = 5. Degree of handicap severe.
(1) = 0. Don't know.
Blank. No information/No Medical Questionnaire.

END OF MEDICAL QUESTIONNAIRE

3	6	79-80		419	<u>Number of People in the Household.</u>
3					Numeric coding on cards and computer. Blank. No Information/No Parental Questionnaire. <u>Note:</u> This question was asked by the Health Visitor and the answer recorded on the Parental Questionnaire but for technical reasons had to be coded on the Medical Questionnaire and punched on Card 6. As a result occasionally the information was not punched although it was recorded.

END OF CARD 6

BEGINNING OF PUNCHED CARD 7

1	2	3	4	5	6	
		7	1			<p><u>Card Number</u></p> <p>7. Identifies card. (Does not apply on Summary packs which only have one card). NO OTHER CODE IN THIS COLUMN FOR SINGLETONS.</p>
						<p><u>Mixed Column for MULTIPLE BIRTHS ONLY:</u></p> <p><u>Card Number</u></p> <p>7. Identifies card (as for singletons).</p> <p>-----</p> <p><u>Multiple Birth Identification Code.</u></p> <p>(1) = X. First-born twin (2) = Y. Second-born twin (3) = O. Any triplet. (On Agatha Summary card, "O" identifies the card, and "9" identifies triplets).</p>
						<p>Note: The computer is programmed to use this information as coded on Card 1. See notes for Card 1, Col. 1. (front page).</p>
		7	2-4	A.2 T.2 U.2 Region only	4	<p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4).</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
		7	5-10	A.5-10 T.3-8 U.3-8	1	<p><u>Child's Serial Number.</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 5-10 (Pages 2 & 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
		7	11			<p><u>Mixed Column.</u></p> <p><u>Sex</u></p> <p>1. Boy 2. Girl</p> <p>-----</p> <p><u>Substudy Identification.</u></p> <p>8. In care, short stay 9. In care, long stay X. Word Blind Study Y. Adoption Study</p>
			11	A.45 T.47 U.11		<p><u>Note:</u> See card 9, col. 11 and cols. 38-41.</p>

INTRODUCTORY NOTES TO BRISTOL SOCIAL-ADJUSTMENT GUIDE - COLS. 12-69.

The Guides have been completed and scored in accordance with the general instructions in "The Manual to the Bristol Social-Adjustment Guide" (Stott, 1965), which should be consulted together with these notes before the data are used.

The material consists of (1) A "Guide"; completed by the teacher. (2) A transparent template which, when superimposed on the Guide, allows one to allocate to the aspects of behaviour on the Guide, serial letters and numbers, which are then transferred to (3) the Coding Form for the Guide by ringing the same letters and numbers on the form. The Guides themselves consist of a large number of "phrases" which describe a child's behaviour and these "phrases" are grouped on the Guide into "paragraphs" under a heading (e.g. "Response to greeting".) The teacher is asked to underline the "phrases" which describe the child's behaviour. Most of these "phrases" can be allocated serial letters and a number (e.g. UA6). These were specially designed for the N.C.D.S. Coding Form and are different from those used in the published Scoring form for the Guides.

Columns 12-62.

The point of allocating serial letters and numbers in this section is so that certain aspects of behaviour can in this way be grouped together. It is thus assumed that the aspect of behaviour denoted by UA1 is on the same continuum or belongs to the same "syndrome" as UA2 and UA6; and, indeed, as UB6, since the first letter indicates the group on the Coding Form to which the "phrase" belongs. Thus all serial letters and numbers beginning with the letter 'U' are in the same group, on the assumption that the general behavioural pattern which underlies all these individual descriptions or "phrases" is "Unforthcomingness". It must be noted that this assumption has not yet been reliably verified either by Stott or anyone else. It should also be noted that the "group" or "syndrome" group to which a particular "phrase" is allocated was agreed after discussion with Stott in 1965; this is not necessarily the same as in the published Manual or Scoring Form. When the Guide has been coded and the serial letters and numbers transferred to the N.C.D.S. Coding Form, the total number of ringed letters and numbers in each "sub-group" is calculated and recorded on the right of the "sub-groups" in Cols. 12-34. These sub-totals can then be considered "syndrome" scores, giving some quantitative assessment of the behaviour pattern in question. As indicated above, this should be viewed with caution in the present state of our knowledge and the individual "phrases" which make up the "syndrome" should be scrutinised carefully before any interpretations are made. Finally, the "syndrome" sub-totals are added together (Cols. 35-36) to give a figure which indicates, fairly crudely, the total amount of behavioural deviance (or maladjustment?) as measured by the Guide. Thus for every child who has a completed and scored Guide, there will be a number in Cols. 35-36, or the "0 0". It was intended that the same should be true of the "syndrome" sub-totals. However, for a few children who have scored Guides, sub-totals have been left blank where there is no score. Before using the data therefore, Cols. 35-36 should be checked to ensure that all legitimate blanks have been excluded.

Columns 63-69.

The same principles of scoring and transfer to the Coding Form apply here, but the sub-groups do not purport to reflect "synromes" and totalling is neither appropriate nor allowed for on the Form. Each of these columns on the Form should be considered separately.

N.B. In Columns 12-33 ("syndrome" total scores) when the score is a single figure, the 'tens' column may be found punched with a "0", as was intended, or it may be left blank.

1	2	3	4	5	6	
		7	12-34			<p><u>"SYNDROME" SCORES.</u></p>
			12-13	U.56 U.57	432	<p>"(Unforthcomingness) U" - "Syndrome" score Numeric coding on cards and computer. 0.18</p>
						<p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p>
						<p>Note: The "phrases" in the sub-groups UA and UB which can be included in the "Unforthcomingness Syndrome" are listed on Page 75, Cols. 37 and 38.</p>
			14-15	U.58 U.59	434	<p>"(Withdrawal) W" - "Syndrome" score. 13</p>
						<p>Numeric coding on cards and computer.</p>
						<p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p>
						<p>AND</p>
						<p>Note: The "phrases" in the sub-groups WA and WB which can be included in the "withdrawal Syndrome" are listed on Page 76, Cols. 39 and 40.</p>
			16-17	U.60 U.61	436	<p>"(Depression) D" - "Syndrome" score. 20</p>
						<p>Numeric coding on cards and computer.</p>
						<p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p>
						<p>Note: The "phrases" in the sub-groups DA, DB and DC which can be included in the "Depression Syndrome" are listed on Page 77, Cols. 41, 42 and 43.</p>
			18-19	U.62 U.63	438	<p>"(Anxiety) A" - "Syndrome" score. 16</p>
						<p>(Adults)</p>
						<p>Numeric coding on cards and computer.</p>
						<p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p>
						<p>Note: The "phrases" in the sub-groups AA and AB which can be included in the "Anxiety Syndrome" are listed on Page 77, Cols. 44 and 45.</p>
			20-21	U.64 U.65 X no Stott data	440	<p>"(Hostility Towards Adults) HA" - "Syndrome" score. 24</p>
						<p>Numeric coding on cards and computer.</p>
						<p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p>
						<p>Note: The "phrases" in the sub-groups HA, HB and HC which can be included in the "Hostility Towards Adults Syndrome" are listed on Pages 78, Cols. 46, 47 and 48.</p>
						<p>142</p>

2	3	4	5	6	
7	22-23	U.66 U.67	442	"(Writing Off) of Adults and Adult's Standards) K" - "Syndrome" score. Numeric coding on cards and computer. O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.	21
	24-25	U.68 U.69	444	"(Anxiety for Acceptance by Children) L" - "Syndrome" score. Numeric coding on cards and computer. O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.	15
	26-27	U.70 U.71	446	"(Hostility Towards Children) HC" - "Syndrome" score. Numeric coding on cards and computer. O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.	10
	28-29	U.72 U.73	448	"(Restlessness) R" - "Syndrome" score. Numeric coding on cards and computer. O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.	11
	30-31	U.74 U.75	450	"(Inconsequential Behaviour) I" - "Syndrome" score. Numeric coding on cards and computer. O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.	13

1	2	3	4	5	6
---	---	---	---	---	---

7	32-33	U.76 U.77	452	"(Miscellaneous Symptoms) M" - "Syndrome" scores. Numeric coding on cards and computer. 0 O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.	
	34	U.78	454	"(Miscellaneous 'Nervous' Symptoms) M" - "Syndrome" scores. Numeric coding on cards and computer. 0 O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.	
	35-36	T.43 T.44 U.53 U.54 A.43 A.44 X.44 Stott Guide	455	Note: The "phrases" in the sub-groups MA and MB which can be included in the "Miscellaneous Symptoms Syndrome" are listed on Page 61, Col. 60 and 61. Total Score for all "Syndromes". Numeric coding on cards and computer. 0 O. No "phrase" underlined for any of the syndromes. Blank. No "phrase" underlined for any of the "syndromes". No Stott Guide.	99
7	37-62			INTRODUCTORY NOTES FOR COLS. 37-62: These are the columns on which can be identified the individual "phrases" allocated by the teacher to a child. These "phrases" on the appropriate columns are counted to form the total "Syndrome" Scores - see above. A child can have more than one "phrase" coded on a column so that all these columns can be multi-punched. A blank on any of these columns means the child does not have an appropriate "phrase" underlined/or does not have a Bristol Social-Adjustment Guide (in which case Cols. 35-36 should also be blank).	
7	37			Unforthcomingness "Syndrome" <u>UA.</u> 1. Chats only when alone with teacher. 2. Bursts into tears (attitude to correction). 3. Never offers to help teacher with jobs but pleased when asked. 4. Submissive, takes less wanted position, a ball fetcher (team games). 5. Too timid to be naughty (class room behaviour). 6. Lies from timidity (truthfulness). 7. Likes sympathy but reluctant to ask. 8. Never brings flowers, gifts, although classmates often do. 9. Never brings objects he has found, drawings, models, etc. to show teacher although classmates often do.	

1	2	3	4	5	6	
		7	38			<u>WB.</u> 1. associates only with one other child and mostly ignores the rest. 2. waits to be noticed before greeting teacher. 3. Never makes first approach (talking to teacher). 4. Too shy to ask teacher's help. 5. When answering questions, gets nervous, blushes, cries when questioned. 6. Shrinks from active play in informal play. 7. Mumbles shyly, awkwardly in response to greeting. 8. Can't get a word out of child (talking to teacher). 9. Says very little when talking to teacher.
			39			<u>WA.</u> Withdrawal "Syndrome" 1. Absolutely never greets teacher. 2. Does not answer when greeted. 3. Makes no friendly or eager response (general manner with teacher). 4. avoids talking to teacher (distant, deep). 5. Dreamy and distracted (lives in another world) (attentiveness). 6. Distant and uninterested (persistence in manual tasks). 7. Dreamy, uninterested in team games.
			40			<u>WB.</u> 1. Distant, shuns others' company. 2. Keeps clear of adults even when hurt or wronged (liking for sympathy). 3. Quite cut off from people, you can't get near him as a person (general with teacher). 4. Unresponsive eyes. 5. Speech is an incoherent rumbling chatter. 6. In contacts with teacher, is like a suspicious animal.
			41			<u>DA.</u> Depression "Syndrome" 1. There is no punch under this number. 2. Depends on how he feels (asking teacher's help). 3. Varies very noticeably from day to day (persistence in class work). 4. Sometimes alert, sometimes lethargic in team games. 5. In free activity sometimes lacks interest. 6. Persistence in manual tasks varies greatly. 7. Impatient, loses temper with job (persistence - manual tasks).
			42			<u>DB.</u> 1. flies into a temper if provoked (physical prowess). 2. Can work alone but has no energy (persistence - class work). 3. Lacks physical energy (persistence - manual tasks). 4. Has no life in him (class room behaviour). 5. Apathetic (just sits) (Attentiveness). 6. There is no punch under this number. 7. Shuffles restlessly (posture).

2	3	4	5	6	
	7	45			<u>DC.</u>
					<ol style="list-style-type: none">1. In asking teacher's help too apathetic to other.2. Dull listless eyes.3. Always sluggish, lethargic in team games.4. Sometimes wanders off alone (companionship).5. Speech is thick, mumbling, inaudible.6. Expression is miserable, depressed, ('under the weather') seldom smiles.
		44			<u>AA.</u> Anxiety for Acceptance by Adults "Syndrome" <ol style="list-style-type: none">1. Very anxious to do jobs (helping teacher with jobs).2. In greeting teacher, over-eager to greet.3. In talking to teacher, over-talkative (tires with constant chatter).4. Very anxious to bring flowers, gifts (contact with teacher).5. Very often brings objects he has found, drawings, models, etc. to show teacher (contact with teacher).6. Over-friendly (general manner with teacher).7. Talks excessively to teacher about own doings, family or possessions.8. Sidles up to or hangs round teacher (contact with teacher).
		45			<u>Ab.</u> <ol style="list-style-type: none">1. Always finding excuses for engaging teacher (asking teacher's help).2. There is no punch under this number.3. Craves for sympathy (comes unnecessarily with minor scratches, bumps, etc. complains of being hurt by others). (Liking for sympathy.)4. Tries to monopolise teacher (liking for attention).5. Tells fantastic yarns (truthfulness).6. Wants adult interest but can't put himself forward (liking for attention).7. Trades on sympathy or interest (liking for sympathy).8. Put out if can't get attention (liking for attention).
		46			<u>HA.</u> Hostility towards Adults "syndrome" <ol style="list-style-type: none">1. Ability at class jobs varies with mood.2. In answering questions eager except when in one of his moods.3. Persistence in manual tasks depends on his moods.4. In talking to teacher inclined to be moody.5. Offers to help teacher with jobs except when in a bad mood.6. In asking teacher's help sometimes very forward, sometimes sulky.7. In greeting teacher sometimes eager, sometimes definitely avoids.8. Response to greeting can be surly or suspicious.

1	2	3	4	5	6
		7	47		<u>HB.</u>
					<ol style="list-style-type: none"> General manner with teacher is sometimes friendly, sometimes in a bad mood. Standard (manual) very variable (seems at times to do badly on purpose). Damage to personal property (cars, tradesman's vans occupied houses or gardens, teacher's or workman's belongings, etc.) (Nuisance.) Bad language, vulgar stories, rhymes, drawings (nuisance). Suspicious (on the defensive) (liking for attention). Resentful mutterings or expression at times (attitude to correction). Becomes antagonistic (effect of correction). Sometimes a fluent liar (truthfulness).
			48		<u>HC.</u>
					<ol style="list-style-type: none"> Has stolen money, sweets, valued objects once or twice (honesty). Bears a grudge, always regards punishment as unfair (effect of correction). Has a wild, hostile look in the eyes. Very naughty, difficult to discipline (class room behaviour). Aggressive defiance (screams, threats, violence). (attitude to correction.) Associates mostly with unsettled types (attitudes of other children). Has stolen money, sweets, valued objects frequently (honesty). Obscene behaviour (nuisance).
		49			<u>KA.</u> "Writing Off" of Adults and Adult Standards "Syndrome" <ol style="list-style-type: none"> Won't bother to learn (attentiveness). Only works when watched or compelled (persistance) (classwork). Only works when watched or compelled (persistance) (manual tasks). When answering questions not shy but unconcerned. Not shy but never comes for help willingly (asking teacher's help). Has no wish to volunteer to help teacher with jobs. Unconcerned about approval or disapproval (liking for attention).
		50			<u>KB.</u> <ol style="list-style-type: none"> Minimises contact with teacher but not backward with other children.. Avoids talking to teacher but talks to other children. Copies from others (honesty). Takes books from others without permission (honesty). Selfish, scheming, a spoilsport (ways with other children). Cunning, dishonest in individual games. bad sportsman (plays for himself only, cheats, fouls) in team games.

2	3	4	5	6	
	7	51			<u>KC.</u> 1. Can't look you in the face (eyes). 2. Not open or friendly; sometimes "seems to be watching you to see if you know". (General manner with teacher). 3. Can never keep a friend long (tries to pal up with newcomers). (Companionship) 4. Untrustworthy (ability at class jobs). 5. Treats lenience as weakness (effect of correction). 6. Plausible, sly; will abuse trust, hard to catch (classroom behaviour). 7. Habitual slick liar; has no compunction about lying (truthfulness).
		52			<u>LC.</u> Anxiety for Acceptance by Children "Syndrome" 1. Plays the hero (attitude to correction). 2. Can't resist playing to the crowd (effect of correction). 3. Inclined to fool around in team games. 4. Over-brave (takes unnecessary risks) in team games. 5. Over-anxious to be in with the gang (tries to curry favour, toadies, easily led). (Companionship.) 6. Likes to be the centre of attraction (companionship). 7. Plays only or mainly with elder children (ways with other children). 8. Strikes brave attitude but funks (physical prowess).
		53			<u>LD.</u> 1. Brags to other children (liking the limelight). 2. Shows off (pulls silly faces, mimics, clowning) (liking the limelight). 3. There is no punch under this number. 4. Spivish dress, hair style (care for appearance). 5. Damage to public property, etc. (of school, fences, unoccupied houses) (nuisance). 6. There is no punch under this number 7. There is no punch under this number
		54			<u>JA.</u> Hostility towards Children "Syndrome" 1. In informal play disturbs others' games, teases, likes frightening. 2. Sometimes nasty to those outside own set (ways with other children). 3. Hurts by pushing about, hitting (ways with other children). 4. Squabbles, makes insulting remarks (ways with other children). 5. Tells tales, underhand (tries to get others into trouble). (ways with other children.) 6. Spoils or hides other children's things (nuisance). 7. mostly on bad terms with others (companionship).
		55			<u>Jb.</u> 1. Spiteful to weaker children (ways with other children). 2. Disliked, shunned (attitude of other children). 3. Fights viciously (bites, kicks, scratches, uses dangerous objects as weapons) (physical prowess). 148

1	2	3	4	5	6	
		7	56			<p style="text-align: center;">Restlessness "Syndrome"</p> <p><u>RH.</u></p> <ol style="list-style-type: none">1. There is no punch under this number2. There is no punch under this number3. Gives up easily. Persistence (manual tasks).4. Too restless in individual games.5. There is no punch under this number6. There is no punch under this number7. Feckless, scatterbrain (ability at class jobs).
			57			<p><u>RB.</u></p> <ol style="list-style-type: none">1. Too restless to work alone (persistence in class work).2. There is no punch under this number3. There is no punch under this number4. There is no punch under this number
			58			<p><u>IM.</u></p> <p style="text-align: center;">Inconsequential Behaviour "Syndrome"</p> <ol style="list-style-type: none">1. Sometimes eager, sometimes doesn't bother (answering questions).2. Constantly needs petty correction (classroom behaviour).3. Too restless to remember for long (effect of correction).4. Cannot attend or concentrate for long (cannot sit still when read to or during broadcasts, plays with things under desk, etc.) (Attentiveness.)5. Hough and ready, slapdash (standard) (manual).6. In informal play starts off others in scrapping and rough play.7. Does not know what to do with himself, can never stick at anything long. (Free activity.)
			59			<p><u>IN.</u></p> <ol style="list-style-type: none">1. Misbehaves when teacher is out of room (liking the limelight).2. Careless, untidy, often loses or forgets books, pen (belongings).3. Gets very dirty during day (care for appearance).4. Slumps, lolls about (posture).5. Foolish pranks when with a gang (nuisance).6. Follower in mischief (nuisance).
			60			<p><u>MA.</u></p> <p style="text-align: center;">Miscellaneous Symptoms "Syndrome"</p> <ol style="list-style-type: none">1. In informal play plays childish games for his age.2. In team games eager to play but loses interest.3. Babyish (mispronounces simple words) (speech).4. Too immature to heed (effect of correction).5. Plays only or mainly with younger children (ways with other children).6. In team games timid or poor spirited.7. Gets bullied (physical prowess).

1	2	3	4	5	6	
		7	61			<u>MB</u> <ul style="list-style-type: none"> 1. Has truanted once or twice, often suspected of truancy (attendance). 2. Often late (punctuality). 3. Has cut lessons (punctuality). 4. Destructive, defaces with scribbling(belongings) 5. On the fringe, somewhat of an outsider (attitude of other children).
			62			<u>MN</u> Miscellaneous "Nervous" "Symptoms" <ul style="list-style-type: none"> 1. Stutters, halts (can't get the words out) (Speech) 2. Jumbled speech 3. Blinking (eyes) 4. Unwilled twitches, jerks, makes aimless movements with hands (fidgets, etc.) 5. Bites nails badly (fidgets, etc.) 6. Jumpy (fidgets, etc.) 7. Sucks fingers (over ten years) (fidgets, etc.)
		7	63- 69			INTRODUCTORY NOTES FOR COLUMNS 63-69 <p>These are columns on which can be identified the "phrases" underlined for individual "paragraphs". More than one "phrase" can be punched on any column. A blank on any of these columns means the child does not have an appropriate "phrase" underlined/or does not have a Bristol Social-Adjustment Guide (in which case Cols. 35-36 should also be blank). All items are multicoded.</p>
		7	63	A.51 T.61	458	<u>AT</u> (Attendance) <ul style="list-style-type: none"> (1) = 1. Attendance good (2) = 2. Frequently absent for a day or half-day (3) = 3. Has long absences (4) = 4. Parent condones absences, malingering, e (5) = 5. Stays away to help parent.
			64		462	<u>AP</u> (Appearance) <ul style="list-style-type: none"> (1) = 1. Attractive (2) = 2. Not so attractive as most (3) = 3. Looks very underfed (4) = 4. Has some abnormal feature (5) = 5. Scruffy, very dirty (care for appearance)
			65		466	<u>ST</u> (Miscellaneous) <ul style="list-style-type: none"> (1) = 1. Gets cheated, fooled (attitude of other children) (2) = 2. Just stupid (ability at class jobs) (3) = 3. Early, very keen on opposite sex (sexual development) (4) = 4. Normal (sexual development) (5) = 5. Abnormal tendency (sexual development) (6) = 6. Delayed (sexual development).

1	2	3	4	5	6	
	7	66	T.59	470		<u>SR</u> (Health Factors - 1) (1) = 1. Poor breathing, chesty, asthmatic, easily puffed. (2) = 2. Frequent colds, tonsilitis, catarrh, running nose, mouth breathing.
	67		T.60	472		<u>SO</u> (Health Factors - 2) (1) = 1. Running, infected ears. (2) = 2. Skin troubles, sores. (3) = 3. Complains of tummy aches, feeling ill or sick, is sometimes sick. (4) = 4. Headaches (5) = 5. Bad turns, goes very pale (6) = 6. Fits (7) = 7. Nose bleeding (8) = 8. Sore, red eyes (9) = 9. Very cold hands
	68		A.49 T.57	481		<u>PD</u> (Health Factors - 3) (1) = 1. Bad eyesight (2) = 2. Squint (3) = 3. Bulging eyes (4) = 4. Poor hearing (5) = 5. Gawky (bad co-ordination) (6) = 6. Contorted features (face screwed up on one side, eyes half closed, etc.) (7) = 7. Holds limb or body in unnatural posture.
	69		A.50 T.58	427		<u>PE</u> (Size) (1) = 1. Tall for age (2) = 2. Ordinary (3) = 3. Small (4) = 4. Diminutive (5) = 5. Very fat (6) = 6. Very thin 7. There is no punch under this number
						END OF BRISTOL SOCIAL-ADJUSTMENT GUIDE
	7	70-71	A.41 A.42 T.55 T.56	457		<u>COPYING DESIGNS TEST</u> This test was used in the Isle of Wight Survey. The child, on a specially designed form, is asked to make two attempts to copy each of six different shapes. A score of 0 or 1 is allocated for each attempt. The total marks are transferred on to the same Coding Form as the Bristol Social-Adjustment Guide. The sentence at the bottom of the test was copied by the children but has not been scored. For further information about this test please refer to R. Davie. Instructions used for scoring are available.
	7	70-71	A.41 A.42 T.55 T.56	457		<u>Total Score on Copying Designs Test</u> Range 0 - 12 Numeric coding on cards and computer Blank. Not tested. Note: "0 0" was given to a child who had the possibility of attempting the test but could not do so or did not score any marks.

2	3	4	5	6
7	72- 80			

Columns 72-80.

Only some Card 7's have material punched on these columns
(obsolete perinatal data) and they should be ignored.

END OF PUNCHED CARD 7

BEGINNING OF CARD 8 CONTAINING SELECTED DATA FROM PERINATAL MORTALITY SURVEY 1958
AND N.C.D.S. AUDIOMETRIC DATA

INTRODUCTION.

Punched Card 8 summarises the most important data recorded for the Perinatal Mortality Survey, 1958. This data has been in use for a considerable period and it should be noted that publications have included figures on most of the important variables. The internal reliability of the data was checked for the preparation of these reports.

The completed P.M.S. questionnaires are kept in the offices of the National Birthday Trust Fund. Side Columns 1 and 2 refer to page and question numbers on the P.M.S. questionnaire, which is available for reference or can be found at the back of the book, "Perinatal Mortality". For technical reasons the order in which the perinatal material is punched on Card 8 is not related to the order on the Questionnaire.

Over 11,000 children in N.C.D.S. had audiometric tests (see Page 101) and have the results coded on Cols. 69-80 of Card 8.

CATEGORIES OF CARD 8 AND POSSIBLE COMBINATIONS WITH CARDS 1-7.

I. Children WITH perinatal data on Card 8: WITH N.C.D.S. Audiometric data on Card 8:
WITH data on Cards 1-7.

Children included in the P.M.S. and in the N.C.D.S. 1st Sweep with information recorded on the Educational Assessment Booklet and/or Parental Questionnaire and/or Medical Questionnaire (including Audiogram).

II. Children WITH perinatal data on Card 8: WITHOUT N.C.D.S. Audiometric data on Card 8:
WITH data on Cards 1-7.

Children included in the P.M.S. and in the N.C.D.S. 1st Sweep with information recorded on the Educational Assessment Booklet and/or Parental Questionnaire and/or Medical Questionnaire (but without Audiogram).

III. Children WITHOUT Perinatal data on Card 8: WITH N.C.D.S. Audiometric data only on Card 8 (Cols. 69-80): WITH data on Cards 1-7.

These Y serial number children

These are the majority of the Y- serial numbered children. (See explanation of Y- serial numbers on Card 1, Page 3.)

IV. have no perinatal data on Card 8.

Children WITHOUT Perinatal data on Card 8 except for serial number and certain overcodes only: WITHOUT N.C.D.S. Audiometric data on Card 8: WITH data on Cards 1-7.

Children with Y- serial numbers who were not given an audiometric test.

V. Children WITH perinatal data on Card 8: WITHOUT N.C.D.S. Audiometric data on Card 8:
WITHOUT any N.C.D.S. data on Cards 1-7 except for serial numbers and certain overcodes only (The "Unmatched 8's").

These are children included in the P.M.S. but not included in the N.C.D.S., i.e.:

- | | |
|------------------------|---|
| (a) Deaths. | Deaths up to 1965, or before material was collected in N.C.D.S. Sweep 1. |
| (b) Known refusals. | Parents refused to co-operate in N.C.D.S., so that no information is available. |
| (c) Known emigrations. | Emigrations before any material was collected for N.C.D.S. Sweep 1. |
| (d) Untraced. | Children not traced for N.C.D.S. Sweep 1. |

These Card 8's are known as the "Unmatched 8's". For technical reasons, they have had Cards 1-7 punched with serial number and multiple birth or substudy overcodes only, for the computer tape.

N.B. Summary cards Agatha, Thomas and Uriah

For counter-sorter work, it should be remembered that Thomas and Uriah summary packs do not include children in the "Unmatched Card 8" category. Therefore side column 5 with reference to Thomas and Uriah will only include children who do have N.C.D.S. data. The Agatha summary pack does include every child who has a card 8, "Unmatched" as well. The information taken from Card 8 columns is often punched on Agatha in a somewhat different form. It is, therefore essential to refer to Agatha coding frame.

General Note for Computer Work: It should be remembered that children with perinatal information only will be included in the N.A. category on any computer table concerned with data on Cards 1-7, unless an instruction is given (See General Note on Page 1.).

1	-	8	1	<p><u>Card Number</u></p> <p>8. Identifies card (Does not apply on NCDS summary packs, Agatha, Thomas and Uriah). No other code in this column for singletons.</p> <p><u>Mixed column for MULTIPLE BIRTHS only:</u></p> <p><u>Card Number</u></p> <p>8. As for singletons.</p> <p><u>Multiple Birth Identification Code</u></p> <p>(1) = X Firstborn Twin (2) = Y Second born twin (3) = O Any triplet (On Agatha summary card "O" identifies the card and "9" identifies triplets.)</p> <p><u>NOTE:</u> (i) The computer is programmed to use this information as coded on card 9. See note at front of coding frame. (ii) Information on multiple births recorded on P.M.S. questionnaires was punched and coded at a later date so published figures up to 1965 are concerned with singletons only. (iii) With the further information obtained in NCDS 1965 there is now a discrepancy between perinatal totals and NCDS totals on the number of twins. Details of these changes, which affect the number of singletons are available.</p>
7	54	8	2-4	<p><u>Weight of baby in ounces.</u></p> <p>574 Numeric coding on cards and computer (000)</p> <p>(NA) = ZXZ No information (NA) = Blank Y serial number (NA) = XOX } Estimated weights (NA) = ZXO }</p> <p>646 As above with extra codes</p> <p>(508) = XOX Estimated weight over 5lb 8oz (>2501 gm) (509) = ZXO Estimated weight 5lb 8oz and under (<2500 gm)</p>

1	2	3	4	5	6	
1	-	8	5-10	A.5-10 T.3-8 U.3.8	1	<p><u>Child's Serial Number</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols.5-10 (Pages 2 and 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
7	53	8	11			<p><u>Mixed Column</u></p> <p><u>Sex</u></p> <p>(1) = 1. Boy (2) = 2. Girl</p> <p>Note: "X" = No information coming were punched on this column but have now been altered to "1" or "2" except in a few cases.</p> <p><u>Substudy Identification</u></p> <p>8. In care, short stay 9. In care, long stay X. Word blind study Y. Adoption study</p> <p>Note: (i) See card 9 col. 11 and cols. 38-41 for further information. (ii) Only 1 child with Perinatal information only - an "Unmatched 8" is in the Adoption Substudy.</p>
1	11	8	12	A.53	490	<p><u>OCCUPATION OF MOTHER'S HUSBAND 1958</u></p> <p>Classified by Socio-Economic Group - G.R.O.1951 Classification of Occupations.</p> <p>(11) = Y1 Group 1 Farmers (12) = Y2 " 2 Agricultural Workers (13) = Y3 " 3 Higher Administrative-Professional and Managerial (5) = 4 " 4 Other Admin.Professional & Managerial (6) = 5 " 5 Shopkeepers (7) = 6 " 6 Clerical Workers (8) = 7 " 7 Shop Assistants (9) = 8 " 8 Personal Service (10) = 9 " 9 Foremen (1) = 0 " 10 Skilled Workers (2) = 1 " 11 Semi-skilled Workers (3) = 2 " 12 Unskilled Workers (4) = 3 " 13 Armed forces - other ranks (NA) = X Not known (14) = or (NA) = Blank. No Husband (if "X" is punched on Col. 56 - i.e. no husband - then a (14) is coded. If not, NA). (NA) = Blank. No information because Y serial number</p> <p>Different punch card coding for Aberdeen & Belgravia coding frames.</p> <p>Note Social Class 3 non-manual is made up from computer codes 5,7,8 and 9. Social Class 3 manual is made up from computer codes 12,10, 1 and 4.</p>

1	2	3	4	5	6	
1	11	8	13	A.54 T.52 U.19	492	<p><u>Classified by Social Class</u> - G.N.O. 1951 Classification of Occupations.</p> <p>(1) = Y. Retired or not gainfully occupied. (1) = O. No information on occupation but sick or unemployed.</p> <p>(2) = 1. <u>Social Class I</u> Item 236 (3) = 2. " " II. (Non-manual : manual) (4) = 3. " " III. 4, 6, 7, 8, 29, 10, 13 (5) = 4. " " IV. (6) = 5. " " V. SEGS SEGS</p> <p>(9) = 3. Students. (10) = 9. Dead or permanently away. (N.A.) = X. Not known.</p> <p>(12) or (N.A.) = Blank. No husband. (if "X" is punched on Col. 56 (i.e. no husband) then u(12) is coded. If not N.A.) (N.A.) = Blank. No information because Y serial number.</p>
1	12	8	14-15	A.68	494	<p><u>Husband's A.G. in Years (1950).</u></p> <p>Numeric coding on cards and computer.</p> <p>(N.A.) = XX. Not known. (N.A.) = Blank. No husband/No information because Y serial number.</p>
2	19	8	16		496	<p><u>Mother's Weight in Stones (1950).</u></p> <p>(N.A.) = blank. No information/No information because Y serial number.</p> <p>(7) = 6. 6 stone or less and below 7. (8) = 7. 7 stone and below 8. (9) = 8. 8 stone and below 9. (10) = 9. 9 stone and below 10. (1) = 0. 10 stone and below 11. (2) = 1. 11 stone and below 12. (3) = 2. 12 stone and below 13. (4) = 3. 13 stone and below 14. (5) = 4. 14 stone and below 15. (6) = 5. 15 stone and over.</p>
2	20	8	17-19	A.71 T.70	497	<p><u>Gestation Period in Days.</u></p> <p>Numeric coding on cards and computer.</p> <p>(N.A.) = XXX. No information or in doubt. (N.A.) = Blank. No information because Y serial number.</p>

1	2	3	4	5	6	
2	21	8	20	A.75	500	<u>Week of First Antenatal Visit.</u> (2) = X. 1st-3rd week. (1) = O. No visits. (3) = 1. 4th-7th week. (4) = 2. 8th-11th week. (5) = 3. 12th-15th week. (6) = 4. 16th-19th week. (7) = 5. 20th-23rd week. (8) = 6. 24th-27th week. (9) = 7. 28th-31st week. (10) = 8. 32nd-35th week. (11) = 9. 36th week or later. (N.A.) = X. Not known. (N.A.) = Blank/No information because Y serial number.
2	21	8	21		501	<u>Total Number of Antenatal Visits.</u> (1) = O. None. (2) = 1. 1 only. (3) = 2. 2 only. (4) = 3. 3 - 4 visits. (5) = 4. 5 - 9 " (6) = 5. 10 - 14 " (7) = 6. 15 - 19 " (8) = 7. 20 - 24 " (9) = 8. 25 - 29 " (10) = 9. 30 or more visits. (N.A.) = X. No information. (N.A.) = Blank/No information because Y serial number.
2	23	8	22	A.69	502	<u>Smoking Prior to Pregnancy.</u> (1) = O. Non-smoker, less than one. (3) = 2. 1 - 4 daily, constantly. (4) = 3. 5 - 9 " (5) = 4. 10 - 14 " (6) = 5. 15 - 19 " (7) = 6. 20 - 24 " (8) = 7. 25 - 29 " (9) = 8. 30 or more daily, " (N.A.) = X. No information. (N.A.) = Blank/No information because Y serial number.
2	23	8	23	A.69	503	<u>Smoking in Pregnancy.</u> (1) = O. No change by 5 months. (2) = 1. Now non-smoker, below 1. (3) = 2. 1 - 4 now. (4) = 3. 5 - 9 " (5) = 4. 10 - 14 " (6) = 5. 15 - 19 " (7) = 6. 20 - 24 " (8) = 7. 25 - 29 " (9) = 8. 30 or more now. (10) = 9. Variable after 5 months. (N.A.) = X. No information. (N.A.) = Blank/No information because Y serial number.

1	2	3	4	5	6
3	24	8	24	A.55 T.63	504

Parity.

- (1) = 0. No previous pregnancies after 20 weeks.
 - (2) = 1. 1 previous pregnancy after 20 weeks.
 - (3) = 2. 2 " pregnancies "
 - (4) = 3. 3 " "
 - (5) = 4. 4 " "
 - (6) = 5. 5 " "
 - (7) = 6. 6 " "
 - (8) = 7. 7 " "
 - (9) = 8. 8 " "
 - (10) = 9. 9 or more previous pregnancies after 20 weeks.
- (N.A.) = X. No information.
(N.A.) = blank. No information because Y serial number.

3	24	6	25	505	
---	----	---	----	-----	--

Previous Abortions.

- (1) = 0. No previous abortions or ectopics.
 - (2) = 1. 1 previous abortion or ectopic.
 - (3) = 2. 2 " abortions " ectopics.
 - (4) = 3. 3 " "
 - (5) = 4. 4 " "
 - (6) = 5. 5 " "
 - (7) = 6. 6 " "
 - (8) = 7. 7 " "
 - (9) = 8. 8 " "
 - (10) = 9. 9 or more previous abortions or ectopics.
- (N.A.) = X. No information.
(N.A.) = blank. No information because Y serial number.

3	24	8	26	506	
---	----	---	----	-----	--

Previous Premature Births (\leq 1 lb. 6 oz. or less).
LIVEBIRTHS.

- (1) = 0. Para 0 or no previous premature live births.
 - (2) = 1. 1 previous premature livebirth.
 - (3) = 2. 2 " " livebirths.
 - (4) = 3. 3 " "
 - (5) = 4. 4 " "
 - (6) = 5. 5 " "
 - (7) = 6. 6 " "
 - (8) = 7. 7 " "
 - (9) = 8. 8 " "
 - (10) = 9. 9 or more previous premature livebirths.
- (N.A.) = X. No information.
(N.A.) = blank. No information because Y serial number.

3	24	8	27	507	
---	----	---	----	-----	--

Previous Large Births (\geq 1 lb. 14 oz. or more).
LIVE OR STILLBIRTHS.

- (1) = 0. Para 0 or no previous large babies.
 - (2) = 1. 1 previous large baby.
 - (3) = 2. 2 " " babies.
 - (4) = 3. 3 " "
 - (5) = 4. 4 " "
 - (6) = 5. 5 " "
 - (7) = 6. 6 " "
 - (8) = 7. 7 " "
 - (9) = 8. 8 " "
 - (10) = 9. 9 or more previous large babies.
- (N.A.) = X. No information.
(N.A.) = blank. No information because Y serial number.

1	2	3	4	5	6
3	24	8	28	508	<u>Previous Stillbirths and Neonatal Deaths (1st 4 weeks).</u> (1) = 0. Para 0 or no previous S.B. or N.N.D.'s. (2) = 1. 1 previous S.B. or N.N.D. (3) = 2. 2 " S.B.'s or N.N.D.'s. (4) = 3. 3 " " " " (5) = 4. 4 " " " " (6) = 5. 5 " " " " (7) = 6. 6 " " " " (8) = 7. 7 " " " " (9) = 8. 8 " " " " (10) = 9. 9 or more previous S.B. or N.N.D.'s. (N.A.) = X. No information. (N.B.) = Blank. No information because Y serial number.
3	24	8	29	509	<u>Previous Toxaemia, Antepartum Haemorrhage, or Caesarean Section.</u> (1) = 0. Para 0 or no previous toxæmia, A.P.H. or C.S. (2) = 1. Previous toxæmia only. (3) = 2. " A.P.H. only. (4) = 3. " C.S. only. (5) = 4. " toxæmia + A.P.H. (6) = 5. " toxæmia + C.S. (7) = 6. " A.P.H. + C.S. (8) = 7. " toxæmia, A.P.H. and C.S. (N.A.) = X. No information. (N.B.) = Blank. No information because Y serial number.
3	25	8	30-31	A.70 T.69	510 <u>Height of mother in inches at Child's birth.</u> Numeric coding on cards and computer. (N.A.) = Blank. No information/No information because Y serial number. Coded in whole inches. (N.B. 61 $\frac{1}{2}$, 61 $\frac{3}{4}$, 61 $\frac{5}{8}$ = 61 inches)
2	17	8	32	512	<u>Number of Persons Per Room.</u> (1) = 1. Up to 1 person per room. (2) = 2. 1.01-1.50 persons per room. (3) = 3. 1.51-2.00 " " " (4) = 4. 2.01-2.50 " " " (5) = 5. 2.51-3.00 " " " (6) = 6. Over 3 persons per room. (N.A.) = X. Not known. (N.B.) = blank. No information because Y serial number.

1	2	3	4	5	6	
						<u>INTRODUCTORY NOTE TO COL. 33</u>
						This column is punched from information collected from both the Perinatal Mortality Survey and the NCDS 1st Sweep. The codes describe what is known about all the children included in the P.M.S. who do not have current data in the N.C.D.S. 1st Sweep, i.e. the "Unmatched" 8's. The blanks on this column are all the children with data on N.C.D.S.
51- 65	8	33	A.3	514		<u>Present Situation of All Births included in P.M.S. Without Data in N.C.D.S. 1st. Sweep.</u> (12) = Y. Emigrants (11) = X. Refused to co-operate in N.C.D.S. 1st. Sweep (1) = O. Stillbirth macerated over 24 hours pre labour (antepartum) (2) = 1. Stillbirth macerated peripartum (intrapartum) (3) = 2. Stillbirth macerated not known when died (unspecified) (4) = 3. Stillbirth fresh - 1st stage (5) = 4. " " - 2nd stage (6) = 5. Untraced children (7) = 6. Neonatal death under 30 minutes (8) = 7. Neonatal death under 7 days (1st week deaths - codes 6 + 7). (9) = 8. Neonatal death 7-28 days inclusive (2nd to 4th week) (10) = 9. Died after 4th week (29 days and after) (N.A.) = Blank. With data on cards 1-7/Y serial No.
	8	34	A.64	515		<u>Birthweight for Gestational Age for Sex: Standard Deviation Groups.</u> (1) = 1. Under -2 S.D. (2) = 2. -2 to -1 S.D. (3) = 3. -1 to 0 to +1 S.D. (4) = 4. +1 to +2 S.D. (5) = 5. Over +2 S.D. (7) = 7. Gestation under 28 weeks/28-30 weeks. (8) = 8. Gestation 44 weeks and over. (9) = 9. Sex n.k., gestation n.k., birthweight n.k. and estimated. (N.A.) = Blank. No information because Y serial No. Note: These figures are derived from Card 8, Cols. 2-4, 11 and 17, 18, 19.
	8	35		516		<u>Birthweight for Gestational Age for Sex: Percentile Groups.</u> (1) = 1. Under 10th percentile (2) = 2. 10th to 24th " " (3) = 3. 25th to 50th " " (4) = 4. 51st to 75th " " (5) = 5. 76th to 90th " " (6) = 6. Over 90th " " (7) = 7. Gestation under 28 weeks/28-30 weeks. (8) = 8. Gestation 44 weeks and over. (9) = 9. Sex n.k., gestation n.k., birthweight n.k. and estimated (N.A.) = Blank. No information because Y serial number. Note: These figures are derived from Card 8, Cols. 2-4, 11 and 17, 18, 19.

1	2	3	4	5	6
4	34	8	36	518	<u>Mother's blood Group.</u> (1) = 0. Not tested or no record. (11) = Y. A positive. (2) = 1. B " (3) = 2. A.B. " (4) = 3. O " (5) = 4. Not known A.B.O. positive. (6) = 5. A negative. (7) = 6. B " (8) = 7. A.B. " (9) = 8. O " (10) = 9. Not known A.B.O. negative. (N.A.) = X. No information. (N.A.) = blank. No information because Y serial number.
4	35	8	37	519	<u>Mother's Minimum haemoglobin Level during Pregnancy.</u> (1) = 0. Not tested. (2) = 1. 60% - 69% (9-10.4 grams). (3) = 2. Under 60% (under 9 grams). (10) = 9. 70% or over (10.5 grams or over). (N.A.) = X. No information. (N.A.) = blank. No information because Y serial number.
1 & 3	10 &24	8	38-39	520	<u>Interval between Marriage and First mature Birth.</u> (14) = XX. Not married when had first pregnancy. (9) = 19. Married less than 4 months. (10) = 29. " 4-5 months. (11) = 39. " 7-8 months. (12) = 40. " 9-11 months. (13) = Y0. " less than 1 year - period not known. (1) = 01. " 1 year but less than 2. (2) = 02. " 2 years but less than 3. (3) = 03. " 3 " " " 4. (4) = 04. " 4 " " " 5. (5) = 05. " 5 years to 9 years 11 months. (6) = 06. " 10 years to 14 years 11 months. (7) = 07. " 15 years to 19 years 11 months. (8) = 08. " 20 years or more. (N.A.) = YY. Not available. (N.A.) = blank. No information because Y serial number.
5	37	8	40	A.56 T.64	<u>All Bleeding in Pregnancy and before Delivery.</u> (1) = 0. No bleeding or A.P.H. of any sort, and no obstetric and/or pregnancy abnormalities. (2) = 1. Accidental antepartum haemorrhage only. (3) = 2. Placenta Praevia only. (4) = 3. All other unspecified antepartum haemorrhage, including intrapartum haemorrhage. (5) = 4. Accidental A.P.H. + vaginal bleeding pre 20 weeks. (6) = 5. Placenta praevia + vaginal bleeding pre 20 weeks. (7) = 6. Unspecified A.P.H. + vaginal bleeding pre 20 weeks. (8) = 7. Vaginal bleeding pre 20 weeks only. (9) = 8. No bleeding or A.P.H. of any sort, but with obstetric and/or pregnancy abnormality. (N.A.) = X. No information. (N.A.) = blank. No information because Y serial number.

2	3	4	5	6	OCCUPATION OF MATERNAL GRANDFATHER WHEN MOTHER LEFT SCHOOL. Mother's Father's Socio-economic group - G.R.O. 1951 Classification of Occupations.
14	8	41		524	<p>(12) = X1 Group 1 - Farmers (13) = X2 " 2 - Agricultural workers (4) = .3 " 3 - Higher Administrative, Professional and Managerial (5) = 4 " 4 - Other Administrative, Professional and Managerial (6) = 5 " 5 - Shopkeepers (7) = 6 " 6 - Clerical workers (8) = 7 " 7 - Shop Assistants (9) = 8 " 8 - Personal Service (10) = 9 " 9 - Foremen (See notes below) (1) = 0 " 10 - Skilled Workers (2) = 1 " 11 - Semi-skilled Workers (3) = 2 " 12 - Unskilled Workers (14) = X3 " 13 - Armed Forces, Other ranks (NA) = Y Not known (NA) = Blank. No information because Y serial no.</p>
41		525			<p>AND (1) = 9. Overpunched on miners. (See Note below)</p> <p>Note: In this column, a "9" overcode was allocated to Miners, but there also existed an ordinary "9" code for Foremen. However, most Miners, Foremen, and Miner-foremen can be found by using both Col. 41 and 42 information as follows:</p> <p>(i) <u>Miners</u>: These are only coded as such (Computer code (1) under computer item no. 525) if there is a "9" punched in Col. 41, and a "6" punched in Col. 42, P.94 (the overcode for Miners in that column). Without the "6" in Col. 42 the computer would treat a "9" overcode on Col. 41 as NA under item 524.</p> <p>(ii) <u>Foremen</u>: These are only coded as such (Computer code (10) under Computer Item No. 524) if there is a "9" punch only coded in Col. 41 and a "3" coded in Col. 42 (the Social Class grouping for Foremen). Without the "3" in Col. 42, the Computer would treat a "9" punch on its own in Col. 41 as NA under Item 524.</p> <p>(iii) <u>Miner-foremen</u>: These are only coded as such (Computer code (1) under Computer Item No. 525, and also Computer code (10) under Computer Item No. 524) if there is a "9" only punched on Col. 41, and if there is a "3" as well as a "6" coded on Col. 42.</p>
					<u>INTRODUCTORY NOTE TO COL. 42</u> Men in a mining occupation were given punched code "6" on Col. 42 and a further coding if it was possible to allocate them any of the punched card codes "0", "1", "2", "3", "4", "5", "8", "9", "X" and "Y". The mining occupation code "6" is ignored under Item 526 but dealt with under Item 571 which includes the coding for Item 526 with additional codes for miners. Totals on codes "0" - "9" will differ for the two items.
42	A.74 T.76 U.80	526			<p>Mother's Father's Social Class - G.R.O. 1951 Classification of Occupations.</p> <p>(11) = X Retired or not gainfully occupied. (1) = 0 No inf. on occupation but sick or unemployed. (2) = 1 Social Class I (3) = 2 " II (4) = 3 " III (5) = 4 " IV (6) = 5 " V (9) = 8 Students (10) = 9 Dead or permanently away. (NA) = Y Not known (NA) = Blank. No information because Y serial number</p> <p>AND 6 Miner overcode. Ignored by computer (see Item 571 on next page).</p>

162

1	2	3	4	5	6	
2	14	8	42		571	<p><u>Mother's Father's Social Class - G.R.O. 1951 Classification of Occupations</u></p> <p>(11) = X. Retired or not gainfully occupied (1) = 0 No information on occupation but sick or unemployed. (2) = 1 Social Class I (3) = 2 " " II (4) = 3 " " III (5) = 4 " " IV (6) = 5 " " V (9) = 8 Students (10) = 9 Dead or permanently away (12) = 4 & 6. No Social Class information on occupation but sick or unemployed. (Unlikely to be any) (13) = 1 & 6 Miner in Social Class I (14) = 2 & 6 Miner in Social Class II (15) = 3 & 6 Miner in Social Class III (16) = 4 & 6 Miner in Social Class IV (17) = 5 & 6 Miner in Social Class V (20) = 8 & 6 Miner student (Unlikely to be any) (21) = 9 & 6 Miner: dead or permanently away (22) = X & 6 Miner: retired or not gainfully occupied (23) = Y & 6 Miner: other details unknown. (NA) = Y Not known (NA) = Blank No information because Y serial number.</p> <p>N.B. See introductory note to 42 on previous page.</p>
5	41	8	43	A.57	527	<p><u>Duration of Labour - 1st Stage - Hours</u></p> <p>(1) = 0 No first stage (elective C.S.) (2) = 1 Under 3 (3) = 2 3 and under 6 (4) = 3 6 " 12 (5) = 4 12 " 24 (6) = 5 24 " 48 (7) = 6 48 " 72 (8) = 7 72 and over (9) = 8 Ill defined (NA) = X No information (NA) = Blank No information because Y serial number</p>
	41	8	44	A.58	528	<p><u>Duration of Labour - 2nd Stage - Minutes</u></p> <p>(1) = 0 No second stage (some vaginal, some C.S.) (2) = 1 Under 30 (3) = 2 30 and under 60 (4) = 3 60 " 90 (5) = 4 90 " 120 (6) = 5 120 " 150 (7) = 6 150 " 180 (8) = 7 180 " 210 (9) = 8 210 " 240 (10) = 9 240 and over (NA) = X No information (NA) = Blank. No information because Y serial number</p>
5	42	8	45	A.59	529	<p><u>Duration Membranes Ruptured - Hours</u></p> <p>(1) = 0 Not ruptured pre delivery (2) = 1 Under 3 (3) = 2 3 and under 6 (4) = 3 6 " 12 (5) = 4 12 " 24 (6) = 5 24 " 48 (7) = 6 48 " 72 (8) = 7 72 " 120 (9) = 8 120 " 168 (10) = 9 168 and over (7 days) (NA) = X No information (NA) = Blank. No inf. because multiple birth/No information because Y serial number</p>

2	3	4	5	6	
43	8	46	A.60.	531	<p><u>whether Labour Induced.</u></p> <p>(Patient not in labour and O.B.E. not counted when failed).</p> <p>(1) = 0. No induction as specified below. (2) = 1. Oxytocin but no surgical. (3) = 2. Low surgical) These (4) = 3. High surgical) without (5) = 4. Not known surgical) Oxytocin. (6) = 5. O.b.e. - oestrogen or strip only. (7) = 6. Low surgical) These (8) = 7. High surgical) with (9) = 8. Not known surgical) Oxytocin. (10) = 9. O.b.e. and oestrogen or strip. (11) = 1. Oxytocin in labour only. (N.A.) = X. No information. (N.A.) = Blank. No information because Y serial number.</p>
24	8	47		532	<p><u>Interval between this birth and last pregnancy.</u></p> <p>(Overcode X to be ignored).</p> <p>(1) = 0. Under 1 year. (2) = 1. 1 year and under 2. (3) = 2. 2 years and under 3. (4) = 3. 3 " " " 4. (5) = 4. 4 " " " 5. (6) = 5. 5 " " " 10. (7) = 6. 10 " " " 15. (8) = 7. 15 " " " 20. (9) = 8. 20 years and over. (10) = 9. No previous pregnancy, mature, i.e. had miscarriage. (N.A.) = X. Not known. (N.A.) = Blank. Putu J./No information because Y serial number.</p>
46	8	48	A.61	534	<p><u>Method of Actual delivery.</u></p> <p>(10) = 04. No trained person present - breech. (9) = 01. No trained person present - other. (11) = X1. Spontaneous - Vertex O.P. (15) = Y1. Spontaneous - Face and brow. (1) = 1. Spontaneous - Vertex O.A. and hand. (12) = X2. Forceps - Face and brow. (2) = 2. Forceps - Vertex O.A. and hand. (13) = X3. Caesarean Section - Elective. (3) = 3. Caesarean Section - In labour. (14) = X4. Breech - spontaneous. (4) = 4. breech - assisted or extracted. (5) = 5. Internal Version. (6) = 6. Destructive. (7) = 7. Laparotomy. (6) = 6. Spontaneous shoulders. (N.A.) = X. No information. (N.A.) = Blank. NO INFORMATION BECAUSE Y SERIAL NUMBER.</p>
46	8	49	A.62	535	<p><u>Foetal Distress (Indication for induction or Caesarean section).</u></p> <p>(1) = 0. No abnormality. (2) = 1. Cord presentation or prolapse. (3) = 2. Meconium. (4) = 3. Foetal Heart. (5) = 4. Meconium and foetal heart. (6) = 5. Other reason. (N.A.) = X. No information. (N.A.) = Blank. No information because Y serial number.</p>

1	2	3	4	5	6	
6	13	8	50	536		<u>Inhalational Analgesia</u>
						<p>(1) = 0 Not available (2) = 1 Gas and air only (3) = 2 Trilene only (4) = 3 Gas and air and Trilene (5) = 4 Gas and Oxygen (6) = 5 No indication for analgesia (7) = 6 Contra-indication, e.g. asthma, T.B., foetal distress (8) = 7 No time (9) = 8 Refused (NA) = X No information (NA) = Blank No information because Y serial number</p>
2	13	8	51	537		<p><u>Whether Mother Stayed at School After Minimum School Leaving Age</u></p> <p>Single or Double Punched</p> <p>(5) = Y Did not stay at school (6) = X Did stay at school (7) = 2 Age at this birthday 25 and over (minimum leaving age 14) (8) = 3 Age at this birthday 24 or less (minimum leaving age 15)</p> <p>(1) = Y2 Did not stay at school - 25 or over (2) = Y3 Did not stay at school - 24 or under (3) = X2 Did stay at school - 25 or over (4) = X3 Did stay at school - 24 or under</p>
2	16	8	52- 53	539		<p><u>Mother's Paid Occupation When Starting this Baby</u> <u>- G.R.O. 1951.</u></p> <p>Social Class I and II</p> <p>(1) = 50 Teachers (2) = 51 Nurses and Midwives (qualified) (3) = 52 Accounting and costing clerks, book-keepers, bank clerks (4) = 53 Shopkeepers and shop Manageresses (5) = 59 Others in S.C. I and II</p> <p>Social Class III</p> <p>(6) = 61 Nurses (not qualified) (7) = 62 Clerks (other than 52), typists and telephonists (8) = 63 Shop assistants, hairdressers, and manicurists (9) = 64 Garment workers (not machinists) (10) = 65 Textile workers (skilled) (11) = 66 Personal service (skilled) (12) = 69 Others in S.C. III</p> <p>Social Class IV</p> <p>(13) = 74 Garment workers (machinists) (14) = 75 Textile workers (semi-skilled) (15) = 76 Personal service (semi-skilled) (16) = 79 Others in S.C. IV</p> <p>Social Class V</p> <p>(17) = 85 Textile workers (labourers) (18) = 86 Personal service (unskilled) (19) = 89 Others in S.C. V (NA) = YY No codeable information (NA) = X Blank (NA) = Blank No information because Y serial number</p>

1	2	3	4	5	6	
2	16	7	52- 53	540	Mother's Paid Occupation during pregnancy .. G.R.O. 1951	

Social Class I and II

(1) = 50 Teachers
(2) = 51 Nurses and Midwives (qualified)
(3) = 52 Accounting and costing clerks, book-
keepers, bank clerks.
(4) = 53 Shopkeepers and shop manageresses
(5) = 59 Others in S.C. I and II

Social Class III

(6) = 61 Nurses (not qualified)
(7) = 62 Clerks (other than 52), typists and
telephonists
(8) = 63 Shop assistants, hairdressers, and
manicurists
(9) = 64 Garment workers (not machinists)
(10) = 65 Textile workers (skilled)
(11) = 66 Personal service (skilled)
(12) = 69 Others in S.C. III

Social Class IV

(13) = 74 Garment workers (machinists)
(14) = 75 Textile workers (semi-skilled)
(15) = 76 Personal service (semi-skilled)
(16) = 79 Others in S.C. IV

Social Class V

(17) = 85 Textile workers (labourers)
(18) = 86 Personal service (unskilled)
(19) = 89 Others in S.C. V

(20) = X Did not work during pregnancy - Overcode
on punched card. If worked prior to
pregnancy only this is coded in Item 539.

(NA) = YY No codeable information
(NA) = Blank No answer/No information because Y
serial number

1	2	3	4	5	6	
	16	8	54	542	Week in which Mother Stopped Work	

(1) = 0 Up to and including 12th week
(2) = 1 13th - 16th week
(3) = 2 17th - 20th "
(4) = 3 21st - 24th "
(5) = 4 25th - 28th "
(6) = 5 29th - 30th "
(7) = 6 31st - 32nd "
(8) = 7 33rd - 34th "
(9) = 8 35th - 36th "
(10) = 9 37th week or later
(NA) = Y Not known
(NA) = Blank Did not work/No information
because Y serial number

1	2	3	4	5	6	
2	16	8	55		543	<p><u>Hours of Work in Pregnancy and Week Work Given Up</u></p> <p>(1) = 0 Up to 40 hours per week: gave up before and including 12th week. (2) = 1 Up to 40 hours per week: gave up 13th-24th week (3) = 2 Up to 40 hours per week: gave up 25th-32nd week (4) = 3 Up to 40 hours per week: gave up 33rd week or later (5) = 4 40 hours or more per week: gave up before and including 12th week (6) = 5 40 hours or more per week: gave up 13th-24th week (7) = 6 40 hours or more per week: gave up 25th-32nd week (8) = 7 40 hours or more per week: gave up 33rd week or later (9) = 8 Worked but information incomplete (10) = 9 Not known if had a job (NA) = X No job (NA) = Blank No information because Y serial number</p>
1	9	8	56	A.52 T.62	545	<p><u>Marital Status</u></p> <p>(4) = Y Married (5) = X Single, no husband (1) = 0 Widowed, divorced, separated (2) = 1 Stable union (3) = 2 Twice married (NA) = 9 No information (NA) = Blank No information because Y serial number</p>
17	8	57			546	<p><u>Mother's Household: Number Cooked for at the beginning of Pregnancy</u></p> <p>(1) = 0 None (2) = 1 One (3) = 2 Two (4) = 3 Three (5) = 4 Four (6) = 5 Five (7) = 6 Six (8) = 7 Seven (9) = 8 Eight (10) = 9 Nine or more (NA) = Y No answer (NA) = Blank. No information because Y serial number</p>

2	3	4	5	6	
29 & 31	8	58	A.72 T.71	548	<p><u>Presence of Raised blood Pressure and Proteinuria.</u></p> <p>(1) = 0. Normal - Non toxemic. (2) = 1. Pure essential hypertension (Classified if present before 20 weeks of pregnancy.) (3) = 2. E.H. toxæmia - moderate. (4) = 3. " " - severe. (5) = 4. " " - proteinuria, C.S.U. non infective. (6) = 5. " " - proteinuria, non C.S.U. (7) = 6. Pure toxæmia - mild. (8) = 7. " " - moderate. (9) = 8. " " - severe. (10) = 9. " " - proteinuria, C.S.U. non infective. (11) = X1. " " - proteinuria, non C.S.U. (12) = X2. Unclassified toxæmia - mild. (13) = X3. " " - moderate. (14) = X4. " " - severe. (15) = X5. " " - proteinuria, C.S.U. non infective. (16) = X6. " " - proteinuria, non C.S.U. (17) = X7. Unclassified proteinuria. (18) = X8. Eclampsia. (19) = X9. Remainder + Not known. (N.A.) = Blank. No information because Y serial number.</p>
15	8	59		549	<p><u>Number of Siblings Living or Dead at Time mother left School.</u></p> <p>(1) = 0. None (only child). (2) = 1. One. (3) = 2. Two. (4) = 3. Three. (5) = 4. Four. (6) = 5. Five. (7) = 6. Six. (8) = 7. Seven. (9) = 8. Eight. (10) = 9. Nine and over. (N.A.) = Y. Not known. (N.A.) = Blank. No information because Y serial number.</p>
15	8	60		550	<p><u>Birth Order - Siblings Still Alive When mother left School.</u></p> <p>(1) = 0. Mother first. (2) = 1. " second. (3) = 2. " third. (4) = 3. " fourth. (5) = 4. " fifth. (6) = 5. " sixth. (7) = 6. " seventh. (8) = 7. " eighth. (9) = 8. " ninth. (10) = 9. " tenth or more. (11) = Blank. Mother only child. (N.A.) = Y. Not known. (N.A.) = Blank. No information because Y serial number.</p>

1	2	3	4	5	6	
2	15	8	61		551	<u>Birth Order - All Siblings Living or Dead When Mother Left School.</u>
						<ul style="list-style-type: none"> (1) = 0. Mother first. (2) = 1. " second. (3) = 2. " third. (4) = 3. " fourth. (5) = 4. " fifth. (6) = 5. " sixth. (7) = 6. " seventh. (8) = 7. " eighth. (9) = 8. " ninth. (10) = 9. " tenth or more. (11) = Blank. Mother only child. (N.A.) = Y. Not known. (N.A.) = Blank. No information because Y serial number.
	15	8	62		552	<u>Siblings Alive When Mother Left School.</u>
						<ul style="list-style-type: none"> (1) = 0. None. (2) = 1. One. (3) = 2. Two. (4) = 3. Three. (5) = 4. Four. (6) = 5. Five. (7) = 6. Six. (8) = 7. Seven. (9) = 8. Eight. (10) = 9. Nine and over. (11) = Blank. Mother only child. (N.A.) = Y. Not known. (N.A.) = Blank. No information because Y serial number.
1	8	8	63 64	A.67 T.68	553	<u>Mother's Age last birthday (in years).</u> Numeric coding on cards and computer - 2 digits. (N.A.) = XX. No information. (N.A.) = Blank. No information because Y serial number.
6	51	8	65	A.66	556	<u>Place of booking and Delivery.</u>
						<ul style="list-style-type: none"> (11) = X1. Hospital booked & delivered - ANC hospital only. (12) = X2. " " " - ANC Hospital + other. (13) = X3. " " " - ANC Other or not known. (14) = X4. Domiciliary booked & delivered - ANC Hospital + other. (15) = Y5. " " " - ANC L.H.A. alone or with lower. (16) = Y6. " " " - ANC G.P. on. (17) = Y7. " " " - ANC midwife + G.P. (18) = Y8. " " " - ANC None or not known. (1) = 01. Domiciliary booked, Hospital delivered. (2) = 02. N.H.S. Maternity home booked and delivered. (3) = 03. N.H.S. maternity home booked, Hospital delivered. (4) = 04. Private Nursing Home booked and delivered. (5) = 05. Unbooked, Hospital delivered.

1	2	3	4	5	6	
6	51	8	65	A.66	556	<u>Place of booking and Delivery (Cont'd)</u> (6) = 06 Unbooked, Domiciliary delivered (7) = 07 Residue, Hospital delivered (8) = 08 Residue, Domiciliary delivered (9) = 09 Residue, G.P. Unit delivered (10) = 0 Remainder, i.e. Private Nursing Home (NA) = Blank No information because Y serial number
6	51	8	66		557	<u>Delivery - Supervision Groups</u> (1) = 0 No trained person present (2) = 1 Delivered by Consultant Obstetrician or Registrar (3) = 2 Delivered by Hospital M.O., supervised by Consultant Obstetrician or Registrar (4) = 3 Delivered by Hospital M.O., other or no supervision (5) = 4 Delivered by G.P. (6) = 5 Delivered by Midwife, supervised by Consultant Obstetrician or Registrar (7) = 6 Delivered by Midwife, supervised by Hospital M.O. (8) = 7 Delivered by Midwife, supervised by G.P. (9) = 8 Delivered by Midwife, no supervision (10) = 9 Delivered by Pupil Midwife or Medical Student, supervised by Midwife (12) = X Delivered by Pupil Midwife or Medical Student, supervised by Doctor. (11) = Y Delivered by Pupil Midwife or Medical Student, no supervision (NA) = Blank. No information because Y serial number.
						END OF COLUMNS WITH PERINATAL DATA
-	-	8	67- 68			No Data
						<u>INTRODUCTORY NOTES TO PURE TONE AUDIOMETRY TEST Cols. 69-80</u> The children were tested with a pure tone audiometer in each ear and at six frequencies. The results represent the thresholds of hearing in steps of 5 decibels at each frequency and these were recorded on an Audiogram form. It was decided to reduce all results to single figures for ease of analysis; this was done by dividing each result by 10 and where the quotient ended in ".5" rounding the number off to the next highest whole number (e.g. Threshold 35 - 10 = 3.5 becomes 4). Each Column has the same punched card and computer coding.
		8	69- 80			<u>Coding for Each Threshold at each Frequency Cols. 69-80</u> (0) = 0 Thresholds of 0 decibels (1) = 1 " " 5 or 10 decibels (2) = 2 " " 15 or 20 " (3) = 3 " " 25 or 30 " (4) = 4 " " 35 or 40 " (5) = 5 " " 45 or 50 " (6) = 6 " " 55 or 60 " (7) = 7 " " 65 or 70 " (8) = 8 " " 75 or 80 " (9) = 9 " " 85 or more decibels (NA) = X Unreliable result Blank. No test made/Perinatal Data only.

1	2	3	4	5	6
		8	69-74		<u>RIGHT EAR.</u> <u>Hearing threshold at 250 C.P.S.</u> For coding, see introductory note.
			69	55c	<u>Hearing Threshold at 500 C.P.S.</u> For coding, see introductory note.
			70	559	<u>Hearing Threshold at 1000 C.P.S.</u> For coding, see introductory note.
			71	560	<u>Hearing Threshold at 2000 C.P.S.</u> For coding, see introductory note.
			72	561	<u>Hearing Threshold at 4000 C.P.S.</u> For coding, see introductory note.
			73	562	<u>Hearing Threshold at 8000 C.P.S.</u> For coding, see introductory note.
			74	563	<u>Hearing Threshold at 16000 C.P.S.</u> For coding, see introductory note.
			75-80		<u>LEFT EAR.</u> <u>Hearing Threshold at 250 C.P.S.</u> For coding, see introductory note.
			75	564	<u>Hearing Threshold at 500 C.P.S.</u> For coding, see introductory note.
			76	565	<u>Hearing Threshold at 1000 C.P.S.</u> For coding, see introductory note.
			77	566	<u>Hearing Threshold at 2000 C.P.S.</u> For coding, see introductory note.
			78	567	<u>Hearing Threshold at 4000 C.P.S.</u> For coding, see introductory note.
			79	568	<u>Hearing Threshold at 8000 C.P.S.</u> For coding, see introductory note.
			80	569	<u>Hearing Threshold at 16000 C.P.S.</u> For coding, see introductory note.

END OF PUNCH CARD 6

NATIONAL CHILD DEVELOPMENT STUDY

CARD 9
PAGE 103

NCDS I Coding Frame

Card
9Columns
1 - 12

<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches.</u>
Col. 1		Always punched 9 - card type for summary card
Col. 2		Blank
Col. 3 (from Belinda Col.3)		Losses at NCDS I This item is incomplete - see item 514 on perinatal card 8.
Col. 4		Blank
Cols. 5-10	1 numeric	Child's serial number - see beginning of coding frame for an extended breakdown of the serial number.
Col.11 Punches 1, 2	622 coded	Sex (1) = 1 Boy (2) = 2 Girl
Col.11 Punches 3,9 (from card 1, col. 11)		Sub-study Identification (1) = 0 In-Care study - short stay (2) = 9 In-Care Study = long stay To identify children in In-care study see card 9 columns 38-41.
Punches X,Y (from card 1. col.11)	1051 multicoded	(1) = Y Adoption Study (2) = X Word-Blind Study (NA) = b Not in Word-Blind or Adopted Study (DNA) = b No data at NCDS I
Col. 12 Punches X,Y,O 7-9 (From Belinda col. 1)	1811 coded	Multiple Birth Identification (0) = b Singleton (1) = X First Twin (2) = Y Second Twin (3) = 0.7 First triplet (4) = 0.8 Second triplet (5) = 0.9 Third Triplet In some cases a multiple birth code was assigned arbitrarily where inadequate information about birth order was available. See also description of child's Serial Number, columns 5-10

NATIONAL CHILD DEVELOPMENT STUDY
SUMMARY CARD

CARD 9
PAGE 104

NCDS I Coding Frame

Card
9

Columns
13 - 14

<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches</u>
Col. 13 Punches 0-9 (from Belinda Col. 22)	1813 multicoded	<p><u>Gifted Identification</u></p> <p>(2)= 1 Draw-a-man - highest scores (44+) (3)= 2 Draw-a-man - one in seven sample of second grade scorers (37-43) (4)= 3 Draw-a-man additional second grade scorers from S.O.G.'s IV and V. (5)= 4 Attainment in reading and arithmetic full marks and top rating for both. (6)= 5 Attainment - one in seven sample of second grad (6 or 7 points). (7)= 6 Additional second grade scorers from S.O.G.'s IV and V. (8)= 7 Referred in response to press appeal for gifted at age 10 - selected children. (9)= 8 Remainder of second grade Draw-a-Man Scorers. (10)= 9 Remainder of second grade attainers. (1)= 0 Remainder referred at age 10. (NA)= b Not in gifted study. (DNA)= b No data at NCDS I.</p>
Col. 14 punches 0,1,2 (from Belinda col. 57 and card 4 col.38)	1850 coded	<p><u>Asthma Identification</u></p> <p>(1)= 0 Don't know. (2)= 1 Yes (3)= 2 No (NA)= b Not answered. (DNA)= b No parental questionnaire at NCDS I</p>
Col. 14 punches 3-9 (from Belinda Col. 57)	1816 coded	<p><u>Additional Asthma Information</u></p> <p>(1)= 3 Asthma but no detail. (2)= 4 Mild - 1 attack only. (3)= 5 Mild (4)= 6 Mild - more severe in past (5)= 7 Moderate (6)= 8 Moderate - more severe in past. (7)= 9 Severe. (8)= b Not asthmatic (1850 = 3) (NA)= b Not answered. (DNA)= b No parental questionnaire at NCDS I.</p>

Permanent Recodes

Item 622 Sex of child - compiled from all cards (1-8, Y1 - Y9)

- (1) = Boy
- (2) = Girl
- (NA) = Not Known

Item 1671 Type of school attended by child - Card Y1

<u>Col</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
25	1 + 2 + 3		
	OR		
26	1	Normal primary schooling	1
25	5 + 6 + 8		
	OR		
26	2 + 3 + 7	Special schooling for handicap	2
25	4	Secondary schooling	3

6APM 1

Permanent Records

Item 1681 Household facilities - CARD Y.4

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
54	1	Sole use of all three facilities	1
56	1		
58	1		
54	1/2/3		
56	1/2/3		
58	1/2/3	Sole use of two facilities and shared or no use of 1	2
54	1/2/3		
56	1/2/3		
58	1/2/3	Sole use of one facility and shared or no use of two	3
54	2/3		
56	2/3		
58	2/3	Shared/no use of all three facilities	4

N.B.- If any one of columns is coded "don't know" or is not answered Item 1681 is set to N.

Item 1683 Overcrowding - CARD Y.4

No. of persons in household (Cols. 15-16)
No. of rooms in accommodation (Cols. 50-51)

Coded as follows:-

	<u>Computer Code</u>
Up to 1 person per room	1
Over 1 person per room to 1½ persons per room	2
Over 1½ persons per room to 2 persons per room	3
Over 2 persons per room	4

NCDS II CODING FRAMEPERMANENT RECORDSPAGE 84/2Item 1685Father/Male Head's Occupation- Card Y 4

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
61	1 + 2 + 3 + 5	Non-Manual	1
61	4 + 6 + 7	Manual	2
61	0	No Male Head	3
61	b	Not answered	NA

Item 1687Father/Male Head's Occupation- Card Y 4

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
61	1	Professional	1
61	2	Intermediate Groups	2
61	3	Skilled non-manual	3
61	4	Skilled manual	4
61	5 + 6	Semi-skilled manual and non-manual	5
61	7	Unskilled manual	6
61	0	No Male Head	7
61	b	Not answered	NA

Item 1691 - Parental Situation at NCDS I + II

<u>Card.</u>	<u>Col.</u>	<u>Code.</u>	<u>Description</u>	<u>Computer Code</u>
AND 2	33	1)	Both own parents at 1	1
AND 2	34	1)	own mother no father at 2	
AND Y4	22	1)		
AND Y4	25	7)		
2	33	1)	Own mother and no father at	2
2	34	8)	NCDS1 + 2	
Y4	22	1)		
Y4	25	7)		
2	33	1)	Own mother and no father at	3
2	34	8)	NCDS 1 not own mother no father	
Y4	22 not 1)	<u>and</u>	at NCDS 2	
Y4	25 not 7)			
2	33 not 1)		Not own mother and own or no	4
2	34 not 1 or 8)		father at NCDS 1 but own mother	
Y4	22	1)	no father at NCDS 2	
Y4	25	7)		
2	33	1)	Both own parents at NCDS 1	5
2	34	1)	and no mother own father at	
Y4	22	7)	NCDS 2	
Y4	25	1)		
2	33	0)	No mother own father at 1 and 2	6
2	34	1)		
Y4	22	7)		
Y4	25	1)		
2	33	0)	No mother own father at	7
2	34	1)	NCDS 1 and <u>not</u> no mother own	
Y4	22 not 7)		father at 2	
Y4	25 not 1)			
2	33 not 0 or 1)		Not own mother or no mother	8
2	34 not 1)		and own father at 1 <u>and</u> no	
Y4	22	7)	mother own father at 2	
Y4	25	1)		
2	33	1)	Both own parents at 1 + 2	9
2	34	1)		
Y4	22	1)		
Y4	25	1)		

All other situations set to NA

Item 1692 Cause of situation described in Item 1691

Codes 1-5 describe why no mother codes 6-10 why no father card Y4

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
22	NA	Not answered	0
AND25	NA		
22	X	Death	1
22	O	Marital breakdown	2
22	9	Illegitimacy	3
22	Y	Other reason	4
22	NA	No answer	5
25	X	Death	6
25	O	Marital breakdown	7
25	9	Illegitimate	8
25	Y	Other reason	9
25	NA	No answer	10